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Dear all,

A very warm welcome to the MPhil in South Asian Studies.

I've made a short video to welcome you and you can watch it here or via the moodle site of the MPhil in South Asian Studies:

https://cambridgelectures.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=ca0a7ca9-79c6-4521-8af6-ac420152f58b.

Though this is a year which will undoubtedly involve huge challenges, we hope that your time with us will prove to be enjoyable and rewarding.

In the circumstances of the pandemic, the usual disorientation that students feel in arriving in Cambridge will no doubt be greater. So if you need to raise any questions please be in touch with the Centre's staff.

This handbook is intended to assist you in settling into the MPhil. It also contains vital information about deadlines and other matters, which you will need throughout the course, so keep it safe and close to hand.

You should contact your supervisor as soon as possible and make arrangements to meet online. They will be able to give you specific advice on your MPhil work and how to get started.

Since we will be doing our best to support you through the online learning involved this year, Dr. Clibbens will be holding extra sessions with you to develop your research projects, to enable you to get to know the research concerns of your peers and to help you make progress in your time in Cambridge. These sessions are new to this year.

Best wishes,

Sujit Sivasundaram
Convenor, MPhil in Modern South Asian Studies
1. **Administration**

1.1 **The MPhil Office**

The Administrative Secretary for this MPhil is Mrs Barbara Roe, you can contact her by e-mail on bar22@cam.ac.uk or mphil@s-asian.cam.ac.uk. Please note that, at time of writing, Barbara is working from home and may only be available in the office occasionally during the Michaelmas Term.

Under normal circumstances your main point of contact in the Centre of South Asian Studies would be the Centre’s MPhil Office, which is Room 304 on the third floor of the Alison Richard Building in West Road, Cambridge. 38094 is the internal phone number for the Centre, The external number is 01223 338094.

1.2 **The MPhil Graduate Education Committee**

The Graduate Education Committee for this MPhil consists of senior academics. It is the body which oversees the running of the programme, under the ultimate authority of the Degree Committee of the Department of Politics and International Studies. The current Convenor is Professor Sujit Sivasundaram. The MPhil student representatives are invited to attend at the end of the CSAS Executive Committee/Graduate Education Committee termly meetings to discuss any concerns that may arise.

1.3 **How the administration works for the MPhil in Modern South Asian Studies: whom to contact about what and when**

Normally, you are expected first to approach your supervisor about matters relating to your academic work at Cambridge. If you have not already done so, you should contact your supervisor to arrange a meeting as soon as possible, see the list of academic staff associated with the MPhil in welcome packs given to students at the start of term and on moodle. The supervisor’s responsibility is to work closely with you to prepare you for writing your MPhil dissertation.

Non-academic questions should be addressed to your college tutor, who will normally be the best person to approach about visa and passport problems, dealings with grant awarding bodies, housing and financial problems. The Degree Committee does not deal with these sorts of issues.
The administration of the MPhil in Modern South Asian Studies is managed by the MPhil Graduate Education Committee, but under the general oversight of the Department of Politics and International Studies Degree Committee. As Convenor Professor Sivasundaram handles the day-to-day administrative work of the programme, and there may be occasions during your time here when an informal conversation with the Convenor of the MPhil may lead to the quick solution of some of the problems affecting your work. The Convenor is here to give you advice about your work, in addition to assistance available to you from the academic personnel with whom you are in direct contact.

However, many important items of business such as:-

- Ethical approval for research
- Change of supervisor
- Approving dissertation titles
- Leave to continue to the PhD
- Appointing examiners and scrutinizing examination results

are formal, and must be handled by the MPhil Graduate Education Committee and/or the Degree Committee. Because the MPhil Graduate Education Committee meetings take place only once per term, it is important that you deal with administrative requests in a timely manner.

Other questions about Centre matters can be addressed to the Administrative Secretary, Barbara Roe, who will be happy to try to answer questions. Please e-mail her with your questions in the first instance (see above for contact details). Finally, in some delicate cases, you might wish to seek the help of your college tutor.

Although your College acts as the primary source of your pastoral care, the Department of POLIS has a wellbeing contact. You may approach them in total confidence with any concerns you have regarding mental health and/or wellbeing while studying at Cambridge. The role of the Wellbeing Contact is not to act as a counsellor, but to direct students to wellbeing and mental health resources available to them, and to facilitate communication where necessary. You can email regarding any welfare issues at talkaboutit@polis.cam.ac.uk. Further information can be found on the POLIS website and the University's Student Wellbeing website.
1.4  Moodle

This closed network site is used to make announcements, specific course guides, reading lists annotated with CSAS library classmarks, old examination papers and other documents available to the students. You will also find External Examiners’ reports from past years, which you are strongly advised to read. Current MPhil students can log on to it using their Raven password and will see ‘MPhil in Modern South Asian Studies’ on their startpage.

1.5  Cambridge Funding Search - Current Courses

For students seeking additional funding for an existing course of study within the current academic year, search awards offered by the University of Cambridge for study at Cambridge (departments, faculties, colleges, central offices and other internal sponsors):

1.6  Ethical approval for research – IMPORTANT, PLEASE READ

The Centre adheres to University policies on research standards, including the Policy on the Ethics of Research Involving Human Participants and Personal Data. All students in the Centre conducting research as part of their course must apply for ethical approval from the POLIS Research Committee or confirm that ethical approval is not required. Your supervisor is the first point of contact when thinking about ethical issues in your research, but further information is available through the links below –

https://www.polis.cam.ac.uk/graduate-student-resources

If your research does not involve participants or use personal, controlled or confidential data you should not need ethical approval but should submit the Ethics Confirmation Form to your Course Administrator

If you intend to conduct interviews as part of your research you must submit the (A) Application for Ethical Approval Form and the required documents (listed on the form) to your Course Administrator. If you are intending to conduct interviews as part of your research during the Christmas vacation these forms must be submitted by early November at the very latest for approval by the POLIS Research Committee.
1.7 **Leave to work away**

Following concerns that increasing numbers of MPhil students have been working away without permission of all parties, an application for MPhil students to work away on academic grounds is available to students via their CamSIS self-service pages, with the proviso that the term is ‘kept’.

Full-time students must spend at least three terms resident in Cambridge. For a term to be 'kept' a student has to reside in Cambridge for a minimum number of nights (59 for the Michaelmas and Lent Terms and 52 for the Easter Term).

You should apply to work away for absences over 2 weeks. You are expected to be in residence in Cambridge studying during term time. You do not have a holiday entitlement, but can take breaks from study during the vacation periods between terms without being required to apply for permission to do so. You will need to apply to work away if at any time during your course you plan to be away from Cambridge, other than for short breaks for holidays.

If you are granted permission to work away you are considered still to be under the active supervision of your Cambridge Supervisor, unless alternative arrangements have been approved.

More information is available on the Cambridge Students website:

https://www.cambridgestudents.cam.ac.uk/new-students/manage-your-student-information/graduate-students/terms-study

1.8 **Travel grants**

The Centre offers small travel grants to MPhil students to support research costs directly related to dissertation projects (including international and UK-based fieldwork and visits to archives and libraries). Candidates must demonstrate that they have sought funding from alternative sources. The size of the grants awarded depends on the needs of the students and the number of successful applications. Details of how to apply will be circulated to students during the year.
1.9 Code of Practice

The University’s Code of Practice can be accessed here

It is essential that students review the Code of Practice at the start of their study. A signature page has been introduced to the booklet to help encourage this. We will not be checking on students or their supervisor that this has been completed, but please note that if you do not sign the booklet this does not mean that you will not be held against it.

2. Facilities

2.1 Library Resources

One of the major advantages of being at Cambridge is the superb range and variety of library resources available to students. There are over one hundred libraries in the University system so finding books or periodicals in any 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 Great Britain and Ireland (including American books with a British imprint). Many of these are now received as e-books. A huge number of foreign books and periodicals are also acquired by purchase. From its stock of about 8,000,000 volumes and over 127,000 manuscripts and 860,000 microforms it is able to supply the needs of most graduate students. The Library's rare books collection is particularly fine. The Official Publications section receives material not only from the British Parliament and all branches of government, but from the governments of former British colonies, such as India. The former library of the Royal Commonwealth Society is also housed within the University Library and holds extensive and rich South Asia collections of photographs, published and manuscript accounts. Most of the post-1850 book collection is on open access and the Library permits graduate students to borrow up to twenty books or bound periodical volumes for up to eight weeks at a time.

The University Library also provides access to thousands of electronic databases and journals from Faculty and College PCs across Cambridge.

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. Material of benefit to students taking the MPhil can also be found in many of the Departmental and College libraries throughout Cambridge, notably the Faculties of History, Law, Geography and the Department of Anthropology.

2.2 Computing Facilities

The Centre of South Asian Studies offer students on the course access to a photocopier/scanner, network printer and a free printing allocation of 1,500 pages over the duration of their course.

Most Colleges also offer convenient 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.

2.3 Facilities at the Alison Richard Building

Please note restrictions are in place. At time of writing water coolers are disconnected and face coverings must be worn at all times.

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. The ARC Café is situated on the ground floor and offers snacks and light lunches. There is a vending machine on the second floor landing and a water cooler outside the third floor kitchen.
2.4 Academic Seminars

In normal circumstances students are expected to attend the Centre of South Asian Studies weekly seminars. These normally take place in Room SG1 in the Alison Richard Building on Wednesdays. However, due to the current situation, seminars and other events will take place electronically. Details can be found in the ‘whats on’ section of the CSAS website.

In addition to the seminars and other teaching organised for the MPhil course you may be able to audit 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 the Global Intellectual History Seminars.

2.5 Transferable skills

During your postgraduate research one of your main aims will be to further your knowledge and expertise in your chosen field. However, while you are carrying out your research, you will also be involved in various tasks that help you to develop a wider range of skills that will be useful to you as you progress through your career to more senior positions. Many of these skills will be useful to you whether you choose to stay in academia or pursue a career outside research. You may be interested in accessing the University skills portal.

3. Course structure

3.1 Term dates and Residence Requirements (see also p. 7, 1.7, leave to work away)

The academic year in Cambridge is divided into three terms. In 2020-21 the relevant dates are as follows:

- MICHAELMAS FULL TERM: 6 October – 4 December
- LENT FULL TERM: 19 January – 19 March
- EASTER FULL TERM: 27 April – 18 June
During the Christmas and Easter Vacations lectures, classes and supervisions 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 academic year, and are expected to work during the Christmas and Easter 'vacations' (apart possibly from short breaks). Residing in Cambridge means, for research students and those taking most other graduate courses, living within 10 miles from the centre of the city. It is your college which must certify to the University that you have fulfilled the residence requirements. If you have further questions, or need fuller information, you should contact your college authorities.

**It cannot be emphasized too strongly that the MPhil course has a very tight timetable, and that it is vital that you work consistently throughout your course.**

Dissertations are due for submission on Wednesday 16 June 2021. **Students are advised to remain available in Cambridge until Wednesday, 7 July 2021, since some candidates may need to attend an oral examination (viva voce).**

### 3.2. Course feedback

The Centre monitors the quality of its teaching carefully. Any problems that you encounter should be discussed either with your supervisor or the Course Convenor. Formal feedback is invited via questionnaire, considered carefully by the Centre’s teaching staff, and is taken into account when planning course arrangements for the following year.

At the beginning of the course students are invited to elect one or two representatives. These representatives will be invited to attend at the end of MPhil Graduate Education Committee’s termly meetings to report any concerns on behalf of the whole group.

### 3.3. The Course

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) of the Cambridge Academic Year. 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

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 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.

(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 15 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.

For each class, key debates and questions will be assigned to at least two students who will give short presentations on what they have read.

In November students will be required to write one, **non-assessed practice essay** of 1500-2000 words on a question related to the readings and topics, which will be marked and returned to them individually in mini-tutorials (see page 51 (4)).

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. 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 D. Metcalf and Thomas R. Metcalf, *A Concise History of Modern India* (3rd edn, Cambridge University Press, 2012), 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, 1988). They are also advised to attend/monitor relevant lecture courses in the Faculty of History, advertised in the *University Reporter*, having obtained prior permission to do so from the lecturers concerned.

Online readings will be provided via Leganto and Moodle. We apologise if the readings are slightly different in the Handbook to those on the Leganto lists (when available) and we will be updating as much as we can towards the beginning of term.

**Annotated reading lists can be found on Moodle.**

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

**Michaelmas Term**

1. **Friday, 9 October, 12 noon-2 pm: Colonialism and its legacies**  
   **Professor Sujit Sivasundaram**

How should colonialism in South Asia be characterised? Historians, political scientists, anthropologists and literary scholars have engaged in sustained debates about the impact, legacy and nature of colonial engagement in South Asia. This class provides an introduction to these debates and to the different theoretical orientations at stake in them, encompassing subaltern studies, postcolonialism and decolonial perspectives as well as cultural history, social history, histories of governance and new environmental approaches.
Questions for class presentations:

1. How far did colonialism redefine South Asia?
2. How do we recover the perspectives of marginalised and colonised peoples in colonial South Asia?
3. What was the relationship between colonialism and knowledge and/or colonialism and the environment?


As background for more public-facing accounts, please compare:

S. Tharoor, Inglorious Empire: What the British Did to India (2018).

Jon Wilson, India Conquered: Britain’s Raj and the Chaos of India (2016).

2. Monday, 12 October, 12 noon-2 pm: History of nationalism and nation building
Dr Luna Sabastian

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.

