

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**INTERNATIONAL RESEARCH AND STUDIES PROGRAM CFDA 84.017A. SCHEDULE  
84.017A-3  
CFDA # 84.017A  
PR/Award # P017A090379  
Grants.gov Tracking#: GRANT10268871**

OMB No. 1840-0795, Expiration Date: 08/31/2010

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**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Gambhir, Surendra K.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 52,400	\$ 49,580	\$ 0	\$ 0	\$ 0	\$ 101,980
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 11,150	\$ 11,150	\$ 0	\$ 0	\$ 0	\$ 22,300
4. Equipment	\$ 1,800	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1,800
5. Supplies	\$ 300	\$ 300	\$ 0	\$ 0	\$ 0	\$ 600
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 2,500	\$ 4,500	\$ 0	\$ 0	\$ 0	\$ 7,000
9. Total Direct Costs (lines 1-8)	\$ 68,150	\$ 65,530	\$ 0	\$ 0	\$ 0	\$ 133,680
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 68,150	\$ 65,530	\$ 0	\$ 0	\$ 0	\$ 133,680

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Gambhir, Surendra K.

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**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

# Project Narrative

## Abstract Narrative

Attachment 1:

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## Abstract

The proposed project is for creating a set of two textbooks for Business Hindi from Intermediate to Superior level. Each book will have 12 modules with 4 thematic units in each. The proposed textbooks will focus on three skills – speaking, listening and reading. The books will also have a full version on an accompanying CD and will also be available online for free access by all interested programs and individuals. The first book will contain theme-based modules at the Intermediate to Advanced level of proficiency and these units will help learners to connect with people in the business world in India in a culturally appropriate manner. These modules will also introduce them to appropriate language and relevant aspects of India's culture. The first volume will assume the knowledge of Devanagari script and sounds. The second volume will contain newspaper ads, business news, reports, editorials, and case studies. Each unit in both the volumes will contain text, glossary, grammatical notes, cultural notes, practice activities and finally a comprehensive test at the end of each module. The Prologue will provide information about multilingualism in Indian society, domains of language use and suggestions for learners and instructor how to use the book. The books will also contain appendices for English translation of the texts in different units, key to practice activities and a glossary of business-related terms used in the book.

The project will be based on field data that will become the basis of the texts in all the 24 modules. The five C's of the national standards will be woven throughout the materials to integrate culture and contents in a meaningful way. The methodology will be learner-centered and performance-oriented at all stages of the work. The focus will be how to optimize the intake of learners. The modules will be based on best practices and tested guidelines in the field. The project has an elaborate plan for evaluating the proposed materials at various stages of the development. The language in the first volume will use simulated 'authentic' materials but it will not be written by language pedagogues. Two educated native speakers of Hindi will be provided the input from the field data and asked to write short conversations on the given topics. The final text will be based on these writings in and the Project Director will be actively involved in this selection process. The second volume, however, will have fully 'authentic' texts that will be taken from various sources – newspapers, periodicals, businesses, business websites and business school websites. The methodology will be task-based and will utilize the best practices in the field.

The final product will be two state-of-the-art textbooks for Business Hindi, which will be made available both in hard copies and in the online version. The hard copy will be accompanied with a CD with full contents on it. The online version is for more visibility and easy transmittal to all programs and individuals free of cost. The CD and the online versions will have an additional feature which the book version will not have. Learners can take a short test at the end of every module and the test will be mechanically scored and stored for future reference. The learner will also be able to see his or her progress in graphic representation.

# Project Narrative

## Project Narrative

Attachment 1:

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Appendix B: Curriculum Vitae of Key Project Personnel

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## **1. NEED FOR THE PROJECT**

### **INTRODUCTION**

The objective of this project is to develop the Standards-based first state-of-the-art textbook for Intermediate and Advanced level Business Hindi, a critical language of national need in the United States.

Hindi is the official language of India and is the most widely spoken and understood language in multilingual India. In addition to English, Hindi is also a cultural and communicative link among members of the 25 million strong Indian diaspora. On the world map, Hindi is the third most widely spoken language in the world after Chinese and English. In multilingual India, Hindi and English are two link languages. Hindi is used by more than 50% of Indians as their first or second language and is the most widely spoken and understood link language of India. It has spread into many informal and formal domains of language usage, such as India's business, government, research and media. This linguistic stretch is partly due to mass migrations from different linguistic regions into metropolises where Hindi becomes the link language for different language groups. English has a prestigious status in many formal and informal domains. However, according to the decennial census of 2001, approximately only 10% of people claim to know English. Based on the report in the National Knowledge Commission of 2006, only 1% of India's population use English as a second language (<http://www.knowledgecommission.gov.in/recommendations/language.asp>), and it is estimated that less than about .1% Indians are capable of using English effectively. Since most Indians use English as their second or third language, it is natural for them to slip into their first language often. Realizing this sociolinguistic scenario, good business leaders rely in depth on horizontal structuring (as opposed to vertical structuring)

of their businesses to allow a constructive environment for bottom-up creativity, innovation, teamwork and competitiveness, and this requires the extensive use of Hindi in the work place for interpersonal interactions at all levels of communication.

### **1.1 NEED FOR THE PROJECT IN THE EDUCATIONAL AREA TO BE SERVED**

This project, when completed, will be the first set of cutting-edge materials in business Hindi for students of international business dealing with India. The completed project will be of great benefit to all CIBER (Centers for International Business Education and Research) at business schools in the United States as well as all South Asia language programs including the Flagship program in Hindi -Urdu at the University of Texas at Austin.

The U.S. Department of Education funds thirty-one CIBER programs at all the major business schools in the nation, which actively develop and promote the internationalization of U.S. business education through integration of critical languages into business education. There is an annual CIBER language conference that brings together critical language pedagogues to exchange their research and materials. Most business schools have relied on English for preparing their students whose focus of study includes India, but awareness of the need for knowledge of Hindi has been gradually increasing with more research and as India rises as a strong international business partner of the United States.

It is true that American business entrepreneurs and American students (who go to India for internship) are able to get by with the help of English alone or through the help of an interpreter. However, in order to have an extensive and deeper participation in India's business environment, proficiency in interpersonal and reading skills is critical. Many MBA students from Penn (Wharton Business School and the undergraduate students from Huntsman Program for International Studies) have studied advanced level Business Hindi with me at Penn over the past

30 years. In March 2008, I presented the need for such materials to the South Asia Center at the University of Pennsylvania. The Center Director then decided to support my trip to India to meet with several business school professors and CEOs in order to gain a deeper understanding of communication patterns in India's linguistically complex world of business. I met with 15 business leaders, three business school professors and five activists in NGOs in New Delhi, Gurgaon, Pune and Mumbai. The interviews provided me with a robust footing for the preparation of the proposed project.

In tier 1 (population 10 m ±) cities, English is still dominant in the upper levels of high profile business. In tier 2 (5 m±) cities, a mix of English and regional language or Hindi are used. In tier 3 cities (below 5m) and in rural India (which comprises of almost 75% of India's populated space), the regional language and Hindi are the dominant languages in almost all domains of language use. The role of Hindi as a link language is of utmost significance in most internal operations of India's corporate world, as Hindi is used extensively for sharing information in all 'horizontal' contexts and for transmitting and reinforcing new information that had been earlier conveyed in English in 'vertical' contexts. In Citi Bank, for example, I was told that power point presentations in English are often followed by power point presentations in Hindi to ensure every one understands the information.

There are many American companies that operate in India, and American CEOs need effective tools to communicate with their Indian employees. In addition, it is important for Americans working with India. to know the appropriate register of the language of their business partners in India. It helps tremendously in developing business opportunities, managing challenges and gaining a better understanding of the business practices and culture of the 'other' side. This culturally appropriate communicative preparedness will certainly help our future

generation of business entrepreneurs to network with Indian leaders effectively in a collaborative business environment to participate effectively in the business and NGO operations of India.

## **1.2 PRIORITY AND SIGNIFICANCE OF BUSINESS HINDI AS A LANGUAGE OF NATIONAL INTEREST**

Divided along economic lines, the world is currently undergoing unprecedented reconfiguration, and India and China are emerging as major players on the world scene. With India and China rising economically, planners in the United States are well aware of the potential competition in the area of international business. The inclusion of Hindi in former President Bush's National Security Language Initiative (NSLI) of January 2006, and the Flagship program, which provides merit-based scholarships for eligible American high school and college students to learn less commonly taught languages in summer, semester, and academic-year overseas immersion programs, clearly reflects this priority.

