

ROLE OF EDUCATION ON SUSTAINABLE FREEDOM OF WOMEN

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Abstract:- Education provides freedom to think, to choose & to understand the difference between what is right and what is wrong. Education is not only about learning, but it is about how you live your lives in situations where you have many options while you choose short cut or right path. Off course education is important for every human being. In present era the women education is on process of touching the sky & we all know it is good to touch the sky, but by connecting with the ground. Is today's education able to create balance? Should the impact of education be in women's life happening right there? Now a day's women are educated enough to take stand for their rights; they know their power their importance through education. But everything has two sides women are being developed but some of them are misusing their knowledge, opportunities and support system.

Keywords: Education, women, knowledge, opportunities and support system.

1. INTRODUCTION

Education sustains human values. It forms the foundation for learning and critical thinking. Education also provides a better overall quality of life. Education also provides skills for girls to become more self-reliant and provides them with more opportunities. Thinking into the future, education also provides them with the knowledge to manage health problems.

The old African proverb "If you educate a man you educate an individual, but if you educate a woman you educate a family (nation)". When you educate a girl, she will not only be literate, she will educate her family, her parents and the community around her. She will change archaic ideas and opinions and bring change in her surroundings.

The general position of women in ancient India was unique. They enjoyed high status and independence in the society. An unmarried young learned daughter ought to be married to a learned bridegroom. Early marriage was not in vogue in those days. Even girls could freely choose their husbands. The customs of infant marriage and enforced widowhood were not prevalent in Vedic India. Basically, freedom is something that lets a woman live her life on her own terms without people judging her every move.

Most women are searching for freedom within families, not freedom from families. Going by the words of Swami Vivekananda, 'There is no chance of welfare, unless the condition of women is improved. It is not possible for a bird to fly on one wing.' Women play a very vital role in human progress and have a significant place in the society. They are not at all inferior to men. They are capable of sharing all the responsibilities of life. Man and woman have been rightly compared to the wheels of the same carriage. Napoleon said: "Give me good mothers and I will give you a good nation." The progress of nation depends upon the way the mothers bring up their children. If the mothers are educated, the whole society will progress. Women have always played an important role in the progress of a nation.

Unfortunately, in many cases, women are mistreated badly and very often the **importance of women in the society** is underestimated. Not a long time ago, main activities in women's lives were considered as being a good cook, an abiding wife, taking care of the kids and the household. What else? Actually nothing! In addition to all these, there are other more important works for women such as; showing the right direction to the new generation of society, flag barrier of culture, an educated woman can change mentality of family & society.

"An educated women can nourish three generations; such as the generation before, present and after. The most important contribution of a woman towards nation and society is to help another woman, to stand with her, to educate her about her rights and powers, support her (even if she is known for you or unknown) because an educated woman can help other woman better than anyone. Many times women in family & society do not support each other, they only show off and see what is happening wrong with others, if they want and try, they will be able to correct it. They know that this is wrong but they



don't have any right and even confidence to speak against it because they are afraid to lose their family and relations.

Only going to educational institutes and being independent is not a freedom for an educated woman. If they raise their voice against violence, against wrong things, unnecessary rules and discrimination freely in front of their family and friends then they are called fully educated women. If a woman thinks that she will not tolerate wrong things so why she don't use her rights, this is the mistake that a woman commits everytime, they themselves are responsible for promoting the wrong things by not taking any actions against it. **A woman is her own true friend, and herself is also a true enemy.**

How many of educated women know about their rights and they positively use them? There are many possibilities that not every woman is a victim, many of them misuse the power and facilities provided by constitution, that is a big backlog by women for their freedom. They are doing fraud cases, they forget their qualities, decrease their emotions, lose family and relation's strength, take actions without thinking and analyzing, bad influence on motherhood, respecting elders (in laws). These things create a negative impact or give the chance to those people who are against for women development.

