

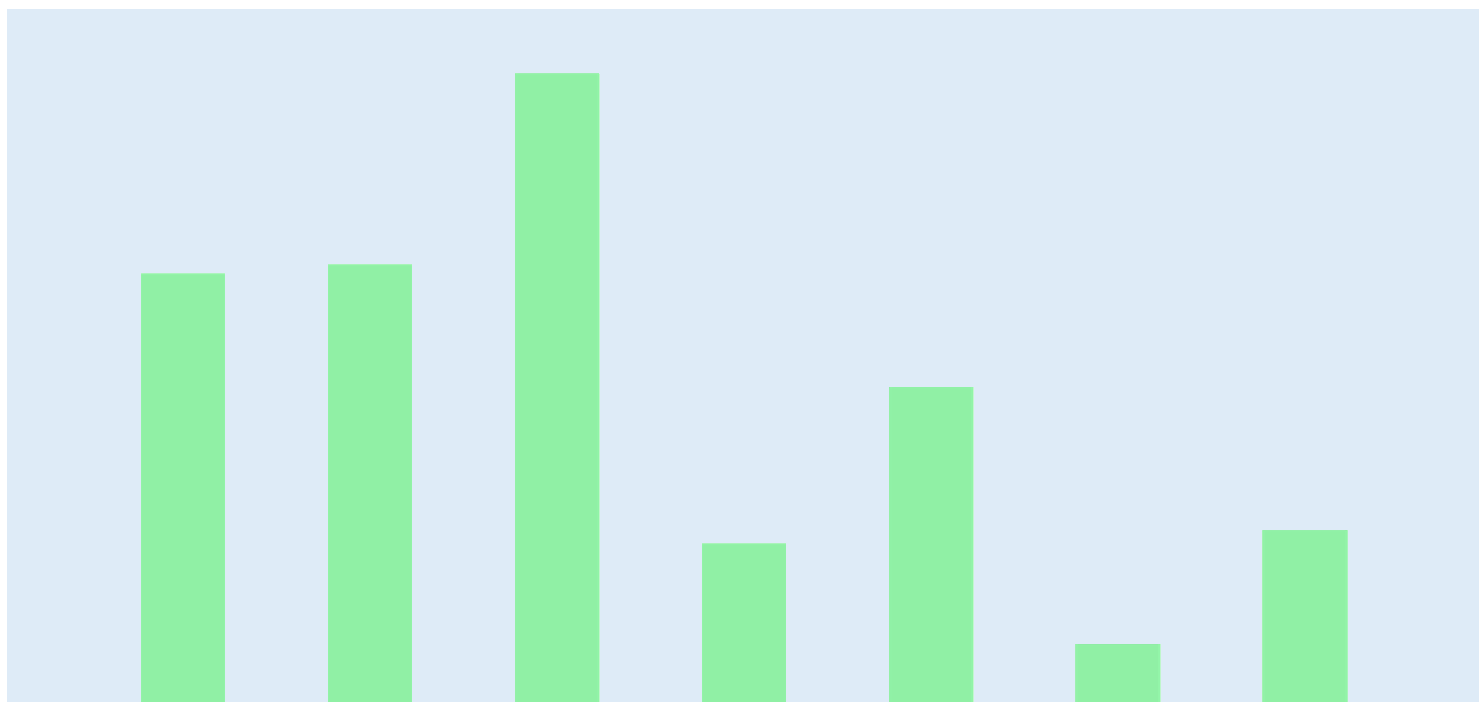
REPORT OF THE NEPAL EDUCATION INSTITUTION SURVEY

2023/24



Government of Nepal
Office of the Prime Minister and Council of Ministers
National Statistics Office
Thapathali, Kathmandu
December, 2025

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Published by:

National Statistics Office

Establishment Census and Survey Section

Ramshahpath, Thapathali, Kathmandu, Nepal

Phone : 977-1-5329406 / 5345946 / 5345848 / 5345948

Fax : 977-1-5327720

P.O. Box No : 11031

E-mail : industry@nso.gov.np

Website : www.nsonepal.gov.np

Printed : December, 2025

: 500 copies

Printed at : Prajna Chhapakhana, Kamalidi, Kathmandu

Phone No. 01-53211241/42

ISBN : 978-9937-9888-4-1

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FOREWORD

I am pleased to present the report of the Nepal Educational Institution Survey (NEIS), 2023/24. NEIS 2023/24 is an important step towards strengthening the statistical information of the education sector in Nepal. For the first time, the National Statistics Office (NSO) has produced a comprehensive report of educational institutions outside government ownership and their economic activities. In recent years, the number of educational institutions under non-government ownership has increased significantly; however, comprehensive information on their institutional and economic characteristics has remained limited. This survey has been undertaken to address this data gap.

The NEIS 2023/24 is a nationwide survey that collects information on educational institutions outside government ownership and provides estimates at the national and provincial levels on their size, employment, physical infrastructure, number of students and selected service-related indicators. The findings present a comprehensive picture of the structure and contribution of these institutions to the education system and the national economy. The results of this survey are expected to support evidence-based policy formulation, planning, implementation, as well as monitoring and evaluation in this sector. Furthermore, the findings will be useful to policymakers, government officials, researchers, development partners, entrepreneurs and other stakeholders.

I would like to express my sincere appreciation to the Ministry of Education, Science and Technology; the Centre for Education and Human Resource Development; and other concerned authorities and professional associations, particularly the Nepal Public Campus Association (NPCA), the Private and Boarding Schools' Organization Nepal (PABSON), the National Private and Boarding Schools' Organization Nepal (NPABSON), and the Higher Institutions and Secondary Schools' Association Nepal (HISSAN) for their valuable support and cooperation. I am especially grateful to the respondent schools and colleges for providing the required information despite their busy schedules.

I also extend my thanks to the members of Steering Committee and the Technical Committee team for their contribution, and to the survey team, including staff of the Establishment Census and Survey Section (ECSS) and the Statistics Coordination Offices (SCOs), supervisors, enumerators and data entry personnel, for their dedicated work at all stages of the survey.

NSO welcomes constructive comments and suggestions from readers and stakeholders to improve future rounds of such statistical undertakings.

(Dr. Kamal Prasad Pokhrel)
Chief Statistician
December, 2025



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PREFACE

Nepal Educational Institution Survey (NEIS) 2023/24 is an important initiative of the National Statistics Office (NSO) to strengthen the statistics on education sector in Nepal. While administrative sources have provided information on enrolment, as well as the levels and types of schools and colleges, they offer limited insights into the economic and institutional dimensions of these establishments. In this context, there has been a growing need for systematic, comprehensive, and comparable data on production, income, employment, physical infrastructure, and other selected characteristics of educational institutions outside the government ownership.

NEIS 2023/24 covers all non-government educational institutions classified under Section "P" of the Nepal Standard Industrial Classification of All Economic Activities (NSIC), consistent with International Standard Industrial Classification of All Economic Activities (ISIC) Revision 4. The survey focuses on four education classes: Pre-primary and Primary Education, General Secondary Education, Technical and Vocational Secondary Education and Higher Education. Using the fiscal year 2080/81 (mid-July 2023 to mid-July 2024) as the reference period, the survey estimates key indicators on number of establishments, employment, wages and salaries, fixed assets, intermediate consumption, gross output and gross value added, as well as information on students, fees, scholarships, available facilities, social security and corporate social responsibility. The results are presented at national and provincial levels and by NSIC class, ownership type and other policy-relevant dimensions.

The Establishment Census and Survey Section has played the central role in planning, design, field coordination, data processing, and analysis of this survey. The Statistics Coordination Offices across all provinces have played a central role in its field implementation. I would like to express my appreciation for their continuous efforts in ensuring data quality within a given timeline. I also extend my sincere thanks to the concerned ministries, specialized education agencies, professional associations and above all, to the respondent schools and colleges for their cooperation in providing the necessary information. I also extend my thanks to the members of the Technical Committee team for their contribution and to the Establishment Census and Survey Section and the Statistics Coordination Offices, supervisors, enumerators and data entry personnel, for their dedicated work during the survey.

(Dhundi Raj Lamichhane)
Deputy Chief Statistician
Chief, Economic Statistics Division
December, 2025

Table of Contents

Contributors to This Report	iii
FOREWORD	v
PREFACE	vii
Table of Contents	ix
List of Figures	x
List of Tables	xi
Acronyms and Abbreviations	xiii

सङ्क्षिप्त नतिजा	1-5
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CHAPTER I : INTRODUCTION 6-11

1.1	Background	6
1.2	Objectives	7
1.3	Reference Period	7
1.4	Scope and Coverage	7
1.5	Enumeration Units	8
1.6	Survey Questionnaires and Manuals	8
1.7	Steering and Technical Committees	9
1.8	Survey Organization	9
1.9	Training	10
1.10	Field Operation	10
1.11	Inter-agency Coordination and Publicity	10
1.12	Data Processing	11
1.13	Limitations	11

CHAPTER II : SURVEY METHODOLOGY 12-13

2.1	Sampling Frame	12
2.2	Stratification	12
2.3	Analytical Domain	13
2.4	Sample Size and Sampling Method	13

CHAPTER III : SUMMARY OF RESULTS 14-24

3.1	Principal Indicators of Educational Institutions	14
3.2	Performance Indicators of Educational Institutions	14
3.3	Distribution of Educational Institutions	16
3.4	Provincial Distribution of Teaching and Non-Teaching Staffs	17

3.5	Provincial Distribution of Compensation of Employee (Wages, salaries & other benefits) (Rs '000')	18
3.6	Gross Addition to Fixed Assets by Province (Rs '000')	19
3.7	Value of Intermediate Consumption (IC) by Province (Rs '000')	19
3.8	Provincial Distribution of Gross Output (Rs '000')	20
3.9	Value of Total Input by Province (Rs '000')	21
3.10	Provincial Distribution of Total Value Added (Rs '000')	22
3.11	Average Yearly Expenditure Per Institution	22
3.12	Average Monthly Fee per Student (Rs.)	24

CHAPTER IV : STATISTICAL TABLE

25-56

ANNEXES

57-111

<i>Annex 1</i>	<i>: Economic Activities Covered in the NEIS 2023/24</i>	58
<i>Annex 2A</i>	<i>: Questionnaire in Nepali</i>	59
<i>Annex 2B</i>	<i>: Questionnaire in English</i>	83
<i>Annex: 3</i>	<i>: Concepts and Definitions</i>	105
<i>Annex: 4</i>	<i>: Categorical Analysis of Open-Ended Responses on Institutional Problems</i>	107
<i>Annex: 5A</i>	<i>: The Steering Committee</i>	110
<i>Annex: 5B</i>	<i>: The Technical Committee</i>	111

List of Figures

Headings	Page No.
Figure 1 : Scope of NEIS 2023/24	8
Figure 2 : Provincial Distribution of Educational Institutions	16
Figure 3 : Distribution of Establishments by NSIC Class	16
Figure 4 : Distribution Educational Institutions by Employee-Size Category	17
Figure 5 : Provincial Distribution of Teaching and Non-Teaching Staffs	18
Figure 6 : Compensation of Employee (Wages, salaries & other benefits) by Province (Rs '000')	18
Figure 7 : Gross Addition to Fixed Assets by Province (Rs '000')	19
Figure 8 : Value of Intermediate Consumption (IC) by Province (Rs '000')	20
Figure 9 : Provincial Distribution of Gross Output (Rs '000')	21
Figure 10 : Value of Total Input by Province (Rs '000')	21
Figure 11 : Total Value Added by Province (Rs '000')	22
Figure 12 : Average Yearly Expenditure Per Institution by Province (Rs.)	23
Figure 13 : Average Yearly Expenditure Per Institution by NSIC Class	23
Figure 14 : Average Monthly Fee per Student by Province (Rs.)	24
Figure 15 : Average Monthly Fee per Student by NSIC Class (Rs.)	24

List of Tables

Group	Table	Page No.
Survey	Table 1: Total Number of Education Establishment by Province and NSIC Class	12
Methodology	Table 2: Enumeration Scheme of NEIS 2023/24	12
	Table 3: Allocation of Samples in Provinces by NSIC Class	13
Summary of Results	Table 4: The Key Principal Indicators of Educational Establishments	14
	Table 5: The Key Performance Indicators of Educational Establishments	15
1. Principal Indicators	Table 1.1 : Key Principal Indicators of Educational Institution by Province	26
	Table 1.2 : Key Principal Indicators of Educational Institution by NSIC Class	26
	Table 1.3 : Key Principal Indicators of Educational Institution by Ownership	27
	Table 1.4 : Key Principal Indicators of Educational Institutions by Employee-Size Category	27
	Table 1.5: Principal Indicators of Education Institutions with Gross Fixed Assets Below NRs. 5 Lakhs at the End of the Year, by Province	28
	Table 1.6: Principal Indicators of Education Institutions with Gross Fixed Assets NRs. 5 - 25 Lakhs at the End of the Year, by Province	28
	Table 1.7 : Principal Indicators of Education Institutions with Gross Fixed Assets NRs. 25 - 50 Lakhs at the End of the Year, by Province	29
	Table 1.8 : Principal Indicators of Education Institutions with Gross Fixed Assets NRs. 50 Lakhs to 1 Crore at the End of the Year, by Province	29
	Table 1.9 : Principal Indicators of Education Institutions with Gross Fixed Assets NRs. 1 - 10 Crore at the End of the Year, by Province	30
	Table 1.10 : Principal Indicators of Education Institutions with Gross Fixed Assets NRs. 10 Crore and more at the End of the Year, by Province	30
2. Institution Profile	Table 2.1 : Number and Percentage of Educational Institutions by NSIC Types and Province	31
	Table 2.2 : Total Number of Educational Institutions by Ownership and Province	32
	Table 2.3 : Total Number of Educational Institutions by Legal Status by Province	33
	Table 2.4 : Ownership of Educational Institution by Sex and Province	34
	Table 2.5 : Managerial status in Educational Institution by Sex and Province	34
	Table 2.6 : Ownership of Buildings of Educational Institution by Province	35
	Table 2.7 : Source of Drinking Water in Educational Institution by Province	35
3. Employment & staffing	Table 3.1 : Number of Employment in Educational Institution by Province	36
	Table 3.2 : Number of Employment in Educational Institution by NSIC Types	36
	Table 3.3 : Number of Teachers/Trainers/Professors by Level and Province	37
	Table 3.4 : Number and Percentage of Educational Institutions with Social Security Contribution by Province	38
	Table 3.5 : Number and Percentage of Educational Institutions with Social Security Contribution by NSIC Classification	38
4. Students Related	Table 4.1 : Number of Students of Educational Institutions by Education Level and Province	39

	Table 4.2 : Number of Students of Educational Institutions by Education Level and NSIC Types	39
	Table 4.3 : Number of Basic Level (Class 1-8) Students by Sex and Province	40
	Table 4.4 : Number of Basic Level (Class 1-8) Students by Sex and NSIC	40
	Table 4.5 : Number of Secondary Level (Class9-12) Students by Sex and Province	41
	Table 4.6 : Number of Secondary Level (Class9-12) Students by Sex and NSIC Classification	41
	Table 4.7 : Number of Higher Education Students by Sex and Province	42
	Table 4.8 : Total Number of Students in Higher Education by Sex and NSIC Class	42
	Table 4.9 : Number of Students in Higher Education by Faculty and Province	43
5. Educational	Table 5.1 : Average Number of Buildings by Types and Province	44
Facilities and	Table 5.2 : Average Number of Classrooms by Types and Province	44
Cost-Related	Table 5.3 : Number of Physical Infrastructure/Facility by NSIC	45
Measures	Table 5.4 : Number of Physical Infrastructure/Facility by Province	45
	Table 5.5 : Percentage of Educational Institutions with Selected Facilities Available by Province	46
	Table 5.6 : Percentage of Educational Institutions with Availability of Selected Facilities and Services by Province	46
	Table 5.7 : Average Expenditure Per Year by NSIC Types and Province	47
	Table 5.8 : Average Monthly Fee per Student by Province	47
	Table 5.9 : Average Monthly Salary (Wages, salaries & other benefits) Types and Province	47
	Table 5.10 : Number of Students Using School Bus Service by Province and Sex	48
	Table 5.11 : Number of Students Using School Bus Service by NSIC Class and Sex	48
	Table 5.12 : Number of Students Living in Hostel by Sex and Province	48
	Table 5.13 : Number of Students Living in Hostel by NSIC Class and Sex	48
	Table 5.14 : Number of Day Boarder Students by Province and Sex	49
	Table 5.15 : Number of Day Boarder Students by NSIC Class and Sex	49
	Table 5.16 : Number of Students Receiving Scholarship by Province and Sex	49
	Table 5.17 : Number of Students Receiving Scholarship by NSIC Class and Sex	49
6. Miscellaneous	Table 6.1 : Methods of Waste Management (Biodegradable) by Province	50
	Table 6.2 : Methods of Waste Management (Biodegradable) by NSIC Class	50
	Table 6.3 : Methods of Waste Management (Non-Biodegradable) by Province	51
	Table 6.4 : Methods of waste management (Non-Biodegradable) by NSIC	51
	Table 6.5 : Number of Educational Institutions by Corporate Social Responsibility (CSR) Status and Province	52
	Table 6.6 : Number of Educational Institutions by Corporate Social Responsibility (CSR) Status and NSIC Class	52
	Table 6.7 : Views of Educational Institutions on Various Subjects	53
	Table 6.8 : Major Problems Faced by Educational Institutions by Province	54
	Table 6.9 : Major Problems Faced by Educational Institutions by NSIC	54
7. Community	Table 7.1 : Key Principal Indicators of Community Based Colleges by Province	55
Colleges	Table 7.2 : Key Principal Indicators of Community Based Colleges by Persons Engaged	55
	Table 7.3 : Number of Employment in Community Based Colleges by Province	56

Acronyms and Abbreviations

BS	Bikram Sambat (Nepali Calendar Year)
CEHRD	Centre for Education and Human Resource Development
CSPPro	Census and Survey Processing System (statistical software)
CSR	Corporate Social Responsibility
CTEVT	Council for Technical Education and Vocational Training
ECD	Early Childhood Development
ECSS	Establishment Census and Survey Section
FY	Fiscal Year
GDP	Gross Domestic Product
GoN	Government of Nepal
HISSAN	Higher Institutions and Secondary Schools Association Nepal
ISIC	International Standard Industrial Classification of All Economic Activities
MTToT	Masters Training of Trainers
n.e.c.	not elsewhere classified
NEIS	Nepal Education Institute Survey
NPABSON	National Private and Boarding Schools Organization Nepal
NPCA	Nepal Public Campus Association
NSIC	Nepal Standard Industrial Classification of All Economic Activities
NSO	National Statistics Office
OPMCM	Office of the Prime Minister and Council of Ministers
PABSON	Private and Boarding School's Organization Nepal
R&D	Research and Development
SCO/SCOs	Statistics Coordination Office/s
SPSS	Statistical Package for the Social Sciences (Statistical Software)
SSF	Social Security Fund
STATA	Stata Statistical Software (Statistical Software)
TVET	Technical and Vocational Education and Training
UGC	University Grants Commission

सङ्क्षिप्त नतिजा

पृष्ठभूमि

मुलुकको दीर्घकालीन विकास, समृद्धि र सामाजिक रूपान्तरणमा शिक्षा क्षेत्रको महत्त्वपूर्ण योगदान रहेको छ । नेपाल सरकारले शिक्षा क्षेत्रमा सरकारी क्षेत्र बाहेक निजी तथा सामुदायिक क्षेत्रबाट समेत लगानी गर्न सक्ने कानूनी व्यवस्था गरे पश्चात् पछिल्ला वर्षहरूमा सरकारी स्वामित्ववाहेकका निजी, सामुदायिक, गुठी लगायतका क्षेत्रबाट सञ्चालन हुने विद्यालय, क्याम्पस तथा प्राविधिक-व्यावसायिक प्रशिक्षण केन्द्रहरूको उपस्थिति उल्लेखनीय हुन पुगेको छ । यस किसिमका शिक्षण संस्थाहरूको विस्तारसँगै ती संस्थाहरूबाट हुने आर्थिक क्रियाकलाप, रोजगारी सिर्जना, पूर्वाधार निर्माण तथा लगानीले राष्ट्रिय अर्थतन्त्रमा महत्त्वपूर्ण योगदान गरेको छ । मानवीय जनशक्तिको विकास, रोजगारी सिर्जना, शिक्षण पूर्वाधार निर्माण, शिक्षण क्रियाकलापमा निजी पुँजीको लगानी भई राष्ट्रिय अर्थतन्त्रमा महत्त्वपूर्ण योगदान गरेको भए तापनि सरकारी स्वामित्ववाहेकका निजी, सामुदायिक, गुठी लगायतका क्षेत्रसँग सम्बन्धित समयसापेक्ष विस्तृत शैक्षिक तथ्याङ्क उपलब्ध हुन सकेको छैन । यस किसिमको तथ्याङ्क अभावको अवस्थालाई सम्बोधन गर्न नेपालको आधिकारिक तथ्याङ्कीय निकायको रूपमा रहेको राष्ट्रिय तथ्याङ्क कार्यालयले नेपाल स्तरीय औद्योगिक वर्गीकरण (Nepal Standard Industrial Classification of All Economic Activities, NSIC) को खण्ड “P - शिक्षा” अन्तर्गतको पूर्व प्राथमिक तथा प्राथमिक शिक्षा (पूर्व प्राथमिक देखि कक्षा ८ सम्म) (कोड ८५१०), माध्यमिक शिक्षा (कोड ८५२१), प्राविधिक तथा व्यावसायिक माध्यमिक शिक्षा (कोड ८५२२) र उच्च शिक्षा (कोड ८५३०) मा पर्ने सरकारी स्वामित्ववाहेकका शिक्षण संस्थाहरूमा केन्द्रित रही नेपाल शिक्षण संस्था सर्वेक्षण, २०८१ सम्पन्न गरेको छ । जसमा सर्वेक्षणमार्फत शिक्षण संस्थाको संरचनागत स्थिति, स्वामित्वको प्रकार, संलग्न जनशक्ति तथा रोजगारीको अवस्था, विद्यार्थी सङ्ख्या तथा शिक्षण शुल्क, तलब-ज्याला, संस्था सञ्चालनमा हुने सालबसाली खर्च, स्थायी सम्पत्ति, उपलब्ध सेवा सुविधाहरू लगायत विविध विषय समावेश गरी देशभरबाट प्रदेश तहसम्मको नतिजा प्राप्त गर्न सकिने गरी सर्वेक्षण सञ्चालन गरिएको थियो ।

सर्वेक्षणको उद्देश्य सरकारी स्वामित्ववाहेकका शिक्षण संस्थाहरूले कूल गार्हस्थ्य उत्पादनमा गरेको योगदान, रोजगारी सिर्जना, संस्थागत पूर्वाधार निर्माण तथा यस क्षेत्रमा भएको लगानी जस्ता महत्त्वपूर्ण विषयको यथार्थ अवस्थाको जानकारी उपलब्ध गराउनु हो । सर्वेक्षणबाट प्राप्त नतिजाले यस क्षेत्रको नीति निर्माण, योजना कार्यान्वयन तथा अनुगमन र मूल्याङ्कनको साथै कूल गार्हस्थ्य उत्पादनमा शिक्षा क्षेत्रको योगदान मापन गर्न आवश्यक विवरण उपलब्ध गराएको छ । यस किसिमको शिक्षाक्षेत्रसँग सम्बन्धित विस्तृत तथ्याङ्कबाट राष्ट्रिय लेखाको आधार वर्ष परिवर्तनको लागि समेत आधारभूत विवरण उपलब्ध भएको छ । सर्वेक्षणको तथ्याङ्क सङ्कलन प्रयोजनको लागि आर्थिक वर्ष २०८०।८१ लाई सन्दर्भ वर्षको रूपमा लिइएको छ । यसर्थ, यस सर्वेक्षणको नतिजा प्रतिवेदनमा प्रस्तुत गरिएका विवरणहरूले आर्थिक वर्ष २०८०।८१ को अवस्था चित्रण गरेको छ ।

सर्वेक्षणका प्रमुख नतिजा

सर्वेक्षणको नतिजाअनुसार सन्दर्भ वर्षमा देशभर सरकारी बाहेकका १० हजार ४११ शिक्षण संस्थाहरू सञ्चालनमा रहेको पाइएको छ । प्रदेशगत रूपमा हेर्दा देशभर रहेका सरकारी बाहेकका कुल शिक्षण संस्थामध्ये

सबैभन्दा धेरै अर्थात् करिब एक तिहाइ (२,९०३) शिक्षण संस्था बागमती प्रदेशमा सञ्चालनमा रहेको पाइएको छ । कोशी र मधेश प्रदेशमा क्रमशः १ हजार ९१७ र १ हजार ८९१ वटा गरी करिब समान सङ्ख्यामा शिक्षण संस्था रहेका छन् । त्यसैगरी लुम्बिनी प्रदेशमा १ हजार ५५६, सुदूरपश्चिम प्रदेशमा ९०७, गण्डकी प्रदेशमा ८६२ र सबैभन्दा कम ३७५ वटा शिक्षण संस्था कर्णाली प्रदेशमा सञ्चालनमा रहेको पाइएको छ । नेपाल स्तरीय औद्योगिक वर्गीकरण अनुसार हेर्दा पूर्वप्राथमिक तथा आधारभूत तहका विद्यालयहरूको सङ्ख्या बढी देखिन्छ । सरकारी स्वामित्व बाहेकका शिक्षण संस्थाहरू मध्ये पूर्वप्राथमिक तथा आधारभूत तहका शैक्षिक संस्थाहरू ४३ प्रतिशत (४,५२२), माध्यमिक तहका ४१ प्रतिशत (४,३१९) र उच्च शिक्षा प्रदान गर्ने संस्थाहरू १२ प्रतिशत (१,२६८) रहेका छन् । यसैगरी, प्राविधिक तथा व्यावसायिक शिक्षा प्रदान गर्ने शिक्षण संस्थाहरू सबैभन्दा कम अर्थात् करिब ३ प्रतिशत (३०१ वटा संस्था) मात्र सञ्चालनमा रहेको पाइएको छ । सन्दर्भ अवधिमा सञ्चालनमा रहेका कुल १० हजार ४११ शिक्षण संस्थाहरूमा जम्मा ३ लाख ११ हजार ५१६ जना व्यक्तिहरू संलग्न रहेको पाइएको छ भने ३ लाख २१ जना व्यक्तिहरू तलब/ज्याला पाउने शिक्षक तथा कर्मचारीको रूपमा कार्यरत रहेको पाइएको छ ।

सर्वेक्षणको दायरा भित्र पर्ने शिक्षण संस्थाबाट सन्दर्भ वर्षमा करिब १९५ अर्ब रुपैयाँ बराबरको कुल उत्पादन (Gross Output) भएको र सो उत्पादन गर्नका लागि ३५.४ अर्ब रुपैयाँ बराबरको मध्यवर्ती उपभोग (Intermediate Consumption, IC) गरेको देखिन्छ । त्यसैगरी, ती शिक्षण संस्थाहरूको सन्दर्भ वर्षमा ११४ अर्ब रुपैयाँ बराबरको कुल लागत (Total Input) रहेको पाइएको छ । सन्दर्भ अवधिमा नेपालको अर्थतन्त्रमा सरकारी स्वामित्वबाहेकका शिक्षण संस्थाहरूले करिब १६० अर्ब रुपैयाँ बराबरको कूल मूल्य अभिवृद्धि (Gross Value Added) गरेको पाइएको छ । सोही अवधिमा शिक्षण संस्थाहरूले तलब/ज्याला तथा अन्य सुविधाअन्तर्गत करिब ७५ अर्ब रुपैयाँ खर्च गरेको र सन्दर्भ वर्ष सम्ममा शिक्षण संस्थामा करिब ३०९ अर्ब रुपैयाँ बराबरको स्थिर पुँजी लगानी रहेको पाइएको छ ।

संस्थागत विवरण

शिक्षण संस्थाहरूको सञ्चालन स्वामित्वको आधारमा हेर्दा प्राइभेट लिमिटेड कम्पनीको रूपमा सञ्चालनमा रहेका शिक्षण संस्थाहरूको सङ्ख्या ५,४२१, व्यक्तिगत स्वामित्वको रूपमा सञ्चालनमा रहेका शिक्षण संस्थाहरूको सङ्ख्या २,१६३, साझेदारीको रूपमा सञ्चालनमा रहेका शिक्षण संस्थाहरूको सङ्ख्या १,५३९, निजी तथा सार्वजनिक गुठीको रूपमा सञ्चालनमा रहेका शिक्षण संस्थाहरूको सङ्ख्या ७४६ र उच्च शिक्षा प्रदान गर्ने सामुदायिक शिक्षण संस्थाको सङ्ख्या ५४२ रहेको पाइएको छ । यसरी हेर्दा सरकारी बाहेकको शिक्षा क्षेत्रमा निजी क्षेत्रको लगानी बढी देखिन्छ भने सामुदायिक र गुठी क्षेत्रको लगानी तुलनात्मक रूपमा कम रहेको पाइएको छ ।

