



Taiwan Can be a Reliable Partner for India on Mandarin Education Policy

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ABSTRACT

This is an unprecedented policy paper on the development of Taiwan's Mandarin education in India and its suggestion to Indian government for future policy direction. This research conducts literature review by having comprehensive study and interpretation of key figures and key terms in history and news. Although the perceived lack of dissertation and paper is seen in the paucity of research devoted to understanding this issue. Indian Prime Minister Narendra Modi has responded to the China's aggression in the border of Eastern Ladakh in 2020, maybe even in terms of language, Indian government has dropped Mandarin among foreign languages in its National Education Policy (NEP) 2020. Indian government reviewed China's Confucius Institutes amid global concern, as well as university level memorandum of understanding between India and China. However, learning Mandarin would be encouraged in India by considering its national security, academic research, historical ties and economic development. Under these circumstances, the best policy option for India would be to get Mandarin teachers or train more Mandarin teachers from Taiwan, where Mandarin is official language as well. This article explores the reasons from historical context in India to Taiwan's current development on Mandarin education, including its qualified teacher, test and satisfaction of partnering institutes. This paper indicates that Indian government should strategically consider having more cooperation with Taiwan in providing Mandarin learning for its young generation. Taiwan is a reliable partner for India on Mandarin Education Policy.

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1. INTRODUCTION

India and China have had strong economic and cultural ties since ancient times, which is the starting point of language exchanges between two sides. Nowadays, young generation is motivated to learn Chinese language by the increasing amount of investment between two sides, fast-growing market, job opportunities and international relations. Due to so called one-China policy, most Indians did not know about Taiwan, in which Mandarin Chinese is official language spoken in this nation. Fewer Indians know that Taiwan has long history in training Mandarin Chinese for foreigners. There is no previous study talking on this topic. Therefore, this is an unprecedented study on the development of Taiwan's Mandarin education in India and its suggestion to Indian government for future policy direction, through literature review and interpretation of key terms in history and news.

2. HISTORICAL TIES WITH CHINESE LANGUAGE IN INDIA

Regarding the history of India's exposure to the Chinese language, the most famous among the available historical materials are the Chinese senior Buddhist monk and translator Faxian (approximately 337-422AD) Sheng, [1], Xuanzang (602-664AD) Lee, [2] and Yijing (635 - 713AD) Ludvik, [3]. The three masters arrived in ancient India to study Buddhist scriptures and translate them into Chinese. This should be called "book road", rather than "silk road". The influence was far-reaching. Xuanzang's famous book "Da Tang Xi Yu Ji (Story of the Western Regions of the Great Tang Dynasty)" even confirmed the Chinese translation of "India". The three monks also went to study Buddhist scriptures at the location of current Nalanda International University.

According to historical literature, Nalanda University was established in the 5th century. Sharma [4] indicates that it was an eminent centre of learning long before Oxford, Cambridge and Europe's oldest Bologna University were founded. It was not until 1193 that the Turkish Bakhtiyar Khalji Invaded and destroyed this centre of knowledge dissemination in the current Bihar State, North India. It attracted people from all over the world to study at the university, including Chinese at that time. It was a gathering

place for early religious beliefs and social practices. When Faxian arrived, Nalanda was a place where the gathering and research of Buddhist scriptures prevailed, but when Xuanzang and Jingyi arrived, there were already large-scale lecture halls. They both studied there for many years, especially for translation of texts.

In India, modern Mandarin Chinese learning began with the French Sinologist Sylvain Levi (1863-1935) who taught Mandarin courses in the Department of History of the University of Calcutta in 1919. Tan Yunshan and Chinese Academy in Shantiniketan were founded afterwards. Tan Yun-Shan joined Visva Bharati as a Professor of Chinese Studies in 1928. He held discussions with the intellectual fraternity at Shantiniketan. Through the establishment of the "Sino-Indian Cultural Society" for fundraising, he gained financial support from the ruling party Kuomintang (KMT), particularly from Yu Youren, Dai Chuanxian and others. Together with the strong support of Rabindranath Tagore, the Chinese Academy (Cheena Bhavana) was established on April 14, 1937, with Tan Yunshan as the dean Li, [5]. The stone inscription on the main board outside the existing building was from Lin Sen, the then president of the Republic of China, and the plaque inside the building was written by Dai Chuanxian, the key supporter.

