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'YUVA NIDHI'

Investing in the Youth:

The Treasure of the Future

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An impact assessment study undertaken jointly by the Nitte University (deemed to be University) & Bangalore University.***

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PREFACE

`Yuvanidhi` is a welfare scheme launched in January 2024 by the Karnataka government. It supports unemployed youth with a monthly allowance. It seeks to ensure both financial support and free skill training for the beneficiaries.

This Report is an impact assessment of the scheme. A structured questionnaire was administered to a representative sample to elicit their response to the said scheme. This report present the key findings and outlines a set of recommendations.

Our gratitude to Mr. Vijay Bhaskar, the Chairman and Dr.D.Jeevan Kumar, Secretary of the Karnataka Branch of IIPA for their unqualified support and trust in assigning us this project. Our thanks to the leadership team of Nitte (Deemed to be University) and Bangalore University for their guidance and support.

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01 Introduction

1.1: About `Yuvanidhi`

1.1.1 Context

When young people in India, have been asked what are the most important challenges they face, unemployment invariably has ranked among the top two*. This is especially true for fresh graduates and those who have completed their diplomas. In the Indian context, one has often heard of the `demographic dividend` and the need to leverage the same. Youth as a valuable public resource and an investment for the future requires society and the state to equip them with the skill set that allows them to leverage their full potential. Efforts to channelize the energies of the youth towards nation building and their own professional development becomes imperative. This social security net was seen as vital for the socioeconomic empowerment of the younger generation and provide them opportunities and avenues for their professional growth.

**Indian Youth in a Transforming World: Attitudes and Perceptions. Sage, New Delhi CSDS and KAF. 2009*

***Karnataka Youth Policy**, GoK, December 2012*

***Study on Perceptions, Aspirations, Expectations & Attitude of Youth In Karnataka**, Karnataka Jnana Ayoga, Bangalore 2011.*



1.1.2 The Scheme

Soon after the 2023 Karnataka Assembly elections, the new government that came to power in the state, initiated the process of implementing the five guarantees it had promised during the election campaign. Among these guarantees was the `Yuvanidhi` scheme. This provided financial support and free skill training to unemployed youth. This scheme was implemented from January 2024.

The scheme aimed at providing ₹3,000 for unemployed degree holders and ₹1,500 for unemployed diploma holders, for up to two years. It focused on providing financial support to the unemployed youth and preparing them for developing the skills to secure employment and/ or being self employed. The financial support to the unemployed youth aimed at supporting them while preparing for jobs or entrepreneurship.

1.2: Scope of this Project

As the implementation of `Yuvanidhi` began in January 2024, in January-February 2026, an impact assessment study (two years after the launch of the scheme) was undertaken. Sponsored by the Karnataka Branch of the Indian Institute of Public Administration (IIPA), the study involved the conduct of a survey involving a representative sample across the state.A few relevant case studies were also undertaken. This study was jointly undertaken by the Nitte (Deemed to be University) and Bangalore University. Dr Sandeep Shastri, the Vice President of Nitte (Deemed to be University) Bangalore Campus was the Chief Mentor for the Project and Dr Veena Devi, Senior Professor of Political Science at Bangalore University was the Chief Coordinator of the Project. Dr. G.Raghu from the Management Department of Nitte (Deemed to be University) and Dr K L Nagesh were the Co-Coordinators of the project.

As part of the survey it was decided to interview 600 respondents (607 were interviewed). The state has been traditionally divided into six regions. In each region, twelve districts were identified by systematic random sampling. In each of the twelve districts, one Assembly constituency was chosen by systematic random sampling. Two polling station areas within each constituency were identified and twenty five interviews were conducted in each polling station area drawing the names from the voters list. Respondents to be interviewed were chosen from among those in the 18-30 age group in the voters list by means of systematized random sampling. In a later section, the demographic profile of the sample is indicative of the larger universe it is expected to represent.The details are outlined:

Table 1 : Region/ District/ Constituency where survey undertaken

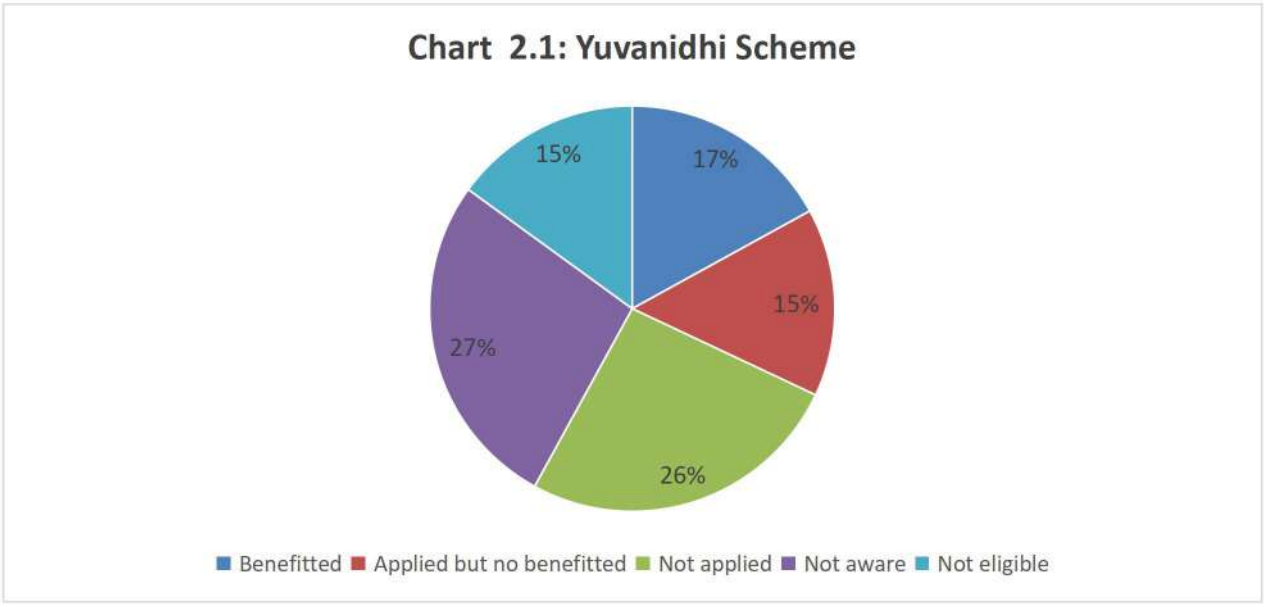
Sl.No.	Region	District	Constituency
1	Kittur-Krtk	Bagalkote	Jamkhandi
		Haveri	Shiggaon
2	Kalyan-Krtk	Gulbarga	Jewargi
		Raichur	Maski
3	Central-Krtk	Davangere	Honnali
		Shimoga	Sagar
4	South-Krtk	Hassan	Arkalgud
		Chikkabalapura	Chintamani
5	Coastal-Krtk	Uttara Kannada	Yellapura
		Dakshina Kannada	Sullia
6	Bengaluru	Urban	Anekal
		Rural	Nelamangala

A questionnaire to be administered was preapred after detailed consultation. The survey was done through face to face interviews. Prior to the start of the study, a pilot was completed to check on the effectiveness of the questionnaire in terms of language and understanding. The questionnaire was prepared and administered in Kannada. The field work for the study was done by post-graduate and undergraduate students of Nitte (Deemed to be University), Bengaluru campus and Bangalore University. After two days of training in survey methods, the chosen field investigators went for the field work in groups of two. Twelve teams of two members each covered one district. They spent two days in the field and did 25 interviews per day, as a team. Data collected was entered and analysed.

2.1 : `Yuvanidhi` Scheme in practice

Beneficiaries

The survey began by asking the respondents whether they had benefited from the Yuvanidhi scheme. Around one-sixth of the respondents (17%) stated that they had benefited from the scheme. Another one-seventh (15%) said that they had applied but not benefited from Yuvanidhi. A little over one-fourths (26%) said that they had not applied for the scheme.Yet another one-fourths (27%) said that they had not heard about the scheme while another one-seventh said that they were not eligible for the scheme. The implications of this reponse reflect the impact of the scheme. Three of every ten young people said that they were either not eligible or had apllied and had not benefited from the scheme. More than half the respondents (53%) stated that they had not applied or were not aware of the scheme. Many of those in this category were potential beneficiaries of the scheme. Less than two of every ten respondents (17%) actually mentioned that they had benefited from the scheme (see Chart 2.1). Clearly the focus needs to be on that majority among the youth who have either not heard of the scheme or not applied for it and could be the potential beneficiaries.

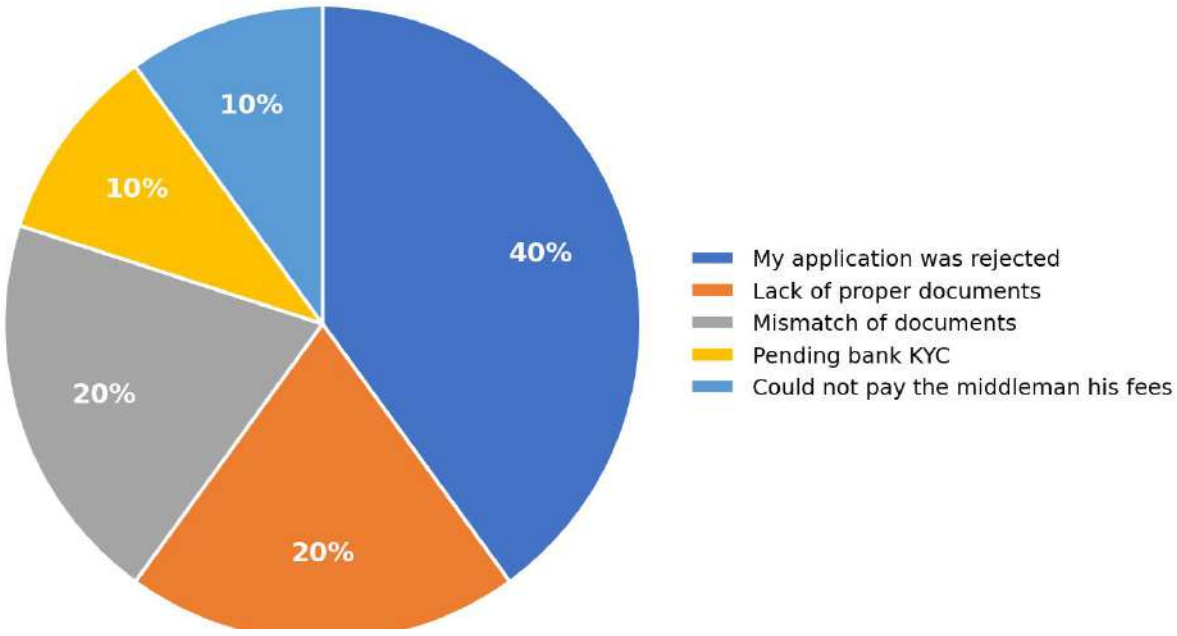


Non- beneficiaries

The survey further probed on the reason why respondents were not able to benefit from the scheme even though they had applied for it. Four of every ten of those who applied but could not secure the benefit mentioned that their application was rejected on grounds of non-eligibility. Another four of every ten said that either there was a mismatch of documents or they were unable to produce all the relevant documents which led to them being unable to avail of the scheme. One of every ten reported that the KYC was pending at the bank and another one of every ten said that they could not pay the middleman the fees that were sought (see Chart 2.2).

