

Minor modification of M.A. Russian Syllabus as approved by the Faculty of Arts in its meeting held on 31st October, 2022.

Existing						Modified						Remarks
SEMESTER- I						SEMESTER- I						
Course	Paper No.	Paper Title	Credits			Course	Paper No.	Paper Title	Credits			
			Theory	Tutorial	Total				Theory	Tutorial	Total	
RUCC	101	Literary Movements, Trends and Genres (Mid 18th Century up to 1st Quarter of 19th Century)	4	-	4	RUCC	101	Literary Movements, Trends and Genres (Mid 18th Century up to 1st Quarter of 19th Century)	4	1	5	1. Updating of credits for existing RUCC101 RUCC102 RUEC101 2. Deletion of RUCC103 RUCC104 RUEC102 3. Addition of new courses RUCC103 RUCC104
RUCC	102	Modern Russian: Phonetics and WordFormation	4	-	4	RUCC	102	Modern Russian: Phonetics and WordFormation	4	1	5	
RUCC	103	Practical Russian - Oral	4	-	4	RUCC	103	Methodology of Teaching Russian as a Foreign Language	4	1	5	
RUCC	104	Practical Russian - Written	4	-	4	RUCC	104	Theory & Practice of Translation	4	1	5	
RUEC	101	Reading & Appreciation of the Literary Text (Mid 18th Century up to 1 st quarterof 19 th Century)	4	-	4	RUEC	101	Reading & Appreciation of the Literary Text (Mid 18th Century up to 1 st quarterof 19 th Century)	4	1	5	
RUEC		Theory and Practice of Translation (Scientific, Technical, Medical)	4	-	4							
Total			24	0	24	Total			20	5	25	

SEMESTER- II

Course	Paper No.	Paper Title	Credits		
			Theory	Tutorial	Total
RUCC	201	Literary Movements, Trends & Genres (early 19 th century – up to end 19 th century)	4	-	4
RUCC	202	Modern Russian: Morphology	4	-	4
RUCC	203	Practical Russian – Oral	4	-	4
RUCC	204	Practical Russian – Written	4	-	4
RUEC	201	Reading & Appreciation of the Literary Text. (Early 19 th Century to the End of the 19 th Century)	4	-	4
RUOE	201	Introduction to Russian Culture	4	-	4
Total			24	0	24

SEMESTER- II

Course	Paper No.	Paper Title	Credits		
			Theory	Tutorial	Total
RUCC	201	Literary Movements, Trends & Genres (early 19 th century – up to end 19 th century)	4	1	5
RUCC	202	Modern Russian: Morphology	4	1	5
RUCC	203	General Linguistics	4	1	5
RUCC	204	Theory & Practice of Interpretation	4	1	5
RUEC	201	Reading & Appreciation of the Literary Text. (Early 19 th Century to the End of the 19 th Century)	4	1	5
Total			20	5	25

Semester-2

1. Updating of credits for existing **RUCC201** **RUCC202** **RUEC201**
2. Deletion of **RUCC203** **RUCC204**
3. Deletion of OEC - **RUOE201** (Shifted from 2nd sem. to 3rd sem. as per guidelines)
3. Addition of new course **RUCC203**
4. Shift of **RUCC204** from 4th sem. to 2nd sem.

SEMESTER- III						SEMESTER- III						Semester-3 1. Updating of credits for existing courses RUCC301 RUCC302 RUEC301 2. Deletion of RUCC303 RUCC304 RUCC305 3. Addition of new courses RUCC303 4. Shift of OEC – RUOE301 from 2 nd sem. to 3 rd sem. as per guidelines
Course	Paper No.	Paper Title	Credits			Course	Paper No.	Paper Title	Credits			
			Theory	Tutorial	Total				Theory	Tutorial	Total	
RUCC	301	Literary Movements, Trends and Genres(Beginning of 20 th century to the mid 20 th century)	4	-	4	RUCC	301	Literary Movements, Trends and Genres(Beginning of 20 th century to the mid 20 th century)	4	1	5	
RUCC	302	Modern Russian: Lexicology	4	-	4	RUCC	302	Modern Russian: Lexicology	4	1	5	
RUCC	303	Practical Russian – Oral	4	-	4	RUCC	303	Research Methodology	4	1	5	
RUCC	304	Practical Russian – written	4	-	4	RUEC	301	Reading and Appreciation of the LiteraryText. (Beginning of 20 th Century to the mid 20 th century)	4	1	5	
RUCC	305	Theory and Practice of Literary Translation	4	-	4	RUOE	301	Introduction to Russian Culture	4	-	4	
RUEC	301	Reading and Appreciation of the LiteraryText. (Beginning of 20 th Century to the mid 20 th century)	4	-	4	-	-	-	-	-	-	
Total			24	0	24	Total			20	4	24	

SEMESTER- IV						SEMESTER- IV						Semester-4 1. Updating of credits for existing RUCC401 RUCC402 RUCC403 RUEC401 2. Shift of RUCC403 to 2 nd semester RUCC204
Course	Paper No.	Paper Title	Credits			Course	Paper No.	Paper Title	Credits			
			Theory	Tutorial	Total				Theory	Tutorial	Total	
RUCC	401	Literary Movements, Trends and Genres (Mid 20 th to end of 20 th century)	4	-	4	RUCC	401	Literary Movements, Trends and Genres (Mid 20 th to end of 20 th century)	4	1	5	
RUCC	402	Modern Russian: Syntax	4	-	4	RUCC	402	Modern Russian: Syntax	4	1	5	
RUCC	403	Theory and Practice of Interpretation	4	-	4	RUCC	403	Dissertation	4	1	5	
RUCC	404	Dissertation	4	-	4	RUEC	401	Reading and Appreciation of the Literary Text (From Mid-20th century to End of 20th Century)	4	1	5	
RUEC	401	Reading and Appreciation of the Literary Text (From Mid-20th century to End of 20th Century)	4	-	4	RUOE	401	Russian Folklore	4	-	4	
RUOE	401	Russian Folklore	4	-	4	Total			20	4	24	
Total			20	0	24	Total			20	4	24	

UNIVERSITY OF DELHI
DEPARTMENT OF SLAVONIC & FINNO-UGRIAN STUDIES

MASTER OF RUSSIAN STUDIES(MRUS)

(Effective from Academic Year 2022-23)

PROGRAMME BROCHURE



M. A. Russian Studies Revised Syllabus as approved by Academic Council on,
and Executive Council on

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ABOUT THE DEPARTMENT

The Department of Slavonic and Finno-Ugrian Studies is a part of the Arts Faculty, University of Delhi and offers full-time and Part-time Courses in various languages of the Slavonic and Finno- Ugric group of languages: Bulgarian, Croatian, Czech, Polish, Russian and Hungarian.

I. Historical background

The Department owes its origin in the creation of Department of Russian Language in 1946 at the instance of the first Prime Minister of India, Pandit Jawaharlal Nehru who had a vision to spread the study of foreign languages in order to integrate India with the developed countries of the world. Within a short span of time, courses in other foreign languages like French, German and Spanish were also introduced and in 1948 the Department was re-named the Department of Modern European Languages. With a growing awareness about the significance of learning foreign languages, there was a demand for expansion and in 1969 new courses in Hungarian and Polish languages were introduced, followed by Bulgarian, Czech, Croatian, Portuguese and Romanian languages. Subsequently, with the increase in enrolment, in 1987, a decision was taken to bifurcate the Department of Modern European Languages into two departments, the Department of Germanic and Romance Studies and the Department of Slavic Studies. The Department of Slavic Studies was later re-named the Department of Slavonic & Finno-Ugrian Studies. This gave an impetus to the Department to expand its teaching programme and soon One Year Full-time Intensive course in Russian language and M.A. in Russian Studies were launched. Along with this, other languages of the Department were offered as optional courses to promote interdisciplinary studies. Research programmes like M.Phil and Ph.D in Russian Studies were also added to the Department's academic schedule. Later a full-time Intensive language course in Bulgarian was introduced. Today, this is the only Department in India, which has qualified faculty offering courses in Bulgarian, Croatian, Czech, and Hungarian and Polish languages, besides Russian.

II. COURSES

The Department conducts the following courses: Full-Time:

1. Ph.D. in Russian Studies
2. M. Phil in Russian Studies
3. M.A. in Russian Studies
4. One Year Intensive Advanced Diploma Course in Russian and Regular Intensive Advanced Diploma in Bulgarian
5. Part-Time Courses - Certificate, Diploma & Advanced Diploma in: Bulgarian, Croatian, Czech, Hungarian, Polish, Russian.
6. Part -Time Courses in Russian are also offered in selected colleges of the University of Delhi.

7. The Department also organizes, on request and as per the rules of the University of Delhi, Short-Term courses (duration: 2-6 months) in various languages taught here.

All the courses in the above- mentioned foreign languages are designed in such a way so that the students may acquire adequate knowledge of the literature and culture of the concerned country as well as communicative skills to use the language. These courses also prove to be beneficial for students wishing to engage themselves in translation and research activities in the field of humanities or in professions where knowledge of these languages is required. The demand for enrollment in these courses is increasing every year and they are ranked highly.

Ph.D., M.Phil. M.A. full-time Intensive (Russian studies) graduates of the department have been employed in various governmental and/or private organizations such as Indian Navy, Air Force, Army, JNU, AMU, EFLU, Indian Defense Academy, ARCSC, AMAZON, WIPRO, FORTIS, Google, Accenture, MEDANTA, APOLLO, FORTIS etc.

Students who have passed out from the Department in the past have found profitable employment in several prestigious Government organisations as translation-officers, schools and universities as teachers and in several private organisations and the tourism industry, including medical tourism, in various capacities.

III. The Programme: MA in Russian Studies

M.A in Russian Studies admits students who have a Bachelor's Degree in Russian philology or in any other allied stream but with knowledge of Russian of advanced level.

The new revised and restructured MA in Russian Studies has been formulated as per the Choice Based Credit System (CBCS) Guidelines 2018.

This programme will not only prepare students for conducting fundamental academic research in Russian studies, but will also develop skills to enable them to handle various career opportunities effectively and competently.

The MA in RUSSIAN STUDIES programme is a two-year course divided into four-semester. The detailed structure is given below

The process of course development involving various stakeholders at different stages.

First stage: A thorough discussion on the new restructured MA programme in Russian Studies according to the CBCS was held in Russian section.

Second stage: The DC and the Committee of Courses approved the restructured programme for MA in Russian Studies.

Third stage: The restructured programme for MA in Russian Studies was put up for students' feedback.

II. Introduction to CBCS (Choice Based Credit System)

Choice Based Credit System Scope:

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enable the potential employers in assessing the performance of the candidates.

Definitions:

- (i) **'Academic Programme'** means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre
- (ii) **'Course'** means a segment of a subject that is part of an Academic Programme
- (iii) **'Programme Structure'** means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission
- (iv) **'Core Course'** means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course
- (v) **'Elective Course'** means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre
- (vi) **'Open Elective'** means an elective course which is available for students of all programmes, including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.
- (vii) **'Credit'** means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course
- (viii) **'SGPA'** means Semester Grade Point Average calculated for individual semester.
- (ix) **'CGPA'** is Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.

- (x) ‘Grand CGPA’ is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in Transcript form. To benefit the student a formula for conversation of Grand CGPA into %age marks is given in the Transcript.

III. MA. Russian Studies programme details

Programme Objectives (POs):

1. To achieve the faculty of independent comprehension and analysis of texts on modern Russian Language.
2. To attain skills for critical appreciation of literary works and the ability to arrive at hypotheses and theoretical conceptualization.
3. To develop skills in theory and practice of translation
4. To develop the faculties and an aptitude for interdisciplinary research.
5. To achieve an optimum level of literary language expression (both oral and written)
6. To foster broad cross-cultural awareness with a view to create sound historic- cultural foundations.
7. To develop skills and faculties to undertake independent research.

III. Masters in Russian Studies (MRS) Programme Details:

Programme Structure:

The MA in RUSSIAN STUDIES programme is a two-year course divided into four- semesters and envisages study of Russian language, Phonetics, Word formation, Morphology, Lexicology, Syntax, Theory of Russian literature, History of Russian literature, Theory and practice of translation, Interpretation skills, Russian folklore, Russian culture.

A student is required to complete 100 credits for the completion of course and the award of degree.

		<i>Semester</i>	<i>Semester</i>
Part – I	First Year	Semester I	Semester II
Part – II	Second Year	Semester III	Semester IV

Course Credit Scheme

- For each Core and Elective Course there will be 4 lecture hours of teaching per week.
- Open Electives to the maximum total of 8 credits.
- Duration of examination of each paper shall be 3 hours.
- Each paper will be of 100 marks out of which 70 marks shall be allocated for semester examination and 30 marks for internal assessment.

Revised TEMPLATE
Course Structure
[M.A. in Russian Studies]

Semester	Core Courses			Elective Course			Open Elective Course			Total Credits
	No. of papers	Credits (L+T/P)	Total Credits	No. of papers	Credits (L+T/P)	Total Credits	No. of papers	Credits (L+T/P)	Total Credits	
I	4	5	20	1	5	5	0	0	0	25
II	4	5	20	1	5	5	0	0	0	25
III	3	5	15	1	5	5	1	4	4	24
IV	3	5	15	1	5	5	1	4	4	24
Total Credits for the Course	14	5	70	4	5	20	2	8	8	98

Semester- wise Course Details

Semester I			
Number of Core Courses	4		
Credits in each core course	Theory	Tutorial	Total
RUCC101: Literary Movements, Trends and Genres (Mid 8 th Century upto 1st Quarter of 19 th Century)	4	1	5
RUCC102: Modern Russian: Phonetics and Word Formation	4	1	5
RUCC103: Methodology of Teaching Russian as a Foreign Language	4	1	5
RUCC104: Theory & Practice of Translation	4	1	5
Total credits in Core Course	20		
Number of Elective Courses	1		
Total Credits in Elective Course			
RUEC101: Reading & Appreciation of the Literary Text (Mid 18th Century up to 1 st quarter of 19 th Century)	4	1	5
Total credits in Elective Courses	5		
Number of Open Elective Courses	Nil		
Total credits in Open Elective Courses	0		
Total credits in Semester I	25		

Semester II			
Number of Core Courses	4		
Credits in each core course	Theory	Tutorial	Total
RUCC201: Literary Movements, Trends & Genres (early 19 th century – up to end 19 th century)	4	1	5
RUCC202: Modern Russian: Morphology	4	1	5
RUCC203: General Linguistics	4	1	5
RUCC204: Theory & Practice of Interpretation	4	1	5
Total credits in Core Course	20		
Number of Elective Courses	1		
Credits in each elective course			
RUEC201: Reading & Appreciation of the Literary Text. (Early 19 th Century to the End of the 19 th Century)	4	1	5
Total credits in Elective Courses	5		
Number of Open Electives Courses	Nil		
Credits in each Open Elective course	Theory	Tutorial	Total
Total credits in Elective Courses	4		
Total credits in Semester II	25		

Semester III			
Number of Core Courses	3		
Credits in each core course	Theory	Tutorial	Total
RUCC301: Literary Movements, Trends and Genres (Beginning of 20 th century to the mid 20 th century)	4	1	5
RUCC302: Modern Russian: Lexicology	4	1	5
RUCC303: Research Methodology	4	1	5
Total credits in core course	15		
Number of elective courses	1		
Credits in each Elective Course	Theory	Tutorial	Total
RUEC301: Reading and Appreciation of the Literary Text. (Beginning of 20 th Century to the mid 20 th century)	4	1	5
Total credits in Elective Courses	5		
Number of Open Elective Courses	1		
RUOE201: Introduction to Russian Culture	4	-	4
Total credits in Open Elective Courses	4		
Total credits in Semester III	24		

Semester IV			
Number of Core Courses	4		
Credits in each core course	Theory	Tutorial	Total
RUCC401: Literary Movements, Trends and Genres (Mid 20 th to end of 20 th century)	4	1	5
RUCC402: Modern Russian: Syntax	4	1	5
RUCC403: Dissertation	4	1	5
Total credits in Core Course	15		
Number of Elective Courses	1		
Credits in each elective course	Theory	Tutorial	Total
RUEC401: Reading and Appreciation of the Literary Text (From Mid-20 th century to End of 20 th Century)	4	1	5
Total credits in Elective Courses	5		
Number of Open Electives	1		
Credits in each open elective	Theory	Tutorial	Total
RUOE401: Russian Folklore	4	-	4
Total credits in Open Elective	4		
Total credits in Semester IV	24		

Semester wise Course Details of MA in RUSSIAN STUDIES

(Specify the formula for conversion of marks into grades)

Grade Points:

Grade point table as per University Examination rule

CGPA Calculation:

As per University Examination rule.

SGPA Calculation:

Grand SGPA Calculation:

Conversion of Grand CGPA into Marks

As notified by competent authority the formula for conversion of Grand CGPA into marks is:
Final % age of marks = CGPA based on all four semesters \times 9.5

Division of Degree into Classes:

Post Graduate degree to be classified based on CGPA obtained into various classes as notified into Examination policy.

Attendance Requirement:

As per the university rules

Span Period:

No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of **four** years from the date of admission to the Part-I/Semester-I of the M. A. Russian Studies Programme.

Guidelines for the Award of Internal Assessment Marks M. A. Russian Studies Programme:

Internal Assessment will be divided into three components out of a total of 30 marks.

Attendance: 10 marks

Assignments and presentations: 10 marks

Mid-term exam: 10 marks.

IV: Course Wise Content Details for M. A. Russian Studies Programme:

SEMESTER I

RUCC101

Literary Movements, Trends and Genres
(Mid-18th Century up to 1st Quarter of 19th Century)

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Course Objectives:

- To generate an understanding about the Russian literary development, its European relationship and to introduce the Russian literary trends of the period from 1730s – upto 1830s along with the context of their emergence and development.
- To familiarize the students with general chronological, philosophical and social background of the literary trends and to expand their knowledge base of the Russian literary tradition;
- To make them conversant with the literary trends such as Classicism, Sentimentalism and Romanticism in general, as, well as, in the specific Russian context.

Course learning Outcomes:

- The students will acquire a broad understanding of the periodisation of Russian literary trends of the period 1730 – 1830 in the context of the socio-historical background;
- The students will be acquainted of the genesis, development and crisis of the literary trends as Classicism, Sentimentalism and Romanticism in context of their chronological, philosophical and social background;
- The students will develop clear understanding about the basics of the development of classicism, Sentimentalism and Romanticism in the European context.
- The students will acquire a concrete understanding of theoretical & literary terminologies.

Contents:

Unit 1. The Age of Classical Antiquity

1.1. Ancient Greek and Roman literature. An overview

Unit 2. Literature of the middle ages and Renaissance

Crisis of the ancient world and the emergence of literature of the middle ages;

Understanding the term ‘Renaissance’. A brief overview on emergence, stages, and features; New learning, the Renaissance man, the Reformation, the New worlds, the New cosmos; humanism and anthropocentrism – constructs of the age of ‘Renaissance’.

Unit 3. Russian Literary Classicism: The Age of Reason and Enlightenment

The 18th century - the Russian and the European context.

Classicism - Explaining the term; Chronological framework; Social context; Philosophical context - ‘Cogito, ergo sum’ - René Descartes; Aesthetic Treatise - Nicolas Boileau-Despreaux ‘Art of Poetry’.

Russian Classicism – premise of emergence; periodisation and stages in development; decline of classicism. Satirical note in Russian classicist literature – its distinguishable feature. Sumarokov ‘Epistle on the Art of Poetry.’

General attributes, main characteristics of Russian classicism and factual literary, historical context.

Russian classicism - genres – high and low- tragedy, heroic poem, ode and satire.

Leading Russian classicists - Kantemir - Satire, Lomonosov -Ode, Sumarokov- Tragedy, Fonvizin - Comedy.

Unit 4. Russian literary Sentimentalism: The Cult of Sentimentality

Crisis of the ‘Enlightened Absolutism’ and Rise of Democratic Voices. Satirical journalism of N.I. Novikov and the polemics between the journals: Catherine II’s ‘Vsyakaya vsyachina’ & Novikov’s ‘Trutnya’.

