

Ph.D. in CHINESE

Syllabus



गुजरात केन्द्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF GUJARAT

CENTRE FOR CHINESE STUDIES
SCHOOL OF LANGUAGE, LITERATURE AND CULTURE STUDIES
CENTRAL UNIVERSITY OF GUJARAT

Sector-29, Gandhinagar-382030

2022

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Name of the Centre: Centre for Chinese Studies

Name of the Programme: Ph.D. in Chinese

Programme Outcomes

The Ph.D. in Chinese programme has been structured with the goal of producing quality research in the area of Chinese Language and Chinese Studies with a multidisciplinary approach. Students of this programme at the time of graduation will be able to:

PO1	Understand the fundamentals of research and ways of conducting it in general and Sinology and China Studies in particular.
PO2	Become a responsible researcher aware about research ethics, publication ethics and human values.
PO3	Demonstrate analytical and critical ability and competency on key issues related to language, linguistics, literature, translation, didactics, culture and humanities.
PO4	Demonstrate precise cross-national professional communication and information-sharing skills; demonstrate enhanced analytical skills and a positive outlook while navigating difficult cross-cultural scenarios.
PO5	Become an informed human being and a rational, responsible national and global citizen having a multicultural and multilingual approach.

Programme-specific Outcomes

PSO1	Choose to pursue post-doctoral and other advanced research in the field of Sinology and China Studies both in India and overseas.
PSO2	Work as academicians in the domain of Sinology, Chinese language and China Studies in universities and institutions worldwide.
PSO3	Work in government and non-government sectors such as think tanks, MNCs, international organizations, defense, media, ministry, hospitality and tourism using the skills acquired during the programme such as use of ICT, research methods, academic writing, gender sensitization, environment protection and sustainable development.
PSO4	Develop teaching, research and entrepreneurship skills enabling them to become independent professionals.
PSO5	Develop expertise on China and in Chinese Studies to understand and comprehend China in a holistic manner.

Programme Structure

The Ph.D. programme constitutes of two components i.e., Course Work and Thesis.

Total credits for Course Work: 16, spread across 2 semesters (8 credits in each of the two semesters)

A Thesis needs to be submitted and defended for the award of the degree.

CENTRE FOR CHINESE STUDIES

SYLLABUS AT A GLANCE

Ph.D. Coursework

Semester I

Course Number	Course Title	Course Credits	Evaluation	Marks assigned	Total Marks
Core Course					
CHI601	Research Methodology - I	03	Sessional + End-semester Examination	50 (Sessional) + 50 (End-semester)	100
Optional Course (Any two)					
CHI621	China's Maritime Security	02	Sessional + End-semester Examination	25 (Sessional) + 25 (End-semester)	50
CHI622	Fundamentals of Teaching Chinese as a Foreign Language	02	Sessional + End-semester Examination	25 (Sessional) + 25 (End-semester)	50
Core Course (Compulsory)					
CHI641	Seminar	01	Seminar Presentation	50 (Sessional)	50

Semester II

Course Number	Course Title	Course Credits	Evaluation	Marks assigned	Total Marks
Core Course					
CHI651	Research Methodology - II	03	Sessional + End-semester Examination	50 (Sessional) + 50 (End-semester)	100
Optional Course (Any two)					
CHI671	India-China Cultural Contacts: Themes and Issues	02	Sessional + End-semester Examination	25 (Sessional) + 25 (End-semester)	50
CHI672	China Studies In India: Issues, Approaches and Challenges	02	Sessional + End-semester Examination	25 (Sessional) + 25 (End-semester)	50
Core Course (Compulsory)					
CHI691	Term Paper (Academic Writing)	01	Assignment	50 (Sessional)	50

