

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Empowerment is both an internal experience of growth and development and an outward experience of activity overcoming oppressive situations (Acharya,1999). Empowerment of an individual does not occur instantaneously, nor is it the same for each person. Empowerment is a process to build of confident, understanding and develops personal skills to make choices and self-decision.(Jackson 2010) Some people consider empowerment to be a feeling – a feeling that they are competent, capable people who aren't afraid to try new things. Others see empowerment as a set of skills people can draw on in difficult situations. This journal considers empowerment as a process – a process of becoming aware and curious about your own self and about the world around you. As a process, empowerment involves learning about how to ask questions, make confident decisions, and take assertive action. Processes of empowerment encourage individual skills *and* collaborative efforts to achieve goals (Hogg 2016).

The roots of empowerment theory extend further into history and are linked to Marxist sociological theory.

Nepal is an underdeveloped country and youth is the main base of the nation; youth constitutes a big part of the population. Youth are the future hope of the Nation, young people need to learn, to grow, to lead a healthy and productive lives. Many young people do not get any opportunity to develop their skills and quality of life. Most Nepali children go to public school and they do not have extra curriculum to develop their physical activities, school curriculum is only based on a theoretical method. The government source says that out of the 7.8 million school students, 3.3 million students are enrolled in private schools. Education is most important; it changes human behavior and develops social and economic growth.(Sharma 2012)

Sport is a huge potential to empower the youth group. Sport is the best way to empower the youth people, sport and education together help young people to get more opportunities, and they can express themselves in a good way. Sport has

enormous power to generate real social, economic and environment changes and contributes to sustainable developments. Physical activity helps the development of young people's behavior. Sports create a network with others which helps them to build up a healthy environment in families, communities and school. Sport has a special attraction to young people, particularly young boys. It offers opportunities like fun play and physical challenges. Unfortunately, sport is not well run in all places for young people due to a lack of financial and material support. According to the United Nations, when girls participate in sports they are more likely to attend school and be able to reach their potential in contributing to the society. When women and girls can walk on the playing field, they are more likely to step into the classroom, the boardroom, and step out as leaders in the society. (UN 2016)

According to the last census carried out in 2011, the total population of Nepal is 26,494,504 of which 10,689,842(40.3%) are youth aged 16 to 40 years, the age definition of youth as per the ministry of youth and sports (MoYS). The total youth population of Nepal includes 54.5% female population and 45.5% of Male population. Youth groups are the most active group, to achieve a future goal, need to empower the youth group, create an opportunity for them therefore without investment of youth in the main stream of development the process is incomplete. Young people are social actors of change and can serve as a pressure group to governments in defining the opportunities. Youth are not only the leaders of tomorrow but the helping hand of today.(NYF 2014)

The goals of youth development programmers are to promote positive development, even when seeking to prevent problem behaviors. Youth development program help youth navigate adolescence in healthy ways and prepare them for their future by fostering their positive development.

The youth of today is the driving force of tomorrow. It has some responsibility towards its country, which it must acknowledge and practice. Youth should come together. Youth is an important aspect influencing the socio-economic development of the nation. Youth people need to empower to develop the nation. After all, they are the most important group of a society; a society is incomplete without young people. A youthful population represents a great potential for the future of the country, as

long as the young women and men have the opportunity to learn, to grow, and to lead healthy and productive lives. (Sportanddev 2017)

In Pokhara Empowering Women of Nepal is a local organization and using sport to empower the students at public schools. The organization was established in 2056 BS. At the beginning the organization was only working with girls and women, but now they are working with young boys as well. In the research time, the organization was working with Rameshwori Second day school in Majheripatan, Pokhara Lekhanath – 14, Kaski and 104 students were taking empowerment training, but only 92 students were available when the researcher fixed the interview schedule at school.

1.2 Statement of the Problem

Youth people cover nearly half the population of the county and they are not getting the opportunity to develop their skills. Nowadays young people are facing many problems mentally and physically. They are not involved to creative things. Unfortunately today we find the youth are more interested in other places which are not useful to the nation development. More and more young men and women of this age group are sitting at home about aimlessly instead of going to work. If they have no vision and dream they do not have the drive to make any attempt on achieving them. We must motivate our youth. We must teach responsibility and goal setting. Young people have a duty to use their skills, strength, creativity and imagination to serve the country and the nation in the best possible manner.

However, the proposed study addresses the following research queries

-) What are sports based life skills programs?
-) Are the young people getting confident on public speaking skills after the program?
-) How the participants improved their social skills?
-) How do young people get interested in sports and empowerment programs?
-) How does the sport based programs help the young people to empower?

1.3 Objectives of the Study

The main objective of this study is to analyze the youth who are participating in the sport based program in Rameshwori Secondary School, Pokhara.

The specific objectives are as follows:

-) To identify the process of empowerment through sport.
-) To analyze the relation between health, education and sports.

1.4 Importance of the Study

Adolescence can be a difficult time for both girls and boys. During this time girls and young women, boys and young men experience many physical changes and often there is a major shift in attitudes, behavior and interactions. In this age, they need an education and empowerment training to understand themselves and situation of the age so that they are responsible for their well being, improve their lives and lead healthy self-sufficient lives.

This study is important to present an exploration of the state of youth activities, and their involvement in sport and personal development within a specific school in Pokhara.

The finding of the study will be significant and beneficial for researchers, policy makers, donor agencies and organization to enable them to implement sports and empowerment program among the youth of Nepal.

1.5 Limitation of Study

- ❖ This study is based on small sample of size and the status of the program from a public school Shree Rameshwori Secondary School in Pokhara, Kaski. All research questions have had limitation. The small size of data will be less relevant in qualitative research to find significant relationship from the data, normally requires a larger sample size.
- ❖ The research work was done in a particular area that is why the generalization from this study may not be applicable to all the youth of Nepal due to its limited sample size and nature of study area. The conclusion may be considered relevant to similar situation only.

1.6 Organization of the Study

This study has been divided into five chapters:

Chapter I – The first chapter deals with the background of the study, statement of the problem, objectives of the study, and limitation of the study.

Chapter II – Literature review, published journals and previous research studies, theoretical review of related studies.

Chapter III – Outlines the details of the methodology applied for study. It included research design, nature of source of data, sampling, data processing and analysis.

Chapter IV – Includes the profile of the study area and respondents

Chapter V–Process of empowerment through sports

Chapter VI–Relation between health, education and sports

Chapter VII – Presentation of summary of the study, conclusion, major findings and Suggestion

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

Literature review is most important chapter for research writing. It gives the researcher a new concept, idea, method for developing the concept and technique of report presentation systematically. In this literature review present a selection of available literatures on the subject of empowering women through sports, empowerment, empowering youth through sports, Nepal demographic profiles, articles about related topics, role of the local NGO in women and youth empowerment through sport based programs, history about volleyball and the sports.

2.2 Concept Definitions of Empowerment

The concept of the research was driven by a desire to understand about the sports based program in public school from Empowering Women of Nepal. The organization is providing empowerment training to youth in school through sport. The purpose of this research study is to know that the program is effective for them or not, students who are taking this training that they are improving their self confident or not to find out.

Empowerment

The Oxford English Dictionary defines "empowerment" as "the action of empowering; the state of being empowered" and it was first used in this form in 1849. However, the verb "empower" from which this noun is derived was first apparent in the English Language some two hundred years before. The word "empower" is of French and Latin derivation consisting of the preposition "em" and the noun "power". "Em" probably comes from the Old French for "en" - they were, at one time, interchangeable words meaning "in". The Latin source of "em" is, however, more complicated. "Em" and "en" also held the same definition - to "look" or "come", This provokes interesting thought as to modern interpretations of the word "empowerment" but it is more likely that its origins lie with the preposition "in" which denoted space and was defined as "into; onto; towards or against". This form of the Latin would explain the emergence of another spelling of the word - "impower". The first recorded

use of the word "empower" and its derivations was in the Seventeenth Century by HamonL'Estrange in his book *'The Reign of King Charles'* this first usage was synonymous with the idea of authorizing or licensing: "Letters from the Pope", wrote L'Estrange, "empowering them to erect this college". (Lincoln, Travers, Ackers and Wilkinson – 2002)

Sports

‘All types of physical activity that people do to keep healthy or for enjoyment’
Cambridge Dictionary

Sport is usually defined as an organized, a competitive and a skillful physical activity which asks for devotion and fair play. All of this is regulated by rules or customs. The physical activity includes movement of people and/or different objects – sports equipment. At the same time, sport includes noncompetitive activities, like: jogging, running, exercising, swimming, etc which are usually classified as recreation. It means using of time designed as a physical, health and mental refreshment of the human body.

Physical education is a meaningful and worthwhile experience obtained through participation in physical activities that are physically wholesome mentally stimulating and satisfying and socially sound (William-1966)

2.3 History of the Sports

Most of the games which are played in these days are formed in the 19th and 20th century, it was played in different ways in the ancient times. Although it's not easy to know, what was the first sport of the world? In history Wrestling and Boxing were the first sports. Hitting, kicking, throwing a ball, hunting, horse riding, canoeing, and archery were kind of sports in early times. In the past, military games were played, such as horse riding, canoeing and archery. Nowadays the Olympic Games are a famous sport event in the world. In 776 BC Olympic Games were played for the first time in Greece. The most popular sport played around the world today is football, original from China. The military of China were playing football in 2nd and 3rd century BC, the football game originally named 'Tsu Chu', and the rules of the game

are the same like in modern football, like kicking a leather ball, no hands were permitted during the play.

The first international football tournament was played in 1872 between Scotland and England and FIFA World Cup was held in 1930, it is a big international football event, every four years the FIFA organize the world cup. Like football, volleyball is also one of the popular games. Volleyball is a team sport in which two teams of six players are separated by a net. Each team tries to score points by grounding a ball on the other team's court under organized rules. It has been a part of the official program of the Summer Olympic Games since 1964. (Topendsports 1997 – 2017)

The complete rules are extensive, but simply, play proceeds as follows: a player on one of the teams begins a 'rally' by serving the ball (tossing or releasing it and then hitting it with a hand or arm), from behind the back boundary line of the court, over the net, and into the receiving team's court. The receiving team must not let the ball be grounded within their court. The team may touch the ball up to 3 times but individual players may not touch the ball twice consecutively. Typically, the first two touches are used to set up for an attack, an attempt to direct the ball back over the net in such a way that the serving team is unable to prevent it from being grounded in their court.

In 1895, William G. Morgan, an instructor at the Young Men's Christian Association(YMCA) in Holyoke, Mass, decided to blend elements of basketball, baseball, tennis and handball to create a game for his classes of businessmen which would demand less physical contact than basketball. He created the game volleyball (at that time called Mintonette). Morgan borrowed the net from tennis, and raised it 6 feet 6 inches above the floor, just above the average man's head. During a demonstration game, someone remarked to Morgan that the players seemed to be volleying the ball back and forth over the net, and perhaps "Volleyball" (it was originally spelled as two words: "*volley ball*"), would be a more descriptive name for the sport. On July 7, 1896 at Springfield College the first game of "volleyball" was played. In 1895, game was invented in the USA by William G. Morgan. In 1897, the first volleyball rules were published by Moragan. (Volleyball story – 2007)

The first country outside the United States to adopt volleyball was Canada in 1900. In 1905 Volleyball was introduced to school of china.

