CHAPTER - I
INTRODUCTION

1.0 INTRODUCTION

Human being was born in this world as an uncivilized race. But the society and its interaction with each other, made human, a civilized citizen. Education, specially controlled education, changed the human beings and turned them into civilized. Thus education plays a pivotal role in improving human behavior. The situation of today’s world is a result of good education. Human beings constitute the society and society has no existence without human being. Man needs the society to fulfill all his requirements at every stage of life. The current education system is a challenge for the students with the existence of computer, mobile, new technology, career stability, huge unemployment or suitable placement. If student, particularly adolescents, could not find these easily, they may get into depression. Adolescence is a stage when rapid changes take place in human life. The period of early adolescence is a time of tremendous concurrent growth in the psychological, social, and biological sphere of development of an individual. Adolescents derive feelings of competence from many domain; one of the most salient domain is their school experiences (Eccles & Midgley, 1989). School experience and academic success plays an important role in adolescents to develop a sense of competency and autonomy, as well as feelings of relatedness to others (Deci, Pelletier, & Ryan, 1991; Eccley & Midgley, 1989). Adolescent’s perceptions of school, their academic successes and failures affect their overall sense of self. They may be cultural, economic, educational, structural, ethno racial, and power-oriented inequalities which make an individual feel inferior and worthless. Another cause of alienation has been found to be social egressions. The psychologist working in the field of organizational psychology like cline
(1960), kohen (1970), Peter (1973), Porter (1976), and zillengar (1977), have come to the conclusion that the phenomenon of alienation is accelerated along with the increased complexities and rules of a particular organization. They have also observed that alienation sets in when traditional goals or distribution of facilities and services are replaced. Alienation among youths may differ in important ways; some aspects of alienation are relatively widespread in a particular culture; others tend to be limited to smaller sub-groups.

Adolescence is the most critical, competitive and confused period of human life in which they psychologically follow a set of physical, social, emotional and cognitive changes as well as change relating to personality. In the adolescence phase the adolescents have to face many problems. One of such problem which have been talked about these days is alienation particularly in academics. Social commenter’s are being worried with growing frequency of alienation and referred this one of the greatest problems confronting us today (Mohan et.al. 1999). WHO (1986) define adolescence as age group of 10-19 years. UNICEF (2011) report highlighted that 1.2 billion adolescents stands at the cross roads between childhood and adulthood and around 234 million of them live in India, About one-quarter of India’s population are adolescents. Hence this age group (10-19) has been considered very important for adolescents because of significant changes taking place in their life. It is characterized as by rapid physical growth, significant emotions, psychological, spiritual changes and it is the wonder years in human life and they are considered as the future source (power) of any developing nation.

1.1 ALIENATION- MEANING

The concept of alienation is not a new phenomenon; it is as old as civilization. In its philosophical sense, the term alienation was first used by Fichte and Hegal at the beginning of the nineteenth century, though at that time its influence was confined to small groups of their disciples. For. St. Augustine, due to its sinful nature, humanity was alienated from God. He
believed that reconciliation could be achieved through belief in Christ. In the Western culture, the term alienation came into existence during the period of cold war and reached to its peak during 1960's. It was used to explain all manners of events characterizing that turbulent decade, from student demonstrations and inner city-riots to increased use of drugs and the rise of Hippie movement (Conger, 1984).

1.1.1 Who is Alienated

The bulk of literature on alienation in foreign countries deals with four groups: workers, nonwhite minorities, adolescents and students. In the present study, researcher is concerned with adolescent students. Some alienative conditions arise out of unique position of one's membership in the adolescent’s society, and in educational institutions (Weinberg, 1971).

1.1.2 Alienation and the Role of School

The environment of the school is always defined as authoritarian. There is lack of clarity in the perception of school's role in helping the adolescent students in achieving their important goal. The process of school education is often unconditionally alternative, yet formal reward to maintain competitive achievement events the students of their alienation. When such mechanism becomes ineffective, one is likely to feel alienation.

Student learns early, that there is flexibility within large social system. So a person can choose a range of associate with whom they choose and to spend their money as they want as they become adolescents and begin to think seriously about the world they have almost entered. They depression, interpersonal dishonesty, war, materialism, political intrigues, assassination of culture heroes, black militancy, drug addiction, drunkenness and crime. They begin to question the efficacy or soundness of the institution which have produced such ugliness and uncertainty (Weinberg, 1971).

