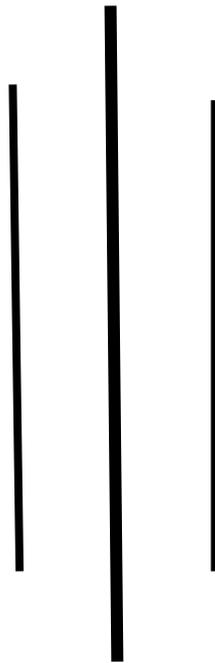


**A study on the effectiveness of the scholarship provided at school
level and identification of measures for its improvement**

(Final Report)

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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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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 FGD. 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
- Lack of clear-cut definition of the scholarships to be provided to endangered and marginalized children (CERID, 1998; CERID, 2007; CERSOD, 2010, ERDCN, 2011).

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 concern 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 restrains, 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

SN	Scholarship Scheme	Eligibility Criteria	Amount (NRs.)				
1. Basic Education							
1.1	Dalit Scholarship	<ul style="list-style-type: none"> All dalit students studying in grade 1-8. Having at least 80 % attendance Admitted from 2068 Baishakh. No multiple scholarship 		Mountain	Hill	Terai and Urban	
			Only Stationery	Rs. 200 / student	Rs. 175 /student	Rs. 150 / student	
			Only Uniform	Rs. 400 / student	Rs. 350 /student	Rs. 300 / student	
			Both	Rs. 600 / student	Rs. 525 /student	Rs. 450 / student	
	Girls scholarship	<ul style="list-style-type: none"> The SMC should select the students and any one of the scholarship schemes (stationery, uniform or both) based on the parent's financial status, and should distribute in the presence of the parents. Admitted from Baishakh, 2068 No multiple scholarship 		Mt.	Hill	Terai and Urban	
			Only Stationery	Rs. 200 / student	Rs. 175 /student	Rs. 150 / student	
			Only Uniform	Rs. 400 / student	Rs. 350 /student	Rs. 300 / student	
			Both	Rs. 600 / student	Rs. 525 /student	Rs. 450 / student	
	Girls scholarship in Karnali zone	All the girls students from Karnali zone	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.				
2 Secondary Education							
2.1	Scholarship for martyr's children	<ul style="list-style-type: none"> The martyr's name has been enlisted by the GON. No multiple scholarship 	Level	Pre Primary and Grade 5	Grade 6-10	Higher secondary level and above	
			Amount (Nrs.)	1000/mth 12000/yr	1500/mth 18000/yr	2000/mth 24000/yr.	
2.2	Kamalari scholarship	As per previous year.....					
2.3	Scholarship for the conflict	<ul style="list-style-type: none"> Maximum 3 children of a conflict affected 	Level	Primary	LS	Secondary level	10+2 and above

	affected	<p>person.</p> <ul style="list-style-type: none"> • Up to 18 years old. • No multiple scholarship • Only for the children of common people (who are not getting salary or allowance from the state bearing fund) • Admitted from 2068 Baishakh 	Amount	10000/yr	12000/yr	14000/yr.	16000/yr
2.4	Scholarship for the students of Himali hostel	<ul style="list-style-type: none"> • Studying in grade 6-10 in Himali hostel • Continuation of the previous year running hostel in Mustang, Humla and Jumla) 	Rs. 1800 per month upto 10 months				

2.5	Feeder hostel scholarship	<input type="checkbox"/> Continuation of the previous year running hostel.	Rs. 1500 per student /month for 10 months.				
2.6	Scholarship for the students of model school	<input type="checkbox"/> Selection from different parts of the country.	<ul style="list-style-type: none"> • Provide the opportunity to study in the selected schools for the selected students in Grade 6-10. • Rs. 1800 per month up to 10 months i.e.18000/year for the students from public schools. 				
2.7	Scholarship for the students of Himali residential school hostel	<ul style="list-style-type: none"> • Admitted from 2067 Baishakh • Students of grade 6-10 • Districts: Taplejung, Sankhuwashabha, Solukhumbu, Rasuwa, Gorkha, Jumla and Darchula. 	<input type="checkbox"/> Rs. 1800 per student /month up to 10 months i.e. 18,000 per year				

2.8	Himali hostel management and operation cost	<input type="checkbox"/> Continuation of the previous year running hostel	<input type="checkbox"/> Total amount, released by the DEO, should be distributed as given below: <ul style="list-style-type: none"> ➤ 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 <p>The expenses of the remaining amount will be as per the guidelines and direction from DOE.</p>
2.9	Feeder hostel management and operation cost	<input type="checkbox"/> Continuation of the previous year running hostel	Total amount, released by the DEO, should be distributed as given below: <ul style="list-style-type: none"> ➤ 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.
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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 2 Number of Districts by Province

S.N.	Province	Mountain	Hills	Terai	Kathmandu Valley
1	Province No. 1		Khotang		
2	Province No. 2			Siraha	
3	Province No. 3	Rasuwa			Bhaktapur**
4	Province No. 4		Tanahun		
5	Province No. 5			Dang	
6	Province No. 6	Mugu			
7	Province No. 7		Bajura		

** 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

S.N.	Respondents	Types of Tools					
		FGD	Interview	Observation	Survey	Case studies	Remarks
1	Central Level Authorities		10				
2	District Education Officer		8	Documents			

3	School Supervisors		8				1 from each district
4	Schools			Documents	32		One case study from each district
5	Head teachers		32				
6	Resource Persons		24				3 RPs from each district
7	School teachers		64				Interview and class observation both
8	Students	32				3	One FGD in each schools (about 5 students-162 in total)
9	SMC Members	64					2 members in each school
10	Parents	32					About 5 parents from each school (162 in total)

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 Ccommittee 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 kosha) 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 'achya kosha'.

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

fund is used for scholarship for good performers in SEE. 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”.

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 from 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.

Control and Coordination Mechanism

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.

Responsible body	Activities	Remarks
<p>School (School Scholarship Management Committee under chairmanship of SMC chair)</p>	<ul style="list-style-type: none"> -Make necessary arrangements for school managed fund. -Make timely call of application for scholarship from students studying at the school. -Re-visit collected applications and verify them. -Prepare final name list of students from different scholarship schemes. -Send the list to MEC - Make effort to timely receive the allocated scholarship fund from MEC -On school scholarship day, as decided by Municipality, distribute scholarship in the presence of parents. -Keep well managed comprehensive records of scholarship distribution at school. -Submit the report to MEC not later than 15 days of scholarship distribution. 	<p>-School may discuss it adequately during SIP preparation.</p>
<p>Local Government (Municipal Scholarship Management Committee under chairmanship of MEC chair)</p>	<ul style="list-style-type: none"> -Give necessary directions to School Scholarship Management Committee and facilitate their activities. -Make context-specific scholarship distribution strategies to reach the target/ needy groups. -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. -Manage timely allocation of scholarship 	<ul style="list-style-type: none"> - Considering the local context, municipality may categorize scholarship schemes as (1) general and (2) targeted. -It may make school autonomous to decide best possible ways for scholarship

