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CCSEAS gets new faculty members

Mr. Kaushal Kishore and Dr. C Usha became the newest members of the Centre for Chinese and Southeast Asian Studies since November 24, 2014 and January 28, 2015 respectively.



Mr. Kausal Kishore

Mr. Kaushal joined the Centre as an undergraduate student in 2006. After completing his masters in 2011, he joined Master of Philosophy in the Centre for East Asian Studies, School of International Studies. At moment he is registered as a Ph.D candidate in the same Centre. Mr. Kaushal has pursued his advanced studies in China's Xiangtan University, Hunan under the aegis of India-China Cultural Exchange Scholarship in 2010.

Mr. Kaushal's research interests include Chinese, language and literature, and cyber security in the age of information technology.

Dr. C. Usha also completed her B A Hons. and Masters in Chinese from CCSEAS in 1996 and 1999 respectively. She has also done her

advanced studies in Chinese language and literature from Beijing Language and Culture University, Beijing between 1997 and 1998. Dr. Usha completed her M.Phil in 2001 and PhD In 2013 under the supervision of Dr Hemant Adlakha. She has become the third student having completed PhD from the CCSEAS after Ms. Bagyalaxami and B R Deepak.



Dr. C Usha

The title of her thesis was "Paradox of Equality and Difference, Gender Discrimination at the work place in Urban China: Analysing Post- 1949 Chinese Gender Discourse"

Dr. Usha's research interests include Chinese language and Literature, and gender studies in China.

Teaching and research at the Centre would be further strengthened as we are expecting to get a native Chinese teacher from Taiwan by the end of February 2015.

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Faculty Focus

Dr. Gautam Kumar Jha's book on India-Indonesia Relations



The edited volume has a collection of research papers that were presented in a conference organised by the CCSEAS in 2013. It expounds that India and Indonesia experienced close historical and civilizational relations from the ancient times to sixteenth century ce. During the Indonesian freedom struggle, its leaders were inspired by the anti-colonial views of Indian leaders. India firmly stood for the freedom of Indonesia from the Dutch.

During the post-colonial period, the bilateral relations underwent ups and downs. India's Look East Policy of the 1990s made a phenomenal leap in both the countries' relationship. India by leveraging its soft power, stable foreign policy, non-interference policy established trust among many South-East Asian countries and in particular Indonesia. Indonesia, being the largest country in the region, has been proved as one of the greatest allies of India. After a decade of stable governance under President Susilo Bambang Yudhoyono, Indonesia now has a fairly strong democratic set-up. The country made the transition after thirty-one years of dictatorship of Soeharto, under the leadership of B.J. Habibie, Abdurrahman Wahid and Megawati Soekarnoputri. Now, when both the countries are poised to fly high after having witnessed considerable economic reforms, they need to forge stronger ties in order to further expand bilateral trade and strategic relations.



Faculty Publications

Articles in Journals/web

Deepak, B R ““Lu Xun’s Critique of Tagore: Sardonic irreverence and misunderstanding” in 比较文学丛刊 (Journal of Comparative Literature) pp.147-164(Tianjin Foreign Studies University, China

Deepak, B R “Obama’s India visit and India’s role as a ‘swing power’ C3S Paper No. 0017/ 2015, January 25, 2015 <http://www.c3sindia.org/uncategorized/4783>

Deepak, B R ““One Belt one Road’: China at the Centre of Geopolitics and Geoeconomics?” in Eurasia Review, December 4, 2014 <http://www.eurasiareview.com/04122014-one-belt-one-road-china-centre-global-geopolitics-geo-economics-analysis/>

Deepak, B R “South Asian bloc needs to add China’s growing economic clout” Global Times, 2 December 2014 <http://www.globaltimes.cn/content/894542.shtml>

Deepak, B R “印度卡不住中国进南盟” 《环球时报》 November 27, 2014 http://opinion.huanqiu.com/opinion_world/2014-11/5217364.html

Seminar/Conferences

Deepak, B R “India-China maritime ambitions and naval cooperation: cooperation, competition and overlapping

interests” paper presented at International Relations Conference on Maritime Security: Unlocking India’s Great Power Partnership, organized by Association of Asia Scholars in tandem with the Ministry of External Affairs in Pondicherry Central University on 8-10 December 2014

Deepak, B R “Research on Chinese and China Studies in China and India” Special Lecture at a Refresher Course on 21 November 2014 organized by Academic Staff College, JNU, New Delhi

Ai Longfei delivers a lecture on the ‘Importance of Learning Chinese’ at CCSEAS on Nov 19, 2014

Mr. Ai’s lecture in Chinese, and titled 学好汉语的重要性 mainly revolved around how to make the learning process interesting but Mr. Ai also briefly touched upon India China relations and China in general. Calculating the utilization of world languages, he said, English is most widely spoken language in the world, but at the same time Chinese has also emerged as another popular language along with English, and that scholars across the world have found interest in Chinese economy, culture, trade and politics etc.



Mr. Ai Longfei delivering his lecture

He said that ever since the reforms in late 1970s, China has become the ‘hub of the East Asian development’ and is consistently playing a pivotal role in the development of the world.

Touching upon the India China Relations, he cited old and new examples of the legendary Buddhist monks Bodhidharma, Xuan Zang and Dr Kotnis who served as

flag bearers of cultural interactions between these two ancient civilizations; and emphasized that the students who have and are learning Chinese will be playing a crucial role in Cultural exchange and cooperation between India and China.



On how to “learn Chinese well”, he termed this as a very vast question; however integrating it with the experiences of the teachers present, he began with “language is a skill” statement and later on further developed his thoughts on it by saying, if you like Chinese or have grasped the art of mastering it and its techniques, then it is like a “pleasure” for you.



