

University of Mumbai



AAMS_UGS /ICC/2022-23/145

CIRCULAR:-

Sub :- Postgraduate Diploma in Diaspora and Transnational Studies.

Ref :- RB/MU-2022/CR-255/Edn-5/1290, dated 01st November, 2022.

All the Principals of the Affiliated Colleges, the Head of the University Department and Directors of the recognized Institutions in Faculty of Humanities are hereby informed that the recommendations made by the Board of Studies in **English** at its online meeting held on **30th April, 2022** vide item No. **3 (iv)** and subsequently passed in the faculty of Humanities and then by the Board of Deans at its online meeting held on **5th July, 2022** vide item No. **5.4 (N)** have been accepted by the Academic Council at its meeting held on **11th July, 2022**, vide item No. **5.4 (N)** and subsequently approved by the Management Council at its meeting held on **28th July, 2022** vide item No. **8** and that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 74(4) of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) the Ordinance **6811 & 6812 Regulations 9581 to 9584** and the syllabus of **Postgraduate Diploma in Diaspora and Transnational Studies - Sem - I & II (CBCS)** has been introduced and the same have been brought into force with effect from the academic year **2023-24**, accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI - 400 032
07th November, 2022


(Dr. Shailendra Deolankar)
I/c. REGISTRAR

To,

The Principals of the Affiliated Colleges, the Head of the University Department and Directors of the recognized Institutions in Faculty of Humanities.

A.C/5.4(N)/11/7/2022

M.C/8/28/7/2022

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans
- 2) The Dean, Faculty of Humanities,
- 3) The Chairman, Board of Studies in English,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Board of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Co-ordinator, MKCL.

Copy to :-

- 1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),**
- 2. The Deputy Registrar, College Affiliations & Development Department (CAD),**
- 3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),**
- 4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),**
- 5. The Deputy Registrar, Executive Authorities Section (EA),**
- 6. The Deputy Registrar, PRO, Fort, (Publication Section),**
- 7. The Deputy Registrar, (Special Cell),**
- 8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,**
- 9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,**

They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

- 1. P.A to Hon'ble Vice-Chancellor,**
- 2. P.A Pro-Vice-Chancellor,**
- 3. P.A to Registrar,**
- 4. All Deans of all Faculties,**
- 5. P.A to Finance & Account Officers, (F.& A.O),**
- 6. P.A to Director, Board of Examinations and Evaluation,**
- 7. P.A to Director, Innovation, Incubation and Linkages,**
- 8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),**
- 9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,**
- 10. The Director of Board of Student Development,**
- 11. The Director, Department of Students Welfare (DSD),**
- 12. All Deputy Registrar, Examination House,**
- 13. The Deputy Registrars, Finance & Accounts Section,**
- 14. The Assistant Registrar, Administrative sub-Campus Thane,**
- 15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,**
- 16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,**
- 17. The Assistant Registrar, Constituent Colleges Unit,**
- 18. BUCTU,**
- 19. The Receptionist,**
- 20. The Telephone Operator,**
- 21. The Secretary MUASA**

for information.

University of Mumbai



**Syllabus for Postgraduate Diploma in Diaspora and
Transnational Studies
Semester – I & II
(Choice Based Credit System)**

(Introduced from the academic year 2023-24)

University of Mumbai



<u>O: 6811</u>	Title of Course	Postgraduate Diploma in Diaspora and Transnational Studies
<u>O:6812</u>	Eligibility	Graduates in Arts / Science / Commerce or equivalent examination
<u>R:9581</u>	Duration of Course	One Year
<u>R:9582</u>	Intake Capacity	40 Students per batch
<u>R: 9583</u>	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
<u>R:9584</u>	Standards of Passing	The candidate must obtain 40 % of the total marks in external and internal examination to pass the course
No. of years/Semesters:		One Year-Two Semesters
Level:		P.G. / U.G. / Diploma / Certificate
Pattern:		Yearly / Semester
Status:		New / Revised
To be implemented from Academic Year :		From Academic Year 2023-2024

Date: 30/04/2022

Signature:

(Dr. Sudhir Nikam)
Chairman, Board of Studies

Signature:

Faculty of Dean



(With effect from the academic year 2023-2024)

