MSc in Contemporary India
Course Handbook 2015/16

Contemporary South Asian Studies Programme
School of Interdisciplinary Area Studies
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The information in this handbook is correct at date of publishing but may be subject to change.

September 2015.
STATEMENT OF COVERAGE

This handbook applies to students starting the MSc in Contemporary India in Michaelmas term 2015. The information in this handbook may be different for students starting in other years.

VERSION

1.0 2015

DISCLAIMER

The Examination Regulations relating to this course are available at http://www.admin.ox.ac.uk/examregs/. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact Dr Paul Irwin Crookes and/or Sarah Dewick.

The information in this handbook is accurate as at 14th September 2015, however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges. If such changes are made the department will publish a new digital version of this handbook together with a list of the changes and students will be informed.
CONTENTS

FOREWORD................................................................. 2
STATEMENT OF COVERAGE.................................................. 2
VERSION........................................................................... 2
DISCLAIMER...................................................................... 2
CONTENTS ........................................................................ 3
WELCOME.......................................................................... 6
WELCOME FROM THE HEAD OF THE SCHOOL OF INTERDISCIPLINARY AREA STUDIES .............. 6
WELCOME FROM THE DIRECTOR OF THE CONTEMPORARY SOUTH ASIAN STUDIES PROGRAMME .... 7
USEFUL DEPARTMENT CONTACTS ..................................... 8
MSc CONTEMPORARY INDIA STAFF CONTACT DETAILS............................................................... 9
IMPORTANT DATES.......................................................... 10
   Deadlines for Examined Work and Non-assessed Essays ................................................................. 11
COURSE CONTENT AND STRUCTURE............................................. 12
   OVERVIEW ....................................................................... 12
   COURSE AIMS ................................................................... 12
   INTENDED LEARNING OUTCOMES ................................... 13
   COURSE STRUCTURE ...................................................... 13
SYLLABUS............................................................................ 14
   RESEARCH METHODS .................................................... 14
   INDIAN POLITICS SINCE 1947 ........................................ 17
   ENVIRONMENT IN INDIA .................................................. 19
   INDIAN POLITICAL ECONOMY ........................................ 21
   CULTURE AND SOCIETY .................................................. 23
   HUMAN DEVELOPMENT ................................................ 25
   INTERNATIONAL RELATIONS ........................................ 27
   BIG THINKERS BIG LUNCH ............................................... 29
TEACHING AND LEARNING .................................................... 30
   ORGANISATION OF TEACHING AND LEARNING ............. 30
   Supervision ...................................................................... 30
   Graduate Supervision System ........................................... 30
FIELDWORK......................................................................... 31
PROJECTS............................................................................ 34
WELCOME

This Handbook is intended to help guide you through your course and to provide the information that it is anticipated you will need to know during your time as Oxford. You will also find lots of useful information of relevant to your course from the following sources:

- the School’s website, which includes information about news and events;
- our WebLearn site, which provides information on lectures, classes, reading lists as well as guidance concerning supervision, undertaking fieldwork and the ethical review process for any research projects involving human participants or personal data;
- the Oxford Students Website;
- your individual college handbook;
- the University’s Examination Regulations, which provide the course regulations; and
- the programme’s examination conventions provided on our Weblearn site, which set out the procedures required by the examinations you will take and cover how written papers will be set, how your work will be assessed and how an overall year outcome will be determined.

If you need any further help or require more information on any aspect of the Handbook, please contact Sarah Dewick.

WELCOME FROM THE HEAD OF THE SCHOOL OF INTERDISCIPLINARY AREA STUDIES

On behalf of the management team of the School of Interdisciplinary Area Studies (SIAS), I would like to welcome you all warmly to Oxford and to SIAS. Founded in 2004, the School is part of the Social Sciences Division and has a total staff, including academics, researchers, and administrators, of about 70 people based at faculty locations in and around Bevington Road, Winchester Road and Canterbury Road on the northern side of the University precinct.

We are the largest department of scholars in the UK dedicated to the study of key regions across the world. Our research and teaching activities encompass Africa, China, Japan, Latin America, the Middle East, Russia and Eastern Europe, and South Asia, scaling in reach from the local and national to the regional and global. Whilst our scholarship certainly engages with important theoretical debates and major concepts such as globalisation, liberalisation, and feminism, it is always informed by a deep understanding of the relevant country and region concerned, helping us to analyse the social, political and cultural drivers of a particular region to better explain both the historical context and the contemporary factors shaping the world today. I invite you all to join us in these debates and I wish you a very enjoyable time here as members of the School.

Professor Rachel Murphy
Head of SIAS
Associate Professor in the Sociology of China
A warm welcome to the MSc in Contemporary India (MSc CI) and to the School of Interdisciplinary Area Studies (SIAS). At SIAS, a number of developing countries as well as major emerging powers, such as India and China, are studied, not just in their own right, but they are also compared and contrasted from positions of intellectual strength in this University.

The MSc CI is an intellectually ambitious and pioneering degree course that focuses on India as an emerging global power, and seeks to understand both India’s achievements and its persistent problems. We probe the interconnections between the country’s democratic and developmental successes and failures. To ensure a multi-dimensional and critical enquiry into the contradictory features of contemporary India, we approach our study from a number of disciplinary and analytical perspectives, through six compulsory modules: politics, international relations, political economy, culture and society, human development and environment. You will write an essay on each and will appear for written examinations at the end of the year. We also teach you research methods to start you off on a sound basis for your own research and so that you have a deeper critical understanding of how scholarship has been produced. We wish to develop unified research methods for Area Studies, and hence our research methods teaching will involve you with teachers and students of China, Japan, Eastern Europe, Africa and Latin America as well as India. India is a fascinating laboratory for heterodoxy as well as orthodoxy in social science analysis, and so we want to teach India not only by way of empirical facts and substance, but also by way of ideas and debates on that substance. We want you to have the opportunity to pursue India and interpretations of India in depth, first, through a dissertation on a subject of your choosing, and second, through an essay on ‘ways of knowing’ India – on theoretical debates, critical theory or an epistemological or historiographical topic, which you will select for yourself.

The MSc CI is embedded in and benefits from the dynamic research culture of the Contemporary South Asian Studies Programme (CSASP) at SIAS, which hosts several visiting researchers every year and collaborates with various overseas centres and institutions, dedicated to the study of South Asia. CSASP is also the home of major research projects on South Asia, involving an international network of scholars. At present, Professor Barbara Harriss-White is completing a project entitled, “Resources, Greenhouse Gas Emissions, Technology and Work In Production and Distribution Systems: Rice in India”. The Contemporary South Asia Seminar series is the core academic seminar for the MSc CI. The seminar is held at the Oxford Department of International Development (ODID), and is convened by Professors Sud and McCartney. Several conferences and international workshops are also organised at CSASP and ODID during the year, including an opportunity for students to take part in a student-led conference “exchange” programme with students at Warsaw University.

Information about visiting fellows, seminars, workshops and conferences will be separately available during the course of the year, along with details of social occasions such as the SIAS student party, documentary and film nights and, of course, the all-important Secret Diwali gift exchange!

I wish you a very stimulating and rewarding year, and hope that you will be able to make the most of what we have to offer.

Professor Matthew McCartney
Director of the Contemporary South Asian Studies Programme
Associate Professor in Political Economy and Human Development of India
USEFUL DEPARTMENT CONTACTS

Your Course Director and the main port of call for academic matters this year is Dr George Kunnath. Dr Kunnath will act as our South Asia ‘base’ for research methods, along with Professor Matthew McCartney who will be responsible for quantitative methods. Dr Kunnath will also convene the module on Culture and Society. Professor McCartney, a development economist, will teach you Human Development and Political Economy. Dr Kate Sullivan, whose work focuses on a rising India and India’s nuclear politics, will teach International Relations and Professor Nandini Gooptu, currently the Director of Queen Elizabeth House will cover Politics. Uma Pradhan, a Research Student at ODID will be taking the Politics classes and convening the Environment module. We are making a bold experiment in asserting the importance of the environment to the 21st century and in ‘mainstreaming’ India’s environment. Each of the core teachers is committed to teaching an environmental aspect of their own discipline, along with some invited guest speakers. The environment module is supported by the newly established Oxford India Centre for Sustainable Development at Somerville.

In addition, there is a much larger set of academics elsewhere in the University who research and teach India and are involved in the degree in various ways, notably, Professor David Gellner and Dr Robert Parkin in Anthropology; and Dr Nikita Sud who researches Gujarat’s development and politics, and is based in the Department of International Development (QEH). Others are listed in Annex B of the handbook. We are grateful to all of them for their enthusiastic support of the degree.

Professor Matthew McCartney  
Associate Professor in Political Economy and Human Development of India  
College: Wolfson  
Office Location: SIAS, 12 Bevington Road  
Course Taught: Political Economy, Human Development  
Term: Michaelmas and Hilary  
Research Interests: Economic development and political economy of post-Independence South Asia

Dr George Kunnath  
Departmental Lecturer in Modern Indian Studies  
College: Wolfson  
Office Location: SIAS, 12 Bevington Road  
Course Taught: Research Methods, Culture and Society in India  
Term: Michaelmas and Hilary  
Research Interests: Dalits, caste inequality, gender, education and Christianity in India

Dr Kate Sullivan  
Departmental Lecturer in Modern Indian Studies  
College: Wolfson  
Office Location: SIAS, 12 Bevington Road  
Course Taught: International Relations  
Term: Hilary  
Research Interests: India’s rise in world politics, Indian political and international political thought, Indian disarmament and nuclear politics
**Professor Nandini Gooptu**  
*University Reader in South Asian Studies*

**College:** St Antony’s  
**Office Location:** QEH  
**Course Taught:** Indian Politics since 1947  
**Term:** Michaelmas  
**Research Interests:** Caste and communal politics in India; the urban poor and labour in India; urban development and politics

**Dr Paul Irwin Crookes**  
*SIAS Director of Graduate Studies*

**Office Location:** Dickson Poon China Centre, Canterbury Road

**Sarah Dewick**  
*Programme Administrator*

**Office Location:** School of Interdisciplinary Area Studies, 12 Bevington Road  
(Sarah is your first point of contact for all course related administrative matters).

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**MSc CONTEMPORARY INDIA STAFF CONTACT DETAILS**

<table>
<thead>
<tr>
<th>Contact Details for MSc Contemporary India Staff</th>
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<tbody>
<tr>
<td>Professor Matthew McCartney</td>
<td>(2)84993</td>
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<td>Dr George Kunnath</td>
<td>(2)84987</td>
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<td>Dr Kate Sullivan</td>
<td>(2)84984</td>
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<td>Professor Nandini Gooptu</td>
<td>(2)81825</td>
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<td>Administrator</td>
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<tr>
<td>Miss Sarah Dewick</td>
<td>(2)84852</td>
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<th>Contact Details for SIAS Staff</th>
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<tr>
<td>Dr Paul Irwin Crookes (SIAS DGS)</td>
<td>(6)13848</td>
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<tr>
<td><strong>Departmental Disability Contacts</strong></td>
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</tr>
<tr>
<td>Dr Paul Irwin Crookes (SIAS DGS)</td>
<td>(6)13848</td>
</tr>
<tr>
<td>Tanya Baldwin (SIAS Head of Administration and Finance)</td>
<td>(2)84994</td>
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**IT and Library Services**

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<th>Department</th>
<th>Contact Information</th>
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<tr>
<td>IT Services</td>
<td>(2)73200</td>
<td><a href="https://www.it.ox.ac.uk/">https://www.it.ox.ac.uk/</a></td>
</tr>
<tr>
<td>Social Sciences Library</td>
<td>(2)71093</td>
<td><a href="http://www.bodleian.ox.ac.uk/ssl/contact">http://www.bodleian.ox.ac.uk/ssl/contact</a></td>
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Oxford University operates a three-term academic year. The terms are named ‘Michaelmas’ (MT), ‘Hilary’ (HT) and ‘Trinity’ (TT). Terms are eight weeks long and each week is numbered. All introductory meetings at the start of the year take place in ‘Induction Week’, which begins in Noughth Week (Week 0) of the Michaelmas Term. Exams usually take place in Week 9 of the Trinity Term.

**Michaelmas Term 2015**  
12th October 2015 (1st Week) to 4th December 2015 (8th Week)

**Hilary Term 2016**  
18th January 2016 (1st Week) to 11th March 2015 (8th Week)

**Trinity Term 2016**  
25th April 2016 (1st Week) to 17th June 2016 (8th Week)

*With the MSc in Contemporary India, the sky’s the limit!*
### Deadlines for Examined Work and Non-assessed Essays

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<th>Module Essays</th>
<th>Critical Theory of India Essay</th>
<th>Research Methods</th>
<th>Dissertation</th>
<th>Examinations</th>
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<tr>
<td><strong>MT</strong></td>
<td><strong>Week 7</strong>&lt;br&gt;• Submit Political Economy Essay by 12 noon Monday&lt;br&gt;<strong>Week 8</strong>&lt;br&gt;• Submit Environment Essay by 12 noon Monday&lt;br&gt;<strong>Week 10</strong>&lt;br&gt;• Submit Politics Essay by 12 noon Monday</td>
<td></td>
<td><strong>Week 5</strong>&lt;br&gt;• *Submit What is India Essay to Exam Schools by 12 noon Monday&lt;br&gt;<strong>Week 9</strong>&lt;br&gt;• Submit Qualitative Analysis exercise to Exam Schools by 12 noon Monday</td>
<td><strong>Week 5</strong>&lt;br&gt;• Submit fieldwork paperwork and research ethics form to Programme Administrator (if conducting research overseas at Christmas)</td>
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<td><strong>HT</strong></td>
<td><strong>Week 6</strong>&lt;br&gt;• Submit International Relations Essay by 12 noon Monday&lt;br&gt;<strong>Week 8</strong>&lt;br&gt;• Submit Culture and Society by 12 noon Monday&lt;br&gt;<strong>Week 10</strong>&lt;br&gt;• Submit Human Development essay by 12 noon Monday</td>
<td><strong>Week 2</strong>&lt;br&gt;• Decide on critical theory of India essay topic and supervision arrangements, get essay form signed by the Course Director</td>
<td><strong>Week 6</strong>&lt;br&gt;• Quantitative Take home test will be set&lt;br&gt;<strong>Week 7</strong>&lt;br&gt;• Submit Quantitative Take home test to Exam Schools by 12 noon Monday&lt;br&gt;<strong>Week 9</strong>&lt;br&gt;• Submit Research proposal to Exam Schools by 12 noon Monday</td>
<td><strong>Week 3</strong>&lt;br&gt;• Submit fieldwork paperwork and research ethics form to Programme Administrator (if conducting research overseas at Easter)&lt;br&gt;<strong>Week 5</strong>&lt;br&gt;• Dissertation title approved by Supervisor and form submitted to Course Director for approval</td>
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<td><strong>TT</strong></td>
<td><strong>Week 1</strong>&lt;br&gt;• *Submit Draft of Critical theory of India essay to your supervisor by 12 noon Monday&lt;br&gt;<strong>Week 3</strong>&lt;br&gt;• Critical theory of India essay submitted to Exam Schools by 12 noon Monday</td>
<td><strong>Week 1</strong>&lt;br&gt;• *Submit Draft of Critical theory of India essay to your supervisor by 12 noon Monday</td>
<td><strong>Week 5</strong>&lt;br&gt;• *Draft of dissertation to Supervisor by noon Monday at latest&lt;br&gt;<strong>Week 7</strong>&lt;br&gt;• Dissertation submitted to Exam Schools by 12 noon Monday</td>
<td><strong>Week 9</strong>&lt;br&gt;• 2 Examinations as scheduled by Examination Schools</td>
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* Note: one draft only of the What is India? Essay, Critical Theory Essay and Dissertation will be read by your supervisor
COURSE CONTENT AND STRUCTURE

OVERVIEW

Course Title: Master of Science in Contemporary India
FHEQ Level: 7
Course Length: 9 months

COURSE AIMS

- To provide five kinds of skill — real knowledge of India; critical theoretical skills; skills in research methods; the capacity to identify and complete a project of research; and transferable knowledge of development problems. The first four skills are both an end in themselves and a preparation for doctoral research. The degree will therefore also enhance skills in the critical analysis of academic texts, in academic research and writing, editing, oral presentation of material, and the capacity to participate effectively in expert discussion.

