

University of Mumbai



AAMS_UGS /ICC/2022-23/148

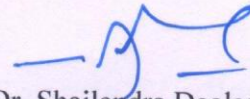
CIRCULAR:-

Sub :- Postgraduate Diploma in India Canada 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 (vii) 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. 5.7 (N) have been accepted by the Academic Council at its meeting held on **11th July, 2022**, vide item No. 5.7 (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 **6817 & 6818** Regulations **9593 to 9596** and the syllabus of **Postgraduate Diploma in Indian Canada - 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/5.7(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 India Canada Studies
Semester – I & II
(Choice Based Credit System)

(Introduced from the academic year 2023-24)

University of Mumbai



<u>O:6817</u>	Title of Course	Postgraduate Diploma in India Canada Studies
<u>O:6818</u>	Eligibility	Graduates in Arts / Science / Commerce or equivalent examination
<u>R:9593</u>	Duration of Course	One Year
<u>R: 9594</u>	Intake Capacity	40 Students per batch
<u>R: 9595</u>	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
<u>R: 9596</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



University of Mumbai

Post Graduate Diploma in India Canada Studies (With effect from the academic year 2023-2024)

Board of Studies in English

Dr. Sudhir Nikam (Chairperson)

Dr. Rajesh Karankal (Member)

Dr. Santosh Rathod (Member)

Dr. Bhagyashree Varma (Member)

Dr. Deepa Mishra (Member)

Dr. B. N. Gaikwad (Member)

Dr. Dattaguru Joshi (Member)

Dr. Satyawan Hanegave (Member)

Dr. Deepa Murdeshwar-Katre (Member)

Syllabus Sub-Committee

Dr. Sachin Labade (Convener) Associate Professor, Department of English, University of Mumbai, Mumbai.

Dr. Om Prakash Joneja (Member) UGC Emeritus Professor, Department of English Maharaja Sayajirao University of Baroda, Baroda.

Prof. Dr. Hariharan (Member) Professor, Centre for Canadian Studies, University of Kerala, Thiruvananthapuram

Dr. Preeti Shirodkar (Member) Associate Professor, Kohinoor Business School, Mumbai

Dr. Rajesh Bharvad (Member) Assistant Professor, Department of English Maharaja Sayajirao University of Baroda, Baroda.

Dr. Manpreet Singh (Member) Author & Former ICSC Senior Research Fellow, Mumbai

Anmol Dutta (Member) Ph.D. Research Fellow and Co-chair, Anti-Racism Committee Western University, Ontario, Canada

Preamble

Introduction:

Canada has had a sustained Indian presence since the twentieth century. Over the years, both India and Canada have seen a steady and progressive development in the interaction between their people at various levels such as education, culture, cinema, and trade. This binational engagement, that is strengthened by a consistent increase in the movement between the nations, demands an academic exploration. The diploma is thus designed to introduce students to a variety of aspects related to the history, culture and literature of Canadian society from the specific perspective of the Indian-Canadian community. This programme, primarily, seeks to introduce students to Canada through an overview of its indigenous, colonial, and contemporary histories. Secondly, it engages with the construction of diasporic communities and the Indian presence in Canada. Thereafter, students explore lived experiences as well as literary and popular expressions of the people of Indian origin in Canada. Finally, the diploma ends with an opportunity for the students to apply and practise their learnings in Indian-Canadian networks and institutions through a project and/or internship.

