

An Awareness Building Study on Women Empowerment among the Ravenshawvian

Prachi Das

Abstract: Empowering women is essential to the health and social development of communities, families & countries. It is just giving them right to equal opportunity by giving them decision making power. Women have suffered a lot through the years at the hands of men. So, it is time now for the revolution for women empowerment.

Keywords: Women empowerment awareness, fundamental rights of women, economic status, educational status, status of women in present scenario

1. Introduction

A revolutionary change has been taken place in position and power of women after Independence. According to our constitution, men and women have equal fundamental rights. The orthodox male oriented society in India has still not able to adjust itself to the wave of women liberation. According to R.N Tagore, Women is the builder and moulder of a nation's density". The national literacy mission through the total literacy campaigns (TLCs) has played a key role in raising awareness on issue of gender equity as have the women development programs like "Mahila Samakhya" and several other programmes. The Govt. has taken several steps and enacted several steps and enacted several legislations to protect and safeguard women and ensure that their rights are not abused.

Percentage of Literacy rate in India

Year	Persons	Male	Female
1951	18.33	27.16	8.86
1961	28.21	40.40	15.34
1971	34.45	45.95	21.97
1981	41.32	53.45	28.46
1991	52.21	64.13	30.62

2. Significance of Study

Gender equality & empowerment of women in recognised globally as a key element to achieve progress in all areas. It is one of the eight millennium development goals to which world leaders agreed at the millennium summit held in New York in 2000. The empowerment of women is multidimensional and refers to expansion of freedom of choice and action in all spheres (social, economic, Politics) to shape one's life.

For playing a greater role in society & family, they must shape up their personality through education. Social empowerment of women concerned the areas in focus of education, health, nutrition, drinking water, sanitation, housing, and environment.

A more active role in local bodies and state politics will accelerate the process of empowerment of women. Another aspect aesthetic sense including moral art, decoration and beautification should be emerged through empowerment among the women.

The value crisis which is a general phenomenon is our society is largely due to lack of proper education for youngsters. In this context, the society is not only blaming the channels of formal education, but practice of nurturing is also blamed to a larger extent. Therefore, the role of women is of paramount importance because the nurturing practice to greater extent is undertaken by them.

Moreover, the male dominated society of ours still dominates the family atmosphere. As a result, women are yet to get their liberty to play their proper role. Considering the importance of women in social reconstruction, the investigation selected the following topic for exploration.

3. Objective

The objective of the studies is as follows:

- To examine the level of awareness of women empowerment of the students.
- To compare the level of awareness of women empowerment of students at different stream of education.
- To analyse the level of women empowerment awareness of the students at different stream economic groups.
- To study the economic status of the Ravenshawvian.
- To determine the educational status of the Ravenshawvian.

3.1. Hypothesis

In the light of objectives, the following hypothesis have been formulated.

- There is no significant awareness difference on women empowerment between the students, classifies under different educational streams.
- There is no statistically significant association between economic status and level of women empowerment awareness.

4. Design of Study

The investigation used descriptive method of research for the study. It represents information about the various areas of empowerment, imagination, careful analysis, interpretation of data gathered, logical and skilful

responding of the findings. By using stratified random sampling techniques, the researcher taken 80 P.G female students of Ravenshaw University of Cuttack, 20 from each stream (Arts, Science, Commerce and self-financing).

4.1 Construction of the Tool:

A prepared questionnaire was used which was developed under the guidance of the guide and in consultation with the experts to measure the women awareness of empowerment among the Ravenshawvians particularly girls. The questionnaire uses the 8 components, which constitute the women empowerment are educational economic, social, political, aesthetic, environmental, reading, publication and population education awareness. There were 40 statements for students and for answering each statement, five responses were given. The student read the statements and encircle on the response of their choice.

4.2 Sample

The investigator for this study selected 80 samples that comprise 20 female students from arts, 20 female students from science stream, 20 female students from commerce stream and 20 from self-financing course. For this research study, the investigator adopted stratified random sampling method.

4.3 Method of Data Collection

The investigator met the randomly selected students and briefed them about the procedure. Then the prepared questionnaire was given to the selected students. They were also told about the purpose of the study and the problem was explained to them fully. There is no time limit for the form, but they have to give information about their parents or guardians occupation and income accordingly. After administration of questionnaire the answer sheers were collected from the students. The answer sheers completed in all respect were accepted and incomplete answer sheets were rejected.

4.4 Scoring Procedure

The answer sheet was thoroughly checked before scoring the answers. Answers containing more than one opinion against any statement were discarded. To determine the scoring each item alternative is assigned a weight ranging from 5- Strongly Agree, 4- Agree, 3 – Undecided, 2- Disagree, 1- Strongly Disagree.

4.5 Statistical Analysis

The investigator applied suitable statistical techniques. Mean, S.D and ‘+’ test are computed among various groups to know the difference between their mean of women empowerment awareness. Chi-square is used to know wheatear their significant association between economic status and level of women empowerment awareness.

5. Analysis & Interpretation

Table 1: Distribution of Mean, SD and ‘t’ value of Arts and Science Students

Group	Mean	SD	‘T’ Value
Arts	162.26	9.81	0.74
Science	159	16.91	N.S

In Table -1 it is revealed that the variations are more in case of science students than the arts students. And the mean of both the groups are almost same and ‘t’ value shows there is no difference exists between the two means. Therefore, the null hypothesis is accepted.

