

UNIVERSITY OF DELHI

CNC-II/093/1(42)/2024-25/422

Dated: 07.01.2025

**NOTIFICATION**

**SUB: AMENDMENT TO ORDINANCES**


**[E.C Resolution No. 21 dated 14.10.2024]**

The following amendments to Ordinance of the University has been approved by the Executive Council at its meeting held on 14.10.2024 and are hereby notified for information and necessary action, by all the concerned:

1. **Amendment to Appendix II to Ordinance V (2) & VII. [E.C Res. No. 21-1/ dated 14.10.2024]** regarding changes in the syllabi under the Department of East Asian Studies under Faculty of Social Sciences:
  - (i) M.A Chinese (**Annexure-1**).
  - (ii) M.A Korean (**Annexure-2**).
2. **Amendment to Appendix II to Ordinance V (2) & VII. [E.C Res. No. 21-4/ dated 14.10.2024]** regarding course curriculum and ordinances of the following new courses under Faculty of Medical Science:
  - (i) The Ordinance and Course Curriculum for starting of new course Bachelor's in Medical Laboratory Science (BMLS) Course in the Department of Microbiology at UCMS as per **Annexure-3**.
  - (ii) The Course Curriculum for starting of Super-Speciality new Course of DM (Paediatric & Neonatal Anaesthesia) Course in the Department of Anaesthesia at LHMC as per **Annexure-4**.
3. **Amendment to Ordinance XX (E.C Res.No. 21-6 dated 14.10.2024)** regarding maintaining of the institute of Home Economics (IHE) as one of Delhi University's maintained colleges under Ordinance-XX (AB) as per **Annexure-5**.

  
REGISTRAR

Semester-I		
Existing Syllabi	Proposed amendment	Reason for amendment
Advanced Chinese I (122831101) (Core)	Advanced Chinese Language	Same as above
Newspaper Translation (122831102) (Core)	Chinese Linguistics	
China Past and Present (122831103) (Core)	China: Past and Present-I (up to 1840)	
Introduction to general linguistics with special reference to Chinese Language (Chinese/English) (122831104) (Core)	Translation and Interpretation- I	
Semester -II		
Existing Syllabi	Proposed amendment	Reason for amendment
Advanced Chinese II (122831201) (Core)	Introduction to Classical Chinese	Same as above
Introduction to Modern and Contemporary Literature in	Cultural History of China	

  
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China (122831202) (Core)		
Cultural History of China (122832201) (Elective)	China: Past and Present-II (1840-1949)	
Second Language Pedagogy (122833201) (Open Elective)	Translation and Interpretation-II	
Semester –III		
Existing Syllabi	Proposed amendment	Reason for amendment
Advanced Chinese III (122831301) ((Core)	Modern Chinese Literature (1919-1949)	Same as above
History of Chinese Literature (122831302) (Core)	Literary Criticism	
Introduction to Classical Chinese (122831303) (Core)	Contemporary Chinese Society	
Contemporary Chinese Society (122832301) (Elective)	China’s Political Dynamics (1949 till present)	
China’s Political Dynamics (1949 till present) (122832302) (Elective)	Chinese Foreign Policy (1949 till present)	
Chinese Foreign Policy (1949 till present) (122832303) (Elective)	Taiwan’s Political Dynamics	
Taiwan’s Political Dynamics (122833301) (Open Elective )	Second Language Pedagogy	
Semester –IV		
Existing Syllabi	Proposed amendment	Reason for amendment
Literary Criticism (122831401) (Core)	Contemporary Chinese Literature (1949 till present)	Same as above
Interpretation (122831402) (Core)	Dissertation	
Teaching Methodology (122831403) (Core)	China: International Economic Relations (1949 till present)	
Dissertation (122831404) (Core)	Current Issues in Chinese Economy	
	China: Nationalism and Communism (1911-1949)	
	122802406 Taiwan’s Foreign Policy (1949 till present)	
	India-China Relations (from 1947 to the present)	

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# UNIVERSITY OF DELHI

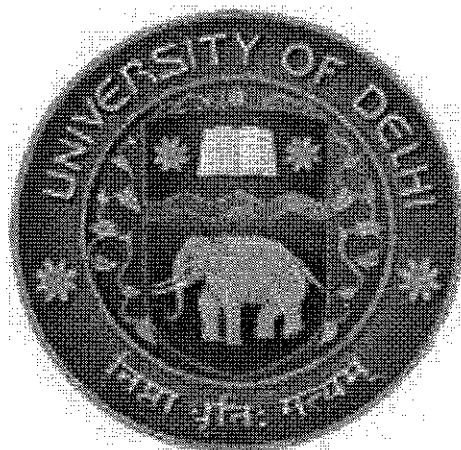
MASTER OF ARTS

(CHINESE)

(TWO-YEAR FULL TIME PROGRAM)

PROGRAM SYLLABUS

(DRAFT)



DEPARTMENT OF EAST ASIAN STUDIES

UNIVERSITY OF DELHI

DELHI - 110007

2024

**TABLE OF CONTENTS**

Sl. No.	Description	Page No.
<b>I.</b>	<b>About the Department</b>	<b>3-4</b>
<b>II.</b>	<b>Introduction to Choice based Credit System (CBCS)</b>	<b>4-5</b>
II-1	Scope	4
II-2	Definition	4-5
<b>III.</b>	<b>Program Details for M.A. in Chinese</b>	<b>5-12</b>
III-1	Program Objectives (POs)	5
III-2	Program Specific Outcomes (PSOs)	5
III-3	Program Structure	6
III-4	Course Credit Scheme	6
III-5	Semester-wise Details	7-9
III-6	Overview of Elective Courses	9
III-7	Selection of Open Elective Courses	9
III-8	Teaching	10
III-9	Eligibility for Admission	10
III-10	Assessment of Students' Performance and Scheme of Examination	10
III-11	Guidelines for the Award of Internal Assessment Marks	11
III-12	Attendance Requirement	11
III-13	Pass Percentage and Promotion Criteria	11
III-14	Part I to Part II Progression	12
III-15	Span Period	12
III-16	Conversion of Marks into Grades	12
III-17	Grade Points	12
III-18	CGPA and SGPA Calculation	12
III-19	Grand SGPA Calculation	12
III-20	Division of Degree into Classes	12
<b>IV.</b>	<b>Course Content Details (Semester-wise) for M.A. in Chinese</b>	<b>13-73</b>
IV-1	Core Courses (Twelve)	14-45
IV-2	Elective Courses (Eight)	45-66
IV-3	Open Elective Courses (Two)	67-73



## I. ABOUT THE DEPARTMENT

The Department of East Asian Studies is part of the Faculty of Social Sciences. The department began as the Centre for Chinese Studies in 1964. One year later, the Centre was upgraded to a full-fledged department of the University of Delhi. The Department initiated part-time certificate and diploma courses as well as one year full-time diploma course in Chinese language, in addition to research programs, namely Master of Philosophy and Doctor of Philosophy in Chinese Studies. In 1969, courses in Japanese language and studies were introduced along the lines of already established pattern of the Chinese language and studies program, and the department was renamed as the Department of Chinese and Japanese Studies. The second year full-time program in Chinese and Japanese languages was initiated in 1977 and 1978 respectively, making the full-time language program of two-year duration. In 1998, M.A. in Japanese language was introduced. After the introduction of the Korean language and studies in 2003, the department was rechristened as the Department of East Asian Studies. In 2008, M.A. in East Asian Studies was introduced.

As the demand for East Asian languages has been increasing constantly, the Department transferred the part-time certificate, diploma and advance diploma courses of Chinese, Japanese, and Korean languages to various colleges of the University gradually between 2009 and 2011 so as to make the courses available to more learners. The Department manages these nine courses.

Currently, the Department conducts the following courses:

1. Ph.D. in East Asian Studies / Language and Literature
2. Two-Year M.A. in East Asian Studies
3. Two-Year M.A. in Japanese
4. One-Year post graduate Intensive Diploma Course in Chinese Language
5. One-Year post graduate Intensive Diploma Course in Japanese Language
6. One-Year post graduate Intensive Diploma Course in Korean Language
7. One-Year post graduate Intensive Advance Diploma Course in Chinese Language
8. One-Year post graduate Intensive Advance Diploma Course in Japanese Language
9. One-Year post graduate Intensive Advance Diploma Course in Korean Language

All the above-mentioned courses are designed in such a way that students may acquire all-inclusive knowledge of the concerned country as well as communicative skills to use the languages. These courses are also beneficial to students wishing to engage themselves in translation and research activities in the field of humanities or in professions where knowledge of these languages is required. A unique feature that identifies the Department as the first and only one of its kinds in the Indian university system is its institutional and methodological structure that enables a researcher to combine the knowledge of a specific country within the region of East Asia or the whole region along with the specific language of the country concerned.

The demand for enrollment in these courses is increasing every year and they are ranked highly. Graduates of the Department have been employed in various multinational organizations.

as well as government and/or private sector in various capacities, schools and universities as teachers.

The Department of East Asian Studies is equipped with a language lab, which has a rich collection of audio and video teaching materials. The departmental library has over 80,000 books and a number of prominent journals in English, Chinese, Japanese and Korean. The Department is fully wi-fi enabled for all students, staff and faculty members.

The Department, in its ceaseless effort to upgrade its courses, curricula and the infrastructure, proposes to introduce M.A. in Chinese along the lines of the already established pattern of the master's program in Japanese and in East Asian Studies.

## **II. INTRODUCTION TO CHOICE BASED CREDIT SYSTEM**

### **II-1. Scope:**

The Choice Based Credit System (CBCS) provides an opportunity for the students to choose courses from the prescribed courses comprising core and elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on a student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables potential employers in assessing the performance of candidates.

### **II-2. Definition:**

- (i) 'Academic Program' means an entire course of study comprising its program structure, course detail, evaluation scheme etc., designed to be taught and evaluated in a teaching department/centre or jointly under more than one such department/centre.
- (ii) 'Course' means a segment of a subject that is part of an Academic Program.
- (iii) 'Program Structure' means a list of courses (Core, Elective, Open Elective) that makes up an Academic Program, specifying the syllabus, credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the program etc., prepared in conformity to University rules, eligibility criteria for admission.
- (iv) 'Core Course' means a course that a student admitted to a particular program must successfully complete to receive the degree, and which cannot be substituted by any other course.
- (v) 'Elective Course' means an optional course to be selected by a student out of such courses offered in the same or any other department/centre.
- (vi) 'Open Elective' means an elective course which is available for the students of all programs, including students of same department. Students of other departments will opt

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

- (vii) 'Credit' means the value assigned to a course which indicates the level of instruction; one-hour lecture per week equals 1 credit, while two-hour practical class per week equals 1 credit. Credit for a practical class could be proposed as part of a course or as a separate practical course.
- (viii) 'SGPA' means Semester Grade Point Average, calculated for individual semester.
- (ix) 'CGPA' is Cumulative Grade Points Average, calculated for all courses completed by students at any point of time. CGPA is calculated each year for both the semesters clubbed together.
- (x) 'Grand CGPA' is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is given in transcript form. To benefit the student, a formula for conversion of Grand CGPA into %age marks is given in the transcript.

### **III. PROGRAM DETAILS FOR M.A. IN CHINESE**

#### **III-1. Program Objectives (POs):**

- To create Chinese language experts with a deep understanding of the life and culture of China
- To promote studies of Chinese civilization and culture in comparison to other civilizations such the East Asian civilization, the Indian civilization and the Western civilization, instead of studying China in isolation
- To obtain a holistic perspective of China through emphasis on linguistic training as well as a multidisciplinary social science approach

#### **III-2. Program Specific Outcomes (PSOs):**

Upon successful completion of the program, graduates are expected to

- obtain sound grasp over written and spoken Chinese language
- acquire all-inclusive knowledge about aspects of China's literature, culture, history, society, politics, economy, and international relations
- undertake meaningful research on China as well as comparative research
- obtain gainful employment in areas such as educational institution, newspaper agency, think tank, government agency, non-governmental organization, international organization, corporate sector, and others



**III-3. Program Structure:**

The M.A. in Chinese program is a two-year full time course, divided into two parts: Part-I (First Year) and Part-II (Second Year). Part 1 consists of two semesters: Semester I and Semester II. Part 2 consists of two semesters: Semester III and Semester IV.

Course Module	Academic Year	Semester - Odd	Semester - Even
Part-I	First Year	Semester I	Semester II
Part-II	Second Year	Semester III	Semester IV

**III-4. Course Credit Scheme:**

- Each course will carry 4-5 credits (5 credits for each core and elective course; 4 credits for each open elective course).
- For each core and elective course, there will be 4 lecture hours of teaching per week (worth 4 credits) and 1 hour of tutorial/practical class (worth 1 credit).
- Open elective courses can have a maximum total of 8 credits.
- A minimum of 78-80 credits (depending on courses opted) is required for completion of the course and award of degree.
- In Semester I and II, 4 core courses will carry a total of 20 credits per semester.
- In Semester III and IV, 2 core courses and 2 optional courses (elective and/or open elective) will carry a total of 24 credits per semester.

Semester	Core Course			Elective Course			Open Elective Course			Total Credits
	No. of Papers	Credits (L+T/P)*	Total Credits	No. of Papers	Credits (L+T/P)*	Total Credits	No. of Papers	Credits (L+T/P)*	Total Credits	
I	4	4+1=5	20							20
II	4	4+1=5	20							20
III	2	4+1=5	10	2	4+1=5	10	1	4	4	24
IV	2	4+1=5	10	2	4+1=5	10	1	4	4	24
	Total credit for Core courses		60	Total credit for Elective courses		20	Total credit for Open Elective Courses		08	88

\*Lecture + Tutorial (in classroom)/Practical (in language lab)

**III-5. Semester-wise Details:****First Year, Semester I**

Total Credit: 20 [4 (core course) x 5 (credit)]

Course Code	Course Title	Course Status	Credit		
			Theory	Tutorial	Total
CL-101	Advanced Chinese Language	Core	4	1	5
CL-102	Chinese Linguistics	Core	4	1	5
CL-103	China: Past and Present-I (up to 1840)	Core	4	1	5
CL-104	Translation and Interpretation- I	Core	4	1	5

**First Year, Semester II**

Total Credit: 20 [4 (core course) x 5 (credit)]

Course Code	Course Title	Course Status	Credit		
			Theory	Tutorial	Total
CL-201	Introduction to Classical Chinese	Core	4	1	5
CL-202	Cultural History of China	Core	4	1	5
CL-203	China: Past and Present-II (1840-1949)	Core	4	1	5
CL-204	Translation and Interpretation-II	Core	4	1	5

**Second Year, Semester III**

Total Credit: 24 [2 (core course) x 5 (credit); 2 (elective course) x 5 (credit); 1 (open elective course) x 4 (credit)]

Course Code	Course Title	Course Status	Credit		
			Theory	Tutorial	Total
CL-301	Modern Chinese Literature (1919-1949)	Core	4	1	5
CL-302	Literary Criticism	Core	4	1	5
EA-CH-302*	Contemporary Chinese Society	Elective	4	1	5
EA-CH-303*	China's Political Dynamics (1949 till present)	Elective	4	1	5
EA-CH-304*	Chinese Foreign Policy (1949 till present)	Elective	4	1	5
EA-TW-306*	Taiwan's Political Dynamics	Elective	4	1	5
EA-OE-301	Second Language Pedagogy	Open Elective			4

**Second Year, Semester IV**

Total Credit: 24 [2 (core course) x 5 (credit); 2 (elective course) x 5 (credit); 1 (open elective course) x 4 (credit)]

Course Code	Course Title	Course Status	Credit		
			Theory	Tutorial	Total
CL-401	Contemporary Chinese Literature (1949 till present)	Core	4	1	5
CL-402	Dissertation	Core	4	1	5
EA-CH-401*	China: International Economic Relations (1949 till present)	Elective	4	1	5
EA-CH-403*	Current Issues in Chinese Economy	Elective	4	1	5
EA-CH-404*	China: Nationalism and Communism (1911-1949)	Elective	4	1	5
EA-TW-406*	122802406 Taiwan's Foreign Policy (1949 till present)	Elective	4	1	5
EA-CH-402*	India-China Relations (from 1947 to the present)	Open Elective			4

**\*Elective and Open Elective course currently offered by the Department:**

Course Code	Unique Code	Course Title	Course Status	Total Credit
<b>SEMESTER III</b>				
EA-CH-302	122802302	Contemporary Chinese Society	Elective	5
EA-CH-303	122802303	China's Political Dynamics (1949 till present)	Elective	5
EA-CH-304	122802304	Chinese Foreign Policy (1949 till present)	Elective	5
EA-TW-306	122802305	Taiwan's Political Dynamics	Elective	5
<b>SEMESTER IV</b>				
EA-CH-401	122802401	China: International Economic Relations (1949 till present)	Elective	5
EA-CH-403	122802402	Current Issues in Chinese Economy	Elective	5
EA-CH-404	122802404	China: Nationalism and Communism (1911-1949)	Elective	5
EA-TW-406	122802406	Taiwan's Foreign Policy (1949 till present)	Elective	5
EA-CH-402	122803401	India-China Relations (from 1947 to the present)	Open Elective	4

**Area wise breakup of the courses:**

The M.A. in Chinese Program consists of 12 core courses and 4 elective and open elective courses, distributed over the following areas:

**12 Core Courses (shall be taught in Chinese)**

- Language, literature, and literary criticism (five)
- Linguistics (one)
- Translation and interpretation (two)
- Cultural history (one)
- History (two)
- Dissertation (one)

**4 Elective and Open Elective Courses (shall be taught in English)**

- Society, economy, politics, and international relations (four)

**III-6. Overview of Elective Courses:**

The Department of East Asian Studies is the first and only one of its kinds in the Indian university system is its institutional and methodological structure that enables a student to combine the knowledge of a specific country within the region of East Asia along with the specific language of the country concerned. In line with this unique feature, the Department offers area-wise elective courses on various aspects on China, Japan and Korea in Semester III and Semester IV. The list of elective courses is announced at the beginning of each semester. Students of M.A. in Chinese are required to choose only from the courses on China/Taiwan.

**III-7. Selection of Open Elective Courses:**

Under the inter-disciplinary option, open elective courses offered by the Department of East Asian Studies are open to students of the Department as well as to students of departments of the Faculty of Social Sciences and the Faculty of Arts.

Students of M.A. in Chinese have the option to choose one paper each in Semester III and Semester IV either at the Department or other departments of the University. Opting open elective courses at other departments is subject to availability of courses in the concerned departments, and approval of the Department of East Asian Studies. Students must abide by the rules and regulations of the concerned departments.

Students enrolled in M.A. Program at other departments of the University opting for the open elective courses offered by the Department of East Asian Studies may apply through the Head of the Department of where they are enrolled. The number of seats and eligibility criteria will be decided by the Department at the beginning of each semester. Students must abide by the rules and regulations of the Department. No request for re-adjustment of time-table, re-scheduling of submission of assignment or conduct of mid-semester and end-semester examinations will be entertained.

**III-8. Teaching:**

The faculty of the Department of East Asian Studies is primarily responsible for organizing lecture work for the program. Instructions related to open elective course tutorials will be provided by respective registering units under the overall guidance of the Department. Faculty from other related departments and constituent colleges may also be associated with lecture and tutorial work in the Department. There shall be 90 teaching days spread over 15-18 weeks including examinations in a semester.

**III-9. Eligibility for Admission:**

- A Bachelor's Degree in Chinese Language and Literature from any recognized university in India or a foreign university with a minimum of 15 years of education, and a minimum of 50% marks (or equivalent grade) in the aggregate

OR

- A Bachelor's Degree in any discipline from any recognized university in India or an equivalent degree from a foreign university with a minimum of 15 years of education, and a minimum of 45% marks in the aggregate (or equivalent grade) along with One-Year Post-Graduate Intensive Advance Diploma Course in Chinese conducted by the University of Delhi
- The National Testing Agency (NTA) conducts Central University Entrance Test (CUET) for admission to Post Graduate (PG) programs at the participating central universities across the country. The CUET PG is an examination that candidates must take in order to gain admission to M.A. in Chinese Program. Candidates can check the NTA CUET PG syllabus by visiting the official CUET PG website ([pgcuet.samarth.ac.in](http://pgcuet.samarth.ac.in)).
- Eligibility criteria for SC/ST/OBC/PH/EWS shall be as per the University of Delhi rules.

**III-10. Assessment of Students' Performance and Scheme of Examination:**

The medium of instruction for teaching and for examinations of all core courses (twelve) will be Chinese. The medium of instruction for teaching and examination of all elective and open elective courses (four) will be English/Chinese.

Assessment of students' performance shall generally consist of the following:

- Each course will carry 100 marks, divided into two components: Internal Assessment (30 marks) and End Semester Examination (70 marks).
- Course CL-402 (Dissertation) is divided into synopsis (25 marks) and dissertation (70 marks). After submitting the synopsis (in lieu of Mid Semester Examination) the student is required to present it at a synopsis-presentation seminar. Similarly, after submitting the dissertation (in lieu of End Semester Examination) the student is required to present it at a pre-submission seminar.

- Internal Assessment shall consist of two components: Attendance (5 marks) and Mid Semester Examination (25 marks).
- Examinations shall be conducted as per the Academic Calendar notified by the University. Duration of Mid Semester and End Semester examinations shall be 2 hours and 3 hours respectively.

### III-11. Guidelines for the Award of Internal Assessment Marks:

- A maximum of 5 marks will be awarded in each course for regularity in attending lectures and tutorials delivered during the entire tenure of a semester a student is enrolled in. The credit for regularity in each course, based on attendance, shall be as follows:  

More than 67% but less than 70%	: 1 mark
70% or more but less than 75%	: 2 marks
75% or more but less than 80%	: 3 marks
80% or more but less than 85%	: 4 marks
85% and above	: 5 marks
- Medical certificates shall be excluded while calculating credit towards marks to be awarded for regularity.

### III-12. Attendance Requirement:

- No candidate would be eligible for the final examination unless she/he is certified by the Department that she/he has attended a minimum of 66% of the total number of classroom sessions conducted in each semester during her/his course of study. Any student not complying with this requirement will not be allowed to appear in the semester examination.
- Medical certificates shall be taken into account for the purpose of calculating eligibility to appear for examinations as per existing provision of Ordinance VII.2.9.(a)(ii) of the University.
- Students are advised to take internal assessments seriously, as the Internal Assessment marks shall be carried forward in the case of students who repeat one or more course/s.

### III-13. Pass Percentage and Promotion Criteria:

- The minimum marks required to pass any course in a semester shall be 40% in each course (40 out of 100), and 50% in aggregate in each semester (200 out of 400).
- A student failing in an individual course (less than 40 marks) is allowed to repeat the course only in the corresponding semester of the next academic year.
- A student who has secured the minimum marks in each paper (40 out of 100) but not in aggregate (200 out of 400) may reappear in any of the course/s in the corresponding semester of the next academic year in order to be able to secure 50% in aggregate.



**III-14. Part I to Part II Progression:**

- A student shall be eligible for promotion from Part-I (First Year) to Part-II (Second Year) of the Program provided she/he has passed 50% of the papers of Semester I and Semester II taken together.
- A student who does not fulfill the promotion criteria stipulated above shall be declared failed in the Part concerned. However, she/he shall have the option to retain the marks in the courses in which she/he has secured pass marks.
- A student who has to reappear in a course prescribed for Semester I and/or Semester III may do so only in the odd semester examinations. Likewise, a student who has to reappear in a course prescribed for Semester II and/or Semester IV may do so only in the even semester examinations.
- A student, who appears in Semester I examination but is detained from appearing in Semester II examination due to shortage of attendance, shall not be promoted to Semester III and shall have to be readmitted to Semester II.
- If a student is not eligible for appearing in Semester I examination for any reason, she/he will not be eligible for admission to Semester II, and will have to be readmitted to Semester I of the Program.

**III-15. Span Period:**

No student shall be considered as a candidate for the examination for any of the Parts/Semesters after the lapse of 4 years from the date of admission to the Part-I/Semester-I of the Program.

**III-16. Conversion of Marks into Grades:**

Conversion of Marks into Grades as per standard University rules

**III-17. Grade Points:**

A student who becomes eligible for the degree shall be categorized on the basis of the combined result of semester I to semester IV examinations under CBCS on a 10 point grading system with the letter grades. Grade point table as per University Examination rules.

**III-18. CGPA and SGPA Calculation:**

As per University Examination rules

**III-19. Grand SGPA Calculation:**

As per University Examination rules

**III-20. Division of Degree into Classes:**

As per University Examination policy

**IV. COURSE CONTENT DETAILS (SEMESTER WISE) FOR M.A. IN CHINESE****IV-1. Core Courses [TWELVE]:**

Sl. No	Course Code	Course Title
<b>SEMESTER I</b>		
1.	CL-101	Advanced Chinese Language
2.	CL-102	Chinese Linguistics
3.	CL-103	China: Past and Present-I (up to 1840)
4.	CL-104	Translation and Interpretation- I
<b>SEMESTER II</b>		
5.	CL-201	Introduction to Classical Chinese
6.	CL-202	Cultural History of China
7.	CL-203	China: Past and Present-II (1840-1949)
8.	CL-204	Translation and Interpretation-II
<b>SEMESTER III</b>		
9.	CL-301	Modern Chinese Literature (1919-1949)
10.	CL-302	Literary Criticism
<b>SEMESTER IV</b>		
11.	CL-401	Contemporary Chinese Literature (1949 till present)
12.	CL-402	Dissertation

**I of 12 (Core Course)****ADVANCED CHINESE LANGUAGE [CL-101]****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 advance level 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 as also analytically looking at the dynamic socio-cultural aspect of life in China which constantly shapes the interaction among a people.

**Course Learning Outcome:**

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

1. Extend specialized vocabulary
2. Refine grammar rules
3. Enhance proficiency in written and oral Chinese language skills
4. Articulate thoughts in Chinese language with clarity
5. Broaden the knowledge base on China through study of contemporary issues

**Course Outline:**

Unit I: Training of oral skills in Mandarin Chinese through audio-visual exercises

Unit II: Selected Reading from prescribed textbooks

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

**Reading list:**

1. 岑玉珍 (编著), 《发展汉语·高级综合 (I) (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 (2<sup>nd</sup> 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 (2<sup>nd</sup> 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, Yuanman, Ren Xuemei and Jin Shunian (eds.) Advanced Spoken Chinese Vol. 1 & 2 (3<sup>rd</sup> 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.

#### **Teaching Plan:**

- Week 1-2: Selected texts from Road to Success (Advanced), I  
 Week 3-4: Selected texts from Road to Success (Advanced), II  
 Week 5-6: Selected texts from Developing Chinese: Advanced Comprehensive Course, I  
 Week 7-8: Selected texts from Developing Chinese: Advanced Comprehensive Course, II  
 Week 9-10: Selected texts from Advanced Spoken Chinese (3<sup>rd</sup> Ed.), 1  
 Week 11-12: Selected texts from Advanced Spoken Chinese (3<sup>rd</sup> Ed.), 2  
 Week 13-14: Theme based Chinese language texts prepared by the Department  
 Week 15-16: Theme based Chinese language texts prepared by the Department

#### **Note:**

- Training of oral skills in Mandarin Chinese will run concurrently with two-hour class in the language laboratory every week on various themes/topics.
- Lessons with content related to society, culture, economy, politics, environment, science and technology, business, tourism, recreation, lifestyle, military, etc. will be given preference.

#### **Facilitating the Achievement of Course Learning Outcomes:**

The teaching-learning-evaluation process in the Department is done by preparing a clear course plan/course schedule by the faculty members. Both classroom lecture and audio-visual lessons in language laboratory will be used. Appealing modes of learning such as quiz, debate, performing small skits on related themes, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, project, etc.) will be used to maximize learning experience.

**2 of 12 (Core Course)****CHINESE LINGUISTICS [CL-102]****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 on 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:

1. Comprehend the core concepts of linguistics and general properties of Chinese language
2. Be familiar with the historical development of Chinese language and script
3. Learn fine points of Chinese grammar
4. Attain the skills necessary to prepare written and oral presentations on linguistic topics

**Course Outline:**

Unit I: Definition of language and linguistics, and their relationship (Week 1-3)

Unit II: Development and evolutionary phases of Chinese language and script (Week 4-6)

Unit III: Modern Standard Chinese (Mandarin) and its dialects (Week 7-9)

Unit IV: Nature and structure of Mandarin Chinese language Chinese (Week 10-13)

Unit V: Important functions of language (Week 14-16)

**Reading List:****In Chinese:**

1. 胡范铸、甘莅豪 (编), 《中国修辞 (2017) 》. 上海: 学林出版社, 2018. [Hu, Fanzhu and Gan Lihao (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, 1992. [Li, Leyi, 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, 2011. [Shao, Jingmin, 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, 1992. [Zheng, Yide et al., 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<sup>th</sup> 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.

### **Teaching Plan:**

- Week 1-3: 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.)
- Week 4-6: Evolution and historical development of Chinese language; origin and evolutionary phases of Chinese script; classification of Chinese characters
- Week 7-9: Modern Standard Chinese; major dialects; language reform and simplification of Chinese characters
- Week 10-13: 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)
- Week 14-16: Sociology of language; language and communication; psychology of language and cultural cognition; the role of language in reflecting and constructing social identities

### **Facilitating the Achievement of Course Learning Outcome:**

The teaching-learning-evaluation process in the Department is done by preparing clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz, debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning experience.



**3 of 12 (Core Course)****CHINA: PAST AND PRESENT-I (UP TO 1840) [CL-103]****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 in the elective courses offered in Part II of the Program.

**Course Learning Outcome:**

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

1. Obtain a general idea of the dynastic and imperial history
2. Learn characteristic features of the imperial state and society of pre-1840 China
3. Know about the evolution and shaping of the civilizational identity in China
4. Appreciate the traditions and legacies of the history and culture of China

**Course Outline:**

Unit I: Origin and geography of China (Week 1)

Unit II: Dynastic history of China (Week 2-4)

Unit III: Formation of Chinese Empire and early imperial age (Week 5-7)

Unit IV: Mid and late imperial age (Week 8-16)

**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. [Lü, Simian, A Brief History of China. Xi'an: 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.

**Teaching Plan:**

- Week 1: Course introduction (geography and myth)
- Week 2: The early dynasties (Xia and Shang: political institution and cultural features)
- Week 3: The Zhou Dynasty (early Zhou political institutions and social innovation)
- Week 4: The Warring States (intellectual and philosophical heritage)
- Week 5: The foundation of the empire and its consolidation (the Qin and Han Dynasties)
- Week 6: The period of disunion (three Kingdoms; the Northern Dynasties; the Six Dynasties)
- Week 7: The period of reunion (Sui and Tang Dynasties)
- Week 8: The late imperial age (disunion and the Song Monarchy)
- Week 9: Golden age of Chinese culture (literary and cultural heritage)
- Week 10: Nomad invaders (the Yuan/Mongol Period)
- Week 11: The return of a Chinese house (the Ming State)
- Week 12: Merchants and missionaries from the West
- Week 13: The Ming/Qing transition
- Week 14: Formation of the Manchu Empire
- Week 15: China in the mid-Qing: tottering at the heights
- Week 16: Sino-Western relations on the eve of the Opium War

**Facilitating the Achievement of Course Learning Outcome:**

The teaching-learning-evaluation process in the Department is done by preparing clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz, debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning experience.

**4 of 12 (Core Course)****TRANSLATION AND INTERPRETATION-I [CL-104]****Course Description:**

This course introduces the fundamental aspects of translation including the linguistic, cognitive, socio-political, and cultural aspects, with special focus on developing the student's translation skills through theories along with practical exercise in translation from English to Chinese and vice versa. It also focuses on critical analyses of context, strategy, method, and their socio-political and cultural implications on translation. The student will learn formal expressions and honorific language, and the context in which such expressions are used in formal translation.

**Course Objective:**

This course aims to impart various theories of translation, problems of translation, and techniques of translation. The student will be encouraged to explore different theories and approaches to translation, verify the validity and applicability of various theoretical paradigms through analysis and comparison of source and translated texts from a range of subject matters.

**Course Learning Outcome:**

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

1. Develop key skills in practical aspects of translation of different types of texts
2. Recognize challenges of translation, and evaluate alternatives to deal with it
3. Learn the contrastive syntactic structure of Chinese and English languages
4. Buildup area-specific vocabulary and expression
5. Be aware of the role of socio-political-cultural components in translation

**Course Outline:**

Unit I: Theoretical concepts of translation studies (Week 1-2)

Unit II: Socio-cultural-political Issues in translation (Week 3-4)

Unit III: Special topics in translation and problem solving (Week 5-16)

**Reading List:****In Chinese:**

1. 陈善伟, 《翻译科技新视野》. 北京: 清华大学出版社, 2014. [Chan, Sin-wai, New Vistas in Translation Technology, Beijing: Tsinghua University Press.]
2. 陈友勋 (编), 《汉英笔译教程》. 北京: 科学出版社, 2017. [Chen, Youxun (ed.), A Text Book of Translation: From Chinese into English. Beijing: China Science Publishing & Media.]

3. 方华文,《20 世纪中国翻译史》. 西安: 西北大学出版社, 2008. [Fang, Huawen, The Translation History of China in the Twentieth Century. Xi'an: Xibei University Press.]
4. 黄国文,《实用英汉翻译教程》. 北京: 北京大学出版社, 2009. [Huang, Guowen, A Coursebook on Practical English and Chinese Translation. Beijing: Peking University Press.]
5. 李忆民 (主编),《国际商务汉语 (第三版)》(上、下). 北京: 北京语言文化大学出版社, 2000. [Li, Yimin (chief ed.), International Business Chinese (Vol. 1 & 2) (3<sup>rd</sup> ed.). Beijing: Beijing Language and Culture University Press.]
6. 李运兴,《英汉语篇翻译 (第四版)》. 北京: 清华大学出版社, 2020. [Li, Yunxing, English-Chinese Text Translation (4<sup>th</sup> ed.). Beijing: Tsinghua University Press.]
7. 罗新璋,《中英翻译教程》. 上海: 上海外语教育出版社, 2010. [Luo, Xinzhang, A Coursebook on Chinese and English Translation. Shanghai: Shanghai Foreign Language Education Publishing House.]
8. 施光亨、王绍新,《新闻汉语导读》. 北京: 华语教学出版社, 1998. [Shi, Guangheng and Wang Shaoxin, A Guide to Reading Chinese Newspapers. Beijing: Sinolingua.]
9. 徐莉娜,《英汉翻译原理》. 上海: 上海外语教育出版社, 2014. [Xu, Lina, Linguistic Approaches to English-Chinese Translation. Shanghai: Shanghai Foreign Language Education Press.]
10. 许建平 (编),《英汉互译实践与技巧 (第二版)》. 北京: 清华大学出版社, 2003. [Xu, Jianping (ed.), A Practical Course of English-Chinese and Chinese-English Translation (2<sup>nd</sup> ed.). Beijing: Tsinghua University Press.]

#### **In English:**

11. Baker, Mona, In Other Words: A Coursebook on Translation (3<sup>rd</sup> ed.). London and New York: Routledge, 2018.
12. Chan, Leo Tak-Hung, Twentieth-Century Chinese Translation Theory: Modes, Issues and Debates. Amsterdam: John Benjamins, 2004.
13. Chan, Sin-wai (ed.), An Encyclopedia of Practical Translation and Interpreting. Hong Kong: The Chinese University Press, 2018.
14. Chan, Sin-wai (ed.), The Human Factor in Machine Translation. London and New York: Routledge, 2018.
15. Chan, Sin-wai, A Chronology of Translation in China and the West. Hong Kong: The Chinese University Press, 2009.

16. Cheung, Martha P. Y. (ed.), *An Anthology of Chinese Discourse on Translation*. Manchester: St Jerome, 2006.
17. Gile, Daniel, *Basic Concepts and Models for Interpreter and Translator Training* (revised ed.). Amsterdam and Philadelphia: John Benjamins, 2009.
18. Jin, Di and Eugene A. Nida, *On Translation: With Special Reference to Chinese and English*. Beijing: China Translation and Publishing Corporation, 1984.
19. Moratto, Riccardo and Martin Woesler (eds.), *Diverse Voices in Chinese Translation and Interpreting: Theory and Practice*. Singapore: Springer, 2021.
20. Munday, Jeremy, *Introducing Translation Studies: Theories and Application* (2<sup>nd</sup> ed.). London and New York: Routledge, 2008.
21. Wang, Ning and Sun Yifeng (eds.), *Translation, Globalisation and Localisation: A Chinese Perspective*. Buffalo, N.Y.: Multilingual Matters, 2008.
22. Ye, Zinan and L. Xiaojing Shi, *Introduction to Chinese-English Translation: Key Concepts and Techniques*. New York: Hippocrene Books, 2009.
23. Teaching material prepared by the Department (television and radio broadcast, newspaper, internet sources, etc.)

#### **Teaching Plan:**

- Week 1-2: Introduction to translation theories
- Week 3-4: Basic issues in translation
- Week 5-6: Analytical methods of translation
- Week 7-8: Derivative methods in semantics
- Week 9-10: Method of adding and omitting words
- Week 11-14: Techniques of restructuring (conversion of parts of speech; transformation of sentence types; splitting and combined translations; translocation method, etc.)
- Week 15-16: Issues faced by non-native translators (with respect to Indian translators)

#### **Facilitating the Achievement of Course Learning Outcome:**

The teaching-learning-evaluation process in the Department is done by preparing clear course plan/course schedule by the faculty members. Diverse modes of learning such as on-the-spot drill, self-evaluation and peer critique, individual and group practice will be used in class. The analytical skills in the course of rendering ideas and concepts from Chinese to English and vice versa will be cultivated with the aid of audio-visual systems in the language laboratory, primarily through listening to radio and television broadcast on various themes.

