A study on the effectiveness of the scholarship provided at school level and identification of measures for its improvement

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Following the changing context of school education of Nepal, where more authorities are shared to local bodies, it was necessary for timely re-visit on existing scholarship management and distribution mechanism of public schools of Nepal. To this concern, the study made detail study on on-going issues, and have come with possible alternative measures. The timely help and supports from different sectors, therefore, were of higher value for us.

On behalf of the research team, our sincere gratitude goes to Mr. Babu Ram Poudel, Director General, DoE, GoN, for his intelligent guidance, constructive criticism and valuable advice throughout this project. Likewise, our sincere appreciation goes to Mr. Deepak Sharma, Director, DoE, GON, for his warm support during this project. We would also like to thank Mr. Kewali Ram Adhikari, Deputy Director, Research Section, DoE, for his cooperation in conducting and completing the project. Further, our appreciation goes to Ms. Bhima Devi Koirala, Section Officer, for her regular cooperation during the project period.

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District Education Officers, School Supervisors, and Resource Persons of the visited districts; Head teachers, teachers, students, and Chairpersons/Members of School Management Committees were also of great help during the study. We sincerely thank them all for their cooperation.

Prof. Dr. Basu Dev Kafle
Team Leader
EXECUTIVE SUMMARY

1. Introduction

It has been nearly two decades that Nepal has put immense human efforts and financial resources for improving access to basic education, and enhancing the quality of education. For instance, Government of Nepal developed Education for All (EFA) 2004-2009 sector program as a comprehensive primary education intervention as part of Nepal’s EFA National Plan of Action (NPA) (2001-2015). Following the NPA (2001-2015), the School Sector Reform Program (SSRP) (2009-2015) was implemented to achieve the EFA, and Millennium Development Goals (MDGs). These programs were to improve service delivery and planning mechanisms.

With purpose to promote both access and quality of education in the school, the GoN has implemented various types of scholarship programs. The popular scholarship programs include Dalit scholarship, the 100% Girls' Scholarship Program (GSP), poor and talented scholarship, disability scholarship, scholarship for marginalized or endangered, and Karnali zone scholarship among others. Though the findings from past studies in this area revealed positive changes in increasing students’ enrolment, they have repeatedly questioned the transparency, accountability, monitoring, and follow-up mechanisms of distribution and management of scholarships.

Thus, strengthening the evidence base and rationalization of criteria and modalities of scholarships and other incentive schemes, and developing the comprehensive monitoring and evaluation of such schemes (SSDP, 2016) was deemed necessary. Building upon the lessons learned and the gains made in this process of ensuring inclusive, equitable, and efficient school education, the recently promulgated Constitution of Nepal (2015), and the Eighth Amendment of the 1971 Education Act (GoN, 2016) demand a thorough and yet timely reorientation of the existing education system.

It is in this background the present study was carried out. The study is supposed to address such contextual demand focused to scholarship provision in school education of Nepal.

2. Objectives of the study

The main objective of this study was to find out the effectiveness of the scholarship provided at school level, identify policy options, various strategies and measures for its improvement in terms of management, coordination, disbursement of scholarship, and ensure the access, enrolment and retention of the students. The specific objectives of the study are as follows:

- To examine the status of existing policy, programs and implementation practices in promoting and enhancing the scholarship by ensuring access and equity to all students.
- To analyze the issues and challenges faced in the implementation of different types of scholarship programs in terms of management, implementation and monitoring.
• To explore alternative policy measures and implementation strategies to regulate various types of scholarship on a need based approach.
• To suggest measures for enhancing the efficiency and effectiveness of the scholarship programs at central, provincial and local levels.

3. Study method/Methodology

The study used qualitative research methods including individual and group interviews, case studies, and document reviews. The field information/data were analyzed in interpretative and descriptive ways.

Source of Data: Both the primary and secondary sources of data were used in the study. The major primary sources were the sampled schools, and other stakeholders like parents/guardians of the scholarship recipients, the head teachers and teachers, concerned personnel and expert at the DoE, DEOs and members and Chairpersons of School level Scholarship Management Committee. The major sources of secondary data consist review of historical perspective of the scholarship programs in Nepal, SSDP Document (2016-2023), Education Act 2028 (Ninth Amendment), and Constitution of Nepal 2015. The other sources included research reports, M&E reports, internal monitoring reports, and Scholarship Guidebooks 2068 B.S. and 2074 B.S.

Sampling: A purposive sampling of districts and schools with representation of scholarship recipients from different category was made representing at least one district from each province. Overall, there was representation of all three ecological belts namely Mountain, Hills and Terai. Altogether eight districts namely Khotang, Siraha, Rasuwa, Bhaktapur, Tanahun, Dang, Mugu and Bajura were selected for collecting the information.

Study tools: The study used focus group discussion (FGD), key informant interview (KII), case study, school survey and field notes as the data gathering tools. A pre-test was carried out in a school from Kathmandu Valley in order to test the appropriateness of the tools, particularly the interview/FGD guidelines to head teachers, teachers, and students.

Field Work: Before conducting the field work, the study team informed the DEO regarding the field visit schedule. The senior researchers managed and coordinated all the researchers for the field study according to the schedule.

Data Analysis and report preparation: After coding and categorizing the field data/information, the qualitative data were analyzed through interpretative and descriptive methods by themes. It was supportive to draw (1) key issues and challenges (2) alternative policy/practice measures and (3) implications of the study. Draft report was prepared based on the reported format and it was shared with the technical committee through its presentation.

4. Major Findings

Themes/ sub-themes were drawn from field-based evidences/information on the present status of scholarship provisions, programs and implementation practices in the schools of selected districts. Thereafter, as per the purpose of this study report, the field experiences were discussed separately particularly based on the selected districts (schools) from three ecological belts.

A. Scholarship/incentive management and institutional arrangements
No schools under study in Mugu and Bajura had their own school managed fund. In many cases, scholarships from school managed fund were provided on meritocratic basis. In many schools, such funds were allocated as scholarship to exam toppers.

At school level, SMCs, HTs and teachers are generally involved in selection and distribution process. However, the study found few variations among districts/ schools practices pertaining to scholarship distribution time. For instance, schools in Bhaktapur usually distribute scholarship under government quota in the month of Jestha; schools in Siraha and Dang in Magh/Falgun, and schools in Bajura in Falgun/Chaitra.

There was general practice that student received the scholarship fund in the presence of his/her parents. Few other schools would provide scholarship amount to parents in case of students from lower class. Students from higher classes usually received it themselves.

B. Functioning of scholarships/incentives

There was mixed responses on the impacts of scholarship in terms of its kinds. For instance, the impact of scholarships on children with disabilities, scholarship for martyr’s children, Kamalari scholarship (especially in Dang), scholarship for the conflict affected, and scholarship for the students of Himali residential school hostel (for example, in Rasuwa) were relatively impactful, both in terms of needs and the amount given.

The study found that scholarships had not reached to all needy students, especially to upper caste boys from poor family background. Few students, in spite of their economically sound background received the scholarship amount from Dalit, girl, and janajati quota.

In general, the study observed positive impact in increasing school enrolment of girls, and Dalit students. However, HTs and teachers observed no noticeable contribution of scholarship in increasing students’ attendance.

Often Dalit students would feel hesitant to receive scholarship under dalit quota. As said the teachers from Bhaktapur, “Scholarship in the name of Dalit, girls, and ethnicity has raised a sense of superiority and inferiority among students.”

Most of the stakeholders showed their dissatisfaction to scholarship amount the recipient students would get. The dissatisfaction was commonly observed in general scholarship schemes like Dalit scholarship, girl scholarship, and secondary scholarship. For the needy recipients, scholarship amount was too less to buy educational requirements.

C. Monitoring of scholarship/ incentives

Monitoring of scholarship distribution and management at school has been an ignored issue. In the absence of proper monitoring, scholarship amounts were often spent in areas other than educational by parents. They would use it for their own household purposes. It was revealed in student FGDs that in case of higher classes, some students would use it as pocket money. “Some parents even use scholarship money to buy cigarettes or drink alcohol”, said a teacher from Mugu. The study observed lack of follow-up on the proper utilization of distributed amount. “The presence of different kinds of schemes often creates confusion and difficulty in monitoring”, said a RP from Siraha.
D. Communication mechanisms

The study found that scholarship management, types, and its distribution are not well communicated to the communities. “I am from BK family. My son studies in class 3. I receive Dalit scholarship for him. But, I don’t know what other scholarships do school distribute to others”, said a parent from Dalit community representing a school from Rasuwa. Even some students were not informed on scholarship amount received by their guardians. “My grandfather receives it. I don’t know what he does with it”, responded a student in FG. Stakeholders were with common opinion that schools didn’t bother to communicate the types and purpose of available scholarship to the communities. “We post a notice on the notice board and call parents to receive fund”, said a teacher from a school in Mugu. “It is very transparent.” The notice in the notice board would usually contain mere name lists of the scholarship recipients, without details on its type, and the amount to be.

5. Issues and challenges

The findings of the study as outlined above revealed some issues and challenges pertaining to scholarship policy provision, management, and distribution in the schools of Nepal.

Lack of transparency in scholarship distribution: In most of the schools under study, only name of the students receiving scholarship is published in the school notice board. The types of scholarship they receive, and actual amount is not displayed.

Insufficient scholarship amount: “At least the scholarship amount needs to get sufficient for pen, copies, bag etc” was the usual reaction of many participants. Mostly, the stakeholders found scholarship amount under the scholarship schemes e.g., Dalit scholarship (amount starting from Rs 450 to Rs 600/student in a year), and girls scholarship (amount starting from Rs 450 to Rs 600) as being insufficient.

Means of scholarship: As experienced by many stakeholders, cash-based scholarship was not much effective. “If there is provision of school meal, it would bring a lot of students from poor economic background to school, observed a HT from Khotang. Similarly, “If we distribute material rather than money it will be more effective. At least, the scholarship will directly go to the recipients” said SMC chair from a school of Rasuwa.

Social Disparity: The caste/ ethnicity/ gender based scholarships have given space of superiority and inferiority complex among students. The social identity which Dalit students often hide is repeatedly exposed in public during scholarship distribution time.

Lack of timely data update: Some school representatives repeatedly blamed that there is no timely availability of scholarship from district/centre. However, as reported by a DEO official from Rasuwa, “If there is any delay, it is because of schools’ inability to timely update and report data to the DEO”.
**Lack of school autonomy**: “Full right is not given to the school on management and distribution of scholarship. Often we have to follow guidelines which is different from our actual context”, complained HT from a school in Mugu.

**Student selection**: Often we are forced to select students from Dalit/ethnic groups, even though they are economically sound, and the received scholarship is of no value for them”, said SMC chair from Tanahun. Other stakeholders were with the common view that, most often, scholarship has not reached to needy students from poor economic background.

**Parental/community information**: There was hardly any evidence in the selected schools, where the schools made any effort to educate students and parents about the purpose of scholarship they are provided with.

**Use of scholarship fund**: Many of the students from lower grades were not familiar with the scholarship they receive and its use. Their parents receive it, and use it for their own purpose. Some students from higher classes would use it as pocket money.

**Scholarship/incentive management**: The provision of various scholarship/incentive programs from various bodies have brought unnecessary extra burden for schools. Also, there is uncertainty on whether the fund for type of scholarship they distribute this year will continue next year or not. This inherently would affect the selection of recipients.

**The purpose of scholarships/incentives**: The major dissatisfaction of many teachers, students, and especially parents in all the study districts was that it didn’t appear as a motivation for well performing students.

6. **Alternative policy measures**

**Provision of scholarship based on economic class**: It doesn’t necessarily mean that all girls, Dalit, and janajati are in need of scholarship/incentives to go to school. It is better to provide girls scholarship targeting only the needy girls from disadvantaged groups.

**Re-thinking the funding amount/type**: The amount of scholarship at present, specially the scholarship amount under few scholarship schemes like Dalit scholarship (amount starting from Rs 450 to Rs 600/student in a year), and girls scholarship (amount starting from Rs 450 to Rs 600) is too low as it can’t meet even the minimum educational cost (including the opportunity cost) of the student. Making provision of scholarship in materials (e.g., school uniform, copies), and making provision of school day-meal may work effective.

Narrowing down the scattered nature of scholarship types, it needs to target only the needy ones. However, narrowing down may work effectively only to few scholarship schemes as Dalit scholarship, girls scholarship, and secondary scholarship. There are few scholarship schemes e.g., scholarship for martyr’s children which, under any circumstances, should not be narrowed.

**Municipal scholarship committee**: Under the umbrella of municipal scholarship committee, schools are to be autonomous in scholarship management and distribution. In order to increase its value, schools may celebrate certain day as school scholarship day. Provision of scholarship recipient ID may work as well.
7. Implementation Strategies

*Strengthening distribution mechanism:* Study suggests minimizing scattered nature of scholarship; increasing the scholarship amount to the needy one; and distributing scholarship amount at several installments so as to retain students. Fund allocation is to be based on context-specific needs of the school and communities.

*Strengthening monitoring mechanism:* School may encourage community based monitoring practice, which is performed collaboratively by the school and community members together along with the local education authority.

*Strengthening transparency mechanism:* Strengthening EMIS may strengthen transparency. It has to provide information on attendance, regularity, achievement, repetition, retention, and continuity of recipients.

8. Conclusion and recommendations

The study, eventually, makes concluding remark that though scholarship provisions in school education in Nepal has contributed in bringing many out of school children to school, and has increased the number of school enrolment, it’s contribution in enhancing learning achievement of students is not as expected. Out of certain political interests, and national needs, scholarship management and distribution in the past was more oriented to equity concerns. In certain phase, it was acceptable because ensuring school access to girls, Dalits, and ethnic minorities was challenging. It was to the interest of different groups that the scholarship distribution scattered. However, it came with extra pressure and dilemma for scholarship providers on the one hand, and on the other, because of very less amount of scholarship the recipient could not find it more supportive even to bear minimum educational expenses.

