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## Vocational Training Practices and Beneficiary Satisfaction in Jan Shikshan Sansthan Centres of Manipur

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### Abstract

Jan Shikshan Sansthan (JSS) is a vocational training initiative that enhances livelihood opportunities for socially and economically disadvantaged groups through skill development programmes. In this context, the present study examines vocational training practices and beneficiary satisfaction in two JSS centres in Manipur, covering three courses—Beauty and Wellness, Food Processing, and Apparel Making. The study is based on primary data collected from 150 beneficiaries using a structured questionnaire and an interview schedule, comprising biographic details and four dimensions: training process, training environment, satisfaction level, and problems faced, measured on a five-point Likert scale. The findings indicate that beneficiaries perceived the course content as understandable, the trainers as effective in explaining the lessons, and the practical training as adequate. A strong positive association was observed between training process variables and overall satisfaction, and the training environment also contributed positively. Although specific concerns were reported regarding duration, materials, and infrastructure, these did not significantly reduce overall satisfaction. No statistically significant differences were found across centres or courses, suggesting consistency in programme implementation. The study underscores the importance of structured instructional practices and meaningful practical exposure in enhancing beneficiary outcomes in vocational skill development programmes.

**Keywords:** vocational, training, beneficiary, practices, jan shikshan sansthan.

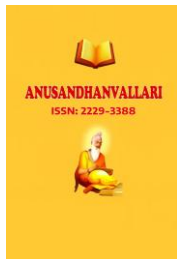
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### Introduction

Vocational education and skill development have gained increasing importance in India as tools for improving employability, generating income, and promoting social inclusion. In a developing economy where a significant section of the population belongs to socially and economically disadvantaged groups, skill-oriented training programmes play a vital role in enhancing self-reliance and livelihood security. Vocational training equips individuals with practical competencies that enable them to participate productively in the labour market or undertake self-employment. In recent years, skill development initiatives have been recognised not merely as employment mechanisms but also as tools for empowerment and social mobility.

Within this broader framework, Jan Shikshan Sansthan (JSS) functions as an essential vocational training scheme that provides skill-based education to non-literate, neo-literate, school dropouts, and marginalised sections of society. The scheme emphasises practical training in locally relevant trades and seeks to create opportunities for income generation through short-term vocational courses. JSS centres operate through structured training programmes delivered by qualified trainers, focusing on both theoretical understanding and hands-on practice. The effectiveness of such programmes largely depends on instructional practices, adequacy of training facilities, and the perceived usefulness of the skills imparted.

In Manipur, JSS centres in Imphal West and Thoubal districts have been actively conducting vocational courses such as Beauty and Wellness, Food Processing, and Apparel Making. These courses are designed to address local livelihood needs and promote self-employment among beneficiaries. Although enrolment in vocational training programmes has increased in these centres, systematic evaluation of training practices and beneficiary satisfaction remains limited. Assessing beneficiaries' perceptions of the training process, learning



environment, skill development, and challenges encountered during training is essential for understanding programme effectiveness.

Despite the policy importance of vocational training under JSS, empirical studies examining instructional practices and beneficiary satisfaction at the centre level are scarce, particularly in Manipur. Most existing assessments remain descriptive and do not sufficiently analyse the relationship between training practices and satisfaction outcomes. In this context, the present study examines vocational training practices and beneficiary satisfaction in the JSS centres of Imphal West and Thoubal, with specific reference to the courses Beauty and Wellness, Food Processing, and Apparel Making.

### Review of Literature

Knowles (1984) introduced the theory of andragogy and emphasised that adult learners prefer practical, experience-based, and learner-centred instruction. He argued that trainers must facilitate participation, provide clear explanations, and connect learning to real-life situations to enhance engagement and satisfaction. His framework laid the foundation for understanding how instructional practices influence adult learner outcomes in vocational education settings.

UNESCO (2016) examined technical and vocational education systems in developing countries and reported that structured curriculum delivery and adequate practical exposure significantly improve learner confidence and employability. The report highlighted that training effectiveness depends on both instructional clarity and supportive learning environments. It also recommended systematic evaluation of learner perceptions to strengthen programme implementation.