1.1.3 Academic Alienation

Alienation usually refers to a social state in which conditions of normlessness or breakdown of social rules is identifiable. The phenomena of alienation are slow and systematic at the affective level. Psychologists
observed that alienation grows when the feelings of other’s significance emerged in comparison to one’s own feeling of insignificant. Alienation as a psycho social phenomenon is growing among students of almost all levels of educational institutions. It has been reported that the outcome of alienated behavior is too serious and harmful as it not only obstruct the growth of institution but also damages the personality of the individual. It may have some specific psychological reinforcement with social level, when certain situations come into direct confrontation with the conformed the human being born in this world as an uncivilized race. The success of today’s world is a result of good education. Man learns many things from society and human being constitute the society. There is no existence of a human being without society. He needs the society to fulfill all his requirements at every stage. The current education system is a challenge before student's with the existence of computer, mobile, new technologies, career stability, larger ratio of unemployment, different background, the parents unequal income, student aspiration to fulfill their every & each demand by their parents salary and desire of suitable placement are main causes of depression among students as whole but particular in adolescent.

Oppenheimer (1968) has suggested five kind of alienation following the usage of alienation given by Seaman (1959) as being the individual's response to a specific social condition.

1. **Alienation from Decision-Making**: This is separate from or control of the decision-making process. This alienation is antecedent to self estrangement, for separation from the decision-making process over what one produces is theoretically the most important factor leading to alienation from self.

   It is the particular kind of alienation that of critical concern to sociologists today. Especially in organizational and the large university (Aiken and Hage, 1966).
Alienation from decision-making can be conceptually leads to two separate but interrelated areas of further alienation-personal alienation and social alienation. Under personal alienation, two categories are included-alienation from self and alienation from the meaning of existence.

2. **Alienation from Self**: - This is loss of pride in one's work, hence loss of satisfaction. It involves failure to find self-rewarding, self consummator activities; beyond this, it involves wider idea of worth, lack of which may lead to the playing of self destructive and neuroses roles in the effort to find substitute satisfactions. It also involves idea of not being “true to one-self”.

3. **Alienation from the Meaning of Existence**: - This is the feeling of being in existence. As Durkheim(1966) puts it, "life is said to be intolerable unless some reason for existing is involved, some purpose justifying life's trial.......when, therefore, we have no other object than ourselves, we cannot avoid the thought that our efforts will finally end in nothingness, since we ourselves disappear. Under these conditions, one would lose courage to live, that is, to act and struggle, since nothing will remain of our exertions". Meaning seems to be closely dependent upon "self" which in turn very much depends on the power to affect decision over oneself.

Social alienation is contrast to personal kinds also involves two further categories-alienation from society's means-ends system, and alienation from the system.

4. **Alienation from Society’s Means-ends System**: - This is derived from Durkheim's (1966) and Merton's (1938) use of the term 'anomie' which refers to a social condition to which individuals adapt. Individual are alienated from either society's means or its end system.
5. **Alienation from the System**:- This is a conscious rejection of which society stands for as a whole.

From the foregoing account of alienation it becomes clear that alienation, regardless of types, is a dependent variable in sociological terms, and the assumption should be made explicit that specific conditions give rise to specific kinds of alienation.

Seeman (1959) has differentiated five meanings of alienation:

1. **Powerlessness**:- The perception that one cannot control what is happening to him.
2. **Meaninglessness**:- The perception that one is not clear as to what one ought to believe.
3. **Normalessness**:- A high expectancy that socially unapproved behavior to achieve given goals.
4. **Isolation**:- The assignment of low reward value to goal or beliefs that are usually highly valued in a society.
5. **Self-Estrangement**:- The failure to find self rewarding activities.

Alienation as a psycho-social phenomenon is growing among students at almost all level of educational institutions. Although in western countries, its emergence was observed during the period of cold war. But it gained popularity during 1960's (Conger, 1977, Schacht, 1971). In India it could catch the attention of social scientists only a few years back. The social scientists have tried to interpret this phenomenon in their own ways and some of have them hypothesized that in the institutions of higher education, its emergence is the result of inadequacy, ambiguity and ineffectiveness of these institutions. It has been reported that the outcome of alienated behavior is so serious and harmful that it not obstructs the growth of the institution but damages the personality of individual also.

Since the phenomenon was firstly observed by western social scientists, hence they designed their studies to understand with this phenomenon by
different ways. It is acknowledged fact that the situation of western countries are much different from that of ours, hence their tools, although valid, cannot be applied here in India to understand and measure this unique phenomenon of student alienation. So it was felt necessary to develop a new tool based on prevailing Indian situations to measure alienation among student at higher level.

