

# Tab 1



The Kelkar Education Trust's

**Vinayak Ganesh Vaze College of Arts, Science & Commerce (Autonomous)**

Mithagar Road, Mulund East, Mumbai-400081, India

**College with Potential for Excellence**

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**Syllabus for B.Sc Second Year Programme**

**History**

Syllabus as per Choice Based Credit System (NEP-2020)

**(June 2025 Onwards)**

**Board of Studies in History**

**V. G. Vaze College of Arts, Science and Commerce (Autonomous)**

**Submitted by**

**Department of History**

**Vinayak Ganesh Vaze College of Arts, Science and Commerce  
(Autonomous)**

Mithagar Road, Mulund (East) Mumbai-400081. Maharashtra, India.

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❖ **Syllabus as per Choice Based Credit System (NEP 2020)**

**Syllabus Approved**

**Subject: Bsc**

	<b>No. Heading</b>	<b>Particulars</b>
<b>1</b>	Title of Programme	<b>Secondary Year B.Sc History:</b>  <b>Semester III and IV</b>
<b>2</b>	Eligibility for Admission	The Second Year B.Sc. examination of this university with History as a Major or Minor subject or any other university recognized as equivalent thereto.
<b>3</b>	Passing marks	Minimum D Grade or equivalent minimum marks for passing at the Graduation level.
<b>4</b>	Ordinances/Regulations (if any)	---
<b>5</b>	No. of Years/Semesters	One year/Two semester
<b>6</b>	Level	U.G. Part-I : Level- 2.1
<b>7</b>	Pattern	Semester
<b>8</b>	Status	Revised
<b>9</b>	To be implemented from  Academic year	2025-2026

**Date: .....**

**Signature: .....**

**BOS Chairperson: .....**

<b>SEMESTER - III</b>						
<b>Code</b>	<b>Course of Study - OE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	
	Course 1: History of Bollywood: Origin and Evolution of Bollywood	2	-	-	-	
<b>SEMESTER - IV</b>						
<b>Code</b>	<b>Course of Study - OE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	
	Course 1: History of Bollywood: Legacy and Influence	2	-	-	-	

### Programme Outcomes

Upon successful completion of the B.A. (History) course from Vaze College affiliated to Mumbai University, graduates can expect the following outcomes:

<b>PO1</b>	Exhibit a deep understanding of the core concepts and theories in their respective discipline (Economics/Psychology/Sociology/Political Science/History/English Literature, Marathi literature/Hindi Literature).
<b>PO2</b>	Demonstrate the ability to analyse complex issues, think critically, and solve problems in their respective fields ((Economics/Psychology/Sociology/Political Science/History/English Literature, Marathi literature/Hindi Literature).
<b>PO3</b>	Show competency in conducting research, gathering and analysing data, and presenting research findings using appropriate methodologies.
<b>PO4</b>	Recognize the ethical and social responsibilities associated with their fields of study and be able to apply ethical principles to real-world situations.
<b>PO5</b>	Effectively communicate their ideas and findings in both written and oral forms, demonstrating proficiency in academic and professional communication.

### Programme Specific Outcomes

<b>PSO1</b>	Describe, understand, and classify various source materials available for the study of the different periods of history; Indian and Foreign
<b>PSO2</b>	Comment on the social, political, educational, religious, cultural and economic developments of different dynasties that ruled India, critique Landmark events in world history and understand their causes and impact.

<b>PSO3</b>	Acquire sensitivity to the environment, discernment to cultural heritage And concern for the underprivileged.
<b>PSO4</b>	Analyse and demonstrate their knowledge about the significance of source materials, explain the methods of data collection and analysis, present research reports and apply the skills of research methodology, archaeology, heritage tourism, archival sciences, numismatics, and library management Towards employability.
<b>PSO5</b>	Critically evaluate the knowledge acquired, apply the information in assignments and presentations and express lessons learnt, at examinations and job interviews. Examine the lessons learnt from the past judiciously to establish a connect with current situations and commit to norms and ethical guidelines of regulatory bodies.

\*\*\*\*\* **Note:** Students are allowed to select one elective out of two electives given in curriculum

**Proposed Draft Syllabus for FYBA History Semester I & II**  
**(History Specialization)**  
**Choice Based Credit System (NEP 2020)**  
**(Implemented from the academic year, 2023-2024)**

**Semester – III**

**OE**

**Course Code: VHB232**

**Credits: 2**

**History of Bollywood: Origin and Evolution**

**Course Learning Objectives**

Upon completion of the course the student will be able

1.	To trace the origin of India Cinema, and to understand the various types of Cinema along with the contribution of Dadasaheb Phalke.
2.	To find reasons behind the rise of Studios.
3.	To identify key filmmakers and memorable films and their importance.

