

Revolutionising Higher Education Through Skill Integration: A Case Study of Young India Skills University

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Abstract: India faces a persistent paradox that many observers now recognise with some unease. Levels of formal education continue to climb, yet the gap between academic attainment and usable skills widens, and employability among graduates remains low. This research paper studies the Young India Skills University (YISU) in Telangana as a model that seeks to address this divide in a concrete manner. The Telangana Legislative Assembly passed an Act in August 2024 that created YISU as a university with statutory status and a public–private partnership design (Telangana Legislative Assembly, 2024). The institution operates with industry-led governance under this model. The paper analyses the Act that established YISU, the institutional design that flows from it, the curriculum that rests on sustained collaboration with employers, the wide range of course offerings across healthcare, logistics, pharmaceuticals, information technology and new technology domains, the architecture of skill certification, and internship schemes that weave on-the-job training into degree pathways. The discussion then turns to the idea of a synergy of skills and traces how this idea acquires concrete form through convergence among government agencies, corporate partners, sector skill councils and higher education institutions. Early evidence suggests that between seventy and eighty per cent of YISU graduates move into jobs (*The Hindu*, 2025), while more than one thousand students received training within the first year of operation (Young India Skills University, n.d.). The paper argues that YISU points towards a model of skill-integrated higher education that other emerging economies can adopt with suitable adaptation, with important consequences for national skill policy and long-term workforce development.

Keywords: Young India Skills University, skill-based education, industry–academia linkage, Telangana, public–private partnership, employability, synergy of skills, vocational training

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1.0 Introduction

1.1 Background of the Study

The Indian higher education system has expanded at a rapid pace in recent decades, yet a sharp gulf remains between university credentials and readiness for work. More than a hundred years ago, Mahatma Gandhi voiced this concern in his journal *Young India*. He warned that an academic grasp without practice behind it resembled an embalmed body that might look appealing yet failed to inspire or ennoble (*The Week*, 2025). That observation still strikes readers with force today, because many graduates hold degrees but lack skills that match industry expectations.

The India Skills Report 2024 states that only about half of graduates in the country meet employer standards for employability. The remaining half requires major upskilling or reskilling before they can play a useful role in production and services. This gap places heavy burdens on employers, who must spend large sums on remedial instruction, and on young people, who often face long job searches or accept roles far below their qualifications.

This context shaped the decision of the Telangana government under Chief Minister A. Revanth Reddy to establish the Young India Skills University in August 2024 (*The New Indian Express*, 2024). The university represents a deliberate attempt to reshape higher education through skill-based, industry-guided learning. YISU runs on a public–private partnership model with management in the hands of industry leaders, which marks a first for universities in India. This design does not amount to a cosmetic change. It alters the basic questions of who decides course content, who shapes teaching methods and who defines success for students. When industry leaders occupy central positions in governance, they can keep programmes closely tuned to

labour market shifts rather than to rigid, theory-heavy syllabi that often lag behind workplace practice by many years.

1.2 Statement of the Problem

The paper addresses the persistent employability gap among young people in India. Large numbers of graduates leave universities without the practical abilities that employers expect. This mismatch of skills leads to underemployment, lower economic productivity and unrealised human potential. The problem becomes especially acute in sectors that change rapidly through technological innovation, such as logistics, pharmaceuticals and information technology, where the useful life of a technical skill grows shorter over time.

Conventional universities must work within affiliation systems that distance curriculum design from actual teaching. They often maintain weak ties with the industry. Faculty incentive structures reward theoretical research far more than applied instruction. Under these conditions, most institutions struggle to respond to fast-changing requirements in the workplace. YISU came into existence as a direct institutional response to these systemic weaknesses.

1.3 Objectives of the Study

This research paper pursues five linked aims. It traces the laws and public bodies that made it possible to create YISU and hold it in place as a skill university. It also looks at the curriculum that connects courses with employer demand and at how programmes stretch across many sectors of the economy. A third strand studies the idea of skill synergy as it emerges in work with companies, sector skill councils and partners abroad. The enquiry then turns to training results and to the effect of YISU degrees on access to stable, decent work. Finally, it considers how far this model

can travel to other states and what that spread would mean for national skill policy.

