

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Education is considered as a main vehicle for national development. By realizing its importance in national development, education in Nepal was made publicly accessible to general population after 1951; previously it had been reserved for the elite ruling class. Thus, the expansion of government education has resulted in an increase in the access to and quality education in the country. Although remarkable progress has been achieved in the provision of education, substantial challenges still exist for the equitable provision of quality education for all. The total enrollment in different levels of education has increased over the years, but access to education for children of socially marginalized groups remains a challenge (Department of Education [DOE], 2008).

In this condition, it is compulsory that government or any private organization play vital role to increase women participation and their skill development. In this situation, women oriented scholarship can support those who are affecting. Those who are stricken with poverty, affected by the name of lower caste, minority group, disabled, handicapped and orphan in priority. Since then, it has been regarded as the most important key to human development. By considering this, it has always been kept in high priority for the development of the individual, society and the nation since that time. Education plays important role to reduce poverty. Therefore, it has been taken as a means to reduce poverty in Nepal (NPC, 2007). In this context, those people can get economic support for better women education through scholarship. The provision of scholarship is taken as an effective tool for maintaining the equity in enrolment. By taking it as a priority, the Government of Nepal has also been allocated huge amount of budget in the scholarship programs for school education. To this end, the supports from the international communities have also been remained important.

Education is key to life's opportunities and wellbeing. It is a foundation for society and also a human right. But in the context of Nepal, and mostly in the rural areas, education still is not accessible to all, especially to girls. There are many factors that influence accessibility of girls to education or school. A factor such as economic,

social and culture plays an important role. Like in many other sector of Nepalese society, the education sector also shows great gender disparity among boys and girls. (NCDC, 2013)

### **Major Educational Project in Nepal**

There are several educational projects established in Nepal through the aid, loan or donations. We received in the different periods of time. Like PEDP, BPEP, PSNFP, SEP, SEDP and HEP etc. These educational projects have now been shown the example of providing the good educational services to the people of Nepal. The official record shows that Nepal started receiving foreign aid in 1951. Nepal realizes, heavily on foreign assistance to finance its development program. External assistance to the education sector in Nepal is substantial and has been increasing over the years. ADB and the World Bank are the major lenders in the education sector. This assistance has focused on primary education, secondary education, technical and vocational training and higher education. The major bilateral agencies providing grants for the education sectors are the Danish International Development Assistance( DANIDA), Department for International Development( DFID) of the United Kingdom, European Union, Finland, Japan International Co-operation Agency( JICA ), Norwegian Agency for Development, Swiss Development Co-operation United Nations Children's Fund (UNICEF) and World Food Program etc. To some extent, very few have not been able to put us in the picture of good educational development as we expected (Sigdel, 2004).

Since the restoration of the democracy international community and donor agencies poured resources in the name of grant and assistance in Nepal for various development initiatives. The land turned more experimental ground. The situation of country and its people has failed to sense the real development. However, the foreign support for the development process is inevitable. We have been depending on foreign aid for about 50 years of democracy and it is still going in various forms. In the initial days of our development works, the definition of development was doing something from outer world/ people for local people. However the definition is no longer true. In those days, developmental plan used to be formulated with the concept that local people are knowledge less, resource less and efforts should be made from

outer world from their development. However, these plans never became successful. The major weaknesses of those plans were to ignore the skill, knowledge resources and manpower of local area. The development practices adopted 1950s was trickle down approach and blue print approaches, which encourage poverty and inequality rather than to improve the condition of people. The concept of local development is to bring favorable condition of local people on social and economic sector for the fulfillment of basic needs. Nature of national and international economic system should be bridged linked to local economic system by encouraging local level production and exports participants from all groups and co- operation should be developed in mobilization of resources, means and for expansions a serious to improve socio- economic condition of people (Shah, 2002).

On the other hand we are very familiar to hear the misuse of foreign support and the negative stories of mushrooming NGO and INGOs. Even people do not hesitate to blame those people who are engaged on development work supported by I/NGOs. In this context, it is necessary to go through the impacts left by I/NGOs works over through village.

“..... not only the government but also the civil society including various professionals, individuals or other stakeholders are dependent on foreign aid and the trend is growing daily. The legislative and judicial branches of the state are also benefited by foreign aid since years. Elections conducted can neither be conducted nor observed (by independent monitors) without it. The practicing of social science profession depends on foreign aid for consultation and research activities. The case to some extent is similar even in the medical, engineering and legal profession. Even the media is not left for the professional improvement. The human right movement of the civil society including the protection and upliftment of the children is founded by foreign sources. The campaigns to save the greenery and the myriad of other activist and advocacy work in support of democracy including equality and justice for all people” (Panday, 1999). It shows the importance of foreign aid in country’s development effort. There is not only the negative side of the donor driven programs but some helped for the transformation of the society. Makoto Maki also comes through the I/NGOs work, but its method has done something in some of the village of their educational progress too.

## **Introduction of This Scholarship**

Namsaling Community Development Center (NCDC) has been dedicated in working in an equitable manner towards the predetermined sector of community development, health, education, environment and alternative energy, etc. are the important sectors dealt by NCDC. In order to achieve the predetermined goals, the organization has been continuously working in all the above mentioned sectors. Since women are lagging behind, NCDC thought of working in a project specially addressing women accordingly. NCDC initiated this project in 1996 by handing over scholarships to the girl student of Namsaling secondary school with the support from Ontario Catholic Teacher's association. Then this organization established a women scholarship distribution trust fund. In 1998, a Japanese social worker Mr. Makoto Maki. While distributing this scholarships, poor, promising, those from the minority castes, etc. are given the priority (NCDC, 2006).

NCDC started its first girl's scholarship in 1996 with the support provided by Canadian citizen who came as a volunteer in Namsaling VDC from Ontario Catholic Teachers' Association. After completing his volunteer term period, he decided to donate the surplus money and invest in a way to increase girl's access to education. Hence, 33 girl students of Namsaling VDC received the scholarship for the first time.

In 1997, after hearing about the girl's scholarship program run by NCDC from its life member Ms. Bhagawati Nepal realizing the necessity and opportunity that education could give, Mr. Makoto Maki made up his mind to provide financial assistance to deprived girls and increase their access to education through the girl's scholarship program. This genuine interest of Mr. Maki opened new doors of opportunities for needy girls of Namsaling VDC as well as other neighboring VDCs. NCDC continued the programme from makoto Maki's support and proposed to establish girls' scholarship trust fund.

The scholarship is one of its kinds in the district and the local bodies, parents, teachers and dignified persons. District wants this program to be extended to the entire district. NCDC also aim to the same. However in order to do that, the trust fund for the scholarship needs to be increased by folds. The amount of scholarship given as skill promotion scholarship is not enough in terms of both percentage and also in amount to each project (NCDC, 2005).

Every year about 170 girl students of 52 schools including 7 girls from the University/ college level education are receiving the scholarship. Between the period of 1997 and 2012, 2035 school level girl students and 72 of higher level education girl students are benefited. Similarly 4 women have received semi – technical type of skill development training under this program. Student of ethnic group, dalit, minority group and economically back warded intelligent are prioritized by concerned schools and college for this scholarship since its starting period (NCDC, 2012).

Along with this background, the concerns are raised about the implementation of scholarship programs at school. The field reality on how the scholarships are functioning at schools help to assess the justification of the investment. This is the starting point for my study. Then, let me start with the focus of research areas with rationale, problems and purpose, research questions and the framework of the study.

## **1.2 Statement of the problem**

Scholarships in Nepal have long been used as a means of promoting education to the girls, children of disadvantaged communities and children with disabilities (Institute for Integrated Development Studies [IIDS], 2004). It has been used as a major strategy to attract children to schools and promote their education since the 1970s (Acharya & Luitel, 2006). Continuous expansion has been noticed in this regard and study also marked them as a successful program in providing scholarship. For example; Education for All (EFA) program has been relatively successful in distributing scholarships to girls and Dalits. In primary level, all Dalit children and 50 percent of girls who are poor get scholarship amounting Rs 350 per student per annum. However, research studies (Bista, 2004; IIDS, 2004) have identified some pertinent issues relating to scholarship management and functioning system, such as, low scholarship amount; inappropriate distribution mechanism; low relevancy and misuses of scholarship amount, fewer students served in relation to demand; and inaccurate data of eligible students to plan the schemes. Other issues in relation to the scholarship implementation were; delays in scholarship distribution, allocation is generally not adequate to address the policy commitment and there is often mismatch between needs and allocations by schools and districts.

The expenditure tracking carried out by Financial Comptroller General's Office (FCGO) in 2007 raised the serious concern on the data of eligible students provided by schools. The study further talked on inflated data, which often questioned on the reliable planning and its implementation. Hence, the functioning of scholarship system was also questioned. Likewise, local understandings about the scholarship provisions are yet to be explored. As given in the policy documents of the Government of Nepal, scholarships to the primary level girls, dalits and disabled children have been seen and offered as one of the most important strategy to address the issues of access, participation as well as equity (MOES, 2004). Education for All Core Document (2004-09), published by Ministry of Education, claimed that scholarship to targeted groups will help to reduce the inequity in school education thereby promoting social inclusion. However, several issues are associated with the scholarship programs, their distribution, uses and effectiveness such as inadequate amount, not targeted properly to the needy students, and flat rates to targeted groups irrespective of location, social disadvantages and poverty.

In this context, the impact of girls scholarship on women education is need to know about the social problem, which related with scholarship and its impact on women in the society. This study was concentrated on the issues related with the local understanding and practices of scholarship programs at the school level. Basically, we are very familiar to hear many kind scholarships distribute by foreign donor's support, I/NGOs and also by the governmental sector to school education.

Specially, it focuses to the girl students for their education. In this context, it is necessary to go through the impacts left by scholarship over those village, these schools and also these girls who benefited by this kind of scholarship which provided by foreign donor and facilitate by local NGOs.

Based on these issues, my research questions are as follows.

- ) What are the impact and its role of scholarship on women education?
- ) Whether this girl's scholarship program has supported female students to continue their study and how it can support to increase their education?

- ) To what extent Makoto Maki scholarship program is responsible in increasing the performance of female students in study and their career?
- ) What is the perception of stake holders, teachers and guardians of the female students about Makoto Maki scholarship program in this area?

