

COURSE SYLLABUS

Directed Research Pune, India

Course code: DIRR 380

Suggested US semester credit hours: 3

Contact hours: 150

Delivery method: Face to Face

Course length: Summer

Overview

The *Summer in Pune* program offers students the opportunity to enroll in our Directed Research course and earn academic credits while acquiring valuable hands-on research experience in India. Directed Research projects are designed to help you achieve three goals.

First and foremost, the purpose of the Directed Research experience is to bring together the best of academic and experiential learning—allowing you to pursue an area of interest to you through your guided research project that is both feasible in the local context and relevant to your broader intellectual interests. We encourage you to develop your research aptitude find new levels of patience within yourself, and stretch your preconceived notions as you complete your research. These are skills that will serve you well in future, whether you are pursuing post-graduate study or finding a job.

Second, the Directed Research course is designed to help you discover the challenges of doing research abroad – and to help you overcome them. The city of Pune has much to offer to a curious researcher, but you will also encounter limitations of time, geography, language and resources. As any researcher will tell you, one of the most challenging parts of the process is narrowing your research question down from the very broad to the very feasible. The Alliance for Global Education provides you with a choice of two research topics, based on your Field Component Intent Form and developed with community partners, which allows you to develop your focused and feasible research question.

Third, doing research in a different culture will help you improve your cross-cultural communication skills and challenge your preconceived notions. Over the course of your research, you may encounter perspectives that may be quite different from your own, adding valuable cross-cultural and culture-specific insights to your research. You may also be conducting your research in a different language, asking questions through an interpreter. When working in the field with an interpreter, you'll learn to communicate and achieve your objectives despite the language barrier.

Course Description

Students who choose to pursue Directed Research as their field component are paired with a faculty guide appropriate to their academic interest area, provided with a choice of topics and are expected to produce a formal research paper. Research students have regular meetings with faculty guides in their subject area to discuss formation and execution of their research plans.

Course Objectives

As students conduct directed research, they will learn:

- ❑ To define a research problem from the topics provided
- ❑ To organize and devise a research project keeping in mind cultural sensitivities
- ❑ To conduct research using appropriate and feasible methodologies, considering manpower, time, and resources resulting in valid and verifiable research outcomes
- ❑ To gather, organize and communicate data collected through fieldwork
- ❑ To write a research paper based on analysis of the collected data

Course Requirements

You will receive a letter grade upon completion of the course. This letter grade appears on your official transcript for the Alliance for Global Education program.

Your grade will be based on the following:

Academic participation	15%
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- Daily Research Journal: 1200-1500 words
- Attendance and engagement at faculty advisor meetings
- Attendance and engagement at presentations
- Attendance and engagement at the organization

Oral presentation	15%
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- Presentation to peer group
- Viva Voce
- Question and answer session

Proposal	25%
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- DR Brief Form
- Background and Justification
- Review of Literature
- Hypothesis
- Research Questions
- Objectives
- Methods
- Expected Outcome
- Timeline

Final paper	45%
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- 15-18 pages
- Abstract
- Background and Justification
- Review of Literature
- Hypothesis
- Research Questions
- Objectives
- Methods

- Analysis
- Lessons Learnt
- Limitations
- Analysis: Results and Conclusions; Recommendations, e.g.,
 - The steps required implementing the policy, and the resources needed.
 - What problems would be corrected or avoided for the benefit of the organization.
 - What additional research might be needed.

Late papers will be marked down one step (B- to C+, e.g.) for each day they are late.

Grading

Alliance programs utilize the following grading policy well-accepted by most US institutions.

Excellent	A	93-100%	Good	B+	87-89%	Acceptable	C+	77-79%
	A-	90-92%		B	83-86%		C	73-76%
				B-	80-82%		C-	70-72%
						Unsatisfactory	D+	67-69%
							D	63-66%
							D-	60-62%
						Failing	F	<60%

Class Meetings

Students will conduct their research under supervision of their assigned faculty guides and the Directed Research Coordinator. As students prepare to begin their research, the Directed Research Coordinator will hold class meeting to define expectations, share suggestions about methodology and discuss the finer aspects of working with interpreters, conducting interviews, issues of privacy in the community and cultural sensitivities.

