

Abstract

South Asia is one of the most linguistically diverse areas of the world with four language families comprised of more than 650 individual languages. Hindi ranks second and Bengali sixth in speakers of the top ten languages worldwide and many of the so-called minority languages are spoken by significantly greater populations than more widely taught European languages. Because of this astonishing linguistic diversity, no single U.S. university has the resources to address the demand for expertise.

The South Asia Language Resource Center (SALRC) was formed in 2002 by the South Asia National Resource Centers and several other concerned universities to attempt to fill this gap.

The goal of the SALRC is to meet the critical need for human and material resources supporting the teaching and learning of the languages of more than 25% of the world's population. All of these languages are less commonly taught languages (LCTLs).

The new language resource center has as its major themes 1) creation and dissemination of new resources for teaching and research on South Asian languages, primarily via the World Wide Web; 2) support of a joint South Asia summer intensive language institute; 3) pedagogical support for faculty through workshops and on-line materials; 4) development of competency based testing.

Pursuing a process of distributed development to take advantage of faculty skills and interests nationwide, the SALRC started operations with a policy of grant competitions to encourage U.S. faculty to participate in the SALRC's work and to develop teaching materials themselves. In its first 2 full years of operation the SALRC has awarded 27 grants for materials development to 46 faculty at 14 institutions and 2 individuals abroad. Thus unlike other LRCs, the University of Chicago as the host of the SALRC does not itself benefit more significantly than other institutions joined together in the SALRC.

At the SALRC supported South Asia Summer Language Institute (SASLI), 259 students have studied in 44 courses in 9 languages over the past 3 summers.

SALRC workshops have been attended by 207 participants from 54 institutions.

The SALRC is building upon and expanding the achievements of National Resource Centers, American Overseas Research Centers in South Asia, and other institutions with interests in the languages of the South Asian subcontinent. Nearly a half century of Federal funding for foreign language and area training has resulted in many print and audio resources for teaching the less commonly taught languages of South Asia, however these resources are not centrally available. One of our undertakings has been to refurbish and disseminate the best of those older resources in a way that will eliminate duplication and will augment the new tools being developed specifically for the changing environment of language instruction in the U.S.

SALRC's current member universities have great strengths in the numbers of faculty who teach South Asian languages and their vast experience with current and previous programs and projects related to languages of the subcontinent. The broader institutional contexts are also extraordinarily strong, with language laboratories, linguistics programs, and other language pedagogy programs that are among the finest in the world. These strengths are a key component in the success of SALRC. Standing alone, the SALRC could never have such an array of resources as in fact we are able to call into play in this highly cooperative environment.

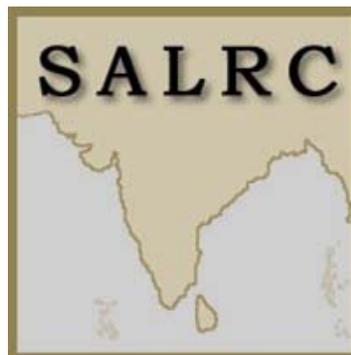
This proposal details building on activities already underway in our first LRC grant, as well as substantial energy in new directions. An important part of the first cycle has been to learn exactly what the national strengths and weakness are of South Asian language teaching and the learning in the United States so that we can deal with relevant issues in the upcoming period.

**U.S. Department of Education
Office of Postsecondary Education
International Education Programs Service**

Language Resource Center Program

CFDA No. 84.229A

**Proposal for Grant Project Period
August 15, 2006 – August 14, 2010**



**South Asia
Language Resource Center
The University of Chicago**

Table of Contents

A. Abstract

B. Project

Mandatory Narrative

Table of Contents

Criteria

1. Plan of Operation	1
2. Quality of Key Personnel.....	18
3. Adequacy of Resources.....	22
4. Need and Potential Impact	25
5. Likelihood of Achieving Results	35
6. Description of Final Form of Results	37
7. Evaluation Plan	40
8. Budget and Cost Effectiveness	45
9. Priorities.....	47

C. Budget

Mandatory Narrative

Budget detail

Optional Narrative

Budget documentation

D. Other Attachment

Mandatory Other Attachment

Appendix 1. Key Staff

- 1.A. Curricula Vitae for SALRC and SASLI Directors
- 1.B. Project Leaders on sub-awards
- 1.C. SALRC Executive Committee members

Appendix 2. Timeline

1. Plan of Operation

1.a. A design to improve the nation's capacity to teach and learn foreign languages effectively.

The institutions that established the South Asia Language Resource Center include all of the current National Resource Centers with a South Asia focus along with other relevant universities¹. Four of the American Overseas Research Organizations are also directly involved in the work of the SALRC². The SALRC thus includes those U.S. academic research institutions most capable of addressing the nation's South Asian language needs.

The SALRC is centered at the University of Chicago with limited staffing to achieve the direction of activities; coordination of participants and to ensure that SALRC's objectives are realized. Much of the granted funds are distributed for subcontracted activities by American faculty at institutions throughout the country. This is distinct from other LRCs where work is carried out at the primary institution. The University of Chicago acts as host for the SALRC and provides an extraordinary amount of benefit to the SALRC but is itself one among many beneficiaries of the LRC grant.

Priorities for SALRC are:

- New teaching resources
- South Asia Summer Language Institute
- Faculty training
- Competency based testing

¹ The South Asia National Resource Centers, FLAS Center and International Studies NRC funded by the U.S. Department of Education for 2003/06 are: Columbia; Cornell/Syracuse consortium; North Carolina Center for South Asia (Duke; North Carolina, North Carolina State, Univ. of North Carolina); Univ. of California, Berkeley; Univ. of Chicago; Univ. of Michigan; Univ. of Pennsylvania; Univ. of Texas; Univ. of Virginia (FLAS center); Univ. of Washington; Univ. of Wisconsin; Univ. of Iowa (Intl Studies) joined by Indiana University, Univ. of California, Santa Barbara.

Important other initiatives

- Technical infrastructure
- Coordination with other institutes
- Community building
- Needs assessment

Priorities

New teaching resources

U.S. faculty are creating new resources, almost entirely designed for broad distribution on the web. Projects are selected after a nationwide competition and selection by outside reviewers. Four competitions have been held for work in 2003-2006. The SALRC also has an on-going mini-grant process that may be entered at any time (grants up to \$5,000). These mini-grants to faculty are encouraged 1) to provide for greater distribution via the Internet of already existing print, audio or visual media materials; 2) for planning assistance for a larger project to be submitted to SALRC or other funding body; 3) web site development for small scale projects.

The creation of resources for teaching and learning South Asian languages has proceeded through iterative cycles. The first activity of the SALRC even before setting up an office was to hold two workshops in early 2003 to assess the needs for teaching materials. One session was for faculty in Hindi and Urdu; the other for all other languages. We endeavored to bring virtually all language instructors in the nation to these meetings and the SALRC paid all expenses for those who were not teaching at NRCs or who were otherwise unable to get funding. The results of these assessments which are up on our website have guided the selection of projects to the present. RFPs for grant competitions have stressed the need for applicants to consider the priorities listed by American faculty in those 2003 workshops in making their proposals.

² American Institute of Indian Studies, Amer. Inst. of Pakistan Studies, Amer. Inst. of Bangladesh Studies, Amer.

In each competition we have brought in 2 or 3 language specialists to judge and offer comments on the proposals. As we refine the process we have most recently taken to first requesting a short letter of intent and summary budget. The review by our panel then eliminates certain applicants and the remainder are encouraged to seriously consider the extensive comments received and to make a full proposal and detailed budget. These are again reviewed with particular attention to budget relevance to project needs and awards granted. Awards have typically been in the \$10,000-\$25,000 per project range. 27 awards have been made through 2006 including 7 mini-grants for project planning. Please see section 4 and Appendix 1 detail on projects and awardees.

The assessment of requests has also led to recognition of important needs that are not being met by this competitive process. In response the SALRC has initiated some projects directly or called for intensive discussions on a particular area. The three primary examples of this in the current period, all of which will extend into the next cycle, are: 1) Development of competency testing (2 faculty hired to start development of Hindi testing (2005-2008)); 2) Development of new materials for Bengali (planning project initiated with 2 faculty and 2 consultants (2005-2006)); 3) Discussion and planning of materials for Kannada (2005. Likely to result in a project for the next cycle.).

The SALRC is being built by stages. We are in the initial period of some trial and error in both materials development and teacher training. Many of the projects in this proposal are to now move the SALRC and the state of SA language teaching in the U.S. to the next level.

Evaluation and refinement of the teaching materials produced is an essential component in the development cycle. Authors use their teaching and learning materials with their own students

at their own universities and in some cases, we test them with students and language teachers at the South Asia Summer Language Institute in Madison.

Finally, our grantees publish their pedagogical resources, often using local Internet servers at their home universities. Publication of complex streaming media can be undertaken in conjunction with SALRC's technical infrastructure team at the University of Chicago. Many of the grantees come to Chicago for technical assistance during the development process. Some authors will seek additional grant funding to expand the teaching materials they have created.

The home institutions of our grantees make contributions to our projects that vary considerably but all are necessarily involved because the developers do their work on their home campuses. In some cases the SALRC grant provides support to a large project with considerable outside funding (Punjabi, Tibetan). The LRC has capped awards so far at \$25,000 but in the upcoming grant period considerably more than that will be allocated to one language development project (Bengali/Bangla) and to testing and evaluation (STAMP).

South Asia Summer Language Institute (SASLI)

A proposal for a South Asia Summer Language Institute generated at an October 2001 meeting of South Asia National Resource Center directors in Madison has resulted so far in three successful summer institutes. The number of students enrolling in intensive summer language courses has been beyond our expectations. This is a national priority activity for the entire field. SALRC's contributions are in 4 areas: 1) A significant financial contribution that covers a major part of the administrative costs of SASLI so that SASLI's own income can cover faculty expenses and allow small enrollment classes to take part (below the host institution's usually permitted lower limit); 2) SALRC creates a week-long workshop in advanced language pedagogy training in the week preceding SASLI. Faculty and teaching assistants are paid an

additional week's salary to attend this training which always combines technological advances with pedagogical topics. SALRC also hires a senior language pedagogue (part-time) to consult the faculty during the summer both in group and individual sessions as well as through classroom observation. SASLI thus serves as a testing ground for the skills acquired in the advanced pedagogy training sessions and the language pedagogy resources developed by SALRC. We expect thus to have a national impact as those faculty return to their home campuses.; 3) SALRC Director sits on the SASLI board and contributes to decision making as well as sitting on the faculty selection committee; 4) SASLI has entered into the grant competition cycle and a materials development grant has been given specifically for development of summer intensive language program oriented course materials in Nepali. Please see section 4.b for SASLI statistics.

Faculty training

South Asian language faculty in the United States are by and large completely untrained in contemporary language pedagogy. As the number of tenure track positions in language continues to decline, the number of untrained faculty increases. And since there has been a large net gain in language faculty overall as many institutions react to either a perceived Federal mandate, heritage student populations or academic interests in the region, the number of untrained language lecturers in South Asian languages has grown dramatically. The problem is not unique to our region. South Asian studies is however perhaps less prepared for this situation because the substantial increase comes just when the generation of well trained senior pedagogues with tenured positions have retired or are retiring.

Faculty training has thus taken on a far greater importance in SALRC's program than was first envisioned when the Center was created 3 years ago. Because of the nature of the LRC that

we want to create, technological training has become a necessity as well. We have created a number of workshops in our first few years and we continue to refine what we do. In general we have chosen a fairly broad topic and then injected a reasonable amount of time reserved for demonstrating the use of contemporary technology. Tools for web-based language programs have been introduced as an integral component of the pedagogy training. All of our workshops have had web sites that provide reading lists for before and after the workshop and depending on the instructor, PowerPoint presentations of work presented so that non-attendees can also benefit. Week long topics in the summer have included *Appropriate Pedagogy: Language, Culture, and Curriculum in The South Asian Language Classroom* (2004) and *Using Technology To Promote Learner-Centered South Asian Language Instruction* (2005).

See http://salrc.uchicago.edu/workshops/salrc_workshops.shtml

The goal of emphasizing technology is to allow South Asian language instructors to develop new materials using the technologies, as well as to adapt older but still useful materials and integrate them into the new formats.

The audience for our workshops has been current teaching faculty and we have specifically recruited some advanced graduate students in language. The faculty have come not only from U.S. colleges but from Government agencies (Defense and State Depts.) and from language programs abroad that serve American students (Amer. Insts. of Indian Studies and Pakistan Studies, Berkeley Urdu Language Program in Pakistan/India, American College (Madurai), Univ. of Wisconsin programs in Benares and Kathmandu).

During the present year, recognizing the dearth of specialists within our languages, SALRC has begun bringing in non-South Asian language specialists to run or participate in workshops (also to sit on Grant Selection committees and on our Executive Committee for advice). This will

continue in the next grant period and is provided for in the budget in the line items for workshop speakers and project consultants.

SALRC is undertaking a completely new initiative at the University of Chicago in Spring 2005. We are creating and running a for-credit graduate student colloquium on *Language Instruction and Technology*. Some of the discussion will be led by faculty from areas other than South Asia. The goal is to interest advanced graduate students in the field of language teaching by discussing new pedagogical strategies and the use of technology in the language classroom. We will consider problems that arise specifically in the context of South Asian languages (such as fonts and computer literacy) and discuss a new two year curriculum for teaching modern south Asian languages. If successful, we would try to involve SA NRCs in introducing such a course on their campuses by offering the complete syllabus, website, reading materials, suggested lecturers and even, possibly, a colloquium leader

Competency based testing

Although an ACTFL test was created some 20 years ago for Hindi it is a) the only South Asian language for which any sort of nationwide test has been created, b) much of its material is outdated and it does not meet the needs of today's classroom, and c) it has never been used outside of one or two campuses in the U.S.

