

**UNIVERSITY OF DELHI**  
**MASTER OF RUSSIAN STUDIES**  
**(MRUS)**  
(Effective from Academic Year 2018-19)

PROGRAMME BROCHURE



M. A. Russian Studies Revised Syllabus as approved by Academic Council on [XXXX](#), 2018 and  
Executive Council on [YYYY](#), 2018

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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- Ugriic 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>
<b>Part – I</b>	First Year	Semester I	Semester II
<b>Part – II</b>	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.

**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/)	Total Credits	No. of papers	Credits (L+T/P)	Total Credits	
I	4	4	<b>16</b>	2	4	<b>8</b>	0	0	<b>0</b>	<b>24</b>
II	4	4	<b>16</b>	1	4	<b>4</b>	1	4	<b>4</b>	<b>24</b>
III	5	4	<b>20</b>	1	4	<b>4</b>	0	0	<b>0</b>	<b>24</b>
IV	4	4	<b>16</b>	1	4	<b>4</b>	1	4	<b>4</b>	<b>24</b>
<b>Total Credits for the Course</b>	17	16	<b>68</b>	5	16	<b>20</b>	2	8	<b>8</b>	<b>96</b>

**Semester- wise Course Details**

<b>Semester I</b>			
<b>Number of Core Courses</b>	4		
Credits in each core course	Theory	Tutorial	Total
<b>RUCC101:</b> Literary Movements, Trends and Genres (Mid 8 <sup>th</sup> Century up to 1st Quarter of 19 <sup>th</sup> Century)	4	-	4
<b>RUCC102:</b> Modern Russian: Phonetics and Word Formation	4	-	4
<b>RUCC103:</b> Practical Russian - Oral	4	-	4
<b>RUCC104:</b> Practical Russian - Written	4	-	4
Total credits in Core Course	16		
<b>Number of Elective Courses</b>	2		
Total Credits in Elective Course			
<b>RUEC101:</b> Reading & Appreciation of the Literary Text (Mid 18th Century up to 1 <sup>st</sup> quarter of 19 <sup>th</sup> Century)	4		
<b>RUEC102:</b> Theory and Practice of Translation (Scientific, Technical, Medical )	4		
Total credits in Elective Courses	8		
<b>Number of Open Elective Courses</b>	Nil		
Total credits in Open Elective Courses	0		
Total credits in Semester I	24		



<b>Semester II</b>			
<b>Number of Core Courses</b>	4		
Credits in each core course	Theory	Tutorial	Total
<b>RUCC201:</b> Literary Movements, Trends & Genres (early 19 <sup>th</sup> century – up to end 19 <sup>th</sup> century)	4	-	4
<b>RUCC202:</b> Modern Russian: Morphology	4	-	4
<b>RUCC203:</b> Practical Russian - Oral	4	-	4
<b>RUCC204:</b> Practical Russian - Written	4	-	4
Total credits in Core Course	16		
<b>Number of Elective Courses</b>	2		
Credits in each elective course			
<b>RUEC201:</b> Reading & Appreciation of the Literary Text. (Early 19 <sup>th</sup> Century to the End of the 19 <sup>th</sup> Century)	4		
Total credits in Elective Courses	4		
<b>Number of Open Electives Courses</b>	One		
Credits in each Open Elective course	Theory	Tutorial	Total
<b>RUOE201:</b> Introduction to Russian Culture	4	-	4
Total credits in Elective Courses	4		
Total credits in Semester II	24		

<b>Semester III</b>			
<b>Number of Core Courses</b>	5		
Credits in each core course	Theory	Tutorial	Total
<b>RUCC301:</b> Literary Movements, Trends and Genres (Beginning of 20 <sup>th</sup> century to the mid 20 <sup>th</sup> century)	4	-	4
<b>RUCC302:</b> Modern Russian: Lexicology	4	-	4
<b>RUCC303:</b> Practical Russian - Oral	4	-	4
<b>RUCC304:</b> Practical Russian - written	4	-	4
<b>RUCC305:</b> Theory and Practice of Literary Translation	4	-	4
Total credits in core course	20		
<b>Number of elective courses</b>	1		
Credits in each Elective Course	Theory	Tutorial	Total
<b>RUEC301:</b> Reading and Appreciation of the Literary Text. (Beginning of 20 <sup>th</sup> Century to the mid 20 <sup>th</sup> century)	4	-	4
Total credits in Elective Courses	4		
<b>Number of Open Elective Courses</b>	NIL		
Total credits in Open Elective Courses	0		
Total credits in Semester III	24		

<b>Semester IV</b>			
<b>Number of Core Courses</b>	4		
Credits in each core course	Theory	Tutorial	Total
<b>RUCC401:</b> Literary Movements, Trends and Genres (Mid 20 <sup>th</sup> to end of 20 <sup>th</sup> century)	4	-	4
<b>RUCC402:</b> Modern Russian: Syntax	4	-	4
<b>RUCC403:</b> Theory and Practice of Interpretation	4	-	4
<b>RUCC404:</b> Dissertation	4	-	4
Total credits in Core Course	16		
<b>Number of Elective Courses</b>	1		
Credits in each elective course	Theory	Tutorial	Total
<b>RUEC401:</b> Reading and Appreciation of the Literary Text (From Mid-20 <sup>th</sup> century to End of 20 <sup>th</sup> Century)	4	-	4
Total credits in Elective Courses	4		
<b>Number of Open Electives</b>	1		
Credits in each open elective	Theory	Tutorial	Total
<b>RUOE401:</b> 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-18<sup>th</sup> Century up to 1<sup>st</sup> Quarter of 19<sup>th</sup> 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**

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

- 2.2. 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**

- 3.1 The 18<sup>th</sup> century - the Russian and the European context.
- 3.2 Classicism - Explaining the term; Chronological framework; Social context; Philosophical context - 'Cogito, ergo sum'- René Descartes; Aesthetic Treatise - Nicolas Boileau-Despreaux 'Art of Poetry'.
- 3.3 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.'
- 3.4 General attributes, main characteristics of Russian classicism and factual literary, historical context.
- 3.5 Russian classicism - genres – high and low- tragedy, heroic poem, ode and satire.
- 3.6 Leading Russian classicists - Kantemir - Satire, Lomonosov -Ode, Sumarokov- Tragedy, Fonvizin - Comedy.

### **Unit 4. Russian literary Sentimentalism: The Cult of Sentimentality**

- 4.1 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'.
- 4.2 Influences and literature of early Sentimentalism 1760s & 1770s; the Russian 'tear jerking' dramas and L. Sterne's 'Sentimental Journey' (1768)
- 4.3 Sentimentalism - its origin and development; specific features and genres.
- 4.4 The cult of 'sentimentality' in Russian Literature; Muravyov, Kapnist, Karamzin. Radishev and Karamzin – two responses in Sentimentalism.

### **Unit 5. Romanticism in Russian literature**

- 5.1 The Rise of the ideas of liberty, Fraternity & Equality; Resistance to the cult of Reason. The age of intuition, imagination and the irrational
- 5.2 Romanticism – the literary movement. Origins, specificity of Russian Romanticism; German influence - Goethe and Schiller; English influence - Byron and Shelley.
- 5.3 Classifying Russian Romanticism – Elegiac, psychological Romanticism (Zhukovsky, Batyushkov); Revolutionary romanticism (Ryleev, Küchelbecker); philosophical romanticism (Lermontov); syncretic Romanticism (Pushkin, Lermontov).
- 5.4 Genres of Romanticism epic (novella, novel). Lyrical (ellegy, 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**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activity</b>	<b>Assessment Tasks</b>
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 ‘suicidal’ 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**

- 1.1. Basic concepts in phonetics.
- 1.2. Aims and objectives of phonetics. Phonetics units (segmental and suprasegmental). Aspects of phonetics.
- 1.3. Relationship between sounds (phonemes) and letters (graphemes).
- 1.4. Vocal apparatus. central and peripheral speech organs; active and passive speech organs

## **Unit 2. Vowel sounds**

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

## **Unit 3. Consonant sounds**

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

## **Unit 4. Syllable; Stress; Intonation.**

- 4.1. Syllable and syllabic division
- 4.2. Word stress
- 4.3. Intonation: types of intonations

## **Unit 5. Morphemics and word formation.**

- 5.1. Basic concepts in morphemics Morphemic and word formation in their relation to vocabulary, morphology and syntax.
- 5.2. Morpheme as the minimum significant unit of language and classification of morphemes
- 5.3. Morphemic structure of the Russian word.
- 5.4. Morphemic analysis
- 5.5. Russian derivational morphology: Word-formative relations, derivational form of derived words. Russian word-formation construction system
- 5.6. 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 “Harvest”, 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**  
**Practical Russian – Oral**

**Total Marks: 100**

**Internal Assessment: 30**

**End Semester Exam: 70**

**Course Objectives:**

- To expand and deepen the knowledge of Russian language in the field of routine and socio-cultural spheres of communication.
- To further develop spoken and listening competence & communicative skills in Russian.
- To encourage students to use computer aided learning programs, online and offline audio-visual material.
- To acquaint students with stereotypes of Russian speech behaviour in typical communicative situations.
- To improve competence in reading different style texts and spoken expressions on the topics like Russian culture, customs and traditions.

**Course learning Outcomes:**

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

- Achieve good spoken & communication skills and develop greater proficiency in the use of language.
- Learn to extensively use lexical and grammatical means, which frequently occur in routine and socio-cultural spheres of communication.
- Express their views and thoughts effectively and fluently using appropriate vocabulary and grammar in specific situations and on specific topics like Russia, its people, their day-to-day life, culture, festivals and traditions.
- Actively participate in prepared and unprepared discussion in a given communicative setting.
- To read and understand rhythmic and poetic expressions, different style texts and spoken expressions.

**Contents:**

**Unit 1: Verbal communication in routine and social spheres of activities**

- 1.1. Thematic vocabulary on the given topics.
- 1.2. Reading, listening and understanding selected material on the topics: family and relations, house, appearance and character of a person, city, hobbies etc.
- 1.3. Conversation on the given topics and improving speaking skills.

**Unit 2: Verbal communication on Russia, its people and culture**

- 2.1. Thematic vocabulary on the given topics.

- 2.2. Reading, listening and understanding selected material on the topics: Russian cities, seasons and climate, Russian people and their national character, cuisine and traditional wear etc.
- 2.3. Reproduction of dialogues and monologues on the given topics, presentations on the given topics, using print material, films, documentaries, internet, social media sources.

### **Unit 3 Verbal Communication on ‘festivals and traditions’**

- 3.1. Thematic vocabulary on the given topics.
- 3.2. Reading, listening and understanding selected material on the topics: traditions on birth of a child, marriage and death, religious festivals, national festivals.
- 3.3. Creating dialogues and monologues, presentations on the given topics, using print material, films, documentaries, internet, social media sources and also comparing the festivals and traditions in India and Russia.