**5 of 12 (Core Course)****INTRODUCTION TO CLASSICAL CHINESE [CL-201]****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 of 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 with the history of classical Chinese literature.

**Course Learning Outcome:**

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

1. Gain knowledge of the essential vocabulary and grammatical structure of classical Chinese
2. Learn the history of classical literature and the stylistic conventions of literary Chinese
3. Gain familiarity with prominent authors of classical China
4. Understand the intellectual and cultural world of classical China through selected readings
5. Appreciate Chinese cultural heritage, and understand its role in the contemporary China's social and cultural milieu

**Course Outline:**

Unit I: Salient features of classical Chinese language (Week 1-2)

Unit II: Historical development of classical Chinese literature and its forms (Week 3-4)

Unit III: Selected readings of classical texts (Week 5-15)

Unit IV: Role of classical language and literature in Chinese way of life (Week 16)



**Reading List:****In Chinese:**

1. 陈小亮 (译), 《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.]
2. 衡塘退士 (编), 《唐诗三百首: 华英对照》. 台北: 联益书店出版, 1975. [Sun Zhu (comp.), *Three Hundred Poems of the Tang Dynasty (Chinese-English)*. Taipei: Lianyi Bookstore Publishers.]
3. 柳无忌、罗郁正 (编), 《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. 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.]

**In English:**

5. Feng, Yuanjun (trs. Xianyi Yang and Gladys Yang), *An Outline History of Classical Chinese Literature*. Hong Kong: Joint Publishing Company, 1983.
6. Fuller, Michael Anthony. *An Introduction to Literary Chinese*. Cambridge, MA: Harvard University Asia Center, 1999.
7. Kroll, Paul W., et al. (comp.), *A Student's Dictionary of Classical and Medieval Chinese* (revised ed.). Leiden: Brill, 2017.
8. Li, Xiaoxiang, *Gateway to Classical Chinese Literature: Pre-Qin to Qing Dynasty*. Singapore: Asiapac, 2004.
9. 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.
10. Liu, James J. Y., *The Art of Chinese Poetry*. Chicago: University of Chicago Press, 1962.
11. Mair, Victor H. (ed.), *The Columbia History of Chinese Literature*. New York: Columbia University Press, 2002.
12. Mair, Victor H. (ed.), *The Shorter Columbia Anthology of Traditional Chinese Literature*. New York: Columbia University Press, 2000.

13. 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.
14. Norden, Bryan William Van, *Classical Chinese for Everyone: A Guide for Absolute Beginners*. Indianapolis: Hackett Publishing Company, 2019.
15. Owen, Stephen (ed. & tr.), *An Anthology of Chinese Literature: Beginnings to 1911*. New York and London: W. W. Norton, 1996.
16. Pulleyblank, Edwin G., *Outline of Classical Chinese Grammar*. Vancouver: University of British Columbia Press, 1996.
17. Rouzer, Paul. F., *A New Practical Primer of Literary Chinese*. Netherlands: Harvard University Asia Center, 2007.
18. 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.
19. 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.
20. Yuan, Naiying, Hai-tao Tang and James Geiss, *Classical Chinese: A Basic Reader in Three Volumes*. Princeton, NJ: Princeton University Press, 2004.
21. Yuan, Xingpei (tr. Paul White), *An Outline of Chinese Literature (Vol. I & II)*. New York: Routledge, 2018.
22. Teaching material prepared by the Department

#### **Teaching Plan:**

- Week 1-2: Linguistic features of Classical Chinese language; Classical Chinese as a style of writing and its evolution as the literary language
- Week 3-4: Major literary genres, and selected readings (up to the Han Dynasty)
- Week 5-8: Post-Han poetic forms, and selected readings
- Week 9-10: Post-Han literary and non-literary prose, and selected readings
- Week 11-12: Emergence of novel and drama, and selected readings
- Week 13-15: Leading literary figures and their representative work
- Week 16: Formation of Chinese intellectual and cultural identity through literature

#### **Facilitating the Achievement of Course Learning Outcome:**

The teaching-learning-evaluation process in the Department is done by preparing clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz, debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning experience.

**6 of 12 (Core Course)****CULTURAL HISTORY OF CHINA [CL-202]****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:

1. Learn the social, intellectual, and artistic facets of China and its inhabitants
2. Recognize the dynamics of formation of Chinese identity and Chinese way of life
3. Understand the cultural context that shaped Chinese understanding of the world
4. Gain knowledge of representative works and practices of intellectual and artistic activity
5. Comprehend cultural change and continuity in China

**Course Outline:**

- Unit I: Land and people (Week 1-3)  
 Unit II: Intellectual and literary tradition (Week 4-8)  
 Unit III: Socio-political institutions (Week 9-11)  
 Unit IV: Social ethos and cultural symbols (Week 12-16)

**Reading List:****In Chinese:**

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. [Dutu Shidai Xiangmuzu (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, Baolin, A General Outline of Chinese Folk Literature. Beijing: Peking University Press.]

3. 冯天瑜、杨华,《中国文化发展轨迹》. 上海: 上海人民出版社, 2000. [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. 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.]
6. 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.]
7. 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.]
8. 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.]
9. 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.]
10. 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.]
11. 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.]
12. 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.]
13. 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.]
14. 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 (2<sup>nd</sup> ed.)* Beijing: Higher Education Press.]

**In English:**

15. Chan, Sin-Wai (ed.), *The Routledge Encyclopedia of Traditional Chinese Culture*. London and New York: Routledge, 2020.

16. Davis, Edward L. (ed.), *Encyclopedia of Contemporary Chinese Culture*. London and New York: Routledge, 2005.
17. Dillon, Michael (ed.), *China: A Historical and Cultural Dictionary*. Richmond: Curzon Press, 1998.
18. Ebrey, Patricia Buckley, *Cambridge Illustrated History of China* (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press, 2010.
19. Freedman, Maurice (ed.), *Family and Kinship in Chinese Society*. Stanford: Stanford University Press, 1970.
20. Gu, Sharron, *A Cultural History of the Chinese Language*. Jefferson: McFarland, 2012.
21. Liu, Kang, *Globalization and Cultural Trends in China*. Honolulu: University of Hawaii Press, 2003.
22. Lufkin, Felicity, *Folk Art and Modern Culture in Republican China*. Lanham: Lexington Books, 2016.
23. Teaching material prepared by the Department

### **Teaching Plan:**

- |             |   |
|-------------|---|
| Week 1-2:   | Origin of Chinese civilization; myths and legends                           |
| Week 3:     | Land and geography, ethnicity and ethnic identity                           |
| Week 4:     | Chinese characters and Chinese Language                                     |
| Week 5:     | Major literary genres   |
| Week 6-8:   | Major philosophical schools of thought                                      |
| Week 9:     | Social institutions (formal): education system; religious belief, etc.      |
| Week 10:    | Social institutions (informal): family and kinship; marriage, etc.          |
| Week 11:    | Political institutions: royalty and governance; authority and power, etc.   |
| Week 12:    | Visual and performing arts  |
| Week 13:    | China's inventions and discoveries; science and technology                  |
| Week 14:    | Chinese calendar and Chinese zodiac   |
| Week 15:    | Cultural symbols, social customs and values                                 |
| Week 14-16: | Contemporary culture and cultural worldview; cultural change and continuity |

### **Facilitating the Achievement of Course Learning Outcome:**

The teaching-learning-evaluation process in the Department is done by preparing clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz, debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning experience.

**7 of 12 (Core Course)****CHINA: PAST AND PRESENT-II (1840-1949) [CL-203]****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, and 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:

1. Understand the key struggles and structural transformations of China since 1840
2. Identify fundamental challenges faced by the imperial state in the 18<sup>th</sup> and 19<sup>th</sup> centuries
3. Comprehend various responses to those challenges
4. Understand the conditions that led to establishment of modern Chinese state

**Course Outline:**

- Unit I: External intervention and unequal treaties (Week 1-5)
- Unit II: Internal crisis and domestic revolts (Week 6)
- Unit II: Reforms, revolutions and Warlordism (Week 7-10)
- Unit III: Rise of political party system and the Republic of China (Week 11-12)
- Unit IV: Republican China and involvement in the World Wars (Week 13-14)
- Unit V: Communist revolution and birth of the People's Republic of China (Week 15-16)



**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 (2<sup>nd</sup> 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, Françoise 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.

**Teaching Plan:**

- Week 1-2: China before 1840: fundamental socio-political-economic conditions
- Week 3: China before 1840: Relations with outside world (trade and religion)
- Week 4-5: External intervention: The Opium Wars and the changing of Chinese society
- Week 6: Internal crisis: Taiping Rebellion
- Week 7: Self-Strengthening Movement in the age of accelerated foreign imperialism
- Week 8: First Sino-Japanese War
- Week 9: The Reform Movement: Hundred Days' Reform and Late-Qing Reforms
- Week 10: Boxer Rebellion
- Week 11: The 1911 revolution
- Week 12: Struggles for power: political parties, dictators, and warlords
- Week 13-14: May Fourth Movement and intellectual programs
- Week 15: The Nanjing Decade and the War of Resistance against Japan
- Week 15: Communist Movement in china
- Week 16: Civil Wars and establishment of the People's Republic of China

**Facilitating the Achievement of Course Learning Outcome:**

The teaching-learning-evaluation process in the Department is done by preparing clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz, debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning experience.

**8 of 12 (Core Course)****TRANSLATION AND INTERPRETATION-II [CL-204]****Course Description:**

This course is a continuation of CL-104 (Translation and Interpretation-I). It focuses on developing the student's interpretation skills through a thorough study of different Chinese and non-Chinese interpretation theories and techniques along with practical exercise in interpretation from English to Chinese and vice versa, including listening and analysis, effective use of memory, delivery of the target message, note-taking, etc. Besides, the student will be made aware of the issues that translators and interpreters face, and will be encouraged to create new modes of conceptualizing translation and interpretation. Topics will be selected from science as well as social sciences.

**Course Objective:**

The course is designed to facilitate advance and intensive training in guided speaking and interpretation. This course will help the student pursue a career in applied language, as translator, interpreter or teacher of Chinese as a foreign language.

**Course Learning Outcome:**

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

1. Gain knowledge of salient features of interpreting
2. Develop key skills in different types of interpreting, including simultaneous, consecutive, and liaison interpreting.
3. Recognize challenges of interpreting, and evaluate alternatives to deal with it
4. Expand subject-specific vocabulary for informal conversation and formal situations
5. Understand the role of socio-political-cultural features of the target/source language speakers in interpreting

**Course Outline:**

Unit I: Methodology and methods of interpretation (Week 1-2)

Unit II: Problem and solution of interpretation issues (Week 3-4)

Unit III: Interpreting exercises using real-world example (Week 5-16)

**Reading list:****In Chinese:**

1. 陈善伟, 《翻译科技新视野》. 北京: 清华大学出版社, 2014. [Chan, Sin-wai, New Vistas in Translation Technology, Beijing: Tsinghua University Press.]

2. 陈友勋 (编), 《汉英笔译教程》. 北京: 科学出版社, 2017. [Chen, Youxun (ed.), A Text Book of Translation: From Chinese into English. Beijing: China Science Publishing & Media.]
3. 方华文, 《20 世纪中国翻译史》. 西安: 西北大学出版社, 2008. [Fang, Huawen, The Translation History of China in the Twentieth Century. Xi'an: Xibei University Press.]
4. 黄国文, 《实用英汉翻译教程》. 北京: 北京大学出版社, 2009. [Huang, Guowen, A Coursebook on Practical English and Chinese Translation. Beijing: Peking University Press.]
5. 李忆民 (主编), 《国际商务汉语 (第三版)》(上、下). 北京: 北京语言文化大学出版社, 2000. [Li, Yimin (chief ed.), International Business Chinese (Vol. 1 & 2) (3<sup>rd</sup> ed.). Beijing: Beijing Language and Culture University Press.]
6. 李运兴, 《英汉语篇翻译 (第四版)》. 北京: 清华大学出版社, 2020. [Li, Yunxing, English-Chinese Text Translation (4<sup>th</sup> ed.). Beijing: Tsinghua University Press.]
7. 罗新璋, 《中英翻译教程》. 上海: 上海外语教育出版社, 2010. [Luo, Xinzhang, A Coursebook on Chinese and English Translation. Shanghai: Shanghai Foreign Language Education Publishing House.]
8. 施光亨、王绍新, 《新闻汉语导读》. 北京: 华语教学出版社, 1998. [Shi, Guangheng and Wang Shaoxin, A Guide to Reading Chinese Newspapers. Beijing: Sinolingua.]
9. 徐莉娜, 《英汉翻译原理》. 上海: 上海外语教育出版社, 2014. [Xu, Lina, Linguistic Approaches to English-Chinese Translation. Shanghai: Shanghai Foreign Language Education Press.]
10. 许建平 (编), 《英汉互译实践与技巧 (第二版)》. 北京: 清华大学出版社, 2003. [Xu, Jianping (ed.), A Practical Course of English-Chinese and Chinese-English Translation (2<sup>nd</sup> ed.). Beijing: Tsinghua University Press.]

**In English:**

11. Albl-Mikasa, Michaela and Elisabet Tiselius (eds.), The Routledge Handbook of Conference Interpreting. London and New York: Routledge, 2021.
12. Chan, Sin-wai (ed.), An Encyclopedia of Practical Translation and Interpreting. Hong Kong: The Chinese University Press, 2018.
13. Gile, Daniel, Basic Concepts and Models for Interpreter and Translator Training (revised ed.). Amsterdam and Philadelphia: John Benjamins, 2009.
14. Hale, Sandra and Jemina Napier, Research Methods in Interpreting: A Practical Resource. London: Bloomsbury, 2013.

15. Jones, Roderick, *Conference Interpreting Explained* (2<sup>nd</sup> revised ed.). London and New York: Routledge, 2015.
16. Moratto, Riccardo and Martin Woesler (eds.), *Diverse Voices in Chinese Translation and Interpreting: Theory and Practice*. Singapore: Springer, 2021.
17. Nolan, J., *Interpretation: Technique and Exercises* (2<sup>nd</sup> ed.). Bristol: Multilingual Matters, 2012.
18. Teaching material prepared by the Department (television and radio broadcast, newspaper, internet sources, etc.)

**Teaching Plan:**

- Week 1-2: Interpretation theory and technique; basic interpreting strategies; different types of interpreting
- Week 3-4: Different communicative risks in various interpreting scenarios; special topics in interpreting and problem solving; freedom, limits, and responsibility of an interpreter
- Week 5: Interpreting exercise: sight interpreting
- Week 6-7: Interpreting exercise: whisper and community interpreting
- Week 8-10: Interpreting exercise: consecutive interpreting
- Week 11-13: Interpreting exercise: simultaneous interpreting
- Week 14-16: Interpreting exercise: conference interpreting

**Facilitating the Achievement of Course Learning Outcome:**

The teaching-learning-evaluation process in the Department is done by preparing clear course plan/course schedule by the faculty members. Diverse modes of learning such as on-the-spot drill, self-evaluation and peer critique, individual and group practice will be used in class. The analytical and oratory skills in the course of rendering ideas and concepts from Chinese to English and vice versa will be cultivated with the aid of audio-visual systems in the language laboratory, primarily through listening to radio and television broadcast on various themes.

**9 of 12 (Core Course)****MODERN CHINESE LITERATURE (1919-1949) [CL-301]****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 the 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 the Chinese culture.

**Course Learning Outcome:**

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

1. Gain an understanding of Chinese literary and political history from the early twentieth century until 1949
2. Demonstrate an appreciation of the historical context of the literary works
3. Appreciate literary masterpieces within their socio-political context
4. Adopt an independent, critical approach to a topic in order to produce an argument (oral and written) of some complexity

**Course Outline:**

Unit I: Literary movements and rise of modern Chinese literature (Week 1-3)

Unit II: Factors shaping a new literature (Week 4-8)

Unit III: Study of major literary genres (Week 9-10)

Unit IV: Study of prominent litterateurs and their representative works (Week 11-16)

**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 21<sup>st</sup> 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 20<sup>th</sup>-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

**Teaching Plan:**

- Week 1: Background (Chinese literature reform in the early 1900s)
- Week 2-3: Literary revolution (New Culture Movement and May Fourth Movement)
- Week 4-5: Western influence (literature and politics-society-language)
- Week 6: Literary societies and revolutionary literature
- Week 7-8: War of resistance and patriotic literature
- Week 9-10: May Fourth literary genres (essay, short story, novella, drama, poetry)
- Week 11-15: Prominent litterateurs and representative works
- Week 16: Women writers and feminism in modern Chinese literature

**Facilitating the Achievement of Course Learning Outcome:**

The teaching-learning-evaluation process in the Department is done by preparing clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz, debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning experience.



**10 of 12 (Core Course)****LITERARY CRITICISM [CL-302]****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 be able to:

1. Become familiar with different literary and cultural theoretical approaches
2. Evaluate and analyze strengths and limitations of critical/theoretical arguments
3. Apply specific theoretical concepts to interpretation and analysis of literary and cultural texts
4. Gain competence in literary research
5. Strengthen and deepen critical reading, writing, and interpretive practices

**Course Outline:**

Unit I. Definition and scope of literary theory (Week 1-3)

Unit II. Different schools of literary theory (Week 4-8)

Unit III. Study of various movements of literary criticism in China (Week 9-10)

Unit IV. Critical analysis and appreciation of Chinese literature through theoretical lens (Week 11-16)

**Reading List:**

1. Abrams, M. H. and Geoffrey Galt Harpham, *A Glossary of Literary Terms*. Noida: Cengage India Private Limited (11<sup>th</sup> ed.), 2015.
2. Anderson, Marston, *The Limits of Realism: Chinese Fiction in the Revolutionary Period*. Berkeley: University of California Press, 1990.
3. Bennett, Andrew and Nicholas Royle, *Introduction to Literary Criticism and Theory*. New York: Routledge (6<sup>th</sup> ed.), 2023.
4. Blamires, Harry, *A History of Literary Criticism*. New Delhi: Macmillan, 2001.
5. Culler, Jonathan, *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press, (2<sup>nd</sup> ed.), 2011.
6. Denton, Kirk A. (ed.), *Modern Chinese Literary Thought: Writings on Literature, 1893-1945*. Stanford: Stanford University Press, 1996.
7. Dobie, Ann B. (ed.), *Theory into Practice: An Introduction to Literary Criticism*. Wadsworth Cengage Learning (3<sup>rd</sup> ed.), 2011.
8. Duke, Michael S., *Blooming and Contending: Chinese Literature in the Post-Mao Era*. Bloomington: Indiana University Press, 1985.
9. Eagleton, Mary (ed.), *Feminist Literary Theory: A Reader*. Oxford: Wiley-Blackwell (3<sup>rd</sup> ed.), 2010.
10. Eagleton, Terry, *How to Read Literature*. New Haven and London: Yale University Press, 2013.
11. Eagleton, Terry, *Literary Theory: An Introduction*. Oxford: Blackwell, 2008.
12. Galik, Marian, *The Genesis of Modern Chinese Literary Criticism (1917-1930)*. London: Curzon Press, 1980.
13. 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 (6<sup>th</sup> ed.), 2010.
14. Kubin, Wolfgang, and Rudolf G. Wagner (eds.) *Essays in Modern Chinese Literature and Literary Criticism*. Bochum: Brockmeyer, 1982.
15. Liu, James J. Y., *Chinese Theories of Literature*. Chicago: University of Chicago Press, 1975.
16. Liu, Kang, and Xiaobing Tang (eds.), *Politics, Ideology, and Literary Discourse in Modern China: Theoretical Interventions and Cultural Critique*. Durham: Duke University Press, 1993.
17. McDougall, Bonnie S., *The Introduction of Western Literary Theories into Modern China, 1919-1925*. Tokyo: Centre for East Asian Cultural Studies, 1971.
18. Nayar, Pramod K., *Literary Theory Today*. New Delhi: Asia Book Club, 2002.
19. Pickowicz, Paul G., *Marxist Literary Thought in China: A Conceptual Framework*. Berkeley: University of California Press, 1980.

20. Pickowicz, Paul, Marxist Literary Thought and China: A Conceptual Framework. Berkeley: Center for Chinese Studies, Institute of East Asian Studies, University of California, 1980.
21. Preminger, Alex, et. al., (eds.), Classical Literary Criticism: Translations and Interpretations. New York: Ungar, 1984.
22. Rickett, A (ed.), Chinese Approaches to Literature from Confucius to Liang Ch'i-ch'ao. Princeton: Princeton University Press, 1978.
23. Rolston, David L. (ed.), How to Read the Chinese Novel. Princeton: Princeton University Press, 1990.
24. Waugh, Patricia (ed.), Literary Theory and Criticism: An Oxford Guide. Oxford: Oxford University Press, 2006.
25. 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:>)
26. Teaching material prepared by the Department.

#### **Teaching Plan:**

- Week 1: Define literature, literary theory and literary criticism; identify their scope and purpose
- Week 2: Role of literary theory in literary criticism; role of literary criticism in the study of literature (analyzing, interpreting and judging literary texts)
- Week 3: Literary concepts in binary oppositions (literary theory/literary criticism; objectivity/subjectivity of beauty; singular/plural/multiple literary themes, etc.)
- Week 4-7: Types, movements and schools of literary criticism and literary theory (formalism, structuralism, post-structuralism, Marxism, feminism, psychoanalysis and deconstruction, etc.)
- Week 8: Similarities and differences of literary theories, their benefits and limitations; socio-political and cultural context in creative literature
- Week 9-10: Impact of various literary theories on Chinese literature and literary thinkers
- Week 11-16: Reading literature through theoretical lens: respond to literary works using different critical and theoretical response techniques; critical analysis and appreciation of Chinese literature

#### **Facilitating the Achievement of Course Learning Outcome:**

The teaching-learning-evaluation process in the Department is done by preparing clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz, debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning experience.

**11 of 12 (Core Course)****CONTEMPORARY CHINESE LITERATURE (1949 TILL PRESENT) [CL-401]****Course Description:**

This course focuses on developments in contemporary Chinese literature, seeking to place these in the context of cultural discourses that emerged in China after 1949, and offers a comprehensive overview of the major trends in the field of literature in China from the Mao era up to the present.

Chinese literature from 1949 through much of the 1970s was largely a reflection of political campaigns and ideological battles, particularly since Mao Zedong's 1942 Yan'an talks that called for a truly proletarian literature. Following the end of Mao era, and loosening of rein over literature by the new political leadership, a comparatively unperturbed atmosphere for intellectual activity prevailed. This ushered in newer genres of fiction and poetry. This course introduces an insight into these various literary trends through a study of representative works of prominent litterateurs.

**Course Objective:**

This course aims at providing a panoramic outlook of Chinese literature from 1949 onwards through its key phases, genres and certain major authors. Students will be encouraged to learn how to contextualize contemporary Chinese literature within specific historical periods, and analyze literature not just as an art but also as an expression of social change.

**Course Learning Outcome:**

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

1. Gain an understanding of major literary trends and developments in China through prominent genres, litterateurs and representative works
2. Examine aspects of Chinese society and politics through their reflection in literature
3. Comprehend the relations between the socio-political situation and literary trend/s of a particular period
4. Appreciate literary masterpieces within their socio-political context
5. Understand the role of literature as a vehicle for social change and development
6. Enrich literary knowledge and linguistic expressions

**Course Outline:**

- Unit I: Mao era literary trends/movements and Communist literature (Week 1-3)  
 Unit II: Post Mao literary trends and major literary genres (Week 4-8)  
 Unit III: Major post-Mao literary figures and their representative works (Week 9-16)

**Reading List:**

1. Anderson, Marston, *The Limits of Realism: Chinese Fiction in the Revolutionary Period*. Berkeley: University of California Press, 1990.
2. Barnstone, Tony (ed.), *Out of the Howling Storm: The New Chinese Poetry*. Middletown, Conn.: Wesleyan University Press, 1993.
3. Denton, Kirk A. (ed.), *The Columbia Companion to Modern Chinese Literature*. New York: Columbia University Press, 2016.
4. Duke, Michael S., *Blooming and Contending: Chinese Literature in the Post-Mao Era*. Bloomington: Indiana University Press, 1985.
5. Hong, Zicheng, *A History of Contemporary Chinese Literature*. Leiden: Brill, 2007.
6. Idema, Wilt L. and Lloyd Haft, *A Guide to Chinese Literature*. Ann Arbor: University of Michigan Press, 1997.
7. Kwok-kan Tam and Terry Siu-han Yip (eds.), *Gender, Discourse and the Self in Literature: Issues in Mainland China, Taiwan and Hong Kong*. Hong Kong: The Chinese University Press, 2010.
8. Larson, Wendy and Anne Wedell-Wedellsborg (eds.), *Inside Out: Modernism and Postmodernism in Chinese Literary Culture*. Aarhus: Aarhus University Press, 1993.
9. Leung, Laifong, *Contemporary Chinese Fiction Writers: Biography, Bibliography and Critical Assessment*. London and New York: Routledge, 2017.
10. Lin, Qingxin, *Brushing History against the Grain: Reading the Chinese New Historical Fiction (1986-1999)*. Hong Kong: Hong Kong University Press, 2005.
11. Link, E. Perry (ed.), *Roses and Thorns: The Second Blooming of the Hundred Flowers in Chinese Fiction, 1979-80*. Berkeley: University of California Press, 1984.
12. Link, E. Perry (ed.), *Stubborn Weeds: Popular and Controversial Chinese Literature after the Cultural Revolution*. Bloomington: Indiana University Press, 1983.
13. Liu, Petrus, *Stateless Subjects: Chinese Martial Arts Literature and Postcolonial History*. Honolulu: University of Hawaii Press, 2011.
14. Louie, Kam, *Between Fact and Fiction: Essays on Post-Mao Chinese Literature and Society*. Sydney: Wild Peony Press, 1989.
15. Lu, Jie, (ed.), *China's Literary and Cultural Scenes at the Turn of the 21<sup>st</sup> Century*. London: Routledge, 2008.
16. Lu, Tonglin, (ed.), *Gender and Sexuality in Twentieth-Century Chinese Literature and Society*. Albany: State University of New York Press, 1993.
17. Lu, Tonglin, *Misogyny, Cultural Nihilism and Oppositional Politics: Contemporary Chinese Experimental Fiction*. Stanford: Stanford University Press, 1995.

18. Lupke, Christopher, (ed.), *New Perspectives on Contemporary Chinese Poetry*. New York: Palgrave Macmillan, 2008.
19. Mackerras, Colin (ed.), *Chinese Drama: A Historical Survey*. Beijing: New World Press, 1990.
20. Palandri, Angela J. (ed.), *Women Writers of 20<sup>th</sup>-Century China*. Eugene: Asian Studies Publications, University of Oregon, 1982.
21. Pang-yuan Chi, and David Dewei Wang (eds.), *Chinese Literature in the Second Half of a Modern Century: A Critical Survey*. Bloomington: Indiana University Press, 2000.
22. Xiaobin, Yang, *The Chinese Postmodern: Trauma and Irony in Chinese Avant-garde Fiction*, Ann Arbor: University of Michigan Press, 2002.
23. Xiaomei, Chen, *Occidentalism: A Theory of Counter-discourse in Post-Mao China* (2<sup>nd</sup> ed. Revised and Expanded). Lanham (Maryland), Boulder, New York, Oxford: Rowman and Littlefield Publishers, 2002.
24. Zhang Longxi, *A History of Chinese Literature*. London and New York: Routledge, 2023.
25. Zhang Yingjin (ed.), *A Companion to Modern Chinese Literature*. West Sussex: Wiley Blackwell, 2016.
26. Teaching material prepared by the Department

#### **Teaching Plan:**

- Week 1: Historical background (formation of communist literature)
- Week 2: The Seventeen-Year Literature (1949-1966)
- Week 3: The Cultural Revolution and literature (1966-1976)
- Week 4-6: Post-Mao literary trends (Scar; Obscure; Exposure; Reportage, etc.)
- Week 7: Internet literature and internet vagabonds
- Week 8: Feminism and New Feminism (feminist literature; women authors)
- Week 9-16: Major litterateurs and their representative works

#### **Facilitating the Achievement of Course Learning Outcome:**

The teaching-learning-evaluation process in the Department is done by preparing clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz, debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning experience.

**12 of 12 (Core Course)****DISSERTATION [CL-402]****Course Description:**

Dissertation writing is an important method to sharpen transferable abilities like critical thinking and problem solving, as well as hone capability required for independent research by putting theoretical understanding into practice. This course is an academic project in the form of a research oriented dissertation on a topic agreed between the student and her/his supervisor. The topic must be either on China or a comparative study involving China. This course exposes students to major theories in Chinese Studies, which can be used as theoretical frameworks in the thesis writing at the postgraduate level as well as higher level research.

**Course Objective:**

The course aims at imbibing in the student the confidence to undertake and manage a piece of original project work, particularly to identify and develop a research topic, formulate research questions and hypothesis, critically review the research of others, and to apply the knowledge about research design and methods gained from the taught components to the dissertation project with the support and guidance of dissertation supervisor so as to build an independent researcher out of the student.

**Course Learning Outcome:**

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

1. Develop basic understanding of the process of independent research
2. Study a variety of materials and experience an inquiry-based learning opportunity
3. Structure and communicate research concepts and contexts clearly and effectively
4. Form logical argument from an academic angle
5. Write critical essay/report in academic Chinese

**Course Outline:**

- Unit I: The purpose of writing and mechanics of writing (Week 1)  
 Unit II: Documentation (Week 2)  
 Unit III: Analysis of research writings (Week 3)  
 Unit IV: Shaping research findings (Week 4-16)

**Reading list:**

1. Anderson, Jonathan, B. H. Durston and M. Pcole, Thesis and Assignment Writing. New Delhi: Wiley Eastern, 1970.
2. Brown, J. D., Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design. Cambridge: Cambridge University Press, 1988.
3. Gibaldi, Joseph, MLA Handbook for writers of Research Papers (10<sup>th</sup> ed.). New Delhi: Affiliated East-West Press, 2009.
4. Kothari, C. R., Research Methodology: Methods and Techniques. Delhi: New Age International, 1985.

5. Wilkinson, David and Peter Birmingham, Using Research Instruments: A Guide for Researchers. London and New York: Routledge, 2003.
6. Reading material prepared by the Department (depending on research topic)

**Teaching Plan:**

- Week 1: The purpose of research (explore and identify a research problem and relate it to a theory); format and documentation (spelling, punctuation, italics, title of work, quotation, etc.)
- Week 2: Works cited (citing works, essays, articles, newspapers, journals, internet, etc.)
- Week 3: Analysis of specimen research writings
- Week 4-6: Selection of the dissertation topic and collection of material (identify, summarize and critically evaluate relevant literature and write a literature review)
- Week 7-8: Preparation of synopsis (identify key research questions within the field and develop a research proposal)
- Week 9: Synopsis submission and oral presentation at a synopsis-presentation seminar
- Week 10-15: Dissertation writing
- Week 16: Thesis submission and oral presentation at a pre-submission seminar

**Facilitating the Achievement of Course Learning Outcome:**

The Department will allot a teacher in-charge (supervisor) for each student. The student, in consultation with the supervisor, shall choose the topic of dissertation from the areas covered in the 15 core/elective/open elective courses taught in the Program. The specificities (format, word limit, date of submission, etc.) will be declared by the Department at the beginning of the semester. The synopsis, dissertation and oral presentations will be examined by a board of examiners including the supervisor.

**IV-2. Elective Courses [EIGHT]:**

**Note:** All eight courses are approved elective courses for the Department's MAEAS Program

Sl. No.	Course Code	Unique Code	Course Title
<b>SEMESTER III</b>			
1.	EA-CH-302	122802302	Contemporary Chinese Society
2.	EA-CH-303	122802303	China's Political Dynamics (1949 till present)
3.	EA-CH-304	122802304	Chinese Foreign Policy (1949 till present)
4.	EA-TW-306	122802305	Taiwan's Political Dynamics
<b>SEMESTER IV</b>			
5.	EA-CH-401	122802401	China: International Economic Relations (1949 till present)
6.	EA-CH-403	122802402	Current Issues in Chinese Economy
7.	EA-CH-404	122802404	China: Nationalism and Communism (1911-1949)
8.	EA-TW-406	122802406	Taiwan's Foreign Policy (1949 till present)



**1 of 8 (Elective Course)****Contemporary Chinese Society [EA-CH-302]****Unique Code: 122802302****Course Description:**

This course is designed to expand the student's knowledge of Chinese Society, especially contemporary Chinese Society.

**Course Objective:**

1. To understand the salient aspects of Chinese society
2. To study various social institutions and social phenomena of Chinese society
3. To understand the ethics, beliefs and value system of Chinese people
4. To analyze Chinese society from the perspectives of sociological theories

**Course Learning Outcome:**

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

- Gain knowledge of the characteristic features of Chinese society, culture, religions, etc.
- Analyze the applicability of sociological theories to Chinese society
- Learn modern and postmodern transformations of Chinese society
- Learn comparative study of China and other East Asian societies.

**Course Outline:**

1. Philosophical ideas and social institutions in Imperial China
2. The agrarian basis of Chinese society: family, kinship and lineage in China
3. Popular religion and social networks
4. Cultural praxis and Buddhism
5. Intellectual currents and social change in the 19<sup>th</sup> and 20<sup>th</sup> centuries
6. Communist social organizations: the Danwei and the Commune
7. Changing gender relations
8. Social hierarchies and a new youth culture
9. The dynamics of social stratification in the reform era
10. Race and ethnicity
11. Critical representations of Chinese society in contemporary art and culture

**Reading List:**

1. Baker, Hugh. Chinese Family and Kinship. New York: Columbia University Press, 1979.
2. Bian, Yanjie. Work and Inequality in Urban China. Albany, NY: University of New York Press, 1994.
3. Croll, Elizabeth. Feminism and Socialism in China London: Routledge and Kegan Paul, 1977.
4. Fei, Xiaotong. From the Soil: The Foundations of Chinese Society. Beijing: Foreign Languages Press, 2012.

5. Feuchtwang, S. Popular Religion in China: The Imperial Metaphor. Routledge, 2001.
6. Hinton, William. Fan Shen: A Documentary of Revolution in a Chinese Village. New York: Monthly Review Press, 1966.
7. Huot, Clair. China's New Cultural Scene: A Handbook of Changes. Durham and London: Duke University Press, 2000.
8. Keith, Ronald and Lin, Zhiqiu. Law and Justice in China's New Marketplace. New York, NY: Palgrave Macmillan, 2001.
9. Levenson, J.R. Confucian China and its Modern Fate: A Trilogy. Berkley: University of California Press, 1968.
10. Miller, James and Wochak, Sharon. The Social Legacy of Communism. New York: Cambridge University Press, 1994.
11. Wasserstrom, Jeffery and Perry, Elizabeth. Popular Protest and Political Culture in Modern China. Boulder, Colo.: Westview Press, 1994.
12. Weber, Max. The Religion of China: Confucianism and Taoism. New York: Free Press, 1968
13. Wen-hsin, Yeh. Becoming Chinese Passages to Modernity and Beyond. Berkeley: University of California Press, 2000.
14. Wright, Arthur, Buddhism in Chinese History. Stanford University Press, 1968.
15. Zhang, Mei. China's Poor Regions: Rural-urban Migration, Poverty, Economic Reform and Urbanization. London, UK, New York, NY: Routledge Curzon, 2003.

#### **Teaching Plan:**

- Week 1-2: Philosophical ideas and social institutions in Imperial China
- Week 3: The agrarian basis of Chinese society: family, kinship and lineage in China
- Week 4-5: Popular religion and social networks
- Week 6-7: Cultural praxis and Buddhism
- Week 8: Intellectual currents and social change in the 19<sup>th</sup> and 20<sup>th</sup> centuries
- Week 9: Communist social organizations: the Danwei and the Commune
- Week 10-11: Changing gender relations
- Week 12-13: Social hierarchies and a new youth culture
- Week 14: The dynamics of social stratification in the reform era
- Week 15: Race and ethnicity
- Week 16: Critical representations of Chinese society in contemporary art and culture

#### **Facilitating the Achievement of Course Learning Outcome:**

Thorough class room teaching / tutorials and assignments for internal assessment

**2 of 8 (Elective Course)****China's Political Dynamics (1949 till present) [EA-CH-303]****Unique Code: 122802303****Course Description:**

This course will focus on economic reconstruction and transformation as well as political campaigns, such as the Great Leap Forward, the Cultural Revolution, and the post-1978 reforms in politics, society, economy, etc.

