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Impact of Marital Status on the Mental Wellbeing of Working Women of Kolkata

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Abstract: *The present study aims to explore the impact of marital status on the mental wellbeing of working women of Kolkata. 130 working women having full time jobs (65 married and 65 unmarried) across the city of Kolkata participated in the study. The method of purposive sampling was employed. Quantitative method of data collection was used, 2 questionnaires namely, GHQ-28 and The Warwick-Edinburgh Mental Wellbeing Scale were administered along with a consent form and a general information schedule (including the Kuppuswamy Socioeconomic Scale 2021). The mean score for mental wellbeing were obtained for both the groups which indicated unmarried working women have a slightly higher score than the married ones. Results of One-way ANOVA indicated that there was no significant impact of marital status on the mental wellbeing of working women.*

Keywords: *Marital status, mental wellbeing, working women.*

1. Introduction

Marriage is a social institution that has varying effects on mental health across cultures. Marital status refers to distinct options that describe a person's relationship with a significant other. Married, single (unmarried), divorced, widowed and in a domestic partnership are examples of marital status. In communities that value marriage, being married is related with decreased levels of depression, anxiety, suicide risk, and substance addiction. Mental wellbeing, an integral part of our overall health, is the state of thriving in various areas of life, such as in relationships, at work, play, and more, despite ups and downs. It's the knowledge that we are separate from our problems and the belief that we can handle those problems. The association between mental health and marital status is explained by two models: selection and causation. People who are healthy and socially appealing are more likely

to marry and stay married, according to selection models. Marriage offers rewards directly to participants in causality models. Divorce and remarriage have a short-term detrimental influence on mental health. Remarrying is beneficial to one's mental health, although not as much as the first marriage. Never-married and cohabiting people are becoming more prevalent, according to research, with different effects based on cultural standards and selection criteria (Spiker, 2014). According to a research by Mori et al. (2002) on sex-role orientation, marital status, and mental health in working women, consciousness of being a woman in unmarried working women and stress outside the workplace in married working women was the strongest predictor of poor mental health. Akhouri et al. (2019) conducted a comparative study on anxiety, depression and quality of life among married and unmarried working women. The results indicated significant differences in the levels of anxiety, depression and quality of life among married and unmarried working women. It was concluded that married working women experience higher levels of anxiety and depression as well as a lower quality of life compared to unmarried working women. On the other hand, a study conducted by Parveen (2018) portrayed working married women's mental health and well-being was better than working unmarried women.

2. Methodology

130 working women (working for at least 40 hours per week with a experience of minimum one year) across the city of Kolkata participated in the study. The technique of purposive sampling was used. The following inclusion and exclusion criteria were used:

General inclusion criteria

Woman with a full time job, working for at least a year with minimum 40 working hours per week.

Either married or unmarried

Must be aged between 25-45 years

Must be a resident of Kolkata

Must have at least a graduation degree

General exclusion criteria

Males, transgenders or gender-neutral individuals

Woman with a part time job/business; no employment or working for

less than 40 hours per week for at least one year or employed for less than a year
Divorced or separated
Aged below 25 years or above 45 years
Not a resident of Kolkata
Does not possess a minimum graduation degree

Objective

To find out the impact of marital status if any on the mental wellbeing of working women.

Hypothesis

Hypothesis 1 (H1): There is no significant impact of marital status on the mental wellbeing of working women.

Data was collected from the participants using electronic means. The questionnaire (Google form) was circulated online across various social media platforms. Quantitative method of data collection was used, 2 questionnaires namely, GHQ-28 and The Warwick-Edinburgh Mental Wellbeing Scale were administered along with a consent form and a general information schedule (including the Kuppuswamy Socioeconomic Scale 2021). As all the scales were self administering, participants were asked to read the instructions carefully. There was no time limit. It was ensured that no item was omitted as that would result in incomplete scoring. All the questionnaires were provided in English. The data collected was then screened based on the GHQ-28 scores and scores on the Kuppuswamy Socioeconomic Scale 2021. Individuals scoring 4 and above in GHQ-28 and below 11 on the Kuppuswamy Socioeconomic Scale 2021 were not considered for further scoring. The scores of the remaining participants were then tabulated for further statistical treatment and verification of hypothesis. The raw scores were calculated manually for each of the scales. Then the statistical treatment of the scores was attempted. The statistical tools were selected in accordance with the objective of the study and included descriptive statistics and One-way ANOVA.

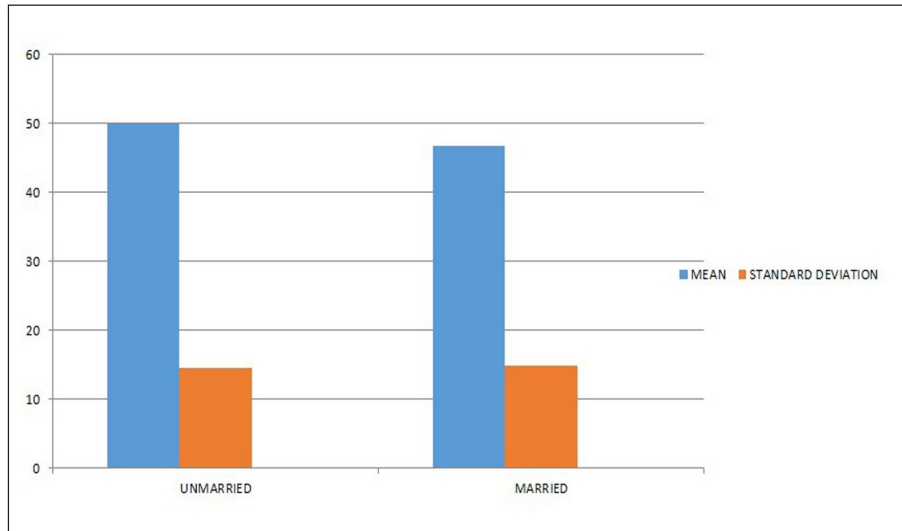
3. Result and Discussion

The results indicated that the mean mental wellbeing score for unmarried working women is slightly higher than that of married working women.

TABLE 1: Depicts the Mean and Standard Deviation for the mental wellbeing scores obtained by the working women belonging to the two marital status groups.

MARITAL STATUS	MEAN	STANDARD DEVIATION
Unmarried	49.86	14.48
Married	46.72	14.93

Figure 1: Graphical representation of the Mean and Standard Deviation for the mental wellbeing scores obtained by the working women belonging to the two marital status groups.



Results of One-way ANOVA indicate that there is no significant difference between the mean mental wellbeing scores of married and unmarried working women. Thus the null hypothesis is accepted and the alternative hypothesis is rejected at the level of significance. Hypothesis 1 (H1) is accepted. There is no significant impact of marital status on the mental wellbeing working women.

TABLE 2: Results of ANOVA with Marital Status as IV and Mental Wellbeing of working women as DV

		SUM OF SQUARES	MEAN SQUARE	df	F	SIG.
Mental Health	Between Groups	320.12	320.12	1	1.48	.226
	Within Groups	27684.77	216.29	128		
	Total	28004.89		129		

p > 0.05

From the quantitative analysis, it was observed H1 (There is no significant impact of marital status on the mental wellbeing of working women) has been accepted. It means there is no significant impact of marital status on the mental wellbeing of working women. The finding is consistent with results of a study conducted on similar lines by Pearson (2008) which showed marital status not being related to the psychological health of employed women. This result though, is quite different from most studies showing the impact of marital status on the mental wellbeing of working women. Prior literature indicates that marital status do have an impact on the mental health status of working women as has been reflected from studies conducted by Amaro et al. (1987), Akhouri et al. (2019), Di Tella et al. (2020) and several others.

However, from table 1 it can be observed that though not high enough to be significant, slight difference does exist between the mean mental wellbeing status of married and unmarried working women with unmarried working women scoring higher indicating better mental wellbeing than married working women.

This corroborates with the results of the study conducted by Garima and Kiran (2014) and Vata et al. (2015). There can be several factors which can explain why marital status is gradually losing its effect on mental wellbeing of working women. Primarily, this can be attributed to the growing educational levels and employment status among women and awareness of rights stemming from it. Today, women no longer feel that it's just their responsibility to look after the house and take care of the family, while men make merry to their heart's content. Women today feel the need to contribute to their family financially while also looking after their wellbeing. Particularly in the metropolitan cities, where the present study too has been conducted, the lines between being and not being married is getting blurred, with women refusing to give in to the patriarchal demands and expectations from them that have been prevalent since time immemorial. However, with still a long way to go, certain societal expectation still remain from women, as a result of which married women have flaired slight poorly on the mental wellbeing.

