



## Establishment of Skills University and its importance for the Kalyana-Karnataka region of Karnataka state

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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 the amount of practical knowledge acquisition is empirical. Analysis shows that there is an exigency of SU in KK region to remove the perception of regional imbalance and avoid the reluctance of youth to opt for vocational education. Restructuring of youth thinking by removing the inferior perception of 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 enterprise without depending on others/ to get jobs locally.

**IndexTerms - 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.**

### I. 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 diff t 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 dis- trict, 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. Hyderabad-Karnataka, 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 district covering demography with the State of Karnataka.
- Identify job opportunities in industries and facilities in employment exchanges.
- Identify skill training in government sectors that have an 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

### II. DISTRICT PROFILE AND COMPARATIVE ANALYSIS

Statistics related to literacy rate, population, and area of districts coming under the KK region. Table 1 on page 2 refers to the Statistics of districts of the 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 fi 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 centers (GTTC), 4 Government engineering collages, 55 Government Industrial Training Institutes (ITI), 1 Karnataka German Technical training Institute (KGTTI), 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 center Craft Instructor Training Scheme), NSTI (National Skill Training Institute), ITOT (Institute of Training of Trainees), Model ITI (Honnar, 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 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 KGTTI	5	1	20.0
11	Govt CITS center	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

Table 4. District-wise list of the number of Government study centers like a university degree, polytechnic and PU colleges in KK region and Karnataka state

Sino	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	0	1	5	23
4	Raichur	III, UAS	5	1	2	0	4	6	39
5	Koppal	0	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	1360

It is observed that KK region has a similar literacy rate but there is an imbalance in establishments of government study centers pan Karnataka, this has led to deprived resources for the youth of KK region. Further, there is a big gap between male and female literacy, ref:MG (n.d.). Because of the high growth in the number of technical institutions in the southern part of Karnataka state, the availability of the required number of skilled Manpower and economic 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 the national policy framework concerning vocational education and skill development, aiming to develop an inclusive framework as well as learner and labor market centric in its approach to impart skills. Recommendations stand to REPAIR the existing system of skill development by strengthen the Skills department and to PREPARE for setting up of Vocational University/ Skills University (SU) that provides a qualification corridor for its is/Polytechnique etc with a road map to a university degree. A SU is a University of Applied Sciences that provides a common platform of higher education, which provides academic programs at all levels (Certification Diploma, Associate Degree, Degree, and Postgraduate Programmes generally in vocational domains and, Doctorate Degree in restricted domains) along with non-credit education programs for the workforce. China, Japan, Korea, Finland, Germany, Hong Kong, Netherlands, Sri Lanka, Sweden, France, and Switzerland are some of the countries that have SU, and have recognition status to offer academic degrees.

### III. INDUSTRIAL POTENTIAL IN KK REGION

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

of KK region and Karnataka state.

Table 5. statistical analysis of the 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 exist nearly 10 percent differences in all the parameters, especially in Micro Small, and Medium Enterprises (MSME) category resulting in a regional imbalance in establishing industries.

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

### IV. EMPLOYMENT OPPORTUNITIES IN KALAYAN KARNATAKA REGION

Skill shortage remains one of the major constraints to the economic growth of the 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, Vacancy notification. 7 thousand, Submission-8.2 thousand, Placement-0.4 thousand, Live register-338.9 thousand, percentage of the live register to total live register -0.8, Percentage of placement to submission-4.8, Employment Exchange Statistics, GoI (2018). The 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.

According to employment Exchange Statistics 2018, National Core service, GOI, Ministry of labor and employment, the total number of Employment exchanges in

Table 6. Number of job seekers age-wise of Karnataka

Sl no	Age group	No.of Job Seekers (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

Karnataka 40, Total number of Employment exchanges in KK region-7. The Pi chart is shown in figure 1 on page. 5, displays the difference between, the number of employment exchanges in KK region and the number of employment exchanges in the Karnataka region. A geographic concentration of skilled labor is observed in figure and business services because of regional disparity, ref:Ramaswamy (2007).

### Number of Employment Exchange Offices

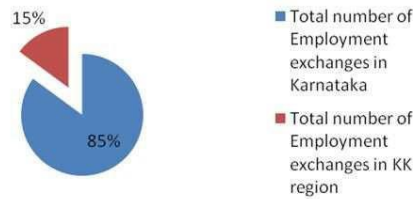


Figure 1. Pie chart showing the number of employment exchanges of KK region and Karnataka state

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

## V. GOVERNMENT SKILLS TRAINING FROM VARIOUS DEPARTMENTS

Over 180 million or 69 percent of the country's youth population between the ages of 18 and 34 years live in its rural areas. Of these, the bottom of the pyramid is the 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

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

## VI. IMPLEMENTED SKILL SECTORS IN SKILL UNIVERSITY/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 Vocational (D.Voc.), Diploma, Bachelor of Vocation (B.Voc), B.B.A, Postgraduate 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, Skilled 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 the Swiss Dual System comprising of OJT and Vocational School which has been adopted after carrying out due modification to suit the Indian industry. Skill Schools at BSDU Jaipur are the 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: The list of resources are Hospitality Operation, Retails 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), Bhuvaneshwar, Odhisa: Its courses are delivered through the following schools: Engineering and Technology, School of Vocational Education and Training, M.S. Swaminathan School of Agriculture, etc. Diff t institutes opened under CUTM are The Institute of Knowledge Societies (IKS), etc.

