



KOREAN WAVE AND KOREAN LANGUAGE EDUCATION IN NORTH-EAST INDIA

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Abstract:

This paper aims to highlight the influence of Hallyu (Korean wave) through K-pop and K-culture among the North-easterners of India in general and Manipur in particular. It will further emphasise on the impact of Hallyu among youngsters of this region and how this influence brings about the introduction of Korean language education. This paper will also compare various institutions that offers Korean language course across India and try to produce a mapping mechanism to understand the status of Korean language education across the country. It will also try and produce through proper data analysis, a suggestions to further enhance the development of Korean language course to meet the market demand in various Korean corporates and also in the field of academics.

1. Introduction

The Korean Wave is a phenomenon in which things related to Korea, including Korean pop culture, are gaining popularity in countries other than Korea. The word “Hallyu” is a new word that emerged in the 1990s as the influence of Korean culture grew rapidly in other countries. Therefore, this paper will attempt to summarize the activities of the Northeast India K-POP fan clubs particularly that of Manipur. It will also further investigate the impact of K-pop fandom activities on the spread of Korean culture and Korean Language education in the region.

For this study, a paper questionnaire survey of K-POP clubs in Northeast India was employed during the K-POP Competition organized at the state of Manipur since 2017 till date. The questionnaire survey includes the history, membership and activities of K-POP clubs.

This paper researched the member’s understanding of Korea and their Korean Language ability and examined how the activities of each K-POP club have influenced the spread of Korean culture in Northeast India. The study is based on how K-POP club's activities in Northeast India influence the demand for Korean language education in Northeast India.

While there have been many surveys and articles on the Korean Wave in India, there have been no specific surveys on K-POP fandom leading the Korean Wave in the region (Northeast India). And there was no investigation on the impact of their activities on the spread of Korean Wave in India. So this study is very valuable for understanding Korean Wave in India.

The study is also expected to suggest effective ways to spread Korean Wave, which is predominantly strong throughout India and Northeast in particular.

2. Hallyu in North East India

2.1. What is the Hallyu?

The Korean term for the phenomenon of the Korean Wave is **Hallyu** (Hangul: 한류), more commonly romanized as Hallyu.

The term is made of two root words; han (한/韓) meaning "Korean", and lyu (류/流) meaning "flow" or "wave", and referring to the diffusion of Korean culture.

The rise in popularity of South Korean culture worldwide since the 1990s is known as the "Korean Wave." The Korean Wave was initially fueled by the expansion of K-dramas and K-pop throughout East, South, and Southeast Asia. However, as it progressed, it became more than just a regional phenomenon, propelled by the Internet, social media, and the explosion of K-pop music videos on YouTube. The South Korean Ministry of Culture and Tourism coined the name "Hallyu" in 1999 when it released a music CD with the Chinese title "Hallyu—Song From Korea." Chinese media began using the phrase to describe the popularity of South Korean popular culture in their country. In 2001, the Asahi Shimbun resurrected the phrase as '*hanryu*' or '*kanryu*' in Japan.

South Korea has become a prominent exporter of popular culture and tourism since the turn of the twenty-first century, aspects which have become a significant part of its burgeoning economy. The South Korean government is supporting its creative industries through subsidies and funding for start-ups as a form of soft power and in its goal to become one of the world's leading exporters of culture along with Japanese and British culture, a niche that the United States has dominated for nearly a century. This is due to the growing popularity of Korean pop culture in many parts of the world. Around this time, Korean society started to be acknowledged as being on par with Western society in terms of development.

The advent of social networking services and online video sharing platforms, which enabled the Korean entertainment sector to connect with a sizable international audience, is partly responsible for the success of the Korean Wave. Since the middle of the 2000s, the promotion, distribution, and consumption of numerous types of Korean entertainment—and K-pop in particular—have been made easier because to the use of these media.