Sharma and Bhat (2019) investigated vocational skill development programmes in India and found that beneficiaries reported higher satisfaction when trainers ensured sufficient practical training and maintained interactive teaching methods. The study established a positive relationship between training process variables and overall satisfaction. The authors concluded that effective instructional practices directly enhance perceived skill development.

Singh and Kaur (2020) analysed vocational training programmes regarding employment readiness and observed that beneficiaries who perceived training methods as learner-friendly demonstrated greater confidence in income-generating activities. The study identified a significant association between perceived skill enhancement and programme satisfaction, and emphasised the importance of maintaining consistency in training practices across centres.

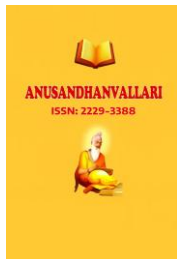
Devi (2021) examined vocational training initiatives in North-East India and reported that beneficiaries valued clarity of instruction, trainer support, and availability of facilities. Although respondents expressed concerns regarding materials and infrastructure, the study found that strong instructional delivery mitigated dissatisfaction. Devi highlighted the need to balance the training environment and teaching effectiveness to sustain beneficiary satisfaction.

Kumar and Lal (2023) assessed beneficiary perceptions of government-supported vocational training programmes and reported that curriculum relevance, practical exposure, and trainer competence significantly predicted overall satisfaction. The study also found that institutional consistency across training centres contributed to uniform beneficiary outcomes. The authors recommended centre-level comparative analysis to strengthen monitoring and evaluation practices.

### Objectives of the Study

The present study aims to examine vocational training practices and beneficiary satisfaction at Jan Shikshan Sansthan centres in Imphal West and Thoubal. The specific objectives of the study are:

1. To examine beneficiaries' perceptions of the training process, including clarity of instruction, practical training, and learner-friendly teaching methods.



2. To assess the adequacy of the training environment in terms of facilities, equipment, and supportive learning atmosphere.
3. To determine the level of beneficiary satisfaction with the training programme, including confidence in skill use and perceived employment or income-generation prospects.
4. To identify the problems faced by beneficiaries during the training, particularly regarding duration, materials, and infrastructure.
5. To compare beneficiary perceptions of vocational training practices and satisfaction across the two JSS centres (Imphal West and Thoubal).
6. To examine whether beneficiary perceptions differ across the three vocational courses—Beauty and Wellness, Food Processing, and Apparel Making.

### Research Methodology

**Research Design:** The study adopted a descriptive survey design to examine vocational training practices and beneficiary satisfaction in selected Jan Shikshan Sansthan (JSS) centres in Manipur. The design enabled systematic collection and analysis of beneficiaries' perceptions regarding training-related variables.

**Area of Study:** The study was conducted in two Jan Shikshan Sansthan centres located in Imphal West and Thoubal districts of Manipur. These centres offer vocational training programmes to develop skills among socially and economically disadvantaged groups. For the present study, three vocational courses—Beauty and Wellness, Food Processing, and Apparel Making—were selected from each centre.

**Sample and Sampling Technique:** The study sample comprised 150 beneficiaries. Beneficiaries were selected from the three identified courses in both centres. A stratified sampling technique was adopted to ensure representation from each course and centre, thereby enabling meaningful comparative analysis.

**Tool for Data Collection:** Data were collected using a structured questionnaire and interview schedule developed by the researcher. The instrument consisted of five parts:

- Part A: Biographic Information (gender, age group, marital status, academic qualification, and social category)
- Part B: Training Process (5 items)
- Part C: Training Environment (3 items)
- Part D: Satisfaction Level (3 items)
- Part E: Problems Faced (3 items)

Items in Parts B to E were measured using a five-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1). The questionnaire was designed to assess beneficiaries' perceptions of instructional clarity, the adequacy of practical training, trainer effectiveness, the availability of facilities and equipment, confidence in their skill use, employment prospects, and challenges encountered during training.

**Procedure for Data Collection:** The researcher personally administered the questionnaires to beneficiaries at both centres after obtaining necessary permissions from the relevant authorities. The respondents completed the questionnaire voluntarily, and the completed instruments were collected immediately to ensure accuracy and completeness.

