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**ACRONYMS**

AANAPISI: Asian American, Native American Pacific Island Serving Institution ACTFL: American Council on the Teaching of Foreign Languages

AIBS: American Institute of Bangladesh Studies AIIS: American Institute of Indian Studies AIPS: American Institute of Pakistan Studies AISLS: American Institute of Sri Lankan Studies

AMEC: Asian and Middle Eastern Cultures (Barnard) ARC: Academic Review Committee

A&S: Faculty of Arts and Sciences (combined faculty, undergraduate & graduate Depts) AY: Academic Year

CCE: Center for Career Education

CEPR: Center for Evaluation, Policy, and Research, Indiana University CSULB: California State University at Long Beach

CU: Columbia University

CUL: Columbia University Libraries CRL: Center for Research Libraries DGS: Director of Graduate Studies DUS: Director of Undergraduate Studies

GSAS: Graduate School of Arts and Sciences FAFSA: Free Application for Federal Student Aid FLAS: Foreign Language and Areas Studies

FT: Full-time

HBCU: Historically Black Colleges and Universities HIS: Hispanic Serving Institution

ICLS: Institute for Comparative Literature and Society ILR: Interagency Language Roundtable

IRCPL: Institute for Religion, Culture, and Public Life ISCG: International Studies Consortium of Georgia LCTL: Less Commonly Taught Language

LRC: Language Resource Center

MESAAS: Middle East, South Asia, and Africa Studies MIA: Master of International Affairs

MEI: Middle East Institute MPA: Master of Public Affairs MSI: Minority Serving Institution NRC: National Resource Center OCS: Office of Career Services PBI: Primarily Black Institution PT: Part-time

SA: South Asia

SAI: South Asia Institute

SASLI: South Asia Summer Language Institute SIPA: School of International and Public Affairs USED: US Education Department

# A: Commitment to South Asia Studies at Columbia University

Since 2010, the South Asia Institute has worked to revitalize and restructure its programs, in response new global initiatives at the university. In 2010, Columbia added the Mumbai Center to its network of nine Global Centers across the world. The Institute’s interdisciplinary MA program in South Asia Studies, established in 2012, adds a strong and visible pedagogical and curricular dimension to SAI. Since 2018, new SA faculty have been hired at Barnard College, the Law School, the School of International and Public Affairs, and the Departments of Middle Eastern, South Asian, and African Studies, and the Philosophy and Political Science Departments. Two South Asia searches are in progress at Barnard College and in the Department of Art History and Archaeology. Over the next four years, the Institute is committed to developing South Asia programming and strengthening South Asia curricula for a broad audience on campus, in local communities, regionally, and nationally.

|  |  |  |  |
| --- | --- | --- | --- |
| **Columbia Commitment to South Asia Studies, 2021-22** | | | |
| **SALARIES AND FRINGE BENEFITS** | SAI | Columbia + SAI | Totals |
| Language instructors |  | $595,778 |  |
| Area Studies Faculty |  | $4,953,879 |  |
| Administrative Personnel (includes Global Center) | $39,626 | $763,086 |  |
| Outreach Personnel | $60,535 | $60,535 |  |
| Library Personnel |  | $129,620 |  |
| **Subtotal, Salaries and Fringe Benefits** | **$100,161** |  | **$6,502,898** |
| **NON-SALARY SUPPORT** |  |  |  |
| Library acquisitions |  | $132,478 |  |
| Visiting Lecturers & Events programming | $11,100 | $14,100 |  |
| Faculty Travel & Research Accounts |  | $98,500 |  |
| Other (computers, supplies, receptions, etc.) | $14,193 | $41,143 |  |
| Global Center in Mumbai (Other than personnel) |  | $471,813 |  |
| **Total Non-salary support** | **$25,293** |  | **$757,534** |
| Scholarship support (undergraduate students) |  |  | $2,030,847 |
| Fellowship support (graduate students) |  |  | $1,832,864 |
| **Total Student support** |  |  | **$3,863,711** |
| **GRAND TOTAL South Asia Studies Support** | **$125,454** |  | **$11,124,143** |
|  |  |  |  |
| Note: Faculty travel in 2021-22 was limited. Many depts. suspended 2020-21 doctoral admission. | | | |

Financial Support. Operating support for South Asia Studies at Columbia was

$11,124,143 in 2021-22 (see table above); including $100,161 of South Asia Institute funding

(exclusive of NRC and FLAS).

Teaching: Full-time faculty with South Asia teaching and research interests are

appointed in ten departments and in five schools; See the chart below for 2021-22 numbers of students and courses with a South Asia focus, and faculty with SA teaching/research interests.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2021-22 Students, Classes, and Faculty (Research and Teaching on South Asia) by Department or Schools, and Faculty who Research but do not Teach SA courses** | | | | | | | | |
| **Department (or School \*)** | **Students** | | **Courses** | | **FT Faculty** | | **PT Fac FT SA** | **Research only SA** |
| UG | Grad | UG | Grad | FT SA | PT SA |
| Anthropology | 1 | 5 | - | - | 1 |  |  |  |
| Architecture | 2 | 5 |  |  | 1 |  |  |  |
| Art History | - | 7 | 1 | 1 | 1 |  |  |  |
| Asian & Middle East  (Barnard) | 14 | - | 1 | - | \*\* |  |  |  |
| English /Comparative  Literature | 3 | 1 | 3 | - | 1 | 1 |  |  |
| Dance (Barnard) | - | - | 2 | - |  |  | 1 |  |
| Earth Institute/E3B | - | - | - | - |  |  |  | 12 |
| \*Engineering | - | - |  |  |  |  |  | 2 |
| History | 1 | 9 | - | 1 | 2\*\* |  |  |  |
| \*International and  Public Affairs (MIA and MPA) | - | 6 | - | 3 | 3 |  | 1 | 3 |
| Islamic Studies (MA  Program) | - | 11 | - | 1 |  |  |  |  |
| Language Resource Center | - | - | 9 |  |  |  | 2 |  |
| \*Law School | - | - | - | - | 1 |  |  |  |
| Middle East, South Asia & Africa Studies | 9 | 19 | 24 | 12 | 7 | 1 | 2 |  |
| Music |  | 1 | 1 | - |  |  |  | 1 |
| Philosophy | 1 | - | 1 | - | 1 | 1 |  |  |
| Politics | 3 |  | 1 | 2 | 1 |  | 1 |  |
| \*Public Health | - | 2 | - | 1 |  | 1 |  | 1 |
| Religion | 2 | 13 | 2 | 4 | 4\*\* | - | 1 |  |
| South Asia Studies  (MA Program) | - | 12 | - | 2 |  |  |  |  |
| Theatre (Barnard and  GSAS) | - | - | 3 | - | 1 |  |  |  |
| **Total** | **36** | **91** | **48** | **27** | **23** | **9** | **8** | **19** |
| \*School \*\*includes joint appointments: Barnard AMEC listed with History (1) or Religion (2) | | | | | | | | |

In addition to teaching faculty, Columbia supports 19 full-time faculty with research interests and/or ongoing research in South Asia in the Schools of Engineering, Public Health, Earth Institute/Climate School, and SIPA. (Note: salary figures in the table above are for teaching

faculty and do not include research-only faculty.)

Library: The South Asia Collection at the Columbia Libraries, which is the fifth largest

university library in the U.S., holds over 500,000 volumes on South Asia, and is regularly cited as one of the strongest such collections in the country. It serves scholars beyond Columbia regionally, nationally, and internationally, through cooperative and resource sharing initiatives. (See Section E. Library).

Linkages: The University’s Global Centers represent a network of nine Centers in

Amman, Beijing, Istanbul, Mumbai, Nairobi, Paris, Rio de Janeiro, Santiago, and Tunis. The Centers promote and facilitate the collaborative engagement of the University’s faculty, students, and alumni with the world, and address global challenges. The Mumbai Global Center offers extensive programming, often with CU faculty, on issues relating to Mumbai, Maharashtra, India, and South Asia. The Mumbai Center was locked down in 2021 at the height of the pandemic in India, but has reopened with online programming and limited in person activities.

Columbia faculty are regular advisors at the highest levels of the Indian government.

Arvind Panagriya (SIPA) was the first Vice Chairman of the NITI Aayog, a cabinet level position in India, 2015-2017. Senior Research Scholar Nirupam Bajpai leads the South Asia Program for Sustainable Development, Earth Institute, and serves as a Member of the Lancet Covid-19 Commission India Task Force. Bajpai served as advisor to the Office of the Prime Minister from 1999-2013 and to Ministries of Finance, and Commerce and Industry. Bajpai and Vijay Modi (Engineering), have advised the governments of Gujarat, Madhya Pradesh, Tamil Nadu, and Uttar Pradesh. Six faculty members have been honored with awards for service to the Indian government: the Padma Sri (Nirupam Bajpai, Sheldon Pollack), Padma Bhushan (Vidya Dehejia, Padma Desai, Arvind Panagariya), and Vibhushan (Jagdish Bhagwati).

The Earth Institute, housed in the newly created Climate School, supervises several ongoing projects in Bangladesh and India. Various projects study the geology and sedimentation rates in the Ganges-Brahmaputra delta; climate and agriculture in Bangladesh; clean air solutions in Delhi; climate variability links between the Himalayas and the Indian Ocean; floods and erosion in Assam; drinking water storage and distribution in Jharkhand; and the impact of COVID-19 on health care access in rural areas of India. Upmanu Lall, director of the Water Center, heads two Global initiatives that operate projects around the world, including two in India: a Water Sustainability Initiative on global water scarcity and risk; and a Flood Initiative investigates prediction and mitigation of floods, climate drivers and supply chain impacts.

Outreach: Columbia supports half of the salary of the Associate Director/Outreach

Coordinator, and much of the costs associated with our teacher training and events programming. From 2018-2022, the Institute co-sponsored events with academic units and student groups in Arts & Sciences, Barnard, and the Schools of Journalism, Public Health, International and Public Affairs, and outside of Columbia, with the Asia Society, the Cornell South Asia Program, the South Asia Journalists Association, and others. (See Section G. Impact and Evaluation.)

Student Support: 2021-22 Graduate fellowships totaling $1,823,864 support students

across five departments, and two schools. Undergraduate Scholarships provided $2,030,847 to students at Barnard and Columbia Colleges, and the School of General Studies. A five-year endowed fellowship at SAI provides support for a student from India to undertake doctoral study at CU (there was no fellow appointed in 2021-22). (See the above table.)

# Quality of Language Instructional Program

B1. Extent of offerings and Enrollments: Through the Dept. of Middle Eastern, South

Asian, and African Studies (MESAAS) Columbia offers three modern languages with a three-

year sequence, Hindi, Persian, and Urdu; and a two-year program in Tamil, offered sequentially across two years. MESAAS offers Sanskrit across three years, with a set of four advanced courses rotated across a two-year schedule

The Language Resource Center (LRC) runs two-year modern language programs: Bengali and Punjabi (Elementary and Intermediate). The LRC is an Arts & Science unit that focuses on promoting innovative approaches to learning across a broad range of languages as it seeks to foster better language teaching practices and methods for all its constituencies. It runs a number of less commonly taught language programs, and provides digital resources used to support instruction in all of Columbia’s language offerings.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Language Program** | **Total Registrants – Four Year Total and Break-down by language and year** | | | | |
|  | **2018-19** | **2019-20** | **2020-21** | **2021-22** | **2018-21** |
| **Bengali** | 29 | 36 | 26 | 45 | **91** |
| **Hindi-Urdu** | 130 | 102 | 120 | 120 | **352** |
| **Persian** | 76 | 62 | 52 | 49 | **190** |
| **Panjabi** | 24 | 39 | 22 | 31 | **85** |
| **Sanskrit** | 29 | 26 | 27 | 21 | **82** |
| **Tamil** | 5 | 11 | 20 | 14 | **67** |
| **Totals** | **293** | **276** | **267** | **280** | **836** |

Enrollments in South Asia language classes have been consistent over the past four years (see table above). Students across the university (Barnard and Columbia Colleges; GSAS; School of General Studies, and at the professional Schools have enrolled in SA language classes. Arts & Sciences units account for the majority of the language registrants, and among the professional schools, the largest cohort of registrants is at SIPA. With a Mellon grant, the Language Resource Center entered into an agreement to share language courses with Cornell and Yale in 2012. The grant enabled construction of interactive classrooms with cameras, microphones, speakers, and two large-screen monitors at three schools. The classrooms at Columbia bring Punjabi and Tamil to students at Cornell and Yale, and bring Nepali and Sinhala.

