



**Department of Chinese Studies,
School of Languages, Doon University, Dehradun**

B.A. Fourth Year (Honours with Research) in Accordance with NEP 2020 Guidelines

In accordance with the National Education Policy (NEP) 2020, Doon University has implemented a comprehensive Four-Year Undergraduate Programme (FYUGP) structure beginning in the Academic Session 2022–23. This model promotes holistic and multidisciplinary education by integrating foundational learning, core disciplinary knowledge, and advanced research competencies across four progressive academic years.

The programme incorporates flexible academic pathways, including multiple entry and exit options supported by the Academic Bank of Credits (ABC), along with lateral mobility and credit transfer mechanisms. The following academic recognitions are awarded based on the student's progression:

- Exit after the first year: **Certificate in Chinese Studies**
- Exit after the second year: **Undergraduate Diploma in Chinese Studies**
- Exit after the third year: **B.A. (Honours) in Chinese**
- Completion of all four years: **B.A. (Honours with Research) in Chinese Studies**

The **fourth year** of the programme places **special emphasis on academic research, thesis writing, dissertation**, or a structured **academic project or entrepreneurship module**, as per the student's area of interest and faculty guidance. This year is intended to foster independent scholarly inquiry, critical analysis, and advanced disciplinary engagement.

Only students who obtain a **Cumulative Grade Point Average (CGPA) of 7.5 or above** by the end of the third year (sixth semester) are eligible to pursue the fourth year with a **research orientation**, in accordance with the Doon University Ordinance and NEP guidelines.

The detailed course structure for the fourth year, including core research components, elective offerings, and academic project frameworks, is provided in the subsequent sections.

Course Categories under the Four-Year B.A. (Honours with Research) in Chinese Studies

1. Discipline Specific Course (DSC)

Discipline Specific Courses are mandatory core offerings that provide structured academic training in Chinese language, literature, history, and society. These courses are designed to

CNC – 401 & 402	Selected Readings and Modern and Contemporary Chinese Literature – I & II
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ensure both linguistic proficiency and intellectual engagement with key themes in Chinese Studies. In the fourth year, DSCs are focused on deepening analytical competence and introducing students to advanced scholarly discourses within the field.

2. Discipline Specific Elective (DSE)/ Generic Elective (GE)

Discipline Specific Electives offer students the opportunity to explore advanced and specialized areas within the discipline. These may include thematic studies in modern Chinese literature, translation and interpretation, Chinese political discourse, or media and cultural studies. Students are encouraged to select DSEs that align with their intended research trajectory or future academic/career plans.

Generic Electives are interdisciplinary courses offered outside the core discipline, allowing students to gain broader academic perspectives and auxiliary skills. GE courses may include areas such as international relations, South Asian studies, cross-cultural communication, or comparative literature, which complement and enrich the student's primary focus in Chinese Studies.

CNE/CNG - 401 & 404	Theory and Practice of Translation – I & II
CNE/CNG – 402 & 405	Comprehensive History of Modern and Contemporary Chinese Literature
CNE/CNG – 403 & 406	Interpretation – I & II

3. Dissertation / Project / Internship / Apprenticeship / Community Engagement

In the fourth year of the B.A. (Honours with Research) programme in Chinese Studies, a core emphasis is placed on applied academic inquiry and real-world engagement through the **Dissertation or a structured Project component**, which may include **Internship, Apprenticeship, or Community Outreach**.

Students are required to undertake an independent **Dissertation or field-based academic project** under the mentorship of a faculty advisor. The dissertation component is designed to cultivate original research skills, critical analysis, academic writing, and methodological competence. Topics must align with the field of Chinese language, literature, culture, society, or international engagement and should demonstrate the student's ability to apply disciplinary knowledge to a focused area of inquiry.

Alternatively, students may engage in a **supervised internship, apprenticeship, or community-based project** with recognized academic institutions, government agencies, language training centres, or cultural organizations. These experiences are intended to offer

practical exposure, deepen subject understanding, and enhance problem-solving, translation, cross-cultural communication, or policy analysis skills.

DISSERTATION/ACADEMIC PROJECT/ ENTREPRENEURSHIP	CNP/CNR – 401 & 402	DISSERTATION/ACADEMIC PROJECT/ ENTREPRENEURSHIP
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All students opting for this track must submit a final written report or dissertation, which will be evaluated through a combination of written assessment and oral presentation (viva-voce or seminar). The component carries substantial credit weight and is considered essential for the conferment of the Honours with Research degree.

Course Coding Scheme for the B.A. (Honours with Research) in Chinese Studies

Each course offered under the Four-Year Undergraduate Programme in Chinese Studies follows a standardized alphanumeric coding system. The codes reflect the discipline, course type, and the semester of instruction, ensuring clarity in curriculum design, academic recordkeeping, and credit tracking.

Structure of Course Codes:

- **CN** – Denotes the discipline: *Chinese Studies*
- **C** – *Discipline Specific Core (DSC)*
- **E** – *Discipline Specific Elective (DSE)*
- **G** – *Generic Elective (GE)*
- **R** – *Research Project / Dissertation / Internship / Apprenticeship / Community Outreach*

Semester-Wise Numbering:

- Courses numbered **401–406** correspond to the **Fourth Year, Semester VII**
- Courses numbered **407–412** correspond to the **Fourth Year, Semester VIII**

Example:

- **CNC 401:**
 - **CN:** Chinese Studies
 - **C:** Discipline Specific Core Course
 - **401:** Indicates it is the **first core course in the fourth year, seventh semester**
- **CNE 407:**
 - **CN:** Chinese Studies
 - **E:** Discipline Specific Elective
 - **407:** Indicates a DSE offered in the **eighth semester**
- **CNR 406:**

- **CN:** Chinese Studies
- **R:** Research-based component such as Dissertation, Project, or Internship
- **406:** Indicates a Research/Dissertation course in **Semester VII or VIII**

This course coding convention is intended to standardize curriculum components across the

SEMESTER VII						
Course Type	Course Code	Course Title	L	T	P	C
DSC	CNC – 401	Selected Readings and Modern and Contemporary Chinese Literature – I	3	1		4
DSE	CNE - 401	Practice and Theories of Translation-I	3	1		4
DSE	CNE – 402	Comprehensive History of Modern Chinese Literature	3	1		4
DSE	CNE – 403	Interpretation - I	3	1		4
DISSERTATION/ACADEMIC PROJECT/ ENTERPRENEURSHIP	CNP/CNS – 401	DISSERTATION/ACADEMIC PROJECT/ ENTERPRENEURSHIP	6			6
Total Credits			22			

four years, facilitate Academic Bank of Credits (ABC) integration, and ensure alignment with NEP 2020 recommendations.