2.2. Korean Wave in North East India.

India's admiration for Korean culture in 2000 is centred in the northeastern regions of the nation, most notably in Manipur. The Revolutionary People's Front, a separatist group that ruled the area, outlawed all types of Indian culture, including Hindi soap operas, TV shows, and Bollywood. As a result, the audience started looking elsewhere for entertainment, and South Korean dramas and music quickly won over the hearts of the populace. Even now, many years after the prohibition was lifted, Hallyu (the Korean wave) is firmly entrenched in the heart of the northeasterners. Many believe that the northeastern region's affection for Korean culture is partly due to its underrepresentation in their own country's popular entertainment forms, but the reasons for this are still up for debate. In the form of CDs and DVDs, several Korean dramas and films were smuggled into Manipur from the nearby Burma. Pirated DVDs of Korean music, dramas, and films were the main source of entertainment for the public at this time. Due to the low price and easy availability of these DVDs, K-Pop is now even more widely accessible and well-liked. Manipur quickly began to resemble a miniature of Korea with the launch of KBS World Arirang TV from Korea. 17 years after the restriction on Hindi films and channels was lifted, this infatuation is still going strong. Other Northeastern Indian states like Assam, Meghalaya, Sikkim, Arunachal Pradesh, Tripura, Mizoram, and Nagaland afterwards became a melting pot for Korean goods. The people of the North East, which is home to over 220 different ethnic groups, identify more strongly with South-East Asian culture than they do with Indian culture in its traditional core. Physical resemblance, conventional knowledge systems, and eating patterns are only a few examples of the many possible causes for this connection.

The emergence of PSY's 2012 surprise smash, "Gangnam Style," gave the rest of India likely their first exposure to K-Pop. Gangnam Style set the groundwork for subsequent attempts by K-Pop groups into the international market by breaking

YouTube records and rapidly becoming an earworm. While artists like Girls Generation, EXO, Twice, and Black Pink enjoy devoted fan bases in India, BTS (Bangtan Sonyeondan) appears to be the upcoming star of the global K-Pop scene. What impact do these numerous fan clubs have on the development of Korean language instruction in the Northeast, specifically in Manipur? Let's start by examining how Korean language instruction began in India.

3. Korean Language Education

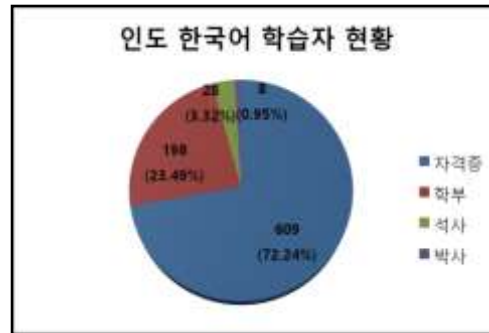
3.1. Korean Language in India

Korean language education in India began in Korea in the early 1970s, when research on Korean language education as a foreign language was started in Korea. Due to economic difficulties, the Korean language course was suspended. Then, in the early 1990s, tangible growth began to occur in proportion to Korean companies' entry into India. In 1992, Korean language certification courses were re-established. In 1998, a master's degree program in Korean language was established in departments such as Chinese and Japanese. In addition, since 1993, Korean certification courses have been established at the University of Delhi in East Asia. Since 1996, six colleges at the University of Delhi have offered courses for Korean language certification.

<Table 1> Korean language learners in India (as of August 2019)

SL n.	Institutions	Region	Certificate Course (자격증과정)	Under graduate (학부)	Post Graduate (석사)	Ph.D (박사)	No. of teachers (교원수)
1	Jawaharlal Nehru University	North India		102	26	8	14
2	Delhi University	North India	57	23			4
3	Jamia Millia Muslim University	North India		30			3
4	Manipur Central University	North East India	43	13			4
5	Varanasi University	North India	75				1
6	Amity University	North India	200				2
7	Jarkhand Central University	East India			7		3
8	Magadha University	East India	17				1
9	Anugahar Narayan University	East India	14				1
10	Hydrabad State University	South India	17				1
11	Hydrabad Foreign Language University	South India	21				1
12	Bangallor University	South India	14				1
13	Rajagiri University	South India	17				1
14	Saint Tomas University	South India	14				1
15	King sejong Institution in Delhi	North India	350				15
16	King sejong Institution in Patna	North India	40				2
17	Chennai In-co Center	South India	54				1
	843	Total No.	609	198	28	8	47
	100%	Percentage (%)	72.2	23.5	3.3	1	