### **1.3 Objectives of the study**

The general objectives of this study are to find out the impact of the Girl's scholarship program on women education. The specific objectives are as follows.

- ) To find out the performance of the female students in their study and career.
- ) To explore the local perception about its impact.
- ) To analyze the socio-economic status of women in study area.

### **1.4 Rationale of the study**

Still, large numbers of the people in the country are uneducated. Only 65.9 Percentage people are literate 75.1 percent male and 57.4 Percent female (CBS 2011). It shows the poor education status of male dominated Nepalese society. However, this scholarship could be useful to empower and educated rural woman in an eastern Nepal and located within Ilam district. The method is real problem base and it helps to the society to overcome problem. It can adopt in remote village too and experience achieved in these areas can be applied in other areas. It is directly related grassroots level development and girl's education.

The study area selected for this purpose because it has been running on far flung village that is still deprived for the development. It stimulates the local people for something change for them, which has been successful in other parts of the world. This scholarship program had been running for the girls even when I was reading in this school, some of my friends used to get it because of this they were very hardworking and also they were successful in their studies, there was positive impact of it. Due to this reason I am curious, about its impact on women education and the society.

Women have been ignored in Asian and African countries. A large number of women in South Asian countries are affected by social evils, conservative, traditional culture and in these countries the birth of a son is celebrated with great joy but girls brings a great disappointment and frustration in the family. So indirect effect on their family status all social traditions offer examples of the oppression of women in which religion is implicated. History shows that more than 1, 00,000 women were burnt in Christian Europe in the blame of witches. In India innumerable widows have died on their husband's funeral pyres. The feet of Chinese women were bound for countless generations to please their men-folk. The genitals of African women were mutilated because it was believed that such mutilation would make them better wives and mothers. These examples present the extend of cruelty bestowed on women in various societies (Luitel, 2008).

In this case, Scholarship is a kind of great intensive for the student, mainly, who are poor, intelligent, lower caste, minority caste, disabled, handicapped and orphan. Basically it is important for support to improve their study and also continuity too. It can contribute to minimize the impacts of poverty in a local level and country. However, inadequate understanding of scholarship impacts particularly at community level has been a major constraint in Nepal and also a few researches have been done about it.

Therefore, it is essential to study from community level. This scenario suggests that the studies of scholarship are urgently needed for better understanding of the linkage between students and their continuity for the study. It is essential that it help to stake holder and also a policy maker and those people, who want to make a plan for educational improvement. Hence, local level study is important.

### **1.5 Organization of the Study**

The study report consists of all together six chapters. The first Chapter is about the Introduction including Background, introduction of Makoto Maki scholarship, Statement of the Problem, Objectives of the study, Limitation and Rationale of the Study. The second chapter mainly covers the review parts of different literatures, which consists General overview of the literature review and conceptual framework of the study.



The third chapter consists about the methodology adopted for this study. Mainly this chapter is concentrated on research design, rationale of the site selection for the study area, nature and sources of data, universe/population, sampling method, **techniques of data collection** (questionnaire, interview, case study, and observation), method of data presentation and Limitation of the Study. Likewise, Chapter four highlights the introduction to the study area and scholarship including, population, religion, occupation and Education, Attendance of girls respondents, selection criteria of the scholarship.

Chapter five describes the Socio-economic status of scholarship holders including, Age composition, occupational status of the respondent's family, Ethnic composition, Family Size, Understanding on scholarship, Impact of scholarship on performance of girls, Personality Development, Contribution towards Women Education, Impact On Women Education, Changes after getting this scholarship, Satisfaction on Distribution of Scholarship, It's effectiveness on Past and Present, and 3 Case Study. Chapter six is the final chapter, it includes; summary, conclusion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2. Background**

In this chapter brief analysis is presented about the theoretical review and review of related documents of the study. This is the important part of research work. The literature review has been done under the review of conceptual study. For this, different journals, books, reports, previous research work, articles. Websites etc have been reviewed. Other published and unpublished document related to subject will have also been studied. Many social scientists sociologists carried out various research studies about women education in Nepal. But very few attempts have been made to trace the root of the topic. Most of the studies have focused on women education, literacy rate of female education and also deal in some articles the role of female/ girl's scholarship to improve the blank space of women education.

#### **2.1 Theoretical Review of the study**

Gender discrimination created by society between men and women depends upon the socio- cultural experience. It is considered in different aspects to analyze the socio-economic, political, educational and other roles, responsibilities, constraint and opportunities for both males and females. Gender inequality is the main problem of social, economic advancement. Discrimination creates social injustice which has negative impact on social and economic development (Joshi, 2068).

From the various studies, it is found that, women have suppressed by their male counterparts and their status is low due to their backwardness in many cases. So gender discrimination and low status of women have become serious problem to society and the nation. Women should get equal role in decision making and opportunity in each and every sectors of development. For this, it is important to explore their present status and roles, responsibility, decision making, power and constraints. It is equally important to find out the participation in economic activity, education, access to resources, health services and political participation (Luitel, 2008).

In totality, women have low status in society and they are deprived from various facilities and opportunities. They have low access to resources. There is gender inequality which is persisting in our society deeply, unless and until women are in the mainstream of development, the goal of social justice, equity and sustainable development will be unfulfilled dream. Therefore, we should empower or emancipate the women to develop their status with proper policies and programs (Joshi, 2068).

## **2.2 Women Education**

According to interim constitution of Nepal, 2063(2007) with seventh Amendments (2010); the state shall pursue a policy which will help to uplift the economically and socially backward, indigenous ethnic groups (Adivasi Janajati ), Madhesis, Dalits as well as marginalized communities and workers and farmers living below the poverty line by making provisions for reservations in education, health, housing, food security and employment for a certain period of time.

Three Year Plan Approach Paper, 2010/11 - 2012/13) maintain, As a result of past efforts and investment made in education sector, there has been considerable development as well as expansion of education infrastructure and especially there has been noted improvement in primary school enrolment. At the level of basic education investment friendly environment has been created and positive efforts have been made towards sustainable improvement of access, quality and management at school level. Consequently, children enrolling in grade one with childhood development experience has reached about 50 percent, net enrollment rate at primary level 93.7 percent, net enrollment rate at lower secondary level 63.2 percent, net enrollment at secondary level (9-10) 40.8 percent, adult literacy rate 53 percent and gender ratio has reached near parity level.

The wealth of the household seems to have a positive effect on female schooling rate but only to a certain extent. As in the case of literacy, the positive effect of an increased household income status on female schooling rates at the lower income levels is reflected in the fact that a larger proportion and women in the top and middle economic strata had received some schooling (Suwal, 2002).

In the book of **Maslak, 2003**, identifies and examines the cultural condition and circumstances that influence the process of educational decision making for girls in Nepal. It raises the voice of women from the household level to join with the problem about education of Tharu girl's families in Butawal. Situating women's lives within the context of their families, neighborhoods, region and country. Maslak explores the cultural and socio-political condition that shape, individual agency determined the educational choices women make for their daughters. The book seeks to go beyond the existing educational participation literature by exploring how ethnic identity, ethnic interaction, religious beliefs, and religious rituals function as interweaving sociological forces in the community and how familial relation in the home are influenced by the power structures that subsume gender roles. It focuses on household economics and school related issues, and this is the local study of the Tharus focusing on the education of girls. In south Asia, girls are less likely to enroll in and graduate from school than boys of the same age. In particular, girls in Nepal maintain one of the lowest educational participation rates in the south Asian region and in the world. And locally, the Tharus, an ethnic group indigenous to Nepal, have one of the lowest educational participation rates in the country. It presents the critical role of gender relation in girl's education and it shows the problems of enrolment at school. She claims that the gender relationship within Tharu community in the time of 1960 to 1970 like that from this study raise the condition of girl's enrollment how's going on and what is the difference between these period of time and Midwestern district of Nepal (Butawal) and far eastern district of Nepal (Ilam) ? There are something difference from this research work because in that research claim that only located in to Tharu girl's family but in this( my) research work going to present the issues about how is the condition of girl's who have got the scholarship for their study towards primary to college level? Is that scholarship helps to enrollment of girl's at school? Maslak present the case study of Tharu girl and their enrollment situation but in this research going to present situation of girl's education through the scholarship and its impact in women education.

Likewise, in the book of Laura, 2004, mention the all levels of Nepali society, a shift is occurring away from arranged marriage and capture marriage towards love marriage. The transformation in marriage practice is both the outcome of, and a contributing factor to, dramatic, political, economic, educational and social changes

taking place in Nepali society & as a whole. The girls of that Magar's community capable to decide about their elopement supported by Education and enrollment to the school. In this context, education is most important factor to transform the society and it can make people educated. Thus, for the education to girls this kind of incentives are necessary and also for its effectiveness, impact study is even much more essential.

Irrespective of economic strata, the fact that are not sent to school because they are needed for household work and they finds no direct benefit by sending them to school as they had transfer to her affinal household at marriage. Although some of the facts of actual school attendance contradict the report attitudes towards education, overall analysis of the literacy rates, desired level of education and causes for not sending girls to school or for desiring low level of education for girls than boys. The causes or facts are female child labour is needed in the farm and household work, there also restriction have been imposed on women by tradition and culture. The continued association of women with their household and greater possibility of support from daughters in old age provides another incentive to female education in community. Women in some communities are looked upon as assets rather than liabilities to their natal households and this appears to be related to their greater access to schooling. Hence, value of female education is directly related to its use in everyday life. But this is not same in all communities, in some value of female education is lower because there is no apparent direct relationship between later life style of women and education. In Indo- Aryan communities women either educated or on educated are kept within the household and let them little contract with the outside world. Attitudes towards female education are also related to the relative structure of the economy. The more the economy is oriented towards subsistence farm production, the less chance for women to come in to contract with outside world and the less prescribed needed of female education( Acharya&Bennet, 1981).

According to acharya, cause of social, cultural and religious belief, Nepalese women do not enjoy same status as men do. In society women are less endowed with productive resources in terms of education, health and productive assets, which could bring higher, return to their labor (Acharya, 2000).