Questions for class presentations:

1. Were South Asian nationalisms only concerned with claiming the state away from empire?

2. What different conceptions of the nation emerged from South Asian nationalisms, both before and after independence?

3. What visions of territoriality did South Asian nationalisms produce?

4. How can the lens of gender contribute to the study of South Asian nationalisms?


Primary sources:


3. Friday, 16 October, 11-1 pm: Gender, the household and the family

Dr Anjali Bhardwaj Datta and Dr Saumya Saxena

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 in the region.

**Questions for class presentations:**

1. What explains for the centrality of ‘woman’s question’ in the society and politics of colonial and nationalist period?

2. How has gender intersected with race, caste, class and religion in colonial and post-colonial South Asia.
3. How have the intersections of gender, community and nation that emerged in the colonial and early nationalist period shaped both the emergence of new nation-states and gender relations in Modern South Asia?

4. How did familial ideologies influence the making of law and legislation in post-colonial South Asia?


Mahua Sarkar, ‘Muslim Women and the Politics of Invisibility in Late Colonial India’, *Journal of Historical Sociology*, 14:2, 2001, pp. 226-250
4. Monday, 19 October, 12 noon-2 pm: Caste and culture: key anthropological debates
Dr Perveez 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?

Questions for class presentations:

1. What is Dumont's theory of caste and why is it important?

2. To what extent is caste a colonial invention?

3. Are there individuals in South Asia?


Bayly, Susan, Caste, Society and Politics in India from the Eighteenth Century to the Modern Age (Cambridge, 1999), chapters 1, 3 and 4.


Cohn, Bernard S., ‘The Census, Social Structure and Objectification in South Asia’, in An Anthropologist Among The Historians And Other Essays (Delhi, 1987), 224-54.


Fuller, C.J., and Haripriya Narasimhan, Tamil Brahmans: The Making of a Middle-Class...
Caste (Chicago, 2014).


*Q2P – (film, directed by Paromita Vohra, 2006).

5. Friday, 23 October, 11 am-1 pm: The experience and problems of class analysis in South Asia
Dr Andrew Sanchez

Why did the post-colonial state try to encourage the formation of a national working class? How did post-colonial theory engage with ideas about class? What have been the problems with class-based analyses of India?

Questions for class presentations:

1. Is 'class' a reductive, Eurocentric framework for understanding Indian society?

2. What has the social science of India contributed to understandings of class?

Core Reading:


Chatterjee, P. 2013 ‘Subaltern Studies and Capital’ Economic and Political Weekly 48 (37): 69-75


Recommended Reading:


**Further Reading:**

Arnold, D. 1980 ‘Industrial Violence in Colonial India’ *Comparative studies in Society and History*, 22, 2, pp. 234-255


**Monday, 26 October, 12-2 pm: Modern political thought in South Asia**  
**Dr Tejas Parasher**

This session will examine the ways in which central ideas of modern Western political thought were understood in South Asia during the nationalist period, from approximately the 1870s to the early 1950s. How did Euro-American theories of democracy, rights, sovereignty, citizenship, and law inform South Asian political movements, and how were they reworked in turn? The session will draw from recent secondary literature in political thought and intellectual history. We will pay particular attention to the contested place of ‘liberalism,’ as a governing ideology of modern politics, within South Asian thought.

1. How did domestic social and economic concerns shape the reception of European liberalism amongst Indian thinkers in the 19th and 20th centuries?

2. How was the nation-state understood by Muslim political thinkers in 20th century South Asia, particularly during the period of the Pakistan movement?

3. Compare arguments given for and against ideas of individual rights in 20th century Indian thought.
Required readings:


**SUPPLEMENTARY READINGS**


7. **THURSDAY (NO class on Friday, 30th), 29 October, 11-1: Migration and diaspora**  
**Dr Edward Anderson**

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.

**Questions for class presentations:**

1. In what ways have South Asian patterns of migration evolved, historically? What factors have enabled and prevented people from moving?

2. How and why have South Asian diaspora communities been influential actors in the political landscapes of both 'home' and 'host' societies?

3. Are the following terms useful for understanding migration: mobility, diaspora, hybridity, transnationalism?


**8. Monday, 2 November, 12 noon-2 pm:**
**Decolonisation and State-Building in South Asia**  
**Dr Harshan Kumarasingham**

Britain’s main imperial possessions in South Asia gained independence in the late 1940s and needed to craft constitutions for their new states. Invariably after long years of colonial rule the indigenous elites drew upon British constitutional ideas and institutions regardless of the conditions that prevailed in lands very different from the United Kingdom. The local leaders, lawyers and citizens, however, also made significant alterations to the traditional Westminster export model and developed their own indigenous ideas conscious of the need to forge a new state and build institutions in difficult circumstances. This seminar will explore this unique period in imperial history when for the first time non-white possessions in the British Empire became independent and faced the critical task of constitution-making and state-building in India, Pakistan and Sri Lanka in the wake of colonialism. The critical phase and trial in South Asian history continues to have significant influence on the contemporary lives of millions.

**Questions for class presentations:**

1. Regional differences
2. Foreign ideas
3. Internal pressures

**Essential readings:**


Further readings:

Bajpai, Rochana, *Debating Difference: Group Rights and Liberal Democracy in India*, (New Delhi, 2011)


9. Friday, 6 November, 11.00-1.00:
Voices, Images, and Gods in the Making of South Asian Publics
Dr Michael Edwards

This session considers the place of ‘the public’ or ‘publics’ in the political, religious, and social life of South Asia. Exploring how different media technologies draw different publics into being, our discussions focus especially on the sensorial and affective entailments of publicity. Along the way we also ask how the ‘public’ might be situated in relation to entities such as the audience, the crowd, or the people.

Questions for class presentations

1. What might a focus on media add to our understanding of political life in South Asia?

2. How useful is the concept of the “split public” in approaching contemporary South Asia?
3. What might be at stake in the apparent distinction between the public and the crowd?


10. Monday, 9 November, 12 noon-2 pm: Labour and capital in South Asian history
Professor Samita Sen

Is there something unique about the relationship between labour and capital in South Asia? What is the role of pre-existing social ties and status in the recruitment and employment of labour? What are the key issues in the debates about class politics, and the role and functioning of the informal sector of the economy?
Questions for class presentations:

1. What was the significance of migrant labour in the development of modern capitalist industry in colonial South Asia? Discuss with reference to any one industry.

2. Have identities of gender, caste and community undermined the struggles of the organized working class in India?


Sarkar, Sumit, ‘The City Imagined: Calcutta of the Nineteenth and Early Twentieth Centuries’ in *Writing Social History* (Delhi, 1997). 159-85.


11. Friday, 13 November, 11 am-1 pm: Geographies of Conservation: nature, society and politics in India

Dr Maan Barua

This class will examine the genealogies, practices and key debates in conservation in India. The control, management and preservation of biodiversity are a vital arena through which resources and land have been governed, both historically and in the present. The class will show how biodiversity conservation is not simply about ecology, but is a mode of (bio)politics, enmeshed in particular epistemologies of what constitutes ‘nature’.

The class will focus on three key areas: colonial forestry and game management; post-independence species conservation and nation-building; contemporary conservation imperatives and conflicts. It will introduce concepts from political ecology (particularly its South Asian variants) and cultural geography as analytics through which ideas of ‘nature’, ‘landscape’ and ‘wildlife’ might be interrogated, and how practices of governing them might be understood.

Questions for class presentations:

1. Conservation in South Asia has been unable to shake off its colonial legacies. Critically discuss.
2. Postcolonial critiques of conservation have have been unable to overcome nature-society binaries. Discuss the merits and implications of this claim.


12. Monday, 16 November, 12 noon-2 pm: Economic growth and development
Dr Shailaja Fennell

This lecture will explore the narratives on economic growth and development policy that have circulated in South Asia over the past half century. There will be an examination of different models and an evaluation of why these accounts differ and what it tells us about disciplinary differences regarding the key mechanisms of growth and development.

Questions for class presentations:

1. What impact does colonialism have on economic growth trajectories in the post-colonial economies?

2. What role did indigenous elites play in knowledge creation in the colonial period and how did it affect the development of educational institutions in twentieth century South Asia?


Singh, N., 2005. The Idea of South Asia and the role of the middle class, [https://mpra.ub.uni-muenchen.de/1277/1/MPRA_paper_1277.pdf](https://mpra.ub.uni-muenchen.de/1277/1/MPRA_paper_1277.pdf)

13. Friday, 20 November, 11 am-1 pm:
Jugaad innovation; implications for South Asia
Professor Jaideep Prabhu

**Background:** Over 3 billion people in the developing world live outside the formal economy and face significant unmet needs in core areas such as health, education, energy, food, and financial services. Many of these people live and work in South Asia. For years this large population was either the target of aid or came under the purview of governments. More recently, however, firms and NGOs, both large and small, have begun to develop market-based solutions to meet the unmet needs of these vast millions.

In this session, I will discuss how the phenomenon of jugaad innovation—a kind of frugal, flexible and inclusive innovation that generates faster, better and cheaper solutions for large numbers of people. I will argue that this type of innovation holds the key to driving sustainable global in South Asia while solving some of the big problems of poverty and inequality that stalk the region.

**Questions for class presentations**

1. How can policy makers in South Asia stimulate and scale jugaad innovations in their economies?
2. How can policy makers and regulators in South Asian economies create ecosystems of jugaad innovation that stimulate inclusive growth?

3. What are the pros and cons of jugaad innovation in South Asia?


14. Monday, 23 November, 12 noon-2 pm: Sri Lanka

**Professor Sujit Sivasundaram**

This class will serve as an introduction to the vibrant and expanding literature on Sri Lanka. A central concern will be the question of how to explain and theorise Sinhala Buddhist nationalism as an ideological form. In response, the class will consider a key debate about its long term trajectory (the so called ‘People of the Lion’ debate). It will also delve into recent contributions to its colonial history and to characterizations of its post-colonial and wartime situation. It will also consider the problem of minoritization which opens up perspectives from the point of view of other communities on the island besides those who self-identify as Sinhala Buddhist. It will place Sri Lanka’s long history of conflict, social differentiation and decolonisation in relation to the rest of South Asia. Students are also advised to attend two events at CSAS on Sri Lanka in November: seminars by Dr Ruvani Ranasinha and Dr Farzana Haniffa which will provide compulsory additional context from the disciplines of Literature and Anthropology.

**Questions for class presentations:**

1. When and how did Sinhala ethnic sensibility cohere in Sri Lanka?

2. Why was the postcolonial ethnic conflict in Sri Lanka so sustained and violent?
3. What is gained in approaching Sri Lanka as an island at the edge of South Asia?


*S.J. Tambiah, *Sri Lanka: ethnic fratricide and the dismantling of democracy*, 1986,


**For histories of ethnicity see the following two items:**


**For Sri Lanka and South Asia see the following two items:**


**For the anthropology of conflict and development:**


**For long-term context see:**


**15. Friday, 27 November, 11.00-1.00 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?

**Questions for class presentations (for consideration – students can create their own questions):**

**One presentation on regional relations & one presentation on international relations**

(1) What have been the significance of colonial-era borders in postcolonial South Asia? What similarities and differences can we identify in the ways that South Asian states have dealt with border disputes and border populations?

(2) What political and social issues have shaped regional relations and shaped dynamics within South Asia?

(3) How have India and Pakistan responded to regional insecurity in similar or different ways?

(4) To what extent have South Asian states pursued an international role? What specific issues have they focused on?

(5) To what extent has South Asia been shaped by the Cold War? Alternatively, how did South Asia shape the Cold War?
**Please choose two readings on regional relations and two readings on international relations. As a class, please ensure that all readings are collectively covered.**

**On regional relations:**


**On international relations:**


16. **Monday, 30 November, 12 noon-2 pm: Ethnogenesis and Open Borders: Nepal’s Tarai-Madhesh and Nepal-India Relations**  
**Professor David Gellner**  
This lecture and seminar focuses on the inter-related processes of state formation, political transformation, ethnogenesis, migration, and border construction, with particular reference to the Nepal-India border region.

**NOTE:** Presenters should contact the lecturer for guidance on readings - david.gellner@anthro.ox.ac.uk

**Questions for class presentations:**

(1) How different or similar are Nepalese processes of ethnogenesis and the politicization of caste in comparison to similar processes in north India?

(2) How has the Maoist insurgency/revolution been domesticated in Nepal?

(3) What does secularism mean in the Nepalese context?

(4) What have the 2015 earthquakes revealed about Nepal’s politics and society?


Shneiderman, Sara, Rituals of Ethnicity: Thangmi Identities between Nepal and India (Philadelphia, 2015).

16. Thursday, 3 December, 2-5 pm: presentations on dissertations with Professor Sujit Sivasundaram and either Dr Luna Sabastian or Dr Michael Edwards (first of two sessions)

17. Friday, 4 December, 11 am to 1 pm: presentations on dissertations with Professor Sujit Sivasundaram and either Dr Luna Sabastian or Dr Michael Edwards (second of two sessions).

(b) **Language Training**

South Asian languages and literature are an essential component of this MPhil degree course. Students are expected to study at least one South Asian language. Teaching in Hindi and Urdu are offered. Instruction will take the form of two classes per week for the duration of the course and students will be expected to spend at least a further six hours per week in private study. Regular assessments will be made of students’ progress.
Language training will be conducted by Mr A. Kumar of the Faculty of Asian and Middle Eastern Studies. At the commencement of the course you will join the class appropriate to your level depending on your knowledge of the language. If you are a complete beginner, you will join the Level 1 Class. If you are at an intermediate level, then you will join the Level 2 Class. If you are fluent in Hindi you may join the advanced class in Level 3.