4. Conclusion

The aim of the study was to explore the impact of marital status on the mental wellbeing of working women of Kolkata. It can be concluded that there is no significant impact of marital status on the mental wellbeing of working women. The study has implications in the job sector, both with regard to recruitment and work life. The bias associated with hiring female employees that too married ones, can be tackled through the findings of the study.

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Role of Performance Appraisal in the Identification of Companies Training Needs in Kerala: A Case Study

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Abstract: *Performance appraisal is one of the important tools for evaluating the work effectiveness of employees. It always helps the companies to differentiate efficient and inefficient workers in the organization. The role of performance appraisal in identifying company's training needs is crucial. It helps in assessing employee performance, identifying skill gaps, and determining areas for improvement. The study explores how a company utilized performance appraisal data to pinpoint specific training requirements, contributing to employee growth and organizational success. It underscores the significance of aligning performance evaluation with training strategies for fostering employee development and achieving business goals.*

Keywords: Performance appraisal; human resource; training; development

1. Introduction

In today's rapidly evolving business landscape, organizations are constantly seeking ways to optimize their workforce's performance and enhance their competitive edge. Amidst this pursuit, the role of performance appraisal has emerged as a pivotal mechanism for not only evaluating employee performance but also identifying and addressing their training needs. The nexus between performance appraisal and training needs identification has gained prominence due to the recognition that a skilled and knowledgeable workforce is a cornerstone of organizational success. Performance appraisal, as a systematic process of evaluating and reviewing employee performance, offers a multifaceted lens through which an organization can discern the strengths and weaknesses of its workforce (Chinnappa T B and Karunakaran N,

2021). Traditionally as a tool, performance appraisal has evolved into a strategic instrument that goes beyond retrospective evaluation. By assessing an employee's achievements, skills, competencies, and areas in need of improvement, performance appraisal inherently provides insights into the specific training needs required to bridge existing gaps. The integration of performance appraisal and training needs identification has significant implications for both individual employees and the organization as a whole (Bayavanda Chinnappa T and Karunakaran N, 2022). For employees, it offers the prospect of targeted learning and development opportunities, fostering personal growth, skill enhancement, and career advancement. Simultaneously, organizations stand to benefit from an increasingly competent workforce that aligns with their strategic objectives. By tailoring training initiatives based on the outcomes of performance appraisal, organizations can ensure that their investment in employee development directly contributes to the achievement of key performance indicators and overall organizational success (Ayshath Sameena and Karunakaran N, 2023). This study embarks on a comprehensive exploration of the symbiotic relationship between performance appraisal and the identification of Company's training needs in Kerala. Through a synthesis of existing literature and empirical analysis, it aims to uncover the mechanisms through which performance appraisal acts as a catalyst for training needs identification.

1.1. Objectives: The main objectives include;

1. To Study the effectiveness of performance appraisal tools in companies.
2. To find out the importance of performance appraisal in training needs identification.
3. To assess the effectiveness of current training programs

1.2. Review of literature: Manju Bhadauria, and Rimjhim Gupta (2016) examined the role of performance appraisal system in the identification of training and development needs. Ramous Agyare, Ge Yuhui, Lavish Mensah, Zipporah Aidoo and Isaac Opoku Ansah (2016) and Amir Elnaga and Amen Imran (2013) analyzed the impacts of performance appraisal on employees. Basseyy B. Esu, Benjamin J. Inyang (2009), Jitendar Singh Narban, Ajay Kumar Singh Narban and BhanuPratap Singh Narban (2016) and Sanushma. S and Karunakaran. N (2022) emphasized that performance appraisal results guide the creation of individualized training plans, and aligning employee competencies with organizational goals.

2. Materials and Methods

Data were mainly collected from primary and secondary sources. Direct observation, personal interviews, and questionnaire were used for primary data collection. The respondents were selected based on non probability convenient sampling from all departmental employees of Sulfex Mattress Company Parassinikkadavu, Kannur, Kerala using 50 Samples. Secondary data were collected from company records, annual reports, and company brochure. Percentage is used for data analysis.

3. Results, Analysis and Discussion

Various methodologies and approaches were employed by organizations to leverage performance appraisal as a proactive tool for shaping training strategies. By understanding the intricacies of this relationship, organizations can not only enhance the efficacy of their performance appraisal processes but also ensure that their training initiatives are strategically aligned with evolving business demands.

3.1. Performance appraisal review and training, development practice:

Table 1 show that there is a significant relationship between performance appraisal and training needs in the organization.

Table 1: Performance appraisal versus training and development practices

Experience	Strongly Agreed	Agreed	Neutral	Disagree	Total
<1 year	0	2	2	0	4
1-3 years	2	4	0	1	7
3-5 years	12	11	1	0	24
>5 years	13	12	0	0	25
Total	27	29	3	1	50

Source: primary data

3.2. Age of employees and the level of satisfaction regarding training and development: Table 2 shows that the highest satisfied and satisfied amount of people for the training program comes under the age category of 25-35 and the second position for the same belongs to 35-45 years. For beginners and senior level employees the proportion is comparatively low.

Table 2: Age of employees and level of training satisfaction

Age	Highly satisfied	Satisfied	Neutral	Total
20-25	2	3	1	6
25-35	5	10	6	21
35-45	1	8	7	16
Above 45	4	2	1	7
Total	12	23	15	50

Source: Primary data

3.3. Relationship between educational qualification and job performance: From table 3, it is highly satisfied with the job performance of employees who is having educational qualification up to PG.

Table 3: Educational qualification and job performance

Experience	Highly satisfied	Satisfied	Neutral	Dissatisfied	Total
Up to +2	1	1	0	0	2
Up to UG	2	11	6	3	22
Up to PG	5	6	5	2	18
Up to diploma	2	5	1	0	8
Total	10	23	12	5	50

Source: Primary data

3.4. Relationship between employee performance and salary: It is clear that whoever is performing efficiently gets good salary or remuneration and they are highly satisfied or satisfied with that and vice versa (table 4).

Table 4: Relationship between employee performance and salary

Salary range	Highly satisfied	Satisfied	Neutral	Dissatisfied	Total
5k -15 k	0	3	2	3	8
15 k-25 k	1	5	4	1	11
25 k- 35 k	4	8	6	0	18
Above 35 k	8	4	1	0	13
Total	13	20	13	4	50

Source: Primary data

3.5. Reasons for training needs: Table 5 shows the reasons for training needs of employees. And majority needs training because of lack of knowledge and poor performance in order to correct the deviations.

Table 5: Main Reasons for training needs

Reasons	No. of respondents	Percentage
Lack of knowledge	20	40
Improper instruction	3	6
Poor skills and qualifications	7	14
Poor performance	16	32
Others	4	8
Total	50	100

Source: Primary data

4. Conclusion

Performance appraisal plays a crucial role in identifying company's training needs in Kerala. By evaluating employees' performance, strengths and areas for improvement, companies can pinpoint skills gaps and areas that require further development. This information helps in tailoring training programs to address specific needs, enhancing overall employee performance and organizational effectiveness. Certainly performance appraisal serves as a structured process to assess employee's job performance and potential. From this study it is clear that whoever is performing good are getting pay raises and promotion; those who are inefficient in their area of work are instructed for further training and development programs to avoid the deviations. It actually acts as an eye opener among employees to find out their strength and weaknesses. Training is one of the prominent factors which enhance engagement of employee with an organization. Decision pertaining to training, monetary, non-monetary rewards, recognition relies on the outcome of performance appraisal conducted in the organization. Appraisal in the company also serve purpose of identifying efficient performers at the same time also accommodate in determining training requirements. Most of the organization conducted training program, but effectiveness of the same is possible when it caters to individual employee needs at work.

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Premenstrual Syndrome: The Dual Nature of a Lived Experience

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Abstract: *Premenstrual Syndrome was widely defined, analysed, and researched based on the medical model prior to the British murder trials in 1980 where the court reduced the sentences of two women on the grounds that “severe PMS reduced their capacity to control their behaviour.” This led to a new dawn in the studies of PMS: feminist discourses emerged to challenge the negative aspects of PMS (e.g., it has been referred to as “the worst thing about being a woman”) and they began to create their own definitions of premenstrual changes contrary to those in biomedical and popular literature. The feminist literature placed the discussion of the syndrome within a sociocultural context, claimed the disorder to be ‘culture specific’, and examined its effects on social relations. Keeping in mind that PMS ‘reflects pre-occupations of the culture’, this study aims to study women’s subjective experience of PMS, the social and cultural factors that influence women’s perception of PMS as they experience it, with specific reference to the impact of PMS on relationships with family, friends, and co-workers.*

Keywords: *PMS, Gender, Social Construction, Subjectivity, Relationships.*

1. Methodology

1.1 Objectives of the Study

The aim of this study was to probe deeper into women’s subjective experience of Premenstrual Syndrome, the social and cultural factors that influence women’s perception of Premenstrual Syndrome as they experience it, with specific reference to the impact of Premenstrual Syndrome on relationships with family members, friends, and co-workers.

