



SCHOOLING OF MAGAR CHILDREN IN ARGHAKHANCHI DISTRICT OF NEPAL

Narayan Prasad Belbase

Central Department of Education, Tribhuvan University, Nepal

Email: dr.nbelbase@gmail.com



Received: January 9, 2025

Revised: March 5, 2025

Accepted: April 27, 2025

Abstract

This article presents findings from a study conducted in Hansapur Village Development Committee (VDC), wards 1, 4, 5, and 6, of Arghakhanchi district, Nepal. The primary objective was to examine the school education of Magar children. Data was collected through interviews with head teachers and school management committee chairpersons, school surveys, and focus group discussions with Magar children and their parents. Analysis of the primary data reveals that poverty, lack of awareness, unemployment, and illiteracy are significant barriers contributing to non-schooling and high dropout rates among Magar children. The study found a lack of specific support mechanisms within community schools to facilitate the continued education of Magar children and integrate them into mainstream education. It recommends that community schools should offer positive incentives like stationery, uniforms, and free admission. Additionally, Parent-Teacher Associations should actively raise awareness about the importance of education within the Magar community.

Keywords: Schooling, Multilingual, Janajati, Magar

Introduction

A country with a long history of shifting borders, Nepal saw its modern boundaries mostly defined by the Sugauli Treaty of December 1815 (Mishra, 1995; Stiller, 1975). Nepal is a multi-cultural, multiethnic, multilingual nation with many communities, most famously characterised by King Prithvi Narayan Shah as "the garden of all castes and creeds". Nevertheless, this rich tapestry, there are still notable gaps and many Nepalese people, especially those from historically underprivileged or backward communities, continue to face great obstacles including limited access to basic developmental opportunities like education. For decades, several government and non-governmental development plans, including bold five-year strategies, have sought to raise living and educational standards all around Nepal. But especially for underprivileged groups, these initiatives have sometimes failed. Historical political systems including the 30-year Panchayat system and the 104-year Rana rule greatly denied people their fundamental human rights and needs. Communities like the Magars have mainly stayed underdeveloped even after the re-establishment of democracy in 2047 B.S. (1990 AD), which promised to solve the problems of historically backward groups. Significant social issues are caused in part by this ongoing lack of awareness, support, and fair development. Any society segment, including a fundamental group like the Magars, can be greatly hampered overall national development by neglect of any one group, so sustaining cycles of poverty and illiteracy. Furthermore, noted as a contributing cause to educational disadvantage and a lack of attention on long-term development is the frequency of alcohol consumption within the Magar community (Belbase, 2005). Moreover, classed as "Janajati," or indigenous nationalities, the Magar are a sizable ethnic group in Nepal different from Dalit or upper caste groups. Usually from a lower socioeconomic level, many have historically been social excluded. The lower educational attainment and higher dropout rates among Janajati groups compared to privileged caste groups (IWGIA, 2025; Neupane, 2017) continue to be underlined by national data including the most recent census reports (Central Bureau of Statistics, 2021). Many young Magars follow conventional career routes whereby they seek employment in the army or police following only basic education. Historically, the Magar people have been exploited; they still live in poverty, which greatly restricts their access to more general developmental possibilities (Belbase, 2005).

The Magar community, predominantly residing in wards 1, 4, 5, and 6 of Hansapur VDC in Arghakhanchi, has been the specific geographical focus of this study. While education is universally recognized as vital for individual and societal advancement, the principle of 'equality' in education for all remains a significant challenge in Nepal, often not realized in practice. Data from as far back as 1992 indicated that 19% of primary-level children were deprived of educational facilities (CBS, 1992). More recent national data, such as the National Population and Housing Census 2021, still shows significant disparities in literacy rates and school attendance across various demographic groups (CBS, 2021). Reports from the Ministry of Education, Science and Technology (MoEST, 2024a, 2024b) continue to document ongoing challenges in ensuring inclusive and equitable quality education, despite efforts aligned with Sustainable Development Goal 4 (SDG 4) and the National Education Policy 2076 (Lal, 2025; Thapa & Paul,

2024). The limited presence and high dropout rates of Magars in schools underscore an urgent need to enhance the educational status of this historically backward group. This study, building upon earlier observations, represents an initial attempt to specifically investigate the dynamics of schooling of Magar Children at Hansapur VDC in Arghakhanchi to provide localized insights into these ongoing national challenges.

