



# **Level Of Life Skills Awareness Among Adult Learners Enrolled In Jan Shikshan Sansthan (JSS) In Madhya Pradesh.**

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**Abstract:** In the present study the investigator attempts to assess the level of life skill awareness among adult learners enrolled in Jan Sikshan Sansthan. Descriptive survey method is used for the study. The sample consist of 302 adult learners and the statistical techniques used for the study were mean, SD, t-test and percentage analysis. Result shows that the majority of adult learners have either low or average awareness. The study also found no significant difference in life skills between genders, and there is significant difference in critical life skills of adult learners enrolled in JSS scheme with respect to marital status.

The constitution of India as well as the successive five-year plans laid emphasis not only on formal education but also on adult and non-formal education for eradicating illiteracy and ultimately attain the national goal, Universalization of Education on behalf of Education for All. Non-formal education is mainly given to those people who do not get opportunity for formal education. Illiteracy is the mammoth challenge for Government of India since Independence. Therefore, adult and lifelong education had given utmost priority with a view to promoting national development. Wadia, L.C(2022) "The NEP 2020 document states that the curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes: (a) foundational literacy and numeracy; (b) critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare) (c) vocational skills development (with a view towards obtaining local employment); (d) basic education (including preparatory, middle, and secondary stage equivalency); and (e) continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills) NEP 2020 also give stress on adult and lifelong education and suggest separate curriculum and andragogy for this group. One of the key recommendations of NEP 2020 is to create school complexes, spaces that are well-resourced and can be shared by several schools, and then make these same spaces and resources available to youth and adults after school hour". As a part of "New India Literacy Programme" Ministry of Education, Government of India, replaced term 'Adult Education' as 'Education for All'. Because the term Adult Education not suitable for incorporating the illiterates of 15 years and above.

For developing self-employment through entrepreneurial skill training of the citizens, Government of India launched a scheme-Jan Shikshan Sansthan Scheme formerly known as Sharmik vidhyapeeth in 1967 under the Ministry of Education. In the Year 2018, this scheme was transferred to Ministry of Skill Development and Entrepreneurships and implemented this scheme through NGOs with 100 % grants from Government of India. Presently it covers 26 states and 7 Union Territories with 4 lakhs beneficiaries out of which 85 % are women. The mandate of the scheme is to provide vocational skills in non-formal way to illiterates, neo-literates and school drop outs up to 12 and person of rudimentary education up to 8<sup>th</sup> standard in the age group of 15-45 years. The target groups are women, SC/STs, minorities and other backward sections of the society.

All countries concentrating education of the citizens which will solve all hurdles of development. In micro level, an illiterate or neo-literate or drop out person especially from women has various constraints in the day to life situation like difficulty in financial transactions, ignorance of employment opportunities, evaluation of purchased of goods and services, problem for applying jobs, services, loans etc, difficulty in understanding and conceptualizing government circulars, orders and policies, Information acquisition from articles and bulletins of medias including newspaper, journals and electronic resources. Difficulty in the usage of communication and technology devices including internet and mail, difficulties in following safety instructions in roads and medicines, failing to helping the education of children, awareness of our rights and duties etc. All which will affect the day-to-day life of the individual and his profession in the grass root level and ultimately influence the performance or development of the nation.

Good number of studies proved that life skill will improve the personal and social competencies of the citizens. Cherukuri.V.K and Indira, (2020) – conducted a study named “Critical Analysis of Life Skills among Prospective Teachers” The result revealed that 66% of the prospective teachers have medium level of Life Skills, 18% of the prospective teachers have modest level of Life Skills and only 16% of the prospective teachers have highly rich level of Life Skills. Kumar, P and Fahimirad, M (2019) conducted a study about the importance of life skills on UG students’ personal and social competencies. Result shows that life skill instruction will improve UG students’ personal and social competencies.

In order to solve these problems, Government of India launching a new scheme as per the approval of the Parliament. Which include foundation literacy and numeracy, critical life skills, vocational skill development, basic education and continuing education.

As per the New India Literacy Programme, development of critical life skills – financial literacy, digital literacy, commercial skills, health care and awareness, child care and education and family welfare – are very essential for the day-to-day life of the individual. So, there is a

need for conduct a study about the level of **life skills** especially about **critical life skills** of adult learners and how they are differing according to gender, locality, marital status and level of income, employment status and qualification.