SEMESTER VIII						
Course Type	Course Code	Course Title	L	T	P	C
DSC	CNC – 402	Selected Readings and Modern and Contemporary Chinese Literature – II	3	1		4
DSE	CNE - 404	Practice and Theories of Translation-II	3	1		4
DSE	CNE – 405	Comprehensive History of Contemporary Chinese Literature	3	1		4
DSE	CNE – 406	Interpretation - II	3	1		4

DISSERTATION/ACADEMIC PROJECT/ ENTREPRENEURSHIP	CNP/CNS – 402	DISSERTATION/ACADEMIC PROJECT/ ENTREPRENEURSHIP	6			6
Total Credits			22			

Department of Chinese Studies: BA (IV)

At the end of this year the students will complete a Degree in Chinese

Programme/Class: Degree	Year: Fourth	Semester: VII
Subject	Chinese	
Course Code: CNC-401	Course Title:	Interpretation I
Programme outcomes: The Interpretation programme is designed to equip students with essential skills in both consecutive and simultaneous interpretation between English and Chinese. Through structured training, learners will develop the ability to render spoken content accurately and fluently across linguistic boundaries, addressing a range of formal and informal communication contexts. Emphasis is placed on cultivating real-time oral translation techniques, supported by rigorous practice in notetaking, memory enhancement, and split-second decision-making. Furthermore, the programme fosters intercultural competence by sensitizing students to socio-cultural nuances, thereby enhancing their interpretive fidelity. Students will be prepared to interpret speeches, interviews, and dialogues across diverse domains including politics, diplomacy, international affairs, society, and economics, thereby positioning themselves for roles in public service, global media, academia, and multinational organizations.		
Programme specific outcomes: - Enable bilingual oral communication with cultural sensitivity. - Interpret general and semi-formal discourses between Chinese and English/Hindi. - Understand basic techniques of consecutive and simultaneous interpretation.		
Course outcomes: The course aims to enhance the learner’s advanced proficiency in the core language skills of speaking, writing, listening, and grammar, with particular emphasis on their application in real-time interpretive contexts. Through intensive practice and theoretical grounding, students will refine their command of both formal and colloquial registers in Chinese and English. Additionally, the course fosters a nuanced understanding of Chinese society and culture, enabling learners to interpret not only language but also the socio-cultural meanings embedded within communicative acts. This dual focus ensures that students emerge with the linguistic and cultural competence necessary for high-level interpretation and cross-cultural mediation.		
Credits: 4 credits (4 credits for class lectures and for assignment/presentation by the learner)	DISCIPLINE SPECIFIC COURSE	
Max. Marks: 50+30+20	Min. Passing Marks: 30	
Total No. of Lectures- 30 lectures of two hours duration each in semester V is suggested.		
It is suggested that the first nine chapters of Bridge or the first seven chapters of Road to Success or the equivalent of them is taught in the Vth semester.		
Suggested Readings: - 英语中级口译证书考试：中级口译教程（第 4 版）附 mp3 [<i>An Intermediate Course of Interpretation (Fourth Edition)</i>], 上海外语教育出版社，上海外语口译证书培训与考试系列丛书。 - 同声传译 (全国翻译硕士专业学位 <i>MTI</i> 系列教材) 外语教学与研究出版社。		

3. 高等学校翻译硕士专业学位 (MTI) 系列教材：同声传译教程，武汉大学出版社
4. 英汉口译笔记入门 [*An Introduction to Note-taking in English-Chinese Interpretation*], 武汉大学出版社
5. 原声汉语：高级实况听力教程，北京大学出版社。
6. Official bilingual speeches (Xi Jinping, UNGA, G20 Summits)

Core compulsory course for learners majoring in Chinese at UG level.

Suggested Continuous Evaluation Methods:

Continuous evaluation in interpretation courses should include regular oral practice, weekly interpretation assignments, and glossary development to strengthen domain-specific vocabulary. Students should engage in structured notetaking and memory retention exercises, along with mid-semester assessments simulating real-life interpretation scenarios. Peer and self-assessments, as well as group presentations of mock conferences or bilateral dialogues, will further support reflective learning and professional preparedness. These methods ensure sustained skill development and contextual application of interpretation techniques.

Course prerequisites: Students enrolling in the Interpretation courses are expected to have completed intermediate to upper-intermediate level coursework in Chinese language, including proficiency in reading, listening, and basic oral communication. A foundational understanding of Chinese grammar, vocabulary, and sentence structures is essential. Additionally, learners should possess a working knowledge of English and exhibit the ability to engage in bilingual communication. Prior exposure to Chinese society, culture, and contemporary issues is highly recommended to facilitate contextual accuracy during interpretation tasks.

Suggested equivalent online courses: None

Further Suggestions: To enhance the effectiveness of interpretation training, it is recommended that the course be supplemented **with language labs equipped for audio-visual simulation, enabling real-time practice of both consecutive and simultaneous interpretation.** Collaborations with external institutions such as embassies, think tanks, and media organizations can provide practical exposure through internships or guest lectures. Additionally, the integration of digital tools for terminology management, voice modulation, and speech analysis may further refine interpretive competencies. Regular interaction with native speakers and participation in multilingual academic events will also contribute to learners' linguistic confidence and cultural adaptability.