1.2 The Research Method

A qualitative approach was used to collect information. A qualitative approach was deemed most appropriate to gather data and analyse it as the clarification of the foundations of knowledge in everyday experience requires the use of a descriptive methodology (Berger and Luckmann, 1967). Qualitative methods are most beneficial in exploring areas such as the nature of one's own experience with a particular phenomenon, and especially when one knows little or nothing about the phenomenon. Because this was an exploratory study that focuses on narrative accounts of subjective experience, data was gathered through in-depth oral interviews. The interview sessions were semi-structured, informal, and confidential.

Questions and probes were designed to encourage narrative accounts that illustrate how these women made sense of the Premenstrual Syndrome experience.

The qualitative methodology which involves personal interviews emphasizes intersubjectivity, the actual contribution of the women as knowledgeable experts of their own experience. It also provides a critical reflection on the social context within which their experience becomes shaped, defined, and labelled. An emphasis on intersubjectivity and critical reflection was the overall aim of the entire research process.

1.3 Selection of Informants

The sample of my study included 8 women who described themselves as sufferers of Premenstrual Syndrome, and who volunteered to participate in the study. This group constituted a non-probability sample, which means there is no certainty that those who participated accurately represent the situation of other women who suffer from Premenstrual Syndrome (Babbie, 1986).

1.4 Interview

At the beginning of each interview, the researcher explained my study in detail to ensure that the woman understood what the researcher would be doing, what the purpose of the study was, and how the researcher would be using the information she provided. I attempted to convey that my major interest was her personal experience with Premenstrual Syndrome and that although her experience was unique, there were similarities of experience that could often be seen among women.

1.5 Data Analysis

In order to analyse the data, the details obtained in the interview were scrutinized to grasp the main points and categorize them into themes. Particular attention was paid to themes of awareness, symptoms of Premenstrual Syndrome, how they were perceived by the respondent, how others viewed their Premenstrual Syndrome, the effect of relationships with others, etc.

2. What is Premenstrual Syndrome?

A woman undergoes several psychological and physiological changes during the time between ovulation and menstruation and this has been labelled as premenstrual syndrome. Despite the fact that there is little consensus regarding the definition of premenstrual syndrome, the symptoms cited are numerous- fluid retention, acne, cravings for sweet or salty meals, aches and pains in the muscles or joints, weariness, impatience, tension, anxiety, depression, moodiness, lethargy or bursts of energy, feeling out of control, sleeplessness, changes in sex drive are examples of these changes- and almost all the definitions available focus on how premenstrual syndrome leads to role disruptions.

Since the early medical writings of Hippocrates and Soranus of Ephesus, one could see the existence of the notion that women are volatile, fragile, emotional, and largely “swayed by their ovaries.” The premenstrual syndrome was seen as having harmful repercussions for a woman because it upheld the idea that women, prone to numerous changes while undergoing the reproductive cycle, were easiest to handle if kept at home and out of the workforce.

The following definition embodying all the aforementioned notions is exemplary:

Premenstrual Tension Syndrome is a symptom complex occurring during the luteal phase of the menstrual cycle, becoming progressively worse, interfering with familial, social, and work-related activities, and improving after the onset of menses. (Abraham, 1983)

3. Explaining Premenstrual Syndrome

Initially, it was assumed by nearly all of those conducting research on the premenstrual syndrome that its aetiology is biology (Abplanap, 1983). Whereas there was a lack of consensus about what premenstrual syndrome is, there

was a very strong consensus regarding its causal factors. It had mainly been attributed to the hormones, especially, progesterone and oestrogen. These two hormones were said to bring about most of the emotional symptoms. However, these explanations are also of a doubtful standing.

O'Brien (O'Brien, 1985) concludes, "The aetiology of the syndrome is now closer to being understood than when it was first described by Frank in 1931, and there remain no consistent data on the physiologic, biochemical, and endocrine changes in the syndrome."

4. Discarding the Biomedical Model - The Murder Trial of 1981 and the Rise of Premenstrual Syndrome as a Culture-Bound Syndrome

Biomedical research on premenstrual syndrome mostly focused on aetiologies, prevalence and incidence of premenstrual syndrome. Biomedical research believed that once the cause of premenstrual syndrome is determined, a cure for it was soon to follow. However, this has been a pipe dream, for the cause, and treatment for this syndrome is yet to be determined. Biomedical research also refuted the influence of sociocultural factors on how a person experiences premenstrual syndrome.

The biomedical model persisted until the sensational murder trials of 1981 when the courts reduced the sentence of a British woman Christian English (she ran down her lover with a car) on the grounds that severe premenstrual syndrome impaired her capability to control her behaviour. This incident proved to be a watershed in the understanding of premenstrual syndrome. These trials sparked a public debate in the popular and feminist spheres, ushering in a new era in the conception of PMS and, more broadly, women's bodies. Marsali Edwards, an Ontario woman, won a reduced sentence for assaulting her estranged husband in 1987 when Premenstrual Syndrome was utilised as a defence. The solicitor representing one of the accused ladies characterised his client as "Jekyll and Hyde," claiming that if she did not get progesterone injections to regulate her PMS, the "hidden animal" in his client would emerge. This decision was opposed on the grounds that if Premenstrual Syndrome became a legal defence, it would divert attention away from the social and economic reasons for criminal behaviour. Regardless of this criticism, the legal recognition of Premenstrual Syndrome has been supported by the recent inclusion of Premenstrual Syndrome in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) of the American Psychiatric Association (APA) (1994).

After this, social science researchers and behavioural scientists began to pay more attention to premenstrual syndrome and began to analyse the sociocultural influences that make premenstrual syndrome a culture-bound syndrome.

Joan C. Chrisler in her article “*Premenstrual Syndrome as a Culture-Bound Syndrome*” wrote that Premenstrual Syndrome cannot be understood apart from its specific cultural or subcultural context. Emily Martin has argued that, in order to understand Premenstrual Syndrome, one must live in an industrialised society. Before the industrial revolution, individuals worked according to natural rhythms—seasonal for farmers, and circadian for skilled labourers. Today that most individuals work in offices and industries that need continuous labour throughout the year and reward mental and physical discipline, breakdowns in such discipline are observed.

Industrialisation may lead to the assumption in many countries that self-control can and should be exercised in order to feel and behave consistently. People are encouraged to feel that they have greater control over their lives and bodies than is truly achievable. Premenstrual women frequently complain of feeling “out of control” because they are irritable, furious at someone, crave chocolate, or do not want to work as hard as usual—experiences that are “natural” in children or men but “pathological” in menstruation women.

Popular culture is significant in generating and reinforcing notions, such as the notion that all women behave erratically or are highly emotional soon before their menstrual cycles. Images that promote premenstrual women’s beliefs can be found in publications, films, television shows, greeting cards, calendars, music, self-help books, comic strips, advertising, and other forms of media.

5. A Sociological Perspective on Premenstrual Syndrome: Gender, Emotion, and Social Construction of a Disorder

5.1 Social Construction of a Disorder

The sociology of knowledge framework defined by Berger and Luckmann in *The Social Construction of Reality* (1967) has been used in several studies of Premenstrual Syndrome in the social sciences. Their major premise is that what we know as reality is developed by us in interaction with the individuals, products, and institutions of our society. Reality, therefore, is not a product

of nature, nor does it exist independently from human activity. Rather, what we know to be real and true is formed and refined as we learn how life works and how best to relate to different people and diverse situations. The key concepts within this perspective are reality and knowledge.

Berger and Luckmann define reality as those characteristics of things (objects, ideas, beliefs, etc.) that are commonly believed to exist independently from ourselves. For example, we believe in the reality of 'home'. For some this may convey an image of a particular building or place; but it may also suggest attributes such as shelter, love, harmony, and security. At the same time that we understand the reality of the ideal of home, however, we tend to forget the impact of our culture and social organization on the formation and relevance of this idea. In other words, things, the objects of our reality, may have both material and immaterial qualities, the significance of which can only be understood within a particular time, space, and culture.

