दिल्ली विश्वविद्यालय
University of Delhi

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CNC-II/093/1/EC-1282/26/1(vi)
Dated: 14.10.2026

NOTIFICATION

Sub: Amendment to Ordinance V

(ECR 4-1-1/ dated 29.04.2026)

Following addition be made to Annexure-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The following syllabi of the Department of East Asian Studies under the Faculty of Social Sciences based on Postgraduate Curriculum Framework 2024 are notified herewith for the information of all concerned:

Department	Syllabi
East Asian Studies	(i) M.A. East Asian Studies- **Annexure-1** (ii) One year M.A. Chinese for semester I/II and 2 year M.A. Chinese for Semester III/ IV- **Annexure-2** (iii) One year M.A. Japanese for semester I/II and 2 year M.A. Japanese for Semester I/II **- Annexure-3**

14/10/26
REGISTRAR

Annexure-1

UNIVERSITY OF DELHI

MASTER OF ARTS IN EAST ASIAN STUDIES

NEP-2020-based PGCF (Second-Year)

(Effective from Academic Year 2025-26)

PROGRAMME BROCHURE (DRAFT)

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

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I. About the Department

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

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

The department also offers full-time postgraduate diplomas in Chinese, Japanese, and Korean languages, in addition to part-time certificate, diploma, and advanced diploma courses in these languages at various colleges of the University of Delhi.

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

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

2.1 Definition

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

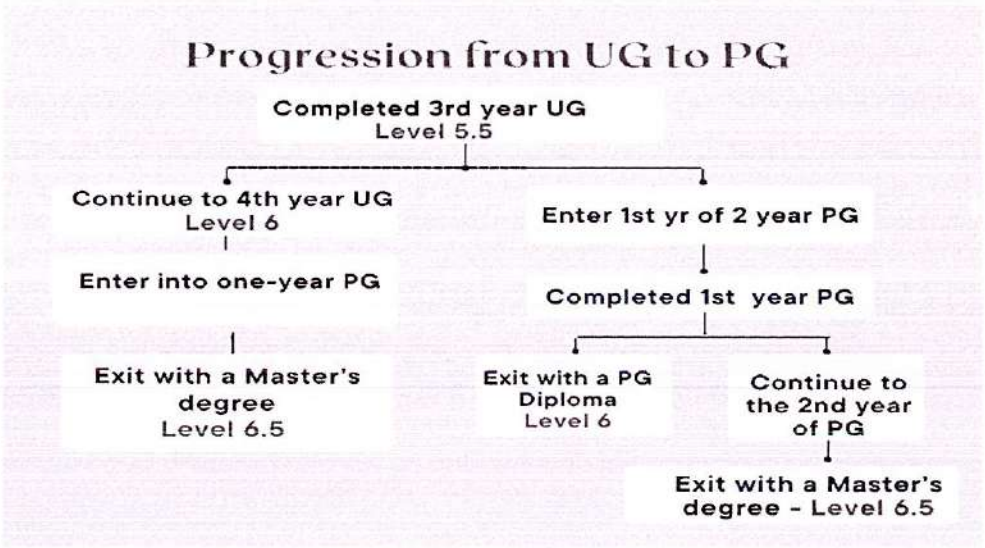
these courses, subject to fulfilling the eligibility criteria as laid down by the Department offering the course.

G. 'Skill-Based Course' (SBC) refers to courses that include a strong component of imparting skills to students. These skills may consist of understanding based on hands-on exercises, language training, methodological skills, policy analysis, and relevant areas of study.

H. 'Credit' means the value assigned to a course, which indicates the level of instruction.
One hour lecture per week equals 1 Credit, and 2 hours tutorial class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course.

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

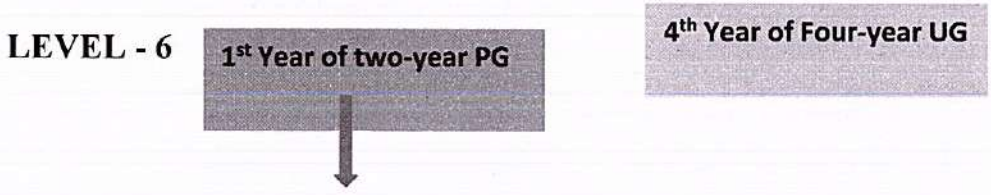
2.2 Progression from UG to PG:



2.3 Programme of Study and the corresponding qualification levels

First year UG Programme – Level 4.5
Second Year UG Programme – Level 5
Third Year UG Programme – Level 5.5
Fourth Year UG Programme – Level 6
First year of Two-Year PG Programme – Level 6
Second Year of Two-Year PG Programme – Level 6.5
One year of PG Programme after 4-year UG – Level 6.5
First year of Two Year PG Programme after 4 Year UG – Level 6.5
Second year of Two-Year PG Programme after 4-Year UG – Level 7

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



LEVEL – 6.5

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

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- I	**DSC-1** **DSC -2** **DSC - 3** **(12 credits)**	**Two DSEs** OR **One DSE & One GE** **(8 credits)**	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning **(2 credits)**	Nil	**22**
Semester- II	**DSC-4** **DSC -5** **DSC - 6** **(12 credits)**	**Two DSEs** OR **One DSE & One GE** **(8 credits)**	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning **(2 credits)**	Nil	**22**

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

Or

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

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

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

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

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	DSC- 7 DSC -8 (8 credits)	Two DSEs OR One DSE & One GE* (8 credits)	Nil	See detailed outcomes below (6 credits)	22
Semester- IV	DSC-9 DSC -10 (8 credits)	Two DSEs OR One DSE & One GE* (8 credits)	Nil	See detailed outcomes below (6 credits)	22

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

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

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

Semester III

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

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

Semester IV

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

i. Completion of experimentation/ fieldwork
ii. Submission of dissertation
iii. Research output in the form of **any one** of the following –

- Prototype or product development/ patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in reputed journals such as Scopus indexed journals or other similar quality journals
- Book or Book Chapter in a publication by a reputed publisher

B. Expected outcomes of Academic Projects in the 2nd Year of PG Programmes

Semester III

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

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

Semester IV

The following three outcomes must be achieved by the end of

IV Semester:

i.Completion of the experimentation, fieldwork or similar task

ii. Submission of project report

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

- Prototype or product development or patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in reputed journals such as Scopus-indexed journals or other similar quality journals
- Draft policy formulation and submission to the concerned Ministry
- Book or Book Chapter in a publication by a reputed publisher

Structure 3 (Level 6.5): Research

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

Semester IV	-	**1 DSE** or a DSE of an allied subject related to the area identified for research **(4 Credits)**	**Techniques of research writing** **(2 credits)**	**(16 credits)**	**22**

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

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

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

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

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

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

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

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

2.5 Programme Objectives (POs)

M.A. in East Asian Studies (Course Code MA-EAS)

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

2.6 Programme Specific Outcomes (PSOs)

At the end of the programme, students will have comprehensive knowledge about East Asia and specialisation in China/Japanese/Korean Studies.

- Focus on aspects of history, culture, society, politics, economy, international relations, etc. of the East Asian region represented mainly by China, Japan and Korea.
- Training in one of the East Asian Languages (Chinese, Japanese, or Korean) is an essential component of the course.
- Option to specialise in either China, Japan, or Korea.
- Option to join Ph.D. Programme in East Asian Studies after the successful completion of this course.
- Aimed to create experts on East Asia for research projects in think tanks, NGOs, government agencies, international organisations, newspaper agencies, etc.

III. Master's Programme Details

Teaching: The faculty of the Department is primarily responsible for organising lecture for the M.A. East Asian Studies. The instructions related to tutorials are provided by the Department of East Asian Studies. There shall be 90 instructional days, excluding examinations, in a semester.

Eligibility for Admissions

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

Assessment of Students' Performance and Scheme of Examination

As per the University Examination rule.

Pass Percentage & Promotion Criteria

As per the University Examination rule

Semester to Semester Progression

As per the University Examination rule.

Conversion of Marks into Grades
Conversion of Marks into Grades as per the University rule.

Grade Points
Grade point table as per the University Examination rule

CGPA Calculation
As per the University Examination rule.

Grand SGPA Calculation
As per the University Examination rule.

Conversion of Grand CGPA into Marks
As per the University Examination rule.

Division of Degree into Classes
As per the University Examination rule.

Attendance Requirement
As per the University Examination rule.

Guidelines for the Award of Internal Assessment Marks
As per the University Examination rule.

Master's Programme (Semester Wise)
Course Code-A note on Formulation
The course codes are alphanumeric combinations
"EAS" refers to the discipline "East Asian Studies", a common prefix for all the course codes, thereby distinguishing these courses from other disciplines.
The numeric digit refers to the semester. Each number is read as follows:
1 is Semester I
2 is Semester II
3 is Semester III
4 is Semester IV

The remaining digits are numbers, referring simply to the serial number of individual courses.
In Semesters, the following abbreviations are used for papers from Chinese/Japanese/Korean/East Asia/ Taiwan disciplines.
Chinese: CH
Japanese: JP
Korean: KR
Taiwan: TW
East Asia: EA

Structure 1 (Level 6.5) : Curricular Structures of 2nd Year of PG for Two-year PG Programme (3+2)

Semester III (22 Credits)
2(DSC) x 4 (credit) =8 credits;
3 (DSE) or 2 (DSE)+ 1 GE x 4 credit =12 credits
1 (Skill-based course/workshop/internship/Hands-on training)x2= 2

Department Specific Core (DSC) and Elective Courses (DSE)

DSC	DSC-EA-301	Area Studies Research Methodology
DSC	DSC-EA-302	Social and Public Policy in East Asia
DSE	DSE-EA-304	India, ASEAN and East Asia
DSE	DSE-CH -301	Chinese Foreign Policy
DSE	DSE-TW -301	Taiwan Political System
DSE	DSE-JP-301	Japanese Management Practices
DSE	DSE-JP-302	India-Japan Relations
DSE	DSE-KR-301	South Korean Foreign Policy
GE	GE	GE: From any other department

Generic Elective (GE) Courses

GE	EAS-GE -301	India, ASEAN and East Asia
GE	EAS-GE -302	Foreign Policy of China
GE	EAS-GE -303	Contemporary India-Japan Relations
GE	EAS-GE -304	Foreign Policy of Korea
GE	EAS-GE -305	Taiwan Political System

Skill-Based Courses (SBC)

SBC-EAS-301	Chinese/Japanese/Korean Language

Semester-IV (22 Credits)

2(DSC) x 4 (credit) =8 credits;
3 (DSE) or 2 (DSE)+ 1 GE x 4 credit =12 credits
1 (Skill-based course/workshop/internship/Hands-on training)x2= 2

Department Specific Core (DSC) and Elective Courses (DSE)

DSC	DSC-EA-401	Intellectual Debates in East Asia
DSC	DSC-EA-402	Governance in East Asia
DSE	DSE-CH-401	China's Economic Statecraft
DSE	DSE -CH-402	India-China Relations
DSE	DSE -TW-401	Taiwan's Foreign Policy
DSE	DSE -JP-40 1	Japan's Economic Development
DSE	DSE -JP-402	Japanese Foreign Policy
DSE	DSE -KR-401	South Korea's Economic Development
GE	GE	GE: From any other department

Generic Elective Courses (GE)

GE	EAS-GE-401	China's Economic Statecraft
GE	EAS-GE -402	India-China Relations
GE	EAS-GE -403	Taiwan's Foreign Policy
GE	EAS-GE -404	Japan's Economic Development
GE	EAS-GE -404	Japanese Foreign Policy
GE	EAS-GE-405	South Korea's Economic Development

Skill-Based Course (SBC)

SBC-EAS-401	Chinese/Japanese/Korean Language

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

Semester III (22 Credits)
2(DSC) x (credit) =8 credits;
2 (DSE) or 1 DSE + 1 GE x 4 credit =8 credits
Dissertation/Academic Project: 6 credits

Department Specific Core (DSC) and Elective Courses (DSE)

DSC	DSC-EA-301	Area Studies Research Methodology
DSC	DSC-EA-302	Social and Public Policy in East Asia
DSE	DSE-EA-301	India, ASEAN and East Asia
DSE	DSE-CH -301	Chinese Foreign Policy
DSE	DSE-TW -301	Taiwan Political System
DSE	DSE-JP-301	Japanese Management Practices
DSE	DSE-JP-302	India-Japan Relations
DSE	DSE-KR-301	South Korean Foreign Policy
GE	GE	GE: From any other department

General Elective Courses (GE)

GE	EAS-GE -301	India, ASEAN and East Asia
GE	EAS-GE -302	Foreign Policy of China
GE	EAS-GE -303	India-Japan Relations
GE	EAS-GE -304	Foreign Policy of Korea

GE	EAS-GE -305	Taiwan Political System
GE	EAS-GE-306	Japanese Management Practices

Dissertation/Academic Project : As Per University Guidelines

Semester IV (22 Credits)
2(DSC) x (credit) =8 credits;
2 (DSE) or 1 DSE + 1 GE x 4 credit =8 credits
Dissertation/Academic Project: 6 credits

Department Specific Core (DSC) and Elective Courses (DSE)

DSC	DSC-EA-401	Political Economy of East Asia
DSC	DSC-EA-402	Governance in East Asia
DSE	DSE-CH-401	China's Economic Statecraft
DSE	DSE-CH-402	India-China Relations
DSE	DSE-TW-401	Taiwan's Foreign Policy
DSE	DSE-JP-401	Japan's Economic Development
DSE	DSE-JP-402	Japanese Foreign Policy
DSE	DSE-KR-401	South Korea's Economic Development
GE	GE	GE: From any other department

General Elective Courses (GE)

GE	EAS-GE-401	China's Economic Statecraft
GE	EAS-GE -402	India-China Relations
GE	EAS-GE -403	Taiwan's Foreign Policy
GE	EAS-GE -404	Japan's Economic Development

GE	EAS-GE -405	Japanese Foreign Policy
GE	EAS-GE-406	South Korea`s Economic Development

Dissertation/Academic Project : As Per University Guidelines

Total credits of the course = Semester III +IV = 22+22 = 44

Theory 1 credit = 1 hour of class/week

Tutorial/Consultation 1 credit = 1 hour of class/week

IV. Registration /Admission of Foreign Nationals:

Foreign nationals seeking admission to the Department must register with the Foreign Students Registry (FSR) in accordance with the schedule notified by the FSR. No Foreign students will be admitted directly by the Department/Colleges. The website link is: http://fsr.du.ac.in.

V. LIST OF COURSES

List of Core Courses

1.	DSC-EA-301	Area Studies Research Methodology
2.	DSC-EA-302	Social and Public Policy in East Asia
3.	DSC-EA-401	Intellectual Debates in East Asia
4.	DSC-EA-402	Governance in East Asia

List of Department-Specific Elective Courses (DSE)

1.	DSE-EA-301	India, ASEAN, and East Asia
2.	DSE-CH-301	Chinese Foreign Policy
3.	DSE-TW-301	Taiwan Political System
4.	DSE-JP-301	Japanese Management Practices
5.	DSE-JP-302	India-Japan Relations

6.	DSE-KR-301	South Korean Foreign Policy
7.	DSE-CH-401	China's Economic Statecraft
8.	DSE-CH-402	India-China Relations
9.	DSE-TW-401	Taiwan's Foreign Policy
10.	DSE-JP-401	Japan's Economic Development
11.	DSE-JP-402	Japanese Foreign Policy
12.	DSE-KR-401	South Korea's Economic Development

List of Generic Elective Courses (GE):

1.	EAS-GE-301	Chinese Foreign Policy
2.	EAS-GE-302	India-Japan Relations
3.	EAS-GE-303	India, ASEAN, and East Asia
4.	EAS-GE-304	South Korean Foreign Policy
5.	EAS-GE-305	Taiwan Political System
6.	EAS-GE-401	China's Economic Statecraft
7.	EAS-GE-402	India-China Relations
8.	EAS-GE-403	Taiwan's Foreign Policy
9.	EAS-GE-404	Japan's Economic Development
9.	EAS-GE-405	Japanese Foreign Policy
10.	EAS-GE-406	South Korea's Economic Development

List of Skill-Based Courses (SBC)

1.	EAS-SBC-301	Chinese/Japanese/Korean Language
2.	EAS-SBC-401	Chinese/Japanese/Korean Language

VI. Course-Wise Content Details for M.A. in East Asian Studies Programme

Course Description, Objectives, Outcomes & Details

Course Outline

DSC-EA-301 Area Studies Research Methods

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Area Studies Research Methods	4 (60 Hours)	3 (45 hours)	1 (15 hours)	NA	Graduation	Graduation

Course Description

Area Studies Research Methods involve interdisciplinary approaches to conduct in-depth analyses of specific geographic, cultural, or political regions. These methods integrate diverse disciplinary perspectives to construct a comprehensive understanding.

Course Objective

The course is designed to provide students with the intellectual tools and methodological frameworks necessary to thoroughly understand the multifaceted nature of East Asian Studies, while simultaneously cultivating a nuanced, interdisciplinary, and culturally grounded perspective rooted in the area studies approach. This approach encourages integrating diverse perspectives, drawing from history, sociology, anthropology, political science, international relations, literature, and other disciplines to construct a holistic understanding of East Asia. The course equips students to contribute to a global knowledge body that transcends traditional disciplinary boundaries and to develop an Indic approach in East Asian Studies.

Course Outcome

Students will develop a comprehensive understanding of the complexities inherent in area studies as an academic discipline and as a framework for policy analysis. The course will examine region as context, area studies as knowledge, and country as a method of inquiry. It will also introduce students to key research methodologies, including qualitative and quantitative methods, and equip them with practical research techniques such as surveys, interviews, and field studies, with an emphasis on their application in scholarly research.

Course Outline

UNIT I : Introduction to Area Studies **12 Hours**

1. Region as Context
2. Country as a Method
3. Area Studies as Knowledge

UNIT II : Qualitative Method **10 Hours**

1. Historical Method

2. Comparative Method
3. Case Study

UNIT III: Quantitative Method **10 Hours**

1. Mean, Mode, Median, Probability
2. Regression
3. Correlations

UNIT IV: Research Technique **13 Hours**

1. Field Study
2. Survey
3. Interview

Reading List

UNIT I

1. Szanton, D. L. (Ed.). (2004). *The politics of knowledge: Area studies and the disciplines*. Univ of California Press.
2. Ahram, A. I. (2011). The theory and method of comparative area studies. *Qualitative Research*, *11*(1), 69-90.
3. Basedau, M., & Köllner, P. (2007). Area studies, comparative area studies, and the study of politics: Context, substance, and methodological challenges. *Zeitschrift für vergleichende Politikwissenschaft*, *1*, 105-124.
4. Bates, R. H. (1997). Area studies and the discipline: a useful controversy?. *PS: Political Science & Politics*, *30*(2), 166-169.
5. Miyoshi, M., & Harootunian, H. (Eds.). (2002). *Learning places: The afterlives of area studies*. Duke University Press.
6. Paul, T. V. (Ed.). (2012). *International relations theory and regional transformation*. Cambridge University Press.
7. Wei, Y. (1985). Social Science and the Methodology of Contemporary China Studies: A Critical Evaluation.
8. Mizoguchi, Y. (2016). China as method. *Inter-Asia cultural studies*, *17*(4), 513-518.
9. Johnson, C. (1974). Political Science and East Asian Area Studies. *World Politics*, *26*(4), 560-575.
10. Amako, S. (2017). Methods for area studies and contemporary China study. *Journal of Contemporary East Asia Studies*, *6*(1), 2-28.

