



Universitas Negeri Surabaya
Faculty of Social and Political Sciences,
Bachelor of History Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date										
History of South Asia	8720102117		T=2	P=0	ECTS=3.18	2	July 18, 2024										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator											
			Dr. Wisnu, M.Hum.											
Learning model	Case Studies																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	PO Matrix at the end of each learning stage (Sub-PO)																
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Short Course Description	This course examines historical developments in the South Asian region from the beginning of ancient civilization to modern countries today, including: mapping policy developments in the socio-political and cultural fields as well as explaining the development of kingdoms in South Asia in structured assignments along with aspects of their lives during the era of religious development. Hindu-Buddhist and Islamic periods, making logical arguments in learning to be able to provide solutions to case studies regarding the policies of kings/sultans in the development of kingdoms during the Hindu-Buddhist-Islamic period towards the development of South Asian society, identifying factors driving national awareness internally and externally to support INC's role in achieving India's independence, clarifies the process of independence in the South Asian region as a new, modern country. Learning is carried out using problem based learning, discussions, assignments and portfolios. Assessment using written tests and portfolios.																
References	Main :																
	<ol style="list-style-type: none"> 1. DMG Koch. 1961. Sejarah Perjuangan India. Djakarta: Jajasan Pembangunan, 2. Edwin Martua Bangun Tambunan. 2004. Nasionalisme Etnik: Kashmir dan Quebec. Semarang Timur: Intra Pustaka Utama. 3. Heinrich Zimmer.2003. Sejarah Filsafat India. Yogyakarta: Pustaka Pelajar. 4. Jeannine Auboyer. 1988. Daily Life in Ancient India. London: 5 Upper Saint Martin's Lane. 5. Jeaneane Fowler. 2004. Hinduism: Beliefs, Practices and Scriptures. New Delhi: Adarsh Enterprises. 6. Kompas, 2007. India Bangkitnya Raksasa Baru Asia. Jakarta: Penerbit Buku Kompas. 7. Metcalf, Barbara D, dan Thomas R. Metcalf. 2002. A Consise History of India. London: Cambridge University Press 8. Muhajir Nadhiputro. 2001. Sejarah Seni Rupa India. Surabaya: Unesa University Press. 9. Niranjana Rajadhyaksha. 2007. The Rise of India. Jakarta: Elex Media Komputindo. 10. RC Majumdar. 1976. Sejarah Kebudayaan India Lama, Terj. Mujadi. Malang: Usaha Tri Daya. 11. RV Bhasin. 2003. The Essence of Hinduism. Mumbai: Jaico Publishing House. 12. Richard Symond. 1964. The Making of Pakistan. Jakarta: Balai Pustaka. 13. S. Chander. 2003. Sikhism. New Delhi: Indiana Books. 14. Sutjipto Wirjosuparto. 1957. Sedjarah Kebudayaan India. Djakarta: Universitas Indonesia. 15. TSG Mulia, 1952. INDIA Sedjarah Politik dan Pergerakan Kebangsaan. Djakarta: Balai Pustaka. 																
	Supporters:																
Supporting lecturer	Drs. Artono, M.Hum. Drs. Agus Trilaksana, M.Hum. Septina Alrianingrum, S.S., M.Pd.																

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to describe the geography of South Asia	1.Explains the discovery of the South Asian region from various sources of information 2.Identifying the special features of the South Asian region as an opening to history in the eastern region		Pulpit lectures Questions and answers. Discussion 2 X 50			0%
2	Students are able to map ancient civilizations in South Asia in the form of scientific reports	1.Identify several points of ancient civilization in the South Asia region by understanding the typology of society and culture in the South Asia region 2.Identifying forms of ancient South Asian culture		Lecture pulpit Discussion 2 X 50			0%
3	Students are able to describe and explain the development of kingdoms in South Asia in structured assignments along with aspects of their life	1. Understanding the development of Hindu-Buddhist religion) which began to develop 2.Understand the process of shifting power between nations 3.Understand the social and cultural life of society at that time		Varied lectures Structured assignments 2 X 50			0%
4	Students are able to understand the government policies of each Hindu-Buddhist dynasty	1.Understand the government policies of each dynasty 2.Understand the process of cultural, social and political adaptation of the dynasty 3.Understand previous community responses		Question and answer discussion 2 X 50			0%