Influences and literature of early Sentimentalism 1760s & 1770s; the Russian ‘tear jerking’ dramas and L. Sterne’s ‘Sentimental Journey’ (1768)

Sentimentalism - its origin and development; specific features and genres.

The cult of ‘sentimentality’ in Russian Literature; Muravyov, Kapnist, Karamzin. Radishev and Karamzin – two responses in Sentimentalism.

Unit 5. Romanticism in Russian literature

The Rise of the ideas of liberty, Fraternity & Equality; Resistance to the cult of Reason. The age of intuition, imagination and the irrational

Romanticism – the literary movement. Origins, specificity of Russian Romanticism; German influence - Goethe and Schiller; English influence - Byron and Shelley.

Classifying Russian Romanticism – Elegiac, psychological Romanticism (Zhukovsky, Batyushkov); Revolutionary romanticism (Ryleev, Küchelbecker); philosophical romanticism (Lermontov); syncretic Romanticism (Pushkin, Lermontov).

Genres of Romanticism epic (novella, novel). Lyrical (elegy, song). Lyrical-epic (ballad, duma).

Teaching Plan:

Week 1 and 2: Overview lecture on the specific features of the Ancient Greek and Roman literature and its significance for Russian literature.

- Week 3 and 4:** Crisis of the ancient world and the emergence of literature of the middle ages. The concept of renaissance and its main constructs will be discussed.
- Week 5:** A brief overview of the 18th century Russian and the world culture will be given with reference to the emergence and development of Russian classicism.
- Week 6:** The term ‘Classicism’ and its chronological development in the world literature will be discussed.
- Week 7:** Socio-philosophical and aesthetic contexts of the Classicism will be discussed.
- Week 8:** The characteristic features of the Russian classicism will be discussed.
- Week 9:** The main genres of classicism will be discussed and analysed. the leading theoreticians of Russian classicism will be discussed.
- Week 10:** A clear view on the Enlightened Absolutism and rise of democratic voices will be given to the students.
- week 11:** The origin, development and genres of the sentimentalism will be discussed.
- Week 12:** The cult of ‘Sentimentality’ in Russian Literature and contributions of Karamzin and Radishev will be discussed.
- Week 13:** The ideas of liberty, Fraternity & Equality; Resistance to the cult of Reason will be discussed.
- Week 14:** A detailed Classification of the Russian Romanticism will be discussed. the characteristic features & genres of the romanticism will be discussed along with the contributions of Russian romanticists.
- Week 15:** The origin and the development of Russian Romanticism and western influence on it will be discussed in detail.

Facilitating the achievement of Course learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	The students will get an overview of the Ancient Greek and Roman period of cultural development in human civilization. This will broaden their base for conceptual understanding of Russian classicism.	Lectures, question answers and structured learning.	Material collection for written assignments

2	<p>This unit will give them an idea about the ‘middle ages’ and the ‘Renaissance’.</p> <p>The students will understand that this was a transnational phenomenon, characterized by geographical and scientific discoveries, as well as, colonial expansions. This period saw the intelligentsia revisiting the Greco-Roman world for inspiration.</p>	Lectures with use of multi-media and discussions	Group discussions, written assignments
3.	<p>This unit will result in better understanding of the relationship between absolute monarchy, enlightened absolutism and classicism; the students will be able to draw parallels between the functionings of France's Louis XIV and the Russian Peter I;</p> <p>Students will acquire knowledge about Russian Classicism, its origins, genres, writers.</p> <p>Identify and describe major literary movements and trends.</p>	Lectures with use of multi-media and discussions	Group discussions, written assignments, class-test (oral)
4.	<p>The students will learn about the crisis that emerged in the Russian society and brought forward the real face of the ‘enlightened’ czarina Catherine II. Awareness about the suppression of the downtrodden.</p> <p>Sentimentalism - its origin and development; specific features and genres will become clear, as well as, the fact that though ‘Sentimentality’ in Russian Literature peaks at the end of the 18 century, but it was in the making from 1760s onwards.</p>	Lectures with use of multi-media and discussions	class-test (written)
5.	<p>The outcome of this unit will be in terms of a clear-cut understanding of Russian Romanticism in the context of the prerequisites for its emergence.</p> <p>The students will get to know that while Russian Romanticism had German and English influences, nonetheless, it was an organic movement that came up after the frustration despite the euphoric Russian victory that hit the post-</p>	Lectures with use of multi-media and discussions	Written assignments, Presentation

	<p>Napoleonic war, Russian society.</p> <p>The almost <u>suicidal</u> unsuccessful intervention by the nobility (the Decembrist Revolt) was also an expression of the same and one of the reasons for the emergence of Russian Romanticism.</p>		
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Reading list:

1. Кулешов В.И. История Русской Критики. М., Просвещение., 1984.
2. Мещерякова М. Литература в Таблицах. Рольф. М., 2000.
3. Словарь Литературоведческих терминов (под ред. Тимофеев и Тураев) М., Просвещения, 1974.
4. Энциклопедия для детей (под ред. Аксеновой М.Д.) Русская Литература т. 9, М., Аванта, 2000.
5. Энциклопедический словарь юного литературоведа. Сост. Новиков В.И. М., Педагогика., 1988.
6. «Словарь литературоведческих терминов» (<http://slovar.by.ru/dict.htm>)

RUCC102
Modern Russian: Phonetics and Word Formation

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Course Objectives:

- To improve of professional competence of students in modern Russian language by way of familiarizing the students with the theoretical foundations of Phonetics and Word Formation of the modern Russian language and their effective use.
- To facilitate formation of linguistic worldview, linguistic interest among the students and provide them professional pedagogical methodical and research orientation.
- To develop skills of phonetic and word formation analysis and empower the students with capabilities to use phonetic units in order to improve communicative competences.

Course Learning Outcomes:

On completion of this course, students should be able to:

- Apply their knowledge of the theoretical foundations, basic concepts and categories of phonetics and word formation in order to actively participate in/solve different language tasks;
- Involve in research activities with the use of acquired skills of professional pedagogical and methodical orientation in the process of studying various topics of the course.
- Participate in a variety of inter-linguistic, inter-cultural communication situations, using the acquired knowledge and understanding of main types of systemic relations in phonetics and word formation of the modern Russian language;
- Constantly improve professional communicative competencies in speech and communication activities by using the acquired skills and ability to make phonetic and word formation analysis.
- Master the main ways of finding phonetic and word formation analysis and equivalence in written and oral translation.

Contents:

Unit I: Introduction to phonetics as linguistic discipline

Basic concepts in phonetics.

Aims and objectives of phonetics. Phonetics units (segmental and suprasegmental).

Aspects of phonetics.

Relationship between sounds (phonemes) and letters (graphemes).

Vocal apparatus. central and peripheral speech organs; active and passive speech organs

Unit 2. Vowel sounds

Principle of classification and classification of vowel sounds
Alternation of vowels. Vowels in strong and weak positions
Phonetic analysis of vowels

Unit 3. Consonant sounds

Principle of classification and classification of consonant sounds.
Classification of consonants by place of articulation (labial: bilabial and labiodental; lingual: forelingual, mediolingual and backlingual);
Classification of consonants by the manner of articulation (stop, explosive, spirant, fricative, stop-spirant, affricate, occlusive-fricative, nasal, lateral, vibrant)
Classification of consonants by work of the vocal cords and degree of noise (sonant, voiced and voiceless)
Classification of consonants by Palatalization: Hard (non-palatalized) and soft (palatalized)
Alternation of consonant sounds
Phonetic analysis of consonants;
Phonetic transcription

Unit 4. Syllable; Stress; Intonation.

Syllable and syllabic division
Word stress
Intonation: types of intonations

Unit 5. Morphemics and word formation.

Basic concepts in morphemics Morphemic and word formation in their relation to vocabulary, morphology and syntax.
Morpheme as the minimum significant unit of language and classification of morphemes
Morphemic structure of the Russian word.
Morphemic analysis
Russian derivational morphology: Word-formative relations, derivational form of derived words. Russian word-formation construction system
Word-formation analysis.

Suggested Readings:

1. Balupuri C , Kovalyov: *Phonetika russkovo yazika*, New Delhi – 1984. 148p
2. *Russkaya grammatika. Tom I: Moscow, Nauka -1982. – 690 p.*
3. I.E. Savko: *Russkiy yazik*. Minsk, 2005.-480 p.
4. Ignatyeva M.M. : *Morphemniyi slovoobrozovatelniy analiz slova*. Universitet Druzhbi Narodov, Moscow, 1982. 100 p

Teaching Plan:

- Week 1:** Introduction to phonetics as linguistic discipline
Basic concepts in phonetics.
Aims and objectives of phonetics. Phonetics units (segmental and suprasegmental). Aspects of phonetics.
Relationship between sounds (phonemes) and letters (graphemes).
- Week 2:** Vocal apparatus. Active and passive speech organs
- Week 3:** Vowel sounds.
Principle of classification and classification of vowel sounds
Alternation of vowels. Vowels in strong and weak positions
- Week 4:** Phonetic analysis of vowels;
- Week 5:** Consonant sounds
Principle of classification and classification of consonant sounds.
Classification of consonants by place of articulation (labial: bilabial and labiodental; lingual: forelingual, mediolingual and backlingual);
- Week 6:** Classification of consonants by the manner of articulation (stop, explosive, spirant, fricative, stop-spirant, affricate, occlusive-fricative, nasal, lateral, vibrant)
- Week 7:** Classification of consonants by work of the vocal cords and degree of noise (sonant, voiced and voiceless)
- Week 8:** Classification of consonants by Palatalization: Hard (non-palatalized) and soft (palatalized)
Alternation of consonant sounds
- Week 9:** Phonetic analysis of consonants.
- Week 10, 11:** Phonetic transcription.
Syllable; Stress; Intonation.
Syllable and syllabic division
Word stress
Intonation: types of intonations
- Week 12:** Morphemics and word formation.
Basic concepts in morphemics Morphemic and word formation in their relation to vocabulary, morphology and syntax.
Morpheme as the minimum significant unit of language and classification of morphemes
- Week 13:** Morphemic structure of the Russian word.
Morphemic analysis
- Week 14:** Russian derivational morphology: Word-formative relations, derivational form

of derived words. Russian word-formation construction system
 Word-formation analysis.

Week 15: Revision of theory and practice: Compiling of theme/unit based terminology;
 making unit based questions and making short note answers.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The students of Russian language will get an overview of the scope of phonetics in their future profession.	Lectures; Group discussion on possible professional areas of Russian phonetics and word formation knowledge use	Written assignment on compiling of theme (Lecture) based bilingual dictionary on phonetics terminology.
2.	The students, having understood the basic concepts of the phonetics, principles of classification of sounds, will further facilitate developing a research mentality, professional pedagogical and methodical approach to the phonetic analysis vowel sounds.	Lectures	Written home assignment
3.	The students, having learned phonetic features of Russian sounds, will be actively involved in inter-linguistic comparison of the sounds in student's mother tongue or other FL the student knows. Student will be able to investigate the features of consonant sounds in Hindi/ mother tongue, comparing them with the features of Russian consonants.	Lectures	Group class assignment; Group task in class on Phonetic transcription
4.	The students, having acquired the knowledge in differentiating syllables, intonation types, will actively develop their speaking and listening competencies and will be able to actively involved in oral communication and participate in poetry recitation, enacting plays, declamation.	Lectures/Audio-video presentation of poetry/prose recitation/reading by native Russian in order to differentiate the intonation of narrative, interrogative (with/without question words), imperative and exclamatory sentences.	Written home assignment: Oral assignment:

5.	The students, having acquired the knowledge of the minimum meaningful formal segments of words, will achieve the ability to identify ethnic/national/cultural specificity of Russian words by way of understanding their end meaning as constituents of a number of minimal meanings. Student also will achieve improved perception level while involved in written and oral communicative activities.	Lectures	Home written assignment on morphemic analysis. Class assignment on word-formation analysis

RUCC103
Methodology of Teaching Russian as a
Foreign Language

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Medium of instruction: Russian

Course Objectives:

- To introduce students to the craft of teaching, the nature and levels of teaching Russian as a Foreign language (RFL);
- To develop academic and professional competence in the field of Teaching and learning RFL;
- To equip students with scientific-theoretical knowledge for finding solutions for theoretical and practical tasks involved in teaching of RFL; to have interdisciplinary approach in solving problems;
- To train students in planning, organizing and conducting pedagogical activity; to use various technologies and innovative methods available;
- To equip students to carry out monitoring of the education process, evaluation, diagnosis of academic and professional skills in teaching of RFL;
- To develop student's skills in academic research, writing essays and commentaries, use of resources and making oral presentations in order to prepare them for further advanced study in teaching methodology.

Learning outcomes and competences:

Upon completion of course the students will be able to:

- Understand the theoretical base of teaching methodology of Russian as Foreign Language (RFL); main principles and specificities of teaching RFL; main components of system of teaching RFL;
- To be able to analyze the language material from the point of view of possible difficulties of learning and teaching;
- To familiarize themselves with different methods of introduction, practice and use of the language material;
- To adequately use the methodological terms in scientific-scholarly spheres and practically use the knowledge gained;
- To have command on conceptual framework of the Methodology of teaching RFL;
- To develop skills of analyzing methods and strategies used at various levels of teaching RFL.

Units

Unit 1.

- a) Concept of method of teaching in didactics and methodology of teaching foreign languages
- b) Method of teaching as a component of the system of teaching
- c) Main approaches, technology and model of teaching
- d) Research methods in teaching methodology
- e) Levels of proficiency of RFL
- f) Short history of Methods of teaching RFL

Unit 2.

- a) Direct methods: Direct method, Audio-lingual Method, Audio-Visual method, Modern modification of the direct method
- b) Translation methods: Grammar-translation method, Textual-Translation Method, Comparative method, Method of National language orientation

Unit 3.

- a) Combined methods: First versions of combined methods, Practical method, Communicative method;
- b) Intensive methods: Suggestopedic method, Personality and collective development method, Psycho-therapeutic method

Unit 4.

- a) Speech activity in teaching of speech communication;
- b) Definition, features, types of Speech activity;
- c) Methods of teaching: listening comprehension, spoken expression, reading & writing skills; Modern technologies in teaching of RFL

Unit 5.

- a) Compiling lessons of RFL: Main structural elements of a lesson, types of lessons of Russian;
- b) Evaluation system of learners at the lesson of Russian;
- c) Teaching Phonetics, orthography, Grammar, Syntax etc.

Teaching Plan:

Week 1: The course starts with introduction to concept of method of teaching in didactics and methodology of teaching foreign languages; Method of teaching as a component of the system of teaching, Main approaches, technology and model of teaching, Research methods in teaching methodology

Week 2: Levels of proficiency of RFL; Short history of Methods of teaching RFL

Week 3: Direct methods: Direct method, Audio-lingual Method, Audio-Visual method, Modern modification of the direct method; Translation methods: Grammar-translation method, Textual-Translation Method, Comparative method, Method of National language orientation

Week 4: Combined methods: First versions of combined methods, Practical method, Communicative method; Intensive methods: Suggestopedic method, Personality and collective development method, Psycho-therapeutic method

Week 5: Speech activity in teaching of speech communication; Definition, features, types of Speech activity; Methods of teaching: listening comprehension, spoken expression; Modern technologies in teaching of RFL

Week 6: Methods of teaching: reading & writing skills; Modern technologies in teaching of RFL (continued)

Week 7: Compiling lessons of RFL: Main structural elements of a lesson, types of lessons of Russian;

Week 8: Evaluation system of learners at the lesson of Russian;

Week 9: Teaching Russian Phonetics

Week 10: Teaching Russian word-Formation, orthography

Week 11: Teaching Russian Grammar

Week 12: Teaching Russian Grammar (continued)

Week 13: Teaching Russian Syntax

Week 14: Visits to real classroom teaching

Week 15: Seminar-cum-workshop on Methodology of Teaching RFL; the student's make presentations.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The students will get introduced to Concept of method of teaching in didactics and methodology of teaching foreign languages; Method of teaching as a component of the system of teaching; Main approaches, technology and model of teaching; Research methods in teaching methodology; Levels of proficiency of RFL; Short history of Methods of teaching RFL	Lectures;	Written assignment
2.	The students will be introduced to Direct methods: Direct method, Audio-lingual Method, Audio-Visual method, Modern modification of the direct method Translation methods: Grammar-translation method, Textual-Translation Method, Comparative method, Method of National language orientation	Lectures, presentations, workshop	Written test, written assignment
3.	The students will get acquainted with the Combined methods: First versions of combined methods, Practical method, Communicative method; Intensive methods: Suggestopedic method, Personality and collective development method, Psycho-therapeutic method	Lectures, presentations	Written assignments
4.	The students will be introduced to Speech activity in teaching of speech communication; Definition, features, types of Speech activity; Methods of teaching: listening comprehension, spoken expression, reading & writing skills; Modern technologies in teaching of RFL	Lectures, workshop, Group discussions, practice sessions	Written test, written assignment
5.	The students will master the skills of Compiling lessons of RFL: understand the main structural elements of a lesson, types of lessons of Russian; Evaluation system of learners at the lesson of Russian; Teaching Russian Phonetics, orthography, Grammar, Syntax etc.	Lectures, workshop, Group discussions, practice sessions	Written test, written assignment, conducting lessons

Recommended resources:

1. Капитонова Т.И. и др., Методы и технологии обучения русскому языку как иностранному, Рус. яз. Курсы, 2008
2. Крючкова Л.С., Мощинская Н.В. Практическая методика обучения русскому языку как иностранному, Русский язык как иностранный (Флинта), 2018.
3. Щукин А.Н., Обучение речевому общению на русском языке как иностранном. Учебно-методическое пособие для преподавателей русского языка как иностранного, Издательство: «Русский язык». Курсы, 2015. Акишина А. А., Каган О. Е. Учимся учить: Для преподавателя русского языка как иностранного. – М.: Русский язык. Курсы, 2005.
4. Битехтина Н. Б., Горбаневская Г. В. и др. Методическая мастерская. Образцы уроков по русскому языку как иностранному. – М.: Русский язык. Курсы, 2010.
5. Живая методика: Для преподавателя русского языка как иностранного / Кол. Авторы ГИРЯ им. А. С. Пушкина. – М.: Русский язык. Курсы, 2009.
6. Кирейцева А. Н. Азбука тестирования. Практическое руководство для преподавателей РКИ. – СПб.: Златоуст, 2013.
7. Колесникова А. Ф., Успенская И. Д. и др. Лексика. Грамматика: Учебник для зарубежных преподавателей. – М.: Русский язык (Русский язык заочно), 1986.
8. Федотова Н. Л. Методика преподавания русского языка как иностранного (практический курс). – СПб.: Златоуст, 2013.
9. Федотова Н. Л. Методика преподавания русского языка как иностранного. Задачник к практическому курсу. – СПб.: Златоуст, 2013.
10. Шибко Н. Л. Общие вопросы методики преподавания русского языка как иностранного: учебное пособие для иностранных студентов филологических специальностей. – СПб.: Златоуст, 2014.
11. Щукин А. Н. Методика преподавания русского языка как иностранного. – М.: Высшая школа, 2010.

RUCC104
Theory & Practice of Translation

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Medium of instruction: Russian

Course Objectives:

- To introduce students to the craft of translation, the nature of translation and Levels of analysis and synthesis in translation
- To familiarize students with translation strategies, techniques and Equivalence in translation, general concepts, such as transfer between languages, cultures and contexts, fidelity, precision, etc.
- To familiarize students with the practical difficulties related to Lexical, Grammatical & Syntactic Aspects of translation involved in the career of translation as well as the challenges involved in translation from Russian into English & vice-versa;
- To teach students how to approach literary translation from linguistic, pragmatic and cultural perspective as translation is a means of intercultural communication
- To equip students with the key concepts of the academic discipline of scientific & technical translation in order to provide them with the confidence and competence in the theory and practice of translation.
- To train students of non-medical background in translation in the field of medical and pharmaceutical sphere with the aim of developing their thematic competence.
- To develop students' skills in academic research, writing essays and commentaries, use of resources and making oral presentations in order to prepare them for further advanced study in translation studies

Learning outcomes and competences:

Upon completion of course the students will be able to:

- Understand the most common problems that appear in translation, as well as techniques and strategies of producing translations that faithfully serve the original and at the same time stand as works of art in their own right within the linguistic and cultural context of the translation culture.
- Familiarize themselves with different approaches to translation as such, literary translation, Scientific-scholarly and Medical translation, as well as techniques and strategies involved in the process of translation.
- Analyze and discuss translated texts belonging to various styles.
- Develop their creative writing skills and competency, learn to adequately use dictionaries and other handbooks, as well as make use of various sources that will come in handy in their future translation work.