	<p>funds to schools</p> <p>-After scholarship distribution, make timely collection of concerned reports from schools. Make summary report and send it to Provincial Scholarship Coordination Committee.</p> <p>-Monitor and supervise scholarship distribution at schools, and give timely feedback.</p>	<p>management and distribution in case of general scheme.</p> <p>- In case of targeted schemes, based on constitutional mandates, the municipality may make few compulsory provisions.</p>
<p>Provincial Government (Provincial Scholarship Coordination Committee under Ministry of Economic and Social Development)</p>	<p>-Facilitate the activities of Municipal Scholarship Committee</p> <p>-Make summary report based on the reports from local bodies and send it to central body.</p>	<p>It may function as a coordination body</p>
<p>Central Government (Scholarship Management Directive Committee under chairmanship of Director General from central body)</p>	<p>Make timely suggestion for policy making and its revision pertaining to different scholarship schemes and programs.</p>	<p>It may function as a policy making body</p>

Action Plan

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.

Issues/ Activities	Responsible body/ Authority	Time	Remarks
<p><i>Issues:</i> Scholarship not reaching to needy students</p> <p><i>Activities:</i> 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</p>	<p>School Scholarship Management Committee under chairmanship of SMC chair</p>	<p>Every year in the month of Baisakh</p>	
<p><i>Issues:</i> No uniformity on scholarship distribution time within the municipality; low parental awareness on the types and purpose of scholarship amount</p> <p><i>Activities:</i> 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</p>	<p>School Scholarship Management Committee</p>	<p>Every year in the month of Jestha</p>	
<p><i>Issue:</i> Lack of transparency on scholarship distribution; no timely reporting to upper bodies</p> <p><i>Activities:</i> Prepare well managed comprehensive records of</p>	<p>School Scholarship Management Committee</p>	<p>Every year in the month of Jestha/Ashad</p>	

scholarship distribution at school; display a copy on school notice board; and submit the report to MEC not later than 15 days of scholarship distribution.			
<p>Issue: Lack of proper monitoring and supervision</p> <p>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.</p>	<p>Municipal Scholarship Management Committee under chairmanship of MEC chair/ Municipal participatory scholarship monitoring and supervision committee</p>	Every year around the month of Bhadra/Ashwin	
<p>Issue: lack of proper coordination between central and local authorities</p> <p>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)</p>	Provincial Scholarship Coordination Committee under Ministry of Economic and Social Development	Every year around the month of Mangshir/Poush	
<p>Issue: Lack of timely revision of scholarship provisions</p> <p>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.</p>	Scholarship Management Directive Committee under chairmanship of Director General from central body	Every year around the month of Magh/ Falgun	The policy revision (perhaps with justification) needs timely circulation to local bodies, specially the schools

विद्यालयमा तहमा वितरित छात्रवृत्तिको प्रभावकारिता र थप सुधारका पक्षहरूको पहिचान सम्बन्धी अध्ययनको सार-सङ्क्षेप

१. परिचय

नेपालले विगत भण्डै दुई दशकको अवधिमा आधारभूत शिक्षामा पहुँच विस्तार तथा शैक्षिक गुणस्तर वृद्धिका लागि विभिन्न कदम चाल्दै आएको छ, र शैक्षिक क्षेत्रमा मानवीय तथा आर्थिक स्रोत-साधनको उल्लेख्य मात्रामा परिचालन भएको छ। उदाहरणका लागि, नेपालमा सबैका लागि शिक्षाको कार्ययोजनाको (२००१-२०१५) एक हिस्साका रूपमा प्राथमिक शिक्षामा बृहत् हस्तक्षेपकारी कार्यक्रम स्वरूप सबैका लागि शिक्षाको क्षेत्रगत कार्यक्रम २००४-२००९ को विकास गरिएको थियो। सबैका लागि शिक्षाको राष्ट्रिय कार्ययोजना पछि विद्यालय क्षेत्र सुधार कार्यक्रम (२००९-२०१५) कार्यान्वयनमा ल्याइयो। सबैका लागि शिक्षालाई कार्यान्वयन गर्ने र सहस्राब्दी विकास लक्ष्य हासिल गर्ने उद्देश्यले विद्यालय क्षेत्र सुधार कार्यक्रम सुरु गरिएको थियो। यी सबै कार्यक्रमहरूले शैक्षिक सेवा प्रवाह, योजना प्रक्रिया तथा संयन्त्र सुधार गर्ने कार्यलाई प्राथमिकतामा राखिएको पाइन्छ।

नेपाल सरकारले विद्यालयमा पहुँच विस्तार तथा शैक्षिक गुणस्तर सुधारका लागि विभिन्न प्रकारका छात्रवृत्ति कार्यक्रम समेत सञ्चालन गर्दै आएको छ। दलित छात्रवृत्ति, १००% छात्रा छात्रवृत्ति, गरिब तथा जेहेन्दार छात्रवृत्ति, अपाङ्ग छात्रवृत्ति, सिमान्तकृत तथा लोपोन्मुख समुदायका लागि छात्रवृत्ति र कर्णाली क्षेत्रका लागि छात्रवृत्ति जस्ता छात्रवृत्ति कार्यक्रमहरू सञ्चालनमा छन्। यी र यस्ता छात्रवृत्ति कार्यक्रमले विद्यार्थी भर्नादरमा वृद्धि गरेको अध्ययनहरूले देखाएका छन्। तर, छात्रवृत्ति वितरण तथा व्यवस्थापन कार्य पारदर्शी तथा जवाफदेही हुन नसकेको र अनुगमन तथा फलो-अप संयन्त्र प्रभावकारी हुन नसकेको भन्दै छात्रवृत्ति कार्यक्रममाथि प्रश्न उठेको छ।

त्यसैले, प्रमाण र औचित्यका आधारमा छात्रवृत्ति तथा अन्य प्रोत्साहन कार्यक्रमका मापदण्ड तथा प्रारूप तय गर्नुपर्ने र छात्रवृत्ति कार्यक्रमको अनुगमन तथा मूल्याङ्कनलाई चुस्त, दुरुस्त र प्रभावकारी बनाउनुपर्ने देखिएको छ (विद्यालय क्षेत्र विकास कार्यक्रम, २०१६)। विद्यालय शिक्षालाई समावेशी, समतामूलक र प्रभावकारी बनाउने तर्फका हालसम्मका अनुभव तथा उपलब्धिलाई आधार मान्दै नेपालको संविधान-२०७२ र शिक्षा ऐन २०२८ को आठौँ संशोधनले विद्यमान शैक्षिक प्रणालीमा सुधारको माग गरेका छन्। यसै पृष्ठभूमिमा यो अध्ययन गरिएको छ। यसले नेपालका विद्यालयतहमा लागू गरिएको छात्रवृत्तिको प्रावधानमाथि केन्द्रित भई माथि उल्लिखित मागको सम्बोधन गर्नेछ।

