

# University of Mumbai



AAMS\_UGS /ICC/2022-23/151

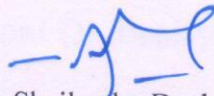
**CIRCULAR:-**

**Sub :- Postgraduate Diploma in Critical Diversity Studies.**

**Ref :- RB/MU-2022/CR-255/Edn-5/1290, dated 01<sup>st</sup> 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 30<sup>th</sup> April, 2022 vide item No. 3 (xi) and subsequently passed in the faculty of Humanities and then by the Board of Deans at its online meeting held on 5<sup>th</sup> July, 2022 vide item No. 5.11 (N) have been accepted by the Academic Council at its meeting held on 11<sup>th</sup> July, 2022, vide item No. 5.11 (N) and subsequently approved by the Management Council at its meeting held on 28<sup>th</sup> 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 6823 & 6824 Regulations 9605 to 9608 and the syllabus of Postgraduate Diploma in Critical Diversity 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](http://www.mu.ac.in)).

MUMBAI - 400 032  
07<sup>th</sup> 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/5.11(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 Critical Diversity Studies**

**Semester – I & II**

**(Choice Based Credit System)**

**(Introduced from the academic year 2023-24)**

# University of Mumbai



<b><u>O:6823</u></b>	<b>Title of Course</b>	Postgraduate Diploma in Critical Diversity Studies
<b><u>O:6824</u></b>	<b>Eligibility</b>	Graduates in Arts / Science / Commerce or equivalent examination
<b><u>R: 9605</u></b>	<b>Duration of Course</b>	One Year
<b><u>R: 9606</u></b>	<b>Intake Capacity</b>	40 Students per batch
<b><u>R:9607</u></b>	<b>Scheme of Examination</b>	Theory Examination + Internal Evaluation (60+40)
<b><u>R: 9608</u></b>	<b>Standards of Passing</b>	The candidate must obtain 40 % of the total marks in external and internal examination to pass the course
<b>No. of years/Semesters:</b>		One Year-Two Semesters
<b>Level:</b>		P.G. / <del>U.G.</del> / Diploma / <del>Certificate</del>
<b>Pattern:</b>		<del>Yearly</del> / Semester
<b>Status:</b>		New / <del>Revised</del>
<b>To be implemented from Academic Year :</b>		From Academic Year <b>2023-2024</b>

Date: 30/04/2022

Signature:

(Dr. Sudhir Nikam)  
Chairman, Board of Studies

Signature:

Faculty of Dean





# University of Mumbai

## Postgraduate Diploma in Critical Diversity 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. Sangita Vijay Kongre (Convener):** Department of English, Maharshi Dayanand College of Arts, Science & Commerce Parel, Mumbai

**Dr. Sayan Dey (Member):** Postdoctoral Fellow, Wits Centre for Diversity Studies, Witwatersrand University, Johannesburg, University Corner, Braamfontein, 2000, South Africa,

**Deepti Mujumdar (Member):** Department of English, Chikitsak Samuha's Patkar-Varde College (Autonomous), Goregaon (West), Mumbai

