



IDENTIFICATION AND INCLUSION OF ALIENATED PUPIL IN CLASSROOM

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Background

- The planning commission in its 12th plan raises concern on Quality of education and finds 'Teaching Process' as a weak link. It states "At the heart of the issue of quality are the weak teaching processes and transactions between teachers and learners that are neither Pupil-friendly nor adopt child-centred approach to curriculum." (12th Five year plan; pg49)
- It further comments on challenges of quality of learning at the secondary and higher education levels; "Dropout rates in secondary and higher education continue to be high, especially for socially excluded and economically marginalised groups of learners." (12th Five year plan; pg49)
- As Education institutions are paying much attention to competition, grades, performance, excellence and productivity. The social and emotional aspect is of pupil is left behind.
- As a result of the fact there is a noticeable increase in suicidal cases, aggression, rage and other severe crimes among adolescent pupil.(WHO,2014)
- Alienation is a psycho-social process of distancing oneself from one's own feelings and surrounding activities. This state might trigger to Emotional Disturbances; and
- Emotional disturbance affects 6 levels of learning competence i.e., Attention, Order, Response, Exploratory, Social and Mastery (Hewett & Taylor: 1980)

About

- This is a review based conceptual paper which focuses on following points:

- A) Concept of Alienation
- B) Causes of Alienation
- C) Concerns with Alienation
- D) Identification of Alienated Pupil and
- E) Approaches for Inclusion of Alienated pupil

A) Concept of Alienation

- Etymologically the term Alienation is derived from latin word alienare means Estrange, alienus means alien (belonging to another person or place). and entfremden (“to become estranged”) indicate that the term alienation denotes self-alienation: to be estranged from one’s essential nature.
- It is further studied in detail with Concerning
 - **Sociological Perspective of Alienation**
 - **Psychological Perspective of Alienation**

B) Causes of Alienation

- Alienation is caused by either :
 - 1) Psychoanalytic or
 - 2) Environmental
- The psychoanalytic causes may include: Anxiety, Frustration, Parental rejection, punishment, ridicule and insecurity of lack of affection or social prestige.
- Environmental causes of Alienation may include: Social deprivation, Problematic family environment, negligence and abuse, series of unpleasant personal events

C) Concerns with Alienation

- ‘Globally, depression is the number 1 cause of illness and disability among youth, and suicide ranks number 3 among causes of death.
- National Crime record Bureau(NCRB) India reports, from the year 2002-12 indicates, Youths (15-29 years) and lower middle-aged people (30-44 years) were the prime groups taking recourse to the path of suicides. Around 34.6% suicide victims were youths in the age group of 15-29 years
- Among the specified causes, ‘family problems’ (354), ‘failure in examination’ (226), ‘Illness’ (213), and ‘love affairs’ (108) were the main cause of suicides among Pupil (below 18 years of age).

D) Identification of Alienated Pupil

- Samuel Slavson, states emotionally disturbed Pupil are incapable of memorising dates, places and other unrelated facts and events because of their short attention spans, anxiety and hostility.
- Their characteristics in classroom includes:
 - i) Not paying importance to academic subjects,
 - ii) Deviant in orderliness and routine,
 - iii) Learn more through motor activity and actual experience.

E) Approaches for Inclusion of Alienated pupil

1) The Psycho-Analytic Approach

- Ruth G. Newman in his Book '*The Acting boy*' 1956 describes psycho-Analytic approach as being able to respond to a variety of behaviour from his pupil without being threatened;

2) The nondirective approach

- Based on Carl Rogers theory and approach. He believed through complete freedom of expression the Pupil gains understanding of himself.

3) Pupil-Study Approach

- James Hymes, propose that the first principle is that the Pupil must like the teacher; He must observe the Pupil with poor academic record;
- The Teacher is expected to take care of each Pupil by tracking his academic records and other non academic records based on his behaviour and participation in non academic activities.

Discussion

- The suggested approach is further discussed by the nature of the approach.
- The adopted approach by the teacher can be either
 - 1) Holistic or
 - 2) Eclectic
- Teachers must consider the prerequisites for adopting any approach.

Suggestions

- Inclusion of alienated Pupil the educational environment must be made Pupil centred.
- Teacher must observe behaviour of each student and provide proper guidance and counselling to Pupil.
- Institutions environment must be democratic and not autocratic.
- Teaching strategies must be based on humanistic philosophy.