व्यक्तिगत स्वामित्व भएका शिक्षण संस्थाहरूको स्वामित्वलाई लैंगिक आधारमा हेर्दा २० प्रतिशत (४३६) संस्थामा मात्र महिलाको स्वामित्व रहेको पाइएको छ भने व्यवस्थापकीय नेतृत्वमा १७.८ प्रतिशत (३८५) मात्र महिला रहेको देखिन्छ । प्रदेशगत रूपमा हेर्दा बागमती र गण्डकी प्रदेशमा महिलाको स्वामित्व र व्यवस्थापनको सहभागिता २९.३ प्रतिशत रहेको छ भने मधेश, कर्णाली र सुदूरपश्चिम प्रदेशमा महिलाको सहभागिता तुलनात्मकरूपमा कम रहेको पाइएको छ । व्यक्तिगत स्वामित्वको शिक्षण संस्थाहरू मध्ये मधेश प्रदेशमा करिब १५.६ प्रतिशत मात्र महिलाको स्वामित्व रहेकोमा ८.३ प्रतिशत संस्थामा मात्र व्यवस्थापकीय भूमिकामा महिला रहेको पाइएको छ ।

नेपालका सरकारी स्वामित्वबाहेकका शिक्षण संस्थाहरूको भौतिक संरचना अनुसार हेर्दा करिब ५० प्रतिशत भन्दा बढी संस्था आफ्नै भवनमा, करिब ३५ प्रतिशत भाडाको भवनमा र करिब १२ प्रतिशत लिज अन्तरगत सञ्चालनमा रहेको पाइएको छ । मधेश र बागमती प्रदेशमा भाडाको भवन प्रयोग गर्ने संस्था क्रमशः ४६ र ३८ प्रतिशत रहेको छ भने गण्डकी, कर्णाली र सुदूरपश्चिम प्रदेशमा आफ्नै भवनबाट सञ्चालन हुने शिक्षण संस्थाको हिस्सा क्रमशः ७२.५, ६६.५ र ६०.५ प्रतिशत रहेको देखिन्छ ।

संलग्न जनशक्ति तथा रोजगारी

सरकारी स्वामित्ववाहेकका शिक्षण संस्थाहरूमा जम्मा ३ लाख ११ हजार ५१६ जना व्यक्ति संलग्न (Person Engaged) रहेका छन् भने ३ लाख २१ जना तलब/ज्याला पाउने कर्मचारी (Paid Employee) को रूपमा कार्यरत रहेको पाइएको छ । तलब/ज्याला पाउने जम्मा कर्मचारीहरूमध्ये २ लाख २१ हजार ५०४ जना (७४ प्रतिशत) शिक्षण कार्यमा र ७८ हजार ५१७ जना (२६ प्रतिशत) गैर-शिक्षण कर्मचारीको रूपमा रहेका छन् । शिक्षण कार्यमा संलग्न जनशक्तिहरू मध्ये करिब ८१ प्रतिशत पूर्णकालीन (Full Time) र १९ प्रतिशत आंशिक (Part Time) रूपमा रहेका छन् । त्यसैगरी गैर-शिक्षण कार्यमा संलग्न जनशक्तिहरू मध्ये करिब ९६ प्रतिशत पूर्णकालीन र ४ प्रतिशत मात्र आंशिक कर्मचारीको रूपमा कार्यरत रहेको पाइएको छ । जम्मा शिक्षण तथा गैरशिक्षण कर्मचारी मध्ये १ लाख ४५ हजार ६१० जना पुरुष र १ लाख ५४ हजार ४११ जना महिला रोजगारीमा रहेको पाइएको छ ।

प्रदेशगत रूपमा हेर्दा सबैभन्दा बढी बागमती प्रदेशमा १ लाख १७ हजार २२९ जना रोजगारीमा रहेको पाइएको छ जुन यस क्षेत्रको सम्पूर्ण रोजगारीको करिब एक तिहाइ भन्दा बढी (३९ प्रतिशत) हो । यसैगरी कोशी प्रदेशमा ४८ हजार ७१० जना, लुम्बिनी प्रदेशमा ४३ हजार १२० जना, मधेश प्रदेशमा ४० हजार ३३३ जना, गण्डकी प्रदेशमा २४ हजार ५५८ जना र सुदूरपश्चिममा १८ हजार ७५८ जना रहेका छन् भने सबैभन्दा कम कर्णाली प्रदेशमा ७ हजार ३१२ जना रोजगारीमा रहेको पाइएको छ । लैंगिक संरचनाको दृष्टिले हेर्दा मधेश प्रदेश बाहेक बाँकी सबै प्रदेशमा महिला कर्मचारीको सङ्ख्या पुरुषभन्दा बढी रहेको पाइएको छ ।

विद्यार्थी सङ्ख्या

सर्वेक्षणको नतिजा अनुसार सरकारी स्वामित्ववाहेकका शिक्षण संस्थाहरूमा विद्यार्थीहरूको मुख्य हिस्सा विद्यालय तह (पूर्वप्राथमिक, आधारभूत तह र माध्यमिक तह) मा रहेको पाइएको छ । शैक्षिक सत्र २०८०/८१ मा पूर्वप्राथमिक तह देखि उच्च शिक्षासम्म गरी कुल ३७ लाख ४१ हजार विद्यार्थी अध्ययनरत रहेको पाइएको छ । पूर्वप्राथमिक तहमा मात्र करिब ९ लाख ३२ हजार, आधारभूत शिक्षा (कक्षा १-८) मा झण्डै १८ लाख ६४ हजार, माध्यमिक तह (कक्षा ९-१२) मा करिब ४ लाख ९१ हजार, उच्च शिक्षा तह (स्नातक तथा सोभन्दा माथि) को सामुदायिक शिक्षण संस्था मा करिब २ लाख २१ हजार र निजी शिक्षण संस्था मा करिब २ लाख ४५ हजार गरी करिब ४ लाख ६६ हजार विद्यार्थी रहेको पाइएको छ । यसैगरी प्राविधिक तथा व्यावसायिक शिक्षाको प्रि-डिप्लोमा तथा डिप्लोमा तहमा जम्मा ३५ हजार ६८८ विद्यार्थी रहेको देखिन्छ ।

उच्च शिक्षा अध्ययन गर्ने ४ लाख ६६ हजार ८०५ विद्यार्थीमध्ये २ लाख १४ हजार ९९७ जना अर्थात् करिब ४६ प्रतिशत विद्यार्थी बागमती प्रदेशमा अध्ययनरत रहेको पाइएको छ । संकायगतरूपमा हेर्दा व्यवस्थापन तथा वाणिज्य संकाय अन्तरगत २ लाख ३६ हजार ५८१ (करिब ५१ प्रतिशत), शिक्षा संकायमा १ लाख १२ हजार ७७६ विद्यार्थी (करिब २७ प्रतिशत), मानविकि तथा सामाजिक शास्त्र संकायमा ४१ हजार ९ जना (करिब ९ प्रतिशत), विज्ञान तथा प्रविधि अध्ययन संकायमा ३६ हजार १५९ (करिब ७ प्रतिशत), इञ्जिनियरिङ अध्ययन संकायमा २१ हजार ७३९ (करिब ४ प्रतिशत) र अन्य संकायमा १८ हजार ५४२ विद्यार्थी (करिब ३ प्रतिशत) विद्यार्थी अध्ययनरत रहेको पाइएको छ । प्रदेशगत रूपमा हेर्दा कर्णाली प्रदेशमा बाहेक सबै प्रदेशहरूमा व्यवस्थापन तथा वाणिज्य संकायमा अध्ययन गर्ने विद्यार्थीको सङ्ख्या धेरै रहेको छ । कर्णाली प्रदेशमा भने उच्च शिक्षा अध्ययनरत कुल १५ हजार ७२६ विद्यार्थीमध्ये १० हजार ९६२ जना (करिब ७० प्रतिशत) शिक्षा संकाय अन्तरगत अध्ययनरत रहेको पाइएको छ ।

भौतिक पूर्वाधार, शिक्षण शुल्क र सालबसाली सञ्चालन खर्च

देशभरका १० हजार ४११ शिक्षण संस्थामा २८ हजार २३५ वटा भवन र १ लाख ८३ हजार ८४६ वटा कक्षा कोठा रहेका छन् । एउटा शिक्षण संस्थामा भवनको औसत सङ्ख्या २.७ र कक्षा कोठाको औसत सङ्ख्या

१७.७ रहेको छ । अपाङ्गता-मैत्री कक्षा कोठा ९ हजार १५ (करिब ५ प्रतिशत) र ए.सी. सहितको कक्षा कोठा करिब ७ हजार ३६६ (करिब ४ प्रतिशत) रहेको पाइएको छ । शिक्षण संस्थामा विद्यार्थीको लागि प्रयोग हुने सवारी साधनको सङ्ख्या करिब १६ हजार ३७९ रहेको छ भने सबैभन्दा बढी बागमती प्रदेशमा (६,१५८), त्यसपछि कोशी प्रदेशमा (३,०३१) र लुम्बिनी प्रदेशमा (२,५३१) रहेको पाइन्छ ।

सरकारी स्वामित्वबाहेकका सबै प्रकारका शिक्षण संस्थाहरूमा सालबसालीरूपमा तलब, भत्ता लगायत शिक्षण संस्था सञ्चालनमा प्रति संस्था औसत वार्षिक खर्च करिब रु.१ करोड २२ लाख रहेको छ भने राष्ट्रिय औसतको तुलनामा सबैभन्दा बढी बागमती प्रदेशका संस्थाहरूमा प्रति संस्था औसत वार्षिक खर्च करिब रु. २ करोड १२ लाख रहेको देखिएको छ । यसैगरी गण्डकी प्रदेशमा करिब रु. १ करोड ३० लाख, लुम्बिनी प्रदेशमामा करिब रु. १ करोड ४ लाख, कोशी प्रदेशमा करिब रु. ८९ लाख, मधेश प्रदेशमा करिब रु. ७० लाख, कर्णाली प्रदेशमा करिब रु. ६४ लाख र सबैभन्दा कम सुदूरपश्चिम प्रदेशमा करिब रु. ६३ लाख रहेको देखिन्छ ।

नेपालस्तरीय औद्योगिक वर्गीकरण अनुसार हेर्दा उच्च शिक्षाका शैक्षिक संस्थाहरूको औसत वार्षिक खर्च सबैभन्दा बढी करिब रु. २ करोड, ९ देखि कक्षा १२ सम्मको माध्यमिक शिक्षामा करिब रु. १ करोड ८८ लाख, प्राविधिक तथा व्यावसायिक शिक्षामा करिब रु. १ करोड १७ लाखको औसत वार्षिक खर्च देखिन्छ भने पूर्व-प्राथमिक तथा प्राथमिक शिक्षाका संस्थाहरूमा सबैभन्दा कम औसत वार्षिक खर्च करिब रु. ३८ लाख ७८ रहेको सर्वेक्षणको नतिजाले देखाएको छ ।

सरकारी स्वामित्वबाहेकका शिक्षण संस्थाहरूको औसत मासिक शिक्षण शुल्कको राष्ट्रिय औसत करिब ३ हजार ३ सय रुपैयाँ रहेको पाइएको छ । प्रदेशगत रूपमा हेर्दा सबैभन्दा बढी बागमती प्रदेशको शिक्षण संस्थाहरूको औसत मासिक शिक्षण शुल्क ५ हजार १ सय रुपैयाँ रहेको छ भने सबैभन्दा कम सुदूरपश्चिम प्रदेशमा औसत मासिक शुल्क करिब २ हजार रुपैयाँ रहेको पाइएको छ । नेपालस्तरीय औद्योगिक वर्गीकरण अनुसार हेर्दा मासिक शिक्षण शुल्क तहगत रूपमा पनि विद्यालय तह अन्तर्गत पूर्वप्राथमिक तथा आधारभूत स्तरका संस्थाहरूको औसत मासिक शुल्क माध्यमिक तहको तुलनामा अपेक्षाकृत कम रहेको छ भने उच्च माध्यमिक तहमा शुल्क स्तर क्रमशः बढ्दै गएको पाइन्छ । उच्च शिक्षा (स्नातक तह वा सोभन्दा माथिका) कार्यक्रम सञ्चालन गर्ने संस्थाहरू र प्राविधिक तथा व्यावसायिक शिक्षा प्रदान गर्ने संस्थाहरूमा मासिक शिक्षण शुल्क औसत रूपमा विद्यालय तहभन्दा बढी रहेको पाइएको छ ।

सरकारी बाहेकका शिक्षण संस्थाहरूमा शिक्षक तथा अन्य कर्मचारीलाई दिइने औसत मासिक तलब/भत्ता करिब १६ हजार ३ सय रुपैयाँ रहेको छ । प्रदेशगत रूपमा हेर्दा सबैभन्दा बढी बागमती प्रदेशमा १९ हजार ६ सय रुपैयाँ र सबैभन्दा कम औसत मासिक तलब/भत्ता सुदूरपश्चिम प्रदेशमा १३ हजार चार सय रुपैयाँ रहेको देखिन्छ । नेपालस्तरीय औद्योगिक वर्गीकरण अनुसार हेर्दा उच्च शिक्षा तथा प्राविधिक/व्यावसायिक कार्यक्रम सञ्चालन गर्ने संस्थाहरूमा शिक्षक तथा कर्मचारीको औसत मासिक तलब/सुविधा विद्यालय तह (पूर्वप्राथमिक, आधारभूत तथा माध्यमिक) मा रहेका संस्थाभन्दा बढी रहेको देखिन्छ । उच्च शिक्षा सम्बन्धी क्रियाकलाप सञ्चालन गर्ने शिक्षण संस्थाहरूको औसत मासिक तलब/भत्ता २१ हजार ६ सय रुपैयाँ रहेको छ भने सबैभन्दा कम पूर्वप्राथमिक तथा प्राथमिक तहका शिक्षण संस्थाहरूको औसत मासिक तलब/भत्ता ११ हजार ९ सय रुपैयाँ मात्र रहेको देखिन्छ ।

देशभर करिब १० लाख ८० हजार विद्यार्थीले विद्यालयको यातायात सेवा प्रयोग गरेको पाइएको छ । करिब ४६ हजार २ सय विद्यार्थीहरू विद्यालयको छात्रावासमा आवासीयरूपमा बस्ने गरेको पाइएको छ भने, करिब ४७ हजार ९०० विद्यार्थी दिवाकालिन छात्रावास (डेवोर्डस) मा रही अध्ययन गर्ने गरेको पाइएको छ ।

विविध

सरकारी स्वामित्वबाहेकका शिक्षण संस्थाहरूमध्ये ३४.८ प्रतिशत संस्थाले व्यावसायिक सामाजिक उत्तरदायित्व (CSR) अन्तरगत योगदान/सहयोग गरेको पाइएको छ । शिक्षण संस्थाले भोग्नु परेका प्रमुख समस्या सम्बन्धी

विषयगत प्रश्नहरूमा १ हजार ६४२ वटा संस्थाले मात्र जवाफ दिएकोमा सबैभन्दा बढी शिक्षण संस्थाले सुशासन, शिक्षा सम्बन्धी कानून, नियमन, तथा अस्थिर नीतिहरू नै पहिलो समस्याको रूपमा (करिब ७१ प्रतिशत) रहेको छ भने आर्थिक समस्या, समयमा नै शुल्क उठ्न नसक्नु, शिक्षण संस्था सञ्चालनमा वित्तीय समस्या (करिब ४२ प्रतिशत) भनी जवाफ दिएको पाइएको छ । भौतिक पूर्वाधार र आधारभूत सेवासम्बन्धी समस्या (२४ प्रतिशत), मानव स्रोत तथा आन्तरिक व्यवस्थापन (१८ प्रतिशत) र विद्यार्थी भर्ना, ड्रपआउट तथा अभिभावक/समुदायको जागरूकतासम्बन्धी समस्या (२८ प्रतिशत) रहेको पाइएको छ । उच्च शिक्षा र प्राविधिक शिक्षण संस्थाले विद्यार्थी भर्ना घट्दै गरेको, विदेश जाने विद्यार्थी सङ्ख्या बढ्दै जानु जस्ता समस्यालाई प्रमुख कारण मानेको पाइएको छ ।

INTRODUCTION

1.1 Background

Formal education in Nepal includes early childhood education and development, basic education, secondary education and higher education. Basic education comprises pre-primary to class 8, secondary education from class 9 to 12 and higher education includes bachelor level and above. Technical and vocational education and training (TVET) provide skill-based programmes through technical schools and polytechnic institutes. Nepal's education system consists of education services provided by the government institutions, community schools, and institutional (private) schools. The Ministry of Education, Science and Technology is the apex body to set the national education policies and standards, while local governments manage basic and secondary education and provincial governments oversee higher education and provincial universities according to their respective act.

Strong education system is the foundation of human capital, productivity, and social progress. It also helps with the upliftment of the living standards of the people through knowledge and skill development. Reliable statistics are essential to understand sectorial status and to design, monitor, and evaluate programmes.

The National Statistics Office (NSO) is the central official statistical agency responsible for producing official statistics to support evidence-based policy in Nepal. NSO compiles industry-wise national accounts estimates and other macroeconomic indicators for the country. According to the national accounts estimates of Nepal for 2023/24, the contribution of the education sector is about 7.9 percent of the total GDP. However, available current statistics on education are not sufficient, and planners and policy makers faces data gaps. To meet the demand for comprehensive education statistics from policy makers and other users, NSO has undertaken the first comprehensive survey of the education sector in Nepal.

The Nepal Standard Industrial Classification of All Economic Activities (NSIC), which is based on the International Standard Industrial Classification of All Economic Activities (ISIC) Revision 4, places education industry in Section “P” (Division 85) with the following four-digit classes:

- 8510 : Pre-primary and primary education,
- 8521 : General secondary education,
- 8522 : Technical and vocational secondary education,
- 8530 : Higher education,
- 8541 : Sports and recreation education,
- 8542 : Cultural education,
- 8549 : Other education n.e.c., and
- 8550 : Educational support activities.

The Nepal Education Institution Survey (NEIS) 2023/24 is an establishment-based survey aligned with NSIC Section “P”, the educational institutions such as schools and colleges, are considered as

an educational establishments. The survey aims to produce national and provincial estimates at the four-digit NSIC class to support national accounts benchmarking and evidence-based policymaking.

1.2 Objectives

The primary objective of this survey is to collect, process, analyze, publish and disseminate data on all schools and colleges across the country, except those under government ownership that were in operation during the reference year (FY 2080/81). The specific objectives of the survey are as follows:

- To identify the structural status of operational educational institutions in accordance with the NSIC,
- To provide statistics on employment in educational institutions,
- To estimate the input value, output value, and value added of services provided by educational institutions, along with data on capital formation and fixed assets in this sector,
- To provide data on the availability of services and facilities, physical infrastructure, waste management, accidents, and other related areas of the educational institution,
- To identify existing problems and challenges faced by educational institutions.

1.3 Reference Period

Following reference periods are used in this survey:

Reference Year: It refers to the period from Shrawan 1, 2080 BS to the end of Ashadh 2081 BS (mid-July 2023 to mid-July 2024), which is Nepal's Fiscal Year 2080/81.

Reference Day: It refers to Magh 1, 2080 BS (15th January 2024). If the educational institution remained closed on that reference day, the first day it reopened immediately after that date should be considered as the reference day.

Academic Session: It refers to the period from Baishakh to end of Chaitra, 2080 BS (approximately mid-April 2023 to mid-April 2024).

1.4 Scope and Coverage

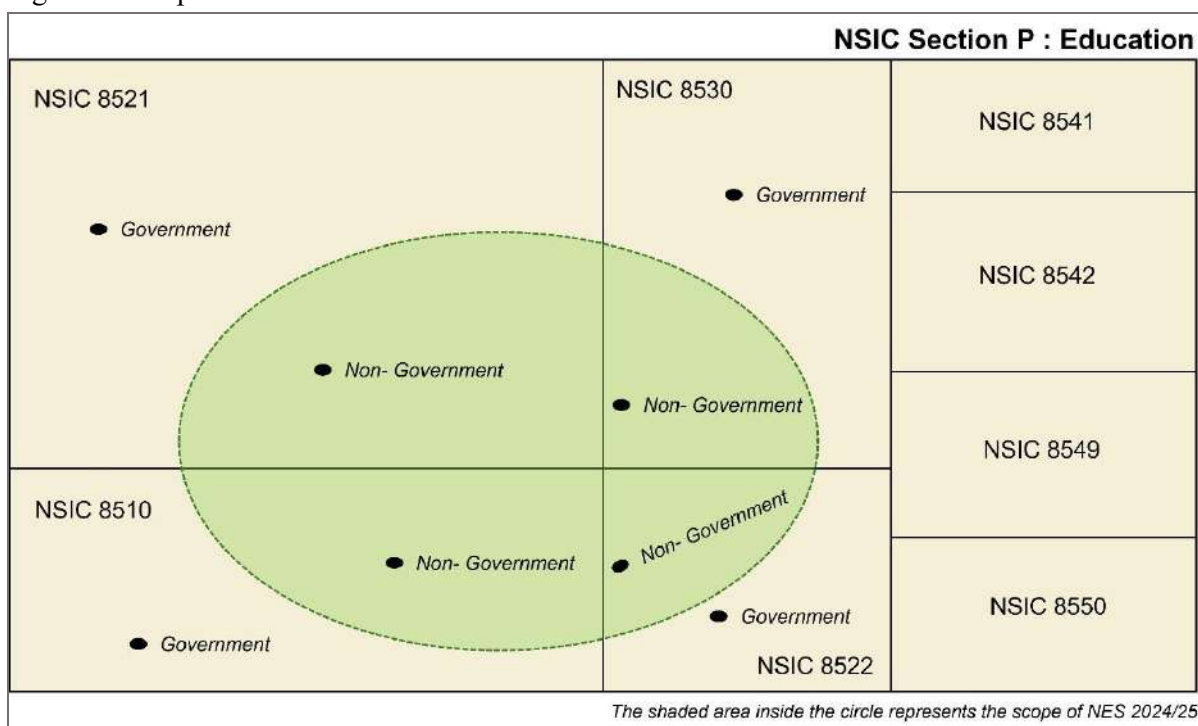
The scope of this survey covers all schools and colleges that are not under government ownership and that were operating during the reference period throughout Nepal. Specifically, it includes educational institutions operated by community, private, cooperative and trust-based providers that fall under the following classes of NSIC Section "P":

- Pre-primary and primary education (8510), i.e. Pre-primary to Class 8,
- General secondary education (8521), i.e. Class 9 to 12,
- Technical and vocational secondary education (8522), i.e. Pre-diploma and Diploma , and
- Higher education (8530), i.e. Bachelor's degree and above.

The following educational institutions under Section "P" of the NSIC, are not included in this survey:

- Sports and recreation education (8541),
- Cultural education (8542),
- Other education n.e.c. (8549), and
- Education support activities (8550).

Figure 1 : Scope of NEIS 2023/24



1.5 Enumeration Units

Educational establishments (Schools and colleges) are the units of enumeration in this survey. An educational establishment is defined as an economic unit that provides educational services under a single administrative control at a specific location. For the purpose of this survey, an education establishment refers to a school or college that is not under government ownership. For ease of understanding among users, the term “educational institution” is used throughout this survey report to refer to an educational establishment.

1.6 Survey Questionnaires and Manuals

A single questionnaire has been administered for the data collection. The questionnaire was initially drafted by the Establishment Census and Survey Section (ECSS) of the NSO and subsequently finalized through extensive consultation with stakeholders at both federal and provincial levels. Key stakeholders involved in these discussions included government ministries, departments, and private professional associations, specifically: Private and Boarding Schools’ Organization Nepal (PABSON), National Private and Boarding School’s Organization Nepal (NPABSON), Higher Institutions and Secondary Schools’ Association Nepal (HISSAN), and the Nepal Public Campus Association (NPCA).

The major areas covered by questionnaires are as follows:

- Introductory information about the educational institution,
- Business and organization structure,
- Information on employment,
- Information on expenditure,
- Income and financial transactions,
- Information on stock,

- Information on fixed assets, and
- Miscellaneous information, including land and buildings, playgrounds, school facilities, employee's social security funds contribution status, accidents and damage, greenery promotion activities, waste management, corporate social responsibility (CSR), factors affecting the institution's business environment, and problems faced by the institution.

Both the Nepali and an unofficial English translation version of the survey questionnaire are provided in Annex 2.

A comprehensive data-collection manual based on the questionnaire was prepared to standardize field procedures and ensure data quality. This manual was used by the enumerators and supervisors throughout fieldwork. The concept, definition, objective and methodology of survey were included in the manual. Moreover, this manual clarified operational definitions as well as the data collection procedure. The manual also explained survey procedures, respondent eligibility criteria, interview protocol (including introductions, informed consent, and confidentiality), and roles and responsibilities of field staffs.

In addition, the manual offered item-by-item guidance on the purpose of intended question, acceptable response categories, skip patterns, and coding and verification rules. It included instructions for resolving inconsistencies or missing answers, verifying supporting documents, and applying supervisory checks such as spot-checks and back-checks. Templates, examples, and checklists were provided to support the field implementation.

1.7 Steering and Technical Committees

To ensure the efficient and effective implementation of NEIS 2023/24, both a Steering Committee and a Technical Committee were formed.

The Steering Committee

The Steering Committee was chaired by the Chief Statistician. It included representatives from relevant ministries, departments, University Grant Commission (UGC) Nepal, Council for Technical Education and Vocational Training (CTEVT), and major professional associations. Its primary responsibilities included facilitating coordination with concerned agencies to ensure the successful implementation of the survey. Additionally, this committee was responsible for approving the final survey questionnaires, survey manual and results. The composition of the Steering Committee is presented in Annex 4A.

The Technical Committee

The Technical Committee was chaired by the Deputy Chief Statistician of the Economic Statistics Division of the NSO. Representatives from concerned ministries and departments, sections of NSO, and other stakeholders were the members of this committee. The main function of this committee was to provide technical input on the survey such as questionnaire/survey manual preparation, sample design and to recommend them for approval to the Steering Committee. The composition of the technical committee is presented in Annex 4B.

1.8 Survey Organization

The Establishment Census and Survey Section (ECSS) under the Economic Statistics Division of the NSO functioned as the central team for the survey. The ECSS is staffed by one Director, three

Statistics Officers, one Computer Officer, and one Statistical Assistant. For fieldwork, eighteen Statistics Coordination offices (SCOs) were involved in data collection activities.

Enumerators and field supervisors were primarily mobilized by the SCO staff. Whereas the available regular staffs were not sufficient to carry out field operations within the prescribed timeframe, SCOs recruited additional enumerators on a contract basis. Data quality and operational performance were monitored by NSO and the SCOs through joint supervision and routine checks.

1.9 Training

The ECSS implemented a multi-tier training programme to ensure effective survey implementation. A three-day Master Training of Trainers (MTotT) was organized to prepare resource persons for subsequent officer and enumerator-level training. MTotT participants were primarily Directors of the relevant section of NSO. Following this, a four-day officer training was conducted for Statistics Coordination Officers and Statistics Officers from the SCOs.

A five-day enumerator training was then conducted at two locations: Banke district (covering the western region) and Dhanusha district (covering the eastern region). The training covered both theoretical and practical aspects of the survey, including field procedures and standard quality-control practices.

1.10 Field Operation

The nationwide field operation started in the first week of Baishakh 2082 (mid-April 2025) and was completed by the end of Ashadh 2082 (mid-July 2025). The SCO implemented the field operation plan in coordination with local stakeholders and successfully completed the fieldwork in a given time.

1.11 Inter-agency Coordination and Publicity

Effective coordination among agencies is essential for the successful implementation of the survey. Likewise, a strong publicity campaign is important to inform educational institutions, stakeholders and the public about the importance of education statistics. The following activities were undertaken to support inter-agency coordination and survey publicity:

Inter-agency Coordination

Official Directives: In accordance with the decision of the Steering Committee, concerned ministries and departments issued letters to their provincial and local offices requesting coordination and support for the field operations of the survey.

Professional Associations Engagement: Key professional associations, including PABSON, NPABSON, HISSAN and NPCA, requested their provincial and district committees, as well as their member institutions, to cooperate the survey operation. They were encouraged to provide accurate and timely information to enumerators and to facilitate access to schools and colleges during fieldwork.

Direct Appeal to Institutions: A formal request letter from NSO and the SCOs was sent to the selected educational institutions, requesting their cooperation and support in providing timely and accurate information in line with the survey questionnaire.

Continuous Engagement: Continuous coordination and interaction were maintained with provincial and local authorities and offices throughout the fieldwork. The ECSS and SCOs

remained in regular contact with them through on-site visits, telephone calls and email communication to promptly address operational issues and support smooth implementation of the survey.