(<http://www.ed.gov/about/inits/ed/competitiveness/nsli/nsli-preliminary-results.pdf>). The federally funded Startalk program (<http://www.startalk.umd.edu/>), which aims at introducing Hindi at K-16 levels, also reflects the national need for necessary preparation in the realm of intercultural communication for our future generations. In the context of international business, India is a major subject for the United States. The Euro-American nexus in international business is clearly misplaced in the present post-colonial world. In the globalized world of today, there is little doubt that the emerging economies of Asia will provide best hope for sustained growth to American (Citi Bank, General Electric, Motorola, Coca Cola, Reebok, McDonalds, KFC and scores of others) and European companies in the near future. This awareness has given rise to the introduction of Hindi and Chinese language programs for K-16 level students at a much

accelerated pace. Acquainting ourselves with best practices in the ‘other’ culture is in now increasingly accepted as a critical part of American educational preparation for employment. The proposed project is in line with the NSLI goals which state that: “speaking another’s language promotes understanding; conveys respect; strengthens our ability to engage foreign peoples and governments; and provides others with an opportunity to learn more about America and its people.” Furthermore, it is widely acknowledged that social networks facilitate business relationships and are a critical resource for deeper, more specific business knowledge and potential risk environments. The mass media is the gateway of commerce as it controls the flow of information to public at large. Thus, the national long term goals are to graduate students who will take their place among the next generation of global professionals, commanding a superior level of fluency in one of many languages critical to U.S. competitiveness and security. This project fully supports these goals.

The proposed project is a step toward a new improved language pedagogy which disrupts the conventional ways of dealing with India’s business world through English alone. The proposed project will help future business leaders achieve a deep cultural and linguistic understanding of the business practices in India. So far our textbooks and courses in international business have been rooted in western perspectives, thus creating a gap between what students learn about societies and what they confront in the real world in other cultures.

In addition to oral-aural communication, every newspaper in Hindi carries a business section. Furthermore, two daily Hindi newspapers dedicated to business matters, the Economic Times and Business Standards have made their debut in the past three years. Both are printed exclusively in Hindi. Business perspectives discussed in Hindi newspapers are more rooted in traditional worldview and present often variance with the worldview presented through English.

Almost all national banks such as State Bank of India (<http://www.statebankofindia.com/indexhindi.htm>) and Bank of Baroda (<http://www.bankofbaroda.com/hindi/default1.asp>) are converting their only English website into a bilingual website in English and Hindi. Nearly all the banks in India now feature bilingual English and Hindi web sites. Many software products such as *arthalekha*, *prithvitech*, trader, tally in Hindi have appeared in the market over the past few years for use in the industry. Pharmaceutical products in India are required by law to provide directions in local languages for the benefit of consumers. Hindi is the only instrument for connecting with rural India, Hindi media, and the middle and lower echelons of Indian business, and for establishing a culturally appropriate and healthy relationship with the upper level officers in Indian business.

## **2. POTENTIAL FOR THE USE OF MATERIALS IN PROGRAM TO OTHERS**

There are thirty-one federally funded CIBERs in the U.S., and the demand for Hindi materials is growing in these centers (see support letter from Inge Herman). The University of Texas-Austin-based Hindi Flagship Program and the Wharton Business School at the University of Pennsylvania have unequivocally stated their need for these materials (see Appendix). As international business with India increases, it is inevitable that the demand for these materials will rise in demand. In an informal telephone survey, I have personally checked with the Lauder Institute (for graduate students) and Huntsman Program (for undergraduates) – both at the University of Pennsylvania’s Wharton School, Temple University’s Fox Business School, Drexel University’s Le Bow College of Business, University of Washington’s Foster School of Business, Michigan University’s Ross School of Business. Each of these institutions has expressed a need for materials for teaching a business Hindi course. This sample clearly indicates the need for such materials on a wider scale. There is no doubt that these materials will

also be found useful in many other language programs and in U.S. corporations doing business with India (see Appendix C).

The proposed materials are appropriate for various types of learners (heritage, non-heritage, classroom, and independent) at the entry level to Advanced level. Further, these institutes and organizations have expressed their need for the proposed materials, have confirmed their willingness to use the modules in conjunction with their syllabi, and agreed to provide feedback in the development phase (see Appendix C). The proposed materials will be used:

- at the institutional level, both within the U.S. and in immersion programs abroad,
- by private, non-academic organizations engaged in teaching Hindi to working professionals, and
- at the community level, among independent learners in the community, and in community schools.

At the institutional level, the Flagship Hindi program at University of Texas at Austin and the Huntsman Program for International Studies at Wharton (see Appendix C), will use these materials. Dr. Herman van Olphen, Director of the Hindi Urdu Flagship program, states in his letter of support: “From the point of view of the Hind Urdu Flagship, the preparation of such materials is indispensable for our program. Our first group of students, which includes a Business Honors major and other students who are focusing on Hindi in Business, will be going to India in Fall 2009 and will have internships with various business organizations in India.” Project Director has also been in touch with a few American businesses, such as GE and Fiberlink (see letter of support) , and they is also need such materials for training their employees dealing with India.

Hindi instructors at U.S. post-secondary institutions will benefit from these materials and have expressed the willingness to use these in their classes. Hindi instructors in South Asia programs across the U.S., the South Asia Summer Language Institute (SASLI) at University of Madison, and the American Institute of Indian Studies' overseas Hindi program (see letter of support) will also be able to integrate these business-related materials in their curricula (see Appendix C).

The South Asia Center (SAC) at the University of Pennsylvania has assured its full support and cooperation in disseminating these materials to all interested programs and schools. The materials will be freely accessible via the South Asia Center website and actively disseminated to all institutions, including community schools and community associations, which express interest in using the Business Hindi materials. The SAC and the Department of South Asia Studies (SAST) at Penn will continue to work with diverse constituents to widen the scope for the use of these materials for U.S. learners. SAC has already invested in the project through the sponsorship of my exploratory trip to India during May 2008.

### **3. ACCOUNT OF RELATED MATERIALS**

#### **3.1 OVERVIEW OF EXISTING MATERIALS**

The Project Director has extensively surveyed existing Business Hindi materials and taken into account the ongoing efforts of other individuals and institutions to develop Business Hindi materials in both academic and non-academic settings to conclude that as of the present date there is no existing or ongoing work that is similar to the proposed materials in objective and scope. The Business School of the University of Washington at Seattle provided a mini grant in summer 2008 for producing some videos in Indian business transactions. I have communicated with the author of these videos, Mr. Prem Pahlajrai, and have been given to understand that these

videos are about shopping for a householder's everyday needs (vegetables, fruits, groceries, etc.) in an open market place. The annual CIBER Business Language Conferences of 2008 and 2009 have also included two paper presentations on the topics

*Linguistic Profile of Business Hindi* <http://www.2009ciberblc.ku.edu/agenda.php>) and *Business Hindi at the Linguistic Crossroads* <http://conferences.dce.ufl.edu/CIBER/default.aspx?page=455>)

### **3.2. CRITICAL COMMENTARY ON EXISTING MATERIALS**

The videos being produced at the University of Washington as mentioned above are very similar to shopping situations presented in other materials (Gumperz (1955), Mishra and Fairbanks (1966), Gambhir (1986), Southworth, Gambhir and Gambir (1988), Olphen (1994), Snell (2001) and a few others) whereby the shopping situations have been produced in a variety of contexts and where consumers use everyday colloquial language. The scope of the proposed work is entirely different from these videos. The proposed project addresses needs in the semi-formal and formal domains of language use in corporate business of India and NGOs. Hindi, being a diglossic language, employs in formal situations vocabulary, phraseology and style that are different from the colloquial forms. The two papers presented in the CIBER Language Conference further suggest the emerging interest in this type of work.

### **3.3. NON-DUPLICATIONS OF EXISTING OR IN-PROGRESS MATERIALS**

The proposed work will not duplicate any existing or ongoing work on this subject. Project Director has checked with almost all known funding agencies and with other professionals in the field and can state with confidence that no such materials exist or are in the pipeline in the field. Project Director has found textbooks for Business Chinese, Business

Japanese, Business Korean, Business Spanish, Business Portuguese and many other European languages but there is nothing available for Business Hindi.

## **4. LIKELIHOOD OF ACHIEVING RESULTS**

### **4.1. PROJECT OBJECTIVES**

The proposed project's objectives are as follows:

- a. to produce two state-of-the-art textbooks which will provide learners with a thorough training in business language and in the applied culture related to the business modes in India. The two textbooks will be from the Intermediate to the Advanced (ACTFL) level with a focus on three skills (speaking, listening and reading). These will encompass a wide variety of content, from appropriate social talk to profound business-related discussions, business plans and business case studies. Each textbook will contain twelve modules consisting of four thematic units in each module.
- b. to integrate technology and language pedagogy in meaningful ways for accelerating and maximizing the learning intake, including the use of Unicode fonts to ensure its accessibility on all computer platforms.
- c. To provide high-quality, universally accessible materials for learning business Hindi free of cost via the internet. The South Asia Center at the University of Pennsylvania has agreed to host the materials on its server.

### **4.2. METHODS AND PROCEDURES**

In order to achieve the first objective, we will use a task-based approach for selecting and developing interactive learning activities. The task-based approach is well supported in the

literature on Second Language Acquisition for developing language skills. Multiple activities on the same theme will be designed for each module, and the focus will be on covering a variety of different ways of doing the same or similar task, thus simulating the variation found in real life. Throughout the project, strong focus will be maintained on the learner's performance. With these materials, learners will be able to demonstrate a holistic understanding and interpretation of the target culture, make oral and written presentations, and engage in interpersonal communication in the form of role plays and presentations, thus covering all the three modes of communication: interpersonal , interpretative, presentational.