The “Shared Course” program enables sharing of 21 languages among the three schools. The LRC maintains resource materials for self-study for languages not taught at Columbia and shares such materials with a consortium of schools. The LRC runs a Language Maintenance Tutorial (LMT) program that matches students with fluent speakers on campus for improvement of speaking skills and vocabulary, or to maintain skills through practice. The LMT tutors are trained by the LRC, and the cost of SA language tutorials for students is subsidized by SAI.

B2. Depth of offerings: Columbia offers Department-based three-year programs

(Elementary, Intermediate, and Advanced levels) in Hindi, Persian, Sanskrit, and Urdu and three two-year programs, Bengali, Punjabi, and Tamil. In 2010-11, MESAAS introduced a Heritage Hindi track, and in 2012-13, a Heritage Urdu track. In one year, students in the Heritage classes receive the equivalent of two years of study (Elementary through Upper Intermediate), and often obtain a Low Advanced proficiency. Literature classes taught in the target language are available in Hindi, Persian, Sanskrit, and Urdu. While Columbia does not offer other “language across the discipline” courses, area studies faculty do work students to work with students on materials in many SA languages, in the context of disciplinary courses, or independent studies.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Columbia University South Asia Language Faculty, 2021-22** | | | | |
| **Bengali** | **Hindi-Urdu** | **Persian** | **Sanskrit** | **Tamil** |
| Bhattacharjya | Ahmad | Honarmand | Subramaniam | Subramaniam |
| (100% PT) | (50/100%, FT) | (100%, FT) | (66/100% FT) | (33/100% FT) |
|  | Masul |  | Tyler |  |
| **Hindi** | (100% PT) | **Punjabi** | (100%, FT) | **Urdu** |
| Ranjan | Ranjan | Singh |  | Ahmad |
| (50/100% FT) | (50/100% FT) | (100% PT) |  | (50/100% FT) |

B3. Staffing: The Hindi-Urdu Program is staffed by two full-time instructors (Ahmad

and Ranjan) and one part-time instructor (Masul). There is a full-time instructor and one part- time lecturer teaching Sanskrit, and one full-time instructor for Modern Persian. The Sanskrit

instructor, Shiv Subramaniam, teaches either Elementary or Intermediate Tamil, alternating each year. Two part-time instructors teach the LRC language courses in Bengali and Punjabi.

Training: All of our modern language instructors are native speakers of the languages that

they teach, and with one exception (an ABD candidate teaching Sanskrit), all have PhDs in either linguistics or language and literature. Departmental and LRC instructors regularly attend national conferences, pedagogy workshops, and training opportunities hosted by ACTFL, Flagship centers, and language associations, with funding from SAI and MESAAS, and SAI workshops organized by NYU and Columbia. LRC pedagogy workshops run annually and one- on-one consultations for instructors are available. Since 2018, SA Language instructors have participated in three workshops focused on proficiency and assessment methodology for Hindi, Urdu, and Punjabi, funded by SAI, and a national conference hosted by the LRC at Columbia.

B4. Quality of Program and Performance-Based Instruction: Columbia language

instructors use performance-based and task-based methodology across their curricula, focusing on the development of speaking, listening, reading, and writing skills, using authentic text and video materials. Classroom methodology and pedagogy in all programs are under the direction of SA Language Coordinator Ranjan. Classroom teaching is based on constructed-response formats, which allow for performance-based assessments. National standards incorporating ACTFL and ILR guidelines were introduced into the South Asia language revised curriculum in 2011-13, and are updated annually. Language programs follow learner-centered and real-life task methodologies to align with the “Global readiness” and “Global Standards” models.

Resource Materials (aural, web, video, text) for all South Asian languages taught at

Columbia have been collected and developed with the help of the Language Resource Center and are available on-line for use by instructors and students. Between 2014-2020, Hindi Lecturer

Ranjan created over 60 curricular units (with grammar, vocabulary, and other exercises) featuring recordings of native speakers filmed in India, including a Hindi-Urdu series focusing on “Festivals of India.” A new 2022-25 project will create a web-portal based application to assist students in acquiring accurate pronunciation skills through practice of vowels, consonants, and combinations, and practice with words, sentences, and stories. (See Criteria H, I, J).

Language Proficiency Rakesh Ranjan, South Language Coordinator, is a national leader

in the formulation and introduction of proficiency-based methodology and pedagogy. Ranjan has consulted for the American Council on International Education on ILR assessment and testing materials. With his counterpart at NYU in Hindi-Urdu, Ranjan has organized many training workshops funded by SAI in 2014 – 2019. In Summer 2021, he led a four-week Hindi Pedagogy Workshop for K-12 instructors teaching at community schools, and in 2022-25, he will continue to offer these workshops. (See Criteria H, I, J.) Ranjan works closely with the Language Resource Center to assure the use of proficiency-based methods in LRC programs, and he participates in the LRC assessment and curricular materials programs. Ranjan designed the AIIS Jaipur Summer Intermediate Hindi curriculum, and is a member of the AIIS language committee, and is one of three language instructors on the Board of Directors for SASLI. Dwijen Bhattacharjya, the Bengali instructor, certified by ACTFL as an OPI examiner, performs OPI testing for the Departments of Defense and State, and runs a Native Language Arts program for Bengali speakers for the NYC Department of Education.

# Quality of the Non-Language Instructional Program

C1. Course Offerings: In 2018-22, South Asia was incorporated into the undergraduate

and graduate curriculum of sixteen departments and programs (see Criterion A) across five schools at the university (Barnard, Arts & Science, Law, Public Health, and SIPA).

Professional Schools: The Schools of Law, Public Health, and SIPA offer courses with

South Asia content (see table below). Rumela Sen offers three SIPA courses per year on the politics of South Asia. Arvind Panagariya and Vishakha Desai offer an annual SIPA course on the Indian Economy, and on Foreign Policy and Culture, respectively. At the Law School, the 2019-21 B. R. Ambedkar Fellow Madhav Khosla will join the faculty as a tenured professor in 2022, and will offer courses on Indian Constitutional and Comparative Constitutional Law. At the School of Public Health, Kavita Sivaramakrishnan offers two courses on Public Health focused on India, cross-listed with History. Anooradha Iyer Siddiqi, in the Barnard Architecture Dept, offers graduate South Asia courses through the School of Architecture.

C2. Depth of course coverage: MESAAS is the primary department for undergraduate

and graduate study of South Asia, along with the undergraduate Dept. of Asian and Middle Eastern Cultures at Barnard. Columbia has faculty and course strength and depth sufficient for a South Asia undergraduate and graduate focus in Art History, English and Comparative Literature, History, MESAAS, SIPA (graduate only), Politics, and Religion (see table above, Criteron A, and Appendix). Areas of curricular strength include Anthropology and History of South Asia, Intellectual History of Modernity and Colonialism, Modern Indian History, Subaltern Studies and Post-Colonial Thought, Literatures of South Asia, Political Economy of South Asia, Muslims in South Asia, Religions of South Asia, and Visual Arts of South Asia.

C3. Teaching Faculty: 2021-22 Course offerings were taught by twenty-three full-time

faculty, and four part-time faculty listed in the table below. (See Criterion A and Appendix 4.) Undergraduate classes with large enrollments have lecture sessions taught by full-time faculty, with discussion sessions lead by graduate Teaching Assistants. Of the South Asia course offerings, there are about eight such courses with large lecture sessions and smaller 12-15

student discussion sessions in a given year.

|  |  |  |
| --- | --- | --- |
| **Columbia University South Asia Studies Teaching Faculty, 2021-22 (with percentage of time devoted to teaching and research on South Asia**) | | |
| **Anthropology**  Green (100% FT)  **Art History**  Dehejia (100% FT)  **Dance**  Coorlawala (100% PT)  **English and Comparative Literature**  Spivak (25% FT)  Viswanathan. (100% FT)  **History**  Ahmed (100% FT)  Rao (100% FT) | I**nternational Affairs**  Desai (50% FT)  Panagariya (75% FT)  Potter (25%, PT)  Sen (100% FT)  **Law**  Kholsa (75%, FT)  **MESAAS**  Alonso (100%, FT)  Kaviraj (100%, FT)  Kia (100% FT)  Mukherjee (100%, FT)  **Philosophy**  Aitken (50% FT)  Bilgrami (50% FT) | **Political Science**  Mantena (50% FT)  Oldenburg (100% PT)  **School of Public Health** Kavita Sivaramakrishnan (50% FT)  **Religion**  Clark (100% FT)  Ewing (100% FT)  Hawley (100% FT)  McDermott (100% FT)  Yarnall (100%, PT)  **Theatre**  Mitra (75% FT) |

Teaching Assistant training: Doctoral students are required to obtain between two and

six semesters as a Teaching Fellow as part of academic training, which averages 10-15 hours of work per week. Teaching fellows have training options at the School and Dept. level. Most Depts. provide training on best practices and forums for the exchange of information (meetings and/or on-line forums). The GSAS Teaching Center provides mandatory term orientations and a schedule of about 12 optional workshops per term. Their Collaborative Learning Program leads to a certificate upon completion of three workshops and training in digital technology, with an optional teaching lab for practice and feedback from peers. The Center maintains a teaching resource library, on-line Teaching manual, and consultants for advice on teaching issues. Other campus resources and workshop that contribute to pedagogical training include the Center for Digital Research and Scholarship, the Center for New Media and Teaching, the Center for Career Education, and a variety of Counseling and Psychological Services.

C4. Interdisciplinary courses: Faculty have developed interdisciplinary approaches to

the region, including the undergraduate core curriculum courses (See Criteria D.), and especially at the primary South Asia units, AMEC and MESAAS, where 90% of courses are interdisciplinary. In 2019, the SAI MA program introduced an interdisciplinary core course.