With changing context, it is the right time to consider for few alternative policy measures. These alternative measures are to be sought on the background of evidence-based issues and challenges pertaining to scholarship management and distribution at school. In this light, the study has come up with following recommendations:

**Policy recommendations**

i. Make policy provision of scholarship based on economic class, especially to the scholarship schemes as Dalit scholarship, girls’ scholarship, and secondary scholarship. Likewise, provide scholarship targeting only the needy girls, possibly from disadvantaged groups.

ii. Categorize present scholarship schemes as (1) general schemes e.g., dalit, girls, secondary scholarship, and (2) target schemes e.g., scholarship to children with disabilities, martyr’s children, Kamalari scholarship etc. Initiate the policy provision of pocket package scholarship program instead of scattered program for the scholarship under general schemes. Here, considered to only the needy one, increase funding amount to meet educational costs.

iii. Give full authority to decide the quota, and to manage the scholarship to local bodies, especially to municipal educational committee. It enhances school autonomy, which in return, ensures its ownership and sustainability.
Strategic recommendations

iv. Strengthen scholarship distribution mechanism. Distributing it at several installments may hold students after their enrolment at school.

v. Municipality level ‘participatory monitoring’ system may work more productively. Such community based monitoring practice, when makes close observation at recipients’ school enrolment, performance, and continuity, it is likely to minimize misuse of scholarship fund from those groups.

vi. Strengthen transparency through comprehensive scholarship/incentive database making best use of EMIS at school.
ACRONYMS

B.S: Bikram Sambat (Nepali Calendar)
CERID: Research centre for Educational Innovation and Development
DEO: District Education Office/r
DOE: Department of Education
DSMC: District School Management Committee
EAWEP: Equal Access for Women to Education Project
ECD: Early Childhood Development
EFA: Education for All
EGWN: Education for Girls and Women in Nepal
EIPG: Educational Incentive Program for Girls
EMIS: Education Management Information System
GIP: Girls Incentive Program
INGO: International Non-Governmental Organization
MDG: Millennium Development Goals
MEC: Municipal Education Committee
MOE: Ministry of Education
MOEST: Ministry of Education, Science and Technology
NGO: Non-Government Organization
OSP: Out of School Children Program
RC: Resource Centre
RP: Resource Person
SESP: Secondary Education Support Program
SMC: School Management Committee
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SECTION I
INTRODUCTION

1.1 The context

It has been nearly two decades that Nepal has put immense human efforts and financial resources for improving access to basic education, and enhancing its quality. For instance, Government of Nepal developed Education for All (EFA) 2004-2009 sector program as a comprehensive primary education intervention as part of Nepal’s EFA National Plan of Action (NPA) (2001-2015). Following the NPA (2001-2015), the School Sector Reform Program (SSRP) (2009-2015) was implemented to achieve the EFA, and Millennium Development Goals (MDGs). It was supposed to introduce systemic improvements in service delivery and planning mechanisms. In order to ensure it, “Strengthening the evidence base and rationalization of criteria and modalities of scholarships and other incentive schemes, and developing the comprehensive monitoring and evaluation of such schemes” (SSDP, 2016) was necessary. Building upon the lessons learned and the gains made in this process of ensuring inclusive, equitable, and efficient school education, recently promulgated Constitution of Nepal (2015), and the Eighth and/or ninth Amendment of the 1971 Education Act (GoN 2016) demand a thorough and yet timely reorientation of the existing education system. In this reference, this proposed study is supposed to address such contextual demand focused to scholarship provision in school education of Nepal.

1.2 Scholarship and its importance

The GoN has mentioned provisions of scholarship in the Education Act 2028 article 19(a). Scholarship, in general, is a kind of cash amount, dress, stationery, education materials, encouragement and other incentives.

With purpose to promote the access and quality of education in the school, the GoN has implemented various types of scholarship programs. The types of scholarship programs are Dalit scholarship, the 100% Girls’ Scholarship Program (GSP), poor and talented scholarship, disability scholarship, marginalized or endangered scholarship, and Karnali zone scholarship. These are mainly two types of scholarship – residential and non-residential.

Besides, SSDP has targeted different types of scholarship such as pro-poor targeted scholarship (PPTS), and pro-science scholarship (PSS) schemes that include targeted interventions for increasing girls’ participation in science subjects in grades 11 and 12. The non-residential scholarship includes Dalit scholarship, scholarship for disabled, secondary education scholarship, conflict affected scholarship, scholarship to the children of Martyrs, marginalized scholarship, institutional school scholarship, Ram Narayan Mishra Scholarship, Scholarship to low income groups children of Dalit, Raute and Chepang at grade 11 and 12, scholarship given by different doors, and Mukta Kamalari scholarship. Similarly, the residential scholarship includes scholarship for children with disability, Himalayan residential scholarship, free Kamalari Scholarship, model school scholarship and feeder hostel scholarship.

There are various types of scholarship in practice. The Flash report 2016 has clearly mentioned the number of maintenance scholarship received by the students. It is worth mentioning that the
scholarship schemes focus on different groups such as scholarships for all Dalit students, girls' scholarship for 100% of enrolled girls, scholarship for all students with disabilities, and scholarships for students from specific targeted population groups (Flash II, 2016, p. 36).

According to the Flash report, compared to the total targets of the scholarships at both Basic and Secondary level, a total of 85.4% of students received the respective type of scholarship. As shown by the progress report by types of scholarships, 86.5% students received the 100% girls (1-8) scholarship; 83.9% received Dalit (1-8) scholarship; 74.6% received deprived groups (1-8) scholarship; 85.2% received disabilities (1-8) scholarship; 96.5% received Secondary (9-10) scholarship; 91.7% received Dalit (9-10) scholarship; 71.3% received Disability (9-10) scholarship and 77.4% received deprived groups (9-10) scholarship (Flash II., 2016, p.37). Based on the reported number of scholarships, 62,854 students at the basic level and 16,659 students at secondary level received the scholarship in the school year 2015-016 from the INGO, NGO, CBO or other local community organizations. Such distribution of scholarships on continued basis explains its importance.

1.3. SSDP targets and activities regarding scholarship

As per SSDP for the outcome of improved access and equity as results of enabling safe environments and safe schools, the Government has envisioned the revised scholarship schemes (SSDP, 2016. P44). One of the strategies adopted by the government is equity, increasing the access to secondary education of students from families with low socio-economic status by providing needs-based scholarships (SSDP, p.48). Enabling safe environments and safe schools is one of the major interventions to be included in the revised scholarship schemes (targeting and amounts). Regarding secondary education including technical and vocational subjects, there are different types of grants for schools including basic grants, special needs, school grants, and large/model school grants. As indicated by the SSDP in the year-wise targets for SSDP program, basic education (including ECED/PPE & NFE) scholarships and incentive schemes include provision of midday meals in targeted districts, basic and secondary scholarships, scholarships for girls, scholarships for Dalit students, scholarships for Janajati students, and scholarships for students with disabilities (SSDP, p.76). Further, continuation of scholarship up to grade 12 not only ensures the access to secondary education but also contributes to the retention of the students throughout the school cycle. Various targeted interventions for the disadvantaged students through scholarship assistance are pro-poor friendly approaches to their education as well.

1.4 Rationale of the study

Different studies conducted by various research institutes on scholarship program of the GoN have revealed positive impacts and have pointed out various problems, issues and challenges as well. They have clearly spelt out the following problems about the implementation of scholarship programs:

- Inadequate quota of scholarship to the disadvantaged groups
- Variation of scholarship distribution process from school to school, district to district.
- Little internal coordination between different sections of the DoE responsible for scholarship distribution
- Misuses in the distribution of scholarship quota with variations in the distribution of quota and number of students
- Scholarship distribution is not functioning in an integrated way; it is rather functioning in scattered way
- Questions on transparency and accountability due to lack of close monitoring and follow up of the distribution activity, variation of time and phase of distribution
- Lack of uniformity in scholarship distribution time
- Lack of data of enrolled students on time
- Lack of proper handing over of scholarship to the students in schools, and

These studies suggested the need of community awareness and social sensitization programs to develop a sense of seriousness in the implementation of the scholarship program, use of the SIP (School Improvement Plan) and separate criteria for poor and talented scholarship, and proper distribution of scholarship for students. Considering the complexity in distribution, and growing concerning about the disparity on the scholarship amount and the fixed criteria, it might be more appropriate to make a clear policy to streamline the scattered types of scholarship and to fix the amount through a system creating a scholarship pool either in the local level or at the centre. Furthermore, it would ease the task of coordination among the scholarship providers and monitoring of the distribution of the scholarship.

A need-based approach to distribute scholarships would be more appropriate as envisaged in the SSDP (2016-2023) in the form of the PPTS and PPS scholarship to the students. Given the essentiality of the scholarship management and distribution program for the students of Basic and Secondary level, this study is timely so that it would help to identify policy, program coordination and management issues of different types of scholarship program launched by the GoN. Further, it would help to assess the involvement of key stakeholders in supporting, distributing and monitoring scholarship program, and to identify to what extent the scholarship has been available to school students. There is also need to analyze the degree to which the current system meets the financial needs of students and the affordability of the government to meet the growing need of scholarship and the increasing trend of pricing and cost of the students. Moreover, a study of this type would contribute to address the challenges faced by the government and stakeholders in truly reaching the targeted groups of students.

### 1.5 Statement of the problem

Considering scholarship as a powerful means of facilitating the access of needy disadvantaged children to basic and secondary education, it is more timely and relevant to assess the effectiveness of the provision of different types of scholarship distribution and make appropriate recommendation. The government not only has a financial role to play, but an enabling and coordinating role in developing other funding sources and mechanisms. Particular focus needs to be placed to those most in need of financial assistance to ensure support and equitable access.

In the FY 2074/75, the government allocated more than Rs. 2.18 billion for scholarship distribution through the DEOS and local bodies. Despite the fact that the GoN has spent millions of rupees each year on scholarship and financial aid, unmet need in view of the growing...
demands of scholarship and increasing trends of students’ enrolment suggest that the current amount of funding may not be enough.

Given the achievement as well as the problems faced, there is a need to critically evaluate the implementation of various types of scholarship, their distribution and monitoring, and explore on the effectiveness and efficiency of the system of scholarships and incentives and the barriers and constraints to scholarship. In addition, there is a need to explore more funding options and need-oriented approach to the provision, regulation and financing of scholarship to be available to ensure increased and equitable access of the scholarship program.

1.6 Objectives of the study

The main objective of this study was to find out the effectiveness of the scholarship provided at school level, identify policy options, various strategies and measures for its improvement in terms of management, coordination, disbursement of scholarship, and ensure the access, enrolment and retention of the students. The specific objectives of the study were as follows:

- To examine the status of existing policy, programs and implementation practices in promoting and enhancing the scholarship by ensuring access and equity to all students.
- To analyze the issues and challenges faced in the implementation of different types of scholarship programs in terms of management, implementation and monitoring.
- To explore alternative policy measures and implementation strategies to regulate various types of scholarship on a need based approach.
- To suggest measures for enhancing the efficiency and effectiveness of the scholarship programs at central, provincial and local levels.

1.7 Focus of the study

The study particularly lays focus on the following areas:

- A historical perspective of students’ scholarship
- Types, management, implementation and monitoring of scholarship program
- Utilization of various types of the scholarship
- Strengths and weaknesses of the scholarship distribution mechanism
- Impact of the scholarship program on enrollment, regularity, retention, and promotion
- Recording of the scholarship distribution from the school, DEO, and regional level and informing the stakeholders
- Alternative measures for effective management, implementation, and monitoring of the scholarship program.
- Formation of School Level Scholarship Management Committee and identification of their roles and responsibilities
- Role of various stakeholders at central, provincial and local level
SECTION II: POLICY PROVISIONS OF SCHOLARSHIP PROGRAM IN NEPAL

This section makes detailed document studies and observation of key policies of the Government of Nepal concerning the provisions of Scholarship program. In doing so, the chapter starts with review of historical perspectives of scholarship. It also observes policy provisions, types, and management of scholarship programs in school education of Nepal. Further, the chapter explores past research studies carried out in this area. Functioning as literature review, it was supportive to figure out (1) the existing gaps between policy and practice, and (2) the historical foundation to think of new alternative measures that inherently suits the changing context.

2.1 A historical perspective of scholarship

The history of incentives for girls and children from disadvantaged communities doesn’t go long back in Nepal. The provision, for instance, was not prioritized in the Nepal National Education Planning Commission, NNEPC report (1955). It was in 1971, the Equal Access for Women Education Project (EAWEP) started recruiting girls from rural areas to train them as teachers. There introduced the concept of girls' incentives.

The National Education Commission (NEC, 1992) pointed the need for a comprehensive policy to bring marginalised communities into the education system. Other similar policy initiatives such as the Education for All National Plan of Action 2002, and the Secondary Education Support Programme 2002 indicated the needs for inclusive education. It could be possible through few relevant strategies, where scholarships and incentives could be provided to marginalized and excluded student groups.

It seems that the idea of scholarship provision for school students emerged from the national interest to ensure the basic and primary education for all school going children. It could be possible only when those excluded groups find some external supports to ensure their presence at school. One such way was to address discouraging factors that could arise from poverty, gender differences, geographical restraints, ethnic origin, religion, culture, or disabilities.

The Tenth Five-Year Plan, National Planning Commission (NPC, 2002) had prioritised the education. It emphasized on the access of women, ethnic minorities and disadvantaged communities to education. Stepping at the footstep, The Education Act, 1971 (Article 11, Seventh amendment) provisioned the government to arrange scholarship for the students enrolled at Lower Secondary Education and Secondary Education. Similarly, the Education Regulations, 2002(Chapter 26) provisioned scholarship and free education for school level students.

The Local Self Governance Act 1999 required that Village Development Committee and Municipality make arrangements for providing scholarships to the students of oppressed ethnic communities who are economically backward.
There also came the concept of residential schools for children from poor rural families. It was another government strategy to include such children at the school system. Similarly, the provision of school feeding programs in the areas where the nutritional status of the children was low was proposed as a strategy to achieve the goals set by EFA National Plan of Action. Specifically, the program was provisioned to make primary education excisable. Stepping at this footstep, later DoE introduced Diva Khaja Program Implementation Procedure 2066 for community school students. It aimed to increase girls’ participation and performance by addressing their hunger and malnutrition.

In addition to the government supports and initiatives, various UN agencies such as UNESCO, UNICEF and UNFPA have been supporting the government with distribution of scholarship and incentive schemes. UNICEF has supported poor families to bring their girls to the mainstream of education. Such supports were primarily focused to achieving universal primary education, mainstreaming children from the excluded and disadvantaged communities.

2.2 Types and Management of Scholarship Program

Generally, there are four types of scholarship and incentive schemes- 1) monetary support to individual students, 2) material support to individual students and their families, 3) monetary and material support to schools, and 4) monetary support to families. To name few others, such schemes are arranged as scholarship for children with disabilities, primary school scholarship, girl student scholarship, secondary scholarship, feeder hostel scholarship, scholarship for oppressed and Dalits, and scholarship for martyr’s children.

Among others, MoEs with various schemes seem to be the major scholarship provider. Other schemes from NGO/ INGOs, personal support, and schools’ own scholarship provisions are equally notable. Observing at the means of scholarship support, providing students with monetary support seems to be common under various scholarships.

Though there are slight variations and differences in practices, there are some guidelines for management of scholarship program. The quota of different scholarships for different schools is first determined by the Department of Education (DoE). It is based on the information provided by schools to the District Education Office (DEO). At the district level, there is a provision of a committee called the District Scholarship Management Committee (DSMC). This committee is formed to look after the entire process of school selection and the distribution of scholarships. Provisionally, public notices about scholarships are broadcast on local FM radios and posted in the newspapers. At the local level, School Management Committee (SMC) is responsible for the selection, distribution and overall monitoring of different scholarships.