#### **4.3. USE OF MODERN LANGUAGE PEDAGODY AND TECHNOLOGY**

It has been observed in SLA (Appendix D) that use of learner-centered pedagogy is effective in promoting linguistic proficiency. The modules proposed in this project aim to achieve this by following the content-based learning methodology where the learner's focus is on meaning rather than on form. The proposed modules will equip learners with communicative ability to interact with Indians socially and professionally through exposure to authentic (with some simulated authentic language in the first volume) language in variety of situations. Increased time on task is another factor that aids proficiency and these modules will provide additional learning environment by being accessible to learners outside of class through technology. For instance, key technology-enabled features will be provided to engage learners in communicative functions which stimulate real life. These will include on-demand glosses (explanations) by hyperlinking the program with an online dictionary, which will facilitate autonomous use. Multi-media integration of visuals and audio will enable these modules to address different learning styles by providing different forms of cognitive stimulation. To assess

students' learning and check the validity of the modules, there will be provision for gradable exercises in both the text and online versions. User-friendly navigation between different sections such as vocabulary lists, visual aids, audio components as well as interesting visual images (to motivate learners) are some of the salient features that we intend to build upon as part of this website. Learners will be able to score their responses to the questions mechanically and store their scores for comparison with their earlier performances to keep track of their progress. The Project Director has checked the feasibility of this feature for our online version.

## **5. EXPECTED CONTRIBUTION TO OTHER PROGRAMS**

The proposed materials for Business Hindi are based on sound pedagogic concepts and practices evidenced in the SLA research and are Standards-based and performance based. The proposed materials will contribute significantly to the following sectors of clientele:

- The thirty-one CIBER language programs at business schools around the nation will be the chief beneficiaries of these materials. Programs desiring to incorporate Hindi in their curriculum will find these materials instantly useful and available free of cost.
- South Asia area studies will be significantly strengthened by the addition of business Hindi to business schools. These materials will prepare learners to understand and interact with Indian businesses in meaningful ways. These will also expose them to different perspectives expressed in the Hindi media and thus will boost their confidence to deal with the local situations much more confidently.
- South Asian language programs such as SASLI and AIIS will also be able to integrate some selected materials of interest in their general language curricula.

Private institutions and international businesses will be able to use these materials for their employees who will be assigned to South Asia. These modules will address the needs of different types of learners (classroom, independent, heritage, non-heritage) as expressed by the different supporters for this project (see Appendix B). The online accessibility of these modules will widen the scope of their use. Finally, these modules will facilitate the development of future business language courses in other South Asian languages (such as Urdu for Pakistan, Bengali for Bangladesh and Sinhalese for Sri Lanka). Since South Asian languages exhibit significant convergence in the realms of languages and culture, it implies an easier shift from Hindi to South Asian languages. The templates created for this project will have the potential for adaptation in other South Asian languages, thereby expanding the contribution of this project beyond Hindi.

## **6. PLAN OF OPERATION**

### **6.1. PROJECT DESIGN**

The project will develop two Business Hindi textbooks of twelve units each. The first book will be completed by the end of the first year of the project and the second book by the end of the second year of the project. The **Project Director** will serve in the role of the Coordinator, Reviewer & Contributor. In addition to overseeing the different operations, the Project Director will also assist in preparing the grammatical and cultural notes for each module. He will also be actively involved with the selection of thematic units for each module. One **Content Provider Assistant (to be determined)** in India will be entrusted with the selection of materials for each module. One **Module Developer** in the U.S., Dr. Vijay Gambhir, will prepare glossary lists, provide grammar and cultural explanations (in collaboration with the Project Director), design practice activities, and provide feedback for questions in the Practice Activities section. Two

**Recording Assistants** will provide their voices for recording the complete contents of each module and one **Technical Assistant** will coordinate the recording and prepare each module for eventual online version and the preparation of a CD to accompany the book. The **Technology Provider** will be responsible for programming all the digitized contents for the online version of the book and the CD.

Collaboration with and guidance from the **Subject Matter Expert**, Dr. Harbir Singh, is critical for understanding and deciding the contents of each module. In some respects the business pedagogy will be reinvented in Hindi, especially in the second volume. The **Business Consultant** in India will be the Project Director's guide in many ways. Dr. Ravi, Business Consultant in India will introduce me to businesses, NGOs and scholars for getting a realistic view of the communication patterns at different levels of the administration.

Attention has been devoted to designing the project in a way that best utilizes the strengths and capacities of the personnel and resources involved, with responsibilities being sequenced and distributed among the project's team members in a way that makes the best use of time and allows for revision and evaluation in a timely manner.

## **6.2. PLAN MANAGEMENT**

An orientation workshop for all the members of the team will be organized at the start of the project to explain role-assignments and the timeline for different phases of the project. All the work will be fully monitored at all stages to ensure the execution of all assigned work. Toward the end of first year, the Project Director will present the progress report in annual conventions of three national conferences --CIBER Business Language Conference in the first

week of April, annual convention of National Council for Less Commonly Taught Languages (NCLCTL) in the last week of April and finally in the South Asia Conference in October. The first conference will make the upcoming materials known to CIBER institutions all over the nation, the second conference will introduce the materials to many less commonly taught language instructors including South Asian, and finally the presentation in the South Asian conference will introduce our materials to a large body of scholars who attend this conference every year (about 500). In all the three conferences, we will be able to present the first volume of the completed textbook plus the ongoing plan for the second volume.

A detailed plan for the project is outlined in the following table.

**6.2.1. Table 1: Schedule of Project Activities**

<b>Time Period</b>	<b>Activity</b>	<b>Method of operation</b>
August, 2009	Local team members' meeting where the PD will explain the project goals, assign roles of each members and emphasize the importance of the timeline.	Project Director will present one module template and explain where each member fits in. Consultant and Content Provider from India will be emailed the detailed minutes of the meeting.
August - September, 2009	A three week trip to India to meet with the Content Provider, the local Consultant in India and 10 CEOS or their designated officials in order to get deeper insights into the selection of contents for the projects. Another meeting with the Content Provider to give input after meeting with the Consultant and CEOs	Project Director will share his first tentative module with the Content Provider and the Consultant and explain the concept of variation in social interaction. PD will also work with the Content Provider for initiating the process of content selection.
	Finalize first three modules, which will include the following:  2. thematic texts of the first three modules with four units each, prepare	Project Director will oversee the ongoing work, critique it, proofread where necessary and provide feedback to the

October, 2009	<p>glossaries, grammar notes, cultural notes, practice activities, English translation, and answers to the practice activities</p> <p>3. word-processing</p> <p>4. digital audio recording of the modules</p>	<p>Assistants.</p> <p>Assist in writing the grammar and cultural notes, put the remaining pieces together and supervise all the work relating to the first three modules.</p>
November - December, 2009	<p>1. Use the first three modules with Business Hindi students at Penn with prior arrangements with the class.</p> <p>2. Review the modules in view of the feedback.</p> <p>3. Finalize modules 4-6 along the same guidelines as mentioned above</p>	<p>Project Director will personally be present in the class to get the feedback from the students and the instructor.</p> <p>PD will assist in writing the grammar and cultural notes, put the remaining pieces together and supervise all the work relating to the modules 4-6.</p>
January – February 2010	<p>1. Finalize modules 7-9 along the same guidelines as mentioned above</p> <p>2. Use modules 4 – 9 in Business Hindi classes at Penn, Temple University and Drexel University (all in Philadelphia) with prior arrangements</p> <p>3. Review the modules in view of the feedback</p>	<p>Project Director will write the grammar and cultural notes, put the remaining pieces together and supervise all the work relating to the modules 7-9.</p>
March, 2010	<p>Finalize modules 10-12 along the same guidelines as mentioned above.</p> <p>Finalize the first draft of the first book of the project</p> <p>Complete the digital audio recording of modules 4-12</p>	<p>Project Director will write the grammar and cultural notes, put the remaining pieces together and supervise all the work relating to the modules 10-12.</p>
April, 2010	<p>Send the draft version of the first book to two reviewers in the profession.</p> <p>Make presentations in two conference scheduled in April. The first will be the CIBER Language Conference to be held at Penn during early April 2010 and the second one NCLCTL to be held in Madison (WI) during the last week of</p>	<p>Project Director will attend the two conference and will make presentations there.</p>

	April.	
May, 2010	In view of the feedback, make necessary changes in the first book.  Meet with the Technology Provider to plan for the online version and the preparation of the CD	Project Director will make the necessary changes.  PD will plan with the Technology Provider and ensure the completion of work in a timely manner
June- July , 2010	Programming for the online version and the preparation of the CD to accompany the book	Same as above
Aug. – Sept. 2010	Complete the online version and the preparation of the CD  Visit the Hindi Flagship Program and use the materials there with prior arrangement with the Director	Project Director will test the online version and CD to see if there are any snags.  PD will travel to the Hindi Flagship program.
October, 2010	Make a presentation about the completed first book and the plan of the second book at South Asia Conference scheduled to be held in Madison (WI)  At this time PD will start contacting interesting publishers for publishing the two textbooks.	Project Director will travel to the South Asia conference.

