Syllabus

Cambridge IGCSE Contemporary India Studies
Syllabus code 0447
Pilot syllabus for examination in June 2011

UNIVERSITY *of* CAMBRIDGE
International Examinations

Note for Exams Officers: Before making Final Entries, please check availability of the codes for the components and options in the E3 booklet (titled "Procedures for the Submission of Entries") relevant to the exam session. Please note that component and option codes are subject to change.

Contents

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1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at **www.cie.org.uk/recognition**.

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Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

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CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1.2 Why choose Cambridge IGCSE Contemporary India Studies?

Cambridge IGCSE Contemporary India Studies is accepted by universities and employers as proof of knowledge and understanding.

IGCSE Contemporary India Studies offers the opportunity to understand the emergence of contemporary India and the achievements, challenges and opportunities facing the nation that is the world's largest democracy and, within the re-balancing of Asia and the West, will be one of the great powers of the 21st century. The syllabus builds on existing good practice in international education and current thinking in area studies to provide a lively and innovative trans-disciplinary course. IGCSE Contemporary India Studies draws on a range of disciplines to offer enquiry into and reflection on the challenges and opportunities facing India today. In the process, IGCSE Contemporary India Studies also promotes the development of those skills and ways of thinking that active citizens of the future will need.

Significant features of the syllabus are:

- a strong core studied by all
- a choice of topics enabling Centres and candidates to develop their own interests
- an enquiry-based approach with a strong focus on developing skills and modes of thinking
- a programme that reaches beyond what a traditional examination course can measure: learning how to plan and undertake a specific research project.

This course will be of interest to anyone anywhere wanting to understand the contemporary world.
The 21st century shows every sign of being India's century.

1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.
The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. Contemporary India Studies (0447) falls into Group II, Humanities and Social Sciences.
Learn more about ICE at **www.cie.org.uk/qualifications/academic/middlesec/ice**.

1. Introduction

1.4 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

2. Assessment at a glance

Cambridge IGCSE Contemporary India Studies
Syllabus code 0447

All candidates take:	Marks	Weighting
Paper 1 Core themes (2 hours) Written examination on the compulsory core. Four questions, each with several sub-parts. Candidates must answer Question 1 (Section A) and **two** of the three questions in Section B. At least **three** themes will be tested and questions may be cross-thematic.	75	45%
and:	Marks	Weighting
Paper 2 Case studies (1 hour 45 mins) Written examination with a particular focus on problem solving (AO2). Three questions will be set, each with several sub-parts. Candidates must answer **one** question from two in Section A and the **one** question in Section B. Each question will focus on a different case study and may be cross-thematic. Section A question may be prefaced by a short source (e.g. diagram or statistics) to be used in answering some of the questions. For Section B, candidates will be supplied with a two-page INSERT containing unseen resources to be used in answering the questions.	60	35%
and:	Marks	Weighting
Paper 3 Research portfolio (1 hour) Each candidate prepares a portfolio researching **one** question chosen from the list published annually by CIE. A portfolio consists of an investigation (20 marks) and a report (10 marks). Sets of questions will be developed in consultation with teachers and their provision by CIE ensures that portfolios may meet the assessment criteria and access the full mark range. Each list will be published one year ahead. Preparatory research must be carried out under the supervision of a teacher using formal class time. The investigation itself must be written up in 1 hour, under controlled conditions, during which time candidates may have access to their notes and books. Portfolios must be submitted to CIE by 30 April.	30	20%

2. Assessment at a glance

Notes:

1. IGCSE Contemporary India Studies is only available in the June session.
2. There are no tiers. All candidates are eligible for the award of all grades (A*–G).
3. All three papers will be externally assessed.

Teaching time:

Many schools allocate around 170 teaching hours per subject for an IGCSE. Each theme in Paper 1 and each case study in Paper 2 is designed to be taught in about two-thirds of a term. The research portfolio for Paper 3 is also designed to take about two-thirds of a term.
These time allocations reflect the weighting of each component.

3.1 Aims of the syllabus

The aims listed below are not in order of priority, and not all aims will be assessed in the examinations.

The aims are to encourage and develop:

Ends (understandings)

- awareness of a range of issues affecting and influencing emerging India – viewed from personal, local, national and global perspectives – and of connections between them;
- insights into the nature of those issues and their impact (current and potential) on India;
- an understanding of the dynamics of change in India, and of constraints limiting change/development over the coming decades;
- an informed personal response to India and its significance.

Means (habits of mind)

- a critical, enquiring, analytical and evaluative approach to study;
- the disposition to seek clarity of understanding and explanation;
- the dispositions of investigation, evaluation and reflection to make possible:
    - (a) engagement with and interpretation of a body of evidence (observations, data, ideas, ideals, practices) gathered from various media
    - (b) the recognition of alternatives
    - (c) the drawing of reasoned inferences and conclusions
    - (d) the making of reasoned suggestions
    - (e) the organisation and presentation of findings;
- a personal viewpoint in relation to the issues studied.

In focusing on skills and competencies, IGCSE Contemporary India Studies will encourage candidates to be creative, innovative, enterprising and independent. In showing candidates how to learn, this course will contribute to the preparation of confident individuals and responsible citizens of the 21st century.

3.2 Assessment objectives

	Assessment objective	Candidates should be able to:
AO1	Knowledge with understanding	Explain issues and themes clearly and in context.
AO2	Analysis, evaluation and problem-solving	Interpret, analyse and evaluate critically a range of evidence to present reasoned, substantiated judgements.
AO3	Research skills	Plan, undertake and reflect on a research project. Selection and use of appropriate research materials.

The ability to communicate accurately, appropriately, concisely and effectively pervades all Assessment Objectives and is not assessed separately.

	Paper 1	Paper 2	Paper 3
AO1	✓	✓	✓
AO2	✓	✓	✓
AO3	-	-	✓

3.3 Exam combinations

Schools may combine this syllabus in an exam session with any other CIE syllabus.

Introduction

IGCSE Contemporary India Studies draws on a variety of subjects across a number of disciplines, indicating the need for teachers and candidates to look at issues and themes from a variety of perspectives. These include: economics, environmental management, geography, contemporary history, political science and social studies.

A range of approaches to teaching and learning are thus possible, but all must be rooted in an enquiring and critical approach to study. The syllabus is set out as a series of questions for teaching, learning and assessment, rather than a list of content. It follows that the syllabus:

(a) can be taught by teachers from a variety of disciplines, provided that they have a broad interest in emerging India;

(b) will develop the general ability of candidates to plan and to solve problems, to understand different perspectives, to evaluate information critically and to think independently – all transferable skills which will provide a firm foundation for more advanced study in many disciplines in secondary school and in higher education, to say nothing of their value as preparation for future employment in a wide range of occupations and professions.