### **Unit 4: Reading of different style texts**

- 4.1. Literary writing (prose and poetry): reading, understanding and recitation
- 4.2. Journalistic writing: reading and understanding
- 4.3. Scientific prose style: reading and understanding
- 4.4. Official style: reading and understanding

#### **Study Material:**

1. Баско Н.В. Знакомимся с русскими традициями и жизнью россиян. Учебное пособие по культурологии, развитию речи и чтению для изучающих русский язык как иностранный. –М.: Русский язык. Курсы, 2010.
2. Костина И. С. Перспектива. Основная часть. Выпуск 1. Пособие для иностранных слушателей краткосрочных курсов русского языка. – 3-е изд. – СПб: Златоуст, 2000.
3. Одинцова И. В. Что вы сказали? Книга по развитию навыков аудирования и устной речи для изучающих русский язык. – 2-е изд, испр. – СПб.: Златоуст, 2003. С.14-43
4. Перевозникова А. К. Россия: страна и люди. Лингвостроноведение: Учебное пособие для изучающих русский язык как иностранный. – М.: Русский язык. Курсы, 2006.
5. Я иду в кино.  
[https://www.youtube.com/watch?v=tFxSLOFApgs&index=2&list=PL9ZQj18EH37tEBdH-7v\\_JhLeGGgRO\\_VWF&t=55s](https://www.youtube.com/watch?v=tFxSLOFApgs&index=2&list=PL9ZQj18EH37tEBdH-7v_JhLeGGgRO_VWF&t=55s)
6. День победы. <https://www.youtube.com/watch?v=9xPEvkvBuY0>
7. Как я пеку блины. <https://www.youtube.com/watch?v=Kp89YOohcaM&t=27s>
8. Какая чудесная погода! <https://www.youtube.com/watch?v=o1b6oB1Tr8c>

#### **Teaching Plan:**



**Week 1-7:** Thematic vocabulary on the given topics; reading, listening and understanding selected material on family and relations, house, appearance and character of a person, city, hobbies; conversation on the given topics and improving speaking skills.

**Week 8-10:** Thematic vocabulary on the given topics; reading, listening and understanding selected material on Russian cities, seasons and climate, Russian people and their national character, cuisine and traditional wear; conversation on the given topics and improving speaking skills.

**Week 11-12:** Thematic vocabulary on the given topics; reading, listening and understanding selected material about traditions on birth of a child, marriage and death, religious festivals, national festivals; conversation on the given topics and improving speaking skills.

**Week 13:** Reading and understanding prose (100-150 words).

**Week 14:** Reading and understanding a poem (50-100 words) and recitation.

**Week 15:** Reading and understanding texts of journalistic, scientific and official styles.

#### **Facilitating the achievement of Course learning Outcomes**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activity</b>	<b>Assessment Tasks</b>
<b>1.</b>	The students, having acquired the communication skills in routine and social spheres of activities, will be able to easily and confidently enter into introductory interactive communication with Russian native speakers they come across with in actual and virtual communicative situations.	Lectures on vocabulary, listening audios and videos, question answers and dialogue formation	Formation of dialogue and communication in groups
<b>2.</b>	The students, having attained the knowledge, skills and competence in verbal communication on Russian people and their culture, will be able to establish, maintain, promote cultural diplomacy with people of different linguistic religious socio-cultural ethnic communities and find common language in finding solutions to various man made inter-linguistic religious socio-cultural ethnic issues.	Lectures, listening audios, watching videos, question answers, re-narration of text	Oral test
<b>3.</b>	The students, having attained the knowledge, skills and competence in verbal communication on Russian festivals and traditions, be able to maintain very good understanding in their future professional interaction with	Lecture, reading material, watching videos,	written assignment/ presentation

	the people of target language community.	re-narration of text	
<b>4.</b>	The students will be able to read and understand different styles of texts effectively.	reading different texts and materials, listening audios and watching videos	Poetry recitation test/reading test

## **RUCC104 Practical Russian Written**

**Total Marks: 100**

**Internal Assessment: 30**

**End Semester Exam: 70**

### **Course Objectives:**

- To enable students to become independent learners by developing competence and proficiency of reading, listening & writing in Russian Language.
- To develop curiosity toward the language.
- To enable them to do linguistic analysis of a text, summarise a text & write an essay and informal letters.
- To give an overview of past events from Russian history (from IX to XVIII century), Russian people, their culture and trends.

### **Course learning Outcomes:**

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

- Effectively read, listen and understand in Russian.
- Do linguistic analysis of the text.
- Answer questions, comprehend texts, write short compositions and essays.
- Acquire knowledge about Russian history, country, people and their traditions.
- Write informal letters and respond to them using appropriate format, applying conventions using integrated structures with accuracy and fluency.

### **Contents:**

#### **Unit 1: Linguistic analysis of the texts – based on history (from IX to XVIII century)**

1.1 Thematic vocabulary on the topics.

1.2 Reading of the texts on the topics: Slavs, Christianity, Icon painting, ‘domostroi’, Peter the great.

1.3 Linguistic analysis of the text.

#### **Unit 2: Linguistic analysis and writing comprehension of the texts - based on Russia, country, people and their life**

2.1. Thematic vocabulary on the topics.

2.2. Reading and listening selected material on the topics: Russia and Europe, symbols of Russia, cities, monuments, traditional wear, decorative art, cuisine.

2.3. Linguistic analysis of the text & writing a short note (100-120 words) on covered topics.

#### **Unit 3: Essay writing – based on the topic ‘festivals and traditions’**

3.1. Thematic vocabulary on festivals and traditions.

3.2. Reading selected material on the topics: traditions on birth of a child, marriage and death, religious festivals, national festivals.

3.4. Writing an essay (200-250 words).

## Unit 4: Writing comprehension

- 4.1. Writing about oneself
- 4.2. Informal invitation letter
- 4.3. Greetings

### Study material:

1. Баско Н.В. Знакомимся с русскими традициями и жизнью россиян. Учебное пособие по культурологии, развитию речи и чтению для изучающих русский язык как иностранный. – 2-е изд. – М.: Русский язык. Курсы, 2010.
2. Жабоклицкая И. И. Российские праздники: история и современность: учебное пособие по русскому языку для иностранных учащихся. – М.: Русский язык. Курсы, 2008.
3. Костина И. С. Перспектива. Основная часть. Выпуск 3. Пособие для иностранных слушателей краткосрочных курсов русского языка. – 2-е изд. – СПб: Златоуст, 2000.
4. Кузнецов А. Л. Из истории русской культуры: учебное пособие для иностранных граждан, изучающих русский язык. – 2-е изд., перераб. – М.: Русский язык. Курсы, 2009.
5. Мощинская Н. В. Русская культура: диалог со временем: учебное пособие для иностранцев, изучающих русский язык. – М.: Русский язык. Курсы, 2013.
6. Нестеровой Н.Г. Русский клуб: учебно-методическое пособие. – Томск : Издательский Дом Томского государственного университета, 2015.
7. Перевозникова А. К. Россия: страна и люди. Лингвостроноведение: Учебное пособие для изучающих русский язык как иностранный. – М.: Русский язык. Курсы, 2006.
8. Писарчик Н. Ю. Мы похожи, но мы разные. – 2-е изд. – СПб.: «Златоуст», 2000.

### Teaching Plan:

**Week 1-4:** Engaging the students in the exercise of vocabulary building, reading; reading and understanding material on historical events. Students will do linguistic analysis of the given material.

**Week 5:** Engaging the students in the exercise of vocabulary building, reading; reading/listening and understanding material on Russia and its place in Europe.

**Week 6:** Engaging the students in the exercise of vocabulary building, reading; reading/listening and understanding material on symbols of Russia. Students will do linguistics analysis of the texts.

**Week 7:** Engaging the students in the exercise of vocabulary building, reading; reading/listening and understanding material on famous cities in Russia. Students will do linguistics analysis of the texts.

- Week 8:** Engaging the students in the exercise of vocabulary building, reading; reading/listening and understanding material on major rivers and mountains in Russia. Students will write a short note (100-120 words) on covered topics. Students will do linguistics analysis of the texts.
- Week 9:** Engaging the students in the exercise of vocabulary building, reading; reading/listening and understanding material on Russian cuisine. Students will write a short note (100-120 words) on covered topics.
- Week 10:** Engaging the students in the exercise of vocabulary building, reading; reading/listening and understanding material on Russian traditional wear and decorative art. Students will write a short note (100-120 words) on covered topics.
- Week 11 & 12:** Engaging the students in the exercise of vocabulary building, reading; reading/listening and understanding material on festivals and traditions in Russia. Writing an essay (200-250 words)
- Week 13:** Engaging the students in writing autobiography and CV using appropriate format.
- Week 14:** Engaging the students in writing informal invitation letter using appropriate format.
- Week 15:** Engaging the students in writing wishes on birthday, anniversary, festivals etc. using appropriate format.

#### **Facilitating the achievement of Course learning Outcomes**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activity</b>	<b>Assessment Tasks</b>
<b>1.</b>	The students will be able to read/listen and understand the material on Russian history and will be able to do linguistic analysis and answer questions on given topics.	lectures, reading and listening of selected texts, question answers and linguistic analysis	dictation/MCQ test/ true-false, Q/A test/ written assignments
<b>2.</b>	The texts and illustrative material of this unit is selected in such a way that it allows the students to know about Russia, its culture and people. Reading and listening texts of this unit will enable them to analyse and compare these elements with given or their own culture.  Students would be able to write a short composition (précis writing) on covered themes in this unit after reading and listening selected	Lectures using audio-visual aids, listening/reading selected texts, question answers and précis writing	presentation/written assignments

	texts.		
<b>3.</b>	The students will acquire knowledge about Russian festivals and traditions. Reading texts of this unit will enable them to analyse and compare Russian traditions & festivals with given or their own traditions. Students would be able to write a composition on their favourite Russian festival.	presentation & lectures, listening audio and reading selected material, and précis writing	group discussions/ written assignments
<b>4.</b>	The students will be able to write autobiography, CV, informal invitation letter and greetings on birthday, anniversary, festivals etc.	lectures and presentation	written assignments

**RUEC101**  
**Reading and Appreciation of the Literary Text**  
**(From mid-18<sup>th</sup> 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.

**Content**

**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"**

- 1.1. Situating the writer in the literary process;
- 1.2. Literary career and literary writings (an overview)
- 1.3. '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
- 1.4. Analysis of the work: the plot, conflict and the characters.

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

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

### **Unit 3. Vasily Zhukovsky - 'Svetlana'**

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

### **Unit 4. Pushkin A. : 'Gypsies'**

- 4.1. Situating the writer in the literary process;
- 4.2. Literary career and literary writings (an overview)
- 4.3. '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'**

- 5.1. Situating the writer in the literary process;
- 5.2. Literary career and literary writings (an overview)
- 5.3. 'Mytsiri' – Reading
- 5.4. 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-18<sup>th</sup> 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 18<sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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 Romanticism. 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](http://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/>

**RUEC102**  
**Theory & Practice of Translation (Scientific, Technical & Medical)**

**Total Marks: 100**

**Internal Assessment: 30**

**End Semester Exam: 70**

**Course Objectives:**

- To develop a basic proficiency in written scientific and technical translation from Russian into English & vice-versa.
- To become skilled in clear expression and sensitive to stylistic issues & to develop an understanding of how to manage terminological and other linguistic resources
- 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

**Course Learning Outcomes:**

On completion of the course, the students will have:

- A thorough understanding of the Scientific & Technical Translation (STT) environment, STT text analysis and translation, its evaluation, and the mastery of field-specific metalanguage as a means for understanding and justifying choices made during the translation process.
- Critical comprehension of techniques and processes of translating between English and Russian language, and ability to give critical evaluation of existing translations.
- Ability to understand areas of contrast between English and Russian; Systematic understanding of relevant issues of translation theory & practice such as equivalence/non-equivalence between languages, coherence and cohesion, discourse structure, register, stylistics and technical aspects.
- A greater understanding of technical communications in terms not just of textual content, but also of narrative style and presentation.
- Ability to assess data and evidence critically from manuscripts and digital sources, solve problems of conflicting sources and interpretations, locate materials, use research sources and other relevant traditional sources.