This pattern of activity, with minor adjustments made as necessary, will continue during the second year for completing the second volume of the project. By October 2011, the two books will be ready for distribution to all interested institutions and individuals. The two textbooks will also be available on the Web and the announcement will be made through all the possible listservs used in the profession.

### **6.3. PROJECT OBJECTIVE AND PROGRAM PURPOSE**

The proposed project directly relates to the Program Purpose, which is the “development and publication of specialized business-related Hindi materials for use in business school language programs, foreign language instruction, area studies programs, and for training foreign language, area, and other international specialists”.

#### **6.4. USE OF RESOURCES AND PERSONNEL TO ACHIEVE OBJECTIVES**

The project will be fully equipped with all the required personnel as explained in 6.1 and the PD will be fully equipped all the necessary resources to do his fieldwork in India. It is important to observe the inside life in businesses and get an inside view from some insiders to business. The Subject Matter Expert, Dr. Harbir Singh, will contribute his extensive experience and knowledge of the Indian business practices and environment toward setting the specific guidelines for the Project Director’s fieldwork in India. With this background and in consultation with the local Consultant in India, the fieldwork in India will provide a wealth of data and insights which will be valuable for completing our modules. We would like to simulate a realistic view of communication patterns prevalent in a variety of businesses and NGOs in India. The interviews with CEOs will be recorded. Our objective is to collect information about the use of different languages in different domains and collect some interesting encounters with Americans and this is the kind of information that will become the basis of our text.

#### **6.5. SELECTION OF PROCEDURES AND PROVISION FOR ACCESS BY ALL**

Free, online access to the materials by all interested parties is a key feature of the proposed project. Plans are woven into the project design for hosting these modules on the Penn’s South Asia Center server and making these available without any registration fee or other charges. Copyright issues related to the use of authentic texts (especially for the second volume)

will be resolved by using materials either from a public domain that does not have copyright restriction or by gaining permission from the sources. All sources will be acknowledged with credits. Provision has been kept in the budget to allow for payment of copyright fees. It is imperative that the modules are used by, and feedback on these received from, a large pool of diverse users (different types of learners in different settings and instructors in different types of classrooms). Consequently, the project has allotted time towards achieving this objective. The cooperation of several programs and individual users has been sought and their willingness to use the materials obtained.

## **7. QUALITY OF PERSONNEL**

### **7.1. QUALIFICATIONS AND TIME COMMITMENT OF PROJECT DIRECTOR**

The project will be led by Dr. Surendra Gambhir as the Project Director, Reviewer and Contributor. He has a doctorate in linguistics and has taught Hindi, Hindi Dialects, Language & Society South Asia and Indians Overseas courses at the University of Pennsylvania between 1973 and 2008. He was the Chair of the Language Committee of the American Institute of Indian Studies from 1998 to 2007. He was the academic director of thirteen AIIS programs in India. He has given numerous language pedagogy workshops in the U.S. and India. He is the founder director of Penn-in-India study abroad program from 1994 to 2008. He has been a visiting faculty at Cornell University, University of Wisconsin and the Alabama Humanities Foundation. He has forty years of experience of teaching Hindi as a foreign language, has produced a variety of pedagogic materials and has directed many professional programs nationally and internationally over the years. He has published five books and numerous articles in the areas of sociolinguistics, Indian diaspora and Sanskrit literature. He was the keynote

speaker at three international conferences. He is closely associated with Center for Applied Linguistics and the National Foreign Language Center and has been with a leading scholar on the less commonly taught languages for many years. He is currently a Consultant to Hindi Flagship program, Director of the ALLIANCE project for South Asian languages at CAL, an evaluator & a member of the Advisory Committee of STARTALK and a Consultant to three STARTALK – summer 2009 programs of Hindi, Urdu and Teacher Training at the University of Pennsylvania. He has contributed to many national projects related to language learning over the past four decades. (See Appendix for a short resume).

The Project Director is committing at least one third of his full time for this project and sees no difficulty in bringing it to completion in the given time-period.

## **7.2. QUALIFICATIONS AND TIME COMMITMENT OF OTHER KEY PERSONNEL**

Attention has been paid to the selection of the key personnel (Appendix B) engaged in the project such that the objectives of the project are met with optimum success.

The Subject Matter Expert Dr. Harbir Singh is the Mack Professor of Management, Vice Dean for Global Initiatives and Co-Director, Mack Center for Technological Innovation at the Wharton School of the University of Pennsylvania. He is highly acclaimed international researcher, leader in his field and thoroughly conversant with the India's business world. I have met with Dr. Singh numerous times over the past year to consult with him on the proposed subject, and have benefited profusely from his insights, sharpening my understanding of the needs of U.S. and Indian corporations with regard to the use of Hindi. Please see Appendix B for his brief resume. Dr. Singh will be available for consultation for approximately 12 hours per

year, which is sufficient for the project purpose. As a Hindi speaker himself, Dr. Singh can also provide important feedback on our ongoing work.

The Consultant in India will be Professor Shamika Ravi from the Indian School of Business in Hyderabad. Shamika Ravi is an Assistant Professor of Economics and Public Policy at the Indian School of Business (ISB). Her research interests are in the areas of Development Economics, Econometrics and Behavioral Economics with a focus on issues in Microfinance, Risk and Insurance. Professor Shamika Ravi collaborates with leading microfinance institutions, commercial banks and NGOs to research topics in financial inclusion, with special emphasis on health insurance, savings and impact of financial literacy. She has been highly recommended by Professor Harbir Singh as someone with a vast network of Indian businesses and NGOs which can be surveyed for the project. Professor Ravi has a native proficiency in Hindi and will be able to comment on our ongoing work. Dr. Ravi will be able to spend 5 hours per week during my three week stay in India each year and will also be able to review the modules and provide her feedback.

The third key project personnel member is the Module Developer, Dr. Vijay Gambhir, who has a doctorate in linguistics and has taught Hindi as a foreign language for thirty- five years at the University of Pennsylvania. She is a published scholar in the field of language pedagogy in particular. She is a certified ACTFL tester and trainer and has been in the forefront for training South Asian teachers in the U.S. Dr. Gambhir is a senior person in language pedagogy but has seeing the urgency of this project has agreed to be a part of this project as Module Developer. See her brief resume for details. Dr. Vijay Gambhir will be able to spend all the necessary time to complete all the modules with assistance from the Project Director.

The high level of skills and knowledge of the project personnel will ensure maximum quality of the proposed materials. Each member of the key project personnel were carefully selected for their specialized expertise in the fields of business related subject matter, language pedagogy, and technology. The PD will not compromise the quality of the project and will ensure the availability of all members of the team as scheduled. We will employ user-friendly technology and work with experienced programmers who are well-versed in the latest technology as applied to language pedagogy.

The project timeline and its goals are realistic and the Project Director will enforce the deadline at each phase of the project. The applicant recently retired from his full time job at University of Pennsylvania and is dedicated to complete the project in time.

### **7.3. NON-DISCRIMINATION PRACTICES**

The Project Director has adhered scrupulously to the policies of non-discrimination throughout his professional career and in his private life and is committed to pursue them vigorously at every step of the proposed project. I will ensure that all aspects of the project, including personnel actions and funding, will be administered without regard to race, color, sex, sexual orientation, religion, national or ethnic origin, age, disability, or status as a disabled or Vietnam-era veteran.

### **8. BUDGET AND COST EFFECTIVENESS**

It is our primary aim to make the project cost effective without compromising the quality of the modules. Use of off campus resources and other criteria as described in this section contribute towards keeping the budget reasonable. There are no institutional overheads.

Project expenses have been significantly reduced through the use of space, facilities and equipment in my home office. There is no rental of space, no cost for the use of utilities, and there are no overhead or indirect costs associated with the project. Use of authentic texts, especially for the second volume, will incur some costs associated with obtaining copyright permission but this amount will be much less compared to costs incurred for scripting the modules.

Much of the required software to develop learning activities is available free of cost, and project activities developed for use in this project will have the potential for replication for other South Asian languages in particular. Further, the potential for use of these modules can be adapted in any curriculum, thereby making the impact of the project felt in many programs and by a large number of learners. See Appendix A (Budget Narrative) for itemized annual budget and budget detail.

## **9. EVALUATION PLAN**

### **9.1 EVALUATION**

We have an extensive plan for evaluating our ongoing work and our completed product. The units will be continuously used in Business Hindi classes at Penn as they are being developed. We will get the instructor's and the students' written feedback for each module. During the project, modules will be discussed in detail with the two qualified members of the team – Project Director and Module Developer. Subject Matter Expert's comments will also be sought occasionally. We will also seek written critique of the Hindi Flagship program's instructors and students. At the end of each year, the ongoing work will be shared at the following meetings for feedback from the profession

- CIBER's Language Conference (where there will be mostly non-Hindi instructors and linguists)
- Annual National Convention of Less Commonly Taught Languages (NCLCTL) (where many Hindi instructors and linguists will be present). The manuscript will be sent to two outside Reviewers for their critique.
- Hindi Flagship program at the University of Texas-Austin with prior arrangement to teach the Flagship program students Business Hindi with the help of the newly prepared units.
- One day workshop of 10 Wharton School (U. of Pennsylvania) students where these lessons will be presented and their critique will be sought.