**Surendra Athawale (Member):** Dept. of English, Vikas College of Arts, Science & Commerce, Vikhroli East, Mumbai

**Sanjay Kalekar (Member):** Department of English, A.E.Kalsekar Degree College, Thane

**Dr. Satyajit Kosambi (Member):** Department of English PTVA's Sathaye College, Vile Parle, East, Mumbai

## **Preamble**

### **Introduction:**

Critical Diversity studies is an approach to the study of culture, literature and society which responds to and builds upon critical analyses of traditional and contemporary disciplines and epistemologies as well as upon developments specific to gender, ethnic, and sexuality studies that have emerged. To understand critical diversity and individuals' and groups' interactions with it, we need to understand some of the basic theories of Critical Diversity Studies. The course reviews several of the key theories, looking for commonalities and connections to experiences we have had with issues of race, sexual orientation, gender, etc. The course provides students an opportunity to explore those tensions through the range of dimensions in which diversity is manifested through the society, in general. Learners will get exposure to organizational and professional access and equity in the contexts of culture, ethnicity, race, sexual orientation, ability, and gender—viewing these contexts through connections among divisions of labor, class structures, power relationships, group marginalization, cultural images, residential patterns, health, family life, employment, education, and values. In addition to the challenges related to diversity, learners will comprehend various aspects of diversity as potential assets in creating rich and productive professional environments. They will also learn to apply the knowledge they gain from these explorations to the framing, analysis, and generation of solutions to contemporary issues. Critical Diversity studies does not view cultures and other artefacts as fixed, bounded, stable and discrete entities, but as sets of practices and processes that regularly interact and change. Critical Diversity Studies is avowedly and often profoundly interdisciplinary. The course is not just a theoretical understanding of the structure of a literary text or an author but in what way a literary text as a cultural artefact is advertised and internalized and how texts engage themselves with everyday life. Critical Diversity Studies is diverse and creative, accepting texts in all types and forms.

### **Objectives of the course:**

- To create bridges between theories and praxes, and develop capabilities of locating theories in habitual life experiences and nurture habitual life experiences into theories.
- To understand the diverse knowledge systems and academic disciplines in a critical, dehierarchal, depolarized and multidisciplinary manner.
- To generate research scholarships by respecting each other's diverse positionalities and weave economies of caring and sharing.
- To build collective and collaborative resistance against cancel cultures.

### **Course Learning outcomes:**

CO 1: Learners will be able to apply their theoretical and methodological knowledges in their personal and professional life through building tolerant and inclusive environments to live and work.

CO 2: Learners will successfully sensitize themselves, their families, friends, relatives and the societies against every form of visible and invisible forms of violence that fractures the societies.

CO 3: Learners will be gaining personal and professional directions about how to build their career and profession across multiple disciplines.

CO 4: Learners will be able to gain practical experiences and build entrepreneurship.



**University of Mumbai**  
**Postgraduate Diploma in Critical Diversity Studies**  
**Semester I**  
**Course: Theory**  
**Course Title: Introduction to Critical Diversity Studies**  
**Paper: I**  
**(With effect from the academic year 2023-2024)**

<b>01</b>	<b>Syllabus as per Choice Based Credit System</b>	
i	Name of the Program	<b>Postgraduate Diploma in Critical Diversity Studies</b>
ii	Course Code	
iii	Course Title	<b>Introduction to Critical Diversity Studies</b>
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
<b>02</b>	<b>Scheme of Examination</b>	Theory Examination + Internal Evaluation (60+40)
<b>03</b>	<b>Special notes, if any</b>	No
<b>04</b>	<b>Eligibility, if any</b>	Graduate of any stream or Equivalent
<b>05</b>	<b>Fee Structure</b>	As per University Structure
<b>06</b>	<b>Special Ordinances / Resolutions if any</b>	No

<p style="text-align: center;"><b>Semester I– Paper I</b> <b>Title: Introduction to Critical Diversity Studies</b></p>
--

**Unit I: *Introduction***

**10 lectures**

1. Steyn, Melissa. "Critical Diversity Literacy: Essentials for the 21<sup>st</sup> Century." Routledge International Handbook on Diversity. Edited by Steven Vertovec. Pp. 379-389. New York: Routledge.
2. Ramanujan, A.K. "Is there an Indian Way of Thinking? An Informal Essay." Contributions to Indian Sociology. 23.1: 41-58. 1989.

**Unit II: *Epistemologies of Ignorance, Racism, and Society***

**10 lectures**

1. Mills, Charles.W. The Racial Contract. New York: Cornell University Press, 1997, Chapter 1.
2. Steyn, Melissa. "Ignorance Contract: Recollections of Apartheid Childhoods and the Construction of Epistemologies of Ignorance." Identities: Global Studies in Culture and Power. 19.1: 8-25.

**Unit III: *Critical Diversity Studies in India***  
**lectures**

**10**

1. Viswanath, Rupa. "Silent minority: celebrated difference, caste difference, and the Hinduization of independent India." Routledge International Handbook on Diversity. Edited by Steven Vertovec. Pp. 140-150. New York: Routledge.
2. Dey, Sayan. "Pedagogy of the Stupid." Journal of Philosophy and Global Affairs. 1.1: 22-45. 2021. Link: [https://www.pdcnet.org/pgs/content/pgs\\_2021\\_0999\\_2\\_8\\_3](https://www.pdcnet.org/pgs/content/pgs_2021_0999_2_8_3).