Based on the Program Implementation Manual 2067/2068 published by the DoE, following are the types of scholarships, their eligibility criteria and the amount of scholarships provided by the government to the school children in Nepal.
### Table 1: Types of scholarships provided by Nepal government

<table>
<thead>
<tr>
<th>SN</th>
<th>Scholarship Scheme</th>
<th>Eligibility Criteria</th>
<th>Amount (NRs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mountain</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Only</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stationery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All dalit students</td>
<td>Rs. 200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>studying in grade 1-8.</td>
<td>/ student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Having at least 80 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Admitted from 2068</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baishakh.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No multiple scholarship</td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Dalit Scholarship</td>
<td>Girls scholarship</td>
<td>Rs. 175</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Only</td>
<td>/ student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uniform</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both</td>
<td>Rs. 150</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>/ student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The SMC should select</td>
<td>Mt.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the students and any</td>
<td>Only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>one of the scholarship</td>
<td>Stationery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>schemes (stationery,</td>
<td>Rs. 200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>uniform or both) based</td>
<td>/ student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on the parent’s financial status, and should distribute in the presence of the parents.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Admitted from Baishakh, 2068</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No multiple scholarship</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls scholarship in Karnali zone</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>All the girls students from Karnali zone</td>
<td>NRs. 1000 (Rs. 100 per month for 10 months) for the students studying in grade 6-8 and 1500 (Rs. 150 per month for 10 months) for the students studying in grade 9-10.</td>
</tr>
<tr>
<td>2.1</td>
<td>Scholarship for martyr’s children</td>
<td>The martyr’s name has been enlisted by the GON.</td>
<td>Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No multiple scholarship</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Amount (Nrs.)</td>
<td>1000/mth</td>
</tr>
<tr>
<td>2.2</td>
<td>Kamalari Scholarship</td>
<td>As per previous year.....</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Scholarship for the conflict</td>
<td>Maximum 3 children of a conflict affected</td>
<td>Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affected</td>
<td>Person.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Up to 18 years old.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No multiple scholarship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Only for the children of common people (who are not getting salary or allowance from the state bearing fund)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Admitted from 2068 Baishakh</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount</th>
<th>10000/yr</th>
<th>12000/yr</th>
<th>14000/yr.</th>
<th>16000/yr</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2.4</th>
<th>Scholarship for the students of Himali hostel</th>
<th>Studying in grade 6-10 in Himali hostel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Continuation of the previous year running hostel in Mustang, Humla and Jumla)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rs. 1800 per month upto 10 months</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.5</th>
<th>Feeder hostel scholarship</th>
<th>Continuation of the previous year running hostel.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rs. 1500 per student /month for 10 months.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.6</th>
<th>Scholarship for the students of model school</th>
<th>Selection from different parts of the country.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide the opportunity to study in the selected schools for the selected students in Grade 6-10.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rs. 1800 per month up to 10 months i.e.18000/year for the students from public schools.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.7</th>
<th>Scholarship for the students of Himali residential school hostel</th>
<th>Admitted from 2067 Baishakh</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students of grade 6-10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Districts: Taplejung, Sankhuwashabha, Solukhumbu, Rasuwa, Gorkha, Jumla and Darchula.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rs. 1800 per student /month up to 10 months i.e. 18,000 per year</td>
<td></td>
</tr>
</tbody>
</table>
| 2.8 | Himali hostel management and operation cost | • Continuation of the previous year running hostel | • Total amount, released by the DEO, should be distributed as given below:
  - Rs. 1150/month * 13 months for the warden, Rs. 1500/month*13 months for cook and 1300/mth*13 months for the security guard in Mountain and Hilly districts
  - Rs. 950/month * 13 months for the warden, Rs. 1300/month*13 months for cook and 1100/mth*13 months for the security guard in Terai districts.
  - Rs.18000 to run coaching classes for English, Maths and Science for 6 months.(1000/mth for a subject)
  - ECA management cost Rs. 5000
  - To manage the clothes, utensils in hostel Rs. 20,000
  - Utilities (First Aid, Water, electricity etc.) Rs. 10,000
  - Library Management in school Rs. 10,000
  - Skill development training for the girls students and purchasing the required materials Rs.11440
  - Meeting expenses for the hostel management committee (6 meetings/year) Rs3560
  - Seed money support Rs. 10,000
  - The expenses of the remaining amount will be as per the guidelines and direction from DOE. |
| 2.9 | Feeder hostel management and operation cost | • Continuation of the previous year running hostel | Total amount, released by the DEO, should be distributed as given below:
  - Rs. 1150/month * 13 months for the warden, Rs. 1500/month*13 months for cook and 1300/mth*13 months for the security guard in Mountain and Hilly districts
  - Rs. 950/month * 13 months for the warden, Rs. 1300/month*13 months for cook and 1100/mth*13 months for the security guard in Terai districts.
  - Rs.18000 to run coaching classes for English, Maths and Science for 6 months.(1000/mth for a subject)
  - ECA management cost Rs. 5000
  - To manage the clothes, utensils in hostel Rs. 20,000
  - Utilities (First Aid, Water, Electricity etc.) Rs. 10,000
  - Library Management in school Rs. 10,000
  - Skill development training for the girls students and purchasing the required materials Rs.11440
  - Meeting expenses for the hostel management committee (6 meetings/year) Rs3560
  - Seed money support Rs. 10,000
  - The expenses of the remaining amount will be as per the guidelines and direction from DOE. |
purchasing the required materials Rs.11440

- Meeting expenses for the hostel management committee (6 meetings /year) Rs3560
- Seed money support Rs. 10,000

The expenses of the remaining amount will be as per the guidelines and direction from DOE.

It is evident that most of the Government scholarships are in the form of monetary support. The scholarship schemes are, however, scattered. It is also noticeable that the scholarship amount under general scholarship amount (like scholarship for Dalits, girls is considerably low to meet individual educational expenses.

2.3 Research studies related to scholarship program

The findings from past studies are valuable evidences to compare and develop critical understandings into the status and impact of on-going scholarship practices in school education of Nepal. In this reference, the present study reviewed few research studies on scholarship provisions as conducted in different time frame in the past.

Research Centre for Educational Innovation and Development (CERID) has conducted four studies since 1998 so far. The studies came with few findings that hold timely attention of concerned policy and implementation level authorities. The first study (CERID, 1998) stressed that there were misuses in the distribution of scholarship quota. It questioned the uniformity on the distribution of girls’ scholarship even in the same district. Strengthening their findings, the second study recommended conducting community awareness and social sensitization programs in the community (CERID, 2001). Another study, however, found positive changes after the introduction of the scholarship and educational incentive programs (CERID, 2003). The incentive program was successful in increasing enrolment, retention and attendance of girl students. Similarly, the fourth study showed that the girl incentive had positive effects in increasing girls’ overall enrolment and retention (CERID, 2004). However, it questioned the monitoring and follow-up of all scholarship programs.

Few other research studies have come up with notable findings on impact, and functioning of scholarship schemes of various kinds. A WFP Review, for example, suggested positive impact of the Food for Education (FoE) and Girls Incentive Program (GIP) in increasing girls’ enrolment, attendance rate, and class promotion rates in the project districts WFP, 2005). Later, yet another study documented an increase in Gender Parity Index (ratio of girls to boys) from 0.72 in 2001 to 1.15 in 2005 (WFP 2006).

A study found girls’ enrolment ratio higher in scholarship awarded primary and secondary schools than in scholarship non-awarded schools (CERSOD, 2007). It found scholarship program effective in continuing education, and developing dignity and self-respect among girl-students. It also found scholarship program effective in bringing Dalit children and the children of poor parents to school. However, it questioned transparency, accountability, monitoring, and follow-up mechanisms of distribution and management of scholarships.
Earlier, UNESCO (2006) had suggested inconsistency in the purposes of the scholarship programs due to lack of coordination among central, district and school levels. Later, Lamsal (2009) stressed yet other issues as delayed distribution of scholarship, unavailability of scholarship management guidelines at schools, and very little amount given to the selected students. Similar to such findings, DoE (2010) also showed weaker internal coordination among various DoE sections as being responsible for scholarship distribution. It questioned scholarship distribution process, and its amount.
SECTION III:
STUDY METHOD/ METHODOLOGY

Section three consists of details on the study method/methodology as employed in this study. In this light, the chapter articulates the data sources, selection and size of sample districts, school selection, and tool matrix. In addition, the chapter tells about the process of research team selection and training. The process involved in tabulation, coding, and categorization of field information, followed by meaning-making and report writing process, is described as well.

3.1 Methodology of the study

The study used qualitative research methods including individual and group interviews, case studies, and document reviews. The field information/data are analyzed in interpretative and descriptive ways.

3.2 Sources of data/information

Both the primary and secondary sources of data are used in this study. The major primary sources are the sampled schools, and other stakeholders like parents/guardians of the scholarship recipients, the head teachers and teachers, concerned personnel and expert at the DoE, DEOs and members and chairpersons of school level Scholarship Management Committee. The major sources of secondary data consist of review of historical perspective of the scholarship programs in Nepal e.g. Education Planning Commission Reports, The EFA National Plan of Action (2001-2015), SSDP Document (2016-2023), Education Act 2028 (Ninth Amendment), and Constitution of Nepal 2015 with focus on the Fundamental Rights to Education. Other sources are research reports, M&E reports, internal monitoring reports, and Scholarship Guidebook 2068 BS. Roles guidelines, including those of School Scholarship Management Committee, and provision of the scholarship made under National Examination Board (the then HSEB) are also reviewed and analyzed accordingly.

3.3 Sampling

A purposive sampling of districts and schools with representation of scholarship recipients from different categories was made representing at least one district from each province.

3.3.1 Selection and size of the sample districts

Overall, there was representation of all three ecological belts namely Mountain, Hills and Terai. The sampling also ensured the selection of recipients from Karnali Zone. Based on the following points there were 5 basic strata in the sampling.

i. Ecological zones (Mountain, Hill, Terai, and Kathmandu Valley);

ii. Provinces (seven);

iii. Districts (77 altogether);

iv. School type (community) representing basic level and secondary level both, and

v. school location (rural and urban).
 Altogether eight districts namely Khotang, Siraha, Rasuwa, Bhaktapur, Tanahun, Dang, Mugu and Bajurai were selected for collecting information from the students, teachers and parents/guardians. Besides, the concerned personnel from MoE, DoE, DEO and the chairpersons, and members, of the Scholarship Management Committees were also interviewed.

The following table presents a glimpse of the sample:

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Province</th>
<th>Mountain</th>
<th>Hills</th>
<th>Terai</th>
<th>Kathmandu Valley</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Province No. 1</td>
<td></td>
<td></td>
<td>Khotang</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Province No. 2</td>
<td></td>
<td></td>
<td>Siraha</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Province No. 3</td>
<td>Rasuwa</td>
<td></td>
<td></td>
<td>Bhaktapur**</td>
</tr>
<tr>
<td>4</td>
<td>Province No. 4</td>
<td></td>
<td></td>
<td>Tanahun</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Province No. 5</td>
<td></td>
<td></td>
<td>Dang</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Province No. 6</td>
<td>Mugu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Province No. 7</td>
<td></td>
<td></td>
<td>Bajura</td>
<td></td>
</tr>
</tbody>
</table>

** Multi ethnic and multilingual Communities

### 3.3.2 Selection of the schools

Based on the list of schools provided by the concerned DEO, minimum four schools from each district representing basic and secondary, rural and urban areas were selected ensuring the representation of the scholarship recipients.

### 3.4 The study tools and respondents

The study used Focus Group Discussion (FGD), key informant interview, school survey and field notes as the data gathering tools. Selection of key respondents for collection of perceptive views on the status of existing policy, programs and implementation practices in promoting and enhancing the scholarship was made from among students, teachers and parents/guardians. Besides, the concerned personnel from MoE, DoE, DEO and the chairpersons, and members, of the Scholarship Management Committees were also included in KII. The gender, ethnicity, and mother tongue were considered to guide the selection of students for interview/FGD.

The study team followed the following tool matrix as a part of research:

Table 3 Tool Matrix

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Respondents</th>
<th>Types of Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FGD</td>
<td>Interview</td>
</tr>
<tr>
<td>1</td>
<td>Central Level Authorities</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>District Education Officer</td>
<td>8</td>
</tr>
</tbody>
</table>
In order to obtain the needed data, the following tools and instruments were utilized

3.4.1 Interview with key personnel (KII)

Interview was carried out with the concerned personnel - planner and implementers from DOE, DEO, local government head, and District Education Officer. Besides, interview with scholarship recipients and their parents was taken. In doing so, the information obtained from the interview were not only useful to draw meaning related to scholarship but also to suggest effective measures for formulation of scholarship policy and the implementation strategy.

3.4.2 Focus Group Discussion (FGD)

To draw information related to current scholarship provisions, some Focus Group Discussions (FGDs) were conducted with students of specific groups. It was useful to explore the status of scholarship distribution and its effectiveness and efficiency.

3.4.3 Case study

Guidelines for in- depth interview of the students who were getting the facility of scholarship grants, especially those who were successful in their study as an effect of the scholarship, was developed. Based on the guidelines, one case study of each type of scholarship recipient was taken.

The following research process was employed:
3.5 Pre-testing of the tools

A pre-test was carried out in order to test the appropriateness of tools, particularly the interview/FGD guidelines to head teachers, teachers, and students. For this purpose, one secondary school in the Kathmandu Valley was selected. It came with few improvements on language use and meanings of the interview questions. The tools for the study were finalized after pretesting them among team members.

3.6 Selection of senior researcher, researchers and data analyst

The research team under the leadership of the team leader for the study was formed. Two senior researchers, four researchers and one data analyst were selected and included in the study team. Senior researchers were made responsible for assisting the team leader from the initiation to the completion of the study. These senior researchers were also responsible for overall coordination of the researchers during the field visit. Further, they monitored the field visits to ensure consistency in field work. The researchers were responsible for gathering the relevant data from the field by using the specified tools. They were assigned to code and categorize the field information. The themes, thus drawn, were analyzed during the report writing process.

3.7 Training to senior researchers and researchers

A two day intensive training was provided to the senior researchers and researchers. Training included an introduction to the study, its objectives and methodology. The training was given on the basis of a set of tools to be used in the study. Moreover, the training also included some theoretical and policy related knowledge on current scholarship provisions. It focused on ways of conducting the school survey, interview and FGD, including the preparation of field notes. Additionally, it focused on the method of observation to be used during the field visit. During the training sessions, a mock test of all the tools was conducted as a practice by taking the role of interviewer. In the process of the training, the team leader participated and facilitated the training in order to ensure the quality of the field work. Sensitivity on gender and social inclusion was discussed among the field researchers. The team leader provided continuous backstopping support to the senior researchers and field researchers during their field visit.

3.8 Conduction of field work

Before conducting the field work, the study team informed the DOE regarding the field visit schedule. To conduct the study in different districts smoothly, the study team made necessary arrangements including logistics, travel, and accommodation for collecting the data without interruption in the field. The team of researchers followed the arrangements and schedule given by the team leader in the process of the study.

The study covered 8 districts of 7 provinces. Four researchers were assigned for four districts. After completing the field study in four districts, they were assigned to complete the field work from the other four districts. The senior researchers managed and coordinated all the researchers who were conducting the field study according to the schedule. The senior researcher gave the progress report to the team leader for maintaining consistency in the study. During the time of field visit, the team leader also made visit to any two districts for monitoring
purpose. Thus, it was arranged in such way that the planned field work was completed within the anticipated time of four weeks.

3.9 Methods of Quality Control

Quality assurance was considered as a matter of priority for the study. As such, the study team was to assure quality at different levels. For example, the first level of quality assurance was made during the training of the researchers so that they understood the interview guidelines, survey questionnaire, FGD guidelines and all the other field requirements properly. The team ensured good ethical standard while doing the field study.

The second level of quality assurance was made by the team leader who regularly checked the work of senior researchers and researchers. The team leader also checked the tools used by the field researchers and provided guidelines and feedback as required. Similarly, the team leader persistently checked the notes taken by the researchers. Regular communication with the researchers was made to ensure the appropriate samples selection as per the given sampling scheme.

3.10 Data analysis and submission of preliminary report

After coding and categorizing of field data/information, the qualitative data were analyzed through interpretative and descriptive methods by themes. It was supportive to draw (1) key issues and challenges (2) alternative policy/practice measures and (3) implications of the study.

3.11 Submission of final report

Draft report was prepared based on the reported format and it was shared with the technical committee through its presentation. Following the discussion and comments in presentation, the research team incorporated relevant feedbacks and suggestions from the technical committee. The study team then submitted the final report with complete data tables to the DOE for their acceptance and approval up to their expected standard.
SECTION IV
STATUS OF SCHOLARSHIP PRACTICES IN NEPAL

This chapter illustrates field-based evidences/information on present status of scholarship provisions, programs and implementation practices in the schools of selected districts representing all seven provinces and three ecological belts of Nepal. For this purpose, the field experiences are discussed separately particularly with a focus on the selected districts (schools) from three ecological zones.