This is a significant gap in South Asian language training in the nation. In this proposal testing has been pushed high up on the priority list by SALRC in consultation with NRC directors and language faculty. Standards-based Measurement of Proficiency (STAMP) is a long term project that is at once of great importance as well as needing substantial thought in terms of costs vs. benefits since the population who will utilize these tests is limited. This project is discussed in detail in section 7.

Important other initiatives

Technical infrastructure

A key ingredient in the SALRC's central position in SA language teaching in the United States is the provision, both intellectually and physically, of the components of a technical and computational infrastructure for South Asian languages. We recognize that this is a long-term investment and a building project. Many of the early SALRC projects have developed in very idiosyncratic ways and that is not without intention. Skill building of SA teaching faculty is also an important component of our work. In the next cycle we will aim at technical solutions with a high degree of standardization in quality.

The University of Chicago has outstanding technical resources both in technology and in personnel who know how to use technology. From the beginning of SALRC, Instructional Technology, a unit of Networking Services and Information Technologies, has been directly involved in our planning and execution. All projects proposed for grants have been commented on by technical staff as part of the selection process. All grantees have either specifically been asked to come to Chicago for training in a necessary area or have been offered the opportunity to do so.

International standards. Commitment to international standards is central to the project's design. This commitment flows from the fact that faculty and staff at the universities involved in the creation of the SALRC are involved in many of the key bodies establishing those standards. Our projects only use Unicode compliant fonts. Further, project staff have made suggestions to the Unicode Consortium on how the character sets for South Asian languages can or need to be usefully expanded for a more accurate display of texts. All electronic resources delivered over the Internet will contain Dublin Core and other relevant metadata. Where bibliographic files are

created the project will follow the USMARC standard for bibliographic records. The Open Archives Initiative technical framework will be used to make project resources visible for discovery by readers in close collaboration with the Digital South Asia Library project, the Digital Library Development Center at the University of Chicago Library, and the Digital Library Production Service at the University of Michigan.

Internet servers and mirror sites. In this next cycle we will determine the need for a shared set of Internet servers to deliver the streaming audio, video and text in South Asian languages for language learning. This will become especially important as the increase in web-based language resources demand resources that some universities do not want to develop and maintain locally. This is a topic that has been waiting for re-examination after the first few years of development. Also during the next cycle SALRC will take on either mirror sites or archiving for many of the language learning resources developed by our grantees and that reside on other institutions' servers. SALRC and the University of Chicago are prepared to take on these hardware responsibilities if that seems the most cost-efficient way to deliver our materials. (see sec. 8)

Programming assistance. Programmers will continue to assist in modify existing "authoring" software to meet the needs of South Asianists and create new software required for production and delivery of language learning resources. Recent successful examples in this area include modifying Japanese character teaching software for Tibetan script(s) (UWisconsin grantee) and adapting a language teaching template developed for UofC's Oriental Institute for an introductory Marathi course (Univ. of Chicago grantee).

Consulting and training services. Participants in SALRC receive training in the use of digital audio and video devices for the creation of materials intended to be integrated into language materials. In addition the UofC's extensively well equipped Digital Media Laboratory lends high

quality equipment to SALRC faculty going out to the field to create materials. On return DML staff can and do give assistance in editing those materials. DML is also equipped to enhance existing materials and has done so with dramatic results. Recent successful examples include digitization for the web and enhancement of Hindi video materials created in the 1980s and widely used in the U.S. (UPennsylvania grantees); digital video and still camera loans for use in India (Syracuse U. grantee); digital video hands-on instruction (grantees from Syracuse, Cornell, UIllinois) and more.

Facilitation of cataloging and creation of metadata. The Digital Library Development Center (DLDC), a department of the University of Chicago Library, has devoted time to SALRC in working toward ensuring that the new teaching and learning resources created by SALRC are findable. In the upcoming cycle DLCD will coordinate the creation of cataloging records and metadata that is, the definition or description of data, for SALRC's language teaching and learning resources. In conjunction with the University of Chicago Library's Southern Asia Department, they will also oversee and coordinate the traditional cataloging of our web-based resources.

Clearinghouse for best practices. Collecting and disseminating information on best practices is seen as an important SALRC function. Examples from our recent work include the enormous work done this year at SALRC that has resulted to date in websites for the Unicode fonts of the 23 most widely used SA languages with more planned. On these sites we provide detailed information, recommendations, downloads (all free) and installation instructions, of Unicode compliant fonts for the first time anywhere.

Please see <http://salrc.uchicago.edu/resources/fonts/main.html> The use of these sites and the comments that we have received are overwhelming. Fonts are perceived as the largest single

impediment to the creation and use of SA language materials. In fact the issues have become fewer and fewer but the user community is overwhelmed with information and without the resources to understand the situation (e.g. creating materials in a word processor vs. reading materials in a web browser). Our website has altered that situation throughout our constituency.

With the support of Chicago's DML team we have set up a site for audio and video standards for SALRC projects. For both the grantee and the technical team that supports her at her institution, this site discusses technical needs from acquisition to delivery.

Ultimately this site will encompass the full gamut of topics, from licensing electronic data through guidelines for production of video suitable for streaming over the Web.

<http://start.uchicago.edu/standards/index.html>

The workshop websites mentioned earlier hold suggested reading lists from some of the most informed scholars in our field. The presentations and discussions are invaluable for those who want to pursue this information.

To enhance the value of our materials and training, we have begun to bring in experts from outside of the SA language world. Consultants with experience in developments in other languages (including two members of our Executive Committee) are planned as integral parts of all materials development projects and workshops. This is in addition to taking advantage of the services and experience of at least three of our sister LRCs (see next paragraph).

Coordination with other institutes

SALRC works with language programs at the South Asia National Resource Centers, non-NRC South Asia programs, the American overseas research centers in South Asia (e.g. plans for joint faculty workshops (Amer. Inst. of Indian Studies); setting up Bangla language program in Dhaka (Amer. Inst. of Bangladesh Studies); SALRC sponsored panel at Amer. Inst of Pakistan

Studies international conference), and institutions sponsored by South Asian governments, (e.g. Central Institute of Indian Languages (Mysore), Bangla Akademi (Dhaka), Center for Research in Urdu Language Processing (National University of Computer and Emerging Sciences, Lahore)). Statistics on the wide range of awards and workshop participants may be found in section 4.a and Appendix 1. This broad sharing of work and experiences is extremely important to our work in this rather small field. SALRC has also already specifically worked with two of the other LRCs (Northwest at Oregon and African National LRC at Wisconsin) and the Directors of several of the LCTL focused LRCs routinely discuss common issues by email (African, Middle Eastern, Central Asian and SALRC). The Associate Director of the Penn State LRC (CaLPER) sits on SALRC's Executive Committee and Grant Selection committee.

Community building

This is an area that has come into sharp focus since the initiation of the SALRC. South Asian language faculty in the United States are sometimes only a single individual on a campus; almost always are in a department whose focus is not South Asia; are overwhelming in lecturer or even more temporary positions; do not receive funding for research, conference participation or professional advancement (nor encouragement). The only professional organization (SALTA) effectively collapsed years ago. An organization that does hold a once a year conference on South Asian languages, SALA (South Asian Linguistic Analysis), is overwhelmingly populated by linguists who do not teach language (9/05-For the first time, SALRC took a full day of this conference at Urbana for a symposium on *Heritage Learners: Overcoming Curricular Challenges*. We offered to pay the expenses of presenters whose institutions would not support them.)

Our grants to support materials development help to build skills and professionalism. Equally so our workshops for which we offer to pay the way for any non-SA NRC participants (and sometimes we have to kick in for the NRC faculty as well). SALRC Executive Committee includes 2 language instructors (both from non-NRC institutions) to represent the perspectives of non-tenured faculty. To encourage further participation in the language training field as a whole and to build professional skills, we offer financial support to any non-tenured language instructor or advanced language graduate student who presents a paper at the national language conferences (NCOLCTL, ACTFL etc.).

Needs assessment

This is where the SALRC started in Spring 2003. Starting from 2 workshops that brought together 74 American teachers of SA languages, we find that we are continually refining the assessment of needs in the field. Those 2 workshops developed priority lists primarily of materials needed. However one theme in the background, testing, we have subsequently picked up as a major component of SALRC's work. After the initial 2 workshops we then held a session on the *Languages of Afghanistan* which brought out an astonishing 47 individuals with varying agendas in this area. This was the first ever conference on the subject and considering how little interest has been shown in studying Afghanistan in this country, this was an amazing event. Much of the work of this group including conclusions relating to language teaching and learning needs in the U.S. is reported on our website <http://salrc.uchicago.edu/workshops/afghanistan/index.shtml> As with much of our other work, network building, consciousness raising and information gathering was a major result of this conference which brought together Federal government departments, NGOs, American cultural

groups, 3 European universities, 2 participants from South Asia and U.S. educational institutions.

We have since held two language-specific workshops (Bangla/Bengali, Kannada) and brought those working in those fields together to specifically identify potential areas of work. Both have resulted in SALRC projects that will continue into the next grant cycle.

SA language faculty meeting in Fall 2005 recommended an open meeting of SA language faculty twice during the next cycle to reassess needs by language. Other work that the group determined were important for SALRC leadership in 2006-2010 were the development of a teacher's "manual" (video based with both theoretical discussion of pedagogy and best practices examples from live classroom settings) and an on-line refereed journal. These are now included in our plans for this cycle.

1.b. An effective plan of management for proper and efficient administration of the center.

The South Asia Language Resource Center does not use a single model of management. Virtually all of the materials projects are written by faculty at American institutions under sub-contracts, often with technical and pedagogical support inside those institutions. The SALRC has initiated some projects but has chosen to contract with faculty to complete them rather than add staff at the LRC. SALRC staff create workshops in both technology and pedagogy but invite outside experts in as leaders or participants. These workshops have been held on several campuses, not at the SALRC itself for maximum visibility and convenience.

A central office in Chicago with limited staff (Director + .5 graduate assistant and 1.0 researcher/workshop organizer) achieves the necessary coordination, oversight and intellectual guidance to ensure that SALRC's objectives are achieved. Materials grants are given on the basis of an open competition with an outside selection committee. Mini-grants are given at any time

with the Director asking for an opinion by an expert in the field. A technical review by the University of Chicago's Instructional Technology group is sought on each grant application. An Executive Committee oversees the Center's operations. Section 2 details these individuals and bodies.

The University of Chicago provides human resources, accounting, grant management and computer support services to SALRC freeing up our personnel for the important work of the Center and ensuring compliance with the terms of our Federal grant as well as those of our sub-contracts.

The SALRC runs an efficient operation that has already resulted in numerous works with an extremely small staff. A high level of cooperation by our participating member institutions and Executive Committee members is certainly a factor in this streamlined undertaking.

1.c. SALRC objectives and Section 603 of the authorizing legislation.

The program detailed in this proposal meets the goal of the Higher Education Amendments of 1998, Title VI, Section 603 (20 USC 1123).

"SEC. 603. LANGUAGE RESOURCE CENTERS.

(a) LANGUAGE RESOURCE CENTERS AUTHORIZED- The Secretary is authorized to make grants to and enter into contracts with institutions of higher education, or combinations of such institutions, for the purpose of establishing, strengthening, and operating a small number of national language resource and training centers, which shall serve as resources to improve the capacity to teach and learn foreign languages effectively."

The University of Chicago which houses the South Asia Language Resource Center is applying for support on behalf of a grouping of non-profit higher education institutions, including all of the Title VI South Asia National Resource Centers (NRCs), one Title VI International Studies NRC and several other American universities with substantive programs in South Asian languages.

Section 603 recognizes seven important areas of activity to enhance the language capabilities of Americans and it suggests one or all of those activities may be part of an LRC's work. The SALRC is actively engaged in projects in all of the recommended areas except one. With exceptions that can be counted on one hand, to date South Asian languages do not form part of the curriculum of K-12 schools in the U.S. Thus at this time we feel that our resources must critically be devoted to other areas (college and university students, faculty, community, business, government) and we do not have projects for K-12 teachers.

Please see sections 1 and 4 for appropriately detailed information on the work of SALRC in support of the basic purpose of LRCs as outlined in Section 603 of the authorizing legislation.

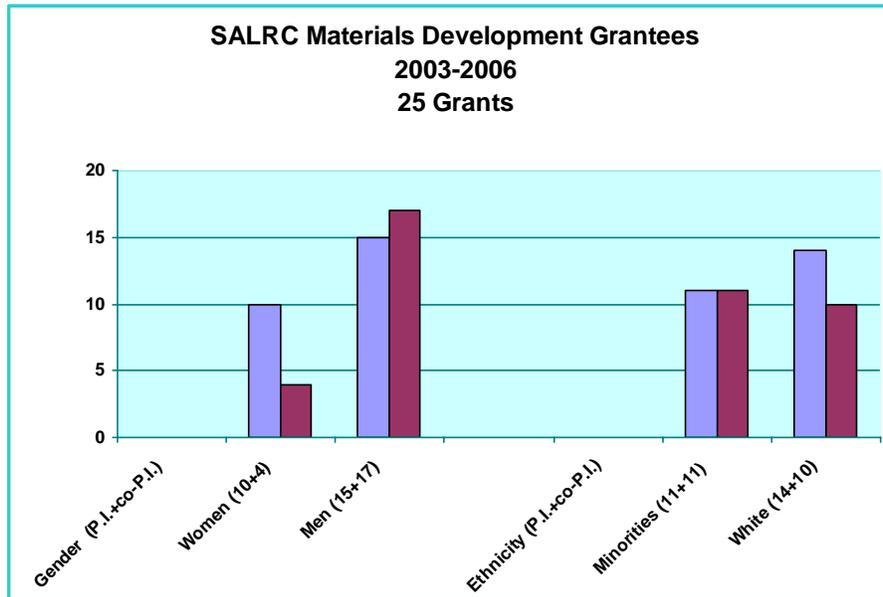
1.d. Use of material and human resources to achieve each objective.