**Course Objective:**

1. Familiarize the student with the evolution, nature, distinct characteristics and problems of Chinese political system and its political processes
2. Deconstruct major events and issues involved in its dynamics
3. Examine the role of various stake holders and institutions in shaping Chinese politics

**Course Learning Outcome:**

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

- Develop students understanding on the dynamics of Chinese politics
- Enhance skill to analyze major issues, events and problems through the discipline of political science
- Acquired the ability to use different social science approaches in understanding politics and the political processes of China

**Course Outline:**

1. The Party State in the People's Republic of China (PRC) under Mao Zedong
2. Sinified Marxism: Maoist ideology, revolution and socialist transformation
3. The Constitution of the PRC: political institutions and structures of authority
4. The Party State under Reform and Opening up era
5. The CCP and the PLA
6. Forms of political representation in the PRC
7. National minorities and Chinese politics
8. The direction of Chinese politics

**Reading List:**

1. Baum, Richard. Burying Mao: Chinese Politics in the Age of Deng Xiaoping. Princeton NJ: Princeton University Press, 1994.
2. Cambridge, Mass: Harvard University Press, 1999.
3. Cheng Li. China's Political Landscape: Prospects for Democracy. Brookings: Brookings Institution Press, 2008.
4. Dickson, Bruce J. Red Capitalists in China: The Party, Private Entrepreneurs, and Prospects for Political Change. Cambridge: Cambridge University Press, 2003.
5. Dreyer, J. T. China's Political System: Modernization and Tradition. London, Miami: Routledge, 2015.

6. Goldman, Merla and MacFarquhar, Roderick (eds). The Paradox of China's Post-Mao Reforms. Harvard: Harvard University Press, 1999.
7. Guo, Xiaoqin. State and Society in China's Democratic Tradition: Confucianism, Leninism, and Economic Development. New York: Routledge, 2003.
8. Hui, Wang. China's New Order: Society, Politics, and Economy in Transition. Theodore Hutters (ed). Cambridge, MA: Harvard University Press, 2003.
9. MacFarquhar, Roderick (ed). The Politics of China: Sixty Years of the PRC. Cambridge: Cambridge University Press, 2011.
10. Saich, Tony and Hans Van De Ven (eds). New Perspectives on the Chinese Communist Revolution. New York: M.E. Sharpe, 1995.
11. Unger, Jonathan (ed). The Nature of Chinese Politics: From Mao to Jiang. New York: M.E. Sharpe, 2002.
12. Zhao, Suisheng. Reconsidering the Prospects for a Democratic China. New York: Routledge, 2000.

**Teaching Plan**

- Week 1-2: Introduction and the Party State of China  
 Week 3-4: Maoist ideology  
 Week 5-6: Political institutions and structure of authority  
 Week 7-8: Opening up and Reform  
 Week 9-10: The Party and the PLA  
 Week 11-12: Forms of political representation  
 Week 13-14: National minorities and politics  
 Week 15-16: The direction of Chinese politics

**Facilitating the Achievement of Course Learning Outcome:**

Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Tasks
1.	The Party- State in China	Lecture presentation & Interaction	Reading & Class discussion & Presentation
2.	Maoist ideology	- do -	- do -
3.	Political institutions and structure of authority	- do -	- do -
4.	Opening up and Reform China	- do -	- do -
5.	The Party and the PLA	- do -	- do -
6.	Forms of political representation	- do -	- do -
7.	National minorities and politics	- do -	- do -
8.	The direction of Chinese politics	- do -	- do -

The Internal Assessment method (30 marks) comprises of Attendance (5 marks) and Two assignments with oral presentation (25 marks) [One Book review (about 1000-1200 words, 10 marks) + One term paper (about 3000 words, 15marks)]

**3 of 8 (Elective Course)****Chinese Foreign Policy (1949 till present) [EA-CH-304]****Unique Code: 122802304****Course Description:**

This course is divided into two parts. In the first part, students would be acquainted with the evolution of Chinese foreign policy post-1949, and then learn about the objectives and tools of Chinese foreign policy as well as the factors and sources that play a role in the making of foreign policy. In the second part, students would learn about China's relations with the major and neighboring powers. The rationale behind this study is to understand the Chinese foreign policy behavior and its implications for global politics.

**Course Objective:**

1. To understand the evolution of Chinese foreign policy post-1949
2. To learn about the objectives and tools of Chinese foreign policy as well as the factors and sources that play a role in the making of foreign policy
3. To learn about China's relations with the major and neighboring powers

**Course Learning Outcome:**

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

- Assess the Chinese foreign policy behavior and its implications for global politics
- Assess the bilateral relations between China and the major powers/neighboring countries

**Course Outline:**

1. Evolution of China's foreign policy & the key concepts
2. Chinese foreign policy-making process
3. Determinants of Chinese foreign policy
4. The tools of china's foreign policy
5. The drivers of china's foreign policy
6. New issues in Chinese foreign policy
7. China and the great powers
8. China and West Asia
9. China and South Asia
10. China and East Asia
11. China and the EU
12. China and Africa/ Latin America

**Reading List:**

1. Breslin, Shaun (ed). Handbook of China's International Relations. London: Routledge, 2010. Hongyi, Lai. The Domestic Sources of China's Foreign Policy. London: Routledge, 2010.

2. Deng, Yong and Wang, Fei-Ling. *China Rising: Power and Motivation in Chinese Foreign Policy*. Boulder: Rowman & Littlefield Publishers, Inc., 2005.
3. Hinton, Harold C. *Communist China in World politics*. London: Macmillan, 1966.
4. Johnston, Alastair Iain and Ross, Robert S. (eds). *New Directions in the Study of China's Foreign Policy*. Stanford: Stanford University Press, 2006.
5. Kim, Samuel S. (ed). *China and the World: New Directions in Chinese Foreign Policy*. London: Westview Press, 1989.
6. Lampton, David M. (ed). *The Making of Chinese Foreign and Security Policy in the Era of Reform, 1978-2000*. Stanford: Stanford University Press, 2001.
7. Lanteigne, Marc. *Chinese Foreign Policy: An Introduction*. London: Routledge, 2009.
8. Liu, Guoli. *Chinese Foreign Policy in Transition*. New York: Walter de Gruyter, Inc., 2004.
9. Nathan, Andrew J. and Ross, Robert S. *The Great Wall and the Empty Fortress*. New York: W.W. Norton & Company, 1997.
10. Oxford: Clarendon Press, 1994.
11. Robinson, Thomas W. and Shambaugh, David. *Chinese Foreign Policy: Theory and Practice*.
12. Roy, Denny. *China's Foreign Relations*. Maryland: Rowman & Littlefield Publishers, Inc., 1998.
13. Shambaugh, David. *Power Shift: China and Asia's New Dynamics*. Berkeley: University of California Press, 2005.
14. Sujian, Gao and Shiping, Hua (eds). *New Dimensions of Chinese Foreign Policy*. Lexington books, 2007.
15. Wang, Zheng. *Never Forget National Humiliation*. New York: Columbia University Press, 2012.

### **Teaching Plan:**

#### **Week 1: Evolution of China's Foreign Policy**

- Ronald C. Keith, *China from the Inside Out: Fitting the People's Republic into the World* (London: Pluto Press, 2009). Chapter-5: China's New Model of International Relations.
- Joseph Yu-shek Cheng and Franklin Wankun Zhang, "Chinese Foreign Relation Strategies Under Mao and Deng: A Systematic and Comparative Analysis," [overd.upd.edu.ph](http://overd.upd.edu.ph)
- Lowell Dittmer, "Reform and Chinese Foreign Policy," in Chien-min Chao and Bruce J. Dickson (eds.), *Remaking the Chinese State* (London: Routledge, 2001): 171-189.

#### **Week 2: The Key Concepts**

##### **a. Three-World Theory:**

- Chen Jian, "China's changing policy towards the Third World and the end of the global Cold War," in Artemy M. Kalinovsky and Sergey Radchenko, eds. *The End of the Cold*

War and the Third World (London: Routledge, 2011): 101-121.

- Herbert S. Yee, "The Three World Theory and Post-Mao China's Global Strategy," *International Affairs*, Vol. 59, No. 2 (Spring, 1983): 239-249 (Jstor).
- Jiang An, "Mao Zedong's 'Three Worlds' Theory: Political Considerations and Value for the Times," *Social Sciences in China*, vol. 34, no. 1 (2013): 35-57 (Web).

b. Peace and Development:

- Deng Xiaoping, Peace and Development are the two outstanding issues in the world today, March 04, 1985, *Selected Works of Deng Xiaoping*, Vol. 3, 1982-1992.

**Week -3: The Key Concepts**

c. New Security Concept:

Lowell Dittmer, "Reform and Chinese Foreign Policy," in Chien-min Chao and Bruce J. Dickson, eds., *Remaking the Chinese State: Strategies, Society and Security* (London: Routledge, 2001): 171-189.

Ronald C. Keith, *China from the Inside Out: Fitting the People's Republic into the World* (London: Pluto Press, 2009). Chapter-5: China's New Model of International Relations.

China's Position Paper on New Security Concept, July 31, 2002, FMPRC, <http://www.fmprc.gov.cn/eng/wjb/zzjg/gjs/gjzzyhy/2612/2614/t15319.htm>

d. Peaceful Rise:

- Zheng Bijian, "China's Peaceful Rise to Great-Power Status," *Foreign Affairs*, Vol. 84, No. 5 (September-October, 2005), pp.18-24.
- Wang Jisi, "Peaceful Rise: A Discourse in China." (Web)
- Yongnian Zheng and Sow KeatTok, "China's Peaceful Rise: Concept and Practice," *China Policy Institute*, Discussion Paper 1, 2005, Web.
- Abanti Bhattacharya, "Revisiting China's Peaceful Rise," *East Asia*, Vol. 22, No. 4 (2005): 59-80.

**Week-4: The Key Concepts:**

e. Harmonious Development:

- Hongying Wang and James N. Rosenau, "China and Global Governance," *Asian Perspective*, Vol. 33, No. 3 (2009), pp. 5-39.
- White Paper on China's Peaceful Development Road, December 22, 2005, [http://www.chinadaily.com.cn/english/doc/2005-12/22/content\\_505678.htm](http://www.chinadaily.com.cn/english/doc/2005-12/22/content_505678.htm)
- Jaeho Hwang and Chen Dongxiao, "China's Harmonious Asia Strategy,"
- *International Area Review*, Vol. 13, No. 2 (Summer 2010), pp. 105-124.

f. China Dream

- Filippo Fasulo, "Waking from the China Dream," in Alessia Amighini, (ed.), *China Dream: Still coming true*, ISPI Report, July 2016.
- William A. Callahan, "China's Harmonious World and Post-Western World Orders," in

Rosemary Foot (ed.), *China Across the Divide* (New York: Oxford University Press, 2013): 19-42.

- Xi pledges "great renewal of Chinese nation," Xinhua, November 29, 2012, [http://news.xinhuanet.com/english/china/2012-11/29/c\\_132008231.htm](http://news.xinhuanet.com/english/china/2012-11/29/c_132008231.htm)

**Week-5: Chinese Foreign Policy-making Process**

- Hongyi Lai, *The Domestic Sources of China's Foreign Policy* (London: Routledge, 2010). Chapter- 7 Institutions and Players- diversified policy making process.
- David M. Lampton, ed., *The Making of Chinese Foreign and Security Policy in the Era of Reform, 1978-2000* (Stanford: Stanford University Press, 2001).
- Marc Lanteigne, *Chinese Foreign Policy: An Introduction* (London: Routledge, 2009). See, Chapter-2: Who makes Chinese foreign policy today?

**Week-6: Determinants of Chinese Foreign Policy**

a. Sovereignty

- Allen Carlson, *Unifying China, Integrating with the World: Securing Chinese Sovereignty in the Reform Era* (Stanford: Stanford University Press, 2005).
- Shan Wenhua, "Redefining the Chinese Concept of Sovereignty," in Wang Gungwu and Zheng Yongnian, eds., *China and the New International Order* (London: Routledge, 2008).
- Zhongqi Pan, *Managing the Conceptual gap on Sovereignty in China-EU relations*, 2010. Web.

b. Strategic Culture

- Alastair I. Johnston, "Thinking about Strategic Culture," *International Security*, Vol. 19, No. 4 (Spring, 1995): 32-64. (Web)
- Andrew Scobell, "China and Strategic Culture," May 2002. (Web)
- Huiyun Feng, *Chinese Strategic Culture and Foreign Policy Decision Making* (London: Routledge, 2007), chapter- 2.

**Week-7: Determinants of Chinese Foreign Policy**

c. Nationalism

- Zheng Wang, *Never Forget National Humiliation* (New York: Columbia University Press, 2012), Chapters: 3, 4, 5.
- Tianbiao Zhu, "Nationalism and Chinese Foreign Policy," *China Review*, Vol. 1, No. 1 (2001): 1-27. (Web)
- Chen Zhimin, "Nationalism, Internationalism and Chinese Foreign Policy," *Journal of Contemporary China*, Vol. 14, No. 42 (February 2005): 35-53. (Web)

**Week-8: Mid-Term Break**

**Week-9: The Tools of China's Foreign Policy**

a. Multilateralism



- Joel Wuthnow, Xin Li and Lingling Qi, "Diverse Multilateralism: Four Strategies and China's Multilateral Diplomacy," *Journal of Chinese Political Science*, July 2012 (Web).
  - Jianwei Wang, "China's Multilateral Diplomacy in the New Millennium," in Yong Deng and Fei-Ling Wang, eds. *China Rising* (Lanham: Rowman & Littlefield Publishers, Inc. 2005): 159-200.
  - Guoguang Wu and Helen Lansdowne, "International multilateralism with Chinese characteristics," in Guoguang Wu and Helen Lansdowne, eds., *China Turns to Multilateralism* (London: Routledge, 2008): 3-18.
- b. Multipolarism
- Jenny Clegg, *China's Global Strategy: Towards a Multipolar World* (London: Pluto Press, 2009).
  - Madhu Bhalla, "Making Sense of Asian Security: Multipolar Angst in a Unipolar World" *China and India: Perspectives on Politics and Strategic Issues*, Eds. Isabelle Saint-Mezard and James K. Chin (Hong Kong: Centre of Asian Studies, University of Hong Kong, 2005).
  - Michael Pillsbury, "The Multipolarity Debate," in *China Debates the Future Security Environment*, National Defense University Press, January 2000, <http://www.fas.org/nuke/guide/china/doctrine/pills2/part03.htm>
- Week-10: The Tools of China's Foreign Policy**
- c. Military Modernization and Foreign Policy
- Ka Po Ng, *Interpreting China's Military Doctrine: Doctrine makes readiness* (London: Frank Cass, 2005).
  - David Shambaugh, *Modernizing China's Military* (California: University of California Press, 2004)
  - Dennis J. Blasko, *The Chinese Army Today* (London: Routledge, 2006).
  - Larry M. Wortzel, *The Chinese People's Liberation Army and Information Warfare*, Washington DC: Strategic Studies Institute and US Army War College Press, 2016.
- d. Periphery Strategy
- Suisheng Zhao, "The Making of China's Periphery Strategy," in Suisheng Zhao, ed., *Chinese Foreign Policy* (London: M.E. Sharpe, 2004): 256-275.
  - Marc Lanteigne, *Chinese Foreign Policy: An Introduction* (London: Routledge, 2009). Chapter – 6: China's Periphery Diplomacy
  - Zhao Gancheng, "China: Periphery and Strategy," in *China and Asia's Security, China in the Globalised World Series*, volume 1 (Singapore: Marshall Cavendish Academic, 2005): 67-78.
  - Abanti Bhattacharya, *Conceptualizing the Silk Road Initiative in China's Periphery Policy*. *East Asia: An International Quarterly*. Vol. 33, No. 4, 2016, pp. 309-328.

**Week-11: The Drivers of China's Foreign Policy**

## a. Globalization

- Ronald C. Keith, "China as a Rising World Power and its Response to 'Globalization'" in Ronald C. Keith, ed., *China as a Rising World Power and its response to 'Globalization'* (London: Routledge, 2005), Chapter-1, pp.1-17.
- Yong Deng and Thomas G. Moore, *China Views Globalization: Toward a New Great-Power Politics?* *The Washington Quarterly*, vol. 27, no. 3 (Summer 2004): 117-136.
- Samuel S. Kim, "China and Globalization," *Asian Perspective*, vol. 33, no. 3 (2009): 41-80.

## b. Resource Diplomacy

- Shaun Breslin, *China's geoeconomic strategy: access: China's resource foreign policy*, IDEAS reports-special reports, Kitchen, Nicholas, ed., SR012. LSE IDEAS, the London School of Economics and Political Science, London, UK, 2012.
- David Zweig, "Resource Diplomacy under Hegemony," *Center on China's Transnational Relations*, Hong Kong University of Science and Technology, Working Paper, no. 18, 2007.
- Ian Taylor, "Unpacking China's Resource Diplomacy in Africa," *Hong Kong: Center on China's Transnational Relations*, Hong Kong University of Science and Technology, Working Paper, no. 19, 2007.

**Week 12: China and International Organization**

## a. UN Peace Keeping Operations

- Courtney J. Fung, "What explains China's deployment to UN peacekeeping operations?" *International Relations of the Asia-Pacific*, Vol. 16, Issue 3, September 2016, pp. 409-441, <http://doi.org/10.1093/irap/lcv020>
- Bates Gill and Chin-Hao Huang, "China's Expanding Role in Peacekeeping," *SIPRI Policy Paper*, No. 25, November 2009.

**Week-13: China and the Major Powers**

## a. The United States

- Robert Sutter, *US-Chinese Relations: Perilous Past, Pragmatic Present* (Plymouth: Rowman& Littlefield Publishers, Inc., 2010).
- Suisheng Zhao, ed., *China-US Relations Transformed: Perspectives & Strategic Interactions* (New York: Routledge, 2008).

**Week-14: China and West Asia**

## a. Iran

- *China's Growing Role in the Middle East: Implications for the Region and Beyond*, Monograph, The Nixon Centre and Gulf research Centre, 2010.
- Jonas Parelló-Plesner and Raffaello Pantucci, *China's Janus-Faced Response to the Arab*

Revolutions, Policy Memo, European Council on Foreign Relations, June 2011.

- Peter, J. Pham, China's Interest in the Middle East and North Africa in the light of recent developments in those regions, Testimony before the U.S.-China Economic and Security Review Commission Hearing on "China's Current and Emerging Foreign Policy Priorities," April 13, 2011.

**Week-15: China and South Asia**

a. Af-Pak

- Tiffany P. Ng, China's Role in Shaping the Future of Afghanistan, Carnegie, Policy Outlook, September 1, 2010
- Michael D. Swaine, China and the "Af-Pak" Issue, China Leadership Monitor, No. 31.
- StinaTorjesen, Fixing Afghanistan: What role for China, Noref Policy Brief, No. 7, June 2010.
- Andrew Small, "China's Caution on Afghanistan-Pakistan," The Washington Quarterly, vol. 33, no. 3 (July 2010): 81-97.

**Week-16: China and East Asia**

a. Japan

- Ming Wan, Sino-Japanese Relations: Interaction, logic and transformation (Stanford: Stanford University Press, 2006).
- Caroline Rose, Sino-Japanese Relations: Facing the past, looking to the future? (New York: RoutledgeCurzon, 2005).

**Week-17: China and the EU**

- Jean-Pierre Cabestan, "European-China Relations and the United States," Asian Perspectives, Vol. 30, No. 4 (2006): 11-38.
- Evan S. Medeiros, China's International Behavior, Rand Publication, 2009.
- Chen Zhimin and John Armstrong, "China's Relations with Europe: towards a 'normal relationship?'" in Shaun Breslin, ed., Handbook of China's International Relations (London: Routledge, 2010): 156-165.

**Facilitating the Achievement of Course Learning Outcome:**

Thorough class room teaching / tutorials and assignments for internal assessment

**4 of 8 (Elective Course)****Taiwan's Political Dynamics [EA-TW-306]****Unique Code: 122802305****Course Description:**

This course will focus on the developments in the socioeconomic and political arenas of Taiwan from 1949 till today.

**Course Objective:**

1. Familiarize the Students with knowledge on the evolution and nature of political system and political processes of Taiwan
2. Examine various facets of its society, like culture, economy, ethnicity and religion and its impact on its evolving political system
3. Explore the evolution of the process of democratization in Taiwan's polity and its comparison in the East Asian context and world in general

**Course Learning Outcome:**

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

- Develop and deepen their knowledge on the political process and political system of Taiwan
- Equip with the skill to participate and engage in presentations as well as discussions on Taiwanese politics and system.
- Acquire the ability to critically and empirically analyze and compare issues on Taiwanese polity using various political science theories with Taiwan's political process

**Course Outline:**

1. A brief political history of Taiwan
2. KMT regime and its political culture
3. Emergence of democracy and pluralistic politics
4. Party politics and their ideologies
5. Growth of Taiwanese nationalism
6. A brief introduction to Taiwanese society (culture, family, gender and education)
7. Taiwan's economy and globalization
8. Religion and politics

**Reading List:**

1. Aberbach, Joel D., Dollar, David and Sokoloff, Kenneth (eds). The Role of the State in Taiwan's Development. London: M. E. Sharpe, 1994.
2. Bruce, Jacobs. J. Democratizing Taiwan. Leiden: Brill, 2012.
3. Chow, Peter C. Y. (ed). Taiwan in the Global Economy: From Agrarian Economy to an Exporter of High- tech Products. Westport, Conn. [u.a.]: Praeger, 2002.
4. Fell, Dafydd J. Government and Politics in Taiwan. London: Routledge, 2012.
5. Harrell, Stevan, and Chun-chieh, Huang (eds). Cultural Changes in Postwar Taiwan. Boulder,

Colo.: Westview Press, 1994.

6. Hughes, C.W. Taiwan and Chinese Nationalism. New York: Routledge, 1997.
7. Kuo, Cheng-tian. Religion and Democracy in Taiwan. New York: State University of New York Press, 2009.
8. Rigger, Shelley. From Opposition to Power: Taiwan's Democratic Progressive Party. Boulder, London: Lynne Rienner Publishers, 2001.
9. Rigger, Shelley. Politics in Taiwan: Voting for Reform. London: Routledge, 1999.
10. Roy, Denny. Taiwan: A Political History. Ithaca, New York: Cornell University Press, 1998.
11. Rubinstein, Murray (ed). Taiwan: A New History. New York: M. E. Sharpe, 2015.
12. Shambaugh, D. L. Contemporary Taiwan. London: Oxford University Press, 1999.
13. T. S. Ching, Leo. Becoming "Japanese": Colonial Taiwan and the Politics of Identity Formation. Berkeley: University of California Press, 2001.
14. Taylor, Jay. The Generalissimo's Son: Chiang Ching-Kuo and the Revolution in China and Taiwan. Cambridge, Mass.: Harvard University Press, 2000.
15. Wu, Jaushieh Joseph. Taiwan's Democratization: Forces Behind the New Momentum. London: Oxford University Press, 1995.

### **Teaching Plan:**

- Week 1-3: Introduction to the course and its political history from ancient times to 1949
- Week 4-5: KMT regime and its political culture & its governance
- Week 6-7: Evolution of democracy in Taiwan and various theories by political scientists on it
- Week 8-9: Party politics and its ideologies
- Week 10-11: Concept of Taiwanese nationalism & its difference with Chinese nationalism
- Week 12-13: Different dimension of Taiwanese society culture, ethnicity, economy and religion
- Week 14-15: Taiwan's economic development & globalization
- Week 16: Religion in the political process of Taiwan

### **Facilitating the Achievement of Course Learning Outcome:**

Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Tasks
1.	Political history of Taiwan	Lecture presentation & Interaction	Reading & Class discussion & Presentation
2.	KMT regime & political culture	- do -	- do -
3.	Democratization of Taiwanese polity	- do -	- do -
4.	Party politics & its ideology	- do -	- do -
5.	Growth of Taiwanese nationalism	- do -	- do -
6.	Taiwanese society	- do -	- do -
7.	Taiwan's economic development	- do -	- do -
8.	Religion & politics	- do -	- do -

The Internal Assessment method (30 marks) comprises of Attendance (5 marks) and Two assignments with oral presentation (25 marks) [One Book review (about 1000-1200 words, 10 marks) + One term paper (about 3000 words, 15marks)]

**5 of 8 (Elective Course)****China: International Economic Relations (1949 till present) [EA-CH-401]****Unique Code: 122802401****Course Description:**

The course will cover China and the global economy: wealth, power and hegemony in the seventeenth century, restructuring economic relations under imperialism and colonialism (1840-1950), the imperatives of a modern state: Cold War constraints and the direction of trade and aid, targeting the Four Modernizations, economic integration and the management of political disputes, strategic concerns: trade and investment in military technology, participation and influence in global institutions, China in the WTO, energy policy and the "great game" in Central Asia and the Middle East, discovering India, and China and the global economy: wealth and power in the 21<sup>st</sup> century.

**Course Objective:**

The objective of the course is to enable the students to understand the international economic relations of China in historical and modern perspective. The study of actual experience of China would teach students how China gained power and wealth in the 21<sup>st</sup> century.

**Course Learning Outcome:**

1. On completion of this course, the student will be able to:
2. Understand how China developed and played its great role in international trade economy
3. Critically assess the relevance of various issues of China and global economy

**Course Outline:**

1. China and the global economy: wealth, power and hegemony in the seventeenth century
2. Restructuring economic relations under imperialism and colonialism (1840-1950)
3. Imperatives of a modern state: Cold War constraints and the direction of trade and aid
4. Targeting the Four Modernizations: the 'Open Door' to the world
5. Economic integration and management of political disputes: bilateral and regional issues
6. Strategic concerns: trade and investment in military technology
7. Participation and influence in global institutions: China's role in the KIEOs (WB and IMF)
8. China in the WTO: implications for a "just and fair economic order"
9. Energy policy and the "great game" in Central Asia and the Middle East
10. Discovering India: economic relations and political dialogue
11. China and the global economy: wealth and power in the 21<sup>st</sup> century

**Reading List:**

1. "Special Report: China Rising. How the Asian Colossus is Changing our World." Foreign Policy January / February, 2005, Washington, DC.
2. Cass, Deborah, Williams G. Brett and Barker, Georg (eds). China and the World Trading

- System: Entering the New Millennium. New York: Cambridge University Press, 2003.
3. Dahlman, C. J., and Aubert, J-E. China and the Knowledge Economy: Seizing the 21<sup>st</sup> Century. Washington, D.C.: The World Bank, 2001.
  4. Hilpert, Hanns, and Haak, René. Japan and China: Cooperation, Competition, and Conflict. New York, NY: Palgrave Macmillan, 2002.
  5. Lardy, Nicholas R. Integrating China into the Global Economy. Washington, D.C.: Brookings Institution Press, 2002.
  6. Mora, Frank O. "Sino-Latin American Relations: Sources and Consequences, 1977-1997." *Journal of Inter-American Studies and World Affairs* 41: 91-116 Summer 1999.
  7. Perkins, Dwight H. (ed). China's Modern Economy in Historical Perspective. Stanford: Stanford University Press, 1975.
  8. Pomeranz, Kenneth. The Great Divergence: China, Europe, and the Making of the Modern World Economy. Princeton, NJ: Princeton University Press, 2000.
  9. Shenkar, Oded. The Chinese Century: The Rising Chinese Economy and Its Impact on the Global Economy, the Balance of Power, and Your Job. Upper Saddle River, N.J.: Wharton School Publishing, 2004.
  10. Wiemer, Calla and Cao, Heping (eds). Asian Economic Cooperation in the New Millennium: China's Economic Presence. Hackensack, N.J.: World Scientific Publishers, 2004.

#### **Teaching Plan:**

- Week 1: China and the global economy: wealth, power and hegemony in the seventeenth century
- Week 2-3: Restructuring economic relations under imperialism and colonialism (1840-1950)
- Week 4-5: The imperatives of a modern state: Cold War constraints and the direction of trade and aid
- Week 6-7: Targeting the Four Modernizations: the 'Open Door' to the world
- Week 8-9: Economic integration and the management of political disputes: bilateral and regional issues
- Week 10-11: Strategic concerns: trade and investment in military technology
- Week 12: Participation and influence in global institutions: China's role in the KIEOs (WB and IMF)
- Week 13: China in the WTO: implications for a "just and fair economic order"
- Week 14: Energy policy and the "great game" in Central Asia and the Middle East
- Week 15: Discovering India: economic relations and political dialogue
- Week 16: China and the global economy: wealth and power in the 21st century

#### **Facilitating the Achievement of Course Learning Outcome:**

Thorough class room teaching / tutorials and assignments for internal assessment and through participating in seminars and workshops

**6 of 8 (Elective Course)****Current Issues in Chinese Economy [EA-CH-403]****Unique Code: 122802402****Course Description:**

The course will offer a discussion of the main features of the Chinese economy. It will briefly set the debate in its twentieth century historical context but will primarily deal with post-reform policies and trends in the Chinese economy. The objective of the course is to provide students with some markers to understanding the main features of the Chinese economy, the impact of the reform process on the domestic economy and its impact on the regional and global economy.

**Course Objective:**

The objective of the course is to enable the students to understand the current economic issues faced by China and how these issues came about. Potential solutions and future prospects are covered.

**Course Learning Outcome:**

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

- Gain insights into the major economic issues that the Chinese economy is faced with, how they come about, and what are the possible future trajectories likely to be. Potential solutions to some of major issues will be addressed.

**Course Outline:**

1. Legacy of the Maoist economy – Centralized planning, production and distribution in primary and secondary sectors
2. Reform and the Open Door policy: FDIs, SEZs and trade
3. Liberalization of Chinese agriculture – Household Responsibility System, Quota and Price reform, TVEs
4. China's industrial policy – SOEs and private enterprises
5. Labor migration and labor market issues
6. Financial sector and fiscal reforms
7. China and the WTO
8. Economic policy and legal reforms
9. FDI and its role in the development of China's economy
10. Regional and income disparities
11. The environment and economic growth
12. China's trade performance and domestic growth



**Reading List:**

1. Cannon, Terry (ed). China's Economic Growth: The Impact on Regions, Migration, and the Environment. New York: St. Martin's Press, 2000.
2. Drysdale, Peter and Ligang Song (eds). China's Entry to the WTO. New York: Routledge, 2000.
3. Gallagher, Mary Elizabeth. Contagious capitalism: Globalization and the Politics of Labor in China. Princeton: Princeton University Press, 2005.
4. Huang, Yasheng. Selling China: Foreign Direct Investment during the Reform Era. Cambridge, Mass.: Cambridge University Press, 2003.
5. Ikels, Charlotte. The Return of the God of Wealth: The Transition to a Market Economy in Urban China. Stanford, CA: Stanford University Press, 1996.
6. Riskin, Carl et al. (eds). China's Retreat from Equality: Income Distribution and Economic Transition. Armonk, New York: M. E. Sharpe, 2001.
7. Ross, Garnaut, and Yiping, Huang (eds). Growth without Miracles: Readings on the Chinese Economy in the Era of Reform. Oxford: Oxford University Press, 2001.
8. So, Alvin (ed). China's Development Miracle: Origins, Transformations, and Challenges. New York, NY: M. E. Sharpe, 2003.
9. Steinfeld, Edmunds S. Forcing Reform in China: The Fate of State-owned Industry. Cambridge: Cambridge University Press, 1998.
10. White, Gordon. Riding the Tiger: The Politics of Economic Reform in Post-Mao China. London: Macmillan, 1993.

**Teaching Plan:**

- Week 1: Legacy of the Maoist economy – Centralized Planning, production and distribution in primary and secondary sectors
- Week 2: Reform and the Open Door Policy: FDI's, SEZs and Trade
- Week 3: Liberalization of Chinese agriculture – Household Responsibility System, Quota and Price reform, TVEs
- Week 4: China's industrial policy– SOEs and private enterprises
- Week 5: Labor migration and labor market issues
- Week 6: Financial sector and fiscal reforms
- Week 7-8: China and the WTO
- Week 9: Economic policy and legal reforms
- Week 10-11: FDI and its role in the development of China's economy
- Week 12-13: Regional and income disparities
- Week 14-15: The environment and economic growth
- Week 16: China's trade performance and domestic growth

**Facilitating the Achievement of Course Learning Outcome:**

Thorough class room teaching / tutorials and assignments for internal assessment

**7 of 8 (Elective Course)****China: Nationalism and Communism (1911-1949) [EA-CH-404]****Unique Code: 122802404****Course Description:**

This course looks in detail at China in one of its most turbulent and revolutionary periods. Apart from examining major events and trends such as nationalism and the communist movement, it will familiarize students with patterns of social change and cultural transformation in this period.

**Course Objective:**

The objective of this course is to teach students about various aspects of nationalism and communist movements with regards to the changing dynamics in the region.

**Course Learning Outcome:**

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

- understand the patterns of social change and cultural dimensions of China during its most turbulent period

**Course Outline:**

1. Post-1911 political transitions
2. The May Fourth Movement
3. Social change: the peasantry, industrial labor and the bourgeoisie
4. The emergence of political parties: the Chinese Communist Party and the Guomindang
5. External influences: the Comintern and the United States
6. Domestic political fragmentation
7. The period of long strife: the Japanese Aggression, the World War II and the Civil War
8. The political strategies of the Guomindang and the Chinese Communist Party
9. The nature of Chinese Communism

**Reading list:**

1. Ash, Robert, Land Tenure in Pre-revolutionary China: Kiangsu Province in the 1920s and 1930s. London: Contemporary China Institute, School of Oriental and African Studies, University of London, 1976.

2. Croizier, Ralph and C. Koxinga, Chinese Nationalism: History, Myth, and the Hero. Harvard East Asian Monographs, No. 67, Cambridge, Mass.: Harvard University Press, 1977.
3. Esherick, Joseph W., Reform and Revolution in China: The 1911 Revolution in Hunan and Hubei. Berkeley: University of California Press, 1976.
4. Fairbank, J. K. and Goldman, Merle. (eds), China: A New History. Cambridge, Mass.: Harvard University Press, 1992.
5. Howe, C. (ed), Shanghai: Revolution and Development in an Asian Metropolis. Cambridge: Cambridge University Press, 1981.
6. Spence, Jonathan D., The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895-1980. New York: Viking Press, 1981.
7. Spence, Jonathan D., The Search for Modern China. London: Century Hutchinson, 1990.
8. Tan Chung, Triton and Dragon: Studies on Nineteenth Century China and Imperialism. Delhi: Gian publications, 1986.
9. Wakeman, Frederic and Wang Xi, China's Quest for Modernization: A Historical Perspective. Berkeley: Institute of East Asian Studies, 1997.
10. Wright, Mary C. (ed). China in Revolution: The First Phase 1900-1913. New Haven: Yale University Press, 1968.

#### **Teaching Plan:**

- Week 1-2: Post-1911 political transitions
- Week 3-4: The May Fourth Movement
- Week 5-6: Social change: the peasantry, industrial labor and the bourgeoisie
- Week 7-8: The emergence of political parties: the Chinese Communist Party and the Guomindang
- Week 9-10: External influences: the Comintern and the United States
- Week 11-12: Domestic political fragmentation
- Week 13-14: The period of long strife: the Japanese Aggression, the II World War and the Civil War
- Week 15-16: The political strategies of the Guomindang and the Chinese Communist Party; The nature of Chinese Communism

#### **Facilitating the Achievement of Course Learning Outcome:**

Thorough class room teaching / tutorials and assignments for internal assessment

**8 of 8 (Elective Course)****Taiwan's Foreign Policy (1949 till present) [EA-TW-406]****Unique Code: 122802406****Course Description:**

This paper will focus on various aspects of foreign policy discourses as well as practices in Taiwan.

**Course Objective:**

1. Introduce Taiwan's history and discuss its international relations & foreign policy since 1949 till date in the international system
2. Examine various phases of and issues in cross-strait relations
3. Critically analyze Taiwan-American relations and the complexities involved in Sino-Taiwan-American triangular dynamics

**Course Learning Outcome:**

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

- Develop understanding on various events and issues shaping Taiwan's foreign policy, international relations and cross-strait relations after 1949
- Enhance skill to critically and empirically assess events, problems and pattern of interactions of Taiwan's foreign relations
- Develop the ability to use various international relations theories and foreign policy analysis approaches to analyze nature, issues and problems relating to Taiwan and its international politics

**Course Outline:**

1. A brief history of cross-strait relations from Ming era to the present
2. Taiwan's foreign policy and international space in the Cold War and post Cold War
3. Taiwan's mainland policy from 1949 to the present
4. The PRC's Taiwan policy from 1949 to the present
5. US-China-Taiwan triangular relations
6. Taiwan's economy and cross-strait relations
7. Taiwanese nationalism and cross-strait relations
8. India and Taiwan relations

**Reading List:**

1. Blanchard, Jean-Marc F. and Hickey, Dennis V. (eds), New Thinking about the Taiwan Issue: Theoretical Insights into its Origins, Dynamics and Prospects. London & New York: Routledge, 2012.
2. Bush, Richard C., At Cross-purposes: US-Taiwan Relations since 1942. Armonk: M. E. Sharpe, 2004.
3. Chase, Michael C. E., Taiwan's Security Policy: External Threats and Domestic Politics. Boulder: Lynne Rienner, 2008.
4. Deng, Young, and Wang Fei-Ling (eds.), China Rising: Power and Motivation in Chinese Foreign Policy. Oxford: Rowman & Littlefield, 2005.
5. Hickey, Dennis V., Taiwan's Security in the Changing International System. Boulder, Colo.: Lynne Rienner Publishers, 1997.