Objectives of the course:

- To introduce students to a variety of aspects related to the history, culture and literature of Canadian society
- To understand Canada through an overview of its indigenous, colonial, and contemporary histories.
- To explore the rich social, cultural, and political heritage and contribution of the Indian community in Canada.
- To engage with the construction of diasporic communities and the Indian presence in Canada.
- To develop research skills, critical analysis, academic writing and presentation skills.
- To offer opportunities for academic engagement and internships

Learning outcomes: Learners will be able to

- Explain a variety of aspects related to the history, culture and literature of Canadian society
- Show a multi-faceted understanding of Canada from a historical and a contemporary perspective through their writing and presentations.
- Elaborate on the social, cultural, and political heritage and contribution of the Indian community in Canada
- Critically comment on the connections between India and Canada's past and contemporary societies, and about the construction and negotiation of ethnic identities.
- Demonstrate research skills, critical analysis, and academic writing and presentation skills.
- Engage critically with a specific issue in India Canada Studies through project/internship



University of Mumbai
Postgraduate Diploma in India Canada Studies

Semester I

Course: Theory

Course Title: Introduction to Canada

Paper: I

(With effect from the academic year 2023-24)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	Postgraduate Diploma in India Canada Studies
ii	Course Code	
iii	Course Title	An Introduction to Canada
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+25+15)
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: An Introduction to Canada****Unit 1- A History of Canada****10 Lectures**

- Pre-contact aboriginal history, European contact and early exploration,
- The settlement of New France, British Rule, the influence of the American Revolution,
- The union of Canada,
- The Klondike gold rush,
- World War I, the Great Depression, World War II,
- Post War Developments,

Unit 2- Geography and Topography**10 Lectures**

- The geographical topography
- Cultural topography
- Demographic attributes
- Patterns of community settlements

Unit 3- Cultural Environment**10 Lectures**

- Indigenous Canada
- Anglophone and Francophone Cultures
- Emergent cultures
- Multiculturalism and Linguistic Diversity

Unit 4- Canadian Identity**10 Lectures**

- Indigenous expressions
- Colonial writings and documentation
- Contemporary Canada: hybrid cultures and lived experiences

Evaluation Pattern:

Semester End Examination	40%
Short Responses (2)	20%
Long Term Paper (1)	25%
Student Seminar (1)	15%

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.

75% attendance shall be mandatory to write the examination.

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

- Angus, Ian. *A Border Within: National Identity, Cultural Plurality, and Wilderness*, 1997.
- Aziz, Nurjehan (Ed.). *Floating Borders: New Contexts of Canadian Criticism*. Toronto, TSAR, 1999.
- Bannerji, Himani. *The Dark Side of the Nation: Essays on Multiculturalism, Nationalism and Gender*. Toronto: Canadian Scholars Press, 2000.
- Berry, J. W., and J. A. Laponce, eds. *Ethnicity and Culture in Canada: The Research Landscape*, 1994.
- Brown, Graham L., and Douglas Fairbairn. *Pioneer Settlement in Canada, 1763–1895*, 1981.
- Cairns, Allan C. *Citizens Plus: Aboriginal Peoples and the Canadian State*, 2000.
- Clark, S. D. T. *The Developing Canadian Community*, 1968.
- Corsianos, Marilyn, and Kelly Amanda Train. *Interrogating Social Justice: Politics, Culture and Identity*, 1999.
- Driedger, L., ed. *Ethnic Canada: Identities and Inequalities*, 1987.
- Fleras, Augie, and Jean Leonard Elliott. *Unequal Relations: An Introduction to Race, Ethnic, and Aboriginal Dynamics in Canada*, 1999.
- Fowke, Edith. *Canadian Folklore*, 1988.
- Francis, Daniel. *National Dreams: Myth, Memory, and Canadian History*. Vancouver: Arsenal Pulp Press, 1997.
- Friesen, Gerald. *Citizens and Nation: An Essay on History, Communication, and Canada*. Toronto: University of Toronto Press, 2000.
- Fry, A. J., and C. Forceville, eds. *Canadian Mosaic: Essays on Multiculturalism*, 1988.
- Granatstein, J. L. *Who Killed Canadian History?* Toronto: HarperCollins, 1998.
- Ignatieff, Michael. *The Rights Revolution*. Toronto: House of Anansi Press, 2000.

