

PRESENTATION BY INVITED SPEAKERS

Korean Studies for Asian Scholars: Relevance and Future Directions

Speech of

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A very good morning to all of you. Before I start my presentation, I would like to thank the Ateneo de Manila University for giving me this opportunity and in particular- the Korean Studies Program, the project director, Dr. Alona Guevarra; Sarah as well, for having thought of me. She had promised way back in 2013, was it 2015? I don't remember when we had met at the Academy of Korean Studies and she said she will have me over someday in Manila. Thank you, Sarah. And of course, Ms. Jamie, for having made all my travel, my stay, everything, so comfortable. Thank you so much!

I'm glad to be here today to share my thoughts about the relevance of Korean Studies for Asian scholars. Even in India, there are a lot of questions being asked, were asked rather, about how relevant it is to be learning Korean. Can they make a career out of it? And I'm happy to say that currently, we have 150 students. And every year, we turned out about 30 graduates; and post-graduates-- about 15 postgraduates. And none of them is unemployed. In fact, we are short of people. There are queries that come and we are not able to fulfil that

because everybody has found something to keep themselves engaged in some form of scholarship. Many have been engaged in industries and in various organizations. So, with that, let me start my presentation now.

The outline of my presentation is the status of Korean Studies in India. I'll try and be brief and to the point. I'll tell you the institutions just to give you an idea of the number of institutions there are in India, how the popularity of Korean has grown, and the institutions that have the program, what kind of program and courses they run and what the student and faculty strength in each of this institution.

Then, research trends in India on Korea. Korea-related trends in Korea, what do scholars who engage in scholastic work like to do research on, which aspects of India.

And of course, coming back to the more relevant theme of how Korean language per se, the significance of any foreign language, Korean language per se, how significant it is, and how it is now. Futuristically, how it can become a link between academia and industry.

So, Korean studies in India, the demand, how the demand grows – 2000-2001, in the School of Languages, I'm talking about just the school of languages, not International Studies where Korea is studied as a region, Area Studies. In the School of Languages, the total number of applicants in all languages, French, German, Russian, Italian, Arabic, Chinese, Japanese, the 2000 applicants of languages of which only 65 opted for Korean. Korean as their preference but each applicant can make three choices: first, second, third. And depending upon how they figured in the examination that they take- the

entrance exam; they are given either their first preference, second preference depending upon the cutoffs. And then 2004-2005, the number of applicants rose.

Finally, when you come to 2015-16, which is last year, we had 10,051 applications for foreign languages of whom 2,172 applied for Korean language, and 928 chose that as their first option. Meaning, this is a very rare case of, Korean as a second option, it had grown to second option.

But recently, in the past few years, it has been steadily climbing. And Korean as the first option, and then you have 759 who opted for it as their second option. And then 485 as third option. Just to give you an idea of how the demand for Korean has risen. Therefore, you have far more institutions now wanting to start Korean Language program. That's the history and the status.

It was in 1972 that Jawaharlal Nehru University started anything about Korea. JNU University itself was established in 1969 by an act of a parliament. So, 1972 was early in those years, when Korean Studies was starting in the school of International Studies. It was part on the Center for East Asian Studies, it continues to be part of Center for East Asian Studies.

They have only M.Phil. and Ph.D. programs for Korean Studies, Asian Studies and International Relations. Then School of Language, Literature and Culture studies, which has a separate center for Korean Studies, where I belong, it started in 1976. It started as a certificate program and a diplomat program, and floundered and meandered for several years before it became a degree program, BA degree program in

1995. We have a three-year BA. We followed the British system and we have a 3-year BA program in 1998.

Ph.D. started only recently in 2013 so the School of International Studies started way back the need for Ph.D. in Korean Studies in 1972, we started in the School of Languages only in 2013 because of being short staff and because being inundated with students. There were lots of students to learn Korean language at the B.A. and M.A., we did not have enough faculty to run the Ph.D. program so we kept postponing opening it. At the end of 2013, we can no longer postpone it, because students were demanding that we do start.

