

Department of Slavonic & Finno-Ugrian Studies
University of Delhi
M.A. in Russian
Two Year of PG curricular structure (3+2)

Based on Post Graduate Curriculum Framework 2025

UNIVERSITY OF DELHI

Two Year of PG curricular structure (3+2)

SYLLABI OF PG RUSSIAN

Semester I & II

DEPARTMENT OF SLAVONIC AND FINNO-UGRIAN STUDIES
(RUSSIAN SECTION)



DEPARTMENT OF SLAVONIC AND FINNO-UGRIAN STUDIES

Based on PG (3+2) Structure Curriculum Framework

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DISCIPLINE SPECIFIC CORE COURSE (DSC)

Semester---I

Course Code	Paper Titles	Credit Distribution of the course		
		Lecture	Tutorial	Total
DSC-1	Literary Movements, Trends and Genres –I DSC-1	03	01	04
DSC-2	DSC-2 Modern Russian: Phonetics and Word Formation	03	01	04
DSC-3	DSC-3 Translation of Business Documents	03	01	04

Semester- II

Course	Paper Titles	Credit Distribution of the course		
		Lecture	Tutorial	Total
DSC-4	DSC 4 Literary Movements, Trends & Genres -II	03	01	04
DSC-5	DSC-5 Modern Russian: Lexicology & Phraseology	03	01	04
DSC -6	DSC-6 Theory & Practice of Interpretation	03	01	04

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DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)

Semester- I

Course	Paper Titles	Credit Distribution of the course		
		Lecture	Tutorial	Total
DSE-I	Reading and Appreciation of the Literary Text –I DSE-1	03	01	04
DSE-2	DSE- 2 Theory of Linguistics	03	01	04
DSE-3	Comparative Literature: Theoretical Perspectives -I, DSE-3	03	01	04

Semester II

Course	Paper Titles	Credit Distribution of the course		
		Lecture	Tutorial	Total
DSE-4	DSE 4 Reading & Appreciation of the Literary Text –II	03	01	04
DSE-5	DSE-5 Modern Russian Stylistics	03	01	04
DSE-6	Comparative Literature: Theoretical Perspectives – II, DSE-6	03	01	04

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GENERIC ELECTIVE COURSES (GE)

(For students of other departments)

Semester I

Course	Paper Titles	Credit Distribution of the course		
		Lecture	Tutorial	Total
GE-1	Medieval Russia – I (GE-1)	03	01	04
GE-2	India-Russia Relations: Origin, Evolution and Prospects- I (GE-2)	03	01	04

Semester II

Course	Paper Titles	Credit Distribution of the course		
		Lecture	Tutorial	Total
GE-3	Medieval Russia II (GE-3)	03	01	04
GE-4	India-Russia Relations: Origin, Evolution and Prospects-II (GE-4)	03	01	04

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SKILL BASED COURSES (SBC)
Semester I

Course	Paper Titles	Credit Distribution of the course		
		Lecture	Tutorial	Total
SBC-1	SBC-1 The Art and Craft of Lexicography I	02	00	02

Semester II

Course	Paper Titles	Credit Distribution of the course		
		Lecture	Tutorial	Total
SBC-2	SBC 2 The Art and Craft of Lexicography II	02	00	02

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Semester I

DISCIPLINE SPECIFIC CORE-DSC 1

Literary Movements, Trends and Genres-I

DSC-1

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisites of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-1 Literary Movements, Trends and Genres-I	4	3	1	0	As per university rules	NIL

LEARNING OBJECTIVES:

- 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 acquaint with the literary trends such as Classicism, Sentimentalism and Romanticism in general, as, well as, in the specific Russian context.
- To get 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;

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Learning Outcomes:

After completing the course, the students will be able to

- acquire a broad understanding of the socio-historical & cultural context of the Russian literary trends as well a broad knowledge about the Russian Literary tradition;
- develop an understanding of the background of the development of Classicism, Sentimentalism and Romanticism in the European context.
- acquire an understanding of the fundamental terminologies of literary theory.

Contents:

Unit I **(10 Hours)**

- Russian Literary Classicism
- The Age of Reason and Enlightenment
- The 18th century - the Russian and the European context.
- Influence of Europe on Russian Classicism

UNIT II **(10 Hours)**

- Russian Classicism: Chronological framework & Social context
- Russian classicism - genres – Hierarchy, tragedy, heroic poem, ode and satire.
- Leading Russian classicists – Kantemir, Lomonosov, Sumarokov, Fonvizin
- Decline of classicism

Unit III **(10 Hours)**

- Russian literary Sentimentalism: The Cult of Sentimentality

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- Sentimentalism - its origin and development; specific features and genres.
- The cult of sentimentality 'in Russian Literature;
- Contributions of Muravyov, Kapnist Radishev and Karamzin – in Sentimentalism.

UNIT IV

(15 Hours)

- Romanticism as a literary trend in Russian literature
- Romanticism – Origins, specificity of Russian Romanticism;
- Major representative poets/writers
- Classification and Genres of Russian Romanticism
- Contributions of A. Pushkin & M. Lermontov in the evolution of Russian Literature.

ASSESSMENT METHODS:

As per the university examination/assessment scheme

Tutorial (15 Hours)

Group Discussions in the classroom with special reference to the literature of Russia. Group Research, Collaborative literature, Assignments, project work, Classroom presentations, theme based screening. Multimedia Discussions.

Recommended resources:

1. Кулешов В.И. История Русской Критики. М., Просвещение., 1984.
 (Kuleshov V.I, Istoria Russkoi kritiki , М , Prosveshenie ,1984)
2. Мещерякова М. Литература в Таблицах. Рольф. М., 2000.

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(Metseryakova, M, Literature v tablitsakh , Rolf, M, 2000)

3. Словарь Литературоведческих терминов (под ред. Тимофеев и Тураев) М., Просвещения, 1974.
(Slovar Literaturavedcheskikh terminov (Pod Red, Timofeev I Turaev, M , Prosvesheniya 1974)

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Discipline Specific Core 2

Semester I

DISCIPLINE SPECIFIC CORE-DSC 2

Modern Russian: Phonetics and Word Formation

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisites of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-2 Modern Russian: Phonetics and Word Formation	4	3	1	0	As per university rules	NIL

Aims & Objectives

- This program aims to enhance the professional competence of students in the contemporary Russian language by familiarising them with the theoretical foundations of Phonetics and Word Formation and emphasising their effective application.
- The initiative seeks to cultivate a linguistic worldview and stimulate linguistic interest among students while providing them with a solid foundation in pedagogical methodology and research orientation.
- Additionally, it is designed to develop students' phonetic and word formation analysis skills, thereby equipping them with the ability to utilise phonetic units to enhance their communicative competencies.

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Learning Outcomes:

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

- Apply knowledge of the theoretical foundations, fundamental concepts, and categories of phonetics and word formation to engage actively in and resolve various linguistic tasks.
- Participate in research activities utilising professional-pedagogical and methodological skills acquired during the study of diverse course topics.
- Engage in a range of inter-linguistic and intercultural communication scenarios, employing the knowledge and understanding of the primary types of systemic relationships in the phonetics and word formation of the contemporary Russian language.
- Continuously enhance professional communicative competencies in speech and communication practices by leveraging the skills and abilities related to phonetic and word formation analyses. Master the principal methods for conducting phonetic and word formation analysis, as well as achieving equivalence in both written and oral translation.

SYLLABUS OF DSC-2

Unit I: Introduction to Phonetics as a linguistic discipline (10 hours)

- Basic concepts in phonetics.
- Aims and objectives of phonetics. Phonetic units (segmental and super-segmental). Aspects of phonetics.
- Relationship between sounds (phonemes) and letters (graphemes).
- Vocal apparatus. Central and peripheral speech organs; active and passive speech organs

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Unit 2. Vowel & Consonant sounds

(20 hours)

- Principle of classification and classification of vowel sounds Alternation of vowels. Vowels in strong and weak positions Phonetic analysis of vowels Principle of classification and classification of consonant sounds.
- Classification of consonants by place of articulation (labial: bilabial and labiodental; lingual: fore lingual, monolingual, and back lingual);
- 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 3. Syllable; Stress; Intonation. (05 hours)

- Syllable and syllabic division.
- Wordstress Intonation: types of intonation.

Unit 4. Morphemics and word formation.

(10 hours)

- Basic concepts in morphemic. Morphemic and word formation relate to vocabulary, morphology, and syntax.
- Morpheme is the minimum significant unit of language, and the 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.

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Tutorial (15 hours):

Written Assignment: Compilation of a Bilingual Dictionary Focused on Phonetics Terminology, In-Class Group Task: Phonetic Transcription, Home Assignment: Morphemic Analysis, Class Assignment: Word Formation Analysis, Lectures and Group Discussions: Professional Opportunities in Russian Phonetics, Lectures/Audio-Video Presentations: Intonation in Narrative, Interrogative, Imperative, and Exclamatory Sentences. These presentations will illustrate the nuances of intonation and its variations in narrative, interrogative, imperative, and exclamatory sentences, further enriching their understanding of expressive language use.

Suggested Readings:

1. Lekanta.P.A. Sovremenny Russky Yazik. Moscow. Yurayt. 2017. S-83-147.
2. Russkaya grammar. Full I: Moscow, —Nauka-1982. – 690 p.
3. Sovremenny Russky yazik. Valgina N.S. Rosenthal D.E. Fomina M.I. Uchebnik / Pod redaktsiey N.S. Valginoy. - 6-E izd., pererab. I DOP. Moscow: Logos, 2002. 528 P.
4. I.E. Savko: Russkiy yazik. Minsk-Harvest, 2005.-480 p.
5. Ignatyeva M. M. : Morphemniyi slovoobrozovatelny analiz slova. Universitet Druzhbi Narodov, Moscow, 1982. 100 p

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, occasionally.

