MPhil in Modern South Asian Studies

Course Handbook 2019/2020

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The information in this Handbook is correct at date of publishing but may be subject to change.
Version: 30/01/2020 v.1.1

FOREWORD

Statement of Coverage

This Handbook applies to students starting the MPhil in Modern South Asian Studies in Michaelmas Term 2019. The information in this Handbook may be different for students starting in other years.

Disclaimer

The information in this Handbook is accurate as at 30 September 2019. 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 version of this Handbook together with a list of the changes and students will be informed.

The Examination Regulations relating to this course are available at http://www.admin.ox.ac.uk/examregs/2019-20/mopimodesoutasiastud/studentview/. 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, the Director of Graduate Studies for the Oxford School of Global and Area Studies (OSGA) (paul.irwincrookes@area.ox.ac.uk) or the Course Administrator, Stephen Minay (stephen.minay@area.ox.ac.uk)

Statement on behaviour

Our School and the University of Oxford are committed to fostering an inclusive culture which promotes equality and values diversity. We aim to maintain a working, learning and social environment in which the rights and dignity of everyone are respected. All staff, students, workers and visitors to the School are therefore expected to behave in a respectful and appropriate manner.

More information, including the full University Policy, can be found here http://www.ox.ac.uk/students/welfare/harassment

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<div align="center">Version: 30/01/2020 v1.1</div>

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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 at Oxford. You will also find lots of useful information of relevance to your course from the following sources:

- the School's website https://www.area-studies.ox.ac.uk/, which includes information about news and events;

- our Canvas sites https://login.canvas.ox.ac.uk which provide 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 http://www.ox.ac.uk/students;

- your individual college handbook;

- the University's Examination Regulations http://www.admin.ox.ac.uk/examregs/2019-20/mopimodesoutasiastud/studentview/, which provide the course regulations; and

- the programme's examination conventions provided on our Canvas site https://canvas.ox.ac.uk/courses/25487/pages/examination-conventions, 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 your Course Administrator, Stephen Minay (Stephen.minay@area.ox.ac.uk).

Welcome from the School of Global and Area Studies and the Faculty of Oriental Studies

On behalf of the Oxford School of Global and Area Studies (OSGA) and the Faculty of Oriental Studies, we would like to welcome you all warmly to Oxford. OSGA 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. The Faculty of Oriental Studies is part of the Humanities Division, and has a total staff of about 120, based in the Faculty building in Pusey Lane, and in centres elsewhere in central Oxford, many of them shared with OSGA staff.

Together, we are the largest community of scholars and teachers 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 from globalisation and liberalisation to Orientalism and textual studies, it is always informed by a deep understanding of the relevant country, region and language concerned, helping us to analyse the social, political and historical drivers of a particular region to better explain both the historical context and the contemporary factors shaping the world today. We invite you all to join us in these debates and we wish you a very enjoyable time here as members of OSGA and Oriental Studies.

Professor Timothy Power
Head of the Oxford School of Global and Area Studies

Professor Ulrike Roesler
Chair of the Faculty Board
Oriental Studies

Welcome from the Course Directors of the MPhil in Modern South Asian Studies

A warm welcome to our MPhil in Modern South Asian Studies, and to the Oxford School of Global and Area Studies (OSGA) and the Faculty of Oriental Studies who have partnered to jointly offer this programme. At OSGA, a number of developing countries as well as major emerging powers, such as India and China, are studied both in their own right, and also from a comparative and interdisciplinary social science perspective. The Faculty of Oriental Studies shares this approach, as well as bringing its own distinctive expertise in language, literature and history.

The MPhil is an intellectually ambitious degree course. Over the two years of the course, you will have the opportunity to specialise in the period, state focus and disciplinary approach of your choice within the broader South Asia region. At the same time, all students on the course are encouraged to deepen their understanding through study of the region's shared histories, cultures, developmental challenges and interwoven political relationships as independent states. To achieve these aims, you will take an intensive combination of compulsory and optional modules. You will attend the weekly Core Course lectures, which offer a broad thematic survey of South Asia, and provide opportunities for discussion. You will also follow a course in Research Methods taught through lectures and classes, some of which are run by OSGA and others by Oriental Studies. You will choose one of two tracks, the 'language track' or the 'non-language track' and also be asked to choose Option papers from a list offering a wealth of choices, from

history, language and literature, to modern politics, society, economics and international relations. If you take the 'Language Track', you will choose a 'Core Language', plus one Option paper in the first year and one further Option paper in the second year. If you take the 'Non-Language Track', you will choose two Option papers in the first year, and a further Option paper in the second. Over the course of the two years, you will also work on developing your 30,000-word thesis, on a subject of your choice. The Option papers and the thesis enable you, if you wish, to specialise in various academic perspectives of historical South Asia or contemporary India, Pakistan, Bangladesh, Sri Lanka, Nepal or Bhutan. Finally, you will attend the weekly South Asia research seminar, at which doctoral students, post-docs, younger and more senior scholars will share their latest research.

The structure of the first year of the MPhil follows that of our one-year MSc course. During your first year, you will be sharing lectures, classes and tutorials with our MSc students, and will benefit from working within this larger group.

The MPhil is embedded in and benefits from Oxford's dynamic research culture in the different fields and regions of South Asia. The Contemporary South Asian Studies Programme (CSASP) at OSGA hosts several visiting researchers every year, collaborates with various overseas centres and institutions and is home to major research projects on South Asia involving international networks of scholars. The Faculty of Oriental Studies houses a vibrant community of scholars working on early modern history and literature. Staff from the Faculties of Anthropology, Development Studies, Politics and International Relations, Theology and Art History also teach on the course and are available to help you develop your ideas for your thesis. Wolfson, St Antony's and Somerville Colleges have a particular focus in South Asia and are home to active communities of researchers in different fields and disciplines, and organise conferences and international workshops throughout the year.

Information about academic visitors, seminars, workshops and conferences will be separately available during the course of the year, along with details of social occasions such as the OSGA student party, documentary and film nights and other special events!

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

Professor Imre Bangha
Associate Professor of Hindi
Faculty of Oriental Studies

Professor Matthew McCartney
Associate Professor in the Political Economy and Human
Development of South Asia, OSGA

Useful contacts for the Oxford School of Global and Area Studies (OSGA)

Head of the School of Global and Area Studies (OSGA)		
Prof Timothy J. Power	(2) 84779	timothy.power@lac.ox.ac.uk
OSGA Head of Administration and Finance		
Erin Gordon	(2) 84981	administrator@area.ox.ac.uk
OSGA Director of Graduate Studies (DGS)		
Dr Paul Irwin Crookes	(6) 13848	paul.irwincrookes@area.ox.ac.uk
OSGA Academic Co-ordinator		
Sarah Dewick	(2) 84995	sarah.dewick@area.ox.ac.uk
OSGA Disability Co-ordinators		
Dr Paul Irwin Crookes	(6) 13848	paul.irwincrookes@area.ox.ac.uk
Sarah Dewick (OSGA Academic Co-ordinator)	(2) 84995	sarah.dewick@area.ox.ac.uk
OSGA Ethical approval, Travel Risk Assessment and Travel Insurance Contact		
Francesca Tucci	(2) 84989	For queries about Ethical approval of your research (CUREC application) please contact: curec@area.ox.ac.uk For queries about Travel Risk Assessment and Travel Insurance please contact: travel@area.ox.ac.uk
OSGA Harassment Advisors		
Ms Alexia Lewis (Russian and East European Studies Administrator)	(2) 74694	alexia.lewis@area.ox.ac.uk
Miss Jane Baker (Japanese Studies Administrator)	(2) 74570	jane.baker@nissan.ox.ac.uk

Contacts for the Contemporary South Asian Studies Programme (CSASP) and Modern South Asian Studies courses

Director of CSASP		
Prof. Kate Sullivan de Estrada	(2) 84984	kate.sullivan@area.ox.ac.uk
Course Directors		
Prof. Imre Bangha	(2) 78219	imre.bangha@orinst.ox.ac.uk
Prof. Matthew McCartney	(2) 84993	matthew.mccartney@area.ox.ac.uk
Programme Administrator		
Mr Stephen Minay	(2) 84852	stephen.minay@area.ox.ac.uk
Other contacts		
IT Services	(2) 73200	https://www.it.ox.ac.uk/
Ms Emma Mathieson, subject librarian	(2) 77206 (please try email first)	emma.mathieson@bodleian.ox.ac.uk
Social Sciences Library	(2) 71093	http://www.bodleian.ox.ac.uk/ssl/contact

Teaching Staff

Your Course Directors and the main ports of call for academic matters this year are Professors Imre Bangha and Matthew McCartney. Professor Nayanika Mathur will serve as the Chair of the Board of Examiners for the degree.

Immediately below, you will find a list of the teaching staff for the degree, who together comprise the Modern South Asian Studies Teaching Committee. They are responsible for delivering the Core Course (see p. 28 and Canvas for more information), the Core Language teaching for 'language track' students (see pp. 30-34), the Option papers (see pp. 34-47), and are available for the supervision of theses.

Professor Nayanika Mathur will act as our South Asia 'base' for *Research Methods in Area Studies*, along with Professor Matthew McCartney, who will be responsible for the quantitative methods sub-component. Professors Imre Bangha and David Washbrook are jointly responsible for the modules dealing with *Qualitative and Historical Methods*, and *Qualitative Methods: Literature and Language*.

In addition, there is a larger group of academics across the University who research and teach on South Asia and who may also be available for thesis supervision. We are grateful to all of them for their enthusiastic support of the degree.

Please note that the course is jointly offered and overseen by staff from OSGA and the Faculty of Oriental Studies. For administrative purposes, including admissions, on-course questions and examinations, the course is hosted in OSGA.

Professor Imre Bangha	Associate Professor of Hindi; Co-Course Director, MPhil Modern South Asian Studies
College:	Wolfson
Office Location:	Room 206, Faculty of Oriental Studies, Pusey Lane
Options Taught (and term):	**Hindi** (MT & HT); **Literary Hindi** (all terms); **Urdu Prose Texts** (all terms); **Brajbhasha and Old Hindi Texts** (all terms); **Bengali** (if run) (all terms).
Research Interests:	Old Hindi poetry, Hindi and Urdu vernacularisation, mixed-language poetry, the emergence of the individual in Brajbhasha literature, Kabīr, Tulsīdās, Hindi prosody and text editing, the global reception of Rabindranath Tagore.

Professor Matthew McCartney	Associate Professor of Political Economy and Human Development of South Asia; Co-Course Director, MPhil Modern South Asian Studies
College:	Wolfson
Office Location:	Second Floor, OSGA, 12 Bevington Road
Options Taught (and term):	**The Economic Development of South Asia 1947-2017** (MT)**; Themes in the History of Pakistan** (HT).
Research Interests:	Economic growth, late industrialization, macroeconomics, human development and political economy of post-independence Pakistan, India, Bangladesh and Sri Lanka.

Professor Nandini Gooptu	Associate Professor of South Asian Studies
College:	St Antony's

Office Location:	Queen Elizabeth House, ODID, 3 Mansfield Road
Option Taught (and term):	**The History and Politics of South Asia** (MT)
Research Interests:	Globalisation, labour and changing cultures of work, particularly in India; youth, politics and poverty; contemporary India's enterprise culture and the complexities of the making of the 'enterprising self', covering the workplace, media, mental health and personality development, religion and spirituality, education and skill training; urban development and politics; the social history of metropolitan and small-town India; the urban poor and politics; democracy, rights, political identity and social movements.

Professor Justin Jones	Associate Professor in Study of Religion
College:	Pembroke
Office Location:	Faculty of Theology and Religion, Gibson Building, Radcliffe Observatory Quarter
Option Taught (and term):	N/A
Research Interests:	Islam in the Indian subcontinent since c.1850, with particular focus on social history and questions of religious authority, leadership and community organisation among Indian Muslims. Current research on Muslim family laws and the living realities of shari'a practice in modern India. Previous published research includes work on Shi'i Islam in South Asia, including conceptions of piety and martyrdom, and relations with Sunni communities. Also, Islam and the urban public sphere; domestic comportment and the regulation of the Muslim family; ideas of Islamic migration (hijrat) and their political applications among South Asian Muslims.

Professor Mallica Kumbera Landrus	Keeper of Eastern Art, Associate Professor of Indian Art, Ashmolean Museum of Art and Archaeology
College:	St Cross
Office Location:	Ashmolean Museum, Beaumont Street
Option Taught (and term):	**Trade and Exchange in South Asia: Transcultural Objects, Relations and Identities** (HT)
Research Interests:	The history of art and visual culture of India, particularly with regard to the intersection of art, architecture, religion, politics, economics, geographic, and social life. Artistic and cultural exchanges between Asia and Europe, with a focus on trade routes and their associations with cultural and ancestral roots. The reception of cross-cultural ideas and the production of transcultural objects through this process of exchange.

Professor Nayanika Mathur	Associate Professor of Anthropology of South Asia
College:	Wolfson
Office Location:	Basement, OSGA, 11 Bevington Road
Option Taught (and term):	**The Anthropology of South Asia** (HT)
Research Interests:	Anthropology of politics, economics, and development; bureaucracy and the state; the digital state and techno-utopianism; cultures of institutions; documents and materiality; law; wildlife conservationism and environmentalism; human-animal relations and conflict; multispecies ethnography; the Anthropocene; capitalism, liberalization, and neoliberalism; technologies of statecraft; ethnographic methods and anthropological theory; the Himalaya and South Asia.

Dr Uma Pradhan	Leverhulme Early Career Research Fellow

College:	Wolfson
Office Location:	Basement, OSGA, 11 Bevington Road
Option Taught (and term):	**Education, State and Society in South Asia** (HT)
Research Interests:	The power-laden dimensions of education and the interconnection between state, society, and schooling.

Professor Kate Sullivan de Estrada	Associate Professor in the International Relations of South Asia
College:	St Antony's
Office Location:	Third Floor, OSGA, 12 Bevington Road
Option Taught (and term):	**The International Relations of South Asia** (MT)
Research Interests:	The International Relations of South Asia (especially India), India's rise in world politics, International Relations theory, Indian international political thought, nuclear politics, global governance, Indian Ocean security.

Professor David Washbrook	Oriental Studies Teaching Associate and Emeritus Fellow of St Antony's
College:	St Antony's
Office Location:	Room 114, Faculty of Oriental Studies, Pusey Lane
Option Taught (and term):	**Societies and Economies of India c. 1600-1800** (MT)
Research Interests:	The history of southern India from the seventeenth to the twenty-first centuries; the pre-history of modernity in South Asia

Important Dates

Michaelmas Term 2019

Noughth Week (w/c Monday 7 October 2019)	Induction
Friday, Noughth Week (11 October 2019)	12.00 noon deadline to: • Submit 'MT Option Form', indicating 'language' or' non-language track', chosen Core Language, Option for MT (if applicable) and/or Advanced Language Option, signed by student and general supervisor to the Course Administrator • Have completed reading Course Handbook, Research Methods Handbook and submit declaration (including that you understand the CUREC requirements and deadlines) to the Course Administrator Midnight deadline to: • Have completed 'Avoiding Plagiarism Test' on WebLearn and submitted the certificate to the Course Administrator by email.
Monday, Week 1 (14 October 2019)	Core Course Essay titles issued (on Canvas and in hard copy)
Monday, Week 2 (21 October 2019)	12.00 noon deadline to: • If conducting fieldwork during the Christmas vacation, submit first draft of CUREC form, and travel risk assessment to general supervisor for advice.
Friday, Week 3 (1 November 2019)	12.00 noon deadline to: • Submit documents for fieldwork (CUREC 1A to curec@area.ox.ac.uk and Travel Risk Assessment in hard copy to Francesca Tucci), if conducting fieldwork during the Christmas vacation. For details please see Section 'Fieldwork preparation step by step (including ethical review)' on pp. 59-62. (If applying for CUREC 2 please contact curec@area.ox.ac.uk)
Monday, Week 8 (2 December 2019)	Qualitative Methods take-home test issued on Canvas (by 12.00 noon)
Friday, Week 8 (6 December 2019)	12.00 noon deadline to: • Submit 'HT Option Form', indicating chosen Option for HT (if applicable) and chosen Research Methods module, signed by student and general supervisor to the Course Administrator Midnight deadline to: • Register for your chosen exams (language track core language and chosen option, or two options for those on the 'non-language track' and Research Methods module for HT) **NB If you miss this deadline, you will be charged a late entry fee.**
Monday, Week 9 (9 December 2019)	12.00 noon deadline to: • Submit 'Qualitative take-home test' to Exam Schools.

Hilary Term 2020

Friday, Week 0 (17 January 2020)	12.00 noon deadline to: • Submit 'Thesis Title Form', signed by student and general supervisor to the Course Administrator (for approval by Course Directors on Monday of Week 1)
Monday, Week 2 (27 January 2020)	12.00 noon deadline to: • If conducting fieldwork during the Easter vacation, submit first draft of CUREC form, and travel risk assessment to thesis supervisor for advice.
Friday, Week 3 (7 February 2020)	12.00 noon deadline to: Submit documents for fieldwork (CUREC 1A to curec@area.ox.ac.uk and Travel Risk Assessment in hard copy to Francesca Tucci), if conducting fieldwork during the Easter vacation. For details please see Section 'Fieldwork preparation step by step (including ethical review)' on pp. 59-62. (If applying for CUREC 2 please contact curec@area.ox.ac.uk)
Monday, Week 4 (10 February 2020)	Qualitative and Historical Methods and Qualitative Methods: Language and Literature assignments issued
Week 5 (w/c 17 February 2020) Week 6 (w/c 24 February 2020) Week 7 (w/c 2 March 2020) Week 8 (w/c 9 March 2020)	You will present your Research Proposal to a group of peers and academics (including your thesis supervisor) and answer questions on it from the floor. Following the presentation you will have a meeting with your thesis supervisor during which he/she will give feedback on the presentation and proposal. You should take notes during this meeting as no written feedback is provided by the supervisor.
Monday, Week 8 (9 March 2020)	Quantitative Methods take-home test issued on Canvas (by 12.00 noon)
Monday, Week 9 (16 March 2020)	12.00 noon deadline to: • Submit Qualitative and Historical Methods assignment OR Qualitative Methods: Language and Literature assignment OR Quantitative take-home test to Exam Schools.

Trinity Term 2020

Monday, Week 1 (27 April 2020)	12.00 noon deadline to: • Submit Core Course Essay to Exam Schools
Monday, Week 2 (4 May 2020)	12.00 noon deadline to: • If conducting fieldwork during the summer vacation, submit first draft of CUREC form, and travel risk assessment to thesis supervisor for advice.
Friday, Week 3 (15 May 2020)	12.00 noon deadline to: • Submit documents for fieldwork (CUREC 1A to curec@area.ox.ac.uk and Travel Risk Assessment in hard copy to Francesca Tucci), if conducting fieldwork during the summer vacation. For details please see Section "'Fieldwork preparation step by step (including ethical review)' on pp. 59-62. (If applying for CUREC 2 please contact curec@area.ox.ac.uk)
Week 8 (w/c 15 June 2020) Week 9 (w/c 22 June 2020) Week 10 (w/c 29 June 2020)	2 x 3 hour written examinations. Those on the 'language track' take a three hour written paper on their core language and another on their chosen option; those on the 'non-language track' take a written paper on each of their two options. NB the general timetable will be published five weeks before the first exam and your personalised exam timetable will be available on Student Self Service at least two weeks before your first exam. Most Modern South Asian Studies exams take place in Week 9, though Anthropology and History and Politics of South Asia usually take place in Week 8, and some exams may stretch into Week 10.
Long summer vacation	During the summer vacation between the first and second years of the programme students are expected to undertake at least six weeks' research in archives or fieldwork as appropriate.

Michaelmas Term 2020

Friday, Noughth Week (9 October 2020)	12.00 noon deadline to: • Submit 'MT Option Form', indicating Option for the second year of the course, signed by student and general supervisor to the Course Administrator
Monday, Week 2 (19 October 2020)	12.00 noon deadline to: • If conducting fieldwork during the Christmas vacation, submit first draft of CUREC form, and travel risk assessment to general supervisor for advice.
Monday, Week 3 (26 October 2020)	12.00 noon deadline to: • Submit 'MPhil thesis title form' to Course Administrator for Course Director approval
Friday, Week 3 (30 October 2020)	• Submit documents for fieldwork (CUREC 1A to curec@area.ox.ac.uk and Travel Risk Assessment in hard copy to Francesca Tucci), if conducting fieldwork during the summer vacation. For details please see Section 'Fieldwork preparation step by step (including ethical review)' on pp. 59-62. (If applying for CUREC 2 please contact curec@area.ox.ac.uk)
Week 5 (w/c 9 November 2020) Week 6 (w/c 16 November 2020) Week 7 (w/c 23 November 2020) Week 8 (w/c 30 November 2020)	Advanced Methods Course: You will present your developing research to a group of peers and academics (including your thesis supervisor) and answer questions on it from the floor. Following the presentation you will have a meeting with your thesis supervisor during which he/she will give feedback on the presentation. You should take notes during this meeting as no written feedback is provided by the supervisor.
Friday, Week 8 (4 December 2020)	12.00 noon deadline to: • Submit at least one chapter in draft form to thesis supervisor by email Midnight deadline to: • Register for your chosen exams (language track core language for those on the 'language track' and chosen option for those on both tracks) **NB If you miss this deadline, you will be charged a late entry fee.**

Hilary Term 2021

Friday, Week 8 (12 March 2021)	12.00 noon deadline to: • Submit full draft of thesis to thesis supervisor by email

Trinity Term 2021

Monday, Week 4 (17 May 2021)	12.00 noon deadline to: • Submit final Thesis to Exam Schools
Week 8 (w/c 14 June 2021) Week 9 (w/c 21 June 2021) Week 10 (w/c 28 June 2021)	2 x 3 hour written examinations. Those on the 'language track' take a three hour written paper on their core language and another on their chosen option; those on the 'non-language track' take a written paper on their chose option. NB the general timetable will be published five weeks before the first exam and your personalised exam timetable will be available on Student Self Service at least two weeks before your first exam. Most Modern South Asian Studies exams take place in Week 9, though Anthropology and History and Politics of South Asia usually take place in Week 8, and some exams may stretch into Week 10.