UNIT II

11. Sakai, N. (2010). From area studies toward transnational studies. *Inter-Asia Cultural Studies*, *11*(2), 265-274.
12. Ben-Ari, E. (2020). Area studies and the disciplines: Japanese Studies and anthropology in comparative perspective. *Contemporary Japan*, *32*(2), 240-261.
13. Esyun, H., Shumpei, K., & Creighton, M. R. (1985). A contextual model of the Japanese: Toward a methodological innovation in Japan studies. *The Journal of Japanese Studies*, *11*(2), 289-321.
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16. Park, J. (2017). Knowledge production with Asia-centric research methodology. *Comparative Education Review*, *61*(4), 760-779.

UNIT III

17. Kato, H. (1988). Qualitative Sociology in Japan. *Qualitative Sociology*, *11*.
18. King, G., Keohane, R. O., & Verba, S. (2004). The importance of research design. *Rethinking social inquiry: Diverse tools, shared standards*, 181-92.

19. Laitin, David D. "Comparative politics: The state of the subdiscipline." *Political science: The state of the discipline* (2002): 630-59.
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21. Carr, Edward Hallett. *What is history?*. Penguin UK, 2018.
22. Collingwood, Robin George, and Robin George Collingwood. *The idea of history*. Oxford University Press on Demand, 1994.
23. Ragin, Charles C. "The comparative method: Moving beyond qualitative and quantitative strategies." *Berkeley 1989*
24. Frendreis, John P. "Explanation of variation and detection of covariation: The purpose and logic of comparative analysis." *Comparative political studies* 16, no. 2 (1983): 255-272.
25. Pollock III, Philip H., and Barry C. Edwards. *The essentials of political analysis*. Cq Press, 2019.

UNIT IV

26. Wonnacott, Thomas H., and Ronald J. Wonnacott. "Introductory statistics. 5th edn New York." (1990).
27. King, Gary. "How not to lie with statistics: Avoiding common mistakes in quantitative political science." *American Journal of Political Science* (1986): 666-687.
28. Agresti, Alan, and Barbaracoaut Finlay. *Statistical methods for the social sciences*. No. 300.72 A3. 2009.
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31. Van Evera, Stephen. *Guide to methods for students of political science*. Cornell University Press, 2016.
32. Gerring, John. "What is a case study and what is it good for?." *American political science review* 98, no. 2 (2004): 341-354.
33. Geertz, Clifford. "Thick Description: Toward an Interpretive Theory of Culture 1973." (1973).
34. Wedeen, Lisa. "Conceptualizing culture: Possibilities for political science." *American political science review* 96, no. 4 (2002): 713-728.

Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching, discussions, tutorials, seminars, class tests. paper presentations, and assignments for internal assessment.

DSC-EA-302 SOCIAL AND PUBLIC POLICY IN EAST ASIA

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Social and Public Policy in East Asia	**4 (60 Hours)**	**3 (45 hours)**	**1 (15 hours)**	**NA**	**Graduation**	**Graduation**

Course Description

The course is designed to understand the social and public policies implemented over the years to address the complex socio-cultural, economic, political, and environmental problems in East Asian countries, thereby improving government & governance and resolving pressing social issues. This course also provides a deeper understanding of the policy process, introducing analytical perspectives at all stages to provoke critical inquiry into policy practices and outcomes. The course aims to provide students with first-hand information on social and public policies implemented in East Asian countries. This course draws on a range of interdisciplinary approaches.

Course Objectives

- To understand the concept of social and public policy and examine the evolution, meaning, types, nature, and approaches to the study of social & public policy in the contemporary situation.
- To understand the policy formulation, implementation, monitoring and evaluation process.
- To analyse the emerging opportunities and challenges.
- Critically examine the major policies in the East Asian Countries.

Course Learning Outcomes

Upon completing this course, students will be able to:

- Gain interdisciplinary approaches with concepts and methodologies drawn from both social sciences and science disciplines, understanding of socio-cultural, political, economic, and environmental factors in shaping public policy decisions and outcomes.
- Enhance knowledge of the major and latest policies, as well as the role of the state, bureaucrats, civil society, NGOs/INGOs, academia, media, and other social organisations and enterprises.

- Understand and critically engage in core debates in the field of policy studies, including on policy decision-making, implementation, evaluation and policy transfer.
- Identify policy gaps across central, state, and local bodies in programmes and implementation, as well as within ministerial departments, to enhance policy effectiveness and cohesion.

Course Outline

Unit I: Introduction and Evolution of Social and Public Policy in East Asia 12 Hours

The unit will critically analyse the origins, evolution, nature and typology of social and public policy in East Asia. It will examine how historical foundations and changing socio-political landscapes have shaped the region's policy frameworks, demonstrating an understanding of the unique cultural and institutional drivers behind contemporary governance.

1. Social and Public Policy: What, who, whom
2. Meaning, nature, scope, typologies, evolution, direct action and policy action

Unit II: Theoretical Approaches and the Roles of Stakeholders 12 Hours

This section introduces the synthesis of traditional and modern philosophical foundations and how they have shaped the region's unique approach to social welfare, services, and public governance in modern policy-making.

1. Theoretical debates involved in social and public policy-making
2. The role of the state, bureaucrats and the role of civil society in social policy reform

Unit III: Social and Public Policies (Part I) 11 Hours

The unit will analyse and assess major social and public policies in East Asia, including the livelihood strategies, agricultural development and poverty alleviation. It will try to understand the implementation and impact of infrastructure and services, specifically transport, housing, health and education, to understand how these policies drive stability and governance.

1. Livelihood, agriculture and poverty alleviation
2. Infrastructures: Transport and housing
3. Education policy

Unit IV: Social and Public Policies (Part II) 10 Hours

The unit will examine the multi-dimensional landscape of social and public policy in East Asia. It will enable us to understand the evolution of social insurance and welfare

systems, including unemployment, and to assess targeted policies for women, children, and differently-abled, as well as structural reforms to maternity, pension, and annuity systems. Furthermore, the unit will comprehend governance-led initiatives in taxation, law and order, environmental sustainability and technological integration serve as critical tools for maintaining regional stability.

1. Unemployment, pension and annuity for government employees, industrial injury insurance
2. Health insurance, family planning, maternity insurance, and an old-age security system
3. Policies on women, children, youth, the differently-abled, among others
4. Policies on corruption, taxation, law and order, environmental issues, and technology

Readings
Unit I

1. Anderson, James E. (2006). Public Policy-Making: An Introduction. Boston: Houghton.
2. Anderson, Stephen J. (1992), "The Policy Process and Social Policy in Japan", in Political Science and Politics, Vol. 25, No. 1, pp. 36-43, American Political Science Association.
3. Blanchard, F. Jean-Marc & Kun-Chin Lin. (2017). Governance, Domestic Change, and Social Policy in China: 100 Years after the Xinhai Revolution, Palgrave Macmillan, London.
4. Drechsler. Wolfgang. (2017)."Beyond the Western Paradigm: Confucian Public Administration," in Bice Sara. et.al. Public Policy in the 'Asian Century:' Concepts, Cases, Futures. Palgrave Macmillan, London.
5. Kay, Adrian. (2017). International Policy Coordination and Its Impacts. in Bice Sara. et.al. Public Policy in the 'Asian Century:' Concepts, Cases, Futures. Palgrave Macmillan, London.
6. Lee, Jooha. (2008). Politics of Social Policy-Making in South Korea and Japan. in The Korean Journal of Policy Studies. Vol. 22, No. 2. Pp. 109-133.
7. Ma, Jun and Mahua Jin (2012). Policymaking in China: A Review of Chinese Scholarship. In China Review. Vol. 12, No. 1. Pp. 95-122.
8. Namkoong, Keun, Kyung-ho Cho and Sangmook Kim (2018), Public Administration and Policy in Korea: Its Evolution and Challenges. Routledge.
9. Pekkanen, J. Robert and Saadia M. Pekkanen (2021). The Oxford Handbook of Japanese Politics. Oxford University Press. United States of America. (Chapters 18 to 24).

10. Poocharoen, Ora-orn. et.al. (2025). Introduction to Public Policy in Asia in Handbook of Public Policy in Asia, Edward Elgar Publishing. (Selected Chapters).
11. Qian, Jiwei (2021). The Political Economy of Making and Implementing Social Policy in China, Palgrave Macmillan, Singapore.
12. Zang, Xiaowei and Hon S. Chan (2020). Handbook of Public Policy and Public Administration in China, Edward Elgar Publishing Limited, United Kingdom. (Selected Chapters).

Unit II

13. Bass, A. Scott. et. al. (1996). Public Policy and the Old Age Revolution in Japan, Routledge. (Selected Chapters).
14. Bergerson, Peter J. (ed.), (1991). Teaching Public Policy: Theory, Research and Practice, Westport, RI: Greenwood Press.
15. Cairney, Paul. (2012). Understanding Public Policy: Theories and Issues. Palgrave Macmillan. China.
16. Chan, K.H. Raymond, et.al. (2010). Risk and Public Policy in East Asia, Ashgate, Great Britain.
17. Gustafsson, Björn. (2008). Inequality and Public Policy in China. Cambridge University Press. United States of America.
18. Hammond, R. Daniel. (2019). Politics and Policy in China's Social Assistance Reform: Providing for the Poor?, Edinburgh University Press, Great Britain.
19. Izuhara, Misa (2003). Comparing Social Policies: Exploring New Perspectives in Britain and Japan. The Polity Press. Great Britain.
20. Wu, Xun et al. (2013). The Public Policy Primer, Routledge, London.
21. Yoon, Jiso. (2016), Advocacy and Policymaking in South Korea: How the Legacy of State and Society Relationships Shapes Contemporary Public Policy. State University of New York Press. United States of America.

Unit III

22. Chan, Kwan Chak. et. Al. (2008). Social Policy in China, The Policy Press, Great Britain.
23. Izuhara. Misa (2013). Handbook on East Asian Social Policy. UK. Edward Elgar Publishing.
24. Lee, Jong Youl. et. al. (2017). Urban Development in China: Moving from Urbanisation to Quality of Urban Life. in Bice Sara. et.al. Public Policy in the 'Asian Century:' Concepts, Cases, Futures. Palgrave Macmillan, London.
25. Miura, Mari (2012). Welfare Through Work. Cornell University Press. United States of America.

26. Mok, Ho Ka and Maggie K. W. Lau. (2014), Managing Social Change and Social Policy in Greater China Welfare regimes in transition. Routledge.
27. Nakagawa, Yonosuke (1942). The Development of Social Policy in Japan in Kyoto University Economic Review. Vol. 17 (1). pp. 14-30. Solinger, J. Dorothy. (2008), The Dibao Recipients Mollified Anti-Emblem of Urban Modernisation. in *China Perspectives*. Special Issue.
28. Wong. Joseph. (2025). The Welfare State in East Asia. Cambridge University Press.

Unit IV

29. Jing, Tian-kui, Stein Kuhnle, Yi Pan and Sheying Chen (2019), Aging Welfare and Social Policy: China and the Nordic Countries in Comparative Perspective. Springer Nature. Switzerland.
30. Lammer, Christof (2023). Care Scales: Dibao Allowances, State and Family in China. in *The China Quarterly*. Vol. 254, pp. 310–324.
31. Lee. Hye-Kyung., (2018). Cultural Policy in South Korea: Making a New Patron State. Routledge.
32. Lee, Peter Nan-shong. (2014). Public Policy and Health Care in China: The Case of Public Insurance. Routledge.
33. Leisering, Lutz. (2021). (edited). One Hundred Years of Social Protection: The Changing Social Question in Brazil, India, China and South Africa. Palgrave Macmillan, (Chapter 2, 3 and 11).
34. Sekimizu, Teppei. (2016). A Sociology of Hikikomori: Experiences of Isolation, Family-Dependency, and Social Policy in Contemporary Japan, Lexington Books, London.

*The practical problems associated with the implementation of these policies will be analysed by considering case studies which will provide a clear picture to students about particular policies, including the *Dibao*, work units *danwei*, *hukou* household registration, one-child policy, Basic Health Insurance Scheme (BHI), Labour Insurance Schemes (LIS) and Government Employee Insurance Scheme (GIS), New Cooperative Medical Scheme (NCMS), *linshi jiuzhu* and Social Credit System in China.

*Review of selected social and public policies in Japan. The social protection policies, such as the Six Laws for Social Welfare (SLSW) *Fukushi Roppo*, public health insurance, Health Care for the Elderly, pension benefits, and unemployment insurance *Koyo Hoken*,

*In Korea, the Social Security Information System or *Haengbok e-Eum*, South Korea's old-age pension scheme, National Basic Livelihood Security (NBLS), Basic Livelihood

Security Programme (BSLP), National Pension Act, National Health Insurance and other welfare or services will be studied.

Facilitating the Achievement of Course Learning Outcomes:
Thorough classroom teaching, discussions, tutorials, seminars, class tests, paper presentations, and assignments for internal assessment.

DSE-EA-304 India, ASEAN and East Asia

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
India, ASEAN and East Asia	4 (60 Hours)	3 (45 hours)	1 (15 hours)	NA	Graduation	Graduation

Course Description
This course examines the evolving political, economic, and strategic relationships between India, ASEAN, and East Asia within the broader Indo-Pacific framework. The course explores historical linkages, regional institutional developments, and contemporary policy initiatives, including India's Act East Policy, ASEAN-led multilateralism, and the roles of great powers such as China, Japan, and the United States. The course help students to analyse how cooperation, competition, and connectivity shape regional order, security architecture, and India's strategic positioning in an increasingly dynamic East Asian context.

Course Objectives
The course seeks to evaluate the geopolitical, economic, and strategic factors influencing regional cooperation and competition in Southeast Asia. The course develops critical insights into India's policy responses and strategic partnerships with ASEAN and the Southeast Asian nations.

Course Outcome
Students will be able to understand the growing importance of Southeast Asia and East Asia in international affairs, as well as the increasing role of India in the Indo-Pacific region.

Course Outline

UNIT I : Historical Relations **12 Hours**
1. Ancient Connections
2. Colonial Era interactions

UNIT II: Regionalism: Theory and Strategy **12 Hours**
1. Regionalism in Southeast Asia
2. Regional Dynamics and Strategic Challenges

UNIT III : India's Engagement Strategy **10 Hours**

1. Political, Economic and Maritime Relations
2. India's Act East and Indo-Pacific Policy

UNIT IV: ASEAN and the Future **11 Hours**

1. Institution, Structure and Strategy
2. India and the ASEAN

Reading List

UNIT I

1. Park, Jinsoo. "Regional leadership dynamics and the evolution of East Asian regionalism." *Pacific Focus* 27, no. 2 (2012): 290-318.
2. Gilson, Julie. "Strategic Regionalism in East Asia." *Review of InternationalStudies* 33, no. 1 (2007): 145-163.
3. Miller, Manjari Chatterjee. *Wronged by empire: Post-imperial ideology and foreign policy in India and China*. Stanford University Press, 2020.
4. Acharya, Amitav. *Whose Ideas Matter?: Agency and Power in Asian Regionalism*. 1st ed. Cornell University Press, 2009.
5. Acharya, Amitav. "Asia Is Not One." *The Journal of Asian Studies* 69, no. 4 (2010): 1001–13
6. Acharya, Amitav. Will Asia's Past Be Its Future?. *International Security* 2004; 28 (3): 149–164
7. Alagappa, Muthiah,(ed.), Asian Security Practice: Material and Ideational Influences (Stanford CA: Stanford University Press,1998.)
8. Caballero-Anthony, Mely, ed. *Regional security in Southeast Asia: Beyond the ASEAN way*. Institute of Southeast Asian Studies, 2005

UNIT II

1. Narine, Shaun. *Explaining ASEAN: Regionalism in Southeast Asia*. Lynne Rienner Publishers, 2002.
2. Wong, Lai Foon. "China–ASEAN and Japan–ASEAN relations during the post-cold war era." *Chinese Journal of International Politics* 1, no. 3 (2007): 373-404.
3. Acharya, Amitav. "Democratisation and the prospects for participatory regionalism in Southeast Asia." *Third World Quarterly* 24, no. 2 (2003): 375-390.
4. Tarling, Nicholas. *Regionalism in Southeast Asia: To foster the political will*. Routledge, 2006.
5. Elliott, Lorraine. "ASEAN and environmental governance: Strategies of regionalism in Southeast Asia." *Global Environmental Politics* 12, no. 3 (2012): 38-57.
6. Jones, David Martin. "Security and democracy: the ASEAN charter and the dilemmas of regionalism in South-East Asia." *International Affairs* 84, no. 4 (2008): 735-756.
7. Palmujoki, Eero. *Regionalism and globalism in Southeast Asia*. Vol. 3. Basingstoke UK: Palgrave, 2001.
8. Dent, Christopher M. "Regionalism in Southeast Asia: opportunities and threats for the European Union." *European Business Review* 98, no. 4 (1998): 184-195.
9. Goh, Evelyn. "Meeting the China challenge: The US in Southeast Asian regional security strategies." (2005).
10. Goh, Evelyn. "Southeast Asian perspectives on the China challenge." *Journal of Strategic Studies* 30, no. 4-5 (2007): 809-832.
11. Putra, Bama Andika. "ASEAN Political-Security Community: Challenges of establishing regional security in the Southeast Asia." *Journal of International Studies (2071-8330)* 12, no. 1 (2019).
12. Caballero-Anthony, Mely, ed. *Regional security in Southeast Asia: Beyond the ASEAN way*. Institute of Southeast Asian Studies, 2005.

13. Goh, Evelyn, and Jochen Prantl. "Why strategic diplomacy matters for Southeast Asia." In *East Asia Forum Quarterly*, vol. 9, no. 2, pp. 36-39. 2017.

UNIT III

14. Thampi, Madhavi. *India and China in the colonial world*. Routledge, 2017.
15. Ranjan, Amit, Diotima Chattoraj, and AKM Ahsan Ullah, eds. *India and China in Southeast Asia*. Palgrave Macmillan, 2024.
16. Kipgen, Nehginpao. "India–ASEAN relations: the initiatives, successes, and challenges." *India Review* 19, no. 3 (2020): 207-222.
17. Nachiappan, Karthik. "India–ASEAN Relations: Riding and Transcending the "Indo-Pacific" Wave." *The Journal of Indian and Asian Studies* 2, no. 02 (2021).
18. Yong, Tan Tai, and See Chak Mun. "The evolution of India–ASEAN relations." *India Review* 8, no. 1 (2009): 20-42.
19. Naidu, G. V. C. "India and East Asia: The Look East Policy." *Perceptions: Journal of International Affairs* 18, no. 1 (2013): 53-74.
20. Naidu, G. V. C. "Whither the look east policy: India and Southeast Asia." *Strategic Analysis* 28, no. 2 (2004): 331-346.
21. Mishra, Rahul. "Where "Act East" Meets Indo-Pacific: Mapping India's Eastward Engagement." In *Indo-Pacific and ASEAN*, pp. 119-134. Routledge India.
22. Bajpai, Kanti, and Evan A. Laksmana. "Asian conceptions of internationalorder: what Asia wants." *International Affairs* 99, no. 4 (2023): 1371-1381.
23. Jaishankar, Subrahmanyam. "The India way: Strategies for an uncertain world." *New Delhi* (2020).
24. Brewster, David. "Indian strategic thinking about East Asia." *Journal of Strategic Studies* 34, no. 6 (2011): 825-852.
25. Sikri, Rajiv. "India's "Look east" policy." *Asia-Pacific Review* 16, no. 1 (2009): 131-145.
26. Bhalla, Madhu, "Issues in Cooperative Society: China and Northeast Asian Security Concerns," in Narsimhan, Sushila and Kim Do Young, eds. Korea in Search of Global Role (Delhi: Manak Publications, 2007.) pp.58-91.
27. Bhatia, Rajiv, V.Sukhija and Asif Shuja, eds. Delhi Dialogue IV: India and ASEAN: Partners for Peace, Progress and Stability (New Delhi: Pentagon Press:2012)
28. Mazumdar, Arijit. "From "Look East" to "Act East": India's Evolving Engagement with the Asia-Pacific Region." *Asian Affairs* 52, no. 2 (2021): 357-374.
29. Muni, S. D. "India and ASEAN: Evolving, Intense and Differentiated Engagement."In *ASEAN and India: The Way Forward*, pp. 9-14. 2023.
30. Basrur, Rajesh, Robert Beckman, Richard A. Bitzinger, Teng-chi Chang, Yugang Chen, Chong Wook Chung, Roger Cliff et al. *China and East Asian strategic dynamics: the shaping of a new regional order*. Lexington Books, 2011.
31. Chanda, Rupa, and Sasidaran Gopalan. "Understanding India's regional initiatives with East and Southeast Asia." *Asian-Pacific Economic Literature* 23, no. 1 (2009): 66-78.

