

ROLE OF EDUCATED RURAL WOMEN FOR SUSTAINABLE DEVELOPMENT IN ODISHA

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1.1 Introduction

Women power at present constitutes nearly half of the global population and accounts for one-third of the total labor force which receive 10 per cent of the world income and even less than one per cent of world prosperity. Subordination of women in all walks of life manifests itself in the marginalization of women in the process of development. This marginalization accrues due to the gains of scientific inventions and technological innovations in favor of male population. The religious norms, caste rules, poverty, ignorance, social taboos, class values and lack of awareness seek to confine women to traditional low paid work, secondary roles in the society and unequal opportunities for personal development. Women's socio-economic contribution towards family and community is highly significant but the reciprocal benefits conferred on them are disproportionate. Their work involves both reproductive work and productive indoor and outdoor work. The productive work plays an important role in the economic system but it is unrecognized and unpaid. The existing levels of poverty and illiteracy are the root causes of the degradation and degeneration among women. The social and economic losses are greatest when women are denied access to basic education and health care. Women die in thousands each year in almost each developing country simply because of their sex. Many female children disappear before they are born because of preference for male child. Ironically, inequality, discrimination and violence still cast a long shadow over the lives, livelihood, minds and health of girls and women everywhere. Gender equality is not only a matter of social justice but also an essential requirement for a healthy society and sound economy. The essence of development and progress is that it must be equitably distributed, people centered, mass oriented, environmentally sustainable and socially acceptable. Utilization of public resources towards policies and programmes that reduce gender inequality not only promotes equality but also facilitates the ground work for slower population growth, greater labour productivity, a higher rate of capital formulation and faster economic growth. Gender equality represented by fairer opportunities for women and better access to education, child care and employment contribute to the human development, which ultimately leads to women empowerment. The empowerment of women needs to develop and utilize women's full potential as resources for national development in its economic, political and socio-cultural matters. Economic growth does not necessarily lead to human development. The Human Development Report 1996 revealed that there is no automatic link between economic growth and human development. If these links are forged in a planned way and with determination, they can be mutually reinforcing and economic growth will effectively improve human development. The important factors leading to the disadvantaged position of women are their ignorance, powerlessness, illiteracy and vulnerability. The strategy of women's development comprises social and economic empowerment of women through attitudinal change towards girl child and education, training, employment, support services and emphasis on women's rights and law.

1.2 Statement of the Problem

The present problem has been stated as "Role of Educated Rural Women in Sustainable Development of Odisha". Women from other three groups such as Uneducated Rural Women, Educated Tribal Women and Uneducated Tribal Women are taken for the purpose of comparison.

1.3 Rationale of the Study

It is evident from various research findings that formal education has an impact on urban and rural people in sustainable development. But in case of educated rural women the status is very confused. It is perceived that uneducated rural and tribal women show better skills than their educated counterparts. It is also seen that the economic activities of uneducated rural and tribal women are more productive than their educated counterparts. The quality of empowerment and sustainable development on life skills are very much needed for stable growth and development of the society. In Odisha there are large numbers of women living rural and tribal areas. Many Government and non-government popular schemes are being enforced in those areas to develop their education and economic status of the people. In spite of many measures the educated rural women are not having required skills for sustainable development. Keeping this view into consideration, the researcher finds a scope to investigate the role of educated rural women in sustainable development of Odisha.

1.4 The Conceptual Framework

1. Educated Rural Women/Educated Tribal Women: Women staying in rural and tribal areas having formal education up to primary / secondary in the age group between 25 to 35.
2. Uneducated Rural Women / Uneducated Tribal Women: Women staying in rural and tribal areas having no formal education.
3. Sustainable Development: It includes literacy skills, Pre & Neo-natal awareness, Child care, Family health. Vocational skills, Economic enhancement, Women empowerment and Environmental issues and awareness.

1.5 Objectives of this Study

1. To study and compare the literacy skills of Educated Rural / Uneducated Rural Women and Educated Tribal / Uneducated Tribal Women.
2. To study and compare the Pre & Neo - natal awareness of Educated Rural / Uneducated Rural Women and Educated Tribal / Uneducated Tribal Women.
3. To study and compare the Child care awareness of Educated Rural / Uneducated Rural Women and Educated Tribal / Uneducated Tribal Women.
4. To study and compare the Family health awareness of Educated Rural / Uneducated Rural Women and Educated Tribal / Uneducated Tribal Women.
5. To study and compare the Vocational awareness skill of Educated Rural / Uneducated Rural Women and Educated Tribal / Uneducated Tribal Women.
6. To study and compare the Economic enhancement (economic productivity) of Educated Rural / Uneducated Rural Women and Educated Tribal / Uneducated Tribal Women.

7. To study and compare the Women empowerment of Educated Rural / Uneducated Rural Women and Educated Tribal / Uneducated Tribal Women.