Semester VIII

Programme/Class: Degree	Year: Fourth	Semester: VIII
Subject	Chinese	
Course Code: CNC-401	Course Title:	Interpretation II
Programme outcomes: The Interpretation programme is designed to equip students with essential skills in both consecutive and simultaneous interpretation between English and Chinese. Through structured training, learners will develop the ability to render spoken content accurately and fluently across linguistic boundaries, addressing a range of formal and informal communication contexts. Emphasis is placed on cultivating real-time oral translation techniques, supported by rigorous practice in notetaking, memory enhancement, and split-second decision-making. Furthermore, the programme fosters intercultural competence by sensitizing students to socio-cultural nuances, thereby enhancing their interpretive fidelity. Students will be prepared to interpret speeches, interviews, and dialogues across diverse domains including politics, diplomacy, international affairs, society, and economics, thereby positioning themselves for roles in public service, global media, academia, and multinational organizations.		
Programme specific outcomes: - Enable bilingual oral communication with cultural sensitivity. - Interpret general and semi-formal discourses between Chinese and English/Hindi. - Understand basic techniques of consecutive and simultaneous interpretation.		
Course outcomes: The course aims to enhance the learner’s advanced proficiency in the core language skills of speaking, writing, listening, and grammar, with particular emphasis on their application in real-time interpretive contexts. Through intensive practice and theoretical grounding, students will refine their command of both formal and colloquial registers in Chinese and English. Additionally, the course fosters a nuanced understanding of Chinese society and culture, enabling learners to interpret not only language but also the socio-cultural meanings embedded within communicative acts. This dual focus ensures that students emerge with the linguistic and cultural competence necessary for high-level interpretation and cross-cultural mediation.		
Credits: 4 credits (4 credits for class lectures and for assignment/presentation by the learner)	DISCIPLINE SPECIFIC COURSE	
Max. Marks: 50+30+20	Min. Passing Marks: 30	
Total No. of Lectures- 30 lectures of two hours duration each in semester V is suggested.		
It is suggested that the first nine chapters of Bridge or the first seven chapters of Road to Success or the equivalent of them is taught in the Vth semester.		
Suggested Readings: - 英语中级口译证书考试：中级口译教程（第 4 版）附 mp3 [<i>An Intermediate Course of Interpretation (Fourth Edition)</i>], 上海外语教育出版社，上海外语口译证书培训与考试系列丛书。 - 同声传译 (全国翻译硕士专业学位 <i>MTI</i> 系列教材) 外语教学与研究出版社。		

9. 高等学校翻译硕士专业学位 (MTI) 系列教材：同声传译教程，武汉大学出版社

10. 英汉口译笔记入门 [*An Introduction to Note-taking in English-Chinese Interpretation*], 武汉大学出版社

11. 原声汉语：高级实况听力教程，北京大学出版社。

12. Official bilingual speeches (Xi Jinping, UNGA, G20 Summits)

Core compulsory course for learners majoring in Chinese at UG level.

Suggested Continuous Evaluation Methods:

Continuous evaluation in interpretation courses should include regular oral practice, weekly interpretation assignments, and glossary development to strengthen domain-specific vocabulary. Students should engage in structured notetaking and memory retention exercises, along with mid-semester assessments simulating real-life interpretation scenarios. Peer and self-assessments, as well as group presentations of mock conferences or bilateral dialogues, will further support reflective learning and professional preparedness. These methods ensure sustained skill development and contextual application of interpretation techniques.

Course prerequisites: Students enrolling in the Interpretation courses are expected to have completed intermediate to upper-intermediate level coursework in Chinese language, including proficiency in reading, listening, and basic oral communication. A foundational understanding of Chinese grammar, vocabulary, and sentence structures is essential. Additionally, learners should possess a working knowledge of English and exhibit the ability to engage in bilingual communication. Prior exposure to Chinese society, culture, and contemporary issues is highly recommended to facilitate contextual accuracy during interpretation tasks.

Suggested equivalent online courses: None

Further Suggestions: To enhance the effectiveness of interpretation training, it is recommended that the course be supplemented **with language labs equipped for audio-visual simulation, enabling real-time practice of both consecutive and simultaneous interpretation.** Collaborations with external institutions such as embassies, think tanks, and media organizations can provide practical exposure through internships or guest lectures. Additionally, the integration of digital tools for terminology management, voice modulation, and speech analysis may further refine interpretive competencies. Regular interaction with native speakers and participation in multilingual academic events will also contribute to learners' linguistic confidence and cultural adaptability.

Programme/Class: BA (4 years) /MA (2-years)	Year: IV/I	Semester: VII/I
Subject		Chinese
Course Code: <i>To be decided</i>	Course Title: Practice and Theories of Translation-I (name of the course for both the programs)	
Program outcomes: To create skilled linguists and translators with deep knowledge and understanding of India, China and the world through practice of translation, and thereby understanding the theories of translation.		
Programme specific outcomes: same as above		
Course outcomes: The course envisages to train and skill learners in practice and theories of translation through an exhaustive translation training in English to Chinese and vice-versa, Hindi to Chinese and vice-versa as well as any other Indian language to Chinese and vice-versa. Thus, the learner shall through the practice of translation be also imparted with the knowledge of theories which have influenced or evolved from practices of translation in India, China and the west.		
Credits: 4 credits	Discipline Specific Core	
Max. Marks: 100; break up will be as follows: 50+30+20 (End semester exam+Mid-semester exam+class performance respectively)	Min. Passing Marks: 30	
Total No. of Lectures- 30 lectures of average two hours duration each in semester I is suggested.		
Suggestions: The course may ideally be focused on the practice of translation, and thereby leading to the theory part. Newspaper texts, prose, speeches, poems, short stories, novels etc. can become the resource materials of the practice of translation. The course can also be used every now and then to understand the nuances of translation by comparing and contrasting human translation vs machine translation.		
Suggested Readings (the list is not limited to the readings suggested): (i) Why Translation Matters, Author: Edith Grossman, Publisher: Yale University Press (ii) Textual Travels: Theory and Practice of Translation in India, Editors: Mini Chandran, Suchitra Mathur; Publisher: Routledge (iii) The Theory and Practice of Translation; Authors: Eugene A. Nida, Charles Russel Taber; Publisher: Brill Lieden (iv) An Anthology of Chinese Discourse on Translation: From Earliest Times to the Buddhist Project (Vol.1), Authors: Martha Pui Yiu Cheung , Lin Wusun ; Publisher: Taylor & Francis (v) An Anthology of Chinese Discourse on Translation: From Earliest Times to the Buddhist Project (Vol.2), Authors: Martha Pui Yiu Cheung , Lin Wusun ; Publisher: Taylor & Francis		
Discipline Specific Core for learners pursuing Chinese at BA (4 th year) level/ PG level.		
Suggested Continuous Evaluation Methods: Regular class participation, regular submission of assignments, course related translation reviews, presentations etc by the learner		