The program described in sections 1.A, 4 and 5 in this proposal elicit contributions of human energy and material resources from all of the U.S. universities with major commitments to South Asian studies. Drawing upon these combined strengths, SALRC has begun to create exemplary teaching resources and to support improvements in language instruction. The format of collaboration and sub-contracting that has been used to achieve SALRC's work has meant a huge collateral investment by those institutions that participate in materials development as they provide faculty time, technical, hardware and software support to their faculty developers.

1.e. Equal access.

The statutory standard for equitable access under Section 427 of the Department of Education's General Education Provisions Act is met through dissemination of the project's resources via the Internet and through wide publicity of the availability of the project's Web site. Most South Asianist institutions in this country provide a link to SALRC.

Grant opportunities are listed on our website; disseminated through multiple listserves and sent to all institutions known to have South Asia language faculty with the request to circularize the RFP to faculty.

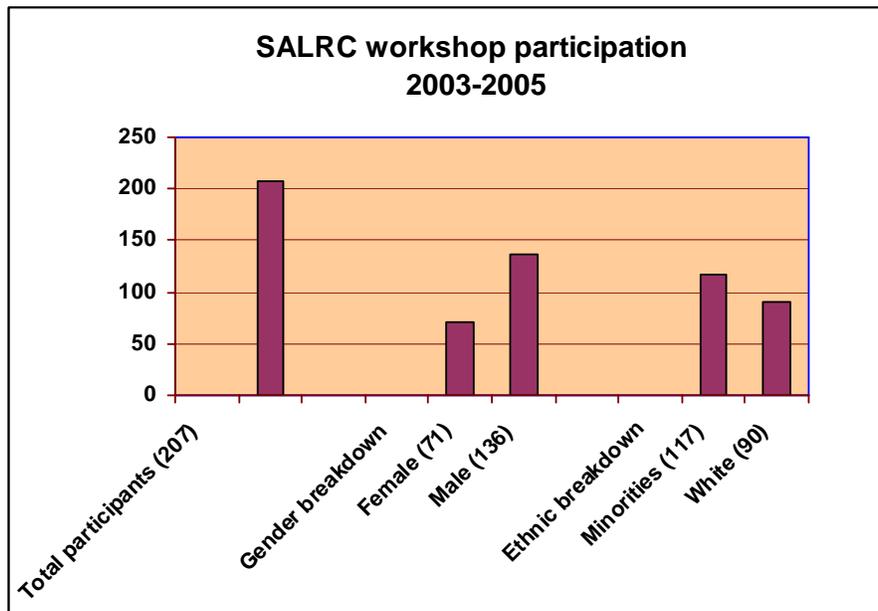


SALRC itself is in a wheelchair accessible space. Realistically as a Center that is to a large extent based in cyberspace, SALRC's resources are fairly universally accessible. We are working in the next grant period toward having each web-based project deploy the latest technologies for SALRC's electronic resources making them and the Web site housing them compliant with the requirements of the Web Accessibility Initiative which addresses the needs of those with disabilities (e.g. visual disabled are assisted in use of browsers by labeled graphics, described video, marked up tables, controlled use of color, and minimized movement on the screen; hearing impaired benefit from captions with audio and sound files as well as provisions for those with other disabilities).

The University of Chicago and the other universities joined together for this application are equal opportunity employers and provide equitable access to, and participation in, their programs

for students, teachers, and others with special needs. Guided by well-established local regulations, neither the University of Chicago nor any of the other participating institutions will discriminate on any basis prohibited by applicable federal, state or local law.

The University of Chicago and each of the other universities hosting South Asia Centers are continuously improving accessibility of their facilities. Each year projects are undertaken to increase accessibility to and within buildings on those campuses. Ramps, curb cuts, signage, and lifts are examples of facilities work of the last several years. Accessible workstations (in computer labs) and adaptive technology (in the libraries) are examples of other ways in which the universities are enhancing accessibility. The process of accommodation is quite individualized, and accommodations may take many forms.



2. Quality of Key Personnel

2.a. Qualifications of the center's directors.

Abbreviations: SA (South Asia), SANRC (South Asia National Resource Center), AORC (American Overseas Research Centers), SASLI (South Asia Summer Language Institute)

The Director/Principal Investigator and the Summer Institute Director have extensive experience managing complex projects with federal and private funding. This is reflected in the brief curricula vitae included in Appendix 1. Their aggregate experience includes direct engagement with many major, grant-funded initiatives related to South Asia, both at the level of program formulation for national bodies and management of specific projects. They are active in South Asian studies through participation in organizations such as the Association for Asian Studies, the various AORCs (Amer. Institutes of Indian, Sri Lankan, Pakistan, Bangladesh, and Afghanistan Studies).

The Director (.75 FTE, Federal funds) manages all of SALRC's activities: all grant activities described throughout this proposal from conception of RFP to awards and contract management; ensuring the availability and accessibility of completed project and SALRC created resources; organizing meetings of the Executive Committee; providing language teaching, training, policy leadership to NRCs, other South Asia centers and individuals throughout the U.S.

Steven Poulos (Ph.D., University of Chicago, Hindi and Urdu) is the founding Director of the SALRC and qualified for this position. Coming to this role from running the South Asia National Resource Center at the University of California, Berkeley, for 13 years and as a language specialist himself, Poulos is intimately familiar with the very problems with which the SALRC (and in fact all LRCs) grapple. This proposal speaks to those issues. Poulos also directed an overseas language program, the Berkeley Urdu Language Program in Pakistan for 9 years. He has been a trustee of two of the American overseas research organizations that are involved in and manage a huge percentage of American scholarly research in South Asia (Amer. Insts. of Pakistan and Bangladesh Studies) and he is a member of the Board of Trustees of SASLI. Poulos' C.V. is found in Appendix 1.A.

The South Asian Summer Language Institute (SASLI) Director, J. Mark Kenoyer (Ph.D., Univ. of California, Berkeley, South and Southeast Asian Studies (Archaeology)) is responsible for the running of SASLI from faculty and student recruitment until the end of the institute each August. In consultation with the SALRC Director and SASLI Executive Committee, Kenoyer determines the Institute's programmatic offerings, secures faculty and teaching assistants, oversees introduction of new resources into use at the South Asia Summer Language Institute (SASLI) and is fully responsible for the financial management of SASLI. J. Mark Kenoyer is Professor of Anthropology, Univ. of Wisconsin, Madison, former Chair, Department of Anthropology at Wisconsin, present Director and P.I. of the South Asia NRC at Wisconsin and newly elected President of the American Institute of Pakistan Studies. Born in India, Kenoyer has an outstanding command of three South Asian languages. His C.V. is found in Appendix 1.A.

2.b. Qualifications of the faculty and other professional staff members.

There are no faculty hired by SALRC. The only professional appointment is a research and workshop development appointment held by a well qualified recent University of Chicago Ph.D. in South and Southeast Asian Studies (Prithvi D.C. Shobhi) who also worked at and contributed to the SALRC as its graduate student assistant during the first two years of SALRC's existence. His fields include Kannada and Sanskrit.

The Executive Committee has been designed to be an active body directly participating in the work of the SALRC and not just as an advisory body. Members include respected South Asia scholars from the social sciences and humanities who make active use of their language skills in research. It is composed of 2 South Asia National Resource Center directors, two American Overseas Research Center presidents (or a representative), 2 South Asian language teaching

faculty (currently from non-SANRC institutions), 2 non-South Asian linguists with substantial background in web-based teaching products, SASLI director (who is also a SANRC director and AORC president) and the SALRC director. Most members serve for 3 years except the AORC representatives where there is a 2 year rotation to familiarize all of the AORCs with the SALRC's work. The Executive Committee assesses needs for teaching materials, reviews grant proposals and performance on SALRC's awards and subcontracts, assesses the quality of resources produced and disseminated under SALRC, examine costs associated with preparation and delivery of information, and may review the entire operation (reviewed in Spring 2005, see section 7). The Committee meets semi-annually in conjunction with the South Asia Conference held in October at the University of Wisconsin and the Association for Asian Studies meeting in the spring with frequent email consultation. A list of Executive Committee members is included in Appendix 1.C.

Faculty relevant to the SALRC's programs are for the most part our grantees who are creating the language teaching materials for tomorrow's students of South Asian languages. In Appendix 1.B we have listed those faculty who have been given awards since 2003 with an indication of those projects that have been completed and those that are in process.

2.c. Percentage of time the center director and all other faculty and staff will commit to the center's program.

The Principal Investigator and Director, who took early retirement from Berkeley, is budgeted for 75% of his time and the Summer Institute Director receives a one month salary (50% paid by this grant). The SALRC staff consists of a 50% FTE program assistant and a 100% FTE post-doctoral projects and workshop organizer. The figure for Poulos, who has no other responsibilities and thus actually devotes 100% of his time to the SALRC, and for Kenoyer of

time as portions of full-time positions are conservative and represent salary figures rather than actual time commitments.

Though it is not required and not truly quantifiable, the participating universities provide an enormous amount of faculty and staff time as cost-share contributions.

2.d. A commitment to encourage applications for employment from persons who are members of groups that have been traditionally underrepresented.

The University of Chicago has clear University policies and procedures that are available at <http://hr.uchicago.edu/policy/>. Concisely stated, "The University of Chicago offers equal opportunities in employment to all employees and job seekers. No person shall be discriminated against regarding employment because of age, ancestry, color, disability, gender identity, marital status, national origin, parental status, race, religion, sex, gender, sexual orientation, source of income, or veteran status. This policy includes the commitment to maintaining a work environment free from unlawful harassment."

<i>2003-2005 SALRC staffing*</i>	<i>Minorities</i>	<i>Women</i>	<i>Total</i>
Researchers	2	0	2
Graduate student and other assistants	2	2	3
Total	3	2	4

*One individual has worked in both roles.

3. Adequacy of Resources

3.a. Adequacy of facilities to conduct the operations of the center.

The SALRC differs from traditional Title VI centers in two important ways. First, as is described in most sections of this proposal, a large percentage of SALRC's work is sub-contracted out to American faculty primarily located on the campuses of our member institutions. We thus draw on an amazing array of human and technical resources in many locations throughout the United States. Second, a major percentage of our work resides in cyberspace.

Abbreviations: SA (South Asia), SANRC (South Asia National Resource Center), AORC (American Overseas Research Centers), SASLI (South Asia Summer Language Institute)

The South Asia Language Resource Center builds upon and expands the considerable aggregated resources at our eighteen member universities. The most notable strengths are the sophisticated faculty language resource centers at each university for use during the academic year and especially that of the University of Wisconsin-Madison for use in conjunction with the South Asia Summer Language Institute.

At the University of Chicago four outstanding areas of expertise are available to the SALRC and for grantees that we bring to campus for training or technical support. The Digital Media Laboratory (DML) area of Networking Services and Information Technologies (NSIT) holds workshops for SALRC grantees especially oriented toward the use of digital audio and video media in the development of on-line products. DML also provides audio and/or video kits of the appropriate quality equipment for our grantees to use when traveling abroad to gather authentic materials and handles media editing and upgrading for grantees. The Web Services area of NSIT will be the key unit in a complete reworking of the SALRC website and interface mechanism for distribution of language products via the web in 2005-2007. The Humanities Division computing staff provides on-going technical support specifically for the SALRC itself. And the initiative announced this year to create a totally new Foreign Language Resource Center (FLRC) at UofC means for the SALRC specifically a work area for professional and pedagogical training of language faculty and a research and development area with staff expertise and equipment for the development of teaching materials and research. Discussion with the newly named director indicates that we will take advantage of the staff for smaller development projects. We have already utilized previously existing well-equipped space for larger faculty workshops. Now with a new capital investment of over \$1 million we can expect by Fall 2006 to have the very latest in a “smart” classroom environment to be available to us in addition to skilled personnel.

Some of the data entry work for SALRC has been undertaken in overseas facilities and this will continue. Digital film, audio and photo needs have also utilized studio and skilled technicians in South Asia. Conducting digitization work in collaboration with institutions in South Asia is prudent and productive. First, work by staff in South Asia engaged and trained for technical activities is of high quality. Second, there are many individuals with the requisite language expertise in the pool of potential employees. Third, the expense of salaries for staff in South Asia is considerably lower than that in the U.S. And, fourth, this collaboration with colleagues in the subcontinent provides benefits to both parties, enhancing cooperation between the U.S. and South Asia and serving as a model for other projects.

3.b. Adequacy of equipment and supplies for the tasks of the center.

The University of Chicago in 2005 tripled the space allocated to SALRC which provides very nicely for our staff of 2.5 individuals, computers, other hardware and files. The Director lives in California and telecommutes to the Chicago office with multiple visits each term to Chicago. He is also given office space at the University of California, Berkeley, for the SALRC.