## OBJECTIVES

- To study the level of critical life skills awareness of adult learners enrolled in JSS Scheme.
- To study the mean difference in the level of critical life skills of adult learners enrolled in JSS scheme with respect to gender.
- To study the mean difference in the level of critical life skills of adult learners enrolled in JSS scheme with respect to marital status.

## HYPOTHESES

Based on the research objectives provided, the following research hypotheses can be formulated:

Hypothesis 1: Adult learners enrolled in the JSS Scheme have a high level of awareness regarding critical life skills.

Hypothesis 2: There is no significant difference in the level of critical life skills between male and female adult learners enrolled the JSS scheme.

Hypothesis 3: There is no significant difference in the level of critical life skills between married and unmarried adult learners enrolled in the JSS scheme.

## METHODOLOGY:

All the adult learners enrolled in JSS scheme of Madhya Pradesh will be treated as the population of the study.

### Sample for the Study

The present study will be conducted through survey method because the respondents are illiterates or newly literates of scattered localities of Bhopal, Raisen, Sehore, Dewas and Indore Districts. Therefore, as per the nature of sample investigator will collect data from 302 adult learners through stratified random sampling technique.

### Technique of sampling

For a fair selection of sample, the investigator first of all collected the list of Jan Sikshan Sansthan Centers all over the Madhya Pradesh state. Out of the 55 districts, five districts selected for the study. These districts have good cultural diversity, in which various socio-cultural and religious groups live together in harmony. This ensured a cross section of M P population in these five districts.

### Tools Used

For the purpose of data collection, following tools will be used.

1. **Critical life skill Questionnaire for Adults:** The investigator will construct and standardized the questionnaire on the basis of theoretical dimensions of critical life skills to measure the awareness of adult learners. It ensures face and content validity.

Reliability was found using split-half method.

The reliability of Critical life skill questionnaire was found to be 0.849. The reliability coefficient indicate that the critical life skill questionnaire has high reliability.

### Statistical Procedures Used:

The major statistical procedures used in the study are:

1. For the preliminary analysis of test scores, the basic statistical indices like Mean, Median, Mode, Standard deviation, Skewness and Kurtosis were found out.

2. “t” test is used for comparison of sub samples and demographic variables like gender, locale, marital status, employment status, community category, educational qualification of the critical life skills of adult learners.

## ANALYSIS AND INTERPRETATION OF DATA

The present study is intended to “Assessing Life Skills Awareness of Adult Learners Enrolled in the Jan Shikshan Sansthan Scheme in Madhya Pradesh” Since it is quantitative research so it requires the collection and analysis of data.