University Terms

The three University 'full' terms, called Michaelmas (October-December), Hilary (January-March) and Trinity (April-June) last eight weeks each. The full names of the terms are sometimes abbreviated to MT, HT and TT. But terms simply set the periods during which formal instruction is given by way of lectures, seminars, and tutorials. The University functions throughout the year and you will need to work in the vacation as well as in term time (apart from reasonable breaks).

Dates of Term

2019/2020

Michaelmas 2019	Sunday 13 October	Saturday 7 December (autumn)
Hilary Term 2020	Sunday 19 January	Saturday 14 March (spring)
Trinity Term 2020	Sunday 26 April	Saturday 20 June (summer)

2020/2021

Michaelmas 2020	Sunday 11 October	Saturday 5 December (autumn)
Hilary Term 2021	Sunday 17 January	Saturday 13 March (spring)
Trinity Term 2021	Sunday 25 April	Saturday 19 June (summer)

Induction Week

There is a compulsory departmental induction at the start of the academic year (Noughth Week, Michaelmas Term – w/c Monday 7 October, 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, the Oxford School of Global and Area Studies, the Faculty of Oriental Studies and the University. Staff from the MPhil in Modern South Asian Studies 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.

A timetable for induction will be sent to you by email at least a week in advance, but please make sure you have arrived in Oxford in time to start at **10.30am** on **Monday 7 October 2019** in the **Dahrendorf Room** at **St Antony's College**.

MODERN SOUTH ASIAN STUDIES INDUCTION TIMETABLE MICHAELMAS TERM 2019 WEEK NOUGHT						
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
09:00						09:00
09:30						09:30
10:00						10:00
10:30					No events scheduled at time of going to press	10:30
11:00	Induction session 1: Welcome and Intro to MSc/MPhil MSAS and University of Oxford; assessment; health and welfare; student experience.	"Meet your supervisor" and Advanced Language Option sessions (as individually scheduled)				11:00
11:30						11:30
12:00						12:00
12:30						12:30
13:00	various (Dahr. Rm)					13:00
13:30	LUNCH					13:30
14:00	(OSGA)					14:00
14:30	Induction session 2: ethical research and fieldwork; CUREC, options and languages; Handbook.	Canvas induction SM (Sem Rm C, SSL)		OSGA Research Methods and IT Induction various (NLT, St Ants)		14:30
15:00		Library Induction Jo Gardner & Emma Mathieson (Seminar Rm C, SSL Building)				15:00
15:30						15:30
16:00		adjourn to Oriental Studies		followed by:		16:00
16:30		Library Induction cont'd Emma Mathieson (OIL)		OSGA RM Tea (Hilda Box Blg)		16:30
17:00	various (Dahr. Rm)					17:00
17:30						17:30
18:00						18:00
18:30						18:30
19:00		Modern South Asian Studies Drinks Reception (and election of student representatives) Venue TBC				19:00
19:30						19:30
20:00						20:00
20:30						20:30
21:00						21:00

Course Content and Structure

Overview

Course Title: Master of Philosophy in Modern South Asia
FHEQ Level: 7
Course Length: 21 months

Course Aims

- To provide five kinds of skill

    1. understanding in depth of one or more regions of South Asia;

    2. critical theoretical skills;

    3. skills in research methods;

    4. the capacity to identify and complete a project of research;

    5. transferable knowledge of key societal and developmental challenges and the histories which have shaped them.

        and, in the case of Language Track students, a sixth skill:

    6. to develop competence in a South Asian language towards a research level proficiency.

- These 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.

- Students with a particular interest in contemporary South Asia will explore the striking contrasts of its recent history. India for example is the world's largest democracy, with a rapidly growing knowledge and service economy, and capacities as a regional political and military-nuclear power. Yet it also contains 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. Some of these features are also true of Pakistan, Bangladesh, Nepal, Bhutan and Sri Lanka, and students of the wider contemporary world in South Asia will be encouraged to explore them through their own combinations of Option papers and choice of thesis subject.

- Students who wish to place a greater emphasis on history and culture in the region will explore its early modern and colonial histories and the interplay between ethnicity, language, class and religious identities that have shaped these histories through into the modern period. Where possible, they will be encouraged to incorporate the study

of vernacular language materials and perspectives into their research, as well as a wide range of different types of source material, from popular literature to devotional religion, oral history to visual arts.

- With respect to critical theoretical skills, the course will require students to reflect on how the states and societies of South Asia have come to be understood. These ways of knowing have been shaped by older colonial as well as more recent histories, political interests and institutions, and by the development of the disciplines themselves through which we 'know' the region: politics, international relations, history, anthropology, political economy and religious studies, as well as 'interdisciplinary' perspectives such as that of development studies.

- Research methods appropriate to student interests will be taught. All students will take a course in Qualitative Research Methods, including the politics and ethics of research, library and archival resources, surveys and basic statistics, case studies, oral information and participant observation. Students with an interest in the states and economies of the present day may wish to take the 'Quantitative Methods' component of the Research methods course. Those whose interests are more historical, social, cultural or literary may wish to take the combined 'Historical Methods and Literature and Language' component.

- The teaching team for the degree is composed of staff from OSGA, Oriental Studies, Anthropology, Theology, Development Studies, History, Politics and International Relations, and the Ashmolean Museum. 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 duration of the course. The course aims:

- to develop an in-depth knowledge and critical understanding of the histories, societies and cultures of South Asia and its constituent countries and a broad expertise in the combinations of intellectual disciplines through which these may be studied;

- to enable students to pursue particular areas of specialisation, through a wide range of optional courses

- to foster skills in research, writing, analysis and interpretation, through a combination of lectures, tutorials, essay-writing and supervision of a thesis on a subject of the student's choice.

- For 'Language Track' students, to provide intensive training in one or more of the languages of South Asia, and to develop reading skills towards attaining a research proficiency.

Overall Structure of the Course

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

FIRST YEAR

Over the course of the first year, all students will take the following three components:

1) **A Core Course**. You will take this course through weekly lectures over Michaelmas and Hilary terms. The course will be assessed by one take-home 5,000 word maximum essay. The essay questions will be issued on Monday of Week 1 of Michaelmas Term and the essay should be submitted by 12 noon on Monday of Week 1 of Trinity Term. There will be a group tutorial session in Week 8 of both Michaelmas and Hilary terms to discuss the questions relating to the previous seven weeks' lectures.

2) **Research Methods**. You will complete a course in Research Methods, comprising one compulsory element and one elective element.

   All students attend the Qualitative course run by OSGA through a series of general (cross-Area) lectures and South Asia specific classes in Michaelmas Term. This is examined by a take-home test to be issued by 12.00 noon on Monday of Week 8 of Michaelmas term and submitted to the Exam Schools by 12.00 noon on Monday of Week 9 of Michaelmas term (Monday 9 December 2019).

   In Hilary Term, students have the choice of three modules:

   (i) Research Methods for Area Studies Quantitative Methods: delivered through a series of lectures, classes and practical Excel classes run by OSGA throughout Hilary Term. This module is assessed by a time-limited take-home test in quantitative analysis to be issued by 12.00 noon on Monday of Week 8 and submitted to the Exam Schools by 12 noon on Monday of Week 9 of Hilary Term.

   (ii) Qualitative and Historical Methods: delivered through a series of six lectures/classes in Hilary Term run by the Faculty of Oriental Studies. This module is assessed by a 2,500 word essay on Historical Methods to be set by

Monday of Week 4 of Hilary Term and submitted by 12 noon on Monday of Week 9 of Hilary Term.

(iii) Qualitative Methods: Literature and Language: delivered through a series of six lectures/classes in Hilary Term run by the Faculty of Oriental Studies. This module is assessed by a 2,500 word essay on Literature and Language to be set by Monday of Week 4 of Hilary Term and submitted by 12 noon on Monday of Week 9 of Hilary Term. (NB in 2019-20, this course will be combined with the Qualitative and Historical Methods course).

In addition, towards the end of Hilary term, all students will present their developing thesis topic, which they will have chosen in consultation with their thesis supervisor. For the purposes of the presentation, students will be grouped according to their fields of interest, and the groups will meet three or four times. Each student will have a 15 minute slot to present their thesis topic to their group, which will also include their thesis supervisor, one or more members of the teaching committee and sometimes other interested academics. Your 15-minute presentation will be followed by 10 minutes of discussion and feedback from the group. **You are expected to attend all meetings of your group**, so that all students benefit from questions and feedback from the whole group. Following the presentation, you will attend a meeting with your thesis supervisor during which he/she will give feedback on the presentation and research proposal. You should take notes during this meeting as no written feedback will be provided on the presentation.

3) **'Language track'/'non-language track'** (full details of the core languages are given below on pp. 30-34)

Either: (a) Language Track

You will complete a Core Language course. This is a programme of intensive language study in one of the following: Hindi, Hindi and Urdu, Advanced/Literary Hindi, Advanced/Literary Hindi and Urdu, Old Hindi and Urdu, Brajbhasha and Old Hindi Texts, or a substitute Core Language. The Core Language course is examined by a three hour exam in Trinity term of the first year.

One Option paper. Depending on the Option paper you choose, your workload will be heavier in that particular term, and you should plan accordingly. Candidates will present themselves for a three-hour written examination in Trinity Term.

Or: (b) Non-Language Track

Two Option papers: Candidates will present themselves for two three-hour written examinations in Trinity Term.

The list of Option papers will be published by the Course Director(s) in the Course Handbook at the beginning of the academic year in which the option papers are to be taken.

Option papers

An Option paper is usually studied over a single term, and taught through a combination of lectures and classes and assessed with a three-hour examination at the end of Trinity Term. The 'Advanced Language' Option is taught through two or more terms of the year and also examined through a three-hour examination at the end of Trinity Term. For each Option paper apart from 'Advanced Language', you will write two essays, each of which will be the subject of an individual or small group tutorial meeting with the Option teacher (sometimes a senior graduate student or postdoc will substitute for the option teacher).

Students on the 'non-language track' should choose one Option from those offered in Michaelmas term and one in Hilary term (unless taking an 'Advanced Language' Option, since language teaching generally runs across two or more terms). Each student should choose their Option for Michaelmas term (including 'Advanced Language' options) by the end of Noughth Week (Friday 11 October). They must choose their Option for Hilary term by the end of Michaelmas term. Students should study carefully the Option descriptions included in this Handbook and may discuss their Option choices with their supervisor.

SECOND YEAR

Over the course of the second year, all students will take the following components:

1) **Advanced Research Methods**
   Towards the end of the Michaelmas term, you will be required to make an oral presentation, of about 20 minutes, of your thesis topic. At the time of this presentation, you will also submit a written outline of the problem you are investigating, an overview of relevant secondary literature, a description of the approach and method you will be adopting, and an account of the source materials you have collected. This written piece of work should be up to 5,000 words, including references. In addition, you should submit a Bibliography, which will not be included in the word count. This will not be formally assessed as part of the course, but you will receive detailed feedback on your oral and written presentation.

2) **Language Track/non-Language Track**

   Either: (a) Language Track

   You will complete the Core Language course studied in the first year, progressing to an advanced level. The Core Language course is examined by a three hour exam in Trinity term of the second year.

One option paper in either Michaelmas or Hilary Term. Depending on the Option paper you choose, your workload will be heavier in that particular term, and you should plan accordingly.

Or: (b) Non-Language Track.

One option paper in either Michaelmas or Hilary Term. Depending on the Option paper you choose, your workload will be heavier in that particular term, and you should plan accordingly.

3) **Thesis**

Over the course of the second year, you will continue to work on your 30,000 word maximum thesis, building on the source materials gathered during your work over the summer.   The title must then be approved by the Course Director(s) by 12 noon on Friday of week 3 in the Michaelmas Term of your second year. (Any late change to your thesis title must be agreed by your thesis supervisor and the Course Director(s) by 12 noon on Friday of Week 4 of Hilary Term) The finished thesis must be submitted by 12 noon on Monday of week 4 Trinity Term and must be accompanied by a statement that it is your own work except where otherwise indicated.

Attendance at the **Modern South Asian Studies Seminar Series** on **Tuesday afternoons at 2.00pm** is a compulsory element of the degree course. The seminars will take place in the **Syndicate Room** at **St Antony's College** in weeks 1-7 in Michaelmas and Hilary terms and weeks 1-4 of Trinity term. For details of the speakers and topics, see the events page of the CSASP website (http://www.southasia.ox.ac.uk/events).

Core Course 2019-20

The Core Course will be delivered through a series of 14 lectures held on **Mondays 2.00-4.00pm** in **Michaelmas** and **Hilary** terms. Venue: **The Dahrendorf Room**, **St Antony's College**. Each lecture will be followed by a seminar-style discussion. Students are expected to read all of the starred 'Key Readings' before each lecture, as preparation for each.

Each week, one or two students from the cohort will be asked to present on a relevant topic. The student presenters should choose one of the key readings for the lecture and in the presentation:

- summarise the key arguments of the article,
- discuss how it relates to the overall theme of the lecture,
- say what they think of the arguments made,
- and how the article relates to wider literature in the field.

Please note that presentations **should not exceed 10 mins.** Your presentation will be timed, and you will be asked to stop after 10 minutes exactly. This is both to leave time for others to contribute, and to help you to practice speaking to time, which is a very valuable skill!

The Core Course is examined by one 5000-word essay, the titles for which will be issued at the beginning of Michaelmas term. Topics will be taken from the lectures. To help you write this longer essay, 'Further Readings' are given for each lecture.

For the full list of Core Course themes, and 'Key Readings' and 'Further Readings', please see Canvas.

Michaelmas Term

1. **South Asia: An Introduction.** Monday 14 October 2pm. Dr Uma Pradhan

2. **Legacies of Colonialism.** Monday 21 October 2 pm. Professor David Washbrook

3. **Nations and nationalism.** Monday 28 October 2 pm. Professor David Washbrook

4. **The politics of language in South Asia.** Monday 4 November 2 pm. Professor Imre Bangha and Professor David Washbrook

5. **The State in South Asia.** Monday 11 November 2 pm. Professor Nayanika Mathur

6. **Religion, community and nation in modern South Asia.** Monday 18 November 2 pm. Professor Justin Jones

7. **The South Asian state in its global context.** Monday 25 November 2 pm. Professor Kate Sullivan de Estrada

8. **Group Tutorial (questions 1-7).** Monday 25 November 2 pm. Professors Nayanika Mathur, David Washbrook, Imre Bangha, and Kate Sullivan de Estrada.

Hilary Term

9. **Caste in history and contemporary society.** Monday 20 January 2 pm. Professor Nayanika Mathur

10. **Gender and family.** Monday 27 January 2 pm. Professor Sneha Krishnan

11. **Histories of capital and labour.** Monday 3 February 2 pm. Professor Matthew McCartney

12. **Economic development in colonial and post-colonial states.** Monday 10 February 2 pm. Professor Matthew McCartney. **Please note change of venue for this week only:** the lecture will be held in **Lecture Room 1** at the **Faculty of Oriental Studies (Pusey Lane)**.

13. **Poverty and national development**. Monday 17 February 2 pm. Professor Matthew McCartney

14. **Environment.** Monday 24 February 2 pm. Professor Nayanika Mathur

15. **Neighbours, friends and rivals: international relations.** Monday 2 March 2 pm. Professor Kate Sullivan de Estrada

16. **Group Tutorial (questions 8-14).** Monday 9 March 2 pm. Professors Nayanika Mathur, David Washbrook, Matthew McCartney, and Kate Sullivan de Estrada.

Research Methods for Area Studies

Attendance of the Research Methods Lectures and Classes is compulsory for all students in the first year of the MPhil in Modern South Asian Studies. The Research Methods Course for South Asia will be co-ordinated by Professor Nayanika Mathur.

There will be a Combined Introduction to the Research Methods Course in 0th week on **Thursday 10 October 2019 at 2.30 p.m. in the Nissan Institute Lecture Theatre, St. Antony's College,** followed by tea at 4.00 p.m. in the Hilda Box Building.

For further details of the Research Methods course please see the separate Research Methods Handbook.

The Core Language Course (for 'language track' students)

Core Language courses are intensive, two-year courses held in small classes, for 4-5 hours a week throughout the year. Each course normally represents a 15-20 hour weekly workload in total. For Introductory Readings to each of the Core Languages, please see the relevant pages on Canvas. These readings will help you develop your skills both at the start, and during the course.

Language track students may choose between the following six Core Language combinations, or potentially substitute another core language (Persian, Tibetan or Sanskrit) subject to appropriate experience and timetabling compatibility (these other languages are run by the Faculty of Oriental Studies):

- (i)   Hindi
- (ii)   Hindi and Urdu
- (iii)   Advanced/Literary Hindi
- (iv)   Advanced/Literary Hindi and Urdu
- (v)   Old Hindi and Urdu
- (vi)   Brajbhasha and Old Hindi Texts
- (vii)   Substitute core languages (Persian, Tibetan, Sanskrit)

Of these, (i) and (ii) are designed for beginners. (iii)-(vi) are designed for students who have at least intermediate command of Hindi or Urdu. Of these, (iii) and (iv) are suitable for those who want to deepen their knowledge of the modern language. (v), (vi) and (vii) are suitable for those who also wish to explore pre-colonial layers of these languages. To ensure that students are suitably challenged in their language learning, those who already have a good command of Hindi should take (v) or (vi), while those with a good command of Urdu should take (iii) or (vi). Not all options may be available every year.

Along with general language practice, wherever applicable, the second year of (i) and (ii) and both years of (iii)-(vi) focus on reading, discussing and writing about a select range of literary texts. Along with a close reading and translation of the texts, their socio-cultural context is also

presented. Students will normally be given a vocabulary and asked to prepare texts, and sometimes short essays. The texts read vary each term but they include short stories for the modern options and poetry for the Old Hindi options, from both classic and lesser known authors. More accessible texts are read in Michaelmas term and more specialised classes are held in later terms. Hindi and Urdu, and Advanced/Literary Hindi and Urdu run for the first five terms of the course. All of the other Core Languages run for all of the six terms of the course. Further details are given below.

Some parts of each Core Language are available as Advanced Language Options. See pp. 35-39 for a description of each.

The content of each Core Language is as follows:

(i) Hindi

This is an intensive course for both absolute beginners and 'false' beginners, that is to say beginners who once had some familiarity with the language, but have forgotten much of it. In this course, we gradually build up the grammar and the basic vocabulary of the language and practice listening, speaking, reading and writing. The course runs for six terms. In the first year, during Michaelmas Term and Hilary Term the teaching will cover the learning and practice of the entire material in Snell and Weightman, *Teach Yourself Complete Hindi*. In Trinity Term we proceed to intermediate level and will read texts from the media and continue with general language practice. The second year combines general language practice (classes in advanced Hindi) with literary readings (classes in literary Hindi).

Overview of termly work and end of year examination

Year 1 Classes: MT HT Elementary Hindi (Grammar and Practice). Total contact hours: 5 hours, per week (or 40 hours per term);

TT Intermediate Hindi (texts from the Media) and Practice. Total contact hours: 3 hours per week (or 24 hours across the term).

Year 1 Examination: Beginners' Hindi

Year 2 Classes: MT HT Advanced Hindi, Literary Hindi. Total contact hours: 3 hours per week (or 24 hours per term);

TT Advanced Hindi. Total contact hours: 1 hour per week (or 8 hours across the term)

Year 2 Examination: Advanced Hindi

(ii) Hindi and Urdu

This is an intensive course suitable both for absolute beginners and for 'false' beginners, that is to say beginners who once had some familiarity with the languages, but have forgotten much of it. In this course, we gradually build up the grammar and the basic vocabulary of the languages and practice listening, speaking, reading and writing. The course runs for five terms. In the first year, during MT and HT the teaching will cover the learning and practice of the entire material in Snell and Weightman, *Teach Yourself Complete Hindi*, in TT we proceed to intermediate level and will

read texts from the media and continue with general language practice. The Urdu script will be introduced at this point and we will start reading simple Urdu prose. The second year combines general Hindi language practice with literary readings in both Hindi and Urdu.

Overview of termly work and end of year examination

Year 1 Classes: MT HT - First-year Hindi Grammar and Practice. Total contact hours: 5 hours per week (or 40 hours per term);

TT Intermediate Hindi (texts from the Media) and Practice, Introduction to written Urdu, (weeks 1-3, for those new to the script), Urdu Prose Texts (weeks 4-8) Total contact hours: 6 hours per week, (3 hours per week in weeks 1-3 for those already familiar with the script) or 48 hours across the term (39 hours for those already familiar with the script) and additional recommended, Advanced Hindi (an additional one hour per week).

Year 1 Examination: Beginners' Hindi

Year 2 Classes: MT HT Literary Hindi, Urdu Prose Texts. Total contact hours: 4 hours per week (or 32 hours per term) and additionally recommended, Advanced Hindi (an additional one hour per week).

Year 2 Examination: Advanced Hindi and Urdu

(iii) Advanced/Literary Hindi

This is an advanced course for those who already have at least an intermediate knowledge of written Hindi. Students familiar only with Urdu or with colloquial Hindi may also join. They will be introduced to the unfamiliar script during the first weeks and will be exempted from the Old Hindi classes on Wednesday morning of Michaelmas term weeks 1-2. This course runs for six terms combines general language practice (classes in advanced Hindi) with literary readings of several classics of Modern and Old Hindi literature (classes in literary Hindi and in old Hindi). For the literary reading classes, students will be given glossaries and will also be required to write about and participate in the discussion of the literary pieces.

Overview of termly work and end of year examination

Year 1 Classes: MT and HT Literary Hindi, Old Hindi and as a recommended extra, Advanced Hindi. Total contact hours: 4+1 hours per week (or 32+8 hours per term); TT Advanced Hindi, Old Hindi (weeks 1-6 only). Total contact hours: 3 hours per week (weeks 1-6), 1 hour per week (weeks 7-8) (or 20 hours across the term).