Units

Unit 1.

Translation & its role in intercultural communication; Types & Forms of translation; (Formal types: Written - Oral (consecutive - synchronic) – Mixed; Levels in translation (According to the Levels of analysis and synthesis in translation: Word level, Phrase level, Clause or sentence level, Paragraph level, Text level, Pragmatics, or socio-cultural, level. Definition of translation unit; Aims of translation; Professional requirements and responsibilities of a translator; General mistakes in translation

Equivalence in translation: types & levels of equivalence; Ways to achieve equivalence; Non-Equivalent units, Losses in translation

Unit 2.

Lexical, Grammatical & Syntactic Aspects of translation; Transformations in the Process of Translation: The necessity and the relevance of transformation in the translation process, Direct translation vs. transformations or non-translating; Problems of translating from Russian into English & vice-versa; Basic types of transformations:

- | | |
|-------------------------------------|--------------------------|
| ➤ transcription and transliteration | ➤ loss compensation |
| ➤ calque | ➤ concretization |
| ➤ explanatory translation | ➤ generalization |
| ➤ descriptive translation | ➤ antonymic translation |
| ➤ omission | ➤ meaning extension |
| ➤ addition | ➤ metonymic translation |
| ➤ transposition | ➤ sentence integration |
| ➤ change of grammatical forms | ➤ sentence fragmentation |

Typical usage of the transformations in different types of translation

- text of different genres
- different languages
- different layers of vocabulary

Unit 3.

Specificities of Literary Translation as a type of translation activity; Features of a literary text; Generic specificities & Genres of a literary text; Types of literary translation; Prose Translation Poetry Translation, Drama Translation

Unit 4.

Introduction to scientific, technical translation; Nature of scientific, technical translation; Problems of scientific, technical translation; Types of translation of scientific & technical texts

Unit 5.

Nature of Medical translation; Understanding medical terminology and its translation; Understanding medical procedures and their translation; Translation of medical & pharmaceutical documents

Teaching Plan:

Week 1:

The course starts with introduction to translation & its role in intercultural communication; the role a translator in intercultural exchange; translation as an aspect of reception; translation as interpretation tool; Types & Forms of translation; (Formal types: Written - Oral (consecutive - synchronic) – Mixed; Levels in translation (According to the Levels of analysis and synthesis in translation: Word level, Phrase level, Clause or sentence level, Paragraph level, Text level, Pragmatics, or socio-cultural, level.

Week 2:

Definition of translation unit; Aims of translation; Professional requirements and responsibilities of a translator; General mistakes in translation; Equivalence in translation: types & levels of equivalence; Ways to achieve equivalence; Non-Equivalent units, Losses in translation

Week 3:

Lexical, Grammatical & Syntactic Aspects of translation. Transformations in the Process of Translation: The necessity and the relevance of transformation in the translation process, Direct translation vs. transformations or non-translating; Problems of translating from Russian into English & vice-versa; Basic types of transformations

Week 4: Basic types of transformations (continued)

Week 5: Basic types of transformations (continued)

Week 6:

Specificities of Literary Translation as a type of translation activity; features of a literary text, Generic specificities & Genres of a literary text; Short History of Literary Translation in Russia and abroad. Periods & Personalities.

Week 7:

Prose, Drama & Poetry Translation; Specificities of translating a novel, short-novel, story and novella and poetry. Comparative analysis of existing translations;

Week 8: Prose, Poetry, Drama Translation (continued); translating Russian prose, poetry and Drama texts

Week 9: Introduction to scientific, technical translation; Nature of scientific, technical translation; its difference from other texts belonging to other style texts

Week 10: Problems of scientific, technical translation; Types of translation of scientific & technical texts

Week 11: Nature of Medical translation; Understanding medical terminology and its translation;

Week 12: Understanding medical procedures and their translation;

Week 13: Translation of medical & pharmaceutical documents Practice of translation of medical test reports, prescriptions, medicine labels etc.

Week 14: Practice of translation of medical test reports, prescriptions, medicine labels etc. (continued)

Week 15: Seminar-cum-workshop on translation; the student's make presentations.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The students will get introduced to role of translation and translator in intercultural communication; Types & Forms of translation; (Formal types: Written - Oral (consecutive - synchronic) – Mixed; Levels in translation (According to the Levels of analysis and synthesis in translation: Word level, Phrase level, Clause or sentence level, Paragraph level, Text level, Pragmatics, or socio-cultural, level. Definition of translation unit; Aims of translation; Professional requirements and responsibilities of a translator; General mistakes in translation Equivalence in translation: types & levels of equivalence; Ways to achieve equivalence; Non-Equivalent units, Losses in translation	Lectures; Group discussion	Written assignment
2.	The students will understand and identify the Lexical, Grammatical & Syntactic Aspects of translation; Transformations in the Process of Translation: The necessity and the relevance of transformation in the translation process, Direct translation vs. transformations or non-translating; Problems of translating from Russian into English & vice-versa; Basic types of transformations	Lectures, presentations, workshop	Written test, written assignment
3.	The students will get acquainted with the Specificities of Literary Translation as a type of translation activity; Features of a literary text; Generic specificities & Genres of a literary text; Types of literary translation; Prose Translation Poetry Translation, Drama Translation	Lectures, presentations	Written assignments
4.	The students will master the skills of translating scientific, technical material. They will discuss and solve the problems of scientific and technical translation.	Lectures, workshop, Group discussions, practice sessions	Written test, written assignment
5.	The students will master the skills of Medical translation; Understanding medical terminology and its translation; Understanding medical procedures and their translation; Translation of medical & pharmaceutical documents	Lectures, workshop, Group discussions, practice sessions	Written test, written assignment

Recommended resources:

1. Федоров А.В. Искусство перевода и жизнь культуры. Л.,1983.
2. Чуковский К.И. Высокое искусство. М., 1968.
3. Федоров А. В. Основы общей теории перевода (лингвистические проблемы). М , 2002
4. Любимов Н.М. Перевод – искусство. М, 1963.
5. Цветкова М.В. «Эксцентричный русский гений...» (Поэзия Марины Цветаевой в зеркале перевода. Монография. - Москва-Нижний Новгород: "Вектор-ТиС", 2003.
6. Слепович В. С. "Курс перевода", Минск, 2002
7. Алексеева И.С. Профессиональный тренинг переводчика, СПб, 2001
8. Бреус Е. В. "Теория и практика перевода с английского языка на русский", Москва 2001
9. Комиссаров "Практикум по теории перевода" (ПС library)
10. Латышев Л. К., Поворотов В. И. "Структура и содержание подготовки переводчиков в языковом вузе", Москва 2001
11. Рецкер Я. И. "Теория перевода и переводческая практика", Москва 1973 (National Library (foreign languages department box # 47)
12. Бурак А. Л., "Введение в практику письменного перевода", Москва 2002
13. Гачечиладзе Г.Р. Художественный перевод и литературные взаимосвязи. М., 1980.
14. Казакова Т.А. Художественный перевод. Теория и практика. М.: Лань, 2009.
15. Казакова Т.А. Художественный перевод: в поисках истины. СПб., Санкт- Петербургский университет, 2006.
16. Модестов В.С. Художественный перевод: история, теория, практика, М.: Издательство Литературного института им. А.М.Горького, 2006.
17. Солодуб Ю.П. Теория и практика художественного перевода. М., 2010 .
18. Орлова Г.Д. Пособие по переводу английской научно-технической литературы: Учеб. пособие - Тула, Изд-во ТулГУ., 2006.
19. Тимакина О. А. Курс лекций по дисциплине «Теория перевода»/ к.п.н., доц.– Тула: Издательство ТулГУ, 2007.
20. Портал переводчиков <http://translations.web-3.ru/intro/kinds/literary/>
21. <http://www.philosoft.ru / perevod / index.html>
22. <http://buro-perevodov.blogspot.com/>

RUEC101
Reading and Appreciation of the Literary Text
(From mid-18th Century up to 1830's)

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Course Objectives:

- to strengthen the critical thinking abilities of the learner through analyzing, evaluating and interpreting works of literature and to elicit responses from students so they can explore their own lives and improve their logical thinking skills.
- to introduce the representative literary writings and writers of the literary trend such as Classicism, sentimentalism and Romanticism;
- to familiarise the learners with the characteristic features and style of the writing and reinforce their knowledge of the literary trend by analysing the work and to acquaint them with the literary, social and cultural context of the literary work.

Course learning Outcomes:

- Acquire knowledge of the main issues explored in important works of the Russian literature, and some of the stylistic strategies used to explore those issues;
- Will be able to read complex texts independently, identifying key episodes; formulate and raise questions; appreciate complexity and ambiguity; comprehend the literal and figurative uses of language;
- Will be able to recognize literary forms and genres; understand how generic syncretism, subversion and/or transgression functions;
- Will develop confidence in articulating queries and comprehending ideas in class discussion;
- Will develop skills to read the literary texts in relation to their historical and cultural contexts, attain a richer understanding of both the text and the context, and become more aware of themselves as historical and cultural beings.

Units

Unit 1: Lomonosov M. - An ode to the the Day of the ascension to the throne of all Russia of her majesty the sovereign empress Elisaveta Petrovna, in the year 1747"

Situating the writer in the literary process;

Literary career and literary writings (an overview)

_"An ode to the the Day of the ascension to the throne of all Russia of her majesty the sovereign empress Elisaveta Petrovna, in the year 1747" – Structured reading

Analysis of the work: the plot, conflict and the characters.

Unit 2. Nikolai Karamzin N. - 'Poor Liza'

Situating the writer in the literary process;
Literary career and literary writings (an overview)
_Poor Liza' – Structured reading
Analysis of the work: the plot, conflict and the characters and the elements of Sentimentalism in the work.

Unit 3. Vasily Zhukovsky - 'Svetlana'

Situating the writer in the literary process;
Literary career and literary writings (an overview)
_Svetlana' - Structured reading
Analysis of the work: the plot, conflict and the characters and the characters and the elements of early Romanticism in the work.

Unit 4. Pushkin A. : 'Gypsies'

Situating the writer in the literary process;
Literary career and literary writings (an overview)
_Gypsies' – Structured reading
4.4 Analysis of the work: The plot and the composition; interweaving of the plot and the nature in the work; Aleko – the romantic hero; the plot, conflict the characters and the elements of Romanticism in the work.

Unit 5. Lermontov M.: 'Mytsiri'

Situating the writer in the literary process;
Literary career and literary writings (an overview)
_Mytsiri' – Reading
Analysis of the work: Characteristic features of Romanticism; the romantic hero-
_fallen Angel', philosophy of freedom and love for homeland; the plot, conflict and the characters.

Teaching Plan:

Week 1: Discussion on the literary process of the mid-18th century and the literary contributions of Mikhail Lomonosov.

Week 2: Reading of _An ode to the the Day of the ascension to the throne of all Russia of her majesty the sovereign empress Elisaveta Petrovna, in the year 1747" by Mikhail Lomonosov.

Week 3: Discussion on the analysis of _An ode too the the Day of the ascension to the throne of all Russia of her majesty the sovereign empress Elisaveta Petrovna, in the year 1747" by Mikhail Lomonosov.

Week 4: Discussion on the literary process of the late 18th century and the literary contributions of Mikhail Nikolai Karamzin.

Week 5: Reading of _Poor Liza' by Nikolai Karamzin.

- Week 6:** Discussion on the analysis of ‘Poor Liza’ by Nikolai Karamzin.
- Week 7:** Discussion on the literary process of early 19th century and the literary contributions of Vasily Zhukovsky.
- Week 8:** Reading of ‘Svetlana’ by Vasily Zhukovsky.
- Week 9:** Discussion on the analysis of ‘Svetlana’ by Vasily Zhukovsky.
- Week 10:** Discussion on the literary process of early-mid 19th century and the literary contributions of Alexander Pushkin.
- Week 11:** Reading of ‘Gypsies’ by Alexander Pushkin.
- Week 12:** Discussion on the analysis of ‘Gypsies’ by Alexander Pushkin.
- Week 13:** Discussion on the literary process of early-mid 19th century and the literary contributions of Mikhail Lermontov.
- Week 14:** Reading of ‘Mytsiri’ by Mikhail Lermontov.
- Week 15:** Discussion on the analysis of ‘Demon’/ ‘Mytsiri’ by Mikhail Lermontov.

Facilitating the achievement of Course learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Characteristic features of Russian Classicism. Highlighting the czar Peter’s reforms.	Reading, Lectures, discussions	Written assignments/ presentations
2	Points for discussion: The theme, genre and style of the work. Historical events and details of national life reflected in the work.	Reading, Lectures, discussions	Written assignments/ presentations
3	Symbol of early Russian romanticism. Genre and trend of the work. German and Russian Folkloric motives Place authors and literary texts in their cultural and historical context	Reading, Lectures, discussions	Written assignments/ presentations

4	Features of Russian sentimental literature. New themes; new literary characters. Shift in language style.	Reading, Lectures, discussions	Written assignments/presentations
5	Zenith of Russian Romantic poetry. Decoding features of Romantocism. Image of the region- Caucasus. The Romantic hero – characteristic features.	Reading, Lectures, discussions	Written assignments/presentations

Reading list:

1. История русской литературы XIX века. В 3-х частях. Ред. Коровин В.И. М.: 2005; в трех частях
2. Кулешов В.И. История русской литературы XIX века. М.: 2005
3. Фортунатов, Н. М. История русской литературы XIX века : учебник для бакалавров / Н. М. Фортунатов, М. Г. Уртминцева, И. С. Юхнова ; под ред. Н. М. Фортунатова. — 3-е изд., перераб. и доп. — М. : Издательство Юрайт, 2014
4. Коровин В.И. (ред) История русской литературы XIX века. Часть 1. 1795-1830 годы
5. <https://www.litmir.me/br/?b=145999>
6. Петров А. В. Русская литература XVIII века: Тесты [Электронный ресурс] / Флинта: Наука, 2010. - 136 с. // <http://znanium.com/bookread.php?book=319703>
7. Клейн Иоахим Русская литература в XVIII веке / И.Клейн. - М.: Индрик, 2010. - 440 с. // <http://www.bibliorossica.com/book.html?currBookId=1025>
8. Соколов, А. Г. История русской литературы конца XIX - начала XX века : учебник для бакалавров / А. Г. Соколов. — 5-е изд. — М. : Издательство Юрайт, 2013
9. Ужанков А.Н.О специфике развития русской литературы XI первой трети XVIII века: Стадии и формации / А.Н.Ужанков. - М.: Языки славянской культуры, 2009. - 254 с. // <http://www.bibliorossica.com/book.html?currBookId=1025>

Internet resources:

1. Виртуальная библиотека. Русская литература XVIII века - www.rvb.ru/18vek
2. Институт русской литературы РАН РФ "Пушкинский Дом" (СПб - <http://xviii.pushkinskiydom.ru>
3. «Питерская школа» (<http://shkola.spb.ru/teacherjroom/index.phtml?id=79>).
4. **Биографии великих русских писателей и поэтов.**
Биографии писателей, различные материалы, связанные с творчеством писателей и поэтов, а также материалы по русскому классицизму, романтизму и сентиментализму, краткий литературоведческий справочник.
<http://writerstob.narod.ru/>

SEMESTER II

RUCC201 **Literary Movements, Trends & Genres** **(Early 19th century - upto end 19th century)**

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Course Objectives :

- To acquaint the students about the background of the literary phenomena that comprise the period under study.
- To familiarise the students with main literary movements and schools of the period – Realism, Critical realism, syncretism in literary movements, Natural school, decoding the stages in development of Realism etc.
- To generate awareness about the main critical debates and characteristic features and development of Russian Realism –its variants.
- To mark the thematic literary path of the 19 century Russian literature.

Course learning Outcomes:

- The students will acquire a broad understanding of the periodisation of Russian literary trends of the period 1830 – 1890 in the context of the socio-historical background;
- Awareness about the difference literary trend and method – i.e, Realism would be one of the primary outcome of the course;
- Apart from theoretical understanding of Russian critical realism the students will also acquire knowledge of the same by way of analysis of creative literary interventions;
- The students will become familiarised with the functioning and the evolution of Russian society in terms of their struggle against slavery and exploitation.

Contents:

Unit 1: Realism –Method and Trend in Russian Literature

The realist method in literature – a general overview

Emergence of Realism Realism - socio-political, cultural context in the beginning of 19th century Russian; characteristic features.

The Enlightened Realism - Fonvisin, Novikov, Radichshev; the Syncretic Realism – Griboedov, Pushkin, Lermontov, Fantastic Realism - Gogol

Three waves of Russian Realism 1820s – 1830; 1840s -1880s; 1880s -1890s.

Unit 2: Critical Realism – trend in Russian Literature

Pushkin, Lermontov and Gogol – emergence of the critical Realist method.
‘Natural School’ in Russian Literature; the ‘physiological’ sketches
Predominance of critical realism-writings of Nekrasov, Turgenev, Dostoyevsky
Ostrovsky etc.

Belinsky, Dobroliubov, Cherneshevskiy – the democratic literary criticism
tradition; Westerners vs. the Slavonophil – the debate.

Unit 3: Development of Realism - Stages and Variants: An overview

- 3.1. Evolution of Critical Realism in Russian Literature
- 3.3. The literary types: the ‘superfluous hero’, the ‘ideal women’, the ‘little Man’, the ‘Nihilist’; the ‘New people’ in Russian Literature.
The epoch of mature Realism – typological features of Realism in the writings of Ostrovsky, Turgenev;
Universal Realism of Dostoyevsky and Tolstoy.
- 3.5. Atypical Realism of Chekhov.

Unit 4: Realism – crisis; emergence of other trends & tendencies

Crisis of Realism – socio-historical and literary manifestations
Writers on social platforms – expression of dissent against czarism
Neo-Romanticism - ‘The song of the Stormy Petrel’ by Gorky.
‘Sreda’ and ‘Znaniya’ - literary groups of writers of Realist tradition
Naturalism in Russian literature -1890-1910.

Teaching Plan:

- Week 1:** A general overview of the realist method in literature will be given.
- Week 2:** A comprehensive discussion on the emergence of realism and its characteristic features.
- Week 3:** Concepts of the Enlightened Realism, the Syncretic Realism & the Fantastic Realism will be discussed with the students.
- Week 4:** Three waves of Russian Realism will be discussed with the students.
- Week 5:** Discussion on the emergence of the critical Realist method and the contributions made by Pushkin, Lermontov and Gogol.
- Week 6:** ‘Natural School’ in Russian Literature and the genre of the ‘physiological’ sketches’ will be discussed.
- Week 7:** Contributions made by Belinsky, Dobroliubov & Cherneshevskiy in the development of Russian Critical Realism will be discussed.
- Week 8:** A comprehensive discussion on ‘the Westerners vs. the Slavonophil’ debate.
- Week 9:** Various ‘literary types’ of the Russian Realistic tradition will be discussed.
- Week 10:** Typological features of Realism in the writings of Ostrovsky & Turgenev will be discussed with the students.

- Week 11:** Universal Realism of Dostoyevsky and Tolstoy will be discussed with students.
- Week 12:** The ‘atypical Realism’ of Chekhov will be comprehensively discussed.
- Week 13:** A discussion on the ‘fate of Realism’ and ‘formation of new features of realism’ and ‘New-realism’ will be discussed.
- Week 14:** A short discussion on ‘literary groups’ of writers of Realist tradition and a short discussion on ‘The song of the Stormy Petrel’ by Gorky will take place.
- Week 15:** ‘Naturalism’ in Russian literature will be discussed.