Centre for Chinese Studies

Ph.D. in Chinese: Course-work Schema

Semester I (Monsoon/Odd Semester)							
Course Code	Course Name	Name of Programme	Course Type	Credit	Sessional	End Semester	Total
CHI601	Research Methodology – I	Ph.D. in Chinese	Core	3	50	50	100
CHI621	China's Maritime Security	Ph.D. in Chinese	Optional	2	25	25	50
CHI622	Fundamentals of Teaching Chinese as a Foreign Language	Ph.D. in Chinese	Optional	2	25	25	50
CHI641	Seminar	Ph.D. in Chinese	Core	1	50	0	50
Total Number of Credits				8	Total Marks		250
Semester II (Winter/Even Semester)							
Paper Code	Course Name	Name of Programme	Course Type	Credit	Sessional	End Semester	Total
CHI651	Research Methodology – II	Ph.D. in Chinese	Core	3	50	50	100
CHI671	India-China Cultural Contacts: Themes and Issues	Ph.D. in Chinese	Optional	2	25	25	50
CHI672	China Studies In India: Issues, Approaches and Challenges	Ph.D. in Chinese	Optional	2	25	25	50
CHI691	Term Paper (Academic Writing)	Ph.D. in Chinese	Core	1	50	0	0
Total Number of Credits				8	Total Marks		250
Credits across two semesters				16	Grand Total across two semesters		500

Ph.D. in Chinese: Syllabus in Detail

Semester I (Monsoon)

Course Code: CHI601

Course Title: RESEARCH METHODOLOGY-I

Credit: 3

Course Type: Core

<i>Pre-requisites for the Course:</i> The course will be conducted in English and Chinese Language. The student should have good knowledge of English and Chinese.		
<i>Course Objective:</i>		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the concept of research in humanities and have a detailed knowledge of the research process.
Unit-II	LO2	Differentiate between different types of research and understand the suitable methods to be applied for the various types of research.
Unit-III	LO3	Understand and figure out the relevant approach for their area of research
Unit-IV	LO4	Understand the different approaches of research in Chinese Studies.

Note: LO- Learning Outcome

COURSE CONTENT	
Unit-I: Introduction to Research	
<ul style="list-style-type: none">• What is research?• Objective of Research• Exploration, Description, Explanation• How is research in Humanities different from others?• Overview of the research Process	
Unit-II: Types of Research and Methods	
<ul style="list-style-type: none">• Qualitative,• Quantitative and Mixed• Empirical• Descriptive• Applied• Conceptual• Analytical• Fundamental• Historical• Sociological• Psychological• Interdisciplinary	

- Comparative
- Textual

Unit-III: Basic Approaches and Theoretical Frameworks

- Structuralism & Post-structuralism
- Post-modernism & Post Colonialism
- Marxism
- Gandhism
- Feminism
- Dalit, Adivasi, Ethnic Minorities, Subaltern Studies and Other Marginal Discourse

Unit-IV: Introduction to research approaches in Chinese Studies

- Literary research Approach
- Translation research Approach
- Area Studies research approach
- Linguistic research Approach
- Cultural Studies Approach etc.

Reading List

1. C.R. Kothari - Research Methodology_ Methods and Techniques-New Age Publications (Academic) (1985)
2. John Kuada - Research Methodology_ A Project Guide for University Students-Samfundslitteratur (2012)
3. (Contemporary Issues in Social Science Research) Rajat Acharyya, Nandan Bhattacharya - Research Methodology for Social Sciences-Routledge India (2019)
4. Uwe Flick - Introducing Research Methodology_ A Beginner's Guide to Doing a Research Project-SAGE Publications Ltd (2015)
5. Alison Mackey, Susan M. Gass - Second Language Research_ Methodology and Design-Routledge (2021)
6. Mats Alvesson_ Kaj Skoldberg - Reflexive Methodology_ New Vistas for Qualitative Research-Sage Publications Ltd (2000)
7. Hollis L. Green - Designing Valid Research_ A Brief Study of Research Methodology-Global Educational Advance, Inc. (2011)
8. Kumar, Ranjit - Research methodology_ a step-by-step guide for beginners-SAGE Publications (2012)
9. Shyama Prasad Mukherjee - A Guide to Research Methodology_ An Overview of Research Problems, Tasks and Methods-CRC Press, Taylor & Francis Group (2020)
10. C. George Thomas - Research Methodology and Scientific Writing-Springer (2021)
11. (Palgrave Studies in Teaching and Learning Chinese) Jinghe Han - Theorising Culture_ A Chinese Perspective-Springer International Publishing Palgrave Pivot (2020)

Evaluation Pattern: Full marks assigned to the course is 100. The course will have sessional and end-semester components of 50 marks each.

Marks Distribution:

End-semester Examination: 50%.

Sessional Evaluation (Assignment/Term- paper/Presentation/Seminar): 50%.