6. Hickey, Dennis V., United States-Taiwan Security Ties: From Cold War to Beyond Containment. New York: Praeger, 1994.
7. Hickey, Dennis V., Foreign Policy Making in Taiwan: From Principle to Pragmatism. New York: Rutledge, 2007.
8. I yuan (ed.), Cross-Strait at the Turning Point: Institution, Identity and Democracy. Taipei: Institute of International Relations, 2008.
9. Lewis, John Wilson, and Litai Xue, Imagined Enemies: China Prepares for Uncertain War. Stanford: Stanford University Press, 2006.
10. Roy, Denny, Taiwan: A Political History. Ithaca, N.Y.: Cornell University Press, 1998.
11. Rubinstein, Murray (ed.), Taiwan: A new history. New York: M. E. Sharpe, 2015.
12. Schubert, Gunter (ed.), Routledge Handbook of Contemporary Taiwan. London: Routledge, 2016.
13. Swaine, Michael D., Taiwan's National Security, Defense Policy, and Weapons Procurement Process. Santa Monica, California: Rand, 1999.
14. Swaine, Michael D., and James C. Mulvenon, Taiwan's Foreign and Defense Policies. Santa Monica, California: Rand, 2001.
15. Tucker, Nancy Bernkopf (ed.), Dangerous Strait: The US-Taiwan-China Crisis, New York: Columbia University Press, 2005.

**Teaching Plan:**

- Week 1-3: Introduction and Taiwan's history up to 1949  
 Week 4-5: Taiwan's foreign policy 1949 to present  
 Week 6-7: Taiwan's mainland policy from 1949 till present  
 Week 8-9: The PRC's Taiwan policy from 1949 till present  
 Week 10-11: US-China-Taiwan triangular relations  
 Week 12-13: Taiwan's Economy and cross-strait relations  
 Week 14-15: Taiwanese Nationalism & Cross – strait relations  
 Week 16: India and Taiwan

**Facilitating the Achievement of Course Learning Outcome:**

Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Tasks
1.	History and foreign policy	Lecture presentation & Interaction	Reading & Class discussion & Presentation
2.	Cross-strait relations (C-s relations)	- do -	- do -
3.	Taiwan's policy towards mainland	- do -	- do -
4.	Mainland's Taiwan policy	- do -	- do -
5.	US-China-Taiwan	- do -	- do -
6.	Taiwan's economy and C-s relations	- do -	- do -
7.	Taiwan nationalism and C-s relations	- do -	- do -
8.	India-Taiwan	- do -	- do -

The Internal Assessment method (30 marks) comprises of Attendance (5 marks) and Two assignments with oral presentation (25 marks) [One Book review (about 1000-1200 words, 10 marks) + One term paper (about 3000 words, 15marks)]

**IV-3. Open Elective Courses [TWO]:**

Semester	Course Code	Unique Code	Course Title
III	EA-OE-301	—	Second Language Pedagogy
IV	EA-CH-402	122803401	India-China Relations (from 1947 to the present)

**I of 2 (Open Elective Course)****Second Language Pedagogy [EA-OE-301]****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: Major language teaching approaches and methods (Week 1-9)  
 Unit II: Techniques of Chinese language teaching (Week 10-14)  
 Unit III: Creating and maintaining learning environment (Week 15-16)

**Reading list:****In Chinese:**

1. 徐子亮、吴仁甫,《实用对外汉语教学法(第3版)》.北京:北京大学出版社,2021.  
[Xu, Ziliang and Wu Renfu, Practical Foreign Language Teaching (3<sup>rd</sup> ed.). Beijing: Peking University Press.]
2. 杨惠元,《汉语听力说话教学法(第3版)》.北京:北京语言学院出版社,2021.  
[Yang, Huiyuan, Pedagogy of Listening and Speaking for Teaching Chinese as a Second Language (3<sup>rd</sup> ed.). Beijing: Beijing Language & Culture University Press.]
3. 周小兵(编),《对外汉语教学入门(第2版)》.广州:中山大学出版社,2009.[Zhou, Xiaobing (ed.), The Guidance of Teaching to Speakers of Other Languages (2nd ed.). Canton: Sun Yat-Sen University Press.]

**In English:**

4. Chan, Sin-wai, Lee Wood Hung, George C. K. Jor and Philip Fung (eds.), Translation and Foreign Language Learning (Special Issue of The Humanities Bulletin, No. 5). Hong Kong: The Chinese University Press, 1998.
5. Christensen, Matthew B. and J. Paul Warnick, Performed Culture: An Approach to East Asian Language Pedagogy. Columbus: National East Asian Languages Resource Center, Ohio State University, 2006.
6. Cohen, Alvin P., Introduction to Research in Chinese Source Materials. New Haven, CT: Yale University Press, Far Eastern Publications, 2000.
7. Hughes, Arthur, Testing for Language Teachers (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press, 2020.
8. Kumaravadevelu, B., Beyond Methods: Macrostrategies for Language Teaching. New York: Yale University Press, 2003.
9. Larsen-Freeman, Diane and Marti Anderson, Techniques and Principles in Language Teaching (3<sup>rd</sup> ed.). Oxford: Oxford University Press, 2011.
10. Lu, Yang (ed.), Teaching and Learning Chinese in Higher Education: Theoretical and Practical Issues. London: Routledge, 2017.
11. McGrath, Ian, Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press, 2002.
12. Moloney, Robyn and Hui Ling Xu (eds.), Exploring Innovative Pedagogy in the Teaching and Learning of Chinese as a Foreign Language. Singapore: Springer, 2016.
13. Nunan, David, Language Teaching Methodology: A Textbook for Teachers. Boston: Prentice Hall, 1991.
14. Orton, Jane and Andrew Scrimgeour, Teaching Chinese as a Second Language: The Way of the Learner. London: Routledge, 2019.
15. Richards, Jack C. and Theodore Rodgers, Approaches and Methods in Language Teaching (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press, 2010.

16. Richards, Jack C., Curriculum Development in Language Teaching. Cambridge: Cambridge University Press, 2001.
17. Shrum, Judith and Eileen Glisan, Teacher's Handbook: Contextualized Language Instruction (4<sup>th</sup> ed.). Boston: Heinle and Heinle, 2010.
18. Tedick, Diane J. (ed.), Second Language Teacher Education: International Perspectives. New York: Routledge, 2013.
19. Tomlinson, Brian, Materials Development in Language Teaching. Cambridge: Cambridge University Press, 2011.
20. Wallace, Michael J., Training Foreign Language Teachers: A Reflective Approach. Cambridge: Cambridge University Press, 1991.
21. Wen, Xiaohong and Xin Jiang (eds.), Studies on Learning and Teaching Chinese as a Second Language. London: Routledge, 2018.
22. Widdowson, Henry G., Teaching Language as Communication. Oxford: Oxford University Press: 1978.
23. Teaching material prepared by the Department

#### **Teaching Plan:**

- Week 1: Audio-lingual method of language teaching (ALM)
- Week 2: Communicative Language Teaching (CLT)
- Week 3: The silent way (SW) approach
- Week 4: The direct method (DM)
- Week 5: Content and language integrated learning (CLIL) method
- Week 6: Grammar-translation method (GTM)
- Week 7: Task based learning (TBL)
- Week 8: Content-based instruction (CBI)
- Week 9: Performed culture approach (PCA) to teach East Asian languages
- Week 10: Using ICT tools in learning Chinese language
- Week 11: Chinese characters and their teaching methodology
- Week 12: Methodology of teaching Chinese vocabulary and grammar
- Week 13: Methodology of teaching reading and writing comprehension in Chinese
- Week 14: Intercultural communication: Chinese culture and Chinese language teaching
- Week 15: Management of lesson (lesson planning; classroom activity designing; maintaining student motivation; constructive error correction techniques; effective use of available resources, etc.)
- Week 16: Management of classroom (anticipating problems and effective solutions, etc.)

#### **Facilitating the Achievement of Course Learning Outcome:**

The teaching-learning-evaluation process in the Department is done by preparing clear course plan/course schedule by the faculty members. Diverse modes of learning such as conduct teaching sessions in front of peers, presentation, group discussion, etc. will be encouraged in the tutorial class.



**2 of 2 (Open Elective Course)****India-China Relations (from 1947 to the present) [EA-CH-402]****Unique Code: 122803401****Course Description:**

The course is designed to understand the broad patterns of India-China relations from a comparative perspective. The patterns and variables like strategic culture, soft power, state systems and nation building, economic engagement, the role of leaders, competing regionalism, the domestic factors and external drivers have been taken into consideration 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. As well, the objective is 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 like strategic culture, soft power, state systems and nation building, economic engagement, the role of leaders, competing regionalism, the domestic factors and external drivers

**Course Learning Outcome:**

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

- Employ a comparative approach to explore the nature of India-China relations
- Evaluate the prospects of competition and cooperation in India-China relations
- Explore how the two countries define the Asian power balance

**Course Outline:**

1. Overview of India-China relations
2. Comparing polity and economy
3. The role of the leaders and implications
4. Core issues defining the bilateral relations
5. External variables defining the bilateral relations
6. Competing regionalism
7. Competing neighborhood spaces
8. Competing maritime spaces

**Reading List:**

1. Bajpai, Kanti P. and Mattoo, Amitabh (eds). The Peacock and the Dragon: India-China Relations in the 21<sup>st</sup> Century. New Delhi: Har Anand Publications, 2000.
2. Frankel, Francine R. and Harding, Harry (eds). The India-China Relationship: What the United States Needs to Know. New York: Columbia University Press, 2004.
3. Garver, John. Protracted Contest: Sino-Indian Rivalry in the Twentieth Century. Seattle: University of Washington Press, 2001.

4. Gilboy, George J. and Heginbotham, Eric. *Chinese and Indian Strategic Behaviour: Growing Power and Alarm*. Cambridge: Cambridge University Press, 2012.
5. Hoffmann, Steven A. *India and the China Crisis*. Delhi: Oxford University Press, 1990.
6. Holslag, Jonathan. *China and India: Prospects for Peace*. New York: Columbia University Press, 2009.
7. Kennedy, Andrew Bingham. *The International Ambitions of Mao and Nehru: National Efficacy Beliefs and the Making of Foreign Policy*. Cambridge: Cambridge University Press, 2012.
8. Lal, Rollie. *Understanding China and India: Security Perspectives for the United States and the World*. New York: Praeger, 2006.
9. Liu, Xinru. *Ancient India and Ancient China: Trade and Religious Exchanges, AD 1-600*. Delhi: Oxford University Press, 1988.
10. Malik, Mohan. *China and India: Great Power Rivals*. Boulder: First Forum Press, 2011.
11. Maxwell, Neville. *India's China War*. Garden City, NY: Anchor Books, 1972.
12. Mehra, Parshotam. *The McMahon Line and After: A study of the Triangular Contest on India's North-eastern Frontier between Britain, China and Tibet, 1904-47*. Delhi: Macmillan, 1974.
13. Ranganathan, C. V. and Khanna, Vinod C. *India and China: The Way Ahead after "Mao's India War"*. New Delhi: Har Anand Publications, 2000.
14. Saint-Mezard, Isabelle and Chin, James K. (eds). *China and India: Political and Strategic Perspectives*. Hong Kong: University of Hong Kong Press, 2005.
15. Sidhu, Waheguru Pal Singh, and Yuan, Jing-Dong (eds). *China and India: Cooperation or Conflict?* Boulder, CO: Lynne Rienner Publishers, 2003.

### **Teaching Plan:**

#### **Week-1: Historical Overview**

- Tansen Sen, *India, China, and the World* (New Delhi: Oxford University Press, 2018).
- Liu Xinru, *Ancient India and ancient China: Trade and Religious Exchanges, AD 1- 600*. (Delhi: Oxford University Press, 1988).

#### **Week- 2: Comparing India and China: a) Strategic Culture**

- George Tanham, "Indian Strategic Culture," (Rand Publications, 1992).
- Rodney Jones, "India's Strategic Culture," SAIC (2006).

#### **Week -3: b) Nation Building and the State System**

- Ramachandra Guha, *India After Gandhi* (London: Macmillan, 2012).
- Ranbir Vohra, *The Making of India: A Historical Survey* (London: M.E. Sharpe, 1997).
- Bin Wong, *China Transformed* (Ithaca: Cornell University Press, 1997).

#### **Week- 4: c) Economic Development & Engagement**

- Jonathan Holslag, *China and India: Prospects for Peace* (Columbia University Press, 2009).

## Week-5: d) Soft Power

- Patryk Kugiel, *India's Soft Power* (London: Routledge, 2016).
- Mingjiang Li, *Soft Power: China's Emerging Strategy in International Relations* (New York: Rowman & Littlefield Publishers, INC., 2009).

## Week- 6: Nehru and Indian Foreign Policy

- Deepak Lal, "India's Foreign Policy 1947-64," *Economic and Political Weekly*, vol. 2, no. 19, May 1967.
- Ramachandra Guha, "Jawaharlal Nehru and China: A Study in Failure," *Harvard-Yenching Working Paper Series*, 2011.

## Week -7: Mao and Chinese Foreign Policy

- Andrew Bingham Kennedy, *The International Ambitions of Mao and Nehru: National Efficacy Beliefs and the Making of Foreign Policy* (Cambridge: Cambridge University Press, 2012).
- Harold C. Hinton, *Communist China in World politics* (London: Macmillan, 1966).

## Week 8: Mid-Term Break

## Week 9: External Variables Defining the Bilateral Relations

- a. China-Pakistan Nexus and India
  - John Garver, *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century* (Seattle: University of Washington Press, 2001).
  - Andrew Small, *The China Pakistan Axis* (London: C. Hurst & Co., 2015).
- b. Indo-US relations and China
  - Amit Gupta, "US-India-China: Assessing Tripolarity," *China Report*, vol. 42, no.1 (2006): pp. 69-83.
  - Zhao Gancheng, "China-US-India: Is a New Triangle Taking Shape," *China Quarterly of International Strategic Studies*, vol. 2, no.1 (2018).

## Week- 10: India-China and Tibet

- 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.
- MadhuBhalla, "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.

## Week-11: India-China and the border dispute

- 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.
- Dawa Norbu, *Tibet in Sino-Indian Relations: The centrality of marginality*, *Asian Survey*, vol. 37, no. 11 (Nov, 1997), pp.1078-1095.

## Week- 12: India- China and the South Asian region

- Partha S. Ghosh, "An Enigma that is South Asia: India versus the region," *Asia- Pacific Review*, vol. 20, no. 1 (May 2013), pp. 100-120.

- Du Youkang, "South Asian Security and its Impact on China," China Report, vol. 37, no. 2 (2001): 142-163.

Week-13: India's Look East Policy and China's Response

- Zhao Hong, "India and China: Rivals or Partners in South East Asia?" Contemporary Southeast Asia, vol. 29, no.1 (April 2007), pp. 121-142.
- S.D. Muni, "India's 'Look East' Policy: the Strategic Dimension," ISAS Working Paper, No. 121 (February 2011).

Week- 14: China and the SAARC

- Sujit Dutta's debate and responses, Strategic Analysis, vol. 35, no.3 (May 2011): 493-522.

Week-15: Competing Neighbourhood Spaces

- a. India-Nepal and China
  - John Garver, Protracted Contest: Sino-Indian Rivalry in the Twentieth Century (Seattle: University of Washington Press, 2001).
  - BhaskarKoirala, "Sino-Nepalese Relations: Factoring in India," China Report, vol. 46, no. 3 (2010): 231-252.
- b. China-Myanmar and India
  - John Garver, Protracted Contest: Sino-Indian Rivalry in the Twentieth Century (Seattle: University of Washington Press, 2001).
  - Mohan Malik, China and India: Great Power Rivals (Boulder: First Forum Press, 2011).

Week-16: India-China and the Indian Ocean

- Mohan Malik, China and India: Great Power Rivals (Boulder: First Forum Press, 2011).
- Chunhao Lou, "US-India-China Relations in the Indian Ocean: A Chinese Perspectives," Strategic Analysis, vol. 36, no.4 (July-Auguts, 2012): 624-639.

Week-17: Naval Policy

- JamesR. Holmes, Andrew C. Winner and Toshi Yoshihara, Indian Naval Strategy in the Twenty-first Century (London: Routledge, 2009).
- Peter Howarth, China's Rising Sea Power (London: Routledge, 2006).

**Facilitating the Achievement of Course Learning Outcome:**

Thorough class room teaching / tutorials and assignments for internal assessment

**Note:**

The proposed syllabus for M.A. in Chinese was sent for peer review to Prof. Damodar Panda (Panjab University, Chandigarh) and Dr. Geeta Kochar (Jawaharlal Nehru University, New Delhi). The suggestions of the two scholars have been included to the maximum extent possible.

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**DEPARTMENT OF EAST ASIAN STUDIES  
UNIVERSITY OF DELHI**

As per your request, I am enclosing the revised syllabi in prescribed format.

## M.A Korean

Semester –I		
Existing Syllabi	Proposed amendment	Reason for amendment
Advanced Korean I (122821101) (Core)	Advanced Korean Language- I	The Changes have been made by arranging the courses as per the CBCS credit system in a systematic manner.
Korean Linguistics (122821102) (Core)	Korean Linguistics	
Modern Korean Literature (122821103) (Core)	Modern Korean Literature	
Popular and Folk Culture of Korea (122821104) (Core)	Popular and Folk Culture of Korea	
Semester –II		
Existing Syllabi	Proposed amendment	Reason for amendment
Advanced Korean II (122821201) (Core)	Advanced Korean Language - II	Same as above
Methodology of Korean Language Teaching (Reading & Listening) (122821202) (Core)	Methodology of Korean Language Teaching (Reading & Listening)	
Contemporary Korean Literature (122821203) (Core)	Contemporary Korean Literature	
India and Korea Relations (122822201) (Elective)	India and Korea Relations	
Translation and Interpretation-I (122822202) (Elective)		
Semester –III		
Existing Syllabi	Proposed amendment	Reason for amendment
Advanced Korean III (122821301) (Core)	Advanced Korean Language- III	Same as above
Introduction to Classical Korean Literature (122821302) (Core)	Literary Criticism	
Methodology of Korean Language Teaching (122821304) (Writing & Speaking) (Core)	Testing and Evaluation of Korean Language Skills	

[Type text]

Contemporary Korean Society (122823301) (Open Elective)	Contemporary Korean Society	
	South Korea's Political Dynamics (1953 till present)	
	Second Language Pedagogy	
Semester –IV		
Existing Syllabi	Proposed amendment	Reason for amendment
Advanced Korean IV (122821401) (Core)	Practice of Korean Language Teaching	Same as above
Dissertation (122821402) (Core)	Dissertation	
Contrastive Linguistic (122822401) (Elective)	Development of Korean Language Textbook	
Translation and Interpretation-II (122822402) (Elective)	Teaching Korean Grammar	
Cultural History of Korea (122823401) (Open Elective)	South Korea's Economic Development (1953 to the present)	
	South Korea's Foreign Policy (1953 to the present)	
	Korea's Colonial Experience (1910 - 1945)	

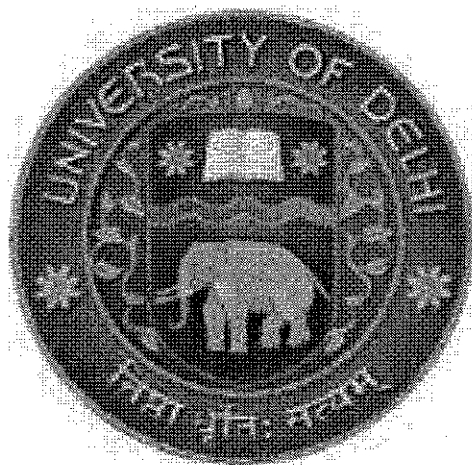
# UNIVERSITY OF DELHI

MASTER OF ARTS

(KOREAN)

(TWO-YEAR FULL-TIME PROGRAM)

PROGRAM SYLLABUS



DEPARTMENT OF EAST ASIAN STUDIES

UNIVERSITY OF DELHI

DELHI - 110007

2024

## TABLE OF CONTENTS

Sl. No.	Description	Page No.
<b>I.</b>	<b>About the Department</b>	3-4
<b>II.</b>	<b>Introduction to Choice based Credit System (CBCS)</b>	4-5
II-1	Scope	4
II-2	Definition	4-5
<b>III.</b>	<b>Program Details for M.A. in Korean (Course Code: MA-KL)</b>	5-12
III-1	Program Objectives (POs)	5
III-2	Program Specific Outcomes (PSOs)	5
III-3	Program Structure	6
III-4	Course Credit Scheme	6
III-5	Semester-wise Details	7-9
III-6	Overview of Elective Courses	9
III-7	Selection of Open Elective Courses	9
III-8	Teaching	9
III-9	Eligibility for Admission	9
III-10	Assessment of Students' Performance and Scheme of Examination	10
III-11	Guidelines for the Award of Internal Assessment Marks	10
III-12	Attendance Requirement	11
III-13	Pass Percentage and Promotion Criteria	11
III-14	Part I to Part II Progression	11
III-15	Span Period	11
III-16	Conversion of Marks into Grades	12
III-17	Grade Points	12
III-18	CGPA and SGPA Calculation	12
III-19	Grand SGPA Calculation	12
III-20	Division of Degree into Classes	12
<b>IV.</b>	<b>Course Content Details (Semester-wise) for M.A. in Korean</b>	13-62
IV-1	Core Courses (Twelve)	13-41
IV-2	Elective Courses (Seven)	41-56
IV-3	Open Elective Courses (Two)	56-62



## I. ABOUT THE DEPARTMENT

The Department of East Asian Studies is part of the Faculty of Social Sciences. The department began as the Centre for Chinese Studies in 1964. One year later, the Centre was upgraded to a full-fledged department of the University of Delhi. The Department initiated part-time certificate and diploma courses and a one-year full-time diploma course in the Korean language, in addition to research programs, namely Master of Philosophy and Doctor of Philosophy in Korean Studies. In 1969, courses in Japanese language and studies were introduced along the lines of the already established pattern of the Chinese language and studies program, and the department was renamed the Department of Chinese and Japanese Studies. The second-year full-time program in Chinese and Japanese languages was initiated in 1977 and 1978, respectively, making the full-time language program of two-year duration. In 1998, M.A. in Japanese language was introduced. After introducing the Korean language and studies in 2003, the department was rechristened as the Department of East Asian Studies. In 2008, M.A. in East Asian Studies was introduced.

As the demand for East Asian languages has been increasing constantly, the Department transferred the part-time certificate, diploma and advanced diploma courses of Chinese, Japanese, and Korean languages to various colleges of the University gradually between 2009 and 2011 to make the courses available to more learners. The Department manages these nine courses.

Currently, the Department conducts the following courses:

1. Ph.D. in East Asian Studies / Language and Literature
2. Two-Year M.A. in East Asian Studies
3. Two-Year M.A. in Japanese
4. One-Year Post Graduate Intensive Diploma Course in Chinese Language
5. One-Year Post Graduate Intensive Diploma Course in Japanese Language
6. One-Year Post Graduate Intensive Diploma Course in Korean Language
7. One-Year Post Graduate Intensive Advanced Diploma Course in Chinese Language
8. One-Year Post Graduate Intensive Advanced Diploma Course in Japanese Language
9. One-Year Post Graduate Intensive Advanced Diploma Course in Korean Language

All the above-mentioned courses are designed in such a way that students may acquire all-inclusive knowledge of the concerned country as well as communicative skills to use the languages. These courses are also beneficial to students wishing to engage themselves in translation and research activities in the field of humanities or in professions where knowledge of these languages is required. A unique feature that identifies the Department as the first and only one of its kind in the Indian university system is its institutional and methodological structure that enables a researcher to combine the knowledge of a specific country within the region of East Asia or the whole region along with the specific language of the country concerned.

The demand for enrollment in these courses is increasing every year, and they are ranked highly. Department graduates have been employed in various multinational organizations, the government and/or private sector, and schools and universities as teachers.

The Department of East Asian Studies is equipped with a language lab with a rich collection of audio and video teaching materials. The departmental library has over 80,000

books and several prominent journals in English, Chinese, Japanese, and Korean. The Department is fully Wi-Fi enabled for all students, staff, and faculty members.

In its ceaseless effort to upgrade its courses, curricula, and infrastructure, the Department proposes to introduce an M.A. in Korean along the lines of the already established pattern of the master's programs in Chinese, Japanese and East Asian Studies.

## **II. INTRODUCTION TO CHOICE BASED CREDIT SYSTEM**

### **II-1. Scope:**

The Choice Based Credit System (CBCS) allows the students to choose courses from the prescribed courses comprising core and elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered better than the conventional marks system. The grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on a student's performance in examinations, which enables the student to move across institutions of higher learning. The uniformity in the evaluation system also enables potential employers to assess the performance of candidates.

### **II-2. Definition:**

- (i) 'Academic Program' means an entire course of study comprising its program structure, course details, evaluation scheme, etc., designed to be taught and evaluated in a teaching department/centre or jointly under more than one such department/centre.
- (ii) 'Course' means a segment of a subject that is part of an Academic Program.
- (iii) 'Program Structure' means a list of courses (Core, Elective, Open Elective) that make up an Academic Program, specifying the syllabus, credits, hours of teaching, evaluation and examination schemes, the minimum number of credits required for successful completion of the program etc., prepared in conformity to university rules, eligibility criteria for admission.
- (iv) 'Core Course' means a course that a student admitted to a particular program must successfully complete to receive the degree and which cannot be substituted by any other course.
- (v) 'Elective Course' means an optional course to be selected by a student out of such courses offered in the same or any other department/centre.
- (vi) 'Open Elective' means an elective course available for all programs' students, including students of the same department. Students of other departments will opt for these courses, subject to fulfilling the eligibility criteria laid down by the department offering the course.
- (vii) 'Credit' means the value assigned to a course which indicates the level of instruction; one-hour lecture per week equals 1 credit, while two-hour practical class per week equals 1 credit. Credit for a practical class could be proposed as part of a course or as a separate practical course.
- (viii) 'SGPA' means Semester Grade Point Average, calculated for individual semesters.

- (ix) 'CGPA' is the Cumulative Grade Points Average, calculated for all courses completed by students at any point in time. CGPA is calculated each year for both semesters clubbed together.
- (x) 'Grand CGPA' is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is given in transcript form. To benefit the student, a formula for conversion of Grand CGPA into %age marks is given in the transcript.

**III. PROGRAM DETAILS FOR M.A. IN KOREAN**

**III-1. Program Objectives (POs):**

- To create Korean language experts with a deep understanding of the life and culture of Korea
- To promote studies of Korean civilization and culture in comparison to other civilizations, such the East Asian civilization, the Indian civilization, and the Western civilization instead of studying Korea in isolation
- To obtain a holistic perspective of Korea through the emphasis on linguistic training as well as a multidisciplinary social science approach

**III-2. Program Specific Outcomes (PSOs):**

Upon successful completion of the program, graduates are expected to

- obtain asound grasp of written and spoken Korean language
- acquire all-inclusive knowledge about aspects of Korea's literature, Korean language teaching, culture, history, society, politics, economy, and international relations
- undertake meaningful research on Korea as well as comparative research
- obtain gainful employment in areas such as educational institutions, newspaper agencies, think tanks, government agencies, non-governmental organization, international organization, the corporate sector, and others

**III-3. Program Structure:**

The M.A. in Korean program is a two-year full-time course divided into two parts: Part-I (First Year) and Part-II (Second Year). Part 1 consists of two semesters: Semester I and Semester II. Part 2 consists of two semesters: Semester III and Semester IV.

Course Module	Academic Year	Semester - Odd	Semester - Even
Part-I	First Year	Semester I	Semester II
Part-II	Second Year	Semester III	Semester IV

**III-4.Course Credit Scheme:**

- Each course will carry 4-5 credits (5 credits for each core and elective course; 4 credits for each open elective course).
- For each core and elective course, there will be 4 lecture hours of teaching per week (worth 4 credits) and 1 hour of tutorial/practical class (worth 1 credit).
- Open elective courses can have a maximum total of 8 credits.
- A minimum of 78-80 credits (depending on courses opted) is required to complete the course and award of degree.
- In Semesters I and II, 4 core courses will carry 20 credits per semester.
- In Semesters III and IV, 2 core courses and 2 optional courses (elective and/or open elective) will carry a total of 24 credits per semester.

Semester	Core Course			Elective Course			Open Elective Course			Total Credits
	No. of Papers	Credits (L+T/P)*	Total Credits	No. of Papers	Credits (L+T/P)*	Total Credits	No. of Papers	Credits (L+T/P)*	Total Credits	
I	4	4+1=5	20							20
II	4	4+1=5	20							20
III	2	4+1=5	10	2	4+1=5	10	1	4	4	24
IV	2	4+1=5	10	2	4+1=5	10	1	4	4	24
	Total credit for Core courses		60	Total credit for Elective courses		20	Total credit for Open Elective Courses		08	88

\*Lecture + Tutorial (in classroom)/Practical (in language lab)

**III-5.Semester-wise Details:****FIRST-YEAR, SEMESTER I**

Total Course: 04 [All Core]

Total Credit: 20 [4 (Theory) + 1 (Tutorial) = 5 credit/per course]

Course Code	Course Title	Course Status	Total Credit
KL-101	Advanced Korean Language- I	Core	5
KL-102	Korean Linguistics	Core	5
KL-103	Modern Korean Literature	Core	5
KL-104	Popular and Folk Culture of Korea	Core	5

**FIRST-YEAR, SEMESTER II**

Total Course: 04 [All Core]

Total Credit: 20 [4 (Theory) + 1 (Tutorial) = 5 credit/per course]

Course Code	Course Title	Course Status	Total Credit
KL-201	Advanced Korean Language- II	Core	5
KL-202	Methodology of Korean Language Teaching (Reading & Listening)	Core	5
KL-203	Contemporary Korean Literature	Core	5
KL-204	India and Korea Relations	Core	5

**SECOND YEAR, SEMESTER III**

Total Course: 04 [2 Core, 2 Elective, 1 Open Elective]

Total Credit: 24

[4 (Theory) + 1 (Tutorial) = 5 credit/per core &amp; elective course; 4 credit/per open elective course]

Course Code	Course Title	Course Status	Total Credit
KL-301	Advanced Korean Language- III	Core	5
KL-302	Literary Criticism	Core	5
KL-EL-303	Testing and Evaluation of Korean Language Skills	Elective	5
EA-KR-301*	Contemporary Korean Society	Elective	5
EA-KR-302*	South Korea's Political Dynamics (1953 till present)	Elective	5
EA-OE-301	Second Language Pedagogy	Open Elective	4

**SECOND YEAR, SEMESTER IV**

Total Course: 04 [2 Core, 2 Elective, 1 Open Elective]

Total Credit: 24

[4 (theory) + 1 (tutorial) = 5 credit/core &amp; elective course; 4 credit/open elective course]

Course Code	Course Title	Course Status	Total Credit
KL-401	Practice of Korean Language Teaching	Core	5
KL-402	Dissertation	Core	5
KL-EL-403	Development of Korean Language Textbook	Elective	5
KL-EL-404	Teaching Korean Grammar	Elective	5
EA-KR-402*	South Korea's Economic Development (1953 to the present)	Elective	5
EA-KR-403*	South Korea's Foreign Policy(1953 to the present)	Elective	5
EA-KR-401*	Korea's Colonial Experience (1910 - 1945)	Open Elective	4

**\*Elective and Open Elective Courses offered under the M.A. in East Asian Studies program and by the Department also:**

Sem ester	Course Code	Unique Code	Course Title	Course Status	Total Credit
III	KL-EL-303	-	Testing and Evaluation of Korean Language Skills	Elective	5
	EA-KR-301	122802310	Contemporary Korean Society	Elective	
	EA-KR-302	122802311	South Korea's Political Dynamics (1953 till present)	Elective	5
	EA-OE-301	-	Second Language Pedagogy	Open Elective	4
IV	KL-EL-403	-	Development of Korean Language Textbook	Elective	5
	KL-EL-404	-	Teaching Korean Grammar	Elective	5
	EA-KR-402	122802413	South Korea's Economic Development (1953 to the present)	Elective	5
	EA-KR-403	122802414	South Korea's Foreign Policy (1953 to the present)	Elective	5
	EA-KR-401	122803412	Korea's Colonial Experience (1910-1945)	Open Elective	4

**Area-wise breakup of the courses:**

The M.A. in Korean Program consists of 12 core courses and 4 elective and open elective courses, distributed over the following areas:

**12 Core Courses (shall be taught in Korean)**

- Language, literature, and literary criticism (eight)
- Linguistics (one)
- Cultural history (one)
- History (one)
- Dissertation (one)

**4 Elective and Open Elective Courses (shall be taught in English/Korean)**

- Society, economy, politics, international relations, and Second Language Pedagogy (six)

**III-6. Overview of Elective Courses:**

The Department of East Asian Studies is the first and only one of its kind in the Indian university system; its institutional and methodological structure enables a student to combine the knowledge of a specific country within the region of East Asia with the specific language of the country concerned. In line with this unique feature, the Department offers area-wise elective courses on various aspects of China, Japan and Korea in Semester III and Semester IV. The list of elective courses is announced at the beginning of each semester.

**III-7. Selection of Open Elective Courses:**

Under the interdisciplinary option, open elective courses offered by the Department of East Asian Studies are open to students of the Department, the Faculty of Social Sciences, and the Faculty of Arts.

Students of M.A. in Korean have the option to choose one paper for each semester, either in Semester III or Semester IV, either at the Department or in other departments of the University. Opting for open elective courses at other departments is subject to the availability of courses in the concerned departments and the approval of the Department of East Asian Studies. Students must abide by the rules and regulations of the concerned departments.

Students enrolled in M.A. Program at other departments of the University opting for the open elective courses offered by the Department of East Asian Studies may apply through the Head of the Department where they are enrolled. The number of seats and eligibility criteria will be decided by the Department at the beginning of each semester. Students must abide by the rules and regulations of the Department of East Asian Studies. No request for re-adjustment of time-table, re-scheduling of assignment submission, or conduct of mid-semester and end-semester examinations will be entertained.

**III-8. Teaching:**

The faculty of the Department of East Asian Studies is primarily responsible for organizing lecture work for the program. Instructions related to open elective course tutorials will be provided by respective registering units under the overall guidance of the Department. Faculty from other related departments and constituent colleges may also be associated with lecture and tutorial work in the Department. There shall be 90 teaching days spread over 15-18 weeks, including examinations in a semester. The medium of instruction for teaching of all core courses (twelve) will be Korean, and the medium of instruction for teaching of all elective and open elective courses (four) will be English/Korean.

**III-9. Eligibility for Admission:**

- A Bachelor's Degree in Korean Language and Literature from any recognized university in India or a foreign university with a minimum of 15 years of education and a minimum of 50% marks (or equivalent grade) in the aggregate

OR

- A Bachelor's Degree in any discipline from any recognized university in India or an equivalent degree from a foreign university with a minimum of 15 years of education and a minimum of 45% marks in the aggregate (or equivalent grade) along with One-Year Post-Graduate Intensive Advance Diploma Course in Korean conducted by the University of Delhi
- The National Testing Agency (NTA) conducts the Central University Entrance Test (CUET) for admission to Post Graduate (PG) programs at the participating central

universities across the country. The CUET PG is an examination that candidates must take in order to gain admission to M.A. in Korean Program. Candidates can check the NTA CUET PG syllabus by visiting the official CUET PG website ([pgcuet.samarth.ac.in](http://pgcuet.samarth.ac.in)).

- Eligibility criteria for SC/ST/OBC/PH/EWS shall be as per the University of Delhi rules.

### **III-10. Assessment of Students' Performance and Scheme of Examination:**

The medium of instruction for teaching and examinations of all core courses (twelve) will be Korean, and the medium of instruction for teaching and examinations of all elective and open elective courses (four) will be English/Korean.

Assessment of students' performance shall generally consist of the following:

- Each course will carry 100 marks, divided into two components: Internal Assessment (30 marks) and End-Semester Examination (70 marks).
- Course KL-402 (Dissertation) is divided into synopsis (25 marks) and dissertation (70 marks). After submitting the synopsis (in lieu of Mid Semester Examination), the student is required to present it at a synopsis-presentation seminar. Similarly, after submitting the dissertation (in lieu of End-Semester Examination), the student is required to present it at a pre-submission seminar.
- Internal Assessment shall consist of two components: Attendance (5 marks) and Mid-Semester Examination (25 marks).
- Examinations shall be conducted according to the Academic Calendar notified by the University. The duration of mid-semester and End-Semester examinations shall be 2 hours and 3 hours, respectively.

### **III-11. Guidelines for the Award of Internal Assessment Marks:**

- A maximum of 5 marks will be awarded in each course for regularity in attending lectures and tutorials delivered during the entire tenure of a student enrolled. The credit for regularity in each course, based on attendance, shall be as follows:  

More than 67% but less than 70%	: 1 mark
70% or more but less than 75%	: 2 marks
75% or more but less than 80%	: 3 marks
80% or more but less than 85%	: 4 marks
85% and above	: 5 marks
- Medical certificates shall be excluded while calculating credit towards marks awarded for regularity.



**III-12. Attendance Requirement:**

- No candidate would be eligible for the final examination unless she/he is certified by the Department that she/he has attended a minimum of 66% of the total number of classroom sessions conducted in each semester during her/his course of study. Any student not complying with this requirement will not be allowed to appear in the semester examination.
- Medical certificates shall be considered to calculate eligibility to appear for examinations as per the existing provision of Ordinance VII.2.9.(a)(ii) of the University.
- Students are advised to take internal assessments seriously, as the Internal Assessment marks shall be carried forward in the case of students who repeat one or more course/s.