The need for traditional supplies, paper files, multiple phone lines etc. is much less than the usual. The support requested for equipment and supplies is extremely modest relative to the benefits.

The universities involved in the SALRC have Web servers already available for delivering language learning resources. Those servers have been used for many, but not all, of our grantees' activities. In the proposal period we will be moving into a period where the SALRC expects to provide the server for our largest project to date, Bangla language materials, and to create mirror sites for many of our projects both to ensure permanence as well as convenience. Through the newly created and well-funded Humanities Research Technology area of the University of

Chicago, the Humanities Division has already indicated that it will provide the capacity that we need however this proposal anticipates the potential purchase of a limited amount of Web server and backup equipment needed to accomplish the specific objectives of the South Asia Language Resource Center. The Humanities Research Technology group will become a focal point for SALRC developmental support in the upcoming period providing workshop space and consultation (newly appointed Language Research Center pedagogy director), the latest equipment for project viewing and development, testing space, project hardware, software and development consultation.

All SALRC members are Charter University Participants in Internet2. Internet2 will provide “broad band width” which is ideal for delivering video, the foundation of many of the tools SALRC is developing for language teaching.³

Matching funds are not required for this proposal, but if they were, the contributions of the 18 universities to the SALRC’s projects would by the most conservative estimate, exceed a one-to-one ratio. These strengths are a key component in the success of the South Asia Language Resource Center.

4. Need and Potential Impact

4.a. Need for the proposed materials or activities.

The materials created by the SALRC do not reproduce any existing resources. Contemporary teaching materials for SA languages simply do not exist. No teacher training has ever been provided specifically for the teachers of our languages. Uniform, competency based testing materials do not exist for a single South Asian language.

³ The Internet2 consortium, as described on its Web site at <<http://www.internet2.edu/>>, includes more than "207 universities working in partnership with industry and government to develop and deploy advanced network applications and technologies, accelerating the creation of tomorrow's Internet. Internet2 is recreating the partnership among academia, industry and government that fostered today's Internet in its infancy."

The U.S. Congress provided a compelling rationale for establishing a Language Resource Center for South Asia. In the aftermath of the attacks of September 11, Senate and House conferees considering appropriations for the Department of Education stipulated that \$1,000,000 should be appropriated "to establish three new language resource centers, each specializing in

either Central Asia, the Middle East, or South Asia, to develop the resources needed to improve foreign language teacher training for less commonly taught languages, including research curriculum and other instructional materials, and language pedagogical strategies. The conferees encourage the development of up-to-date, interactive multi-media materials specifically tailored for targeted language instructional needs."⁴ In addition, Congress appropriated more than \$5,400,000 "to double the number of Title VI Foreign Language and Area Studies (FLAS) fellowships to students pursuing advanced training" in the languages of those areas. The SALRC was born as a direct response to Congressional mandate.

South Asia comprises India, Pakistan, Afghanistan, Bangladesh, Nepal, Tibet, Sri Lanka, Bhutan, and the Maldiv Islands and is one of the most linguistically diverse areas of the world with four language families comprised of more than 650 individual languages. Many of the so-called minority languages have populations greater than the populations of entire countries in other parts of the world. Because of this astonishing linguistic diversity, no single U.S. university has the resources to address the demand for expertise. SALRC is structured to assist in meeting this pressing need.

This area has been the site of major civilizations since at least 3,500 B.C. The intellectual domain is enormous, both in geographical area and chronological expanse. Considering the number and quality of publications, Ph.D.s awarded, and courses, including languages, taught, North American scholars have contributed more to the knowledge of South Asia since 1960 than any other region save the subcontinent itself. The growth of knowledge about the region has been supported by five decades of funding from the U.S. Department of Education for foreign

⁴ U.S. House of Representatives, 107th Congress, 1st Session, 2001, Report 107-342, p. 159.

language and area training. This sustained support has produced a knowledgeable and demanding body of scholars and policy makers with demonstrable capacity to use the languages of South Asia and comprehend the nuances of South Asian civilizations. It is critically important that this base of knowledge is refreshed by young scholars entering the field. A command of South Asian languages remains an essential prerequisite for serious scholarship in all of the academic disciplines. To perform as admirably as previous generations, students need more extensive and flexible access to language instruction. The SALRC addresses that need.

Beyond the primary audiences of scholars, other important groups of language learners will be well served by the pedagogical resources prepared and disseminated under this project. These include business people; school teachers; and government officials. Through the SALRC's work, the needs of a wide array of U.S. citizens for ready access to new and unique language learning resources will be met. They will be able to turn to the project's site on the World Wide Web for free and dependable instructional resources of the highest accuracy and integrity.

Political instability in certain regions of South Asia makes it unlikely that students will be able to study certain languages in the subcontinent. Examples of conflicts adversely affecting opportunities for the in-country study of languages include the Maoist insurgency in Nepal complicating the study of Nepali, communal violence in Gujarat making it difficult to study Gujarati, separatist unrest in Kashmir and Sri Lanka making it unsafe to study Kashmiri and Sinhala, and continuing instability following the attacks of September 11 complicating the ability of students to study Pakistan's languages. These uncertainties make it imperative that quality language instruction as well as resources for language learning be available in the U.S.

SALRC projects completed, 2003-2005

<u>Language</u>	<u>Content</u>
100% SALRC and grantee home institution supported	
Sindhi	Elementary level course (script + 6 lessons) (Ph. I)
Tamil	Elementary course
Pashto	Hi intermediate/advanced texts + audio
Pashto	Proficiency exam *
Nepali	Intermediate materials upgrading
Hindi	Intermediate vocabulary (digital dict. and search)
Urdu	Intermediate level course (planning)
Kannada	Elementary level course (planning; digital audio files)
Marathi	Elementary level course (planning; digital audio files)
Bengali	All levels (planning; research)
All SA langs (Urdu used as example)	Handheld/ wireless technology for lang. learning (modelling and research)
Limited percentage of support by SALRC	
Tibetan	All levels (lang+culture) (digitizing a/v files)

SALRC projects in process, 10/2005

100% SALRC and grantee home institution supported	
Nepali	Elementary-->advanced courses **
Urdu	All levels (literature) (flexible digital course pack)
Sindhi	Elementary level course (continuation of Ph. I) (Ph. II)
Marathi	Elementary level course
Tamil	Intermediate level course
Hindi	Upgrading and digitizing existing video materials **
Tibetan	Elementary literary course
Hindi	All levels (curric. planning + elem. course)
Telugu	Multimedia dictionary + audio/video
Sindhi	Digital dictionary
Bangla	All levels (curriculum planning and lesson modelling)
Limited percentage of support by SALRC	
Punjabi	Elementary level courses
Tamil	Digital dictionary

All projects are web-based except (*) which is on a CD.

** Project is 90% or more complete.

With budgetary strictures at many universities the number and variety of language courses taught has been reduced at some institutions. Courses with low enrollments are often targeted for elimination. Offering language instruction through SASLI, the South Asia Summer Language Institute, is one of the responses being offered to this problem. Distance education using resources created by SALRC would help to ensure that the national capacity for teaching less-

commonly-taught languages remains strong. Two of the current SALRC projects (Elementary Sindhi and Elementary Punjabi) are specifically being designed with distance education in mind. The Sindhi course recognizes that no institution may have a sufficient cohort to run a course although the design provides as well for a classroom based course. The Punjabi course which is expected to be used in classrooms in the University of California and California State University systems takes into account the enormous Punjabi American population in California who may want to take advantage of formally learning the language while living in off-campus areas (often rural) in California. These potential language learners enroll in a University of California, Davis, extension program over the web.

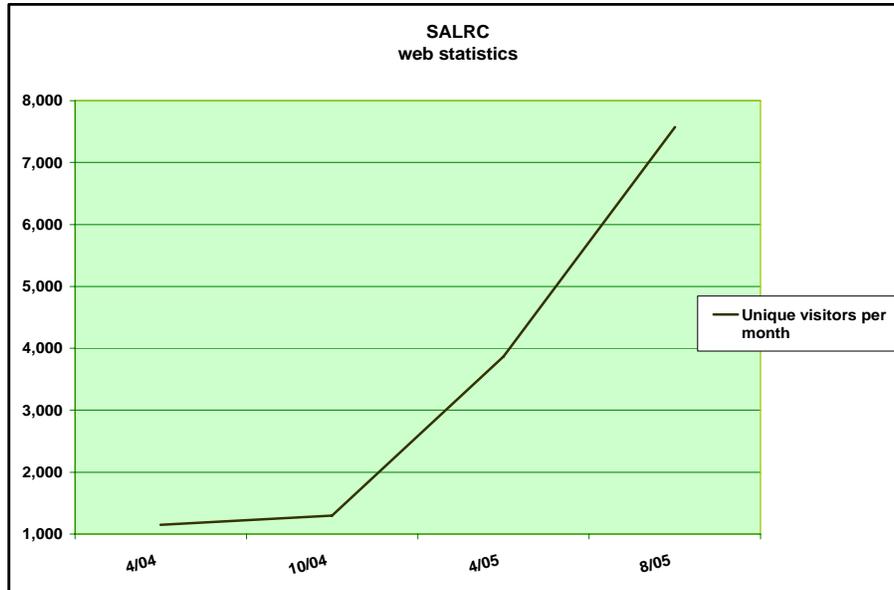
4.b. Extent of use for the proposed materials.

In its first 2 full years of operation the SALRC has awarded 27 grants for materials development to 46 faculty at 14 institutions and 2 individuals abroad. These faculty have a vested interest in using the newly created materials at their home institutions where a large percentage of students who study South Asian languages are to be found.

The SALRC's focus is on the internet and using its full potential in disseminating the language teaching and learning resources that we create. Distribution of the materials over the Web will be an aid to language learners here and abroad. The chart above shows how much work has already been accomplished or is underway in the short life of the SALRC.

The 2006-2010 period will be used to upgrade both web capacity and web usefulness with the SALRC site emerging as the portal for access to SA language materials. Redesign of our site being initiated in 2005-06 will provide better support for this objective. Even in this early period of providing detailed bibliographic, workshop, grant and font information, our site has obviously become a reference point for many in the SA language field. Unique visitors, a preferred way to

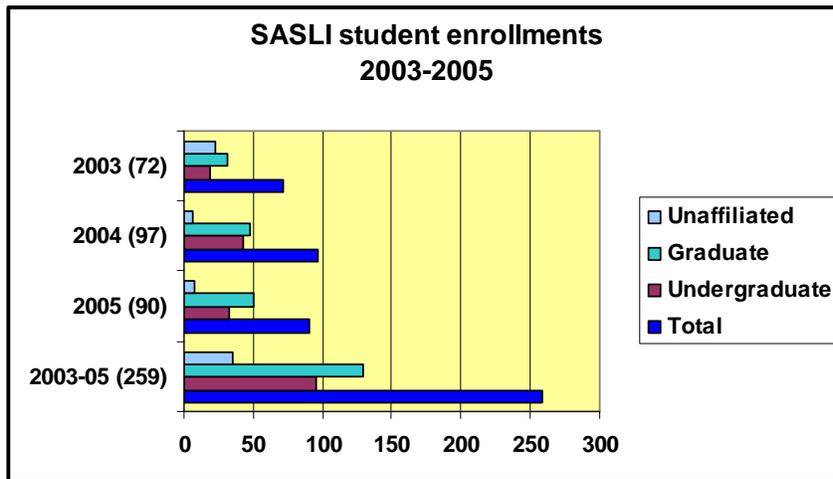
look at web statistics, shows a 559% increase from Spring 2004 to Summer 2005 and a 96% increase in the four months from April 2005 when our massive font database was introduced.



Web-based instruction and language reference resources will be freely available to all. Although SA languages are virtually non-existent in the K-12 curriculum in the U.S., the SALRC has identified a very few schools that are potential users of our materials and we expect to make a special effort to reach those school districts in the upcoming period.

Effective dissemination of our digital resources via the web and information about the summer programs is essential to our mission. SALRC's web site allows readers around the world easy access to electronic resources for language learning. Listserves, NRCs, LRCs, other institutions and individuals receive information on changes and advances in the SALRC's work.

Our joint summer intensive language program, SASLI, has brought SA language study to a significant number of new students from many institutions. In our first 3 summers, 259 students have studied in 44 courses in 9 languages. A major objective of the summer program, to provide instruction to those who are not at the major institutions where SA languages are available during



the academic year or who are not students (unaffiliated on the chart) but who need or want to enhance SA language skills, has been successful beyond anything we might have imagined.

2005 SASLI students came from 48 institutions; 2004 students, 45 institutions; 2003 students, 31 institutions. A second important SALRC goal for SASLI, the training and cross-fertilization of faculty to send back to their home institutions with both the week-long pre-SASLI workshop as well as ongoing support during the summer is off to a good start with faculty drawn not only from SA NRCs but from 2 non-NRCs and 2 Indian institutions that serve as bases for American students doing advanced language study abroad.

4.c. Contribution of the proposed work and activity to strengthening, expanding, and improving programs of foreign language study in the United States.

Section 1.a spoke to the priorities for the SALRC:

- New teaching resources
- South Asia Summer Language Institute
- Faculty training
- Competency based testing
- Technical infrastructure
- Coordination with other institutes
- Community building
- Needs assessment

Each of these is relevant in this area.