Dr. Sudhir Nikam (Chairperson)

Dr. Santosh Rathod (Member)

Dr. Deepa Mishra (Member)

Dr. Dattaguru Joshi (Member)

Dr. Deepa Murdeshwar-Katre (Member)

Dr. Sucharita Sarkar (Member): Associate Professor, Dept. of English, D.T.S.S College of Commerce (Autonomous), Mumbai

Preamble

Introduction:

The late 20th century witnessed the rise in the global consciousness around diaspora that resulted from the forced resettlement, expulsion, coercion, slavery, racism, or war. An academic field was established to study dispersed ethnic populations, which are often termed diaspora peoples. Moreover, the cultural and trade-led Globalization after World War II resulted in transnational mobility. It became important to understand the social, cultural, economic, and political dimensions of the movement and transnational settlement of peoples.

- Do participants in diaspora/transnational movements experience the process of migrating across borders in any unique way?
- How do diaspora/transnational people maintain connections with communities in their country of origin?
- In what way do diaspora/transnational communities build new solidarities in receiving countries?
- Do diaspora/transnational stories contribute to redefining or shaping art, literature, and culture?
- What do the diaspora/transnational stories have to teach us?

It is necessary to foster an engaged community of academics, students and practitioners to undertake to answer these and such questions. Given the nature of diaspora and transnationalism, it is imperative that we explore issues associated with it through an interdisciplinary programme, especially drawing on social science and humanities approaches to the study of the movement and transnational settlement of people. It is with this backdrop the diploma programme is designed as an interdisciplinary introduction to the study of diaspora and transnationalism, with particular attention to questions of history, spatiality, globalization, cultural production and the creative imagination (fiction and Cinema in particular). The diploma will enhance students' knowledge of the transnational nature of the modern world and encourage them to take unique opportunity of internships to bridge the gap between theory and practice.

Objectives of the course:

- To create awareness about the interdisciplinary field of Diaspora and Transnationalism Studies (hereafter DTS).
- To acquaint students with general aspects of issues/concepts/approaches to DTS.
- To comprehend the differences between the different diasporas

- To study Diaspora narrative against the backdrop of political, gender, race, religious and identity issues.
- To Equip learners for further research DTS at Higher Levels.

Learning outcomes: The learners will be able to:

- Demonstrate awareness about the field of DTS.
- Explain general/technical aspects of Issues/Concepts/Approaches to DTS.
- Identify and distinguish the differences between the various diasporas
- Critically read diaspora narrative against the backdrop of political, gender, race, religious and identity issues.
- Apply critical lenses to examine critical and pertinent issues in DTS.



University of Mumbai

Postgraduate Diploma in Diaspora and Transnational Studies

Semester I

Course: Theory

Course Title: Diaspora & Transnationalism: Concepts, Issues and Approaches

Paper: I

(With effect from the academic year 2023-2024)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	Postgraduate Diploma in Diaspora and Transnational Studies
ii	Course Code	
iii	Course Title	Diaspora & Transnationalism: Concepts, Issues and Approaches
iv	Course Contents	Enclosed a copy of the syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	04
vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
ix	No. Tutorials per week	01
x	Total Marks	100
02	Scheme of Examination	Formative and Summative Assessment (40+20+20+10+10)
03	Special notes, if any	No
04	Eligibility, if any	Graduate of any stream or Equivalent
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Semester I– Paper I**Title:** Diaspora & Transnationalism: Concepts, Issues and Approaches**Unit I: Diaspora & Transnationalism****10****Lectures**

- Definitions and Key Concepts of Diaspora
- Classification of Diaspora
- Migration, Community formation and social assimilation
- Transnationalism and citizenship Theory

Unit II: The Historical, Socio-political, Economic and Cultural Scenario**10****Lectures**

- The influence of diaspora on social, political, economic and cultural structures
- Contemporary global economic, political and cultural importance of the Diaspora.

