



QUALITY OF LIFE IN PERSPECTIVE OF NEW EDUCATION POLICY IN INDIA: A CASE STUDY WITH REFERENCE TO FEW HOUSEHOLDS OF BURDWAN DISTRICT IN WEST BENGAL

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ABSTRACT

*The Present paper tried to analyse the impact of education on the quality of life of the members of the households in perspective of New Education Policy (NEP) in India in Purulia district of West Bengal. This study is basically an empirical in nature covering 55 households. A self-structured questionnaire was used for collection of data from one male and one female member of each household. Multi-stage purposive sampling method was used for collection of primary data. **Methodology:** A non-parametric Chi-square test was used in order to examine the association between education and quality of life of the members of the households. Student's *t* -test was applied to examine the differences in attitude towards the awareness among the households w.r.to economic status (i.e. APL and BPL), social status (i.e., General and Reserved category). Apart from this, ANOVA was used to examine the difference in attitude among the respondents having in different educational status (i.e., educated, under educated and uneducated). Again, multiple regression analysis was applied to examine the nature and dependency of a set of selected indicators on better quality of life (QOL) of the households. **Findings of the Study:** i) There exists a strong association between education and QOL of the households, ii) Difference in attitude among*

the respondents towards the impact of education on QOL., iii) QOL varied over the different socio-economic indicators of life apart from the level of education of the households.

Keywords: Education, QOL, Chi-square test, NEP, socio-economic status

Introduction

Quality of life (QOL) means a good life and we believe that a good life is the same as living a life with a high quality. The notion of a good life can be observed from subjective to the objective, where this spectrum incorporates a number of existing quality of life theories. We call this spectrum the integrative quality-of-life (IQOL) theory and discuss the following aspects in this paper: well being, satisfaction with life, happiness, meaning in life, the biological information system, realizing life potential, fulfillment of needs, and objective factors. The philosophy of life as measured in the present work tries to measure the global quality of life with questions derived from the integrative theory of the quality of life. The IQOL theory is an overall theory or meta-theory encompassing eight more factual theories in a subjective-existential-objective spectrum. Other philosophies of life can stress other aspects of life, but by this notion of introducing such an existential depth into the health and social sciences, we believe to have taken a necessary step towards a new humility and respect for the richness and complexity of life (Denzin, 2005).

Several studies are conducted to assess the role of education on quality of life. But most of the studies are narrower one i.e., cover any specific aspect. So this study tries to fill in the gap by examining the role of education on quality of life of households in perspective of New Education Policy (NEP) covering the different aspects of quality indicators in Purulia district of West Bengal (Felce, 1995; Wallander, 2001; Siu, 2005; Shek, 2005). Quality of life implies certain qualitative aspects which are essential for the overall well-being of the human beings in the society. It is used as both necessary and sufficient condition for any development strategy. Since development is defined as a specific strategy designed to improve the economic and social life of a specific group- the rural poor (World Bank, Washington, 1994). So without upgrading the quality of life of the poor people, no development process can be sustained. It should be noted that Quality of life (QOL) should not be confused with the concept of standard of living, which is based primarily on income; instead, standard indicators of quality of life include not only wealth and employment, but also the built environment, physical and mental health, education, recreation and leisure time,

and social belonging (Wikipedia, the free encyclopedia, 2009). QOL may also be defined as subjective and psychological well-being. It reflects the difference, the gap, between the hopes and expectations of a person and their present experience. Human adaptation is such that life expectations are usually adjusted so as to lie within the realm of what the individual perceives to be possible. This enables people who have difficult life circumstances to maintain a reasonable QOL (Soren, 2005).

Table-1: Variables selected for explaining Quality of life

Sl. No.	Variables	Explanation
1	Total enrolment in school	It can be described as outreach of education
2	Total vaccination of children	It can be described as proxy variable of maintaining timely immunization of children.
3	Use of safe drinking water	It can be used as a proxy variable of growing consciousness about right use of water.
4	Better housing/shelter	It can be treated as a proxy variable standard of living.
5	Consumption of Nutritious food	It can be described as proxy variable of use of better quality food.
6	Use of sanitation	It can be used as a proxy variable of consciousness of health.

Objectives

The specific objectives of the study are the following:

1. To examine the awareness of the households about the impact of education on quality of life of members with respect to New Education Policy;
2. To examine the difference in opinion among the households with respect to gender;
3. To identify the factors which are helpful to ensure effective utilisation of new education policy on the members of households;

4. To examine the difference in opinions among the households about the impact of new education policy on quality of life of members with respect to social status, economic status and educational status of the households.

