



MPHIL IN MODERN SOUTH ASIAN STUDIES

PROSPECTUS 2018-19

PLEASE NOTE DEADLINES FOR THOSE WISHING TO BE CONSIDERED FOR THE LIMITED FUNDING OPPORTUNITES

If you wish to apply for funding your admission application MUST be received by the dates given on the Graduate Admissions website. Those dates are as follows, but please check the website:

<http://www.graduate.study.cam.ac.uk/finance/funding>

The deadlines below are for the University-wide funding competitions available through the Applicant Portal.

There are many funding opportunities at Cambridge from a wide variety of sources, including the Cambridge Trust, Gates Cambridge, Colleges, Departments, and central University funds. Applicants are required to complete the funding section of the graduate application form via the Applicant Portal.

Applicants may use the [Cambridge Funding Search](#) to find out which type of funding they might be eligible for, and how and when to apply

You can find more information about your fee status on the '[What is my Fee Status?](#)' page.

Deadline for	Applicants	Deadline for applying via the Applicant Portal*	Expected date of award
Gates Cambridge (USA)	US citizens normally resident in the USA	11 October 2017	1 February 2018
Gates Cambridge	Overseas and EU (non UK) (excluding US citizens) fee status	4 January 2018	From 5 March 2018
Cambridge Trust	All	4 January 2018	From 6 March 2018

Please note that all deadlines are midnight UK time on the date stated. You must ensure that your application is submitted **before** the advertised deadline. The above deadlines apply to the submission of the application via the Applicant Portal. **Supporting documentation should be submitted within 7 days of submitting the application.** Funding deadlines above apply to applicants for admission in the 2018-19 academic year only (i.e. October 2018).

Applicants who secure private or other funding not mentioned above must apply by the closing date of 30 June 2018, but preferably much earlier as places are limited.

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M.Phil. in Modern South Asian Studies
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1. Introduction: South Asian Studies at Cambridge

South Asian Studies has a distinguished history in the University of Cambridge stretching back to the nineteenth century. Members of the University's Faculties of History, Geography, Social and Political Sciences, Economics, Land Economy, Asian and Middle Eastern Studies, English and the Department of Anthropology have made distinguished contributions to the study of South Asia in the humanities and social sciences since the 1950s. There are more than fifty current members of the University's staff who specialise in teaching and researching on South Asia. Regular graduate seminars are held on South Asian topics in the Centre of South Asian Studies. The University has recently signed memoranda of agreement with institutions in India and has appointed new staff in South Asian Studies in the Faculties of History, English and Asian and Middle Eastern Studies. There is a constant flow of academic visitors from the countries of South Asia. Library and archival resources (see below) are first class.

2. The MPhil in Modern South Asian Studies

The MPhil in Modern South Asian Studies is a postgraduate course with a substantial research component, which runs for nine months covering the three terms (Michaelmas, Lent and Easter). It is designed both for students who want to enhance their understanding of the social, cultural, political and economic history and present condition of South Asia and for those who want to go on to further primary research. It provides intensive research and language training for those who wish to go on to prepare a doctoral dissertation, but it is also a freestanding postgraduate degree course in its own right. Teaching and learning for the course takes place in the Centre of South Asian Studies and the various humanities and social science Faculties and Departments.

The course covers South Asia from the early modern period to the present. The areas studied cover the modern states of India, Pakistan, Bangladesh, Sri Lanka and Nepal.

The MPhil aims to introduce students to the latest research topics, methods, disciplinary approaches and debates in South Asian studies at an advanced level. It provides training in the use of printed, manuscript and other sources relevant to South Asian studies. It provides essential language training in Hindi and Urdu. It offers training in the advanced use of library and archival facilities and the appropriate use of electronic databases for the location, identification and evaluation of source materials. It provides a structured introduction to key debates in South Asian history, development economics, politics and sociology through a variety of intensive courses. Finally, it offers close supervision in undertaking an original research project.

3. The Academic Timetable

The academical year in Cambridge is divided into three terms. In 2018-19 the relevant dates are as follows:

MICHAELMAS FULL TERM:	2 October – 30 November
LENT FULL TERM:	15 January – 15 March
EASTER FULL TERM:	23 April – 14 June

During the Christmas and Easter Vacations lectures, classes and supervision are suspended and undergraduates are not in residence. Graduate students on nine-month courses such as this one, however, are required to remain in residence continuously throughout the academical year, and are expected to work during the Christmas and Easter and part of the Summer 'vacations' (apart possibly from short breaks). Dissertations are due for submission near the end of the Easter Term.

4. Facilities

(i) Library Resources

One of the major advantages of being at Cambridge is the superb range and variety of library resources. There are over one hundred libraries in the University system, so finding books or periodicals in any historical field is rarely a problem.

The University Library is one of the finest research libraries in the world, being entitled under legal deposit regulations to a copy of every book published in the UK. A large number of foreign books and periodicals are also acquired by purchase. The Official Publications section receives material not only from Parliament and all branches of the United Kingdom government but also from the European Union, NATO and the United Nations. The former library of the Royal Commonwealth Society is also housed there. From a total stock of over eight million volumes and hundreds of thousands of rare books, manuscripts and microforms, the University Library is able to supply the needs of most graduate students. The majority of modern publications are on open access and graduate students are permitted to borrow up to twenty books or periodical volumes at a time.

The Centre of South Asian Studies holds more than 40,000 books and issues of journals, many of them published in South Asia. It also holds a unique collection of private papers, films and microfilmed newspapers relating to the history, culture and present condition of South Asia. The Faculty of Asian and Middle Eastern Studies holds a related collection of articles and printed books and a large collection of materials in Hindi, Sanskrit and other South Asian languages, as does the University Library. The Centre's library does not loan books. However, MPhil in Modern South Asian Studies students are permitted to borrow up to three books overnight.

The History Faculty's own Seeley Library is one of Britain's largest libraries solely dedicated to history and is well stocked with essential texts, periodicals, audio-visual material and computer

facilities. During term it is open every day except Sunday and is only five minutes' walk away from the Centre of South Asian Studies and the University Library and ten minutes' walk, or less, from the majority of the colleges. Students may have three items on loan overnight or over the weekend.

The University Library also networks thousands of electronic databases and texts, including hundreds of history resources, which can be accessed across Cambridge and from outside the University via password. These cover a diverse range of historical topics and eras, from *Early English Books Online* to the United States Government's *Declassified Documents*; dozens of networked electronic subject 'gateways' give access to countless other sites. The University Library and the Seeley run an active 'research skills' programme for the benefit of new users as well as more experienced researchers.

Graduates also have access to many other faculty libraries, some of them conveniently located on the Sidgwick Site, including Economics, Classics and English. There are also libraries in each of the colleges and, although these are primarily intended for undergraduate use, some have important holdings of rare books and manuscripts. Cambridge also has several other interdisciplinary centres in addition to South Asian Studies with excellent specialist libraries, such as African Studies, and the Churchill Archives. The Fitzwilliam Museum offers a magnificent array of artefacts as well as manuscript and rare book collections.

(ii) Computing Facilities

The Centre of South Asian Studies offers graduate students on the course access to a network printer and a free printing allocation of 1,500 pages during the duration of their course.

Most Colleges also offer convenient word-processing and printing facilities to their own students. Cheap laser printing and photocopying services are available at the offices of the Graduate Union.