- With respect to real and applied knowledge, it will explore the tension between India as the world’s biggest democracy, a rapidly growing knowledge and service economy, a regional political and military-nuclear superpower on the one hand and the world’s numerically largest site of human deprivations, an economy where much the larger part operates out of state control and much of the environment faces physical degradation and energy constraints, where the black economy is essential to democracy and where modernity faces, and is also being constituted through the politics of cultural identity. Other such tensions will be included according to the availability of expert staff.

- With respect to critical theoretical skills, it will require students to reflect on how contemporary India comes to be understood, not only by the various interests and institutions centrally involved but also by the disciplines and by various paradigms within them. The principle disciplines involved will be politics, international relations, anthropology and political economy; and the thematic inter-disciplinary debates of development studies (such as human development).

- Research methods appropriate to this project will be taught (with the intention of developing and integrating them into coherent methods for Area Studies. The planning of the degree will ensure that learning about research methods includes the politics and ethics of research, library and archival resources, surveys and basic statistics, case studies, oral information and participant observation as they apply to work in and on contemporary India.

The key contributions to teaching come from those who are trained primarily in International Relations, Politics, Economics, Anthropology and Development Studies. The overall design and staffing of the degree should enable students to achieve the level required by the Quality Assurance Agency for Masters courses, including ‘originality in the application of knowledge, and understanding of how the boundaries of knowledge are advanced through research’. The degree aims to enable students to ‘deal with complex issues systematically and creatively’ so that they can apply this approach both in academic and other employment contexts.
INTENDED LEARNING OUTCOMES

The projected outcomes of the course must be limited to what can be feasibly achieved within the 9 months of the course. Students will develop - or extend - a knowledge and critical understanding of:

- the relationships between India’s development achievements and her persistent problems and the relevant academic scholarship and debates;
- social science research methods, strategies and ethics that pertain to the study of contemporary India;
- the principal theoretical ideas and paradigms with which research on contemporary India is conducted;
- critical analysis of sources and the capacity to present findings effectively, verbally and in sustained writing exercises;
- the identification, execution and completion of a workable research topic;
- the problems and potentials of interdisciplinarity.

COURSE STRUCTURE

Teaching takes place in various sites across the university, mainly in SIAS (11 & 12, Bevington Road), St Antony’s College, QEH and Somerville College. Please refer to the individual course outlines and timetable for details, and remember to allow enough time to get to your destination.

The Contemporary South Asian Studies Programme Director is Professor Matthew McCartney
The Course Director is Dr George Kunnath
The Chair of Examiners is Dr Kate Sullivan

The MSc in Contemporary India offers students:

- **Six compulsory foundation modules** (Political Economy, Indian Politics and Environment in the MT; Culture and Society, International Relations and Human Development in the HT). These modules are taught through a 6-8 week lecture series and classes every week or every other week (check timetable for each module). Attendance is compulsory in all lectures and classes.
- **A course in research methods.** This module runs over the MT and HT and lectures are held jointly with other Area Studies MSc students. The classes will be for MSc in Contemporary India students only. The lecture series covers qualitative and quantitative methods. Dr Kunnath will take the Qualitative methods classes and Prof. McCartney will take the Quantitative methods classes.
- **One-to-one supervision.** At the Masters level, students receive research supervision rather than tutorials. You will be assigned a personal supervisor who is a member of the core teaching staff on the MSc. The relationship you develop with your supervisor(s) is a crucial part of your academic development on the course. You will meet regularly with your supervisor and discuss your research interests, your ideas for your dissertation and critical theory essay and your general progress. You may change supervisor if your dissertation or critical theory topic require different specialist knowledge.

Attendance at the Contemporary South Asian Seminar Series, Thursday afternoons, weeks 1-8 in both Michaelmas and Hilary terms at QEH, 3 Mansfield Road is a compulsory element of the degree course. Students also have the option to attend the South Asian History Seminar Series, Tuesday afternoons, weeks 1-8 in both Michaelmas and Hilary terms at St Antony’s College.
SYLLABUS

RESEARCH METHODS
Convenor: Dr George Kunnath

How do we know what we know about India? What kinds of forces shape the knowledge that is produced about India? Does theory determine method? How does method influence theory? Can there be an objective view of India or is all knowledge influenced by the researchers themselves? What is the difference between opinion and bias? What is meant by ‘good practice’ in data collection? What are ‘ethics’? This module not only aims to furnish you with practical knowledge about how to conduct, analyse and write up your own research, it also aims to help you critically evaluate other people’s research and reflect on broader, epistemological questions about the connection between theory and method.

This course runs over two terms and is divided into two parts: Qualitative methods (‘Qual’) and Quantitative methods (‘Quant’). The full Research Methods Handbook for the MSc in Contemporary India can be found on Weblearn.

‘Qual’ (Michaelmas Term, weeks 1-8) covers principles of research design, approaches to collecting, managing and analysing qualitative data. In weeks 1-3, we explore the relationship between the social science disciplines and the empirical study of India. We reflect on strategies for integrating social science theory with the production of area-specific knowledge. Lastly, we consider different approaches to obtaining and analysing qualitative data: collection and analysis of digital sources, archives, talk and texts and ethnography.

‘Quant’ (Hilary Term, weeks 2-5) introduces students to quantitative analysis. Students will develop the skills to understand and evaluate quantitative statistics and statistical tests (Econometrics) commonly used in academic papers and official reports. Students will also develop the skills to carry out basic statistical tests of research hypothesis, including t-tests and simple regression analysis.

Towards the end of the course, students will specialize according to their own research interests and they will present their research ideas in class in Hilary Term, weeks 6-8. In the research proposal, dissertation, assessed work and class presentations, students are required to demonstrate an understanding of the relationship between methods and theory and the way in which different approaches to research result in different kinds of knowledge about India.

ASSESSMENT (four equally-weighted assessments):

1. ‘What is India?’ essay: An essay on theoretical approaches to the study of India (word limit: 2500) to be handed in to Exam Schools by noon Monday Week 5, Michaelmas Term. Please see page 43 for guidelines.
2. Qualitative methods assignment: A practical exercise in the collection and analysis of qualitative data (word limit: 2500) to be handed in to Exam Schools by noon Monday Week 9, Michaelmas Term.
3. A research proposal to be handed in to the Exam Schools by noon Monday Week 9, Hilary Term (word limit: 2500).
4. Quantitative analysis test: A take-home test to be submitted to Exam Schools by noon Monday Week 7, Hilary Term.
LECTURES

MICHAELMAS TERM: QUALITATIVE METHODS

Venue: Nissan Lecture Theatre, St Antony’s College
Time: Mondays: 10am - 11 am (except week 6)
Week 1 – Introduction: Investigating Social Phenomena (Dr Ekaterina Hertog)
Week 2 – Finding Primary and Secondary Resources (Jo Gardner)
Week 3 – Research Design in the Social Sciences (Prof. Roger Goodman)
Week 4 – Research Design and Case Studies in Area Studies (Dr Rachel Murphy)
Week 5 – Discourse and Texts (Dr Nicolette Makovicky)
Week 6 – Interviewing* This lecture will run 9.30am-11.15am (Dr Ekaterina Hertog)
Week 7 – Historical and Contemporary Research (Professor Nandini Gooptu)
Week 8 – Ethnography (Dr George Kunnath)

HILARY TERM: QUANTITATIVE METHODS

Fieldskills Training. Hilary Term, Week 1
There will be a number of lectures focusing on Fieldskills, Safety and Ethics.

Quantitative Methods

Lectures will take place in the Nissan Lecture Theatre during Hilary Term.
Lecturer: Dr Hugh Whittaker
In addition, there will be training in Excel for all SIAS students in the ISIS Room at OUCS.
N.B. For advanced students, there will be an optional ‘R’ class which can be attended instead of the standard computer labs.

CLASSES

Michaelmas Term

Weeks 1-8 (QUAL, Dr George Kunnath)
Time: Wednesdays 11am - 12pm
Venue: 11, Bevington Road, Ground Floor Seminar room. Except week 6 which will be in the 1st Floor Seminar Room.

Hilary Term

Weeks 2 - 5 (QUANT India, Prof. Matthew McCartney)
Weeks 6 - 8 (QUAL India, research proposal presentations)
Preliminary Readings


Tosh, John. 1991. The Pursuit of History: Aims, methods and new directions in the study of modern history (2nd ed) Chapters 2 and 3


This module covers major political developments in post-colonial India and deals with important scholarly debates and significant themes and issues in Indian politics. The aim of the module is to enable students to gain knowledge of Indian politics, while at the same time facilitating a critical engagement with the analytical literature on South Asia. The module examines the nature of the post-colonial state and the evolution of political institutions and party politics, with a focus on the functioning of democracy and the tendencies towards authoritarianism. The interface of democratic politics and the state with ‘development’ is also addressed. The module explores the development of ‘movement’ politics or social movements as an important element of the democratic process, and gives attention to social organisation, culture and identities as they bear on politics. In particular, the politics of gender, class, caste, religion and ethnicity are emphasised. The module engages with the evolution of political ideologies, especially variants of nationalism, which have played a significant role in the political history of post-colonial India. The module is expected to enable students to develop the ability to construct rigorous arguments on Indian politics, based on empirical knowledge and informed by a critical awareness of the scholarly literature on the subject.

Teaching arrangements

Students are expected to attend the course of lectures given by Professor Gooptu in the Michaelmas term (Thursdays 11-12; weeks 1-6, at Queen Elizabeth House).

4 Classes of one and a half hours each will be held on Mondays 2 pm to 3.30 pm, in weeks 2, 4, 6 and 8, in the Ground Floor Seminar Room, 11 Bevington Rd. These will be taken by Uma Pradhan.

Students will submit an essay of 2,500 words, which will serve as valuable practice for writing examination answers. This will be submitted through the Assessment portal on Weblearn by noon Monday of week 10, Michaelmas Term.

Major topics are listed below:

1. The state, political institutions and democratic politics
2. Economic development, social change and politics: The political impact of rural transformation
3. The politics of caste, religion and region:
   a) The politics of untouchables
   b) The politics of ‘other backward classes’
   c) Hindu nationalism in India
   d) Regional political movements in India: Punjab and Kashmir
4. Social movements and ‘movement’ politics:
   a) Gender and politics in India
   b) Environmental movements in India
5. The political economy of development:
   a) Development planning in India
   b) The politics of economic liberalisation in India
6. The media and politics in India
Class themes:
(1) The state since 1947
(2) The ‘second democratic upsurge’
(3) ‘Elite revolts’? Economic liberalization and Hindu nationalism
(4) Review: the success of India’s democracy

Preliminary readings and basic texts
Corbridge, Stuart and Harriss, John, Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy (2000)
Jayal, Niraja Gopal (ed), Democracy in India (2001)
Kohli, Atul (ed), The Success of India’s Democracy (2001)
Kohli, Atul, Poverty amid Plenty (2012)
Jayal, Niraja Gopaland Mehta, Pratap Bhanu (eds), The Oxford Companion to Politics in India (2010)

Photo courtesy of Elizabeth Chatterjee. Water queues and election campaign.
Urbanisation, industrialisation, agricultural development and a vast and growing population are rapidly changing the nature of India’s environment. Water supply, sewage and waste present major challenges to local governments in urban areas, whilst modern agricultural technologies and the politics of land and water are serious issues in the countryside. Forests, mineral-rich earth, rivers and seas have become sites of conflict between government, local residents, multinational corporations and banks, and India’s policies on climate change, industry and energy are now of global geopolitical and social consequence. This eclectic module looks at some of the major environmental issues facing India today and discusses a number of scholarly perspectives on the environment.

The aim of the module is to deepen and expand students’ knowledge of India and the environment while at the same time encouraging a conscious engagement with ideas and approaches across disciplines. It encourages students to think independently about how the Indian state engages with environmental challenges, where it falls short, and what lies beyond its purview. The module as a whole is expected to develop students’ ability to construct empirically informed arguments about environmental issues in India, to draw on a range of disciplinary approaches, and to foster a critical engagement with literatures across disciplines.

**Teaching Arrangements**
This module will be delivered by seven lecturers of differing disciplinary backgrounds, across seven weeks. Each weekly session comprises an approximately one-hour lecture followed by class discussion, providing students with an opportunity to engage in group debate and to interact with a range of scholars in their first term. Lectures will be held at Somerville College, except week 6 which will be at St Antony’s College.

**Lectures and Classes (combined)**
Michaelmas Term (Weeks 1-7), Wednesdays 2:30-4:30 pm
Location: Maitland 19, Somerville College
**Except** Week 4 – Tuesday 2-4pm Location: Maitland 19, Somerville College
And Week 6 – Wednesday 2.30-4.30pm Syndicate Room, St Antony’s College

Week 1. Dr. Indrajit Roy: Agrarian politics and the environment
Week 2. Prof. Matthew McCartney: Economic Growth, Energy and Climate Change in India.
Week 3. Dr George Kunnath: Environmental Movements in India: Campaigns against Dams, Deforestation and Displacement
Week 4. Dr Kate Sullivan: India’s Role in International Climate Change Negotiations.
Week 5. Dr. Alfy Gathorne-Hardy: Science and the environment.
Week 7. Dr. Maan Barua: Governing Biodiversity.

**Essay**
The essay should be submitted to Sarah Dewick through the Assignment portal on Weblern, by noon on Monday, Week 8 MT.
Preliminary readings and basic texts


This course builds up a political economy and economic picture of contemporary India. In contrast to positive/normative economics, political economy attempts to answer the questions: Who owns what? Who does what? Who gets what? What do they do with it? (Bernstein 2010:22).

There are important recurring concepts in the lecture course that provide unifying themes. An estimated 60% of Indian GDP is in the informal sector and at least 40% is black (unreported factor incomes (rent, interest and profit)). The failure to enforce the legal system allows the informal/ black economy to flourish (lecture 2), the agricultural sector is largely informal (lecture 6), the failure to properly consider the informal sector is striking from the existing debate on (formal) the economic boom after 2003 (lecture 4) and the debate about service sector led growth (lecture 6). Other such themes include economic growth, structural change, and the role of the state and market. This lecture course stands alone and has a focus on the evolution of economic variables. There are however numerous instances of important cross-references with lectures from the series ‘Human Development of India’ that takes place in Hilary Term – a manifestation of the Agrarian Crisis in the 1990s has been ‘Farmers Suicides’, the structure of the Education system has an important bearing on service led growth, poverty and inequality are strongly influenced by geography.

The course is based around the discipline of economics, though recognising that economics is a social science and should properly be informed and engage with other academic disciplines. The course will be accessible to those with and without an economics background. The lectures are divided into three complementary parts, the first focuses on two of the key ‘deeper determinants of economic growth’ institutions and geography, the second on time-wise analysis of economic growth, the economic growth and liberalisation of the 1980s and the growth boom after 2003, the third on specific economic sectors, growth in the service sector and stagnation in agriculture after the 1990s. Although the course is focused on India, there are important insights to be gained by comparative studies of other countries in South Asia and beyond.

As well as the two hour weekly lecture/discussion the course will include a one-hour class to introduce students to some of the key economic concepts underlying the more applied discussion of the Indian experience. These classes are intended for those without a background in economics but all are welcome to attend/contribute. Each class will be relevant to the immediately following lecture.

**Teaching Arrangements**

Classes (10-11am) and lectures (11-1pm) will take place week 1 – 6 on Tuesdays in the Ground Floor Seminar Room at 11 Bevington Road. With the exception of week 2 which will be in the 1st Floor Seminar Room. In addition, students will be expected to attend the Contemporary South Asia Seminars on Thursdays 2 – 4 p.m. at Queen Elizabeth House, 3, Mansfield Road. Students must submit one essay to Sarah Dewick through the Assignment portal on Weblearn by 12 noon on Monday, Week 7, Michaelmas Term.

**Course Content**

**Lectures: Indian Political Economy**

1. Geography and Economic Development (migration and infrastructure)
2. Institutions and Economic Development (land markets or primitive accumulation)
4. A Triumph of Liberalisation and Globalisation or Something a Bit Murkier? The Economic Boom after 2003
5. Service Sector Led Growth: A New Paradigm in Development?
6. Agriculture after 1991: Crisis what Crisis?