1.4 Research Questions

This paper poses four linked questions. It first asks what features set YISU governance and day-to-day work apart from conventional universities. It then considers how the university weaves industry requirements into curriculum design and skill certification. A third line of inquiry concerns evidence on student outcomes, including completion of training and movement into jobs. The final question turns to replication and asks whether other Indian states and emerging economies can reproduce key elements of the YISU approach—whether the core design travels beyond its original setting.

1.5 Significance of the Study

The study holds relevance for several groups. Policymakers gain access to an evidence-based account of how a skill-integrated higher education model functions in practice. Academic institutions encounter a model of collaboration with industry that they can adapt to their own circumstances. Researchers gain a substantial contribution to work on vocational education and employability. International development agencies and bilateral donors with an interest in workforce development may also find value here, because YISU sets out a template that balances state oversight with the agility of the private sector, a balance that many countries have struggled to reach.

1.6 Scope and Limitations

The scope of this paper covers the first phase of YISU activity from August 2024 to December 2025 within the State of Telangana. The study draws primary data from government reports, media coverage,

official communication from the university and legislative documents (Telangana Legislative Assembly, 2024; Young India Skills University, n.d.). The absence of long-term follow-up data on graduate careers acts as a limitation. Another constraint arises from the timing of degree programmes. Full-scale programmes with employment guarantees will commence only in the 2026–27 academic year, which means that the current analysis must restrict itself to early-stage skill certification and diploma offerings. A thorough evaluation of the model will require data that span at least five to ten years.

2.0 Review of Literature

2.1 Theoretical Framework: Skill Ecosystem Approach

The concept of a skill ecosystem has gained space in debates on education policy in recent years. A skill ecosystem consists of the connections among training institutions, employers, regulators and learners within a particular geographic area or sector. YISU expresses this concept by creating flows of information, resources and accountability that move in more than one direction among all actors.

Conventional training models usually follow a linear path. Government agencies specify curricula, and institutions then deliver these curricula without much room for adaptation. A skill ecosystem treats training as a system that adapts to feedback. Employers send signals about changing competence requirements. Sector skill councils translate these signals into occupational standards. Universities develop modular and responsive curricula based on those standards. Students, in turn, receive credentials that many employers recognise and value. The governance structure of YISU, with an industry-chaired Board of Governors, turns this feedback loop into a

formal mechanism at the highest level of decision-making.

2.2 Skills Gap in Indian Higher Education

A substantial body of research describes the employability challenge in Indian higher education. Traditional universities attract criticism because they place a heavy weight on theoretical content and relatively little emphasis on practical application. Graduates then enter the labour market and require extensive retraining at the workplace. The gap becomes sharper in sectors that change at high speed, such as logistics, healthcare and information technology (*The Times of India*, 2024).

Researchers point towards many causes. Affiliation arrangements separate curriculum planning from classroom practice. Faculty recruitment processes often under-value prior industry experience. Assessment systems reward rote learning in theory papers more than problem-solving or hands-on competence. Most undergraduate programmes make no serious attempt to include mandatory internships or project work. The designers of YISU set out to tackle each of these structural weaknesses at the same time rather than through fragmented initiatives.

2.3 Public–Private Partnership Models in Education

Public–private partnership models in higher education remain underdeveloped in India, particularly in the field of skill development. Available literature suggests that such partnerships function well only when governance arrangements are clear, incentives align, monitoring mechanisms remain firm and political support continues over long periods. The Board of Governors at YISU, which Anand Mahindra of the Mahindra Group chairs, represents an unusually deep form of corporate engagement

in a public university Young India Skills University, n.d..

YISU differs from earlier experiments with partnerships such as model schools or training centres under the National Skill Development Corporation. The difference lies mainly in the statutory authority that the 2024 Act grants to industry representatives. These members do not operate merely as advisers. They share formal power over curriculum, faculty appointments, assessment standards and infrastructure priorities. Statutory transfer of such authority to non-state actors remains rare in Indian public higher education and thus calls for careful analysis.

2.4 International Perspectives on Skills Universities

Several countries have created strong systems that weave workplace training into formal education. Germany developed its Dual Vocational Training System. Singapore introduced its SkillsFuture scheme. Australia runs Technical and Further Education institutions. YISU draws lessons from these experiences and adapts elements to suit Indian conditions. Germany follows a long tradition of apprenticeship that rests on strong employer associations and trade unions. India does not have institutions of comparable strength in many sectors.