**III-13. Pass Percentage and Promotion Criteria:**

- The minimum marks required to pass any course in a semester shall be 40% in each course (40 out of 100) and 50% in aggregate in each semester (200 out of 400).
- A student failing in an individual course (less than 40 marks) can only repeat the course in the corresponding semester of the next academic year.
- A student who has secured the minimum marks in each paper (40 out of 100) but not in aggregate (200 out of 400) may reappear in any of the course/s in the corresponding semester of the next academic year in order to be able to secure 50% in aggregate.

**III-14. Part I to Part II Progression:**

- A student shall be eligible for promotion from Part-I (First Year) to Part-II (Second Year) of the Program provided she/he has passed 50% of the papers of Semester I and Semester II taken together.
- A student not fulfilling the promotion criteria stipulated above shall be declared failed in the Part concerned. However, she/he shall have the option to retain the marks in the courses in which she/he has secured pass marks.
- A student who has to reappear in a course prescribed for Semester I and/or Semester III may do so only in the odd semester examinations. Likewise, a student who has to reappear in a course prescribed for Semester II and/or Semester IV may do so only in the even semester examinations.
- A student who appears in the Semester I examination but is detained from appearing in the Semester II examination due to a shortage of attendance shall not be promoted to Semester III and shall have to be readmitted to Semester II.
- If a student is not eligible to appear in the Semester I examination for any reason, she/he will not be eligible for admission to Semester II and will have to be readmitted to Semester I of the Program.

**III-15. Span Period:**

No student shall be considered as a candidate for the examination for any of the Parts/Semesters after the lapse of 4 years from the date of admission to the Part-I/Semester-I of the Program.

**III-16. Conversion of Marks into Grades:**

Conversion of Marks into Grades as per standard University rules

**III-17. Grade Points:**

A student who becomes eligible for the degree shall be categorized on the basis of the combined result of semester I to semester IV examinations under CBCS on a 10 point grading system with the letter grades. Grade point table as per University Examination rules.

**III-18. CGPA and SGPA Calculation:**

As per University Examination rules

**III-19. Grand SGPA Calculation:**

As per University Examination rules

**III-20. Division of Degree into Classes:**

As per University Examination policy

**IV. COURSE CONTENT DETAILS (SEMESTER-WISE) FOR M.A. IN KOREAN****IV-1. Core Courses [TWELVE]:**

Sl. No	Course Code	Course Title
<b>SEMESTER I</b>		
1.	KL-101	Advanced Korean Language- I
2.	KL-102	Korean Linguistics
3.	KL-103	Modern Korean Literature
4.	KL-104	Popular and Folk Culture of Korea
<b>SEMESTER II</b>		
5.	KL-201	Advanced Korean Language- II
6.	KL-202	Methodology of Korean Language Teaching (Reading & Listening)
7.	KL-203	Contemporary Korean Literature
8.	KL-204	India and Korea Relations
<b>SEMESTER III</b>		
9.	KL-301	Advanced Korean Language- III
10.	KL-302	Literary Criticism
<b>SEMESTER IV</b>		
11.	KL-401	Practice of Korean Language Teaching
12.	KL-402	Dissertation

**I of 12 (core course)****1. Advanced Korean Language-I (KL-101)****Course Description:**

The Advanced Korean language-I course is focused on developing students' fluency and accuracy abilities and helping them reach a level of competence that will allow them to interact with various, more challenging, sophisticated current topics. Advanced Korean-I is designed for master's students in the Korean Studies program and provides a comprehensive study of reading, speaking, writing, and listening skills in Korean at an advanced level. It aims to improve Korean comprehension and expression through various texts and situations.

**Course Objective:**

The course will help students articulate language effectively for practical communication and interpretation or analysis, demonstrating an understanding of the audience, purpose, and social codes tied to the Korean language. It improves students' advanced Korean reading skills. Practice complex spoken Korean expressions. Cultivate logical and creative writing in Korean and strengthen advanced Korean listening skills.

### **Course Learning Outcome:**

1. Extend vocabulary
2. Demonstrate enhanced proficiency in written and oral Korean language skills
3. Improve and develop the ability to write grammatically correct Korean.
4. To increase confidence in participating in group discussions in Korean.
5. To understand and analyse a variety of advanced texts.
6. Fluency in Korean conversations in complex situations.
7. Can write logical and creative posts.
8. Can understand advanced-level Korean listening materials.

### **Course Outline:**

Advanced Korean Language- I is the first step toward developing basic to advanced Korean language skills. The course evenly focuses on developing reading, speaking, writing, and listening skills. Through a variety of texts and topics, students will develop complex Korean expressions and comprehension and strengthen their communication skills.

Unit I: Introduction and Foundations (Weeks 1-2)

Unit II: Societal and Cultural Topics (Weeks 3-4)

Unit III: Advanced Topics and Skills Development (Weeks 5-16)

### **Reading List:**

Main textbook:

- Seoul Korean Plus 5A, 5B, *Jangjeongwon*, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.

Reference:

- Seoul Korean Plus 6A, 6B, *Jangjeongwon*, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.
- Seoul National University Plus Reading for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
- Listening for Academic Purposes, Seoul National University, Seoul National University Language Institute, Seoul National University Press. 2019.
- Seoul Plus Speaking for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2018.

- Seoul National University Plus, Writing for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
- Yonsei Current Affairs Korean, Yonsei University Korean Language Center, Yonsei University Press and Culture Center. 2022.
- Im Ho-bin, Korean Grammar for International learners, Yonsei University Press, 1998.
- Ahn Jean-myung, Seon Eun-hee, Korean Grammar in Use Advanced, Darakwon, Seoul, 2019
- Kim Do-young, Bharati Korean Intermediate, Goyal Publisher, Delhi, 2009.
- Kim Do-young, Bharati Korean Advanced, Goyal Publisher, Delhi, 2009.
- Kim Jong-suk, Korean Language Grammar for foreigner, National Korean Language Institute, Communication Books Publication, Seoul, 2005
- Choi, Eun Gyu, A Study of Grammar as a Foreign Language- Focus on Study of The Korean Grammar for Foreigners., Seoul National University, Kyoyuk Yeonguwon , 2002,pp 205-239.
- Kim Gi-Hyeok, Gukeo munbeop yeongu, Seoul Doseochulpan Bagijeong Korea, 1996
- Discussing Korean for International Students, Yoon Young et al, Communication. 2015.
- Sogang Korean Reading 6, Sogang University Korean Language Institute. 2014.
- Sogang Korean Speaking 6, Sogang University Korean Language Institute. 2021.
- Finding Korean Culture in TV and Movies for Foreigners, Gimcheonmi Kim, et al. 2022.
- Research articles and other relevant teaching material prepared by the Department.

Week 1: Introduce the course and explain class objectives

Guide to organizing and assessing lessons

Week 2: Healthy Living, Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 3: Happiness and relaxation, Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 4: Language and learning, Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 5: Thinking and stereotypes, Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 6: Climate and terrain, Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 7: Environment and living spaces, Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 8: Humans and Psychology, Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 9: The future of work, Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 10: Economics in Your Life, Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 11: A changing society, Learn advanced vocabulary and expressions, listen, speak, read, and write

12 weeks: Mass media, Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 13: History and People, Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 14: Traditional Culture, Learn advanced vocabulary and expressions, listen, speak, read, and write

15 Weeks: The Power of Pop Culture, Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 16: Comprehensive Review and Final Exam, A comprehensive review of what you learned during the semester

Final exams and final assessments

### **Facilitating the achievement of course learning outcome:**

The Teaching-Learning-Evaluation process in the Department is done by preparing precise Course Plans/Course Schedules for the faculty members. It will assist faculty in determining appropriate assessment strategies through Internal Assessment and Final Examination. Cooperative learning is encouraged for students through seminars, workshops, projects, presentations, and group work, as it will enable them to express their knowledge and abilities through articulation.

## **2 of 12 (core course)**

### **2. Korean Linguistics (KL- 102)**

#### **Course Description**

The course encompasses core concepts of Korean linguistics. It is intended for students who want to acquire a linguistic understanding of **Korean Phonetics and Phonology, Morphology, Lexicology, and Syntax** and achieve advanced-level proficiency. It will develop an appreciation of the general properties of the Korean language, particularly by developing competence in analysing Korean linguistics.

#### **Course Objective**

The course objective is to understand the processes of Korean language change and variation, the role of language in reflecting and constructing social identities and the distinctive properties of the Korean language.

## **Course Learning Outcome**

It allows students

1. To attain mastery over the specialised vocabulary essential for the description and analysis of various Korean linguistic concepts
2. Present, analyse and evaluate linguistic concepts and phenomena of the Korean Language in oral presentations and written exercises.

## **Course Outline**

UNIT I: Understanding Korean Linguistics and Korean Phonology, Phonological Rules in Korean, Structure of Korean consonants and Vowels, syllable structure (Week1-4)

UNIT II; Understanding tense system, Honorific Structure, Causative and Passive construction of Korean(Week5-8)

UNIT III; Understanding Negation and Quoted Speech in Korean (Week9-12)

UNIT IV: Understanding word structure of Korean (Week13-16)

## **Reading List**

- Jeong Gyeon-gil, Exploring and Understanding of the Korean 2007 (한국의 탐구와 이해), Park Lee jong Publication, Seoul,.
- Go,Young-geun, & Pon,Kwan-ku. 2008. *ulimal munpeoplon* (우리말문법론). Jib Moon Dan Publisher. Seoul.
- Go, Young-gun, Nam,Gi-sim. 2006. *pyojun gugo munpeoplon* (Standard Korean Grammar(표준국어문법론). Seoul: Thap Publishing. Seoul. Korea.
- Kim, Jong-suk. 2005. *Korean language grammar for foreigners* (외국인을 위한 한국어 문법). National Korean Language Institute. Communication Books Publication. Seoul. Korea.
- Lee, Ik-sop & S Robert Ramsey. 2000. *The Korean Language*. State University of New York Press.

- Nam Gi-sim. Lee, Sang-yeok, 1999. *Methods and reality of Korean language education for foreigners.* (외국인을 위한 한국어 교육의 방법과 실제) Korea National Open University School of Continuing Education Series. Seoul. Korea.
- Sohn, Ho-min. 1999. *The Korean language.* Cambridge: Cambridge University Press.
- Wang, Moon-yong, Min, Hyon-sik 1993, *Understanding of Korean grammar* (국어문법의 이해), Gae Moonsa Publisher. South Korea.
- Research articles and other relevant teaching material prepared by the Department.

### **Teaching Plan (Total 16 weeks)**

	Introduction and Structural Characteristics of Korean Linguistics
Week 1 and 2	Introduction to Korean phonology (characteristics of Korean sound system,
	structure of Korean consonants and Vowels, syllable structure
Week 3 and 4	Phonological Rules and Limitation in Korean
Week 5	Class test and Presentation
Week 6 and 7	Tense system in Korean
Week 8 and 9	Honorific structure and pronoun in Korean
Week 10	Test /Presentation
Week 11 and 12	Causative construction and Passive construction in Korean
Week 13 and 14	Negation and Direct and Indirect Speech in Korean
Week 15	Korean Word Structure
Week 16	Test and overall discussion

### **Facilitating the achievement of course learning outcome**

The Teaching-Learning-Evaluation process in the Department is done by **preparing precise Course Plans/Course Schedules** for the faculty members. It will assist faculty in determining appropriate assessment strategies through Internal Assessment and Final Examination. Cooperative learning is encouraged for students through seminars, workshops, projects, presentations, and group work.



**3 of 12 (core course)****3. Modern Korean Literature (KL-103)****Course Description:**

This course is a comprehensive study of Korean Literature from the late 19<sup>th</sup> century till 1949. This course seeks to enhance students' awareness and appreciation of Korean Literature through discussing and analysing various literary genres and elements. Its contents encompass the historical transition of Korean literature, especially the colonisation period, through representative compositions of different genres- short stories, poetry, plays, and essays- for literary absorption, appreciation, and interpretative analysis and to develop an interest in the value of nationality in literature. It also deals with the rise of Modern Korean Literature, literary movements, and changing literature patterns.

**Course Objective:**

This course is intended to introduce students to Korean literature and help them enhance their capability to analyse scholarly literary texts with a comparative perspective. The student must recognise the social, cultural, and political environments in the modern period of Korean history that influence the country's literature.

**Course Learning Outcome:**

1. Students will explore innovative ways to read Korean literary texts in transnational and trans-disciplinary contexts.
2. They will have a deeper understanding of the Korean language and the cultural implications of literary texts.
3. Demonstrate enhanced capacity to organise analysis into a sustained argument.

**Course Outline:**

UNIT I: Literary movement and rise of Modern Korean Literature (Week 1-3)

UNIT II: Factors shaping a new literature (Week 4-8)

UNIT III: Study of major literary genres (Week 9-10)

UNIT IV: Study of prominent litterateurs and their respective works (Week 11-16)

**Reading List:**

1. Peter H Lee, History of Korean Literature, Cambridge University Press, United Kingdom, 2003.
2. Hyundae Munhak Yongu, Seoul, Pyongminsa, Korea, 1993.
3. *Myeongi malhaneun. Naneun wae munhakeul haneunga: Uri sidae munhgakka ilheunhan*, 2004.
4. Kim Do-young, Introduction to Korean Literature, Manas Publication, New Delhi, 2000.

5. Ann Jefferson & David L, Hyundai Munhak iron, Moonye chulpansa, Seoul, 1995.
6. Kwon Young-min, History of Korean Modern Literature, Mineumsa, Seoul, 1994.
7. Lee Joo-hyeong, Study of Korean Modern Literature, Changjakgwa Bipyeongsa, Seoul, 1995.
8. Modern Korean Poetry, Korean Centre, Seoul, 1970.
9. Kim Yoon Shik, Understanding Modern Korean Literature, Jipmoondang Publishing Press, Seoul, 2004.
10. Peter H Lee, Korean Literature, topics and themes, The University of Arizona Press, Tucson, 1965.
11. Peter H. Lee, History of Korean Literature, Cambridge University Press, United Kingdom, 2003
12. Jeong In-seop, A Guide to Korean Literature, Hollym, New Jersey, 1982,
13. . Kim Do-young, Introduction to Korean Literature, Manas publication, New Delhi, 2000
14. Ha Tae Hung, Maxims and Proverbs of Old Korea, Seoul: Yonsei University Press. 1970
15. Kim, Yung-Hee; Lee, Jeseon, Readings in Modern Korean literature, USA, University of Hawaii Press, 2004
16. Research articles and other relevant teaching material prepared by the Department.

### **Teaching Plan (16 Weeks):**

- Week 1: Background (history of Korean literature and their characteristics till 1940s)
- Week 2-3: Literary movement under Japanese colonial era
- Week 4-6: Emergence and establishment of modern Korean literature
- Week 7-8: Anti-colonial and patriotic literature
- Week 9-11: Literary genres (short story, essay, novella, poem, drama)
- Week 12-13: Analysis and discussion of selected genres
- Week 14-15: Discussion on prominent writers and their selected works
- Week 16: Writer's observations in the modern Korean literature

### **Facilitating the achievement of course learning outcome:**

The teaching-learning evaluation process in the department is done by preparing precise course plans/course schedules for faculty members, which will assist them in determining appropriate assessment strategies. Cooperative learning is encouraged for students through projects, presentations (written and oral), and group discussion, as it will enable them to maximize learning experience.

**4 of 12 (core course)**

### **4. Popular and Folk Culture of Korea (KL-104)**

**Course Description:**

This course provides an in-depth exploration of Korea's popular and folk culture, offering students a comprehensive understanding of the cultural practices, traditions, and contemporary phenomena that shape Korean society. From traditional folk tales and rituals to modern K-pop and cinema, students will engage with various aspects of Korea's cultural heritage and contemporary cultural expressions.

**Course Objective:**

- To introduce students to the fundamental aspects of Korean folk culture and its historical roots.
- To explore the development and influence of contemporary Korean popular culture.
- To analyse the interplay between traditional and modern cultural forms in Korea.
- To give students a broad understanding of how culture shapes and reflects Korean society.

**Course Learning Outcome:**

- Identify and describe key elements of Korean folk culture and traditions.
- Analyze the development and impact of Korean popular culture globally.
- Discuss the significance of cultural practices and their evolution over time.
- Appreciate the relationship between traditional and modern cultural expressions in Korea.
- Critically engage with Korean cultural artefacts, performances, and media.

**Course Outline:**

Unit 1: Introduction of Korean Culture (Week 1-2)

Unit 2: Korean Folk Culture (Week 3-5)

Unit 3: Shamanism and Folk Religion (Week 6-7)

Unit 4: Introduction to Korean Popular Culture (Week 8-14)

Unit 5: Digital Culture and Social Media (Week 15-16)

**Reading List:**

1. Joseph Nye, "Bound to Lead: The Changing Nature of American Power"
2. Joseph Nye, "Soft Power", Foreign Policy, 1990
3. Jesook Song and Laam Hae(edited), "Korean Wave: The Rise of Korean Culture Power"
4. Youngdae Kim "K-Pop Idol Revolution: The Korean Wave and the Next Big Thing"
5. Sangjoon Lee and Abe Markus Nornes "Hallyu 2.0: The Korean Wave in the Age of Social Media"

6. Im Bang and Yi Ryuk "Korean Folk Tales: Imps, Ghosts and Fairies", the Korean Culture and Information Service
7. Euny Hong "The Birth of Korean Cool: How One Nation Is Conquering the World Through Pop Culture"
8. Mark James Russell "K-Pop Now: The Korean Music Revolution"
9. 춘향전 <https://m.blog.naver.com/sumalin1027/223199303518?isInf=true>
10. 흥부전 <https://m.cafe.daum.net/nanjunghouse/JQvd/503>
11. 심청전 <https://m.blog.naver.com/super1na/222937837202>
12. <https://www.youtube.com/watch?v=cWzi4V6HPAE>
13. <https://www.youtube.com/watch?v=YSJwHnPxSuE>
14. <https://www.youtube.com/watch?v=3-1Rc8jJ-ng>
15. How did Korea become a Cultural Superpower? | Case Study | BTS | Squid Games | Dhruv Rathee
16. <https://www.ynenews.kr/news/articleView.html?idxno=33530>
17. Research articles and other relevant teaching material prepared by the Department.

### **Teaching Plan (Total 16 weeks)**

Week	Content	Activities and Assignments
1	Introduction to Korean Culture	Course overview, introduction to key cultural themes
2	Korean Folk Tales and Legends	Discussion on major folk tales, comparative analysis
3	Traditional Korean Festivals	Study of historical origins, contemporary practices
4	Korean Folk Music and Dance	Analysis of traditional music and dance forms
5	Korean Folk Art and Crafts	Exploration of traditional crafts and folk paintings
6	Shamanism and Folk Religion	Examination of shamanism and folk religious practices
7	Korean Folk Medicine and Practices	Study of traditional healing practices and remedies
8	Transition to Modernity	Discussion on the impact of modernization on folk culture
9	Introduction to Korean Popular Culture	Overview of K-pop, K-drama, and cinema
10	K-pop Phenomenon	Analysis of K-pop's rise, music, choreography, and fandom
11	Korean Drama and Cinema	Examination of the history and cultural impact of K-drama and film
12	Korean Fashion and Beauty	Study of traditional hanbok, modern fashion trends, and beauty standards
13	Korean Cuisine and Food Culture	Exploration of traditional dishes and global influence of Korean cuisine
14	Contemporary Korean Art and Literature	Review of modern literature and contemporary art movements
15	Digital Culture and Social Media	Analysis of technology's role in shaping modern culture
16	Review and Final Assessment	Comprehensive review and final discussion

### **Facilitating the achievement of course learning outcome:**

Lectures and Multimedia Presentations: Provide detailed explanations and visual aids for each cultural aspect.

Discussions and Debates: Engage students in discussions and debates to deepen their understanding of cultural themes.

This syllabus is designed to offer a comprehensive exploration of Korea's popular and folk culture, providing foreign students with the knowledge and appreciation of Korea's rich cultural heritage and contemporary cultural expressions.

### 5 of 12 (core course)

## 5. Advanced Korean Language- II (KL-201)

### Course Description:

This course is for Advanced Korean Language- II learners studying at a relatively *high* level. It will improve fluency in spoken Korean and neutralise mother tongue influence. Advanced Korean Language II aims to develop the reading, speaking, writing, and listening skills of students who have taken Advanced Korean-I and improve their comprehension and expression of Korean through specialised texts and various exercises.

### Course Objective:

This course aims to help students comprehend complex texts meant for a general audience—like books, newspapers, and specialised texts—in key areas of interest. The aim is to understand these texts better and the issues raised by the authors and to develop the skills to communicate this understanding clearly and focusedly. It will be meant to read and understand specialised, advanced text. It deepens learners' advanced Korean speaking skills. It cultivates academic and creative writing. It will also make understanding and analysing complex Korean listening materials easy.

### Course Learning Outcome:

It will enable students to

- Understand and analyse professional, advanced text.
- Discuss and present professional topics in advanced Korean.
- Can write academic and creative writing.
- Accurately understand advanced-level Korean listening materials.

**Course Outline:**

Advanced Korean Language II is a continuation of Advanced Korean 1 and aims to develop more complex and professional Korean language skills. In this course, students analyze a variety of academic and professional texts and develop advanced Korean expression skills through in-depth discussion and writing. They also strengthen their listening and speaking skills to confidently handle complex Korean communication situations.

Unit I: Introduction and Foundations (Weeks 1-2)

Unit II: Language and Communication (Weeks 3-4)

Unit III: Culture and Society (Weeks 5-8)

Unit IV: Advanced Topics and Skills Development (Weeks 9-16)

**Reading List:****Main textbook:**

Seoul Korean Plus 6A, 6B, Jangjeongwon, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.

**Reference materials:**

1. Seoul Korean Plus 5A, 5B, Jangjeongwon, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.
2. Seoul National University Plus Reading for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
3. Listening for Academic Purposes, Seoul National University, Seoul National University Language Institute, Seoul National University Press. 2019.
4. Seoul Plus Speaking for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2018.
5. Seoul National University Plus, Writing for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
6. Yonsei Current Affairs Korean, Yonsei University Korean Language Center, Yonsei University Press and Culture Center. 2022.
7. Discussing Korean for International Students, Yoon Young et al, Communication.
8. Sogang Korean Reading 6, Sogang University Korean Language Institute. 2015.
9. Sogang Korean Speaking 6, Sogang University Korean Language Institute. 2021.
10. Finding Korean Culture in TV and Movies for Foreigners, Gimcheonmi Kim, et al. 2022.
11. Lee Joo-Heng, Kim Sang-Joon, Areumda-un hanguko, Korea: Jigumun Hwasa, 2005.
12. Lee Iksop and Ramsay Robert S, The Korean Language, Albany: State University of New York Press, 2000.
13. Kim Do-young, Bharati Korean Intermediate, Goyal Publisher, Delhi, 2009.
14. Kim Do-young, Bharati Korean Advanced, Goyal Publisher, Delhi, 2009.
15. Chang hei Lee, Practical Korean Grammar, 1955.

16. Research articles and other relevant teaching material prepared by the Department.

**Teaching Plan (Total 16 weeks):**

Week 1: Introduce the course and explain class objectives.

Guide to organizing and assessing lessons

Week 2: Economics and Business

Learn advanced vocabulary and expressions, listen, speak, read, and write

3 weeks: Korean Language

Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 4: Communications and press

Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 5: Art and Life

Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 6: Local culture and dialects

Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 7: Understanding psychology

Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 8: Economic Growth and Democratization in South Korea

Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 9: Sharing and engagement

Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 10: Change and challenges

Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 11: Humans and Society

Learn advanced vocabulary and expressions, listen, speak, read, and write

12 Weeks: Social Issues in South Korea

Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 13: Health and Science

Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 14: Laws and institutions

Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 15: Humanity and the Future

Learn advanced vocabulary and expressions, listen, speak, read, and write

Week 16: Comprehensive Review and Final Exam

A comprehensive review of what you learned during the semester and have final exams and final assessments

**Facilitating the achievement of course learning outcome:**

The Teaching-Learning-Evaluation process in the Department is done by preparing precise Course Plans/Course Schedules for the faculty members. It will assist faculty in determining appropriate assessment strategies through Internal Assessment and Final Examination. Students are encouraged to learn cooperatively through seminars, workshops, projects,

presentations, and group work, as it will enable them to express their knowledge and abilities with articulation.

### 6 of 12 (core course)

## 6. Methodology of Korean Language Teaching (Reading and Listening) (KL-202)

### Course Description

This course is designed to develop and enhance the Korean language listening and reading teaching principles and methods, lesson planning, teaching aids and model building, teaching evaluation, and implementation and evaluation of curriculums under guidance. It aims to teach Korean to students as a foreign language by actively engaging them in theoretical and practical studies in language teaching methodology.

### Course Objective

This course addresses both theory and practice of Korean language listening and reading teaching. This course aims to understand and demonstrate specialist knowledge and skills in teaching the Korean language, with particular regard to language teaching, to consider, select and use appropriate methods for effectively learning language skills (comprehension of reading and listening discourse). Furthermore, the course aims to design, develop, and evaluate study programs based on the most important theories in language, communication, and interaction and to develop instructional materials for teaching the Korean language.

### Course Learning Outcome

The students will

1. Will be able to understand text written in Korean and communicate with native speakers fluently.
2. identify, design, and implement programs that promote the professional development of teachers of Korean language;
3. Interpret, conduct, and present research studies on their subject matter.



**Course Outline**

- UNIT I: Introduction to Korean listening education, characteristics, aim, necessity and content for teaching listening. (Week1-4)
- UNIT II: Activities, teaching methods and evaluation for listening teaching(Week5-8)
- UNIT III: Introduction to Korean reading education, characteristics, aim, necessity and content for teaching reading(Week9-12)
- UNIT IV: Activities, teaching methods and evaluation for reading teaching. (Week13-16)

**Reading List**

1. 강현화,김미옥(외)한국어아해교육론, 형살출판사
2. 박영순, 2007 한국어와한국어교육, The Handbook of Korean language Education
3. Alice, Omaggio Hadley(2001). *Teaching Language in Context*, third edition, Heinle & Heinle Publisher
4. Brown, Douglas,(2014). *Principles of language learning and teaching*, 6th edition, Pearson Education.
5. Diane Larsen freeman (2000:136). *Techniques and Principal in Language Teaching*, 2<sup>nd</sup> edition, Oxford University Press
6. Mary Finocchiaro.(1989). *English as a Second Language-From Theory to Practice*. 4<sup>th</sup> Edition. Prentice Hall Regents Publication. New Jersey.
7. Susan M. Gass and Larry Selinker. 2008. *Second Language Acquisition- An Introductory Course*.3rd edition. Routledge Taylor Frances Publisher. New York The department and teachers prepared other relevant teaching material.

**Teaching Plan (16 Weeks)**

Week	Syllabus
1.	Introduction to Korean Listening Education
2.	Characteristics and Aim , necessity of Korean Korean Listening Education
3.	Content of Korean Korean Listening Education
4.	Activities of Korean Korean Listening Education

5.	Teaching method of Korean Korean Listening Education
6.	Evaluation of Korean Korean Listening Education
7.	Group discussion/Test/ Presentation
8.	Introduction to Korean Reading Education
9.	Characteristics and Aim, necessity of Korean Korean Reading Education
10.	Content of Korean Korean Reading Education
11.	Activities of Korean Korean Reading Education
12.	Teaching method of Korean Korean Reading Education
13.	Evaluation of Korean Korean Reading Education
14.	Test/ Presentation
15.	Article reading related to Korean Reading / listening Education
16.	Revision and Overall discussion

### **Facilitating the achievement of course learning outcome**

The Teaching-Learning-Evaluation process in the Department involves faculty members preparing clear Course Plans/Schedules. This will assist faculty in determining appropriate assessment strategies through Internal Assessment and Final Examination. Students are encouraged to learn cooperatively through seminars, workshops, projects, presentations, and group work.

### **7 of 12 (core course)**

### **7. Contemporary Korean Literature (KL-203)**

The study is based on the rise of contemporary Korean literature, literary movements, and the changing patterns of Korean language and literature.

### **Course Description:**

The course is designed to survey contemporary Korean literature from 1949 onwards. Contemporary issues and matured language may be encountered when reading contemporary Korean literary texts. Moreover, the course shall explore innovations in aesthetics and historical developments in the Korean Peninsula that have influenced recent literary productions. In particular, lectures will focus on ethnicity, nationalism, religion, gender, and economics that have impacted the formation of contemporary Korean literature and its bearing on social justice. The effects of culture, environment and mass media on Korean

literature and its four significant genres (short fiction, poetry, novel, and drama) are explored in detail through critical reading and writing.

### **Course Objective:**

Students will continue to write in various modes, including reflective, descriptive, expository, analytical, narrative, persuasive, argumentative (research-based), creative and technical writing. Emphasis is placed on research and critical analysis skills necessary for success at the university level. It will enable students to understand Korean culture through oral and written modes of communication by becoming familiar with the basic concepts of cultural studies, such as power, agency, gender, race, ethnicity, identity, and ideology that exist in a society.

### **Course Learning Outcome:**

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

1. Gain an understanding of major literary trends and developments in Korea through literary works
2. Examine aspect of cultural knowledge and politics through reflection in literature
3. Comprehend the relation between the socio-political situation and literary trend in that contemporary period
4. Enrich literary knowledge and linguistic expressions

### **Course Outline:**

UNIT I: Literature of the Period of National Division (Week 1-5)

UNIT II: Korean War Literature (Week 6-11)

UNIT III: National Literature (Week 12-16)

### **Reading List:**

1. Ha Tae Hung, Maxims and Proverbs of Old Korea, Yonsei University Press, Seoul, 1970.
2. Seol Seong Kyong, Sinsoseol Yeongu, Saernoonsa, Seoul, 2005.
3. Yoo Bong-Hak, Hanguk munhwawa yeoksa-ui sil, Singu Munhwasa, Seoul, 2005.
4. Kim Do-Young, Introduction to Korean Literature, Manas Publication, New Delhi, 2000.
5. Kwon Young-min, History of Korean Modern Literature, Mineumsa, Seoul, 1994.
6. Yoon Hong-gil, Rainspell, Mineumsa, Seoul, 1980.
7. Yi Moon-yeol, Saeameui Adeul, Mineumsa, Seoul, 1979.
8. Jo Jeong-rae, Taebaek Mountains, hangilsa, Seoul, 1986.
9. Cho Dong-il, Interrelated Issues in Korean, East Asian and World Literature, Jimoondang, Seoul, 2006.
10. Research articles and other relevant teaching material prepared by the Department.

**Teaching Plan (Total 16 weeks):**

- Week 1-2: Reading Material on Twentieth-Century Korean Literature
- Week 3-4: Trends of contemporary Korean Literature after the 1950s
- Week 5-6: Reading Material on Introduction to Contemporary Korean literary genres
- Week 7-8: Reading Material on Women and Korean Literature
- Week 9-10: Cultural revolution and literature
- Week 11-12: Analysis of the reading material of contemporary literary works
- Week 13-16: Major litterateurs and their representative works

**Facilitating the achievement of course learning outcome:**

The teaching-learning evaluation process in the department is done by preparing precise course plans/course schedules for faculty members, which will assist them in determining appropriate assessment strategies. Cooperative learning is encouraged for students through projects, presentations (written and oral), and group discussion, as it will enable them to maximize learning experience.

**8 of 12 (core course)****8. India and Korea Relations (KL-204)****Course Description:**

This course examines the historical, cultural, and diplomatic relations between India and Korea from the 1st century AD to now. Through a chronological study of key events, including the marriage of King Kim Suro in Gaya Kingdom and Heo Hwang-ok of Indian Princess, exchanges, and mutual influences, students will gain a comprehensive understanding of how these two civilizations have interacted and shaped each other's histories. The course will cover ancient connections, medieval exchanges, colonial-era interactions, and contemporary diplomatic and economic ties.

**Course Objective:**

- To provide an in-depth overview of the historical relations between India and Korea.
- To analyse the cultural, economic, and political exchanges between the two countries over different periods.
- To understand the evolution of diplomatic relations between India and Korea in modern times.
- To evaluate the impact of historical interactions on contemporary India-Korea relations.

**Course Learning Outcomes:**

Students will be able to:

- Identify and describe significant historical events and periods in India-Korea relations.
- Analyse the cultural and economic exchanges between India and Korea.
- Discuss the development of diplomatic relations between the two countries.
- Evaluate the contemporary impact of historical interactions on bilateral ties.
- Appreciate the shared heritage and mutual influences between India and Korea.

**Course Outline:**

Unit 1: Introduction to India-Korea Relations (Week 1-3)

Unit 2: Medieval Trade and Cultural Exchanges (Week4-6)

Unit 3: Colonial and Post-Colonial Relations (Week7-8)

Unit 4: Economic and Trade Relations (Week 9-13)

Unit 5: Contemporary Challenges and Opportunities (Week 14-16)

**Reading List:**

- "The Legend of Queen Heo Hwang-ok of Korea: A Historical Novel" by Dr. Kim Byung-mo
- "The Ancient Kingdom of Gaya and the Legend of Queen Heo Hwang-ok" by National Museum of Korea
- "India and Korea: Bridging the Past and the Future" edited by Skand R. Tayal and Choongjae Cho
- "India-Korea: Bridging the Civilization" edited by K.N. Panikkar and Yoo Byung-se
- "Princess of Ayodhya: The Korean Legacy of an Indian Princess" by Kim Nan-do
- "India-Korea Relations: Forging a Multidimensional Partnership" by S. Samuel C. Rajiv
- "The History of India and Korea Relations" by various authors (compilation)
- "Asian Interconnections: India and Korea" by Kim Ji-hoon
- "Buddhism and Its Impact on Korea" by Robert Buswell Jr.
- "India and Korea: Bridging the Past and the Future" edited by Skand R. Tayal and Choongjae Cho
- "India-Korea: Bridging the Civilization" edited by K.N. Panikkar and Yoo Byung-se
- "India-Korea Relations: Past and Present" by P.S. Sahai
- "Korea and India: A Forged Relationship" by Kim Hyung-sik
- 최종고, "이승만과메논그리고모윤숙", 기파랑, 2012

- 최원기, “인도-태평양전략과한국의지역적역할확대추진방향”,  
국립외교원외교안보연구소, 2022

- Research articles and other relevant teaching material prepared by the Department.

**Teaching Plan(Total 16 weeks):**

Week	Content	Learning Activities and Assignments
1	Introduction to India-Korea Relations	Course overview, key themes and periods introduction
2	Ancient Connections- Early Historical Interactions	Lecture, discussion on early references and legends
3	Buddhist Cultural Exchange	Analysis of the spread and influence of Buddhism
4	Medieval Trade and Cultural Exchanges	Examination of trade routes and cultural exchanges
5	Influence of Indian Epics and Literature	Comparative studies of literary influences
6	Intellectual and Religious Exchanges	Discussion on philosophical and religious influences
7	Colonial Era Interactions	Comparative study of colonial experiences and national movements
8	Post-Colonial Relations	Study of early diplomatic and cultural exchanges
9	Economic and Trade Relations	Analysis of trade ties and economic cooperation
10	Cultural Diplomacy and Exchanges	Examination of cultural diplomacy and contemporary exchanges
11	Strategic and Political Relations	Discussion on strategic partnerships and political relations
12	Education and Technological Collaborations	Exploration of academic and technological partnerships
13	Diaspora and Migration	Study of diaspora contributions to bilateral relations
14	Contemporary Challenges and Opportunities	Analysis of current issues and future cooperation opportunities
15	Case Studies of Successful Partnerships	Review of successful bilateral projects and partnerships
16	Review and Final Assessment	Comprehensive review and final discussion

**Facilitating the Achievement of Course Learning Outcomes:**

Lectures and Multimedia Presentations: Provide detailed explanations and visual aids for each historical period and theme.

Discussions and Debates: Engage students in discussions and debates to deepen their understanding of India-Korea relations.

This syllabus aims to comprehensively explore the historical and contemporary relations between India and Korea, offering students valuable insights into their multifaceted interactions.

### 9 of 12 (core course)

## 9. Advanced Korean Language- III (KL-301)

### Course Description:

Advanced Korean Language- III is designed to help students who have taken Advanced Korean reach the highest reading, speaking, writing, and listening proficiency level. Students practice using Korean fluently through more complex and specialized texts and situations. Classes are centred on discussion and presentation.

### Course Objective:

It will enable students to

- Read and understand the most advanced texts at the highest level.
- Perfect your ability to speak Korean in complex situations.
- Perfect your creative and academic writing skills.
- Enhance your advanced Korean listening skills to the highest level.

### Course Learning Outcome:

It will enable students to

- Able to understand and critique the most advanced texts at the highest level.
- Can speak fluently in Korean on complex topics.
- produce creative and academic writing.
- Accurately understand and analyze top-level Korean listening materials.

### Course Outline:

Advanced Korean Language-III aims to develop more specialized Korean language skills by deepening the content of Advanced Korean 2. Students will analyze advanced texts from various fields, such as literature, philosophy, and social sciences, and develop critical thinking and expression skills through academic writing and advanced discussions. They will also develop advanced listening skills through complex listening materials.

Unit I: Introduction and Foundations (Weeks 1-2)

Unit II: Critical Thinking and Expression (Weeks 3-4)

Unit III: Advanced Communication Skills (Weeks 5-8)

Unit IV: Analytical and Hypothetical Thinking (Weeks 9-12)

Unit V: Presentation and Review (Weeks 13-16)

### **Reading List:**

#### **Main textbook:**

- Sogang Korean Reading 6, Sogang University Korean Language Institute. 2014.
- Sogang Korean Speaking 6, Sogang University Korean Language Institute. 2021.

