



ST. ALOYSIUS COLLEGE(AUTONOMOUS), JABALPUR

Reaccredited 'A++' Grade by NAAC(CGPA:3.58/4.00)

College with Potential for Excellence by UGC

DST-FIST Supported & STAR College Scheme by DBT

Faculty of Arts
Master of Arts (M.A.)
SUBJECT: ENGLISH LITERATURE
M.A. II Semester
Paper I
Aesthetics and Literature
Course Outcomes

CO.No.	Course Outcomes
CO1	Define and explain key concepts in aesthetics and literary theory, including beauty, the sublime, form, representation, and artistic value.
CO2	Analyze literary texts using aesthetic theories from different philosophical traditions (e.g., classical, modern, postmodern, Eastern, and Western).
CO3	Evaluate the aesthetic dimensions of literature, including style, language, symbolism, and narrative structure

Credit and Marking Scheme

	Credits	Marks		Total Marks
		Internal	External	
Theory	5	40	60	100
Total	5	100		

Evaluation Scheme

	Marks	
	Internal	External
Theory	a) Class Test b) Presentation/Assignment/Quiz/Group Discussion, etc c) Appropriate weightage of attendance in class.	1 External Exams (At the End of Semester)



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Content of the Course

Theory

No. of Lectures (in hours per week): 4.5 Hrs. per week

Units	Topics	No. of Lectures
I Defining Poetry	Rabindranath Tagore: The Creative Ideal, The Significance of Poetry Sri Aurobindo - The Future Poetry- Ch I, II, X, XVI John Keats: On the Aims of Poetry: Letter to J. H. Reynolds, 3 February 1818 Activities: 1. Panel Debate: Motion: "Poetry is the supreme vehicle for spiritual transformation." Divide students into teams to argue for or against Aurobindo's thesis. 2. Close Reading Circle: In small groups, analyze Keats's metaphorical language in the letter (e.g., "a World of Pains and troubles"), and relate it to his odes or other poems.	15
II Beauty and Soul	Longinus: On the Sublime Edmund Burke: Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful-Part-1: Novelty, Pains and Pleasure, The Difference between the Removal of Pain and Positive Pleasure, Joys and Grief of Beauty Part-II: Obscurity, Succession and Uniformity Part-III: Proportion not the Cause of Beauty in Vegetable, Proportion not the Cause of Beauty in Animals, Proportion not the Cause of Beauty in Human Species Activities: 1. Creative Response: The Sublime in Art and Media Activity: Students choose a painting, film scene, or musical piece they find "sublime." 2. Write a short analysis comparing the emotional or aesthetic effects using Longinus's rhetorical criteria and Burke's sensory-emotional framework.	15
III Nature of Meaning	Immanuel Kant: Critique of Aesthetic Judgement (from Critique of Judgment) Friedrich Schiller: On the Aesthetic Education of Man (letter 6, 15 11-16,21) Activities: 1. Guided Seminar: The Autonomy of Aesthetic Judgment. Prompt: "Can beauty be a foundation for morality or political life?" Structure: Assign students to defend Kant's notion of disinterested judgment vs. Schiller's idea of aesthetics as a transformative social force. 2. Textual Microscope: Choose a dense paragraph from Kant and one from Schiller. Assign students to: Paraphrase, identify philosophical assumptions, Pose two questions for each	15



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IV Self and Perception	Maurice Merleau Ponty: The Intertwining- the Chiasm (From the Visible and the Invisible) Arindam Chakraborty, Refining the Repulsive: Toward an Indian Aesthetics of the Ugly and the Disgusting Activities: 1. Classical Text Engagement: Read excerpts from Nāṭyaśāstra and Abhinavabhāratī on rasa (especially bibhatsa-rasa, the sentiment of disgust) and compare Chakrabarti's interpretation. Objective: Link theory to classical Indian aesthetic discourse. 2. Perceptual Experiment & Reflection: Activity: Students perform a mirror self-touching experiment (touching their right hand with their left) and describe the experience in light of Merleau-Ponty's notion of the body as	15
V Aesthetic c and Society	Mikhail Bakhtin, "Author and Hero in Aesthetic Activity," Art and Answerability: Early Philosophical Essays Tridip Suhrud:- Towards a Gandhian Aesthetics Activities: 1. Dialogical Role Play / Dramatization: Stage a conversation between the "Author" and "Hero" from Bakhtin, and Gandhi as envisioned by Suhrud. Setup: Divide participants into two groups: One embodies Bakhtinian figures (author, hero, spectator), the other channels Suhrud's Gandhi (the fasting body, the spinner, the satyagrahi). 2. Critical Reading & Comparative Seminar: Activity: Organize a seminar where students present short papers comparing Bakhtin's notion of "answerability" with Suhrud's exploration of Gandhian aesthetics as rooted in ethical and embodied practice.	15

References

Reference Books:

1. Edmund Burke, A Philosophical Enquiry into the Origin of our Ideas on the Sublime and the Beautiful (1757) www.gutenberg.org
2. Gotthold Ephraim Lessing, Laocoon (1766) www.archive.org
3. VS Sethuraman, Indian Aesthetics: An Introduction (Trinity Publication)
4. Rabindranath Tagore. "The Realization of Beauty." The Complete Works of Rabindranath Tagore. www.tagoreweb.in <http://tagoreweb.in/Render/ShowContent.aspx?ct=Essays&bi-72EE92F5-BE50->
5. file:///C:/Users/91626/Downloads/26The Future Poetry%20(1).pdf
6. Schiller Friedrich. On the Aesthetic Education of Man Dover Publications, 2004
7. <https://in.okfn.org/files/2013/07/The-Creative-Ideal-and-Other-Essays-.pdf>
8. <https://www.poetryfoundation.org/articles/69397/from-on-the-sublime>
9. Arindam Chakraborty, Refining the Repulsive: Toward an Indian Aesthetics of the Ugly and the Disgusting
10. The Bloomsbury research handbook of Indian aesthetics and the philosophy of art, Bloomsbury Academic, 2016
12. <http://timothyquigley.net/cont/mp-chiasm.pdf>



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13. <https://monoskop.org/images/7/77/Kant> Immanuel Critique of Judgment 1987.pdf
14. Tridip Suhrud, "Towards a Gandhian Aesthetics" The Bloomsbury handbook of Research of Indian Aesthetics and the Philosophy of Art. Bloomsbury Publishing India, 2016

Suggested digital platforms/ web links

1. <https://www.youtube.com/watch?v=AwQF30xjYes>