**Contents:**

**Units**

<b>Unit 1.</b> 1.1. Introduction to scientific, technical translation 1.2. Nature of scientific, technical translation 1.3. Problems of scientific, technical translation	1.1. введение в теорию научно-технического перевода 1.2. Специфика научно-технического перевода 1.3. Проблемы научно-технического
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<p><b>Unit 2.</b>  2.1. General characteristics of scientific &amp; technical style of language  2.2. Some comparative features of scientific &amp; scholarly style of Russian and English  2.3. Nature of scientific &amp; technical terminology</p>	<p>перевода  2.1. Общая характеристика научного стиля  2.2. Некоторые сравнительные особенности научного стиля русского и английского языков  2.3. Проблемы исследования научно-технической терминологии</p>
<p><b>Unit 3.</b>  3.1. Types of translation of scientific &amp; technical texts  3.1.1. Full (written) translation  3.1.2. Abstract translation  3.1.3. Annotative translation  3.1.4. Spoken technical translation</p>	<p>3.1. Виды перевода научно-технических текстов  3.1.1. Полный (письменный) перевод  3.1.2. Реферативный  3.1.3. Аннотационный  3.1.4. Устный технический перевод</p>
<p><b>Unit 4.</b>  4.1. Problems of translating scientific &amp; technical texts from Russian into English &amp; vice-versa  4.2. Difference in lexical use of terms in source &amp; target languages  4.3. Difference of grammatical structures in both the languages  4.4. Polysemanticism and variance of equivalents in translation</p>	<p>4.1. Проблемы перевода на русский язык специальной лексики в английских научно-технических текстах  4.2. Расхождения в лексическом составе терминов ИЯ и ПЯ  4.3. Расхождения лексико-грамматической структуры терминов ИЯ и ПЯ  4.4. Многозначность и вариантность соответствий в переводе</p>
<p><b>Unit 5.</b>  5.1. Nature of Medical translation  5.2. Understanding medical terminology and its translation  5.3. Understanding medical procedures and their translation  5.4. Translation of medical &amp; pharmaceutical documents</p>	<p>5.1. Перевод в сфере медицины  5.2. Восприятие и перевод медицинской терминологии  5.3. Восприятие медицинских процедур и их перевод  5.4. Перевод медицинской и фармацевтической документации</p>

### Suggested readings

#### In Russian:

1. **Орлова Г.Д.** Пособие по переводу английской научно-технической литературы: Учеб. пособие - Тула, Изд-во ТулГУ., 2006.
2. **Тимакина О. А.** Курс лекций по дисциплине «Теория перевода»/ к.п.н., доц.– Тула: Издательство ТулГУ, 2007.

3. **Фомичева, Т.П.** HVAC Engineering. Отопление. Вентиляция. Воздушное кондиционирование: учебно-методическое пособие для студентов заочной формы обучения специальности 1–700402 «Теплогазоснабжение, вентиляция и охрана воздушного бассейна» /Т.П. Фомичева, Т.В. Кайко.– Минск: БНТУ, 2013.
4. **Климзо, Б. Н.** Ремесло технического переводчика. Об английском языке, переводе и переводчиках научно-технической литературы. 2-е изд., переработанное и дополненное. — М.: «Р. Валент», 2006.
5. **Пумпянский, А. Л.** Чтение и перевод английской научно-технической литературы. — М.: АН СССР, 1961.
6. **Пьянкова, Т. М.** ABC переводчика научно-технической литературы. — М.: «Летопись», 1994.
7. **Скорородько, Э. Ф.** Вопросы перевода английской технической литературы (перевод терминов). — Киев: Изд-во Киевского университета, 1963.
8. **Чебурашкин Н. Д.** Технический перевод в школе: Учебник техн. пер. для учащихся IX—X кл. школ с преподаванием ряда предметов на англ. яз./Под ред. Б. Е. Белицкого. — 4-е изд. — М.: Просвещение, 1983.
9. **Левицкая Т.Р., Фитерман А.М.** Теория и практика перевода с английского на русский. М., 1963
10. **Ясницкая Е. С.** Особенности перевода английской научно-технической литературы [Текст] // Актуальные вопросы филологических наук: материалы IV Междунар. науч. конф. (г. Казань, октябрь 2016 г.). — Казань: Бук, 2016.
11. <http://www.philosoft.ru / perevod / index.html>
12. <http://buro-perevodov.blogspot.com/>

### **In English:**

13. ASTM F2575 (2014). Standard Guide for Quality Assurance in Translation. Philadelphia: ASTM International.
14. American Translators Association (2016). ATA Framework for Standardized Error Marking. [https://www.atanet.org/certification/aboutexams\\_error.php](https://www.atanet.org/certification/aboutexams_error.php).
15. Byrne, Jody (2012). Scientific and Technical Translation: Language, Technology, Culture. <http://www.jodybyrne.com/3426#more-3426>
16. Colina, Sonia (2015). Fundamentals of Translation. Cambridge: Cambridge University Press.
17. Hahn, Michael (2004). A Basis for Scientific and Engineering Translation. John Benjamins Publishing Company, Amsterdam and Philadelphia.
18. Pinchuck, Isadore (1977). Scientific and technical translation. (The Language library). Boulder, Colorado: Westview Press.
19. Wright, Leland D. and Sue Ellen Wright (eds.) (1993). Scientific and Technical Translation, American Translators Association Scholarly Monograph Series, Vol. VI. Amsterdam: John Benjamins.
20. Aixelá, F., & Javier (2004). The Study of Technical and Scientific Translation: An Examination of Its Historical Development. The Journal of Specialized Translation, 01, 29-47.
21. [2] Aixelá, F. (2009). An overview of interference in scientific and technical translation. The Journal of Specialised Translation, 11,75-85

22. Kastberg, p. (2009). Cultural Issues Facing the Technical Translator. The Journal of Specialised Translation, 11. Retrieved from [http://www.jostrans.org/issue08/art\\_kastberg.php/](http://www.jostrans.org/issue08/art_kastberg.php/)
23. Munday, J. ed (2009). The Routledge Companion to Translation Studies, London: Routledge.
24. Williams, J., Chesterman, A. (2002). The MAP: A Beginner's Guide to Doing Research in Translation Studies. Manchester: St. Jerome
25. Massardier-Kenney, Françoise; Fisbach, Henry et al. 1998. Translation and Medicine, American Translators Association Scholarly Monograph Series. John Benjamins Publishing Company.

### **Teaching Plan:**

- Week 1:** The course starts with introduction to scientific, technical translation, its nature and problems, its difference from other types of translation
- Week 2:** General characteristics & comparative features of scientific & technical style of Russian and English languages;
- Week 3:** Introduction to the nature of scientific & technical terminology; sample text analysis
- Week 4:** Types of translation of scientific & technical texts: Full (written) translation, Abstract translation, Annotative translation, Spoken technical translation; sample text analysis
- Week 5:** Problems of translating scientific & technical texts from Russian into English; Difference in lexical and grammatical use of terms in source & target languages, finding adequate equivalence
- Week 6:** Types of translation of scientific & technical texts, Full (written) translation, Abstract translation, Annotative translation, Spoken technical translation; sample text analysis
- Week 7:** Problems of translating scientific & technical texts from Russian into English & vice-versa, Difference in lexical use of terms & grammar structures in source & target languages, Finding equivalence in translation
- Week 8:** Practice of translation of scientific & technical documents, including instructions for exploitation, abbreviations, scientific & scholarly articles, material, descriptions and specifications, drawings, diagrams, standards, norms, certificates, licenses and others.
- Week 9:** Practice of translation of scientific & technical documents, including specifications, drawings, diagrams, standards, norms, certificates, licenses and others.
- Week 10:** Nature of Medical translation, Understanding medical terminology and its translation

**Week 11:** Practice of understanding and translation of medical terminology on anatomy, physiology, digestive system, respiratory system etc. from Russian into English & vice-versa.

**Week 12:** Understanding medical procedures and their translation, Translation of medical & pharmaceutical documents from Russian into English & vice-versa.

**Week 13:** Practice of translation of medical test reports, prescriptions, medicine labels etc.

**Week 14:** Seminar on various aspects of scientific and technical translation. Students give presentations and discuss translations done by them

**Week 15:** Workshop on medical translation. Students give presentations and discuss translations done by them

### Facilitating the achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The students get introduced to scientific, technical translation, its nature and main problems of translation	Lectures; translation exercises, reading and discussion of sample texts	Written assignment, written test
2.	The students get trained in understanding structure and styles of scientific and technical texts. They also are able to do comparative study of features of scientific & scholarly style of Russian and English. The students understand the nature of scientific & technical terminology	Lectures; translation exercises, reading and discussion of sample texts	Written test, presentations
3.	The students get introduced and trained in identifying and understanding types of scientific & technical translation (Full, Abstract, Annotative & Spoken technical translation)	Lectures; translation exercises, reading and discussion of sample texts, Workshop	Written assignment, written test
4.	The students get thorough training in identifying, analyzing and overcoming problems of translating scientific & technical texts from Russian into English & vice-versa. They understand the difference in use of lexical terms and grammatical structure of both the source & target languages	Lectures; translation exercises, reading and discussion of sample texts, workshop	Presentations & written test
5.	The students develop their translation skills in the field of medicine and pharmaceuticals. They	Lectures; translation exercises, reading and discussion of sample	Presentations, written tests

	master the translation techniques used in translation of medical terminology, medical procedures, human anatomy and physiology. The students master the skills required to translate, edit or rewrite short passages from Russian into English & vice-versa.	texts, Workshop	
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# **SEMESTER II**

**RUCC201**

**Literary Movements, Trends & Genres  
(Early 19<sup>th</sup> century - upto end 19<sup>th</sup> 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**

- 1.1. The realist method in literature – a general overview
- 1.2. Emergence of Realism Realism - socio-political, cultural context in the beginning of 19<sup>th</sup> century Russian; characteristic features.
- 1.3. The Enlightened Realism - Fonvisin, Novikov, Radichshev; the Syncretic Realism – Griboedov, Pushkin, Lermontov, Fantastic Realism - Gogol
- 1.4. Three waves of Russian Realism 1820s – 1830; 1840s -1880s; 1880s -1890s.

### **Unit 2: Critical Realism – trend in Russian Literature**

- 2.1. Pushkin, Lermontov and Gogol – emergence of the critical Realist method.
- 2.2. ‘Natural School’ in Russian Literature; the ‘physiological’ sketches
- 2.3. Predominance of critical realism-writings of Nekrasov, Turgenev, Dostoyevsky Ostrovsky etc.
- 2.4. Belinsky, Dobroliubov, Cherneshevskiy – the democratic literary criticism tradition; Westerners vs. the Slavyonophil – 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.
- 3.2. The epoch of mature Realism – typological features of Realism in the writings of Ostrovsky, Turgenev;
- 3.3. Universal Realism of Dostoyevsky and Tolstoy.
- 3.5. Atypical Realism of Chekhov.