< Picture 1>. Status of Korean language learners in India; level of the learners.



Looking at the status of Korean language learners in India, the percentage of students who were learning Korean in the certification process was the highest at 609 of 72.24%, while students majoring in Korean in the undergraduate program were 198 of 23.49 percent. And the students majoring in Korean in the master's and doctorate courses was 3.32 percent and 0.95 percent. And more schools want to offer Korean as a formal undergraduate program course, the number of study-purpose learners aiming to enter higher-level schools beyond master's degrees is expected to increase significantly in the next five years.

<Table 2> Survey Report of Korean Textbooks in Indian Universities

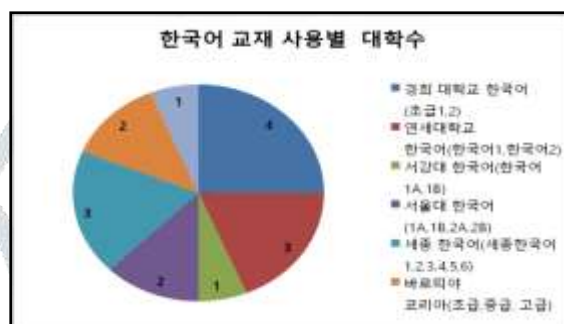
Text books		No. of User	No. of University
Kyunghee University Korean Language (경희 대학교 한국어) Beginner 1,2 (초급1,2)	Kyunghee Publishing (경희대학교 출판국)	81	4
Yeonsae University Korean language (1, 2, 3) (연세대학교) 한국어(한국어1, 한국어2, 한국어3)	Yeonsae University publishing (연세 대학교 출판부)	234	3
Sogang University, 서강대 한국어(한국어 1A,1B)	Sogang University Korean language education (서강 대학교 한국어 교육원)	32	1
Seoul University Korean language (서울대 한국어) (1A,1B,2A,2B)	Seoul University language education (서울대학교 언어 교육원)	53	2
Sejong Korean 1,2,3,4,5,6 (세종 한국어, 세종한국어 1,2,3,4,5,6)	National Academy of Korean Studies (국립 국어원)	301	3
Bharatiya Korea, Beginner, Intermediate, advanced (바르티야 코리아, 초급,중급, 고급)	Prof. Kim Do Young (김도영 저)	107	2
Area specialized textbooks (전공교재 사용)		35	1
Total (총계)		843	16

As shown in <Table 2>, the number of learners who used the 'King Sejong Institute' textbooks and “Yonsei University” and “Bartiya Korea” was the largest.

<Picture 2>. Korean language teaching materials users



<Picture 4> Korean language teaching materials by Indian universities



In the Korean language education in India, the number of users of Sejong Korean, the Sejong Institute textbook, was the highest, followed by the users who used the Yonsei University and Kyunghee University textbooks. In terms of the use of textbooks, there were 4 institutions that used Kyung Hee University textbooks, followed by 3 institutions that used Yonsei University textbooks and Sejong Korean language. There were two institutions using Korea, and the number of learners who used textbooks was 107. This is because Delhi and Manipur are using the text.