Facilitating the achievement of Course learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The students will develop a broad understanding of Realism, as a method and as a trend in Russian Literature. They will become aware of the general historical shift in the character of the society and polity that had an impact on the shift in terms trends and genres.	Lectures and notes Students will provided with online links to further their understanding about key concepts, ideas and theories reffered to in the unit.	Secondary Material collection on the unit lectures
2.	The students will get a comprehensive understading of the trends and tedencies of the period of emergence of critical realism in Russian literature - the ‘Natural School’ in Russian Literature; the ‘physiological’ sketches. They will also get an exhaustive idea about the development of Russian literary criticism.	Lectures and notes. Students will provided with online links to further their understanding about key concepts, ideas and theories reffered to in the unit.	Secondary Material collection on the unit lectures.
3.	The students will get a comprehensive understading of the trends and tedencies of the period of Evolution of Critical Realism in Russian Literature. They will become aware of the literary types and the varieties of Russian critical in literature.	Lectures and notes Students will provided with online links to further their understanding about key concepts, ideas and theories reffered to in the unit.	Secondary Material collection on the unit lectures. Writing short notes on the selected unit topics.

4.	The students will get a comprehensive understanding of the trends and tendencies of the period of crisis of Realism and emergence of other trends in Russian literature, such as neo-Romanticism, naturalism in Russian, new Realism.	Lectures and notes. Students will provided with online links to further their understanding about key concepts, ideas and theories reffered to in the unit.	To prepare a 15-slides long presentation on any topic from the unit. Oral test
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Reading list:

1. Белецкая Г.В. Литература. Ответы на Вопросы. М. 1999.
2. Ершов Л.Ф. Сатирические жанры русской совктской литературы. Наука Ленинград. 1977.
3. История Русской Литературы. Академия Наук СССР. Литература 60-х годов.
4. Кулешов В.И. История Русской Критики. М., Просвещение., 1984.
5. Кулешов В.И. История русской литературы XIX века. М., Просвещение., 1984.
6. Словарь Литературоведческих терминов (под ред. Тимофеев и Тураев) М., Просвещения, 1974.
7. Мещеряков и др. Введение в литературоведению. М., Юрайт, 2012
8. Carr E.H. Dostoyevsky. London, Unwin Books. 1962.
9. Ficher E. The Necessity of Art. Penguin Books, 1959.
10. Hingley R. Chekhov. A Biographical and Critical Study. London, Unwin Books, 1966.
11. Henri Troyat. Tolstoy. Grove Press, 2001 - Biography & Autobiography

RUCC202
Modern Russian: Morphology

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Course Objectives:

- To improve professional competence of students in modern Russian language by way of familiarizing the students to the theoretical foundations of morphology of the modern Russian language and practice of their effective use.
- To facilitate formation of linguistic worldview, linguistic interest among the students and provide them professional pedagogical methodical and research orientation.
- To develop skills of morphological analysis of words and empower the students with capabilities to use morphology units in order to improve communicative competences.

Course Learning Outcomes:

On completion of this course, students should be able to:

- Apply their knowledge of the theoretical foundations, basic concepts and categories of morphology in order to actively participate in/solving different language tasks;
- Involve in research activities with the use of acquired skills of professional pedagogical and methodical orientation in the process of studying various topics of the course.
- Participate in a variety of inter-linguistic, inter-cultural communication situations, using his acquired knowledge and understanding of main types of systemic relations in the word forms of different parts of speech of the modern Russian language;
- Constantly improve professional competencies in speech and communication activities by using the acquired skills and ability to make linguistic analysis of morphology units.
- Master the main ways of finding morphological form equivalence in translation.
- Professionally work with printed and electronic resources for the solution of linguistic tasks.

Contents:

Unit 1: Introduction to morphology as a linguistic discipline

Aims and objectives of morphology. Morphology in the system of Language sciences.

Grammatical meaning: forms and categories, morphological paradigm of the word.

Parts of speech: Principles of classification of parts of speech: categorical meaning set of morphological features, word-formation construction model and syntactic functions.

Parts of speech as lexical-grammatical classes of words. Notional and auxiliary part of speech.

Unit 2: Noun as part of speech

Nouns as part of speech – meaning, grammatical categories and grammatical forms:
Gender, number, case. Usage of nouns.

Types of nouns.

Category of case of nouns as a word-changing category. Types of declensions;

Morphological analysis of noun.

Unit 3: Adjective as part of speech

Adjectives - meaning, grammatical categories and forms. Types of adjectives. Usage of adjectives

Gender, number, case as word changing categories. Full and short-form adjectives.

Declension of adjectives.

Comparative degrees of qualitative adjectives.

Morphological analysis of adjective.

Unit 4: Numeral as a part of speech

Numeral - meaning, grammatical categories and forms. Types of numerals.

Declension of numeral. Usage of numerals.

Morphological analysis of Numeral

Unit 5: Pronoun and adverbs as parts of speech

Pronoun - meaning, grammatical categories and forms. Types, declension, usage of pronouns.

Morphological analysis of pronouns.

Adverb as part of speech - meaning, types of adverbs.

Morphological analysis of adverbs

Unit 6: Verb as a part of speech

Verbs - meaning, grammatical categories and forms of verbs: Aspect, voice, mood, tense, person, number, gender.

Types of verbs. Usage of verbs.

Participles: Active particles of present and past tenses. Formation of participles, suffixes of the participles. Passive participles of present and past tenses, their formation, suffixes of participles. Short forms of passive participles.

Gerunds.

Conjugative and declinable forms of verbs.

Morphological analysis of verbs

Unit 7: Auxiliary parts of speech and specific part of speech

Auxiliary parts of speech: Prepositions, conjunctions, Particles.

Interjections as specific part of speech

Suggested Readings:

1. Savko I.E.: Russkiy yazik. Minsk — Harvestl, 2005.-480 p.
2. Russkaya grammatika. Tom I: Moscow, —Nauka-1982. – 690 p.
3. Tikhonov A.N. Sovremenniy Russkiy Yazik (Morphemika. Slovoobrozovaniye. Morphologiya). Moscow.- 64 p.
4. Kulikova I.S., Salmina D.V. Theoria Yazika/ Vvedenie v yzzikoznanie. Rabochaya tetrad' po fonetike, grammatike i lexike. Sanct Peterburg – Mosckva, Saga – Forum, 2009, 48p
5. M.M.Ignatieva: Theoreticheskaya grammatika sovremennovo russkovo yazika, Chact'-1, Mjrhologiya. Moskva, RUDN, 2008, p.142
6. Munjal, G. & Vashist, D.: Basics of Russian Morphology. Langers International, Delhi, India. 2017. (180 pages).

Teaching Plan:

- Week 1:** Introduction to morphology as a linguistic discipline
Aims and objectives of morphology. Morphology in the system of Language sciences.
Grammatical meaning: forms and categories, morphological paradigm of the word.
Parts of speech: Principles of classification of parts of speech: categorical meaning set of morphological features, word-formation construction model and syntactic functions.
Parts of speech as lexical-grammatical classes of words. Notional and auxiliary part of speech.
- Week 2:** Nouns as part of speech
Noun as part of speech – meaning, grammatical categories and grammatical forms: Gender, number, case. Usage of nouns.
Types of nouns.
Category of case of nouns as a word-changing category. Types of declensions;
Morphological analysis of noun.
- Week 3:** Adjectives as part of speech
Adjective - meaning, grammatical categories and forms. Types of adjectives.
Usage of adjective
Gender, number, case as word changing categories. Full and short-form adjectives.
Declension of adjectives.
Comparative degrees of qualitative adjectives.
Morphological analysis of adjective.
- Week 4:** Numerals as a part of speech
Numerals - meaning, grammatical categories and forms. Types of numerals.
Declension of numeral. Usage of numerals.
Morphological analysis of Numeral
- Week 5:** Pronouns and adverbs as parts of speech

Pronoun - meaning, grammatical categories and forms. Types, declension, usage of pronouns.

Morphological analysis of pronoun.

- Week 6:** Adverbs as part of speech - meaning, types of adverbs.
Morphological analysis of adverb
- Week 7:** Revision of theory and practice: Compiling of 1-5 Unit-based terminology;
Making unit based questions and making short note answers.
- Week 8:** Verb as a part of speech
Verb- meaning, grammatical categories and forms of verbs: Aspect, voice, mood, tense, person, number, gender.
- Week 9:** Types of verbs. Usage of verbs.
- Week 10:** Participle: Active particles of present and past tenses. Formation of participles suffixes of the participles.
- Week 11:** Passive participles of present and past tenses, their formation, suffixes of participles. Short forms of passive participles.
- Week 12:** Gerunds.
Conjugative, declinable forms of verbs.
- Week 13:** Morphological analysis of verb
- Week 14:** Auxiliary parts of speech and specific part of speech
Auxiliary parts of speech: Prepositions, conjunctions, Particles.
Interjection as a specific part of speech
- Week 15:** Revision of theory and practice: Compiling of 6-7 Unit-based terminology;
Making unit based questions and making short note answers.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The students of Russian language will get an overview of the scope of morphology in their future profession.	Lectures; Group discussion on possible professional areas of Russian morphology knowledge use.	Written assignment
2.	The students, having understood how the enormous language vocabulary can be analyzed by their grammatical semantics and formal expressions, and how thousands of	Lectures	Written home assignment on compiling of theme (Lecture) based bilingual dictionary on morphological

	words in a language form a lexical-grammatical system by their categorical meaning, set of morphological features, word-formation construction model and syntactic functions, will start developing a research mentality, professional pedagogical and methodical approach to the course as a whole.		terminology
3.	The students, having learned specific categorical grammatical features and functional features of notional parts of speech, will be actively involved in inter-linguistic, inter-cultural communication.	Lectures	Practical class assignment on grammatical features of words
4.	The students, having understood the role of auxiliary parts of speech in making relationship between notional words, will actively develop their speech competencies in speaking, listening, reading and writing activities and will be able to involve in translation as they have acquired the ability to find equivalence in translation by applying the basic methods of translating word forms.	Lectures	Written assignment on parts of speech
5.	The students, having acquired the knowledge, skills, and ability to understand, differentiate, use words of different parts of speech, will understand the linguistic specificity of Russian language and will be actively involved in inter-linguistic communication.	Lectures	Practical class assignment
6	The students, having been introduced to different tasks of morphology and their relationship with other language sciences, will have the professional competence to work with target linguistic research areas including comparative morphology.	Lectures and Power Point Presentation (Pattern of doing Morphological analysis with examples)	Group assignment on comparative morphological forms of Russian and mother tongue/English. Practical group work on Morphological analysis

RUCC203
GENERAL LINGUISTICS

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Medium of instruction: Russian

Course Objectives:

- To improve of professional competence of students in General Linguistics which will create the theoretical foundations of Language. How Language forms and how it evolved through centuries.
- To improve formation of linguistic worldview, linguistic interest among the students and make them competent to work for research institutes and language laboratories all over the world.
- To give an idea about Linguistics as science and Language is a scientific process. General Linguistics is a formal base which can able to open the vast horizon in the field of Theoretical linguistics, Practical linguistics, Sociolinguistics, Psycholinguistics and lastly Mathematical linguistics.

Course Learning Outcomes:

On completion of this course, students should be able to:

- The course has been designed to acquaint students with various linguistic Schools and different methods of linguistic analysis.
- More stress has been put on theories of language and language as a process.
- The syllabus gives a general outline of the course and it is flexible so that teacher and students, if they so desire because of special interest or necessity, can take up some aspects in greater detail.
- To develop skills of linguistics and strengthen the capabilities of students to use general linguistics in professional research and future innovations in the field of Language Science.

Contents:

Unit I: Introduction of Linguistics

- 1.1 Language is a process.
- 1.2 The subject matter of theoretical linguistics.
- 1.3 Linguistics and traditional grammar.
- 1.4 History of the development of linguistics up to the beginning of twenty first century.

Unit II: Language as a system

- 2.1 Language as a system of signs.
- 2.2 System and structure in language.
- 2.3 Valour of language sign.
- 2.4 Laŋgue and parolo.
- 2.5 Synchronic and diachronic study of language.

Unit III: Phonetics

- 3.1 Phonemics (phonology) and its place in the structure of language.
- 3.2 Phoneme, allophonic variations.
- 3.3 Phonological oppositions.
- 3.4 Distinctive features.
- 3.5 Phonemic patterns of different languages.

Unit IV: Morphology & Syntax

- 4.1 Morphology and the subject matter of grammar.
- 4.2 Word - change (inflexion) and word - formation (derivation).

- 4.3 Morpheme, allomorphic variations.
- 4.4 Morphological categories in different language.
- 4.5 Syntax, interrelationship of morphology and syntax.
- 4.6 Transformational grammar and generative grammar.

Unit V: Semantics and Outline of few Linguistical Approaches

- 5.1 Semantics
- 5.2 Language and symbolic systems.
- 5.3 Methods of semantic analysis.
- 5.4 Structural semantics.
- 5.5 Sociolinguistics, language and society.
- 5.6 Psycholinguistics, interrelationship of language and thought.

Teaching Plan:

- Week 1:** What is Language. Functions of Languages.
Why language is not a natural phenomenon.
Language is a social phenomenon. Structure of Language and Language system.
Language and speech .The connection of linguistics with other sciences.
Synchronic and diachronic study.
- Week 2:** What is Grammar.
Grammatical methods of languages.
Affixation method, Agglutination and fusion. Alterations and internal inflection.
Word order method, Grammatical categories, Parts of speech.
- Week 3:** Languages of the world. Languages classification capabilities.
The First Experiments of Genealogical classification of languages.
Comparative historical method in linguistics.
Typological classification of languages.
- Week 4:** The origin of Language, Historical development of Languages
Historical changes in the vocabulary of the language
Changes in phonetics and phonetical laws.
Historical changes in grammatical system
- Week 5:** Introduction of Semiotics.
Theory of Semiotics.
Philosophy and type of Semiotics.
- Week 6:** Phonetics
Information of acoustics
Anatomy of speech apparatus and physiology of speech organ
Classification of speech sounds
- Week 7:** Consonants, vowels, Phonetic process, Positional change accent reduction.
Accommodation, Assimilation, Dissimilation, Other phonetic processes
Phonemes, Position, Variations & Variants
Orthoepy, Experimental methods and techniques.
- Week 8:** Morphology
Morphemes, Morphemes as a two sided unit

Morphemic composition of the word, Prepositions and postpositions
Articles, Particles, Forms of words, word formation types, models,
word - nests.

- Week 9:** The paradigm of the part of speech, categories and words, grammatical and conceptual categories and types of grammatical categories, grammatical categories of different languages . Parts of speech. Categorical signs of parts of speech. Principles of classification of words by parts of speech.
- Week 10:** Syntax, syntactic units and categories, the phrase, the main type of subordinate relations, proposal, predicative and its types.
The constructive basis of the of the proposal distribution.
Distribution on the basis of the proposal, the actual division of the proposal. syntax of the context.
- Week 11:** Transformational grammar or generative grammar.
Chomsky's transformational grammar.
Glossematics, Theory of Meaning \Leftrightarrow Text.
- Week 12:** Semantics and vocabulary of language.
Brief idea of lexis, meanings.
- Week 13:** Method of semantic analysis.
Structural semantics
- Week 14:** A brief idea of Structuralism or Functionalism.
- Week 15:** Concept of Sociolinguistics and Psycholinguistics.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The students of Russian language will get an overview of the scope of general linguistics in their future profession.	Lectures	Written assignment
2.	The students, having understood the basic concepts of the language, structure of language. Synchronic and diachronic study, Theory of languages.	Lectures/PPT slide presentation	Written assignment
3.	The students, having learned the historical evolution of language including the historical changes in grammar and semiotics.	Lectures	Written assignment
4.	The students, having acquired the overview in phonetics, semantics, lexicology, lexicography, morphology, syntax.	Lectures/ PPT slide presentation.	Written and oral assignment
5.	The students, getting to know about of structuralism or functionalism, sociolinguistics and psycholinguistics.	Lectures	Written assignment

Recommended resources:

1. Bloomfield, L. (1963) Language. Motilal Banarasi Das, New Edition (1 January 2012), New Delhi.
2. Кодухов, В.И. Введение в языкознание. Москва:Издательство Просвещение . 1987.
3. Мельчук, И.А. Опыт теории лингвистических моделей «СМЫСЛ Текст». Москва.1999.
4. Мельчук, И.А. Курс общей морфологий. Том 1-5. М., Вена, 1997.
5. Мельчук, И.А. Язык от смысла к тексту. Москва., 2012.
6. Немеченко, В.Н. Введение в языкознание. ЮРАЙТ(Нижегородский государственный университет имени Н.И Лобачевского). 2022.
7. Реформатский, А.А. Введение в языкознание. Классический учебник. Москва. 2014. Чикобава, А.С. Введение в языкознание. Часть I.Государственное учебно - педагогическое издательство министерства просвещения РСФСР . Москва. 1952.

RUCC204
Theory & Practice of Interpretation

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Course Objectives:

- To introduce students to the craft of Consecutive and Simultaneous Interpretation, the nature of interpretation and how it differs from other forms of translation
- To teach students to identify factors affecting understanding of source information in the process of Interpretation
- To familiarize and train students in acquiring specific skills in Translation Shorthand
- To develop interpretation skills in the spheres of conference and medical interpreting through intensive practice sessions and organization of workshops and seminars
- To equip students with the knowledge and advanced interpreting skills for a career in conference & medical interpreting

Learning outcomes and competences:

Upon completion of course the students will be able to:

- Understand the most common problems that appear in the process of consecutive and simultaneous translation
- Identify and analyze factors affecting understanding of source text
- Familiarize themselves with techniques and strategies of interpretation during conferences and medical interpreting.
- Develop their skills in listening comprehension and verbal interpretation of information from Russian into English and vice-versa

Units

Unit 1.

Interpretation: specificities
Types of Interpretation
Spoken & Written Translation

Unit 2.

Source information in Consecutive translation: salient features
Factors affecting understanding of source information
Specificity of Speech chart of the source information
Listening comprehension of the source information
Redundancy of language
Common mistakes in Comprehension

Unit 3.

Notation in Consecutive translation
Translation shorthand

Unit 4.

Simultaneous translation
Difficulties in Simultaneous translation
Mechanism of probabilistic forecasting and Redundancy of language
Levels of probabilistic forecasting & speech compression in Simultaneous translation

Unit 5.

Conference interpreting
Simultaneous interpreting in multilingual settings
Interpreting techniques specific to conference settings (e.g. relay/retour, sight translation, working with visual aids)
Preparation, glossaries and terminology

Unit 6.

Medical interpreting
Medical terminology
An introduction to anatomy, physiology, medical terminology, medical procedures and the roles of various medical providers
Narrations and doctor-patient conversations
Cultural interface & ethical behavior

Recommended information resources

In Russian:

1. **Гарбовский, Н.К.** Теория перевода. – М.: Изд-во Моск. ун-та, 2004. – 544 с.
2. **Гак, В.Г.** Теория и практика перевода. Учеб. пособие / В.Г.Гак, Б.Б.Григорьев. - 7-е изд. - М.: ЛКИ, 2007. – 456 с.
3. **Сдобников В.В., Петрова О.В.** Теория перевода. – М.: АСТ: Восток-Запад, 2007. – 448 с.
4. **Фёдоров, А.В.** Основы общей теории перевода (лингвистические проблемы): Для институтов и факультетов иностр. языков. Учеб. пособие. – 5-е изд. – СПб.: Фил. факультет СПбГУ; М.: ООО «Издательский Дом «ФИЛОЛОГИЯ ТРИ», 2002. – 416 с.
5. **Аликина, Е.В.** Введение в теорию и практику устного последовательного перевода: учебное пособие. - М.: Восточная книга, 2010. – 192 с.
6. **Аликина, Е.В.** Переводческая семантография. Запись при устном переводе. - М.: АСТ: Восток-Запад, 2006. – 156 с.
7. **Миньяр-Белоручев, Р.К.** Записи в последовательном переводе. – М.: ООО Изд. дом «Перспект-АП», 2005. – 176 с.
8. **Чернов, Г.В.** Теория и практика синхронного перевода. – 2-е изд. - М.: Изд-во ЛКИ, 2007. – 208 с.
9. **Чужакин А.П., Спирина С.Г.** Основы последовательного перевода и переводческой скорописи. – М.: Изд. дом «Экспримо», 2007. – 88 с.
10. **Baker, Mona and Gabriela Saldanha (eds) (2009) *Routledge Encyclopedia of Translation Studies***, London and New York: Routledge.