**Unit IV: *Cross-disciplinary Applications***  
**lectures**

**10**

1. Thomas, Carol. "Disability and Diversity." Routledge International Handbook on Diversity. Edited by Steven Vertovec. Pp. 43-51. New York: Routledge.
2. Kabir, Ananya J. "Allegories of Alienation and Politics of Bargaining." South Asian Popular Culture 1.2: 141-159.



**Evaluation Pattern:****Internal Assessment (40 Marks):**

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (10 Minutes with or without PowerPoint)	10
3	Written Assignment	20

**Suggested Topics for Internal Assessment:**

1. The topics of internal assessments will be collaboratively decided by the teachers and the students.
2. The topics for presentation and assignments should be decided in such a manner so that the students can connect the varied theoretical arguments with their real life experiences.
3. The marking criteria will be shared with the students prior to the assessments.

**Semester End Examination (60 Marks):**

<b>Evaluation: Semester End Examination Pattern    60 Marks    Hours: 02</b>
--

The Semester End Examination for 60 marks will have four questions of 15 marks each (with internal choice):

Question 1	Objective (15/20)	15 Marks
Question 2	Short Notes (3/5)	15 Marks
Question 3	Short Answer (3/5)	15 Marks
Question 4	Application/Long answer (2/3)	15 Marks

**Recommended Readings**

1. Fanon, Frantz. The Wretched of the Earth. New York: Grove Press, 1961. Link: [chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fmonoskop.org%2Fimages%2F6%2F6b%2FFanon\\_Frantz\\_The\\_Wretched\\_of\\_the\\_Earth\\_1963.pdf&clen=13184505&chunk=true](chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fmonoskop.org%2Fimages%2F6%2F6b%2FFanon_Frantz_The_Wretched_of_the_Earth_1963.pdf&clen=13184505&chunk=true).

2. Mahanta, Banibrata. Disability Studies: An Introduction. Jaipur: Yking Books, 2017.
3. Nirmal, Arti and Dey, Sayan (eds). History and Myth: Postcolonial Dimensions. Spain and US: Vernon Press, 2021. Link: [https://www.academia.edu/60490697/History\\_and\\_Myth\\_Postcolonial\\_Dimensions](https://www.academia.edu/60490697/History_and_Myth_Postcolonial_Dimensions).
4. Rozena Maart (ed.) "Decoloniality and Decolonial Education: South Africa and the World. Alternations Journal. Special Issue. Link: [https://www.academia.edu/48948523/Special\\_Issue\\_Alternations\\_Journal\\_Decoloniality\\_and\\_Decolonial\\_Education\\_South\\_Africa\\_and\\_the\\_World](https://www.academia.edu/48948523/Special_Issue_Alternations_Journal_Decoloniality_and_Decolonial_Education_South_Africa_and_the_World).
5. Chattopadhyay, Shankhadeep. "Spatializing the Musicking of an Expressive Urban Imagination: A Trans-Cultural Evaluation of the Early Modern Rock Music of Bengal." Rupkatha Journal of Interdisciplinary Studies. 13.2: 1-14. Link: <https://rupkatha.com/v13n251/>.
6. Baglieri, Susan and Arthur Shapiro. Disability Studies and the Inclusive Classroom: Critical Practices for Embracing Diversity in Education. Routledge, 2017.
7. Gorski, Paul and Seema G. Pothini. Case Studies on Diversity and Social Justice Education. Routledge, 2018.
8. Hedges, Paul. Understanding Religion: Theories and Methods for Studying Religiously Diverse Societies. California UP, 2021.
9. Hirji, Zulfikar. Diversity and Pluralism in Islam: Historical and Contemporary Discourses Amongst Muslims. Institute for Ismaili Studies, 2010.
10. Khine, Myint Swe. editor. Knowing, Knowledge and Beliefs: Epistemological Studies across Diverse Cultures. Springer Netherlands, 2007.
11. Malewski, Erik and Nathalia Jaramillo. editors. Epistemologies of Ignorance in Education. Information Age Publishing, 2011.
12. Sullivan, Shannon and Nancy Tuana. editors. Race and Epistemologies of Ignorance. New York UP, 2012.
13. Verma, Gajendra K. et al. editors. International Perspectives on Educational Diversity and Inclusion: Studies from America, Europe and India. Routledge, 2007.