All graduate students are given an e-mail address (ending in @cam.ac.uk) by the University Computing Service. This is accessible in a number of different ways from any computer with a network connection. For more information on computing facilities in the University, please see the University of Cambridge Computing Service website (<http://www.cam.ac.uk/cs/>).

(iii) Facilities at the Alison Richard Building

The Centre of South Asian Studies occupies part of the third floor of the Alison Richard Building. Students are welcome to work in the open study spaces and in the Centre's library. There are a variety of seminar rooms available. Limited free printing and photocopying facilities for MPhil students are available in the library. Students have access to a shared kitchen on the third floor with tea and coffee making facilities and use of a microwave. The ARC Café is situated on the ground floor and offers snacks and light lunches.



The Alison Richard Building

(iv) **Academic Seminars**

In addition to the seminars and other teaching organised for the MPhil course, students will be able to attend many lectures and seminars organised for the wider community of Humanities and Social Sciences, such as the World History Seminar, the Development Studies Seminars, the Geography Seminars and, in particular, the Global Intellectual History Seminars and the seminars organised by the Centre of South Asian Studies itself.

5. Coursework Requirements

Assessed coursework will consist of one core course (Introduction to Modern South Asia), taken by all students, and one option selected by each student from the range offered as part of the MPhil. The core course will consist of eight weeks of twice-weekly lectures or seminars, outlined below, which will take place during the Michaelmas Term. The language element of the degree will run throughout the year, while the options will be taught during the eight weeks of Lent Term

in two-hour lectures/seminars, the format is variable according to what individual teachers consider most appropriate. In addition, there will be a strong element of research training.

(a) **Core Course: Introduction to modern South Asia: key themes, concepts and debates**

The core course takes advantage of the strengths, across disciplines, in modern South Asian Studies at Cambridge, and encourages students to engage with different disciplinary approaches to, and debates about, the region. It is organized around key themes central to the understanding of modern and contemporary South Asia. It will be held in the Michaelmas term, in 14 sessions, twice weekly. It will provide a broad grounding in the subject, while enabling students to make informed choices about their option courses, seminars for which will be held in the Lent term.

Students will be expected to read FOUR articles or book chapters (or one book, as appropriate) on *each* theme in preparation for the twice-weekly two-hour seminars, at which their participation is mandatory and will be assessed. At the end of the term, they will be required to produce a 2,000-word review of a book of their choosing within the remit of the course, and one substantive essay of 3,000 words, both of which will be assessed.

Students without a background in modern South Asian history are strongly encouraged to read Barbara Metcalf and Thomas Metcalf, *A Concise History of Modern India*, (Cambridge University Press, 2006), before they come up. They will also benefit from reading C. A. Bayly, *Indian Society and the Making of the British Empire* (New Cambridge History of India, 1990). They are also advised to attend relevant lecture courses in the Faculty of History, advertised in the *University Reporter*, having obtained prior permission to do so from the lecturers concerned.

Below is the draft schedule for 2017-18. Classes change from year to year:

***NOTE: primary sources are suggested and will add to your understanding, but are not compulsory.**

Michaelmas Term

**1. Friday, 6 October, 11 am-1 pm: Colonialism and its legacies
Dr David Washbrook (TBC)**

What was the nature of the colonial project in India? Why have historians been so divided about its capacity and drive to change Indian society? This theme will introduce these debates, which have a considerable bearing on how colonial 'legacies' are understood in the region.

C.A. Bayly, *Indian Society and the Making of the British Empire* (Chapter 5)

C.A. Bayly, 'The Pre-history of Communalism in India', *Modern Asian Studies*, 1985

David Gilmartin, 'Rule of Law, Rule of Life', *American Historical Review*, 115:2 (2010)

Sudipta Kaviraj, *The Imaginary Institution of India* (New York, 2010)

Gyan Pandey, *The Construction of Communalism in Colonial India*, chapter 1

Norbert Peabody, 'Cents, Sense and Census', *CSSH* 43:4 (2001)

D.A. Washbrook, 'Law , State and Agrarian Society in Colonial India', *Modern Asian Studies*, 1981

**2. Monday, 9 October, 3-5 pm: History of nationalism and nation building
Dr David Washbrook (TBC)**

What, if anything, is distinctive about South Asian nationalism? How was the broad region of South Asia transformed into different national states, with distinct identities? These themes will be analysed and discussed in this session.

Goswami, Manu, 2004. *Producing India: From Colonial Economy to National Space*

Chatterjee, Partha, 1994. *The Nation and Its Fragments: Colonial and Postcolonial Histories*

Chatterji, Joya, 2012. 'Nationalisms in India, 1857-1947', in John Breuilly ed., *The Oxford Handbook of Nationalism*

Jaffrelot, Christophe, 2015. *The Pakistan paradox: instability and resilience*

Khilnani, Sunil, 1999. *The Idea of India*

Jalal, Ayesha, 1990. *The State of Martial Rule: The Origins of Pakistan's Political Economy of Defence*. Introduction and Chapter 1 in particular

Mookherjee, Nayanika, Duke UP, 2015. *The spectral wound: sexual violence, public memories and the Bangladesh War of 1971*

Shaikh, Farzana, OUP, 2009. *Making sense of Pakistan*

Uddin, Sufia M., 2006, *Constructing Bangladesh: Religion, Ethnicity, and Language in an Islamic Nation*, Introduction and Chapter 1

*Gandhi, Hind Swaraj

*Nehru, Autobiography.

**3. Friday, 13 October, 11-1 pm.: Caste and culture: key anthropological debates
Professor James Laidlaw and Dr Perveen Mody**

What is caste? Is it a static 'system' of hierarchy, or a fluid set of social relationships? How did British perceptions of caste change or affect it? Why do historians debate whether caste was, in fact, a British 'invention'? What does 'caste' mean in India today, and what has been the impact of state reservation and affirmative action policies on contemporary understandings of caste?

Dumont, Louis 1998 [1970]. *Homo Hierarchicus: The Caste System and Its Implications*. Delhi: Oxford University Press. Intro, Chs II, III, IV, & Postface.

Appadurai, Arjun. 1988. 'Putting Hierarchy in its Place'. *Cultural Anthropology*, 3. Also in George E. Marcus (ed.) *Rereading Cultural Anthropology* (Duke University Press, Durham, 1992).

Beteille, Andre. 1986. 'Individualism and Equality'. *Current Anthropology*, 27. See also the 'Discussion Andre and criticism', in volume 28, 1987, where Dumont replies and Beteille replies to him.

Fuller, Chris and Harpriya Narasimhan, 2014, *Tamil Brahmins: The making of a middle-class caste*. Chicago: Uni of Chicago

Cohn, Bernard, *An Anthropologist Among The Historians And Other Essays*, Chapter 10.

Dirks, Nicholas, "Castes of mind", *Representations*. no. 37, winter 1992.

Peabody, Norbert, "Cents, sense, census", *Comparative Studies in Society and History*/ Volume 43 / Issue 04, pp 819-850.

Bayly, Susan, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, chapters 1, 3 and 4.

*Q2P - Dir. Paromita Vohra (film)

**4. Monday, 16 October, 3-5 pm: The state in South Asia: debates in political science, history and anthropology
Dr David Washbrook (TBC)**

What is the nature of the state in South Asia? If the states of India, Pakistan, Bangladesh and Sri Lanka are distinct from each other, despite their shared imperial legacies, how and why have these distinctions arisen? What do these states attempt to do with their power, and how do people in South Asia conceive of, and interact with, government? This session will analyse debates in history, political science and anthropology about these inter-related questions.

