

NATIONAL SKILL TRAINING INSTITUTE FOR WOMEN AT PONDA, GOA

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ABSTRACT

Having a skill set helps a long way for any particular job and its respective requirements. Thus, providing such skills to women can contribute to making them self-sustainable. Thus, NSTI plays a role where any woman above the age of sixteen can enroll themselves in this institute. But many are still uninitiated to such facilities provided. As an architect, one can give an identity to a lost forgotten institution and reintroduce it to the world by creating a remarkable structure at the same time restoring its functionality.

NSTI- National Skill & Training Institute, Ponda (Goa), run by the Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship. Long-term courses are conducted in levels such as Craftsmen Training Scheme (CTS), Craft Instructor Training Scheme (CITS) and recently started Advanced Diploma in IT, Networking and Cloud course. Most NSTI courses have a duration of one or two years. However, some ITI courses award certification in just six months.

Keywords: Skill, Women, Training,

BACKGROUND STUDY

INDIA'S EDUCATIONAL STATUS

Literacy is one of the most essential indicators of the quality of a country's human capital. The latest data puts India's adult literacy rate at 73.2 percent. While the country has made significant progress in improving literacy over the years, it continues to be home to 313 million illiterate people; 59 percent of them are women.

The high rates of illiteracy among Indian women and the corollary gender gap in literacy attainment are attributable to many social, economic, and cultural factors. Even as the benefits of female education are public including a more productive workforce, lower fertility, and lower infant mortality the costs such as tuition fees and school supplies as well as opportunity costs of forgone child labor, are privately borne by households. This leads to underinvestment in women's schooling.

Accentuating the disadvantage for women are the social restrictions on their mobility that prevent an educated woman from entering the labor force and offering support to her household. The educational gender gap, therefore, is not only a reflection of the low economic returns to female education but is also a symptom of the entrenched biases that discourage the aspirations of women and other marginalized communities.

Current literature is less clear about the correlation between household income and female education. One study of urban literacy and gender disparity across India finds that “neither in terms of absolute levels of literacy nor distributive justice, i.e., reduction in gender and caste disparities, does per capita income have any statistically significant positive bearing upon literacy status of states.”

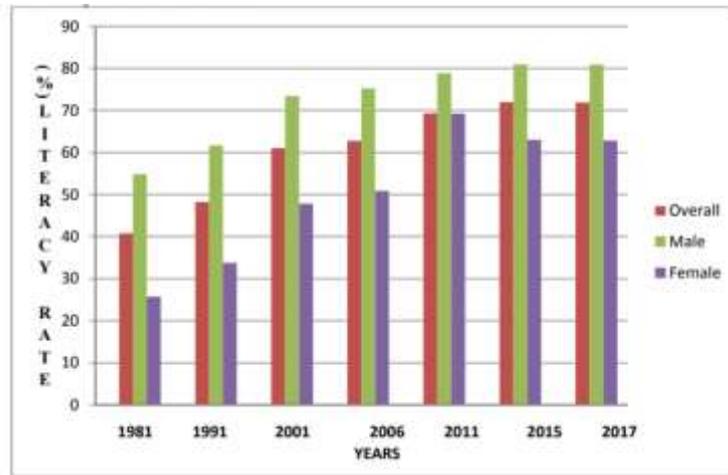


Figure 2. 1 Literacy Rate from 1981 to 2017 LARGE DIFFERENCES IN LITERACY AMONG THE STATES

The differences in literacy rates among the states are also extreme. Kerala has the highest female literacy rate, with over 86 percent of women literate in 1991. The state with the second-highest female literacy is Mizoram, where nearly 79 percent of women are literate. On the other hand, there are several states that have literacy rates of less than 30 percent, including Bihar and Uttar Pradesh, the two most populous states. Together these two states have over 63 million illiterate women. These literacy levels are highly correlated with the health status of the population. Kerala has the lowest infant mortality rates and the highest life expectancies of all the states. Conversely, Uttar Pradesh and Bihar have some of the lowest life expectancies found in India (India Registrar General (IRG), 1996; IRG 1995).

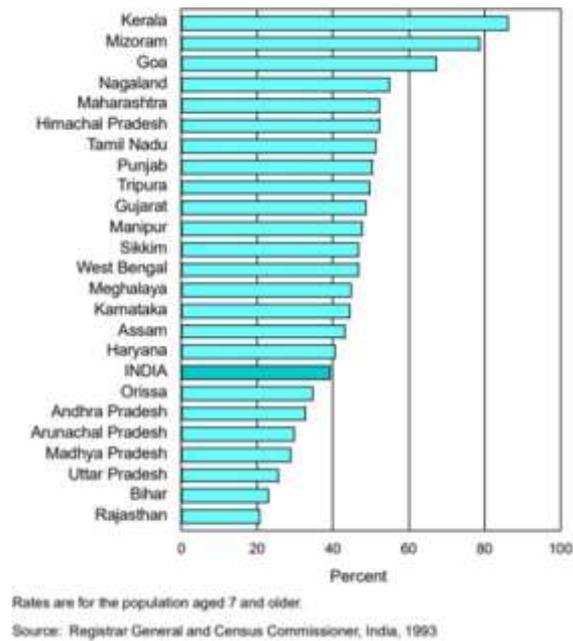


Figure 2. 2 Female literacy rate, by state:1991 INDIA'S EMPLOYMENT SCENARIO
W.R.T SKILL BASED JOBS