### **2.3 Efforts on Improving Education Status of Women**

Looking back on the history of women education in Nepal, Padma Shamsher (1944) was the first Rans Prime Minister who opened the doors to education for females in Nepal. In 1961, the second education plan stressed five years of free and compulsory primary education along with the inclination to give priority to female leaders in the level of education. However, this plan could not be translated in to reality.

The Fifth Plan (1976-80) committed itself it increasing the meant of girls especially at primary school. Program on education was introduced as one of the programs of Seti – Education for Rural Development Project launched. Many national and international non- government organizations (NGOs and INGOs) started to run non- formal education especially between 1970 and 1980s.

In 1994-97 provided grant to make 270,000 women and girls of rural areas literate. Similarly Basic Primary Education Project (BPEP) has initiated some new schemes like appointment of female teachers and scholarship programs, to increase female participation in education.

UNICEF and other donor agencies like Danish International Development Assistance (DANIDA) are also involved in creating environment, which facilitates provision of education to rural women. The education program of UNICEF continued effort to improve the quality of teaching and learning in the country's primary schools, and to increase the number of girls in primary school and non- formal education. Over 13000 teachers were trained in the Whole School Approach, Which emphasizes joyful learning, and a cluster school approach to teacher training. To reach the estimated three million Nepalese school- age children who have never been to school, UNICEF and government and NGO partners conducted a ninth month Out- of – School program for 82,000 children, with an additional 75,000 children enrolled for the 1998/99 school year. Over half of the graduates in 1997/98 were girls.

The government has adopted a policy to enhance participation of girls in education particularly at the primary level. There are two basic reasons why the government had to lay greater emphasis on primary level. Firstly, girls' participation is still a very big problem at the primary level. Secondly, it is assumed that increased girls' participation

in primary education would contribute to increasing girls' number in secondary education as well (Suwal, 2002).

## **2.4 Government Efforts on Promotion of Girls' Education in Nepal.**

### **1. Scholarship Program**

- ) Incentive of Rs.250 per year per girl for a total of 32,000 girls at the primary level of 10 districts of the Western Development Region. Girls in these districts also get daytime snacks.
- ) Recruitment of at least one female teacher in all the primary schools of the country.
- ) "Local school scholarship" for selected girls of grades 6,7,8,9 and 10, a monthly sum of Rs.60, Rs.70, Rs.80, Rs.90 and Rs.100, respectively.
- ) Eighteen feeder hostels for lower secondary and secondary girls whose socio economic conditions are very poor. The girls receive a monthly stipend of Rs.550 and this amount is slightly higher (Rs.650 per parson) in Carnal district.
- ) Scholarship is also awarded annually to 400 girls studying education in higher secondary or campus levels in remote districts. The scholarship that each of the girls gets is Rs.450. The scholarship amount is Rs.550 for the girls of karnali zone (Suwal, 2002).
- ) A new Ministry of Women and Social Welfare has been formed to enhance the overall status including of females and the disadvantaged groups in Nepal.

## **2.5 Free Education**

- ) The free basic education provisions include cost – free services for admission, textbooks, tuition and examinations. Community, under the aegis of existing laws and bylaws, will continue to mobilize additional resources required for quality enhancement.
- ) Special provisions to cater to the needs of public school students in Karnali zone, students from the dalit communities and students with disabilities across the country, paying special attention to girls.

### **Type and Amount of Scholarship;**

<b>S.N.</b>	<b>Scholarship type</b>	<b>Target</b>	<b>Amount( Rs)</b>
1.	Dalit Scholarship	All Dalit Students	350 per year, per student
2.	Girl Scholarship	50% girl students ( need based selection by the SMC )	350 per year per student
3.	Martyr's Scholarship	Children of Martyr's family (Martyr's verification by DEO)	1000 per year per student
4.	For Karnali Region	All girls student in Karnali Region	1000 per year per student
6.	Scholarship for students with disability	All students with disability	500 to 15,000 per year per students( passed on severity)

Source; School Sector Reform Plan 2009 - 2015

It can be concluded from the above studies that female have taken good opportunities to achieve good education in their life from the side of government, foreign assistance, I/NGOs and local level. Because of this, they improve their education without any tension about economy to continue their education. And because of the education and awareness program conducted by different organizations women are getting better opportunities in these days. That is positive sign for women. Due to globalization, women are being aware for their rights. In this context, we can get more effort to improve girls' education in Nepal by the governmental sectors and different donor assistance but there are no any studies which related to find the impact with these efforts. Therefore this report writing is being written.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This study is especially designed to analyze the impact of girls' scholarship on women education. Different kinds of research methods and tools have been used to develop the research design. In this study, descriptive and analytical research design has been used to collect data. The study will be empirical. While doing so, the study is carried out in analytical design. The following research methodology has been applied in this research.

#### **3.1 Rationale of the Site Selection for the Study Area**

As mentioned earlier, the objective of the present study is to analyze the impact of girl's scholarship on women education. This is about the performance of the female students in their study and career; explore the local perception about its impact from gender perspective. For this purpose Namsaling and Nayabazar VDC of Ilam District have been selected for this study. These VDC have been selected for the following reasons:

1. There are Makoto Maki – Namsaling Community Development Centre (NCDC) Girl's Scholarship Program have been distributed.
2. There are no sociological studies about the impact of scholarship on women education in this area.
3. It is own research area of interest of the researcher.

#### **3.2 Research Design**

This research was follow descriptive research. I would carefully try to record all the observed events from the study area and describe as faithfully as possible. Special focus would be given to analyze and explore the causal factor for the impact of scholarship on women education in the study area.

#### **3.3 Nature and Sources of Data**

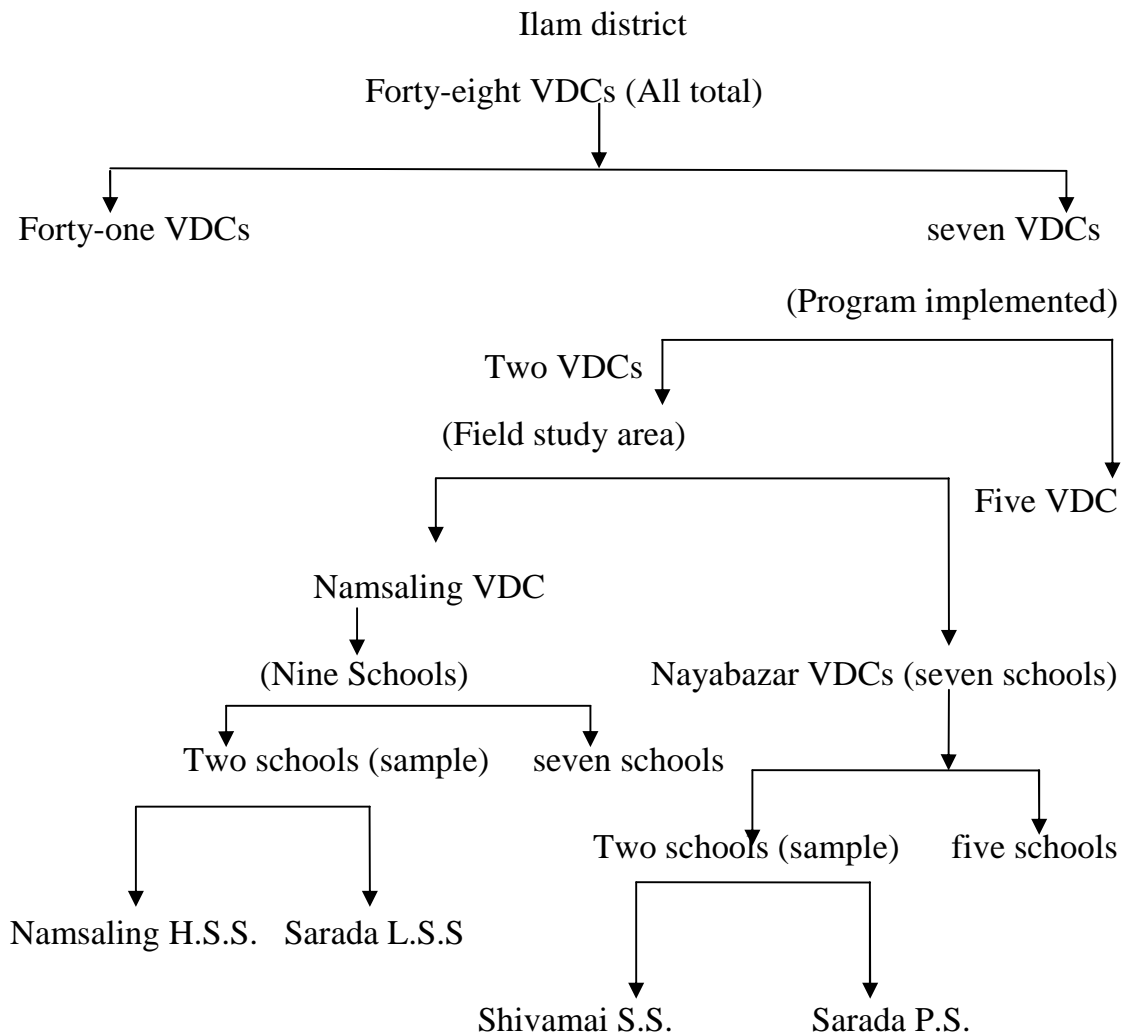
This study relies on both qualitative and quantitative data. Qualitative data was acquired through various data collection techniques such as interview, observation,

interview, and case study. As far as the sources of data are concerned, this study mostly depends on both primary and secondary sources of information. The primary data was collected through observation, interview, case study and questionnaire. In other side the secondary data was collected from VDC, District, region, and Central level as well as Library, published and unpublished articles, documents, books, CD-ROM, Internet.

### 3.4 Universe/Sample

For the purpose of this study, a total number of students are found 170 including higher level's 7 girls within 7 VDCs's 52 schools in Ilam districts (NCDC, 2012). 22 girls from two VDCs's four schools were selected. The selected area and the students were searched purposively and study was conducted.

*Figure No. 1: Universe/Sample*



### **3.5 Sampling Method**

The research is based on purposive sampling method (non – random sampling method) in which Namsaling and Nayabazar VDCs of Ilam district were selected where the Makoto Maki Scholarship Program has been supported. To choose purposive sampling because it helps to find the experienced people who can provide the more information about selected topic. And easy to select the scholarship recipients in the study area.