- Juneja, Om P and Chandra Mohan (Eds). *Ambivalence: Studies in Canadian Literature*. New Delhi, Allied Publishers, 1990.
- Keohane, Kieran. *Symptoms of Canada: An Essay on the Canadian Identity*, 1997.
- Kymlicka, Will. *Finding Our Way: Rethinking Ethnocultural Relations in Canada*. Don Mills: Oxford University Press, 1998.
- Mandel, Eli & David Taras (Eds) *A passion for Identity: An Introduction to Canadian Studies*. Toronto: Nelson Canada, 1988.
- Mannion, John J. *Irish Imprints on the Landscape of Eastern Canada in the Nineteenth Century*, 1971.
- Mark Kasoff and Patrick James, eds., *Canadian Studies in the New Millennium*. Toronto: University of Toronto Press, 2nd edition, 2013.
- Morgan, Henry J., and Lawrence J. Burpee. *Canadian Life in Town and Country*, 1905.
- Morton, Desmond. *Canada and War: A Military and Political History*, 1981.
- Naiman, Joanne. *How Societies Work: Class, Power and Change in a Canadian Context*, 2nd. ed., 2000.
- Novak, Mark. *Aging and Society: A Canadian Perspective*, 1997.
- Palmer, Bryan D. *The Character of Class Struggle: Essays in Canadian Working-Class History, 1850–1985*, 1986.
- Porter, John. *The Vertical Mosaic: An Analysis of Social Class and Power in Canada*, 1965.
- Russell, Loris. *Everyday Life in Colonial Canada*, 1973.
- Trudeau, Pierre E. *Fatal Tilt: Speaking Out about Sovereignty*, 1991.
- Wade, Mason. *Regionalism in the Canadian Community, 1867–1967*, 1969.



University of Mumbai
Postgraduate Diploma in India Canada Studies
Semester I

Course: Theory

Course Title: Tracing Indian Routes and Roots in Canada

Paper: II

(With effect from the academic year 2023-24)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	Postgraduate Diploma in India Canada Studies
ii	Course Code	
iii	Course Title	Tracing Indian Routes and Roots in Canada
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+25+15)
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: Tracing Indian Routes and Roots in Canada****Unit 1- Introduction to diaspora studies****10****Lectures**

- Creations of diaspora: International movement, immigration policies, the Komagata Maru incident
- Constructions of diasporic identities: Nostalgia, homing desires and their outcomes.
- Evolving diasporas: Globalisation, mobility, citizenship, and changing identities

Unit 2- Diasporic communities**10****Lectures**

- Prominent diasporic groups in Canada: Punjabi, Hindu, Sikh, Muslim, Parsi, Sindhi etc
- First generation Indians in Canada
- Minorities, model minorities
- Minority spaces and ghettoisation
- Multiculturalism and assimilation

Unit 3- Micro-experiences**10****Lectures**

- Dynamic family structures, culinary behaviors and language use
- Women's immigration and gendered experiences
- Performance of religion
- Intra-group dynamics

Unit 4- Macro-experiences**10****Lectures**

- Social and systemic racism
- Religion and Culture as political tools: Radical ethnic identities, participation in home country and host country politics
- Discursive and spatial access: canons, museums, and academic spaces of the host country

Evaluation Pattern:

Semester End Examination 40%

Short Responses (2) 20%

Long Term Paper (1) 25%

Student Seminar (1) 15%

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.

75% attendance shall be mandatory to write the examination.

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:

- Gayithri, K, Hariharan B., et al. (Eds.) *Nation-Building, Education and Culture in India and Canada: Advances in Indo-Canadian Humanities and Social Sciences Research*. Springer, 2019.
- Ghuman, P. A. S. "Canadian or Indo-Canadian: a study of South Asian adolescents." *International Journal of Adolescence and Youth* 4.3-4 (1994): 229-243.
- Gupta, Taniya, and Antonia Navarro-Tejero, eds. *India in Canada: Canada in India*. Cambridge Scholars Publishing, 2014.
- Hariharan B. and P.P. Ajayakumar. (Eds) *Convergence and Configurations of Disciplines: Canada and India*. Ed. New Delhi: Creative Books, 2014.
- Hegde, Radha Sarma, and Ajaya Kumar Sahoo, eds. *Routledge handbook of the Indian diaspora*. London/New York: Routledge, 2018
- Iyer, Pico. *Imagining Canada: An Outsider's Hope for a Global Future* [the inaugural Hart House Lecture, 2001]. Toronto: The Hart House Lectures, 2001.
- Johnston, Hugh JM. *Jewels of the qila: The remarkable story of an Indo-Canadian family*. UBC Press, 2011.
- Juneja, Om P, and Sudhi Rajiv. *Understanding Diversity: Canada and India*. New Delhi: Creative Books, 2010.
- Nanavati, Arti (Ed.). *India-Canada Emigration: Issues and Gendered Policy Implications*. Vadodara, M. S. University Press, 2005.
- Ralston, Helen. *The Lived Experience of South Asian Immigrant Women in Atlantic Canada: The Interconnections of Race, Class, and Gender*, 1996.

- Sharma, Kavita A. *The Ongoing Journey: Indian Migration to Canada*. New Delhi: Creative Books, 1997.
- Singh, Manpreet J. *The Sikh next door: an identity in transition*. Bloomsbury Publishing, 2021.
- Dhamoon, Rita, et al., eds. *Unmooring the Komagata Maru: Charting Colonial Trajectories*. UBC Press, 2019.



University of Mumbai
Postgraduate Diploma in India Canada Studies
Semester II

Course: Theory

Course Title: Indian Experiences and Expressions in Canada

Paper: III

With effect from the academic year 2023-24)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	Postgraduate Diploma in India Canada Studies
ii	Course Code	
iii	Course Title	Indian Experiences and Expressions in Canada
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+25+15)
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: Indian Experiences and Expressions in Canada****Unit 1- Interdisciplinary Readings****10****Lectures**

- Interviews, journals, documents and reports
- Academic writings on Indian-Canadian lived experiences and identity constructions
- Policy reports, seminal speeches

Unit 2- Literary Expressions**10****Lectures**

- Canadian literature
 - Literature by Indian writers in Canada
- (The discussion may be initiated with reference to the following books/articles)
- “Introduction” from *The Cambridge companion to Canadian literature* (Ed) Eva-Marie Kröller
 - “Introduction” from *Canadian literature in English*. Vol by William J Keith
 - "Introduction to South Asian Canadian Literature: A Centennial Journey", by Mariam Pirbhai
 - "Enacting the Asian Canadian" by Christopher Lee

Unit 3- Popular Culture**10****Lectures**

- Linguistic code-mixing
- Indian-Canadian Cinema
- Music and dance; popular genres

Unit 4- Contemporary research and new insights**10****Lectures**

- Social media use and virtual community spaces
- Digital diasporas
- Evolving ideas of citizenship, belonging, and home

Evaluation Pattern:

Semester End Examination 40%

Short Responses (2) 20%

Long Term Paper (1) 25%

Student Seminar (1) 15%

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.

75% attendance shall be mandatory to write the examination.

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

- Atwood, Margaret. *Survival: A thematic guide to Canadian literature*. House of Anansi, 1972.
- Keith, William John. *Canadian literature in English*. Vol. 1. The Porcupine's Quill, 2006.
- Kröller, Eva-Marie, ed. *The Cambridge companion to Canadian literature*. Cambridge University Press, 2017.
- Lee, Christopher. "Enacting the Asian Canadian." *Canadian Literature* 199 (2008): 28-44.
- Parikh, Jitesh P. and Dhawan, Vimal. *India in Canadian Literature*. New Delhi, Creative Books, 1999.
- Pirbhai, Mariam. "Introduction to South Asian Canadian Literature: A Centennial Journey." *Studies in Canadian Literature/Études en littérature canadienne* 40.1 (2015): 5-26.
- Shirodkar, Preeti. *Reconciling Reminiscences: Tracing MG Vassanji's Journey from 'Routes' to 'Roots'*. Mumbai: Shroff Publishers, 2017.
- Sugunasiri, Suwanda HJ. "The Literature of Canadians of South Asian Origins: An Overview." *Canadian Ethnic Studies= Etudes Ethniques au Canada* 17.1 (1985): 1.
- Vevaina, Coomi S. and Barbara Godard (Eds). *Intersexions: Issues of Race and Gender in Canadian Women's Writing*. New Delhi, Creative Books, 1996.
- Wattenbarger, Melanie R. "Competing Borders: Exploring Public Policy and Literature in the Construction of Indo-Canadian Diasporic Identity." *New Perspectives in Diasporic Experience*. Brill, 2014. 93-102.