The Chinese nationalist leader Chiang Kai-shek who became the leader of Taiwan afterwards visited Cheena Bhavana in 1942. They donated precious and rare ancient literature to the Cheena Bhavana library, like Records of the Grand historians, Han Book, Book of Later Han, Five Dynasties and Ten Kingdoms, Kangxi Dictionary, etc. They also had a donation of Rs. 50,000. China between 1912 and 1949 actually was governed by the government of the Republic of China, namely, currently Taiwan's government. Most Indians didn't understand this part of history.

With the changes in Sino-Indian relations, the School of Foreign Languages, established by the Ministry of Defence in New Delhi, added Mandarin courses in 1959. The Ford Foundation of the United States donated funds to the University of Delhi to develop Chinese studies and Mandarin teaching in 1964. According to Singapore Archives [6], the Indian government also established a five-year Mandarin program in the School of Foreign Languages at Jawaharlal

Nehru University in 1969. Krishnan [7] reported that, in 2012, under the MoU signed by Indian Central Board of Secondary Education (CBSE) and China's Hanban, China trained 300 teachers for India and annually provided 100 scholarships, which marked a significant milestone for India and China in Mandarin education. However, nowadays, many Indian teachers who

Table 1. Higher education institutions in India which offered Mandarin program/course

No.	HE institution
1	Amity University
2	Ashoka University
3	Assam Don Bosco University
4	Banaras Hindu University
5	Bengaluru Central University
6	Central University of Gujarat
7	Central University of Jharkhand
8	Chitikara University
9	Delhi University
10	Doon University
11	Dr.BabasahebAmbedkarMarathwada University
12	English and Foreign Language University
13	Flame University Pune
14	Graphic Era University
15	Hindustan Institute of Technology and Science
16	Indian Institute of Management Bangalore
17	IIT Bhilai
18	IIT Bombay
19	IIT Delhi
20	IIT Kanpur
21	IIT Madras
22	Indira Gandhi National Open University
23	Jadavpur University
24	Jamia Millia Islamia
25	Jawaharlal Nehru Academy Of Language
26	Jawaharlal Nehru University
27	K.R. Mangalam University
28	Lovely Professional University
29	Magadh University
30	National Defence Academy
31	National Defence College
32	Nava NalandaMahavihara
33	O.P. Jindal Global University
34	Panjab University, Chandigarh
35	Pondicherry University
36	Raksha Shakti University
37	Sanchi University of Buddhist-Indic Studies
38	SavitribaiPhule Pune University
39	Shiv Nadar University
40	Shoolini University
41	Sikkim University
42	SRM Institute of Science and Technology
43	Tezpur University
44	University Of Calcutta
45	University of Mumbai
46	University of Mysore
47	Vel Tech RangarajanDr.Sagunthala R&D Institute of Science and Technology
48	Vellore Institute of Technology
49	VisvaBharati University

teach Mandarin in Indian schools or universities are graduates from the Chinese Department of Jawaharlal Nehru University, rather than teachers who joined Hanban's training programs. According to websites of all universities in India, this study found there were at least 49 university departments/programmes in India offered Mandarin courses in 2019, as shown in Table 1.

3. PROFESSIONAL DEVELOPMENT OF MANDARIN TEACHING IN TAIWAN

Taiwan's mother tongue includes Taiwanese, Hakka and aboriginal languages. Before World War II, Taiwanese spoke Japanese as well. However, after Chiang Kai-shek led the Kuomintang government to rule Taiwan in 1949, it was stipulated that everyone must speak Chinese. For the past decades, the "National Language Promotion Committee of the Ministry of Education" had played an important role to guide Taiwanese to have a much better grasp of modern Chinese and ancient classical Chinese. Without the Cultural Revolution, Taiwanese learned much more traditional Chinese language and culture.