### **3.6 Tools of data collection**

Techniques used for data collection are as follows:

#### **3.6.1 Interview**

A part from the conversation with respondents. It helps to collect more information, the interaction with those people who have much experience about this scholarship in the study area. Interviews were taken by preparing the checklist. It also helps to find out the missing part, which were not clearly expressed by the respondents. Such as, 20 persons they are 5 teachers, 4 principals, 7 parents, 3 SMC representatives and this scholarship facilitated NGO's representative were selected for the interview.

#### **3.6.2 Questionnaire**

The questionnaire is designed to collect the participating information to fulfill the objectives of the study. In this study, structured questionnaire has been prepared and given to the 22 girl students who study at below secondary level in my field work area. The questionnaire was used to obtain some of the necessary information about the respondents. A questionnaire was developed for to know the girls student in such a way that it covered participant's background, her understanding about scholarship, influencing factors, family's support and participation in their study.

#### **3.6.3 Case Study**

There are 3 case studies have done from 3 people who have been benefited by Makoto Maki-NCDC girl's scholarship program in the present and before. Anyone can observe the changes in their study, personality, daily behavior and also their awareness about importance of education to their life success. Some students who change themselves through this scholarship program are mentioned in this study.

### **3.6.4 Observation**

The field visit of the study area has based on the participatory observation, which helps to collect the qualitative data. From this method, observe the daily life of the students, parents, teachers, principal and parents of these related people through watching and listening to their conversation, their behavior, talking with them, interviewing people. This was done to know the actual condition of the respondents.

After establishing good rapport with the local people, there was observed directly participating with the local people. Observation of the students to know about their performance in the study.

### **3.7 Method of Data Presentation and Analysis.**

After collecting data, the data was manually processed with simple tabulation. Information on geographical setting of the village. The collected data is tabulated on the same basis of their nature. Information is grouped, sub grouped and classified as per the necessity and so as to meet the objectives of the study. Quantitative data is analyzed by using computer software.

### **3.8 Limitation of the Study**

Every research has their limitations; it has also norms and values. The study of impact of girl's scholarship on women education within the limited schools of Namsaling and Nayabazar VDCs. There are also some limitations of the study, which is more specific and more useful to fulfill the objectives. The study has following limitations:

- ❖ This study is conducted for the completion of the partial fulfillment of master degree in Sociology. It does not cover a detailed study due to the constrained of time and resources. So the conclusion drawn out from the study depended upon availability and reliability of the respondents so there may be less possible errors.
- ❖ The study itself is a learning process.
- ❖ This study may not be generalization as it was only conducted in the small area of Namsaling and Nayabazar VDCs's four schools of Ilam district.

### **3.9 Ethics of the study**

In this study report, names were changed and photographs were used of the respondents in the study area.

### **3.10 Experience of researcher**

I am expressing my feelings about my experience of field work based on the study of impact of scholarship on women education. This scholarship was provided to girls belonging from 52 schools situated in 7 VDCs of Ilam district. While I was choosing samples to study the impact of such project as prepared questionnaire to the 22 scholarship recipient girls from 4 different school in 2 VDCs. In order to visit this field study area, it took 4 hour to reach from the Ilam municipality. Before my arrival I had inform to the schools. Then I arranged my residence by myself there.

In that time, I met with related school management committee members, school principals, teachers and with the parents for taken interview in my field. I felt that it is very peaceful area and also people are educated. Most of the respondents were expressing their experience and the real view towards this scholarship. This is my hometown because of this, they also happy to answer to me as my interview schedule. Both schools which situated in Namsaling VDC when I complete my primary and secondary level study. That is why, I also excited to met them who taken me as a daughter of these village. And felt proud to choose this topic which directed me towards my hometown. According to my field study, I found real difference between school child and the researcher in the same place and the same person but it is different to take me by the villagers.

In this context, I got more information by the respondent. They much more want to sent their child not only boys but also girls child. They also force to send tuition class if they felt required. Teachers are also conscious to make student hardworking and trying to make their parents informed about their child's study.

At last but not least, for more effectiveness of scholarship, it should be continued and increase its amount according to value of money. And it should more inform to the parents about their child study, its importance and their responsibility to encourage their child to make them more motivated.

## CHAPTER FOUR

### INTRODUCTION TO THE STUDY AREA AND THE SCHOLARSHIP

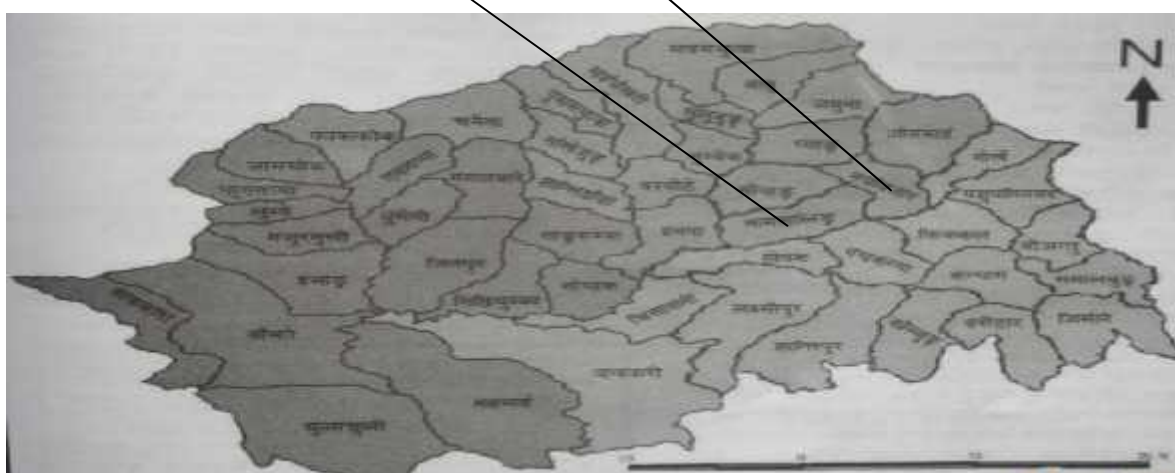
This section highlights setting of the study area including population, religion, occupation and education, introduction of the donor of this scholarship, attendance of girl's respondents at school and selection criteria of girls.

#### 4.1 Introduction of the Study Area

This section includes the general description of the location, setting of the study area including population, religion, occupation and education, age composition, attendance of girls' respondents, occupational structure, and ethnic composition of the study area.

Ilam is hilly district in the eastern part of Nepal. It covers 1703 Square kilometer of land with a height beginning from 140 meters to 3636 meters from the sea level. The variance of altitude makes Ilam rich in biodiversity. It is buffer zone between the Terai and Himal. A home of many ethnicities, Ilam is a radiant of mixed culture. There are 48 VDCs and a Municipality in Ilam. This study area was carried out in Namsaling and Nayabazar VDC. These VDCs are located in the eastern part of Nepal and east from Ilam district.

**Figure No. 2: Map of Ilam District and Namsaling and Nayabazar VDC (Study Area)** *NAMSALING VDC* *NAYABAZAR VDC*



Source: V. D. C. Profile, 2012

### **4.1.1 Namsaling VDC**

Namsaling is a VDC in Ilam, which is situated in the eastern part of the Ilam district. There are the VDC comprises 9 wards and numerous villages in it. The neighboring village of Namsaling VDC is Soyang, Godak, Panchakanya, Nayabazar, and Ilam Nagarpalika. In the southern part of Ilam is Panchakanya VDC and the west Soyang VDC. Nepali language is spoken and also Rai, limbu and Bhote language as a mother tongue of this VDC. Most of the people are Hindus, and some are Buddhists. There are various types of festivals celebrated by the villagers. Main festivals are Dashain, Tihar, Teej, Maghe Sankranti etc (VDC Profile, 2011).

#### **4.1.1.1 Population**

In Namsaling VDC, there are many ethnic groups. such as Brahmin, Chettri, Rai, Limbu, Tamang, Newar, Magar, Kami, Damai, Sarki, Ghale, Helmu, Lama, Gurung, Sherpa, Khabas, Lapcha, Bhujel, marwadi, Jogi etc. The total household of Namsaling VDC is 1,299 and total population of this village is 5,752 male are 2,778 and female are 2,974 (CBS, 2013).

#### **4.1.1.2 Religion**

There are two religious groups in Namsaling VDC, Hindus and Buddhist. 73.74 percent are Hindus and Buddhists are 25.90 percent and others are 0.29 percent, so most of the people are Hindus in this VDC (VDC Profile, 2011).

#### **4.1.1.3 Occupation**

The Namsaling VDC is mostly depending upon Agricultural activities. According to the field survey about 75 percent people depend upon agriculture. Main crops of village are paddy, maize wheat and ginger, orthodox, vegetables, fruits etc. are grown here. There is an irrigation facility available in this village. Agricultural activities mostly depend on traditional techniques and equipment. Most of the women are engaged in agricultural works as well as household work. But the work of woman is not count in economy (VDC Profile, 2011).

#### **4.1.1.4 Education**

The literacy rate of Nepal is 69.9 percent. Women literacy rate is 57.4 percent against 75.1 percent of men's according to the census of 2068. Most of the villagers are having dropped their study before completing the secondary level. Some of the students have got opportunity of higher education and have occupied higher position in the government, public and private sector in various districts as well as the capital. So this scholarship is also one of the most important factors to improvement of the girls' education in this area. The literacy rate of Namsaling village is 69.47 percent, the female literacy rate is 44.75 percent and male literacy rate is 55.25 percent (CBS 2012).

#### **4.1.2 Nayabazar VDC**

Nayabazar is also VDC in Ilam, which is located in the eastern part of the Ilam district. This VDC is the gateway of eastern VDCs of Ilam district. The neighboring village of Nayabazar VDC is, Pyang, Jogmai, Gorkhe, Pasupatinagar, Fikkal, Namsaling and Soyang. Nepali language is spoken and also Rai, limbu and Bhote language as a mother tongue of this VCD. Most of the people are Hindus, and some are Buddhists (VDC Profile, 2011).