<Table 3> Korean masters and doctoral degree students and graduates >

Department of	Centre for Korean Language and Culture		Center for Korean Language Education		Centre for Teaching Korean as a Second Language		Centre for Translation and Interpretation In Korean		Centre for Korean Language	
	M.A.	Ph.D.	M.A.	Ph.D.	M.A.	Ph.D.	M.A.	Ph.D.	M.A.	Ph.D.
No.	6	7	2	4	1	0	0	1	43	10

<Table 4 > Korean language teacher in India

Organizations	The Program of Teaching Korean As a Foreign Language (120hours) (Level 3 of Korean Language Teacher's Degree)	Teaching Korean As a Foreign Language (B.A.) (Level 2 of Korean Language Teacher's Degree)	Teaching Korean As a Foreign Language (above the M.A. (Level 2 of Korean Language Teacher's Degree)
King Sejong Institution	5		2
University	1	2	4
Percentage	5/47(11%)	2/47 (4%)	6/47 (12.7%)

Among the teachers of Korean language institutes in India, the current status of Korean language education majors in Korean language teacher training courses and universities and graduate schools is shown in the table above. Among the 47 Korean teachers in India, 5 (11%) are short-term teachers and 5 (10.6%) are Korean language teachers with 2nd grade qualifications. In particular, Korean language education institutions at universities show that there are few Korean language majors or Korean language teachers.

3.2. Korean Language Education in Northeast

The Korean Language Certificate course of Manipur University has started from 2012 at department of Foreign Language. This is the only Korean language course among many universities in seven states in northeastern India. From 2018, the Korea Foundation sent a visiting professor to the Manipur University to develop of Korean Language Course. Manipur University has taught beginner Korean in a one-year certificate course from 2012 to 2018.

However, two years of post graduate courses have begun since January 2019, after the arrival of the KF professor. And a one-year Certificate Korean Language Course was opened in both January and August 2019, with 43 students currently learning Korean. From 2020 academic session, Manipur University starts B.A.(Hon) in Korean.

In January 2019, Indira Gandhi Open University began six-month Korean certification course at Three universities in Imphal, which is DM University and Manipur University. From August 2019, Churachanpur College and Thobal College, along with the existing DM University and Manipur University, also open Korean language courses at the Learning Center where students are learning Korean.

In addition, since August 2019, in cooperation with the Korean Ministry of Education, the Korean Embassy in India, and the Korean Cultural Center in India, 10 weeks of Korean language classes has been conducted at two secondary schools in Imphal. It is a project to provide 8th and 9th grade students with the opportunity to learn Korean language and encourage them to open Korean language on the Curriculum base in the future. The Korean government provided Korean language teachers and Korean language textbooks, while front-line schools recruited students who wanted to learn Korean and provided classrooms. Unlike other parts of India, there are many students here in the northeastern part of India who are trying to learn Korean at middle and high schools, perhaps because of the influence of k-pop.

As a result of two trial course, We had project to support Korean language classes at schools that want to teach Korean on a Curriculum base from 2020.

In November 2019, an MOU was also signed with the Korean Cultural Center of India for the first time in Northeast India, and the Imphal Korean Cultural and Arts Center was opened.

Although Northeast Indians love Korea, the reality is that they lack awareness of Korean culture. Therefore, the Imphal Korean Culture and Arts Center was opened to promote Korean culture and spread Korean culture. And while the demand for Korean language is growing, Manipur University is not able to meet the demand due to the nature of the university, so it also wants to offer Korean language courses at Imphal Korea Culture and Arts Center to meet the demand of those who want to learn Korean from middle and high school students to ordinary people.

And since November 2019, the DM University, a Manipur state university, has also opened a Korean language course at the department of Humanities, offering students a chance to learn Korean.

And from July, 2020 King Sejong Institute Imphal opened under DM State University and they have four levels of Korean Language course with more than 50 students.

A one-year, first-time Korean language course began in 2012 for six years, and in 2019 various institutions began offering opportunities to learn Korean with various programs. It is hoped that the spread of the Korean language course will spread in six other states in Northeast India, starting with Manipur.

3.3. Limitations of Korean language education in Northeast India region

The northeastern part of India is strong influenced by Hallyu, but there are limitations to the understanding of Korean language and its unique culture.