As to the history of Chinese language teaching, Dong [8] points out that some scholars usually explain from China's point of view that early Chinese language education began with the education service for overseas Chinese,¹ and it could even go back to the early 17th century when the Netherlands established the "Mingcheng Academy" in Batavia (now Jakarta, Indonesia). However, as far as Mandarin education in Taiwan is concerned, the earliest establishment of teaching institutions was the Hsinchu Chinese School established by the Catholic Church in Taiwan in 1953 to train the clergy.

In order to professionalize Mandarin teaching, the National Taiwan Normal University established the "Mandarin Language Center" in 1956. This was the first Mandarin teaching center established at a university. Former Japanese Prime Minister Ryotaro Hashimoto and former Australian Prime Minister Rudd both learned Mandarin at National Taiwan Normal University in their youth. In 1961, Stanford University of the United States and Taiwan together established a Chinese language training center. The

¹Dong, Pengcheng. (2007). *The past, present and future prospects of Chinese teaching in Taiwan. In Multiculturalism and ethnic harmony, Harmony International Symposium, conducted at Taipei University of Education.*

International Chinese Language Program (ICLP) at Taiwan University was introduced and the center used to be known as the "Stanford Center". At this center, many American diplomats and academic leaders have successfully been trained under professional teachers through the intensive courses. Unfortunately, at the same time, in China, the Chinese characters were simplified twice in 1956 and in 1977. Together with the Cultural Revolution from 1966 to 1976, traditional culture and language were severely damaged. It also highlighted the importance of Taiwan's inclusive culture and preservation of the language. During this period, in addition to continuing the traditional Chinese as in Hong Kong and Singapore, the Mandarin teaching in Taiwan focused on its development of professional pedagogy, modern textbook editing, and classroom management. By the end of August of 2020, there were 63 professional Mandarin Chinese language centers affiliated with universities and 24 departments and graduate institutes for training students as Mandarin teachers in universities of Taiwan.

For the Mandarin teaching overseas, Taiwan started earlier than China. It was then mainly taught in overseas Chinese schools. Since 1977, Taiwanese government has held seminars, training courses and workshops in Taiwan for overseas Mandarin teachers. So far, thousands of teachers have been back to Taiwan for this training course. The Overseas Community Affairs Council provides teaching materials and textbooks to overseas Chinese schools every year. The Ministry of Education also has overseas Taiwanese International Schools in 5 countries in Southeast Asia to provide educational opportunities for children of Taiwanese businessmen, including Mandarin.

After several times of reorganization on ad hoc committees and task forces, the Ministry of Education officially and legally established the "Section of Overseas Taiwanese Schools and Mandarin Education" in 2013 and launched the "Eight-year Mandarin Education Promotion Plan (2013-2020)" after approval by the Parliament. Based on regular and long-term professional teaching experience, this plan clearly stipulated that it would take an "exquisite route" and move towards "high quality" and "professional" higher education of human resources development²,

²Ministry of Education, (2016), "The Eight Year Plan for the Export of Chinese Language Education Industry (2013-

rather than competing with the Chinese Confucius Institute that was started in 2004.

4. TAIWAN SUPPORTED MANDARIN PROGRAMS IN INDIA

The main strategy of Taiwan's Ministry of Education is to cooperate with high-quality universities or schools around the world. Based on the beneficiary-pays principle, the partners of two parties share the cost and select qualified Mandarin teacher to teach Mandarin. To assist these teachers, the MOE provides subsidies for living expenses and educational materials, which will supplement the salaries paid by the sponsoring partner universities. The information can be found in the Regulation on Sending Mandarin Teacher to Teach Overseas on the website of the Ministry of Education Taiwan. In some countries, Taiwan has signed MOU with local universities to establish Taiwan Education Centers since 2007, the year when the Regulation on Establishment of Taiwan Education Center activated. Since then, some of the centers have had teachers to teach Mandarin and provided consulting services of studying in Taiwan. India is one of the global partners since 2011.