4.1 Overview

As provisioned in the scholarship manuals, variety of scholarship/incentive schemes were available in the study districts. These schemes can be generally grouped into five broad. categories – the Government scheme, UN agencies' scheme, NGO/INGO scheme, school scheme, and individual/family scheme.

As specified in the guidelines prepared by the DoE, DSMCs were formed in all selected districts. As practiced in the past (earlier centralized government structure), DEOs generally played a significant role in the distribution and management of scholarships/incentives. DSMC, likewise, would make the decisions regarding the allocation of available scholarship money to the schools.

Scholarship quotas, and fund allocation are made based on school statistics. Usually, schools are asked to send school statistics by 7th of Jestha (May). It consists of a grade, caste, ethnicity, and age specific description of the student population.

Nevertheless, there were few variations among districts/ schools practices pertaining to scholarship distribution. With recently changed federal/local governance, there were many confusions giving space to different practices. In this reference, articulation of actual practices as experienced by the schools from districts representing all three ecological belts is presented in the paragraphs that follow.

4.2 Experiences from Mountain districts schools

Field evidences from eight schools selected from two districts i.e., Rasuwa and Mugu represented scholarship experiences from Mountain districts.

E. Scholarship/incentive management and institutional arrangements

As practiced till date, DSMC manages the distribution of scholarships in both Rasuwa and Mugu districts. The Committee develops the criteria and distribute funds to schools and students. At the school level, SMCs, head teachers and teachers are generally involved in the scholarship selection and distribution process.
“We arrange staff meeting and ask for the name list of different students from different scholarship category from class teachers. The selected names are later finalized during SMC meeting in their presence”, said the HT from Mugu.

All four selected schools from Rasuwa claimed to have distributed scholarship on 25th of Jestha. Yet another school said that it distributes the scholarship before Ashad 15. HTs from Mugu said that they usually distribute scholarship in Jestha, and Kartik.

No school under the study in Mugu has its own school managed fund. They don’t have school-initiated scholarship plan as well. Two of the selected schools from Rasuwa have their own permanent fund (achya kosh) of Rs 2, 00000, and Rs 1, 0,000 respectively. School A started it from 2072 B.S. and school B from 2069 B.S. In school A, this scholarship is provided only for topper students from class 11 and 12. It is usually distributed during school annual functioning. HT from yet another school from Rasuwa said that his school is in the process of establishing ‘achyya kosh’.

Types of scholarship as distributed by DEO in Rasuwa district are Dalit, girls, disabled, and secondary scholarship. One of the selected school provisioned himali abasiya scholarship. In one of the selected schools of Mugu, there is a provision of scholarship for the student from verified war victim family. Similarly, in one of the selected school of Rasuwa there is a provision of scholarship for earthquake victim as well. In general, Dalit scholarship, and girl scholarship are popular in Mugu.

There is general practice that students receive the scholarship fund in the presence of their parents. In this regard, a teacher from school B of Rasuwa said, “We usually distribute scholarship to parents in case of early graders. Senior students can receive it themselves”

The schools primarily follow the criteria set by the DEO/DOE for scholarship distribution. It is often based on family economic status and the intelligence level of the student. A school from Rasuwa has made rule of 70% attendance as basic criteria to receive the scholarship from each category.

F. Functioning of scholarships/incentives
Many respondents agreed that the available scholarships/incentives have reached the needy. Still, not all needy children have been able to enjoy the support. “Especially Brahmin boys from poor family falls in this group” said a teacher from Mugu.

There is mixed responses on effect of scholarship on student’s performance. Teachers from selected schools in both districts were with the views that scholarship provision has increased girls’ enrolment. However, it has no such noticeable contribution in increasing students’ attendance.

A case from Mugu
My name is Sudha Shahi. I study in class 9. Since last 1 year I have been receiving scholarship under girl scholarship scheme. My
school gives me Rs 600 as scholarship usually in the month of Jestha. There are 3 members in my family. My younger sister is 9 years old. It has already been 7 years that my father passed away. I live with my mother and younger sister. She studies in class 3.

The scholarship fund my school has provided me is of great help. I buy copies, pen and pencil. Last year, while in class eight, I had got the same amount. But, I was absent from school for many days. I had to go with my mother for labor work. Some other days, I had to help her in household works.

In spite of all these, I stood second in the class. But, I am afraid that this year as well I have to be absent from the school for many days.

“Students don’t leave the school once they are enrolled, but they are not regular. They are absent so as to do the household activities” said a teacher from Mugu. However, students’ regularity was not that much a problem in a school of Rasuwa district where 70% attendance is defined as basic criteria for scholarship.

A teacher from Rasuwa district claimed that she finds students receiving scholarship comparatively well disciplined. Supporting it, a HT from Mugu district found scholarship supportive in continuing the study. “However, I don’t see scholarship in the form of cash as effective in ensuring students’ regular attendance at school. Only increasing enrolment doesn’t have long term effect” said the HT. He came with an alternative. “School meal is a good idea. At least student will not go to their home during tiffin break”, he continued.

Most of the teacher respondents were with the views that scholarship provision has increased girls’ enrolment.

Few Dalit students from Mugu districts were hesitant about the scholarship scheme they received. “It is so less amount that it is valueless. But, often I have to introduce myself as student from lower caste to receive it. I feel ashamed in front of my friend from upper caste”, said a girl student from Dalit community.

G. Monitoring of scholarship/ incentives
In the changing context, monitoring of scholarship distribution and management at school level has been an ignored issue. In earlier centralized government structure, delegated through DEO, responsibility for supervision and monitoring was given to school supervisors and RPs. In the changing context, however, there is still confusion on who is responsible for this critical role to perform.

Some of the teachers from the selected schools raised the issue of misuse of scholarship fund from the parents. “We give scholarship to parents. They even don’t have idea on the importance of scholarship. They even don’t discuss with their children about it”, said ward chair from Rasuwa district. In the same line, a teacher from Mugu said, “Some parents even use scholarship money to buy cigarettes or drink alcohol”. 
RPs from both districts claimed that they take notice of scholarship allocation, and distribution process in their selected schools. However, they admitted that there lacks follow-up on the proper utilization of distributed fund from receivers.

**H. Communication mechanisms**

Head teachers from selected schools repeatedly claimed that they formally inform parents on scholarship distribution either through notice board or making announcement on it during school annual function. “We post a notice on the notice board and call parents to receive fund”, said a teacher from a school in Mugu. “It is very transparent. All can see who got what type of scholarship this year”, he added.

However, most of the parents and community members in FGD were not aware of the various scholarship/incentive programs. “I am from BK family. My son studies in class 3. I receive Dalit scholarship for him. But, I don’t know what other scholarships do school distribute to others”, said a parent from dalit community representing a school from Rasuwa.

Similar is the case with students. Most students are not aware of the type and amount of scholarship they receive. They are not aware of scholarship providers as well. “My grandfather receives it. I don’t know what he does with it”, responded a student in FGD.

**4.3 Experiences from Hilly districts schools**

Field evidences from 16 schools selected from four districts i.e., Bhaktapur, Khotang, Bajura, and Tanahun represented scholarship experiences from Hilly districts.

**A. Scholarship/incentive management and institutional arrangements**

It was evident that different processes were involved in allocation, management, and distribution of different scholarship schemes in the schools from Hilly districts. However, like in the mountain districts, earlier, the Hilly districts managed it from DSMC.

At the school level, the practice varies. For example, teachers committee and PTA decide scholarship in School A of Bhaktapur. In School B, however, it is decided by SMC meeting. There is Scholarship Committee in School C. “First we collect name through teachers’ help. The selection is, then, decided by SMC. Thereafter, we publish name list of students who receive scholarship in school notice board” said a HT from a school in Bajura. There is scholarship selection and distribution committee in school A of Tanahun; but school B decides it through staff meeting. In school C, the teachers and head teacher select the recipients and forward the list to the SMCs. The SMCs make the final decision about the recipients.

All selected schools from Bhaktapur have self-managed school fund. School A has Laxmi Narayan scholarship, and Bishwo Ram scholarship. It sums about Rs 2, 50, 000. The school has been distributing such scholarship since last four years. Topper students in SEE and +2 results receive it. School B has Rs. 1, 17, 882 as self-managed funds. Since 2071 BS, the
School D has many such funds as Janak Khadka, Sushila Bhairab, Shyam Goma, Sanu Jagat, and Hitaisi Sahakari scholarship. It sums around Rs 26, 00,000. The school has managed these funds since 2068 B.S.

School A from Khotang has ‘Baideshik’ (oversees) scholarship fund. It is especially for those students who lost their parents while working as foreign employee. It is functional since last 6years.
Likewise, School B has Padam Smriti, Ram Badahur, Yubaraj-Haridevi, and laxmi Darshan Sahakari scholarship. Since last 6 years the scholarship is provided to SEE topper students.

School C has Rs 60,200 fund as “Challa Paincho”. Functional since last 5 yrs, the scholarship is announced to class toppers on the day of school anniversary.

Interestingly, no schools from Bajura had any such school-managed fund. In case of Tanahun, two schools had managed it. In both schools, this scholarship is received by students with high academic performance.

The disabled, Dalit, girls, and secondary scholarship were common popular scholarship schemes in schools from all the four districts. Slight different from others, school A from Bhaktapur has scholarship for school day meal. This provision of school meal scholarship is also in School A of Tanahun district. In a school from Bajura, there is provision of scholarship for verified conflict victim student studying in class 11 and 12.

In most of the schools from all four districts, in case of lower class, parents receive the scholarship fund. Senior students receive it themselves. In school D of Khotang district, usually, students from class 6 to class 10 receive the scholarship from elected ward member. Students from class 1 to class 5 receive it in the presence of their parents.

The time of scholarship distribution varies from one district to another and from one school to another within the district as well. In school A of Bhaktapur district, the scholarship is distributed in the day of result distribution- every after terminal examination. School B distributes it during annual functioning. Similarly, School C does this in the months of chaitra and Bhadra. In case of Khotang district, School A distributes it in the month of Baisakh; School B after the result of first terminal exam; School C as provisioned by DoE; and School D on the day of annual result. In School A of Bajura district, scholarship is distributed twice a year. Usually, it is distributed in the month of Phalgun in school B, and in the month of Magh/ Falgun in school C. In Tanahun, all four schools claimed that they distribute it in the month of Jestha.

Though the HT from School A in Bajura said that the school usually doesn’t receive scholarship fund on time, all other schools from all 4 districts accepted that they receive it timely, except for some few unforeseen circumstances.

B. Functioning of scholarships/incentives
The interviews, and discussions confirmed that the incentives have reached the needy population, but for the most part, participants were with the views that the ethnicity/ caste based scholarship is not need-based, scientific, and practical as well. Particularly in the case of the DEO/DOE scholarship scheme, participants perceived some shortcomings. “Often, a male student from higher caste, though he/she can’t afford study, is ignored”, said a teacher representing a school from Tanahun district.

Comparatively in remote district like Bajura, girls’ scholarship has been more helpful in bringing girl-students to school. “It has increased girls’ enrolment and attendance”, said a HT from a school of the district. However, most of the parents, teachers, and HTs of selected school claimed that the allocated fund under government scheme was too less. “It is not enough to meet even the minimum requirement”, said most of the parents from all four districts.

**A case from Tanahun**

A student from Dalit community didn’t come to receive scholarship amount. He repeatedly ignored the call from the school. Later, the school called his parents. His father, who happened to be an Indian Army retiree said that his family would not need the scholarship fund. “I receive Rs 30,000 as pension, and therefore, I don’t need any kind of support”, he denied receiving the amount. “Instead, there is a Brahmin family near my house. The family has eight school going children. The family needs support to continue their study. Therefore, it would have been better if the scholarship which my son was supposed to receive was given to any one child from that family”, he suggested. Because of policy provision, the HT couldn’t give the scholarship amount directly to the children of the Brahmin family as he suggested. In that case, the father of the Dalit child first received the scholarship amount, and thereafter, gave it to Brahmin family, who was more in need of the scholarship amount.

Most of the teachers, head teachers, and SMC members of selected schools from all four districts were with the views that present scholarship provisions were helpful in bringing students in the school, and in increasing their continuity at the school. But, they doubt in its positive impact in achieving the learning outcomes of the students.

Teachers from Bhaktapur are more positive with government scholarship scheme. They are with this common belief that scholarship receiving students are good; most of them are disciplined, regular, and hard working. “It has especially brought Dalit students at school”, said a teacher from school D of Bhaktapur district. Supporting it, a SMC member from Tanahun claimed, “It has positive contribution in school continuity of girl-students”.

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Only few stakeholders were with this view that scholarship provisions were helpful in minimizing social discrimination and gaps. As said teachers from School C of Bhaktapur district, “Scholarship in the name of Dalit, girls, and ethnicity has raised the sense of superiority and inferiority among students.” Different to this view, a PTA member from Khotang said, “Though not helpful in minimizing economic gap, it is helpful in minimizing educational gap.” At least it has given schooling opportunity to marginalized groups”, he added.

C. Monitoring and communication of scholarship/ incentives
Monitoring and supervision of scholarship management and distribution has not been in priority in all four selected districts of hilly region. “RPs from concerned schools make proper monitoring of scholarship management and distribution process”, said recently elected ward chair of Tanahun district. However, the reaction of RP from same location is different. “We never go to the school in order to monitor the scholarship”, he said. “Most often, our purpose of school visit is other thing else. On scholarship, our concern is only on either it is distributed or not”.

“We ask to students if they bought copies and other stationery from scholarship fund they received. Otherwise, we don’t have other follow-up mechanism”, said a HT from Bajura. Interestingly, though most of the interviewed students were positive about the scholarship they received, the students from lower grades were not aware on amount they get. One dalit student from Bhaktapur claimed, “I receive it myself. I use it as pocket money. It is enough just for a month. My parents don’t ask about it. No one ask how I spend it”.

One RP from Khotang said, “DEO posts a notice on its notice board. It also sends a letter to each school informing them about the amount and type of scholarship available to that school”. “Though some schools publish the name list of scholarship receiving students in their notice board, it is not properly communicated to parents and communities”, he added. In many cases, the list, however, does not specify the type of scholarship that each recipient is getting.

4.4 Experiences from Terai districts schools
Field evidences from eight schools selected from two districts i.e., Dang and Siraha represented scholarship experiences from Terai districts.

A. Scholarship/incentive management and institutional arrangements
As practiced till date in the governance structure, The DSMC was functional in both selected district. Siraha district comprised DEO, The Local Development Officer (LDO), and the Teachers’ Union representative among the other members of the DSMC.

Field study suggested that among selected schools, no schools from Siraha had their own school managed fund (‘akshya kosh’). Two of the schools from Dang, however, were with school managed fund for scholarship. School B had more than Rs. 30, 00,000 fund amount. It started the use of this fund for scholarship purpose from 2072 B.S. They would provide
this scholarship to academically sound but economically poor students. School D, likewise, started it from 2072 B.S. They would provide this scholarship to class 11, class 12, and SEE topper students.

**A case from Dang**

I am Bineeta Oli, studying in class 11. My father is a farmer and my mother is a housewife. Including my two brothers and a sister, there are six members in my family. Last year, among 37 students in my class, I secured highest marks in the SEE exam.

I wanted to study Science. Two of my best friends went to Kathmandu to study Science there. When I asked with my father, he said he couldn’t afford my higher studies. Few days later, Purna sir, the deputy head teacher, called me at the school. He said that there was provision of scholarship for SEE toppers from that school. They could provide me Rs. 1,000 per month. Later, I knew that they managed me scholarship from school managed permanent fund (Acchya kosh).

Now I am studying management in the same school. The scholarship is of great support for me. I am performing well, and hopeful that the scholarship will continue in class twelve as well.