२. अध्ययनको उद्देश्य

विद्यालयमा अध्ययनरत विद्यार्थीलाई प्रदान गरिने छात्रवृत्तिको प्रभावकारिताको खोजी गर्नु र छात्रवृत्तिको व्यवस्थापन, समन्वय तथा वितरणमा सुधार ल्याउन आवश्यक नीतिगत विकल्प, रणनीति तथा उपायहरू पहिचान गरी विद्यालयमा पहुँच, भर्नादर तथा टिकाउदर वृद्धि गर्नु यस अध्ययनको मुख्य उद्देश्य हो। यो अध्ययनका विशिष्ट उद्देश्यहरू निम्न रहेका छन् :

- सबै बालबालिकाको पहुँच तथा समता सुनिश्चित गर्ने उद्देश्यले छात्रवृत्तिको प्रवर्द्धन र विस्तारका लागि भएका विद्यमान नीति, कार्यक्रम तथा कार्यान्वयन पक्षको खोजी गर्ने।
- विभिन्न प्रकारका छात्रवृत्ति कार्यक्रमको व्यवस्थापन, कार्यान्वयन तथा अनुगमनमा देखिएका समस्या तथा चुनौतीहरू विश्लेषण गर्ने।

- आवश्यकताका आधारमा छात्रवृत्ति कार्यक्रम सञ्चालन गर्नका लागि अपनाउन सकिने वैकल्पिक नीतिगत उपाय तथा कार्यान्वयनका रणनीतिहरू पहिचान गर्ने ।
- संघीय, प्रादेशिक तथा स्थानीय तहमा छात्रवृत्ति कार्यक्रमलाई प्रभावकारी बनाउका लागि अपनाउनु पर्ने उपायहरू सुझाउने ।

३. अध्ययन विधि

यो अध्ययन गुणात्मक अनुसन्धान विधिमा आधारित छ । अध्ययनका क्रममा सरोकारवाला निकाय/व्यक्तिसँग छुट्टाछुट्टै र सामूहिक रूपमा छलफल तथा अन्तर्वार्ता गरिएको छ । छलफल तथा अन्तर्वार्तासँगै मामिला अध्ययन र विभिन्न सामग्रीहरूको अध्ययन समेत गरिएको छ । स्थलगत जानकारीहरूलाई व्याख्यात्मक तथा विवरणात्मक विधिमाफर्त्त विश्लेषण गरिएको छ ।

तथ्याङ्कको स्रोत

यस अध्ययनका लागि प्राथमिक र द्वितीय स्रोत माफर्त्त जानकारी सङ्कलन गरिएको छ । विभिन्न विद्यालय, छात्रवृत्ति प्राप्त गर्ने विद्यार्थी र उनीहरूका अभिभावक, प्रधानाध्यापक, शिक्षक, शिक्षा विभाग र जिल्ला शिक्षा कार्यालयका सम्बन्धित कर्मचारी, विद्यालय व्यवस्थापन समितिका अध्यक्ष तथा सदस्यहरूलाई नमूनाका रूपमा छनौट गरी प्राथमिक तथ्याङ्क सङ्कलन गरिएको छ । द्वितीय तथ्याङ्क सङ्कलन गर्ने क्रममा छात्रवृत्ति कार्यक्रमको इतिहास, विद्यालय क्षेत्र विकास कार्यक्रमका विभिन्न सामग्री, शिक्षा ऐन (नवौं संशोधन) र नेपालको संविधान-२०७२ को अध्ययन गरिएको छ । विभिन्न अनुसन्धान तथा प्रतिवेदनहरू, शिक्षा मन्त्रालयका प्रतिवेदन, आन्तरिक अनुगमन प्रतिवेदन तथा वि.सं. २०६८ र २०७४ का छात्रवृत्ति निर्देशिकाहरू समेत द्वितीय स्रोतका रूपमा प्रयोग गरिएको छ ।

नमूना छनौट

सूचना तथा तथ्याङ्क सङ्कलन गर्नका लागि विभिन्न किसिमका छात्रवृत्ति पाउने विद्यार्थीहरूको प्रतिनिधित्व हुने गरी सो उद्देश्यमूलक ढङ्गले जिल्ला र विद्यालयहरूलाई नमूनाका रूपमा छनौट गरिएको छ । हरेक प्रदेशबाट कम्तीमा एउटा जिल्लालाई नमूनाको रूपमा छनौट गरी विभिन्न प्रकारका छात्रवृत्ति प्राप्त गर्ने विद्यार्थी र उनीहरूका अभिभावकको प्रतिनिधित्व गराइएको छ । खोटाङ, सिराहा, रसुवा, भक्तपुर, तनहुँ, दाङ, मुग र बाजुरा गरी ८ वटा जिल्लालाई नमूनाको रूपमा छनौट गरी तथ्याङ्क सङ्कलन गरिएको छ ।

तथ्याङ्क सङ्कलनका साधनहरू

लक्षित समूह छलफल, प्रमुख उत्तरदातासँगको अन्तर्वार्ता, मामिला अध्ययन, विद्यालय सर्वेक्षण तथा स्थलगत टिपोटलाई तथ्याङ्क सङ्कलनको प्रमुख साधनका रूपमा प्रयोग गरिएको छ । तथ्याङ्क सङ्कलनका लागि तय गरिएका साधनहरू (विशेषगरी प्रधानाध्यापक, शिक्षक तथा विद्यार्थीसँगको छलफल तथा अन्तर्वार्ता) उपयुक्त भए नभएको जाँच गर्नका लागि काठमाडौं उपत्यकाको एउटा विद्यालयमा परीक्षण समेत गरिएको छ ।

स्थलगत कार्य

यो अध्ययनमा स्थलगत कार्यले महत्वपूर्ण भूमिका खेलेको छ । अध्ययन टोलीले स्थलगत कार्य गर्नुपूर्व नै स्थलगत भ्रमणको तालिका तयार गरेको थियो । स्थलगत कार्यअगावै सम्बन्धित जिल्ला शिक्षा कार्यालयलाई उक्त तालिकाबारे जानकारी गराइएको थियो । निर्धारित तालिका अनुसार स्थलगत कार्य सम्पन्न भएको थियो । स्थलगत भ्रमणका क्रममा अध्ययन टोलीमा रहनु भएका वरिष्ठ अनुसन्धानकर्ताले अन्य अनुसन्धानकर्ताको व्यवस्थापन तथा समन्वय गर्नुभएको थियो ।

