

**HOME SCIENCE VALUES FOR WORKING WOMEN**

**Dr. SWETA SHREE**, Assistant professor (Guest Faculty), Department Of Home Science, M.L.S.M College Darbhanga : [shreesweta1991@gmail.com](mailto:shreesweta1991@gmail.com)

**Dr. SATYA PRAKASH JHA (H.O.D)**, Department Of Home Science, M.L.S.M College Darbhanga

**Abstract**

Education has always been viewed as the most important tool for social change in the global movement for women's empowerment. Self-reliance, personal growth, social development, productive capacity, social integration, and political comprehension should all be taught in women's education. The best way to meet the above requirements is through home science education. The goal of home science education is not just to give girls a degree, which is a ticket to marriage, but rather to help them grow to their full potential in all areas—personal, social, and financial. Health, education, information, lifelong learning for self-development, vocational skills, employment and income-generating opportunities, technical services, inheritance and marriage, common resources, credit, technology, market, mass media, family planning, women's rights, and other factors contribute to empowerment through home science education. Women now have more influence in the workplace and beyond thanks to home science education. Women can be teachers, researchers, business owners, administrators, and homemakers, as demonstrated by home science education. As a result, it makes use of and demonstrates the woman's potential in every area of life.

**Keywords :** women's empowerment, personal growth, social development, capacity

**A. Introduction**

Introduction In particular in rural India, a woman is the family's center. She not only gathers water, fuel wood, fodder, and food, but she also contributes significantly to the preservation, development, and shaping of the culture. While men only make up 25% of the population, women make up 75% of our society's growth, despite making up only 50% of the population. Sadly, despite their commendable and significant jobs, which can't be subbed by machine or men, ladies have been ignored for ages. Due to drudgery, social and financial insufficiency, deprivation, and humiliation, women today suffer the most in society. Women's backwardness ultimately leads this segment of the population to poverty and powerlessness, and during times of scarcity and disaster, they suffer the most. It's no wonder that India has more than one third of the world's poor because women's lack of empowerment is a major cause of poverty.

**B.Review of literature**

In the past, a lot of women worked as teachers, which suggests that they had access to higher education; despite the fact that they continued to focus primarily on household and farming tasks. Women's status went through many ups and downs over time, and discrimination against them also started. Women were more often given tasks that kept them at home, like helping with household farming, spinning and weaving, taking care of the family, etc. (2017, Punam and Sharma)

As a result, societies developed their own conceptions and primarily defined women as caregivers, particularly as mothers, sisters, and wives. With the changing cultural and requests and monetary impulses, ladies needed to venture out of house to enhance different necessities of their families. Books like "a vindication of the rights of woman" (Wollstonecraft, 1792) have helped change people's perceptions about women working (Hur, 2018), even though women were once thought of as less competent than men. By and large, ladies have likewise been placed on a high platform and depicted even as goddess of influence, learning, intelligence, riches and harmony (Vishwant, 2015) in many societies.

According to Miller and Borgida (2016), women's work in society remained restricted to home services, which were considered their primary responsibilities. Even though women make up about half of the world's population and contribute significantly to the global economy (Patel and

Ahooja, 1995), they are frequently portrayed as inferior to men (Holliday, 2013). According to Adhikari (2012), women's indirect contributions to society must be recognized because, in today's changing times, their place and role are no longer limited to that of homemakers. Men and women must share the responsibility for running a household. Women should be free to choose whether or not to work outside the home, and if they do choose to work, there should be no discrimination. Instead, in addition to providing care for her family, they should be recognized for their contribution to the household's financial and social security (Singh and Jonjua, 2016).

### **C. Research Objectives:**

Against this backdrop, the proposed study aims to document the home management practices of working and nonworking women based on age, education, family size, and income in five areas: transaction with family members, management of food and clothing, management of furniture and equipment, and management of time and energy.

The following are the specific goals of this study:

1. To investigate working and non-working women's home management practises
2. To document the socioeconomic status of working and unemployed women.

### **D. Definition of Home Science:**

"Home Economics aims at freedom of the home from dominance of things and their due subordination to ideals," according to Ellen Richards, the first President of the Home Economic Association. the ideal home life for today, unhampered by the past, the simplicity of material surroundings that will free the spirit for the more important and lasting interests of the home and society."In exceptionally basic words Home Science can be characterized as themultidisciplinary field of study that arrangements with wellbeing, diet, caring youngster, material and piece of clothing planning, making due assets and different subjects worried about a home.

### **E. Home Science's Importance**

Home science is an incorporated field of study that gives logical and orderly information about different parts offamily living. According to its name, Home Science is concerned with a person's home, including their health and happiness. It is a multidisciplinary science faculty that enables students to explore a variety of career and vocational options.

### **F. PROCESS OF EMPOWERMENT**

Empowerment is a dynamic, multifaceted process that should help women realize their full identity power across all spheres of life. It would comprise of more noteworthy admittance to information and assets, more prominent independence in decisionmaking, more noteworthy capacity to design their lives, have command over conditions that impact their lives and free them from shackles forced on them by customs, conviction and practice.

### **G. WOMEN AND HOME SCIENCE EDUCATION**

The movement to improve women's status has always emphasized that education is the most powerful tool for social change. As indicated by Gunnar Myrdal (1969), schooling ought to have a free as well as "instrumental" esteem, for example the reason for must to think disposition as well as to bestow information and abilities. Self-reliance, personal growth, social development, productive capacity, social integration, and political comprehension should all be taught in women's education. The best way to meet the above requirements is through home science education. Home Science training isn't created to teach the young ladies just to acquire the degree which is an identification to marriage, however, it is intended to achieve the fullest advancement in all regards, actually, socially and financially.

## **H. HOME SCIENCE VALUES**

1. Home science education can empower women by providing knowledge of science and technology to face challenges in the technological age.
2. Home science education offers various job opportunities for both men and women.
3. Home science education can improve the home, health, and happiness of all individuals living in it.
4. Home science education can cultivate human values and lead to self-employment and entrepreneurship opportunities.

### **I. Women's home management roles:**

While technological and industrial advancements have simplified life, women's roles have also changed significantly. Not only have the roles of the various family members changed in tandem with general social shifts, but so have the family's functions as well. As wives, women are active participants in their homes' activities. as mothers who are accountable for their children's growth and as housewives who change how their homes function. Over the past few decades, issues related to work-life balance have caught the attention of homemakers who work outside the home. Adaptable working time and work rearrangements in the home and mindfulness raising about work-everyday life equilibrium and rising training about the work rearrangements is particularly essential for a functioning ladies. The primary factors influencing the Work-Life Balance of women professionals in India are role conflict, poor health, difficulties managing time, and a lack of appropriate social support.

Women have slowly begun working outside the home in recent years as a result of widespread changes and an increase in educational facilities. Both men and women are compelled to work as a result of the rising population, economic pressures, and diminishing resources. Consequently thethe executives of the house is not any more a simple inquiry of house-keeping; It calls for a scientific approach to home management .

#### **1. Decision Making**

A home scientist woman has knowledge of every aspect of life because her education in home science covers health, nutrition, food, body physiology, time management, money management, budgeting, banking, family planning, child rearing, clothing, entrepreneurship, communication, and many other topics. She is also able to make her own decisions about her personal life, family, and other social matters thanks to this knowledge.

#### **2. Education**

Home science education ensures that women and girls have equal access to education. Women's occupational, vocational, and technical skills are developed through this type of education.

#### **3. Health**

Home Science education takes a holistic approach to women's health and focuses on their needs throughout their lives, including nutrition and basic services during infancy, childhood, adolescence, the reproductive years, and old age. Their nutritional status as well as that of their family can be improved as a result of this knowledge, and nutritional morbidity and mortality can also be reduced.

#### **4. Maximum Utilization of Resources**

The home science curriculum places an emphasis on the efficient use of all human and nonhuman resources to achieve maximum output.This makes the woman's work more efficient and saves her time, energy, materials, and space.

#### **5. Capacity Building**

The primary component of home science education is capacity building. Since it assembles the abilities to make mindfulness, further develop abilities of ladies foster initiative and connection with ongoing innovations pattern, monetary organizations furthermore, nearby administration. These give women power by encouraging them to participate in the same level of socioeconomic development as other people. A woman like this will guide the community toward a progressive and literate society.

## **6. Political and social empowerment**

Home science education contributes not only to the economic and social development of the community but also to the recognition of the role that women play in the family. Women's potential to contribute significantly to community development is made clear through home science education. Women who are home scientists are participating in gram sabhas and working for the community's development. A home scientist can unquestionably contribute more effectively to societal development than a layperson. Women's leadership roles are increasingly being recognized by society.

## **7. Child Development**

Preschool Teacher, Special Education Assistant, After-School Program Supervisor, Preschool Assistant, Family Child Care Provider, Recreation Assistant, Teacher Assistant, Child Day Care Supervisor, daycare, creche, nursery school, and after-school centers Director of a child care center, Child Welfare Worker, and Child Life Specialist advanced age home can be overseen by Home Science graduates where different sorts of exercises could be set up for elderly individuals with appropriate food administrations and psychoemotional enhancement. A graduate in home science can open rehabilitation centers for children whose senses are impaired.

## **8. Estimator of Clothing and Textile**

Fabrics and Accessories, Dry Cleaner, Fashion Design Assistant, Garment Manufacturing Firm, Textile Industry, Embroidery Unit, Textile Technician, Assistant Designer, Fashion Illustrator, Sales Associate, Costumer Assistant, Computer Imaging Consultant, Merchandise Displayer, Fashion Buyer Home Science graduate/postgraduates procure adequate administration ability to open their own focuses where they can bestow preparing in the accompanying recorded fields of business.

## **J. Conclusion**

The homemaker must be well-versed in the various tasks she must carry out and the most efficient approaches to carrying them out. As a result, managing a home effectively in a limited amount of time is challenging for many working and non-working women. The homemaker has an extraordinary obligations in running the home without a hitch and proficiently. The family must cooperate with the homemaker in all spheres and understand their role in home management. To demonstrate that they are capable of being a good homemaker, the managerial process not only requires managerial abilities, but also innovative managerial abilities. For working women, flexible working hours, work simplification at home, education about work simplification, and education about work-family balance are extremely important.

## **References**

1. Chandra A., Shah A. and Joshi U., Fundamentals of Teaching Home Science Sterling Publishers Private Limited, New Delhi (1995).
2. Hegde N.G., Empowerment of Women for Improved Quality of Life: BAIF.s Approach
3. Ray B., Fundamentals of Home Science. Sterling Publishers Private Limited, New Delhi (1986).
4. Pandey B., (1987), Post-Independence Educational Development among Women in India
5. Jain, N. and Gunthey, R. (2005). Life stress of married women in relation to family environment. Indian J. Psychometric & Edu., 36(2):135-137
6. Khandai, R. (2006). A study on decision making pattern of urban working and non-working women in home activities in Dharwad district of Karnataka State. Internat. Res. J., 165-218.
7. Narayanan, S. (2006). Woman's Era. April, 2006, 45-46.
8. Sadiq, R. and Ali, A.Z. (2014). Dual responsibility: A contributing factor to psychological Ill-being in married working women. Academic Res. Internat., 5(2).
9. Sutariya, A.L (2010). A comparative study of the influence of family environment on the life stress of working and non working women. Internat. Referred Res. J., Vol II Issue 21.
10. Thakur, S.N. and Sultania, M.K. (2010). Adjustment problems of working and non-working women. Indian J. Pshychometry & Edu., 41(2):147-149.
11. Dr. K.P. Meera, Jumana. M.K.(2015).Empowering Women through Education. International Journal of Humanities and Social Science Invention. ISSN (Online): 2319-7722, ISSN (Print): 2319-7714 www.ijhssi.org Volume 4 Issue 10, PP.58-61.
12. Rani,S. and Kaur R.(2014).Entrepreneurship in home science- Scope for women in India. International journal of Applied Home Science, Volume 1 (1-3), October–December: 49-54.6. <https://www.google.com/url?sa=t&source>