Understanding Indian Politics
PLIT 10088
Semester 1, Honours

Key Information

Course Organiser
Dr Wilfried Swenden
Email: w.swenden@ed.ac.uk
Room no.3.05
Chrystal MacMillan Building, 15A George Square
Guidance & Feedback Hours: Thursday 11.00 – 13.00

Location
Semester 1
Wednesday, 10.00-12.00 (Lecture and Seminar)
Chrystal Macmillan Building, Seminar Room 1

Course Tutor
Dr Wilfried Swenden
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Course Secretary
Hayley Mathieson
Tel: (0131 6) 51 3162
Email: v1hmath2@exseed.ed.ac.uk
Undergraduate Teaching Office

Assessment Deadlines
- 2000 word essay (Tuesday 23 October 12 noon)
- Short deadline assignment (2 x 1000 word essay – 29 November 12 noon)

Aims and Objectives
This course introduces students to the dynamics of contemporary Indian Politics. By the end of the course, students should be able to: (1) demonstrate processes of continuity and change in Indian politics since independence; (2) critically appraise competing theoretical perspectives and empirical analyses on the transformation of Indian politics and society since Independence; (3) situate Indian domestic and foreign politics in a broader comparative perspective, especially by drawing comparisons with other developing states, with comparative understandings of state-market-society relations, comparative theories of state and nation-building, comparative federalism, comparative theories for governing divided societies (4) develop research, analytical and presentation skills, through guided research in preparation for assessment and tutorial presentations.
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Learning Outcomes
By the end of the course, students should be able to develop research, analytical and presentation skills, through guided research in preparation for assessment and tutorial presentations in relation to contemporary dynamics in Indian Politics.

Teaching Methods
The course involves one weekly 50 minute lecture for the whole class, together with one 50 minute tutorial session in smaller groups of fifteen student (starting in week 2).

Lectures will introduce students to a key theme or approach in contemporary Indian Politics. Tutorials will structure debate around a few core readings linked to the preceding lecture or will be organized around a group presentation, in which small groups of 3 to 4 students discuss a set question linked to the previous lecture but also organize a group discussion and debate following on from that.

Assessment
Students will be assessed by:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word count limit</th>
<th>Weighting</th>
<th>Submission date</th>
<th>Return of feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial participation</td>
<td>NA</td>
<td>7.5% group presentation 7.5% individual tutorial participation</td>
<td>NA</td>
<td>Within 4 working days after group presentation; or at the end of the semester (individual tutorial participation)</td>
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<td>Essay</td>
<td>2000 words max (excluding bibliography)*</td>
<td>42.5%</td>
<td>Tuesday 23 October (all coursework is due at 12 noon on the date of submission)</td>
<td>13 November</td>
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<td>Essay (Short Deadline Assignment)</td>
<td>Short Deadline Assignment 1000 words (essay 1) 1000 words (essay 2) (excluding bibliography)</td>
<td>42.5%</td>
<td>Questions Released: Thursday 22 November noon Answers submitted Thursday 29 November noon</td>
<td>20 December</td>
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Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find here.
Assessment Criteria
The essays will be assessed according to the following criteria:

- Does the essay address the question set, and with sufficient focus?
- Does the essay show a grasp of the relevant concepts and knowledge?
- Does the essay demonstrate a logical and effective pattern of argument?
- Does the essay, if appropriate, support arguments with relevant, accurate and effective forms of evidence?
- Does the essay demonstrate reflexivity and critical thinking in relation to arguments and evidence?
- Is the essay adequately presented in terms of: correct referencing and quoting; spelling, grammar and style; layout and visual presentation?

Tutorial participation will be assessed according to the following criteria:

- Does the tutorial presentation discuss the set question in a clear, concise and engaging manner?
- Does the group respond well to the questions posed by the rest of the class?
- Does the group lead a vibrant and relevant discussion on the set research question?
- Do the presentation and discussion demonstrate a positive group dynamic which demonstrates the collective effort that went into preparing and executing the presentation?

Please refer to the assessment and submission procedure information on our webpages which you will in appendix 2

Attendance
Attendance and participation in the lectures and discussion are essential for developing an understanding of the topics.

Communications and Feedback
You are strongly encouraged to use email for routine communication with lecturers. We shall also use email to communicate with you, e.g., to assign readings for the second hour of each class. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use ‘private’ email addresses such as yahoo or hotmail; it is therefore essential that you check your university email regularly, preferably each day.

