

ROLE OF EDUCATED RURAL WOMEN FOR SUSTAINABLE DEVELOPMENT IN ODISHA

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Abstract

Education is one of the parameters for estimating Human Development Index (HDI). It has direct link with other two parameters of Human Development Index such as Life Expectancy and Per Capita Income. Education is a driving force, a career and an accelerator of development. Women play significant roles in the process of development as a house wife, a labourer, a daily wage earner, an either unskilled or skilled worker in different economic sectors, as a leader or a policy maker of the nation. She is an economic asset as well as a resource of development. So, education of women adds extra advantage for her development and the development of the world as well. The present study explores the role of educated rural women in the process of sustainable development in Odisha in comparison to the uneducated rural women, educated tribal women and uneducated tribal women. There are eight objectives of the study which are based on eight dimensions of the sustainable development, are identified by the investigator after rigorous analysis of the policy documents, reports of UNESCO, UNDP on sustainable development. The dimensions of sustainable development are Literacy Skills, Child Care Awareness, Pre & Neo-natal Awareness, Family health Awareness, Vocational Skills, Economic enhancement Awareness, Women Empowerment Awareness and Environmental Issues and awareness. In order to measure the awareness and skills of educated rural women on eight dimensions of sustainable development in comparison to the other three demographic categories towards sustainable development of Odisha, the investigator has employed descriptive survey method. Following purposive sampling method the investigator has drawn a sample of 400 units from the population for the purpose of the study. A self made and standardized Sustainable Development Awareness Tool (Interview Schedule) was employed for collecting primary data from the sample. Quantitative method of data analysis like Mean, SD & 't' test are employed for analyzing the data. Findings of the study are - (i) Educated Rural Women are having more awareness and skill than other three demographic groups on eight dimensions of sustainable development; (ii) both Educated Rural and Tribal Women feel empowered, is a positive support for sustainable development etc. Findings of the study indicate a strong concern towards the present rate of illiteracy of women worldwide and the importance of education for them for achieving sustainable development. This study sends a message and inputs to the policy makers, stake holders of sustainable development to devise strategy towards achieving the same and provides input to the researchers to conduct further research in their own areas to smother the process of sustainable development.

Key words: Sustainable Development, Women Empowerment, Educated Rural Women, Literacy Skill, Child Care Awareness

Introduction:

Women power at present constitute nearly half of the global population and accounts for one-third of the total labour force receive ten (10) per cent of the world income and even less than one per cent of world prosperity. Subjugation and subordination of women in all walks of life is a common phenomenon all over the world. Religious norms, caste rules, poverty of women, ignorance, social taboos, class values and lack of awareness and education have made them marginalized in the domain of development. The social and economic losses are greatest when women are denied access to basic education and health care. Inequality, gender discrimination and violence against women are glaring examples of the poor status of women all over the world. It is essential to give social justice, to keep their dignity intact in the society, to bring equality in availing opportunity for individual development of women in the society for a healthy society and economy. Empowerment of women through education will open up new vistas for the well-being of the universe where we live in. Internationally and in national level endeavors are on for women empowerment and women development. A lot has been done and being done by the UNO in different platforms, all over the world, in order to bring women power forefront to contribute actively for sustainable development without which the process of development will be incomplete.

Statement of the Problem:

The present problem is entitled as "Role of Educated Rural Women for Sustainable Development in 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.

Rationale of the Study:

It is evident from various research studies that education has a positive impact on the lives of people and specifically on women. The women from worldwide have been marching ahead on the way of their development through different waves of feminism. It is their education, awareness about their rights, dignity, roles and responsibilities towards their lives, society etc. mobilizing them towards feminism for a better live in a better world. It is clear from last census that still women are lagging behind man in literacy, education and development. Without their participation in the process of development it is not possible to achieve sustainable development. Realizing this need of development, the international agencies, Governments from national level to local level devised policy programmes for women education, women development. Taking all these into consideration, this study wants to find the position of, the contribution of women in

relation to their education and locality in the process of sustainable development. It is observed that after education most of the women in rural areas get married and involved in household chores. In this case, role of their education towards development becomes a state of confusion. So, this study intends to delve into the matter and explore out the exact role of educated rural women in the process of development.

Conceptual Frame work of the Demographic Variables:

1. **Educated Rural Women/ Tribal Women:** Women staying in rural and tribal areas having formal education up to primary/ secondary education in the age range 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 dimensions like Literacy Skills, Pre & Neo-natal knowledge, Child Care, Family Health, Vocational Skills, Economic Enhancement, Women Empowerment and Environmental Issues and awareness.