8. To study and compare the Environmental issues and awareness of Educated Rural /Uneducated Rural Women and Educated Tribal / Uneducated Tribal Women.

1.6 Hypotheses

1. There will be a significant difference in literacy skills of Educated Rural / Tribal women and Uneducated Rural / Tribal women.
2. There will be a significant difference in Pre & Neo - natal awareness of Educated Rural / Tribal women and Uneducated Rural / Tribal women.
3. There will be a significant difference in the child care awareness of Educated Rural / Tribal Women and Uneducated Rural/ Tribal Women.
4. There will be a significant difference in Family Health Awareness of Educated Rural / Tribal Women and Uneducated Rural / Tribal Women.
5. There will be a significant difference in the Vocational Awareness Skill of Educated Rural / Tribal Women and Uneducated Rural / Tribal Women.
6. There will be a significant difference in the Economic enhancement of Educated Rural / Tribal Women and Uneducated Rural / Tribal Women.
7. There will be a significant difference in the Women Empowerment of Educated Rural / Tribal Women and Uneducated Rural / Tribal Women.
8. There will be a significant difference in the Environmental Issues and Awareness of Educated Rural / Tribal Women and Uneducated Rural / Tribal Women.

Coverage

Universe of the study: Educated Rural Women / Uneducated Rural Women/ Educated Tribal Women / Uneducated Tribal Women of Orissa constitute the universe of the study.

1.7 Sampling Frame : (State- Odisha)

- Educated Rural Women (ERW)
- Uneducated Rural Women (URW)
- Educated Tribal Women (ETW)
- Uneducated Tribal Women(UTW)

1.7.1 Sampling Procedure :Stratified purposive sampling procedure was followed.

1.7.2 Sampling Size :

ERW	URW	ETW	UTW	TOTAL
100	100	100	100	400

1.8 Tools and Techniques:

An interview schedule was prepared on Sustainable Development in areas like Literacy Skill, Pre & Neo-natal Awareness, Child Care Awareness, Family Health Awareness, Vocational Awareness, Economic Enhancement, Women Empowerment and Environmental Issues and Awareness.

1.8.1 Participatory Rural Appraisal (PRA):The mapping and infrastructural facilities are reported in the body of the report and a Compact Disc (C.D.) containing the activities of rural women, infrastructural facilities and Focus Group Discussion (FGD) has been placed in the back inner cover of the thesis.

1.9 Method of Analysis:Both qualitative and quantitative methods are used in this study.

Qualitative: Five women profiles are prepared on the basis of Participatory Rural Appraisal (PRA). The Focus Group Discussion (FGD) is conducted by taking the views from persons working in different areas.

Quantitative: Mean differences (t-test) on all the dimensions of Sustainable Development were calculated to test the hypotheses. Mean, Standard Deviation and t- values were calculated to know the differences on each dimension of sustainable development. Bar diagrams are prepared to compare the dimensions of sustainable development graphically.

Chapter-IVth deals with analysis of data collected from different sources as mentioned in chap-III and their interpretations according to the eight objectives of the study stated in the same chapter. It also presents the major findings of the study and discussions drawn on the basis of the findings. The collected data are presented in different tables with mean, standard deviation and 't' values of different groups with a purpose to test the significant differences of the stated hypotheses. The major groups of the comparison are Educated Rural Women (ERW), Uneducated Rural Women (URW), Educated Tribal Women (ETW) and Uneducated Tribal Women (UTW). The dimensions of sustainable development are identified as Literacy Skills, Pre and Neo-natal Awareness (PNA), Child Care Awareness (CCA), Family Health Awareness (FHA), Vocational Awareness (VA), Economic Enhancement Awareness (ENA), Women Empowerment Awareness (WEA) and Environmental Issues and Awareness(EIA). A total dimension of the above awareness was considered to understand the overall differences of different dimensions of the study. This chapter is broadly divided into two parts: (1) Analysis of Quantitative Data and (2) Analysis of Qualitative Data.

Part-1: Analysis of Quantitative Data

Results of the quantitative data are grouped in the following three sections such as general differences, macro and micro differences for convenience of presentation. Dimension wise Mean and SD of Sustainable Development

Table No-3 presents mean and standard deviation of Educated Rural Women on different dimensions of sustainable development.

SL.NO	Dimensions	Mean	SD
1	Literacy Skills	42.1	4.52
2	Pre & Neo-natal Awareness	15.5	0.86
3	Child Care Awareness	24.95	4.42
4	Family Health Awareness	19.95	1.26
5	Vocational Awareness	5.6	3.35
6	Economic Enhancement	5.05	6.32
7	Women Empowerment	8.7	1.9
8	Environmental Issues &	22.7	2.6
9	Total Awareness	144.55	11.99

The detailed item wise data has been appended in Appendix-C. The above general data have been analysed in subsequent macro and micro levels.