#### **Reference materials:**

- Seoul Korean Plus 5A, 5B, Jangjeongwon, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.
- Seoul Korean Plus 6A, 6B, Jangjeongwon, and others - Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.
- Seoul National University Plus Reading for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
- Listening for Academic Purposes, Seoul National University, Seoul National University Language Institute, Seoul National University Press. 2019.
- Seoul Plus Speaking for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2018.
- Seoul National University Plus, Writing for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
- Yonsei Current Affairs Korean, Yonsei University Korean Language Center, Yonsei University Press and Culture Center. 2022.
- Discussing Korean for International Students, Yoon Young et al, Communication. 2015.
- Finding Korean Culture in TV and Movies for Foreigners, Gimcheonmi Kim, et al. 2022.
- Kim Do-young, Bharati Korean Advanced, Goyal Publisher, Delhi, 2009
- Kim Do-young, Bharati Korean Grammar, Goyal Publisher, Delhi, 2019
- Kim Do-young, Bharati Korean Hanja, Goyal Publisher, Delhi, 2019
- Kim Jong-suk, Korean language grammar for foreigners. National Korean Language Institute, Communication Books Publication, Seoul. 2005
- Kim Gi Hyeok , Gukeo munbeop yeongu, Seoul Doseochulpan Bagijeong Korea, 1996
- Gugeosa Yongu, Seoul , Taehaksa Korea, 1997
- Kim Sung Ryul , Hanguko pyojun balumgwa nangdok, Seoul, Hanguk Basong Chulpan Korea, 1996
- Im Ho-bin , Korean Grammar for International learners, Yonsei University Press. 2011.



- Research articles and other relevant teaching material prepared by the Department.

### **Teaching Plan:**

Week 1: Introduce the class and explain goals; Guide to organising and assessing lessons  
 Week 2: Introduce yourself - name, education, experience, and activities  
 Week 3: Stating an opinion - claims, evidence, and examples  
 Week 4: Persuading - Presenting the benefits, politely declining, and presenting objective data  
 Week 5: Reporting-when, where, who, what, how, and why  
 Week 6: Describe-Comparing/Contrasting, Classifying/Categorizing, Analyzing  
 Week 7: Discussion - counterquestions, citations, etc.  
 Week 8: Raise issues and offer alternatives  
 Week 9: Saying hypotheses, what-ifs  
 Week 10: Debating - what it is and how to do it  
 Week 11: Discussion-Topic Discussion1  
 12 weeks: Discussion-Topic Discussion2  
 Week 13: Presenting a Topic-Decide on a Topic, Write an Outline  
 Week 14: Topic Presentation-Writing and Feedback  
 Week 15: Present your topic  
 Week 16: Comprehensive Review and Final Exam  
 A comprehensive review of what you learned during the semester  
 Final exams and final assessments

10 of 12 (core course)

## **10. LITERARY CRITICISM (KL-302)**

### **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 to teach the student how to analyse a text using various methods of theoretical interpretation. The course also focuses on applying theoretical approaches and theoretical dimensions to reading and analysing Korean 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.

### **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 to transform the student's simple reader into a critic by making her/him think and write creatively and critically.

### **Course Learning Outcome:**

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

1. Become familiar with different literary and cultural theoretical approaches
2. Evaluate and analyze the strengths and limitations of critical/theoretical arguments
3. Define and apply specific theoretical concepts and theories to literary and cultural texts
4. Competence in literary research and interpretation of specific texts
5. Strengthen and deepen critical reading, writing, and interpretive practices

### **Course Outline:**

Unit I. Definition and scope of literary theory (Week 1-3)

Unit II. Different schools of literary theory (Week 4-8)

Unit III. Study of various movements of literary criticism in Korea (Week 9-10)

Unit IV. Critical analysis and appreciation of Korean literature through theoretical lens (Week

11-16)

### **Reading List:**

- Abrams, M. H. and Geoffrey Galt Harpham, A Glossary of Literary Terms. Noida: Cengage India Private Limited (11th ed.), 2015.
- Anderson, Marston, The Limits of Realism: Chinese Fiction in the Revolutionary Period. Berkeley: University of California Press, 1990.
- Bennett, Andrew and Nicholas Royle, Introduction to Literary Criticism and Theory. New York: Routledge (6th ed.), 2023.
- Blamires, Harry, A History of Literary Criticism. New Delhi: Macmillan, 2001.
- Culler, Jonathan, Literary Theory: A Very Short Introduction. Oxford: Oxford University Press, (2nd ed.), 2011.
- Dobie, Ann B. (ed.), Theory into Practice: An Introduction to Literary Criticism. Wadsworth Cengage Learning (3rd ed.), 2011.
- Eagleton, Mary (ed.), Feminist Literary Theory: A Reader. Oxford: Wiley-Blackwell (3rd ed.), 2010.
- Eagleton, Terry, How to Read Literature. New Haven and London: Yale University Press, 2013.
- Eagleton, Terry, Literary Theory: An Introduction. Oxford: Blackwell, 2008.

- 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.
- Preminger, Alex, et. al., (eds.), Classical Literary Criticism: Translations and Interpretations. New York: Ungar, 1984
- Fulton, Bruce, "Korean Novel," Encyclopedia of the Novel, ed. Paul Schellinger. Chicago: Fitzroy Dearborn, 1998, 1:674-78
- The History of Modern Korean Fiction (1890-1945), The Topography of Literary Systems and Form, YOUNG MIN KIM - TRANSLATED BY RACHEL MIN PARK- INTRODUCTION BY THEODORE JUN YOO - AFTERWORD BY JOOYEON RHEE, May 2022
- Research articles and other relevant teaching material prepared by the Department.

### **Teaching Plan (16 Weeks):**

Week 1: Define literature, literary theory, and literary criticism; identify their scope and purpose

Week 2: Role of literary theory in literary criticism; role of literary criticism in the study of literature (analyzing, interpreting, and judging literary texts)

Week 3: Literary concepts in binary oppositions (literary theory/literary criticism; objectivity/subjectivity of beauty; singular/plural/multiple literary themes, etc.)

Week 4-7: Types, movements and schools of literary criticism and literary theory (formalism, structuralism, post-structuralism, Marxism, feminism, psychoanalysis, deconstruction, etc.)

Week 8: Similarities and differences of literary theories, their benefits, and limitations; socio-political and cultural context in creative literature

Week 9-10: Impact of various literary theories on Korean literature and literary thinkers

Week 11-16: Reading literature through theoretical lens: respond to literary works using different critical and theoretical response techniques; critical analysis and appreciation of Korean literature

### **Facilitating the Achievement of Course Learning Outcome:**

The teaching-learning-evaluation process in the Department involves faculty members preparing a clear course plan/course schedule. In the tutorial class, diverse learning modes, such as quizzes, debates, presentations, group discussions, etc., will be encouraged. Different assignment methods (written, oral, projects, etc.) will be used to maximize the learning experience.

## **11. Practice of Korean Language Teaching (KL-401)**

### **Course Description:**

This syllabus aims to help master's students become effective Korean language educators through theory and practice through the Korean Language Teaching Practical course. Students will develop their qualities as educators by designing and practising various lessons.

The Practice of Korean Language Teaching course is aimed at master's students in the Korean language department. It aims to cultivate practical skills as a Korean language educator through theory and practical experience in the classroom. The course is organised to help students acquire and practice systematic Korean language teaching methods through observation, simulated lessons, and actual classroom practice.

### **Course Objectives:**

- To understand Korean language education's basic principles and methods by combining theory and practice.
- To design and implement effective lessons by applying various teaching methods in real-world classrooms.
- To develop your problem-solving skills as an educator through teaching labs and self-development through feedback.

### **Course Learning Outcome:**

Based on the theoretical knowledge of Korean language education, students acquire practical skills through practical exercises. The student can use various teaching methods and materials to maximize his/her learning of Korean. Through real-world experience, the student can build confidence as an educator, and feedback can help you continuously improve.

### **Course Outline:**

The Korean Language Teaching Practicum combines theory and practice to develop students' practical Korean language teaching skills in the classroom. The course exposes students to the entire process of planning, implementing, evaluating, and providing feedback on Korean language lessons and provides opportunities to learn and apply practical methodologies for teaching reading, speaking, writing, and listening.

Unit I: Theory and Preparation (Weeks 1-2)

Unit II: Field Observation (Weeks 3-4)

Unit III: Lesson Planning and Mock Lessons (Weeks 5-11)

Unit IV: Real Lessons and Feedback (Weeks 12-14)

## Unit V: Comprehensive Evaluation and Future Planning (Weeks 15-16)

**Reading List:****Main textbook:**

- Korean Language Teaching Practice for Pre-service Teachers (Korean Language Pedagogy Series), by Park, Kyungja, Korean Cultural History, 2023.
- Korean Language Teaching Practice for Korean Teacher Qualification, Yoonjin Lee, et al, Korean Cultural History, 2023.
- Designing Lesson Plans for (Preliminary) Korean Language Teachers by Teaching Method, Jongwon Yoo, ePurple, 2020.

**Reference materials:**

- The Practice of Teaching Korean, Jiyoung Kwak et al., Yonsei University Press, 2007.
- An Introduction to the Pedagogy of Korean as a Foreign Language, Yoo, Yong-Hwan, et al., Park, Yi-Jung, 2015.
- Korean Lesson Plan Writing Practice, Kim Tae-eun, Korean Cultural History, 2022.
- Korean Language Teaching Practice: Preparation, Observation, and Practice, Hee-Jung Seo et al., Howe, 2019
- Korean Language Teaching Practice, Yoon Gon Choi et al., Howe, 2022
- Research articles and other relevant teaching material prepared by the Department.

**Teaching Plan(16 Weeks):**

Week 1: Introduce the course and explain class objectives: The purpose and importance of Korean language training labs; Guide to organizing and assessing lessons

Two weeks: Overview of Korean teaching theory and preparation for practice: Basic principles and methodology of teaching Korean; Lesson plan writing and evaluation criteria

Week 3: Training Field Observation 1: Observe and record real Korean lessons; Discuss and analyze your observations

Week 4: Training Field Observation 2: Observe other types of Korean lessons; Compare observations and discuss teaching methodology

Week 5: Lesson plan creation and feedback: Practice writing lesson plans; Get feedback from peers and professors

Week 6: Mock Lesson 1 - Grammar Lesson: Plan and implement grammar lessons; Discuss feedback and improvements

Week 7: Mock Lesson 2 - Vocabulary Lesson: Plan and implement vocabulary lessons; Discuss feedback and improvements

Week 8: Mock Lesson 3 - Reading Lesson: Plan and implement reading lessons; Discuss feedback and improvements

Week 9: Mock Lesson 4 - Writing Lesson: Plan and implement writing lessons; Discuss feedback and improvements

Week 10: Mock Lesson 5 - Listening Lesson: Plan and implement listening lessons; Discuss feedback and improvements

Week 11: Mock Lesson 6 - Speaking Lesson: Plan and implement speaking lessons; Discuss feedback and improvements

Week 12: Real Lesson 1 - Run the Lesson and Get Feedback: Run lessons in real-world training sites; Get feedback from students and colleagues

Week 13: Real-world Lesson 2 - Running and Feedbacking Lessons: Run lessons in real-world training sites; Get feedback from students and colleagues

Week 14: Lesson 3 in Action - Running Lessons and Feedback: Run lessons in real-world training sites; Get feedback from students and colleagues

Week 15: Comprehensive evaluation of training practice and discussion of improvements: Comprehensive feedback and self-assessment; Plan for future improvements and personal development

Week 16: Comprehensive Review and Final Exam: A comprehensive review of the semester's labs, Final exams, and final assessments

### **12 of 12 (core course)**

## **12. Dissertation (KL-402)**

### **Course Description:**

Dissertation writing is an important method to sharpen transferable abilities like critical thinking and problem-solving and improve the capability required for independent research by putting theoretical understanding into practice. This course is an academic project in the form of a research-oriented dissertation on a topic agreed between the student and her/his supervisor. The topic must be either on Korea or a comparative study involving Korea. This course exposes students to major theories in Korean Studies, which can be used as theoretical frameworks in thesis writing at the postgraduate level as well as higher-level research.

### **Course Objective:**

The course aims at imbibing in the student the confidence to undertake and manage a piece of original project work, particularly to identify and develop a research topic, formulate research questions and hypothesis, critically review the research of others, and apply the

knowledge about research design and methods gained from the taught components to the dissertation project with the support and guidance of dissertation supervisor so as to build an independent researcher out of the student.

**Course Learning Outcome:**

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

1. Develop a basic understanding of the process of independent research
2. Study a variety of materials and experience an inquiry-based learning opportunity
3. Structure and communicate research concepts and contexts clearly and effectively
4. Form a logical argument from an academic angle
5. Write a critical essay/report in academic Korean

**Course Outline:**

Unit I: The purpose of writing and mechanics of writing (Week 1)

Unit II: Documentation (Week 2)

Unit III: Analysis of research writings (Week 3)

Unit IV: Shaping research findings (Week 4-16)

**Facilitating the achievement of course learning outcomes:**

Students will write a fifty-page dissertation in Korean. The supervisor shall enable the student to write the master's thesis throughout the process, with the goal of having the student submit a thesis that fulfils all requirements. The supervisor will take extra care to support the student during the thesis research process to get the student on the right track.

**IV-2. Elective Courses [SEVEN]:**

**Note:** Four courses out of Seven are approved as elective courses for the Department's MAEAS Program

Sl. No.	Course Code	Unique Code	Course Title
<b>SEMESTER III</b>			
1.	KL-EL-303	-	Testing and Evaluation of Korean Language Skills
2.	EA-KR-301	122802310	Contemporary Korean Society
3.	EA-KR-302	122802311	South Korea's Political Dynamics (1953 till present)
<b>SEMESTER IV</b>			
4.	KL-EL-403	-	Development of Korean Language Textbook
5.	KL-EL-404	-	Teaching Korean Grammar
6.	EA-KR-402	122802413	South Korea's Economic Development (1953 to the present)
7.	EA-KR-403	122802414	South Korea's Foreign Policy (1953 to the present)

**1 of 7 (Elective Course)****1. Testing and Evaluation of Korean Language Skills [KL-EL-303]**

Unique Code:-----

**Course Description**

The course encompasses core concepts of Korean Evaluation. Students will learn the general theory and evaluation methodology of foreign language proficiency evaluation. In this course, students learn the principles of language proficiency evaluation, Importance of Korean language proficiency evaluation, type of language proficiency evaluation and importance of feedback.

**Course Objectives**

Learn the general theory and evaluation methodology of foreign language proficiency evaluation, and review and analyze evaluation items. In this course, students learn the principles of language proficiency evaluation, requirements for language proficiency evaluation, type of language proficiency evaluation, mastery evaluation and achievement evaluation, norm-oriented evaluation and criterion-oriented evaluation, standardized and alternative evaluation, performance evaluation, portfolio evaluation, language skills, communication skills, proficiency, evaluation design, evaluation execution, feedback effect, overall scoring and analytical scoring, foreign language proficiency tests, and Korean proficiency tests (TOPIK).

**Course Outcomes**

Student will be able to understand the background and perspective of the foreign language evaluation theory, evaluation principles and how to apply them. this course explain the purpose of Korean language ability evaluation it enable to analyze the current Korean language proficiency test questions and learner's language ability. Student will be able to understand and explain the concepts and requirements of Korean evaluation. student will be able to understanding the purpose and function of listening, speaking, reading, and writing evaluation in Korean.

**Course Outline:**



UNIT I: Understanding of Evaluation Theory and Types of Korean Skills Evaluation(Week1-4)

UNIT II: Various methods and important of for testing Korean language skills, analysing TOPIK(Week 5-8)

UNIT III: Testing Korean speaking skill(Week 9-12)

UNIT IV: Testing Korean writing skill(Week13-16)

**Reading List:**

1. 박영순(2007) 한국어와한국어교육,The Handbook of Korean language Education, 한국문화사
2. Alice, Omaggio Hadley(2001).*Teaching Language in Context*, third edition, Heinle & Heinle Publisher
3. Brown, Douglas,(2014). *Principles of language learning and teaching*, 6th edition, Pearson Education.
4. Diane Larsen freeman (2000). *Techniques and Principal in Language Teaching*, 2<sup>nd</sup> edition, Oxford University Press
5. Mary Finocchiaro.(1989). *English as a Second Language-From Theory to Practice*. 4<sup>th</sup> Edition. Prentice Hall Regents Publication. New Jersey.
6. Brown, H. D. 2007. *Teaching by principles: An interactive approach to language pedagogy*. New York: Pearson Education.
7. 남기심, 이상억외(1999),외국인을위한한국어교육의방법과실제, 한국방송대학교출판사
8. 이선웅 (2020), 한국어어휘교육론, 한국문화사
9. other teaching material to be prepared by department and teachers.

**Course Weekly Plan (16 week)**

Week	Contents
1	Concept and Understanding of Evaluation Theory in foreign language Language Education
2	Various methods for testing Korean skills

3	Importance for Korean Skills Evaluation
4	Objective of evaluation Korean language proficiency level and Analysing TOPIK Exam and Types of Korean Evaluation Questions
5	Class test and Presentation and discussion
6 - 7	Korean speaking skill evaluation
8 - 9	Korean listening skill evaluation
11 - 12	Korean writing skill evaluation
13 - 14	Korean reading assessment
15 - 16	Korean vocabulary and grammar evaluation

### **Facilitating the achievement of course learning outcome**

The Teaching-Learning-Evaluation process in the Department is done by preparing precise Course Plans/Course Schedules for the faculty members. It will assist faculty in determining appropriate assessment strategies through Internal Assessment and Final Examination. Cooperative learning is encouraged for students through seminars, workshops, projects, presentations, and group work.

### **2 of 7 (Elective Course)**

## **2. Contemporary Korean Society (EA-KR-203)**

**Unique Code:122802310**

### **Course Description:**

The course is intended to familiarise the students with the structure and dynamics of Korean society in the contemporary period by focusing on issues emerging from a conflict between traditional and modern values in a Westernized, Industrialized, Democratic, and Urbanized framework of society.

### **Course Objective:**

The course aims to familiarize the students with the social issues and rising social problems in Korea.

### **Course Learning Outcome:**

The students will be able to understand the continuities and changes in the Korean society

### **Course Outline:**

UNIT I: Korean Society: Past and Present (Week 1-5)

UNIT II: Impact of the Westernization (Week 6)

UNIT III: Family system and social relations (Week 7-8)

UNIT IV: Korean Society under Japanese colony (Week 9-10)

UNIT V: Political Turmoil (Week 11-13)

UNIT VI: Social changes, Education and Women (Week 14-16)

**Reading List:**

- 1.Brandt, V.S.R. A Korean Village Between Farm and Sea, Cambridge, Mass., Harvard University Press, 1971.
- 2.Deuchler, Martina. The Confucian Transformation of Korea: A Study of the Society and Ideology, Cambridge, Harvard University Press, 1993.
- 3.Hugh A. W. Kang, ed. The Traditional Culture and Society of Korea: Thoughts and Institutions. Honolulu: Center for Korean Studies, University of Hawaii, 1975.
- 4.Janelli, R.J., and Janelli. D.Y. Ancestor Worship and Korean Society, Stanford University Press, 1982.
- 5.Koo, Hagen. State and Society in Contemporary Korea, Ithaca, Cornell University Press, 1993.
- 6.Lee, Kwang-kyu. A Historical Study of the Korean Family, Seoul, Iljisa, 1977
- 7.Lee, Man-gap. A Study of Korean Rural Society. Seoul, Tarakwon, 1981.
8. Research articles and other relevant teaching material prepared by the Department.

**Teaching Plan:**

Lectures will be given on all the relevant themes. At least one term paper will be presented in class before submission. Everyone is expected to comment on others' presentations.

Week 1-2: Korean Society as a Confucian Society: Origins, adaptations, and the present normative pattern

Week 3: Ancestor worship and the forms of popular religions in the past and present

Week 4: Buddhism and its impact on the Korean society

Week 5: Clan, Lineage and Kinship Patterns

Week 6: Impact of the West: Christianity as a force in Korean society and culture

Week 7-8: Family system and social relations: impact of the urbanization and industrialization

Week 9-10: Japanese Colonial policies and Korea's Social Institutions

Week 11-12: Politics, Youth and Violence

Week 13-14: Education and social change

Week 15-16: Women: Traditional ideals and current realities

**Facilitating the Achievement of Course Learning Outcomes:**

Thorough classroom teaching/tutorials and assignments for internal assessment and through participating in seminars and workshops

**3 of 7 (Elective Course)**

**3. South Korea's Political Dynamics (1953 – till present) (EA-KR-302)**  
**Unique Code:122802311**

**Course Description:**

This course will cover the genesis of Korean War and the division of Korea, USAMGIK and establishment of democratic system, military in politics (1961-87)– authoritarianism, suppression and subversion of democracy, political processes – Anti-authoritarianism and pro-democracy movement (1960-1988), political processes – Opposition politics, reforms and democratization in the post-1987 period, political processes – patrimonial politics of the three Kims and shaping of Korean politics, bureaucracy and governance of S. Korea, Chaebol in politics and imperatives and politics of reunification.

**Course Objectives:**

The course objective is to teach students about the dynamics of the South Korean political system, the country's ideological divisions, and the role of political institutions in South Korea's economic transformation.

**Course Learning Outcome:**

The student will be able to understand the political dynamics in South Korea and the current issues in South Korean politics.

**Course Outline:**

UNIT I: Division of Korea and War (Week 1-2)

UNIT II: Establishment of the democratic system and pro-democracy (Week 3-6)

UNIT III: Processes of Korean Politics (Week 7-11)

UNIT IV: Korean Government and Chaebol (Week 12-13)

UNIT V: Korean Democracy and Reunification Policy (Week 14-15)

**Reading List:**

1. Cumings, Bruce. The Korea War: A History. Modern Library/Random House, 2010.
2. Bruzo, Adrian. The Making of Modern Korea. London: Routledge, 2002.

3. Cotton, J., ed. Korea Under Roh Tae-woo, Allen and Unwin, Sydney, 1993.
4. Cotton, J. ed., Politics and Policy in the New Korean State: From Roh Tae-woo to Kim YoungSam, St Martin's Press, NY, 1995.
5. Kang Man-gil. "Contemporary Nationalist Movements and the Minjung," In Kenneth M. Wells, ed. South Korea's Minjung Movement: The Culture and Politics of Dissidence, Honolulu, University of Hawaii Press, 1995.
6. Gibney Frank. Korean Achievement: Asia's New Hi-tech Democracy, New York, Walker, and Co., 1992.
7. Mosher, Steven W., ed. Korea in the 1990s- Prospects for Reunification, New Brunswick, Transaction Publishers, 1992.
9. Shin, Doh C. Mass Politics and Culture in Democratizing Korea. Cambridge University Press, Cambridge. 1999.
10. Wells, Kenneth M. ed. South Korea's Minjung Movement: The Culture and Politics of Dissidence, Honolulu, University of Hawaii Press, 1995.
11. Hahm, Chaibong. "The Two South Koreas: A House Divided." The Washington Quarterly. 28 (3), pp. 57-72, 2005.
12. Research articles and other relevant teaching material prepared by the Department.

### **Teaching Plan:**

Lectures will be given on all the relevant themes. Before submission, five short assignments and one term paper will be due in class. Everyone is expected to comment on others' presentations.

Week 1-2: Genesis of Korean War and Division of Korea

Week 3: USAMGIK and establishment of the democratic system

Week 4-5: Military in politics (1961-87) – Authoritarianism, suppression, and subversion of democracy

Week 6-7: Political Processes – Anti-authoritarianism and pro-democracy movement (1960-1988)

Week 8-9: Political processes – Opposition politics, reforms, and democratization in the post-1987 period

Week 10-11: Political processes – Patrimonial politics of the three Kims and shaping of Korean

politics

Week 12: Bureaucracy and Governance of S. Korea

Week 13: Chaebol in politics

Week 14: Role of conservative and progressive parties in the South Korean politics

Week 15: Imperatives and politics of reunification - Sunshine Policy

**Facilitating the Achievement of Course Learning Outcomes:**

Thorough classroom teaching/tutorials and assignments for internal assessment and through participating in seminars and workshops.

**4 of 7 (Elective Course)**

**4. Development of Korean Language Textbook (KL-EL-403)**

Unique Code: -----

**Course Description:**

This course examines the development of Korean textbooks, the principles of the development of Korean textbooks and published Korean textbooks will be analysed. This course consist the theories of the development of textbooks, curriculum and teaching materials, structure-based Korean textbooks, task-based Korean textbooks, content-based Korean textbooks, and the ability to select Korean language textbooks suitable for educational purposes and conditions.

**Course objective:**

The aim of this course is to learn the meaning of textbook evaluation and examining the textbook design at each level and establish evaluation criteria in order to select textbooks suitable for teaching and learning.

First of all, understand the role of textbooks in foreign language education as a theoretical basis for the development of textbooks. Understand the curriculum, the role of textbooks in teaching topics, and the relationship between learner factors and textbooks, examine the issues of textbook type theory. In order to develop textbooks, the development stage and the content selection criteria will be identified, focusing on the basic principles of textbook development.

### **Outcomes of the course:**

- Students will be able to understand the definition and importance of textbooks in Korean language and the definition and function of Korean language textbooks.
- Students will be able to understand the concept of the curriculum, which is the basis of the composition of Korean textbooks.
- Students will be able to understand the process of developing Korean textbooks and recognizing various problems related to textbook development. By learning the procedures and methods of analyzing, evaluating, and developing textbooks, students will be able to develop professional qualities as a Korean language teacher.

### **Course Outline:**

UNIT I: understanding theories on textbook analysis and evaluation of textbooks, role of textbooks. (Week1-4)

UNIT II: Analyses of Korean listening and reading textbooks (Week5-8)

UNIT III: Analyses of Korean writing and speaking textbooks(Week9-12)

UNIT IV: Developing korean language textbooks for Indian learners of Korean language(Week13-16)

### **Reading List:**

- Kim,Do-young, Kim,Young-soon .2010. *International Korean Grammar*, Goyal Publishers.
- Kim, Do-young.2009. *Bharati Korean Intermediate*, Goyal Publishers.
- Kim, Do-young.2011. *Bharati Korean advanced*, Goyal Publishers.
- Omaggio. Hadley. 2001. *Teaching Language in Context*. 3rd ed. Boston: Heinle and Heinle.
- Mary Finocchiaro. 1986. *English as a Second Language-From Theory to Practice*. 4<sup>th</sup> Edition. Prentice Hall Regents Publication. New Jersey.

- Ellis, Road. 1997. *The study of second language acquisition*. Oxford: Oxford University Press.
- 이마혜(2006) “한국어말하기교육의이론과실제” 『21세기한국어교육학의현황과교재』
- 김영순(2006) "analyzing and improving Korean language study material for Indian student. Delhi university India"
- 박영순, (2003). "한국어교재의개발현황과발전방향", *국제한국어교육학회*, 제 14 권 3 호, p 169-188
- Brown, H. D. (2014). *Principles of Language Learning and Teaching*. University of Pennsylvania. Pearson Education.
- Gass, Susan M. and Larry Selinker.(2008), *Second Language Acquisition- An introductory Course*, 3rd edition, Routledge Taylor Frances Publisher. New York
- Jo McDonough & Christorpher Shaw(2000). *Material and Methods in ELT- A Teacher Guide*. Blackwell Publication. USA.
- Kim, Do-young (2014). *Bharti Korean Basic*, Goyal Publisher, Delhi
- 김정숙.(2004). “한국어읽기.쓰기교재개발방안연구.” *한국어교육* 15-3.
- Research articles and other relevant teaching material prepared by the Department.

### Weekly Plan (16 week):

Week	Content
1 -2	Basis theories on analysis and evaluation of textbooks, role of textbooks in foreign language education
3 - 4	Procedure and Selection criteria of the textbook development
5 - 6	Class test and Presentation and Discussion on Korean language textbooks
7 - 8	Analysing Korean listening textbooks
9 - 10	Analysing Korean reading textbook
11 - 12	Analysing Korean speaking textbooks
13 - 14	Class test and Presentation
15	Analysing Korean writing textbooks
16	Direction and Future Prospects of Textbook Development for Indian learners of Korean language and Overall discussion



**Facilitating the achievement of course learning outcome:**

The Teaching-Learning-Evaluation process in the Department is done by preparing precise **Course Plans/Course Schedules** for the faculty members. It will assist faculty in determining appropriate assessment strategies through Internal Assessment and Final Examination. Cooperative learning is encouraged for students through seminars, workshops, projects, presentations, and group work.

**5 of 7 (Elective Course)****5. Teaching Korean Grammar(KL-EL-404)**

Unique Code: -----

**Course Description:**

This course is designed for foreigners at an M.A. in Korean level to further their understanding of Korean grammar. Learners will study various grammatical structures and expressions, practising their application in real-life situations. Additionally, learners will gain an understanding of common grammatical expressions used in Korean culture and daily life.

**Course Objective:**

- Enable learners to understand and accurately use intermediate Korean grammar.
- Equip learners to communicate in everyday situations using intermediate grammar.
- Help learners express themselves naturally based on an understanding of Korean culture.

**Course Learning Outcomes:**

- Understand and explain various intermediate grammatical structures.
- Write and speak sentences using intermediate grammar.
- Communicate in intermediate Korean in everyday and various situations.
- Better understand Korean culture and society through grammar comprehension.

**Course Outline:**

UNITI: Introduction: Overview and review of Korean grammar (Week 1)

UNITII: Verbs (Week 2-4)

UNITIII: Connective Endings (Week 5-7)

UNITIV: Expressions (Week 8-11)

UNITV: Sentence-ending Particles and Determiners (Week 12-13)

UNITVI: Adverbs, Sentence Structure and Syntax (Week 14-16)

**Reading List:**

- "Bharati Korean Grammar" by Kim, Young-soon .Goyal Publishers 2017
- "Bharati Korean Intermediate" by Kim, Do-young, Goyal Publishers. 2014
- "Bharati Korean Advanced" by Kim, Do-young, Goyal Publishers. 2011
- "Bharati Korean Basic" by Kim, Do-young, Goyal Publishers. 2017
- "Korean Grammar for International Learners" by Ho-Min Sohn
- "Korean Grammar in Use: Intermediate" by Ahn Jean-Myung, Lee Kyung-ah, and Han Hoo-youn
- "Continuing Korean" by Ross King and Jaehoon Yeon
- "Integrated Korean: Intermediate 1" and "Integrated Korean: Intermediate 2" by Young-mee Cho, Hyo Sang Lee, Carol Schulz, Ho-min Sohn, and Sung-Ock Sohn
- "Advanced Korean" by Ross King and Jaehoon Yeon
- "Korean Grammar in Use: Advanced" by Ahn Jean-Myung, Lee Kyung-ah, and Han Hoo-youn
- "Korean Grammar for International Learners" by Ho-Min Sohn
- "Essential Korean Grammar: Your Essential Guide to Speaking and Writing Korean Fluently" by Laura Kingdon
- Research articles and other relevant teaching material prepared by the Department.

**Teaching Plan (Total 16 weeks):**

Week	Content	Learning Activities and Assignments
1	Introduction: Overview and Review of Korean Grammar	Review of previous beginner grammar, introduction to intermediate grammar overview
2	Compound Verbs	Examples and practice of compound verbs
3	Passive Verbs	Practice of passive verb forms and usage
4	Causative Verbs	Practice of causative verb forms and usage
5	Connective Endings	Creating sentences using connective endings
6	Indirect Speech	Practice of indirect speech expressions
7	Honorifics	Practice of using honorifics in conversation
8	Conditional Expressions	Practice of conditional expressions
9	Hypothetical Expressions	Creating sentences using hypothetical expressions
10	Conjectural Expressions	Practice of conjectural expressions
11	Reason and Purpose Expressions	Practice of expressions indicating reason and purpose
12	Sentence-ending Particles	Practice of using various sentence-ending particles
13	Determiners	Practice of using determiners
14	Adverbs	Practice of using adverbs
15	Sentence Structure and Syntax	Practice of complex sentence structures
16	Comprehensive Review and Evaluation	Review of all content, practical exercises, and evaluation

**Facilitating the Achievement of Course Learning Outcomes:**

Lectures and Explanations: Provide clear explanations and examples for each week's topic.

Practical Activities: Apply learning through various practical activities such as sentence completion, transformation, and role-playing.

This course plan aims to guide learners in effectively mastering and using Korean grammar in real-life situations.

**6 of 7 (Elective Course)**

**6. South Korea's Economic Development (1953 to the Present) (EA-KR-402)  
Unique Code: 122802413**

**Course Description:**

This course covers the land Reform of the 1950s and the foundations of industrialization, the Chaebol and the State, industrialization, its social impact, Korea's international trade, the crisis and reform in the financial sector, globalization and regional integration, and the new Korean economy: technology and the service sector.

**Course Objective:**

This course aims to give students an understanding about the economic policies of the state in SouthKorea, role of chaebol and challenges being faced by the South Korean economy.

**Course Learning Outcome:**

The students will be able to understand the reasons behind the rapid economic transformation of SouthKorea.

**Course Outline:**

UNIT I: Economic Development: Plan and Policy (Week 1-3)

UNIT II: The Chaebol and the State (Week 4)

UNIT III: Korean Industrialization and its Social Impact (Week 5-9)

UNIT IV: International Trade, crisis, and reform (Week 10-12)

UNIT V: Regional integration and new Korean Economy (Week 13-15)

**Reading List:**

1. Amsden, A. *Asia's Next Giant : South Korea and Late Industrialization*. Oxford University Press, Oxford, 1989.

2. Cho, Lee-jay and Young-hyung Kim (ed). *Korea's Political Economy: An Institutional Perspective*, Boulder, Colorado: Westview Press, 1994.
3. Clifford, M., *Troubled Tiger, Businessmen, Bureaucrats and Generals in South Korea*, M.E. Sharpe, Armonk, NY, 1994.
4. Eder, N. *Poisoned Prosperity: Development, Modernization and the Environment in South Korea*, M.E. Sharpe, Armonk, NY, 1996.
5. Gragert, Edwin, H. *Landownership Under Colonial Rule: Korea's Japanese Experience 1900-1935*, Honolulu, University of Hawaii Press, 1994.
6. Hyung Koo-lee. *The Korean Economy*: New York, State University of New York Press, 1996.
7. Kearney, Robert P. *The Warrior Worker- The History and Challenge of South Korea's Economic Miracle*, New York, Henry Holt and Co., 1991.
8. Kuznets, Paul W. *Korean Economic Development: An Interpretative Model*, Westport: Praeger, 1994.
9. Sharma, R.C. and Kim Dal-choong. Eds. *Korea-India Tryst with Change and Development*, New Delhi, Khanna Publishers, 1993.
10. Steers, Richard M., et al. *The Chaebol-- Korea's New Industrial Might*, New York, Harper and Row, 1989.
11. Woo, Jung-En. *Race to the Swift: State and Finance in Korean Industrialization*. New York: Columbia University Press, 1992.
12. Research articles and other relevant teaching material prepared by the Department.

### **Teaching Plan:**

Lectures will be given for all the relevant themes. There will be five short assignments and one term paper which has to be presented in class before submission. Everyone would be expected to comment on others' presentations.

Week 1: Land Reform of 1950s and foundations of industrialization

Week 2-3: Rehabilitation, economic planning and policies

Week 4: The Chaebol and the State

Week 5-6: Industrialization, industrial restructuring, and the role of International financial

## Institutions

Week 7: Social Impact of industrialization: Urbanization, labor mobility and organization

Week 8-9: Labor law, labor policies, unemployment, and welfare policies in social inequality

Week 10: Korea's international trade

Week 11: Crisis and reform in the financial sector

Week 12-13: Globalization and regional integration

Week 14-15: New Korean economy: technology and the service sector

### **Facilitating the Achievement of Course Learning Outcomes:**

Thorough classroom teaching/tutorials and assignments for internal assessment and through participating in seminars and workshops.

## **7 of 7 (Elective Course)**

### **7. South Korea's Foreign Policy (1953 to the Present) (EA-KR-403) Unique Code: 122802414**

#### **Course Description:**

The course deals with South Korean foreign policy since the end of the Korean War. It studies the decision-making processes and institutions in South Korea from a historical and theoretical perspective.

#### **Course Objectives:**

This course aims to teach students various aspects of South Korea's foreign policy regarding the changing dynamics in the East Asian region.

#### **Course Learning Outcome:**

The students will be able to understand South Korea's changing foreign policy goals.