We will use different questionnaires culled from the attached model of Evaluation Crosswalk (See Schedule F). Our goal is to produce nothing less than state-of-the-art books as our end product.

## **9.2 TIME SCHEDULE**

The time table given in Section 6.2 is realistic and we will certainly deliver the final product in time.

## **10. ADEQUACY OF RESOURCES**

I will be working mostly from home where I have a separate office. I have a 14' x 14' office in my home, which is fully equipped with a desktop computer with high speed internet, a printer, a telephone and comfortable furniture. As a retiree from University of Pennsylvania, I also have a life-long access to the Penn library. There are no children living in this house any

more. My home provides adequate facilities and a calm environment for my academic work in the suburbs of Philadelphia. I am well-connected with the professional world of South Asian studies and the world of less commonly taught languages in the U.S., Europe and in India. I have a wide network of scholars and instructors in the three continents and will be able to call on them for professional advice and help as I need it. I have almost everything that will be needed for the proposed project. I have requested two pieces of equipment in the proposed budget. One is a laptop as my current laptop is about seven years old. Second will be a digital tape-recorder with an effective microphone for my fieldwork.

## **11. DESCRIPTION OF FINAL FORMAT**

In this project, two textbooks of Business Hindi will be produced. Each of the two books will contain a set of 12 modules relevant to various business domains. The topics suggested below for each book have been preliminarily selected either for their business-related language features or for their cross-cultural significance. The list of topics in each book is thus tentative and will be finalized after consultation with the Subject Matter Expert and following completion of the fieldwork phase. Here is the framework for each book:

- Each module will consist of four thematic units.
- In terms of linguistic complexity (clauses, sentence-structure, vocabulary), thematic units will be at Intermediate or Advanced levels.
- Each thematic unit will contain glossary, grammar notes, cultural notes and practice activities.
- Three appendices of each book will consist of English translation of each Hindi text, keys to practice activities, and a list of all business terms used in the text.

- The complete book will also be available on an accompanying CD, which will provide opportunities for nurturing the listening comprehension of the learner. In addition, all the practice activities will be available online and the learner will be able to score his performance mechanically on the computer and store it for future reference to check his progress. Graphical representation of scores will also be available.

The first book will contain the following units: exchange of greetings, introducing oneself, giving and accepting compliments, providing information about one's own company/institution, providing one's plan of staying in the city, making enquiries, accepting or politely declining hospitality, making appointments, dining out, shopping for gifts, expressing gratitude, bidding farewell.

The second book will contain newspaper ads, business news, articles, editorials, annual reports and case studies. All the material included in the book will of course be business related. The tentative list of topics that has been recognized for this book is as follows: marketing ads, India's exports and imports, business culture, business treatises with different nations, giving voice to values in business, marketing, innovations and products, government policies, multinational companies, stock market, domestic and foreign investments, Satyam scandal in India's outsourcing industry, strategic leadership roles for management and facilitating conglomerate strategy and transformational agenda. These will include real time issues to inspire critical look, creative thinking and problem-solving capacities for setting business directions for the future through the medium of Hindi.

The five C's of the National Standards (Communication, Culture, Comparison, Connection and Community) will be fully integrated into the proposed units. Important cultural notes will include topics such as Indian notions of time, hierarchical structure of Indian society,

dealing with Indian women in the work place, conventions of addressing others in Indian society, specificities of family owned businesses and Indian perceptions about American aggressiveness in completing business deals. Variations in social interactions depending on the socioeconomic strata will also be carefully embedded in cultural notes.

## **12. PROVISIONS FOR PRETESTING AND REVISION**

The Project Director and Module Developer will first critique each module collectively. Pre-testing will be an ongoing process as each module will be pretested in classes at the University of Pennsylvania and in the Hindi Flagship program at the University of Texas. The effectiveness of the content materials, supporting materials, activities and techniques will be tested through questionnaires and interviews which will address diverse issues pertinent to the objectives of the modules. There will be ongoing input from the learners and teachers which will indicate strengths and weaknesses of the materials for different types of learners – heritage and non-heritage. Along with the formative evaluation, there will be a summative evaluation of each book, which will systematically assess the linguistic and cultural appropriateness of the texts, and the effectiveness of the materials in terms of building declarative and procedural knowledge of business Hindi.

Both instructors and students will be presented with a questionnaire eliciting their reaction to the efficacy of different parts of each module. Some students will also be personally interviewed for this. After incorporating revisions, the book will be sent to an outside reviewer. The final component of technology will also receive evaluation from learners, instructors and the Technology Provider. The Project Director will of course be involved at every stage of the work.

After the multi-pronged field-testing, necessary revisions will be made before the final product is made available for a wider circulation.

### **13. COMPETITIVE PREFERENCE PRIORITY 1**

The proposed Business Hindi textbooks in hard copy and online version meet the established **Competitive Preference Priority 1**, which is the ‘development and publication of instructional materials that serve to enhance international understanding for use by students and teachers of the following critical language areas:.. Indic.... language families’. The materials proposed in this project will directly impact the learning of Business Hindi as these will be used by CIBER business language programs, South Asia language programs and a host of other U.S. institutes teaching international business and Hindi as a foreign language.

In addition, the project will successfully meet the need to ‘enhance international understanding ...of critical language area’ (Competitive Preference Priority 1) by focusing on target culture content directly related to area studies, such as politics, religion etc. of the target culture. It will be sensitive in promoting an understanding of the differences within the target culture. Availability of these modules as free online materials will enable its wide circulation facilitating wider usage among learners. The project will ensure the creation of quality modules and the potential for continued efforts towards building learner-centered Business Hindi materials.

# Project Narrative

## Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-Suren Gambhir.doc**

Attachment 2:

Title: Pages: Uploaded File: **1237-Inge Herman.pdf**

Attachment 3:

Title: Pages: Uploaded File: **1238-Herman van Olphen.pdf**

Attachment 4:

Title: Pages: Uploaded File: **1239-Ralph Nicholas.pdf**

Attachment 5:

Title: Pages: Uploaded File: **1240-Catherine Ingold.doc**

Attachment 6:

Title: Pages: Uploaded File: **1241-Kathleen Hall.PDF**

Attachment 7:

Title: Pages: Uploaded File: **1242-Fiberlink letter.pdf**

Attachment 8:

Title: Pages: Uploaded File: **1243-fromAIIS Hindi Program.doc**

Attachment 9:

Title: Pages: Uploaded File: **1244-APPENDIX D.doc**

Attachment 10:

Title: Pages: Uploaded File: **1245-Business Language Pedagogy References.doc**

Attachment 11:

Title: Pages: Uploaded File: **1246-APPENDIX G-1.doc**

# Surendra K. Gambhir

[sgambhir@sas.upenn.edu](mailto:sgambhir@sas.upenn.edu)

## EDUCATION

- 1981. Ph.D. (Linguistics), University of Pennsylvania. Dissertation: "The East Indian speech Community in Guyana: A Sociolinguistic Study With Special Reference to Koine Formation"
- 1975. M.A. (Linguistics), University of Pennsylvania.
- 1962. M.A. (Sanskrit), University of Delhi. (Areas of study included grammar, literature and philosophy).

## EMPLOYMENT

- University of Pennsylvania. (1973-2008). Currently Adjunct Associate Professor after retirement in June 2008
- Alabama Humanities Foundation, Birmingham, AL. - Invited Faculty for Super Institute: Imaging Asia II. Summer 1996.
- Cornell University. Visiting faculty in Indo Aryan Languages & Language Pedagogy. July 1989 -1990.
- University of Wisconsin, Madison. Visiting Faculty in Hindi. Summers of 1974, 1977, 1981, 1984, 1986.

## COURSES TAUGHT

- Hindi at various levels, A Survey of Hindi Dialects, Language and Society in South Asia, Indians Overseas: A Global View, and Hindu Mythology

## ACADEMIC/ADMINISTRATIVE EXPERIENCE (Representative)

- Chair of American Institute of Indian Studies Language Committee and Academic Director of Advanced Language Programs in India. Responsibilities include providing academic direction to the advanced language programs, organizing one workshop every December for the language program instructors,
- Chair, National Committee Langnet Reading project for Hindi, sponsored by National Foreign Language Center, Washington DC.
- Member Review Board, Journal of Distinguished Language Studies, the official publication of the The Coalition of Distinguished Language Centers housed at the Monterey Institute of International Studies, Monterey, CA.

