

UNIVERSITY OF DELHI

MASTER OF ARTS (KOREAN)

PROGRAM SYLLABUS



DEPARTMENT OF EAST ASIAN STUDIES

UNIVERSITY OF DELHI

DELHI - 110007

2025

(1st Year of PG curricular structure for 2-year PG Programmes- Level 6)

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic project	Total credits
Semester I	DSC-1:KL-101 Advanced Korean Language-I (4 credits) DSC-2:KL-102 Korean Linguistics (4 credits) DSC-3:KL-103 Modern Korean Literature (4 credits) (Total 12 credits)	DSE-1:EL-101 Popular and Folk Culture of Korea (4 credits) DSE-2:KR-102 Contemporary Korean Society (4 credits) OR DSE-1: (4 credits) GE1: from any other department/ GE-101: Introduction to General Linguistics (4 credits) (Total 8 credits)	Korean Communication Skills (2 credits)	N/A	22
Semester II	DSC-4:KL-201 Advanced Korean Language-II (4 credits) DSC-5:KL-202 India and Korea Relations (4 credits) DSC-6:KL-203 Contemporary Korean Literature (4 credits) (Total 12 credits)	DSE-3:KR-201 Korean Government & Politics (4 credits) DSE-4:EL-202 Teaching Korean Grammar (4 credits) OR DSE-2: (4 credits) GE2: from any other department/ GE-201: Second Language Pedagogy (4 credits)	Hands-on learning of Company-Based Internship (2 credits)	N/A	22

		(Total 8 credits)			
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2nd Year of Two-Year PG program (3+2): Semester III & IV

Semester	DSC	DSE	2 Credit Course	Disser tation	Total credit s
III	<p>DSC–7:KL301 Advanced Korean Language-III (4 credits)</p> <p>DSC–8:KL302 Methodology of Korean Language Teaching (Reading & Listening) (4 Credits)</p> <p>(Total 8 credits)</p>	<p>DSE–5:EL301 Testing and Evaluation of Korean Language Skills (4 Credits)</p> <p>DSE–6:EL302 Literary Criticism (Part I) (4 Credits)</p> <p>DSE–7:KR303 South Korean Foreign Policy (4 Credits)</p> <p align="center">OR</p> <p>DSE – 3 (4 Credits)</p> <p>DSE–4 (4 Credits)</p> <p>GE3:from any other department/ GE–301 (4 Credits)</p> <p>(Total 12 credits)</p>	<p>Business Korean & Professional Etiquette</p> <p>Focus: making emails, CVs, Job interviews, and business meetings.</p> <p>Skills: Corporate communication, cross-cultural etiquette</p> <p align="center">(2 Credits)</p>	Nil	22
IV	<p>DSC–9:KL401 Practice of Korean Language Teaching (4 Credits)</p>	<p>DSE–8:KR401 South Korea’s Economic Development (1953 to the present) (4 Credits)</p>	<p>Media and subtitling in Korean</p> <p>Focus: Audio-visual Korean, subtitling conventions, timing tools</p>		22

	DSC–10:KL401 Development of Korean Language Textbook (4 Credits)	DSE– 9:EL402 Literary Criticism (Part II) (4 Credits) DSE-10:KR403 Korea’s Colonial Experience (1910 - 1945) (4 Credits) OR DSE–5 (4 Credits) DSE – 6 (4 Credits) GE4: from any other department/ GE–401 (4 Credits)	Skills: Listening comprehension, summarization, technical formatting (2 Credits)		
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One Year PG program (4+1) with Course Work + Research

Semester	DSC	DSE	2 Credit Course	Dissertation	Total credits
Semester III	DSC–7:KL301 Advanced Korean Language-III (4 credits) DSC–8:KL302 Methodology of Korean Language Teaching	DSE–5:EL301 Testing and Evaluation of Korean Language Skills (4 Credits) DSE–6:EL302 Literary Criticism (Part I) (4 Credits) DSE–7:KR303	Nil	1. Formulation of hypothesis 2. Review of literature 3. Methodology for research 4. Commencement of questionnaires, fieldwork (6 Credits)	22

	(Reading & Listening) (4 Credits)	South Korean Foreign Policy (4 Credits)			
	(Total 8 credits)				
Semester IV	DSC– 9:KL401 Practice of Korean Language Teaching (4 Credits) DSC– 10:KL401 Development of Korean Language Textbook (4 Credits)	DSE–8:KR401 South Korea’s Economic Development (1953 to the present) (4 Credits) DSE– 9:EL402 Literary Criticism (Part II) (4 Credits) DSE- 10:KR403 Korea’s Colonial Experience (1910 - 1945) (4 Credits)	Nil	1. Completion of questionnaire, fieldwork 2. Submission of dissertation 3. Publication in a reputed journal OR book/book chapter in a publication (6 Credits)	22

SEMESTER I

DSC-1:KL-101: Advanced Korean Language-I

Course Description:

The Advanced Korean language-I course is focused on developing students’ fluency and accuracy abilities and helping them reach a level of competence that will allow them to interact with various, more challenging, sophisticated current topics. Advanced Korean-I is designed for master’s students in the Korean Studies program and provides a comprehensive study of reading, speaking, writing, and listening skills in Korean at an advanced level. It aims to improve Korean comprehension and expression through various texts and situations.

Course Objective:

The course will help students articulate language effectively for practical communication and interpretation or analysis, demonstrating an understanding of the audience, purpose, and social

codes tied to the Korean language. It improves students' advanced Korean reading skills. Practice complex spoken Korean expressions. Cultivate logical and creative writing in Korean and strengthen advanced Korean listening skills.

Course Learning Outcome:

1. Extend vocabulary
2. Demonstrate enhanced proficiency in written and oral Korean language skills
3. Improve and develop the ability to write grammatically correct Korean.
4. To increase confidence in participating in group discussions in Korean.
5. To understand and analyse a variety of advanced texts.
6. Fluency in Korean conversations in complex situations.
7. Can write logical and creative posts.
8. Can understand advanced-level Korean listening materials.

Course Outline:

Advanced Korean Language- I is the first step toward developing basic to advanced Korean language skills. The course evenly focuses on developing reading, speaking, writing, and listening skills. Through a variety of texts and topics, students will develop complex Korean expressions and comprehension and strengthen their communication skills.

Unit I: Introduction and Foundations (Weeks 1-2)

Unit II: Societal and Cultural Topics (Weeks 3-4)

Unit III: Advanced Topics and Skills Development (Weeks 5-16)

Reading List:

Main textbook: Seoul Korean Plus 5A, 5B, *Jangjeongwon*, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.

Reference:

1. Seoul Korean Plus 6A, 6B, *Jangjeongwon*, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.
2. Seoul National University Plus Reading for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
3. Listening for Academic Purposes, Seoul National University, Seoul National University Language Institute, Seoul National University Press. 2019.
4. Seoul Plus Speaking for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2018.
5. Seoul National University Plus, Writing for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
6. Yonsei Current Affairs Korean, Yonsei University Korean Language Center, Yonsei University Press and Culture Center. 2022.
7. Im Ho-bin, Korean Grammar for International Learners, Yonsei University Press, 1998.

