

**“LEGITIMIZING THE EXTENT AND SCOPE OF POETIC  
THEORY IN CLASSROOM TEACHING”**

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**ABSTRACT**

*The most successful teachers of poetry have always accomplished a satisfying adjustment between understanding and imagination. They have always known how far sense analysis is helpful in the teaching of poetry and where it should stop. They have also known how important in the total process of poetry analysis is the contagion of their own personality; their voice, their manner, their dramatic ability, their love of the subject. They have always embodied in their practice the old dictum of Horace; “if you want me to weep, you must weep.” Even for the best teacher the teaching of a poem is a venture into the unknown. This paper is an attempt to research the extent and scope of various poetic and literary theories and whether the approach in the classroom, too, should be empirical, and that one should steer clear of any absolutes in the theory as well as in practice.*

**KEYWORDS:** *Intuitionists, Analysts, New Critics, Reader Response Theory, Formalism & Sense Analysis*

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