Supervision of Directed Research

You will receive close support and supervision from Alliance staff and faculty, as well as from your point-of-contact. Here is a brief summary of the roles of the people you work with over the course of your research:

Directed Research Coordinator

Your Directed Research Coordinator is primarily responsible for leading the academic component of the Alliance Directed Research course, and evaluating your performance in the course. As described above, you will meet with the coordinator individually on a weekly basis. Your Directed Research Coordinator is a resource to you for to discuss how to successfully design your research, resolve difficulties encountered in the course of the work, and present your findings. Your Director research Coordinator can also help you contextualize your research experience within the cultural context.

Faculty Guide

Students who share similar areas of academic interests are assigned to a faculty guide, who serves as subject area expert resource. Your Faculty guide offers guidance on the development of your research proposal, data collection tools, oral presentation and academic paper, and evaluates your performance in the course.

Point-of-Contact at Host Organization

Your point-of-contact works day-to-day with you at the organization hosting your research. He or she introduces you to the organization and its mission, contextualizes your research within the local context and facilitates data collection in the field.

Resident Director

Your Alliance Resident Director helps match students and host organizations with the Directed Research Coordinator.

Frequently Asked Questions

How can I start preparing for my research now?

The best way to prepare for your directed research is to start reading! You will receive more information about your directed research placement and choice of topics shortly before the research period begins (about half-way through the semester). Until then, we suggest reading broadly about Indian society, culture, and history and researching articles about the research topics you indicated in your Field Component Intent form.

Where can I find resources for my research ahead of time?

Check out the Alliance's recommended reading list via the IFSA-Butler portal online.

For specific research topics, search sites like Google Scholar, JSTOR.org, or Academia.edu for articles or eBooks related to your topic. Your home university library is also a great resource to search for background information. As you find articles, you can download the best ones to bring with you to India! The government of India also has a lot of demographic information available online – so check out their website at <http://india.gov.in/>.

Additionally, consider asking your study abroad advisor or academic advisor if they know graduate students who have been to India to do research who you can connect with. They may be willing to share bibliographies or let you read their research – providing a one of a kind resource and perspective!

Can you put me in contact with my advisor?

Since your advisor is currently working with another Alliance student – who's on the ground right now – we cannot put you in touch with them before you go. Your Student Services Manager can address any specific questions you might have pre-departure.

Can my professor at home be my faculty guide?

The Alliance provides local faculty guides who are experts in their field and who can meet with you in person. We believe that their insights and years of experience working in Pune are an important part of the research process. If you wish to stay in touch with your professors at home about your research, you are welcome to.

I'm required to research a very specific topic. Can you guarantee this?

The more specific you are in your Field Component Intent form, the better chance we have of matching your research topics to your interest. However, we cannot guarantee that a specific topic will be possible within the local context. If your research topic is linked to your major or graduation requirements, please reach out to your Program Advisor to discuss your situation.

Will I have access to databases or libraries?

You will have access to the Gokhale Institute Library and the British Library on Fergusson College Road. You will also have access to the program center's collection of books. We suggest talking to your home school's librarian to ensure you can still access your library's databases while abroad.

Do I need IRB (Institutional Review Board) approval?

IRB approval is not required by the Alliance for Global Education. If you plan to use the results of your research to publish or as part of a capstone or honors thesis project, you may find IRB approval helpful. We recommend checking with your advisor to see what they recommend.

I want to work directly with a high-risk population (such as HIV-positive individuals, sex workers, transgender individuals, or people with mental illness). Will you be able to help me do that?