Course prerequisites: A learner ought to have a three years UG level competence in Chinese language, literature and culture.
Suggested equivalent online courses: None
Further Suggestions: The course can be offered as an interdisciplinary course to learners from other PG streams as well if they fulfil the course prerequisites as mentioned above.

Semester VIII/II

Programme/Class: BA (4 years) / MA (2-years)	Year: IV/I	Semester: VIII/II
Subject Chinese		
Course Codes: To be decided	Course Title: Practice and Theories of Translation-II (name of the course for both the programs)	
Program Outcomes: To create skilled linguists and translators with deep knowledge and understanding of India, China and the world through practice of translation, and thereby understanding the theories of translation.		
Programme specific outcomes: Same as above		
Course outcomes: The course envisages to train and skill learners in practice and theories of translation through an exhaustive translation training in English to Chinese and vice-versa, Hindi to Chinese and vice-versa as well as any other Indian language to Chinese and vice-versa. Thus, the learner shall through the practice of translation be also imparted with the knowledge of theories which have influenced or evolved from practices of translation in India, China and the west.		
Credits: 4 credits	Discipline Specific Core	
Max. Marks: 100; marks break up will be as follows: 50+30+20 (End semester exam+Mid-semester exam+class performance respectively)	Min. Passing Marks: 30	
Total No. of Lectures- 30 lectures of average two hours duration each in semester II is suggested.		
Suggestion: The course may ideally be focused on the practice of translation, and thereby leading to the theory part. Newspaper texts, prose, speeches, poems, short stories, novels etc. can become the resource materials of the practice of translation. The course can also be used every now and then to understand the nuances of translation by comparing and contrasting human translation vs machine translation.		
Suggested Readings for the semester (the list is not limited to the readings suggested): (i) Why Translation Matters, Author: Edith Grossman, Publisher: Yale University Press (ii) Textual Travels: Theory and Practice of Translation in India, Editors: Mini Chandran, Suchitra Mathur; Publisher: Routledge (iii) The Theory and Practice of Translation; Authors: Eugene A. Nida, Charles Russel Taber; Publisher: Brill Lieden (iv) An Anthology of Chinese Discourse on Translation: From Earliest Times to the Buddhist Project (Vol.1), Authors: Martha Pui Yiu Cheung , Lin Wusun ; Publisher: Taylor & Francis (v) An Anthology of Chinese Discourse on Translation: From Earliest Times to the Buddhist Project (Vol.2), Authors: Martha Pui Yiu Cheung , Lin Wusun ; Publisher: Taylor & Francis		

Discipline Specific Core for learners pursuing Chinese at BA (4th year) level/ PG level.
Suggested continuous evaluation method: Regular class participation, regular submission of assignments, course related translation reviews, presentations etc. by the learner.
Course prerequisites: A learner ought to have a three years UG level competence in Chinese language, literature and culture.
Suggested equivalent online courses: None
Further Suggestions: The course can be offered as an interdisciplinary course to learners from other PG streams as well if they fulfil the course prerequisites as mentioned above.

Semester VII

Programme/Class: Degree	Year: 4 th	Semester: VII
Subject	Chinese	
Course Code: CNE/CNG – 402	Course Title: History of Modern Chinese Literature I	
Program outcomes: The course <i>History of Modern Chinese Literature</i> aims to develop students’ critical understanding of the evolution of Chinese literature from the May Fourth period to the establishment of the PRC in 1949. It equips students with knowledge of the historical, political, and social contexts that shaped literary expression during this era. Students will gain analytical skills through engagement with key literary movements, genres, and authors such as Lu Xun, Ding Ling, Mao Dun, and Ba Jin. The course fosters appreciation of revolutionary and progressive thought in literature, promotes gender sensitivity through the study of women writers, and enhances students’ abilities in academic research, critical discussion, and comparative literary analysis within a global context.		
Programme specific outcomes: • Develop a foundational understanding of modern Chinese literary movements from the May Fourth period to 1949. • Analyze the impact of political and social change on literary production. • Critically engage with major authors, genres, and themes such as revolutionary literature, gender issues, and wartime narratives. • Understand the historical significance of key texts and their influence on modern Chinese cultural identity.		
Course outcomes: This course aims to help learner understand the historical evolution of modern Chinese literature from the May Fourth Movement to the establishment of the People's Republic of China in 1949. They will be able to identify and analyze major literary trends, influential authors, and key representative works of the period. The course will enable students to critically engage with important themes such as gender, revolution, and nationalism as reflected in literary texts.		