In September 1984, the first South Asian games were hosted by Kathmandu Nepal and have since been held every two years except for some occasions. All kind of games are playing in South Asian game, like Archery, Badminton, Basketball, Boxing, cricket, cycling, football, handball, volleyball, Tennis, Wushuetc – (Wikipedia – 1984)

History about volleyball in Nepal, it was playing before begging of south Asian games. Volleyball has been a popular sport in Nepal for decades. Kaski, Tanahun, Syangja districts are the productive lands of volleyball players, more than half Nepal national volleyball players are from these districts. Volleyball Association Kaski was established twenty, twenty two years ago and PokharaRangsala (stadium) was established in year 2038/39 BS and serves all types of sports. National and international volleyball and football competition are organizing every year. Indian players come to participant in international volleyball match. – (Parajuli and Baral 2018)

According to WRSDC,Pokhara to get a world class soccer stadium. The stadium with parapets capacity of 30,000 audiences also will get VIP room, media center, changing room, referee room including other basic infrastructures that should have international level stadium. The stadium will also get the international level athletic track two digital score boards, powerful lights, 4 gates for audiences and fiber roofs. (RFNN– 2017)

Along with popularity of volleyball in Pokhara, it has also produced some big names in the game. Besides this, Pokhara also hosts various national and international tournaments in annual basis. Pokhara District Volleyball Association decided to construct four open volleyball courts on the stadium premises. It has already started volleyball project worth Rs 11.7 million. However, the project has been delayed. The construction which began some six months ago was supposed to finish by a year.

District Volleyball Association's President BhimParajuli pointed out lack of sufficient funding by NSC (National Sports council) as the reason for delay in construction. “NSC Member Secretary had promised us allocation of budget during foundation laying ceremony of the court. But no budget has been allocated in this fiscal year,” said Parajuli. “However, we are trying to finish construction of two courts within a couple of months on our won,” (Parajuli 2016)

The government is preparing to organize the 13th SAG in Nepal in 2018. Besides Kathmandu, NSC has chosen Pokhara as one of the host cities. But construction of infrastructure to host SAG (games) in Pokhara is yet to start. Pokhara has produced many star players of popular games. Locals believe that if it gets proper attention from government to construct the needed infrastructures, it will contribute to change the face of the whole nation's sports. "It is possible for Pokhara to host games of SAG if people at the local level work together with the government. But the most important factor is the willpower of the government," Sahara Club President Acharya

Hosting the SAG in Pokhara will not only help in sports development of the city but it will also contribute to the betterment of the city's economy. (My Republica 2016)

2.4 Theoretical Overview

2.4.1 Empowerment as a Theory

Empowerment is a construct that links individual strengths and competencies, natural helping systems, and proactive behaviors to social policy and social change (Rappaport, 1981, 1984). Empowerment theory, research, and intervention link individual well-being with the larger social and political environment. Theoretically, the construct connects mental health to mutual help and the struggle to create a responsive community. It compels us to think in terms of wellness versus illness, competence versus deficits, and identifying capabilities instead of cataloging risk factors and exploring environmental influences of social problems instead of blaming victims. Empowerment-oriented interventions enhance wellness while they also aim to ameliorate problems, provide opportunities for participants to develop knowledge and skills, and engage professionals as collaborators instead of authoritative experts. (Perkin and Zimmerman – 1995)

A theory of empowerment includes both processes and outcomes (Swift and Levine, 1987). The theory suggests that action, activities, or structures may be empowering, and that the outcome of such processes result in a level of being empowered. Both empowerment processes and outcomes vary in their outward from because no single standard can fully capture its meaning for all people in all contexts. The behaviors necessary for a 16 years old mother to become empowered are different from the behaviors for a recently widowed middle aged man. Similarly, what it means to be

empowered for these two individuals is not the same. Thus empowerment is context and population specific. It takes on different forms from different people in different contexts. (Rapport, 1984, Zimmerman, 1995).

A theory of empowerment suggests ways to measure the construct in different contexts, to study empowering and to distinguish empowerment from other constructs, such as self-esteem, self-efficacy, or locus of control. One destination of empowerment is useful, but appears to be limited to the individual level of analysis. "Empowerment may be seen as a process where individual learn to see a closer correspondence between their goals and a sense of how to achieve them, and a relationship between their efforts and life outcomes (Mechanic, 1991)

Empowerment is both a value orientation for working in the community and a theoretical model for understanding the process and consequence of efforts to exert control and influence over decisions that affect one's life, organizational functioning, and the quality of community life. A destination between the values that underlie and empowerment approach to social change and empowerment theory is necessary. The value orientation of empowerment suggests goals, aims, and strategies for organizing for implementing change. Empowerment theory provides principles and a framework for organizing our knowledge. The development of empowerment theory also helps advance the construct beyond a passing fad and political manipulation. (Perkin and Zimmerman, 1995, et al).

Empowerment is a construct shared by many disciplines and arenas: community development, psychology, education, economics, studies of social movements and organizations. Recent literature reviews of articles indicating a focus on empowerment, across several scholarly and practical disciplines, has demonstrated that there is no clear definition of the concept. Zimmerman (1984) has stated that asserting a single definition of empowerment may make attempts to achieve it formulaic or prescription-like, contradicting the very concept of empowerment. However, for health promotion practitioners, making empowerment operational in health promotion contexts is a crucial issue. (Zimmerman 1984)

Empowerment, in its most general sense, refers to the ability of people to gain understanding and control over personal, social, economic and political forces in order to take action to improve their life situations (Israel *et al.*, 1994). It is the process by

which individuals and communities are enabled to take power and act effectively in gaining greater control, efficacy, and social justice in changing their lives and their environment. Central to empowerment process are actions which both build individual and collective assets, and improve the efficiency and fairness of the organizational and institutional context which govern the use of these assets. (Solomon, 1976 and et al)

Czuba (1999) suggest that three components of empowerment definition are basic to any understanding of the concept: empowerment is multi-dimensional, social, and a process. It is multi-dimensional in that it occurs within sociological, psychological, economic, and other dimensions. Empowerment also occurs at various levels, such as individual, group, and community. Empowerment is a social process, since it occurs in relationship to others, and it is a process along the continuum. Other aspects of empowerment may vary according to the specific context and people involved, but these three remain constant. How empowerment is understood also varies among perspectives and context. (Kasmel 2011)

Empowerment: A process through which women and men in disadvantaged positions increase their access to knowledge, resources, and decision-making power, and raise their awareness of participation in their communities, in order to reach a level of control over their own environment. (UNHCR 2001)

2.4.2 Sports and Empowerment

The impact sport participation could have is believed to be transferable to areas and goals of youth development. There is a strong belief that sport participation could contribute to youth development, as sport generally has a positive impact on youth who participate in sport. It is for this reason that decision makers at all level of power allocate public and private resources to sport program. Sport is, therefore, viewed as an effective activity for addressing social problem and improving quality of life for individual and society (Coalkley 2011)

According to Nicholson (2012) it is assumed that participation in sport is positively associated with development social capital and the well – being of citizens. For example, like other form of capital, social capital could make people work together to address social challenges such as crime, alcohol and drug abuse. Social capital could

encourage responsible citizenship through collective management of resource by the community and individuals. Sports for development programme also strive to achieve these aims, thus contributing to building social capital.

Sports play an important role to change the human behavior and bring their skills to become useful, education is very important to maintain the personal performance. Sports have also been used to improve social development among youth groups by connecting to social – economic development, job skill training, educational program, and leadership opportunities.

2.5 Youth and Empowerment

The concept of empowerment has a long history. Since the late 1970s, the term “empowerment” has been liberally applied by academics and aid workers in the English-speaking world, including in social services, social psychology, public health, adult literacy and community development. Today's youth still face many attitudinal challenges to self-empowerment; problem and solution begin at home with their parents. Leadership training must start from an early age, as these young adults learn to take responsibility for their own decisions. Sports and education take an important role to empower the young people in community development. (Simon 1994).

2.6 Youth and Sports

Physical education and sports also build up health activity habits that encourage lifelong participation in physical activity. Sport and physical activity can also have positive benefits on education. The United Nation High Commissioner for Refugee (UNHCR), for example are using sport and play program to encourage young people, particularly girls and young women, to attend school within refugee camps across the world. In Nepal Ministry of Youth and Sports is organizing different leadership and skillful training for youth people to create a qualitative role to develop the nation. (NYF 2014)

2.7 Youth and Employment

Due to backward economy, the country fails to provide enough jobs a large number of youth; every year Nepalese youths between 300,000 to 350,000 enter the job market. Only ten percent of them are absorbed in the domestic market. Many young people

depart for foreign job; fiscal year 2069/70 the number of Nepali entering foreign job market reached 557,790. It shows that many young people migrate to abroad to work, need to create a job opportunity for the young generation. The Ministry of Youth and Sports is currently in the process of finalizing "youth Vision 2025" and is revising the National Youth policy of 2010. The role of the youth during all political movements and recent crises should be acknowledged by the state, donor communities, civil societies and political parties. Proper leadership roles should be given to the youth, and opportunities should be provided for youth led organizations. High rates of youth unemployment could be attributed to lack of skills well- rounded personal development. Sports is viewed as a powerful development tool and social connector; sports and physical activity program are, therefore, effective means of encouraging healthy youth and youth development, teaching positive values and life skills (sports for Development and peace international working Group 2006). Youth sports camps and recreation network could play a major role in empowering youth and promote the inclusion of youth at risk, unemployed youth and youth from rural communities. (NYP 2010)

2.8 Youth Activities

The census of 2011 showed that part of the male population, aged 16 – 25 and 26 – 40 years performing their usual activity as the highest one are study (50.06 %) and waged/salaried work (37.21%) respectively. Similarly, study (37.53 %) and household chores (39.21%) stand as the highest proportion for the female population of age group 16 – 25 and 26- 40 years respectively. Today we find the youth people more engaged with activities which are not useful to them as well as for the nation; some are spending their days doing drugs and armed robbery, partying, sitting at home doing nothing. Things have to change, with our schools, with the older generation being good role models, and with the youth who are right now doing nothing. (NYF 2014)

2.9 Status of Youth

Status is keep changing with time. Nepal is a country of youth, according to the 2011 census 55% of the country's population is below 25 years. The future of the country is always predicated on its present youth productive power. Nation has to think and help

the youth to deal with their dream and goal to become true and they will be a part of socio-economic development (NYF 2014).

2.10 Marital Status

According to the National Population and Housing Census 2011, the proportion of ever married male and female population aged 16 – 25 years was found at 30.1%. Marital status of Male 31.1% and Female 56.6% was found less than 25 years old. In this age youth need to develop their skill and leadership quality to develop their community and themselves (NYF 2014).

When young women who are not fully developed physiologically give birth early, the health of both mother and infant may suffer. Early marriage is also associated with leaving school, sometimes permanently curtailing a young person's education.

The negative outcomes associated with early marriage and dropping out of school have the potential to affect not only the individual making the decision but also their children and the rest of society (Youth and Marriage trends and challenges).

2.11 Review of Related Studies

According to Khadka (2013) in 1980, women empowerment approach started; it gives many kinds of help to women in society and makes them aware in her social situations. It focuses on women so that they get equal opportunities everywhere in society. Only man's development isn't the overall development of society. Women's and development also need to be addressed. So women's and man's development is needed in society.

According to Shrestha(2009) Empowerment refers to the ability of an individual to make choices regarding his or her life. It enhances an individual's or group's capacity to make choices and transform those choices into desired actions and outcome.. If a person or group is empowered, they possess the capacity to make effective choices; that is, to translate their choices into desired actions and outcomes. Making people aware of their own capacities and resources can help increase the options available to them. So too can showing how to use these to leverage more choice. Professional advice and support can increase the choices further – but successful professional intervention requires that the value of such intervention is recognized and accepted by

low-income households. The capacity to make an effective choice is primarily influenced by two sets of factors: agency and opportunity structure. Agency is defined as an actor's ability to make meaningful choices; that is, the actor is able to envisage options and make a choice. Opportunity structure is defined as the formal and informal contexts within which actors operate. Working together, these factors give rise to different degrees of empowerment.

The conclusion drawn by the Scottish Executive Central Research unit (2000) It is clear that participation in the broad range of sports has the potential to improve physiological and mental health, contribute to personality development (self-concept, self-esteem; locus of control), improve psychological well-being (reduce anxiety and stress and increase sense of well-being) and assist in social learning (roles, tolerance, respect for others). It is also possible that, at a secondary level, such individual improvements might transfer to forms of behavior and relationships which lead to a reduction in the propensity to take part in anti-social behavior, assist in the improvement of educational performance and involvement in more positive social relationships which improve the 'civic infrastructure' and reduce a sense of social exclusion.