District-Level Awareness: Statistics Coordination Offices (SCOs) organized one-day or half-day interaction programmes and meetings with local stakeholders and professional associations. The primary objective of the interaction programmes was to inform and establish ownership among stakeholders regarding the survey.

Publicity Campaign

Central Level Inception Seminar: A central-level inception seminar was organized prior to the design of the survey. Representatives from relevant ministries, departments and other stakeholders, including professional associations actively participated in the programme. The main objective of the interaction programmes was to inform and establish ownership among broad group of stakeholders.

Provincial Level Interaction Seminars: Province-level interaction seminars were conducted across all seven provinces. These seminars aimed to inform, sensitize and receive feedback from provincial ministries, offices, and stakeholders regarding the survey content.

1.12 Data Processing

After the accomplishment of the field operation, the filled questionnaires were initially edited by heads of Statistics Offices in each district and then enumerators who collected the information, entered the data at their respective Statistics Offices. The data entry application was developed by the ECSS by using CSPro application. During the data entry, the ECSS monitored and guided the operators daily if they had delusion and made any mistakes in data entry. All the data entered were synchronized to the NSO's central server by operators in a real time for further processing. Data analysis and tabulation were performed by ECSS using STATA and IBM SPSS in some extents. Standard coding system adopted by NSO, had been used for coding. For industry classification, NSIC (based on ISIC Revision 4) was used at the 4-digit level (Class). The coding, editing and data entry activities were supervised by officials of the ECSS.

1.13 Limitations

The major limitations of the survey are outlined below:

- This survey includes only those schools and colleges that are outside government ownership,
- The survey covers only four of the eight classes of NSIC Section “P” : Pre-primary and primary education (NSIC 8510), General secondary education (NSIC 8521), Technical and vocational secondary education (NSIC 8522), and Higher education (NSIC 8530),
- Within the Pre-primary and Primary Education (NSIC 8510) and General Secondary Education (NSIC 8521) groups, schools offering only pre-primary or up to grade 8 are classified under NSIC 8510, while schools offering classes from pre-primary to grade 9 or up to grade 12 are classified under NSIC 8521.
- Although nationwide Education Survey was carried out, medical colleges offering higher education in medicine (Doctors) are not included in this survey.

CHAPTER II

SURVEY METHODOLOGY

The sampling frame, stratification, analytical domain, sample size and sampling method are described in the following sub-sections.

2.1 Sampling Frame

A sampling frame is the complete and exhaustive list of all population units eligible for the survey. The complete list of education institutions not under government ownership operated in the reference year was considered as the sampling frame in this survey.

The primary sampling frame was developed by consolidating official records from four designated educational authorities: Ministry of Education, Science and Technology, Centre for Education and Human Resource Development (CEHRD), Council for Technical Education and Vocational Training (CTEVT), and the University Grants Commission (UGC). The list was further verified and finalized with information provided by professional associations specifically PABSON, NPABSON, HISSAN, and NPCA. The frame was finally adjusted by on-site validation, removal of closed institutions, updating the current name and location of the institutions, and inclusion of newly identified units during the fieldwork. The resulting list constituted comprehensive and exhaustive sampling frame for the survey. The total number of institutions in the final sampling frame by province and NSIC classification is presented in Table 1.

Table 1: Total Number of Education Institutions by Province and NSIC Class

Province	NSIC				Total
	NSIC 8510	NSIC 8521	NSIC 8522	NSIC 8530	
Koshi	855	844	42	176	1,917
Madhesh	1,212	530	52	97	1,891
Bagamati	675	1,538	94	596	2,903
Gandaki	306	398	19	139	862
Lumbini	710	642	54	150	1,556
Karnali	221	96	17	41	375
Sudurpashchim	543	272	23	69	907
Total	4,522	4,319	301	1,268	10,411

2.2 Stratification

A separate enumeration scheme was designed for each NSIC class covered by the survey. Some NSIC classes were fully enumerated, while other NSIC Classes were covered through sampling basis. The following table 2 presents the enumeration scheme:

Table 2: Enumeration Scheme of NEIS 2023/24

NSIC	Description	Scheme
8510	Solely operating Early Childhood Development (ECD)	Complete Enumeration
	Pre-primary and primary education with more or equal than 500 students (class 1 to 8)	Complete Enumeration

NSIC	Description	Scheme
	Pre-primary and primary education with less than 500 students	Sample Enumeration
8521	General Secondary Education (Grade 9-12) with more than 1000 students	Complete Enumeration
	General Secondary Education (Grade 9-12) with less or equal 1000 students	Sample Enumeration
8522	Technical and Vocational Secondary Education (Pre-diploma and Diploma)	Complete Enumeration
8530	Higher Education (Bachelor and above)	Complete Enumeration

For sampled categories, a stratified random sampling scheme was applied to draw samples from the established sampling frame. For the Pre-primary and primary education (NSIC 8510), two categories were made based on number of students i.e. less than 500 students, and greater or equal than 500 students. For the general secondary education (NSIC 8521), three categories were made based on number of students i.e. less than 500 students, 500-1000 students, and more than 1000 students respectively.

2.3 Analytical Domain

The survey was designed to provide estimates at both the national and provincial levels, disaggregated to the NSIC 4-digit classification. Each province constituted a separate domain of analysis, enabling comparisons across provinces.

2.4 Sample Size and Sampling Method

The survey's total enumeration size including complete enumeration and sample count was planned to enumerate 4,001 educational institutions. Out of them 3,459 institutions were successfully enumerated in the survey.

Excluding the NSIC categories of technical education and vocational education (8522), and higher education (8530) designated for complete enumeration, a sample size of 2,348 institutions was determined, which were distributed across each stratum (province, NSIC, number of students category) using power allocation with power 0.4. The samples from each stratum were then selected using a systematic random sampling method. The summary of sample allocation of NSIC 8510 and 8521 are presented in table 3.

Table 3: Allocation of Samples in Provinces by NSIC Class

Province	NSIC		
	NSIC 8510	NSIC 8521	Total
Koshi	187	205	392
Madhesh	198	181	379
Bagamati	283	311	594
Gandaki	111	144	255
Lumbini	138	210	384
Karnali	74	67	141
Sudurpashchim	117	122	239
Total	1108	1240	2348

Despite this consideration, however in cases where the number of institutions enumerated was less than the allocated sample, the weights are assigned within a province and NSIC group accordingly.

CHAPTER III

SUMMARY OF RESULTS

3.1 Principal Indicators of Educational Institutions

The Nepal Education Institution Survey (NEIS) 2023/24 provides detailed information on the main structural and economic characteristics of non-government education institutions classified under NSIC Section P. At the national level, the survey records 10,411 institutions with a total of 311,516 persons engaged, of whom 300,021 are in employment and the remaining 11,495 are proprietors and unpaid family workers. These institutions expend on wages, salaries and other benefits amounting to about NRs. 74.6 billion (Rs. 74,619,822 thousand), holds gross fixed assets of around NRs. 309.2 billion (Rs. 309,219,267 thousand) at the end of the reference year, and incur intermediate consumption of about NRs. 35.4 billion (Rs. 35,399,008 thousand). The gross output is estimated at about NRs. 195.5 billion (Rs. 195,465,657 thousand), while the total input amounts to around NRs. 114.4 billion (Rs. 114,447,446 thousand). The resulting gross value added to GDP in the reference year is about NRs. 160.1 billion (Rs. 160,067,339 thousand).

The distribution of these indicators significantly varies across provinces. Bagamati Province hosts the largest concentration of educational institutions, persons engaged, and employees and also accounts for the highest levels of wages and salaries, fixed assets, intermediate consumption, total value of input, gross output and gross value added. Koshi, Madhesh and Lumbini also have a significant number of institutions and substantial economic activity, while Gandaki, Karnali and Sudurpashchim contribute smaller but still important shares to the national totals. The details of these principal indicators by province are presented in Table 4.

Table 4: The Key Principal Indicators of Educational Institutions

S.N.	Indicators	Unit	Nepal	Province						
				Koshi	Madhesh	Bagamati	Gandaki	Lumbini	Karnali	Sudur pashchim
1	Total Number of Institutions	No.	10,411	1,917	1,891	2,903	862	1,556	375	907
2	Number of persons engaged	No.	311,516	50,240	42,531	119,191	26,197	43,849	7,759	21,749
3	Number of employees	No.	300,021	48,710	40,333	117,229	24,558	43,120	7,312	18,758
4	Total wages, salaries and other benefit(cash/kind) paid to employees	NRs "000"	74,619,822	10,805,882	7,612,772	33,851,521	6,802,057	10,308,006	1,535,199	3,704,385
5	Gross fixed assets at the end of the year	NRs "000"	309,219,267	42,514,799	34,524,620	128,848,986	35,430,640	43,997,904	5,428,159	18,474,160
6	Value of Intermediate Consumption	NRs "000"	35,399,008	4,081,597	3,668,707	19,403,355	2,698,652	3,567,935	608,414	1,370,347
7	Gross Output	NRs "000"	195,465,657	25,276,594	26,592,869	90,347,022	15,449,931	24,811,110	3,658,174	9,329,959
8	Total Input	NRs "000"	114,447,446	15,361,905	11,433,737	55,786,305	10,080,291	14,322,397	2,184,355	5,278,456
9	Gross Value Added	NRs "000"	160,067,339	21,195,155	22,924,255	70,943,810	12,751,317	21,243,339	3,049,765	7,959,698

3.2 Performance Indicators of Educational Institutions

The NEIS 2023/24 also derived a set of performance indicators for non-government educational institutions except government ownership to assess how efficiently they convert inputs into outputs (education services). These indicators help to understand productivity and cost patterns across provinces and to support planning and policy discussion for the education sector. The key measures are presented in the following box.

Input-output ratio: The value of intermediate consumption relative to gross output. A lower ratio indicates that a smaller share of output is absorbed by intermediate consumption and that a larger share remains as value added.

Gross input-output ratio: The ratio of total inputs (intermediate consumption together with other current costs) to gross output. It shows the overall cost intensity of production.

Value added per person engaged: Value added divided by the total number of persons engaged. It measures labour productivity and indicates the average value generated by each engaged person.

Value added-output ratio: The share of value added in gross output. A higher ratio implies that a larger part of the output is retained within the institution after paying for intermediate inputs.

Value added per unit of capital: Value added divided by the stock of gross fixed assets at the end of the year. It reflects how efficiently fixed assets are used to generate value added.

Average annual expenditure per institution: The average yearly operating expenditure incurred by an institution.

Average monthly fee per student: The average monthly fees charged per student per month, indicating the cost borne by students and guardians.

According to the survey results, at the national level, the input–output ratio for non-government education institutions is 0.58, indicates that about 58 percent of gross output is used to cover total inputs. The value-added–output ratio is 0.82, shows that roughly 82 percent of output is retained as value added. On average, each person engaged generates around NRs. 507 thousand in value added, and each NRs. 1,000 of fixed assets produces about NRs. 0.53 thousand in value added. Each institution spends about NRs. 11,043,072 per year, charges an average monthly fee of about NRs. 3,305 per student, and pays an average monthly salary of NRs. 15,683 per employee.

Provincial results show significant variation in performance indicators. Bagamati records the highest labour productivity, with value added per person engaged of NRs. 5,71,000, and also the highest annual expenditure per institution (NRs. 17,574,432), the highest average monthly fee (NRs. 5,162), and the highest average monthly salary (NRs. 18,335). Madhesh has the lowest input–output ratio (0.42) and the highest value added per unit of capital (0.66), together with a high value added per person engaged (NRs. 555 thousand), indicating relatively efficient use of capital. By contrast, Karnali and Sudurpashchim have lower value added per person engaged (NRs. 3,95,000 and NRs. 3,56,000) and lower average monthly fees (NRs. 2,309 and NRs. 2,085), although their value-added–output ratios remain high at 0.83 and 0.85. Overall, these indicators suggest that Bagamati leads on most performance measures, Madhesh stands out for capital efficiency, while Karnali and Sudurpashchim lag behind in productivity and fee levels despite relatively high value-added shares in output.

Table 5: The Key Performance Indicators of Educational institution

S. N.	Indicators	Unit	Nepal	Province						
				Koshi	Madhesh	Bagamati	Gandaki	Lumabini	Karnali	Sudur pashchim
1	Input Output Ratio	Ratio	0.59	0.61	0.43	0.62	0.65	0.58	0.60	0.57
2	Value Added per Person Engaged	NRs "000"	514	422	539	595	487	484	393	366
3	Value Added Output Ratio	Ratio	0.82	0.84	0.86	0.79	0.83	0.86	0.83	0.85
4	Value Added Output Ratio	NRs "000"	0.52	0.50	0.66	0.55	0.36	0.48	0.56	0.43
5	Average Annual Expenditure per Institution	NRs.	12,270,858	8,968,070	6,960,698	21,275,920	13,044,422	10,431,338	6,391,664	6,348,030
6	Average Monthly Fee per Student	NRs.	3,304	2,700	2,483	5,176	3,249	2,545	2,307	2,067
7	Average Monthly Salary per Employee	NRs.	16,325	15,072	13,514	19,678	18,599	15,732	15,135	13,449

3.3 Distribution of Educational Institutions

The non-government education institutions are unevenly distributed across provinces. Bagamati has the largest number, with 2,903 institutions, accounting for about 28 percent of the total. Koshi, Madhesh, and Lumbini follow with 1,917, 1,891 and 1,556 institutions respectively. Sudurpashchim and Gandaki respectively have 907 and 862 institutions, while Karnali has the smallest number with only 375 institutions. Overall, the figure highlights the concentration of educational institutions in Bagamati, whereas Karnali and, to some extent, Gandaki and Sudurpashchim have relatively fewer institutions. The provincial distribution of educational institutions is presented in Figure 2.

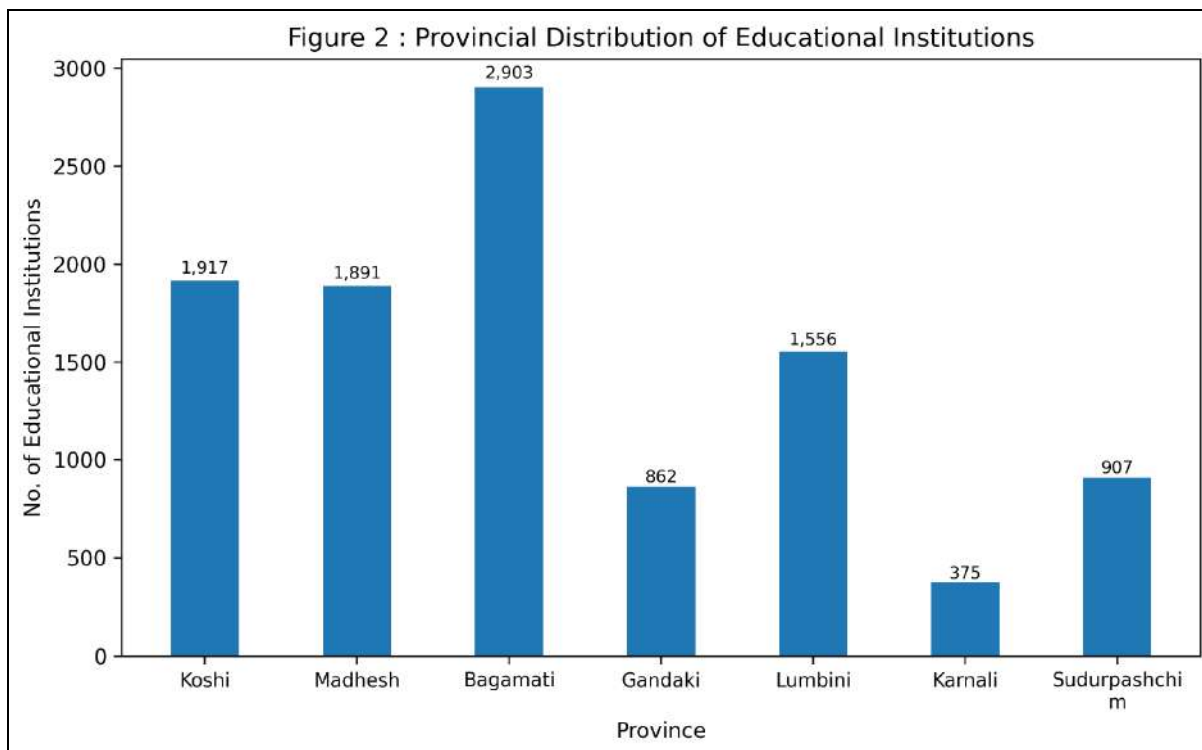
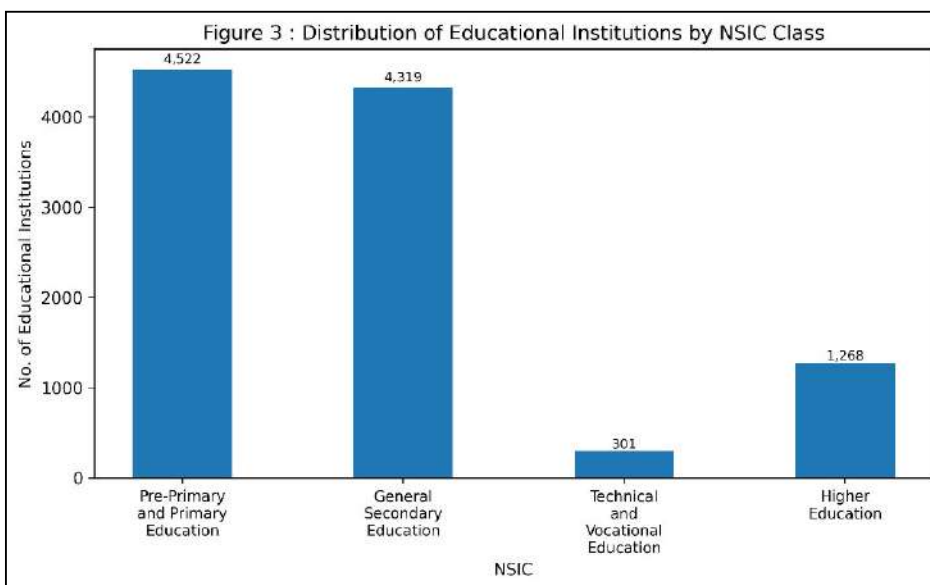


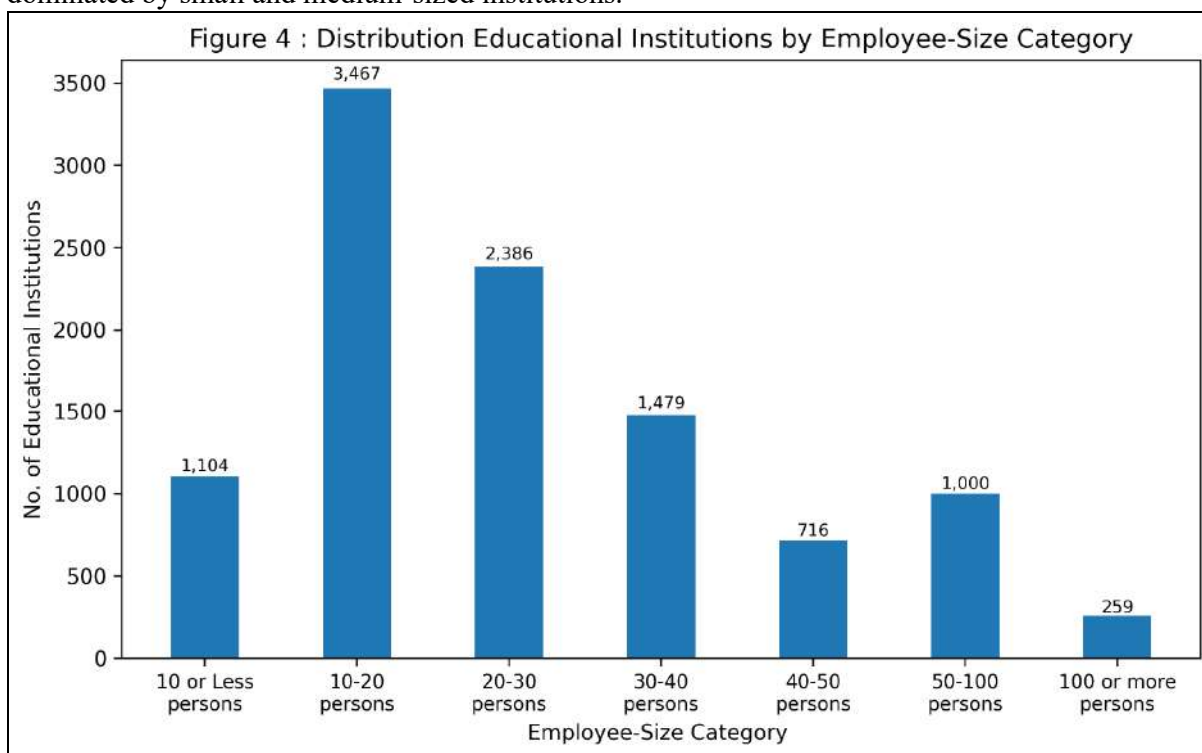
Figure 3 shows that non-government educational institutions are heavily concentrated in school-level education. Pre-primary and primary (pre-primary to class 8) education accounts for the largest share, with 4,522 institutions (about 43 percent of the total).



General secondary education (classes 9–12) follows closely with 4,319 institutions (around 41 percent). Higher education comprises 1,268 institutions (about 12 percent), while technical and vocational education is the smallest category,

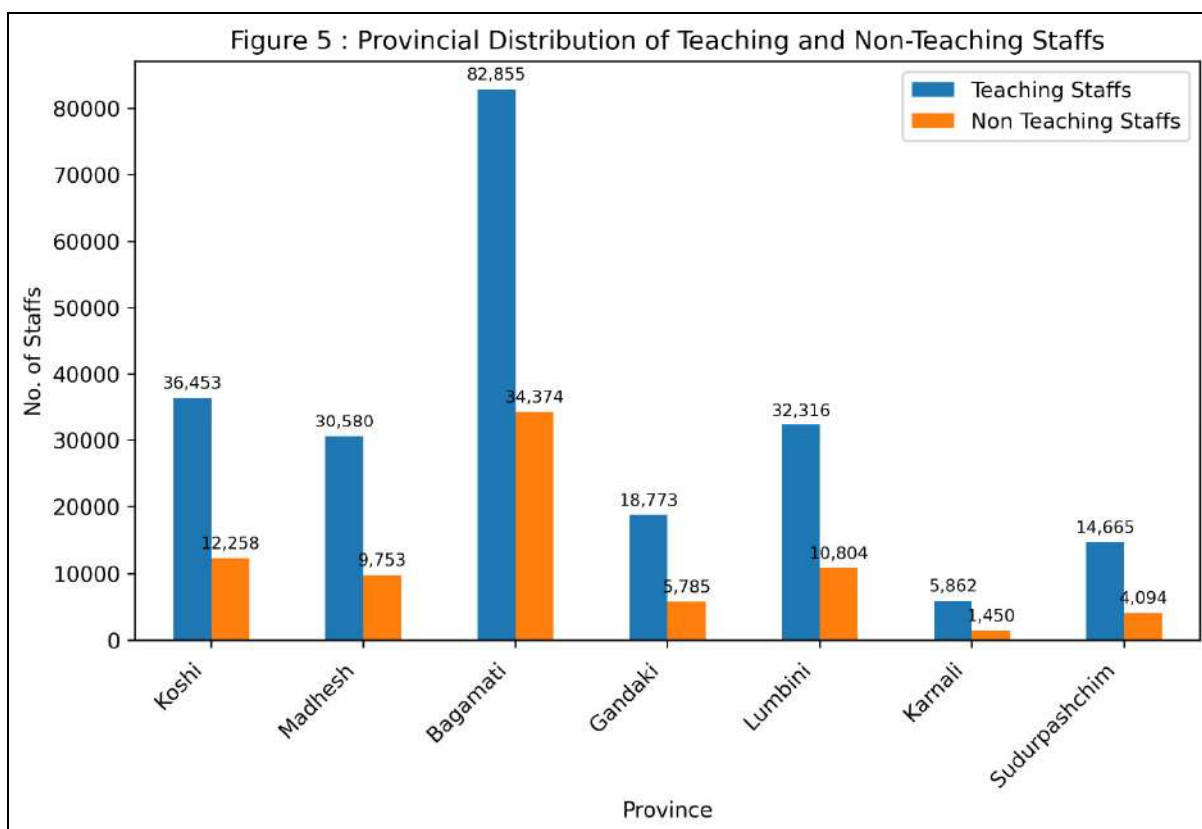
with only 301 institutions (around 3 percent). Overall, the distribution indicates that most institutions operate at the basic and secondary levels, with comparatively limited coverage in TVET and a smaller but notable presence in higher education.

The survey finds that non-government educational institutions are mostly small in terms of staff size. The largest group comprises institutions employing 10–20 persons, numbering 3,467 and accounting for about one-third of all institutions. This is followed by those with 20–30 persons (2,386 institutions, about 23 percent) and with 10 or fewer persons (1,104 institutions, about 11 percent). Taken together, these categories represent roughly 67 percent of institutions, indicating that most employ fewer than 30 staff. As the staff-size category increases, the number of institutions declines: 1,479 institutions have 30–40 persons, 716 institutions have 40–50 persons, 1,000 institutions employ 50–100 persons, and only 259 institutions (around 3 percent) have 100 or more persons engaged. Overall, the distribution presented in Figure 4 below shows that the sector is dominated by small and medium-sized institutions.



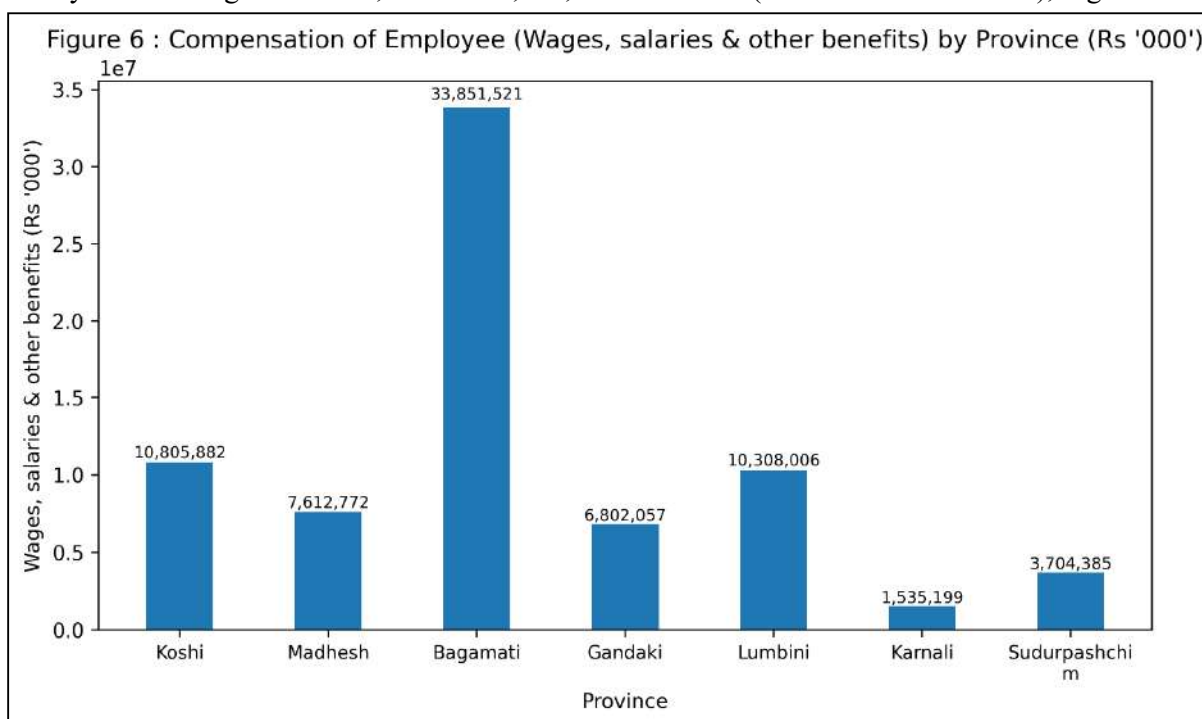
3.4 Provincial Distribution of Teaching and Non-Teaching Staffs

The provincial distribution of teaching and non-teaching staff is highly uneven, with a strong concentration in Bagmati. Bagmati employs the highest number of staff, with 82,855 teaching and 34,374 non-teaching personnel, followed by Koshi (36,453 teaching; 12,258 non-teaching) and Madhesh (30,580; 9,753). Lumbini also has a sizeable workforce with 32,316 teaching and 10,804 non-teaching staff. The remaining provinces have smaller numbers, especially Gandaki (18,773; 5,785), Sudurpashchim (14,665; 4,094) and Karnali, which records the lowest counts with 5,862 teaching and 1,450 non-teaching staff. In every province, teaching staff are far more numerous than non-teaching staff, indicating that most employees are directly engaged in instructional roles. The provincial distribution of teaching and non-teaching staff is presented in Figure 5 below.