Unit III: Different Diasporas and Transnationalism/Globalisation:**10****Lectures**

- Differences between Diasporics and Transnationalist;
- Different Diasporas - the colonial and the postcolonial, the indentured and the voluntary and the labour and the professional;
- Movement from permanence of the diaspora to the fluidity of the transnational and global;

Unit IV: Diaspora in Cyberspace**10 Lectures**

- Diaspora, identity and Information Technology
- Digital diaspora as cyber-communities
- Digital diasporas as a postcolonial intervention
- Evolving forms of diasporic expression in virtual spaces
- Socio-political organization and action via web-diasporas

Evaluation Pattern:

Semester End Examination	40%
Short Responses (2)	20%
Long Term Paper (1)	20%
Student Seminar (1)	10%
Attendance & Participation	10%

Semester End examination will consist of

- | | |
|---|----|
| 1. Essay type question (1 out of 2) | 12 |
| 2. Short notes/short answer questions. (4 out of 6) | 28 |

Short responses will be based on the readings, multimedia content, and lectures covered up to the date of the assignment. This will be an opportunity for you to react to the content, express your opinion based on the material being analyzed, and research additional sources to support your statements. The reaction should be no longer, than two single-spaced pages and must include a bibliography

The students will work on a topic for the **Long Term Paper** in consultation with the faculty. The paper will have a minimum of 2000 words and maximum 3000 words. The students will follow the latest MLA convention of research writing.

The students will give a 15-minute **Seminar** on the topic chosen for the long term paper.

The **attendance and participation** grade will be based on the level of active participation in the classroom session.

Please note that we observe a zero-tolerance policy against **plagiarism**. Any written work that appears to contain plagiarized passages will not be graded.

Recommended Reading

- Agnew, Vijay (ed). *Diaspora, memory and Identity. A Search for Home*. Toronto: University of Toronto Press, 2008.
- Alexander, Meena. *The Shock of Arrival: Reflections on Postcolonial Experience*. Boston, MA: South End Press, 1996.
- Bhabha, Homi K. Locations of Culture. In: David H. Richter (ed.), *The Critical Tradition*. Boston: Bedford Books, 1998. pp. 1331-1344.
- Blumer, Martin and John Solomos (Eds.): *Diasporas, Cultures and Identities*, Routledge, London and New York, 2012
- Brah, Avtar. *Cartographies of Diaspora: Contesting Identities*. London: Routledge, 1996.
- Butler, Kim D. "Defining diaspora, refining a discourse." *Diaspora: a journal of transnational studies* 10.2 (2001): 189-219.
- Cho, Lily. "Diasporic Citizenship and De-formations of Citizenship." *The Oxford Handbook of Canadian Literature*. 2016.
- Cohen, Robin, *Global Diasporas, An Introduction*, second edition, Routledge, Indian re-print, Noida, 2012
- Glick Schiller, Nina, Linda Basch and Christina Blanc-Szanton, eds.
"Transnationalism: A new analytic framework for understanding migration." *Towards*

a Transnational Perspective on Migration: Race, Class, Ethnicity, and Nationalism Reconsidered. New York: Annals of the New York Academy of Sciences 645, July 6, 1992.

- Grewal, Inderpal, and Caren Kaplan. "Global identities: Theorizing transnational studies of sexuality." *GLQ: A journal of lesbian and gay studies* 7.4 (2001): 663-679.
- King, Russell and Anastasia Christou. Diaspora, migration and transnationalism: Insights from the study of second generation 'returnees'. In: Rainer Baubock and Thomas Faist (eds.). *Diaspora and Transnationalism. Concepts, Theories and Methods*. Amsterdam: Amsterdam University Press, 2010. pp.167-184.
- Knott, Kim and Sean McLoughlin (Eds.): *Diasporas: Concepts, Intersections, Identities*, Rawat Publications, Jaipur, 2011
- Koshy, Susan, and R. Radhakrishnan, eds. *Transnational South Asians: The making of a Neo-Diaspora*. New Delhi: Oxford University Press, 2008. Print.
- Lalich, Walter F. "From diaspora to transnational flows." *Croatian Studies Review-Časopis hrvatskih studija* 9 (2013): 73-97.
- Levitt, Peggy, and Sanjeev Khagram. *The transnational studies reader: Intersections and innovations*. London: Routledge, 2007.
- Motwani J.K., MahinGosine, J.B. Motwani (Eds.): *Global Indian Diaspora: Yesterday, Today and Tomorrow*, Global Organisation of People of Indian Origin, New Delhi, 1993
- Nieswand, Boris: *Theorising Transnational Migration: The Status Paradox of Migration*, Routledge, 2011
- Parmeswaran, Uma, *Writing the Diaspora, Essays on Culture and Identity*, Rawat Publications, Jaipur, 2007
- Poros, Maritsa V., *Modern Migrations: Gujarati Indian Networks in New York and London*, Orient Black Swan, New Delhi, 2011
- Quayson, Ato and Girish Daswani (Eds.). *A Companion to Diaspora and Transnationalism*, Wiley Blackwell, 2013. (esp. the Introduction pp. 1-25, and some other chapters).
- Raghuram, Parvati, Ajay Kumar Sahoo, Brij Maharaj, and Dave Sangha, eds. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications India Pvt. Ltd., 2008.