**Classes: Introductory Economics for Contemporary India**

1. Proximate and deeper determinants of economic growth.
2. Neo-classical economics, liberalisation and labour markets.
3. Planning and state-led development.
4. Sustainable economic growth
5. Comparative Advantage
6. Structural change and development.

**General texts on Development Economics**


**General texts on political economy**

Khan, M (2004), ‘State Failure in Developing Countries and Institutional Reform Strategies’,
http://www.unicef.org/socialpolicy/index_48692.html

**Essential texts on South Asian political economy**

This module will offer a comprehensive overview of classic and contemporary anthropological perspectives on Indian society and culture. It engages with enduring and emerging debates on caste, untouchability, gender, sexuality, poverty, conflict, development, religious nationalism, middle class and consumption, Dalit and Adivasi identity politics. In engaging with these debates, the module encourages students to think critically about the nature and origins of knowledge in the anthropology of India and their legacies in the present. It also provides students with an opportunity to explore seminal ethnographic works on India. The aim of the module is to equip students with

- a specialist knowledge of key debates in Indian society and culture;
- a familiarity with the literature on anthropology of India;
- a comprehensive understanding of the theories and methods in anthropology of India;
- skills necessary to pursue independent research in the areas covered by the course.

Full reading lists for each topic will be available at the start of the Christmas vacation. You are strongly advised to read the books listed below before the start of the HT.

**Teaching arrangements**

The lectures and classes will be taken by George Kunnath. There will be opportunities for student presentations during the classes. Students must submit one essay of up to 2500 words to Sarah Dewick through the assignment portal on Weblearn by 12 noon on *Monday Week 8, Hilary Term*.

**Lectures and Classes**

*A detailed course outline will be provided at the end of MT*

1. India and Anthropological Imagination
2. Caste and Theories of Society
3. Dalits and the Politics of Untouchability
4. Gender and Sexuality
5. Religious Nationalism and Communal Violence
6. Poverty, Conflict and Development
7. Class, Consumption and Middle Class in Urban India

**Preliminary readings** (corresponding to each week’s topic)

   
   

   


The course begins with a general introduction, looking at the debate about what is development and how once defined it has been measured. The rest of the series takes various commonly used measures of human development and looks at them in more detail in the case of India (and briefly a number of contemporary and historical comparisons). Measures of human development have an important theoretical/empirical/policy link with economic measures of development. For example, in the case of health and education there are arguments that these are pre-conditions for economic growth (human centred development) and other arguments that economic growth will pull up these variables by changing incentives (education) and increasing resource availability particularly for the government (health and education). Economic theory has a well-established theoretical framework for exploring the link between liberalisation and poverty (comparative advantage) and inequality (convergence verses divergence). This lecture course also recognises the distinction in Sen (1999) that while many of these aspects of human development are often seen as important means of development (education as human capital) they can also be ends of development in themselves (education as knowledge and empowerment).

This lecture course will give students a picture of the evolution of human development in contemporary India; develop their knowledge and capacity to engage with debates surrounding measurement, policy issues, the interaction between economic and human measures of development, and different paradigms of thought. The course will be suitable for those with any undergraduate background.

**Teaching Arrangements**

The lecture component of this module will be taught in Hilary Term. Students must submit one essay to Sarah Dewick through the Assignment portal on Weblearn by 12 noon on Monday, Week 10, Hilary Term.

**Human Development Lectures**

Human Development will be organised around lectures and discussion. At least two students per class will be allocated topics for presentation. The lecture list below shows the principle themes that will be discussed and all students will be expected to have done enough background reading from the reading list to debate/ discuss these issues.

1. Introduction: What is development and how is it measured?
2. The Paradox of Democracy and Poor Service Delivery: Education
3. The Evolution of Poverty and Inequality in India.
4. Basic Needs: Nutrition in India (The PDS and Mid-day Meals Programme).
5. Population, Mortality and Fertility (Missing Women and Farmers’ Suicides in India)
General texts on Human Development


India is growing in prestige and power as a major player on the international scene. This six-week segment in the M.Sc. in Contemporary India serves as an introduction to India’s role and identity in global politics, first and foremost within its South Asian neighbourhood (defined here as India plus Bangladesh, Bhutan, the Maldives, Nepal, Pakistan, and Sri Lanka), but also in a wider Asian context and, more broadly, on the world stage. The course delivers a preliminary empirical foundation with which to understand India’s interplay in the region and in the broader international arena. It also places an emphasis on the critical analysis of India’s international conduct using some of the theoretical approaches of the discipline of International Relations.

The structure of the course reflects the different ways of framing and narrating events within (and beyond) the region, in particular those that have contributed to or challenged India’s current role as a regional and emerging global power. Firstly, India’s experience in the region has entailed both conflict and competition. An enduring antagonistic relationship with Pakistan has drawn the attention of the world over several decades, and has been complicated by the introduction of nuclear weapons into the region. Secondly, while India’s troubled neighbourhood is marked by porous and contested boundaries, India’s inter-state relationships have also exhibited cooperation, both in the region and beyond. In South Asia, there is at least latent interdependence in economic terms and real, everyday interdependence in respect of the riverine resources of the region. India has however played only a limited role in formal regional organisations. Thirdly, India has long sought a significant place in the global order and has attempted to project itself beyond both its neighbourhood and the region by forging for itself a particular kind of state identity. India’s self-projection as an ‘alternative global power’ plays out on a range of issues areas, such as non-proliferation, negotiations over the terms of world trade, and democracy promotion. India’s self-conceptions as a global power have had, and will continue to have, implications for India’s relations with South Asia, the region and the wider world.

By the end of the course we will be able to critically assess a range of answers to the following questions:

- Which theoretical lenses can we use to understand India’s role in the region and beyond?
- How have some of the key junctures in India’s regional experience affected its broader role in global politics?
- How does it make sense to think of India’s positioning in the world – in a South Asian context, a regional context or a global context?

Teaching Arrangements
The lecture component of this module will be taught in Hilary Term. The essay should be submitted to Sarah Dewick through the Assignment portal on Weblearn, by 12 noon on Monday of Week 6.

Preliminary readings and basic texts:


**BIG THINKERS BIG LUNCH**

Convenors: Prof. Matthew McCartney, Dr George Kunnath, Dr Kate Sullivan

*Big Thinkers, Big Lunch* provides students with a basic grounding in the ideas of several key thinkers whose work has been influential in the social sciences and on scholarship related to South Asia. These sessions aim to foster an understanding of the development and cross-pollination of ideas across different thinkers and epochs, as well as sensitivity to multiple approaches to the task of social enquiry. Students should leave the sessions with a grasp of the key insights of each thinker(s) and a sense of how their ideas map onto the inter-disciplinary study of contemporary India.

Each session involves 3 presentations by staff members of the Contemporary South Asian Studies Programme, each followed by time for questions and discussion.

The sessions run in Michaelmas Term, on Thursdays from 10am-1pm in weeks 7 and 8, in the 1st Floor Seminar Room of 11 Bevington Road. Please note: lunch is on a bring-your-own basis.

There is no formal assessment for this course; however attendance is expected of all students.

**Week 7.**
- Professor Matthew McCartney: Karl Marx.
- Dr Kate Sullivan: Max Weber.
- Dr George Kunnath: Antonio Gramsci.

**Week 8.**
- Professor Matthew McCartney: Adam Smith and John Maynard Keynes.
- Dr George Kunnath: Judith Butler.
- Dr Kate Sullivan: Jawaharlal Nehru.

"Sub-fusc"
ORGANISATION OF TEACHING AND LEARNING

At postgraduate level, lectures, seminars, classes and supervisions are organised and delivered by academic staff within the School of Interdisciplinary Area Studies. You college will provide you with pastoral care and support, and may also provide facilities, including IT provision, library space, membership of the Common Room or equivalent body, meals and, in some cases, housing.

Detailed information on the lectures and classes held for each module can be found in the Syllabus descriptions above. All modules are compulsory so your class size for all lectures and classes specific to the MSc in Contemporary India will be 18-20. Research Methods class sizes will vary dependent on other units’ involvement.

The timetable for Michaelmas Term can be found in Annex C. Timetables will also be published on Weblearn where announcements of any changes will be made.

Supervision

All students are assigned a general supervisor at the start of term. You will be expected to meet with your supervisor during Noughth Week to discuss your programme of study, research interests, and the schedule. The role of the general supervisor is to guide you through your course of study and assist you with written assessments. If your general supervisor is not appropriate as a dissertation/essay supervisor, he/she will assist you in identifying appropriate expertise within the university, and help you approach suitable scholars for supervision. Please note that Oxford scholars external to the degree programme take on supervision at their own discretion only; their ability to supervise will depend on the time they have available and their other teaching commitments. Depending on the range of your research interests, it is possible for you to have three different supervisors (a general supervisor who oversees your general academic progress, a different supervisor for your dissertation and another for your critical theory essay). In this case, the dissertation and critical theory essay supervisor, not the general supervisor, will check the title of the piece of work he/she is supervising and submit it to the Course Director to sign off. It is more usual, however, for your general supervisor to also supervise your dissertation and critical theory essay. Your supervisor(s) will discuss your progress, give you feedback on drafts (one full draft per assessment) and answer any questions before you submit work to Examination Schools.

Graduate Supervision System

At the end of each term, you and your supervisor will prepare and submit a report online (Graduate Supervision System, GSS). The online report allows you to record and review your progress at each stage and to bring to your supervisor’s attention any matters not covered in supervisions. Both you and your supervisor will have the chance to discuss the contents of this report in your meetings together. The report is also available to the Course Director, the MSc CI Teaching Committee and the Senior Tutor of the student’s College. For full details of GSS please see the Notes of Guidance on the Student Administration.
section of WebLearn. To access GSS, please visit the website address below. You will be able to log on to the site using your single sign-on details. http://www.gss.ox.ac.uk.

If you have any issues with teaching or supervision please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in the section referring to complaints and appeals.

FIELDWORK

Fieldwork is not a compulsory part of the MSc in Contemporary India, but students have found short period in the field to be both highly informative and enjoyable. At the MSc level students do not undertake large scale fieldwork, but are encouraged to do preliminary studies and to familiarise themselves with the fieldwork location. Whether a student should undertake fieldwork, and what sort of fieldwork is appropriate, will depend on the topic of the dissertation, and students should be guided by their supervisors.

Costs of fieldwork can vary dramatically depending on your area of research and your location. It is advisable to consider these carefully when deciding to carry out fieldwork.

Health and safety issues, including research ethics

Fieldwork is defined as any research activity contributing to your academic studies which is carried out away from the University premises. This can be overseas or within the UK. When you are conducting fieldwork, you are considered to be on University business, and, as such, the University has a legal responsibility for your safety and welfare. For this reason, fieldwork must be approved by the departments and must comply with University policy.

There are a number of procedures that you must follow when preparing for and carrying out fieldwork.

1. Discuss your research plans with your supervisor. Please think about the safety implications of where you are going and what you are doing. Safe fieldwork is successful fieldwork and thorough preparation can pre-empt many potential problems.

2. Complete a travel risk assessment form. This requires you to set out:
   - the significant safety risks associated with your research; and
   - the arrangements in place to mitigate those risks and the contingency plans in case something goes wrong.

There is an expectation that you will take out University travel insurance. Your department also needs accurate information on where you are, and when and how to contact you while you are away. The travel assessment process should help to plan your fieldwork by thinking through arrangements and practicalities.

3. Seek authorisation of your completed risk assessment/ University insurance application form by your supervisor and submit to Victoria Hudson for processing. Forms should be submitted at least one month before your proposed travel date.
Please note that if you plan to undertake fieldwork in counties which the UK Foreign and Commonwealth office advise “advise against all or all but essential travel to” and/or undertake research that is deemed to be particularly high risk, your plans will be referred to the University Safety office for further review and will require final approval by the Head of School.

**Training**

Training is highly recommended as part of your preparation. Even if you are familiar with where you are going there may be risks associated with what you are doing.

**Departmental course (run annually as part of the SIAS Research Methods course, please refer to your course handbook for more details):**

- Short basic **fieldwork safety awareness session** covering personal safety and planning tips. Post-fieldwork students are invited to attend to share their experiences. All students carrying out fieldwork are expected to attend this.

**DTC courses (run termly please see their website for dates and booking)**

- **Preparation for Safe and Effective Fieldwork in Social Sciences.** A half day course, for those carrying out medium to high risk research in rural and urban contexts.
- **Fieldwork: How do we deal with what we see and hear?** For research on traumatic or distressing topic areas.

**Safety Office courses (run termly please contact postmaster@safety.ox.ac.uk)**

- Emergency First Aid for Fieldworkers.
- Fieldwork Safety Overseas: A full day course geared to expedition based fieldwork.

**Useful Links**

- More information on fieldwork and a number of useful links can be found on the [Social Sciences divisional website](#) and on the same website under more information.

**Central University Research Ethics Committee (CUREC)**

You will need to obtain ethics approval if you are planning to carry out research during your fieldwork that requires human subjects to participate directly, for example, by:

- answering questions about themselves
- giving their opinions - whether as members of the public or in elite interviews
- performing tasks
- being observed
- OR if your research involves data (collected by you or others) about identified or identifiable people.

You will need to complete a [CUREC 1A form](#) and supporting documentation.

The process for seeking CUREC approval is set out below.
**Process**

- CUREC 1A is the ethics form used primarily in the Social Sciences and Humanities. CUREC forms should be typewritten and submitted for approval at least 30 days before the research is due to start.
- CUREC forms are updated regularly to reflect current practice so please visit the [CUREC website](http://www.admin.ox.ac.uk/curec) to download the latest version. Appropriate supporting documentation, such as a participant information sheet, consent form or invitation letter is normally required with your application. You will find templates for these on the SIAS Research Methods WebLearn site.
- Please sign the form and also make sure that your supervisor has provided their signature (you can obtain this electronically via email).
- Please send your completed and signed CUREC 1A form and supporting documents to Laura Unwin, Grants and Projects Officer:
- Your application will then be passed to the Head of School for review and approval, and Laura will inform you of the outcome.

**Useful Links**

Informed Consent: [http://www.admin.ox.ac.uk/curec/resources/informed-consent/](http://www.admin.ox.ac.uk/curec/resources/informed-consent/)

Best Practice: [http://www.admin.ox.ac.uk/curec/resources/bestpractice/](http://www.admin.ox.ac.uk/curec/resources/bestpractice/)

FAQs and Glossary: [http://www.admin.ox.ac.uk/curec/faqs-glossary/](http://www.admin.ox.ac.uk/curec/faqs-glossary/)
These notes are guidelines on preparing the essays and coursework which you are required to submit for the MSc. These notes are only guidelines, developing your own critical skills in essay writing is an important aim of the course.

Starting Off

**Step One: Decide what you need to explain**
Underline the key words in the essay title and make notes on the relationship between them. This is achieved by asking yourself simple questions such as: “What is ....?”, “Why is ....?”. “How does ....?”, or even “Is/are .....?”

E.g. If you were writing the essay entitled “Discuss the political implications of economic liberalisation in India” you might underline political, implication and economic liberalisation and ask yourself: “what is meant by implications?” “Are there any?” “Why political as opposed to any other sort?” You might ask: “how do we define the terms ‘political’ and ‘economic liberalisation’? You might also ask yourself: “What is the point of the question?”

You might then set out the relationship like this:
Some of the political implications of economic liberalisation are:

- changes in the influence of external actors such as foreign corporations
- the need for liberalisation by stealth in a functioning democracy
- potential and actual opposition from various stakeholders

and so on.

Defining terms clearly at the outset can help in clarifying the scope of an essay; it may be useful at this point to consult the *Encyclopaedia of the Social Sciences* or even the *Shorter Oxford English Dictionary*.

If you are making a presentation in class, then ask yourself: “What is interesting about the topic?” “What should other students know about the topic?”. Then formulate your answers as a simple question or questions: e.g. “Do caste and class overlap in contemporary India?”. “Is caste conflict actually class conflict?”. This helps to clear your mind and focuses your attention on what you need to explain.