3.5 Provincial Distribution of Compensation of Employee (Wages, salaries & other benefits) (Rs '000')

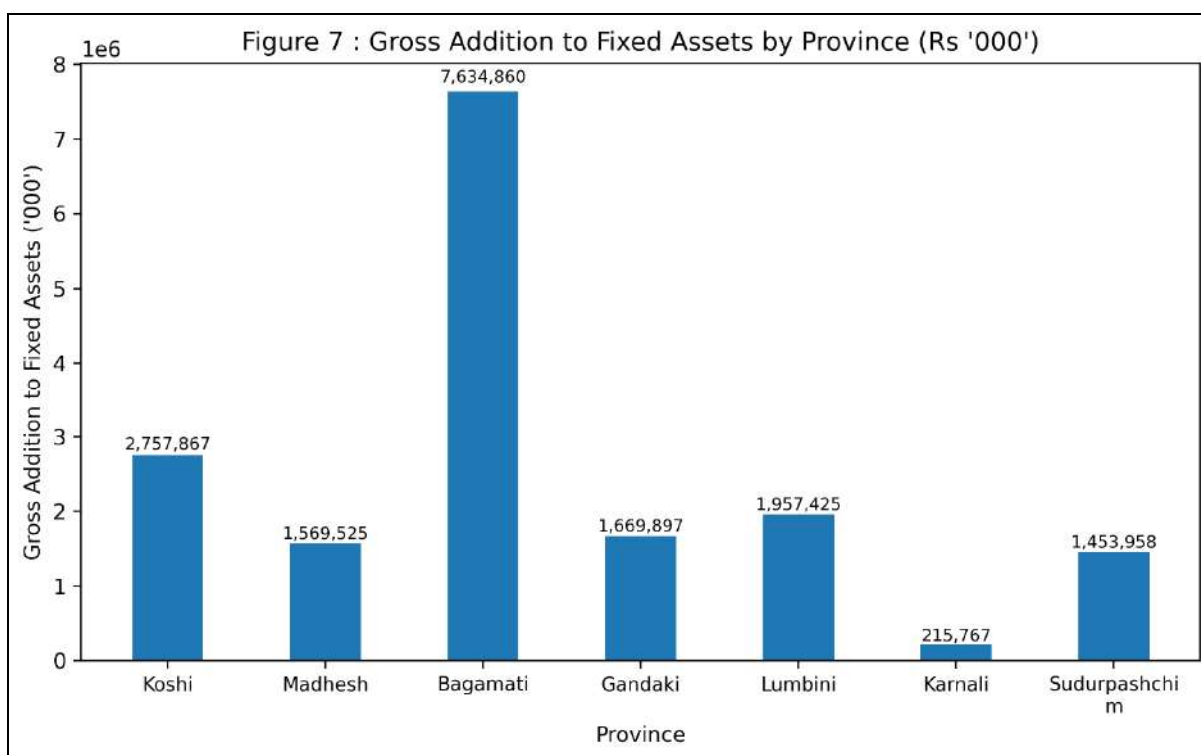
The provincial distribution of employee compensation (wages, salaries and other benefits) in non-government education institutions is highly concentrated in Bagamati Province. Bagamati accounts for by far the largest amount, at Rs. 33,851,521 thousand (about Rs. 33.9 billion), significantly



exceeding all other provinces. Koshi and Lumbini follow with Rs. 10,805,882 thousand and Rs. 10,308,006 thousand respectively (about Rs. 10.8 billion and Rs. 10.3 billion). Madhesh records Rs. 7,612,772 thousand (about Rs. 7.6 billion), while Gandaki totals Rs. 6,802,057 thousand (about Rs. 6.8 billion). The smallest amounts are observed in Sudurpashchim at Rs. 3,704,385 thousand (about Rs. 3.7 billion) and Karnali at Rs. 1,535,199 thousand (about Rs. 1.5 billion). Overall, the pattern mirrors the distribution of institutions and staff, with employee compensation heavily concentrated in Bagamati, as presented in Figure 6.

3.6 Gross Addition to Fixed Assets by Province (Rs '000')

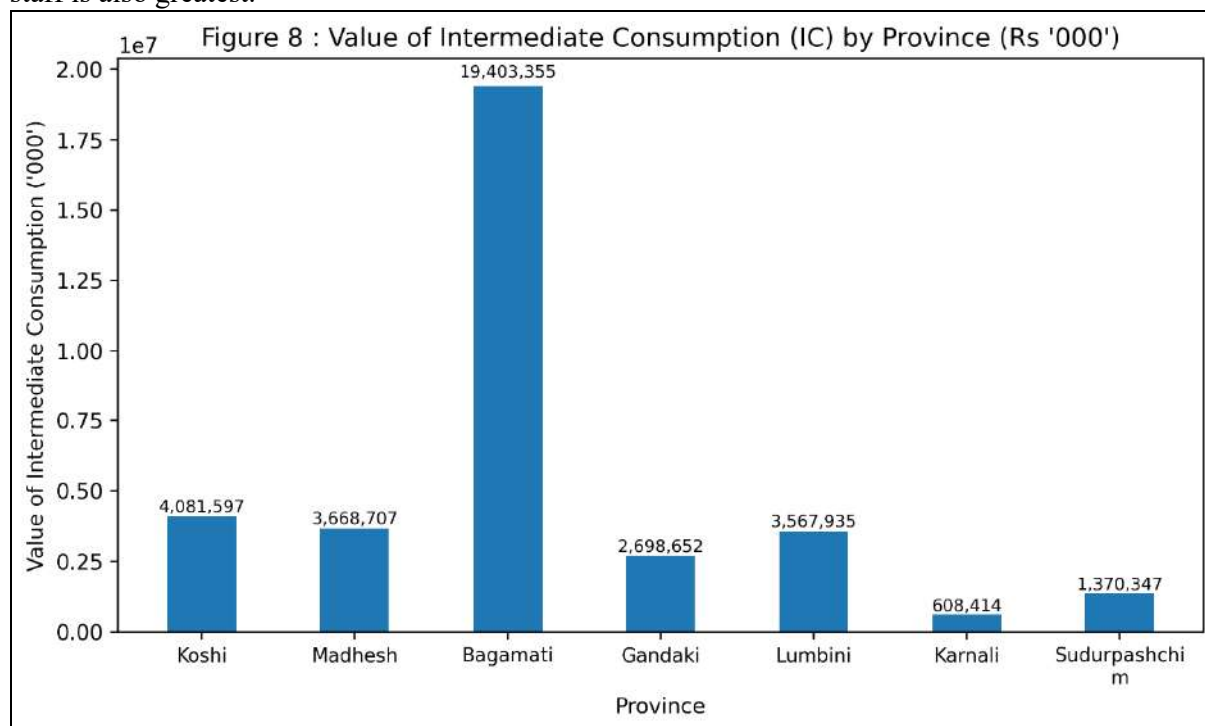
Figure 7 presents the gross addition to fixed assets by province and confirms that new investment in fixed assets is highly concentrated in Bagamati Province. Bagamati records the highest gross addition at Rs. 7,634,860 thousand (about Rs. 7.6 billion). This is followed by Koshi with Rs. 2,757,867 thousand (about Rs. 2.8 billion), Lumbini with Rs. 1,957,425 thousand (about Rs. 2.0 billion), and Madhesh with Rs. 1,569,525 thousand (about Rs. 1.6 billion). Gandaki and Sudurpashchim report moderate levels at Rs. 1,669,897 thousand and Rs. 1,453,958 thousand respectively (around Rs. 1.7 billion and Rs. 1.5 billion), while Karnali has the lowest gross addition at Rs. 215,767 thousand (about Rs. 0.2 billion). Overall, the distribution in Figure 7 shows that capital expansion is strongest in Bagamati and comparatively limited in Karnali Province.



3.7 Value of Intermediate Consumption (IC) by Province (Rs '000')

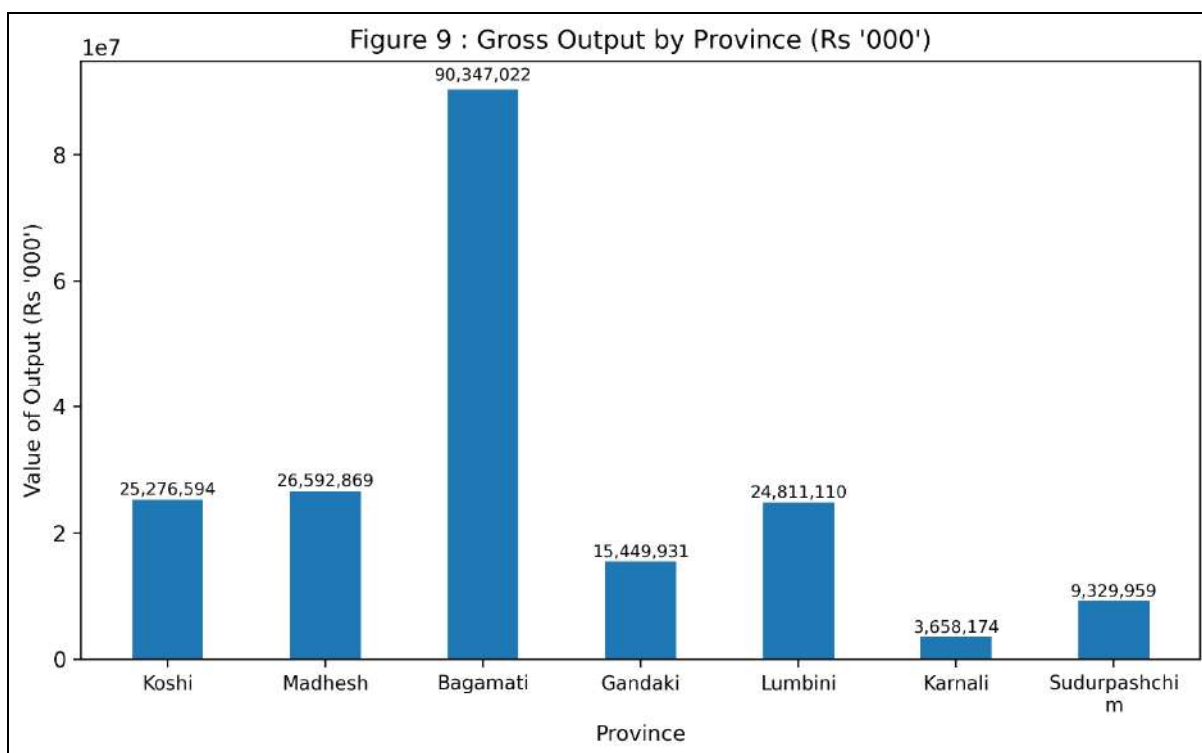
Figure 8 shows the value of intermediate consumption (IC) of non-government education institutions by province (in thousand rupees) and indicates a strong concentration in Bagamati Province. Bagamati records the highest IC at Rs. 19,403,355 thousand (about Rs. 19.4 billion), reflecting the larger scale and higher operating costs of institutions in the province. Koshi and Madhesh follow with Rs. 4,081,597 thousand and Rs. 3,668,707 thousand respectively (around Rs. 4.1 billion and Rs. 3.7 billion). Lumbini reports Rs. 3,567,935 thousand (about Rs. 3.6 billion), while Gandaki has Rs. 2,698,652 thousand (about Rs. 2.7 billion). The lowest intermediate

consumption is observed in Karnali at Rs. 608,414 thousand (about Rs. 0.6 billion) and Sudurpashchim at Rs. 1,370,347 thousand (about Rs. 1.4 billion). Overall, the pattern suggests that operating expenditure on goods and services is highest where the concentration of institutions and staff is also greatest.



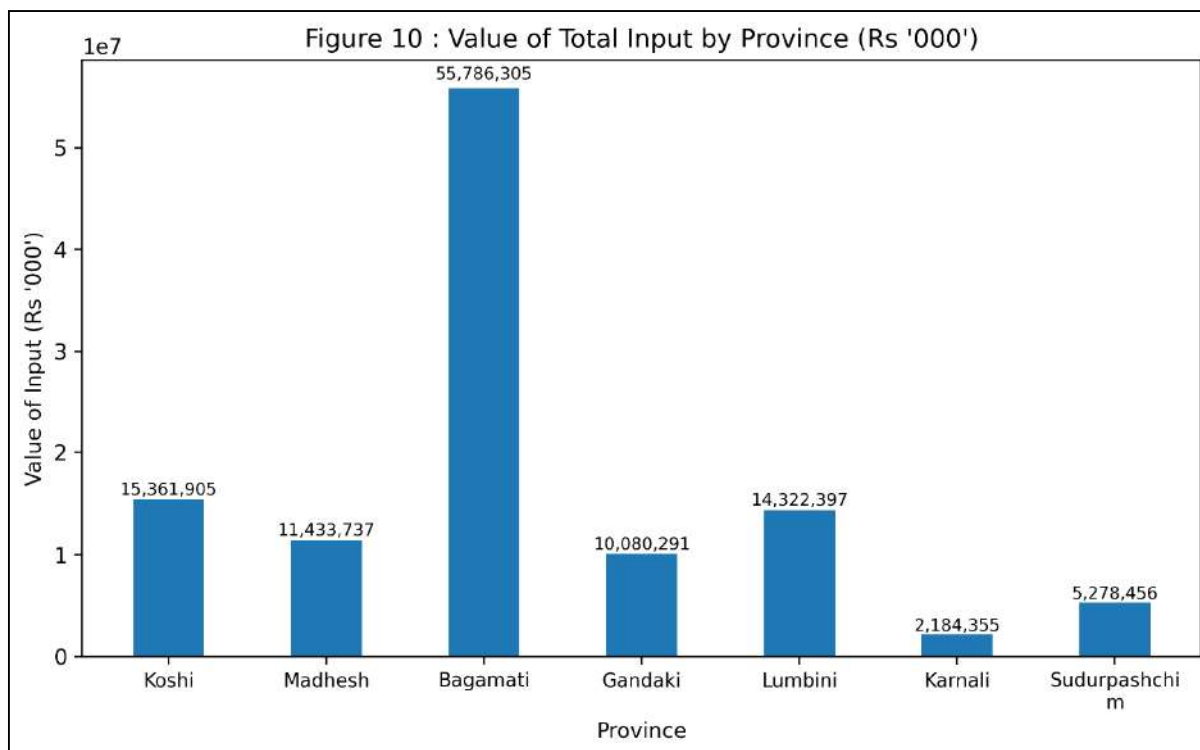
3.8 Provincial Distribution of Gross Output (Rs '000')

Figure 9 presents the gross output of non-government education institutions by province (in thousand rupees) and shows a strong concentration in Bagamati. Bagamati records the highest gross output at Rs. 90,347,022 thousand (about Rs. 90.3 billion), which is roughly 46 percent of the total gross output shown in the figure. Madhesh follows with Rs. 26,592,869 thousand (about Rs. 26.6 billion), while Koshi and Lumbini each contribute similar levels, at Rs. 25,276,594 thousand and Rs. 24,811,110 thousand respectively (around Rs. 25 billion each). The remaining provinces report comparatively lower gross output, including Gandaki at Rs. 15,449,931 thousand, Sudurpashchim at Rs. 9,329,959 thousand, and Karnali at Rs. 3,658,174 thousand, indicating smaller-scale education activities in these provinces.



3.9 Value of Total Input by Province (Rs '000')

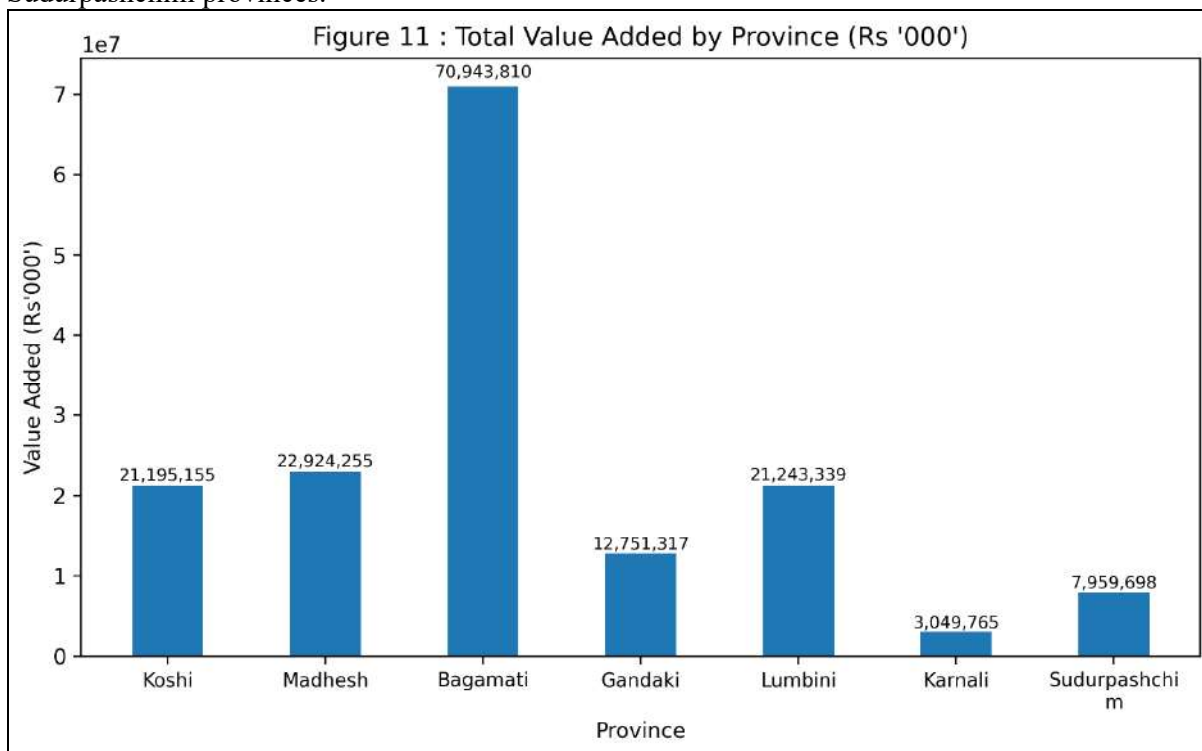
Figure 10 presents the value of total input by province (in thousand NRs) and shows a clear concentration in Bagamati. Bagamati has the highest total input at Rs. 55,786,305 thousand (about Rs. 55.8 billion), accounting for nearly half of the total input shown in the figure. Koshi and Lumbini follow with Rs. 15,361,905 thousand and Rs. 14,322,397 thousand respectively (about Rs. 15.4 billion and Rs. 14.3 billion), while Madhesh reports Rs. 11,433,737 thousand (around Rs. 11.4



billion). The remaining provinces have comparatively smaller inputs: Gandaki at Rs. 10,080,291 thousand, Sudurpashchim at Rs. 5,278,456 thousand, and Karnali with the lowest value at Rs. 2,184,355 thousand, indicating a more limited scale of operations in these provinces. The provincial pattern of total input is presented in Figure 10.

3.10 Provincial Distribution of Total Value Added (Rs '000')

The provincial distribution of total value added generated by non-government educational institutions is highly uneven, with a strong concentration in Bagamati Province. Bagamati generates Rs. 70,943,810 thousand (about Rs. 70.9 billion), which is roughly 44 percent of the total value added shown in the figure. Madhesh ranks second with Rs. 22,924,255 thousand (about Rs. 22.9 billion). Koshi and Lumbini contribute similar amounts, Rs. 21,195,155 thousand and Rs. 21,243,339 thousand respectively, each around Rs. 21.2 billion. The remaining provinces add smaller shares: Gandaki records Rs. 12,751,317 thousand, Sudurpashchim Rs. 7,959,698 thousand, and Karnali has the lowest value added at Rs. 3,049,765 thousand (about Rs. 3.0 billion). Overall, the pattern, as presented in Figure 11 below, indicates that the economic contribution of non-government educational institutions is largest in Bagamati and relatively limited in Karnali and Sudurpashchim provinces.



3.11 Average Yearly Expenditure Per Institution

Figure 12 shows clear provincial differences in average yearly expenditure per institution. Bagamati Province has by far the highest spending, at about Rs. 21.3 million per institution, indicating larger and more cost-intensive schools and colleges. It is followed by Gandaki with around Rs. 13.0 million and Lumbini with about Rs. 10.4 million. Koshi and Madhesh record moderate averages of roughly Rs. 9.0 million and Rs. 7.0 million respectively. The lowest average expenditures are observed in Karnali (about Rs. 6.4 million) and Sudurpashchim (about Rs. 6.3 million), suggesting that institutions there operate on smaller budgets and more modest cost structures compared to those in the central provinces.

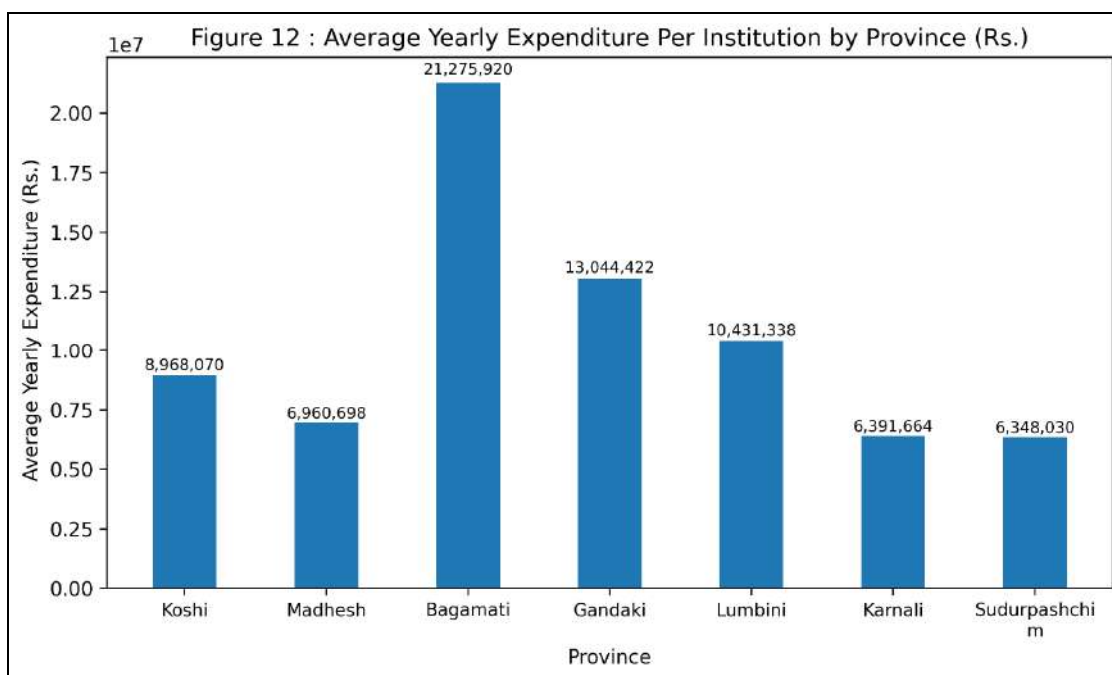
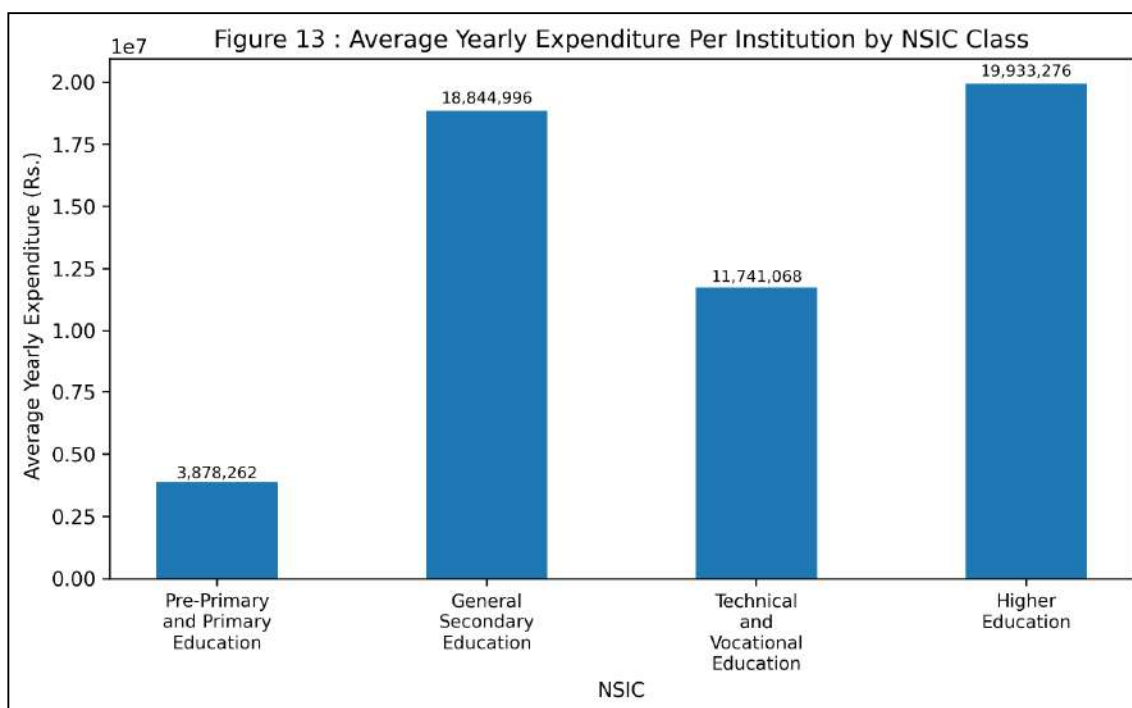


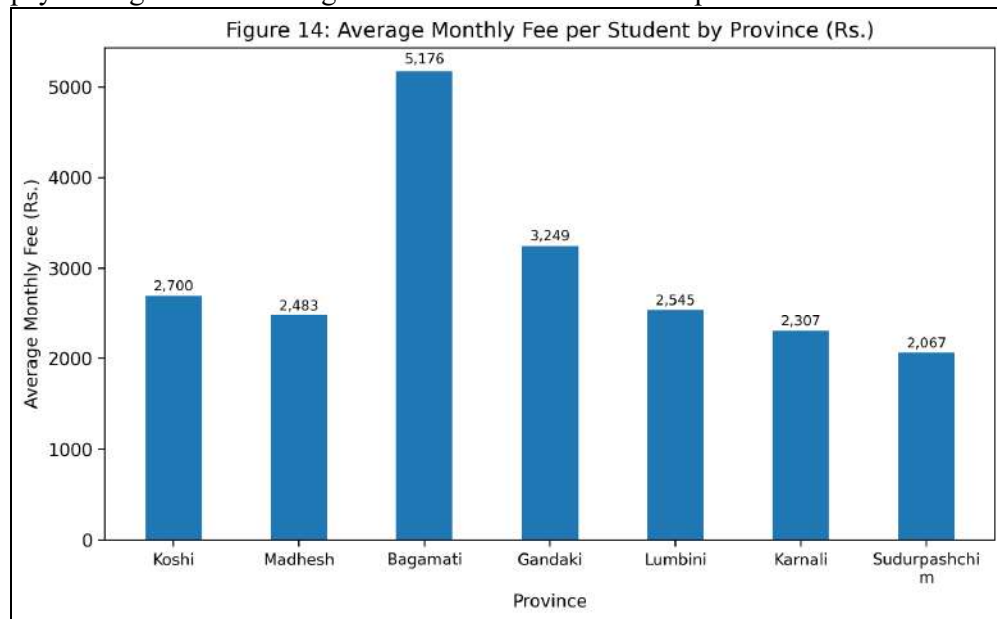
Figure 13 shows that the average yearly expenditure per institution varies sharply across NSIC classes. Higher education institutions have the highest spending, at about Rs. 19.9 million per institution, followed closely by general secondary education with around Rs. 18.8 million. Technical and vocational education institutions spend on average about Rs. 11.7 million a year. In



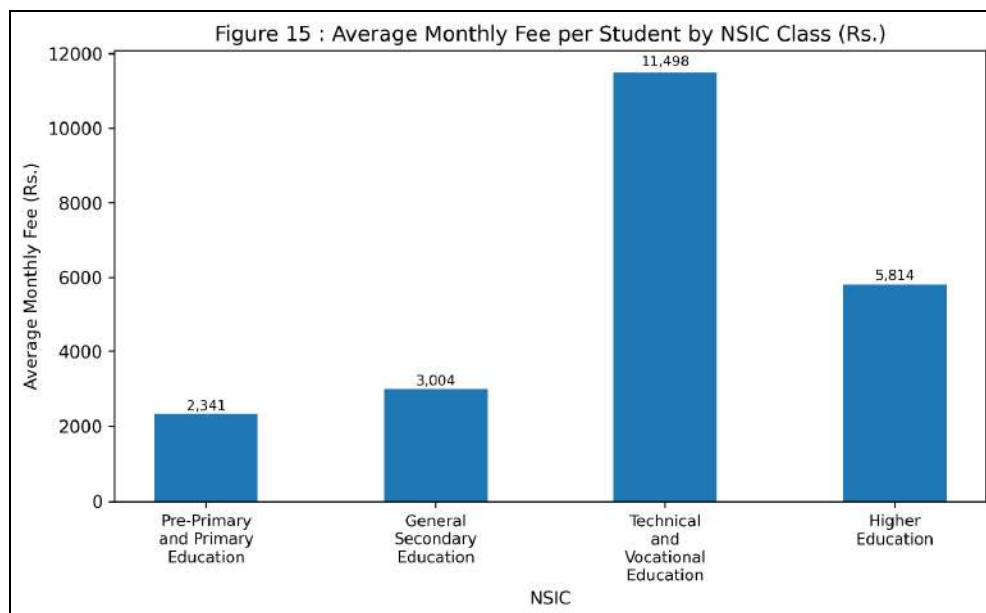
contrast, pre-primary and primary education operates with much smaller budgets, averaging about Rs. 3.9 million per institution. Overall, expenditure per institution increases with the level and complexity of education, especially at the secondary and higher education levels, as presented in Figure 13 below.