According to Kanungo (YEAR), the term alienation is used to describe people who feel they have few or no opportunity to have any power or control over their lives. They feel lack the freedom to make changes or seek personal achievement. Seeman (1959) also conceptualized 'Alienation' by identifying its five relatively non-overlapping dimensions i.e. powerlessness, normlessness, meaninglessness, isolation and self estrangement and researcher have developed a variety of alienation measures based upon some or all five dimensions of alienation. Alienation is a serious social problem which needs proper identification and remedial action. It is a condition which either affects or potentially affects every member of the society. Alienation refers to the psychological state of dissatisfaction with and estrangement from the prevailing social arrangements in which the individual lives, the norms and the values that regulate these arrangement

Academic alienation occurs when students find the academic environment impersonal, the instruction inadequate and irrelevant, lot of bureaucratic sloth and denial of participation in administrative actives (Weinberg, 1971). They also find the campus environment full of pressures and far from realities of life.

1.2 DEPRESSION

The word depression in common usage means sad, frustrated, fed up, bored pessimistic. Adolescents students mood are sometimes healthy reactions to life event. The mood of depressed person is much lower at his best moment, then the mood of normal person at his worst (Chandra Shekher 1985). Depression is
the state of mind or more specializing a mental disorder characterized by lowering of the individual’s vitality, mood, desires, hopes aspiration and self esteem. It is a feeling of powerlessness, frustration, inadequacy, guilt and loneliness. It may range from no more than a feeling of tiredness and sadness to a most profound state of apathy with complete psychotic disregarded for reality. It can affect people of any age group (Feather & Brien, 1986). Depression is associated with a constellation of psychological behavioral and physical symptoms as well (Cassane & Fava, 2002). Although the figure is not very prominent in India but it is increasing at an alarming rate. Adolescence is the most crucial stage of development in individual life. Steinberg (1996), defined adolescence as the time of growing up and moving from immaturity of childhood to maturity to adulthood. The major concerns and issues of this stage arising because of changing need of adolescents as well as their parents. Communication is one of the most crucial aspects of family and social relationships during these crucial aspects of development. Depressed children tend to be socially withdrawn and have minimal conversational skills, rare friend and long-lasting socially isolated life style (France cristoff, crimmins & Kelly, 1983).

1.2.1 Concept of Depression

The term 'depression' covers a variety of negative moods and behavioural change. Some are normal mood fluctuations and other meet the definition of clinical problems. The mood change may be temporary or long lasting. It may range from a relatively minor feeling of melancholy to a deeply negative view of the world and an inability to function effectively. Depression is a "whole-body" illness, involving body, mood and thoughts of human. It affects the way people eat and sleep, the way people feel about self and the way people eat and sleep, the way people feel about self and the way people think about things. A depression disorder is not the same as a passing blue mood. It is not a sign of personal weakness or a condition that can be willed or wished away. People with a depressive illness cannot merely "Pull themselves together" and get better.
The symptoms of depression may vary from person to person, and depend on the severity of the depression. Depression causes changes in thinking, feeling, behaviour and physical well-being.

1.2.2 Types of Depression Theory

Often we feel depressed in a moral degree but sometimes when the depression is exaggerated out of proportion to the event and continues to cross the limit where many of us, being to recovery, then it is termed as neurotic depression. The chief symptoms of depression are passivity and dejection. There are four major views as to what cause depression. They are: The psychodynamic theory, behavioral theory, cognitive-behavioural theory and biological theory.

- The Psychodynamic View:

  The psychodynamic view of depression invented by Freud, anchors on the principles of loss. Therapists privy to this view of depression believe that the root of all depression lies in the loss of something loved, whether it be a person or an object. The loss can be real or it can be imagined (Lowery, 1984).

  In a study by Clayton in the late 1970s, widows and widowers were studied for a year after the death of their spouses. While depression brought about by the death of loved one is excluded as being a depressive episode by the psychological community, Clayton found that 45 percent of his subjects fit the criteria for a diagnosis of depression (lowery, 1984).

  Freud's definition of what constituted a loss was broad. He deemed depression that didn't evolve is reaction to the loss of a loved one to be the result to "symbolic loss". In reaction to losing the object, Freud believed that the depression then develops feelings of self-hatred (Comer 1992). The depression begins to believe he or she is responsible for the loss. Freud also believed feelings of self hatred develop from the depressive's thought about unresolved conflict.
• **The Behavioural View:**

  Behaviorist theorists and clinicians believe depression is learned. Charles Fester, one of the first researchers to suggest a link between depression and behaviour, hypothesized depression develops as a result of a lack of positive reinforcement for the depressive's action (Wetzel, 1984).