**Step Two: Find the missing links**
Very often the relationship between the key words is not simple and direct. There may be unstated assumptions, theoretical dimensions and deeper considerations which also need to be taken into account. Thus when you are asked to: “Assess the evidence that economic liberalisation has generated inequality in India” the missing links would be that:

i. Some have argued that economic liberalisation reduces inequality;

ii. Some might also argue that inequality has sources unrelated to economic liberalisation.

Some sets of evidence will always need to be assessed. These will be the major points of your essay.
Step Three: State your major points
When you have located the missing links you should be able to state the major points of your essay in the form of short, linked statements. This is an essential part of preparing the explanation. When you know what the major points are and thus what you want to leave out, you can begin to plan your essay.

Planning the major sections
You will find that each of the major points you want to make will form the focus of a major section of the essay. Each such major section should consist of: the **statement** of the major point - the principle at issue; **examples** - illustrations, quantitative evidence, analogies, diagrams; **qualifications** - elaborations and important exceptions; finally, **restate**ment of the major point.

Step Four: For each section in turn
- **Express the point at issue** in a simple, direct statement. If you find this difficult it is likely you have not fully understood the essential point. Keep technical terms to a minimum, though some will be unavoidable, and avoid complex grammatical structures.
- **Choose one or two apt examples** or illustrations. They should be short and appropriate. Stick to the essay question, if for example you are discussing the distributional consequences of economic liberalisation in India, do not (however interesting) digress into its cultural consequences.
- **Give any important qualifications/outliers.** It is more helpful to give “lead-ins” such as “Of course there are exceptions ...”, “Now there are problems / difficulties ...”. Focus on the most important exceptions that contribute in some way to your key arguments.
- **Restate your major points.** At the end of each section you should restate the point at issue in a slightly extended form and in different words. If you cannot find alternative words this, again, suggests that you are unsure of your major points. The use of alternative words also increases the chances of being understood and enhances your own understanding. Often a change of words, or word order, brings impact to your meaning and opens up entirely new perspectives.

Step Five: Summarise the main points you have made
At the end of the essay you should summarise the major points you have made and perhaps give a conclusion, which would be your answer to the question posed. So if you were asked:

“Is democracy procedural rather than substantive in India?”

You could conclude that it is, or it is not, as the case may be.

If you were asked, however to:

“Compare and contrast competing arguments about the substantiveness of Indian democracy”

You could be content with merely summarising what you have said. Summarising your main points brings together your argument and makes a conclusion possible. The summary might also contain any final thoughts: for example, if you found it hard to answer the question posed yourself or to come to a conclusion about the title set, you might want to indicate a few reasons why. Diagrams are sometimes useful in a summary.

Step Six: Planning your introduction
Planning introductions and conclusions is what most students find hardest. It is often a good idea to write these two sections last, once you have formulated your main arguments. The main functions of an introduction are to indicate the **essential features** of the essay or paper and generate interest in what is being explained. The introduction is also a good place for defining **basic assumptions** and indicating any
theoretical slants which you wish to take up later and also to clarify a time period/case study you are going to focus on. For example, related to the question above you may state ‘In this paper I will focus on the substantiveness of Indian democracy using a case study of three Indian states/in the post-Independence period’. Clarifying the scope of an essay can be important in more open-ended questions. The conclusion should be used to re-state clearly your main findings of the essay. It may also be used to discuss the broader implications of your findings, perhaps for policy making, the study of economics/politics/IR/South Asia etc., or further research that would be necessary to give a fuller answer to the question. This will show you are aware of how your essay findings fit into the bigger picture of your subject.

Writing-up and Finishing Off

Step Seven: Write out your completed essay plan
Select a single large sheet of paper. Leave a two-inch margin - at least - on either side so that you can add on any extra thoughts which occur to you as you write out the plan. Your plan should look something like this:

Introduction
Section One: major point, example, qualification, restatement;
Section Two: major point, example, qualification, restatement;
Section Three: major point, example, qualification, restatement;
Summary and conclusion

If you are giving a presentation in class, do not necessarily write out every single word you intend to utter. Try and talk using a few key words/major points/and linkages between them. This will give your presentation a more natural feel. Avoid long openings, technical terminology and asides. Stick to the key ideas using simple English.

If you are writing an essay, remember the virtues of the paragraph. Each paragraph should contain a point; new points should go in new paragraphs. Very short paragraphs are unlikely to contribute anything substantial to the overall argument so should usually be avoided. Repeating the opinions/arguments of others can serve a useful role; in for example a literature review but essays are an exercise in (your) thinking. You should comment, criticise, compare, and contrast to develop your argument.

If you need to put in a quotation, of course you will need to check the exact version. Get into the habit now of taking down quotations correctly the first time with their sources fully acknowledged. Some students like to keep apt quotations on index cards or e-file for ready reference. You should give the source, whether or not they are quotations.

Lastly, ALWAYS give a full bibliography (or references cited), giving the name of the author, the date, the full title, place of publication and publisher. This will again save you time when you revise and helps us evaluate your reading.

Useful Sources

On writing a Masters dissertations:
General Reference Books

*Roget’s Thesaurus* - similar words/negatives and opposites/nouns from verbs, adjectives and adverbs, and *vice versa* etc.

*Encyclopaedia of Social Sciences* - for technical words or words in common use which have specific disciplinary meanings.

*Shorter Oxford English Dictionary* - which despite its name is very long and gives detailed meanings, as well as similar and opposites like *Roget.*

Eric Partridge: *The Concise Usage and Abusage* - correct forms of common mistakes.

*Fowler’s Modern English Usage* - correct forms of common mistakes.

**Referencing and Bibliographies**

We suggest that you use the Harvard referencing system. Clear referencing is important to enable the reader to trace any publication referred to in the text, including printed sources such as books, journal articles, conference proceedings, government publications or theses, and electronic sources such as URLs, e-journals, archived discussion list messages or references from a CD-ROM database. In the Harvard system, the author refers to (quotes from or cites) items in the text, rather than in footnotes (which should only be used for comments), and a full list of references (arranged in alphabetical order and by date) is provided at the end of the paper/dissertation. For all electronic information, a note should also be made of the date on which the information was created or updated, when it was accessed and the database name, discussion list details or web address (URL).

**Citations in the text**

The source of all statements, quotes or conclusions taken from another author’s work should be acknowledged, whether the work is directly quoted, paraphrased or summarised. It is not generally necessary to use page numbers unless quoting directly from an author’s work, but it may be helpful to provide page numbers for ease of reference if referring to part of a book or large document. If an author’s name is mentioned in the text, it should be followed by the year of publication, in round brackets. If not, insert both the name and year in round brackets after the reference.

**Single author**

Breman (2002) traces the growing support for religious fundamentalism to the collapse of the textile mill system in urban centres from the early 1980s.

or

The collapse of the textile mill system in urban centres from the early 1980s has contributed to growing support for religious fundamentalism (Breman 2002).

**Multiple authors**

If there are two authors, cite the names in the order in which they appear in the source document, e.g. (Corbridge and Harriss 2000).

If there are more than two authors, the in-text citation shows only the surname of the first author, followed by ‘*et al.*’ (meaning ‘and others’). For example:
While the BJP rhetorically condemns western-style capitalism, with its competitive and materialist nature, it implicitly accepted the labour relations and forms of social organization generated by that order (Basu et al 1993).

**Multiple sources**

When referring to two or more texts by different authors, list them alphabetically and separate with a semi-colon:

The interventionist ‘developmental’ state was projected as being at the forefront of initiatives for industrial and agricultural expansion, new welfare and social development regimes and the forging together of nations from diverse social and cultural groups (Frankel 2005; Kohli 1986; Oomen 1990; Reynolds 1985; Woo-Cumings 1999).

If reference is made to more than one work published by the same author in the same year, the sources are distinguished by adding a lower-case letter to the year of publication in both the in-text citations and the reference list. The order of sources is determined by the alphabetical order of the titles, ignoring words such as ‘the’, ‘an’ and ‘a’, e.g. (Kohli 1999a; Kohli 1999b).

**No author**

If a source has no author, or if the author is anonymous, use ‘Anon.’ in place of the author’s name, followed by the year and page number:

The procession will make its way to Jantar Mantar by noon (Anon. 2002).

**Articles from newspapers or periodicals**

Articles from newspapers or periodicals can be listed under the name of the publication (e.g. *The Times of India, The Hindu*) in place of the author’s name if this is not provided – see below for further details.

**Secondary referencing**

Secondary references (to the work of one author which is cited by another author) should be avoided if at all possible. It is preferable to consult the original source document and refer to that directly. If it is not possible to locate the primary source, or the work is inaccessible (for example is written in a different language), provide the details of the primary source and the secondary source which refers to it, e.g. (Colson 1971, cited in Indra 1999). Include both the primary and secondary sources in the end-of-text references list.

**Law cases**

In legal publications, details of cases are usually provided in footnotes. References are set out in a standardised format, very different from the Harvard system. In the text, citations can be presented either using only the name of the case, such as *Chahal*, or the full reference, e.g. *Attorney-General of Canada v. Ward* [1993] 103 DLR.

**Personal communications and interviews**

This includes letters, memos, conversations and personal e-mail (for electronic discussion lists see below). It is important to obtain permission for citing these. An in-text citation is required for such sources and this should take the form of: author’s name; ‘personal communication’; and date. They should also be included in the reference list.
This position - being critical of some parts of government policy whilst remaining instrumental in its implementation - has been described as ‘twin-tracking’ (Hussein, personal communication, 22nd November 2006).

Interviews can be cited in a similar way: name; ‘interview’; and date, or as follows:

When interviewed on 23rd May 2007, Mr Alam confirmed that…

Websites

When reference is made to a specific online document or webpage, it should be cited following the author/date conventions set out above and included in the end-of-text list of references, e.g. (Bank for International Settlements 2006).

Direct quotations

When quoting directly in the text, single quotation marks should be used and the author’s name, year of publication and page number(s) of the source (preceded by a colon) should be inserted in round brackets: (Jackson 1939: 10-15) not (Jackson, 1939 pp10-15).

Short quotations of up to two lines can be included in the body of the text.

The events of 1969 were considered grave enough for the Commission to state that ‘the damage caused to life and property by the holocaust borne of communal hatred is unprecedented’ (Col 1970: 211).

Quotations longer than two lines are usually introduced by a colon and should be indented in a separate paragraph, without using quotation marks. The author’s name, publication date and page number(s) are given at the end of the quotation.

As the social philosopher, Hannah Arendt once observed:

Authority always demands obedience…Yet, authority precludes the use of external means of coercion; where force is used authority itself has failed. Authority…is incompatible with persuasion, which presupposes equality and works through a process of argumentation. Where arguments are used authority is in abeyance….If authority is to be defined at all…it must be in contradistinction to both coercion and persuasion through arguments. (Arendt 1958, 143)

If part of the quotation is omitted, this can be indicated by using three dots, as above.

Any changes made to, or words inserted in the quotation should be indicated by the use of square brackets:

The expert knowledge of bureaucracies “not only reflects social reality” as defined by them, “but also constructs that reality …[from]…the ability to use rules and deploy knowledge in order to change incentives and regulate behaviour.” (Barnett and Finnemore: 30)

Listing references at the end of a text

A full list of all references cited in the text must be provided at the end of the paper. The references should be listed alphabetically by author’s surname and then by date (earliest first). If an item has no author, it should be cited as ‘Anon.’ and ordered in the reference list by the first significant word of the title. Authors’ surnames should precede their initials (not forenames) and the date of publication (in brackets). The format of the reference depends on the nature of the source (see examples below). Second and subsequent lines of each entry are indented three spaces, to highlight the alphabetical order, and the author’s name is replaced by a line in cases where an author has multiple entries. If a source has editors, rather than authors, this should be indicated by the use of ‘ed(s).’.
Books

If the book has several editions, give details of the edition after the book title.

**Single author**

**Joint authors**
List all the authors in the reference list in the order they appear on the title page:

**Corporate author (e.g. government department or other organisation)**
Government of India (1951) 1st *Five Year Plan*, New Delhi: Planning Commission of India

**Edited book**

**Translated book**

**Same author[s], multiple publications**

**Chapter in an edited volume**
It is helpful to provide the page numbers or chapter number, in addition to the chapter title.

**Journal Articles**

**Newspaper and periodical articles**
If an individual author can be identified:
If no author can be identified:
If reference is made to an entire edition:
Conference papers


Papers from published conference proceedings


Reports


Government publications

These are referenced as books, with the addition of the official reference number (where applicable) after the title.

Acts of Parliament


Theses or dissertations

It is helpful to list the department, if known, for ease of reference.

Personal communications

In addition to details of author and year, indicate the nature of the communication (i.e. letter, memo, conversation, personal email or other) and the date. The exact format will have to be modified depending on the information available, but the following are suggestions:

or

Interviews

If the text refers to a number of interviews, it may be easiest to list them in a separate section, after the main list of references.

Gohain, R., Assistant Manager, Airports Authority of India, Mumbai, Interview with author, September 1997.

Electronic sources

Website references

As far as possible, reference in a way consistent with the Harvard system. State the author’s name, where possible; otherwise, list by the name of the website. Give the date the document was accessed, as the page may later be altered or may become unavailable. Some websites may not provide dates, in this case they should be referenced as ‘n.d.’ (not dated). Internet addresses are case-sensitive and punctuation is important. To avoid confusion with full stops and commas used in citation, the start and end of a URL (uniform resource locator or internet address) is marked by using < and >. If the URL is excessively long, it is sufficient to give details of the main site from which a particular page or document can be accessed.


Documents on the internet

Cite as printed documents, adding the <url>, followed by the date of access.


Students of the MSc visiting the Ashmolean Museum as part of the University Engagement Programme
What is India and how can it be approached as an object of study? Can India be described factually or is it better understood as an idea or a set of contested ideas? Rather than simply accepting India as something singular, unitary, whole, in existence as a ‘natural fact’, waiting to be discovered and described, we encourage you to look at the processes by which India is imagined and constructed. Your task is to examine some of the diverse debates that engage with the idea of India, by examining, for example, geographical, regional and linguistic differences and unities, as well as social cohesion and diversity in the forms of class, caste, religion, and ethnicity. Equally, you might focus on India’s economic growth and development on the one hand, and on the other, its intense disparities and multiple deprivations.

How should I go about writing the What is India essay?
Your first step is to choose two works from the list below and engage in a first reading of each. During this reading you should take notes on the key way(s) in which you think the author is seeking to construct India, and on what basis. For example, you might decide that Nehru, in his Discovery of India, is constructing India as a society that is essentially plural, and that India’s pluralism is grounded in a millennia-long tradition. Or, you might be persuaded that Khilnani’s construction of India centres on the political institutions of the state, while Dirks’ construction of India centres on the political structures of the caste system. These are just some possible readings of how India is constructed in these particular texts—there are more, and it will be up to you to identify your own reading for each. What is important, however, is that you justify your reading of the author’s construction of India. That means that you should not only tell us about the author’s construction, you should also show us how he or she does it, by providing sufficient evidence from the book, such as quotes or careful summaries of the author’s argument. It is not enough to argue that Khilnani sees India primarily in terms of the state: you will need to show which parts of the book and which of his arguments have lead you to this interpretation (or some other interpretation).

Your second step is to engage critically with the constructions of India offered by your chosen authors. When you are clear in your mind how each author constructs India in their work—and can show how they do so—it is time to begin questioning how well the author’s construction captures contemporary India. Can India be constructed solely in terms of political or social institutions, tradition or modernity, pluralism or unitarism? What are the problems of doing so? To what extent do your chosen authors make sense of the complexities of India today, whether these are regional, class-based, or caste-based, for example? What do the authors succeed in representing, and what do they leave out? And what are the problems with their omissions?