An analysis of the response of those who applied but did not receive the benefit of the scheme, indicates that in half the cases, if they had received support to keep the required documents ready, they may well have benefited from the scheme. This points out to a gray area in the support system available to the youth.

Chart 2.2: Main reason not benefited in spite of applying



Case Study 1

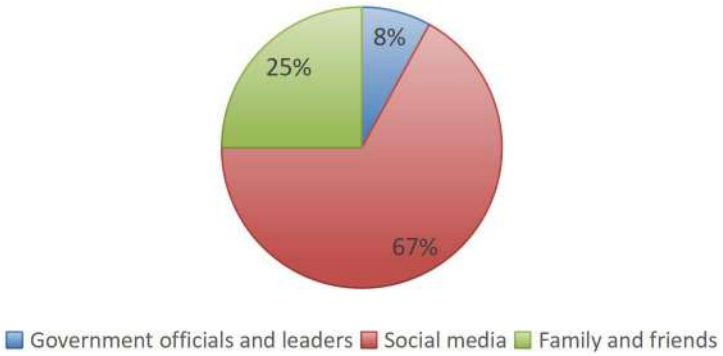
The Dilemmas of Rajesh

Rajesh is a 26 year old unemployed graduate living in Maski, Raichur district.Belonging to a lower middle class family, Rajesh's father is a farmer and mother a homemaker. It is now more than a year since Rajesh completed his degree and he has not yet been able to find a suitable job. While his family had hoped that he would contribute financially to help his younger siblings complete their education, he is still depends on his father. Rajesh wants to register for a short term skill course but does not have the financial resources. His relations and neighbours often ask him: `When will you get a job?` He is embarrassed by the question and often avoids meeting people. He has heard about Yuvanidhi. He is unsure whether he can benefit. Will his father approve? What will neighbours and friends say? Rajesh wonders whether social expectations should shape his choices. He often reflects why there is this yawning gap between the `world of study` and the `world of work`. Rajesh has so many unanswered questions.

Narratives linked to the `Yuvanidhi` Scheme

The study attempted a deeper dive to understand public perception of the working of the Yuvanidhi scheme. From whom did the respondents get to know details of the scheme? While two-thirds of the respondents (67%) mentioned social media as their source of information, another more than one-fourths (28%) mention family and friends as their channel of information (see Chart 2.4). Less than one of every ten (8%) mentioned government officials and political leaders as the ones they came to know of the scheme from. It is clear that for `Gen Z` in Karnataka, social media is the principal platform to garner information followed by family and friends.

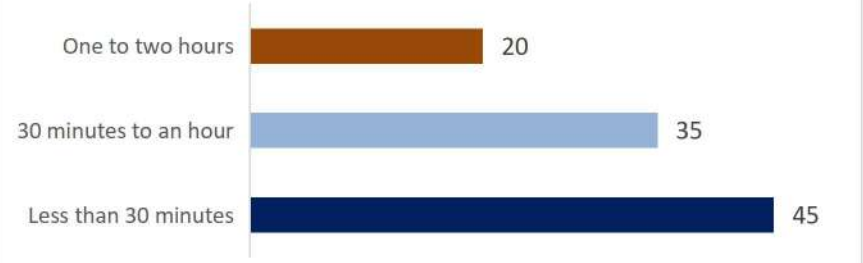
Chart 2.4: Source of information about scheme



When respondents were asked whether they filled up the application form for availing the benefit of the scheme on their own or took the help of others, over six of every ten (62%) said that they filled up the form on their own and the remaining close to four of every ten (38%) said that they sought some help to complete the application. Respondents were equally divided on whether they had to go to any office to apply for the scheme. A little over half the respondents who submitted an application (51%) said that they (or a family member on their behalf) had to visit a government office while applying for the scheme. The others reported not having to go to any office to submit the application form. Once again, half the respondents had to go once to a government office to fill up the form while the remaining had to make two to four trips.

Among those who went to a government office,close to half (45%) said that it took less than half an hour to complete the work. One thirds (35%) reported spending to close to an hour at the office and the balance two of every ten mentioned spending over an hour at the government office (see Chart 2.5).

Chart 2.5 : On an average how much time did you need to spend in the government office



The above narrative clearly indicates that youth were more likely to fill up the form on their own. The fact that a more or less equal percentage mentioned going alone to the government office or going with a family member, implies that many who filled the form on their own preferred to have a family member go with them to the office. This was especially true in the case of women applicants. It is also heartening to note that eight of every ten respondents spent less than an hour in the government office.

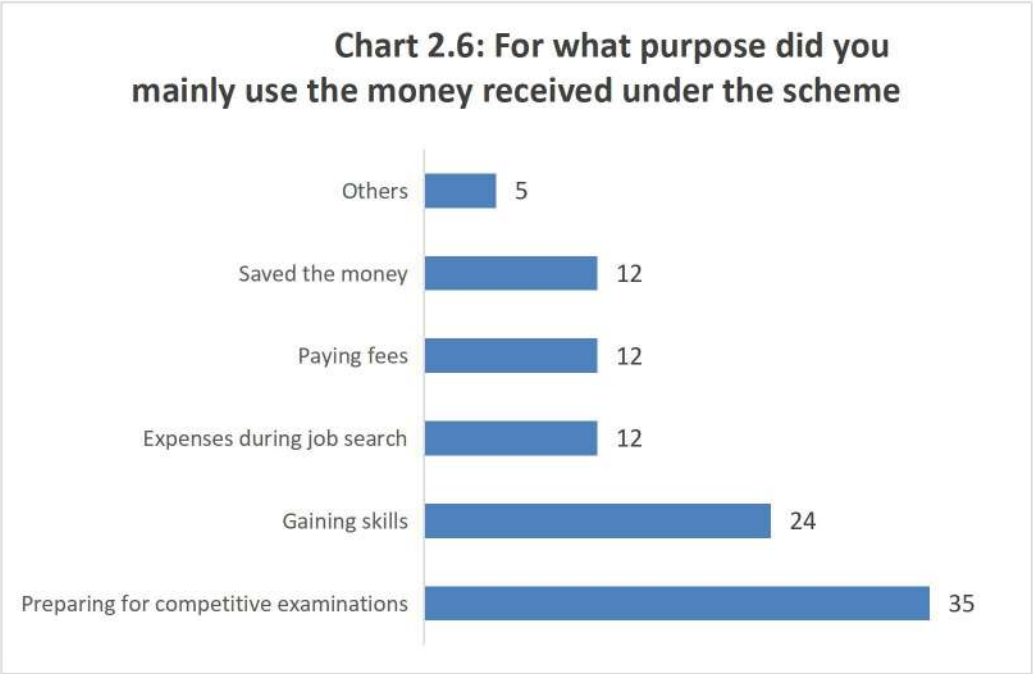
Case Study 2

Impact of Women Empowerment

Akshata who lives in Nelamangala in Bengaluru rural, is 22 years old and completed her one year diploma in tailoring a year ago. She approached many garment factories for a job. She was not satisfied with the salary offered and the nature of job assigned. She realised that she needed to upskill. Her parents are not too keen that she travels too far away from home. She did a short online course. However, she felt that she needed to learn hands on skills that an online course did not provide. When she heard of the Yuvanidhi scheme, she decided to apply. She did not want to solely depend on her parents for financial support. She filled up the application independently and submitted the same. Her mother accompanied her when she went to the government office to register the application. The process took a little over forty minutes. She started getting her monthly allowance and registered for a specialised skill programme. She is currently in that programme and is confident of securing a job with the new skills being acquired. Her online course was useful for her to take the offline learning forward.

Leveraging the benefits of the Yuvanidhi Scheme

Respondents who benefited from the Yuvanidhi scheme were asked what did they use the money received for? Interestingly, over one-thirds (35%) opined that the funds received were invested in preparing for competitive examinations. Another one-fourth (24%) stated that the amount received was used for gaining skills. Yet another one-fourth (24%) said the money received was useful to pay fees and for maintenance during this phase of job search. One of every ten (12%) reported saving the money received (see Chart 2.6).