University of Mumbai
Postgraduate Diploma in India Canada Studies
Semester II

Course: Practical

Course Title: Project/Internship

Paper: IV

(With effect from the academic year 2023-24)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	Postgraduate Diploma in India Canada Studies
ii	Course Code	
iii	Course Title	Project/Internship
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	(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/ Internship

Introduction:

As a part of their diploma, students are expected to write a project and/or undertake an internship at an Indian-Canadian institution. 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 Indian-Canadian networks.

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

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

Ideas for Project:

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

- Changing narratives of Canadian Sikh identity
- The otherness of the 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 South Asian Theatre in Canada
- Narratives of nationhood, nationalism, and nostalgia
- Mainstream Hindi cinema and the constructions of ‘homeland’ in communities

- Solidarity circles, ghettos, and community in Canada
- South Asian Food culture in Canada 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 the Study Centre:

Since the project/internship is an integral part of this diploma course, the study centre must identify potential organizations/institutes etc. and either enter into an MoU with them or establish rapport with them so that the students are taken as interns.

Guidelines for reporting and presenting project

The report may be submitted in Print (type-written) format/PDF format or in Non-Print (Blog/Vlog/ /Web-page) format

Format of the Print 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, internship completion Certificate by the institute/ organization (if an intern), student declaration certificate, acknowledgements, table of contents, bibliography, appendix (if any) etc.
- Students should use academic 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	Report (Up to 5000 words- 20 pages including images, graphs, appendix etc.)	75
2	Presentation (with the use of ICT tools)	25

Signature:



(Dr. Sudhir Nikam)
Chairman, Board of Studies

Signature:

Faculty of Dean

Appendix 'B')

New ordinances 6817 & 6818 relating to the Post Graduate Diploma in India Canada Studies.

1.	Necessity for starting the course:	Canada has had a sustained Indian presence since the twentieth century. Over the years, both India and Canada have seen a steady and progressive development in the interaction between their people at various levels such as education, culture, cinema, and trade. This bi-national engagement that is strengthened by a consistent increase in the movement between the nations demands an academic exploration. The diploma is thus designed to introduce students to a variety of aspects related to the history, culture and literature of Canadian society from the specific perspective of the Indian-Canadian community. This programme, primarily, seeks to introduce students to Canada through an overview of its indigenous, colonial, and contemporary histories. Secondly, it engages with the construction of diaspora communities and the Indian presence in Canada. Thereafter, students explore lived experiences as well as literary and popular expressions of the people of Indian origin in Canada. Finally, the diploma ends with an opportunity for the students to apply and practise their learnings in Indian-Canadian networks and institutions through a project and/or internship.
2.	Whether the UGC has recommended the course:	UGC 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:	<ul style="list-style-type: none"> • To pursue higher studies in Canadian Universities • To Strengthen profile for PR in Canada • To work as Research Associate/Project head at a bi-national (India-Canada) organization • Non-profit organizations with base in India and Canada. • Consulting firms based in India and Canada • Humanities research & development services based in

		<p>India and Canada</p> <ul style="list-style-type: none"> • International aid agencies and philanthropic organizations
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Signature:



(DrSudhirNikam)
Chairman, Board of Studies