

CENTRAL UNIVERSITY OF PUNJAB-BATHINDA



Syllabus

PG Diploma in Sapta-Sindhu Civilizational Studies

2026-28

DEPARTMENT OF HISTORY

School of Social Sciences

POST GRADUATE DIPLOMA IN SAPTA-SINDHU CIVILIZATIONAL STUDIES

PROGRAMME OVERVIEW

The Post Graduate Diploma in Sapta-Sindhu Civilizational Studies is an interdisciplinary programme designed to provide an in-depth understanding of the historical, cultural, linguistic, and archaeological aspects of the Sapta-Sindhu region. The term Sapta-Sindhu refers to the land of the seven rivers, which holds significant historical and religious importance in ancient Indian traditions, particularly in Vedic literature. This programme explores the historical evolution, socio-political dynamics, religious traditions, and material culture of the region from ancient to modern times.

The course incorporates a multidisciplinary approach, drawing insights from history, archaeology, linguistics, religious studies, and anthropology. It aims to equip students with analytical skills, research methodologies, and a nuanced understanding of the cultural and historical legacy of Sapta-Sindhu. The programme is ideal for scholars, researchers, educators, and professionals seeking expertise in Indic studies, regional history, and ancient civilizations.

This Post Graduate Diploma in Sapta-Sindhu Studies aims to bridge the past with the present, fostering a deeper understanding of the historical and cultural significance of the region. It prepares students for careers in academia, research, heritage management, and cultural policymaking.

OBJECTIVES OF THE PROGRAMME

1. **Understanding the Historical Significance:** Examine the historical evolution of the Sapta-Sindhu region, including its role in the development of early civilizations such as the Indus Valley Civilization and Vedic culture.
2. **Exploring Cultural and Religious Traditions:** Study the religious and philosophical traditions that emerged in the region, including Vedic rituals, early Hinduism, Buddhism, and Sikhism. To analyze the transmission of cultural elements across different periods.
3. **Archaeological and Material Culture Studies:** Examine archaeological discoveries related to the Indus Valley Civilization, Vedic settlements, and later historical periods. To analyze material culture, including art, architecture, and inscriptions.
4. **Geographical and Environmental Perspectives:** Study the impact of geography, climate, and river systems on the historical and cultural development of the region.
5. **Socio-Political and Economic Developments:** Analyze the governance systems, economic structures, and trade networks of the Sapta-Sindhu region in different historical periods.
6. **Comparative and Contemporary Relevance:** Draw comparisons between ancient traditions and contemporary cultural identities in the region. To examine the modern relevance of Sapta-Sindhu Studies in the context of heritage conservation and regional history.
7. **Research and Methodological Training:** Develop research skills and methodologies for studying ancient texts, inscriptions, and material evidence. To train students in historiographical approaches and interdisciplinary research techniques.

PROGRAM OUTCOMES

Upon successful completion of the Post Graduate Diploma in Sapta-Sindhu Studies, students will achieve the following program outcomes:

1. Graduates of this programme will be well-equipped with historical, cultural, and analytical skills, enabling them to contribute meaningfully to the study and preservation of the Sapta-Sindhu region's heritage.
2. Demonstrate a comprehensive understanding of the historical evolution of the Sapta-Sindhu region from the Indus Valley Civilization to modern times.
3. Understand the significance of inscriptions, coins, and artifacts in reconstructing history.
4. Assess the role of river systems, climatic conditions, and geography in shaping the region's historical development.
5. Understand how environmental changes influenced human settlements and migrations.
6. Apply interdisciplinary research methods in history, archaeology, linguistics, and cultural studies.
7. Develop analytical and interpretative skills for historical texts, inscriptions, and artifacts.
8. Gain awareness of the importance of heritage conservation and cultural preservation in the region.
9. Develop an understanding of policies and initiatives for safeguarding historical and archaeological sites.
10. Establish connections between ancient traditions and their modern interpretations and adaptations.
11. Engage in discussions about the role of Sapta-Sindhu heritage in contemporary cultural and national identity.
12. Prepare for careers in academia, research, museum studies, heritage management, and cultural policymaking.

CAREER OPPORTUNITIES:

The **Post Graduate Diploma in Sapta-Sindhu Civilizational Studies** offers interdisciplinary exposure to history, culture, philosophy, governance, and technology rooted in the Indian civilizational ethos. Graduates of this program are equipped with critical knowledge and analytical skills applicable in multiple domains. Career pathways include both academic and applied sectors.

1. Academia and Research

- **Civilizational & Historical Researcher** (Universities, Research Institutes, ICSSR, IGNCA, etc.)
 - **Doctoral Programs** in History, Indology, Political Science, Culture Studies, or Religious Studies, Economic, Philosophy, Sociology,
 - **Research Assistants / Project Fellows** in civilizational, archaeological, and Indic knowledge projects
 - **Academic Publishing & Curriculum Development** (textbook writing, syllabus design)
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2. Education and Content Development

- **Educator or Trainer** in Indian history, philosophy, and cultural heritage
 - **Curriculum Consultant** for NEP-aligned schools and higher education institutions
 - **Indic Content Creator / Editor** for educational platforms, OTT, or online courses
 - **Cultural Program Coordinator** for institutions like SPIC MACAY, ICCR, or NGOs
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3. Government, Public Policy, and Cultural Diplomacy

- **Policy Analyst / Consultant** in Ministry of Culture, Education, or External Affairs
 - **Cultural Attaché / Heritage Consultant** in embassies, consulates, or ICCR
 - **Archivist / Heritage Manager** in museums, archaeological surveys, or documentation centres
 - **Contributor to Think Tanks** working on decolonization, civilizational narratives, or national identity
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4. Media, Museums, and Heritage Sector

- **Script Writer / Consultant** for documentaries, historical films, and museum exhibitions
 - **Cultural Heritage Manager** in tourism departments, monuments boards, and UNESCO-affiliated projects
 - **Podcasting, Public Speaking & Journalism** in heritage education and Indic discourse
 - **Digital Archivist or Historian** for platforms preserving oral history and traditional knowledge
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5. Entrepreneurship and Innovation

- **Founders of EdTech / Heritage-Tech Startups** focused on Indic education or digital cultural platforms
 - **Cultural Tour Designers / Heritage Tourism Entrepreneurs**
 - **Startups focusing on Yoga, Ayurveda, or Sanskrit Studies** with civilizational storytelling
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6. Civil Services and Competitive Exams

- **Enhanced Preparation for UPSC, PCS, UGC-NET**, especially in subjects like History, Political Science, Culture
 - Deep contextual understanding of Indian civilization strengthens GS Papers, Essay, and Ethics
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7. International and Diaspora Engagement

- ❖ **Work with Diaspora Organizations** promoting Indian heritage abroad
 - ❖ **Academic Exchange / Teaching** of Indian civilization in foreign universities or online platforms
 - ❖ **Global Advocacy of Indic Knowledge Systems** through think tanks and non-profits
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Summary:

This course empowers students not only to build careers in **research, education, policy, and culture**, but also to act as **thought leaders** in reviving and reinterpreting India's civilizational narrative for a global audience.

EXAMINATION PATTERN AND EVALUATION FOR MASTERS' STUDENTS
(From 2026-28 Session Onwards)

Formative Evaluation: Internal assessment shall be 25 marks using any two or more of the given methods: tests, open book examination, assignments, term paper, etc. The Mid-semester test shall be descriptive type of 25 marks including short answer and essay type. The number of questions and distribution of marks shall be decided by the teachers.

Summative Evaluation: The End semester examination (50 marks) with 70% descriptive type and 30% objective type shall be conducted at the end of the semester. The objective type shall include one-word/sentence answers, fill-in the blanks, MCQs', and matching. The descriptive type shall include short answer and essay type questions. The number of questions and distribution of marks shall be decided by the teachers. Questions for exams and tests shall be designed to assess course learning outcomes along with focus on knowledge, understanding, application, analysis, synthesis, and evaluation.

The evaluation for IDC, VAC and entrepreneurship, innovation and skill development courses shall include MST (50 marks) and ESE (50 marks). The pattern of examination for both MST and ESE shall be same as ESE described above for other courses.