Over the entire SA curriculum, about 55% of courses are interdisciplinary (see table below, and Appendix 4). Faculty regularly teach courses that combine the study of anthropology and religion (Ewing); anthropology and history (Rao); history, philosophy, and politics (Kaviraj and Bilgrami); literature and history (Viswanathan); film, visual culture, history (Mukherjee): Indo- Persian culture, history and literature (Kia). (See Appendix 4.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Total Number of South Asia Studies Courses, 2018-2022 (4 academic years)** | | | | | |
| Department/Program & School  (\*in Arts & Sciences Dept.) | Undergraduate | UG/MA | Graduate  (MA/PhD) | Total | Interdisciplinary  content |
| Anthropology\* | 3 | 0 | 4 | 7 | 4 |
| Architecture (Barnard) | 4 |  | 2 | 6 | 4 |
| Art History\* | 11 | - | 3 | 14 | 1 |
| Dance (Barnard) | 5 | - | - | 5 | - |
| English & Comparative Literature\* | 8 | 0 | 1 | 9 | 6 |
| Committee on Global Thought\* | - | - | 1 | 1 | 1 |
| History\* | 6 | 6 | 7 | 19 | 10 |
| International Affairs (SIPA)\*\*\* | - | 13 | - | 13 | 8 |
| Islamic Studies\* | - | 4 | - | 4 | 4 |
| School of Law\*\*\* | - | - | 7 | 7 | - |
| Music\* | 6 | 1 | - | 7 | 1 |
| Political Science\* | 4 | 4 | 1 | 9 | 3 |
| School of Public Health\*\*\* | - | 3 | - | 3 | 2 |
| Religion\* | 11 | 17 | 4 | 32 | 17 |
| South Asia Studies\*, MESAAS\* and Barnard AMEC (combined area  studies programs) | 19 | 21 | 3 | 43 | 39 |
| Theatre (Barnard) | 10 | - | - | 1 | 1 |
|  |  |  |  |  |  |
| **TOTALS** | **87** | **52** | **50** | **180** | **100** |
| UG/MA = course designed for upper undergraduates and MA students and MA/PhD students  Graduate: course limited to MA or PhD students. \*\*\* Professional Schools | | | | | |

# Quality of Curriculum Design

D1. Undergraduate Instruction: The core curriculum for undergraduate degrees at

Columbia in all schools includes language and area studies. Undergraduates must demonstrate

upper intermediate proficiency in a foreign language; and fulfill a “Global Core” distribution from a list that included 14 courses with South Asia content in 2021-22. A major in MESAAS requires upper intermediate language proficiency; an introductory survey on South Asia; a seminar on major texts of South Asia; and a coherent series of five courses, drawing on a variety of disciplinary approaches. A senior thesis is an option for those in the honors program. Students in other departments can earn a MESAAS concentration by completion of the above seven area courses (without language). The Barnard Asian and Middle Eastern Cultures (AMEC) Dept. has the same requirements, except that a senior thesis is required for the major. Students in the School of General Studies may pursue the MESAAS major or concentration. Students majoring in departments of Art History, Comparative Literature, History, Politics, and Religion may focus on South Asia through language and departmental offerings. Engineering School students may earn a minor at MESAAS (same requirements as the concentration). Students at Columbia College, Barnard, and General Studies may enroll as juniors or seniors in a combined BA/MA program, and earn an MA in South Asia Studies with an additional year of study. There is a similar BA/MIA program with SIPA. Graduate students at Columbia may earn a Certificate in South Asia Studies with 24 credits of area courses, and with advanced language proficiency.

D1. Graduate training in South Asia studies can be pursued in GSAS (MA, PhD,

Certificate), SIPA (MIA or MPA), Teachers College (MA, PhD, EdD), and other schools. Within GSAS, the Departments of Art History, History, MESAAS, Politics, and Religion recognize South Asia as an area of study. Advanced language proficiency in one or more SA languages is required of all doctoral candidates (intermediate for MA). Doctoral committees of five professors usually include two members from outside the sponsoring department, which facilitates interdisciplinary and regional work. Graduate students in Anthropology, Economics, English

and Comparative Literature, Music, and Urban Planning (joint GSAS-Architecture) have produced South Asia-focused dissertations. An MA in South Asia Studies, housed at the South Asia Institute, features a 30-credit interdisciplinary curriculum that provides an introductory core course on the study of South Asia, access to area courses across all departments and schools, and advisement and thesis supervision. SIPA offers degrees in Public Administration (MPA) or International Affairs (MIA). All SIPA students may earn a South Asia specialization with three courses; or a Foreign Language specialization with two Advanced SA language courses, and one SA area course. At Teachers College, students in the Department of International and Transcultural Studies can pursue a South Asia focus in international education policy, or anthropology and education. Students in the Schools of Architecture, Engineering, GSAS, Public Health, and the Earth Institute/Climate School work with faculty, either in the field or at Columbia, on scientific research projects ongoing in South Asia. A recent graduate of the SAI MA program enrolled in an Earth Institute course that allowed students to participate in an ongoing project focusing on satellite surveillance of agricultural areas of Bangladesh.

D2. Academic and Career Advising: Directors of Undergraduate (DUS) or Graduate

Studies (DGS) coordinate student services, advisement, fellowships, study abroad, and progress to degree, and advocate for the student needs in all departments. Some departments provide separate directors for MA and PhD students. In addition to the DUS and DGS supervision, Departments assign each student to a faculty member who serves as a primary academic advisor.

The Center for Student Advising (CSA) provides undergraduate advising at Columbia College and the Schools of Arts and Engineering. CSA assigns an advisor to work with each student throughout their undergraduate career in tandem with faculty, departments, and other campus offices to help students with the curriculum, major selection, long-term goals, academic

problems, and identifying resources. CSA offers three specialized advising programs. The Academic Success Program offers its services to departments, alumni, and outside organizations, and provides a network of services: tutoring, skills seminars, mentoring, and doctoral study preparation. The Office of Pre-Professional Advising helps students and alumni identify and refine interests in professional schools and careers, and supports them throughout the application process. The Undergraduate Scholars Program fosters intellectual, social, and cultural opportunities; including faculty and peer mentoring, internships, research activities, and community service. Undergraduates at Barnard and the School of General Studies receive equivalent advisement services at their respective offices. The core undergraduate programs for South Asia (MESAAS and AMEC) appoint a tenured professor who serves as the principal advisor (DUS) for all majors, minors, and concentrators. The DUS supervises the honors program at MESAAS, which requires two honors thesis advisors. At AMEC, majors complete a thesis under the direction of the DUS and a faculty thesis advisor. Students at MESAAS and AMEC meet with the DUS regularly to review progress toward the completion of requirements.

Graduate advising takes place at the departmental level (as noted above) and via school- wide services. The MESASS DGS supervises all graduate students. MA students select an additional advisor who often will be one of two advisors for the thesis. PhD students must select one of eighteen approved faculty sponsors at MESAAS, to supervise the formation of the student’s dissertation committee. The chair and three members must be MESAAS faculty, and one member must be outside the Dept. Other departments (with SA concentration, as above) have a DGS and an addition appointed advisor. At Anthropology and Religion, a Graduate Faculty Committee reviews doctoral student progress. For the Certificate and MA Programs in South Asia studies, MA Director Quinn Clark serves as the principal advisor from admission to

graduation, organizing orientations, meeting with each student at least once a semester, and providing advice and final approval for thesis topics, supervisors and readers. Similarly, an MA Director supervises other stand-alone MA programs (Islamic Studies, Global Thought) and many Departmental stand-alone MA programs appoint an MA Coordinator (Art History, English and Comparative Literature, History, and Religion).

The GSAS Teaching Center provides programs led by faculty, students, and guest speakers to prepare students for teaching. It maintains a teaching and career resource library, on- line teaching manual, and consultants for advice on teaching issues. The Preparing Future Faculty Program helps PhD students to understand the job market and expectations at two-year and four-year colleges and MA programs; and to strategize for the job search, including practice talks and negotiating offers. The Project for Scholarly Integrity and Responsible Conduct of Research organizes workshops on mentoring, conflict of interest, research misconduct, and human subjects. The SIPA Student Affairs Office advises students about core MIA and MPA curricula, supplemented by advice from directors of concentrations, specializations, and regional institutes. The Office of Student Relations at Teachers College provides comprehensive advisement services, collaborates with faculty and departmental advisors, and offers consultations and workshops on a variety of topics.

The Center for Career Education (CCE) serves undergraduate and graduate students and alumni, establishing connections among students, alumni, employers, and organizations; and generating opportunities for the pursuit of personal and professional objectives. CCE has specialized offices for Undergraduate Career Development, Graduate Career Development, Experiential Education and Student Enterprise, and Employer and Alumni Relations. It sponsors workshops; panels; speakers; career fairs; specialized media, public service, and international

events; on-campus recruiting by employers; and alumni networking via social events and social media. CCE provides career counseling, help with resumes and interviews, job search tools, and listings for jobs, internships, study abroad, and a dossier service. It sponsors annual activities on International Careers and finding jobs abroad. CCE offers special services, mentoring, and support for Veterans, International Students, LGBTQ students, and students with disabilities, and connects women and minority students to diversity recruitment initiatives. GSAS, SIPA, Public Health and Teachers College each have their own Office of Career Services that coordinate with the campus-wide CCE, and offer services tailored to the needs of their students, including specialized orientations, reference libraries, internship and placement databases and events. The Earth Institute/Climate School offers career services to students across the university and collaborates with other schools. The Athena Center for Leadership at Barnard College has developed a range of resources and activities aimed at developing leadership skills of women: initiatives on mentoring, entrepreneurship, and professional development.

D3. Research and Study Abroad: In 2020-2022, Columbia students had limited access to

travel abroad, and students allowed to travel followed a defined protocol of vaccination, testing, and quarantine. Graduate travel for fieldwork or archival research in foreign countries followed State Dept. travel advisories.

The Office of Global Programs coordinates study abroad, exchange programs, and volunteer/work/teach abroad programs across the university under the Assistant Vice President of International Education. The Faculty Committee for Study Abroad has an approved portfolio of 150 programs in 100 cities, twenty study abroad programs hosted by Columbia, and three approved programs for study abroad in India and Nepal. In 2020 Columbia temporarily suspended participation in many of the 150 programs, including the India and Nepal programs.

Global Programs organizes events throughout the year to advertise their services, and offers advice about eligibility, application, transfer credit and finances. The GP website hosts student bloggers, and has a peer-to-peer advisement and support networks by region and program.

Barnard College AMEC promotes study abroad and maintains a list of approved programs - eight in South Asia (all of which are suspended for the time being). The Earth Institute sponsors paid undergraduate internships with research projects around the world. The Global Centers Office and Mumbai Global Center facilitate research and study across South Asia for students from all departments and schools. SIPA students have a summer internship requirement, and SIPA awards travel grants for overseas internships (for those students approved to travel). The SIPA Office of Career Services has a portal site and advisors for opportunities abroad. Other resources include Center for Career Education, and the student group Columbia Students for International Service. Doctoral students typically spend one to two years performing research activities in South Asia, and shorter terms for pre-dissertation projects or language training. These activities are funded through a variety of departmental and university funds, as well as outside agencies.

Since Spring 2020, Columbia requires all graduate student travel to be reviewed through the Provost’s Office. SAI is a member of AIIS, AIPS, AIBS, and AISLS, and provides direct access for those who apply for funding from these organizations. Opportunities for Summer language study are advertised through MESAAS, AMEC, SAI, and LRC websites; listserv announcements; orientation events; and events to advertise university services and programs.

# Quality of Staff Resources

E1. Faculty qualifications: The South Asia Institute draws teaching faculty from five

schools (Faculty of Arts and Science, Barnard College, International and Public Affairs, Public Health, and the Law School). SAI affiliated faculty represent ten departments and seven

languages. Appendix 4, Faculty Biographies, lists their accomplishments individually, which together evince extensive teaching and overseas experience, high levels of proficiency in South Asia languages, a breadth and depth of research interests, and the quality and number of recent publications. Columbia selects full-time faculty in a rigorous search process; positions are advertised nationally and internationally. Tenure requires national recognition as a scholar with excellence in teaching, publications, and service. Our language instructors (Criterion B) are national leaders in performance- and proficiency-based methodologies.

Our senior faculty includes some of the most respected scholars in South Asia Studies. In 2012, Gayatri Chakravorty Spivak received the Kyoto Prize in Thought and Ethics. Seven current CU faculty have been awarded a Padma Vibushan, Padma Bhushan, or Padma Sri award. Professor of Religion Jack Hawley received two awards from the Association for Asian Studies: the 2019 A. K. Ramanujan Book Prize for Translation, for *Into Sur’s Ocean: Poetry, Context, and Commentary,* and the 2018 Ananda Kentish Coomaraswamy Book Prize, for *A Storm of Songs.* Akeel Bilgrami and Manan Ahmad are co-P.I.s with Christophe Jaffrelot of Sciences Po for the major project “Muslims in India" (2020-2023), funded by the Luce Foundation. Manan Ahmed is a co-P.I. of "Decolonization, the Disciplines and the University" (2019-2023) funded by the Mellon Foundation. (See Faculty Biographies appendix.)