Additionally, students will develop essential skills in literary analysis, academic writing, and placing literature within its broader historical and socio-political contexts.	
Credits: 4 credits (4 credits for class lectures and for assignment/presentation by the learner)	Discipline Specific Elective
Max. Marks: 100 , break up will be as follows: 50+30+20 (End semester exam+Mid-semester exam + class performance repectively)	Min. Passing Marks: 30
Total No. of Lectures- 30 lectures (including film/documentary screening classes) of average two hours duration each in semester II is suggested.	
Suggested Readings(the list is not limited to the readings suggested): 13. 朱栋霖等主编, 《中国现代文学史 1917—1997》高等教育出版社 1999 年版. 14. 王晓明等编, 《二十世纪中国文学史论》上海东方出版中心 2003 年版. 15. 钱理群、温儒敏、吴福辉主编, 《中国现代文学三十年》, 北京大学出版社, 1 998 16. 朱栋霖、丁帆主编《中国现代文学史》, 高等教育出版社, 1998 17. 程光炜, 刘勇, 吴晓东, 孔庆东, 制元宝主编: 《中国现代文学史》, 中国人民 大学出版社, 2000 18. Hsia, C. T. <i>A History of Modern Chinese Fiction, 1917–1957</i>. New Haven: Yale University Press, 1961. Goldman, Merle. <i>Modern Chinese Literature in the May Fourth Era</i>. Cambridge, MA: Harvard University Press, 1977.	
Discipline Specific Elective for learners pursuing Chinese at PG level.	
Suggested Continuous Evaluation Methods: To ensure comprehensive learning and active engagement throughout the semester, students will be evaluated through a combination of continuous assessment methods. These include regular class participation to encourage discussion and critical analysis. Each student will deliver one individual or group presentation before the mid-semester exam to enhance research and communication skills. A term paper will be submitted at the end of the semester, allowing students to delve deeply into a chosen topic related to modern Chinese literature. In addition to these, a mid-semester exam and a final exam will assess students' overall understanding and analytical ability, contributing to their final grade.	
Course prerequisites: This course assumes a basic understanding of Chinese literature and culture. It is recommended that students have completed introductory courses in Chinese literature or history, or have equivalent foundational knowledge of the key historical periods in China, particularly the early 20th century. A strong interest in modern Chinese literature and its socio-political contexts will also be beneficial for success in this course.	
Suggested equivalent online courses: None	
Further Suggestions: To enhance the course on modern Chinese literature, consider adding guest lectures from experts, literary analysis assignments on key works, and interactive reading groups. Incorporating film screenings related to the literature, field trips to historical sites, and a digital archive for student projects would further engage students. Additionally, introducing cross-cultural comparisons with global modernist movements would provide a broader context, enriching the learning experience and deepening students' understanding of the material.	

Semester VIII

	Year: 4th	Semester: VIII
Subject	Chinese	
Course Code: CNE/CNG – 405	Course Title: History of Contemporary Chinese Literature I	
Program outcomes: Upon completing the course on the History of Contemporary Chinese Literature, students will gain a comprehensive understanding of the evolution of Chinese literature from 1949 to the present. The program will provide insights into key literary movements such as socialist realism, avant-garde fiction, and feminist literature, while exploring the influence of major political events like the Cultural Revolution. Students will examine works by prominent authors and learn to analyze literary trends, ideologies, and themes, enhancing their ability to critically assess contemporary Chinese literature and its cultural significance. The course will develop research, analytical, and presentation skills, preparing students for academic or professional pursuits in Chinese literary studies.		
Programme specific outcomes: ● Develop a comprehensive understanding of contemporary Chinese literature from 1949 to the present, focusing on key literary movements, political influences, and major authors. ● Analyze the impact of social and political changes on literature, including during the Cultural Revolution, Post-Mao era, and the rise of women writers. ● Explore significant literary trends like Scar Literature, Root-seeking literature, and Avant-Garde fiction.		
Course outcomes: Upon completing this course, students will gain a comprehensive understanding of contemporary Chinese literature from 1949 to the present. They will analyze major literary trends, ideologies, and works shaped by significant political events, such as the socialist literature period, the Cultural Revolution, and the emergence of Scar literature. Key themes such as feminist writing and the exploration of female subjectivity in a rapidly changing society will also be explored. Additionally, the course will foster critical thinking, research, and presentation skills, equipping students with the tools to analyze and discuss literary developments within the context of Chinese cultural and political history.		
Credits: 4 credits (4 credits for class lectures and for assignment/presentation by the learner)	Discipline Specific Elective	
Max. Marks: 100 , break up will be as follows: 50+30+20 (End semester exam+Mid-semester exam + class performance respectively)	Min. Passing Marks: 30	

Total No. of Lectures- 30 lectures (including film/documentary screening classes) of average two hours duration each in semester II is suggested.
Suggested Readings for the semester (the list is not limited to the readings suggested): 1. 洪了诚著. 《中国当代文学史》, 北京大学出版社, 1999. 2. 陈思和主编. 《中国当代文学史教程》, 复旦大学出版社, 2008. 3. 王庆生编. 《中国当代文学史》, 高等教育出版社, 2003. 4. 於可训著. 《中国当代文学概论》(修订版), 武汉大学出版社, 2003. 5. 王嘉良、颜敏主编. 《中国现当代文学史》, 上海教育出版社, 2005. 6. 郑万鹏著. 《中国当代文学史》, 北京语言大学出版社, 2000.
Discipline Specific Elective for learners pursuing Chinese at PG level.
Suggested Continuous Evaluation Methods: To ensure comprehensive learning and active engagement throughout the semester, students will be evaluated through a combination of continuous assessment methods. These include regular class participation to encourage discussion and critical analysis. Each student will deliver one individual or group presentation before the mid-semester exam to enhance research and communication skills. A term paper will be submitted at the end of the semester, allowing students to delve deeply into a chosen topic related to contemporary Chinese literature. In addition to these, a mid-semester exam and a final exam will assess students' overall understanding and analytical ability, contributing to their final grade.
Course prerequisites: Basic knowledge of modern Chinese history, familiarity with major political events since 1949, and the ability to read Chinese-language literary analysis are recommended for taking this course.
Suggested equivalent online courses: None
Further Suggestions: Consider integrating translated primary texts and critical essays into the syllabus, encouraging comparative analysis. Adding multimedia resources, guest lectures, or discussions on film adaptations of key works can enhance engagement and contextual understanding of literary movements.