Stein, Burton, OUP 1999. *Peasant state and Society in medieval south India*

Chandavarkar, Rajnarayan. 'Customs of Governance: Colonialism and Democracy in Twentieth Century India', *Modern Asian Studies*, 41, 3 (2007): 441-70.

Gupta, Akhil, 'Blurred Boundaries: the Discourse on Corruption, the Culture of Politics and the Imagined State', *American Ethnologist*, 22 (2), 1995, pp. 375-402.

Hansen, Thomas Blom, Princeton UP, 2001. *Wages of violence: naming and identity in postcolonial Bombay*

Roy, Srirupa, *Beyond Belief: India and the Politics of Postcolonial Nationalism*, Durham, Duke University Press, 2007 (Introduction).

Shani, Ornit, 'Conceptions of Citizenship in India and the 'Muslim Question'', *Modern Asian Studies*, Vol. 44, No. 1, (January 2010), pp. 145-173.

Sherman, Taylor, *State Violence and Punishment in India*, London: Routledge 2010, introduction

Jalal, Ayesha, *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective*, Cambridge 1995, introduction

*Gandhi, Mohandas K., *Hind Swaraj*

*Rushdie, Salman, *Shame*, 1983

5. Friday, 20 October, 11 am-1 pm: Migration and diaspora Professor Joya Chatterji

This class will explore the long and significant history of mobility in South Asia and analyse the ways in which that tradition of mobility was influenced by nation-formation in the mid-20th century, and affected by the changing circumstances of globalization.

Amrith, Sunil 2013. *Crossing the Bay of Bengal, The Furies of Nature and the Fortunes of Migrants*, introduction

Appadurai, A, (1996) *Modernity at large: cultural dimensions of modernity*. (Introduction)

Carter, Marina, *Voices from Indenture: Experiences of Indian Migrants in the British Empire*, London: Leicester University Press, 1996.

Chatterji, J. and Washbrook D. (eds.) 2013. *The Routledge handbook of the South Asian Diaspora*, (select chapters)

Peebles, Patrick, *Plantation Tamils of Ceylon. New Historical Perspectives on Migration*, London and New York: University of Leicester Press, 2001.

Roy, T, and D. Haines (1999). "'Conceiving mobility: weavers' migrations in pre-colonial and colonial India' in *Indian Economic and Social History Review* 36(1).

*Choudhury, Yousuf, *Roots and Tales of the Bangladeshi Settlers*, 1993

*Ali, Monica, *Brick Lane*, 2003

**6. Monday, 23 October, 3-5 pm: Gender, the household and the family
Dr Leigh Denault**

This class will explore the ways in which gendered identities structured the colonial and postcolonial experience, and how postcolonial critiques began to examine this dynamic. Protecting or policing male and female social roles became a theme in colonial legal interventions and debates, leading some scholars to claim that the colonial state's paternalism reinforced or redefined pre-existing patriarchies. Colonial 'civilising missions' and reform movements were preoccupied with the gendered identities of their subjects. But South Asian reformers, nationalists and revolutionaries also placed gender at the heart of their understanding of society, politics and independence. In the postcolonial world, gendered identities remained central to the imagining of new national communities, and ultimately to emerging forms of citizenship and development discourses.

Ghosh, Durba, "Who counts as 'native?': gender, race, and subjectivity in colonial India," *Journal of Colonialism and Colonial History* 6.3 (2005)

* John, Mary E. *Women's Studies in India* (2008, Penguin)

*Kumar, Radha, *History of Doing: An Illustrated Account of Movement for Women's Rights and Feminism in India*,

*O'Hanlon, Rosalind . *A Comparison Between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India*

Pande, Ishita, 'Coming of Age: Law, sex, and Childhood in Late Colonial India' in *Gender & History*, vol. 24, no. 1 (April 2012)

Sangari, Kumkum, and Sudesh Vaid (eds.) in *Recasting Women: Essays in Indian Colonial History*. Rutgers University Press, 1989. (Chapters by Lata Mani and Partha Chatterjee)

Sarkar, Tanika. 'Enfranchised Selves: Women, Culture and Rights in Nineteenth-Century Bengal.' *Gender & History* 13, no. 3 (2001): 546-65

*Sarkar, Tanika, *Making of a Modern Autobiography*.

Majumdar, Rochona, 'Marriage, Family, and Property in India: A Colonial Genealogy,' *South Asian History and Culture*, Vol. 1: 3, pp. 397-415

Sinha, Mrinalini. *Specters of Mother India: The Global Restructuring of an Empire*. Duke University Press, 2006.

7. Friday, 27 October, 11-1: Ethnic conflict and minority rights: perspectives from political science and history
Dr Sujit Sivasundaram

Conflict along religious, caste, ethnic and linguistic lines has been a feature of South Asian societies in the modern age. Why has this been the case? Are these conflicts a form of atavistic and reactive politics or, as many scholars argue, a response to modernity, and profoundly affected by the colonial and post-colonial state and its particular forms of patronage and authority? Scholarly controversies over these questions will be discussed and analysed in this session.

Gould, William, *Religion and Conflict in Modern South Asia*, Cambridge: CUP, pp. 1-24
Shani, Ornit, *Communalism. Caste and Hindu Nationalism. The Violence in Gujarat*, Cambridge: CUP 2007 (introduction)

Chatterji, Joya 'South Asian Histories of Citizenship', *The Historical Journal*, 55(4) 2012, 1049-1071
Bajpai, Rochana, *Debating Difference: Group Rights and Liberal Democracy in India*, part 1.

Gunawardana, R. A. L. H., 'The People of the Lion: Sinhala identity and ideology in History and Historiography' in J. Spencer ed. *Sri Lanka: history and the Roots of Conflict* (New York, 1990)

Tambiah, S.J. *Sri Lanka: ethnic fratricide and the dismantling of democracy*, 1986, or *Buddhism betrayed? Religion, politics and violence in Sri Lanka*, 1992.

Sharika Thiranagama, *In my mother's house: Civil war in Sri Lanka*, 2011.

Jaffrelot, Christophe, 'Hindu Nationalism and the (Not So Easy) Art of Being Outraged: The Ram Setu Controversy', *South Asia Multidisciplinary Academic Journal*, vol.2 (2008): <http://samaj.revues.org/1372>.

Jonathan Spencer et. al. *Checkpoint, Temple, Church and Mosque: A Collaborative Ethnography of War and Peace* 2015.

Rais, Rasul Bakhsh, 'Identity Politics and Minorities in Pakistan', *South Asia: Journal of South Asian Studies* Vol. xxx, no. 1 April 2007

Rehman, Javaid, 'Minority Rights and the Constitutional Dilemmas of Pakistan', *Netherlands Quarterly of Human Rights* Vol. 19(4), 2001

Sarkar, Tanika, 'Violent and Violated Women in Hindu Extremist Politics', in Wendy Doniger and Martha Nussbaum (eds.), *Pluralism and Democracy in India: Debating the Hindu Right*, New York; Oxford University Press, 2015, pp.280-95

Talbot, Ian, *Pakistan A Modern History*, Pages 21-52 &279-286

*Hosain, Attia, *Sunlight on a broken column*.