Singapore followed a different route through a more recent state-led initiative that uses learning accounts and employer co-funding to promote lifelong learning. YISU borrows concepts from both countries. From Germany, it adopts the principle that on-the-job training should carry credit and employers should share responsibility for supervision. From Singapore, it takes the idea that credentials must carry validation from the industry and must remain current through periodic revision. At the same time, YISU rests on a single state

university statute rather than on a national set of competency standards. This difference has implications for any attempt to extend the model across multiple states.

2.5 Research Gap

Existing work on skill development in India covers many themes, yet very few studies have examined a skills university that rests on legislative backing and runs through a public–private partnership model. This paper seeks to address that gap by offering a detailed case study of YISU. Past research tends to fall into one of two camps. One camp focuses on national policy schemes such as the National Skill Development Mission. The other camp studies the effectiveness of specific short-term courses through impact evaluations. YISU occupies a middle ground. It acts as a degree-awarding university with statutory powers. At the same time, industry actors hold the key reins of governance. This type of institution has not received much attention in scholarly work. The paper thus contributes to a connection between debates in higher education and debates on skill development.

3.0 Research Methodology

3.1 Research Design

The study follows a qualitative single case study design. Case study work suits investigations that seek to understand contemporary developments within real-world contexts when boundaries between the phenomenon and its context are hard to define. The choice of a single case finds justification here because YISU represents what case study theorists describe as a revelatory case. Industry-led governance of a public university has not opened itself to systematic empirical scrutiny before this instance. YISU, as the first university of this kind in India, offers distinctive opportunities for understanding how statutory

public–private partnership models in higher education operate in practice.

3.2 Data Sources

The study draws upon multiple sources in order to strengthen the credibility of findings through triangulation.

Source and Category – Examples

- Legislative documents on Young India Skills University Telangana PPP Bill 2024, Telangana Legislative Assembly, 2024.
- Government publications, official press notes and ministerial statements (*Deccan Chronicle*, 2025a).
- Media reports from *The Hindu*, *Deccan Chronicle*, *The Week* and *The Times of India*.
- University materials such as the official website yisu.in and course catalogues (Young India Skills University, n.d.).
- Industry announcements and partnership documents from Cisco, Microsoft, Swiggy and Apollo (*The Hindu BusinessLine*, 2025; *YourStory*, 2026).

3.3 Analytical Framework

The analysis follows four main dimensions. These dimensions are a legislative and governance dimension, a curriculum and course architecture dimension, a partnership ecosystem dimension and an outcomes and impacts dimension. Within each dimension, the paper follows a comparative line of reasoning that sets YISU features alongside those of conventional universities in India to bring out points of contrast.

3.4 Ethical Considerations

All sources fall within the public domain. The study does not involve human subjects. The author maintains appropriate attribution throughout.

4.0 Findings and Analysis

4.1 Legislative Framework and Governance Structure

The Young India Skills University Telangana Public–Private Partnership Act 2024 received passage in the Telangana State Legislative Assembly and Presidential assent on 1 August 2024 (Telangana Legislative Assembly, 2024; *The New Indian Express*, 2024). The Act grants YISU statutory power to offer diploma, undergraduate and postgraduate programmes, and the university has obtained UGC 2 F registration. The legislative process advanced at an unusually rapid pace, which underscores that the state government placed a high priority on skill development. Many education reforms in India remain stuck in committee stages for long periods, yet the YISU Bill entered the House, moved through debate and passed within a single session. This pattern points towards a rare level of cross-party agreement on the severity of the employability challenge.

The governance structure reflects a strong presence of industry. Leading industrialists, prominent educationists and senior civil servants share space on the Board of Governors, and this particular composition appears unprecedented in Indian public university administration. The Act requires that industry representatives form a majority on the Board. As a result, members from the corporate world cannot face defeat through votes from academic or bureaucratic groups. The Board also holds powers that many Acts reserve for senates or academic councils. These powers include final authority over curricula, examination rules and faculty recruitment norms. This concentration of authority in a Board where industry members hold the majority stands out as the core structural innovation in the YISU model because it

removes the possibility that defenders of older academic traditions block reforms that draw on industry priorities.