तथ्याङ्क विश्लेषण तथा प्रतिवेदन तयारी

स्थलगत सूचना तथा तथ्याङ्कलाई कोडिङ र वर्गीकरण गरी विश्लेषण गरिएको छ । गुणात्मक तथ्याङ्कको विश्लेषण गर्ने क्रममा व्याख्यात्मक तथा विवरणात्मक विधि प्रयोग गरिएको छ । विषयगत आधारमा गरिएको उक्त विश्लेषणबाट (१) छात्रवृत्तिका प्रमुख समस्या तथा चुनौतीहरू, (२) नीति/कार्यान्वयनका वैकल्पिक उपायहरू, र (३) अध्ययनको प्रयोजन पहिचान गर्न सहज भएको थियो । प्राप्त तथ्याङ्क तथा जानकारीका आधारमा गरिएका विश्लेषणलाई निश्चित ढाँचामा मस्यौदा प्रतिवेदन तयार गरी प्राविधिक समितिसमक्ष प्रस्तुतीकरण समेत गरिएको छ ।

४. मुख्य निष्कर्ष

नमूनाको रूपमा छनौट गरिएका जिल्लाका विद्यालयहरूबाट प्राप्त स्थलगत सूचना र तथ्याङ्कबाट छात्रवृत्ति सम्बन्धी विद्यमान नीति, कार्यक्रम तथा कार्यान्वयन प्रक्रियाबारे महत्वपूर्ण जानकारी हासिल भएको छ । यो अध्ययनको उद्देश्य अनुसार छनौट गरिएका जिल्लालाई हिमाल, पहाड र तराईमा वर्गीकरण गरी प्राप्त सूचना तथा तथ्याङ्कलाई छुट्टाछुट्टै छलफल गरिएको छ ।

क. छात्रवृत्ति/प्रोत्साहनको व्यवस्थापन र संस्थागत प्रावधान

- मुगु र बाजुरामा अध्ययन गरिएका कुनै पनि विद्यालयसँग आफ्नै आर्थिक स्रोत थिएन । विद्यालयले व्यवस्थापन गरेका स्रोतबाट छात्रवृत्ति प्रदान गरेका प्रायः जसो विद्यालयले योग्यताका आधारमा मात्रै विद्यार्थीलाई छात्रवृत्ति प्रदान गरेका थिए । अधिकांश विद्यालयले परीक्षामा उत्कृष्ट नतिजा ल्याउने विद्यार्थीलाई आर्थिक सहयोग स्वरूप छात्रवृत्ति वा अन्य प्रोत्साहन प्रदान गरेको पाइयो ।
- छात्रवृत्तिका लागि विद्यार्थी छनौट तथा छात्रवृत्ति वितरण कार्यमा विद्यालय व्यवस्थापन समिति, प्रधानाध्यापक तथा शिक्षकहरू नै बढी संलग्न भएका थिए । यद्यपि, छात्रवृत्ति वितरण गर्ने समय भने जिल्ला र विद्यालयपिच्छे फरक पाइयो । जस्तै :- भक्तपुरका विद्यालयले सरकारी कोटा अन्तर्गत प्राप्त हुने छात्रवृत्तिलाई प्रायः जेठ महिनामा वितरण गर्ने गरेको भेटियो । सिराहा तथा दाङका विद्यालयले माघ/फागुनमा र बाजुराका विद्यालयले फागुन/चैतमा छात्रवृत्ति वितरण गरेको पाइयो ।
- अध्ययनका लागि छनौट गरिएका अधिकांश विद्यालयले अभिभावकको उपस्थितिमा विद्यार्थीलाई छात्रवृत्ति वितरण गरेको पाइयो । कुनै-कुनै विद्यालयले तल्लो वर्गका विद्यार्थीका लागि छुट्याइएको छात्रवृत्ति रकम सिधै अभिभावकलाई दिने गरेको पाइयो भने माथिल्लो वर्गका विद्यार्थीहरूले आफूले पाउने छात्रवृत्ति आफैँले लिने गरेको पाइयो ।

ख. छात्रवृत्ति/प्रोत्साहनको प्रभावकारिता

- यो अध्ययनमा छात्रवृत्ति तथा प्रोत्साहन कार्यक्रमको प्रभावकारिता समेत खोजी गरिएको थियो । छलफल तथा अन्तर्वार्तामा संलग्न सरोकारवालाहरूले विभिन्न प्रकारका छात्रवृत्तिको प्रभावप्रति मिश्रित खालको प्रतिक्रिया व्यक्त गरेका थिए । विशेषगरी अपाङ्गता भएका बालबालिका, शहीदका छोराछोरी, मुक्त कमलरी (दाङ), द्धन्द्र प्रभावित बालबालिका तथा हिमाली क्षेत्रका विद्यार्थीलाई प्रदान गरिने आवासीय छात्रवृत्ति (रसुवा) तुलनात्मक रूपमा प्रभावकारी भएको पाइयो । यस खालको छात्रवृत्ति आवश्यकता र नगद रकमका हिसाबले हेर्दा समेत उपयोगी देखियो ।
- यस अध्ययनमा माथिल्लो जातका तर आर्थिक अवस्था कमजोर भएका छात्रहरू छात्रवृत्ति तथा प्रोत्साहनबाट वञ्चित भएको पाइयो भने आर्थिक अवस्था राम्रो भए पनि कतिपय विद्यार्थीले दलित, छात्रा तथा जनजाति कोटा अन्तर्गत छात्रवृत्ति पाउने गरेको भेटियो ।

- छात्रवृत्ति कार्यक्रमबाट छात्रा र दलित विद्यार्थीको भर्नादर वृद्धि भएको देखिएको छ, तर छात्रवृत्तिले विद्यार्थी उपस्थितिमा उल्लेख्य योगदान नगरेको केही प्रधानाध्यापक तथा शिक्षकको भनाइ रहेको पाइयो ।
- प्रायः दलित विद्यार्थीले दलित कोटा अन्तर्गत प्रदान गर्ने छात्रवृत्ति लिन लाज मान्ने वा हिचकिचाउने गरेको पनि पाइयो । केही शिक्षकहरूले दलित, छात्रा तथा जनजातिका नाममा छात्रवृत्ति प्रदान गर्दा विद्यार्थीबीच उच्चता र हीनताभाव पैदा भएको बताएका थिए ।
- छलफल, अन्तर्वार्ता तथा प्रश्नावलीमा सहभागी अधिकांश सरोकारवालाले छात्रवृत्ति मार्फत् विद्यार्थीलाई प्रदान गरिने रकम निकै कम भएको गुनासो गरेका थिए । दलित, छात्रा तथा माध्यमिक तहमा अध्ययनरत विद्यार्थीलाई प्रदान गरिने छात्रवृत्ति अपर्याप्त भएको धेरैको भनाइ थियो । दलित, छात्रा तथा माध्यमिक तहमा अध्ययनरत विद्यार्थीका लागि प्रदान गरिने छात्रवृत्ति रकमले शैक्षिक सामग्री किन्न समेत नपुग्ने सरोकारवालाको जबाफ थियो ।