*Saadat Hasan Manto, *Toba Tek Singh*.

**8. Monday, 30 October, 3-5 pm: Labour and capital in South Asian history
Dr David Washbrook (TBC)**

Is there something unique about the relationship between labour and capital in South Asia? Why was the South Asian ‘coolie’ seen by the British as ‘docile’ and why were some regions preferred by them as areas of recruitment? What is the role of pre-existing social ties and status in the recruitment and employment of labour, and in the investment of capital? What are the key issues in the debates about class politics, and the role and functioning of the informal sector of the economy? These themes that will be discussed at this seminar.

Ahuja, Ravi. ‘The age of lascar: South Asian seafarers in the times of imperial steam shipping’ in Chatterji, J. & Washbrook D.A. (eds) 2013 *The Routledge handbook of the South Asian diaspora*

Ahuja, Ravi, ‘Mobility and containment: the voyages of South Asian seamen, c. 1900-1960 in *International Review of Social History*, 51 (Supplement) 2006

Behal R. P. and van der Linden, Marcel (eds), *International Review of Labour History* Supplement 14, chapters by Ahuja and Mohaptra

Breman, Jan, ‘The study of industrial labour in post-colonial India—the *informal sector*: A concluding review’, *Contributions to Indian sociology*, 1999.

Chandavarkar, Rajnarayan (1997), “‘The Making of the Indian Working Class’; E.P. Thompson and Indian History” *History Workshop Journal*, Spring 1997 (no. 43).

Haynes, Douglas *Small Town Capitalism in Western India. Artisans, Merchants and the Making of the Informal Economy, 1870–1960*, Cambridge 2012.

*Mukherjee, Neel, *The Lives of Others*.

Sen, Samita, *Women and Labour in late-colonial India, the Jute Industry*, Cambridge 1999, introduction

Tabili, Laura, “‘We ask for British Justice’”: *Workers and Racial Difference in Late Imperial Britain*, Cornell 1994, chapter 1.

**9. Friday, 3 November, 11 am-1 pm: Economic Growth and Development
Dr Shailaja Fennell, Dr Maryam Tanwir and Dr Nitya Khemka (TBC)**

Sessions 9 and 10 will consider the evolution of economic policies in the major countries of South Asia.

The focus of Session 9 will be on the relationship between economic conditions at Independence and the political ideologies that directed and defined the nature of development

policies in the early decades. The session will analyse agricultural and industrial policies that were designed and implemented in the early decades of economic development in relation to improving output and employment outcomes. This will be followed by a discussion of the political economy of policy design and implementation.

Byres, T., 1994. *The State and Development Planning in India*, chapters 1 and 2.

Chakravarty S. 1993. *Development Planning: The Indian Experience*, chapters 1-3

MacCartney, M., 2013. *India: the Political Economy of Growth, Stagnation and the State*, chapters 4, 5, 6, 7

Hsu, S. 'Gradual growth: India's development trajectory'. *Economic reform in Asia*, Edward Elgar, Sara Hsu, 2016. Chapter 5.

Zaidi, A. (2015), *Issues in Pakistan's economy, a political economy perspective*. Oxford University Press, third edition. Chapter 26, pages 782-798

Tanwir and Fennel (2010), 'Political Neutrality and the Pakistani Bureaucracy: a mutually exclusive phenomenon?' *Pakistan Development Review*, Vol. 49, No.3, autumn 2010, https://www.jstor.org/stable/41261046?seq=1#page_scan_tab_contents

10. Monday, 6 November, 3-5 pm: Inequalities of gender and religions: implications for inclusive development

Dr Shailaja Fennell, Dr Maryam Tanwir and Dr Nitya Khemka (TBC)

The focus of Session 10 will examine the consequences of structural inequalities in India and Pakistan, with a particular focus on gender and religious discrimination and its implications for distributional features of human development. The session will evaluate the nature of human development in South Asia, along these trajectories. This will be followed by an evaluation of the political and social consequences of these inequalities on human well-being.

Fennell, S., 2011, 'Educational Exclusion and Inclusive Development' in Saez and Singh (eds.) *New Dimensions of Politics in India: The United Progressive Alliance in Power*, 39-52

Sethi, M. 'Avenging angels and nurturing mothers: women in Hindu nationalism' *Economic and Political Weekly*, 37(16), April 20-26, 2002

Corbridge, S., and Harriss, J. *Reinventing India: liberalization, Hindu Nationalism and popular democracy*, John Wiley and Sons, 2013. Chapter 8.

Zoya Hasan (2010) Gender, Religion and Democratic Politics in India, *Third World Quarterly*, 31:6, 939-954.

Khawar, M (2007) Gender and Poverty in Pakistan. *Development* 50 (2):149-153.

Shaheed, F (2010) Contested Identities: gendered politics, gendered religion in Pakistan. *Third world Quarterly*, Vol.31, No.6, 2010, pp 851-867

Jafar, A (2005) Women, Islam, and the state in Pakistan. [*Gender Issues*](#), December 2005, Volume 22, [Issue 1](#), pp 35–55

11. Friday, 10 November, 11 am-1 pm: the politics of resource use and management
Professor Bhaskar Vira

This session explores the critically important conflicts over resources and land rights in India, in the context of a growing population. It will encourage analytical discussion of the politics of water and forests, and issues of governance arising out of competition over precious ecological resources.

Gadgil, Madhav and Guha, Ramachandra. 1995. *Ecology and Equity: the use and abuse of nature in contemporary India*. London, New York: Routledge. Chs 1, 2 & 3.

Agarwal, Arun and Sivaramakrishnan, Kalyanakrishnan (eds.). 2000. *Agrarian Environments: resources, representations, and rule in India*. Durham, NC: Duke University Press.

Shahabuddin, Ghazala and Rangarajan, Mahesh (eds.). 2007. *Making Conservation Work: securing biodiversity in this new century*. Delhi: Permanent Black.

Agrarwal, Bina. 2013. *Gender and Green Governance: The political economy of women's presence within and beyond community forestry*. Oxford: Oxford University Press. 1, 2 & 3.

Srivastava, Aseem and Kothari, Ashish. 2013. *Churning the Earth: the making of global India*. Delhi: Penguin, chapters 1-5.

12. Monday, 13 November, 3-5 pm: Commerce, business, globalization in South Asia: perspectives from political economy and business studies
Professor Jaideep Prabhu and Dr Kamal Munir

This session introduces students to some central debates about South Asian political economy and business innovation. Why, and to what extent, have the states of South Asia varied in their approaches to, and trajectories towards, economic growth? What is 'jugaad' (or small-scale, low cost) innovation' and why is its potential so important in India?

Nilekani, Nandan, *Imagining India: Ideas for The New Century*, Penguin. Introductory Chapter: "Notes from an Accidental Entrepreneur."

Radjou, Navi; Prabhu, Jaideep; Ahuja, Simone, *Jugaad Innovation: A Frugal and Flexible Approach to Innovation for the 21st Century*, Random House India, Chapter 1: "Jugaad: A Breakthrough Growth Strategy."

Zaidi, Akbar. 2006. *Issues in Pakistan's Economy*. Oxford University Press Pakistan.