You will find three sources of help in generating a critical reading of your chosen texts. Firstly, it is of course imperative that you usefully juxtapose your chosen texts with one another. You might do this by showing how one provides an understanding of India that the other omits (Drèze and Sen focus on the material realm, while Tully focuses on the spiritual realm, for example), or by showing how they offer overlapping but different readings of India (Khilnani and Anderson offer different readings of India’s secularism, for example). Secondly, you can explore the work of other scholars who have critiqued your chosen works. Try looking at book reviews, review articles, related journal articles, and books that explicitly engage with your texts. Be sure to properly reference any published critiques of your authors, if you use them in your essay. Finally, when you have got as far as you think you can on your own, consult with your supervisor. Explain to
him/her how you arrived at your analysis, your comparison and contrast of the two texts, and your critique of the constructions of India that you present. Be sure to do this in plenty of time, so that your supervisor can offer detailed feedback.

You will also need to consider the following points:

- Your essay should have a central argument that ties together your analysis and your critical reading of the two selected texts. Think carefully about the broad argument you are making: what is India and how can it be approached as an object of study? State this argument up front in the essay (in the introduction) and spend the rest of the essay offering evidence in support of your argument, by critically drawing on your two texts. You may also need to carefully dismiss any counter arguments to your own.

- Be sure to compare and contrast the two texts and not simply deal with each in turn. Your aim should be to bring the texts into conversation with one another.

- Remember there is a difference between reporting and analysing. Your aim is to analyse the texts, not summarise what they say. Analysis involves not only distilling key messages in the text but also deconstructing the assumptions upon which those messages are based, and problematizing them, perhaps in reference to other literature or ideas from outside the text.

- Finally, keep in mind that the MSc in Contemporary India aims to look at what is happening in India today. Your analysis of the texts—even if they were written some time ago—must therefore be of contemporary relevance and draw conclusions about social life in India today, and how we might best go about studying it.

More ways of approaching this essay will be discussed in the class. The emphasis should be on producing an analytically strong essay by probing deeply into the ways in which scholars and authors construct India, and the challenges they face in doing so. By asking how or whether we can know what India is, and how it can be approached as an object of study, you will be taking your first steps in epistemological enquiry.

**Required Readings**


The marking guide for the What is India? Essay can be found in Annex D.
The Critical Theory of India Essay
(5000 words, Monday week 3, Trinity Term, 16.65% of overall grade)

This essay should be an ‘epistemological’ essay. Epistemology is a field of philosophy concerned with knowledge, what it is, how it is produced and how we acquire it. Our course does not suppose you are a fully-fledged philosopher of knowledge. The purpose of the essay is to explore as rigorously as possible how we know what we know about an aspect of contemporary India.

You will already have spent some time thinking along epistemological lines whilst writing your ‘What is India?’ essay. The Critical Theory of India essay takes your intellectual engagement with knowledge production and acquisition to the next level. It encourages you to think deeply and look more closely at how knowledge is created around a specific piece of social reality in contemporary India. As such, the essay may legitimately be concerned with different theories; definitions of concepts; knowledge or truth claims and their refutation; problems of measurement; social conditions of production of knowledge; and/or the emergence and consolidation of specific sub-fields, all centring around a common theme or topic. Your essay might include debates over ideas and themes and the evidential and theoretical bases for contested political, economic, historical, social or policy problems.

The Critical Theory of India essay must be about India. The theories, concepts or approaches that you engage with need not necessarily only pertain to India, but your exploration must engage clearly with their application to contemporary India. The essay can be historiographical in content but the significance of the essay’s themes must be related explicitly to contemporary India.

Below are some common questions that students ask of their supervisors.

What makes the Critical Theory of India Essay different from other essays on the course?
When writing the non-assessed essays for this course, in many senses you yourself are ‘producing knowledge’. You draw on empirical evidence, from primary or secondary sources, and utilise key assertions and findings from existing scholarly works to advance and justify your own position in response to an essay question. Your argument works through the material you present and culminates in a final statement or assessment, which emerges as your own contribution to ‘knowledge’ in response to the essay question.

In the Critical Theory of India essay you are principally concerned with the way other scholars, thinkers or analysts have ‘produced knowledge’. Your task is to critically examine and evaluate how they have constructed arguments or accounts in their analysis of a given theme or topic in the social world.

We know that social systems, structures and actors are extensive, complex and interlinked, perhaps especially so in the context of contemporary India. Since it is impossible for a given analysis to include everything that relates to a particular theme or topic, we often find that theories and conceptual frameworks are used to simplify, delimit or order the domain of social reality under analysis, or that specific indicators are selected to measure parts of it, or that particular steps are taken to derive and interpret social data relevant to it. We see this, for example, in the way that large ordering devices such as scholarly disciplines or areas of policy focus on different parts of the social realm, but we also observe such selectivity within and across these ‘boundaries of knowledge’, too, when scholars, thinkers and analysts invoke a range of narrower lenses through which to approach their subject matter. It is important to appreciate that any framework of analysis always brackets some things in, while leaving others out.

Since in this essay you are interested in how knowledge has been produced/acquired in relation to your chosen theme, you will be looking carefully at the different theoretical, conceptual, methodological or
other approaches that scholars/analysts have adopted, and you will be critically evaluating their success. **The main purpose of your essay is to present an argument and come to a conclusion about how the subject of your essay is best understood.** This does not mean, however, that all empirical evidence should be excluded from the essay. On the contrary, in most cases it is necessary to consider empirical evidence and real-life cases in order to evaluate the significance or validity of the approaches under scrutiny. Above all, be sure to make a clear case for why a particular approach or combination of approaches is to be favoured, rather than simply producing an uncritical survey of a few hand-picked analyses.

*Can you give me an example of an essay that worked well in the past?*

Examples of strong Critical Theory essays are available on Weblearn. Consult them carefully and take notes on scope, structure and the way the author makes explicit, compares and contrasts, and evaluates the various approaches under study.

One common way of approaching the essay is to look at a problem or problems from various different theoretical viewpoints, comparing and contrasting their strengths and weaknesses. If this is how you proceed, you may ask questions such as: where do the theories come from? What challenges are faced in their application to India or a specific region in India? What do the theories include and what do they overlook? Do the accounts, arguments or findings presented match your own understanding of the topic or theme under study? How did you yourself reach that understanding? Which approach might it be deemed ‘better’?

*Do I need to ground the Critical Theory of India Essay in a particular discipline?*

It is up to you to decide what kind of disciplinary, or indeed interdisciplinary or multidisciplinary approach you take but remember that your examiners will be scholars from a variety of different disciplines. It is always a good idea—and this counts for all of your assessed and non-assessed work—to clarify concepts, ideas and disciplinary conventions in a manner that makes your analysis accessible to scholars across disciplines.

*How will the essay be assessed?*

It will be assessed according to the combination of:

1. **Aim:** the clarity of the theoretical or thematic concerns and/or the epistemological problems and/or the methodological or historiographical issues that you have identified for critical exploration in the essay;
2. **Execution:** the coherence and analytical quality of the argument, the appropriateness and exploitation of the evidence brought to bear on the discussion;
3. **Presentation:** the scholarly rigour with which the essay is presented.

The marking guide for the Critical Theory of India Essay can be found in Annex E.

*Dr Kate Sullivan will hold a class to offer guidance on completing the Critical Theory of India Essay. This will be held Wednesday, 10-12, Week 3 Hilary Term, 11 Bevington Rd, Ground Floor Seminar Room.*
The Dissertation
(10,000 words, week 7 Trinity Term, 33.4% of overall grade)

The bulk of the Easter vacation and Trinity term will be devoted to researching and writing up a dissertation of 10,000 words (including footnotes but excluding bibliography). Topics will be developed by students in association with their dissertation supervisors from the start of MT onwards. Topics may fall within any area related to contemporary India for which supervision can be provided. Titles will be approved by the supervisor and Course Director and also discussed in participatory research methods seminars with other students in the Hilary Term.

The dissertation will test students’ capacities to: understand concepts and arguments in the literature; develop their own independent arguments; demonstrate knowledge of empirical material and to present it in a coherent manner; formulate a research project, discuss appropriate methodologies, carry out research (either field- or library- based) and write a substantial, academic piece of work. Students will be encouraged to display originality, either in a fresh approach to the existing literature or in generating new evidence. It is not required that materials in Indian languages are used for the dissertation; the dissertation will usually mainly or wholly draw upon both secondary literature and primary sources in English.

The dissertation will be examined for its competence, conceptual grasp, and innovation. The Examiners expect a balanced, engaging, well-presented and appropriately referenced academic piece of work, which draws on the relevant literature, displays analytical skill, develops an argument and comes to a conclusion. All the chapters should show competent and creative scholarship. It is expected that the best of these essays will be worthy of publication.

The marking guide for the Dissertation can be found in Annex F.

The Examiners will assess the dissertation under three broad headings:

1. **Aim:** What does it set out to do? How well is that aim achieved given an intellectual and practical context by reference to literature and/or a case study?

2. **Execution:** What is the research method and design? How appropriate is the evidence? How appropriate and rigorous are the analytical techniques? Does the dissertation have an argument? Is the reasoning clear? Is the argument logical? Does it deal with relevant literature and reach a justified conclusion?

3. **Presentation:** Is the physical presentation (e.g. format, illustration, footnotes, bibliography, etc.) of an acceptable and consistent standard?

Examiners will then give an overall assessment based on a combination of the above.

A good dissertation should ask a meaningful research question and situate that question within the existing scholarship. The dissertation as a whole should aim to provide a plausible ‘answer’ to the research question by constructing a **central argument** or **narrative** based on **evidence** or **data**. A dissertation usually makes use of a **theoretical or conceptual framework** which helps to structure the argument and to define its central concepts. A dissertation should always include an explicit justification of how and why it draws on the specific types and amount of evidence or data included within it, and how these were obtained – this is broadly referred to as the **methodology**. The main body of the dissertation is made up of the argument and
the supporting evidence or data – the empirical material. At the end of the dissertation comes the conclusion which revisits the research question, very briefly summarises the central argument or narrative and weighs up the usefulness and limitations of the research design as a whole (that is, it evaluates the choice of question, theoretical or conceptual framework, methodology, empirical material and the overall ‘answer’ to the research question). It also explores the implications of the ‘answer’ for similar empirical research or theoretical debates within the related scholarship, or perhaps even makes recommendations for the world of policy. Finally, a good dissertation should be well-structured, properly referenced (see pages 61-66), and well-presented.

Remember that your dissertation is part of the MSc in Contemporary India, so your research question and the scholarship you relate it to must have an India focus. You will need to engage with literature relevant to the regions of India or the Indian region, and when you apply theoretical and conceptual frameworks or draw on literature from studies of other parts of the world, you will need to discuss explicitly the relevance and usefulness of the insights derived from these. The dissertation will form a key investment in your bank of India expertise, and you should see it as an opportunity to broaden and deepen your knowledge of the region.

General requirements
The dissertation may be the longest piece of work you have ever written and it is crucial to develop and work within a clear structure. This is helpful to you as a researcher, since it will allow you to organise your thoughts and material, and as a student, since it will enable the examiners to better follow and understand your research design.

Your dissertation should contain the following elements, though the order is flexible:

- A cover page as per the requirements of assessed work (see page 57)
- A table of contents indicating the page numbers and headings of each section or chapter
- An introduction, including
  - a clear statement of the research question
  - a contextualisation of the research question – why is it worth asking and how does it relate to existing scholarship?
  - a brief indication of your key findings or ‘answer’ to the research question, and perhaps a very brief summary of the central argument or narrative that takes you to that answer
  - a clear roadmap of how the dissertation will proceed
- An explanation and justification of the theoretical or conceptual framework and central concepts used in the dissertation
- An explanation and justification of the methodology employed by you, the researcher
- An explicit engagement with, and critical analysis of, the existing literature
- Empirical chapter/s or section/s in which you present the evidence that supports your argument. These may be divided thematically, chronologically or according to another ordering principle
- A conclusion, including an evaluation of your research and a discussion of the implications of your research
- A comprehensive and consistently presented bibliography

You may also choose to include supporting material in the form of appendices should you wish to refer the reader to supporting materials. These might be items such as detailed tabulated data, sections of legislation, or excerpts of speeches, statements or texts. A table of acronyms or abbreviations may be helpful if these feature extensively in the dissertation. Appendices are not included in the word count but
they must serve as supplementary or reference material only, which means that the arguments you make in the main body of your dissertation must be able to stand alone, without the appendices.

Remember above all the importance of presentation. Your dissertation should be free of typographical, grammar and language errors. Your arguments should be easy to follow and well-ordered. The bibliography should be complete, with a consistent style. It is a good idea to schedule a margin of time before the deadline for final corrections. Though the dissertation must be all your own work, finding someone to proofread the final draft for errors and inconsistencies is a good idea.

Dissertation trouble-shooting
It is usual for students to feel overwhelmed during the dissertation writing process. Uncertainty about the choice of topic, feeling lost within a sea of literature or data, and decisions about what sections of argument and evidence to include and exclude are common concerns at different stages. Below is a basic set of questions that you should consult regularly during the planning, writing, and revision stages of your dissertation. Above all, you should meet frequently with your dissertation supervisor, who will be able to help you find answers to these kinds of questions.

Focus
What precisely is the focus of your dissertation?
How does it relate to existing empirical and theoretical literature?
What is the scope of your study and is this feasible given the available time and word limit?

Purpose
What are you covering in this topic?
What is the central question your dissertation aims to answer?
What is the major objective of the dissertation?
What key idea or ideas would you like your readers to go away with?

Some frequently asked questions

Is this a good topic?
A good topic is one that you are interested in, one that raises an important question or puzzle and one around which there is sufficient literature or data available for you to construct an argument or narrative. Well-written dissertations that ask unusual questions and explore innovative topics generally attract high praise from examiners and could form the basis of a future, longer research project. But you do not necessarily need to venture into the unknown – revisiting an old question on the basis of new data or literature or by adopting a new approach can also produce a strong and lively dissertation. There is a fine balance between choosing a unusual topic for which there is little or no literature or data available (which may be more suitable for a PhD/DPhil) and selecting a topic that has been visited so often there is little new to say. Talk to your dissertation supervisor who will help you find a practicable topic that feels right for you.

How do I know which literatures to consult?
The best way to locate useful and meaningful literature around your topic is to consult those scholars who are already very familiar with it. You will need to find a balance between approaching highly specific literature or data that speaks directly to your research question and drawing on more standard scholarly works such that your research makes sense in the broader context of existing scholarship. Approach works
by other scholars on your topic and make a note of the key, standard works that they draw on, as well as the more specific and useful pieces that they may direct you to. You might choose to consult with scholars who specialise in your chosen area by email or in person. A list of specialists within Oxford can be found in Annex B, but you might also approach scholars at other institutions. Many will be more than pleased to assist you if they have the time.

There is so much to include, how will I fit it all in?
Identifying the scope of your research early on and setting clear boundaries is possibly the most useful task you will perform during the production of your dissertation. Clearly defining the theoretical, methodological and empirical boundaries is likely something you may have to repeat during the research process, particularly if you encounter a dead end in the search for one type of data or evidence, or if you discover another type which you believe will help you to answer your research question more plausibly. It is often hard to let material go if you have spent a lot of time gathering and writing it up, but in the interest of a tight and coherent argument, you may find you have to cut sections out. Using the introduction to clarify the question and the empirical scope of the dissertation, such as the case studies or the time periods you focus on, will narrow the focus of the dissertation. Regular talks with your dissertation supervisor will help you identify appropriate boundaries and make adjustments early on, thereby helping you to make the best of your time.

I am well over the word count – what do I do?
The best way to avoid straying over the word limit is be clear about the scope of your dissertation early on (see above) and to submit as close to a full draft of your dissertation as possible to your supervisor by the prescribed date (your supervisor will read one full draft of your dissertation). He or she will be able to provide a nuts-and-bolts analysis of the dissertation and point out which pieces of text are useful and concise and which are superfluous or wordy. This is an extremely useful stage in the dissertation process and students who consult properly with their supervisor should not have excessive problems with the word limit. If you are still finding it difficult to cut down on words, think carefully about the material you have included. Does each and every section support your general argument? Have you included too much detail? Is there too much repetition? Could you simplify some sections of the argument or tighten up your writing? Details of penalties for over-limit essays can be found on page 54.