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

- 4.1. Crisis of Realism – socio-historical and literary manifestations
- 4.2. Writers on social platforms – expression of dissent against czarism
- 4.3. Neo-Romanticism - ‘The song of the Stormy Petrel’ by Gorky.
- 4.4. ‘Sreda’ and ‘Znaniya’- literary groups of writers of Realist tradition
- 4.5. 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 Slavyonophil’ 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 be provided with online links to further their understanding about key concepts, ideas and theories referred 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 советской 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**

- 1.1 Aims and objectives of morphology. Morphology in the system of Language sciences.
- 1.2 Grammatical meaning: forms and categories, morphological paradigm of the word.
- 1.3 Parts of speech: Principles of classification of parts of speech: categorical meaning set of morphological features, word-formation construction model and syntactic functions.
- 1.4 Parts of speech as lexical-grammatical classes of words. Notional and auxiliary part of speech.

## **Unit 2: Noun as part of speech**

- 2.1. Nouns as part of speech – meaning, grammatical categories and grammatical forms: Gender, number, case. Usage of nouns.
- 2.2. Types of nouns.
- 2.3. Category of case of nouns as a word-changing category. Types of declensions;
- 2.4. Morphological analysis of noun.

## **Unit 3: Adjective as part of speech**

- 3.1. Adjectives - meaning, grammatical categories and forms. Types of adjectives. Usage of adjectives
- 3.2. Gender, number, case as word changing categories. Full and short-form adjectives.
- 3.3. Declension of adjectives.
- 3.4. Comparative degrees of qualitative adjectives.
- 3.5. Morphological analysis of adjective.

## **Unit 4: Numeral as a part of speech**

- 4.1. Numeral - meaning, grammatical categories and forms. Types of numerals. Declension of numeral. Usage of numerals.
- 4.2. Morphological analysis of Numeral

## **Unit 5: Pronoun and adverbs as parts of speech**

- 5.1. Pronoun - meaning, grammatical categories and forms. Types, declension, usage of pronouns.
- 5.2. Morphological analysis of pronouns.
- 5.3. Adverb as part of speech - meaning, types of adverbs.
- 5.4. Morphological analysis of adverbs

## **Unit 6: Verb as a part of speech**

- 6.1. Verbs - meaning, grammatical categories and forms of verbs: Aspect, voice, mood, tense, person, number, gender.
- 6.2. Types of verbs. Usage of verbs.
- 6.3. 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.
- 6.4. Gerunds.
- 6.5. Conjugative and declinable forms of verbs.
- 6.6. Morphological analysis of verbs

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

- 7.1. Auxiliary parts of speech: Prepositions, conjunctions, Particles.
- 7.2. Interjections as specific part of speech

### Suggested Readings:

1. Savko I.E.: Russkiy yazik. Minsk "Harvest", 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, Mjrphologiya. Moskva, RUDN, 2008, p.142
6. Munjal, G. & Vashist, D.: Baiscs 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: categorial 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 on compiling terminology
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 Practical Russian Oral**

**Total Marks: 100**

**Internal Assessment: 30**

**End Semester Exam: 70**

### **Course Objectives:**

- To expand and deepen the knowledge of Russian language in the field of routine and socio-cultural spheres of communication and develop speaking and listening competence & communicative skills in Russian.
- To promote students to use advanced language skills of reasoning, analysing, drawing inferences, etc.
- To encourage students to use computer aided learning programs, online and offline audio-visual material.
- To acquaint students with stereotypes of Russian speech behaviour in typical communicative situations, as well as with Russian transport and education system, sportsperson and artists.
- To improve competence in re-narrating Russian fairy tales and texts on Russian transport and education system, sportsperson and artists.

### **Course learning Outcomes:**

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

- Achieve good spoken & communication skills and develop greater proficiency in the use of language.
- Learn to extensively use lexical and grammatical means, which frequently occur in routine and socio-cultural spheres of communication.
- Express their views and thoughts effectively and fluently using appropriate vocabulary and grammar in specific situations and on specific topics like Russian transport and education system, sportsperson and artists.
- Actively participate in prepared and unprepared discussion with a given communicative setting.
- To re-narrate Russian fairy tales.

### **Contents:**

#### **Unit 1: Verbal communication on ‘sports’**

- 1.1. Thematic vocabulary on the given topics.
- 1.2. Reading, listening and understanding selected material on the topics: types of indoor and outdoor sports, sports and health, sports in your life.
- 1.3. Re-narration of the text.
- 1.4. Collecting article from newspapers on sports and health issues and expressing views and thoughts on it.

## **Unit 2 Verbal communication on ‘system of transport’**

- 2.1. Thematic vocabulary on the topics.
- 2.2. Reading, listening and understanding of the texts on the topics: general characteristics of transport system in Russia, transport in Moscow, transport in your city.
- 2.3. Re-narration of the text; conversation on the given topics, expressing views and thoughts on an issue, comparing transport system in Russian and India.

## **Unit 3: Verbal communication on ‘education system’**

- 3.1. Thematic vocabulary on the given topics.
- 3.2. Reading, listening and understanding of the texts on the topics: Pre-primary and primary education system, secondary and higher education system, famous universities etc.
- 3.3. Re-narration of the text; conversation on the given topics, expressing views and thoughts comparing education system in Russian and India.

## **Unit 4: Verbal communication on ‘artists’**

- 4.1. Thematic vocabulary on the given topics.
- 4.2. Reading, listening and understanding of the texts on the topics: famous Russian artists, their work and life (a musician, a singer, a painter, a theatre artist, a ballet dancer).
- 4.3. Re-narration of the text; creating monologues and presentations on the given topics using print material, films, documentaries, internet, and social media sources.

## **Unit 5: Re-narration of Russian fairy tales**

- 5.1. Vocabulary on the text.
- 5.2. Listening/reading of a fairy tale.
- 5.3. Discussing main characters and events.
- 5.4. Re-narrating fairy tales.

## **Study Material:**

1. Баско Н.В. Знакомимся с русскими традициями и жизнью россиян. Учебное пособие по культурологии, развитию речи и чтению для изучающих русский язык как иностранный. –М.: Русский язык. Курсы, 2010.
2. Баско Н.В. Изучаем русский, узнаем Россию: учебное пособие по развитию речи, практической стилистике и культурологии. – 5-е изд., стереотип. – М.: Флинта: Наука, 2011.
3. Богомолов А. Н. Новости из России. Русский язык в средствах массовой информации. Учебник для изучающих русский язык как иностранный. Изд. 3-е, исп. и доп. – М.: Русский язык. Курсы, 2006.
4. Костина И. С. Перспектива. Основная часть. Выпуск 2. Пособие для иностранных слушателей краткосрочных курсов русского языка. – 2-е изд. – СПб: Златоуст, 2000.

5. Мощинская Н. В. Русская культура: диалог со временем: учебное пособие для иностранцев, изучающих русский язык. – М.: Русский язык. Курсы, 2013.
6. Писарчик Н. Ю. Мы похожи, но мы разные. – 2-е изд. – СПб.: «Златоуст», 2000.
7. Ременцов А. Н. Из истории России XX века: учебное пособие для иностранцев, изучающих русский язык. Базовый и первый сертификационный уровни. – М.: Русский язык. Курсы, 2008.
8. Система образования Российской Федерации:  
<https://www.youtube.com/watch?v=07GBkqB7cmU>
9. Русские народные сказки: Колобок: <https://www.youtube.com/watch?v=dxDEiJHT--k>
10. Русские народные сказки: Лисичка сестричка и серый волк.  
<https://www.youtube.com/watch?v=XLIQvZj9qm8>
11. Русские народные сказки: Маша и медведь.  
<https://www.youtube.com/watch?v=soilziCB62I>
12. <https://interneturok.ru>

### Teaching Plan:

- Week 1-3:** Thematic vocabulary on the given topics; reading, listening and understanding selected material on indoor and outdoor sports, sports and health, sports in one's life; re-narration of the text; collecting article from newspapers and expressing views and thoughts on it.
- Week 4-6:** Thematic vocabulary on the given topics; reading, listening and understanding selected material on general characteristics of transport system in Russia, transport in Moscow, transport in your city; re-narration of the text; conversation on the given topics, expressing views and thoughts on an issue, comparing transport system in Russian and India.
- Week 7-9:** Thematic vocabulary on the given topics; reading, listening and understanding selected material on pre-primary and primary education, secondary and higher education system, famous universities; re-narration of the text; conversation on the given topics, expressing views and thoughts on an issue, comparing education system in Russian and India.
- Week 10-12:** Thematic vocabulary on the given topics; reading, listening and understanding selected material on famous Russian artists, their work and life (a musician, a singer, a painter, a theatre artist, a ballet dancer); re-narration of the text; creating monologues and presentations on the given topics using print material, films, documentaries, internet, and social media sources.
- Week 13-15:** Understanding vocabulary of the selected fairy tale; reading/listening and understanding it; discussion on main characters and events; re-narration of the fairy tale.

### Facilitating the achievement of Course learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The students, having attained the knowledge, skills and competence in verbal communication on sports and health, will be able to express their views and ideas effectively and fluently using appropriate vocabulary and grammar in specific situations.	Lectures on vocabulary, listening audios and videos, question answers, re-narration of text	Collecting material from newspapers on 'sports and health'
2.	The students, having attained the knowledge, skills and competence in verbal communication on system of transport in Russia, will be able to express their views and ideas effectively and fluently using appropriate vocabulary and grammar in specific situations. They will be able to compare Russian and Indian transport.	Lectures on vocabulary, reading of the texts, question answers, re-narration of text	written assignment/ presentation
3.	The students, having attained the knowledge, skills and competence in verbal communication on system of education in Russia, will be able to express their views and ideas effectively and fluently using appropriate vocabulary and grammar in specific situations. They will be able to compare Russian and Indian education system.	Lectures on vocabulary, reading of the texts, question answers, re-narration of text	written assignment/ presentation
4.	The students, having attained the knowledge, skills and competence in verbal communication on on system of education in Russia, will be able to tell about Russian artists from different fields. They will be able to give a presentation on an artist using print material, films, documentaries, internet, and social media sources.	Lectures on vocabulary, reading of the texts, question answers, re-narration of text	written assignment/ presentation
5.	The students will listen and re-narrate Russian fairy tales. This is to learn set fairy-tale expressions used in folklore and to know Russian culture, Russian mentality, and Russian values.	reading and listening, re-narrating Russian fairy tales	Oral test

**RUCC204**  
**Practical Russian Written**

**Total Marks: 100**

**Internal Assessment: 30**

**End Semester Exam: 70**

**Course Objectives:**

- To develop writing skills on the topics like Russian history (XIX century), government structure in Russia, transport, education system in Russia.
- To develop the skills of reasoning, analysing, drawing inferences, logical and associative thinking etc.
- To enhance creative writing skills through extensive reading and comprehension practice.
- To develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose.

**Course learning Outcomes:**

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

- Effectively read, understand and analyse given material.
- Do linguistic analysis of the text.
- Write an essay on given themes and situations.
- Acquire knowledge about Russian history, transport, education system, structure of government, and film.
- Fill forms and write applications using appropriate format, applying conventions using integrated structures with accuracy and fluency.

**Contents:**

**Unit 1: Reading and writing skills – based on the topic ‘history (XIX century)**

- 1.1 Thematic vocabulary on the topics.
- 1.2 Reading of the texts on the topics: the Patriotic war, the Decembrist revolt, reforms and abolition of XIX century, serfdom.
- 1.3 Answering questions and writing short compositions (100-150 words) describing historical issues and events.

**Unit 2: Film viewing and developing writing skills**

- 2.1 Describing background and importance of the film/play
- 2.2 Showing a film/or play ("Irony of fate or Enjoy your bath," which carries information on the country's history, traditions and people)
- 2.3 Wring a project (what they have learnt about Russian history, people, culture and traditions.)