Table No-4 presents mean and standard deviation of Uneducated Rural Women on various dimensions of sustainable development.

SL.NO	Dimensions	Mean	SD
1	Literacy Skills	4.8	3.84
2	Pre & New-natal Awareness	11.45	3.06
3	Child Care Awareness	14.4	6.27
4	Family Health Awareness	15.35	3.42
5	Vocational Awareness	3.95	0.80
6	Economic Enhancement	5.35	3.38
7	Women Empowerment	6.5	2.51
8	Environmental Issues & Awareness	9.3	4.94
9	Total Awareness	71.24	12.10

The detailed item wise data has been appended in Appendix-D. The above general data have been analysed in subsequent macro and micro levels.

Table No-5 presents Mean and SD of Educated Tribal Women on different dimensions of sustainable development.

SL. No.	Dimensions	Mean	SD
1	Literacy Skills	31.4	10.43
2	Pre & New-natal Awareness	14.35	1.84
3	Child Care Awareness	23.5	6.13
4	Family Health Awareness	20.1	3.46
5	Vocational Awareness	4.15	3.07
6	Economic Enhancement	5.35	6.18
7	Women Empowerment	8.55	2.57
8	Environmental Issues & Awareness	18.95	4.67
9	Total Awareness	126.34	16.21

The detailed item wise data have been appended in Appendix-E. The above general data have been analysed in subsequent macro and micro levels.

Table-6 presents Mean and SD of Uneducated Tribal Women on different dimensions of Sustainable Development.

SL.No	Dimensions	Mean	SD
1	Literacy Skills	5.25	2.37
2	Pre & New-natal Awareness	11.15	3.08
3	Child Care Awareness	13.5	4.43
4	Family Health Awareness	13.5	2.84
5	Vocational Awareness	3.75	1.68
6	Economic Enhancement	5.4	3.72
7	Women Empowerment	4.15	5.24

8	Environmental Issues & Awareness	7.75	2.40
9	Total Awareness	64.45	11.97

The detailed item wise data have been appended in Appendix-F. The above general data have been analysed in subsequent macro and micro levels.

A. MACRO ANALYSIS: Mean, SD and 't' values of different groups on different dimensions of sustainable development. The analysis is confined to macro level for general differences of different groups in different dimensions of sustainable development.

1.1. Literacy Skills

Table no. 7 presents Mean, SD and 't' values of different groups on literacy skills.

Groups	Mean	SD	"t" values	Level of significance
ERW	42.1	4.521	9.411	S
ETW	31.4	10.434		
ERW	42.1	4.521	63.006	S
URW	4.8	3.835		
ERW	42.1	4.521	72.254	S
UTW	5.25	2.374		
ETW	31.4	10.434	24.462	S
UTW	5.25	2.374		
URW	4.8	3.835	1	N.S
UTW	5.25	2.374		
ETW	31.4	10.434	23.942	S
URW	4.8	3.835		

S = Significant, N.S = Not Significant, Significance (S) .05 level = 1.97, Significance (S) at .01 level = 2.60

The following conclusions are drawn from the above table.

1) It is found that the Mean value of Educated Rural Women is much higher than the Mean value of Uneducated Rural Women (42.1). It indicated that the total literacy skill of Educated Rural Women is much higher than Uneducated Rural Women. The 't' value is significant at .05 level of significance. It concluded that Educated Rural Women are very good in reading, language, text, application, numerical and computer literacy skills than Uneducated Rural Women. It is a very positive support to Sustainable Development but in case of Educated Tribal Women the situation is not as good as the Educated Rural Women. The data from the above table indicated lower Mean score (31.4) than Educated Rural Women. Therefore, the Government should take adequate measures to develop literacy skills of Educated Tribal Women through different village level programmes to support Sustainable Development for economic growth and development. Even if they are educated, they have forgotten most of their studies for maintaining the spirit of women empowerment. Some alternative measures may be recommended to enhance the existing literacy awareness of Educated Tribal Women so that they can be empowered to get justice for their development. Such kind of discrimination on the basis of literacy skill may create a role conflict of tribal women in villages of India. This data may be a step to support the Government policy for rural and tribal development. It is a fact that literacy skill of women is a basic support to women empowerment. It is supported by the earlier studies conducted by Burchfield, 1996; Cited in Moulton, 1997; Ashe & Parrott, 2001; Egbo, 2002 (<http://unesdoc.unesco.org/images/0018/001876/187698e.pdf>) The above finding on literacy skill which was hypothesized as "There will be a significant differences in literacy skills of Educated Rural/ Tribal Women", has been accepted.

2) The above table indicated a big difference in the Mean scores of Educated Rural Women and Uneducated Rural Women. The Educated Rural Women are much better in general literacy skills (42.1) than Uneducated Rural Women (4.8). It shows a very poor support of Educated Rural Women to sustainable development. The exact levels of differences of micro level are presented in consequent tables.