According to Jun 2014 - In today's modern society, sports and physical activity serve the purpose of building a healthy body and mind. Sports and physical activity in the postmodern era contribute not only to maintaining a healthy body and mind, but also to awakening one's full potential for a better life. The positive effects of sports and physical activities in our lives have been affirmatively acknowledged in a greater fashion than ever before and have been considered as a major cultural asset in many societies. This phenomenon is commonly observable worldwide regardless of the existing differences in social, cultural, political, and economic patterns.

According to Lee (2012) developed scale had eight dimensions including community solidarity, public behavior, pastime ecstasy, excellence pursuit, social equity, health awareness, individual quality, and business opportunity. While these dimensions share some aspects with other conceptualizations of sport's contribution to society, the scale items were oriented to the contributions professional sport can bring to society. In groundwork for a general measure of sport's contribution to society, there has been

little agreement on how to approach the evaluation of the social contribution outcomes of sport and what core criteria should be measured.

Mothaolwa (2016) to achieve the broader goals of youth development, sport for development initiative focus on the development of individuals and not only on the development of technical sports skills. As the popularity of sport continues to grow, NGO's and government are recognizing the contribution of sport to youth to development. There are numerous sports for development and youth development organization using sport to address social issues impacting on the youth.

Youth who were involved in sports plus another type of youth development program had highest positive development scores than sport – only, work, and low engaged youth, (Nicholas, Holt and Neely 2011)

The main emphasis of the Physical Education Project is to encourage the health and mental benefits of exercise in as many children and teenagers as possible. Sporting activities are known for their wide-ranging benefits such as helping youth to become fitter and healthier and gaining confidence and team-building skills, which in turn have a positive effect on the wider society. – (Volunteer Society Nepal 2004)

We have learned more about how participation in sport and physical activity can empower individual girls and women. Involvement in sport and physical activity can, for example, build life skills, confidence and body awareness and may create social networks, which result in dramatic positive life changes for participants. We have seen that involvement in sport and physical activity can positively change existing gender norms and help girls and women move into public spaces. Moreover, sport and physical activity programs provide opportunities to bring communities together and help realize development objectives relating to such issues as (post) conflict management, reproductive health and gender-based violence. – (Women Win 2007)

We kick start a pathway for change, involving them through sport playing, building their skills, connecting them with opportunities in the job market and helping them creating their businesses. (ENGAGE Nepal 2011)

Sport for Development and Peace International Working Group rationale for Sport – for- Development

The sport for Development and Peace International Working Group was established in 2004. Sport – for- development programs have the potential to empower and promote the inclusion of marginalized group, especially youths in rural communities and people with disabilities. It is also accepted that sport programs could assist in preventing and reducing conflict, and increase social cohesion (SDPIWG 2006). Development agencies such as the UN, the World Health Organization (WHO), and the United Nations Children’s Fund (UNICEF) clearly demonstrate their belief in using sport to further development initiative. There has been a rapid growth in Sport-for-development program and sport has been used frequently to address the HIV/AIDS pandemic, for example, as demonstrated by the Kicking – AIDS – Out-Network program (Coalter, 2010a)

Sport – For- Development programs are implemented on a global scale and are divided into two broad approaches with diverse aims, namely Sport Plus and Plus Sport (Coalter, 2007). Sport Plus emphasizes the sport development objectives of increased participation and development of sporting skills (Coalter, 2007).

Some NGO’s that are involved in delivering different sport for development program.

The Magic Bus program in India aims to empower children and youth to develop through sport and increase personal and social skills by giving them positive experience.

Right To Play is an international, athlete driven, humanitarian organization that uses sport and play to educate and empower children and youth to overcome the effects of poverty. It aims to create a healthier and safer world for children through the power of sport and play.

Women Win is the global leader in girls’ empowerment through sport. Women win leverage the power of play to help girls build leadership skills and become better equipped to exercise their rights. Sport is only their tool. Endgame is helping girls thrive as they face the most pressing issues of adolescence, including accessing sexual

and reproductive health and rights (SRHR), addressing gender based violence (GBV) and achieving economic empowerment (EE).

The Naz Foundation (India) Trust is a Delhi Based NGO working on the issue of HIV and AIDs since 1994. Naz India works towards preventing the spread of HIV/AIDS by engaging in advocacy, training and care and support.

Naz India is committed to raising awareness to prevent the spread of HIV and providing support to those living with the virus and those affected by it with sensitivity and utmost confidentiality.

Empowering women of Nepal - The mission of EWN is to build the skills, knowledge, and confidence of disadvantaged women, girls and young boys to lead healthy self-sufficient lives. Encourage young boys and girls to interact, exchange ideas, to speak up and learn in a safe environment, to help them in their future personal development. Provide information on various topics, such as leadership, effective communication, goal setting, child rights and responsibility, good health, personal safety, positive thinking and financial literacy

Teaching methods are role-play, interaction, group discussion and presentation, PowerPoint presentation, video, documentary, field visit and topic related games.

The above organizations focus on capacity building, such as transfer of knowledge and skills. In most cases the program target vulnerable group such as youths from disadvantage communities and focus on empowering them with personal and social development skills, such as leadership and teamwork.

Youth Inclusion and Empowerment: Sport for Life Initiative

As a partnership between UNESCO and an international NGO Sport Impact, Sport for Life initiative is designed to harness the power of youth to confront these challenges through sport. It builds the capacity of young women and men to become change-makers. All relevant stakeholders collaborate to use sport as a tool for inclusion of underprivileged communities, providing opportunities for human development even in the most remote areas of Timor-Leste. The idea behind the initiative is simple yet powerful: sport is a proven means for positive transformation and social inclusion of young people. From playing games with the peers in a schoolyard to a serious pursuit of a sports discipline, the practice opens a unique opportunity to learn important

values and to engage in teamwork and cooperation. These lessons help to shape attitudes and provide models of good conduct that last a lifetime.(UNESCO 2016)

The Sport for Life started in 2015 as a series of workshops delivered by SportImpact with UNESCO's support in all municipalities of Timor-Leste, empowering the youth to develop solutions to their needs and dreams.

In the second phase of the project launched in 2016, the focus shifts from municipal to sub-municipal level. To maintain a focus on local ownership, development and sustainability, the initiative follows a gradual empowerment strategy, where over time the project is handed over to local actors. The participants of the ongoing Youth Training Camp will graduate as the facilitators to take Sport for Life to the sub-municipality level. In each sub-municipality they will run the five-day workshop to build the capacity of the local youth to organize sport events, followed by a one-day multi-sport event, co-organized with workshop participants and with as many local groups and organizations as possible. The event will include all members of the community, especially hundreds of kids from the nearby schools.(UNESCO 2016)

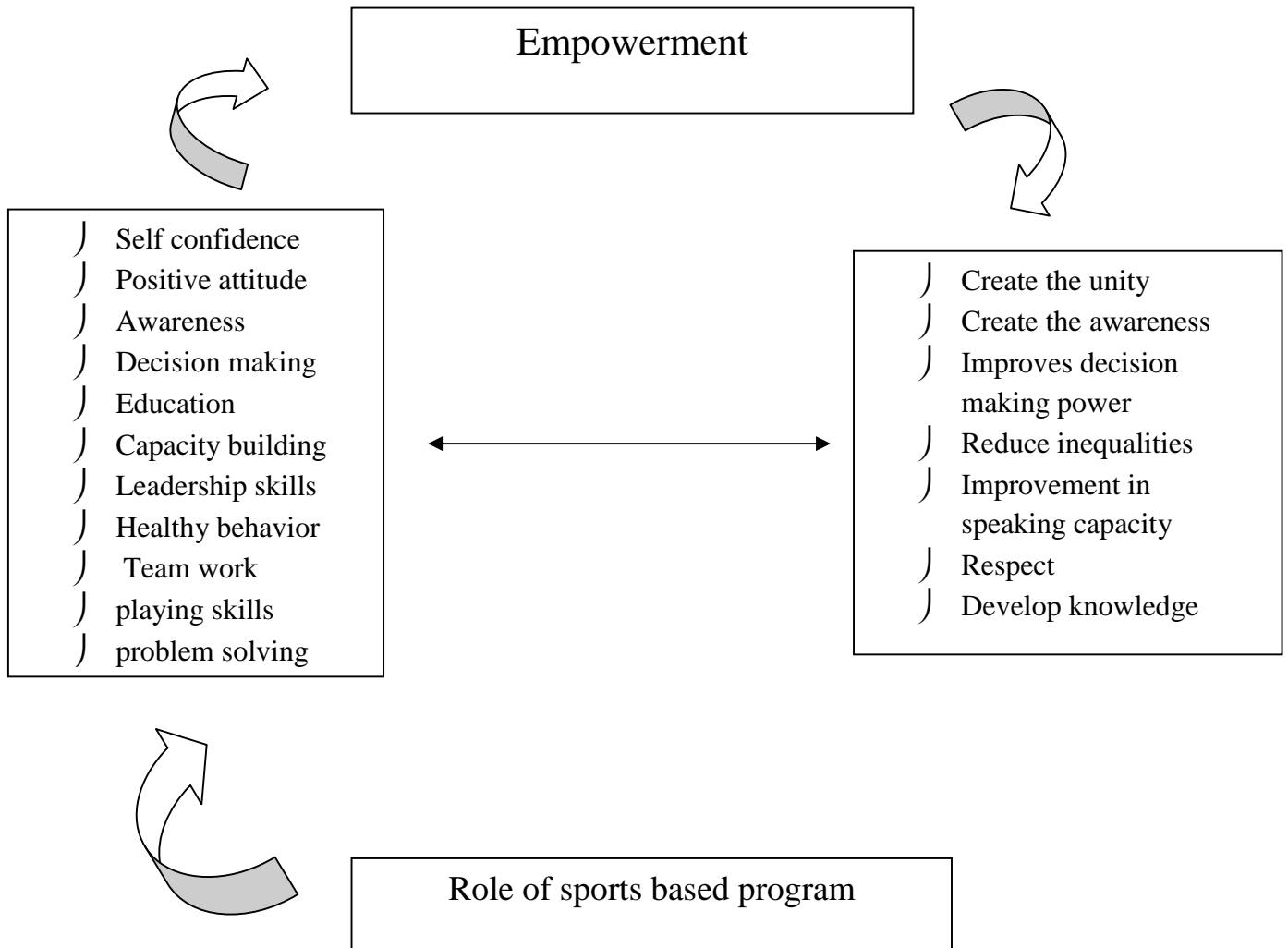
Inclusive Sports Policies for Social Development and Well-being

UNESCO encourages government to make sufficient investment into Sports. There is a growing body of evidence that sport can deliver benefits across a wide range of social issues. The most obvious is the role of sport in promoting healthy lifestyles, and the associated social and economic benefits. The World Health Organization has stated that investment in sport will yield three times that investment in medical costs savings. Moreover, Formal and non-formal sport education has proven to be particularly successful in breaking down gender stereotypes, promoting positive values, building social cohesion and driving holistic youth development and participation in public, political and community life. Empowering the youth through sport in Timor- leste: launching the second phase of the "Sport for Life" initiative (UNESCO 2016)