Please note: language classes will be taught online in the Michaelmas Term and possibly in Lent and Easter, subject to advice. Examinations will be online.

Michaelmas Term

The main aim of this term is to ensure that students of the Hindi Beginners’ Course get a strong grounding in Hindi grammar. Three kinds of material will be used for this purpose. Firstly, students will be encouraged to use the text-book, by Rupert Snell ‘Teach yourself Hindi’, along with its accompanying CD. Both of these are available at the FAMES Library and at the Centre’s Library. Secondly, they will receive handouts on a regular basis comprising exercises on the same aspects of Hindi grammar covered in the book to ensure additional practice. Most of the grammar topics and Devanagari script will be covered in the Michaelmas Term. By the end of the term students will be able to form simple sentences in Hindi. Thirdly, students will be encouraged to engage in conversations in Hindi with their classmates and their tutor on topics related to everyday life such as sharing a room, neighbours, hobbies, vacations, etc.

Lent Term

At the beginning of this term, the remaining grammar topics will be covered. Following this, revision of the entire grammar syllabus will begin. Listening and speaking exercises will also start in this term.

Easter Term

Teaching will take place in the first four weeks of the term. These four weeks of teaching will be devoted to the revision of the topics and exercises which we have covered in the last two terms. Guidance will be provided as to how you must conduct your oral exam as well as the written examination. A written examination paper and an oral examination will be conducted in late May or early June.
(ii) Hindi intermediate course (Level 2)

The aim of the course is to bring all students to a good level of proficiency in reading, writing, listening and speaking in Hindi. The basic grammar of Hindi will be thoroughly reviewed, and detailed instruction in both writing and speaking will be given. Teaching materials will include, in addition to published grammars and course books, video materials, film clips and film songs, and items taken from the print media. These exchanges will provide students with the opportunity to both employ and listen to a range of Hindi vocabulary related to different themes. The vocabulary used in these conversations will be referred to and used once again in supervision classes in order to discern the level of progress achieved by students individually.

Michaelmas Term

Each week’s class will revisit different aspects of the Hindi grammar and read a Hindi text on different topics such as holidays, travel, daily routine etc. The vocabulary covered in these topics will be revised regularly and an occasional class test will be conducted on the same topics.

Lent Term

The focus of these classes will be on reading Hindi texts on different topics. The aim would be to introduce students to idiomatic usages of language and a higher register of Hindi. These classes will give students the opportunity to practice listening and speaking Hindi on different topics.

Easter Term

This term’s teaching will be devoted to exam preparation. The topics covered in the first two terms will be reviewed. Grammar points and vocabulary will be revised and exercises related to the examination will be conducted in the first four weeks of teaching.

A written examination paper and an oral examination will be conducted in late May or early June.
(iii) Hindi advanced course (Level 3)

This course will focus primarily on literary texts from the nineteenth and twentieth centuries covering modern poetry and fiction by notable South Asian authors. The course aims to give students an appreciation of the diverse nature of South Asian culture.

Michaelmas Term

The aim of this term is to read some well-known nineteenth-century Hindi authors such as Bharatendu Harishchandra, Shiv Prasad, Badri Narayan Premghan, BalaKrishna Bhatt etc. This course will also provide students the opportunity to appreciate the differences between the various regional linguistic components of Hindi and standardised vocabulary in this language.

Lent Term

This term will be devoted to the Hindi texts from twentieth-century North India. The list of authors includes such famous names as Premchand, Nirala, Nagaarjun, Ageya etc. We will also discuss Hindi literary historiography during this term.

Easter Term

All the topics covered in the first two terms will be revised in the first four weeks of teaching. Translating texts from English to Hindi and vice versa will be encouraged. Group discussion on various literary topics will also begin during this term. Regular vocabulary exercises will be conducted during which particular attention will be given to the various idiomatic usages in Hindi. A written examination paper and an oral examination will be conducted either online or in person, subject to the University’s advice, in late May or early June.

(c) Reading Group—Landscapes of Southeast Asia: Spaces, Times, Disciplines

There will be eight meetings over two terms: four sessions in the Michaelmas Term on Thursdays, 22 October; 5, and 19 November and 3 December, 12-1 pm and four sessions in the Lent Term on Fridays 12-1 (dates TBC)

Attendance at this course is entirely optional and is open to all.

What are the landscapes of Southeast Asia? How are they inhabited, cultivated, framed, curated, and witnessed—and by whom? Landscape has featured prominently in studies of
Southeast Asia: literally, as the terrain across which contested processes of development and dispossession play out, often through the entanglement of human and non-human lives; as well as metaphorically, as a way of thinking about fraught histories of political transition, for example, or about the diversity characterising religious life across the region. In these ways landscapes emerge from accretions of memory and meaning, even as they also draw the eye to horizons along which futures are imagined.

Southeast Asian Studies has its own traditions and techniques of viewing that determine what stands as figure, what as ground, and what gets altogether left out of the frame. This reading group is an opportunity to explore these various landscapes in and of Southeast Asia through discussions ranging from the place of the image in workings of the democratic public sphere, and the relation between the city and ideas of paradise and wilderness, to the figures of the frontier and periphery and their location in histories and geographies of capitalism.

(d) **Options**

In addition to the core course and language, students will select a further option. 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 the Lent Term, and the essay must be submitted on the first day of the Easter Term. It should not be more than 5,000 words in length.

The options classes are held in the Lent Term in 8 weekly sessions for each option. Students are encouraged to attend all option courses before deciding on one for which to write their essay.

**Please note: option courses will be taught online, subject to advice.**

For 2020-21 the options will be as follows:
Lent Term

Option (i) DAY & TIME TO BE CONFIRMED

‘Religion’ in modern South Asian history, politics and culture
Dr Luna Sebastian

Portrayed as a ‘native’ religious fanaticism necessitating the arbiter of Empire, an Orientalist trope, or as a statistical conflict between ‘religious’ communities: ‘religion’ has been part of the toolbox of colonialism in South Asia. The aim of this course is not to reproduce the fallacy of naturalising religion and essentialising South Asia as uniquely religious. Neither will it defer religion to only a superstructure. Instead, this course will neither treat ‘religion(s)’ as a separate, transcendent realm nor as a category *sui generis*, but as part of the social, political, historical and intellectual fabric of the subcontinent. Easy slippage into conceptually proximate concepts like ‘communalism’ and ‘nationalism’ should not be allowed to explain away that religion – variously imagined – was essential in the transformation the subcontinent into modern nation-states and the enduring problems that are its legacies. Religious symbols, idioms and practices were the fountain into which all anti-colonial projects in the subcontinent dipped. In employing religion in this way, the various anti-colonial projects (from liberal to revolutionary, Hindu and Muslim, to Sikh, and indeed Dalit) fundamentally redefined the content and practices of historical religions that they tended to present as authentic traditions. This course is designed to familiarise students with a new perspective on South Asian history, which builds on, and complements, the perspectives and historiographies of the core course and the other option courses. Gender will be an integral analytical frame in all sessions. Students will leave the course with a good understanding of modern developments in South Asian religious history, particularly those that had a strong bearing on the anti-colonial movement and the development of separate Hindu and Muslim nationalisms. For students wishing to pursue a PhD on any aspect of religion in colonial or postcolonial South Asia, this course will provide both the historical framework and the conceptual tools to do so.

Week 1: South Asian “(World) Religions”? Problems and Approaches, and nineteenth-century Hindu religious reform movements
The introductory session has two aims. First, it will problematise the study of ‘religion’ in South Asia. Second, it will delve into what some scholars have called the colonial ‘construction’ of Hinduism.

The ancient and modern vibrancy of religious life in the subcontinent is proverbial, while its religious fractures are painfully obvious. Like ‘caste’, the category of ‘religion’ lacked vernacular equivalents, and also like caste, a narrow and unfamiliar categorisation of ‘religion’ earned confusion when it was first introduced into Census operations. South Asian religious practices – Hindu women worshipping at Sufi shrines, Christians observing caste – beliefs, and identities did not easily fit nor were they easily enumerated as ‘religions’. Much of the knowledge about India’s religious past comes out of colonial knowledge production, which decanted narrow, elite and text-based or ‘Protestantised’ ‘religions’ from the accepted multiplicity of religious schools, traditional fluidities, and predominantly devotional religious practices in the subcontinent, producing such conceptual novelties as Hinduism and Buddhism.

Conservative religious revivalist and reform movements sprang up in nineteenth-century India as a reaction against the success of Protestant missions, British legal interventions and pressures on ‘native’ society. Situated in a global context of religious revivalism, Bengal was the intellectual epicentre both of religious reform and conservative revival in India. The most important reform movements, the monotheistic Brahmo Samaj and the Arya Samaj, which turned Hinduism into a proselytising religion, were themselves patterned on missionary societies. The globally active Theosophical Society left its huge mark on these South Asian ‘world religions’, as on global discourses of ‘esotericism’, ‘spirituality’, and Aryanism. It was in this nineteenth-century context that Hinduism came to be lastingly identified with the Advaita Vedanta or non-dualism (the identity of the Atman with the Brahman) of the eighth-century philosopher Shankara. Swami Vivekananda popularised this neo-Hinduism at the World Parliament of Religions in Chicago in 1893, which he announced as the sought-for ‘universal religion’ with which to redeem the materialistic ‘West’. This rebuff to Western claims of superiority became a rallying point for nationalism.


**Primary Sources:**


Rabindranath Tagore, *Gora*. 
Week 2: Islam: Sufis, Ulama, Reform

For the most part, Islam in South Asia was scriptural only in theory but devotional in practice. Religious and political authority and popular religiosity centred on Sufi shrines and the heirs of their charisma (the Pirs and sajjada-nishins in the Punjab). This changed with attacks on Muslim ritualism by movements like the Deobandis in the last quarter of the nineteenth century, a school advocating a return to the word of the prophet and a transfer of authority to the ulama, the community of religious scholars trained in the law. If forces like the Deobandis and Barelvis represented Muslim ‘revivalism’, then ‘modernism’ found its institutional home in the Aligarh Muslim University, founded in 1875 by Sir Syed Ahmad Khan. What kind of different imaginings of Muslim territory, community, and self did these produce? This session will discuss the importance of these agents in the Pakistan movement, as well as postcolonial legacies in India, Pakistan and Afghanistan.


Primary source:


Week 3: Bharat Mata: “O Thou Mother of the Universe [...] – Make Me a Man!”

As objects of some of the first colonial legislations (the Abolition of Sati Act of 1829, the Widow Remarriage Act of 1856, and the Age of Consent Act of 1891), women formed the entry point of the colonial state’s foray into Indian society. Thus challenged in the public and private spheres, Hindu male sovereignty arguably retreated to the private sphere, tightening control over women and converting them into goddesses of domesticity. It was in this nineteenth-century Bengali, Hindu and upper-caste context that Bharat Mata, the deified and feminised nation, arose. In psychoanalyst Sudhir Kakar’s provocative description, Bharat Mata represents the Hindu ‘mother’ and goddess in her magnificent and terrible aspects – as Durga and Kali. Nationalism was domesticated and tradition nationalised by this dip into the personal well of India’s devotionalism and the intimacy of the home. Yet the overtly Hindu, male-oriented idiom was catastrophically ill-suited to the requirements of an all-inclusive Indian nationalism. In representations of the Mother’s ‘rape’ by British colonialism, the British were often just a cipher for the Muslim ‘conqueror’ and alleged sexual rapaciousness. Revolutionary nationalism and Hindu nationalism in particular asked the Hindu male subject to respond to this ‘rape’ with feelings of outrage and humiliation, assume kshatriyahood, and self-sacrifice in the service of the Mother/nation. Drawing heavily on Gender Studies, this session will conceptualise the nationalist erasure of women as anything but mothers of sons, gendered representations of the nation as female, and representations of colonialism as a violent emasculation, a feminisation, or indeed a queering of Hindu males. Where are women in this imagination beyond the hyperreal Bharat Mata? Is the nation a fraternity bound by an exclusive commitment to the same mother? This will allow us to cast a fresh look at the Brahmacharya ideal, which draws hyper-masculine strength from the control of libido

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and abstention from women, and an ideal which Gandhi, revolutionary Indian nationalists and Hindu nationalists past and present hold in common.


Primary sources:
CHATTOPADHYAY, Bankim Chandra. *Anandamath*.

TAGORE, Rabindranath. *Ghare Baire* (*The Home and the World*).


**Week 4: Conversion – Identity, Protest, Politics**

‘Conversion’ is considered to be a decision based on individual conscience, which effects a break with the past. It is a problematic concept to bring to the study of South Asia, which has traditionally not valorised exclusivity in religious doctrine and practice in this way. And yet conversion is indispensable to understanding the history of anti-colonial nationalism and ‘communalism’ in British India. In the nineteenth-century, anti-colonialism, nationalism, and religious reform movements rose in opposition to Christian missionary zeal and attacks on ‘native’ practices. But it was the Muslim (rather than the Christian) subject and the historical conversion that the Muslim was made to signify, that singularly politicised conversion. Census operations and political representation on a community basis had led to a hysteria over dwindling Hindu numbers and ‘forced’ conversions to Islam targeting women and reproduction in particular. This structured the ‘communal’ violence in the decades leading up to Partition and beyond, to the Love-Jihad of today.