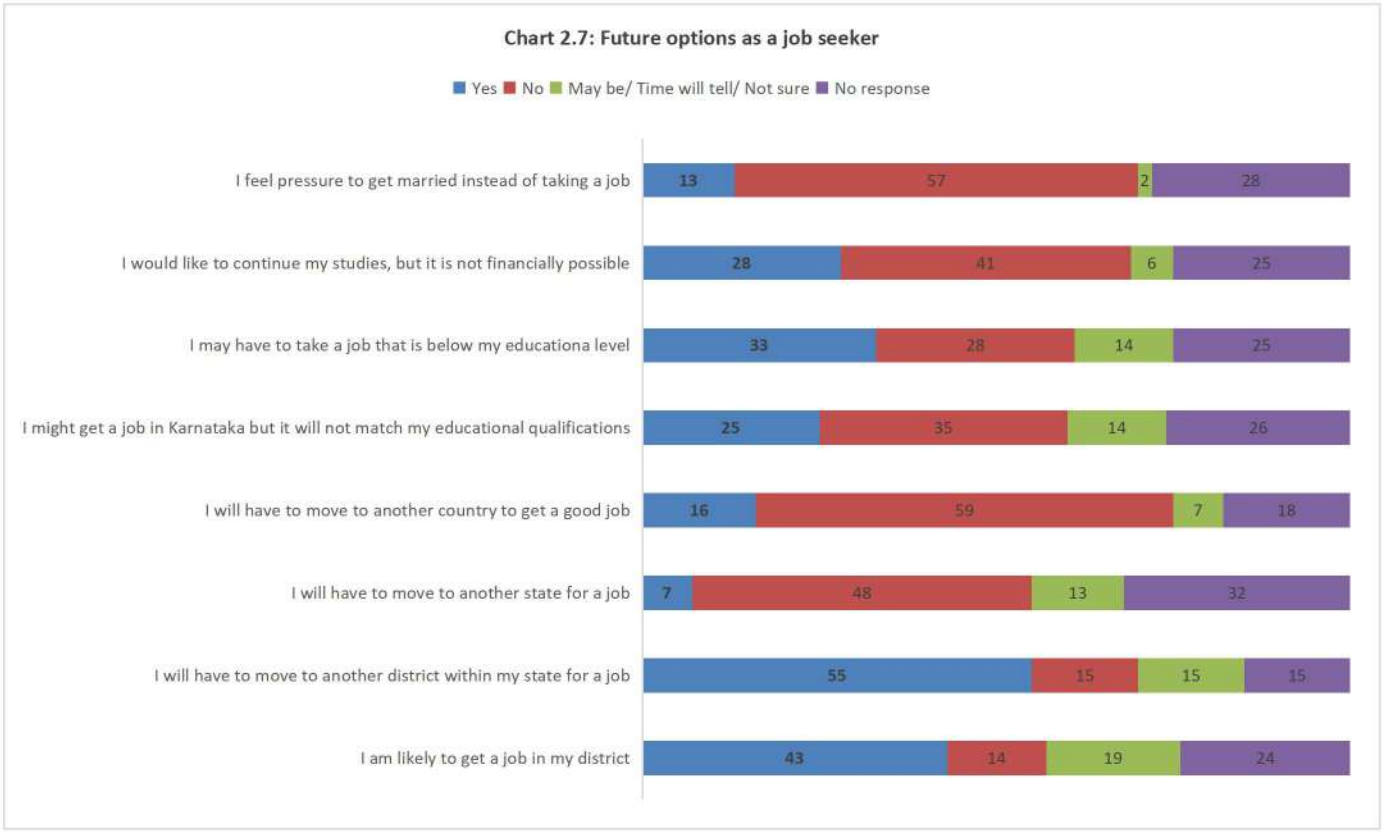
It is important to record that preparing for the competitive examinations was an important activity reported by those availing of this scheme. The implication is that after completing their education they preferred to use the benefit of the scheme to devote time to prepare for competitive examinations. It also indicates that they were not actively canvassing for employment and used the financial support to prepare for a competitive examination. Close to half the respondents gave a cluster of responses including investing the amount in gaining skills, paying fees and covering the expenses during job search. It would be useful for the government to publicize this use as it could inspire others to do the same.

The respondents who were not positive about utilizing the mandatory skill training, had a clear set of reasons for the same. One thirds (36%) believed that The quality of the training programmes was poor. Another one thirds (36%) asserted that the mandatory skill training did not guarantee a job that was well paying or not linked to the skill that they were looking for. Close to three of every ten (27%) felt that The skill training centre was distant from their homes and the placement offered was also distant from their homes.

Anxieties about the Future

To tap the anxieties of the youth in Karnataka, a battery of eight questions were asked about their perceptions of what may happen in the future. The cloud of uncertainty was patently visible when more than one-fourth of the respondents, preferred not to respond. If to this one were to add the may be/ time will tell/ not sure response (which also indicates strong uncertainty) the numbers jump to a significantly higher level.

If one were to go question by question, more than four of every ten were confident of getting a job in their own district. A majority (55%) felt that they may need to go to another district within the state to seek a job. Less than one in every ten felt that they would need to go to another state to get a job. Interestingly a higher percentage (one-sixth) felt that they would need to go to another country to get a job. The next three responses explain the above responses. One fourth felt that they may not get a job within Karnataka, matching their qualifications. One thirds felt that may have no choice to take up a job below their educational level. Financial constraints prevented three of every ten from pursuing higher studies. Only one in every ten (13%) felt that there would be pressurised to get married rather than seek a job. While most of these respondents were women, it is important to note that a majority of women respondents, responded in the negative to this question (see Chart 2.7).





If one were to look at the `no` answers, it reflects the `hope of optimism` among the youth about the future. Just over one of every ten responded in the negative about getting a job in their district. A similar percentage took that stand for having to move to another district in the state for a job. Nearly half felt that they would not need to move to another state looking for a job. Six of every ten, took the stand that it may not be necessary to go abroad for a job. One thirds felt that they would get a job in Karnataka matching their qualifications. Another three of every ten were positive of getting a job that would be on par with their qualifications. Four of every ten did not see a financial challenge in pursuing higher studies. The important point that needs to be stressed is that the negation could not just be about the fiscal dimension but the fact that they prefer a job than pursuing higher studies. Close to six of every ten, felt that there was no pressure to prioritize marriage over taking up a job.

Respondents benefiting from the Yuvanidhi scheme were asked whether they would accept a job that was offered even though the salary did not match their expectations,close to two thirds (65%) said that they would accept it. Another One thirds (35%) said that they would not accept it or bargain for a batter compensation. Those who said they would decline or bargain further were subsequently asked whether they would have stated the same if they were not benefiting from the Yuvanidhi scheme/. Six of every ten (61%) said that they may have given a different answer if they were not enjoying the benefit of Yuvanidhi.

Case Study 3 : From the Strategic Lens of the Parents

Veerappa and Shantamma are a lower middle class couple living in a small town in Bagalkote district in Karnataka. Veerappa works in a provision store in the town, while Shantamma is a house help working at several homes. They have two children. Parvathi who is 26 years old and married. She moved to Belagavi city after her marriage and is a mother of a one year old boy. Basavaraj is the younger child of Veerappa and Shantamma. He is 22 years old and has just completed his engineering from a private engineering college. The couple have taken a bank loan to fund Basavaraj's college education. Basavaraj was not able to secure a job after his graduation. He was keen to gain additional skills yet found the courses beyond his financial reach. For the last few months, he has been getting the Yuvanidhi allowance. He is not satisfied with the quality of the free skill development course offered. Basavaraj in unsure whether he would get a well paying job once he completes the skill development course. His parents are tense about their son's future, They are also worried about the repayment of the loan taken. Their current household income is just enough to take care of their family needs.



Did young people who benefited from Yuvanidhi, witness any changes in the attitude of those at home? Close to nine of every ten (88%) saw no changes at home since they availed of the scheme. The defining paradox of our times, as reflected in the perceptions of young people is the parallel presence of a strong flavour of optimism along with multiple anxieties about the future. While young people have a positive outlook to the `world of future possibilities` they do encounter palpable fears about increasing levels of stress, more intense competition, heightened social expectations and the disruptive nature of technology. Thus, the optimism shares space with awareness of challenges and risks. A narrative of heightened expectations coexists with apprehensions about an uncertain future.

Case Study 4 : A social activists' perspective

For purpose of confidentiality let us name our social activist as Ms D. Ms. D, has been active for the last decade as part of a social organisation working among the youth. She lives in Sullia, a taluka headquarters in Dakshina Kannada district. Dominated by plantation crops, the area has arecanut, rubber, coconut, cashew and pepper shaping the local economy. Educational institutions are fast expanding in Sullia. Ms.D. works largely with young adults who today aspire to go beyond the traditional frontiers familiar to their parents. She has been active in promoting skill development programmes and has off-late, encouraged unemployed youth to apply for the Yuvanidhi scheme.

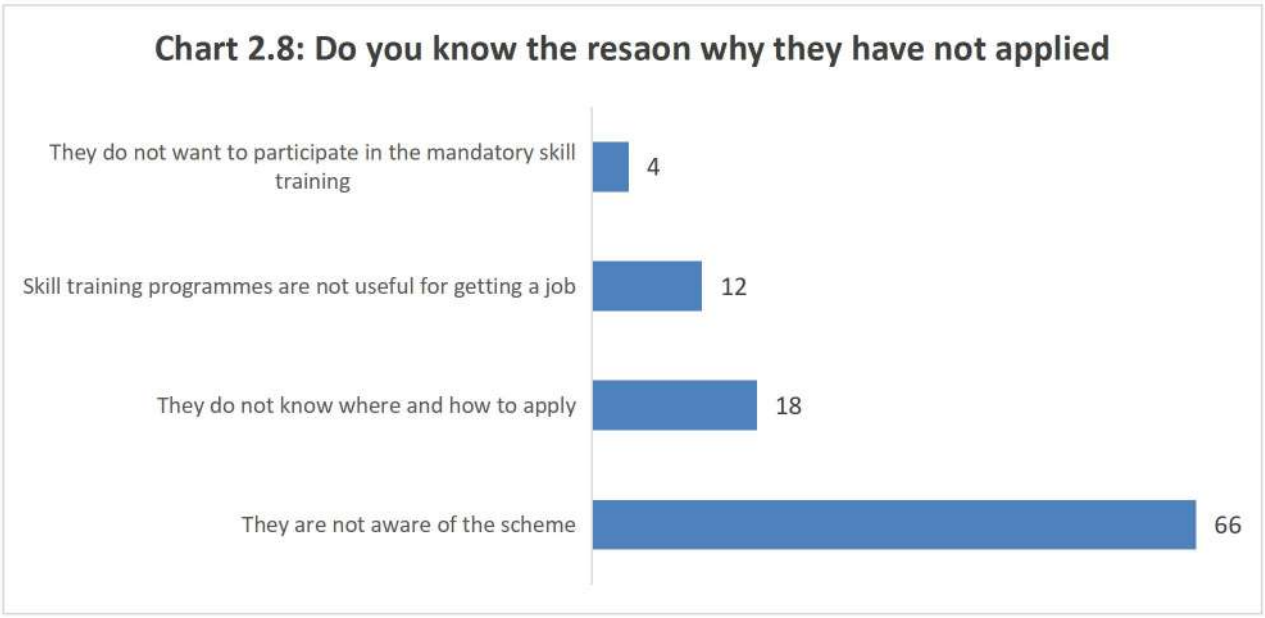
Ms.D's work is essentially rooted in local realities and incorporates the aspirational vision of the young,. As a social activist, she begins her typical day confronting daily challenges - caste bias, gender restrictions, unemployment and restricted opportunities.She notices a visible change in the attitude of young people over the last decade. The young prefer more informal structures for interaction where they are not judged for what they say, do, wear and believe. She speaks the local dialect and tries to connect with the youth and `be one of them`. She is, in most cases, a decade and a half older than them, which makes it easier to connect. It is much tougher for Ms.D. to connect with those older than her, as they often are unable to appreciate the effort she is putting in.