4.2 Industry-Aligned Curriculum and Course Offerings

YISU sets out its curriculum philosophy in explicit terms. Its official materials state that programmes emerge directly through work with industry and correspond to the job descriptions of employers (Young India Skills University, n.d.). The university designs courses in close partnership with sector skill councils and corporate partners (*The Times of India*, 2024). Curriculum design follows a defined protocol. Partner employers share detailed job descriptions and maps of required competencies. Sector skill councils check these against national occupational standards. YISU faculty members then turn the competence requirements into modular learning outcomes, assessment schemes and credit weights. The process moves backwards from workplace needs to classroom content and reverses the usual model in which universities begin with disciplinary knowledge and only later consider application.

Sector-wise Course Distribution as per Section 6 of the Act, Telangana Legislative Assembly, 2024, arranged alphabetically

Advanced Manufacturing; Animation, Visual Effects, Gaming and Comics (AVGC); Artificial Intelligence and Information Sciences; Automotive and Electric Vehicles; Banking, Financial Services and Insurance (BFSI); Beauty and Wellness; Construction and Interiors; Digital Design; E-commerce and Logistics; Electronics and Semiconductors; Food Processing and Agriculture; Healthcare and Pharmaceuticals; Renewable Energy; Retail Operations and Management; Tourism and Hospitality.

Flagship Programmes 2024–2026

- BSc in Cardiovascular Sciences with AIG Hospitals (Deccan Chronicle, 2025b).
- BTech in Applied Life Sciences with Dr. Reddy's, Hetero and Bharat Biotech.
- Dr. Reddy's Pharma Associate Apprenticeship Course with a six-month duration.
- FINE—Finishing Skills in Nursing Excellence with Apollo Medskills (Deccan Chronicle, 2025b).

- Warehousing Executive and Key Consignor Executive with the Logistics Sector Skill Council.

Each programme carries a compulsory on-the-job training share that covers thirty to sixty per cent of total credits. The Dr. Reddy's Pharma Associate Course offers an illustrative example. Students spend three days each week on factory floors and in laboratories under guidance from industry mentors and two days in classroom sessions. This blended pattern allows immediate reinforcement of theoretical concepts through practice and permits rapid correction when instructors detect gaps in understanding.

4.3 The Synergy of Skills: Partnership Architecture

The notion of synergy of skills takes shape through a layered partnership architecture.

Tier 1: Strategic Corporate Partners

Partner	Focus Area	Scale
Cisco	Artificial intelligence, cyber security, networking through NetAcad platform	Statewide digital skilling (<i>The Hindu BusinessLine</i> , 2025)
Swiggy Instamart	Quick commerce operations and dark store management	More than five thousand youth (<i>YourStory</i> , 2026)
Microsoft	Digital skills and cloud computing	Ongoing collaboration
Apollo Hospitals	Nursing excellence through FINE and healthcare training	Placement rate around seventy to eighty per cent (<i>The Hindu</i> , 2025)
GMR Cargo	Airport and cargo operations certification	Programme based

Tier 2: Sector Skill Councils and Industry Bodies

The Logistics Sector Skill Council offers support for warehousing and logistics courses. The Telangana Academy for Skill and Knowledge (TASK) works with YISU on digital skills (*The Hindu BusinessLine*, 2025). These councils play an essential role in certification. Students who complete a YISU programme receive a diploma or degree and an additional National Skills Qualifications Framework (NSQF)

certificate. Dual certification strengthens mobility in the labour market. Employers across India may not know YISU by name, yet they often recognise NSQF certificates.

Tier 3: International Collaborations

An international firm based in Saudi Arabia has agreed in principle to work with YISU on workforce training across several crafts (*The Hindu*, 2025). The partnership currently stands at the Memorandum of Understanding stage. The parties expect to

move towards collaboration on curriculum design, exchange of faculty and, perhaps most importantly, pathways to international placement for YISU graduates in Gulf Cooperation Council (GCC) countries. If this collaboration reaches maturity, it would mark a major step forward, because vocational graduates from India have in the past faced barriers in overseas labour markets due to limited recognition of their credentials.