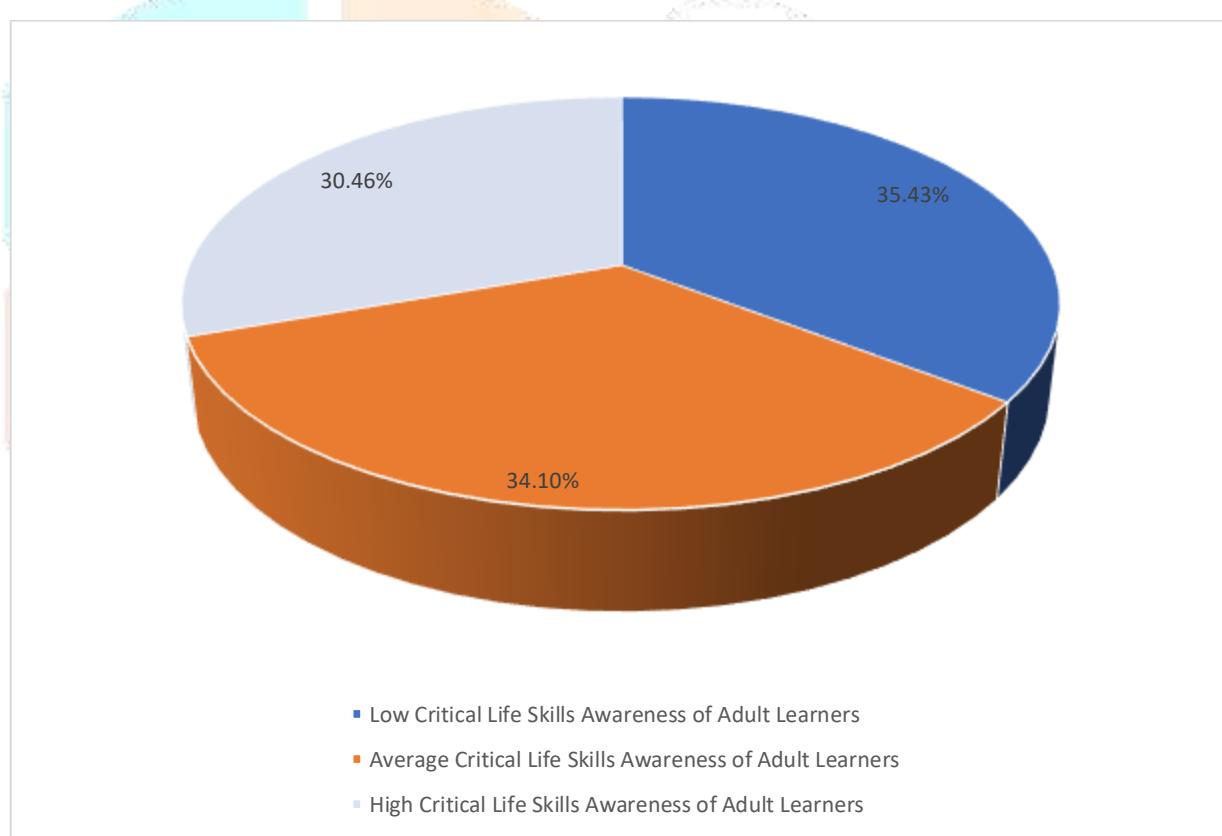
**Objective.1.** To study the level of critical life skills awareness of adult learners enrolled in JSS Scheme.

**Table No.1**  
**Level of Critical Life skill Awareness of Adult Learners**

<b>Level of Critical Life Skills Awareness of Adult Learners</b>	<b>Norms Value</b>	<b>Total Number (N=302)</b>	<b>Percentage (%)</b>
Low Critical Life Skills Awareness of Adult Learners	45 and below	107	35.43%
Average Critical Life Skills Awareness of Adult Learners	46 to 54	103	34.10%
High Critical Life Skills Awareness of Adult Learners	55 and above	92	30.46%

**Figure No:01**

**Pie Diagram Showing the levels of Critical Life Skills Awareness of Adult Learners**



The data presents the level of **Critical Life Skills Awareness** among **302 adult learners**, categorized into three levels: **Low, Average, and High Awareness** based on specific norm values.

### 1. Distribution of Awareness Levels

- **Low Awareness (35.43%)**: A significant portion of adult learners (**107 individuals**) falls into this category, indicating a lack of essential life skills required for effective decision-making, problem-solving, and adaptability.
- **Average Awareness (34.10%)**: Nearly one-third of the learners (**103 individuals**) have a moderate understanding of critical life skills, suggesting that while they possess some necessary skills, there is room for improvement.

- **High Awareness (30.46%):** Only 92 individuals demonstrate a strong awareness of critical life skills, meaning they are well-equipped to handle real-life challenges effectively.

## 2. Interpretation of Findings

- The data reveals that **the majority of adult learners (69.53%)** have either **low or average** awareness, suggesting a potential gap in life skills education.
- The relatively small percentage (**30.46%**) of learners with **high awareness** implies that targeted interventions may be necessary to improve life skills among adult learners.
- The near-equal distribution among the three categories indicates **a need for more structured programs** to elevate learners from low to higher awareness levels.

## 3. Implications

- **Educational Interventions:** Training programs should focus on enhancing **problem-solving, decision-making, communication, and financial literacy skills**.
- **Customized Learning Approaches:** Since a significant number of learners fall in the low and average categories, tailored programs catering to their specific needs should be developed.
- **Further Research:** Understanding the factors influencing these awareness levels (e.g., education level, socio-economic background) can help refine strategies to enhance life skills training.

## 4. Conclusion

The data suggests that **a substantial portion of adult learners lacks high-level critical life skills awareness**, which may impact their ability to navigate personal and professional challenges effectively. Focused skill development programs are necessary to bridge this gap and promote lifelong learning.