Year 1 Examination: Advanced Hindi

Year 2 Classes: MT HT Advanced Hindi2, Literary Hindi2, Old Hindi2. Total contact hours: 5 hours per week (or 40 hours per term); TT Old Hindi2 (weeks 1-6 only). Total contact hours: 2 hours per week (or 12 hours across the term).

Year 2 Examination: Literary Hindi

(iv) Advanced/Literary Hindi and Urdu

This is an advanced course for those who already have at least an intermediate knowledge of written Hindi and Urdu. Students familiar with only one of these languages may also join and they will be introduced to the unfamiliar script during the first weeks. This course runs over five terms and combines general language practice (classes in advanced Hindi) with literary readings of several classics of Hindi and Urdu literature (classes in literary Hindi and in Urdu Prose texts). Most of these will be short stories, but students will also be introduced to novel excerpts, drama and poetry. For the literary reading classes, students will be given glossaries and will also be required to write about and participate in the discussion of the literary pieces.

Overview of termly work and end of year examination

Year 1 Classes: MT HT Literary Hindi, Urdu Prose Texts, and additionally recommended, Advanced Hindi. Total contact hours: 4+1 hours per week (or 32+8 hours per term); TT Advanced Hindi (one hour per week), Urdu Prose Texts (three hours per week Weeks 4-8 only). Total contact hours: 1 hour per week (Weeks 1-3); 4 hours per week (Weeks 4-8), equivalent to 23 hours across the term.

Year 1 Examination: Advanced Hindi and Urdu

Year 2 Classes: MT HT, Literary Hindi2, Urdu Prose Texts2, and additionally recommended, Advanced Hindi2 . Total contact hours: 4+1 hours per week (or 32+8 hours per term)

Year 2 Examination: Literary Hindi and Urdu

(v) Old Hindi and Urdu

This is an advanced course for those who already have at least an intermediate knowledge of written Hindi and Urdu. Students familiar with only one of these languages may also join. They will be introduced to the unfamiliar script during the first weeks and will be exempted from the 'Old Hindi' classes on Wednesday mornings of Michaelmas term, weeks 1 and 2. This course runs over six terms and combines literary readings of several classics of Old Hindi and of Modern Urdu literature. For the literary reading classes, students will be given glossaries and will also be required to write about and participate in the discussion of the literary pieces.

Overview of termly work and end of year examination

Year 1 Classes: MT, HT Old Hindi, Urdu Prose Texts. Total contact hours: 4 hours per week (or 32 hours across the term); TT Old Hindi (two hours per week; weeks 1-6 only, or 12 hours across the term), Urdu Prose Texts (three hours per week; weeks 4-8 only). Total contact hours: 2 hours per week (Weeks 1-3); 5 hours per week (Weeks 4-6), 3 hours per week (Weeks 7-8) equivalent to 27 hours across the term.

Year 1 Examination: Old Hindi and Urdu 1

Year 2 Classes: MT HT Old Hindi2, Urdu Prose Texts2. Total contact hours: 4 hours per week (or 32 hours per term); TT Old Hindi2 Total contact hours: 2 hours per week; weeks 1-6 only (or 12 across the term).

Year 2 Examination: Old Hindi and Urdu 2

(vi) Brajbhasha and Old Hindi Texts

This is an advanced reading course for students who already have at least an intermediate knowledge of written Hindi. Students familiar only with Urdu or with colloquial Hindi may also join. They will be introduced to the script during the first weeks and will be exempted from the Old Hindi classes on Wednesday morning of Michaelmas term weeks 1-2. In this course, we read both classic and little-known poems of Old Hindi literature. Students will be given a glossary and will also be required to write about and participate in the discussion of the literary pieces. This is primarily a reading course. Since it does not contain a conversation component and the termly workload is less than in the other core language options, it runs for six terms.

Overview of termly work and end of year examination

Year 1 Classes: MT and HT Old Hindi. Total contact hours: 4 hours per week (or 32 hours across the term). TT: Old Hindi1. Total contact hours 2 hours per week; weeks 1-6 only (or 12 hours across the term)

Year 1 Examination: Brajbhasha and Old Hindi Texts 1

Year 2 Classes: MT HT Old Hindi2. Total contact hours: 2 hours per week (or 16 hours per term); TT: Old Hindi2. Total contact hours 2 hours per week; weeks 1-6 only (or 12 hours across the term).

Year 2 Examination: Brajbhasha and Old Hindi Texts 2

(vii) Substitute core languages

Depending on timetabling, teaching availability and the student's level of preparation, it may be possible for students to take Persian, Sanskrit or Tibetan. These courses are run primarily for other degrees within the Faculty of Oriental Studies, but it may be possible to accommodate MPhil MSAS students in some circumstances.

Options

With the exception of the 'Advanced Language' Options described below, each Option is delivered through eight weekly two-hour sessions (which may include a lecture, seminar-style discussion, and/or classwork), and run in a single term, either Michaelmas or Hilary. It is **not** possible to take more than one Option paper in a single term. With the consent of the Option convenor, and as long as other work commitments permit, students may audit the weekly sessions for another Option.

General reading lists for each Option are included in the Option descriptions below. Detailed reading lists for each week will be published on Canvas and students will be required to have read the *key items before each class.

For each Option paper apart from 'Advanced Language', students are required to submit two practice essays of approximately 2500 words each during the course of the term and will attend a

half hour tutorial with the tutor (that is, the course convenor or substitute) on each. Tutorials will either be held 1:1 or in small groups.

The essays should be emailed to the tutor in advance of the tutorial, unless your tutor asks you to deliver your essay in hard copy. The tutor will read the essay adding handwritten or typed comments. The annotated essay and/or typed comments will be returned to the student at the end of the tutorial. The essay will not be given a numerical mark.

Advanced language
Convenor: **Professor Imre Bangha**

Except for Hindi (elementary) running only for Michaelmas and Hilary Terms, these options run throughout the year at times specified by the teaching staff at the **Faculty of Oriental Studies**, Pusey Lane. For further information, please see the termly timetables. If in doubt, please contact Professor Bangha.

The image above shows graffiti protesting against dowry, Allahabad Fort, c. 2003.

South Asia is the home to many hundreds of languages, among which Hindi, Urdu and Bengali are the most widely used. The command of a local language gives you direct contact with people who did not have access to a good English education, as well as with the multifaceted written and oral cultures of the region, of which only small parts are available in English translation.

The advanced language options set out below are designed for students who already have at least intermediate command of a South Asian language and either want to deepen their knowledge by reading literary texts (Language Option: **Literary Hindi,** Language Option: **Urdu Prose Texts**), to explore the pre-colonial layers of learning (Language Option: **Brajbhasha & Old Hindi Texts,** Language Option: **Other**) or to learn another language (Language Option: **Hindi**, Language Option: **Other**). There are options designed for students with a command of Hindi to learn Urdu (Language Option: **Urdu Prose Texts**) and for students with a command of Urdu to learn Hindi (Language Option: **Literary Hindi**). Students wishing to learn Urdu from scratch should attend the Hindi classes and will learn the Urdu script in the first three weeks of Trinity Term. Those interested in learning only the Devanagari or the Urdu script can attend the relevant classes at the beginning of Michaelmas term as a non-examined element of their course. Not all options may be available every year. It is possible that some other South Asian languages, such as Bengali, Gujarati or Marathi, may be

available. At the beginning of the academic year, the language teachers will assess your knowledge and will advise you on your language course choices.

Hindi (that is elementary Hindi) runs for the first two terms of the year with five contact hours each week and covers the entire grammar and basic vocabulary. Most other courses operate through reading, discussing and writing about a select range of literary texts. Classes are held twice a week. Along with a close reading and translation of the texts, their socio-cultural context is also presented. Students will normally be given a vocabulary list and asked to prepare texts, and sometimes short essays. The course normally presents a 6-10 hour weekly workload including both class time and outside-class preparation through each of the three terms. Language Option: Hindi is an intensive course running for only two terms (MT and HT) so the workload during these terms is proportionately higher.

The texts read in the non-elementary classes vary each term but they normally include short stories for the modern options and poetry for the Old Hindi option from both classic and lesser known authors. More accessible texts are read in Michaelmas term and more specialised classes are held later.

The various 'Advanced Language' Options you can take as an MPhil student are as follows

(i) Language Option: Hindi
(ii) Language Option: Literary Hindi
(iii) Language Option: Urdu Prose Texts
(iv) Language Option: Brajbhasha & Old Hindi Texts
(v) Language Option: Other

Please note that there are some restrictions as to which 'Advanced Language' Options may be combined with 'language track' Core Languages. Please refer to the Course Administrator or Professor Imre Bangha for more details.

These options are described below, along with introductory readings for each. They can only be taken by students who have at least an intermediate command of another South Asian language.

(i) Language Option: Hindi

This is an intensive elementary course both for beginners who already have a working knowledge of another South Asian language and for 'false' beginners, that is to say beginners who once had some familiarity with the language, but have forgotten much of it. In this course, we gradually build up the grammar and the basic vocabulary of the language and practice listening, speaking, reading and writing. The course runs in Michaelmas and Hilary Terms, during which we cover the entire material in Snell and Weightman, *Teach Yourself Complete Hindi*. The classes take place on Tuesdays 10.00-11.00am, Wednesdays 11.00am-1.00pm, Thursdays 10.00-11.00am and Fridays 5.00-6.00pm at the Faculty of Oriental Studies. Students are expected to start familiarising with the script by the time they join and to produce regular homework of short exercises on which they

receive feedback. Total contact hours: 5 hours per week or 40 hours per term throughout MT and HT.

Introductory Readings

R. Snell and S. Weightman. 2011. *Teach Yourself Complete Hindi.* McGraw–Hill, X-XXXVII.
 (If after reading this, you find the script difficult, you can use *Read and write Hindi script: Teach Yourself.* 2010. London: Hodder & Stoughton).

Colin P. Massica. 1991. *The Indo-Aryan Languages.* Cambridge: Cambridge University Press. 'Introduction', 1-7; 'The Modern Indo-Aryan Languages and Dialects', 8-31.

George Cardona and Dhanesh Jain, eds. 2003. *The Indo-Aryan Languages*. London: Routledge. 'General Introduction', 1-9 and M Shapiro 'Hindi', 250-8, 273-280.

(ii) Language Option: Literary Hindi

This is an advanced reading course for students who already have at least an intermediate knowledge of Hindi or Urdu. Students familiar only with Urdu or with colloquial Hindi may also join and they will be introduced to the script during the first weeks. The early classes will be adapted for students' different levels of starting ability.

In this course, we read several classics of modern Hindi literature – mostly short stories but we also introduce novel and autobiography excerpts, drama and poetry. Students will be given a glossary and will also be required to write about and participate in the discussion of the literary pieces. This is primarily a reading course but we also practice speaking and writing. The course runs for all three terms of the academic year, spreading the workload evenly. The classes take place on Tuesdays 11.00am-1.00pm and MT and HT and 11.00am-12.00 noon in TT. Students can further practice their communicative skills with a native speaker teacher on Fridays 4.00-5.00pm throughout the year. Total contact hours 2 hours per week in MT and HT and one hour per week in TT, with the possibility of adding 1 hour communication classes per week (8 hours per term) in all three terms.

Introductory Readings

Colin P. Massica. 1991. *The Indo-Aryan Languages.* Cambridge: Cambridge University Press. 'Introduction', 1-7; 'The Modern Indo-Aryan Languages and Dialects', 8-31.

George Cardona and Dhanesh Jain, eds. 2003. *The Indo-Aryan Languages*. London: Routledge. 'General Introduction', 1-9 and M Shapiro 'Hindi', 250-8, 273-280.

C. Shackle and R. Snell. 1990. *Hindi and Urdu since 1800*. New Delhi: Heritage. 1-82.

Francesca Orsini. 2010. 'Introduction' in Alok Rai, ed. *The Oxford India Premchand*. New Delhi: Oxford University Press. 1-14.

Harish Trivedi. 2003. 'The progress of Hindi, Part 2: Hindi and the Nation'. In Sheldon Pollock, ed. *Literary Cultures in History*. Berkeley: University of California Press. 958-1022.

For those not yet familiar with the script: R. Snell. 2010. *Read and write Hindi script: Teach Yourself.* London: Hodder & Stoughton.

(iii) Language Option: Urdu Prose Texts

This is an advanced reading course for students who already have at least an intermediate knowledge of Hindi or Urdu. Students familiar only with Hindi or with colloquial Urdu may also

join. An "Introduction to written Urdu" is held in MT Weeks 1-3. The early classes will be adapted for students' different levels of starting ability.

In this course, we read several classics of modern Urdu literature – mostly short stories but we also introduce novel excerpts, drama and poetry. Students will be given a glossary and will also be required to write about and participate in the discussion of the literary pieces. This is primarily a reading course but we also practice speaking and writing. The course runs for all three terms of the academic year. The classes take place on Thursdays 11.00am-1.00pm in MT and HT and **Weeks 4-8 only** of Trinity Term as well as Tuesdays 10-11 in **Weeks 4-8** of Trinity Term (with additional classes on Wednesdays 10.00-11.00 am in Weeks 1-3 of MT for those unfamiliar with the script). Total contact hours are therefore 2 hours per week in MT and HT (with an additional 1 hour x 3 weeks for those new to the script) which equates to 16 hours per term (19 hours per term in MT for those new to the script) and 3 hours per week x 5 weeks in TT (or 15 hours per term).

Introductory Readings

Colin P. Massica. 1991. *The Indo-Aryan Languages.* Cambridge: Cambridge University Press. 'Introduction', 1-7); 'The Modern Indo-Aryan Languages and Dialects', 8-31.

George Cardona and Dhanesh Jain, eds. 2003.*The Indo-Aryan Languages*. London: Routledge. 'General Introduction', 1-9 and Ruth Laila Smith, 'Urdu', 288-308, 342-6.

C. Shackle and R. Snell: *Hindi and Urdu since 1800*. New Delhi: Heritage. 1-82

Ralph Russel and Khurshidul Islam. 1992. *Three Mughal poets.* New Delhi: Oxford University Press.

Francesca Orsini. 2010. 'Introduction'. In F. Orsini, ed. *Before the Divide*. New Delhi: Orient Blackswan. 1-20.

F. W. Pritchett. 2003. 'A Long History of Urdu Literary Culture, Part 2: Histories, Performances and Masters'. In Sheldon Pollock, ed. *Literary Cultures in History*, Berkeley: University of California Press. 864-911.

For those joining Introduction to Written Urdu: R. Delacy. 2010. *Read and Write Urdu Script.* Teach Yourself Books, 7-30.

(iv) Language Option: Brajbhasha & Old Hindi Texts

This is an advanced reading course for students who already have at least an intermediate knowledge of Hindi or Urdu. In this course, we read both classic and little-known poems of Old Hindi literature. Students will be given a glossary and will also be required to write about and participate in the discussion of the literary pieces. This is primarily a reading course and runs for all three terms of the academic year, spreading the workload evenly. The classes take place on Wednesdays 11.00am-1.00pm in MT, HT and the first six weeks of TT. Total contact hours are 16 hours in MT and HT and 12 hours in TT.

Introductory readings

Colin P. Massica. 1991. *The Indo-Aryan Languages.* Cambridge: Cambridge University Press. 'Introduction, 1-7; 'The Modern Indo-Aryan Languages and Dialects', 8-31.

George Cardona and Dhanesh Jain eds. 2003. *The Indo-Aryan Languages*. London: Routledge. 'General Introduction, pp. 1-9 and M Shapiro, 'Hindi' 250-8, 273-280.

R. Snell. 'Braj in Brief' http://hindiurduflagship.org/resources/learning-teaching/braj-in-brief/

R. Snell. 1992. 'Introduction'. *The Hindi Classical Tradition*. New Delhi: Heritage. 3-50. http://hindiurduflagship.org/resources/learning-teaching/braj-bhasha-reader/

J. S. Hawley. 2009. 'Introduction'. In J. S. Hawley, *The Memory of Love: Sūrdās Sings to Krishna*. Oxford: Oxford University Press, 3-44.

Harish Trivedi. 2003. 'The Progress of Hindi, Part 1: The Development of a Transregional Idiom'. In Sheldon Pollock, ed. *Literary Cultures in History*. Berkeley: University of California Press. 912-957.

Allison Busch. 2011. *Poetry of Kings: The Classical Hindi Literature of Mughal India*. Ch 2, 'The aesthetic world of riti poetry'. Oxford: Oxford University Press. 65-101.

(v) Language Option: Other

Subject to a minimum of three students wishing to take it, either Bengali (elementary or classical), Gujarati (elementary) or Marathi (elementary) will run throughout the academic year (classes on Thursdays 4.00-6.00pm in MT, HT and TT; 2 hours per week or 16 hours per term).

Persian (elementary or advanced) is available at the Faculty of Oriental Studies. Acceptance onto this course is subject to timetabling and the discretion of both the Modern South Asian Studies Teaching Committee and the Oriental Studies GSC.

Societies and Economies in India, c. 1600-1800
Convenor: **Professor David Washbrook**
This option runs on **Tuesdays** in **Michaelmas Term 11.00am-1.00pm**
in **the First Floor Seminar Room** at the **OSGA**, 11 Bevington Road

Far-reaching social and economic changes took place across the Mughal world during what historians call the 'early modern' centuries. The inflow of silver enabled states across the region to begin to make their transactions in cash. Peasant communities in ecologically favoured areas moved into cash cropping for the market. The growth of gentry elites in the towns saw new markets for luxury goods of all kinds, from paintings and fine manuscripts, to cloth, jewellery and metalwork. The new importance of cash and commerce brought merchant and banking families to new positions of India-wide influence and power. These were centuries of great social mobility, as skilled people of all kinds – craftsmen, peasant farmers, military men, scribal people and service communities moved into and across the subcontinent in search of opportunity.

The emperor Jahangir preferring a Sufi Shaikh to Kings, c. 1615-18

India in the seventeenth and eighteenth centuries was very much the workshop of the world and open for business. Its craft manufactures, well-established credit facilities and open access made it a magnet for European trading companies. These were also, and paradoxically, the features that enabled the East India Company to enter the Indian arena, first as a provider of commercial and military services, and then, in the context of Mughal imperial decline, as the subcontinent's new political overlords.

This option offers the chance to explore some fascinating debates about India and the world in this period. How far were Indian trajectories of social development fundamentally altered during this early era of globalisation? Did structures of class, caste, religious community and regional cultures develop distinctive new forms after India's 'medieval' centuries and before the coming of colonialism? How far can we say that India in this period shared in early forms of 'modernity'?

Introductory Readings

Catherine Asher and Cynthia Talbot. 2007. *India Before Europe.* Cambridge: Cambridge University Press.

Muzaffar Alam. 2004. *The Languages of Political Islam.* London: Hurst and Company.

Gilmartin, David and Bruce Lawrence eds. 2000. *Beyond Turk and Hindu: rethinking religious identities in Islamicate South Asia*. Gainesville: University Press of Florida.

Moin, A. Afzar. 2012. *The Millennial Sovereign. Sacred Kingship and Sainthood in Islam*. New York: Columbia University Press.

Subrahmanyam, Sanjay. 1997. 'Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia' in *Modern Asian Studies* 31, 3, 735-762.

Washbrook, David. 2007. 'India in the early modern world economy: modes of production, reproduction and exchange' in *Journal of Global History*, 2, 87-111.

The Economic Development of South Asia: 1947 to the present
Convenor: **Professor Matthew McCartney**
This option runs on **Wednesdays** in **Michaelmas Term 2.00-4.00pm** in the **Ground Floor Seminar Room** at **OSGA**, 11 Bevington Road

A textile factory in Bangladesh

This course is intended to provide students with a broad view of the key issues of economic development in the South Asian region from independence to the present day. The course is unusual in the attention it will give to South Asia outside India, particularly to Sri Lanka, Pakistan and Bangladesh and also in the fact that it is comparative. The starting assumption for this course is that one can learn more about the constituent countries of South Asia by studying the others. For example the India-centric or Pakistan-centric literatures on the economic booms in those two countries after 2003 can be complemented by study of the debates about the simultaneous booms in each other as well as in Bangladesh and Sri Lanka. So, in India the boom must be about more than just software exports and in Pakistan the boom must be about more than just US aid and debt forgiveness after the launch of the US War on Terror…

The course starts with an overview of the colonial legacy and asks the question, which of the newly independent economies of South Asia had the best pre-conditions for subsequent rapid economic growth and development. As we jump forward to c.2017 and look at seventy years of

actual progress and compare that to the potential in 1947 the answer about which economy has been the most 'successful' may surprise you. The other lectures follow a broadly chronological narrative and take a comparative look at common themes, such as the efforts to promote planned state-led industrialization in the 1950s and 1960s, the shift to economic (and social) radicalism under Bandaranaike, Bhutto, Gandhi and Rahman in the 1960s and 1970s, liberalisation and globalization in the 1980s and 1990s, and the economic boom across South Asia after c.2003. The course looks at the region through an academic discipline (economics) rather than being topic led (such as terrorism and extremism in Pakistan, conflict in Sri Lanka and Micro-credit and floods in Bangladesh) as is common in much contemporary writing about the region. The course will be equally accessible to those with and without a background in economics. If needed I will schedule an introductory one-hour class prior to the lecture to introduce/ discuss the economics concepts that will be utilized in the lecture.

Introductory readings:

Singh, Pritam (2008) *Federalism, Nationalism and Development: India and the Punjab Economy*. London/New York:Routledge (paperback in 2009).

Kochhar, K U.Kumar, R.Rajan, A.Subramanian and I.Tokatlidis (2006), 'India's Pattern of Development: What Happened, What Follows?', *IMF Working Paper*, WP/06/22, Washington D.C.

Subramanian, A (2007), 'The evolution of institutions in India and its relationship with economic growth', *Oxford Review of Economic Policy*, 23:2, pp.196-220.

Athukorala, P and S.Jayasuriya (1994), *Macroeconomic Policies, Crises, and Growth in Sri Lanka, 1969-90*, Washington, World Bank.

Moore, M (1990), 'Economic Liberalization versus Political Pluralism in Sri Lanka?', *Modern Asian Studies*, 24:2, pp.341-382.

