

## Adult education importance for women's well-being in India

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### Abstract

Happiness has gained significant attention in recent years. People tend to be healthier. Happy people have a higher quality of life and live longer. They operate at a higher level, applying their talents, aptitudes, and capabilities to improve not just their well-being but also that of others and society. (Ruchi Sundriyal, Dr. Ravindra Kumar(2014)). Almost everyone agrees that education improves life satisfaction and well-being in some way, including indirectly, by obtaining important factors that influence happiness, like better jobs, financial benefits, and improved health (Yang Dongliang, Zheng Ge, Wang Haoran, Li Mingna (2022)). Nonetheless, there is a variety of evidence about the direct impact of schooling. Education structures crucial happiness-building elements by changing various areas of personal life. Adult education has developed into lifelong learning over time, involving individuals of multiple ages and geographical locations, with an emphasis on underserved populations, such as those with low incomes. The New Education Policy (NEP) 2020, emphasises an adult education paradigm to improve life satisfaction and well-being for everyone, especially women and marginalized groups. In this research paper, the researcher aims to describe and understand the well-being and happiness of women from adult education in India. The method used in writing this article is the literature study method, where data is obtained by a series of activities related to library data collection methods, reading and recording, and processing research materials.

**Keywords:** Well-being; Life satisfaction; Happiness; Adult education; Women education

### 1. Introduction

The concept of happiness has gained significant attention in recent years (Ghasempour et al., 2013). According to Heizomi et al. (2015), happiness reflects mental well-being and achieving greater overall success. Education functions as both a basic human right and a fundamental instrument for establishing equality which serves a crucial role throughout people's lives. Women's education, in particular, refers to the access to educational opportunities and resources specifically available to women and girls. Through education, women gain the power to escape poverty while building economic abilities and creating gender equality throughout society. When women receive an education it produces individual benefits which spread throughout families and communities and accelerate social and economic progress. The relationship between overall life satisfaction and satisfaction with specific life domains highlights the importance of relative perceptions rather than absolute measures in predicting general fulfilment. Additionally, the areas of life most strongly correlated with overall life satisfaction often differ between men and women, reflecting distinct priorities and experiences. (Stefani Milovanska-Farrington· Stephen Farrington, 2022). Almost everyone agrees that education improves life satisfaction and well-being in some way, including indirectly, by obtaining important factors that influence happiness, like better jobs, financial benefits, and improved health (Helliwell et al., 2020). Nonetheless, there is a variety of evidence about the direct impact of schooling. Education structures crucial happiness-building elements by changing various areas of personal life. For many years, the idea of "Education for All" has been a top focus worldwide. Regardless of age, location, or religion, adult education is a powerful tool for advancing literacy, expanding knowledge, and involving all facets of society. (Dr. Faiyaz Ahammad. (2024)). Adult education has developed

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into lifelong learning over time, involving individuals of various ages and geographical locations, with an emphasis on underserved populations, such as those with low incomes. The New Education Policy (NEP) 2020, which highlights lifelong learning and adult education as crucial tactics for reaching 100% literacy, NEP 2020 seeks to provide access to resources, improve life satisfaction for everyone, and close the educational gap between the least and most educated. (Dr. Faiyaz Ahammad. (2024)).

In general, adult education refers to the education of adults older than eighteen. Adult education is mostly for those who could not receive formal schooling or higher education during their formative years.

"Any activities with an educational purpose carried on by people, in the ordinary business of life, who use only part of their energy to acquire intellectual equipment" is what Bryson defines as "adult education." ( [http://www.india.gov.in/citizen/adult\\_education.php](http://www.india.gov.in/citizen/adult_education.php), viewed on 3rd March 2012.)

Similarly, Ernst Baker believes that "adult education is given on a part-time basis and, therefore, given concurrently with work and the earning of a living." ([http://www.india.gov.in/citizen/adult\\_education.php](http://www.india.gov.in/citizen/adult_education.php), viewed on 3rd March 2012) In India, most girls are forced to marry at an early age or sacrifice their studies or careers for the sake of family pressures, and through their educational journey, students experience transformation because education supports intellectual curiosity and critical thought development while improving self-awareness for personal satisfaction and true meaning. ( Noddings N, Roberts P, 2013). According to many analysis research studies, adult education works best to boost women's status in society by giving them empowerment opportunities. The two beneficial effects of education include improving household status and fighting inequality. Women's education at every academic level needs promotion along with decreased gender prejudice through the creation of mixed-sex educational institutions at all levels, including those that serve female students exclusively.

### *Objectives*

- To study the importance of adult education in India
- To study women's adult education and its effect on their well-being.