3.12 Average Monthly Fee per Student (Rs.)

Figures 14 and 15 show that the average monthly fee per student varies remarkably across both provinces and NSIC classes. At the provincial level, Bagamati charges by far the highest fee, about Rs. 5,176 per student per month. It is followed by Gandaki at around Rs. 3,249, then Koshi (Rs. 2,700) and Lumbini (Rs. 2,545). Fees are slightly lower in Madhesh (Rs. 2,483) and Karnali (Rs. 2,307), while Sudurpashchim has the lowest average fees at about Rs. 2,067 per student. Overall, students pay the highest fees in Bagamati and the lowest in Sudurpashchim and Karnali.



By NSIC class, fees are lowest at the school level. Pre-primary and primary education charges about Rs. 2,341 per student per month, and general secondary education about Rs. 3,004. In contrast, post-school programmes are much more expensive. Technical and vocational education has by far the highest average fee, at around Rs. 11,498 per month, while higher education institutions charge about Rs. 5,814. Taken together, Figures 14 and 15 indicate that students face relatively modest fees in basic and secondary schools, but much higher costs in technical/vocational and higher education programmes.



CHAPTER IV

STATISTICAL TABLE

1. Principal Indicators

Table 1.1 : Key Principal Indicators of Educational Institution by Province

S.N.	Area	No. of Educational Institutions	No. of Persons Engaged	No. of Employees	Wages, Salaries & Other Benefits	Gross Addition to Fixed Assets	Gross Fixed Assets at the End of the Year	Intermediate Consumption	Gross Output	Total Input	Gross Value Added
in thousand rupees											
	Nepal	10,411	311,516	300,021	74,619,822	17,259,299	309,219,267	35,399,008	195,465,657	114,447,446	160,067,339
	Province										
1	Koshi	1,917	50,240	48,710	10,805,882	2,757,867	42,514,799	4,081,597	25,276,594	15,361,905	21,195,155
2	Madhesh	1,891	42,531	40,333	7,612,772	1,569,525	34,524,620	3,668,707	26,592,869	11,433,737	22,924,255
3	Bagmati	2,903	119,191	117,229	33,851,521	7,634,860	128,848,986	19,403,355	90,347,022	55,786,305	70,943,810
4	Gandaki	862	26,197	24,558	6,802,057	1,669,897	35,430,640	2,698,652	15,449,931	10,080,291	12,751,317
5	Lumbini	1,556	43,849	43,120	10,308,006	1,957,425	43,997,904	3,567,935	24,811,110	14,322,397	21,243,339
6	Karnali	375	7,759	7,312	1,535,199	215,767	5,428,159	608,414	3,658,174	2,184,355	3,049,765
7	Sudurpashchim	907	21,749	18,758	3,704,385	1,453,958	18,474,160	1,370,347	9,329,959	5,278,456	7,959,698

Table 1.2 : Key Principal Indicators of Educational Institution by NSIC Class

S.N.	Area	No. of Educational Institutions	No. of Persons Engaged	No. of Employees	Wages, Salaries & Other Benefits	Gross Addition to Fixed Assets	Gross Fixed Assets at the End of the Year	Intermediate Consumption	Gross Output	Total Input	Gross Value Added
in thousand rupees											
	Nepal	10,411	311,516	300,021	74,619,822	17,259,299	309,219,267	35,399,008	195,465,657	114,447,446	160,067,339
	NSIC										
8510	Pre-Primary and Basic Education	4,522	72,051	66,704	10,192,278	2,415,889	40,320,325	5,270,369	28,823,854	15,741,712	23,553,853
8521	General Secondary Education	4,319	186,137	181,658	48,582,474	11,587,327	180,967,103	20,955,598	122,421,718	72,365,472	101,466,421
8522	Technical and Vocational Education	301	8,563	8,355	1,947,577	147,935	11,392,027	1,084,060	5,661,474	3,176,179	4,577,422
8530	Higher Education	1,268	44,766	43,304	13,897,493	3,108,148	76,539,812	8,088,981	38,558,612	23,164,083	30,469,642

Table 1.3 : Key Principal Indicators of Educational Institution by Ownership

S.N.	Area	No. of Educational Institutions	No. of Persons Engaged	No. of Employees	Wages, Salaries & Other Benefits	Gross Addition to Fixed Assets	Gross Fixed Assets at the End of the Year	Intermediate Consumption	Gross Output	Total Input	Gross Value Added
in thousand rupees											
Nepal		10,411	311,516	300,021	74,619,822	17,259,299	309,219,267	35,399,008	195,465,657	114,447,446	160,067,339
Ownership											
1	Individual Proprietorship	2,163	47,821	44,900	9,282,163	1,865,839	36,387,791	4,303,726	26,153,079	14,054,496	21,849,523
2	Partnership	1,539	40,066	37,978	8,186,757	1,417,662	28,068,956	3,133,747	20,026,865	11,650,753	16,893,261
3	Private Limited	5,421	191,978	186,969	49,178,118	11,540,437	186,600,168	24,855,122	131,703,345	77,570,376	106,848,537
4	Community	542	12,639	11,817	3,359,035	1,328,111	31,037,364	1,101,476	6,696,671	4,463,247	5,595,192
5	Trust (Public/Private)	746	19,013	18,357	4,613,749	1,107,250	27,124,988	2,004,936	10,885,697	6,708,573	8,880,825

Table 1.4 : Key Principal Indicators of Educational Institutions by Employee-Size Category

S.N.	Area	No. of Educational Institutions	No. of Persons Engaged	No. of Employees	Wages, Salaries & Other Benefits	Gross Addition to Fixed Assets	Gross Fixed Assets at the End of the Year	Intermediate Consumption	Gross Output	Total Input	Gross Value Added
in thousand rupees											
Nepal		10,411	311,516	300,021	74,619,822	17,259,299	309,219,267	35,399,008	195,465,657	114,447,446	160,067,339
Category											
1	10 or Less persons	1,104	9,372	8,094	1,003,450	274,734	6,578,772	500,340	2,736,917	1,525,371	2,236,683
2	10-20 persons	3,467	52,880	48,664	7,462,035	1,583,969	37,624,348	3,349,318	20,356,415	10,985,884	17,007,324
3	20-30 persons	2,386	60,436	57,786	11,223,262	2,187,664	43,608,692	5,391,745	30,182,201	17,028,505	24,790,646
4	30-40 persons	1,479	52,338	50,753	11,347,291	1,718,806	51,402,040	4,985,710	29,186,060	16,902,172	24,200,473
5	40-50 persons	716	32,109	31,460	7,681,155	1,909,933	36,910,076	3,003,935	19,559,296	11,211,531	16,555,363
6	50-100 persons	1,000	66,900	65,989	20,931,937	4,227,631	80,257,211	9,689,821	53,246,560	32,036,583	43,556,790
7	100 or more persons	259	37,481	37,275	14,970,692	5,356,563	52,838,129	8,478,139	40,198,208	24,757,399	31,720,059

Table 1.5: Principal Indicators of Education Institutions with Gross Fixed Assets Below NRs. 5 Lakhs at the End of the Year, by Province

S.N.	Area	No. of Educational Institutions	No. of Persons Engaged	No. of Employees	Wages, Salaries & Other Benefits	Gross Addition to Fixed Assets	Gross Fixed Assets at the End of the Year	Intermediate Consumption	Gross Output	Total Input	Gross Value Added
in thousand rupees											
Nepal		944	14,053	13,169	2,068,695	23,443	240,864	953,371	5,138,323	3,066,322	4,185,048
Province											
1	Koshi	194	2,580	2,422	373,689	2,878	42,901	136,601	900,575	521,780	764,030
2	Madhesh	186	2,455	2,279	378,440	4,534	63,546	123,137	1,042,970	506,361	919,814
3	Bagamati	213	4,371	4,249	760,150	7,413	48,240	500,834	1,945,883	1,284,824	1,445,045
4	Gandaki	47	575	538	74,647	564	12,676	23,138	153,341	97,988	130,213
5	Lumbini	150	1,834	1,733	200,034	4,115	33,768	67,383	538,061	269,382	470,704
6	Karnali	46	651	618	120,988	566	11,398	59,710	168,112	181,076	108,404
7	Sudur Pashchim	107	1,588	1,330	160,747	3,373	28,334	42,569	389,380	204,911	346,839

Table 1.6: Principal Indicators of Education Institutions with Gross Fixed Assets NRs. 5 - 25 Lakhs at the End of the Year, by Province

S.N.	Area	No. of Educational Institutions	No. of Persons Engaged	No. of Employees	Wages, Salaries & Other Benefits	Gross Addition to Fixed Assets	Gross Fixed Assets at the End of the Year	Intermediate Consumption	Gross Output	Total Input	Gross Value Added
in thousand rupees											
Nepal		2,058	38,975	37,262	6,297,677	320,741	2,822,247	3,156,324	16,504,120	9,527,851	13,347,977
Province											
1	Koshi	313	5,725	5,527	841,311	43,493	452,121	288,414	1,915,640	1,135,130	1,627,224
2	Madhesh	505	8,520	8,180	1,235,568	61,884	674,293	618,627	4,356,020	1,851,552	3,737,473
3	Bagamati	563	13,945	13,701	2,679,559	98,792	733,618	1,600,364	6,321,906	4,321,442	4,721,607
4	Gandaki	108	1,679	1,537	265,534	6,253	137,421	121,150	627,619	389,589	506,461
5	Lumbini	300	4,895	4,818	764,210	67,816	446,437	335,168	1,955,793	1,108,586	1,620,644
6	Karnali	71	1,040	966	177,122	8,595	91,029	65,704	450,611	245,773	384,909
7	Sudurpashchim	197	3,171	2,532	334,373	33,907	287,329	126,897	876,532	475,778	749,660

Table 1.7 : Principal Indicators of Education Institutions with Gross Fixed Assets NRs. 25 - 50 Lakhs at the End of the Year, by Province

S.N.	Area	No. of Educational Institutions	No. of Persons Engaged	No. of Employees	Wages, Salaries & Other Benefits	Gross Addition to Fixed Assets	Gross Fixed Assets at the End of the Year	Intermediate Consumption	Gross Output	Total Input	Gross Value Added
in thousand rupees											
Nepal		1,320	32,556	30,932	6,010,442	365,359	4,908,334	3,239,627	16,582,867	9,370,298	13,343,227
Province											
1	Koshi	301	5,845	5,529	933,425	62,908	1,086,054	435,089	2,303,125	1,385,347	1,868,000
2	Madhesh	216	4,440	4,031	721,386	47,859	811,696	365,216	2,479,793	1,086,836	2,114,577
3	Bagamati	401	13,505	13,289	2,798,722	156,924	1,550,666	1,827,864	8,179,425	4,666,381	6,351,556
4	Gandaki	100	2,141	1,946	455,350	19,324	351,419	166,310	792,431	632,557	626,130
5	Lumbini	145	3,331	3,274	625,178	35,241	535,519	251,455	1,625,078	909,307	1,373,627
6	Karnali	56	1,013	960	170,932	7,654	219,644	81,326	436,039	257,709	354,720
7	Sudurpashchim	101	2,282	1,902	305,449	35,449	353,335	112,367	766,977	432,162	654,618

Table 1.8 : Principal Indicators of Education Institutions with Gross Fixed Assets NRs. 50 Lakhs to 1 Crore at the End of the Year, by Province

S.N.	Area	No. of Educational Institutions	No. of Persons Engaged	No. of Employees	Wages, Salaries & Other Benefits	Gross Addition to Fixed Assets	Gross Fixed Assets at the End of the Year	Intermediate Consumption	Gross Output	Total Input	Gross Value Added
in thousand rupees											
Nepal		1,583	40,469	38,417	7,892,912	1,163,630	11,488,362	3,917,099	20,882,625	12,065,420	16,965,626
Province											
1	Koshi	334	7,436	7,158	1,232,032	278,275	2,376,384	475,448	2,787,217	1,752,802	2,311,829
2	Madhesh	336	7,210	6,763	1,162,014	162,807	2,443,483	634,434	4,146,722	1,804,786	3,512,301
3	Bagamati	356	13,227	12,951	3,478,246	299,319	2,601,094	1,909,728	8,466,567	5,497,118	6,556,850
4	Gandaki	113	2,555	2,268	479,945	40,130	826,709	246,521	1,408,695	745,924	1,162,167
5	Lumbini	207	4,933	4,816	818,679	207,946	1,491,564	372,648	2,183,906	1,220,528	1,811,278
6	Karnali	61	1,201	1,041	200,687	27,646	469,806	93,220	524,446	299,335	431,227
7	Sudurpashchim	176	3,906	3,420	521,308	147,506	1,279,322	185,099	1,365,073	744,927	1,179,972

Table 1.9 : Principal Indicators of Education Institutions with Gross Fixed Assets NRs. 1 - 10 Crore at the End of the Year, by Province

S.N.	Area	No. of Educational Institutions	No. of Persons Engaged	No. of Employees	Wages, Salaries & Other Benefits	Gross Addition to Fixed Assets	Gross Fixed Assets at the End of the Year	Intermediate Consumption	Gross Output	Total Input	Gross Value Added
in thousand rupees											
Nepal		3,862	139,142	134,569	34,748,992	7,193,348	123,845,489	15,120,672	88,265,668	52,040,821	73,145,289
Province											
1	Koshi	687	23,230	22,679	5,503,052	1,564,429	21,673,677	1,846,729	12,742,986	7,635,018	10,896,331
2	Madhesh	599	16,955	16,202	3,293,080	1,020,744	17,726,948	1,565,723	11,732,826	4,977,225	10,167,117
3	Bagamati	1,083	50,978	50,149	14,881,853	2,084,897	36,245,148	7,786,964	37,735,796	23,872,410	29,948,895
4	Gandaki	409	13,892	12,965	3,554,878	1,059,676	13,771,314	1,390,053	7,904,307	5,157,068	6,514,275
5	Lumbini	660	21,822	21,492	5,171,128	782,714	21,974,163	1,675,084	12,294,103	7,108,568	10,619,117
6	Karnali	136	3,683	3,556	767,805	171,307	4,085,003	284,946	1,910,967	1,074,437	1,626,016
7	Sudurpashchim	288	8,581	7,526	1,577,196	509,579	8,369,235	571,173	3,944,684	2,216,093	3,373,537

Table 1.10 : Principal Indicators of Education Institutions with Gross Fixed Assets NRs. 10 Crore and more at the End of the Year, by Province

S.N.	Area	No. of Educational Institutions	No. of Persons Engaged	No. of Employees	Wages, Salaries & Other Benefits	Gross Addition to Fixed Assets	Gross Fixed Assets at the End of the Year	Intermediate Consumption	Gross Output	Total Input	Gross Value Added
in thousand rupees											
Nepal		645	46,320	45,672	17,601,104	8,192,779	165,913,971	9,011,914	48,092,053	28,376,733	39,080,171
Province											
1	Koshi	88	5,425	5,396	1,922,372	805,884	16,883,662	899,316	4,627,052	2,931,827	3,727,741
2	Madhesh	48	2,951	2,878	822,284	271,697	12,804,653	361,568	2,834,538	1,206,976	2,472,972
3	Bagamati	287	23,165	22,891	9,252,990	4,987,514	87,670,219	5,777,601	27,697,444	16,144,130	21,919,857
4	Gandaki	85	5,354	5,304	1,971,703	543,949	20,331,099	751,480	4,563,539	3,057,164	3,812,070
5	Lumbini	94	7,033	6,986	2,728,778	859,593	19,516,454	866,198	6,214,169	3,706,027	5,347,970
6	Karnali	4	170	170	97,666	-	551,279	23,509	167,999	126,024	144,490
7	Sudurpashchim	38	2,222	2,048	805,311	724,144	8,156,606	332,242	1,987,313	1,204,585	1,655,072

2. Institution Profile

Table 2.1 : Number and Percentage of Educational Institutions by NSIC Types and Province

S.N.	Area	NSIC Class									
		Number				Percent					
		Pre-Primary and Primary Education	General Secondary Education	Technical and Vocational Education	Higher Education	Total	Pri-Primary and Primary Education	General Secondary Education	Technical and Vocational Education	Higher Education	Total
	Nepal	4,522	4,319	301	1,268	10,411	43.4	41.5	2.9	12.2	100
	Province										
1	Koshi	855	844	42	176	1,917	44.6	44.0	2.2	9.2	100
2	Madhesh	1,212	530	52	97	1,891	64.1	28.0	2.8	5.1	100
3	Bagamati	675	1,538	94	596	2,903	23.3	53.0	3.2	20.5	100
4	Gandaki	306	398	19	139	862	35.5	46.2	2.2	16.1	100
5	Lumbini	710	642	54	150	1,556	45.6	41.3	3.5	9.6	100
6	Karnali	221	96	17	41	375	59.0	25.5	4.5	10.9	100
7	Sudurpashchim	543	272	23	69	907	59.9	30.0	2.5	7.6	100

Table 2.2 : Total Number of Educational Institutions by Onwership and Province

S.N.	Onwership	Province							Total
		Koshi	Madhesh	Bagamati	Gandaki	Lumbini	Karnali	Sudurpashchim	
	Nepal	1,917	1,891	2,903	862	1,556	375	907	10,411
	Onwership								
1	Individual Proprietorship	433	437	360	141	307	104	382	2,163
2	Partnership	342	156	326	155	339	26	195	1,539
3	Private Limited	954	1,071	1,831	440	730	185	210	5,421
4	Community	86	43	146	91	90	33	53	542
5	Trust (Public/Private)	103	185	240	34	91	27	67	746

Table 2.3 : Total Number of Educational Institutions by Legal Status by Province

Table 2.15: Total Number of Educational Institutions by Legal Status by Province													
S.N.	Area	Legal Status											
		Number					Percent						
		Individual Proprietorship	Partnership	Private Limited	Community	Trust (Public/Private)	Total	Individual Proprietorship	Partnership	Private Limited	Community	Trust (Public/Private)	Total
	Nepal	2,163	1,539	5,421	542	746	10,411	20.8	14.8	52.1	5.2	7.2	100
	Province												
1	Koshi	433	342	954	86	103	1,917	22.6	17.8	49.7	4.5	5.4	100
2	Madhesh	437	156	1,071	43	185	1,891	23.1	8.2	56.6	2.3	9.8	100
3	Bagamati	360	326	1,831	146	240	2,903	12.4	11.2	63.1	5.0	8.3	100
4	Gandaki	141	155	440	91	34	862	16.4	18.0	51.1	10.6	3.9	100
5	Lumbini	307	339	730	90	91	1,556	19.7	21.8	46.9	5.8	5.8	100
6	Karnali	104	26	185	33	27	375	27.6	6.9	49.4	8.8	7.3	100
7	Sudurpashchim	382	195	210	53	67	907	42.1	21.5	23.1	5.8	7.4	100

Table 2.4 : Ownership of Educational Institution by Sex and Province

S.N.	Area	Onwer's Sex					
		Number			Percent		
		Male	Female	Total	Male	Female	Total
	Nepal	1,684	479	2,163	77.8	22.2	100
	Province						
1	Koshi	329	104	433	76.0	24.0	100
2	Madhesh	360	76	437	82.5	17.5	100
3	Bagamati	248	112	360	69.0	31.0	100
4	Gandaki	104	38	141	73.2	26.8	100
5	Lumbini	254	52	307	82.9	17.1	100
6	Karnali	82	22	104	79.2	20.8	100
7	Sudurpashchim	307	75	382	80.3	19.7	100

Table 2.5 : Managerial status in Educational Institution by Sex and Province

S.N.	Area	Managerial Staus					
		Number			Percent		
		Male	Female	Total	Male	Female	Total
	Nepal	1,734	429	2,163	80.2	19.8	100
	Province						
1	Koshi	325	108	433	75.1	24.9	100
2	Madhesh	392	45	437	89.8	10.2	100
3	Bagamati	247	113	360	68.6	31.4	100
4	Gandaki	102	39	141	72.2	27.8	100
5	Lumbini	271	36	307	88.3	11.7	100
6	Karnali	82	22	104	79.2	20.8	100
7	Sudurpashchim	315	67	382	82.5	17.5	100

Table 2.6 : Ownership of Buildings of Educational Institution by Province

Table 2.6: Ownership of Buildings of Educational Institution by Province											
S.N.	Area	Ownership									
		Number					Percent				
		Own	Rented	Lease	Others	Total	Own	Rented	Lease	Others	Total
	Nepal	5,455	3,601	1,219	136	10,411	52.4	34.6	11.7	1.3	100
	Province										
1	Koshi	1,120	456	312	29	1,917	58.4	23.8	16.3	1.5	100
2	Madhesh	792	868	226	5	1,891	41.9	45.9	12.0	0.3	100
3	Bagamati	1,187	1,103	584	29	2,903	40.9	38.0	20.1	1.0	100
4	Gandaki	625	180	30	27	862	72.5	20.9	3.4	3.1	100
5	Lumbini	933	563	34	26	1,556	60.0	36.2	2.2	1.7	100
6	Karnali	250	109	12	5	375	66.6	29.1	3.1	1.3	100
7	Sudurpashchim	548	322	21	15	907	60.5	35.5	2.3	1.7	100

Table 2.7 : Source of Drinking Water in Educational Institution by Province

Table 2.7 : Source of Drinking Water in Educational Institution by Province											
S.N.	Area	Source of Drinking Water									
		Number					Percent				
		Tap water	Boring/tubw el water	Jar water	Others	Total	Tap water	Boring/tubw el water	Jar water	Others	Total
	Nepal	5,468	2,896	1,527	519	10,411	52.5	27.8	14.7	5.0	100
	Province										
1	Koshi	1,333	460	45	79	1,917	69.5	24.0	2.4	4.1	100
2	Madhesh	301	1,549	30	11	1,891	15.9	81.9	1.6	0.6	100
3	Bagamati	1,247	274	1,229	153	2,903	42.9	9.4	42.3	5.3	100
4	Gandaki	683	78	84	18	862	79.2	9.0	9.7	2.0	100
5	Lumbini	1,014	290	78	175	1,556	65.1	18.6	5.0	11.2	100
6	Karnali	282	48	31	14	375	75.2	12.8	8.3	4	100
7	Sudurpashchim	609	198	29	71	907	67.2	21.8	3.2	7.8	100

3. Employment & staffing

Table 3.1 : Number of Employment in Educational Institution by Province

Table 5.12: Number of Employment in Educational Institution by Province											
S.N.	Area	No. of Educational Institutions	Staffs						Total Male	Total Female	Total Staff
			Teaching Staffs			Non Teaching Staffs					
			Full-time	Part-time	Total	Full-time	Part-time	Total			
	Nepal	10,411	178,784	42,720	221,504	75,529	2,988	78,517	145,610	154,411	300,021
	Province										
1	Koshi	1,917	32,044	4,408	36,453	11,836	422	12,258	23,973	24,737	48,710
2	Madhesh	1,891	26,545	4,036	30,580	9,340	413	9,753	21,733	18,600	40,333
3	Bagamati	2,903	57,614	25,241	82,855	32,813	1,561	34,374	55,540	61,689	117,229
4	Gandaki	862	15,474	3,298	18,773	5,570	215	5,785	11,473	13,085	24,558
5	Lumbini	1,556	28,515	3,801	32,316	10,511	294	10,804	21,049	22,071	43,120
6	Karnali	375	5,169	693	5,862	1,450	0	1,450	3,353	3,959	7,312
7	Sudurpashchim	907	13,422	1,243	14,665	4,010	84	4,094	8,489	10,270	18,758

Table 3.2 : Number of Employment in Educational Institution by NSIC Types

S.N.	Area	No. of Educational Institutions	Staffs						Total Male	Total Female	Total Staff
			Teaching Staffs			Non Teaching Staffs					
			Full-time	Part-time	Total	Full-time	Part-time	Total			
	Nepal	10,411	178,784	42,720	221,504	75,529	2,988	78,517	145,610	154,411	300,021
NSIC											
8510	Pre-Primary and Primary Education	4,522	49,450	1,568	51,017	14,866	821	15,687	24,009	42,696	66,704
8521	General Secondary Education	4,319	115,431	17,687	133,118	47,011	1,529	48,540	83,760	97,898	181,658
8522	Technical and Vocational Education	301	2,896	3,196	6,093	2,198	64	2,262	5,476	2,879	8,355
8530	Higher Education	1,268	11,007	20,269	31,276	11,453	575	12,028	32,366	10,938	43,304

Table 3.3 : Number of Teachers/Trainers/Professors by Level and Province

Table 3.9 : Number of Teachers/Trainers/Professors by Level and Province																	
S.N.	Area	No. of Educational Institutions	Level														
			Pre-Primary			Basic (Class 1-8)			Secondary (Class 9-12)			Pre-Diploma & Diploma			Bachelor and above (Bachelor/Master/MPhil/PhD)		
			Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Nepal		10,411	2,197	47,550	49,746	37,678	52,461	90,139	32,155	9,203	41,358	4,135	1,911	6,046	24,776	6,227	31,002
Province																	
1	Koshi	1,917	298	8,444	8,742	6,994	8,872	15,866	5,382	1,598	6,980	492	301	794	2,729	498	3,227
2	Madhesh	1,891	862	8,435	9,296	8,507	5,658	14,165	3,678	453	4,131	890	241	1,132	1,214	201	1,414
3	Bagamati	2,903	414	13,403	13,818	8,684	19,712	28,396	13,596	4,702	18,298	1,360	900	2,260	14,473	4,470	18,943
4	Gandaki	862	52	4,090	4,141	2,677	4,922	7,599	2,954	797	3,751	229	149	378	2,364	443	2,808
5	Lumbini	1,556	313	7,692	8,005	6,217	8,252	14,469	4,483	1,036	5,519	725	239	963	2,577	412	2,989
6	Karnali	375	115	1,557	1,672	1,272	1,370	2,642	575	199	773	189	36	224	464	62	527
7	Sudurpashchim	907	144	3,928	4,072	3,327	3,675	7,002	1,486	419	1,905	250	46	296	954	141	1,094

Table 3.4 : Number and Percentage of Educational Institutions with Social Security Contribution by Province

S.N.	Area	Social Security Contribution					
		Number			Percent		
		Yes	No	Total	Yes	No	Total
	Nepal	912	9,498	10,411	8.8	91.2	100
	Province						
1	Koshi	98	1,819	1,917	5.1	94.9	100
2	Madhesh	18	1,873	1,891	1.0	99.0	100
3	Bagamati	518	2,385	2,903	17.9	82.1	100
4	Gandaki	67	795	862	7.8	92.2	100
5	Lumbini	99	1,457	1,556	6.4	93.6	100
6	Karnali	15	360	375	3.9	96.1	100
7	Sudurpashchim	97	810	907	10.7	89.3	100

Table 3.5 : Number and Percentage of Educational Institutions with Social Security Contribution by NSIC Class

S.N.	Area	Social Security Contribution					
		Number			Percent		
		Yes	No	Total	Yes	No	Total
	Nepal	912	9,498	10,411	8.8	91.2	100
	NSIC						
8510	Pre-Primary and Primary Education	133	4,390	4,522	2.9	97.1	100
8521	General Secondary Education	498	3,822	4,319	11.5	88.5	100
8522	Technical and Vocational Education	33	268	301	10.9	89.1	100
8530	Higher Education	249	1,019	1,268	19.6	80.4	100

4. Students Related

Table 4.1 : Number of Students of Educational Institutions by Education Level and Province