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Semester I
DISCIPLINE SPECIFIC CORE COURSE - DSC 3
Translation of Business Documents

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-3 Translation of Business Documents	4	3	1	0	As per the University Rules	NA

Course Objectives:

- To teach students approaches, methods and strategies of translation and state-of-the-art translation technology to prepare them for a career in translation as well as other professions where bilingual and bicultural expertise is required.
- To teach students to identify factors affecting understanding of source information in the process of translation, preservation of the pragmatic effect and various transformations available to a translator
- To familiarize and train students in acquiring specific skills in translating texts of official-business style from Russian into English and vice-versa.

Learning outcomes:

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

- Understand that translation studies is an academic discipline and the various perspectives from which different scholars have attempted to develop theories of translation.
- Comprehend the role of translation in solving inter-lingual and intercultural communication problems.
- Carry out written translation of documents taking into account modern requirements.
- Apply appropriate translation strategies when working with this type of text.
- Make use of specific translation practices in the process of translating business documents from Russian into English & vice-versa.

Medium of instruction: Russian

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Teaching Hours (45) + Tutorial Hours (15)

Teaching Methods: Lectures, audio-visual exercises, workshops & seminars, group discussions

Tutorial Activities: Lectures; presentations, sample analysis & translation of select texts; discussions, workshop

Contents:

Units

UNIT 1: THEORETICAL FOUNDATIONS OF TRANSLATION OF BUSINESS DOCUMENTATION

(5 HOURS)

1. Specifics and Strategy of Translation of Business Documentation
2. Technique of Translation of Business Documentation
3. Pre-translation analysis of official business style texts and analysis of translation results
4. Professional Competence of a Translator of Specialized Texts

UNIT 2: TRANSLATION OF A BUSINESS CONTRACT & CHARTER

(20 HOURS)

1. The Contract & Charter of a Company as types of texts.
2. Structure & main sections of a Contract and Charter.
3. Similarities and differences in analog documents drawn up in two languages (formal, lexical and grammatical, cultural, legal).
4. Principles of working with an analog when translating a contract and a Charter
5. The structure and rules for drawing up the preamble in two languages.
6. Preamble translation strategy.
7. Basic terms, cliches and lexical units used in a standard contract & Charter, their translation correspondences.

UNIT 3: TRANSLATION OF BUSINESS CORRESPONDENCE

(10 HOURS)

1. Format, structure and rules for writing a business letter in English and Russian.
2. Arrangement of the letter text on the page. Letter header. Arrangement of the sender's and recipient's addresses on the page in English and Russian.
3. Conveying the address, first and last names, as well as titles and positions when translating. Greetings and final polite formulas.

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4. Main components of the letter text (introduction, main part, conclusion). Logic of presenting thoughts in a letter in English and Russian. Similarities and differences. Stylistic features and tone of business letters in English and Russian.

UNIT 4: TRANSLATION OF BUSINESS ADVERTISEMENTS

(5 HOURS)

1. Format, structure and rules for business Advertisements in English and Russian.
2. Lexical, Grammatical & Stylistic features of Advertisements of Companies offering products & services.
3. Techniques of translation of Business advertisements from Russian into English & vice-versa

Recommended Reading List

1. Деловая переписка на английском языке: Учебное пособие / Бод Д., Гудман Т. - М.: Альпина Пабл., 2016. - 318 с.: 60x90 1/16 (Переплёт) ISBN 978-5-9614-5033-0 - Режим доступа: <http://znanium.com/catalog/product/911616> (Business Correspondence in English: A Textbook / Bod D., Goodman T. - M.: Alpina Publ., 2016. - 318 p.)
2. Деловая переписка: Учебно-практическое пособие / М.В. Кирсанова, Н.Н. Анодина, Ю.М. Аксенов. - 3-е изд. - М.: НИЦ ИНФРА-М, 2014. - 136 с.: 60x88 1/16. - (Высшее образование: Бакалавриат). (обложка) ISBN 978-5-16-009918-7 - Режим доступа: <http://znanium.com/catalog/product/461913> (Business Correspondence: A Textbook and Practical Handbook / M.V. Kirsanova, N.N. Anodina, Yu.M. Aksenov. - 3rd ed. - M.: NITs INFRA-M, 2014. - 136 p.)
3. Перевод в сфере договорного права. Английский язык для юристов: элективный курс / Попов Е.Б., - 2-е изд., перераб. и доп. - Москва : НИЦ ИНФРА-М, 2016. - 162 с.: 60x90 1/16 ISBN 978-5-16-104939-6 (online) - Текст : электронный. - URL: <http://znanium.com/catalog/product/556451> (Translation in the field of contract law. English for lawyers: an elective course / Popov E.B., - 2nd ed., revised and enlarged. - Moscow: NITs INFRA-M, 2016. - 162 p.)
4. Деловой этикет: Учебное пособие / И.Н. Кузнецов. - М.: ИНФРА-М, 2011. - 348 с.: 60x90 1/16. - (Высшее образование). (переплет) ISBN 978-5-16-004458-3 - Режим доступа: <http://znanium.com/catalog/product/208091> (Business Etiquette: A Textbook / I.N. Kuznetsov. - M.: INFRA-M, 2011. - 348 p.)
5. Лебедева, А.А. Английский язык для юристов. Предпринимательское право. Перевод контрактов: учеб. пособие для студентов вузов, обучающихся по специальности «Юриспруденция» / А.А. Лебедева. - М. : ЮНИТИ-ДАНА, 2017. - 231 с. - ISBN 978-5-238-01928-4. - Текст : электронный. - URL: <https://new.znanium.com/catalog/product/1028692> (Lebedeva, A.A. English for lawyers. Business law. Translation of contracts: a textbook for university students majoring in "Jurisprudence" / A.A. Lebedeva. - M.: UNITY-DANA, 2017. - 231 p.)

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Discipline Specific Core Course 4

Semester II

DISCIPLINE SPECIFIC CORE Course -DSC 4

Literary Movements, Trends & Genres -II

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
DSC 4 Literary Movements, Trends & Genres -II	4	3	1	0	As per the University rule	NIL

Learning Objectives:

- To acquaint the students about the background of the literary phenomena that comprise the period under study.
- To familiarize 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 19th century Russian literature.

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Learning Outcomes:

After completion of this course, the students will be able to

- compresence to understand the periodization of Russian literary trends of the period 1830 – 1890 in the context of the socio-historical background;
- understand the difference between the literary trend and method;
- have a theoretical understanding of the development of Russian Critical Realism;
- develop an understanding not only theoretically but also on the basis analysis of creative literary interventions;

Teaching Hrs 45 + Tutorial Hrs 15

Unit 1: Realism –Method and Trend in Russian Literature

(10 Hours)

- The realist method in literature – a general overview
- Emergence of Realism - socio-political, cultural context in the beginning of 19th century Russian; characteristic features.
- The Enlightened Realism - Fonvizin, Novikov, Radichshev;
- The Syncretic Realism – Griboedov, Pushkin, Lermontov,

Unit 2: Critical Realism – trend in Russian Literature

(15 Hours)

- 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 overvie

(10 Hours)

- Nihilism: A concept
- Literary types: Superfluous Man
- The concept of Little Man
- The epoch of mature Realism – typological features of Realism in the writings of Ostrovsky, I Turgenev;

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- Universal Realism of M. Dostoyevsky and L. Tolstoy.

Unit 4: Realism – crisis; emergence of other trends & tendencies (10 Hours)

- Crisis of Realism – socio-historical and literary manifestations
- 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.

Tutorial: (15 Hours)

- Analytic presentation on specific topic suggested by the teacher.
- Creative Writing Assignments
- Written presentation/ discussion
- Oral presentation/ discussion

Reading list:

1. Белецкая Г.В. Литература. Ответы на Вопросы. М. 1999.
(Beletskaya G.V. Literature. Answers to Questions. M. 1999.)
2. Ершов Л.Ф. Сатирические жанры русской советской литературы. Наука Ленинград. 1977.
(Ershov L.F. Satirical genres of Russian Soviet literature. Science Leningrad. 1977.)
3. История Русской Литературы. Академия Наук СССР. Литература 60-х годов.
(History of Russian Literature. USSR Academy of Sciences. Literature of the 60s.)
4. Кулешов В.И. История Русской Критики. М., Просвещение., 1984.
(Kuleshov V.I. History of Russian Criticism. M., Enlightenment., 1984.)
5. Кулешов В.И. История русской литературы XIX века. М., Просвещение , 1984.
(Kuleshov V.I. History of Russian literature of the 19th century. M., Education., 1984.)
6. Словарь Литературоведческих терминов (под ред. Тимофеев и Тураев) М., Просвещения, 1974.

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(Dictionary of Literary Terms (edited by Timofeev and Turaev) Moscow, Prosveshcheniya, 1974.)

7. Мещеряков и др. Введение в литературоведении. М., Юрайт, 2012
(Meshcheryakov et al. Introduction to Literary Studies. M., Yurayt, 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

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Semester II
DISCIPLINE SPECIFIC CORE COURSE - DSC 5

Modern Russian: Lexicology & Phraseology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
DSC-5 Modern Russian: Lexicology & Phraseology	4	3	1	0	As per the University Rules	NA

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.

