ABSTRACT

The study *Cumulative Backwardness of High School students in English with Special Reference to the Socially and Culturally Disadvantaged sections: Diagnosis and Remediation Models* is undertaken for the sake of a large section of the educationally disadvantaged population, for bridging the cumulative deficiency acquired over several years. The second language pedagogy, the causes of backwardness, the various strategies of dealing with cumulatively backward students, the general approaches to teaching, teachers’ attitude to retarded learners, perception of errors etc are detailed in a deeper manner using a large amount of analyses, observations (participant and non-participant), case studies, dialogues and improvised explorations in the qualitative methodology stance. Remedial constructs are applied through informal tryouts, which promised solution even in extremely backward set ups. Behavioural models, informational, constructivist, creative models, personal and social models are formulated through the study.

KEY WORDS:

*Cumulative backwardness, socially disadvantaged, culturally disadvantaged, Diagnosis and Remediation, Models*