Programme/Class: BA (4 years) /MA (2-years)	Year: IV/I	Semester: VII/I
Subject		Chinese
Course Code: <i>CNC – 401</i>	Course Title: Selected Readings in Modern and Contemporary Chinese Literature I	
Program outcomes: ■ Equip students with advanced critical thinking and literary analysis skills. ■ Develop research-oriented engagement with modern and contemporary Chinese literary movements. ■ Foster interdisciplinary awareness of Chinese society, history, and politics through literary texts.		
Programme specific outcomes: same as above		
Course outcomes: This two-semester course is designed to enable students to critically engage with key works of modern and contemporary Chinese literature from the May Fourth Movement (1917) to the present. Students will develop the ability to analyze literary texts through the lens of historical, political, and cultural contexts, with a focus on major social themes such as nationalism, trauma, class conflict, gender, and globalization. The course enhances interpretive reading skills, refines literary vocabulary, and promotes a deeper understanding of Chinese society through literature. Students are expected to draw interdisciplinary connections and produce analytical writing rooted in comparative literary approaches.		
Credits: 4 credits	Discipline Specific Core	
Max. Marks: 100; break up will be as follows: 50+30+20 (End semester exam+Mid-semester exam+class performance respectively)	Min. Passing Marks: 30	
Total No. of Lectures- 30 lectures of average two hours duration each in semester I is suggested.		
Suggestions To enhance the academic impact of this course, it is recommended that students be exposed to multimedia resources such as film adaptations, author interviews, and digital archives of Chinese literature. Collaborative learning activities, including seminar presentations and peer-led discussions, should be integrated to encourage critical engagement. Faculty may consider inviting guest lecturers or scholars specializing in Chinese literary studies to offer thematic insights. Linking the course content with historical or sociopolitical developments in modern China can foster interdisciplinary learning. Furthermore, students may be encouraged to pursue		

independent research projects or comparative studies involving other literary traditions to deepen their analytical perspective.

Suggested Readings (the list is not limited to the readings suggested):

1. (the list is not limited to the following):
2. 《中国现代文学选读》，金戈、刘皆藩主编，人民文学出版社
3. 《中国现代文学作品选（一）（二）》，朱栋霖、龙泉明主编，高等教育出版社
4. 《中国当代文学作品选》，王庆生，华中师范大学出版社
5. 《鲁迅小说全集》，哈尔滨出版社
6. 《家》《春》《秋》，巴金，人民文学出版社
7. 《活着》《在细雨中呼喊》，余华，作家出版社
8. 《红高粱家族》《丰乳肥臀》《天堂蒜薹之歌》，莫言，上海文艺出版社
9. McDougall, Bonnie & Kam Louie, *The Literature of China in the Twentieth Century*, Columbia University Press, 1997
10. Denton, Kirk A. (ed.), *Modern Chinese Literary Thought: Writings on Literature, 1893–1945*, Stanford University Press, 1996
 - 李可. 杜拉拉升职记. 西安：陕西师范大学出版社, 2007.
 - 金宏宇. 冰心作品精选. 长江文艺出版社, 2008.
 - 甚容小说选. 北京出版社, 1981.
 - *Selected Works*. 作家出版社.
 - 曹洁. 茅盾小说. 浙江文艺出版社, 2003 (reprint).
 - 余华. 兄弟, 在细雨中呼喊, 活着. 作家出版社.
 - 莫言. 生死疲劳, 丰乳肥臀, 檀香刑, 欢乐, 红高粱家族, 天堂蒜薹之歌. 上海文艺出版社 / 作家出版社.
 - 陈丹晨 (编). 巴金全传 (Part 1 and 2). 人民文学出版社.
 - 巴金. 家, 春, 秋. 人民文学出版社.
 - 郁达夫. 郁达夫作品精选. 长江文艺出版社.
 - 梁晓声. 尾巴. 重庆出版社.
 - 鲁迅. 鲁迅小说全集. 哈尔滨出版社.
 - 冯唐. 北京, 北京. 天津人民出版社.
 - 茅盾. 子夜. 中国人民出版社.
 - 沈从文. 边城. 江苏人民出版社.
 - 老舍. 骆驼祥子. 人民文学出版社.
 - 余华. 许三观卖血记. 作家出版社.
 - 路遥. 人生. 北京十月文艺出版社.
 - 曹禺. 曹禺作品. 长江文艺出版社.
 - McDougall, Bonnie & Kam Louie. *The Literature of China in the Twentieth Century*. New York: Columbia University Press, 1997.
 - Denton, Kirk A. (ed.). *Modern Chinese Literary Thought: Writings on Literature, 1893–1945*. Stanford, CA: Stanford University Press, 1996.

- Most of the listed works are available online and additional digital resources will be provided to students.

Discipline Specific Core for learners pursuing Chinese at BA (4th year) level/ PG level.

Suggested Continuous Evaluation Methods:

Evaluation will include response papers, term papers, weekly reading discussions, class presentations, and oral commentaries on texts. Engagement in class discussions and submission of critical reflection assignments will form an integral part of the internal assessment.

Course prerequisites:

Students must have completed intermediate-level Chinese language training, including reading comprehension of simplified characters and basic literary analysis. Prior exposure to Chinese history and cultural studies is recommended to better contextualize the texts.

Suggested equivalent online courses: None

Further Suggestions: Students should be encouraged to use digital literary databases, participate in literary seminars, and undertake comparative projects involving Indian and Chinese modernist traditions. Integration of visual media such as films and author interviews will deepen literary engagement. Faculty may adapt readings based on the cohort's language proficiency and research interests.