### **Unit 3: Writing comprehension – based on the topic ‘Transport in Russia’**

- 3.1. Thematic vocabulary on the text
- 3.2. Reading/listening selected material on the topics: means of transport in urban and rural areas, characteristics of metro in Moscow and its route etc.
- 3.3. Answering questions and writing short compositions (100-150 words).

### **Unit 4: Essay writing – based on the topic ‘structure of the government’**

- 4.1 Thematic vocabulary on the text
- 4.2 Reading selected material on the topics: structure of state authorities in Russia, powers of president and parliament in Russia, elections etc.
- 4.3 Writing an essay (250-300 words)

### **Unit 5: Essay writing – based on the topic ‘education system’**

- 5.1. Thematic vocabulary on the text
- 5.2. Reading selected material on the topics: pre-primary and primary education system, secondary and higher education system, learning and knowledge and their usage, life of students.
- 5.3. Writing an essay (250-300 words)

### **Unit 6: Letter writing**

- 6.1. Writing various official letters/applications
- 6.2. Filling up various application forms (анкета)

### **Study Material:**

1. Ременцов А. Н. Из истории России XX века: учебное пособие для иностранцев, изучающих русский язык. Базовый и первый сертификационный уровни. – М.: Русский язык. Курсы, 2008.
2. Баско Н.В. Знакомимся с русскими традициями и жизнью россиян. Учебное пособие по культурологии, развитию речи и чтению для изучающих русский язык как иностранный. – 2-е изд. – М.: Русский язык. Курсы, 2010.
3. Богомолов А. Н. Новости из России. Русский язык в средствах массовой информации. Учебник для изучающих русский язык как иностранный. Изд. 3-е, исп. и доп. – М.: Русский язык. Курсы, 2006.
4. Костина И. С. Перспектива. Основная часть. Выпуск 4. Пособие для иностранных слушателей краткосрочных курсов русского языка. – 2-е изд. – СПб: Златоуст, 1998.
5. Мощинская Н. В. Русская культура: диалог со временем: учебное пособие для иностранцев, изучающих русский язык. – М.: Русский язык. Курсы, 2013.
6. Писарчик Н. Ю. Мы похожи, но мы разные. – 2-е изд. – СПб.: «Златоуст», 2000.
7. Кузнецов А. Л. Из истории русской культуры: учебное пособие для иностранных граждан, изучающих русский язык. – 2-е изд., перераб. – М.: Русский язык. Курсы, 2009.

**Teaching Plan:**

- Week 1-2:** Engaging the students in the exercise of vocabulary building, reading; reading and understanding material on historical events. Students will do linguistic analysis of the given material.  
The students will answer the questions and write a composition on covered topics.
- Week 3:** The background of a film/play and its importance will be described. Students will watch a selected film.
- Week 4:** They will be divided into group for discussion on what they have learnt about Russian history, people, culture and traditions. They will write a project on film.
- Week 5-6:** Engaging the students in the exercise of vocabulary building, reading; reading and understanding material on transport system.
- Week 7:** Routes and maps of transport system in Moscow will be shown. The students will answer the questions and write a composition on covered topics.
- Week 8-10:** Engaging the students in the exercise of vocabulary building, reading; reading and understanding material on government structure. Students will be engaged in writing an essay on covered topics.
- Week 11-13:** Engaging the students in the exercise of vocabulary building, reading; reading and understanding material on education system. Students will be engaged in writing an essay on covered topics.
- Week 14:** Students will be engaged in filling a sample of application form.
- Week 15:** Students will be engaged in writing application to school and university on various topics.

**Facilitating the achievement of Course learning Outcomes**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activity</b>	<b>Assessment Tasks</b>
<b>1.</b>	The students will be able to answer the questions and write a composition on covered topics.	lectures, reading selected texts, question answers and linguistic analysis	written assignments
<b>2.</b>	The students will write a project on a selected issue from the film.	presentation and lecture, watching movie	group discussions, written assignments on dialogue making
<b>3.</b>	The students will be able to compare between transport	lectures, presentation	group discussions,



	system in Russian and other countries. The students will answer the questions and write a composition on covered topics.	(showing maps and routes in Moscow metro)	written assignments
<b>4.</b>	The students will acquire knowledge about structure of state and government in Russia. They will know the correct usage of vocabulary used in this area. They will write an essay.	lectures, reading selected texts, question answers and linguistic analysis	written assignments
<b>5.</b>	Students will be encouraged to write a composition/essay on the basis of their own student's life experience. This unit will result in better understanding of Russian education system, institutions, life of students of Russia.	lectures, reading selected texts, question answers and linguistic analysis	written assignment
<b>6.</b>	The students will be able to fill application form and write applications to school and university authorities on various themes.	lectures and presentation	written assignments

## RUEC201

### **Reading & Appreciation of the Literary Text (Early 19<sup>th</sup> Century to the End of the 19<sup>th</sup> 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)**

- 1.1. Situating the writer in the literary process of the 19<sup>th</sup> century
- 1.2. A.S. Pushkin - literary career and creative writings: An overview
- 1.3. ‘Evgeni Onegin’ – Structured Reading
- 1.4. 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 19<sup>th</sup> century
- 2.2. N.V. Gogol - literary career and creative writings: An overview
- 2.3. The novella ‘the overcoat’ - the social, literary context
- 2.4. 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’**

- 3.1. Placing the writer in the literary process of the 19<sup>th</sup> century
- 3.2. 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'**

- 4.1. Placing the writer in the literary process of the 19<sup>th</sup> century
- 4.2. Literary career and literary writings by Dostoyevsky: an overview
- 4.3. The novel - reflections on the social-political situation of Russia;
- 4.4. 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’**

- 5.1. Placing the writer in the literary process of the 19<sup>th</sup> century
  - 5.2. Literary career and literary writings by Tolstoy: an overview
  - 5.3. 'Anna Karenina’ – Structured reading
  - 5.4. 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**

- 6.1. Placing the writer in the literary process of the 19<sup>th</sup> century
- 6.2. Literary career and literary writings by Chekhov: an overview
- 6.3. Ward № 6 - Structured Reading
- 6.4. 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](http://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 19<sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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 19<sup>th</sup> 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

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activity</b>	<b>Assessment Tasks</b>
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

**RUOE201**  
**An Introduction to Russian Culture**

**Total Marks: 100**

**Medium of Instruction: English**

**Internal Assessment: 30**

**End Semester Exam: 70**

**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.

**Contents:**

**Unit 1: Culture and Civilization**

- 1.1. Understanding Culture
- 1.2. Primitive Culture
- 1.3. Structure and Function of Culture
- 1.4. Genesis of the term ‘Civilisation’
- 1.5. Relationship between Culture and Civilisation

**Unit 2: Ancient Russian culture**

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

### **Unit 3. Russian culture of the Moscovian Rus**

- 3.1 Development in the field of architecture: The Cathedral of Assumptions, The Cathedral of Annunciation, The Cathedral of St. Basil
- 3.2 Russian Icons: Byzantine influence, Feofan Grek, Andrei Rublev & “Trinity”
- 3.3 Russian paintings - the evolution of narrative technique - ‘The Church Militant’
- 3.4 ‘A journey beyond three seas’ by Afanasy Nikitin
- 3.5 Russian decorative-applied folk art - ‘Gzhel’, ‘Khokhlama’, ‘Zhostovo’

### **Unit 4. Culture of the Imperial Russia**

- 4.1 ‘A window to Europe’ – Reforming Russia, From Peter I to Catherine II Education &
- 4.2 Russian Music: P.I. Tchaikovsky and his opera ‘Eugene Onegin’, ‘The Mighty Five’ and Mikhail Glinka, the avant-garde composers (Stravinsky, Scriabin, Shostakovich)
- 4.3 Russian Ballet: Serge Diaghilev, Igor Stravinsky and ‘Ballets Russes’, The State Tretyakov Gallery in Moscow
- 4.4 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
- 4.5 Development in the field of architecture - Trends (rococo, baroque, classicism), Moscow Kremlin and the Monasteries
- 4.6 Development in the field of theatre’ - ‘The Bolshoi theatre’, ‘The Maly theatre’, ‘Mariinsky theatre’

### **Unit 5. Russian culture of the Soviet period**

- 5.1. Russian painters – Nikolai Roerich. Modernist painters of 1920’s - Malevich, Chagal
- 5.2. Russian Soviet Cinema – Eisenstein & Pudovkin, Dziga Vertov and Dovzhenko.
- 5.3. Innovative arts practices and Soviet culture: agit trains and posters
- 5.4. Russian Soviet Theatre - Stanislavsky vs. Meyerhold
- 5.5. Russian Music: early Soviet and émigré composers (Rakhmanov, Prokofiev)
- 5.6. Development of Russian ballet – Moscow school, Leningrad school (Galina Ulanova)
- 5.7. Magnitizdat and the Russian bards song (Vysotsky, OKudzhava, Galich, Rosenbaum)
- 5.8. Russian pop and rock music (Pugacheva)
- 5.9. The Soviet kitchen: Place of dissent

#### ***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 – Istorija Russkoi Kulturi -1, Vados, Moscow, 2002.
7. L.G. Berezovaya, N.P. Berlyakova – Istorija Russkoi Kulturi -2, Vados, Moscow, 2002.
8. Rossiskaya Tsevelizatsiya: Entsiklopedicheskii slovar. Respublika, 2001.

## **SEMESTER III**

### **RUCC301: Literary Movements, Trends and Genres (Beginning of 20<sup>th</sup> century to the mid 20<sup>th</sup> 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 20<sup>th</sup> to the mid-20<sup>th</sup> 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 20<sup>th</sup> to the mid-20<sup>th</sup> 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 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**

- 1.1. End of the ‘humanist’ project of Renaissance; socio-political & cultural situation

- 1.2. Formation and Development of modernist tendencies at the turn of the 20<sup>th</sup> and first decade of the 20<sup>th</sup> century; Crisis of Positivism and rise of Bergson's – Intuitivism.
- 1.3. Emergence of new concept of the literary work – Shift of literary emphasis - from depiction to interpretation.
- 1.4. Evolution of modernist trend: Decadence — modernism — avant-garde

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

- 2.1. V.Soloviev – philosopher of Russian Symbolism
- 2.2. Symbolism– aesthetic principles; duality - the basis of symbolist art
- 2.3. Symbolism vis-à-vis Romanticism and Realism
- 2.4. Acmeism: origins of the term; Aesthetics of the programme; Adamism and Clarism; from symbols to matter; philosophical origins of the trend;
- 2.5. 'The Poets' Workshop' and the Acmeists
- 2.6. Futurism – 'the term'; Italian Futurism; Aesthetics of the programme.
- 2.7. Russian Futurism - emergence, philosophical origins of the trend; 'A slap on the public taste'

### **Unit 3: Modernism – Representative Poets**

- 3.1. Early symbolists: D.Merezhkovsky, K.Balmont, V.Bryusov, Z.Gippius
- 3.2. Younger symbolists: A.Bely, A.Blok, Vy. Ivanov
- 3.3. Acmeists - Gumiliev, Mandalstam, Akhmatova
- 3.4. Futurists - Mayakovsky, Burlyuik, Khlebnikov

### **Unit 4: Socialist Realism and other parallel movements in the first half of 20<sup>th</sup> Russian literature**

- 4.1 Literary groups; The State and Art-struggle for 'autonomy' and 'non-conformity'; Monism in arts and literature.
- 4.2 New-realism –defining the term; New Realist writers – Bunin, Andrev, Kuprin, Shmelyev and Zamyatin etc.
- 4.3 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 20<sup>th</sup> and first decade of the 20<sup>th</sup> 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, Burlyuk, Khlebnikov.
- Week 13:** Discussion on the literary groups of 1<sup>st</sup> half of 20<sup>th</sup> 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**

- 1.1 Aims and objectives of lexicology.
- 1.2 Lexicology in the system of the Language sciences.
- 1.3 Lexical-semantic system of language.

