

University of Mumbai



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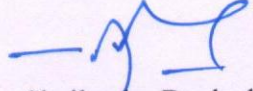
CIRCULAR:-

Sub :- Postgraduate Diploma in Disability 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 (v) 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. 5.5 (N) have been accepted by the Academic Council at its meeting held on **11th July, 2022**, vide item No. 5.5 (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 **6813 & 6814** Regulations **9585 to 9588** and the syllabus of **Postgraduate Diploma in Disability 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/5.5(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 Disability Studies

Semester – I & II

(Choice Based Credit System)

(Introduced from the academic year 2023-24)

University of Mumbai



<u>O:6813</u>	Title of Course	Postgraduate Diploma in Disability Studies
<u>O:6814</u>	Eligibility	Graduates in Arts / Science / Commerce or equivalent examination
<u>R:9585</u>	Duration of Course	One Year
<u>R: 9586</u>	Intake Capacity	40 Students per batch
<u>R:9587</u>	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
<u>R: 9588</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

Postgraduate Diploma in Disability 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 Mrs Michelle Philip (Convenor): Associate Professor, Dept of English, Wilson College

Mahesh Deshmukh (Member): Assistant Professor, Department of English, Sonopant Dandekar College

Dr Mayurakshi Mitra (Member): Assistant Professor, Department of English, Maharashtra College.

Dr Shubhada Deshpande (Member): Associate Professor, Vikas College of Arts, Science and Commerce

Dr Yogesh Anvekar (Member): Head, Department of English, G.N. Khalsa College

Dr Harini C. (Member): Assistant Professor, Department of Psychology, SIES College of Commerce and Economics

Preamble

Introduction:

The current consciousness of what constitutes disability makes Disability Studies is the need of the hour to sensitize learners to the conditions that lead to marginalization and discrimination of the differently abled. Learners of varied disciplines are introduced to the discourse of disabilities. An understanding of disability not only as a medical condition but as an outcome of interlapping physical, cultural and political interactions is explained to learners. The various tools to understand the concept of disability draws on the frameworks of disciplines making it a multidisciplinary field. The course acquaints learners with the rights of Persons with Disabilities and provides for the role and scope of greater inclusion in all works of life. Incorporating the psycho-social, cultural and political perspectives, learners are encouraged to consider terms of subjectivity, theories of disability, challenges of growing with disabilities, care-giving, gender, and culture as also an engagement with transformation and orientation towards equity.

Objectives of the course:

1. To explore the concept of disabilities, its definition, the consequences of impairment and sensitize people to the idea of disability as diversity
2. To generate awareness of medical, legal and administrative frameworks surrounding disabilities
3. To explore the cultural perspectives of disabilities
4. To raise awareness that 'normal' is only temporary- able-bodied-ness

Course Outcomes:

CO 1: Learners will successfully sensitize themselves, their families, friends, relatives and the societies against every form of visible and invisible forms of violence.

CO 2: Learners will possess the skills to empower PwD.

CO 3: Learners will be able understand the need to provide inclusive environments to live and work.

CO 4: Learners will be gaining insights into the idea of mutual growth.



University of Mumbai
Postgraduate Diploma in Critical Diversity Studies
Semester I
Course: Theory

Course Title: Disability Studies, An Introduction: The Notion of Temporarily Abled-Bodies
Paper: I

(With effect from the academic year 2023-2024)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	Diploma in Disability Studies
ii	Course Code	
iii	Course Title	Disability Studies, An Introduction: The Notion of Temporarily Abled-Bodies
iv	Course Contents	Enclosed the copy of 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	00
x	Total Marks	100
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	Graduate of any faculty
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Semester I – Paper 1

Title – Disability Studies, An Introduction: The Notion of Temporarily Abled-Bodies

Unit I: Historical and Socio-cultural Aspects of Disability **10 lectures**

- a. Historicizing Disability and Disability Studies
- b. Portrayal of Disabilities in Myth
- c. Emergence of Disability Studies

Unit II: Theories of Disability **10 lectures**

- a. Crip Theory
- b. Critical Disability Theory
- c. Feminist Perspectives and Disability Theory

Unit III: Models of Disability **10 lectures**

- a. Medical Model of Disability
- b. Social Model of Disability
- c. Psychological Model of Disability

Unit IV: Disability and Community **10 lectures**

- a. Family and Institutional Care
- b. Role of NGO and other agencies
- c. Study of Programmes for mutual support

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):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
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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



University of Mumbai
Diploma in Disability Studies
Semester I
Course: Theory
Course Title: Disability, Identity and Society
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 Disability Studies
ii	Course Code	
iii	Course Title	Disability, Identity and Society
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	Theory Examination + Internal Evaluation (60+40)
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 2

Title – Disability, Identity and Society

Unit I: Disability in Culture and Society

10 lectures

- a. Stigma Theory and the Concept of Otherness
- b. Social Normativity, Body Image and Internalization of Negative Social Perspectives
- c. Inclusion/Exclusion: An Analysis of Historical and Cultural Meanings: Reading Jean-Francois Ravaut and Henri-Jacques Stiker