## GRANTS AND AWARDS (Representative)

- One of the 28 world-wide honorees of Hindi by the Ministry of External Affairs, Govt of India at the World Hindi Convention, New York. July 2007
- Honored with a plaque by the trustees (100+-), American Institute of Indian Studies for distinguished contributions to the study of South Asian languages in the U.S. March 2007
- Consultant, to Hindi and Urdu Flagship program of the University of Texas at Austin. 2006-

- Invited member of a distinguished national team on the sociolinguistic assessment of variation in World Languages, organized by the Center for Advanced Study of Language, Washington DC. Prepared an account for South Asian languages to share with the team
- Principal Investigator, South Asia Language Resource Center grant for Content-based Listening Materials at the Advanced & Superior levels, 2004

## BOOKS

### *Books authored:*

- *Hindi in Indian Diaspora (2007) – a*, a book published by Genius Designs, USA
- *Bhaashaa chintan (in Hindi) - sociolinguistic perspective on Hindi- published by Genius Designs, USA*
- *Spoken Hindi (1999)* with a set of 10 audiotapes published by Audio Forum, a subsidiary of Jeffrey Norton Publishers, On the Green, CT.; pp. 155. .
- *kuch kahiye na pliiz (for advanced level oral skills) (1988)* available from South Asia Regional Studies, University of Pennsylvania. A set of 20 lessons developed under a grant from the Consortium for Language Teaching & Learning; pp. 140.
- *Sanskrit Sopanam (1971) – A series of four books for teaching Sanskrit at the elementary level., Pitambar Publishing, New Delhi.*
- *sachitra hindii vyaakaran (a picturesque presentation of Hindi grammar) (1968), Pitambar Publishing, New Delhi.*

### *Books co-authored:*

- *naii dishaaeN nae log (New Directions New People) (1988) – a two year course accompanied with 20 video episodes (online - <http://www.southasia.upenn.edu/ndnl>)*
- *A Communicative Course in Hindi (1902) – an entry level course with a set of 2 audio tapes*

## PUBLISHED RESEARCH PAPERS (Representative)

- 2007. *Hinduism in Diaspora* published in the Encyclopedia of Hinduism, from Rutledge
- 2006. *What Does One Need to Get up to Level 4* in Journal of Distinguished Language Studies
- 2003. George A. Grierson (PP. 267-68) in *South Asian Folklore: An Encyclopedia* pub. Garland Publishing, Inc., New York
- 2001. *Truly Less Commonly Taught Languages & Heritage Language Learners in the United States* (pp.207-228) in 'Heritage Languages in America' edited by Joy Kreeft Peyton, Donald A. Ronard & Scott McGinnis and published by Center for Applied Linguistics and By Delta Systems Co, Inc.
- 1996. "Language Contact and Koine Formation" in *Perspectives on Language in Society* (ed.). Pub. by Kalinga Publishers, Delhi
- 1995. "Interactiveness in Spoken Language" in *Acquisition of Teaching of South Asian Languages* (ed.) published by University of Pennsylvania Press
- 1994. " Grammar - Structural & Social Contexts" in *South Asian Language Review Vol. IV.2 : Mussoorie, India*

- 1992. "Challenges of Ethnic Student Enrollments" in the Journal of National Association of Self-Instructional Languages. pp. 13-19.
- 1992. "Language Hybridization: Some Sociolinguistic Considerations" in B.N. Tewari Festschrift Volume (ed. R.N.Srivastava). Pub. by Saahitya Sahkaar, Delhi-51.
- 1988. "Structural Description of Guyanese Bhojpuri". In Hindi Transported: A Study in International Hindi Dialects by Barz & Siegel (eds.. Published by Otto Harrassowitz, Wiesbaden, West Germany. pp. 69-94.
- 1988. "Modern Indian Diaspora and Language". In The Countries of South Asia: Boundaries, Extensions and Interrelationships: Proceedings of the 35th South Asia Seminar, University of Pennsylvania. pp. 147 - 157.
- 1986. "An International Perspective on Historical and Sociolinguistic Processes in Mauritian Bhojpuri". In 'Abolition of Slavery and Indian Immigration in Mauritius' published by M.G.I., Moka, Mauritius. pp. 189-206.
- 1984. "The Lozanov Method of Language Teaching (Suggestopedia) and Its Application to the Teaching of Hindi-Urdu in the University Context". Occasional Paper Number 2, South Asia Studies Center, University of Pennsylvania (co-author). pp.1-23.
- 1983. "*Hindi and East Indian Immigrants - Historical Background, Present Status, and Future Prospects*" (in Hindi). In *vishva ke maancitra par hindii* "Hindi on the World Map." World Hindi Conference, pp. 75-82.
- 1983. "*Two Koines Compared: Guyanese Bhojpuri and Calcutta Bazar Hindustani*". In International Journal of Dravidian Linguistics, pp. 471-480
- 1983. "*Diglossia in Dying Languages: A Case Study of Guyanese Bhojpuri and Hindi*". In Anthropological Linguistics. Spring Issue, pp. 28-38.
- 1981. *Review of Fiji Hindi* by R. Moag. Journal of the American Oriental Society, vol. 101, p. 506.
- 1965. "*The Trayi*" (pp. 33-35), "Concept of Bhakti" (pp. 108-113), and Mahabharata" (pp. 132-138), three articles in "Essays on Sanskrit Literature" edited by Sadhu Ram. Published by Munshi Ram Manohar Lal, New Delhi.

#### **PUBLISHED/COMPLETED LANGUAGE TEACHING AND TESTING MATERIALS**

- 2008 – Alliance (CAL) sponsored South Asian Languages Database project Coordinator
- 2006. Online materials for listening comprehension at advanced level. (supported by a grant from SALRC)
- 1996. Hindi Proficiency Tests for reading, writing, and listening for the International Business program at Wharton School.
- 1992. Authentic Listening Materials for Hindi. (co-authored) Published by the American Council on the Teaching of Foreign Languages; pp. 181 with two video tapes.
- 1985. Hindi Proficiency Test in Listening and Reading Comprehension. (co-authored).
- 1982. Hindi Video Series. Eighteen video lessons for advanced level listening comprehension. South Asia Regional Studies, University of Pennsylvania (co-authored).
- 1974. Language Laboratory Oriented Grammatical Patterns of Hindi accompanied by a set of 24 tapes. University of Pennsylvania, (co-authored).
- 1973. International Sanskrit Correspondence Course, Government of India. Lessons 1-12.



HINDI URDU FLAGSHIP

THE UNIVERSITY OF TEXAS AT AUSTIN

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(512) 471-6669 • Fax: (512) 232-9347 • [www.hindiurduflagship.org](http://www.hindiurduflagship.org)

April 15, 2009

### **LETTER OF SUPPORT – Business Hindi Instructional Materials Project**

I strongly support the application of Dr. Surendra Gambhir for a grant to prepare materials for business Hindi.

From the point of view of the Hindi Urdu Flagship, the preparation of such materials is indispensable for our program. Our first group of students, which includes a Business Honors major and other students who are focusing on Hindi in Business, will be going to India in Fall 2009 and will have internships with various business organizations in India.

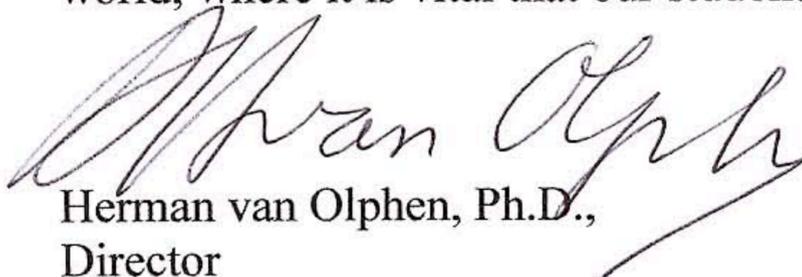
The concept that Business in India is conducted exclusively in English is very misleading; that may be true for multinational companies, but at the local level there is extensive use of the local language, and non-Hindi speakers from outside of India, who have worked in companies in India, either as employees or interns, with few exception realize very quickly that without good knowledge of Hindi it is very difficult to function effectively in business environments in North India.

Dr. Gambhir is uniquely qualified to carry out this work, since he has been working on this Business Hindi project for many months and has interviewed many CEO's about the need of Business Hindi in different places, including Delhi, Mumbai, and Pune. He also has almost 40 years of Hindi teaching experience and the experience of working on many pedagogical projects.

In the Hindi Urdu Flagship we have been aware for quite some time that we do not have the same materials in Business Hindi that are available to other Flagships, especially in Chinese and Arabic. We sincerely hope that Dr. Gambhir will be able to carry out this project and we intend to use his materials in our Flagship as soon as they become available.

Universities and High schools in the US have become more and more aware of the Business dimension of languages such as Hindi and it is unfortunate that Hindi materials in this area have been very scarce. Dr. Gambhir's project will address this lack of materials and will make it much easier for us to incorporate business objectives in our Flagship courses. After all, the goal of the Language Flagship is to create global professionals, and teaching materials which focus on Business Hindi are an indispensable part of such a goal.

We sincerely hope that Dr. Gambhir's proposal will be funded, so that Hindi will be able to take its rightful place in U.S. education as the language of one of the most dynamic nations in the world, where it is vital that our students can use the language of Business.