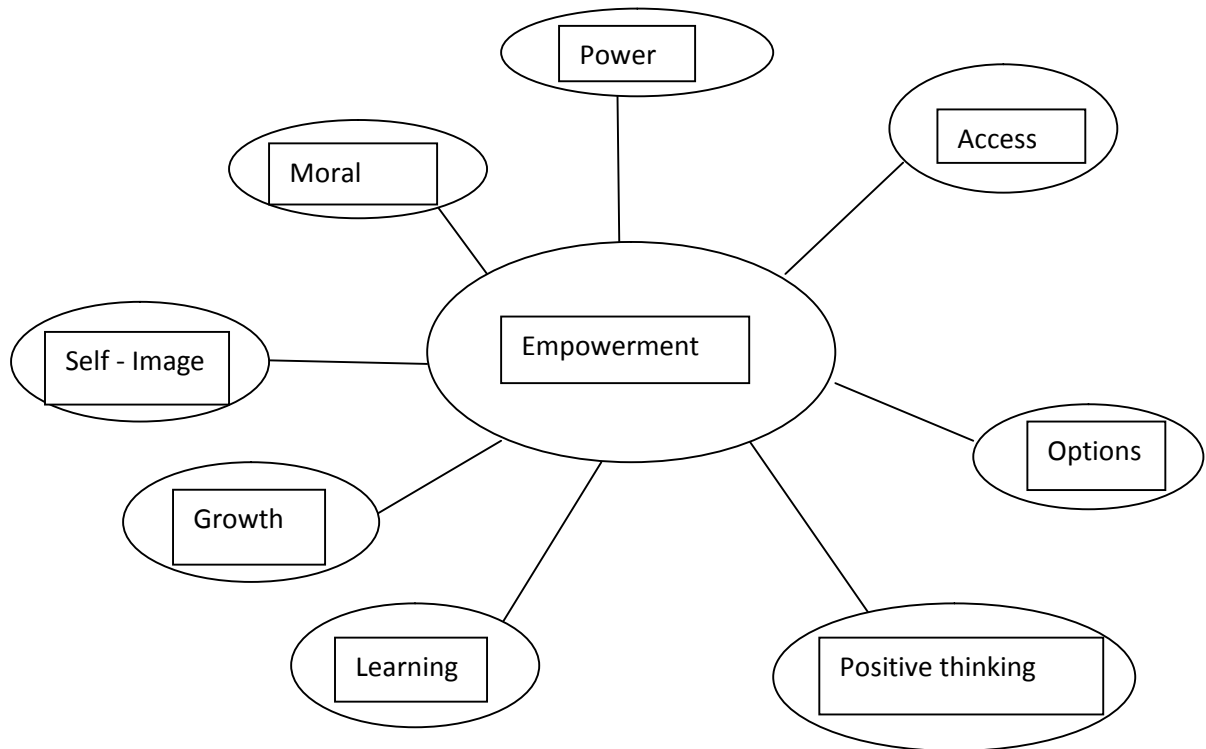
2.12 Conceptual Framework of Study

Sports based training is a useful program to empower youth and to uplift their life and spend healthy lives. It gives skill and knowledge to youth to do something for their

betterment. Program support them to gain knowledge about different subject. It helps to improve their education skills, confidence level, health and hygiene practice. The related variables are vital regarding of sports based empowerment training.



Empowerment: empowerment refers to increasing the spiritual, political, social or economic strength of individual and communities. It often involves the empowered developing confidence in their won capacities. We see empowerment as a multi – dimensional social process that helps people gain control over their own lives.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Rationale of the Study Area

Youth activities affect the family, society and the country. How the sport can empower the young people to change their behavior to become responsible for their community and to suggest appropriate measure to enhance economic and social positions at the grassroots level. The study focused on Shree Remeshwori Secondary School in Majheripatan Pokhara Lekhnath metropolitan city - 14, Kaski., In this school, 104 students were taking the empowerment training from EWN. Without youth development we can't develop our society. Empowerment training provides different skills to develop their behavior. Researcher desires is to understand about the sports based program in public schools and find out that the young people are enjoying their time or are not interested in the sport based educational program. Empowerment program provides moral, creativity, character building opportunities of the students.

3.2 Research Design

A research design is a set of advance decisions that make up the master plan specifying the methods and procedures for collecting and analyzing the needed information.

These are reasons for selecting the field area, reasons for selecting the topic, research design and the analysis is mainly based as primary data. This study is based on youth empowerment through sports program in Shree Rameshwori Secondary School in Pokhara. It is related with empowerment sports based so research design was used explanatory and analytical method.

3.3 Nature and Source of Data

A both primary as well as secondary source was used in this study. Primary data was collected through field survey. Secondary data was collected through published and unpublished material such as research articles, books, news and internet. Both qualitative and quantitative data are used. All the information about the number of

participants, area, age, caste, etc was collected from Shree Rameshwory secondary school Majheripatan, Kaski.

3.4 The Universe and Sample

In this case, the study is all related with students of Shree Rameshwori Secondary school, Majheripatan, Kaski, now there were 104 students (girls and boys) taking the empowerment program, but some of them were not accessible for the research study. Therefore the numbers of accessible students for this study were 92 out of 104. The respondent provided consistent information; therefore the researcher reached a point of data saturation during the interview. Students were approached to participate in the study by the teacher from school and EWN coordination. From the 92 respondents, there were 48 female and 44 male, all from Rameshwori secondary school. They answered of researcher questions and to achieve objectives, and researcher used purposive sampling method. There were 92 respondents in my area of study and I used census method to study them.

3.5 Primary Data Collection Tools Technique

For this study qualitative and quantitative reliable and necessary data technique was applied. The techniques are below in the order

3.5.1 Interview Schedule

A great way of getting the data we need for our thesis research question is by interviewing the related groups. Interview schedule was prepared before visiting the field, so that the researcher was able to get depth information about the program and the needed data. Researcher used open and closed ended questionnaire for interview schedule with respondents.

3.5.2 Case Study

Case study method has been used to get more information from individuals in this study. It has found that case study is very much useful. Due to time constraint only seven case studies have been taking but respondents were from different castes. This case study helped the researcher to know about the program in detail.

3.5.3 Key Information

The purpose of key information is to collect information from a wide range. The person who has detailed information in specific areas was selected as the key information for the study. Researcher selected three sports teachers, who knew about the empowerment sport training and the project manager from the EWN.

3.6 Method of Data Analysis

The data from the study was checked and verified manually in order to minimize the errors. Data was organized and arranged into suitable table and also systematically described by using simple statistical calculation. Statistical tools like percentages, average ration, chart, pie chart, and table etc have been calculated and used when and where necessary.

CHAPTER IV

THE STUDY AREA AND RESPONDENTS

4.1 Introduction of the Study Area

Pokhara is situated at an altitude of 730 meters to 1030 meters. Its rich topographical conditions are responsible for the profusion of flora and fauna. The geographical location has made Pokhara one of the biggest valleys in Nepal. The valley is encircled by lush green hills ranging in height from 1077 meters in the South East of 2738 meters in the North East. Snow clad mountains add a special radiance to the valley. They also form snow-fed rivers that run through the heart of the valley.

Among other advantages, the valley is popular for many different ethnic groups known for their rich art and cultural heritage. The combination of stunning natural beauty and spectacular art and culture has attracted visitors to the Pokhara Valley. Pokhara has a mild climate ranging from a maximum of 35 degrees centigrade in summer down to 10 degrees centigrade in the coldest month of January.

The valley lies between 83 degrees 58' 30" E longitude and 28 degrees 16' N latitude. Situated at elevation ranges from 627m to 980m above sea level, it covers an area of 123 sq. kms surrounded by high mountains.

The valley is popular for many different ethnic groups, known for their rich art and cultural heritage, researcher found different caste groups in the research area, but most of the caste group are Dalit.

Sport Education provides a platform for physical education teachers to educate students in a unique way. The use of roles in Sport Education provides teachers with this opportunity. Teaching physical education through sport education, and the roles and set up included in its design, has the potential to benefit students in the areas of enjoyment, activity time and participation, skill increase, content knowledge and motivation.

Shree Rameshwori Secondary school is located in the beautiful valley Pokhara Lekhanath Metropolitan city – 14, Kaski Nepal. The school was established in 2021 BS. The environment of the school is very peaceful with a panoramic view of

the mountains. School is located outside of the crowded areas. School has a big playing garden, water supply and purifies facility for the students. At the present time, 23 teachers are teaching in school, 11 male and 12 female. There are 323 students studying from grade 1 to 10. Among these students 3 students are physically not capable, 182 girls and 141 boys students are doing regular study in Rameshwori Secondary school. In the morning session 56 students are studying in grade 11 and 12 and 25 children in pre class in the afternoon.

In Rameshwori School, 104 students from class 6 to 9, were taking an empowerment training every Friday from 2 to 4:30. The organization provided them small snacks and sports dresses and shoes for all the participants. The program has run for 9 months, containing one hour class session and one and half hour for sport and physical activity. In 9 months students learn about different subjects like menstruation, hygiene, communications skills, types of violence, leadership skills, contraception, HIV/AIDS, Gender and sex, sanitation management, peer pressure, managing money, conflict management, rights, paper for life and volleyball skills from the sport teacher. In public schools, students don't have an extra curriculum to develop their physical activities; our school curriculum is only based on a theoretical method. Education is most important; it changes the human behavior and develops social and economic growth. Sport based program helps to develop physical fitness to develop all over growth.

Respondents from school are aged between 12 and 17; this is the age to learn about their selves and to gain knowledge about the society. Sport has an important role to build and develop the character of an individual as well as the community. It builds and nurtures the spirit of friendly competition, it provides healthy entertainment, it exercises the body, it focuses the spirit, it creates a climate of achievement and it challenges the youth in particular to higher levels of endurance and attainment.

Participation in sports from an early age helps in the physical development of the individual through capacity building in physical coordination, through the positive use of energy, and the promotion of healthy bodies. Well-organized physical-activity including sport is a stimulant to physical growth. Participation in sports programs is one of the best-known ways of maintaining optimum health from childhood to

adulthood. It is instrumental in helping the individual at all levels to gain strength, endurance, agility, co-ordination and flexibility.

The briefing information about the students is found in table no 4.1

Table 4.1
Details of the Students

class	Total Student			Dalit			Ethnical			Disable
	Girls	boy	Total	girls	Boy	Total	Girl	Boy	Total	
1	9	6	15	3	4	7	1	2	3	-
2	9	5	14	3	4	7	1	1	2	-
3	4	11	15	5	2	7	4	2	6	-
4	13	16	29	8	6	14	2	6	8	-
5	17	10	27	10	2	12	4	3	7	
6	21	16	37	6	7	13	4	4	8	1
7	23	28	51	10	10	20	10	6	16	1
8	31	19	50	14	7	21	4	4	8	1
9	40	20	60	18	10	28	12	4	16	-
10	15	10	25	12	4	16	9	2	11	-
Total	182	141	323	89	56	145	51	34	85	3

Source - Field area , 2018

4.2 Demography Profile of the Respondents

In social research, it is not only important but equally essential to explain the social profile of the respondents, because they have an important bearing on the attitudes, behavior and activities of the individuals. People belonging to different social-economic background are likely to perceive various social aspects differently; their behavior is bound to be different. The information of the background of responders is essential for the further analysis of the data which is collected and presented in the study. The special characteristics of the respondents such as age, sex, caste, religion, education, occupation, type of family etc. are to be discussed in order to know the truth or their real picture of the social profile. These features are explained below.

4.2.1 Sex

Sex is an important variable in a given Nepalese social situation which is variably affected by any social or economic phenomenon and globalization is not an exception to it. Hence the variable gender was investigated for this study. Data related to gender of the respondents is presented in the Table 4.2.

Table 4.2
Distribution of the Respondents According to their Sex

Gender	No of Respondents	Percentage
Female	48	52.17
Male	44	47.83
Total	92	100%

Source – Field Survey January, 2018

Indicate the sex of respondents who participated in the survey. The results show that there were 48% males while 52% of those who participated in the study were females.