Purpose of the Study

This study aims at determining the status and access of Magar children to school education, identify the factors influencing the education of Magar children, and suggest measures to promote access of Magar children to school education.

Methodology

This study adopted a qualitative research design to explore the access the schooling of Magar children. The collected data were collected by means of interview, FGDs with Head teachers, Teachers, Parents, and Community members. Data for this research was systematically gathered from both primary and secondary sources. Primary data collection involved the use of interview schedules and focus group discussions, employing a purposive sampling procedure to select key participants. Five School Management Committee Chairpersons (SMCCs), five Head Teachers (HTs) from the chosen schools, fifteen parents from the Magar community, and fifteen Magar children comprised these main responders. Reversing the main data, pertinent secondary material came from several institutional sources. These comprised individual schools within the study area, the District Development Committee (DDC), the District Education Office (DEO), and the local Resource Centre (RC). This multifarious approach of data collecting sought to offer a whole picture of the elements affecting the education of Magar children.

This study was confined to the Magar community within wards 1, 4, 5, and 6 of Hansapur VDC in Arghakhanchi District. The specific educational institutions included were Janak Primary School, Saraswati Primary School, and Sarada Primary School (all primary schools in wards 1, 5, and 6 respectively), along with two secondary schools, Argha Mehalpani Secondary School and Siddhartha Higher Secondary School, where Magar children are enrolled.

Results and Discussion

Educational Status of Magar Children

The table below presents a detailed overview of the educational status and enrolment patterns of Magar children in the Hansapur VDC.

Category	Value / Percentage	Source
Overall Student Population in Study Area		
Total Students Identified	3083	Flash I Report of 2067 B.S., Hansapur RC
Total Magar Students	1052	
Magar Students as % of Total	34.12%	
Gender Enrolment Ratio (Overall Magar)		
Magar Boys Enrolment	52.09%	
Magar Girls Enrolment	47.90%	
Difference (Boys vs. Girls)	4.19%	
Enrolment Trend		
Enrolment in Upper vs. Lower Classes	14.83% less Participation showed a downward trend; enrolment in upper classes was less than lower classes.	
Selected Schools (5 Community Schools)		
Total Students in 5 Selected Schools	1243	School Survey

Total Magar Children in 5 Selected Schools	583	
Magar Boys in 5 Selected Schools	284 (48.71%)	
Magar Girls in 5 Selected Schools	299 (51.28%)	

The data highlights a concerning picture of Magar children's engagement with the education system in Hansapur VDC. While Magar students constitute a notable 34.12% of the total student population in the study area, deeper analysis reveals significant disparities and challenges.

Overall, the enrolments of Magar boys (52.09%) slightly outpace that of Magar girls (47.90%), reflecting a gender gap of 4.19%. This suggests that cultural or socio-economic factors might favour boys' enrolment or inhibit girls' access to education at a broader level. Research in Nepal has shown that gender norms and expectations often lead to differential investment in boys' and girls' education, with boys being perceived as future breadwinners and girls as future homemakers, which influences parental decisions (Acharya, 2014; UNICEF, 2019).

However, an interesting inverse trend is observed within the five specifically surveyed community schools. In these schools, Magar girls (51.28%) slightly outnumber boys (48.71%). This localized shift is attributed to a common practice among Magar boys: after completing basic education, many opt to leave school to join the army or seek employment in foreign countries and cities. This indicates a strong vocational pull, often driven by economic necessity, which takes precedence over continuing formal education for boys. This trend aligns with broader national patterns where boys from marginalized communities often migrate for labor opportunities, especially in the Gulf countries and India, due to limited local employment options (UNESCO, 2015).