This syllabus is concerned with contemporary India, defined for the most part as India from 1989 to the present (i.e. a rolling end date that moves forward every year). However, themes two and three in Paper 1 each have a different start date, more appropriate to their individual subject matter. Teachers are encouraged to up-date their teaching programme each year, so that it incorporates recent examples from websites, newspapers, magazines, television/radio news and current affairs programmes.

The focus of study should always be on the development of critical understanding, and teaching should be enquiry-based, using discussion as much as possible. Actual examples will be needed throughout if the key issues are to be considered properly. To illustrate the dynamic character of contemporary India, teachers will need to show how and why strategies have had to be altered, adjusted and changed as new problems have arisen.

The syllabus should be presented in an open-ended way. The facts and processes that make up its themes and case studies are changing. Teachers should stress the tentative nature of our knowledge and understanding. They should encourage candidates to look for and evaluate alternative solutions, and to realise why there will often be no 'right' answer. At the same time, candidates will need to understand the significant role played by value judgements in perceptions of many of the live issues studied in this syllabus.

The syllabus should not be seen as a series of separate topics. Many elements in the course are connected and teachers should continually be stressing the inter-relationship of factors and influences. This synoptic approach applies also to assessment, where elements from one Paper 1 theme might help to explain an issue in another. Equally, understanding from Paper 1 themes might help a candidate to answer on a Paper 2 case study, or *vice versa*.

4. Syllabus content

There are many different 'Indias' and candidates in different parts of the subcontinent are encouraged to reflect their own local context. Paper 3 offers a particular opportunity for this, but parts of the syllabus for Papers 1 and 2 present the same possibility.

Two important threads run through the syllabus and provide coherence:

• Unity in diversity: how and why does India have a clear sense of identity?

• Continuity and change: to what degree does change in India mask fundamental continuities?

Teaching should address both wherever appropriate.

Pre-course foundation

Teachers are advised to begin the course by devoting the first five lessons to an over-arching survey of the significance of India in the world and the drivers that shape contemporary India. Fundamental themes to cover are:

• why India has been important in the world across the centuries;

• the diversities of India;

• the consequences of partition;

• Gandhi for today;

• the significance of Nehru's legacy.

Simultaneously, the pre-course should be used to introduce pupils to the investigative enquiry-based approach to study that underpins this syllabus. For further guidance, please see Section 5.

This pre-course will <u>not</u> be assessed.

4. Syllabus content

Paper 1: Core themes

There are four core themes and all must be studied. In each case, teaching and study should focus on understanding and evaluating issues involved. Candidates will be expected to support their explanations and analysis and justify their arguments and judgements by reference to relevant specific examples.

1.1. Sustaining Indian democracy

Key issues for study and examination:

- How has the rise of coalition and plural party politics (religious-based, caste-based and regional-based parties) affected democratic politics and India's governability?

- Are nationalism and secularism in conflict?

- To what extent do insurgency and secessionist movements threaten the Indian nation?

- With an increasing population and increased political participation, but also increased political violence, how healthy is India's democracy? Is there more than one Indian nationalism? [Teaching should include some engagement with the quality of governance and how it might be improved, including consideration of corruption, transparency and accountability.]

Study should start from the 1989 election, and teachers should spend only the briefest time setting the scene with a little background on Nehru's republic and on the legacy of the 1975–77 State of Emergency. Questions will not be asked that assume any understanding of events or issues pre-1989.

A basic understanding of the political system and political structures should be taught, as should a basic understanding of a range of political parties.

To help candidates develop their understanding, teaching should trace themes and draw comparisons and contrasts across the period, using specific examples to examine and question individual issues at federal and state level (e.g. politics in Bihar; the significance of Mayawati; contrasting situations in the north-east, such as Manipur and Mizoram).

1.2. Economic development

Key issues for study and examination:

• What is economic liberalisation, and what has been/is being liberalised in India? How is the policy of economic liberalisation in India best understood, and the reasons for its adoption best explained?

• How far is economic liberalisation changing India (social as well as economic impacts)? What factors inhibit economic development?

• How uneven have the human benefits of liberalisation been? Has economic reform been too modest? Why is liberalisation challenged by some in India?

• To what extent does economic development have an impact on sustainable development? What strategies does India have to promote sustainable development, and how effective are they?

Teachers should ensure that consideration of these questions includes the wider context of globalisation (which needs to involve an awareness of its advantages and disadvantages). Consideration should also be given to what 'development' may mean (especially in the post-Cold War context) and how it links to ideas of 'modernisation'.
Study should start in 1991 with the Rao government's reforms, and teachers should spend only the briefest time setting the scene with a little background on Nehru's socialist command economy. Questions will not be asked that assume any understanding of events or issues pre-1991.
To help candidates develop their understanding, teaching should trace themes and draw comparisons and contrasts across the period, using specific examples to examine and question individual issues

• at industry level (e.g. high-tech and IT industries, film industry and fashion industry, as well as agriculture) and at corporate level (e.g. Hindalco, Infosys, Mittal, Reliance, Tata);

• at regional and local levels (e.g. economic disparities between states; the rural/urban divide; the Left Front government of West Bengal supporting capitalist economics).

Equally, the significance of the individual should not be overlooked, whether politician (especially Manmohan Singh) or entrepreneur.

4. Syllabus content

1.3. Social and cultural development

Key issues for study and examination:

- To what extent are gender inequality and gender stereotyping problems in contemporary India? To what extent is gender discrimination being addressed and overcome?

- To what extent is caste a problem in contemporary India? To what extent is caste-based discrimination being addressed and overcome?

- To what extent do ethnic and communal tensions (tribal minorities, religious minorities and majorities) weaken contemporary India? To what extent are problems of communalism being addressed and overcome?

- Why is affirmative action controversial? How effective has positive discrimination been?

Study should start in 1984 with the attack on the Golden Temple and Indira Gandhi's assassination. Teachers should spend only the briefest time setting the scene with a little background on inequality and marginalisation. Questions will not be asked that assume any understanding of events or issues pre-1984.

Teaching and study should include a focus on the reasons for inequality and discrimination, and candidates will need to understand the concept of human rights.

To help candidates develop their understanding, teaching should trace themes and draw comparisons and contrast across the period, using specific examples to examine and question individual issues, e.g. dalit politics in North India; the Babri Masjid in Ayodhya; links between the attack on the Golden Temple and the assassination of Indira Gandhi.