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## **2. Adult Education for Women In India**

Women have been given a major position in the family structure established by our tradition and heritage. Today, women play a significant part in the overall growth of the country. Adult education's contribution to women's empowerment prospects is thought to be the most effective way to alter their status in society. Getting an education helps to improve women's status in the household and reduces inequality. To promote women's education at all levels and to lessen gender bias, schools, colleges, and universities—even ones that are solely for women in the state—should be established. Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including literacy, basic education equivalency, skill development (Vocational Education) and Continuing Education. To promote adult education, a series of programmes were introduced since the First Five Year Plan, the most prominent being the National Literacy Mission (NLM), launched in 1988 to impart functional literacy to non-literates in the age group of 15-35 years in a time-bound manner. By the end of the 10th Plan period, NLM had made 127.45 million persons literate of which 60% were females 23% belonged to Scheduled Castes (SCs) and 12% to Scheduled Tribes (STs). ( [https://dsel.education.gov.in/adult\\_education](https://dsel.education.gov.in/adult_education)) It is commonly acknowledged that education can lead to significant economic benefits, such as better job opportunities, higher incomes, and higher levels of productivity. However, there is substantial social stratification based on education, occupation, and income among India's historically oppressed communities, who also experience poverty, economic difficulties, and limited prospects in low-skilled occupations. (Bhardwaj, S., & Shonchoy, A. S. (2024)). These initiatives have been successful in reducing India's wage and consumption disparities and increasing access to education (Hnatkovska, Lahiri & Paul, 2012). Adult education, according to Lindeman, )E.C. Lindeman (1989)) is the last choice for those who were not given a good opportunity to continue or pursue it at the appropriate time. The idea of adult education has evolved not only in India but also around the world. Since the 20th century, the definition of adult education has expanded to include any kind of learning process that aids in the development of new knowledge and abilities.(S. Mandal (2013)).

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## **3. Method**

The literature study approach is used in this kind of research, where the source of data collection comes from various journals, books, and articles, which are then examined under the problem title of the current article. Exploration of journals, articles, and books online through repositories of various journals that have been published on multiple

websites. The data source used is secondary data that does not come from direct observation but from previous research results. This data is generated by searching for various references about the research subject, which are presented as descriptions. The data collection method is carried out in searching or exploring data from literature related to existing problems. After the data is obtained, it is collected until it becomes a document that can be used. The research focused on analyzing happiness and well-being among women for adult learning using selected articles published between 2019 and 2024. A total of 8 articles were reviewed, sourced from open-access platforms like Google Scholar, Garuda, Springer, and others. These articles were written in English, involving original research studies with full-text availability

**Table 1** Characteristics of analysed Papers

Author Name	Year Country	Methods	Findings
Sakshi Bhardwaj Abu S Shonchoy	2024 United States	Controlled experimental quantitative study	Future research on social identity and its influence on adult learning
Pahsyntiew, A. W., & Rymbai, R	2020 India	Quantitative Study with Happiness Scale	Female Learning is important for their happiness and National development
Dr. Faiyaz Ahammad	2024 India	Qualitative Content analysis	NEP 2020 recognizes the importance of lifelong and adult learning and suggests a number of actions to promote these fields.
Jabanika Tripura , Bristi Rani Tripura	2024 India	Qualitative Content analysis	Educated women may contribute significantly to the nation's growth, and women's education in India is a top priority for both the government and civil society.

#### 4. Discussion and Findings

Studies show that adult education delivers maximum benefits for women in society by providing opportunities to achieve empowerment. Education delivers two important impacts that advance household prestige and combat unfairness. Women who participate in education programs develop higher self-esteem along with improved self-confidence and proficient decision-making abilities about health care financial matters and personal bonds. Access to education allows individuals to acquire skills and find better work opportunities leading to financial independence that fights economic stress while improving lifetime quality.

Better mental health develops through education programs because they help students build psychological resilience alongside problem-solving abilities and meaningful life direction. Through community engagement, adult education reinforces personal social connections while empowering women to be advocates for family health and both individual and collective rights. Just like a building block for women's empowerment and well-being adult education serves as a fundamental system that supports personal development creates economic security and promotes societal advancement.

#### 5. Conclusion

In this Research Paper, I concluded that the power of education serves as a strong administrative tool to substantially enhance both female happiness and well-being. Empowered women through adult education develop improved lives and emotional strength in addition to economic welfare and social inclusion. Enrollment in Adult educational programs helps women build self-confidence while enhancing their mental health and will create better outcomes for themselves and their family members. Although adult education offers various advantages to women they continue encountering barriers due to societal conventions and financial barriers plus physical restrictions that prevent learning opportunities. The solution needs policies to establish adaptable learning options together with financial support systems with public education to emphasize perpetual learning. Today's society must provide funding for education programs which extend past individual benefits for women. Women who receive education make better social contributions to their families and communities that result in communal growth embracing both moral and economic development. Research must continue to develop new educational strategies which offer equitable access to all women therefore providing them with learning success opportunities.

## Compliance with ethical standards

### *Statement of informed consent*

Informed consent was obtained from all individual participants included in the study.

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