  Fester hypothesized depression's lack of motivation and control and as a result receives negative feedback from others (Wetzel, 1984). Other behaviorists tend to agree with this view and see the presence of negative reinforcement as compounding, the depression by causing more self-esteem to be lost.

• **The Cognitive-Behavioural View:**

  An offshoot of the behavioural model is Aaron Beck's Cognitive-behavioural view of depression. Beck believes "depressive suffer from a kind of basic thinking that disorts reality" (Papalia and Olds, 1988).

  (year) Depressives, according to beck, distort reality by harboring negative feeling about anything and everything. They tend to take things too personally and believe the future is bleak and dim (Papalia and Olds, 1988). These inferior feelings, beck believes lead to more negative experiences for the depressive. In turn, the depressive develop more thoughts of worthlessness and inferiority (Schwartz and Schwartz, 1993).

• **Biological View**

  There are evidence that depression is related to genetics has been growing recently, as more research is being done to examine the role of brain and heredity.

  For the first time in the early 1980s visible evidence of depression having a biological tie showed up in laboratory tests that examined the brain's functioning in depressives (Lowery, 1984). Studies showed that at least half of the depression examined had increased levels of activity in the hypothalamic-pituitary-adrenal axis of the brain. Often we feel depressed in a moral degree but sometimes when the depression is exaggerated out of proportion to the event.
and continues to cross the limit where many of us, being to recovery, then it is termed as neurotic depression. The chief symptoms of depression are passivity and dejection. During the last two decades has been a significant field of concern for clinicians, Psychiatrists, Psychologists and the Educationists. Moreover, during the last ten years theoretical and empirical investigations have been carried out. Depression has become the part and parcel of our everyday life now, as every individual now and then experience depression. Since this is the age of anxiety and moreover life has become so complex that one can hardly deny the experience of depression. As for example, the death of a loved one, the loss of a job, or disappointment in a love affair is experienced by each and everyone which initiate depression. Depression occurs when a person believes that his actions make no difference in bringing about either pleasure or pain. The learned helplessness theory of depression suggests that people most prone to depression, are those whose lives have been full of situation in which they were unable to obtain gratifications or avoid pain by their own actions and never learned the effective ways of responding.

1.3 FAMILY ENVIRONMENT

Family is the most important part of the child’s environment (Adams, 1966). The experience that individual has in early life at home with his family in general and his parents in particular are major determinants of person’s adjustment process during adolescence and in later life (jayanagraga, 1981,1985). The family environment is the first and foremost enduring context for growth and development of children. Every family has its own way of facilitating their member to express their emotions. Family and their characteristic, as well as the incentive for good behaviour provided at home and in school are important determinants of behaviour. Family is the first school of the child. The family is one of the primary groups of society concerned with face to face relationship. The term family is usually apply to both narrow and broad sense. In narrow sense, it refers to the immediate or nuclear family, meanings parents and their children. In broader sense, it refer to the extended family, meaning not only the
parents and children but also such other relatives as grandparents, uncle, aunt, cousins, niece and nephew that are either related by blood or by marriage. Family in general and parent’s particular have often been deemed to be the most important support system available to the child. The stronger factor molding child personality is his relationship with his parents (Mohan-Raj and Lathe 2005). Family members are very important for survival, thus strong emotional bond evolved to foster long term commitment among parents, children and other relatives. There is much evidence that children who experience a parental separation are, on average, worse off than their peers in intact families. The family is the oldest and the most important of all the institutions that man has devised to regulate and integrate his behaviour as he strives to satisfy his basic needs. The family is basically a unit in which parents and children live together. Its key position rests on its multiple functions in relation to overall development of its member, their protection, and overall well being of the individual is taken care of by the family, but the psychological well being as well.

The family is the first to affect the individual. It is the family which gives the child his first experience of living. It get him when he is completely uninformed, unprotected, before any other agency has a chance to affect him. The influence of the family on the child is, therefore, immense. The influence of other agencies, although indispensable, must build upon the groundwork furnished by the family.