3) It is further reported that in the table that the 't' values of Educated Rural Women and Uneducated Tribal Women is very much significant. It shows higher literacy skills of Educated Rural Women (42.1) than Uneducated Tribal Women (5.25). The lower Mean value of Uneducated Tribal Women may be due to lack of no impact of education on their literacy skills. Therefore, the Government should initiate immediate steps to educate Uneducated Tribal Women through non-formal or educational extension services. Their role is very important for sustainable development. Literacy skill is considered as a positive stimulus for sustainable development. It further confirmed on the basis of Focus Group Discussion (FGD).

4) It is very interesting to note that in case of Educated Tribal Women the Mean value is much higher (31.4) than Uneducated Tribal Women (5.25). The 't' value is highly significant. It indicates that Educated Tribal Women are better in literacy skills than Uneducated Tribal Women. It means there is no impact of mass media on Uneducated Tribal Women for enhancement of their status for sustainable development.

5) The Mean values of literacy skill of Uneducated Rural and Tribal Women are more or less similar. The Tribal Uneducated Women show a little higher Mean value than Uneducated Rural Women. The 't' value of Uneducated Tribal and Rural Women

is not significant neither at .05 level nor .01 level. It indicated that Uneducated Rural and Tribal Women are very poor in literacy skills as compared to Educated Tribal and Rural Women. It is concluded that the impact of different rural and tribal policies are not satisfactory for sustainable development. The Government policies on literacy skill should be reviewed properly so that the spirit of women empowerment can be sustained on the basis of literacy skills. They are very poor in reading language, application, numerical, text and computer literacy. Therefore, the policies of the Government may be rightly coordinated to enhance the literary skills of Uneducated Rural and Tribal Women for sustainable economic growth and development. The role of Non-Government Organizations (NGOs) is very important to protect the literary status of Rural and Tribal Women for recognizing the spirit of women empowerment. The rural and tribal policies are to be properly implemented and managed so that the existing literacy skills of Uneducated Tribal and Rural Women must be developed to ensure sustainable development of our country. This finding does not support the hypothesis which was stated as "There will be a significant difference in literacy skills of Uneducated Rural and Tribal Women.

6) It is indicated from the above table that Educated Tribal Women are much better in literacy skills (31.4) than Uneducated Rural Women (4.8). It is also interesting to note that the Government programmes on rural development have no impact on rural women for the enhancement of literacy skills to empower them towards sustainable development. Therefore, the Government should adopt different strategies to enhance the literacy skills of Uneducated Tribal Women for sustainable development.

The detailed micro analysis on different dimensions of literacy skill has been followed with consecutive analysis of the data.

1.2. Pre & Neo-natal Awareness

Table no.8 presents Mean, SD and 't' values of different groups on Pre and Neo-natal Awareness.

Groups	Mean	SD	't' values	Level of Significance
ERW	15.5	.86	5.693	s
ETW	14.35	1.84		
ERW	15.5	.86	12.78	S
UEW	11.45	3.06		
ERW	15.5	.86	13.64	S
UTW	11.15	3.08		
ETW	14.35	1.84	8.89	S
UYW	11.15	3.08		
URW	11.45	3.06	.692	N.S
UTW	11.15	3.08		
ETW	14.35	1.84	8.06	S
URW	11.45	3.06		

S = Significant, N.S = Not Significant, Significance (S) at .05 level = 1.97 Significance(S) at .01 level = 2.60

The following conclusions are drawn from the above table.

1) It is interesting to note that Pre & Neo-natal Awareness of Educated Rural Women and Educated Tribal Women are significant at .01 levels. The Educated Rural Women is better in Pre & Neo-natal Awareness (15.5) than Educated Tribal Women (14.35). From the Mean scores it shows that both the groups have similar awareness. It is a very positive support as to understand the role of educated women in sustainable development. It may be due to adequate health awareness programmes in rural and tribal areas. The role of health workers is very prominent which has a positive impact on women in rural and tribal areas. Both groups have informed regarding the period of Pre & Neo-natal, safe pregnancy, medical check-up and idea on different types of treatments. They have knowledge of nutrition, Pre & Post-natal environments, immunization and proper care during pregnancy. All these dimensions are further tested at micro level in consecutive tables. Such information helps women to be empowered for sustainable development. This trend has been supported by the earlier study conducted by Huairou Commission, 2010 [www.huairou.org/sitesdefault/files/GPSVS%20case%20stud.pdf]. In case of other groups except the awareness between Uneducated Rural Women and Uneducated Tribal Women, the trend is almost similar. The 't' values for the above groups are significant. It means education serves as a condition for empowering women to understand the importance of Pre & Neo-natal environment of children.