#### **Course Outline:**

UNIT I: Determinants of Foreign Policy and Institutions (Week 1-2)

UNIT II: Historical Legacies and Cold War (Week 3-5)

UNIT III: Authoritarian state, and foreign policy (Week 6-7)

UNIT IV: S. Korea and its strategic environment (Week 8-12)

UNIT V: Unification and Cultural Diplomacy of South Korea (Week 13-15)

**Reading List:**

1. Tayal, Skand R. *India and the Republic of Korea: Engaged Democracies*, New Delhi: Routledge, 2014.
2. Cho, S.S. *Korea in World Politics, 1940-50: An Evaluation of American Responsibility*, University of California Press, Berkeley, 1967.
3. Eberstadt, Nicholas. *Korea Approaches Reunification*, Armonk, New York: M.E. Sharpe, 1995
4. Han, Sung-joo, and Robert Myers (ed). *Korea: The Year 2000*, Washington DC: UPA.
5. Hart-Landsberg, Martin. *Division, Reunification and US Foreign Policy*, New York, Monthly Review Press, 1998.
6. Kaushik, Ram Pal. *The crucial years of non-alignment: USA, Korean War and India*, New Delhi, Kumar Bros., Rajesh Publications, India, 1972.
9. Kihl, Young Wham (ed). *Korea and the World: Beyond the Cold War*, Boulder, Co. Westview, 1994
10. Kim, Dalchoong, SooEon Moon and Chung Min Lee (ed). *The New World Order and Korea: Challenges and Prospects Towards the Year 2000*, Seoul: KAIS.
12. Sharma, R.C. ed. *Korea, India and the Third World*, New Delhi, Rajesh Publications, 1989.
13. Il Sakong, eds. *The Political Economy of Korea-United States Cooperation*, Institute for International Economics, Institute for Global Economics, Seoul, 1995.
15. Lee, Geun. "A Theory of Soft Power and Korea's Soft Power Strategy." *The Korean Journal of Defense Analysis*. 21 (2), pp.205-218, 2009.
16. Kim, Samuel S. *The Two Koreas and the Great Powers*, New York: Cambridge University Press, 2006.
17. Research articles and other relevant teaching material prepared by the Department.

**Teaching Plan:**

Lectures will be given for all the relevant themes. There will be five short assignments and one term paper which has to be presented in class before submission. Everyone would be expected to comment on others' presentations.

Week 1: Determinants of foreign policy

- Week 2: Foreign policy-making institutions
- Week 3-4: Historical legacies: Korea and the world
- Week 5: Korea and Cold War
- Week 6-7: Authoritarianism, the developmental state, and foreign policy behaviour
- Week 8-9: North East Asia's Strategic Environment and S. Korea
- Week 10: S. Korea and India: Emerging relationship
- Week 11-12: Globalization (*seggyehwa*), multilateralism, and regionalism
- Week 13: Unification and north-south relations
- Week 14-15: Cultural Diplomacy of South Korea

**Facilitating the Achievement of Course Learning Outcomes**

Thorough classroom teaching/tutorials and assignments for internal assessment and through participating in seminars and workshops

**IV-3.Open Elective Courses [TWO]:**

Sl. No.	Semester	Course Code	Unique Code	Course Title
1	III	KL-OE-301	—	Second Language Pedagogy
2	IV	EA-KR-401	122802412	Korea's Colonial Experience (1910 - 1945)

**1 of 2 (Open Elective Courses)**

**1. Second Language Pedagogy (KL-OE-301)**  
**Unique Code: -----**

**Course Description:**

This course provides a comprehensive introduction to the principles and practices of teaching Korean as a second language. It covers key theories in second language acquisition, effective teaching methodologies, curriculum design, and assessment techniques. Through lectures, discussions, and practical activities, students will develop the skills necessary to teach Korean to non-native speakers.

**Course Objective:**

- To understand the foundational theories of second language acquisition.
- To explore effective methodologies and strategies for teaching Korean as a second language.
- To design and implement engaging and effective Korean language lessons.
- To assess and evaluate student progress in learning Korean.
- To address the specific challenges faced by Korean learners.

**Course Learning Outcomes:**

Explain key theories of second language acquisition and their application to Korean.

Develop lesson plans and curricula for teaching Korean.

Employ various teaching methodologies and techniques appropriate for Korean language learners.

Create and use assessment tools to evaluate student proficiency and progress.

Identify and address common challenges faced by learners of Korean.

**Course Outline:**

UNITI: Introduction to Second Language Acquisition and Korean language (Week1-3)

UNITII: Methods and Approaches in Language Teaching (Week 4)

UNITIII: Developing Teaching Skills (Week 5-10)

UNITIV: Integrating Culture in Language Teaching (Week 11-12)

UNITV: Assessment and Evaluation (Week 13-16)

**Reading List:**

- "Principles of Language Learning and Teaching" by H. Douglas Brown
- "Teaching by Principles: An Interactive Approach to Language Pedagogy" by H. Douglas Brown and Hee Kyeong Lee
- "The Korean Language: Structure, Use and Context" by Ho-Min Sohn
- "Second Language Acquisition: An Introductory Course" by Susan M. Gass, Jennifer Behney, and Luke Plonsky
- "Teaching Korean as a Foreign Language" by Ho-Min Sohn
- "Korean Language in Culture and Society" edited by Ho-Min Sohn
- "The Handbook of Korean Linguistics" edited by Lucien Brown and Jaehoon Yeon
- "Korean Language Education and Research: Selected Writings from the American Association of Teachers of Korean" edited by Ho-min Sohn and Sung-Ock Sohn



- "Reflective Practice in Korean Language Teaching: Theoretical and Practical Applications" by Mee-Jeong Park and Sung-Ock Sohn
- "Korean Grammar in Use: Intermediate" by Ahn Jean-Myung, Lee Kyung-ah, and Han Hoo-youn
- Yu Cho, Y.-M. (Ed.). (2020). Teaching Korean as a Foreign Language: Theories and Practices (1st ed.). Routledge. <https://doi.org/10.4324/9780429244384>
- "Textbook: Bharati Korean Intermediate-A" by Young Soon Kim, Goyal Publication (Delhi) 2019
- "Textbook: Bharati Korean Grammar" by Young Soon Kim, Goyal Pub. (Delhi) 2017
- "Textbook: Bharati Korean Basic" by Do-young Kim, Goyal Pub. 2014
- "Textbook: Bharati Korean Advanced" by Do-young Kim, Goyal Pub. 2011
- Research articles and other relevant teaching material prepared by the Department.

**Teaching Plan (Total 16 weeks):**

Week	Content	Learning Activities and Assignments
1	Introduction to Second Language Acquisition	Lecture, discussion, and reading assignment on SLA theories
2	Korean Language Structure and Typology	Lecture, analysis of Korean language features, group discussion
3	Theories of Second Language Acquisition	Comparative analysis of SLA theories, case study discussions
4	Methods and Approaches in Language Teaching	Exploration of various methods, role-playing teaching methods
5	Developing Listening Skills	Listening activities, multimedia usage, lesson planning
6	Teaching Speaking Skills	Speaking drills, role-plays, peer feedback
7	Teaching Reading Skills	Reading strategy exercises, selecting reading materials
8	Teaching Writing Skills	Writing workshops, peer review sessions
9	Vocabulary Teaching Techniques	Vocabulary games, creating word lists and semantic maps
10	Grammar Instruction	Grammar teaching techniques, inductive and deductive exercises
11	Integrating Culture in Language Teaching	Cultural lesson planning, cultural immersion activities
12	Technology in Language Teaching	Using language apps, virtual classroom simulations
13	Curriculum Design and Lesson Planning	Curriculum development exercises, lesson plan presentations
14	Assessment and Evaluation	Designing assessments, creating evaluation rubrics
15	Addressing Learner Diversity and Needs	Case studies, differentiated instruction strategies
16	Review and Practical Application	Teaching demonstrations, peer feedback, final reflection paper

**Facilitating the Achievement of Course Learning Outcomes:**

Lectures and Multimedia Presentations: Provide comprehensive explanations and visual aids for each topic.

This syllabus is designed to equip students with the theoretical knowledge and practical skills necessary for effectively teaching Korean as a second language. It ensures a holistic understanding of both language pedagogy and Korean language specifics.

**2 of 2 (Open Elective Courses)****2. Korea's Colonial Experience (1910 - 1945) (EA-KR-401)**

**Unique Code: 122802412**

**Course Description:**

This course will focus on Japanese annexation of Korea, law, administration and political repression, education, mass media, censorship and mass indoctrination, land reform, agrarian relations, industrialization and mobilization of economic resources and labour, cultural colonization and attempted assimilation, economic transition during the colonial period, March First Movement, Korean National Movement (Moderates and Extremists) and politics of decolonization in Korea (1940-45).

**Course objectives:**

The objective of the course is to teach students about the impact of Japanese colonial rule on Korean politics, economy, and society.

**Expected Outcome:**

The student will be able to understand the changes brought by the Japanese colonial regime in Korea and its impact on Korean politics, economy, and society during the colonial and post-colonial periods.

**Course Outline:**

UNIT I: Japanese Colonization and its impact on Korea (Week 1-8)

UNIT II: Korean Independence movements and mobilization (Week 9-11)

UNIT III: National Movement against colonial rule and Communist movement (Week 12-13)

UNIT IV: Decolonization in Korea (Week 14-15)

**Reading List:**

1. Cheong, Sung-hwa. The Politics of Anti-Japanese Sentiment in Korea: Japanese-South Korea Relations Under American Occupation, 1945-1952, New York, Greenwood Press, 1991.
2. Eckert, Carter J. Offspring of Empire: The Kochang Kims and the Colonial Capitalism 1876-1945, Seattle University Press, 1991.
3. Ku, D-Y. Korea Under Colonialism, Royal Asiatic Society, Korea Branch, Seoul, 1985.
4. Lee, Yur-Bok. West Goes East—Paul Goerg Von Mollendorff and Great Power Imperialism in Late Yi Korea, Honolulu, University of Hawaii Press, 1988.
5. Lee, Chong-sik. Japan and Korea: The Political Dimension, Stanford, CA: Hoover Institution Press, 1985.
6. McNamara, Dennis L. The Colonial Origins of Korean Enterprise, 1910-1945, New York, Cambridge University Press, 1990.
7. McNamara, D.L. "Entrepreneurship in Colonial Korea: Kin Yon-su", Modern Asian Studies, Vol. 22, No. 1, pp. 165-78, 1988.
8. Robinson, Michael E. Cultural Nationalism in Colonial Korea, 1920-1925, Seattle, University of Washington Press, 1988.
9. Shin G-W. Peasant Protest and Social Change in Colonial Korea, University of Washington Press, Seattle, 1996.
10. Wells, Kenneth M. New God, New Nations: Protestants and Self-Reconstruction Nationalism in Korea, 1896-1937, Honolulu, University of Hawaii Press, 1991.
11. Research articles and other relevant teaching material prepared by the Department.

**Teaching Plan (16 Weeks):**

Lectures will be given on all the relevant themes. At least one term paper will be presented in class before submission. Everyone is expected to comment on others' presentations.

Week 1-2: Japanese annexation of Korea

Week 3: Law, administration, and political repression

Week 4-5: Education, mass media, censorship, and mass indoctrination

Week 6-7: Land Reforms, Agrarian Crisis, Industrialization and Mobilization of economic resources and labour

Week 8: Economic transition during the colonial period

Week 9: March First Movement – Emergence of Korean nationalism, and cultural renaissance

Week 10-11: Korean National Movement (Moderates) – Programs of social, cultural and economic regeneration

Week 12-13: Korean National Movement (Extremists)– Programs to overthrow the colonial government, Korea's Communist Movement

Week 14-15: Politics of decolonization in Korea (1940-45)

**Facilitating the Achievement of Course Learning Outcomes:**

Thorough classroom teaching/tutorials and assignments for internal assessment and through participating in seminars and workshops.

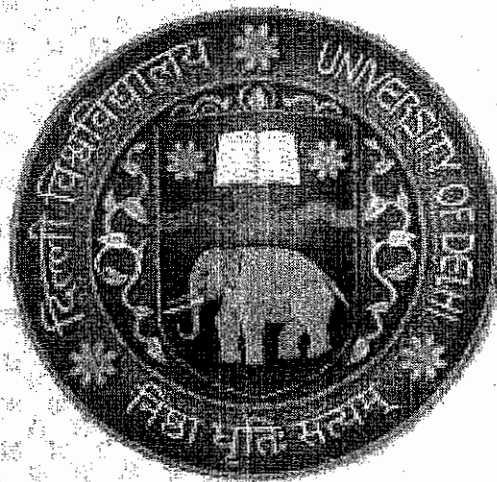
**Note:**

The proposed syllabus for M.A. in Korean was sent for peer review to Prof Do Young Kim (Director, JMI, New Delhi)) and Prof. Ravikesh (Jawaharlal Nehru University, Delhi). The suggestions of the two scholars have been included to the maximum extent possible.

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# ORDINANCE

Bachelor's in Medical Laboratory Science (BMLS)



University of Delhi  
Delhi - 110007

*Shukla Das*

*Shukla*

*Ranjana*

*Shukla*

### About the Course

Bachelor's in Medical Laboratory Science (BMLS) is an Undergraduate Program offered by University of Delhi.

Medical Laboratory Technology is an Allied Health specialty concerned with the diagnosis, treatment and prevention of diseases through the use of clinical laboratory tests. Though the Medical Lab technologists spend less time with patients than doctors and nurses, medical laboratory professionals are just as dedicated to patient's health.

As vital members of the health care team, medical laboratory professionals play a critical role in collecting the information needed to give the best care to an ill or injured patient. The fact is that the practice of modern medicine would be impossible without the tests performed in the laboratory.

Medical laboratory professionals have unlimited choices of practice settings. Hospitals, clinics, nursing homes, public health facilities, and commercial laboratories all have positions open right now for qualified laboratory professionals. In these settings, communication and research skills are highly valued. Employment of clinical laboratory workers is expected to grow as the volume of laboratory tests increases with population growth and the development of new types of tests.

### SCHEME & SYLLABUS

Programme Name	: Bachelor's in Medical Laboratory Science (BMLS)
Duration of course	: 04 years
Semester Mode	: Phase-I (Semester I & II), Phase-II (Semester III, IV & V), Phase-III (Semester IV & VII), Internship Training (Semester-VIII) (i.e. CBCS (Choice Based Credit System) - Semester Based with 6-month Compulsory Internship)
Intake	: As per Colleges norms after approval of D.U. (85% Delhi Quota+15% All India Quota); and Supernumerary DU-Ward Quota as per norms of University of Delhi. Single Girls Child Quota as per University of Delhi norms/ Govt. of India norms.
Eligibility	: 10+2 pattern with PCBE* or Vocational Course in MLS/MLT.
Medium of Course	: English
Admission Procedure	: Eligible candidate as per "NEET-UG Entrance Examination" OR "Through Entrance Test conducted by University of Delhi"
Faculty	: (The concerned college would be required to submit an undertaking that the requisite faculty will be made available at its own level to run this course as per University norms)
Infrastructure	: The existing infrastructure of the Institution
Commencement of session	: As per Academic Calendar of the University
Closing of Admission	: As per Academic Calendar of the University
Maximum span period	: 06 Years
Coordinating Department/	: Department of Medical Microbiology, Faculty of Medical Sciences, University of Delhi

\* 50% for UR/EWS, 45% for OBC & 40% for SC/ST/PwBD candidates

**Duration of Course: 04 Years (including six-month compulsory internship)**

SR. NO.	ACADEMIC Phase/Year	DURATION	SEMESTER
1	Phase-I	6 Months each	1 <sup>st</sup> & 2 <sup>nd</sup>
2	Phase-II	6 Months each	3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup>
3	Phase-III	6 Months each	6 <sup>th</sup> & 7 <sup>th</sup>
4	Internship	6 Months	8 <sup>th</sup>

Note: Maximum span period to complete the course - 06 Years

**ELIGIBILITY CRITERIA FOR ADMISSION**

**ELIGIBILITY:** A candidate who is an Indian citizen is eligible for admission to the course if he/she fulfil the following requirements:

- AGE ON ADMISSION:** An Applicant should have attained or will attain the age of 17 (seventeen) years as on or before 31<sup>st</sup> December of the admission year.
- The candidates must have passed 12<sup>th</sup> class examination under 10+2 system as a regular student, conducted by the CBSE/Council for the Indian School Certificate Examination/ Jamia Milia Islamia/Other Govt. recognized board, of states/center - for admission under Delhi University Quota (DUQ) of 85% seats. The candidate who have passed 12<sup>th</sup> from Patrachar Vidhalaya or National Institute of Open Schooling will also be eligible if he/she has the Study Centre and Examination Center is in Delhi only.
- For admission under Delhi University Quota, recognized school conducting regular classes of 11<sup>th</sup> and 12<sup>th</sup> Standard & situated within the National Capital Territory of Delhi only, will be eligible for admission with the required subjects i.e., Physics, Chemistry, Biology (Botany and Zoology) and English (core or elective) securing minimum of 50%marks (40% in case of SC/ST/OBC/ PwBD category candidates) in aggregate in these subjects.
- For admission under All India Quota, recognized school conducting regular classes of 11<sup>th</sup> and 12<sup>th</sup> Standard & situated other-then/Out-side of the National Capital Territory of Delhi, will be eligible for admission with the required subjects i.e., Physics, Chemistry, Biology (Botany and Zoology) and English (core or elective) securing minimum of 50%marks (40% in case of SC/ST/OBC/ PwBD category candidates) in aggregate in these subjects.
- The candidate must have passed Physics, Chemistry, Biology & English examinations both in theory and practical separately.
- A candidate shall not be eligible for admission to the Bachelor's in Medical Laboratory Science (BMLS) at the time of counseling on the following condition:
  - If he/she does not pass the qualify examination i.e.12<sup>th</sup> standard with required pass percentage of marks.
  - If he/she is placed under compartment.
  - If he/she is re-appearing for improvement.

**PROCEDURE FOR SELECTION**

All the candidates who are found provisionally eligible as per details stated under criteria of eligibility shall be required to;

- Eligible candidate as per NEET-UG Entrance Examination
- Entrance Test which shall be conducted by the University of Delhi

OR

However, any candidate provisionally admitted in the Course and found in-eligible at the later stage, his/her candidature will be cancelled.

**CLOSING DATE OF ADMISSION:** - As per Academic Calendar of the University

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**TOTAL INTAKE STUDENTS PER YEAR :** As per the availability of the faculty and infrastructure of the college concerned.

**RESERVATION:** As per the approved guidelines of Govt. of India.

**Ward-Quota :** As per the norms of the University of Delhi

**SURETY BOND/SURETY BOND MONEY: -**

A "BOND" worth Rs.1,00,000/- (One Lakh only) with two sureties should be executed by the candidates at the time of their provisional admission in BMLS. The admission will not be valid unless and until the Surety Bond is executed by the candidate.

**Rules regarding payment of Surety Money: -**

- If a student surrenders seat in violation of UCMS/Delhi University rules/instructions after joining the institution.
- If a student does not join the course at the allotted institution after allotment of seat in the Counseling after its last date.
- If the student leaves the courses before its completion.
- If the admission/registration of the student is cancelled/terminated by the University/College on account of unsatisfactory performance/misconduct/indiscipline.

The **Original Certificates** of the students would be kept in the custody of the College and would be returned only after completion of the course or on payment of Surety Bond money, as the case may be.

In case, any students left the seat before completion of the course in violation of the above said rules (a) (b) (c) (d) then he/she will be liable to pay bond money of Rs.1,00,000/- (One Lakh only). 30% of the bond money will be required to be deposited in the University of Delhi.

**Migration:** -No Migration (to and fro) is permitted in the Medical Colleges at the University of Delhi.

**Cancellation rules/Fee refund rules:** will be applicable as per the norms of the College/University applicable time to time.

**MEDICAL EXAMINATION:** will be applicable as per the norms of the College/University applicable time to time.

**GENERAL**

If any candidate selected for admission fails to join the course by the prescribed date, his/her seat shall be offered to the candidate next in the merit in the category, without any further correspondence.

**COMMENCEMENT OF THE SESSION:** -As per Academic Calendar of the University

Selected candidates shall be required to bring the following certificates in original for verification. Failure to produce the same may result in cancellation of admission: -

- All original certificates showing the eligibility of the candidate for admission to the 1<sup>st</sup> year Bachelor's in Medical Laboratory Science (BMLS) course.
- Certificate from the District Magistrate or the officials specified in the prospectus showing that the applicant belongs to Scheduled Caste/Tribe/OBC-NCL/PWD/EWS category as indicated in the prospectus.
- Character certificate from the Head of the Institution last attended.
- In case the candidate is already employed, Relieving Certificate and grant of permission to pursue the said course from the Head of the Office/Institution be submitted.

**CLARIFICATIONS**

- Any directions with regards to reservation provision in respect of PWD candidates received from the University of Delhi/Govt. in connection with the admission shall be followed accordingly.
- The college reserves the right to revise, amend, updates or delete any part of this bulletin, rules & regulation at its discretion as & when considered necessary by the competent authority of the College/University of Delhi.
- The admission offered for the 1<sup>st</sup> year Bachelor's in Medical Laboratory Science (BMLS) Course shall be "Provisional" and in case any discrepancy/ shortcoming/dispute & error with regard to the selection of the candidate is detected at any stage in the eligibility criteria or other norms laid down in the Prospectus for admission to the 1<sup>st</sup> year Bachelor's in Medical Laboratory Science (BMLS) Course, the admission shall be cancelled and the decision of the College/ University of Delhi shall be final and binding on the candidate.

*Shri. C. Das*

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**DISCIPLINE**

1. The student shall submit himself/herself to the disciplinary jurisdiction of the Vice- Chancellor and several authorities of the University who may be vested with the authority to exercise discipline under the Act, the Ordinance and the Rules that have been framed by the University from time to time.
2. The Student would undergo the course on full-time basis, no private practice, part-time job being permissible during the duration of the course.
3. University has all the right to remove the name of the student from the rolls in case his/her work or conduct is reported to be not satisfactory by the Supervisor/Head of the Department/Head of the Institution. An undertaking ("after admission I will follow the rules and regulations of the College/DU and action may be taken as per the rules laid down in the prospectus & by the College disciplinary committee") to this effect should be obtained from the student at the time of admission.
4. Admission will be terminated if the student is not regular and absent unauthorized/ without prior permission.

**RAGGING (Ordinance XV-C)**

1. Ragging in any is strictly prohibited, within the premises of College/ Department of Institution and any part of Delhi University system as well as on public transport.
2. Any individual or collective act or practice of ragging constitutes gross indiscipline and shall be dealt with under this Ordinance.
3. Ragging for the purpose of this Ordinance, ordinarily means act, conductor practice by which dominant power or status of senior students is brought to bear on students freshly enrolled or students who are in any way considered junior or inferior by other students and includes individual or collective acts or practices which-
  - (a) Involve physical assault or threat to use of physical force;
  - (b) Violate the status, dignity and honour of women students;
  - (c) Violate the status, dignity and honour of students belonging to the scheduled castes and tribes;
  - (d) Expose students to ridicule and contempt and affect their self-esteem;
  - (e) Entail verbal abuse and aggression, indecent gestures and obscene behavior.
4. The Principal of a College, the Head of the Department or an Institution, the authorities of College, of University Hostel or Halls or Residence shall take immediate action on any information of the occurrence of ragging.
5. Not with standing anything in Clause (4) above, the Proctor may also *suo moto* enquire into any incident of ragging and make a report to the Vice-Chancellor of the identity of those who have engaged in ragging and the nature of the incident.
6. The Proctor may also submit an initial report establishing the identity of the perpetrators of ragging and the nature of the ragging incident.
7. If the Principal of a College or Head of the Department or Institution or the Proctor is satisfied that for some reason, to be recorded in writing, it is not reasonably practical to hold such an enquiry, he/she may so advise the Vice-Chancellor accordingly.
8. When the Vice-Chancellor is satisfied that is not expedient to hold such an enquiry, his/her decision shall be final.
9. On the receipt of a report under Clause (5) or (6) or a determination by the relevant authority under Clause (7) disclosing the occurrence of ragging incidents described in Clause 3(a),(b) and(c) the Vice-Chancellor shall direct or order rustication of a student or students for a specific number of years.
10. The Vice-Chancellor may in other cases of ragging order or direct that any student or students be expelled or be not for a stated period, admitted to a course of study in a college, departmental examination for one or more years or that the results of the student or students concerned in the examination or examinations in which they appeared be canceled.
11. In case any students who have obtained degrees of Delhi University are found guilty under this Ordinance appropriate action under Statute 15 for withdrawal of degrees conferred by the University shall be initiated.
12. For the purpose of this Ordinance, abatement to ragging whether by way of any act, practice or incitement of ragging will also amount to ragging.
13. All institutions within the Delhi University system shall be obligated to carry out instructions/directions issued under this Ordinance, and to give aid and assistance to the Vice-Chancellor to achieve the effective implementation of the Ordinance.
14. The medical council of India (presentation & prohibition of ragging in Medical Colleges/Institutions) regulations 2009 notified in the part III section 4 of the Gazette of India on 3.8.2009 amended from time to time be adhered to.
15. Sexual Harassment (Ordinance XV-D) has repelled by the act passed the Parliament the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (Ref. No. Estab. II(i)/27/ACC/2006 dated 09-01-2014) ([www.wcd.nic.in/wcdact/womenactsex.pdf](http://www.wcd.nic.in/wcdact/womenactsex.pdf)).

**AFTER ADMISSION**

- **Attendance Criteria:** To appear at the Phase I, II & III University Examinations; 75% Attendance (theory + practical) is compulsory. Attendance is determined on the day to day room posting, lectures in theory and practical classes held in a year. Each component is weighed equally. Attendance will be counted from the commencement of the regular classes.

Dr. Cee Das

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**FEE:** - College/University Academic Fee for - Bachelor's in Medical Laboratory Science (BMLS) Course will be as per the decisions passed by the University fee committee time to time.

\*Note: In case a candidate fails to clear the course within stipulated time of 04 years, additional annual fee will be charged on yearly basis.

- **Examination Fee:** As per the rules of University of Delhi.
- **Late Fine:** As per the rules of University of Delhi.
- **Fee Refund:** As per the rules of University of Delhi.
- **Examination:** As per the rules of University of Delhi.
- **ATTENDANCE:** A candidate has to secure minimum- 75% attendance in theory & practical (combined) to appear for the final examination. No relaxation, whatsoever, will be permissible to this rule under any circumstances.
- **Evaluation/Upgradation/Promotion to next year**
  1. For clearing a subject student has to secure at-least 50% marks in annual Theory and Practical examination separately.
  2. For promotion to next academic year at-least 50% of total subjects in the respective academic year must be cleared.
  3. In case of fraction in the total subjects, the fraction will be counted in the higher digit of subject (for example 3.5 will be counted as 4 subject).

➤ **Award of Degree**

The candidate will only be eligible for University Degree after completion of the Course with Internship (from the same institute). The minimum credit required for award of BMLS degree will be applicable as per the NEP-2020 or amended from time to time.

- **Broad Guidelines for Question Paper:** The question papers are key tools in assessing student learning process. Question papers are very meticulously planned so as to spread over the entire syllabus and possibly imbibe all components of assessment such as:

- 1) Knowledge
- 2) Comprehension
- 3) Application
- 4) Analysis & Evaluation
- 5) Synthesis
- 6) Creativity & Innovation

➤ **General Suggestions for Paper Setter**

1. Each question paper is of maximum 70 marks & for three hours' duration.
2. Paper Setter shall take into consideration while making the Question Paper, the respective weightage of the different sections as expressed in percentages in the course syllabus.
3. Part-I & II should include questions from each Section of the Course.
4. Paper Setters are free to choose questions of their choice.
5. Long questions should be framed in various components with weightage of each component duly specified.
6. While framing questions, kindly make sure that the questions are appropriate as per the B. Sc. MLT Programme syllabi.

➤ **INSTRUCTIONS TO PAPER SETTER**

1. The theory paper shall be of maximum 70 marks. Every question paper shall have 02 parts (Part-I & II) containing question from different section of the subject. Each part shall have maximum weightage of 35 marks each.
2. Question No.1 and 2 shall be long answer-questions of 10 marks each. The long answer-question of both the parts (part-I & II) shall be compulsory.
3. Apart from the long answer-question of each part (Part-I & II), there will be shall be 6 short answer-questions, out of which any 5 question shall be attempted. Each short answer-question shall carry 3 marks each.

- **Examination Scheme:** There shall be annual examinations at the end of each Phase to be conducted by the University of Delhi, followed by supplementary examinations three months later or six weeks after the declaration of the result which so ever is earlier.
- **Eligibility for external examiners:** - MD/MS/P.hD with minimum three years' experience in concerned specialty. There shall be minimum four examiners (2 external + 2 internal).
- **Theory:** - Annual University Examination of 70 marks out of total 100 marks at the end of each Phase. 30 marks out of 100 marks shall be for Internal Assessment based upon continuous Teacher's assessment throughout the year submitted by the college
- **Practical/Viva:** - Annual University Practical Examination of 70 marks out of total 100 marks at the end of each Phase. 30 marks out of 100 marks shall be for Internal Assessment based upon continuous Teacher's assessment throughout the year submitted by the college.

-Breakup of 70 marks: -

30 marks - for practical in the form of technique demonstration.
20 marks - for spotting.
20 marks - for viva-voce.

*Shukla Das*  
*Amrinder Kaur*  
*Shruti*

**SUGGESTED QUESTION PAPER FORMAT: Bachelor's in Medical Laboratory Science (BMLS)**

University Examination	TIME: 3 HOURS	MAX. MARKS: 70
<b>PART-I</b>		<b>Marks: 35</b>
Q.1: Long Answer-Question	10 Marks	
Q.2: Long Answer-Question	10 Marks	
Q.3: Short Answer-Question (Answer any 5 Questions out of 6)	5x3 = 15 Marks	
<b>PART-II</b>		<b>Marks: 35</b>
Q.1: Long Answer-Question	10 Marks	
Q.2: Long Answer-Question	10 Marks	
Q.3: Short Answer-Question (Answer any 5 Questions out of 6)	5x3 = 15 Marks	

**PROVISION OF LATERAL ENTRY:** Students who have successfully completed DMLS/Diploma Course and would like to pursue **Bachelor's in Medical Laboratory Science (BMLS)** can directly enter into the second phase after qualifying the Entrance-Test, subject to availability of seats and after approval of Competent Authority of College/Faculty of Medical Sciences/Delhi University.

**MEDIUM OF INSTRUCTION-** English shall be the medium of instruction for all the subjects of study and for examination of the course.

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**MODEL CURRICULUM OUTLINE****Phase-I - (1<sup>st</sup> and 2<sup>nd</sup> Semester) (Duration: 06 Months each)****1<sup>st</sup> Semester: Foundation Course**

Subject Code	Course Titles	Hours per week			Marks			CR
		L	T	P	Internal	External	Total	
BMLS-1 (Theory)	Introduction to National Healthcare Delivery System in India	2	-	-	15	35	50	1
	Basic computers and information Science	2	-	-	15	35	50	2
	Communication and soft skills	2	-	-	15	35	50	2
	Medical Terminology, Record keeping (including anatomical terms) and Orientation to Medical Laboratory Science (MLS)	2	-	-	15	35	50	2
	Medical Law and Ethics	2	-	-	15	35	50	2
	Introduction to Quality and Patient safety (including Basic emergency care and life support skills, Infection prevention and control, Biomedical waste management, Disaster management and Antibiotic resistance)	3	1	-	15	35	50	2
	Professionalism and values	1	-	-	15	35	50	1
	Environmental Science	1	-	-	15	35	50	1
	Principals of Management with special reference to Medical Laboratory Science (MLS) management	2	1	-	15	35	50	2
	Community orientation and clinical visit	1	-	-	15	35	50	1
BMLS-1 (Practical)	Basic computers and information Science - Practical	-	-	4	15	35	50	2
	Communication and soft skills – Practical	-	-	2	15	35	50	1
	Medical Terminology, Record keeping (including anatomical terms) and Orientation to Medical Laboratory Science (MLS) – Practical	-	-	2	15	35	50	1
	Introduction to Quality and Patient safety (including Basic emergency care and life support skills, Infection prevention and control, Biomedical waste management, Disaster management and Antibiotic resistance) – Practical	-	-	4	15	35	50	2
	Environmental Science – Practical	-	-	2	15	35	50	1
	Principals of Management with special reference to Medical Laboratory Science (MLS) management-Practical	-	-	2	15	35	50	1
<b>Total</b>		<b>16</b>	<b>2</b>	<b>16</b>	<b>240</b>	<b>560</b>	<b>800</b>	<b>26</b>
<b>Total Hours in Semester</b>		<b>544</b>						

**NOTE:**

1. Abbreviations: L - Lecture, T - Tutorials and P – Practical
2. Considering four months per semester as working months, total contact hour hours per semester shall be 544 (Five hundred and forty-four)
3. Teaching resources should be made available at every institute for all basic subjects

Phase-I (2<sup>nd</sup> Semester)

Subject Code	Course Titles	Hours per week			Marks			CR
		L	T	P	Internal	External	Total	
BMLS-2 (Theory)	General Clinical Microbiology	4	-	-	30	70	100	4
BMLS-3 (Theory)	Basic Haematology	4	-	-	30	70	100	4
BMLS-4 (Theory)	Basic Clinical Biochemistry	4	-	-	30	70	100	4
BMLS-5 (Theory)	Human Anatomy and Physiology	4	-	-	30	70	100	4
BMLS-2 (Practical)	General Clinical Microbiology – (Practical)	-	-	4	30	70	100	2
BMLS-3 (Practical)	Basic Haematology – (Practical)	-	-	4	30	70	100	2
BMLS-4 (Practical)	Basic Clinical Biochemistry – (Practical)	-	-	4	30	70	100	2
BMLS-5 (Practical)	Human Anatomy and Physiology –	-	-	4	30	70	100	2
	Guest Lecture/Tutorial/Seminar/visit to any medical research institution or reputed clinical laboratory		2	-	-	-	-	2
<b>Total</b>		<b>16</b>	<b>2</b>	<b>16</b>	<b>240</b>	<b>560</b>	<b>800</b>	<b>26</b>
<b>Total Hours in Semester</b>		<b>544</b>						

## NOTE:

- Abbreviations: L - Lecture, T - Tutorials and P - Practical
- Considering four months per semester as working months, total contact hour hours per semester shall be 544 (Five hundred and forty-four)

Annual Examination	
Total no. of Theory Paper	05
Total no. of Practical Paper	04
	1. Microbiology including: (BMLS-1) + (BMLS-2)
	2. Pathology including: (BMLS-3)
	3. Biochemistry including: (BMLS-4)
	4. Anatomy + Physiology (BMLS-5)

Shukla Das

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**Phase-II – (Semester 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup>), (Duration: 06 Months each)****A. Phase-II (3<sup>rd</sup> Semester)**

Subject Code	Course Titles	Hours per week			Marks			CR
		L	T	P	Internal	External	Total	
BMLS-6 (Theory)	Systematic Bacteriology	4	-	-	30	70	100	4
BMLS-7 (Theory)	Basics of Haematological diseases	4	-	-	30	70	100	4
BMLS-8 (Theory)	Biochemical metabolism	4	-	-	30	70	100	4
BMLS-9 (Theory)	Fundamentals of Histology	4	-	-	30	70	100	4
BMLS-6 (Practical)	Systematic Bacteriology– (Practical)	-	-	4	30	70	100	2
BMLS-7 (Practical)	Basics of Hematological diseases – (Practical)	-	-	4	30	70	100	2
BMLS-8 (Practical)	Biochemical metabolism – (Practical)	-	-	4	30	70	100	2
BMLS-9 (Practical)	Fundamentals of Histology – (Practical)	-	-	4	30	70	100	2
	Guest Lecture/Tutorial/Seminar/visit to any medical research institution or reputed clinical laboratory	-	2	-	-	-	-	2
<b>Total</b>		<b>16</b>	<b>2</b>	<b>16</b>	<b>240</b>	<b>560</b>	<b>800</b>	<b>26</b>
<b>Total Hours in Semester</b>		<b>544</b>						

**NOTE:**

1. Abbreviations: L - Lecture, T - Tutorials and P – Practical
2. Considering four months per semester as working months, total contact hour hours per semester shall be 544 (Five hundred and forty-four)

**B. (Phase-II) 4<sup>th</sup> Semester**

Subject Code	Course Titles	Hours per week			Marks			CR
		L	T	P	Internal	External	Total	
BMLS-6 (Theory)	Applied Bacteriology	4	-	-	30	70	100	4
BMLS-7 (Theory)	Applied Haematology – I	4	-	-	30	70	100	4
BMLS-8 (Theory)	Analytical Clinical Biochemistry	4	-	-	30	70	100	4
BMLS-9 (Theory)	Applied Histopathology – I	4	-	-	30	70	100	4
BMLS-6 (Practical)	Applied Bacteriology– (Practical)	-	-	4	30	70	100	2
BMLS-7 (Practical)	Applied Haematology - I -- (Practical)	-	-	4	30	70	100	2
BMLS-8 (Practical)	Analytical Clinical Biochemistry – (Practical)	-	-	4	30	70	100	2
BMLS-9 (Practical)	Applied Histopathology - I – (Practical)	-	-	4	30	70	100	2
	Guest Lecture/Tutorial/Seminar/visit to any medical research institution or reputed clinical laboratory	-	2	-	-	-	-	2
<b>Total</b>		<b>16</b>	<b>2</b>	<b>16</b>	<b>240</b>	<b>560</b>	<b>800</b>	<b>26</b>
<b>Total Hours in Semester</b>		<b>544</b>						

**NOTE:**

1. Abbreviations: L - Lecture, T - Tutorials and P – Practical
2. Considering four months per semester as working months, total contact hour hours per semester shall be 544 (Five hundred and forty four)

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C. (Phase-II) 5<sup>th</sup> Semester

Object Code	Course Titles	Hours per week			Marks			CR
		L	T	P	Internal	External	Total	
BMLS-10 (Theory)	Immunology & Bacterial serology	4	-	-	30	70	100	4
BMLS-11 (Theory)	Applied Haematology – II	4	-	-	30	70	100	4
BMLS-12 (Theory)	Applied Clinical Biochemistry – I	4	-	-	30	70	100	4
BMLS-13 (Theory)	Applied Histopathology - II	4	-	-	30	70	100	4
BMLS-10 (Practical)	Immunology & Bacterial serology – (Practical)	-	-	4	30	70	100	2
BMLS-11 (Practical)	Applied Haematology - II – (Practical)	-	-	4	30	70	100	2
BMLS-12 (Practical)	Applied Clinical Biochemistry – I- (Practical)	-	-	4	30	70	100	2
BMLS-13 (Practical)	Applied Histopathology-II – (Practical)	-	-	4	30	70	100	2
	Guest Lecture/Tutorial/Seminar/visit to any medical research institution or reputed clinical laboratory	-	2	-	-	-	-	2
<b>Total</b>		<b>16</b>	<b>2</b>	<b>16</b>	<b>240</b>	<b>560</b>	<b>800</b>	<b>26</b>
<b>Total Hours in Semester</b>		<b>544</b>						

## NOTE:

- Abbreviations: L- Lecture, T- Tutorials and P – Practical
- Considering four months per semester as working months, total contact hour hours per semester shall be 544 (Five hundred and forty-four)

Annual Examination	
Total no. of Theory Paper	08
Total no. of Practical Paper	03
	5. Microbiology including: (BMLS-6) + (BMLS-10)
	6. Pathology including: (BMLS-7) + (BMLS-9) + (BMLS-11) + (BMLS-13)
	7. Biochemistry including: (BMLS-8) + (BMLS-12)

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**Phase-III (Semester 6 & 7), (Duration: 06 Months each)****A. (Phase-III) 6<sup>th</sup> Semester**

Subject Code	Course Titles	Hours per week			Marks			CR
		L	T	P	Internal	External	Total	
BMLS-14 (Theory)	Medical Parasitology & Entomology	4	-	-	30	70	100	4
BMLS-15 (Theory)	Advanced Haematology	4	-	-	30	70	100	4
BMLS-16 (Theory)	Applied Clinical Biochemistry – II	4	-	-	30	70	100	4
BMLS-17 (Theory)	Cytopathology	4	-	-	30	70	100	4
BMLS-14 (Practical)	Medical Parasitology & Entomology - (Practical)	-	-	4	30	70	100	2
BMLS-15 (Practical)	Advanced Haematology - (Practical)	-	-	4	30	70	100	2
BMLS-16 (Practical)	Applied Clinical Biochemistry – II-- (Practical)	-	-	4	30	70	100	2
BMLS-17 (Practical)	Cytopathology - (Practical)	-	-	4	30	70	100	2
	Guest Lecture/Tutorial/Seminar/visit to any medical research institution or reputed clinical laboratory	-	2	-	-	-	-	2
<b>Total</b>		<b>16</b>	<b>2</b>	<b>16</b>	<b>240</b>	<b>560</b>	<b>800</b>	<b>26</b>
<b>Total Hours in Semester</b>		<b>544</b>						

**NOTE:**

1. Abbreviations: L - Lecture, T - Tutorials and P – Practical
2. Considering four months per semester as working months, total contact hour hours per semester shall be 544 (Five hundred and forty four)

**B. (Phase-III) 7<sup>th</sup> Semester**

Subject Code	Course Titles	Hours per week			Marks			CR
		L	T	P	Internal	External	Total	
BMLS-18 (Theory)	Medical Mycology and Virology	4	-	-	30	70	100	4
BMLS-19 (Theory)	Blood Banking & Genetics	4	-	-	30	70	100	4
BMLS-20 (Theory)	Immunopathology & Molecular Biology	4	-	-	30	70	100	4
BMLS-21 (Theory)	Research methodology and Biostatistics	4	-	-	30	70	100	4
BMLS-18 (Practical)	Medical Mycology and Virology - (Practical)	-	-	4	30	70	100	2
BMLS-19 (Practical)	Blood Banking & Genetics- (Practical)	-	-	4	30	70	100	2
BMLS-20 (Practical)	Immunopathology & Molecular Biology - (Practical)	-	-	4	30	70	100	2
BMLS-21 (Practical)	Research methodology and Biostatistics - (Practical)	-	-	4	30	70	100	2
	Guest Lecture/Tutorial/Seminar/visit to any medical research institution or reputed clinical laboratory	-	2	-	-	-	-	2
<b>Total</b>		<b>16</b>	<b>2</b>	<b>16</b>	<b>240</b>	<b>560</b>	<b>800</b>	<b>26</b>
<b>Total Hours in Semester</b>		<b>544</b>						

**NOTE:**

1. Abbreviations: L - Lecture, T - Tutorials and P – Practical
2. Considering four months per semester as working months, total contact hour hours per semester shall be 544 (Five hundred and forty-four)

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## CURRICULUM For DM – PAEDIATRIC AND NEONATAL ANAESTHESIA, LHMC

### 1. Preamble

The purpose of the DM programme (Paediatric and Neonatal Anaesthesia) is to create specialists who would provide high quality health care to paediatric and neonatal population and advance the cause of science through research & training. After having undergone the required training in paediatric and neonatal anesthesia, the competent superspecialist should be able to recognize the health needs of this particular community. He or she should be competent to handle effectively necessary medical problems, should acquire broad range of skills that will enable him to practice anaesthesiology independently and should be aware of the recent advances pertaining to the specialty. The PG student should also acquire the basic skill in teaching of medical/paramedical students.