In 2011, Taiwan's National Tsinghua University helped the government to establish the first Taiwan Education Center in India with financial support from the Ministry of Education. From then on, National Tsinghua University has applied for a full subsidy of around US\$ 300,000 annually. By 2019, seven Taiwan Education Centers have been established. The centers helped to bridge bilateral relations by signing MoUs between two sides, in addition to Mandarin courses. To achieve the goal of educational cooperation with India under the new southbound policy of Taiwanese President Tsai Ing-wen, the Ministry of Education has adopted three approaches from 2019 for rapid implementation. National Tsinghua University continues to explore more cooperation under the original project. The MOE also encourages Taiwanese universities to cooperate with Indian partner universities on having Mandarin course and teachers, in addition to faculty and student exchange project. Meanwhile, the Education Division of Taiwan Embassy in India integrates

different types of projects and directly explores cooperation opportunities.

Since 2019, the Education Division stationed in New Delhi, has signed memoranda of cooperation with 8 educational institutions in one year to have Taiwan Education Centers in campuses. There are a total of 22 cooperative nodal points in India since 2011.³ However, due to the serious impact of the COVID-19 pandemic in 2020, most teachers returned to Taiwan through the evacuation or charter flight. Table 2 shows the educational institutes which cooperate with Taiwan.

In terms of scale of the project, the Taiwan supported program is smaller than China's project to train 300 Indian teachers for Chinese teaching from 2012. Obviously, one of the reasons is that Indian government, under the so called one China policy, didn't have formal MOU with Taiwan on the cooperation, not to speak of promotion through bureaucratic and school system.

5. MANDARIN IS STILL A CRITICAL LANGUAGE

The Economist [9] reported that India and China exchange their first border gunfire in 45 years and tensions are still on the rise. Like the old saying in 'Sun Tzu On The Art of War', "Know thy self, know thy enemy. A thousand battles, a thousand victories." Dr BR Deepak, Director, Center of Chinese and South Asian Studies, JNU, points out that learning of Chinese is crucial to decoding intelligence that could be of significance to India, according to the interview by the Quint [10]. Although bilateral relations in many areas have remained acrimonious, in terms of long-term diplomatic, economic and trade relations and the broad market, Mandarin Chinese are also considered as a pragmatic language. More importantly, Mandarin is also spoken in Taiwan, Singapore, Malaysia, and Chinese communities all over the world. Hence, if there is certain concern on Confucius Institutes, Indian government should find other ways of learning for students, researchers, soldiers and businessmen in need.

2020)" MOE document, approved version, revised on December 16, 2016. Retrieved August 20, 2020 from <https://ws.moe.edu.tw/001/Upload/7/relfile/6648/57459/01438e4a-a6d9-454c-b42d-43a3b8f86ade.pdf>

³Taipei Economic and Cultural Center in India (2020). Indo-Taiwan Information. Retrieved August 20, 2020 from <https://www.roc-taiwan.org/in/post/4.html>

Confucius Institutes of China have been established since 2004 to expand China's sharp power through language and culture. According to the Hanban website, 541 Confucius Institutes and 1,170 Confucius Classrooms have been established in 162 countries around the world. But Confucius Institutes were an affront to promote academic freedom on campus. Legerwood [11] highlighted, "most of the academics objected to the inherent Chinese state censorship of certain topics and perspectives in course materials on political grounds, and of hiring practices that take political loyalty into consideration." In the US, at least 29 of universities that had Confucius Institutes have closed them over the past 6 years. Sweden closed all four Confucius Institutes in December 2019 and one Confucius classroom in the southern Swedish town of Falkenberg in April 2020. There are more and more countries questioning the purpose and motivation of Confucius Institutes, the United States and Sweden are just examples.

The U.S. State Department launched the Critical Language Scholarship (CLS) program to nurture

foreign language professionals for political and diplomatic tasks. For Mandarin, one of 13 critical languages, the US government selects Taiwan as partnership to have training courses. The U.S. government also established "the U. S. Language Flagship Overseas Center in Taiwan" in National Yangming University of Taiwan to train the young generation on Mandarin. India may make such a consideration.