Conversely, girls, facing fewer immediate employment opportunities outside the home or traditional roles, may be more likely to remain in local community schools for longer. This reflects findings that girls, particularly from disadvantaged ethnic groups, are more likely to stay in school when there are fewer alternatives or when targeted interventions are in place (UNICEF, 2019).

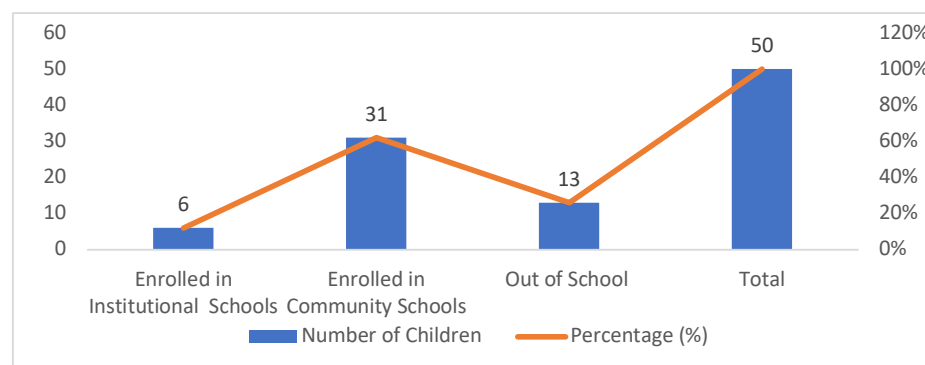
A critical finding is the downward trend in Magar student participation in higher classes, with enrolment being 14.83% less than in lower classes. This significant drop-off suggests that a substantial number of Magar children, regardless of gender, are not completing their full schooling trajectory. This attrition points to systemic issues such as financial burdens, lack of perceived value in higher education, or poor academic support that led students to leave school prematurely. Studies have shown that dropout rates in Nepal are particularly high among ethnic minorities and rural populations due to these intersecting barriers (MIT, 2023).

In essence, while initial enrolment rates for Magar children appear reasonable, the journey through the schooling system is fraught with challenges, particularly gender-specific economic pressures on boys and an overall diminishing presence in higher grades. This underscores the need for interventions that address both the socio-economic factors driving early departures and the broader appeal and perceived benefits of continued education for Magar children.

Schooling System and Existing Educational Situation

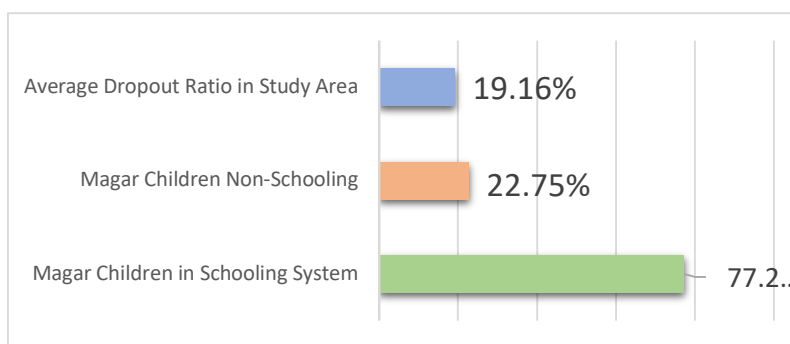
The study reflects the varied educational pathways among Magar children, influenced by family circumstances and broader community dynamics. A key finding from parental observations is that socioeconomic status and parental awareness play a significant role in children's access to education. Wealthier and more conscious Magar families, particularly those with smaller family sizes, are more inclined to send their children to school and are also more likely to engage in family planning. This suggests a correlation between improved economic standing, family foresight, and educational prioritization. In Nepal, disparities in educational access are closely tied to household wealth and parental education, with children from wealthier and more educated families significantly more likely to attend and complete school (UNICEF, 2023).