ग. छात्रवृत्ति/प्रोत्साहन कार्यक्रमको अनुगमन

यस अध्ययनले विद्यालयमा प्रदान गरिने विभिन्न प्रकारका छात्रवृत्तिको व्यवस्थापन तथा वितरण कार्यलाई प्रभावकारी रूपमा अनुगमन नगरिएको देखाएको छ । अध्ययनका क्रममा अभिभावकले छात्रवृत्तिको रकम शैक्षिक प्रयोजनमा भन्दा अन्य प्रयोजनमा खर्च गर्ने गरेको पाइयो जसको मुख्य कारण फितलो अनुगमन नै पाइएको छ । केही अभिभावकले छात्रवृत्तिको रकम घरायसी कार्यमा खर्च गरेको पाइयो । विभिन्न लक्षित समूहसँग गरिएको छलफल तथा अन्तर्वार्ताबाट माध्यमिक तहमा अध्ययनरत विद्यार्थीले छात्रवृत्तिलाई पकेट खर्चको रूपमा प्रयोग गरेको पनि भेटियो । मुगुका एकजना शिक्षकले छात्रवृत्ति रकमलाई “केही अभिभावकले कुलतका सामग्री किन्न खर्च गर्ने” गरेको बताएका थिए । यस अध्ययनले छात्रवृत्तिको सही प्रयोग भए वा नभएको भनेर निरन्तर अनुगमन गर्नुपर्ने कार्यलाई खासै महत्व नदिएको देखाउँछ । “विभिन्न प्रकारका छात्रवृत्ति कार्यक्रमले गर्दा अनुगमन कार्यमा अन्योलता र कठिनाइ थपिएको छ” सिराहाका एकजना स्रोतव्यक्तिले बताए ।

घ. सञ्चार संयन्त्र

प्राप्त तथ्याङ्कलाई हेर्दा समुदायलाई छात्रवृत्तिको व्यवस्थापन, प्रकार तथा वितरणबारे पर्याप्त जानकारी नभएको देखिन्छ । अन्तर्वार्ता/छलफलका क्रममा रसुवाको एउटा दलित बस्तीका अभिभावकको भनाइ यसप्रकार रहेकोछ :- “म विश्वकर्मा परिवारमा जन्मेको हुँ । मेरो छोरो कक्षा ३ मा पढ्छ । छोराले पाउने दलित छात्रवृत्ति लिन विद्यालय जान्छु । तर विद्यालयबाट अन्य विद्यार्थीले पाउने छात्रवृत्तिबारे मलाई केही थाहा छैन ।” कुनै-कुनै अवस्थामा अभिभावकले छात्रवृत्ति बापत लिने रकमबारे सम्बन्धित विद्यार्थीलाई जानकारी नभएको समेत पाइयो । “मेरो हजुरबाले छात्रवृत्ति लिनुहुन्छ तर मलाई उहाँले कति पाउनुहुन्छ र के गर्नुहुन्छ थाहा छैन,” लक्षित समूहका एकजना विद्यार्थीले भने । विद्यालयले छात्रवृत्तिको प्रकार तथा उद्देश्यबारे जानकारी नदिने गरेको प्रायः सबै सरोकारवालाको भनाइ थियो । मुगुका एकजना शिक्षकले भनेका थिए— “हामीले सूचना पाटीमा सूचना टाँसेर अभिभावकलाई छात्रवृत्ति लिन आउन भन्छौं ।” तर टाँसिएको सूचनामा छात्रवृत्तिको प्रकार तथा यसबापत प्राप्त हुने रकमबारे कुनै विवरण नराखिएको पाइयो । सूचनामा छात्रवृत्ति प्राप्त गर्ने विद्यार्थीको नाम मात्रै उल्लेख गरिएको पाइयो ।

५. समस्या र चुनौतीहरू

माथि उल्लिखित निष्कर्षबाट नेपालका विद्यालय तहमा अध्ययनरत विद्यार्थीलाई प्रदान गरिने छात्रवृत्ति/प्रोत्साहन कार्यक्रममा विभिन्न समस्या र चुनौती भएको प्रस्ट हुन्छ। प्रायः समस्या तथा चुनौतीहरू छात्रवृत्ति सम्बन्धी नीतिगत व्यवस्था, व्यवस्थापन तथा वितरण प्रक्रियासँग सम्बन्धित रहेका छन्।

- **छात्रवृत्ति वितरणमा पारदर्शिताको अभाव** : अध्ययनका लागि छनौट गरिएका अधिकांश विद्यालयको सूचना पाटीमा छात्रवृत्ति प्राप्त गर्ने विद्यार्थीको नाम मात्रै टाँसिएको पाइयो। त्यस्तो सूचनामा छात्रवृत्तिको प्रकार तथा यसबापत प्राप्त हुने रकमबारे कुनै विवरण राखिएको पाइएन।
- **अपर्याप्त छात्रवृत्ति रकम** : सबै सहभागीले छात्रवृत्तिमार्फत् “कम्तिमा पनि कपी, कलम र भोला किन्न सकिने रकम प्रदान” गर्नुपर्ने बताएका थिए। विशेषगरी दलित तथा छात्रा छात्रवृत्ति अन्तर्गत प्रति विद्यार्थीलाई हरेक वर्ष प्रदान गरिने ४५० रूपैयाँ देखि ६०० रूपैयाँ निकै न्यून रहेको सरोकारवालाको भनाइ थियो।
- **छात्रवृत्तिको स्वरूप** : नगद छात्रवृत्ति प्रभावकारी नभएको अधिकांश सरोकारवालाको गुनासो थियो। नगदको ठाउँमा खाजाको व्यवस्था हुने हो भने आर्थिक रूपमा विपन्न धेरै विद्यार्थीहरू विद्यालय आउन सक्छन् भन्ने धेरै सरोकारवालाहरूको भनाइ थियो। त्यस्तै, “नगदको सट्टा शैक्षिक सामग्री वितरण गर्ने हो भने आर्थिक सहायता सिधै विद्यार्थीको हातमा पर्ने र प्रभावकारी हुने धेरै सरोकारवालाहरूको भनाइ थियो।
- **सामाजिक असमानता** : जात, समुदाय तथा लिङ्गका आधारमा प्रदान गरिने छात्रवृत्ति कार्यक्रमले विद्यार्थीबीच उच्चता र हीनताको भावना पैदा गरेको छ। छात्रवृत्ति वितरण कार्यक्रममा दलित विद्यार्थीले आफ्नो सामाजिक/जातीय पहिचान लुकाउने गरेको तथ्याङ्कले देखाउँछ।
- **तथ्याङ्क नियमित अद्यावधिक नहुनु** : विद्यालयलाई शिक्षा मन्त्रालय तथा जिल्ला शिक्षा कार्यालयबाट समयमा नै छात्रवृत्ति रकम निकासी नभएको अवस्था जसको एउटा कारण सम्बन्धित विद्यालयले जिल्ला शिक्षा कार्यालयलाई समयमा नै आवश्यक सूचना तथा विवरण उपलब्ध नगराएको अवस्था देखिएको।
- **विद्यालय स्वायत्त नहुनु** : “विद्यालयलाई छात्रवृत्ति व्यवस्थापन तथा वितरणको पूर्ण अधिकार प्रदान नगरिएको र स्थानीय परिवेशभन्दा फरक खाले निर्देशिका पालना गर्नुपर्ने अवस्था रहेको।
- **विद्यार्थी छनौट** : “आर्थिक रूपमा सक्षम हुँदाहुँदै पनि दलित तथा जनजाति विद्यार्थीलाई छात्रवृत्तिका लागि छनौट गर्नुपर्ने बाध्यता र अन्य सरोकारवालाले समेत जातीय कोटाका कारण आर्थिक रूपमा विपन्न र आवश्यकता भएका विद्यार्थीले छात्रवृत्ति प्राप्त गर्न नसकेको अवस्था देखिएको।
- **अभिभावक/समुदायलाई जानकारी नहुनु** : अध्ययनका लागि छनौट गरिएका अधिकांश विद्यालयले छात्रवृत्तिको उद्देश्यबारे अभिभावक तथा विद्यार्थीलाई जानकारी नगराएको अवस्था देखिएको।
- **छात्रवृत्तिबापत प्राप्त हुने रकमको प्रयोग** : प्राथमिक तहमा अध्ययनरत धेरै बालबालिकालाई उनीहरूले प्राप्त गर्ने छात्रवृत्ति तथा नगद रकमको प्रयोजनबारे थाहा नभएको पाइयो। सम्बन्धित अभिभावकले नै छात्रवृत्ति लिने र निजी वा घरायसी प्रयोजनका लागि प्रयोग गरेको पाइयो। त्यस्तै माध्यमिक तहमा अध्ययनरत विद्यार्थीले छात्रवृत्तिमार्फत् प्राप्त हुने रकमलाई पकेट खर्चको रूपमा प्रयोग गरेको देखियो।