**EXPECTATIONS OF STUDY**

As a student, you are responsible for your own academic progress. The learning environment of Oxford and the MSc in Contemporary India are special; they require a lot from you but also offer a potentially deeply rewarding experience. The classes are small and there are no options; all the modules are compulsory for everyone. In this way, the course hopes to generate a familiarity and strong *esprit de corps* among the students. We hope to reinforce this with a number of staff-student events during the year including film screenings, seminars, guest lectures and workshops. The intensity and closeness of this experience is intended to facilitate discussion and learning outside the classroom.

The formal teaching takes place in class discussions and lectures – the format of these will vary between courses. The academic year (nine months) is short so you will need to work hard to keep up with the
readings and necessary preparation for classes. This is not a degree that will lend itself to last-minute cramming. The academic demands are intense; essays are not submitted after an extended vacation but soon after completion of lecture courses. The teaching terms are relatively short – eight weeks – so you should use your vacations productively. The low staff-student numbers facilitate opportunities for contact between staff and students. Whether called tutorials or supervisions this contact is often regarded to be one of the best features of the Oxford system. Make the most of these opportunities. If you have problems or want to discuss something in more detail, staff will provide plenty of opportunities for you to engage them on issues of interest to you. There will be opportunities to explore India-relevant research by engaging with the wider teaching of India and South Asia in Oxford and beyond.

This is a multidisciplinary degree comprised of staff and students from a variety of backgrounds. You may be baffled by advanced economics at one moment and listening to something familiar from your undergraduate discipline at another. This can make some aspects of the course difficult to teach (e.g. statistics) but through debate and discussion we hope to provide a stimulating environment in which staff and students tackle issues from a variety of academic disciplines. For example, the staff will all contribute to the environment module despite none of us having an original background in the subject, with the aim of engaging you in some of the environmental challenges facing India in the 21st century.

Contemporary India is a fascinating, rapidly changing, stubbornly durable and frequently baffling place. We aim to make our teaching responsive to changes on the ground and therefore some of our lectures discuss research-in-progress that is rough at the edges, and will be adapted in response to discussion. This is a new degree and will evolve in future in response to feedback. This is a learning environment that demands a lot but offers a lot in return. Make the most of it.

If you intend to work during your studies, please visit www.admin.ox.ac.uk/edc/policiesandguidance/policyonpaidwork for details of the University’s paid work guidelines.

Photo courtesy of Dr George Kunnath – Student trip to Warsaw University
ASSESSMENT

ASSESSMENT STRUCTURE

- **Critical Theory of India Essay**: 5,000 word essay to be submitted by **noon, Monday week 3**, Trinity Term (16.65% of your final grade).
- **Dissertation**: 10,000 word dissertation to be submitted by **noon, Monday week 7**, Trinity Term (33.4% of your final grade).
- **Research Methods Assessment** (16.65% of your final grade, comprised of the following four parts)
  1. **What is India? essay**: 2,500 word essay to be submitted by **noon, Monday week 5**, Michaelmas Term.
  2. **Qualitative methods assignment**: 2,500 word practical exercise in the collection and analysis of qualitative data to be submitted by **noon, Monday week 9**, Michaelmas Term.
  3. **Quantitative analysis take-home exam**: to be submitted by **noon, Monday Week 7**, Hilary Term.
  4. **Research proposal**: 2,500 word proposal to be submitted by **noon, Monday Week 9**, Hilary Term.
- **Examination**: All the taught modules will be formally assessed in the final examinations at the end of Trinity Term. There will be two three hour exams covering the six modules (16.65% of your final grade per paper).
- **Coursework essays**: Students must prepare one 2,500 word essay per module to be submitted to Sarah Dewick. (See timetable for each of the essay deadlines). The essays are non-assessed; they do not count towards your final degree grade. However, all module essays will be marked and commented on by the relevant course lecturers. These essays must be submitted to fulfil the requirements of the degree. One digital copy of the essay, in Word format, should be submitted via the Weblearn Assessments portal before the submissions deadline.

The current Examination Regulations for the MSc in Contemporary India can be found in Annex A and on the Programme Weblearn pages. The digital document will be updated with any changes which occur throughout the year.

FEEDBACK ON LEARNING AND ASSESSMENT

The University distinguishes between ‘formative’ and ‘summative’ assessment.

While formative assessment usually takes place during the learning process, summative assessment usually takes place at the end of a unit, module, course or programme (see Oxford Learning Institute for more on this). Formative assessment can be communicated to the student for the purposes of learning and improvement, while summative assessment involves making judgements for rating performance. Coursework essays are typical of formative assessment; examinations are typical of summative assessment. We offer feedback on those pieces of work for which feedback is useful to help you improve in the next stage of the degree.
EXAMINATION CONVENTIONS

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work.

Examination conventions for the MSc in Contemporary India 2015-16 can be found on Weblearn.

SUBMITTING ASSESSED WORK

All assessed coursework:

1. Must be presented in size 12 font
2. Must be double spaced, on only one side of A4
3. Must have a bibliography that consists only of references that are cited in the text. The section title should be ‘References Cited’
4. Must include the word count at the end of the text. Penalties apply for excesses (see below, page 54).
5. Must be bound or held firmly in a stiff cover (you can buy these from any stationary shop. Stapling the document or putting loose sheets of paper in a plastic wallet is not acceptable.)
6. Must include a completed Cover Sheet and Declaration of Authorship (see below for template, pages 57 and 58).

All assessed work must be delivered to the Clerk of the Examination Schools, High Street, Oxford, no later than the deadline stipulated. Penalties apply for late submission. An identical electronic copy (in Word format) should also be submitted to the Programme Administrator via the Weblearn Assessments portal.

Two hard copies must be delivered. Assessed work must be anonymized, identifying authorship only by student examination number. YOU MUST NOT PUT YOUR NAME ON ANY ASSESSED COURSEWORK OR EXAMINATION. The Declaration of Authorship should be put in a separate envelope and included in the larger envelope with the two copies.

The Declaration of Authorship form and the Cover Sheet can also be found on Weblearn. The covering envelope should be addressed to: The Chair of Examiners, MSc in Contemporary India and include only your examination number as identification.

Remember, you can submit your coursework not only on the day of the deadline but any date BEFORE the deadline too.

If for some reason you cannot submit your coursework in person to Exam Schools, you may give it to someone else to submit on your behalf in time for the deadline. However, if that person fails to submit it on time for you, you will be held responsible. If you foresee any problems in the completion or submission of assessed work, contact your supervisor immediately.
Please note however that you are required to be resident in Oxford for the duration of the MSc. If you need to go away for a particular reason during term time or if you anticipate missing classes, you must discuss this with your supervisor and College and let them know the reason for your absence.

**Excess Words**

Adhering to word limits is a non-negotiable academic convention and submissions that exceed the prescribed limit will be subject to deductions (see below). You must declare the word count on all coursework and submit an electronic copy to Sarah Dewick by the deadline (see section on ‘How to submit assessed work’).

**What is included in the word count?**

Headings, subheadings, footnotes, endnotes, captions for pictures, tables and diagrams are all included in the word count.

**What is NOT included in the word count?**

The title page, table of contents, listed references, appendices, or any words that feature in photographs themselves. N.B. If you choose to add an appendix/ appendices, it should only contain additional/supporting information for reference. The examiners should not need to refer to it in grading your coursework.

**Word-count: Penalties for over-length essays**

<table>
<thead>
<tr>
<th>Amount of excess</th>
<th>Penalty to apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 1 and 200 words over the limit</td>
<td>Deduct 1 percentage point</td>
</tr>
<tr>
<td>Between 201 and 400 words over the limit</td>
<td>Deduct 2 percentage points</td>
</tr>
<tr>
<td>Between 401 and 600 words over the limit</td>
<td>Deduct 3 percentage points</td>
</tr>
<tr>
<td>Between 601 and 800 words over the limit</td>
<td>Deduct 4 percentage points</td>
</tr>
<tr>
<td>Between 801 and 1000 words over the limit</td>
<td>Deduct 5 percentage points</td>
</tr>
<tr>
<td>1001 words or more over the limit</td>
<td>Automatic fail</td>
</tr>
</tbody>
</table>
Late Submissions

Timely submission of all assessed work is vitally important. Unexcused lateness without good reason can damage your final degree grade. If you miss the submission deadline for any piece of assessed work, your work may be subject to substantial deductions. Failure to submit an item of assessed work may have very serious consequences for your overall degree.

Marks equivalent to half a degree class, i.e. 5 marks will be deducted for each working day that the work is late (i.e. Monday to Friday), up to a maximum of five working days (25 marks). Thereafter, an award of 0% will be given.

Failure to submit an item of assessed work results in 0% being awarded for that item, with potentially very serious consequences for your overall degree.

Special Circumstances and Extensions

Not all lateness is automatically penalized. It is well recognized that illness, bereavement and other serious personal circumstances can affect the quality or prompt submission of assessed work. It is vital that you keep your supervisor and College informed of any serious adverse personal circumstances that may affect your work (such as illness, illness or death of a close relative or partner, or other personal issues).

If there are factors beyond your control which make it impossible for you to submit work on time you must let your supervisor and your College Tutor know as soon as possible. Permission to submit assessed work after the stipulated deadline is granted only by the Proctors and a fee may be charged. Proctors are University officers, elected annually from the academic staff, who ensure that the University rules are observed and that examinations are fairly conducted. Requests for extension of time must be made before a deadline has passed only through your College Tutor to the Office of the Proctors. If you want to formally apply to submit late OR if you fail to submit on time and want to apply for retrospective permission to submit after the missed deadline, you need to approach your College Senior Tutor or the Tutor for Graduates in your College as soon as you can. You will need to provide medical certificates, as well as supporting letters/emails from your supervisor and the Course Director. With supporting documentation, the College will then apply on your behalf to the Proctors. Supervisors and Course Directors cannot grant permission for extensions of deadlines, only the Proctors can do so, on request from your College.

Please consider carefully whether your circumstances are (or were) significant enough to justify the lateness. Mitigating circumstances are only considered if they are serious and exceptional (computer problems, printer failures or heavy workloads are not regarded as serious difficulties).

Final decisions rest with the Proctors. You can be reasonably confident, however, that if your request provides good reasons, if it is well documented and/or supported by your College, supervisor and Course Director, and the degree of lateness is proportionate to the reasons for the delay, then lateness penalties will be lifted.
You do not have to apply to the Proctors for deadline extensions for non-assessed work (i.e. module essays). For non-assessed course, contact your Course Convenor to request an extension, if you have a good reason for it. Missing a deadline or late submission of non-assessed work is also treated seriously and penalties apply as normal. If you have legitimate grounds, and you wish to request more time to complete your module essays, you must contact the convenor of the module in question before the deadline passes.

You should always speak to your supervisor and/or College if you are having problems or if you think you may not be able to complete coursework or meet a deadline.
Title

Dissertation / Critical Theory Essay

Paper submitted in partial fulfilment of the requirements for the Degree of Master of Science in Contemporary India at the University of Oxford

By

(Candidate number)
School of Interdisciplinary Area Studies
University of Oxford

[NB Do not insert acknowledgments for help given in the preparation of this essay in the Examiners’ copies. The dissertation must remain anonymous. Personal copies may contain acknowledgments ]
DECLARATION OF AUTHORSHIP
MSc in Contemporary India

Please fill in this form for each submission.

Name (in capitals):   Candidate number:

College (in capitals):     Supervisor(s) of thesis/essay:
Title of thesis/essay (in capitals):

Word count:  

There is extensive information and guidance on academic good practice and plagiarism on the University website: www.admin.ox.ac.uk/epsc/plagiarism. Please tick to confirm the following:

I am aware of the University’s disciplinary regulations concerning conduct in examinations and, in particular, of the regulations on plagiarism (c.f. The Proctors’ and Assessor’s Memorandum, Section 9.6 at www.admin.ox.ac.uk/proctors/info/pam/section9.shtml).

☐ The piece of work that I am submitting is entirely my own work except where otherwise indicated.

☐ It has not been submitted, either wholly or substantially, for another degree of this University, or for a degree at any other institution.

☐ I have clearly signalled the presence of quoted or paraphrased material and referenced all sources.

☐ I have acknowledged appropriately any assistance I have received in addition to that provided by my supervisor(s).

☐ I have not sought assistance from any professional agency.

☐ I have not repeated any material from other pieces of work that I have previously submitted for assessment for this degree, except where permitted.1

☐ I agree to retain an electronic copy of this work until the publication of my final examination result.

☐ I agree to submit this copy for checks for excess word count and/or plagiarism.

Candidate’s signature: ……………………………………………..  Date: ………………………..

1 It is acceptable for students to use some material contained in their Research Proposal in the final version of their MSc thesis.
GOOD ACADEMIC PRACTICE AND AVOIDING PLAGIARISM

Plagiarism is presenting someone else’s work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. For more information, please see the Oxford Students website guidance on plagiarism.

Academic good practice includes time management, note-taking, referencing and research and library skills, about which further information can be found on the Oxford Students skills webpage.

Oxford uses anti-plagiarism software that allows papers to be submitted electronically to find whether parts of a document match material which can be found on the web, are copied from published journals and periodicals, or which have been previously submitted. All assessed work is checked for plagiarism. The University IT Services conduct a session entitled “Plagiarism: Awareness and avoidance (for students)” which you are encouraged to attend. Places are limited and bookings are required. You can find out more, book your place or express interest in future sessions at http://courses.it.ox.ac.uk/detail/TTER

Online tests

MSc Contemporary India students are required to take the Oxford on-line plagiarism test and submit the completed certificate to Sarah Dewick by the end of week 0.

These tests may seem a bit patronising but in fact they are an easy and practical way of gauging your understanding of plagiarism and checking your citation practice. You should complete the following:

1. First test your baseline understanding with the following short Plagiarism Quizzes
   a) Bradford School of Management: ‘What is plagiarism?’
   b) The Goucher College ‘Plagiarism-by-Paraphrase Risk Quiz’ usefully covers academic practice in five different disciplines. The referencing conventions of your subject may vary from the examples in use in this and other web sites; however, the principle of transparency of source use remains the same.
   c) Next, complete the Oxford test available via the SkillsPortal web site
   d) Submit the completed certificate by the end of week 0 of MT.

If you have any queries about the tests or any other aspect of plagiarism, please ask your supervisor for advice.
UNIVERSITY EXAMINATIONS

Entering for University Examinations

Full details on how to enter for University examinations can be found at http://www.ox.ac.uk/students/academic/exams/entry

Examination Dates

Examination timetables are published no later than 5 weeks before the start of the examination. Examinations for the MSc in Contemporary India are usually held in Week 9 of Trinity Term.

Sitting Your Examination

Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website.

Examinations for the MSc in Contemporary India take the form of two 3-hour papers. Examinations are held in the Examinations School on the High Street, a nineteenth century building purpose-built for the holding of examinations.

The proper conduct of all examinations in the University comes under the jurisdiction of the Proctors. There are three nominated Examiners for the MSc in Contemporary India, two internal to the University and one external.

Answering exam questions and duplicating material:
Towards the end of the academic year, you will learn much more about the exams from your lecturers and supervisors. Past papers can be found on Weblearn and you will receive help with revision as well. The exams are not designed to trick you or to find out what you do not know. Rather, they are intended to give you a chance to display your ability to answer questions on various subjects related to India and construct an informed argument cogently and coherently within a limited time.

In the exams, you will write a total of six essays (meaning you will write one essay on all six modules covered during the year). In each of the two exams, you will write three essays. Exams are normally held on consecutive days. You will be given a choice of questions from each module (five questions per module, with one either/or question). You will not be asked about anything you have not learned about on the course but you may be asked to link topics in new ways. You may use reading from other modules if they are relevant to your answer but you should try and display the full range of your learning and your ability to switch between the disciplines represented in each module. Beware of drawing on too narrow a set of references. While it is not normally possible to give an
answer of the same depth and sophistication of a coursework essay, exams allow you to show your
ability to think in a quick and agile way under pressure, to move swiftly between the areas of
knowledge and academic styles demanded by different disciplines, to link bodies of literature to
answer a question, and to develop a short, clear, informed and balanced argument in a limited
amount of time. The range of exam questions is designed to let you to demonstrate the breadth as
well as depth of your knowledge and to show your ability to grapple with the debates surrounding a
variety of different topics. As such, you are encouraged to answer questions on subjects different
from your critical theory essay and dissertation. Working on less familiar material can also help you
produce fresher arguments and think in new directions.