Table 2: Distribution of Mean, SD, ‘t’ value of commerce and Arts Students

Group	Mean	SD	‘T’ Value
Commerce	163	9.8	0.24
Arts	162.63	9.81	N.S

In Table-2, it represents that mean value of commerce and arts students are almost same. And the ‘t’ value shows there is no significant difference found in between commerce and arts students in respect of women empowerment awareness. So that the null hypothesis (HO) is accepted.

Table 3: Distribution of Mean, SD, ‘t’ test result of self-financing and arts students

Group	Mean	SD	‘T’ Value
Self-Financing	168	13.26	1.6
Arts	162.26	9.81	N.S

In Table-3, it is revealed that the variation is less in case of arts students in comparison to commerce students. The ‘t’ test value is less than the table value so there is no difference found between the two groups and null hypothesis is accepted.

Table – 4: Distribution of Mean, SD, ‘t’ value of commerce and science students.

Group	Mean	S.D	‘T’ Value
Commence	163	9.3	0.93
Science	159	16.91	N.S

In Table-4, it is found that the student belonging to commerce group are more awarded than the science group. The ‘t’ test results are 0.93 which is less than table value. It means that there is no significant difference between these two groups therefore the bull hypothesis is accepted.

Table 5: Distribution of Mean, SD, ‘t’ value of self-financing and commerce students

Group	Mean	SD	‘T’ Value
Self-financing	168	13.26	1.38
Commerce	163	9.3	N.S

In Table-5, it represents that the mean score of self-financing and commerce students are same, but the variation is more in case of self-financing students. Commerce students are more awaited in comparison to self-financing students. ‘T’ test results are less than the table value and it indicates no difference found between the mean value of two groups and null hypothesis is accepted.

Table 6: Distribution of Mean, SD, ‘t’ value of self-financing and science students:

Group	Mean	SD	‘T’ Value
Self-financing	168	13.26	0.19
Science	159	16.91	N.S

The analysis of data is presented in table no -6 shows mean value of self-financing students is more through their SD are almost same. They show the same amount of variation in the awareness result. The table value is greater than the ‘t’ test result which indicates no difference among groups. So, the null hypothesis is accepted.

Table 7: Test of association between socio-economic status and level of women empowerment awareness

Level of women Empowerment	Socio Economic Status				
	Group	HIG	AIG	LIG	Total
HLA	04(05)	05(11.55)	12(4.46)	21	
ALA	10(9.02)	23(20.9)	5(8.1)	38	
LLA	05(05)	9(11.55)	7(4.46)	21	
	9	44	17	80	

In table -7, It represents that the test, whether there is association between socio-economic status and level of awareness found or not.

- LIG – Low Income Group (Person comes under this group who have monthly income below RD. 7699)
- AIG – Average Income Group (Persons having the monthly income from Rs. 7699 to Rs. 17549)
- HIG – High Income Group (Persons having the monthly income above Rs. 17549)

From this table it is found that;

- High Income Group with high level of awareness – 4
- High Income Group with Average level of awareness – 10
- High Income Group with low level of awareness – 5
- Average Income Group with high level of awareness – 5
- Average Income Group with Average level of awareness – 23
- Average Income Group with low level of awareness – 09
- Low Income Group with high level of awareness – 12
- Low Income Group with Average level of awareness – 05
- Low Income Group with low level of awareness – 07

The Chi-square result is estimated 3.3439($X^2 = 3.439$). The X^2 result is less than the table value. So, it's not significant at any level with $df=4$. It indicates that there is no association between the level of income and level of awareness. The Socio-economic status of the awareness. The socio-economic status of the students does not influence their level of awareness about women empowerment.

6. Findings

From the analysis and interpretation of the results the following findings have been concluded as major findings.

- The student shown the equal awareness in the women empowerment despite belonging to different academic streams.
- The academic streams did not have any influence on the student’s awareness in women empowerment.
- The students had also shown equal awareness in women empowerment despite their different socio-economic status. Hence socio-economic status did not influence the awareness of women empowerment.

7. Educational Implications

- Creating community demands for girls education to all levels especially among those communities that continue to be incentive towards girls and women’s education.
- Strengthening adult literacy program in those districts and blocks where the literacy rate is below 10%.
- Promoting empowerment of women by organizing street plays, debates, dramas, songs, quiz contest etc.
- Organising the classes for promoting self-defence among girls.
- Providing help line services for women
- Empowering action research on women’s empowerment by providing scholarships.
- Strengthening counselling centres in colleges and universities.
- Organising seminars on women achievers especially at the grass root levels.
- Making Curriculum more relevant to the needs and lives of the girls.
- Gender sensitisation of author’s writers of books for further studies.

8. Suggestions for Further Studies

- Further studies may be undertaken to find out the causes of no differences.
- Further studies may be undertaken to find out the cause of no relationship between the socio-economic status and level of awareness.
- Further studies may be undertaken in the context of level of education.

References

- [1] B.K Pattanaik – Women welfare and Social Development
- [2] Buch, M.B (1983-88) – Fourth Survey of Research in Education, Volume -II, New Delhi
- [3] Jayanti, C(June 2001) – Empowering Women, Yojana, VII-45
- [4] Koul Lokesh – Methodology of Educational Research, Vikar Publishing House