University of Mumbai

Postgraduate Diploma in Diaspora and Transnational Studies

Semester I

Course: Theory

Course Title: Understanding Diaspora and Transnationalism through Fiction

Paper: II

(With effect from the academic year 2023-2024)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	Postgraduate Diploma in Diaspora and Transnational Studies
ii	Course Code	
iii	Course Title	Understanding Diaspora and Transnationalism through Fiction
iv	Course Contents	Enclosed a copy of the syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	04
vii	No. of Learning Hours	60
viii	No. Tutorials per week	01
ix	Total Marks	100
02	Scheme of Examination	Formative and Summative Assessment (40+20+20+10+10)
03	Special notes, if any	No
04	Eligibility, if any	Graduate of any stream or Equivalent Certificate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Semester I– Paper II**Title: Understanding Diaspora and Transnationalism through Fiction****Unit I Background Themes and Issues:****10 Lectures**

Literature of the Diaspora: Characteristic features of Diasporic Literature in English – nostalgia, pain, alienation and identification; issues of racism; literary innovations such as magic realism; allegory, diasporic re-possession/re-writings of history and the nation; outsider/insider view on homeland and host land; hybridity and hyphenation of identities.

Unit II**10 Lectures**

Arranged Marriage by Chitra Devakaruni Bannerjee,

Or

Unaccustomed Earth by Jhumpa Lahiri

Unit III**10 Lectures**

The Joy Luck Club by Amy Tan

Or

We Need New Names by Noviolet Bulawayo

Unit IV**10 Lectures**

Anita and Me by Meera Syal

Or

The Reluctant Fundamentalist by Mohsin Hamid

Evaluation Pattern:

Semester End Examination	40%
Short Responses (2)	20%
Long Term Paper (1)	20%
Student Seminar (1)	10%
Attendance & Participation	10%

Semester End examination will consist of

1. Essay type question (1 out of 2)	12
2. Short notes/short answer questions. (4 out of 6)	28

Short responses will be based on the readings, multimedia content, and lectures covered up to the date of the assignment. This will be an opportunity for you to react to the content, express your opinion based on the material being analyzed, and research additional sources to support your statements. The reaction should be no longer, than two single-spaced pages and must include a bibliography

The students will work on a topic for the **Long Term Paper** in consultation with the faculty. The paper will have a minimum of 2000 words and maximum 3000 words. The students will follow the latest MLA convention of research writing.

The students will give a 15-minute **Seminar** on the topic chosen for the long term paper.

The **attendance and participation** grade will be based on the level of active participation in the classroom session.

Please note that we observe a zero-tolerance policy against **plagiarism**. Any written work that appears to contain plagiarized passages will not be graded.