**Unit 2. Lexical semantics**

- 2.1. Basic concepts of lexical semantics.
- 2.2. Semasiology and onomasiology as two aspects of Semantics.
- 2.3. Lexical meaning. Word as a sign. Two-sidedness of word.

- 2.4. Factors defining the lexical meaning: objective reality, Language system and thought process.
- 2.5. Aspects (types) of lexical meaning.
- 2.6. Lexical units: basic unit and elementary units.
- 2.7. Syntagmatic and paradigmatic relationships in lexicology

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

- 3.1. Polysemy: definition, types and functions of polysemy.
- 3.2. Homonyms: definition, types and functions of homonyms.
- 3.3. Synonyms: definition, types and functions of synonyms.
- 3.4. Antonyms: definition, types and functions of antonyms.

### **Unit 4. Classification of lexis**

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

### **Unit 5. Phraseology**

- 5.1 Phraseology as a linguistic discipline;
- 5.2 Main features of phraseology
- 5.3 Classification of phraseology

### **Unit 6. Lexicography**

- 6.1. Subject matter, tasks of lexicography
- 6.2. 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, “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 “Harvest”, 2005.-480 p.
6. O.M.Sokolov: *metodicheskiye rekomendatsii k izucheniyu kursa “problemi 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**  
**Practical Russian Oral**

**Total Marks: 100**

**Internal Assessment: 30**

**End Semester Exam: 70**

**Course Objectives:**

- To expand and deepen the knowledge of Russian language in the field of official-business communication and develop speaking and listening competence & communicative skills in Russian.
- To acquaint students with stereotypes of Russian speech behaviour in educational and professional spheres of communication, as well as with Russian media, companies/firms and major historical events.
- To enable students to speak fluently, to express their views, thoughts, agreement and disagreement effectively in educational and professional spheres.
- To encourage students to use computer aided learning programs, online and offline audio-visual material.

**Course learning Outcomes:**

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

- Achieve good spoken & communication skills and develop greater confidence and proficiency in speaking Russian for business purpose.
- Learn to extensively use lexical and grammatical means, which frequently occur in the field of official-business communication.
- Critically analyse and express their views and thoughts effectively and fluently using appropriate vocabulary and grammar in specific situations and on specific topics like science, nature environment, business, economics, foreign policy, history etc.
- Actively participate in prepared and unprepared discussion with a given communicative setting.

**Contents:**

**Unit 1: Verbal communication on ‘science, nature and environment’**

- 1.1. Thematic vocabulary on the topics.
- 1.2. Reading, understanding and analyzing texts on the topics: science, nature and environment.
- 1.3. Re-narration of the text.
- 1.4. Conversation on the given topics, expressing critical views and thoughts on an issue (positive/negative sides, agreement/disagreement on any issue).

**Unit 2: Verbal communication on a selected article/audio/video from news items**

- 2.1 Thematic vocabulary on the topics.
- 2.2 Reading/listening of the texts on the topics: news on India-Russia cooperation, Russian foreign policy.

- 2.3 Watching/listening news/report/ video clippings on India-Russia cooperation and foreign policy (3-5 minutes video or audio).
- 2.4 Re-narration of the text/audio/video and conversation on the given topics.

### **Unit 3: Verbal communication on ‘business and economics’**

- 3.1 Thematic vocabulary on the topics.
- 3.2 Reading of the texts on the topics: business and economics, business contacts with foreign countries, Russian companies etc.
- 3.3 Conversation on the given topics, expressing critical views and thoughts on an issue (positive/negative sides, agreement/disagreement on any issue).
- 3.4 Presentation on a Russian firm.

### **Unit 4: Verbal communication on ‘official visits and meeting’**

- 4.1. Thematic vocabulary on the topics.
- 4.2. Reading of the texts on the topics: official visits and meetings, Russian-Indian international visits, summits, Russian-Indian international organizations.
- 4.3. Re-narration of the text and conversation on the given topics.

### **Unit 5: Verbal communication on ‘history’**

- 5.1. Thematic vocabulary on the topics.
- 5.2. Reading and analyzing texts on the topics: Peter the Great and westernization, I and II world war, perestroika and glasnost, disintegration of Russia.
- 5.3. Expressing critical views and thoughts on an issue (positive/negative sides of any event, agreement/disagreement on any issue).

### **Study material:**

1. Баско Н.В. Знакомимся с русскими традициями и жизнью россиян. Учебное пособие по культурологии, развитию речи и чтению для изучающих русский язык как иностранный. –М.: Русский язык. Курсы, 2010.
2. Баско Н.В. Изучаем русский, узнаем Россию: учебное пособие по развитию речи, практической стилистике и культурологии. – 5-е изд., стереотип. – М.: Флинта: Наука, 2011.
3. Богомолов А. Н. Новости из России. Русский язык в средствах массовой информации. Учебник для изучающих русский язык как иностранный. Изд. 3-е, исп. и доп. – М.: Русский язык. Курсы, 2006.
4. Костина И. С. Перспектива. Основная часть. Выпуск 4. Пособие для иностранных слушателей краткосрочных курсов русского языка. – 2-е изд. – СПб: Златоуст, 1998.
5. Мощинская Н. В. Русская культура: диалог со временем: учебное пособие для иностранцев, изучающих русский язык. – М.: Русский язык. Курсы, 2013.
6. Писарчик Н. Ю. Мы похожи, но мы разные. – 2-е изд. – СПб.: «Златоуст», 2000.

7. Ременцов А. Н. Из истории России XX века: учебное пособие для иностранцев, изучающих русский язык. Базовый и первый сертификационный уровни. – М.: Русский язык. Курсы, 2008.
8. Основные даты истории России. Тест ОГЭ. [https://www.youtube.com/watch?v=-\\_9Tm0jlktk](https://www.youtube.com/watch?v=-_9Tm0jlktk)

### Teaching Plan:

- Week 1-3:** Thematic vocabulary on the text; reading, understanding and analyzing texts on science, nature and environment; re-narration of the text; conversation on the given topics, expressing critical views and thoughts on an issue (positive/negative sides, agreement/disagreement on any issue).
- Week 4-5:** Thematic vocabulary on the text; reading and re-narration of the newspaper texts on India-Russia cooperation, Russian foreign policy; conversation on it.
- Week 6:** Thematic vocabulary; watching/listening news/report/video clippings on India-Russia cooperation (3-5 minutes video or audio) and re-narration of the audio/video; conversation on it.
- Week 7-8:** Thematic vocabulary on the text; reading, understanding and analyzing texts on business and economics, business relations with foreign countries, Russian companies; re-narration of the text; conversation on the given topics, expressing critical views and thoughts on an issue (positive/negative sides, agreement/disagreement on any issue).
- Week 9:** Thematic vocabulary on the text; reading, reading and understanding texts on Russian companies and firms; re-narration of the text; student's presentation on a Russian firm.
- Week 10-12:** Thematic vocabulary on the text; reading, understanding and analyzing texts on official visits and meetings, Russian-Indian international visits, summits, Russian-Indian international organizations; re-narration of the text; conversation on the given topics, expressing critical views and thoughts on an issue (positive/negative sides, agreement/disagreement on any issue)
- Week 13-15:** Thematic vocabulary on the text; reading, understanding and analyzing texts on Peter the Great and westernization, I and II world war, perestroika and glasnost, disintegration of Russia; re-narration of the text; conversation on the given topics, expressing critical views and thoughts on an issue (positive/negative sides, agreement/disagreement on any issue)

### Facilitating the achievement of Course learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	The students, having attained the knowledge, skills and competence in verbal communication on science, nature and environment, will be able to express their views and ideas effectively and fluently using appropriate vocabulary and grammar in specific situations.	Lectures on vocabulary, listening audios and videos, question answers, re-narration of text	Written assignment/ presentation
2.	The students, having attained the knowledge, skills and competence in verbal communication on Russian foreign policy and India-Russia cooperation, will be able to express their views and ideas effectively and fluently using appropriate vocabulary and grammar in specific situations.	Lectures on vocabulary, reading of the texts, question answers, re-narration of text	Collecting material from newspapers
3.	The students, having attained the knowledge, skills and competence in verbal communication on business and economics, will be able to communicate in professional sphere. They will acquaint with a series of Russian companies and will be prepared for their future professional goals.	Lectures on vocabulary, reading of the texts, question answers, re-narration of text	Written assignment/ presentation
4.	The students, having attained the knowledge, skills and competence in verbal communication on official visits and meetings, will be able to communicate in professional sphere.	Lectures on vocabulary, reading of the texts, question answers, re-narration of text	Written assignment/ presentation
5.	The students, having attained the knowledge, skills and competence in verbal communication on history, will be able to express their views and ideas, agreements/disagreements on an issue or event.	Lectures on vocabulary, reading of the texts, question answers, re-narration of text	Oral test

## **RUCC304 Practical Russian Written**

**Total Marks: 100**

**Internal Assessment: 30**

**End Semester Exam: 70**

### **Course Objectives:**

- To develop the skills of reasoning, analysing, drawing inferences, logical and associative thinking etc.
- To enhance creative writing skills in Russian through extensive reading, listening and comprehension writing.
- To develop greater confidence and proficiency in the use of language skills necessary for official-business purpose, used in newspapers, journals and journalistic writing.
- To give an overview of past events from Russian history (XX century), get acquainted with media, employment, business opportunities, trade in Russia and their style of work.

### **Course learning Outcomes:**

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

- Critically analyse and evaluate given material on various themes.
- Enrich vocabulary used in print and electronic media, for official and business purpose.
- Write compositions effectively expressing their views, agreements and disagreements.
- Write and abstract, CV and interview questionnaire.
- Write advertisements and notice using appropriate format, applying conventions using integrated structures with accuracy and fluency.

### **Contents:**

#### **Unit 1: Linguistic analysis and writing composition of the text – based on history (XX century)**

- 1.1 Thematic vocabulary on the topics.
- 1.2 Reading of the texts on the topics: February & October Revolution, socialism, 1<sup>st</sup> and 2<sup>nd</sup> world war, perestroika and glasnost etc.
- 1.3 Linguistic analysis of the text.
- 1.4 Writing a composition (200-250 words) expressing their agreement and disagreement on historical issues and events.

#### **Unit 2: Writing composition – based on the topic ‘media’**

- 2.1. Thematic vocabulary on the topics.
- 2.2. Reading/listening selected material on the topics: print and electronic media, Russian newspapers, magazines and TV channels, role of media and freedom of speech.
- 2.3. Writing an abstract of an article published in newspaper and journal.
- 2.4. Writing headline and main content of the audio/video.

### **Unit 3: Writing CV and interview questionnaire**

- 3.1. Thematic vocabulary on the topics.
- 3.2. Reading/listening selected material on the topics: work, money and profession.
- 3.3. Analysis of the texts.
- 3.4. Writing CV and interview questionnaire.