At the school level, as in other districts, the school authorities in Siraha districts select the students. The head teacher and teachers jointly decide who should get the scholarship/incentive. “In our school, teachers’ committee recommends the name of needy students. The list is later finalized by SMC”, said a teacher from a school in Dang.

Disabled, girls, dalit, and secondary student scholarships are the common types of scholarship- common in both Siraha and Dang. In school A of Dang district, there is also a provision of residential scholarship, which is provided for total 23 students. 11 other students are receiving Kamalari scholarship as well. More Kamalari scholarship is distributed in School C of Dang district, where 90 students are benefitted from it.

In schools from both districts, small children are provided scholarship fund in the presence of their parents. In case of students from higher classes, they receive scholarship fund on their own. A HT from Siraha claimed, “We distribute scholarship fund in the presence of RP”.

“We distribute scholarship on time. Usually, it is distributed within Jestha”, said a school HT from Siraha. Yet another HT form a school of same district, however, claimed that they
distribute it during Chaitra. In case of Dang, government managed scholarship is distributed during Magh/ Phalgun in all four schools under study. They usually distribute scholarship for topper students from school-managed fund on the day of school anniversary.

B. Functioning of scholarships/incentives
As in other districts, the scholarship money has reached the target population in Terai districts as well. In general, the scholarship has mixed effect on students’ academic and behavioral performance. “I don’t believe increasing students scholarship quota make any difference in students’ learning”, said HT from school B of Siraha. “It has positive impact in students’ enrolment”, he added, “But I don’t see any positive impact in enhancing their learning achievement”. To the contrary, HT from school C of same district found positive impact of scholarship on students.

“It, of course, has positive impact in case it is wise used”, said a parents representative in FGD. “I have seen many parents in my village using scholarship money for their own purposes”, he added.

Most of those students who received scholarships/incentives were happy with it. In FGD, a boy receiving scholarship from dalit quota said, “I received it because I am good at studies. I am regular at school.” It showed he did not want to be labelled as Dalit. The SMC chair of same school, however, doesn’t accept it. “At least the schemes have raised awareness about the need for education among the Dalit community”, he said.

Nevertheless, some of the respondents from Dang observed a change in girls' school participation as a result of scholarships. “Scholarship receiving girl-students are more engaged and confident than before”, said a teacher. Other teachers from other selected schools from Dang were with similar views. They observed improvements in girls' confidence, enrolment and regularity.

C. Monitoring and communication of scholarship/ incentives
Like in other districts, the monitoring and communication of scholarship has not been a priority in Terai districts as well. It has not been proper institutionalized. “The presence of different kinds of schemes often creates confusion and difficulty in monitoring”, said a RP from Siraha.

DEO official of Siraha claimed that the responsibility for monitoring and evaluation are given to the school supervisors. “However, we know it is not properly monitored”, she complained.

No schools in both Siraha and Dang have proper mechanism to inform the community. Parents were not well informed about the purpose of scholarship. Most of them are not aware of the availability of different kinds of scholarships.

Similar was the case of students. Interviewed recipients, especially students from lower Grades had no idea on what kind of scholarship they were receiving. Even senior students were not properly informed on its purpose.
SECTION V
ISSUES AND CHALLENGES

This chapter discusses in detail the issues and challenges pertaining to scholarship provisions, programs and implementation practices based on field as well as secondary information on present status of the schools from selected districts representing all seven provinces and three ecological zones of Nepal.

Transparency in scholarship distribution

The study shows that transparency in scholarship distribution has been an issue. Though there is usual practice of displaying name of school and scholarship fund received in DEO office, school level scholarship management and distribution is as transparent as expected. In many cases there is power influence from teachers’ committee, HTs, and SMC members. In most of the schools under study, only name of the students receiving scholarship is published in the school notice board. The types of scholarship and actual amount the students receive are not displayed on the board. The EMIS system at the central level demands systematic procedures to be followed in order to feed information to the system and implement the data under it. However, at school level, the EMIS procedure is followed as a ritual practice just to meet the requirements of the central level. The data about the result of the scholarship receiving students are not updated.

Insufficient fund

As observed in almost all the schools under study, insufficient fund has been a major issue. “At least the fund needs to be sufficient for buying pen, copies, bag etc” was the usual reaction of many participants. Mostly, the stakeholders found scholarship amount under few scholarship schemes e.g., Dalit scholarship (amount starting from Rs 450 to Rs 600/student in a year), and girls scholarship (amount starting from Rs 450 to Rs 600) insufficient.

“The Government has failed to provide support to all the target children as announced”, says SMC Chair from Mugu. This failure has created problems at all levels. The HTs repeatedly said that every year they have to face pressure from parents expecting scholarship for their children. Though they receive scholarship, the money provided is hardly enough to meet educational expenses like stationery, and uniforms. More importantly, the issue raised in the field is that the fund needs to meet the minimum educational costs including opportunity cost of educating the every needy child from disadvantaged community.

Means of scholarship

Most of the teachers, HTs, SMC members, and RPs questioned about the usefulness of the means of scholarship. “Scholarship in the form of inadequate amount of cash/money is not practical”, they viewed. “If there is provision of school meal, it would bring a lot of students from poor economic background to school, observed a HT from Khotang. “If we distribute materials rather than money, it will be more effective. At least the scholarship will directly go to the recipients” said SMC Chair from a school of Rasuwa. Similar was the suggestion from other stakeholders as well, “It is now time to explore ways of providing the scholarship in the form of materials.”
Social Disparity
The major purpose of scholarship seems to minimize opportunity cost in terms of school education. The present scholarship provisions, to some extent, have achieved this objective. However, the caste/ethnicity/gender based scholarships have given space to the creation of superiority and inferiority complex among the students. The social identity which Dalit students often hide is repeatedly exposed in public during scholarship distribution. Likewise, as revealed from student FGD, good and obedient student from poor family background with good academic performance is often discouraged, when he/she doesn’t receive scholarship for being a member of higher caste. Many girls also observed that they feel proud of getting scholarship because of their performance and school regularity, but not simply on the basis of just being a girl. It indicates that caste-based, gender-based scholarship is responsible for creating social gap among different caste/gender groups.

Data update
Timely data update has been another issue. Some school representatives repeatedly blamed the district/center for not making the scholarship available in time leading to confusion about the true number of scholarship recipients. However, the DEO officials were not prepared to accept this claim made by the schools. As reported by a DEO official from Rasuwa, if there is any delay it is because of schools’ inability for timely data update. “When timely data update is not made by the schools, the budget is not released in time”, he said. Consequently, it affects timely quota division, which eventually affects the allocation process as well.

A HT from Mugu said, “Children keep coming to school for admission months later. The schools can’t deny admission to these children. Because of this, the actual data update in time is delayed. In many such cases, DSMCs make decision on the basis of the previous year’s enrolment data.

School autonomy
Lack of school autonomy was another issue raised in the field. “Full right is not given to the school on management and distribution of scholarship. Often we have to follow guidelines which is incompatible to our actual context”, complained a HT from a school in Mugu. Thus, it seems that making decisions about the number of beneficiaries and the distribution of scholarships accordingly is often seen as an added burden to head teachers, teachers, and SMC members. In this regard, few RPs suggested the schools to initiate their own fund as much as possible.

Student selection
Most of the study participants also questioned the ongoing practices of student selection for scholarship purpose. “Because of government provisions, sometimes we need to select students from Dalit/ethnic groups, even though they are economically sound, and the received scholarship is of no value for them”, said SMC Chair from Tanahun. The same was the case with some girl-students from economically sound family background. Most of the stakeholders from the selected schools complained that the needy students were not included in the list of the scholarship receiving students because of this incongruent policy of the government. The HTs therefore suggested providing girl scholarship targeting girls from disadvantaged groups, particularly from those communities marked by low participation of girls in education.
**Parental/ community information**

It was observed that parental information and communication has been another issue of wider concern. Most of the parents in FGD were not knowledgeable about the purpose of scholarship. They judged the value of scholarship only in terms of monetary amount and its use, not beyond it.

Likewise, parents’ awareness on the types of scholarship as provisioned in the school was poor. The schools have not prioritized the need to communicate and inform parents about the types of scholarship either. There was hardly any evidence that the schools made any effort to educate students and parents about the purpose and types of scholarship provided.

**Use of scholarship fund**

Most often there is misuse of scholarship from the parents. Many of the students from lower grades were not familiar with the scholarship amount they receive. Their parents receive it, and use it for their own purpose, other than educational. In case of students from higher classes, most often they receive the scholarship, not their parents. It is used as their pocket money. Even some parents were not knowledgeable about the type and amount of scholarship received by their children.

**The purpose of scholarships/incentives**

The study revealed that perceptual dilemma in understanding the purpose of scholarship persists among the stakeholders. The major conflict lies in understanding whether merit or equity should be the base of providing the scholarship. As policy documents suggest, one of the major reasons of scholarship provision in school education is to increase enrolment and retention rates. To address this national concern, most of the scholarship provisions seem to be guided by equity based approach. However, the source of dissatisfaction of many teachers, students, and especially parents from all study districts appears to be its pragmatic use as to whether the scholarship/incentive works truly as a motivation for well performing students. Often HTs and SMCs are hesitant to select under-performing students for scholarship only because they are girls or someone representing lower caste, for which the scholarship should exist. The popularity of merit based scholarship from school-managed fund is an evidence of HTs and SMCs preference that bears meaning about the purpose of scholarship.

**Scholarship/ incentive management**

The provision of various scholarship/ incentive programs from various bodies has brought unnecessary extra burden to the schools. This burden is often felt by HTs of the selected schools. There is uncertainty whether the fund for the type of scholarship they distribute this year will continue next year as well. This inherently would affect the selection of scholarship recipients.

Difficulty in scholarship/ incentive management at school level is also observed because of the perceived conflict between decision guided by political interest and actual context-specific reality of the school. Change in government and political sphere would affect the policies and interests pertaining to scholarship at central level, which would affect the decision of many other schools as well: the schools often neutral to the change or are marked by their own unique ground reality become the victims of such change.
SECTION VI
ALTERNATIVE POLICY MEASURES AND IMPLEMENTATION STRATEGIES

This chapter dwells on the information received about the present status of scholarship provisions, and few issues/ challenges drawn from it. It therefore discusses in detail the alternative policy measures and implementation strategies pertaining to scholarship/incentive.

A. Alternative Policy Measures
The study has come with three major considerations for alternative policy measures. These alternative measures are suggested on the background of perceived issues and challenges observed at present. However, the question -who is responsible for adopting such alternative measures remains to be considered. Perhaps, based on constitutional mandates, the central level authorities (MoE/ DoE), first, have to come up with core scholarship criteria/ benchmarks given the unclear situation about the distribution of power and responsibilities between the levels of the government. Following these benchmarks/criteria, local bodies may come with context-specific scholarship provisions for the schools under their jurisdiction.

1. Scholarship based on poverty
Most of the difficulties and dilemmas pertaining to scholarship provision in Nepal stem from caste/ ethnicity/ gender based selection criteria of selecting the recipients. The main factor that stops children from going to school has not so far been their social/ cultural identity but their poor economic status. It doesn’t necessarily mean that all girls, Dalit, and Janajati students are from poor economic background. As such, the government has therefore to think for some alternative measures as the scholarship to be based on economic class of the recipients. Regarding girl scholarship, the study suggests that girls from disadvantaged groups and from communities marked by their low participation in education should be the target. Mechanism of awarding the scholarship to well performing students in all grades may encourage them for better performance, which inherently will bring positive impact on their’ learning. School managed fund may work positively to this end. Scholarship from such fund may be distributed to poor and needy but intelligent students who are not covered by equity-based scholarship provisions.

The poverty based scholarship is more practical also because, as seen in today’s context, caste-based scholarship indirectly has further widened the socio-economic gap among different caste groups. Developing locally justifiable criteria for scholarship may work positively to minimize this gap.

2. Funding amount/ type
There was mixed responses on the impacts of scholarship in terms of its type. For example, the impact of scholarships for children with disabilities, martyr’s children, Kamalari scholarship (especially in Dang), conflict affected, and scholarship for the students of Himali residential school hostel (for example, in Rasuwa) was relatively notable, both in terms of needs and the amount given.

The shortcoming observed at present is however the narrowly defined popularity of cash-based scholarship provision. Many participants suggested providing the scholarship in materials form. Provision of school meal is one of the best examples of alternative type of scholarship that could bring many children from poor families to school.

Complains about the amount of the scholarship (cash), at present, are related to its low amount. It needs to meet the minimum educational costs and also to cover the opportunity cost of educating the needy child from the poor family. The amount of scholarship, at present, specially the scholarship amount under few scholarship schemes e.g., Dalit scholarship (amount starting from Rs 450 to Rs 600/student in a year), and girls scholarship (amount starting from Rs 450 to Rs 600) is too low as it can’t meet even the minimum educational cost (including the opportunity cost) of the student.

Integrating the scattered nature of scholarship types, the study suggests that the target for this has necessarily to be the needy students. This will work effectively only for few scholarship schemes as Dalit scholarship, girls scholarship, and secondary scholarship. There are other scholarship schemes e.g., scholarship for martyr’s children, scholarship for children with disabilities etc which, under any circumstances, should not be redefined. Scholarship schemes like Kamalari scholarship, scholarship for conflict affected and few other similar schemes will disappear with the passage of time.

3. **Municipal scholarship committee**

In the present context, where school education has been a local concern, creating local scholarship fund at municipality/ rural municipality may work effectively. In this regard, many study participants suggested to develop clear context-specific guidelines at municipality level and disseminate them to schools in the beginning of the academic session.

Further, if it is not possible at the national level, the local government may celebrate any one day as school scholarship day at least at the municipal level. It may bring uniformity on scholarship distribution time and process as well among the schools in the municipalities. Making provision of student ID for scholarship recipient students is another idea to give it an importance. Schools may also develop school-specific policies in SIP.

It is now already the right time to start giving full authority to decide the quota, and to manage the scholarship to local bodies, especially to the schools themselves under the supervision of local education authority. It enhances school autonomy, which in return, ensures its ownership and sustainability. Another way to ensure its ownership and sustainability is establishing scholarship fund in each school.

B. **Implementation Strategies**
The study has also come with three major considerations pertaining to scholarship implementation strategies. As suggested earlier, these alternative measures are also suggested on the background of the perceived issues and challenges at present.

4. **Strengthening distribution mechanism**
   A few drawbacks inherent in scholarship distribution practices at present can be minimized by strengthening scholarship distribution mechanism. One time distribution is criticized by many stakeholders for being unable to hold students after their enrolment. In this background, distributing it at several installments so as to retain the students in school may practically work.

   The study suggests to follow the process of allocating the amount of scholarship to the schools based on its context-specific needs. Authority to scholarship management is to be delegated to the school itself. Second, with support from the teachers, the school may select needy students from the school. Discussion and finalization of the quota through either school scholarship management committee (if any) or through interaction with SMCs and PTA members will do the needful. Finally, the school may publish the names of the scholarship recipients, and establish comprehensive database to avoid duplication and subjectivity.

5. **Strengthening Monitoring mechanism**
   Present mechanism for monitoring scholarship management and its distribution is widely criticized by study participants. Though importance of higher (central) level monitoring can never be ignored, municipality level ‘participatory monitoring’ system may work more productively. Participatory monitoring is community based monitoring practice, which is performed collaboratively. Such locally initiated monitoring may take enough data on not only the management and distribution of scholarship but also its effect on school enrolment, performance, and continuity.