Objectives of the Study:

Following objectives have been formulated for the purpose of present study.

1. To study and compare the literacy skills of Educated Rural/Uneducated Rural women and Educated Tribal / Uneducated Tribal women of Odisha.
2. To study and compare the Pre & Neo-natal awareness of Educated Rural/Uneducated Rural women and Educated Tribal / Uneducated Tribal women of Odisha.
3. To study and compare the Child Care awareness of Educated Rural/Uneducated Rural women and Educated Tribal / Uneducated Tribal women of Odisha.
4. To study and compare the Family Health awareness of Educated Rural/Uneducated Rural women and Educated Tribal / Uneducated Tribal women of Odisha.
5. To study and compare the Vocational Skill awareness of Educated Rural/Uneducated Rural women and Educated Tribal / Uneducated Tribal women of Odisha.
6. To study and compare the Economic Enhancement (economic productivity) awareness of Educated Rural/Uneducated Rural women and Educated Tribal / Uneducated Tribal women of Odisha.
7. To study and compare the Women Empowerment awareness of Educated Rural/Uneducated Rural women and Educated Tribal / Uneducated Tribal women of Odisha.
8. To study and compare the Environmental Issues and awareness of Educated Rural/Uneducated Rural women and Educated Tribal / Uneducated Tribal women of Odisha

Hypotheses of the Study:

Following hypotheses have been formulated for the purpose of present study.

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 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 Vocational awareness skill of Educated Rural/Tribal women and Uneducated Rural /Tribal women.
6. There will be a significant difference in Economic Enhancement skill of Educated Rural/Tribal women and Uneducated Rural /Tribal women.
7. There will be a significant difference in Women Empowerment awareness of Educated Rural/Tribal women and Uneducated Rural /Tribal women.
8. There will be a significant difference in Environmental Issues and awareness of Educated Rural/Tribal women and Uneducated Rural /Tribal women.

Delimitation of the Study:

The present study is delimited to eight dimensions of Sustainable Development in order to find out the role of education of rural women towards sustainable development. For the purpose of comparison of the awareness of Educated Rural Women on dimensions of sustainable development, other three categories of women such as Uneducated Rural Women, Educated Tribal Women and Uneducated Tribal Women are selected from the universe of the study. All women in between age range of 25 to 35 of Odisha are population of the study out of which a sample of 400 is drawn from the same (100 from each category).

Methodology of the Study:

Descriptive survey method is employed for the purpose of the study. Followings essential components of methodology of the study are followed for the purpose of the study.

Sampling Design:

Universe of the Study: All educated rural women, uneducated rural women, educated tribal women and uneducated tribal women of Odisha constitute the universe of the study.

Sampling Method: Purposive sampling method is followed in order to draw a sample from the universe of the study.

Sample Frame: For the purpose of collecting data and comparison of the same four demographic categories are selected like Educated Rural Women (ERW), Uneducated Rural Women (URW), Educated Tribal Women (ETW) and Uneducated Tribal

Women (UTW).

Sample Size: A sample of 400 is drawn from different four demographic categories of the population like Educated Rural Women, Uneducated Rural Women Educated Tribal Women and Uneducated Tribal Women (100 from each group) for the purpose of study.

Tools and Techniques of the Study: A self developed and standardized Sustainable Development Awareness Interview Schedule is employed for the purpose of data collection. Both descriptive statistics and inferential statistics are used for the purpose of data analysis and interpretation in order to verify formulated hypotheses.

Results and Discussion:

Micro Analysis of Sustainable Development Dimensions: The Mean, SD and 't' values of four groups on different dimensions of sustainable development. The analysis is confined to micro level for general differences of different four groups in different 8 dimensions of sustainable development.

1. Literacy Skills:

Table-1 presents Mean, SD and 't' values of different groups on literacy skills.

Table-1
Mean, SD & 't' values of different groups on Literacy Skills

Groups	Mean	SD	't' Values	Level of Significance
ERW	42.10	4.52	9.41	S
ETW	31.40	10.43		
ERW	42.10	4.52	63.00	S
URW	4.80	3.83		
ERW	42.10	4.52	72.25	S
UTW	5.25	2.37		
ETW	31.40	10.43	24.46	S
UTW	5.25	2.37		
URW	4.80	3.83	1	N.S
UTW	5.25	2.37		
ETW	31.40	10.43	23.94	S
URW	4.80	3.83		

S = Significant, N.S = Not Significant, Significant (0.5 level = 1.97, Significance (S) at 0.1 level = 2.60

Following conclusions are drawn from above table.