Burki, S.J (1999), *Pakistan: Fifty Years of Nationhood*, Boulder: Westview Press.

Eastlery, W (2003), 'The Political Economy of Growth Without Development: A Case Study of Pakistan', in D.Rodrik (2003), *In search of prosperity: analytic narratives on economic growth*, Princeton, NJ, Princeton University Press.

Rhee, Y.W (1990), 'The Catalyst Model of Development: Lessons from Bangladesh's Success with Garment Exports' *World Development*, 18:2, pp.333-346.

Ven Schendel, W (2009), *A History of Bangladesh*, Cambridge, Cambridge University Press.

History and Politics of South Asia
Convenor: **Professor Nandini Gooptu**
This option runs on **Thursdays** in **Michaelmas Term 11.00am-1.00pm in Seminar Room 2** at **ODID, Queen Elizabeth House, Mansfield Road**

This paper covers major political developments in post-colonial South Asia and deals with the most significant themes and issues in South Asian politics, through the study of illustrative cases taken from the various countries of the region. The paper also deals with important scholarly debates on South Asia. The aim of the paper is to enable students to gain knowledge of South Asian politics, while at the same time facilitating a critical engagement with the analytical literature on South

**Water queues and election politics
(courtesy of Elizabeth Chatterjee)**

Asia. The latter would be of particular relevance to those who have some prior knowledge of South Asia, although students will not be required to have studied South Asia at the undergraduate level before taking this paper. While each of the major South Asian countries is studied separately, students are, at the same time, encouraged to analyse political developments comparatively. The course 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 or martial rule. The interface of democratic politics with the political economy of the 'developmental' state is also addressed. The course explores the development of 'movement' politics or social movements as an important element of the democratic process. The course 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 course engages with the evolution of political ideologies, especially variants of nationalism, which have played a significant role in the political history of post-colonial states. The course is expected to enable students to develop the ability to construct rigorous arguments on South Asian politics, based on empirical knowledge and informed by a critical awareness of the scholarly literature on the subject.

Introductory Readings

Stuart Corbridge and John Harriss. 2000.*Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy*.Cambridge: Polity Press.

Niraja Gopal Jayal, ed. 2001.*Democracy in India*. New Delhi: Oxford University Press.

Atul Kohli, ed. 2001.*The Success of India's Democracy*. Cambridge University Press.

Atul Kohli. 2012. *Poverty Amid Plenty*. Cambridge University Press.

Niraja Gopal Jayal and Pratap Bhanu Mehta, eds. 2010. *The Oxford Companion to Politics in India*. New Delhi: Oxford University Press.

Paul R. Brass, ed.2010. *Routledge Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*. London: Routledge.

N. Menon and A Nigam. 2007.*Power and Contestation: India since 1989*. London and New York: Zed Books.

International Relations of South Asia
Convenor: **Professor Kate Sullivan de Estrada**
This option runs on **Fridays** in **Michaelmas Term 11.00am-1.00pm** in the **Ground Floor Seminar Room** at **OSGA**, 11 Bevington Road

What is South Asia, and what are the challenges of studying South Asia through the discipline of International Relations? Through a course of eight lectures and classes, we unpack the unique historical, geographical, political, economic and demographic features that have shaped the inter-state and extra-regional relations of South Asia since 1947. Thematically, we engage with conflict and competition in the form of the enduring antagonistic (and recently nuclearized) relationship

The beating retreat ceremony at Wagah Border of India-Pakistan (Courtesy Gargisharma13).

between India and Pakistan; disputes over territory between India and Sri Lanka, Nepal and Bangladesh; and conflicts emerging from the complex interplay of identities, both cultural and political, arising from internal secessionisms, insurgencies, and religious/ethnic disputes affecting parts of Pakistan, Bangladesh, and Sri Lanka. No other region is as dominated by a single country as South Asia is by India, and we explore how India's hegemony in South Asia has evoked a range of responses from India, its neighbours and the wider world. We also examine successful and less successful examples of cooperation within the region, for example in respect of the riverine resources of the region, and through the regional institutional apparatus of the South Asian Association for Regional Cooperation (SAARC). Viewed in comparative perspective, however, we find that South Asian regionalism is weakly institutionalized, leading to often pessimistic prognoses about the region's potential for deep economic and political integration. Moreover, South Asia is not an isolated region. During the Cold War the Great Powers played an often divisive role, and China's influence in the region is growing in significance.

Students will develop a critical ability to understand the theoretical assumptions that have shaped much of the production of IR scholarship on South Asia and that condition readings of events in the international politics of the region. They will develop a comparative perspective from which to understand inter-regional dynamics and the role of regional powers, an empirical foundation with which to narrate key moments in the bilateral and multilateral interactions between states in the region, and a sense of South Asia's place and significance in the broader international arena.

Introductory Readings

Devin T. Hagerty, *South Asia in World Politics* (Lanham: Rowman & Littlefield, 2005)

Sandy Gordon, *India's Rise as an Asian Power: Nation, Neighborhood, and Region* (Washington, DC: Georgetown University Press, 2014)

Ayesha Jalal, *The Struggle for Pakistan: A Muslim Homeland and Global Politics* (Cambridge, Massachusetts, 2014)

Robert McMahon, *Cold War on the Periphery: The United States, India and Pakistan* (New York: Columbia University Press, 1994)

T.V. Paul, *The Warrior State: Pakistan in the Contemporary World* (New York: Oxford University Press, 2014)

Lawrence Sáez, *The South Asian Association for Regional Cooperation (SAARC): An Emerging Collaboration Architecture* (Abingdon: Routledge, 2012)

E. Sridharan (ed.), *International Relations Theory and South Asia: Security, Political Economy, Domestic Politics, Identities, and Images*. (New Delhi: Oxford University Press, 2014)

Ramesh Thakur and Oddny Wiggen, *South Asia in the world: Problem solving perspectives on security, sustainable development, and good governance* (Tokyo; New York: United Nations University Press, 2004)

Education, State, and Society in South Asia
Convenor: **Dr Uma Pradhan**
This option runs on **Tuesdays** in **Hilary Term 11.00am-1.00pm**
in the **Ground Floor Seminar Room** at **OSGA**, 11 Bevington Road

A school in Nepal

What is education, and who counts as an 'educated person,' amidst competing religious, political and pedagogical ideologies that have shaped contemporary educational practices and institutions in South Asia? How have political transformations, an increasing commodification of education, a continued reliance on foreign aid and expanded geographical horizons contributed to a reshaping of the South Asian educational landscape and thereby altered, opened up and closed avenues of learning available to people?

Through a focus on India, Pakistan, Sri Lanka, Bangladesh, Nepal, and Afghanistan, this course will enable students to critically consider the myriad ways in which education intersects with social and political ideas, institutions, and identities. It will capture diverse and competing educational experiences and trajectories; examine the process of construction and transmission of knowledge in different sites within and beyond institutions of formal education, and explore the interconnections between education, state, and society. These perspectives will shed light on the multiple ways in which processes of education intersect with socio-political ideas, institutions, and identities.

The main aim of the course is to (re-)examine education transformations in the context of larger social and political change, or the lack of it, in the region. The course will also provoke students to think about South Asia as a unique site for theorizing the social and political dynamics of education in the contemporary world.

Introductory Readings

Levinson, B.A., D.E. Foley, and D.C. Holland (eds) 1996. *The Cultural Construction of the Educated Person: Critical Ethnographies of Schooling Practice*. Albany: State University of New York Press.

Laura Ahearn. 2001. *Invitations to Love: Literacy, Love letter and Social change in Nepal*. Ann Arbor: University of Michigan Press.

Patricia Jeffery, R Jeffery, and C Jeffrey. 2014. Islamization, Gentrification and Domestication: 'A Girls' Islamic Course' and Rural Muslims in Western Uttar Pradesh. *Modern Asian Studies*. 38 (1): 1-53

Veronique Benei. 2008. *Schooling Passions: Nation, History, and Language in Contemporary Western India*. Stanford, Calif.: Stanford University Press.

Bradley A U Levinson et al. (ed). 2000. *Schooling the Symbolic Animal: Social and Cultural Dimensions of Education*. Maryland: Rowman and Littlefeld Publishers.

The Anthropology of South Asia: A 'Decolonised' Approach?

Convenor: **Professor Nayanika Mathur**

This option runs on **Wednesdays** in **Hilary Term 2.00-4.00pm** in the **Institute of Social and Cultural Anthropology**, 51-53 Banbury Road.

A promotional poster by the Indian state that draws upon the very same categories and visual tropes through which anthropological knowledge of South Asia has traditionally been constructed.

Anthropology as a discipline has a problematic history due to its long-standing romance with primitivism and alterity as well as its close imbrication with colonialism. Nowhere is this better reflected than in the concepts and tropes that define the standardised Anthropology of South Asia. This course constitutes an attempt to decolonise and subvert such a study of this region. It does so by critically questioning the canonical literature and discarding the normative frames through which South Asia has historically been studied and taught. We will retain a reliance on the ethnographic method as a primary tool to understand South Asia, but will expand the usual 'canonical' reading list and reformulate some of its themes. The 8 weeks will cover the following topics: Animals; Bureaucracy; Space; Film and Media; Law; Nation-Making/Partition; Kinship; Democracy and Populism. Gender, Religion, and Caste will be integrated into *every* lecture rather than featuring as stand-alone separate sessions. Similarly, the nation-states comprising contemporary South Asia will be included in each lecture session to the extent possible. Academic books will be read alongside fiction, art, blog posts, and films.

Introductory readings

Rege, Sharmila. 2013. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*. Delhi: Zubaan Books

Das, Veena. 1997. Critical Events: *An Anthropological Perspective on Contemporary India*. Delhi: Oxford University Press

Mosse, David. 2018. 'Caste and development: Contemporary perspectives on a structure of discrimination and advantage', *World Development* 110: 422-436

Townsend Middleton and Jason Cons. 2014. 'Coming to Terms: Reinserting Research Assistants into Ethnography's Past and Present*.' Ethnography* 15(3) 279-290

Anand Pandian and Daud Ali (eds.). 2010. *Ethical Life in South Asia*. Bloomington: Indiana University Press

Gyan Prakash. 2011. *Mumbai Fables*. Princeton: Princeton University Press

Trade and Exchange in South Asia: Transcultural Objects, Relations and Identities
Convenor: **Professor Mallica Kumbera Landrus**
This option runs on **Thursdays** in **Hilary Term 2.00-4.00pm** in the **Eastern Art Study Room 2**
(Level 1 – off Gallery 30) at the **Ashmolean Museum**

Ivory cabinet, 1600s, Sri Lanka,
© Ashmolean Museum

The discipline of history of art is an object-based cultural history founded on the basis that objects represent and reflect the ideas and values of people who commissioned, created, used and collected them. The objects are primary sources documenting the changes in social, religious, economic, and political ideas within their historical contexts. Thus, the history of art is inherently an interdisciplinary and cross-cultural subject that illuminates our shared society and identity, similarities as well as differences.

Material culture in South Asia presents a remarkable case study in the creation of a visual vocabulary and language of meaning. Students will be encouraged to explore a range of visual and material culture within its historical, political and social context on the Indian subcontinent. Relevant objects in the Ashmolean Museum will be the focus, but the function, trade and/or diplomatic exchange of objects, and ideas with regard to technology and transcultural identities will in large part be the subject of the eight weekly classes (2 hours each) in this option.

No previous experience is necessary or expected in the study of material and visual culture. The weekly classes, held in the Museum's study room, will identify and explore various issues surrounding the use and exchange of material visual culture in and from modern South Asia. It is intended that students should develop a critical ability to place material culture in their historical and regional contexts in South Asia, while also exploring visual culture as features of socio-economic and political conditions.

Introductory Readings

Maxine Berg. *Goods from the East, 1600 – 1800: Trading Eurasia* (New York 2015)

K N Chaudhuri. *The Trading World of Asia and the English East India Company 1660-1760* (Cambridge 1978)

Finbarr Barry Flood. *Objects of Translation: Material Culture and Medieval 'Hindu–Muslim' Encounter* (Princeton and Oxford 2009)

Anna Jackson (ed.), *Encounters: The Meeting of Asia and Europe 1500–1800* (V&A 2004)

Amin Jaffer. Luxury *Goods from India, The Art of the Indian Cabinet Maker* (V&A 2002)

Kajri Jain. *Gods in the Bazaar: The Economies of Indian Calendar Art* (Duke 2017)

Giorgio Riello. *Cotton: The Fabric that Made the Modern World* (Cambridge 2015)

Themes in the History of Pakistan
Convenor: **Professor Matthew McCartney**
This option runs on **Fridays** in **Hilary Term 2.00-4.00pm** in the **Ground Floor Seminar Room** at **OSGA,** 11 Bevington Road

Pakistan is often viewed as a dangerous, failing or frightening state, the reality is very different. Pakistan is a forgotten economic success story of the developing world, especially in relation to its precarious inheritance of 1947. Pakistan is a paradox, an economy that has been buffeted by civil war, military coups, sanctions, terrorism and floods, but yet has seen some of the most stable and sustainable economic growth rates in the world. Pakistan is a puzzle, a country that shared many of the same institutions, geography, culture and colonial history as

Syed Sadequain Ahmed Naqvi. Aftaab-e-Taaza, an illustration of poetry by Iqbal

India but yet has experienced a dramatically different post-independence political history. Pakistan was broken apart in civil war in 1971. The poorer Eastern Pakistan (now Bangladesh) was labelled a 'basket case' in the mid-1970s and is now lauded as a human development success story. The richer Western Pakistan (now simply Pakistan) was widely heralded as one of the world's miracle economies in the 1960s, but is now more commonly seen as an economic failure. Pakistan has long been seen to be subordinate to the US, will the recent turn to China and the China-Pakistan Economic Corridor change that or lead to a new form of dependence?

This lecture course does not just offer a set of themes but challenges you to think again about a fascinating, yet deeply misunderstood country. The course is suitable for students with any academic background.

Introductory Readings

Burki, S-J (1999), *Pakistan: Fifty Years of Nationhood*, (third ed.) Boulder: Westview Press

Oldenburg, P (2010), *India, Pakistan, and Democracy: Solving the Puzzle of Divergent Paths*, New York, Routledge

McCartney, M and A.Zaidi (2019), *New Perspectives on Pakistan's Political Economy: State, Class and Social Change*, New Delhi, Cambridge University Press

The Thesis (30,000 words maximum)

You will probably arrive in Oxford with some idea as to the topic you want to pursue. You will discuss your choice with your general supervisor, who will guide you towards a specialist supervisor if need be. Topics may fall within any area related to Modern South Asia for which supervision can be provided.

Over the course of the Hilary term of your first year, you will have a chance to present your developing thesis ideas to a seminar of your fellow students and relevant teachers. By the end of the Hilary term, you should have completed and submitted a research proposal as part of your formal assessment, having discussed it with your thesis supervisor. During the Trinity term of your first year, you will continue to work on it, and in particular to plan the research (at least six weeks) that you will need to do over the summer to gather your source materials. Depending on your topic, these may be archival materials, data sets, interviews with informants or other oral materials. When you return from your summer's research, you will in Michaelmas Term of your second year make your Advanced Research Methods presentation, which will include both an oral presentation, and submission of written materials on the same occasion as your presentation. This presentation will then form the basis for your writing up over the rest of the academic year. Your supervisor will read chapter drafts, and one full draft of the thesis, before you submit it by the deadline of 12 noon on Monday of Week 4, Trinity Term. You should aim to give this draft to your supervisor by the end of the Hilary term of the second year, so that he/she can return it to you with sufficient time for you to take account of his/her suggestions.

The thesis will test students' capacities to: understand concepts and arguments in the literature; develop their own independent arguments; demonstrate knowledge of empirical material and how 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 exploring primary source material in new ways. It is not required that materials in South Asian languages are used for the thesis, although some students with advanced language skills may use them, particularly to draw on vernacular language primary sources.

The thesis 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 thesis can be found in Annexe 2 of the Exam Conventions on Canvas.

The Examiners will assess the thesis under three broad headings:

1. *Aim:* What does the thesis 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 thesis 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?

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

A good thesis should ask a meaningful research question and situate that question within the existing scholarship. The thesis 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 thesis usually makes use of a **theoretical or conceptual framework** which helps to structure the argument and to define its central concepts. A thesis 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 thesis is made up of the argument and the supporting evidence or data – the **empirical material**. At the end of the thesis 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 thesis should be well-structured, properly referenced and well-presented.

Remember that your thesis is part of the MPhil in Modern South Asian Studies, and so your research question and the scholarship you relate it to **must focus on one or more states or societies of the region**. You will need to engage with literature relevant to the 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 thesis will form a key investment in your bank of South Asian expertise, and you should see it as an opportunity to broaden and deepen your knowledge of the region.

General requirements

The thesis 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 thesis should contain the following elements, though the order is flexible:

- A cover page as per the requirements of assessed work (please see Canvas)

- 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 thesis will proceed

- An explanation and justification of the theoretical or conceptual framework and central concepts used in the thesis

- 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 thesis. 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 thesis must be able to stand alone, without the appendices.

Remember above all the importance of *presentation*. Your thesis 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 thesis must be all your own work, finding someone to proofread the final draft for errors and inconsistencies is a good idea. If somebody else does proofread your final draft you must make sure that you follow the University's guidelines on what is permissible at https://academic.admin.ox.ac.uk/policies/third-party-proof-readers.

Thesis trouble-shooting

It is usual for students to feel overwhelmed during the thesis 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 thesis. Above all, you should meet frequently with your thesis supervisor, who will be able to help you find answers to these kinds of questions.

Focus

- What precisely is the focus of your thesis?

- 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 time periods or case studies are you focusing on?

- What is the central question your thesis aims to answer?

- What is the major objective of the thesis?

- 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 theses 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 thesis. There is a fine balance between choosing an 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 thesis 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. There are many specialists within Oxford who study aspects of South Asia, 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 thesis. 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 thesis, such as the case studies or the time periods you focus on, will narrow the focus of the thesis. Regular discussions with your thesis 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 thesis early on and to stick to the milestones for developing your thesis and communicating your plans to your supervisor (see above). 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?

Modern South Asian Studies Seminar
Convenors: **Imre Bangha, Nayanika Mathur, Matthew McCartney, Polly O'Hanlon,**

Kate Sullivan de Estrada and **David Washbrook**

The Modern South Asian Studies seminar meets on **Tuesdays** at **2.00pm each week**, **Weeks 1-7** of **Michaelmas** and **Hilary Terms**, and **Weeks 1-4** of **Trinity Term**. **All seminars** will take place in the **Syndicate Room at St Antony's College**, which is located in the Old Main Building.

Speakers from a wide range of fields within South Asia will present their research over the course of the year. The seminars offer you an opportunity to broaden your knowledge and to familiarise yourself with different disciplinary approaches as these are applied in live projects of research, so that you can see how you might use them for yourself. Participation will also develop your ability to think on your feet and to make confident interventions in live academic debate.

There is no formal assessment for this course. However, **all students are expected to attend, and to contribute to discussion**.

Academic Prizes

MPhil Modern South Asian Studies students are all eligible for the **Barbara Harriss-White Thesis Prize**. This will be awarded to the student who produces the best thesis. It will be judged by the Board of Examiners during the final Exam Board Meeting in September 2020. The winner will receive a £100 prize and a certificate.

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.

Teaching and Learning

Organisation of Teaching and Learning

For the MPhil in Modern South Asian Studies, lectures, seminars, classes and supervisions are organised and delivered by academic staff from the Oxford School of Global and Area Studies, the Faculty of Oriental Studies, the Departments of Social Anthropology, Politics and International Relations, and International Development and the Ashmolean Museum. Your 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. The size of lectures and classes on the Option papers will vary according to the numbers of students choosing particular Options. The Core Course classes are compulsory, and will be attended by all students on the MSc, as well as those in the first year of the MPhil in Modern South Asian Studies. Research Methods classes are also compulsory, but their size will vary according to students' choices.

Please see the University's policy on the recording of lectures and other formal teaching sessions at https://academic.admin.ox.ac.uk/policies/recording-lectures-other-teaching-sessions.

The timetables for the three terms can be found on the next three pages. More detailed versions of the timetables (including week-by-week variations) will also be published on Canvas where announcements of any changes will also be made.

Provisional Timetable for Michaelmas Term 2019

Please note this timetable is correct as at 30/09/2019 but may be subject to change.

MODERN SOUTH ASIAN STUDIES TIMETABLE MICHAELMAS TERM 2019

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00					
09:30					
10:00	RM: Qual lecture — various (NLT, Sant)	1st Yr Hindi Grammar — IB (OS)	Intro to written Urdu (weeks 1-3) — IB (OS)	1st Yr Hindi Grammar — IB (OS)	RM Qual Class (1) — NM (OSGA)
10:30					
11:00					
11:30		Literary Hindi — IB (OS) / Societies & Economies of India c. 1600-1800 — DW (OSGA)	Old Hindi — IB (OS) / 1st Yr Hindi Practice — KP (OS)	Urdu prose text — IB (OS) / History & Politics of South Asia — NG (QEH)	RM Qual Class (2) — NM (OSGA) / Int. Relations of South Asia — KSdE (OSGA)
12:00					
12:30					
13:00					
13:30					
14:00	Core Course Lecture — various (Dahrendorf Rm, St Ant's)	South Asia Seminar (weeks 1-7 only) — various (Syndicate Rm, St Ant's)	Economic Development in South Asia — MMcC (OSGA)		
14:30					
15:00					
15:30					
16:00				Other (Bengali, Gujarati, Marathi or Old Hindi) — IB (OS)	Advanced Hindi — KP (OS)
16:30					
17:00					1st Yr Hindi Practice — KP (OS)
17:30					
18:00					

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Provisional Timetable for Hilary Term 2020

Please note this timetable is correct as at 30/09/2019 but may be subject to change.