### 2. Admission Requirement

For admission to DM (Paediatric and Neonatal Anaesthesia), a candidate is required to possess MD or an equivalent qualification in Anaesthesia of an Institute/University recognized by the Medical Council of India.

### 3. Duration of Course

Three full academic years

### 4. No. of Candidates

As per sanctioned Intake.

### 5. Aims and Objectives of the Course

The aim of the course is to impart thorough and comprehensive training to the candidate in the various aspects of this specialty to enable him/her:

- (a) To recognize the anatomical, physiological and psychological differences in the sub-set of paediatric and neonatal patients.
- (b) To train anaesthesiologists adequately to ensure the safe delivery of anaesthesia to this vulnerable group of patients.
- (c) To carry out and help in conducting applied research in the field of paediatric and neonatal anaesthesia
- (d) To acquire the basic skill in teaching of medical/paramedical students and to function as a faculty/consultant in the specialty
- (e) To be able to plan, set-up and manage independent paediatric and neonatal anaesthesia unit catering to paediatric surgery and intensive care.
- (f) Should be able to communicate appropriately with colleagues to function in a group in operating room and

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intensive care unit.

## 6. Method of Selection

The selection of candidate for admission of DM in Paediatric and Neonatal Anaesthesia is to be made through nationwide Common Entrance Test (NEET-SS) conducted by National Medical Commission. The selection should be based on merit only.

## 7. Teaching Methods

During the period of training candidates follow in-service residency programme. She/he works as senior resident and is given gradually increasing responsibility – for independently managing the anaesthesia for simple paediatric and neonatal surgeries and decision making in intensive care management. The day to day work of the trainees will be supervised by the consultant of the department of Paediatric and neonatal Anaesthesiology. The posting is so designed that the trainee gets posted in various areas of the department like Operation Theatre, postoperative ICU, and Intensive Care Unit. Besides this, seminars, workshops, case discussions, journal club will also be organized.

## 8. Teaching Programme

Periodic rotations in various paediatric and neonatal Operation Theatres and Intensive Care Units would be made. The trainee would be posted in different specialities such as Paediatric surgery OT, Orthopaedic OT, Ophthalmology OT, Otorhinolaryngology OT, Dental and maxillofacial OT, Non operating room anaesthesia (CT/ MRI), Pre-anaesthesia checkup clinic, Paediatric ICU, Postoperative and Paediatric Surgery ICU, Neonatal ICU.

Along with everyday clinical teaching in operation theatres and ICU, the following teaching programme is prescribed for the course:

DM seminar/Case discussion/Tutorial

Journal Club

Teaching of MD Anaesthesia students by the DM student is part of the training.

## 9. Paediatric and neonatal Anaesthesia Curriculum

The student should have fair knowledge of basic sciences (Anatomy, Physiology, Biochemistry, Microbiology, Pathology, Pharmacology, Statistics and Physics ) as applied to paediatric and neonatal anaesthesia. The student should acquire in-depth knowledge including recent advances. He/she should be fully conversant with the required diagnostic and therapeutic procedures. The training programme shall be updated as and when required. The trainees shall maintain a log book of the work assigned to them. The curriculum shall include:

### I. Paediatric and Neonatal Developmental Principles

#### Knowledge

Define Preterm, Prematurity, Neonate, Infant, and Child.

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2. Understand the terms Gestational Age and Post-Conceptual Age.
1. Understand the transition from foetal to neonatal circulation including the effect on vascular and cardiac structures (conversion from parallel to series circulation), foetal haemoglobin and blood gas values, arterial and pulmonary artery pressure changes, and ventricular function.
2. Understand normal airway and respiratory development, cardiac development, neurologic development, renal development and hematopoietic development including the conversion of foetal to adult haemoglobin.
3. Understand the effect of prematurity upon organ system development and the short and long-term risks of prematurity including respiratory distress syndrome, bronchopulmonary dysplasia, apnoea, anaemia, intraventricular haemorrhage, retinopathy of prematurity, and hypoglycaemia.
4. Understand the basis of pharmacokinetic and pharmacodynamic differences of anaesthetic agents between neonates, infants and children.

### **Skills**

5. Appropriately administer anaesthesia to all age groups and account for differences in drug volume of distribution, MAC, protein binding, metabolism, and excretion.

## **II. Coexisting Paediatric and Neonatal Diseases**

### **Knowledge**

1. Understand the anatomy and pathophysiology of common cyanotic and acyanotic congenital heart lesions including ventricular septal defect, atrial septal defect, patent ductus arteriosus, critical aortic stenosis and coarctation, pulmonary stenosis, tetralogy of Fallot, and transposition of the great arteries.
2. Understand the anaesthetic implications for children with congenital heart disease including associated syndromes, preoperative assessment, SBE prophylaxis, anaesthetic cardiovascular effects, and the effects of an intracardiac shunt on intravenous and inhalation induction of general anaesthesia.
3. Understand the pathophysiology and anesthetic implications of obstructive sleep apnoea, asthma, and acute upper respiratory tract infection.
4. Learn the common congenital syndromes that include difficult airways, e.g., Pierre Robin, Treacher-Collins, Trisomy 21 etc.
5. Know the anesthetic implications of cerebral palsy, seizure disorders, hydrocephalus, neuromuscular diseases, muscular dystrophies, and diseases of the neuromuscular junction and neuromuscular transmission.
6. Understand the anesthetic implications for pyloric stenosis, gastro-esophageal reflux, renal disease and liver disease in the paediatric and neonatal patient.
7. Understand the anaesthetic implications and perioperative management of inherited disorders of coagulation (e.g. haemophilia) and hemoglobinopathies (e.g., sickle cell diseases). Know the anaesthetic considerations for children with oncologic disease and

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- who have had chemotherapy.
8. Know the anaesthetic implications of children with a mediastinal mass.
  9. Understand the anaesthetic considerations for a child with a latex allergy.
  10. Know the residual medical problems in children born premature (e.g., bronchopulmonary dysplasia) and the potential impact on anaesthetic care.
  11. Know the essentials of Paediatric and Neonatal Advanced Life Support (PALS/ NALS).

### **Skills**

12. Perform a preoperative evaluation and participate in an anaesthetic for a paediatric and neonatal patient with congenital heart disease.
13. Perform a preoperative evaluation and present an anaesthetic plan for a paediatric and neonatal patient with an upper respiratory tract infection (URI). Develop a decision process for proceeding with elective surgery in a child with an acute or recovering URI.
14. Identify and evaluate the child with a difficult airway.
15. Be able to evaluate and institute appropriate therapy for a child with respiratory failure.
16. Plan an anaesthetic for a child with a neuromuscular disease.
17. Develop a plan for the perioperative management of a child with sickle cell disease.
18. Develop a plan for the perioperative management of a child with a congenital bleeding disorder.
19. Describe a plan for the induction of anaesthesia in a paediatric/ neonatal patient with gastroesophageal reflux.
20. Plan an anaesthetic for the prematurely born child.
21. Using PALS/ NALS, be able to preside over the resuscitation of a child in cardiac arrest, or with a life-threatening hemodynamic disturbance or arrhythmia.

## **III. Anaesthetic Techniques**

### **Knowledge**

1. Understand the pre-operative issues relevant to the anaesthetic care of neonates, infants and children including: coexisting morbidities, medications, allergic reactions, labour and delivery history, maternal history, family history, the normal paediatric and neonatal physical examination and the evaluation of abnormal findings.
2. Know the ASA guidelines for preoperative fasting including clear fluids, breast milk and formula based upon patient age. Understand the appropriate ordering of preoperative laboratory testing and evaluation.
3. Know the options available for premedication including agents, routes and side-effects.
4. Understand the differences between the various paediatric breathing circuits to provide

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oxygen and anaesthesia.

5. Understand the factors determining the speed of inhalation induction in paediatric/ neonatal patients and the various agents currently available for inhalation induction including the benefits and side-effects of each.
6. Understand the regulation of temperature in neonates, infants and children and compensatory mechanisms, effects of anaesthesia on temperature and the consequences of hypothermia.
7. Know the differential diagnosis and management of perioperative hyperthermia.
8. Know the age-related fluid and electrolyte requirements for neonates, infants and children including calculation of deficit, intra-operative fluid requirements, glucose requirements and the guidelines, indications and side effects for blood and blood product administration in the neonatal/ paediatric patient.
9. Understand the differences between the paediatric/ neonatal airway and the adult airway and the effects on airway management.
10. Know the various sizes of oral/nasal airways, facemasks, LMAs, blades for laryngoscopy and endotracheal tube sizes (cuffed and uncuffed) and their appropriate use in children of all ages including neonates.
11. Know the prevention, management and consequences of laryngospasm.
12. Know the paediatric/ neonatal doses of intravenous anaesthetic medications including induction agents, opiates, muscle relaxants, reversal agents and emergency medications including side-effects and contraindications.
13. Know the criteria for tracheal extubation and how to perform a deep extubation safely.
14. Know the therapeutic and toxic doses of local anaesthetics in children.
15. Understand the indications and contraindications for spinal and epidural anaesthesia and peripheral blocks in children plus side effects and complications.
16. Understand the post-operative anaesthetic complications for paediatric/ neonatal patients including stridor, croup, nausea/vomiting and emergence delirium and their management.

#### **Skills**

17. Perform appropriate preoperative evaluation of neonates, infants and children
18. Obtain informed consent from a parent and assent from an appropriately aged child.
19. Administer premedication to a child.
20. Perform inhalation inductions on paediatric patients of all ages.
21. Monitor patient temperature and institute warming methods on neonates, infants and children.
22. Appropriately choose and administer fluids to paediatric/ neonatal patients of all ages.
23. Secure venous access, both peripheral and central in indicated patients.
24. Calculate allowable blood loss for children of all ages including neonates.
25. Demonstrate the ability to estimate blood loss in paediatric/ neonatal patients.
26. Perform mask ventilation, LMA placement and intubation on paediatric patients of all ages including neonates.

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27. Appropriately manage upper airway obstruction, laryngospasm, and bronchospasm in paediatric patients including neonates.
28. Perform commonly used regional analgesic techniques in paediatric patients including neonates.
29. Learn procedures like cricothyroidotomy, fiberoptic intubation, venesections, umbilical artery catheterisation, fluid resuscitation.
30. Learn the basics of Echocardiography and Ultrasound.

#### IV. Anaesthesia for Paediatric and Neonatal Surgical Procedures

##### Knowledge

1. Know the pathophysiology, indications for surgical intervention, and anaesthetic implications for the following common paediatric and neonatal surgical conditions:
  - a. congenital diaphragmatic hernia (CDH)
  - b. tracheoesophageal fistula
  - c. inguinal hernia
  - d. intussusception
  - e. necrotizing enterocolitis (NEC)
  - f. omphalocele and gastroschisis
  - g. pyloric stenosis
  - h. intestinal obstruction
  - i. intra-abdominal tumors, cysts
  - j. congenital lobar emphysema
  - k. empyema, lung abscess
  - l. posterior urethral valves, hydronephrosis
  - m. undescended testis
  - n. otitis media requiring myringotomy and tube placement
  - o. obstructive sleep apnoea or recurrent tonsillitis requiring adenotonsillectomy
  - p. acutely bleeding tonsil
  - q. oesophageal foreign body
  - r. tracheal or bronchial foreign body
  - s. retropharyngeal abscess
  - t. choanal atresia
  - u. hydrocephalus requiring ventriculo-peritoneal (VP) shunt insertion or revision
  - v. myelomeningocele
  - w. intracranial tumors
  - x. blocked tear ducts requiring lacrimal duct probing and irrigation
  - y. open globe injury
  - z. strabismus

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- aa. congenital cataract
- bb. scoliosis
- cc. congenital talipes equinovarus
- dd. craniosynostosis
- ee. cleft lip and palate
- ff. paediatric trauma

**gg. paediatric burns**

2. Understand the age-related changes and pathophysiology of intracranial pressure (ICP) in children.
3. Understand the implications of pneumoperitoneum in the neonate and child and the physiologic changes due to carbondioxide insufflation.
4. Understand the haemodynamic changes in thoracoscopy and the physiology of one lung ventilation in children.
5. Know the pathophysiology and treatment of the oculocardiac reflex.
6. Understand the implications of providing paediatric/ neonatal anaesthesia for radiation therapy, CT scan, MRI and additional procedures outside of the traditional OR environment.

**Skills**

7. Develop the ability to choose appropriately between endotracheal intubation, laryngeal mask airway, or facemask ventilation for any paediatric/ neonatal surgical procedures.
8. Conduct of Minimal access surgery (laparoscopy and thoracoscopy) in neonates, infants and children.
9. Lung isolation techniques in thoracic surgery and the devices available in the appropriate age group.
10. Be able to place an intravenous catheter in a paediatric/ neonatal patient.
11. Develop a plan when intravenous catheter placement fails.
12. Develop the ability to appropriately manage intraoperative hypoxemia.
13. Develop the ability to appropriately manage intraoperative hypocarbia or hypercarbia.
14. Develop the ability to appropriately manage intraoperative hypotension or hypertension.
15. Develop the ability to appropriately manage intraoperative bradycardia or tachycardia.
16. Develop the ability to appropriately manage intraoperative increased ICP.

**V. Paediatric and Neonatal Pain Management**

**Knowledge**

1. Understand methods for recognition and assessment of pain in different paediatric age groups including neonates.
2. Know methods for treatment of acute postoperative pain in children.
3. Understand the age-related differences in use of opioid analgesics in children.

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*Yusuf*

*Qasim*

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4. Know different regimens for postoperative epidural analgesia in children.
5. Understand the pathophysiology and treatment of common chronic painful conditions in children (e.g., sickle cell disease, oncologic disease, reflex sympathetic dystrophy, etc.)

### Skills

6. Demonstrate the ability to develop and carry out a plan to manage and treat postoperative pain in children across all age groups including neonates.
7. Learn and perform epidural catheterisation in neonates and infants.
8. Learn the use of Patient Controlled Analgesia pumps.
9. Demonstrate the ability to treat refractory postoperative pain in children of all ages.
10. Be able to evaluate and treat common complications of analgesic therapy in children (e.g., nausea, vomiting, pruritus, and ventilatory depression).
11. Be able to evaluate and manage children with epidural analgesic therapy and break-through pain.
12. Learn the diagnosis and treatment of chronic pain in children.

## VI. Paediatric/ Neonatal Post anaesthesia care unit (PACU) and Intensive care

### Knowledge

1. Understand and assess patient's recovery and the parameters used for safe discharge or transfer
2. Observe and recognize commonly occurring problems in PACU such as hypothermia, arrhythmias, shivering, pulmonary oedema.
3. Understand the principles of mechanical ventilation and modes of ventilatory support in children.
4. Understand the principles and application of Oxygen Therapy
5. Understand proper use of sedative/hypnotic drugs in the ICU.
6. Know appropriate nutritional support - enteral and parenteral.
7. Know ethical and legal aspects of critical care
8. Understand Sterilization and disinfection of ICU equipment.
9. Knowledge of newer ventilator strategies e.g. High frequency oscillatory ventilation, ECMO, use of Nitric oxide.

### Skills

1. Assess patient recovery and the parameters for transfer from the PACU to the ward, ICU or home.
2. Be able to recognize and manage commonly occurring problems in PACU such as hypothermia, arrhythmias, shivering, pulmonary oedema, nausea and vomiting, emergence delirium.

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*H. Hussain*

*Suladhawan*

*H. M. Z. Ansari*

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3. Management of paediatric/ neonatal mechanical ventilation and ICU care.
4. Learn good communication skills with patient and relatives.

## VII Recommended Reading

### 1. A Practice of Anesthesia for Infants and Children

Charles J. Cote, Jerrold Lerman, I. David Todres

### 2. Smith's Anesthesia for Infants and Children

Peter J. Davis, Etsuro K. Motoyama

### 3. Pediatric Anesthesia

George A. Gregory

### 4. Pediatric Cardiac Anesthesia

Carol L. Lake

### 5. Pediatric and Obstetrical Anesthesia

Theodore H. Stanley, P.G. Schafer

### 6. Anesthesia for Genetic, Metabolic, and Dysmorphic Syndromes of Childhood

Victor C. Baum, Jennifer E. O'Flaherty

### 7. Manual of Pediatric Anesthesia: With an Index of Pediatric Syndromes

David J. Steward, Charles J. Cote, Jerrold Lerman

### 8. Anaesthetic management of difficult and routine paediatric patients

Frederic A. Berry

### 9. Regional Anaesthesia in Infants, Children and Adolescents

Bernard Dalens

### 10. Clinical Anaesthesia for the Newborn and the Neonate

Usha Saha

### 11. Recommended Journals

Paediatric Anaesthesia, Journal of Neonatal Critical Care and Anaesthesia

### 12. Logbook

The candidate should maintain a log book where they would enter the data of paediatric and neonatal anaesthesia cases done during their tenure.

### 13. Research

The trainee shall be required to undertake research on the assigned project and write papers under the guidance of the recognized postgraduate teacher, the result of which shall be written up and submitted in the form of

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thesis. The candidate will have to submit a proposal/topic for the project work within three months of the joining of the course. The work period for the project will be 1½ years to 2 years. Papers from the project should be sent for publication in an indexed journal. Another article as first author should also be submitted for publication in an indexed journal before the candidate appears in the final

## 14. Detailed Syllabus

### I. BASIC SCIENCES

#### ANATOMY

Definition of Preterm, Prematurity, Neonate, Infant, and Child.

Definition of the terms Gestational Age and Post-Conceptual Age.

Normal growth and development.

Normal airway and respiratory development. Differences between neonatal, paediatric and adult airway.

Cardiac development, neurologic development, renal development and hematopoietic development including the conversion of foetal to adult haemoglobin.

Anatomy of common cyanotic and acyanotic congenital heart lesions including ventricular septal defect, atrial septal defect, patent ductus arteriosus, critical aortic stenosis and coarctation, pulmonary stenosis, tetralogy of Fallot, and transposition of the great arteries.

#### PHYSIOLOGY

Transition from foetal to neonatal circulation including the effect on vascular and cardiac structures (conversion from parallel to series circulation), foetal haemoglobin and blood gas values, arterial and pulmonary artery pressure changes, and ventricular function.

Effect of prematurity upon organ system development and the short and long-term risks of prematurity including respiratory distress syndrome, bronchopulmonary dysplasia, apnoea, anaemia, intraventricular haemorrhage, retinopathy of prematurity, and hypoglycaemia.

Understand the pathophysiology and anaesthetic implications of obstructive sleep apnoea, asthma, and acute upper respiratory tract infection.

#### PHARMACOLOGY

Pharmacokinetic and pharmacodynamic differences of anesthetic agents between neonates, infants and children.

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Differences in drug volume of distribution, MAC, protein binding, metabolism, and excretion. Therapeutic and toxic doses of local anaesthetics in neonates, infants and children. Additives in regional blocks.

Neurotoxicity of anaesthetic agents in children including neonates. Drugs used for premedication including agents, routes and side effects.

Paediatric and neonatal doses of intravenous anaesthetic medications including induction agents, opiates, muscle relaxants, reversal agents and emergency medications including side-effects and contraindications.

## PHYSICS

Laws of physics as applied to anaesthesia. Principles of monitoring equipment and equipment used for conduct of anaesthesia including ultrasound.

## PSYCHOLOGICAL AND ETHICAL ISSUES

Consent, assent, issues related to ethics of research in paediatric and neonatal anaesthesia. Psychological differences, perioperative anxiety, issues in children with special needs.

## II. CLINICAL SCIENCES AS RELATED TO PAEDIATRIC AND NEONATAL ANAESTHESIA

Perform appropriate preoperative evaluation of neonates, infants and children. Understand the pre-operative issues relevant to the anaesthetic care of neonates, infants and children including: coexisting morbidities, medications, allergic reactions, labour and delivery history, maternal history, family history, the normal neonatal and paediatric physical examination and the evaluation of abnormal findings.

Know the ASA guidelines for preoperative fasting including clear fluids, breast milk and formula based upon patient age. Understand the appropriate ordering of preoperative laboratory testing and evaluation.

Understand the regulation of temperature in neonates, infants and children and compensatory mechanisms, effects of anaesthesia on temperature and the consequences of hypothermia.

Know the differential diagnosis and management of perioperative hyperthermia.

Know the age-related fluid and electrolyte requirements for neonates, infants and children including calculation of deficit, intra-operative fluid requirements, glucose requirements and the guidelines, indications and side effects for blood and blood product administration in the patient.

Plan an anaesthetic for the prematurely born child. Know the residual medical problems in children born premature (e.g., bronchopulmonary dysplasia) and the potential impact on anaesthetic care.

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*Sharma*  
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Learn the common congenital syndromes that include difficult airways, e.g., Pierre Robin, Treacher-Collins, Trisomy 21 etc. Identify and evaluate the child with a difficult airway. Preoperative evaluation and an anaesthetic plan for a paediatric patient with an upper respiratory tract infection (URI). Develop a decision process for proceeding with elective surgery in a child with an acute or recovering URI.

Evaluate and institute appropriate therapy for a child with respiratory failure.

Understand the anesthetic implications for pyloric stenosis, gastro-esophageal reflux, renal disease and liver disease in the paediatric patient.

Know the anaesthetic implications of children with a mediastinal mass.

Understand the anaesthetic considerations for a child with a latex allergy. Plan an anaesthetic for a child with a neuromuscular disease.

Develop a plan for the perioperative management of a child with haemoglobinopathies. Develop a plan for the perioperative management of a child with a congenital bleeding disorder.

Understand the indications and contraindications for spinal and epidural anaesthesia and peripheral blocks in infants and children including side effects and complications.

Know the prevention, management and consequences of laryngospasm.

Know the criteria for tracheal extubation and how to perform a deep extubation safely.

Understand the post-operative anaesthetic complications for paediatric patients including stridor, croup, nausea/vomiting and emergence delirium and their management.

Know the pathophysiology, indications for surgical intervention, and anaesthetic implications for the following common paediatric and neonatal surgical conditions:

- a. congenital diaphragmatic hernia (CDH)
- b. tracheoesophageal fistula
- c. inguinal hernia
- d. intussusception
- e. necrotizing enterocolitis (NEC)
- f. omphalocele and gastroschisis
- g. pyloric stenosis
- h. intestinal obstruction
- i. intra-abdominal tumors, cysts
- j. congenital lobar emphysema
- k. empyema, lung abscess
- l. posterior urethral valves, hydronephrosis
- m. undescended testis

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Understand the implications of pneumoperitoneum in the neonate and child and the physiologic changes due to carbon di oxide insufflation.

Understand the haemodynamic changes in thoracoscopy and the physiology of one lung ventilation in children.

### III. ALLIED SCIENCES

Common cyanotic and acyanotic congenital heart lesions including ventricular septal defect, atrial septal defect, patent ductus arteriosus, critical aortic stenosis and coarctation, pulmonary stenosis, tetralogy of Fallot, and transposition of the great arteries.

Understand the anesthetic implications for children with congenital heart disease including associated syndromes, preoperative assessment, SBE prophylaxis, anesthetic cardiovascular effects, and the effects of an intracardiac shunt on intravenous and inhalation induction of general anaesthesia. Perform a preoperative evaluation and participate in an anaesthetic for a paediatric patient with congenital heart disease.

Understand the principles of cardiopulmonary bypass in pediatric patients.

Know the anesthetic implications of cerebral palsy, seizure disorders, hydrocephalus, intracranial tumors, neuromuscular diseases, muscular dystrophies, and diseases of the neuromuscular junction and neuromuscular transmission.

Understand the anesthetic implications and perioperative management of inherited disorders of coagulation (e.g. haemophilia) and hemoglobinopathies (e.g., sickle cell disease). Develop a plan for the perioperative management of a child with a congenital bleeding disorder.

Know the anaesthetic considerations for children with oncologic disease and who have had chemotherapy.

Understand the anaesthetic considerations in children with endocrine abnormalities including pheochromocytoma, thyroid disorders, etc.

Principles and conduct of solid organ transplantation in children.

Know the pathophysiology, indications for surgical intervention, and anaesthetic implications for the following common paediatric and neonatal surgical conditions

- a. otitis media requiring myringotomy and tube placement
- b. obstructive sleep apnoea or recurrent tonsillitis requiring adenotonsillectomy
- c. acutely bleeding tonsil
- d. Oesophageal foreign body

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*Anshu*  
*Raj*  
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- e. tracheal or bronchial foreign body
- f. retropharyngeal abscess
- g. choanal atresia
- h. hydrocephalus requiring ventriculo-peritoneal (VP) shunt insertion or revision
- i. myelomeningocele
- j. intracranial tumors
- k. blocked tear ducts requiring lacrimal duct probing and irrigation
- l. open globe injury
- m. strabismus
- n. congenital cataract
- o. scoliosis
- p. congenital talipes equinovarus
- q. craniosynostosis
- r. cleft lip and palate
- s. paediatric trauma
- t. paediatric burns

Understand the age-related changes and pathophysiology of intracranial pressure (ICP) in children. Know the pathophysiology and treatment of the oculocardiac reflex.

Understand the implications of providing paediatric anaesthesia for radiation therapy, CT scan, MRI and additional procedures outside of the traditional OR environment including dental anaesthesia and endoscopic procedures.

Anaesthesia for day care surgery and office-based procedures.

### **Paediatric Pain Management and Intensive care**

Understand methods for recognition and assessment of pain in different paediatric age groups including neonates.

Know methods for treatment of acute postoperative pain in children. Demonstrate the ability to develop and carry out a plan to manage and treat postoperative pain in children across all age groups including neonates.

Demonstrate the ability to treat refractory postoperative pain in children of all ages including neonates. Understand the age-related differences in use of opioid analgesics in children.

Learn and perform epidural catheterisation in neonates and infants.

Know different regimens for postoperative epidural analgesia in children. Be able to evaluate and manage children with epidural analgesic therapy and break-through pain.

Learn the diagnosis and treatment of chronic pain in children.

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Understand the pathophysiology and treatment of common chronic painful conditions in children (e.g., sickle cell disease, oncologic disease, reflex sympathetic dystrophy, etc.)

Understand the concepts of Patient Controlled Analgesia.

Be able to evaluate and treat common complications of analgesic therapy in children (e.g., nausea, vomiting, pruritus, and ventilatory depression).

Understand the principles of mechanical ventilation and modes of ventilatory support in neonates and children.

Management of paediatric mechanical ventilation and ICU care.

#### IV. RECENT ADVANCES

Recent advances in the field of paediatric surgery, paediatrics, neonatology, paediatric and neonatal critical care.

Advances in Pulmonary support - ECMO, Nitric oxide, High frequency oscillatory Ventilation

Blood substitutes

Current advances and concepts in drugs, equipments, and monitoring methods

#### V. OTHERS

Hospital Administration:

Sterilization/Gas supply, equipment maintenance, ambient air control and infection control techniques in OT

*Microbiology:* Infection control, prevention, diagnosis and management.

Ethics in Medicine

Bio Statistics and Research Methodology

#### ASSESSMENT & EXAMINATION

Regular three internal assessments, both in theory and practicals, shall be made for every candidate. Internal assessment will be made in day to day work of trainee, which involves patient care, teaching and anaesthesia in the operating room, emergency services, bedside presentation and research.

Learn the diagnosis and treatment of chronic pain in children.

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Understand the concepts of Patient Controlled Analgesia.

Be able to evaluate and treat common complications of analgesic therapy in children (e.g., nausea, vomiting, pruritus, and ventilatory depression).

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## VII. OTHERS

Hospital Administration:

Sterilization/Gas supply, equipment maintenance, ambient air control and infection control techniques in OT

Microbiology: Infection control, prevention, diagnosis and management.

Ethics in Medicine

Bio Statistics and Research Methodology

## ASSESSMENT & EXAMINATION

Regular three internal assessments, both in theory and practicals, shall be made for every candidate.

### Final Examination

*Sundharan*

*Dr. S. S. S. S.*

*Dr. S. S. S. S.*

*Dr. S. S. S. S.*

*Dr. S. S. S. S.*

*Dr. S. S. S. S.*



## Eligibility

Candidate will be allowed to appear after three years of training and after completion of his / her Research Project and as per University rules.

## Board of Examiners

Paediatric anaesthesiologists with minimum 3 years of teaching experience in the speciality.

## Theory Papers

04 Paper (Paper I to Paper IV, 100 Marks each ) This system is followed in other subjects of D.M. Courses.

There shall be four theory papers with the following titles

- Basic sciences as related to paediatric and neonatal anaesthesia
- Clinical Sciences aspects of paediatric and neonatal anaesthesia
- Anaesthesia in relation to Allied Sciences, Research Methodology
- Pain, intensive care and Recent advances

## Clinical Practical and Viva Voce

One long case and two short cases will be given to the candidates and the discussion thereon would last 30-40minutes in each case. The candidates will also be given ECG, X-rays, and ABG to be interpreted. Various equipment used in OT, intensive care, drugs, fluids, catheters for invasive monitoring will also be discussed. Viva will also be held.

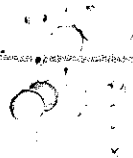
## Passing Criteria

As per existing system of passing criteria, it is mandatory for the candidate to obtain minimum 40% of passing marks in each Theory Paper and 50% of marks in overall aggregate in all papers. For Clinical practical & viva minimum 50% of marks in overall aggregate are required.

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**Ord. XX (AB) - Institute of Home Economics**

1. The University shall maintain and run the Institute of Home Economics as a maintained Institution of the University.

2. The Executive Council shall constitute a Governing Body as follows to administer the affairs of the College, constituted as follows:

- i. A person appointed by the Vice-Chancellor –Chairperson
- ii. Treasurer (Ex-officio)
- iii. The Director of the Institute (Ex-officio) - Member-Secretary.
- iv. Not less than five and not more than eight members appointed by the Executive Council, not necessarily from among themselves.
- v. Two members of teaching staff by rotation according to seniority for a term of one year. One of the teachers' representatives shall be from among those with more than ten years' service and one from among those with less than ten years' service; if, however, eligible candidates are not available in one of those categories both the representatives may be taken from the other.

Provided that a teacher who has become a member of the Governing Body of the College under the category of teachers with less than ten years' service and completes his ten years' service during the term of his membership as such, will nevertheless continue to be a member of the Governing Body for a full term of one year.

3. Members, other than the ex-officio members, shall hold office for a period of one year.

4. Subject to the general control and supervision of the Executive Council, and subject to the provisions of the Act, the Statutes, the Ordinances of the University, the Governing Body shall exercise the following powers and functions:

- a) to organize the teaching in the Institute and to determine the teaching requirements of the College;
- b) to admit students to the various courses as per rules laid down by the Academic Council from time to time, resident and non-resident, and to prescribe the fees to be paid by them; and to prescribe rules for the residence, health discipline and welfare of students;
- c) to submit to the Executive Council an estimate of the income and expenditure of the Institute and to incur expenditure within limits fixed in the budget approved by the Executive Council;
- d) to consider the Annual Accounts along with the Audit Report and after approval to submit the same to the Executive Council for information along with its comments;

- e) to create, appoint; suspend or terminate the services of the administrative and other non-academic staff and to determine their emoluments and conditions of service;

Provided that the qualifications for appointment, emoluments and conditions of service of such persons shall be in accordance with those laid down by the Executive Council for similar posts in the University;

- f) to appoint the Director and the teaching staff, on the recommendations of the Selection Committee appointed for the purpose, subject to the approval of the appointment of the Director and the recognition of the teaching staff by the Executive Council;
- g) to grant leave to teachers and other staff according to the rules framed for the purpose;
- h) to define the duties and responsibilities of the Director, teaching staff and administrative staff of the Institute; and
- i) to do such other acts as may be necessary for the exercise of the above functions.

5. Subject to the general supervision of the Governing Body, the Institute shall have a Staff Council as provided under Clause 6 of Ordinance – XVIII, as amended from time to time.

6. The appointment of Director, members of teaching staff, Librarian, Director of Physical Education and others, shall be made as provided under Clause 7 of Ordinance – XVIII, as amended from time to time.

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