Learning Outcomes:

On completion of this course, the 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;
- 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.

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Medium of instruction: Russian

Teaching Hours (45) + Tutorial Hours (15)

Teaching Methods: Lectures, workshops & seminars, group discussions

Tutorial Activities: Assignments/Project work/Lexicology Exercises

Contents:

UNITS

UNIT I: LEXICOLOGY AS A LINGUISTIC DISCIPLINE (5 HOURS)

1. Aims and objectives of lexicology.
2. Lexicology in the system of the Language sciences.
3. Lexical-semantic system of language.

UNIT 2.

A) LEXICAL SEMANTICS (5 HOURS)

1. Basic concepts of lexical semantics.
2. Lexical meaning. Word as a sign. Two-sidedness of word.
3. Factors defining the lexical meaning
4. Types of lexical meaning.
5. Syntagmatic and paradigmatic relationships in lexicology

B) LEXICAL-SEMANTIC RELATIONSHIP (15 HOURS)

1. Polysemy: definition, types and functions of polysemy.
2. Homonyms: definition, types and functions of homonyms.
3. Synonyms: definition, types and functions of synonyms.
4. Antonyms: definition, types and functions of antonyms.

UNIT 3. CLASSIFICATION OF LEXIS (10 HOURS)

1. Lexis from the point of view of origin: Russian derivatives, Old Slavonic, Slavic and non-Slavic borrowings, calquing.
2. Lexis from the point of view of the active and passive vocabulary: active and passive vocabulary; archaism and neologism.
3. Lexis from point of view of spheres of usage: international, terminological, professional, dialectal, jargonic and argotic usage.
4. Lexis from point of view of stylistic differentiation: neutral, academic style, business style, publicistic and newspaper style, conversational style

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UNIT 4.

A) PHRASEOLOGY

(8 HOURS)

1. Phraseology as a linguistic discipline;
2. Main features of phraseology
3. Classification of phraseology

B) LEXICOGRAPHY

(2 HOURS)

1. Subject matter, tasks of lexicography
2. Main types of dictionaries

Recommended Reading List

1. L. A. Novikov, V. V. Ivanov, E. I. Kedaytene, A. H. Tikhonov: *Sovremenniy russkiy yazik. Teoreticheskiy kurs. Leksikologiya*. Moscow – 160 p.
2. Н. В. Нетяго, М. В. Дюзенли. *Лексикология современного русского языка. Краткий курс для иностранных учащихся*, Екатеринбург Издательство Уральского университета 2016. (N. V. Netyago, M. V. Dyuzenli *Lexicology of Modern Russian Language: A short course for foreign students*, Yekaterinburg Publishing House of the Ural University 2016.)
3. *Лексикология : учеб. пособие* / Е. И. Зиновьева, С. В. Кириченко, Ю. А. Кузнецов и др. ; под ред. Е. И. Зиновьевой. — М. : Флинта : Наука, 2006. — 232 с. (Lexicology: a textbook / E. I. Zinovieva, S. V. Kirichenko, Yu. A. Kuznetsov, et al.; edited by E. I. Zinovieva. - M.: Flinta: Nauka, 2006. - 232 p.)
4. Национальный корпус русского языка [Электронный ресурс]. URL: <http://www.ruscorpora.ru/> (National Corpus of the Russian Language [Electronic resource]. URL: <http://www.ruscorpora.ru/>)
5. Розенталь Д. Э. *Современный русский язык : учеб. пособие для вузов* / Д. Э. Розенталь, И. Б. Голуб, М. А. Теленкова. — М. : Рольф : Айриспресс, 1997. — 448 с. (Rosenthal D. E. *Modern Russian language: a teaching aid for universities* / D. E. Rosenthal, I. B. Golub, M. A. Telenkova. - M.: Rolf: Irispress, 1997. - 448 p.)
6. Рублева О. Л. *Лексикология современного русского языка : учеб. пособие* / О. Л. Рублева. — Владивосток : ТИДОТ ДВГУ, 2004. — 257 с. (Rubleva O. L. *Lexicology of Modern Russian Language: Textbook. manual* / O. L. Rubleva. - Vladivostok : TIDOT DVGU, 2004. - 257 p.)
7. Фомина М. И. *Современный русский язык. Лексикология : учебник для ин-тов и ф-тов иностр. яз.* / М. И. Фомина. — 2-е изд., испр. и доп. — М. : Высш. шк., 1998. — 335 с. (Fomina M. I. *Modern Russian language. Lexicology: textbook for institutes and departments of foreign languages* / M. I. Fomina. - 2nd ed., corrected and enlarged. - Moscow: Higher. school, 1998. - 335 p.)

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10. O.I.Menshutina, O.N.Kalenkova: Izuchenie phraseologii sovremennovo russkovo yazika v inostrannoy auditorii. Moscow, UDN, 1989.(Study of Phraseology of Modern Russian Language in a Foreign Classroom).

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi.

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Semester II

DISCIPLINE SPECIFIC CORE COURSE - DSC 6

THEORY & PRACTICE OF INTERPRETATION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-6 Theory & Practice of Interpretation	4	3	1	0	As per the University Rules	NA

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:

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.

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- Develop their skills in listening comprehension and verbal interpretation of information from Russian into English and vice-versa

Medium of instruction: Russian

Teaching Hours (45) + Tutorial Hours (15)

Teaching Methods: Lectures, audio-visual exercises, workshops & seminars, group discussions

Tutorial Activities: Interpreting training: Note-taking Practice; Recording and analyzing one's own interpretation/Assignments/Project work

CONTENTS:

UNITS

UNIT 1. WHAT IS INTERPRETATION (5 HOURS)

- 1.1. Interpretation: specificities
- 1.2. Types of Interpretation

UNIT 2. CONSECUTIVE INTERPRETATION (15 HOURS)

- 2.1. Consecutive interpreting: salient features
- 2.2. Factors affecting understanding of source information
- 2.3. Listening comprehension of the source information
- 2.4. Common mistakes in Comprehension
- 2.5. Notation in Consecutive translation
- 2.6. Translation shorthand

UNIT 3. SIMULTANEOUS INTERPRETATION (10 HOURS)

- 4.1. Simultaneous interpreting: Dialogue & Monologue
- 4.2. Difficulties in Simultaneous interpretation
- 4.3. Mechanism of probabilistic forecasting and Redundancy of language
- 4.4. Levels of probabilistic forecasting & speech compression in Simultaneous translation

UNIT 4. CONFERENCE & MEDICAL INTERPRETATION (15 HOURS)

- 5.1. Conference interpreting, Simultaneous interpreting in multilingual settings
- 5.2. Medical interpreting, Medical terminology, Medical procedures
- 5.3. Doctor-patient conversations
- 5.4. Cultural interface & ethical behavior

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Recommended Reading List

1. **Гарбовский, Н.К.** Теория перевода. – М.: Изд-во Моск. ун-та, 2004. – 544 с. (**Garbovsky, N.K.** Translation theory. – M., 2004. - 544 p.)
2. **Гак, В.Г.** Теория и практика перевода. Учеб. пособие / В.Г.Гак, Б.Б.Григорьев. - 7-е изд. - М.: ЛКИ, 2007. – 456 с. (Gak, V.G.Theory and practice of translation. Textbook / V.G.Gak, B.B. Grigoriev. - 7th ed. - M.: LKI, 2007. - 456 p.)
3. **Сдобников В.В., Петрова О.В.** Теория перевода. – М.: АСТ: Восток-Запад, 2007. – 448 с. (Sdobnikov V.V., Petrova O.V.Translation Theory. – M.: AST: East-West, 2007. – 448 p.)
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. (Fedorov, A.V. Fundamentals of the General Theory of Translation (linguistic problems): For institutes and faculties of foreign languages. Textbook. – 5th ed. – SPb.: Phil. faculty of St. Petersburg state university; M.: ООО “Publishing House “PHILOLOGY TRI”, 2002. – 416 p.)
5. **Аликина, Е.В.** Введение в теорию и практику устного последовательного перевода: учебное пособие. - М.: Восточная книга, 2010. – 192 с. (Alikina, E.V.Introduction to the theory and practice of consecutive interpretation: a tutorial. - M.: Vostochnaya kniga, 2010. – 192 p.)
6. **Аликина, Е.В.** Переводческая семантография. Запись при устном переводе. - М.: АСТ: Восток-Запад, 2006. – 156 с. (Alikina, E.V. Translational semantography. Recording during oral translation. - M.: AST: Vostok-Zapad, 2006. - 156 p.)
7. **Миньяр-Белоручев, Р.К.** Записи в последовательном переводе. – М.: ООО Изд. дом «Проспект-АП», 2005. – 176 с. (Minyar-Beloruchev, R.K.Recordings in consecutive translation. – M.: ООО Izd. dom "Prospect-AP", 2005. – 176 p.)
8. **Чернов, Г.В.** Теория и практика синхронного перевода. – 2-е изд. - М.: Изд-во ЛКИ, 2007. – 208 с. (Chernov, G.V.Theory and practice of simultaneous translation. – 2nd ed. - M.: LKI Publishing House, 2007. – 208 p.)
9. **Чужакин А.П., Спирина С.Г.** Основы последовательного перевода и переводческой скорописи. – М.: Изд. дом «Экспримо», 2007. – 88 с. (Chuzhakin A.P., Spirina S.G.Fundamentals of consecutive translation and translator's shorthand. – M.: Publishing house "Exprimio", 2007. – 88 p.)
10. **Baker, Mona and Gabriela Saldanha (eds)** (2009) *Routledge Encyclopedia of Translation Studies*, London and New York: Routledge.
11. **Ilyukhin V.M.** Strategies in simultaneous interpretation / Can. Dis. – Moscow. Moscow State University of Linguistics, 2001.