UNIT IV

32. Narine, Shaun. "Institutional theory and Southeast Asia: The case of ASEAN." *World Affs.* 161 (1998): 33.
33. Cockerham, Geoffrey B. "Regional integration in ASEAN: Institutional design and the ASEAN way." *East Asia* 27, no. 2 (2010): 165-185.
34. Acharya, Amitav. "Ideas, identity, and institution-building: From the 'ASEAN way'to the 'Asia-Pacific way'?." *The Pacific Review* 10, no. 3 (1997): 319-346.

35. Keling, Mohamad Faisol, Hishamudin Md Som, Mohamad Nasir Saludin, Md Shukri Shuib, and Mohd Na'eim Ajis. "The development of ASEAN from historical approach." *Asian Social Science* 7, no. 7 (2011): 169-189.
36. He, Kai. "Does ASEAN matter? International relations theories, institutional realism, and ASEAN." *Asian Security* 2, no. 3 (2006): 189-214.
37. Goh, Evelyn. "Southeast Asian perspectives on the China challenge." *Journal of Strategic Studies* 30, no. 4-5 (2007): 809-832.
38. Pardesi, Manjeet S. "Is India a great power? Understanding great power status in contemporary international relations." *Asian Security* 11, no. 1 (2015): 1-30.
39. Ishida, Yasuyuki. "Japan-India Relations and ASEAN Centrality in the Indo-Pacific." In *India-Japan-ASEAN Triangularity*, pp. 37-58. Routledge, 2022.
40. Lee, Seungjoo. "The evolutionary dynamics of institutional balancing in East Asia." *East Asia Institute EAI, Asia Security Initiative. Working Paper* 21 (2012).
41. Bajpaee, Chietigj, and Yu Jie. "How China–India relations will shape Asia and the global order." *Research Paper, April, London: Chatham House* (2025).
42. Kishore Mahbubani, *The New Asian Hemisphere: The Irresistible Shift of Global Power to the East* (New York: Public Affairs, 2008).
43. Johnston, Alastair Iain. "The myth of the ASEAN way? Explaining the evolution of the ASEAN regional forum." *Imperfect unions: Security institutions over time and space* (1999): 287-324.

Facilitating the Achievement of Course Learning Outcomes: Through classroom teaching/seminar, class participation, and assignments, presentations for internal assessment.

DSE-CH-301 Chinese Foreign Policy

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Chinese Foreign Policy	4 (60 Hours)	3 (45 hours)	1 (15 hours)	NA	Graduation	Graduation

Course Description:

This course is divided into two parts. In the first part, students will be introduced to the evolution of Chinese foreign policy since 1949 and learn about the objectives, the tools, the sources and the drivers that influence and shape foreign policy formulation in China. In the second part, the students will learn about China's relations with the major and neighbouring

powers. The rationale behind this study is to understand the Chinese foreign policy behaviour and its implications for global politics and security.

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 understand and identify the similarities and differences in Chinese foreign policy concepts, approaches and perspectives from the general Western perspectives.
4. To learn about China's relations with the major and neighbouring powers.

Course Outcome

1. Students will be able to assess Chinese foreign policy behaviour and its implications for global politics.
2. Students will be able to assess the nature of bilateral relations between China and the major powers/neighbouring countries.

Course Outline

UNIT I: Evolution, Foreign Policy Making Process and Determinants 12 Hours

1. This unit will cover the evolution of China's foreign policy strategies from the Mao Zedong era to the current Xi Jinping era. It will look into the key concepts under the Chinese leadership that have evolved since 1949 that includes Mao Zedong's Three World Theory, Deng Xiaoping's Peace and Development, Jiang Zemin's New Security Concept, Hu Jintao's Peaceful Rise and Harmonious Development and Xi Jinping's China Dream.
2. It will then explore the actors and institutions that play a role in the making of the foreign policy, such as the role of the Chinese Communist Party, the State Council and the People's Liberation Army.
3. It will then factor in the determinants of Chinese foreign policy such as sovereignty, nationalism, and strategic culture.

UNIT II: Tools and Drivers of Chinese Foreign Policy 12 Hours

4. This unit identifies multilateralism, multipolarism, military development and Artificial Intelligence (AI) as some of the tools of Chinese foreign policy and conducts an in-depth analysis of each tool.
5. It looks into the major drivers of Chinese foreign policy such as globalization, resource diplomacy, and geoeconomics that define and impact the foreign policy formulation.

6. It then explores China's role in international organizations by taking up the case studies of International Peace-Keeping and Climate Change.

UNIT III: China, the Great Powers, West Asia and South Asia **11 Hours**

7. This unit will primarily focus on China's relations with the Great Powers such as the US and Russia.

8. It covers China's relations with Iran and Saudi Arabia in the West Asian region.

9. It covers China's relations with South Asia by exploring its relations with either Afghanistan or Sri Lanka.

UNIT IV: China, East Asia, the EU and Africa/ Latin America **10 Hours**

10. This unit will primarily focus on China's relations with either Japan or South Korea in the East Asian region.

11. It deals with China's relations with the EU.

12. It covers China's relations with Africa/ Latin America.

Reading List

UNIT I:

1. Ronald C. Keith, *China from the Inside Out: Fitting the People's Republic into the World* (London: Pluto Press, 2009).

2. Joseph Yu-shek Cheng, *China's Foreign Policy: Challenges and Prospects* (Singapore: World Scientific Publishing Co., 2016).

3. 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.
4. Shi Yinhong, "China's Peaceful Development, Harmonious World and International Responsibility: Achievements and Challenges," *International Review*, Vol. 50 (Spring 2008): 19-28.
5. Zheng Wang, "The Chinese Dream: Concept and Context," *Journal of Chinese Political Science*, Issue 19 (2014): 1-13.

6. David M. Lampton, ed., The Making of Chinese Foreign and Security Policy in the Era of Reform, 1978-2000 (Stanford: Stanford University Press, 2001).

7. Allen Carlson, Unifying China, Integrating with the World: Securing Chinese Sovereignty in the Reform Era (Stanford: Stanford University Press, 2005).
8. Huiyun Feng, *Chinese Strategic Culture and Foreign Policy Decision Making* (London: Routledge, 2007).

9. Zheng Wang, *Never Forget National Humiliation* (New York: Columbia University Press, 2012).

UNIT II:

10. Denny Roy, China's Foreign Relations (Maryland: Rowman& Littlefield Publishers, Inc., 1998).

11. Joel Wuthnow, Xin Li and Lingling Qi, "Diverse Multilaterlaism: Four Strategies and China's Multilateral Diplomacy," *Journal of Chinese Political Science*, July 2012.

12. Jyrki Kallio, "Xi Jinping's Thought and China's Future Foreign Policy: Multipolarity with Chinese Characteristics," *FIIA Briefing Paper*, No. 243 (August 2018): 1-7.

13. Larry M. Wortzel, *The Chinese People's Liberation Army and Information Warfare*, Washington DC: Strategic Studies Institute and US Army War College Press, 2016.

14. Ronald C. Keith, ed., *China as a Rising World Power and its response to 'Globalization'* (London: Routledge, 2005).

15. 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.

16. Mark Beeson, "Geoeconomics with Chinese Characteristics: the BRI and China's Evolving Grand Strategy," Economic and Political Studies (2018), https://doi.org/10.1080/20954816.2018.1498988

17. Robert D. Blackwill and Jennifer M. Harris, *War by Other Means: Geoeconomics and Statecraft* (Cambridge: Harvard University Press, 2016).

18. Michael Klare, "China Pushes 'Intelligentized' Warfare," *Arms Control Today*, no. 10(2021), 27.

19. Joanna I. Lewis, "China's Environmental Diplomacy: Climate Change, Domestic Politics, and International Engagement," in Rosemary Foot (ed.), *China across The Divide: The Domestic and Global in Politics and Society* (Oxford: Oxford University Press, 2013): 200-225.

20. 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

UNIT III:

21. Stephen Blank, "The Un-Holy Russo-Chinese alliance," *Defense and Security Analysis*, Vol. 36, No. 3 (July 2020): 249-274.

22. Robert Sutter, *US-Chinese Relations: Perilous Past, Pragmatic Present* (Plymouth: Rowman& Littlefield Publishers, Inc., 2010).

23. Andrew Small, "China's Caution on Afghanistan-Pakistan," *The Washington Quarterly*, vol. 33, no. 3 (July 2010): 81-97.

UNIT IV:

24. Ming Wan, *Sino-Japanese Relations: Interaction, logic and transformation* (Stanford: Stanford University Press, 2006).
25. Jean-Pierre Cabestan, "European-China Relations and the United States," *Asian Perspectives*, Vol. 30, No. 4 (2006): 11-38.

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching, class participation and presentations as well as tutorials and assignments for internal assessment.

DSE-TW-301 Taiwan Political System

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Taiwan Political System	4 (60 Hours)	3 (45 hours)	1 (15 hours)	NA	Graduation	Graduation

Course Description

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

Course Objectives

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 Outcomes

1. Students develop and deepen their knowledge on the political process and political system of Taiwan
2. Equipped with the Skill to participate and engage in presentations as well as discussions on Taiwanese politics and system.
3. Acquired 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

UNIT I : History of Taiwan **12 Hours**

1. A brief political history of Taiwan

2. KMT regime and its political culture

UNIT II : Evolution of Democracy and Party Politics **12 Hours**

1. Emergence of democracy and pluralistic politics
2. Party politics and their ideologies

UNIT III : Nationalism and Social Issues **11 Hours**

1. Growth of Taiwanese nationalism
2. A brief introduction to Taiwanese society (culture, family, gender and education)

UNIT IV : Taiwan and Globalisations **10 Hours**

1. Taiwan's economy and globalisation
2. Religion and politics

Reading List

UNIT I

1. Roy D, Taiwan : A Political History, Ithaca, N.Y : Cornell Univ.press 1998
2. Ching T. S Leo, Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation, Berkeley: Univ.of California, 2001
3. Wu, Naiteh, and Tun-jen Cheng. "Democratization as a legitimacy formula: The KMT and political change in Taiwan." In *Political Legitimacy in Asia: New Leadership Challenges*, pp. 239-260. New York: Palgrave Macmillan US, 2011.
4. Vickers, Edwards. "History, Identity, and the Politics of Taiwan's Museums. Reflections on the DPP-KMT Transition." *China Perspectives* 2010, no. 2010/3 (2010).
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8. Rubinstein, Murray, ed. Taiwan: A New History, New york, M.E Sharpe, 2015
9. Taylor J., The Generalissimo's Son: Chiang Ching-Kuo and the Revolution in China and Taiwan, Cambridge, Mass.: Harvard Univ. Press, 2000

UNIT II

10. Bruce Jacobs. J, Democratizing Taiwan, Leiden, Brill, 2012,
11. Fu, Hu, and Yun-Han Chu. "Neo-authoritarianism, polarized conflict and populism in a newly democratizing regime: Taiwan's emerging mass politics." *Journal of Contemporary China* 5, no. 11 (1996): 23-41.
12. Wong, Joseph. "Deepening democracy in Taiwan." *Pacific Affairs* (2003): 235-256.
13. Chow Peter C Y., Taiwan in the Global Economy: From Agrarian Economy to an Exporter of High- tech Products, USA, Praeger, 2002
14. Fell Dafydd, Government and Politics in Taiwan, London, Routledge, 2012
15. Hughes, C.W, Taiwan and Chinese Nationalism, NewYork: Routledge, 1997
16. Joel D. Aberbach, David Dollar and Kenneth Sokoloff (eds.), The Role of the State in Taiwan's Development, London. M. E Sharpe, 1994
17. Templeman, Kharis. "How democratic is Taiwan? Evaluating twenty years of political change." *Taiwan Journal of Democracy* 18, no. 2 (2022): 1-24.
18. Hsieh, John Fuh-sheng. "Democratization in Confucian Societies." *Asian Survey* 65, no. 1 (2025): 30-59.

19. Kironska, Kristina, and Eunika Rejtová Yang. "Domestic Politics: How Did Taiwan Become a Democracy?." In *Contemporary Taiwan*, pp. 19-34. Routledge, 2025.

UNIT III

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21. Ho, Sam PS. *Economic development of Taiwan, 1860-1970*. New Haven: Yale University Press, 1978.
22. Frettingham, Edmund, and Yih-Jye Hwang. "Religion and national identity in Taiwan: State formation and moral sensibilities." In *Religion and nationalism in Chinese societies*, pp. 339-372. Routledge, 2025.
23. Ferrer, Alessandra. "A post-imperial, pluralist nationalism? From the Five Nation Republic of China to multicultural Taiwan." *Nations and Nationalism* 29, no. 3 (2023): 1142-1157.
24. Ho, Ming-sho. "Desinicizing Taiwan: the making of a democratic national identity." *Current History* 121, no. 836 (2022): 211-217.
25. Wang, Austin Horng-En, Yao-Yuan Yeh, Charles KS Wu, and Fang-Yu Chen. "Why does Taiwan identity decline?." *Journal of Asian and African Studies* 60, no. 1 (2025): 115-136.
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31. Wong, Timothy Ka-ying. "From ethnic to civic nationalism: The formation and changing nature of Taiwanese identity." *Asian Perspective* 25, no. 3 (2001): 175-206.
32. Wu, J J., Taiwan's Democratization: Forces Behind the New Momentum, London:Oxford Univ. Press, 1995
33. Lynch, Daniel. "Taiwan's democratization and the rise of Taiwanese nationalism as socialization to global culture." *Pacific Affairs* 75, no. 4 (2002): 557-574.

UNIT IV

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35. Harrell, S,J. Huang, Cultural Changes in Postwar Taiwan, Boulder, Colo.: WEstview Press, 1994
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39. Frettingham, Edmund, and Yih-Jye Hwang. "Religion and national identity in Taiwan: State formation and moral sensibilities." In *Religion and nationalism in Chinese societies*, pp. 339-372. Routledge, 2025.
40. Brown, Deborah A., and Tun-jen Cheng. "Religious relations across the Taiwan Strait: Patterns, alignments, and political effects." *Orbis* 56, no. 1 (2012): 60-81.

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

DSE-JP-301 Japanese Management Practices

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Japanese Management Practices	**4 (60 Hours)**	**3 (45 hours)**	**1 (15 hours)**	**NA**	**Graduation**	**Graduation**

Course Descriptions

This course offers an understanding of socio-cultural roots of Japan's industrial relations, transition from merchant houses to zaibatsu to multinational companies and the continuity of the Confucian values in management practices, features of industrial relations in Japan, Japanese and western practices in work, the Japanese management model and management practices, labour-management relations, management issues in Japan's financial corporations, gender discrimination in the Japanese management system, transferring and adapting management practices to overseas enterprises and recession in the Japanese economy and its impact on industrial relations in Japan.

Course Objectives

The objective of the course is to familiarise the student with the Japanese Management Practices of today. How these evolved and how these are currently changing would be highlighted. How the developing world will can pick useful lessons will be addressed.
Expected Outcome

The student will be able to understand the current Japanese Management practices and interpret them. The student will be able to utilise this knowledge in a situation that involves interactions with Japanese businesses.

Course Outline

UNIT I Introduction to Japanese Management practices 12 Hours

Understanding socio-cultural roots of Japanese management practices from historical time to present times

1. Socio-cultural roots of Japan's industrial relations – Transition from merchant houses to zaibatsu (family-owned business enterprises) to multinational companies and the continuity of the Confucian values in management practices

2. The Japanese management model and management practices

UNIT II Comparison with Management Practices **12 Hours**

Features of Japanese Management practices and comparison with western practices

1. Japanese and Western practices in work culture – Hierarchy vs. meritocracy, group identity vs. individual identity, generalist vs. specialist, vertical mobility vs. horizontal mobility

2. Features of industrial relations in Japan – lifetime employment system, hierarchy in decision-making, enterprise unionism

UNIT III Industry Specific Management Practices **10 Hours**

Management practices related to labour and in financial corporations

1. Labour-management relations

2. Management issues in Japan's financial corporation

UNIT IV Current Challenges **11 Hours**

Lessons for the world and Current challenges in Japanese management in twenty first century

1. Gender discrimination in the Japanese management system

2. Transferring and adapting management practices to overseas enterprises

3. Recession in the Japanese economy and its impact on industrial relations in Japan

Reading List

UNIT I

1. Abegglen, James C. and Stalk, George. Kaisha: The Japanese Corporation, New York: Basic Books, 1985.

2. Dlugos, G. and Weiermair, K., ed. Management under Differing Value Systems, New York: de Gruyter, Walter, 1981.

3. Yui, Tsunehiko, and Nakagawa (ed). Japanese Management in Historical Perspective, Fuji Business History Conference XV, Tokyo: University of Tokyo Press, 1989.

4. Gibney, Frank, ed. Unlocking the Bureaucrat's Kingdom: Deregulation and the Japanese Economy, Washington: Brookings Institution Press, 1998.

UNIT II

5. Dore, R.P. British Factory-Japanese Factory, University of California Press, 1973.

6. Koike, Kazuo. Understanding Industrial Relations in Modern Japan, New York: St. Martin's Press, 1988.

7. Matanle, P. and Matsui, K. Lifetime employment in 21st century Japan: Stability and resilience under pressure in the Japanese management system. In S. A. Horn (ed.) Emerging perspectives in Japanese human resource management, Berlin: Peter Lang: 2011, 15- 44.

UNIT III

8. Okochi, k. Karsh, B., and Levine, S.B. (eds.), Workers and Employers in Japan, Princeton, NJ: Princeton University Press, and University of Tokyo Press, 1973.

9. Levine, Solomon B. and Kawada, Hisashi, Human Resources in Japanese Industrial Development, Princeton, NJ: Princeton University Press, 1980

10. Hemmert, Martin and Christian Oberlander, eds. Technology and Innovation in Japan: Policy and Management for the Twenty-First Century, Routledge, London, 1998.