Recommended Reading

- Goyal, Yogita. *Romance, diaspora, and Black Atlantic literature*. Vol. 159. Cambridge University Press, 2010.
- Gupta, Surendra K., *Indian Diaspora: Study of Emerging Sandwich Cultures*, Atlantic, Chennai, 2013
- Heinze, Ruediger. "A Diasporic Overcoat? Naming and Affection in Jhumpa Lahiri's The Namesake." *Journal of Postcolonial Writing* 43.2 (2007): 191-202.
- Irele, Abiola. *The African imagination: literature in Africa & the black diaspora*. Oxford University Press on Demand, 2001.
- Jain, Ravindra K., *Nation, Diaspora, Trans-Nation*, Routledge, New Delhi, 2010
- Jay, Paul. *Transnational literature: The basics*. Routledge, 2021.
- Jayaram, N. (Ed.), *Diversities in the Indian Diaspora: Nature, Implications and Responses*, Oxford University Press, New Delhi, 2011
- Mishra, Sudesh, *Diaspora Criticism*, Edinburgh University Press, Edinburgh, 2006
- Mishra, Vijay, *The Literature of the Indian Diaspora: Theorising the Diasporic Imaginary*, Routledge, New York, 2007
- Naidu, Sam. (2008). Women Writers of the South Asian Diaspora. Towards a Transnational Feminist Aesthetic. In: Parvati Raghuram, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.) *Tracing An Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications, pp. 268-391.

- Olsson, Erik, and Russell King. "Introduction: diasporic return." *Diaspora: A Journal of Transnational Studies* 17.3 (2014): 255-261.
- Portes, Alejandro. (1998). Globalization from Below: The Rise of Transnational Communities. *ESRC Transnational Communities Programme. Working Paper No 1*.
- Rushdie, Salman. *Imaginary Homelands*. London: Granta Books, 1991.



University of Mumbai

Postgraduate Diploma in Diaspora and Transnational Studies

Semester II

Course: Theory

Course Title: Understanding Diaspora and Transnationalism through Cinema

Paper: III

(With effect from the academic year 2023-2024)

01	Syllabus as per Choice Based Credit System	
I	Name of the Program	Postgraduate Diploma in Diaspora and Transnational Studies
Ii	Course Code	
Iii	Course Title	Understanding Diaspora and Transnationalism through Cinema
Iv	Course Contents	Enclosed a copy of the syllabus
V	References and Additional References	Enclosed in the Syllabus
Vi	Credit Structure (No. of Credits)	04
Vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
ix	No. Tutorials per week	01
x	Total Marks	100
02	Scheme of Examination	Formative and Summative Assessment (40+20+20+10+10)
03	Special notes, if any	No
04	Eligibility, if any	Graduate of any stream or Equivalent
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Semester II– Paper III**Title: Understanding Diaspora and Transnationalism through Cinema****Unit I Themes and Issues****10 Lectures**

- Black /South Asian Cinema in Britain;
Diasporic Indian cinema in the USA;
South Asian Cinema in Canada
- Issues of Race, Gender and Identity:
Impact on Diasporic Cinema of Gender issues;
Issues of patriarchy and violence against women in diaspora;
Racism in Diasporic context and resistance to it;
Hybridity and hyphenation of identity
- Cultural Hybridity, Multiculturalism, Re-Writings, Re-Possessions:
Impact on Diasporic Indian Cinema of hybridity and multiculturalism; re-writings of the Nation; re-possession of the canon; insider-outsider views; cinematic images and metaphors

UNIT II**10 Lectures**Deepa Mehta (Dir.), *Heaven on Earth*

Or

Sarah Gavron (Dir.), *Brick Lane***UNIT III****10 Lectures**Biyi Bandele (Dir.), *Half of a Yellow Sun*

Or

Mira Nair (Dir.) *The Namesake***UNIT IV****10 Lectures**Gurinder Chadha (Dir.), *Bend it Like Beckham*

Or

Stephen Frears (Dir.), *My Beautiful Laundrette***Evaluation Pattern:**

Semester End Examination	40%
Short Responses (2)	20%
Long Term Paper (1)	20%
Student Seminar (1)	10%
Attendance & Participation	10%

Semester End examination will consist of

- | | |
|---|----|
| 1. Essay type question (1 out of 2) | 12 |
| 2. Short notes/short answer questions. (4 out of 6) | 28 |

Short responses will be based on the readings, multimedia content, and lectures covered up to the date of the assignment. This will be an opportunity for you to react to the content, express your opinion based on the material being analyzed, and research additional sources to support your statements. The reaction should be no longer, than two single-spaced pages and must include a bibliography

The students will work on a topic for the **Long Term Paper** in consultation with the faculty. The paper will have a minimum of 2000 words and maximum 3000 words. The students will follow the latest MLA convention of research writing.

The students will give a 15-minute **Seminar** on the topic chosen for the long term paper.