8. Ahn Jean-myung, Seon Eun-hee, Korean Grammar in Use Advanced, Darakwon, Seoul, 2019
9. Kim Do-young, Bharati Korean Intermediate, Goyal Publisher, Delhi, 2009.
10. Kim Do-young, Bharati Korean Advanced, Goyal Publisher, Delhi, 2009.
11. Kim Jong-suk, Korean Language Grammar for foreigners, National Korean Language Institute, Communication Books Publication, Seoul, 2005
12. Choi, Eun Gyu, A Study of Grammar as a Foreign Language- Focus on the Study of The Korean Grammar for Foreigners. Seoul National University, *Kyoyuk Yeonguwon*, 2002, pp 205-239.
13. Kim Gi-Hyeok, Gukeo munbeop yeongu, *Seoul Doseochulpan Bagijeong* Korea, 1996
14. Discussing Korean for International Students, Yoon Young et al, Communication. 2015.
15. Sogang Korean Reading 6, Sogang University Korean Language Institute. 2014.
16. Sogang Korean Speaking 6, Sogang University Korean Language Institute. 2021.
17. Finding Korean Culture in TV and Movies for Foreigners, *Gimcheonmi Kim*, et al. 2022.
18. Research articles and other relevant teaching material prepared by the Department.

Facilitating the achievement of the course learning outcome:

The Teaching-Learning-Evaluation process in the Department is done by preparing precise Course Plans/Course Schedules for the faculty members. It will assist faculty in determining appropriate assessment strategies through the Internal Assessment and the Final Examination. Cooperative learning is encouraged for students through seminars, workshops, projects, presentations, and group work, as it will enable them to express their knowledge and abilities through articulation.

DSC-2:KL-102: Korean Linguistics

Course Description:

The course encompasses core concepts of Korean linguistics. It is intended for students who want to acquire a linguistic understanding of Korean Phonetics and Phonology, Morphology, Lexicology, and Syntax and achieve advanced-level proficiency. It will develop an appreciation of the general properties of the Korean language, particularly by developing competence in analysing Korean linguistics.

Course Objective:

The course objective is to understand the processes of Korean language change and variation, the role of language in reflecting and constructing social identities and the distinctive properties of the Korean language.

Course Learning Outcome:

It allows students

1. To attain mastery over the specialised vocabulary essential for the description and analysis of various Korean linguistic concepts
2. Present, analyse and evaluate linguistic concepts and phenomena of the Korean Language in oral presentations and written exercises.

Course Outline:

UNIT I: Understanding Korean Linguistics and Korean Phonology, Phonological Rules in Korean, Structure of Korean Consonants and Vowels, syllable structure (Weeks 1-4)

UNIT II: Understanding the tense system, Honorific Structure, Causative and Passive construction of Korean (Weeks 5-9)

UNIT III: Understanding Negation and Quoted Speech in Korean (Weeks 10-12)

UNIT IV: Understanding the word structure of Korean (Weeks 13-16)

Reading List:

1. Jeong Gyeon-gil, Exploring and Understanding of the Korean 2007 (*한국어의 탐구와 이해*), Park Lee jong Publication, Seoul,.
2. Go, Young-geun, & Pon, Kwan-ku. 2008. *ulimal munpeoplon* (*우리말 문법론*). Jib Moon Dan Publisher. Seoul.
3. Go, Young-gun, Nam, Gi-sim. 2006. *pyojun gugo munpeoplon* (Standard Korean Grammar(*표준국어문법론*). Seoul: Thap Publishing. Seoul. Korea.
4. Kim, Jong-suk. 2005. *Korean language grammar for foreigners* (*외국인을 위한 한국어 문법*). National Korean Language Institute. Communication Books Publication. Seoul. Korea.
5. Lee, Ik-sop & S Robert Ramsey. 2000. *The Korean Language*. State University of

6. New York Press.
7. Nam Gi-sim, Lee, Sang-yeok, 1999. *Methods and reality of Korean language education for foreigners.* (외국인을 위한 한국어교육의 방법과 실제) Korea National Open University School of Continuing Education Series. Seoul. Korea.
8. Sohn, Ho-min. 1999. *The Korean language*. Cambridge: Cambridge University Press.
9. Wang, Moon-yong, Min, Hyon-sik 1993, *Understanding of Korean grammar* (국어문법의 이해), Gae Moonsa Publisher. South Korea.
10. Research articles and other relevant teaching material prepared by the Department.

Facilitating the achievement of the course learning outcome:

The Teaching-Learning-Evaluation process in the Department is done by preparing precise Course Plans/Course Schedules for the faculty members. It will assist faculty in determining appropriate assessment strategies through the Internal Assessment and the Final Examination. Cooperative learning is encouraged for students through seminars, workshops, projects, presentations, and group work.

DSC-3:KL-103: Modern Korean Literature

Course Description:

This course is a comprehensive study of Korean Literature from the late 19th century to 1949. This course seeks to enhance students' awareness and appreciation of Korean Literature through discussing and analysing various literary genres and elements. Its contents encompass the historical transition of Korean literature, especially the colonisation period, through representative compositions of different genres- short stories, poetry, plays, and essays- for literary absorption, appreciation, and interpretative analysis, and to develop an interest in the value of nationality in literature. It also deals with the rise of Modern Korean Literature, literary movements, and changing literary patterns.

Course Objective:

This course is intended to introduce students to Korean literature and help them enhance their capability to analyse scholarly literary texts with a comparative perspective. The student must recognise the social, cultural, and political environments in the modern period of Korean history that influence the country's literature.

Course Learning Outcome:

1. Students will explore innovative ways to read Korean literary texts in transnational and trans-disciplinary contexts.
2. They will have a deeper understanding of the Korean language and the cultural implications of literary texts.
3. Demonstrate enhanced capacity to organise analysis into a sustained argument.

Course Outline:

UNIT I: Literary movement and rise of Modern Korean Literature (Week 1-3)

UNIT II: Factors shaping a new literature (Week 4-8)

UNIT III: Study of major literary genres (Week 9-10)

UNIT IV: Study of prominent litterateurs and their respective works (Week 11-16)

Reading List:

1. Peter H Lee, History of Korean Literature, Cambridge University Press, United Kingdom, 2003.
2. Hyundai Munhak Yongu, Seoul, Pyongminsa, Korea, 1993.
3. *Myeongi malhaneun. Naneun wae munhakeul haneunga: Uri sidae munhgakka ilheunhan*, 2004.
4. Kim Do-young, Introduction to Korean Literature, Manas Publication, New Delhi, 2000.
5. Ann Jefferson & David L, Hyundai Munhak iron, Moonye chulpansa, Seoul, 1995.
6. Kwon Young-min, History of Korean Modern Literature, Mineumsa, Seoul, 1994.
7. Lee Joo-hyeong, Study of Korean Modern Literature, *Changjakgwa Bipyeongsa*, Seoul, 1995.
8. Modern Korean Poetry, Korean Centre, Seoul, 1970.
9. Kim Yoon Shik, Understanding Modern Korean Literature, Jipmoondang Publishing Press, Seoul, 2004.
10. Peter H Lee, Korean Literature, topics and themes, The University of Arizona Press, Tucson, 1965.
11. Peter H. Lee, History of Korean Literature, Cambridge University Press, United Kingdom, 2003
12. Jeong In-seop, A Guide to Korean Literature, Hollym, New Jersey, 1982,
13. . Kim Do-young, Introduction to Korean Literature, Manas Publication, New Delhi, 2000
14. Ha Tae Hung, Maxims and Proverbs of Old Korea, Seoul: Yonsei University Press. 1970
15. Kim, Yung-Hee; Lee, Jeseon, Readings in Modern Korean Literature, USA, University of Hawaii Press, 2004
16. Research articles and other relevant teaching material prepared by the Department.

Facilitating the achievement of the course learning outcome:

The teaching-learning evaluation process in the department is done by preparing precise course plans/course schedules for faculty members, which will assist them in determining appropriate assessment strategies. Cooperative learning is encouraged for students through projects, presentations (written and oral), and group discussion, as it will enable them to maximise their learning experience.