1.4. India and the world

Key issues for study and examination:

- What do India's relations with other Asian states reveal about India's needs and interests as a regional superpower?

- Why does India have on-going problems with Pakistan, and with what consequences?

- To what extent has India's role in global politics shown a new pragmatism in the post-Cold War world (e.g. in relations with China, the USA, Russia, Israel; on arms control and climate change)?

- Why have some Indian governments promoted nuclearisation, and with what consequences?

Study should start in 1989 and teachers should spend only the briefest time setting the scene with a little historical background on foreign policy issues (such as Nehru and non-alignment). Questions will not be asked that assume any understanding of events or issues pre-1989.

To help candidates develop their understanding, teaching should trace themes and draw comparisons and contrast across the period, using specific examples to examine and question individual issues, e.g. the introduction of the 'Look East' policy, terrorism, energy supply.

The prime focus needs to be on India, but candidates will need to understand these issues from the perspectives of other states involved/affected.

Paper 2: Case studies

There are three case studies and all must be studied. The case studies build on and extend understanding and skills mastered through study of the core themes of Section 1. Each case study involves more developed investigation than the themes of Section 1, requiring candidates to reflect critically on the issues involved, consider the pros and cons of possible courses of action that might be taken, and justifying their own recommendations (AO3). Candidates will be expected to support their analysis and reflections and justify their judgements and recommendations by reference to relevant specific examples. Teachers are encouraged to hold class discussions and use role-play and simulation exercises (e.g. meetings of village councils, the Lok Sabha, the Council of Ministers, international summits).

Questions will not be asked that assume any understanding of events or issues pre-1989.

2.1.   How might India develop its programmes for environmental sustainability?

Key issues for study and examination:

- Why does environmental sustainability matter?

- What should India's environmental priorities be, and why?

- In international efforts to tackle climate change, why does India back the argument for common but differentiated responsibilities and capabilities? What are the implications of this?

- How effectively is India managing its water and energy resources, and the pollution it creates (urban, industrial, rural)? What else might be done, and why?

After a <u>very brief</u> overview establishing the background and define baselines, study should start in 1989. To help candidates develop their understanding, teaching should trace themes and draw comparisons and contrast across the case study, e.g. the impacts of population growth, of economic development and of urbanisation.

4. Syllabus content

2.2. How might India develop its programmes to improve human development?

Key issues for study and examination:

- How does the concept of basic needs for human life relate to a nation's development? [Consideration could be given to clean water supply and sanitation, housing, health and medical care, education; equality of opportunity.]

- To what extent can education (e.g. literacy, universal primary education) and health care programmes contribute significantly to the empowerment of those disadvantaged by gender and caste?

- How effectively is India addressing the persistent problem of mass under-nutrition? What else might be done, and why?

- How effectively is India improving the provision and quality of housing, water supply and sanitation, and reducing problems of shelter (rural and urban slums)? What else might be done, and why?

After a <u>very brief</u> overview to establish the background and define baselines, study should start in 1989. To help candidates develop their understanding, teaching should trace themes and draw comparisons and contrast across the case study.

2.3. How might problems over Jammu and Kashmir be addressed?

Key issues for study and examination:

- Why are Jammu and Kashmir disputed between India and Pakistan?

- Why have the problems of Jammu and Kashmir become increasingly complex? Is the *status quo* part of the problem, or does it point to potential solutions?

- How well has the conflict been managed by India?

- What might be the advantages and disadvantages of some form of partition or independence for some or all of the area?

After a <u>very brief</u> historical and political overview of how the present situation came about, study should start with the outbreak of armed resistance in the Kashmir Valley in 1989. To help candidates develop their understanding, teaching should trace themes and draw comparisons and contrast across the case study. Candidates will need to understand the dispute from the perspectives of both Pakistan and India.

To help candidates develop their understanding, teaching should focus on practical issues involved in settling this long-running dispute. Having established the issues, focus should then turn to consideration of their possible resolution, including an awareness of the implications for Ladakh.

Paper 3: Research portfolio

Paper 3 is a skills-based exercise. Credit in assessment will be given primarily for the quality of the research methodology (AO3), the analysis and evaluation of evidence and the approach taken to problem solving (AO2).

The portfolio should take the allocated class time for this subject for around two-thirds of one term. The work could either be carried out as a separate activity during a single, dedicated block of time, or undertaken as a parallel activity while the course for Papers 1 and 2 is being taught.

- Candidates may explore their chosen question through a variety of relevant stimuli and materials (not just written text), but each portfolio must be a written document.
- Each portfolio must include a bibliography, detailing the resources used (books, articles, websites, site visits, oral interviews, etc.).

There is no expectation that candidate will undertake any original research or that highly specialised works of reference need to be used.

List of questions

Questions will cover a range of contemporary issues not addressed directly in Papers 1 and 2. Topics will vary from year to year, but one of them will always offer the opportunity to investigate ways in which film interprets and represents India. Specific advice on how to study and use film in such a context will be provided.

CIE provides the questions, in order to ensure that portfolios meet the assessment criteria and that candidates may access the full mark range. Each list will be developed in an on-going consultation with teachers, and will be published one year ahead in the syllabus (see Section 5.1).

Each candidate should choose their own question from the list, because it is important that they have a real sense of ownership over their work, but teachers should offer active advice. Where questions involve selection of a particular site or film for investigation, teachers should also assist candidates in their choice(s), explaining the issues and implications.

Resource control

Highly specialist literature will not be required, but Centres will need to ensure that a range of appropriate material is available in the Centre's library and/or elsewhere. Candidates will need regular access to the internet.

The role of the teacher

Please see Section 5.2.

Investigation

Candidates need to research, analyse and evaluate their chosen question. They will then write up their findings under controlled conditions (Paper 3). One hour will be permitted for this task, during which candidates may use any of their notes and books. All quotations should be acknowledged and referenced appropriately in footnotes. Ahead of the controlled task, candidates should organise the materials they need to use and obtain any books/photocopies.

For further details, please see Section 5.

Report

Reports should be prepared just before the investigation is written. They should contain three sections:

- the outline research plan, followed by one short paragraph explaining briefly how this was carried out;
- the bibliography;
- an explanation of what might usefully be gained if further research were to be carried out. In this, candidates should reflect on their research,
  - (a) identifying issues that their study has shown would warrant more extensive investigation;
  - (b) explaining how/why such work would advance our understanding.

The report should not exceed 500 words, excluding the bibliography. <u>Any writing beyond 500 words will not be considered by the Examiner.</u>

For further details, please see Section 5.