Hypotheses

Several objectives are laid down to elucidate the present analysis:

H₀₁: There is no significant difference in opinion about the association between education and quality of life of the households in post new education policy period;

H₀₂: There is no significant variation of attitude about the impact of education on quality of life of the households in post new education policy period with respect to social status;

H₀₃: There is no significant variation of attitude about the impact of education on quality of life of the households in post new education policy period with respect to economic status;

H₀₄: There is no significant variation of attitude about the impact of education on quality of life of the households in post new education policy period with respect to educational status;

H₀₅: To identify the factors which are helpful of ensuring better quality of life through education in post new education policy period of the households.

Materials and Methods

Materials

A self made questionnaire has been used for the collection of primary data during 2013-2014 from 150 males and 150 females of the households of Purulia district in West Bengal.

Methods

The following methodologies have been used for analysis of the present study:

Chi-square test: to examine the nature of association between education and quality of life.

Multiple regression analysis: to identify the factors which are responsible for successful implementation of education on quality of life.

Students't-test: to investigate the difference in attitude of the respondents about the impact of education on quality of life at the post new education policy period with respect to social status, economic status, educational status of the households.

Analysis pertaining to education and quality of life (QOL): A Chi-square analysis

The present study has attempted to make an assessment of perceptions of the members of households in terms of non-parametric 'Chi-square' analysis. The opinions of the respondents collected from the field survey has been expressed in the following table (vide table- 2).

Table No- 2: Opinions of the respondents about education and QOL at post new education policy

Respondents	Yes	Uncertain	No	Total	Value of χ^2	Level of significance
Male	142	05	03	150	2.476	0.05
Fremale	135	08	07	150		
Total	277	13	10	300		

Source: Field Survey, 2013-14

It is clear from the table (vide table-2) that the calculated value of chi-square is less than the tabulated value at 5% level of significance. Therefore, the null hypothesis is accepted implying that there is no difference in opinion about the significant association between education and QOL at post new education policy period.

Table – 3: Attitude of households comprising in APL and BPL categories about education and QOL

Economic Status	N	Mean	S.D.	t value	Level of significance
APL	75	26.19	5.36	2.89	0.01
BPL	75	19.56	3.64		

Source: Author's calculation based on field survey, 2013-14

It appears from table 3 that the calculated value of t is greater than the tabulated value at 1 % level of significance. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted. So it can be concluded that there is difference in attitude about the significant association between education and QOL at the post new education policy period.

Table – 4: Attitude of households comprising in General and Reserved categories about education and QOL

Social status	N	Mean	S.D.	t value	Level of significance
General	75	25.49	4.54	2.98	0.01
Reserved	75	18.78	3.84		

Source: Author’s calculation based on field survey, 2013-14

Table 4 indicates that the calculated value of t is greater than the critical values at 1 % level of significance. Therefore, the null hypothesis is accepted indicating that there is difference in attitude about the significant association between education and QOL at the post new education policy period.

Table – 5: Attitude of households comprising in educated and uneducated about education and QOL

Educational status	N	Mean	S.D.	t value	Level of significance
Educated	75	27.29	6.47	2.92	0.01
Uneducated	75	20.60	4.64		

Source: Author’s calculation based on field survey, 2013-14

It is evident from table 5 that the calculated value of t is greater than the critical values at 1 % level of significance. Therefore, the null hypothesis is rejected indicating that there is difference in attitude about the significant association between education and QOL at the post new education policy period.

Determinants of Successful Application of Education on QOL: A Multiple Regression Analysis

We have examined the determinants of application of education on QOL using multiple regression model.

The estimated ordinary least squares equation of use of QOL in households generated by its determinants is of the form:

$$QOL = a + b. ES + c. VC + d. DR + e. BH + f. NF + g. SN$$

Table – 6: Determinants of effectiveness of education on QOL at the post new education policy period

Dependent	Quality of Life (QOL)	
	Co-efficient	't' value
Independent		
Constant	1.27	2.015**
Enrolment of children	0.95	2.635**
Vaccination	0.80	2.010**
Safe drinking water	0.89	0.295*
Better housing	0.53	0.218*
Nutritious food and sanitation	0.64	0.272*

Source: Author's calculation based on field survey, 2013-14

Note: *indicate significant at .05 level

**indicate significant at .01 level

Table 6 depicts the nature and magnitude of relationship between education and a set of indicators influencing on QOL of the households selected for the study. It is clear that all the factors are positively associated with the successful implementation of education in QOL of households with little difference in magnitude.

Conclusion

The present paper explains the role of education on quality of life of the households at the post new education policy period in India with special reference to few households of Purulia district in West Bengal. The result exposed a significant relationship between use of education and QOL of households. It is interesting to note that there exists significant variation in attitude about the utilisation of education on QOL of the surveyed households according to social, economic and educational status.

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