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12. **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.
13. <http://lingvopro.abbyyonline.com/ru>
14. www.translate.ru
15. <http://translation-blog.ru/>
16. www.multitrans.ru

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi.

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DISCIPLINE SPECIFIC ELECTIVE -DSE -1
Semester I

Reading and Appreciation of the Literary Text – I

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- 1 Reading and Appreciation of the Literary Text-I	4	3	1	0	As per university rules	NIL

COURSE OBJECTIVES:

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 that they can explore the literary domain and improve indispensable skills to achieve literary excellence.
- to introduce the prominent writers and their representative works of the literature while deepening understanding of literary trend such as Classicism, sentimentalism, Romanticism and others.

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- to familiarise the learners with the characteristic features and style of writing and broaden their knowledge of the literary trend by analysing the work within its literary, social and cultural contexts.

Learning Outcomes:

After completion of the course the students 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;
- recognize literary forms and genres; understand how generic syncretism, subversion and/or transgression functions;
- develop confidence in articulating queries and comprehending ideas in class discussion;
- 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.

Unit I

(10 Hours)

- Spiritual Odes of G. Derzhavin: God
- Situating the poet in the literary process
- Structured Reading
- Analysis of the work

UNIT II

(10 Hours)

- Nikolai Karamzin N. - 'Poor Liza'
- Situating the writer in the literary process

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- Structured reading
- Analysis of the work

Unit III

(10 Hours)

- A. Pushkin – Eugene Onegin, A novel in verse
- Situating the poet in the literary process
- Structured reading
- Analysis of the work

UNIT IV

(15 Hours)

- Lermontov M.: ‘A Hero of Our Time
- Situating the writer in the literary process;
- Structured Reading
- Analysis of the work:

ASSESSMENT METHODS:

As per the university examination/assessment scheme

Tutorial (15 Hours)

Group Discussions in the classroom with special reference to the literature of Russia. Group Research, Collaborative literature, mapping, Assignments, project work, Classroom presentations, theme based screening. Multimedia Discussions.

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Recommended resources:

- Yevgeny Onegin: The full text of the poem ‘Yevgeny Onegin’ in Russian
- Виртуальная библиотека. Русская литература XVIII века - www.rvb.ru/18vek
(Virtual Library of Russian Literature of 18th and 19th century) Original literary works in Russian Language
- Bednaya Liza, Russian Edition by Nikolay Karamzin (Author) Izdatel'skaya Gruppa Attikus 2018

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Discipline Specific Elective 2

Semester I

DISCIPLINE SPECIFIC ELECTIVE -DSE 2

Theory of Linguistics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- 2 Theory of Linguistics	4	3	1	0	As per university rules	NIL

Aims & Objectives

- To enhance the professional competence of students in General Linguistics, this program aims to establish the theoretical foundations of language, examining its formation and evolution throughout the centuries.
- We aspire to cultivate a comprehensive linguistic worldview and stimulate interest in linguistics among students, equipping them to engage effectively with research institutes and language laboratories worldwide.
- Furthermore, this initiative seeks to provide a thorough understanding of Linguistics as a scientific discipline and underscore that language operates as a scientific process. General Linguistics serves as a formal foundation, facilitating expansive exploration in a variety of fields, including Theoretical Linguistics, Practical Linguistics, Sociolinguistics, Psycholinguistics, and Mathematical Linguistics.

Learning Outcomes:

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

- The course has been meticulously designed to familiarise students with various linguistic schools and a range of linguistic analysis methods.
- Emphasis has been placed on the theories of language as well as on the concept of language as a dynamic process.

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- The syllabus provides a general framework for the course, while remaining flexible to allow both educators and students to delve into specific areas of interest or necessity in greater depth, should they choose to do so. The objective is to cultivate linguistic skills and enhance students' abilities to apply general linguistics in professional research and future innovations within the field of Language Science.

Assessment: As per the university's evaluation scheme

SYLLABUS OF DSE-2

Unit I: Introduction to Linguistics (10 hours)

- 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 the first century.

Unit II: Language as a system (15 hours)

- 2.1 Language as a system of signs.
- 2.2 System and structure in language.
- 2.3 Value of language sign.
- 2.4 Language and parole.
- 2.5 Synchronic and diachronic study of language.
- 2.6 Language and symbolic systems.
- 2.7 Sociolinguistics, language and society.
- 2.8 Psycholinguistics, the interrelationship of language and thought

Unit III: Phonetics (10 hours)

- 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 (10 hours)

- 4.1 Morphology and the subject matter of grammar.
- 4.2 Word - change (inflection) and word-formation (derivation).
- 4.3 Morpheme, allomorphic variations.
- 4.4 Morphological categories in different languages.
- 4.5 Syntax, interrelationship of morphology and syntax.

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4.6 Transformational grammar and generative grammar.

Tutorial (15 hours): As part of our course requirements, students will work together on a group project to create a bilingual dictionary focused on key phonetic terms and concepts. This dictionary will include definitions and phonetic transcriptions for better understanding. In addition, students will attend lectures and presentations supported by PowerPoint slides to guide their work on the dictionary. The project will culminate in a written and oral presentation of the completed dictionary, allowing each group to share their findings and reflect on their learning process.

Suggested Readings:

1. Bloomfield, L. (1963). Language. Motilal Banarasi Das, New Edition (1 January 2012), New Delhi.
2. Kodukhov, V.I. Introduction to linguistics. Moscow: Prosveshchenie Publishing House. 1987.
3. Melchuk, I.A. The experience of the theory of linguistic models "Meaning"-"Text".Moscow.1999.
4. Melchuk, I.A. Course of general morphology. Volume 1-5. Moscow, Vienna, 1997.
5. Melchuk, I.A. Language from meaning to text. Moscow, 2012.
6. Nemchenko, V.N. Introduction to linguistics. YURAYT (Nizhny Novgorod State University named after N.I. Lobachevsky). 2022.
7. Reformatkiy, A.A. Introduction to linguistics. A classic textbook. Moscow. 2014. Chikobava, A.S. Introduction to Linguistics. Part I. The State Educational and Pedagogical Publishing House of the Ministry of Education of the RSFSR. Moscow. 1952.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, occasionally.

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Discipline Specific Elective 3

Semester I

DSE-3

Comparative Literature: Theoretical Perspectives -I,

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Comparative Literature: Theoretical Perspectives-I, DSE-3	04	3	1	0	As per university guidelines	NA

LEARNING OBJECTIVES:

- To observe and study the evolving perspectives in literature across time and space. In order to make sense of any literature, it must be placed in the overarching gamut of literary developments in various literary genre.
- To have a comprehensive and systematic knowledge of comparative literature.
- To familiarise the students with concepts of Comparative study of literature and cultural expressions across linguistic, national and disciplinary boundaries.
- It encompasses history of discipline, inter-literariness and reception theory in order to provide fundamental ideas of the course.
- The course would equip students with the requisite critical approaches of the discipline and with new perspectives on comparative study and analysis of literature.

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Learning Outcomes:

After completion of the course the students will be able to

- demonstrate an understanding of the basic concepts of history and scope of comparative literature as an academic discipline.
- Apply intertextual, cross cultural and interdisciplinary approaches to examine literary and cultural texts.

ASSESSMENT METHODS:

As per the university examination/assessment scheme

Comparative Literature: Theoretical Perspectives –I

UNIT I:

15 Hours

1. Definition and Scope of Comparative Literature
2. Development of the Theory of Comparative Literature
3. History and Traditions,
4. Key Theoretical Concepts

UNIT II:

10 Hours

1. Evolution of the Idea of Comparative Literature Studies and methods of analysis.
2. Different Schools of Comparative Literature- Eastern and Western,
3. Journey through Western and Eastern repository of Thought
4. Cross Cultural Literary Relations: Influence

UNIT III:

10 hours

1. Analogy and Reception
2. Multilingual and Multi-Cultural Traditions
3. Thematology: Comprehending Motifs
4. Myths and Archetypes

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UNIT IV:**10 Hours**

1. The Diachronic and Synchronic Study of Themes
2. Theory of Genres
3. Rhetorical Genre Studies
4. The Problem of Genre, Taxonomy

Tutorial (15 Hours)

Group Discussions in the classroom with special reference to the literature of Russia. Group Research, Collaborative literature, mapping, Assignments, project work, Classroom presentations

Recommended resources:

- Аминева, В.Р. (2014), *Теоретические основы сравнительного и сопоставительного Литературоведения*, учеб. пособие. Казань: Казан. ун-т.
- Amineva, V.R(2014), *Teoriticheskie osnovy sravnichelnovo i sopostvichelnovo literaturovedeniya*, ucheb, posiviye. Kazan
- Bassnett, S. (1993), *Comparative Literature: A Critical Introduction*, Oxford: Blackwell.
- Bernheimer, C. (1995), Ed. *Comparative Literature in the Age of Multiculturalism*, *Baltimore*: The Johns Hopkins University Press.
- Claudio, Guillen. (1993), *The Challenge of Comparative Literature*, (Cola Franzen, Trans.). London: Harvard University Press.
- · Dominguez, C, Saussy, H., & Villanueva, D. (2015), Eds. *Introducing Comparative Literature: New Trends and Applications*, London and New York: Routledge.
- Totosy de Zepetnek, S. (2003), Ed. *Comparative Literature and Comparative Cultural Studies*, Indiana: Purdue University Press.