Ms.D. has organised vocational skill workshops, youth engagement dialogues, digital literacy programmes and creative clubs. She has brought local achievers to such events so that they can be role models for the youth. She hopes to channelize the energy and enthusiasm of youngsters and prevent any pessimism about developments around them having an adverse effect. Young people have anxieties about jobs and she helps them cope with it. If youth are inspired to seek work outside their district, she speaks to the parents and helps the youth find their bearings wherever they wish to move. She tries to involve the local community in providing a support base for the youth. Her toughest task is to change perceptions among the older generation.

Ms.D. has a `mantra for empowerment` - shaping their destiny with dignity. It is the narrative of transforming a small-town vision into a global opportunity. She sees herself as a catalyst for change and transformation. Young unemployed youth see her as a beacon of support and guidance. At the end of the day, Ms.D. measures her progress in the small steps she is able to take, in the slow transformation she is able to generate. The sparkle in the eyes of the youth and their unbounded enthusiasm is her greatest reservoir of strength.

Expanding the pool of beneficiaries

Respondents were asked whether their friends who were eligible to benefit from Yuvanidhi has applied for the scheme. While one thirds of the respondents (33%) stated that their friends who were eligible had applied for the scheme. What is more important to highlight is that more than half the respondents (54%) said that their peers who were eligible had not applied for the scheme. When probed further, on what was the reason for their not applying, it was recorded by the respondents that two thirds of those friends who were eligible and had not applied were unaware of the scheme. Another two in every ten (18%) did not know of the procedure to be followed. A final one sixth (16%) felt that the skill training programmes would not help them secure a job or they were not keen to invest time in the mandatory skill training (see Chart 2.8).

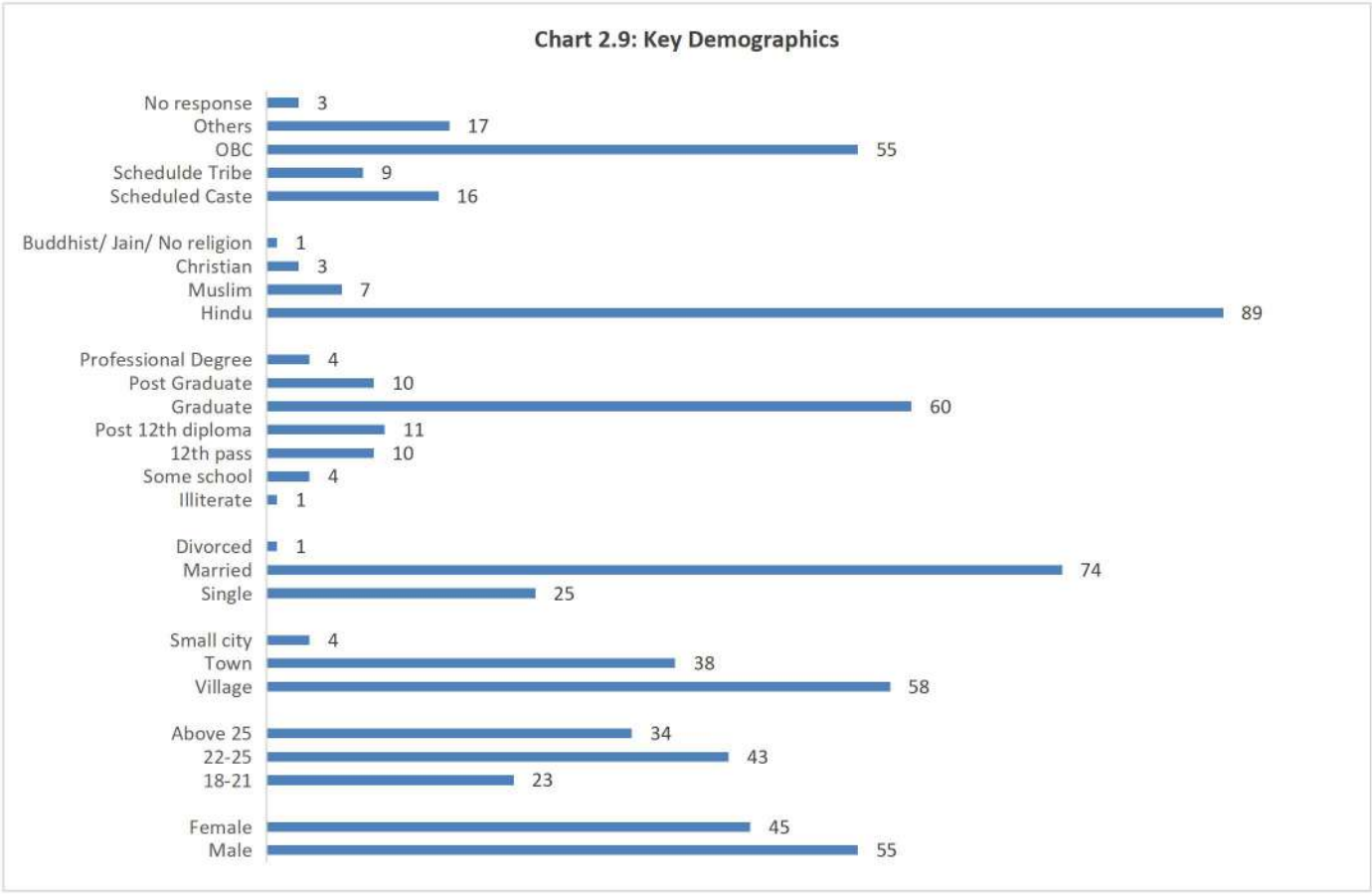


The implications of the above are far reaching. If respondents believe that more than half their peers who are eligible for the scheme do not have the required awareness, it is imperative that efforts be made by the government to spread awareness of the same among the youth. Secondly, if one thirds of the youth do not know how to apply or more importantly, perceive that the skill training programme is not useful for securing a job, it would require to be immediately addressed.

When asked whether the Yuvanidhi scheme should continue, a majority of the respondents (56%) replied in the affirmative. It needs to be noted that three of every ten (30%) were not in favour of its continuation and one seventh (14%) were not willing to take a stand. If the scheme only had a lukewarm response, it may be important to focus on some dimensions highlighted in this impact assessment study to streamline and improve the implementation of this important social safety net.

2.2 : Demographics of Survey respondents

In the introductory segment, attention was drawn to the fact that great care was taken in the present study in drawing an authentic representative sample. To ensure the same, a rigorous methodology was employed. The aim was to ensure that the sample of 608 chosen were representative of the larger universe of youth in Karnataka it was expected to represent. We have the confidence that the conclusions drawn are not limited merely to the sample but the larger universe that they seek to represent. This confidence is further strengthened by the demographic profile of the sample.



There was a ten percentage point gap between men and women among the respondents. One-fourths of the respondents (23%) were in the 18-21 age group; four of every ten (43%) were in the 22-25 age band ; the remaining two-thirds were in the above 25 to 30 age cohort (34%). This would be largely representative of the youth in Karnataka in the 18-30 age band. Six of every ten of our respondents lived in rural areas (58%); a little over two-thirds (38%) in towns and a small fraction in cities. One fourth of the youth interviewed were single and the remaining three-fourths were married. Nine of every ten in our sample were Hindus with the remaining from other religious minorities. One-sixth of the sample were Scheduled Castes, one in every ten were Scheduled Tribes and more than half the respondents (55%) were OBCs. This demographic profile gives the confidence that the sample represented the larger universe.

Case Study 5 : Viewed from the other shore

An officer on the ground in Sagar in Shimoga district shared at length his experience of implementing the Yuvanidhi scheme. To ensure confidentiality and anonymity let us refer to him as Mr. L. He highlighted the challenges faced in implementing the scheme - as part of the rough and tumble of daily governance and administration. He spent long hours in verifying the documentation of the applicants. His approach was simple. Focus on what is there and not what is not there! Help the applicant to bring at the earliest what is needed and provide any support in that regard. He earned the goodwill of a lot of youngsters. He of course hastened to add only eligible beneficiaries were enrolled and he had a zero tolerance policy when it came to agents. Many a time he needed to get in touch with the colleges, local diploma centres and the panchayat offices both for seeking additional information as well as securing support in spreading awareness about the scheme. His greatest moments of satisfaction is when young men and women come to him thanking him for the receipt of the monthly allowance on time. He responds to them saying that he is merely doing his duty. The young counter that by saying, we wish all would do the same! He has been witness to the awareness gap about the scheme as well as the Kaushalkar skill programmes not meeting the expectations of the beneficiaries. Mr.L. says that at the end of the day, the skills imparted should be linked to the aspirations of the beneficiaries and help them secure employment. He concedes that the scheme is a first step and invovles `symbolism`. Much more needs to be done to empower the younger generation and prepare them for the dream of a `Viksit Bharat`. Mr.L. went on to add that his contribution is a `first step` and many more `giant strides` are needed in the days ahead.

03 Recommendations

The following recommendations flow from the findings of the survey and the implications and inferences from the case studies:

- There is clear evidence to show that the Yuvanidhi scheme has benefited a fair segment of the unemployed youth in the state. There is a positive response to its implementation.

- More than half the respondents stated that they had not applied or were not aware of the Yuvanidhi scheme. Many of those in this category were potential beneficiaries of the scheme. Clearly, the focus needs to be on that majority among the youth who have either not heard of the scheme or not applied for it and could be the potential beneficiaries.

- Respondents also mentioned that half their peers who were eligible to benefit from the scheme had not applied for the same. Two thirds among them had not heard of the scheme. If respondents believe that more than half their peers who are eligible for the scheme do not have the required awareness, it is imperative that efforts be made by the government to spread awareness of the same among the youth.