A household survey specifically focusing on 50 Magar children from 15 households provided a micro-level snapshot of school enrolment. This survey revealed that the majority, 62% (31 children), attend community schools, indicating that these public institutions are the primary educational providers for Magar children. However, a notable 12% (6 children) are enrolled in private schools, suggesting that some families, likely those with greater financial capacity, opt for private education. This reflects national trends where families with higher income levels often choose private schooling due to perceptions of better quality and outcomes. Crucially, 26% (13 children) were found to be entirely out of the school system, highlighting a significant segment of non-schooling Magar children within these households.



Broadening the perspective to the entire Hansapur VDC, interviews with School Management Committee chairpersons confirmed that not all Magar children attend school, though precise district-wide non-schooling figures weren't readily available. Across the VDC, 451 Magar students were in private schools, while 601 studied in community schools. This further illustrates a mixed landscape of educational choices and access. While Siddhartha Higher

Secondary School had the largest absolute number of Magar students among the surveyed schools, primary schools in wards 1, 5, and 6, areas with high Magar population density, showed a higher percentage of Magar students. This suggests that while older Magar students might concentrate in larger secondary schools, primary-level education is more widely accessed within their immediate community, potentially due to proximity and the perceived accessibility of local primary schools. This pattern may also reflect early dropout or migration for work, a common trend among rural and indigenous boys in Nepal (Pun, 2008)



Dropout Ratio and Non-schooling

Head teachers from the five surveyed schools reported that roughly 77.25% of Magar children were in school, leaving a notable 22.75% out of the schooling system. The primary culprits for this non-schooling were identified as poverty, a lack of awareness, and illiteracy within the community. Furthermore, there's a perception that schools, society, and other institutions aren't offering enough opportunities to draw Magar children in or retain them. Although the initial enrolment rate for Magar children in the study area was high, the dropout rate was also considerably significant, averaging 19.16% (Flash II Report of 2066 B.S., Hansapur RC). This highlights a critical issue where, even if children start school, many don't complete their education, facing barriers that push them out before they can fully benefit.

School Policies and Support Systems

The school policies and support systems were explored from which four themes were developed. The policies and practices of school has been explained in the followings:

Enrolment Policy

Schools in Hansapur VDC conduct admissions at the beginning of the academic session in Baishakha. Children admitted early (Baishakha 1-13) receive books and flowers as a welcome gesture. Later admissions (Baishakha 14-25) occur after door-to-door enrollment programs.

On of the HT in one school, states *"We try our best to welcome new students. In Baishakha, we have a special welcome for early admissions, giving them books and even flowers. Then we go door-to-door to find more children. But after Baishakha 25, it's hard to admit anyone; the teaching has already started."*

This highlights the school's structured, yet time-bound, admission efforts, and the challenge late admissions pose to integrating students once the academic year is underway.

"The school announces admissions, but sometimes we only hear about it late. If you go early in Baishakh,, they give some books. But for us, daily wage earners, getting to school during that time can be hard, we miss the best period." (FGD parents).

This reveals a disconnect between the school's timeline and the socio-economic realities of Magar parents, particularly daily wage earners, who may miss early incentives due to work

Awareness Programme:

Awareness programs, usually held annually on school anniversary days or through Resource Center-run Mother Assembly programs, aim to encourage parents to enroll their children. However, these programs predominantly attract already-aware parents, with target groups often absent. Only **20%** of parents in the study felt inspired by these initiatives.

"We do conduct awareness programs, mostly during our school anniversary. We talk about the importance of education. But honestly, it's often the same parents who are already aware who come. The ones we really want to reach, the ones struggling to send their children, they are usually absent." (HT interview of School 2)

This indicates that current awareness programs are largely ineffective in reaching their intended target audience – the parents who are most unaware or hesitant about sending their children to school.

They do programs, yes, sometimes on the school's big day. But for us, with fieldwork or housework, it's difficult to attend. And even if we go, it's mostly talking. Only a few parents like us actually feel like it changes anything. [Referring to the 20% inspired in the study]" (FGDs Parents)

This emphasizes the practical barriers (time constraints due to labor) and a sense of disappointment among parents regarding the perceived impact or relevance of the existing awareness programs.