The 't' value of Uneducated Rural Women and Uneducated Tribal Women is not significant. It means both groups are not benefited from various policies of the Government and mass media. Therefore, the Government and private agencies should take immediate steps to inform Uneducated Rural and Tribal Women for development of Pre & Neo-natal Awareness. Such awareness will help Uneducated Tribal and Rural Women for effective role in sustainable development.

1.3. Child Care Awareness:

Table no.9 presents Mean, SD and 't' values of different groups on Child Care Awareness.

Mean	SD	't' values	Level of Significance
24.95	4.42	1.91	N.S
23.5	6.131		
24.95	4.42	13.701	S
14.4	6.27		
24.95	4.42	18.174	S
13.5	4.432		
23.5	6.131	13.16	S
13.5	4.432		
14.4	6.27	1.17	N.S
23.5	6.131	10.340	S
14.4	6.27		

S = Significant, N.S = Not Significant, Significance (S) at .05 level = 1.97, Significance (s) at .01 level = 2.60

The following conclusions are found from the above table.

1) The Mean values of Educated Rural Women and Educated Tribal Women are 24.95 and 23.5 respectively. It indicated that the 't' value of both groups is not significant. It means both the groups have more or less similar Child Care Awareness due to the impact of education. Therefore, education plays a vital role for the enhancement of Child Care Awareness which is a major support to women empowerment. The exact nature of differences has been shown in consecutive tables with micro level analysis. But the general difference between the two groups is not significant either at .05 or at .01 levels. Such awareness is a condition for sustainable development.

2) It is further reported from the above table that Educated Rural Women have higher Child Care Awareness (24.95) than Uneducated Rural Women (14.4) and Uneducated Tribal Women (13.5). It means that the role of Educated Rural Women is better than Uneducated Rural Women and Uneducated Tribal Women. It shows that education supports the Child Care Awareness for sustainable development. But Uneducated Tribal Women and Rural Women need Child Care Awareness programmes for enhancement of existing information regarding the child care. Therefore, the health department of the Government such as Aanganwadi, Balwadi and other voluntary organizations must take adequate steps to promote Child Care Awareness among Uneducated Rural & Tribal Women for sustainable development.

3) It is seen from the above table that the 't' value of Uneducated Rural Women and Uneducated Tribal Women is not significant. It means without education Child Care Awareness is not possible. Therefore, the role of education is considered very important in enhancing the existing women status of rural and tribal areas. The sustainable development cannot be possible unless we provide proper education through different agencies for empowering both rural and tribal women.

1.4. Family Health Awareness

Table no. 10 presents Mean, SD and 't' values of different groups on Family Health Awareness.

Groups	Mean	SD	't' values	Level of Significance
ERW	19.95	1.26	.402	N.S
ETW	20.1	3.462		
ERW	19.95	1.26	12.432	S
URW	15.35	3.42		
ERW	19.95	1.26	20.16	S
UTW	13.5	2.84		
ETW	20.1	3.462	14.67	S
UTW	13.5	2.84		
URW	15.35	3.42	4.17	S
UTW	13.5	2.84		
ETW	20.1	3.462	9.693	S
URW	15.35	3.42		

S = Significant, N.S = Not Significant, Significance (S) at .05 level = 1.97, Significance (S) at .01 level = 2.60

The findings of the above table are as follows

1) The Mean values of Educated Rural Women and Educated Tribal Women are 19.95 and 20.1 respectively. The 't' value of both groups is not significant. It means both Educated Tribal and Rural Women have more or less similar Family Health Awareness. This trend has supported the role of education in the enhancement of Family Health Awareness. It is also seen that Educated Tribal Women have a little more Family Health Awareness than Educated Rural Women. It may be due to successful health programmes in tribal areas. It is a very good support for sustainable development. Both the groups are aware regarding healthy surrounding of the family, health of their children, cleanliness, nutrition, immunization and physical and psychological first aid. All these information are required to empower women for sustainable development.

2) In case of all other groups it is found that Educated Rural and Tribal women have higher family health awareness than Uneducated Rural and Tribal Women. Therefore, the role of education supports the enhancement of awareness of family health of Educated Rural and Tribal Women.

3) The 't' values for Uneducated Rural and Uneducated Tribal Women is significant at .01 level. It shows that Uneducated Rural Women have a little more awareness on family health than Uneducated Tribal Women. It is a very positive support for sustainable development. More specific comparisons are followed in consequent tables through micro analysis.

1.5. Vocational Awareness:

Table no.11 presents Mean, SD, and 't' values of different groups on Vocational Awareness.