The social constructionist approach to the study of reality is to inquire how knowledge is obtained and becomes entrenched in everyday life, and how our realities are maintained or changed (Berger & Luckmann, 1967).

Social constructionists argue that Premenstrual Syndrome represents a medicalization and problematization of women's bodies and women's lives. This medicalization has hampered women's status in society and is just another thing keeping women from being equal to men (Rittenhouse, 1991). They argue that Premenstrual Syndrome is a social construction that has historical, cultural, and political implications for women. They examine the label of Premenstrual Syndrome and point to the damage this label has done to women in general, as well as to those who receive the diagnosis of having Premenstrual Syndrome. The medicalization of Premenstrual Syndrome is viewed as another form of managing women's bodies and experiences. Chrisler and Caplan, for example, write:

The cultural belief that premenstrual women are erratic and even dangerous legitimates the restriction of women's opportunities in society...Premenstrual Syndrome isolates women from the social, cultural, and environmental context of their lives by defining their experience as a medical problem (Chrisler & Caplan, 2002).

Social constructionist discourse on this topic continues to describe the term Premenstrual Syndrome as a label used in society to keep women's status

lower than men. Social constructionists' discourse on the topic of Premenstrual Syndrome challenges the medical and psychological diagnosis of Premenstrual Syndrome.

5.2 Emotions

The emotional dimension plays a crucial role in the study of premenstrual syndrome because most of the associated symptoms are primarily emotional. The respondents of the present study and most of the reports from secondary sources of data show that women and their partners or family members are most concerned about their emotional symptoms (Rome, 1986). It is clear that women and their family members, spouses, or colleagues become more concerned when their emotional experiences and conduct violate normative expectations of behaviour in a woman and disrupt the fulfilment of various roles by the concerned women. Sometimes these transgressions in behaviour might be caused by stressful personal situations and problems and other concomitant factors. However, the availability of the label and concept of PMS encourages a medical interpretation of these normative transgressions: the medicalization of emotion. Premenstrual syndrome as an explanation would therefore appear to alleviate suspicions of mental illness and moral depravity- even a women's genuine anger was attributed to premenstrual syndrome because medicalization of emotion would label them as ill and not bad. When badness becomes illness, social order remains unchallenged. In other words, "deviance is stabilized by the labelling process." (Scheff, 1966)

5.3 Gender

Women have always been punished for expressing anger. As early as the 19th century, anger in women was attributed to menstrual cycles and nothing else. Emotional deviation in women is always defined as problematic because emotions have always been intricately attached to the role of enactment among women. Women's social roles frequently involve emotion-focused activities such as nurturance or provision of support. To this extent, we would then expect that transgressions of emotional norms would be more disruptive to the relationships of women than of men. A double standard operates here: men's mood changes do not require any explanation, whereas women's mood fluctuations are seen as problematic (Jackson, 1985). This is because women are expected to accommodate the emotional needs of men and other family members. Sophie Laws (1985) suggests that PMS is

considered a problem not because of the discomfort or distress it causes women, but because of its potentially disruptive effect on others, especially men.

6. Women's Subjective Experience of Premenstrual Syndrome

When conceptualising premenstrual syndrome, not only as a social construction, but also as a lived experience, the dual nature of premenstrual syndrome could be identified. While conducting research on women's subjective experience of PMS, it was seen that alongside the bodily component that comes with the subjective experience of Premenstrual Syndrome, there is also a social part of the experience.

The lived experience of PMS has a direct impact on women and their social connections. Premenstrual Syndrome exacerbated the family conflict, which tended to worsen since parents had a limited understanding of menstruation and its connected concerns. Since Premenstrual Syndrome made women want to be alone, it impaired communication among family members. Women did not engage in social events, and the household's performance suffered in all areas of social life. Premenstrual Syndrome also influenced the workplace and relationships with colleagues.

However, the women realised that, while Premenstrual Syndrome had many negative consequences, both for the person experiencing it and for those around them, being able to properly communicate about Premenstrual Syndrome and its symptoms and consequences with people close to them, with people who would understand, had a positive impact. It was understandable that once they began to communicate their feelings in words, relationships benefited from that open communication. This contact, however, was confined to sisters, friends, female colleagues, and husbands. Conversation was impossible with family members of the elder generation and male co-workers.

The women had internalized through the socialisation process that a woman was expected to act in a particular way- for example, to care for others, to be calm, and take responsibility, etc. Stereotyped imagery of premenstrual syndrome as it relates to women's behaviour and roles emerges from our stock of knowledge and is reinforced in every social interaction, which could explain why women in the study expressed negative feelings about themselves in relation to how they see premenstrual syndrome affecting their relationships

with others. They felt guilty about letting others down and they suggested, however, that by knowing that premenstrual syndrome is the cause, they also know they are neither crazy nor bad. Premenstrual Syndrome as an explanation would therefore appear to alleviate suspicions of mental illness and moral depravity; it was a justification for temporary deviance from their normal, competent, gentle (good) selves. Only a few (two) looked at premenstrual syndrome in a positive light and thought of it as something temporary. The implication of the significance of stereotypical beliefs for this study is that when women's anger is seen to result from a pathological syndrome called premenstrual syndrome, they are labelled as ill, not bad. When badness becomes illness, social order remains unchallenged. In other words, deviance is stabilized by the labelling process.

The women also validate the label of premenstrual syndrome in their own use of the label in everyday language involving explanations, justifications, and apologies. The women who have adopted the label of premenstrual syndrome for themselves objectify premenstrual syndrome and its power in their lives and are able to justify their behaviour, past, present, and future, in terms of Premenstrual Syndrome. Despite the label's potentially negative implications, they are also able to utilize it to make sense of their experiences and communicate with others about those experiences.

7. Conclusion

In summary, the women interviewed for this study seem to define Premenstrual Syndrome as a phenomenon with a dual nature. Premenstrual Syndrome comprises of a bodily component that comes with the subjective experience of Premenstrual Syndrome, but there is also a social part of the experience. To them, Premenstrual Syndrome is a label used to describe a bodily experience that is a reality to them and that has an effect on their relationships with others, especially those closest to them. While they may have recognized the potentially negative connotations of the label Premenstrual Syndrome, they were also able to use the term to make sense of their experiences and to communicate with others about those experiences.

Cosgrove and Riddle (Cosgrove & Riddle, 2003) proposed that further research on the topic of menstrual distress and Premenstrual Syndrome should be conceptualized as not only a social construction but also a lived experience and this paper tries to capture the very essence of the lived experience of Premenstrual Syndrome. They also discussed how research of

the lived experience may conceptualize the lived experience in which the “Premenstrual Syndrome self” becomes a separate identity from the “real self.” Through this study, it can be confirmed that “Premenstrual Syndrome self” and “real self” are separate entities because women referred to themselves during Premenstrual Syndrome as a different people, with possibly different emotions and/or traits than that which they exhibit on a usual basis. This paper gave an insight on how these eight women experience Premenstrual Syndrome in their lives, and importantly, how they are able to make sense of it. It was found that a dual nature exists in the experience of Premenstrual Syndrome and it also highlights the intersections between the medical and social models that can give voice to the lived experience of individuals, while also noting the powerful impact of social constructions and the role it also plays in individuals’ lives.

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Service-Learning and Development Sociology: Appraising Civic Engagement and Experiential Learning as a Pedagogy

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Abstract

Service-learning, as an educational approach combines service activities and community engagements to academic learning experiences. While this approach has gained prominence in the Indian context in the contemporary times, intersecting service-learning pedagogy and sociological theories, aims to understand how the method augments students' understanding of sociological concepts, promotes civic engagement, and contributes to societal change. This research paper explores the relationship between service-learning, civil society, and sociological theories drawing from a synthesis of relevant literature and empirical research. The paper further investigates how service-learning programs engage students in civil society initiatives, enabling them to apply sociological theories in real-world contexts. It demonstrates the potential of this interaction to foster civic engagement, promote social change, and advance the students' understanding of societal events; concomitantly, provides a valuable platform for students to apply sociological theories to real-world contexts, fostering critical thinking and empathy.

Keywords: *Service-Learning, Development Sociology, Sociological Theories, Civic Engagement, Sociological Imagination*

Introduction

While the presumption with Sociology as a discipline as performed has been perceived separately from that as learnt, Development Sociology, as a sub discipline, played a crucial role in understanding societal development contributing to both academic knowledge and practical solutions to address pressing issues. The belief in sociology as a theoretical discipline not only lost the essence of the discipline in terms of the insight and perception it

provided towards equipping one to imagine sociologically, it also hindered teachers to train students to be sociologists in their day to day lives and a sociological discovery on their part (Ostrow, 1999).