China has 4 Confucius Institutes in India, including the Confucius Institute at Vellore Institute of Technology (Tamil Province in the southeast), the Confucius Institute at the University of Mumbai, the Chinese Language Teaching Centre of Lavry University of Technology (Jaland, Punjab), and OP Jindal university that renamed the Confucius Institute as the Chinese Language Training and Research Center (Haryana Province). Moreover, there are 3 Confucius Classrooms, namely the Confucius Classroom at the Chinese School of Kolkata, the Broadcasting Confucius Classroom at Bharati University (Tamil Province) and Mangram University Chinese Teaching Center (Gurgaon, Haryana). Due to the impact of the Sino-Indian

Table 2. List of Indian partnering institutes having Taiwanese Mandarin teachers

No.	Partnering Institutes
1	IIT-Bhilai
2	IIT-Delhi
3	IIT-Kanpur
4	SavitribaiPhule Pune University
5	Graphic Era University
6	Vel Tech Rangarajan Dr. Sagunthala R&D Institute of Science and Technology
7	Shiv Nadar University
8	Don Bosco University
9	Shoolini University
10	Raksha Shakti University
11	Hindustan Institute of Technology and Science
12	Ramjas School R. K. Puram
13	Flame University
14	Bluebells School International
15	O.P. Jindal Global University
16	Amity University Noida
17	Jamia Millia Islamia
18	IIT-Madras
19	SRM Institute of Science and Technology
20	IIT-Bombay
21	Chitkara University
22	Classified partner

Source: Foundation for International Cooperation in Higher Education of Taiwan⁴

⁴Foundation for International Cooperation in Higher Education of Taiwan (2020). Taiwan Education Center – Introduction and Structure. Retrieved August 20, 2020 from <https://www.fichet.org.tw/en/what-we-do/taiwan-education-centers/>

border conflict, the Indian Ministry of Education began to review these Confucius Institutes and Indian higher education institutions that have signed contracts with Chinese universities on August 5, 2020. This will affect the students or people in the society studying Mandarin in India. It will be an alternative way for India to either get Mandarin teachers from Taiwan or train Indian Mandarin teachers from Taiwan to have better pedagogies, with sufficient support from government.

6. TAIWAN AS A BETTER OPTION

To make a decision, a broad range of benefits and values must be weighed and compared. Taiwan's MOE [12,13] has sent 1,956 Mandarin teachers to many countries during 2011-2019, received few complaints in teaching. If India is willing to expand cooperation with Taiwan in Mandarin learning, there are some considerations for its evidence-informed policy-making:

6.1 Embrace the Value of Democracy and Freedom

Taiwan is a democratic country like India where in during elections, various political parties compete. The people elect their own leaders through voting. The people can communicate freely on Facebook, LINE or what's App, and they can also search freely on Google, Microsoft Edge or Baidu. All kinds of public information are transparent. TV debate programs or talk shows criticize various public policies or leaders every day, and everyone gets used to this way of life and free from fear.

6.2 Emphasize on Pedagogy

In Taiwan, Mandarin language centers have established in universities since 1956. Later, Graduate schools of Mandarin teaching and research have been established in many universities. They have trained many teachers with professional pedagogy or teaching skills and its application on digital tools. Annual workshop also provides a platform for Mandarin teachers to contribute to both practical experience and pedagogical theory for further improvement. Compared with teachers of Confucius Institutes who teach Mandarin based on a fixed textbook, Taiwanese teachers try to incorporate daily life-oriented, practical, and communication skills to their teaching, supplemented by introducing Taiwanese and Chinese culture, and matching

folk customs courses for students from various countries. In order to improve interpersonal communication ability, the teachers use common sentence patterns and vocabulary for daily life, which allow learners to acquire Mandarin skills in a natural but professional approach.

6.3 Certificate Examination for Teaching Chinese as a Foreign Language

The instructor must be qualified by passing the "Certificate Examination for Teaching Chinese as a Foreign Language", which has started from 2006. It is a national level exam and the key to its quality assurance. Firstly, the applicant must choose and pass a foreign language test (English, Japanese, French, German, Spanish, Italian, Korean, Thai, Vietnamese, Malay, etc.), and then pass "Chinese", "Chinese Linguistics", "Mandarin Teaching" and "Chinese Society and Culture" and other subjects, and finally pass the oral test "Chinese Spoken Language and Expression" to obtain the certificate. It is not easy to clear all the subject exams in the same year. Most people complete the exam over 2 years. Teachers selected by the Ministry of Education to teach Mandarin in foreign countries need this certificate.