UNIT IV

11. Inokuma, Hiroko and Sakaki, Masatoshi. Gender Diversity in Management and Firm Performance in Japan: Focusing on the Women's Age Group. February, 2020

12. Yokozawa, Kodo & J, Bruijn & Sirp, Boer & Steenhuis, Harm-Jan & Trimble, Robert. Transferability of Japanese Management Systems Overseas: A theoretical jungle. 2007

13. Kaplinsky, R. Technique and system: The spread of Japanese management techniques to developing countries. World Development, 1995

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

DSE-JP-302 India-Japan Relations

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
India-Japan Relations	**4 (60 Hours)**	**3 (45 hours)**	**1 (15 hours)**	**NA**	**Graduation**	**Graduation**

Course Description

This course will focus on the ancient Buddhist links between India and Japan, discovery of maritime routes, changing Japanese perceptions of India in the 18th and 19th centuries,

Indological studies in Japan and Imperial strategies (1885-1921), early trade links: the 19th and 20th centuries, Japan in Indian nationalist discourse, Japan and the Indian National Movement for freedom, Japan and independent India, contemporary cultural and economic relations, India and Japan in the 21st century and mutual policy concerns like Free and Open Indo-Pacific in India-Japan relations.

Course Objectives

1. To understand the history of the relations between India and Japan spanning from ancient historical links to Japanese perceptions and interactions with India during the British rule period.
2. To know about the role of Japan in India nationalist discourse and freedom struggle
3. To study contemporary issues in India –Japan relations - economic ties, people to people ties, bilateral and strategic relations, rise of the Indo-Pacific and growing synergy in India-Japan relations
4. To analyse India-Japan relations from the perspective of the emerging East Asian regional order.

Course Outcome

1. Equip the students with skill and knowledge to understand the various aspects of India-Japan Relations
2. Acquire the ability to critically analyse by using various International Relations theories on the issues and problems of India-Japan relations.
3. Deepening the overall knowledge to engage in discussions and participate in the presentations pertaining to India-Japan relations

Course Outline

UNIT I Ancient Links Between India and Japan **11 Hours**

1. The Buddhist link
2. Discovery of sea routes: India as a maritime link between East and West
3. Changing Japanese perceptions of India in the 18th and 19th centuries

UNIT II Modern Linkages Between India and Japan and Changing Perceptions 10 Hours

1. Indological studies in Japan and Imperial strategies (1885-1921)
2. Early trade links: the 19th and 20th centuries
3. Japan in Indian nationalist discourse

UNIT III Japan in Indian Freedom Struggle and post-Independent India 12 Hours

1. Japan and the Indian National Movement
2. Japan and Independent India: Political and economic relations
3. Contemporary cultural relations

UNIT IV India and Japan in the 21st Century **12 Hours**

1. Japan and India: mutual policy concerns
    a) India, Japan and the Arc of Freedom and Prosperity
    b) Rise of the Indo-Pacific
2. India – Japan and the World
    a) India and Japan in the East Asian Regional Order
    b) Role of China, US, etc., in India-Japan Relations
    c) India-Japan and the Global South

Reading list

1. Barnett, Yukiko Sumi. "India in Asia: Ōkawa Shūmei's Pan-Asian Thought and his Idea of India in Early Twentieth-Century Japan" in Journal of the Oxford University History Society, no.1 (2004)
2. Mukhopadhyaya, Ranjana and Togawa Masahiko (eds.). Buddhist Exchanges Between India and Japan: Japanese Buddhists Encountering India and Modern Buddhist Studies. London & New York: Routledge, 2025.
3. Chaudhari, Saroj Kumar. Hindu Gods and Goddesses in Japan. New Delhi: Vedam Books, 2003.
4. Kesavan, K. V. (ed) Building a Global Partnership: Fifty years of Indo-Japanese Relations. New Delhi: Lancers Books, 2004.
5. Lebra, Joyce C. Jungle Alliance: Japan and the Indian National Army. Singapore: Asia Pacific Press, 1971.
6. Li, Narangoa and Robert Cribb (eds). Imperial Japan and National Identities in Asia, 1895-194, .London and New York: Routledge, 2003.
7. Murthy, P.A. Narasimha. India and Japan: Dimensions of their Relations: Historical and Political. New Delhi: ABC pub House, 1986.
8. Murthy, P.A. Narasimha. India and Japan: Dimensions of Their Relations: Economic and Cultural. New Delhi: ABC Pub. House, 1993.
9. Nakane, Chie and Masao Naito (eds). Towards Understanding Each Other: Fifty Years' History of India-Japan Mutual Studies, Tokyo: Kyodo Printing Co., 2000. 9.Panda, Rajaram and Yoo Fukazawa (eds). India and Japan: Blossoming of a New Understanding. New Delhi: Lancers' Books, 2004.
10. Thakur, Upendra. India and Japan: A Study in Interactions During 5 and 14 centuries. .Delhi: Abhinav Publications, 1992.
11. Yamaguchi, Hiroichi and Haruka Yanagisawa (eds). Tradition and Modernity: India and Japan:Towards the Twenty-First Century. Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.,1997.

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

EAS-KR-301 South Korean Foreign Policy

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
South Korean Foreign Policy	4 (60 Hours)	3 (45 hours)	1 (15 hours)	NA	Graduation	Graduation

Course Description

The course deals with South Korean foreign policy since the end of the Korea War. The decision-making processes and institutions in South Korea are being studied in a historical and theoretical perspective in the course.

Course Objectives

The objective of this course is to teach students about various aspects of South Korea's foreign policy with regards to the changing dynamics in the East Asian region.

Course Outcome

The students will be able to understand the changing foreign policy goals of South Korea.

Course Outline

UNIT I : Interest, Agency and Structure **10 Hours**

1. Determinants of foreign policy
2. Foreign policy-making institutions

UNIT II : History of Interactions **12 Hours**

1. Historical legacies: Korea and the world
2. Korea and Cold War
3. Authoritarianism, the developmental state, and foreign policy behaviour

UNIT III : Contemporary Foreign Policy **12 Hours**

4. North East Asia's strategic environment
5. S. Korea and India: Emerging relationship

UNIT IV: Challenges and Future **11 Hours**

6. Globalisation (segyehwa), multilateralism, and regionalism
7. Unification and North-South relations
8. Cultural Diplomacy of South Korea

Reading List

Unit I

1. Cho, S.S. Korea in World Politics, 1940-50: An Evaluation of American Responsibility, University of California Press, Berkeley, 1967.
2. Eberstadt, Nicholas. Korea Approaches Reunification, Armonk, New York: M.E. Sharpe, 1995
3. Han, Sung-joo, and Robert Myers (ed). Korea: The Year 2000, Washington DC: UPA. Hart-Landsberg, Martin. Division, Reunification and US Foreign Policy, New York, Monthly Review Press, 1998.
4. Chun, Jahyun. "Who decides foreign policy? The role of national trauma in shaping the influence of public opinion in South Korea." *Policy Studies* 43, no. 5 (2022): 1021-1035.

UNIT II

5. Saxer, Carl J. "Democratization, globalization and the linkage of domestic and foreign policy in South Korea." *The Pacific Review* 26, no. 2 (2013): 177-198.
6. Sohn, Hak-Kyu. *Authoritarianism and opposition in South Korea*. Routledge, 2024.
7. Collins, J. Lawton. *War in Peacetime: The History and Lessons of Korea*. Plunkett Lake Press, 2023.
8. ChanWahn, Kim. "The role of India in the Korean War." *International Area Review* 13, no. 2 (2010): 21-37.
9. Jervis, Robert. "The impact of the Korean War on the Cold War." *Journal of Conflict Resolution* 24, no. 4 (1980): 563-592.
10. Han, Seobin. "Echoes of the Past: Emotional Legacy of Historical Trauma in South Korea." *Journal of East Asian Studies* 26, no. 1 (2026): 68-86.
11. Kaushik, Ram Pal. The crucial years of non-alignment: USA, Korean War and India, New Delhi,Kumar Bros., Rajesh Publications, India, 1972.

UNIT III

12. Tayal, Skand R. India and the Republic of Korea: Engaged Democracies, New Delhi: Routledge, 2014.

13. Koga, Kei. "Struggle for coalition-building: Japan, South Korea, and the indo-Pacific." *Asian Politics & Policy* 15, no. 1 (2023): 63-82.
14. Uttam, Jitendra. "Beyond `Look East`,`Act East`and `Indo-Pacific`Initiatives." *Indian Foreign Affairs Journal* 18, no. 3/4 (2023): 144-158.
15. Mishra, Sandip Kumar. "Soft Power in India-South Korea Relations and Role of Cultural and Popular Connections." *The Journal of Indian and Asian Studies* 4, no. 02 (2023): 2340008.
16. John, Jojin V. "South Korea's New Southern Policy and the Middle Power Quest: Implications for India-Korea Relations." In *Southward Bound*, pp. 101-115. Routledge, 2024. r. "Soft Power in India-South Korea Relations and Role of Cultural and Popular Connections." *The Journal of Indian and Asian Studies* 4, no. 02 (2023): 2340008.
17. Kihl, Young Wham (ed). Korea and the World: Beyond the Cold War, Boulder, Co. Westwiew, 1994
18. Kim, Chanwan, and Rajiv Kumar. "50 Years of the South Korea–India Relationship: Retrospect and Prospect." *The Journal of Indian and Asian Studies* 4, no. 02 (2023): 2303001.
19. Kumar, Rajiv. "Ideas Matter: Explaining India's Principles-Based Peacemaking Role in the Korean War." *The Korean Journal of Defense Analysis* 36, no. 2 (2024): 211-229.
20. Sharma, R.C. ed. Korea, India and the Third World, New Delhi, Rajesh Publications, 1989.
21. Il Sakong, eds. The Political Economy of Korea-United States Cooperation, Institute for International Economics, Institute for Global Economics, Seoul, 1995.

UNIT IV

22. Lee, Geun. "A Theory of Soft Power and Korea's Soft Power Strategy."The Korean Journal of Defence Analysis . 21 (2), pp.205-218, 2009.
23. Kim, Samuel S. The Two Koreas and the Great Powers, New York: Cambridge University Press, 2006.
24. Glodev, Victor, Gustaf Wijaya, and Rachmah Ida. "The Korean wave as the globalization of South Korean culture." *WACANA: Jurnal Ilmiah Ilmu Komunikasi* (2023): 108-120.
25. Kim, Youna, and Joseph Nye. "The soft power of the Korean wave." *Parasite, BTS and Drama. Routledge* (2022).
26. Kim, Minsung. "The Growth of South Korean Soft Power and Its Geopolitical Implications." *Journal of Indo-Pacific Affairs* (2022).
27. Kim, Dalchoong, SooEon Moon and Chung Min Lee (ed) .The New World Order and Korea Challenges and Prospects Towards the Year 2000, Seoul: KAIS.
28. Downer, Alexander, Eun Mee Kim, Nicolas Köehler-Suzuki, Pascal Lamy, Federica Mogherini, Ramon Pacheco Pardo, Michael Reiterer, Scott A. Snyder, Jisun Song, and Young-Kwan Yoon. "Challenges and opportunities of Korea`s foreign policy as a developed country." *Policy Analysis* 22 (2022): 01.

Facilitating the Achievement of Course Learning Outcomes

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

EAS-SBC-301 Chinese/Japanese/Korean Language

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Language : Chinese/Japanese/Korean	2 (45 hours)	1 (15 hours)		1 (30 hours)	Graduation	Graduation

Course Description

Students will choose any of the three languages offered by the Department, namely Chinese, Japanese, or Korean. She/he will pursue the same language in all four semesters.

Objectives of the Course

This course will introduce basic grammar, sentence patterns, and greetings in Chinese, Japanese and Korean. Students will be taught basic knowledge through which they will have a feel for the language and culture of the country they are studying.

Course Outcome

Gain knowledge of scripts, basic grammar, and students should be able to recognise and read the language at an elementary level.

Course Outline

1. CHINESE

Unit I **15 hours**

Spoken skills:

- Improve spoken skills for basic conversation through various methods, including:
- Expanding vocabulary and practice using them in sentences
- Learning common phrases and expressions used in everyday conversations
- Reading and understanding of the texts and practice of the common sentence patterns and dialogues learnt from the text

Writing:

Learning about 200 Chinese characters, focusing on:

- Categories of Chinese characters, and the difference between them
- Background of a character's structure and its role in understanding its meaning
- Original and simplified characters, their similarity and difference

Unit II **15 Hours**

Grammar:

- Complements and their relations to verb/adjective
- Types of rhetorical questions

• Types of comparative sentences

Listening exercises:

• Listening to recordings of textbook lessons to better comprehend the pronunciation, rhythm, and flow of the language
• Listening to long conversations and short monologues in slow to normal speed
• Practice tone pairs and tone sandhi, learn how change in tone affects the meaning of a word

1. JAPANESE

Unit I **15 hours**

Spoken skills:

Improved fluency in basic conversation. Can express opinions, describe daily routines, give directions, and make polite requests. Increased confidence in using both polite and plain speech in appropriate contexts.

Writing:

Fluent in using *hiragana* and *katakana*. Able to write using approximately 160 *kanji*. Can compose structured paragraphs (e.g., personal letters, event descriptions, short opinion pieces).

Unit II **15 hours**

Grammar:

Expanded grammar proficiency, including:

• Verb forms: Potential (〜られる), Volitional (〜ましょう／〜よう), Imperative, Conditional (〜たら), and 〜たり〜たりする

• Advanced particles: しか, だけ, でも, までに, によって

• Sentence structures: 〜ことができる, 〜ないでください, 〜てもいい, 〜なければならない, 〜ながら

Listening skills:

Comprehends longer dialogues and short monologues in slow to normal speed. Understands context, speaker intentions, and can catch details in classroom or daily-life conversations.

2. KOREAN

Unit I **15 hours**

Spoken skills:

It covers self-introduction, explaining the surrounding environment, description of family and friends, interaction with seniors, teachers, and unknown persons

Writing:

The writing part focuses on, with the help of a set of vocabulary, the student writes a paragraph, essays on given topics, makes sentences with jumbled words, translation from Korean to English and vice versa.

Unit II **15 Hours**

Grammar:
uses of Korean grammar, making sentences in imperative, interrogative, active and passive forms. Knowledge of grammar enhances critical analysis on any topic and makes conversations on given free topics.

Listening exercises:
It helps to comprehend situation-based listening contents using the language lab or verbal communication given by the teacher. Students should summarise listening through a short video or reading content on common topics.

Readings

A) CHINESE

1. *Jichu Hanyu Keben*, di yi ce (Elementary Chinese Readers, Book 1), Beijing: Sinolingua, 2008 (Revised ed.)
2. *Zhongwen Ting Shuo Du Xie* (Integrated Chinese, Textbook 1, Simplified Character), Boston: Cheng and Tsui, 2016 (4th ed.)
3. *Faz'han Hanyu: Chuji Duxie*, I (Developing Chinese: Elementary Reading and Writing Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
4. *Fazhan Hanyu: Chuji Tingli*, I (Developing Chinese: Elementary Listening Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
5. *Fazhan Hanyu: Chuji Kouyu*, I (Developing Chinese: Elementary Speaking Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
6. Teaching material prepared by the Department

Note: The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

B) JAPANESE

1. *Nihongo shokyuu* 1. Tokyo University of Foreign Studies, Tokyo. 2012
2. Hasegawa, Yoko et al. *Shokyuu nihongo Vol. 1.* The Japan Times. 1995
3. *Minna no nihongo shokyu 1.* 3A Corporation. 2012-13
4. *Genki: An Integrated Course in Elementary Japanese 1.*The Japan Times. *2020*
5. Teaching material prepared by the Department

Note: The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

C) KOREAN

1. Textbook: Bharti Korean Basic, Delhi, University of Delhi Press, 2003, Lessons: 20-30
2. Text book: Bharti Korean Intermediate, Goyal Publication, 2017, Lessons:1-10
3. Bharti Korean Workbook, Indo-American Publications, 2007
4. Bharti Korean Reading Comprehension 1, ManakPublications, 2008
5. Korean through English 1, Seoul National University, Seoul, Korea, 2001
6. Pathfinder in Korea 1, Ehwa Women University, Seoul, 2003
7. Teaching material prepared by the Department

Note: The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

Facilitating the Achievement of Course Learning Outcomes
The teaching-learning-evaluation process is done through the following means:

- Teaching through classroom lecture, audio-visual training in language laboratory and through performing arts
- Skill enhancement through assignment of homework, participation in quiz and seminar, and presentations on given topics
- Evaluation through internal assessment assignment, mid-semester and end-semester examinations.

DSC-EA-401 Intellectual Debates in East Asia

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Intellectual Debates in East Asia	**4 (60 Hours)**	**3 (45 hours)**	**1 (15 hours)**	**NA**	**Graduation**	**Graduation**

Course Description

This paper, as a compulsory introductory course for the students of the MA in East Asian studies, is aimed at helping the students understand the distinctive features of the 'mind' or the 'ways of thinking' of the people of East Asia, in contrast to those of the people of other civilisations, as it has evolved over more than two millennia through a process of synthesis as well as progressive adaptations of endogenous and exogenous currents of social and political discourse. An attempt would be made to develop a holistic perspective on the common denominators of the underlying patterns in the intellectual dynamics of the East Asian region as a whole, while simultaneously highlighting the features of variations and adaptations of the central pattern in other regions.

Objectives of the Course

The objective of the course is to familiarise the students with the distinctive features of the 'mind' or the 'ways of thinking' of the people of East Asia, in contrast to those of the people of other civilisations.

Course Outcome

The students will be able to understand the intellectual dynamics of East Asian countries, their people, and culture.

Course Outline

Unit I: Introduction to Philosophical and Ethical Schools of Thought in East Asia 12 Hours

The unit will analyse the origins and evolution of ancient East Asian belief systems from the earliest folk traditions and ancestral worship to the formalisation of the *san jiao* three teachings. It will demonstrate how these worldviews provided the intellectual and moral traditions.

1. Introduction to Intellectual Thoughts
2. Nature Worship, Folk Religion, Shamanism and Feng Shui in East Asia

Unit II: Major Philosophical and Ethical Schools of Thought in East Asia 12 Hours

The unit will critically analyse the foundational philosophies of East Asian countries. It will demonstrate how these philosophical roots provided the intellectual infrastructure for the region.

1. Daoism
2. Confucianism
3. Buddhism
4. Mencius and Mohism

Unit III: Transition to Scientific Traditions in East Asia 11 Hours

This unit explores East Asia's intellectual evolution from classical moral philosophy to the rationalism of Neo-Confucianism, and finally to the adoption of empirical sciences. It discusses how the region embraced modern scientific inquiry while preserving its unique cultural and intellectual identity.

1. Legalism and Neo-Confucianism
2. Empirical Sciences

Unit IV: Modern Discourses in East Asia 10 Hours

This unit explores the transition in East Asian discourse from Westernisation to the creation of multiple modernities. Modern discourses which now grapple with the consequences of rapid development and intensified globalisation.

1. Western Scientific Development & Modernisation
2. Nationalism, Modernity and Contemporary Issues

Readings

Unit I

1. Benjamin Schwartz. (1996). "A Brief Defense of Political and Intellectual History: The Case of China," in China and Other Matters. Cambridge. Harvard University Press, pp. 30-44.
2. Hajime Nakamura, Ways of Thinking of Eastern Peoples, University of Hawaii Press, 1981.
3. Helen Hardacre, Shinto: A History, Oxford University Press, 2016.
4. Joseph Needham, Science and Civilization in China, Vol. 2, Cambridge University Press, 1991.
5. Richard W.I. Guisso, Shamanism: The Spirit World of Korea, Jain Pub Co., 1988.

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8. William Theodore de Bary, et al, Sources of Japanese Tradition, vol. 1&2, Columbia University Press, 2006.
9. William Theodor de Bary, et al, Sources of Korean Tradition, vol. 1&2, Columbia University Press, 1996.
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Unit II

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15. Kenneth Ch'en, Buddhism in China: A Cultural History, Princeton University Press, 1973.
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18. William E. Deal and Brian Ruppert, A Cultural History of Japanese Buddhism, Wiley Blackwell, 2015.