**University of Mumbai**  
**Postgraduate Diploma in Critical Diversity Studies**  
**Semester I**

**Course: Theory**

**Course Title: Critical Diversity Studies in Literature - Part I (Poetry and Short Stories)**

**Paper: II**

**(With effect from the academic year 2023-2024)**

<b>01</b>	<b>Syllabus as per Choice Based Credit System</b>	
i	Name of the Program	<b>Postgraduate Diploma in Critical Diversity Studies</b>
ii	Course Code	
iii	Course Title	<b>Critical Diversity Studies in Literature - Part I (Poetry and Short Stories)</b>
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
<b>02</b>	<b>Scheme of Examination</b>	Theory Examination + Internal Evaluation (60+40)
<b>03</b>	<b>Special notes, if any</b>	No
<b>04</b>	<b>Eligibility, if any</b>	Graduate of any stream or Equivalent Certificate
<b>05</b>	<b>Fee Structure</b>	As per University Structure
<b>06</b>	<b>Special Ordinances / Resolutions if any</b>	No

<b>Semester I– Paper II</b> <b>Title:- Critical Diversity Studies in Literature - (Poetry and Short Stories)</b>
---

**Unit I- Poetry: American** **10**  
**Lectures**

1. Maya Angelou, “And Still I Rise”
2. Audre Lorde, “Power”

**Unit II: Poetry: Indian** **10**  
**Lectures**

1. Amrita Pritam, “I Say to Waris Shah Today”
2. Namdeo Dhasal, “Hunger”
3. Dutee Chand, “What is Queer?”

**Unit III: Short Stories** **10**  
**Lectures**

1. Zora Neale Hurston – Sweat.
2. Hoshang Merchant - The Slaves

**Unit IV: Short Stories** **10 Lecture**

1. Ishmat Chughtai – The Quilt
2. Baburao Bagul - When I Hid My Caste

**Evaluation Pattern:**

**Internal Assessment (40 Marks):**

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (10 Minutes with or without PowerPoint)	10
3	Written Assignment	20

### **Suggested Topics for Internal Assessment:**

#### **Topics for internal assessment:-**

1. The topics of internal assessments will be collaboratively decided by the teachers and the students.
2. The topics for presentation and assignments should be decided in such a manner so that the students can connect the varied theoretical arguments with their real life experiences.
3. The marking criteria will be shared with the students prior to the assessments.

#### **Semester End Examination (60 Marks):**

<b>Evaluation: Semester End Examination Pattern</b>	<b>60 Marks</b>	<b>Hours: 02</b>
---	-----------------	------------------

The Semester End Examination for 60 marks will have four questions of 15 marks each (with internal choice):

Question 1	Objective (15/20)	15 Marks
Question 2	Short Notes (3/5)	15 Marks
Question 3	Short Answer (3/5)	15 Marks
Question 4	Application/Long answer (2/3)	15 Marks

#### **Recommended Readings:**

1. Christina Crosby and Janet R. Jakobsen. 2020. Disability, Debility, and Caring Queerly. *Social Text* 145, 38(4), 77-104.
2. Gyanendra Pandey. 1999. Can a Muslim be an Indian? *Comparative Studies in Society and History*, 41(4), 608-629.
3. Shmuel N. Eisenstadt. 2017. *Multiple Modernities*. New York: Routledge.
4. Justice Dr. Chandrachud, Dhananjay Yashwant. "Conceptualising Marginalization: Agency, Assertion, and Personhood". <https://maktoobmedia.com/2021/12/07/conceptualising-marginalisation-agency-assertion-and-personhood-justice-chandrachuds-ambedkar-memorial-lecture>.
5. Bhargava, Rajeev. "Political Responses to Religious Diversity in Ancient and Modern India". *Studies in Indian Politics*, Vol. 1, Issue 1, 2013, pp. 21-41. <https://journals.sagepub.com/doi/abs/10.1177/2321023013482786>.
6. Khora, Sthabir. "Misconstruction of the Anti-atrocities Act's Misuse". *Economic & Political Weekly*, Vol. 53, Issue No. 15, April, 2018. <https://www.epw.in/journal/2018/15/commentary/misconstruction-anti-atrocities-acts-misuse.html>.
7. Roy, Srirupa. "Instituting diversity: Official nationalism in post-independence India". *Journal of South Asian Studies*, Vol.22, Issue 1, 1999, pp. 79-99. <https://www.tandfonline.com/doi/abs/10.1080/00856409908723361?journalCode=csas20>