Groups	Mean	SD	't' values	Level of significance
ERW	5.6	3.352	3.193	S
ETW	4.15	3.07		
ERW	5.6	3.352	4.80	S
URW	3.95	.80		
ERW	5.6	3.352	4.95	S
UTW	3.75	1.684		
ETW	4.15	3.07	1.142	N.S
UTW	3.75	1.684		
URW	3.95	.80	1.09	N.S
UTW	3.75	1.684		
ETW	4.15	3.07	.631	N.S
URW	3.95	.80		

S = Significant, N, S = Not Significant, Significance (S) at .05 level = 1.97 Significance (S) at .01 level = 2.60

The following conclusions are drawn from the above table.

1) The Mean values for Educated Rural Women and Educated Tribal Women are 5.6 and 4.15 respectively. The 't' value of both groups is significant at .01 level of significance. It shows that both Educated Rural and Tribal Women are engaged in some vocational activities as they have some vocational awareness. The Mean values of both the groups indicated a positive support to sustainable development. They have different types of vocational awareness such as employment in Government, Non-Government, business and daily wage. The women from rural and tribal background have interest to know about vocational policies and facilities for them. They are also interested in developing their vocational skills to support their families. It is a very good finding for sustainable development.

2) The Mean value of Educated Rural Women is higher than Uneducated Rural Women and Uneducated Tribal Women. Therefore, the role of education supports for vocational efficiencies to justify the role of Educated Rural Women in sustainable development.

3) The 't' values for Educated Tribal Women and Uneducated Tribal Women, Uneducated Rural Women and Uneducated Tribal Women, and Educated Tribal Women and Uneducated Rural Women are not significant. It shows that all the groups with and without education have some vocational skills among rural and tribal women. This may lead to a rise in family income of rural and tribal women. The vocational Awareness is a support to justify sustainable development. This finding supports the earlier finding conducted by Narayan.S, 2005.

1.6. Economic Enhancement

The table no.12 presents Mean, SD and 't' values of different groups on Economic Enhancement.

Groups	Mean	SD	't' values	Level of significance
ERW	5.05	6.32	.34	N.S
ETW	5.35	6.18		
ERW	5.05	6.32	.42	N.S
URW	5.35	3.38		
ERW	5.05	6.32	.48	N.S
UTW	5.4	3.720		
ETW	5.35	6.18	.07	N.S
UTW	5.4	3.720		
URW	5.35	3.38	.099	N.S
UTW	5.4	3.720		
ETW	5.35	6.18	0	N.S
URW	5.35	3.38		

S=Significance, N.S=NotSignificant, Significance(S), at .05 level = 1.97, Significance (S) at .01 level = 2.60

It is very interesting to note from the above table that all the groups did not show significant differences in Economic Enhancement. It means economic productivity in rural and tribal areas did not have any relation with education. Even if they are formal educated but their economic productivity has a positive support for sustainable development. But the nature of economic support can be enhanced when they get proper education. Therefore, the Government and all other voluntary agencies should be very particular to provide vocational education and training to rural and tribal women for better economic enhancement of the family. If, we associate vocational training with economic productivity, the quality of their lives may be improved to support sustainable development.

1.7. Women Empowerment :

Table no. 13 presents Mean, SD, and 't' values of different groups on Women Empowerment.

Groups	Mean	SD	't' values	Level of Significance
ERW	8.7	1.9	.47	N.S
ETW	8.55	2.57		
ERW	8.7	1.9	6.99	S
URW	6.5	2.51		
ERW	8.7	1.9	8.171	S
UTW	4.15	5.241		
ETW	8.55	2.57	7.55	S
UTW	4.15	5.241		
URW	6.5	2.51	3.844	S
UTW	4.15	5.241		
ETW	8.55	2.57	5.71	S
URW	6.5	2.51		

S = Significant, N.S = Not Significant, Significance (S) at .05 level = 1.97, Significance (S) at .01 level = 2.60

The following conclusions are drawn from the above table.

1) The Mean values on Women Empowerment for Educated Rural Women and Educated Tribal Women are 8.7 and 8.55 respectively. The 't' value of both the groups is not significant. It means both Educated Rural and Tribal Women feel empowered which is a very good support for sustainable development. They enjoy family recognition, freedom, and power to take decisions, social support, feeling secure and economic support to the family. Such awareness has a big support to sustainable development. Both Educated Rural Tribal Women are very much interested to show their empowerment for their better roles in the society. It supports their happiness and status as a woman in the society. But the women exploitation is a negative support to sustainable development. This finding supports the earlier study conducted by Sethuraman et al, 2006.

2) In case of all other groups, the 't' values on Women Empowerment are significant. The Educated Rural and Tribal Women feel better empowered than Uneducated Rural and Tribal Women. Therefore, education is considered as a powerful support for Women Empowerment. Women Empowerment is a major indicator of sustainable development. Therefore, Women from rural and tribal areas are to be empowered by providing suitable education and training.

1.8. Environmental Issues & Awareness

Table no.14 presents Mean, SD and 't' values of different groups on Environmental Issues and Awareness.