DSE-1:EL-101: Popular and Folk Culture of Korea**Course Description:**

This course provides an in-depth exploration of Korea's popular and folk culture, offering students a comprehensive understanding of the cultural practices, traditions, and contemporary phenomena that shape Korean society. From traditional folk tales and rituals to modern K-pop and cinema, students will engage with various aspects of Korea's cultural heritage and contemporary cultural expressions.

Course Objective:

1. To introduce students to the fundamental aspects of Korean folk culture and its historical roots.
2. To explore the development and influence of contemporary Korean popular culture.
3. To analyse the interplay between traditional and modern cultural forms in Korea.
4. To give students a broad understanding of how culture shapes and reflects Korean society.

Course Learning Outcome:

1. Identify and describe key elements of Korean folk culture and traditions.
2. Analyze the development and impact of Korean popular culture globally.
3. Discuss the significance of cultural practices and their evolution over time.
4. Appreciate the relationship between traditional and modern cultural expressions in Korea.
5. Critically engage with Korean cultural artefacts, performances, and media.

Course Outline:

- Unit 1: Introduction of Korean Culture (Week 1-2)
- Unit 2: Korean Folk Culture (Week 3-5)
- Unit 3: Shamanism and Folk Religion (Week 6-7)
- Unit 4: Introduction to Korean Popular Culture (Week 8-14)
- Unit 5: Digital Culture and Social Media (Week 15-16)

Reading List:

1. Joseph Nye, "Bound to Lead: "The Changing Nature of American Power"
2. Joseph Nye, "Soft Power", Foreign Policy, 1990
3. Jesook Song and Laam Hae(edited), "Korean Wave: The Rise of Korean Culture Power"
4. Youngdae Kim "K-Pop Idol Revolution: The Korean Wave and the Next Big Thing"
5. Sangjoon Lee and Abe Markus Nornes "Hallyu 2.0: The Korean Wave in the Age of Social Media"
6. Im Bang and Yi Ryuk "Korean Folk Tales: Imps, Ghosts and Fairies", the Korean Culture and Information Service
7. Euny Hong "The Birth of Korean Cool: How One Nation Is Conquering the World Through Pop Culture"
8. Mark James Russell "K-Pop Now: The Korean Music Revolution"
9. 춘향전: <https://m.blog.naver.com/sumalin1027/223199303518?isInf=true>
10. 흥부전: <https://m.cafe.daum.net/nanjunghouse/JQvd/503>
11. 심청전: <https://m.blog.naver.com/super1na/222937837202>
12. <https://www.youtube.com/watch?v=cWzi4V6HPAE>
13. <https://www.youtube.com/watch?v=YSJwHnPxSuE>
14. <https://www.youtube.com/watch?v=3-1Rc8jJ-ng>
15. How did Korea become a Cultural Superpower? | Case Study | BTS | Squid Games | Dhruv Rathee
16. <https://www.ynenews.kr/news/articleView.html?idxno=33530>
17. Research articles and other relevant teaching material prepared by the Department.

Facilitating the achievement of the course learning outcome:

Lectures and Multimedia Presentations: Provide detailed explanations and visual aids for each cultural aspect.

Discussions and Debates: Engage students in discussions and debates to deepen their understanding of cultural themes.

This syllabus is designed to offer a comprehensive exploration of Korea's popular and folk culture, providing foreign students with the knowledge and appreciation of Korea's rich cultural heritage and contemporary cultural expressions.

DSE-2:KR-102 Contemporary Korean Society

Course Description:

The course is intended to familiarise the students with the structure and dynamics of Korean society in the contemporary period by focusing on issues emerging from a conflict between traditional and modern values in a Westernised, industrialised, Democratic, and urbanised framework of society.

Course Objective:

The course aims to familiarize the students with the social issues and rising social problems in Korea.

Course Learning Outcome:

The students will be able to understand the continuities and changes in Korean society

Course Outline:

UNIT I: Korean Society: Past and Present (Week 1-5)

UNIT II: Impact of Westernisation (Week 6)

UNIT III: Family system and social relations (Week 7-8)

UNIT IV: Korean Society under Japanese colony (Week 9-10)

UNIT V: Political Turmoil (Week 11-13)

UNIT VI: Social changes, Education and Women (Week 14-16)

Reading List:

1. Brandt, V.S.R. A Korean Village Between Farm and Sea, Cambridge, Mass., Harvard University Press, 1971.
2. Deuchler, Martina. The Confucian Transformation of Korea: A Study of the Society and Ideology, Cambridge, Harvard University Press, 1993.
3. Hugh A. W. Kang, ed. The Traditional Culture and Society of Korea: Thoughts and Institutions. Honolulu: Centre for Korean Studies, University of Hawaii, 1975.
4. Janelli, R.J., and Janelli. D.Y. Ancestor Worship and Korean Society, Stanford University Press, 1982.
5. Koo, Hagen. State and Society in Contemporary Korea, Ithaca, Cornell University Press, 1993.
6. Lee, Kwang-kyu. A Historical Study of the Korean Family, Seoul, Iljisa, 1977
7. Lee, Man-gap. A Study of Korean Rural Society. Seoul, Tarakwon, 1981.
8. Research articles and other relevant teaching material prepared by the Department.

SEMESTER II

DSC-4:KL-201 Advanced Korean Language-II

Course Description:

This course is for Advanced Korean Language-II learners studying at a relatively *high* level. It will improve fluency in spoken Korean and neutralise mother tongue influence. Advanced Korean Language II aims to develop the reading, speaking, writing, and listening skills of students who have taken Advanced Korean-I and improve their comprehension and expression of Korean through specialised texts and various exercises.

Course Objective:

This course aims to help students comprehend complex texts meant for a general audience—like books, newspapers, and specialised texts—in key areas of interest. The aim is to understand these texts better and the issues raised by the authors and to develop the skills to communicate this understanding clearly and focusedly. It will be meant to read and understand specialised, advanced text. It deepens learners' advanced Korean speaking skills. It cultivates academic and creative writing. It will also make understanding and analysing complex Korean listening materials easy.

Course Learning Outcome:

It will enable students to

19. Understand and analyse professional, advanced text.
20. Discuss and present professional topics in advanced Korean.
21. Can write academic and creative writing.
22. Accurately understand advanced-level Korean listening materials.

Course Outline:

Advanced Korean Language II is a continuation of Advanced Korean 1 and aims to develop more complex and professional Korean language skills. In this course, students analyze a variety of academic and professional texts and develop advanced Korean expression skills through in-depth discussion and writing. They also strengthen their listening and speaking skills to confidently handle complex Korean communication situations.

Unit I: Introduction and Foundations (Weeks 1-2)

Unit II: Language and Communication (Weeks 3-4)

Unit III: Culture and Society (Weeks 5-8)

Unit IV: Advanced Topics and Skills Development (Weeks 9-16)

Reading List:

Main textbook:

Seoul Korean Plus 6A, 6B, Jangjeongwon, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.

Reference materials:

1. Seoul Korean Plus 5A, 5B, Jangjeongwon, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.
2. Seoul National University Plus Reading for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
3. Listening for Academic Purposes, Seoul National University, Seoul National University Language Institute, Seoul National University Press. 2019.
4. Seoul Plus Speaking for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2018.
5. Seoul National University Plus, Writing for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
6. Yonsei Current Affairs Korean, Yonsei University Korean Language Center, Yonsei University Press and Culture Center. 2022.
7. Discussing Korean for International Students, Yoon Young et al, Communication.
8. Sogang Korean Reading 6, Sogang University Korean Language Institute. 2015.
9. Sogang Korean Speaking 6, Sogang University Korean Language Institute. 2021.
10. Finding Korean Culture in TV and Movies for Foreigners, Gimcheonmi Kim, et al. 2022.
11. Lee Joo-Heng, Kim Sang-Joon, Areumda-un hanguko, Korea: Jigumun Hwas, 2005.
12. Lee Iksop and Ramsay Robert S, The Korean Language, Albany: State University of New York Press, 2000.
13. Kim Do-young, Bharati Korean Intermediate, Goyal Publisher, Delhi, 2009.
14. Kim Do-young, Bharati Korean Advanced, Goyal Publisher, Delhi, 2009.
15. Chang hei Lee, Practical Korean Grammar, 1955.
16. Research articles and other relevant teaching material prepared by the Department.