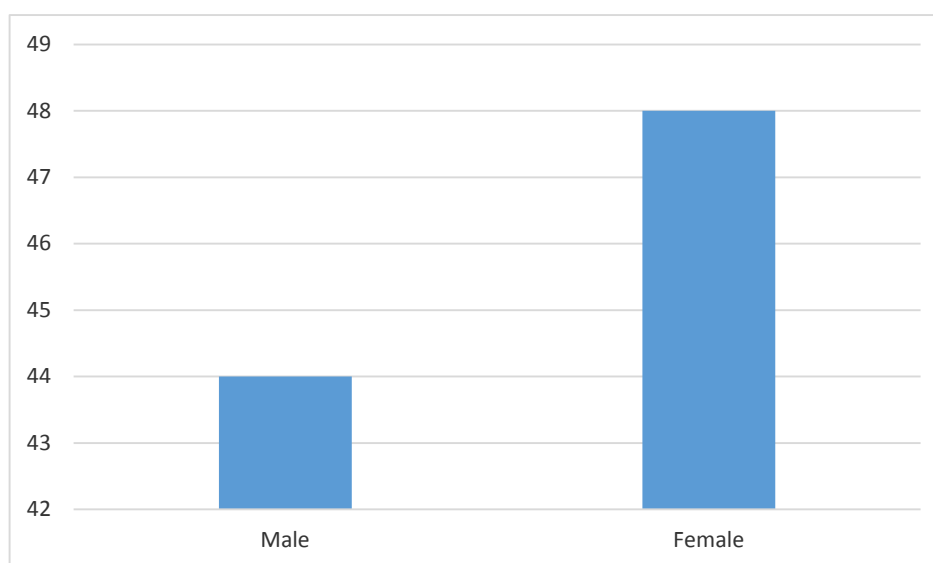


Figure 4.1
Respondent by sex

4.2.2 Age

Age of the respondents is one of the most important characteristics in understanding their views about the particular problems; by and large age indicates level of maturity of individuals in that sense age becomes more important to examine the response.

Table 4.3
Distribution of the Respondents According to their Age Categories

Age group	No of Respondents	Percentage
12 year	4	4.34
13 year	23	25
14 year	27	29.34
15 year	28	30.44
16 year	5	5.44
17 year	5	5.44
Total	92	100%

Source – Field Survey January, 2018

Table presents the profile of the respondents in terms of their age. There are 28 respondents, 30 %, who are in the age 15 years old. The other 27 respondents; 29% whose ages are 14 years old, 23 respondent 25% whose ages are 13 years old. The youngest respondents are 4 in number, and there age is 12 years old. 10 respondents are oldest, who are in the age of 16 to 17 years old.

The data implies that majority of the respondents are in the age range of 13-15 years old.

4.2.3 Education

Education is one of the most important characteristics that might affect the person's attitudes and the way of looking and understanding any particular social phenomena. Hence the variable 'Educational level' was investigated by the researcher and the data pertaining to education is presented in Table:

Table 4.4
Distribution of Respondents to According to their Education

Education Level	No of Respondents	Percentage
Class 7	39	39.4
Class 8	36	39.13
Class 9	17	18.47
Total	92	

Source – Field Survey January, 2018

Table shows that about 18% of the respondents were in grade 9. Second 39 % respondents were in 7 and same 39% respondent in 8 grade Level.

4.2.4 Caste

The caste system is a very deep rooted and mighty institution in the Nepali society. It has important impact on all other institutions such as social, economic, political, religious and also educational. As caste system is very powerful in all aspects of life, therefore, it was considered essential to collect information about the caste background of the respondents.

Table 4.5
Distribution of the Respondents According to their Caste Category

Caste	No of Respondents	Percentage
Dalit	33	35.87
Chhetri	17	18.48
Brahmin	12	13.04
Magar	11	11.96
Gurung	6	6.52
Newar	5	5.43
Chaudhary	2	2.17
Lama	2	2.17
Thakuri	2	2.17
Tharu	1	1.08
Rai	1	1.08
Patani	1	1.08
Total	92	100%

Source – Field Survey January, 2018

The below table clearly shows that the respondents that is 35.87 % belonging to the caste group of Dalit, 17 % of the respondents belonging to Chhetri caste, 12% belong to Brahmin, 11 % respondents belong to Magar caste and 6% of respondents were from Gurung caste.

4.2.5 Family structure

The type of family in which a person lives and gets socialized has immense importance in deciding his values, beliefs and behaviors patterns which are likely to affects his or her attitudes towards a particular problem, hence the family type plays its own role in giving the response of an individual and therefore it was thought important to understand the family type of the respondents. The respondents were also asked about the structure of family.

Table 4.6
Distribution of the Respondents According to Type of Family

Family	No of Respondents	percentage
Nuclear	78	84.79
Joint	14	15.21
Total	92	100%

Source – Field Survey January, 2018

85% respondent mark on nuclear family, this shows the increasing trends in the changing families from joint family to the nuclear family and the change in family system can be attributed to the processes of urbanization, industrialization, migration and modernization.

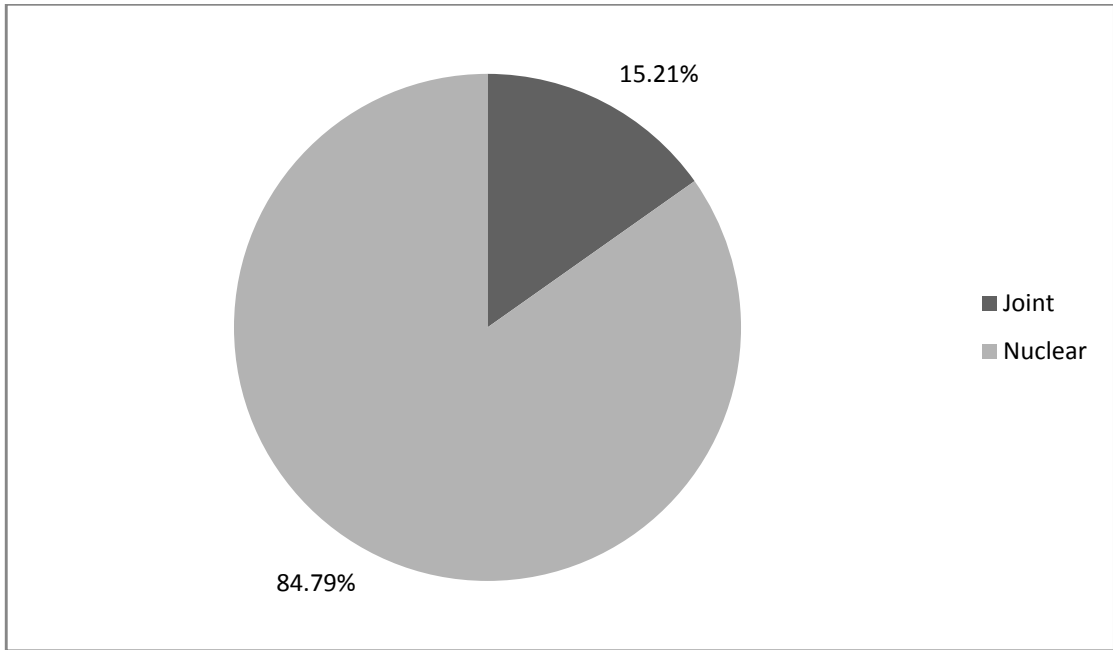


Figure 4.2
Type of Family

4.2.6 Family Occupation

Person's occupations do have a bearing on his or her personality and so also the ways of looking at the problem before him. The quality of life is also determined by an individual's occupation and the incomes he derives from it. In other words the person's response to a problem is possible determined by the type of occupation he is engaged in and hence variable occupation was investigated by the researcher and data pertaining to occupation is presented in Table 4.7

Table 4.7
Distribution of Respondents According to their Family Occupation

Occupation	No of Respondents	Percentage
Agriculture	53	57.6
Abroad	9	9.78
Daily wages	6	6.52
Small Hotel/tea shop	5	5.43
Self employment	5	5.43
Driver	3	3.26
Tailor	3	3.26

Carpenter	3	3.26
Business	3	2.17
Contractor	1	1.08
Electrician	1	1.08
Teacher	1	1.08
Service	1	1.08
Total	92	100%

Source – Field Survey January, 2018

A large number of respondents 54.35 were landless agricultural laborers and totally dependents on agriculture. This shows that the agricultural is still a major sector of employment for the unskilled and less educated people in semi urban area.

4.2.7 Religious

Religion is one of the oldest serving social institutions of humanity. It is one of the most important facets of human being specially birth, name, marriage, death, etc. It is very sensitive and private matter of human life touches every temporal aspect of social cultural life of human beings.

Table 4.8

Distribution of Respondents according to their Religious Affiliation

Religion	No of Respondents	Percentage
Hindu	76	82.6
Christian	10	10.87
Buddhist	5	5.44
Kirat	1	1.09
Total	92	100%

Source – Field Survey January, 2018

The data presented 82.6% belong to the religious community of Hindus. 10.87% responders belong to Christian, 5.44% respondents belong to Buddhist family.

After explaining the socio-economic profile of the respondents, it was found that majority of the respondents were from the age category of 13 to 15 years. The vast majority of the respondents belonged to Dalit families. It was also found that more

than 80% respondents were belongs to Hindu. 85% respondents were from nuclear family. A large number of respondents 54.35 were agricultural laborers and totally dependents on agriculture

CHAPTER V

PROCESS OF EMPOWERMENT THROUGH SPORTS

Introduction

The Result and interpretation of the data collected are presented according to the research objectives of the study. To complete this study properly, it is necessary to analyze the data collected in order to answer the research questions. As already indicated in the preceding chapter, data is interpreted in an explanatory form. This chapter comprises the, presentation, interpretation and analysis of the findings resulting from this study.

5.1 Empowerment Process

Hur (2006) provides a conceptual foundation for the theory of empowerment and presents three basic issues important to understanding empowerment.

-) Empowerment is multidimensional in that occurs within sociological, psychological, economical, political and other dimensions.
-) Empowerment occurs on various levels: individual, group and community
-) Empowerment is a social process because it occurs in relation to other

Empowerment requires education. The educational process of empowerment begins with an individual's recognition of oppression and understanding oneself as a subject of social processes and change (Kreisber, 1992).

The process of empowerment, which includes education throughout, can be streamlined into five interconnected steps. Hur (2006) and Parpat et al. (2003) describe these steps similar to freire's steps of education for liberation for social change involves: conscientizing, inspiring and liberating. This means that the oppressed can become empowered by learning about social inequality and encouraging other by making them feel confident a about achieving social equality and libration. (Hur 2006)

5.2 Meaning of Empowerment by Respondent

Empowerment is a complex concept. It tends to mean different things to different people. Youth empowerment is the main aim of the sports based program and meaning of empowerment from the respondents.

Table 5.1
Meaning of Empowerment by Respondents

	No of Respondent	Percentage
Powerful	7	7.6
Power	2	2.17
Improve in skills and capacities	70	76.09
All of above	13	14.14
Total	92	100%

Source – Field Survey January, 2018

The above table indicates that the majority of the respondent that is 76.08 % of the respondents were response that ‘improve in skills and capacities ‘was a meaning of the empowerment, 14.13 % believed that all of them powerful, power and improve in skills and capacities were the meaning of empowerment, other respondents 7.6 % responded ‘powerful’ means to be empower and 2.17% respondents mean by empowerment was ‘power’.

Case No 1

Khatri is 14 years old and student of class 7, she belongs to a Hindu family; in her family there are four members. She likes to play volleyball. She lives in PokharaLekhanath 14 with her family. ‘Be yourself’ module is her best subject. Family occupation is agriculture.

‘I liked both the educative and games part of the program because the teacher taught us and provided us with the knowledge we were unknown about. We learnt many news things such as how to be safe from HIV/ AIDS and how does it transmit. We also learnt to save money. Together with that we as well learnt to play volleyball. And we got to know about digging, servicing and playing shots. We learnt that these games make us healthy and fit. Also, when we missed the class the teachers would have

taught more about games and they would repeat it again on the other days. Our friends as well helped us to revise the missed periods. Not only this, the program taught us many useful things.