Readings and Resource List
All students should read the Essential and Discussion Readings for every lecture. These Readings are necessary to create a thorough understanding of the topic. Further readings listed for each topic are intended to allow students to explore and consolidate their knowledge of particular themes. We have given extensive references in order to help students explore the wider literature if they so wish: we would not expect any student to read all the references for all of these weeks. However, if you are intending to write an essay on a particular topic, you must demonstrate that you have read many, if not all, the different readings suggested for that topic.
Discussion Readings (plus much Essential Readings) can also be obtained electronically via LEARN or the links in the main library catalogue. If you have any difficulty getting hold of any of the readings, contact the course organisers.

**Essay Questions: For the 2000-word essay you should answer ONE of the following questions:**

1) Why has the Indian party system become so much more fragmented despite the use of the first-past-the-post electoral system in general and state assembly elections since 1952?

2) In what sense do the politics of gender and the politics of religion intersect in India?

3) Is India turning into a Hindu ethnocracy? Discuss with reference to examples

4) Critically assess the extent to which the politics of caste has facilitated the inclusion of lower caste groups in Indian politics, society and the economy

5) What explains the successful containment of the secessionist movement in Tamil Nadu and its persistence or rise in Kashmir? Illustrate with reference to examples.

**More information on the Short Deadline Assignment will be posted on Learn in the course of October 2018**

**Lecture – Tutorial Summary**

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<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Lecture</th>
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<tr>
<td>1</td>
<td>Wednesday</td>
<td>19</td>
<td>Making sense of Indian Politics: the Essentials</td>
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<td>September</td>
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<td>2</td>
<td>Wednesday</td>
<td>26</td>
<td>Indian Parties and the Party System</td>
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<td>September</td>
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<td>3</td>
<td>Wednesday</td>
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<td>The Politics of Diversity: Gender and Religion</td>
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<td>4</td>
<td>Wednesday</td>
<td>10</td>
<td>The Politics of Diversity: Caste</td>
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<tr>
<td>5</td>
<td>Wednesday</td>
<td>17</td>
<td>The Politics of Diversity: Secessionist Movements</td>
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<td>6</td>
<td>Wednesday</td>
<td>24</td>
<td>The Political Economy of India and the Politics of Development</td>
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<td>7</td>
<td>Wednesday</td>
<td>31</td>
<td>Multi-Level Governance in India</td>
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<td>8</td>
<td>Wednesday</td>
<td>7</td>
<td>Indian Foreign Policy – an emergent power?</td>
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<td>November</td>
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<td>9</td>
<td>Wednesday</td>
<td>14</td>
<td>Indian Democracy: a critical audit</td>
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<td>November</td>
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<tr>
<td>10</td>
<td>Wednesday</td>
<td>21</td>
<td>India Votes: Looking ahead at the 2019 General Elections</td>
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<td>November</td>
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Course Lectures and Readings

GENERAL READINGS

There is no set textbook for this course, but students may find the following books or review essays helpful:

- Adeney, Katherine and Andrew Wyatt (2010), Contemporary India (Basingstoke: Palgrave-Macmillan)
- Bates, C (2007), Subalterns and the Raj. South Asia since 1600 (Abingdon: Routledge)
- Gopal Jayal, Niraja (2008), Democracy in India (Delhi: Oxford University Press)

• Varshney, A., (2013), Battles Half Won. India’s impossible Democracy (London: Penguin)

JOURNALS

Journal articles are also a valuable source of good quality academic research. Many social science journals carry articles of relevance to this course, especially *Asian Survey, Contemporary South Asia, Economic and Political Weekly, Frontline, Journal of Contemporary Asia, India Review, Pacific Affairs, Seminar*. Students may also wish to consult general political science journals such as *Comparative Political Studies, Party Politics, American Journal of Political Science, World Politics, International Organization, Foreign Affairs* which occasionally publish articles with Indian content. All of these are available as electronic journals via the Information Services website. Finally, for current affairs, it is advisable to check India’s leading newspapers, *The Hindu or the Times of India*, on a regular basis as well as *India Today*, a weekly current affairs magazine. Of further use is Caravan magazine: [http://caravanmagazine.in/](http://caravanmagazine.in/) a new Indian on-line journal of Politics & Culture.
Making Sense of Indian Politics: the Essentials

The lecture will provide an overview of course learning outcomes and administration, and clarify the key concepts at the centre of an analysis of Indian Politics. It provides the historical context, i.e. the key challenges facing Indian democracy at Independence and the many paradoxes underpinning Indian Politics today. The lecture also clarifies why it is important to study India for scholars of Comparative Politics and vice versa.