MODERN SOUTH ASIAN STUDIES TIMETABLE HILARY TERM 2020

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00					
09:30					
10:00	RM: Hist/Lit methods (wks 1-6) DW/ JM — IB (OSGA)	1st Yr Hindi Grammar IB (OS)		1st Yr Hindi Grammar IB (OS)	RM: Quant class (wks 1-6) MMcC (OSGA)
10:30					
11:00	RM: Quant lecture (wks 1-6) JM (NLT) — RM: RP presentations (wks 7-8) various (TBC)	Literary Hindi IB (OS)	RM: Research Proposal presentations (wks 5-8) various (TBC) — Old Hindi IB (OS) / 1st Yr Hindi Practice KP (OS)	Urdu prose text IB (OS)	RM: Research Proposal presentation (wks 5-8) various (TBC)
11:30					
12:00	RM: Research Proposal presentations (wks 5-8) various (TBC)	Education, State and Society in South Asia UP (OSGA)			
12:30					
13:00	various (TBC)				
13:30					
14:00					
14:30		Core Course Lecture	Anthropology of South Asia NM (TBC)	Trade & Exchange in South Asia MMcC (OSGA) — Themes in the History of Pakistan	
15:00		South Asia Seminar (weeks 1-7 only) (Dahrendorf Rm, St Ant's) various			
15:30					
16:00		various (Rm. St Ant's)	Other (Bengali, Gujarati, Marathi or Old Hindi) KP (OS)	Advanced Hindi KP (OS)	
16:30	RM: Quant (computer labs) (wks 1-6) JM (TBC)				
17:00					1st Yr Hindi Practice IB (OS)
17:30	JM				
18:00					

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Provisional Timetable for Trinity Term 2020

Please note this timetable is correct as at 30/09/2019 but may be subject to change.

MODERN SOUTH ASIAN STUDIES TIMETABLE TRINITY TERM 2020

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00					
09:30					
10:00		Intro to written Urdu (wks 1-3) IB (OS) / Urdu Prose Texts (wks 4-8) IB (OS)			
10:30					
11:00		Intermediate Hindi (texts from the media) IB (OS)	Old Hindi (wks 1-6) IB (OS) / Intermedi-ate Hindi Practice KP (OS)	Intro to written Urdu (wks 1-3) IB (OS) / Urdu prose texts (wks 4-8) IB (OS)	
11:30					
12:00					
12:30					
13:00					
13:30					
14:00	South Asia Seminar (weeks 1-4 only) various (Syndicate Rm. St Ant's)				
14:30					
15:00					
15:30					
16:00				Other (Bengali, Gujarati, Marathi or Old Hindi) IB (OS)	Advanced Hindi KP (OS)
16:30					
17:00					
17:30					
18:00					

Fieldwork

It is expected that students studying for an MPhil in Modern South Asian Studies will undertake at least six weeks of fieldwork, usually in the summer months, between their first and second years of study. You will receive a good deal of help and advice during the first year to prepare you for this undertaking. Our teaching team have undertaken a wide range of fieldwork activity and will be able to guide students. The exact nature of that fieldwork will depend on the topic of the thesis, and students should be guided by their supervisors.

Fieldwork is considered as any research activity contributing to your academic studies, and approved by your department, which is carried out away from the University premises. This can be overseas or within the UK. The safety and welfare of its students is of paramount importance to the University. This includes fieldwork and there are a number of procedures that you must follow when preparing for and carrying out fieldwork.

Preparation

Safe fieldwork is successful fieldwork. Thorough preparation can pre-empt many potential problems. When discussing your research with your supervisor please think about the safety implications of where you are going and what you are doing. Following this discussion and before your travel will be approved, you will be required to complete a travel risk assessment form. This requires you to set out the significant safety risks associated with your research, the arrangements in place to mitigate those risks and the contingency plans for if 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. The following website contains some fieldwork experiences which might be useful to refer to https://www.socsci.ox.ac.uk/fieldworkers-experiences

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 (annually)

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

Social Sciences Division Research and Skills Training (termly)
https://socsci.web.ox.ac.uk/welcome-to-researcher-development

- **Preparation for Safe Fieldwork**. A half day course for those carrying out social science research in rural and urban contexts

- **An Insider's Guide to fieldwork**. A student led course on negotiating the practical aspects of fieldwork.
- **Vicarious trauma workshops.** For research on traumatic or distressing topic areas or contexts.

Safety Office courses (termly) http://www.admin.ox.ac.uk/safety/overseastravelfieldwork/

- 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**:** https://socsci.web.ox.ac.uk/fieldwork-0

Fieldwork preparation step by step (including ethical review)

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.

2. If your **research involves human participants** (see, FAQs, Q.1A https://researchsupport.admin.ox.ac.uk/governance/ethics/faqs-glossary/faqs#collapse410581) it should be subject to **ethical review**, please complete the relevant Central University Research Ethics Committee checklist (**CUREC 1A or CUREC 2**) and submit it (signed and complete of all the supporting documents by the deadline in the table below) via email to the Departmental Research Ethics Committees, OSGA DREC at curec@area.ox.ac.uk. Please note that the ethical approval can only be granted to applications that have been submitted before the research has started. Once approved the applicant will receive a confirmation letter that includes the CUREC reference number to report in the consent forms and in the all the documents used during the research. CUREC forms are updated regularly to reflect current practice, so download from the **Governance and Integrity webpage** (https://researchsupport.admin.ox.ac.uk/governance/ethics/apply/sshidrec) most updated version of the checklist.

3. Complete the **Travel Risk Assessment form.** This requires you to set out the significant safety risks associated with your research. Please, check University policies on **Safety in fieldwork** http://www.admin.ox.ac.uk/safety/policy-statements/s5-07/ and **Overseas travel**, http://www.admin.ox.ac.uk/safety/policy-statements/s3-07/ the UK Government Foreign and Commonwealth Office (FCO) website (https://www.gov.uk/foreign-travel-advice) and check the arrangements in place to mitigate those risks and the contingency plans in case something goes wrong. Please deliver it in paper format with wet ink signatures to the Research Officer at 12 Bevington Road by Friday week 3 of each term. Please note that if you plan to undertake fieldwork in counties which the UK Foreign and Commonwealth Office "advise against all or all but essential travel to" and/or undertake research that is deemed to be high risk, your plans will

be referred to the University Safety Office for further review, permission for travel to these areas is at the Head of School's discretion. Please be aware that permission to travel to these areas under FCO advisement or high risk research may be refused.

4. University staff and students are eligible for **University travel insurance** (http://www.admin.ox.ac.uk/finance/insurance/travel/) when they travel on University business. Insurance is contingent on having an approved travel risk assessment and compliance with the University policies on Safety in fieldwork http://www.admin.ox.ac.uk/ safety/policy-statements/s5-07/ and Overseas travel http://www.admin.ox.ac.uk/safety/ policy-statements/s3-07/. Once you have received a confirmation that your Travel Risk Assessment has been approved, please complete your **Travel Insurance Application** on https://travelinsurance.admin.ox.ac.uk It will require your Oxford Single Sign-On credentials. You should upload to the platform a copy of your approved and signed travel risk assessment. In preparing your Travel Insurance application please indicate that you require supervisor approval (default set to yes) and enter either the SSO or email address of the supervisor to search – then select the appropriate person from a list. The supervisor will receive an email notification that there is an application that requires their authorisation.

There are certain areas and activities that require referral to the Insurance Office prior to travel. Please refer to https://finance.admin.ox.ac.uk/referral-countries-and-activities for the most up to date list. The Insurance Office require at least six weeks' notice for these referrals. The required referral is done through the online application process (https://travelinsurance.admin.ox.ac.uk)

The University's insurance broker has a global trade sanctions policy which must be followed. Under the terms of this policy, activities which have a connection to certain countries or regions automatically have to be referred to their legal/compliance teams. Please refer to: https://finance.admin.ox.ac.uk/referral-countries-and-activities for the most up to date list.

If students wish to travel to an area that requires referral, planned fieldwork to these areas should be discussed at the start of your course with your supervisor and flagged with the School (travel@area.ox.ac.uk) as soon as possible.

Please, note that:
- Travel is approved at the discretion of the Head of School and in some circumstances may be refused due to the level of risk;
- Insurance can only be arranged if travel is deemed essential and it is deemed safe for you to travel by the Head of School;
- University insurance will only cover you if the Safety Office has advised on the suitability of your risk assessment and your travel has been approved by your Head of Department.

Before starting to complete your forms please check for updates and additional supporting documents on the Canvas site for Research Methods, in "Resources for Fieldwork" https://canvas.ox.ac.uk/courses/24842/modules

Deadlines / Signatures required / Modalities of delivery

	CUREC 1A	CUREC 2	Travel Risk Assessment Form	Travel Insurance Form
Deadlines	Friday of week 3 of each term	Friday of week 3 of each term (Or at least 60 days before research is due to start, if sooner)	Friday of week 3 of each term	Once the Travel Risk Assessment has been approved
Signatures required	Student, Supervisor and Head of Unit signature as Department endorsement.		Student, Supervisor	Student, Supervisor
How to deliver it	Via email to curec@area.ox.ac.uk using the official university account		Originals on paper to Francesca Tucci (12 Bevington Road).	Submission via the online system TIRS (*)
How long the approval process may take	30 days	60 days	30 days	6 weeks
For queries	curec@area.ox.ac.uk		travel@area.ox.ac.uk	

(*) Supervisor approval required via TIRS (please, leave default set to YES)

Useful links for fieldwork documents preparation:

- Policy on the ethical conduct of research involving human participants and personal data:

     https://researchsupport.web.ox.ac.uk/governance/ethics/committees/policy

     https://researchsupport.web.ox.ac.uk/governance/ethics

- Download CUREC checklist:
  https://researchsupport.admin.ox.ac.uk/governance/ethics/apply/sshidrec

- Recommended templates, such as for oral / written consent forms:

     https://researchsupport.admin.ox.ac.uk/governance/ethics/resources

- FAQ and Glossary

     https://researchsupport.admin.ox.ac.uk/governance/ethics/faqs-glossary

- Recommended Best Practices Guidance documents approved by CUREC:

     https://researchsupport.admin.ox.ac.uk/governance/ethics/resources/bpg

- Policy on the Management of Data Supporting Research Outputs

http://researchdata.ox.ac.uk/university-of-oxford-policy-on-the-management-of-data-supporting-research-outputs/ (See section 4.0 Relationship with existing policies)

- Archives and other options in preserving and sharing research data
  http://researchdata.ox.ac.uk/preserving-your-data/archives-and-other-options/

- Backup, storage and security of data:
  http://researchdata.ox.ac.uk/home/managing-your-data-at-oxford/storage-and-backup/

- Research Data Oxford website: http://researchdata.ox.ac.uk/

Checklist of documents for fieldwork preparation:

Your CUREC application is signed (or endorsed by email) by you, your supervisor (if student) and the Head of the Unit	
All the supporting documents are attached to the CUREC application (i.e. Recruitment and advertisement material, written information or, if applicable, an outline oral information script, written consent forms and/or oral information scripts: interview questions, or a preliminary scope of questions, or a sample questionnaire, etc.)	
Your CUREC application has been sent by email to curec@area.ox.ac.uk from your official ox.ac.uk email account	
Your Travel Risk assessment is signed wet-ink by you and your supervisor and dated.	
The original copy of your Travel Risk assessment has been delivered to Francesca Tucci (12 Bevington Road).	
Your Travel Insurance Application has been submitted online on https://travelinsurance.admin.ox.ac.uk	

All students will be required to sign a declaration by the end of Noughth Week of Michaelmas Term acknowledging that they understand they are primarily responsible for ensuring all University and departmental processes and permissions relating to fieldwork, CUREC, travel risk assessments and insurance are completed at least 30 days before fieldwork commences (earlier if CUREC 2, as it requires at least 60 days), and that fieldwork or any research-related travel cannot be undertaken without the completion of all necessary paperwork and the granting of official permission.

Fieldwork funding and Travel Grants

Students on the MPhil in Modern South Asian Studies are eligible for a £500 grant towards fieldwork costs from the Faculty of Oriental Studies. Please approach the Course Administrator for details of how to apply for this funding.

Scholarship funds. Some students on scholarships will find that they are given, or can apply for, funding to cover fieldwork. Although this is often not the case, students are advised to check, especially where the scholarship comes from outside of the University.

College funds. Some colleges provide travel funds to their students, but note that this varies considerably throughout Oxford. Information about this can usually be found in the College prospectus. Deadlines for these funds vary and the amount distributed is often limited so check and apply early.

Other funding sources. Students may find other sources of funding available inside and outside of Oxford, However, it is important to note that these prizes and awards tend to be very competitive.

Savings. Students determined do to fieldwork who are unable to access college and other funds should draw up a fieldwork budget as early as possible and calculate whether or not they can save sufficient funds to make their travel feasible (bearing in mind that some costs, such as food, would be incurred whether in Oxford or in the field).

Expectations of study and student workload

As a student, you are responsible for your own academic progress. The learning environment of Oxford and the MPhil in Modern South Asian Studies are special; they require a lot from you but also offer a potentially deeply rewarding experience.

Hours Required of Study

This is entirely dependent on yourselves as graduate students, as you will be from different backgrounds and be bringing different experiences to your study, and so you will find that some concepts and work will require more effort (both in terms of comprehension and in hours put in) than you may expect. Success on the course requires sustained effort across the academic year, with term-times being typically prioritised with preparation for, and participation in, course lectures, class presentations, class discussion, essay reviews, and thesis supervisions. The vacation periods are not holidays as such but instead represent extended periods in the academic year when private study and dissertation research can be balanced alongside taking a well-earned break during national festivals such as Christmas and Easter in the absence of lectures and classes. A typical week during term times will involve around 40 hours of study, including two to six hours of scheduled contact hours (more for those following the 'language track'), two hours for the weekly seminar and at least thirty hours of independent work. During peak times around exams and the deadline for the thesis, the amount of work could be higher depending on your own study habits.

If you are concerned about the amount of time you are studying, please discuss this with either your general supervisor or the Course Director.

If you are considering paid work please refer to this link *Paid work guidelines for Oxford graduate students* https://academic.admin.ox.ac.uk/policies/paid-word-guidelines-graduate-students

Assessment

Assessment structure

LANGUAGE TRACK

- Core Course Essay assessment
  One maximum 5,000 word essay. The essay questions will be issued by Monday of Week 1 of Michaelmas Term and should be submitted by 12 noon on Monday of Week 1 of Trinity Term. (10% of your final grade).

- Research Methods assessment
  (10% of your final grade, comprising two parts, weighted equally so each equivalent to 5% of your final grade)

  1. **Qualitative methods take-home test:** to be issued (via Canvas) on Monday of Week 8 and to be submitted by **12.00 noon, Monday Week 9**, Michaelmas Term.
  2. **Quantitative analysis take-home test:** to be issued (via Canvas) on Monday of Week 8 and to be submitted by **12.00 noon, Monday Week 9**, Hilary Term.
     OR
     Qualitative and Historical methods assignment: 2,500-word assignment to be issued on Monday of Week 4 and submitted by **12.00 noon, Monday Week 9**, Hilary Term
     OR
     Qualitative Methods: Literature and language assignment: 2,500-word assignment issued on Monday of Week 4 and to be submitted by **12.00 noon, Monday Week 9**, Hilary Term
     (NB In 2019-20, Qualitative and Historical Methods and Qualitative Methods: Literature and Language will be run as a single module and students will take the same paper which will offer questions on both methods.)

- **Advanced Research Methods assessment**
  During the Michaelmas term of the second year, you will be required to make an oral presentation, of about 20 minutes, of your thesis topic. This is not a formally assessed part of the course. It is rather an opportunity for you to obtain detailed feedback on your thesis plans. At the time of this presentation, you will also submit a written outline of the problem you are investigating, an overview of relevant secondary literature, a description of the approach and method you will be adopting, and an account of the source materials you have collected. This written piece of work should be up to 5,000 words, including references. In addition, you should submit a Bibliography, which will not be included in the word count. You will need to:

  (i)   Make your oral presentation clearly and audibly, within the time limit of 20 minutes;

(ii)   Submit, at the same time, your written outline of up to 5,000 words, including references but excluding Bibliography. Your outline should contain the points indicated above, presenting them in a clear and scholarly fashion, and supported by footnotes or references. [See Canvas for the different referencing systems you can use].

(iii)   Submit, at the same time, a preliminary Bibliography, with a provisional list of the Primary sources you intend to use, and another of the secondary literature relevant to your thesis.

- 'Core Language' assessment

Students have a choice of the following Core Languages:

(i)   Hindi
(ii)   Hindi and Urdu
(iii)   Advanced/Literary Hindi
(iv)   Advanced/Literary Hindi and Urdu
(v)   Old Hindi and Urdu
(vi)   Brajbhasha and Old Hindi Texts
(vii)   Other substitute Core Language

(i)   Hindi

Year1 – Core Language Qualifying Examination in Beginners' Hindi (15% of your final grade)

There will be a three-hour paper in Hindi translation, comprehension and composition consisting of three parts, all of which must be attempted. Part 1 will attract 20% of the overall marks for this paper. Parts 2 and 3 will attract 40% each.

Part 1 will be two seen passages in Hindi to be translated into English. Texts will be chosen from Snell and Weightman: *Teach Yourself Complete Hindi* as well as from texts read in the class and listed on Weblearn. Both passages must be attempted.

Part 2 will be two unseen passages in Hindi. The first is to be translated into English and the second passage is to be summarised in Hindi in 100-125 words. Both passages must be attempted.

Part 3 will be a composition in Hindi of approximately 300 words. Candidates will choose one topic from a choice of three given.

Year2– Core Language Final Examination in Advanced Hindi (15% of your final grade)

This three-hour paper consists of three parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Seen translation from Hindi. Candidates will be required to translate two seen passages of Hindi into English. The first text will count 25%, the second 20%. The second text will be accompanied with a question on the on the grammar, style or the literary context to be answered in English (5%).

Part 2: Unseen translation from Hindi. (25%). Candidates will be required to translate an unseen passage of Hindi into English.

Part 3: Text commentary in Hindi (25%). Candidates will be required to write an essay in Hindi commenting on a set text or comparing a pair of seen texts. The essay in Hindi should be between 250 and 300 words.

(ii)   Hindi and Urdu

Year1 – Core Language Qualifying Examination in Beginners' Hindi. (15% of your final grade) *See 'Core Language Examination in Beginners Hindi' above*.

Year2 – Core Language Final Examination in Advanced Hindi and Urdu (15% of your final grade)
This three-hour paper consists of four parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Translation from Hindi (25%). Candidates will be required to translate a seen passage of Hindi into English.

Part 2: Translation from Urdu (25%). Candidates will be required to translate a seen passage of Urdu into English.

Part 3: Composition in Urdu (20%). Candidates will be required to prepare an Urdu resumé of an unseen Hindi text in 200-250 words.

Part 4: Composition in Hindi (30%). Candidates will be required to write an essay in Hindi commenting on a text or comparing a pair of texts. The essay should be 300-400 words.

(iii)   Advanced/Literary Hindi

Year1 – Core Language Qualifying Examination in Advanced Hindi (15% of your final grade)
This three-hour paper consists of three parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Seen translation from Hindi. Candidates will be required to translate two seen passages of Hindi into English. The first text will count 25%, the second 20%. The second text will be accompanied with a question on the on the grammar, style or the literary context to be answered in English (5%).

Part 2: Unseen translation from Hindi. (25%). Candidates will be required to translate an unseen passage of Hindi into English.

Part 3: Text commentary in Hindi (25%). Candidates will be required to write an essay in Hindi commenting on a set text or comparing a pair of seen texts. The essay in Hindi should be between 250 and 300 words.

Year2 – Core Language Final Examination in Literary Hindi (15% of your final grade)
This three-hour paper consists of three parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Seen translation from Hindi. Candidates will be required to translate two seen passages of Hindi into English. The first text will count 25%, the second 20%. The second text will be accompanied with a question on the on the grammar, style or the literary context to be answered in English (5%).

Part 2: Unseen translation from Hindi. (25%). Candidates will be required to translate an unseen passage of Hindi into English.

Part 3: Text commentary in Hindi (25%). Candidates will be required to write an essay in Hindi commenting on a set text or comparing a pair of seen texts. The essay in Hindi should be between 250 and 300 words.

(iv)   Advanced/Literary Hindi and Urdu

Year1 – Core Language Qualifying Examination in Advanced Hindi and Urdu (15% of your final grade)

This three-hour paper consists of four parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Translation from Hindi (25%). Candidates will be required to translate a seen passage of Hindi into English.

Part 2: Translation from Urdu (25%). Candidates will be required to translate a seen passage of Urdu into English.

Part 3: Composition in Urdu (20%). Candidates will be required to prepare an Urdu resumé of an unseen Hindi text in 200-250 words.

Part 4: Composition in Hindi (30%). Candidates will be required to write an essay in Hindi commenting on a text or comparing a pair of texts. The essay should be 300-400 words.

Year2 – Core Language Final Examination in Literary Hindi and Urdu (15% of your final grade)

This three-hour paper consists of four parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Translation from Hindi (25%). Candidates will be required to translate a seen passage of Hindi into English.

Part 2: Translation from Urdu (25%). Candidates will be required to translate a seen passage of Urdu into English.

Part 3: Composition in Urdu (20%). Candidates will be required to prepare an Urdu resumé of an unseen Hindi text in 200-250 words.

Part 4: Composition in Hindi (30%). Candidates will be required to write an essay in Hindi commenting on a text or comparing a pair of texts. The essay should be 300-400 words.

(v)   Old Hindi and Urdu

Year1 – Core Language Qualifying Examination in Old Hindi and Urdu (15% of your final grade)

This three-hour paper consists of four parts, all of which must be attempted. Passages in parts 1, 2 and 3 will contain no more than 20 lines in Hindi.

Part 1: Translation from Old Hindi (25%). Candidates will be required to translate a seen passage into English.

Part 2: Translation from Urdu (25%). Candidates will be required to translate a seen passage of Urdu into English.

Part 3: Unseen translation from Old Hindi (25%). Candidates will be required to translate an unseen passage into English.

Part 4: Composition in Urdu (25%). Candidates will be required to prepare an Urdu resumé of an unseen Hindi text in 200-250 words.