Evaluation of dissertation proposal in the third semester shall include 50% weightage by supervisor and 50% by HoD and senior-most faculty of the department. The evaluation of dissertation in the fourth semester shall include 50% weightage for continuous evaluation by the supervisor for regularity in work, mid-term evaluation, report of dissertation, presentation, and final viva-voce; 50% weightage based on average assessment scores by an external expert, HoD and senior-most faculty of the department. Distribution of marks is based on report of dissertation (30%), presentation (10%), and final viva-voce (10%). The external expert may attend final viva-voce through offline or online mode.

PGD-SSCS-COURSE STRUCTURE

SEMESTER- FIRST						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	CR
SSCS-501	Introduction to the Sapta Sindhu Civilization: Archaeological and Cultural Perspectives	Core	3	0	1	4
SSCS-502	Political and Social Institutions in Early Sapta Sindhu Civilization	Core	3	1	0	4
SSCS-503	Traditional Knowledge Systems of Sapta-Sindhu	Core	3	0	1	4
SSCS-504	Agriculture and Economic Development in the Indus–Sarasvati Region	Core	3	1	0	4
SEMESTER- SECOND						
SSCS-505	Ecological and Environmental Impact on Sapta-Sindhu	Core	3	1	0	4
SSCS-506	Influence on Politics and Governance Development in Modern and Contemporary Bhārata	Core	3	1	0	4
SSCS-507	Innovation and Technological Growth in Sapta-Sindhu: From Past to Present	Core	2	0	1	3
SSCS-508	Social and Political Transformation in the Sapta-Sindhu Region (1205–1947 AD)	Core	2	1	0	3
SSCS-509	Field Visit& Report	FV	0	0	4	4
Total			22	5	7	34

L: Lectures, **T:** Tutorial, **P:** Practical

SEMESTER- FIRST						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	CR
SSCS-510	Folk Culture and Tradition in Indus–Sarasvati Region	DEC	2	1	0	3
SSCS-511	Clash of Civilizations and Social & Religious Transformation in the Sapta-Sindhu Region	DEC	2	1	0	3
SSCS-512	Transition to Statehood and Early Political Formations in the Indus–Sarasvati Region	DEC	2	1	0	3
Total			2	1	0	3
SEMESTER- SECOND						
SSCS-513	Language and Literature of the Sapta-Sindhu Region	DEC	2	1	0	3
SSCS-514	Religious Traditions in the Sapta-Sindhu (Punjab) Region	DEC	2	1	0	3
SSCS-515	Future of the Sapta-Sindhu Identity in a Globalized World	DEC	2	1	0	3
Total			2	1	0	03

❖ Select any one paper from (one Discipline Elective Course (DEC) for each semester

SEMESTER- FIRST

Course Code: SSCS-501

**Course Title: Introduction to the Sapta Sindhu
Civilization: Archaeological and Cultural Perspectives**

Total Hours: 60

L	T	P	Cr
3	1	0	4

Course Objectives:

This paper provides an in-depth exploration of the Indus–Saraswati Civilization through archaeological, cultural, and interdisciplinary perspectives. It critically examines settlement patterns, technological achievements, trade networks, art forms, and the civilizational continuity debate, particularly in relation to the Vedic-Saraswati tradition.

Course Learning Outcomes (CLOs): By the end of this course, students will be able to:-

CLO-1: Study to define and describe the geographical boundaries and historical significance of the Sapta-Sindhu region.

CLO-2: Discuss the Urban planning economy and technology developments in the Sapta-Sindhu region to contemporary cultural.

CLO-3: Highlight the development of human society in the context of art, religion and cultural expression in Sapta Sindhu civilization.

CLO-4: Evaluate the theories of decline of Indus Saraswati civilization, legacy and cultural debate and interpretation in contemporary era.

Unit/ Hours	Contents	Mapping with CLO
Unit-I 15 Hours	Introduction to the Indus–Saraswati Civilization • Historiography and sources: Colonial, nationalist, and contemporary interpretations • Geographical extent and ecological background of the Sapta-Sindhu region • Chronological framework and developmental phases (Early, Mature, Late Harappan) • Major sites: Harappa, Mohenjo-Daro, Dholavira, Rakhigarhi, Kalibangan, etc. • Methodologies in archaeological interpretation, Saraswati River: Geological, literary, and archaeological evidence <i>Learning Activities: Student presentations, teacher-led peer discussions on geographical and historical.</i>	CLO1 CLO4
Unit-II 15 Hours	Urban Planning, Economy, and Technology • City design: grid patterns, drainage systems, citadels, public buildings • Agricultural practices and subsistence economy, and animal domestication • Craft production: bead-making, metallurgy, pottery, textile impressions	CLO2

	• Trade and exchange: internal and external (Mesopotamia, Gulf) • Technological innovations: weights, measures, water management Learning Activities: Student presentations, teacher-led peer discussions on court, society and economy	
Unit-III 15 Hours	Art, Religion, and Cultural Expressions • Seals, symbols, and terracotta figurines: artistic styles and motifs • Religious and ritual life: fire altars, proto-Shiva, mother goddess theories • Language and script: Indus script debates and proto-writing traditions • Cultural continuity: parallels with later Vedic practices • Music, ornaments, games, and leisure, Gender roles and community structure Learning Activities: Student seminars, debates and group discussions	CLO3
Unit-IV 15 Hours	Decline, Legacy, and Cultural Debates • Theories of decline: environmental, climatic, hydrological, and socio-political • Shift from urban to rural cultures: Painted Grey Ware and beyond • Saraswati civilization and its continuity debate, and its cultural memory in later texts • Indus–Vedic interface: archaeological, textual, and genetic approaches • Contemporary significance and re-interpretations of Indus–Saraswati legacy, Civilizational identity and nationalist narratives Learning Activities: Student seminars, debates and group discussions	CLO1 CLO4

Suggested Readings:

1. Michel Danino – *The Lost River: On the Trail of the Sarasvati*
2. Jonathan Mark Kenoyer – *Ancient Cities of the Indus Valley Civilization*
3. B.B. Lal – *The Sarasvati Flows On*
4. D.P. Agrawal – *The Archaeology of India*
5. R.S. Bisht – Writings on Dholavira and Indus urbanism
6. Gregory Possehl – *The Indus Civilization: A Contemporary Perspective*
7. S.R. Rao – *Lothal and the Indus Civilization*
8. AskoParpola – *Deciphering the Indus Script*
9. Kumar, Sanjeev, (2019), *Environmental Factors Contribute to the Decline of Indus Valley Civilization*

Evaluation Scheme:

- **Internal Assessment (30%)**
 - Field report / site study / museum visit report: 10%
 - Class presentation or research paper on a major site or theme: 10%
 - Mid-semester written test: 10%
- **End Semester Examination (70%)**

Course Code: SSCS-502
Course Title: Political and Social Institutions in Early
Sapta Sindhu Civilization
Total Hours: 60

L	T	P	Cr
3	1	0	4

Course Objective:

This course explores the development of political and social institutions in early civilizations, with a special emphasis on the Indus–Saraswati and Vedic cultures within the Sapta-Sindhu region. Comparative insights are drawn from Mesopotamian, Egyptian, and Chinese civilizations to understand state formation, social hierarchies, legal systems, kinship, and governance models.

Course Learning Outcomes (CLOs): On completion of this course-

CLO-1: Interpret the concept and frameworks the state and discuss the various sources of state formation in SaptaSindhu Civilization.

CLO-2: Describe the evidence of early political institutions, organizations and tribal to monarchical system in later Vedic in Sapta Sindhu.

CLO-3: Examine the social structure and socialinstitutions, role of women, gender relations and property rights Indus-Sarasvati civilization.

CLO-4: Discuss the comparative perspective of Sapta Sindhu civilization with other world civilizations’ Kingship and bureaucracy and legal system.