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- Weisstein, U. (1969), *Comparative Literature and Literary Theory*, London: Indiana University Press.
- Totosy de Zepetnek, S. (1998), *Comparative Literature: Theory, Method, Application*, Amsterdam-Atlanta, GA: Rodopi.
- · Wellek, R., & Warren, A. (1956), *Theory of Literature*, New York: Harcourt, Brace and Company.

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Discipline Specific Elective 4

Semester II

DISCIPLINE SPECIFIC ELECTIVE CORSE -DSE -4

Reading & Appreciation of the Literary Text -II

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 4 Reading & Appreciation of the Literary Text –II	4	3	1	0	As per the University rules	NA

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.

Learning Outcomes:

After the completion of the course the students 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;
- recognize literary forms and genres; understand syncretism functions;
- develop confidence in articulating queries and comprehending ideas in class discussion;
- 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

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become moreaware of themselves as historical and cultural beings.

Teaching Hrs 45 + Tutorial Hrs 15

Unit 1.

- N.V. Gogol – ‘The Overcoat’ **(10 hours)**
- Situating the writer in the literary process
- Structured Reading
- Analysis of the work

Unit 2:

- F. M. Dostoyevsky – ‘Crime and Punishment’ **(10 hours)**
- Situating the writer in the literary process
- Structured Reading
- Analysis of the work

Unit 3:

- L.N. Tolstoy: Anna Karenina **(10 hours)**
- Situating the writer in the literary process
- Structured Reading
- Analysis of the work

Unit 4:

- A. P. Chekhov – Ward № 6 **(10 hours)**
- Situating the writer in the literary process
- Structured Reading
- Analysis of the work

Tutorial:

(15 Hours)

- Re-narration of literary texts
- Classroom presentation on specific topic suggested by the teacher.
- Creative Writing Assignments
- Critical Thinking Discussion
- Role playing of the characters of the works
- Multimedia Discussion

Reading list:

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1. История русской литературы XIX века. В 3-х частях. Ред. Коровин В.И. М.: 2005; в трех частях
 (History of Russian Literature of the 19th Century. In 3 parts. Ed. Korovin V.I. Moscow: 2005; in three parts)
2. Кулешов В.И. История русской литературы XIX века. М.: 2005
 (Kuleshov V.I. History of Russian Literature of the 19th Century. Moscow: 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
 (Fortunatov, N.M. History of Russian Literature of the 19th Century: a textbook for bachelors / N.M. Fortunatov, M.G. Urtmintseva, I.S. Yukhnova; edited by N.M. Fortunatov. — 3rd ed., revised. and enlarged. — Moscow: Yurait Publishing House, 2014)
4. Коровин В.И. (ред) История русской литературы XIX века. Часть 1. 1795-1830 годы
 (Korovin V.I. (ed.) History of Russian Literature of the 19th Century. Part 1. 1795-1830)
<https://www.litmir.me/br/?b=145999>
5. Соколов, А. Г. История русской литературы конца XIX - начала XX века : учебник для бакалавров / А. Г. Соколов. — 5-е изд. — М. : Издательство Юрайт, 2013
 (Sokolov, A. G. History of Russian literature of the late 19th - early 20th centuries: a textbook for bachelors / A. G. Sokolov. - 5th ed. - М.: Yurait Publishing House, 2013)
6. 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. //
 (Uzhankov A. N. On the specifics of the development of Russian literature of the 11th - first third of the 18th century: Stages and formations / A. N. Uzhankov. - М.: Languages of Slavic Culture, 2009. - 254 p. //)
<http://www.bibliorossica.com/book.html?currBookId=1025>

Internet resources

1. Виртуальная библиотека. Русская литература XVIII века - www.rvb.ru/18vek
 (Virtual library. Russian Literature of the 18th Century)
2. Институт русской литературы РАН РФ "Пушкинский Дом"
 (СПб - <http://xviii.pushkinskiydom.ru>)
 (Institute of Russian Literature of the Russian Academy of Sciences "Pushkin House" (St. Petersburg))
3. «Питерская школа» (<http://shkola.spb.ru/teacherjroom/index.phtml?id=79>).
 ("St. Petersburg School")

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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.

(Biographies of Great Russian Writers and Poets.

Biographies of writers, various materials related to the work of writers and poets, as well as materials on Russian classicism, romanticism and sentimentalism, a brief literary reference.)

<http://writerstob.narod.ru/>

5. Клуб любителей творчества Ф.М. Достоевского.

(Club of Fans of F.M. Dostoevsky's Work.)

<http://www.geocities.com/Athens/Ithaca/3880/osn.html>

6. Русофил. Методика.

(Russophile. Methodology.)

<http://www.russofile.ru/strategy/>

7. Русофил – Русская филология.

(Russophile – Russian Philology.)

<http://www.russofile.ru/>

8. Народная библиотека М. Горького.

(M. Gorky People's Library.)

<http://maximgorkiy.narod.ru/>

9. Клуб любителей творчества Ф.М. Достоевского.

(Club of Fans of F.M. Dostoevsky's Work.)

<http://www.pereplet.ru/dostoevsky/>

10. А.П. Чехов.

(A.P. Chekhov.)

<http://chehov.niv.ru/>

и/

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, occasionally

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Discipline Specific Elective 5

Semester II

DISCIPLINE SPECIFIC ELECTIVE-DSE -5

Modern Russian Stylistics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-5 Modern Russian Stylistics	4	3	1	0	As per university rules	NIL

Aims & Objectives

- Stylistics is a field dedicated to the detailed description, analysis, and occasional enhancement of linguistic style. Historically, its roots can be traced back to ancient stylistics, which was a significant component of rhetoric focused on perfecting the orator's expression to achieve persuasive effects on an audience.
- In contrast, contemporary stylistics has evolved to adopt a primarily descriptive stance, emphasizing the systematic study of individual writers' styles or the distinctive styles of linguistic communities.
- This modern approach involves a comprehensive examination of language use, delving into the nuances of how different linguistic choices, such as word selection, sentence structure, and figurative language, can shape diverse interpretations and representations of identical events or themes.
- Scholars may compare stylistic elements across various languages, dialects, and authors, seeking to uncover the intricate ways in which these choices inform identity, emotion, and meaning within texts. By doing so, stylistics illuminates the richness of human expression and the subtle power that language wields in shaping our perceptions of reality

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Learning Outcomes:

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

- The primary objectives of stylistics are to describe, analyses, and, in certain instances, enhance linguistic style. A distinction must be established between ancient and modern stylistics, as the former is a component of rhetoric addressed by figures such as Aristotle and Quintilian. This normative discipline sought to refine the orator's style, aiming for a more polished and persuasive delivery.
- In contrast, modern stylistics predominantly adopts a descriptive approach rather than a normative one. Its primary aim is to analyses the distinctive style of a writer or a collective group of language users and to elucidate the choices that constitute their stylistic expression.
- This analysis can be conducted comparatively across various languages or dialects, or even between individual authors. Beyond the most straightforward conveyance of meaning, there always exists a spectrum of linguistic choices. For instance, when the same event is articulated by Aleksander Pushkin and Feodor Dostoevsky, the resulting works will differ markedly in style. The mission of stylistics is to analyses and elucidate such variances.

Assessment: As per the university's evaluation scheme

SYLLABUS OF DSE-4

Unit I: The concept of the stylistic structure of language.

(10 hours)

The concept of stylistic

paradigmatic. The lexical and

stylistic paradigm.

The question of the phonetic-stylistic paradigm.

Morphological and stylistic paradigm.

Syntactic-stylistic paradigm.

About the concepts of "stylistic synonyms" and "stylistic variants".

On the terminological designation of the correlative stylistic categories of the language.

Unit II: The concept of style. Classification of functional styles.

(15 hours)

To the history of the word style.

The category of style in literary criticism.

The category of style in linguistics. A brief digression into the history of the issue. About the concept of "functional style".

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About the forms of speech - oral and written. Proper linguistic characteristics of functional styles.
 On the linguistic and speech nature of functional styles.
 Scientific style.
 Official-business style.
 Journalistic style.

Unit III: The language of fiction (artistic and literary style). (10 hours)

General characteristics and main varieties of the language of fiction. The aesthetic function of the language of fiction.

The language of fiction and literary language. The polyphony of the language of a work of art. The artistic and speech system of the work. The concept of the "image of the author".

About the aspects of learning the language of a work of art. Studying artistic speech at school.

Unit IV: Conversational and everyday style. (10 hours)

General characteristics.

Phonetic and intonational features of colloquial style. Vocabulary and phraseology of colloquial style.

Morphology of colloquial style. The syntax of the colloquial style.

Tutorial (15 hours): This assignment encompasses both written and oral components and is supplemented by engaging lectures and dynamic PowerPoint presentations. It includes group discussions and an analysis of various textual styles, as well as an examination of newspaper writing techniques. Additionally, the assignment entails a comprehensive analysis of diverse documents to better understand different stylistic approaches.