Unit II: Disabled Women: Exclusionist Agenda in the Indian Feminist Context

10 lectures

- a. The Indian Context and the Disability Movement
- b. Reasons for Exclusion
- c. Expectations from Feminism

Unit III: Disability and Gender

10 lectures

- a. Body politics and construction of Identity
- b. Deconstructing stereotypes
- c. Compulsory Able-Bodiedness and Queer/Disabled Existence- Robert McRuer (The disability studies reader (2nd ed.) Editor- Davis, Lennard, J. pp. 301-308)

Unit IV: Disability and Intersectionality

10 lectures

- a. Caste and its impediments to an inclusive model
- b. Religion-created prejudices towards disability
- c. Class and disability

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):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
--

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:- (For Semester-I):

- a) Routledge Handbook of Disability (2012). Studies Editors, Nick Watson, Alan Roulstone and Carol Thomas, Routledge, London and New York
- b) The Disability Studies Reader (2006) (2nd ed.) Edited by Lennard J. Davis, Routledge, London and New York
- c) Dan Goodley (2011) Disability Studies: An interdisciplinary Introduction Sage Publications
- d) Disability Studies in India Global Discourses, Local Realities Editor Renu Addlakha
- e) *The Disability Studies Reader*. Taylor & Francis, 2006.
- f) Mehrotra, Nilika. "Disability Rights Movements in India: Politics and Practice." *Economic and Political Weekly*, vol. 46, no. 6, 2011, pp. 65–72.
- g) Tremain, Shelley Lynn, editor. *Foucault and the Government of Disability*. 1st edition, University of Michigan Press, 2005.

- h) Understanding Disabled Families: replacing tales of burden with ties of interdependency Janice McLaughlin



University of Mumbai
Diploma in Disability Studies
Semester II
Course: Theory
Course Title: Disability Studies: Legal Perspectives
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 Disability Studies
ii	Course Code	
iii	Course Title	Disability Studies: Legal Perspectives
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	Theory Examination + Internal Evaluation (60+40)
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 III

Title – Disability Studies: Legal Perspectives

Unit I: UN Convention on Rights of Persons with Disabilities (CRPD) 10 lectures

- a. Preamble and Guiding Principles of the Convention (Articles 1- 18)
- b. Implementation and Monitoring
- c. Incheon Strategy

Unit II: National Policies and Laws governing Persons with Disabilities (PwDs)

10 lectures

- a. PwDs Act 1995 and Proclamation of Equality Rights & Full Participation of People with Disabilities in the Asian & Pacific Region
- b. The Rights of Persons with Disabilities Act, 2016
- c. National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999
- d. Rehabilitation Council of India Act, 1992

Unit III: Policies for children with disabilities

10 lectures

- a. International human rights discourse- Children
- b. Right to Education, 2009 vis-à-vis Children with disabilities and the need for inclusive models in education
- c. National Education Policy, 2020 vis-à-vis Children with disabilities

Unit IV: Movements of Self Organisation

10 lectures

- a. Barriers to self Organisation
- b. Growing social movements of disabled people
- c. Self Organisation by disabled persons

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):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
--

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



University of Mumbai
Post Graduate Diploma in Disability Studies
Semester II
Course: Project
Course Title: Disability Studies-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 Disability Studies
ii	Course Code	
iii	Course Title	Disability Studies: Legal Perspectives
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

Unit I: Narratives of Disability**10 lectures**

- a. **Play:** Children of a lesser God (play by Mark Meboff, 1979)

OR

- b. **Inspirational biographies/ autobiographies**

Nancy Mairs (Multiple Sclerosis-Physically Impaired): 'On Being a Cripple' (Essay) - <https://docs.google.com/viewer?a=v&pid=sites&srcid=am95Y2VoYXZzdGFkLmNvbXxjbGFzc2VzfGd4OjRlNjM2YTl5ZjIyNDRiM2M>

Tasha Chemel (Visually Impaired): 'In Search of the Ordinary' (essay) - <http://blindnessandarts.com/papers/TashaChemel2.htm>

OR

- c. **Life Narratives**

Temple Grandin (Autistic): *Thinking in Pictures: My Life with Autism* (2006)

Unit II: Portrayal of Disability in Media and Communication**10 lectures**

Stereotypes Portrayal of Disability in Advertisements, Film and other mainstream media (Recommended for study: Margarita with a Straw, 2014 director Shonali Bose. Teachers to select three relevant contemporary advertisements or other main stream media.)