Then you have Delhi University, so there are two universities in Delhi. You have JNU on the one hand and you have Delhi University where the Department of East Asian Studies has Korean Studies as one of its programs. M.A. in East Asian Studies Korean started in 2002, M.Phil in East Asian Studies started in 2008. And under Delhi University you have various colleges, which function independently but administered by the General Delhi University administration. And they have run a number of certificate diplomat courses in Korean language so our students who graduate, do their M.A., find jobs teaching in these colleges as well. They have part-time courses, and now they have Korean Full-Time, KP is Korean Full-Time. Korean part-time 1, 2, 3 and the Korean fulltime is below. In the Faculty of Social Sciences, they have the department of East Asian Studies, the same place where you have intensive diploma, advance diploma full-time 1 and 2 and the MA in Korean Language is forthcoming. It has not yet happened. So JNU is the university which offers BA, MA, M. Phil, PhD so far. Then you have institutions in Chennai. Inko Center, India, Korea Center, Chennai is private thing run by

Hyundai Motors and TBS, one of the business conglomerates that runs certificate courses and it started in 2003. Then you have Hyderabad which is also to the south of India. You have the English and foreign language university, they still have only part-time certificate and diploma, Magadh University, Bodhgaya, Bihar; Magadh University Bihar -- these are places below which are forthcoming, and then Nalanda, Sikkim; all these are areas where Buddhism is very strong. And that is where a lot of Korean tourists come for a visit.

Therefore, the demand, it first started to meet the demands of these Korean tourists. And now for academic purposes as well, academic interest, it is flourishing. Then you have Manipur University which is in northeast of India where Korean wave is so strong, that sometimes we think that they are Koreans. The Manipur, they look Korean, with slightly darker skin than Koreans would have. They look Korean. They behave Korean-- Korean Pop, Korean dramas; everything is such a hit over there. And many of them started liking Korean because of these Korean dramas and Hallyu Wave then. They got interested, and then they have joined JNU.

This was a new phenomenon in India which is such a big country. You have areas in the south of India, Chennai, where Hyundai Motors has made huge investment; there Hallyu did not make any inroads initially. So, it was an interesting basket case of India, where actually the investments were happening, there, Korean wave didn't make any inroads, there was no influence. But in Northeast, closer to China, closer to East Asian regions where through China, a lot of Hallyu products came in and drama. There, even without Korean investments, the Korean wave became so strong. So, it was a real very interesting phenomenon. And these are the forthcoming.

So, what it is that we teach in the BA program? These are the courses, list of courses. I mean people wonder what it is that you teach when your students are doing major in Korean language; we teach them 18 to 24 hours a week. So how do you keep them busy with 18 to 24 hours a week? These are the courses we run: Oral Speaking 1, Oral Speaking 2. So, one focuses on speaking skills, one focuses on listening skills – listening and speaking, because you have that in the audiovisual. And Hangul, where you introduce the writing of Korean script. Basic structure teaches the grammar to them; and Comprehension tests whether by reading, the comprehension is happening, reading skills largely. And comprehending simultaneously. And then a tool course, geography and culture of Korea, and things like that, which supplement your understanding of Korea. So, in the second year, slowly we introduce translation of simple sentences and composition. We introduce Hanja as well. There was a lot of controversy on teaching Hanja, which is the Chinese characters. Must you teach them? Because even in Korea, they don't teach it to them anymore. But if you need to be an academic, if you need to be in academic field and do your research, 70% of Korean words originate from Chinese. And therefore, knowing at least the basic Hanja, helps you to guess the words; helps you to guess the meaning of many of the words that you might encounter for the first time. So, we have retained it. There are various opinions about it, whether it is needed to be reviewed. But we have a full-time course. So, we had the space, the time and the facility. So, we do teach them Hanja.

And then of course, like the two courses you can see. By the time, they come to third year, we introduce literature to them

and specialized terminology so that when they go to start working, they have basic knowledge of certain terms in the various fields. That might be needed in the practical world. So, these are basically the courses, the credits for BA first and second year course is 2. That means 2 hours a week. But we do 1 1/2 twice a week, which makes it nearly three hours. Though the requirement is two, they end up doing about three hours. Credits for BA third year courses is 3. So that is how it is.

Beside these, the students need to do optional courses. These are the core courses of their major. But besides that, they need to do, in order to graduate for a BA program, you have to have 100 credits. And out of the 100 credits, 64 are from the core courses and 36 are from the optional courses. Optional courses and tool courses, you need to have 36. The optional courses can be anything that interests the person, interests the student. So, they are kept busy from morning to late afternoon. Morning classes are the core courses. Afternoon are the optional courses.

And Masters, similarly, they do linguistics, translation and interpretation, trends in literature, social and cultural heritage of Korea, where we try to bring in the social, not necessary just heritage but various aspects. And in M.A. second year, similarly, we have one e-school course sponsored by the Korea Foundation with Sukmyeong Women's University regularly since 2013; where one semester, students do online course in literature, and another semester in Korean culture, history, something like that. And it's very interesting because whatever is current is discussed by the professor. And he or she, the professor, they get to see the Indian responses to those so it's an interactive and an interesting thing.