Suggested Readings:

1. Barlas.L.G. The Russian Language. Stylistics. Education. Moscow.1978
2. Vvedenskaya L. A., Pavlova L. G., Kashaeva E. Y. The Russian language and the culture of speech. – Rostov n/A: Phoenix, 2001. – 544 p.
3. Dantsev A. A., Nefedova N. V. Russian language and speech culture for technical universities. – Rostov n/A: Phoenix, 2001. 320 p.
4. Kashkorova G. P., Mandrikova G. M. "Speak so that I can see you...". Novosibirsk: NSTU Publishing House, 2006. 224 p.
5. Kolesnikova N. I. From the context to the dissertation. Moscow: Flint: Nauka Publ., 2002. 288 p.

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6. Culture of scientific and business speech / N. Ya. Zinkovskaya, N. I. Kolesnikova, T. L. Mistyuk, T. G. Olkhovskaya; edited by N. I. Kolesnikova. – Novosibirsk: NSTU Publishing House, 2013. – Part 1. The normative aspect. – 76 p.
7. Culture of Russian speech: An encyclopedic dictionary / under the general direction of L. Y. Ivanov, A. P. Skovorodnikov, E. N. Shiryayeva. – Moscow, 2003. – 840 p.
8. Culture of Russian speech: a textbook for universities / edited by L. K. Graudina and E. N. Shiryayev. Moscow: NORMA-INFRA M, 1999. 560 p.
9. Leonova A.V. The Russian language and the culture of speech. Novosibirsk: NSTU Publishing House, 2012. 108 p.
10. Linguistic encyclopedic dictionary. – Moscow, 1990. – 685 p.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, occasionally.

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Semester II

Discipline Specific Elective 6

**Comparative Literature: Theoretical Perspectives-II,
DSE-6**

Comparative Literature: Theoretical Perspectives – II, DSE-6

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Comparative Literature: Theoretical Perspectives -II - DSE -6	4	3	1	0	As per University Rules	NA

LEARNING OBJECTIVES:

- To observe and study the evolving perspectives in literature across time and space. In order to make sense of any literature, it must be placed in the overarching gamut of literary developments in various literary genre.
- To have a comprehensive and systematic knowledge of comparative literature.
- To familiarise the students with concepts of comparative study of literature and cultural expressions across linguistic, national and disciplinary boundaries.

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- It encompasses history of discipline, inter-literariness and reception theory in order to provide fundamental ideas of the course.
- The course would equip students with the requisite critical approaches of the discipline and with new perspectives on comparative study and analysis of literature.

LEARNING OUTCOMES:

After completion of the course the students will be able to

- demonstrate an understanding of the basic concepts of history and scope of comparative literature as an academic discipline.
- Apply intertextual, cross cultural and interdisciplinary approaches to examine literary and cultural texts.

ASSESSMENT METHODS:

As per the university examination/assessment scheme

Comparative Literature: Theoretical Perspectives –II

UNIT I: (10 Hours)

1. The Study of Translation
2. History of Translation
3. Theories of Translation and problems of Translation,

UNIT II: (10 Hours)

1. Adaptation and Abridgement
2. Inter-literary Theory
3. Literary and Non-Literary Rendering

UNIT III: (10 Hours)

1. Classification & Problems of Periodization in Inter-literary process

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2. Inter- and Transdisciplinary Practices
3. Intertextuality and National Literatures in the Context of Comparative Literature Research

UNIT IV:

(15 Hours)

1. Comparative Literature and Contemporary Perspectives
2. Limitations and Challenges of Comparative Analysis in Literature
3. Problems of Adequacy & Sequence of Research

Tutorial

(15 Hours)

Group Discussions in the classroom with special reference to the literature of Russia. Group Research, Collaborative literature, mapping, Assignments, project work, Classroom presentations

Recommended resources:

- Аминева, В.Р. (2014), *Теоретические основы сравнительного и сопоставительного Литературоведения*, учеб. пособие. Казань: Казан. ун-т.
 Amineva, V.R (2014), *Teoriticheskie osnovy sravnichelnovo i sopostvichelnovo literaturovedeniya*, ucheb, posiviye . Kazan
- Bassnett, S. (1993), *Comparative Literature: A Critical Introduction*, Oxford: Blackwell.
- Bernheimer, C. (1995), Ed. *Comparative Literature in the Age of Multiculturalism*, Baltimore: The Johns Hopkins University Press.
- Claudio, Guillen. (1993), *The Challenge of Comparative Literature*, (Cola Franzen, Trans.). London: Harvard University Press.

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- · Dominguez, C, Saussy, H., & Villanueva, D. (2015), Eds. *Introducing Comparative Literature: New Trends and Applications*, London and New York: Routledge.
- Totosy de Zepetnek, S. (2003), Ed. *Comparative Literature and Comparative Cultural Studies*, Indiana: Purdue University Press.
- Weisstein, U. (1969), *Comparative Literature and Literary Theory*, London: Indiana University Press.
- Totosy de Zepetnek, S. (1998), *Comparative Literature: Theory, Method, Application*, Amsterdam-Atlanta, GA: Rodopi.
- Wellek, R., & Warren, A. (1956), *Theory of Literature*, New York: Harcourt, Brace and Company.

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Common Pool of Generic Electives (GE-1)
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Department of Slavonic & Finno-Ugrian Studies

GENERIC ELECTIVE– 1
Medieval Russia I

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Medieval Russia I	4	3	1	0	As per University Rule	NIL

Aims & Objectives:

- To explore the formation and development of early Russian states, focusing on Kievan Rus, the Mongol period, and the rise of Muscovy.
- To investigate the role of the Orthodox Church in shaping medieval Russian culture, art, literature, and social structures.
- To study the political organizations, governance models, and the relationships between ruling elites, the church, and the common people.
- To understand how external forces, such as the Byzantine Empire, the Mongols, and the Catholic West, influenced Russian political, economic, and cultural life.

Learning outcomes:

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

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- ✓ Students will be able to identify and explain major events like the Christianization of Kievan Rus, the Mongol invasion, the rise of the Grand Duchy of Moscow, and the fall of the Kievan state.
- ✓ Students will examine how the spread of Christianity shaped Russian society, architecture, and literature, and how the relationship with the Byzantine Empire influenced Russia's cultural identity.
- ✓ Students will gain an understanding of feudalism in Russia, the role of the prince and the boyars (nobles), as well as the economic systems in place during the medieval period.
- ✓ Students will engage with primary sources such as chronicles, legal codes, and diplomatic letters, and learn to critically assess historical interpretations of medieval Russian history.

SYLLABUS OF G.E.-1

Unit 1 (15 hours)

Kievan Rus

1. The Distribution of Medieval Slavs
2. The Coming of Varangians
3. Byzantine-Kievan Relations
4. Olga's Vengeance
5. Sviatoslav's Conquests

Unit 2 (10 hours)

The Acceptance of Christianity

1. The Church Statute of Kiev
2. The Struggles with Nomads
3. The Testament of Vladimir Monomakh
4. A Discourse Concerning the Ruin of Rus Land

Unit 3 (10 hours)

Mongol Yoke

1. Mongol Conquest of Northern Rus in 1237-1238
2. Mongol Capture of Kiev in 1240
3. The Court of Batu Khan in 1253
4. Prince Daniel of Galicia's Relations with the Mongols

Unit 4 (10 hours)

Mongol Rule and the Orthodox Church

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1. The Anti-Mongol Uprising in Tver in 1327
2. Moscow's First Successful Challenge of the Mongols, 1380
3. A Letter from Tatar leader, Edigei, to Moscow's Grand Prince Vasilii I, 1409
4. Ending of the Mongol Yoke in 1480

Practical component (if any) - NIL

Assessment: As per the university's evaluation scheme

Tutorial (15 hours):

Written Assignments, Lectures and Group Discussions: Professional, Lectures/Audio-Video Presentations, Film or Documentary show, Discussions and projects

Essential/recommended readings

- Dmytryshyn. Basil. *Medieval Russia/ A Source book, 850- 1700/ Third Edition.*1990. P: 2-184.

Suggestive readings

1. Hrushevsky, Mykhailo. *History of Ukraine-Rus'.* Vol. 3, *To the Year 1340.* Translated by Bohdan Strumiński, ed. Robert Romanchuk, with Uliana Pasicznyk (and Marta Horban-Carynyk). Toronto: Canadian Institute of Ukrainian Studies Press, 2016.
2. Majeska, George P. *Russian Travelers to Constantinople in the Fourteenth and Fifteenth Centuries.* Washington, D.C.: Dumbarton Oaks Research Library and Collection, 1984.
3. Martin, Janet. *Medieval Russia, 980-1584.* 2nd Edition. Cambridge: Cambridge University Press, 2007.
4. Mykhaylovskiy, Vitaliy. *European Expansion and the Contested Borderlands of Late Medieval Podillya, Ukraine.* Leeds: Arc Humanities Press, 2019.
5. Obolensky, Dimitri. *The Byzantine Commonwealth, Eastern Europe 500-1453.* London: Weidenfeld and Nicolson, 1971.
6. Raffensperger, Christian. *Reimagining Europe: Kievan Rus' in the Medieval World.* Cambridge: Harvard University Press, 2012.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

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Common Pool of Generic Electives (GE-1)
Courses Offered by
Department of Slavonic & Finno-Ugrian Studies

Semester I

India-Russia Relations: Origin, Evolution and Prospects-I
(GE-2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
India – Russia Relations: Origins, Evolution and Prospects-I GE-2	4	3	1	0	As per University Rule	NIL

LEARNING OBJECTIVES:

- To comprehend the fundamentals of India-Russia Relations and its multi-faceted nature
- To study the deep-rooted and shared values which contribute in fashioning the common soft-power credentials of India-Russia Relations

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- To understand the origin, evolutionary trajectory and future prospects of India-Russia Relations
- To assess the importance of India-Russia Relations in contemporary world and the challenges posed by growing complexity of the globalised world.