Munir, K. and Naqvi, N. 2013. Pakistan's Post-Reforms Banking Sector: A Critical Evaluation. *Economic & Political Weekly*. November 23, vol xlvi no 47.

13. Friday, 17 November, 11 am-1 pm: Geopolitics: South Asia, inter-regional and international relations
Dr Elisabeth Leake

How has South Asia, particularly since independence, engaged with the world? What have been the sources of tension within the region, and between South Asian states and their neighbours, whether Afghanistan or China? What were the roles of South Asian states during the Cold War? Has there been in fact a greater degree of cooperation between India and Pakistan than is usually recognized?

Dasgupta, C. 2002. *War and Diplomacy in Kashmir, 1947-48*. Sage.

Raghavan, Srinath. 2013. *1971: A Global History of the Creation of Bangladesh*. Harvard University Press.

Leake, E. 2013. 'The Great Game Anew: US Cold-War policy and Pakistan's

North-West Frontier, 1947-65, *International History Review*, vol. 35, no. 4, 783-806.

Rotter, Andrew. 2000. *Comrades at Odds: The United States and India, 1947-64*. Cornell University Press

NOTE: NO CLASS ON MONDAY, 20 NOVEMBER

14. WEDNESDAY, 22 November, 2-4 pm: Nepal and the Himalayas: Transnational Histories, Politics and Societies
Professor David Gellner

This seminar provides an introduction to the political history of Nepal, exploring the role of Nepalese migration in shaping social formations in the Himalayan and eastern hill regions in India and Bhutan. Tracing political transformations from monarchy to Maoism, we explore the role that discourses of democracy, communism, and development have played in shaping the Himalayan region's history and contemporary dynamics. Finally, we consider how a better understanding of the geopolitical position of Nepal can help us to make sense of 'South Asia' as a whole.

Burghart, R. 1984. 'The Formation of the Concept of Nation-State in Nepal', *Journal of Asian Studies* 44: 101-25. Reprinted 1996 in R. Burghart *The Conditions of Listening: Essays on*

- Religion, History and Politics in South Asia* (edited by C.J. Fuller & J. Spencer), pp. 226–60. Delhi: Oxford University Press.
- Whelpton, J. 2005. *A History of Nepal*. Cambridge: Cambridge University Press.
- Gellner, D. N., J. Pfaff-Czarnecka, & J. Whelpton (eds) 1997. *Nationalism and Ethnicity in a Hindu Kingdom: The Politics of Culture in Contemporary Nepal*. Amsterdam: Harwood Academic Publishers. Reissued 2008 by Vajra Books, Kathmandu, as *Nationalism and Ethnicity in Nepal*. Introduction to the second edition ('New Nepal, New Ethnicities: Changes since the mid 1990s') is available on academia.edu.
- Gellner, D.N. 2016. 'The Idea of Nepal' (MC Regmi Lecture 2016), available online.
- Lawoti, M. 2005. *Towards a Democratic Nepal: Inclusive Political Institutions for a Multicultural Society*. Delhi: Sage.
- Lawoti, M. & S. Hangen (eds) 2012. *Nationalism and Ethnic Conflict in Nepal: Identities and Mobilization after 1990*. Routledge.
- Des Chene, M. 2007. 'Is Nepal in South Asia? The condition of non-postcoloniality', *Studies in Nepali history and society*, 12(2).
- Hutt, M. 2003. *Unbecoming citizens: culture, nationhood and the flight of refugees from Bhutan*.
- Hutt, M. (ed.) 2004. *Himalayan people's war: Nepal's Maoist rebellion*.
- Shneiderman, S. 2010. 'Are the central Himalayas in Zomia? Some scholarly and political considerations across time and space', special issue of the *Journal of global history* entitled *Zomia and beyond*, 12(2).
- Shneiderman, S. 2015. *Rituals of Ethnicity: Thangmi Identities between Nepal and India*. Philadelphia: University of Pennsylvania Press.
- Gellner, D.N., S. Hausner, & C. Letizia (eds) 2016. *Religion, Secularism, and Ethnicity in Contemporary Nepal*. Delhi: OUP.
- Adhikari, A. 2014. *The Bullet and the Ballot Box: The Story of Nepal's Maoist Revolution*. London: Verso.
- Jha, P. 2014. *Battles of the New Republic: A Contemporary History of Nepal*. London: Hurst; Delhi: Aleph.

15. Friday, 24 November, 11 am-1 pm: Sri Lanka: Sinhala Buddhist Nationalism and its Discontents

Dr Harshan Kumarasingham

Sri Lanka's history after c.1800 is quite anomalous when contextualised in South Asia. It has recently been argued that its partitioning from India occurred with the advent of British rule. At the moment of decolonisation there was a decade of what historians call 'fake independence', where the handover from the British was marked by relative stability. But then came a wave of ideological protest, insurrection, riots and then finally ethnic conflict. How has this small island navigated its relationship to its 'big brother' next door? And how might we reconsider the history of South Asia and its present from this margin state?

H. Kumarasingham, *A Political Legacy of the British Empire - Power and the Parliamentary System in Post-Colonial India and Sri Lanka*, 2014, Ch. 7;
K.M. De Silva, *A History of Sri Lanka*, 2005,.;
S.J. Tambiah, *Sri Lanka: ethnic fratricide and the dismantling of democracy*, 1986, or *Buddhism betrayed? Religion, politics and violence in Sri Lanka*, 1992;
James Manor, *The expedient utopian: Bandaranaike and Ceylon*, 1989;
Michael Roberts, 'Ethnic Conflict in Sri Lanka and Sinhalese Perspectives: Barriers to Accommodation', *Modern Asian Studies*, Vol. 12, No. 3, 1978;
Asanga Welikala, 'Specialist in omniscience'? Nationalism, constitutionalism, and Sir Ivor Jennings' engagement with Ceylon in Kumarasingham, *Constitution-Making in Asia - Decolonisation and State-Building in the Aftermath of the British Empire*, 2016

16. Monday, 27 November, 2-5 pm: Presentations on dissertations with Professor Joya Chatterji and/or Dr David Washbrook (TBC) (first of two sessions)

17. Friday, 1 December, 11 am to 1 pm: presentations on dissertations with Professor Joya Chatterji and/or Dr David Washbrook (TBC) second of two sessions

(b) Language Training

Students on this MPhil are expected to undertake a course of training in a South Asian language. Indian language and literature is an essential part of the MPhil. Teaching is offered at beginner and intermediate level in Hindi and Urdu. Instruction will take the form of two two-hour classes per week during the full length of the course and students will be expected to spend at least a further six hours per week in private study. Regular assessment will be made of students' progress.

Students will sit a three-hour written examination and an oral examination in late May or early June.

Language training will be conducted by Mr A. Kumar, Language Teaching Officer at the Faculty of Asian and Middle Eastern Studies

(c) Options

In addition to the core course and language, students will select a further option from the provisional list below.

There will be eight seminars running weekly throughout the Lent Term. Available options change from year to year. Below are those provisionally running in 2017-18. The assessed work for the options will consist of an essay selected from a list of questions set by the teaching officer taking the option. The essay questions will be distributed at the division of Lent Term (13 February), and the essay must be submitted on the first day of Easter Term. It should not be more than 5,000 words.