Tier 4: Internship and Experiential Learning Platforms

YISU and T Works Hardware Prototyping Centre together run the Skill Sprint Internship Programme. The programme lasts ninety days, and offers focused learning in engineering, robotics, management, sales, business development and marketing (*Peoplebugs*, 2025; *Deccan Chronicle*, 2025c). YISU grants academic credits for completion. Conventional internships frequently lack structure and rarely undergo evaluation. Skill Sprint follows a different path. Students agree upon weekly learning contracts. Faculty members from YISU and mentors from T Works carry out a review at the midpoint. A final competence assessment then decides whether the student receives credits. This design turns internship time into documented skill acquisition and prevents it from operating as a mere requirement on paper.

4.4 Infrastructure and Campus Development

At present YISU functions from a temporary campus at IIIT Hyderabad. Work on a permanent campus at Meerkhanpet in Kandukur Mandal of Ranga Reddy district covers an area of 57.8 acres (Young India Skills University, n.d.). The authorities plan to complete Phase 1 by March 2026. This phase will contain forty-three classrooms, a hostel with six hundred beds and

a laboratory block covering eighty-four thousand square feet.

Design choices for the new campus place workshops and laboratories at the centre. They occupy more space than lecture halls. This choice reverses the usual pattern in universities where large lecture theatres dominate built-up areas. The master plan for YISU places classrooms around central practice bays. Students move through simulated workplaces within these bays. Nursing students work in a mock hospital ward. Learners in logistics gain experience in a simulated dark store that models quick commerce operations. Trainees in pharmaceuticals practise in a lab that follows Good Manufacturing Practice (GMP) norms.

The YISU roadmap contains a plan to create skill training centres in every district headquarters across Telangana (*Deccan Chronicle*, 2025a; *Metro India*, 2025; *The Siasat Daily*, 2025). Each district centre will operate as a hybrid facility. Young people who cannot shift their residence to the main campus will attend short-term certification courses there. The centres will also act as assessment points for recognition of prior learning and as placement hubs that connect local employers with graduates from YISU and its partner institutions. This district network holds the key to scale, because the main campus alone cannot reach the target of training between fifty thousand and one hundred thousand youth each year.

4.5 Training Outcomes and Employment Generation

The period from August 2024 to December 2025 produced several milestones.

- More than one thousand students received training within the first year (Young India Skills University, n.d.; *The Hindu*, 2025).

- Between seventy and eighty per cent of graduates from short-term skill programmes moved into jobs in pharmaceutical, retail, logistics and aviation streams (*The Hindu*, 2025).
- Government agencies filled fifty-seven thousand job vacancies within one year (*The Hindu*, 2025).
- Fifty students secured placements in logistics firms such as Zepto, Delivery.com and Blinkit through the Project Manthani Outreach initiative.

The placement rate of seventy to eighty per cent deserves attention because most programmes up to this point have lasted only three to six months. Healthcare offers a striking example. Programmes run with Apollo Hospitals and AIG Hospitals recorded placement rates close to ninety per cent, a pattern that comes from high demand for nursing and paramedical roles. In the pharmaceutical stream, Dr. Reddy's hired around eighty-five per cent of those who completed apprenticeships and moved them into full-time roles. Their starting salaries stood roughly thirty per cent above the wages of employees who entered without such apprenticeships. These figures underline that employers do not take part in YISU activity merely as an exercise under Corporate Social Responsibility. They recruit YISU trainees because such recruitment reduces hiring and training costs.

5.0 Discussion

5.2 Comparison with Conventional Higher Education

The following table sets a few key dimensions side by side:

Dimension	Conventional University	Uni- (YISU Model Young India Skills University, n.d.; Telangana Legislative Assembly, 2024; <i>Deccan Chronicle</i> , 2025b)
Curriculum design	Primarily academic-led	Co-created with industry partners and sector skill councils
Governance	Dominated by aca-	Board with industry majority and strong executive

5.1 Interpretation of Findings

The evidence points towards a strong connection between YISU industry-led governance and positive outcomes for students. Placement rates in the range of seventy to eighty per cent for existing skill programmes (*The Hindu*, 2025) stand well above national averages for conventional graduates. The spread of partners across technology, healthcare and quick commerce from Cisco and Microsoft to Apollo, AIG and Swiggy Instamart suggests broad support from employers (*The Hindu BusinessLine*, 2025; *YourStory*, 2026; *Deccan Chronicle*, 2025b).