Groups	Mean	SD	't' values	Level of Significance
ERW	22.7	2.60	7.022	S
ETW	18.95	4.673		
ERW	22.7	2.60	24.06	S
URW	9.3	4.94		
ERW	22.7	2.60	42.471	S
UTW	7.75	2.40		
ETW	18.95	4.673	21.374	S
UTW	7.75	2.40		
URW	9.3	4.94	2.828	S
UTW	7.75	2.40		
ETW	18.95	4.673	14.212	S
URW	9.3	4.94		

S = Significant, N.S = Not Significant, Significance (S) at .05 level = 1.97, Significance (S) at .01 level = 2.60

The following conclusions are derived from the above table

1) The Mean values on Environmental Issues & Awareness for Educated Rural Women and Tribal Women are 22.7 and 18.95 respectively. The 't' value for both the groups is highly significant. It shows that Educated Rural Women have better Environmental Awareness than Educated Tribal Women. Such environmental awareness is a positive step to support sustainable development. They are aware of drinking water, one child family, use of water and electricity, management of family resources, size of the family, and problems of large families, environmental pollution, AIDS, global warming, natural hazards and quality of life. This finding is a positive support for sustainable development. The micro analysis of the above facts is presented in subsequent tables for clarity and better understanding.

2) In case of all other groups the Educated Rural and Tribal Women have shown better environmental awareness than Uneducated Rural and Tribal Women. It is due to the impact of education. Therefore, the role of education is considered a positive support for sustainable development. There should be a massive movement to educate rural and tribal women quickly so that the spirit of sustainable development can be successful. This finding supports the earlier findings conducted by Sterling, 2001; 2008; S. Egovia, 2010; Manteaw, 2012; Swilling & Annecke, 2012; UNESCO, 2012.

1.9. Total Awareness

The sustainable development on the basis of total scores is presented in table no.15. Table 13 presents Mean, SD and 't' values of different groups on sustainable development.

Table-15: Mean, SD and 't' Values on Sustainable Development of Different Groups

Groups	Mean	SD	't' values	Level of Significance
ERW	144.55	11.99	9.032	S
ETW	126.34	16.21		
ERW	144.55	11.99	43.072	S
URW	71.24	12.10		
ERW	144.55	11.99	47.284	S
UTW	64.45	11.970		
ETW	126.34	16.21	30.73	S
UTW	64.45	11.970		
URW	71.24	12.10	3.974	S
UTW	64.45	11.970		
ETW	126.34	16.21	27.25	S
URW	71.24	12.10		

S = Significant, N.S = Not Significant, Significance (S) at .05 level = 1.97, Significance (S) at .01 level = 2.60

The following conclusions are drawn from the above table.

1) The Mean values on Total Awareness for sustainable development of Educated Rural Women and Educated Tribal Women are 144.55 and 126.34 respectively. The 't' value for the groups is highly significant. It means Educated Rural Women have more awareness of different dimensions of sustainable development such as Literacy Skills, Pre & Neo-natal Awareness, Child Care, Family Health, Vocational Skills, Economic Enhancement, Women Empowerment and Environmental Issues. This finding is a major support to the role of education. The Educated Rural Women acquired education more quickly than Educated Tribal Women. It means the impact of education is more in case of rural women than Tribal Women. Therefore, the Government and all other agencies should make policies to enhance the existing educational status of women in tribal areas.

2) The Educated Rural and Tribal Women have more awareness of all the dimensions of sustainable development than Uneducated Rural and Tribal Women. It means education and training are associated with total awareness of rural and tribal women for sustainable development. Therefore, awareness of various dimensions has to be emphasized in case of tribal and rural women for sustainable development. This finding is supported by the view given by the UNESCO in 2004 as; the role of education is considered a positive support for sustainable development. All the hypotheses which were stated in this study are accepted because we found significant differences on different dimensions of sustainable development. The role of Educated Rural Women is more specific than Uneducated Rural and Tribal Women. It is also reported that the Mean value of Educated Rural Women on various dimensions of sustainable development is higher than all other groups. The exact levels of differences are highlighted in micro analysis for effective comparison.

1.10 Some major findings with suggestions of this study are as follows:

1. Educated Rural Women are very good in reading, language, text, application, numerical and computer literacy skills than Uneducated Rural Women. It is a very positive support to Sustainable Development. In case of Educated Tribal Women the situation is not as good as the Educated Rural Women. Therefore, the Government should take adequate measures to develop literacy skills of Educated Tribal Women through different village level programmes to support Sustainable Development for economic growth and development.

2. Educated Tribal Women are better in literacy skills than Uneducated Tribal Women. It means there is no impact of mass media on Uneducated Tribal Women for enhancement of their status for sustainable development.

3. Pre & Neo-natal Awareness of Educated Rural Women is better than Educated Tribal Women. It shows that both the groups have similar awareness. It is a very positive support as to understand the role of educated women in sustainable development.