Course Code: CHI 621

Course Title: CHINA'S MARITIME SECURITY

Credit: 2

Course Type: Optional

Pre-requisites for the Course: Students may have done at least two years of MA in Chinese with the knowledge of 3500 characters including basic knowledge of political world map and China's maritime boundaries.		
Course Objective: To provide the students with an understanding of theories and basic understanding of maritime security and its strategies and policies. To provide students an understanding of maritime security of contemporary China and its peaceful development since ancient times and its maritime security in various fields.		
Learning Outcome: On completion of the course-learning, students may be able to-		
Unit-I	LO1	Understand basic concept of maritime security and its strategies, policies, structure and definition
Unit-II	LO2	Understand the theory and practice of maritime security of contemporary China
Unit-III	LO3	Understand China's development and its maritime security since ancient times to South China Sea issues
Unit-IV	LO4	Understand China's maritime security in various kind of fields, i.e., economic, political, social, cultural, national defence, ecological, science and technological

Note: LO- Learning Outcome

COURSE CONTENT	
Unit-I Theory of Maritime Security	
国家海上安全理论要义；国家海上安全基本内容；国家海上安全观；国家海上安全战略与政策；国家海上安全体系	
Unit-II Maritime Security of Contemporary China	
中国国家海上安全理论基础构成；中国国家海上安全基本涵义；中国国家海上安全环境；中国国家海上安全战略和政策；中国国家海上安全体系；中国国家海上安全理论的发展	
Unit-III China's Development and Maritime Security	
中国发展道路与海上安全环境；冷战结束后中国发展道路与海上安全环境；朝鲜半岛方向的海上安全问题；东海问题与海上安全环境；台湾问题与海上安全环境；南海问题与海上安全环境	
Unit-IV China's Maritime Security in Various Fields	
中国海洋经济安全；中国海洋政治安全；中国海洋社会安全；中国海洋文化安全；中国海洋生态安全；中国海洋科技安全；中国海洋国防安全	
Reading list:	

1. 张炜主编《国家海上安全》，海潮出版社，2008年。Zhang Wei (ed.). National Maritime Security, Haichao Press, 2008.
2. 冯梁、高子川、段廷志等《中国的和平发展与海上安全环境》，世界知识出版社，2010年。
3. 朱坚真《中国海洋安全体系研究》海洋出版社，2015年。

Evaluation Pattern: Full marks assigned to the course is 50. The course will have sessional and end-semester components of 25 marks each.

Marks Distribution:

End-semester Examination: 50%.

Sessional Evaluation (Assignment/Term- paper/Presentation/Seminar): 50%.

Course Code: CHI622

Course Title: FUNDAMENTALS OF TEACHING CHINESE AS A FOREIGN LANGUAGE

Credit: 2

Course Type: Optional

Pre-requisites for the Course: The course will be conducted in English and Chinese Language. The student should have good knowledge of English and Chinese.		
Course Objective: This course aims to introduce to the students the various approaches and methods of teaching Chinese as a foreign language.		
On completion of the course, the students will be able to:		
Unit-I	LO1	<ul style="list-style-type: none">• Understand the different approaches of language teaching• be familiar with major trends in twentieth-century language teaching, alternative approaches and methods of language teaching and current communicative approaches related to foreign language teaching.
Unit-II	LO2	<ul style="list-style-type: none">• Understand the process of classroom teaching, prepare a lesson plan, inculcate the cross-cultural awareness, experience the actual classroom teaching through teaching practice.• be familiar with interculturality, multilingualism and teaching Foreign Languages in an intercultural world
Unit-III	LO3	<ul style="list-style-type: none">• Practically able to implement the best practices in classroom teaching through role-play exercises.