- **छात्रवृत्ति/प्रोत्साहन व्यवस्थापन** : विभिन्न निकायले लागू गरेको छात्रवृत्ति/प्रोत्साहन कार्यक्रमले गर्दा केही विद्यालयमाथि अतिरिक्त भार थपिएको छ । चालु शैक्षिक वर्षमा विभिन्न शीर्षक अन्तर्गत प्राप्त हुने छात्रवृत्ति रकम आगामी वर्षमा जारी हुन्छ, वा हुँदैन भन्ने अन्योलता र अनिश्चितता धेरै विद्यालयले सामना गरिरहेका छन् । यस्तो अन्योलता र अनिश्चितताले विद्यार्थी छनौटमा समेत असर पारेको पाइयो ।
- **छात्रवृत्ति/आर्थिक सहयोगको उद्देश्य** : लगनशील तथा जेहन्दार विद्यार्थीलाई छात्रवृत्ति कार्यक्रमले प्रोत्साहित गर्न नसकेको गुनासो अध्ययन गरिएका सबै जिल्लाका शिक्षक, विद्यार्थी तथा अभिभावकले व्यक्त गरेका थिए । विशेषगरी अभिभावकबाट यस्तो गुनासो आएको थियो ।

६. नीतिगत विकल्पहरू

- **आर्थिक सम्पन्नताका आधारमा छात्रवृत्तिको व्यवस्था** : विद्यालय जान वा विद्यालय शिक्षा हासिल गर्न सबै दलित तथा जनजाति विद्यार्थी र छात्रालाई छात्रवृत्ति/प्रोत्साहन आवश्यक पर्दैन । त्यसैले छात्रा छात्रवृत्ति दिँदा विपन्न परिवारका छात्रालाई मात्र दिँदा प्रभावकारी हुने देखिन्छ ।
- **छात्रवृत्ति रकमबारे पुनर्विचार** : दलित तथा छात्रा छात्रवृत्ति अन्तर्गत वार्षिक रूपमा प्रत्येक विद्यार्थीलाई प्रदान गरिने ४५० देखि ६०० रूपैयाँ निकै कम देखिन्छ । हाल विभिन्न शीर्षक अन्तर्गत प्रदान गरिने रकमले विद्यार्थीका न्यूनतम शैक्षिक आवश्यकता/अवसरको मूल्य समेत समेट्न नसक्ने अवस्था छ । नगदको ठाउँमा शैक्षिक सामग्री (कपी, कलम, पोशाक, भोला, इत्यादि) प्रदान गर्ने र दिवा खाजा कार्यक्रम सञ्चालन गर्ने हो भने छात्रवृत्ति/शैक्षिक प्रोत्साहन कार्यक्रम प्रभावकारी हुन्छ ।
- **विभिन्न शीर्षकमा प्रदान गरिने छात्रवृत्तिलाई सीमित पारी प्रष्ट मापदण्ड बनाएर जुन विद्यार्थीलाई छात्रवृत्ति चाहिएको छ त्यही विद्यार्थीलाई मात्रै छात्रवृत्ति प्रदान गर्न आवश्यक छ । कुनै-कुनै छात्रवृत्ति कार्यक्रम (जस्तै :- दलित, छात्रा तथा माध्यमिक तहमा अध्ययनरत विद्यार्थीलाई प्रदान गरिने छात्रवृत्ति) लाई सीमित पार्दा राम्रो हुन्छ । तर केही छात्रवृत्ति कार्यक्रम (जस्तै :-शहीदका छोराछोरीलाई प्रदान गरिने छात्रवृत्ति) लाई भने सीमित पार्नु हुँदैन ।**
- **स्थानीय छात्रवृत्ति समिति** : गाउँपालिका/नगरपालिकामा स्थानीय छात्रवृत्ति समिति गठन गर्ने हो भने स्थानीय विद्यालयले छात्रवृत्ति व्यवस्थापन तथा वितरण कार्यलाई स्वायत्त रूपमा सञ्चालन गर्न पाउनुपर्छ । विद्यालय छात्रवृत्ति दिवस घोषण गरी छात्रवृत्तिको महत्त्व वृद्धि गर्न सकिन्छ । त्यस्तै छात्रवृत्ति पाउने विद्यार्थीलाई परिचयपत्र प्रदान गर्ने कार्य समेत प्रभावकारी हुन्छ ।

७. कार्यान्वयन रणनीति

- **वितरण संयन्त्रको सबलीकरण** : यो अध्ययनबाट विभिन्न शीर्षकमा प्रदान गरिने छात्रवृत्तिलाई कम गर्नुपर्ने, विपन्न विद्यार्थीलाई प्रदान गरिने छात्रवृत्ति रकममा वृद्धि गर्नुपर्ने र विद्यालयमा विद्यार्थीलाई टिकाइराख्न वा आकर्षित गर्नका लागि किस्ता-किस्तामा छात्रवृत्ति प्रदान गर्नुपर्ने देखिन्छ । साथै विद्यालय तथा समुदायको विशिष्ट आवश्यकताका आधारमा छात्रवृत्तिको रकम विनियोजन गर्नुपर्छ ।
- **अनुगमन संयन्त्रको सबलीकरण** : समुदायमा आधारित अनुगमन प्रणाली अपनाउँदा छात्रवृत्ति कार्यक्रम प्रभावकारी हुन सक्छ । समुदायमा आधारित अनुगमनमा विद्यालय, समुदाय तथा स्थानीय शिक्षा अधिकारीले संयुक्त रूपमा अनुगमन गर्न सक्छन् ।