Our ability to help students work with high-risk populations depends upon considerations of ethics, cultural sensitivity, access, and safety. The first principle of ethical research is do no harm. If your research would potentially be harmful to any participants, particularly those in a high-risk population, the Alliance would look at alternative modes of research that would align with your academic interest without causing harm. Please note that cultural sensitivities are different in India, and are taken into consideration in providing research topics. Finally, it simply may not be possible to access certain populations or to do so safely – and in that case the Alliance would look at alternative research topics.

I want to conduct research in a specific location (a village, the red light district, another city). Will you be able to help me do that?

Our ability to help students conduct research on the ground depends upon considerations of time, access, and safety. Since the research period is four weeks long, we want to maximize your time spent researching and minimize your time spent in transit. Given Pune's size, you may still spend up to an hour commuting to your placement – the average is 30 minutes. But the basic rule of thumb is that you should plan to do your research within Pune itself. As for specific neighborhoods in Pune, it all depends on accessibility and safety. Safety is our number one consideration. If it is not safe for you and your translator to be spending time there, then the Alliance would provide you with an alternative location.

How specific does my research proposal need to be?

As specific as possible, while keeping a very open mind. Sounds like an oxymoron, doesn't it? The more information you can provide about your research interests, academic background and research experience, the better the Directed Research Coordinator will be able to provide a choice of research topics that aligns with those interests. However, given the local context, and considerations of ethics, cultural sensitivities, safety, accessibility, time and location mentioned above, these choices may look a little different than you expected.

What about the language barrier?

If your organization's working language is Marathi or another Indian language, a local translator will accompany you to assist in the completion of your work. Many students require translators when they go into the field.

Who takes care of travel expenses associated with directed research?

You will. If a translator is accompanying you, you'll cover their transportation costs as well. You should budget around \$5/day for transportation costs.

How do I manage my lunch?

You can take a packed lunch to your organization. The Alliance program center can help arrange it, though the cost is out of pocket, not covered by the program. Alternatively you may want to explore food joints around your organization. However, depending on your placement location, we recommend that you bring lunch, for health and convenience.

Directed Research Topics

The Field Component Intent form is used to associate students with a relevant organisation. The Directed Research Coordinator discusses research topics with organisations based in Pune before students arrive.

Each student will be provided with two lines of research to pursue at an organisation (often, but not exclusively, these are non-governmental organisations or NGOs). They will be given the details of the organisation at this time as well. The student is expected to select one of the two topics provided.

The students will select their directed research topic from the two provided and develop a primary research proposal.

The scope of the chosen topic is finalized in conjunction with the Directed Research Coordinator, faculty guide and the organisation. Directed research is conducted in the last month of the program. Students are required to work at their organisation as per day plan timings from Monday to Friday till the end of working hours for the organisation. They are expected to report to a key person at their organisation and maintain a time sheet. Students are also expected to maintain a journal of the research process, noting down their daily activities and learnings.

Directed Research Deliverables

Proposal

Your proposal is a document of about 10 to 12 pages. The proposal is expected to follow the format provided enclosed in the course book. The proposal would be prepared based on the topic selected by the student through the options provided and be mentored through the process by their faculty guide and Directed Research Coordinator.

Research Paper

It is expected that students will analyze the data collected and express their data-based conclusions in the paper. The final paper should expand upon the proposal, not only in terms of research outcomes and lessons learned, but looking at the evidence based conclusions of their research.

Paper Abstract

An abstract succinctly describes all major aspects of your academic paper and research in 300 words. Your abstract should cover your organization, objective; method used (in brief), findings and conclusion.

Journal

You are expected to keep a weekly research journal, and submit it to the Directed Research Coordinator every week, preferably before the weekly interaction with the Directed Research Coordinator. This allows them to follow your progress and help address any problems that you might be encountering. The work journal should be 1200-1500 words per week.