Yet conversion has historically been, and remains, an important language of political protest and a means of social and subjective liberation in the subcontinent. Standing in this tradition, the Dalit leader and ‘father’ of the Indian Constitution, B. R. Ambedkar, converted to Buddhism in 1954, thereby rejecting Brahmanism and celebrating a new identity for (Mahar) Dalits. However, in most cases, conversion has not succeeded to break caste. The development of Dalit Theology in recent decades counters the upper-caste dominance in Indian Christianity by reframing Jesus Christ as a Dalit, and by identifying with his story of universal suffering and brokenness.
Primary Source:


Week 5: Secularism

The Indian Constitution defines India as a secular state, though its idiosyncratic concept of secularism consists of endorsing all religions. In contrast, Pakistan was founded as a secular state for the ethnic Muslims of South Asia, not as a religious state – a distinction which was unclear and immediately challenged. This class will discuss how South Asian states have negotiated ‘secularism’ and accommodated the claims of religious ‘minorities’ and ‘majorities’. What is the basis of the Hindu nationalist claim of being ‘secular’, as the Hindu Mahasabha and its post-colonial successor parties maintained before their rise to power against the Congress-dominated and as they called it ‘pseudo-secular’ Indian state? After 9/11, Muslims, including Muslims in the subcontinent, were tasked to ‘secularise’ Islam: Sunni Islam seemed suspicious, Sufism a safe candidate. As the bankruptcy of the theory of modernisation leading to secular liberalism became evident in recent decades, some post-colonial critics and global intellectuals responded by advocating a post-secular order. How can one reflect anew on secularism and global
modernity from a South Asian perspective after the rise of Political Islam and Political Hinduism?


**Primary Source:**


**Week 6: Sacred Killing**

This session will look at religiously sanctioned killing. India has a strong history of revolutionary terrorism that leads back to the turn of the twentieth century. Revolutionary Hindu thought produced a language in which the divide between the killing of an other and suicide was slippery. Religion, an imaginary of race, and a theory of conquest and indignity converge on Sri Lanka’s ‘ethnic ’conflict. And Pakistan, which is home to many of the Madrasas in which the Taliban are educated, is a major pin on the map of the global Jihad.


SANGARI, Kumkum, and Sudesh Vaid. “Institutions, Beliefs and Ideologies: Widow Immolation in Contemporary Rajasthan.” In *Embodied Violence: Communalising*


Primary Source:

SAVARKAR, Vinayak Damodar. The Indian War of Independence of 1857.

Week 7: Hindu nationalism

Hindu nationalism or Hindutva is of undisputed importance today. This session will trace its historical roots (leading back to the nineteenth century and its prominent 1923 formulation by V. D. Savarkar) and examine its current forms, while problematising the issue of continuity. It will pay particular attention to Hindutva’s role in the creation of a Hindu identity and discuss its connection to Hinduism.


Primary Source:


Week 8: Yoga – body and politics

Tens of millions of people around the globe practice yoga today. Following the initiative of India’s Prime Minister Modi, the UN has declared the 21st of June International Yoga Day. Yoga is a global commodity that is deeply embedded in discourses of individual self-optimisation. Is this all cultural, new-age-y ‘stuff’, or is there a political story to Yoga? Religious communities have registered protest against what they see as tacit missionising through Yoga.

What is Yoga? By reputation a tradition as old as Indian civilisation, and with textual evidence going back some two and a half millennia, what is today practiced as Yoga is both of surprisingly recent vintage and global in its conception. Its modern form dates back no later than the late nineteenth and early twentieth centuries. The idiosyncratic formulations of a first wave of world-travelling gurus like Vivekananda and Yogananda, Swedish gymnastics, military drill and India’s wrestling tradition were arguably more crucial ingredients than the ancient practices of India’s holy men. Re-situated in global discourses about science, medicine and psychology at the beginning of the twentieth century, yoga supported a re-valorisation of the somatic, and put this to nationalist effect: the individual body was redefined as the locus of individual and national sovereignty. Thus, Yoga is situated within anti-colonial discourses of self- and nation-making through discipline, (militant) male subjectivity, and a philosophy of action, from Vivekananda and Aurobindo to the RSS – and inverted by Gandhi’s bodily practices. Disciplining the body though yoga would effect an ontological transformation of individual consciousness. Are we looking at a mass-disciplining of the world through Yoga?


**Primary sources:**


[Yoga practice with Narendra Modi](#)

**Option (ii) Thursdays, 11.30 am-1.00 pm**

“Translations in/of South Asia”

Dr Michael Edwards

This course explores the possibilities of using translation – between languages, cultures, cosmologies, genres, media, senses, and spheres of exchange – as an analytic through which to investigate a variety of issues in the study of South Asian society and culture. Though our main disciplinary lens will be anthropology, our discussions will draw on insights from neighbouring fields (e.g. history, literature, religion). Attending to multiple modes and moments of translation – and mistranslation – that might facilitate or frustrate social, political, and ethical life across South Asia, our discussions will be organised around a set of encounters across different kinds of difference. We begin by grounding our thinking in discussions of literature, before turning our attention to religion, then
media and consumption, and finally to economy and politics broadly defined. We conclude by reflecting on the role of translation in the construction of ‘South Asia’ as an object of study.

**Week 1: Thursday, 28 January, 11.30-1.00:**
**Literary Foundations and Initial Explorations**


**Week 2: Thursday, 4 February, 11.30-1.00: Translating Religion and its Others**


Anne Blackburn (2010) *Locations of Buddhism: Colonialism and Modernity in Sri Lanka*. Chicago: University of Chicago Press. Read Preface (pp. ix-xvi) and Chapter 3 (pp. 69-103)


Shankar Nair (2020) Translating Wisdom: Hindu-Muslim Intellectual Interactions in Early Modern South Asia, University of California Press. Read Intro (pp. 1-29)

Week 3: Thursday, 11 February, 11.30-1: Commensurating Christianity


Nathaniel Roberts (2016) To Be Cared For: The Power of Conversion and Foreignness of Belonging in an Indian Slum. Oakland: University of California Press. Read Intro (pp. 1-12) and Chapters 4 and 5 (pp. 111-184)


Week 4: Thursday, 18 February, 11.30-1.00: Translating the Senses


**Week 5: Thursday, 25 February, 11.30-1: Desire and Consumption**


**Week 6: Thursday, 4 March, 11.30-1.00: Rivers, Roads, and Other Routes of Labour, Capital and Value**


**Week 7: Thursday, 11 March, 11.30-1.00: Translations of Ethics and Care**


**Week 8: Thursday, 18 March, 11.30-1.00:**
**Translating South Asia: Genealogies and Geographies of Knowledge**


**Option (iii) Date and time to be confirmed**

**Dr Shailaja Fennell**

**South Asia: Development and Social Transformation**

This course will examine the relationship between economic development and social transformation in the major countries of South Asia, across some central pillars of human development and well-being. There will be eight seminars running weekly throughout the Lent Term which will engage with readings from across these key areas.

All the readings provided on this reading list are accessible online, and any additional readings provided over the course of the module that are not available online will be provided as a pdf on Moodle.

**The reading list below will be useful for those wishing to take this course**-

1. **General**


2. Economy, Society and Development Challenges


3. Historical Institutions and Modern growth

4. The role of Education and Health in Human Development


Heckman, J., [https://www.weforum.org/agenda/2019/05/quality-preschool-benefits-multiple-generations/](https://www.weforum.org/agenda/2019/05/quality-preschool-benefits-multiple-generations/)


5. Migration and Informality in South Asia


Haris Gazdar and Hussain Bux Mallah, 2011. Class, Caste and Marla Housing Scheme in Rural Punjab. Social Science and Policy Bulletin, Volume 2, No:3, School of Humanities


6. Investing Urban and Rural Communities and Infrastructure


7. Managing the Natural World


8. Development Policy and Inequality

4. **Assessment**

Students are required to write one, non-assessed practice essay of 1500-2000 words on a question related to the readings and topics of a particular core course class, which will be marked and returned to them individually in mini-tutorials. The practice essay mark will **NOT** affect the final mark.

The core course will be assessed by means of a written essay of no more than 3,000 words (worth 12% of the final mark) and a book review of no more than 2,000 words (worth 8% of the final mark), both to be submitted by 4 pm on the first day of the Lent Full Term (19 January 2021).

The optional course will be assessed by means of an essay of no more than 5,000 words to be submitted by 4 pm on the first day of the Easter Full Term (27 April 2021), this will count for 15% of the final mark.

The language course is examined by means of one three-hour unseen written examination and a one-hour oral examination, taken online during the May/June examination period, this counts for 15% of the final mark.

The dissertation must be between 15,000 and 20,000 words in length. It counts for 50% of the final mark. It must be submitted before 4 pm on the Wednesday, 16 June 2021.

If the examiners consider it necessary, they may conduct an oral examination on the MPhil essays or dissertation.

Parts I and II of the MPhil assessment must be passed in order for the degree to be obtained.

**See Appendix C for a detailed explanation of the assessment process and marking scheme.**
5. **The Dissertation**

In consultation with the supervisor, the dissertation topic and title must be submitted by 19 January for approval by the MPhil Graduate Education Committee. **Although there will be opportunities to make changes to titles during the Lent Term it is important to note that fairly firm decisions on the dissertation topic must be made by the January deadline.** The title should approximate a simple statement of the subject or content of the dissertation. Dissertation titles may, where appropriate, be in the form of a question. Students are advised to discuss titles with their supervisor. They are strongly advised to work on refining their topic with their supervisors to avoid the problem of over-ambition or under-theorisation. The use of South Asian languages, other than English, is also encouraged.

The second half of the Lent Term and the Easter Term will be largely devoted to the production of a dissertation, which must be between 15,000 and 20,000 words in length. The dissertation must be submitted before 4 pm on Wednesday, 16 June 2021. **The use of primary sources in dissertations is highly recommended, although it may not be possible for everyone to access relevant material of this sort.** Mastery of the appropriate research techniques should be demonstrated. The dissertation does not necessarily have to be publishable.

**It is important to make sure that you do not submit your dissertation with a large number of typographical and other errors. Carelessness may result in deduction of marks.**

Please see Appendix B ‘Notes on the Approved Style for MPhil Essays and Dissertations’, and Appendix C ‘Examining and Marking Scheme: Notes for Examiners of Essays and Dissertations’.

6. **Submission of Essays and Dissertations**

The key dates for the submission of work for this course are:

- 19 January 2021: Core essay of not more than 3,000 words and book review of not more than 2,000 words
- 27 April 2021: Option Course essay of not more than 5,000 words
- 16 June 2021: Dissertation of between 15,000 and 20,000 words

**Students will be advised nearer the time if hard copies as well as soft copies of essays and dissertations should be submitted.**
If hard copies are permissible: two copies of essays (which need not be bound) and two soft-bound copies of dissertations must be submitted in hard copy with an emailed version in Word format (email to mphil@s-asian.cam.ac.uk) by 4 p.m. on the submission date.

Coversheets for essays and dissertations can be found on the Moodle site for the course.

A dissertation submitted at least one day beyond the deadline and without a valid reason could result in the deduction of five marks for the first day and one mark for each additional day.

You are advised to carefully check your thesis for typing errors, spelling mistakes and poor grammar or written expression. The thesis, apart from quotations and recognised technical formulae, must be written in English.

Secured inside the thesis there must be:

a title page containing:

the thesis title;
your name as it appears on your passport;
your College;
the Date (optional);
and a Declaration stating: ‘This dissertation is submitted for the degree of Master of Philosophy’;

a declaration page in the preface stating: ‘This dissertation is the result of my own work and includes nothing which is the outcome of work done in collaboration except where specifically indicated in the text’;

a statement of length stating that the thesis does not exceed the word limit for the Degree Committee.

Unconnected or unrelated work which has previously been published can be submitted along with the thesis - and may be considered by the examiners at their discretion.

Further information can be found at: http://www.cambridgestudents.cam.ac.uk/your-course/examinations/graduate-exam-information/submitting-and-examination/mphilmres
Applications for extending submission date

An application for an extension of submission should ideally be made at least one to two weeks prior to the dissertation submission date for consideration by the MPhil Graduate Education Committee and the Degree Committee. All applications are made via CamSIS self-service. Details of how to proceed can be found on the Student Registry website:

- **Medical reasons** – copies of medical certificates/letters from doctor or other medical official (e.g. physiotherapist, counsellor)
- **Personal reasons** – letter from the college tutor, MPhil Course Convenor
- **Visa extension** – appropriate evidence, a communication from the University’s PBI/Visa Office
- **Other reason** – appropriate evidence to be supplied.

Please see **Appendix D** for the course schedule.

7. **Supervision**

A supervisor will be appointed for each student at the beginning of the course who 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 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 meetings 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.

8. **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 a PhD. The course offers a thorough preparation for doctoral research, through the conceptual emphasis of the taught component, the specialist options, and the
dissertation. All MPhil students who wish to continue to a PhD will be encouraged to discuss their progress with their supervisor and are encouraged to attend the online session on Wednesday, 21 October 10-11.30 ‘Applying to study for the PhD’ with Professor Sivasundaram.

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 as a result of deadlines set by external funding bodies. For funding deadlines applicable to those seeking leave to continue for 2021-22 see the Graduate Admissions website:

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.