- It is found that the mean value of Educated Rural Women (42.1) is much higher than the Mean value of Uneducated Rural Women (4.8). 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 concludes that Educated Rural Women are very good in reading, language, text, application, numerical and computer literacy skills than Uneducated Rural Women. It is a 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. The above finding on literacy skill which was hypothesized as "There will be a significant difference in literacy skills of Educated Rural/Tribal Women," has been accepted.
- The above table indicated a big difference in the Mean score 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 Uneducated Rural Women to sustainable development.
- It is further reported that in the table 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 or no impact of education on their literacy skills. Therefore, the Govt. 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 is very interesting to note that in case of Educated Tribal Women the Mean value is (31.4) much higher 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.
- 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 0.5 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 literacy 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 a significant difference in Literacy skills of Uneducated Rural and Tribal Women".

- 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.

2. Pre & Neo-natal Awareness:

Table 2 presents Mean, SD and 't' Values of different groups on Pre & Neo-natal Awareness.

Table-2
Mean, SD & 't' values of different groups on Pre & Neo-natal Awareness

Groups	Mean	SD	't' values	Level of Significance
ERW	15.5	0.86	5.693	S
ETW	14.35	1.84		
ERW	15.5	0.86	12.78	S
URW	11.45	3.06		
ERW	15.5	0.86	13.64	S
UTW	11.15	3.08		
ETW	14.35	1.84	8.89	S
UTW	11.15	3.08		
URW	11.45	3.06	0.692	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 above table.

- 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 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. 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. Such information helps women to be empowered for sustainable development. 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 the 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.

3. Child Care Awareness:

Table-3 presents Mean, SD & 't' values of different groups on Child Care Awareness.

Table-3, Mean, SD and 't' Values of Different Groups on Child Care Awareness

Groups	Mean	SD	't' Values	Level of Significance
ERW ETW	24.95 23.5	4.42 6.131	1.91	N.S
ERW URW	24.95 14.4	4.42 6.27	13.701	S
ERW UTW	24.95 13.5	4.42 4.432	18.174	S
ETW UTW	23.5 13.5	6.131 4.432	13.16	S
URW UTW	14.4 13.5	6.27 4.432	1.17	N.S
ETW URW	23.5 14.4	6.131 6.27	10.340	S

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.

- The Mean values of Educated Rural Women and Tribal Women are 24.95 and 23.5 respectively. It indicated that '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 general difference between the two groups is not significant either at .05 or at .01 levels. Such awareness is a condition for sustainable development.
- 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 Educated 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 Anganwadi, Balwadi and other voluntary organizations must take adequate steps to promote Child Care Awareness among Uneducated Rural and Tribal Women for sustainable development.
- 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. Sustainable Development can not be possible unless we provide proper education through different agencies for empowering both rural and tribal women.

4. Family Health Awareness:

Table-4 presents Mean, SD and 't' values of different groups on Family Health Awareness.

Table-4: Mean, SD and 't' Values of Different Groups on Family Health Awareness

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

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.

- The Mean value 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 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.
- 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.
- The 't' values for Uneducated Rural and 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 positive support for sustainable development.

5. Vocational Awareness:

Table no. 5 presents Mean, SD and 't' values of different groups on Vocational Awareness.

Table-5: 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	0.80		
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	0.80	1.09	N.S
UTW	3.75	1.684		
ETW	4.15	3.07	0.631	N.S
URW	3.95	0.80		

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.

- 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 very good finding for sustainable development.
- 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.
- 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. The Vocational Awareness is a support to justify sustainable development. This finding supports the earlier finding conducted by Narayan (2005).

6. Economic Enhancement:

Table-6 Presents Mean, SD and 't' values of different groups on Economic Enhancement.

Table no. 6: Mean, SD, and 't' Values of Different Groups on Economic Enhancement

Groups	Mean	SD	't' Values	Level of Significance
ERW	8.7	1.9	0.47	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

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.

7. Women Empowerment:

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

Table -7: Mean, SD and 't' Values of Different Groups on Women Empowerment

Groups	Mean	SD	't' Values	Level of Significance
ERW	5.05	6.32	0.34	N.S
ETW	5.35	6.18		
ERW	5.05	6.32	0.42	N.S
URW	5.35	3.38		
ERW	5.05	6.32	0.48	N.S
UTW	5.4	3.720		
ETW	5.35	6.18	0.70	N.S
UTW	5.4	3.720		
URW	5.35	3.38	0.099	N.S
UTW	5.4	3.720		
ETW	5.35	6.18	0	N.S
URW	5.35	3.38		

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.