However, to understand the influence of the family on the child, it is important to understand the family and its functions. Family has been defined in the oxford dictionary as : (1) the body of persons who live in one house under one head, including parents, children, servants etc. (2) the ground consisting of parents and their children, whether living together or not; (3) a person's children reared collectively; and (4) those descended, or claiming descent from a common ancestry. The family environment is influenced by a number of factors like the nature of family constellation; number of children in the family; marital relationship between husband and wife; maternal (Paternal) employment; and
socio economic and religious background of the family. Parental influence may not be felt in specific situation, but the attitude and ideas express day after day inevitably lives their mark. In certain way of influence of the family can be negative. All too often, member of the family take out all their frustration of each other. Moreover, “Instead of being a readymade source of friends, the family is too often readymade source of victim and enemies, the place where the cruelest words are spoken”.

1.3.1 The detailed Dimensions of Family Environment as follow:-

Relationship Dimensions

1. **Cohesion**: Degree of commitment, help, and support family members provide for one another.

2. **Expressiveness**: Extent to which family members are encouraged to act openly and express their feeling and thoughts directly.

3. **Conflict**: Amount of openly expressed aggressions and conflict among family members.

4. **Acceptance and Caring**: Extent to which the members are unconditionally accepted are the degree to which caring is expressed in the family.

Personal Growth Dimensions

5. **Independence**: Extent to which family members are assertive and independently make their own decisions.

6. **Active-Recreational Orientation**: Extent of participation in social and recreational activities.

System Maintenance Dimensions

7. **Organization**: Degree of improvement organization structure in planning family activities and responsibilities.

8. **Control**: Degree of limit setting within a family.

Family is social agency which develops the skill of socialization in child. According to Eitzen (2003) "family construct the of meaningful relationship". for children, the most important familial influence is the quality of home
environment for academic learning and parental investment. Researcher report shows strong relationship between characteristics of home environment. (Alyward 1997; Malfese, Dilalla, and Bunce, 1995). Bayder and Brook Gunn (1991) found that grandmother care is related to higher cognitive development and fewer behavioral problems among preschoolers. Moreover there is reason to believe that grand parenting may particularly strong effect on child socialization. Whitney (1999) found that family environment appears to contribute the well being in present as well as future life of the child.

1.4 MENTAL HEALTH

Mental health is a term used to describe how well the individual is adjusted to the demands and opportunities of life. The idea of mental health is complex and comprehensive. This term consists of two words - 'Mental' and 'Health'.

'Mental' means relating to the mind or psyche. Mental health therefore may refer to a state of psychological well being or freedom from mental diseases. A person is good mental health when his mind or personality is functioning effectively and he is free from emotional disturbances.

“Mental health may be defined as the adjustment of individuals to themselves and the world at large with a maximum of effectiveness, satisfactions, cheerfulness and socially considerate behavior and the ability of facing and accepting the realities of life. The highest degree of mental health might, therefore, be described as that which permits an individual to realize the greatest success, as which his capabilities will permit, with a maximum of
satisfaction to himself and the social order, and a minimum of friction and tension. This implies a stage of such well-being that the individual is not conscious of unsatisfied tension; does not show socially inadequate or objectionable behavior and maintains himself intellectually and emotionally in any environment under any circumstances” (Hadfield, 1957).

The preamble of the world health organization's charter defined health as a state of complete physical, mental, and social well being, not merely the absence of disease or infirmity (Monopolies et al., 1977). Thus, health is a broader concept including physical, social, and mental health. Mental health has been reported as an important factor influencing individual's various behaviors, activities, happiness, and performance. Mental health is positive but relative quality of life. It is a condition which is characteristic of the average person who meets the demands of life on the basis of his own capacities and limitation. It includes 6 dimensions (positive self evaluation, perception of reality, integration of personality, autonomy, group oriented attitudes, environmental mastery).

Before the second half of the twentieth century, mental health was considered as the absence of mental disease but now it has been described in its more positive connotation, not as the absence of mental illness. Mental health has been mentioned as the ability of person to balance one's desires and aspirations, to cope life stresses and to make psycho-social adjustment. Laddell has reported mental health as the ability to make adequate adjustment to the environment, on the plane of reality. Bhatia (1982) considers mental health as the ability to balance feelings, desires, ambitions, and ideals in one's daily living. It means the ability to face and accept the realities of life. Several psychologists and psychiatrists have presented differenced criteria of positive/good mental health. Maslow and Mittelmann (1951) have suggested the following criteria for normal psychological/Mental health i.e. (1) Adequate feeling of security, (2) Adequate self-evaluation, (3) Adequate spontaneity and emotionality, (4) Efficient contact with reality, (5) Adequate bodily desires and the ability to gratify them, (6) Adequate self-Knowledge, (7) Integration and consistency of
personality, (8) Adequate life goals, (9) Ability to learn from experience, (10) Ability to satisfy to requirement of the group, (11) Adequate emancipation from the group or culture.