This is to be an analytical journal. This means recording your experiences, and then adding your thoughts, reflections, interpretations and analyses of your experiences. Part of the emphasis should be on cross-cultural experiences. If you have done research previously, what differences do you observe between your current experience and the past? What similarities do you see? What is difficult or challenging about those differences, and what do you think you can learn from them? You may find that journaling is an effective way to record, reflect and draw new insights from your experiences in the research component.

Your journal should serve as a record of your activities, observations and interpretations. There should be an entry for each time that you do research. Each entry should begin with a description of what you did that day. You should use your work journal to record your daily research activities, as well as your observations of what is happening around you. What are your reflections on what you observe? How does it differ from what you are accustomed to? In what ways does it represent differing approaches and values? That is, how do you interpret your experiences?

Suggestions for Journal Keeping

Anyone who regularly keeps a journal will tell you that it is crucial that you make entries as close as possible to the time of the events you are describing. This is true for research note-taking as well: if you are in a situation where you cannot take notes on the spot, find yourself a quiet corner as quickly as possible and note down everything you can remember. If time is pressing, writing down headings helps you recall what you heard. You can write a full account later in the day. The reason for stressing this point is that journal entries and research notes written later are much different from those written at the time: you begin to edit, to have second thoughts, to elaborate and rationalize – all freshness is lost. Thus, in the case of your research journal, you should take notes while out in the field if possible, but in any case be sure to write your day's entry that evening.

Presentation

Students are expected to give a power point presentation, which will summarize key aspects (i.e., significance of their research, data collection experiences, findings of the research, reflections on learning from the field) of the final research paper followed by question answer sessions. The presentation is expected to last for about 15 minutes and question answer session for 10 minutes.

Viva Voce

Each student will undergo an individual viva voce – one on one oral examination – based on their work done and submitted in order to comprehend the student's capacity to think beyond their work and examine scope for fine development of research skills and insights. The viva will be conducted by the Faculty Guide and Directed Research Coordinator.

Attendance and Participation

It is required that students will regularly work at their organisation in order to complete their work in the scheduled time period. While working in the organisation behavior that is culturally accepted and sensitive is expected. Attendance at review sessions with faculty guides and Directed Research Coordinator will be considered throughout and punctuality noted and evaluated.

Time Sheet Guidelines

- Total expected hours are 150. All hours must be recorded and verified with the location of your work, duration of work and signature of a contact person (with name and title).
- If your time sheet is not signed, the reason needs to be noted in place of the signature. Do not sign your time sheet yourself!
- Your time sheets will be checked every week at your weekly meeting, and turned in with your final paper.
- You may include travel time, journaling, and writing for your total hours, in addition to time spent in your organization or in the field. For the purposes of your hours, 30 minutes/day for journaling and 8 hrs/week for writing is the maximum. The quality of your work should reflect the time logged.

Final Presentation Guidelines

Presentation Time: 15 minutes

(A staff member will keep time and alert you when you have 2 minutes left to wrap-up.)

Q&A Time: 10 minutes, following presentation.

Evaluated by: Your faculty guide & Directed Research Coordinator

Presentation Format Guidelines

Slide 1: Title

Slide 2: Background and Justification

- ❑ What does the audience need to know to understand your research topic?
- ❑ Why was this research conducted?

Slide 3: Organization information where applicable

- ❑ Which organization did you work with to complete your research?
- ❑ How does your research tie in with their mission and work?
- ❑ How did they help you in your research?

Slide 4: Hypothesis, Research Questions and Objectives

- ❑ What questions did you ask in your research?
- ❑ What did you hope to learn?

Slide 5: Target Population

- ❑ Who did you talk to? How were they selected?
- ❑ How many people did you talk to?

Slide 6: Methods

- ❑ How did you go about your research?
- ❑ Did you use qualitative or quantitative tools?

Slide 7: Analysis and results

- ❑ What did your results show?
- ❑ Did you prove/disprove your hypothesis or answer your research question?
- ❑ Feel free to use tables, graphs, or diagrams to represent your findings

Slide 8: Conclusions and recommendations

- ❑ What were your major research outcomes?
- ❑ What did you anticipate vs. what did you actually find?