Controlled assessment

To ensure the validity and reliability of Paper 3, and to assist teachers in authenticating the work of each candidate, all tasks will be set and marked by CIE.

All written work must be carried out under the direct supervision of a teacher and collected in at the end of every lesson/library session. Candidates must carry out their work individually. The amount of time available to complete the task is limited, and deadlines must be communicated to candidates before they begin the assignment.

The investigation itself must be written up in one hour, under controlled conditions, during which time candidates may have access to their notes and books.

Submission

Reports should be word-processed with

- either Ariel or Times New Roman font;
- a font-size of 11 or 12;
- margins (left, right, top, bottom).

Investigations may be hand-written or word-processed.

Centres may hold their controlled task on any date within a four-week period specified on the examination timetable.

To assist with assessment, teachers will be asked to supply CIE with a list of their candidates in overall rank order.

A report to each Centre will be provided after each examination session. This will give feedback on the work of its candidates as a group.

5. Appendix

5.1 Set questions for Paper 3 (2011 examination)

Candidates select one question. All questions relate to the period covered by the main syllabus.

1. Tourism and heritage
Assess the view that the benefits in the development of any **one** of India's World Heritage sites have outweighed the disadvantages.

2. Space exploration
To what extent is involvement in space technology and exploration of benefit to India?

3. India in film
How accurately does Indian cinema portray the problems of rural India?

You may if you wish restrict your investigation to any **one** film, for example *Swades* (2004, director Ashutosh Gowarike). [NB versions of *Swades* are available in English and in Hindi, but candidates must write only in English.]

Future topics for Paper 3

Topics will change annually, but there will always be one question on film.
CIE welcomes suggestions from teachers of suitable topics to be set in 2012 or 2013.

5. Appendix

5.2 The role of the teacher in Paper 3

Paper 3 is an integral part of the course, so CIE expects candidates to undertake Paper 3 with continuing guidance and supervision from teachers. Throughout the entire process, teachers should monitor progress to ensure that candidates work at a steady pace and complete their portfolio on time.

There are three different stages in the production of each assignment:

- planning the task;
- researching and drafting the task;
- final submission.

The permitted level of supervision varies at each stage, as outlined below.

1. Planning the tasks

Teachers should introduce Paper 3 to their candidates, providing detailed guidance on the purpose and requirement of each task making up the portfolio, and the assessment criteria against which each will be marked.

Each candidate should also be helped

- to select her/his question;
- to identify the main issues and problems in their chosen subject.

They should then be give on-going advice:

- on possible books and other resources that might be useful for each assignment;
- to resolve practical and conceptual problems encountered during research.

Teachers should give collective advice in class, teaching their candidates as a group about:

- possible ways of structuring an assignment;
- appropriate study and research skills and techniques;
- working in a disciplined way to meet the word and time limits;
- the meaning and consequences of plagiarism;
- how to create a suitable bibliography;
- effective time management.

Candidates should work together on the above, just as they would in the context of classroom learning in any subject. Significant time should be allocated to this important part of preparation for Paper 3.

2. Researching and drafting the task

All projects will be produced under supervised conditions and the portfolio must be the candidate's own work. Candidates will be expected to carry out their research on their own and, once drafting has begun, the candidate must complete the process without further subject-specific assistance.

Teachers may not:

- offer or provide detailed subject guidance for a candidate;
- undertake any research for a candidate;
- prepare or write any subject-specific notes or drafts for a candidate;
- correct, suggest corrections to, or identify shortcomings in any part of a candidate's written/electronic subject-specific notes or drafts;
- prepare any part of a candidate's presentation.

Practice assignments are not allowed. The repeating of assignments is not allowed.

Candidates may not work collaboratively.

3. Submission

Investigations may not be revised after the one-hour controlled task. The addition, modification or removal of any material after this would constitute malpractice.

A cover sheet must accompany each portfolio. This will include a declaration by the candidate that the portfolio is her/his own work, countersigned by the teacher responsible that the regulations have been observed. The cover sheet may be downloaded from the eDiscussion Forum.

5.3 Teacher support

CIE will provide the following support for teachers.

1. An online Teacher Guide
This will supplement the syllabus and will include

- advice on the teaching of appropriate skills;
- advice on examination requirements, with exemplar materials and tips from examiners on how to prepare candidates effectively;
- advice on preparing candidates for Paper 3;
- suggestions for materials that might be used in teaching: films and novels that deal with syllabus issues, URLs to useful websites, articles and resources.

The online guide will be developed in close association with teachers from Pilot Centres, and will be a living collection that grows with the syllabus during the Pilot phase, e.g. the addition of the teacher workshop training materials for 2009–2011, and practical experience drawn from the initial teaching of the syllabus.

2. A linked series of training meetings
A linked series of training meetings for teachers will be held in May 2009, October 2009, May 2010 and October 2010. In sequence, these will consider classroom and assessment issues for the entire course, and prepare teachers at every stage. Three will be hosted by video conference between various Centres in India and Cambridge, but one will be a face-to-face conference in India.

3. An online eDiscussion Forum
Ideas and materials for the classroom may be discussed and exchanged with syllabus teachers and advisers. No matter where a Pilot Centre is located, teachers will be able to stay in touch with fellow practitioners.

4. A two-volume text book
CUP India will publish a two-volume textbook dedicated to the syllabus (Volume 1 supporting Paper 1; Volume 2 supporting Paper 2). Drafts of these books will be made available to Pilot Centre teachers to trial.

5. Standard support
From 2011, the above elements will be supplemented by CIE's standard provision of support, such as past papers and mark schemes, examiner reports, standards booklets, resources lists and professional development courses for teachers.

5. Appendix

5.4 Resources list

Teachers will need to use news sources regularly for up-to-date information and analysis, but books are already being published that examine India from c.1990. Teachers may find some of the following books and websites helpful. Some are specialist works, while others are more general. None are specifically recommended by CIE. All books are paperbacks (unless specified by + at the start of the entry). This list will always be a work in progress, with updated versions posted on the eDiscussion Forum. CIE would welcome suggestions of additional items for inclusion and details of works no longer available.