Facilitating the achievement of the course learning outcome:

The Teaching-Learning-Evaluation process in the Department is done by preparing precise Course Plans/Course Schedules for the faculty members. It will assist faculty in determining appropriate assessment strategies through the Internal Assessment and the Final Examination. Students are encouraged to learn cooperatively through seminars, workshops, projects, presentations, and group work, as it will enable them to express their knowledge and abilities with articulation.

DSC-5:KL-202: India and Korea Relations

Course Description:

This course examines the historical, cultural, and diplomatic relations between India and Korea from the 1st century AD to now. Through a chronological study of key events, including the marriage of King Kim Suro in the Gaya Kingdom and Heo Hwang-ok, the Indian Princess, exchanges, and mutual influences, students will gain a comprehensive understanding of how these two civilisations have interacted and shaped each other's histories. The course will cover ancient connections, medieval exchanges, colonial-era interactions, and contemporary diplomatic and economic ties.

Course Objective:

1. To provide an in-depth overview of the historical relations between India and Korea.
2. To analyse the cultural, economic, and political exchanges between the two countries over different periods.
3. To understand the evolution of diplomatic relations between India and Korea in modern times.
4. To evaluate the impact of historical interactions on contemporary India-Korea relations.

Course Learning Outcomes:

Students will be able to:

1. Identify and describe significant historical events and periods in India-Korea relations.
2. Analyse the cultural and economic exchanges between India and Korea.
3. Discuss the development of diplomatic relations between the two countries.
4. Evaluate the contemporary impact of historical interactions on bilateral ties.
5. Appreciate the shared heritage and mutual influences between India and Korea.

Course Outline:

Unit 1: Introduction to India-Korea Relations (Week 1-3)

Unit 2: Medieval Trade and Cultural Exchanges (Week 4-6)

Unit 3: Colonial and Post-Colonial Relations (Week 7-8)

Unit 4: Economic and Trade Relations (Week 9-13)

Unit 5: Contemporary Challenges and Opportunities (Week 14-16)

Reading List:

1. "The Legend of Queen Heo Hwang-ok of Korea: A Historical Novel" by Dr. Kim Byung-mo
2. "The Ancient Kingdom of Gaya and the Legend of Queen Heo Hwang-ok" by National Museum of Korea

3. "India and Korea: Bridging the Past and the Future" edited by Skand R. Tayal and Choongjae Cho
4. "India-Korea: Bridging the Civilization" edited by K.N. Panikkar and Yoo Byung-se
5. "Princess of Ayodhya: The Korean Legacy of an Indian Princess" by Kim Nan-do
6. "India-Korea Relations: Forging a Multidimensional Partnership" by S. Samuel C. Rajiv
7. "The History of India and Korea Relations" by various authors (compilation)
8. "Asian Interconnections: India and Korea" by Kim Ji-hoon
9. "Buddhism and Its Impact on Korea" by Robert Buswell Jr.
10. "India and Korea: Bridging the Past and the Future" edited by Skand R. Tayal and Choongjae Cho
11. "India-Korea: Bridging the Civilization" edited by K.N. Panikkar and Yoo Byung-se
12. "India-Korea Relations: Past and Present" by P.S. Sahai
13. "Korea and India: A Forged Relationship" by Kim Hyung-sik
14. 최종고, “이승만과 메논 그리고 모윤숙”, 기파랑, 2012
15. 최원기, “인도-태평양 전략과 한국의 지역적 역할 확대 추진 방향”, 국립외교원 외교안보 연구소, 2022
16. Research articles and other relevant teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcomes:

Lectures and Multimedia Presentations: Provide detailed explanations and visual aids for each historical period and theme.

Discussions and Debates: Engage students in discussions and debates to deepen their understanding of India-Korea relations.

This syllabus aims to comprehensively explore the historical and contemporary relations between India and Korea, offering students valuable insights into their multifaceted interactions.

DSC-6:KL-203 Contemporary Korean Literature

The study is based on the rise of contemporary Korean literature, literary movements, and the changing patterns of Korean language and literature.

Course Description:

The course is designed to survey contemporary Korean literature from 1949 onwards. Contemporary issues and mature language may be encountered when reading contemporary Korean literary texts. Moreover, the course shall explore innovations in aesthetics and historical developments in the Korean Peninsula that have influenced recent literary productions. In particular, lectures will focus on ethnicity, nationalism, religion, gender, and economics that have impacted the formation of contemporary Korean literature and its bearing on social justice. The effects of culture, environment and mass media on Korean literature and its four significant genres (short fiction, poetry, novel, and drama) are explored in detail through critical reading and writing.

Course Objective:

Students will continue to write in various modes, including reflective, descriptive, expository, analytical, narrative, persuasive, argumentative (research-based), creative and technical writing. Emphasis is placed on research and critical analysis skills necessary for success at the university level. It will enable students to understand Korean culture through oral and written modes of communication by becoming familiar with the basic concepts of cultural studies, such as power, agency, gender, race, ethnicity, identity, and ideology that exist in a society.

Course Learning Outcome:

On completion of this course, the student will be able to:

1. Gain an understanding of major literary trends and developments in Korea through literary works
2. Examine the aspects of cultural knowledge and politics through reflection in literature
3. Comprehend the relation between the socio-political situation and literary trend in that contemporary period
4. Enrich literary knowledge and linguistic expressions

Course Outline:

UNIT I: Literature of the Period of National Division (Week 1-5)

UNIT II: Korean War Literature (Week 6-11)

UNIT III: National Literature (Week 12-16)

Reading List:

1. Ha Tae Hung, Maxims and Proverbs of Old Korea, Yonsei University Press, Seoul, 1970.
2. Seol Seong Kyong, Sinsoseol Yeongu, Saernoonsa, Seoul, 2005.
3. Yoo Bong-Hak, Hanguk munhwawa yeoksa-ui sil, Singu Munhwasa, Seoul, 2005.
4. Kim Do-Young, Introduction to Korean Literature, Manas Publication, New Delhi, 2000.
5. Kwon Young-min, History of Korean Modern Literature, Mineumsa, Seoul, 1994.
6. Yoon Hong-gil, Rainspell, Mineumsa, Seoul, 1980.

7. Yi Moon-yeol, Saeameui Adeul, Mineumsa, Seoul, 1979.
8. Jo Jeong-rae, Taebaek Mountains, hangilsa, Seoul, 1986.
9. Cho Dong-il, Interrelated Issues in Korean, East Asian and World Literature, Jimoondang, Seoul, 2006.
10. Research articles and other relevant teaching material prepared by the Department.

DSE-3:KR-201 Korean Government & Politics

DSE-4:EL-202 Teaching Korean Grammar

Course Description:

This course is designed for foreigners at an M.A. level in Korean to further their understanding of Korean grammar. Learners will study various grammatical structures and expressions, practising their application in real-life situations. Additionally, learners will gain an understanding of common grammatical expressions used in Korean culture and daily life.

Course Objective:

1. Enable learners to understand and accurately use intermediate Korean grammar.
2. Equip learners to communicate in everyday situations using intermediate grammar.
3. Help learners express themselves naturally based on an understanding of Korean culture.