(i) Mobility, Circulation and Diaspora: Migration, Society and Politics in Modern South Asia
(Professor Joya Chatterji)

This course will explore the history of South Asian migration in modern times. Migration is one of the key forces which has shaped contemporary South Asia and its relations with the wider world. It has had, and continues to have, huge implications for the regions where migrants have settled, for migrants themselves as well as for their descendants, and for the places and the people they have left behind. Diasporas have transformed the social and cultural fabric of the places where migrants have clustered, altering their patterns of consumption and encouraging the emergence of new notions of identity among migrants as well as their ‘hosts’. South Asian migrants have frequently sought to intervene in the politics of their homelands, and their ‘long-distance’ patriotisms have often played a crucial role in these politics. The main intellectual currents of twentieth century cannot be understood without an analysis of the contributions of ‘intellectuals in exile’. Equally, diasporas everywhere have raised vexed questions of policy, and many governments (not only those in the western world) have responded by making it more and more hard for South Asians to move across borders.

The course explores patterns of mobility and circulation within and from early modern South Asia. It considers how the establishment of British imperial control impacted upon old networks of mobility while stimulating new streams, and new forms, of migration. The consequences of partition, which sparked off the largest migrations in recorded history, will be discussed and analysed. ‘Post-colonial’ migration has led to the formation of visible and influential communities of South Asians in many parts of the western world, but has also led to ever more systematic efforts to stem further migration, and both processes will be considered. The course will encourage discussion and analysis about the forms of hybrid culture and ‘transnational’ belonging and that are believed to characterise South Asian diasporic lifestyles in the 21st century.

(ii) Social movements, dissent and belonging in colonial and postcolonial South Asia
(Dr Leigh Denault and Dr Edward Anderson)

India is often referred to as ‘the world’s largest democracy’ and ‘a model example of how stable democracy works’. However, this elides the numerous and pervasive tensions, fractures, struggles and internal security threats across the country. Historically, both colonial and anti-colonial nationalist narratives tended to ‘collectivise’ experiences in ways which hid the variety of individual experiences of oppression and dissent. Without acknowledging marginal voices, and the creativity and diversity of Indian responses to colonial and postcolonial regimes, hierarchies and power asymmetries, we cannot begin to understand Indian politics, society, and culture.

This multidisciplinary course introduces some of the key social and political protest movements of colonial and postcolonial India, and the broader debates surrounding them. Students will critically analyse various strands of dissent in India – from challenges to patriarchy and upper-caste hegemony, to movements against secularism and liberal democracy itself. Many of these narratives of dissent have shaped and re-shaped the very fabric of Indian democracy and

mainstream politics; others operate on parallel planes and have simmered beneath the surface. Studying these movements, and their protagonists and methods, require us to rethink the multiple meanings of freedom, of rights, and of democracy for India's colonial subjects and postcolonial citizens. Has the 'idea of India' lost its legitimacy? What might protest and identity movements tell us about the nature, and future, of India's democracy? The course also encourages students to explore innovative research methodologies and source material to elucidate these topics, including literary sources, autobiographies, oral histories, and visual media.

A film and discussion series will run alongside this course to complement the topics, with screenings on Monday evenings, corresponding to that week's class.

**(iii) Indian Society: Development and Social Transformation
(Dr Shailaja Fennell and others)**

This course will build on the seminar series already in place for the SPS Part II South Asia Paper and will consider the relationship between economic development and social transformation in the major countries of South Asian in detail. Reading lists are available.

There will be eight seminars running weekly throughout the Lent Term which will engage with readings from across these key areas.

6. The Dissertation

In consultation with the supervisor, the dissertation topic and title must be submitted by the end of January for approval by the MPhil Graduate Education Committee.

From the beginning of the Lent Term students are expected to devote a significant portion of their time to preparing the dissertation, which must be between 15,000 and 20,000 words in length. The dissertation must be submitted before 4 pm towards the end of the Easter Term (date to be confirmed). The dissertation is expected to rest largely on original source material and to show evidence of the mastery of the appropriate research techniques. It does not necessarily have to be publishable.

7. Assessment

Assessment is done in two parts: coursework essay, the book review and the option essay (Part I) and the dissertation (Part II). Both parts must be passed.

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Part I

The core course essay should be no longer than 3,000 words and should be submitted by 4 pm on the first day of Lent Full Term. This essay counts for 12% of the final mark of the MPhil.

The book review should be no longer than 2,000 words and should be submitted by 4 pm on the first day of Lent Full Term. The book review counts for 8% of the final mark of the MPhil.

The option essay should be no longer than 5,000 words and should be submitted by 4 pm on the first day of Easter Full Term. This essay counts for 15% of the final mark of the MPhil.

Part II

The dissertation should be no shorter than 15,000 words but no longer than 20,000 words, inclusive of appendices but exclusive of footnotes and bibliography. It counts for 50% of the final mark of the MPhil. It must be submitted before 4 pm on the last day of Easter Full Term.

The language course, which runs throughout the academic year separately from Part I and Part II, is examined by means of one three-hour unseen written examination and an oral examination of one hour, taken during the May/June examination period. This counts for 15% of the final mark of the MPhil.

8. Supervision

A supervisor will be appointed for each student at the beginning of the course and will guide the student's programme of study as a regular advisor for the entire year as well as advising on all aspects of the MPhil dissertation. The supervisor will have expertise in an area close to that defined as the dissertation field in the student's application. The Centre will not accept candidates who wish to write dissertations on subjects for which no supervisor is available in Cambridge University.

The supervisor's role is to help students clarify and develop their own ideas, not impose his or her own interests on the subject. Students should not expect to be 'spoon-fed' by their supervisors. Graduate students in Cambridge are expected to have the capacity and enthusiasm for organizing their own research and working largely on their own initiative. The frequency of meeting between students and their supervisors is a matter for mutual agreement and will vary according to the stage of the dissertation work and an individual's particular needs, but we project that on average students will receive approximately twelve supervisions during the course of the academic year.



9. Admissions Criteria

(i) Minimum Entry Requirements

Applications are welcome from British, EU and overseas graduate students. Minimum qualifications are: a good 2.1 Class Honours degree and a good command of English. The Centre, however, regards an Upper 2.1 or First (or equivalent) as essential for the MPhil in Modern South Asian Studies. All candidates for admission to the course are expected to be of PhD potential.

It is not possible to lay down fixed standards for overseas applicants (although the notes below offer some rough guidelines) but candidates will normally be expected to have degree results in at least the top quarter of their graduating cohort at their previous university.

It should be emphasized, though, that the Cambridge entry system is a flexible one. The Centre does not follow mechanical rules in judging applicants; instead it considers for each individual applicant the level of the academic achievement, the research proposal, academic references and personal writing samples to look for evidence of ability to carry out and present a research project of a high standard.

The following are some rough, ‘rule-of-thumb’ standards, formulated over the years:

- US and Canadian students are required to submit an up-to-date transcript of their course marks and normally expected to have a cumulative GPA of 3.7 or better.
- German students should have their Grundstudium completed (with a 1.5 mark or better in the relevant subjects) as a minimum requirement, but the course is better suited to those who have finished their entire Hochschulstudium.
- The equivalent requirement from Holland is a doctoraal and from Belgium a licencie(a)t (both with distinction).
- Italian students will be expected to have the laurea (cum laude grade) and Spanish students the licenciatura.
- French students may apply after having received their maitrise, or after passing the DEA

- Israeli students are expected to have a BA with a grade of 90% or higher, and preferably an MA degree.
- Candidates from Commonwealth (or former Commonwealth) countries which follow the British system should have achieved at least a good 2.1 or equivalent.
- Candidates from India, Pakistan, Bangladesh, and most countries of South Asia should have a first-class masters degree from a good university.
- Candidates from China should have a first degree with a grade of at least 85% from a recognized and competitive university.