**University of Mumbai**  
**Postgraduate Diploma in Critical Diversity Studies**  
**Semester II**

**Course: Theory**

**Course Title: Research Methodology in Critical Diversity Studies**

**Paper: III**

**(With effect from the academic year 2023-2024)**

<b>01</b>	<b>Syllabus as per Choice Based Credit System</b>	
i	Name of the Program	<b>Postgraduate Diploma in Critical Diversity Studies</b>
ii	Course Code	
iii	Course Title	<b>Research Methodology in Critical Diversity Studies</b>
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
<b>02</b>	<b>Scheme of Examination</b>	Theory Examination + Internal Evaluation (60+40)
<b>03</b>	<b>Special notes, if any</b>	No
<b>04</b>	<b>Eligibility, if any</b>	Graduate of any stream or Equivalent Certificate
<b>05</b>	<b>Fee Structure</b>	As per University Structure
<b>06</b>	<b>Special Ordinances / Resolutions if any</b>	No

<p style="text-align: center;"><b>Semester II– Paper III</b> <b>Title:- Research Methodology in Critical Diversity Studies</b></p>
--

**Unit I: Introduction  
Lectures**

**10**

1. Linda Tuhiwai Smith. "Research Through Imperial Eyes." Decolonizing Methodologies: Research and Indigenous Peoples. New York: Bloomsbury. 1999.
2. Paul Moya. "Who we are and from where we speak." Transmodernity 1.2: 79-94. 2011.

**Unit II : Qualitative and Quantitative Research methodology  
Lectures**

**10**

1. Celine-Marie Pascale. "Epistemology and the Politics of Knowledge." The Sociological Review. 154-165. 2011.
2. Gaile S. Cannella and Yvonna S. Lincoln. "Deploying Qualitative Methods for Critical Social Purposes." Counterpoints. 433: 17-26. 2016.

**Unit III: Politics and Hierarchies of Citation  
Lectures**

**10**

1. Mariolga Reyes Cruz. "What if I Just Cite Graciela? Working Towards Decolonizing Knowledge Through Critical Ethnography." Qualitative Inquiry 14.4: 651-658. 2008.
2. Katie Fitzpatrick. "Ethics, Power, Representation and Socially Just Research. Counterpoints 432: 53-72. 2013.

**Unit IV: Application of Critical Research Methodology in the Context of India  
Lectures**

**10**

1. Partha Sarathi Nandi. 'United by a "Foreign" Language: The Evolution of English in Multilingual India.' English Studies in India. Edited by Banibrata Mahanta and Ram Babu Sharma. Pp. 143-154. 2019. Singapore: Springer.
2. Reva Joshee. "A framework of understanding diversity in Indian Education." Race, Ethnicity and Education 6.3: 283-297. 2010 (needs to be downloaded).

**Evaluation Pattern:****Internal Assessment (40 Marks):**

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (10 Minutes with or without PowerPoint)	10
3	Written Assignment	20

**Suggested Topics for Internal Assessment:****Topics for internal assessment:-**

1. The topics of internal assessments will be collaboratively decided by the teachers and the students.
2. The topics for presentation and assignments should be decided in such a manner so that the students can connect the varied theoretical arguments with their real life experiences.
3. The marking criteria will be shared prior to the assessments.