- A social media campaign using multiple and appropriate platforms needs to be started to spread awareness about the scheme. The same needs to focus on providing details of the scheme, the application procedure, documentation needed for eligibility and the like

- Government may need to simplify the online application process for the Yuvanidhi scheme. The process may enable auto-fetching the available documents from the different data bases instead of asking the applicants to submit them. Only where a document is not available in any of the databases should the online system ask for the missing document.

- A large segment of the youth perceive that the skill training programmes are not useful for securing a job, it would require to be immediately addressed. It may be useful to make skill training aligned with the industry demands, linked to job placements and delivered in a flexible and user friendly manner. In this context, a deeper engagement with the industry may be required. The skill training certifications need to be recognised by prospective employers leading to job offers. Entrepreneurial support in the form of micro-loans, mentorship and incubation may also be helpful for youth securing gainful employment. At the end of the day, a dialogue with the potential and current beneficiaries of Yuvanidhi, on what are their expectations on skill training may also be useful for a buy-in.

- Yuvanidhi scheme needs to work on the yawning gap between `the world of study` and the `world of work`. The Skill Development Programme needs to focus on filling this gap. There seems to be a growing perception that the mandatory skill programme is not necessarily addressing this need. To increase the confidence levels in the beneficiaries this becomes imperative.

- The Yuvanidhi scheme has the potential to be a key platform for `women empowerment`, The case study quoted in the report exemplifies that possibility.

- Preparing for the competitive examinations was an important activity reported by those availing of this scheme. The implication is that after completing their education they preferred to use the benefit of the scheme to devote time to prepare for competitive examinations. It also indicates that they were not actively canvassing for employment and used the financial support to prepare for a competitive examination. This again needs to be highlighted by the scheme promoters.

- Close to half the respondents gave a cluster of responses including investing the amount in gaining skills, paying fees and covering the expenses during job search. It would be useful for the government to publicize this use as it could inspire others to do the same.

- Given Indian social reality, it may be useful to make the parents of the beneficiaries as stake holders in the scheme.

- The defining paradox of our times, as reflected in the perceptions of young people is the parallel presence of a strong flavour of optimism along with multiple anxieties about the future. While young people have a positive outlook to the `world of future possibilities` they do harbour palpable fears about increasing levels of stress, more intense competition, heightened social expectations and the disruptive nature of technology. Thus, the optimism shares space with awareness of challenges and risks. A narrative of heightened expectations coexists with apprehensions about an uncertain future. Yuvanidhi can be an ideal platform to address these contradictions.

- A social activist saw `Yuvanidhi` as a `mantra for empowerment` - shaping the destiny of unemployed youth with dignity. It is the narrative of transforming a small-town vision into a global opportunity. Can this scheme be catalyst for change and transformation? Can a state measures progress in the small steps people are able to take, in the slow transformation we are able to generate. The sparkle in the eyes of the youth and their unbounded enthusiasm is the greatest reservoir of strength, for Yuvanidhi.

- Yuvanidhi has generated a lot of goodwill among youngsters. It may be useful to plug some of the loopholes in the processes especially the continued presence of middlemen.Different government agencies would need to work in concert to ensure the effective implementation of the scheme. There is an awareness gap as well as the skill programmes not meeting the expectations of the beneficiaries. Skills imparted should be linked to the aspirations of the beneficiaries and help them secure employment.

04 Conclusions

The implementation of Yuvanidhi is indicative of how limited financial support with meaningful skill development pathways, can serve as a effective bridge between education and employment. There are of course challenges - meeting the aspirations of the beneficiaries with regard to their expectations on skill training and spreading awareness in society about the scheme being the principal ones. Additionally, scaling up administrative capacity and ensuring that new aspirations are addressed would also be required. Giving young people a sense of dignity and the helping spread the awareness of a caring, sensitive and empathetic governance system is often the key. It is imperative that the anxieties among the youth is transformed into confidence about the future. The recommendations of this impact assessment study is a step in that direction.

05 Annexures

Photographs of Interviews









Annexure II: Yuvanidhi Scheme Study Questionnaire

YUVANIDHI SCHEME STUDY - 2026

F1. Investigator Roll No. : _____

F1a. Name of the Investigator : _____

F2. District Name and District ID : _____

F2a. Taluk Number and Name : _____

F3. Location Name : _____

F4. Area/locality:

1. Village
2. Town (50,000 – 1 lakh population)
3. Small City (1-5 lakh population)
4. Big City (5-10 lakh population)

ಸಂದರ್ಶನದಾರರ ಪರಿಚಯ ಮತ್ತು ಮಾಹಿತಿಯುಕ್ತ ಒಪ್ಪಿಗೆಯ ಹೇಳಿಕೆ

ನನ್ನ ಹೆಸರು _____ ಮತ್ತು ನಾನು ನಿಟ್ಟೆ ವಿಶ್ವವಿದ್ಯಾಲಯ/ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ ಮತ್ತು ಐಐಪಿಎ – ಕರ್ನಾಟಕ ಶಾಖೆಯವನು. ಕರ್ನಾಟಕ ಸರ್ಕಾರವು ಪ್ರಾರಂಭಿಸಿದ ಯುವನಿಧಿ ಯೋಜನೆ ಮತ್ತುಯುವ ಸಬಲೀಕರಣದ ಮೇಲೆ ಅದರ ಪ್ರಭಾವದ ಬಗ್ಗೆ ನಾವು ಸಮೀಕ್ಷೆಯನ್ನು ನಡೆಸುತ್ತಿದ್ದೇವೆ. ಈ ಉದ್ದೇಶಕ್ಕಾಗಿ, ನಾವು ರಾಜ್ಯಾದ್ಯಂತ ಹಲವಾರುಯುವಜನರನ್ನು ಸಂದರ್ಶಿಸುತ್ತಿದ್ದೇವೆ. ಈ ಸಮೀಕ್ಷೆಯು ಸ್ವತಂತ್ರಅಧ್ಯಯನವಾಗಿದೆ. ನೀವು ಒದಗಿಸುವಯಾವುದೇ ಮಾಹಿತಿಯನ್ನುಕಟ್ಟುನಿಟ್ಟಾಗಿಗೌಪ್ಯವಾಗಿಡಲಾಗುತ್ತದೆ. ಸಂಶೋಧನೆಗಳನ್ನು ಸಂಶೋಧನಾಉದ್ದೇಶಗಳಿಗಾಗಿ ಬಳಸಲಾಗುತ್ತದೆ.ಸಂದರ್ಶನವನ್ನು ಪೂರ್ಣಗೊಳಿಸಲುಇದು ಸಾಮಾನ್ಯವಾಗಿ 25–30 ನಿಮಿಷಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳುತ್ತದೆ. ದಯವಿಟ್ಟು ಸ್ವಲ್ಪ ಸಮಯತೆಗೆದುಕೊಂಡು ಈ ಸಮೀಕ್ಷೆಯನ್ನು ಪೂರ್ಣಗೊಳಿಸಲು ನನಗೆ ಸಹಾಯಮಾಡಿ.

F5. ನಾನು ಸಂದರ್ಶನವನ್ನು ಪ್ರಾರಂಭಿಸಬಹುದೇ? *(First confirm whether the respondent is in the age group that makes them eligible for the Yuvanidhi scheme* 1. Yes 2. No *(Stop the discussion and go to some other house)*

F6. ಪ್ರತಿವಾದಿಯ ಹೆಸರು: _____

F6a. Gender 1. Male 2. Female 3. Others

Z1. ನಿಮ್ಮ ವಯಸ್ಸು ಎಷ್ಟು? _____ *(in years)* 98. No response *(If age is above 95 years, enter code 95)*

Z2. ನೀವು ಕರ್ನಾಟಕದ ಖಾಯಂ ನಿವಾಸಿಯೇ 1. ಹೌದು 2. ಇಲ್ಲ

Z3. ನೀವು ಕರ್ನಾಟಕದಲ್ಲಿ ಕನಿಷ್ಠ 6 ವರ್ಷಗಳ ಶಿಕ್ಷಣವನ್ನು ಪೂರ್ಣಗೊಳಿಸಿದ್ದೀರಾ 1. ಹೌದು 2. ಇಲ್ಲ

Z3a. ನೀವು 2022–23 ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಅಥವಾ ನಂತರ ಡಿಪ್ಲೊಮಾ ಅಥವಾ ಪದವಿ (UG/PG) ಅನ್ನು ಪೂರ್ಣಗೊಳಿಸಿದ್ದೀರಾ..
1. ಹೌದು 2. ಇಲ್ಲ

Z3b. ನಿಮ್ಮ ಶಿಕ್ಷಣವನ್ನು ಪೂರ್ಣಗೊಳಿಸಿದ ನಂತರ ಕನಿಷ್ಠ 180 ದಿನಗಳವರೆಗೆ ನೀವು ನಿರುದ್ಯೋಗಿಯಾಗಿದ್ದೀರಾ.
1. ಹೌದು 2. ಇಲ್ಲ

Q1. ಯುವನಿಧಿ ಯೋಜನೆಯಡಿ ನೀವು ಯಾವುದೇ ಪ್ರಯೋಜನವನ್ನು ಪಡೆದಿದ್ದೀರಾ ಅಥವಾ ಇಲ್ಲವೇ ಎಂದು ದಯವಿಟ್ಟು ನನಗೆ ತಿಳಿಸಿ
1. ಪ್ರಯೋಜನ ಪಡೆದವರು 2. ಅರ್ಜಿ ಸಲ್ಲಿಸಿದರೂ ಪ್ರಯೋಜನ ಪಡೆದಿಲ್ಲ. 3. ಅನ್ವಯಿಸಿಲ್ಲ.
8. ತಿಳಿದಿಲ್ಲ (ಮೌನ ಆಯ್ಕೆ) 9. ಅರ್ಹರಲ್ಲ (ಮೂಕ ಆಯ್ಕೆ)

Q2. ದಯವಿಟ್ಟು ಯೋಚಿಸಿ ಮತ್ತು ಯುವನಿಧಿ ಯೋಜನೆಯ ಬಗ್ಗೆ ನೀವು ಹೇಗೆ ತಿಳಿದುಕೊಂಡಿದ್ದೀರಿ ಎಂದು ನನಗೆ ತಿಳಿಸಿ
1. ಸರ್ಕಾರಿ ಅಧಿಕಾರಿಗಳು. 2. ಸಾಮಾಜಿಕ ಮಾಧ್ಯಮ 3. ಕುಟುಂಬ/ಸ್ನೇಹಿತರು 4. ಸ್ಥಳೀಯ ಮುಖಂಡರು.
7. ಇತರರು (ನಿರ್ದಿಷ್ಟಪಡಿಸಿ) _____ 8. ಯಾವುದೇ ಪ್ರತಿಕ್ರಿಯೆ ಇಲ್ಲ