4. The Educated Tribal Women are much better in literacy skills than Uneducated Rural Women. The Government should adopt different strategies to enhance the literacy skills of Uneducated Rural and Tribal Women for sustainable development.

5. Both Educated Tribal and Rural Women have more or less similar Family Health Awareness. This trend has supported the role of education in the enhancement of Family Health Awareness.

6. Both Educated Rural and Tribal Women feel empowered which is a very good support for sustainable development. Therefore, education is considered as a powerful support for Women Empowerment. Women Empowerment is a major indicator of sustainable development. Therefore, Women from rural and tribal areas are to be empowered by providing suitable education and training.

7. Both Educated Rural and Tribal Women have shown better environmental awareness than Uneducated Rural and Tribal Women. It is due to the impact of education. Therefore, the role of education is considered a positive support for sustainable

development. There should be a massive movement to educate rural and tribal women quickly so that the spirit of sustainable development can be successful.

1.11 Conclusion

Gender equality is not only a social justice but is also an essential requirement for a healthy society and sound economy. The essence of development and progress is that it must be equitably distributed, people centred, mass oriented, environmentally sustainable and socially acceptable. Utilization of public resources towards policies and programmes that reduce gender inequality not only promotes equality but also facilitates the ground work for slower population growth, greater labour productivity, a higher rate of capital formulation and faster economic growth. Gender equality represented by fairer opportunities for women and better access to education, child care and employment contribute to the human development, which ultimately leads to women empowerment.

Education is the basis of human capital development. It has a fundamental role to play in personal and social development (Narayan.S, 2005). According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), education is the basis for a sustainable development. Poverty, illiteracy, gender inequality, deprivations in availing privileges, mal-nutrition, mortality, morbidity, exploitations etc. are different stumbling blocks for women in their way towards their development, can be eradicated through education. Education of women will empower them socially, politically, financially, educationally, legally and psychologically. Empowerment of women will pave the way towards the sustainable development of the nation.

In the context of Odisha, its economy has been following a high growth in recent years. Per capita income of the state has started rising and the gap with the average national per capita income is reducing steadily. Odisha has been able to reduce poverty at faster rates in recent years (Executive Summary, Economic Survey, Odisha: 2011-12). The role of all categories of the society has been accepted in this developmental trend of Odisha except the role of educated rural women. Their contribution towards the development of Odisha is not understood accurately though there are a lot of Government and Non-Government programmes and policies available in rural areas for their development. So, the research scholar developed interest to know the role of educated rural women in the sustainable development of odisha and selected it as his problem of study. The present problem is entitled as "Role of Educated Rural Women in the Sustainable Development Odisha". Main Purpose of the study is to know the exact role of rural educated women in the sustainable development of Odisha in coparision to uneducated rural women,educated tribal women and uneducated tribal women.

Universe of the study constitutes Educated Rural Women (ERW), Uneducated Rural Women (URW), Educated Tribal Women (ETW) and Uneducated Tribal Women (UTW) of Odisha. The hypotheses of the study have been formulated and stated in a declarative statement form regarding the awareness of ERW,URW,ETW and UTW in different dimensions of sustainable development such as Literacy Skill Awareness, Pre & Neo-natal awareness, Child Care Awareness, Family Health Awareness, Vocational Awareness, Economic Enhancement Awareness , Women Empowerment Awareness and Environmental Issues & Awareness. Eight hypotheses have been formulated from above said dimensions of sustainable development, for an example; there will be a significant difference in literacy skills of Educated Rural/Tribal and Uneducated Rural/Tribal Women. From the universe, total 400 representative samples have been selected and hundred representative samples from each sample group have been selected following the stratified purposive sampling procedure.

Following tools of data collection and analysis developed by the researcher himself have been employed such as Interview Schedule, Case studies through employing same Interview Schedule, Focus Group Discussion (FGD) through a pre-planned Strategy which was formulated by the researcher on the basis of expert view.

Both qualitative and quantitative data have been collected for better understanding of the problem under study. Interview Schedule has been administered for collecting quantitative data from four (4) representative sample groups. Through Focus Group Discussion (FGD) and collecting data from twenty (20) cases, five (5) from each representative sample group, qualitative data have been collected. The researcher has made a CD of Focus Group Discussion (FGD) for the analysis of Focus Group Discussion (FGD). Statistical methods like mean, standard deviation and 't' values have been used in order to find out the significant differences of different awareness skills in four (4) sample groups.

On the basis of collected data it was found that, education plays a major role in order to make women empowered and Educated Rural Women have more awareness value than other three (3) representative sample groups that Educated Rural women are more aware than other three representative sample groups in different dimensions of sustainable development. So, it is a positive support for sustainable development of Odisha. Thus, the hypotheses stand accepted.

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