##### **4.1.2.1 Population**

In Nayabazar VDC, there are many ethnic groups. Such as Brahmin, chettri, Rai, Limbu, Tamang, Newar, Magar, Kami, Damai, Sarki, Ghale, Khabas, Lapcha, Bhujel, etc. The total household of Nayabazar is 1,090 and total population of this village is 4,743 male are 2,355 and female are 2, 388(CBS, 2012).

##### **4.1.2.2 Religion**

There are two religious groups in Nayabazar VDC, Hindus and Buddhist. 74.74 percent are Hindus and Buddhist is 24.90 percent and others are 0.36 percent, so most of the people are Hindus in this VDC (VDC profile, 2011)

##### **4.1.2.3 Occupation**

The Nayabazar VDC is also mostly depending upon Agricultural activities. According to the field survey about 81 percent people depend upon



agriculture. Main crops of village are paddy, maize, wheat and ginger, orthodox, vegetables, fruits etc. are grown here. There is an irrigation facility available in this village. Agricultural activities mostly depend on traditional techniques and equipment. Most of the women are engaged in agricultural works as well as household work. But the work of woman is not count in economy (VDC Profile, 2011).

#### **4.1.2.4 Education**

There are two community High Schools, 4 primary schools, two private boarding schools and many pre- primaries learning centers but some people are still illiterate. Most of the villagers are having dropped their study before completing the secondary level. Some of the students have got opportunity of higher education and have occupied higher position in the government, public and private sector in various districts as well as the capital (VDC Profile, 2011).

## **4.2 Biography of Mr. Mako Tomaki**



**Mr. Mako Tomaki**

Born on April 29, 1946, Mr. Mako Tomaki graduated from Tokai high school, Nagoya in 1957. He completed his B.S. in Physics at the science and engineering department of Waseda University, Tokyo in 1961. He continued further study at the institute of Applied Physics, science and engineering, post graduate school of Waseda University, Tokyo and received a M.S. in Applied in 1963. Mr. Mako Tomaki started his career at Jimtech Co.Ltd. In the department of research and development of audio equipment in 1963. In 1965 he established Melco Inc.at Nagoya and has enjoyed great success in the audio equipment business. Since 1968 to the present he has been president and CEO of Melco Inc. His interests include reading and travelling (NCDC, 1998).

NCDC started its first girl's scholarship in 1996 with the support provided by Canadian citizen who came as a volunteer in Namsaling VDC from Ontario Catholic

Teachers' Association. After completing his volunteer term period, he decided to donate the surplus money and invest in a way to increase girl's access to education. Hence, 33 girl students of Namsaling VDC received the scholarship for the first time.

In 1997, after hearing about the girl's scholarship program run by NCDC from its life member Ms. Bhagawati Nepal and realizing the necessity and opportunity that education could give, Mr. Makoto Maki made up his mind to provide financial assistance to deprived girls and increase their access to education through the girl's scholarship program. This genuine interest of Mr. Maki opened new doors of opportunities for needy girls of Namsaling VDC as well as other neighboring VDCs. NCDC continued the program from Makoto Maki's support and proposed to establish girls' scholarship trust fund (NCDC, 2013).

### 4.3 Attendance of girls

The Table indicates the selected School wise Quota Distribution of the study area. According to table out of 171 total girl students including 8 girls from University/college level education are receiving the scholarship from 52 schools of 7 VDC in ilam district. But in this field study included four schools and below secondary level's 22 students have been selected for this research. Most of the scholarship benefited girls student attends to the school, but in some cases there are three girls absence during this field study.

**Table No. 4.1: Attendance of girl's respondents at school**

S.N	School's Name	P.L.	L.S.L.	S.L.	Total
1.	Namsaling Higher Secondary	3	3	3	9
2.	Sarada Lower Secondary	3			3
3.	Shivamai Lower Secondary	4	2		6
4	Sarada Primary School	4			4
Total		14	5	3	22

Source: Field Survey, 2013

The Table no. 4.1, indicates the selected School wise Quota Distribution of the study area. According to table no.2, School wise Quota Distribution Chart total number of girls were leave and admit another school and other one is studied at higher level . According to the table, there are 14 girls have been benefited from the primary level, 5 girls have been benefited from lower secondary level and 3 girls have been benefited from the secondary level within four school of two VDCs in Ilam district. So, this study limited within four schools and below secondary levels. 22 students are selected out of 25(annex 6) this scholarship benefited students in study area in last year (2012).

#### **4.4 Selection Criteria of girls**

It have own selection criteria to select the girls at school. According to this, five categories are included. These are as follows:

1) Disabled, handicapped, orphan

The girl's students with some kind of disability but willing to carry on the study are given the priority. Similarly, girls with no parents or single parents or homeless if interested in studying are given the priority.

2) Poor, Intelligent

The girl students willing to continue their study but the financial condition of the parents might be hindering the wish are given the priority than others. Even among them, those intelligent ones receive greater priority.

3) Lower caste, disadvantaged( kami, damai, sarki), backward caste

The girl children of lower caste and disadvantaged group will be given the priority.

4) Minority Caste

5) Minority caste like Lapchha, Gurung etc are given more priority.(Progress Report.2005).

Nepal is a nation having multicastr and multilingual nation. In the study area there are also many ethnic groups in Namsaling and Nayabazar VDCs in Ilam district. But there have been presented these ethnic compositions, which show only the scholarship benefited girl's ethnic category.

## CHAPTER FIVE

### SOCIO-ECONOMIC STATUS OF SCHOLARSHIP HOLDERS

#### 5 Background

This chapter deals with the Impact of girl's scholarship in women education. This study addresses the understanding about scholarship impact to the people in the society. For the analysis, it includes the socio-economic status of the respondents, general understanding, its contribution to personality development of girls, its role on women's education in the study area, satisfaction with scholarship distribution and case study which related with scholarship recipients in the study area.

#### 5.1 Age Composition

Age play vital role to involve the socio - economic activities. It makes difference in working hour, type of work and involvement to study. So, the social, political and other aspects of society are directly and indirectly influenced by its composition and population composition.

In the study, age of respondents ranged from 5 – 20 years, they are categorized into three category 5 – 10, 11 – 15 and 16 – 20 years. Scholarship benefited girl's student below an age of 20 years. The total scholarship benefited girls respondent are 22. There are four schools are selected out of 52 schools these are the benefited by this scholarship in Ilam districts. In the study area, the distributions of the respondents by age group are given below:

**Table No. 5.1: Age Composition of Respondents**

Age Group	Number of Respondent	Percent
5 – 10	8	36.36%
11 – 15	13	59.09%
16 – 20	1	4.54%
Total	22	100.00%

Source: Field Survey, 2013

The Table no. 5.1 indicates the age composition of the Respondents in the study area. According to the table, 22 girl students who studied at below secondary level. It has seen that the highest percentage respondents 11-15 years age groups girls are 59.09 percent. They are lower secondary and higher secondary level girl's age group. (16 – 20 age groups) girls are 4.54 percent it is the lower number age groups. Because, this study was centered below the secondary level girl recipients and lowest percentage respondent (5 – 10 age groups) girls are 36.36 percent, who are studies in primary level at school.

## 5.2 Occupational status of the Respondent's Family

Occupation is one of the major means to measure the status of women in society. Most of the women are depended upon husband's income. However women are involve in different economic activities but they can't get money from such household work and farming. In these days, income source and cash money determines the status of a person. Occupation of women is household activities in Nepali society. In this way, most of the girls want to take this kind of educational opportunities who are suffering from the poverty.

**Table No. 5.2: Occupational structure of the Respondent's Family**

S.N	Occupation	Total	Percent
1	Agriculture	21	95.45%
3	Business	1	4.54%
Total		22	100.00%

Source: Field Survey, 2013

As a whole, in the table no. 5.2, most of the family background of respondent are involve in agriculture. Only 4.54 percent of families of girls were found in business. Although most of the women are engaged in work from morning to evening in different domestic and agricultural work, their work is not calculated as productive work which becomes invaluable. With this background, this scholarship is important to leave the positive impact in this area.

### 5.3 Ethnic Composition of Respondents

Nepal is a nation having multicastr and multilingual nation. In the study area, there are also many ethnic groups in Namsaling and Nayabazar VDCs in Ilam district. But there have been presented this ethnic composition, it shows only the ethnic category which related to scholarship recipient girls.

**Table No. 5.3: Ethnic Composition of Respondents**

<b>Ethnic group</b>	<b>Number of Respondent</b>	<b>Percent</b>
Brahmin/chettri	5	22.73%
Indigenous	16	72.73%
Dalit	1	4.54%
Total	22	100.00%

Source: Field Survey, 2013

The Table no. 5.3 indicates the ethnic composition of the girl students in the study area. According to table, 22.73 percent of girls student are selected by the Brahmin/Chettri, 72.73 percent are Janajati and 4.54 percent dalit students are benefited by the Makotomaki – NCDC girls’ scholarship program. There has not got any disabled and handicapped girl within 22. It has been selected by its own selection criteria. (Pg 25)

### 5.4 Family Size

Size of family determines education and social awareness of women. Educated women could think about one or two children are the gift of the god but who are uneducated think about many children. In this study, the size of the family is divided in to three groups, which have shown by below table.

**Table No. 5.4: Family Size of the Respondents**

S.N.	Family Size	No. of Respondent	Percentage
1.	1- 4	5	22.73%
2.	5 - 7	10	45.45%
3.	8 - 11	7	31.82%
Total		22	100.00%

Source: Field Survey, 2013

The table no.5.4 shows that, 1- 4 members of family size are 22.73percent, this is the lower number of the family size and 5 - 7 members of family size 45.45 percent, the higher number of the family size and 8 - 11 members of family size 31.82 percent which is the middle size family of the girls' recipient.

Small size of family (nuclear type) is popular then large size family (joint family) in these days. In the small size of the family, women have to bear less socio-economical load but in the large size of the family, women have to more active in socio-economic works. Now a day's people are educated than the past and they know about the importance of small size of family so this table shows like that.