Course Learning Outcomes:

1. Understand and explain various intermediate grammatical structures.
2. Write and speak sentences using intermediate grammar.
3. Communicate in intermediate Korean in everyday and various situations.
4. Better understand Korean culture and society through grammar comprehension.

Course Outline:

UNIT I: Introduction: Overview and review of Korean grammar (Week 1)

UNIT II: Verbs (Week 2-4)

UNIT III: Connective Endings (Week 5-7)

UNIT IV: Expressions (Week 8-11)

UNIT V: Sentence-ending Particles and Determiners (Week 12-13)

UNIT VI: Adverbs, Sentence Structure and Syntax (Week 14-16)

Reading List:

1. “Bharati Korean Grammar” by Kim, Young-soon .Goyal Publishers 2017
2. “Bharati Korean Intermediate” by Kim, Do-young, Goyal Publishers. 2014
3. “Bharati Korean Advanced” by Kim, Do-young, Goyal Publishers. 2011
4. “Bharati Korean Basic” by Kim, Do-young, Goyal Publishers. 2017
5. "Korean Grammar for International Learners" by Ho-Min Sohn
6. "Korean Grammar in Use: Intermediate" by Ahn Jean-Myung, Lee Kyung-ah, and Han Hoo-youn
7. "Continuing Korean" by Ross King and Jaehoon Yeon
8. "Integrated Korean: Intermediate 1" and "Integrated Korean: Intermediate 2" by Young-mee Cho, Hyo Sang Lee, Carol Schulz, Ho-min Sohn, and Sung-Ock Sohn
9. "Advanced Korean" by Ross King and Jaehoon Yeon
10. -"Korean Grammar in Use: Advanced" by Ahn Jean-Myung, Lee Kyung-ah, and Han Hoo-youn
11. "Korean Grammar for International Learners" by Ho-Min Sohn
12. "Essential Korean Grammar: Your Essential Guide to Speaking and Writing Korean Fluently" by Laura Kingdon
13. Research articles and other relevant teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcomes:

Lectures and Explanations: Provide clear explanations and examples for each week's topic.

Practical Activities: Apply learning through various practical activities such as sentence completion, transformation, and role-playing.

This course plan aims to guide learners in effectively mastering and using Korean grammar in real-life situations.

SEMESTER III

DSC–7:KL301Advanced Korean Language-III

Course Description:

This course is for Advanced Korean Language- II learners studying at a relatively *high* level. It will improve fluency in spoken Korean and neutralise mother tongue influence. Advanced Korean Language II aims to develop the reading, speaking, writing, and listening skills of students who have taken Advanced Korean-I and improve their comprehension and expression of Korean through specialised texts and various exercises.

Course Objective:

This course aims to help students comprehend complex texts meant for a general audience—like books, newspapers, and specialised texts—in key areas of interest. The aim is to understand these texts better and the issues raised by the authors and to develop the skills to communicate this understanding clearly and focusedly. I will be meant to read and understand specialised, advanced text. It deepens learners' advanced Korean speaking skills. It cultivates academic and creative writing. It will also make understanding and analysing complex Korean listening materials easy.

Course Learning Outcome:

It will enable students to

- 23. Understand and analyse professional, advanced text.
- 24. Discuss and present professional topics in advanced Korean.
- 25. Can write academic and creative writing.
- 26. Accurately understand advanced-level Korean listening materials.

Course Outline:

Advanced Korean Language II is a continuation of Advanced Korean 1 and aims to develop more complex and professional Korean language skills. In this course, students analyze a variety of academic and professional texts and develop advanced Korean expression skills through in-depth discussion and writing. They also strengthen their listening and speaking skills to confidently handle complex Korean communication situations.

Unit I: Introduction and Foundations (Weeks 1-2)

Unit II: Language and Communication (Weeks 3-4)

Unit III: Culture and Society (Weeks 5-8)

Unit IV: Advanced Topics and Skills Development (Weeks 9-16)

Reading List:**Main textbook:**

Seoul Korean Plus 6A, 6B, Jangjeongwon, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.

Reference materials:

- 17. Seoul Korean Plus 5A, 5B, Jangjeongwon, and others, Seoul National University Language Institute, Seoul National University Press and Culture Center. 2023.

18. Seoul National University Plus Reading for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
19. Listening for Academic Purposes, Seoul National University, Seoul National University Language Institute, Seoul National University Press. 2019.
20. Seoul Plus Speaking for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2018.
21. Seoul National University Plus, Writing for Academic Purposes, Seoul National University Language Institute, Seoul National University Press. 2017.
22. Yonsei Current Affairs Korean, Yonsei University Korean Language Center, Yonsei University Press and Culture Center. 2022.
23. Discussing Korean for International Students, Yoon Young et al, Communication.
24. Sogang Korean Reading 6, Sogang University Korean Language Institute. 2015.
25. Sogang Korean Speaking 6, Sogang University Korean Language Institute. 2021.
26. Finding Korean Culture in TV and Movies for Foreigners, Gimcheonmi Kim, et al. 2022.
27. Lee Joo-Heng, Kim Sang-Joon, Areumda-un hanguko, Korea: Jigumun Hwasa, 2005.
28. Lee Iksop and Ramsay Robert S, The Korean Language, Albany: State University of New York Press, 2000.
29. Kim Do-young, Bharati Korean Intermediate, Goyal Publisher, Delhi, 2009.
30. Kim Do-young, Bharati Korean Advanced, Goyal Publisher, Delhi, 2009.
31. Chang hee Lee, Practical Korean Grammar, 1955.
32. Research articles and other relevant teaching material prepared by the Department.

Facilitating the achievement of the course learning outcome:

The Teaching-Learning-Evaluation process in the Department is done by preparing precise Course Plans/Course Schedules for the faculty members. It will assist faculty in determining appropriate assessment strategies through the Internal Assessment and the Final Examination. Students are encouraged to learn cooperatively through seminars, workshops, projects, presentations, and group work, as it will enable them to express their knowledge and abilities with articulation.

DSC–8:KL302 Methodology of Korean Language Teaching (Reading & Listening)

Course Description

This course is designed to develop and enhance the Korean language listening and reading teaching principles and methods, lesson planning, teaching aids, model building, teaching evaluation, and implementation and evaluation of curricula under guidance. It aims to teach

Korean to students as a foreign language by actively engaging them in theoretical and practical studies in language teaching methodology.

Course Objective

This course addresses both the theory and practice of Korean language listening and reading teaching. This course aims to understand and demonstrate specialist knowledge and skills in teaching the Korean language, with particular regard to language teaching, to consider, select and use appropriate methods for effectively learning language skills (comprehension of reading and listening discourse). Furthermore, the course aims to design, develop, and evaluate study programs based on the most important theories in language, communication, and interaction and to develop instructional materials for teaching the Korean language.

Course Learning Outcome

The students will

1. Will be able to understand text written in Korean and communicate with native speakers fluently.
2. Identify, design, and implement programs that promote the professional development of teachers of the Korean language;
3. Interpret, conduct, and present research studies on their subject matter.

Course Outline

UNIT I: Introduction to Korean listening education, characteristics, aim, necessity and content for teaching listening.

UNIT II: Activities, teaching methods and evaluation for listening teaching

UNIT III: Introduction to Korean reading education, characteristics, aim, necessity and content for teaching reading

UNIT IV: Activities, teaching methods and evaluation for reading teaching.