9. **Students with Disabilities**

New students who have disabilities have been asked to make contact with their college tutor and the Centre’s MPhil office, **before arriving in Cambridge**. If everyone is fully informed in advance of the nature of the disability, the student and officers at the University can work together to ensure that appropriate arrangements are made for the student to make the Cambridge experience as enjoyable as it should be.

Colleges can provide assessments of dyslexia, dysgraphia or dyspraxia to ensure that the correct level of support is provided by the University. The University's **Disability Resource Centre** can provide further information, advice, equipment and assistance to students and supervisors. The Disability Resource Centre is at the Student Services Centre, Bene’t Street, Cambridge, CB2 3PT; telephone, 01223 332301; email: disability@admin.cam.ac.uk

10. **Points of Contact Elsewhere in the University**

(a) **Your College**

As you will know by now, you are all members of a particular college as well as members of the University. The college is a very important part of the Cambridge experience. It
allows you to mix with individuals from many different disciplines, helps with your accommodation, provides for your tutorial support, makes available additional library and computer facilities, feeds you, and provides sporting and other recreational opportunities.

(b) **The College Tutor**

Colleges will assign you to a tutor who helps to support you in all aspects of your life in Cambridge. Tutors will help in cases of difficulty, whether academic, practical or psychological. If you are ill or experience other problems which may in any way affect timely submission of your essays, dissertations or other work, you should, in the first instance, immediately contact your tutor. Please do not suffer in silence, your college tutor and supervisor are both willing to help - but they need to know there is a problem.

(c) **Counselling Service**

You will find that your tutor or supervisor will be able to deal with many problems you may face in Cambridge. However, there may be times when it may be preferable to talk to someone else or when you might wish to have professional guidance. In such cases, the University provides an excellent Counselling Service, located at the Student Services Centre, Bene’t Street, Cambridge CB2 3PT, Tel: 01223 332865. All students are entitled to a number of free and confidential sessions there by contacting the Service’s Reception.

http://www.counselling.cam.ac.uk/

(d) **The Students’ Unions’ Advice Service**

The Students’ Unions’ Advice Service provides confidential, impartial and independent advice to all students at Cambridge, undergraduate and graduate from any College. The Advice Service can help students on a whole range of issues, from making friends to exams from intermission to bullying, and from welfare concerns to finance. The advisers in the team are warm and welcoming, and you can discuss anything with them. To make an appointment email: advice@studentadvice.cam.ac.uk or call: 01223 746999

(e) **The Graduate Union**

All graduate students in Cambridge automatically become members of the Graduate Union and are entitled to use the wide range of technical and social services in the Union’s offices. It is the Union’s task to ensure, through its Executive Committee, that graduate students are represented appropriately within the University. The Union lobbies
the University and the Colleges in order to highlight issues of importance to graduates and helps new graduate students with advice on many aspects of academic and social life in Cambridge. **The Graduate Union also offers a variety of services, such as photocopying, thesis binding and gown loans.**

(f) **The Student Registry: official transcripts**

The Student Registry is responsible for producing the official Cambridge University Degree Certificate. All students are entitled to one free copy of their degree certificate after graduation. Students pay for additional copies of the official University Degree Certificate. The charge, at the time of writing, is £15.

**Academic transcripts:** the University of Cambridge issues **official** University transcripts digitally online through **Digitary CORE.** Digitary CORE is a trusted, secure cloud platform that helps University students from around the world to access and share their verified academic documents online. Verified documents can be stored, accessed and shared with employers, other education providers, governments and third parties, 24/7, from anywhere in the world. This allows for an efficient and effective way to view and share your documents, providing a platform where you are in control of who views your documents and how.

The Centre of South Asian Studies issues **unofficial transcripts**, containing additional information beyond grades (such as prizes). However, the Student Registry issues the only official University transcript.

(g) **Student complaints and examination review procedure**

Professor James Mayall ([jblm2@cam.ac.uk](mailto:jblm2@cam.ac.uk)) is the Responsible Officer for student complaints and examination review in the Department of POLIS. Information can be obtained here:

[Student complaints procedure](#)

[Exam review procedure](#)
APPENDIX A:

ACADEMIC STAFF ASSOCIATED WITH THE MPHIL

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.

Dr Maan Barua  Lecturer in Human Geography, Department of Geography
Main research interests: urban ecology, more-than-human geographies, biodiversity conservation and the politics of lively capital.

Dr Anjali Bhardwaj-Datta  Affiliated Scholar at the Centre of South Asian Studies: gender and urban space in post-colonial Delhi, women’s informalities and patterns of urban change in modern South Asia.

Dr Patrick Clibbens  Affiliated Scholar at the Centre of South Asian Studies: Main research interests: South Asian politics and history, public opinion, social policy, history of political thought, diaspora politics.

Dr Michael Edwards  Smuts Research Fellow at the Centre of South Asian Studies, 2020-22
An anthropologist interested in questions of religion, media, and democracy.

Dr Shailaja Fennell  Reader in Regional Transformation and Economic Security, based at the Centre of Development Studies
Main research interests: institutional reform and collective action, food production and rural
development; gender norms and gender gaps in development interventions, and provision of public goods and the role of partnerships.

**Dr Shruti Kapila**  
(Corpus Christi College)  
*University Lecturer, Faculty of History*

**Main research interests:** Indian history, the history of political thought and psychoanalysis

**Mr Aishwarj Kumar**  
(St Catharine’s College)  
*Language teaching officer in Hindi, Faculty of Asian and Middle Eastern Studies*

**Main research interests:** language and literature, Indian culture, cinema and the media.

**Dr Perveez Mody**  
(King’s College)  
*Senior University Lecturer, Department of Social Anthropology*

**Main research interests:** South Asia; marriage, kinship, urban sexuality; theories of caste and community; human rights.

**Dr Tejas Parasher**  
(King’s College)  
*Junior Research Fellow, King’s College*

**Main research interests:** History of political thought; empire and political thought; political thought of anti-colonialism; modern Indian history, c. 1857-1950; comparative constitutionalism; global intellectual history.

**Professor Jaideep Prabhu**  
(Clare College)  
*Professor of Marketing, Jawaharlal Nehru Professor of Indian Business and Enterprise, and Director of the Centre for India & Global Business at Cambridge Judge Business School*

**Main research interests:** International business, marketing, strategy and innovation.

**Dr Luna Sabastian**  
(Wolfson College)  
*Smuts Research Fellow at the Centre of South Asian Studies, 2019-21*

**Main research interests:** late-nineteenth and twentieth-century Indian intellectual history and political thought; anti-colonial nationalism; Hindutva; global fascism; political modernity and violence; themes of race and caste.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Main Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr Andrew Sanchez</strong></td>
<td>Lecturer, Department of Social Anthropology</td>
<td>Capitalism, class, corruption, economy, India, industry, organised crime, urban anthropology, work and labour.</td>
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<tr>
<td>(Trinity Hall)</td>
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<tr>
<td><strong>Dr Saumya Saxena</strong></td>
<td>British Academy Postdoctoral Fellow, Faculty of History</td>
<td>a legal historian interested in family law, religion and gender politics in India. Women’s rights movements, religion and law in late 20th and 21st century South Asia.</td>
</tr>
<tr>
<td>(Jesus College)</td>
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<tr>
<td><strong>Professor Samita Sen</strong></td>
<td>Vere Harmsworth Professor, Faculty of History</td>
<td>South Asian History and Society, Global History, Colonialism and Post-colonial Studies, Gender Studies, Labour Studies, Education (especially Higher Education), Migration, Women's Movement, Trade Union Movements, Transport workers, Domestic workers (and their movements), History of domesticity, Slavery and Indenture, History of Marriage Systems and Legal History.</td>
</tr>
<tr>
<td>(Trinity College)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Professor Sujit Sivasundaram</strong></td>
<td>Professor of World History, Director of the Centre of South Asian Studies</td>
<td>late-eighteenth and early-nineteenth centuries in the Indian and Pacific Oceans, with a special emphasis on South and South-East Asia and Polynesia.</td>
</tr>
<tr>
<td>(Gonville and Caius College)</td>
<td></td>
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<tr>
<td><strong>Dr David Washbrook</strong></td>
<td>Senior Research Fellow at Trinity College</td>
<td>history of South India between the 18th and 20th Century, history of Indian capitalism</td>
</tr>
<tr>
<td>(Trinity College)</td>
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APPENDIX B:

NOTES ON THE APPROVED STYLE FOR ESSAYS AND DISSERTATIONS IN THE CENTRE OF SOUTH ASIAN STUDIES

B1. LENGTH

The Core Course Practice Essay should be no longer than 2,000 words. The Core Course essay should be no longer than 3,000 words. The Option Course essay should be no longer than 5,000 words. The book review should be no longer than 2,000 words. The dissertation must be between 15,000 and 20,000 words. The word limit includes appendices but excludes footnotes, table of contents, acknowledgements and bibliography. However, where footnotes are used to provide additional commentary or information, over and above the citation of sources, they will be included in the word count.

Acknowledgements, which should be no longer than one A4 page, are encouraged. They will not contribute to the word count.

Statistical tables should be counted as 150 words per table. Maps, illustrations and other pictorial images count as 0 words. Graphs, if they are the only representation of the data being presented, are to be counted as 150 words. However, if graphs are used as an illustration of statistical data that is also presented elsewhere within the thesis (as a table for instance), then the graphs count as 0 words. Only under exceptional circumstances will permission be granted to exceed this limit.

B2. BINDING

Dissertations need not be hard bound and spiral binding is acceptable. Essays may be bound, but need not be.
B3. PLAGIARISM

Guidance on Plagiarism

- **Plagiarism**: using someone else’s ideas, words, data, or other material produced by them without acknowledgement;

- **Self-plagiarism**: using the Registered Student’s own ideas, words, data or other material produced by them and submitted for formal assessment at this University or another institution, or for publication elsewhere, without acknowledgement, unless expressly permitted by the assessment;

Plagiarism is presenting as your own work words and thoughts that are not your own. It is a form of cheating and treated as such by the University’s ordinances. If you are in any doubt about what constitutes plagiarism, ask your graduate supervisor or Director of Studies to talk you through the issue. You should also ensure that you are familiar with the University’s formal definition on academic misconduct.

The Consequences of Plagiarism. A supervisor or examiner with concerns about potential plagiarism in work for formal assessment, whether or not the work has yet been submitted, will contact the Chair or Senior Examiner, who will liaise with the University Proctors. This will lead to an investigative meeting with the student. If the Proctor believes that there is a case to answer, s/he will then inform the University Advocate who can take the student before the University’s Court of Discipline. The Court of Discipline has the power to deprive any student found guilty of plagiarism of membership of the University, and to strip them of any degrees awarded by it. A case may be made irrespective of the student’s intent to deceive.

Use of originality checking software. The University subscribes to a service named ‘Turnitin’ that provides an electronic means of checking student work against a very large database of material from the internet, published sources and other student essays. This service also helps to protect the work submitted by students from future plagiarism and thereby maintains the integrity of any qualifications you are awarded by the University. All work submitted as part of the formal assessment of graduate courses in the Department will be submitted to Turnitin. The originality report will then be used to inform judgements about whether or not plagiarism has occurred. The copyright of the material remains entirely with the author, and no personal data will be uploaded with the work.
Examples of plagiarism include:

- Quoting verbatim another person's work without due acknowledgement of the source.
- Paraphrasing another person's work by changing some of the words, or the order of the words, without due acknowledgement of the source.
- Using ideas taken from someone else without reference to the originator.
- Cutting and pasting from the internet to make a compilation of online sources.
- Submitting someone else's work as part of your own without identifying clearly who did the work. For example, buying or commissioning work via professional agencies such as 'essay banks' or 'paper mills', or not attributing research contributed by others to a joint project.

NOTE: Submitting your own work for more than one assessment would also count as plagiarism. This would include cutting and pasting substantial passages from essays and book reviews submitted for the MPhil course.

Plagiarism might also arise from colluding with another person, including another candidate, other than as permitted for joint project work (i.e. where collaboration is concealed or has been forbidden). A candidate should include a general acknowledgement where he or she has received substantial help, for example with the language and style of a piece of written work.

While it is understood that some students may need or desire editorial help, particularly if English is not their first language, the precise type of assistance received in writing an essay and from whom it was received should be explicitly stated in a footnote or acknowledgement. Proofreading, reading drafts, and suggesting general improvements are not collusion and students are encouraged to obtain a third party view on their essays. However, for example, if a supervisor or another student carried out a detailed redraft of the entire conclusion portion of an essay, this would be considered collusion.

Plagiarism can occur in respect to all types of sources and media:

- Text, illustrations, musical quotations, mathematical derivations, computer code, etc.
- Material downloaded from websites or drawn from manuscripts or other media.
- Published and unpublished material, including lecture hand outs and other students' work.