- The Mean values on Women Empowerment for Educated Rural Women and Educated Tribal Women are 8.7 and 8.85 respectively. The 't' value of both of 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 women in the society. But the women exploitation is a negative support to sustainable development.
- 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.

8. Environmental Issues and Awareness:

Table no. 8 presents Mean, SD and 't' values of different groups on Environmental Issues and Awareness.

Table no.8: Mean, SD and 't' Values of 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	18.98	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.

- The Mean values on Environmental Issues and 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.
- 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.

9. Total Awareness:

The sustainable development on the basis of total scores is presented in table no. 9

Table-9: 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.

- The Mean values on Total Awareness for sustainable development of Educated Rural Women and 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.

- 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 (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 it is 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.

Major Findings with Suggestions:

The following are the major findings of the present study.

- 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 is a positive support to sustainable development. In case of Educated Tribal Women, it is not as good as the Educated Rural Women. So, 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. It is a fact that literacy skill of women is a basic support to women empowerment.
- The lower Mean value (5.25) of Educated Tribal Women may be due to lack of or no impact of education on their literacy skills. Therefore, the Government should initiate steps to educate Uneducated Tribal Women through non-formal or educational extension services. Their role is very important for sustainable development.
- 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. 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. NGOs should play important roles to protect the literacy status of rural and tribal women in order to recognize the spirit of women empowerment.
- The Educated Tribal Women are much better in literacy skills (31.4) than Uneducated Rural Women (4.8). The Government programmes on rural development have no impact on rural women for the enhancement of literacy skills to empower them towards sustainable development. So, the Government should adopt different strategies to enhance the literacy skills of Uneducated Rural and Tribal Women for sustainable development.
- 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 positive support as to understand the role of Educated Women in sustainable development. 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.
- 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 Educated 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 Anganwadi, Balwadi and other voluntary organizations must take adequate steps to promote Child Care Awareness among Uneducated Rural and Tribal Women for sustainable development.
- The Mean value 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 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.
- 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. The Vocational Awareness is a support to justify sustainable development.
- It is very interesting to note that all the groups did not show significant differences in Economic Enhancement. It means economic productivity of 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. 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.

- The Mean values on Women Empowerment for Educated Rural Women and Educated Tribal Women are 8.7 and 8.85 respectively. The 't' value of both of the groups is not significant. It means both Educated Rural and Tribal Women feel empowered which is a very good support for sustainable development. 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.
- The Mean values on Environmental Issues and 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.
- The Mean values on Total Awareness for sustainable development of Educated Rural Women and 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.

Conclusion:

This study examines and finds out the role of Educated Rural Women for sustainable development in Odisha in comparison to other three groups such as Uneducated Rural Women, Educated Tribal Women and Uneducated Tribal Women. It is an established fact that education has important roles in the process of development. Women section of the society is lagging behind in the process of development in comparison to men because of lack of education, awareness and opportunity. They are considered as marginalized section of the society because of their stereotyped, socio-cultural-economic conditions in the society which decide their roles and participations in the developmental process. They need to be empowered if we want to develop sustainably. Eight dimensions of sustainable development are identified by the investigator, accordingly, eight objectives are formulated for the purpose of the study. So, eight non-directional alternative hypotheses are formulated for the purpose of the study. The study is delimited to the role of educated Rural Women for sustainable development in Odisha. Other three groups are selected for the purpose of comparison. Universe of the study is all women of Odisha in 25-35 age groups. Eight dimensions of sustainable development are identified and awareness of women on these dimensions is examined with the help of a self made and standardized Interview Schedule. A sample of 400 is drawn from the population of the study following purposive sampling method. The statistical techniques like Mean, SD & 't' test are employed for the purpose of data analysis and interpretation. This study concludes with the findings that Educated Rural Women have more skill and awareness on eight dimensions of sustainable development in comparison to other three groups such as Uneducated Rural Women, Educated Tribal Women and Uneducated Tribal Women. Education has crucial roles to develop skills and awareness on these dimensions of sustainable development when the awareness scores of Educated Rural Women are compared with the sustainable development awareness scores of other three groups of the study. All hypotheses are accepted with significant differences in awareness scores on eight dimensions of sustainable development between Educated Rural Women and other three groups. On the basis of findings of this study appropriate suggestions are made by the investigator. It is suggested that the Uneducated Rural and Tribal women should be more aware of all these dimensions of sustainable development so that they could be empowered, as a result sustainable development could be achieved. In this regard the Government; NGOs should come forward to help educate them for the noble purpose of achieving sustainable development.

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