LEARNING OUTCOMES:

After completing the course, the students will be able to

- acquire a broad understanding of India-Russia relations and its foundational factors
- develop a deep understanding of the shared values of India and Russia which form the basis of our common soft-power
- grasp an understanding of the causes and factors responsible for propelling the India-Russia relations

Contents:

Unit I

(10 Hours)

- Historical Background of India-Russia Relations
- The Multi-faceted nature of India-Russia Relations
- India and Russia in Changing Contours of World Politics
- Challenges and Opportunities in Maintaining a Strong Partnership

UNIT II

(10 Hours)

- Shared Philosophical Roots between India and Russia
- Cultural Affinity and Mutual Trust
- Intellectual Interaction Across Time

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- India and Russia as a Natural Ally

Unit III **(10 Hours)**

- The Evolution of India-Russia Relationship
- Testing Times of India-Russia Relationship
- Soft-Power Credentials of India and Russia
- The Role of Soft-Power in Forging Lasting Bond between India and Russia

UNIT IV **(15 Hours)**

- Russian Support to India at the UNSC
- India-Russia Collaboration in the Cold-War era
- Defence Ties between India and Russia
- Future Prospects of India-Russia Relations

ASSESSMENT METHODS:

As per the university examination/assessment scheme

Tutorial (15 Hours)

Group Discussions in the classroom with special reference to the literature of Russia. Group Research, Collaborative literature, mapping, Assignments, project work, Classroom presentations, theme based screening. Multimedia Discussions.

Recommended resources:

4. Hosking, G. (2012), Russian History: A Very Short Introduction: Oxford University Press.
5. Gupta, A. (1997), The Soviet Union and India: A Political and Strategic Alliance, Oxford University Press.

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6. Raghwan, P. (2021), India's Defense Partnership with Russia: Continuity Amidst Change, Institute of Peace and Conflict Studies.
7. Rzhevsky N. (1998), The Cambridge Companion to Modern Russian Culture (ed.)
8. Sengupta, S. (2018), India in Space: From the Earth to the Stars, Penguin India.

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Common Pool of Generic Electives (GE-3) Courses
Offered by

Department of Slavonic & Finno-Ugrian Studies

GENERIC ELECTIVE– 3
Medieval Russia II

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Medieval Russia II	4	3	1	0	As per University Rule	NIL

Aims & Objectives:

- To study the contributions of significant rulers, like Vladimir the Great, Yaroslav the Wise, Ivan III, and others, and how their policies shaped the future of Russia.
- To promote analytical skills by questioning sources, interpreting events, and understanding how the medieval period in Russia laid the groundwork for modern Russian history.
- To study the political organizations, governance models, and the relationships between ruling elites, the church, and the common people.
- To understand how external forces, such as the Byzantine Empire, the Mongols, and the Catholic West, influenced Russian political, economic, and cultural life.

LEARNING OUTCOMES:

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

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- ✓ Students will be able to describe the social classes (from royalty to serfs), understand the structure of Russian villages, and analyze how people lived during this period.
- ✓ Students will compare the development of Russia with that of other medieval European and Eurasian states, such as the Byzantine Empire, the Mongol Empire, and the kingdoms of Western Europe.
- ✓ Students will develop the ability to write essays, research papers, and engage in discussions that require critical analysis of medieval sources, using proper historical methodology.
- ✓ Students will be able to connect medieval Russia's political, cultural, and social developments to the broader history of Eastern Europe and its influence on Russia's later imperial and Soviet periods.

Unit 1 (15 hours)

Muscovy

1. The Reign of Ivan Kalita of Moscow
2. A Brief Biography of Prince Dmitrii Donskoi
3. A Journey from Moscow to Constantinople, 1453
4. Restrictions of Peasant Movement in the 1460s
5. Ivan III's Conquest of Novgorod in 1471

Unit 2 (10 hours)

Ivan the Terrible's

1. Early Life
2. Moscow and the Court of Ivan the Terrible in 1553
3. A letter from Ivan the Terrible to Elizabeth I, 1570
4. Muscovy at the end of the Sixteenth Century

Unit 3 (10 hours)

Russian Conquest and Exploration of Siberia

1. A letter from the False Dmitrii to Boris Godunov, 1604
2. A French View of Seventeenth-Century Muscovy
3. The Code of Law
4. The Popular Discontent: Seventeenth-Century Russia

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Unit 4 (10 hours)

Provisions of the Russian Protectorate over Ukraine in 1654

1. A Decree on Runaway Peasants, 1661
2. Krizhanich's Observation on Russia's Strength & Weakness
3. An English View of the Muscovite Tsar and his Society
4. Avvakum's Account of His Sufferings

Practical component (if any) – NIL

Assessment: As per the university's evaluation scheme

Tutorial (15 hours): Written Assignments, Lectures and Group Discussions: Professional, Lectures/Audio- Video Presentations, Film or Documentary show, Discussions and projects

Essential/recommended readings

- Dmytryshyn. Basil. *Medieval Russia/ A Source book, 850- 1700/ Third Edition.*1990. P: 189-497.

Suggested readings

1. Hrushevsky, Mykhailo. *History of Ukraine-Rus'.* Vol. 3, *To the Year 1340.* Translated by Bohdan Strumiński, ed. Robert Romanchuk, with Uliana Pasiecznyk (and Marta Horban-Carynnyk). Toronto: Canadian Institute of Ukrainian Studies Press, 2016.
2. Majeska, George P. *Russian Travelers to Constantinople in the Fourteenth and Fifteenth Centuries.* Washington, D.C.: Dumbarton Oaks Research Library and Collection, 1984.
3. Martin, Janet. *Medieval Russia, 980-1584.* 2nd Edition. Cambridge: Cambridge University Press, 2007.
4. Mykhaylovskiy, Vitaliy. *European Expansion and the Contested Borderlands of Late Medieval Podillya, Ukraine.* Leeds: Arc Humanities Press, 2019.
5. Obolensky, Dimitri. *The Byzantine Commonwealth, Eastern Europe 500-1453.* London: Weidenfeld and Nicolson, 1971.
6. Raffensperger, Christian. *Reimagining Europe: Kievan Rus' in the Medieval World.* Cambridge: Harvard University Press, 2012.

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Common Pool of Generic Electives (GE-4) Courses Offered by
Department of Slavonic & Finno-Ugrian Studies
Semester I

India-Russia Relations: Origin, Evolution and Prospects-II
(GE-4)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
India – Russia Relations: Origins, Evolution and Prospects – II GE-2	4	3	1	0	As per University Rule	NIL

COURSE OBJECTIVES:

- To understand the impact of the Dissolution of Soviet Union on India-Russia relations
- To comprehend the renewed importance of India-Russia relations in post-Cold War Realignments (1990-2000)
- To understand the challenges and opportunities for India-Russia relations amid growing complexity of increasingly globalized world
- To study the emerging dimensions of India-Russia relations in the beginning of the 21st century

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- To understand the reinvention of India-Russia relations in Modi's era.

LEARNING OUTCOMES:

After completing the course, the students will be able to

- acquire a broad understanding of India-Russia relations during tumultuous times of dissolution of Soviet Union
- Acquire an understanding of the role and responsibility of India and Russia during post-Cold war era
- To understand the importance of India-Russia relations in the 21st Century
- India-Russia relations in Modi-era and its future prospects

Contents:

Unit I **(10 Hours)**

- Dissolution of Soviet Union
- Emerging unipolar World and the rise of America as a great hegemon
- India and Russia at a crossroads
- Restructuring India-Russia relations

UNIT II **(10 Hours)**

- Dynamics of the Post-War Global Politics
- New Fundamentals of India-Russia Relations
- Realignment of India-Russia Relations
- India-Russia Relations as a formidable Force in the new Era

Unit III **(10 Hours)**

- India-Russia Relations on the Cusp of the New Century (21st Century)

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- India-Russia Cooperation in the Space
- India-Russia Relations as a new Geopolitical Pivot
- Emerging diplomatic challenges and Way Forward

UNIT IV

(15 Hours)

- New Dimensions of Indian Diplomacy in the Modi's Era
- Strategic Partnership between India and Russia
- Unprecedented Defence Cooperation between India and Russia
- Sanctions by the Western Powers and Mounting Russia's Challenges
- Trust and Affinity Rediscovered: India as a bulwark to Russia in the Challenging Times

ASSESSMENT METHODS:

As per the university examination/assessment scheme

Tutorial (15 Hours)

Group Discussions in the classroom with special reference to the literature of Russia. Group Research, Collaborative literature, mapping, Assignments, project work, Classroom presentations, theme based screening. Multimedia Discussions.

Recommended resources:

- Hosking, G. (2012), Russian History: A Very Short Introduction: Oxford University Press.
- Gupta, A. (1997), The Soviet Union and India: A Political and Strategic Alliance, Oxford University Press.
- Raghwan, P. (2021), India's Defense Partnership with Russia: Continuity Amidst Change, Institute of Peace and Conflict Studies.
- Rzhevsky N. (1998), The Cambridge Companion to Modern Russian Culture (ed.)

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- Sengupta, S. (2018), India in Space: From the Earth to the Stars, Penguin India.