Hironimus-Wendt and Lovell-Troy (1999) explores the theoretical underpinnings of service learning within sociology, offering a framework for a sociology of service learning and its potential contributions to the discipline. With an overview and evaluation of the Service-Learning Course offered by the Department of Sociology in Salesian College, Siliguri during the even semester of 2023, the paper elaborates upon an integration of theoretical knowledge with practical community engagement as a pedagogy to foster students' understanding of sociological concepts and facilitate sociological imagination to appraise social reality. The paper further makes use of arguments of Development Sociology as a theoretical framework to support the purpose of service learning considering C.W Mills' understanding on the connect between individual biography and the history which calls for the requirement to assimilate and analyse the context, calling for a mind for reflecting upon the information provided developing a rationality and making meaning of the situation which is referred to as sociological imagination whereby the individual understands his or her experiences locating oneself within the society. The intersection of service learning and sociology examines how service-learning with development sociology perspective would serve as an effective pedagogy in enhancing students' understanding of sociological concepts by promoting civic engagement further contributing to social change. Astin et al. (2000) provides insights into the impact of service-learning towards individual and social development emphasizing upon the role of sociological perspectives in fostering civic engagement. However, the key to this approach lies in reflection on part of the student along with their ability to interrelate their field experiences with the theories learnt. Eyler and Giles (1999) explores C.W Mills' concept of sociological imagination within the context of service learning, highlighting the importance of bridging personal experiences with societal issues also explores how sociology can complement other disciplines in addressing complex social issues. Butin (2006) critically examines the limitations and challenges of service learning, particularly in sociology, urging for a deeper integration of critical analysis and reflection in service experiences. In this backdrop, two themes have been developed to assess the application of Development Sociology in the context of Service-Learning.

Critical Reflection upon One's Position and Learning from the Community through the Service Activities

Service-learning experiences become more meaningful when students apply sociological concepts and theories to the situations they encounter. The students by using a sociological lens (applying sociological theories that they have learnt in class), make sense of social reality effectively outside the classroom context. Students practicing in sociological imagination to their service experiences gain a broader perspective on social change. They understand that addressing personal troubles alone may not lead to lasting change; systemic issues must also be tackled. Service-learning experiences are enriched with sociological imagination fostering social justice and advocacy. Students see their service as part of a larger movement for societal improvement.

"No matter how much I picked, there was plastic buried underground which I have no idea how deep it was buried which gave me an uneasy feeling in my stomach. This made me think that even in a small area that doesn't even cover a single kilometer there is an innumerable number of plastics ...I feel we failed as human beings, we failed as social beings. I know it is impossible for us to bring back our planet to its prime stage and it is extremely hard to face the disaster that we created. I must say that we must no longer harm the planet..."

narrated a student from Sociology Department in his report. With a sociological imagination and civic engagement, the students identified their roles in contributing to social change. The process further enables the students to be active citizens addressing immediate needs and advocating for systemic change.

Community Needs and Community Strengthening

By identifying community needs as part of the course, the students are more likely to see their role as active agents in addressing societal challenges and not just passive volunteers. Service-learning involved direct interaction with diverse communities and individuals. By using sociological imagination, students empathized with the experiences of others and developed cultural competence, recognizing how social and cultural factors shape people's lives. The service-learning programme enabled empowerment of the people the community organization is working with. Sociological imagination encouraged the students

to critically analyze social issues they encountered during service-learning. They explored how structural factors, such as poverty, discrimination, or institutional barriers, contribute to the challenges faced by individuals and communities.

Methodological Framework

In sociology, students carry the responsibility of a sociologist to the field for understanding the socio-political setting and macro-level understanding of the disadvantages of the people or the community practicing empathy (as they understand Weber's *Verstehen* or empathetic introspection in the community), accepting diversity, independent thinking and creating new knowledge participating in the community.

48 students from the Department of Sociology (In their Second Semester), Salesian College, Siliguri engaged in service-learning for a semester to fulfil 30 credit hours. The key to partaking was their reflection on their social position vis a vis the community which they engaged in when they went back. The students reflected upon each silence, each discomfort, gestures, postures, care along with the observable issues and concerns of power within the community. Three non-governmental organizations (NGOs) were chosen in Siliguri based on their accommodation of activities on Saturdays and the students were asked to choose the organizations based on their preferences. Save Earth for Life worked for the environment. In contemporary development sociology, there is an increasing focus on environmental sustainability. Scholars explore the relationship between development and ecological impacts.

Engaging in advocacy efforts to influence public policy related to breast cancer, access to healthcare, improvements in healthcare systems and collaboration for planning and executing awareness campaigns including organizing educational events, workshops, and social media initiatives serve as an important tool for spreading awareness about breast cancer prevention, early detection, and treatment options. In this backdrop, Sumita Cancer Society was chosen as one of our field sites to work towards awareness and prevention of breast, cervical and oral cancer.

Don Bosco night school worked towards supporting education of the underprivileged children as part of initiatives taken by Don Bosco School, Siliguri. The field served as an opportunity for the students to make use of

sociological perspectives and concepts in action. The students developed the curiosity to understand social problems examining larger factors – understanding the socio-political structures of society, to not just ask why but to answer that as well enabling the students to study social reality (as a site) for making sociological detections.

Each student was required to maintain a journal for recording their day-to-day service experiences and share the experiences via email the same day. The students were required to write a reflective assignment regarding their experiences, connecting them to classical sociological theories – Karl Marx’s understanding of class and class consciousness, Max Weber’s understanding of *Verstehen*, and Emile Durkheim’s Functionalist perspective considering his understanding of social fact. The student’s ability to work as well as reflect upon what they have learnt in the classroom was evaluated through their reflective assignments, presentations, and discussions. These assessments gauge students’ understanding of sociological concepts and the application of the same in services of the community and towards transforming oneself.

Service-Learning and the Field Experiences

Considering the three NGOs chosen as field sites for the students, each NGO had unique characteristics and approach for reaching out to the community at large. While Save Earth for Life enabled active participation for supporting the environmental initiatives and campaigns of organization, students participated contributing to the promotion of a cleaner environment and sustainable practices. The teacher’s responsibility primarily was to evaluate the impact of service learning on student participants and the community.

A wide range of activities were conducted throughout the course – participating in clean-up drives and waste management initiatives in local communities, assisting in organizing and attending environmental awareness events and workshops and contributing to the organization’s advocacy efforts for sustainable practices yielding several notable outcomes and achievements like cleaner communities which involved active involvement in clean-up drives which led to visibly cleaner and more appealing public spaces, with improved waste management practices in the communities served by Save Earth for Life.

There was an increased sense of awareness that inspired more sustainable behaviors in the local community. Students reported a heightened sense of responsibility toward the environment and an increased commitment to taking actions in their personal lives to promote a cleaner and more sustainable environment.

*‘One of the events called ‘door to door awareness campaign’ was a good initiative by the NGO as each of us were spreading awareness regarding what was going on in our surroundings or what we as human beings are doing which is bearing an impact on not only us but also the environment and the entire animal kingdom’*writes another student from Sociology Department.

The service-learning project has been an eye-opening experience for all involved. It provided an opportunity for students to witness the direct impact of individual and collective actions on the environment. This experience reinforced the importance of community engagement, personal responsibility, and the role each person plays in environmental conservation.

Service learning with Save Earth for Life has been a transformative and enriching experience for the students. It allowed students to actively contribute to environmental conservation, promote awareness, and support the organization’s initiatives for a cleaner and more sustainable environment. The service-learning project not only benefited the organization’s objectives but also had a lasting impact on the personal and academic growth of the participants. Another student of the Sociology Department narrates,

‘Overall, I am proud to have been part of the community effort to improve our surrounding and make a positive difference. I hope to continue to work with this community in the future to ensure that our environment remains clean and safe....’

By collaborating with Sumita Cancer Society, the students actively supported the activities and initiatives of the organization. The aim was to raise awareness about breast and cervical cancer and encourage early detection, to assist in organizing and participating in community events and educational programs, to contribute to the overall mission of the NGO in empowering individuals to take control of their health.

The students were mostly collaborating with healthcare professionals in the organization's efforts in raising awareness participating in educational programs which led to a greater understanding of breast and cervical cancer and the importance of early detection.

The experience provided a unique opportunity for personal growth, fostering skills in communication, community engagement, and advocacy. It has enabled students to actively contribute to the fight against breast and cervical cancer, promoting awareness about the same.

Don Bosco Night School focussed on providing education and support to underprivileged children with the task of education, mentorship by the students of the Department letting the underprivileged children realise their full potentials.