**Semester End Examination (60 Marks):**

<b>Evaluation: Semester End Examination Pattern    60 Marks    Hours: 02</b>
--

The Semester End Examination for 60 marks will have four questions of 15 marks each (with internal choice):

Question 1	Objective (15/20)	15 Marks
Question 2	Short Notes (3/5)	15 Marks
Question 3	Short Answer (3/5)	15 Marks
Question 4	Application/Long answer (2/3)	15 Marks

**Recommended Reading**

1. Nurdan Oncel Taskiran. *Handbook of Research on Multidisciplinary Approaches to Literacy in the Digital Age*. IGI Global. 2019.
2. Cheris Brewer Current and Emily Tillotson. "Hipster racism and sexism in charity date auctions: individualism, privilege blindness and irony in the academy." *Gender and Education* 30.4: 467-476. 2018.
3. Kamla Bhasin. *Understanding Gender*. Women Unlimited. 2004.
4. Ashis Kothari, Arturo Escobar, Ariel Salleh, Federico Demaria, and Alberto Acosta. *Pluriverse: A Post-development Dictionary*. Tulika Books and Authors Upfront. 2018.

5. Lorna Robberts. "Becoming a Black Researcher: Reflections on Racialized Identity and Knowledge Production." *International Review of Qualitative Research*. 6.3: 337-359. 2013.
6. Miranda Fricker and Catherine Jenkins. "Epistemic Injustice, Injustice, and Trans Experiences." *Routledge Companion to Feminist Philosophy*. Edited by Garry, Ghader, and Stone. 2017.
7. Eksath, Martin. Learning Diversity in India: Do Priorities in Primary Education Enable Capabilities, Enhance Equal Opportunities and Encourage Cultural Diversity? Faculty of Social Sciences, Department of Sociology, Division for Education, Lund University, 2011.  
<https://lup.lub.lu.se/luur/download?func=downloadFile&recordId=1976357&fileId=1976359>
8. Sabharwal, Nidhi S. and Malish, C. M. [Student Diversity and Civic Learning in Higher Education in India](#). Centre for Policy Research in Higher Education (CPRHE), National Institute of Educational Planning and Administration, 2016.  
[http://cprhe.niepa.ac.in/sites/default/files/Report-Files/CPRHE%20Research%20Paper%203\\_Student%20Diversity%20and%20Civic%20Learning\\_NSS\\_CM.pdf](http://cprhe.niepa.ac.in/sites/default/files/Report-Files/CPRHE%20Research%20Paper%203_Student%20Diversity%20and%20Civic%20Learning_NSS_CM.pdf).
9. Borooah, Vani. K. and Sabharwal, Nidhi S. [English as a Medium of Instruction in Indian Education: Inequality of Access to Educational Opportunities](#). Centre for Policy Research in Higher Education (CPRHE), National Institute of Educational Planning and Administration, 2017. [http://cprhe.niepa.ac.in/sites/default/files/Report-Files/CPRHE%20Research%20Paper%207\\_English%20as%20MoI%20in%20Indian%20Edu\\_VKB%20and%20NSS.pdf](http://cprhe.niepa.ac.in/sites/default/files/Report-Files/CPRHE%20Research%20Paper%207_English%20as%20MoI%20in%20Indian%20Edu_VKB%20and%20NSS.pdf).
10. Sabharwal, Nidhi S. and Malish, C. M. [Student Diversity and Social Inclusion: An Empirical Analysis of Higher Education Institutions in India](#). Centre for Policy Research in Higher Education (CPRHE), National Institute of Educational Planning and Administration, 2018. [http://cprhe.niepa.ac.in/sites/default/files/Report-Files/CPRHE-Research%20Paper-10\\_Student%20Diversity%20and%20Social%20Inclusion\\_NSS%20and%20CM.pdf](http://cprhe.niepa.ac.in/sites/default/files/Report-Files/CPRHE-Research%20Paper-10_Student%20Diversity%20and%20Social%20Inclusion_NSS%20and%20CM.pdf).
11. Varghese, N. V., Sabharwal, Nidhi S. and Malish, C. M. Equity and Inclusion in Higher Education in India. Centre for Policy Research in Higher Education (CPRHE), National Institute of Educational Planning and Administration, 2019.  
[http://cprhe.niepa.ac.in/sites/default/files/Report-Files/CPRHE-Research%20Paper-12\\_Equity%20and%20Inclusion%20in%20Higher%20Education.pdf](http://cprhe.niepa.ac.in/sites/default/files/Report-Files/CPRHE-Research%20Paper-12_Equity%20and%20Inclusion%20in%20Higher%20Education.pdf).
12. Wankhede, Harish S. "How Meritorious and Inclusive Are Our Institutions of Higher Education?". The Wire, 19/12/2020. <https://thewire.in/education/iit-iim-reservation-appointment-merit-inclusivity>
13. J. Dr. Dhananjay Y. Chandrachud. "The Merit of Reservation". pp 18-39.  
[https://main.sci.gov.in/supremecourt/2021/19820/19820\\_2021\\_34\\_1501\\_32837\\_Judgment\\_20-Jan-2022.pdf](https://main.sci.gov.in/supremecourt/2021/19820/19820_2021_34_1501_32837_Judgment_20-Jan-2022.pdf)