Menninger (1945) Writes, "Let us define mental health as the adjustment of human being to the world and to each other with a maximum of effectiveness and happiness.......It is the ability to maintain an even temper, an alert intelligence, socially considerate behaviour and a happy disposition. Mental health has been reported as an important factor influencing individuals various behaviours, activities, happiness and performance. According to the experts of WHO, “health is a status of well being of body, mind & society for the lack of disease.”(Boldero & Fallon, 1995).

1.4.1 Dimensions of Mental Health :

1. **Positive Self-evaluation (PSE):** It include self -confidence, self-acceptance, self identity, feeling of worth-whiteness, realization of one's potentialities, etc.

2. **Perception of Reality (PR):** It is related to perception free from need distortion, absence of excessive fantasy and a broad outlook on the world.

3. **Integration of Personality (IP):** It indicates balance of psychic forces in the individual and includes the ability to understand and to share other people emotions, the ability to concentrate at work and interest in several activities.

4. **Autonomy (AUTNY):** It includes stable set of internal standards for one's action, dependence for own development upon own potentialities rather than dependence on other people.

5. **Group Oriented Attitudes (GOA):** It is associated with the ability to get along with others, work with others and ability to find recreation.

6. **Environment Mastery (EM):** It include efficiency in meeting situational requirement, the ability to work and play, the ability to take responsibilities and capacity for adjustment.
1.5 JUSTIFICATION OF THE STUDY

The future of nation is depending upon the future generation, especially on adolescents studying in various school environments, because students are the backbone of the nation. The fate of a nation would be changed if we provide them better school environment and good atmosphere at home but students face many hurdles which stops them to perform their all activities smartly. By doing these activities with full of tense and burden creates alienation among adolescents towards their studies and other classroom activities. The investigator has to find out what are the factors behind this alienation problem which hinder the engagement and inclination of adolescents towards education. So it is vital to study alienation and one may be able to find out some solution for this psychological behavior of adolescents.

Few researches have already been conducted on alienation but these are not sufficient. Alienation is a major problem in Indian adolescents which is increasing and becoming a greater threat to the society day by day (Mohan, et.al.1999) so it is very important to study alienation as the problem arise so rapidly in adolescents. It is vital to know why the alienation is occurring in adolescents and what the root cause of alienation is? It is also necessary to know about academic alienation, why it arises in adolescents and in what conditions and situation. By this research work the investigator find out whether there is any significant correlation between academic alienation and scheduled-caste or non-scheduled caste adolescents.

Now-a-days the adolescents face many mental stress in school because adolescents undergoes many activities such as aspiration of parents, homework commitment, excess completion, heap of books, monthly, quarterly, semester and annually examinations which may cause Depression among students. Depression is a condition in which one feels blue or sad. But these feeling are usually for a short period of time. Depression affects daily life activities of an individual. It is a common but serious illness (National institute of Mental Health 2011). Depression is a serious disorder that can cause
significant problems in mood, thinking and behavior at home, in school, and with peers. It is estimated that major depressive disorder affects about 5% of adolescents. A recent studies show that the proportion of 15/16 year olds reporting that they frequently feel anxious or depressed has doubled in the last 30 year. From 1 in 30 to 2 in 30 for boys and 1 in 10 to 2 in 10 for girls. Depression affects over 20% adolescents. Depression is a disorder that disturbs their mood, causes a loss of interest or pleasure in activities they should enjoy and makes them irritable. Several things are thought to be correlated with depression in adolescents. Experience of school related stress such as poor academic performance, negative feedback from parents and teachers about schoolwork, daily hassles in school environment, stress life events and negative affect states during school work were all lead to increase in depression (Liu & lu,2012; Gray-Stanley et al.,2010; Rao, 2008; Hamad, fernald, karlan & zinman, 2008). Now-days a larger portion of students particularly scheduled caste, backward caste students and very few read in govt. school. So it is crucial to study the depression in adolescents studying in government school.