The students actively supported the educational initiatives and programs of the NGO, contributed to the institution's work, assisting in classroom settings to provide assistance to the children. The service-learning experience fostered personal growth and empathy among the students.

The service-learning experience facilitated students realization of transformative power of service and mentorship. It enabled community engagement and compassion among the students.

The experience has been a rewarding and impactful experience. It allowed students to actively contribute to the organization's mission, support underprivileged children's education, and make a meaningful difference in their lives. The service-learning project not only benefited the organization's goals but also had a lasting impact on the personal and academic growth of the participants.

Service Learning – Towards a Sociology of it?

Service-learning as an educational approach combines community service with academic instruction to provide students with opportunities to apply what they have learned in the classroom to real-world situations. A sociology of service-learning would examine the extent to which the service activities are connected to sociological imagination considering a critical framework which would encourage individuals to think beyond their personal experiences and understand the broader social, cultural, and historical forces that shape their lives. Sociological imagination would equip the individual in extending

connections between their personal troubles and larger social issues. Mills (1959) argued that individuals often experience personal troubles, which are individual difficulties or challenges, such as unemployment, divorce, or health problems. However, these troubles are not solely a result of personal characteristics or actions but are also influenced by larger public issues, which are societal problems rooted in social structures and institutions, like economic inequality, discrimination, or political systems.

By linking biography to history, sociological imagination enables connecting personal biographies (individual life stories) to the broader historical and social context. It asks individuals to consider how their experiences and choices are influenced by historical events, social norms, and cultural forces. Mills (1959) argued that sociological imagination allows individuals to see how their personal lives intersect with the social world. It helps people recognize that their individual experiences are not isolated but are shaped by society's norms, values, institutions, and power structures whereby they question the familiar.

Further acknowledging the tension between social structure (the larger societal forces and institutions) and individual agency (the capacity to make choices and take action), help individuals understand the constraints and opportunities presented by their social contexts developing empathy to view society as an inclusive one.

Using sociological imagination as a tool thereby, encourages individuals to see the connections between their personal lives and the broader social world and observe reality with keen eyes.

'One thing that I noticed while teaching the kids was that the kids there having Hindi as their first language could read Hindi from books fluently as well as speak fluently without any mistake whereas according to my experience it was not the same with the kids who had Nepali as their first language...'

narrates a student of the Sociology Department who was asked to observe every detail in the field site. While service-learning enables Sociologists to study the dynamics of student engagement with the community through service-learning course, they explore the relationships between students and community members, examining issues like power dynamics, cultural understanding, and reciprocity.

The essential component of service-learning being reflection, using sociological imagination as a tool, students had to focus on how reflection can promote critical analysis and self-awareness among students, helping them connect their service experiences to sociological concepts and theories. One of the students wonder

'The question that struck my mind at that moment was that if only this less number of people can bring so much change then think about what people from all over could do.'

Service-learning, in inspiring students to become advocates for social change also developed cultural competence among the students.

A Sociology of service-learning would prove to be a field for analyzing the social, cultural, and educational aspects of service-learning programs. The students partaking in service-learning cleanliness drive related to the sociological perspective and theories learnt under functionalism. Taking a sociological perspective, they reflected upon how society works and how social interactions, norms, values, and beliefs affect individual behaviour.

"....Functionalism, as a sociological theory, emphasizes the positive aspects of social institutions and how they can work together to maintain order and stability in society. In this view, service learning in a cleanliness drive is beneficial because it encourages people to contribute to the betterment of society. It also helps to foster collective responsibility, as people are encouraged to take part in the maintenance of the environment. This creates a sense of unity, as people feel a sense of belonging and collective responsibility..."

narrates a student from Department of Sociology after the service experience. Understanding the impact of these programs on students, communities, and society as a whole has helped develop strategies for improving the service-learning initiatives in the future.

Service Learning as a Pedagogical Tool in Sociology

Service learning as a pedagogy in sociology would involve integrating community service experiences with academic learning to enhance understanding of sociological concepts and theories. While this approach goes beyond traditional classroom instruction, encouraging students to apply their knowledge in real-world settings, it encourages application of sociological

concepts in the field practically in real-world situations. This hands-on experience helps to reinforce theoretical knowledge and deepen their understanding of how sociological principles operate in everyday life.

The reflective practice is a key component of service learning. Students are required to reflect on their service experiences, connecting them to sociological theories and critically analyzing their observations. This reflective practice helps in articulating the connections between theory and practice.

'We live in a society that is bounded by various customs and regulations. There are social institutions that regulate our behaviour and keeps our actions in check. Each society has its own mechanisms and functions. Society in fact according to a French Sociologist Émile Durkheim is visualized as a system having inter-related parts bounded with certain processes operating to maintain equilibrium. In the case of a Non-Governmental Organisation, it is a group that takes up or works for a social or political cause involving health, education, protection of environment, human rights, violation of civil rights, etc.' writes a student from the Sociology Department instilling a sense of social responsibility and emphasizing the role of individuals in creating positive societal changes.

'I started observing the trash thrown out there, it was all because of our own carelessness' writes another student of Sociology. Moving beyond theoretical and academic knowledge, service learning helps students develop skills, including communication, teamwork, problem-solving, and critical thinking. One of the students emphasized on 'unity and positivity' that came along the service activities. These skills are transferable and valuable in various personal and professional contexts further contributing to the development of well-rounded and socially conscious individuals who are better prepared to contribute meaningfully to society. It aligns with the applied and transformative nature of sociology, emphasizing the importance of bridging theory and practice for a comprehensive understanding of social phenomena.

The literature on service learning and sociology demonstrates the rich potential of this pedagogical approach in fostering civic engagement, promoting sociological imagination, and contributing to social change. Underscoring the value of combining academic knowledge with practical experiences to create informed and active citizens committed to addressing societal issues from a sociological perspective. Integrating sociological imagination into service

learning enhances the educational value of community service by encouraging students to connect their personal experiences with broader societal issues, fostering empathy, critical thinking, and civic engagement. It transforms service learning from a simple act of volunteerism into a reflective and transformative process that can contribute to positive social change.

Conclusion

Exploring the synergy between service learning and sociological theories, emphasizing the potential for this pedagogical approach to empower students to become informed, empathetic, and active agents of societal transformation, the value of connecting academic learning with real-world service experiences to foster a deeper understanding of sociological concepts promote positive social change.

Underscoring the transformative potential of integrating development sociology with service-learning, highlighting the capacity of this synergistic approach to empower students, enhance community well-being, and contribute to social change. While sociological imagination inspires civic engagement by helping students recognize their capacity to effect change. It encourages students to become active citizens who not only address immediate needs but also advocate for systemic change. Students see their service as part of a larger movement for societal improvement. In summary, integrating sociological imagination into service learning enhances the educational value of community service by encouraging students to connect their personal experiences with broader societal issues, fostering empathy, critical thinking, and civic engagement. It transforms service learning from a simple act of volunteerism into a reflective and transformative process that can contribute to positive social change. Integrating Development sociology to service-learning practices would take up an intervention-based approach and evaluate the issues related to social justice and transformation. Development sociology would take a critical stance, questioning dominant development paradigms and policies would further contribute to local communities and cultures reaching out to them in terms of intervention. In this backdrop, an exploration of emerging trends and innovative practices in the field of experiential education and civic participation is certainly the need of the hour for effective implementation of service-learning courses across disciplines

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Attitude Towards Marriage in Unmarried Young Adults and Influence on Mental Health and Well-Being

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Abstract: *The purpose of this research is to study how marriage affects the mental health and well-being of young adults who are not married, including their views, perceptions, and experiences with it. A mixed-methods approach was used, with 20 participants in a semi-structured interview and 110 people filling out a survey using the standardized Marriage Attitude Scale to assess marriage attitudes. According to survey findings, unmarried young adults view marriage favorably, but hold more democratic views than earlier generations. The domains and themes from interview data included marriage as a sacred event, partnership, social institution, and family. The results and discussion indicate that young adults who are not married have diverse and complex views on marriage that are influenced by several conditions.*

Keywords: *Marriage, Marriage attitude, Young adults, Family pressures, Mental health, Well-being, Needs*

Introduction

Time has changed. Alongside this has changed the perception of marriage amongst people through the ages. Marriage has always been considered a compulsory duty in their lives. However, with changing trends over the last few decades, families have started considering their children's opinions regarding their marriage. Despite that, there are still innumerable cases where children are forced to marry right after completing their studies, without even considering their consent and most of them marry at an early age. Therefore, it is not a fair judgment because choosing the way to live life is one's birthright, and marriage is one of the most important aspects of it. Marriage is a social institution tying two people together into a lifetime

bond, as suggested by many. The forceful pressure to marry early often deeply affects their mental health and well-being adversely. It is more severe in the case of young women, who are often stereotyped as a burden and forced to marry at an early age, either due to social taboos and myths or economic relief. As a result, being unable to handle the overwhelming pressure, they choose to give up on their marriage or their own lives.