In English:

11. **Diriker, Ebru (2004) *De-/Recontextualising Conference Interpreting: Interpreters in the ivory tower?***, Amsterdam and New York: John Benjamins.
12. **Hale, Sanda and Jemina Napier (2014) *Research Methods in Interpreting: A practical resource***, London and New York: Bloomsbury.
13. **Inghilleri, Moira (2012) *Interpreting Justice: Ethics, politics and language***, London and New York: Routledge.
14. **Gile, Daniel, Hella V. Dam, Friedel Dubsloff, Bodil Martinsen and Anne Schjoldager (eds) (2001) *Getting Started in Interpreting Research: Methodological reflections, personal accounts and advice for beginners***, Amsterdam and New York: John Benjamins.
15. **Pöchhacker, Franz and Miriam Shlesinger (eds) (2002) *The Interpreting Studies Reader***, London and New York: Routledge.
16. **Pöchhacker, Franz (2004) *Introducing Interpreting Studies***, London and New York: Routledge.
17. **Setton, Robin (1999) *Simultaneous Interpreting: A cognitive-pragmatic analysis***, Amsterdam and New York: John Benjamins.

18. **Downing, Bruce T., and Laurie Swabey.** –A Multilingual Model for Training Health Care Interpreters. Paper presented at the National Conference on Health and Mental Health of Soviet Refugees, Chicago, 1992. www.translate.ru
19. <http://lingvopro.abbyyonline.com/ru>
20. <http://translation-blog.ru/>
21. www.multitran.ru

Teaching Plan:

- | | |
|-----------------|---|
| Week 1: | The course starts with introduction to Interpretation: specificities, Types of Interpretation, Spoken & Written Translation |
| Week 2: | Source information in Consecutive translation: salient features, Factors affecting understanding of source information |
| Week 3: | Specificity of Speech chart of the source information, Listening comprehension of the source information |
| Week 4: | Redundancy of language, Common mistakes in Comprehension |
| Week 5: | Notation in Consecutive translation, Translation shorthand |
| Week 6: | Translation shorthand |
| Week 7: | Simultaneous translation, Difficulties in Simultaneous translation |
| Week 8: | Mechanism of probabilistic forecasting and Redundancy of language, Levels of probabilistic forecasting & speech compression in Simultaneous translation |
| Week 9: | Introduction to conference interpreting, simultaneous interpreting in multilingual settings; preparation, glossaries and terminology |
| Week 10: | Interpreting techniques specific to conference settings (e.g. relay/retour, sight translation, working with visual aids) |
| Week 11: | Practice of interpretation/consecutive translation in a conference setting |
| Week 12: | Introduction to medical interpreting, medical terminology, basic human anatomy, physiology, medical treatments and procedures |
| Week 13: | Doctor-patient conversations on diseases |
| Week 14: | Doctor-patient conversations on medical treatments and procedures |
| Week 15: | Narrations and doctor-patient conversations, cultural interface & ethical behavior of a medical interpreter |

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The students will get introduced to the specific nature of interpretation, its difference from written translation.	Lectures, group discussion	Oral test, Presentations
2.	The students will get trained, firstly, in comprehending the source information correctly and, secondly, will have developed listening comprehension skills with the help of a variety of audio and video material, thirdly, they will get acquainted with common mistakes in comprehension of source information from Russian into English and vice-versa.	Lectures, audio-visual exercises, workshops & seminars, group discussion	Oral test, preparation of presentations, group discussion
3.	The students will get acquainted with notation used in consecutive translation and well trained in making use of translation shorthand.	Lectures, workshop, practice sessions	Oral test, written assignment, presentations
4.	The students will have better understanding of various difficulties faced in simultaneous translation. They will also have thorough understanding of mechanism of probabilistic forecasting and language redundancy. They will be trained in speech compression while indulging in simultaneous translation.	Lectures, presentations, workshop, practice sessions	Oral test, written assignment, presentations
5.	The students, having acquired the knowledge, skills, and ability to do consecutive and simultaneous translation, will be well trained in conference interpreting. The students will be able to prepare small dictionaries on the said theme.	Lectures, practice sessions, workshop and seminars	Oral test, written assignment, presentations compilation of thematic vocabulary/dictionary on words related to conferences & medical field
6	The students, having acquired the knowledge, skills, and ability to do consecutive and simultaneous translation, will be well trained in medical interpreting. They will be able to identify common medical terms, diseases and procedures related to the body systems, interpret the meaning of medical terms and abbreviations, understand basic human anatomy, physiology, medical treatments and procedures. The students will be able to compile small dictionaries on the said theme.	Lectures, practice sessions, presentations, workshop and seminars	Oral test, written assignments, presentations

RUEC201

Reading & Appreciation of the Literary Text
(Early 19th Century to the End of the 19th Century)

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Course Objectives:

- to strengthen the critical thinking abilities of the learner through analysing, evaluating and interpreting works of literature and to elicit responses from students so they can explore their own lives and improve their logical thinking skills.
- to introduce the representative literary writings and writers of the literary trend such as ‘_Natural School’, critical Realism;
- to familiarise the learners with the characteristic features and style of the writing and reinforce their knowledge of the literary trend by analysing the work and to acquaint them with the literary, social and cultural context of the literary work.

Course learning Outcomes:

- Acquire knowledge of the main issues explored in important works of the Russian literature, and some of the stylistic strategies used to explore those issues;
- Will be able to read complex texts independently, identifying key episodes; formulate and raise questions; appreciate complexity and ambiguity; comprehend the literal and figurative uses of language;
- Will be able to recognize literary forms and genres; understand how generic syncretism, subversion and/or transgression functions;
- Will develop confidence in articulating queries and comprehending ideas in class discussion;
- Will learn to negotiate a broader array of voices within and across cultures.
- Will develop skills to read the literary texts in relation to their historical and cultural contexts, attain a richer understanding of both the text and the context, and become more aware of themselves as historical and cultural beings.

Contents:

Unit 1. A.S. Pushkin – ‘Evgeni Onegin’ (selected verses)

Situating the writer in the literary process of the 19th century

A.S. Pushkin - literary career and creative writings: An overview

‘_Evgeni Onegin’ – Structured Reading

Analysis of the work: The ‘_ideal Russian woman’ and the ‘_superfluous hero’; the plot, conflict and the characters; the social, literary context; syncretic Realism

Unit 2. N.V. Gogol – ‘The Overcoat’

- 2.1 Placing the writer in the literary process of the 19th century
N.V. Gogol - literary career and creative writings: An overview
The novella ‘the overcoat’ - the social, literary context
Analysis of the work: the city in the novella; the fate of the ‘little man’; satirical intonation of the work; fantasy in Realism.

Unit 3. Ivan Sergievich Turgenev – ‘Fathers and Sons’

- Placing the writer in the literary process of the 19th century
Life and literary writings by Turgenev: an overview.
- 3.3 ‘Fathers and Sons’- Structured reading
- 3.4. Analysis of the work – contextualising the novel; the ‘intellectual-democrate’ as the central literary type; the ‘nihilist’ hero; the plot, conflict and the characters. Conflict of generations - sons against fathers.

Unit 4: F. M. Dostoyevsky – ‘Crime and Punishment’

- Placing the writer in the literary process of the 19th century
Literary career and literary writings by Dostoyevsky: an overview
The novel - reflections on the social-political situation of Russia;
Specificities of plot and the composition; the ‘extra-ordinary’ hero; Raskolnikov's theory – ordinary vs. extra-ordinary; philosophical theme of ‘suffering’ and ‘salvation’;
Petersburg – the city in the novel.

Unit 5: L.N Tolstoy – ‘Anna Karenina’ / or ‘Death of Ivan Illych’

- Placing the writer in the literary process of the 19th century
Literary career and literary writings by Tolstoy: an overview
‘Anna Karenina’ – Structured reading
Analysis of the novel- Specificities of plot and the composition; Anna's tragedy; the ‘woman’ and the ‘peasant’ question; reflections on the social-political situation of Russia;
- or**
- 5.3. ‘Death of Ivan Illych’ – Structured Reading
- 5.4 Analysis of the novella – The plot, the theme and the characters; Interpretation of the theme of death and the new Christian beliefs of L.N. Tolstoy.

UNIT 6: A. P. Chekhov – Ward № 6

- Placing the writer in the literary process of the 19th century
Literary career and literary writings by Chekhov: an overview
Ward № 6 - Structured Reading
Analysis: specificity of the genre at the end of the century, reflections on the social-political and cultural situation of Russia; Specificities of plot and the composition in Chekhov's stories; *pobedonotsevschina* vs. *Chekhovschina*

Reading list:

1. История русской литературы XIX века. В 3-х частях. Ред. Коровин В.И. М.: 2005; в трех частях
2. Кулешов В.И. История русской литературы XIX века. М.: 2005
3. Фортунатов, Н. М. История русской литературы XIX века : учебник для бакалавров / Н. М. Фортунатов, М. Г. Уртминцева, И. С. Юхнова ; под ред. Н. М. Фортунатова. — 3-е изд., перераб. и доп. — М. : Издательство Юрайт, 2014
4. Коровин В.И. (ред) История русской литературы XIX века. Часть 1. 1795-1830 годы
5. <https://www.litmir.me/br/?b=145999>
6. Соколов, А. Г. История русской литературы конца XIX - начала XX века : учебник для бакалавров / А. Г. Соколов. — 5-е изд. — М. : Издательство Юрайт, 2013
7. Ужанков А.Н.О специфике развития русской литературы XI первой трети XVIII века: Стадии и формации / А.Н.Ужанков. - М.: Языки славянской культуры, 2009. - 254 с. // <http://www.bibliorossica.com/book.html?currBookId=1025>

Internet resources

1. Виртуальная библиотека. Русская литература XVIII века - www.rvb.ru/18vek
2. Институт русской литературы РАН РФ "Пушкинский Дом" (СПб - <http://xviii.pushkinskiydom.ru>
3. «Питерская школа» (<http://shkola.spb.ru/teacherjroom/index.phtml?id=79>).
4. **Биографии великих русских писателей и поэтов.**
Биографии писателей, различные материалы, связанные с творчеством писателей и поэтов, а также материалы по русскому классицизму, романтизму и сентиментализму, краткий литературоведческий справочник.
<http://writerstob.narod.ru/>
5. **Клуб любителей творчества Ф.М. Достоевского.**
<http://www.geocities.com/Athens/Ithaca/3880/osn.html>
6. **Русофил. Методика.**
<http://www.russofile.ru/strategy/>
7. **Русофил – Русская филология.**
<http://www.russofile.ru/>
8. **И. Бунин**
<http://www.kulichki.com/inkwell/hudlit/ruslit/bunin.htm>
9. **Народная библиотека М. Горького.**
<http://maximgorkiy.narod.ru/>
10. **Клуб любителей творчества Ф.М. Достоевского.**
<http://www.pereplet.ru/dostoevsky/>
11. **Русский писатель И.С. Тургенев.**
<http://turgenev.org.ru/ik.htm>
12. **Л.Н. Толстой.**
<http://www.tolstoy.ru/main/index.html>
13. **А.П. Чехов.** .
<http://chehov.niv.ru/>

Teaching Plan:

- Week 1:** Discussion on the literary process of the 19th century and the literary contribution of Alexander Pushkin in Russian literature.
- Week 2:** Discussion on the 'Evgeni Onegin' and 'syncretism in Realism' in Russian literature.
- Week 3:** Discussion on the literary analysis of 'Evgeni Onegin' by Pushkin and the themes of the 'ideal Russian woman' and the 'superfluous hero'.
- Week 4:** Discussion on the literary process of the 19th century and the literary contribution of Nikolai Gogol.
- Week 5:** Discussion on 'the overcoat', its literary analysis, fantasy in realism and the concept of 'little man' in Russian literature.
- Week 6:** Discussion on the literary process of the 19th century and the literary contribution of Ivan Turgenev.
- Week 7:** Discussion on the novel 'Fathers & Sons' and the social-political situation of Russia.
- Week 8:** Discussion on the concept of the 'nihilist' hero and the 'conflict of generations' - sons against fathers.
- Week 9:** Discussion on the literary process of the 19th century and the literary contribution of Fyodor Dostoevsky.
- Week 10:** Discussion on the novel 'Crime & Punishment' and the social-political situation of Russia.
- Week 11:** Discussion on the concept of the 'extra-ordinary' hero and the theory – 'ordinary vs. Extra-ordinary'.
- Week 12:** Discussion on the literary process of the 19th century and the literary contribution of Leo Tolstoy.
- Week 13:** Discussion on the novella 'Death of Ivan Illych' and the social-political situation of Russia.
- Week 14:** Discussion on the literary process of the 19th century and the literary contribution of Anton Chekhov.
- Week 15:** Discussion on the selected works of Anton Chekhov and the social-political and cultural situation of Russia.

Facilitating the achievement of Course learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
7.	Exhaustive and comprehensive knowledge about Pushkin, historical context and the novel ‘_Evgeni Onegin’.	Reading, Lectures, discussions	Written assignments/ presentations
8.	Exhaustive and comprehensive knowledge about Gogol, historical context and the novel ‘_The Overcoat’	Reading, Lectures, discussions	Written assignments/ presentations
9.	Exhaustive and comprehensive knowledge about Turgenev, historical context and the novel ‘_Asya’ / or ‘_Fathers and Sons’	Reading, Lectures, discussions	Written assignments/ presentations
10.	Exhaustive and comprehensive knowledge about Dostoyevsky, historical context and the novel ‘_Crime and Punishment’ or ‘_Poor Folks’	Reading, Lectures, discussions	Written assignments/ presentations
11.	Exhaustive and comprehensive knowledge about Tolstoy, historical context and the novel ‘_Anna Karenina’ or ‘_Death of Ivan Illych’	Reading, Lectures, discussions	Written assignments/ presentations
12.	Exhaustive and comprehensive knowledge about Chekov, historical context and the selected short stories	Reading, Lectures, discussions	Written assignments/ presentations

SEMESTER III

RUCC301:
Literary Movements, Trends and Genres
(Beginning of 20th century to the mid 20th century)

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Course Objectives:

- to expand their knowledge base of the Russian literary tradition and to generate an understanding about the Russian literary development -Russian literary trends, tendencies, groups and schools of thought, from the beginning of early 20th to the mid-20th century;
- to give an understanding of the period in transition as a unique epoch in cultural development and to familiarize the students with general chronological, philosophical and social background of the literary trends;
- to make them conversant with the literary epoch termed as Modernism and other trends such as Socialist Realism;
- The dynamics of the literary process in the period of ‘_thaw’ and thereafter.

Course learning Outcomes:

- The students will acquire an understanding of the periodization of Russian literary trends from the early 20th to the mid-20th century;
- They will know the specifics of the genesis, development and crisis of the literary trends as Symbolism, Futurism, Acmeism etc in context of their chronological, philosophical and social background;
- They will develop awareness about the basics of the critical issues connected with the new developments pre- and post-revolutionary Russia;
- Acquire knowledge of a concrete theoretical, literary terminology.
- The intangible outcomes of the courses unit will be in terms of developing a critical understanding of the issues related to the concept of ‘_dissent’ and ‘_freedom of expression’. These could well be termed as key factors in the development of the students as thinking individuals.

Contents:

Unit 1: From Realism to Modernism – the Silver Age

End of the ‘_humanist’ project of Renaissance; socio-political & cultural situation

Formation and Development of modernist tendencies at the turn of the 20th and first decade of the 20th century; Crisis of Positivism and rise of Bergson's – Intuitivism.

Emergence of new concept of the literary work – Shift of literary emphasis - from depiction to interpretation.

Evolution of modernist trend: Decadence — modernism — avant-garde

Unit 2: Modernism in Russian Literature: Symbolism, Futurism and Acmeism

V.Soloviev – philosopher of Russian Symbolism

Symbolism– aesthetic principles; duality - the basis of symbolist art

Symbolism vis-à-vis Romanticism and Realism

Acmeism: origins of the term; Aesthetics of the programme; Adamism and Clarism; from symbols to matter; philosophical origins of the trend;

‘The Poets’ Workshop’ and the Acmeists

Futurism – ‘the term’; Italian Futurism; Aesthetics of the programme.

Russian Futurism - emergence, philosophical origins of the trend; ‘A slap on the public taste’

Unit 3: Modernism – Representative Poets

Early symbolists: D.Merezhkovsky, K.Balmont, V.Bryusov, Z.Gippius

Younger symbolists: A.Bely, A.Blok, Vy. Ivanov

Acmeists - Gumiliev, Mandalstam, Akhmatova

Futurists - Mayakovsky, Burlyuk, Khlebnikov

Unit 4: Socialist Realism and other parallel movements in the first half of 20th Russian literature

Literary groups; The State and Art-struggle for ‘autonomy’ and ‘non-conformity’; Monism in arts and literature.

New-realism –defining the term; New Realist writers – Bunin, Andreyev, Kuprin, Shmelyev and Zamyatin etc.

Socialist Realism - the platform, origins and development.

4.4. Impressionism and Expressionism

4.5 Russian literature in ‘exile’ – internal and external

Reading List:

1. Есенин С.А. Стихотворения, Поэма. Избранное, анализ текста, сочинения. М., Дрофа., 1997.
2. Ершов Л.Ф. История Русской Советской Литературы. Высшая Школа., 1982.
3. Казак В. Словарь Русской Литературы. Overseas Publication Interchange Ltd. London/ 1988.
4. Литературные Манифесты. Сост. Бродский Н.Л. Аргаф., 2001.
5. Мещеряков и др. Введение в литературоведению. М., Юрайт, 2012

6. 6. Русская Литература XX века. Школы Направления Методы Творческой работы. Высшая Школа, 2002.
7. Русская Литература XX Века. Под. Ред. Кременцова Л.П. и др., М., Академия, 2002.
8. Reed J. Ten Days That Shook The World. Penguin Books. 1977.

Teaching Plan:

- Week 1:** Discussion on the socio-political & cultural situation at the turn of the 20th and first decade of the 20th century.
- Week 2:** Discussion on the Formation and Development of modernist tendencies and crisis of Positivism and rise of Bergson's – Intuitivism.
- Week 3:** Discussion on 'Shift of literary emphasis - from depiction to interpretation'.
- Week 4:** Discussion on evolution of modernist trend: Decadence — modernism — avant-garde.
- Week 5:** Discussion on the origins in Philosophy and Literature of Symbolism.
- Week 6:** Discussion on the 'Early symbolists' and the 'Younger symbolists'.
- Week 7:** Discussion on Symbolism - common features with Romanticism; conflict with Realism and crisis of Symbolism.
- Week 8:** Discussion on the origin of Achmeism and Aesthetics principles of the programme.
- Week 9:** Discussion on the emergence, philosophical origins of Achmeism and 'The Poets' Workshop'.
- Week 10:** Discussion on Gumiliev, Mandalstam and Akhmatova.
- Week 11:** Discussion on the term – Futurism, Italian Futurism, Aesthetics of the programme and the emergence, philosophical origins of the trend.
- Week 12:** Discussion on 'A slap on the public taste' and Representative writers of Futurism – Mayakovsky, Burluk, Khlebnikov.
- Week 13:** Discussion on the literary groups of 1st half of 20th century and the State controls on literature.
- Week 14:** Discussion on the emergence of 'Socialist Realism' – origin, development and main features.
- Week 15:** Discussion on 'The Formalist School' and 'Russian literature in exile'.

Facilitating the achievement of Course learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Students will be made aware of the dynamics of the shift from Realism to Modernism – the Silver Age.	Lectures and notes interspersed with short interactions with the learners. Students will provided with online links to further their understanding about key concepts, ideas and theories	Assignments/presentations
2.	Students will develop a comprehensive and exhaustive understanding of the literary tendencies such as Symbolism. Futurism and Acmeism.	Lectures and notes interspersed with short interactions with the learners. Students will provided with online links to further their understanding about key concepts, ideas and theories	Assignments/presentations
3.	Students will be introduced with the Representative Poets of the epoch of Modernism.	Lectures and notes interspersed with short interactions with the learners. Online links to further their understanding about key concepts, ideas and theories	Assignments/presentations
4.	Socialist Realism and other parallel movements in the first half of 20th Russian literature	Lectures and notes interspersed with short interactions with the learners. Students will provided with online links to further their understanding about key concepts, ideas and theories	Assignments/presentations

RUCC302
Modern Russian: Lexicology

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Course Objectives:

- To improve professional competence of students in modern Russian language by way of familiarizing the students to the theoretical foundations of lexicology of the modern Russian language and practice of their effective use.
- To develop skills of lexical analysis of words and empower the students with capabilities to use lexical units in order to improve communicative competences.
- To facilitate formation of linguistic worldview, linguistic interest among the students and provide them professional pedagogical methodical and research orientation.