Core/Tutorial Reading


Further Reading

Adeney, K and Lall, M (2005), 'Institutional Attempts to build a national identity in India: internal and external dimensions', India Review, 4 (3): 258-86
Brass, Paul, ‘Continuities and discontinuities between pre- and post-independence India’ in Brass, Paul (1994), The Politics of India since Independence (Cambridge: Cambridge University Press)
Chatterjee, P. ‘The State’ in Gopal Jayal, N and Mehta, Pranap Bhanu, eds (2010)., The Oxford Companion to Politics in India, (Delhi: Oxford University Press), 3-14
Hasan, Zoya, ed. (2000), Politics and the State in India (Readings in Indian Government and Politics), (Delhi: Sage)
Kaviraj, S. ‘Nationalism’ in Gopal Jayal, N and Mehta, Pranap Bhanu, eds (2010), The Oxford Companion to Politics in India, (Delhi: Oxford University Press), 317-22
Mehta, P.B. (2012), ‘How India Stumbled’, Foreign Affairs, 91, (4), 64-75
Talbot, Ian (2000), India and Pakistan. Inventing the Nation (London: Bloomsbury), especially chapters 5 (The politicisation of community identities, pp 111-34) and 7 (Nation-building in India: ideas and institutions, 162-196)
Week 2: 26 September 2018: Indian Parties and the Party System

Core Reading


Further Reading

Guha Thakurta, P. and Raghuraman, S., eds., (2007), Divided we Stand. India in a Time of Coalitions (Delhi: Sage)


Week 3: 3 October 2018 The Politics of Diversity: Gender and Religion

Core Reading

Gender

Spary, Carole, (2014), Women candidates and party nomination trends in India – evidence from the 2009 general election, Commonwealth and Comparative Politics, 52(1), 109-138

Religion


Intersection: Gender and religion:

Hasan, Zoya (2010) Gender, Religion and Politics in India, Third World Quarterly, 31 (6), 931-954

Further Reading

Gender


Religion


Chandoke, Neera ‘Secularism’ in Gopal Jayal, N and Mehta, Pranap Bhanu, eds (2010), The Oxford Companion to Politics in India, (Delhi: Oxford University Press), 333-47


Week 4: 10 October 2018

The Politics of Diversity – Caste

Core Reading


Further Reading

Week 5: 17 October 2018

The Politics of Diversity: Secessionist Movements

Core Reading:

Adeney, Katharine (2017), Does ethnofederalism explain the success of Indian federalism? in Chanchal Kumar Sharma and Wilfried Swenden, eds., Special Issue: Continuity and Change in Indian Federalism, India Review, 16 (1), 125-148


Also:

Katharine Adeney and Harihar Bhattcharyya (2018), ‘Current Challenges to multinational federalism in India’, Regional and Federal Studies, 28 (4), [e-journal] and subsequent contributions by Singh and Kim (Punjab) Suan Hausing (Telangana) and Bhattacharryya and Mukherjee (Bodoland) in the same issue

Further Reading


Baruah, S., (2005), Durable Disorder: Understanding the Politics of North East India (New Delhi: Oxford University Press)


Brass, P. (1974), Language, Religion and Politics in North India (Cambridge: Cambridge University Press), especially the chapter on Punjab


Saikia, P (2011), ‘Political Opportunities, Constrains and Mobilizing Structures. A differentiated approach to different levels of Ethno-Political contestation in North-East India’, India Review, 10 (1), 1-39
Week 6: 24 October 2018

The Political Economy of India and the Politics of Development

Core Reading


Sambandan, V.S., ‘Bhagwati, Sen and India’s Fight against Poverty’, *The Hindu Centre for Public Policy, 19 August 2013*, http://www.thehinducentre.com/the-arena/article5038021.ece

For those who are interested, you may also want to have a look at:


Note that the above paper has received a lot of attention and criticism in India, partly on methodological grounds.