New teaching resources are essential to the improvement of SA language programs. Those materials that do exist are terribly outdated and for most of the region's languages there never were satisfactory teaching materials for American students. SALRC's criteria for selecting instructional materials specifically consider authentic cultural material. The flexibility of web-based material to allow video, audio and text material to be incorporated into language courseware is a huge stride in the tools available to language instructors and in the acceptability and understanding by students. Recent examples used include original audio-video material shot in Lhasa for studying beginning to advanced spoken Tibetan both in colloquial and literary contexts; Tamil projects include selected speech contexts using native speakers in India in temples and stores demonstrating (among other topics) the highly diglossic nature of Tamil. For a society in which films reign and film stars are political leaders, the Tamil projects take authenticity to a new level with movie stars acting in our courseware in situations created by the developer; the Sindhi project records spontaneous dialogues between Sindhi native speakers in the U.S. on topics provided by the developer; two of our projects in Nepali and Hindi recycle previously recorded and videoed on-site situations and digitally remaster them. In many cases instructors have already started to incorporate SALRC generated material into their courses (e.g. Introductory Tamil; Hindi digital video materials; Pashtu literature; Digital Tibetan Library; Basic Hindi vocabulary).

These teaching resources can enable distance language learning by students not able to meet face-to-face with one of the few U.S. instructors for certain least commonly taught languages. Two of our projects are specifically aimed at distance learners. They presume the probable absence of an instructor and are structured accordingly (Sindhi, Punjabi). On-line dictionaries

currently being worked on will complement grammars and readers (Telugu, Sindhi). These language resources will be valued by "heritage learners" as well as others.

The SALRC's direct participatory role in intensive summer language study specifically expands the possibilities for students from institutions where SA language instruction is not available (1.a, statistics in 4.b).

Faculty training which is essential to improving SA language study in this country where there are so few trained SA language faculty has been spoken to in terms of pedagogical training and technological training offered by SALRC (see 1.a). Particular emphasis on the lecturer level at universities places the support exactly where it is needed and precisely where institutions themselves do not provide it. Our further emphasis on outreach to faculty at non-NRCs also aims to strengthen programs that have little or no other support. The development of language-specific training manuals discussed in 1.a. is another step recommended by faculty to assist new entrants into language teaching. Technical training for faculty is desirable for all language faculty to create useful materials and to keep abreast of currents in the field. For many at the lecturer level, this is their only specialized training. The benefits to their home institutions are considerable. 207 individuals from 54 institutions have participated in our workshops in pedagogy, technology and goal setting. Faculty development has been fostered by SALRC offering to support faculty who present at major conferences and by having SALRC-specific panels at major conferences with papers presented by our grantees and others in our field. At the Fall 2005 Executive Committee meeting the SALRC decided to make a specific push in the future by encouraging participation by SA language faculty in general language conferences; starting an on-line occasional refereed journal; getting copyright permission to a few specific relevant articles each year and putting them on our website with commentary by a SA second language acquisition

specialist on the practical use of the material in the classroom; and finally in all of the above situations to commission of papers done jointly by a theoretical linguist and a SA language specialist. Small working groups of SA language faculty will take responsibility for each of these topics which will be in place before the end of AY 05-06. This emphasis on the value of research and of sharing results rarely reaches the language lecturer on most campuses but ultimately yields important results in teaching. This is one of the most appreciated aspects of SALRC's work.

Detailed elsewhere (secs. 1a,7) is work in competence based training utilizing the STAMP project which will further higher standards of language competence in our languages in the future.

The World Wide Web, as noted throughout this proposal, will be used for broad dissemination of new digital resources created for teaching and learning South Asian languages. Some projects also have CD or print media components or supplement existing print or video materials; however the vast majority of work to be accomplished by the SALRC is for web distribution. This expands the horizon for potential students beyond the traditional classroom environment in addition to the enhancement of the learning process for all.

Strengthened collaboration between the Language Resource Centers takes advantage of the best people in our field and already created products. In section 1.a we discussed our collaboration with a) the Northwest LRC in developing testing modules; b) the African LRC whose Director has been a workshop leader; c) the Penn State LRC whose Associate Director sits on our Executive Committee and has been a member of our grant selection committee; and d) in an area of common interest, the Central Asia LRC participated in our path breaking *Languages of Afghanistan* Conference. Also in section 1.a we mention collaboration with South

Asia language research centers abroad. Projects are underway with faculty at the Research Institute for Languages and Cultures of Asia and Africa in Tokyo and the Center for Research in Urdu Language Processing in Lahore. Conversations have started with the Central Institute of Indian Languages in Mysore, and the Bangla Akademi, Dhaka, with both of whom it is virtually certain there will be joint work in the upcoming 4 year period.

This project's target audience will be well served by the resources provided. The 2000 U.S. census shows more than one million Americans who trace their heritage to the cultures of South Asia. SALRC resources will serve "heritage learners" among this population. In addition there are the students and scholars of South Asia studies; Federal government personnel especially in the Defense and State Departments and the CIA; for profit and not for profit businesses that work in or want to gain a foothold in the huge emerging market of South Asia. Finally, those outside the U.S. will be well served by the resources freely available over the Internet. It is important to recall that the South Asian subcontinent encompasses more than 22% of the world's population and that access to the Internet is expanding rapidly in that region. Increases in internet usage over the past five years for the three major countries in the region are astonishing (India, 684%; Pakistan, 1020%; Bangladesh, 143%--United States, 112%). India alone has the fifth highest number of internet users in the world today.⁵

5. Likelihood of Achieving Results

5.a. High quality of the outlined methods and procedures for preparing the materials.

SALRC grantees are moving forward with our support toward incorporating the latest in pedagogical thinking with the considerable advances of contemporary technology. Advised by

⁵ "Internet usage information comes from data published by Nielsen//NetRatings, by the International Telecommunications Union, by local NICs, and by other reliable sources."
<http://www.internetworldstats.com/> Updated, July 25, 2005

experts in technology both on their home campuses and from the SALRC and brought together with others in the field, including experts from outside of South Asian languages, at our workshops. Many of the veteran South Asia language faculty in this country have experience with producing high quality print media materials for by necessity they found nothing at all when they entered the field. In some of our languages these materials are often the only ones available. Newer faculty in the field have been encouraged to participate, often by direct recruitment, and we have had some very good results from them (e.g. Sindhi on-line; Elementary Tibetan; rehabilitation of elementary and intermediate Nepali courses; Digital Urdu literature course pack). And in the most recent round of grants for the first time we have had extremely high quality proposals from abroad, two of which were given grants (Sindhi digital dictionary; Pedagogical dictionary of Telugu). In both cases these foreign faculty were brought in by American colleagues to create materials in areas of their expertise.

The incredibly detailed analysis by our various grant selection committee members (including experts from outside SA languages) has resulted in initial proposals often being redrawn and reshaped into much tighter and appropriate projects. SALRC's procedures are detailed elsewhere in this proposal in section 1.a. The SALRC Director's ongoing interest in the project from start to finish ensures both a sounding board for the developer as well as a check on progress. Two experts in the use of technology for the development of pedagogical courseware sit on our Executive Committee and provide valuable advice about the direction of the SALRC. All of SALRC's workshops to date have had a major hands-on component for materials creation along with theoretical considerations of pedagogy.

5.b. Practicability of plans.

The SALRC's plans have already produced results—this is not simply a plan for the future. The chart in section 4.a (above) shows 12 projects completed in our first two years, some of which were to develop plans for future projects. 13 more projects are already underway. These include building on earlier investments made by the Department of Education in converting materials to digital resources and refurbishing them for contemporary use or adding an essential component to projects heavily funded by Federal or other sources.

There is ample evidence in sections 1 and 2 of the staff and institutional strengths available to SALRC. The plans delineated in those sections are carefully constructed and practical, based upon the experience of the principal staff in comparable projects. The SALRC has the attention of several key individuals at the University of Chicago who help make this center happen on the UofC campus: Dean of Humanities Danielle Allen; the two Associate Deans in the Humanities, David Thompson and Kathleen Fabini; chair of the Committee on International Studies Kathy Morrison (a South Asianist); Senior Director for Academic Technologies in Networking Services and Information Technologies, Chad Kainz, and, the new director of the Humanities Research Technology Group, Arno Bosse.

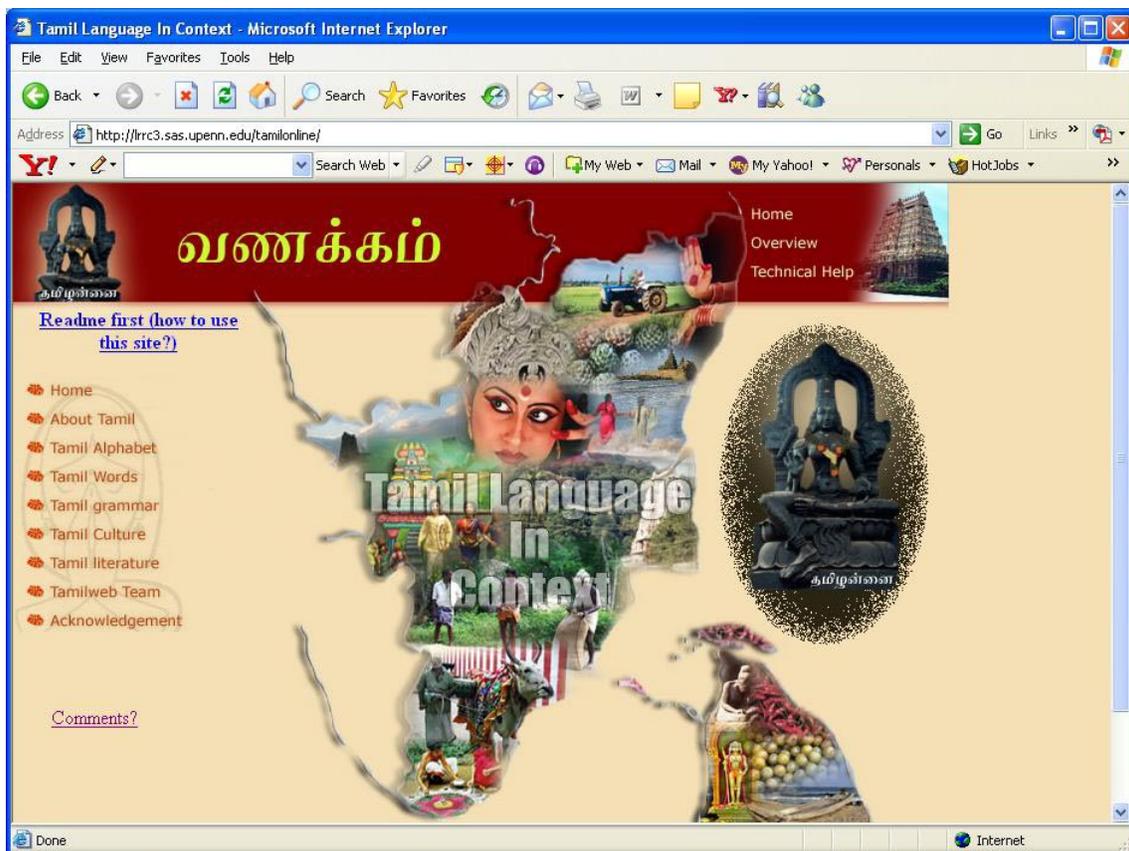
SALRC builds upon strengths and demonstrated successes at individual institutions and consortia of institutions. Our track record to date should be a good indication of successes to come. Furthermore the SANRCs have shown their commitment to using SALRC products in the budgets that they are now submitting for renewal in that many are providing for financial support of the SALRC of one or another specific program each year during the next four years.

6. Description of Final Form of Results

Beginning with the listing of the SALRC's priorities on the first page, the first four sections of this narrative discussed reasoning behind the expectation of outstanding results based on the work of our first two years. Personnel involved (App. 1. A,B,C), resources discussed earlier,

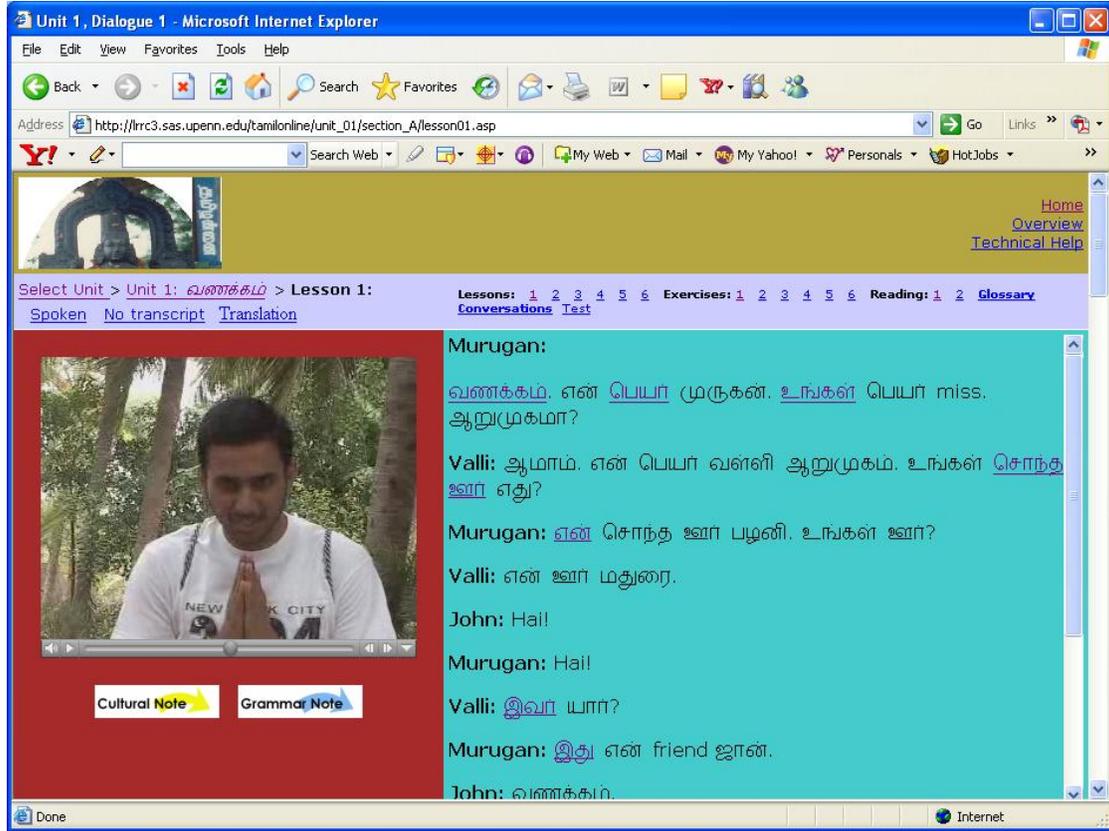
need and enthusiasm are important ingredients in our success and section 5 discussed the expectation of high quality results.