Course Learning Outcomes:

On completion of this course, students should be able to:

- Apply their knowledge of the theoretical foundations, basic concepts and categories of lexical semantics in order to actively participate in/solve different language tasks;
- Involve in research activities with the use of acquired skills of professional pedagogical and methodical orientation in the process of studying various topics of the course.
- Participate in a variety of inter-linguistic, inter-cultural communication situations, using his acquired knowledge and understanding of main types of systemic relations in the vocabulary of the modern Russian language;
- Constantly improve professional communicative competencies in speech and communication activities by using the acquired skills and ability to make linguistic analysis of words and phrases.
- Master the main ways of finding lexical equivalence in translation
- Professionally work with electronic dictionaries and other electronic resources for the solution of linguistic tasks.

Contents:

Unit I: Introduction to Lexicology as a linguistic discipline

Aims and objectives of lexicology.

Lexicology in the system of the Language sciences.

Lexical-semantic system of language.

Unit 2. Lexical semantics

Basic concepts of lexical semantics.

Semasiology and onomasiology as two aspects of Semantics.

Lexical meaning. Word as a sign. Two-sidedness of word.

Factors defining the lexical meaning: objective reality, Language system and thought process.

Aspects (types) of lexical meaning.

Lexical units: basic unit and elementary units.

Syntagmatic and paradigmatic relationships in lexicology

Unit 3. Categorical Lexical-semantic relationship and classes of units

Polysemy: definition, types and functions of polysemy.

Homonyms: definition, types and functions of homonyms.

Synonyms: definition, types and functions of synonyms.

Antonyms: definition, types and functions of antonyms.

Unit 4. Classification of lexis

Lexis from the point of view of origin: Russian derivatives, Old Slavonic, Slavic and non-Slavic borrowings, calquing.

Lexis from the point of view of the active and passive vocabulary: active and passive vocabulary; archaism and neologism.

Lexis from point of view of spheres of usage: international, terminological, professional, dialectal, jargonic and argotic usage.

Lexis from point of view of stylistic differentiation: neutral, academic style, business style, publicistic and newspaper style, conversational style

Unit 5. Phraseology

Phraseology as a linguistic discipline;

Main features of phraseology

Classification of phraseology

Unit 6. Lexicography

Subject matter, tasks of lexicography

Main types of dictionaries

Suggested Readings:

1. L A.Novikov, V.V. Ivanov, E.I. Kedaytene, A.H. Tikhonov: Sovremenniy russkiy yazik. Teoreticheskiy kurs. Leksikologiya. Moscow, ~~R~~Russkiy yazik. – 160 p.
2. N.D. Fomina: Lexikologiya sovremennovo russkovo yazika. Moscow, UDN,1978.- 60p
3. N.D. Fomina, M.A.Bakina: Phraseologiya sovremennovo russkovo yazika. Moscow, PFU, 1985.- 64p.
4. O.I.Menshutina, O.N.Kalenkova: Izuchenie phraseologii sovremennovo russkovo yazika v inostrannoy auditorii. Moscow, UDN, 1989.- 48p
5. I.E. Savko: Russkiy yazik. Minsk —~~H~~vesti, 2005.-480 p.
6. O.M.Sokolov: metodicheskiye rekomendatsii k izucheniyu kursa ~~p~~roblemi lexiki i semantiki russkovo yazika kak inostrannovo. Moscow, UDN , 1989.- 53p
7. Samotik L G: Slovar-Spravochnik po lexicologii russkovo yazika, Krasnoyarsk 2006.- 336p

Teaching Plan:

- Week 1:** Introduction to Lexicology as a linguistic discipline; Aims and objectives of lexicology.
- Week 2:** Lexicology in the system of the Language sciences. Lexical-semantic system of language.
- Week 3:** Basic concepts of lexical semantics. Semasiology and onomasiology as two aspects of semantics. Lexical meaning. Word as a sign. Two-sidedness of word. Factors defining the lexical meaning: objective reality, language system and thought process.
- Week 4:** Types of lexical meaning. Lexical units: basic unit and elementary units. Syntagmatic and paradigmatic relationships in lexicology
- Week 5:** Categorical Lexical-semantic relationship and classes of units
- Week 6:** Polysemy: definition, types and functions of polysemy.
- Week 7:** Homonyms: definition, types and functions of homonyms.
- Week 8:** Synonyms: definition, types and functions of synonyms.
- Week 9:** Antonyms: definition, types and functions of antonyms.
- Week 10:** Classification of lexis; Lexis from the point of view of origin: Russian derivatives, Old Slavonic, Slavic and non-Slavic borrowings, calquing.
- Week 11:** Lexis from the point of view of the active and passive vocabulary: active and passive vocabulary; archaism and neologism. Lexis from point of view of spheres of usage: international, terminological, professional, dialectal, jargonic and argotic usage.
- Week 12:** Lexis from point of view of stylistic differentiation: lexis of neutral, academic style, business style, publicistic and newspaper style, conversational style
- Week 13:** Phraseology as a linguistic discipline; Main features of phraseology;
- Week 14:** Classification of phraseology
- Week 15:** Lexicography; Subject matter, tasks of lexicography; **Week 16:** main types of dictionaries

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The students of Russian language will get an overview of the scope of lexicology in their future profession.	Lectures; Group discussion on possible professional areas of Russian vocabulary knowledge use.	Written assignment
2.	The students, having understood how the enormous language vocabulary can be analyzed by lexical semantics and formal expressions, and how thousands of words in a language form a lexical semantic system by their categorical lexical interrelationships, will start developing a research mentality, professional pedagogical and methodical approach to the course as a whole.	Lectures	Written home assignment on compiling of theme (Lecture) based bilingual dictionary on Lexicological terminology
3.	The students, having learned specific categorical lexical relationships, in polysemy, homonyms synonyms and antonyms and their types and functions, will be actively involved in inter-linguistic, inter-cultural communication.	Lectures	Practical class assignment on polysemy, homonyms synonyms and antonyms, their types and functions in the text given to the students
4.	The students, having understood the classification basis and corresponding types of vocabulary, will actively develop their speech competencies in speaking, listening, reading and writing activities and will be able to involve in translation as they have acquired the ability to find equivalence in translation by applying the basic methods of translating vocabulary.	Lectures	Written assignment: Description of Positive and negative qualities of hero/heroine of your imagination using antonymic, synonymic and polysemantic words.
5.	The students, having acquired the knowledge, skills, and ability to understand, differentiate, use	Lectures	Practical class assignment: write down the

	of phraseology units, will understand the cultural specificity of Russian language and will be actively involved in inter-cultural communication.		phraseological units learned, describe their features and classify them into corresponding types.
6	The students, having been introduced to different tasks of lexicography and variety of dictionaries, will have the professional competence to work with electronic dictionaries and other electronic resources for the solution of linguistic tasks.	Lectures and Power Point Presentation (types of dictionaries)	Group assignment: Students are divided into 3 groups and each group is given two Units for Compiling Unit based Bilingual Dictionary on Lexicological terminology using electronic dictionaries

RUCC303
RESEARCH METHODOLOGY

Mode of Evaluation:

Total Marks: 100

End Semester Exam: 70

Internal Assessment: 30

Medium of instruction: Russian

Course Objectives:

- The research work is a well-guided intellectual enquiry into a given subject matter. Therefore, it is imperative to acquire, at the formative stage, the rudimentary knowledge of the framework in which research is conducted with utmost objectivity in order to gain fresh knowledge and contribute to further the frontier of overall intellectual achievements.
- To introduce the idea of research as a process of knowledge creation through formal, systematic and intensive investigation in MA final year and to impart fundamental knowledge of Research Methodology.
- The focus would be to understand the fundamentals of research and its procedural requirements such as the meaning of research, scientific research and objectivity, research design, sample space, data collection, analysis and research questions, variables and their types, formulation of hypothesis, various kinds of hypotheses, literature survey, characterisation, limitations and constraints as well as ethics pertaining to the research.

Course Learning Outcomes:

- The course will attempt to inculcate the basic ideas of scientific knowledge to the students and equip them to utilize the same for advancing their research work.
- The course is also designed to briefly introduce the important epistemological assumptions underlying research designs and methods.
- The course will also introduce various tools and techniques/means and methods of conducting the research in an effective manner and thereby making valuable addition to the corpus of knowledge.
- The course will introduce the tools, techniques and approaches for effective conduction of research such as data collection, sources (primary and secondary), research approaches (quantitative and qualitative), logic employed for arriving at conclusion (deductive, inductive and integrated), discourse analysis, falsifiability and paradigmatic constraints.

- The study and analysis of narratives, themes, conventions and symbols of a literary text. The analysis of discourse and the study of how values, beliefs and assumptions are communicated in a linguistic context.

UNITS

UNIT: I Scientific Method: Rationalism and Empiricism. Various debates concerning Rationalism and Empiricism, Positivism and Logical Positivism (Verification Theory of Meaning), A priori and A Posteriori. Deductive and Inductive Logic (Reasoning): Introduction to the fundamentals of logic and its use as an instrument to arrive at the conclusion. Deductive logic and Syllogism. Inductive Reasoning and the Advancement of Learning

UNIT: II Dialectics and Paradigm: The idea of dialectics, thesis, anti-thesis and synthesis Thomas Kuhn and the theory of paradigm, paradigm shift and advancement of outlook. The Meaning of Research: The study of 'Research' as an intellectual activity aimed at bringing to light new knowledge through a systematic investigation of the already existing facts. Research Process and Research Design

UNIT: III Literature Review, Gap Areas and Research Problem: Formulation of research questions, Various kinds of Hypotheses: Dependent and independent variables; establishing relationship between the variables; formulation of working hypothesis and its methods of testing; various types of hypothesis.

UNIT: IV Quantitative and Qualitative Approaches to Research Citation and Reference: Introduction of techniques of style, citation, excerpt inclusion and referencing the bibliography and/or reference making. Ethics Pertaining to Research: Plagiarism and its various kinds.

UNIT: V Research Methods in Linguistics. Developing research questions and to assess the applicability and relevance, Sociolinguistic studies, quantitative and qualitative data analysis. Inductive and deductive methods, and ethical questions.

UNIT: VI Research Methods in Literature Studies, Qualitative, Quantitative and Mixed methods, Literary Criticism, Literature and Society, Author and text, Form, Genre and Thematics, Textual Analysis, Discourse Analysis, Literature Review

Teaching Plan:

Week 1:

Scientific Method: Rationalism and Empiricism: What makes a method scientific?

Week 2:

Various debates concerning Rationalism and Empiricism, Positivism and Logical Positivism (Verification Theory of Meaning), A priori and A Posteriori.

Week 3:

Deductive and Inductive Logic (Reasoning): Introduction to the fundamentals of logic and its use as an instrument to arrive at the conclusion.

Deductive logic and Syllogism. Inductive Reasoning and the Advancement of Learning

Week 4:

Dialectics and Paradigm: The idea of dialectics, thesis, anti-thesis and synthesis

Week 5:

Thomas Kuhn and the theory of paradigm, paradigm shift and advancement of outlook.

Week 6:

The Meaning of Research: The study of 'Research' as an intellectual activity aimed at bringing to light new knowledge through a systematic investigation of the already existing facts.

Week 7:

Research Process and Research Design: conception of the plan, structure and strategy of enquiry in order to find the answers to research questions.

Week 8:

Literature Review, Gap Areas and Research Problem: Formulation of research questions are followed by an extensive review of relevant literature and consequently identify the gap area for justifying the research at hand

Week 9:

Various kinds of Hypotheses: Dependent and independent variables; establishing relationship between the variables; formulation of working hypothesis and its methods of testing; various types of hypothesis.

Week 10:

Quantitative and Qualitative Approaches to Research, Sampling and Data Analysis: Methods pertaining to gathering, sorting and analyzing the data and drawing statistical inference.

Week 11:

Citation and Reference: Introduction of techniques of style, citation, excerpt inclusion and referencing. It also includes the bibliography and/or reference making. Ethics Pertaining to Research: Plagiarism and its various kinds. Other ethical guidelines of research.

Week 12:

Research Methods in Linguistics. Developing research questions and to assess the applicability and relevance, Sociolinguistic studies

Week 13:

Quantitative and qualitative data analysis. Inductive and deductive methods, and ethical questions in Linguistics.

Week 14:

Research Methods in Literature Studies, Qualitative, quantitative and mixed methods, Literary Criticism.

Week 15:

Literature and Society, Author and text, Form, Genre and Thematics, Textual Analysis, Discourse Analysis, Literature Review

Facilitating the Achievement of Course Learning Outcomes:

Unit No.	Course Learning Outcomes	Teaching and Learning	Assessment Tasks
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		Activity	
I	The student will get acquainted with various debates concerning Rationalism and Empiricism, Positivism and Logical Positivism fundamentals of logic and its use as an instrument to arrive at the conclusion.	Lectures	Written Assignment
II	The students will be introduced to the idea of dialectics, thesis, anti-thesis and synthesis and the theory of paradigm, paradigm shift and advancement of outlook. They will have an overview of a host of actions and/or steps to carry out research effectively; conception of the plan, structure and strategy of enquiry in order to find the answers to research questions	Lectures	Written Assignment
III	The students will be equipped with the tools, techniques and approaches for effective conduction of research	Lectures/Presentation	Written Assignment
IV	The students will master the skills of contextualizing Research Methodology in Russian Studies and applying the epistemological aspects of research methodology in Russian context for study and research in Russian Studies.	Lectures/Presentation	Written Assignment
V	The students will get an overview of Research Methods in Linguistics. They will learn to develop research questions and assess the applicability and relevance through quantitative and qualitative data analysis and inductive and deductive methods.	Lectures/Presentation	Written Assignment
VI	The students will be equipped with the principles, tools and techniques of research in literature Studies through understanding the mechanics of writing structure, Qualitative, Quantitative and Mixed methods.	Lectures/Presentation	Written Assignment

Recommended resources:

1. Дудяшова, В. П. *Методология научных исследований : учебное пособие* / В. П. Дудяшова. — Кострома : КГУ им. Н.А. Некрасова, 2021.
2. Пономарев, А. Б. *Методология научных исследований : учебное пособие* / А. Б. Пономарев, Э. А. Пикулева. — Пермь : ПНИПУ, 2014.
3. Babby E. (2014), *The Basics of Social Research*, Canada: Wadsworth, Cengage Learning.
4. Ghosh, B.N. (1992), *Scientific Methods and Social Research*, New Delhi: Sterling Publishers Pvt. Ltd.
5. Lavine T. Z. (1984), *From Socrates to Sartre: The Philosophic Quest*, New York: Bantam Books.
6. Sharma, J. N. (2007), *Research Methodology: The Discipline and its Dimensions*, New Delhi: Deep & Deep Publications.
7. Tondon, B.C. (1989), *Research Methodology in Social Sciences*, Allahabad: Chaitanya Publishing House.
8. Turner, M. (1996), *The Literary Mind*, New York: Oxford University Press.
9. Urmson, J.O. (1956), *Philosophical Analysis*, Oxford: Clarendon Press.
10. Waugh, P. (2006), *Literary Theory and Criticism*, New Delhi: Oxford University Press.
11. Whitney, F.L. (1950), *The Elements of Research*, New York: Prentice Hall.

RUEC301
Reading and Appreciation of the Literary Text
(Beginning of 20th Century to the mid-20th century)

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Course Objectives:

- To strengthen the critical thinking abilities of the learner through analyzing, evaluating and interpreting works of literature and to elicit responses from students so they can explore their own lives and improve their logical thinking skills.
- To introduce the representative literary writings and writers of the literary trend such as New Realism, Symbolism, Acmeism, Futurism etc;
- To familiarise the learners with the characteristic features and style of the writing and reinforce their knowledge of the literary trend by analysing the work and to acquaint them with the literary, social and cultural context of the literary work.

Course learning Outcomes:

- Acquire knowledge of the main issues explored in important works of the Russian literature, and some of the stylistic strategies used to explore those issues;
- Will be able to read complex texts independently, identifying key episodes; formulate and raise questions; appreciate complexity and ambiguity; comprehend the literal and figurative uses of language;
- Will be able to recognize literary forms and genres; understand how generic syncretism, subversion and/or transgression functions;
- Will develop confidence in articulating queries and comprehending ideas in class discussion;
- Will learn to negotiate a broader array of voices within and across cultures.
- Will develop skills to read the literary texts in relation to their historical and cultural contexts, attain a richer understanding of both the text and the context, and become more aware of themselves as historical and cultural beings.

Contents:

Unit I: Ivan Bunin - ‘Antonov Apples’ 1900

Situating the writer in the literary process of the early 20th century.

Literary career and writings (an overview).

‘Antonov Apples’ - Structured reading.

Analysis of the work: ‘Antonov Apples’: poetry in prose; the plot, conflict and the characters.

Unit 2: Alexander Blok – ‘The Twelve’ 1918

Situating the writer in the literary process of the early 20th century

Literary career and literary writings (an overview)

The twelve - Structured reading.

Analysis of the work - The twelve: thugs or apostles? Appearance of Christ: pro et contra; the world of the twelve: white, black and red.

Unit 3: Vladimir Mayakovsky - 'Conversation with a Taxman About Poetry' / or 'Cloud in Pants'

Situating the writer in the literary process of the early 20th century

Literary career and literary writings (an overview)

Conversation with a Taxman About Poetry - structured reading

Analysis of the work: stylistic specificities of the poem; context and the form; poetry and creative writing under Socialism; the poet- activist.

Unit 4: Sergei Esenin – 'Anna Snegina'

Situating the writer in the literary process of the early 20th century

Literary career and literary writings (an overview)

Anna Snegina - structured reading

Analysis of the work: specificity of the plot and the composition; the plot, conflict and the characters.

Unit 5: Andrei Platonov - The Foundation Pit

Situating the writer in the literary process of the early 20th century

Literary career and literary writings (an overview)

The Foundation Pit - structured reading

Analysis of the work: specificity of the plot and the composition; the prose of anti-utopia; the plot, conflict and the characters.

Reading list:

1. Абельюк Е С. История русской литературы XX века. Книга 1. Начало Века. М., НЛО, 2009
2. Абельюк Е С. История русской литературы XX века. Книга 2. После революций. М., НЛО, 2009
3. Агеносов В. В. ИСТОРИЯ РУССКОЙ ЛИТЕРАТУРЫ XX ВЕКА В 2 Ч. ЧАСТЬ 1 2-Е ИЗД., ПЕР. И ДОП., М. 2015
4. Издательство: Юрайт История русской литературы XX века. Первая половина. В 2 кн. Под ред. Егоровой Л.П., М., 2014
5. История русской литературы XX века (20-90-е годы). Основные имена// Учебное пособие// <http://www.hi-edu.ru/e-books/xbook046/01/title.htm>
6. История русской литературы XX века (20-90-е годы). Основные имена. Под редакцией Кормилова С. И.// http://www.gumer.info/bibliotek_Buks/Literat/Korm/index.php

7. В. Маяковский
<http://mayakovsky.narod.ru/>
А. Платонов. Энциклопедия творчества
Биография писателя, тексты произведений, иконография, мемуары, критические и литературоведческие статьи.
<http://www.hrono.ru/proekty/platonov/index.html>
8. Лейдерман Н.Л., Липовецкий М.Н. Современная русская литература. 1950-е - 1990-е годы. Том 1 (1953-1968) В 3-х томах. — М.: Академия, 2003
9. Зайцев В.А., Герасименко А.П. История русской литературы второй половины XX века: М.: Высшая школа, 2004

Teaching Plan:

- Week 1:** Discussion on the literary process of the early 20th century and the literary contribution of Ivan Bunin.
- Week 2:** Reading of ‘Antonov Apples’ by Ivan Bunin.
- Week 3:** Discussion on the literary analysis of the work: ‘Antonov Apples’: poetry in prose.
- Week 4:** Discussion on the literary process of the early 20th century and the literary contribution of Alexander Blok.
- Week 5:** Reading of ‘The Twelve’ by Alexander Blok.
- Week 6:** Discussion on the literary analysis of the work ‘The Twelve’ by Alexander Blok.
- Week 7:** Discussion on the literary process of the early 20th century and the literary contribution of Vladimir Mayakovsky.
- Week 8:** Reading of ‘The Cloud in Pants’ by Vladimir Mayakovsky.
- Week 9:** Discussion on the literary analysis of the work ‘The Cloud in Pants’ by Vladimir Mayakovsky.
- Week 10:** Discussion on the literary process of the early 20th century and the literary contribution of Sergei Esenin.
- Week 11:** Reading of ‘Anna Snegina’ by Sergei Esenin.
- Week 12:** Discussion on the literary analysis of the work ‘Anna Snegina’ by Sergei Esenin.
- Week 13:** Discussion on the literary process of the early 20th century and the literary contribution of Andrei Platonov.
- Week 14:** Reading of ‘The Foundation Pit’ by Andrei Platonov.