But the infrastructure in our university, you need a wide broadband access. And often, the connections get cut and it's a bit frustrating. But I hope we're ready to overcome that.

And in the M.Phil that we have started, we have one compulsory course, research technique and methodology; and then we offer one course each from these streams: Korean language and linguistics, one of these; Korean literature, one of these courses is offered and in Korean society and culture, one of those courses are offered. So for M.Phil, which is pre-Ph.D., Masters in Philosophy, pre-Ph.D., students are required to do one of all these three courses and the research technique. So, four credit courses and a dissertation at the end of it. It's a one and half year course, M.Phil course, but you get a six-month leeway; so you can complete in two years max if there's a dissertation on Korean studies.

And in Ph.D., we have just some students enrolled in Ph.D. program. Students of M.Phil have to secure a grade point of 5 on a 9 point scale, four for the reserved category.

In India, there are a lot of reservations that happened in university student admissions, faculty recruitment, government jobs. You name it. We need to have all the wrongs that were committed and historically, the government is trying to correct that and take affirmative action by giving reservation to the deprived. But now it's leading to a lot of controversies because it's basically not just one merit but on which class, on which caste you belong.

And faculty strength, right now we have six permanent faculty, six Indians; guest faculty, four. Actually, now, all four are not Koreans. There are three Koreans and one Indian, and

a visiting professor: Korea Foundation-sponsored one person. And students enrolled in B.A., we have 96; for M.A. 47; M.Phil seven; and Ph.D. three. So that's the strength. M.Phil, Ph.D. in International Studies, those are the courses. All area studies and international studies, those are the courses that are offered. And it has only M.Phil and Ph.D. There are approximately 14 students for M.Phil and six students for PhD, and faculty they have two. One has just joined. In Delhi University, it's the same.

Research trends in Korean Studies had been largely international. We started in 2013. Until then, you had many who worked on things like this. ASEAN-Korean dialogue partnership, 1992-2005, changing dynamics of Japan-Republic of Korea relationship, conflict resolution issues of peace and re-unification. These are general topics. Democratization and status of women, emergence of the Republic of Korea, peninsula and international dimensions, political transformation in South Korea since 1992, financial system, Japan's policy towards North Korea's status, USA financial sector, women workforce.

In Korean language, ever since we've started, these have been the topics for MPhil and PhD: Transformation of Women's Identity as Reflected in the Works of Kyung Suk Shin, "Please Take Care of Mom" (엄마를 부탁해), Korean Culture Education for Beginner Level Indian Learners focusing on content and teaching methodology, more to do with culture; comparative analysis of Manipuri, which is again the northeastern language and Korean case markers; a study of teaching Korean listening skills to Indian; study of methodology of teaching Korean culture; all these have been

largely problems of translation, literary translation, error analysis.

Now what is the prospect for the demand for Korean language? The prospects are very bright. Quickly again, when PM Modi visited Korea in 2015, the statement he made was Korea is a crucial partner in India's economic modernization. He means what he says. Unlike other prime ministers, he means what he says. And the need to explore mutually beneficial business, joint statements said that Korea is an indispensable partner. Yet it hasn't taken off. He means what he says but the politics of the region prevents the trade relations from growing. The future possibilities are very good because we have complementary economies.

Okay. What are the future possibilities for promoting Korean Studies in India? I suppose that is also what the Philippines also needs to do. On the Indian side, on your side, you need to, I don't know if you're ready to introduce Korean as a third language in schools but we have to try existing Korean language centers to offer Korean as an optional course for students of other disciplines. You have to offer Korean as an optional course. Because if you have students majoring in Economics, majoring in Political Science, majoring in History, Science as well, Marine Technology, whatever; they are going to Korea. But without the knowledge of Korean, without the knowledge or background on the culture and society, they go there and they're not able to adapt. And so that's one thing, establishing Korean studies by establishing new centers by giving assistance to universities that have related programs.

On the Korean side, they need to invite teachers to training programs, refresher courses. They need to constantly keep

inviting the teachers to update them. Korea changes so fast. They need to enhance the scholarships, short-term and long-term to keep the incentive going. Korean cultural centers must liaise with universities in India, Korean cultural centers must work with the library. Digitalizing the Korean readings, you know, that is a major problem even in JNU. We find that Korean materials which we get, students hardly had the time to go and digitize it. Korean Cultural Centers run their own libraries and they have a trained person. They should liaise. Korean firms need to support Korean studies as part of their CSR (corporate social responsibility). They need to give scholarships, send students and jointly, there must be MOUs, jointly there must be research and other such things.