Q3. ಅರ್ಜಿ ನಮೂನೆಯನ್ನು ಭರ್ತಿ ಮಾಡಲು ನೀವು ಯಾವುದೇ ಸಹಾಯವನ್ನು ಕೋರಿದ್ದೀರಾ?
1. ಹೌದು 2. ಇಲ್ಲ

Q3a. (If yes) ಫಾರ್ಮ್ ಅನ್ನು ಭರ್ತಿ ಮಾಡಲು ನಿಮಗೆ ಯಾರು ಸಹಾಯ ಮಾಡಿದರು
1. ನೆರೆಹೊರೆಯವರು 2. ಸ್ನೇಹಿತ 3. ಸಮಾಜ ಸೇವಕ 4. ಬೇರೆ ಯಾವುದಾದರೂ ಸೂಚಿಸಿ

Q4. *(If 1 in Q1)* ಯುವನಿಧಿ ಯೋಜನೆಗೆ ಅರ್ಜಿ ಸಲ್ಲಿಸಲು ನೀವು ಅಥವಾ ನಿಮ್ಮ ಕುಟುಂಬದ ಯಾರಾದರೂ ಕಚೇರಿಗೆ ಹೋಗಬೇಕಾಯಿತೇ?

1. Yes *(Go to Q4a)* 2.No 8. No response

Q4a. ನೀವು ಅರ್ಜಿಯನ್ನು ನೀವೇ ಸಲ್ಲಿಸಿದ್ದೀರಾ ಅಥವಾ ಬೇರೆಯವರ ಮೂಲಕ ಸಲ್ಲಿಸಿದ್ದೀರಾ

1. ನಾನು 2. ಬೇರೆಯವರ ಮೂಲಕ

Q4b. ನೀವು ಯಾರ ಸಹಾಯವನ್ನು ಪಡೆದುಕೊಂಡಿದ್ದೀರಿ

1. Grama One/Bangalore One/Cyber center operator
2. Middleman 3. Any other specify_____

Q4c. *(If 1 in Q4)* ನೀವು ಅಂತಿಮವಾಗಿ ಯೋಜನೆಯನ್ನು ಪಡೆಯುವ ಮೊದಲು ಈ ಕಚೇರಿಗೆ ಎಷ್ಟು ಬಾರಿ ಭೇಟಿ ನೀಡಿದ್ದೀರಿ?

(Do not read out the options)

1. ಒಮ್ಮೆ ಮಾತ್ರ 2. ಎರಡರಿಂದ ನಾಲ್ಕು ಬಾರಿ 3. ಐದು ಬಾರಿ ಮತ್ತು ಇನ್ನೂ ಹೆಚ್ಚು
8. ನೆನಪಿಲ್ಲ 9. ಯೋಜನೆಯನ್ನು ಪಡೆಯಲು ಸಾಧ್ಯವಾಗಲಿಲ್ಲ

Q4d. *(If 1, 2 or 3 in Q4b)* ಆ ಕಚೇರಿಗೆ ಪ್ರಯಾಣಿಸಲು ಎಷ್ಟು ಸಮಯ ತೆಗೆದುಕೊಂಡಿತು? *(Do not read out the options)*

1. 30 ನಿಮಿಷಗಳಿಗಿಂತ ಕಡಿಮೆ
2. 30 ನಿಮಿಷದಿಂದ 59 ನಿಮಿಷಗಳು
3. 1 ಗಂಟೆಯಿಂದ 1 ಗಂಟೆ 59 ನಿಮಿಷಗಳು
4. 2 ಗಂಟೆಗಳು ಮತ್ತು ಅದಕ್ಕಿಂತ ಹೆಚ್ಚು 8.No response

Q4e. *(If 1, 2 or 3 in Q4b)* ಆ ಕಚೇರಿಯಲ್ಲಿ ನೀವು ಎಷ್ಟು ಸಮಯ ಕಳೆಯಬೇಕಾಯಿತು? *(Do not read out the options)*

1. 30 ನಿಮಿಷಗಳಿಗಿಂತ ಕಡಿಮೆ
2. 30 ನಿಮಿಷದಿಂದ 59 ನಿಮಿಷಗಳು
3. 1 ಗಂಟೆಯಿಂದ 1 ಗಂಟೆ 59 ನಿಮಿಷಗಳು
4. 2 ಗಂಟೆಗಳು ಮತ್ತು ಅದಕ್ಕಿಂತ ಹೆಚ್ಚು 8.No response

Q5a. ನೀವು ಮಧ್ಯವರ್ತಿಯ ಮೂಲಕ ಸಲ್ಲಿಸಿದ್ದರೆ, ನೀವು ಅವರಿಗೆ ಎಷ್ಟು ಪಾವತಿಸಿದ್ದೀರಿ? ರೂ _____

Q5b. ಭತ್ಯೆಗೆ ಅನುಮೋದನೆ ಪಡೆಯಲು ನೀವು ಸರ್ಕಾರಿ ಕಚೇರಿಯಲ್ಲಿ ಏನಾದರೂ ಲಂಚ ನೀಡಬೇಕೇ? 1Yes 2 No

ಹೌದು ಎಂದಾದರೆ, ಎಷ್ಟು ರೂಪಾಯಿ? ರೂ _____

Q6. *(If 1 in Q1)* ಯುವ ನಿಧಿ ಯೋಜನೆಯಿಂದ ಪಡೆದ ಭತ್ಯೆಯನ್ನು ನೀವು ಬಳಸಿದ್ದೀರಾ ಎಂದು ದಯವಿಟ್ಟು ನನಗೆ ತಿಳಿಸಿ?

1. Yes 2. No 8. No response

Q6a. ಹೌದು ಎಂದಾದರೆ, ನೀವು ಅದನ್ನು ಹೇಗೆ ಬಳಸಿಕೊಂಡಿದ್ದೀರಿ?

1. ಖಾಸಗಿ ಕೌಶಲ್ಯ ಕೇಂದ್ರದಲ್ಲಿ ದಾಖಲಾಗಿದ್ದೇನೆ
2. ಸರ್ಕಾರಿ ಕೌಶಲ್ಯ ಕೇಂದ್ರದಲ್ಲಿ ದಾಖಲಾಗಿದ್ದೇನೆ
3. ಡಿಪ್ಲೊಮಾ/ಪ್ರಮಾಣಪತ್ರ ಕೋರ್ಸ್‌ಗೆ ದಾಖಲಾಗಿದ್ದೇನೆ
4. Any other specify_____

Q6b. (if No to Q6) ಕಡ್ಡಾಯ ಕೌಶಲ್ಯ ತರಬೇತಿಗೆ ನೀವು ಅದನ್ನು ಏಕೆ ಬಳಸಿಕೊಂಡಿಲ್ಲ.

1. ಕೌಶಲ್ಯ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳ ಗುಣಮಟ್ಟ ಕಳಪೆಯಾಗಿದೆ
2. ಗುಣಮಟ್ಟ ಉತ್ತಮವಾಗಿದ್ದರೂ, ಅವು ಉದ್ಯೋಗ ಪಡೆಯಲು ಉಪಯುಕ್ತವಾಗಿಲ್ಲ
3. ನನಗೆ ಬೇಕಾದ ಕೌಶಲ್ಯ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಕಂಡುಹಿಡಿಯಲು ಸಾಧ್ಯವಾಗುತ್ತಿಲ್ಲ
4. ನಾನು ಬಯಸುವ ಕೌಶಲ್ಯ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳು ನನ್ನ ನಿವಾಸದಿಂದ ದೂರದಲ್ಲಿ ಲಭ್ಯವಿದೆ
5. ಏಕೆಂದರೆ ನಾನು ಕೌಶಲ್ಯ ತರಬೇತಿಯನ್ನು ಪೂರ್ಣಗೊಳಿಸಿದ ನಂತರ ಭತ್ಯೆಯನ್ನು ನಿಲ್ಲಿಸಲಾಗುತ್ತದೆ
6. ಕೌಶಲ್ಯ ತರಬೇತಿ ಸಂಸ್ಥೆ ನೀಡುವ ಉದ್ಯೋಗವು ಉತ್ತಮವಾಗಿ ಪಾವತಿಸುತ್ತಿಲ್ಲ
7. ಕೌಶಲ್ಯ ತರಬೇತಿ ಸಂಸ್ಥೆ ನೀಡುವ ಉದ್ಯೋಗವು ನನ್ನ ನಿವಾಸಕ್ಕೆ ಹತ್ತಿರದಲ್ಲಿಲ್ಲ 9. NA

Q7. *(If 1 in Q1)* ಯುವ ನಿಧಿ ಯೋಜನೆಯಿಂದ ನೀವು ಪಡೆಯುವ ಹಣವನ್ನು ನೀವು ಮುಖ್ಯವಾಗಿ ಯಾವ ಉದ್ದೇಶಕ್ಕಾಗಿ ಬಳಸುತ್ತೀರಿ?

(Do not read out the options)

1. ಕೌಶಲ್ಯಗಳನ್ನು ಪಡೆಯುವುದು
2. ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳಿಗೆ ತಯಾರಿ
3. ಉದ್ಯೋಗ ಹುಡುಕಾಟದ ಸಮಯದಲ್ಲಿ ಆರ್ಥಿಕ ಸ್ಥಿರತೆ
4. ಉದ್ಯೋಗ ಹುಡುಕಾಟದ ಸಮಯದಲ್ಲಿ ವೆಚ್ಚಗಳು (ರೆಸ್ಯೂಮ್, ಸಂದರ್ಶನಗಳಿಗೆ ಪ್ರಯಾಣ, ನಿಯೋಜನೆ, ಇತ್ಯಾದಿ)
5. ಶುಲ್ಕ ಪಾವತಿಸುವುದು ಇತ್ಯಾದಿ.