S.N	Area	No. of Educational Institutions	Level								Bachelor Level	Master's degree or above
			Pre-Primary	Basic - 1 (Class 1-3)	Basic - 2 (Class 4-5)	Basic - 3 (Class 6-8)	Secondary -1 (Class 9-10)	Secondary -2 (Class 11-12)	Perdiploma & Dipoma (Technical and Vocational)			
	Nepal	10,411	932,795	825,088	491,537	547,593	267,798	224,154		35,688	431,661	35,144
	Province											
1	Koshi	1,917	149,867	140,407	88,005	100,894	48,410	38,857		4,335	59,561	3,891
2	Madhesh	1,891	227,824	182,581	94,674	86,029	32,918	26,690		6,905	35,209	3,531
3	Bagamati	2,903	199,380	193,874	126,524	167,432	97,034	98,730		13,014	195,251	19,746
4	Gandaki	862	58,805	61,627	39,720	45,822	23,954	15,500		2,648	36,103	1,643
5	Lumbini	1,556	179,646	146,159	84,639	91,542	43,017	26,948		5,741	59,542	3,401
6	Karnali	375	35,964	29,981	14,942	12,510	5,160	2,973		1,005	14,897	829
7	Sudurpashchim	907	81,308	70,459	43,031	43,364	17,305	14,456		2,042	31,097	2,104

Table 4.2 : Number of Students of Educational Institutions by Education Level and NSIC Types

Table 4.2 : Number of Students of Educational Institutions by Education Level and NSIC Types

S.N	Area	No. of Educational Institutions	Level								
			Pre-Primary	Basic - 1 (Class 1-3)	Basic - 2 (Class 4-5)	Basic - 3 (Class 6-8)	Secondary -1 (Class 9-10)	Secondary -2 (Class 11-12)	Dipoma & Perdiploma (Technical and Vocational)	Bachelor Level	Master's degree or above
	Nepal	10,411	932,795	825,088	491,537	547,593	267,798	224,154	35,688	431,661	35,144
	NSIC										
8510	Pre-Primary and Primary Education	4,522	408,393	273,679	124,268	68,801	-	-	-	-	-
8521	General Secondary Education	4,319	524,402	551,409	367,270	478,792	267,798	224,154	-	-	-
8522	Technical and Vocational Education	301	-	-	-	-	-	-	35,688	-	-
8530	Higher Education	1,268	-	-	-	-	-	-	-	431,661	35,144

Table 4.3 : Number of Basic Level (Class 1-8) Students by Sex and Province

S.N.	Area	No. of Educational Institutions	Education Level & No. of Students											
			Pre-Primary			Basic - 1 (Class 1-3)			Basic - 2 (Class 4-5)			Basic - 3 (Class 6-8)		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	Nepal	10,411	507,862	424,933	932,795	454,100	370,988	825,088	272,597	218,941	491,537	304,640	242,953	547,593
	Province													
1	Koshi	1,917	79,714	70,154	149,867	74,049	66,358	140,407	47,158	40,848	88,005	53,825	47,068	100,894
2	Madhesh	1,891	127,443	100,382	227,824	105,790	76,791	182,581	55,936	38,738	94,674	51,539	34,490	86,029
3	Bagamati	2,903	106,686	92,694	199,380	104,541	89,333	193,874	68,902	57,622	126,524	92,455	74,977	167,432
4	Gandaki	862	32,211	26,594	58,805	33,596	28,031	61,627	21,805	17,915	39,720	25,079	20,744	45,822
5	Lumbini	1,556	96,206	83,440	179,646	78,495	67,664	146,159	45,537	39,102	84,639	49,543	41,999	91,542
6	Karnali	375	19,745	16,219	35,964	16,463	13,518	29,981	8,319	6,624	14,942	6,951	5,559	12,510
7	Sudurpashchim	907	45,858	35,449	81,308	41,166	29,293	70,459	24,939	18,092	43,031	25,249	18,116	43,364

Table 4.4 : Number of Basic Level (Class 1-8) Students by Sex and NSIC

S.N.	Area	No. of Educational Institutions	Education Level & No. of Students											
			Pre-Primary			Basic - 1 (Class 1-3)			Basic - 2 (Class 4-5)			Basic - 3 (Class 6-8)		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	Nepal	10,411	507,862	424,933	932,795	454,100	370,988	825,088	272,597	218,941	491,537	304,640	242,953	547,593
	NSIC													
8510	Pre-Primary and Primary Education	4,522	223,297	185,095	408,393	152,765	120,914	273,679	70,269	53,998	124,268	38,403	30,398	68,801
8521	General Secondary Education	4,319	284,565	239,838	524,402	301,335	250,074	551,409	202,327	164,943	367,270	266,237	212,555	478,792
8522	Technical and Vocational Education	301	-	-	-	-	-	-	-	-	-	-	-	-
8530	Higher Education	1,268	-	-	-	-	-	-	-	-	-	-	-	-

Table 4.5 : Number of Secondary Level (Class9-12) Students by Sex and Province

S.N.	Area	No. of Educational Institutions	Education Level & No. of Students								
			Secondary -1 (Class 9-10)			Secondary -2 (Class 11-12)			Dipoma & Perdiploma (Technical and Vocational)		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	Nepal	10,411	147,849	119,949	267,798	120,634	103,520	224,154	13,253	22,436	35,690
	Province										
1	Koshi	1,917	25,675	22,735	48,410	20,344	18,513	38,857	1,618	2,717	4,335
2	Madhesh	1,891	19,285	13,633	32,918	13,768	12,922	26,690	2,953	3,952	6,905
3	Bagamati	2,903	53,372	43,662	97,034	53,413	45,318	98,730	4,614	8,400	13,015
4	Gandaki	862	13,343	10,611	23,954	8,144	7,356	15,500	628	2,020	2,648
5	Lumbini	1,556	22,977	20,040	43,017	15,114	11,834	26,948	2,015	3,726	5,741
6	Karnali	375	2,919	2,241	5,160	1,566	1,407	2,973	493	512	1,005
7	Sudurpashchim	907	10,278	7,027	17,305	8,287	6,169	14,456	931	1,110	2,042

Table 4.6 : Number of Secondary Level (Class9-12) Students by Sex and NSIC Classification

S.N.	Area	No. of Educational Institutions	Education Level & No. of Students								
			Secondary -1 (Class 9-10)			Secondary -2 (Class 11-12)			Dipoma & Perdiploma (Technical and Vocational)		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	Nepal	10,411	147,849	119,949	267,798	120,634	103,520	224,154	13,253	22,436	35,690
	NSIC										
8510	Pre-Primary and Primary Education	4,522	-	-	-	-	-	-	-	-	-
8521	General Secondary Education	4,319	147,849	119,949	267,798	120,634	103,520	224,154	-	-	-
8522	Technical and Vocational Education	301	-	-	-	-	-	-	13,253	22,436	35,690
8530	Higher Education	1,268	-	-	-	-	-	-	-	-	-

Table 4.7 : Number of Higher Education Students by Sex and Province

S.N.	Area	No. of Educational Institutions	Education Level & No. of Students					
			Bachelor Level			Master's Degree or Above		
			Boys	Girls	Total	Boys	Girls	Total
	Nepal	10,411	187,639	244,021	431,661	17,269	17,876	35,144
	Province							
1	Koshi	1,917	22,282	37,279	59,561	1,760	2,131	3,891
2	Madhesh	1,891	13,636	21,572	35,209	1,861	1,669	3,531
3	Bagamati	2,903	96,314	98,938	195,251	9,887	9,859	19,746
4	Gandaki	862	13,799	22,304	36,103	736	907	1,643
5	Lumbini	1,556	21,656	37,886	59,542	1,320	2,082	3,401
6	Karnali	375	6,174	8,724	14,897	432	397	829
7	Sudurpashchim	907	13,779	17,318	31,097	1,273	832	2,104

Table 4.8 : Total Number of Students in Higher Education by Sex and NSIC Class

S.N.	Area	No. of Educational Institutions	Education Level & No. of Students					
			Bachelor Level			Master's Degree or Above		
			Boys	Girls	Total	Boys	Girls	Total
	Nepal	10,411	187,639	244,021	431,661	17,269	17,876	35,144
	NSIC							
8510	Pre-Primary and Primary Education	4,522	-	-	-	-	-	-
8521	General Secondary Education	4,319	-	-	-	-	-	-
8522	Technical and Vocational Education	301	-	-	-	-	-	-
8530	Higher Education	1,268	187,639	244,021	431,661	17,269	17,876	35,144

Table 4.9 : Number of Students in Higher Education by Faculty and Province

S.N	Area	No. of Educational Institutions	Faculty / Institute of Study					
			Humanities and Social Sciences	Management and Commerce	Education	Science and Technology Studies	Engineering Studies	Others
	Nepal	10,411	41,009	236,581	112,776	36,159	21,739	18,542
	Province							
1	Koshi	1,917	4,334	33,774	19,952	3,568	461	1,363
2	Madhesh	1,891	693	19,795	17,654	339	194	64
3	Bagamati	2,903	26,803	109,496	18,992	27,725	17,435	14,546
4	Gandaki	862	2,025	21,555	9,231	2,355	2,028	553
5	Lumbini	1,556	3,076	33,621	22,584	1,327	1,020	1,316
6	Karnali	375	991	3,485	10,962	-	-	288
7	Sudurpashchim	907	3,086	14,855	13,400	846	602	412

5. Educational Facilities and Cost-Related Measures

Table 5.1 : Average Number of Buildings by Types and Province

S.N.	Area	Pre-Primary and Primary Education	General Secondary Education	Technical and Vocational Education	Higher Education	Total
	Nepal	2.2	3.3	2.3	2.5	2.7
	Province					
1	Koshi	2.1	3.2	2.3	2.9	2.7
2	Madhesh	2.2	2.7	2.3	2.1	2.3
3	Bagamati	2.0	3.5	2.3	2.3	2.9
4	Gandaki	3.0	4.0	2.0	2.3	3.3
5	Lumbini	2.1	3.3	2.4	2.8	2.7
6	Karnali	2.0	3.2	1.6	3.2	2.4
7	Sudurpashchim	2.6	3.2	2.2	3.2	2.8

Table 5.2 : Average Number of Classrooms by Types and Province

S.N.	Area	Pre-Primary and Primary Education	General Secondary Education	Technical and Vocational Education	Higher Education	Total
	Nepal	11.4	24.8	13.7	16.5	17.7
	Province					
1	Koshi	10.9	22.6	17.3	15.5	16.6
2	Madhesh	11.5	23.0	12.5	13.0	14.9
3	Bagamati	10.3	24.5	12.6	16.3	19.1
4	Gandaki	11.3	27.5	18.1	18.2	20.0
5	Lumbini	12.5	28.6	15.7	19.2	19.9
6	Karnali	11.6	26.8	11.8	15.9	15.9
7	Sudurpashchim	11.8	23.5	7.6	16.0	15.5

Table 5.3 : Number of Physical Infrastructure/Facility by NSIC

		Physical Infrastructure/Facility				
S.N.	Area	Number of Buildings	Number of Classrooms	Number of Classrooms with AC	Number of Disability-Friendly Classrooms	Number of Vehicles for Student Transportation
Nepal		28,235	183,846	7,366	9,015	16,379
NSIC						
8510	Pre-Primary and Primary Education	9,982	51,564	878	2,126	3,684
8521	General Secondary Education	14,402	107,253	4,146	5,468	11,902
8522	Technical and Vocational Education	681	4,127	128	169	132
8530	Higher Education	3,170	20,902	2,214	1,252	661

Table 5.4 : Number of Physical Infrastructure/Facility by Province

Physical Infrastructure/Facility						
S.N.	Area	Number of Buildings	Number of Classrooms	Number of Classrooms with AC	Number of Disability-Friendly Classrooms	Number of Vehicles for Student Transportation
Nepal		28,235	183,846	7,366	9,015	16,379
Province						
1	Koshi	5,108	31,896	867	2,272	3,031
2	Madhesh	4,375	28,074	417	137	2,145
3	Bagamati	8,344	55,559	3,057	3,413	6,158
4	Gandaki	2,841	17,265	265	1,146	1,280
5	Lumbini	4,133	31,027	2,141	964	2,531
6	Karnali	901	5,970	34	269	244
7	Sudurpashchim	2,533	14,056	587	815	990

Table 5.5 : Percentage of Educational Institutions with Selected Facilities Available by Province

S.N.	Facilities	Nepal		Koshi		Madhesh		Bagmati		Gandaki		Lumbini		Karnali		Sudurpashchim	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Facilities																	
1	Drinking water purification system	72.8	27.2	76.4	23.6	34.7	65.3	83.9	16.1	78.7	21.3	89.6	10.4	80.7	19.3	80.5	19.5
2	Electricity supply	99.2	0.8	99.2	0.8	99.2	0.8	99.9	0.1	99.6	0.4	98.5	1.5	96.4	3.6	98.2	1.8
3	Periodic medical check-up for students	55.3	44.7	55.9	44.1	50.5	49.5	61.5	38.5	39.6	60.4	51.0	49.0	43.8	56.2	70.9	29.1
4	Primary health desk / basic health service desk	72.7	27.3	72.3	27.7	62.2	37.8	76.9	23.1	57.1	42.9	86.5	13.5	68.0	32.0	76.5	23.5
5	Extracurricular activities (ECA)	97.0	3.0	97.1	2.9	96.4	3.6	96.4	3.6	97.0	3.0	98.1	1.9	96.4	3.6	98.3	1.7
6	Designated extracurricular activities teacher/coordinator	55.7	44.3	57.1	42.9	47.4	52.6	75.8	24.2	49.9	50.1	41.1	58.9	49.7	50.3	36.7	63.3
7	Separate office room for the principal	81.8	18.2	75.7	24.3	82.3	17.7	90.9	9.1	81.8	18.2	85.0	15.0	77.7	22.3	58.8	41.2
8	Separate staff room for teachers	69.5	30.5	67.4	32.6	65.9	34.1	77.1	22.9	67.4	32.6	72.5	27.5	54.3	45.7	58.7	41.3
9	School Operating Committee (School Sanchalak Samiti)	85.9	14.1	93.2	6.8	69.8	30.2	89.9	10.1	80.2	19.8	91.0	9.0	83.6	16.4	91.4	8.6
10	School Management Committee	82.0	18.0	88.3	11.7	63.9	36.1	89.3	10.7	72.1	27.9	85.1	14.9	78.8	21.2	90.8	9.2
11	School nurse	14.0	86.0	10.2	89.8	7.2	92.8	24.8	75.2	10.7	89.3	12.4	87.6	12.5	87.5	8.2	91.8
12	Accidental insurance coverage	13.6	86.4	8.3	91.7	3.5	96.5	24.7	75.3	14.1	85.9	17.4	82.6	5.9	94.1	8.2	91.8

Table 5.6 : Percentage of Educational Institutions with Availability of Selected Facilities and Services by Province

S.N.	Facilities and Services	Nepal		Koshi		Madhesh		Bagmati		Gandaki		Lumbini		Karnali		Sudurpashchim	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Facilities and Services																	
1	Internet service	91.6	8.4	90.9	9.1	88.2	11.8	98.4	1.6	90.8	9.2	87.2	12.8	92.5	7.5	86.4	13.6
2	Telephone service	73.5	26.5	58.8	41.2	61.0	39.0	94.7	5.3	79.3	20.7	69.7	30.3	73.5	26.5	66.9	33.1
3	Library	71.4	28.6	61.7	38.3	54.3	45.7	88.6	11.4	83.6	16.4	67.2	32.8	76.7	23.3	70.8	29.2
4	Hostel facility	16.4	83.6	9.6	90.4	29.5	70.5	11.9	88.1	22.0	78.0	15.1	84.9	20.5	79.5	12.2	87.8
5	Science laboratory	40.1	59.9	36.2	63.8	34.2	65.8	46.8	53.2	48.3	51.7	40.3	59.7	34.0	66.0	35.1	64.9
6	Computer laboratory	62.3	37.7	60.2	39.8	64.5	35.5	60.0	40.0	69.8	30.2	67.9	32.1	61.1	38.9	53.7	46.3
7	Other laboratory	18.9	81.1	9.0	91.0	12.4	87.6	35.0	65.0	23.2	76.8	11.2	88.8	9.4	90.6	15.8	84.2
8	Reception / inquiry desk	60.3	39.7	45.4	54.6	60.4	39.6	81.3	18.7	51.2	48.8	53.4	46.6	63.2	36.8	42.2	57.8
9	Canteen	55.5	44.5	74.4	25.6	25.9	74.1	80.5	19.5	69.7	30.3	41.4	58.6	39.0	61.0	13.9	86.1
10	Transport service	65.7	34.3	70.5	29.5	58.0	42.0	69.9	30.1	66.0	34.0	70.1	29.9	42.7	57.3	59.1	40.9
11	Fan / heater facility	88.2	11.8	87.7	12.3	97.1	2.9	84.4	15.6	85.5	14.5	90.3	9.7	70.6	29.4	86.4	13.6
12	Seminar hall	49.1	50.9	42.6	57.4	32.5	67.5	63.9	36.1	54.8	45.2	54.0	46.0	42.5	57.5	41.6	58.4
13	Seminar hall with air-conditioning	9.3	90.7	7.3	92.7	5.0	95.0	14.3	85.7	5.9	94.1	12.7	87.3	3.7	96.3	6.4	93.6
14	Sanitary pad facility	61.2	38.8	56.8	43.2	51.4	48.6	69.2	30.8	64.5	35.5	77.6	22.4	49.5	50.5	40.3	59.7
15	Toilet facility	99.2	0.8	99.3	0.7	98.8	1.2	99.0	1.0	100.0	0.0	99.5	0.5	100.0	0.0	99.3	0.7
16	Separate ladies' toilet	88.8	11.2	88.3	11.7	92.4	7.6	83.6	16.4	87.2	12.8	94.6	5.4	86.5	13.5	91.3	8.7

Table 5.7 : Average Expenditure Per Year by NSIC Types and Province

S.N.	Area	Pre-Primary and Primary Education	General Secondary Education	Technical and Vocational Education	Higher Education	Total
i n r u p e e s						
	Nepal	3,878,262	18,844,996	11,741,068	19,933,276	12,270,858
	Province					
1	Koshi	3,223,510	13,996,617	8,700,347	12,824,603	8,968,070
2	Madhesh	3,604,156	13,705,479	14,574,576	7,972,259	6,960,698
3	Bagamati	6,280,340	24,957,411	15,387,450	29,687,662	21,275,920
4	Gandaki	3,684,641	20,372,177	13,673,463	12,581,795	13,044,422
5	Lumbini	3,859,747	17,444,970	8,413,848	12,222,108	10,431,338
6	Karnali	3,469,947	13,765,116	5,507,080	5,343,363	6,391,664
7	Sudur Pashchim	2,834,728	12,185,750	6,808,027	10,867,314	6,348,030

Table 5.8 : Average Monthly Fee per Student by Province

S.N.	Area	Pre-Primary and Primary Education	General Secondary Education	Technical and Vocational Education	Higher Education	Total
i n r u p e e s						
	Nepal	2,341	3,004	11,498	5,814	3,304
	Province					
1	Koshi	2,163	2,559	11,186	3,955	2,700
2	Madhesh	1,883	2,524	13,437	3,883	2,483
3	Bagamati	4,178	3,850	13,728	8,377	5,176
4	Gandaki	2,417	3,293	7,800	4,332	3,249
5	Lumbini	2,175	2,294	9,246	2,953	2,545
6	Karnali	1,843	2,114	9,999	2,078	2,307
7	Sudur Pashchim	1,736	2,100	8,020	2,563	2,067

Table 5.9 : Average Monthly Salary (Wages, salaries & other benefits) Types and Province

S.N.	Area	Pre-Primary and Primary Education	General Secondary Education	Technical and Vocational Education	Higher Education	Total
i n r u p e e s						
	Nepal	11,897	19,277	18,229	21,607	16,325
	Province					
1	Koshi	11,236	17,451	15,644	22,159	15,072
2	Madhesh	11,317	16,890	20,195	18,938	13,514
3	Bagamati	14,506	20,942	19,710	22,266	19,678
4	Gandaki	12,949	22,410	20,603	19,849	18,599
5	Lumbini	11,512	18,878	16,375	21,993	15,732
6	Karnali	12,999	18,623	15,478	18,398	15,135
7	Sudurpashchim	10,451	16,762	16,878	22,858	13,449

Table 5.10 : Number of Students Using School Bus Service by Province and Sex

S.N.	Area	No. of Educational Institutions	Number			Percent		
			Boys	Girls	Total	Boys	Girls	Total
	Nepal	10411	561,209	519,446	1,080,654	51.9	48.1	100
	Province							
1	Koshi	1917	108,253	106,399	214,652	50.4	49.6	100
2	Madhesh	1891	92,264	75,076	167,340	55.1	44.9	100
3	Bagamati	2903	139,159	131,292	270,451	51.5	48.5	100
4	Gandaki	862	51,953	47,585	99,538	52.2	47.8	100
5	Lumbini	1556	118,733	117,238	235,971	50.3	49.7	100
6	Karnali	375	10,662	8,801	19,463	54.8	45.2	100
7	Sudurpashchim	907	40,186	33,055	73,240	54.9	45.1	100

Table 5.11 : Number of Students Using School Bus Service by NSIC Class and Sex

S.N.	Area	No. of Educational Institutions	Number			Percent		
			Boys	Girls	Total	Boys	Girls	Total
	Nepal	10411	561,209	519,446	1,080,654	51.9	48.1	100
	NSIC							
8510	Pre-Primary and Primary Education	4522	109,574	97,763	207,338	52.8	47.2	100
8521	General Secondary Education	4319	436,963	399,212	836,175	52.3	47.7	100
8522	Technical and Vocational Education	301	1,609	3,656	5,265	30.6	69.4	100
8530	Higher Education	1268	13,062	18,814	31,877	41.0	59.0	100

Table 5.12 : Number of Students Living in Hostel by Sex and Province

S.N.	Area	No. of Educational Institutions	Number			Percent		
			Boys	Girls	Total	Boys	Girls	Total
	Nepal	10411	32,170	14,067	46,237	69.6	30.4	100
	Province							
1	Koshi	1917	2,039	759	2,798	72.9	27.1	100
2	Madhesh	1891	15,060	2,455	17,514	86.0	14.0	100
3	Bagamati	2903	8,174	6,029	14,202	57.6	42.4	100
4	Gandaki	862	2,448	2,175	4,623	53.0	47.0	100
5	Lumbini	1556	2,218	1,750	3,968	55.9	44.1	100
6	Karnali	375	771	402	1,173	65.7	34.3	100
7	Sudurpashchim	907	1,460	498	1,958	74.6	25.4	100

Table 5.13 : Number of Students Living in Hostel by NSIC Class and Sex

S.N.	Area	No. of Educational Institutions	Number			Percent		
			Boys	Girls	Total	Boys	Girls	Total
	Nepal	10411	32,170	14,067	46,237	69.6	30.4	100
	NSIC							
8510	Pre-Primary and Primary Education	4522	8,426	1,764	10,190	82.7	17.3	100
8521	General Secondary Education	4319	23,298	9,633	32,931	70.7	29.3	100
8522	Technical and Vocational Education	301	111	1,743	1,854	6.0	94.0	100
8530	Higher Education	1268	336	926	1,262	26.6	73.4	100

Table 5.14 : Number of Day Boarder Students by Province and Sex

S.N.	Area	No. of Educational Institutions	Number			Percent		
			Boys	Girls	Total	Boys	Girls	Total
	Nepal	10411	26,950	21,036	47,986	56.2	43.8	100
	Province							
1	Koshi	1917	4,881	3,652	8,533	57.2	42.8	100
2	Madhesh	1891	7,083	3,615	10,698	66.2	33.8	100
3	Bagamati	2903	7,109	7,679	14,789	48.1	51.9	100
4	Gandaki	862	3,890	3,115	7,004	55.5	44.5	100
5	Lumbini	1556	2,702	2,138	4,840	55.8	44.2	100
6	Karnali	375	109	88	197	55.4	44.6	100
7	Sudurpashchim	907	1,176	749	1,925	61.1	38.9	100

Table 5.15 : Number of Day Boarder Students by NSIC Class and Sex

S.N.	Area	No. of Educational Institutions	Number			Percent		
			Boys	Girls	Total	Boys	Girls	Total
	Nepal	10411	26,950	21,036	47,986	56.2	43.8	100
	NSIC							
8510	Pre-Primary and Primary Education	4522	5,634	3,578	9,212	61.2	38.8	100
8521	General Secondary Education	4319	21,263	17,311	38,574	55.1	44.9	100
8522	Technical and Vocational Education	301	53	148	201	26.4	73.6	100
8530	Higher Education	1268	0	0	0	0	0	0

Table 5.16 : Number of Students Receiving Scholarship by Province and Sex

S.N.	Area	No. of Educational Institutions	Number			Percent		
			Boys	Girls	Total	Boys	Girls	Total
	Nepal	10411	238,476	248,239	486,716	49.0	51.0	100
	Province							
1	Koshi	1917	38,414	41,432	79,846	48.1	51.9	100
2	Madhesh	1891	32,071	27,380	59,450	53.9	46.1	100
3	Bagamati	2903	79,080	87,371	166,451	47.5	52.5	100
4	Gandaki	862	25,249	25,281	50,530	50.0	50.0	100
5	Lumbini	1556	37,365	42,008	79,373	47.1	52.9	100
6	Karnali	375	7,291	6,546	13,837	52.7	47.3	100
7	Sudurpashchim	907	19,007	18,222	37,229	51.1	48.9	100

Table 5.17 : Number of Students Receiving Scholarship by NSIC Class and Sex

S.N.	Area	No. of Educational Institutions	Number			Percent		
			Boys	Girls	Total	Boys	Girls	Total
	Nepal	10411	238,476	248,239	486,716	49.0	51.0	100
	NSIC							
8510	Pre-Primary and Primary Education	4522	48,923	47,099	96,022	50.9	49.1	100
8521	General Secondary Education	4319	164,247	163,500	327,747	50.1	49.9	100
8522	Technical and Vocational Education	301	1,673	2,420	4,093	40.9	59.1	100
8530	Higher Education	1268	23,633	35,221	58,854	40.2	59.8	100

6. Miscellaneous

Table 6.1 : Methods of Waste Management (Biodegradable) by Province

S.N.	Area	Types of Methods													
		Number							Percent						
		Collected by Municipality or Other Agency	Burning	Bury or Compost	Dispose at a Designated Nearby Site	Used as Animal Feed	Other	Total	Collected by Municipality or Other Agency	Burning	Bury or Compost	Dispose at a Designated Nearby Site	Used as Animal Feed	Other	Total
	Nepal	5,279	1,448	2,580	702	253	148	10,411	50.7	13.9	24.8	6.7	2.4	1.4	100
	Province														
1	Koshi	1,024	392	321	104	74	2	1,917	53.4	20.4	16.8	5.4	3.8	0.1	100
2	Madhesh	596	380	520	362	26	8	1,891	31.5	20.1	27.5	19.1	1.4	0.4	100
3	Bagamati	2,273	20	370	71	46	123	2,903	78.3	0.7	12.8	2.4	1.6	4.2	100
4	Gandaki	338	64	342	28	88	2	862	39.2	7.5	39.6	3.3	10.2	0.2	100
5	Lumbini	632	342	490	65	15	12	1,556	40.6	22.0	31.5	4.2	1.0	0.8	100
6	Karnali	173	79	83	34	5	1	375	46.1	21.2	22.2	9.0	1.3	0.3	100
7	Sudurpashchim	244	171	453	39	-	-	907	26.9	18.9	49.9	4.3	0.0	0.0	100

Table 6.2 : Methods of Waste Management (Biodegradable) by NSIC Class

S.N.	Area	Types of Methods													
		Number							Percent						
		Collected by Municipality or Other Agency	Burning	Bury or Compost	Dispose at a Designated Nearby Site	Used as Animal Feed	Other	Total	Collected by Municipality or Other Agency	Burning	Bury or Compost	Dispose at a Designated Nearby Site	Used as Animal Feed	Other	Total
	Nepal	5,279	1,448	2,580	702	253	148	10,411	50.7	13.9	24.8	6.7	2.4	1.4	100
	NSIC														
8510	Pre-Primary and Primary Education	1,477	956	1,489	434	136	31	4,522	32.7	21.1	32.9	9.6	3.0	0.7	100
8521	General Secondary Education	2,773	360	787	214	103	84	4,319	64.2	8.3	18.2	4.9	2.4	1.9	100
8522	Technical and Vocational Education	260	12	18	4	2	4	301	86.5	3.9	6.1	1.5	0.8	1.2	100
8530	Higher Education	769	121	285	50	12	30	1,268	60.7	9.5	22.5	3.9	1.0	2.4	100

Table 6.3 : Methods of Waste Management (Non-Biodegradable) by Province

S.N.	Area	Types of Methods													
		Number							Percent						
		Collected by Municipality/Rural Municipality or Other Agency	Burning	Bury	Dispose at a Designated Nearby Site	Recycle or Reuse	Other	Total	Collected by Municipality/Rural Municipality or Other Agency	Burning	Bury	Dispose at a designated nearby site	Recycle or Reuse	Other	Total
	Nepal	5,879	3,375	431	525	33	168	10,411	56.5	32.4	4.1	5.0	0.3	1.6	100
	Province														
1	Koshi	1,097	720	31	69	-	-	1,917	57.2	37.6	1.6	3.6	0.0	0.0	100
2	Madhesh	558	993	90	238	5	8	1,891	29.5	52.5	4.8	12.6	0.3	0.4	100
3	Bagamati	2,519	144	15	72	16	138	2,903	86.8	5.0	0.5	2.5	0.6	4.8	100
4	Gandaki	577	233	20	24	5	4	862	66.9	27.0	2.3	2.8	0.5	0.5	100
5	Lumbini	688	690	105	52	7	14	1,556	44.2	44.3	6.8	3.3	0.5	0.9	100
6	Karnali	190	105	46	30	-	4	375	50.6	28.0	12.3	8.1	0.0	1.0	100
7	Sudurpashchim	251	491	124	40	-	-	907	27.7	54.2	13.7	4.4	0.0	0.0	100