Reading List

1. 강현화.김미옥 (외)한국어 이해 교육론, 형실출판사
2. 박영순, 2007 한국어와 한국어교육, The Handbook of Korean language Education

3. Alice, Omaggio Hadley (2001). *Teaching Language in Context*, third edition, Heinle & Heinle Publisher
4. Brown, Douglas (2014). *Principles of language learning and teaching*, 6th edition, Pearson Education.
5. Diane Larsen freeman (2000:136). *Techniques and Principles in Language Teaching*, 2nd edition, Oxford University Press
6. Mary Finocchiaro.(1989). *English as a Second Language-From Theory to Practice*. 4th Edition. Prentice Hall Regents Publication. New Jersey.
7. Susan M. Gass and Larry Selinker. 2008. *Second Language Acquisition- An Introductory Course*. 3rd edition. Routledge Taylor Francis Publisher. New York, the department and teachers prepared other relevant teaching material.

Facilitating the achievement of the course learning outcome

The Teaching-Learning-Evaluation process in the Department involves faculty members preparing clear Course Plans/Schedules. This will assist faculty in determining appropriate assessment strategies through the Internal Assessment and the Final Examination. Students are encouraged to learn cooperatively through seminars, workshops, projects, presentations, and group work.

DSE–5:EL 301 Testing and Evaluation of Korean Language Skills

Course Description:

The course encompasses core concepts of Korean Evaluation. Students will learn the general theory and evaluation methodology of foreign language proficiency evaluation. In this course, students learn the principles of language proficiency evaluation, the Importance of Korean language proficiency evaluation, the types of language proficiency evaluation and the importance of feedback.

Course Objectives:

Learn the general theory and evaluation methodology of foreign language proficiency evaluation, and review and analyze evaluation items. In this course, students learn the principles of language proficiency evaluation, requirements for language proficiency evaluation, type of language proficiency evaluation, mastery evaluation and achievement

evaluation, norm-oriented evaluation and criterion-oriented evaluation, standardized and alternative evaluation, performance evaluation, portfolio evaluation, language skills, communication skills, proficiency, evaluation design, evaluation execution, feedback effect, overall scoring and analytical scoring, foreign language proficiency tests, and Korean proficiency tests (TOPIK).

Course Outcomes:

Students will be able to understand the background and perspective of the foreign language evaluation theory, evaluation principles and how to apply them. This course explains the purpose of Korean language ability evaluation, enabling the analysis of the current Korean language proficiency test questions and learners' language ability. Students will be able to understand and explain the concepts and requirements of Korean evaluation. Students will be able to understand the purpose and function of listening, speaking, reading, and writing evaluation in Korean.

Course Outline:

UNIT I: Understanding of Evaluation Theory and Types of Korean Skills Evaluation

UNIT II: Various methods and important of testing Korean language skills, analysing TOPIK

UNIT III: Testing Korean speaking skills

UNIT IV: Testing Korean writing skills

Reading List:

1. 박영순(2007) 한국어와 한국어교육, The Handbook of Korean language Education, 한국문화사.
2. Alice, Omaggio Hadley (2001). *Teaching Language in Context*, third edition, Heinle & Heinle Publisher
3. Brown, Douglas (2014). *Principles of language learning and teaching*, 6th edition, Pearson Education.
4. Diane Larsen freeman (2000). *Techniques and Principles in Language Teaching*, 2nd edition, Oxford University Press

5. Mary Finocchiaro. (1989). *English as a Second Language-From Theory to Practice*. 4th Edition. Prentice Hall Regents Publication. New Jersey.
6. Brown, H. D. 2007. *Teaching by principles: An interactive approach to language pedagogy*. New York: Pearson Education.
7. □ □ □ , □ □ □ □ (1999), □ □ □ □ □ □ □ □ □ □ □ □ ,
□ □ □ □ □ □ □ □ □ □
8. □ □ □ (2020), □ □ □ □ □ □ □ □ , □ □ □ □ □
9. other teaching material to be prepared by department and teachers.

Facilitating the achievement of the course learning outcome

The Teaching-Learning-Evaluation process in the Department is done by preparing precise Course Plans/Course Schedules for the faculty members. It will assist faculty in determining appropriate assessment strategies through Internal Assessment and Final Examination. Cooperative learning is encouraged for students through seminars, workshops, projects, presentations, and group work.

DSE–6:EL 302 Literary Criticism (Part I)

Course Description:

Critical theory contributes to literary studies by offering principles upon which systematic study of the nature of literature is done, and literary appreciation, criticism and commentary of a text is responsibly conducted. This course focuses on critical theory as it applies to literature and culture and aims to teach the student how to analyse a text using various methods of theoretical interpretation. The course also focuses on applying theoretical approaches and theoretical dimensions to reading and analysing Korean literary texts from major genres such as short and long prose, poetry, and drama, as well as writing critical responses to those works. The course promotes an awareness of the relation of literary studies to broader interdisciplinary knowledge elsewhere in the humanities and social sciences.

Course Objective:

This course encourages the student to study Korean literary development and its criticism theories and engage critically with texts, particularly how to apply the theoretical premises and techniques to selected literary texts. It aims to transform the student's simple reader into a critic by making her/him think and write creatively and critically.

Course Learning Outcome:

On completion of this course, the student will be able to:

1. Become familiar with different literary and cultural theoretical approaches
2. Evaluate and analyze the strengths and limitations of critical/theoretical arguments
3. Define and apply specific theoretical concepts and theories to literary and cultural texts
4. Competence in literary research and interpretation of specific texts
5. Strengthen and deepen critical reading, writing, and interpretive practices

Course Outline:

Unit I. Definition and scope of literary theory (Week 1-3)

Unit II. Different schools of literary theory (Week 4-8)

Unit III. Study of various movements of literary criticism in Korea (Week 9-10)

Unit IV. Critical analysis and appreciation of Korean literature through theoretical lens (Week 11-16)

Reading List:

1. Abrams, M. H. and Geoffrey Galt Harpham, A Glossary of Literary Terms. Noida: Cengage India Private Limited (11th ed.), 2015.
2. Anderson, Marston, The Limits of Realism: Chinese Fiction in the Revolutionary Period. Berkeley: University of California Press, 1990.
3. Bennett, Andrew and Nicholas Royle, Introduction to Literary Criticism and Theory. New York: Routledge (6th ed.), 2023.
4. Blamires, Harry, A History of Literary Criticism. New Delhi: Macmillan, 2001.
5. Culler, Jonathan, Literary Theory: A Very Short Introduction. Oxford: Oxford University Press, (2nd ed.), 2011.
6. Dobie, Ann B. (ed.), Theory into Practice: An Introduction to Literary Criticism. Wadsworth Cengage Learning (3rd ed.), 2011.
7. Eagleton, Mary (ed.), Feminist Literary Theory: A Reader. Oxford: Wiley-Blackwell (3rd ed.), 2010.
8. Eagleton, Terry, How to Read Literature. New Haven and London: Yale University Press, 2013.
9. Eagleton, Terry, Literary Theory: An Introduction. Oxford: Blackwell, 2008.
10. Guerin, Wilfred L., Earle Labor, Lee Morgan, Jeanne C. Reesman, and John R. Willingham, A Handbook of Critical Approaches to Literature. Oxford: Oxford University Press (6th ed.), 2010.
11. Preminger, Alex, et. al., (eds.), Classical Literary Criticism: Translations and Interpretations. New York: Ungar, 1984
12. Fulton, Bruce, "Korean Novel," Encyclopedia of the Novel, ed. Paul Schellinger. Chicago: Fitzroy Dearborn, 1998, 1:674-78

13. The History of Modern Korean Fiction (1890-1945), The Topography of Literary Systems and Form, YOUNG MIN KIM - TRANSLATED BY RACHEL MIN PARK-INTRODUCTION BY THEODORE JUN YOO - AFTERWORD BY JOOYEON RHEE, May 2022
14. Research articles and other relevant teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcome:

The teaching-learning-evaluation process in the Department involves faculty members preparing a clear course plan/course schedule. In the tutorial class, diverse learning modes, such as quizzes, debates, presentations, group discussions, etc., will be encouraged. Different assignment methods (written, oral, projects, etc.) will be used to maximize the learning experience.