- Team Lease Skills University (TLSU), Vadodara, Gujarat Campus programs are listed below 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.

## VII. Pre requisites to start Skills University in KK region

SU can be established to offer skill-based academic programs to post-higher secondary students in state/central government programs/ PPP models. It could enhance the employability of the graduates and provide human resources to the manufacturing and service sectors. The SU programs will provide a vertical link to the pass-outs of Vocational Higher Secondary Schools, which can synergize enrolment in these institutions. Measures will be taken to offer higher education avenues to ITI and Polytechnic pass-outs as per state Government Resolution through General Administration Department. The SU can also offer consultancy, skill upgrades and continue education services to Micro, Small, and Medium enterprises. With the support of the state Government, the SU will participate in the skill inculcation of informal labor and community enrichment education. The proposal in the Karnataka Skill Development Plan 2017, Karnataka Knowledge Commission, GOK discusses the details of the organizational structure of the University, its location, academic offerings, the establishment of Community Colleges, curricular design methodology, and research areas. The SU will employ a blended mode of instruction using faculty expertise, hands-on training, cloud computing capability, VSAT infrastructure, and industry interaction. While offering its multipronged services, which are unprecedented in the Indian university system, The SU will follow State Government Private Universities Act in its policies, programs, processes, decisions, and activities.

It is a multidimensional concept, as most jobs require a combination of skills for adequate performance - a combination of physical abilities, cognitive abilities, and in- 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. Formal skill acquisition and training arise from general educational systems or 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.

These processes encompass learning meant to develop skills for entering, re-entering, and progressing in particular occupations. It is also essential to have continuous skill enhancement to adjust to changing technology or to market requirements or for increased productivity.

### 7.1 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 cost-effectively and sustainably. SSCs are working on the development of Industry 4.0 relevant Qualification Packs and National Occupation Standards to include subjects like Artificial Intelligence, Internet of Things, Robotics, Big Data, Analytics, etc.

Thus, the proposed skills universities must have their mandate charted out to distinguish them from other universities under the all-pervasive ambit of the UGC. The establishment of SU contributes to socioeconomic development through academic programs, research, training, and extension work. Academic programs 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 program requirements. SU will offer modular programs - Certificate, Diploma, Associate Degree, Degree, Post-graduate, and doctoral Programmes in various Disciplines as per requirement along with setting up research Centers. Variables of the study contains dependent and independent variable. The study used pre-specified method for the selection of variables. The study used the Stock returns are as dependent variable. From the share price of the firm the Stock returns are calculated. Rate of a stock salable at stock market is known as stock price.

## 7.1 Curricular spread

The term, skill refers to an acquired and practiced 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 the design of courses. Accordingly, it is proposed to design Courses to accommodate generic courses like computer skills, language, personality development, etc, on job training along with a major share of domain-based focus courses, as shown in fi 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 Job Training (OJT) are the three important areas of vocational education. The methodology section outlines the plan and method that how the study is conducted. This includes Universe of the study, sample of the study, Data and Sources of Data, study's variables and analytical framework. The details are as follows;

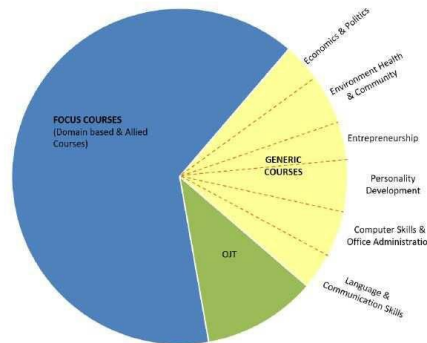


Figure 2. Curricular spread of Skills University

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 fighting/legal issues/stores etc.
- On job training: faculty from concerned domain and employ of host industry.

## VIII. Pre requisites to start Skills University in KK region

According to a district-wise skill gap study for the state of Karnataka from the 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 a supply mismatch will lead to a skill gap. Sectors that are intrinsic and unique to districts of KK region are mapped. These sectors are either new or require skill up-gradation. SU has to be allowed to operate on a much wider territorial jurisdiction than conventional universities to successfully cater to demands. SU offers intensive and long-term courses with modularity, a credits-based system, multiple entry-exit options, and a compulsory apprenticeship or internship that increases the employability of students. Vocational education in SU will ensure dignity, relevance, and mobility of qualification Identification 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

## IX. Conclusion

Kalyana Karnataka (KK) region is on the way to eradicating regional imbalance by skilling its youth. The establishment of Skills University (SU) will empower the youth of the KK region with skill sets that make them more employable and productive in the skill market. Findings show that a theoretical foundation alone is not enough for students, 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 to successfully cater to demands. SU offers intensive and long-term courses with modularity, a credits-based system, multiple entry-exit options, and a compulsory apprenticeship or internship that increases the employability of students. There is an exigent need for the implementation of SU in KK region to increase 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 the upliftment of youth and intern the society. Implementational aspects of SU have to be studied further for ease of administration and training in SU.

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