Unit III

19. Chen, Chun. (1986). Neo-Confucian Terms Explained, tr. Wing-tsit Chan. New York. Columbia University Press, pp. 46-56, 105-13, 168-74.
20. Quentin Skinner. (2002). "Meaning and understanding in the history of ideas," in Visions of Politics, Cambridge, UK. Cambridge University Press. Vol. 1. Pp. 57-89.
21. Zhu Xi and Wang Yangming. (2009). Intellectualism and Intuitivism in Peter Bol, Neo-Confucianism in History. Cambridge. Harvard University Asia Centre. Chapters 5 and 6.

Unit IV

22. Ebrey, Patricia. *et.al.* (2008). East Asia: A Cultural, Social, and Political History. Boston. Houghton Mifflin Company.
23. Pulleyblank, Edwin and W.G.Beasley. "Historians of China and Japan". London: Oxford University Press, 1961.

24. Tu, Weiming. (2000). Implications of the Rise of Confucian East Asia. In *Multiple Modernities*. Vo!. 129, No. 1, pp. 195-218.

Facilitating the Achievement of Course Learning Outcomes:
Thorough classroom teaching, discussions, tutorials, seminars, class tests, paper presentations, and assignments for internal assessment.

DSC-EA-402 Governance in East Asia

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Governance in East Asia	4 (60 Hours)	3 (45 hours)	1 (15 hours)	NA	Graduation	Graduation

Course Description
This course introduces various aspects of governance processes, structure and institutions in East Asia. It describes how political organisations and processes have evolved from the beginnings of civilisation to the present in China, Japan and Korea. It primarily discusses the nature of states, the structures of authority and the sources of legitimacy.

Course Objectives
The course aims to familiarise students with the governance, political structure and institutions, and issues related to statecraft, political legitimacy, bureaucracy, and political parties in East Asia.

Course Outcome
The students will be able to understand the governance, political structure and institutions in East Asia.

Course Outline

UNIT I: History of Governance in East Asia **10 Hours**
1. Structures of traditional governments in the late imperial era
2. Institutional aspects of political legitimacy in the late imperial era

UNIT II: Institutions and Political Structure **12 Hours**
1. Organisation of fiscal and military systems in the late imperial era
2. Impact of the Western political institutions and Constitutional developments in the pre-modern era
3. Changes in the government system, the rise of political parties in the pre-modern era

UNIT III: Modern Development **12 Hours**

1. State-society institutional developments
2. Formation of the modern state and government systems
3. Central-local relations in the present times

UNIT IV: Legal and Military System **11 Hours**

1. Military and fiscal system in the present times
2. Legal system in the present times

Reading list

UNIT I

1. Williamson, Oliver E. "The institutions of governance." *The American economic review* 88, no. 2 (1998): 75-79.
2. Easton, David. "The political system besieged by the state." *Political Theory* 9, no. 3 (1981): 303-325.
3. Easton, David. "The political system." *World Politics* 9, no. 3 (1957): 383-400.
4. Beeson, Mark. "Globalization, governance, and the political-economy of public policy reform in East Asia." *Governance* 14, no. 4 (2001): 481-502.
5. Liu, James TC, ed. *Political institutions in traditional China: Major issues*. Vol. 35. John Wiley & Sons, 1974.
6. Thompson, Roger. "Statecraft and self-government: Competing visions of community and state in late imperial China." *Modern China* 14, no. 2 (1988): 188-221.
7. Elman, Benjamin A. "Political, social, and cultural reproduction via civil service examinations in late imperial China." *The Journal of Asian Studies* 50, no. 1 (1991): 7-28.
8. Root, Hilton L. *Small countries, big lessons: governance and the rise of East Asia*. Oxford University Press, 1996.
9. Howell, Jude, ed. *Governance in china*. Rowman & Littlefield, 2004.

UNIT II

1. Farris, William Wayne. *Heavenly Warriors: The Evolution of Japan's Military, 500–1300*. Vol. 157. Brill, 2020.
2. Mahbubani, Kishore. "From Confucius to Kennedy: Principles of East Asian Governance." *East Asian visions-perspectives on economic development* (2006): 135-165.
3. Yang, Guangbin. "The Political Development of Contemporary China from the perspective of historical political science." *Chinese Political Science Review* 6, no. 4 (2021): 598-620.
4. Schwenke, Simon. "Changing civil–military relations in Japan: 2009–2012." *Australian Journal of International Affairs* 74, no. 6 (2020): 704-720.
5. William L Tung, Political Institutions of modern China, The hague, Nijhoff, 1964
6. Yuri Pines, The Everlasting Empire: the political culture of ancient China and its imperial legacy, Princeton, Princeton University Press, 2012
7. Chien Tuan-Sheng , Government & Politics of China 1912-1949, Stanford, California, Stanford University Press,
8. Arnason, Johann P. "State formation in Japan and the West." *Theory, Culture & Society* 13, no. 3 (1996): 53-75.
9. Gina Barnes, State Formation in Japan: Emergence of a 4th Century Ruling Elite, Routledge, 2006

UNIT III

10. James C.F wang, Contemporary Chinese politics: An introduction, Prentice Hall, 2002
11. June T Dreyer, China's political system: Modernisation & Tradition, N.Y, Routledge, 2016
12. Hua, Shiping. *Chinese legal culture and constitutional order*. Routledge, 2019.
13. Huang, Yasheng. "Central-local relations in China during the reform era: the economic and institutional dimensions." *World Development* 24, no. 4 (1996): 655-672.
14. Ishii Ryosuke, A History of Political Institutions in Japan, University of Tokyo, 1980
15. Li, Linda Chelan. "Central-local relations in the people's Republic of China: Trends, processes and impacts for policy implementation." *Public administration and development* 30, no. 3 (2010): 177-190.
16. Jeffrey Mass, Warrior Government in Early Modern Medieval A Study of the Kamakura Bakufu, Shugo and Jito, Yale University Press, 1975
17. J.W. Hall and Jeffrey Mass (ed..), Medieval Japan: Essays in Institutional History, Stanford University Press, 1988
18. Kenneth A. Grossberg, Japan's Renaissance: Politics of the Muromachi Bakufu, Harvard University Press, 1990
19. Zhou, Haiwen. "Confucianism and the Legalism: A model of the national strategy of governance in ancient China." *Frontiers of Economics in China* 6, no. 4 (2011): 616-637.
20. Kimura, Shunsuke. "Historical overview of the local government system and central–local relations." In *Local governance in Japan*, pp. 19-46. Cham: Springer Nature Switzerland, 2025.
21. Sato, Katsuhiro. "Overview of Central-Local Relationships in Japan: What was changed and what is challenged." *The Globaliztion and Governance Project, Hokkaido University Working Paper Series* (2001): 4-15.
22. Suisheng, Zhao. "China's central-local relationship: a historical perspective." In *Changing central-local relations in China*, pp. 19-34. Routledge, 2019.
23. Kenneth Grossberg, "From Feudal Chieftain to Secular Monarch: The Development of Shogunal Power in Early Muromachi Japan" in Monumenta Nipponica, Vol. 31, No. 1, Spring 1976, pp. 29-49

UNIT IV

24. Swaine, Michael D. *The Military & Political Succession in China: Leadership, Institutions, Beliefs*. No. RANDR4254AF. 1992.Di Cosmo, Nicola, ed. *Military culture in imperial China*. Harvard University Press, 2009.
25. Conrad Totman, Politics in the Tokugawa Bakufu, 1600-1843, University of California Press, 1988
26. Jayasuriya, Kanishka. "Introduction: A framework for the analysis of legal institutions in East Asia." In *Law, capitalism and power in Asia*, pp. 1-23. Routledge, 2006.
27. Kondapalli, Srikanth. "Whither PLA? The Politico-ideological Aspects of the Development of China's Army." *China Report* 35, no. 3 (1999): 271-291.
28. Jayasuriya, Kanishka. "The rule of law and governance in the East Asian state." *Austl. J. Asian L.* 1 (1999): 107.
29. Mok, Ka Ho, and Ray Forrest, eds. *Changing governance and public policy in East Asia*. Routledge, 2008.
30. Robert Scalapino, Democracy and Party Movement in Prewar Japan, University of California Press, 1953
31. Amsden, A., Asia's Next Giant: South Korea and Late Industrialisation. Oxford University Press, Oxford, 1989.

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

DSE-CH-401 China's Economic Statecraft

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
China's Economic Statecraft	4 (60 Hours)	3 (45 hours)	1 (15 hours)	NA	Graduation	Graduation

Course Description

This course aims to analyse China's position in the global political economy, considering how its economic interactions have significantly impacted both the Chinese and global political economy. These statecrafts also alter established norms, values, and material interests o.`global economic governance. The course focuses on Chinese foreign trade, foreign direct investment (FDI), free trade agreements (FTAs), developmental aid, International Economic organizations, internationalization of the RMB, and the political economy of technology.

Course Objective

The course is designed to assist students in acquiring analytical tools to understand the intricacies of China's economic statecraft and to comprehend the Chinese economic statecraft that alters the established normative and material power.

Course Outcome

Students will be equipped to academically assess the Chinese economic statecraft to pursue further research.

Course Outline

UNIT I: Introduction to Economic Statecraft **12 Hours**

1. Chinese Global Economic Statecraft
2. Rise of China and International Economic Organisations
3. China, WTO and IMF

UNIT II: Trade and Investment Strategy **12 Hours**

4. Chinese Foreign Trade
5. Chinese Investment Abroad: Strategy and Influence
6. Internationalisation of RMBs

UNIT III: FTA, IPR and Sanctions **11 Hours**

7. Chinese Free Trade Agreements
8. Intellectual Property Rights: Unfair Chinese Economic Practices and Theft
9. Chinese Economic Sanctions

UNIT IV: Tech, Aid and Influence **10 Hours**

10. Chinese International Development Aid Strategy
11. China and the Political Economy of Technology

Reading List
UNIT I

1. Atwell, William S. "Ming China and the emerging world economy, c. 1470–1650." *The Cambridge History of China* 8, no. 2 (1998): 376-416.
2. Trocki, Carl. *Opium, empire and the global political economy: A study of the Asian opium trade 1750-1950*. Routledge, 2012.
3. Xiaotong, Zhang, and James Keith. "From wealth to power: China's new economic statecraft." The Washington Quarterly 40, no. 1 (2017): 185-203.
4. Norris, William J. Chinese economic statecraft: Commercial actors, grand strategy, and state control. Cornell University Press, 2016.
5. Kent, A., 1997. China, international organizations and regimes: the ILO as a case study in organizational learning. *Pacific Affairs*, pp.517-532.
6. Hameiri, Shahar, and Lee Jones. "China challenges global governance? Chinese International Development Finance and the AIIB." *International Affairs* 94, no. 3 (2018): 573-593.
7. He, Kai, and Huiyun Feng. "Leadership transition and global governance: Role conception, institutional balancing, and the AIIB." *The Chinese Journal of International Politics* 12, no. 2 (2019): 153-178.
8. Qian, Jing, James Raymond Vreeland, and Jianzhi Zhao. "The Impact of China's AIIB on the World Bank." *International Organization* 77, no. 1 (2023): 217-237.

UNIT II

9. Mavroidis, Petros C., and André Sapir. *China and the WTO: why multilateralism still matters*. Princeton University Press, 2021.
10. Wang, Shaoguang. "The social and political implications of China's WTO membership." *Journal of Contemporary China* 9, no. 25 (2000): 373-405.
11. Fewsmith, Joseph. "The political and social implications of China's accession to the WTO." *The China Quarterly* 167 (2001): 573-591.
12. Ferdinand, Peter, and Jue Wang. "China and the IMF: from mimicry towards pragmatic international institutional pluralism." International Affairs 89, no. 4 (2013): 895-910.
13. Wang, Jue. "China-IMF collaboration: Toward the leadership in global monetary governance." *Chinese Political Science Review* 3, no. 1 (2018): 62-80.
14. Stephen Krasner, "State Power and the Structure of International Trade," *World Politics* 28, (3) 1976: 317–47.
15. Joanne Gowa and Edward Mansfield, "Power Politics and International Trade," *American Political Science Review* 87, (2) 1993: 408–20.
16. Deng, Ping. "Outward investment by Chinese MNCs: Motivations and implications." *Business horizons* 47, no. 3 (2004): 8-16.

17. Dong, Yan, Jinhuan Tian, and Jingjing Ye. "Environmental regulation and foreign direct investment: Evidence from China's outward FDI." Finance Research Letters 39 (2021): 101611.
18. Frankel, Jeffrey. "Internationalization of the RMB and Historical Precedents." *Journal of Economic Integration* 27, no. 3 (2012): 329-365.
19. Huang, Yukon, and Clare Lynch. "Does Internationalizing the RMB make sense for China." *Cato J.* 33 (2013): 571.

UNIT III

20. Zeng, Ka. "China's free trade agreement diplomacy." *The Chinese Journal of International Politics* 9, no. 3 (2016): 277-305.
21. Ye, Min. "China and competing cooperation in Asia-Pacific: TPP, RCEP, and the new Silk Road." *Asian Security* 11, no. 3 (2015): 206-224.
22. Zeng, Ka. "Multilateral versus bilateral and regional trade liberalization: Explaining China's pursuit of free trade agreements (FTAs)." *Journal of Contemporary China* 19, no. 66 (2010): 635-652.
23. Shi, Wei. "The paradox of Confucian determinism: Tracking the root causes of intellectual property rights problem in China." *The John Marshall Review of Intellectual Property Law* 7, no. 3 (2008): 454-468.
24. Robert A. Pape, "Why Economic Sanctions Do Not Work," *International Security* 22, (2) 1997: 90–136.
25. Reilly, James. "China's unilateral sanctions." *The Washington Quarterly* 35, no. 4 (2012): 121-133.
26. Xue, Ye. "Fear and Greed: Mapping the Australian Debate on China's Economic Sanctions." *Pacific focus* 37, no. 1 (2022): 5-35.
27. Reilly, James. "Counting on China? Australia's strategic response to economic interdependence." *Chinese Journal of International Politics* 5, no. 4 (2012): 369-394.

UNIT IV

28. Woods, Ngaire. "Whose aid? Whose influence? China, emerging donors and the silent revolution in development assistance." *International affairs* 84, no. 6 (2008) 1205-1221.
29. Brautigan, Deborah. "Aid 'with Chinese characteristics': Chinese foreign aid and development finance meet the OECD-DAC aid regime." *Journal of international development* 23, no. 5 (2011): 752-764.
30. Reilly, James. "A norm-taker or a norm-maker? Chinese aid in Southeast Asia." *Journal of Contemporary China* 21, no. 73 (2012): 71-91.
31. Brazys, Samuel, and Krishna Chaitanya Vadlamannati. "Aid curse with Chinese characteristics? Chinese development flows and economic reforms." *Public Choice* 188, no. 3-4 (2021): 407-430.
32. Kennedy, Andrew B., and Darren J. Lim. "The innovation imperative: technology and US–China rivalry in the twenty-first century." *International Affairs* 94, no. 3 (2018): 553-572.
33. Schell, Orville, and John Delury. *Wealth and power: China's long march to the twenty-first century*. Random House Trade Paperbacks, 2014.
34. Daniel Drezner, 'State structure, technological leadership and the maintenance of hegemony', *Review of International Studies* 27: 1, 2001, pp. 3–25;

35. Mark Zachary Taylor, *The politics of innovation: why some countries are better than others at science and technology* (Oxford: Oxford University Press, 2016);
36. Lin, Ka, Lizheng Wang, Rajiv Ranjan, and Hong Zhou. "The changing contexts of international aid: examining Indian experiences for a BRICS way." *India Review* 23, no. 3 (2024): 245-265.
37. Andrew B. Kennedy, 'Slouching tiger, roaring dragon: comparing India and China as late innovators', *Review of International Political Economy* 23: 2, 2016, pp. 1–28;
38. Joel W. Simmons, *The politics of technological progress* (Cambridge: Cambridge University Press, 2016).
39. Miller, Chris. *Chip war: the fight for the world's most critical technology*. Simon and Schuster, 2022.

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

DSE-CH-402 India-China Relations

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical / Practice		
India-China Relations	4 (60 Hours)	3 (45 hours)	1 (15 hours)	NA	Graduation	Graduation

Course Description

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

Course Objective

1. To understand the broad patterns of India-China relations from a comparative perspective.

2. To understand the patterns and variables, such as strategic culture, soft power, state systems, nation-building, economic engagement, the role of leaders, competing regionalism, domestic factors, and external drivers.

Course Outcome

1. Students upon completion of the course will be able to understand the nature of India-China relations.

2. Students will be able to evaluate the prospects of competition and cooperation in India-China relations.

3. Students will understand how the two countries impact the global power balance.

Course Outline

UNIT I: Comparing Polity and Economy **12 Hours**

1. This unit will begin with an historical and geopolitical overview of India-China relations.
2. And then conduct a comparative study of India and China on four aspects: strategic culture, nation-building and state formation, economic development and engagement, soft power strategies.

UNIT II: Leadership Factor and Core Issues **12 Hours**

3. This unit will cover role of the leaders and their implications with a particular focus on Nehru and India's China policy, and Mao and China's India policy.

4. It will focus on core issues defining the bilateral relations. In particular, it will explore the Tibet factor in India-China relations and the border issue and the 1962 War.

UNIT III: External Variables and Competing Regionalism **10 Hours**

5. This unit will focus on the external variables defining the bilateral relations. In particular, it will focus on the China-Pakistan nexus and its implications for India, as well as India- US relations and their impact on China.

6. Further, this unit will study the competing regionalism from two perspectives: India and the Look East/ Act East policy and India-China in the BRICS.

UNIT IV: Competing Neighbourhood and Maritime Spaces, India-China Nuclear Forces 11 Hours

7. This unit will explore India and China's power-competition in Nepal and Myanmar.

8. It will study the role of India and China in the Indian Ocean Region as well as critically compare the naval strategies of the two Asian giants.

9. It will conduct a comparative study of evolution of nuclear forces of the two Asian giants and assess its bilateral and global significance.

Reading List

UNIT I:

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

UNIT II:

8. Deepak Lal, "India's Foreign Policy 1947-64," *Economic and Political Weekly*, vol. 2, no. 19, May 1967.
9. Ramachandra Guha, "Jawaharlal Nehru and China: A Study in Failure," *Harvard-Yenching Working Paper Series*, 2011.
10. Andrew Bingham Kennedy, *The International Ambitions of Mao and Nehru: National Efficacy Beliefs and the Making of Foreign Policy* (Cambridge: Cambridge University Press, 2012.
11. Harold C. Hinton, *Communist China in World politics* (London: Macmillan, 1966).
12. John Garver, *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century* (Seattle: University of Washington Press, 2001).

UNIT III:

13. Andrew Small, *The China Pakistan Axis* (London: C. Hurst & Co., 2015).
14. Amit Gupta, "US-India-China: assessing tripolarity," *China Report*, vol. 42, no.1 (2006): 69-83.
15. Zhao Gancheng, "China-US-India: Is a New Triangle Taking Shape," *China Quarterly of International Strategic Studies*, vol. 2, no.1 (2018).
16. 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.
17. Madhu Bhalla, "India's Approach to the Tibetan Issue," in Prabhat P. Shukla, ed., *Tibet: Perspectives and Prospects* (New Delhi: Aryan Books International, 2013), pp. 142-173.
18. 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.