### **5.5 Understanding on scholarship**

Namsaling Community Development Centre (NCDC) representative said that, Nepali society is a patriarchal society, due to these lots of effect in our village and society. Specially, investment and behaviors towards son and daughter discrimination, which is accepted subject matter to all. Educational sector also could not remain without gender discrimination. In minor problems of economic and social, daughters are not sent to school or the compiled their studies at the middle. Because of this causes, this scholarship concept has been developed. So, to minimize the gender discrimination in an educational sector, this is one of the positive works as local institutional. For this support and helps here is involvement of Japanese donor Makoto Maki, local school teachers, Parents, social worker and intellectuals. This is one of the successful and continue institutional program, which is running from 15 years.



Most of the principals, teachers and the School Management Committee (SMC) members were said that it is very good and needed intensive to girl's study. One of the teacher of Namsaling higher secondary school said that, It can support girl's student to improve their study and also behavior but school principals should make it more valuable by his activeness. Likewise, principal of Sarada primary school, lapsibote said that, Girls are excited to take this because it is a kind of prize for them to expose their capacity. It is great things to them more than their family support because it helps to encourage their willpower and make them hardworking. Because of it, they will be continuation on their studies. SMC member of Namsaling higher secondary school said that, it is more effective for higher level studies more than lower level, because they become more conscious and aware about its importance, it is based on school teachers and the principals because of this, they much informed about the status of recipient and their parents background. In this case, teachers were awarded to suggest them for their good study and also take care of them than others.

According to the teacher of Shivamai secondary school, Most of the scholarship benefited student can not knowing about the cause to provide them this scholarship and girls share their feelings with the female teachers than the male teachers. Most of the mothers parent unknown about its donor and facilitator NGO but only could say by the government support to their girls child, but the fathers parent could say about the donor support and facilitated by the local NGO to improve their girls child's study. Because of this, it is proved that there is not being followed up system to these student. It is shows by below table.

**Table No. 5.5: Knowing about the cause of providing scholarship**

S.N	Understanding	Number of girls	Percentage
1	Yes	9	40.91 %
2	No	13	59.1 %
Total		22	100.00%

Source: Field Survey, 2013

Table no.5.5, indicated the percentages of understanding about the scholarship which scholarship have been taking by them. In this context, the larger number of girls who unknown about this these are 59.1 percent and who know about its important to them these are 40.91 percent. So the table shows the lack of awareness to the students about it and its importance to them.

## **5.6 Impact of Scholarship on Performance of Girls**

Basically, this scholarship given to poor, intelligent and lower class girl in the school, which helps to support their studies, make them hardworking and it also brings happiness to them. Teacher of Shivamai secondary school said that, some of the scholarship recipient girls take scholarship materials carelessly, who take this continue. Thus, in that situation, it should be stop to provide them and we were select another one who hope to take it for the study.

According to the another teacher of Namsaling higher secondary school who have long experience about it, Scholarship benefited girls want to be expose with their teachers and friends more than others. They are also continued to take class and active. They look like hardworking within the class than others. Girls are oriented about this while taken to distribution programmed. In this program, they are given information about cleanness and sanitation, which also helps to develop their good habits but parents, said that, it is not enough to change their daily activities. According to the principal of sarada lower secondary school, in this situation, the teachers want to help by the parents to their child in house but parents are unable to take care because of their heavy workload in household work and the other. Thus, some of the teacher and parent respondents could not get any difference within their girls's personality and the behavior. The principal of Namsaling higher secondary school said that, in case of secondary level's girls, parents have been getting some good changes within their girls.

In the principal's point of view, scholarship benefited students actively participants in school activities more than others. It increases the level of discipline, self confidence and good habits of hardworking. It can motivate to girls student directly and indirectly. Due to competition, these who are weak on study they feel that it is taken by others because of this they become more serious and hardworking in their studies.

SMC member of Sarada primary school, lapsibote said that, SMC were not much responsible than the principals, teachers and the parents to follow the benefited students because of this, it is directly related to the school teachers and the parents and they have less informed about the study status of the student then the teachers and the principals.

Finally, its impact on girl's performance positively found, but in some cases, secondary level girls have been more active and conscious about its benefit than the girls of primary level. In case of this, primary level's student are needed more supports by their parents and teachers to make them hardworking and discipline. It shows by these two case studies have done.

### ***Case Study - 1***

#### ***Hoping for bright future***

*Nira Rai (Name changed) is one among those who has been benefited by Makoto Maki - NCDC girl's scholarship. Her school's name is Namsaling. Higher secondary school, which located at Namsaling VDC ward No. 4. She is fourteen years old, and now, she studying at class 9. She has to walk fifteen minute to reach school from home. She has been getting scholarship since class two. She has three elder sisters and one elder brother but now she has been living with her father at home and tries to keep her study well. Every day she has been doing household work and keeps her study regular in school. But sometime she does not get time to go school because of household work. She got first position one to till class five, six and seven she got second position.*

*After getting this, she feels comfortable to face the problems about economy to study. According to her, it is most important thing to improve her study and also make her hard working. She thinks that, she got this opportunity because of her hardworking nature and she thinks need more hardworking for its continuosion. Nira was not known about its important when she was studied at primary level but now she knows well about it and its benefit to her long life. She conveys that, it is the good, which help her as a guardian's support for her study. She said that, if it has not been providing to her, she has not been taking her study seriously as well as now. Therefore, She takes it as well as prize to make her more intelligence and also help to*

*increase her willpower to become successful. She feels that, lots of change in her behavior to expose others and she finds support and more help by the teachers and parents and even her friend take her as talent and hardworking student. After getting scholarship. Her parents also more active to find her study well more than before. She is happy to say that, her parents haven't been more responsible to her economic management for the study, because, she take study material such as bag, copy, geometry box and also some amount to buy her school uniform in a every year. She feels responsible to improve her study each and every time because she thinks that, it is a golden chance for her to take it among others. According to her class teacher, She is the talent and intelligent student among the class.*

*In this way, She said that, her parents are engage with agricultural work and they want to be continuing this kind of scholarship for her. They help her to decrease the household work and encourage for the good studying.*

According to Nira, this scholarship has been contributing to make her hardworking and it has been helping her in an economic way. It supports her as well as their parents to provide facilities for her study and make her educated. She wants to its continuation to her higher studies but she does not know about its limitations. That is why; it is fact that, this scholarship contributes positively to the performance of benefited girls who come from lower cast, indigenious and intelligence background in the school.

### ***Case Study – 2***

#### ***Unknown about its timeout***

***Pabita khawas***(Name changed) is 13 years old, who studied at class 3 in Shivamai secondary school at Nayabazar VDC, ward no. 4. She has been benefited by Makoto Maki - NCDC girl's scholarship since class two and now, she studying at class four. She has to walk forty minute to reach school from home. She has one elder sister one elder brother and one younger brother. She has been living with all together seven member with her father, mother and also elder sister of her father.

*Her parents have not much time to do all household activities because they mainly engaged with the agricultural works. When she was studied at class two, she had failed. Because of this, she had studied at two class two times and she had been getting this scholarship by class two and three but not it has been running till now for her. She has been continuing her study after getting this and also wants to take this kind of intensive. It helps to her parents in an economic sector. She looks like active and creative. She had sung a beautiful song during this case study. She has been distributed her scholarship matter such as copy, pencil, pen etc to her brother also, and she has been wanted to take it to improve her study more and also continuation for her study.*

*She talked frankly about her interest to study and also said that, this scholarship is very important to achieve her interest. It is most important thing to improve her study and also make her hardworking. She thinks that, she got this opportunity because of her hardworking nature and she has been any household work and ready for the school. Sometime she is absence at school because of her household work and also her sickness. She suffered from headache because of this, become absence. In this time she has been worried about her study. And her mother talked happily about this scholarship and hopping to its continuation for her daughter. Her parents are excited to send her daughter at school. They hopping to make their daughter more motivated and hardworking by providing this and she will be an independent to do good for them in the future.*

*According to her, She comes from lower caste and it has been provided to her because of her hardworking girl and also poverty. Her parents engaged with agricultural work and all together 8 members' lives in her family. Within her family, one elder brother had left from school before some year because of his uninterested to the study.*

According to pabita, this scholarship contributes to make her hardworking. It supports her as well as her parents to provide facilities for her study and make her educated. She wants to go to school regular but sometime she cannot attend to school because of her sickness. In this situation, she thinks that, it should stop to provide her. That is why; it is fact that, this scholarship contributes positively to the performance of benefited girls who come from lower cast, indigenious and intelligence background in the school.

### **5.7 Contribution towards Women Education**

Most of the teacher respondents said that, this is very important to women education. The parents are excited to admit their children at school. Mainly, it supports to poor and lower caste children which help to encourage educational status of the parents, girls and also community.

Some of the educated parents said that, it is very important for their girls' child. They have been feeling happy to send their daughter at school for this kind of support and some of illiterate mother parents realized when they were child and could not get this kind of opportunities for the women education. In this way, they have been taking it nicely. They think that, it can contribute to increase the number of educated girls in the society because of this, their daughter will be independent. This is why; Parents want to send their children at school continuously.

In this context, SMC member of the sarada lower secondary school said that, it is very important for girls which role is much positive to improve educational status of girls in the society because it has implemented continuously in the same area since 15 years. According to him, this scholarship is not only support for poor and intelligence but also aware about the women education directly and indirectly.

Principals and the teachers also claim that about the valuable role of it to improve the women education in the society and this area. They said that, it has

been distributing for the girl's education and for their carrier which make them educated then the past.

Basically, most of the parent respondents said that, girls have been working hard to study after getting scholarship. Because of this, it helps to motivated them. This is why, in the principal's point of view, it is also one of the positive factors to increase the level of women education in our society.

### **5.8 Scholarship Impact on Women Education**

According to NCDC Representative, Girl's scholarship is a one of the most important incentive to make women educated and awarded.

Mothers are found more conscious about their daughter's education and this kind of opportunities. Parents go to the school and take information about their daughter's improvement in the study. According to the parents, specially, women are problems because lack of educational opportunities, which mothers are felt and they are won't their daughter to face these kinds of problems. Thus, they are much conscious their daughter's better education and also their best future. Some of the mother parent felt scheme while participation at child's school and also to do the signature from the guardian because of lack of education.