- **पारदर्शिता वृद्धि** : शैक्षिक व्यवस्थापन सूचना प्रणाली (EMIS) लाई सबल बनाउने हो भने पारदर्शिता वृद्धि हुन्छ । तत्काल प्रभावकारी रूपमा EMIS प्रयोग गरेर छात्रवृत्ति प्राप्त गर्ने विद्यार्थीको हाजिरी, नियमितता, शैक्षिक उपलब्धि, दोहोर्‍याउने दर र टिकाउ दर तथा निरन्तरता सम्बन्धी सूचनाको अभिलेख राखी सम्प्रेषण गर्नुपर्छ ।

८. निष्कर्ष तथा सुभावहरू

नेपालमा छात्रवृत्तिको व्यवस्थाले गर्दा विद्यालय बाहिर रहेका विद्यार्थीहरू विद्यालयमा आएको र विद्यालयको भर्नादरमा वृद्धि भएको यो अध्ययनबाट प्रस्ट हुन्छ । तर छात्रवृत्ति तथा प्रोत्साहन कार्यक्रमले विद्यार्थीको शैक्षिक उपलब्धिमा सोचेजस्तो योगदान गर्न सकेको छैन । विगतदेखि नै राजनीतिक परिवेश/स्वार्थ र राष्ट्रिय आवश्यकताले गर्दा छात्रवृत्तिको व्यवस्थापन तथा वितरण प्रणालीमा समताको मुद्दालाई बढी जोड दिइएको छ । विद्यालयसम्म छात्रा, दलित तथा जनजाति विद्यार्थीको पहुँच बढाउने कार्य निकै चुनौतीपूर्ण भएकाले समताको मुद्दा केही चरण र हदसम्म अपरिहार्य र आवश्यक पनि हुन्छ । यही सिद्धान्तका आधारमा नै विभिन्न समूहको हितलाई ध्यान दिएर विभिन्न शीर्षकमा छात्रवृत्ति कार्यक्रम सञ्चालन गरिएको हो । तर यसले गर्दा एकातिर छात्रवृत्ति प्रदान गर्ने निकायलाई थप दबाव पर्न गएको छ र उनीहरू अलमलमा परेका छन् भने अर्कोतिर छात्रवृत्ति अन्तर्गत प्रदान गरिने नगण्य रकमबाट विद्यार्थीका न्यूनतम शैक्षिक आवश्यकता पुरा नहुने अवस्था आएको छ ।

हाल राष्ट्रिय राजनीतिक परिवेशमा व्यापक परिवर्तन भएको छ । अहिलेको परिवर्तित अवस्थालाई ध्यान दिएर वैकल्पिक नीतिगत प्रावधान लागू गर्नुपर्ने हुन्छ । विद्यालयमा अध्ययनरत विद्यार्थीलाई प्रदान गरिने छात्रवृत्ति व्यवस्थापन तथा वितरणमा विभिन्न समस्या तथा चुनौती देखिएका छन् । विद्यमान समस्या र चुनौतीलाई हटाउनका लागि नयाँ नीतिगत व्यवस्था लागू गर्नुपर्ने आवश्यकता छ । यसै पृष्ठभूमिका आधारमा निम्न सुभावहरू प्रस्तुत गरिएको छ :-

नीतिगत सुभावहरू

- आर्थिक सम्पन्नताका आधारमा छात्रवृत्ति सम्बन्धी नीति तथा कार्यक्रम लागू गर्नुपर्छ । विशेषगरी दलित, छात्रा तथा माध्यमिक तहमा अध्ययनरत विद्यार्थीका लागि प्रदान गरिने छात्रवृत्ति तथा प्रोत्साहनलाई आर्थिक हैसियतका आधारमा वितरण गर्नुपर्छ । छात्रालाई छात्रवृत्ति प्रदान गर्दा विपन्न तथा पिछडिएको वर्गका छात्रालाई मात्रै छात्रवृत्ति प्रदान गर्नुपर्छ ।
- विद्यमान छात्रवृत्ति कार्यक्रमलाई साधारण छात्रवृत्ति (जस्तै :-दलित छात्रवृत्ति, माध्यमिक छात्रवृत्ति) र लक्षित समूह छात्रवृत्ति (जस्तै :-शहीद, अपाङ्ग, कमलरी छात्रवृत्ति, इत्यादि) गरी २ खण्डमा वर्गीकरण गर्नुपर्छ । साधारण छात्रवृत्ति कार्यक्रम अन्तर्गत छिरलेर छात्रवृत्ति प्रदान गर्नुको सट्टा आवश्यकताका आधारमा छात्रवृत्ति प्रदान गर्नुपर्छ । यस क्रममा विपन्नलाई मात्रै छात्रवृत्ति प्रदान गर्ने र शैक्षिक खर्च समेटिने गरी छात्रवृत्तिको रकममा वृद्धि गर्नुपर्छ ।
- स्थानीय निकायलाई कोटा निर्धारण तथा छात्रवृत्ति व्यवस्थापन गर्ने पूर्ण अधिकार सुम्पिनु पर्छ । यस्तो अधिकार स्थानीय शिक्षा समितिलाई प्रदान गर्नुपर्छ । स्थानीय निकायलाई अधिकार प्रत्यायोजन गर्ने कार्यबाट विद्यालय स्वायत्त हुने गर्छन् । फलस्वरूप, स्थानीय तहले नै छात्रवृत्ति कार्यक्रमको स्वामित्व लिने हुनाले छात्रवृत्तिलाई दिगो बनाउन सकिन्छ ।

रणनीतिक सुभावहरू

- क) छात्रवृत्ति वितरण संयन्त्रलाई सबलीकरण गर्नुपर्छ । छात्रवृत्तिलाई विभिन्न किस्तामा प्रदान गर्ने हो भने विद्यार्थीहरू भर्ना भएपछि विद्यालयमा निरन्तर उपस्थित हुन प्रेरित हुन्छन् र उनीहरूलाई विद्यालयमा टिकाउन सकिन्छ ।
- ख) गाउँपालिका/नगरपालिकामा सहभागितामूलक अनुगमन विधि अपनाउने हो भने छात्रवृत्ति कार्यक्रमलाई थप प्रभावकारी बनाउन सकिन्छ । समुदायमा आधारित र सहभागितामूलक अनुगमन विधिमाफर्त् छात्रवृत्ति पाउने विद्यार्थीको उपस्थिति, शैक्षिक उपलब्धि तथा टिकाउदरलाई नजिकबाट हेर्न सकिन्छ । यस्तो अनुगमन प्रणालीले गर्दा लक्षित समूहले प्राप्त गरेको छात्रवृत्तिको दुरुपयोग कम हुन्छ ।
- ग) शैक्षिक सूचना प्रणालीको अधिकतम प्रयोग गरी छात्रवृत्ति/प्रोत्साहन सम्बन्धी पूर्ण डाटाबेस वा विवरण तयार गरी पारदर्शिता बढाउनुपर्छ ।