DSE–7:KR303 South Korean Foreign Policy

Course Description:

The course deals with South Korean foreign policy since the end of the Korean War. It studies the decision-making processes and institutions in South Korea from a historical and theoretical perspective.

Course Objectives:

This course aims to teach students various aspects of South Korea's foreign policy regarding the changing dynamics in the East Asian region.

Course Learning Outcome:

The students will be able to understand South Korea's changing foreign policy goals.

Course Outline:

UNIT I: Determinants of Foreign Policy and Institutions (Week 1-2)

UNIT II: Historical Legacies and Cold War (Week 3-5)

UNIT III: Authoritarian state, and foreign policy (Week 6-7)

UNIT IV: S. Korea and its strategic environment (Week 8-12)

UNIT V: Unification and Cultural Diplomacy of South Korea (Week 13-15)

Reading List:

1. Tayal, Skand R. *India and the Republic of Korea: Engaged Democracies*, New Delhi: Routledge, 2014.

2. Cho, S.S. *Korea in World Politics, 1940-50: An Evaluation of American Responsibility*, University of California Press, Berkeley, 1967.
3. Eberstadt, Nicholas. *Korea Approaches Reunification*, Armonk, New York: M.E. Sharpe, 1995
4. Han, Sung-joo, and Robert Myers (eds). *Korea: The Year 2000*, Washington, DC: UPA.
5. Hart-Landsberg, Martin. *Division, Reunification and US Foreign Policy*, New York, Monthly Review Press, 1998.
6. Kaushik, Ram Pal. *The crucial years of non-alignment: USA, Korean War and India*, New Delhi, Kumar Bros., Rajesh Publications, India, 1972.
9. Kihl, Young Wham (ed). *Korea and the World: Beyond the Cold War*, Boulder, CO Westview, 1994
10. Kim, Dalchoong, Soo Eon Moon and Chung Min Lee (ed). *The New World Order and Korea: Challenges and Prospects Towards the Year 2000*, Seoul: KAIS.
12. Sharma, R.C. ed. *Korea, India and the Third World*, New Delhi, Rajesh Publications, 1989.
13. Il Sakong, eds. *The Political Economy of Korea-United States Cooperation*, Institute for International Economics, Institute for Global Economics, Seoul, 1995.
15. Lee, Geun. "A Theory of Soft Power and Korea's Soft Power Strategy." *The Korean Journal of Defence Analysis*. 21 (2), pp.205-218, 2009.
16. Kim, Samuel S. *The Two Koreas and the Great Powers*, New York: Cambridge University Press, 2006.
17. Research articles and other relevant teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcomes

Thorough classroom teaching/tutorials and assignments for internal assessment, and through participating in seminars and workshops

SEMESTER IV

DSC–9:KL401 Practice of Korean Language Teaching

Course Description:

This syllabus aims to help master's students become effective Korean language educators through theory and practice through the Korean Language Teaching Practical course. Students will develop their qualities as educators by designing and practising various lessons.

The Practice of Korean Language Teaching course is aimed at master's students in the Korean language department. It aims to cultivate practical skills as a Korean language educator through theory and practical experience in the classroom. The course is organised to help students acquire and practice systematic Korean language teaching methods through observation, simulated lessons, and actual classroom practice.

Course Objectives:

1. To understand Korean language education's basic principles and methods by combining theory and practice.
2. To design and implement effective lessons by applying various teaching methods in real-world classrooms.
3. To develop your problem-solving skills as an educator through teaching labs and self-development through feedback.

Course Learning Outcome:

Based on the theoretical knowledge of Korean language education, students acquire practical skills through practical exercises. The student can use various teaching methods and materials to maximize his/her learning of Korean. Through real-world experience, the student can build confidence as an educator, and feedback can help you continuously improve.

Course Outline:

The Korean Language Teaching Practicum combines theory and practice to develop students' practical Korean language teaching skills in the classroom. The course exposes students to the entire process of planning, implementing, evaluating, and providing feedback on Korean language lessons and provides opportunities to learn and apply practical methodologies for teaching reading, speaking, writing, and listening.

Unit I: Theory and Preparation (Weeks 1-2)

Unit II: Field Observation (Weeks 3-4)

Unit III: Lesson Planning and Mock Lessons (Weeks 5-11)

Unit IV: Real Lessons and Feedback (Weeks 12-14)

Unit V: Comprehensive Evaluation and Future Planning (Weeks 15-16)

Reading List:

Main textbook:

4. Korean Language Teaching Practice for Pre-service Teachers (Korean Language Pedagogy Series), by Park, Kyungja, Korean Cultural History, 2023.
5. Korean Language Teaching Practice for Korean Teacher Qualification, Yoonjin Lee, et al, Korean Cultural History, 2023.
6. Designing Lesson Plans for (Preliminary) Korean Language Teachers by Teaching Method, Jongwon Yoo, ePurple, 2020.

Reference materials:

7. The Practice of Teaching Korean, Jiyoung Kwak et al., Yonsei University Press, 2007.
8. An Introduction to the Pedagogy of Korean as a Foreign Language, Yoo, Yong-Hwan, et al., Park, Yi-Jung, 2015.
9. Korean Lesson Plan Writing Practice, Kim Tae-eun, Korean Cultural History, 2022.
10. Korean Language Teaching Practice: Preparation, Observation, and Practice, Hee-Jung Seo et al., Howe, 2019
11. Korean Language Teaching Practice, Yoon Gon Choi et al., Howe, 2022
12. Research articles and other relevant teaching material prepared by the Department.

DSC–10:KL401 Development of Korean Language Textbook

Course Description:

This course examines the development of Korean textbooks, the principles of the development of Korean textbooks, and published Korean textbooks, which will be analysed. This course consists of the theories of the development of textbooks, curriculum and teaching materials, structure-based Korean textbooks, task-based Korean textbooks, content-based Korean textbooks, and the ability to select Korean language textbooks suitable for educational purposes and conditions.

Course objective:

This course aims to learn the meaning of textbook evaluation, examine the textbook design at each level, and establish evaluation criteria to select textbooks suitable for teaching and learning.

First, understand the role of textbooks in foreign language education as a theoretical basis for developing textbooks. Understand the curriculum, the role of textbooks in teaching topics, and the relationship between learner factors and textbooks, and examine the issues of textbook type theory. The development stage and content selection criteria will be identified to develop textbooks, focusing on the basic principles of textbook development.

Outcomes of the course:

1. Students will be able to understand the definition and importance of textbooks in the Korean language and the definition and function of Korean language textbooks.
2. Students will be able to understand the concept of the curriculum, which is the basis of the composition of Korean textbooks.
3. Students will be able to understand the process of developing Korean textbooks and recognizing various problems related to textbook development. By learning the procedures and methods of analysing, evaluating, and developing textbooks, students will be able to develop professional qualities as Korean language teachers.

Course Outline:

UNIT I: understanding theories on textbook analysis and evaluation of textbooks, role of textbooks.

UNIT II: Analyses of Korean listening and reading textbooks

UNIT III: Analyses of Korean writing and speaking textbooks

UNIT IV: Developing Korean language textbooks for Indian learners of Korean language

Reading List:

1. Kim, Do-young, Kim, Young-soon .2010. *International Korean Grammar*, Goyal Publishers.
2. Kim, Do-young.2009. *Bharati Korean Intermediate*, Goyal Publishers.
3. Kim, Do-young.2011. *Bharati Korean advanced*, Goyal Publishers.
4. Omaggio, Hadley. 2001. *Teaching Language in Context*. 3rd ed. Boston: Heinle and Heinle.