  
Herman van Olphen, Ph.D.,  
Director

## American Institute of Indian Studies

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Professor Ralph W. Nicholas  
*President*

Purnima Mehta  
*Director General*

Dr. Elise Auerbach  
*U.S. Director*

April 20, 2009

U.S. Department of Education

Dear Colleagues:

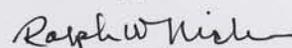
I am writing in support of the application of Dr. Surendra Gambhir for support for a project to develop teaching materials that address the language needs of people doing business in India. This is an important project and there are very few people whose knowledge and experience prepares them better than Dr. Gambhir to do it.

A few years ago it was common to hear Americans say, "Oh, you don't need to know Indian languages to work in India. Everybody knows English." Apart from the quantitative error in the second sentence, there used to be some sense in which one could get along in many contexts in India without knowledge of Indian languages. That truth is gradually dying, not because many people do not know English but because Indian languages—and Hindi in particular—are now much more widely, naturally used in so many more contexts. It is no longer considered essential to conduct all affairs in English, and there are many contexts in which Indian languages are intentionally used to obscure certain facts from foreigners. The use of Hindi as a national language has grown enormously in the last two or three decades. The time has come for Americans doing business in India to prepare themselves linguistically for their work.

Dr. Gambhir is one of the most accomplished linguists and language teachers in the U.S. For ten years he served as Chair of the Committee on Language of the American Institute of Indian Studies. In this capacity he supervised the selection of American students to go to India for advanced language training and he oversaw the work of a large group of language teachers in India. The AIIS Hindi Program, under his supervision, grew to the point where it now trains 50 students each summer at our center in Jaipur in all levels of Hindi and 100 students in other Indian languages. One of the hallmarks of the AIIS language program has been to address the specific needs of each student. Thus, Dr. Gambhir already has a lot of experience in creating highly directed language teaching programs. This experience, combined with his deep native fluency in Hindi and his command of a wide range of specialized English usage, equips him extraordinarily well for the task he is now proposing.

I recommend support for the India business language project with complete confidence in the value of the results he will provide.

Sincerely,



Ralph W. Nicholas



April 9, 2009

Dear Sir or Madam,

I am writing in support of the proposal being submitted by Dr. Surendra Gambhir of the University of Pennsylvania to develop a textbook for Business Hindi. Dr. Gambhir is an esteemed colleague who has been a leader in the field of Hindi studies for many years, and most recently has worked with the STARTALK project as we have begun to promote programs for teachers and students of Hindi across the US. I have complete confidence in his ability to develop an effective textbook that will prove highly useful in a language field in which high-quality instructional materials are scarce in general, and particularly for special purposes such as business communication. The Wharton School has long been a leader in including language instruction in its business programs, and Dr. Gambhir's experience in teaching business Hindi there, as well as his extensive research on-site on the use of Hindi and English in India's corporate world, assure that his materials will be highly pertinent to the needs of our business students.

I'm sure I do not need to emphasize to the proposal readers the rapidly increasing importance of Hindi in parallel with the increasing importance of India as an economic power, but readers may not be aware of the large numbers of heritage speakers of Hindi in the US who, with access to formal instruction, can realistically expect to reach professionally useful levels of Hindi and to benefit from textbooks such as the one Dr. Gambhir proposes. In addition, the existence of a Hindi Flagship program and study abroad opportunities assure that there will be an increasing number of students who can benefit from this project. The STARTALK program has seen a rapid increase in interest in Hindi since the addition of Hindi and Urdu to our languages in 2008, and the success of the FLAP -funded high school Hindi program in New Jersey also shows the realistic possibility for K-12 feeder programs into business Hindi programs at Wharton and elsewhere, using Dr. Gambhir's materials.

Thank you for your careful consideration of Dr. Gambhir's proposal.

Sincerely,

Catherine Ingold, PI, STARTALK Project  
Director, NFLC at the University of Maryland

22 April 2009

To Whom It May Concern,

Fiberlink Communications is a software company headquartered in Blue Bell PA. In June 2005, Fiberlink established a subsidiary in Bangalore, India, Fiberlink Software Pvt. Ltd., to serve as both a research and development center, and a regional operations center serving our customers in both Asia and Europe.

At that time, I relocated with my family to Bangalore to serve as Vice President of India Operations for Fiberlink. My general management duties included responsibility for the legal, administrative, and financial functions of Fiberlink Software Pvt. Ltd.

During the three years I spent living and working in India, I came to appreciate the great degree of cultural diversity that exists in India and the importance of understanding and respecting this culture and diversity. In both the personal and professional realms, it was engagement with and respect for the culture that was key to building the rapport and relationships necessary to establish and maintain a successful organization.

For these reasons I endorse and support efforts to establish a systemic study of business Hindi.

Regards,



Joseph E. Pappano  
Vice President, Technical Services

fromAIIIS <aiishlp@dil.in>

toSurendra Gambhir <surengambhir@gmail.com>

dateSun, Apr 12, 2009 at 3:02 AM

subjectRe: greetings from Jaipur

Apr 12 (10 days ago) Reply

Dear Sir,

Demand of business related Hindi materials is increasing since last couple of years. It will be very useful if business related Hindi materials are available and we will be able to incorporate them in our regular curriculum for the Summer & Academic Year Programs.

With warm regards.

A. N. Singh

Head, AIIIS, Hindi Language Program, Jaipur, INDIA

Associate Director (Programs), AIIIS

----- Original Message -----

From: Surendra Gambhir

To: AIIIS ; aiishlp@datainfosys.net ; ansingh9@hotmail.com

Sent: Wednesday, April 22, 2009 11:11 AM

Subject: Re: greetings from Jaipur

Dr. A.N. Singh

Director, AIIIS Hindi Program

Jaipur (India)

Dear Dr. Singh,

I am planning on a project for producing business related Hindi materials. It should include materials from rural business to India's high profile business corporations. Do you think that if business related Hindi materials are available in the near future, will you be able to usefully incorporate them in your regular curriculum for the summer and the academic year programs?

I will appreciate if you can respond to this query at your earliest.

Thank you,

Surendra Gambhir

## APPENDIX D

### **Project Evaluation Plan: Crosswalk**

EVALUATION QUESTIONS	DATA SOURCES			
	L	I	PC	R
<b>Data Indices: the Learners (L), Instructors (I), Pedagogy Consultants (PC) and Reviewer (R).</b>				
A, B, C and D correspond to the 4 components, the type of questions, the content, the visual aids and technology respectively.				
<b>A. To what extent do the types of questions have a significant impact on the learners' ability to "understand and interpret written and spoken language on a variety of topics" (Standard 1.2)?</b>				
a. To what extent did the learners improve their ability to comprehend and identify vocabulary related to specific topics?	X	X		X
b. To what degree did learners' response to the questions require their comprehension of the text?		X	X	X
c. To what extent did learners' response to the questions require them to interpret information provided in the texts?		X	X	X
d. To what extent did the sequencing of questions correspond to the pre-reading, reading and post-reading phases of learning?			X	X
e. To what extent was the language of the questions easily comprehensible to the learners?	X			
f. To what extent were the response options provided for each question challenging in terms of their potential to promoting comprehension and interpretation among the learners?		X		X
g. To what degree did the questions for each text address the challenging linguistic features of the text?	X	X		X
h. To what degree did these questions address the non-linguistic (content knowledge) features of the text?	X	X		X
<b>B. To what extent does the content (of the text) used in each module offer optimum opportunities for learning language and content (related to area studies)?</b>				
a. To what degree has the content increased the learners' knowledge of the target region?	X			
b. To what extent do the learners believe that the content of the modules have improved their knowledge of topics related to their professions, heritage culture, research topics, or all of these?	X			
c. To what degree were the module content distributed across different genres?	X	X	X	X
e. To what degree did the selected content have the potential for providing relevant questions?			X	X
f. To what extent was the content interesting (motivated them to continue reading/listening the text) to the learners?	X			
<b>C. To what extent does the use of learning tools (visual aids, gloss on language and content features) aid learners' listening and reading comprehension?</b>				
a. To what extent are the learning tools sufficient in explaining the chief linguistic features of the text?	X	X	X	X
b. To what extent are the learning tools sufficient in providing relevant information about the content of the text?	X			X
c. To what degree is the language used in the gloss easily comprehensible?	X	X		
d. To what degree did the learning tools contribute in making these modules complete as supplementary materials to be used by independent learners, without teacher guidance?	X	X		
<b>D. To what extent does the technological component of these modules lend itself to the project objectives?</b>				
a. How easy/difficult was it for learners to access these modules?	X			
a. How easy/difficult was it for learners to access these modules?	X			
b. How easy/difficult was it for learners to navigate through these modules?	X			
c. To what degree were the templates effective in allowing questions to address learners' need to 'understand and interpret' different types of written and audio texts?	X	X	X	X
d. To what degree do the developed question templates have a potential for use in other language projects?			X	X
<b>Narration of Crosswalk Data Collection Indices</b>				
<b>Relevant documents</b> (provided with modules) will include: evaluation forms, user profile information, pre and post-test results. Surveys, discussions (conducted formally and informally) with learners and instructors will also be used.				