How to avoid plagiarism

The stylistic conventions for different subjects vary and you should consult your Course Director or Supervisor about the conventions pertaining to your particular subject area. Most courses will
issue written guidance on the relevant scholarly conventions and you are expected to have read and to follow this advice. However, the main points are:

- When presenting the view and work of others, include in the text an indication of the source of the material, e.g. ‘As Sharpe (1993) has shown,’ and give full details of the work quoted in your bibliography.
- If you quote text verbatim, place the sentence in inverted commas and give the appropriate reference e.g. ‘The elk is of necessity less graceful than the gazelle’ (Thompson, 1942, p46) and give the full details in your bibliography as above.
- If you wish to set out the work of another at length so that you can produce a counter-argument, set the quoted text apart from your own text (e.g. by indenting a paragraph) and identify it by using inverted commas and adding a reference as above. NB long quotations may infringe copyright, which exists for the life of the author plus another seventy years.
- If you are copying text, keep a note of the author and the reference as you go along, with the copied text, so that you will not mistakenly think the material to be your own work when you return to it after a period of time.
- If you reproduce an illustration or include someone else’s data in a graph, include the reference to the original work in the legend, e.g. (figure redrawn from Webb, 1976) or (triangles = data from Webb, 1976).
- If you wish to collaborate with another person on your project, you should check with your supervisor whether this might be allowed and then obtain permission.
- If you have been authorised to work together with another candidate or other researchers, you must acknowledge their contribution fully in your introductory section. If there is likely to be any doubt as to who contributed which part of the work, you should make this clear in the text wherever necessary, e.g. ‘I am grateful to A. Smith for analysing the sodium content of these samples.’
- Be especially careful if cutting and pasting work from electronic media; do not fail to attribute the work to its source. If authorship of the electronic source is unclear or not given, ask yourself whether it is worth copying.

- The University’s definition of academic misconduct can be found here and replaces the previous ‘University Statement on Plagiarism’.
- The Proctorial Notice on Plagiarism for 2019-20 can be viewed on the Proctors’ website.
B4. Bibliographical References in dissertations

The bibliography must include all material, primary and secondary, that has been cited or has substantially informed the dissertation; it should not include materials consulted that have not, in the end, been used. It should normally be divided into manuscript sources, printed sources, printed secondary works and unpublished dissertations.

We do not give precise instructions about citations in the thesis. The choice between footnotes and author-date or Harvard referencing is a pragmatic one, on which you should take advice from your supervisor, and may reflect the discipline within which you are working and the extent to which your dissertation relies upon primary materials. We recommend that you consult one of the books listed below, which both offer excellent advice on scholarly presentation. Style guides abound and differ considerably one from another. Many have been through numerous editions, and it is always best to consult the most recent edition. Shorter guides inevitably fail to cover some of the more arcane issues. On the other hand the longer and more authoritative guides include much material you will never need.

MHRA Style Guide Online

The Chicago Manual of Style Guidelines is available as an e-book

Should you still be confused, please consult your supervisor for further advice.

B5. THE TYPESCRIPT

It is most important to ensure that you do not submit your essays and dissertations with a large number of typographical and other errors. Be sure to proof read carefully. The following notes give guidance on the preparation of a typescript, on bibliographies and footnoting. They are not intended to be exhaustive, nor are they compulsory. There are a number of accepted conventions that you can use. The conventions outlined below have been adapted from the house-style of the Cambridge Historical Journal. Recent articles published in this journal will normally provide a good model for you to follow, in line with the guidance outlined here. You may, however, wish to choose a different set of conventions. The main principle is to be consistent. Choose your system and stick to it. If you have doubts about using the system outlined below, seek the advice of your supervisor. For another helpful source of very detailed guidance on all aspects of bibliographical style and other conventions such as abbreviations,
spelling, capitalization, etc., consult the style guide of the MHRA (Modern Humanities Research Association), available as a pdf file.

Always make regular backups of your computer files, as well as hard copy print-outs.

Have your dissertation printed on one side of A4 paper (on a laser printer or a good inkjet printer).

Leave margins of at least 40mm at the top, the left and the foot, and 25mm at the right.

Line spacing: Everything in the main text should be one-and-a-half spaced, except indented quotations and footnotes (which should be at the foot of the page) which should be single-spaced. Be sure to paginate.

There is no prescribed typeface but it is strongly recommended that candidates use simple classical typefaces (such as Times New Roman). Use 12 pt for the body of the text and 11 pt for footnotes.

In the case of rare languages where the appropriate fonts may not be available hand-written additions to the printed texts are allowed. See that any handwriting is entirely legible, and that subscripts and superscripts are clearly positioned.

B6. TEXT CONVENTIONS

(a) Transliteration of Non-English Words

When transcribing non-English words it is best to use the modern forms of transliteration used, for instance, in R.S. McGregor’s The Oxford Hindi-English dictionary, which also contains many transliterations of Urdu words. However, when using original sources from historical works you must maintain the original spellings. This is particularly important when reproducing Indian names of the 19th Century or earlier. It is best to use the name forms which these individuals themselves used, unless there are very good reasons for doing otherwise. For instance, Syed Ameer Ali, always used this form for his own name and it would not be necessary to change it into a modern transliteration such as ‘Sayyid Amir Ali’.

Not everyone will have access to superscripts denoting long vowels, so these are not obligatory. Broadly speaking students should use their own judgement and consult their supervisors for guidance on these points.
(b) **Headings**

Do not use more than three kinds of headings within a chapter; the more kinds there are, the more difficult it will be for the reader to distinguish one grade from another.

(c) **Abbreviations**

A list of abbreviations used in the text and the footnotes should be placed at the beginning of the thesis, after the preface.

(d) **Tables**

May be typed on separate sheets or in the text. Tables of more than four lines should be numbered and given suitably descriptive titles, and referred to in the text by number rather than ‘as follows’. Do check your tables carefully. Are they in the form that the reader will find most helpful? Will the reader be able to compare one set of values with another? Are all units, percentages and totals identified? Do the totals tally with the individual values? You should also make clear (either in the title, the text, or using a footnote) the source(s) of material from which the table has been compiled.

(e) **Quotations**

Follow the punctuation, capitalization, and spelling of the original.

For short quotations use single quotation marks (except for quotations within quotations which should have double quotation marks). Short quotations (those that do not exceed four lines of typescript) should run on with the main text. Longer quotations should be typed as a displayed extract, i.e. indented and separated from the rest of the text with a line space above and below, using single spacing for the quoted extract. Longer quotations formatted in this way do not need quotation marks (except for single quotation marks for quotations within quotations).

Use three point ellipses ... when omitting material within quotations. (Note that there is no purpose in placing brackets around ellipses; and rarely is there any purpose in placing ellipses at the beginning or end of quotations.) Punctuation should come after closing quotation marks, except for exclamation marks and question marks belonging to the quotation, or a full stop if the quotation is (or ends with) a grammatically complete sentence beginning with a capital. Some examples:

- He declared that ‘the sergemakers are rebelling’.
- He made his report. ‘The sergemakers are rebelling.’
- He stated that ‘Mr Ovington told me, ‘the sergemakers will rebel’, but I did not believe him’.
(f) **Spelling**
Follow British English rather than American English (e.g. defence, labour, programme, sceptical). Note the following preferences:
- -ize
- -tion
acknowledgement
connection
dispatch
elite (no accent)
focused
indexes
inquiry
judgement
medieval
premise
reflection
regime (no accent)
role (no accent)

Note especially the use of -ize rather than -ise. E.g. criticize, emphasize, organize, recognize.

(g) **Titles cited in the text**
Titles of books should be either italicized or underlined; do not use inverted commas. Use inverted commas and roman type if naming a part of a book or an individual chapter. E.g. ‘This point is strongly made in the fourth chapter, ‘Of sincerity’, in Maxim Pirandello’s *Princely government* (1582).’

(h) **Foreign words and phrases**
Foreign words and phrases should be italicized (or underlined), except when they are naturalized, i.e. have become normalized in English usage. E.g. *phronesis, ius naturale*, status quo, ex officio. Some words that are naturalized may nonetheless still carry accents if it affects pronunciation, e.g. protégé, whereas ‘regime’ and ‘role’ have lost their accents. Translations of quoted material that is not in English should be provided in the footnotes. Where appropriate, the original may be quoted alongside the English in the main body of the dissertation. In either case, the duplicate text may be excluded from the word count.

(i) **Numerals**
Spell out all numbers up to ninety-nine (e.g. five hospitals, twenty years ago, seventy-four years old; but 101 days, 404 parishes), except when used in groups or in statistical discussion (e.g. ‘75 voted for, 39 against, and 30 abstained’). Use words rather than figures to start a sentence.
Thousands take a comma: ‘5,000’. Use 0.15 rather than .15.
Note the use of elisions: 101-2; 1568-9. Numbers in the teens are not fully elided: 115-16; 1611-12.

(j) Dates
Express dates as follows in the text: 12 December 1770 (i.e. do not use the form December 12th, 1770).
Decades should be referred to as 1660s (not 1660’s).
Use 1534-5 (not 1534-35), but for years in the teens use 1513-14 (not 1513-4). In B.C.
references the full dates must be given, e.g. 250-245 B.C (not 250-45 B.C.). Use ‘between 1641 and 1650’ and ‘from 1641 until 1650’ or just ‘1641-60’, but not ‘between 1641-50’ or ‘from 1641-50’.
Place a comma before dates when citing titles of books and articles: A history of Hungary, 1810-1890.
When referring to centuries, be aware of the distinction between ‘the court in the sixteenth century’ (noun, without hyphen) and the ‘sixteenth-century court’ (adjective, with hyphen).

(k) Currency
Words should be used to express simple sums of money occurring in normal prose: ‘the manuscript was sold for two shillings in 1682’. Sums of money which are cumbersome to express in words, and sums occurring in statistical tables etc. should be expressed in figures.
British currency prior to 1971 should be shown in the following form: ‘The value of the goods stolen was £3 4s 8d’. British decimal currency should be expressed in pounds and new pence, separated by a full stop and not a comma: ‘£5.00’. Sums below one pound can be shown as ‘84p’ or ‘½p’ (note no full stop after ‘p’). Abbreviations may be used for the more familiar foreign currencies where it is not appropriate to express sums in words. Do not use £ for lire or livres, use li. instead. Always make it clear what currency you are using, particularly when there may be confusion, e.g. livres tournois and livres parisis, US $, Canadian $ and Rupee (R).

(l) Punctuation
The addition of a possessive - ‘s following a name ending in -s is preferred (e.g. Dickens’s, Jones’s, rather than Dickens’, Jones’), except that people in the ancient world do not carry the possessive final ‘s, e.g. Sophocles’, Jesus’.
Note that plainly parenthetical clauses or phrases require commas both before and after them; if in doubt about comma placement in these and other cases you are advised to consult Fowler’s English Modern Usage. Round (not square) brackets should be used for brackets within brackets. Square brackets should be reserved for editorial interpolation within quoted matter.
(m) **Capitalization**

In general, use lower case wherever possible, but do not take this policy to extremes. Use lower case for titles of books and articles (except for the initial letter), but not for journals and newspapers, where each significant word carries a capital. E.g. ‘In his book *The making of peace* he argued in favour; but, writing in *The Sheffield Gazette*, he declared that ...’ Note that newspapers include the definite article in their titles when cited in the text, e.g. *The Guardian, The Observer, The Lancet*; but without the definite article in footnotes, e.g. *Guardian*, 14 Aug. 1964, p. 8.

Use lower case for titular offices: the king, sultan, monarch, pope, lord mayor, prime minister, foreign secretary, bishop of Durham, chiefs of staff, duke of Portland. But use upper case to avoid ambiguity (the Speaker, the British Resident). Use upper case in personal titles only when they immediately preface names (Pope John, King William, Duke Richard, Viscount Andover, Bishop Outhwaite). E.g. ‘The earl of Lovelace conveyed the king’s command to the bishops ordering them to refrain from preaching, but Bishop Outhwaite was not dissuaded.’

In general, use lower case for institutions, government agencies, etc.: the cabinet, privy council, royal commission, select committee, member of parliament (but MP), the opposition. But use upper case to avoid ambiguity or where convention insists: the Bank of England, King’s Bench, the Inner Temple, the House of Commons, the Star Chamber.

Use upper case for political parties except where ambiguity is impossible: so, whig, tory, but Conservative government, the Liberal Party, the Labour opposition.

Use lower case for historical systems, periods, events, and religions, wherever possible: Washington treaty, the British empire, home rule, the commonwealth, the middle ages, puritans, parliamentarians. But use upper case to avoid ambiguity or where convention insists: the Congress of Vienna, the Renaissance, the Enlightenment, the First World War, the French Revolution, the Third Republic, the Second Empire, the Union; Catholic, Protestant, Muslim, Jewish, Wesleyan, Quaker.

Note that words derived from names of persons take upper case: Jesuit, Calvinism, Bonapartist, Marxism.

Use lower case for official publications (e.g. the report of the select committee on agriculture, a bill, an act, the act, the bill), except for the names of specific items (e.g. the Stamp Act).

Examples:

- an act
- battle of Waterloo
- bishop of Durham
- Bishop Tenison
- British empire
- cabinet
- Catholics
chiefs of staff
the church
the Commons
commonwealth
council of state
crown
duke of Portland
Duke William
First World War
foreign secretary
French Revolution
houses of parliament
king
King’s Bench
Labour opposition
lord mayor
member of parliament
middle ages
ministry of defence
parliamentarians
Presbyterian
prime minister
privy council
Protestants
Prussian Diet
Seven Years’ War
the state
tory
the Union
Washington treaty
Whig

(n) Bibliographical References
The bibliography must include all material, primary and secondary, that has been cited or has substantially informed the dissertation; it should not include materials consulted that have not, in the end, been used. It should normally be divided into manuscript sources, printed sources, printed secondary works and unpublished dissertations.

We do not give precise instructions about citations in the thesis. The choice between footnotes and author-date or Harvard referencing is a pragmatic one, on which you should take advice
from your supervisor, and may reflect the discipline within which you are working and the extent to which your dissertation relies upon primary materials. We recommend that you consult one of the books listed below, which both offer excellent advice on scholarly presentation. Style guides abound and differ considerably one from another. Many have been through numerous editions, and it is always best to consult the most recent edition. Some have been quicker than others to adapt to the electronic age. Shorter guides inevitably fail to cover some of the more arcane issues. On the other hand the longer and more authoritative guides are heavy and expensive and include much material you will never need.