Note: LO- Learning Outcome

COURSE CONTENT	
Unit-I: Introduction to Approaches and Methods in Foreign Language Teaching <ul style="list-style-type: none">• Introduction to Modern Pedagogical Theories• Grammar Translation Method, Direct Method, Listening and Speaking Method, Audio-Visual Method, Conscious Comparison Method• Teaching and Learning of Foreign Languages issues and challenges• Basic Features of Teaching Chinese as a Foreign Language	
Unit-II: Basic Components of Classroom Teaching <ul style="list-style-type: none">• The Principles of Classroom Teaching• Preparation of Classroom Teaching• Cultural Introduction and the Cultivation of Cross-cultural awareness• Classroom Teaching and Extracurricular Practice	

Unit-III: Implementation of Classroom Teaching Methods

- Modern tools of Language Learning
- Use of ICT in Teaching Chinese as a Foreign Language
- Methods and Approaches for Communicative Chinese Class
- Methods and Approaches for Writing Chinese Class

Reading List:

1. 徐子亮, 吴仁甫, 使用对外汉语教学法, 北京大学出版社, 北京: 2008
2. Jacks C. Richards & Theodore S. Rodgers: Approaches and Methods in Language Teaching. Cambridge University Press
3. Hiradhar, P., Bhattacharya, A. ICT in English Language Education: Bridging the Teaching-Learning Divide in South Asia, Springer: 2022.
4. (Routledge Chinese language pedagogy) Hu, Bo - Manual for teaching and learning Chinese as a foreign language-Routledge (2018)
5. Dīng Chóngmíng 丁崇明 - A Review of Grammar Studies in Relation to Teaching Chinese for Foreign Learners since 1980s 20 世纪 80 年代以来对外汉语教学语法研究综述
6. (Routledge Chinese Language Pedagogy) Amber Navarre - Technology-Enhanced Teaching and Learning of Chinese as a Foreign Language-Routledge (2019)
7. (Trends in Applied Linguistics [TAL] Book 32) Barry Lee Reynolds (editor), Mark Feng Teng (editor) - Innovative Approaches in Teaching English Writing to Chinese Speakers-De Gruyter Mouton (2021)
8. Mark Shiu Kee Shum, De Lu Zhang - Teaching Writing in Chinese Speaking Areas (Studies in Writing)-Springer (2005)
9. QI HU YANG - A Grammar to Teaching Chinese as a Foreign Language-復旦大學出版社 (2005)
10. (Multilingual Education 15) Robyn Moloney, Hui Ling Xu (eds.) - Exploring Innovative Pedagogy in the Teaching and Learning of Chinese as a Foreign Language-Springer-Verlag Singapur (2016)
11. (Palgrave Studies in Teaching and Learning Chinese) Dr. Jinghe Han (auth.) - Post-Lingual Chinese Language Learning_ Hanzi Pedagogy-Palgrave Macmillan UK (2017)
12. Linda Tsung, Ken Cruickshank (eds.) - Teaching and Learning Chinese in Global Contexts_ CFL Worldwide-Bloomsbury (2011)
13. Janet Zhiqun Xing - Teaching and learning Chinese as a foreign language_ a pedagogical grammar-Hong Kong University Press (2006)
14. (The Project for Disseminating Chinese Operatic Dramas Overseas by Renmin University of China) Chen Rong - Qin Xianglian—A Beijing Opera-Foreign Language Teaching and Research Press (2014)

15. (Studies in Chinese Language and Discourse 7) Hongyin Tao (ed.) - Integrating Chinese Linguistic Research and Language Teaching and Learning-John Benjamins Publishing Company (2016)
16. (Palgrave Studies in Teaching and Learning Chinese) Robyn Moloney, Hui Ling Xu - Teaching and Learning Chinese in Schools-Springer International Publishing_Palgrave Pivot (2018)
17. Cynthia Lee - Researching and Teaching Second Language Speech Acts in the Chinese Context-Springer Singapore (2018)
18. (Routledge Chinese language pedagogy) Hu, Bo - Manual for teaching and learning Chinese as a foreign language-Routledge (2018)
19. (Palgrave Studies in Teaching and Learning Chinese) Danping Wang - Multilingualism and Translanguaging in Chinese Language Classrooms-Springer International Publishing, Palgrave Macmillan (2019)
20. (Routledge Handbooks) Chris Shei, Monica E. McLellan Zikpi, Der-Lin Chao - The Routledge Handbook of Chinese Language Teaching-Routledge (2020)
21. Songren Cui, Kuo-ming Sung - A Reference Grammar for Teaching Chinese_ Syntax and Discourse-Springer (2022)
22. Claudia Ross - Chinese Demystified_ A Self-Teaching Guide-McGraw Hill (2010)

Examination Pattern: Full marks assigned to the course is 100. The course will have sessional and end-semester components of 50 marks each.