The teachers taught us very useful things with love and kindness. They did not scold or scare us. Also, the coach who taught us volleyball helped us learn different skills and steps of the volleyball. We like this program'

5.3 Personal Development after Training

The aim of sports based program is to provide opportunities for youth to learn and develop life skills. Responses indicated that respondents benefited by participating in empowerment program because they were provided opportunities to learn about skills. Personal development is a lifelong process. It is a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realise and maximise their potential.

Table 5.2

Personal Development of Respondents after training

Changes	No of Respondent	Percentage
Confident	24	26.09
Team Work	11	11.95
Leadership Skill	1	1.09
Communications skill	1	1.09
Fitness	1	1.09
Health life style	6	6.52
All of Above	48	52.17
Total	92	100%

Source – Field Survey January, 2018

The majority i.e. 52.17% of the respondents reported that their personality development has improved through empowerment training. While 26.09 % of the respondents have noticed that they have increasing confident level through the program and 11.95 % of the respondents informed that they learnt team work from the

training. 6.52 % of the respondents were reported that they gain knowledge about healthy behavior.

Case No 2

Bhattarai is a 14 years old boy, studying in class 7, he is from a joint family and 16 family members are in his family. He plays sports because it maintains his physical fitness, and study provides more opportunities to get a good job in the future and could help him to visit abroad. Bhattarai's father is an electrician. He likes to help his father and mother.

'I liked this program as I felt that I was able to learn to play volleyball. But I wanted to learn more about it and would be happy if given a chance to advance my skills in it. I also learnt much about the leadership and am much interested in it. I sometimes participated in community programs. Empowerment training helped me to build up my confidence level and physical education. It is the important part of our life to be healthy. We need to clean our body, and at least take a shower twice a week. Physical activities and nutrient food will keep our body healthy. And healthy behaviors lead us to live longer.'

5.4 Self – Confidence

Respondents indicated that sport activities program provide them with opportunities to build up their confident level. Confidence means feeling sure of yourself and abilities not in an arrogant way, but secure way. Confidence is not about feeling superior to others. It is a quiet inner knowledge that a person is capable. When we are confident, we are more likely to move forward with people and opportunities. The empowerment program created awareness on personal values, self – esteem and personal qualities. Respondent marked by themselves about the level of confidence on table no 5.3.

Table 5.3

ConfidenceLevel of Respondents after the Training

Level of Confident	No of Respondent	Percentage
Very High	21	22.82
High	55	59.78
Average	16	17.4
Low	0	0
Total	92	100%

Source – Field Survey January, 2018

The respondents in the above table clearly indicate that more than half of the respondents that is 59.78% were confident level increased. 22.82 % of the respondents increased in confident level very highly and 17.4 % of the respondents increased confident level in average. This indicates that majority of the respondents increased their confident level.

Case No 3

Magar is a 13 years old girl and student from class 7; she has 4 members in her family. She likes to play and study, volleyball is her best. She belongs to Hindus family and agriculture is her family occupation.

‘I was able to learn many things and so I like this program. I also like the sports program in it. The teachers taught us very good things like we should do our work on own, not to fight and quarrel with anyone, to respect our rights and utilize it in good ways and not to create obstacles in others life. Also, the Sir taught us play volleyball well and it was good thing that they came so far to teach us leaving their work behind. Teacher taught us about games and rights and duties. We learnt the works we are able to do as kids and follow our duties properly. We as well learnt to respect everyone equally, follow the rules, not to discriminate people based on caste or religion, and many more. I got to know many new and good things and there are no any bad things about the program.’

Key informant's view

'Sport teacher 37 years old has contributed more than 5 years of his life in sports as a sport teacher in Shree Reameshwori Secondary school. The way of providing education together with sports has increased positive and keen participations of the students and has helped the mental and physical development of them. Delivering lessons in combination of sports helped participation from both the girls and boys equally. This program has also benefited the studies of the students. It has helped to expand the thinking and understanding capability of the students. This program is relatively referential to the students. It has provided an opportunity for the students to understand the context and helped them to be able to do something about it. It has helped them to raise their self-esteem. With regular practice of this, it can be much effective and generate good results. Both girls and boys were equally in the game. From the training, the students showed a positive change in their behavior.

5.5 Respondents Existing Skills and Learning

The respondents were given opportunity to express their views, program provide learning and development opportunities for youth and focuses on structured, lifelong learning approach that builds on existing strengths and skills and recognizes learning achievement. Respondent views about respect, their bodies, sports, health and interest.

Table 5.4

Response to Statements about Respondents Thought on After the Training

Statement	Agree	Partially agree	Disagree	Don't know	Total
I feel Safe in public space	52	36	3	1	92
I Respect myself	53	32	-	7	92
I feel Comfortable in school	83	7		2	92
I have Positive thought about my body	88	1	2	1	92
The Empowerment program has encouraged me achieve my goal	80	11		1	92
Sport helps me to maintain my health	89	-	1	2	92

Source – Field Survey January, 2018

Empowerment programs provide learning and development opportunities for youth and focuses on structured, lifelong learning approach that builds on existing strengths and skills and recognizes learning achievement. They learned about life skills, such as teamwork, responsibility, respect, problem solving and character building. The above table shows that most of the respondents agreed and partially agree that they felt safe in public area, only 3 respondents were not agreed for it. Majority of the respondents respect themselves, 7 respondents marked on 'don't know' about the respect themselves. The above table clearly shows that a vast majority of the respondents that is 80 to 89 respondents agreed the statement and they developed positive attitude in the program. The majority of respondents specified that they enjoyed the experience and learned a lot about themselves and other people through sport program.

Case No 4

Lama is a 14 years old boy and studying in class 8, he is from a nuclear family and belongs to a Hindus family. Agriculture is Lama's family occupation. He likes to play all kind of games but volleyball is one of the favorite games. He wakes up early in the morning and he finished his homework in a time.

'I was able to learn new things through this program which I was unaware about before. The teachers from this organization taught us good things and taught us to be disciplined as well. I feel like I have got a new life through this program and I believe it will help me become a better person in the coming days. I feel as if I have gotten back the things I had lost before. Moreover, there are no any bad this about this organization and as well has helped our life colorful.'

5.6 Managed Challenges by Respondents

Empowerment program provided youths with opportunities to develop an understanding of how to manage the challenges and problem in daily life. The responses to questions related to overcoming challenges, most of them answered always. Most of the participations believed that every problem or challenge has a solution. Everybody in their life has faced a challenge, whether it is a big challenge or a small one has to work hard in order to overcome it. Not all challenges are bad, can learn a lot about our self during challenging times. Sometimes we are not able to overcome a

challenge but that's okay because we can still find the good out of it and find a way to overcome it next time

Table 5.5
Managed Challenges by Respondents

Manage	No of Respondent	Percentage
Always	54	58.7
Often	29	31.52
sometimes	9	9.78
Total	92	100%

Source – Field Survey January, 2018

It is evident from the above table that more than half of the respondents that is 58.7 % mentioned that they managed the problems or challenges. 31.52 % respondents marked on often and 9.78% respondents marked on sometimes. The reveals shows that the majority of respondents managed the challenges and problems in daily life.

from the respondents interview that they gain different knowledge about different subjects, like health hygiene, leadership, prevention of disease, empowerment, express views with confident, peer pressure, sex and gender, about the body , work in team, communications skills, nutrition and different technique to play volleyball.

Case No 5

Nepali is a 14 years old girl and student of class 9, her family religion is Christian, in her family there are 4 members. She belongs to nuclear family. She likes to play football. Science is her best subject in school.

‘Through this program we were clear about the does and don'ts of life. The teachers taught us clearly and we felt there was nothing lacking. They also taught us to be well disciplined. We received knowledge about games together with educational knowledge. We learnt many new techniques about the game. This Goal program has taught me to become a good person in the society. There are no any limitations in the program. We learnt to work in a team, helped each other when it was needed. Say no to violence and gender discrimination. Do not be scared to share a problem with family and to look for a solution.’

CHAPTER VI

RELATION BETWEEN HEALTH, EDUCATION AND SPORTS

Introduction

Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. Sport can awaken hope where there was previously only despair. Sport speaks to people in a language they can understand.
Nelson Mandela, 25, May 2000

For as long as people can remember, sport has played an important role in almost every society. However, in recent years people have begun to place stronger emphasis on the value of sport with regards to national development.

Since the advent of modern Olympics in 1896, athletes have shown that sports enable people to come together in an effort to bring about global peace and to share a desire for self-improvement. Non-profit sports programs aiming to educate through similar means are part of an up-and-coming movement, however. Through sport, children learn sportsmanship and other life skills. Youth sport can help them grow towards positive development and good relationships with others. Sport is a tool utilized to get young people involved in their communities. Positive relationships are also encouraged through coaching as well as the physical activity, which makes sport particularly beneficial to children with disorders. This leads to youth feeling integrated with other young people. Through being involved in sports youth can gain self-esteem when they are enjoying the experience of taking part in a sport. Sports help them gain lifelong skills and want to do better in the classroom as well. Involvement in sports have been related to one having better cognitive functioning as well as higher grades and scores, satisfaction in school, engagement in school, aspirations for college, and lower dropout rates.(sports for social development)

On an individual level we see empowerment as building confidence, insight and understanding, and developing personal skills, for example, being able to analyze situations and communicate more effectively with others. Being empowered presupposes some level of common sense and emotional maturity and access to

appropriate information and know how; it also implies someone who cares about others and is tolerant of other's views and behavior (Powerful information grassroots international development org)

Sport has a special attraction to young people as it offers opportunity for fun play and physical challenges, organized sport therefore, has a potential to attract young people unmatched by other voluntary organizations. Unfortunately, this capacity has not been well tapped in many places partly due to lack of financial and material support, voluntary leaders or sufficient coaching, administration and refereeing for those interested to serve and to be served. Mostly there has been emphasis on recruitment and education of adult leaders to sports. This bias may have its rationale in the belief that leadership roles are most suited for adults. On the other hand, social science has taught us that young people have the same capacity for taking leadership responsibility as adults. Their only disadvantage is the lack of experience due to young age but this can be easily overcome when given the right education for the various leadership roles in sport and integrated health issues.

Importance of Physical Education According to Greek Philosophy, "A sound mind resides in a sound body. "It's the sound constitution of the body that makes the operation of mind easy and certain. Our healthy body is the base for all the structure of good work, including education. Our body is the means even to achieve our Dharma, meaning Religion or Duty in a sense, as we take it. We all agree that no duty can be performed without a sound or healthy constitution. In ancient days a lot of physical work was done by one and all in the family, including women, children, and even the aged. Therefore, they possessed a sound body and a sound mind. Therefore, in the field of education much importance is given to physical education.

Sport and physical education is fundamental to the early development of children and youth skills learned during play, physical education and sport contribute to the holistic development of young people. Young people learn about the importance of team work, to be honest and to respect themselves and others. Physical education and sport is important and young people should play regularly, as health is also important for the progress. If our youth will be healthy, they can do more work for the country. A sport is viewed as a simple and effective means of achieving development goals. The international movement and social agenda around sport and community development,

such as promoted by the United Nations, advocate sport for the purpose of social intervention, crime prevention and risk reduction. Through participation in sport, youths are believed to learn important personal development skills such as teamwork and leadership skills (Quinn, 1999)

6.1 Respondent Engagement in Community and School Sport Program

Respondents were asked to involvement in sport program in school or their community. It was clear form the response that the majority of the participants engaged in community and schoolprogram.

Table6.1
Engagement in Community and School by Respondents

Involve	No of Respondent	Percentage
Yes	91	98.92
No	1	1.08
Total	92	100%

Source – Field Survey January, 2018

The above table clearly shows that a vast majority of the respondent that is 98.92 % liked to participate in community and school sport program. Thus the majority of the respondent who were involved in empowerment training they involved in community program and school program.