Marriage is a social institution, also considered as wedlock. It is a socially and ritually recognized relationship between spouses with bonds of rights, duties, and commitments. There is no strict perception of marriage as it differs across cultures and religions and has always differed in its history.

Modernization, since the early 20th century, has brought changes across all aspects of human married life all over the world. The last two decades have experienced tremendous changes in pre-existing marital customs. Marriage has been considered a mutual relationship with sexual benefits. The youth society now focuses on the ideas of love marriage, live-in relationships, and transgender relationships. They also encourage the notion of a gay and lesbian relationship. Youth now tend to be socially and economically independent. They now tend to spend the maximum time possible with their partners before marriage, unlike traditional rules where people had to marry according to the choice of their elders and were allowed to see each other only on the day of marriage. Modern women are allowed to work even after getting married, enabling them to balance their personal and professional lives simultaneously. Modernization has influenced marriage by reducing stereotypical gender roles. It has positively affected the population and economy of the country by bringing modern family planning systems.

Despite the various trends and changes in marriage brought by modernization are mostly positive in nature, the consequential concept differs between males and females. Where men tend to marry early in their lives nowadays, women prioritize their own economic and social independence in their lives before choosing to marry and start a family life.

Across the Literature

T. Ashwini¹, et. al (2019) conducted a cross-sectional study on students in Khammam Telangana. A self-structured questionnaire was prepared for collecting the data. The majority of participants viewed the status and responsibility of both males and females as an important determinant of a

successful marriage. This study was conducted between the students of the age group 21-25 years. This study was performed on a sample of 150 interns of which 54 are male and 96 are female. The majority of students think that marriage is a responsibility, most of the students prefer love marriage and a majority think that the responsibilities of married life are fairly enjoyable. Most of the students think that the relationship can be just as strong without going through the marriage ceremony. 52% of participants prefer a joint family. The majority (52%) of the participants think that the age gap in relationships is not a problem. Further, there is no significant difference found between male and female respondent's attitudes concerning the concept of marriage, social expectations, and changing trends in marriage whereas a significant difference was found between the respondents regarding sexual relationships, type of marriage, and criteria for choosing a life partner. A study on "Youth attitude towards marriage and changing trends in marriage" revealed the majority of youth had a moderate and favorable attitude towards marriage.

Bhavana N. and Dr. K. S. Roopa (2015), conducted research to evaluate and contrast young people's attitudes toward marriage and evolving marital trends. 300 young people who were enrolled in bachelor's degree programs and were between the ages of 18 and 23 made up the sample; there were 150 men and 150 women. The researcher created a questionnaire on the various facets of marriage and current trends in marriage. Using the t-test and chi-square test, the analysis was done for various variables. The results showed that the majority of young people had a favorable and moderate attitude toward marriage. Female respondents showed a more positive view regarding marriage and shifting patterns in marriage compared to male respondents. Compared to female respondents, men displayed a more moderate attitude toward marriage. Male and female respondents from both genders had negative attitudes regarding marriage and shifting marital trends. However, there is a significant difference between the male and female respondents regarding sexual relationships, type of marriage, criteria for choosing a life partner, and specific motivations for a successful marriage. Further, there is no significant difference found between the attitudes of male and female respondents toward the concept of marriage, social expectations, and changing trends in marriage.

Kanak Yadav, (2018), investigated about young adults' views on marriage. The data was collected through an online survey in which a total of 123 females and 78 males between the ages of 18 and 32 participated. The participants responded to a 25-item survey questionnaire developed by Shivalli, Chitagubbi, and Deverdrappa (2012) that was altered and tailored to suit the demands of the study. The results demonstrated that young people's opinions on marriage are changing with time. Female participants were discovered to be equally tolerant of their marriage responsibilities and to see themselves as having the same duties in society as men. The findings also point to mutual compatibility as a crucial factor in a successful marriage. The younger generation today thinks that family finances should be managed by the husband in addition to the woman taking care of household duties. Participants asserted that having a great career is more essential than having a successful marriage, and the majority agreed that a wife should not carry the burden of her husband's dominance in the home. The results also indicated that the view towards the practice of dowry is changing, as the majority of the research participants agreed that the wife should not carry a dowry at the time of marriage. The majority of the participants viewed the status and responsibility of both males and females as important determinants of a successful marriage. Gender disparities in perceptions of different partner preferences about sexual interaction, style of marriage, selection criteria for a life partner, and unique motivations for successful marriage were also noted and appropriately studied.

Lt Col Indira and Navita Abrol, (2021), studied the attitude of youth towards marriage in India with 12 males and 13 females aged 21–32 years old. Data was collected through a structured questionnaire, with 40% of participants in a single status, 60% in committed relationships, 80% belonging to nuclear families, 20% being post-graduates, and 80% educated up to graduation. The 25-item questionnaire developed by Shivalli, Chitagubbi, and Devendrappa (2012) showed that most participants were in single-status or committed relationships. The findings revealed that the participants agreed marriage should be decided by individuals rather than elders, believed that the economic conditions of the families should be considered in marriage, and believed that women should enjoy life exclusively in a marriage with members of the opposite sex. They also believed that a successful marriage was more important than a successful career and that wives should not bear the authority of dominance over their husbands in marital life. Finally, they agreed that dowry

practice should be prohibited at the time of marriage and that both sexes must be viewed as vital elements for the success of a marriage.

Sowndarya Priya S and S. Gayatri Devi (2021), studied on married and single women's attitudes toward marriage and the family environment. For the study, 200 women between the ages of 19 and 30 were chosen, of whom 100 were married and 100 were single. The scores for attitude towards marriage among married and single women showed that single women had a stronger attitude towards marriage than married women, which can be attributed to the expectations they develop for marriage. According to studies, it is beneficial to have higher expectations when starting a relationship because it helps to create a strong bond that includes respect, love, affection, and time spent alone or intimately. According to the study, married women had a better family climate than single women. This may be because married women carry out family duties successfully and communicate with one another. Compared to single women, married women carry out more duties. Active recreational orientation, organization, conflict, and control all have favorable associations. Because of cultural and societal standards, the majority of participants (87%) had a high level of positive attitude toward marriage. Because of the intensity of the positive factors, such as bonding, understanding, and the high levels of attachment found within the family, the Level of Family Environment among Married and Unmarried Women suggests that 69% had a high level of family environment, and the remaining participants had an average or very high family environment, indicating that the family environment is very good among the taken participants.

Objectives

1. To understand the attitude toward changing trends in marriage among unmarried young adults.
2. To analyze the perceptions of unmarried young adults on marriage and family life
3. To find out how marriage ideas influence the mental health and well-being of young adults.

Hypothesis

1. Unmarried young adults exhibit distinct attitudes, perceptions, and marriage experiences compared to older adults.

2. The attitudes, perceptions, and experiences of unmarried young adults towards marriage are influenced by a variety of factors, including culture, values, and personal experiences.
3. The attitudes, perceptions, and experiences of unmarried young adults towards marriage can have a significant impact on their mental health and well-being.

Methodology

Research Design

This study used a mixed-methodology, combining quantitative and qualitative. This allowed the researchers to gather a more comprehensive understanding of unmarried young adults' attitude, perceptions, and experiences of marriage, as well as the influence of marriage on their mental health and well-being.

Sampling

The quantitative data was collected using a snowball sampling technique. This is a non-probability sampling technique in which participants are recruited through their own personal networks. The researchers began by recruiting a small group of unmarried young adults, who were then asked to refer their friends and acquaintances to the study. This process was repeated until a sample of 110 participants was reached.

The qualitative data was collected using a purposive sampling technique. This is a non-probability sampling technique in which participants are selected based on their specific characteristics or experiences. The researchers recruited 20 unmarried young adults who had diverse backgrounds and experiences.

Data Collection

The quantitative data was collected using an online survey. The survey included items that assessed unmarried young adults' attitude, perceptions, and experiences of marriage, as well as their mental health and well-being. The data was collected using the Marriage Attitude Scale developed and standardized by Promod Kumar, D. (1988) Dept of Psychology, Sardar Patel University, Vallabh Vidyanar, Gujarat to assess the attitude of the sample towards marriage. The scale consists of 38 questions and the participants have to respond to any of the available 3 alternatives, namely Yes, Doubtful, or No depending upon their thinking of marriage. The qualitative data was

collected using semi-structured interviews. The interviews were conducted in person, and they lasted approximately 30-45 minutes. The interviews were guided by a set of questions, but the researchers also allowed for flexibility in order to explore the participants' unique and subjective responses.