Marks Distribution:

End-semester Evaluation: 50%.

Sessional Evaluation (Assignment/Term- paper/Presentation/Seminar): 50%.

Course Code: CHI641
Course Title: SEMINAR
Credit: 1
Course Type: Core

<i>Pre-requisites for the Course:</i> The course will be conducted in English and Chinese Language. The student should have good knowledge of English and Chinese.		
<i>Course Objective:</i> This course aims to train the students to present their research papers / Research work.		
On completion of the course, the students will be able to:		
Unit-I	LO1	become familiar with presentation techniques required for seminars and presentations.

Note: LO- Learning Outcome

COURSE CONTENT	
The candidates are supposed to present their term paper in a seminar in the Centre.	

Evaluation Pattern: Full marks assigned to the course is 50. The course will only have a sessional component of 50 marks.

Marks Distribution:

Sessional Evaluation (Seminar Presentation): 100%.

Semester II (Winter)

Course Code: CHI651

Course Title: RESEARCH METHODOLOGY-II

Credit: 3

Course Type: Core

Pre-requisites for the Course: The course will be conducted in English and Chinese Language. The student should have good knowledge of English and Chinese.		
Course Objective:		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand and inculcate the ethical practices related to research and publication.
Unit-II	LO2	Make the best use of ICT in their research work for making their research process easier but at the same time more comprehensive.
Unit-III	LO3	Enhance their research writing skills, which eventually may help them to write good research proposals and research reports.
Unit-IV	LO4	Understand the various approaches and theories in Sinology and Chinese Studies.

Note: LO- Learning Outcome

COURSE CONTENT
Unit 1: Research and Publication Ethics
<ul style="list-style-type: none">• Philosophy and Ethics• Ethics and Research• Ethics and Plagiarism• Academic honesty (giving credit)• Plagiarism and intellectual integrity• Open access publishing• Publication Ethics• Publication misconduct, conflict of interest and authorship
Unit-II: Use of ICT in Research and Documentation
<ul style="list-style-type: none">• Use of Computer Applications in Research• Understanding and Using the Library and the Internet for Research• Software for Reference Management and Detection of Plagiarism• E- resources and various citation engines• Standard citation practices<ol style="list-style-type: none">a) Preparing Working Bibliographies; Works-Cited; Appendicesb) Documentation of In-Text Citations, Footnotes, Endnotes and Referencingc) Citation of different kinds of sourcesd) Citation of multiple sources in a single entry• Stylesheets: MLA Handbook, APA Style, Chicago Style
Unit-III: Research Writing Skills
<ul style="list-style-type: none">• Introduction

- Literature Review
- Research Design
- Data Collection
- Field Work
- Library Work
- Analysis and Interpretation
- Research Paper Writing
- Research Proposal Writing

Unit-IV: Chinese Studies as an Area of Research

- Introduction to Various Approaches and theories in Sinology and Chinese Studies
- Development of Chinese Studies as an area of research

Reading text:

1. C.R. Kothari - Research Methodology_ Methods and Techniques-New Age Publications (Academic) (1985)
2. John Kuada - Research Methodology_ A Project Guide for University Students-Samfundslitteratur (2012)
3. (Contemporary Issues in Social Science Research) Rajat Acharyya, Nandan Bhattacharya - Research Methodology for Social Sciences-Routledge India (2019)
4. Uwe Flick - Introducing Research Methodology_ A Beginner's Guide to Doing a Research Project-SAGE Publications Ltd (2015)
5. Alison Mackey, Susan M. Gass - Second Language Research_ Methodology and Design-Routledge (2021)
6. Mats Alvesson_ Kaj Skoldberg - Reflexive Methodology_ New Vistas for Qualitative Research-Sage Publications Ltd (2000)
7. Hollis L. Green - Designing Valid Research_ A Brief Study of Research Methodology-Global Educational Advance, Inc. (2011)
8. Kumar, Ranjit - Research methodology_ a step-by-step guide for beginners-SAGE Publications (2012)
9. Shyama Prasad Mukherjee - A Guide to Research Methodology_ An Overview of Research Problems, Tasks and Methods-CRC Press, Taylor & Francis Group (2020)
10. C. George Thomas - Research Methodology and Scientific Writing-Springer (2021)
11. (Palgrave Studies in Teaching and Learning Chinese) Jinghe Han - Theorising Culture_ A Chinese Perspective-Springer International Publishing Palgrave Pivot (2020)

Evaluation Pattern: Full marks assigned to the course is 100. The course will have sessional and end-semester components of 50 marks each.