The **attendance and participation** grade will be based on the level of active participation in the classroom session.

Please note that we observe a zero-tolerance policy against **plagiarism**. Any written work that appears to contain plagiarized passages will not be graded.

Recommended Reading

- Alexander, Karen, "Black British Cinema in the 90s: Going Going Gone", *British Cinema of the 90s*, Ed. Robert Murphy, British Film Institute, pp. 109-14, 2000.
- Berghahn, Daniela, and Claudia Sternberg. "Locating migrant and diasporic cinema in contemporary Europe." *European Cinema in Motion*. Palgrave Macmillan, London, 2010. 12-49.
- Bhattacharya, Gargi and John Gabriel, "Gurdinder Chadha and the Apna Generation", *Third Text* 27, (Summer 1994), pp. 55-63
- Creed. Barbara, "From Here to Modernity: Feminism and Postmodernism", *Screen* 28.2, pp. 47-67, 1987
- Desai, Jigna, *The Cultural Politics of South Asian Diasporic Film: Beyond Bollywood*, Routledge, New York and London, 2004
- Feng, Peter X, "Fire: Reaction in India", *Zeitgeist Films*, <http://www.zeitgeistfilm.com/current/fire/fireindianreaction.html>, 11 November 2000
- Foster, Gwendolyn Audrey, *Women Film makers of the African and South Asian Diaspora: Decolonising the Gaze*, Carbondale and Edwardsville, Southern Illinois UP, 1997

- Jain, Jasbir, Films, *Literature and Culture: Deepa Mehta's Elements Trilogy*, Rawat Publishers, Jaipur, 2007
- Naficy, Hamid. *An accented cinema: Exilic and diasporic filmmaking*. Princeton University Press, 2001.
- Roy, Anjali Gera, *Bhangra Moves: From Ludhiana to London and Beyond*, Ashgate, Surrey, 2010



University of Mumbai

Postgraduate Diploma in Diaspora and Transnational Studies

Semester II

Course: Practical

Course Title: Project

Paper: IV

(With effect from the academic year 2023-2024)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	Postgraduate Diploma in Diaspora and Transnational Studies
ii	Course Code	
iii	Course Title	Project
iv	Course Contents	Enclosed a copy of the syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	04
vii	No. of Learning Hours	60
viii	No. Tutorials per week	01
ix	Total Marks	100
02	Scheme of Examination	Internal Evaluation (75+25)
03	Special notes, if any	No
04	Eligibility, if any	Graduate of any stream or Equivalent Certificate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Semester II– Paper IV Title: Project

Introduction:

As a part of their diploma, students are expected to write a project. This module provides students with the opportunity to apply and practice the knowledge gained in the course of the diploma as well as participate in existing diasporic and transnational networks.

To facilitate such an engagement, students have the following options at their disposal:

- Choice of focusing on particular diasporic or transnational groups
- Could involve ethnographic analysis, case studies, and the study of literature, cinema, and music pertaining to specific groups.
- Interdepartmental interactions relevant to the course

Ideas for Project:

The following is a list of only suggested topics. Similar topics keeping in mind the learning and local context may be given to the students.

- Changing narratives of diasporic identity
- The otherness of the home and host country
- Digital Diasporas and virtual imagined communities
- Common aporias of identity and culture in lived experiences
- Cross-border Content: Creation and Consumption
- The hierarchies and politics of gender and sexuality
- Narratives of community mental health
- Old and new subalternities and marginalization within communities
- Discourse and intervention of anti-racism communities/groups in universities and educational institutions
- Performance Narratives and Theatre
- Narratives of nationhood, nationalism, and nostalgia
- Mainstream cinema (for e.g.: Bollywood) and the constructions of ‘homeland’ in communities
- Solidarity circles, ghettos, and communities
- Food culture and the rhetoric of home and nostalgia

Students could take up a case study/ an ethnographic study on a particular Diaspora group from India, the study of Literature, Cultural practices, social media etc.

Prepare and submit a report on the same to the college/study centre at the end of the semester.