Some of the results of the first 2 years of the SALRC's operation are already in use on American campuses: web-based (elementary Tamil course (see screens below); advanced Pashtu readings; digital video Hindi materials to accompany existing texts; searchable on-line Hindi vocabulary list accompanying existing digital and print materials) and CD based (Pashtu proficiency test). Future projects will build on the technical and pedagogical knowledge gained from the first round of grants. Quality, accessibility, end user outcomes will only improve. The chart in sec. 4.a shows specific results to date and to be expected.



Home page of the interactive first year Tamil course developed by Dr. V. Renganathan, Univ. of Pennsylvania. Menu on the left leads to additional cultural and grammatical material available outside of the individual lessons. Technical help gives simple download instructions for the freely available QuickTime program needed for the video and a Tamil “typewriter” for later lessons that demand writing.

Abbreviations: SA (South Asia), SANRC (South Asia National Resource Center), AORC (American Overseas Research Centers), SASLI (South Asia Summer Language Institute)



Lesson 1. All lessons have video and audio components. Note links to cultural and grammatical notes; translation; glossary; ability to turn transcript on and off within the lesson.

SALRC teaching and learning resources are presented to readers in an effective manner.

Virtually all projects are in digital form. Some projects have ancillary printed materials available as part of the product. Our grantees are supported by leaders in the development of new technologies for dissemination of scholarly knowledge in the social sciences and humanities both at the University of Chicago and at many of their home institutions.

The Web site is a free service through which resources created under SALRC are disseminated. It will be possible to use resources for language learning while connected as well as to retrieve documents via conventional file transfer protocols.

7. Evaluation Plan

The Title VI grant that currently supports the SALRC proposed the first systematic outside evaluation of the center in September 2006 after the end of the current cycle. Rather than having a full review during the cycle which might have provided material for inclusion in this proposal, it was recognized then that as a start-up operation, and with a year's delay in that start-up, any formal review would have had a very limited purview.

Current assessment strategies

Instead of an external review, during the current cycle we have taken the following oversight measures:

- Executive Committee sub-committee general review of SALRC

At the March 2005 SALRC Executive Committee meeting, a sub-committee of 3 chaired by Prof. T. Stewart (North Carolina State Univ.) was appointed to look at the SALRC with particular reference to a) the sub-contract process, and, b) the use of technological resources.

Significant results included

- Eliminate the duplicative nature of the large subcontract with the Univ. of Pennsylvania.
- Clarify long-term technical goals of the Center, focusing on desired deliverables during the next five-seven years, including plans for [a] establishing standards of quality and technical minimums for archived objects, to be included in grant guidelines; [b] establishing time lines for the archiving of versions of projects as they near completion and thereafter; [c] guidelines for metadata standardization of all archived products; [d] effective digital pedagogical strategies.

- Consider the possibility of a two-tiered system of project support: one to focus on the less technically experienced and one for those who need only minimal guidance.
- SALRC to consult a professional specialist in WAI standards to help reshape the web site for greater conformity.⁶

The Univ. of Pennsylvania sub-contract was eliminated before the beginning of the present fiscal year. The website is already under revision (10/05). The above recommendations, primarily technical in nature, are being addressed in the upcoming period.

- Grantees on larger projects (generally full courses) use co-PIs (at other institutions) and other colleagues in their language to test and comment on project results before release

From the first call for proposals for SALRC grants in mid-2003, the following wording has appeared in our RFPs

2. Collaborative Work. It is strongly recommended that work on these materials, ... be collaborative, so that we do not have the situation we had in the past where one person develops something and nobody else uses it, or feels that it doesn't meet their needs. We must work together collaboratively on materials so that everybody 'buys into' the project, has an investment in seeing it succeed, and people don't feel criticized, or get invested in seeing their own materials as 'better' than someone else's.

And our Grants page FAQ page has the following Q&A

Do all projects have to be collaborative?

While it is not required that every project be collaborative, in the sense that individuals from more than one institution are working together on that project, the proposal should provide evidence that colleagues in other programs support the project and intend to use the materials. Collaborative projects are however highly favored under the SALRC system, since materials that have been prepared collaboratively tend to receive wider use.

It is the SALRC's belief that this pressure to involve colleagues from other institutions is in itself a mechanism for evaluating the projects in the proposal process, during development and in testing and use. Of 16 grants given so far in excess of \$10,000, 10 have had co-PIs from different

⁶ WAI, Web Accessibility Initiative. "Strategies, guidelines, resources to make the Web accessible to people with disabilities." See <http://www.w3.org/WAI/>

institutions and all but 2 of the other 6 are for languages that are only taught in a single institution in the U.S.

- Outside Experts

- Non-South Asianist Executive Committee members (2 experts in language and technology) suggest revisions to grant process and SALRC procedures (one is from another LRC).

- Grant selection committees have included “outsiders”, i.e. non-academic South Asianist (Voice of America) and highly technical non-South Asianist linguists, to provide balance in the look at both proposed methods and results of awards.

Having members of the SALRC Executive and Grants Committees from outside of the pool of South Asian language professionals is a reality check on the procedures and ideas in place at the SALRC. We have benefited enormously from input by these individuals.

- Committee of peers process being used to validate all work in progress on competency based examination project.

The Hindi STAMP project is one that is and will be frequently reviewed during its progress. Our faculty project leaders started by bringing together 20 Hindi faculty in May 2005 to discuss the project and to get feedback about the kinds and levels of material to be used in testing. A review committee of three Hindi faculty were then appointed (UTexas, Columbia, Syracuse) to monitor the material created by SALRC’s team (Hindi faculty from NYU and Emory). In addition, this project is undertaken with the Northwest LRC whose academic staff have considerable experience in developing competency based tests. They evaluate the work of the Hindi team on a daily or weekly basis, depending on work submitted. We expect to use this

methodology in the next four years when Hindi, Urdu and Tamil tests will be worked on, tested and released.

- Evaluations submitted by workshop participants.

Suggestions for future topics as well as criticisms of workshop techniques have been relevant to further workshop development.

- Faculty meeting at SALA (Fall, 2005) requested an SALRC national meeting of all faculty to reestablish SALRC goals in the materials development area.

2006-2010

The topics and strategies indicated above will be ongoing in our work.

- In the upcoming cycle, as mentioned above, we will have a full review of the SALRC immediately in Fall 2006. Depending upon the results and requirements made upon SALRC we may expect one or more reviews of specific aspects of the SALRC to be made during the remainder of the cycle. Two reviews (2006, 2008) are budgeted in this proposal. We will expect a review to cover not only the results of the SALRC's materials development program but also our ability to adhere to the mission of the SALRC as well as issues like cost vs. benefit; faculty development; summer intensive language session progress and more. Beginning in 2005-06 as completed projects emerge, we will be independently surveying user communities for comments on the effectiveness of our grantees' work.

- The work of the SALRC started off by bringing as many SA language faculty as we could round-up to meetings to set priorities for their languages (Winter 2003). To a large extent the projects that we have funded since that time have followed those guidelines. With the completion of projects in a number of languages, it will be time to reassess the field. The proposal budget contains support for one workshop a year, each for a different language or a

group of languages and the previously mentioned goal setting national faculty meeting twice during the 2006-2010 period.

- Our work to provide leadership in South Asian language learning evaluation will rest on the development of quantifiable measures using STAMP at institutions nationwide (see secs. 1.a, 7 (above)). Recognizing deficiencies throughout the U.S. in student evaluations in our languages, SALRC is partnering with an established program in this field: Standards-based Measurement of Proficiency (STAMP) developed by the Northwest LRC at the University of Oregon. STAMP is a criterion-referenced test based on a set of standards consistent with ACTFL proficiency guidelines. This web-based program is a cost-effective, easy-to-administer proficiency assessment completely identifying students' proficiency using computer adaptive testing technology. STAMP programs are already in use in many colleges and universities for several Western languages as well as for Chinese, Japanese, Hebrew and Turkish. It is STAMP's enormous success with non-Western languages and successful dealing with non-Roman script issues that identified it as best suited for our needs. We expect to also push STAMP farther than it has been taken with other languages by developing exams through the intermediate-high level of proficiency and in all four basic skills (reading, writing, listening and speaking).

SALRC started its work on STAMP for Hindi through planning sessions in Spring 05 and beginning object identification for reading skills in Summer 05. Two Hindi faculty members are being paid by SALRC to devote extra time to this project. They have a national committee of Hindi faculty for testing and advice. Our expectation is that the Hindi project will take 3 years (2005-08); we would start work on Urdu exams next year (06-09) and Tamil (07-10). This project is extremely important to us. However it will be necessary, certainly in the full first project, to constant assess the costs versus benefits. As with other STAMP users, a charge will

be made for each exam to cover costs (only). Our expectation is that the South Asia NRCs which represent the major language teaching institutions will insist on their faculty participating in STAMP testing when it becomes available to provide for nationally recognized quantitative results of language training. Hindi STAMP standards will provide a benchmark for which new faculty can aim.

In their 2006-2010 NRC applications, a number of current SANRCs propose to provide dollar support as well as testing support to this SALRC initiative. The number is unknown at the time of writing (10/2005) however specific dollar commitments have been made by UMichigan, UTexas, Berkeley and UChicago SANRCs.

8. Budget and Cost Effectiveness

The first years of the SALRC's existence have shown a reasonably balanced budget even though there was no prior experience of LRC work. The SALRC Director has 13 years of NRC budget oversight and now 2 years of LRC budgets behind him. This proposal's budget provides for the major intellectual components of the LRC (materials development; pedagogical and technological skills development of American faculty; intensive language summer session) with reasonable office and personnel expenses and a minimum of investment in technology.

Including expert consultants and the STAMP project, materials development accounts for 43% of our proposed budget; skills development including workshop travel, speakers and other expenses (but not for SASLI) approximately 12.7%; SASLI including the pre-session week of faculty training, 9%.

Substantial travel funds are requested in this budget for non-tenured language faculty in keeping with a basic philosophy that a) professional development of language lecturers is essential; b) involvement of the widest group of SA language faculty is desirable, and, c) the

development of a community of cooperation among language faculty, some of whom are alone in their field on their campuses, will lead to enhanced results. The results seen in collaboration and learning in the first two years validates this inclusion as integral to our goals.

The University of Chicago provides to a large extent the computer hardware and technological personnel support needed for hardware and software issues associated with the SALRC's needs (sec. 3.a). The creation of a new Humanities Research Technology group means extremely well qualified collaboration and guidance for our projects (sec. 3.b). In addition Chicago provides all human resources, office computing, grant management (both incoming and outgoing sub-awards) and budget and expense accounting support without charge to the SALRC. This is in addition to the Center space itself which has recently been greatly increased. Furthermore the Humanities Dean's office has recently committed an annual amount to the Center to help defray workshop, lobbying and other expenses not permitted under the Federal grant as well as money for student and computer support.

Although matching funds are not required for this proposal, as described in other sections, the sub-grantees' institutions provide substantial support for faculty who have received SALRC awards (salary, technology, travel to workshops). In particular the University of Wisconsin's role in supporting the summer language session is enormous. This support by universities nationwide for the SALRC's work leverages the Federal support requested in this proposal but an inestimable factor.

The Budget Documentation section that accompanies this proposal's budget has specific notes relevant to individual line items including the fact that several universities will be participating in the expense of developing our long term projects.

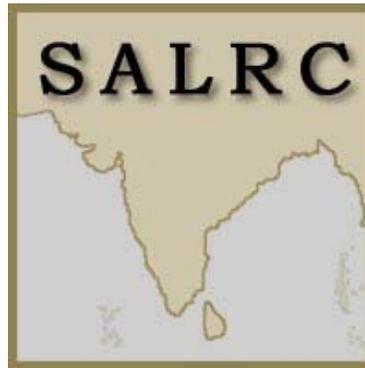
9. Priorities

SALRC meets all three of this round's invitational priorities and those priorities in fact speak exactly to the main thrusts of the LRC's work.