Resources for general and background information

Author	Title	Date	Publisher	ISBN
Useful books				
K. Adeney K & A. Wyatt	*Contemporary India*	2009	Palgrave Macmillan	1 403 94313 3
B. Chandra, M. Mukherjee & A. Mukherjee	*India after Independence 1947–2000*	2000	Penguin, New Delhi	0 14 027825 5
G. Das	*India Unbound. From Independence to the Global Information Age*	2002	Penguin, New Delhi	0 14 027823 0
S. Khilnani	*The Idea of India*	1999	Penguin, New Delhi	0 14 025058 4
M. Maria	*Vishnu's Crowded Temple. India since the Great Rebellion*	2008	Penguin, UK	0 14 028531 8
B.D. Metcalfe & T.R. Metcalfe	*A Concise History of Modern India* (2nd edition)	2006	Cambridge University Press	0 521 68225 8
A. Sen	*The Argumentative Indian. Writings in Indian History, Culture and Identity*	2006	Penguin, New Delhi	0 14 101211 0
M. Tully	*India in Slow Motion*	2003	Penguin, New Delhi	0 14 303047 7
Fiction and literary works				
K. Bardhan (trans. & ed.)	*Of Women, Outcastes, Peasants and Rebels. A Selection of Bengali Short Stories*	1990	Voices from Asia, University of California Press	0 520 06714 2
V. Seth	*A Suitable Boy*	2005	Harper Perennial Modern Classics	0 060 78652 3

5. Appendix

Useful websites

http://dsal.uchicago.edu/index.html
Homepage of the Digital South Asia Library, a portal to a vast range of online materials. The Library is a collaborative project of universities and libraries around the world, and hosted by the University of Chicago, USA.

https://www.cia.gov/library/publications/the-world-factbook/geos/in.html
'The World Factbook: India', from the Central Intelligence Agency, USA.

http://countrystudies.us/india/
'Country Studies: India', written in 1995 for the US government from the Library of Congress, Washington, USA.

http://www.economist.com/countries/India/
'Country Briefings: India', from *The Economist* magazine.

http://www.adb.org/India/default.asp
India homepage on the Asia Development Bank website.

http://www.lib.utexas.edu/maps/india.html
Portal to various recent maps (political, geographical, economic, cultural), from the University of Texas at Austin, USA.

http://news.bbc.co.uk/2/hi/south_asia/1155813.stm
'Timeline India', from BBC News online, including a number of links and both audio and video clips.

http://news.bbc.co.uk/1/hi/world/south_asia/3715315.stm
'How will history remember Vajpayee', overview of the career of Atal Behari Vajpayee, from BBC News 2005.

http://news.bbc.co.uk/1/hi/world/south_asia/3725357.stm
'India's architect of reforms', overview of the career of Manmohan Singh, from BBC News 2005.

http://www.fpri.org/footnotes/112.200604.kuehner.teachingindia.html
'Teaching India', the summary of a conference in 2006 about issues in teaching about India. Issues summarised include: Why It's Important to Know about India; Domestic Indian Politics; The Rise of the Indian Economy; India's Religions Today: 19th-Century Legacies; India-Pakistan Relations.
The Institute "is devoted to bringing the insights of scholarship to bear on the development of policies that advance U.S. national interests. We add perspective to events by fitting them into the larger historical and cultural context of international politics".

5. Appendix

Official Indian websites

http://india.gov.in/
Homepage of the official website of the federal government of India.

http://goidirectory.nic.in/
Directory of the official websites of "Indian government websites at all levels", including the homepage of each state and UT government.

http://mospi.nic.in/
Homepage of the Ministry of Statistics, New Delhi.

News coverage

http://www.indiapress.org/ and **http://www.onlinenewspapers.com/india.htm**
Portals to the homepages of the major national and regional Indian newspapers.

http://164.100.52.41/
Home page of the news service of All India Radio.

http://news.bbc.co.uk/1/hi/world/south_asia/default.stm
Homepage of the South Asia section of the BBC News website.

http://www.bbc.co.uk/hindi/
Homepage of the Hindi service of BBC online.

5. Appendix

Resources for Paper 1, Theme 1: Indian democracy

Author	Title	Date	Publisher	ISBN
Useful books				
K. Adeney & L. Saez (eds.)	*Coalition Politics and Hindu Nationalism*	2006	Routledge UK	0 415 40600 0
			CUP, India	0 415 35981 8
A. Basu & A. Kohli (eds.)	*Community Conflicts and the State in India*	2000	Oxford University Press, UK	0 19 565214 2
B. Chandra, M. Mukherjee & A. Mukherjee	*India after Independence 1947–2000*	2000	Penguin, New Delhi	0 14 027825 5
S. Corbridge & J. Harriss	*Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*	2000	Polity Press, Cambridge, UK	0 745 62077 9
P. Chatterjee (ed.)	*State and Politics in India*	2000	Oxford in India Readings: Themes in Indian Politics, Oxford University Press, UK	0 19 564765 3
F. Frankel et al (eds.)	*Transforming India: Social and Political Dynamics of Democracy*	2002	Oxford University Press, UK	0 19 565832 9
F. Frankel	*India's Political Economy*	2006	Oxford University Press, India	0 19 568379 0
A. Kohli (ed.)	*The Success of India's Democracy*	2001	Contemporary South Asia, Cambridge University Press, UK	0 521 80530 9
			Cambridge University Press, India	9788175963641
A. Varshney	*Ethnic Conflict and Civil Life. Hindus and Muslims in India*	2003	Yale University Press, USA	0 300 10013 2
A. Wyatt & J. Zavos (eds.)	*Decentring the Indian Nation*	2003	Routledge	0 714 68323 X

5. Appendix

Podcast

R. Thapar 'History and Contemporary Politics in India', podcast of a lecture delivered at the University of California at Berkeley, 2002
http://webcast.berkeley.edu/event_details.php?webcastid=9897

Useful websites

http://www.indiatogether.org/govt/
Homepage for news reports on Government and Politics, from *India Together*, Bangalore.

http://www.indiatogether.org/peace/
Homepage for news reports on Peace and Security, from *India Together*, Bangalore.

http://www.politicalresources.net/india.htm
'Political Resources on the Net: India', portal to the websites of Indian political parties and organisations, hosted by Radio Radicale, Italy.

http://report.globalintegrity.org/India/2007/
http://report.globalintegrity.org/India/2007/timeline
'India; Summary' and 'Corruption Timeline 1987 – 2007', from Global Integrity Report 2007, from Global Integrity, Washington DC, USA.

http://cvc.nic.in/
Homepage of the Central Vigilance Commission, New Delhi.

http://indiacode.nic.in/coiweb/welcome.html
The Indian Constitution (including all amendments from 1951 to 2006), from the Ministry of Law and Justice, India.

Maps

http://www.lib.utexas.edu/maps/middle_east_and_asia/india_lang_1973.jpg
'Languages and Minority Religions', maps of 1973, from the University of Texas at Austin. Click on the map to enlarge it.

http://www.lib.utexas.edu/maps/middle_east_and_asia/india_religions87.jpg
'India's Religions', maps showing data from the 1981 Census, from the University of Texas at Austin. Click on the map to enlarge it.