Katherine Pratt Ewing, Professor of Religion, has served as the South Institute Director since July 2020. From 2012-2018, she was MA Director of the SAI Master’s Program in South Asia Studies, and 2018-2020, she served as Director of the Columbia Institute for Religion, Culture, and Public Life. Ewing taught at Duke University from 1991-2010, appointed in Anthropology and Religion. She served as Director of Duke’s South Asia Center and as Director of the Triangle South Asia Consortium, a National Resource Center. Ewing was P.I. for a 2016-

18 American Council of Learned Societies grant and is co-P.I. of the project “Rethinking Public Religion in Africa and South Asia,” funded by the Henry Luce Foundation, 2018-2022.

Staff Qualifications. Associate Director William Carrick, who joined the Institute in

August 2008, has over twenty-five years of experience in university and Title VI administration. Librarian Gary Hausman has a PhD in Anthropology and a MS in Information Science, and worked at the Princeton Firestone Library and the Rare Book Collection at North Carolina, Chapel Hill. Dr. Anne-Maree Ruddy, project director for SAI evaluations, is Co-Director at the Center for Evaluation, Policy, and Research (CEPR) and will serve as the principal investigator at CEPR and partner with Co-Director Dr. Patricia Muller (CEPR) on the projects. Drs. Ruddy and Muller have worked together on many large-scale evaluation projects, including the evaluation of twenty Title VI NRCs. MA Director Quinn Clark is a recent graduate (2021) of the PhD Program in Religion at Columbia.

Professional development: The University offers strong support for faculty development:

tenured faculty receive a semester of paid leave (one year at half pay) every 3.5 years; and tenure-track faculty receive a semester of paid leave in their fourth year. SAI membership in professional organizations (AIIS, AIPS, AIBS, AISLS) facilitates opportunities for research. Over any given 4-year period, virtually all tenured and tenure-track faculty, and language instructors, spend time in South Asia. The SA Librarian makes a biannual trip for collection management and development purposes. Language instructors regularly attend workshops, conferences, and pedagogy workshops, with funding from SAI and MESAAS, and attend pedagogy training events hosted by SAI.

Student instruction, supervision, and advising: South Asia faculty taught over forty

language classes and over fifty area studies courses in 2018-22. In addition to a regular teaching

load of four courses per year, full-time faculty mentor and supervise students. These activities typically amount to approximately 25% of a faculty time. Full-time faculty serve as DUS, or DGS for MA and PhD students, in all Depts. Depts. assign each student (major, MA, PhD) to faculty member who serves as the primary academic advisor. Undergraduate advising at Columbia College and the School of Engineering is run by the Center for Student Advising (CSA), which coordinates advisement with faculty and departments. Barnard College and General Studies have equivalent faculty advisement, school-wide and at the department level.

Graduate advising takes place at the department level (as noted above) and via school- wide services. Faculty serve as MA thesis advisors and readers. Doctoral candidates have a committee of five faculty. (See Criterion D.) Columbia places a high value on faculty mentoring of MA and PhD students in research and teaching skills, fostering professional practices, and supporting job searches and subsequent careers. Faculty are involved with training activities at the GSAS Teaching Center, the Preparing Future Faculty Program, and Project for Scholarly Integrity and Responsible Conduct of Research. At SIPA and Teachers College, faculty directors and departmental advisors offer advisement in tandem with school-wide advisement services.

|  |  |  |
| --- | --- | --- |
| **SAI Executive Committee, 2021-22, by School or Department, Faculty of Arts & Sciences** | | |
| **History** Manan Ahmed Anupama Rao  **Committee on Global Thought, School of Int’l & Public Affairs** Vishakha Desai | **MESAAS**  Sudipta Kaviraj Mana Kia  Debashree Mukherjee  **Philosophy**  Akeel Bilgrami | **School of Public Health**  Kavita Sivaramakrishnan  **Religion**  Quinn Clark (SAI) Katherine Pratt Ewing (SAI) Jack Hawley  Rachel McDermott |
| **Faculty of Arts & Sciences (FAS)** is the combined Faculty of Columbia College, Barnard College, Engineering, and Graduate School of Arts & Sciences. | | |

E2. Oversight: The Institute’s Executive Committee (see below) convenes regularly to

review ongoing and proposed teaching, research, and programming and to discuss future

directions for the Institute. The committee includes representatives from six departments and three schools (including two professional schools); three former SAI/NRC directors; and four scholars with experience as Chair or Director of a Department or Institute. Executive Vice President of Arts & Science, Professor Amy Hungerford of the Dept. of English and Comparative Literature, is an ex officio member of the Executive Committee. The Institute submits an annual report to the Columbia University Board of Trustees.

Administration and Outreach Staffing: The Institute’s full-time staff consists of the

Director, MA Director, Associate Director/Outreach Coordinator, and Administrative Assistant, and one part-time Program Assistant. The Director oversees the Institute’s academic, research, and programming, and devotes 25% of non-teaching time to Institute business. The MA Director is the principal academic advisor for South Asia Studies MA and Certificate and SIPA students. The Associate Director plans and implements teacher training in consultation with the faculty, manages programming and other activities, oversees its finances, advises students and faculty about policies and procedures, and administers NRC projects and FLAS fellowships. The Administrative Assistant is responsible for implementation of outreach and programming activities; and manages the day-to-day operation of the Institute. The Program Assistant, a SIPA student, assists with SAI programming, student activities, and other projects.

E3. Non-discriminatory employment practices: Columbia's non-discriminatory

employment policies are administered by the Human Resources office at each school, to ensure compliance with regulations to monitor the recruitment of members of traditionally underrepresented groups, including ethnic minorities, women, seniors, and the disabled. All hires of instructional and administrative staff are reviewed by and subject to the approval of a central affirmative action monitoring committee.

Since 2005, Columbia has invested $185 million to diversify our faculty, through a variety of Faculty Diversity, Equity, and Inclusion Initiatives. Since 2016, the percentage of women tenured and tenure track faculty has increased steadily from 29.2% to 34%, while the percentage of minority tenured and tenure track faculty has increased steadily from 6.7% to 8.8%. Women comprised 38-49% of new tenured and tenure-track faculty hires in each of the last 5 years. In the last 10 years, minority faculty have made up 10-15% of new tenured and tenure-track hires every year. In 2021, CU welcomed a cohort of tenured and tenure-track faculty that was 29% minority and 47% women.

In 2021, 18.2% of full-time faculty were Asian, 5.4% Hispanic/Latino, and 4.7% Black/African American, and 46.2% of full time faculty were women. Eleven out of twenty of Columbia’s senior administrative posts are held by women, including the Provost and the Executive Vice-President of Arts & Sciences. At present, at SAI, 42% of affiliated faculty are women; 70% of South Asia origin; and SAI FT staff are 25% of SA origin and 50% women.

# Strength of Library

Strength of Holdings. Columbia University Libraries (CUL) South Asia (SA) collection

is one of the most comprehensive in the United States, supporting advanced research, teaching and learning at Columbia at the undergraduate, graduate, professional and faculty levels. The collections serve scholars and students beyond Columbia through our pioneering vision of cooperative collection development and management, and resource sharing initiatives.

At CUL, a system of over 20 campus libraries, the South Asia print holdings exceed 500,000 volumes, with more than half of the collection in English and other European languages. We collect extensively in SA languages; the collection is especially strong in Bengali, Gujarati, Hindi, Marathi, Nepali, Panjabi, Rajasthani, Sanskrit, Sindhi and Urdu. Other representative

languages include Newari, Oriya, Pashto, Sinhalese, and Tamil. The collection’s geographical scope spans Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, Sri Lanka, Afghanistan and Tibetan language material published in South Asia, as well as the South Asia diaspora.

CUL participates in the Library of Congress Cooperative Acquisitions program and receives South Asia materials in all humanities and social science subjects and in select sciences: anthropology, archaeology, architecture, art, economics, ecology, film studies (including film media), folklore, gender studies, geography, history, human rights, literature, mass media, music, political science, religion, sociology, statistics (including censuses), and urban planning. The SA collections are located throughout campus libraries, by subject matter, with strong holdings in Butler Library (humanities and history), the Social Sciences Library, and the Music & Arts Library. The Law Library directly acquires South Asian materials from the Library of Congress program and other sources. CUL’s libraries and special collections feature unique and important South Asian studies materials. The Union Theological Seminary library has a renowned collection of missionary documents, pamphlets, and rare books and serials. The Rare Book & Manuscript Library holds a collection of 350 Sanskrit manuscripts on astronomy and mathematics, cataloged and accessible to scholars, and extensive global human rights archival collections. The Avery Architectural & Fine Arts Library is among the best in the country, with comprehensive holdings on SA art and architecture. The Butler Media Center has strong collections of SA documentary and feature films.

CUL subscribes to extensive print serials from South Asia, with major continuing subscriptions from Bangladesh, India, and Pakistan. Additional serials arrive from Bhutan, Nepal, Sri Lanka, and titles about South Asia published in other parts of the world. CUL maintains extensive access to thousands of open access and subscription electronic serials; we

enhance the discovery of open access titles by regularly cataloging them in the CUL online catalog, CLIO, with MARC records exported to WorldCat for unique holdings.

CUL provides access to an extensive array of digital information sources, including licensed journals, newspapers, e-books, and databases featuring bibliographical information and unique primary source digital archives.. CUL has recently subscribed to EPWRF India Time Series, a statistical database covering the Indian economy from 1950 through the present. The strong and distinctive research collections are promoted through publicly available online South Asia Research guides on the CUL website; resources are publicized on the Global Studies Blog and in a South Asia newsletter. The Digital Scholarship division supports several South Asia library projects and there is strong SA representation in the CUL institutional repository of open access publishing, [Academic Commons](https://academiccommons.columbia.edu/) (with high traffic from users in India).

Financial Support: The Libraries allocated slightly over $132,000 to support SA

acquisitions in 2021-22. These numbers do not include CUL funds to support e-resources that cannot be tracked by region, nor purchases by subject specialists in art, architecture, music, film, law, and health sciences. Allocations to direct support for core staff operations were $129,620 in FY2021-22. Other CUL staff contribute significantly to support acquisitions, cataloging, access, digital scholarship, and research services related to South Asia.

F2. Cooperative Arrangements and Resource Sharing: Columbia, the NY Public Library,

Princeton and Harvard Universities are partners in the Research Collections and Preservation facility (ReCAP), which launched a Shared Collections Service in 2017. Over seven million new items from partner collections became available to Columbia affiliates from NYPL and Princeton; the recent addition of Harvard increased Columbia catalog holdings by another 3.6 million volumes. Users of all four libraries are now able to access the shared collection,

numbering nearly 17 million volumes, as though those items were in their own library. The success of this shared infrastructure enables improved cooperative collecting for South Asia across ReCAP partners, reducing duplication and increasing the diversity of SA collections serving researchers across the country.

CUL participates in several important collaborative projects for SA resources. We are a member of the South Asia Materials Project and the Southeast Asia Materials Project (SAMP and SEAM), hosted by the Center for Research Libraries. SA Librarian Gary Hausman is a member of the Committee on South Asian Libraries and Documentation (CONSALD), and chairs the CONSALD Journals Subcommittee. Since 2010, CUL has participated in twelve national South Asia Cooperative Collection Development (SACOOP) Workshops. SACOOP members also pledge to maintain niche collections of special interest; Columbia’s niche collections focus on art catalogs, human rights materials (especially items related to Dr. B. R. Ambedkar and Dalit Studies), film and video studies, and comics/graphic novels. The “2CUL” collaboration between CU and Cornell Libraries includes coordination and sharing of resources in their South and Southeast Asian studies collections. Columbia is a founding member of the South Asia Open Archives (SAOA), a collective of 27 institutions from the US, India, Nepal, and Pakistan dedicated to digitizing and making South Asia collections widely accessible via open access to North American scholars and researchers worldwide. Dr. Hausman serves on the SAOA Content Curation Working Group.