The idea of Synergy of Skills operates here as more than a slogan. It operates as a working pattern where curriculum design, faculty deployment, internship schemes and certification routes all come into existence through joint work with industry partners. The inclusion of on-the-job training within degree requirements, as Section 6 of the Act states, Telangana Legislative Assembly, 2024, marks a sharp break from the traditions of Indian universities. At the same time, one must treat the high placement rates of short courses with some caution. Long-term degree programmes raise different concerns. Longer duration introduces greater risk of dropout and makes it harder to keep curricula up to date across several cohorts. The real trial of the YISU approach will occur around 2028–29 when the first batch of degree students reaches graduation.

Dimension	Conventional university	Uni- (YISU Model Young India Skills University, n.d.; Telangana Legislative Assembly, 2024; <i>Deccan Chronicle</i> , 2025b)
Assessment focus	demic bureaucracy Emphasis on theory examinations	powers Emphasis on competence-based assessment
Internships	Often, an optional add-on	Mandatory and credit-bearing
Faculty background	Mainly academic qualifications	A mix of academics and practitioners from industry
Employment guarantee	Rare or absent	Job guarantee proposals for degree programmes under consideration

The differences in the table do not appear marginal. YISU does not bolt a skills component onto an unchanged degree. It reshapes the entire educational journey around workplace competencies. In a typical university, engagement with industry may appear only through occasional guest lectures or campus recruitment drives. At YISU, industry partners participate in assessment design, act as mentors for students and take part in the evaluation of final projects. This model demands a high investment of time and resources from employers. Early evidence suggests that they will make this investment when they see concrete returns in the form of graduates who require less induction and deliver productive work at an early stage.

5.3 Replicability and Policy Implications

YISU sets out a pattern that other Indian states may adapt if they wish to tackle youth unemployment and skill mismatches. Four conditions emerge as especially important for replication (*The Hindu*, 2025).

- Strong commitment from political leadership.
- State-level legislation that grants real autonomy to the new institution.
- Presence of reputable industry leaders in the main governance bodies.

- Steady budget support for physical and academic infrastructure.

The model holds relevance beyond India as well. Other emerging economies face similar problems with graduate employability. Yet successful replication will demand more than a copy of the Act. States that wish to create their own skills universities must consider context. Telangana already holds a dense base of pharmaceutical and information technology firms. States with fewer large employers may need to start small, focus on selected sectors and then widen the range of courses over time rather than attempt to match the fifteen-sector spread that YISU claims from the beginning. The willingness of top business leaders to devote time to governance and the capacity of state bureaucracies to manage complex contracts with private partners will also exert strong influence on outcomes.

5.4 Challenges and Limitations

Several challenges shadow the promise of YISU and call for steady attention. The university is still in an early phase, and reliable evidence on long term sustainability does not yet exist, which leaves future planning on uncertain ground. Any move from one thousand trainees to fifty thousand or even one lakh will demand a steep rise in classrooms, laboratories, student

housing, teaching staff and industry partnerships—an expansion that could strain both public budgets and private allies. Quality control across many district centres will press hard on administrative routines and academic standards, and any weakness here will show first in uneven teaching and patchy student support. The promise of a job guarantee for degree programmes also needs close management, so that expectations among employers and students stay grounded in real labour market conditions rather than hope alone.

Another concern arises from the risk of concentration of influence in the hands of a small group of large companies. Smaller employers, particularly those in the informal economy, may not find it easy to meet YISU requirements for structured internships and mentor supervision. This situation may drive YISU towards dependence on a narrow group of major firms. That outcome might limit the range of employment options for graduates. Leadership at the university will need to cultivate partnerships with small and medium enterprises. Shared internship models could help, with several small employers jointly hosting cohorts of trainees and sharing support functions.

5.5 Economic and Social Implications

The influence of YISU extends beyond the prospects of students who enrol. The university also shapes economic development in Telangana. A steady flow of job-ready graduates lowers barriers to expansion for existing firms and may attract investors from other regions or countries. Many global companies treat the availability of skilled workers as a deciding factor when they consider new locations, and some may place this factor on par with tax incentives or physical infrastructure. Under these conditions, YISU functions as an economic development instrument as much as an educational institution.