First, the motivation is weak when it comes to learning education. There are many people in Northeast India who like Korea and want to learn Korean, but it is a subject with very less career options in the northeast region because of limited accessibility. One other prominent reason is because there are few Korean companies operating in Northeast India. Korean language learners hesitate to advance to higher courses due to uncertain job opportunities in this field. Lack of infra structure and proper business establishment is one important aspect to address in order to invite jobs in the region.

Secondly, more than 13 K-pop fan based groups are active here in northeastern India. More than 500 fan members hold regular gatherings and volunteer community service in the name of the fandom. However, that does not built enough motivation to pursue Korean language course formally. K-pop fandom and language education has little or very less significance towards motivating learners to pursue language as their career options. Even when one starts to pursue Korean language formally, many learners are demotivated easily with a little paradigm shift in what they expect and what the curricula offers. As a result of this, many gave up halfway. This largely contributes to why there is a low turn out of percentage in producing graduates in Korean language course at Manipur.

Third, there is no common language. There are over 40 ethnic languages in the Manipur region alone. Although majority of learner speaks meiteilon (which is the lingua-franca of the state), about 30-40% of learners do not know Meiteilon. Therefore, the effect of teaching Korean compared to local language is relatively small. Moreover, there are certain tribal learners who do not speak English as well. Thus, language teachers face tremendous challenges in imparting knowledge as intended due to this language barrier.

Fourth, there is a lack of suitable teachers in the local context. Northeast India is very different context compared to the mainland. Statistically Korean language experts from Northeast India are one of the best teachers across India, main institutions running Korean language department in India are currently situated in the northern region such as Jawaharlal Nehru University and Jammia University. Among them, Jammia Millia Islamia University introduced Korean language course only in October 2019, so most of learners acquiring degrees in Korean Studies and Master's degree are mainly from Nehru University. However, looking at the intake level of learners per year at Nehru University, out of about 40 freshmen only about 3 students from Northeast India are able to acquire admission. Among them, the number of learners who want to become Korean language teacher is very small. Therefore, very few Korean teachers from Northeast India. However, the number of learners from northeast region who have completed the requisite qualification and training from various Korean Universities have increased in the past few years.

4. Conclusion

In Northeast India, the Korean language course was officially introduced in 2012, but there was little development. However, since 2019, it has been trying to spread Korean language in various universities across northeast region in general. Therefore,

considering the limitations mentioned above, if the Korean language course is developed as follows, it is expected that more Korean language courses may have the tendency to spread in a more wider spectrum across Northeast India.

First, expanding opportunity for further studies or employment in advanced courses in Korean may be one big factor that may have greater impact on the learners motivation. Northeasterners have great ethical values that they share in common with Korean. Therefore, it is expected that Korean company employing learners from northeast may have a greater satisfaction rate compared to mainland.

Second, Since many universities in Northeast India want to introduce Korean language course, it is important to provide well qualified Korean language teachers in the region. Therefore, if Korean language at Manipur University is further upgraded and developed to masters' and doctoral program, there is high possibility to meet the demand for well qualified Korean teachers. This may further enhance possibility to produce learners that meets the standard requirement to pursue further studies in Korea.

Third, Korean studies courses incorporating culture, history, polity, society etc has to be introduced in grassroot level.. In the process, these studies will broaden the horizon of awareness in Korea and its people. Korean language introductory and learning books titled 'Studying Korean through Culture' and 'Studying Korean through History' has been published recently and is introduced in the curriculum of Manipur University students.

Fourth, many college-level and schools have introduced Korean language as part of their curricula. Therefore, students who majored in Korean can opt for a career in teaching Korean languages in these institutions in the future.

Last but not least, the objective of learning Korean language is to understand Korea and its unique culture for learners to appreciate and uplift the uniqueness and realize the shared values of mutual cooperation to bring about better bonding between the two nation.

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