"The programs are good on paper, but they don't reach our people. The ones who need the awareness the most, those who are not sending their children, they are busy or feel shy, or just don't see the value. We need something more direct, maybe even at home." (FGD with Community members)

This suggests that a more personalized and accessible approach, such as home visits or community-level engagement, might be more effective than traditional school-based awareness events.

Reward and Punishment System:

The schools in Hansapur VDC have a simple reward and punishment system. Correct answers in examinations are marked with a (*), and incorrect answers with an (X). Students who perform well receive rewards such as notebooks, pens, and scholarships.

Head Teacher (HT) Interview - *"Our reward system is quite simple. For good work, we give a star (*) in their notebooks, and for incorrect answers, an (X). For students who excel in exams, we provide small rewards like notebooks, pens, or sometimes a scholarship."*

This illustrates that the schools have a basic system of positive and negative reinforcement, but it appears to be a standard, rather than highly tailored or motivating, approach.

Teacher (Interview) - On student motivation: *"Children respond to positive reinforcement. When they get a star or a new pen for doing well, they feel happy. It's a basic system, but it does encourage them to try. The scholarships are a bigger incentive for the brighter ones."*

Interpretation: The teacher confirms that basic rewards do offer some encouragement, particularly for high-achievers, but implies the system's general nature might not be equally effective for all students.

Magar Child (FGD) - *"When I get a star, I feel good. Sometimes they give notebooks or pens if we pass well. But it's not very often."*

Scholarship:

Despite various government scholarship programs (for Dalits, 50% for girls, for brighter students), only **6.66%** of Magar parents reported being positively affected by the scholarship system.

Parent (FGD) - On the impact of scholarships: *"We hear about scholarships from the government—for Dalits, for girls. But for us Magars, it's very rare. We don't know how to get them, or they are not enough. My neighbor's child got one, but it was so little it didn't cover much. Only a handful of families here have benefited from it, truly"*

This strongly indicates that existing government scholarship programs are either inaccessible, insufficient, or poorly communicated to the Magar community, resulting in minimal perceived benefit despite their intended purpose.

Head Teacher (HT) Interview: *"We have government scholarships available, yes, for different categories. But for Magar children specifically, the impact is quite limited. Many donors for scholarships for Magar students don't come. We need more targeted support. The process can also be complicated, and many parents lack the awareness or literacy to navigate it."*

The head teacher corroborates the parents' view, highlighting the lack of specific, targeted scholarship support for Magar children and pointing to administrative complexities and low parental literacy as barriers to accessing even available funds.

Factors Influencing the Education of Magar Children:

The study reveals a complex web of interconnected factors that significantly hinder Magar children's access to and persistence in the education system. These challenges extend beyond the classroom, rooting deeply within their socio-economic conditions, family dynamics, and cultural practices.

Poverty

Economic poverty stands as a primary and pervasive barrier. The survey indicated that over half of Magar families (53.34%) rely on **farming**, a subsistence-level occupation that often yields meager and inconsistent income. Other notable income sources, such as **laboring/fishing (20%)** and even income from **business/hunting (13.33%)** or **foreign employment (13.33%)**, frequently provide insufficient financial stability.

"We want to send our children to school, but when there's no food on the table, how can we buy books or uniforms? Sometimes, even the older children have to go to work with us just to make enough for the day." (Parents FGD)

This powerfully conveys the immediate and overwhelming impact of economic poverty, illustrating how basic survival needs inevitably take precedence over educational expenses and consistent school attendance. This widespread economic fragility directly compromises families' ability to cover basic educational expenses, including school supplies, uniforms, or transportation. Furthermore, the pressing need for immediate income often forces families to withdraw children from school to contribute to household earnings, prioritizing short-term survival over long-term educational investment.