6. **Strengthening transparency mechanism**
   Local government has to work for strengthening transparency mechanism pertaining to scholarship management and distribution. Establishing comprehensive scholarship/incentive database may work productively. Though not adequately working, there is an EMIS at school but systematic procedures are to be followed through to feed the data to the EMIS. It has to provide information on attendance, regularity, achievement, repetition, retention, and continuity of recipients to strengthen transparency mechanism.
SECTION VII
CONCLUSION AND RECOMMENDATIONS

The study, eventually, makes concluding statements that scholarship provisions in school education in Nepal have contributed to bringing many out of school children to schoolboy also increasing the number of school enrolment, its contribution in enhancing learning achievement of students is still much desired. Due to certain political interests, and national needs, scholarship management and distribution in the past was more guided by equity concerns. In certain phase, it was acceptable because ensuring school access to girls, Dalits, and ethnic communities was a challenging task. In considering the interest of different groups, the scholarship distribution became a scattered activity. It came with extra pressure and dilemma for scholarship providers on the one hand, and on the other, the less amount of scholarship for the recipient could not work as a more supportive incentive.

It is in the changed context that it is the right time to consider for a few more alternative policy measures. These alternative measures are to be sought on the background of evidence-based issues and challenges pertaining to scholarship management and distribution at school. In this light, the study has come up with the following recommendations:

1. **Policy recommendations**
   i. Make policy provision of scholarship based on economic class, especially to the scholarship schemes for Dalit scholarship, girls’ scholarship, and secondary scholarship. Likewise, provide scholarship targeting only the needy girls, possibly from disadvantaged groups.
   ii. Categorize present scholarship schemes as (1) general schemes e.g., Dalit, girls, secondary scholarship, and (2) target schemes e.g., scholarship to children with disabilities, martyr’s children, Kamalari scholarship etc. Initiate the policy provision of pocket package scholarship program instead of scattered program for the scholarship under general schemes. Consider the only the needy ones and increase the scholarship amount to meet the minimum educational costs.
   iii. Give full authority to decide the quota, and to manage the scholarship to local bodies, especially to municipal educational committee. It enhances school autonomy, which in return, ensures its ownership and sustainability.

2. **Strategic recommendations**
   i. Strengthen scholarship distribution mechanism. Distributing it at several installments may hold students after their enrolment at school.
   ii. Municipality level ‘participatory monitoring’ system may work more productively. Such community based monitoring practice, when makes close observation at recipients’ school enrolment, performance, and continuity, is likely to minimize the misuse of scholarship fund from those groups.
   iii. Strengthen transparency through comprehensive scholarship/incentive database making best use of EMIS available at the school level.
Based on the findings of the study pertaining to management, distribution, monitoring, and supervision of the scholarship/incentive scheme, the study suggests following role focused to control and coordination mechanism among different bodies from the centre to the school level.

<table>
<thead>
<tr>
<th>Responsible body</th>
<th>Activities</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong>&lt;br&gt;(School Scholarship Management Committee under chairmanship of SMC chair)</td>
<td>- Make necessary arrangements for school managed fund.&lt;br&gt;- Make timely call of application for scholarship from students studying at the school.&lt;br&gt;- Re-visit collected applications and verify them.&lt;br&gt;- Prepare final name list of students from different scholarship schemes.&lt;br&gt;- Send the list to MEC&lt;br&gt;- Make effort to timely receive the allocated scholarship fund from MEC&lt;br&gt;- On school scholarship day, as decided by Municipality, distribute scholarship in the presence of parents.&lt;br&gt;- Keep well managed comprehensive records of scholarship distribution at school.&lt;br&gt;- Submit the report to MEC not later than 15 days of scholarship distribution.</td>
<td>- School may discuss it adequately during SIP preparation.</td>
</tr>
<tr>
<td><strong>Local Government</strong>&lt;br&gt;(Municipal Scholarship Management Committee under chairmanship of MEC chair)</td>
<td>- Give necessary directions to School Scholarship Management Committee and facilitate their activities.&lt;br&gt;- Make context-specific scholarship distribution strategies to reach the target/ needy groups.&lt;br&gt;- Make necessary arrangement to celebrate any one day as school scholarship day. Ensure that all schools within the municipality distribute the scholarship on the same day.&lt;br&gt;- Manage timely allocation of scholarship</td>
<td>- Considering the local context, municipality may categorize scholarship schemes as (1) general and (2) targeted.&lt;br&gt;- It may make school autonomous to decide best possible ways for scholarship</td>
</tr>
</tbody>
</table>
funds to schools
- After scholarship distribution, make timely collection of concerned reports from schools. Make summary report and send it to Provincial Scholarship Coordination Committee.
- Monitor and supervise scholarship distribution at schools, and give timely feedback.

| Provincal Government (Provincial Scholarship Coordination Committee under Ministry of Economic and Social Development) | - Facilitate the activities of Municipal Scholarship Committee
- Make summary report based on the reports from local bodies and send it to central body. | It may function as a coordination body |

| Central Government (Scholarship Management Directive Committee under chairmanship of Director General from central body) | Make timely suggestion for policy making and its revision pertaining to different scholarship schemes and programs. | It may function as a policy making body |
Based on the findings of the study pertaining to issues and challenges as well as alternative measures for scholarship distribution and management in the school education of Nepal, the study suggests following action plan.

<table>
<thead>
<tr>
<th>Issues/ Activities</th>
<th>Responsible body/ Authority</th>
<th>Time</th>
<th>Remarks</th>
</tr>
</thead>
</table>
| **Issues:** Scholarship not reaching to needy students  
**Activities:** Make timely call of application for scholarship from students studying at the school; verify the collected applications based on the general and the target scheme; verify the inclusion of needy students; prepare final name list of students from different scholarship schemes; and send the list to MEC | School Scholarship Management Committee under chairmanship of SMC chair | Every year in the month of Baisakh | |
| **Issues:** No uniformity on scholarship distribution time within the municipality; low parental awareness on the types and purpose of scholarship amount  
**Activities:** Receive the allocated scholarship fund from MEC; and on school scholarship day, as decided by Municipality, distribute scholarship in the presence of parents; communicate parents on the types and purpose of scholarship amount received by their children | School Scholarship Management Committee | Every year in the month of Jestha | |
| **Issue:** Lack of transparency on scholarship distribution; no timely reporting to upper bodies  
**Activities:** Prepare well managed comprehensive records of | School Scholarship Management Committee | Every year in the month of Jestha/Ashad | |
<table>
<thead>
<tr>
<th>Issue: Lack of proper monitoring and supervision</th>
<th>Activities: Make timely collection of concerned reports from schools after scholarship distribution; monitor and supervise scholarship distribution at schools, and give timely feedback; make summary report and send it to Provincial Scholarship Coordination Committee.</th>
<th>Municipal Scholarship Management Committee under chairmanship of MEC chair/ Municipal participatory scholarship monitoring and supervision committee</th>
<th>Every year around the month of Bhadra/Ashwin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue: Lack of coordination between central and local authorities</td>
<td>Activities: Make summary report of scholarship management and distribution based on the reports from local bodies (MECs), and send it to central body; based on central policy provisions and practice reports from MEC, give constructive feedbacks (if necessary)</td>
<td>Provincial Scholarship Coordination Committee under Ministry of Economic and Social Development</td>
<td>Every year around the month of Mangshir/Poush</td>
</tr>
<tr>
<td>Issue: Lack of timely revision of scholarship provisions</td>
<td>Activities: Based on the summary report as prepared by Provincial Scholarship Coordination Committee, make timely suggestion for policy making, and its revision (if necessary), pertaining to different scholarship schemes and programs.</td>
<td>Scholarship Management Directive Committee under chairmanship of Director General from central body</td>
<td>Every year around the month of Magh/ Falgun</td>
</tr>
</tbody>
</table>
विद्यालयमा तहमा वितरित छात्रवृतिको प्रभावकारिता र थप सुधारका पक्षहरुको पहिचान सम्बन्धी अध्ययनको सार-सङ्क्षेप

१. परिचय

नेपालमा विगत भएको दुई दशकको अवधिमा आधारभूत शिक्षामा पहुँच विस्तार तथा शैक्षिक गुणस्तर वृद्धिका लागि विभिन्न कदम चालौ आएको छ र शैक्षिक क्षेत्रमा मानवीय तथा आर्थिक सोत-सङ्ख्याको उल्लेख मात्रमा परिवर्तन भएको छ। उदाहरणका लागि, नेपालमा सबैका लागि शिक्षाको कार्ययोजनाको (२००१-२०१५) एक हिस्सका रूपमा प्राथमिक शिक्षामा वृद्धि हस्ताकृष्टको कार्यक्रम स्वरूप सबैका लागि शिक्षाको क्षेत्रमा कार्यक्रम २००४-२००९ को विकास गरिएको थियो। सबैका लागि शिक्षाको राष्ट्रिय कार्ययोजना पछि विद्यालय क्षेत्र सुधार कार्यक्रम (२००९-२०१५) कार्यन्यनमा ल्याइयो। सबैका लागि शिक्षालाई कार्यन्यनमा गर्न र सहभागी विकास तथ्य हासिल गर्न उद्देश्यले विद्यालय क्षेत्र सुधार कार्यक्रम सुरु गरिएको थियो। यी सबै कार्यक्रमहरुले शैक्षिक सेवा प्रवाह, योजना प्रक्रिया तथा स्थाय सुधार गर्न विद्यालाई प्राथमिकतामा राखिएको पाइन्छ।

नेपाल सरकारले विद्यालयमा पहुँच विस्तार तथा शैक्षिक गुणस्तर सुधारका लागि विभिन्न प्रकारका छात्रवृति कार्यक्रम समेत सञ्चालन गर्दा आएको छ। दिल्ली छात्रवृति, १००% छात्रा छात्रवृति, गरिर तथा जेन्टल छात्रवृति, अपाई छात्रवृति, सिमानतत्त्व तथा लोपोमूख सम्बन्धका लागि छात्रवृति र कर्मचारी क्षेत्रका लागि छात्रवृति जस्ता छात्रवृति कार्यक्रमहरु सञ्चालनमा छन्। यी र यस्ता छात्रवृति कार्यक्रमले विद्यार्थी भन्दाको वृद्धि गरेको अध्ययनहरुले देखिएका छन्। तर, छात्रवृति वितरण तथा व्यवस्थापन कार्य पार्दछिन् तथा ज्ञानावर्ती हुन नसकेको र अनुमान तथा फलो-अप सङ्ख्य प्रभावकरी हुन नसकेको भने छात्रवृति कार्यक्रममध्ये प्रशन उठेको छ।

ल्याइसे, प्रमाण र औद्योगिक आधारमा छात्रवृति तथा अन्य प्रोत्साहन कार्यक्रमको मापदण्ड तथा प्रारूप तयार गर्नुपर्ने छ र छात्रवृति कार्यक्रमको अनुमान तथा मूलाङ्कनलाई चुस्त, दुस्रा र प्रभावकारी बनाउनुपर्ने देखिएको छ। (विद्यालय क्षेत्र विकास कार्यक्रम, २०१६)। विद्यालय शिक्षालाई समाधान, समानमूलक र प्रभावकारी बनाउने तर्केको हालसम्मका अनुमान तथा उपलब्धिलाई आधार मान्ने नेपालको सञ्चालन-२०७२ र शिक्षा ऐतिहासिक दृष्टिकोणमा सुधारको माण गरेको छ। यसै पृथ्वीमा यो अध्ययन गरिएको हो। यसैले, नेपालको विद्यालयतहमा लागू गरिएको छात्रवृतिको प्रभावनामाध्यम केरिका भई माथि उल्लिखित माणको समोध्यन गरेको हो।

२. अध्ययनको उद्देश्य

विद्यालयमा अध्ययनरत विद्यार्थीलाई प्रदान गरिएको छात्रवृतिको प्रभावकारिताको खोजी गर्नु र छात्रवृतिको व्यवस्थापन, समन्वय तथा विनियम लाई प्राफिक नीतिगत विकल्प, रणनीति तथा उपायहरू पहिचान गरेको विद्यालयमा पहुँच, भन्दार र टिकाउन दृढि गर्नु यस अध्ययनको मुख्य उद्देश्य हो। यस अध्ययनको विषेषत उद्देश्यहरू निम्न रहेका छन्:

- सबै वालाबालिकाको पहुँच तथा समता सुनिश्चित गरेको उद्देश्यले छात्रवृतिको प्रवर्धन र विस्तारका लागि भएका विश्वासनीति, कार्यक्रम तथा कार्यन्यनमा पक्रमको खोजी गर्न।
- विभिन्न प्रकारका छात्रवृति कार्यक्रमको व्यवस्थापन, कार्यन्यनमा तथा अनुममानमा देखिएका समस्या तथा चुनौतीहरू विश्लेषण गरेको हो।
• অবশ্যকতাকে আধারপ্রাপ্ত ছাপবৃত্তি কার্যক্রম সন্ধান গন্ধকা লাগি অপনাউন সকনে বৈকল্যক
  নীতিগত উপায় তথ্য কার্যক্রমের রণপ্রণীতিহূ প্রধানচার গনে।
• সমাধীন, প্রাতিষ্ঠানিক তথ্য স্থানীয় তহমা ছাপবৃত্তি কার্যক্রমের বিভাগের লাগি অপনাউনু
  পলে উপায়কু সুমার নে।

৩. অধ্যয়ন বিধি
যে অধ্যয়ন গুরুত্বক অনুসারে বিধিমা আধারিত ছিল অধ্যয়নের ক্রমে সরকারি নিত্য বিদ্যাসংগ
  ল্লং কার্যক্রম সমাপ্তিরিক রূপসা ছাপনল তথ্য অনুষ্ঠানে গণিতে ছিল। ছাপনল তথ্য অনুষ্ঠানে গণিতে মামিতা
  অধ্যয়ন ও বিধিমান সামরিক বিশেষকারি অনুষ্ঠান সমূহ গৃহ গণিতে ছিল। স্থানভূত জানান্তর্গত বিধিমানক
  তথ্যাবল বিধিমানক হিসেবে গণিতে ছিল।

তথ্যাঙ্ককে শোন 
যে অনুষ্ঠান লাগি গুরুত্বে বিধিমান ছিল তথ্য মানিক তথ্যের সাথে সংযুক্ত কার্যক্রম সমূহের গণিতে ছিল। বিধিমান বিদ্যালয়ে, 
  ছাপবৃত্তি প্রাপ্ত গণিতে বিচারার্থ ও উনিসার অভিভাষক, গৃহা ও বিভাগ, বিশ্লেষণ ও জিলার শিলাবিহিত কর্তৃক স্থানমের কর্তৃক ছাপবৃত্তি প্রাপ্ত গণিতে ছিল। ৩২তম তথ্যাঙ্ককে সংহত কর্তৃক সংহত কর্তৃক ছাপবৃত্তি প্রাপ্ত গণিতে ছিল। তথ্যাঙ্ককে তথ্যের সাথে সংযুক্ত 
  কর্তৃক সংহত কর্তৃক ছাপবৃত্তি প্রাপ্ত গণিতে ছিল।

নমুনা ছোট
সুচনা তথ্যাঙ্ককে সংহত কর্তৃক সংহত কর্তৃক ছাপবৃত্তি পানের বিধিমানক ছিল। ছাপনল গুরুত্ব 
  দেওয়ানী উদ্ধৃত্তমালক ছিল। বিধিমান বিদ্যালয় হলো নমুনার বিভাগের ছোট গ্রামের গণিতে ছিল। অংশগ্রহণের 
  কমিশনের একটি আলাদা বিভাগের ছোট গ্রামের গণিতে ছিল। বিধিমান বিদ্যালয় হলো নমুনার বিভাগের 
  ছোট গ্রামের গণিতে ছিল।