Unit/ Hours	Contents	Mapping with CLO
Unit-I 15 Hours	Concepts and Frameworks - Definitions: Civilization, state, kingship, social stratification - Theories of state formation: anthropological and historical perspectives - Social and political changes leading to <i>Mahajanapada</i> formation, Emergence of taxation and urban administration - Sources: archaeological, textual, and ethnographic, Rigveda, other Samhitas and Brahmins - Comparative approach to institutions in early civilizations <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 1 CLO 2
Unit-II 15 Hours	Political Institutions in the Sapta-Sindhu Region - Evidence of governance in the Indus–Saraswati Civilization: interpretations and debates - Political organization: tribes (Jana), clans (Kula), and assemblies (Sabha, Samiti) - Transition from tribal to monarchical systems in later Vedic period, Leadership: roles of the Rajan, Purohita, and Senani - Role of dharma and ritual authority in political legitimacy - Vedic ideals of kingship, legitimacy, and law <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 2 CLO 4
Unit-III	Social Structure and Institutions	CLO 3

15 Hours	• Varṇa and jāti: origin, evolution, and functions • Kinship, family (kula), and lineage (gotra) in early texts • Role of women, gender relations, and property rights, Marriage practices • Education (Gurukul), occupation, and social mobility • Rituals and ethical codes (Dharma) as social regulators Learning Activities: Student presentations, teacher-led peer discussions on court, society and economy	CLO 2
Unit-IV 15 Hours	Comparative Perspectives • Kingship and bureaucracy in Mesopotamia, Egypt, and Shang China, Comparative insights: Indus-Sarasvati vs Vedic institutions • Law codes: Hammurabi's code vs. Dharmaśāstra traditions • Priesthood, religion, and legitimacy of rulers • Interplay of economy, social class, and state control • Impact on later historical developments (Maurya, Gupta, early medieval states) Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization.	CLO 3 CLO 4

Suggested Readings:

1. Sharma, R.S. *Aspects of Political Ideas and Institutions in Ancient India*
 2. Thapar, Romila. *From Lineage to State*
 3. Kosambi, D.D. *An Introduction to the Study of Indian History*
 4. Jha, D.N. *Ancient India in Historical Outline*
 5. Claessen, H.J.M. & Skalník, P. *The Early State*
 6. Postgate, J.N. *Early Mesopotamia: Society and Economy at the Dawn of History*
 7. Adams, Robert McC. *The Evolution of Urban Society*
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Evaluation Pattern:

- Internal Assessment: 30%
 - Assignment/Presentation: 10%
 - Book or Text Review: 10%
 - Mid-Semester Test: 10%
- End Semester Examination: 70%

Course Code-SSCS-503
Course Title: Traditional Knowledge Systems of Sapta-Sindhu
Total Hours: 60

L	T	P	Cr
3	1	0	4

Course Objectives:

This course introduces the depth and diversity of traditional knowledge systems that emerged in the Sapta-Sindhu region. It explores how knowledge was conceptualized, preserved, transmitted, and applied in domains such as philosophy, science, ecology, health, agriculture, linguistics, and the arts. The course fosters understanding of indigenous knowledge frameworks and their relevance to modern challenges.

Course Learning Outcomes (CLOs): On completion of this course-

CLO-1: Study the foundations of knowledge system as experience and realization in Sapta Sindhu Civilization.

CLO-2: Explain the Sciences and technologies of life and nature, agriculture, plant science, Jyotisha, and Shilpa Shastra etc. in Sapta Sindhu.

CLO-3: Examine the ecology and environmental balance in the Rigveda and later text of Sapta Sindhu civilization.

CLO-4: Analyze the preservation of traditional knowledge system in Sapta Sindhu civilization.

CLO-5: Evaluate the relevance and revival in contemporary context Indian traditional knowledge.

Unit/ Hours	Contents	Mapping with CLO
Unit-I 15 Hours	Foundations of Knowledge in the Sapta-Sindhu Worldview • Concepts of <i>Vidya</i>, <i>Jnana</i>, and <i>Prajna</i>: Knowledge as experience and realization • Oral traditions: Vedas, Upanishads, Brahmanas, Itihasa-Purana • Epistemology: <i>Pramanas</i> (sources of knowledge) and <i>Darshanas</i> (schools of thought) • Role of Gurukula and parampara (lineage) in knowledge transmission • Sanskrit as a medium of scientific and philosophical thought Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization	CLO 1 CLO 4
Unit-II 15 Hours	Sciences and Technologies of Life and Nature • Ayurveda: health, wellness, dietetics, and preventive care • Vrikshayurveda and Krishi-shastra: sustainable agriculture, plant science • Jyotisha (astronomy & astrology): time, calendar, and cosmology • Vaastu-shastra and Shilpa-shastra: space, architecture, and aesthetics • Mathematics in the Sulba Sutras and later texts Learning Activities: Student presentations, teacher-led peer	CLO 2 CLO 5

	<i>discussions on comparative perspective of other civilization</i>	
Unit-III 15 Hours	Ethical, Ecological, and Cosmological Thought • Ecology and environmental balance in the Rigveda and later texts • Principles of <i>Dharma</i>, <i>Rta</i>, and <i>Yajna</i> in harmonizing life and cosmos • Sacred rivers, mountains, forests – civilizational geography and ethics • Traditional water management systems: tanks, wells, canals • Animal ethics and vegetarianism in Indic traditions <i>Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization</i>	CLO 3 CLO 4
Unit-IV 15 Hours	Relevance and Revival in Contemporary Context • Preservation of traditional knowledge: manuscripts, oral archives, folk knowledge • Institutional efforts: TKDL, AYUSH, Gurukulas, Sanskrit universities • Challenges of modernization, standardization, and globalization • Integration of traditional and modern knowledge systems • Role of traditional knowledge in sustainable development, health, and education <i>Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization</i>	CLO 4 CLO 5

Suggested Readings:

1. Kapil Kapoor – *Indian Knowledge Systems*
 2. Debiprasad Chattopadhyaya – *Science and Society in Ancient India*
 3. Subhash Kak – *The Astronomical Code of the Rigveda*
 4. R. Balasubramaniam – *Traditional Knowledge Systems of India*
 5. Dharampal – *Indian Science and Technology in the 18th Century*
 6. S.K. Jain – *Manual of Ethnobotany*
 7. Lokesh Chandra – *Vrikshayurveda: Ancient Plant Science*
 8. Government of India – TKDL Reports and AYUSH Guidelines
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Assessment Scheme:

- **Internal Assessment (30%)**
 - Project on a selected traditional knowledge system: 10%
 - Class presentation or report on modern application: 10%
 - Mid-semester written test: 10%
- **End Semester Examination (70%)**

Course Code-SSCS-
Course Title: Agriculture and Economic Development in
the Indus-Sarasvati Region
Total Hours: 60

L	T	P	Cr
3	1	0	4

Course Objectives:

This course offers a focused study on the agrarian base, craft production, and economic development of the Indus–Sarasvati Civilization. It analyzes archaeological and ecological data to understand agricultural practices, resource use, trade systems, and economic transformations in the context of early urbanization and civilizational growth.

Course Learning Outcomes (CLOs): By the end of this module, students will be able to:

CLO-1: Describe how natural resources and climate supported agricultural prosperity in the Sapta Sindhu region.

CLO-2: Examine the Environmental and Climate conditions and their influence on settlement and agriculture

CLO-3: Explain the relationship between agriculture and urban economic development.

CLO-4: Analyze the evolution of trade networks and economic systems across the Harappan and Vedic periods.

CLO-5: Interpret archaeological and textual evidence related to agriculture and economy.

CLO-6: Assess how early economic practices shaped broader cultural and social developments in ancient India.

Unit/ Hours	Contents	Mapping with CLO
Unit-I 15 Hours	Ecological and Environmental Foundations • Geography and natural landscape of the Indus–Sarasvati region • River systems: Indus and the Ghaggar-Hakra (identified with Sarasvati) • Climate conditions and their influence on settlement and agriculture • Paleoenvironmental studies and landscape archaeology • Theories of economic and environmental decline <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 1 CLO 2
Unit-II 15 Hours	Agricultural Practices and Rural Economy • Domesticated crops: wheat, barley, millet, pulses, rice, cotton • Agricultural tools and irrigation systems • Livestock economy: domestication of cattle, buffalo, sheep, and goats • Storage systems: granaries, silos, and food surplus management • Continuities in agrarian practices into Vedic and Chalcolithic periods <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 2 CLO 3 CLO 6
Unit-III 15 Hours	Urban Economic Systems and Craft Specialization • Urban-rural linkages and resource flow	CLO 3 CLO 4

	• Craft production: pottery, metallurgy, bead-making, textile weaving • Evidence of workshops and industrial zones in major Harappan cities • Role of standardized weights and seals in economic regulation • Transition from urban to rural economies in Late Harappan phase Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization	
Unit-IV 15 Hours	Trade Networks and Economic Exchange • Inland and long-distance trade: evidence and interpretation • Trade routes linking the Indus Valley to Mesopotamia, Central Asia, and the Persian Gulf • Maritime trade: Lothal and other port sites • Commodities traded: lapis lazuli, carnelian, copper, ivory, marine shells • Relevance of Indus–Sarasvati agricultural and economic models in modern Indian heritage Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization	CLO 5 CLO 6