**Statistical Techniques Used:** The collected data were coded and entered into statistical software for analysis. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to analyse beneficiaries' responses. An independent sample t-test was used to examine differences between the two centres, and a one-way ANOVA was used to analyse differences across the three vocational courses.

## Findings

- Biographic Profile of Beneficiaries

**Table 1:** Distribution of Beneficiaries by Gender (N=150)

Gender	Frequency	Percentage
Male	15	10
Female	135	90
Total	150	100

The data show that female beneficiaries constitute the dominant proportion (90%) of the sample, while male beneficiaries constitute the remaining 10%. This indicates strong participation by women in vocational training programmes at the selected centres. The higher female enrolment reflects the role of vocational training in promoting women's skill development and economic engagement.

**Table 2:** Gender Distribution across Courses

Course	Male	Female	Total
Beauty & Wellness	0	50	50
Food Processing	15	35	50
Apparel making	0	50	50
Total	15	135	150

The course-wise distribution reveals that all male beneficiaries are enrolled in the Food Processing course, while Beauty & Wellness and Apparel Making courses consist entirely of female beneficiaries. This pattern suggests gender-linked preferences in course selection, with women predominantly participating in Beauty & Wellness and Apparel Making courses. Food Processing shows comparatively more gender diversity, though female participation remains higher.

- Training Process (Items 1-5)

**Table 3:** Mean Scores for Training Process Variables

Item	Mean (M)	Standard Deviation (SD)
Course content is easy to understand	4.18	0.74
Training helps develop practical skills	4.32	0.69
Trainers explain lessons clearly	4.25	0.71
Practical training is sufficient	4.10	0.82
Training methods are learner-friendly	4.22	0.75
Overall Mean	4.21	-

The overall mean score of 4.21 indicates strong agreement regarding the effectiveness of the training process. Beneficiaries particularly appreciated skill development (Mean = 4.32) and clarity of instruction (Mean = 4.25). The findings suggest that instructional delivery, practical exposure, and learner-friendly teaching methods are strong components of the vocational training programmes in both centres.

- Training Environment (Items 6-8)

**Table 4:** Mean Scores for Training Environment

Item	Mean (M)	Standard Deviation (SD)
Training facilities are adequate	3.98	0.86
The equipment is sufficient for practice	3.85	0.91
The training environment is supportive	4.05	0.79
Overall Mean	3.96	-

The overall mean score of 3.96 reflects a moderately high perception of the training environment. Beneficiaries considered the learning atmosphere supportive (Mean = 4.05). However, slightly lower mean values for equipment and facilities indicate areas where infrastructural improvement may enhance the training experience.

- Satisfaction Level (Items 9-11)

**Table 5:** Mean Scores for Satisfaction Level

Item	Mean (M)	Standard Deviation (SD)
Satisfied with the training programme	4.30	0.68
Feel confident in using the skills learned	4.28	0.72
Training will help in income generation	4.22	0.76
Overall Mean	4.27	-

The overall satisfaction mean of 4.27 indicates a high level of beneficiary satisfaction. Beneficiaries reported strong confidence in applying the skills they had acquired and believed that the training would contribute to employment or income generation. These findings demonstrate that the vocational programmes are perceived as meaningful and outcome-oriented.

- Problems faced during Training (Items 12-14)

**Table 6:** Mean Scores for Problems Faced

Item	Mean (M)	Standard Deviation (SD)
Training duration is insufficient	3.10	1.02
Lack of materials affects learning	3.25	0.98
Infrastructure problems affect training	3.05	1.01
Overall Mean	3.13	-

The mean scores of 3.13 indicate moderate concerns regarding duration, availability of materials, and infrastructure. While some beneficiaries experienced these challenges, the relatively high satisfaction scores suggest that these issues did not substantially reduce their overall perception of programme effectiveness.