In recent years the quality and level of achievement of scheduled caste and scheduled tribe children have drawn the attention of both educational and the level of achievement they attained. All shows that the level of achievement of scheduled caste and scheduled tribe children have been of much lower as compared to those of other children attending the same school. Even the various intervention programmes planned for them have not been able to bring up the level of their achievement (Seshadri and Ramamani, 1995). To understand the impact of educational environment on adolescents we need to consider their link to other aspects of student’s life, personality and especially their family settings. The family environment affects the academic success of children as well their school related behavior. The adolescent work atmosphere in combination with the family environment also influences adolescent’s academic ability.
So it is pertinent to study the family environment and their structure because many research work, which carried out on family environment have suggested that conducive environment in the family plays a very big role on the performance of adolescents. Psychologist emphasis that ideal atmosphere in the family creates strong bond for each family member's and enhance the performance of students in school. In Indian society, scheduled caste have been ranked socially backward than non scheduled caste, they have not much resources, lack of proper education, only few have sanitation facility and they still have not reached into the mainstream. That is why the researcher applied to study the family environment of scheduled caste. Like family environment, mental health also plays an important role in adolescents, specially school going adolescents. So it is also important to study mental health factor in adolescent’s school life. Mental health is a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.

The social and economic structure of society definitely influences the mental-health of students. Henery (1923) states that socio-economic status affects the physical and mental growth of students. Children of families belonging to high social status posses more developed mind and health, they acquire more knowledge of higher education besides possessing sound health. Terman and Merrill (1937) have found that children of the parents who possess high status in the society have developed more intelligence and higher education in comparison to children coming from poor socio-economic status. It is the need of the hour to study the academic alienation and depression between scheduled caste and non scheduled caste to find out reasons for the above variables. To study the above said variable may strengthen our belief or published work’s result that there are relationship among academic alienation or depression or family environment and mental health of scheduled caste adolescents and non scheduled caste adolescent.
1.6 STATEMENT OF THE PROBLEM

Academic Alienation and Depression Among Scheduled Caste and Non-Scheduled Caste Adolescents in Relation to Their Family Environment and Mental Health

1.7 OPERATIONAL DEFINITIONS OF THE KEY WORDS

- **Family Environment:**
  Family environment means the circumstances that surround its members. It is the complex of social and cultural conditions affecting the nature of an individual. It includes the relation among the members of the family and their attitude toward each other.

  In the present study family environment was considered as given in the family environment scale (Bhatia and Chadha, 1993). It includes eight dimensions or subscales. These are Cohesion, Expressiveness, conflict, acceptance and caring, independence, active recreational orientation, organizational, and control.

- **Mental-Health**
  Bhatia (1982) considers mental health as the ability to balance feelings, desires, ambitions and ideals in one's daily living. It means the ability to fact and accepts the realities of life.

  In the present study mental-health means ability to make positive self evaluation, to perceive the reality, to attitudes and environmental mastery as measured by M.H.I (Mental Health Inventory) developed by Jagdish and A.K Srivastava (1983).

- **Academic Alienation**
  "Alienation is referred as an extra ordinary variety of psychosocial disorder, including powerlessness, meaninglessness, normlessness, isolation and self-estrangement (Seeman,1959)". According to Marrian-Webstart's Online Dictionary, academic alienation means withdrawing or
separation of a person or alienation means withdrawing or separation of a person or a person's affections from an object or position of former attachment.

In the present study academic alienation was measured by self developed and standardized scale by investigator. It include six dimension i.e. Lack of interest in study, irresponsible attitude of teacher, monopoly of teacher, unsupporting environment, mismanagement and unable to express.

• **Depression**

According to Schwartz and Schwartz (1993), Depression is an affective, or mood disorder. It is an illness that immerses of the mind and body. Some could argue depression is a way of coping with life's pressures.

In the present study depression was considered as given in the children depression inventory (Kovacs, 1981). It includes six dimensions or subscales. They are: Negative self image/pessimism, Isolation/sadness, Lethargy, oppositional behaviour, self blame, somatic worries.

• **Adolescent**

Adolescent is that span of years during which boys and girls move from childhood to adulthood. In the present study both male and female students in the age range of 14-18 years was taken.

• **Scheduled caste students**

Scheduled caste students refer to the students belonging to caste recognised and listed as scheduled castes by the Govt. Senior Secondary Schools of Haryana.