**University of Mumbai**  
**Postgraduate Diploma in Critical Diversity Studies**  
**Semester II**  
**Course: Practical**  
**Course Title:- Critical Diversity Studies : Project**  
**Paper: IV**  
**(With effect from the academic year 2023-2024)**

<b>01</b>	<b>Syllabus as per Choice Based Credit System</b>	
i	Name of the Program	<b>Postgraduate Diploma in Critical Diversity Studies</b>
ii	Course Code	
iii	Course Title	<b>Critical Diversity Studies : Project</b>
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
<b>02</b>	<b>Scheme of Examination</b>	Internal Evaluation (75+25)
<b>03</b>	<b>Special notes, if any</b>	No
<b>04</b>	<b>Eligibility, if any</b>	Graduate of any stream or Equivalent Certificate
<b>05</b>	<b>Fee Structure</b>	As per University Structure
<b>06</b>	<b>Special Ordinances / Resolutions if any</b>	No



<p style="text-align: center;"><b>Semester II– Paper IV (Project)</b> <b>Title:- Critical Diversity Studies : Project</b></p>
---

**Project:**

The following are only a few suggested texts / films

Similar topics keeping the learning and local context may be given to the students. In consultation with their respective guide

1. Amitava Ghosh - *The Nutmeg's Curse*
2. Hansda Sovwendra Shekhar- *The mysterious ailments of Rupy Baskey*
3. Purl ( <https://youtu.be/B6uuIHpFkuo> ) - A film that looks at diversity and inclusion at workplace
4. Different ( <https://youtu.be/yu24PZlIbkoY> ) - An award winning short film by Tahneek Rahman (Area: Disability / Differences)
5. Barriers ( [https://youtu.be/er2z33\\_YhxM](https://youtu.be/er2z33_YhxM) ) - An award winning short film by Tahneek Rahman (Area: Racism)
6. Juice ( <https://youtu.be/R-Sk7fQGIjE> ) - A short film by Neeraj Ghaywan (Area - Gender)
7. Tauffiq ( <https://youtu.be/LuPlSD9n6Js> ) - First prize winning short film at All India Short Film Competition conducted by National Commission for Protection of Child Rights, Government of India

The students may be encouraged to use strategies such as interview, online/offline survey, field visits, collection of documents etc.

**Guidelines for reporting and presenting project**

The report may be submitted in Print (typewritten) format or in Non-Print (Blog/Vlog /Web-page/documentary) 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, name of the Diploma course, Semester, Name of the Guide/Co-guide 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 remaining 3 sides.
- Use separate index sheets for all chapters. Each chapter should begin on a new page.
- Report must contain all the necessary documents such as certificate of the guide, training completion Certificate by the institute/ organization, student declaration certificate, acknowledgements, table of contents, bibliography, appendix (if any) etc.
- Learners 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 by the study center keeping in view the core content, quality of the project and presentation of work.

#### **Evaluation Pattern:**

#### **Internal Assessment (100 Marks):**

<b>Sr. No.</b>	<b>Particulars</b>	<b>Marks</b>
1	Project Field Work (minimum 25 hours)  Report (Up to 5000 words) / Up to 30 pages including images, graphs, appendix etc.)	75
2	Presentation (with the use of ICT tools)	25

#### **Recommended Reading:-**

1. Akash Poyam. Faith in Numbers: The history behind Adivasi demands for a “Tribal Religion” category in the next census. Caravan Magazine. April 1, 2020.
2. V. Bufacchi. 2012. Justice, Equality, Liberty (Introduction). Social Injustice.
3. Shridevi Rao and Maya Kalyanpur (editors). 2010. South Asia and Disability Studies: Redefining Boundaries and Extending Horizons. Peter Lang.
4. Laura McMohan. 2019. *Animal Worlds: Film, Philosophy and Time*. Edinburgh: Edinburgh University Press.
5. Marcus Darren Welsh (Dissertation). 2012. *Queer Sexualities and Space in Contemporary Latin American Film*. University of California, Santa Barbara.