### **Unit 4: Writing composition – based on the topic ‘trade and business’**

- 4.1. Thematic vocabulary on the topics.
- 4.2. Reading/listening selected material on the topics: business opportunities in Russia, Russian businesspersons and their foreign interest, economic relations between Russia and foreign countries etc.
- 4.3. Writing a composition (200-250 words) expressing their agreement and disagreement on issues and events related to business, trade and economics.

### **Unit 5: Advertisement and notice writing**

- 5.1. Notices in school and universities
- 5.2. Commercial advertisements

#### **Study material:**

1. Баско Н.В. Знакомимся с русскими традициями и жизнью россиян. Учебное пособие по культурологии, развитию речи и чтению для изучающих русский язык как иностранный. – 2-е изд. – М.: Русский язык. Курсы, 2010.
2. Богомолов А. Н. Новости из России. Русский язык в средствах массовой информации. Учебник для изучающих русский язык как иностранный. Изд. 3-е, исп. и доп. – М.: Русский язык. Курсы, 2006.
3. Костина И. С. Перспектива. Основная часть. Выпуск 4. Пособие для иностранных слушателей краткосрочных курсов русского языка. – 2-е изд. – СПб: Златоуст, 1998.
4. Мощинская Н. В. Русская культура: диалог со временем: учебное пособие для иностранцев, изучающих русский язык. – М.: Русский язык. Курсы, 2013.
5. Писарчик Н. Ю. Мы похожи, но мы разные. – 2-е изд. – СПб.: «Златоуст», 2000.

#### **Teaching Plan:**

**Week 1-3:** Engaging the students in the exercise of vocabulary building, reading; reading and understanding material on historical events. Students will write a composition (200-250 words) expressing agreement and disagreement on historical issues and events.

**Week 3-4:** Building vocabulary, reading; reading and understanding material on print and electronic media. Students will write an abstract of an article published in newspaper and journal.

**Week 6:** Engaging the students in the exercise of vocabulary building, reading; selected audio-visual material on print and electronic media will be listened and viewed. Students will write headline and main content of the audio or video.



**Week 7-9:** Engaging the students in the exercise of vocabulary building, reading; reading and understanding material on work, money and profession. Students will analyze the text. They will write CV and interview questionnaire.

**Week 10-11:** Engaging the students in the exercise of vocabulary building, reading; reading and understanding material on trade and business.

**Week 12:** Students will write a composition (200-250 words) expressing their agreement and disagreement on issues and events related to business, trade and economics.

**Week 13:** Engaging the students in the exercise of vocabulary building. They will be engaged in writing notices in school and universities on various topics.

**Week 14-15:** Engaging the students in the exercise of vocabulary building. They will be engaged in writing commercial advertisement on various topics.

### Facilitating the achievement of Course learning Outcomes

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activity</b>	<b>Assessment Tasks</b>
1.	The students will be able to give critical views on important events from XX century Russian history. They will be able to write a composition on covered themes. They will also do linguistic analysis of the material.	lectures, reading selected texts, question answers and linguistic analysis	written assignments
2.	The students will be able to critically analyse and evaluate material on media and its role. They will write an abstract of an article published in a newspaper or journal. They will be able to write headline and main content of news audio or video.	Lectures with audio-visual teaching aids, presentations, reading selected texts	Material collection from online newspapers on current events
3.	This unit will result in better understanding of Russian people and their attitude toward work. They will be able to write CV and interview questionnaire.	Lectures with audio-visual teaching aids, presentations, reading selected texts	Group discussions/written assignments
4.	This unit will enrich student's vocabulary specifically used in the area of business and economics. They will be able to write a composition on covered themes.	lectures, reading selected texts, question answers and linguistic analysis	Written assignment/presentation
5.	The students will be able to write advertisements and notices.	lectures and presentation	written assignments

**RUCC305**  
**Theory & Practice of Literary Translation**

**Total Marks: 100**

**Internal Assessment: 30**

**End Semester Exam: 70**

**Course Objectives:**

- To introduce students to the craft of literary translation, the nature of literary translation and how it differs from other forms of translation elements
- To teach students to approach literary translation from linguistic, pragmatic and cultural perspective as translation is a means of intercultural communication
- To familiarize students with translation strategies, techniques and general concepts, such as transfer between languages, cultures and contexts, fidelity, precision, inventiveness, etc.
- To familiarize students with the practical difficulties involved in the career of literary translation as well as the challenges and satisfactions of such a career

**Learning outcomes and competences:**

Upon completion of course the students will be able to:

- Understand the most common problems that appear in literary translation, as well as techniques and strategies of producing literary 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.
- Compare and analyze existing translations of one and the same literary works.
- Familiarize themselves with different approaches to literary translation as well as techniques and strategies of literary translation.
- Choose, present, analyze and discuss literary texts (poetry, prose, drama) originally written in Russian and translate them into English.
- 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.

**Contents:**

**Units**

<p><b>Unit 1.</b> 1.1. Translation &amp; its role in intercultural communication 1.2. The role a translator in intercultural exchange 1.3. Translation as comprehension tool</p>	<p><b>Unit 1.</b> 1.1. Перевод и его роль в межкультурной коммуникации. 1.2. Роль переводчика в межкультурном взаимодействии. 1.3. Перевод как интерпретация.</p>
<p><b>Unit 2.</b></p>	<p><b>Unit 2.</b></p>

<p>2.1. Specificities of Literary Translation as a type of translation activity.</p> <p>2.2. Features of a literary text</p> <p>2.3. Generic specificities &amp; Genres of a literary text</p> <p>2.4. Types of literary translation; Main strategies and ways of translation techniques</p> <p><b>Unit 3.</b></p> <p>3.1. History of Literary Translation in Russia and abroad. Periods &amp; Personalities.</p> <p><b>Unit 4.</b></p> <p>4.1. Prose Translation</p> <p>4.2. Specificities of translating a novel, short-novel, story and novella.</p> <p>4.3 Comparative analysis of episodes of novels and their English/Hindi translations</p> <p>4.4. Comparative analysis of episodes of stories of Anton Chekhov and their English/Hindi translations English/Hindi translations</p> <p><b>Unit 5.</b></p> <p>5.1. Poetry Translation</p> <p>5.2. Comparative analysis of episodes of lyrical poetry and its translations into English/Hindi and vice-versa</p> <p>5.3. Comparative analysis of episodes of epics and their translations into English/Hindi and vice-versa</p> <p><b>Unit 6.</b></p> <p>6.1. Drama Translation</p> <p>6.2. Comparative analysis of episodes of drama and their translations into English/Hindi and vice-versa.</p>	<p>2.1. Специфика художественного перевода как вида переводческой деятельности.</p> <p>2.2. Особенности художественного текста.</p> <p>2.3. Основные худ. системы; родовая и жанровая специфика худ. текста.</p> <p>2.4. Виды худ. перевода. Основные стратегии и приемы переводческой техники</p> <p><b>Unit 3.</b></p> <p>3.1. История худ. перевода в России и за рубежом. Периоды. Персоналии.</p> <p><b>Unit 4.</b></p> <p>4.1. Перевод художественной прозы.</p> <p>4.2. Специфика перевода романа, повести, рассказа, новеллы.</p> <p>4.3. Компаративный анализ эпизодов романов и их английских переводов</p> <p>4.4. Компаративный анализ эпизодов рассказов и их переводов на английский язык/хинди и наоборот А.П.Чехова</p> <p><b>Unit 5.</b></p> <p>5.1. Поэтический перевод.</p> <p>5.2. Компаративный анализ переводов лирики на английский язык/хинди и наоборот</p> <p>5.3. Компаративный анализ переводов поэм на английский язык/хинди и наоборот</p> <p><b>Unit 6.</b></p> <p>6.1. Драма как объект перевода.</p> <p>6.2. Компаративный анализ переводов драматических произведений на английский язык/хинди и наоборот</p>
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## Recommended information resources

### In Russian:

1. **Портал переводчиков** <http://translations.web-3.ru/intro/kinds/literary/>
2. **Гачечиладзе Г.Р.** Художественный перевод и литературные взаимосвязи. М., 1980.
3. **Казакова Т.А.** Художественный перевод. Теория и практика. М.: Лань, 2009.
4. **Казакова Т.А.** Художественный перевод: в поисках истины. СПб., Санкт-Петербургский университет, 2006.
5. **Любимов Н.М.** Перевод – искусство. М, 1963.
6. Перевод – средство взаимного сближения народов. Сборник статей. М., 1987.
7. **Модестов В.С.** Художественный перевод: история, теория, практика. М.: Издательство Литературного института им. А.М.Горького, 2006.
8. **Солодуб Ю.П.** Теория и практика художественного перевода. М., 2010 .
9. **Федоров А. В.** Основы общей теории перевода (лингвистические проблемы). М , 2002
10. **Федоров А.В.** Искусство перевода и жизнь культуры. Л.,1983.
11. **Чуковский К.И.** Высокое искусство. М., 1968.
12. **Цветкова М.В.** «Эксцентричный русский гений...» (Поэзия Марины Цветаевой в зеркале перевода. Монография. - Москва-Нижний Новгород: "Вектор-ТиС", 2003.

### In English:

1. **Lefevere A.**, Translating Literature: Practice and Theory in a Comparative Literature Context, New York: The Modern Language Association of America, 1992 (160 p.)
2. **Landers C. E.**, Literary Translation: A Practical Guide, Clevedon: Multilingual Matters, 2001 (100 p.)
3. **Weinberger E., O. Paz**, Nineteen Ways of Looking at Wang Wei, Asphodel Press, 1987 (60 p.)
4. **Crain C.**, "Infidelity," *Lingua Franca*, October 1999 (10 p.)
5. **Venuti L.**, The Translation Studies Reader, New York: Routledge, 2000 (30 p.)
6. **Wilss W.**, The Science of Translation: Problems and Methods, Tübingen, 1982
7. **Ivir V.**, Teorija i tehnika prevodenja, Novi Sad, 1984
8. **Munday J.**, Introducing Translation Studies: Theories and Applications. London and New York: Routledge. 2001
9. **Steiner G.**, After Babel: Aspects of Language and Translation. Oxford University Press, 1998
10. **Venuti L.**, The Translator's Invisibility: A History of Translation. London and New York: Routledge, 2007

## 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
- Week 2:** Specificities of Literary Translation as a type of translation activity; features of a literary text, Generic specificities & Genres of a literary text
- Week 3:** Types of literary translation; main strategies and ways of translation techniques
- Week 4:** Main strategies and ways of translation techniques in literary translation
- Week 5:** Main strategies and ways of translation techniques in literary translation (continued)
- Week 6:** History of Literary Translation in Russia and abroad. Periods & Personalities.
- Week 7:** Prose Translation; Specificities of translating a novel, short-novel, story and novella.
- Week 8:** Comparative analysis of episodes of novels and their English/Hindi translations
- Week 9:** Comparative analysis of episodes of stories of Anton Chekhov and their English/Hindi translations English/Hindi translations
- Week 10:** Poetry Translation; Specificities of translating poetry
- Week 11:** Comparative analysis of episodes of lyrical poetry and its translations into English/Hindi and vice-versa
- Week 12:** Comparative analysis of episodes of epics and their translations into English/Hindi and vice-versa
- Week 13:** Drama Translation; Specificities of translating drama works
- Week 14:** Comparative analysis of episodes of drama and their translations into English/Hindi and vice-versa.
- Week 15:** Seminar-cum-workshop on literary translation; the student's present papers

### Facilitating the achievement of Course Learning Outcomes

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activity</b>	<b>Assessment Tasks</b>
1.	The students will get introduced to role of translation and translator in intercultural communication	Lectures; Group discussion	Written assignment
2.	The students will understand and identify the specificities of Literary Translation. They will get acquainted with features of a literary text, its genres. They will know the types of literary translation and master main strategies and techniques of translation.	Lectures, presentations, workshop	Written test, written assignment
3.	The students will get acquainted with the history of development of literary translation as well as leading scholars of this field.	Lectures, presentations	Written assignments
4.	The students will master the skills of translating prose works from Russian into English/Hindi and vice-versa. They will be able to analyze existing translations, especially of stories by Anton Chekhov.	Lectures, workshop, group discussions, practice sessions	Written test, written assignment
5.	The students will master the skills of translating poetry from Russian into English/Hindi and vice-versa. They will be able to analyze existing translations.	Lectures, workshop, group discussions, practice sessions	Written test, written assignment
6	The students will master the skills of translating drama works from Russian into English/Hindi and vice-versa. They will be able to analyze existing translations.	Lectures and presentations, workshop, group discussion	Written test, written assignment

**RUEC301**  
**Reading and Appreciation of the Literary Text**  
**(Beginning of 20<sup>th</sup> Century to the mid-20<sup>th</sup> 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**

- 1.1 Situating the writer in the literary process of the early 20<sup>th</sup> century.
- 1.2 Literary career and writings (an overview).
- 1.3 ‘Antonov Apples’ - Structured reading.
- 1.4 Analysis of the work: ‘Antonov Apples’: poetry in prose; the plot, conflict and the characters.