5. Mary Finocchiaro. 1986. *English as a Second Language-From Theory to Practice*. 4th Edition. Prentice Hall Regents Publication. New Jersey.
6. Ellis, Rod. 1997. *The study of second language acquisition*. Oxford: Oxford University Press.
7. 이미혜 (2006) “한국어 말하기 교육의 이론과 실제” 『21세기 한국어교육학의 현황과 과제』
8. 김영순(2006) "analyzing and improving Korean language study material for Indian student. Delhi university India"
9. 김민정, (2003). "한국어 학습자의 모국어 간섭 현상 분석", 『한국어 교육』, 제14권 3호, p 169-188
10. Brown, H. D. (2014). *Principles of Language Learning and Teaching*. University of Pennsylvania. Pearson Education.
11. Gass, Susan M. and Larry Selinker.(2008), *Second Language Acquisition- An introductory Course* , 3rd edition, Routledge Taylor Frances Publisher. New York
12. Jo McDonough & Christopher Shaw(2000). *Material and Methods in ELT- A Teacher Guide*. Blackwell Publication. USA.
13. Kim, Do-young (2014). *Bharti Korean Basic*, Goyal Publisher, Delhi
14. 김민정.(2004). “한국어 학습자의 모국어 간섭 현상 분석.” 『한국어 교육』 15-3.
15. Research articles and other relevant teaching material prepared by the Department.

Facilitating the achievement of the course learning outcome:

The Teaching-Learning-Evaluation process in the Department is done by preparing precise Course Plans/Course Schedules for the faculty members. It will assist faculty in determining appropriate assessment strategies through the Internal Assessment and the Final Examination. Cooperative learning is encouraged for students through seminars, workshops, projects, presentations, and group work.

DSE–9:EL 302 Literary Criticism (Part II)

Course Description:

Critical theory contributes to literary studies by offering principles upon which systematic study of the nature of literature is done, and literary appreciation, criticism and commentary of a text is responsibly conducted. This course focuses on critical theory as it applies to literature and culture and aims to teach the student how to analyse a text using various methods of theoretical interpretation. The course also focuses on applying theoretical approaches and theoretical dimensions to reading and analysing Korean literary texts from major genres such as short and long prose, poetry, and drama, as well as writing critical responses to those works. The course promotes an awareness of the relation of literary studies to broader interdisciplinary knowledge elsewhere in the humanities and social sciences.

Course Objective:

This course encourages the student to study Eastern and Western literary criticism theories and engage critically with texts, particularly how to apply the theoretical premises and techniques to selected literary texts. It aims to transform the student's simple reader into a critic by making her/him think and write creatively and critically.

Course Learning Outcome:

On completion of this course, the student will be able to:

1. Become familiar with different literary and cultural theoretical approaches
2. Evaluate and analyze the strengths and limitations of critical/theoretical arguments
3. Define and apply specific theoretical concepts and theories to literary and cultural texts
4. Competence in literary research and interpretation of specific texts
5. Strengthen and deepen critical reading, writing, and interpretive practices

Course Outline:

Unit I. Definition and scope of literary theory (Week 1-3)

Unit II. Different schools of literary theory (Week 4-8)

Unit III. Study of various movements of literary criticism in Korea (Week 9-10)

Unit IV. Critical analysis and appreciation of Korean literature through theoretical lens (Week 11-16)

Reading List:

1. Abrams, M. H. and Geoffrey Galt Harpham, A Glossary of Literary Terms. Noida: Cengage India Private Limited (11th ed.), 2015.
2. Anderson, Marston, The Limits of Realism: Chinese Fiction in the Revolutionary Period. Berkeley: University of California Press, 1990.

3. Bennett, Andrew and Nicholas Royle, *Introduction to Literary Criticism and Theory*. New York: Routledge (6th ed.), 2023.
4. Blamires, Harry, *A History of Literary Criticism*. New Delhi: Macmillan, 2001.
5. Culler, Jonathan, *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press, (2nd ed.), 2011.
6. Dobie, Ann B. (ed.), *Theory into Practice: An Introduction to Literary Criticism*. Wadsworth Cengage Learning (3rd ed.), 2011.
7. Eagleton, Mary (ed.), *Feminist Literary Theory: A Reader*. Oxford: Wiley-Blackwell (3rd ed.), 2010.
8. Eagleton, Terry, *How to Read Literature*. New Haven and London: Yale University Press, 2013.
9. Eagleton, Terry, *Literary Theory: An Introduction*. Oxford: Blackwell, 2008.
10. Guerin, Wilfred L., Earle Labor, Lee Morgan, Jeanne C. Reesman, and John R. Willingham, *A Handbook of Critical Approaches to Literature*. Oxford: Oxford University Press (6th ed.), 2010.
11. Preminger, Alex, et. al., (eds.), *Classical Literary Criticism: Translations and Interpretations*. New York: Ungar, 1984
12. Fulton, Bruce, "Korean Novel," *Encyclopedia of the Novel*, ed. Paul Schellinger. Chicago: Fitzroy Dearborn, 1998, 1:674-78
13. *The History of Modern Korean Fiction (1890-1945), The Topography of Literary Systems and Form*, YOUNG MIN KIM - TRANSLATED BY RACHEL MIN PARK-INTRODUCTION BY THEODORE JUN YOO - AFTERWORD BY JOOYEON RHEE, May 2022
14. Research articles and other relevant teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcome:

The teaching-learning-evaluation process in the Department involves faculty members preparing a clear course plan/course schedule. In the tutorial class, diverse learning modes, such as quizzes, debates, presentations, group discussions, etc., will be encouraged. Different assignment methods (written, oral, projects, etc.) will be used to maximize the learning experience.

DSE-10:KR403 Korea's Colonial Experience (1910 - 1945)

Course Description:

This course will focus on Japanese annexation of Korea, law, administration and political repression, education, mass media, censorship and mass indoctrination, land reform, agrarian relations, industrialization and mobilization of economic resources and labour, cultural colonization and attempted assimilation, economic transition during the colonial period, March First Movement, Korean National Movement (Moderates and Extremists) and politics of decolonization in Korea (1940-45).

Course objectives:

The objective of the course is to teach students about the impact of Japanese colonial rule on Korean politics, economy, and society.

Expected Outcome:

The student will be able to understand the changes brought by the Japanese colonial regime in Korea and its impact on Korean politics, economy, and society during the colonial and post-colonial periods.

Course Outline:

UNIT I: Japanese Colonization and its impact on Korea (Week 1-8)

UNIT II: Korean Independence movements and mobilization (Week 9-11)

UNIT III: National Movement against colonial rule and Communist movement (Week 12-13)

UNIT IV: Decolonization in Korea (Week 14-15)

Reading List:

1. Cheong, Sung-hwa. The Politics of Anti-Japanese Sentiment in Korea: Japanese-South Korea Relations Under American Occupation, 1945-1952, New York, Greenwood Press, 1991.
2. Eckert, Carter J. Offspring of Empire: The Kochang Kims and the Colonial Capitalism 1876-1945, Seattle University Press, 1991.
3. Ku, D-Y. Korea Under Colonialism, Royal Asiatic Society, Korea Branch, Seoul, 1985.
4. Lee, Yur-Bok. West Goes East—Paul Goerg Von Mollendorff and Great Power Imperialism In Late Yi Korea, Honolulu, University of Hawaii Press, 1988.
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11. Research articles and other relevant teaching material prepared by the Department.

Facilitating the Achievement of Course Learning Outcomes:

Thorough classroom teaching/tutorials and assignments for internal assessment, and through participating in seminars and workshops.