Signature:



**(Dr. Sudhir Nikam)**  
**Chairman, Board of Studies**

Signature:

**Faculty of Dean**

**(Appendix ‘B’)**

**New ordinances 6823 & 6824 relating to the  
Post Graduate Diploma in Critical Diversity Studies.**

1.	Necessity for starting the course:	<p>With the emergence of ‘glocalised’ world and the cross-cultural interactions, there is a growing need of understanding the critical diversity. Critical Diversity Studies Course is interdisciplinary in nature. It addresses the process of knowledge production in de-hierarchical manner without following any biases. The course is in alignment of the necessary demand of the NEP 2020. Critical Diversity Studies will enable learners to develop understanding of the world, ultimately leading to their scope for job opportunities worldwide. The course is particularly designed to cater the new world’s demand of knowing the world through its diverse dimensions. The course offers numerous opportunities in almost all fields. The course opens up a plethora of avenues available in this ever-growing and changing industry in particular and the world in general. The Post Graduate Diploma in Critical Diversity Studies would thus create a viable opportunity for honing the following skills</p> <ul style="list-style-type: none"><li>i. The course would bring powerful transformations in our daily social relationships at our homes and workplaces through building reciprocity, caring and sharing.</li><li>ii. This course would incorporate interdisciplinary and transdisciplinary understandings of diverse academic disciplines within the facilitators and learners.</li><li>iii. This course would generate more spaces for self-economic sustainability through creating entrepreneurial possibilities (as outlined in the outcome section)</li><li>iv. This course would create new research spaces in Critical Diversity Literacy and generate future possibilities for</li></ul>
----	------------------------------------	---

		<p>building postgraduate research courses in critical diversity studies.</p> <p>v.It would enhance necessary soft skills to develop effective rapport at all levels.</p> <p>vi.It would instil confidence to face challenges that might emerge in the profession from time to time.</p>
2.	Whether the UGC has recommended the course:	<p>UGC has given guidelines for introduction of career oriented courses (<a href="https://www.ugc.ac.in/oldpdf/xiplanpdf/revisedcareerorientedcourses.pdf">https://www.ugc.ac.in/oldpdf/xiplanpdf/revisedcareerorientedcourses.pdf</a>). Universities are allowed to run the diploma / certificate courses and with due approval of its governing councils/ statutory council wherever required (Ref: <a href="https://www.ugc.ac.in/faq.aspx">https://www.ugc.ac.in/faq.aspx</a>). 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.</p>
3.	Whether all the courses have commenced from the academic year 2019-2020 (2022-23):	<p>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.</p>
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	<p>The course is purely self-financed. The department/affiliated colleges interested in its affiliation need to comply with the norms laid down as above.</p>
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	<p>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.</p>
6.	The intake capacity of each	<p>The intake capacity is set to maximum 40 students per</p>

	course and no. of admissions given in the current academic year:	batch.
7.	Opportunities of Employability / Employment available after undertaking these courses:	<p>i.To get employed in schools, colleges and universities as lecturers in varied fields of humanities and social sciences.</p> <p>ii.To get employed in alternate professional posts like research associate, researcher, research fellow and postdoctoral fellow across the world in the varied fields of humanities and social sciences.</p> <p>iii.To get employed as life coaches, counsellors and project managers.</p> <p>iv.To generate entrepreneurial possibilities like developing knowledge training centres and personality development training centers.</p> <p>v.To get employed in schools, colleges and universities as lecturers in varied fields of humanities and social sciences.</p> <p>vi.To get employed in alternate professional posts like research associate, researcher, research fellow and postdoctoral fellow across the world in the varied fields of humanities and social sciences.</p>

**Signature:**

**(DrSudhirNikam)**  
**Chairman, Board of Studies**