6.4 The Updated Teaching Materials

We live in an ever-changing world, so does the language. The compilation of Chinese language textbooks has always been a topic of concern for teachers, and it is also the core task of Taiwanese Mandarin teaching researchers. Therefore, Taiwanese scholars and officials of the Ministry of Education participate annually in The Chinese Language Teachers Association (CLTA, USA) and the American Council on the Teaching of Foreign Languages (ACTFL). After 2000, "New Practical Audiovisual Chinese", "Far East Living Chinese", "Contemporary Chinese Course" were the most popular reference books for learners. With the changes in the environment, various textbooks, such as "Time Chinese" were introduced. In contrast, the Chinese department in many Indian universities still use textbooks from China more than 50 years ago to teach students Mao Zedong Thought and other communist content, which is unbelievable. In the past two decades, more digital textbooks or website resources have appeared, giving learners more choices. Taiwan is also using online teaching in India during the COVID-19 epidemic, so that learning is not interrupted.

6.5 Test of Chinese as a Foreign Language (TOCFL)

Proficiency-oriented language assessment is useful for learner to understand his/her own progress and level. Taiwan's Test of Chinese as a Foreign Language (TOCFL), conducted by the Steering Committee for the Test of Proficiency Huayu [14], is a set of standardized language proficiency tests developed for non-native speakers of Mandarin Chinese, starting in 2003. Students can take test of listening, reading, writing and speaking. Besides, Children's Chinese Competency Certification (CCCC) and Computerized Adaptive Test (Listening and Reading) are also popular. The levels of TOCFL correspond to levels used by CEFR (Common European Framework of Reference for Languages: Learning, Teaching, and Assessment) and ACTFL (American Council on the Teaching of Foreign Languages). The six HSK levels and the six Band A, B and C TOCFL levels all claim that these levels are equivalent to the six CEFR levels. However, HSK test requires less number of characters than that of TOCFL at the same level. Therefore, HSK level 6 (5000 characters) is equivalent to TOCFL level 4 (4960 characters), as well as CEFR level 4.

6.6 Customized Courses

Universities in Taiwan are offering customized Mandarin courses, and one can easily find information for the same from the website of the Mandarin Language Center affiliated with the universities. Courses are also available on one-to-one teaching basis or special classes with less than 5 students. Students can take classes with friends, family or colleagues. They provide intensive practice classes especially suitable for business trips or preparations for studying in Taiwan, as well as language test preparation classes. The content of the courses is tailored to fit the needs of students. Taiwanese teachers are capable of having flexible pedagogies and varied materials. Students and teachers have a better interactive learning relationship. The flexibility of the course allows students to focus on specific skills and obtain the greatest learning benefits in the shortest time. Many courses are taught by using either "Pinyin" or "Mandarin Phonetic Symbols", as requested by the learner.

6.7 Both Parties Share the Costs

Taiwan has adhered to the user-pays reciprocal principle since the beginning of the promotion of overseas Mandarin education. Both parties share the costs and jointly select qualified teachers. It does not treat this cooperation as a kind of international aid, nor as a propaganda tool. It is purely dependent on needs of the student, school or university that Taiwan provides corresponding teachers and courses. The Indian schools currently cooperating with Taiwan share the funds for such a project and this helps in making the cooperation last longer and sustainable.

6.8 Respect Local Legal System

To promote language education, Taiwan learned from the British Council, the Gothic Institute of Germany, the French Cultural Center, the Instituto Cervantes in Spain, the Società Dante Alighieri in Italy, and the Cammons in Portugal. These institutes are cultural and educational institutions established by various countries. Taiwan, like other countries, abides by the laws of the local country and respects the freedom of speech and academics advocated by the local government. However, when dealing with Confucius Institutes, the universities in the US or other countries were asked to have a confidential agreement when signing a contract and no disclosure to the amount of funding from China. The Director of the Confucius Institutes in partnering university or school was appointed by China's Hanbanto enforce censoring of content of scholars' speeches, disregarding local laws and regulations. Unlike China, Taiwan respects academic freedom of local scholars as well as foreign scholars, and focuses on planning and training of high-quality Mandarin teachers who are proficient in bilingualism, biculturalism, pedagogy, textbook compilation, testing and evaluation, compassionate and patient, and focuses on developing suitable learning material based on local culture so that students can learn quickly.