Family Environment:

Compounding the economic struggles, the **family environment** within many Magar households is often not conducive to fostering educational aspirations. This lack of a supportive academic atmosphere directly influences the children's **psychological outlook** towards schooling. A stark finding revealed that out of 15 Magar children surveyed, a staggering **only three expressed a desire to pursue degree-level education in the future**. The overwhelming majority instead articulated aspirations to join the **army or police, or to seek jobs abroad**.

"My son, he sees his uncles and older cousins go to Qatar or join the police after eighth grade, earning money quickly. He thinks, 'Why study for years when I can earn now?' It's hard to convince them to dream of big degrees when daily life is so tough."

This captures the influence of the **family environment** and the **psychological outlook** of Magar children, revealing how the allure of immediate economic opportunities via specific vocational paths often outweighs the perceived long-term benefits of higher education.

This pragmatic, almost immediate-gratification mindset reflects a realistic response to their economic circumstances; children perceive quicker and more tangible returns from vocational paths that lead directly to employment, rather than enduring years of schooling with uncertain future benefits.

Beliefs and Behaviour:

Moreover, **traditional beliefs and behaviours** perpetuate a cycle of limited education. There is a strong adherence to ancestral practices, where many Magars follow in their parents' and grandparents' footsteps. This often translates into the ingrained belief that children should aim for careers like army service after completing just the eighth grade.

"Our ancestors, our fathers, they served in the army. It's our tradition, our strength. School is good, yes, for a few years, but for a Magar boy, serving in the army is a matter of pride and a sure way to earn a living. That's what we tell our children."

This statement encapsulates how traditional beliefs and behaviours deeply embed the aspiration for specific vocational careers (like army service) as the culturally accepted and preferred path, potentially limiting educational horizons beyond a certain grade level. This powerful **intergenerational pattern** creates a cultural inertia that can significantly dampen individual educational motivation, making it challenging for children to envision or pursue academic paths beyond established community norms.

Alcohol consumption:

The pervasive **use of alcohol** and deeply embedded **cultural practices** pose substantial challenges. Widespread alcohol consumption within the Magar community negatively impacts children's schooling in multiple ways.

"During festivals, everyone drinks, everyone celebrates. It's our way. But sometimes, when the drinking goes on for days, the children get neglected. Their studies, their school, it all takes a backseat. It's a joyful time, but it takes a toll." (Parents interview)

This highlights the dual impact of alcohol consumption and vibrant cultural practices. While festive, the pervasive use of alcohol can lead to parental neglect of educational duties and divert focus and resources away from children's schooling.

Parents, under the influence, may neglect their children's educational needs, failing to monitor attendance, provide support, or ensure they have the necessary supplies. Alarming, children observing these adult behaviours may also learn to consume alcohol, further diverting their attention and energies away from education. Beyond individual consumption, alcohol use is deeply embedded in Magar social values, particularly during vibrant **feasts and festivals**. While these celebrations are vital for cultural cohesion, they often involve elaborate food, alcohol, singing, and dancing, which can inadvertently divert both parental focus and crucial family resources away from children's educational development throughout the year. Together, these intertwined socio-cultural and economic factors create a formidable barrier to achieving equitable and sustained educational access for Magar children.

Suggested Measures to Promote Access of Magar Children to School Education

Based on the identified influencing factors, lack of awareness, poverty, lack of faith, unemployment, poor educational management, lack of funding, and illiteracy, the following measures are proposed from head teachers and other stakeholders to enhance Magar children's access to school education:

- Implement targeted awareness programs in Magar communities to educate parents about the value and utility of education, motivating them to enroll their children in school.
- Introduce skill-oriented programs to reduce poverty within the Magar community, thereby empowering families to support their children's educational needs.
- Conduct adult literacy programs for Magar parents to enhance their literacy skills and understanding of education's importance, which can positively influence their children's schooling.
- The government and educational institutions should provide comprehensive scholarships to Magar children, covering essential items like books, stationery, and uniforms. Schools should also establish dedicated scholarship funds for Magar children.
- Guarantee employment for educated Magars, particularly those with secondary education who lack job opportunities. Providing suitable jobs commensurate with their education and qualifications would create positive role models and motivate others.
- Integrate the target of increasing Magar children's access into School Improvement Plans (SIPs) and ensure diligent monitoring of progress. Teachers should develop Teaching Improvement Plans (TIPs) with specific progress targets, and achievement reports should be evaluated every six months. Regular homework completion should be enforced with feedback, and home visits should be conducted to address irregular attendance and engage parents.
- Standardize school enrolment policies to ensure all students are admitted before class teaching commences, avoiding delayed admissions that can hinder learning.
- Encourage and support a complete change in the Magar family environment. This includes discouraging the preparation and consumption of alcohol within families and actively preventing children from drinking. The aim is to foster an ideal and educated family setting.