Columbia is a founding member of the Ivy Plus Libraries, a partnership of 13 institutions which coordinate collecting and resource sharing initiatives including Borrow Direct, a network of 12 academic libraries providing expedited interlibrary loan services. Columbia, NYU, and the NYPL comprise MaRLI, a cooperative agreement to share resources through on-site access.

Columbia is a member of regional and national resource sharing partnerships: the Metropolitan New York Library Council (METRO), a network of 250 libraries in the NYC area that allows access to unique items in member libraries; the Online Computer Library Center (OCLC) and their 80-plus member SHARES program, for interlibrary loan services and preferred on-site library access; NERL (Northeast Research Libraries Consortium) which coordinates joint licensing and price negotiation for electronic resources; and the Center for Research Libraries, a consortium for shared acquisition, preservation and access to unique and specialized materials.

The initiatives, networks and consortia outlined above enable discovery and use of Columbia’s collections by regional, national, and international researchers.. CUL’s online catalog CLIO is openly available and CUL holdings (eligible for loan) appear in the joint Borrow Direct catalog. CUL records for Shared Collections items load in the online catalogs of ReCAP partners for direct borrow requests. CU students, faculty, and researchers have access to a rich research environment extending beyond our campus. These resource-sharing arrangements are leveraged to coordinate and target collection building, to maximize investments in collections, to extend stewardship over important scholarly resources, and to support research and learning.

# Impact and Evaluation

G1. University Impact: South Asia language programs at Columbia enrolled 1,428

registrants in the past four years, with students from twelve different schools, including six professional schools (See Criterion B.) SA content has been incorporated into the curriculum of departments and schools (Criterion C); and SA courses are incorporated into the university’s undergraduate core curriculum. (See Criteria C and D.) In 2018-2022, SAI made a concerted effort to collaborate with Columbia departments, centers, and institutes, and student groups, to reach new audiences and to facilitate knowledge exchange (see table below). Our events

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **South Asia Events Programming, Sept 2018 through February 2022** | | | | |
| Type of Event | # | Attendees | Audience | Co-Sponsors |
| Conferences  (one or two days) | 4 | 1,100  (est.) | General Public; Post- secondary educators;  students | Asia Society (3), Institute for Comparative Literature |
| Panel Discussions (half-day events) | 11 | 547 | General Public; Post- secondary educators; students | Association for the Study of Persianate Societies; Center for the Study of Muslim Societies; Cornell University South Asia Program; Human Rights Institute (Law School); Institute for Comparative Literature and Society (ICLS); Institute for Religion, Culture, and Public Life (IRCPL); Journalism School, MESAAS; Middle East Institute; School of the Arts, South Asia Journalists  Association |
| Colloquium and Lecture Series | 54 | 2,572 | General public; post- secondary educators; students | Columbia: Center for Int’l History, Committee on Global Thought, Dept. of Anthropology, Dept. of Asian and Middle Eastern Cultures (Barnard), Heyman Center for the Humanities, ICLS, Law School, MESAAS, School of the Arts Film Program, School of Int’l and Public  Affairs; School of Public Health |
| Film Screenings | 2 | 201 | General public; post- secondary educators;  students | DISHA at Teachers College, Org. of Pakistani Students; South Asia Assoc. (SIPA) |
| Language and Literature  workshop | 1 | 37 | Post-secondary educators, students | Dept. of MESAAS |
| Master Classes by Columbia faculty | 10 | 192 | Undergraduate, Masters and Doctoral  Students at Columbia and other schools |  |
| Music concerts | 3 | 174 | General Public; Post-  secondary educators, students | Barnard College Asian and Middle Eastern  Cultures; Hindu Students Association; SPIC- MACAY Columbia chapter |
| Professional Development  Workshops | 10 | 221 | K-12 Teachers;  2-year and 4-year college professors | NYC Department of Education  International Studies Consortium of Georgia Teachers College |
| Language Training Workshops | 7 | 231 | Language Instructors, K-16 and Community  Schools; Startalk Teachers-in-Training | NYU Hindi-Urdu Program; Language Resource Center |
| **Totals** | **103** | **5,275** |  |  |
| Student Group Co-sponsors |  |  |  | DISHA at Teachers College, Hindu Students Association, Org. of Pakistani Students; South Asia Assoc. (SIPA), SPIC-MACAY Columbia  chapter |
| Non-Columbia partners |  |  |  | Asia Society; Association for the Study of Persianate Societies; Cornell University South Asia Program; Int’l Studies Consortium of Georgia; NYC Dept. of Education; South Asia  Journalists Association |

partners in the past four years include departments, programs, and institutes located in the Arts & Sciences, and the Schools of Art, Journalism, Int’l and Public Affairs, Law, and Public Health.

Community: Most SAI events are open to the public, and co-sponsored events are

advertised beyond our usual participant lists, to attract attendees from the wider New York area. Teacher Training programs have enrolled K-12 teachers from public and private schools throughout the NY metropolitan area, including teachers from neighborhood Harlem schools. Local community events partners (with regional and national impact) have included the NYC Dept. of Education, Asia Society, and the South Asia Journalists Association.

Region: From 2018 through 2022, the Institute organized 103 events for a variety of

audiences, many with co-sponsors on-campus, with NYU and Cornell, and with regional and national organizations. The audience for our colloquium series and other in-person events are the general public, faculty, and students from the tristate area. Since 2020, all events have been online and we have had many attendees from across the country. Educator participants in Teacher workshops and Language proficiency workshops are mainly from K-12 schools, community schools, colleges and universities in the NYC metro area. (See Criterion H).

Nation: SAI faculty experts are visible nationally on television, the internet, and in

newspapers on cultural, economic, political, and security issues (See Criterion H). Hindi-Urdu Proficiency Workshops, and the curricular materials produced at the workshops and by our language faculty, have reached language programs across the country through dissemination on the web and via NYU STARTALK. Participants in our language workshops have included instructors from the four states of the NYC Metro area, but also from Georgia, Illinois, North Carolina, Ohio, and Texas. Our support of the South Asia Summer Language Institute provides access to language training to students at schools where it is otherwise unavailable.

In 2019, we began a new partnership with the International Studies Consortium of Georgia (ISG), a group of 17 schools that includes five HBCUs (Historically Black Colleges and Universities), two PBIs (Predominantly Black Institutions) and one HSI (Hispanic Serving Institution). The first workshop was attended by faculty from Georgia only. The second and third workshop collaborations reached out to college teachers across the Southeast region of the

U.S. and in fourteen different states. The second and third workshops were online. We plan to continue our collaboration with ISG in 2022-25, using online or hybrid formats to reach out to the newly expanded network from our 2020 and 2021 workshops. (See Criterion H.)

G6. Production of Specialists In the four years between September 2013 and September

2017, 145 students with South Asia language and area studies expertise graduated and awarded

|  |  |  |  |
| --- | --- | --- | --- |
| **Graduates with South Asia concentration by Discipline, 2016-17 to 2020-21** | | | |
|  | BA | MA | PhD |
| Anthropology | 3 | 1 | 5 |
| Area Studies (AMEC, MESAAS and South Asia Studies) | 42 | 45 | 5 |
| Art History | 1 | 6 | 2 |
| Education (Teachers College) |  |  | 2 |
| Foreign Language & Literature (English & Comp. Lit.) | 1 |  |  |
| History | 2 | 3 | 3 |
| Political Science | 4 |  | 1 |
| Religion | 3 | 7 | 4 |
| Public Administration and Policy (SIPA) |  | 5 |  |
| Total | 56 | 67 | 22 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Placement of South Asia concentrators by Degree, 2016-17 to 2020-21** | | | |
|  | BA | MA | PhD |
| Elementary/Secondary Education | 2 | 1 | 1 |
| Federal Government | 2 | 6 |  |
| Foreign Government | 1 | 1 |  |
| Graduate Study | 12 | 27 |  |
| Higher Education | 5 | 4 | 15 |
| International or Foreign Organizations (in the US) |  | 2 |  |
| International or Foreign Organizations (outside the US) | 1 | 1 | 1 |
| Private Sector (for-profit) | 12 | 6 |  |
| Private Sector (non-profit) | 7 | 7 | 2 |
| State and Local Government | 1 |  |  |
| U. S. Military |  | 2 |  |
| Unknown or out of job market | 13 | 10 | 3 |
| Total | 56 | 67 | 22 |

56 Bachelor’s, 67 Master’s, and 22 Doctoral degrees. They are employed across the government, education, business and non-profit sectors. (See tables above.) Recent PhDs are working at Berkeley, Chicago, Columbia, Princeton, Stanford, and other schools across the U.S.

The criteria for selecting the above students are language study combined with area study. All students listed in the table above studied at least one South Asian language through the upper intermediate level. All doctoral students in the above table obtained Advanced Proficiency in at least one South Asia language, and many doctoral students have advanced proficiency in two or more. All students selected in the above tables enrolled in at least four South Asia area courses, in addition to language courses. Besides students listed above, there are many students in majors, such as biology, computer science, and economics, who receive significant exposure to South Asia language and area courses, without meeting the above criteria.

NRC National Needs and Dissemination Columbia runs programs in six out of the

seventy-eight priority LTCL languages: Bengali, Hindi, Persian, Punjabi, Tamil, and Urdu. Cooperative arrangements allow students from Cornell, CUNY, NYU, Princeton, and Yale to enroll in our language courses. SAI is a member of SASLI, which offers Summer Intensive programs in all of the above plus Gujarati, Malayalam, Marathi, Nepali, Pashto, Sinhala, and Telugu. Our South Asia faculty offer training on the history, societies, and politics of the region, including virtually all of the countries of the region, and their research has been recognized with grants and awards (See Criterion E).

The Career Center at SIPA specializes in facilitating access to opportunities at U.S. government agencies, NGOs, non-profits, the UN, IMF, World Bank and other international organizations. The Schools of Engineering, Public Health and the Climate School manage multi- million dollar projects in South Asia with opportunities for career development for students and

graduates. Columbia provides students opportunities to explore careers in security and intelligence services, and the state and defense departments, via recruitment events at the Center for Career Education (often featuring Columbia alumni).

At the School of International and Public Affairs (SIPA), the Security Studies concentration trains students for employment in the government (State, Defense, Homeland Security, Intelligence agencies, and Congressional Offices), at financial institutions, tech companies, and internationally. SIPA annually offers over 24 courses relating to cybersecurity. The Career Center at SIPA specializes in facilitating access to opportunities at government agencies, NGOs, non-profits, the UN, IMF, World Bank and other international organizations. Columbia provides undergraduate and graduate students with the opportunity to explore careers in international security, the state and defense departments, and intelligence services. The Center for Career Education (CCE) works with government agencies to organize information/recruiting events to introduce careers in government, both in the military and in civilian life, and often features Columbia alumni as speakers.

The Yellow Ribbon program for veterans at Columbia has 91 spaces allotted for students in 2021-22 across 10 schools and programs. The four undergraduate schools, and the Law School, do not set any limits on the number of YR admissions. Many veterans who have spent time in Afghanistan are interested in studying the languages, histories and the cultures of South Asia. In 2018-20, two military officers graduated from the SAI MA Program and are now on active duty. Both officers pursued language study in Urdu through the Advanced level. One officer, assigned to Islamabad, reported to Pakistan within a month of graduation. In 2020-21, SAI awarded a FLAS to an ROTC student in the Columbia College BA/MIA SIPA program to study Intermediate Persian. He entered the military after graduation in May 2021.