India is a predominantly agricultural country. Wage employment is a small fraction of total employment. As per estimates of the National Sample Survey Organization, there were about 90 lakhs

people totally unemployed in 1999-2000, out of which about 55 lakhs were educated with secondary and higher education levels. Compared to the size of the population, these numbers appear small.

What is serious is the large number of employed persons working with low levels of productivity and income. Out of an estimated 397 million employed, about 122 million are poor, i.e. living below the poverty line. The main reasons for such a situation include inadequate growth of the economy, power productivity & labour force being inadequately skilled and growth rate of labour force being higher than the growth rate of employment etc.

Skills and knowledge are the driving forces of the economic growth and social development of any country. The economy becomes more productive, innovative, and competitive through the existence of more skilled human potential. The level of employment, its composition, and the growth in employment opportunities are a critical indicators of the process of development in any economy.

The increasing pace of globalization and technological changes provide both challenges and growth opportunities for economic expansion and job creation. In taking advantage of these opportunities as well as in minimizing the social costs and dislocation, which the transition to a more open economy entails, the level and quality of skills that a nation possesses are becoming critical factors. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization.

The level of participation in formal education continues to remain lower for women than for men. And in the 11th five-year plan (2007-12) has recognized India's massive need to skill millions of formal and informal workers in the next ten years. In response, the government developed an ambitious scheme "of increasing the proportion of formal

and informally skilled workers in its total workforce from a mere 2% now to 50% by 2022, thus creating a 500 million strong resource pool.

WOMEN'S ROLE IN INDIA'S ECONOMIC GROWTH

Women form a significant proportion of this workforce in India; however, they are largely concentrated in the informal sector, engaged in vocations characterized by low earning, low productivity, poor working conditions, and lack of social protection. Both, women and men, whether urban or rural, are majorly unskilled compared to having some skills. There are a higher number of unskilled workers in rural than in urban areas, and more women do not have any skills, compared to men with no skills.

In 2012, only 27 percent of adult Indian women had a job, or were actively looking for one, compared to 79 percent of men. In fact, almost 20 million women had dropped out of the workforce between 2005 and 2012. Worryingly, India's rapid urbanization has not yet encouraged more women to join the labor force. Rural jobs have been decreasing and not enough rural women have been able to make the transition to working in urban areas. This makes the need for greater public safety and safe transport more significant. By any measure, the gap is particularly large and has been widening.

India ranks 120 among 131 countries in female labor force participation rates and rates of gender-based violence remain unacceptably high. It's hard to develop in an inclusive and sustainable way when half of the population is not fully participating in the economy.

This is not to say that India has not had some success. Some young women are staying in school longer, and others are choosing to leave work as circumstances change and incomes rise, but India must turn the tide to realize its development potential.

Women constitute about 48% of the total population of the country. But, in the employment market, out of the 397 million employed population in 1999-2000, women are only about 123 million. Even of this, only about 5 million women are in the organized sector while

The remaining 118 million are in the unorganized sector. Realizing that the process of social development has to take into account the needs, interests, and viewpoints of both men & women alike; and looking at the situation of women, gender inequalities, and inequities that existed, special gender-specific programs were formulated and organized to mainstream women into economic activities.

Hence the government of India has proposed policies and programs towards the upliftment of women and making them empowered. The following data shows the leading points towards NSTI(W) and how they established it.

- Women and Economy

Women's perspectives will be included in designing and implementing macro-economic and social policies by institutionalizing their participation in such processes. Their

contribution to socio-economic development as producers and workers will be recognized in the formal and informal sectors (including home-based workers) and

appropriate policies relating to employment and to her working conditions will be drawn up. Such measures could include:

Reinterpretation and redefinition of conventional concepts of work wherever necessary e.g., in the Census records, to reflect women's contribution as producers and workers.

Preparation of satellite and national accounts.

Development of appropriate methodologies for undertaking (i) and (ii) above.

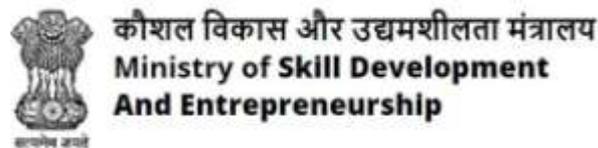


Figure 2. 6 Logo of MSDE

The Ministry of Skill Development and Entrepreneurship (earlier Department of Skill Development and Entrepreneurship, first created in July 2014) was set up in November 2014 to drive the 'Skill India' agenda in a 'Mission Mode' in order to converge existing skill training initiatives and combinescale and quality of skilling efforts, with speed.

The Ministry, therefore, proposes to launch the NATIONAL SKILL DEVELOPMENT MISSION (NMSD - known henceforth as, the Mission), which will provide the overall institutional framework to rapidly implement and scale up skill development efforts across India.

The vision, objectives, and design of the Mission, draw on the lessons learned from the implementation of skill development efforts over the past decade. It seeks to provide the Institutional capacity to train a minimum of 300 million skilled people by the year 2022.

The Ministry aims to skill on a large scale with speed and high standards in order to achieve its vision of a 'Skilled India'. It is aided in these initiatives by its functional arms – Directorate General of Training (DGT), National Skill Development Agency (NSDA), National Council for Vocational Education and Training (NCVET), National Skill Development Corporation (NSDC), National Skill Development Fund (NSDF) and 38 Sector Skill Councils (SSCs) as well as 33 National Skill Training

Institutes (NSTIs/NSTI(w)), about 15000 Industrial Training Institutes (ITIs) under DGT, and 187 training partners registered with NSDC.

The Ministry also intends to work with the existing network of Skill Development centers, universities, and other alliances in the field. Further, collaborations with relevant Central Ministries, State governments, international organizations, industry, and NGOs have been initiated for multi-level engagement and more impactful implementation of Skill Development efforts.

The WOMEN'S VOCATIONAL TRAINING PROGRAMME at Directorate General of Employment and Training (DGE&T), Ministry of Labour & Employment was designed and launched in 1977.

Now it is in the Ministry of Skill Development and Entrepreneurship.

The program attempts to promote women's employment in industry (mainly organized sector) as semi-skilled/skilled & highly skilled workers by increasing their participation in skill training facilities under Craftsmen Training Scheme and Advanced Skill Training Scheme and also the Apprentices training scheme.

The program also offers higher skill training for the instructors of various skill training organizations. To achieve this objective, women exclusive Institutes have been set up both under Central Sector and Centrally Sponsored Schemes.

WOMEN'S RESPONSE TO NSTI

National Skill Training Institutes Exclusive for Women

18 National Skill Training Institutes (for Women) are imparting skill training exclusively for women. The NSTIs (W) organize skill training programs in several areas such as Office Management, Electronics, Fashion Design & Technology, Computer-Aided Embroidery & Designing etc. We are also seeing active participation from women in new age job roles aligned to Industry 4.0 like those in Artificial Intelligence, 3D printing, Data Analytics etc. and also across in skills like welding, automobile mechanics etc.

Traditional and Non-Traditional Role

While women dominate sectors such as Apparel, Beauty & Wellness and Healthcare, there is an increasing presence in non-traditional roles such as those in Electronics and Hardware, with a large number of female enrolments (1.03 lakh) under the Field Technician - Computing and Peripherals job role in this sector.

Supporting National Missions

Skill India has partnered with Government Initiatives like Ayushman Bharat, Swachh Bharat Mission, Smart City Mission etc. to align skill development efforts to these national missions by ensuring a steady flow of skilled workforce. These programs are also generating lakhs of jobs, particularly for women by creating job roles like caregiver, midwives, nurses, diabetes educators etc.

Apprenticeship

To further promote Apprenticeship training, Directorate General of Training, a wing under MSDE, is undertaking gender study to determine constraints for women in participating in ITI and Apprenticeship training and their transition into the labour market.

Enrollment trends by gender

While male enrolment grew only marginally, four times increase in female enrolment has been seen in the last five years. However, the proportion of females in the ITIs remains to be well below a desirable 1:1 ratio. In 2014, the proportion of females in the trainee cohort was a mere 6% which has

now increased by 15 percentage points and stands at 21percent. This however compares poorly to other skill development schemes, such as Pradhan Mantri Kaushal Vikas Yojana (PMKVY), the flagship scheme for skill development in India, which records a 1:1 male to female ratio for its trainee cohort.

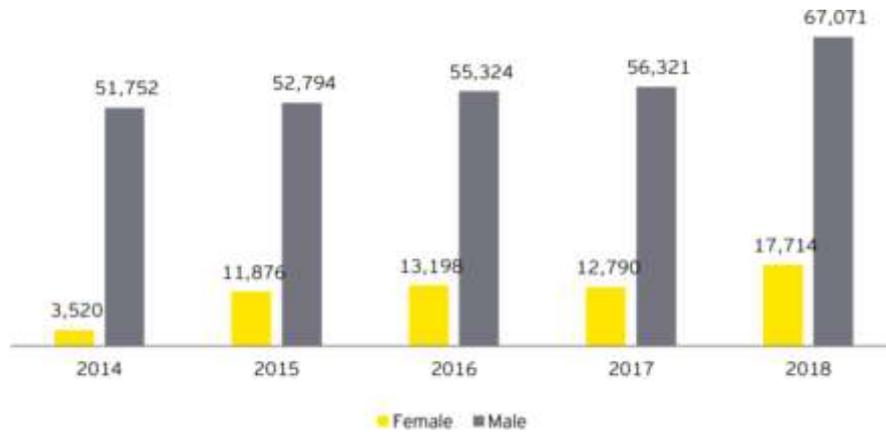


Figure 2. 1 Gender wise enrolment in ITIs between 2014-18

Enrollment trends by location

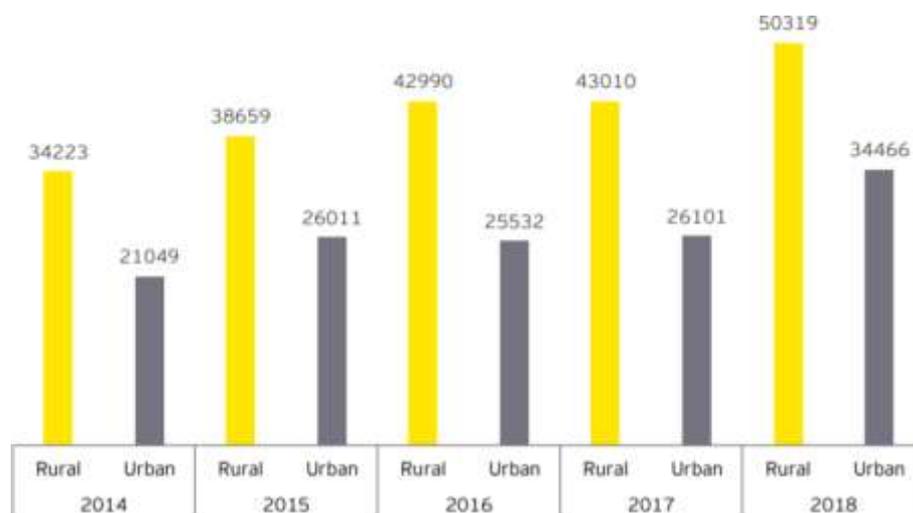


Figure 2. 8 Enrollment in rural & urban

The urban ITIs recorded a higher increase in enrolment as compared to the rural ITIs. Enrolments in urban it is increased by 67% while enrolments in rural ITIs increased by 47% in the last five years.

Trade preference by gender

The number of females enrolled in engineering trades increased by 155% between 2014-18 for engineering trades, however, it continues to be male-dominated trade with only 10% females a part of the trainee cohort. The number of females in non-engineering trades increased exponentially between 2014-18. The gender ratio here too is now favorable to females, the proportion of females in the trainee cohort has increased from 9% to 60% in the last five years.

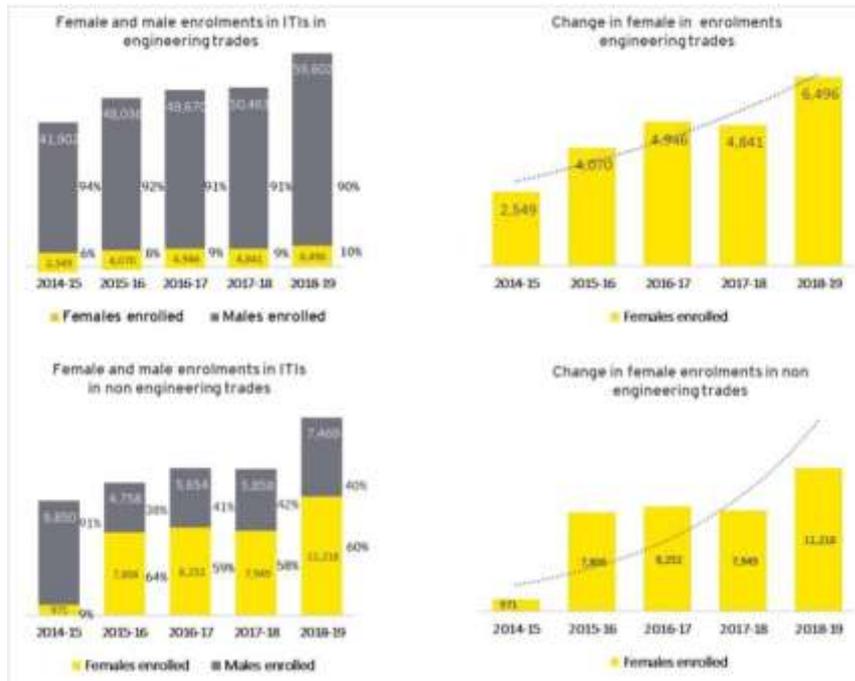


Figure 2. 2 Female enrollment in engineering trades

Enrollment Rate

- Female enrolments in government ITIs have increased by 78% in the last five years and females form a little over one-third of the trainee cohort.
- The private ITIs, however, show a decrease in both female enrolments and proportion of females in trainee cohort. The enrolment of females in private ITIs has decreased by 12% between 2014 and 2019 and the proportion of females to has reduced to 19% from 23% during the same period.
- The percentage of male trainees was found to be increasing in the last five years in private ITIs whereas the proportion of females has been increasing in government ITIs.

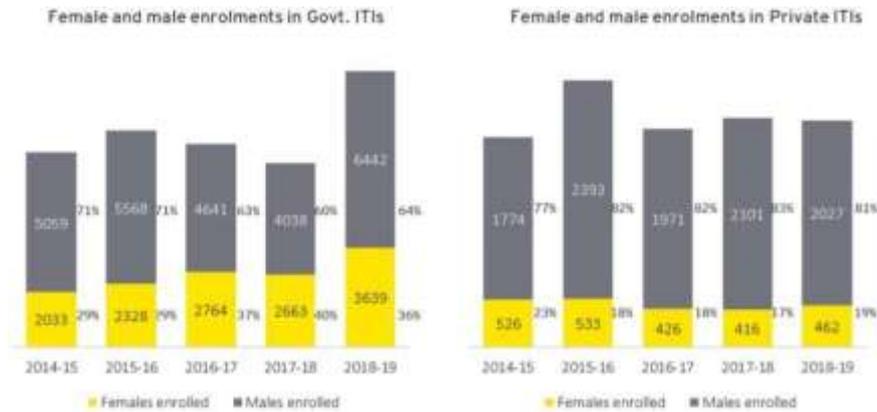


Figure 2. 3 Female enrollment rate

- ITIs located in rural areas are enrolling more than twice the number of females than they were enrolling five years back. The percentage of females joining ITIs in urban areas has also increased (by 19%) but not as much as it has in the ITIs in rural areas.

Drop out among students

Some key trends pertaining to female students dropping out are as follows:

- More male students drop out of government ITIs than female students. About one fifth of them drop out before completion of the course
- There is not much difference in the dropout rates in urban and rural areas. Female trainees have shown improvement in their dropout rates in rural areas in the last five years
- Not much difference is seen in the dropout rates in co-ed and women only institutes.
- In addition to the above, the key informants discussed that the prevailing perception of the ITIs being male dominated or are more suitable for boys than girls. This often makes the families dissuade their female wards from taking admission in ITIs or compel them to dropout mid-course.

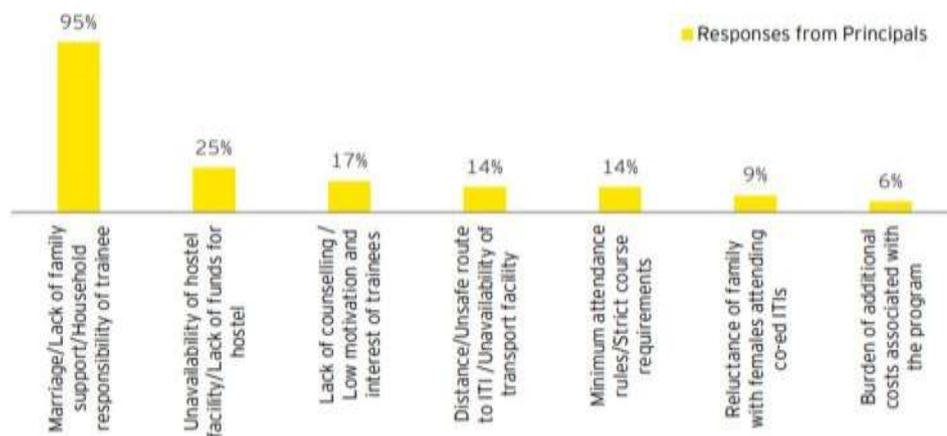


Figure 2. 4 Drop out reasons

INTRODUCTION

National Skill Training Institute (NSTI) is one of the premier institutes run by the Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship, Govt. of India. Objective of this institute is to empower women by providing them various types of Vocational Training courses.

What is vocational training?

Vocational education or Vocational Education and Training (VET), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology. Vocational education might be classified as teaching procedural knowledge. This may be contrasted with declarative knowledge, as used in education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education.

Why is vocational training needed?

Vocational, or skills-based, education is becoming more and more important today, with many employers expecting new employees to have all the practical skills they need to start work and also for those who have to support their families immediately after senior secondary education. Vocational courses are typically more practical and skills-based than academic degrees, but they are often taught at universities as well as colleges and technical institutes. Vocational education has to be viewed from different multi-layered practices. One is of course the hands on training component. The other is employment generation and sustainability.

Why is vocational training needed for women?

Vocational training is excellent for improving the economic condition of women and youths. Many young women lack access to financial capital and have limited opportunities to gain education, knowledge and skills which lead to economic advancement. Vocational Training and Employment opportunities include the initiatives to match the market requirements and opportunities. Employment Strategies are critical to helping girls elevate themselves and their families out of poverty. Young girls primarily enter the workforce to support their families financially. Therefore, safe and appropriate employment opportunities can strengthen their economic status, while developing social welfare and future job prospects.

Who will provide this training?

To achieve the goal of creating a program dedicated to vocational training for women, Ministry of Skill Development and Entrepreneurship established National Skill and Training Institute for Women. Realizing that the process of social development has to take into account the needs, interests and viewpoints of both men & women alike; and looking at the situation of women, gender inequalities and inequities that existed, special gender specific programmes were formulated and organized to mainstream women into economic activities.

CASE STUDY CONCLUSIONS:

To understand more about how the skill training institutes work, the following case studies were done:

1. NATIONAL SKILL TRAINING INSTITUTE FOR WOMEN, JAIPUR
2. NATIONAL SKILL TRAINING INSTITUTE FOR WOMEN, NOIDA
3. YOUTH WOMEN CHRISTIAN ASSOCIATION VOCATIONAL TRAINING CENTRE, DWARKA

A comparative analysis of skill training institutes of above-mentioned case studies

| TOPIC | NSTI(W) JAIPUR | NSTI(W) NOIDA | YWCA VTIDWARKA | INFERENCE |
|------------------------|---|---|--|--|
| LOCATION | Jaipur, Rajasthan | Noida, UP | Dwarka, Delhi | |
| CONNECTIVITY | Bus stand: 4km Railway station:5.2km Airport:6.1 | Bus stand: 3.4km Railway station:15.4km Airport:25KM | Bus stand: 4.7km Railway station:21km Airport:15.5km | The easily accessible site will encourage more women to enroll |
| TOTAL SITE AREA | 7 acres | 8 acre | 2 acre | depending upon the requirement of design |
| CLIMATE | Arid | composite | composite | |
| ACCESSIBILITY | from 9m wide sansthan path road | from 15m wide taksall road | from 15m wide dabrigurgaon road | |
| SITE ENTRANCES & EXITS | main single entry from north face | two entry gates, main entry from south-east & other from west | main single entry from east face | well maintained and secured entry exits |
| ORIENTATION | major axis N-S | major axis NW-SE | major axis NW-SE | |
| TOPOGRAPHY | Flat land | Flat land | Flat land | |
| SOIL CONDITION | Loamy | Alluvial soil | Alluvial soil | |
| SITE SURROUNDINGS | mostly surrounded by residential area with kendriya vidyalaya at front side | the site is situated in block planned area, site shares the main road with other neighboring government offices | the site is situated in sector planned area, mostly surrounded by residential area | surrounding areas are well developed that avoids traffic congestion, well developed road networks, street lights, segregation of vehicular and pedestrian paths etc. |

| | | | | |
|----------------------------------|---|--|---|--|
| DESIGN CONCEPT | The site has been zoned from the main axis in a hierarchy of interaction- education and Recreation- residential. Keeping in mind that education being the major activity on site, it is placed near the main entrance of easy access and without disturbing the privacy of other areas. | The campus is designed in hierarchy and thus dividing the site into two parts, first part tackles the entry and admin area and second tackles the residential area. Giving easy access to both parts | The design approach adopted is introverted in nature, providing a sense of privacy. The North-East-facing site is flanked with group housing societies on either side and a narrow green belt on the far South-Eastern edge. The built mass is arranged around a courtyard and houses offices, classrooms, learning spaces, a library, and dormitories. | design concepts are done considering the surrounding conditions, climatic conditions, sustainable architecture, locally available material use etc |
| AREAS IN CAMPUS | academic & admin block, residential block, staff quarters | academic & admin block, residential block, staff quarters | academic, admin, residential in one block | area division done w.r.t public, semi-public and private area that helps to control the disturbance between spaces |
| OPEN SPACES/ RECREATIONAL SPACE | Individual open spaces given to both academic and residential block | Individual open spaces given to both academic and residential block | green courtyard with landscape provided to keep interior cool, structure surrounded with additional open spaces | open spaces should be provided for interaction purpose and helps one to connect with nature also keeps the surrounding cool |
| MOVEMENT MODES | No segregation between pedestrian and vehicular path | No segregation between pedestrian and vehicular path | Separate pedestrian and vehicular road | vehicular and pedestrian paths should be segregated to avoid traffic congestion and get a free movement around campus |
| LANDSCAPE | site boundaries is covered with vegetation and lawns provided | the whole site is covered with vegetation along with a well-defined lawn | not much vegetation is found around the site but lawns are provided alongside the courtyard landscape | |
| LIGHT AND VENTILATION | the courtyards remain in shadow for the most part of the day, allowing the inflow of light into the workshop. Having multiple courtyards provide the chance of cross-ventilation | the courtyards remain in shadow for the most part of the day, allowing the inflow of light into the workshop. Having multiple courtyards provide the chance of cross-ventilation | Courtyard for effective lighting with the conventional basement has been conceived as an 'underbelly,' inspired by the traditional Indian baoli. Being sub-terranean, this area is naturally cooler; it employs earth sheltering, thermal banking, and evaporative cooling, to modulate the high temperatures. | use of natural light and ventilation is cost-efficient and at least habitable spaces should be naturally lit and ventilated |
| HEIGHT OF BUILDING/ NO. OF FLOOR | academic block- G+1, hostel block G+2 | academic block- G+2, hostel block G+2 | main block G+5 with basement | height of the building achieved w.r.t the climatic condition and land availability |
| NO. OF STUDENTS | 750 | 750 | 500 | |

| | | | | |
|-----------------------------------|---|--|---|--|
| COURSES REQUIRING WORKSHOPS | Architectural Draughtsman, Computer Software Application, Cosmetology, Dress Making Fashion Design &Technology | ElectronicsMechanic Computer Operator Architectural Draughtsman Hair & Skin Care, Fashion Technology, Electronics Mechanic, Computer Operator, Architectural Draughtsman , Hair & Skin Care, Fashion Technology | Fashion technology and home furnishing, Beauty and wellness, IT- computer, Tourism & hospitality, Interior designing, Health care sector | spatial requirements change w.r.t different courses offered by institutes |
|-----------------------------------|---|--|---|--|

LITERATURE REVIEW

ARTICLE- THE UNFINISHED SKILL TRAINING OF INDIA'S WOMEN: BRIDGING GENDER-BASED SKILL GAPS TO ENHANCE WOMEN'S EMPLOYMENT, published in TOI

The author here explained the need for skill-trained individuals for the available skill-based jobs, pointing to the decreasing ratio of women to men in this field. In the scenario of women being left behind on more of the industrial-based skilled job, the concentration of women is more into the non-engineering, labor-intensive working sector. The present education system necessitates attaining additional vocational skills to qualify for a job or a rewarding career. If vocational education and training are geared up to the needs of the job market, it can contribute to a great extent to the economic empowerment of women which is an important prerequisite for improving their status.

| Type of Training | Frequency | Percentage |
|-------------------------|-----------|------------|
| Tailoring | 136 | 30.15 |
| Embroidery | 064 | 14.19 |
| Dairy & poultry farming | 012 | 02.66 |
| Beauty culture | 028 | 06.20 |
| Candle making | 044 | 09.75 |
| Agarbatti making | 073 | 16.18 |
| Bamboo art | 010 | 02.21 |
| Horticulture | 014 | 03.10 |
| Papad making | 022 | 04.87 |
| Masala making | 020 | 04.43 |
| Others | 028 | 06.20 |
| Total | 451 | 100.00 |

Source: National Sample Survey @ Observer Research Foundation's India Data Labs

Figure 3. 1 Types of trade

GENDER WAGE GAP

Gender Wage Gap is defined as the difference between the median earnings of men and women, i.e, it considers all men and women who fall under the ambit of paid employment. According to the Gender Gap Index in 2020, India has slipped to the 112th position from the previous 108th in 2018.

According to the report, it will take India close to 100 years to bridge the gap in areas of politics,

economy, health and education. It ranks 149th in economic participation and opportunity, and 117th in wage equality for similar work.

While at first glance, gender wage gap just looks like the average difference between the earnings of men and women (and thereby an issue that has to do predominantly with salary). However, there are several layers that need to be analysed within this issue. Since it takes into account the earnings of all employed women, there are several reasons why there is a wide wage gap between the employment of the two genders owing to discrimination in terms of opportunity, education, etc.

In India especially, the gap is exacerbated by the social and structural oppression that women have to face. The skewed sex ratio in labour participation is one of the largest reasons behind this widening gap. Women in India have to deal with a set of complex issues ranging from less access to education to social stigma surrounding work after marriage/childbirth.

COVID-19 EFFECTS

Community-based organizations started to conduct an online training session, but after a survey held in 2020- 25% of India's adult female population owned a smartphone vs. 41% of men. Consultations showed that owing to lower ownership of smartphones, unfamiliarity with phone features, high data costs, and lower priority being accorded to women's skill training, several women and adolescent girls dropped out of training.

Effects of COVID-19 on access to and provision of NSTI(W)

The quality of remote learning depends greatly on the functionality of the learning platforms and tools through which programs are delivered. The COVID-19 crisis has highlighted the fact that effective distance learning platforms and the quality of pedagogical resources to support remote instruction are generally lacking in vocational education and training systems, especially when they need to be deployed on a national scale. This may be attributed to the fact that, as these platforms are not fully integrated into regular programming, their quality and capacity are not adequately monitored, hindering a smooth transition to a mainly remote mode of learning.

The sudden closure of a large majority of VTIs, as a result of national lockdowns announced in many countries, seriously disrupted the continuity of NSTI(W). While distance learning alternatives were explored and exploited to a certain extent, they could not replace the quality of face-to-face classes, in particular given the exceptional emphasis of NSTI(W) on work-based learning and the acquisition of practical skills. The impact of the crisis is expected to go beyond the physical lockdown period, as both households and VTIs may find themselves in economically weaker situations than before and unable to ensure the continuity of training activities.

Women typically face more financial constraints than men. This affects their ability to pay for training or related costs, such as transportation. Women also have less access to finance to support expanding their businesses after receiving training. This inhibits participation in skills training itself as well as putting that training to good use. Offering cash grants conditional on attendance and financial capital to use upon completion of training can help

overcome these barriers. And specific features, like secure savings, as well as coupling with mentors, can maximize impacts.

Childcare is a leading barrier preventing women from participating in skills training. In most (if not all) countries, women bear an unequal responsibility for childcare and household chores. When the youth training program Jovenes en Acción in Colombia offered childcare subsidies and daycare at schools, it saw increased participation of women with children under seven. In addition, employment rates and income for women participants improved more than for men in response to childcare provision.

Transportation can be a constraint to women's participation. Not only do women have less income to spend on transportation, but they are more likely to report safety concerns with transportation options than their male peers. Mobility limitations decrease women's ability to participate in training and income-generating opportunities. In Peru, the youth labor training program ProJoven program doubled the stipend to female trainees with children under the age of five for transportation, meals, and medical insurance, resulting in long-term positive benefits in formal employment for women.

One way to facilitate this shift is to provide women with information about male-dominated industries (what they pay, availability of relevant training programs). It's also important to complement skills training with peer groups, networks, and mentorship opportunities. Professional networks are less available for women. When offered as part of business training, peers and mentors can be valuable as business partners or for support or career counseling. This will help increase the likelihood that women find employment in sectors with higher returns.

ARCHITECTURAL INTERVENTION

AIM

- To create and propose an educational infrastructure as suggested by the government of India for betterment of women and national economy through NSTI.
- To study various opportunities available for women to gain vocational training and become self-reliant.
- To support the government policy aiming to bring about the advancement, development and empowerment of women through vocational skill and training.

OBJECTIVES

- To study various vocational training typologies.
- To study the different user groups with their backgrounds and curate a learning-teaching environment with respect to that.
- Exploring various courses that can help women with steady employment.
- Understanding vocational training in developed and developing countries.

ARCHITECTURAL SCOPE

- To give an architectural identity to the national skill and training institute for women whilst keeping in mind the spatial requirement of the various courses that are being offered.

- To create student housing and other interactive diverse spaces for women such that it makes them comfortable and a sense of safety & security are established.

ARCHITECTURAL INTERVENTION

- To analyze what structural built or unbuilt space can suffice to this program.
- To create psychologically welcoming spaces for women of different backgrounds.
- To create a self-promoting campus for women aspirants.

PROGRAM REQUIREMENT

In the institute, various trades will be taught and students get to choose their field of interest. Structure of the training programme is such that Comprehensive training both in skills and training methodology is imparted to the training & instructor trainees to make them conversant with techniques of transferring hands-on skills, to train skilled manpower for the industry.

Trades that are included are:

Architectural assistantship, Carpenter trade, Computer hardware & networking maintenance, Computer software applications, Cosmetology, Desktop publishing operator, Draughtsman Civil, Draughtsman (mechanical), Dressmaking, Electrician & wireman, Electronics mechanic, Fashion design and technology, Fitter, Foundryman, Catering & hospitality, Instrument mechanic, Office management (secretarial practice) – English, Surface ornamentation techniques, Welder, Interior design & decoration, Fire technology & industrial safety management, Painting technology

There are many vocational programs for the non-resident types of students with specific week programs, differing from 2,4,6,8,12 weeks respectively. Following is the list of advanced vocational training schemes:

Basic tailoring designing and sewing (women clothes), Hand embroidery, Machine Embroidery, Aari & zardosi Embroidery-basic level, Computerized fashion designing, MS office, Photoshop, Corel draw, Programming in C, Computer hardware networking, LED/LCD TV repairing & servicing, Cell phone repairing & servicing, Pi programming and application

Capacity= 880 students(CTS+CITS)+ 620 students(Advanced Vocational Training Scheme)= 1500 students.

Site Location: Near Govt. ITI Farmagudi, Veling, Ponda. Goa 403404.

CONCLUSION

Architects have long appreciated the benefits of good design, but the general public has not always understood the strong correlation between good design and human performance. Reshaping and reimagining our educational institutes is a need of the hour as it will promote itself and draw more aspirants. Having a well-suited environment, for a particular user group and designing particularly for them will provide good results overall.

Effective school designs create safe, innovative learning environments that motivate students, support teaching and learning, and provide a center for community activities. Experts agree that the most effective and innovative school designs emerge from a careful consideration of both educational goals and local needs. This also helps in providing a platform for every student in need and making them comfortable using that space becomes a duty of the architect while designing an institute.

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