Week 15: Discussion on the analysis of the work ‘The Foundation Pit’ by Andrei Platonov.

Facilitating the achievement of Course learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Comprehensive and exhaustive understanding of I.Bunin, the historical context and the text	Reading, Lectures, discussions	Assignments/Presentations
2	Comprehensive and exhaustive understanding of V.Blok, the historical context and the text	Reading, Lectures, discussions	Assignments/Presentations
3	Comprehensive and exhaustive understanding of V. Mayakovsky, the historical context and the text	Reading, Lectures, discussions	Assignments/Presentations
4	Comprehensive and exhaustive understanding of S.Esenin, the historical context and the text	Reading, Lectures, discussions	Assignments/Presentations
5	Comprehensive and exhaustive understanding of A.Platonov, the historical context and the text	Reading, Lectures, discussions	Assignments/Presentations

RUOE301
An Introduction to Russian Culture

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Medium of Instruction: English

Course Objectives:

- To provide the students with an overview of origins and development of Russian culture and civilization starting from primitive till modern times.
- To highlight the evolution of Russian culture specifically, mapping its artistic developments in the socio-historical context.
- To acquaint and analyze Russian cultural artifacts, masterpieces in the field of cinema, theatre, painting and music.
- To develop necessary analytical and interpretive skills to compare and analyze cultural products and practices in relation with the basic socio-historical context.

Course learning Outcomes:

On completion of this course, students will be able to:

- Understand the concepts of culture and civilization in general and its various components.
- Understand the various periods in the development of history of Russian culture.
- Critically analyze representative cultural landmarks in the development of Russian culture especially in the fields of cinema, theater, painting and music.

Units

Unit 1: Culture and Civilization

Understanding Culture
Primitive Culture
Structure and Function of Culture
Genesis of the term ‘Civilisation’
Relationship between Culture and Civilisation

Unit 2: Ancient Russian culture

The early Slavs - culture and society
Kievan Rus – Greek Orthodox Christianity and its impact on culture
Advent and development of Cyrillic script
The tale of Igor’s campaign, The Primary Chronicles, Russian Law (Russkaia Pravda Yaroslava)
Ancient Russian architecture - ‘Zodchestvo’

Unit 3. Russian culture of the Moscovian Rus

Development in the field of architecture: The Cathedral of Assumptions, The Cathedral of Annunciation, The Cathedral of St. Basil

Russian Icons: Byzantine influence, Feofan Grek, Andrei Rublev & Trinity
Russian paintings - the evolution of narrative technique - The Church Militant
A journey beyond three seas' by Afanasy Nikitin
Russian decorative-applied folk art - 'Gzhel, 'Khokhlama', 'Zhostovo'

Unit 4. Culture of the Imperial Russia

'A window to Europe' – Reforming Russia, From Peter I to Catherine II Education & Russian Music: P.I. Tchaikovsky and his opera 'Eugene Onegin', 'The Mighty Five' and Mikhail Glinka, the avant-garde composers (Stravinsky, Scriabin, Shostakovich)

Russian Ballet: Serge Diaghilev, Igor Stravinsky and 'Ballets Russes', The State Tretyakov Gallery in Moscow

Russian Painting: Realism in Russian Painting, Ivan Kramskoi and the 'Painters Cooperative (artel)', the painters group 'Peredvizhniki', The genre of historical painting and I. Repin

Development in the field of architecture - Trends (rococo, baroque, classicism), Moscow Kremlin and the Monasteries

Development in the field of theatre' - The Bolshoi theatre', The Maly theatre', Mariinsky theatre'

Unit 5. Russian culture of the Soviet period

Russian painters – Nikolai Roerich. Modernist painters of 1920's - Malevich, Chagal
Russian Soviet Cinema – Eisenstein & Pudovkin, Dziga Vertov and Dovzhenko.

Innovative arts practices and Soviet culture: agit trains and posters

Russian Soviet Theatre - Stanislavsky vs. Meyerhold

Russian Music: early Soviet and émigré composers (Rakhmanov, Prokofiev)

Development of Russian ballet – Moscow school, Leningrad school (Galina Ulanova)

Magnitizdat and the Russian bards song (Vysotsky, OKudzhava, Galich, Rosenbaum)

Russian pop and rock music (Pugacheva)

The Soviet kitchen: Place of dissent

Teaching Plan:

Week 1-3: Understanding Culture, Primitive Culture, Structure and Function of Culture, Genesis of the term Civilisation, Relationship between Culture and Civilisation; the early Slavs - culture and society; Kievan Rus – Greek Orthodox Christianity and its impact on culture; Advent and development of Cyrillic script; The tale of Igor's campaign, The Primary Chronicles, Russian Law (Russkaia Pravda Yaroslava)

Ancient Russian architecture - 'Zodchestvo'

Week 4-5: Russian culture of the Moscovian Rus - Development in the field of architecture: The

Cathedral of Assumptions, The Cathedral of Annunciation, The Cathedral of St. Basil; Russian decorative-applied folk art - _Gzhel, _Khokhlama‘, _Zhostovo‘

Week 6: Thematic vocabulary; watching/listening news/report/video clippings on India-Russia cooperation (3-5 minutes video or audio)

Week 7-8: Russian Icons: Byzantine influence, Feofan Grek, Andrei Rublev & Trinity; Russian paintings - the evolution of narrative technique - The Church Militant‘; A journey beyond three seas‘ by Afanasy Nikitin

Week 9: Culture of the Imperial Russia - A window to Europe – Reforming Russia, From Peter I to Catherine II Education & Russian Music: P.I. Tchaikovsky and his opera _Eugene Onegin‘, _The Mighty Five‘ and Mikhail Glinka, the avant-garde composers (Stravinsky, Scriabin, Shostakovich)

Week 10-12: Russian Ballet: Serge Diaghilev, Igor Stravinsky and _Ballets Russes‘, The State Tretyakov Gallery in Moscow; Russian Painting: Realism in Russian Painting, Ivan Kramskoi and the _Painters Cooperative (artel)‘, the painters group _Peredvizhniki‘, The genre of historical painting and I. Repin; Development in the field of architecture - Trends (rococo, baroque, classicism), Moscow Kremlin and the Monasteries; Development in the field of theatre‘ - The Bolshoi theatre‘, The Maly theatre‘, Mariinsky theatre‘

Week 13-15: Russian painters – Nikolai Roerich.

Russian Soviet Cinema – Eisenstein & Pudovkin, Dziga Vertov and Dovzhenko.

Innovative arts practices and Soviet culture: agit trains and posters

Russian Soviet Theatre - Stanislavsky vs. Meyerhold

Russian Music: early Soviet and émigré composers (Rakhmanov, Prokofiev)

Development of Russian ballet – Moscow school, Leningrad school (Galina Ulanova)

Magnitizdat and the Russian bards song (Vysotsky, OKudzhava, Galich, Rosenbaum)

Russian pop and rock music (Alla Pugacheva)

The Soviet kitchen: Place of dissent

Facilitating the achievement of Course learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The students will get acquainted with the theory of Culture, Understanding Culture, Primitive Culture Structure and Function of Culture, Genesis of the term Civilisation, Relationship between Culture and Civilisation	Lectures, presentations, multimedia sources	Written assignment/ presentation
2.	The students are acquainted with the history of early Slavs - culture and society Kievan Rus – Greek Orthodox Christianity and its impact on culture Advent and development of Cyrillic script The tale of Igor’s campaign, The Primary Chronicles, Russian Law (Russkaia Pravda Yaroslava) Ancient Russian architecture - _Zodchestvo‘	Lectures, presentations, multimedia sources	Written assignment/ presentation

3.	<p>The students find out about development in the field of architecture: The Cathedral of Assumptions, The Cathedral of Annunciation, The Cathedral of St. Basil</p> <p>Russian Icons: Byzantine influence, Feofan Grek, Andrei Rublev & Trinity</p> <p>Russian paintings - the evolution of narrative technique - The Church Militant</p> <p>A journey beyond three seas by Afanasy Nikitin</p> <p>Russian decorative-applied folk art - Gzhel, Khokhlama, Zhostovo</p>	Lectures, presentations, multimedia sources	Written assignment/presentation
4.	<p>The students will be acquainted with 'A window to Europe' – Reforming Russia, From Peter I to Catherine II Education &</p> <p>Russian Music: P.I. Tchaikovsky and his opera Eugene Onegin, The Mighty Five and Mikhail Glinka, the avant-garde composers (Stravinsky, Scriabin, Shostakovich)</p> <p>Russian Ballet: Serge Diaghilev, Igor Stravinsky and Ballets Russes, The State Tretyakov Gallery in Moscow</p> <p>Russian Painting: Realism in Russian Painting, Ivan Kramskoi and the Painters Cooperative (artel), the painters group Peredvizhniki, The genre of historical painting and I. Repin</p> <p>Development in the field of architecture - Trends (rococo, baroque, classicism), Moscow Kremlin and the Monasteries</p> <p>Development in the field of theatre - The Bolshoi theatre, The Maly theatre, Mariinsky theatre</p>	Lectures, presentations, multimedia sources	Written assignment/presentation
5.	<p>The students get to know about Russian painters – Nikolai Roerich. Russian Soviet Cinema – Eisenstein & Pudovkin, Dziga Vertov and Dovzhenko. Innovative arts practices and Soviet culture: agit trains and posters; Russian Soviet Theatre - Stanislavsky vs. Meyerhold</p> <p>Russian Music: early Soviet and émigré composers (Rakhmanov, Prokofiev), Development of Russian ballet – Moscow school, Leningrad school (Galina Ulanova), Magnitizdat and the Russian bards song (Vysotsky, OKudzhava, Galich, Rosenbaum), Russian pop and rock music (Pugacheva), The Soviet kitchen: Place of dissent</p>	Lectures, presentations, multimedia sources	Written assignment/presentation

Suggested Readings:

1. Thompson, John M. (2009). *Russia and the Soviet Union: A Historical Introduction from the Kievan State to the Present*. Philadelphia: Westview Press. ISBN: 978-08133-4395-2.
2. Rzhnevsky, Nicholas. (2012). *The Cambridge Companion to Modern Russian Culture*. Cambridge: Cambridge University Press
<https://doi.org/10.1017/CCOL9781107002524>
3. A.S. Mamontov, S.P. Mamontov (2005) – *Culturologia, Gardariki, Moscow,*

4. Yu. Ya. Malyuga; Culturologia, Infra- M, Moscow, 2006.
5. A.I. Kravchenko; Culturologia, Prospekt, Moscow 2006.
6. L.G. Berezovaya, N.P. Berlyakova – Istoria Russkoi Culturii -1, Vlados, Moscow, 2002.
7. L.G. Berezovaya, N.P. Berlyakova – Istoria Russkoi Culturii -2, Vlados, Moscow, 2002.
8. Rossiskaya Tsevelizatsiya: Entsiklopedicheskii slovar. Respublika, 2001.

SEMESTER IV

RUCC401

Literary Movements, Trends and Genres (Mid 20th to end of 20th century)

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Course Objectives:

- to expand the knowledge base of the Russian literary tradition and to generate an understanding about the Russian literary development - Russian literary trends, tendencies, groups and schools of thought, from the beginning of mid-20th to the end of the 20th century;
- to give an understanding of the period in transition as a unique epoch in cultural development and to familiarize the students with general chronological, philosophical and social background of the literary trends;
- to make them conversant with the literary epoch termed as Post-modernism, Post Realism, as well as, mutation of Socialist Realism;
- The dynamics of the literary process in the period of ‘stagnation’ leading to ‘perestroika’ and ‘glasnost’.

Course learning Outcomes:

- The students will acquire a broad understanding of the period under study and they will be able to comprehend the relationship between literature and society in the context of the socio-historical background;
- They will become aware about the reasons for emergence of different literary trends and methods that came up in this period;
- The intangible outcome could be in terms of an awareness of the human resilience in the face of adversity and suppression.

Contents:

Unit I: The ‘thaw’ in Russian society and literature

- 1.1 The period of ‘Thaw’ in Russian Literature and the Society
The literary culture of the period and the 2nd writer’s congress.
New sensibilities in Russian literature - the ‘poets of the 60s.’
End of the ‘thaw’ – emergence of ‘samizdat’ and ‘tamizdat’.
Mutation of Socialist Realism trend in Russian Soviet literature

Unit 2: Literary tendencies in the 20th century (second half)

The ‘loud’ and the ‘quiet’ lyrics; the song of the ‘bard’
The Village Prose and the ‘City Prose’
The ‘war’ and the ‘confessional’ prose

Women's writing and the 'chernukha'
The Russian literary diaspora: different waves and locations

Unit 3: Perestroika, the 1990s and the literary Culture

Three 'Ps' of perestroika. 'The Block', 'The Sad Detective', 'Fire'.
Return of the 'samizdat' and 'tamizdat' and the 'shelved' literature.
Anti-utopia in contemporary literature.
Emergence and rise of 'popular literature'.

Unit 4: Literary trends in the 20th century (second half)

- 4.1. Postmodernism – emergence, development and crisis
- 4.1. New and Post realism - emergence, development and literary expression
- 4.3. Neo- naturalism - emergence, development and literary expression
- 4.5. Neo-sentimentalism - emergence, development and literary expression

Reading list:

1. Казак В. Энциклопедический Словарь русской литературы с 1917 года. Overseas Publications, Interchange Ltd. London 1988.
2. Коваленко А.Г. Русская Литература XX века. М., 1996.
3. Минералов Ю. И. История Русской Литературы 90-ые годы XX века. М., Владос., 2002.
4. Русская Литература XX века. Школы Направления Методы Творческой работы. Высшая Школа., 2002.
5. Русская Поэзия XX века. Сост. Дмитренко С.Ф. Изд., МГГУ 1998.
6. Русская Литература XX века. Учебник-Практикум. Мнемозина., М., 2003.
7. Чупринин С. Русская Литература Сегодня. Время. М., 2007.
8. Чапмаев В.А. На войне остаться человеком. Изд. МГУ , 1998.
9. «20 лет на свободе», - Новое ЗНАМЯ. Время, М., 2002.

Teaching Plan:

- Week 1:** Discussion on the period of 'Thaw' in Russian Literature and The literary culture of the period and the 2nd writer's congress.
- Week 2:** Discussion on the 'poets of the 60s
- Week 3:** Discussion on the end of the 'thaw' – emergence of 'samizdat' and 'tamizdat'.
- Week 4:** Discussion on on 'mutation of Socialist Realism' - trend in Russian Soviet literature.
- Week 5:** Discussion on the 'loud' and the 'quiet' lyrics; the song of the 'bard'.
- Week 6:** Discussion on the 'Village Prose' and the 'City Prose'.
- Week 7:** Discussion on the 'war' and the 'confessional' prose.
- Week 8:** Discussion on Women's writing, the 'chernukha' and the literary diaspora.

- Week 9:** Discussion on the three ‘Ps’ of perestroika - ‘The Block’, ‘the sad Detective’, ‘Fire’.
- Week 10:** Discussion on the return of the ‘samizdat’ and ‘tamizdat’ and the ‘shelved’ literature.
- Week 11:** Discussion on the literature of ‘Anti-utopia’.
- Week 12:** Discussion on the emergence and rise of ‘popular literature’.
- Week 13:** Discussion on ‘Postmodernism’ in Russian literature.
- Week 14:** Discussion on ‘Neo’ & ‘Post’ Realism.
- Week 15:** Discussion on ‘Neo-Naturalism’ & ‘Neo-Sentimentalism’.

Facilitating the achievement of Course learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Students will develop a comprehensive and exhaustive understanding of the literary tendencies of the period of period of ‘Thaw’ in Russian Literature and the Society. Will be introduced to the dynamics of emergence of ‘samizdat’ and ‘tamizdat’ and the mutation of Socialist Realism trend in Russian Soviet literature.	Lectures and group discussions	Written assignments/ presentations
2	Students will develop a comprehensive and exhaustive understanding of the The ‘loud’ and the ‘quiet’ lyrics; the song of the ‘bard’ The Village Prose and the ‘City Prose’ The ‘war’ and the ‘confessional’ prose Women’s writing and the ‘chernukha’, the Russian literary diaspora,	Lectures and group discussions	Written assignments/ presentations
3	Students will develop a comprehensive and exhaustive understanding of the dynamics of literary development and of the three ‘Ps’ of perestroika. Return of the ‘samizdat’ and ‘tamizdat’ and the ‘shelved’ literature.	Lectures and group discussions	Written assignments/ presentations

	Anti-utopia in contemporary literature. Emergence and rise of 'popular literature'.		
4	Students will develop a comprehensive and exhaustive understanding of the literary trends such as Postmodernism, New and Post realism, Neo- naturalism and Neo-centimentalism	Lectures and group discussions	Written assignments/ presentations

RUCC402
Modern Russian: Syntax

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Course Objectives:

- To improve professional competence of students in modern Russian language by way of familiarizing the students to the theoretical foundations of Syntax of the modern Russian language and practice of their effective use.
- To achieve linguistic worldview, linguistic interest among the students and provide them professional pedagogical methodical and research orientation.
- To develop Skills of syntactic analysis of word combinations and sentences and empower students with capabilities to use syntax units in order to improve communicative competences.

Course Learning Outcomes:

On completion of this course, students should be able to:

1. Apply their knowledge of the theoretical foundations, basic concepts and categories of syntax in order to actively participate in/solve different language tasks;
2. Involve in research activities with the use of acquired skills of professional pedagogical and methodical orientation in the process of studying various topics of the course.
3. Participate in a variety of inter-linguistic, inter-cultural communication situations, using his/her acquired knowledge and understanding of main types of systemic relations in the syntax of the modern Russian language;
4. Constantly improve professional communicative competencies in speech and communication activities by using the acquired skills and ability to make linguistic analysis of syntax units.
5. Master the main ways of finding syntax level equivalence in translation.
6. Professionally work with texts of different genre for the solution of chosen linguistic tasks.

Contents:

Unit I: Introduction to Syntax as a linguistic discipline

Aims and objectives of syntax; basic concepts of syntax;

Basic syntax units: phrase, simple sentence and complex sentence, text. Word form and word as components of syntactic units

Syntax in the system of the Language sciences. Relationship of syntax with morphology, lexicology, phonetics.

Unit 2: Phrases

Componential structure of phrases: principal constituent, subordinate constituent
Types of phrases: equipotent (paratactic) and dominational (hypotactic) phrases.
The main types of grammatical meaning of phrases: attributive, object, circumstantial
Means of expressing syntactic connections in phrases: subordinate constituent ending, preposition and word order.
Types of subordinative connection: Grammatical agreement, government and adjunction
Syntactic analysis of phrase

Unit 3: Sentence

Simple sentence. Classification of sentences: classification criteria and types.
Syntactic analysis of simple sentence by the types of sentences

Unit 4: Componential structure of sentence

Parts of sentence
Primary parts of sentence: subject and Predicate
Secondary parts of sentence: attribute, complement/object, circumstance
Syntactic analysis of simple sentence from the viewpoint of parts of sentence

Unit 5: Complex sentence

Syntactic analysis of phrase; Syntactic analysis of sentences
Grammatical nature of the complex sentence.
Types of complex sentences
5.3. Syntactic analysis of complex sentence

Unit 6: Text as syntactic unit.