তথ্যাঙ্ককে সংহত কর্তৃক সংহত কর্তৃক
লক্ষ্য সমূহ ছাপবৃত্তি, প্রমুখ উত্তরস্তান্ত অন্তর্বাণ্ড, মামিতা অধ্যয়ন, বিদ্যালয় সংস্থান তথ্য 
  স্থলভাগ টিপিতলাই তথ্যাঙ্ককে সংহত কর্তৃক সংহত কর্তৃক ছোট গ্রামের গণিতে ছিল। তথ্যাঙ্ককে সংহত 
  কর্তৃক সংহত কর্তৃক ছোট গ্রামের গণিতে ছিল। প্রত্যক্ষ তথ্য 
  স্যাক্সন তথ্য কর্তৃক ছোট গ্রামের গণিতে ছিল।

স্থলভাগ কার্য
যে অধ্যয়ন স্থলভাগ কার্য হয় মহাভাষী ভূমিকা ক্ষেত্রে ছিল। অধ্যয়ন টেলিভিসন স্থলভাগ কার্য গৃহ পুর্ব 
  নে স্থলভাগ কর্তৃত্বকে তালিকা তথায় বায়ে বিচার করেন। স্বলভাগ কর্তৃক সংস্থান জিলার শিলাবিহিত কর্তৃক 
  উক্ত তালিকায় জানান্তর্গত গণিতে ছিল। নির্দিশিত তালিকা অনুসারে স্থলভাগ কার্য সমন্বয় ভর্তিতে ছিল। 
  স্থলভাগ কর্তৃক সংস্থান অধ্যয়ন টেলিভিসন রহমু ভর্তিতে বরিষ্ঠ অনুসন্ধানকারক অন্যের অনুসন্ধানভাবে জ্যোতিষ 
  তথ্য সমন্বয় তথ্য সত্যন্ত্র গৃহ পুর্বে ছিল।

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তথ্যাঙ্ক বিশ্লেষণ তথ্য প্রতিবেদন তথ্যাঙ্ক

স্থলগত সূচনা তথ্য তথ্যাঙ্কক্রম কোড এবং বর্ণকরণ গারি বিশ্লেষণ গরিকে ছ।। গ্রামীণ তথ্যাঙ্কক্রম বিশ্লেষণ গরিসমথ ব্যাখ্যাতন্ত্র তথ্য বিবর্ধানগত বিজ্ঞ প্রযোগ গরিকে ছ।। বিষয়বস্তু আদানম গরিকে উত্তম বিশ্লেষণবাদ (১) ছাপ্তনামক প্রমুখ সমস্যা তথ্য চুনীনীহর, (২) নিতিকার্যত্বকার মানবিয়ন উপায়হর, এবং (৩) অব্যবহিত প্রয়োজন পার্থক্যের গনন হলো যাই প্রাপ্ত তথ্যাঙ্ক তথ্য জানারকে আদানম গরিকে বিশ্লেষণবাদ নির্মত হওয়া মন্যীরা প্রতিবেদন তথ্য গরি প্রাপ্তিমিক সম্পর্ক প্রস্তুতিকরণ সমভুটে গরিকে ছ।।

৪. মুখ্য নির্দেশ

নমুনাকে অত্যন্ত ছোট গরিকে জিল্লাকে বিধায়তহরবাট প্রাপ্ত স্থলগত সূচনাতথ্য তথ্যাঙ্কবাদ ছাপ্তনামক সম্বন্ধ বিবাহমান নিতি, কার্যকর তথ্য কার্যকরত্ব প্রক্রিয়াগত মহাকালী জানকার হাসিম ভর্তি ছ।। যাই অব্যবহিতকে উচ্চতম অনুষ্ঠান ছোট গরিকে জিল্লাধীন হিন্দু পাস্তার এবং তারাগত বর্ণকরণ গরি প্রাপ্ত সূচনাতথ্য তথ্য তথ্যাঙ্কক্রম ছোটকৃত ছলক গরিকে ছ।।

ক. ছাপ্তনামক/প্রোত্সাহনকে ব্যবস্থাপন তথ্য সংযোগ প্রবাহ

- স্থল এবং বাণিজ্য অব্যবহিত গরিকেকে কৃনে পান বিবাহমান অপাতে অধিক হইত থেকে। বিবাহমান বর্ণকরণ গরিকে সোতবাট ছাপ্তনামক প্রধান গরিকেকে পায় যেমন বিবাহমান যোগাতলা আদানম মাত্রে বিবাহীনালাই ছাপ্তনামক প্রধান গরিকেকে থেকে।। অধিকাংশ বিবাহমান বর্ণকরণ পরিশীলন উত্তম নিতজায় ল্যাডে বিবাহীনালাই অধিক সহযোগ স্বীকৃত ছাপ্তনামক অন্য প্রতিবিশ্বাস প্রধান গরিকেকে পাই থেকে।
- ছাপ্তনামক লাগিয়ে বিবাহীনালাই ছোট তথ্য ছাপ্তনামক বিতরণ কার্যালয় বিবাহমান ব্যবস্থাপন সমত্ত, প্রধানাধাপক তথ্য শিশুকর্মু নে বহি সততার ভর্তি থেকে। যাই, ছাপ্তনামক বিতরণ গরিকে সময় বহন জিল্লার এবং বিবাহমান পিছে ফরক পাই থেকে। যাইসংক- ভক্তপুকর বিবাহমান সরকারী কোটা অন্তর্গত প্রাপ্ত হন ছাপ্তনামক প্রধান; জেল মহানাম বিতরণ গরিকে ভর্তি থেকে।। সিমহ্যা তথ্য দাঁড়াকে বিবাহমান ল্যাড/ফার্মআইচে এবং বাণিজ্যের বিবাহমান ল্যাডে ফান্স/চেল্টা ছাপ্তনামক বিতরণ গরিকে পাই থেকে।
- অব্যবহিতকে লাগিয়ে ছোট গরিকেকে অধিকাংশ বিবাহমান অভিভাবককে উপস্থিতিম বিবাহীনালাই ছাপ্তনামক বিতরণ গরিকে পাই থেকে। কৃনে-কৃনে বিবাহমান ল্যাড তলনো বিবাহীনা লাগিয়ে ছোট গরিকেকে ছাপ্তনামক রকম সিলে অভিভাবককলাই দিয়ে গরিকে পাই থেকে মামলোল বর্ণকে বিবাহীনালাই অফুলে পাঁজুর ছাপ্তনামক অফুলে লিয়ে গরিকে পাই থেকে।

খ. ছাপ্তনামক/প্রোত্সাহনকে প্রবাহকালিতা

- যে অব্যবহিতম ছাপ্তনামক তথ্য প্রোত্সাহন কার্যকরকে প্রভাবকালিতা সমভূটে খোঁজে গরিকে থেকে।
- ছ্লকন তথ্য অন্তর্ভুক্ত তত্ত্ব সঙ্গীকরকালাহুরানে বিবিধ প্রকার ছাপ্তনামক প্রভাবকালিত মিশিত খানকে প্রতিক্রিয়া ধার গরিকে থেকে।। বিশেষায়িত অপারেন্টী ভর্তি বাণিজ্যিক, শিল্পীক ছোটইয়ারি, মূলক কমলার (দাল), দৃঢ় প্রভাবিত বাণিজ্যিক তথা হিন্দু ক্ষেত্রের বিবাহীনালাই প্রধান গরিয়ে আধিকৃত ছাপ্তনামক (রসুনা) তুলনামাত্র রূপম প্রভাবকালিত ভর্তি পাই থেকে।। যাই খালকে ছাপ্তনামক আবশ্যকতা এবং নগ্ন রকম হিসাবে হেড়ে সমভূটে উপযোগী দেখিয়ে।

- যে অব্যবহিতম মামলো জাতীয় তথা অধিক অবস্থা কমর্শিয়ে ভর্তি ছাপ্তনামক তথ্য প্রোত্সাহনবাদ বিচিত্র ভর্তি পাই থেকে অধিক অবস্থা রামী ভর্তি পান কালপ্রয়ো বিবাহীনালাই দুলত, ছ্লকন তথা জনজাতী কোটা অন্তর্গত ছাপ্তনামক পাঁজুর গরিকে ভর্তি থেকে।
ছাত্রবৃত্তি কার্যক্রমের প্রশিক্ষণ এবং বিদ্যালয়ের ভারতের বিভিন্ন মাধ্যমের দেশের ছাত্র একটি উপাদান উদ্ভাবন নাম করে কেবল প্রাথমিক বিষয়ক নিয়ন্ত্রক ভাষায় রহস্যক পাইয়া।

প্রায় দলিত বিদ্যার্থীরা কোন অন্তর্গত প্রদান গ্রহণ করে ছাত্রবৃত্তি লিখিত লাজ মানা বা হিজকাবারাই গল্পে পারি যাই। কেবল শিক্ষকদলীয় দলিত, ছাত্র তথ্য জনজাতিকা নামক ছাত্রবৃত্তি প্রদান গড়া বিদ্যালয়ের উদ্যোগ ও রীতিনীতায় পূর্ণ ভাষায় বেগাঃ কর্ম করার মাধ্যমে।

ছাত্রবৃত্তি কর্মকাণ্ডের অনুমতি

যদি অধ্যক্ষের নির্দেশ প্রতিফলিত হয় ছাত্রবৃত্তি কর্মকাণ্ডের জন্য প্রায় সমস্যার মূল্য নগ্নে কর্মকাণ্ড এবং প্রকল্পের নির্দেশ প্রদান করে। অধ্যক্ষের মূল্য প্রকল্পের রকম শীঘ্রপ্রয়োগন ভাষা অন্য প্রয়োজন খাচ গল্প গল্পের সাথে সঙ্গে সঙ্গে মূল্য কারণ ফিরতি অনুমতি নেই পাইলে হলে। কেবল ওত্তর ছাত্রবৃত্তি কর্ম ঘাতক কর্ম খাচ গল্পের সাথে সাথে যাই। বিভিন্ন লক্ষ্য অভয় সমূহের পরিপাত কর্ম ও অন্তর্গতই মাধ্যমিক মাধ্যম অন্তর্ভুক্ত ছাত্রবৃত্তির পরকে খাঁচা গল্পের রূপ গল্পের মূল্য ফলিয়ে মেনে করে। মূল্য একন্যার শিক্ষকের ছাত্রবৃত্তি রক্ষিত লেখে ছাত্রবৃত্তি কর্মকাণ্ডের প্রথমে মাধ্য মাধ্যম একন্যায় পরিশীলন সহ নড়ে।

গ. ছাত্রবৃত্তি/প্রশাসন কর্মকাণ্ডের নিয়ন্ত্রণ

যদি অধ্যক্ষের নির্দেশ প্রতিফলিত হয় ছাত্রবৃত্তি কর্মকাণ্ডের জন্য প্রায় সমস্যার মূল্য নগ্নে কর্মকাণ্ড এবং প্রকল্পের নির্দেশ প্রদান করে। অধ্যক্ষের মূল্য প্রকল্পের রকম শীঘ্রপ্রয়োগন ভাষা অন্য প্রয়োজন খাচ গল্প গল্পের সাথে সঙ্গে সঙ্গে মূল্য কারণ ফিরতি অনুমতি নেই পাইলে হলে। কেবল ওত্তর ছাত্রবৃত্তি কর্ম ঘাতক কর্ম খাচ গল্পের সাথে সাথে যাই। বিভিন্ন লক্ষ্য অভয় সমূহের পরিপাত কর্ম ও অন্তর্গতই মাধ্যমিক মাধ্যম অন্তর্ভুক্ত ছাত্রবৃত্তির পরকে খাঁচা গল্পের রূপ গল্পের মূল্য ফলিয়ে মেনে করে।

ঘ. সংযোগ সংযোগ

প্রাপ্ত তথ্যকালে হেঁয়া সমুদায়বিদ্যালয়ের ছাত্রবৃত্তির ব্যবস্থাপনা, প্রকল্প এবং বিশেষতঃ প্রতিষ্ঠান জানার নির্দেশ দেখিয়ে। অন্তর্গত ছাত্রবৃত্তির কর্মসম্পদ রসুনার একটি দলিত বীরবিদ্যালয়ের ছাত্রবৃত্তি ব্যবস্থাপনা নির্দেশ সম্পর্কে হলে ক্ষমাপ্রাপ্ত হয়েছে:- “ম বিশ্ববিদ্যালয় পরিবারের জন্যই কেন”। মেরে হেঁয়া মাস ৩ মাস পায়। হেঁয়ার প্রাপ্ত ছাত্রবৃত্তি লিখিত বিশ্ববিদ্যালয় জানার তর বিশ্ববিদ্যালয় অন্য বিশ্ববিদ্যালয়ের পাইলে ছাত্রবৃত্তিতে মলাই একই বাধা হয়।

কৃতি-নির্দেশ অবশ্যই অধ্যক্ষের ছাত্রবৃত্তি বাধাতে লিখি রক্ষিত সম্পর্কে বিদ্যালয়ের জানার নির্দেশ পাইলে হলে। যেমন হেঁয়ার ছাত্রবৃত্তি লিখিত তর মলাই উহার সত্ত্বা পাইলে হলে গুণমান ও কর্মজীবনের মাধ্যমে কর্মজীবনের মাধ্যমে কর্মজীবনের মাধ্যমে কর্মজীবনের মাধ্যমে কর্মজীবনের মাধ্যমে।

মূল্য এককালীন শিক্ষকের মনে হয়- “হামিদের সুচনা পাঠাতে সুচনা টাসার অধ্যক্ষের ছাত্রবৃত্তি লিখিত আত্ম ভাবের”। তর টাসার নির্দেশ সুচনার ছাত্রবৃত্তি প্রকল্প এবং তথ্যবিদ্যালয় প্রাপ্ত হুনে রক্ষিত থাকে প্রতিকৃত নরাধিকক পাইলে।

সুচনার ছাত্রবৃত্তি প্রাপ্ত হাত্তিকের নাম মাত্রে উল্লেখ কর্মকাণ্ডের পাইলে।
৫. সমস্যা র চুনীতেহরু
মাথি উল্লিখিত নিষ্ক্রিয় নেপাল্নো বিশ্লেষণ তথ্য অধ্যয়নরত বিশ্লেষণালীগ প্রদান গাইনে ছাত্রীগণ প্রতিষ্ঠান কার্যক্রমের নিষ্ক্রিয় সমস্যা র চুনীতেহরু ভেকো প্রস্ত হচ্ছ। প্রয়: সমস্যা তথ্য চুনীতেহরু
ছাত্রীগণ সমস্যার নিষ্ক্রিয় সমস্যা, ব্যবস্থাপন তথ্য বিতরণ প্রক্রিয়াগত সমর্থন রহে কি ছন্ত।

- ছাত্রীগণ প্রতিষ্ঠান পার্ষদতার অভাব: অধ্যয়নকে লাগিছ ছনীটি গাইকা অধিকাংশ বিশালবক সুচনা পাঠ্যকারী ছাত্রীগণ প্রতিষ্ঠান গাইনে বিশালবকীর নাম মাথি টেক্সটি পাইন। ত্যাঙ্কী সুচনায়
ছাত্রীগণকে প্রকাশ তথ্য এসব প্রতিষ্ঠান প্রাপ্ত হনে রক্ষমর্যান কুঠি বিষয়ে গমন করো পাই এখন।