6.9 Experienced Cooperation Model in India

Since 2011, Indian universities started to recruit Mandarin teachers from Taiwan to teach in India. It has been 10 years of teaching experience and more than 7,000 Indian students have participated in the courses. Now, Taiwan hopes to cooperate with primary and secondary schools

to jointly carry out international educational exchanges. Because of the rich experience, there are SOPs, which is convenient for Indian schools or universities to work with.

7. SATISFACTION SURVEY REVEALED POSITIVE RESULTS

The Office of Global Mandarin Education [15] in Taiwan conducted a survey to understand level of partnering universities' satisfaction toward to Mandarin teacher and course supported by Taiwan. The Office used satisfaction questionnaire as a tool to collect primary data from Dean of International Affairs and Professors who are in charge of this program from 6 Indian universities including Graphic Era University, Don Bosco University, Shoolini University, Vel Tech, Flame University and Shiv Nadar University.

This survey used a five-point Likert scale, with 2-8 sub-questions in 10 main questions, ranging from extremely high (5) to not at all (1), to measure Indian universities' satisfaction.

The survey presented the teachers spent more than 70% of their time on "teaching Mandarin Chinese language courses" and "multimedia-assisted teaching (including preparation)". The other comments are in the following as "classroom learning and management tasks", "teaching cultural courses", "tests and assessments (preparing, conducting, & marking)", "after-school tutoring (office consultation time, tutoring)", assist with Mandarin Chinese language course related activities (such as lectures or seminars)", and "other tasks (such as administrative work).

The survey findings revealed that 5 universities valued the Mandarin Chinese teachers from Taiwan as "extremely high" and 1 university comments as "very highly". When answer the question, "the tasks that you think Mandarin Chinese teachers from Taiwan do particularly well", teaching attitude, one-on-one sessions with students, multi-media assisted teaching, the group assignments and presentations, are the most common answers. Hence, as to the question of "how likely is it that your institution will employ Mandarin Chinese teachers from Taiwan in full-time positions?", all deans had positive answer from "possible" to "extremely possible". Regarding the question of "what employment laws and other regulations that

apply to language teachers from your country also apply to Taiwanese teachers employed under this program?", all deans answered "yes".

To help Taiwan to improve the quality of this Mandarin Chinese teachers & teaching assistant program, this survey also asks deans to list some criteria to be considered most important when selecting Mandarin Chinese teachers. Two of the universities hope the teacher is willing to work with other department colleagues and participate in department and university activities. One university suggested that some talents and skills like calligraphy or Taijiquan that can also be imparted to students out of class hours in university clubs. Being culturally sensitive was also suggested by two of the universities.

Based on this survey, it demonstrated a general picture for us to understand the level of satisfaction with Mandarin Chinese teachers in partnering universities in India. The universities gave positive feedback to the current teachers and also give constructive suggestion for future cooperation.

8. CONCLUSION

Before Rabindranath Tagore's establishment of Cheena Bhavana, Indians have long history of language, trade, religious, and cultural relations with China, including translation of classical books. Even after the tension between China and India in the past or in 2020, Mandarin is still a critical language for India, as well as other countries. Many Indians thought that China is the only option to learn Mandarin Chinese. However, the development of Mandarin teaching in Taiwan has demonstrated its long history and experience, professional training and research on pedagogy, international standard test of Mandarin, democratic value and respect to academic circle. This article finds nine points of consideration and advantages for India to cooperate with Taiwan. So far, Taiwan has around 20 Mandarin teachers teaching in different campuses [16]. The partnering universities also showed high level of satisfaction with Taiwanese Mandarin teachers revealed by the survey [17]. If Indian government is worried about Confucius Institutes as the U.S. or Sweden did, Taiwan has posed a good opportunity to India. This paper concluded and highly suggested that Indian government can turn into Taiwan more openly in the cooperation on Mandarin learning to get the best of both its

younger generation and long-term strategy of national development.

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COMPETING INTERESTS

Author has declared that no competing interests exist.

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