2. LITERATURE OF REVIEW

1. I am Malala: how one girl stood up for education and changed the world / Malala Yousafzai with Patricia McCormick. published in 2014. The bestselling memoir by Nobel Peace Prize winner Malala Yousafzai. Summary: I Am Malala. This is my story. Malala Yousafzai was only ten years old when the Taliban took control of her region. They said music was a crime. They said women weren't allowed to go to the market. They said girls couldn't go to school.
2. Raised in a once-peaceful area of Pakistan transformed by terrorism, Malala was taught to stand up for what she believes. So she fought for her right to be educated. And on October 9, 2012, she nearly lost her life for the cause: She was shot point-blank while riding the bus on her way home from school. No one expected her to survive. Now Malala is an international symbol of peaceful protest and the youngest ever Nobel Peace Prize winner. In this Young Readers Edition of her bestselling memoir, which has been reimagined specifically for a younger audience and includes exclusive photos and material, we hear firsthand the remarkable story of a girl who knew from a young age that she wanted to change the world -- and did. Malala's powerful story will open your eyes to another world and will make you believe in hope, truth, miracles and the possibility that one person -- one young person -- can inspire change in her community and beyond.
3. The term "empowerment" has been overused, misused, and coopted (Stromquist, 2002; Stacki and Monkman, 2003). It is commonly deployed as a synonym for enabling, Participating, and speaking out. The notion that education leads to women's empowerment has gained popularity, although we still have much to learn about how education actually empowers women (Stromquist, 2002; dacosta, 2008; Murphy-Graham, 2008). Nevertheless, in the past 10 years, the goal of women's empowerment (often linked with women's Education) has received serious attention, as well as funding by donors and international Agencies (Unterhalter, 2007; Mosedale, 2005; Malhotra et al., 2002; Papart et al., 2002; Oxaal And Baden, 1997). Despite its widespread use and occasional abuse, there is some agreement (e.g. Kabeer, 1999; Malhotra et al., 2002; Mosedale, 2005) that empowerment:

2.1 Objectives of the Study

The objective of the present report is to study about the role of education on sustainable freedom of women. What are the responsibilities of an educated woman? Identify reasons to educate them. To know the responsibilities of society and family to educate them. To fulfill above main objective following are the subsidiary objective of this report.

- To identify the factors influencing women education
- To evaluate impact of education in women's life
- To find out significant difference between and among deferent demographic segments about educate a woman.



2.2 Hypothesis

1. H01: There is no significance difference between views of different gender as for as role of education is consent.
2. H02: There is no significance difference between views of different age as for as role of education is consent.
3. H03: There is no significance difference between views of different qualification as for as role of education is consent.
4. H04: There is no significance difference between views of different profession as for as role of education is consent.

3. RESEARCH METHODOLOGY

- **The Study:** The study was exploratory in nature with survey being used as data collection method to complete the study. The data was collected on 1 to 5 Liker's scale.
- **Research Design:** The study was based on questionnaire technique.
- **Nature and Source of Data/Information:** Nominal data was used in the survey for the study. The data was collected through self-administered questionnaire based on 1 to 5 Likert scales where 1 indicates minimum agreement of the statement and 5 indicates maximum agreement of the statement.
- **Population:** It was including all the educated women, teachers, responsible male population of Indore city.
- **Sample element:** male and female of different age and profession of Indore city.
- **Sample size:** The overall sample size for the study was 110 male and female of different age and profession of Indore city as sample was divided into various demographic groups.
- **Sampling technique:** Non-probability, convenient and purposive sampling technique was used.
- **Tools Used For Data Collection:** A self-designed questionnaire was used to collect the data.

3.1 Tools Used For Data Analysis

- Item to total correlation was applied to check the consistency of questionnaire
- Reliability was checked through Cronbach Alpha by using SPSS 16
- Factors analysis was applied to identify underlying factors.
- ANOVA test was used to evaluate significant difference between different demographic groups.
- T test was used to evaluate significant difference between different genders.

4. RESULT AND ANALYSIS

4.1 Reliability

The term reliability in psychological research refers to the consistency of a research study or measuring test. Reliability in statistics and psychometrics is the overall consistency of a measure. A measure is said to have a high reliability if it produces similar results under consistent conditions. "It is the characteristic of a set of test scores that relates to the amount of random error from the measurement process that might be embedded in the scores. Scores that are highly reliable are accurate, reproducible, and consistent from one testing occasion to another. That is, if the testing process were repeated with a group of test takers, essentially the same results would be obtained. Various kinds of reliability coefficients, with values ranging between 0.00 (much error) and 1.00 (no error), are usually used to indicate the amount of error in the scores." For example, measurements of people's height and weight are often extremely reliable.

There are two types of reliability – internal and external reliability.

- Internal reliability assesses the consistency of results across items within a test.
- External reliability refers to the extent to which a measure varies from one use to another.



Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.877	.875	35

Cronbach's Alpha reliability in this set has found to be .877 which is above .7, and revealed responses are highly reliable and suitable for further study.

4.2 Cronbach's Alpha

Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. A "high" value for alpha does not imply that the measure is unidimensional. If, in addition to measuring internal consistency, you wish to provide evidence that the scale in question is unidimensional, additional analyses can be performed. Exploratory factor analysis is one method of checking dimensionality. Technically speaking, Cronbach's alpha is not a statistical test – it is a coefficient of reliability (or consistency).

Item-Total Statistics					
Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	68.7679	325.910	.333	.452	.875
VAR00002	70.0179	343.387	.137	.596	.877
VAR00003	69.6161	339.031	.188	.487	.877
VAR00004	69.1071	321.808	.465	.588	.872
VAR00005	69.7232	335.517	.297	.563	.875
VAR00006	69.7857	334.584	.312	.673	.875
VAR00007	68.7589	317.428	.486	.637	.872
VAR00008	69.1964	321.421	.457	.585	.872
VAR00009	69.1250	327.570	.390	.508	.874
VAR00010	68.9196	323.840	.459	.598	.872
VAR00011	69.4732	334.594	.264	.604	.876
VAR00012	67.8214	318.076	.456	.678	.872
VAR00013	68.5446	315.602	.529	.573	.870
VAR00014	68.6429	322.088	.382	.499	.874
VAR00015	69.6875	335.262	.317	.512	.875
VAR00016	69.1339	327.955	.358	.422	.874
VAR00017	69.1786	327.301	.367	.412	.874
VAR00018	67.4732	310.774	.563	.803	.869
VAR00019	69.4286	331.689	.307	.610	.875
VAR00020	69.8036	338.484	.215	.669	.877
VAR00021	69.8661	338.333	.249	.506	.876
VAR00022	69.6250	335.840	.286	.545	.876
VAR00023	68.8750	323.606	.323	.514	.876
VAR00024	68.1071	310.709	.598	.722	.869
VAR00025	69.4821	330.576	.431	.403	.873
VAR00026	69.3393	327.848	.391	.582	.874
VAR00027	69.5357	330.792	.415	.534	.874



VAR00028	68.2589	316.013	.496	.724	.871
VAR00029	67.9286	314.553	.515	.652	.871
VAR00030	68.3571	313.601	.567	.599	.869
VAR00031	69.5357	332.251	.385	.677	.874
VAR00032	69.5357	331.530	.388	.708	.874
VAR00033	69.6964	336.285	.261	.730	.876
VAR00034	69.3304	327.106	.398	.503	.874
VAR00035	69.7857	338.026	.245	.486	.876

No item need to be deleted, because all items are below .877 and this represent that all data is highly reliable.

4.3 Intraclass Cor-Relation Co-efficient

Intraclass Correlation Measures The Reliability Of Ratings Or Measurements For Clusters — Data That Has Been Collected As Groups Or Sorted Into Groups. Like Most **Correlation Coefficients**, the ICC Ranges From 0 to 1. A High **Interclass Correlation Coefficient** (ICC) Close To 1 Indicates High Similarity Between Values From The Same Group. A Low ICC Close To Zero Means That Values From The Same Group Are Not Similar.

.Intraclass Correlation Coefficient							
		95% Confidence Interval		F Test with True Value 0			
	Intraclass Correlation	Lower Bound	Upper Bound	Value	Df1	Df2	Sig
Single Measures	.169 ^b	.132	.219	8.133	111	3774	.000
Average Measures	.877 ^c	.842	.908	8.133	111	3774	.000
Two-way mixed effects model where people effects are random and measures effects are fixed.							
A. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.							
B. The estimator is the same, whether the interaction effect is present or not.							
C. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.							

4.4 Factor Analysis

Factor Analysis Factor analysis attempts to bring inter-correlated variables together under more general, underlying variables. More specifically, the goal of factor analysis is to reduce “the dimensionality of the original space and to give an interpretation to the new space, spanned by a reduced number of new dimensions which are supposed to underlie the old ones”

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Adequacy.	Measure of Sampling		.698
Bartlett's Test of Sphericity	Approx. Chi-Square		1.752E3
	Df		595
	Sig.		.000

This table shows two tests that indicate the suitability of your data for structure detection.



The **Kaiser-Meyer-Olkin Measure of Sampling Adequacy** is a statistic that indicates the proportion of variance in your variables that might be caused by underlying factors. High values (close to 1.0) generally indicate that a factor analysis may be useful with your data. If the value is less than 0.50, the results of the factor analysis probably won't be very useful.

Bartlett's test of sphericity tests the hypothesis that your correlation matrix is an identity matrix, which would indicate that your variables are unrelated and therefore unsuitable for structure detection. Small values (less than 0.05) of the significance level indicate that a factor analysis may be useful with your data.

4.5 Communalities

Communalities indicate the common variance shared by factors with given variables. Higher communality indicated that larger amount of the variance in the variable has been extracted by the factor solution. For better measurement of factor analysis communalities should be 0.4 or greater.

Communalities					
Variable	Initial	Extraction	Variable	Initial	Extraction
VAR00001	1.000	.706	VAR00019	1.000	.760
VAR00002	1.000	.614	VAR00020	1.000	.797
VAR00003	1.000	.667	VAR00021	1.000	.661
VAR00004	1.000	.749	VAR00022	1.000	.667
VAR00005	1.000	.628	VAR00023	1.000	.571
VAR00006	1.000	.802	VAR00024	1.000	.701
VAR00007	1.000	.683	VAR00025	1.000	.561
VAR00008	1.000	.719	VAR00026	1.000	.728
VAR00009	1.000	.713	VAR00027	1.000	.708
VAR00010	1.000	.633	VAR00028	1.000	.714
VAR00011	1.000	.745	VAR00029	1.000	.659
VAR00012	1.000	.775	VAR00030	1.000	.666
VAR00013	1.000	.638	VAR00031	1.000	.749
VAR00014	1.000	.710	VAR00032	1.000	.760
VAR00015	1.000	.733	VAR00033	1.000	.797
VAR00016	1.000	.597	VAR00034	1.000	.695
VAR00017	1.000	.643	VAR00035	1.000	.721
VAR00018	1.000	.793			
Extraction Method: Principal Component Analysis.					

Factor Analysis Table with Eigen Values and Factor Loading

Factor Name	Eigen values		Variables converged	Loading
	Total	% Variance		
Empowerment	4.712	13.463	Should educated women have power to change her family mentality?	.824
			Reasons to take high education for increases level of standard in society	.787
			The major responsibility of an educated women is to help those women who want to fight with for legal and valid reasons	.724
			Should an educated women can develop living standard of her family.	.724
			Reasons to take high education for increases level of standard in society	.677
			Reason to take high education for their parents wish.	.513

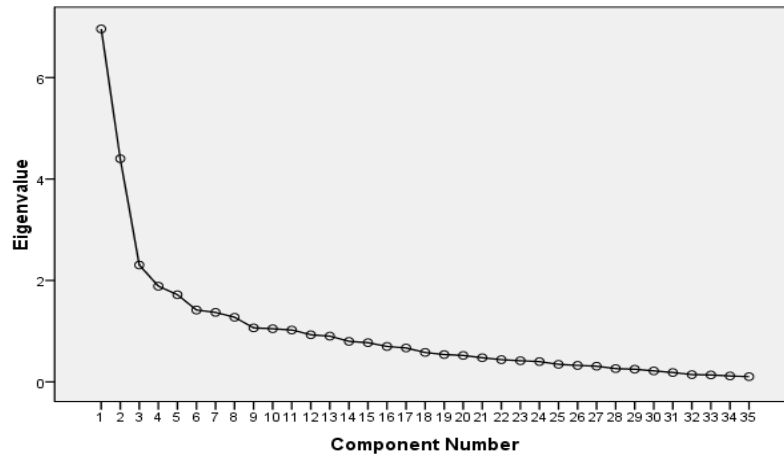


			Do you feel that you are totally educated?	.501
Sensitivity	2.692	7.690	Would you consider mistakes of your family members?	.796
			Women are not able to maintain both responsibilities (home & work) together.	.676
			Should women opposed wrong customs of her family	.619
			Should an educated women can change perception of family about right to choose of life partner.(love marriage)	.512
Contradict /Disagree ment	2.622	7.491	After getting higher education women are forgetting about responsibilities towards relationships.	.736
			Should an educated women support women who is fight against her family for their wrong demands.	.702
			An educated woman can deny following instructions and guidelines of experience elders of society.	.684
			Women misuse their rights if they litrate	.586
Personality	2.248	6.423	Women should take actions for their rights?	.841
			Womendont know about harms may occur at the time of going outside from home.	.692
			Reason to take high education is specifically for self development.	.492
Investigati ve	1.952	5.578	Would you allow your younger sister to go outside alone?	.745
			Do girls choose their career option after doing research on themselves?	.630
			Reason to take high education is specifically to take a good life partner.	.597
Trend Setter	1.947	5.563	Can an educated women change orthodox rules of society.	.827
			An educated woman can deny to follow instruction and guidelines of experience women of society.	.623
			Would women feel challenging when society criticizes their authentic work.	.411
Actionist	1.889	5.396	Have you ever take actions against your family about your rights?	.690
			Should women need to create their own identity in family?	.628
			Do you think women's need to take permission of family to go outside?	.567
Physical Power	1.853	5.293	Would you try to join self-defence programs?	.613
Preparedn ess	1.688	4.824	Do you think women's should go outside at night without doing any	.799



			preparation?	
Self Determination	1.632	4.662	Reason to take high education is specifically for self development.	.764
			Reason to take high education is specifically for freedom.	.474

Scree Plot



Above figure of screen plot revealed that the shape of plot is equivalent to elbow and after 10 factors it goes straight. This another way to find out number of factor in the study.

4.6 T-Test

A t-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which may be related in certain features essentially, a t-test allows us to compare the average values of the two data sets and determine if they came from the same population.

Male=1

Female=2

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error
Role of education	1	30	71.6667	20.47763	3.73869
	2	82	70.9146	17.94518	1.98171

Above Table indicate there is not sufficient difference in mean score of male and female.

Independent Samples Test									
		Levine's Test for Equality of Variances		T-test for Equality of Means					
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
		F	Sig.	T	Df				Lower Upper
Role of education	Equal variances assumed	.567	.453	.189	110	.850	.75203	3.97862	-7.13267 8.63673



Independent Samples Test									
		Levine's Test for Equality of Variances		T-test for Equality of Means					
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
		F	Sig.	T	Df				Lower Upper
Role of education	Equal variances assumed	.567	.453	.189	110	.850	.75203	3.97862	-7.13267 8.63673
	Equal variances not assumed			.178	46.277	.860	.75203	4.23143	-7.76401 9.26808

Since F value is .567, which is insignificant at .453. hence equal variances assumed to be taken for T-Test. T-Test in the row of equal variances assumed is .189, which is again insignificant at .850, it means both the gender have same perception when consider role of education on sustainable freedom of women.

Univariate Analysis of Variance

Between-Subjects Factors		
		N
Age	20-30	79
	30-40	19
	40-50	7
	50-60	7
Gender	male	30
	female	82
Qualification	UG	33
	PG	68
	Above PG	11
Profession	student	54
	housewife	9
	Working women	35
	Socially responsible person	14

Levine's Test of Equality of Error Variances			
Dependent Variable: Role of education			
F	Df1	Df2	Sig.
4.302	29	82	.000
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
A. Design: Intercept + Age + Gender + Qualification + Profession + Age * Gender + Age * Qualification + Age * Profession + Gender * Qualification + Gender * Profession + Qualification * Profession + Age * Gender * Qualification + Age * Gender * Profession + Age * Qualification * Profession + Gender * Qualification * Profession + Age * Gender * Qualification * Profession			



Tests Of Between-Subjects Effects					
Dependent Variable: Role of education					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	14111.604 ^a	29	486.607	1.653	.041
Intercept	133904.647	1	133904.647	454.743	.000
Age	1548.225	3	516.075	1.753	.163
Gender	156.693	1	156.693	.532	.468
Qualification	1253.095	2	626.547	2.128	.126
Profession	3556.533	3	1185.511	4.026	.010
Age * Gender	.000	0	.	.	.
Age * Qualification	972.768	5	194.554	.661	.654
Age * Profession	288.046	2	144.023	.489	.615
Gender * Qualification	152.547	1	152.547	.518	.474
Gender * Profession	989.743	1	989.743	3.361	.070
Qualification * Profession	1320.255	4	330.064	1.121	.352
Age * Gender * Qualification	.000	0	.	.	.
Age * Gender * Profession	.000	0	.	.	.
Age * Qualification * Profession	2.618	1	2.618	.009	.925
Gender * Qualification * Profession	.000	0	.	.	.
Age * Gender * Qualification * Profession	.000	0	.	.	.
Error	24145.887	82	294.462		
Total	604697.000	112			
Corrected Total	38257.491	111			
A. R Squared = .369 (Adjusted R Squared = .146)					

Post Hoc Tests

Age

20-30=1

30-40=2

40-50=3

50-60=4

Multiple Comparisons							
Dependent Variable: Role of education							
			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
	(I) Age	(J) Age				Lower Bound	Upper Bound
Dennett T3	1	2	-2.0846	4.48915	.998	-14.7851	10.6159
		3	10.2387	10.14894	.876	-26.0788	46.5562



		4	6.5244	11.10100	.988	-33.3522	46.4011
	2	1	2.0846	4.48915	.998	-10.6159	14.7851
		3	12.3233	10.76568	.813	-23.8020	48.4486
		4	8.6090	11.66753	.966	-31.0079	48.2259
	3	1	-10.2387	10.14894	.876	-46.5562	26.0788
		2	-12.3233	10.76568	.813	-48.4486	23.8020
		4	-3.7143	14.79796	1.000	-49.5715	42.1429
	4	1	-6.5244	11.10100	.988	-46.4011	33.3522
		2	-8.6090	11.66753	.966	-48.2259	31.0079
		3	3.7143	14.79796	1.000	-42.1429	49.5715
Dennett t t (2-sided) ^a	1	4	6.5244	6.76708	.582	-9.2532	22.3020
	2	4	8.6090	7.58709	.468	-9.0804	26.2985
	3	4	-3.7143	9.17235	.935	-25.0998	17.6712
Based on observed means. The error term is Mean Square (Error) = 294.462.							
A. Dennett t-tests treat one group as a control, and compare all other groups against it.							

Qualification

Under graduate =1

Post graduate=2

Above post graduate=3

Multiple Comparisons

Dependent Variable: Role of education

	(I)	(J)	Mean			95% Confidence Interval	
	Qualifi	Qualifi	Difference	Std. Error	Sig.	Lower	Upper
	cation	cation	(I-J)			Bound	Bound
Dennett T3	1	2	7.5512	3.37440	.080	-.6539	15.7564
		3	-4.6667	5.81905	.808	-20.3243	10.9910
	2	1	-7.5512	3.37440	.080	-15.7564	.6539
		3	-12.2179	5.86638	.151	-27.9322	3.4964
	3	1	4.6667	5.81905	.808	-10.9910	20.3243
		2	12.2179	5.86638	.151	-3.4964	27.9322
Dennett t t (2-sided) ^a	1	3	-4.6667	5.97431	.584	-17.7314	8.3981
	2	3	-12.2179*	5.57670	.050	-24.4132	-.0226

Based on observed means.

The error term is Mean Square (Error) = 294.462.

A. Dennett t-tests treat one group as a control, and compare all other groups against it.

*. The mean difference is significant at the .05 level.

Profession

Student=1

Housewife=2

Working women=3

Socially responsible person=4

Multiple Comparisons

Dependent Variable: Role of education

	(I)	(J)	Mean	Std.	Sig.	95% Confidence Interval
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	Profes sion	Profes sion	Difference (I-J)	Error		Lower Bound	Upper Bound
Dennett T3	1	2	-6.4630	3.06181	.239	-15.3615	2.4355
		3	11.5243	4.33165	.060	-.3186	23.3673
		4	-1.7328	5.80345	1.000	-18.9464	15.4808
	2	1	6.4630	3.06181	.239	-2.4355	15.3615
		3	17.9873*	4.59531	.002	5.3046	30.6700
		4	4.7302	6.00281	.961	-12.9111	22.3714
	3	1	-11.5243	4.33165	.060	-23.3673	.3186
		2	-17.9873*	4.59531	.002	-30.6700	-5.3046
		4	-13.2571	6.73960	.294	-32.3052	5.7909
	4	1	1.7328	5.80345	1.000	-15.4808	18.9464
		2	-4.7302	6.00281	.961	-22.3714	12.9111
		3	13.2571	6.73960	.294	-5.7909	32.3052
Dennett t (2-sided) ^a	1	4	-1.7328	5.14646	.968	-13.8829	10.4173
	2	4	4.7302	7.33151	.829	-12.5786	22.0389
	3	4	-13.2571*	5.42644	.041	-26.0683	-.4460
Based on observed means. The error term is Mean Square (Error) = 294.462.							
*. The mean difference is significant at the .05 level.							
A. Dennett t-tests treat one group as a control, and compare all other groups against it.							

5. CONCLUSION

A woman can develop anything which she wants to develop. A woman has god gifted skills of multitasking, management skills, patients and sensitivity. If they will get educated then their education along with the god gifted skills will create empowerment in them and it will enhance sustainable freedom of women by which they will grow and serve better in the society. They have to take stand for themselves without expecting comfort zone. Society has to except above changes in women and provide opportunities.

Current research concluded that, when talk about sustainable freedom of an educated woman –

1. The Indore which is famous for many reasons also has gender equality. Because all male and female thinks if a woman want to be educated, developed and want sustainable freedom she needs to take stand for herself.
2. The student and housewife of Indore have same thinking but the working women and social responsible person of Indore have different point of you on that as they self performing in their working area so they have actual knowledge and meaning of sustainable freedom of a woman.
3. And by this research we found the different gender that is doing same profession has different thinking about women's development because they both have different role and responsibility in their life, family and society.
4. The biggest conclusion is that the UG person has different mentality to above PG person.

5.1 Suggestions

1. Education is important but if a women need sustainable freedom she need to develop some side skills too.
2. If women want sustainable freedom she needs to proof her capability in front of society.
3. Male ego, parenting, societal pressure, is the major factor to affect a women significant but a women willpower and self confidence is the key of her success.