5. Appendix

Resources for Paper 1, Theme 2: Economic development

Author	Title	Date	Publisher	ISBN
Useful books				
B. Chandra B, M. Mukherjee & A. Mukherjee	*India after Independence 1947–2000*	2000	Penguin, New Delhi	0 14 027825 5
G. Das	*India Unbound. From Independence to the Global Information Age*	2002	Penguin, New Delhi	0 14 027823 0
F. Frankel	*India's Political Economy*	2006	Oxford University Press, India	0 19 568379 0
M. Kamadar	*Planet India. How the fastest-growing democracy is transforming the world*	2007	Scribner, New York	1 4165 5109 3
Useful websites				

http://www.indiatogether.org/economy/
Homepage for news reports on the Economy, from *India Together*, Bangalore.

http://www.indiatogether.org/agriculture/
Homepage for news reports on Agriculture, from *India Together*, Bangalore.

http://www.fpri.org/enotes/200604.india.williamson.riseindianeconomy.html
'The Rise of the Indian Economy', essay of 2006 by John Williams of the Institute for International Economics, Washington DC, from the Foreign Policy Research Institute, Philadelphia, USA.
The Institute "is devoted to bringing the insights of scholarship to bear on the development of policies that advance U.S. national interests. We add perspective to events by fitting them into the larger historical and cultural context of international politics".

http://www.adb.org/Documents/CERs/IND/2001/ind_2001.pdf
'Country Economic Review, India, December 2001', describes the current economic situation in the country, analyzes short- and medium-term economic prospects, assesses the economic performance of the country, report from the Asia Development Bank.

http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/SOUTHASIAEXT/INDIAEXTN/0,,menuPK:295589~pagePK:141159~piPK:141110~theSitePK:295584,00.html
India homepage on the website of the World Bank.

http://news.bbc.co.uk/1/hi/world/south_asia/3357957.stm
Short essays by Kaushik Basu, Professor of Economics and International Studies at Cornell University, from BBC News: 'India's economy: Can the boom last?', January 2004.

http://news.bbc.co.uk/1/hi/world/south_asia/3481855.stm
'Is globalisation a force for good in India?', February 2004.

http://news.bbc.co.uk/1/hi/world/south_asia/3721217.stm
'India's reforms need changes', May 2004.

http://news.bbc.co.uk/1/hi/world/south_asia/5116596.stm
'India's economic report card', July 2006.

http://news.bbc.co.uk/1/hi/world/south_asia/6365851.stm
'The pitfalls of the 'economy game'', February 2007.

http://news.bbc.co.uk/1/hi/world/south_asia/6911544.stm
'India's demographic dividend', July 2007.

Maps

http://www.lib.utexas.edu/maps/middle_east_and_asia/india_crop_1973.jpg
'Major Crop Areas', map of 1973, from the University of Texas at Austin. Click on the map to enlarge it.

http://india.gov.in/maps/growthrate.php
'Annual Exponential Growth Rate', map showing data from the Census of India 2001 and the Survey of India 2005, from the National Informatics Centre, Indian Government.

http://india.gov.in/maps/percapita.php
'Per Capita Income: States', map showing data from the Census of India 2001 and the Survey of India 2005, from the National Informatics Centre, Indian Government.

5. Appendix

Resources for Paper 1, Theme 3: Social and cultural development

Author	Title	Date	Publisher	ISBN
Useful books				
B. Chandra, M. Mukherjee & A. Mukherjee	*India after Independence 1947–2000*	2000	Penguin, New Delhi	0 14 027825 5
G. Das	*India Unbound. From Independence to the Global Information Age*	2002	Penguin, New Delhi	0 14 027823 0
F. Frankel	*India's Political Economy*	2006	Oxford University Press, India	0 19 568379 0
C. Jaffrelot	*India's Silent Revolution. The Rise of the Lower Castes*	2003	C Hurst & Co., London, UK	1 850 65670 3
A. Varshney	*Ethnic Conflict and Civil Life. Hindus and Muslims in India*	2003	Yale University Press, USA	0 300 10013 2
Useful websites				

http://news.bbc.co.uk/1/hi/world/south_asia/3774035.stm
'"Flashbacks – Golden Temple attack." Twenty years ago this week the India army stormed the Golden Temple complex in Amritsar, the holiest shrine in the Sikh religion. The BBC's Asit Jolly has been speaking to people involved in the Operation Bluestar and those caught up in it.'
Text of interviews together with an audio clip and a video clip, from BBC News, 2004.

http://www.bbc.co.uk/worldservice/specials/171_afterbluestar/page2.shtml
'"Archive: After Blue Star." 'Mark Tully Mark explores what was behind the military action. Why did it go so badly wrong? How did a separatist movement grow out of it? And how has it shaped Sikh identity all over the world to this day?' Audio files from BBC News, 2004.

http://www.indiatogether.org/society/caste.htm
Homepage for news reports on Caste, from *India Together*, Bangalore.

http://www.indiatogether.org/women/
Homepage for news reports on Women, from *India Together*, Bangalore.

http://www.indiatogether.org/society/adivasis.htm
Homepage for news reports on Adivasis, from *India Together*, Bangalore.

http://www.indiatogether.org/humanrights/
Homepage for news reports on Human Rights, from *India Together*, Bangalore.

5. Appendix

http://www.indiatogether.org/education/
Homepage for news reports on Education, from *India Together*, Bangalore.

http://countrystudies.us/india/89.htm
'Varna, Caste and Other Divisions', essay written in 1995 from the US Library of Congress.

http://www.hrw.org/reports/1999/india/
"BROKEN PEOPLE. Caste Violence Against India's "Untouchables."
Report published in 1999 by Human Rights Watch, New York, USA.

Maps

http://www.lib.utexas.edu/maps/middle_east_and_asia/india_lang_1973.jpg
'Languages and Minority Religions', maps of 1973, from the University of Texas at Austin. Click on the map to enlarge it.

http://www.lib.utexas.edu/maps/middle_east_and_asia/india_religions87.jpg
'India's Religions', maps showing data from the 1981 Census, from the University of Texas at Austin. Click on the map to enlarge it.

http://india.gov.in/maps/female_literacy.php
http://india.gov.in/maps/literacy_rate.php
'Literacy Rate: Total' and 'Female Literacy Rate'. Maps showing data from the Census of India 2001 and the Survey of India 2005, from the National Informatics Centre, Indian Government.

http://india.gov.in/maps/total_worker.php
http://india.gov.in/maps/female_worker.php
'Percentage of Workers: Total' and 'Percentage of Female Workers', maps showing data from the Census of India 2001 and the Survey of India 2005, from the National Informatics Centre, Indian Government.