Table 6.4 : Methods of waste management (Non-Biodegradable) by NSIC

S.N.	Area	Types of Methods													
		Number							Percent						
		Collected by Municipality/Rural Municipality or Other Agency	Burning	Bury	Dispose at a designated nearby site	Recycle or Reuse	Other	Total	Collected by Municipality/Rural Municipality or Other Agency	Burning	Bury	Dispose at a designated nearby site	Recycle or Reuse	Other	Total
	Nepal	5,879	3,375	431	525	33	168	10,411	56	32	4	5	0	2	100
	NSIC														
8510	Pre-Primary and Primary Education	1,701	2,158	316	303	7	36	4,522	38	48	7	7	0	1	100
8521	General Secondary Education	3,088	898	56	166	16	97	4,319	71	21	1	4	0	2	100
8522	Technical and Vocational Education	264	24	5	4	-	4	301	88	8	2	1	-	1	100
8530	Higher Education	825	296	54	52	10	31	1,268	65	23	4	4	1	2	100

Table 6.5 : Number of Educational Institutions by Corporate Social Responsibility (CSR) Status and Province

S.N.	Area	Status of CRS					
		Number			Percent		
		Yes	No	Total	Yes	No	Total
	Nepal	3,620	6,790	10,411	34.8	65.2	100.0
	Province						
1	Koshi	682	1,235	1,917	35.6	64.4	100
2	Madhesh	458	1,433	1,891	24.2	75.8	100
3	Bagamati	1,156	1,747	2,903	39.8	60.2	100
4	Gandaki	233	629	862	27.0	73.0	100
5	Lumbini	580	977	1,556	37.3	62.7	100
6	Karnali	121	254	375	32.4	67.6	100
7	Sudurpashchim	391	516	907	43.1	56.9	100

Table 6.6 : Number of Educational Institutions by Corporate Social Responsibility (CSR) Status and NSIC Class

S.N.	Area	Status of CRS					
		Number			Percent		
		Yes	No	Total	Yes	No	Total
	Nepal	3,620	6,790	10,411	34.8	65.2	100
	NSIC						
8510	Pre-Primary and Primary Education	1,173	3,349	4,522	25.9	74.1	100
8521	General Secondary Education	1,936	2,384	4,319	44.8	55.2	100
8522	Technical and Vocational Education	99	202	301	32.9	67.1	100
8530	Higher Education	412	856	1,268	32.5	67.5	100

Table 6.7 : Views of Educational Institutions on Various Subjects

Subjects	Percentage of						Total
	Very positive	Positive	No effect	Negative	Very negative	Don't know/ Not applicable	
1. Education Act, 2028 B.S.	1.6	6.2	20.1	59.3	1.8	10.8	100
2. Education Regulations, 2059 B.S.	0.4	3.7	19.3	61.7	2.8	12.0	100
3. Compulsory and Free Education Act, 2075 B.S.	1.6	14.4	19.5	46.5	5.6	12.3	100
4. Local Government Operation Act, 2074 B.S.	2.6	7.6	18.1	55.6	4.8	11.3	100
5. National Examination Board Regulations, 2076 B.S.	0.2	1.0	20.6	37.9	5.2	35.1	100
6. Scholarship Act, 2021 B.S.	1.0	9.5	15.1	56.3	7.6	10.4	100
7. Council for Technical Education and Vocational Training (CTEVT) Act, 2045 B.	0.6	2.3	19.9	12.5	3.3	61.4	100
8. University Grants Commission Act, 2050 B.S.	0.2	1.2	19.6	10.3	3.4	65.2	100
9. Labour Policy and Act	0.2	5.2	22.7	49.9	3.7	18.2	100
10. Minimum Wage Provision	0.4	7.4	16.8	58.3	7.2	9.9	100
11. Trade Union Provisions	0.9	7.7	29.2	18.6	1.7	41.9	100
12. Environment Policy and Act	0.6	1.8	14.5	62.6	8.2	12.3	100
13. Social Security Policy and Act	0.4	3.2	20.8	52.3	8.6	14.7	100
14. Availability of Skilled Human Resources	1.5	11.7	8.9	60.0	13.1	4.8	100
15. Access to Credit	4.3	14.1	21.7	42.8	5.3	11.9	100
16. Local Level Education Policy	2.7	10.5	14.8	59.4	6.2	6.4	100
17. Security Provisions	0.8	3.0	12.0	65.8	13.0	5.5	100

Table 6.8 : Major Problems Faced by Educational Institutions by Province

S.N. Area Number of Responding Institutions			Issues Related to					
			Financial Sustainability, Fees and Other Economic Constraints	Educational Policy and Government Regulation	Human Resources, Training and Internal Management	Infrastructure, Facilities and Learning Environment	Student Enrolment, Retention and Community Support	
			Percent of Responding Institutions					
Nepal			1642	42.3	70.8	18.3	23.5	27.5
Province								
1	Koshi	312	42.9	81.7	15.7	25.3	28.8	
2	Madhesh	247	64.8	99.5	9.7	17.0	17.8	
3	Bagamati	357	22.4	61.1	17.1	17.4	34.2	
5	Lumbini	219	50.7	49.3	16.0	15.5	30.1	
6	Karnali	92	29.3	51.1	32.6	34.8	18.5	
7	Sudurpashchim	168	54.8	44.0	28.6	56.0	24.4	

Table 6.9 : Major Problems Faced by Educational Institutions by NSIC

S.N.			Issues Related to					
			Financial Sustainability, Fees and Other Economic Constraints	Educational Policy and Government Regulation	Human Resources, Training and Internal Management	Infrastructure, Facilities and Learning Environment	Student Enrolment, Retention and Community Support	
								Percent of Responding Institutions
Area			Number of Responding Institutions					
Nepal			1642	42.3	70.8	18.3	23.5	27.5
NSIC								
8510	Pre-Primary and Primary Education		470	49.1	67.2	20.9	28.3	13.2
8521	General Secondary Education		537	42.6	86.2	25.3	16.4	13.4
8522	Technical and Vocational Education		104	28.8	60.6	5.8	4.8	50.0
8530	Higher Education		531	38.6	60.3	11.5	30.1	49.9

7. Community Colleges

Table 7.1 : Key Principal Indicators of Community Based Colleges by Province

S.N.	Area	No. of Community Colleges	No. of Persons Engaged	No. of Employees	Wages, Salaries & Other Benefits	Gross Addition to Fixed Assets	Gross Fixed Assets at the End of the Year	Intermediate Consumption	Gross Output	Total Input	Gross Value Added
in thousand rupees											
	Nepal	542	12,639	11,817	3,359,035	1,328,111	31,037,364	1,101,476	6,696,671	4,463,247	5,595,192
	Province										
1	Koshi	86	1,936	1,928	648,751	291,330	3,413,478	184,463	1,181,155	830,024	996,689
2	Madhesh	43	942	805	207,143	127,397	3,451,006	57,262	579,745	264,639	522,482
3	Bagamati	146	3,745	3,572	923,819	304,953	9,429,872	448,463	1,866,447	1,373,289	1,417,990
4	Gandaki	91	2,138	1,987	525,576	177,516	5,527,117	134,978	904,364	662,590	769,386
5	Lumbini	90	2,164	2,143	652,504	291,792	5,309,177	171,770	1,334,635	823,495	1,162,866
6	Karnali	33	438	438	97,766	19,415	925,029	36,497	240,049	134,257	203,550
7	Sudurpashchim	53	1,277	944	303,476	115,707	2,981,684	68,045	590,276	374,953	522,229

Table 7.2 : Key Principal Indicators of Community Based Colleges by Persons Engaged Category

S.N.	Area	No. of Community Colleges	No. of Persons Engaged	No. of Employees	Wages, Salaries & Other Benefits	Gross Addition to Fixed Assets	Gross Fixed Assets at the End of the Year	Intermediate Consumption	Gross Output	Total Input	Gross Value Added
in thousand rupees											
	Nepal	542	12,639	11,817	3,359,035	1,328,111	31,037,364	1,101,476	6,696,671	4,463,247	5,595,192
	Category										
1	10 or Less persons	86	823	635	109,074	61,260	1,872,970	24,141	179,924	133,120	155,782
2	10-20 persons	238	3,765	3,448	619,186	395,569	7,753,943	170,833	1,258,142	786,491	1,087,310
3	20-30 persons	110	2,843	2,627	580,766	293,604	6,111,660	150,938	943,411	730,754	792,474
4	30-40 persons	56	1,901	1,887	576,680	264,591	6,450,466	151,065	1,012,999	727,109	861,934
5	40-50 persons	21	991	934	371,717	143,059	4,120,096	108,032	795,288	481,764	687,256
6	50-100 persons	26	1,776	1,746	802,105	144,260	4,011,496	222,960	1,763,874	1,030,176	1,540,913
7	100 or more persons	4	540	540	299,507	25,768	716,734	273,508	743,032	573,832	469,522

Table 7.3 : Number of Employment in Community Based Colleges by Province

S.N.	Area	No. of Community Colleges	Staffs						Total Male	Total Female	Total Staff
			Teaching Staffs			Non Teaching Staffs					
			Full-time	Part-time	Total	Full-time	Part-time	Total			
	Nepal	542	3,449	5,897	9,345	2,238	233	2,471	9,553	2,263	11,817
	Province										
1	Koshi	86	722	804	1,526	378	24	402	1,600	328	1,928
2	Madhesh	43	196	400	596	191	18	208	689	116	805
3	Bagamati	146	969	1,819	2,788	715	69	784	2,671	902	3,572
4	Gandaki	91	514	1,093	1,607	318	61	379	1,660	326	1,987
5	Lumbini	90	612	1,113	1,726	380	38	418	1,744	399	2,143
6	Karnali	33	99	257	356	82	0	82	369	68	438
7	Sudurpashchim	53	336	410	746	175	23	197	820	124	944

ANNEXES

Annex: 1
Economic Activities Covered in the NEIS 2023/24

(According to NSIC (Based on ISIC Revision 4))

Section	Division	Group	Class	Activity
P: Education	85: Education	851: Pre-primary and primary education	8510: Pre-primary and primary education	- pre-primary education - primary education (Class 1-8) - special education for handicapped students at this level, - provision of literacy programmes for adults.
		852: Secondary education	8521: General secondary education	- General school education in the first stage of the secondary level corresponding more or less to the period of compulsory school attendance - General school education in the second stage of the secondary level giving, in principle, access to higher education - Special education for handicapped students at this level
			8522: Technical and vocational secondary education	- Technical and vocational education below the level of higher education as defined in 853 - instruction for tourist guides - instructions for chefs, hoteliers and restaurateurs - special education for handicapped students at this level - cosmetology and barber schools - computer repair training - driving schools for occupational drivers e.g. of trucks, buses, coaches
		853: Higher education	8530: Higher education	- post-secondary non-tertiary education - first stage of tertiary education (not leading to an advanced research qualification) - second stage of tertiary education (leading to an advanced research qualification) - performing arts schools providing higher education

Annex : 2A
Questionnaire in Nepali

यस प्रश्नावलीमा सोधिएका विवरण तथ्याङ्क ऐन, २०७९ अनुसार गोप्य रहने छन् । कुनै पनि शैक्षिक प्रतिष्ठानको विवरण व्यक्तिगत रूपमा देखिने गरी प्रकाशनमा ल्याइने छैन, केवल सामूहिक रूपमा तथ्याङ्कीय प्रयोजनको लागि प्रयोग गरिने छन् ।

नेपाल शिक्षण संस्था सर्वेक्षण, २०८१

उद्देश्य : यस सर्वेक्षणको मुख्य उद्देश्य सन्दर्भ वर्ष (आ.व. २०८०/८१) मा देशभर सञ्चालनमा रहेका शैक्षिक आर्थिक क्रियाकलाप गर्ने निजी शिक्षण संस्थाहरूको तथ्याङ्क सङ्कलन, प्रशोधन, विश्लेषण, व्यवस्थापन, प्रकाशन तथा वितरण गर्ने र अर्थतन्त्रमा यस क्षेत्रले पुर्‍याएको योगदानको मापन गर्न आवश्यक तथ्याङ्क उपलब्ध गराउनु हो ।

प्रश्नावली

शिक्षण संस्थाको नाम :

(यहाँ शिक्षण संस्था भन्नाले सरकारी बाहेक अन्य क्षेत्र (सामुदायिक तथा निजी) बाट संचालित पूर्व प्राथमिक तहको शिक्षा, साधारण माध्यमिक तहको शैक्षिक क्रियाकलापहरू, प्राविधिक तथा व्यावसायिक माध्यमिक तहका शिक्षा र उच्च सेवा उपलब्ध गराउने सबै शिक्षण संस्थाहरूलाई जनाउँदछ ।)

प्रमुख आर्थिक क्रियाकलाप : कार्यालयले उपलब्ध गराएको सूची अनुसारको कोडमा मात्र गोलो घेरा लगाउनुहोस् ।

क्र.सं.	आर्थिक क्रियाकलाप	NSIC Code
1	पूर्व प्राथमिक तथा प्राथमिक तहको शिक्षा	8510
2	माध्यमिक तहको शैक्षिक क्रियाकलापहरू	8521
3	प्राविधिक तथा व्यावसायिक माध्यमिक शिक्षा	8522
4	उच्च शिक्षा	8530

NSIC कोड 8510 र 8521 भएमा मात्र:

ITEMS code :

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नेपाल सरकार

प्रधानमन्त्री तथा मन्त्रिपरिषद्को कार्यालय

राष्ट्रिय तथ्याङ्क कार्यालय

थापाथली, काठमाडौं

फोन नं. ०१-५३४५९४८ फ्याक्स नं. ९७७-१-५३२७७२०

इमेल : industry@nsonepal.gov.np वेबसाइट : www.nsonepal.gov.np

जिल्ला कोड			शिक्षण संस्थाको क्रम संख्या		

प्रश्नावली भर्दा ध्यान दिनुपर्ने कुराहरू

१. नेपाल शिक्षण संस्था सर्वेक्षण, २०८१ को आर्थिक विवरण सङ्कलन प्रयोजनको लागि सन्दर्भ अवधि २०८० श्रावण १ गतेदेखि २०८१ आषाढ मसान्तसम्म (आर्थिक वर्ष २०८०/८१) तोकिएको छ । यस सर्वेक्षणको प्रयोजनका लागि शैक्षिक सत्र भन्नाले २०८० वैशाख १ गते देखि २०८० चैत्र मसान्त सम्मको अवधिलाई बुझाउँदछ । शिक्षक, कर्मचारी र विद्यार्थी सम्बन्धी विवरण लिँदा यही शैक्षिक सत्र २०८० को विवरण मात्र लिनुपर्दछ । यस प्रश्नावलीमा उक्त अवधिमा सञ्चालनमा रही छानिएका शिक्षण संस्थाको विवरण मात्र भर्नुपर्दछ ।
२. गणक कर्मचारीलाई निजले विवरण सङ्कलन गर्नुपर्ने शिक्षण संस्थाहरूको सूची राष्ट्रिय तथ्याङ्क कार्यालयबाट उपलब्ध गराइने भएको हुँदा सूचीबाहेकका शैक्षिक संस्थाहरूको विवरण सङ्कलन गर्नुपर्दैन । तर पूर्ण गणना गर्ने निजी शिक्षण संस्थाको हकमा सूचीमा उल्लेख नभए पनि सूचीमा समावेश गरी प्रश्नावली भर्नुपर्दछ ।
३. सामान्यतया: रोजगारीसम्बन्धी विवरणमा कर्मचारीको सङ्ख्या उल्लेख गर्दा २०८० साल माघ १ गतेको दिन र सो दिन बिदा परेको भए सोको लगत्तै कार्यालय खुलेको दिनमा शिक्षण संस्थाको हाजिरी किताबमा उल्लेख भएअनुसारको सङ्ख्या उल्लेख गर्नुपर्नेछ । छोटो अवधिको बिदा, बिरामी बिदा, घर बिदा, सुत्केरी बिदा आदि लिई बसेका सबै संलग्न व्यक्ति तथा कर्मचारीलाई कर्मचारीको सङ्ख्यामा उल्लेख गर्नुपर्छ ।
४. प्रश्नावलीमा विवरण भर्ने समयमा शिक्षण संस्थाको लेखापरीक्षण भई नसकेको कारण आर्थिक विवरण उपलब्ध हुन नसक्ने भएमा लेखापरीक्षण नगरिएको हिसाबकिताबको आधारमा विवरणहरू भर्नुपर्दछ । लेखापरीक्षण हुन बाँकी भएकै कारणले कुनै शिक्षण संस्थाको गणना कार्य रोकिनु हुँदैन ।
५. यस प्रश्नावलीमा कार्यालय प्रयोजनका लागि भनेर स्पष्ट छुट्याइएको बाहेक अन्य कुनै पनि कोठा रिक्त हुनुहुँदैन । शिक्षण संस्थासँग असम्बन्धित वा उपयुक्त नभएमा यस्तो "-" चिन्ह र कुनै मूल्य वा परिमाण वा सङ्ख्या शून्य भएमा "०" लेख्नुपर्दछ ।
६. प्रश्नावली भर्दा अंग्रेजीमा किटानी गरिएको बाहेक भर्नुपर्ने सबै ठाउँमा अक्षर लेख्दा देवनागरी लिपिमा मात्र लेख्नुपर्दछ । जस्तै: क, ख, ग, घ, ङ । अंक लेख्दा सबै अंग्रेजीमा लेख्नुपर्दछ । जस्तै: ०, १, २, ३, ४, ५, ६, ७, ८, ९, रुपैयाँ वा रकम लेख्दा निम्नानुसार लेख्नुपर्दछ जस्तै : पच्चीस हजार चार सय पन्ध्र लेख्दा २५,४१५ लेख्नुपर्दछ । साथै एक लाख वा सोभन्दा माथिको राशि लेख्दा अंक लेख्ने महलमा अंक लेखिसकेपछि सोको छेउमा अक्षरमा निम्नानुसार लेख्नुपर्दछ । जस्तै: "१२,७७,२०,७००" लाई अक्षरमा लेख्नुपर्दा "बाह्र करोड" मात्र लेख्नुपर्दछ ।

खण्ड १ : शिक्षण संस्थाको परिचयात्मक विवरण

1.01 शिक्षण संस्थाको नाम (नेपालीमा) :

(अङ्ग्रेजीमा) :

1.02 यो शिक्षण संस्था कुन सरकारी निकायमा दर्ता भएको छ ?

क्र.सं.	दर्ता भएको निकाय	स्थापना हुँदा दर्ता भएको निकायको	पछिल्लो पटक दर्ता कायम रहेको निकायको	पछिल्लो पटक दर्ता/रजिष्ट्रेशन नं.
		कोड	कोड	
(1)	(2)	(3)	(4)	(5)
1	शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय	1	1	
2	शिक्षा विभाग/शिक्षा तथा मानव स्रोत विकास केन्द्र	2	2	
3	जिल्ला शिक्षा कार्यालय/शिक्षा विकास तथा समन्वय इकाई	3	3	
4	कम्पनी रजिष्ट्रारको कार्यालय	4	4	
5	उद्योग विभाग/सहकारी विभाग	5	5	
6	प्रदेश सरकारको मन्त्रालय/कार्यालयहरू	6	6	
7	स्थानीय तह (न.पा./गा.पा.)	7	7	
8	अन्य सरकारी निकाय	8	8	
9	दर्ता नभएको	9	9	

1.03 स्थायी लेखा नं. (PAN) :

1.04 यो शिक्षण संस्था पहिलो पटक दर्ता भएको वर्ष (वि.सं.) : साल

1.05 यो शिक्षण संस्था पहिलो पटक दर्ता भएको वर्ष (वि.सं.) : साल

1.06 प्रदेश : कोड

1.07 जिल्ला : कोड

1.08 गाउँपालिका/नगरपालिका : कोड

1.09 वडा नं. :

1.10 गाउँ/बस्ती/टोल :

1.11 फोन/मोबाइल नं.:

1.12 इमेल : **1.13** वेबसाइट :

1.14 सम्पर्क विवरण :

व्यक्तिको नाम :

पद : मोबाइल/फोन नं.:

खण्ड २ : शिक्षण संस्थाको व्यावसायिक विवरण

- 2.1** यो शिक्षण संस्थाको स्वामित्व कस्तो प्रकारको हो ?
- | | | |
|-------------------------------|---|------------------|
| व्यक्तिगत..... | 1 | } प्रश्न नं. 2.3 |
| साम्भेदारी | 2 | |
| प्राइभेट लिमिटेड..... | 3 | |
| पब्लिक लिमिटेड | 4 | |
| सहकारी | 5 | |
| सामुदायिक | 6 | |
| सार्वजनिक गुठी/निजी गुठी..... | 7 | |
| अन्य (खुलाउने) | 8 | |
- 2.2A** यो शिक्षण संस्था हाल पुरुष वा महिला कसको स्वामित्वमा रहेको छ ?
- | | |
|-------------|---|
| पुरुष | 1 |
| महिला | 2 |
- 2.2B** यो शिक्षण संस्थाको प्रमुख व्यवस्थापक पुरुष वा महिला को हुनुहुन्छ ?
- | | |
|-------------|---|
| पुरुष | 1 |
| महिला | 2 |
- 2.3** शैक्षिक सत्र २०८० मा यस शिक्षण संस्थाको तहगत विद्यार्थीको विवरण :

क्र. सं.	तह	छात्र	छात्रा	जम्मा	पूर्ण छात्रवृत्तिमा अध्ययन गरेका विद्यार्थी सङ्ख्या	आंशिक छात्रवृत्तिमा अध्ययन गरेका विद्यार्थी सङ्ख्या
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	पूर्व-प्राथमिक (Pre-Primary)					
	आधारभूत शिक्षा (1 to 8)					
2	आधारभूत-१ (Primary 1-3)					
3	आधारभूत-२ (Primary 4-5)					
4	आधारभूत-३ (Basic 6-8)					
	माध्यमिक शिक्षा (9 to 12)					
5	माध्यमिक-१ (Secondary 9-10)					
6	माध्यमिक-२ (Secondary 11-12)					
7	प्राविधिक तर्फको प्रमाणपत्र/प्रि-डिप्लोमा (Certificate/Pre-Diploma)					
8	प्राविधिक तर्फको डिप्लोमा (Diploma)					
	उच्च शिक्षा					
9	स्नातक (Bachelor)					
10	स्नातकोत्तर वा सो भन्दा माथि (Master/MPhil/PhD)					

- 2.4** यो शिक्षण संस्था माध्यमिक तहसम्म भए विद्यालयको श्रेणी कुन हो ?
(उपयुक्त कोडमा गोलो घेरा लगाउनुहोस्)
(प्रश्न 2.3 मा क्र.सं. 1 देखि 6 सम्म भएकोलाई मात्र सोध्ने)

विद्यालयको श्रेणी	कोड
“क” श्रेणीको विद्यालय	1
“ख” श्रेणीको विद्यालय	2
“ग” श्रेणीको विद्यालय	3
“घ” श्रेणीको विद्यालय	4
श्रेणी नखुलेको/थाहा नभएको	5

प्रश्न नं. 2.7A

- 2.5** यदि शिक्षण संस्था उच्च शैक्षिक संस्था भए संकाय अनुसार अध्ययन गरेको विद्यार्थी सङ्ख्याको विवरणः
(प्रश्न 2.3 मा क्र.सं. 9 र 10 भएकोलाई मात्र सोध्ने)

क्र.सं.	संकाय/अध्ययन संस्थान	छात्र	छात्रा	जम्मा	छात्रवृत्तिमा अध्ययन गरेका विद्यार्थी सङ्ख्या
(1)	(2)	(3)	(4)	(5)	(6)
1	मानविकी तथा सामाजिक शास्त्र				
2	व्यवस्थापन तथा वाणिज्य				
3	शिक्षाशास्त्र				
4	कानून				
5	विज्ञान तथा प्रविधि अध्ययन				
6	इन्जिनियरिङ अध्ययन				
7	चिकित्साशास्त्र (मेडिकल/नर्सिङ कलेज)				
8	कृषि र पशु विज्ञान				
9	वन विज्ञान				
10	अन्य				

- 2.6 यस शिक्षण संस्थाले कुन कुन विश्वविद्यालयबाट सम्बन्धन लिएको छ ? (प्रश्न 2.3 मा क्र.सं. 9 र 10 भएकालाई मात्र सोध्ने) (प्राथमिकताको आधारमा प्रमुख तीन वटा विश्वविद्यालयको कोड उल्लेख गर्नुहोस्)

विश्वविद्यालय	कोड
त्रिभुवन विश्वविद्यालय	1
पूर्वाञ्चल विश्वविद्यालय	2
काठमाडौं विश्वविद्यालय	3
पोखरा विश्वविद्यालय	4
सुदूरपश्चिम विश्वविद्यालय	5
मध्यपश्चिम विश्वविद्यालय	6
नेपाल संस्कृत विश्वविद्यालय	7
कृषि तथा वन विश्वविद्यालय	8
लुम्बिनी बौद्ध विश्वविद्यालय	9
राजर्षि जनक विश्वविद्यालय	10
नेपाल खुल्ला विश्वविद्यालय	11
गण्डकी विश्वविद्यालय	12
मनमोहन प्राविधिक विश्वविद्यालय	13
मधेश कृषि विश्वविद्यालय	14
लुम्बिनी प्राविधिक विश्वविद्यालय	15
मधेश विश्वविद्यालय	16
विदेशी विश्वविद्यालय	17
अन्य खुलाउने	18

प्राथमिकताको आधारमा प्रमुख तीन वटा विश्वविद्यालयको कोड उल्लेख गर्नुहोस् ।

सम्बन्धन लिएको	कोड
पहिलो मुख्य विश्वविद्यालय	
दोस्रो मुख्य विश्वविद्यालय	
तेस्रो मुख्य विश्वविद्यालय	

- 2.7 शैक्षिक सत्र २०८० मा यस शिक्षण संस्थामा तहगत शिक्षक/प्रशिक्षक/प्राध्यापकहरूको सङ्ख्या :-

क्र. सं.	तह	पुरुष	महिला	जम्मा	जम्मा मध्ये तालिम प्राप्त सङ्ख्या
(1)	(2)	(3)	(4)	(5)	(6)
1	पूर्व-प्राथमिक (Pre-Primary)				
2	आधारभूत (Basic 1-8)				
3	माध्यमिक (Secondary 9-12)				
4	प्रि-डिप्लोमा (Pre-Diploma)				
5	डिप्लोमा (Diploma)				
6	स्नातक वा सोभन्दा माथि (Bachelor/Master/MPhil/PhD)				

2.7B शैक्षिक सत्र २०८० मा यस शिक्षण संस्थामा तहगत पूर्णकालीन वा आंशिक शिक्षक/प्रशिक्षक/प्राध्यापकहरूको सङ्ख्या :

क्र. सं.	तह	जम्मा शिक्षक/प्रशिक्षक/प्राध्यापकहरूको सङ्ख्या	जम्मा शिक्षक/प्रशिक्षक/प्राध्यापकहरू मध्ये	
			पूर्णकालीन	आंशिक
(1)	(2)	(3)	(4)	(5)
1	पूर्व-प्राथमिक (Pre-Primary)			
2	आधारभूत (Basic 1-8)			
3	माध्यमिक (Secondary 9-12)			
4	प्रि-डिप्लोमा (Pre-Diploma)			
5	डिप्लोमा (Diploma)			
6	स्नातक वा सोभन्दा माथि (Bachelor/Master/MPhil/PhD)			

2.8 यस शिक्षण संस्थाको अधिकांश भवनको स्वामित्व कस्तो प्रकारको हो ?

- आफ्नै 1
 भाडा 2
 लिज 3
 अन्य 4

2.9 यस शिक्षण संस्थामा पिउने पानीको मुख्य स्रोत कस्तो प्रकारको छ ?

- धाराको पानी 1
 बोरिङ/टयूबवेल 2
 जारको पानी 3
 अन्य (खुलाउने) 4

2.10 यस शिक्षण संस्थामा अध्यापनको लागि प्रयोग गरिएको बोर्डको प्रकार अनुसार कक्षा कोठाको सङ्ख्या उल्लेख गर्नुहोस् ।

क्र.सं.	बोर्डको प्रकार	कक्षा कोठा सङ्ख्या
(1)	(2)	(3)
1	कालो पाटी	
2	सेतो/हरियो पाटी	
3	डिजीटल/स्मार्ट बोर्ड	
4	पावरप्वाइन्ट प्रोजेक्टर	

2.11 यस शिक्षण संस्थामा तल उल्लेखित सेवा सुविधाको व्यवस्था वा उपलब्धता छ/छैन ?