Year2 – Core Language Final Examination in Old Hindi and Urdu (15% of your final grade)
This three-hour paper consists of four parts, all of which must be attempted. Passages in parts 1, 2 and 3 will contain no more than 20 lines in Hindi.

Part 1: Translation from Old Hindi (25%). Candidates will be required to translate a seen passage into English.

Part 2: Translation from Urdu (25%). Candidates will be required to translate a seen passage of Urdu into English.

Part 3: Unseen translation from Old Hindi (25%). Candidates will be required to translate an unseen passage into English.

Part4: Composition in Urdu (25%). Candidates will be required to prepare an Urdu resumé of an unseen Hindi text in 200-250 words.

(vi) Brajbhasha and Old Hindi Texts

Year1 – Core Language Qualifying Examination in Brajbhasha and Old Hindi Texts (15% of your final grade)
This paper consists of four passages for translation from Hindi into English. Three of these will be selected from the Hindi texts taught during the course. The fourth will be a passage of unseen Hindi. Each of the passages will contain no more than 20 lines in Hindi. Two of the passages will be accompanied by questions on the grammar, style or the literary context. None of the passages will be longer than twenty lines. Passages without questions will account for 25% of the final mark, those with questions for 20% and the answers to the questions 5%.

Year2 – Core Language Final Examination in Brajbhasha and Old Hindi Texts (15% of your final grade)
This paper consists of four passages for translation from Hindi into English. Three of these will be selected from the Hindi texts taught during the course. The fourth will be a passage of unseen Hindi. Each of the passages will contain no more than 20 lines in Hindi. Two of the passages will be accompanied by questions on the grammar, style or the literary context. None of the passages will be longer than twenty lines. Passages without questions will account for 25% of the final mark, those with questions for 20% and the answers to the questions 5%.

(vii) Other substitute core language

(first year 15% of your final grade; second year 15% of your final grade)
Depending on timetabling, teaching availability and the student's level of preparation, it may be possible for students to take Persian, Sanskrit or Tibetan. These courses are run primarily for other degrees within the Faculty of Oriental Studies, but it may be possible to accommodate MPhil MSAS students in some circumstances. Assessment of other substitute core languages will be in accordance with the regulations and conventions governing those languages.

The use of a dictionary is not permitted in any of the examinations.

- Option papers assessment

Your Option paper studied in your first year will be formally assessed in the final examinations at the end of Trinity Term of your first year, via a three-hour examination. Your Option paper studied in your second year will be formally assessed in the final examinations at the end of Trinity term of your second year, via a three hour examination. In both sets of examinations, you will answer three questions in three hours, from a choice of at least eight questions. (Each three-hour examination 12.5% of your final grade).

In addition, students must prepare two 2,500-word essays for each Option paper, to be delivered either by email or in hard copy (as requested by Option convenor) ahead of the scheduled tutorial. Deadlines for the Option paper essays will be set by the Option teachers. The essays are non-assessed; they do not count towards your final degree grade. However, all essays will be marked and commented on by the relevant Option paper convenors during an individual or small-group supervision, and the annotated essay and/or typed comments will be returned to the student at the end of the tutorial. The essay will not be given a numerical mark.

- 'Advanced Language' Options assessment

(i) Language Option: Hindi
There will be a three-hour paper in Hindi translation, comprehension and composition consisting of three parts, all of which must be attempted. Part 1 will attract 20% of the overall marks for this paper. Parts 2 and 3 will attract 40% each.

Part 1 will be two seen passages in Hindi to be translated into English. Texts will be chosen from Snell and Weightman: *Teach Yourself Complete Hindi* as well as from texts read in the class and listed on WebLearn. Both passages must be attempted.

Part 2 will be two unseen passages in Hindi. The first is to be translated into English and the second passage is to be summarised in Hindi in 100-125 words. Both passages must be attempted.

Part 3 will be a composition in Hindi of approximately 300 words. Candidates will choose one topic from a choice of three given.

(ii) Language Option: Literary Hindi
This three-hour paper consists of three parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Seen translation from Hindi. Candidates will be required to translate two seen passages of Hindi into English. The first text will count 25%, the second 20%. The second text will be accompanied with a question on the grammar, style or the literary context to be answered in English (5%).

Part 2: Unseen translation from Hindi. (25%). Candidates will be required to translate an unseen passage of Hindi into English.

Part 3: Text commentary in Hindi (25%). Candidates will be required to write an essay in Hindi commenting on a set text or comparing a pair of seen texts. The essay in Hindi should be between 250 and 300 words.

(iii) Language Option: Urdu Prose Texts

This three-hour paper consists of three parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Urdu.

Part 1: Seen translation from Urdu. Candidates will be required to translate two seen passages of Urdu into English. The first text will count 25%, the second 20%. The second text will be accompanied with a question on the grammar, style or the literary context to be answered in English (5%).

Part 2: Unseen translation from Urdu. (25%). Candidates will be required to translate an unseen passage of Urdu into English.

Part 3: Text commentary in Urdu (25%). Candidates will be required to write an essay in Urdu commenting on a set text or comparing a pair of seen texts. The essay in Urdu should be between 250 and 300 words.

(iv) Language Option: Brajbhasha and Old Hindi Texts

This paper consists of four passages for translation from Hindi into English. Three of these will be selected from the Hindi texts taught during the course. The fourth will be a passage of unseen Hindi. Each of the passages will contain no more than 20 lines in Hindi. Two of the passages will be accompanied by questions on the grammar, style or the literary context. None of the passages will be longer than twenty lines. Passages without questions will account for 25% of the final mark, those with questions for 20% and the answers to the questions 5%.

(v) Language Option: Other (Bengali/Gujarati/Marathi)

There will be a three-hour paper in the South Asian language translation, comprehension and composition consisting of three parts, all of which must be attempted. Part 1 will attract 20% of the overall marks for this paper. Parts 2 and 3 will attract 40% each.

Part 1 will be two seen passages in the South Asian language to be translated into English. Texts will be chosen from texts read in the class and listed on WebLearn. Both passages must be attempted.

Part 2 will be two unseen passages in the South Asian language. The first is to be translated into English and the second passage is to be summarised in the target South Asian language in 100-125 words. Both passages must be attempted.

Part 3 will be a composition in the target South Asian language of approximately 300 words. Candidates will choose one topic from a choice of three given.

(v) Language Option: Other (Persian)

Assessment for the Advanced Language Option: Persian, will be as set out in the regulations for Persian Studies run by the Faculty of Oriental Studies. If taking this option, please refer to your course teacher for further details.

The use of a dictionary is not permitted in any of the examinations.

- Thesis assessment

30,000-word maximum thesis to be submitted by 12 noon of **Monday of Week 4 of Trinity term of your final year (that is, Monday 17 May, 2021).** (25% of your final grade).

NON-LANGUAGE TRACK

- Core Course Essay assessment

One maximum 5,000 word essay. The essay questions will be issued by Monday of Week 1 of Michaelmas Term and should be submitted by 12 noon on Monday of Week 1 of Trinity Term. (10% of your final grade).

- Research Methods assessment

(10% of your final grade, comprising two parts, weighted equally so each equivalent to 5% of your final grade)

1. **Qualitative methods take-home test:** to be issued (via Canvas) on Monday of Week 8 and to be submitted by **12.00 noon, Monday Week 9**, Michaelmas Term.
2. **Quantitative analysis take-home test:** to be issued (via Canvas) on Monday of Week 8 and to be submitted by **12.00 noon, Monday Week 9**, Hilary Term.
   OR
   Qualitative and Historical methods assignment: 2,500-word assignment to be issued on Monday of Week 4 and submitted by **12.00 noon, Monday Week 9**, Hilary Term
   OR
   Qualitative Methods: Literature and language assignment: 2,500-word assignment issued on Monday of Week 4 and to be submitted by **12.00 noon, Monday Week 9**, Hilary Term
   (NB In 2019-20, Qualitative and Historical Methods and Qualitative Methods: Literature and Language will be run as a single module and students will take the same paper which will offer questions on both methods.)

- **Advanced Research Methods assessment**

During the Michaelmas term of the second year, you will be required to make an oral presentation, of about 20 minutes, of your thesis topic. This is not a formally assessed part of the course. It is rather an opportunity for you to obtain detailed feedback on your thesis plans. At the time of this presentation, you will also submit a written outline of the problem you are investigating, an overview of relevant secondary literature, a description of the approach and method you will be adopting, and an account of the source materials you have collected. This written piece of work should be up to 5,000

words, including references. In addition, you should submit a Bibliography, which will not be included in the word count. You will need to:

(iv) Make your oral presentation clearly and audibly, within the time limit of 20 minutes;

(v) Submit, at the same time, your written outline of up to 5,000 words, including references but excluding Bibliography. Your outline should contain the points indicated above, presenting them in a clear and scholarly fashion, and supported by footnotes or references. [See Canvas for the different referencing systems you can use].

(vi) Submit, at the same time, a preliminary Bibliography, with a provisional list of the Primary sources you intend to use, and another of the secondary literature relevant to your thesis.

- Option papers assessment

Each of your two Option papers studied in your first year will be formally assessed in the final examinations at the end of Trinity Term of your first year, via a three-hour examination. Your Option paper studied in your second year will be formally assessed in the final examinations at the end of Trinity term of your second year, via a three hour examination. In both sets of examinations, you will answer three questions in three hours, from a choice of at least eight questions. (Each three-hour examination 15% of your final grade).

In addition, students must prepare two 2,500-word essays for each Option paper, to be delivered either by email or in hard copy (as requested by Option convenor) ahead of the scheduled tutorial. Deadlines for the Option paper essays will be set by the Option teachers. The essays are non-assessed; they do not count towards your final degree grade. However, all essays will be marked and commented on by the relevant Option paper convenors during an individual or small-group supervision, and the annotated essay and/or typed comments will be returned to the student at the end of the tutorial. The essay will not be given a numerical mark.

- 'Advanced Language' Options assessment

(i) Language Option: Hindi

There will be a three-hour paper in Hindi translation, comprehension and composition consisting of three parts, all of which must be attempted. Part 1 will attract 20% of the overall marks for this paper. Parts 2 and 3 will attract 40% each.

Part 1 will be two seen passages in Hindi to be translated into English. Texts will be chosen from Snell and Weightman: *Teach Yourself Complete Hindi* as well as from texts read in the class and listed on WebLearn. Both passages must be attempted.

Part 2 will be two unseen passages in Hindi. The first is to be translated into English and the second passage is to be summarised in Hindi in 100-125 words. Both passages must be attempted.

Part 3 will be a composition in Hindi of approximately 300 words. Candidates will choose one topic from a choice of three given.

(ii) Language Option: Literary Hindi
This three-hour paper consists of three parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Hindi.

Part 1: Seen translation from Hindi. Candidates will be required to translate two seen passages of Hindi into English. The first text will count 25%, the second 20%. The second text will be accompanied with a question on the grammar, style or the literary context to be answered in English (5%).

Part 2: Unseen translation from Hindi. (25%). Candidates will be required to translate an unseen passage of Hindi into English.

Part 3: Text commentary in Hindi (25%). Candidates will be required to write an essay in Hindi commenting on a set text or comparing a pair of seen texts. The essay in Hindi should be between 250 and 300 words.

(iii) Language Option: Urdu Prose Texts
This three-hour paper consists of three parts, all of which must be attempted. Passages in parts 1 and 2 will contain no more than 20 lines in Urdu.

Part 1: Seen translation from Urdu. Candidates will be required to translate two seen passages of Urdu into English. The first text will count 25%, the second 20%. The second text will be accompanied with a question on the grammar, style or the literary context to be answered in English (5%).

Part 2: Unseen translation from Urdu. (25%). Candidates will be required to translate an unseen passage of Urdu into English.

Part 3: Text commentary in Urdu (25%). Candidates will be required to write an essay in Urdu commenting on a set text or comparing a pair of seen texts. The essay in Urdu should be between 250 and 300 words.

(iv) Language Option: Brajbhasha and Old Hindi Texts
This paper consists of four passages for translation from Hindi into English. Three of these will be selected from the Hindi texts taught during the course. The fourth will be a passage of unseen Hindi. Each of the passages will contain no more than 20 lines in Hindi. Two of the passages will be accompanied by questions on the grammar, style or the literary context. None of the passages will be longer than twenty lines. Passages without questions will account for 25% of the final mark, those with questions for 20% and the answers to the questions 5%.

(v) Language Option: Other (Bengali/Gujarati/Marathi)

There will be a three-hour paper in the South Asian language translation, comprehension and composition consisting of three parts, all of which must be attempted. Part 1 will attract 20% of the overall marks for this paper. Parts 2 and 3 will attract 40% each.

Part 1 will be two seen passages in the South Asian language to be translated into English. Texts will be chosen from texts read in the class and listed on WebLearn. Both passages must be attempted.

Part 2 will be two unseen passages in the South Asian language. The first is to be translated into English and the second passage is to be summarised in the target South Asian language in 100-125 words. Both passages must be attempted.

Part 3 will be a composition in the target South Asian language of approximately 300 words. Candidates will choose one topic from a choice of three given.

(v) Language Option: Other (Persian)

Assessment for the Advanced Language Option: Persian, will be as set out in the regulations for Persian Studies run by the Faculty of Oriental Studies. If taking this option, please refer to your course teacher for further details.

The use of a dictionary is not permitted in any of the examinations.

- **Thesis assessment**

30,000-word maximum thesis to be submitted by 12 noon of **Monday of Week 4 of Trinity term of your final year (that is, Monday 17 May, 2021).** (35% of your final grade).

Feedback on learning and assessment

Feedback on formative assessment and other informal feedback

Formative assessment does not contribute to the overall outcome of your degree and has a developmental purpose designed to help you learn more effectively.

In addition to informal feedback provided during classes and other interactions with teaching staff, (e.g. meetings with general or thesis supervisors) all students on taught Masters programmes can expect to receive formal written feedback on at least one designated piece of formative assessment during their first term. The purpose of this feedback is to:

- provide guidance, especially to those for whom extended pieces of writing are an unfamiliar form of assessment;

- indicate areas of strength and weakness in relation to the assessment task;

- provide students with an indication of the expectations and standards towards which they are working.

In the Oxford School of Global and Area Studies students studying for the MPhil in Modern South Asian Studies 'non-language track' will receive formal written feedback via tutorial on their two unassessed essays during Michaelmas Term.

Students will receive similar formal written feedback on the via tutorial on the two unassessed essays for their second option during Hilary Term. Students studying on the 'language track' and/or taking Advanced Language Options will receive feedback as an integral part of the weekly classes.

Students on the 'language track' who are taking a non-language Option (in either the first or the second year) will receive feedback on their two unassessed essays during the term in which the Option runs.

Feedback on summative assessment

Summative assessment contributes to your degree result and is used to evaluate formally the extent to which you have succeeded in meeting the published assessment criteria for your programme of study.

The purpose of feedback on summative assessment e.g. theses and dissertations, is to provide a review of the work and suggestions for improvements and future development of the research topic to enable students to develop their work for doctoral study, if appropriate. Students will receive formal written feedback on their thesis submitted in the final term of their course via email within four weeks of the publication of their final result.

In addition, students will also be provided with formal written feedback, accompanied by their unconfirmed marks, via email on the following element of summative assessment which is submitted on Monday of Week 1 of Trinity term: Core Course Essay, by Friday of Week 8 of Trinity term. The marks provided are provisional and may be reviewed and amended at the final meeting of the Examination Board.

Unconfirmed marks (but no written feedback) will be provided via email for the following elements of summative assessment:

- the Research Methods qualitative take-home test (submitted on Monday of Week 9 of Michaelmas term) by Friday of Week 4 of Hilary term

- the Research Methods quantitative take-home test (submitted on Monday of Week 9 of Hilary term) by Friday of Week 4 of Trinity term

- the Research Methods qualitative and historical methods assignment (submitted on Monday of Week 9 of Hilary term) by Friday of Week 4 of Trinity term

- the Research Methods qualitative methods: language and literature assignment (submitted on Monday of Week 9 of Hilary term) by Friday of Week 4 of Trinity term

Other information about assessment standards

Students are advised to read the internal and external examiners' reports for recent past cohorts, available on Canvas, which can provide valuable insights and contribute to students' preparations for examinations and other forms of assessment.

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.

The examination conventions must be published to prospective candidates not less than one whole term before the examination takes place or, where assessment takes place in the first term of a course, at the beginning of that term.

The Examination conventions for the MPhil in Modern South Asian Studies are available on Canvas: https://canvas.ox.ac.uk/courses/25487/pages/examination-conventions,

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 77).
5. Must be bound or held firmly in a stiff transparent cover (these are available from all good stationery shops but please ask the Course Administrator if you are unsure what is required). **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 (please download these from Canvas).

All assessed (summative) 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.

Two hard copies must be delivered. An identical electronic copy (in **both** Word and pdf format) should also be submitted on a USB stick in the same envelope. You should use a USB stick that is dedicated specifically for each piece of your assessed work for this degree (that is to say that you should not use a USB stick that has two pieces of assessed work on it, or other documents or material saved on it). However, you are welcome to collect your USB sticks from the Course Administrator after assessments have been submitted and reuse the same USB sticks for the next submission.

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* marked 'Declaration of Authorship' and quoting

only your candidate number as identification. This should then be included in the larger envelope along with the two printed copies and USB stick.

The Declaration of Authorship form (pdf) and the Cover Sheet (editable Word template) can be downloaded from Canvas. The covering envelope should be addressed to: The Chair of Examiners, MPhil in Modern South Asian Studies and include **only your student 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 MPhil. 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 Exam Conventions for further details). You must declare the word count on all coursework and submit an electronic copy on a USB stick together with your hard copy submissions by the deadline (see section on 'How to submit assessed work').

What is included in the word count?

Headings, subheadings, footnotes, endnotes, and captions for pictures are all included in the word count. Numbers and dates count as words.

What is NOT included in the word count?

The title page, table of contents, glossaries, lists of abbreviations, notes about translations, abstract, page numbers, references listed in a bibliography at the end of the work, appendices, or any words that feature in photographs themselves. You should put all tables, graphs and diagrams into appendices.

Please see the Exam Conventions on Canvas for details of the penalties that will be applied to overlength work. **Please note that being even one word over the maximum permitted word length for an assignment will result in a penalty being applied to your mark for that assignment.**

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.

Please see the Exam Conventions on Canvas for details of the penalties that will be applied to late submissions.

Special Circumstances and Extensions

Not all lateness is automatically penalised. 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. for the 2500-word option essays). For non-assessed essays, contact your Option 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 one of your Option essays, you must contact the convenor of the option 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.

Degree Regulations and Examinations 2019-2020

The University Examination Regulations lays down the official framework for all courses and examinations, and for procedures to be followed when unusual circumstances arise. Students are recommended to make reference to the online regulations first and consult their supervisor or the Course Director if they are still uncertain.

The current Examination Regulations for the MPhil in Modern South Asian Studies can be found at http://www.admin.ox.ac.uk/examregs/2019-20/mopimodesoutasiastud/studentview/.

Good academic practice and avoiding plagiarism

The University's definition of plagiarism is:

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 (www.ox.ac.uk/students/academic/guidance/skills/plagiarism), and more specific guidance on academic good practice and topics such as time management, note-taking, referencing, research and library skills and information literacy can be found on the Oxford Students skills webpage (www.ox.ac.uk/students/academic/guidance/skills)

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 more information on the student support site in WebLearn: https://weblearn.ox.ac.uk/portal/site/:skills:plag

Online tests

MPhil Modern South Asian Studies students are required to take the **Oxford on-line plagiarism test** available via Canvas and submit the completed certificate by email to the Course Administrator by the end of noughth week of Michaelmas Term (**Friday 11 October**).

These tests 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?' (http://www.brad.ac.uk/acad/management/external/els/plagiarismquiz.pps)

b) The Goucher College 'Plagiarism-by-Paraphrase Risk Quiz' (http://faculty.goucher.edu/writingprogram/sgarrett/Default.html) 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 websites; however, the principle of transparency of source use remains the same.

2.   Next, complete the Oxford test available via the SkillsPortal web site (https://weblearn.ox.ac.uk/portal/site/:skills:generic:avoidplag)

3. Submit the completed certificate to the Course Administrator **by the end of Noughth Week of Michaelmas Term (Friday 11 October)**. Please note that no written work for the MPhil cohort will be marked until the plagiarism test has been completed.

You may also wish to sign up for the 'Plagiarism Awareness and Avoidance Course' run by IT Services.

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

Entering for University Examinations and Alternative Examination Arrangements

Information on entering your University examinations and making alternative examination arrangements can be found at http://www.ox.ac.uk/students/academic/exams

1. Check your core assessment units[1]

Your core assessment units will be displayed in Student Self Service on your Academic and Assessment Information page automatically when you complete your University registration. There are no entry forms for these examinations. Inform your college or department if there are any errors. Examination start dates are provisional and are listed as week commencing. This means the examination will be expected to start some time during the particular week. Although every effort will be made to adhere to these, you should bear in mind that the official start date for each examination will be found in the published timetables https://www.ox.ac.uk/students/academic/exams/timetables?wssl=1.

2. Complete your examination entry for optional assessment units

If you are taking examinations (sit-down examinations or submitted assessments) this year and you are required to select the options you wish to take, you will be invited by email to enter for your examinations when the examination entry window for your examination opens. The email

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[1] NB 'core assessment units' in this context refers to all the elements of the course that are compulsory, which in the case of the MPhil Modern South Asian Studies includes in the first year the core course essay and the qualitative take-home test and in the second year the thesis.

invitation will ask you to log in to Student Self Service to complete your optional examination entry assessment selections by a given date. Your selections will be validated and confirmed by a series of display screens and you will be able to log back in and change your choices within the examination entry window as many times as you wish.

3. Find your candidate number

You can locate your candidate number on the Academic and Assessment Information page in Student Self Service or by looking on the top of your individual timetable.

4. Check your timetable

Students will find their personal examination timetables under the link, 'Examination Timetable', in the My Exams section of Student Self Service. Until their timetables are available, the screen will display no examinations information.