5. Appendix

Resources for Paper 1, Theme 4: India and the world

Author	Title	Date	Publisher	ISBN
Useful books				
S.P. Cohen	*India: Emerging Power*	2002	Brooking Institute Press	0815715013
B.R. Nayar & T.V. Paul	*India in the World Order. Searching for Major-Power Status*	2002	Contemporary South Asia, Cambridge University Press, UK Cambridge University Press, India	0 521 52875 5 9788175962316
S.S. Harrison, P.H. Kreisberg & D. Kux (eds.)	*India and Pakistan – the First Fifty Years*	1998	Woodrow Wilson Centre, Cambridge University Press, UK Cambridge University Press, India	0 521 64585 9 0 521 64585 0
T.V. Paul (ed.)	*The India-Pakistan Conflict. An Enduring Rivalry*	2005	Cambridge University Press, UK Cambridge University Press, India	0 521 67126 4 9788175963641
Useful websites				

http://www.indiatogether.org/peace/
Homepage for news reports on Peace and Security, from *India Together*, Bangalore.

http://www.fpri.org/enotes/200604.asia.ganguly.indiapakistanrelations.html
'India-Pakistan Relations', essay of 2006 by Sumit Ganguly of the University of Indiana, from the Foreign Policy Research Institute, Philadelphia, USA. The Institute "is devoted to bringing the insights of scholarship to bear on the development of policies that advance U.S. national interests. We add perspective to events by fitting them into the larger historical and cultural context of international politics."

5. Appendix

Resources for Paper 2, Case Study 1: Environmental sustainability

Useful websites

http://www.indiatogether.org/environment/
'India Together', portal for environmental information and news. India together is based in Bangalore.

http://www.indiatogether.org/environment/
Homepage for news reports on the Environment, from *India Together*, Bangalore.

http://www.ceeindia.org/cee/index.html
Home page of the Centre for Environment Education, Ahmedabad, which is part of the Nehru Foundation for Development. Separate sections include sub-sites on 'Air Pollution', 'Industry and Environment', 'Rainwater Harvesting' and 'Natural Resource Management'.

http://www.cseindia.org/
Homepage of the Centre for Science and Environment, New Delhi. "CEE's primary objective is to improve public awareness and understanding of the environment with a view to promoting the conservation and sustainable use of nature and natural resources."

http://www.pcedindia.com/
Homepage of the People's Commission on Environment and Development India, New Delhi.

http://www.viksat.org/
Home page of Viksat (the Vikram Sarabhai Centre for Development Interaction Ahmedabad, part of the Nehru Foundation for Development). "Viksat addresses the problem of natural resource degradation, regeneration and sustainable use by promoting and strengthening participatory resource management systems."

http://www.worldbank.org.in/WBSITE/EXTERNAL/COUNTRIES/SOUTHASIAEXT/INDIAEXTN/0,,contentMDK:21291199~pagePK:141137~piPK:141127~theSitePK:295584,00.html
'India. Country Environmental Analysis 2007', report from the World Bank.

http://www.worldbank.org.in/WBSITE/EXTERNAL/COUNTRIES/SOUTHASIAEXT/INDIAEXTN/0,,contentMDK:20871856~pagePK:141137~piPK:141127~theSitePK:295584,00.html
'Forest Reform in India', report from the World Bank.

http://www.worldbank.org.in/WBSITE/EXTERNAL/COUNTRIES/SOUTHASIAEXT/INDIAEXTN/0,,contentMDK:21291199~pagePK:141137~piPK:141127~theSitePK:295584,00.html
'India: Country Environmental Analysis. Strengthening Institutions for Sustainable Growth', report from the World Bank.

http://digitalmedia.worldbank.org/slideshows/india1205/
'Environment and Tsunami: India', multi-media slideshow with sound from the World Bank.

http://envfor.nic.in/cc/index.htm
'Climate Change', Ministry of Environment and Forests, New Delhi.

5. Appendix

http://www.oecd.org/dataoecd/22/16/1934784.pdf
'Climate Change and Development': India's Preceptions, Positions, Policies and Possibilities, paper by J K Parikh and K Parikh of the Indira Gandhi Institute of Development Research, from the OECD, 2002.

http://www.defra.gov.uk/environment/climatechange/internat/devcountry/india2.htm
'India-UK collaboration on impacts of climate change in India', from DEFRA, London. There are 9 separate documents here: Overview; Climate Change Scenarios for India; Socio-Economic Scenarios for Climate Change Impacts in India; Climate Change Impacts on Sea Level in India; Climate Change Impacts on Water Resources in India; Climate Change Impacts on Agriculture in India; Climate Change Impacts on Forestry in India; Climate Change Impacts on Industry, Energy and Transport in India; Climate Change Impacts on Human Health in India.

Maps

http://www.lib.utexas.edu/maps/middle_east_and_asia/india_energy_1997.gif
'Energy Map of India', map of 1997, from the University of Texas at Austin. Click on the map to enlarge it.

Websites dedicated to general issues of climate change (NOT specifically linked to India)

http://www.bbc.co.uk/climate/
http://www.bbc.co.uk/sn/hottopics/climatechange/
http://news.bbc.co.uk/1/hi/sci/tech/portal/climate_change/default.stm
'Climate Change', three separate microsites from the BBC.

http://www.foe.co.uk/campaigns/climate/issues/climate_change_index.html
'Climate Change', microsite from Friends of the Earth.

http://royalsociety.org/landing.asp?id=1278
'Science Issues: Climate Change', microsite from The Royal Society, London.

http://envfor.nic.in/soer/2001/soer.html
UNEP's report *India: State of the Environment* 2001.

http://hdr.undp.org/en/reports/global/hdr2007-2008/
UN Human Development Report 2008.

5. Appendix

Resources for Paper 2, Case Study 2: Human development

Useful websites

http://www.indiatogether.org/education/
Homepage for news reports on Education, from *India Together*, Bangalore.

http://www.indiatogether.org/health/
Homepage for news reports on Health, from *India Together*, Bangalore.

http://www.indiatogether.org/poverty/foodsec.htm
Homepage for news reports on Hunger and Food Security, from *India Together*, Bangalore.

http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/SOUTHASIAEXT/0,,contentMDK:209 16955~pagePK:146736~piPK:146830~theSitePK:223547,00.html
'India: Undernourished Children. A Call for Action and Reform', report from the World Bank.

http://www.indiatogether.org/poverty/shelter.htm
Homepage for news reports on Housing, from *India Together*, Bangalore.

http://www.indiatogether.org/poverty/urban.htm
Homepage for news reports on Urban Poverty, from *India Together*, Bangalore.

http://www.worldbank.org.in/WBSITE/EXTERNAL/COUNTRIES/SOUTHASIAEXT/INDIAEXTN/0,, contentMDK:20742157~pagePK:141137~piPK:141127~theSitePK:295584,00.html
'India's Water Economy. Bracing for a Turbulent Future', report of 2005 from the World Bank.

http://www.viksat.org/
Home page of Viksat (the Vikram Sarabhai Centre for Development Interaction on sustainable natural resources, part of the Nehru Foundation for Development).