Slide 9: Lessons Learnt

- ❑ What have you learned from your data analysis?
- ❑ What have you learned about doing research in another culture/country?

Slide 10: Limitations

- ❑ What challenges did you face?

Note for multiple students placed at the same organization:

When you introduce your organisation in your presentation, we ask that each student focuses on their specific area of work. This allows all of you to give a different insight to your organisation, rather than repeating broad overviews. You may elaborate on the work-areas of the organisation relevant to your research topic. It is suggested that you collaborate with your fellow research students as you prepare your introductions in order to avoid duplicating information.

Class Schedule

The month prior to beginning their directed research, students will participate in sessions that introduce them to their chosen field component, Directed Research. There will also be opportunities to meet the organisation.

Day	Time	Particulars	Hours
--	04:15 to 06:00 pm	DIRR Placement Sharing Classroom Session <ul style="list-style-type: none"> • Introduction to the component One on one with Dr. Veena Joshi Classroom Session <ul style="list-style-type: none"> • Working with Interpreters 	1.5 hrs
--	04:15 to 06:00 pm	Classroom Session <ul style="list-style-type: none"> • Research methodology 	1.5 hrs
--	02:30 to 06:00 pm	Visit to the organisation	3.5 hrs
--	02:30 to 06:00 pm	Visit to the organisation	3.5 hrs
--	02:30 to 06:00 pm	Visit to the organisation	3.5 hrs
--	02:30 to 06:00 pm	Visit to the organisation	3.5 hrs
--	02:30 to 06:00 pm	Visit to the organisation	3.5 hrs
--	02:30 to 06:00 pm	Visit to the organisation	3.5 hrs
--	02:30 to 06:00 pm	Visit to the organisation	3.5 hrs
--	04:15 to 06:00 pm	One on one meeting and sign learning contract	1.5 hrs

1	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs
2	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs
3	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs
4	10:30 to 06:00 pm	Work at the Organisation Submission: Directed Research Brief Form	7.5 hrs
5	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs

6	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs
7	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs
8	10:30 to 06:00 pm	Work at the Organisation Submission: Directed Research Proposal	7.5 hrs
9	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs
10	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs

11	10:30 to 06:00 pm	Work at the organization	7.5 hrs
12	10:30 to 04:00 pm 04:00 to 06:00 pm	Work at the Organisation Group Meeting	5.5 hrs 2 hrs
13	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs
14	10:30 to 06:00 pm	Work at the organisation	7.5 hrs

15	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs
16	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs
17	10:30 to 06:00 pm	Work at the Organisation Submission: Directed Research Abstract	7.5 hrs
18	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs
19	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs

20	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs
21	10:30 to 06:00 pm	Work at the Organisation	7.5 hrs
22	10:30 to 06:00 pm	Work at the Organisation Submission: Directed Research Paper, Journal, Timesheets	
--	10:00 to 01:00 pm	Final DIRR presentations	3 hrs

APPENDIX A

Evaluation Structure:

Evaluation Component	Total Marks
DR Proposal	100
DR Final Paper	150
Journal	25
Presentation	25
Questions and answers	10

Viva voce	25
Organisation attendance	15
Review meetings attendance	15
Presentations attendance	10
TOTAL	375

Distribution of Marks:

DR Proposal

Headings	Marks
DR Brief Form	10
Background and Justification	15
Review of Literature	10
Hypothesis	10
Research Questions	10
Objectives	15
Methods	15
Expected Outcome	10
Timeline	05
TOTAL	100

DR Final Paper

Headings	Marks
Abstract	05
Background and Justification	15
Review of Literature	10
Hypothesis	10
Research Questions	10
Objectives	15
Methods	20
Analysis	30
Lessons Learnt	25
Limitations	10
TOTAL	150

Late papers will marked down one step (B- to C+, e.g.) for each day they are late.

Timely Submissions

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

Academic Integrity

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.

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