- Invitational Priority 1: Clearly the SALRC focuses solely on the critically important languages of South Asia.
- Invitational Priority 2: SALRC's work is necessarily devoted to new and improved methods for teaching SA languages most particularly since very little or nothing exists. Thus materials development, almost entirely specified for world-wide dissemination over the web, and pedagogical training for faculty form the core of our work.
- Invitational Priority 3: The SALRC works with all of the SANRCs and a few other institutions with South Asia programs (notably UIowa, UC Santa Barbara, Indiana U., faculty at N.Y.U., Loyola (Chicago), UIllinois and Emory). Many, if not all, of the SANRC applications being filed at the same time as this application will be showing specific commitments to the LRC in both dollar and programmatic terms because of the enormous value of the SALRC's work to their language faculty and students. Some specific projects in 2006-07 are planned jointly with an individual institution (Teaching Hindi grammar workshop (UTexas), Assessment conference (NYU), Teaching Urdu literature (N.C. Consortium), Assessment workshops (Michigan, Berkeley (for West Coast faculty))). Section 7 detailed the planning, testing and implementation program for the next several years with the SANRCs (and others) in the development of what will become the standard assessment tool for our languages, STAMP.

The SALRC's relationship with several of the AORCs has been discussed above in terms of AORC participation on our Board and inclusion of AORC overseas language faculty in SASLI.

In the area of South Asia studies, there is remarkable collaboration between the involved American institutions to promote both increased awareness by Americans of this understudied and often misread region as well as to develop expertise at the highest level in language and area studies to continue to amplify this nation's understanding of the one-quarter of mankind who live in South Asia.



**South Asia
Language Resource Center
The University of Chicago**

Appendix 1 Key Staff

- A. Curricula Vitae for SALRC and SASLI Directors**
- B. Project Leaders on sub-awards**
- C. SALRC Executive Committee members**

A. Curricula Vitae for SALRC and SASLI Directors

Steven M. Poulos

J. Mark Kenoyer

Steven M. Poulos

South Asia Language Resource Center

The University of Chicago

Judd Hall 207, 5835 S. Kimbark Avenue, Chicago, IL 60637

Voice: 773-834-3399; Fax: 773-834-2586; Email: smpoulos@uchicago.edu

EDUCATION

The University of Michigan, Ann Arbor, Michigan

A.B. with Distinction, 1962.

History, Modern languages (French, Spanish, Hindi)

The University of Chicago, Chicago, Illinois

M.A., 1968. Department of South Asian Languages and Civilizations

Hindi, Urdu, Sanskrit, Linguistics

Aligarh Muslim University, Aligarh, U.P., India (1967-1969)

The University of Chicago, Chicago, Illinois

Ph.D., 1975. Department of South Asian Languages and Civilizations

Hindi and Urdu literature; 19th and 20th century social and intellectual history of South Asia

Dissertation: "Feminine Sense and Sensibility: A Comparative Study of Six Modern Short Fiction Writers in Hindi and Urdu"

PROFESSIONAL EXPERIENCE

2003- University of Chicago

Director, South Asia Language Resource Center

The SALRC Director is a 75% working position. The Director has been responsible for goal setting and execution of the SALRC's direction and activities. Creation of grant competitions, awards, and overview. Development and management of workshop activities in pedagogy and technology. Creation of language instructor scholarly communities and provision of support for language instructor professional education.

The SALRC Director is a founding member and an Executive Committee member of the Board of the South Asia Summer Language Institute (SASLI) and is an active participant in all faculty selection decisions.

1990-2003 University of California, Berkeley

Vice-Chairman, Center for South Asia Studies

Responsible for the management, budgeting, fundraising and planning of the Center with the goal of supporting and expanding the University's programs in South Asia studies.

Create and nurture bonds between faculty, students, University administration, community, government bodies and outside organizations.

Provide lecture and cultural series and events for the campus and community and in support of faculty research agendas.

Create and carry-out conferences of national and international importance.

Manage publications program.

Represent U.C. Berkeley at relevant national academic conferences; serve on the Boards of Trustees of important overseas research centers and on the fellowship and other committees of those centers (the main sources for research funds in South Asia).

Spearhead all private fundraising including grant writing.

Initiate programs to extend knowledge of and interest in South Asia throughout the University of California and the community-at-large with special emphasis on curriculum and resource development for primary and secondary schools in California.

Serve on staff and faculty search committees; International and Area Studies outreach and Berkeley Language Center committees. Participate in faculty recruitment on behalf of CSAS.

Direct Berkeley Urdu Language Program in Pakistan (BULPIP) including faculty, staff, and curriculum management; student admissions, travel, health, housing and testing; fundraising to support program; establishing and maintaining appropriate relationships with Pakistani government ministries and other entities within Pakistan as well as U.S. Departments of State and Education.

Earlier experience

Fireman's Fund, Novato, CA

Director, Financial Analysis and Management Information

Control and direct support for actuarial decision-making, Canadian operations, management reporting, divisional real estate (55 offices), divisional planning. Manage expense, profit and receivables analysis for \$800,000,000 division.

Director, Specialty Insurance Business Systems

Manager, Information Resources/Financial Reporting Support

Manage operational support group for financial and human resources systems in an insurance environment (cost accounting, fixed assets, payroll, human resources, investment and ledger accounting applications).

Beznos Realty Investment Co., Southfield, Michigan
General manager. Direction of all daily activities and personnel
(200+ staff; 7,000+ housing units)
The University of Rochester, Rochester, New York
Assistant Professor of Indic Languages and Literatures

PUBLIC AND PROFESSIONAL SERVICE

U.C. Berkeley

Numerous search committees
Office for Resources for International and Area Studies (joint outreach program)
Executive Director, 1999-2000
Berkeley Language Center
Member, Executive Committee, 1998-2003

American Institute of Pakistan Studies (AIPS)

Member, Board of Trustees, 1994—2003
Fellowship Selection Committee, 1995, 2000, 2001
Nominations Committee, 1997, 1999, 2001
Communications Committee Chair, 1995—1999

American Institute of Bangladesh Studies (AIBS)

Member, Board of Trustees, 1994—2003
Visiting Bangladeshi Scholar Selection Committee, 1995
Undergraduate Program Selection Committee, 1997
New graduate student award competition co-chair, 2000

Sierra Club (1984-)

Volunteer worker, Oakland Bookstore, 1984-1996
Member, Bookstore Management Committee, 1986-1996
Facilities Committee Chair, 1995-1996
Search Committee Chair (new chapter office site), 1994-1996

PUBLICATIONS

Articles, book reviews and translations of Hindi and Urdu literature.

LANGUAGES

Hindi, Urdu, French, Spanish

JONATHAN MARK KENOYER

Aug 10, 2005

Born: May 28, 1952 in Shillong, India

Address: Home

600 Glenwood
Madison, WI 53711
University of Wisconsin, Madison
Tel. (608) 238-8542
website: www.harappa.com

Citizenship: U.S.A

Office

Department of Anthropology
5402 Social Science Bldg.
Tel. (608) 262-5696, 262-2866
FAX (608) 265-4216
Email: jkenoyer@wisc.edu

ACADEMIC BACKGROUND:

1983 Ph.D., University of California, Berkeley

Dept. of South and Southeast Asian Studies,

Doctoral Dissertation: *Shell Working Industries of the Indus Civilization:*

An Archaeological and Ethnographic Perspective. Advisor Dr. George F. Dales

1977 M.A., Honor Student: University of California, Berkeley

Dept. of South and Southeast Asian Studies

1974 B.A., Honor Student: University of California, Berkeley

Department of Anthropology

LANGUAGES Urdu, Hindi, Bengali (fluent), French, Italian (reading)

AWARDS

1998-2001 National Endowment for the Humanities: Excavations at Harappa

1997-99 Vilas Award, U.W. Madison, Graduate Research Committee Grant,

1997-98 National Geographic Society Grant for Research at Harappa, Pakistan.

1993-96 National Endowment for the Humanities: Excavations at Harappa

1993-96 National Geographic Society Grant for Research at Harappa, Pakistan.

1993-95 Fulbright Lecturing and Research Grant, Harappa Field School, Pakistan.

1993-94 U. W. Madison; Graduate Research Committee Grant, and Travel Grants

1987-92 National Science Foundation-Presidential Young Investigator

ACADEMIC EMPLOYMENT

2000-2004: Chair, Department of Anthropology, U. W. Madison

1999 to present: Professor, Department of Anthropology, U. W. Madison

1993-1998: Associate Professor, Department of Anthropology, U. W. Madison

1985-1993: Assistant Professor (Joint Appointment); Department of Anthropology and Department of South Asian Studies, University of Wisconsin, Madison.

1983-84, Fall and Spring, 1984, Fall, Visiting Lecturer, Dept. of South and Southeast Asian Studies, University of California, Berkeley.

ADMINISTRATIVE OFFICE

2005-07 American Institute of Pakistan Studies, President

2004-06 Center for South Asia, University of Wisconsin, Madison, Director,

2004-06 South Asia Summer Language Institute (held at U. W. Madison), Director,

2000-04 Dept of Anthropology, U of Wisconsin-Madison, Department Chair

2004-05 American Institute of Pakistan Studies, Executive Committee
2000-04 American Institute of Pakistan Studies, Board of Trustees
2001-04 Center for South Asia - UW Madison - Advisory Committee
1999-2005 Archaeological Institute of America - Madison Chapter - Vice President

FIELD WORK

1993 to 2005 (Jan-April/May, July-Aug) *Harappa Archaeological Research Project*. R. H. Meadow Co-Director, J. M. Kenoyer Co-director and Field Director.
1986- 1990 (Jan. - March/April), 1991, 1992 (Jan-April) *University of California Expedition to Harappa Pakistan*. G. F. Dales, Director (U.C. Berkeley), Richard H. Meadow, Acting Director (Harvard U.), J.M. Kenoyer, Assistant Director.

PUBLICATIONS

Monographs

2005 *The Ancient South Asian World*, J. M. Kenoyer and Kimberly Heuston. Oxford University Press, New York.
2004 *Sarang and Jeevai: A coloring book story of the ancient Indus Valley*. (Published in Urdu) Oxford University Press, Karachi.
2003 Chinese Translation of *Ancient Cities of the Indus Valley Civilization*. 1998. Oxford University Press and American Institute of Pakistan Studies, Karachi.
1998 *Sarang and Jeevai: A coloring book story of the ancient Indus Valley*. Oxford University Press, Karachi. (for children)
1998 *Ancient Cities of the Indus Valley Civilization*. Oxford University Press and American Institute of Pakistan Studies, Karachi.
1986 *Excavations at Mohenjo Daro, Pakistan: The Pottery*. By G. F. Dales and J. M. Kenoyer, Univ. Museum Monograph 53. Philadelphia.

Edited volumes

2005 *Indus Valley Archaeology: Recent Research and New Directions*. Wisconsin Archaeology Reports, Volume 4. Department of Anthropology, U. W. Madison. (In Preparation)
1994 *From Sumer to Meluhha: Contributions to the Archaeology of South and West Asia in Memory of George F. Dales, Jr.* Wisconsin Archaeology Reports, Volume 3. Department of Anthropology, U. W. Madison.
1989 *Old Problems and New Perspectives in the Archaeology of South Asia*. Wisconsin Archaeology Reports, Volume 2. Department of Anthropology, U. W. Madison.

Articles in Journals

2005 Steatite and Faience Manufacturing at Harappa: New Evidence from Mound E Excavations 2000-2001. National Museum Journal, Karachi Pakistan, In Press.
2005 Uncovering the keys to the Lost Indus Cities (reprinted). *Scientific American* (Special Issue) Vol. 15 (1):24-33.
2004 Chronology and Interrelations between Harappa and Central Asia. *Journal of the Japanese Society for West Asian Archaeology*, Vol. 5: 38-45.
2000 The Indus Valley Mystery, by R. H. Meadow and J. M. Kenoyer. *Discovering Archaeology*, April 2000, pp. 38-43.

