	Universitas Negeri Surabaya Faculty of Languages and Arts Undergraduate Study Program in Indonesian Language and Literature Education					Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Bantu Language(Sanskrit)		8820103022		T=3	P=0	ECTS=4.77	3	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program which 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	Course Description: Able to develop mastery of the basics of Sanskrit phoneme grammar, Sanskrit grammar, and Sanskrit sentence grammar through class meeting activities and presentations to read and write Sanskrit to be presented in class discussions.

References	Main :	
	1. **Referensi** : Harijati, S. 1993. Tata Bahasaa Sansekerta Ringkas. Jakarta: Djambatan. Kamidjan. 1996. Bahasa Sansekerta. Surabaya: FBS Unesa Perry, Edward Deleva. 1959. A Sankrit Primair. New York: Cambridge Havard University. Zutmulder, P. J. 1973. Tata Bahasa Sansekerta. Yogyakarta: Gadjah Mada University Press.	
	Supporters:	

Supporting lecturer	Prof. Dr. Surana, S.S., M.Hum.

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	Understanding Devanagari script Applying Devanagari script in Sanskrit words	Explaining Devanagari script in Sanskrit	**Criteria:** 1. 4: correct description 2. 3: the description is generally correct, there is one aspect where the explanation is incorrect 3. 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4. 1: the description is wrong	Explain and practice 3 X 50			0%
2	Utilizing science and technology as a tool for devanagari script. Applying devanagari script writing. Making strategic decisions based on data and information and providing ideas for choosing various alternative solutions in writing and reading devanagari script text	· Understand the techniques of writing and reading Devanagari script · Utilize the internet to search for Sanskrit vocabulary · Analyze the meaning of Sanskrit words	**Criteria:** 1. :4. correct description 2. 3: the description is generally correct, there is one aspect where the explanation is incorrect 3. 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4. 1: the description is wrong	Performance Assignment (product) 3 X 50			0%
3	Utilizing science and technology as a tool for devanagari script. Applying devanagari script writing. Making strategic decisions based on data and information and providing ideas for choosing various alternative solutions in writing and reading devanagari script text	· Understand the techniques of writing and reading Devanagari script · Utilize the internet to search for Sanskrit vocabulary · Analyze the meaning of Sanskrit words	**Criteria:** 1. :4. correct description 2. 3: the description is generally correct, there is one aspect where the explanation is incorrect 3. 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4. 1: the description is wrong	Performance Assignment (product) 3 X 50			0%

4	Utilizing science and technology as a tool to help understand Sanskrit conjugations Mastering the basic concepts of Sanskrit verb changes Able to write verb changes correctly in Sanskrit	Determine Sanskrit conjugations	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Performance and Product Assessment Sanskrit 3 X 50			0%
5	Utilizing science and technology as a tool to help understand Sanskrit conjugations Mastering the basic concepts of Sanskrit verb changes Able to write verb changes correctly in Sanskrit	Determine Sanskrit conjugations	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Performance and Product Assessment Sanskrit 3 X 50			0%
6	Utilizing science and technology as a tool to help understand scientific writing Mastering the concept of techniques for writing sentences using declension of main words a	Explain the declension of the main word a in Sanekrit	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Product assessment 3 X 50			0%

			Criteria:				
7	Utilizing science and technology as a tool to help understand scientific writing Mastering the concept of techniques for writing sentences using declension of main words a	Explain the declension of the main word a in Sanekrit	Criteria: 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Product assessment 3 X 50			0%
8	Midterm Examination (UTS	Midterm exam	Criteria: 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Written Exam 3 X 50			0%
9	Understand the concept of fourth grade word changes Master the concept of techniques for writing sentences with fourth grade word changes Able to be responsible for group assignments	Explain fourth grade verbs	Criteria: 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Product assessment 3 X 50			0%

			Criteria				
10	Understand the concept of fourth grade word changes Master the concept of techniques for writing sentences with fourth grade word changes Able to be responsible for group assignments	Explain fourth grade verbs	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Product assessment 3 X 50			0%
11	Utilizing science and technology as a tool to help understand the declension of main words I Mastering the concept of techniques for reading tables of word changes Able to be responsible for group assignments	Explain the declension of the main words I, masculine, feminine, and netrum	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Performance assessment 3 X 50			0%
12	Utilizing science and technology as a tool to help understand the declension of main words I Mastering the concept of techniques for reading tables of word changes Able to be responsible for group assignments	Explain the declension of the main words I, masculine, feminine, and netrum	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Performance assessment 3 X 50			0%

13	Utilizing science and technology as a tool to help understand principal word declination techniques u Mastering the concept of principal word declination techniques u Able to be responsible for group assignments	Explain the declension of the basic words u masculine, feminine, and netrum	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Performance assessment 3 X 50			0%
14	Utilizing science and technology as a tool to help understand principal word declination techniques u Mastering the concept of principal word declination techniques u Able to be responsible for group assignments	Explain the declension of the basic words u masculine, feminine, and netrum	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Performance assessment 3 X 50			0%
15	Utilizing science and technology as a tool to help understand principal word declination techniques u Mastering the concept of principal word declination techniques u Able to be responsible for group assignments	Explain the declension of the basic words u masculine, feminine, and netrum	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Performance assessment 3 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.