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Skill-Based Course 1

Semester I

MA (Hons.) in Russian

Two-year PG curricular structure (3+2)

SKILL-BASED COURSE – SBC 1
The Art and Craft of Lexicography I

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SBC-1 <i>The Art and Craft of Lexicography I</i>	2	2	0	0	As per university rules	NIL

Aims & Objectives

- **Compilation of Dictionaries:** The goal is to develop comprehensive and precise dictionaries that accurately reflect the contemporary usage of a language. This involves rigorous research, including the collection of words and their meanings from various sources, such as literature, spoken language, and online platforms, ensuring that the dictionary captures the evolving nature of language. Lexicography is both an art and a craft, though specific skills and talents play an important role in the lexicographic practice.
- **Documentation of Language:** Another key objective is to systematically document and preserve the lexicon of a language, encompassing not only standard vocabulary but also regional dialects, colloquialisms, idiomatic expressions, and their intricate meanings. This process is essential for maintaining the linguistic heritage and ensuring that future generations have access to the full breadth of the language.
- **Facilitation of Communication:** Aimed at enhancing effective communication, this initiative provides detailed definitions and insightful clarifications of words and phrases. By addressing nuances, connotations, and contextual usages, these resources help users navigate complex language scenarios, enabling clearer and more impactful interactions.
- **Promotion of Language Learning:** An important aspect of our mission is to support language learners by offering a wide array of resources that clearly explain vocabulary and its usage. This includes easy-to-

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understand examples, engaging exercises, and contextual applications, designed to foster a deeper understanding and mastery of the language for students, educators, and language enthusiasts alike.

Learning Outcomes:

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

- To engage in comprehensive research focused on the exploration of words, delving into their etymological roots, nuanced meanings, and various usage patterns across different contexts and regions. This involves examining historical texts, contemporary literature, and everyday conversation to understand how language evolves.
- To facilitate the standardisation of language utilisation by offering definitive guidelines that encompass spelling conventions, pronunciation norms, and grammatical structures. This includes creating a cohesive framework that educators, writers, and speakers can rely on to maintain consistency and clarity in communication.
- To encapsulate the rich cultural and social dynamics inherent in a language by incorporating an array of regional dialects, colloquialisms, and emerging neologisms. This approach acknowledges the diversity of language as a living entity shaped by the communities that speak it, ensuring that all voices are represented.
- To uphold the highest standards of technical accuracy in definitions and illustrative examples by meticulously sourcing information from reputable linguistic authorities and adhering to established linguistic principles. This guarantees that users receive precise and reliable information that reflects current language usage.
- To improve dictionary accessibility for a wide range of users, which entails developing features such as intuitive design layouts, online platforms that are easy to navigate, and options for multilingual support. This commitment ensures that dictionaries are not only informative but also user-friendly, catering to diverse audiences including language learners, educators, and professionals.

Assessment: As per the university's evaluation scheme

SYLLABUS OF SBC-1

Unit I: . Lexicography (10 hours)

1. Subject matter, tasks of lexicography
2. Main types of dictionaries
3. Dialectical dictionary
4. Phraseological dictionary

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5. Etymological dictionary
6. Orthographic dictionary
7. Dictionary of Borrowed Words

Unit II: Basic concepts of systemic lexicography (10 hours)

1. Semantic metalanguage
2. Analytical interpretation
3. Fundamental classification of predicates
4. Description strategies
5. Regularity and productivity, trends and rules

Unit III: The principle of integrality of linguistic descriptions (05 hours)

1. Expanding lexicographic information about the properties of a lexeme
2. By including rules in dictionary entries of specific lexemes
3. On the integrity of the characteristic of linguistic objects
4. The lexeme and its integral lexicographic representation

Unit IV: The question of the historical dictionary of the Russian literary language

(05 hours)

1. Russian language explanatory dictionaries (1941)
2. On some issues of the theory of Russian lexicography (1956)
3. About homonymy in the Russian lexicographic tradition (1967)

Suggested Readings:

1. Academic Dictionary of 1847- Dictionary of Church Slavonic and Russian, compiled by the second department of the Academy of Sciences. St. Petersburg, 1847.
2. Apresyan, Yu.D. Lexical semantics. Synonymous means of language. Moscow, 1974.
3. Apresyan, Yu.D. Research on semantics and lexicography/ Volume 1. Paradigmatics, Moscow, 2009.
4. Apresyan, Yu.D. Selected works. An integral description of language and system lexicography. Moscow, 1995
5. Melchuk, I.A. The experience of the theory of linguistic models "Meaning"-"Text". Moscow. 1999.
6. Melchuk, I.A. Course of general morphology. Volume 1-5. Moscow, Vienna, 1997.
7. Melchuk, I.A. Language from meaning to text. Moscow, 2012.
8. L. A. Novikov, V.V. Ivanov, E.I. Kedaytene, A.H. Tikhonov: Sovremenniy russkiy yazik.

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Teoreticheskiy kurs. Leksikologiya. Moscow, —Russ kiy yazikl. – 160 p.

9. N.D. Fomina: Lexikologiya sovremennovo russkovo yazika. Moscow, UDN,1978.- 60p.

10. N.D.Fomina, M.A.Bakina: Phraseologiya sovremennovo russkovo yazika. Moscow, PFU, 1985.- 64p.

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Skill-Based Course 2

Semester II

SKILL-BASED COURSE – SBC 2
The Art and Craft of Lexicography II

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practice		
SBC-3 <i>The Art and Craft of Lexicography II</i>	2	1		1	As per university rules	NIL

Aims & Objectives

- The initiative aims to create comprehensive dictionaries that accurately reflect contemporary language usage. This involves rigorous research, including the collection of terminology from diverse sources such as literature, spoken language, and digital platforms, to ensure the dictionary adapts to evolving language.
- Lexicography is both an art and a craft, though specific skills and talents play an important role in the lexicographic practice.
- A key goal is to systematically document and preserve a language's lexicon, including standard vocabulary, regional dialects, and idiomatic expressions. This is essential for maintaining linguistic heritage and ensuring future generations have access to the complete language.
- The initiative seeks to enhance effective communication by offering detailed definitions and clarifications of terms and phrases. By addressing nuances and contextual usage, these resources empower users to navigate complex language scenarios for clearer interactions.
- A significant aspect of our mission is to support language learners by providing resources that clarify vocabulary and usage. This includes simple examples and engaging exercises designed to enhance understanding and mastery of the language for students and educators.

Learning Outcomes:

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

- To conduct in-depth research on words, exploring their etymology, meanings, and usage across contexts and regions. This includes analyzing historical texts, contemporary literature, and everyday language to track language evolution.
- To standardize language usage by providing guidelines on spelling, pronunciation, and grammar, creating a reliable framework for educators, writers, and speakers.
- To reflect the cultural and social diversity of language by including regional dialects, colloquialisms, and neologisms, ensuring all voices are represented.
- To maintain high standards of accuracy in definitions and examples by sourcing information from reputable linguistic authorities.
- To enhance dictionary accessibility for diverse users by implementing intuitive designs, easy navigation, and multilingual support, making them user-friendly for language learners, educators, and professionals.

Assessment: As per the university's evaluation scheme

SYLLABUS OF SBC-3

Unit I: Lexico-semantic paradigmatic (10 hours)

1. Lexical synonymy
2. Types of information and structure of dictionary entries
3. Dictionary Principles
4. Lexical ambiguity

Unit II: Dictionary entries of the fields space, time, and reason (10 hours)

1. Dictionary entries of the fields space, time, and reason
2. Spatial adverbs with the value of the distance: close, near, nearby, far away
3. Dictionary entries of nouns denoting periods: Time, time, century, year, annual, day, minute, hour, season
4. Samples of Dictionary entries of the fields of guilt and reason: guilt, guilty₁, motive, motivation, guilty₂, reason, occasion, preposition, reason

Unit III: Mereological vocabulary (05 hours)

1. Vocabulary naming parts of objects
2. Metonymic transfer
3. Vocabulary naming parts of objects
4. Dictionary entry samples: side, top, hinterland, border, backside, end, edge, periphery, front, center, middle, limited

Unit IV: Practice (05 hours)

1. The art or craft of compiling
2. Writing and editing dictionaries
3. How users may best access the data incorporated in printed and electronic dictionaries or referred to as 'meta lexicography'
4. Dictionary criticism

Suggested Readings:

1. I.E. Savko: Russkiy yazik. Minsk —Harve stl, 2005.-480 p.
2. . O.M.Sokolov: metodicheskiye rekomendatsii k izucheniyu kursa —problemi lexiki semantiki russkovo yazika kak inostrannovoll. Moscow, UDN , 1989.- 53p 7
3. Samotik L G: Slovar-Spravochnik po lexicologii russkovo yazika, Krasnoyarsk 2006.- 336p
4. Shansky N.M. Lexicology Of The Modern Russian Language. URSS/ Moscow. 2016
5. Apresyan. Yu.D. Lexical semantics. Synonymous means of language. Moscow, 1974.
6. Apresyan. Yu.D. Research on semantics and lexicography/ Volume 1. Paradigmatics, Moscow, 2009.
7. Apresyan, Yu.D. Selected works. An integral description of language and system lexicography. Moscow, 1995
8. Melchuk, I.A. The experience of the theory of linguistic models "Meaning"- "Text".Moscow.1999.
9. Melchuk, I.A. Course of general morphology. Volume 1-5. Moscow, Vienna, 1997.
10. Melchuk, I.A. Language from meaning to text. Moscow, 2012.

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