- 1999 Harappa in 3D: A powerful new tool rebuilds the past in the Indus Valley. Wayne R. Belcher, A. Keith Turner and J. Mark Kenoyer. *Discovering Archaeology*, March/April 1999: 89-93.
- 1998 Seals and Sculpture of the Indus Cities. *Minerva* 9(2): 19-24.
- 1998 Craft Traditions of the Indus Civilization and their Legacy in Modern Pakistan. *Lahore Museum Bulletin*. Vol. IX(2) 1996:1-8.
- 1997 Trade and Technology of the Indus Valley: new insights from Harappa, Pakistan. *World Archaeology* 29(2):262-280.
- 1995 Ideology and Legitimation in the Indus State as revealed through Public and Private Symbols. *The Archaeological Review*, 4(1&2): 87-131.
- 1994 Harappan Technology: Methodological and Theoretical Issues. Bhan, K. K., M. Vidale and J. M. Kenoyer. *Man and Environment* 19(1-2): 141-157.
- 1994 Faience Ornaments of Harappa and the Indus Civilization. *Ornament* 17(3):35-39,95.
- Articles in edited volumes**
- 2005 *The Origin, Context and Function of the Indus Script: Recent Insights from Harappa*. In *Ethnogenesis of South and Central Asia*, Proceedings of the 7th ESCA Harvard-Kyoto Roundtable, 6 - 8 June 2005. Edited by M. Witzel, Y. I Sato and T. Osada. Kyoto, RIHN. In Press
- 2005 Indus Valley Civilization and site entries (published in Italian) *Enciclopedia Italiana*, Rome. In Press.
- 2005 Indus Civilization, Ravi culture, Late Harappan culture, and site entries, *Grolier Multimedia Encyclopedia*. Grolier, Danbury CT. In Press.
- 2005 The Early Indus Script at Harappa: Origins and Development, by J. M. Kenoyer and R. H. Meadow. In *Intercultural Relations between South and Southwest Asia. Studies in Commemoration of E.C. L. During-Caspers (1934-1996)*, edited by E. Olijdam and R. H. Spoor. *BAR International Series*. In Press.
- 2005 Indus and Mesopotamian Trade Networks: New Insights from Shell and Carnelian Artifacts, In *Intercultural Relations between South and Southwest Asia. Studies in Commemoration of E.C. L. During-Caspers (1934-1996)*, edited by E. Olijdam and R. H. Spoor. *BAR International Series*. In Press.
- 2005 Excavations at Harappa 2000-2001: New insights on Chronology and City Organization. by R. H. Meadow and J. M. Kenoyer. In *South Asian Archaeology 2001*, edited by C. Jarrige and V. Lefèvre, In Press. Paris, Editions Recherche sur les Civilisations -ADPF.
- 2005 Bead Technologies at Harappa, 3300-1900 BC: A comparative summary. In *South Asian Archaeology 2001*, edited by C. Jarrige and V. Lefèvre, In Press. Paris, Editions Recherche sur les Civilisations -ADPF.
- 2005 Harappa Excavations 1998-1999: New evidence for the development and manifestation of the Harappan phenomenon. by R. H. Meadow and J. M. Kenoyer. In *South Asian Archaeology 1999*, edited by K. R. van Kooij and E. M. Raven, Leiden, In Press.
- 2005 Culture Change during the Late Harappan Period at Harappa: New Insights on Vedic Aryan Issues. In *Indo-Aryan Controversy: Evidence and inference in Indian history*, edited by L. L. Patton and E. F. Bryant, pp. 21-49. London, RoutledgeCurzon.
- 2004 Ancient Textiles of the Indus Valley Region, in *Tana Bana: The woven soul of Pakistan*, edited by Noorjehan Bilgrami, pp. 18-31. Koel Publications, Karachi.
- 2004 Sidis in the Agate Bead Industry of Western India, by J. M. Kenoyer and K. K. Bhan, In *Sidis and Scholars* edited by Amy Catlin-Jairazbhoy and Edward A. Alpers, pp. 42-61. Rainbow Publishers, Noida, India.
- 2004 Fifty-five years of Archaeological Research in Pakistan: the Prehistoric Periods, by J. M. Kenoyer and R. H. Meadow. In *Pakistan on the Brink: Politics, Economics, Society*, edited by Craig Baxter, pp. 191-219.

Lexington Books, Lanham, MD.

2003 Stone Beads and Pendant Making Techniques. In *A Bead Timeline. Vol. 1 Prehistory to 1200 CE* edited by James W. Lankton, pp. 14-19. The Bead Museum: Washington, DC.

2003 Culture Change during the Late Harappan Period at Harappa: New Insights on Vedic Aryan Issues. In *Indo-Aryans* edited by E. F. Bryant and Laurie Patton. in press.

WEB Publication

2005 Mohenjo-Daro: A tour of the ancient city. <http://www.harappa.com>

1998-2005 Recent Discoveries at Harappa:

<http://www.harappa.com/> **Indus1 to Indus5**

DISPLAYS / EXHIBITIONS

2004 *Gandhara Stone Carving: A Living Art of Pakistan*. UW Campus, Elvehjem Museum of Art, Global View, Wisconsin, Madison Area Technical College/South Asia Conference, and Asian Art Museum, Summer and Fall 2004.

2004 *Tana-Bana: Warp and Weft: The Woven soul of Pakistan*, by Noorjehan Bilgrami and J. M. Kenoyer. Nihon Mingeikhan Museum, Tokyo, Japan.

1998-99 *Great Cities, Small Treasures: The Ancient World of the Indus Valley*. The Asia Society, New York, Feb. 11-May 3, The Elvehjem Museum of Art, Madison, WI, Sept. 18-Nov 9, 1998, Pacific Asia Museum, Pasadena, CA, Feb. 10-April, 1999.

B. Project Leaders on sub-awards

SALRC projects completed, 2003-2005

Amy Bard, Columbia University

Intermediate Urdu Text Book (planning grant)

Jennifer Cole, University of Illinois, Urbana-Champaign

Development of an on-line Course in Spoken and Written Sindhi

Philip Engblom, University of Chicago

Web-Based First Yr. Marathi Course (planning grant)

David Germano, University of Virginia

Tibetan Language Learning Resources

Wilma Heston, University of Pennsylvania

Web-based Resources for the Study of Pashto Language

Vimala Rajagopal, University of Pennsylvania

Development of Online Kannada Language Pedagogical Materials (planning grant)

Vasu Renganathan, University of Pennsylvania

Sankaran Radhakrishnan, University of Texas, Austin

Karunakaran Krishnamurthy, University of Michigan

Interactive Digital Reader and Grammar for Elementary Tamil

Benedicte Grima Santry, University of Pennsylvania

Standard Proficiency Exam for Pashto

Jonathan M. Kenoyer, University of Wisconsin, Madison

Budhendra Joshee, Independent Scholar

Intermediate Language Curricula Improvement--Nepali

Jishnu Shankar, Syracuse University

Hermann van Olphen, University of Texas, Austin

Building Basic Hindi Vocabulary

Paromita Chakraborty, University of Pennsylvania

Development of Bengali Teaching Materials (planning and research grant)

George K. Thiruvathukal, Loyola University

Konstantin Laufer, Loyola University

Collaborative South Asian Language Learning Using Handheld/ Wireless Technology

SALRC projects in process

Rakesh Bhatt, University of Illinois, Urbana-Champaign
Tej K. Bhatia, Syracuse University
Rajesh Kumar, University of Texas, Austin
Hindi Online

Philip Engblom, University of Chicago
Web-Basing "Marathi in context"

Vijay Gambhir, University of Pennsylvania
Surendra Gambhir, University of Pennsylvania
Hermann van Olphen University of Texas, Austin
Rehabilitation of Hindi Video Materials

John Dunne University of Wisconsin, Madison (now Emory University)
Sara McClintock, University of Wisconsin, Madison (now Emory University)
1st year Classical Literary Tibetan Primer

Katherine March, Cornell University
Shambhu Oja, Cornell University
Mark Turin, Cornell University
Web-based course in Nepali

Frances Pritchett, Columbia University
Sean Pue, Columbia University
Digital Urdu Literature Course Packet

Jennifer Cole, University of Illinois, Urbana-Champaign
Sindhi Online--Phase II

Peri Bhaskararao, Independent scholar, Tokyo
Web-based multimedia Telugu Dictionary

Vasu Renganathan, University of Pennsylvania
Sankaran Radhakrishnan, University of Texas, Austin
Interactive Digital Reader and Grammar for Intermediate Tamil – Second Year

Harold Schiffman, University of Pennsylvania
An Electronic Dictionary of the Tamil Verb

Robert Blake, University of California Language Consortium
G. S. Mann, University of California, Santa Barbara
Dual Script Course in Punjabi

Paul Aoki, University of Washington

Carol Salomon, University of Washington

Klaus Brandl, University of Washington

Nandini Abedin, University of Washington

Elementary Bangla online (curriculum planning and modeling grant)

Sarmad Hussein, Independent scholar, Lahore

Jennifer Cole, University of Illinois, Urbana-Champaign

Sindhi Digital Dictionary

C. SALRC Executive Committee members

Vidya Dehejia

Professor of Indian and South Asian Art and South Asia NRC Director, Columbia University

Gabriela Nik. Ilieva

Clinical Associate Professor of Hindi, New York University

Christopher Jones

Associate Teaching Professor of French and Computer-Assisted Language Learning;
Director of the Modern Language Resource Center, Carnegie Mellon University

J. Mark Kenoyer

Professor of Archaeology and South Asia NRC Director, University of Wisconsin, Madison;
Director, SASLI; President, American Institute of Pakistan Studies

Rebecca Manring

Assistant Professor of Religious Studies, Indiana University

Jeanne Marecek

Professor of Psychology, Swarthmore College; President, American Institute of Sri Lankan
Studies

James Nye

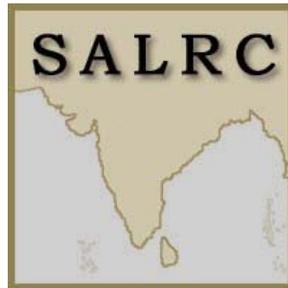
Bibliographer for Southern Asia and South Asia NRC Director, University of Chicago

Tony Stewart

Professor of South Asian Religions, North Carolina State University representing the
American Institute of Bangladesh Studies

Steve Thorne

Assistant Professor in Applied Linguistics, Associate Director of the Center for Advanced
Language Proficiency Education and Research (CALPER); Associate Director of the Center
for Language Acquisition, Pennsylvania State University



**South Asia
Language Resource Center
The University of Chicago**

Appendix 2 Timeline

**SOUTH ASIA LANGUAGE RESOURCE CENTER
2006-2010**

	pre-grant period	2006-07	2007-08	2008-09	2009-2010	post-grant period	budget ref	narrative ref	
Materials development									
<u>Grant cycles</u> Applications and awards	Grant competition is held each Spring Awards announced in summer and available after 8/15							1.a 2.a 8.h	1.a 4.c
<u>Bangla course development</u>		Course development, testing and implementation							
	Initial grant for curriculum dev. and sample lesson	Beginning level course development	Intermediate level course development	Advanced level course dev	Adv. level testing and implementation; auxiliary materials developed		8.c 8.d 8.h	1.a 4.c 5.a 8	
<u>Grantee project reporting</u>	Project reports are due on 3/1 and 9/1 and/or end of project								
<u>New projects come on-line</u>	See chart in Narrative sec. 4.a		on-line dictionaries: Punjabi (Ph. 1); Sindhi; Telugu (text); Tamil verb	on-line dictionaries: Punjabi(Ph. 2); Telugu (digital audio/video component)			8.c 8.d 8.f	4.a 4.c 5.a	
	New projects awarded in 2006 and later								



This project is partially supported financially by SANRCs and other South Asia programs.

This project takes place at an institution other than the University of Chicago.

**SOUTH ASIA LANGUAGE RESOURCE CENTER
2006-2010**

	pre-grant period	2006-07	2007-08	2008-09	2009-2010	post-grant period	budget ref	narrative ref	
Evaluation									
STAMP <u>Competence based testing</u> Hindi test development Urdu Tamil	 <p>Four skills are being developed for each language-one skill test at a time. Full test development is presumed to take 2.5-3 years Testing of tests begins approx. 9 months after the start of programming and continues throughout as products are refined and new levels and new skills brought on-line. Current planning is for the first skills test in a language to be released for nationwide beta testing 1.5 years after start up and available in production 2 years after start-up with on-going rollout of tests after that.</p>						8.g	1.a 4.c 7	
<u>External evaluations of SALRC</u>	External evaluations are scheduled for the Fall of 2006 and 2008.							8.e	7
<u>Executive Committee meetings</u>	Executive Committee meetings are held semi-annually in conjunction with the Association for Asian Studies meeting and the Annual South Asia Conference								2.b 7 App. 1



This project is partially supported financially by SANRCs and other South Asia programs.

This project takes place at an institution other than the University of Chicago.

**SOUTH ASIA LANGUAGE RESOURCE CENTER
2006-2010**

	pre-grant period	2006-07	2007-08	2008-09	2009-2010	post-grant period	budget ref	narrative ref
Faculty professional development								
<u>Workshop creation</u> <u>Workshop execution</u>		1 pedagogical and 2 technological workshops each year and 2 workshops/yr for individual universities (or regions)					1.b 2.b 5 8.b	1.a 8
<u>Goal setting</u> conferences for all S.A. language faculty		Fall 2006		Fall 2008			8.b	1.a 8
SASLI Summer intensive language institute							8.a	1.a 2.a 4.b 4.c
<u>Faculty training</u>	A week-long workshop emphasizing a specific pedagogic skill and always with a high percentage of hands-on technological training is run for all faculty and teaching assistants just prior to summer session.							
<u>Faculty assessment and support</u>	SALRC hires a senior faculty language pedagogue with considerable experience to visit classes, advise faculty, encourage group discussion of teaching issues and monitor faculty performance during the summer session.							
<u>Summer intensive language study</u>		9 languages offered at 2 levels; 2 languages offered at 3 levels; average # of students = 100						



This project is partially supported financially by SANRCs and other South Asia programs.

This project takes place at an institution other than the University of Chicago.

**SOUTH ASIA LANGUAGE RESOURCE CENTER
2006-2010**

	pre-grant period	2006-07	2007-08	2008-09	2009-2010	post-grant period	budget ref	narrative ref
Other activities								
Major <u>web site</u> revision	<p>Website maintenance is an ongoing process. However major rethinking of both content and delivery is important on a regular basis. Fall 2005 saw the beginning of this process in a new approach to the logic and delivery of the SALRC site which will be completed by 1/06. Winter/Spring 2006 will result in new content including material that was not generated by SALRC itself. We will totally reexamine our web site two years later (07-08) fully expecting that changing needs, materials, attitudes will see another comprehensive overhaul of the SALRC site.</p>						5 8.f	3.a 4.b
<u>Technical</u> infrastructure	<p>Ensure adherence to standards (accessibility, Unicode fonts, digital audio and video usage, metadata) in grantee projects and SALRC website.</p>						8.f	1.a 1.e 3.a 4.b 7
<u>Reports</u> to US/ED	<p>Annual EELIAS reports are prepared for the U.S. Department of Education</p>							



This project is partially supported financially by SANRCs and other South Asia programs.

This project takes place at an institution other than the University of Chicago.