Further Reading


Corbridge, S., Williams, G., Srivastava M. and Véron, R., (2005), *Seeing the State: Governance and Governability in India* (Cambridge: Cambridge University Press)


Deaton, A. and Drèze, J. ‘Poverty and Inequality in India. A reexamination’, *Economic and Political Weekly*, 7 September, 3729-3748


Sinha, A., *When David meets Goliath: How Global Trade Rules Shape Domestic Politics in India*


Week 7: Wednesday 31 October 2018

Multi-Level Governance in India

Core-Reading

Deshpande, Rajeshwari, Kailash, K. K. and Tillin, Louise (2017), ‘States as Laboratories: the politics of social welfare politics in India’*, India Review*, 16, (1), 85-106 in Chanchal Kumar Sharma and Wilfried Swenden, eds., Special Issue – Continuity and Change in Indian Federalism [available on-line]


Sharma, Chanchal Kumar and Swenden, Wilfried (2018), ‘Modifying Indian Federalism’ *Indian Politics and Policy*, 1 (1), 51-81


Further Reading


Dhavan, R. and Saxena, R, ‘The Rewriting of Indian Federalism: Constitutional amendments, statutory changes and the executive power revisited’, (s.d)


Hönig, P., ‘India between Scylla and Charbydis: Negotiating the Cliff of federalism’, *South Asia Institute, University of Heidelberg, Working Paper No 50*


Mukarji N. and Arora, B. eds. (1992), *Federalism in India. Origins and Development* (New Delhi: Vikas)


Sáez, L., *Federalism without a Centre. The Impact of Political and Economic Reform on India’s Federal System* (New Delhi: Sage)


Sinha, Aseema (2003), ‘Rethinking the Developmental State Model: Divided Leviathan and Subnational Comparisons in India, *Comparative Politics*, 35, (4), 459-76


Tillin, L. (2011), ‘Questioning borders, Social Movements, Political Parties and the Creating of new States in India’, *Pacific Affairs* 84, (1), 67-87

Wyatt, A and Zavos, J., eds (2003)., *Decentring the Indian Nation* (London: Frank Cass), Note that this book was first published as a special issue of *Commonwealth & Comparative Politics [e-journal]*, 40, 3, (November 2002)
Week 8: 7 November 2018: Indian Foreign Policy

Core Reading

Ganguly, S., Pardeesi, M.S., ‘Explaining Sixty Years of India’s Foreign Policy’, India Review, 8, (1), 4-19 [e-journal]
http://www.ipsonet.org/publications/open-access/inpp/indian-politics-policy-journal-volume-1-number-1-spring-2018


Further Reading

Biswas, B. (2012), ‘New Directions in India’s Foreign Policy’, 11, (2), 134-138
Mistry, D (2004), ‘A Theoretical and Empirical Assessment of India as an Emerging World Power’, India Review, 3, 1, 64-87 [e-journal]


**Foreign Policy readings in relation to the ‘near-abroad’**

**Pakistan:**


**China**


**SAARC;** see various contributions (Sri Lanka, Bangladesh, Afghanistan, Myanmar) in


India and the Region (by Stephen P Cohen)

China (by Alka Acharya)

Bangladesh (by Krishnan Srinavasan and Sreeradha Dutta)

Nepal (by S.D Muni)

India-Sri Lanka (by V Suryanarayan)

India’s Look East (by Amitaya Acharya)

The Indian Ocean as India’s Ocean by David Scott


Ogden, C. (2014), Indian Foreign Policy. Ambition and Transition (Cambridge: Polity)


Yadav, V. and Barwa, C., ‘Relational Control: India’s Grand Strategy in Pakistan and Afghanistan’, *India Review*, 10, (2), 93-125
Week 9: 7 November 2018

A critical audit of Indian Democracy

Core-Reading

Democracy as Process:


Mahmood, Z., ‘How India undermined its elections: why was the world’s largest democracy outperformed by one of the smallest?’ http://electoralintegrity.blogspot.com/2015/09/how-india-undermined-its-elections-why.html


Democratic and Substantive Representation

Adeney, Katharine and Wilfried Swenden, “Power-Sharing in the World’s Largest Democracy: Informal consociationalism in India (and its decline?),” manuscript currently under review for a special issue on consociationalism at 50 [uploaded on Learn]


Further Reading

Banerjee, M. (2014 PB), Why India Votes (Delhi: Routledge)
Kohli, A (2001), The success of India’s Democracy (Cambridge: Cambridge University Press)
Price, Pamela and Ruud, A.E. eds. (2010), Power and Influence in India. Bosses, Lords and Captains (Delhi: Routledge)
Varshney, A. (2013), Battles Half Won. India’s Improbable democracy (New York: Penguin), chapters 1-3
Week 10: 21 November 2018