19. Dawa Norbu, Tibet in Sino-Indian Relations: The centrality of marginality," *Asian Survey*, vol. 37, no. 11 (Nov, 1997), 1078-1095.
20. Sujit Dutta, "Revisiting China's Territorial Claims on Arunachal," *Strategic Analysis*, vol. 32, Issue 4 (2008): 549-581.

UNIT IV:

21. Zhao Hong, "India and China: Rivals or Partners in South East Asia?" Contemporary Southeast Asia, vol. 29, no.1(April 2007), pp. 121-142.
22. S.D. Muni, "India's 'Look East' Policy: the Strategic Dimension," *ISAS Working Paper*, No. 121 (February 2011).
23. Sujit Dutta's debate and responses, Strategic Analysis, vol. 35, no.3 (May 2011): 493-522.
24. James R. Holmes, Andrew C. Winner and Toshi Yoshihara, *Indian Naval Strategy in the Twenty-first Century*(London: Routledge, 2009).
25. Manjeet S. Pardesi, "China's Nuclear Forces and their Significance to India," *The Nonproliferation Review*, vol. 21, Issue 3-4 (2014): 337-354.

Facilitating the Achievement of Course Learning Outcomes: Thorough classroom teaching, class participation and presentations as well as tutorials and assignments for internal assessment.

DSE-TW-401 Taiwan's Foreign Policy

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Taiwan's Foreign Policy	**4 (60 Hours)**	**3 (45 hours)**	**1 (15 hours)**	**NA**	**Graduation**	**Graduation**

Course Description

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

Course Objectives

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 Outcomes

1. Develop students understanding on various events and issues shaping Taiwan's foreign policy, International Relations and cross-strait relations after 1949
2. Enhance skill to critically and empirically assess events, problems and pattern of interactions of Taiwan's foreign relations
3. 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

UNIT I : History and Determinants of Foreign Policy **12 Hours**

1. A brief history of cross-strait relations from the Ming era to the present
2. Taiwan's foreign policy and international space in the Cold War and post Cold War

UNIT II: Cross- Strait Policy **12 Hours**

a. Taiwan's mainland policy from 1949 to the present
b. The PRC's Taiwan policy from 1949 to the present

UNIT III : Taiwan and Great Powers **11 Hours**

1. US-China-Taiwan triangular relations
2. Taiwan's economy and cross-strait relations

UNIT IV: Nationalism and Southbound Policy **10 Hours**

1. Taiwanese nationalism and cross-strait relations
2. India and Taiwan relations

Reading List

UNIT I

1. Brook, Timothy. *The troubled empire: China in the Yuan and Ming dynasties*. Vol. 5. Harvard University Press, 2010.
2. Bernkopf Nancy Tucker, ed., Dangerous Strait: The US-Taiwan-China Crisis, Newyork: Columbia Univ. Press, 2005
3. Huang, Kwei-Bo. "Taiwan's Foreign Policy and International Space." *Routledge handbook of contemporary Taiwan* (2024): 493-513.
4. Bush Richard C, At cross-purposes: US-Taiwan Relations since 1942 , Armink: M.E sharpe, 2004
5. Hugar, Wayne Robert. "Cold War Economic Ideology and US Aid to Taiwan, 1950-1965." (2022).
6. Chase Michael C. E , Taiwan's Security policy: External Threats and Domestic Politics, Boulder: Lynne rienner, 2008
7. Hartnett, Stephen J. *A world of turmoil: The United States, China, and Taiwan in the long cold war*. MSU Press, 2021.
8. Ye, Xiaodi. "From Strategic Ambiguity to Maximum Pressure? Explaining the Logic of the US Taiwan Policy in the Post–Cold War Era." *Journal of Asian and African Studies* 57, no. 8 (2022): 1511-1543.
9. Hickey Dennis V V. Foreign Policy Making in Taiwan: From Principle to Pragmatism, New York, Rutledge, 2007

UNIT II

10. Tsai, Tung-Chieh, and Tony Tai-ting Liu. "Cross-strait relations and regional integration: A review of the Ma Ying-Jeou era (2008–2016)." *Journal of Current Chinese Affairs* 46, no. 1 (2017): 11-35.
11. Zhou, Wenxing. "Taiwan's Mainland Policy since the Korean War." In *Explaining Taiwan's Chinese Mainland Policy Change: A Punctuated Equilibrium Perspective*, pp. 19-34. Singapore: Springer Nature Singapore, 2026.
12. Qiang, Xin. "Selective Engagement: Mainland China's Dual-Track Taiwan Policy." In *The Taiwan Question in Xi Jinping's Era*, pp. 64-82. Routledge, 2024.
13. Hickey, D V V. Taiwan's security in the changing international syste, Boulder, Colo. Lynne Rienner Publisher, 1997
14. Economy, Elizabeth C. *The world according to China*. John Wiley & Sons, 2021.
15. Hicky D V V, United States- Taiwan Security ties: from Cold war to beyond containment, New York: Praeger, 1994
16. Matsuda, Yasuhiro. "Cross-Strait relations under the Ma Ying-jeou administration: From economic to political dependence?." *Journal of Contemporary East Asia Studies* 4, no. 2 (2015): 3-35.
17. Guo, Baogang, and Chung-Chian Teng, eds. *Taiwan and the Rise of China: Cross-strait Relations in the Twenty-first Century*. Rowman & Littlefield, 2012.
18. I yuan ed. Cross- strait relations at the turning point: Institution, Identity and Democracy, Taipei: InternationalRelations, 2008
19. Lewis and Litai vXue, Imagined Enemies: China Prepares for Uncertain War, Stanford: Stanford Univ. press, 2006

UNIT III

20. Ross, Robert S. "Navigating the Taiwan Strait: Deterrence, escalation dominance, and US-China relations." *International security* 27, no. 2 (2002): 48-85.
21. Roy D, Taiwan : A Political History, Ithaca, N.Y : Cornell Univ.press 1998
22. Lin, Mao. "Taiwan, geopolitics, and US–China relations." *The Geography Teacher* 22, no. 1 (2025): 31-35.
23. Gordon, Susan M., Michael G. Mullen, and David Sacks. "US-Taiwan Relations in a New Era." (2023).
24. Rubinstein, Murray, ed. Taiwan: A new history, New york, M.E Sharpe, 2015
25. Albert, Eleanor. "China-Taiwan Relations." *Council on Foreign Relations* 7 (2016).
26. Tucker, Nancy Bernkopf. *Strait talk: United States-Taiwan relations and the crisis with China*. Harvard University Press, 2009.
27. Bush, Richard C. *Uncharted strait: The future of China-Taiwan relations*. Bloomsbury Publishing USA, 2013.
28. Dumbaugh, Kerry. *Taiwan-US relations: developments and policy implications*. No. CRSR40493. 2009.
29. Cheng, Tuan Y. "Taiwan–US Relations: Close but Uncertain." *China Report* 49, no. 4 (2013): 371-384.
30. Lin, Bonny. "US Allied and Partner Support for Taiwan: Responses to a Chinese Attack on Taiwan and Potential US Taiwan Policy Changes." (2021).
31. Dittmer, Lowell. *Taiwan and China*. University of California Press, 2017.
32. Schubert , Routledge Handbook of Contemporary Taiwan, London, Routledge, 2016
33. Swaine, D . Taiwan's national security, defense policy, and weapons procurement process. Santa Monica. Calif.: Rand,1999
34. Glaser, Bonnie S., Richard C. Bush, and Michael J. Green. *Toward a stronger US-Taiwan relationship*. Center for Strategic and International Studies (CSIS), 2022.

35. Swaine Michael D. and James C Mulvenon, , Taiwan's foreign and defense policies, Santa Monica. Calif.: Rand, 2001
36. Cunningham, Michael. "The American Case for Taiwan." *The Heritage Foundation* (2024).

UNIT IV

37. Li, Charles. *India and Taiwan: A Reality Check*. Taylor & Francis, 2026.
38. Yang, Chun Chih. "Taiwan's New Southbound Policy: Implications for the Relations between Taiwan and ASEAN." *The Japanese Journal of Law and Political Science* 54, no. 1 (2018): 199.
39. Jacob, Jabin T. "A potential conflict over Taiwan: a view from India." *The Washington Quarterly* 45, no. 3 (2022): 147-162.
40. Balakrishnan, Bhaskar. "Opportunities for India Taiwan science and technology cooperation." *Science and Diplomacy Review* 3, no. 3 (2021): 17-25.
41. Rigger, Shelley. "Competing conceptions of Taiwan's identity: The irresolvable conflict in cross-strait relations." *Journal of Contemporary China* 6, no. 15 (1997): 307-317.
42. Black, Lindsay. "Evaluating Taiwan's New Southbound Policy." *Asian Survey* 59, no. 2 (2019): 246-271.
43 Yang, Alan H. "Strategic Appraisal of Taiwan New People-Centered Southbound Policy: The 4Rs Approach." *Prospect Journal* 18 (2016).
44. Hashmi, Sana. "Situating India in Taiwan's New Southbound Policy." In *Southward Bound*, pp. 79-100. Routledge, 2024.
45. Jaskólska, Aleksandra, and Kumari Mansi. "India's Shifting Stance on Taiwan: Multi-Alignment and Strategic Autonomy." In *Tensions in the Taiwan Strait*, pp. 114-135. Routledge.
46. Chen, Mumin. "Taiwan–India Relations Under the Shadow of a Rising China." In *India and China in the Emerging Dynamics of East Asia*, pp. 43-58. New Delhi: Springer India, 2014.
47. Young Deng and Fei Ling wang,eds., China Rising, UK, Oxford 2005
48. Jean-Mare F.Blanchard and Dennis V. Hickey, eds., New Thinking about the Taiwan Issue: Theoretical Insights into itsorigins, Dynamics and Prospects, London & New York, Routledge, 2012.
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50.

Facilitating the Achievement of Course Learning Outcomes: Thorough class room teaching / tutorials and assignments for internal assessment and through participating in seminars and workshops

DSE-JP-401 Japan's Economic Development

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		

Japan's Economic Development	**4 (60 Hours)**	**3 (45 hours)**	**1 (15 hours)**	**NA**	**Graduation**	**Graduation**

Course Description

This course attempts to explain the process of economic development in modern Japan by looking at the roles played by the various sectors as well as the State. A comparative approach is used so that the currently developing nations can gain from looking at the Japanese development experience.

Course Objectives

The objective of the course is to enable the students to understand the economic development experience of Japan from a long term perspective. The actual experience would be compared with some of major theories of economic development.

Course Outcome

This understanding would help the students to understand how the Japanese economic development took place and the student will be able to critically assess the relevance of various issues of economic development.

Course Outline

UNIT I Historical analysis **10 Hours**

Historical precursor to Japan's economic transformation

1. Meiji Restoration and the carryover from the past.
2. The Transition Period and creation of Institutions

UNIT II Economic Development in pre-War Japan **12 Hours**

Economic growth of Japan before World War II and Japan's war economy

1. Industrial Development in the pre–War Era
2. Foreign Trade and its Impact in the pre–War Era
3. Agriculture in Economic Development in the pre-War Era
4. War and its impact

UNIT III External Stimuli **11 Hours**

External factors and situation responsible for Modern days transformation

1. Occupation Reforms and their impact
2. Education and Growth
3. Recovery and Technology Transfer

UNIT IV Post-war Economic Development **12 Hours**

Post war growth and slowdown, lessons for the other developing countries

1. High growth period 1955-1973
2. Foreign Trade in the Post-War Era
3. Role of the State
4. Comparative Issues for late comers

Reading List

UNIT I

1. Smith, Thomas C. 1968. Political Change and Industrial Development in Japan: Government Enterprise, 1868 – 1880 (Stanford: Stanford University Press).

2. Kunio, Yoshihara 1979. Japanese Economic Development: A Short Introduction (Tokyo: Oxford University Press)

3. The Cambridge History of Japan Volume 5 The Nineteenth Century (ed.) Mauris B. Jansen 1989

4. Ohno, Kenichi. The history of Japanese Economic Development: origins of private dynamism and policy competence. Routledge. 2018

UNIT II

5. Hayami, Yujiro etal. 1991 The Agricultural Development of Japan: A Century's Perspective Tokyo: University of Tokyo Press.

6. Waswo and Nishida eds 2003. Farmers and Village Life in Twentieth-Century Japan London: Routledge Curzon.

7. Hane, Mikiso., 1982 Peasant, Rebels and Outcasts: The Underside of Modern Japan (New York: Pantheon Books).

UNIT III

8. The Cambridge History of Japan Volume 6 The Twentieth Century (ed.) Peter Duus 1988

9. Francks, Penelope., 1992. Japanese Economic Development: Theory and Practice (London and New York: Routledge).

10. Ryutaro Komiya etal (eds)., 1988. Industrial Policy of Japan (Tokyo: Academic Press, Inc).

UNIT IV

11. Hugh Patrick and Henry Rosovsky (eds)., 1976. ASIA'S NEW GIANT: How the Japanese Economy Works (Washington, D.C.: The Brookings Institution)

12. Kazushi Ohkawa and Gustav Ranis (eds)., 1985. Japan and the Developing Countries (Oxford: Basil Blackwell).

13. Johnson, Chalmers., 1982. MITI and the Japanese Miracle: Government's Role (California: Stanford University Press).

14. Tsurumi, E. Patricia., 1988. The Other Japan: Postwar Realities (Armonk, New York:: M.E.Sharpe,Inc).

15. Hayashi, Takeshi 1990. The Japanese Experience in Technology: From Transfer to Self-Reliance (Tokyo: United Nations University Press).

16. Ozawa, Terutomo., 1974. Japan's Technological Challenge to the West: Motivation and Accomplishment, 1950 - 1974 (MIT Press).

Facilitating the Achievement of Course Learning Outcomes:
Thorough classroom teaching / tutorials and assignments for internal assessment and through participating in seminars and workshops.

DSE-JP- 402 Japanese Foreign Policy

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Japanese Foreign Policy	**4 (60 Hours)**	**3 (45 hours)**	**1 (15 hours)**	**NA**	**Graduation**	**Graduation**

Course Description
This course will offer an understanding on the determinants of Japan's foreign policy, Japan's foreign policy making elites, unequal treaties and Japan's foreign policy during the Meiji Restoration, emergence of Japan as a great power, Japan's victories over China and Russia, occupation of Korea and Japanese imperialism, Japan's China policy, militarism, aggression and the World War II, occupation of Japan and Japan-US Relations, economic interdependence and role of ODA, multilateralism, Japan's foreign policy in the post Cold War period, India-Japan relations and current concerns in Japan's foreign policy thinking

Course Objectives
The objective of this course is to teach students about various aspects of Japan's foreign policy with regards to the changing dynamics in the East Asian region.

Course Outcome
The students will be able to understand the changing foreign policy goals of Japan.

Course Outline

UNIT I Determinants and Actors **12 Hours**

1. The determinants of Japan's foreign policy

2. Japan's foreign policy-making elites
3. Unequal treaties and Gunboat Diplomacy

UNIT II Meiji Restoration and Rise of Japanese Imperialism **12 Hours**

1. Meiji Restoration and Emergence of Japan as a great power
2. Japanese imperialism and Intervention in Korea
3. Japan's China policy and creation of Manchukuo

UNIT III Inter War Period and Post-war Occupation of Japan **11 Hours**

1. Militarism, aggression and the World War II
2. Greater East Asia Co-Prospertity Sphere
3. Occupation and Japan-US Relations
4. Economic interdependence

UNIT IV Post Cold War Japan and new Geopolitical Realities **10 Hours**

1. Multilateralism
2. Japan's foreign policy in the post-Cold War period
3. India-Japan relations in the 21st century
4. Current concerns in Japan's foreign policy thinking

Readings

1. Beasley, W. G. Japanese Imperialism, 1894-1945. London: Clarendon Press, 1987.
2. Nish, Ian. Japanese Foreign Policy in the Inerwar Period. Praeger Pub Text, 2002.
3. Cooney, Kevin J. Japan's Foreign Policy Since 1945. M E Sharpe Inc, 2006.
4. Curtis, G.L. Japan's Foreign Policy after the Cold War: Coping with Change. M E Sharpe Inc, 1996.
5. Bialer, Seweryn and Michael Mandelbaum, Eds. The Politics of the Quadrangle: The UnitedStates, the Soviet Union, Japan and China in East Asia, Boulder: Westview Press, 1990.
6. Cooney, Kevin J. Japan's Foreign Policy since 1945. New York: M. E. Sharpe, 2006.
7. Hook, G.D. Japan's International Relations: Politics, Economics and Security. New York: Routledge,2001
8. Inoguchi, Takashi and Purnendra Jain (eds.). Japan's Foreign Policy Today. London: Palgrave Macmillan, 2000.
9. Jansen, Marius B. Japan and Its World: Two Centuries of Change, Princeton, N. J., Princeton University Press, 1980.
10. Katzenstein, P.J. Japan's national security: structures, norms, and policy responses in a changing world. Cornell University, 1993.
11. Maswood, Javed S. Japan and East Asian Regionalism. New York: Routledge, 2001.
10. Nish, Ian. Japanese Foreign Policy in the interwar years. New York: Praeger, 2002.

Facilitating the Achievement of Course Learning Outcomes:

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

DSE-KR-401 South Korea's Economic Development

Course Title & Code	Credits	Credit Distribution of the Course	Eligibility Criteria	Prerequisite of the Course

		Lecture	Tutorial	Practical/ Practice		
South Kora's Economic Development	**4 (60 Hours)**	**3 (45 hours)**	**1 (15 hours)**	**NA**	**Graduation**	**Graduation**

Course Description

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

Course Objectives

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

Course Outcome

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

Course Outline

UNIT I : Post-War Rehabilitation, Economic Planning, and Policy Transformation **12 Hours**

1. Land Reform of the 1950s and the foundations of industrialisation
2. Rehabilitation, economic planning and policies
3. The Chaebol and the State

UNIT II: Industrialisation, Urbanisation and Social Issues **12 Hours**

1. Industrialisation, industrial restructuring and the role of International Financial Institutions
2. Social Impact of Industrialisation: Urbanization, labour mobility and Organisation
3. Labour law, labour policies, unemployment and welfare policies in social inequality

UNIT III : Trade and Challenges **11 Hours**

1. Korea's international trade
2. Crisis and reform in the financial sector

UNIT IV: New Economy and Globalisation **10 Hours**

1. Globalisation and regional integration
2. New Korean economy: technology and the service sector

Reading List

UNIT I

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 InstitutionalPerspective, Boulder, Colorado: Westview Press, 1994.
3. Park, Jungho, Manhee Han, and Youngjae Lee. "Post-conflict economic recovery and land policy in South Korea between 1948 and the early 1960 s." *Land Use Policy* 141 (2024): 107151.
4. Clifford, M., Troubled Tiger, Businessmen, Bureaucrats and Generals in South Korea, M.E. Sharpe, Armonk, NY, 1994.

5. Hong, Yong-Pyo. "North Korea in the 1950s: The Post Korean War Policies and Their Implications." (2004): 215-234.
6. Kim, Min Hwan, and Lan Jin. "South Korean society and the lasting legacy of the Korean War: Ideology, economy and militarization." *The Sociological Review* 74, no. 2 (2026): 398-418.