In this context, education play the vital role to positive impact on social status, in the same way, scholarship play important role to encourage the women education directly and indirectly. Education gives insight to change their life. Through this scholarship, they dealt difference in their life and the present situation. They know the value of education as well as importance sending children to the school. Not only the boys they also more awarded to send their girl child at school, and also they participating with their girl's child at school to take scholarship amount. During that time they take more information about their girl's child and feel more responsible to them and also their studies. It is a huge difference in their life. During the period of interview parents have been

talking freely on the need about women education and the importance of scholarship for the study of their girl's child.

According to the parents, before this scholarship provided to their girls' child they have no knowledge about scholarship and they do not have attention for it. But after getting this, this scholarship brought changing attitude on participants about women education.

They learned the value of women education when they saw this kind of intensive for the girl students through NGOs and foreign donors. Basically, most of the respondents have taken it positively but in some cases, its limited quota could not be continued to the same girl because of this girls felt not good for the study.

**Table No. 5.6: It's Impact on Women Education**

S.N	Impact	Number of respondent	Percentage
1	Know the benefit of scholarship	9	40.91%
2	Unknown about its benefit	13	59.1%
Total		22	100.00%

Source: Field Survey, 2013

In the table no.5.6 clearly shows that 59.1percent of the respondents reported to know about the benefit of this scholarship to girls and 40.91percent of respondents are unknown about its benefit. Most of the respondents know about its benefit and its contribution to improvement the women education in the society, where include the number of secondary level's girl students who can easily express its benefit to their life. But some of the respondents have not taken it nicely because; there have been included primary level girls.

### **5.9 Changes after getting scholarship**

According to experience of teacher respondents, after getting the scholarship, there are changes in their daily activities, such as before they used to engage



more in household work than studies. But after getting this they are more conscious in their studies and give more time on their studies than household work even started to join tuition classes and also make them hardworking for their studies.

Parents also admit their children at school on hopping of getting scholarship, and also manage the time for study to their children especially girls, which helps to increase the ratio of passed student in the classes. It is possible because awareness have developed more than in the past.

Teachers said that, one who get this scholarship regularly, they possess many positive changes such as, and they become courageous to do different activities at school and also in society.

According to the girls and the parents, most of the mothers have been going to take this scholarship with their daughter during this distribution time. But before some year, it would be opposite. Scholarship benefited girls are said that, which shows by below table.

**Table No. 5.7: Parent’s participation during its distribution.**

S.N	Participation ( Parents)	Girl’s respondent	Percentages
1	Mother	17	77.27%
2	Father	5	22.73%
Total		22	100.00%

Source: Field Survey, 2013

In the table no.5.7 clearly shows that, 77.27% percent of the mothers and 22.73% percent of fathers have been participating during this scholarship distribution program with their girls and they have been taking more information about their study than fathers. In this situation, it is clear that, some of change are positive according to this scholarship and also it is fact that this kind of changes towards parent’s behavior shows it create motivation to them about their girl’s child study.

## **5.10 Satisfaction on Distribution of Scholarship**

Most of the parents engaged in agricultural work, which is not sufficient to improve their economic status and also some are from the lower caste, which make them hardly support to send their children at school. In this case, Scholarship plays an important role to improve the girl's education in the society.

But not only are the poor and intelligent girls getting scholarship even middle class's intelligent girls' student are also getting scholarship, which is not being much effective then the poor. Because they can effort themselves and in higher level they even leave the school to join the private school. That is why, all the people are not equally satisfied about the middle class girls are being benefited. So, in some cases there has been getting unsatisfaction about this distribution pattern.

According to the principals, this distribution pattern is not much effective because it is not distributed by geographical area. Because of this, some poor and scholarship needed girls are out of this opportunity.

In this way, according to parents, they are satisfied in the distribution program of scholarship. They participant with their girl and receive scholarship amount and they felt happy because of this kind of invitation.

Teachers and principals also said that, while distributing the scholarship, they focus on participation of the mother parents. Because of this, especially mothers can take care of their Childs than the father parents. In some cases, father were misused the scholarship amount after receiving this. That is why; basically girls come to the scholarship distribution programs with their mothers than the past.

Most of the parents' respondents express their experience about its contribution to the girls' education and the society but not for the boys. So, they want to suggest for the poor boys scholarship also needed to motivate them for their good education.

## **5.11 Effectiveness of scholarship on Past and Present**

SMC Chairman of sarsda L.S.S. said that, "In the past there is no any information about scholarship in the society. But, in present people are more educated and they are more conscious and aware about it". According to SMC chairman of Sarada P.S., Lapsibote, "it helps to control the drop- out ratio of the girls and most of the parents

sent their child at school not only by the primary level but also the child education center, pre-primary school also. Thus, this program much effective to impress the parents to know the value of education in the society”.

The principal of Sarada L.S.S. said that, “before,only the few girls student used attend in the school in comparison to present. Not only is this, at the present, girls’ student more than the boys”. The school teacher of Namsaling H.S.S. said that, “It is because of awareness about importance of girl’s education and also this kind of incentive which has provided especially for the girls”.

The teacher of Sarada P.S lapsibote, said that, “in the past, to get scholarship is important, the amount they used to get was sufficient before for their education. At the situation, is not the same, the amount they are getting is not sufficient for continue their study”. According to the teacher of Namsaling H.S.S., “focus on different schemes of scholarship to the girls in the government school has been produced with high amount then this scholarship. That is why; its impact in society has been decreased”. So, people at present were not excited as before about its impact and effectiveness. It also shows by the below case study.

### ***Case Study - 3***

#### ***IT Makes Girls Responsible for the Study***

*Sarita Bhattarai( Name changed) is one among those who had benefited by NCDC-Makoto Maki girl’s scholarship since class six. She was getting this in-between class six to bachelor first year. Now, She worked at Namsaling Higher secondary school, when she was getting secondary education. She told that, it was the great intensive for her study being well. She realizes that, in her school days and expresses her happiness towards this scholarship. She was got eighteen hundred per year without any other materials. She bought all of her study material, uniform, bag and others by this amount, which needed for her. In that time, it was the great motivator for her study and life success. It makes her more hardworking, responsible and conscious for her study.*

*Now days, She has been working as a primary teacher in that school which makes*

*her good and intelligence to provide this from the lower secondary to bachelor level study. According to her, it is most important thing to improve her study and also helps her family in an economic way. It was support to build her confidence among her friends, parents, teachers and also the neighbor in her society. All of them took her as an intelligence girl, who makes her future bright. She thinks that, she got this opportunity because of her hardworking nature and she thinks need more hardworking for its continuous ion and it makes her hopeful in her life. After getting this, her parents also more active to find her study well more than before. She happy to say that, her parents hadn't more responsible to her economic management for the study, because, she could manage her study expenditure by her scholarship amount and did not made her parents in problems. In this way, she got more satisfaction by this support.*

*Thus, she happily said that, it can make women motivated and responsible in their life path. Its plays unforgettable role in her life and school to college's life for her study. She never felt lack of economy to her study. Because of this, she felt proud and comfortable for the study. In her point of view, it make parents positive to send their girls child to study and also focus on their good future from this kind of great economic support to their primary, secondary and higher level study. But comparatively, its effectiveness has been decrease than past because of the low amount and also increase the others incentive program has been running by the government such as Dalit scholarship, Free education, girls' scholarship, etc and also the local level intensive program are distributed by some intellectual in her school for the good students. That is why, she suggested that, it is need to increase this girl's scholarship fund and also continue these families' girl who cannot afford for their child education because of poverty. According to her, It helps to leave the economic problem to the parents for their girl's child study and they support them to decrease the household works and even they want to send their girl child to the tuition class.*

The experienced expressed by the Sarita Bhattarai clearly indicated that, specially this scholarship impress these girls who suffering from the economic problem to continue their study and their family cannot afford to their study. In this way, it shows the good example of its effectiveness for the girls and to the parents who affected by poverty

but want to send their girls child at school to make them educated than the parents. Because of this, girls can face the problem easily to be educated and to be independent in this competitive world.

### **5.12 Times to take this scholarship by the respondents**

According to the girls, some have been getting by this continuously but some have been getting this since one or two years. Because of this some girls have more experienced but some have less. This is why, its effectiveness also depend upon its continuity. It shows by below table.

***Table No. 5.8: Times to take this scholarship by the respondents***

<b>S.N.</b>	<b>Times(years)</b>	<b>Respondents</b>	<b>Percentage</b>
1	1 to 3 years	18	81.82%
2	3 to 5 years	1	4.54%
3	5 to eight years	3	13.65%
Total		22	100.00%

Table no 5.8; indicate the time to receive scholarship by girls in the school. According to this most of the girls receive this scholarship 1 to 3 times, they are 81.82 percent, 13.65 percent girls receive this 5 to 8 times and 4.54 percent girls have been receive this 3 to five years. In this situation, most of the respondents receive this 1 to 3 times during their study till now. That is why; it should be stop within some year because of its limited quota.

## CHAPTER SIX

### SUMMARY, CONCLUSIONS AND RECOMMENDATION

#### 6.1 Summary

This study has centrally focused on the impact of scholarship on women education among the MAKOTO MAKI – NCDC Girls Scholarship benefited girls of Namsaling and Nayabazar VDC in Ilam district. This study has the following objectives.

- ) To find out the performance of the female students in their study and career.
- ) To explore the local perception about its impact.
- ) To analysis the socio-economic status of women in study area.

Background of this study, Every year about 170 girl students of 52 schools including 7 girls from University/college level education are receiving the scholarship. Between the period of 1997 and 2012, 2035 school level girl students and 72 of higher level education girl students are benefited. Similarly 4 women have received semi – technical type of skill development training under this program. Student of Indigenous, Dalit, minority group and economically back warded intelligent are prioritized by concerned schools and college for this scholarship since its starting period. (NCDC- 2012)

This is an analytical as well as descriptive study and so it has followed both of these two types of research design. This study area, some of them who have experienced about this and them who are scholarship benefited student are purposively sampled. The total population frame was 22 girl students and 20 parsons were chosen for the interview who are school's teachers, principals, some parents, SMC representatives and this scholarship facilitated NGO's representative. For the purpose of the study observation, questionnaire, key informant interview and the three case studies were adopted, to collect qualitative and quantitative data. Thus, the data collected for the

study is dominantly primary. When needed, some of the important secondary data have also been incorporated. The above data collecting tools were devised very carefully in order to ensure their validity.