Conclusion and Recommendations

The Magar community in Hansapur VDC, a remote area of Arghakhanchi district, largely remains distant from modern societal advancements. While a minority of Magars enjoy better living standards, with some sending children to boarding schools or holding government jobs, the majority face critical living conditions, often relying on daily wages. Hansapur VDC is served by government-aided schools across various levels. Within these institutions, Magar students represent a notable portion of the total enrollment. However, there's an observed imbalance in gender enrollment, with boys slightly outnumbering girls in the overall student population. Reports from head teachers indicate that a substantial majority of Magar children are within the schooling system, though a significant minority are not attending school. A household survey corroborates this, showing most Magar children in community schools, some in private schools, and a considerable group entirely out of school. The primary reasons for this non-schooling are identified as widespread poverty and limited social awareness within the community. These findings underscore persistent challenges

in ensuring equitable educational access and outcomes for Magar children in the region. The Magar community in Hansapur VDC remains largely distant from modern societal advancements, with many facing critical living conditions despite some improvements for a minority. This study found that while Magar children do enroll in schools, there's a significant portion out of the system or dropping out, often with boys leaving for work and overall declining participation in higher grades. Ultimately, widespread **poverty** and limited **social awareness** are identified as the predominant barriers preventing Magar children from achieving full educational access and continuity.

The Village Development Committee (VDC) should formulate plans to offer positive incentives to Magar children, including stationery and free admission. A vocational curriculum should be designed to ensure that upon completion of secondary education, students are equipped with job-ready skills. Every community school should provide stationery, uniforms, and other essential items to Magar children to enhance their attraction to education. Alternative and non-formal education programs should be established for Magar students who have dropped out and for adult Magars. The government should develop and implement attractive programs to integrate Magars into the national mainstream of development and provide them with employment opportunities. Employment should be guaranteed for educated Magars based on their qualifications and educational attainment. All educated Magar adults who have not secured opportunities in educational institutions or other sectors should be provided with suitable job placements. To improve educational outcomes for Magar children, targeted interventions are crucial. Community schools should offer positive incentives like stationery, uniforms, and free admission to attract and retain students. Simultaneously, the government must design and implement poverty alleviation programs and adult literacy initiatives to empower parents. Vocational training and guaranteed employment for educated Magars are essential to demonstrate the value of schooling and provide sustainable futures. Finally, a concerted effort to enhance awareness programs through direct, community-level engagement, rather than just school-based events, is vital to foster educational prioritization among Magar families.