## Course Outcome

Upon completing the course, the student will be able

<b>CO1</b>	To acquire basic knowledge of the origin of India Cinema, various types of Cinema.
<b>CO2</b>	To describe rise of in Studio system in India and identify important of Film Studios
<b>CO3</b>	To disseminate knowledge about the Indian key filmmakers and memorable films and their importance, comprehend and express lessons learnt in the form of answers, apply the information acquired in assignments and presentations, examine critically what they have learnt, establish a connect with present situations and be in a position to evaluate the value of information acquired.

## COURSE CONTENT

Unit	Contents	No. of lectures
<b>Unit I</b>	<b>Birth of Indian Cinema</b>  a) Dadasaheb Phalke and Silent films b) Influence of Theatre & Mythological Narratives a) Talkies & early Sound Cinema	<b>15</b>
<b>Unit II</b>	<b>The Golden Age of Bollywood (1950s-1960s)</b>  a) Rise of Studio Systems a) Films during the independence movement, Social realism v/s Escapism b) Key Filmmakers & Memorable Films in the Golden Age	<b>15</b>
<b>Total No. of Lectures</b>		<b>30</b>

## Reference Books:

1. Rajadhyaksha, A., & Willemen, P., *Encyclopaedia of Indian cinema*. Oxford University Press, 1994.
2. Gokulsing, K. M., & Dissanayake, W., *Indian popular cinema: A narrative of cultural change* (2nd ed.). Trentham Books, 2004.
3. Jha, B., *100 years of Indian cinema: Crisis and resilience*. Om Publications, 2017.

4. Saran, R., *History of Indian cinema*. Rupa Publications India, 2015.
5. Dhananjayan, G., *Pride of Tamil cinema: 1931–2013*. Blue Ocean Publishers, 2004.
6. Venkateshwarlu, B., *Telugu cinema charitra*. Nextstep Publications, 1995.
7. Raheja, D., & Kothari, J., *The Bollywood saga: Indian cinema from the silent era to today*. Lustre Press, 2004.
8. Somaaya, B., *The story so far: On screen, off screen*. Indian Express Limited, 2003.
9. Gulzar, G., Nihalani, G., & Chatterjee, S. (Eds.), *Encyclopaedia of Hindi cinema*. Encyclopædia Britannica (India) Pvt. Ltd., 2003.

**Semester – IV**

**OE**

**Course Code: VHB282**

**Credits: 2**

**History of Bollywood: Legacy and Influence**

**Course Learning Objectives**

Upon completion of the course the student will be able

1.	To analyze the evolution of Bollywood cinema from the 1970s to the 1990s, focusing on the emergence of masala films and blockbuster culture.
2.	To examine the socio-political and economic influences, such as Western cinema and India's economic liberalization, on Bollywood storytelling, themes, and production styles.
3.	To explore the role of key films, genres, and star personas in shaping audience tastes and defining the cultural identity of Indian cinema.

**Course Outcome**

Upon completing the course, the student will be able

<b>CO1</b>	To demonstrate an understanding of the key cinematic trends and genres that shaped Bollywood from the 1970s to the 1990s.
<b>CO2</b>	To assess the impact of socio-economic changes—such as Western influence and liberalization—on film narratives, production, and audience reception
<b>CO3</b>	To Identify and evaluate the significance of iconic films and stars in establishing Bollywood's global appeal and cultural influence.

**COURSE CONTENT**



Unit	Contents	No. of lectures
Unit I	<b>The Rise of Masala Films (1970s-1980s)</b> <ul style="list-style-type: none"> <li>a) Influence of Western Cinema &amp; Action Oriented Storytelling</li> <li>b) Action movies, Mujra culture, Cabaret culture</li> <li>c) Superhits : Sholay, The Burning Train, Karz, Silsila, Jai Santoshi Maa and Janjir</li> </ul>	15
Unit II	<b>Rise of Bollywood Blockbuster (1990s)</b> <ul style="list-style-type: none"> <li>a) Economic Liberalization and its impact on Bollywood</li> <li>b) The Rise of Khans: Shah Rukh Khan, Salman Khan and Amir Khan</li> <li>c) Romantic Blockbusters: Dilwale Dulhania Le Jayenge, Maine Pyaar Kiya, Qayamat Se Qayamat Tak</li> </ul>	15
<b>Total No. of Lectures</b>		<b>30</b>

### Reference Books:

1. Rajadhyaksha, A., & Willemen, P., *Encyclopaedia of Indian cinema*. Oxford University Press, 1994.
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7. Raheja, D., & Kothari, J., *The Bollywood saga: Indian cinema from the silent era to today*. Lustre Press, 2004.
8. Somaaya, B., *The story so far: On screen, off screen*. Indian Express Limited, 2003.
9. Gulzar, G., Nihalani, G., & Chatterjee, S. (Eds.), *Encyclopaedia of Hindi cinema*. Encyclopædia Britannica (India) Pvt. Ltd., 2003.
10. Desai, K., *The longest kiss: The life and times of Devika Rani*. Westland Publications, 2021.