Data Analysis

Descriptive analysis was used to represent quantitative data in the form of pie charts. The descriptive statistics provided information about the distribution of the data, such as the mean, median, and standard deviation. The inferential statistics were used to test the study's hypotheses.

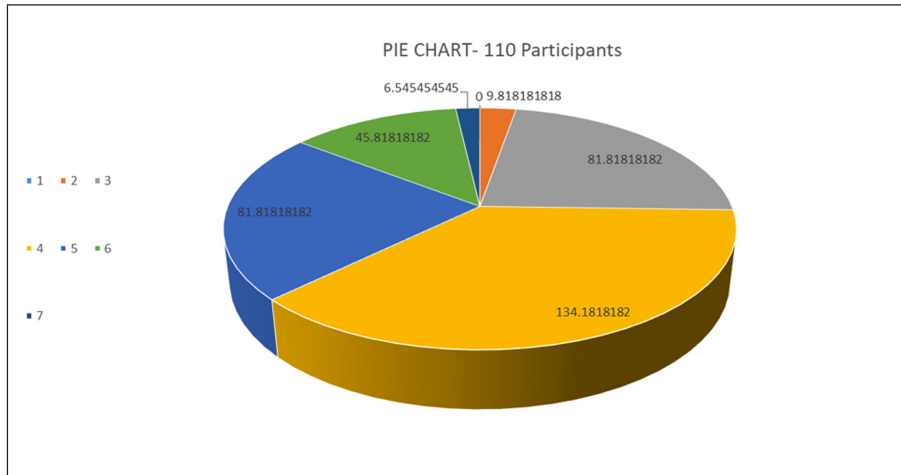
The qualitative data was analyzed using thematic analysis. This is a process of identifying and organizing patterns of meaning in the data. The researchers coded the interview transcripts and then searched for common themes.

Results

The quantitative results showed that unmarried young adults generally had positive attitude towards marriage. However, they also held more egalitarian views than previous generations. They were more likely to view marriage as a partnership of equals and to value both personal and relationship fulfillment.

Interpretations			Numbers (to represent)
Grade	Levels	No. of participants	
A	Extremely positive	0	1
B	Highly positive	3	2
C	Above average positive	25	3
D	Average/moderate positive	41	4
E	Below average positive	25	5
F	Highly negative	14	6
G	Extremely negative	2	7
		110	

*** Table representing the distribution of interpreted quantitative data**



The qualitative results revealed a number of themes related to unmarried young adults' attitude, perceptions, and experiences of marriage. These themes included:

- Marriage as a sacred event
- Marriage as a partnership
- Marriage as a social institution
- Marriage and family
- Marriage and happiness
- Marriage and success
- Decision-making in marriage
- Communication in marriage
- Conflict resolution in marriage
- Love and intimacy in marriage
- Sexual satisfaction in marriage
- Childbearing and parenting in marriage
- Divorce and separation

The interview data also suggested that unmarried young adults' attitude, perceptions, and experiences of marriage were influenced by a variety of factors, including their culture, values, personal experiences, and the experiences of their parents and other role models.

Discussion and Interpretation

The findings of this study suggest that unmarried young adults have complex and nuanced views on marriage. Their attitude, perceptions, and experiences are influenced by a variety of factors, including their culture, values, and personal experiences. Marriage can have a positive impact on the mental health and well-being of unmarried young adults, but the quality of the marriage is a critical factor.

Quantitative Data

The quantitative data was presented in a pie chart, and descriptive analysis for data representation was employed, which shows the distribution of participants according to their grade on the Marriage Attitude Scale. The results are as follows:

- Grade A (Extremely Positive): 0 participants
- Grade B (Highly Positive): 3 participants
- Grade C (Above Average Positive): 25 participants
- Grade D (Average/Moderate Positive): 41 participants
- Grade E (Below Average Positive): 25 participants
- Grade F (Highly Negative): 14 participants
- Grade G (Extremely Negative): 2 participants

The majority of participants (66%) had positive attitudes towards marriage. However, there was a significant minority (34%) who had a negative attitude towards marriage. This suggests that unmarried young adults have a range of views on marriage, from very positive to very negative.

No participants received a grade of A (Extremely Positive). It suggests that unmarried young adults are generally realistic in their expectations of marriage. They recognize that marriage is not always perfect, but they still believe that it is a worthwhile institution.

More participants received grades of D (Average/Moderate Positive) and E (Below Average Positive) than grades of B (Highly Positive) and C (Above Average Positive) which suggests that many unmarried young adults are still unsure about their feelings towards marriage. They may have some concerns about marriage, but they are still open to the possibility of getting married in the future.

There were a significant number of participants who received grades of F (Highly Negative) and G (Extremely Negative) suggesting that there is a significant minority of unmarried young adults who have a very negative attitude towards marriage. These individuals may have had negative experiences with marriage in their own families or the families of their friends, or they may have other concerns about marriage.

Qualitative Data Analysis

The qualitative data was analyzed using thematic analysis, which identified several themes related to unmarried young adults' attitudes, perceptions, and experiences of marriage. These themes included:

- Marriage as a sacred event: Many unmarried young adults viewed marriage as a sacred event that should be entered into with care and commitment.
- Marriage as a partnership: Unmarried young adults generally view marriage as a partnership of equals, in which both partners share in decision-making and responsibility.
- Marriage as a social institution: Unmarried young adults recognize that marriage is a social institution that is governed by certain rules and expectations.
- Marriage and family: Many unmarried young adults viewed marriage as a way to start a family and raise children.
- Marriage and happiness: Most unmarried young adults believe that marriage should be a source of happiness and fulfillment for both partners.
- Marriage and success: Some unmarried young adults viewed marriage as a sign of success and social status.

The qualitative data suggests that unmarried young adults have complex and nuanced views on marriage. They view marriage as a sacred event, a partnership of equals, and a way to start a family and raise children. They

also believe that marriage should be a source of happiness and fulfillment for both partners. However, some unmarried young adults also view marriage as a social institution that is governed by certain rules and expectations, and as a sign of success and social status.

The quantitative and qualitative data both support the hypothesis that unmarried young adults exhibit distinct attitudes, perceptions, and experiences of marriage compared to older adults. For example, the quantitative data showed that unmarried young adults are more likely to hold egalitarian views of marriage than older adults. The qualitative data showed that unmarried young adults are more likely to view marriage as a sacred event and a partnership of equals than older adults.

The quantitative and qualitative data also support the hypothesis that the attitudes, perceptions, and experiences of unmarried young adults towards marriage are influenced by a variety of factors, including culture, values, and personal experiences. For example, the quantitative data showed that unmarried young adults from cultures that place a high value on marriage are more likely to have a positive attitude towards marriage. The qualitative data showed that unmarried young.

Conclusion

This survey offers insightful information about the attitudes, views, and experiences of young adults who are single regarding marriage. The results imply that unmarried young adults have complicated and nuanced views on marriage and that several factors have an impact on their attitudes, perceptions, and experiences. This study has a few limitations. First, the samples were relatively small. Second, the snowball sampling techniques and purposive sampling techniques are both non-probability sampling techniques, which means that the samples are not representative of the population of unmarried young adults. Third, the study was cross-sectional which means that it cannot establish causality.

Future research should address the limitations of this study by using larger, probability samples and longitudinal designs. Future research should also explore the techniques through which marriage influences the mental health and well-being of unmarried young adults.

The results also point to the possibility that unmarried young adults' attitudes, perceptions, and experiences about marriage may have a substantial bearing on their general well-being and mental health.

Modernization, since the early 20th century, has brought changes across all aspects of the world. The last two decades have experienced tremendous changes in pre-existing marital customs. Marriage has been considered a mutual relationship with sexual benefits. The youth society now focuses on the ideas of love marriage, live-in relationships, and transgender relationships. They also encourage the notion of a gay and lesbian relationship. Youth now tend to be socially and economically independent. They now tend to spend the maximum time possible with their partners before marriage, unlike traditional rules where people had to marry according to the choice of their elders and were allowed to see each other only on the day of marriage. Modern women are allowed to work even after getting married, enabling them to balance their personal and professional lives simultaneously. Modernization has influenced marriage by reducing stereotypical gender roles. It has positively affected the population and economy of the country by bringing modern family planning systems.

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