For this purpose, the interview schedule prepared the question in the interview schedule. Case studies and which was primary unstructured conducted. The other participants were the representative of this scholarship who have long experience of the work has been provided by them whom are related to these schools (Teachers, principals, SMC representative, NGOs representative and the parents of these girls who benefited by this scholarship). The collected data have been analyzed by using computer program, while qualitative data have been arranged manually and analyzed descriptively. Results of quantitative data analysis have been shown by using various tables.

Basically, this is an academic study but it has yield important information which can be very fruitful in formulating various policies regarding the impact of scholarship on women education. The study has mainly focused on the cause and factors laid behind the scholarship impact in women education and society. The Scholarships are important for the students who suffering from the lack of economy. This study is primarily the three case studies. It was taken fifteen days to collect data in the related field for this research. 22 girls student had selected from four school's of Namsaling and Nayabazar VDCs in Ilam district and included only below secondary level students, who benefited by this scholarship in these four schools have been selected. To achieve the purpose of this study seven parents, three SMC (School Management Committee) representatives, four principal, five teachers, and one NGOs representative had selected from related field for this research. In related field, how is the scholarship benefited girl's performance? What kind of impact of scholarship on these girls and also their parents? What are the changes have seen after getting this kind of incentive for their study? , and what about its understanding by stakeholders, teachers and parents till now? Primary and secondary sources of data have been collected from questionnaire and interview by traditional sociological method to analysis the description of data. Most of the data are qualitative. To make the study scientific and manage its statistical method analyzed the data based on general tabulation and percentage.

Nepal is a patriarchal society; it gives more priority to men than women. So women are lacking behind than men in social, economic, political and educational sectors. It is said to women are poorest among the poor. Their lives are dominated by domestic workloads. In this situation, this scholarship can support these girls who want this kind of opportunities to focus on their study and also minimize their household work as well as the men. In this background, education for girls is very important and with this also need to this kind of incentive to motivate them for the better study and carrier.

In this study found that, most of the villagers are involve in agriculture, however they sent their girls child at school as well as boys. Some of them are involved in other activities like, Teaching, business, etc. Most of the middle age and old age women are involved in household work and sent their child at school. This study shows that the data that are the scholarship benefitted 22 girls student below secondary level from two school of Namsaling VDC and two school of Nayabazar VDC of Ilam district.

In this study most of the scholarship benefitted girl respondents were from indigenious group than the Brahmin / chetteri and dalit caste group were included in the study. The mixed composition of the caste is the reflection of the formation of the society. The highest coverage of the girls respondents are from indigenious 72.73 percent, than Brahmin/ chetteri are 22.73 percent and dalit are 4.54 percent.

As compare national literacy rate of women the literacy rate of this district is very better. According to the latest census of the literacy rate of the country 69.9 percent. Women literacy rate is 57.4 percent against 75.1 percent of men's according to the census of 2068. The women literacy rate of the country is quite low in comparison with male literacy rate. The literacy through this scholarship is quite impressive. Because of the scholarship they did not only get the opportunity to study but also the responsible for the study and brought awareness about the importance of girl's education in the society.

## **6.2 Conclusions**



From this study, it found that there was positive impact of scholarship on women education because of this, there was very narrow thinking about the women education in past. Society did not like to provide education to the women then the present. Because of the lack of education and lack of awareness, women could not get rights. Most of the women had heavy load of household work, they had no knowledge and no time to getting education.

In present, most of the parents sent their child at school because of their good career. They known about the meaning of women education nicely and also they realized about the lack of education because of their experience. According to parents of this scholarship benefited girls, they want this kind of scholarship to make their child hardworking and discipline. It can encourage them to make their study nice.

This study also revealed the consciousness of girl participation to the school. Parent wants to send their girls child at school as well as the boys' child. Gender role is not natural it is prescribed by the society. In this case, most of the women parents have been participated during its distribution with their girls' child. Thus, they are also taking part in public works.

In general, the village found moving forward rapidly and the women have been changing them and the society through this scholarship and other kind of awareness programs towards girls and the women in the society.

### **6.3 Recommendation**

Since this study was carryout in an individual effort for fulfillment of master's degree in sociology. It may have not covered the big scope of the general research. However, the finding, recommendation will be very useful to those who want to know about the scholarship impact on women education in our society and also the related VDCs, schools, NCDC, its donor and also them who are the students of sociology.

The recommendations are as follows:

- 1 The people in eastern region are deprived for the development till now. The pace of development not very fast. This kind of development effort

keeps them in main stream development. So the development initiations needed in village.

- 2 Only increase the literacy rate could not fulfill the aspiration of local people but this scholarship could help people by giving economic support to their girls' child to increase their educational level, develop their personality, and make them hardworking to understand the situation.
- 3 Replication of this kind of intensive is necessary in other village because of this people will be educated and able to transform their status through this kind of program.
- 4 To make women empower and make them educated there should be linkage program to channelize the governmental and non- governmental to help these aware women for some time.
- 5 There should be develop follow-up, supervision and continue evaluation mechanism to make it more effective.
- 6 There should be increase sufficient scholarship amount as well as the increase the value of money according to the time and situation.

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## ANNEX: 1

### Interview schedule

Date:.....

#### To the SMC Members/ Teachers / Principals

Name; Address;

Caste; Occupation;

Religion;

1. How do you feel towards this scholarship?
2. Do you feel it is support to develop women education? Yes/no and How?
3. What kind of benefit provide for girls student through this scholarship?
4. Is it helps to improve the study of girls, How do you feel?
5. How it encourage to enrolment of girls at school?
6. Is this scholarship beneficial for parents?
7. Do you see any kind of change towards girl's student through this scholarship?  
What?
8. Do you have any comment to this scholarship?
9. What is the good / bad point of it, in your point of view?
10. Do you want to give any suggestion to this scholarship?

## **ANNEX: 2**

### **To the Guardians**

Name;                      Address;

Caste;                      Occupation;

Religion;

1. What do you think about this scholarship?
2. How to influence to your daughter through this scholarship?
3. Do you see any kind of change towards your daughter through this scholarship?  
What?
4. If this scholarship did not provide to your daughter, what would you do?
5. Is it helps to improve education level of your daughter, how?
6. Do you have any comment towards this scholarship?
7. How is this scholarship support to improve women education? In your opinion.

## ANNEX: 3

### Questionnaire

#### To the students

#### Personal Details

- 1) Name of the Respondent: .....
- 2) Address: .....
- 3) Ethnicity: Brahmin/ Chhetri 2) Indigenous 3) Dalit 4) Others
- 4) Age: .....
- 5) Name of Your School.....
- 6) Class.....
- 7) How much time do you take to come from your house to school?  
Ans.....
- 8) What about your age when you are study at class one?  
Ans.....
- 9) Do you have any phone number?  
Ans.....

#### Family Details

- 10) How many members in your Family?  
Ans. ....
- 11) What is the main occupation of your Family?  
Ans. 1) Agriculture 2) Business 3) Services 4) Others
- 12) Did your others family member get this scholarship Yes/ No? If yes who?  
Ans. ....

#### Scholarship Details:

- 13) What are the things do you getting by this scholarship?



- 1) Rupees 2) Books 3) Uniform 5) Others

14) If you getting rupees, how much do you get and in which purpose do you invest it?

Ans. ....

15) Do you get this scholarship, from when?

Ans. ....

16) Are you satisfied from this scholarship? If so why?

Ans. ....

17) How old are you when getting this first time?

Ans. ....

18) Which class did you read, when you getting this?

Ans. ....

19) How do you feel after getting this and before with you?

Ans. ....

20) If you do not getting this, what would you do?

Ans. ....

21.) Did you fail in any class, if so, in which class?

Ans.....

22) Do you feel any kind of change after getting this?

Ans.....

**Scholarship effectiveness Details:**

23) What kind of effect do you feel after getting this?

- 1) Improve my behavior

- 2) Make me hardworking
- 3) Regularity at school
- 4) Others

24) Specially, do you feel any remarkable changes in your daily activities by getting this?

Ans.....

**Experience and perspective on Scholarship Details:**

25) how did you feel when you getting this in first time?

Ans.....

26) How do you getting difference behave after getting this by your

Friends.....

Teachers.....

Parents.....

27) Do you know about whom and why provide this for you, if yes how do you know?

Ans.....

28) How long time will you get this and what is the benefit to you by this?

Ans.....

29) What was your aim, is it helps to change your aim or not ?

Ans.....

30) Can you tell me about the scholarship given to you?

And.....

## ANNEX: 4

### V.D.C. Wise Quota

VDC	Number of Schools	Primary level	L.S.L.	S.L.	H.L.	Total
Namsaling	9	24	5	2	2	33
Soyang	8	20	4	2	1	27
Nayabazar	7	21	4	2	1	28
Gorkhe	8	17	5	2	1	25
Mabu	6	11	2	1	1	15
Jamuna	8	20	4	2	1	27
Jogmai	6	13	1	1	1	16
<b>Total</b>	<b>51</b>	<b>126</b>	<b>25</b>	<b>12</b>	<b>7</b>	<b>171</b>

Source, NCDC, 2012

### Participations in accountability of scholarship

S.N.	Source/ Contributors	Contribution(NRS)	Percentage	Remarks
1	Mr. Mako Tomaki	28,75,000.00	86.1%	1,000,000+1,875,000
2	NCDC, Ilam	2,15,000.00	6.4%	Internal Fund Raising
3	VDCs	1,40,000.00	4.2%	7 VDCs Fund Support
4	School teachers & guardians	1,08,000.00	3.3%	52 schools
<b>Total Trust Fund</b>		<b>33,38,000.00</b>	<b>100.00%</b>	

Source, NCDC, 2013

## ANNEX: 5

### School wise Quota Distribution Charts for this Program.

S.N	School's Name	P.L.	L.S.L.	S.L.	H.L.	Total
1.	Namsaling Higher Secondary	4	4	2	1	11
2.	Sarada Lower Secondary	4				4
3.	Shivamai Lower Secondary	4	2			6
4	Sarada Primary School	4				4
Total		16	6	2	1	25

Source: NCDC, 2012