Marks Distribution:

End-semester Examination: 50%.

Sessional Evaluation (Assignment/Term- paper/Presentation/Seminar): 50%.

Course Code: CHI671

Course Title: INDIA-CHINA CULTURAL CONTACTS: THEMES AND ISSUES

Credit: 2

Course Type: Optional

Course Objective: To enable students to understand various key cultural terms, cross-cultural communications, making and remaking of cultures in general and cultural contacts between India and China in particular. This course will also analyse spiritual and material exchanges between India and China in the background of civilizational connection and global context from ancient to contemporary period.

On completion of the course, the students will be able to:

Unit-I	LO1	Demonstrate understanding of key cultural terms, events, issues, phenomena in culture and initial contacts between India and China in Pre-Qin, Han and three kingdoms period.
Unit-II	LO2	Demonstrate knowledge of exchanges occurred in vast domain of cultural relationship between India and China including spiritual and materialistic culture during different dynastic rule from Jin to Ming.
Unit-III	LO3	Demonstrate understanding of cultural interaction between India and China during colonial dominance in the region and after establishment of the nation states.

Note: LO- Learning Outcome

COURSE CONTENT

Unit-I Beginning of the India-China Cultural Connections

- Cultural theory; Key cultural terms related to culture and society as well as cultural exchanges.
- Different phases in India-China Cultural Relation.
- Contacts between India and China during Pre Qin, Han and Three Kingdom Period.

Unit-II Golden Age of the Cultural Relationship

- India-China Cultural Exchanges during Jin, Southern and Northern Dynasty Period.
- India-China Cultural Exchanges during Sui and Tang Period.
- India-China Cultural Exchanges during Song, Yuan and Ming Period

Unit-III: Cultural Exchanges in Modern and Contemporary Period

- India-China Cultural Exchanges during Qing and RoC Period
- India-China Cultural Exchanges from the Establishment of PRC

Reading List:

1. Terry Eagleton. *The Idea of Culture*. Oxford: Blackwell, 2000
2. Philip Smith and Alexander Riley. *Cultural Theory: An Introduction*, 2nd edition. Oxford: Blackwell, 2009

3. Jerry H. Bentley. *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre- Modern Times*. New York: Oxford University Press, 1993.
4. Kim, Young-Chan. *China-India Relations: Geo-political Competition, Economic Cooperation, Cultural Exchange and Business Ties*. Springer International Publishing, 2020
5. Herbert, P. "Sino-Indian Cultural Relations". *The China Quarterly*, Jul. - Sep., 1961, No. 7 (Jul. - Sep., 1961), pp. 85-100.
6. 季羨林 《中印文化交流史》中国书籍出版社，2014年。
7. 季羨林 《佛教与中印文化交流》江西人民出版社，1990年。
8. 薛克翘 《中印文化交流史。》中国大百科全书出版社，2017年。
9. 沈福伟 《中西文化交流史》上海人民出版社 2017年。
10. 张国刚、吴莉苇 《中西文化关系史》高等教育出版社，2007年。

Evaluation Pattern: Full marks assigned to the course is 50. The course will have sessional and end-semester components of 25 marks each.

Marks Distribution:

End-semester Examination: 50%.

Sessional Evaluation (Assignment/Term- paper/Presentation/Seminar): 50%.

Course Code: CHI672

Course Title: CHINA STUDIES IN INDIA: ISSUES, APPROACHES AND CHALLENGES

Credit: 2

Course Type: Optional

Course Objective: This course aims at equipping students with the knowledge of evolution of China studies in India, the issues and concerns it has tackled and not been able to tackle, as well as the challenges it faces. 'China Studies' as an epistemological field of enquiry encompasses both the traditional Sinology, as well as the Indian scholarship on China rooted in Area Studies and other academic paradigms. This course would enable students to understand and appreciate the state of art of studying China in India, to identify the gaps which needs to be filled in academic research, and to choose their area of interest for carrying out research on China.