G4. Evaluation Plan: The external evaluation of SAI will be conducted by the Center for

Evaluation, Policy and Research (CEPR), a nationally- and internationally-recognized external evaluator. CEPR’s content-diverse portfolio of projects includes extensive experience conducting external evaluations of programs funded by the U.S. Department of Education (USED), Department of State, National Science Foundation, and NATO and evaluation technical assistance for the Office of Management and Budget and the Office of Innovation and Improvement (USED). CEPR has served as an external evaluator and/or provided technical assistance for twenty NRCs and Area Studies Programs across four universities (Indiana, Georgetown, Harvard and Columbia). Dr. Anne-Maree Ruddy (CEPR Project Director for this evaluation) has served as an Advisory Board member to the USED postsecondary office providing consultation on a survey administered to FLAS fellows. She has worked with SAI during the most recent Title VI funding cycle to conduct a K-16 Teacher training survey with a representative sample of the target populations in 2022. CEPR’s experience working with SAI and Title VI centers will provide a strong foundation for the proposed external evaluation; and will allow SAI to use evaluation results to improve ongoing activities and to measure impact.

Evaluation Components: The external evaluation conducted by CEPR will be

complemented by ongoing internal evaluation. Both the internal and external evaluation will include comprehensive formative and summative evaluation of center activities and NRC collaborative efforts. The evaluation will focus on measuring the extent to which the SAI successfully meets the GPRA measures and established goals corresponding to NRC priorities:

1. the Absolute Priority to reflect diverse perspectives and generate debate on world regions and international affairs and encourage government service in the areas of national need as well as in education, business and non-profit sector;
2. the Absolute Priority to increase awareness of and expertise on South Asia;
3. the Absolute Priority to increase participation in, and impact of, K-14 teacher training activities on the language, languages, area studies of the Center; and
4. the Competitive Priority, to increase MSI knowledge of South Asia Studies.

CEPR worked closely with SAI to develop meaningful and specific goals and evaluation questions, to develop project-specific, and quantifiable, outcome measures to assess progress. (See Appendix 7 for an outline of the questions, measures and data collection methodology.)

Formative Evaluation**:** The first half of the project will focus on evaluating the extent to which new or redesigned programs/activities are accomplishing their stated need. The resulting data collection will allow continuous adjustment to help ensure that program goals are met.

Outcome data will be collected in years 1-2; in year 3, the evaluation focus will shift to impact.

Summative Evaluation: Evaluation in years 3-4 will primarily analyze the outcomes of the SAI activities/programs. For example, CEPR will measure the extent to which SAI has an impact on students, faculty, and the community. CEPR will follow up with former participants, including from K-14 and MSI teacher training activities, businesses and non-profit sectors. An Outreach Survey will determine the extent to which the SAI had an impact participants’ teaching, career, research, studies, and language use. An Academic Affiliate Survey, reaching out to all academic program affiliates of the institute, including current undergraduate and graduate students, alumni, and study abroad participants, will focus on SAI’s MA Program and the CU South Asia curriculum. The survey, along with focus groups from a representative sample of current and former students will determine the impact SAI has had on current/future studies and careers. SAI can use the data gathered to report on its participants’ current status, employment, and use of cultural knowledge/language in their current studies/employment.

Evaluation Timeline and Deliverables: Baseline data will be collected at the start of the

grant period. Data collection will continue annually for the summative evaluation and as needed for the formative evaluation. Progress toward goals will be reviewed annually, reporting on the activities and outcomes, and applicable longitudinal outcomes. In year 4, a summative report will focus on the extent to which the program accomplished pre-established goals.

Results of Recent Evaluations: During 2015-16, the Columbia Academic Review

Committee (ARC) conducted a decanal review of SAI. ARC convened an internal committee of three professors (Anthropology, Art History, and History/Public Health) and an external committee of three South Asia professors from Berkeley, CUNY, and Duke. Both committees met with the SAI director and staff, the Executive Committee, university administration, and twenty junior and senior faculty. The principal recommendations for SAI were for new South Asia faculty and post-doctoral lines to expand course coverage; review of our MA program structure (completed in 2017; a new MA core course (introduced in 2019); and revision of the By-Laws of the Institute (approved by A&S in 2017). Since 2018, there have been hires in Architecture, MESAAS, Philosophy, Political Science, and at the Law School.

In 2018, a CEPR Teacher survey indicated that 91% used knowledge from the workshops in their classrooms, 48% using the materials disseminated. Teaches expressed concerns about topics and the need for help with K-8 grade level classrooms. SAI organized workshops in 2018 and 2019 in response to suggestions from teachers to address the topic of global trade. Each workshop included a session with a Teachers College professor on techniques to incorporate workshop materials into the classroom at all K-14 grade levels. Teachers created a lesson plan based on workshop materials, crafted for their own K-8 or 9-12 classroom, and shared with all participants. Faculty lecturers shared power point files, maps, and other materials as well.

A second 2014 CEPR survey focused on students and alumni. The survey found that 100% of FLAS fellows were using their language skills in employment or continuing graduate study; 36% of all respondents used their language skills on a daily basis at work, 43% used area skills daily, and 29% cited language skills to be crucial in obtaining employment. Student satisfaction with the Columbia program was high overall: 94% of alumni 88% of current students, and 89% of FLAS fellows were satisfied or very satisfied.

G3. Equal Access. All events, competitions, courses, and projects operate in accordance

with Columbia's guidelines on affirmative action (see GEPA statement). Columbia College has the highest percentage of minority students enrolled among the Ivy League schools. Columbia College and Barnard, our largest undergraduate schools, have a combined student population that is two-thirds female. Since April 2012, CU has had an ongoing commitment to recruit faculty and postdoctoral candidates from traditionally underrepresented groups. Columbia and Berkeley participate in a consortium of 26 colleges with the Liberal Arts Diversity Officers Organization, and the Mellon Foundation, to promote faculty and student diversity, by accelerating faculty recruitment of Columbia and Berkeley PhDs at the colleges and recruitment of under-represented PhD candidates from the colleges. Columbia College has an Exchange Program with Howard University and Spellman College, for term or year visits at the three schools.

Columbia’s commitment to equal access for the disabled has resulted in annual accessibility improvements through the renovation of academic and residence halls. Walkways, building entrances, ramps, bathrooms, and elevators have improved campus access by wheelchair-bound persons. Elevators have been refurbished with Braille control panels and audible floor indicators. Knox Hall, the home of the Institute, was designed to incorporate disability access. Columbia offers a wide variety of assistance for disabled students, through the

Office of Disability Services, including services such as administration of exams, note-taking, sign language interpreters, assistive technology, and accessible housing needs.

# Outreach Activities

H1A. Elementary and Secondary Schools: In 2018 - 2022, SAI organized two

Professional Development workshops with partners Columbia Teachers College (TC), and the NYC Dept. of Education, and two workshops in 2020 (in person) and 2022 (online). The workshops were targeted to meet the needs of teachers for the K-12 New York State Global Studies Curriculum. Most participants were 9-12 teachers, but K-8 and two- and four-year college instructors attended the workshops. SAI organized the workshops (above 2018-2022) as a coherent series of half-day or one- or two-day workshops, and featured 36 full-time faculty from Columbia, Cornell, Duke, Emory, Georgetown, Harvard, Penn, Rutgers, Toronto, and other schools. There was no cost to the teachers to attend, or for books and reading materials

In the past five years, over 100 K-14 teachers from NYC public and private schools, and community colleges, who teach an average of 72 students per year, have attended our Professional Development courses. These teachers have over 7,000 students in classes in a given year. The table below shows the workshop titles, contact hours, and registrants. Our Spring 2018 and 2019 workshops were organized with the NYC Dept. of Education, which certified 19 teachers for 2 credits each of Professional Development (PD) Credit

Language instructor K-16 workshops. From 2010-2019, Rakesh Ranjan and Gabriel

Ilieva, the respective SA Language Coordinators at Columbia and NYU, have worked with a cohort of teachers from community schools, K-12 schools and colleges in NY and NJ to improve curricula, materials, and methodologies through a series of workshops. The table below shows the workshops organized from 2018-2019. Participants have included instructors from

|  |  |  |  |
| --- | --- | --- | --- |
| **2018-22 Professional Development Workshops for K-12 & 2-year, 4-year & MSI college instructors** | | | |
| **Date & Attendance** | **Course Title** | | **Partners & Participant Areas** |
| Saturday-Sunday,  March 3-4, 2018  (6 lectures and discussion, 2 workshops) 11 K-12 teachers earned 2 PD credits; 23 K-12 teachers attended without PD credit; three two-year college instructors | Trading Companies and the Rise of Global Capitalism in South Asia and the Indian Ocean | | NYC Dept. of Education, 2 PD credits (Professional Development); Teachers College. Teachers from NY metro area, & Ohio (1). |
| Saturday-Sunday,  March 2-3, 2019  (6 lectures and discussion, 2 workshops) 8 K-12 teachers earned 2 PD credits;  27 K-12 teachers attended without PD credit; one two-year college instructor | An Indian Ocean of Goods: Tracing Commodities and the Rise of Global Capitalism in South Asia | | NYC Dept. of Education (2 credits, NY PD - Professional Development); Teachers College. Teachers from NY metro area, one from Ohio. |
| Friday, November 1, 2019  (all day, in person), in Atlanta, Georgia 51 college instructors, including  10 from two HBCUs 6 from one HSIs  3 from two PBIs | “Globalizing the Future: Challenges and Opportunities of Global Migration” | | International Studies Consortium of Georgia.  All teachers were from Georgia |
| Sat., February 29, 2020 (all day, in person) Location: Columbia Univ.  25 K-12 teachers and 6 college teachers | “Partitions of South Asia: the Unresolved Questions” | | (no partners)  K-12, 2 year and 4 year Teachers from New York.. One K-12 teacher from Ohio |
| Friday, February 5, 2021 (all day, online)  99 college teachers  27 from 15 HBCUs  18 from 5 HSIs  8 from 3 PBIs  1 from 1 AANAPISIs | “India and its Role in the Emerging World Order” | | International Studies Consortium of Georgia.  Teachers from Arkansas, Florida, Georgia, Louisiana, Mississippi, New York , North and South Carolina, Pennsylvania, Texas |
| Saturday, October 16, 2021  K-16 Online Teacher Workshop, half day 10 K-12 teachers (NY) and 2 MSI college teachers (Georgia) | “Bangladesh: Before and After Independence” | | (no partners)  Teachers from New York and Georgia |
| Friday, November 19, 2022 (all day, four lectures, online)  Audience: 73 college instructors, including 27 from 18 HBCUs,  7 from 6 PBIs,  4 from 2 HSIs,  2 from one AANAPISIs | “Towards a Better Understanding of Indian Society and Culture” | | International Studies Consortium of Georgia. Teachers from Alabama, Arkansas, California, Florida, Georgia, Illinois, Louisiana, Mississippi, New Jersey, New York, North and South Carolina, Pennsylvania,  Tennessee & Virginia |
| **Total classroom hours:** 37 hours **Total attendance:** 239 registrants **K-12 teachers:** 104 registrants  **Two- and Four-year college teachers:** 135 registrants | | **MSI instructors:** 103 registrants **HBCU instructors:** 64 registrants **PBI instructors:** 18 registrants **HSI instructors:** 28 registrants  **ANNAPISI instructors:** 3 registrants | |

NYU and Columbia, NYU’s Hindi Startalk program, and K-12 and community schools A new initiative aimed at K-12 level community school teachers was begun in Summer 2020 with a

three-week, 36 contact hour Pedagogy Workshop. The workshop began with a review of grammatical constructions and socio-cultural features of Hindi to expose teachers to pedagogical methodologies and practices. It covered phonological, morphological, and syntactic

features, inflectional and derivational features of phrases, clauses, and syntactic features of simple and complex sentences in a communicative context. The workshop explored pedagogical nuances in the classroom, and included interactive discussions about the creation of age- appropriate lesson planes based on real-life situations and aligned with National Standards (5Cs). There were two Fall 2021 sessions of two hours, focusing on Elementary School students.