Maps
http://www.lib.utexas.edu/maps/middle_east_and_asia/india_crop_1973.jpg
'Major Crop Areas', map of 1973, from the University of Texas at Austin. Click on the map to enlarge it.

http://india.gov.in/maps/female_literacy.php
http://india.gov.in/maps/literacy_rate.php
'Literacy Rate: Total' and 'Female Literacy Rate', maps showing data from the Census of India 2001 and the Survey of India 2005, from the National Informatics Centre, Indian Government.

http://india.gov.in/maps/total_worker.php
http://india.gov.in/maps/female_worker.php
'Percentage of Workers: Total' and 'Percentage of Female Workers', maps showing data from the Census of India 2001 and the Survey of India 2005, from the National Informatics Centre, Indian Government.

http://www.unicef.org/infobycountry/india.html
Homepage of UNICEF India.

5. Appendix

http://www.un.org/millenniumgoals/
Development Goals of the United Nation's Millennium Declaration, 2000.

http://hdr.undp.org/en/reports/global/hdr1997/
UN Human Development Report, 1997.

http://hdr.undp.org/en/reports/global/hdr2003/
UN Human Development Report, 2003.

5. Appendix

Resources for Paper 2, Case Study 3: Jammu and Kashmir

Author	Title	Date	Publisher	ISBN
Useful books				
S.S. Harrison, P.H. Kreisberg & D. Kux (eds.)	*India and Pakistan – the First Fifty Years*	1998	Woodrow Wilson Centre, Cambridge University Press, UK Cambridge University Press, India	0 521 64585 9 0 521 64585 0
T.V. Paul (ed.)	*The India-Pakistan Conflict. An Enduring Rivalry*	2005	Cambridge University Press, UK Cambridge University Press, India	0 521 67126 4 9788175963641
Useful websites				

http://news.bbc.co.uk/1/hi/in_depth/south_asia/2002/kashmir_flashpoint/default.stm
'Kashmir Flashpoint', microsite dedicated to the dispute, from BBC News. Especially useful are (i) the illustrated survey that makes up the 'Timeline' and (ii) the series of maps 'Kashmir Options'.

http://www.mtholyoke.edu/acad/intrel/sumit.htm
'Explaining the Kashmir Emergency', article of 1996 from the journal *International Security* by Professor Sumit Ganguly of the University of Indiana, from Mount Holyoke College, Massachusetts, USA.

http://www.indiatogether.org/peace/
Homepage for news reports on Peace and Security, from *India Together*, Bangalore.

http://www.fpri.org/enotes/200604.asia.ganguly.indiapakistanrelations.html
'India-Pakistan Relations', essay of 2006 by Professor Sumit Ganguly of the University of Indiana, from the Foreign Policy Research Institute, Philadelphia, USA.
The Institute "is devoted to bringing the insights of scholarship to bear on the development of policies that advance U.S. national interests. We add perspective to events by fitting them into the larger historical and cultural context of international politics."

http://www.un.org/Depts/dpko/missions/unmogip/index.html
Homepage of the UN Military Observer Group in India and Pakistan, established to monitor the ceasefire in Jammu and Kashmir called for by the UN Security Council.

5. Appendix

Maps

http://www.lib.utexas.edu/maps/kashmir.html

Various modern maps and satellite images of Jammu-Kashmir, from the University of exas at Austin. Click on each to enlarge.

http://www.lib.utexas.edu/maps/middle_east_and_asia/india_lang_1973.jpg

'Languages and Minority Religions', maps of 1973, from the University of exas at Austin. Click on the map to enlarge it.

Historical documents

http://www.mtholyoke.edu/acad/intrel/sasia.htm

A substantial collection of historical and political documents relating to Jammu and Kashmir from 1948, assembled by Professor Vincent Ferraro, Mount Holyoke College, Massachusetts, USA.

5. Appendix

Resources for Paper 3: India in film

N.B. Lists will only be provided for 'India in film', and not for the other Paper 3 topics, which change every year.

Author	Title	Date	Publisher	ISBN
Useful books				
M. Bose	*Bollywood: A History*	2008	Tempus	0 752 44382 8
R. Dwyer & D. Patel	*Cinema India. The Visual Culture of Hindi Film*	2002	Rutgers University Press	0 813 53175 6
R. Dwyer	*Filming the Gods. Religion and Indian Cinema*	2006	Routledge	0 415 31425 9
T. Ganti	*Bollywood. A Guidebook to Popular Hindi Cinema*	2004	Routledge Film Guides, Routledge	0 415 28854 1
K.M. Gokulsingh & W. Dissanayake	*Indian Popular Cinema. A Narrative of Cultural Change* (2nd edition)	2004	Trentham Books	1 858 56329 1
S.K. Jha	*The Essential Guide to Bollywood*	2001	Roli Books	8 174 36378 5
V. Mishra	*Bollywood Cinema: Temples of Desire*	2001	Routledge	0 415 93015 4
D. Raheja	*Indian Cinema. The Bollywood Saga* (2nd edition)	2004	Roli Books	8 174 36285 1
A. Rajadhyaksha & P. Willeman	*Encyclopedia of Indian Cinema* (2nd edition)	2008	British Film Institute	0 851 70669 X
R.S. Vasudevan (ed.)	*Making Meaning in Indian Cinema*	2001	Oxford University Press	0 19 565867 1
J. Virdi	*The Cinematic ImagiNation. Indian Popular Films as Social History*	2003	Rutgers University Press	0 813 53191 8
Article				
Stafford R "An Introduction to Popular Indian Cinema", *In the Picture. The Media Education Magazine*, 12/10/2008: **http://www.itpmag.demon.co.uk/Downloads/Indiancinema.html**				

5. Appendix

Useful websites

http://www.iifa.com/web07/cntnt/iifa.htm
Homepage of the International Indian Film Academy, Mumbai.

http://www.bollywoodworld.com/
Homepage of "India's Premier Bollywood portal".

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