Social implications also deserve mention. The model opens opportunities for learners from less advantaged backgrounds who may display strong practical abilities even when they struggle with academic theory in conventional examinations. If admission criteria at YISU assign serious weight to practical aptitude rather than marks alone, the university could act as a channel of upward mobility across generations.

6.0 Conclusion and Recommendations

6.1 Summary of Findings

The research paper has studied Young India Skills University as an institution that seeks to transform higher education in India. Key findings include the following points.

1. **Legislative Innovation:** The creation of YISU through a public–private partnership Act in 2024 granted a statutory base for industry-led governance, Telangana Legislative Assembly, 2024.
2. **Curriculum Revolution:** Course design grows out of job descriptions and involves joint work with corporate partners and sector skill councils (Young India Skills University, n.d.; *The Times of India*, 2024).
3. **Synergy of Skills:** A layered partnership ecosystem brings together global corporations, sector councils, foreign collaborators and internship platforms (*The Hindu BusinessLine*, 2025; *YourStory*, 2026; *Peoplebugs*, 2025).
4. **Measurable Outcomes:** More than one thousand young people have received training. Skill programmes show placement rates between seventy and eighty per cent. Infrastructure plans extend the reach of the university to all districts (*The Hindu*, 2025; *Deccan Chronicle*, 2025a; Young India Skills University, n.d.).

6.2 Recommendations

For Policymakers

Policymakers who face high youth unemployment need brisk and grounded action—states can adapt the YISU model, yet each government must shape it to suit its own labour markets and institutions, not treat it as a rigid template. This call for reform reaches beyond course content and touches the spine of technical and professional education, where regulations should require on-the-job training as an integral part of every degree rather than an optional attachment at the margins. Finance ministries and planning departments can reinforce this shift through well-judged fiscal instruments that reward industry bodies and companies when they shoulder real responsibility in skill university governance, from curriculum design to workplace supervision, so that public budgets and private balance sheets pull in the same direction.

For YISU Administration

YISU administration needs a sturdy system that follows the careers of graduates across five to ten years, and future assessments can then rest on trustworthy long-term data rather than scattered anecdotes. Partnerships must not stay frozen in older sectors alone—new ties should reach into green energy, quantum computing and cyber security, where demand for skilled workers already presses hard against a thin supply. International collaborations also need a deeper footing, with joint programmes, shared curricula and common assessment standards that match global expectations and open wider paths for placements abroad.

For Researchers

Researchers need long-span studies that follow cohorts of YISU graduates and rec-

ord their wage paths, promotion ladders and moves across sectors over many years, so that patterns in work and income become unmistakable rather than guessed. These data can then ground direct comparisons between labour market outcomes for those who pass through YISU and those who complete degrees in conventional universities, with careful attention to field of study, region and social background. A third strand of inquiry must focus on money—rigorous analysis of the cost-effectiveness of the public–private partnership model when set against traditional funding arrangements for universities, with attention to both the burden on public budgets and the value that students, employers and communities actually receive.

6.3 Contribution to Knowledge

The paper contributes to debates on skill development, higher education reform and public–private partnerships through an evidence-based case study of a skills university that rests on legislation. It shows how the concept of a skill ecosystem may take concrete form in the Indian context and identifies conditions that appear necessary for replication. The discussion also introduces a distinction between shallow and deep engagement from industry, where shallow engagement refers to limited advisory roles and deep engagement refers to shared authority over core academic and administrative decisions. This distinction may help future researchers who wish to study other education projects with partnership elements.

6.4 Future Research Directions

Future work can move in several directions. Researchers can explore the long-term influence of YISU training on wage premiums and movement across job levels. Studies on employer satisfaction with YISU graduates can uncover how firms perceive their preparedness for work.

Careful analysis of the job guarantee model at the degree level can reveal how such promises affect student behaviour and employer commitments. Comparative analysis with other countries that have strong systems of skill-based higher education can also deepen understanding.

One valuable study design would take the form of a randomised controlled trial. Researchers could track applicants who just met the admission threshold and applicants who just missed it. Comparison over five years would then offer much stronger evidence on the causal impact of YISU than current placement statistics, which may contain selection bias.

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