5. Changing your options

If you do not enter by the required deadline for your course then you will need to pay a late entry fee. Once the fee has been received by the Academic Records Office, they will open the examination entry window for a limited time for you to complete your entry and send you an email to advise you of this. Please note that if you do not complete your entry by this deadline then you will need to pay a further late entry fee and the process be repeated.

6. Withdrawal from supplementary subjects / additional options / additional essays / theses

If you have entered for any assessments that are additional to the requirements of your examination, but have subsequently decided not to pursue them, then you must inform your college office, who in turn will inform the Academic Records Office, prior to either the examination date for written examinations or the submission date for essays / theses. If you fail to do this then you may be subject to a late change of option fee.

7. Withdrawal from examinations

If you are considering withdrawal from examinations you should speak to your college tutor and / or senior tutor, or a member of your college's welfare team, to ensure that withdrawal is the appropriate option. Your senior tutor will notify the Academic Records Office and Chair of Examiners. You may withdraw either before attempting any papers or subject to the college's approval before taking the last written paper and may apply to re-enter on a later occasion. The regulations do not allow you to withdraw after the written part of the examination is complete (i.e., by the conclusion of the last paper for which you are entered or by the time a dissertation or other written material is due to be submitted, whichever is the later).

Examination Dates or timetables

Examination timetables are published no later than 5 weeks before the start of the examination. Students' personal examination timetables will made be available to them on the Student Self

Service system at least two weeks before their first exam. Examinations for the MPhil in Modern South Asian Studies are expected to take place in Week 9 of Trinity Term but some may take place earlier than this and it is also possible that exams may continue into Week 10. For further information please see https://www.ox.ac.uk/students/academic/exams/timetables.

Sitting your examinations

For general information about sitting your exams go to *the Oxford Students website (www.ox.ac.uk/students/academic/exams/guidance).*

All students will be expected to sit three-hour written examinations in English in their chosen subjects.

Dress code for sitting examinations at Oxford

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 if desired.

For a full description of academic dress please refer to https://www.ox.ac.uk/students/academic/dress?wssl=1

The Examination Schools

Your Examinations are likely to be held in the Examinations Schools on the High Street, a nineteenth century building purpose-built for the holding of examinations.

The Examination Schools are situated on High Street, to the east of University College. The full address is The Examination Schools, 75-81 High Street, Oxford, OX1 4GB.

Mock Examinations

The University offers all students the opportunity to sit mock examinations during weeks 5 and 6 of Hilary term and weeks 2 and 3 of Trinity term. Sessions are designed to help you prepare to sit exams by sharing advice on revision, time management and regulations, whilst enabling you to familiarise yourself with the exam venues. University staff will be on hand to answer any questions you have in relation to your exams. To attend these sessions you must reserve your place via WebLearn. Exam Anxiety workshops are also run. More information can be found here http://www.ox.ac.uk/students/academic/exams/mocks

Oxford Examination Papers Online (OXAM)

Copies of old Examination Papers can be found here https://weblearn.ox.ac.uk/portal/hierarchy/oxam

Examination Failure and Re-sits

For details of the procedures followed if you fail an examination or assessment, please see the Examination Regulations and Examination Conventions for the MPhil in Modern South Asian Studies.

General information is available at
https://www.ox.ac.uk/students/academic/exams/results?wssl=1

Mitigating Circumstances

If you have a problem before or during your exams, or in relation to your submitted work, that you think has seriously affected your performance, you can submit a 'mitigating circumstances notice' so that the examiners are made aware of the situation.

You should only submit a notice when you have suffered a serious problem – either medical or personal. Examiners are limited in the way they can take such circumstances into account, as ultimately they have to assess your performance on the work that has been produced.

If your examination preparation, rather than the examinations themselves, was affected, it is only likely to be appropriate to submit a notice if the impact on you was very severe.

Independent evidence, such as a medical certificate or supporting letter from your college or department (for non-medical circumstances), should always be submitted along with your notice.

Examples of the kind of problem that might prompt you to submit a notice where there has been a significant impact on your performance are:

- acute illness

- bereavement

- other significant adverse personal circumstances (e.g. the impact of crime)

If you have a disability or long-term health condition, you should ensure that you apply for alternative examination arrangements if appropriate. If you think that your performance has still been affected by your disability or condition, despite the alternative arrangements and other support in place, or you suffer another serious problem such as an acute illness just before or during the exams, you can also submit a mitigating circumstances notice.

What to do

You should contact your college office/department as soon you realise there is a problem, whether this is before, during, or after your exams.

Your college/department will be able to give you advice on the best course of action, but it is your decision on whether to submit a notice, and your responsibility to make sure that you submit the required information (and supporting documentation) to your college/department. The college/department will submit the notice and evidence to the Examinations and Assessments team, who will pass it to your examiners.

You, or anyone acting on your behalf, must not communicate directly with the examiners.

For more information please refer to:
https://www.ox.ac.uk/students/academic/exams/guidance?wssl=1

Consideration by the Board of Examiners

When reaching their decision, examiners will take into consideration the severity and relevance of the circumstances, and the strength of the evidence. Examiners will also note whether all or a subset of papers were affected, being aware that it is possible for circumstances to have different levels of impact on different papers. The banding information will be used at the final board of examiners meeting to adjudicate on the merits of candidates. Further information on the procedure is provided in the *Policy and Guidance for examiners, Annex C* and information for students is provided at www.ox.ac.uk/students/academic/exams/guidance.

Examination Results

Once your results are released you will be sent an email informing you that your assessment results and the result for the year (if applicable) are available to view in Student Self Service. If you have completed your studies you will also be able to view your final classification. More information can be found here https://www.ox.ac.uk/students/academic/exams/results?wssl=1

Academic transcripts

If you haven't yet completed your course, you can request copies of your on-course transcript. This will show your academic achievement to date but will not include a final classification. An on-course transcript will reflect the information you see in Student Self Service and is only available once you are entered for an assessment. If your assessments have not yet appeared in Student Self Service and you are still studying at the University, the enrolment certificate available through Student Self Service will act as a certification of attendance. If you require an On-course transcripts they can be ordered online at a cost of £12 each online from the University online shop https://www.oxforduniversitystores.co.uk/product-catalogue/degree-conferrals/academic-transcripts/academic-transcript.

External Examiners and Examiners' Reports

The external examiners responsible for the MPhil in Modern South Asian Studies (2019-20) are:

- Dr Alessandra Mezzadri, School of Oriental and African Studies (SOAS), University of London

- Dr Prashant Kidambi, University of Leicester

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 p. 97).

Examiners' reports from previous years of the MPhil in Modern South Asian Studies are available on Canvas.

Skills and Learning Development

Academic Progress

The Course Directors, Professors Imre Bangha and Matthew McCartney have overall responsibility for monitoring and reporting on student progress. GSR reporting (explained in more detail on p. 87) 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 the Teaching Committee will be involved with the teaching of the MPhil in Modern South Asian Studies and can be contacted by students with requests for assistance by email in the first instance.

Supervision

Supervision arrangements

All students are assigned a general supervisor at the start of the first year of the course. You will be expected to make contact with your supervisor during Noughth Week of Michaelmas Term to discuss your programme of study, research interests, your proposed track ('language' or 'non-language'), your Option choices and your timetable for the year. Thereafter you should meet with them at least at the start of each term and more often if required. The role of the general supervisor is to guide you through your course of study, to assist you with written assessments, including checking your proposed title for each assessment, and answering any questions before you submit work to the Examination Schools. Whilst pastoral care is primarily the responsibility of your college advisor, you should also make your general supervisor aware of any personal issues that might be affecting your work on the course.

In addition, you will have an Option paper teacher for each of the options you choose. He/she (in some cases assisted by senior graduate students or postdocs) will take your Option classes each week, and meet you twice, either individually or in very small groups, during the term to discuss the two essays which you will submit in advance. He/she will also help with your revision in the run up to examinations.

You will also have a thesis supervisor. Depending on your chosen thesis topic, this may be your general supervisor, one of your Option paper teachers, or another academic. A working title for your thesis must be approved by the Course Director(s) by 12 noon on Monday of Week 1 of Hilary Term.

Your thesis supervisor will help you to develop your thesis title and prepare the thesis proposal that you will present during Hilary term of your first year. He/she will discuss the sources you will need, and your plans for gathering source materials over the summer, including signing off on your travel risk assessment, CUREC and travel insurance applications by the relevant deadlines (essentially Friday of Week 3 of the term preceding the vacation in which the travel is to take place). He/she will then work with you over your second year, advising you on your presentation for Advanced Research Methods, and your developing chapter plan, and reading one full draft of the thesis before you submit it. The title for your thesis must be approved by the Course Director(s) by 12 noon on Monday of week 3 in the Michaelmas Term of your second year. (Any late change to your thesis title must be agreed by your thesis supervisor and the Course Director(s) by 12 noon on Friday of Week 4 of Hilary Term). The deadline for submitting your draft thesis to your thesis supervisor is 12 noon on Friday of Week 8 of Hilary Term of your second year. It is important that you meet this deadline in order that your thesis supervisor may review your work and offer feedback in time for you to incorporate this into the final version. The finished thesis must be submitted by 12 noon on Monday of Week 4 Trinity Term in your second year (that is **Monday 17 May, 2021**) and must be accompanied by a statement that it is your own work except where otherwise indicated.

Thesis supervisors should ensure that, from time to time, students are told how their work is progressing and should also try to ensure that the student feels properly directed and able to communicate with them.

Please note that Oxford scholars who are not part of the Teaching Committee 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.

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 on p. 97 'Complaints and Appeals'.

Supervision frequency

General supervisors are expected to meet with students a minimum of once per term, with additional meetings scheduled as necessary. Active supervision will commence during noughth week of Michaelmas Term and normally will not continue beyond Week 9 of Trinity Term. Students should be prepared to work independently over the long vacation.

Graduate Supervision Reporting (GSR)

This system will give you the opportunity to contribute to your termly supervision reports by reviewing and commenting on your own progress. To access GSR, please visit the Student Self Service website at the address below. You will be able to log on to the site using your single sign-on details. https://www.ox.ac.uk/students/selfservice?wssl=1

It is strongly recommended that you complete a self-assessment report every reporting period. If you have any difficulty completing this you must speak to your supervisor or Course Director.

Your self-assessment report will be used by your supervisor(s) as a basis to complete a report on your performance this reporting period, for identifying areas where further work may be required, and for reviewing your progress against agreed timetables and plans for the term ahead. GSR will alert you by email when your supervisor or Course Director has completed your report and it is available for you to view.

Use this opportunity to:

- Review and comment on your academic progress during the current reporting period

- Measure your progress against the requirements and agreed timetable for your programme of study

- Identify skills developed and training undertaken or required (taught programmes only)

- List your engagement with the academic community

- Raise concerns or issues regarding your academic progress to your supervisor

- Outline your plans for the next term (where applicable)

Students and supervisors are reminded that having a positive student-supervisor relationship is an important factor in student success. Research suggests that one of the strongest predictors of postgraduate completion is having expectations met within the student-supervisor relationship.

Flagging concerns

Student concerns should relate directly to academic progress. If students are dissatisfied with any other aspects of provision e.g. their supervisory relationship or their working environment, they should raise these with their Course Director (or equivalent) in the first instance, and pursue them through the department's complaints procedure if necessary (see p. 97).

Supervisors should discuss any concerns about academic progress with the student before flagging a concern in GSR.

Course Directors should review all flagged concerns and take action as appropriate. A severe concern should result in a meeting with the OSGA Director of Graduate Studies without delay. The DGS and or Course Director should briefly note any action being taken to resolve the matter.

- **Minor concerns** – Satisfactory progress is being made, but minor issues have been identified where further action may be required to keep progress on track

- **Major concerns** – One or more factors are significantly affecting progress, and further action is required now to keep progress on track

- **Severe concerns** – Progress is being seriously affected by one or more factors, and a meeting with the Director of Graduate Studies (Dr Paul Irwin Crookes) should be held as soon as possible to discuss further action to get progress back on track

Learning Development and skills

Applying for DPhil

It is strongly recommended that a current Oxford student who is considering applying for a DPhil should discuss this matter with his or her supervisor at an early stage. Applications are made in the same way as you did for the MPhil via the Graduate Admissions Office. Former students of the department have gone on to MPhils and DPhils in departments including ODID, Anthropology, Geography at Oxford and research degrees at many other universities.

The DPhil in Area Studies

Looking beyond the big picture of globalisation and development, researchers at the Oxford School of Global and Area Studies (OSGA) examine the interplay between the local, the national, the regional, and the global to offer a better understanding of the contemporary world. Exploring a broad range of area-specific issues such as urbanisation in China, gender in Japan, sovereignty in East Asia, ethnicity in South Asia, reconciliation in Africa, democracy in Latin America, security in the Middle East, and presidentialism in Russia, the School's students and scholars closely engage with particular problems such as these to bridge gaps in the universalising theories of the social sciences.

Aims and Objectives

The DPhil in Area Studies aims to empower you to achieve the following learning outcomes:

• Develop research skills in ways that are relevant to the study of areas and regions

• Build an interdisciplinary and/or comparative understanding of different regions

• Undertake original research which makes a significant contribution to the literature

• Communicate research to non-academic audiences in ways that ensure real-world impact

• Present a lucid and scholarly thesis for examination

Throughout your studies, you will be able to draw on the resources offered by the School's vibrant research community as well as from across the Social Sciences Division and the Language Centre. You will have access to the University's outstanding library resources and a connection to an unrivalled network of likeminded students, scholars, and practitioners that engage with the work of the School on a day-to-day basis. Complementing a dedicated Research Seminar series designed specifically to support the School's DPhil cohort in their studies is a huge range of further lectures, workshops and conferences organised by Area Studies academics that overlap with the department's areas of expertise.

Course Overview

Our doctoral programme is especially distinctive in that it is designed to meet the needs of students seeking particular interdisciplinary approaches to regions of the world, as well as those who perhaps fall between or across disciplinary boundaries. It also caters for those whose work cuts across a number of fields including history, cultural studies, anthropology, politics, political economy, international relations, environmental studies and development studies.

Candidates for the DPhil will normally be admitted with Probationer Research Student (PRS) status. As a PRS, you will develop your research proposal and skills, and produce a draft section or sections of your thesis in order to apply for the Transfer of Status that will end your probationary period as a research student and give you full DPhil status.

You will participate in the 1st Year DPhil Seminar Series and you will have the opportunity to attend other courses offered by the School as identified in your Training Needs Analysis, which will be discussed and agreed with your supervisor and reviewed on a regular basis. As a DPhil student at OSGA, you will be assigned one or two supervisors, depending on your thesis subject. These supervisors will advise and guide you as you progress through the different stages of your research.

DPhil in Oriental Studies

The Faculty of Oriental Studies also offers a Doctor of Philosophy (DPhil) research degree and is able to offer supervision over the full range of regions in which its academics have expertise.

The DPhil in Oriental Studies is the faculty's main research degree. Supervision can be offered in the full-range of areas in which the faculty has expertise, namely Chinese studies, Egyptology and the ancient Near East, Eastern Christianity, Hebrew and Jewish studies, the Islamic world, Japanese studies, Korean studies and South and Inner Asia. All topics fall under the general degree title of DPhil in Oriental Studies.

You will be assigned a supervisor(s) who has overall responsibility for the direction of your work on behalf of the faculty. Typically, you should expect to have meetings with your supervisor at least twice a term during the period of your study, often more frequently during the earlier stages of the research programme. Through independent research, and with the guidance of your supervisor, you will be required to complete a thesis of 80,000 to 100,000 words.

The DPhil normally takes between three and four years to complete. You will begin your programme as a Probationary Research Student (PRS), applying to transfer to full DPhil status by the start of your second year. A further assessment, to confirm status, will take place during the third year. The transfer of status and confirmation of status assessments are processes handled by academics other than the supervisor, and are an opportunity to receive substantive feedback on your work by experts other than your supervisor(s).

You will have the opportunity to attend faculty seminars, lectures and colloquia, as well as a variety of skills training sessions offered by the faculty, as appropriate to different stages of the graduate career. All research students are offered an opportunity to attend the tutorial teaching day at the faculty in Hilary term. Those completing the training are then placed on the Graduate Teaching Register and are able to provide teaching for undergraduates if the opportunity arises.

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. More information can be found on the Oxford Students website http://www.ox.ac.uk/students/academic/guidance/skills. Here is a short list of what type of courses are available and where:

- Bodleian Library http://libguides.bodleian.ox.ac.uk/workshops provides training in information skills and information literacy.

- Careers Service http://www.careers.ox.ac.uk runs courses, offers one-to-one sessions with a careers adviser, and information on jobs and internship opportunities.

- IT Learning Programme http://www.it.ox.ac.uk/do/training-and-facilities offers a range of courses on computing, software, coding, visualization, and data management.

Oxford University Language Centre

http://www.lang.ox.ac.uk/

There are resources available at the Language Centre for students whose first language is not English. Students who are non-native speakers of English are entitled to take courses in English for Academic Studies. Courses in Academic Writing and Advanced Communication Skills are also available.

There are also more intensive courses available, including the Pre-Sessional Course in English for Academic Purposes. This is either a four or eight week course open to students embarking on study at any English-speaking university. There are resources for independent study in the Language Centre library and online English teaching tools.

On-course language support

If you experience difficulties with your academic writing do not delay seeking out sources of support and guidance. You should approach the Course Director(s) or general supervisor to discuss your needs. Develop your academic writing skills through practice and ask for detailed feedback on your work. Ensure that you follow scrupulously the source use and referencing conventions of your discipline, even if they vary from those you have used before.

If you wish to enrol on a course once you have started your studies please obtain the written permission of the Course Director for the MPhil in Modern South Asian Studies before you register for the course as a fee will be charged to the department.

Opportunities to engage in the department research community
A range of South Asia-related seminars take place at the University in term time. The Modern South Asia seminar held in the Syndicate Room at St Antony's College is a compulsory part of the course. Seminar series elsewhere in OSGA may be of interest and those at the departments of Politics and International Relations, Anthropology, Economics, Law, International Development and History regularly feature papers on India or South Asia and you are welcome and encouraged to attend any of them.

Employability and careers information and advice
The Oxford Careers Service provides invaluable support in researching and planning your next steps after the MSc in Modern South Asian Studies. See http://www.careers.ox.ac.uk. Further information and advice is also available on the Oxford Student website www.ox.ac.uk/students/life/experience.

There will be a talk from a member of the Careers Service as part of the OSGA Induction on Thursday 10 October.

In 2019 an alumni day was organised, at which several members of a past cohort came and talked to the last year's students about the various career paths that they had followed since graduating from The School of Interdisciplinary Area Studies (the previous name for OSGA). If this is of interest to the current cohort on the MSc and MPhil in Modern South Asian Studies, then it may be possible to arrange something similar during the course of this academic year.

Student representation, evaluation and feedback

Unit representation

At the start of the year, you should elect a class representative. The rep, who will work with the second year MPhil rep and the two reps for students taking the MSc in Modern South Asia, 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) meetings, which will usually take place on Wednesday of Week 4 each term and are where reps are asked to report any relevant feedback.

The student reps are also invited to join the open business of the Teaching Commitee meetings, which will also take place on Wednesday of Week 4 each term.

Other Student Rep Activities

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 renuions or alumni contact groups for those interested once the year is up.

School representation

OSGA also require one student rep to join the School's Graduate Studies Committee that meets each term on Wednesdays of week 5. This responsibility rotates between the six teaching units within OSGA. Reps of Modern South Asian Studies should make contact with their counterpart in the relevant unit and pass on any feedback, queries of comments that they or their cohort would like to be considered in this forum.

Should you wish to be involved in the School's Athena SWAN Self-Assessment Team as they apply for the Bronze Charter (https://edu.admin.ox.ac.uk/athena-swan) please contact administrator@area.ox.ac.uk or Professor Kate Sullivan de Estrada.

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

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 or hand it in to Stephen Minay after the class. Throughout the year, the group's views will be fed through the class reps to the GJCC and Modern South Asian Studies 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 MPhil. Completing your reports in the GSR system (see p. 87) is also a very important and effective way of recording your feedback and comments on the course.

Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public at: www.ox.ac.uk/students/life/feedback.

Student life and support

Who to contact for help

There are various people with whom students can discuss any problems they are facing: their Programme Administrator; their Course Director; their general supervisor; the OSGA DGS; the OSGA Academic Co-ordinator; the OSGA Disability Co-ordinators; the OSGA Harassment Advisors; their college and their college advisor.

Every college has their own systems of support for students, please refer to your College handbook or website for more information on who to contact and what support is available through your college. Your college will appoint you a college advisor, who is also available to discuss your academic progress, and to provide a local focal point for your relationship with your college. They will also be available for you to raise any issues which you may feel unable to discuss with your supervisor.

Details of the wide range of sources of support available more widely in the University are available from the Oxford Students website (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability.

Student Societies

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: edu.web.ox.ac.uk/religion-and-belief

There is a wide range of student clubs and societies to get involved in - for more details visit: www.ox.ac.uk/students/life/clubs

South Asia-specific societies include:

- The Oxford India Society http://www.ois.org.uk/

- The Oxford Pakistan Society https://www.facebook.com/oxfordunipaksoc/

- The Oxford Majlis Society http://groupspaces.com/oxmajlis

- The Oxford South Asian Society https://sites.google.com/view/oxford-south-asian-society

- The Oxford Hindu Society http://groupspaces.com/oxfordhum

- The Oxford Islamic Society https://ouisoc.org/

- The Oxford Sikh Society https://www.facebook.com/groups/oxfordsikhsoc

- The South Asian Political Thought Discussion Group https://www.facebook.com/groups/780577202046290

Equality and Diversity at Oxford

"The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected." University of Oxford Equality Policy.