We need to move away from just doing English. Because with globalization, you find 100 people, it shows that statistically, if there are 100 people; there are some statistics here, this is from internet source, 60 Asian, 16 Africans,¹⁴ from America and 10 Europeans. Of these 100, 12 would speak Chinese, 6 would speak Spanish and only 5 would be speaking English. And yet English is what we speak. Why is it important to know a country's language? Because through language, you get to know their culture. You don't know their culture, any kind of a business, any kind of dealing with them leads to misunderstanding, leads to a lot of delays, leads to a lot of, in fact, misunderstanding and wrong interpretation is what India's experience has been when you deal with countries which are culturally different. Though Asia, still the thinking is quite different.

So, you extend beyond one's own culture. Cross-cultural understanding where beef, Indians said "Oh they eat beef." And Koreans were looking. So, we have to explain to them that

culturally, there are countries that eat and you have to accept different cultures. You have to accept them for what they are and not judge culture from the limited prison that you have instead of saying that yours is the best culture. And therefore, be judgmental of culture through your own prison. We need to widen and sort of accept everything. When you're doing comparative study, you find that you get to know your own culture better, especially you do a research of your own culture.

We have to teach our students of these non-verbal culture, of 분위기, 기분 which are all alien to Indians, where it's very, very, important to create the atmosphere and get into the mood of doing things for any kind of situation. And 눈치 and 체면, where 눈치 is sixth sense, assessing a situation which is a very strong point in Korean culture; and saving face, which are all important when you are dealing, even when a professor-student relationship led to a lot of misunderstanding because Indians didn't know or understand. And similarly, Koreans didn't understand the Indian culture.

A link between academia and the industry: Two dimensions of the language – one is language in the practical world, language and research. In the practical world, foreign languages are needed. Sales management, finance, law firms need them, firm companies dealing with electronics, all these goods; government jobs need them for their R&D, for the national security, banks overseas branches, publishing houses need how to integrate . . . it's not enough to say they need and limit to that. There has to be a linking of institutions with the practical world. So, we have requested people from various firms to come. I won't say that it has taken off and is

happening very well. But the effort is on where we invite, and we tell them that you tell us in your industry what it is that you expect from our students. What would you like us to teach them so that when they graduate, they find a job in the industry? Create forums, have experts come and talk to our students, interact, introduce work culture, terminologies, whatever they need. Provide a list and a short-term internship during the vacation so that they join the sector and they are initiated quite well, industry to train language students who have potential.

Language and Research: There is no way that you can now limit disciplines to their domain, which is what was done. Knowledge does not have sections. All the phenomena in society does not happen in compartments. The economy, it deals with the economy and people have politics of it, or this is the science of things. No, problems arise in a certain environment but there must be a linking. Unless thematically, a research topic identifies the various factors that affect it, it cannot find a solution.

So, interdisciplinary studies, this is what I was saying initially. For interdisciplinary studies to happen, if there are people studying about Korea in any other area, unless the people in the School of Languages or School of Korean Studies or Department of Korean Studies equips them with the Korean culture and society makes them understand what Korean culture and society is, why certain issue, let's say the financial crisis, why? If you look at it only in economic terms. Oh, the IMF policies. This is what the government initiated and it got solved. It will not give you an idea at all. You need to understand how Korean people, Korean society responded to the call of the government, and how the collective mentality,

collectivism in the Confucian society, brought them together. So that is it. Not all research work can be interdisciplinary. Some remain in their domain, which is very specific. But by enlarged, a thematic research does become interdisciplinary. Advantages of interdisciplinary, self-explanatory.

Conclusion

Significance and relevance of languages is immense. It will become more significant in the years to come, both in the practical world as well as in the academic world. What would be the role of teachers? We have to become educators, of course. We teach, but we will have to become facilitators of research where we would be encountering new areas which will give a wider dimension to any research work that happens.

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and Contrasts (Co-authored), *Korean Wave in India: Current Status and Future Prospects*, *A Textbook on Korean Culture* and so on. She also has a number of chapters in books, and articles in journals, newspapers and websites to her credit. Prof. Raghavan was awarded by the Prime Minister of the Republic of Korea, Mr. Hwang Gyo-ahn, for her contribution to the development of Hangeul, on 9th October 2015.