- a. Constructing Normativity
b. Accessibility of Media and Communication to PwDs

Unit III: Communication and Technology**10 lectures**

Blogs: Carly Findlay, Have Wheelchair will Travel, The Wheelchair Mommy, Living with Bob, Svayam (<http://carlyfindlay.blogspot.com/>, <https://havewheelchairwilltravel.net/>, <http://www.wheelchairmommy.com/>, <https://bobisdysautonomia.blogspot.com/>, <https://svayam.wordpress.com/>)

{All these can be read in the light of role of social media as an enablist platform}.

- c. Communication models for awareness raising (media campaigns etc)
d. Social Media as an enablest platform (blogs, podcast)

Unit IV: From Disability to Differently Abled: Case Studies**10 lectures**

- a. Rising Flame's Nidhi Goyal On Women With Disability, The RPWD Act, COVID-19 & More

- b. Journey into Dyslexia (Profile of dyslexic professionals, thriving students and compassionate educators)
<http://www.hbo.com/documentaries/journey-into-dyslexia/synopsis.html#/documentaries/journey-into-dyslexia/index.html>
- c. Loving Lampposts (A film about children and adults “living autistic”).
http://www.imdb.com/title/tt1533081/?ref_=fn_al_tt_1
- d. My Way to Olympia (A film about the Paralympics, by Niko von Glasow, the world’s best-known disabled filmmaker).
<http://www.pbs.org/pov/olympia/trailer.php#.VLRGTnuHp-0>
- e. No Bigger Than a Minute (Little person describes his life & societal attitudes)
<http://www.nobiggerthanaminute.com/>

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):

Sr. No.	Particulars	Marks
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 Readings:-

“I hope he dies before me” unravelling the debates about ageing and people with intellectual disability – Christine Bigby

Anita Ghai Disabled Women: An Excluded Agenda of Indian Feminism

Barker, Clare, editor. The Cambridge Companion to Literature and Disability Cambridge University Press, 2017.

Barker, Dr Clare. Postcolonial Fiction and Disability: Exceptional Children, Metaphor and Materiality. 2011 edition, Palgrave Macmillan, 2012.

Cho, Sumi, et al. “Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis.” Signs, vol. 38, no. 4, 2013, pp. 785–810. JSTOR, doi:10.1086/669608.

Davis, Lennard J. Enforcing Normalcy: Disability, Deafness, and the Body. First Edition, Verso, 1995.

Race/ethnicity and disability studies: Towards an explicitly intersectional approach (PP 376-389) Deborah Stienstra, Routledge

Sati, Someshwar, Prasad, G.J.V., Bhattacharjee, Riwick. Reclaiming the disabled subject, ol.1.

Thomson Garland: Extraordinary Bodies: Figuring Physical Disability in American Literature Culture (1997)

Wappett, M., and K. Arndt, editors. Foundations of Disability Studies. 2013 edition, Palgrave Macmillan, 2013.

Web Resources:

<https://feminisminindia.com/2020/08/07/rising-flame-nidhi-goyal-interview/>

Signature:



(Dr. Sudhir Nikam)
Chairman, Board of Studies

Signature:

Faculty of Dean

(Appendix 'B')

**New ordinances 6813 & 6814 relating to the
Post Graduate Diploma in Disability Studies.**

1.	Necessity for starting the course:	<p>1. The UN Convention on Rights of People with Disabilities and the Act of 2016 and its acceptance by countries across the work has brought about an increasing awareness of the need for an inclusive society; one of mutual exchange. Globally, there is an increased need for qualified candidates in a wide range of sectors from social work to mental health, education to governance and non-profit organizations. There are, therefore opportunities for long-term job security in this field. Flexible work timings for those who prefer not to work a 9-5 routine is among the benefits.</p> <p>The 2020 NEP 'envisages equitable and inclusive education for all.' Following this mandate the course on Disability Studies is committed to raising awareness with its focus on ideation for an equitable society. Those interested in bringing about social change and extending their services to the greater good of the wider community will benefit from this course. Policy-making and legislation for an inclusive discourse based on feedback from People with disabilities is the most urgent and pressing need of the hour.</p> <p>A post graduate Diploma in Disability would thus:</p> <ul style="list-style-type: none">i) Provide for models of inclusivenessii) Bring about competency in developing models of mutual supportiii) Enhance an understanding that normal is temporary.iv) It would bolster networking, negotiation and persuasive skills enabling development of effective
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		<p>management skills in developing models of inclusiveness</p> <p>v) Create opportunities to instil confidence to face gender/class and caste specific challenges that might emerge in profession in the area of employment for TAP and PwD.</p> <p>vi) Would raise awareness regarding hidden disabilities.</p>
2.	Whether the UGC has recommended the course:	<p>UGC has given guidelines for introduction of career oriented courses</p> <p>(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.</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?:	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"> i) Be employed in the broad areas of social work, community sector, and human rights ii) Explore avenues of employment in government as policy makers and planners iii) Seek employment in Human Resource and Recruitment. iv) Be employed in the healthcare and other care organizations. v) Seek employment in flexi-time jobs as care-givers.

Signature:

(DrSudhirNikam)
Chairman, Board of Studies