Oxford is a diverse community with staff and students from over 140 countries, all with different cultures, beliefs and backgrounds. As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration. Please note that this applies not only in physical spaces and direct person-to-person interactions but also in virtual spaces such as online forums and social media groups.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the 'protected characteristics' of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our website for further details or contact us directly for advice: https://edu.web.ox.ac.uk or equality@admin.ox.ac.uk.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: edu.web.ox.ac.uk/harassment-advice

Student Welfare and Support Services

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit: www.ox.ac.uk/students/shw/das

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: www.ox.ac.uk/students/shw/counselling

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU's Student Advice Service and Nightline. For more information visit: www.ox.ac.uk/students/shw/peer

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: www.oxfordsu.org/communities/campaigns/

Harassment help and advice

The School adheres to the University's Policy on Harassment and Bullying, and is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all students are respected. Harassment or victimisation is regarded as unacceptable behaviour and is not tolerated in any form. All members of the University are expected to treat each other fairly and with respect, courtesy and consideration. More information, including the full University Policy, can be found here https://www.ox.ac.uk/students/welfare/harassment?wssl=1

The school 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 Harassment Policy. (http://www.admin.ox.ac.uk/eop/harassmentadvice/).

The OSGA 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, 27 Winchester Road, (2)74570.

Advisors will listen to your concerns and act as a sounding board to advise on the options that are available to you. All information containing allegations of harassment will be treated in strict confidence. For more information about this network see https://edu.admin.ox.ac.uk/support

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 www.ox.ac.uk/students/academic/regulations/a-z.

Complaints and Appeals

The University, the Social Sciences Division and the Oxford School of Global and Area Studies all hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

Where such a need arises, 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) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the Oxford SU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those 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 OSGA Director of Graduate Studies (Dr Paul Irwin-Crookes). Complaints about departmental facilities should be made to the Head of Administration and Finance (Erin Gordon). If you feel unable to approach one of those individuals, you may contact the Head of Department (OSGA), Professor Tim Power at the Latin American Centre. The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (https://www.ox.ac.uk/students/academic/complaints).

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, or 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 an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, Course Director, Director of Graduate Studies, supervisor or college or departmental administrator as appropriate. They will be

able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.
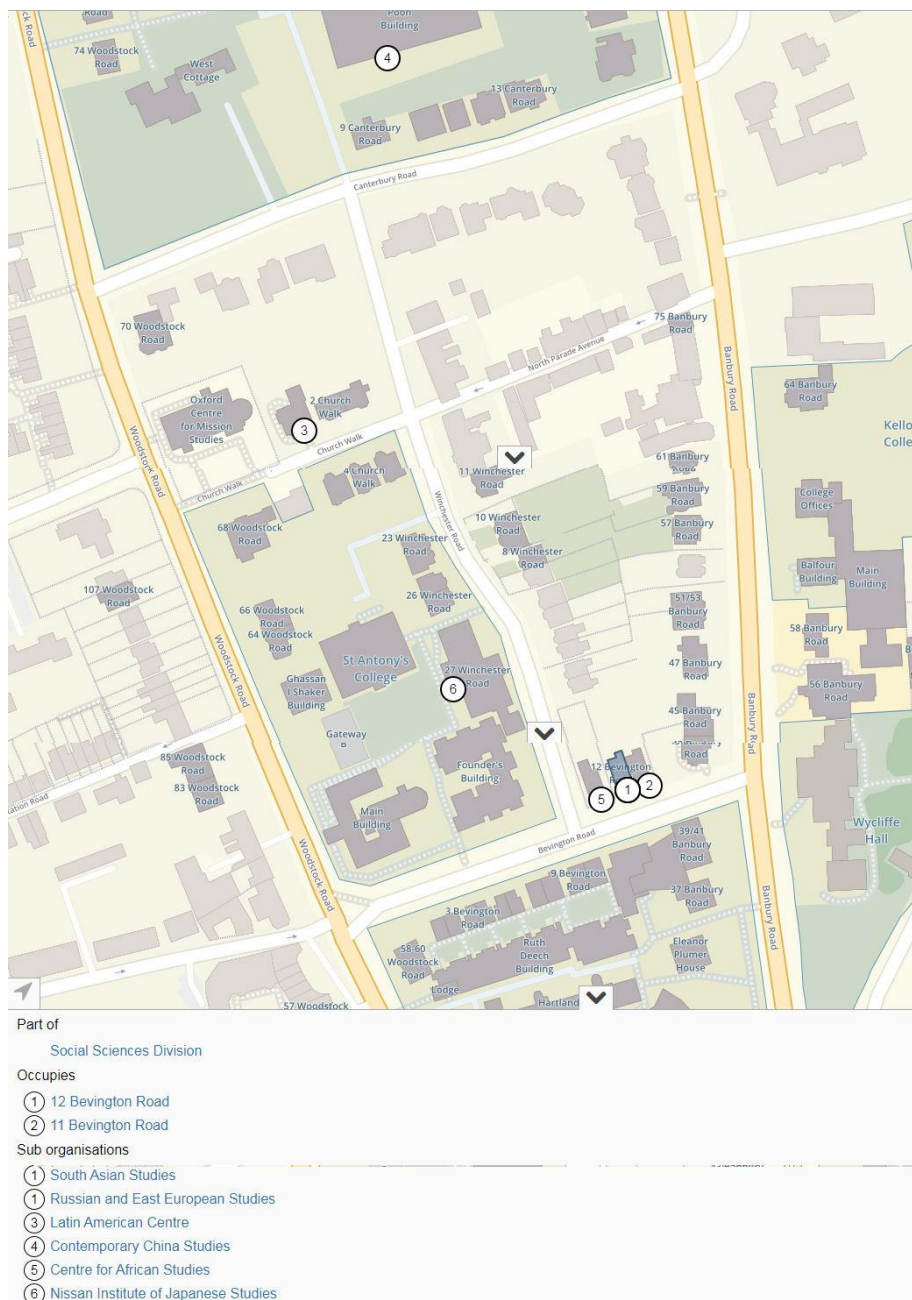
If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (https://www.ox.ac.uk/students/academic/complaints).

Facilities

The Oxford School of Global and Area Studies (OSGA)

How to find us
The Oxford School for Global and Area Studies is based at 12 Bevington Road. One or two hour parking spaces are available in and around Bevington Road. For longer stays, visitors are advised to use the Peartree park and ride service http://www.parkandride.net/oxford/html/facilities/ peartree_parkandride.shtml to the Old Radcliffe Infirmary stop. Bevington Road is a 20 minute walk or short taxi ride from Oxford train station and Gloucester Green coach station. There are various maps on the main University website that show all the Colleges and University Departments see: www.ox.ac.uk/visitors_friends/maps_and_directions/index.html

Part of
    Social Sciences Division
Occupies
  (1) 12 Bevington Road
  (2) 11 Bevington Road
Sub organisations
  (1) South Asian Studies
  (1) Russian and East European Studies
  (3) Latin American Centre
  (4) Contemporary China Studies
  (5) Centre for African Studies
  (6) Nissan Institute of Japanese Studies

Social spaces and facilities

The Oxford School for Global and Area Studies cannot provide individual workspace but does have rooms which students can book during normal office hours. If you would like to book one of the seminar rooms in 11 Bevington Road or the front basement common room of 12 Bevington Road please contact your Administrator.

No Smoking Policy

Smoking is banned throughout the building.

Opening Hours

Normal office hours are 9.00 am – 5.00 pm. Students on the MPhil Modern South Asian Studies here have 9.00 am - 5.00 pm swipe card access to 11 and 12 Bevington Road.

Recycling and the Environment

The Oxford School for Global and Area Studies seeks to recycle as much as possible and is an active member of the NUS Green Impact scheme. Blue Recycling Boxes are available to use throughout 11 and 12 Bevington Road for drink cans, food tins, paper, cardboard, and plastic types 1-6. All recyclables must be empty or rinsed out. 12 Bevington Road also has recycling collection points for stamps and plastic bottle tops.

Fire Safety

Please read the Fire Notices. The fire alarms are tested every Monday morning. This is a loud alarm. If the fire alarm sounds continuously, please leave the building immediately and gather at the **Fire Assembly point on the pavement outside 12 Bevington Road**. **Do not re-enter the building until you are told that it is safe to do so.**

All doors marked as Fire Doors should not be obstructed or propped open by a door stop, for example. The DPhil room and seminar room fire doors, and other fire doors in the buildings, will automatically close if the fire alarm is activated.

Please familiarise yourself with your nearest fire alarm call point and nearest escape route:

12 Bevington Road – Basement Fire Escape Route If you are in the DPhil Library or staff common room then you can leave by the basement fire exit next to the toilet. This takes you up steps outside 12 Bevington and to the Fire Assembly Point.

12 Bevington Road – Ground Floor Fire Escape Route If you are on the ground floor or above, you can leave by the main front door which takes you directly to the Fire Assembly Point or by the back fire exit which takes you through a side gate to the main Fire Assembly Point.

11 Bevington Road – Basement Fire Escape If you are in the basement then you can leave by the basement fire exit next to the toilet. This takes you up steps outside 12 Bevington and to the Fire Assembly Point.

11 Bevington Road – Ground Floor Fire Escape Route If you are on the ground floor or above, you can leave by the main front door which takes you directly to the Fire Assembly Point or by the back fire exit which takes you through a side gate to the main Fire Assembly Point.

Floor Guide – 11 Bevington Road
Basement

Professor Nayanika Mathur, CSASP Post Doc office, staff kitchen

Ground Floor

Seminar room, Post Doc office

First floor

Professor Nicolette Makovicky, seminar room, Dr Anna Wilson

Second Floor

Professor Yaacov Yadgar, Dr Jane Messina, Post Doc office

Third Floor

Post Doc offices

Floor Guide – 12 Bevington Road
Basement

DPhil Library, staff common room

Ground Floor

Finance and Research Office, Head of Department, staff only Post Room

First Floor

REES Admin Office, Academic Co-Ordinator Office, staff kitchen, Finance Office

Second Floor

Professor Matthew McCartney, Head of Administration and Finance, HR Office

Third Floor

Professor Kate Sullivan de Estrada, CSASP Admin Office, CSASP Visitors Office

Toilets
In 12 Bevington toilets are located on the basement, first floor and second floor; in 11 Bevington toilets are located on the ground floor and second floor.

Health and Safety

The Departmental Safety Officer for OSGA is Millie Oates.

First Aid

First aid notices are displayed throughout both buildings. These list the Nominated Person (Millie Oates) and any first aid trained individuals. There is a first aid box in the 12 Bevington staff post room and the 11 Bevington staff kitchen.

All accidents involving staff, students, and academic visitors to the Oxford School of Global and Area Studies should be immediately reported to the Departmental Safety Officer.

OSGA Statement of Safety

The OSGA Statement of Safety is available in the General Resources section of the Research Methods Canvas site.

The Faculty of Oriental Studies

The Faculty of Oriental Studies is based in Pusey Lane in central Oxford (about a 10-minute walk from OSGA).

If you would like to book one of the seminar rooms in the Faculty of Oriental Studies, please contact Liliane Morton (liliane.morton@orinst.ox.ac.uk) well in advance.

Libraries

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. The Bodleian Libraries form the integrated library service of the University of Oxford, offering over 9 million volumes, 26 site libraries, 3,800 study places, 48,000 online journals, hundreds of research databases, document supply services, information skills training programmes and world-class staff expertise.

These include the Bodleian Library (http://www.bodleian.ox.ac.uk/bodley) (the University's main library and a legal deposit library), the Social Science Library (http://www.bodleian.ox.ac.uk/ssl), and individual college libraries as well as other specialist libraries across Oxford.

To search the collections, locate items, access online resources, reserve or renew books, and for the library's instant chat service, please use SOLO (Search Oxford Libraries Online): http://solo.bodleian.ox.ac.uk/primo-explore/search?vid=SOLO&lang=en_US&sortby=rank. For off-site access to online resources log-in to SOLO with your Single-Sign-On. Once you have received your University Card, please set-up your library password in order to log-in to library PCs or connect your laptop to the Bodleian Libraries network: https://register.bodleian.ox.ac.uk/. An extensive range of guides to resources and services are available online, https://libguides.bodleian.ox.ac.uk/oxford

You should find all the books and articles listed in each of the Option outlines either in the Bodleian Library, Social Science Library or your programme/centre specific Library. Bodleian Library books held off-site can be requested to numerous libraries and reading rooms across the university, via the online request system on SOLO. Colleges and departments also have their own smaller collections so if you cannot find a book you need, try the smaller libraries. We try to make all the key readings available online to students. If the book or journal article is not available electronically through the Bodleian then staff in the Social Sciences Library will scan it and make it available on the SSL WebLearn site (subject to copyright restrictions). If you get stuck, contact the convenor of the Option who may be able to upload the reading on Canvas.

The following museums also house specialist collections on South Asia:
- Pitt Rivers Museum: India (https://www.prm.ox.ac.uk/india.html)
- The Ashmolean: Eastern Art Department (http://www.ashmolean.org/departments/easternart/)

Library Staff for Modern South Asian 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

Ms Jo Gardner, Bodleian Social Science Librarian and Subject Consultant for Politics & International Relations

Useful library and research resources:

SOLO Search Oxford Libraries Online (http://solo.bodleian.ox.ac.uk/primo-explore/search?vid=SOLO&lang=en_US&sortby=rank) (includes a range of reference books, newspaper links and e-journals)

JSTOR (http://uk.jstor.org/)

Indiastat (http://www.indiastat.com/default.aspx) (Statistical data on health, education, the economy, etc.)

World Bank e-library (http://elibrary.worldbank.org)

Computing Facilities

IT Services (formerly Oxford University Computing Services) is located at 13 Banbury Road and offers facilities, training, and advice to members of the University in all aspects of academic computing. It is responsible for the core networks reaching all departments and colleges. For details of courses and facilities, see the website: http://www.it.ox.ac.uk/

General Information

Holidays

Please note that this is a full time course and that you are required to be resident in Oxford for the duration of the MPhil. 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.

Also, before making any holiday arrangements please bear in mind that you will have to complete written assignments outside of normal term. You should seek advice from your supervisor or the Course Administrator before booking holidays. It is important that you let us know where you are going to be so that we can contact you in emergencies.

UK Public Holidays (Bank Holidays)

When classes fall on a Bank Holiday please check with your Programme Administrator or Course Convenor as to whether your classes will be taught.

Information Security Golden Rules

When making decisions about storing, sharing or transporting data take into account the sensitivity of the information it contains. Is it **Sensitive** and should not therefore be publically available? Is it **Restricted** and should be confined to a particular audience? Or is it **Open** and can be available to all?

Sensitive data should not be removed from your server unless absolutely necessary and it should only be shared with authorised people via a secure method when agreed by the data owner. If it must be taken off-site ensure that the device on which it is held is encrypted. You must be aware of the information security policy of any destination and trust that it is secure. Email must not be used to transmit sensitive data.

Never divulge your passwords to anyone. Do not leave passwords in public spaces or in easily found locations such as your desk or laptop bag. Don't open emails that you weren't expecting and be cautious with attachments or internet links in any email. Ensure that all software – including anti-virus – is up to date.

When connecting to any University resource from any device outside of the Oxford network please ensure that you use the University VPN software to secure your connection.

You are required to read and understand the School Information Security Policy and other University ICT rules, regulations and policies:

(i) https://www.anthro.ox.ac.uk/resources/information-security

(ii) https://www.it.ox.ac.uk/rules

Data Storage/Security

Here are a few links to support guides and resources:

Research Data Oxford website: http://researchdata.ox.ac.uk/

Working with data: http://researchdata.ox.ac.uk/home/managing-your-data-at-oxford/storage-and-backup/

Oxford's revised research data management policy:
http://researchdata.ox.ac.uk/2019/02/01/oxfords-revised-research-data-management-policy/

Policy on the Management of Data Supporting Research Outputs:
http://researchdata.ox.ac.uk/university-of-oxford-policy-on-the-management-of-data-supporting-research-outputs/ (See section 4.0 Relationship with existing policies)

Oxford Glossary

Battels
The charges made to a member of a college (student or Fellow) for accommodation, meals, etc.

Bodleian Libraries
The collective name for the University's integrated library service.

Bodleian Library
Also known as "the Bod". The largest of the University's libraries, named after Sir Thomas Bodley.

Bursar
The chief financial officer of a college.

Canvas
Canvas is a restricted-access website that is used to store materials to support your learning here at Oxford. The MPhil Modern South Asian Studies sites include reading lists and information about lectures, examinations, options and Research Methods courses.

Course Director
A member of the academic staff within OSGA or Oriental Studies responsible for all policy issues relating to graduate study (including courses, teaching supervision and admissions). In 2019-20, there will be two Course Directors for Modern South Asian Studies: Professor Imre Bangha and Professor Matthew McCartney.

Creweian Oration
The Creweian Oration is named after Nathaniel, Lord Crewe, and is delivered at Encaenia by the Public Orator or, in alternate years, the Professor of Poetry. The oration recounts the events of the past year and commemorates the University's benefactors.

Degree Days
Various days throughout the year on which students may graduate.

DGS
Director of Graduate Studies. The DGS for OSGA is Dr Paul Irwin Crookes. He is a member of the academic staff in the Oxford School of Global and Area Studies and is responsible for all policy issues relating to graduate study in Area Studies.

Division
There are four academic divisions – Humanities; Mathematical, Physical and Life Sciences (MPLS); Medical Sciences; and Social Sciences Division (SSD). OSGA is part of

the Social Sciences Division, while the Faculty of Oriental Studies is part of the Humanities Division

Domestic Bursar

The college officer (often a Fellow of the College) with overall responsibility for domestic aspects of college life, including accommodation, security, catering and housekeeping, external lettings and sometimes sports facilities and administrative non-academic staff.

Emeritus

A title held by retired professors and readers of the University who meet the conditions set out in University regulations. Colleges have their own rules for awarding the title.

Encaenia

Annual ceremony at the end of each academic year at which honorary degrees are conferred and the Creweian Oration is given by the Public Orator.

Examination Regulations

The University Examination Regulations lay down the official framework for all courses and examinations, and for procedures to be followed when unusual circumstances arise.

Fellows

In colleges, the senior members of college who, together with the college head constitute the governing body of the college. Colleges may also have other categories of fellow, such as honorary or emeritus fellows, who are not members of the governing body. There are also research fellowships of various kinds in the University.

Formative Assessment

Formative assessment aims to assist students to either better understand a subject or improve how they present their knowledge about that subject. 'The goal of formative assessment is to monitor student learning to provide on-going feedback that can be used by students to improve their learning'.

Freshers

New students who are just beginning their first year at University.

Full Term

The main undergraduate teaching period at Oxford. It lasts for eight weeks and runs from Sunday of First Week to Saturday of Eighth Week. The dates of Full Term are

	prescribed by Council and are published in the Gazette and on the University website.
GAO	The Graduate Admissions Office, part of the central University.
GSR	Graduate Supervision Reporting.
Governing Body	Collective name for the fellows of a College that meet to manage College business.
High Table	The table in a college dining hall, often on a dais, at which the Head of House and Fellows dine. Guests may sometimes be invited to High Table.
Hilary Term	The second academic term in the year -from January to March.
Joint Consultative Committee (JCC)	A committee of students in a Faculty who represent their peers to the Faculty and act as a channel of communication between the two. Modern South Asian Studies as a graduate programme has a GJCC or Graduate Joint Consultative Committee. Two students will be elected by the cohort to serve as representatives on this committee.
Long Vac	Long vacation – the name widely used for the period between the end of Trinity Term and the beginning of the Michaelmas Term each year.
Matriculation	The ceremony at which you will officially become a member of the University of Oxford. The ceremony is compulsory - you will not be able to sit any exams or graduate if you have not matriculated.
Michaelmas Term	The first academic term in the year - from October to December.
0th (Noughth) week	The week before a term begins (week 0).
Ninth week	The week after full term finishes (week 9).
OI	The Oriental Institute (Pusey Lane).
OSGA	The Oxford School of Global and Area Studies (12 Bevington Road).

Pigeonhole (also "Pidge")	A place where post is left for you/members of staff/visitors - usually in the lodge at your college.
Porters Lodge	The main entrance / reception to a college.
Porter	College employees that run the lodge receive and sort the post; direct visitors and assist will all sorts of issues in-college.
Proctors	The two Proctors (Senior and Junior) are elected each year by colleges in rotation to serve for one year. The statutes provide that they 'shall generally ensure that the statutes, regulations, customs, and privileges of the University are observed. They serve on the University's main committees and where not members of committees may receive their papers and attend meetings but not vote. They have responsibilities under the statutes and regulations for aspects of student discipline, for ensuring the proper conduct of examinations and for dealing with complaints. They also carry out ceremonial duties, e.g. at degree ceremonies.
Public Orator	The office of Public Orator can be traced back to 1564, when the University appointed an Orator to greet Queen Elizabeth I on her visit to Oxford. The duties of the office include presenting those who receive honorary degrees, at Encaenia and other degree ceremonies, introducing each in a Latin speech. At Encaenia the Orator traditionally gives the Creweian Oration, a report on events of the year, in English.
Recognised Student	A student working in Oxford for up to a year (i.e. one, two or three terms) but not preparing for a higher degree – they are entitled to use library and University facilities, but do not have college association.
Sabbatical Leave	A period of leave granted to university teachers for the purposes of study, travel, and research.
Sub-Fusc	Formal attire worn by students and academics on formal occasions, including matriculation, examinations, and graduation. It is made up of a dark suit, skirt or trousers, a white shirt or blouse and a white or black bow tie, black full-length tie or black ribbon, worn with a black gown and a

mortar-board. The name derives from the Latin subfuscus, meaning dark brown.

Summative Assessment

Summative assessment produces a mark. So it can be an exam, test, or even a piece of assessed work. 'The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark'.

Trinity Term

The third academic term of the year - from April to June.

University Gazette and Oxford Blueprint

The Gazette is published weekly, in term time and is the official publication for University business, regulation changes, meetings etc. It is available in all the University and College Libraries.

Oxford Blueprint, a newsletter for University and college staff and students, is published in 0th, 3rd, 6th, and 9th weeks of term. It contains news, interviews and features reflecting the diversity of activity across the University, and an events diary will be included.

Viva Voce

An oral examination.

Warden

The Head of House at All Souls College, Keble College, Merton College, New College, Nuffield College, St Antony's College and Wadham College.