**Unit 2: Alexander Blok – ‘The Twelve’ 1918**

- 2.1 Situating the writer in the literary process of the early 20<sup>th</sup> century
- 2.2 Literary career and literary writings (an overview)

- 2.3. 'The twelve' - Structured reading.
- 2.4. 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'**

- 3.1 Situating the writer in the literary process of the early 20<sup>th</sup> century
- 3.2 Literary career and literary writings (an overview)
- 3.3 'Conversation with a Taxman About Poetry' - structured reading
- 3.4 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'**

- 4.1. Situating the writer in the literary process of the early 20<sup>th</sup> century
- 4.2. Literary career and literary writings (an overview)
- 4.3. 'Anna Snegina' - structured reading
- 4.4. Analysis of the work: specificity of the plot and the composition; the plot, conflict and the characters.

### **Unit 5: Andrei Platonov - The Foundation Pit**

- 5.1. Situating the writer in the literary process of the early 20<sup>th</sup> century
- 5.2. Literary career and literary writings (an overview)
- 5.3. The Foundation Pit - structured reading
- 5.4. 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](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:**

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

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activity</b>	<b>Assessment Tasks</b>
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

## **SEMESTER IV**

**RUCC401**

### **Literary Movements, Trends and Genres (Mid 20<sup>th</sup> to end of 20<sup>th</sup> 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-20<sup>th</sup> to the end of the 20<sup>th</sup> 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
- 1.2. The literary culture of the period and the 2<sup>nd</sup> writer’s congress.
- 1.3. New sensibilities in Russian literature - the ‘poets of the 60s.
- 1.4. End of the ‘thaw’ – emergence of ‘samizdat’ and ‘tamizdat’.
- 1.5. Mutation of Socialist Realism trend in Russian Soviet literature

##### **Unit 2: Literary tendencies in the 20<sup>th</sup> century (second half)**

- 2.1. The ‘loud’ and the ‘quiet’ lyrics; the song of the ‘bard’
- 2.2. The Village Prose and the ‘City Prose’
- 2.3. The ‘war’ and the ‘confessional’ prose

- 2.4. Women's writing and the 'chernukha'
- 2.5. The Russian literary diaspora: different waves and locations

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

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

### **Unit 4: Literary trends in the 20<sup>th</sup> 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 2<sup>nd</sup> 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 Dedective’, ‘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**

- 1.1 Aims and objectives of syntax; basic concepts of syntax;
- 1.2 Basic syntax units: phrase, simple sentence and complex sentence, text. Word form and word as components of syntactic units
- 1.3 Syntax in the system of the Language sciences. Relationship of syntax with morphology, lexicology, phonetics.

## **Unit 2: Phrases**

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

## **Unit 3: Sentence**

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

## **Unit 4: Componential structure of sentence**

- 4.1. Parts of sentence
- 4.2. Primary parts of sentence: subject and Predicate
- 4.3. Secondary parts of sentence: attribute, complement/object, circumstance
- 4.4. Syntactic analysis of simple sentence from the viewpoint of parts of sentence

## **Unit 5: Complex sentence**

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

## **Unit 6: Text as syntactic unit.**

- 6.1. Syntactic features of text
- 6.2. Linguistic analysis of text

### ***Suggested Readings:***

1. I.E. Savko: Russkiy yazik. Chast 2. Sintaksis. Puntuatsia. Text. Stilistika. Minsk "Harvest", 2005.-528 p
2. G.F. Vorobyova, M.C. Panyusheva, I.V. Tolstoy: Sovremenniy russkiy yazik. Moscow "Russkiy yazik", 1975.- 192 p.
3. L.S. Kryuchkova: Russkiy yazik kak inostranniy: Sintaxis prostovo i slozhno predlozheniya. Moscow, VLADOC, 2004.- 464p
4. Russkaya Grammatika. Tom II: Moscow, "Nauka"-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	<p>Practical class assignment on formal and functional syntactic relationship between the principal and subordinate clauses.</p> <p>Written home assignment on syntactic analysis of complex sentence</p>
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**  
**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

## Contents:

### Unit 1.

- 1.1. Interpretation: specificities
- 1.2. Types of Interpretation
- 1.3. Spoken & Written Translation

- 1.1. Особенности устного перевода
- 1.2. Разновидности устного перевода
- 1.3. Отличия устного перевода от письменного

### Unit 2.

- 2.1. Source information in Consecutive translation: salient features
- 2.2. Factors affecting understanding of source information
- 2.3. Specificity of Speech chart of the source information
- 2.4. Listening comprehension of the source information
- 2.5. Redundancy of language
- 2.6. Common mistakes in Comprehension

- 2.1. Исходное сообщение в последовательном переводе: общая характеристика
- 2.2. Факторы, влияющие на восприятие исходного сообщения
- 2.3. Особенности речевой схемы исходного сообщения
- 2.4. Аудирование исходного сообщения
- 2.5. Избыточность языка
- 2.6. Ошибки восприятия при последовательном переводе

### Unit 3.

- 3.1. Notation in Consecutive translation
- 3.2. Translation shorthand

- 3.1. Записи в последовательном переводе
- 3.2. Переводческая скоропись

### Unit 4.

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

- 4.1. Синхронный перевод
- 4.2. Условия экстремальности СП
- 4.3. Механизм вероятностного прогнозирования и избыточность речи
- 4.4. Уровни вероятностного прогнозирования и речевая компрессия в синхронном переводе

### Unit 5.

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

- 5.1. Перевод конференций
- 5.2. Синхронный перевод конференций
- 5.3. Основная техника перевода конференций
- 5.4. Составление глоссариев и словарей

### Unit 6.

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

- 6.1. Перевод в медицине и фармации
- 6.2. Медицинская терминология
- 6.3. Введение в анатомию, физиологию, медицинскую терминологию и процедуры, роль медицинского персонала
- 6.4. Изложение и разговор между врачом и пациентом
- 6.5. Взаимодействие культур и этика

## 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 «Проспект-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 Dubsclaff, 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](http://www.translate.ru)
19. <http://lingvopro.abbyyonline.com/ru>
20. <http://translation-blog.ru/>
21. [www.multitrans.ru](http://www.multitrans.ru)

### **Teaching Plan:**

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



**RUEC401**  
**Reading and Appreciation of the Literary Text**  
**(From Mid-20<sup>th</sup> century to End of 20<sup>th</sup> 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'**

- 1.1. Situating the writer in the literary process of the mid-20<sup>th</sup> century
- 1.2. A. Akhmatova - literary career and creative writings: An overview
- 1.3. 'Requiem'- Structured reading.
- 1.4. 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'**

- 1.1. Situating the writer in the literary process of the mid-20<sup>th</sup> century
- 1.2. **Yuri Trifonov** - literary career and creative writings: An overview

- 1.3. 'The Exchange'- Structured reading
- 1.4. 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'**

- 1.1. Situating the writer in the literary process of the second half of the 20<sup>th</sup> century
- 1.2. Chinghiz Aitmatov - literary career and creative writings: An overview
- 1.3. 'The White Steamship' – Structured reading
- 1.4. 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'**

- 1.1. Situating the writer in the literary process of the mid-20<sup>th</sup> century
- 1.2. A.S. Pushkin - literary career and creative writings: An overview
- 1.3. 'Matryona's Courtyard'- the social, literary context; syncretism in Realism
- 1.4. 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'**

- 1.1. Situating the writer in the literary process of the 19<sup>th</sup> century
- 1.2. A.S. Pushkin - literary career and creative writings: An overview
- 1.3. 'Live and Remember'- Structured reading
- 1.4. 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'**

- 1.1. Situating the writer in the literary process of the mid-20<sup>th</sup> century
- 1.2. Bulat Okudzhava - literary career and creative writings: An overview
- 1.3. 'The Suspicious Instrument'- structured reading of the text
- 1.4. 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](http://www.gumer.info/bibliotek_Buks/Literat/Korm/index.php)

### Teaching Plan:

- Week 1:** Discussion on the literary process of the mid-20<sup>th</sup> 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-20<sup>th</sup> 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-20<sup>th</sup> 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 20<sup>th</sup> 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-20<sup>th</sup> 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-20<sup>th</sup> 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**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Activity</b>	<b>Assessment Tasks</b>
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**

**Medium of Instruction: English**

**Total Marks: 100**

**Internal Assessment: 30**

**End Semester Exam: 70**

### **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.**

##### 1.1. Nature and main issues of Folklore

###### 1.1.1. Conventionality

###### 1.1.2. Syncretism

###### 1.1.3. Variation

###### 1.1.4. Improvisation

##### 1.2. Folklore and Myth.

##### 1.3. Folklore and Literature

##### 1.4. History of Folklore studies

#### **Unit 2. Russian Folklore**

##### 2.1. Rituals and Ritualistic folklore

###### 2.1.1. Winter Rituals

###### 2.1.2. Spring Rituals

- 2.1.3. Summer Rituals
- 2.1.4. Autumn Rituals
- 2.2. Family-ceremonial Rituals
- 2.3. Ritual lament

### **Unit 3. Russian Fairytales**

- 3.1. Classification
- 3.2. Plot
- 3.3. Motifs
- 3.4. Characters & prototypes

### **Unit 4. Russian Folk songs**

- 4.1. Calendar songs
- 4.2. Lyric songs
- 4.3. Work songs
- 4.4. Epic songs ('Bylina')
  - 4.4.1. Classification
  - 4.4.2. Plot
  - 4.4.3. Motifs
  - 4.4.4. Characters & prototypes
- 4.5. Historical songs
- 4.6. Urban songs

### **Unit 5. Russian Traditions & customs: ancient & modern**

- 5.1. Bread & salt ceremony, Russian sauna and others
- 5.2. Easter, Christmas, Ivan Kupala, Maslenitsa
- 5.3. 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 Folkor" (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.** Entsiklopedicheskiy 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 through 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