SAI plans to continue the Hindi Pedagogy project into the 2022-25 grant cycle. Our new proposal focuses on challenges of teaching Hindi in person and in a virtual format at the Elementary level, and especially for K-2 students. Community schools have a large percentage of enrollment at the Elementary grade levels. The pedagogy workshops will explore topics and tools needed to engage the elementary school student: student-centered classes, appropriate online gaming tools, movement-based and kinesthetic learning, design of a learning map. We

hope to create a community for sharing resources and literature for Elementary instructors. In 2019, we forged a new partnership with the International Studies Consortium of

Georgia, to offer in person and online workshops on South Asia and comparatively across other regions. ISCG member schools include five HBCUs, one PBI, and one HSI, mainly schools in the Georgia State University system. Its networks reach out to far more Minority-Serving Schools, and as the table indicates, three workshops we co-organized with ISCG were attended by 64 registrants from HBCUs, 28 from HSIs, 18 from PBIs, and 3 from ANNAPISIs. Online formats in 2020 and 2021 expanded the geographic reach of the ISCG-SAI workshops.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2018-2022 Language Teacher Training Workshops** | | | | |
| Date and Year | Workshop Title | Partners/Speakers | | # Participants and Languages taught |
| March 9, 2018 (full day, 3 panels with group break- out sessions) | Efficient Strategies in the Hindi and Urdu classrooms: Sharing examples of good practices to keep students  engaged | NYU Hindi-Urdu and Startalk Program at  NYU | | Hindi, Urdu  5 Startalk Teachers-in-Training  14 University instructors  6 High School Lang. Instructors (Connecticut, NJ, NY) |
| April 28-29, 2018  (two half-day Workshops: lecture, discussion, group projects). Followed National Startalk Conference in Philadelphia, PA; live-steamed from  Columbia | Day one: From Lesson Can- Do to learning Plan  Day Two:  Festivals of India: a Preview of Hindi and Urdu language curricular materials | Startalk; Columbia and NYU Hindi-Urdu Programs | | Hindi, Urdu, Panjabi  19 Startalk Teachers-in-Training  12 University instructors  13 High School Lang. Instructors In person:: Georgia, Illinois, Minnesota, NJ, NY, Ohio, Pennsylvania, Texas  On-line: NJ, Ohio, Texas, Wisconsin |
| Saturday, November 10, 2019 (in-person) 12 pm – 5pm at Columbia Univ. | Language and Culture Educators (LACE) Roundtable | Hindi-Urdu Programs, Middle East Institutes at NYU  & Columbia | | Arabic, Hindi, Persian and Urdu language instructors (16) |
| Friday – Saturday, May 10-11, 2019  One evening and two days.  Organized by the Language Resource Center, co- sponsored by SAI | “Language Education in a Time of Crisis: Innovation, Adaptation, Transformation” Speakers from Columbia, Middlebury, Wisconsin at Madison, Yale. | Language Resource Center, Consortium for Language and Teaching (Brown, Chicago, CU, Cornell, MIT, Princeton,  Yale | | Open to teachers of any language 154 college instructors and administrators, from Columbia (48) and 31 US colleges and universities, and 32 universities; & participants from Italy, and Sweden, and the Institute for International Education. |
| Friday- Saturday, March 22-23, 2019  Location: Dallas, Texas, 3 hours each day | Hindi Teachers Workshop Topics: Aspects of Hindi Language Pedagogy, Learning Devanagari Script  and Hindi Orthography | Vedic Hindi School, Dallas, Texas | | 13 Hindi language teachers (Texas) |
| Monday - Thursday, May 17 -May 27,  2021; Mon.-Thurs.  August 16-19, 2021.  3 hours per day, 36 hours total | Summer 2021 Hindi Language Online Pedagogy Workshop. Topics: Real-life contexts, Phonetic Features, Nouns, Verbs and Syntactic Features, Socio-Cultural  Contexts, Tests and Assessments | Workshop leader: Rakesh Ranjan. Guest Lecturer, Dr. Jazmine Graves (North Carolina, Greensboro) | | 14 Hindi language teachers (Georgia, New Jersey) |
| Sat., October 23,  2021  (2 hour meetings) | Online Hindi Pedagogy Workshop Follow-up “Engaging K-2 Learners in  an L2 classroom” | Workshop leader: Senior Language Lecturer Rakesh  Ranjan | | 14 Hindi language teachers (Georgia, New Jersey) |
| Sat., December 4,  2021  (2 hour meeting) | Online Hindi Pedagogy Workshop Follow-up “Communicative Strategies  in L1 and L2” | Workshop leader: Rakesh Ranjan | | 14 Hindi language teachers (Georgia, New Jersey) |
| **Total classroom hours:** 73 hours  **Total attendance:** 294 registrants  **K-12 teachers:** 19 registrants | | | **University/college instructors:** 196 registrants  **Community Schools:** 55 registrants  **Teachers-in-training (Startalk):** 24 registrants | |

H1B. Postsecondary Institutions. The institute organizes a number of events primarily

aimed at Columbia faculty and students, as well as scholars from area academic institutions. In 2018-22, SAI organized over 80 such events (see G. Impact and Evaluation). We collaborate with area colleges and universities, CU academic units and student groups to bring our post- secondary events to a wider audience. SAI partners with campus groups, including the SIPA South Asia Association, Club Bangla, Muslim Students Organization, and the Organization of Pakistani Students. SAI co-sponsored three concerts organized by the Columbia SPIC-MACAY chapter and the Hindu Students Assoc.

In 2018, SAI inaugurated a four-year collaboration with IRCPL, “Rethinking Public Religion,” which focused on Africa and South Asia. Speakers in the series included Kajri Jain (Toronto), Iftikar Dadi (Cornell), IRCPL post-doctoral fellow Rajbir Judge (now at California State at Long Beach); author Amitav Ghosh and Arvind Rajagopal (NYU).

SAI co-sponsored several events in the 2018-22 “Ambedkar Initiative” at the Institute for Comparative Literature and Society. Speakers at the Ambedkar events have included Gopal Guru (Jawaharlal Nehru University), the journalist Isabel Wilkerson on her book “Caste: The Origins of our Discontent,” and Suaj Yendge (Harvard), author of “Caste Matters.”

Speakers at our 2018-22 Colloquium Series included: Edward Simpson, Director of the South Asia Program at SOAS; Sujatha Gidla, author of the memoir, “Ants Among Elephants: An Untouchable Family and the Making of Modern India;” lawyers Menaka Guruswamy and Arudhati Katju, who argued the case that overturned Section 377 decriminalizing homosexuality in the Indian Supreme Court; and Sumit Guha (Texas) on “Languages of Empire: 1500-1900.”

SAI organized several events on the Indian elections, before and after, including talks with Arjun Appadurai (NYU), Amartya Sen (Harvard), Prabhat Patnaik (JNU), and independent

scholar Yogendra Yadav. In September 2019, we organized a panel discussion, “Article 370 and Its Aftermath” including speakers on the history and constitutional questions surrounding the special status of Kashmir. We hosted several events on the 150th anniversary of M.K. Gandhi’s birth in 2019, with speakers from India, Columbia, and other universities. During 2020-21, we co-sponsored three events with the School of Public Health on the COVID crisis in India.

In 2020-21 and into Fall 2021, in the midst of the pandemic, Director Katherine Ewing organized an online series of twelve “Master Classes” with Columbia faculty discussing their intellectual journeys. The series provided students with an introduction to the interests and research of Columbia faculty who are scattered across the programs, departments, and schools of the University, while creating a social space for students and faculty to meet and talk. Students prepared for the talks with readings selected by the speakers, and after each faculty presentation, there was an extended discussion with students. The series was well-attended by undergraduates, master’s, and doctoral students from many different departments and programs. Recording of the series are available to the general public through our website, creating an archive of current South Asia research at Columbia.

Beginning in 2021-22, we have organized our events into clusters of two or three speakers around topics such as “Islam in South Asia,” and “Visual Cultures of the South Asian Diaspora.” We intend to carry over this practice in the 2022-25 cycle. (Budget Detail G.)

H1C. Business, Media, and the General Public: The majority of Institute programming

is open to the public and the SAI listserv of over 1,300 includes over 300 addresses from business, media and the general public. Since 2018, we have recorded of many of our events for posting online where they are easily accessible. We regularly collaborate with other Columbia units to reach new campus and general public audiences by co-sponsoring events with the

Schools of the Arts, Business, Journalism, Public Health, SIPA; and A&S units such IRCPL, ICLS, ISGS, and others. The Columbia Business School organizes an annual conference “Doing Business in India,” that attracts US and South Asian companies and business leaders

In Fall 2018, SAI organized three conferences held at the Asia Society that attracted large audiences mainly drawn from the general public and Asia Society membership. One conference focused on the “Progressive” movement of artists of India that was active in the 1930s and 1940s, with speakers from nine universities and two museums, and a Keynote Address by Prof. Homi Bhabha of Harvard. We co-sponsored the first US “Jaipur Literature Festival” in Fall 2018, hosted at the Asia Society, and partnered with JLK and Asia Society again in Fall 2019.

Both JLF events featured a series of panels around new publications in across a wide variety of genres and topics (fiction, history, journalism, medicine, cuisine, the arts), with authors in conversation with academics, artists, and critics. In 2018, we co-sponsored an ICLS conference on the Rohingya crisis in Bangladesh and Myanmar.

Institute faculty members are a major resource for journalists covering South Asia. In recent years, they have contributed to reporting in the *New York Times*, *Times of India* (Delhi and Kolkata), in the Bengali language paper *Ananda Bazar Patrika* (Kolkata), the *Huffington Post*, and *American Public Radio*. They have appeared on television on Al-Jazeerah, BBC, CBS Evening News and WCBS (NY affiliate), CNN, CNN Int’l, and CNN-IBN, NDTV (India), and on PBS *Newshour*. Columbia faculty members have contributed Op-eds to *New York Times*, *Times of India*, *Washington Post*, *The Hindu*, *Pakistan Today*, and others. SIPA Prof. Panagariya has a regular column for the *Economic Times*, India’s top financial daily, a blog on the *Times of India*, and has published op-eds in the *Wall Street Journal*, *Financial Times*, and *The Hindu*.

# NRC Program Planning and Budget

I-1. Plan and Timeline: Across all four years, our grant proposal supports language and area

studies instruction at Columbia, events programming and outreach activities, K-16 teacher training workshop, pedagogy training for K-12 and community school language instructors, and Institute administration, and the South Asia collection of CU Libraries. It will increase minority student participation through two MSI projects, one at CSU Long Beach, to support creation of a South Asia Minor (Year 1) and a new Hindi-Urdu language program (Year 2-4), and a second project to provide training for faculty at Minority-serving institutions in collaboration with ISCG (Years 1-4). It will create a new Hindi curriculum tool to assist students with accurate pronunciation, and serve as a template for designing similar tools for other SA languages.