The Unseen Written Marking Scale can be found in Annex G.

**PLEASE ENSURE YOU WRITE LEGIBLY IN YOUR EXAMINATIONS**

**Note on Protecting Anonymity in Examinations**
Each student is assigned a candidate examination number by Examination Schools toward the end of
the academic year. **As you will write you exams in your own hand it is important that you protect
your anonymity by refraining from handing in handwritten work during the academic year.** Your
course providers are likely to be one of two markers reading your examination scripts. It is
important that they be unable to identify you by your handwriting when they do so. All MSc CI
course providers have been asked to avoid asking you for handwritten work to facilitate the
protection of your anonymity.

**Academic Dress for Examination**
All members of the University are required to wear academic dress with *subfusc* clothing when
attending any university examination, i.e.:

- **Men:** A dark suit and socks, black shoes, a white bow tie, and plain white shirt and collar.
- **Women:** A dark skirt or trousers, a white blouse, black tie, black stockings and shoes, and dark
  coat desired.

Please refer to the *Proctors’ and Assessor’s Memorandum* for further information. You should
receive a copy of this from your college and it is also available on the web at:
[http://admin.ox.ac.uk/proctors](http://admin.ox.ac.uk/proctors).

Gowns and squares (mitre caps) are also required attire for examinations, and are available for hire
(and purchase if you wish) from Shepherd and Woodward on High Street, Walters on Turl Street, or
from similar shops. Please note that proper academic attire is required by Oxford for admission to
the examination rooms.

**Taking items into the examination**

**Required**
- University ID (Bodleian) card.
- Stationery, ideally in a clear plastic bag.
- *Sub-fusc*. Mortar Boards and gowns may be removed during the exam.

**Permitted**
- Non-carbonated water in a clear spill-proof bottle.
  Provided your Senior Tutor has informed the Examinations Team in advance:
- Silent blood testing kits for diabetic students, with glucose drink (e.g.
Lucozade) and/or glucose tablets (e.g. Dextro energy tablets) in case of hypoglycaemia. Insulin syringes/supplies remain permissible.

- Asthma inhalers.
- Watch and wallet (subject to inspection by invigilator).

**Disallowed**

- Unauthorised material (including revision notes) or equipment relevant to the exam.
- Good luck charms and items.
- Coats and bags must be left at the coat hangers in the Great Hall or marquee.
- Screw-cap, non-clear bottles, fizzy water (except on medical grounds with prior approval).
- Medicines (unless prior approval granted).
- Mobile phones

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*The Bridge of Sighs*
External Examiner and Examiners’ Reports

The External Examiner for the MSc in Contemporary India 2015-16 is Dr Satoshi Miyamura. Dr Miyamura is a Lecturer in the Economy of Japan at SOAS, University of London.

Students are strictly prohibited from contacting external examiners directly. If you are unhappy with an aspect of your assessment you may make a complaint or appeal (see page 68).

Previous examiners’ reports can be viewed on Weblearn.

PRIZES

MSc Contemporary India students are all eligible for the Barbara Harriss-White Dissertation prize. This will be awarded to the student who produces the best dissertation. It will be judged by the Board of Examiners during the final Exam Board Meeting in July 2016.

Students are also eligible to enter the Malangs Essay Competition. Details of previous competitions can be found on the CSASP website. Full details of upcoming competitions will be circulated when available.
SKILLS AND LEARNING DEVELOPMENT

ACADEMIC PROGRESS

The Course Director, Dr George Kunnath has overall responsibility for monitoring and reporting on student progress. GSS reporting (explained in more detail on page 30) is a vital tool for doing so and we therefore encourage you to complete your termly reports, as your supervisors will also be doing, in order to achieve the best levels of support from the academic staff during your studies.

All members of CSASP staff will be involved with the teaching of the MSc in Contemporary India and can therefore be contacted by students with requests for assistance. Staff members hold weekly office hours during which any student can book a slot to meet with them. Office hours schedules will be distributed during your induction and can also be found on Weblearn.

LEARNING DEVELOPMENT AND SKILLS

Students have the opportunity to develop the following skills during the course:

Intellectual skills
- The ability to undertake critical appraisals of secondary literature covering key areas of research
- The ability to understand research findings in their ideological, theoretical, cultural and ethical context. While research is now vast and deep, the study of contemporary India is characterised by theoretical debate and contestation, controversy over evidence and methods as well as rapidly proliferating mini-narratives. India is thus an especially useful case from which to develop a critical capacity, to analyse arguments in particular sources, and examining their context, evidence, methods, commitments and intent.
- The ability to plan, organise and complete a small research project, and to write to the required academic standard.
- Preparation for more extended doctoral level research.

Practical skills
- Oral presentation of materials in a coherent and engaging manner
- Ability to participate in academic discussion through asking informed questions and answering them in a sustained manner. While some students respond very effectively to this challenge, a number are reluctant to participate in seminars, and require encouragement and help. It is a vital skill for interviews and presentations in many contexts.
- A basic understanding and capacity to analyse statistical information; word processing skills in the presentation of materials and development of bibliographies

Transferable skills
Essentially what is sought in the concept of ‘transferable skills’ are those skills which are learnt or gained during the course of a degree programme, and which are of value and utility beyond the
course itself, especially in a working context, e.g. use of information technology, independent learning, critical analysis.

- Critical analysis
- A developed expert knowledge of India and the principal bodies of Indian and international literature on India.
- An in-depth understanding of some of the key theories and theorists that assist in understanding contemporary India, across disciplines
- Communication, data analysis, presentational, and writing skills
- Skills involved in organising and managing time, for reading and research
- Development of independent capacity to learn, and frame research
- Practical skills in the collection and analysis of qualitative and quantitative data
- IT skills (training in Excel provided)
- Basic editing skills

Language Courses

The Faculty of Oriental Studies holds twice-weekly Urdu classes during term time. See [http://www.orinst.ox.ac.uk/isa/urdu_language.html](http://www.orinst.ox.ac.uk/isa/urdu_language.html)

In addition, the University of Oxford Language Centre offers a variety of language courses and excellent English for Academic Studies writing courses for non-native speakers. There is also plenty of self-study material in the Centre library. See the website [http://www.lang.ox.ac.uk/index.html](http://www.lang.ox.ac.uk/index.html)

INDUCTION

There is a compulsory departmental induction at the start of the academic year (0th Week, Michaelmas Term - the week before the start of your first term). All students are expected to attend. During Induction week you will receive information about the course, the Programme and the Department (the School of Interdisciplinary Area Studies) and the University. Staff from the MSc in Contemporary India will lead induction sessions in which you will learn more about the course content, timetables, examinations and facilities. You will learn how to use the University computer systems and the University libraries. You will also have a college induction during this week. Your induction timetable can be found in Annex H.

OPPORTUNITIES FOR SKILLS TRAINING AND DEVELOPMENT

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing – through the [Oxford Students website](http://www.orinst.ox.ac.uk/isa/urdu_language.html).
The Research Methods component of the MSc in Contemporary India will prepare you for your dissertation as well as help you develop an understanding of the research process. It will cover such topics as research theory, sociological and anthropological approaches, social and economic surveys, discourse and narrative analysis, data analysis and elementary statistical techniques. You will also be able to attend an Essay Writing Skills workshop at University level. You will also be kept up to date about other, noncompulsory academic activities that are related to your studies, such as lectures, talks, workshops, social events and film screenings across and beyond the University.

**OPPORTUNITIES TO ENGAGE IN THE DEPARTMENT RESEARCH COMMUNITY**

A range of India-related seminars take place at the University in term time. The Contemporary South Asia seminar held at the Department of International Development is a compulsory part of the course. The South Asian History seminar held at the in St Antony’s College may be of special interest to you. Seminar series at the departments of Politics, Anthropology, Economics, International Relations and International Development regularly feature papers on India and you are welcome and encouraged to attend any of them.

**CAREERS INFORMATION AND ADVICE**

The Oxford Careers Service provides invaluable support in researching and planning your next steps after the MSc in Contemporary India. See [http://www.careers.ox.ac.uk](http://www.careers.ox.ac.uk).

Photo courtesy of Dr George Kunnath – Sant Ravidas celebration in Bihar
STUDENT REPRESENTATION, EVALUATION AND FEEDBACK

DEPARTMENT REPRESENTATION

At the start of the year, you should elect two class representatives. The reps will be responsible for keeping in touch with all the members of the class throughout the year. The reps act as the link between staff and students; they represent the opinions and views of the class. The forum for communicating these views to the teaching staff is the Graduate Joint Consultative Committee (GJCC) meeting, which takes place at the start of the Teaching Committee meetings and is where reps are asked to report any relevant feedback. The reps might also independently organise study groups/revision groups as well as social events and assist with the organisation of special events such as film nights. Reps might also want to co-ordinate reunions for those interested once the year is up.

DIVISION AND UNIVERSITY REPRESENTATION

Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (OUSU). Details can be found on the OUSU website along with information about student representation at the University level.

OPPORTUNITIES TO PROVIDE EVALUATION AND FEEDBACK

The MSc in Contemporary India degree is still relatively young and is constantly evolving. Please feel free to make suggestions for change and improvements at any time to your lecturers and supervisors and let us know if there are books that you think the library should acquire. At the end of each term, module convenors will hand out evaluation forms, which give you the chance to give constructive feedback on the module. You can return the completed form (anonymously) to the course convenor in class or hand it in to Sarah Dewick after the class. Throughout the year, the group’s views will be fed through the class reps to the GJCC and MSc Contemporary India Teaching Committee, and the student body will be kept informed of action. Lastly, at the end of the year we have a discussion and a social event where you can discuss your views with the staff as a group. Your comments are essential to improve the MSc. Completing your reports in the Graduate Supervision System (page 30) is also a very important and effective way of recording your feedback and comments on the course.
STUDENT LIFE AND SUPPORT

WHO TO CONTACT FOR HELP

There are various people with whom students can discuss any problems they are facing: their subject supervisor at SIAS; their college supervisor; the disabilities contact person at SIAS; the University Disability Office; and the Student Counselling Service. The section for current students on the University’s website includes a section on student support and welfare.

Support from your College
Every graduate student in Oxford belongs to a college and your college will appoint a graduate advisor whom you can consult when you need. You can also obtain useful information from your college officers. Enquiries about fees, financial problems etc. are normally best addressed to colleges.

Health Care
Most colleges have their own college nurse and doctor who may be most appropriate. Students are also advised to register at the beginning of the year with a local National Health Service (NHS) doctor which gives entitlement to medical and surgical treatment free of charge at the point of service, except for some contribution towards the cost of medicine and certain special services.

The names of dentists can be found in the Yellow Pages. Some practices may take students under the NHS but most will only see patients privately. The Oxfordshire Health Authority can let you know which dentists accept NHS patients, Emergency treatment may be obtained at the Accident Department of the John Radcliffe Hospital (☎ 741166).

Harassment
The department has two advisors who are ready to advise in complete confidence on any problems which may arise from alleged or apparent breaches of the University’s Harrassment Policy. The SIAS advisors are Alexia Lewis (Russian and East European Studies Administrator), 12 Bevington Road, (2) 74694 and Jane Baker (Japanese Studies Administrator), Nissan Institute for Japanese Studies, Winchester Road, (2) 74570.

COMPLAINTS AND APPEALS

The University, the Social Sciences Division and the School of Interdisciplinary Area Studies all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.
Nothing in the University’s complaints procedure precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available within colleges, within faculties/departments and from bodies like Student Advice Service provided by OUSU or the Counselling Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department’s committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the chairman of the Teaching Committee (Dr George Kunnath, Course Director) or with the SIAS Director of Graduate Studies (Dr Paul Irwin Crookes, Chinese Studies) as appropriate. Within the faculty/department the officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the Proctors’ webpage, the Student Handbook and the relevant Council regulations.

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

An academic appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.

For undergraduate or taught graduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners or assessors. If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college.

As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are described on the Proctors’ webpage, the Student Handbook, and the relevant Council regulations.

Please remember in connection with all the academic appeals that:

- The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
• The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate’s performance.

On no account should you contact your examiners or assessors directly.

STUDENT SOCIETIES

The list of societies for students is extensive. The full list can be found on the Student pages of the University website.

Here is a list of India-related student associations. Go to their websites for more information:

- Oxford India Society
- Oxford Hindu Society
- Oxford Majlis Asian Society
- Oxford University Society, India

POLICIES AND REGULATIONS

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website.

FACILITIES

SOCIAL SPACES AND FACILITIES

The School of Interdisciplinary Area Studies has a common room in the basement of 12 Bevington Road, which students are welcome to use as an informal meeting place during office hours. Seminar rooms in 11 Bevington Road can be booked; please contact Victoria Hudson.
LIBRARIES AND MUSEUMS

Oxford meets the needs of its students, academics and the international research community with a wide range of library services provided by more than 100 libraries, making it the largest library system in the UK. These include the Bodleian Library (the University's main library and a legal deposit library), the Social Science Library, and individual college libraries as well as other specialist libraries across Oxford.

You should find all the books and articles listed in each of the module outlines either in the Social Science Library or the Oriental Institute Library. Colleges and departments also have their own smaller collections so if you cannot find a book you need, try the smaller libraries. If you get stuck, contact the convenor of the module who may be able to upload the reading on Weblearn.

The following libraries also house specialist collections on South Asia:

- Pitt Rivers Museum: India
- The Ashmolean: Eastern Art Department

Library Staff for Indian Studies:

Dr Gillian Evison, Curator, South Asian Collections, Bodleian Library
Ms Louise Clark, Head of Social Sciences Libraries and Research & Learning Support
Ms Emma Mathieson, Modern South Asian Studies Librarian

Useful library and research resources:

- OxLIP library catalogues and library information (includes a range of reference books, newspaper links and e-journals)
- Oxford University e-journals
- JSTOR
- Bibliography of Asian Studies (Western-language articles and book chapters on all parts of Asia published since 1971)
- Indiastat (Statistical data on health, education, the economy, etc.)

Oxford user password for Indiastat available from http://oxford1-direct.hosted.exlibrisgroup.com/V/GNCAKKJ4GA2P2NO9JG1IIBFNGAM3JLI6C5PC5DJD799DC22401864?&pds_handle=GUEST

World Bank e-library
Oxford students have their own web space, access to discounted software, access to OxFile (a web service that supports the exchange of large files (up to 25GB) with people inside and outside of Oxford University) and data backup and archiving. More information can be found at http://www.ox.ac.uk/students/life/it/resources.
1. Each candidate will be required to follow a course of instruction in Contemporary India for three terms. Candidates must attend and satisfactorily complete the Induction Programme and the designated coursework for each compulsory module, specifically the 2,500 word essay per module. Candidates must also attend the course of lectures and classes for the Research Methods course.

2. Candidates will be required to present themselves for examination in two compulsory papers in Themes in Contemporary India at the end of Trinity Term of the year of registration.

3. In addition, all candidates will be required to undertake the following assessment:
   - (i) Research Methods: a series of assignments and/or unseen written examinations as specified by the teaching committee for the M.Sc. in Contemporary India. The forms of assessment, and the dates and times of submission, where applicable, will be notified to students by not later than Friday of noughtth week of Michaelmas Full Term.
   - (ii) Critical theory of India essay: one 5,000 word essay on a topic in comparative theory, epistemology or historiography to be submitted no later than 12 noon on the Monday of the third week of Trinity Term in the year in which the examination is taken.
   - (iii) One 10,000 word dissertation: the title of the dissertation must be approved by the Director of Graduate Studies not later than 12 noon on Friday of fifth week of Hilary Full Term. The dissertation must be submitted not later than 12 noon on Monday of seventh week of Trinity Full Term in the year in which the examination is taken.

Two typewritten or word processed copies of each of the items of written work detailed in 3 (i)-(iii) above must be accompanied by a statement that the submission is the candidate’s own work except where otherwise indicated, and be delivered to the Examinations Schools, addressed to the Chair of Examiners for the M.Sc. in Contemporary India, c/o the Examination Schools, High Street, Oxford at the times and days specified.

An identical electronic copy in word format of all submissions must be submitted to the Programme Administrator on or before the deadline.