On completion of the course, the students will be able to:

Unit-I	LO1	to learn and understand about the beginning and evolution of China studies in India in Bengal and with Visva-Bharati Santiniketan.
Unit-II	LO2	to learn and understand the beginning of dominance of Area Studies approach in the study of China post-1962 China-India War.
Unit-III	LO3	to learn and understand about the state of the art since the normalisation of India-China relations towards the end of the twentieth century.

Note: LO- Learning Outcome

COURSE CONTENT	
Unit-I: Evolution of China Studies in India <ul style="list-style-type: none">• Bengal school of Sinology.• Delhi-centrism.• Role of the Indian State.	
Unit-II: Indian Approaches towards study of China <ul style="list-style-type: none">• Indian Sinology and Civilizational Approach.• Area Studies: Geo-political and geo-economic approach.• China as the method.	
Unit-III: Challenges and Issues <ul style="list-style-type: none">• Dominance of Area Studies-Geopolitics Paradigm.• Methodological Issues: Integration of Chinese language with academic disciplines.• Institutions, individuals and gaps.	
Reading List: <ol style="list-style-type: none">1. Anand A. Yang, Kamal Sheel, Ranjana Sheel ed. (2017) <i>Thirteen Months in China: A Subaltern Indian and the Colonial World: An Annotated Translation of Thakur Gadadhar Singhs Chīn Me Terah Mās</i> (Oxford Series on India-China Studies), OUP.	

2. Baghchi, P.C. translated by Jiang Jingkui (translator) *"India and China"*, China Encyclopedia Publishing House; 2018. 师觉月 (作者), 姜景奎 (译者) 《印度与中国》中国大百科全书出版社; 2018年。
3. Bajpai, Kanti (2021), *India Versus China: Why They Are Not Friends*, Juggernaut.
4. Bhattacharjea, Mira Sinha , Deshingkar Giri , et.al. (1988) "Chinese Studies in India: Perspectives and Programmes", A Statement Prepared by the China Study Group, *China Report*, 24:4, 473-79.
5. Chen Mu-min, Naina Singh (2021) "China Studies' Coming of Age Story in Taiwan and A few Pointers for India"
<https://www.vifindia.org/article/2021/august/05/china-studies-coming-of-age-story-in-taiwan-and-a-few-pointers-for-india>. Accessed 20 August 2021
6. Deepak, B. R. & Wang Shuying (2012) *India China relations: civilizational perspective*, Manak Publications.
7. Deepak, B. R. (2001) *India-China Relations*, Aph Publishing Corporation.
8. Deepak, B. R. (2005) *India and China 1904- 2004*, Manak Publications.
9. Deepak, B. R. (2012) *India China Relations: Future Perspectives*, VIJ Books.
10. Deepak, B. R. (2016) *India and China: Foreign Policy Approaches and Responses*, VIJ Books.
11. Deepak, B. R. (2020) *India and China Beyond the Binary of Friendship and Enmity*, Springer Singapore. .
12. Deepak, B. R. (eds.) (2018) *China's Global Rebalancing and the New Silk Road*, Springer Singapore.
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Evaluation Pattern: Full marks assigned to the course is 50. The course will have sessional and end-semester components of 25 marks each.

Marks Distribution:

End-semester Examination: 50%.

Sessional Evaluation (Assignment/Term- paper/Presentation/Seminar): 50%.

Course Code: CHI691

Course Title: TERM PAPER (ACADEMIC WRITING)

Credit: 1

Course Type: Core

<i>Pre-requisites for the Course:</i> The course will be conducted in English and Chinese Language. The student should have good knowledge of English and Chinese.		
<i>Course Objective:</i> This course aims to train the students in writing research proposals and research papers.		
On completion of the course, the students will be able to:		
Unit-I	LO1	become familiar with research writing including writing research reports, research proposals and research papers as per prescribed format(s).

Note: LO- Learning Outcome

COURSE CONTENT	
After completing the theoretical part, candidates will have to undertake an independent study on a particular topic/ problem related to their area of research in Chinese Studies and prepare under the guidance of the concerned supervisor a research proposal/research paper.	

Evaluation Pattern: Full marks assigned to the course is 50. The course will only have a sessional component of 50 marks.

Marks Distribution:

Sessional Evaluation (Assignment/Term- paper): 100%.