The present study aims at working out a set of suggested tools for the analysis of English poetry which is generally taught at the undergraduate level in Indian Universities. It has been observed that students avoid reading poetry on their own because they feel unsure about their responding to the proper meaning of a particular poetic piece. They normally respond to poetry as they would respond to writings in various other registers. The study emphasises the fact, that poetry uses a sophisticated and specialised form of language. Though poetic compositions by and large conform to the system of the language, they take liberty with the established systems of the language, both lexical and grammatical. This has come to be designated as poetic license either to condescendingly approve of a poet’s deviation from the system of the language or his deliberate distortion of the linguistic system to meet his creative needs in poetic creations. Poetic intentions, which are not explicitly stated to the reader and which are a sine-qua-non for getting at the deeper meaning of a poem, can be discovered very often through the poet’s deliberate deviance.
from the established system of the language that he uses. It is these deviances which students should be trained to discover on their own and try to connect them with the deeper meaning or the complexity of ideas in a particular piece of poetry. In the present study an attempt has been made to bridge the gulf between what is known as purely literary approach and the linguistic approach. Our conclusion has been that the linguistic and the literary critic should merge in one personality in training students in the analysis of poetry so that student's motivation is augmented and his competence in advanced expression is consolidated and further expanded.

The study has been divided into five sections. Chapter I of the study gives an overview of the historical details leading to the permanent entrenchment of the English language into the conglomeration of scores of major and hundreds of minor languages in India. Chapter II briefly describes the major tenets of literary and linguistic perspectives on literary study and sets out a set of formulas for approaching the teaching of poetry to the young undergraduates in our country. Chapter III deals with a pragmatic methodology, which comprises both literary and linguistic tenets and tools. Chapter IV contains a detailed
presentation of half a dozen poems of various types demonstrating the efficacy of the findings in Chapters II & III. The exercises framed after the poem relate only to comprehension. But it is expected that the teachers will supplement them with language oriented exercises depending upon the needs of the classes and the teaching situations in their institution. Finally a short chapter has been added as Conclusion which summarizes the main argument of the thesis. For ready reference, the text of the poems has been printed in the relevant places.