4. A candidate who fails the examination will be permitted to retake it on one further occasion within six terms of his or her initial registration. The candidate will be permitted to resubmit the same item or items of written work that did not reach a satisfactory standard.

5. The examiners may award a distinction for excellence in the whole examination.

Schedule
The structure of the course is as follows:

- (a) Core course in Themes in Contemporary India
  - i. Politics, International Relations and Political Economy
  - ii. Culture and Society, Human Development and Environment
- (b) Core course in Research Methods
ANNEX B

OXFORD FACULTY MEMBERS WITH A SOUTH ASIA FOCUS

Dr Sabina Alkire, Director of the Oxford Poverty and Human Development Initiative, QEH
Development economics and human development

Dr Ishtiaq Ahmad, Quaid-I-Azam Visiting Fellow, St. Antony’s College
Research Associate at the Centre for International Studies

Professor Marcus Banks, Director of ISCA
Visual anthropology and ethnographic film, Indian urban society and Jainism; ethnicity

Professor Masooda Bano, Associate Professor, Oxford Department of International Development
Political Economy of religious choices and decision-making

Dr Xiang Biao, University Lecturer in Social Anthropology, ISCA
Migration and social change

Dr Sarmila Bose, Senior Research Associate, Centre for International Studies, DPIR
Politics and public policy of South Asia

Professor Stefan Dercon, University Professor of Development Economics, ODID
Wealth and poverty dynamics, rural development and migration

Dr Faisal Devji, Reader in Modern South Asian History, St Antony’s
Political thought of modern Islam

Dr Xiaolan Fu, Director of Program for Technology and Management for Development, University
Lecturer in Development Studies, Oxford University. Finance in rural India; industrialisation, technology and development

Professor David Gellner, Professor of Social Anthropology, ISCA
Anthropology of South Asia, Nepal, Buddhism, Hinduism, traditional urbanism, healers, ritual and symbolism, politics, ethnicity, and activism

*Professor Nandini Gooptu, Director, QEH, Reader of South Asian Studies.
History, politics and development studies

Professor Barbara Harriss-White, Professor of Development Studies (retired in 2011)
Political economy; poverty and social welfare; technology, employment and greenhouse gases in the informal economy.

Dr Pegram Harrison, Fellow in Entrepreneurship at the Said Business School
Entrepreneurship in South Asia

Dr Sondra Hausner, University Lecturer in the Study of Religion, Faculty of Theology and Religion
Hinduism, Migration and diaspora religion, ritual, gender and sexuality

Dr Rob Hope, Senior Research Fellow in Geography
Environmental change, water governance and poverty reduction in developing countries

Mr Vijay Joshi, Supernumerary Fellow in Economics, St John's College
Economics of globalization; International Economics; Indian Economics.

*Dr George Kunnath Departmental Lecturer in Modern Indian Studies, SIAS
Marxist/Maoist guerrilla movements, caste and class relations, Dalit and Adivasi identity politics and resistance movements, development and conflict, anthropological theory, method and ethics.

Dr Adeel Malik, Islamic Centre Lecturer in Development Economics. ODID
Development macroeconomics and applied micro-economics

*Professor Matthew McCartney, Director of CSASP, Associate Professor in the Political Economy and Human Development of India, SIAS

74
Economic development and political economy of post-Independence South Asia.

**Professor Rosalind O'Hanlon**, Professor of Indian History and Culture, Oriental Institute
Social and intellectual history of India; caste and religious history of Maharashtra; Histories of empire, gender and the body

**Dr Robert Parkin**, University Lecturer in Social Anthropology
Kinship, religion, identity in South Asia

**Dr Alison Shaw**, Senior Research Fellow in Social Anthropology in the Department of Public Health and Primary Care, Ethox Centre and Senior Research Associate, Oxford Centre for Islamic Studies. South Asian Diaspora, Pakistan and British Pakistanis, Ethnicity and health

**Dr Clarinda Still**, Departmental Lecturer in Modern Indian Studies, SIAS (on leave 2015-16)
Dalits, caste inequality, gender, sexuality, reservations, education and the state in South India

**Professor Nikita Sud**, University Lecturer in Development Studies, QEH
The state in the developing world; the society, politics and economy of post-independence of Gujarat; politics of land

**Dr Kate Sullivan**, Departmental Lecturer in Modern Indian Studies, SIAS
India’s rise in world politics, Indian political and international political thought, Indian disarmament and nuclear politics

**Professor Mohammad Talib**, Fellow in Anthropology of Muslim Societies and Islamic Centre Lecturer ISCA
Cultural and religious practices of Muslim communities in India, anthropology of wage workers

**Professor Maya Tudor**, Associate Professor of Government and Public Policy, Blavatnik School of Government

**Dr Indrajit Roy**, ESRC Future Research Leader, ODID, Political sociology; Democracy Public Policy; Qualitative methods in Social Sciences.

**Professor Imre Bangha**, Associate Professor of Hindi, Oriental Institute (on leave 2015-16)

**Dr Megan Robb**, Junior Research Fellow, Oxford Centre for Islamic Studies, providing teaching cover for Professor Bangha.
Origins of stable, democratic and effective states across the developing world, with a particular emphasis upon South Asia.

**Dr Kasturi Sen**, Wolfson College, health systems and policy, ageing, demographic change and mixed methods in international health research

**Dr Maan Barua**, British Academic Early Career Fellow, Somerville College.

**Dr Paul Flather**, Mansfield College. Indian democracy since 1947 and anti-corruption strategies

**Dr Premila Webster** Director of Education & Training at University of Oxford
Public health education, women’s health and city health profiles

**Dr Shailendra Bhandare**, Assistant Keeper (South Asian Numismatics), Ashmolean Museum.

**Dr Mallica Kumbera Landrus**, Andrew W. Mellon Teaching Curator, Ashmolean Museum, history of art and visual culture of India

**Dr Karin Kapadia**, Associate of the Contemporary South Asian Studies Programme, SIAS, caste and gender studies

*Core Staff*
**ANNEX C**
**TIMETABLE FOR MICHAELMAS TERM 2015**

<table>
<thead>
<tr>
<th>Michaelmas Term 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mondays</strong></td>
</tr>
<tr>
<td><strong>am</strong></td>
</tr>
<tr>
<td>10 -11</td>
</tr>
<tr>
<td>Research Methods (Qual) LECTURE</td>
</tr>
<tr>
<td>(9.30-11 in week 5 only) Nissan Lecture Theatre, St Antony’s College</td>
</tr>
<tr>
<td><strong>pm</strong></td>
</tr>
<tr>
<td>3 – 5</td>
</tr>
<tr>
<td>Essay Writing, PhD Preparation and Seminar Guidance Class (week 1 only) 2-3.30</td>
</tr>
<tr>
<td>Ground Floor Seminar Room 11 Bevington Road Indian Politics CLASS (weeks 2, 4, 6, 8)</td>
</tr>
<tr>
<td>11 Bevington Road</td>
</tr>
</tbody>
</table>
**ANNEX D**  
**MARKING GUIDE FOR THE WHAT IS INDIA? ESSAY**

<table>
<thead>
<tr>
<th>WHAT IS INDIA? ESSAY MARKING GUIDE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>Distinction</td>
</tr>
<tr>
<td>60-69</td>
<td>Pass</td>
</tr>
<tr>
<td>50-59</td>
<td>Pass</td>
</tr>
<tr>
<td>49 and below</td>
<td>Fail</td>
</tr>
</tbody>
</table>
**ANNEX E**

**MARKING GUIDE FOR THE CRITICAL THEORY OF INDIA ESSAY**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Level</th>
<th>Marking Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>Distinction</td>
<td>An outstanding essay that is well-structured, clearly argued and lucidly written. The essay shows mastery over the relevant literature and theory, and shows distinctive critical engagement with it. The essay should also display strong analytical power, and offer a fresh approach to the literature in some way.</td>
</tr>
<tr>
<td>60-69</td>
<td>Pass</td>
<td>An essay of a very high standard that engages critically and analytically with the relevant literature and theory and displays good argumentation skills. It will include some elements of distinction quality, but is either not sufficiently original, or less well-written, or has a less well-structured argument, or includes inaccuracies. The marks of 68 and 69 should indicate an examiner’s preparedness to move up to a distinction if a co-assessor or panel of examiners so recommend.</td>
</tr>
<tr>
<td>50-59</td>
<td>Pass</td>
<td>Work of solid scholarly standard that shows some analytical capacity and a reasonable coverage of relevant theories. It may include a well-structured argument, but it may too descriptive or may be marred by omissions and/or some inaccuracies or a failure to critically engage. Essays that read like a descriptive list of theories may also fall into this category.</td>
</tr>
<tr>
<td>49 and below</td>
<td>Fail</td>
<td>An essay that fails to display the criteria necessary for a pass. It may have some or all of the following weaknesses: the standard of writing is too poor; it is without sufficiently clear structure and argument; it does not cover the theoretical literature adequately; it does not focus on the topic; it contains serious omissions and inaccuracies. The marks of 48 and 49 should indicate an examiner’s preparedness to move up to a pass if a co-assessor or panel of examiners so recommend.</td>
</tr>
</tbody>
</table>
# ANNEX F
MARKING GUIDE FOR THE DISSERTATION

<table>
<thead>
<tr>
<th>DISSErTATION MARKING GUIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70 Distinction</td>
</tr>
<tr>
<td>60-69 Pass</td>
</tr>
<tr>
<td>50-59 Pass</td>
</tr>
<tr>
<td>49 and below Fail</td>
</tr>
</tbody>
</table>

Convenors of the degree and the SIAS Graduate Studies Committee will be alert to review comments and recommendations made by external examiners, staff, students and associates.
## ANNEX G
### MARKING SCALE FOR UNSEEN WRITTEN EXAMS

<table>
<thead>
<tr>
<th>Result</th>
<th>%</th>
<th>Indicative description of examination answers</th>
</tr>
</thead>
</table>
| **Distinction** | 90+ | - A truly outstanding answer  
- Evidence of novel ideas and originality of approach  
- Exceptionally deep critical understanding of the issues  
- Thought-provoking and challenging |
| 80–89 |  | - Incisive elucidation of theory or models  
- Highly organised evidence-based arguments  
- Evidence of original thinking or insight based on an evaluation of the evidence  
- Critical synthesis of a substantial body of evidence  
- Penetrating analysis of existing ideas, supporting perceptive conclusions |
| **Pass** | 65–69 |  
- Evidence of wider reading  
- Good breadth of knowledge demonstrated  
- Uses attributed examples to support the ideas advanced  
- Very good degree of clarity and explanation  
- Cautious and accurate interpretation of information  

  - Minor gaps in background material and/or literature cited
  - Minor deviation in focus

**N.B.** The marks of 68 and 69 should indicate an examiner’s preparedness to move up to a distinction if a co-assessor or panel of examiners so recommend. |
| 60–64 |  |  
- Sound, well-presented and clearly structured  
- Addresses all aspects of the question directly  
- Clear understanding of core subject material demonstrated  
- Significant body of core subject literature well represented and referenced  
- Arguments and evidence presented within a logical framework  
- Basic but accurate use of examples and case studies  

  - Occasional but significant gaps in background material and/or literature cited
  - Not all sections are well-focussed on the question
  - Conclusions lack clarity |
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Key Features</th>
</tr>
</thead>
</table>
| 55–59       | - Reasonably well-focused on the question  
- Some well-argued points/perspectives, with some balanced discussion  
- The majority of relevant core lecture material is adequately used  
- Demonstrates a reasonably good understanding of the main points  
- Some reference to core (directed) literature/examples included  
  - Some arguments are individually incomplete or rather pedestrian  
  - Not all aspects of the question are adequately addressed  
  - Some signs of confusion and/or small factual errors  
  - The answer lists references and/or examples but fails to tie them together analytically  
  - Occasional sections may be badly written, or might not support the main argument  
  - Otherwise very good answers which are significantly unfinished |
| 50–54       | - Answer is relevant in broad terms to the question set  
- Successfully uses some aspects of relevant core lecture material in constructing arguments  
- Contains several valid arguments  
- OR, a well-constructed essay, but fails to address the specific question being asked  
  - Relies almost entirely on lecture material  
  - Large parts of the answer lack focus  
  - Arguments lack adequate depth or support  
  - Occasional errors of fact, which do not invalidate the main arguments  
  - Several sections are poorly written |
| Fail        | - Achieves a minimal response to the question, revealing some basic knowledge of relevant material  
- Link between the arguments and the question set is present (but tenuous)  
- Some attempt is made to organise material into a coherent argument  
  - Poorly organised and written  
  - Very little sign of reading or deeper thought  
  - Contains errors of fact or interpretation but which do not invalidate arguments  
  - Much of the argument is under-developed and/or ill-focussed  
  - Conclusions indicate evidence of poor judgement |
| 45–49       | - Achieves a limited understanding of what the question demands  
- Demonstrates some knowledge/understanding of core lecture material  
  - Multiple factual/conceptual inaccuracies  
  - No evidence of reading of relevant literature  
  - Significant errors of interpretation  
  - Generally poorly written  
  - Fails to address significant portions of the question  
  - Lacking in substantial organised argument  
  - Contains overly bold unsubstantiated assertions |

N.B. The marks of 48 and 49 should indicate an examiner’s preparedness to move up to a pass if a co-assessor or panel of examiners so recommend.
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
</table>
| 30–39       | • Addresses question in rudimentary manner  
              • Shows only minimal evidence of having understood the question  
              • Provides adequate content to avoid outright failure |
| 15–29       | • Contains some superficially relevant information  
              • Progresses no further than introductory section (even if this is of good quality)  
              • Information presented only in note form  
              • Very limited evidence of structure in the answer  
              • Information conveyed is largely irrelevant and superficial  
              • Very little connection to the question set |
| 0           | Fails to answer the question or completely misunderstands the question  
              • A very short answer  
              • No understanding of basic course material demonstrated  
              • No clear logically structured arguments  
              • Poorly-written, lacking general structure  
              • No attempt made to link information directly to the question |
## ANNEX H
### INDUCTION WEEK TIMETABLE

5\textsuperscript{th}-9\textsuperscript{th} October 2015

<table>
<thead>
<tr>
<th><strong>MONDAY 5\textsuperscript{th} OCTOBER</strong></th>
<th></th>
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</thead>
</table>
| 9.30-12.30                                 | SIAS, 11 Bevington Rd  
Ground Floor Seminar Room | Welcome and Introduction to the MSc in Contemporary India  
Dr Kate Sullivan – “Ethical and Professional Conduct in Research”  
Prof. Matthew McCartney – “Getting to know your Handbook” |
| 12.30-14.00                                | SIAS, 11 Bevington Rd /Garden  
LUNCH |
| 14.00-16.00                                | SIAS, 11 Bevington Rd  
Ground Floor Seminar Room | Meet with Prof. Nandini Gooptu  
“Meet Your Supervisor” sessions |

<table>
<thead>
<tr>
<th><strong>TUESDAY 6\textsuperscript{th} OCTOBER</strong></th>
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</thead>
</table>
| 9.45-10.15                                 | SIAS, 11 Bevington Rd  
Ground Floor Seminar Room | Meet with Prof. Nandini Gooptu |
| 10.30-14.00                                | Supervisor’s Office*  
“Meet Your Supervisor” sessions |
| 15.00-16.00                                | Social Science Library, IT Room  
Library Induction  
Social Sciences Library  
Manor Road Building, Manor Rd |
| 18.00-20.00                                | Wolfson College  
Private Dining Room | Social / drinks evening |

<table>
<thead>
<tr>
<th><strong>THURSDAY 8\textsuperscript{th} OCTOBER</strong></th>
<th></th>
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</thead>
</table>
| 14.30-16.00                                | Nissan Lecture Theatre  
Welcome and introduction to the School of Interdisciplinary Area  
St Antony’s College  
Studies  
Introduction to Research Methods |
| 16.00-18.00                                | Hilda Besse Building  
Afternoon Tea  
St Antony’s College |

* Drop in session to see location of common room and Administrator’s office. Please bring your university card with you. Schedules for individual meetings with supervisors will be provided during the induction briefing on Monday 5\textsuperscript{th} October.