९. कार्ययोजना

नेपालमा विद्यालय तहमा छात्रवृत्तिको वितरण तथा व्यवस्थापनका सम्बन्धमा देखिएका समस्या तथा चुनौतीहरू र यसका वैकल्पिक उपायहरूसम्बन्धी गरिएको यस अध्ययनका निष्कर्षहरूका आधारमा निम्नलिखित कार्ययोजना अवलम्बन गर्ने सुझाव प्रस्तुत गरिएको छ :

समस्या / क्रियाकलाप	जिम्मेवारी	समय	कैफियत
<p>समस्या : छात्रवृत्तिको आवश्यकता भएका विद्यार्थीले छात्रवृत्ति पाउन नसकेका</p> <p>क्रियाकलापहरू : विद्यालयमा अध्ययनरत विद्यार्थीबाट छात्रवृत्तिका लागि समयमै आवेदन पेश गर्न आह्वान गर्ने; संकलित आवेदनहरूलाई साधारण र लक्षित गरी दुई समूहमा छुट्ट्याउने; आवश्यकता भएका विद्यार्थी समावेश भए नभएको रूजु गर्ने; छुट्टाछुट्टै समूह अन्तर्गतका विद्यार्थीको अन्तिम नामावली तयार गर्ने; उक्त नामावली गाउँ/नगर शिक्षा समिति (MEC) मा पठाउने</p>	<p>विव्यस अध्यक्षको अध्यक्षतामा विद्यालय छात्रवृत्ति व्यवस्थापन समिति</p>	<p>हरेक वर्ष वैशाखमा</p>	
<p>समस्या : छात्रवृत्ति वितरण एउटै गाउँपालिका/नगरपालिकाभित्र पनि भिन्न भिन्न समयमा हुने गरेको; अभिभावकहरूमा छात्रवृत्तिका प्रकार, रकम र तिनका उद्देश्यका बारेमा स्पष्ट जानकारीको अभाव रहेको</p> <p>क्रियाकलापहरू : छात्रवृत्ति रकम गाउँ / नगर शिक्षा समितिबाट लिने; सम्बन्धित स्थानीय निकायले तोकेको विद्यालय छात्रवृत्ति दिवसका दिन छात्रवृत्ति वितरण गर्ने; छात्रवृत्ति वितरण गर्दा अभिभावकहरूको उपस्थिति अनिवार्य गराउने; विद्यार्थीले पाएको छात्रवृत्तिको प्रकार, उद्देश्य र रकमबारे सम्बन्धित अभिभावकलाई बताउने</p>	<p>विद्यालय छात्रवृत्ति व्यवस्थापन समिति</p>	<p>हरेक वर्ष जेठमा</p>	

<p>समस्या : छात्रवृत्ति वितरणमा पारदर्शीताको अभाव देखिएको; माथिल्लो निकायलाई समयमै जानकारी नगराइएको</p> <p>क्रियाकलापहरू : विद्यालयमा छात्रवृत्ति वितरणको विस्तृत र व्यवस्थित अभिलेख राख्ने; यसको एक प्रति विद्यालयको सूचनापाटीमा टाँस्ने; छात्रवृत्ति वितरण गरेको १५ दिनभित्र गाउँ / नगर शिक्षा समितिलाई प्रतिवेदन पेश गर्ने</p>	<p>विद्यालय छात्रवृत्ति व्यवस्थापन समिति</p>	<p>हरेक वर्ष जेठ/असार मा</p>	
<p>समस्या : उचित अनुगमन तथा सुपरीवेक्षणको अभाव</p> <p>क्रियाकलापहरू : छात्रवृत्ति वितरणपश्चात् विद्यालयहरूबाट समयमै प्रतिवेदन सङ्कलन गर्ने; विद्यालयमा छात्रवृत्ति वितरणको अनुगमन तथा सुपरीवेक्षण गर्ने र समयमा नै उपयुक्त पृष्ठपोषण दिने; छोटो प्रतिवेदन तयार पारी प्रादेशिक छात्रवृत्ति समन्वय समितिमा पठाउने</p>	<p>गाउँ/नगर शिक्षा समितिका अध्यक्षले अध्यक्षता गरेको गाउँ/नगर छात्रवृत्ति व्यवस्थापन समिति/ गाउँ /नगर सहभागितामूलक छात्रवृत्ति अनुगमन तथा सुपरीवेक्षण समिति</p>	<p>हरेक वर्ष भदौ/ असोज तिर</p>	
<p>समस्या : केन्द्र र स्थानीय अधिकारीहरूबीच उचित समन्वयको अभाव</p> <p>क्रियाकलापहरू : स्थानीय निकायहरू (गाउँ/नगर शिक्षा समिति) बाट प्राप्त प्रतिवेदनहरूका आधारमा छात्रवृत्ति वितरण तथा व्यवस्थापनसम्बन्धी सङ्क्षिप्त प्रतिवेदन तयार पारी केन्द्रमा पठाउने; केन्द्रको नीतिगत प्रावधान र गाउँ/नगर शिक्षा समितिबाट प्राप्त प्रतिवेदनका आधारमा रचनात्मक पृष्ठपोषण दिने (आवश्यक भएमा)</p>	<p>आर्थिक तथा सामाजिक विकास मन्त्रालय अन्तर्गतको प्रादेशिक छात्रवृत्ति समन्वय समिति</p>	<p>हरेक वर्ष मङ्सिर/पुष तिर</p>	
<p>समस्या : छात्रवृत्ति प्रावधानको समयसमयमा परिमार्जनको अभाव</p> <p>क्रियाकलापहरू : प्रादेशिक छात्रवृत्ति समन्वय समितिले तयार पारेको सङ्क्षेपिकृत प्रतिवेदनका आधारमा विभिन्न छात्रवृत्ति योजना तथा कार्यक्रम सम्बन्धी नीति निर्माण तथा परिमार्जनका लागि (आवश्यक भएमा) समयै पृष्ठपोषण दिने</p>	<p>केन्द्रीय निकायका महानिर्देशकको अध्यक्षतामा छात्रवृत्ति व्यवस्थापन निर्देशन समिति</p>	<p>हरेक वर्ष माघ/फागुन तिर</p>	<p>छात्रवृत्तिको प्रावधानका सम्बन्धमा केन्द्रमा भएको नीतिगत परिमार्जनबारे स्थानीय निकाय खासगरी विद्यालयहरूलाई समयमै सूचना सम्प्रेषण गर्नुपर्ने (यस्तो परिमार्जन कारणसहित हुनसक्ने)</p>

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