It is hoped that for candidates from other countries the foregoing examples provide sufficient information.

(ii) **Additional Entry Requirements - for those applicants whose native language is not English**

The University requires all applicants to demonstrate competence in the English language at a very high level **before** they begin their proposed course of study. Adherence to this requirement is strict, especially for candidates on one-year courses. You must be able to demonstrate that you are able to communicate in English at a level and in an idiom suitable to the subject.

Whether or not you have to take a language test set will depend on a number of conditions. See here for further details: <http://www.graduate.study.cam.ac.uk/international-students/competence-english/will-i-have-language-requirement>

The IELTS (International English Language Testing System) is the University's preferred test. You may take either the IELTS Academic or the IELTS for UKVI Academic (see further information on the University website (link above). Details can be obtained from local British Council offices. You should upload a copy of the score report or test certificate via your self-service. Minimum score requirements are 7 in each element, with a total of 7.5

TOEFL is also accepted. You should upload a copy of your score report or test certificate via your self-service. Minimum score requirements are 25 in each element, with a total of 100 (science) or 110 (arts).

10. **Admission Procedures**

Admission to the MPhil programme is by application to the Board of Graduate Studies of the University. The Board's general admissions procedures apply. See the Graduate Admissions website <http://www.admin.cam.ac.uk/univ/gsprospectus/> It also provides other information about graduate studies at Cambridge including a list of frequently asked questions and answers.

It takes anywhere from 2 weeks to 4 weeks (sometimes longer) for the Centre to process a complete admission application.

It is your responsibility to make sure the admission application you submit is complete.

Incomplete admission applications (ie those missing references, research proposals, writing samples) will not be processed until they are complete.

If you submit an incomplete application by the admission deadline, it is your responsibility to make sure that all missing documents are supplied within 1 week following the deadline

If you wish to apply for funding your admission application MUST be received by the dates given on the Graduate Admissions website. Those dates are as follows, but please check the website <http://www.admin.cam.ac.uk/students/gradadmissions/prospec/apply/deadlines.html>

Deadline for	Applicants	Deadline for submission of application*	Expected date of award
Gates Cambridge (USA)	US citizens normally resident in the USA	11 October 2017	1 February 2018
Gates Cambridge	Overseas and EU (non UK) (excluding US citizens) fee status	4 January 2018	From 5 March 2018
Cambridge Trust	All	4 January 2018	From 6 March 2018

Please note that all deadlines are midnight UK time on the date stated. You must ensure that your application is submitted **before** the advertised deadline. The above deadlines apply to the submission of the application.. **Supporting documentation should be submitted within 7 days of submitting the application.** Funding deadlines above apply to applicants for admission in the 2018-19 academic year only (i.e. October 2018).

Applicants who secure private or other funding not mentioned above must apply by the closing date of 30 June 2018, but preferably much earlier as places are limited.

(i) Filling in the application

This is, for the most part, self-explanatory. You may need the following information:

Course Code: HUCAM1.
 Programme of study or research area: MPhil in Modern South Asian Studies
 Department: Centre of South Asian Studies
 Final award: MPhil
 Duration: nine months.

(ii) Summary details of research proposal or reason for applying for the course

Please enter a provisional title for your proposed research topic in this section. The application form provides relatively little space for the candidate to explain his or her research topic for the MPhil. **Please note that the Centre of South Asian Studies insists that all applicants must provide a longer and more carefully argued statement of research intent on a separate page.** The statement of planned research, in effect a first proposal for the student's MPhil dissertation topic, *must* be a **detailed statement of 600-1,000 words (2-5 pages) in length.** It should clearly outline the area and parameters of the proposed dissertation topic. **Candidates should take care that the scope and/or chronological range of their proposal is not too broad to be viable within a 9-month course of study.** In addition, candidates should submit a **clear short title** for the proposed research topic. Candidates may, if they wish, indicate a particular member of staff by whom they would like to be supervised, although no guarantee can be provided that the person in question will be available.

It must be emphasized that the detailed research proposal is an essential part of the application. Candidates are urged to consult their adviser at their own university during the process of preparing it.

(iii) Writing Sample

In order to help the Centre to judge the ability of applicants, one very short sample of *written work* must be included with all applications. The piece can be an undergraduate essay, or part of an undergraduate or graduate (MA or MPhil) dissertation. In the case of European candidates a chapter of the *laurea*, or the *memoire* submitted for the *maitrise* or DEA, or the appropriate national equivalent, might be appropriate for this purpose. If no suitable written work is available from the candidate's previous university study, an essay written specially for the Cambridge application is acceptable (but, if this is the case it needs to be clearly indicated). All work must be submitted *in English*. Candidates must declare that the sample piece submitted with their application is substantially their own work.

(iv) Transcripts

Copies of degree certificates and transcripts of grades must be supplied in accordance with instructions on the Graduate Admissions website:

<http://www.admin.cam.ac.uk/students/gradadmissions/prospec/apply/supporting.html>

Please remember to request a copy of the transcript of your results from your University as early as possible – overseas universities can take some time to produce transcripts. Please also remember when uploading/requesting overseas transcripts, that Graduate Admissions require the **inclusion of an official explanation of the mark scheme used.**

(v) **Academic References**

You must arrange for two references in support of your application. You will find full instructions about this, and the submission of other documents, on the Graduate Admissions website:

<http://www.admin.cam.ac.uk/students/gradadmissions/prospec/apply/supporting.html>

On receipt of complete applications, the Graduate Education Committee for the MPhil in Modern South Asian Studies considers the case for admission on academic grounds.

The Centre of South Asian Studies aims to process all applications as quickly as possible after they have been received. However, candidates should be aware that a significant period of time may elapse before candidates receive a firm result of their application. **Candidates can follow the progress of their application via their CamSIS account.**

If an application is accepted by the Centre, the Student Registry will inform applicants of the conditions (financial, degree results, etc.) upon which admission is offered. Admission is confirmed only on the receipt of the required documentary evidence that all conditions specified have been met. Candidates are advised to submit any such evidence as soon as possible in order to secure their place on the course. At the same time, applications endorsed by the University are sent by Graduate Admissions to the Colleges. These aim to complete their consideration of applications by 1 July, although the great majority of offers are processed much earlier.

Once the evidence concerning the fulfilment of entrance conditions is received and a College place has been secured, the offer of a University place is finally confirmed. Those who wish to withdraw their applications or find that they cannot meet the conditions attached to the offer are requested to inform Graduate Admissions via their CamSIS account.

All those accepted, whether conditionally or unconditionally, will be told immediately the name of the person appointed to be their Supervisor, whose task it will be to guide them through their studies. Students are encouraged to correspond with their supervisors in the run-up to their arrival in Cambridge, so that they can get straight down to work on their research project. It may sometimes be necessary to change a student's supervisor for various reasons, such as sabbatical leave.

Please carefully read the on-line Graduate Admissions 'How to Apply' pages:

<http://www.admin.cam.ac.uk/students/gradadmissions/prospec/apply/>

and this Prospectus *before* you submit your application for admission.