*MHRA Style Guide Online*

*The Chicago Manual of Style Guidelines* is available as an e-book

Should you still be confused, please consult your supervisor for further advice.

(o) **Glossary**

Occasionally a student might wish to include a glossary in their dissertation. A glossary should appear at the beginning of the dissertation, not the end.
APPENDIX C:

EXAMINING AND MARKING SCHEME:
NOTES FOR EXAMINERS OF ESSAYS AND DISSERTATIONS

These are the ‘Notes for Examiners’ which will be supplied to all examiners, and which are notified and supplied to candidates and supervisors by their inclusion in the Course Handbook. They are in addition to the Guide to Examiners and Assessors for the Degree of MPhil and MRes issued by the Board of Graduate Studies.

C1. The Structure of the Course:

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

Part I

The coursework essay should be no longer than 3,000 words in length 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 in length and should be submitted by 4 pm on the first day of Lent Full Term. This book review counts for 8% of the final mark of the MPhil.

The option essay should be no longer than 5,000 words in length 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 in length, 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 Wednesday, 10 June 2020.

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.
C2. **Notes on Coursework Essays and Book Review:**

Students choose one essay from a list of titles and/or questions issued by the MPhil Graduate Education Committee for each core course/option. At the end of the Michaelmas Term students will be required to produce a review of a book of their choosing within the remit of the course. The word limits may not be breached under any circumstances.

C3. **Notes on the MPhil Dissertation:**

Part II of the course is examined by means of a dissertation, based on individually supervised research. Titles are chosen in conjunction with the supervisor and are approved by the candidate’s supervisor before the end of January and thereafter by the MPhil Graduate Education Committee. Once approved by the Degree Committee in May no change, however minimal, may be made to the title. It is important that dissertations correspond to their titles and that those titles are as informative as possible. A dissertation title should be brief and to the point and should approximate a simple statement of the subject or contents of the dissertation.

C4. **Note on Plagiarism, Footnotes and Word Count:**

Policy, procedure and guidance for examiners concerning good academic practice and plagiarism can be found here

See also Appendix B3 for notes on plagiarism.

Candidates are required to note the total word count on the cover sheet submitted with the dissertation and to email the dissertation in Word format so that, if necessary, the word count may be verified.

*The word limit includes appendices but excludes acknowledgements, footnotes, glossary and bibliography*. However, where footnotes are used to provide additional commentary or information, over and above the citation of sources, they will be included in the word count.

Statistical tables should be counted as 150 words per table. Maps, illustrations and other pictorial images count as 0 words. Graphs, if they are the only representation of the data being presented, are to be counted as 150 words. However, if graphs are used as an
illustration of statistical data that is also presented elsewhere within the thesis (as a table for instance), then the graphs count as 0 words. Only under exceptional circumstances will permission be granted to exceed this limit. Students can expect to be severely penalized for exceeding the word limit. Normally the penalty will be up to 5 marks but in severe cases the essay or dissertation may be marked as FAILED.

With regards to plagiarism, **examiners who believe that a dissertation infringes the course rules in respect of plagiarism, use of footnotes, or word count, are required to state this in their report but to award a mark independent of these issues.**

**C5. The Marking Scheme:**

Candidates are required to pass each essay examination in this MPhil in these terms. The classification scheme of essay marks, expressed in percentage points, is as follows:

<table>
<thead>
<tr>
<th>75 and above</th>
<th>Marks of 75 and above indicate Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-74</td>
<td>Marks of 70-74 are ‘High Pass’ marks</td>
</tr>
<tr>
<td>67-74</td>
<td>Marks of 70 and above are strong marks to support the case for continuation to the PhD in, for example, the Faculty of History. However, this requirement varies from Faculty to Faculty.</td>
</tr>
<tr>
<td>63-69</td>
<td>Marks of 63 (the necessary mark for compensation: see C11) to 69 are solid but medium-range marks, which will help the candidate securely to pass the course but may, as essay marks, raise questions about whether leave to continue to the PhD should be granted</td>
</tr>
<tr>
<td>60-62</td>
<td>Marks of 60 to 62 are weak pass marks which indicate that the piece of work deserves a bare pass in itself but is not strong enough to offer compensating support should other work be of marginal fail quality</td>
</tr>
<tr>
<td>58-59</td>
<td>Marginal fail marks. Marks of 59 and below indicate work which falls below the academic standard of the course as set out above</td>
</tr>
<tr>
<td>57 and below</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Note that ‘leave to continue’ to the PhD is judged primarily on the basis of dissertation performance, although essay performance may be taken into account in marginal cases.
C6. **How the final mark is calculated:**

**Core essay:** Double marked and an average mark produced. This is worth 12% of the final weighted average mark.

**Book review:** Double marked and an average mark produced. This is worth 8% of the final weighted average mark.

**Option essay:** Double marked and an average mark produced. This is worth 15% of the final weighted average mark.

**Language course:**

- Oral examination: One mark decided by the two examiners present.
- Written examination: double marked.

The three marks (one oral and two written) are used to produce an average mark. This is worth 15% of the weighted average mark.

**Dissertation:** Double marked and an average mark produced. This is worth 50% of the final weighted average mark.

The five **weighted** marks (core and option essays, book review, language and dissertation) are then added together and rounded either up or down to produce a final mark.

The Board of Examiners will place students into four categories: Distinction, High Pass, Pass, and Fail. Normally this will be based on their final mark as indicated in the table below, although all of a student’s marks may be taken into consideration in this decision.

<table>
<thead>
<tr>
<th>75 and above</th>
<th>Marks of 75 and above indicate Distinction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-74</td>
<td>Marks of 70-74 indicate High Pass.</td>
</tr>
<tr>
<td>60-69</td>
<td>Marks of 60-69 indicate Pass.</td>
</tr>
<tr>
<td>59 and below</td>
<td>Fail</td>
</tr>
</tbody>
</table>

**TO NOTE:** official transcripts issued by the University do not record ‘High Pass’ but only ‘Pass’, ‘Fail’ and ‘Distinction’. Unofficial transcripts issued by the Centre of South Asian Studies do record ‘High Pass’.
C7. **Criteria of Assessment:**

Work at this level, particularly the dissertation, should reveal high standards of intellectual enquiry, research skills and analytical sophistication. A mark of 67 or above should be awarded only if the candidate might reasonably be expected to go on to complete a successful PhD. Examiners will primarily assess the academic content of essays. They will consider **scope** (i.e. the appropriateness of the topic, its situation within its larger historical or philosophical context, and in current debate), **research content** (i.e. identification and study of primary sources, in the case of historically focused essays, though these may be limited to a single published text), **quality of argument** (i.e. analysis of historical sources, development of analytical arguments, or reconsideration of existing accounts), and **awareness of limits of knowledge**.

An important criterion of evaluation is the extent to which the dissertation makes an **ORIGINAL CONTRIBUTION TO KNOWLEDGE**. Original primary research, and original interpretations of known materials and sources, will be recognised by examiners.

Candidates are also expected to present work which is clearly and correctly written and which has an adequate scholarly apparatus. The decision to balance judgment on content and presentation in marking MPhil essays, on how to mark relatively for weaknesses either of argument or of prose and presentation rests with the examiner. Examiners should consider the **organisation of the narrative** and the argument, **capacity to summarize** findings, **style and clarity** of prose and **precision in documentation** (including footnotes and bibliography).

C8. **Use of English:**

Candidates are expected to make use of all available resources to ensure that both essay work and dissertations are written in correct English. Examiners should comment on linguistic shortcomings if appropriate. Linguistic shortcomings should be penalized if their effect is to make the work not clearly intelligible. Candidates are encouraged to take great care when proof-reading their work.

C9. **Selection of Examiners:**

All work is assessed by two independent examiners in the first instance. Examiners are nominated by the MPhil Graduate Education Committee at the time that titles of essays are approved and any necessary changes (e.g. due to refusals to serve) are made by the
Convenor subject to the approval of the MPhil Graduate Education Committee acting as Board of Examiners. Dissertation supervisors may not act as examiners of dissertations they have supervised.

C10. Marking Procedures:

Examiners are asked to write at least 250-500 words for students on essays and 500 to 1,000 words of feedback for students on dissertations. The two examiners must not confer before marking and there is no reconciliation of the two marks into a single overall mark. The marks are registered separately by the MPhil Graduate Education Committee sitting as Board of Examiners (and, if necessary, by the External Examiner) and reported separately to the Degree Committee. On receipt of two pass marks where there is a discrepancy of 7 or more marks, a third mark will be sought from the External Examiner, except where both marks are 75 or above. If the External Examiner is one of the regular examiners involved in a case of manifest divergence, the Convenor will ask an experienced faculty member in Cambridge with relevant expertise to provide the third mark and appointment of this person will be confirmed by the MPhil Graduate Education Committee sitting as Board of Examiners at the time the marks are confirmed. When a third examiner has to be appointed, this person should first reach an independent conclusion on the basis of the written work and only then look at the marks and comments of the two examiners before giving a final mark.

Where all the marks are pass marks, all three will be presented to the Examiners’ meeting and recorded in the candidate’s file. However, for the purposes of the scaled average, whichever two marks of the three are closest to each other will stand, the outlying mark being discarded.

Where the three marks are equidistant from each other, the two marks most favourable to the candidate will stand.

In the case of one or more marks being a marginal fail or fail, all three marks are presented, with the third mark confirming whether that element is deemed to be a pass, marginal fail or fail. If the candidate is deemed to have passed, the marginal fail mark will be discarded.

If the supervisor or examiner of any piece of work (except the External Examiner) are members of the MPhil Graduate Education Committee sitting as Board of Examiners, they shall not be able to vote on any question arising about that piece of work.
C11. Marginal Fail Marks in the Core Course and Options Essays

(a) The marks of 58 and 59 are a marginal fail marks. All work receiving a marginal fail mark will be read by a third examiner (normally the External Examiner). The third reader will examine and award marks independently, without reference to the marks already awarded. Whenever possible, the third reader’s mark should give a clear recommendation of Pass or Fail. If the External Examiner awards a mark of more than 60, the marginal fail mark or marks will be ignored. If confirmed by the External Examiner or other third marker, marginal fail marks on a single essay may be redeemed by the essay for the other course element where the mark for that essay does not fall under 63 (counting for this purpose only the third mark on an essay where one has been awarded).

(b) If a confirmed marginal fail mark on an essay (with the other essay a clear pass) is not compensated by the evidence specified in (a) above, the candidate shall be deemed to be a case of ‘marginal failure’ of the MPhil. Candidates in this position will normally be advised to leave the course. However, in exceptional circumstances, point 3(a) of the Board of Graduate Studies ‘Guide to Examiners and Assessors for the degree of MPhil’ may apply, giving the Degree Committee of the Department of Politics and International Studies discretion to allow a candidate to submit a dissertation. In such a case, if the dissertation achieves two marks of 63 or above (or a confirmed post-viva mark of 63 or above), the Degree Committee has power by this regulation to take this into account as a compensatory mark in making its final recommendation to the Board of Graduate Studies.

(c) Receipt of a marginal fail mark from any examiner, confirmed by the External Examiner or by another third marker, in both essays will constitute an outright failure of Part I of the course, see below.

C12. Failure in Part I:

(a) As a consequence of confirmed marginal fail marks in two essays:
Receipt of a marginal fail mark from any examiner, confirmed by a third marker, on more than one essay will constitute an outright failure of the course. Normally this would entail failure of the course as a whole. The MPhil Graduate Education Committee sitting as Board of Examiners will make a recommendation to this effect to the Degree Committee of the Department of Politics and International Studies, which has the responsibility of confirming passes and fails in MPhil courses under its jurisdiction. Any candidate who fails this part of the MPhil course may apply to the Board of Graduate Studies for transfer to the Certificate of Postgraduate Study.
(b) **As a consequence of a confirmed fail mark:**

In the case of one or two fail marks (58 or below) the External Examiner is automatically asked by the Chair of the MPhil Graduate Education Committee to examine and enter a third mark for the essay. Fail marks submitted by the External Examiner acting as a regular essay examiner will be moderated by a third marker appointed by the Convenor and confirmed by the MPhil Graduate Education Committee sitting as Board of Examiners. The third reader will examine and award marks independently, without reference to the marks already awarded. Whenever possible, the third reader’s mark should give a clear recommendation of Pass or Fail. A third mark, which is a failing mark, cannot be compensated and constitutes grounds for failure of the course overall. The MPhil Graduate Education Committee sitting as Board of Examiners will make a recommendation to this effect to the Degree Committee of the Department of Politics and International Studies. Any candidate who fails this part of the MPhil course may apply to the Board of Graduate Studies for transfer to the Certificate of Postgraduate Study. The Board of Graduate Studies allows the Degree Committee discretion in the case of certain core course and option failures to allow a candidate to submit a dissertation. In such a case, two marks of 63 or above (or a confirmed post-viva mark of 63 or above) for the dissertation would be required in order to compensate for the core course or option failure. Referral of essays for further work and for re-examination at a later date is not allowed.