• **Non-scheduled caste students**

Non-scheduled caste students refer to the students who do not belong to the caste recognized and listed as scheduled castes by the Govt. Senior Secondary Schools of Haryana.
1.8 OBJECTIVES OF THE STUDY

1. To construct and standardize the academic alienation scale for adolescent.
2. To study the relationship between family-environment and academic alienation of scheduled caste adolescents.
3. To study the relationship between family-environment and academic alienation of non-scheduled caste adolescents.
4. To study the relationship between family-environment and depression of scheduled caste adolescents.
5. To study the relationship between family-environment and depression of non-scheduled caste adolescents.
6. To study the relationship between mental health and academic alienation of scheduled caste adolescents.
7. To study the relationship between mental health and academic alienation of non-scheduled caste adolescents.
8. To study the relationship between mental health and depression of scheduled caste adolescents.
9. To study the relationship between mental health and depression of non-scheduled caste adolescents.
10. To predict the academic alienation of scheduled caste and non-scheduled caste adolescents in relation to their family environment partiallting out the effect of mental health.
11. To predict the academic alienation of scheduled caste and non-scheduled caste adolescents in relation to their mental health partiallting out the effect of family environment.
12. To predict the depression of scheduled caste and non-scheduled caste adolescents in relation to their family environment partiallting out the effect of mental health.
13. To predict the depression of scheduled caste and non-scheduled caste adolescents in relation to their mental health partiallting out the effect of family environment.
14. To study the multiple correlation of academic alienation with family environment and mental health taken together for scheduled caste and non-scheduled caste adolescents.

15. To study the multiple correlation of depression with family environment and mental health taken together for scheduled caste and non-scheduled caste adolescents.

16. To draw out a multiple regression equation with academic alienation as the criterion and family environment and mental health as independent variable for scheduled caste and non-scheduled caste adolescents.

17. To draw out a multiple regression equation with academic alienation as the criterion and family environment and mental health as independent variable for scheduled caste and non-scheduled caste adolescents.

18. To find out the significant difference in mean score of academic alienation of scheduled caste and non-scheduled caste adolescents in terms of (i) sex (ii) Location of school (iii) family environment and mental health.

19. To find out the significant difference in mean score of depression of scheduled caste and non-scheduled caste adolescents in terms of (i) sex (ii) Location of school (iii) family environment and mental health.

1.9 HYPOTHESES OF THE STUDY

1. There exists no significant relationship between family-environment and academic alienation of scheduled caste adolescents.

2. There exists no significant relationship between family-environment and academic alienation of non-scheduled caste adolescents.

3. There exists no significant relationship between family-environment and depression of scheduled caste adolescents.

4. There exists no significant relationship between family-environment and depression of non-scheduled caste adolescents.

5. There exists no significant relationship between mental health and academic alienation of scheduled caste adolescents.
6. There exists no significant relationship between mental health and academic alienation of non-scheduled caste adolescents.
7. There exists no significant relationship between mental health and depression of scheduled caste adolescents.
8. There exists no significant relationship between mental health and depression of non-scheduled caste adolescents.
9. There exists no significant relationship between academic alienation and family environment partialling out the effect of mental health of scheduled caste and non-scheduled caste adolescents.
10. There exists no significant relationship between academic alienation and mental health partialling out the effect of family environment of scheduled caste and non-scheduled caste adolescents.
11. There exists no significant relationship between depression and family environment partialling out the effect of mental health of scheduled caste and non-scheduled caste adolescents.
12. There exists no significant relationship between depression and mental health partialling out the effect of family environment of scheduled caste and non-scheduled caste adolescents.
13. There exists no significant multiple correlation of academic alienation with family environment and mental health taken together of scheduled caste and non-scheduled caste adolescents.
14. There exists no significant multiple correlation of depression with family environment and mental health taken together of scheduled caste and non-scheduled caste adolescents.
15. Multiple regression equation can be drawn between academic alienation and family environment and mental health as scores of scheduled caste and non-scheduled caste adolescents.
16. Multiple regression equation can be drawn between depression and family environment and mental health as scores of scheduled caste and non-scheduled caste adolescents.
17. There exists no significant difference in mean of academic alienation of scheduled caste and non-scheduled caste adolescents in terms (i) sex (ii) Location of School (iii) Family environment and mental health.

18. There exists no significant difference in mean of depression of scheduled caste and non-scheduled caste adolescents in terms (i) sex (ii) Location of School (iii) family environment and mental health.

1.10 DELIMITATIONS OF THE STUDY

The present study was confined to:

1. Haryana State only.
2. Four division/districts (Ambala, Hisar, Gurgaon, Rohtak) of Haryana.
3. 400 Scheduled Caste and 400 Non-Scheduled Caste adolescents only.
4. Government Senior Secondary / High Schools of Haryana only.