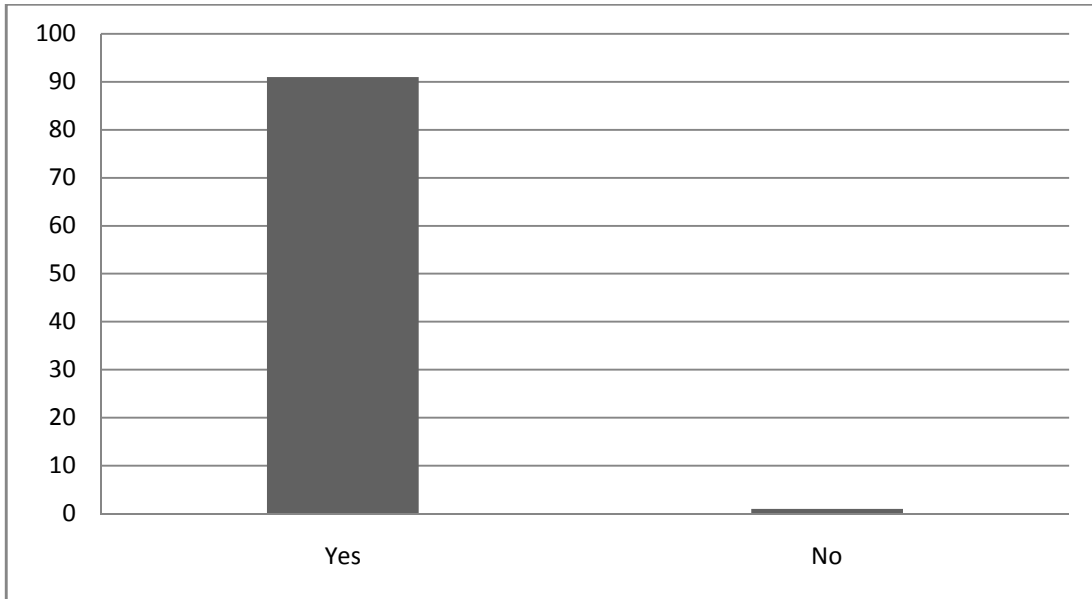


Figure 6.1
Engagement in Community and School

Key informant’s view

‘Teacher 30 years old from Shree Rameshwori Secondary school. This program has helped students to do well in education as it gives priority to both studies and sports. This as well has encouraged students to show their talents in positive way. Also, the objective of the program is good. This program as well has motivated me to get into sports and I have been actively involved in sports since 1 year. After the training student’s confident level was changed and very motivational, physically they were very active and working as a team, helping each other and sharing their experience with family and friends.

6.2 Learning about Healthy Living

Healthy living is making sure your choices match your values. Good nutrition is an important part of leading a healthy lifestyle. Combined with physical activity, your diet can help you to reach and maintain a healthy weight, reduce risks of chronic diseases (like heart diseases, diabetics and cancer), and promote your overall health.

Table 6.2
Knowledge about Health by Respondents

Health related topic	
Physical activity	Sanitary pad
Menstruation	Clean private part
HIV/AIDS	Body Image
Nutrition	Contraception
Not to use Drug	Use rubbish bin
Protect from the STD	Health checkup once a year
Shower everyday	

Respondents got different knowledge about health and hygiene, how to take care of their body and cleaning around their environment. Respondents learnt about HIV/AIDS and STD as well as.

6.3 Awareness about Health and Hygiene

For Youth, maintenance of personal hygiene helps to improve the quality of life and longevity. This is of particular importance in school. This study was undertaken to find out the knowledge and practice of personal hygiene among the respondents. Respondents indicated that they were aware about health and hygiene. Sports based program provided them to get knowledge about hygienic things and health issues.

Table 6.3
Respondents Awareness about Health and Hygiene

	Very Good	Good	Not Good	Don't know	Total
Brushing teeth	92	-	-	-	92
Physical fitness	89	-	1	2	92
Drug and Alcohol	-	-	89	3	92
Health Education	91	-	-	1	92

Source – Field Survey January, 2018

The table explains about the awareness of the health. It shows that all the respondents 100% marked 'very good' to brush their teeth. It is evident from the table that about 89 of the respondents were reported that the physical fitness was very important to be healthy in life, 1 respondent marked on not good and 2 respondents marked on 'don't know', Drug and alcohol was not good for health so 89 respondent marked on 'not good' and 3 respondents marked on 'don't know'. 91 respondents have said that health education was very good for youth group.

Case No 6

Ojha is a 13 years old boy from class 7, he belongs to a Hindu family, he has 4 members in his family, and he likes to play football. His father is working in office. He likes to do physical activity to keep his body healthy and strong.

'I got to know about things that I did not know about before. Before I had no interest towards volleyball but now I am much interested to play it. I learnt to play volleyball. I also learnt about different body parts. I always wanted to learn exercise and I got to learn through this program. I was interested to learn about HIV and I got to know about it. I also learnt about saving money and making budget plans. I am happy that I got to know about many things which were new to me. Also I learnt more about the things as hygiene, communication and leadership which I had only little idea about.'

6.4 Physical Activity

The benefits to physical health to be obtained from physical activity depend on the nature of the activity, the duration of participation and the level of intensity sustained. However, on the basis that most sports demand physical activity, sports are frequently promoted as being able to make a significant contribution to the improvement of health-related fitness.

Table 6.4

Physical Activity by Respondents

	No of Respondent	Percentage
Daily	25	27.17
Weekly	62	67.39
Monthly	4	4.35
Total	92	100%

Source – Field Survey January, 2018

Table above shows that a large majority of respondents 67.39 % had weekly involved in sports and physical activities, followed by 27.17 % respondents involved daily in physical activities, while only 4.34 % involved in monthly in sports program.

Case No 7

Nepali is a 15 years old boy and studying in class 8, he likes to play volleyball. He is from a joint family. He lives in Pokhara with his family. He likes to share his experience whit his family and friends. He doesn't like to spend his time to watch television and internet.

'I liked this program very much because I was able to learn new things and skills. We as well got to play and I liked it about the program. I was interested in sports before but thorough this program I developed knowledge and required skills especially to play volleyball. I as well learnt the importance of teamwork through this program. Also teacher taught us will love and care. I also learnt about exercise and so I like this program very much. I also came to know about Menstruation, HIV/ AIDS and more. I am happy about it as I got much knowledge about new things.'

6.5 Learning through Play

Learning through play is a term used in education and psychology to describe how a child can learn to make sense of the world around them. Through play student can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences and environments. Play allows Lerner to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development.

Table 6.5
Learningthrough Play

Learning through play	No of Respondents	Percentage
Interested	89	96.74
Less interest	3	3.26
Don't know	-	
Total	92	100%

Source – Field Survey January, 2018

96.74 % of the respondents were enjoying and learning more about the sport based teaching method, while 3.26% were less interest about the sport based program. The majority of the respondents were enthusiastic about the program.

Keyinformant's view

Sport teacher and referee,*39 years old has contributed more than 5 years of his life in sports as a coach. He had been functioning as a national referee in many volleyball and hand ball games. At present, he posts as a teacher in Janapriya Secondary School, Pokhara. His personal favorite games include volleyball, handball and badminton.*

According to him, sports are the medium through which children can exude their hidden talents. Sports not only empower but also develop physical, mental and collective way of thinking in a person and make him/her disciplined as well. Also while providing with education one shouldn't emphasize only on intellectual capabilities but the physical aspects is equally important to be in a good health. On top of that sports can develop mental, physical, and social strength of students. Sporting and learning are like our two eyes. If our one eye gets impaired then it is really challenging to see the world only through other eye. Sports can leads to social development and develop positive attitudes amongst children.

After participating in this program the students have increased participation in other programs outside of school, they have developed leadership and there have been changes in the behavior of students who were hard to be corrected before. They seemed to be more involved in team work. They started to like sports. Girls and boys both were equally participating in sport.

Since 6-7 years he has been a part of Empowering Women of Nepal and has been coaching volleyball to students. He says he is proud to train students. As he has received Level-1 training provided by National Sports Council and is functioning as a national referee and a coach in Volleyball and Handball, he is pleased to provide students with knowledge through sports. Also he is really grateful towards EWN for providing him with this wonderful opportunity.

6.6 Program Timing

Time is the most important part of every human being , the hours when someone is usually at work, or when an office or business is open – Cambridge dictionary. Timing is the time when something happens or the spacing of events in time. "Timing" also means the tracking of time when an event is happening in time. Good timing is having waited for the right moment to match parts that belong together.

Table 6.6
Present Program Timing for the Respondents

Program time	No of Respondents	Percentage
Good	91	98.91
No	1	1.09
Total	92	100%

Empowerment training was running every weekend at school after their regular class for two and half hour, 98.91 % respondents were agree for the present time which they were taking training, just only one respondent did not like the time. Most of the respondents wanted to have more time for the program.

6.7 Favorite Subjects for Respondents

In the empowerment training the student gained different knowledge of different subjects, researcher asked about their most favorite subject and respondents wrote some popular topic from the training.

Table 6.7
FavoriteSubjects by Respondents

Subject	
Types of violence	Leadership skills
Confident	HIV/AIDS
Menstruation	Solve the problem
Body Image	Communication skills
Peer Pressure	Health and Hygiene
Sex and Gender	Volleyball skills

Table no 6.7 shows that the respondents got knowledge about violence, communication, leadership skills, health, sex and gender, volleyball skills, menstruation etc.

6.8 Favorite Game of Respondent

A game is a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which are usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. Games are sometimes played purely for entertainment, sometimes for achievement or reward as well. They can be played alone or in teams.

Table 6.8
FavoriteGames by Respondents

Name list of games	No of Respondents	Percentage
Volleyball	44	47.83
Football	19	20.65
Basketball	7	7.61
Cricket	7	7.61
Wrestling	6	6.52
Kabaddi	5	5.43
Badminton	4	4.35
Total	92	100%

Most of the respondents liked to play volleyball and happy that they learnt skills to play volleyball beside that they wished to learn more games like basketball, football, badminton, cricket etc. 47.83 % of the respondents favorite game was volleyball, 20.65 % of the respondent football was the most wanted game and 4.35 respondents liked to badminton.

Key informant's view

Project manager of Empowering Women of Nepal, was working in organization from 2009.*My passion to work with the youth and the social issues that impacted their lives were some of the defining moments that led us to work in schools. We would like extend this program to other places in Nepal but due to funding limitation we are unable to do so. We want to offer empowerment (GOAL) program in*

Pokharabut we want to expand our GOAL camps to other places. We want to develop a good team of trainers to support our program activities. Funding, lack of full support from the school, absentees from the trainees are some of the main barriers. We have been able to offer GOAL program in over 8 schools in Pokhara and have managed to reach over 500 students in the last 5 years. We have developed GOAL camps from GOAL program. We have replicated this program in other districts. Due to this program we have a better understanding about youth issues in Nepal. We now belong to several children and youth network in Pokhara to deliver valuable life skills to disadvantaged youth to aware, empower and educate them in order to improve their lives.'

CHAPTER VII

SUMMARY, CONCLUSION AND SUGGETION

7.1 Summary

This study about the youth empowerment through sports 'A case study of Shree Rameshwori Secondary, Majheripatan Pokhara -14 Nepal. This program is very important. Since no one had studied about empowerment of youths through sport and thus researcher desired to study on it and hence researcher chose this area of study. How are the sports based programs, does it help to increase the confident level of students after the training or not, how does these programs help youths to be empowered, and improve the social skill of them. These are the main queries.

The general objective of the study to get information more about the sport based training. However, the specific objectives are; to identify the process of empowerment and next one to analyze the relation between health, education and sports. Adolescence can be difficult time for both girls and boys, many physical changes and often there is a major shift in attitudes, behaviour and interaction. Sports not only empower but also develop physical, mental and collective way of thinking in a person and make him/her disciplined as well. Also while providing with education one shouldn't emphasize only on intellectual capabilities but the physical aspects is equally important to be in a good health.