Programme/Class: BA (4 years) /MA (2-years)	Year: IV/I	Semester: VIII/II
Subject		Chinese
Course Code: CNC – 402	Course Title: Selected Readings in Modern and Contemporary Chinese Literature II	
Program outcomes: This two-semester course is designed to enable students to critically engage with key works of modern and contemporary Chinese literature from the May Fourth Movement (1917) to the present. Students will develop the ability to analyze literary texts through the lens of historical, political, and cultural contexts, with a focus on major social themes such as nationalism, trauma, class conflict, gender, and globalization. The course enhances interpretive reading skills, refines literary vocabulary, and promotes a deeper understanding of Chinese society through literature. Students are expected to draw interdisciplinary connections and produce analytical writing rooted in comparative literary approaches.		
Programme specific outcomes: same as above		
Course outcomes: Upon completion of this course, students will be able to critically engage with representative works from contemporary Chinese literature; understand key literary movements and thematic concerns such as class conflict, gender roles, national trauma, and modernization; apply comparative literary frameworks; and enhance their academic Chinese reading and writing skills. Students will also demonstrate their ability to contextualize literature within China's evolving political and cultural landscapes.		
Credits: 4 credits	Discipline Specific Core	
Max. Marks: 100; break up will be as follows: 50+30+20 (End semester exam+Mid-semester exam+class performance respectively)	Min. Passing Marks: 30	
Total No. of Lectures- 30 lectures of average two hours duration each in semester I is suggested.		
Suggestions To enhance the learning experience in the final semester of B.A. 4th Year with Research, it is advisable to integrate interdisciplinary perspectives by linking literary themes with historical, political, and cultural developments in contemporary China. Students should be encouraged to present seminar papers and participate in academic discussions, both within and beyond the classroom, to refine their analytical and communication skills. Incorporating film adaptations, digital archives, and critical essays will provide a multimodal approach to understanding literature. Faculty may also consider guiding students toward independent research or		

comparative literature projects that align with their interests and support future academic pursuits, including postgraduate studies or translation careers.

Suggested Readings (the list is not limited to the readings suggested):

11. (the list is not limited to the following):

12. 《中国现代文学选读》，金戈、刘皆藩主编，人民文学出版社
13. 《中国现代文学作品选（一）（二）》，朱栋霖、龙泉明主编，高等教育出版社
14. 《中国当代文学作品选》，王庆生，华中师范大学出版社
15. 《鲁迅小说全集》，哈尔滨出版社
16. 《家》《春》《秋》，巴金，人民文学出版社
17. 《活着》《在细雨中呼喊》，余华，作家出版社
18. 《红高粱家族》《丰乳肥臀》《天堂蒜薹之歌》，莫言，上海文艺出版社
19. McDougall, Bonnie & Kam Louie, *The Literature of China in the Twentieth Century*, Columbia University Press, 1997
20. Denton, Kirk A. (ed.), *Modern Chinese Literary Thought: Writings on Literature, 1893–1945*, Stanford University Press, 1996
 - 李可. 杜拉拉升职记. 西安：陕西师范大学出版社, 2007.
 - 金宏宇. 冰心作品精选. 长江文艺出版社, 2008.
 - 甚容小说选. 北京出版社, 1981.
 - *Selected Works*. 作家出版社.
 - 曹洁. 茅盾小说. 浙江文艺出版社, 2003 (reprint).
 - 余华. 兄弟, 在细雨中呼喊, 活着. 作家出版社.
 - 莫言. 生死疲劳, 丰乳肥臀, 檀香刑, 欢乐, 红高粱家族, 天堂蒜薹之歌. 上海文艺出版社 / 作家出版社.
 - 陈丹晨 (编). 巴金全传 (Part 1 and 2). 人民文学出版社.
 - 巴金. 家, 春, 秋. 人民文学出版社.
 - 郁达夫. 郁达夫作品精选. 长江文艺出版社.
 - 梁晓声. 尾巴. 重庆出版社.
 - 鲁迅. 鲁迅小说全集. 哈尔滨出版社.
 - 冯唐. 北京, 北京. 天津人民出版社.
 - 茅盾. 子夜. 中国人民出版社.
 - 沈从文. 边城. 江苏人民出版社.
 - 老舍. 骆驼祥子. 人民文学出版社.
 - 余华. 许三观卖血记. 作家出版社.
 - 路遥. 人生. 北京十月文艺出版社.
 - 曹禺. 曹禺作品. 长江文艺出版社.
 - McDougall, Bonnie & Kam Louie. *The Literature of China in the Twentieth Century*. New York: Columbia University Press, 1997.
 - Denton, Kirk A. (ed.). *Modern Chinese Literary Thought: Writings on Literature, 1893–1945*. Stanford, CA: Stanford University Press, 1996.

Most of the listed works are available online and additional digital resources will be provided to students.
Discipline Specific Core for learners pursuing Chinese at BA (4th year) level/ PG level.
Suggested Continuous Evaluation Methods: Students will be evaluated through weekly response papers, class discussions, oral presentations on selected texts, short quizzes, and a final term paper or creative project. These formative assessments will support the development of critical analysis and literary appreciation throughout the semester.
Course prerequisites: Students must have completed Intermediate to Upper Intermediate Chinese language courses and Selected Readings I in the previous semester. A foundational understanding of modern Chinese history and basic literary terminology is essential for full participation.
Suggested equivalent online courses: None
Further Suggestions: It is recommended that students engage with multimedia content including film adaptations and author interviews to complement textual analysis. Opportunities to participate in student-led colloquia, literary circles, or comparative literature projects should be encouraged to expand their academic perspective. Where feasible, students may also explore independent research topics linked to this course to support dissertation or thesis preparation.

