



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		
Sanskrit	8820103033		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 that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		<table border="1" style="margin: auto;"> <tr><td style="width: 30px; height: 20px;">P.O</td></tr> </table>					P.O
P.O							
Short 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.						
	<p>References Main :</p> <p>1. Referensi : Harijati, S. 1993. <i>Tata Bahasaa Sansekerta Ringkas</i> . Jakarta: Djambatan. Kamidjan. 1996. <i>Bahasa Sansekerta</i> . Surabaya: FBS Unesa Perry, Edward Deleva. 1959. <i>A Sankrit Primair</i> . New York: Cambridge Havard University. Zutmulder, P. J. 1973. <i>Tata Bahasa Sansekerta</i> . Yogyakarta: Gadjah Mada University Press.</p> <p>Supporters:</p>						
Supporting lecturer	KAMIDJAN						
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 writing 2.3: the writing is generally correct, there is one aspect where the explanation is incorrect 3.2: the writing is generally correct, there is more than one aspect where the explanation is incorrect 4.1: wrong writing	3 X 50 Performance Assignment			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 writing 2.3: the writing is generally correct, there is one aspect where the explanation is incorrect 3.2: the writing is generally correct, there is more than one aspect where the explanation is incorrect 4.1: wrong writing	3 X 50 Performance Assignment			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 sentences are correct 2.3 correct sentences have wrong meaning 3.2 wrong sentences have the correct meaning 4.1 sentence has wrong meaning	Sanskrit Performance and Product Assessment 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 sentences are correct 2.3 correct sentences have wrong meaning 3.2 wrong sentences have the correct meaning 4.1 sentence has wrong meaning	Sanskrit Performance and Product Assessment 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 sentences are correct 2.3 correct sentences have wrong meaning 3.2 wrong sentences have the correct meaning 4.1 sentence has wrong meaning	Product assessment 3 X 50			0%
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 sentences are correct 2.3 correct sentences have wrong meaning 3.2 wrong sentences have the correct meaning 4.1 sentence has wrong meaning	Product assessment 3 X 50			0%
8	Midterm Exam (UTS)			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 sentences are correct 2.3 correct sentences have wrong meaning 3.2 wrong sentences have the correct meaning 4.1 sentence has wrong meaning	Product assessment 3 X 50			0%
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 sentences are correct 2.3 correct sentences have wrong meaning 3.2 wrong sentences have the correct meaning 4.1 sentence has wrong meaning	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 sentences are correct 2.3 correct sentences have wrong meaning 3.2 wrong sentences have the correct meaning 4.1 sentence has wrong meaning	Group assignments and discussions 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 sentences are correct 2.3 correct sentences have wrong meaning 3.2 wrong sentences have the correct meaning 4.1 sentence has wrong meaning	Group assignments and discussions 3 X 50			0%
13	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 sentences are correct 2.3 correct sentences have wrong meaning 3.2 wrong sentences have the correct meaning 4.1 sentence has wrong meaning	Group assignments and discussions 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 sentences are correct 2.3 correct sentences have wrong meaning 3.2 wrong sentences have the correct meaning 4.1 sentence has wrong meaning	Explanations, assignments, discussions 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 sentences are correct 2.3 correct sentences have wrong meaning 3.2 wrong sentences have the correct meaning 4.1 sentence has wrong meaning	Explanations, assignments, discussions 3 X 50			0%
16	Final Semester Examination (UAS)			2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.