6. ನಾನು ಪಡೆಯುವ ಹಣವನ್ನು ನಾನು ಉಳಿಸುತ್ತೇನೆ

7. Any other *(Please specify)*: _____

8. No response

Q7a. *(If 1 in Q1)* ನಿಮಗೆ ಕೆಲಸದ ಅವಶ್ಯಕತೆ ಇದ್ದು, ಉದ್ಯೋಗ ಹುಡುಕುವಲ್ಲಿ ಯಶಸ್ವಿಯಾಗಿದ್ದೀರಿ ಎಂದು ಭಾವಿಸೋಣ, ಆದರೆ ಉದ್ಯೋಗದಾತರು ನೀಡುವ ಸಂಬಳವು ನಿಮ್ಮ ತೃಪ್ತಿಯನ್ನು ಪೂರೈಸುತ್ತಿಲ್ಲ. ನೀವು ಏನು ಮಾಡುತ್ತೀರಿ – ಕೆಲಸವನ್ನು ತೆಗೆದುಕೊಳ್ಳುವುದಿಲ್ಲ, ಉದ್ಯೋಗದಾತರೊಂದಿಗೆ ಚೌಕಾಶಿ ಮಾಡುತ್ತೀರಿ ಅಥವಾ ಕೆಲಸವನ್ನು ಸ್ವೀಕರಿಸುತ್ತೀರಿ?

1. ಕೆಲಸವನ್ನು ತೆಗೆದುಕೊಳ್ಳುವುದಿಲ್ಲ *(Go to Q7b)* 2. ಉದ್ಯೋಗದಾತರೊಂದಿಗೆ ಚೌಕಾಶಿ ಮಾಡಿ *(Go toQ6b)*

3. ಕೆಲಸವನ್ನು ಸ್ವೀಕರಿಸಿ 8. ಯಾವುದೇ ಪ್ರತಿಕ್ರಿಯೆ ಇಲ್ಲ

Q7b. *(If 1 or 2 in Q6a)* ನೀವು ಯುವ ನಿಧಿ ಯೋಜನೆಯಿಂದ ಮಾಸಿಕ ಭತ್ಯೆಯನ್ನು ಪಡೆಯದಿದ್ದರೆ ನೀವು ಅದೇ ಆಯ್ಕೆಯನ್ನು ಆರಿಸಿಕೊಳ್ಳುತ್ತೀರಾ? 1. ಹೌದು 2. ಇಲ್ಲ 8. ಯಾವುದೇ ಪ್ರತಿಕ್ರಿಯೆ ಇಲ್ಲ

Q8. *(If 2 in Q1)* ಅರ್ಜಿ ಸಲ್ಲಿಸಿದ ನಂತರವೂ ನೀವು ಯುವ ನಿಧಿ ಯೋಜನೆಯಿಂದ ಪ್ರಯೋಜನ ಪಡೆಯದಿರಲು ಮುಖ್ಯ ಕಾರಣವೇನು?

(Do not read out the options)

1. ನನ್ನ ಅರ್ಜಿಯನ್ನು ತಿರಸ್ಕರಿಸಲಾಗಿದೆ
2. ಸರಿಯಾದ ದಾಖಲೆಗಳ ಕೊರತೆ
3. ದಾಖಲೆಗಳಲ್ಲಿ ಹೊಂದಾಣಿಕೆಯಾಗುತ್ತಿಲ್ಲ
4. ನಾನು ನನ್ನ ಪರೀಕ್ಷೆಗಳನ್ನು ಪೂರ್ಣಗೊಳಿಸಿದ್ದೇನೆ ಆದರೆ ನನ್ನ ಪದವಿ/ಡಿಪ್ಲೊಮಾವನ್ನು ಇನ್ನೂ ಪಡೆದಿಲ್ಲ
5. ನನ್ನ ಹೆಸರಿನಲ್ಲಿ ಬ್ಯಾಂಕ್ ಖಾತೆ ಇಲ್ಲ
6. ನಿಷ್ಕ್ರಿಯ ಬ್ಯಾಂಕ್ ಖಾತೆ ಅಥವಾ ಬಾಕಿ ಇರುವ ಬ್ಯಾಂಕ್ KYC
7. ನಾನು ಮಧ್ಯವರ್ತಿಗಳ ಮಲ್ಕ ಅಥವಾ ಲಂಚವನ್ನು ಹಾವತಿಸಲು ಸಾಧ್ಯವಾಗಲಿಲ್ಲ
8. Any other *(Please specify)* : _____
9. No response

Q9. *(If 99 in Q1)* ನೀವು ಯುವ ನಿಧಿ ಯೋಜನೆಗೆ ಅರ್ಹರಾಗದಿರಲು ಮುಖ್ಯ ಕಾರಣವೇನು? *(Do not read out the options)*

1. ನಾನು ಪದವೀಧರ/ಡಿಪ್ಲೊಮಾ ಪಡೆದವನಲ್ಲ
2. 2022 ಕ್ಕಿಂತ ಮೊದಲು ಕಾಲೇಜು ಮುಗಿಸಿದೆ
3. 2023 ರ ನಂತರ ಕಾಲೇಜು ಮುಗಿಸಿದೆ 8. Any other *(Please specify)*: _____ 9. No response

Q10. ನಿಮ್ಮ ಉದ್ಯೋಗಾಕಾಂಕ್ಷೆಯಾಗಿ ನಿಮ್ಮ ಭವಿಷ್ಯದ ಆಯ್ಕೆಗಳ ಬಗೆಗಿನ ಅಭಿಪ್ರಾಯ ಏನು? ನಾನು ಕೆಲವು ಹೇಳಿಕೆಗಳನ್ನು ಓದುತ್ತೇನೆ ದಯವಿಟ್ಟು ಪ್ರತಿ ಹೇಳಿಕೆಯು ನಿಮಗೆ ಅನ್ವಯಿಸುತ್ತದೆಯೇ ಅಥವಾ ಇಲ್ಲದೇ ಎಂದು ನನಗೆ ತಿಳಿಸಿ.

(Read out each of the following statements and select the relevant answer category)

(Do not read out answer categories)

1. Yes 2. No 3. May be/time will tell/not sure 8. No response

a. ನನ್ನ ಜಿಲ್ಲೆಯಲ್ಲಿ ನನಗೆ ಕೆಲಸ ಸಿಗುವ ಸಾಧ್ಯತೆ ಇದೆ

b. ನಾನು ನನ್ನ ರಾಜ್ಯದೊಳಗಿನ ಬೇರೆ ಜಿಲ್ಲೆಗೆ ಕೆಲಸಕ್ಕಾಗಿ ಹೋಗಬೇಕಾಗುತ್ತದೆ

c. ನಾನು ಬೇರೆ ರಾಜ್ಯಕ್ಕೆ ಕೆಲಸಕ್ಕಾಗಿ ಹೋಗಬೇಕಾಗುತ್ತದೆ

d. ಉತ್ತಮ ಕೆಲಸ ಪಡೆಯಲು ನಾನು ಬೇರೆ ದೇಶಕ್ಕೆ ಹೋಗಬೇಕಾಗುತ್ತದೆ

e ನನಗೆ ಕರ್ನಾಟಕದಲ್ಲಿ ಕೆಲಸ ಸಿಗಬಹುದು ಆದರೆ ಅದು ನನ್ನ ಶೈಕ್ಷಣಿಕ ಅರ್ಹತೆಗೆ ತೊಂದಿಕೆಯಾಗುವುದಿಲ್ಲ

f. ನನ್ನ ಶಿಕ್ಷಣ ಮಟ್ಟಕ್ಕಿಂತ ಕಡಿಮೆ ಇರುವ ಕೆಲಸವನ್ನು ನಾನು ತೆಗೆದುಕೊಳ್ಳಬೇಕಾಗಬಹುದು

g. ನಾನು ನನ್ನ ಅಧ್ಯಯನವನ್ನು ಮುಂದುವರಿಸಲು ಬಯಸುತ್ತೇನೆ, ಆದರೆ ಅದು ಆರ್ಥಿಕವಾಗಿ ಸಾಧ್ಯವಿಲ್ಲ

h. ಉದ್ಯೋಗವನ್ನು ತೆಗೆದುಕೊಳ್ಳುವ ಬದಲು ಮದುವೆಯಾಗಲು ನನಗೆ ಒತ್ತಡವಿದೆ

Q11. *(If 1 in Q1 and woman)* ಶಕ್ತಿ ಯೋಜನೆಯಡಿಯಲ್ಲಿ ಒದಗಿಸಲಾದ ಉಚಿತ ಬಸ್ ಸೇವೆಗಳನ್ನು ನೀವು ಎಷ್ಟು ಬಾರಿ ಬಳಸುತ್ತೀರಿ – ಪ್ರತಿದಿನ, ಕೆಲವೊಮ್ಮೆ, ವಿರಳವಾಗಿ ಅಥವಾ ಎಂದಿಗೂ ಇಲ್ಲಾ?