Guidelines for reporting and presenting project

The report may be submitted in Print (type-written) format/PDF format. Format of the Report:

- The full content of the report must be bound together so that the pages cannot be removed or replaced.
- The cover of the report must contain, title, name of the candidate, the award and the year of submission.
- Page numbers must be mentioned at the bottom of each page and Margin should be 1.5" on the left and 1" on the 3 sides.
- Use separate index sheets for all chapters should start from a new page.
- Report must contain all the necessary documents such as. Certificate of the guide, student declaration certificate, acknowledgements, table of contents, bibliography, appendix (if any) etc.
- Students should use simple and good English while writing the report. Avoid grammatical errors.
- No aspects of the structure of the report should be omitted.

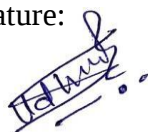
Guidelines for the instruction and assessment

- Students may be allotted project mentors to guide them through the process.
- Students may be allotted a co-guide in case of availability and necessity.
- Students may be encouraged to take up a project in pair or group (depending on the context)
- Students may be trained to present final project to improve their presentation skills,
- A well-planned rubric and additional guidelines may be prepared keeping in view the core content, quality of the project and presentation of work.
- The project report will be assessed by two examiners (Guide +1).
- These two examiners will also assess the student's presentation. The students will be awarded average marks given by the 02 examiners.

Evaluation Pattern: Internal Assessment (100 Marks):

Sr. No.	Particulars	Marks
1	Project Report (5000- 7500 words)	75
2	Presentation	25

Signature:



(Dr. Sudhir Nikam)
Chairman, Board of Studies

Signature:

Faculty of Dean

(Appendix ‘B’)

**New ordinances 6811 & 6812 relating to the
Post Graduate Diploma in Diaspora and Transnational Studies.**

1.	Necessity for starting the course:	A. The late 20th century witnessed the rise in the global consciousness around diaspora that resulted from the forced resettlement, expulsion, coercion, slavery, racism, or war. An academic field was established to study dispersed ethnic populations, which are often termed diaspora peoples. Moreover, the cultural and trade-led Globalization after World War II resulted in transnational migrations. It became important to understand the social, cultural, economic, and political dimensions of the movement and transnational settlement of peoples. B. It is necessary to foster an engaged community of academics, students and practitioners to undertake to answer questions such as • As transnational, do the diaspora people and migrants experience the process of migrating across borders in any unique way? • How do migrants maintain connections with communities in their country of origin? • In what way do migrants build new solidarities in receiving countries? • Do migrant stories contribute to redefining or shaping art, literature, and culture? • What do migrants’ stories have to teach us? Given the nature of diaspora and transnationalism, it is imperative that we explore issues associated with it through an interdisciplinary programme, especially drawing on social science and humanities approaches to the study of the movement and transnational settlement of people.
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2.	Whether the UGC has recommended the course:	GC has given guidelines for introduction of career oriented courses (https://www.ugc.ac.in/oldpdf/xiplanpdf/revisedcareerorientedcourses.pdf). Universities are allowed to run the diploma / certificate courses and with due approval of its governing councils/ statutory council wherever required (Ref: https://www.ugc.ac.in/faq.aspx). However, u/s 5(16) under Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017), Universities are empowered to start to prescribe the courses of instruction and studies in choice based credit system for the various examinations leading to specific degrees, diplomas or certificates in a stand-alone format or joint format with other State or national or global universities.
3.	Whether all the courses have commenced from the academic year 2019-2020 (2022-23):	The above course recommended by the BoS in English, and further approved by the statutory bodies is to be introduced from the Academic Year 2023-2024.
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	The course is purely self-financed. The department/affiliated colleges interested in its affiliation need to comply with the norms laid down as above.
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	The duration of the course is maximum 12 month (two semesters) with total 60 contact hours consisting of maximum 4 Credits on completion of total 60 hours per course.
6.	The intake capacity of each course and no. of admissions given in the current academic year:	The intake capacity is set to maximum 40 students per batch.
7.	Opportunities of Employability / Employment available after undertaking these courses:	1. Universities and colleges. 2. Non-profit organizations. 3. Consulting firms.

		4. Humanities research & development services. 5. Boards of education. 6. Public relations firms. 7. Public policy research institutes. 8. International aid agencies and philanthropic organizations.
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Signature:



(DrSudhirNikam)
Chairman, Board of Studies