India votes: Looking Ahead at the 2019 Elections

An assessment of the 2014 General Elections (in context)


For three good scholarly special issues on the 2014 Indian GE see

special issue: *Economic and Political Weekly*: *National Election Study, Vol XLIX, No 39 (September 2014)*, especially introductory article by Suhas Palshikar and K.C. Suri, [e-journal]


special issue, *Contemporary South Asia*, *Indian Elections 2014. Explaining the Landslide, 23, (2), 2015* [especially introductory article by Louise Tillin]

An informative, if not social scientific account of the BJP strategy can be found in: Jha, Prashant, *How the BJP wins. Inside India’s Greatest Election Machine* (Delhi: Juggernaut Books), 2017 [ordered for the library]

The purpose of this session is to provide a predominantly two-hour interactive seminar, in which we will try to get an insight into what explains the rise of the BJP in the 2014 general elections across large sections of the electorate and what accounts for its success in a range of state assembly elections which have been held since. Smaller groups of students will be asked to

- Explain the success of the BJP in the 2014 general elections and dissect the results based on region, caste, class and religion
- Explain the relative success of the BJP in state assembly elections since 2014, more particular in
  o The North-East of India (Assam, Nagaland, Tripura, Meghalaya)
  o The state of Uttar Pradesh (Assembly elections 2017)
- Assess the ability of federal opposition parties, especially Congress and the state-based parties to mobilize against the BJP

Information on the past elections can be found in *Economic and Political Weekly*, or links to relevant (scholarly literature) may be available from scholarly journals such as *Studies in Indian Politics*, or semi-academic journals such as *Seminar*. You may also wish to consult the opinion pages or reporting in the leading daily papers such as *The Hindu, The Hindustan Times* or respected periodicals such as *The Caravan*. All of these are available on-line for free.
Appendix 1 – General Information

Students with Disabilities
The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library. You can find their details as well as information on all of the support they can offer at: http://www.ed.ac.uk/student-disability-service

Learning Resources for Undergraduates
The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on ‘LearnBetter’ (undergraduate), part of Learn, the University’s virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events). Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students’ work.

Students can book a study skills consultation https://www.ed.ac.uk/institute-academic-development/undergraduate/services/quick-consultations

Academic English support can also be accessed at https://www.ed.ac.uk/english-language-teaching
Discussing Sensitive Topics
The discipline of Understanding Indian Politics addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, http://www.ed.ac.uk/schools-departments/student-counselling

Attendance Monitoring
In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence.
All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at: https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement

External Examiner
The External Examiner for Understanding Indian Politics is Prof. Matthew Goodwin - University of Kent.
Appendix 2 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

There are three types of penalties that can be applied to your course work and these are listed below. Students must read the full description on each of these at: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**
  If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**
  Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.
  If you go over the word length, you will receive a 5 mark penalty. These 5 marks will be deducted, regardless of how much you have exceeded the word count (whether it is by 5 words or by 500!). In exceptional circumstances, a Course Organizer may decide that, instead of a 5 marks penalty, any text beyond the word limit will be excluded from the assignment and be marked only on the text up to the word limit.
  In most cases, appendices and bibliography are not included in the word count whilst in text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count.
  You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

**ELMA: Submission and Return of Coursework**

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages here.

Please note that all submissions to ELMA should be formatted as a Word document (doc or.docx.).
Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

Extensions

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our webpages and take note of the key points below. You will also be able to access the online extension request form through our webpages.

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Exam Feedback and Viewing Exam Scripts:

General exam feedback will be provided for all courses with an examination. General feedback will be uploaded to the relevant course learn page within 24 hours of the overall marks for the course being returned to Students.

Students who sit the exam will also receive individual feedback. The relevant Course Secretary will contact students to let them know when this is available and how to access it.

If students wish to view their scripts for any reason, they must contact the relevant Course Secretary via email to arrange this.

Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. Passing off anyone else’s work (including another student’s work or material from the Web or a published author) as your own is plagiarism and will be punished severely.
When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through ‘Turnitin’, our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student’s record. For further details on plagiarism see the Academic Services’ website:

http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, Personal Data Processed by Students, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents