Exigency of establishment of Skills University in Kalyana-Karnataka region of Karnataka state

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Gouvernement of Karnataka

Research Article

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ARTICLE TEMPLATE

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ARTICLE HISTORY

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ABSTRACT

Skills University (SU) is crucial to improve the standard of living of youth by making them more employable in Kalyana-Karnataka (KK) region. Till now, very few research works have been conducted related to the establishment of SU in backward areas and very few SU exists pan India. The methodology is conceived by collecting primary inputs from the statistics available on the global open platforms and amount of practical knowledge acquisition is empirical. Analysis shows that there is exigency of SU in KK region to remove the perception of regional imbalance, avoid reluctance of youth to opt vocational education. Restructuring of youth thinking by removing inferior perception on skill education as compared to formal education. The study implies that after completion of this skill education in SU majority of the youth enhance their confidence level to start their own enterprise without depending on others/ to get jobs in local.

KEYWORDS

Skills University; Bachelor of Vocation; Bachelor of Skills; Masters of Vocation; Masters of Skills; National Council for Vocational Education and Training; Sector Skill Councils; On Job Training.

1. Introduction

Skill was at top priority in olden days with informal learning. As the timeline increased informal skill education faded in the limelight of academic education. But, in present times having different skills in addition to academic excellence is key for a decent job. Education and skill up-gradation has become the corner stones of Government Policy in Karnataka, ref:National Skill Development Corporation (2013). In Karnataka district, Kalyana Karnataka Regional Development Board (KKRDB) Kalaburagi works is to achieve rapid inclusive growth and balanced regional development with social justice for the seven districts coming under Kalyana Karnataka (KK) Region. The KKRDB has adopted the Taluka as a unit, taking guidance from the Dr. Nanjundappa Report on Redressal of regional Imbalance. HyderabadKarnataka, officially known as Kalyana-Karnataka, is a region of the Indian state of Karnataka, which was part of Kingdom of Hyderabad ruled by the Nizams and the Madras presidency of British India. The region comprises Bidar, Yadgir, Raichur, Koppal, and Kalaburagi of Hyderabad state and, Bellary and Vijayanagara of Madras that are in the present state of Karnataka. Vijayanagar is the youngest district of Karnataka. Data from Bellary and vijayanagara has been merged and taken as Bellary district for the study. The Northeast-Karnataka region is the second largest arid region in India. The largest city of the region is Kalaburagi.

1.1. Study objectives

- Review and compare the socio-economic profile of the KK region districts covering demography with State of Karnataka.
- Identify job opportunities in industries and facilities in employment exchanges.
- Identify skill trainings in government sectors which have impact on employment generation.
- Study the current existing SU/institutes in India.
- proposed prerequisites to start SU.
- Suggest demanding and suitable skill sectors in KK region

2. Methods

Detailed study has been made in the related areas like district profiles, industrial potential, employment opportunities. Comparative study of these statistics with respect to Karnataka state can be considered as base to draw the findings.

2.1. District profiles and comparative analysis

Statistics related to literacy rate, population and area of districts coming under KK region. Table 1 on page 2 refers to the Statistics of districts of Kalyana Karnataka region.

Table 1. District profile

Sl no	District	Area(Sq.km)	No.of Taluk	No.of Gram Panchayat	Population (2011)	Portion to Karnataka population, in %	Literacy, in %
1	Kalaburagi	10954	7	264	2566326	4.2	64.85
2	Bidar	5448	5	186	1703300	2.79	70.51
3	Yadgir	5270	3	123	1174271	1.92	51.83
4	Bellary	8461	7	542	2452595	4.01	68.09
5	Koppal	5570	7	153	1389920	2.28	68.09
6	Raichur	8442	5	172	1928812	3.16	59.56
	Total	44145	34	1440	11215224	3.06	63.82

Table 2 on page 2 refers to the comparative analysis of existing of KK region with Karnataka state.

Table 2. Comparative statistics

Sl no	Region/State	Land Area(Sq.km)	No.of Taluks	No.of Gram Panchayats	Population(2011), in %	Portion to Karnataka population, in %	Literacy, in %
1	Kalyana Karnataka region	44145	34	1440	11215224	18.36	63.8
2	Karnataka state	191791	240	6020	61095297	100	75

Land area of KK region is 19 % as compared to land area of Karnataka with 12 % of taluks, 19 % of gram panchayat and 18 % of population. In the field of education, a comparative study has been done to determine the availability of education institutions in KK region. List of college/Institutions/University existing in Karnataka and KK region is shown in Table 3 on page 3.

Karnataka has 10 autonomous Institutions like Indian Institute of Science out of which Indian Institute of Information technology Raichur is existing in KK region. Likewise KK region has 1 Central University, 4 State University, 2 Private University, 20 Government Polytechnic/Government Tool room and Training centres (GTTC), 4 Government engineering collages, 55 Government Industrial Training Institutes (ITI), 1 Karnataka German Technical training Institute (KGTITI), 15 Public Private Partnership (PPP) scheme upgraded ITI's with budget of 2.5 crore each and Only 22 Government ITI's are upgraded under UDYOGA Programme with 30 Crore budget each. KK region doesn't have Govt CITS centre Craft Instructor Training Scheme),

Table 3. List of college/Institutions/University existing in Karnataka and KK region and relative %.

Sl no	Name of college/Institutions/University	Total no.in Karnataka	Total no.in KK region	%
1	Institutions	10	1	10
2	Central university	0	1	100
3	Deemed to be university	14	0	0.0
4	State university	36	4	11.1
5	Private university	10	2	20.0
6	Govt Polytechnic/GTTC	92	20	21.7
7	Govt engineering college	14	4	28.6
8	Govt engineering university college	3	0	0.0
9	Govt ITI's	268	55	20.5
10	Govt KGTTC	5	1	20.0
11	Govt CITS centre	2	0	0.0
12	NSTI	1	0	0.0
13	ITOT	1	0	0.0
14	Model ITI	3	0	0.0
15	PPP ITI	76	15	19.7
16	VTIP	30	5	16.7
17	UDYOGA Project	150	33	22.2

NSTI (National Skill Training Institute), ITOT (Institute of Training of Trainees), Model ITI (Honnarav, Bengaluru with 10 Crores budget) and VTIP is a World Bank Assisted Vocational Training Employment Project. In total only 18 % of allocation has been done to KK region in terms of University/Institutions/deemed university as compared to Karnataka region, as shown in Table 3 on page 3 statistically. District wise availability of University/Institutions/Deemed university working in KK region as compared to Karnataka state is shown in Table 4 on page 3.

Table 4. District wise list of number of Govt. university, Govt.colleges, Govt.degree, Govt.polytechnic and Govt.PU colleges in KK region and Karnataka state

Sno	Districts	Universities	Degree college	Engg. College	Medical college	Nursing college	Polytechnic/GTTC	ITI	PU College
1	Kalaburagi	CUK, GUG	10	0	2	1	5	12	49
2	Bidar	KVA FSC	1	0	1	0	3	6	25
3	Yadgir		0	0	0	0	1	5	23
4	Raichur	IIT, UAS	5	1	2	0	4	6	39
5	Koppal		4	2	0	0	3	11	76
6	Bellary	VSKU	6	1	2	2	4	15	94
	Total	6	26	4	7	3	20	55	306
	Karnataka	25	97	41	18	68	134	152	1366

It is observed that KK region has similar literacy rate but there is imbalance in establishments of government study centres pan Karnataka, this has led to deprived resources to youth of KK region. Further, there is a big gap between male and female literacy, ref:MG (n.d.). Because of high growth in number of technical institutions in southern part of Karnataka state, availability of required number of skilled Manpower and economic and expedites, ref:Joshi and Bhattacharya (2018).

Karnataka Skill Development Plan 2017 from Karnataka Jana A yoga, Government of Karnataka(GoK) has published the Recommendations for Karnataka Skill development in line with national policy framework with respect to vocational education and skill development, aiming to develop a framework that is inclusive as well as learner and labour market centric in its approach to impart skills. Recommendations are to REPAIR the existing system of skill development by strengthening Skills department and to PREPARE for setting up of Vocational University/ Skills University (SU) that provides a qualification corridor for it is/Polytechniques etc with a road map to university degree. A SU is a Universities of Applied Sciences which provides common platform of higher education, which provides academic programmes at all levels (Certificate,

Diploma, Associate Degree, Degree and Postgraduate Programmes generally in vocational domains and, Doctorate Degree in restricted domains) along with non-credit education programmes for the workforce. China, Japan, Korea, Finland, Germany, Hong Kong, Netherlands, Sri Lanka, Sweden, France and Switzerland are some of the countries having SU, have recognition status to offer academic degrees.

2.2. Industrial Potential in KK region

Skill development requires strong linkages with the industry, especially in the mobilisation of candidates, development of course content and curriculum, training of trainers, establishing placement support system, overseas employment and so on. Partnerships with industries successful in setting up of training centres will be established to learn from such experience as well as to replicate on a larger scale. Skill policy aligned with the State Industrial Policy (2014 – 2018) for ensuring the successful implementation of both the policies. GSDP: Gross State Domestic Product of Karnataka 2012 – 13 (INR crore), in Table 5 on page 4 shows the statistical analysis of industrial profile of KK region and Karnataka state.

Table 5. statistical analysis of industrial profile of KK region and Karnataka state

Sl no	District	GSDP	Contribution in %	Industries large scale	MSME Industries	Industrial Area	Industrial Estate .
1	Kalaburgi	7310	2.4	13	17146	5	9
2	Bidar	4546	1.5	9	1094	9	8
3	Yadgir	2347	0.8	1	1307	2	2
4	Ballary	10168	3.4	70	18759	7	5
5	Koppal	7941	2.7	27	6047	1	1
6	Raichur	5212	1.74	10	9777	4	4
	Total	37524	12.54	130	54130	28	29
	Karnataka	1699115	8.14	288	800000	141	177

There exists nearly 10% difference in all the parameters specially in Micro Small and Medium enterprises (MSME) category resulting in regional imbalance in establishing industries.

However, in KK region many graduates are not getting internship opportunities. On one hand industry people say they are finding it difficult to get ready made industry suited graduates and on the other hand they are not opening doors for students for internship programmes. Unskilled youths are paid less, they are underemployed, ref:13th five year plan (2018). Many youths travel out of KK region in search of decent jobs. Majority of these migrant labourers from KK region belongs to poor background with low socio-economic status. The migration has helped them to improve not only their financial status but also their educational, social status, ref:Doddamani (2014). Because of pandemic situation a reverse pattern of migration has been observed. Skill education in KK region has to be upgraded to cater the need of current scenario and future developments.

2.3. Employment opportunities in Kalyaan Karnataka Region

Skill shortage remains one of the major constraints to economic growth of individual and the region, ref:Blom and Saeki (2011). Statistics of Employment department of Karnataka state for the year 2017 (in thousand) Exchange Statistics for the year 2017: Number of Employment Exchanges/UEIGBS-40, Number of Karnataka Registration-55.9 thousand, Vacancies notified-1.7 thousand, Submission-8.2 thousand, Placement-0.4 thousand, Live register-338.9 thousand, percentage of live register to total live register -0.8, Percentage of placement to submission-4.8, Employment Exchange Statistics,

GoI (2018). Total number of job seekers on the live register of employment exchanges in Karnataka classified by age-group (state- wise) for the year 2016 (in thousand) is shown in Table 6 on page 5.

Table 6. Number of job seekers age wise of Karnataka

Sl no	Age group	No.of Job Seakers (In thousand)
1	15-19	64.8
2	20-29	173.1
3	30-39	85.7
4	40-49	15.9
5	50-59	2
6	60+	0.3
	Total	341.9

According to employment Exchange Statistics 2018, National Core service, GOI, Ministry of labour and employment, the total number of Employment exchanges in Karnataka 40, Total number of Employment exchanges in KK region-7. The Pi chart shown in figure. 1 on page. 5, displays difference between, the number of employment exchanges in KK region and number of employment exchanges in Karnataka region. A geographic concentration of skilled labour is observed in financial and business services because of regional disparity, ref:Ramaswamy (2007).

Figure 1. Pi chart showing number of employment exchanges of KK region and karnataka state

In general, female entrepreneurs need more avenues for improvement of skills to prove their talent in male dominated society, ref:Vijayabhaskar et al. (2021)

2.4. Government Skills training from various departments

Over 180 million or 69 percentage of the countrys youth population between the ages of 18 and 34 years, live in its rural areas. Of these, the bottom of the pyramid youth from poor families with no or marginal employment number about 55 million. The National Policy for Skill Development and Entrepreneurship 2015 has identified a skills gap of 109.73 million in 24 key sectors by the year 2022. A FICCI and Ernst Young study published in 2013 identified a shortage of over 47 million skilled workers across the globe by 2020. This presents an unprecedented opportunity for India to train its

youth population and place them in jobs across the world and realize its demographic dividend. Various government departments/schemes are giving skill training under various schemes and services, ref:13th five year plan (2018), National Urban Livelihoods Mission (2015).

- Chief Minister Kaushalya Karnataka Yojana (CMKKY)
- Prime Minister Kaushalya Karnataka Yojana (PMKVY)
- Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY)
- Rajiv Gandhi Chaitanya Yojane (RGCY)
- National Rural Livelihood Mission (NRLM)
- Asha Deepa
- Yuva Yuga
- Deendayal Antyodaya National Urban Livelihood Mission (DAYNULM)
- Disha
- Rural Self Employment Training Institutes (RSETIs)
- Skills Strengthening for Industrial Value Enhancement (STRIVE) Project
- The Karnataka Vocational Training and Skill Development Corporation (KVTSDC)
- Skill Development, Entrepreneurship and Livelihood Department

In accordance with the National Skill Development Policy, ref:Economic survey of Karnataka (2020), Karnataka Skill Development Policy: 2017-2030 (2013), the State Government has also approved a Skill Development Policy with an objective of providing suitable skill training for 25 lakhs job seekers by 2020 – 30 and to provide them placement. A separate Department in the name of department of Skill Development, Entrepreneurship and Livelihood was established in 2016. Under this department the following wings are functioning:

- ITIs and Multi Skill Development Centres
- Karnataka Skill Development Authority, Karnataka Skill Development Corporation
- Commissionerate of Industrial Training and Employment
- Centre for Entrepreneurship Development of Karnataka (CEDoK)
- GTTC
- Karnataka German Multi Skill Development Corporation
- National Rural Livelihood Mission (NRLM)
- National Urban Livelihood Mission (NULM)

There is requirement to bring all the skill training schemes under a single umbrella with standard guidelines and provide affiliation from SU, such that single assessment and certification authority of SU will certify and award degree based on type of courses. This will provide single platform for all short-term courses and long-term courses irrespective of the departments.

2.5. *Skill Sectors implemented in Skill Universities/Institutes pan India*

Following are the various SU/Institutes existing all over India.

- Shri Vishwakarma Skill University, Haryana (SVSU): Programmes in SVSU have experiential learning which is integrated with classroom, practical, OJT and National Apprenticeship Promotion Scheme. Various courses are Diploma of vocation (D.Voc.), Diploma, Bachelor of Vocation (B.Voc), B.B.A, Post graduate

- Diploma, Master of Vocation (M.Voc.), Kaushalaya Setu, etc. Skill Faculty: Skill faculty of Engineering and Technology, applied science and humanities, Management studies and Research, Skill faculty of agriculture.
- Bhartiya Skill Development University (BSDU), Jaipur: BSDU has thirteen Skill School with globally benchmarked skill curricula and a true mix of Swiss and Indian faculty members. The whole training is based on Swiss Dual System comprising of OJT and Vocational School which has been adopted after carrying out due modifications to suit the Indian industry. Skill Schools at BSDU Jaipur are School of Automotive Skills, Computer Skills, Electrical Skills, Entrepreneurship Skills, Manufacturing Skills, Woodworking Skills, Refrigeration and Air conditioning Skills, Health care and paramedic Skills etc.
  - Skill Development Institute of India (SDI), Ahmadabad, Gujarat: Implemented Sectors are Hydrocarbon, Assistant Technician- Drilling (Oil and Gas), Assistant Technician- Production (Oil and Gas), Pipe Fitter City Gas Distribution, Sewing Machine Operator, Solar PV Installer (Suryamitra), etc.
  - World Class Skill Center (WCSC), Delhi: List of Courses are Hospitality Operation, Retail Services, Finance Executive, Digital Marketing and Web Development, etc.
  - Rajasthan ILD (Institute of leadership development) Skills University (RISU): list of sectors implemented are Faculty of Agriculture and Allied Fields, Aerospace and Aviation, Beauty and Wellness and Communication Design, Equipment and Machine Maintenance, Emerging Technologies, Fashion Design etc. Skill courses are: B. Voc. in Electrical Appliance Services and Maintenance, Building Construction Technology, Interior Design, Automotive Maintenance, Service and Repair etc. Diploma in Food and Beverage Production, Advance Diploma in Beauty Cosmetology, Diploma in Fire Technology and Industrial Safety Management, etc.
  - Centurion University of Technology and Management (CUTM), Bhubaneswar, Odisha: Its courses are delivered through the following schools: Engineering and Technology, School of Vocational Education and Training, M.S. Swaminathan School of Agriculture, etc. Different institutes opened under CUTM are The Institute of Knowledge Societies (IKS), etc.
  - Team Lease Skills University (TLSU), Vadodara, Gujarat Campus programs are listed below are Commerce and Management, Hospitality and Tourism, Information and Technology, Mechatronics, Health, life and Applied Sciences, etc.
  - Symbiosis Skills and Open University (SSOU), Pune, List of courses: BBA in Digital Media and marketing, Retail and-commerce Management, Ports and terminal Management, Logistics and supply chain Management. BTech in Automobile Engineering, Construction Engineering and Infrastructure Management, mechatronics Engineering, Computer Science and IT (Cyber Security), BSc in Beauty and Wellness, Data Science, PG-Diploma in Data Science and AI, Dietetics, MTech in MTech Mechatronics(IoT,AI and Robotics), etc.

3. Results

Skill manpower drives the economic and social growth of any region. KK region with higher and better levels of skills adjust more effectively to the challenges and opportunities of urbanization. Findings are empirical and based on the comparative analysis. Analysis shows that there is an urgent need of SU in KK region to neutralize the effect

of centuries old backwardness effect. Requirements to establish SU has to be chalked out and all the ancillary requirements are to be listed. The following sections gives the brief designing aspects of SU.

3.1. Pre requisites to start Skills University in KK region

Establishment of SU facilitates to offer skill based academic programs to post-higher secondary students in state/central government programmes/ PPP model. It could enhance employability of the graduates and provide human resource to the manufacturing and service sectors. The SU programmes will provide vertical link to the pass-outs of Vocational Higher Secondary Schools, which can synergize enrolment in these institutions. Measures are to be taken to offer higher education avenues to ITI and Polytechnic pass-outs as per state Government Resolution through General Administration Department. The SU also facilitates to offer consultancy, skill upgrade and continuing education services to the Micro, Small and Medium enterprises. With the support of the state Government, the SU will participate in skill inculcation of the informal labour and community enrichment education. The proposal in the Karnataka Skill Development Plan 2017, Karnataka Knowledge Commission, GOK discusses the details of organizational structure of the University, its location, academic offerings, establishment of Community Colleges, curricular design methodology and research areas. The SU will follow State Government Private Universities Act in its policies, programmes, processes, decisions and activities.

Vocational Education is a multidimensional concept, as most jobs require a combination of skills for adequate performance - a combination of physical abilities, cognitive abilities and interpersonal skills. The curriculum is therefore to be formulated keeping in view the necessity of both domain skills and life skills. In the context of economic development, the processes of formal acquisition of skills and training are important. The formal skill acquisition and training arise from general educational systems or from Technical and Vocational Education and Training (TVET) systems. Multi entry and multi exit system, ref:Government of India (2020) and credit based assessment process will facilitate mobility across general and vocational education.

3.2. Organizational Aspects of Skills University

The work-integrated training model in SU depends on factors like seed capital, available land, objectives of the university etc for being a facilitator, assessor and certifier in a cost-effective and sustainable way. SSCs are working on development of Industry 4.0 relevant Qualification Packs and National Occupation Standards to include subjects like Artificial Intelligence, Internet of Things, Robotics, Big Data and Analytics, etc.

Thus, the proposed skills universities must have their mandate clearly charted out so as to distinguish them from other universities under the all-pervasive ambit of the UGC. Establishment of SU contributes to socioeconomic development through academic programmes, research, training and extension work. Academic programmes have to be offered in which employers are at the heart of curriculum design, implementation, internship, assessment and job placement. Vocational education has to be delivered via multiple modes - face-to-face teaching, practical, satellite mediated instruction, e-learning, distance mode, print materials and on-the-job training as per programme requirement. SU will offer modular programs - Certificate, Diploma, Asso-

ciate Degree, Degree, Post-graduate and doctoral Programmes in various Disciplines as per requirement along with setting up research Centres.

3.3. Curricular Spread

The term, skill refers to an acquired and practised ability or to a qualification needed to perform a job or a certain task competently. Domain knowledge and employability through a spectrum of Courses shall be the base for design of courses. Accordingly, it is proposed to design Courses to accommodate for generic courses like computer skills, language, personality development etc, On the job training along with major share of domain-based focus courses, as shown in figure. 2 on page 9. According to Karnataka Skill Development Plan 2017 ref: Karnataka Skill Development Plan (2017) Proposed syllabus is divided into generic courses, focus courses and On the Job Training (OJT) are the three important areas of vocational education.

Figure 2. Curricular spread of Skills University

Categories of faculty required are, Karnataka Skill Development Plan (2017):

- Focal courses: Domain specific faculty.
- Life skills courses: Experts from social sciences and analytical skills and soft skills.
- Organization Knowledge courses: Experts in finance/marketing/legal issues/stores etc.
- On job training: faculty from concerned domain and employ of host industry.

4. Discussion

SU contributes to socioeconomic development of local youth through academic programmes, research, training and extension work. SU will provide a virticle bridge from vocational education to related academic programmes. Industries are at the heart of curriculum design, implementation, internship, assessment and job placement for

monitoring and evaluation stage wise. Establishment of SU in KK region will provide increased access and flexible approach as community colleges by support services and learning experiences in local/community skills. collaboration with industry, other Universities/ institutions globally will aggravate learning/teaching skills and helps to offer better academic programmes, training, research and development. This will ensure dignity, relevance and mobility of qualification in the youth of KK region and helps

4.1. *Proposed Skill Sectors for Skills University in KK region*

As per the National Skill Development Policy 2017 to 2030, sectors and districts with concentration of incremental demand the sectors in demand in KK region are agriculture and allied, tourism, travel, hospitality and trade, textile and clothing, construction materials and building hardware, unorganised, food processing and mining. According to district wise skill gap study for the state of Karnataka from National Skill Development Corporation, ref:National Skill Development Corporation (2013) sectors mapped in districts of KK region are listed below.

- Kalaburagi and Yadgir: Agriculture, allied, food processing, construction, textile and clothing, unorganized and mining.
- Bidar: Agriculture, allied, tourism and hospitality, unorganized.
- Koppal: Agriculture, allied, food processing, construction, tourism and hospitality.
- Raichur: Agriculture, allied, food processing.
- Bellary: Agriculture, allied, construction, textile and clothing, tourism and hospitality and mining.

Karnataka is likely to have an incremental demand for skilled manpower, but supply mismatch will lead to skill gap. Sectors which are intrinsic and unique to districts of KK region are mapped. These sectors are either new or requires skill up-gradation. SU has to be allowed to operate on a much wider territorial jurisdiction than conventional universities in order to successfully cater to demands. SU offer intensive and long-term courses with modularity, credits-based system, multiple entry-exit options and a compulsory apprenticeship or internship that increases the employ-ability of students. Vocational education in SU will ensure dignity, relevance and mobility of qualification. Identified Skill Sectors for SU in KK region:

- School of Automotive Skills
- School of Computer Skills
- School of Electrical Skills
- School of Manufacturing Skills
- School of Refrigeration and Air conditioning Skills
- School of Health care and paramedic Skills
- School of Office administration Skills
- School of Metal construction Skills
- School of Hospitality and tourism Skills
- School of Construction Skills

5. Conclusion

Kalyana Karnataka (KK) region is on the way to eradicate regional imbalance by skilling its youth. Establishment of Skills University (SU) will empower youth of the KK region with skill sets which make them more employable and more productive in skill market. Findings shows that theoretical foundation alone is not enough for students, on job trained candidates will make the youth readymade industry suited graduates. SU has to be allowed to operate on a much wider territorial jurisdiction than conventional universities in order to successfully cater to demands. SU offer intensive and long-term courses with modularity, credits-based system, multiple entry-exit options and a compulsory apprenticeship or internship that increases the employability of students. These is an exigent need for implementation of SU in KK region to increase the employment opportunities and in turn standard of living of the skilled youth will increase. Till now, very few research works have been conducted related to the establishment of Skills University in backward areas and upliftment of youth and intern the society. Implementational aspects of SU has to be studied in further for ease of administration and training in SU.

6. Data Availabilty

- The datasets generated during and/or analysed during the current study are available in the internet/open source repository, [Economic Survey 2020-21 [https://des.karnataka.gov.in/storage/pdf-files/CIS, Employment Exchange Statistics, District wise skill gap study for the State of Karnataka](https://des.karnataka.gov.in/storage/pdf-files/CIS_Employment_Exchange_Statistics_District_wise_skill_gap_study_for_the_State_of_Karnataka) <https://skillsip.nsdcindia.org/files/karnataka-sg> , Karnataka Skill Development Policy: 2017-2030 - Kaushalkar <http://www.kaushalkar.com/uploads/2019/04>].
- The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.
- All data generated or analysed during this study are included in this published article (and its supplementary information files).
- The datasets generated during and/or analysed during the current study are publicly available.
- Data sharing is permitted to this article, for datasets were generated or analysed during the current study.
- All the data is taken from open source publications.

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