Suggested Readings:

1. Possehl, G.L. *The Indus Civilization: A Contemporary Perspective*
 2. Kenoyer, J.M. *Ancient Cities of the Indus Valley Civilization*
 3. Weber, Steven. *Archaeobotany and the Indus Civilization*
 4. Chakrabarti, D.K. *India: An Archaeological History*
 5. Singh, Upinder. *A History of Ancient and Early Medieval India*
 6. Ratnagar, Shereen. *Trading Encounters: From the Euphrates to the Indus in the Bronze Age*
 7. Lal, B.B. *The Saraswati Flows On*
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Evaluation Scheme:

- **Internal Assessment: 30%**
 - Assignment / Field Report: 10%
 - Seminar / Presentation: 10%
 - Mid-Semester Examination: 10%
- **End Semester Examination: 70%**

SEMESTER- SECOND

Course Code-SSCS-505

**Course Title: Ecological and Environmental Impact on
Sapta-Sindhu
Total Hours: 60**

L	T	P	Cr
3	1	0	4

Course Objectives:

This paper explores the changing ecological and environmental landscape of the Sapta-Sindhu region during the later phases of the Indus–Sarasvati Civilization. It examines the role of environmental shifts in socio-cultural transformation, decline of urban centers, and regional adaptations. The course draws from archaeology, geosciences, paleoecology, and ancient textual traditions to construct a holistic understanding of the late Harappan environmental context.

Course Learning Outcomes (CLOs): By the end of this course, students will be able to:

CLO-1: Identify and explain the environmental factors that influenced the development of the Sapta Sindhu region.

CLO-2: Analyze archaeological and geological evidence to understand environmental changes over time.

CLO-3: Assess the impact of climatic shifts, river system changes, and ecological stress on human settlements.

CLO-4: Compare ancient environmental strategies with current sustainability challenges

CLO-5: Develop a critical perspective on how environmental factors shape socio-political and economic systems.

CLO-6: Examine the Cultural and Social Responses to Environmental Stress & Modern Relevance

Unit/ Hours	Contents	Mapping with CLO
Unit-I 15 Hours	Introduction to Environment and Human Interaction - The Sapta-Sindhu region: geography, rivers, and ecological zones - Environment as a driver of cultural evolution - Sources for environmental reconstruction: archaeology, palynology, sediment studies, remote sensing - Frameworks for studying climate-civilization interaction - Continuities with post-Harappan and early Vedic cultures <i>Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization</i>	CLO 1 CLO 2
Unit-II 15 Hours	Paleo environmental Changes and Climate Shifts - Monsoon patterns and climate cycles during the 3rd–2nd millennium BCE - Evidence of aridification and declining water availability - Sarasvati river drying: geological and hydrological perspectives - Role of tectonic activity and river migration	CLO 2 CLO 3

	Ecological memory in Vedic and Puranic texts Learning Activities: Student seminars, debates and group discussions	
Unit-III 15 Hours	Impact on Settlements and Subsistence Systems - Changes in settlement patterns during the Late Harappan phase - Collapse or transformation of urban centers (e.g., Mohenjodaro, Harappa, Kalibangan) - Shift in subsistence strategies: agriculture, water management, and mobility - Evidence of food stress, migration, and decentralization - Lessons for contemporary environmental management Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization	CLO 3 CLO 5
Unit-IV 15 Hours	Cultural and Social Responses to Environmental Stress & Modern Relevance - Decline of centralized authority and rise of regional cultures - Material culture changes: pottery, architecture, toolkits - Transformation of trade routes and economic systems - Resilience strategies and regional adaptations - Heritage conservation and environmental archaeology in the Sapta-Sindhu region Learning Activities: Student seminars, debates and group discussions	CLO 4 CLO 6

Suggested Readings:

- Gupta, S.P. & B.B. Lal – *The Sarasvati Civilization*
- Giosan, Liviu et al. – *Fluvial Landscapes of the Harappan Civilization* (PNAS)
- Possehl, Gregory L. – *The Decline of the Indus Civilization*
- MadhuBala – *Environmental Changes and Harappan Civilization*
- Dorian Fuller et al. – *Climate, Crops and Change in the Harappan World*
- Rajesh, S.V. – *Ecology and Cultural Dynamics of the Harappan Civilization*
- Chakrabarti, D.K. – *India: An Archaeological History*

Evaluation Scheme:

- Internal Assessment: 30%**
 - Seminar/Presentation: 10%
 - Field-based or Literature Review Assignment: 10%
 - Mid-Semester Exam: 10%
- End Semester Examination: 70%**

Course Code-SSCS-506
Course Title: Influence on Politics and Governance
Development in Modern and Contemporary Bhārata
Total Hours: 60

L	T	P	Cr
3	1	0	4

Course Objectives:

This paper explores the continuity, adaptation, and reinterpretation of political and governance ideas originating in the Sapta-Sindhu region—comprising the Indus–Sarasvati and Vedic traditions—and their influence on modern and contemporary Indian political thought, constitutional principles, and administrative ethos. It highlights indigenous traditions in statecraft, dharma, decentralization, and participatory governance that shaped India's civilizational foundations and continue to inspire democratic and cultural-political discourses today.

Course Learning Outcomes (CLOs): By the end of this course, students will be able to:

CLO-1: Identify and describe the political and administrative structures in the Sapta Sindhu region based on archaeological and textual evidence.

CLO-2: Analyze the symbolic, cultural, and philosophical continuity between ancient and modern Indian political ideas.

CLO-3: Evaluate how references to the Indus-Saraswati and Vedic cultures are used in modern political discourse.

CLO-4: Explain the relevance of indigenous governance models to India's democratic and federal structures.

CLO-5: Engage critically with debates around civilizational identity, cultural nationalism, and historical memory in politics.

Unit/ Hours	Contents	Mapping with CLO
Unit-I 15 Hours	Foundations of Political Thought in the Sapta-Sindhu Region - Political institutions in the Indus–Sarasvati Civilization: urban governance models, standardization, civic organization - Vedic polity: concept of <i>rājan</i>, <i>sabha</i>, <i>samiti</i>, and early republican traditions - Dharma and Rajadharma: foundations of ethical governance - Role of political discourse in epics (Mahābhārata, Rāmāyaṇa) and Smṛiti texts - Resurgence of Indic political philosophy in policy, education, and public life <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 1 CLO 2
Unit-II 15 Hours	Legacy and Influence on Classical Indian Political Models <i>Arthashastra</i> and ideas of statecraft, law, and governance - Mauryan and Gupta models: centralization and decentralization dynamics - Village self-governance and Panchayati systems in ancient and medieval India - Continuities in legal, administrative, and decision-making	CLO 2 CLO 3

	institutions • Role of Sapta-Sindhu ideas in debates on nationalism, secularism, and governance <i>Learning Activities: Student seminars, debates and group discussions</i>	
Unit-III 15 Hours	Revival and Reinterpretation during Colonial Modernity • Indigenous political philosophy in the context of British colonialism • Revival of Vedic and dharmic models by thinkers: Dayananda Saraswati, Aurobindo, Vivekananda • Nationalist thinkers and Sapta-Sindhu legacy: Tilak, Savarkar, Gandhi, Nehru • Dharmic ethics and Swaraj: Gandhian and Ambedkar governance model • Integration of ethics, ecology, and dharma in public administration <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 3 CLO 4
Unit-IV 15 Hours	Impact on the Indian Constitution and Democratic Institutions and Intellectual Debates • Constituent Assembly Debates: cultural roots and civilizational references • Fundamental Duties and Directive Principles: inspiration from ancient ethical systems • Panchayati Raj and decentralized governance as rooted in ancient practices • Federalism, tolerance, pluralism as civilizational values from the Sapta-Sindhu ethos • Relevance of ancient wisdom in 21st-century challenges: sustainable development, harmony, and constitutional morality <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 4 CLO 5

Suggested Readings:

1. R.S. Sharma – *Aspects of Political Ideas and Institutions in Ancient India*
2. A.S. Altekar – *State and Government in Ancient India*
3. S. Radhakrishnan – *Recovery of Faith / Indian Philosophy*
4. Gurcharan Das – *India Unbound* (sections on dharma and governance)
5. Upinder Singh – *Political Violence in Ancient India*
6. MakarandParanjape (ed.) – *Swami Vivekananda: The Living Vedanta*
7. Granville Austin – *The Indian Constitution: Cornerstone of a Nation*
8. BibekDebroy – *The Bhagavad Gita for the Modern Reader*
9. Daya Krishna – *Indian Philosophy: A Counter Perspective*

Evaluation Scheme:

- **Internal Assessment: 30%**
 - Term Paper or Analytical Essay: 10%
 - Seminar / Presentation on Classical vs. Contemporary Ideas: 10%
 - Mid-Term Test: 10%
- **End Semester Examination: 70%**

Course Code-SSCS-507
Course Title: Innovation and Technological Growth in
Sapta-Sindhu: From Past to Present
Total Hours: 60

L	T	P	Cr
3	1	0	4

Course Objectives:

This paper traces the trajectory of innovation, technological development, and scientific knowledge systems in the Sapta-Sindhu region—from the Indus–Sarasvati Civilization to the modern era. It emphasizes the indigenous knowledge systems, engineering achievements, metallurgical advancements, and their legacy and transformation in colonial and post-colonial India.

Course Learning Outcomes (CLOs): By the end of this course, students will be able to:

CLO-1: Identify and describe key technological and engineering innovations of the Sapta-Sindhu Civilization.

CLO-2: Analyze the socio-economic impact of ancient technologies in agriculture, urban planning, metallurgy, and crafts.

CLO-3: Evaluate how ancient Indian innovations influence contemporary science, engineering, and sustainable practices.

CLO-4: Connect traditional knowledge systems with present-day innovation ecosystems (e.g., Make in India, Digital India).

CLO-5: Critically assess the role of heritage and history in shaping India’s modern technological and innovation identity.

Unit/ Hours	Contents	Mapping with CLO
Unit-I 15 Hours	Indigenous Innovation in the Sapta Sindhu Civilization - Urban engineering: city planning, water management, drainage systems - Metallurgy and craft technologies: copper-bronze tools, beads, ceramics - Transportation: carts, docking facilities (Lothal) - Standardization: weights, measures, geometry in design - Proto-writing and record-keeping systems <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 1
Unit-II 15 Hours	Scientific Knowledge Systems in Ancient India - Mathematics: Sulba Sutras, decimal system, concept of zero - Astronomy and time-keeping: Vedanga Jyotisha, Siddhantic traditions - Ayurveda and medical systems: surgical tools, Sushruta and Charaka Samhitas - Civil engineering and Vaastu: temple construction, irrigation systems - Innovations in education: Gurukul system, libraries, and manuscript preservation <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 2 CLO 3

Unit-III 15 Hours	Medieval Contributions and Continuity • Developments in metallurgy (e.g., Iron pillar), textiles, and irrigation • Astronomy and observatories (e.g., Jai Singh's JantarMantars) • Naval and maritime technologies in the Indian Ocean trade • Knowledge exchange with Islamic and Buddhist scholars: translations, innovations • Role of guilds, craftsmen, and knowledge transmission through artisan communities <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 3 CLO 2
Unit-IV 15 Hours	Colonial Disruption and Post-Independence Revival • Colonial impact on indigenous technologies and knowledge systems • Nationalist responses: revival of Indian science and Swadeshi technologies • Post-1947: CSIR, ISRO, DRDO, and grassroots innovation movements, Innovation policies and <i>Atmanirbhar Bharat</i>: civilizational inspiration • Modern reinterpretation of traditional knowledge: AYUSH, digital archives, rural innovation • Future of innovation in the Sapta-Sindhu context: sustainable tech, AI, and Indic thought <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 4 CLO 5

Suggested Readings:

1. D.P. Agrawal – *The Copper Bronze Age in India*
 2. Subhash Kak – *The Astronomical Code of the Rigveda*
 3. A.L. Basham – *The Wonder That Was India*
 4. Dharampal – *Indian Science and Technology in the Eighteenth Century*
 5. R. Balasubramaniam – *New Insights on the Iron Pillar of Delhi*
 6. G. Rajan – *Ancient Engineering in India*
 7. Kapil Kapoor (ed.) – *Encyclopedia of Hinduism* (selected entries on technology and science)
 8. Government of India – *TKDL (Traditional Knowledge Digital Library) Reports*
 9. Jagdish Chandra Bose – *Selected works on plant physiology and physics*
 10. Michel Danino – *The Lost River*
 11. Subhash Kak – *The Wishing Tree: Presence and Promise of India*
 12. Kapil Kapoor – *Indian Knowledge Systems*
 13. R. Balasubramaniam – *Engineering Wonders of Ancient India*
 14. S. Ranganathan – *Science and Technology in India: A Historical Overview*
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Evaluation Scheme:

- **Internal Assessment: 30%**
 - Project or Case Study on a historical innovation: 10%
 - Presentation/Seminar on ancient-modern connections: 10%
 - Mid-Semester Test: 10%
- **End Semester Examination: 70%**

Course Code-SSCS-508
Course Title: Social and Political Transformation in the Sapta-
Sindhu Region (1205–1947 AD)
Total Hours: 60

L	T	P	Cr
3	1	0	4

Course Objectives:

This course critically examines the political regimes, social transitions, and cultural shifts in the Sapta-Sindhu region (comprising parts of present-day Punjab, Haryana, Himachal Pradesh, and northwestern India) from the beginning of Islamic rule to the end of British colonialism. The focus is on examining state formation, religious movements, caste, gender, and regional responses to empire and modernity.

Course Learning Outcomes (CLOs): By the end of this course, students will be able to:

CLO-1: Trace the political history of the Sapta-Sindhu region through various ruling phases — from Delhi Sultanate to British Raj.

CLO-2: Analyze the socio-religious reforms, caste movements, and regional identity assertions across different periods.

CLO-3: Evaluate the impact of colonial policies (economic, legal, and educational) on society, governance, and resistance.

CLO-4: Understand the emergence of regional and national consciousness rooted in historical and cultural memory.

CLO-5: Develop critical historical thinking and contextual understanding of long-term transformations in the region.

CLO-6: Examine the rise of nationalism, identity and social reforms in modern era in Sapta Shindhu region.

Unit/ Hours	Contents	Mapping with CLO
Unit-I 15 Hours	Early Islamic Rule and Social Reconfigurations (1205–1526 AD) - Establishment of the Delhi Sultanate and its expansion into the Sapta-Sindhu - Socio-political changes: new elites, land revenue systems, and administration - Sufi movements and local religious syncretism - Impact on caste structure, artisan groups, and agrarian society - Urbanization and cultural interaction in cities like Multan and Lahore <i>Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization</i>	CLO 1 CLO 2
Unit-II 15 Hours	Mughal Administration and the Rise of Composite Culture (1526–1707 AD) - Mughal integration of the Sapta-Sindhu region: mansabdari, jagirdari, and revenue reforms - Interaction between state, society, and religion: Islam, Hinduism, and Sikhism - Bhakti-Sufi traditions and their role in bridging communities	CLO 1 CLO 3

	• Role of women and family systems in changing urban–rural settings • Cultural life: education, festivals, music, language, and architecture <i>Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization</i>	
Unit-III 15 Hours	Regional Powers and Colonial Expansion (1707–1857 AD) • Decline of the Mughals and the rise of regional powers (Sikh Empire, Afghans, Marathas) • Transformation under Maharaja Ranjit Singh: military, administration, and social reforms • British annexation and changes in legal, educational, and property systems • Social reform movements: Arya Samaj, Singh Sabha, and vernacular resurgence • Responses of local castes, peasants, and women to new structures <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 4 CLO 5
Unit-IV 15 Hours	Nationalism, Identity, and Social Reform (1857–1947 AD) • Role of the Sapta-Sindhu region in the 1857 Revolt and beyond • Emergence of nationalist consciousness and participation in freedom struggles • Social reform and modernity: caste debates, education, and women's rights • Religious revivalism and communal politics • Partition and its socio-political implications on the Sapta-Sindhu identity <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 5 CLO 6

Suggested Readings:

1. Satish Chandra – *Medieval India: From Sultanate to Mughals*
2. Khushwant Singh – *A History of the Sikhs*
3. Irfan Habib – *Agrarian System of Mughal India*
4. C.A. Bayly – *Indian Society and the Making of the British Empire*
5. Harjot Oberoi – *The Construction of Religious Boundaries*
6. Barbara D. Metcalf – *Islamic Revival in British India*
7. Barbara Metcalf & Thomas Metcalf – *A Concise History of Modern India*
8. Mushirul Hasan – *Legacy of a Divided Nation*
9. Mushirul Hasan – *Nationalism and Communal Politics in India*

Assessment Scheme:

- **Internal Assessment (30%)**
 - Research note on a social movement in the region: 10%
 - Group presentation on Mughal or Sikh governance: 10%
 - Mid-semester test: 10%
- **End Semester Examination (70%)**

SEMESTER- FIRST (DEC)

Course Code-SSCS-510
Course Title: Folk Culture and Tradition in Indus–
Sarasvati Region
Total Hours: 45

L	T	P	Cr
2	1	0	3

Course Objectives:

This paper explores the rich and diverse folk culture of the Indus–Sarasvati region, tracing its roots from ancient times to its manifestations in contemporary life. The course examines oral traditions, material culture, festivals, music, crafts, and local knowledge systems to understand how folk traditions preserve civilizational memory, identity, and values.