UNIT II

7. Eder, N. Poisoned Prosperity: Development, Modernization and the Environment in South Korea, M.E. Sharpe, Armonk, NY, 1996.
8. Gragert, Edwin, H. Landownership Under Colonial Rule: Korea's Japanese Experience 1900- 1935, Honolulu, University of Hawaii Press, 1994.
9. Hyung Koo-lee. The Korean Economy. New York: State University of New York Press, 1996.
10. Ha, Yong Chool. "Late industrialization, the state, and social changes: The emergence of neofamilism in South Korea." *Comparative Political Studies* 40, no. 4 (2007): 363-382.
11. Kang, Myung-Goo. "Understanding urban problems in Korea: continuity and change." *Development and society* (1998): 99-120.
12. Hamilton, Clive. "Class, State and Industrialisation in South Korea 1." *IDS bulletin* 15, no. 2 (1984): 38-43.
13. Kim, Kyung-Hwan, and Edwin S. Mills. "Korean development and urbanization: Prospects and problems." *World Development* 16, no. 1 (1988): 157-167.

UNIT III

14 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.
15. Dunning, John H., Chang-Su Kim, and Jyh-Der Lin. "Incorporating trade into the investment development path: A case study of Korea and Taiwan." *Oxford development studies* 29, no. 2 (2001): 145-154.
16. Sahoo, Pravakar, Durgesh Kumar Rai, and Rajiv Kumar. *India-Korea trade and investment relations*. No. 242. Working Paper, 2009.
17. Rodrik, Dan. "Trade strategy, investment and exports: another look at East Asia." *Pacific Economic Review* 2, no. 1 (1997): 1-24.
18. Lee, Yong-Shik. "Trade and Development: Lessons from Korea." *Korean Journal of International Trade and Business Law* 25, no. 2 (2016): 51-76.
19. Ursacki, Terry, and Ilan Vertinsky. "Long-term changes in Korea's international trade and investment." *Pacific Affairs* (1994): 385-409.
20. Sharma, R.C. and Kim Dal-choong. Eds. Korea-India Tryst with Change and Development New Delhi, Khanna Publishers, 1993.
21 Steers, Richard M., et al. The Chaebol-- Korea's New Industrial Might, New York, Harper and Row, 1989.
22. Kim, Shin-Haing, Taegi Kim, and Keunyeob Oh. "International Trade and Economic Growth in the Korean Economy." (2023).
23. Woo, Jung-En. Race to the Swift: State and Finance in Korean Industrialization. New York: Columbia University Press, 1992.

UNIT IV

24. Kim, Nam-Kook, ed. *Globalization and regional integration in Europe and Asia*. Routledge, 2016.
25. Lee, Won-Duck, and Byoung-Hoon Lee. "Korean industrial relations in the era of globalisation." *Journal of Industrial Relations* 45, no. 4 (2003): 505-520.

26. Shin, Kwang-Yeong. "Globalisation and the working class in South Korea: Contestation, fragmentation and renewal." *Journal of Contemporary Asia* 40, no. 2 (2010): 211-229.
27. Kwon, Soonman, and Ian Holliday. "The Korean welfare state: a paradox of expansion in an era of globalisation and economic crisis." *International Journal of Social Welfare* 16, no. 3 (2007): 242-248.
28. Lee, You-il, and Wan-soon Kim. "South Korea's Meandering Path to Globalisation in the Late Twentieth Century." *Asian Studies Review* 34, no. 3 (2010): 309-327.
29. Jeong, Seongjin. "Globalisation and economic crises in the Korean capitalism." *Arthaniti: Journal of Economic Theory and Practice* 17, no. 1 (2018): 31-49.
30. Park, Donghyun, and Kwan-ho Sin. *Performance of the Services Sector in Korea: An Empirical Investigation.* Washington, DC, USA: Peterson Institute for international Economics, 2012.
31. Kim, Bae-Geun. "Technological advances in manufacturing and their effects on sectoral employment in the Korean economy." *Economic Modelling* 126 (2023): 106433.
32. Park, Donghyun, and Kwanho Shin. "The service sector in Asia: is it an engine of growth?." *Asian Development Bank Economics Working Paper Series* 322 (2012).

Facilitating the Achievement of Course Learning Outcomes:
Thorough classroom teaching/tutorials and assignments for internal assessment, and through participating in seminars and workshops.

SBC-EAS-401 Chinese/Japanese/Korean Language

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Language : Chinese/Japanese /Korean	2 (60 Hours) 45	1 (15 Hours)	NA	1 (30 hours)	Graduation	Graduation

Course Description
Students will choose any of the three languages offered by the Department, namely Chinese, Japanese, or Korean. She/he will pursue the same language in all four semesters.

Objectives of the Course
This course will introduce basic grammar, sentence patterns, and greetings in Chinese, Japanese, and Korean. Students will be taught basic knowledge through which they will have a feel for the language and culture of the country they are studying.

Course Outcome

Gain knowledge of scripts, basic grammar, and students should be able to recognise and read the language at an elementary level.

Course Outline

2. CHINESE

Unit I **15 hours**

Spoken skills:

- Improve spoken skills for basic conversation through various methods, including:
- Expanding vocabulary and practice using them in sentences
- Learning common phrases and expressions used in everyday conversations
- Reading and understanding of the texts and practice of the common sentence patterns and dialogues learnt from the text

Writing:

Learning about 200 Chinese characters, focusing on:

- Categories of Chinese characters, and the difference between them
- Background of a character's structure and its role in understanding its meaning
- Original and simplified characters, their similarity and difference

Unit II **15 Hours**

Grammar:

- Complements and their relations to verb/adjective
- Types of rhetorical questions
- Types of comparative sentences

Listening exercises:

- Listening to recordings of textbook lessons to better comprehend the pronunciation, rhythm, and flow of the language
- Listening to long conversations and short monologues in slow to normal speed
- Practice tone pairs and tone sandhi, learn how change in tone affects the meaning of a word

There will be practical activities of 30 hours

c. **JAPANESE**

Unit I **15 hours**

Spoken skills:

Improved fluency in basic conversation. Can express opinions, describe daily routines, give directions, and make polite requests. Increased confidence in using both polite and plain speech in appropriate contexts.

Writing:

Fluent in using *hiragana* and *katakana*. Able to write using approximately 160 *kanji*. Can compose structured paragraphs (e.g., personal letters, event descriptions, short opinion pieces).

Unit II **15 hours**

Grammar:

Expanded grammar proficiency, including:

• Verb forms: Potential (〜られる), Volitional (〜ましょう／〜よう), Imperative, Conditional (〜たら), and 〜たり〜たりする

• Advanced particles: しか, だけ, でも, までに, によって

• Sentence structures: 〜ことができる, 〜ないでください, 〜てもいい, 〜なければならない, 〜ながら

Listening skills:
Comprehends longer dialogues and short monologues in slow to normal speed. Understands context, speaker intentions, and can catch details in classroom or daily-life conversations.

There will be practical activities of 30 hours

d. **KOREAN**

Unit I **8 ~~15~~ hours**

Spoken skills:
It covers self-introduction, explaining the surrounding environment, description of family and friends, interaction with seniors, teachers, and unknown persons

Writing:
The writing part focuses on, with the help of a set of vocabulary, the student writes a paragraph, essays on given topics, makes sentences with jumbled words, translation from Korean to English and vice versa.

Unit II **7 ~~15~~ Hours**

Grammar:
uses of Korean grammar, making sentences in imperative, interrogative, active and passive forms. Knowledge of grammar enhances critical analysis on any topic and makes conversations on given free topics.

Listening exercises:
It helps to comprehend situation-based listening contents using the language lab or verbal communication given by the teacher. Students should summarise listening through a short video or reading content on common topics.

There will be practical activities of 30 hours.

Readings

A) CHINESE

1. *Jichu Hanyu Keben*, di yi ce (Elementary Chinese Readers, Book 1), Beijing: Sinolingua, 2008 (Revised ed.)
2. *Zhongwen Ting Shuo Du Xie* (Integrated Chinese, Textbook 1, Simplified Character), Boston: Cheng and Tsui, 2016 (4th ed.)
3. *Fazhan Hanyu: Chuji Duxie*, I (Developing Chinese: Elementary Reading and Writing Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
4. *Fazhan Hanyu: Chuji Tingli*, I (Developing Chinese: Elementary Listening Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)
5. *Fazhan Hanyu: Chuji Kouyu*, I (Developing Chinese: Elementary Speaking Course 1), Beijing: Beijing Language and Culture University Press, 2012 (2nd ed.)

6. Teaching material prepared by the Department

Note: The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

B) JAPANESE

1. *Nihongo shokyuu* 1. Tokyo University of Foreign Studies, Tokyo. 2012
2. Hasegawa, Yoko et al. *Shokyuu nihongo Vol. 1*. The Japan Times. 1995
3. *Minna no nihongo shokyu 1*. 3A Corporation. 2012-13
4. *Genki: An Integrated Course in Elementary Japanese 1*.The Japan Times. *2020*
5. Teaching material prepared by the Department

Note: The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

C) KOREAN

1. Text book: Bharti Korean Intermediate, Goyal Publication, 2017, Lessons:1-10
2. Bharti Korean Workbook, Indo-American Publications, 2007
3. Bharti Korean Reading Comprehension 1, ManakPublications, 2008
4. Korean through English 1, Seoul National University, Seoul, Korea, 2001
5. Pathfinder in Korea 1, Ehwa Women University, Seoul, 2003
6. Teaching material prepared by the Department

Note: The content of the course and the reading material will be decided by the course teacher at the beginning of each semester.

Facilitating the Achievement of Course Learning Outcomes

The teaching-learning-evaluation process is done through the following means:

- Teaching through classroom lecture, audio-visual training in language laboratory and through performing arts
- Skill enhancement through assignment of homework, participation in quiz and seminar, and presentations on given topics
- Evaluation through internal assessment assignment, mid-semester and end-semester examinations.

EAS-Workshop/Internship/Hands-on training 401

Objective:

Students will receive industry-related training to develop their research tools, techniques, methodologies, and policy analysis skills.

Outcome: Students will be required to submit a certificate for an internship from a ministry/university/college/industry/think-tanks, or a certificate of participation in a workshop/Hands-on training on research methodology/specific skills/ subject-specific topic/, organised by a ministry/university/college/industry/think-tanks.

General Electives courses offered by DEAS

The Department of East Asian Studies also offers Generic Elective courses for are open to students of other Departments of the University under NEP. Such students may apply through

the Head of the Department where they are enrolled for the M.A. Programme. The intake will be restricted by the availability of seats. The maximum numbers and eligibility criteria for the Generic Elective courses for students from outside the department will be decided by the department at the beginning of each semester. Students of other departments, opting for the Generic Elective courses, will have to abide by the various rules and regulations of the Department of East Asian Studies. Any request for readjustment of time-tables, and rescheduling of submission of assignments or conduct of mid-semester and end-semester examinations will not be entertained.

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Annexure-2

UNIVERSITY OF DELHI

MASTER OF ARTS IN CHINESE

NEP-2020 based PGCF (First-Year)

(Effective from Academic Year 2025-26)

PROGRAMME BROCHURE (DRAFT)

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

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

Semester III (22 Credits)
2 (DSC) x 4 (credit) = 8 credits
2 (DSE) or 1 (DSE) + 1 GE x 4 credit = 8 credits
Dissertation/Academic Project= 6 credits

DSC	CL-301	Introduction to Classical Chinese
DSC	CL-302	Chinese Language Pedagogy
DSE	EA-304	India, ASEAN and East Asia
DSE	CH-301	Chinese Foreign Policy
DSE	TW-301	Taiwan Political System
GE	GE	From any other department

Semester IV (22 Credits)
2 (DSC) x 4 (credit) = 8 credits
2 (DSE) or 1 (DSE) + 1 GE x 4 credit = 8 credits
Dissertation/Academic Project= 6 credits

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

DSC CL-301 INTRODUCTION TO CLASSICAL CHINESE

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

Course Description:

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

Course Objective:

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

Course Learning Outcome:

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

Course Outline:

Unit I Hours: 12

Salient features of classical Chinese language (Grammatical Structure)

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

Reading List:

1. Fuller, Michael Anthony. An Introduction to Literary Chinese. United Kingdom: Harvard University Asia Center, 1999.

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

Unit IV Hours: 11

Role of classical language and literature in Chinese way of life

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

Reading List:

1. Li Xiaoxiang, Gateway to Classical Chinese Literature: Pre-Qin to Qing Dynasty. Singapore, Asiapac, 2004.
2. Hsia, C. T., "Classical Chinese Literature: Its Reception Today as a Product of Traditional Culture," Chinese Literature: Essays, Articles, Reviews (CLEAR), Jul., 1988, Vol. 10, No. 1/2 (July, 1988), pp. 133-152.
3. Zhao, Bi, "Exploring the Role of Chinese Language and Literature in the Transmission of Traditional Culture by Combining the Method of Internet Text Analysis," Applied Mathematics and Nonlinear Sciences, 2023, Vol. 9, https://www.researchgate.net/publication/376368689.
4. Zhang, Xiping (ed.), [Bin, Yao, et al. (tr.)], A Study on the Influence of Ancient Chinese Cultural Classics Abroad in the Twentieth Century, Singapore: Springer, 2022.
5. Wang, Tianjin, "The Traditional Chinese Culture and Lifestyle in Modern China," Journal of Strategic Innovation and Sustainability, Vol. 19, No. 4, 2004, https://doi.org/10.33423/jsis.v19i4.7453
6. Teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcome:

Thorough classroom teaching, presentations and assignments for internal assessment.

Reading List:

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

Unit II Hours: 11

Creating and maintaining learning environment

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

Reading List:

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

Unit III Hours: 11

Techniques of Chinese language teaching

Skill Based Two Credit Course:
Internship/Workshop I
Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Internship/ Workshop	02	1		1	Graduation	Graduation

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

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

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

Course Outline:
Unit: I Hours: 15
Lecture:
Students will be taught to communicate fluently and effectively in advanced Mandarin Chinese in professional, academic contexts. They will demonstrate proficiency in advanced listening, speaking, reading, and writing skills, including formal presentations, discussions, and official communication. Students will also be expected to apply intercultural communication skills to engage confidently in cross-cultural and professional interactions.

Unit: II Hours: 30
Practical: Internship/ Workshop I
The students will be expected to work in association with academic/ research institutes/ enroll with corporate organisations for internship/ workshops and utilise the language-based skills developed in their theory courses. The internship/ workshop participation may be in online or offline format. The students are expected to complete the requisite hours of the skilled based course beyond the class hours, as leave will not be granted for the same.

3. Feng , Tianyu and Yang Hua, The Development Trajectory of Chinese Culture. Shanghai: Shanghai People's Publishing House.]
4. 冯友兰，《中国哲学简史》.北京：北京大学出版社，1996. [Feng, Youlan, A Brief History of Chinese Philosophy. Beijing: Peking University Press.]
5. Chan, Sin-Wai (ed.), The Routledge Encyclopedia of Traditional Chinese Culture. London and New York: Routledge, 2020.
6. Davis, Edward L. (ed.), Encyclopedia of Contemporary Chinese Culture. London and New York: Routledge, 2005.
7. Teaching material prepared by the Department

Unit II Hours: 11

Intellectual and literary tradition

- Major literary genres
- Major philosophical schools of thought

Reading List

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

Unit III Hours: 11

Socio-political institutions

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

Reading List

1. 孙家正，《文化如水》．北京：外文出版社， 2006. [Sun, Jiazheng, Culture is Like Water. Beijing: Foreign Languages Press.]
2. 陶立璠， 民俗学概论》．北京：中央民族学院出版社， 1987. [Tao, Lifan, An Introduction to the Study of Folklore. Beijing: Central Nationalities Institute Press.]
3. 邢莉，《中国少数民族节日》•北京：中信出版社，2006. [Xing, Li, Festivals of Chinese Minorities. Beijing: CITIC Press.]

teaching the student how to analyze a text using various methods of theoretical interpretation. The course also focuses on application of theoretical approaches and theoretical dimensions to reading and analyzing Chinese literary texts from major genres such as short and long prose, poetry, and drama, as well as writing critical responses to those works. The course promotes an awareness of the relation of literary studies to broader interdisciplinary knowledge elsewhere in the humanities and social sciences. The content of the course will cover a series of traditional concepts in criticism of lyric poetry such as ethical or aesthetical function of poetry, vision or dynamic process as nature of poetry, use of correlative thinking in lyric aesthetics, and taste and flavour in connoisseurship.

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

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

Course Outline:

Unit I Hours: 06

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

Reading List:

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

Unit II Hours: 04

Conceptual Frameworks and Binary Structures in Literary Theory
This unit examines key conceptual distinctions and binary oppositions that structure literary discourse, such as theory vs criticism, objectivity vs subjectivity, singular vs multiple interpretations. It critically engages with how these binaries shape aesthetic judgement and interpretive frameworks, while also

The unit further develops critical writing skills and encourages interdisciplinary approaches to literary analysis.

Reading List:

1. Anderson, Marston, The Limits of Realism: Chinese Fiction in the Revolutionary Period. Berkeley: University of California Press, 1990.
2. Rolston, David L. (ed.), How to Read the Chinese Novel. Princeton: Princeton University Press, 1990.
3. Duke, Michael S., Blooming and Contending: Chinese Literature in the Post-Mao Era, Bloomington: Indiana University Press, 1985.
4. Eagleton, Terry, How to Read Literature. New Haven and London: Yale University Press, 2013.
5. Dobie, Ann B. (ed.), Theory into Practice: An Introduction to Literary Criticism. Wadsworth Cengage Learning (3rd ed.), 2011.
6. Preminger, Alex, et. al., (eds.), Classical Literary Criticism: Translations and Interpretations. New York: Ungar, 1984.
7. Books, research papers and articles on literary criticism, Modern Chinese Literature and Culture Resource Center, The Ohio State University database (https://u.osu.edu/mclc/bibliographies/lit/genre/#R:)
8. Teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcome:

Thorough classroom teaching, presentations and assignments for internal assessment.

Skill Based Two Credit Course:

Internship/Workshop II

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Internship/ Workshop	02	1		1	Graduation	Graduation

Course Description:

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

Course Objective:

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

Course Learning Outcome:

On completion of this course, the student will be able develop key skills in practical aspects of the working environment. Recognize challenges of language learnt and evaluate alternatives to deal with it, build up

Annexure-3

M. A. JAPANESE

2nd Year of Two-Year PG program (3+2): Semester III & IV
OR
One Year PG program (4+1) with Course Work + Research

Structure 1 (Level 6.5): PG Curricular Structure with ONLY COURSEWORK

Semester	DSC	DSE	2 Credit Course	Dissertation	Total credit
III	**DSC–7** Japanese Philosophy, Aesthetics, and Japanese Thought **(4 Credits)** **DSC – 8** Study of representative works: *Monogatari, Nikki, Zuihitsu* **(4 Credits)**	**DSE – 5** Introduction to Classical Japanese **(4 Credits)** **DSE – 6** Introduction to *bungaku hihyou* (Literary Criticism) Part I **(4 Credits)** **DSE – 7** Methodology of Foreign language teaching with special reference to teaching of Japanese **(4 Credits)**	**Skill Based Course** Business Japanese & Professional etiquette with Company Internship /Workshop/Hands on Learning **Focus:** Keigo, emails, CVs, Job interviews, business meetings. **Skills:** Corporate communication, cross-cultural etiquette **(2 Credits)**	Nil	22
IV	**DSC – 9** Study of representative works: *Shi, Geki, Shousetsu* **(4 Credits)** **DSC – 10**	**DSE – 7** Methodology of Foreign language teaching with special reference to teaching of Japanese **(4 Credits)**	**Skill Based Course** Media and subtitling in Japanese/ Company Internship//Workshop/Hands on Learning **Focus:** Audio-visual Japanese, subtitling conventions, timing tools		22

	(4 Credits)	Women's writing in Japan **(4 Credits)**		**(6 Credits)**	

Course Objectives, Outline & Reading list

Semester III

DSC – 7: Japanese Philosophy, Aesthetics, and Japanese Thought

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	**Credits**	**Credit Distribution of the Course**			**Eligibility Criteria**	**Prerequisite of the Course**
		Lecture	**Tutorial**	**Practical/ Practice**		
Japanese Philosophy, Aesthetics, and Japanese Thought	**4**	**3**	**1**	**0**	**Graduation**	**Graduation**

Learning Objectives: To introduce foundational concepts in Japanese aesthetics and philosophical traditions. It will cultivate an appreciation for Japanese aesthetic values like impermanence, minimalism, and restraint. This course explores the deep interconnection between Zen Buddhism, Japanese aesthetics, and philosophical thought. Through art, poetry, architecture and everyday sensibility, students will discover how concepts like *zen, wabi, sabi,* and *mujo* inform Japan's unique view of beauty, transience, and simplicity.