- অধ্যয়নকে ছাত্রীগণ রকম: সেই সহিত পাঠ্যকারী ছাত্রীগণ প্রতিষ্ঠান হইলেছ। কথাচ্যুত ছাত্রী অন্তঃপ্রকরণ
প্রতি বিশালবকীগত হয়ে সমস্ত প্রস্ত গাইনে ১৫০ রুপয় হিঁস ৬০০ রুপয় নিকো যুগ্ম রহে সিভালবকীর
ফানো প্রকাশ।

- সামাজিক অসমানতা: জাত, সমাজ তথ্য লিঙ্কা আধারম প্রদান গাইনে ছাত্রীগণ প্রতিষ্ঠান বিশালবকলে
বিশালবকীী উচ্চতা র হীরাকো ভাবনায় পাই প্রকাশ হচ্ছ। ছাত্রীগণ বিতরণ কার্যক্রম দিনত
বিশালবকীর আগ্রা সামাজিক / জাতীয় পরিবার লুকান প্রকাশ কো তথ্যাঙ্কন দেখাউচ্ছ।

- তথ্যাঙ্কন নিয়ম অধ্যয়ন: বিশালবকলে শিখা মন্ত্রালয় তথ্য জিজ্ঞাসা বিশালবকল সময়ের ছাত্রীগণ রকম নিকায়া অবস্থা জনকে এসব কারণ সমর্থন নিয়ম তথ্যাঙ্কন বিশালবকলে জিজ্ঞাসা কার্যক্রমগত সময়ের ০ আধারযুক্ত সুচনা তথ্য বিতরণ উপলব্ধ নগরাঙ্কন অবস্থা
দেখাউচ্ছ।

- বিশালবক তথ্যাঙ্কন নহেন: “বিশালবকলে ছাত্রীগণ ব্যবস্থাপন তথ্য বিতরণকে পূর্ণ অধ্যয়ন প্রদান
নগরাঙ্কন এর সাথি নির্দেশিত পালন গাইনে অবস্থা রহে কি।

- বিশালবক ছনীটি: “আধারক রূপান্তর সর্বম হচ্ছাতী প্রকাশ দিনত তথ্য জনমাতি বিশালবকীগত ছাত্রীগণ গাইনে বাচ্চা অথবা অন্য সর্বোচ্চ সর্বোচ্চ সময়ের মুক্ত করিয়া কারণ অধিক রূপান্তর পরিপণ
র আধুনিকতা ভেকাব বিশালবকী ছাত্রীগণ প্রাপ্ত হবে সর্বকে অবস্থা দেখাউচ্ছ।

- অধিমায়ক /সম্পাদনালীগ তথ্যাঙ্কন নহেন: অধ্যয়নকে লাগিছ ছনীটি গাইকা অধিমায়ক বিশালবকলে
ছাত্রীগণ উপরিভাষা অধিমায়ক তথ্য বিশালবকীলীগ তথ্যাঙ্কন অবস্থা দেখাউচ্ছ।

- ছাত্রীগণ প্রাপ্ত হনে রকম যা প্রয়োগ: প্রাথমিক তথ্য অধ্যয়নরত প্রকাশ বলাচ্চন্ডিকালীগ
উনিরাখন প্রাপ্ত হনে ছাত্রী তথ্য নগর রকম যা প্রয়োজনবারে বাহা তম্যাঙ্কন পাইন। সমর্থন
অধিমায়কলে নেই ছাত্রী লিনে এ নিজ না ওরা তথ্যাঙ্কনকে লাগি প্রয়োগ গাইনে পাইন। ত্যাঙ্কি
মাধ্যমিক তথ্য অধ্যয়নবারে ছাত্রীগণ এক কৌমন্তম প্রাপ্ত হবে রক্ষমালী প্রক্ষক এক রূপান্তর
প্রয়োজ গাইনে দেখাউচ্ছ।
• छात्रवृत्ति/प्रोत्साहन व्यवस्थापन : विभिन्न निकायों ने लाया गरें छात्रवृत्ति/प्रोत्साहन कार्यक्रम कर दिया। केवल विद्यालयीय अधिकारी भाग धारियों को। वास्तव में विद्यालय माध्यम अन्तर्गत मात्र धारियों को। चालू शैक्षिक वर्गों के विभिन्न शैक्षिक अन्तर्गत प्राप्त हुए छात्रवृत्ति रकम आगमी वर्गों जारी है। यह हैं बनाए अथवा र अन्तर्गत धारियों वि विद्यालय के निम्नार्थ कार्यक्रम कर दिया।

• छात्रवृत्ति/अधिक यह उद्देश्य : लगभग शैक्षिक विद्यालयीय छात्रवृत्ति कार्यक्रम के प्रोत्साहित गरने के लिए बनाए जा रहे यह विद्यालय का शिक्षक तथा अभिभाषक के तरह गरें। विशेषकर अभिभाषक के यहाँ गरें।

6. नीतिगत विकल्पहरू

• अधिक मन्त्रकार्य आधारमा छात्रवृत्ति को व्यवस्था : विद्यालय जान वा विद्यालय शिक्षा हामिज गरने सबे दिशा तथा जनजाति विद्यार्थियों और छात्राविद्यालय छात्रवृत्ति/प्रोत्साहन आयोजन प्रदर्शन। त्यसे छात्रवृत्ति दिनें विभिन्न परिवर्तन छात्राविद्यालय मात्र दिने प्राकृतिक है।

• छात्रवृत्ति रक्षाबंधन पुनःविवाह : दिनें तथा छात्रवृत्ति अन्तर्गत वैश्विक रूपमा प्रत्येक विद्यार्थीलाई प्रदान गरिने ४५० देख ६०० रूपाँ मोक्ष कम देखिने। आय विभिन्न शैक्षिक अन्तर्गत प्रदान गरिने रक्षाबंधन विद्यार्थीकरण वैश्विक तथा अभिभाषक का मूल में समेट नसकने अथवा छ। नगरको शैक्षिक सामाजी (कपी, कल्पा, पोशाक, भोला, हल्का) प्रदान गरने और विध खाजा कार्यक्रम सज्जालन गरने हो भने छात्रवृत्ति/शैक्षिक प्रोत्साहन कार्यक्रम प्राकृतिक हुँ।

• विभिन्न शैक्षिकमा प्रदान गरिने छात्रवृत्तिलाई सीमित पारदर्शन बनाए जुन विद्यालयी छात्रवृत्ति चाहिएको छ। यहै विद्यार्थीलाई मात्रे छात्रवृत्ति प्रदान गरने आयोजन का। कुनै—कुनै छात्रवृत्ति कार्यक्रम (जस्तै :— दिनें, छात्रता तथा माध्यमिक तथा अध्याय विद्यालयीलाई प्रदान गरिने छात्रवृत्ति) लाई सीमित पारदर्शन राखो हुँ। तर केही छात्रवृत्ति कार्यक्रम (जस्तै :—शहीदका छात्राँहीलाई प्रदान गरिने छात्रवृत्ति) लाई भने सीमित पारदर्शन देनै।

• स्थायी छात्रवृत्ति समिति : गाउँपालिका/नगरपालिकाका स्थायी छात्रवृत्ति समिति गठन गरने हो भने स्थायी विद्यालयको छात्रवृत्ति व्यवस्थापन तथा वितरण कार्यक्रम विद्यालय रूपमा सज्जालन गरने पाउनु पाउँछ। विद्यालय छात्रवृत्ति दिवस घोषणा गरी छात्रवृत्तिको महत्व बढ़ा गरेका सकिन्ने। त्यस्तै छात्रवृत्ति पाउँछ विद्यार्थीलाई परिचय प्रदान गरेका कार्य समेट प्राकृतिक हुँ।

7. कार्यन्वयन रणनीति

• वितरण संपन्नको संबंधकरण : यो अध्यायनवाट विभिन्न शैक्षिकमा प्रदान गरिने छात्रवृत्तिलाई कम गरुनेन, विभिन्न विद्यार्थीलाई प्रदान गरिने छात्रवृत्ति रक्षाको बढ़ा गरुनेन र विद्यालय विद्यार्थीलाई टिकाइएका बारे आकारित गर्नको लागि किस्ता—किस्ता छात्रवृत्ति प्रदान गरुनेन देखिन्छ। साथै विद्यालय तथा समुदाय शिक्षनुसार विभाग आवश्यकताका आधारमा छात्रवृत्तिको रकम विनियोजन गरुनेन।

• अनुमान संपन्नको संबंधकरण : समुदायमा आधृत अनुमान फालैस अपनाउँदा छात्रवृत्ति कार्यक्रम प्रायोकरण हुन सक्छ। समुदायमा आधृत अनुमानमा विद्यालय, समुदाय तथा स्थायी शिक्षा अधिकारीले संयुक्त रूपमा अनुमान गर्न सक्छ।
पारदर्शिता वृदं : शैक्षिक व्यवस्थापन सूचना प्रणाली EMIS, लाई सवाल बनाउने हो भने पारदर्शिता वृदं हुन्छ। तत्काल प्रभावकारी रूपमा EMIS प्रयोग गर्ने छात्रवृति प्राप्त गर्ने विद्यार्थीहरू हाजिरी, नियममता, शैक्षिक उपलब्धि, दोहोट्याउने दर र टिकाउ दर तथा निर्धारित सम्बन्धी सूचनाहरूले अभिलेख राखी सम्प्रेरण गर्नु पर्दछ द।

5. निष्पर्धता तथा सुमाख्याती

नेपालमा छात्रवृत्ति को व्यवस्थाले गर्दै विद्यालय वाहिर हुनेछ विद्यार्थीहरू विद्यालयमा आएको र विद्यालयको भनालमा वृदं भएको यो अध्ययनवाह प्रस्तु हुन्छ। तर छात्रवृत्ति तथा प्रौद्योगिकी कार्यक्रमले विद्यार्थीहरूको शैक्षिक उपलब्धिका सोचेस्ट्रो योगदान गर्न सक्छनु छैन। विद्यालयहरू नै राजनीतिक परिवेश/ स्वास्थ्य र राष्ट्रीय आवश्यकताले गर्दै छात्रवृत्ति को व्यवस्थापन तथा वितरण प्रणालीमा समाको मुझालाई बढी जोड रिदेको छ। विद्यालयसम्म छात्र, दलित तथा जनजाति विद्यार्थीहरू पहुँच बढाउने कार्य निको चुनौतीपूर्ण भएकाले समाको मुदा केही चरण र हदसम्म अपरिवर्तन र आवश्यक पत्तन हुन्छ। यसी सिद्धातका आधारमा नै विभिन्न समुदायको वितलाई यान दिए विभिन्न शैक्षिक छात्रवृत्ति कार्यक्रम सञ्चालन गर्नु भएको हो। तर यसले गर्दै एकौंट छात्रवृत्ति प्रदान गर्ने निकायलाई धन द्वारा पनि गरेको छ र उनीहरूको अन्तर्गत पर्दछ। यसले आधिकाः विद्यार्थीहरूको आवश्यकता पुरा नहुने अवस्था आएको छ। नेपाल राष्ट्रीय राजनीतिक परिवेशमा व्यापक परिवर्तन भएको छ। अभिलेखले परिवर्तित अवस्थालाई ध्यान दिएर बैठकले नीतिगत प्रबंधन लागू गर्नु पर्दछ। विद्यालयमा अध्ययनक्रम विद्यार्थीहरू प्रदान गर्ने छात्रवृत्ति व्यवस्थापन तथा वितरणक्रम विभिन्न समस्या र चुनौती देखिएका छ। विद्यालयसम्म र चुनौतीलाई हटाउनका लागि नयाँ नीतिगत व्यवस्था लागू गर्नु पनि आवश्यकता छ। यसै पृष्ठभूमिका आधारमा निम्न सुभाष्यांक प्रस्तुत गरिएको छ।

नीतिगत सुभाष्यांक

३. आधिक समन्वयका आधारमा छात्रवृत्ति सम्बन्धी नीति तथा कार्यक्रम लागू गर्नु पर्दछ। विशेषतरी दलित, छात्र तथा माध्यमिक तहार अध्ययन विद्यार्थीहरूको लागि प्रदान गरिएको छात्रवृत्ति तथा प्रौद्योगिकीहरू आधारित शैक्षित्यका आधारमा वितरण गर्नु पर्दछ। छात्रलाई छात्रवृत्ति प्रदान गरिएको विभिन्न तथा पिछडेको वर्गको छात्रलाई मात्रै छात्रवृत्ति प्रदान गर्नु पर्दछ।

आ. विद्यालय छात्रवृत्ति कार्यक्रमलाई साधारण छात्रवृत्ति (जसले दलित, माध्यमिक छात्रवृत्ति र निवेदित समुद्र छात्रवृत्ति (जसले शहीद, अपाख्यात, कमलरी छात्रवृत्ति, इत्यादि) गरी २ खण्डवा वर्गीकरण गर्नु पर्दछ। साधारण छात्रवृत्ति कार्यक्रम अन्तर्गत छिन्दुरे छात्रवृत्ति प्रदान गर्नु जसले साधारण आवश्यकताका आधारमा छात्रवृत्ति प्रदान गर्नु पर्दछ। यस क्रममा विभिन्नलाई सातै छात्रवृत्ति प्रदान गर्ने र शैक्षिक उद्यम समेटिएको गरी छात्रवृत्ति कार्यक्रमले स्वाभाविक लिने हुनाले छात्रवृत्ति प्रदान दिगो बनाउन सकिन्छ।

इ. स्वामीय निकायलाई कोटा निर्धारण तथा छात्रवृत्ति व्यवस्थापन गर्ने पूर्णिक अधिकार सुमप्त पर्दछ। यसले अधिकार स्वामीय शिक्षा समितिलाई प्रदान गर्नु पर्दछ। स्वामीय निकायलाई अधिकार प्रत्याशोबाली प्रदान गर्ने कार्यक्रम विश्वास यसले हुन गर्नु। फलस्वरूप, स्वामीय तहले नै छात्रवृत्ति कार्यक्रमले स्वामित्व लिने हुनाले छात्रवृत्ति दिगो बनाउन सकिन्छ।
9. कार्योयोजना

नेपालमा विद्यालय तहमा छात्रवृतिको वितरण तथा व्यवस्थापनका सम्बन्धमा देखि एका समस्या तथा चुनौतीहरू र यसका बैठकिक उपायहुँसम्बन्धी गरिएको यस अवस्थाका निकृप्तहरूका आधारमा निम्नलिखित कार्योयोजना अवलम्बन गरेको छ:

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<td>क्रियाकलापकरण : विद्यालयमा अव्यावहरू विद्यार्थीको नामक्रममा समयमा आवेदन पेश गरेको जसकल आवेदनहरूलाई साधारण र लक्षित गरी दुई समस्यामा छुट्याउने, आवेदनको विद्यार्थी समवेत भए नभएको रूझु गरेको, छात्रहरू नमुना अन्तगतका विद्यार्थीको अंतम नामांकन तयार गरेको, उनको नामांकन गर्दा नगर शिक्षा समिति (MEC) मा पठाउने</td>
<td>विविध विभिन्न विद्यालय छात्रवृति व्यवस्थापन समिति</td>
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<td>क्रियाकलापकरण : छात्रवृति रकम गर्दा नगर शिक्षा समितिको निर्देश, सम्बन्धित स्थानीय निकायले, निकायने तोको विद्यालय छात्रवृति विभागका निर्देश छात्रवृति वितरण गरेको, अधिकारकहरू - विभवार्यामा गराउने, विद्यार्थीले पाठको छात्रवृत्तका प्रकाश, उद्धेष्य र रकमबारे समवेत अभिमानकहरूलाई वस्तु गरेको</td>
<td>समाय</td>
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| केन्द्रीय निकायका महानिदेशकको अध्यक्षतम छात्रवृत्ति व्यवस्थापन निर्देशन समिति
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