## **Appendix C**

### **BUSINESS LANGUAGE REFERENCES**

#### **Business Language Concepts**

1. Employing International Business Cases for Business Language Instruction by Tomoko Takami. :Published in Global Business Languages, Volume 13 (2008); pp. 63-79
2. The Authenticity of Business Simulations in ESP: Implications for Material Design by Diana Phillips. Published in Global Business Languages, Volume 10 (2005); pp. 3-11
3. Business Languages and the Use of English in Multi-Lingual Switzerland by Margrit Zinggeler. Published in Global Business Languages, Volume 10 (2005); pp. 67-83.
4. Advertising in India by Tej Bhatia. Published by Institute for the Study of Languages and Cultures of Asia and Africa, Tokyo Univeristy of Foreign Studies, Tokyo (2000)
5. Facilitating and Assessment of Student Learning in Business Communication by Linda Mahin and Thomas G. Kruggal. In Business Communcation Quarterly, Vol. 69, No. 3, Sept. 2006. Pp. 323 – 327.

#### **Business Language Pedagogy Textbooks in Different Languages**

6. Startup Business Chinese by Jane C.M. Kuo. Published by Changd and Tsui (2005)
7. Close the Deal – Advanced Chinese for Creative andn Productive Business by Ye Feng, et al. Published by Changd and Tsui (2006)
8. Business Japanese by Reiko Suzuki, et al. Published by Tuttle Language Library (1999).
9. The Internet Source Book for Business Korean. Published by Michigan State University. (2005)

10. Intercultural Communication and Business Language: Cultural Interviews with Korean Executives (2006).

APPENDIX G

**Project Evaluation Plan: Crosswalk**

EVALUATION QUESTIONS	DATA SOURCES				
	L	I	PC/TC	R	
Data Indices: the <b>Learners (L)</b> , <b>Instructors (I)</b> , <b>Pedagogy Consultants/Technology Consultants (PC/TC)</b> and <b>Reviewer (R)</b> . A, B, C and D correspond to the 4 components, the type of questions, the content, the visual aids and technology respectively. <b>Scale 0 to 10</b>					
<b>A. To what extent do the types of questions have a significant impact on the learners' ability to "understand and interpret written and spoken language on a variety of topics" (Standard 1.2)?</b>					
a. To what extent did the learners improve their ability to comprehend and identify vocabulary related to specific topics?					
b. To what degree did learners' response to the questions require their comprehension of the text?					
c. To what extent did learners' response to the questions require them to interpret information provided in the texts?					
d. To what extent did the sequencing of questions correspond to the pre-reading, reading and post-reading phases of learning?					
e. To what extent was the language of the questions easily comprehensible to the learners?					
f. To what extent were the response options provided for each question challenging in terms of their potential to promoting comprehension and interpretation among the learners?					
g. To what degree did the questions for each text address the challenging linguistic features of the text?					
h. To what degree did these questions address the non-linguistic (content knowledge) features of the text?					
<b>B. To what extent does the content (of the text) used in each module offer optimum opportunities for learning language and content (related to area studies)?</b>					
a. To what degree has the content increased the learners' knowledge of the target region?					
b. To what extent do the learners believe that the content of the modules have improved their knowledge of topics related to their professions, heritage culture, research topics, or all of these?					
c. To what degree were the module content distributed across different genres?					
e. To what degree did the selected content have the potential for providing relevant questions?					
f. To what extent was the content interesting (motivated them to continue reading/listening the text) to the learners?					
<b>C. To what extent does the use of learning tools (visual aids, gloss on language and content features) aid learners' listening and reading comprehension?</b>					
a. To what extent are the learning tools sufficient in explaining the chief linguistic features of the text?					
b. To what extent are the learning tools sufficient in providing relevant information about the content of the text?					
c. To what degree is the language used in the gloss easily comprehensible?					
d. To what degree did the learning tools contribute in making these modules complete as supplementary materials to be used by independent learners, without teacher guidance?					
<b>D. To what extent does the technological component of these modules lend itself to the project objectives?</b>					
a. How easy/difficult was it for learners to access these modules?					
a. How easy/difficult was it for learners to access these modules?					
b. How easy/difficult was it for learners to navigate through these modules?					
c. To what degree were the templates effective in allowing questions to address learners' need to 'understand and interpret' different types of written and audio texts?					
d. To what degree do the developed question templates have a potential for use in other language projects?					
<b>Narration of Crosswalk Data Collection Indices</b> <b>Relevant documents</b> (provided with modules) will include: evaluation forms, user profile information, pre and post-test results. Surveys, discussions (conducted formally and informally) with learners and instructors will also be used.					

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-IRS\_PROJECT\_BUDGET.doc**

**PROJECT BUDGET (2009 – 2010)**

**Business Hindi Learning Materials for Intermediate to Superior Level Learners**

**The objective of this project is to develop two textbooks in hard copy with an accompanying CD  
and an online version**

	<b>TOTAL Federal Assistance</b>
<b>1. PERSONNEL</b>	
Project Director Dr. Surendra Gambhir (33% of full time)	35,000
Subject Matter Expert Dr. Harbir Singh	2,000
Local Business Consultant (in India) Dr. Shamika Ravi	1,000
Module Content Developer Dr. Vijay Gambhir - \$250 per unit/12 units	3,000
Module Text Provider (2) @ \$10 per unit/48 units (12 modulesx4units)	960
Recording Assistants (2) audio recording in their voices 150 pages @ 800 person/\$20 hr	1,600
Technical Assistant 40 hours/\$25	1,000
Translation Assistant 12 units/\$100	1,200
Word Processing in Hindi and English approx. 150 pages/\$10	1,500
Technology Provider for programming, uploading online and preparing CD	1,500
2 Reviewers for reading the first 3 modules and then the final volume @ \$400 each	800
<b>SUBTOTAL PERSONNEL</b>	<b>52,400</b>
<b>TRAVEL FOR PROJECT DIRECTOR</b>	
International travel to India by an American airline	2,500
Per Diem at the State Dept. averaged rate in India's five cities 21 days/\$250	5,250
Local Air Travel in India	1,000
Hindi Flagship Program in Austin, TX.	800
CIBER Business Language Conference 2010 (in Philadelphia) April 2010	00
National Council of Less Commonly Taught Languages in Madison WI April 2010	800
South Asia Conference in Madison WI October 2010	800
<b>SUBTOTAL TRAVEL</b>	<b>11,150</b>
<b>EQUIPMENT</b>	
Laptop with software	1,500
Digital Tape Recorder with an external microphone	300
<b>SUBTOTAL EQUIPMENT</b>	<b>1,800</b>
<b>OTHER</b>	
Digital audio recording of Business Hindi volume 1 – 40 hours @ \$50	2,000
½ Day Workshop of Business School Students - Incentive \$50 for 10 students	500
Food for participants	100
Supplies	200
<b>SUBTOTAL OTHER</b>	<b>2,800</b>
<b>GRAND TOTAL</b>	<b>68,150</b>

**PROJECT BUDGET (2010 – 2011)**

**Business Hindi Learning Materials for Intermediate to Superior Level Learners**

**The objective of this project is to develop two textbooks in hard copy with an accompanying CD  
and an online version**

	<b>TOTAL Federal Assistance</b>
<b>2. PERSONNEL</b>	
Project Director Dr. Surendra Gambhir (33% of full time)	35,000
Subject Matter Expert Dr. Harbir Singh	2,000
Local Business Consultant (in India)	1,000
Module Content Developer Dr. Vijay Gambhir - \$250 per unit/12 units	3,000
Module Text Provider (2) @ \$10 per unit/48 units (12 modulesx4units)	480
Recording Assistants 2 - audio recording in their voices - 150 pages @ 800 person/\$20 hr	1,600
Technical Assistant 40 hours/\$25	1,000
Translation Assistant 12 units/\$100	1,200
Word Processing in Hindi and Roman scripts approx. 200 pages/\$10	2,000
Technology Provider for programming, uploading online and preparing CD	1,500
2 Evaluators for reading the first 3 modules and then the final volume @ \$400 each	800
<b>SUBTOTAL PERSONNEL</b>	<b>49,580</b>
<b>TRAVEL FOR PROJECT DIRECTOR</b>	
International travel to India by an American airline	2,500
Per Diem at the State Dept. averaged rate in India's five cities 21 days/\$250	5,250
Local Air Travel in India	1,000
Hindi Flagship Program in Austin, TX.	800
CIBER Business Language Conference 2010 (in Philadelphia) April 2010	00
National Council of Less Commonly Taught Languages in Madison WI April 2010	800
South Asia Conference in Madison WI October 2010	800
<b>SUBTOTAL TRAVEL</b>	<b>11,150</b>
<b>OTHER</b>	
Copyright Permissions	2,000
Digital audio recording of Business Hindi volume 2 – 40 hours @ \$50	2,000
½ Day Workshop of Business School Students - Incentive \$50 for 10 students	500
Food for participants	100
Supplies	200
<b>SUBTOTAL OTHER</b>	<b>5,000</b>
<b>GRAND TOTAL</b>	<b>65,530</b>