Programme/Class: Degree	Year: 4th	Semester: VII
Subject	Chinese	
Course Code: CNP/CNR – 401	Course Title: Dissertation/ Academic Projects/Entrepreneurship	
Program outcomes: The course aims to develop advanced research skills and expertise, conduct original research, present findings in scholarly format as well as demonstrate critical thinking and analytical abilities. The aims of academic projects include the development of skill to apply theoretical knowledge to real-world problems, enhance project management skills and to develop effective communication and presentation abilities. Entrepreneurship projects are to develop entrepreneurial mindset and skills, identify and evaluate business opportunities and to develop innovation and leadership skills.		
Programme specific outcomes: • Conduct original research on a specific aspect of Chinese studies and produce a high-quality dissertation that contributes to existing knowledge in Chinese studies. • Develop practical skills in areas such as translation, interpretation or cultural consultancy. • Create innovative business plans that leverage knowledge of Chinese language, culture or market trends.		

- Develop effective communication, presentation and pitching skills.

Course outcomes:

Upon completion of this course, students will demonstrate advanced knowledge of Chinese language, literature or culture, and will have conducted original research on a specific aspect of Chinese studies. Students will apply their knowledge to real-world problems, developing practical skills in areas such as translation and interpretation. They will be able to identify business opportunities in China or Chinese markets and develop innovative business plans. Students will understand Chinese business etiquette, networking and relationship building.

Credits: 2 credits (2 credits for dissertation/academic project/entrepreneurship and presentation by the learner)

Discipline: Dissertation/Academic Projects/Entrepreneurship

Max. Marks: 100 , break up will be as follows:

Min. Passing Marks: 30

80+20 (Dissertation/Academic Projects/Entrepreneurship + Presentation)

Total No. of Lectures- Time to time guidance by the assigned guide/mentor.

Suggested Readings(the list is not limited to the readings suggested):

1. The Craft of Research; Booth, Wayne C.; Colomb, Gregory G.; Williams, Joseph M.
2. Academic Writing for Graduate Students: Essential Tasks and Skills; Swales, John and Feak, Christine.
3. Entrepreneurship: New Venture Creation; Holt, David H.

Dissertation/Academic Project/Entrepreneurship for learners pursuing Chinese in 4th year at UG level.

Suggested Continuous Evaluation Methods: To ensure comprehensive learning and active engagement throughout the semester, students will be evaluated through a combination of continuous assessment methods. These include regular class participation to encourage discussion and critical analysis. Each student will deliver one individual or group presentation and a dissertation/academic project paper/entrepreneurship project report will be submitted at the end of the semester.

Course prerequisites: This course assumes a basic understanding of dissertation writing/academic project/entrepreneurship skills. It is recommended that students have completed relevant coursework in Chinese studies e.g. Chinese literature, history and culture. Student should have some basic ideas of research methodology/business plan proposals.

Suggested equivalent online courses: None

Further Suggestions: To enhance the course on dissertation/academic projects/entrepreneurship, consider adding guest lectures from experts and interactive discussion groups. Incorporating field trips to business sites for students would further engage students.

Programme/Class: Degree	Year: 4 th	Semester: VIII
Subject	Chinese	
Course Code: CNP/CNS – 402	Course Title: Dissertation/Academic Project/Entrepreneurship	

Program outcomes: The course aims to develop advanced research skills and expertise, conduct original research, present findings in scholarly format as well as demonstrate critical thinking and analytical abilities. The aims of academic projects include the development of skill to apply theoretical knowledge to real-world problems, enhance project management skills and to develop effective communication and presentation abilities. Entrepreneurship projects are to develop entrepreneurial mindset and skills, identify and evaluate business opportunities and to develop innovation and leadership skills.

Programme specific outcomes:

- Conduct original research on a specific aspect of Chinese studies and produce a high-quality dissertation that contributes to existing knowledge in Chinese studies.
- Develop practical skills in areas such as translation, interpretation or cultural consultancy.
- Create innovative business plans that leverage knowledge of Chinese language, culture or market trends.
- Develop effective communication, presentation and pitching skills.

Course outcomes: Upon completion of this course, students will demonstrate advanced knowledge of Chinese language, literature or culture, and will have conducted original research on a specific aspect of Chinese studies. Students will apply their knowledge to real-world problems, developing practical skills in areas such as translation and interpretation. They will be able to identify business opportunities in China or Chinese markets and develop innovative business plans. Students will understand Chinese business etiquette, networking and relationship building.

Credits: 2 credits (2 credits for dissertation/academic project/ entrepreneurship and presentation by the learner)

Dissertation/Academic Projects/Entrepreneurship

Max. Marks: 100 , break up will be as follows:

Min. Passing Marks: 30

80+20 (Dissertation/Academic Projects/Entrepreneurship + Presentation)

Total No. of Lectures- Time to time guidance by the assigned guide/mentor.

Suggested Readings(the list is not limited to the readings suggested):

1. The Craft of Research; Booth, Wayne C.; Colomb, Gregory G.; Williams, Joseph M.
2. Academic Writing for Graduate Students: Essential Tasks and Skills; Swales, John and Feak, Christine.
3. Entrepreneurship: New Venture Creation; Holt, David H.
4. Innovation and Entrepreneurship; Drucker, Peter F.

Dissertation/Academic Project/Entrepreneurship for learners pursuing Chinese in 4th year at UG level.

Suggested Continuous Evaluation Methods: To ensure comprehensive learning and active engagement throughout the semester, students will be evaluated through a combination of continuous assessment methods. These include regular class participation to encourage discussion and critical analysis. Each student will deliver one individual or group presentation and a dissertation/academic project paper/entrepreneurship project report will be submitted at the end of the semester.

Course prerequisites: This course assumes a basic understanding of dissertation writing/academic project/entrepreneurship skills. It is recommended that students have completed relevant coursework in Chinese studies e.g. Chinese literature, history and culture. Student should have some basic ideas of research methodology/business plan proposals.

Suggested equivalent online courses: None

Further Suggestions: To enhance the course on dissertation/academic projects/entrepreneurship, consider adding guest lectures from experts and interactive discussion groups. Incorporating field trips to business sites for students would further engage students.