**C13. Marginal Fail Marks in the Dissertation:**

The mark of 59 is a marginal fail mark, which is redeemable by evidence of more than borderline performance overall in the essays submitted in the core course and options. In giving such a mark examiners would indicate that the dissertation alone is not evidence enough to pass the course, but that it is sufficiently close that evidence of reasonably strong performance elsewhere in the course would warrant the award of the MPhil degree.

In the case of one examiner awarding a marginal fail (59) and the other a pass (60 or above), the dissertation will be marked by a third reader (normally the External Examiner). The third reader will examine and award marks independently, without reference to the marks already awarded. Whenever possible, the third reader’s mark should give a clear recommendation of pass or fail. If the third mark is a pass the candidate is deemed to have passed. If the third mark is a marginal or an outright fail, a *viva* will be held. In the case of both examiners awarding a marginal fail, a third reader (normally the External Examiner) is consulted. If the third mark is a pass, a *viva* will be held. If the third mark is a marginal or outright fail, the candidate will be deemed to have failed. If the outcome of such a *viva* is itself a marginal fail mark of 59, this would constitute a marginal fail of the dissertation,
and point 3(b) of the Board of Graduate Studies Guide to Examiners and Assessors for the Degree of Master of Philosophy would apply, giving the Degree Committee discretion to judge whether the essays in the core course and options, taken as a whole had achieved what the Guide calls ‘high performance’ and to take this into account in recommending a pass to the Board of Graduate Studies. Such ‘high performance’ would, for this course, be constituted by a set of essay marks none of which falls under 63 (and excluding for this purpose any mark of 59 which was not confirmed by a third marker). If such compensation is judged to be available, the candidate may be deemed to have passed the MPhil as a whole. If compensation is not available, the candidate will be deemed to have failed.

C14. Failure in the Dissertation:

In the case of one passing and one failing mark (i.e. 58 or below) from examiners, the dissertation is sent to a third marker (normally the External Examiner). If the third mark is a clear pass, the dissertation will be deemed to have passed. If that marker awards a fail mark (i.e. 58 or below), the candidate will be deemed to have failed. If the third mark is a marginal fail, a viva will be held.

The third reader will examine and award marks independently, without reference to the marks already awarded. Whenever possible, the third reader’s mark should give a clear recommendation of pass or fail.

In the event of two clear failing marks, the candidate will be deemed to have failed. In each case where a candidate is deemed to have failed, a viva may be held, but only if the candidate wishes it. Candidates must be informed of their right to request a viva in such cases. In the event of two low failing marks, it is appropriate to advise the student that a conversion of the fail to a passing mark, though theoretically possible, is in practice highly unlikely.

Referral of the dissertation for further work and for re-examination at a later date is not permitted for MPhil dissertations. A fail mark (58 or below, or uncompensated marginal fail mark of 59) confirmed after the viva is grounds for failure of the MPhil course overall. The Graduate Education Committee sitting as Board of Examiners will make a recommendation to this effect to the Degree Committee of the Department of Politics and International Studies. Any candidate who is deemed by the Degree Committee to have failed an MPhil course as a whole, may apply to the Board of Graduate Studies and the Degree Committee to be considered for the award of the Certificate of Postgraduate Study.
C15. **Viva Voce Examinations:**

A *viva* will be required only for certain candidates who receive a failing mark (or a confirmed marginal fail) or in other special circumstances (e.g. suspected plagiarism) recommended by the examiners and/or determined by the MPhil Graduate Education Committee acting as Board of Examiners. *Viva voce* examinations (which normally last for thirty minutes) are held at a predetermined date (usually the day or the day before the Board of Examiners meet). All candidates are informed of this date well in advance. Unauthorised absence of a candidate from a *viva* implies a failure in the dissertation examination. Postponement of the *viva* will be allowed by the MPhil Graduate Education Committee only on the most serious (e.g. medical) grounds. In many cases, candidates may have left Cambridge after submitting the thesis; however, if a candidate is required to attend a viva, they must return to Cambridge. Vivas must almost always be held in person. The Department Degree Committee has determined that vivas held by videoconference are not in the best interest of students, and therefore will not authorise this except in very unusual circumstances. Candidates are usually expected to bear the cost of their return travel and accommodation if they have left Cambridge. If a viva is necessary, the candidate will be notified as soon as possible so that appropriate arrangements can be made. If that happens the *viva* examiners will be notified immediately.

The Chair of the MPhil Graduate Education Committee will call a *viva voce* examination by the two examiners of the dissertation jointly with the External Examiner acting as adjudicator. *Vivas* caused by a mark submitted by the External Examiner acting as a regular dissertation examiner are moderated by a member of the MPhil Graduate Education Committee sitting as a member of the Board of Examiners. The *viva voce* examiners (including the External Examiner or additional member of the MPhil Graduate Education Committee) must submit a joint written report to the MPhil Graduate Education Committee sitting as Board of Examiners and may recommend the raising of dissertation examination marks to pass level or higher. If a joint report is not possible and the two original examiners remain in disagreement after the *viva*, the view of the External Examiner (who will be present at the *viva* and have read the dissertation) will prevail; should he or she be one of the two original examiners, the Examining Board, of which the External Examiner is a member, will decide the matter. It should be noted that the normal expectation is that marks will not be reduced as the result of a *viva*. Confidential minutes of the *viva* examination will be taken either by the Administrative Secretary or another member of the Centre’s staff appointed by the Chair. The officer attending in this capacity will be present at the *viva* only as an observer and will not participate in the discussion.
C16. **Distinctions:**

Outstanding work in Parts I and II of the MPhil should be rewarded with a mark of 75 or above. Examiners are encouraged to make full use of the range of marks above 75.

For outstanding performance on the MPhil as a whole, the MPhil Graduate Education Committee sitting as Board of Examiners may place students in the category of Distinction. Students and their supervisors are informed if they achieve this level so that information may be used for further academic applications. Distinction will be awarded normally only to those candidates achieving a final weighted average of 75 or above. In addition, students awarded Distinction will normally be expected to have a majority of marks of 70 or more in Part I.

C17. **The Role of the External Examiner:**

External Examiners are appointed by the Degree Committee to act in a moderating capacity, provide an independent assessment of academic standards, and comment on the validity of the examination process. External Examiners are not normally expected to carry out marking of assessed work. Rather, they are involved in assessing whether internal marking has been appropriately and consistently applied. External Examiners are entitled to see all scripts and any other work that contributes to the assessment and subsequent classification. More usually however, External Examiners will review a sample of scripts to ensure that internal marking is accurate and consistent and that classifications are of an appropriate standard. External Examiners are expected to advise on the borderlines between classes and between passing and failing. External Examiners appointed to MPhil Degrees are also expected to attend the final meeting of Examiners.

C18. **Deposit of Dissertations in the Centre of South Asian Studies Library:**

The Graduate Education Committee will normally recommend all dissertations for deposit in the Centre of South Asian Studies Library.
C19. Recommendations for Leave to Continue as a graduate student in Cambridge:

For the purpose of leave to continue many faculties require a mark of 70. It is assumed that a mark of 70 or above in the dissertation indicates that the candidate has demonstrated the qualities necessary to be allowed to continue on to the PhD, and conversely, that a mark of 69 or below indicates that a candidate is not suitable to be allowed to continue. It would depend on the chosen course but, for example, under the History Faculty’s procedure for leave to continue, a mark of 70 (if confirmed by the other examiner’s mark) usually constitutes a straightforward criterion for granting leave to continue to the PhD. Examiners should therefore give detailed reasons in their reports if they would wish to recommend that a candidate to whom they have awarded a mark below 70 be allowed to continue to the PhD. But they should not award a mark of 70 or above to any candidate whose dissertation does not, in their opinion, demonstrate the qualities necessary for research at PhD level.

C20. Deadlines and Submission of Examiner’s Reports:

The MPhil Graduate Education Committee will not extend the deadline for the submission of MPhil dissertations by students except on the most serious (e.g. medical) grounds. If that happens examiners will be notified immediately. Normally the MPhil Office will dispatch dissertations to examiners on the day they are received and examiners will have up to two weeks to submit their report and marks. It is essential that examiners should regard their deadline for submission as unmovable and respond as early as they can. If an examiner, for whatever reason, anticipates any difficulty in meeting the deadline, it would be very helpful if the MPhil Office could be warned as soon as possible. In the case of dissertation examinations there is an unusually tight schedule, dictated by a need for a firm decision before mid-July in order for candidates to receive their MPhil degree from the Vice-Chancellor at the customary late-July Congregation. Before final approval is given, the examiners’ marks must go to the Graduate Education Committee for the MPhil sitting as Board of Examiners, then to the Degree Committee of the Department of Politics and International Studies, and finally to the Board of Graduate Studies of the University. Failure to meet the entirely inflexible deadlines set by these committees, to which the MPhil’s own deadline is linked, will delay the approval of the degree and may do harm to the candidate’s plans and chance of receiving funding for the next academic year.

Examiners should not write specific comments or corrections on the texts of essays or dissertations (all submissions are returned to their authors after the completion of the examination process). The space provided on the second page of the report form should be used to complete the report. It should be between 500 to 1,000 words in length - long
enough to provide sufficient feedback to students. The reports should give a brief account of the main claims and features of the work, including any particular achievements or flaws, and should explain the mark awarded according to the marking scheme and criteria set out above. Examination reports, which should be typed, may be sent as an email attachment in Word format to admin@2-asian.cam.ac.uk or by the University Messenger Service or by post on the forms provided to the MPhil Office, Centre of South Asian Studies, Alison Richard Building, 7 West Road, CB3 9DT.

C21. Confidentiality and Feedback to Students:

Essay marks will not be communicated to candidates until approved by the Graduate Education Committee sitting as Board of Examiners. While the names of examiners remain confidential and cannot be released to students, the anonymized examiners’ reports will be provided to students once these reports have been confirmed by the Graduate Education Committee sitting as Board of Examiners.

Dissertation marks will not be communicated to candidates until approved by the Degree Committee of the Department of Politics and International Studies. The names of examiners remain confidential and cannot be released to students. However, the anonymized examiners’ reports will be provided to students once these reports have been confirmed by the Graduate Education Committee sitting as Board of Examiners and agreed by the Degree Committee.

Examiners of the dissertation are asked not to discuss their reports with candidates, even after the examination process has been completed, as it would be unfair for some students but not others to learn the identity of their examiners.

C22. Payment of Examiners:

The Degree Committee will only authorise payment for examiners who are not officers of the University of Cambridge (except for Affiliated Lecturers, who are eligible). Such examiners are invited to complete and return the claim form, an electronic version of which can be found at:

http://www.admin.cam.ac.uk/students/studentregistry/staff/exams/dc/examiners.html
C23  C.A. Bayly Dissertation Prize

The C.A. Bayly Dissertation Prize will be awarded by the Graduate Education Committee sitting as Board of Examiners to the candidate(s) deemed to have produced the best dissertation(s).

C24  Prize for best performance overall

The prize for best performance overall in the MPhil 2020-21 will be awarded by the Graduate Education Committee sitting as Board of Examiners.
### APPENDIX D:

## COURSE SCHEDULE FOR STUDENTS

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, 14 October 2020</td>
<td>Practice essay questions distributed</td>
<td>Non-assessed essays of 1,500-2,000 words</td>
</tr>
<tr>
<td>Wednesday, 4 November 2020</td>
<td>Practice essays submitted Core essay questions distributed</td>
<td>Submit to by 4 pm</td>
</tr>
<tr>
<td>Tuesday, 19 January 2021</td>
<td>Core Course essays and book reviews submitted</td>
<td>Submit by 4 pm</td>
</tr>
<tr>
<td>Tuesday, 19 January 2021</td>
<td>Dissertation titles due</td>
<td>Email to <a href="mailto:mphil@s-asian.cam.ac.uk">mphil@s-asian.cam.ac.uk</a> by 4 pm</td>
</tr>
<tr>
<td>Monday, 16 February 2021</td>
<td>Option essay questions distributed</td>
<td>Essays of not more than 5,000 words in length</td>
</tr>
<tr>
<td>Tuesday, 27 April 2021</td>
<td>Option essays submitted 4 pm</td>
<td>Submit by 4 pm</td>
</tr>
<tr>
<td>Wednesday, 5 May 2021</td>
<td>Last date for revision of dissertation titles</td>
<td>Final list submitted to the Graduate Education Committee</td>
</tr>
<tr>
<td>Wednesday, 26 May 2021 (TBC)</td>
<td>LANGUAGE ORAL EXAMS</td>
<td>30 minutes in length. Venue (or online) TBC.</td>
</tr>
<tr>
<td>Monday, 7 June 2021 (TBC)</td>
<td>THREE HOUR EXAM</td>
<td>Time and venue (or online) TBC</td>
</tr>
<tr>
<td>Wednesday, 16 June 2021</td>
<td>Dissertation submission</td>
<td>Submit by email in Word format to <a href="mailto:admin@s-asian.cam.ac.uk">admin@s-asian.cam.ac.uk</a> by 4 pm, plus 2 soft-bound copies (TBC). Dissertation of between 15,000 and 20,000 words</td>
</tr>
</tbody>
</table>

**FROM MONDAY 5 JULY 2021 (TBC)**

**RESULTS RELEASED TO STUDENTS**

Friday & Saturday, 23 & 24 July 2021

First Congregation date at which MPhil students will be able to graduate in person if they wish to

Arrangements to be made with students’ colleges

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*All the information contained in the MPhil in Modern South Asian Studies Course Handbook 2020-2021 is correct at the time of publication but may be subject to alteration at any time.*

*MPHIL Office  
Centre of South Asian Studies*