As the table below shows, the largest percentage of requested NRC funds (30.5%) will support language and area studies instruction at Columbia (and SASLI). Outreach personnel and activities are the second largest category (26.7%). Absolute and Competitive Priority Projects are the third largest category (17%). NRC administration is the fourth largest category (12.8%). Library support and the CEPR Evaluation are 7.8% and 5.3%, respectively, of NRC requests.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **South Asia Institute NRC funding requests, FY 2022-25, and as a percent of direct costs** | | | | | | |
| **Category** | FY 2022  request | FY 2023  request | FY 2024  request | FY 2025  request | Total  22-26 | Percent  Direct $ |
|  |  |  |  |  |  |  |
| Language instruction & support | $48,960 | $48,960 | $49,460 | $49,460 | $198,340 | **15.7%** |
| Area Studies instruction | $44,870 | $45,831 | $46,817 | $47,827 | $185,346 | **14.8%** |
| Total Instructional Support | $90,809 | $92,447 | $59,706 | $60,568 | $303,529 | **30.5%** |
| Outreach Personnel & Activities | $81,218 | $82,688 | $84,196 | $85,741 | $333,843 | **26.7%** |
| Administration | $38,739 | $39,708 | $40,701 | $41,718 | $160,866 | **12.8%** |
| Absolute/Competitive Priorities | $55,417 | $53,869 | $51,666 | $47,181 | $208,133 | **17%** |
| Library | $24,230 | $24,230 | $24.230 | $24,230 | $96,920 | **7.8%** |
| Evaluation | $16,750 | $16,750 | $16,750 | $16,750 | $67,000 | **5.2%** |
| Requested Funds, Direct Costs | $310,185 | $312,037 | $313,320 | $312,907 | $1,248,450 | **100%** |
| Requested Funds, Indirect costs | $24,815 | $22,963 | $21,680 | $22,093 | $91,550 |  |
| **Total requested funds** | **$335,000** | **$335,000** | **$335,000** | **$335,000** | **$1,340,000** |  |

The above funding requests will be leveraged with university funding for language and

area studies faculty and fringe of up to 50%; administrative, outreach, and library salaries of up to 50%; significant support from other sources for conferences, lectures, and teacher training events; and additional funds for library acquisitions. The only exception for salary support will be 100% funding for the FY 2023 salary for a Hindi language instructor at CSU Long Beach, which will drop to 50% in FY 2024 and 39% in FY2025. After the grant period, CSU Long Beach will assume 100% of the Hindi instructor costs. In 2020-21, Columbia will spend

$8,070,730 on salaries, fringe, and other support of South Asia Studies (See Criterion A); the annual NRC request of $335,000 per year is 4% of the 2021-22 total at the university.

I-2 Quality and Purpose: The proposed project comprises several related activities. At

Columbia, it will support our Bengali, Punjabi, and Tamil language programs, which have enrolled students from CUNY, NYU, Cornell and Yale in the past four years. The Institute will subsidize hiring one adjunct area studies lecturer annually, with partners at the Institute for the Study of Sexuality and Gender, the Institute for Religion, Culture, and Public Life, and others, to teach courses on South Asia in underrepresented disciplines. Our proposal supports the South Asia Summer Language Institute at the University of Wisconsin. SAI will offer a diverse array of events programming to students, faculty, and the general public representing a wide range of perspectives. The proposal supports costs of the Institute and grant administration to ensure effective use of USED resources to build strength across four years of the grant.

SAI will collaborate with the Middle East Institute and Teachers College and other campus units on K-14 teacher workshops and Professional Development opportunities. (See Budget Attachment II-A.) SAI will support the activities of the South Asia National Outreach Council, including the annual book award and other K-12 activities (Budget Attachment II-B). We will support the South Asia Open Archives with annual membership to provide open-access

resources for research and teaching. SAI will work with the International Studies Consortium of Georgia to offer annual workshops to their network of schools and teachers that reaches seven HBCUs, HSIs, and PBIs. (Budget Attachment II-F.) SAI will work with CSU at Long Beach (which is and HSI and AANAPII) to help them start a Hindi language program to expand a newly created South Asia minor in their International Studies Dept. (Budget Attachment II-E.)

SAI will offer a variety of K-16 language proficiency workshops to support the production of qualified Hindi language instructors by organizing Summer K-12 Hindi Language Pedagogy workshops and follow-up sessions during the Fall and spring terms. (Budget Attachment II-C) We will support the creation of new Hindi language online curriculum materials that facilitate teaching of accurate pronunciation of vowels, consonants and combinations in words, sentences, and stories. (Budget Attachment II-D). We will partner with the CU Language Resource Center, whose website will host a new portal for the project. These materials will be introduced (and beta tested) into the Columbia Hindi curriculum and shared in our pedagogy workshops, introduced into the new Hindi program at Long Beach, and shared with LRC partner schools and Hindi language programs. The Hindi portal and app can serve as a template for the creation of similar curricular materials for teaching of Urdu, other South Asian languages, and other LCTL programs at Columbia and elsewhere.

I-3. Costs: The costs of the proposed activities are significant yet reasonable, and are

leveraged with university and other funds. At least 50% of salary for all language, area studies, administrative, library and outreach personnel will be funded by Arts & Science and Columbia Libraries. (As noted above, our CSULB instructor will be funded 100% from NRC funds for one year.) Outreach and events programming will be augmented with over $15,000 from SAI and other sources. Although NRC funds constitute a small percentage of the overall expenditures at

Columbia for study of South Asia (see above and Criterion A), they make the Institute an effective agent to support and promote South Asia Studies at Columbia. NRC funding will triple the operating budget of the Institute, and will allow us to provide services that Columbia and SAI would not otherwise be able to provide, especially in teacher training, language pedagogy, outreach, and language and area studies instruction.

I-4. Long-term impact on training: The proposed project will build up existing South

Asia programs over the next four years and will have long-term impact on the production of student expertise on South Asia. Our K-14 Teacher Training workshops will provide Professional Development opportunities for K-12 and MSI institution instructors at two- and four-year colleges. Hindi Pedagogy workshops will provide proficiency-based training for instructors and will increase the production of qualified Hindi language instructors, and enroll teachers from around the county. Our Hindi curriculum initiative will add a significant new instructional material to the Columbia Hindi program, to the new California Long Beach Hindi program, and to LRC partners. Lectures, seminars, and conferences organized by the Institute will bring leading scholars from outside Columbia and expose students to new research. Over the grant period, the Center for Evaluation, Policy, and Research (CEPR) will monitor grant activities including Teacher Training and Language Workshops, our MA Program and CU South Asia curriculum and training, careers, and use of South Asia training.

# Competitive NRC Priority: Minority-Serving Institutions

We propose three projects in response to the Minority-Serving Institutions priority.

SAI will continue to work with the International Studies Consortium of Georgia, to offer annual workshops to their network of schools and teachers that reaches seven HBCUs, HSIs, and PBIs. In at least one of the annual 2022-2025 workshops, we will work with the Middle East

Institute to offer a comparative workshop. (See Criteria G, H, and I, Budget Attachment II-F.)

SAI will work with California State University at Long Beach (an HSI and AANAPII), to start a Hindi language program for a new South Asia minor in their International Studies Department. In Year two of the project, CSULB will introduce Elementary Hindi and add Intermediate in Year three. We will support the cost of the Hindi Instruction in the fourth year, after which the University will be cover all costs. (See Budget Attachment II-E.)

SAI will work with the Language Resource Center to create a web portal site that will feature audio and video of native speakers and other tools that to foster the correct pronunciation of vowels, consonants, combinations, and tone and intonation of words, sentences, and stories.

The app will be shared with CSULB, LRC partners, and in our Hindi workshops. The template for the app can be easily adapted to other SA languages. (Budget Attachment II-D.)

SAI and CEPR have developed project evaluation goals corresponding to the Title VI Absolute priorities, first, to reflect diverse perspectives and generate debate on world regions and international affairs and encourage government service in the areas of national need as well as in education, business and non-profit sector; and second, to increase participants’ awareness of and expertise on South Asia. (See Criterion G. Impact and Appendix 7 – Evaluation Goals.)

# H. FLAS Awardee Selection Procedures

Advertisement: The Institute solicits AY and Summer undergraduate and graduate

applications from ten schools: Barnard and Columbia Colleges, General Studies, Graduate Arts & Science, School of the Arts; and five Professional Schools: Engineering, Journalism, Law, Public Health, SIPA, and Teacher’s College. The Institute advertises the competition through admissions and financial aid offices, departments, faculty, and directly to students. The SAI website describes FLAS and links with the university’s main FLAS pages, which feature an

outline of the program, a list of eligible languages and world areas, instructions, announced priorities, and an on-line application. Schools include FLAS links on their respective websites and links to the main FLAS site. SA language faculty make classroom announcements and distribute flyers. Flyers and listserv messages reach departments, programs, faculty, and students across the university. All students at the university enrolled in an SA language or area class in a given academic year receive at least two email notices about FLAS prior to the competition deadline for award in the following year.

Application: Application announcements posted on-line at school and Dept. sites, link

directly to a single on-line application portal site managed by the Graduate School. Applicants provide information on education and language training. A personal statement describes the applicant’s academic purpose; role of the target language in achieving it; academic and professional goals. Applicants provide transcripts; two faculty recommendations, and an evaluation from a language instructor. SAI advises applicants to file the FAFSA form to meet the competitive preference.

Selection Criteria: SAI administers FLAS using USED guidelines and priorities. We

evaluate applicants based on merit as indicated by previous academic performance, potential contribution to their field or career, and national need in particular fields and careers. Applicants who plan to obtain advanced training before graduation are given special consideration, as are those applying for second SA language acquisition, if they have achieved an advanced level in a first language. SAI considers applicants from underrepresented disciplines and professional schools with a commitment to the South Asia studies. Each committee member reads and reviews all applicant files and rates them according to academic merit. SAI aggregates their ratings to compile an initial list of meritorious candidates, and the committee meets to create a

ranked list of candidates. The committee will apply the competitive priority criteria outlined above to the merit-based list to prioritize those candidates who meet the need-based criteria, upon review of the FAFSA data by the fellowship office.

Selection Committee: The Institute Director is chair of the FLAS Selection Committee,

which may include faculty from the humanities, social sciences, professional schools, and language programs. Committee members will adhere to USED guidelines and selection criteria and will incorporate the FLAS competitive priority in the review of files.

Schedule: *Early November*: The Institute announces the Summer and Academic Year

competition. *Mid-January*: Selection committee is formed and a date chosen for its meeting. *Mid-December*: the on-line application site opens to applicants. *Mid-February*: Deadline for submission of Summer and Academic Year applications. *Late February*: Applications are available for committee members to review. *Early March*: Committee meets and draws up a ranked list of candidates and alternates. *Mid-March*: SAI announces Summer awards*. Early April to early May:* SAI announces Academic Year awards. Candidates have two weeks to accept or decline. We notify alternate candidates immediately as awards are declined.

SAI will award FLAS based on Competitive Priorities: In 2022-25, the Institute will include a need-based criterion in the FLAS deliberations using FAFSA results. One hundred percent of awards will be for study of priority LTCLs in 2022-26 (see Competitive Priorities).

We request two undergraduate and five graduate academic year fellowships and three summer FLAS for each of the four years from 2022-26. Summer FLAS will be open to both undergraduate and graduate students.

# I. FLAS Competitive Priorities

Competitive Priority 1: In 2022-26, the Institute will use a need-based criterion in the

FLAS deliberations. Announcements will include a clear statement of the competitive preference for applicants who file FAFSA to demonstrate financial need. Columbia Admissions Offices will provide the Estimated Family Income (EFI) based on the FAFSA. The Committee will review the applications based on the USED selection criteria to identify meritorious candidates, and prioritize award to fellows who meet both merit and need-based criteria. The Institute will review applications that do not evince financial need, or whose FAFSA results are still pending, but will consider such applicants as alternates until the university confirms receipt of the FAFSA and EFI, or until the pool of priority applicants has been exhausted.

Competitive Priority 2: In the 2018-22 cycle, SAI awarded 32 AY and 11 Summer FLAS

(not including Summer 2022). One hundred percent of the awards were for study of priority LTCLs: 18 Hindi, 4 Hindi-Urdu, 10 Urdu, 9 Persian, 1 Bengali, 1 Marwari (Rajashthani). Forty percent of the awards were for advanced level study of a priority LCTL, and 14 of 30 fellows achieved advanced proficiency in at least one SA LCTLs by the time of graduation.

In 2022-25, the Institute requests authorization to award Academic and Summer FLAS in six priority LCTLs: Bengali, Hindi, Panjabi, Persian, Tamil, and Urdu. All fellowships in 2022- 2026 will be awarded for study of priority languages. For the summer awards, we will accept consider applications to study other South Asian LTCLs other than those listed above.