Course Learning Outcomes (CLOs):

After successful completion of this course, students will be able to:

CLO1: Demonstrate a comprehensive understanding of the historical and geographical context of the Indus–Sarasvati region's folk traditions.

CLO2: Analyze oral narratives and folk epics to uncover social, political, and cultural meanings embedded in them.

CLO3: Explain the functions and symbolic meanings of folk rituals, festivals, and community ceremonies.

CLO4: Identify and interpret various folk art forms, music, and performance traditions of the region.

CLO5: Apply interdisciplinary approaches to document and critique folk traditions in relation to modernity, identity, and continuity.

Unit/ Hours	Contents	Mapping with CLOs
Unit-I 12 Hours	Historical and Cultural Background - Geographical extent of the Indus–Sarasvati (Sapta-Sindhu) Region - Historical overview: From Harappan Civilization to Early Vedic Age - Cultural continuity and transformation in folk traditions - Sources for folk history: oral traditions, archaeological, ethnographic, and literary - Folk cosmology and memory: rivers, forests, and sacred geographies <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 1 CLO 5
Unit-II 11 Hours	Folk Traditions and Oral Narratives - Folk epics, legends, and ballads of Punjab, Sindh, Haryana, and Rajasthan - Major oral traditions: Heer-Ranjha, Puraṇ Bhagat, Mirabai, Pabuji, Dulla Bhatti - Folklore as a vehicle of memory, resistance, and social	CLO 2 CLO 5

	commentary • Role of bards, performers, and storytellers (Charan, Mirasis, Bhats, etc.) • Oral transmission and contemporary reinterpretations <i>Learning Activities: Student seminars, debates and group discussions</i>	
Unit-III 11 Hours	Folk Beliefs, Rituals, and Festivals • Folk religious practices: animism, ancestor worship, village deities • Rituals of fertility, agriculture, life-cycle ceremonies (birth, marriage, death) • Folk festivals: Baisakhi, Lohri, Teej, Gangaur, Bhagat festivals • Folk healing, divination, and shamanistic traditions • Gender roles in ritual performance and symbolism <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 3 CLO 5
Unit-IV 11 Hours	Folk Art, Music, and Performance Traditions • Folk music forms: Tappa, Kafi, Sufi Qawwalis, Giddha, Bhavai, Maand • Folk dance and theatre: Nautanki, Swang, Bhavai, Bhand, and Raas • Folk art: pottery, textile (Phulkari, Bandhani), woodwork, painting (Madhubani, Mandana) • Crafts and symbols: motifs, colors, and materials of everyday life • Continuity and change in folk traditions: impact of media, modernity, and state policies <i>Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization</i>	CLO 4 CLO 5

Suggested Readings:

1. Singh, K.S. *People of India: Punjab / Haryana / Rajasthan / Gujarat – Anthropological Survey of India*
2. A.K. Ramanujan – *Folktales from India*
3. Alf Hiltebeitel – *Rethinking India's Oral and Classical Epics*
4. Nahar Singh – *Oral Traditions in Punjab*
5. MadhuKishwar – *Traditions of Dissent in Indian Folk Culture*
6. Irfan Habib – *The Indus Valley Civilization*
7. Lokesh Chandra – *Folk Art and Folk Religion in India*
8. H.S. Gill – *Punjabi Folk Literature*
9. Susan Wadley – *Raja Nal and the Goddess: The North Indian Epic Dhola in Performance*
10. Kirin Narayan – *Storytellers, Saints, and Scoundrels*
11. B.N. Saraswati – *The Sacred Science of Traditional Arts*
12. Komal Kothari – *Folk Music and Oral Traditions of India*
13. S. Sinha – *Tribal and Folk Culture of India*

Assessment Scheme:

- **Internal Assessment (30%)**
 - Field report or documentation of a folk practice: 10%
 - Seminar/presentation on regional folk art or narrative: 10%
 - Mid-semester written test: 10%
- **End Semester Exam (70%)**

Course Code-SSCS-511
Course Title: Clash of Civilizations and Social & Religious Transformation in the Sapta-Sindhu Region
Total Hours: 45

L	T	P	Cr
2	1	0	3

Course Objectives:

This paper critically explores the major civilizational shifts, encounters, and conflicts that occurred in the Sapta-Sindhu region from the medieval period to the present day. It examines the dynamics of cultural transformation, religious interface, identity formation, and the continuity and disruption of civilizational values due to foreign invasions, colonization, and modern nationalism.

Course Learning Outcomes (CLOs): By the end of the course, students will be able to:

CLO-1: Identify key moments of civilizational interaction and their influence on the social and religious fabric of the Sapta-Sindhu region.

CLO-2: Analyze the processes of cultural synthesis, resistance, and accommodation between diverse traditions.

CLO-3: Evaluate the emergence of new religious orders, sects, and reformist ideologies in response to socio-political pressures.

CLO-4: Understand the role of sacred geography, pilgrimage networks, and scriptural reinterpretation in shaping regional religious identity.

CLO-5: Critically assess how ancient and medieval legacies of religious and social transformation continue to shape the region's modern identity.

Unit/ Hours	Contents	Mapping with CLO
Unit-I 12 Hours	Medieval Transitions – Cultural Encounters and Civilizational Shifts - Arrival of Islam and the transformation of political power in the region - Interactions between Bhāratiya and Islamic civilizations: synthesis and tensions - Architectural, linguistic, and artistic changes in the Sapta-Sindhu landscape - Resistance and continuity: local traditions, Bhakti-Sufi movements - Religious coexistence vs. political conquest narratives <i>Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization</i>	CLO 1 CLO 2
Unit-II 11 Hours	Civilizational Resistance and Adaptation (1200–1700 CE) - Rajput, Sikh, and local dynasties as custodians of Indic traditions - Rise of Sikhism: civilizational response to oppression and syncretism - Educational and religious institutions: pathshalas, madrasas, gurudwaras - Vernacular literatures and memory preservation - Clash between spiritual pluralism and political exclusivism <i>Learning Activities: Student presentations, teacher-led peer</i>	CLO 2 CLO 3

	<i>discussions on comparative perspective of other civilization</i>	
Unit-III 11 Hours	Colonialism and Civilizational Displacement (1757–1947) - British imperialism and the erasure of Sapta-Sindhu historical consciousness - Partition of India: trauma in the heart of the Sapta-Sindhu region (Punjab, Sindh) - Missionary influence and religious conversion as cultural conflict - Rise of cultural nationalism and reinterpretation of civilizational identity - Civilizational responses: Swami Dayananda, Vivekananda, Aurobindo, Gandhi <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 4 CLO 5
Unit-IV 11 Hours	Contemporary Identity Conflicts and Civilizational Recovery - Religious polarization, minority rights, and cultural nationalism debates, Post-independence nation-building vs. regional civilizational memories - Heritage revival movements: language, temples, scripts, festivals - Role of media and technology in reshaping civilizational discourse - Efforts in reconciliation: academic, spiritual, and political initiatives - Future of the Sapta-Sindhu identity in a globalized world <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 3 CLO 5

Suggested Readings:

1. Sita Ram Goel – *Story of Islamic Imperialism in India* (critical reading)
2. Harjot Oberoi – *The Construction of Religious Boundaries*
3. A.L. Basham – *The Wonder That Was India*
4. Amartya Sen – *The Argumentative Indian*
5. R.C. Majumdar – *History and Culture of the Indian People* (selected volumes)
6. Richard Eaton – *India in the Persianate Age*
7. AshisNandy – *The Intimate Enemy: Loss and Recovery of Self under Colonialism*
8. KoenraadElst – *Decolonizing the Hindu Mind* (contextual selection)
9. J.S. Grewal – *The Sikhs of the Punjab*
10. Barbara and Thomas Metcalf – *A Concise History of Modern India*
11. Ayesha Jalal – *Self and Sovereignty*
12. Mushirul Hasan – *Legacy of a Divided Nation*
13. Christophe Jaffrelot – *Religion, Caste and Politics in India*

Evaluation Scheme:

- **Internal Assessment: 30%**
 - Term Paper / Debate on a civilizational clash or synthesis: 10%
 - Class Presentation / Timeline Mapping Exercise: 10%
 - Mid-Semester Test: 10%
- **End Semester Examination: 70%**

Course Code-SSCS-512
Course Title: Transition to Statehood and Early Political Formations in the Sapta-Sindhu Region
Total Hours: 45

L	T	P	Cr
2	1	0	3

Course Objectives:

This course explores the transformation from kinship-based tribal societies to structured political entities in the Sapta-Sindhu region. It examines the socio-political, economic, and ideological foundations that facilitated the emergence of early states, Janapadas, and Mahajanapadas.

Course Learning Outcomes (CLOs): By the end of this course, students will be able to:

CLO-1: Describe the socio-political conditions preceding state formation in the Sapta-Sindhu region.

CLO-2: Identify the key features of early state structures, including kingship, republican assemblies, taxation systems, and military organization.

CLO-3: Analyze the role of Vedic rituals, kinship, and regional identities in legitimizing political power.

CLO-4: Interpret archaeological and textual evidence to reconstruct early political histories.

CLO-5: Evaluate the legacy of these early political experiments in shaping later Indian political thought and governance models.

Unit/ Hours	Contents	Mapping with CLOs
Unit-I 11 Hours	Tribal Polities and Kinship Governance in Early Vedic Period - Structure of early Vedic society: clans (<i>kula</i>), tribes (<i>jana, vis, gotra</i>) - Political assemblies: <i>sabha</i> and <i>samiti</i> – functions and authority - The role of <i>Rajan</i> (tribal chief) and his legitimization through rituals - Warfare, cattle raids, and political alliances - The concept of <i>Rta</i> (cosmic order) as a foundation of leadership <i>Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization</i>	CLO 1 CLO 2
Unit-II 11 Hours	Socio-Economic Forces Behind State Formation - Shift from semi-nomadic to agrarian economies - Population growth and settlement expansion in the Sapta-Sindhu plains - Emergence of surplus and redistribution mechanisms - Stratification of society: Varna system and its political implications - Role of trade, crafts, and proto-urban centers in supporting state structures <i>Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization</i>	CLO 2 CLO 3
Unit-III 12 Hours	Janapadas and Mahajanapadas: Territorial Polities - Definition, evolution, and characteristics of Janapadas - Key Janapadas in the Sapta-Sindhu region: Kuru, Yadu, Panchala, Matsya, etc. - Mahajanapadas: nature, administration, and inter-polity relations - Republican vs. monarchical states (e.g., Vajji vs. Kuru-Panchala) - Proto-bureaucratic systems: taxation, standing armies, and legal codes	CLO 3 CLO 4

	Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization	
Unit-IV 11 Hours	Ideological and Religious Legitimization of State Power • Brahmanical rituals: <i>Rajasuya</i>, <i>Ashvamedha</i>, and political theology • Role of Dharma in shaping moral authority of kings • Early legal and ethical texts: <i>Dharma-sutras</i>, <i>Shatapatha Brahmana</i> • The king as <i>Chakravartin</i>: cosmological and territorial sovereignty • Continuity into later state models: Mauryan centralization rooted in Sapta-Sindhu practices Learning Activities: Student seminars, debates and group discussions	CLO 4 CLO 5

Suggested Readings:

1. Romila Thapar – *From Lineage to State*
 2. R.S. Sharma – *Material Culture and Social Formations in Ancient India*
 3. Upinder Singh – *A History of Ancient and Early Medieval India*
 4. Altekar – *State and Government in Ancient India*
 5. Patrick Olivelle (ed.) – *Dharma-sutra texts*
 6. F.R. Allchin – *The Archaeology of Early Historic South Asia*
 7. Michel Danino – Selected essays on Vedic polity
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Assessment Scheme:

- **Internal Assessment (30%)**
 - Conceptual map/chart on tribal to territorial transition: 10%
 - Class seminar on any one Janapada or Mahajanapada: 10%
 - Mid-semester written test: 10%
- **End Semester Examination (70%)**

SEMESTER- SECOND (DEC)

Course Code-SSCS-513

Course Title: Language and Literature of the Sapta-Sindhu Region

Total Hours: 45

L	T	P	Cr
2	1	0	3

Course Objectives:

This paper aims to trace the evolution of languages and literary traditions in the Sapta-Sindhu region across historical phases. It explores the literary expressions of Vedic, Sanskrit, Prakrit, Persian, Punjabi, Sindhi, and other regional languages, analyzing how they reflected civilizational values, cultural identity, and historical consciousness.

Course Learning Outcomes (CLOs): By the end of the course, students will be able to:

CLO-1: Identify the linguistic roots and development of early languages of the Sapta-Sindhu region.

CLO-2: Analyze the key literary texts, genres, and oral traditions from the Vedic to medieval period in the region.

CLO-3: Understand the role of language in preserving religious, philosophical, and cultural knowledge.

CLO-4: Evaluate the impact of linguistic and literary evolution on social and political change.

CLO-5: Appreciate the regional, national, and global significance of the Sapta-Sindhu literary heritage.

Unit/ Hours	Contents	Mapping with CLO
Unit-I 12 Hours	Early Linguistic and Literary Foundations (Vedic to Early Classical Period) - Language of the Vedas: Rigveda and other Samhitas - Development of Vedic Sanskrit and its grammar (Panini and Ashtadhyayi) - Oral traditions and the preservation of sacred knowledge - Early poetic and philosophical texts: Brahmanas, Aranyakas, and Upanishads - Transition to Classical Sanskrit literature <i>Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization</i>	CLO 1
Unit-II 11 Hours	Classical and Regional Literary Expressions (Gupta to Early Medieval Period) - Growth of Classical Sanskrit poetry, drama, and kavya traditions - Evolution of Prakrits and Apabhramsha in literature and inscriptions - Jain and Buddhist literary contributions in the region - Early vernacular expressions in Northwestern India - Literary motifs, styles, and socio-cultural contexts <i>Learning Activities: Student presentations, teacher-led peer</i>	CLO 2 CLO 3

	<i>discussions on comparative perspective of other civilization</i>	
Unit-III 11 Hours	Persianate Influence and Vernacular Blossoming (1200–1700 CE) • Introduction of Persian and Arabic during Delhi Sultanate and Mughal rule, Literary patronage under the Mughals: Persian poetry and historiography • Bhakti and Sufi poetry in Punjabi, Sindhi, and Saraiki languages • Emergence of Guru Granth Sahib and Sikh literary tradition • Coexistence and contestation of Persianate and Indic literatures • Case studies: G20, UNESCO heritage campaigns, World Yoga Day Learning Activities: <i>Student seminars, debates and group discussions</i>	CLO 3 CLO 4
Unit-IV 11 Hours	Modern Period and Literary Nationalism (1700–Present) • British education, print culture, and language standardization • Literary reform and resistance: Arya Samaj, Singh Sabha, and Urdu-Hindi debates • Partition literature and the trauma of dislocation • Post-Independence literary voices in Punjabi, Hindi, Urdu, Sindhi, and English • Diaspora literature and globalizing Sapta-Sindhu identity Learning Activities: <i>Student seminars, debates and group discussions</i>	CLO 4 CLO 5

Suggested Readings:

1. Sheldon Pollock – *The Language of the Gods in the World of Men*
2. Harjot Oberoi – *The Construction of Religious Boundaries*
3. Guru Nanak – *Japji Sahib* (translated editions)
4. Annemarie Schimmel – *Islamic Literatures of India*
5. Sunil Sharma – *Persian Poetry at the Mughal Court*
6. Alok Rai – *Hindi Nationalism*
7. Gopi Chand Narang – *Urdu Language and Literature*

Assessment Structure:

- **Internal Assessment (30%)**
 - Essay on any regional literary movement: 10%
 - Textual analysis presentation (classical or vernacular): 10%
 - Mid-semester test: 10%
- **End Semester Exam (70%)**

Course Code-SSCS-514
Course Title: Religious Traditions in the Sapta-Sindhu
(Punjab) Region
Total Hours: 45

L	T	P	Cr
2	1	0	3

Course Objectives:

This paper explores the diverse and evolving religious traditions of the Sapta-Sindhu region, focusing particularly on Punjab. It covers Vedic foundations, the rise of heterodox traditions, Bhakti and Sufi movements, the emergence of Sikhism, and the region's role as a crucible of religious dialogue, reform, and conflict.