**Objective 2.** To study the mean difference in the level of critical life skills of adult learners enrolled in JSS scheme with respect to gender.

**Table No:02**

**Mean and Standard Deviation scores of Critical life skill awareness of adult learners with respect to gender**

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	27	49.9259	5.08335	0.97829
Female	275	48.6945	7.94928	0.47936

**Table No:03****Comparison of Critical life skill awareness of adult learners with respect to gender**

	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	0.789	300	0.431	1.23138	1.56158	-1.84166	4.30442
Equal variances not assumed	1.130	39.766	0.265	1.23138	1.08942	-0.97083	3.43359

**Interpretation:** An Independent Sample t-test was conducted to compare the critical life skills of adult learners between Male ( $M=49.92$ ,  $SD=5.08$ ) and Female ( $M=48.69$ ,  $SD=7.94$ ) groups. The t-test results showed that, assuming equal variance, there is no significant difference in critical life skills of adult learners enrolled in JSS scheme with respect to gender  $t = 0.789$ ,  $p = 0.431$ , 95%CI. Therefore, we fail to reject the null hypothesis, indicating that there is insufficient evidence to conclude that the mean critical life skills of adult learners scores differ significantly between male and female. The results suggest that the no significant difference in mean scores of male and female groups. The research studies also support this finding.

Abraham, P and Shajimon PP (2024) conducted a study Influence of gender and locale on life skill among secondary school students, which reveals that gender has no influence and locale influence on the life skills of secondary school students.

**Table No:4****Mean and Standard Deviation scores of Critical life skill awareness of adult learners with respect to marital status**

Marital Status	N	Mean	Std. Deviation	Std. Error Mean
Married	163	47.3681	8.19210	0.64166
Unmarried	139	50.4892	6.82107	0.57856

Table No:5

## Comparison of Critical life skill awareness of adult learners with respect to marital status

	t-test for Equality of Means						
	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variance s assumed	-3.561	300	0.000	-3.12111	.87654	-4.84606	-1.39616
Equal variance s not assumed	-3.613	299.83	0.000	-3.12111	.86397	-4.82133	-1.42089

**Interpretation:** An Independent Sample t-test was conducted to compare the critical life skills of adult learners between married ( $M=47.36$ ,  $SD=8.19$ ) and unmarried ( $M=50.48$ ,  $SD=6.82$ ) groups. The t-test results showed that, assuming equal variance, there is significant difference in critical life skills of adult learners enrolled in JSS scheme with respect to marital status  $t = -3.56$ ,  $p = 0.00$ , 95% CI. Therefore, we reject the null hypothesis, indicating that there is sufficient evidence to conclude that the mean critical life skills of adult learners scores differ significantly between married and unmarried. The results suggest that the significant difference in mean scores of married and unmarried groups.

**Overall Life Skills Awareness:** A significant portion of adult learners (69.53%) displayed low to average awareness of life skills. Only about 30.46% demonstrated high awareness, which signalling a clear need for targeted training programs. There is a noticeable gap in critical areas such as decision-making, communication, problem-solving, and financial literacy. Addressing this gap is essential for empowering learners to manage personal and professional challenges more effectively.

**Gender Neutrality in Learning:** Interestingly, the study found no significant difference in life skills between genders, suggesting that the JSS's gender-inclusive strategies are working well. This is a positive indicator, and continued emphasis on gender-neutral approaches will help ensure equity in skill development.

**Marital Status and Learning:** Marital status also appeared to influence learning outcomes. Married learners face additional responsibilities—like managing households or childcare—which can limit their study time. Therefore, programs should accommodate these realities by offering flexible schedules (evening/weekend

classes, online options), family-friendly policies (childcare support, spousal engagement), and strategies for balancing work, life, and learning. Unmarried learners, especially the younger ones, may benefit more from intensive training focused on career development, networking, and opportunities for global exposure or study abroad programs.

**Gender-Neutral Skill Development:** The absence of significant differences in critical life skills between male and female learners suggests that the JSS scheme's current gender-inclusive approaches are effective. Maintaining and strengthening these strategies can ensure equitable skill development opportunities across genders.

**Marital Status Considerations:** The variation in skill levels between married and unmarried learners suggests that marital status influences learning needs. Programs could incorporate family dynamics and responsibilities into the curriculum for married learners, while focusing on individual development and career progression for unmarried participants.

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