1. Everyday 2. Sometimes 3. Rarely 4. Never 8. No response

Q12. *(If 1 or 2 in Q1)* ಯುವನಿಧಿ ಯೋಜನೆಯನ್ನು ಪಡೆಯುವಲ್ಲಿ ನೀವು ಯಾವುದೇ ಸಮಸ್ಯೆಗಳನ್ನು ಎದುರಿಸಿದರೆ ಯಾರನ್ನು ಸಂಪರ್ಕಿಸಬೇಕೆಂದು ನಿಮಗೆ ತಿಳಿದಿದೆಯೇ ? 1. Yes 2. No 8. No response

Q13. *(If 1 in Q1)* ಯುವನಿಧಿ ಯೋಜನೆಯ ಮೂಲಕ ನೀವು ಪಡೆದ ಪ್ರಯೋಜನಗಳ ಪರಿಣಾಮವಾಗಿ, ಮನೆಯಲ್ಲಿ ನಿಮ್ಮನ್ನು ಹೇಗೆ ಗ್ರಹಿಸಲಾಗುತ್ತದೆ ಎಂಬುದರಲ್ಲಿ ಯಾವುದೇ ಬದಲಾವಣೆಯನ್ನು ನೀವು ಗಮನಿಸಿರುವಿರಾ? *(Do not read out the options)*

(If the respondent says 'yes', then ask if 'a big change' or 'a small change')

1. ಹೌದು, ಒಂದು ದೊಡ್ಡ ಬದಲಾವಣೆ 2. ಹೌದು, ಒಂದು ಸಣ್ಣ ಬದಲಾವಣೆ 3. ಇಲ್ಲ, ಯಾವುದೇ ಬದಲಾವಣೆ ಇಲ್ಲ 8. No response

Q14. ಯಮದನಿಧಿ ಭತ್ಯೆ ಪಡೆಯಲು ಅರ್ಹರಾಗಿರುವ ನಿಮ್ಮ ಸ್ನೇಹಿತರು ಈ ಯೋಜನೆಗೆ ಅರ್ಜಿ ಸಲ್ಲಿಸಿದ್ದಾರೆಯೇ?
1. ಹೌದು 2. ಇಲ್ಲ

Q14a. (If No) ಅವರು ಅರ್ಜಿ ಸಲ್ಲಿಸದಿರಲು ಕಾರಣ ನಿಮಗೆ ತಿಳಿದಿದೆಯೇ?
1. ಅವರಿಗೆ ಯೋಜನೆಯ ಬಗ್ಗೆ ತಿಳಿದಿಲ್ಲದ ಕಾರಣ
2. ಅವರಿಗೆ ಯೋಜನೆಗೆ ಹೇಗೆ ಮತ್ತು ಎಲ್ಲಿ ಅರ್ಜಿ ಸಲ್ಲಿಸಬೇಕೆಂದು ತಿಳಿದಿಲ್ಲದ ಕಾರಣ
3. ಅವರು ಕಡ್ಡಾಯ ಕೌಶಲ್ಯ ತರಬೇತಿಯಲ್ಲಿ ಭಾಗವಹಿಸಲು ಬಯಸುವುದಿಲ್ಲ
4. ಕೌಶಲ್ಯ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳು ಉದ್ಯೋಗ ಪಡೆಯಲು ಉಪಯುಕ್ತವಲ್ಲ

Q 15.	ಈ ಯೋಜನೆ ಭವಿಷ್ಯದಲ್ಲಿ ಮುಂದುವರಿಯಬೇಕೆಂದು ನೀವು ಭಾವಿಸುತ್ತೀರಾ?	1) Yes 2) No 3) Not sure

16. ಹೌದು ಎಂದಾದರೆ, ನಿರುದ್ಯೋಗಿ ಪದವೀಧರರು ಮತ್ತು ಡಿಪ್ಲೊಮಾ ಹೊಂದಿರುವವರಲ್ಲಿ ಹೆಚ್ಚು ಈ ಯೋಜನೆಯನ್ನು ಯಶಸ್ವಿಗೊಳಿಸಲು ನಿಮ್ಮ ಸಲಹೆಗಳೇನು?

a. b.

BACKGROUND

Z4. ನೀವು ಮದುವೆಯಾಗಿದ್ದೀರಾ ?

2. Yes 1. No 3. Divorced 4.Widow/Widower 5. Separated
9. Did not answer/No response

Z5. ನೀವು ಎಲ್ಲಿಯವರೆಗೆ ಓದಿರುವಿರಿ ಏನು?

1. Illiterate (Can't read or write at all)
2. Below primary school
3. Primary pass (5th class)
4. Middle pass (8th class)
5. Matric pass (10th class)
6. Studying in 11th or 12th or junior college
7. Inter pass (12th class)
8. Diploma (After 10th or 12th class)
9. Graduate/pursuing graduation/in college
10. Post graduate/pursuing post graduation
11. Higher degree (MPhil, PhD)
12. Professional degree/course (Law, BTech, etc.)
97. Any other (Specify) _____
98. Did not say

Z6. ನಿಮ್ಮ ಮನೆಯ ಪ್ರಮುಖ ಆದಾಯ ಗಳಿಸುವವರ ವೃತ್ತಿ ಯಾವುದು? *(First, note down the given answer and then find the relevant option in the given options If respondent is retired then find out occupation prior to retirement.)*

_____

01. Higher level professional: Engineer, doctor, lawyer, chartered accountant, professor, etc.
02. Lower level professional: Computer operator, Data entry, Ayurvedic doctor, Nurse, school teacher, Tuition teacher, Priest, Astrologer, NGO worker, etc.
03. Government management: Manager, Director, Executive, Parliamentarian, MLA etc
04. Government administrator: Class 1 or class 2 officer, Army Major, Army Colonel, Army Brigadier, Police inspector, etc.
05. Government clerical job: Class 3 employees, clerk, typist, Army jawan, police constable, etc.
06. Government Class 4 employee: Peon, Daftari, Postman, Village servant, Ameen, Sanitation worker, etc.
07. Big and medium trader: Big shopkeeper, factory owner, hotel owner, petrol pump, taxi Owner, big travel agency, small hotel, property dealer, jewelers, etc.

08. Small trader: Ration shop, Small travel agency, phone booth, Broker, Parlour, Rickshaw / cart owner, landlord, etc.
09. Small/temporary business: temporary shopkeeper, salesman, delivery boy, shop assistant, etc.
10. Services/Service sector: Cook, waiter, dhobi, barber, house help, guard, private guard, sanitation worker, etc.
11. Skilled worker: Driver, mechanic, electrician, plumber, ornament craftsperson, tailor, cobbler, carpenter, boatman
12. Semi-skilled worker: Artisan, brick kiln worker, potter, stone mason, furniture, basket/ mat weaver, etc.
13. Labourer: Rickshaw puller, loader, construction worker, etc.
14. Farmer: Farmer/sharecropper, etc.
15. Agricultural labourer: Farm/orchard labourers
16. Dairy/poultry and livestock farming
17. Student (someone might be doing this part time)
18. Homemaker/housewife/househusband (someone might be doing this along with some other small work for extra money)
19. Student
20. Homemaker/housewife/ househusband
21. Unemployed/looking for work
97. Any other work which does not fit into any other category
98. Did not say

☐ Z7. ನಿಮ್ಮ ಧರ್ಮ ಯಾವುದು?

1. Hindu 2. Muslim 3. Christian 4. Sikh 5. Buddhist/Neo-Buddhist 6. Jain
7. Parsi 8. No religion (Atheist) 9. Any other (Specify)____ 8. No response

☐ Z8. ನಿಮ್ಮ ಜಾತಿ ವರ್ಗ ಯಾವುದು?

1. Scheduled Caste (SC) 2. Scheduled Tribe (ST)
3. Other Backward Classes (OBC) 4. General

☐☐ Z8a. ನಿಮ್ಮ ಜಾತಿ/ಸಮುದಾಯ ಯಾವುದು? *(First, note down the given answer and then find the relevant option in the given options)*_____

Z9a. *(If Town/City)* ಪ್ರತಿವಾದಿಯು ವಾಸಿಸುವ ಮನೆಯ ಪ್ರಕಾರ (ಸ್ವಂತ-1 ಅಥವಾ ಬಾಡಿಗೆ-2)

			Owned – 1. Yes/No	Rented – 2. Yes/No
☐☐	1.	House/Flat/Bungalow(5+bedrooms)		
☐☐	2.	House/Flat (3 or 4 bedrooms)		
☐☐	3.	House/Flat with 2 bedrooms		
☐☐	4.	House/Flat with 2 pucca rooms		
☐☐	5.	House with 1 pucca rooms		
☐☐	6.	Mainly Kutcha house		
☐☐	7.	Slum/Jhuggi Jhopri		

☐ Z9b. *(If Village)*ಪ್ರತಿವಾದಿಯು ವಾಸಿಸುವ ಮನೆಯ ಪ್ರಕಾರ (ಸ್ವಂತ ಅಥವಾ ಬಾಡಿಗೆ)

1. Pucca (both wall and roof made of pucca material)
2. Pucca-Kutcha (either wall or roof made from pucca material and other of kutcha material)
3. Kutcha (both wall and roof made from kutcha material other than mentioned in category 4)
4. Hut (both wall and roof made from grass, leaves, mud, un-burnt brick or bamboo)

Z10. ನೀವು ಅಥವಾ ನಿಮ್ಮ ಕುಟುಂಬದವರು ಈ ವಸ್ತುಗಳನ್ನು ಹೊಂದಿದ್ದೀರಾ?

	Yes	No
a. Car / Jeep / Van	1	2
b. Scooter / Motorcycle / Moped	1	2
c. Air Conditioner	1	2
d. Computer / Laptop / iPad	1	2
e. Electric Fan / Cooler	1	2
f. Washing Machine	1	2
g. Fridge	1	2
h. Television	1	2
i. Bank / Post Office Account	1	2
j. ATM / Debit	1	2
k. LPG Gas	1	2
l. Internet connection in the house (besides mobile phone)	1	2
m. Toilet in the house	1	2
n. Pumping set *(If the respondent lives in village)*	1	2
o. Tractor *(If the respondent lives in village)*	1	2

Z11. ಕುಟುಂಬದ ಪ್ರತಿಯೊಬ್ಬರನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಕುಟುಂಬದ ಮಾಸಿಕ ಆದಾಯ ಎಷ್ಟು ? *(First, note down the given answer and then find the relevant option in the given options)* _____

1. 1000 to 2000
2. 2001 to 3000
3. 3001 to 5000
4. 5001 to 7500
5. 7501 to 10,000
6. 10,001 to 15,000
7. 15,001 to 20,000
8. 20,001 to 30,000
9. 30,001 to 50,000
10. 50,000 to 1 lakh
11. More than 1 lakh

98. Did not say

Z12. ನೀವು ಪ್ರಸ್ತುತ ಎಲ್ಲಿಯಾದರೂ ಪೂರ್ಣ ಸಮಯ ಅಥವಾ ಅರೆಕಾಲಿಕ ಕೆಲಸ ಮಾಡುತ್ತಿದ್ದೀರಾ?

1. Full time - Yes/No 2. Part time - Yes/No

Z13. ನಿಮ್ಮ ಮೊಬೈಲ್/ದೂರವಾಣಿ ಸಂಖ್ಯೆಯನ್ನು ನನಗೆ ನೀಡಬಹುದೇ? ನಮಗೆ ಯಾವುದೇ ಪ್ರಶ್ನೆಗಳಿದ್ದರೆ ನಾವು ನಂತರ ನಿಮ್ಮನ್ನು ಸಂಪರ್ಕಿಸಬಹುದು.

(If mobile number is not provided, please type 'zero' ten times) Mobile no._____

Z13. GPS: ___

ಯುವ ನಿಧಿ



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