References

- Baral, K. (2050 B.S.). *Palpa, Tanhu Ra Syanjaku Magarharu ko Sanskriti*. Sajha Prakashan.
- Belbase, N. P. (2005). *Raute and Education: A Case Study of Nepal*. [Unpublished Ph.D. thesis, Department of Education, Kumaun University, India].
- Bista, D. B. (1955 B.S.). *Sahai Jatko Fulban*. Sajha Prakashan.
- Bista, D. B. (2060 B.S.). *People of Nepal*. Sajhaprakashan.
- Buda Magar, H. B. (1992). *Kirant Bansha Ra Magar Haru*. Shubhas Printing Press.
- Buda Magar, H. B. (2053 B.S.). *Magar Jati Re Unka Samajik Sanskar Haru*. Shubhas Printing Press.
- Central Bureau of Statistics. (1992). *Statistical Pocket Book*. HMG Nepal.
- Central Bureau of Statistics. (2021). *National Population and Housing Census 2021: Education*. Retrieved from <https://censusnepal.cbs.gov.np/results/literacy>
- Dahal, P. (2058 B.S.). *Research Methodology*. MK Publishers and Distributors.
- Flash I Report of 2067 B.S. (Hansapur RC).
- Flash II Report of 2066 B.S. (Hansapur RC).
- IWGIA. (2025). *The Indigenous World 2025: Nepal*. International Work Group for Indigenous Affairs. <https://iwgia.org/en/nepal/5672-iw-2025-nepal.html>
- Janajati Bikash Samiti. (2057 B.S.). *Nepalka Adibasi Janajulihar*. HMG, Ministry of Local Development, Anamnagar.
- Khanal, S. (2018). Gender discrimination in education expenditure in Nepal: Evidence from Living Standards Surveys. *Asian Development Review*, 35(1), 155–174. https://doi.org/10.1162/adev_a_00109. (<https://direct.mit.edu/adev/article/35/1/155/9944/Gender-Discrimination-in-Education-Expenditure-in>)
- Lal, S. (2025). Nepal's National Education Policy: Challenges, Progress and Future Directions. *Political Science Journal*, 3(1), 95-103. <https://nepjol.info/index.php/psj/article/download/77458/59374/223142>
- Ministry of Education, Science and Technology. (2024a, February 17). *FLASH REPORT II 2023-2024 (2080)*. JRM - Ministry of Education, Science and Technology. Retrieved from <https://sespmission.moest.gov.np/public-page/jrm>
- Ministry of Education, Science and Technology. (2024b, May 29). *Educational Indicators, 2023-2024 (GIR, NIR, GER, NER, GPI..)*. CEHRD - Center for Education and Human Resource Development. Retrieved from <https://old.cehrd.gov.np/infocenter/17>
- Mishra, T. P. (1995). *Hartaman Nepal (A History of Modern Nepal)*. MK Publishers and Distributors.

- Neupane, P. (2017). Barriers to Education and School Attainment—Evidence from Secondary Schools in Rural Nepal. *International Educational Studies*, 10(2),6 <http://dx.doi.org/10.5539/ies.v10n2p68>
- Pokharel, S. (2022, April 18). Gender analysis of school dropout and out-of-school rates in the Koshi basin, Nepal. ICIMOD. <https://www.icimod.org/article/gender-analysis-of-school-dropout-and-out-of-school-rates-in-the-koshi-basin-nepal/>
- Pun, M. B. (2008). Fertility behaviours of Magar women in Tanahunsur VDC of Tanahun District, Nepal [Master's thesis, Tribhuvan University]. TU Central Library. <https://elibrary.tucl.edu.np/items/5312c502-beac-439f-8c66-39f1e9829bd9>
- Sharma, N. (2052 B.S.). *Nepali Jarajinan*. Shayh Prakashan.
- Stiller, L. F. (1975). *The Rise of the House of Gorkha*. The Patan Jesuit Society.
- Thapa, S., & Paul, P. (2024). Before reaching the finish line: incompleteness of the tenth grade of schooling in Nepal. *Frontiers in Education*, 9, 1477026. <https://doi.org/10.3389/feduc.2024.1477026>
- UNESCO. (2015). Education for All: National review report 2001–2015 – Nepal. UNESCO Office in Kathmandu. <https://unesdoc.unesco.org/ark:/48223/pf0000232769>
- UNICEF. (2019). Education Strategy 2019–2030: Country Solution – Nepal. <https://www.unicef.org/media/66856/file/EdStrategy-2019-2030-CountrySolution-Nepal.pdf>
- UNICEF. (2023). Nepal Education Fact Sheets I 2022: Analyses for learning and equity using MICS data. UNICEF. https://data.unicef.org/wp-content/uploads/2023/06/Nepal_factsheet_Mar_2023.pdf
- VDC Profile. (2057 B.S.). DDC Arghakhanchi.