5	Identify the influence of Islam in India	<ol style="list-style-type: none"> 1. Analyzing the process of the entry of Islam in India in several stages 2. Understand the struggle of Islamic nations to build empires in the South Asian region 3. Get to know the Delhi kingdom as the first Islamic kingdom in India 4. Understanding the struggles and interactions with Hindu kingdoms in the South Asian region 		Case study Assignment (individual) 2 X 50			0%
6	Identify the influence of Islam in India	<ol style="list-style-type: none"> 1. Analyzing the process of the entry of Islam in India in several stages 2. Understand the struggle of Islamic nations to build empires in the South Asian region 3. Get to know the Delhi kingdom as the first Islamic kingdom in India 4. Understanding the struggles and interactions with Hindu kingdoms in the South Asian region 		Case study Assignment (individual) 2 X 50			0%
7	Understanding the process of cultural interaction and policies of the Moghul Islamic empire in South Asia	<ol style="list-style-type: none"> 1. Get to know the Moghul empire as a large Islamic empire in South Asia 2. Understand the policies of the Moghul kings who were able to interact with Hindu society and culture 3. Analyze the expansion and heyday of the famous kings/Sultans at that time and the factors of the decline of the Moghul kingdom 		Mind Mapping 2 X 50			0%
8	MIDDLE SEMESTER EXAMINATION (UTS)	MIDDLE SEMESTER EXAMINATION (UTS)		MIDDLE SEMESTER EXAMINATION (UTS) 2 X 50			0%

9	Analyze the entry of European influence in the South Asian region	1. Know the history of the arrival of Europeans in India.2. Understand the basis of European colonization in South Asia 3. Analyzing the internal and external conflicts of European nations in South Asia		Assignment Discussion (review) 2 X 50			0%
10	Analyze the entry of European influence in the South Asian region	1. Know the history of the arrival of Europeans in India.2. Understand the basis of European colonization in South Asia 3. Analyzing the internal and external conflicts of European nations in South Asia		Assignment Discussion (review) 2 X 50			0%
11	Analyzing internal conflicts with colonial parties in the South Asia region	1. Understand the condition of society due to British imperialism 2. Classify the differences in the direction of colonialism policies 3. Analyze the existence of conflicts and the basis of local resistance that occurs in South Asian society		Assignment Oral Test 2 X 50			0%
12	Analyzing internal conflicts with colonial parties in the South Asia region	1. Understand the condition of society due to British imperialism 2. Classify the differences in the direction of colonialism policies 3. Analyze the existence of conflicts and the basis of local resistance that occurs in South Asian society		Assignment Oral Test 2 X 50			0%
13	Describe national consciousness	1. Get to know the socio-cultural conditions of Indian society 2. Identify the factors driving national awareness3. Understand the context of the early national movements 4. Understanding national consciousness as a real form of struggle		Lectures Individual Assignments 2 X 50			0%
14	Examining the process of independence	1. Understand the form of government 2. Analyze the process of independence 3. National policy direction4. Resolving internal conflicts that occurred after India became independent		Lecture Discussion 2 X 50			0%

15	Paying close attention to ethnicity and territorial boundaries, the Kashmir, Pakistan, Bangladesh problem. A glance at the current condition of India	<ol style="list-style-type: none"> 1. Analyzing the roots of ethnic problems in South Asia 2. Understanding cultural polemics, politics, the birth of a new country and all the problems that occur therein 3. Knowing the economic and socio-cultural revival in the South Asian region 		Lecture Case Study 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.