Learning Outcomes: By the end of the course, the students will be able to understand the key Japanese aesthetic concepts and they will also be able to reflect on cross-cultural differences and perspectives. They will be able to apply Japanese aesthetic ideas to their own creative or academic projects.

Detailed Syllabus:

Unit: I Hours:11

Foundation of Japanese philosophy and aesthetic thought

1. Introduction to various Japanese Philosophical thoughts
2. Difference between Eastern and Western ethics
3. Introduction to *nihonbiishiki* (Concept of Beauty) and Japanese Aesthetics

EC (1282) - 29.04.2026

9. Kobun Chino Otogawa, Judy Cosgrove, Shinbo Joseph Hall, *Embracing Mind: The Zen Talks of Kobun Chino Otogawa*, Jikoji Zen Center, 2016
10. Shōkei Matsumoto, *A Monk's Guide to a Clean House and Mind*, Particular Books 2018.
11. Kenji Sora, The Zen of Joy: 30 Short Zen Stories to Calm Your Mind, Learn How to Let Go, and Embrace Joy in Daily Life - Includes Insights, Reflections and Practice Prompts, 2025.
12. Kakuzō Okakura, *The Book of Tea*, Public Domain Books, 1997.
13. Kaki Okumura, *Wa - The Art of Balance Live Healthier, Happier and Longer the Japanese Way*, Watkins Media, 2023.
14. Tanizaki Junichiro, *In Praise of Shadows*, Leete's Island Books, 1977.
15. Keene, Donald. *The pleasures of Japanese Literature*. Columbia University Press. 1988.
16. Kamo no Chomei, S. Irie, *Hojoki: A Clear Modern Translation—on Impermanence, Living Small, and Letting Go* (English Edition), 2025.
17. Sarah Harvey, *Kaizen: The Japanese Method for Transforming Habits, One Small Step at a Time*, Pan Macmillan UK, 2019.
18. Selected articles on Japanese Philosophy, Aesthetics, and Japanese Thought.

Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time

DSC – 8: Study of representative works – *Monogatari, Nikki, Zuihitsu*

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Study of representative works – *Monogatari, Nikki, Zuihitsu*	**4**	**3**	**1**	**0**	**Graduation**	**Graduation**

Learning Objectives

This paper will focus on reading and analysing works of the ancient period, i.e. Heian, Kamakura, Muromachi and the Edo Period. The objective of this paper is to acquaint the students with the various characteristics of Japanese tales (*monogatari*), diary (*nikki*) literature and essays (*zuihitsu*) written from ancient to medieval period through representative works.

Learning Outcome: This course would enable the students of MA Japanese to learn about various aspects of Japanese tales (*monogatari*), Japanese diaries (*nikki*), and essays (*zuihitsu*). Also, it will create a foundation for the students to further pursue the various aspects of Japanese literature of ancient, medieval and premodern period.

Detailed Syllabus

Unit: I Hours:11

日記, 小学館, 1994.
14. 新編日本古典文学全集 18・枕草子, 小学館, 1997.
15. Sei Shonagon, Arthur Waley(translator), *The Pillow Book of Sei Shonagon: The Diary of a Courtesan in Tenth Century Japan* Abridged, 2018.
16. Sei Shonagon, Meredith McKinney, *The Pillow Book Penguin Classics*, 2007.
17. 新編日本古典文学全集 44・方丈記／徒然草／正法眼蔵随聞記／歎異抄, 小学館、 1995.
18. Kamo no Chomei (Author), *Hojoki: A Buddhist Reflection on Solitude: Imperfection and Transcendence,* Tuttle Publishing, 2024.
19. Yoshida Kenkō, and Sir Sansom, George Bailey, *Essays in Idleness*, Cosimo Inc, 2009.
20. Yoshida Kenkō, Chomei and Meredith (Translator), *Essays in Idleness and Hojoki,* Penguin, 2014.

Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time

DSE – 5: Introduction to Classical Japanese

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Classical Japanese	4	3	1	0	Graduation	Graduation

Learning Objectives
The objective of the paper is to acquaint the students with linguistic features of classical Japanese language and its two variants - *kobun* and *kambun*. *Kobun* was the old Japanese language till 1868. *Kambun* is a technique of reading Chinese text in Japanese, according to the Japanese sentence structure, practised in pre-modern Japan. A major part of literature, historical records and intellectual thoughts are written in both *kobun* and *kambun*.

Learning Outcome: This course will create a foundation for the students of MA Japanese with linguistic techniques of classical Japanese language and enable them to handle, interpret and understand the original text, so that they can pursue their area of interest from pre-modern Japan, etc. in due course of time.

Detailed Syllabus

Unit: I Hours:11

Introduction to *Kobun* and *Kambun*

1. What is Kobun and *Kambun*
2. Importance of Kobun and *Kambun*

		Lecture	Tutorial	Practical/ Practice		
Literary Criticism (Part I)	**4**	**3**	**1**	**0**	**Graduation**	**Graduation**

Learning objectives: The objective is to create awareness amongst the students about *bungaku hihyō* (literary criticism) of Japanese literature in general and its importance in understanding Japanese literature of the Meiji and Taisho eras. Various forms of literary criticism and various movements of literary criticism (such as, *keimoushugi*, *shajitsushugi*, *shizenshugi* etc.) will be addressed.

Learning Outcome: This course would create a foundation for the students of MA Japanese to be able to understand literary criticism in Japanese in order to appreciate Japanese literature. It will also equip them with the tools to develop analytical skills.

Detailed Syllabus

Unit: I Hours:11

Introduction to *Bungaku hihyou* (Literary Criticism)

1. What is bungaku *hihyō*
2. Difference between *kansō* (personal impression) and *hihyō* (criticism)
3. Major approaches (Psychoanalysis, Reader-response, Marxist criticism etc.)

Unit: II Hours:11

Major literary trends of Meiji Era

1. Western Influence and modernization
2. Emergence of "modern self" (*kindaitekijiga*)
3. Literature as a tool for awareness/education (*Keimoshiso*)
4. Emergence of the I-novel in Japanese Literature

Unit: III Hours:11

Major literary trends of Taisho Era

1. Rise of individualism (個人主義)
2. Psychological realism (理知主義・新現実主義)
3. Experimental narrative styles (新浪漫主義・理想主義)

Unit: IV Hours:12

***Bungaku hihyou* of the major literary works of Meiji and Taisho Era**

1. Critical analysis of selected literary works from the Meiji and Taishō eras.
2. Exploration of themes: Identity, alienation, and the conflict between tradition and modernity.

Reading list:

1. Eagleton, Terry. *Literary Theory: An Introduction.* Blackwell Publishing Ltd. 2008
2. Habib, M. A. R. *Literary Criticism from Plato to the Present: An Introduction.* Published by Wiley-Blackwell. 2011
3. (Ed.) Rivkin, Julie and Ryan, Michael. *Literary Theory: An Anthology.* Published by

Detailed Syllabus

Unit: I Hours:15

Business Japanese & Professional etiquette skills

1. What is Business Japanese and its difference from daily Japanese
2. Professional etiquette skills
3. Need of *Keigo* (polite form specific for corporate)

Unit: II Hours:30

Practice of Business Japanese & Professional etiquette skills (practical) or Company Internship /Workshop/Hands on Learning various situation

1. Introduction/ Corporate meeting for first time
2. Conversation and Mail writing of Request
3. Conversation and Mail writing of Gratitude
4. Conversation and Mail writing of Decline
5. Conversation and Mail writing of Reporting

Reading list

1. Florian Grosser, Patrick Heinrich, Saana Santalahti (Editors), *Ideologies of Communication in Japan Speakers, Interaction and the Creation of Difference*, Channel View Publications, 2025.

2. Noriko Ishihara, Magara Maeda, *Advanced Japanese: Communication in context*, Taylor and Francis, 2017.
4. Kirameku Nihongo min, Let's Talk Freely in Japanese N2 Free Talk: 50 Topics and Grammar Points for Confident Conversation, 2025.
5. 浦野啓子、 そのまま使える！ビジネス会話の基本講座使いこなせてはじめて一人前！、紙書籍、2009.
6. 日米会話学院日本語研修、NIHONGO EXPRESS (Basic 2) Practical Conversation in Japanese ビジネス日本語会話 、アスク出版、2015.
7. 日米会話学院日本語研修、人を動かす！実戦ビジネス日本語会話 中級 2、スリーエーネットワーク、 2017.
8. 平野 友朗, 仕事が速い人はどんなメールを書いているのか, 文響社, 2017
9. 海津 佳寿美, 一生使える ビジネスメールの「型」 ～悩まず、早く、"伝わる" メールを書く基本, 技術評論社, 2023

Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time

1. Representative Novels of *Meiji* period like
2. Representative Novels of *Taisho* period
3. Representative Novels of *Showa*, *Heisei* and *Contemporary* period
4. Other Representative Novels

Unit: IV **Hours:12**

Evaluation of the various literary forms in the above genre from the classical to the contemporary period

1. How to examine Japanese Literature considering various literary theories
2. Translations of Japanese Literature and its globalization

Reading list:

1. Donald Keene, *Modern Japanese literature: an anthology*, New York, NY: Grove Press: Distributed by Publishers Group West, 1994. 北原白秋, 北原白秋歌集, 岩波書店、1999.
2. Donald Keene, Japanese Literature: An Introduction for Western Readers, C. E. Tuttle, 2005
3. 石垣りん、石垣りん詩集, 岩波文庫、2015.
4. 村上龍、昭和歌謡大全集、村上龍電子本製作所、1993.
5. 萩原朔太郎、萩原朔太郎詩集、岩波書店,1981
6. 石川啄木、『石川啄木・83　作品』,　石川啄木全集・出版委員会,2014.
7. 正岡子規、『正岡子規全集・83 作品』、正岡子規・出版委員会、2015.
8. Yoshie Okazaki, *Japanese Literature in the Meiji Era*, University of Iowa, 1955
9. Yozan T. Iwasaki, (Sensaburo Suzuki, Saneatsu Mushanokōji, Takeo Arishima, and Glenn Hughes), New plays from Japan; authorized translations, New York: D. Appleton and company, 1930
10. Satomi, Ton, *Gendai gikyoku senshū*.1951.
11. Togawa Kichizō, *Gendai gikyoku meisakushū* 現代戯曲名作集, Tōkyō: Kaizōsha.
12. Osman Edwards and Oliver Wendell Holmes Collection, Japanese Plays and play fellows.
13. Soseki Natsume and Yasotaro Morri, Botchan (Master Darling), 2012.
14. 川端康成、掌の小説、新潮文庫、2022.
15. 川端康成、伊豆の踊子、新潮文庫、2022.
16. 夏目漱石、 夏目漱石全集(全 10 巻セット) (ちくま文庫)、1988.
17. 太宰治,太宰治全集 全 10 巻セット (ちくま文庫), 1989
18. 芥川龍之介全集 全 8 巻 (ちくま文庫), 199
19. 大江健三郎,万延元年のフットボール (講談社文芸文庫), 1988
20. 大江健三郎、死者の奢り・飼育 (新潮文庫)、1959.
21. 村上春樹,村上春樹 雑文集, 新潮社,2015.
22. 村上春樹、 海辺のカフカ(上下)合本版(新潮文庫)、 2020.
23. 加藤 典洋,文学地図 大江と村上と二十年 (講談社文芸文庫) , 2025
24. Ryunosuke Akutagawa, Ryunosuke Akutagawa Complete works, 2014。
25. Nakajima Atsushi and Sakura Yuna, *Learn Japanese With The Moon over the Mountain A bilingual Japanese English book to help you learn Japanese: Japanese literature*, 2023.
26. Anne McNulty, Eriko Sato, Japanese Stories for Language Learners: Bilingual Stories in Japanese and English, Tuttle Publishing, 2025.
27. Various and Jay Rubin, Great Japanese Stories: 10 Parallel Texts, 2024
28. Koalalingo, *55 bilingual short stories to improve your Japanese for Intermediate: Improve your vocabulary, reading, and written comprehension with exercises for A2-B1*

Total Lecture Hours: 30

Practical Component

Unit: I **Hours: 8**

Practical exercises based on selected Japanese audio material for formal speech. Listening to and interpreting formal expressions and dialogues, with teacher guidance on appropriate vocabulary, expressions and manner of speech in different situations.

Unit: II **Hours: 7**

Practical exercises based on selected audio material involving formal occasions and honorific language. Listening to and interpreting dialogues and speeches containing 尊敬語, 謙譲語 and 丁寧語, with teacher guidance on their appropriate interpretation according to context.

Unit: III **Hours: 8**

Practical exercises in advanced-level interpretation using selected Japanese audio material and recorded speech. Practice in listening, comprehension, note-taking and interpretation.

Unit: IV **Hours: 7**

Practical application of advanced-level interpretation techniques using selected speeches, conversations and other audio material, with emphasis on formal speech, honorific language and interpretation according to context.

Total Practical Hours: 60

Audio/Reference Material for Practical Component:

Selected Japanese audio material, recorded speeches, conversations, interviews and other relevant spoken material to be supplied by the teacher. This course makes use of publicly available online materials, including NHK Biz(https://www3.nhk.or.jp/news/business/), NHK WORLD-JAPAN (https://www3.nhk.or.jp/nhkworld/), Nippon.com (https://www.nippon.com/ja/), the Japan National Press Club (https://www.jnpc.or.jp/), Hiragana Times (https://hiraganatimes.com/), NHK News Web Easy (https://www.nhk.jp/p/rs/34PY344RPJ/)

Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time

DSE – 7: Methodology of foreign teaching with special reference to teaching of Japanese

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Advanced Japanese Language	04	2	0	2	Graduation	Graduation

DSE – 8: Women's Writing in Japan

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Women's Writing in Japan	4	3	1	0	Graduation	Graduation

Learning Objective: To introduce major women writers of Japan across literary periods – from classical to modern. To analyse how gender, language, and genre intersect in Japanese women's writing. This course traces the evolution of women's voices in Japanese literature. It examines how female authors have used fiction, memoir etc. to articulate their experiences.

Learning Outcome: By the end of the course, students will be able to identify major women authors and their thematic contributions to Japanese literature.

Detailed Syllabus

Unit: I **Hours:11**

Classical foundations –

1. The Heian court and the Women's voices

Unit: II **Hours:11**

Women writers in early modern literature and 20th century

1. Rise of Modern woman and their voices
2. Writings of Higuchi Ichiyo and others.

Unit: III **Hours:11**

Post-war and contemporary women writers

1. Post war Modern women writers
2. Writing of Yoshimoto Banana and others.

Unit: IV **Hours:12**

Comparative study

1. Women's writing in India and Japan

Reading list:

1. Rebecca Copeland, Handbook of Modern and Contemporary Japanese Women Writers (Handbooks on Japanese Studies), Routledge, 2025.
2. Rebecca Copeland, Woman Critiqued: Translated Essays on Japanese Women's Writing. Hawaii UP, 2006.

criticism of Japan will be part of this course. Modern literary criticism and critical analysis of Japanese literature will find a place in this course.

Learning Outcome: This course would create a foundation for the students of MA Japanese to be able to understand Japanese *bungaku hyōron* (literary criticism) from the Meiji Period to contemporary period.

Detailed Syllabus

Unit: I **Hours:11**

Major literary trends of Showa Era

1. Historical and socio-political background: pre-war, wartime, and post-war Japan.
2. Major literary movements and trends: Proletarian literature, modernism, and post-war literary developments.
3. Changing literary concerns: Individualism, social realities, and the relationship between literature and society.
4. Reportage (ルポルタージュ) as a literary genre: The representation of war and social realities.

Unit: II **Hours:11**

Major literary trends of Heisei Era

1. Socio-cultural background: Post-bubble Japan and changing social realities.
2. Reactions against established literary conventions, including naturalism and realism.
3. Changing representations of identity, alienation, and human relationships in contemporary Japanese fiction.

Unit: III **Hours:11**

Major Literary Movements and Responses to War in Japanese Literature

1. Study of *Senzen Bungaku*, *Senchū Bungaku*, *Sengoha*, and *Hibaku Bungaku*.
2. Literature as propaganda, resistance, and a response to socio-political realities.
3. Ethics of representation: Memory, trauma, and the responsibility of the writer.

Unit: IV **Hours:12**

Critical analysis of Japanese literature based on literary theories

1. Introduction to selected literary theories and their application to Japanese literary texts (Surrealism, post-humanism etc.).
2. Exploration of themes such as identity, subjectivity, desire, alienation, and human relationships through literary criticism.
3. Suggested authors for critical analysis: Murakami Haruki, Endō Shūsaku, and other selected Japanese writers.

Reading list:

1. Mikame, Tatsuji. *Nihon bunkagushi yosetsu.* Published by Shintousha.1986
2. Keene, Donald. *Dawn to the West: Japanese Literature of the Modern Era.* New York: Holt, Rinehart & Winston. 1984
3. Kato, Shuichi. *A History of Japanese Literature: The Modern Years.* Kodansha International, Tokyo. 1990
4. (Ed. Trans.) Anderer, Paul. *Literature of the Lost Home: Kobayashi Hideo–Literary Criticism 1924-1939.* Stanford University Press. 1995.
5. (Ed.) Williams, Mark & Hutchinson, Rachael. *Representing the Other in Modern*

Detailed Syllabus

Unit: I **Hours:15**

Business Japanese & Media and subtitling in Japanese

1. What is Media and subtitling in Japanese
2. Usage and Language of Media and subtitling in Japanese
3. Importance and Need of Media and subtitling in Japanese

Unit: II **Hours:30**

Practice of Business Japanese & Media and subtitling in Japanese or Company Internship /Workshop/Hands on Learning

Reading list

1. Florian Grosser, Patrick Heinrich, Saana Santalahti (Editors), *Ideologies of Communication in Japan Speakers, Interaction and the Creation of Difference*, Channel View Publications, 2025.
2. Japan Visual media Translation Academy, *what is Subtitle Translation - Looking at the Skills and Theory Behind Subtitling* (Japanese Edition) ,2018.
3. *Ryoko Sasamoto, Relevance and Text-on-Screen in Audiovisual Translation: The Pragmatics of Creative Subtitling (Routledge Advances in Translation and Interpreting Studies)* , Routledge, 2024.
4. Noriko Ishihara, Magara Maeda, *Advanced Japanese: Communication in context,* Taylor and Francis, 2017.

Examinations Scheme and Mode: Subject to directions from the Examinations Branch/ University of Delhi from time to time

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Note on Syllabus Correction

The course DSE 7, *Methodology of Foreign Language Teaching with Special Reference to the Teaching of Japanese*, has inadvertently been listed in both Semester III and Semester IV. To rectify this duplication, the course in Semester IV will be designated as DSE 10 and replaced with a different course.