- Centre-wise Comparison

**Table 7:** Comparison of Overall Satisfaction between Centres

Centre	Mean	SD	t-value	p-value
Imphal West	4.29	0.69	0.51	0.61
Thoubal	4.25	0.72		

The independent-samples t-test indicates no statistically significant difference ( $p > 0.05$ ) in satisfaction levels between beneficiaries of the Imphal West and Thoubal centres. This suggests that training practices and beneficiary experiences remain consistent across the two centres.

- Course-wise Comparison

**Table 8:** ANOVA for satisfaction across Courses

Course	Mean
Beauty & Wellness	4.31
Food Processing	4.24
Apparel making	4.26

F-value = 1.12

p-value = 0.33

The ANOVA results reveal no statistically significant difference in satisfaction levels across the three vocational courses ( $p > 0.05$ ). This indicates that beneficiaries across Beauty & Wellness, Food Processing, and Apparel Making report comparable levels of satisfaction, reflecting uniformity in programme implementation.

## Discussion

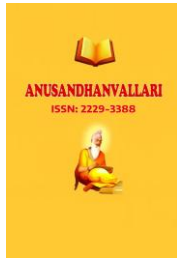
The findings demonstrate that beneficiaries perceive the training process as straightforward, practical, and learner-friendly. High mean scores for instructional clarity and skill development confirm the effectiveness of trainer-led instruction and sensible exposure. The high satisfaction levels further indicate that beneficiaries consider the training meaningful for building confidence and generating income.

Although moderate concerns were expressed regarding duration, materials, and infrastructure, these factors did not significantly reduce overall satisfaction. The absence of significant centre-wise and course-wise differences suggests standardised implementation of training practices in both Imphal West and Thoubal centres.

The predominance of female beneficiaries, particularly in Beauty & Wellness and Apparel Making courses, reflects gender-oriented participation patterns in vocational trades. At the same time, Food Processing demonstrates relatively broader participation, including male beneficiaries. Overall, the results indicate that vocational training delivered by the selected JSS centres is practical, providing skill-oriented instruction and enhancing beneficiary satisfaction.

## Conclusions

The present study examined vocational training practices and beneficiary satisfaction in the Jan Shikshan Sansthan centres of Imphal West and Thoubal, with specific reference to the courses Beauty and Wellness, Food Processing, and Apparel Making. The findings indicate that beneficiaries hold positive perceptions of the training process, particularly regarding the clarity of instruction, practical exposure, and learner-friendly teaching methods. High mean scores across training process variables suggest that instructional



delivery constitutes a strong component of the vocational programmes. The training environment was also perceived favourably, though comparatively moderate mean values for equipment and facilities indicate areas where infrastructural strengthening may be beneficial. Despite concerns about training duration, materials, and infrastructure, beneficiary satisfaction remained high overall. Beneficiaries reported confidence in applying the skills they had acquired and believed that the training would contribute to employment or income generation.

The absence of statistically significant differences across centres and courses indicates consistency in programme implementation between the Imphal West and Thoubal JSS centres. This uniformity suggests effective standardisation of instructional practices across trades and locations. Furthermore, the predominance of female beneficiaries highlights the significant role of vocational training in supporting women's skill development and economic participation. Overall, the study demonstrates that well-structured instructional practices and adequate practical exposure are central to shaping positive beneficiary perceptions. The findings reinforce the importance of maintaining instructional effectiveness while simultaneously addressing infrastructural concerns to strengthen vocational skill development initiatives further.

### Recommendations

Based on the findings of the study, the following recommendations are suggested:

- i. Improvement of Infrastructure and Materials: Moderate concerns about equipment availability and materials indicate the need for periodic assessments and upgrades to training facilities to ensure uninterrupted practical learning.
- ii. Review of Training Duration: Given that some beneficiaries found the duration insufficient, the course duration may be reviewed to ensure adequate time for skill acquisition and practice.
- iii. Continuous Monitoring and Feedback Mechanism: Regular beneficiary feedback should be incorporated into programme evaluation processes to identify emerging challenges and maintain consistent training standards across centres.
- iv. Strengthening Employment Linkages: As beneficiaries perceive training as supporting income generation, establishing stronger linkages with local markets, self-help groups, and entrepreneurship support mechanisms can enhance post-training outcomes.

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