Minister Yao Jing also graced the occasion, to his left is Dr. Hemant Adlakha, Chairperson of the Centre

Quoting Confucius, ‘知之者不如好之者，好之者不如乐之者’ (those who love to learn are better than those who know, and those who learn it as a pleasure are better than who love to learn) he emphasized the need to treat Chinese learning beyond a meager learning process and to view it more as a “pleasure of life” wherein you are completely immersed in it. It is possible to learn Chinese

well, only when you treat it as your top priority and don't view it as a liability, remarked Mr. Ai.

He introduced five elements of learning, such as a heart, hand, ears, eyes and mouth element.

Heart element (心道) is enlivening your thinking after listening and blending with that of your teacher, grasp their words, imbibe the environment, think hard and encourage yourself to speak more.

Hand element (手道) emphasized the need to jot down their thoughts and findings as no matter how good your memory is, sooner or later you will forget what you have learnt.

Ear element (耳道) emphasized the need to listen sincerely to your teachers in class, focus on their pronunciation, tones and mannerism. If you can listen and comprehend their words, and prepare correct answers in your mind, you are fully utilizing this element.

Eye element (眼道) highlights observing while listening. Your gaze should be fixed on the teacher's writing, the shape / outline of the mouth while the teacher speaks and also their hand movements. He also pointed out that students need to analyze their observation even for puffs of air while the teacher speaks. These all needs great observation and then should be followed by imitation of these skills.

Mouth element (口道) is simple, that whatever you have learnt, you have to speak it out to practice: Practice it in your personal time, and practice in class. He cited his personal example to illustrate to the students the hesitation comes in the way of learning, and that, the students must speak without any hesitation or judgments. The imitation will only begin when students learn to speak freely.

One must not only imitate the sound or pronunciation, but also the tone and mannerism in which it is said. Imitating the native speakers Chinese will benefit more as it pushes you more towards perfection. One must also use day to day life experiences and incidents to practice Chinese.

For other contemporary and simpler methods of learning, he recommended that students must work on three fronts: interaction, texting and online chatting. He

was of the view that while interacting with your friends, one must try and use more of Chinese characters in SMS or WeChat, thereby learning new vocabulary.

(Report prepared by Ms. Manju Hara, Assistant Professor CCSEAS)

“Career and Research Opportunities in Localization” a lecture by Shrikant Chamoli on 28 November 2014

A lecture on localization by Mr. Shrikant Chamoli, who is currently managing a localization segment in a multinational organization was organized by the CC&SEAS on 28 November 2014. It was an effort to create awareness about localization amongst the students of foreign languages



He explained that the ‘Localization’ or *L10N* as it is known in localization parlance (10 being number of alphabets between L and N in the word localization), **is the process of adapting a product or content to a specific locale or market. Translation is only one of several elements of the localization process.** In localizing a product, in addition to idiomatic language translation, such details as time zones, money, national holidays, local color sensitivities, product or service names, gender roles, and geographic examples must all be considered. A successfully localized service or product is one that appears to have been developed within the local culture. According to recent stats the size of localization industry is slated to be \$33.5 billion in 2012 and which will grow to \$37 billion by 2018.

Localization is not all about translating but also changing the entire look and feel of the product, service or even a small behavior to gel well with local norms and culture.

As it happens with every technology, the traditional methods are outdone by new technologies. Translation is not left untouched of this phenomenon and our traditional paper-dictionary-pen methodology will fall short to meet demands of today’s fast moving world.

Tools and Technologies used in translation:

At a high-level, implementation of localization for any product or service requires two levels of skills – project management and translation.

While project management is more involved role and requires a good amount of experience and hands-on, translation is something which can be picked up by any students of foreign language. While this is encouraging it is still a matter for deliberation because our students are not well equipped to take the competency required to



meet speed and agility of current translation and localization world.

Today’s translation is heavily technology oriented. From management of translation work to doing the actual translation is now greatly automated and technology driven. Learning these technologies is now basic competency, without which we are outdoing our scalability.

One such technology is called **CAT – Computer Aided Translation**. Computer-assisted translation, computer-aided translation, or CAT is a form of translation wherein a human translator translates texts using computer software designed to support and facilitates the translation process. A CAT tool breaks texts into segments (sentences or sentence fragments) and presents the segments in a convenient way, to make

translating easier and faster. The translation of each segment is saved together with the source text as translation units (TU). The main function of a CAT tool is to save the translation units in a database, called translation memory (TM), so that they can be re-used for any other text, or even in the same text. This saves time and effort and helps the translator to use consistent terminology. There are many companies who develop and sell such tools. It is utmost important that our students are well versed with such tools. Some companies provide free training too to students of foreign languages and aspiring translators.

Another important tool is terminology management software. These tool types index and categorize terminologies from different type of translations, so when needed these can be easily referred and used. These tools can even be used in conjunction with the



CAT tool. This makes the whole translation process even smoother, consistent, time and cost efficient.

With advancement of technology in localization field some more avenues have come to foray. Fields like Internationalization (I18N), Machine-Translation (MT), Transcreation, Crowdsourcing, Globalization (G11N) etc. are some new knowledge areas. These developments again provide even more opportunities to the professionals and scholars alike.

While in many parts of the world localization is a mature study it is still a burgeoning field in India. While a conscious effort has been put by corporates to localize their offerings - understandably to thrust adoption and consumption of their products – a lot is still desired to accomplish within the realms of Indian academia. This is where our diligent efforts can be. Education on these technological aspects of language learning and usage will enable our students with right knowledge and skill sets.

These efforts must start at ground level with right dissemination of information and knowledge on localization. Endeavors to foster an environment to diversify usability and coherence of languages pertinent today will enable our students hit ground running.

*(Report prepared by Dr. Gautam Jha, Assistant Professor
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