Course Learning Outcomes (CLOs): By the end of this course, students will be able to:

CLO-1: Describe the key religious traditions that originated and evolved in the Sapta-Sindhu region.

CLO-2: Analyze how Vedic, Sikh, Sufi, Buddhist, and other traditions shaped the spiritual landscape of Punjab.

CLO-3: Evaluate the interaction between religion and society, including caste, gender, and class dynamics.

CLO-4: Examine the region's role in nurturing interfaith dialogue, spiritual reform, and resistance movements.

CLO-5: Appreciate the continued relevance of the region's religious traditions in shaping modern Indian identity and values.

Unit/ Hours	Contents	Mapping with CLOs
Unit-I 11 Hours	Vedic Roots and Early Religious Traditions - The Sapta-Sindhu in the Rigveda: rivers, rituals, and cosmology - Fire rituals, yajnas, and early priesthood - Brahmanical worldview: dharma, karma, and social order - Critique and divergence: early Upanishadic thought - Indigenous and tribal belief systems <i>Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization</i>	CLO 1
Unit-II 11 Hours	Buddhism, Jainism, and Regional Pluralism - Spread of Buddhism and Jainism in the northwestern region - Ashokan edicts and Buddhist monastic centers - Jain contributions to asceticism and learning - Coexistence of Śramaṇa and Vedic traditions - Religious art and architecture of the period <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 2
Unit-III 12 Hours	Bhakti, Sufi Movements and the Rise of Sikhism - Bhakti saints of Punjab: Namdev, Ravidas, and others - Sufi orders in Punjab: Chishti, Suhrawardi, Qadiri traditions - Syncretic devotional culture: music, poetry, and langar - Guru Nanak and the founding of Sikhism - Guru Granth Sahib and institutional consolidation of Sikh tradition	CLO 3 CLO 4

	<i>Learning Activities: Student seminars, debates and group discussions</i>	
Unit-IV 11 Hours	Modern Transformations and Religious Identities • Singh Sabha movement and Sikh reform • Arya Samaj, Nirankari, and Namdhari responses • Impact of Partition on religious communities and sacred sites • Diaspora and transnational religious practices • Interfaith relations and contemporary challenges <i>Learning Activities: Student seminars, debates and group discussions</i>	CLO 2 CLO 5

Suggested Readings:

1. J.S. Grewal – *The Sikhs of the Punjab*
 2. Harjot Oberoi – *The Construction of Religious Boundaries*
 3. W.H. McLeod – *Guru Nanak and the Sikh Religion*
 4. Surjit Hans – *A History of Punjabi Literature*
 5. Anne Murphy (ed.) – *Time, History and the Religious Imaginary in South Asia*
 6. K.A. Nizami – *Religion and Politics in India During the Thirteenth Century*
 7. InduBanga (ed.) – *Five Punjabi Centuries*
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Assessment Scheme:

- **Internal Assessment (30%)**
 - Critical essay on any regional tradition or reform movement: 10%
 - Group presentation on Bhakti–Sufi–Sikh interactions: 10%
 - Mid-semester written test: 10%
- **End Semester Exam (70%)**

Course Code-SSCS-515
Course Title: Future of the Sapta-Sindhu Identity in a
Globalized World
Total Hours: 45

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2	1	0	3

Course Objectives:

This paper explores the evolving identity of the Sapta-Sindhu region—its civilizational essence, cultural memory, and spiritual worldview—in the face of globalization. It critically assesses how this ancient identity is being preserved, reimagined, or challenged in modern India and the diaspora. The course blends civilizational studies with contemporary debates on heritage, decolonization, soft power, and global cultural flows.

Course Learning Outcomes (CLOs): By the end of the course, students will be able to:

CLO-1: Explain the historical foundations and cultural significance of the Sapta-Sindhu identity.

CLO-2: Analyze how globalization influences the expression, preservation, and reinterpretation of this identity in India and abroad.

CLO-3: Assess the roles of education, media, policy, and diaspora communities in negotiating traditional and modern identities.

CLO-4: Evaluate civilizational heritage as a soft power tool in India's global engagement strategies.

CLO-5: Propose pathways for preserving and evolving Sapta-Sindhu values in a rapidly changing global context.

Unit/ Hours	Contents	Mapping with CLO
Unit-I 12 Hours	Understanding Sapta-Sindhu as a Living Civilizational Identity - Definitions and scope of Sapta-Sindhu: historical, cultural, spiritual dimensions - Core values: dharma, pluralism, harmony with nature, sacred geography - Symbols, practices, and memories that define the Sapta-Sindhu consciousness - Civilizational vs. national and regional identities - Revisiting colonial narratives and knowledge systems <i>Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization</i>	CLO 1 CLO 2
Unit-II 11 Hours	Impact of Globalization on Civilizational Heritage - Cultural homogenization vs. identity assertion - Consumerism, media, and the commodification of heritage - Role of Indian diaspora in preserving or transforming Sapta-Sindhu values - Challenges of modernization: education, language loss, urbanization - Indigenous education models: Gurukula, Sanskrit revival, Indic knowledge frameworks	CLO 2 CLO 3

	Learning Activities: Student presentations, teacher-led peer discussions on comparative perspective of other civilization	
Unit-III 11 Hours	Sapta-Sindhu in International Discourse and Cultural Diplomacy • Role of traditional knowledge systems in modern academia • Yoga, Ayurveda, and Sanskrit as global civilizational exports • India's soft power strategies: ICCR, MEA cultural initiatives • Interfaith dialogue and global ethics rooted in Sapta-Sindhu thought • Case studies: G20, UNESCO heritage campaigns, World Yoga Day Learning Activities: Student seminars, debates and group discussions	CLO 3 CLO 4
Unit-IV 11 Hours	Reimagining the Future: Challenges and Possibilities • Can civilizational identity coexist with cosmopolitan modernity? • Youth, technology, and revivalist movements • Interrogating exclusivism vs. inclusivism in cultural identity • Civilizational sustainability in the Anthropocene • Vision for Sapta-Sindhu as a plural, ethical, global civilizational voice Learning Activities: Student seminars, debates and group discussions	CLO 4 CLO 5

Suggested Readings:

1. Kapil Kapoor – *Text and Interpretation: The Indian Tradition*
 2. Michel Danino – *The Lost River: On the Trail of the Sarasvati*
 3. Pavan K. Varma – *Being Indian*
 4. S.N. Balagangadhara – *Reconciling Yogic and Western Traditions*
 5. Rajiv Malhotra – *Being Different* and *The Battle for Sanskrit*
 6. Amartya Sen – *Identity and Violence*
 7. Amartya Sen – *The Argumentative Indian*
 8. KapilaVatsyayan – *Traditions of Indian Folk Dance and Drama*
 9. Jeffrey Armstrong – *The Bhagavad Gita Comes Alive*
 10. MakarandParanjape – *Debating the 'Post' Condition in India*
 11. UNESCO Reports – *Intangible Cultural Heritage and Globalization*
 12. AshisNandy – *The Intimate Enemy*
 13. Arjun Appadurai – *Modernity at Large: Cultural Dimensions of Globalization*
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Evaluation Scheme:

- **Internal Assessment: 30%**
 - Seminar or Position Paper on "Sapta-Sindhu and Global Identity": 10%
 - Cultural project / digital presentation / media analysis: 10%
 - Mid-Semester Test: 10%
- **End Semester Examination: 70%**