11. Cambridge Colleges

When you apply for a place on the course, you will also be asked to put down the names of three Colleges for which you would like to be considered, in order of preference. No student may be admitted to the course without being accepted by a College. Information about Colleges may be accessed through their individual websites. Many Colleges are co-residential for men and women, but three are for women only (Lucy Cavendish, Murray Edwards (previously New Hall) and Newnham). Some Colleges admit only graduates; most admit both undergraduates and graduates. Their main role, as far as graduate students are concerned, is to look after their members' general welfare including, as far as possible, the provision of accommodation, meals and other amenities. Some Colleges provide travel and book grants or scholarships (open to competition). Many Colleges also have substantial libraries, some of which have important collections of manuscripts and rare books. Students do not have to be in the same College as their supervisor, nor is it necessary to choose a College according to the proposed field of study, since Colleges are multi-disciplinary institutions. Although applications will be sent first to the College preferred by the candidate, most places are awarded through an inter-Collegiate distribution system. There is considerable pressure on College places, and applicants are advised to accept whatever College place may be offered.

12. Fees and Financial Support

Prospective applicants should note that the MPhil requires full-time study, and students are not allowed to take any employment, even part-time, while fulfilling their course requirements.

The MPhil in Modern South Asian Studies comes under the fee registration of *nine months* graduate courses of tuition at the University of Cambridge (there is a separate fee structure for UK and European Union students and for 'overseas' students from all other countries). Applicants should ensure that they have adequate financial provisions in place not only to cover College and University fees, but also to cover the cost of any necessary travel for research purposes.

Before an applicant's admission can be finally confirmed, he or she needs to prove the ability to meet University and College tuition fees and living expenses in Cambridge. The sum which is deemed to be sufficient for a nine-month stay in Cambridge (not including travel expenses) is specified by the University year by year; the precise details are available on the Student Registry website at:

<http://www.admin.cam.ac.uk/offices/gradstud/fees/costs/fulltime.html>

Those wishing to be considered for the limited funding opportunities available should take note of the early deadlines and will find details at:

<http://www.admin.cam.ac.uk/offices/gradstud/fees/funding/new.html>

Cambridge Funding Search may be useful: <http://www.student-funding.cam.ac.uk/>

13. Continuing to the PhD Programme

The MPhil is a freestanding degree, but it is expected that many candidates, because of the significant research-training component of the course, will proceed thereafter to pursue the PhD. The course offers a thorough preparation for doctoral research, through the historiographical and conceptual emphasis of the taught component, through the specialist options, and through the dissertation. All MPhil students who wish to continue to a PhD will be encouraged to discuss their progress with their supervisor.

Applicants should be aware that, if they wish to apply for funding, they will be required to apply for leave to continue almost as soon as they begin their MPhil course. Applicants for leave to continue should note that it may not always be possible to secure a supervisor from within Cambridge University for the PhD course and this is a requirement. In such cases, applicants will be informed as soon as possible. To avoid disappointment applicants are strongly advised to apply for PhD courses at other universities at the same time as they apply for leave to continue at Cambridge.

14. Withdrawals

An applicant wishing to withdraw their application should do so via their CamSIS account.

1. Follow the process for withdrawing your application in your self-service account on CamSIS.
2. If you wish to reapply for the following year you will need to complete a new application but can submit your existing supporting documents (transcripts, writing sample and research proposal).
2. The re-submitted application will be considered again in the context of the new application round. The Graduate Education Committee cannot guarantee that a place will be offered or that the same Supervisor will be available.
3. Check the funding deadlines, they are revised annually.

15. Teaching Staff

Those involved in teaching the MPhil are internationally known scholars in their areas of specialisation. In addition to those listed here, a number of other distinguished academics in Cambridge occasionally supervise, teach, or examine for the course.

Name and College	Position and main research interests
Professor Joya Chatterji Trinity College	Director of the Centre of South Asian Studies, Professor of South Asian History:- India's partition, borders, refugees, citizenship in South Asia, migration and diaspora.
Dr Edward Anderson Trinity College	Smuts Research Fellow at the Centre of South Asian Studies:- postcolonial Indian history and politics, Hindu nationalism, social movements, migration and diaspora, multiculturalism
Dr Anjali Bhardwaj-Datta Wolfson College	Leverhulme Early Career Fellow, POLIS, based at CSAS:- women's informalities and patterns of urban change in modern South Asia
Dr Leigh Denault Churchill College	Director of Studies in History, Churchill College:- South Asian history, comparative colonial history and historiography
Dr Shailaja Fennell Jesus College	University Lecturer in Development Studies attached to the Department of Land Economy:- Institutional reform, gender and household dynamics, kinship and ethnicity, comparative economic development, education provision and partnerships
Aishwarj Kumar St Catharine's College	Language Teaching Officer in Hindi, Faculty of Asian and Middle Eastern Studies:- language and literature, Indian culture, cinema and the media
Professor James Laidlaw King's College	William Wyse Professor of Social Anthropology:- South Asia (India) and east Asia (Taiwan and Inner Mongolia); the interface between anthropological and ethical theory; and religion and ritual; Jainism, Hinduism, and Buddhism, theoretical approaches to religion including cognitive psychology, and contemporary transformations in religions in Asia, including new forms of Buddhist self-formation.

Dr Perveez Mody
King's College

Lecturer and Outreach Coordinator in the Department of Social Anthropology:- South Asia; marriage, kinship, urban sexuality; theories of caste and community; human rights

Dr Kamal Munir

Reader in Strategy and Policy, Judge Business School: - Social and institutional change and stability; technological shifts in society; emergence of new markets; socio-economic changes in South Asia and Africa; economic development and competitiveness of developing countries

Professor Jaideep Prabhu
Clare College

Jawaharlal Nehru Professor of Indian Business and Enterprise. Director of the Centre for Indian & Global Business:- international business, marketing, strategy and innovation

Dr Sujit Sivasundaram
Gonville and Caius College

Reader in world history:- late eighteenth and early-nineteenth centuries in the Indian and Pacific oceans, with a special emphasis on South and South-East Asia and Polynesia

Professor Bhaskar Vira
Fitzwilliam College

Professor of Political Economy and Director, [University of Cambridge Conservation Research Institute](#):- the changing political economy of development, especially in India; and on political ecology, focusing on forests, wildlife and land use change and the social and political context for biodiversity conservation

Dr David Washbrook
Trinity College

Fellow of Trinity College:- history of South India between the 18th and 20th Century, history of Indian capitalism

16. Contact Details

Any **specific questions concerning this course** should be addressed in the first instance to:

The Graduate Administrator

Centre of South Asian Studies, Alison Richard Building, 7 West Road, Cambridge, CB3 9DT,
UK

Telephone: +44(0)1223-768062

Email: mphil@s-asian.cam.ac.uk Web page: <http://www.s-asian.cam.ac.uk/>

General information about graduate study at the University of Cambridge is available at:

<http://www.admin.cam.ac.uk/students/gradadmissions/prospec/>

Visiting and postal address: The Graduate Admissions Office, 17 Mill Lane, Cambridge, CB2
1RX, UK

Telephone: +44(0)1223-760606

Email: Graduate.Admissions@admin.cam.ac.uk

Web page: <http://www.admin.cam.ac.uk/students/gradadmissions/about/>