The research work was done in a particular area 92respondent from grade 7, 8, and 9 from Shree Remeshwori Secondary School that's why the generalization from this study may not be applicable to all the youth of Nepal due to its limited sample size and nature of study area.

The study was guide by empowerment theory and purposive sampling method was applied to achieve the objectives. The data were collected from primary and secondary sources. The primary data were collected by interview, case study, and key informer. Secondary data were collected from articles, journal, books and internet.

Apart from the various process data collection, the data analysis has been done as per presentation with expression and analytical of primary data on table, chart, pie chart, and percentage. The presented data was collected from Remeshwori Secondary school, Majheripatan and Empowering women of Nepal, Lakeside – Pokhara, Kaski.

7.2 Findings

-) 52.17 % female and 47.83% male took empowerment training
-) 30.44 % respondent were 15 years old, 4 respondent were youngest age 12 and 5 respondents were oldest age 17.
-) 39.4% respondent educational qualification was grade 7.
-) 33 respondents were Dalit caste and Tharu, Rai, Patani one from each group.
-) 84.79 % respondent belongs to nuclear family.
-) 57.6 % respondent's family occupation was farming and electrician, teacher, service were 1.08 %.
-) The data presented 82.6% belong to the religious community of Hindus, 10.87% respondents belong to Christian and 5.43% respondents belong to Buddhist family and only 1.09% belong to Kirat
-) 52.17% respondents developed their confident level, teamwork, leadership skills, communications skills, fitness and healthy life style skills.
-) 91 respondent like to play volleyball, some like digging, some like lifting, some like service, some like spiking and some like defense in volleyball .
-) 35.87% respondents belong to the caste group of Dalit.
-) 96.74% respondents brush their teeth twice a day.
-) 96.74 % respondents agreed that used 'Drug and Alcohol' was not good for health.
-) Respondents learnt about HIV/ AIDS and how it does transmit
-) 76.08% respondents were response that 'improve in skills and capacities' was a meaning of empowerment.
-) 52.17% of the respondents reported that their skills have improved through empowerment training
-) Respondents learnt about the leadership'
-) 59.78% of the respondent's confident level has increased.

-) Respondents learnt about to respect others and utilize their rights in a good way.
-) Respondents got a knowledge about all are equal and not to discriminate other people.
-) Program helped the respondents to develop a positive attitude
-) This program has also benefited the studies of the students
-) It has helped to expand the thinking and understanding capability of the students.
-) 7 respondents marked on 'do not know' about how to respect themselves.
-) Respondents learnt about discipline in the class room.
-) Program motivated the respondents to be involved in sports.
-) 86.95% respondents agreed that empowerment program helped to achieve their goal future goal.
-) 67.39% respondent had weekly involved in sports and physical activity.
-) More than half of the respondent that was 58.7% mentioned that they managed the problem or challenges in daily life.
-) Respondents got knowledge about violence, communication, leadership skills, health, sex and gender, volleyball skills, menstruation etc.
-) 47.83 % of the respondents favorite game was volleyball, 20.65 % of the respondent football was the most wanted game.
-) 96.74 % of the respondents were enjoying the program.
-) Respondents developed their leadership skills after training.
-) Both girls and boys equally participated in sport program.
-) Volleyball is a main sport so respondent of the program gained a technique and rules of a volleyball game. Most of respondents like to play volleyball.

7.3 Conclusions

The findings of the study shows that the empowerment training significantly increases self confidence, increases good relations with individuals peer group, improves team work, increases knowledge and understanding about health and hygiene. The findings in this study indicate that sport programs are perceived as contributing to personal development of youth groups. It shows that the empowerment sport based training is running effectively in school.

The program empower to the respondent because when the researcher organized interview session, they showed that they improved their self-confidence, communication skills. Empowerment experience is individual and unique to each person, some learnt to work in group, some learnt the way of good communication, some learnt to speak in front of class, helping each other and sharing their experience.

Respondent gain knowledge about physical fitness helps to spend healthy lives. Sports not only empower but also develop their physical and mental health. They liked to play games and learnt to play volleyball. Most of the respondent was enjoying the way to teach in the program. It shows that sports based program helped to develop social behavior and positive attitude among the young people.

7.4 Suggestions

1. The researcher concludes that it could be beneficial to extend the program out of the Pokhara Valley and into remote areas of Nepal as the program has proved it is very helpful to empower youth.
2. The research suggests that it could crate positive results if community organizers, voluntary organizations and the local governments would take an interest in the activity undertaken by the program to empower youth groups so that they gain confidence.
3. The researcher paper was not evaluating all the program structure. The researcher believes that further research dedicated to investigate the structure of curriculum and program.

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ANNEX I

Questionnaire for Students

1. Name
2. Age.....
3. Educational qualification.....
4. Marital status a) Married b) Unmarried
5. Ethnicity / Caste
6. Religion
7. Family structure a) Nuclear b) Joint
8. No of family
9. Occupation (Full Time / Part time)
10. Address
11. Organization

1. Which one is your favorite game?

2. Would you like to participant in the sports in community and school?

1) Yes 2) No 3) sometimes

3. Would you like to do exercise or physical activity in you free time?

1) Yes 2) No 3) sometimes

4. Do you think that your confident level is increasing after participant in sports program?

1) Yes 2) No 3) don't know

5. Would you like to play volleyball?

1) Yes 2) No 3) sometimes

6. Which is your best part in volleyball?

7. It would be more interested to play and learn about new things compare to study continue without play.

1) Agree 2) partially agree 3) Disagree 4) Don't know

8. Sports help to maintain physical fitness and health.

1) Agree 2) Disagree 3) Don't know

9. What do you mean by empowerment?

1) Powerful 2) power 3) improve in skills and capacities 4) all above

10. When I attend empowerment program, I am encouraged to achieve my goals.

1) Agree 2) partially agree 3) Disagree 4) Don't know

11. I am capable of overcoming challenges

1) Always 2) often 3) sometimes 4) Rarely 5) Never

12. I feel safe in public spaces

1) Agree 2) partially agree 3) Disagree 4) Don't know

13. I like myself

1) Agree 2) partially agree 3) Disagree 4) Don't know

14. I feel comfortable in school

1) Agree 2) partially agree 3) Disagree 4) Don't know

15. When I think about my body, I have positive thoughts

1) Agree 2) partially agree 3) Disagree 4) Don't know

16. What is your level of self – confident after joined the empowerment program?

1) Very high 2) high 3) average 4) low 5) very low

17. Do you find any changes in you, after joined the training?

1) Confident 2) team work 3) leadership 4) communication skills 5) fitness 6) healthy

7) All of above

18. How often do you participate in sports or physical activity?

1) Everyday 2) weekly 3) monthly 4) yearly 5) never

19. Do you have any health problem?

1) Yes 2) No

20. Alcohol and drugs are injured our health?

1) Agree 2) disagree 3) don't know

21. What are the things that you learn about the health?

1.

2.

3.

4.

5.

22. How many times do you brush your teeth every day?

23. What kind of activity we should have to do be healthy?

24. Which subject's information did you get from the training?

25. Which one is the best subject for you?

26. Please write down, what would be more nice to include in this program?

27. Is the program time suitable for you if not please write down.

1) yes 2) No

28. Would you like to more play or study? Why?

29. Education and health both are important part of our life.

1) Agree 2) disagree 3) don't know

30. Please write down some of your opinions about the program.

Thank you for your valuable time.

Questionnaire for Students (Case Study)

1. Name
2. Age.....
3. Educational qualification.....
4. Marital status a) Married b) Unmarried
5. Ethnicity / Caste
6. Religion
7. Family structure a) Nuclear b) Joint
8. No of family
9. Occupation (Full Time / Part time)
10. Address
11. Organization

1. What activities do you do in the morning?
2. What do you do in free time at school?
3. What do you do after come back from school?
4. How many hours do you watch TV or spend on the internet?
5. I finish all of my school assignment on time
 - 1) Always 2) sometimes 3) Never
6. I listen and pay attention to everything said by teacher at school.
 - 1) Always 2) sometimes 3) Never
7. How many best friend do you have?
8. Do you have any leadership or monitor position in your school and community?
9. How do you like the empowerment program?
 - 1) Excellent 2) good 3) nothing

10. Do you share the knowledge which you learn in the program?
1) Yes 2) No 3) Don't know
11. Does your family encourage you to play?
1) Yes 2) No 3) Don't know
12. Does your family discrimination about son and daughter if yes please write in short?
13. What do you tell to your friend about the program?
14. Do you find any changes in your confident level, after joined the training?
1) High 2) average 3) Don't know
15. When do you play volleyball, how do you feel?
16. Which is the best part of this program?
17. Whenever do you face a problem, to whom you like to tell first in your family?
18. What is your goal or what would you like to be in future?
19. Which is your favorite subject?

Thank you for your valuable time.

Questionnaire for Teachers

1. Name
2. Age.....
3. Educational qualification.....
4. Marital status a) Married b) Unmarried
5. Ethnicity / Caste
6. Religion
7. Family structure a) Nuclear b) Joint
8. No of family
9. Occupation (Full Time / Part time)
10. Address
11. Organization

1. From how many years are you involved in sports?
 - 1) 1 year 2) 3 year 3) more than 5 years
2. Which one is your favorite sport?
3. How are you feeling to empower the students through sports?
4. What kind of changes do you find on students to empower them through sports?
 - 1) Positive 2) negative 3) other
5. Who are more participants in sports?
 - 1) Girls 2) boys 3) both
6. Sports and empowerment are interrelated, what do you think about it?
7. How do you think about the program?
 - 1) Excellent 2) Good 3) average 4) Nothing

8. Would you like to encourage the students in extra activities in school?

9. How does the program effect the students in their educational activities?

10. After participated in the program, do they have change in studies level?

11. Please share your opinion about the program?

Thank you for your valuable time.

Questionnaire for Organizations

1. Organization
2. Title
3. Name
4. Age.....
5. Educational qualification.....
6. Marital status a) Married b) Unmarried
7. Ethnicity / Caste
8. Religion
9. Family structure a) Nuclear b) Joint
10. No of family
11. Occupation (Full Time / Part time)
12. Address
13. Organization

1. When the organization was established?
2. How long the organization has given training to the youth about empowerment.
 - 1) 2 years 2) 4 years 3) more than 6 years
3. How many beneficiaries get the training till now?
4. How many schools do you already provide the empowerment or leadership training?
5. How do the participant come to contact in organization?
6. What is the ratio of male and female participants in the training provided by organization?
 - 1) Same 2) male 3) female

7. What are the trainings provided by organization?

- 1
- 2
- 3
- 4
- 5

8 what kinds of changes do you see on the participants after joined the training?

- 1
- 2
- 3
- 4
- 5

9. How many employee do you have?

Full time

Part time

10. How many districts of Nepal participants come to the part of the training provided by organization?

11. How much is the training fee?

12. What is the name of the training provided by the organization in school?

13. Do you request a permission from districts education's office to ran a program in school.

1) Yes 2) no 3) not important

14. How many public school already got the youth empowerment or leadership program in Kaski district?

15. What are the subjects knowledge do the students get in school?

16. What is the training period in school?

17. How many times do you organize the program in a week?

18. Please write down something about the organization.

1. Organization
2. Title
3. Name
4. Age.....
5. Educational qualification.....
6. Marital status a) Married b) Unmarried
7. Ethnicity / Caste
8. Religion
9. Family structure a) Nuclear b) Joint
10. No of family
11. Occupation (Full Time / Part time)
12. Address
13. Organization

- 1) What was the defining moment that led you to this innovation/ project in school?
- 2) What is your plan to expand or further develop your approach?
- 3) What are the main barriers you encounter in managing and implementing the project in school?
- 4) Describe the degree of success you have had to date?
- 5) What is the goal of the program in school?

Thank you for your valuable time.

Thank you for your valuable time

ANNEX II

Some pictures of respondents during the interview