Syntactic features of text
Linguistic analysis of text

Suggested Readings:

1. I.E. Savko: Russkiy yazik. Chast 2. Sintaksis. Punktuatsia. Text. Stilistika. Minsk –Harvestll, 2005.-528 p
2. G.F. Vorobyova, M.C. Panyusheva, I.V. Tolstoy: Sovremenniy russkiy yazik. Moscow –Russkiy yazikll, 1975.- 192 p.
3. L.S. Kryuchkova: Russkiy yazik kak inostranniy: Sintaxis prostovo i slozhnovo predlozheniya. Moscow, VLADOC, 2004.- 464p
4. Russkaya Grammatika. Tom II: Moscow, –Naukall-1982. – 710 p.
5. Vinay S. Totawar: Svremenny russki yazyk. Sintaksis. EFLU, Hyderabad, 2015.

Teaching Plan:

- Week 1:** Aims and objectives of syntax; basic concepts of syntax;
Basic syntax units: phrase, simple sentence and complex sentence, text.
Word form and word as components of syntactic units
- Week 2:** Syntax in the system of the Language Sciences.
Relationship of syntax with morphology, lexicology, phonetics.
- Week 3:** Phrases
Componential structure of phrases: principal constituent, subordinate constituent
Types of phrases: equipotent (paratactic) and dominational (hypotactic) phrases.
The main types of grammatical meaning of phrases: attributive, object, circumstantial
Means of expressing syntactic connections in phrases: subordinate constituent ending, preposition and word order.
- Week 4:** Types of subordinative connection: grammatical agreement, government and adjunction.
- Week 5:** Syntactic analysis of phrase
- Week 6:** Simple sentence.
Classification of sentences: classification criteria and types.
- Week 7:** Syntactic analysis of simple sentence by the types of sentences
- Week 8:** Revision of theory and practice: Compiling of 6-7 Unit-based terminology;
Making unit based questions and making short note answers.
- Week 09:** Componential structure of sentence
Parts of sentence
Primary parts of sentence: subject and Predicate
- Week 10:** Secondary parts of sentence: attribute, complement/object, circumstance
Syntactic analysis of simple sentence from the viewpoint of parts of sentence
- Week 11:** Complex sentence
Grammatical nature of the complex sentence.
Componential structure of complex sentence
- Week 12:** Types of complex sentences
- Week 13:** Syntactic analysis of complex sentence

Week 14: Text. Syntactic features of text.
 Linguistic analysis of scientific text.

Week 15: Revision of theory and practice: Compiling of 6-7 Unit-based terminology;
 Making unit based questions and making short note answers.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The students of Russian language will get an overview of the scope of syntax in their future profession.	Lectures; Group discussion on possible professional areas of Russian syntax knowledge use.	Written assignment on compiling of theme (Lecture) based bilingual dictionary on syntax terminology.
2.	The students, having understood how language units are used in phrases and how phrases can be analyzed by syntactic connections and grammatical meanings and their formal expressions, will start developing a research mentality, professional pedagogical and methodical approach to the course as a whole.	Lectures	Group task on grammatical meaning of phrases. Written home assignment on Syntactic analysis of phrase
3.	The students, having learned classification criteria and corresponding types of sentences, will be actively involved in inter-linguistic, inter-cultural communication situations.	Lectures	Practical class assignment on syntactic analysis of simple sentence by the types of sentences
4.	The students, having understood the parts of sentence and their functions in the sentence, will actively develop their speech competencies in speaking, listening, reading and writing activities and will be able to involve in translation as they have acquired the ability to find equivalence in translation by applying the basic methods of translating phrases and sentences.	Lectures	Written home assignment on syntactic analysis of simple sentence from the viewpoint of parts of sentence

5.	The students, having acquired the knowledge, skills, and ability to analyze and understand complex sentences, will understand the cultural specificity of Russian language and will be actively involved in inter-linguistic and inter-cultural communication.	Lectures	Practical class assignment on formal and functional syntactic relationship between the principal and subordinate clauses. Written home assignment on syntactic analysis of complex sentence
6	The students, having been introduced to different content and formal features of text and formal and functional interconnectivity of the text components will have the professional competence to independently formulate scientific ideas and formally express in Russian texts like dissertation of master course, scientific articles, and presentations on scientific themes.	Lectures and Power Point Presentation (Syntactic analysis of Dissertation as scientific text)	Group assignment on Syntactic analysis of scientific text

RUCC403
DISSERTATION

RUEC401
Reading and Appreciation of the Literary Text
(From Mid-20th century to End of 20th Century)

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Course Objectives:

- to strengthen the critical thinking abilities of the learner through analyzing, evaluating and interpreting works of literature and to elicit responses from students so they can explore their own lives and improve their logical thinking skills.
- to introduce the representative literary writings and writers of the literary trends and tendencies Village Prose, the Intellectual Prose.
- to familiarise the learners with the characteristic features and style of the writing and reinforce their knowledge of the literary trend by analysing the work and to acquaint them with the literary, social and cultural context of the literary work.
- To familiarise the learners with the evolution of Russian literature in terms of issues, plots, typology of characters and themes.

Course learning Outcomes:

- Acquire knowledge of the main issues explored in important works of the Russian literature, and some of the stylistic strategies used to explore those issues;
- Will be able to read complex texts independently, identifying key episodes; formulate and raise questions; appreciate complexity and ambiguity; comprehend the literal and figurative uses of language;
- Will develop confidence in articulating queries and comprehending ideas in class discussion and out of class;
- Will learn to negotiate a broader array of voices within and across cultures.
- Will develop skills to read the literary texts in relation to their historical and cultural contexts, attain a richer understanding of both the text and the context.

Contents:

Unit 1. Anna Akhmatova - 'Requiem'

Situating the writer in the literary process of the mid-20th century

A. Akhmatova - literary career and creative writings: An overview

'Requiem' - Structured reading.

Analysis of the work: the social, literary context; poetry as manifestation of individual and collective tragedy; specifics of the genre and the composition; the main motives- memory, loss of memory, Crucifixion.

Unit 2. Yuri Trifonov - 'The Exchange'

Situating the writer in the literary process of the mid-20th century

Yuri Trifonov - literary career and creative writings: An overview

‘The Exchange’ - Structured reading

Analysis of the work: the social, literary context; the motive of shift in the value – premises; the plot, characters and composition.

Unit 3. Chinghiz Aitmatov ‘The White Steamship’

Situating the writer in the literary process of the second half of the 20th century

Chinghiz Aitmatov - literary career and creative writings: An overview

‘The White Steamship’ – Structured reading

Analysis of the work: the social, literary context; the ‘end’ and the debates on the novella; the role of myth; specifics of the plot, composition and the characters.

Unit 4. Solzhenitsyn A. ‘Matryona’s Courtyard’

Situating the writer in the literary process of the mid-20th century

A.S. Pushkin - literary career and creative writings: An overview

‘Matryona’s Courtyard’ - the social, literary context; syncretism in Realism

Analysis of the work: the social, literary context; the ‘end’ and the debates on the changing value paradigm in the Khrushchevian era; the ‘little’ woman.

Unit 5. Valentin Rasputin ‘Live and Remember’

Situating the writer in the literary process of the 19th century

A.S. Pushkin - literary career and creative writings: An overview

‘Live and Remember’ - Structured reading

Analysis of the work: the social, literary context; the new war prose; the novella as a representative work of ‘village prose’.

Unit 6. Bulat Okudzhava - ‘The Suspicious Instrument’

Situating the writer in the literary process of the mid-20th century

Bulat Okudzhava - literary career and creative writings: An overview

‘The Suspicious Instrument’ - structured reading of the text

Analysis of the work: the social, literary context; Socialist Realism - contravention of the ‘canon’. Narrating repression – strategies and style.

Reading list:

1. Лейдерман Н.Л., Липовецкий М.Н. Современная русская литература в 3 кн. М., 2001. Кн. 1, 2 (или любое изд.).
2. История русской литературы. XX век. В 2 ч. Ч.2.: учебник для студентов вузов / В.В.Агеносов и др.; под ред. В.В.Агеносова. М., Дрофа, 2007.
3. Зайцев В.А. Лекции по истории русской поэзии XX века (1940 – 2000). М., Изд-во Моск.ун-та, 2009.
4. Васильев И.Е. Русский поэтический авангард XX века. Екатеринбург, 2000 (часть «Авангард в интерьере постмодерна»).
5. Голубков М.М. Новый реализм (М.Шолохов, М.Горький, Б.Пастернак) // Голубков М.М. Русская литература XX в.: После раскола. М., 2001. С.157 – 174.
6. Кузнецов Ф.Ф. Самая кровная связь. Судьбы деревни в современной прозе. М., 1987.
7. Большакова А.Ю. Нация и менталитет: феномен «деревенской прозы» XX века. М., 2000.
8. Недзвецкий В.А., Филиппов В.В. Русская деревенская проза. М., 1999.

9. Очерки истории русской литературы XX века. Вып. 1. М., 1995 (разделы о В.Распутине и В.Шукшине).
10. Агеносов В. В. ИСТОРИЯ РУССКОЙ ЛИТЕРАТУРЫ XX ВЕКА В 2 Ч. ЧАСТЬ 1 2-Е ИЗД., ПЕР. И ДОП., М. 2015 Издательство: Юрайт
11. История русской литературы XX века. Первая половина. В 2 кн. Под ред. Егоровой Л.П., М., 2014
12. История русской литературы XX века (20-90-е годы). Основные имена// Учебное пособие// <http://www.hi-edu.ru/e-books/xbook046/01/title.htm>
13. История русской литературы XX века (20-90-е годы). Основные имена.Под редакцией Кормилова С. И.// http://www.gumer.info/bibliotek_Buks/Literat/Korm/index.php

Teaching Plan:

- Week 1:** Discussion on the literary process of the mid-20th century and the literary contribution of Anna Akhmatova.
- Week 2:** Reading and analysis of the literary work ‘_Requiem’ by Anna Akhmatova.
- Week 3:** Discussion on the literary process of the mid-20th century and the literary contribution of Bulat Okudzhava.
- Week 4:** Reading and analysis of the literary work ‘_The Suspicious Instrument’ by ‘_Bulat Okudzhava’.
- Week 5:** Discussion on the literary process of the mid-20th century and the literary contribution of Yuri Trifomov.
- Week 6:** Discussion on the social and literary context of the work ‘_The Exchange’ by Yuri Trifomov.
- Week 7:** Reading and analysis of the work ‘_The Exchange’ by Yuri Trifomov.
- Week 8:** Discussion on the literary process of the second half of the 20th century and the literary contribution of Chingiz Aitmatov.
- Week 9:** Discussion on the social and literary context of the literary work ‘_The White Steamship’ by Chingiz Aitmatov.
- Week 10:** Discussion on the literary analysis of the work ‘_The White Steamship’ by Chingiz Aitmatov.
- Week 11:** Discussion on the literary process of the mid-20th century and the literary contribution of Solzhenitsyn A.
- Week 12:** Discussion on the social and literary context of the literary work ‘_Matryona’s Courtyard’ by A. Solzhenitsyn.
- Week 13:** Discussion on the literary analysis of the work ‘_Matryona’s Courtyard’ by A. Solzhenitsyn.
- Week 14:** Discussion on the literary process of the mid-20th century and the literary contribution of Valentin Rasputin.

Week 15: Reading and analysis of the literary work ‘Live and Remember’ by Valentin Rasputin.

Facilitating the achievement of Course learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
2	Exhaustive and comprehensive knowledge about Anna Akhmatova, historical context and the poem ‘Requiem’	Reading, Lectures, discussions	Assignments/ presentations
3	Exhaustive and comprehensive knowledge about Bulat Okudzhava, historical context and the autobiographical work	Reading, Lectures, discussions	Assignments/ presentations
4	Exhaustive and comprehensive knowledge about Yuri Trifonov, historical context and the novel ‘The exchange’.	Reading, Lectures, discussions	Assignments/ presentations
5	Exhaustive and comprehensive knowledge about Ch.Aitmatov, historical context and the novella ‘The White Steamship’.	Reading, Lectures, discussions	Assignments/ presentations
6	Exhaustive and comprehensive knowledge about A. Solzhenitsyn, historical context and the novella ‘Matryona’s Courtyard’.	Reading, Lectures, discussions	Assignments/ presentations
7	Exhaustive and comprehensive knowledge about V. Rasputin, historical context and the novella ‘Live and remember’.	Reading, Lectures, discussions	Assignments/ presentations

RUOE401
Russian Folklore

Total Marks: 100

Internal Assessment: 30

End Semester Exam: 70

Medium of Instruction: English

Course Objectives:

- To introduce students to the theoretical foundations of folklore in general and Russian folklore in particular.
- To acquaint the students with a variety of genres from Russian folklore, one of the world's richest oral traditions, Slavic folk life and folk lore
- To provide interdisciplinary training by providing a combination of the concepts and methods from folklore studies with other philological disciplines
- To train students to analyze primary texts closely and analytically; to make connections among texts, structure, and cultural events; and to improve their research and writing skills.

Course Learning outcomes

On completion of the course the students will be able to:

- Understand the nature of folklore and its relevance to culture, explaining and applying the major theories of folklore to study of rituals, material culture and oral lore, and improving cross-cultural communication;
- Identify and analyze the most common Slavic myths and traditions, a variety of genres of oral tradition in Russia
- Familiarize themselves with different research methods in folklore studies & thus determine how cultural categories and structures are shared or differ between cultures.

Contents:

Unit 1.

Nature and main issues of Folklore

Conventionality

Syncretism

Variation

Improvisation

Folklore and Myth.

Folklore and Literature

History of Folklore studies

Unit 2. Russian Folklore

Rituals and Ritualistic folklore

Winter Rituals

Spring Rituals

Summer Rituals
Autumn Rituals
Family-ceremonial Rituals
Ritual lament

Unit 3. Russian Fairytales

Classification
Plot
Motifs
Characters & prototypes

Unit 4. Russian Folk songs

Calendar songs
Lyric songs
Work songs
Epic songs (Bylina)
 4.1. Classification
 Plot
 Motifs
 Characters & prototypes
Historical songs
Urban songs

Unit 5. Russian Traditions & customs: ancient & modern

Bread & salt ceremony, Russian sauna and others
Easter, Christmas, Ivan Kupala, Maslenitsa
Russian folk costumes

Suggested Reading List:

1. **Putilov B.N.** Folklore i narodnaya kultura. SPB. 1994.
2. **Zueva T.V., Kirdan B.P.** Uchebno-Metodicheskiy kompleks –Ruskii Folkorll (Uchebnik, Xhrestomatiya, issledovaniy). Moscow. 1998
3. **Zueva T.V., Kirdan B.P.** Russkii Folklore Uchebnik dlya vishikh uchebnikh zavedenii. 4 izdaniye. Moscow. Flinta. Nauka. 2002.
4. **Slavyanskaya Mifologiya.** Entsiklopedicheckii slovar. Moscow. 1995.
5. **Alexander A.** Bylina and Fairy Tale, Mouton, 1973.
6. **Dvornik F.** The Slavs, Their Early History and Civilization, American Academy of Arts and Sciences, 1959.
7. **Gumbutas M.** The Slavs, Preager, 1971.
8. **Ivantis L. J.** Russian Folk Beliefs, M. E, Sharpe, 1989.
9. **Miranda P.,** ed. Soviet Structural Folkloristics, Mouton, 1974.
10. **Oinas F. J. and Soudakoff S.,** eds. The Study of Russian Folklore, Mouton, 1975.
11. **Portal R.** A Cultural and Historical Survey of the Slavonic People, Harper & Row, 1969.

12. **Propp.V.** Morphology of the Folktale, U. of Texas Press.
13. **Reeder R.**, Down Along the Mother Volga, Univ. of Penn Press, 1975.
14. **Sokolov Y.M.** Russian Folklore, Folklore Associates, 1966.
15. **Thompson J. M.** Russia and the Soviet Union: A Historical Introduction from the Kievan State to the Present, Westview Press, 1998.
16. **Wrtislav A. H.**, Sixty Folk Tales from Exclusively Slavonic Sources, Arno Press, 1977.
17. **Zheleznova I.**, ed. Vasilisa the Beautiful, Progress Publishers, Moscow, 1966.

Teaching Plan:

- Week 1:** The course begins with introduction to nature and main issues of Folklore. There will be thorough discussion on the main features of folklore, namely, conventionality, syncretism, variation, improvisation. The students will also be made aware of the connection of folklore with mythology & the difference between it and literature.
- Week 2:** The students will be given an overview of history of development of folklore studies, its main methods of study and research
- Week 3:** The introduction to Russian Folklore & Slavic mythology. The students will be made aware of rituals in Russia, their classification. The students will also attempt to compare Russian rituals with their own.
- Week 4:** The topic of rituals in Russia continues with introduction and thorough discussions especially on winter & summer rituals. The students then compare it with their own winter rituals.
- Week 5:** The topic of rituals in Russia continues with introduction and thorough discussions especially on Spring & Autumn rituals. The students then compare it with their own rituals during spring and autumn.
- Week 6:** The topic of rituals is completed with thorough discussions on family-ceremonial rituals and ritual laments in Russia. The students will then compare them with their own.
- Week 7:** The students will be introduced to Russian Fairytales, their classification. There will be reading of select magical fairy-tales (two) and discussion on their characteristics, various plots, motifs, their characters and prototypes.
- Week 8:** The topic of Russian fairytales continues with reading of select non-magical daily routine fairytales thorough discussion on various plots, motifs, their characters and prototypes. The students then compare them with their own fairytales.
- Week 9:** The students will be introduced to Russian Folk songs, their distinctive features and classification. There will be reading of calendar, lyric and work folk songs (one each). The students are explained how to analyze these folk songs and compare them with their folksongs.

Week 10: The students will be introduced to Russian Epic songs, their distinctive features and classification. There will be reading of select epic songs (‘Bylina’ – one). The students are explained how to analyze these and compare them with theirs if they have similar songs.

Week 11: The topic of epic songs continues with reading of a select epic song. The students then thoroughly discuss its distinctive features, plot, motif, characters and prototypes. The students also compare them with theirs if they have similar songs in their folklore.

Week 12: The topic of folk songs continues with introduction to and reading of select Russian Historical & Urban songs, their distinctive features will be thoroughly discussed and compared with those of the students.

Week 13: The students are introduced to various Russian Traditions & customs, including Bread & salt ceremony, Russian sauna and those related to Easter, Christmas, Ivan Kupala, Maslenitsa. The students also compare and present their traditions and customs & try to bring out the similarities and differences in them.

Week 14: The students are introduced to Russian folk costumes by discussing their distinctive features in various regions of Russia. The students also compare them with their own folk costumes and make comparative studies.

Week 15: The students organize a seminar-cum-workshop on folk songs, folk tales & traditions and customs, present and discuss their comparative studies.

Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understand the nature of folklore and its relevance to culture, explaining and applying the major theories of folklore to study of rituals, material culture and oral lore. The students will also know the connection of it with mythology and difference between it and literature. They will also know the history of development of folklore studies in Russia and abroad.	Lectures, presentations & discussion	Written assignment; presentations
2.	The students will have thorough knowledge of Russian rituals related to seasons & family. They will also know the similarities and differences	Lectures, audio-video presentations, reading sessions	Written assignment, written test/ presentation

	between their and Russian rituals.		
3.	The students will have thorough knowledge of Russian fairytales, their classification, distinctive features, including plot, motifs, characters and prototypes. The students will also know the similarities & differences between Russian fairytales and their own.	Lectures, multimedia presentations, reading sessions	Written assignment, written test/ presentation
4.	The students will have the knowledge of classification and distinctive features of Russian folk songs. They will be able to identify and analyze both Russian and their folk songs.	Lectures, multimedia presentations, reading sessions	Written assignment, written test
5.	The students will have deep knowledge of various ancient and modern Russian traditions and customs. They will also have thorough knowledge of the similarities and difference of Russian traditions and customs & their own.	Lectures, multimedia presentations	Written assignment, test/ presentation