क्र.सं.	सेवा सुविधाका व्यवस्था वा उपलब्धताको विवरण	छ.....1 छैन.....2
(1)	(2)	(3)
1	पिउन प्रयोग गरिएको पानीको शुद्धिकरण गर्ने व्यवस्था	
2	विद्युतको उपलब्धता	
3	विद्यार्थी/शिक्षकहरूलाई नियमित (वार्षिक रुपमा) मेडिकल जाँचको व्यवस्था	
4	प्राथमिक स्वास्थ्य हेल्पडेक्सको व्यवस्था	
5	अतिरिक्त क्रियाकलापको व्यवस्था	
6	अतिरिक्त क्रियाकलापको व्यवस्था भए छुट्टै ECA शिक्षकको व्यवस्था	
7	प्रधानाध्यापक/फ्याकल्टी हेडको लागि छुट्टै कार्यकक्षको व्यवस्था	
8	शिक्षक/प्रशिक्षकहरूको लागि छुट्टै कार्यकक्षको व्यवस्था	
9	विद्यालय संचालक समितिको गठन भई सोको व्यवस्था	
10	विद्यालय व्यवस्थापन समितिको गठन भई सोको व्यवस्था	
11	विद्यालयमा नर्सको व्यवस्था	
12	दुर्घटना विमाको व्यवस्था	

2.12 यस शिक्षण संस्थामा तल उल्लेखित सुविधा छ/छैन ? (उपयुक्त कोडमा गोलो घेरा लगाउनुहोस्)

क्र. सं.	सुविधा	छ.....1 छैन.....2
(1)	(2)	(3)
1	इन्टरनेट	
2	टेलिफोन	
3	पुस्तकालय	
4	विद्यार्थी छात्रावास	
5	विज्ञान प्रयोगशाला	
6	कम्प्युटर प्रयोगशाला	
7	अन्य (भाषा/गणित/सीप आदि) प्रयोगशाला	
8	सोधपुछ कक्ष/शाखा	
9	चमेना गृह	
10	यातायात (विद्यार्थी/शिक्षकको लागि)	
11	कक्षा कोठामा पंखा/हिटरको सुविधा	
12	सेमिनार हल	
13	सेमिनार हल भए सेमिनार हलमा AC को व्यवस्था	
14	यस शिक्षण संस्थाले महिला/छात्राको लागि सेनेटरी प्याडको व्यवस्था गरेको छ ?	
15	शौचालयको सुविधा	
16	यदि छ भने महिला/छात्राको लागि छुट्टै शौचालय सुविधा	

कोड 2 भएमा
→ खण्ड 3.1

2.11 यस शिक्षण संस्थामा तल उल्लेखित सेवा सुविधाको व्यवस्था वा उपलब्धता छ/छैन ?

क्र.सं.	सेवा सुविधाका व्यवस्था वा उपलब्धताको विवरण	छ.....1 छैन.....2
(1)	(2)	(3)
1	पिउन प्रयोग गरिएको पानीको शुद्धिकरण गर्ने व्यवस्था	
2	विद्युतको उपलब्धता	
3	विद्यार्थी/शिक्षकहरूलाई नियमित (वार्षिक रुपमा) मेडिकल जाँचको व्यवस्था	
4	प्राथमिक स्वास्थ्य हेल्पडेक्सको व्यवस्था	
5	अतिरिक्त क्रियाकलापको व्यवस्था	
6	अतिरिक्त क्रियाकलापको व्यवस्था भए छुट्टै ECA शिक्षकको व्यवस्था	
7	प्रधानाध्यापक/फ्याकल्टी हेडको लागि छुट्टै कार्यकक्षको व्यवस्था	
8	शिक्षक/प्रशिक्षकहरूको लागि छुट्टै कार्यकक्षको व्यवस्था	
9	विद्यालय संचालक समितिको गठन भई सोको व्यवस्था	
10	विद्यालय व्यवस्थापन समितिको गठन भई सोको व्यवस्था	
11	विद्यालयमा नर्सको व्यवस्था	
12	दुर्घटना विमाको व्यवस्था	

2.12 यस शिक्षण संस्थामा तल उल्लेखित सुविधा छ/छैन ? (उपयुक्त कोडमा गोलो घेरा लगाउनुहोस्)

क्र. सं.	सुविधा	छ.....1 छैन.....2
(1)	(2)	(3)
1	इन्टरनेट	
2	टेलिफोन	
3	पुस्तकालय	
4	विद्यार्थी छात्रावास	
5	विज्ञान प्रयोगशाला	
6	कम्प्युटर प्रयोगशाला	
7	अन्य (भाषा/गणित/सीप आदि) प्रयोगशाला	
8	सोधपुछ कक्ष/शाखा	
9	चमेना गृह	
10	यातायात (विद्यार्थी/शिक्षकको लागि)	
11	कक्षा कोठामा पंखा/हिटरको सुविधा	
12	सेमिनार हल	
13	सेमिनार हल भए सेमिनार हलमा AC को व्यवस्था	
14	यस शिक्षण संस्थाले महिला/छात्राको लागि सेनेटरी प्याडको व्यवस्था गरेको छ ?	
15	शौचालयको सुविधा	कोड 2 भएमा → खण्ड 3.1
16	यदि छ भने महिला/छात्राको लागि छुट्टै शौचालय सुविधा	

खण्ड ३ : रोजगारीसम्बन्धी विवरण

3.1 यस शिक्षण संस्थामा कार्यरत वा संलग्न जनशक्तिको विवरण

क्र.सं.	कर्मचारीको प्रकार	पूर्णकालीन		आंशिक		जम्मा	
		पुरुष	महिला	पुरुष	महिला	पुरुष	महिला
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A	बेतलबी कर्मचारी						
3.1.1	कार्यरत व्यवस्थापक/सञ्चालक/साभेदार						
3.1.2	बेतलबी पारिवारिक सदस्य/कामदार						
B	तलबी शिक्षण कर्मचारी						
3.1.3	शिक्षक/प्राध्यापक/प्राचार्य/प्रशिक्षक, विशेषज्ञ र अन्य शिक्षण कर्मचारीको सङ्ख्या						
C	तलबी गैर शिक्षण कर्मचारी						
3.1.4	प्रधानाध्यापक/प्रबन्धक						
3.1.5	नियमित कर्मचारी (प्रधानाध्यापक/प्रबन्धक बाहेक)						
3.1.6	अस्थायी कर्मचारी						
3.1.7	संस्थागत करार गरी राखिएका कर्मचारी						
3.1.8	जम्मा तलबी कर्मचारी (3.1.3 देखि 3.1.7 सम्मको जोड)						
3.1	जम्मा संलग्न व्यक्तिहरू (3.1.1+3.1.2+3.1.8)						
3.1.9	जम्मा संलग्न व्यक्तिहरू मध्ये अपाङ्गता भएका व्यक्तिहरूको सङ्ख्या						

3.2 सन्दर्भ वर्ष (आ.व. २०८०/८१) मा यस शिक्षण संस्थाले कार्यरत तलबी शिक्षक/कर्मचारीका लागि गरेको खर्च विवरण

क्र.सं.	शिक्षक/कर्मचारी खर्च विवरण	वार्षिक रकम रु.
(1)	(2)	(3)
3.2.1	तलब/पारिश्रमिक (चाडपर्व खर्चसमेत)	
3.2.2	सञ्चयकोष/नागरिक लगानी कोष/सामाजिक सुरक्षाकोष तथा अन्य कोष	
3.2.3	बीमा प्रिमियम खर्च	
3.2.4	आवास भत्ता	
3.2.5	यातायात भत्ता	
3.2.6	खाना तथा खाजा भत्ता	
3.2.7	औषधी उपचार भत्ता	
3.2.8	पोशाक भत्ता	
3.2.9	शैक्षिक अध्ययन भत्ता	
3.2.10	प्रसूती भत्ता/प्रसूती स्याहार भत्ता	
3.2.11	अन्य भत्ता (शिक्षक/कर्मचारीलाई प्रदान गरेको)	
3.2	जम्मा	

खण्ड ४ : खर्चसम्बन्धी विवरण

४. यस शिक्षण संस्थाको सन्दर्भ वर्ष (आ.व. २०८०/८१) मा भएका सञ्चालन खर्चहरू :

क्र.सं.	सञ्चालन खर्च विवरण	वार्षिक रकम रु
(१)	(२)	(३)
A	सेवा उत्पादनमा भएको खर्चहरू	
४.१	भवन भाडा खर्च	
४.२	जमिन भाडा खर्च	
४.३	सवारी साधन/उपकरण तथा अन्य सामानको भाडा खर्च	
४.४	विद्युतमा भएको खर्च	
४.५	पानीमा भएको खर्च	
४.६	इन्धनमा भएको खर्च	
४.७	सञ्चार (टेलिफोन/मोबाइल/इन्टरनेट/फ्याक्स/हुलाक) खर्च	
४.८	छपाई, मसलन्द तथा शैक्षिक सामग्रीमा भएको खर्च	
४.९	साधारण मर्मत सम्भार खर्च	
४.१०	पुस्तकालय, पत्रपत्रिका खर्च	
४.११	विज्ञापन खर्च	
४.१२	छात्रवृत्तिमा भएको खर्च	
४.१३	तालिम तथा शैक्षिक भ्रमण खर्च	
४.१४	परीक्षा सञ्चालनमा भएको खर्च (राजस्व समेत)	
४.१५	कानुनी सल्लाहकार बापतको खर्च	
४.१६	लेखापरीक्षण खर्च	
४.१७	उत्सव समारोह तथा चिया/खाजा खर्च	
४.१८	बिक्रीका लागि खरिद गरिएका सामानमा भएको खर्च **	
४.१९	अतिरिक्त क्रियाकलाप तथा पुरस्कार खर्च	
४.२०	प्रयोगशाला (Lab) मा भएको खर्च	
४.२१	क्यान्टिन संचालनमा भएको खर्च	
४.२२	छात्रावास तथा आवास सञ्चालन खर्च (छात्रावास सञ्चालन गरेको भए)	
४.२३	संस्थागत करार/सेवा करार (सुरक्षा तथा सरसफाई) मा भएको खर्च	
४.२४	पोशाक (जिन्सीमा उपलब्ध गराएको) खर्च	

क्र.सं.	सञ्चालन खर्च विवरण	वार्षिक रकम रु
(1)	(2)	(3)
4.25	बैठक सञ्चालन खर्च	
4.26	मनोरञ्जन खर्च	
4.27	परामर्श खर्च	
4.28	सेवा उत्पादनमा भएको अन्य खर्चहरू	
4.29	A को जम्मा (क्र.सं. 4.1 देखि 4.28 सम्मको जोड)	
B	सेवा उत्पादन बाहेकका खर्चहरू	
4.30	निर्जीवन बीमा प्रिमियम	
4.31	लाभांश वितरण	
4.32	क्षतिपूर्ति	
4.33	धरौटी फिर्ता बापतको खर्च	
4.34	चन्दा, दान, उपहार	
4.35	अन्य	
4.36	B को जम्मा (क्र.सं. 4.30 देखि 4.35 सम्मको जोड)	
4	जम्मा (4.29 + 4.36)	

**** पाठ्यपुस्तक, कापी, ड्रेस, टाई, बेल्ट, ब्याच आदि**

खण्ड 5 : आम्दानी तथा वित्तीय कारोवार सम्बन्धी विवरण

5.1 यस शिक्षण संस्थाले सन्दर्भ वर्ष (आ.व. २०८०/८१) मा सेवा उपलब्ध गराए बापत गरेको आम्दानी

क्र.सं.	आम्दानी शिर्षक	वार्षिक आम्दानी रकम रु
(1)	(2)	(3)
A	सेवा उपलब्ध गराए बापतको आम्दानी	
5.1.1	शिक्षण शुल्क	
5.1.2	भर्ना शुल्क	
5.1.3	परीक्षा शुल्क	
5.1.4	कोचिङ शुल्क/अतिरिक्त कक्षा सञ्चालन शुल्क	
5.1.5	छात्रावास शुल्क	
5.1.6	यातायात शुल्क	
5.1.7	खाना/खाजा शुल्क	
5.1.8	प्रमाणपत्र तथा सिफारिस शुल्क	
5.1.9	अन्य नियमित शुल्क (कम्प्युटर, पुस्तकालय, प्रयोगशाला, खेलकुद आदि)	
5.1.10	वार्षिक शुल्क (मर्मतसम्भार, अतिरिक्त क्रियाकलाप, प्राथमिक उपचार आदि)	
5.1.11	बिक्रीका लागि खरिद गरिएका सामान बिक्रीबाट भएको आम्दानी **	
5.1.12	सरकारी निकायबाट प्राप्त आय (अनुदान, पुरस्कार आदि)	
5.1.13	गैरसरकारी संस्थाबाट प्राप्त आय (अनुदान, चन्दा, दान, उपहार आदि)	
5.1.14	अन्तर्राष्ट्रिय गैरसरकारी संस्थाबाट प्राप्त आय (अनुदान, चन्दा, दान, उपहार आदि)	
5.1.15	शैक्षिक सेवा उपलब्ध गराए बापत आम्दानी	
5.1.16	अन्य स्रोतबाट प्राप्त रकम	
5.1.17	A को जम्मा (क्र.सं. 5.1.1 देखि 5.1.16 सम्मको जोड)	
B	अन्य (गैरशैक्षिक सेवा उपलब्ध गराए बापत भएको) आम्दानी	
5.1.18	भवन भाडामा दिए बापत भएको आम्दानी	
5.1.19	जमिन भाडामा दिए बापत भएको आम्दानी	
5.1.20	सवारी साधन तथा सामान भाडामा दिए बापत भएको आम्दानी	
5.1.21	लाभांश बापत प्राप्त रकम	
5.1.22	धरोटी बापत प्राप्त रकम	
5.1.23	क्षतिपूर्ति बापत प्राप्त रकम	

क्र.सं.	आम्दानी शिर्षक	वार्षिक आम्दानी रकम रु
(1)	(2)	(3)
5.1.24	अन्य आम्दानी	
5.1.25	B को जम्मा (क्र.सं. 5.1.18 देखि 5.1.24 सम्मको जोड)	
5.1	जम्मा (5.1.17 + 5.1.25)	

** पाठ्यपुस्तक, कापी, ड्रेस, टाई, बेल्ट, ब्याच आदि

5.2 शिक्षण संस्थाले सन्दर्भ वर्षभित्र गरेको वित्तीय कारोवार सम्बन्धी विवरण

क्र. सं.	वित्तीय कारोवारको प्रकार	२०८० असार मसान्त सम्मको	आ.व. २०८०/८१ मा	
			लिएको/किनेको वार्षिक रकम रु	तिरेको/बेचेको वार्षिक रकम रु
(1)	(2)	(3)	(4)	(5)
5.2.1	ऋण (Loan)			
5.2.2	शेयर, बचतपत्र, डिबेन्चर, सुरक्षण (सेक्युरिटी), आदि			
5.2.3	ब्याज			
5.2	जम्मा			

खण्ड 6 : मौज्जात सम्बन्धी विवरण

6. यस शिक्षण संस्थाको सन्दर्भ वर्ष (आ.व. २०८०/८१) मा भएको मौज्जातको विवरण

क्र. सं.	मौज्जातको विवरण	२०८० साउन १ गतेको	२०८१ आषाढ मसान्तको
		सुरु मौज्जात रकम	अन्तिम मौज्जात रकम
(1)	(2)	(3)	(4)
6.1	मसलन्द (रजिष्टर, कापी, कलम, मार्कर, ग्लोब, नक्सा, ग्राफ, चार्टपेपरलगायतका शैक्षिक सामग्री)		
6.2	प्रयोगशालामा प्रयोग हुने परीक्षण सामग्री		
6.3	इन्धन (डिजल, पेट्रोल, मटीतेल, ग्याँस, आदि)		
6.4	खरिद गरेको हालतमा बिक्री हुने वस्तु		
6.5	अन्य		
6	जम्मा		

खण्ड 7 : स्थायी सम्पत्तिको विवरण

7. यस शिक्षण संस्थाको सन्दर्भ वर्ष (आ.व. २०८०/८१) सम्मको स्थायी सम्पत्तिको विवरण

(स्थायी सम्पत्ति भन्नाले बिक्री गर्ने उद्देश्य नलिई केवल शिक्षण संस्थाको कार्यसँग सम्बन्धित एक वर्ष भन्दा बढी खप्ने वस्तुहरूलाई जनाउँछ । स्थायी सम्पत्तिको मूल्य उल्लेख गर्दा सन्दर्भ अवधिको प्रचलित मूल्यमा उल्लेख गर्नुपर्दछ ।)

क्र. सं.	विवरण	२०८० असार मसान्तमा रहेको स्थायी सम्पत्तिको मूल्य	सन्दर्भ अवधि (आ.व. २०८०/८१) मा				
			नयाँ वा पुरानो सम्पत्ति खरिद वा निर्माण वा प्राप्त गरेको भए सोको लागत मूल्य	पूँजीगत मर्मत सम्भारमा भएको खर्च रकम	स्थायी सम्पत्ति बिक्रीबाट प्राप्त रकम	विपद् तथा अन्य कारणबाट स्थायी सम्पत्तिमा भएको क्षति रकम	वार्षिक हास कटौतीको रकम
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
7.1	जमिन						
7.2	जमिन सुधार तथा जग्गा खरिद गर्दा लागेको राजश्व/अन्य शुल्क						
7.3	भवन						
7.4	अन्य संरचना (परिसर भित्र सडक, पुल, बाटोहरू)						
7.5	यन्त्र/उपकरण (सूक्ष्मदर्शक यन्त्र, एक्सरे, ईसीजी, सीटीस्क्यान, एमआरआई, थियोडोलाइट, जीपीएस, CCTV आदि)						
7.6	यातायातका साधन						
7.7	फर्निचर तथा फिक्स्चर्स						
7.8	कम्प्युटर/प्रिन्टर/स्क्रानर/प्रोजेक्टर/डिजिटल बोर्ड/ स्मार्टबोर्ड						

क्र. सं.	विवरण	२०८० असार मसान्तमा रहेको स्थायी सम्पत्तिको मूल्य	सन्दर्भ अवधि (आ.ब. २०८०/८१) मा				
			नयाँ वा पुरानो सम्पत्ति खरिद वा निर्माण वा प्राप्त गरेको भए सोको लागत मूल्य	पूँजीगत मर्मत सम्भारमा भएको खर्च रकम	स्थायी सम्पत्ति बिक्रीबाट प्राप्त रकम	विपद् तथा अन्य कारणबाट स्थायी सम्पत्तिमा भएको क्षति रकम	वार्षिक हास कटौतीको रकम
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
7.9	कम्प्युटर सफ्टवेयर तथा डाटावेस						
7.10	पूँजीगत कार्य प्रगति (Capital work in progress)						
7.11	बौद्धिक सम्पत्ति (गुडविल, ट्रेडमार्क, पेटेण्ट र डिजाइन)						
7.12	अनुसन्धान र विकास (बजार, प्रविधि, मनोरञ्जन, साहित्य, कला, आदि)						
7.13	पूँजीगत अनुदान						
7.14	मूल्यवान वस्तुहरू						
7.15	अन्य सम्पत्ति (खुलाउने)						
7	जम्मा						

खण्ड ८ : विविध

8.1 यस शिक्षण संस्थाको प्रयोगमा रहेको अधिकांश भवन कस्तो प्रकारको हो ?

पिलर सहितको आर सि सि भवन 1

पिलर बाहेकको आर सि सि भवन 2

माटोको जोडाइ भएको इटा/ढुंगाको भवन..... 3

फेब्रिकेटेड भवन..... 4

अन्य (खुलाउनुहोस्)..... 5

8.2 यस शिक्षण संस्थाको तल उल्लेखित विवरणहरू उल्लेख गर्नुहोस् ।

यहाँ क्षेत्रफल उल्लेख गर्दा अनुसूची १ अनुसार रूपान्तरण गरी वर्ग फिटमा लेख्नुपर्दछ ।

क्र.सं.	भौतिक पूर्वाधारको प्रकार	जम्मा	स्वामित्व		जम्मा भवनले ओगटेको क्षेत्रफल (वर्ग फिटमा)	तला सहितको जम्मा भवनको क्षेत्रफल (वर्ग फिटमा)
			आफ्नो	भाडा/लिज		
(1)	(2)	(3)	(4)	(5)	(6)	(7)
8.2.1	भवन सङ्ख्या र क्षेत्रफल					
8.2.2	कक्षा कोठा सङ्ख्या					
8.2.3	AC भएको कक्षा कोठा सङ्ख्या					
8.2.4	अपाङ्गता मैत्री कक्षा कोठा सङ्ख्या					
8.2.5	विद्यार्थी ओसारपसार गर्ने सवारी साधनको सङ्ख्या					

8.3 यस शिक्षण संस्थाले शैक्षिक प्रयोजनको लागि प्रयोग गरेको जग्गाको क्षेत्रफल उल्लेख गर्नुहोस् ।

क्र. सं.	जग्गाको स्वामित्व	क्षेत्रफलको एकाई	क्षेत्रफल		
		रोपनी....1 बिघा ...2	रोपनी/ बिघा	आना/कठ्ठा	पैसा/धुर
(1)	(2)	(3)	(4)	(5)	(6)
8.3.1	आफ्नो जग्गाको क्षेत्रफल (भवन सहित)				
8.3.2	भाडा/लिजमा लिएको जग्गाको क्षेत्रफल (भवनसहित)				

8.4A यस शिक्षण संस्थाको परिसर भित्र खेलकुद मैदानको सुविधा छ ?

छ..... 1

छैन 2 → प्रश्न नं. 8.5

8.4B यदि छ भने खेलकुद मैदानको क्षेत्रफल उल्लेख गर्नुहोस् ?

क्र. सं.	विवरण	क्षेत्रफलको एकाई	क्षेत्रफल		
		रोपनी....1 बिघा ...2	रोपनी/ बिघा	आना/कठ्ठा	पैसा/धुर
(1)	(2)	(3)	(4)	(5)	(6)
8.4B	खेलकुद मैदानको क्षेत्रफल				

8.5 यस शिक्षण संस्थामा सन्दर्भ वर्ष (आ.व. २०८०/८१) मा तल उल्लिखित सुविधा लिने विद्यार्थीको सङ्ख्या :

क्र.सं.	सुविधाको विवरण	जम्मा	छात्र	छात्रा
(1)	(2)	(3)	(4)	(5)
8.5.1	शिक्षण संस्थाको सवारी साधन प्रयोग गर्ने विद्यार्थी सङ्ख्या			
8.5.2	छात्रावासमा बस्ने पूर्णकालीन विद्यार्थी सङ्ख्या			
8.5.3	डे बोर्डर्स विद्यार्थी सङ्ख्या			
8.5.4	छात्रवृत्ति पाउने विद्यार्थीको जम्मा सङ्ख्या			

8.6A शैक्षिक सत्र २०८० मा जम्मा कक्षा सञ्चालन भएको दिन सङ्ख्या

8.6B शैक्षिक सत्र २०८० मा वार्षिक सार्वजनिक बिदा बाहेक शैक्षिक संस्था

बन्द भएको दिन सङ्ख्या

8.7A यस शिक्षण संस्थाका शिक्षक/कर्मचारीको लागि सामाजिक सुरक्षा कोषको व्यवस्था गरिएको छ ?

छ..... 1

छैन 2 → प्रश्न नं. 8.8

8.7B यदि छ भने, सामाजिक सुरक्षा कोषमा संलग्न शिक्षक/कर्मचारीको सङ्ख्या कति छ ?

8.8 सन्दर्भ अवधि (आ.व. २०८०/८१) मा यस शिक्षण संस्थामा कुनै दुर्घटना वा क्षति भएको थियो ?

क्र.सं.	दुर्घटना/क्षति विवरण	थियो.....1 थिएन.....2	पटक	घाइते सङ्ख्या	मृत्यु सङ्ख्या	क्षति रकम (रु.)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
8.8.1	मानवीय दुर्घटना/क्षति					
8.8.2	गैरमानवीय क्षति					

8.9 यस शिक्षण संस्थाको परिसर भित्र र वरिपरीमा हरियाली प्रवर्धनको व्यवस्था छ ?

छ1

छैन्2 क

8.10 यस शिक्षण संस्थामा कुहिने फोहरको व्यवस्थापन मुख्यतया कसरी गरिएको छ ?

(कुनै एकमा गोलो घेरा लगाउनुहोस्)

न.पा./गा.पा. वा अन्य निकायले सङ्कलन गर्ने..... 1

जलाउने..... 2

गाड्ने/मल बनाउने..... 3

नजिकको निर्धारित स्थानमा फ्याँक्ने..... 4

पशु आहारमा प्रयोग गर्ने..... 5

अन्य (खुलाउने)..... 6

8.11 यस शिक्षण संस्थामा नकुहिने फोहरको व्यवस्थापन मुख्यतया कसरी गरिएको छ ?

(कुनै एकमा गोलो घेरा लगाउनुहोस्)

न.पा./गा.पा. वा अन्य निकायले सङ्कलन गर्ने..... 1

जलाउने..... 2

गाड्ने..... 3

नजिकको निर्धारित स्थानमा फ्याँक्ने..... 4

पुनः प्रशोधन वा पुनः प्रयोग गर्ने..... 5

अन्य (खुलाउने)..... 6

8.12A यस शिक्षण संस्थाले आ.व. २०८०/८१ मा व्यावसायिक सामाजिक उत्तरदायित्व (Corporate Social Responsibility) अन्तर्गत कुनै योगदान/सहयोग गरेको थियो ?

थियो1

थिएन2

8.12B यदि योगदान/सहयोग गरेको छ भने

योगदान/सहयोगको विवरण

योगदान/सहयोग रकम रु.

8.13 तल उल्लेखित विषयहरूले यस प्रतिष्ठानलाई कस्तो प्रभाव पारेको छ ?

(प्रत्येक विषयको कुनै एक कोठामा रहेको उपयुक्त संकेतमा गोला घेरा लगाउनुहोस्)

क्र.सं.	विषयहरू	धेरै नकारात्मक	नकारात्मक	कुनै असर छैन	सकारात्मक	धेरै सकारात्मक	थाहा छैन/लागु नहुने
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	शिक्षा ऐन, २०२८	1	2	3	4	5	6
2	शिक्षा नियमावली, २०५९	1	2	3	4	5	6
3	अनिवार्य तथा निःशुल्क शिक्षा सम्बन्धी ऐन, २०७५	1	2	3	4	5	6
4	स्थानीय सरकार सञ्चालन ऐन, २०७४	1	2	3	4	5	6
5	राष्ट्रिय परीक्षा बोर्ड नियमावली, २०७६	1	2	3	4	5	6
6	छात्रवृत्ति सम्बन्धी ऐन, २०२१	1	2	3	4	5	6
7	प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषद् ऐन, २०४५	1	2	3	4	5	6
8	विश्वविद्यालय अनुदान आयोग ऐन, २०५०	1	2	3	4	5	6
9	श्रम नीति तथा ऐन	1	2	3	4	5	6
10	न्यूनतम पारिश्रमिक व्यवस्था	1	2	3	4	5	6
11	ट्रेड यूनियन सम्बन्धी व्यवस्था	1	2	3	4	5	6
12	वातावरण नीति तथा ऐन	1	2	3	4	5	6
13	सामाजिक सुरक्षा नीति तथा ऐन	1	2	3	4	5	6
14	दक्ष जनशक्तिको उपलब्धता	1	2	3	4	5	6
15	ऋणमा पहुँचको अवस्था	1	2	3	4	5	6
16	स्थानीय तहको शिक्षा सम्बन्धी नीति	1	2	3	4	5	6
17	सुरक्षाको व्यवस्था	1	2	3	4	5	6

8.14 यस शिक्षण संस्थाले भोगेका मुख्यमुख्य समस्या र संस्थागत सुधारका सुझाव भए उल्लेख गर्नुहोस् ।

क्र.सं.	प्रमुख समस्याहरू	कोड	संस्थागत सुधारका प्रमुख सुझावहरू	कोड
(1)	(2)	(3)	(4)	(5)
1				
2				
3				

जवाफ दिने शिक्षण संस्थाको आधिकारिक वा सम्बन्धित व्यक्ति :

नाम : पद : मोबाइल नं. :

दस्तखत र मिति :- शिक्षण संस्थाको छाप :

गणक तथा सुपरिवेक्षकको विवरण :

गणकको नाम : सुपरिवेक्षकको नाम :

मोबाइल नं. : मोबाइल नं. :

दस्तखत : दस्तखत :

मिति : मिति :

अनुसूची १ : जग्गाको क्षेत्रफल रुपान्तरण गर्ने तरिका

जग्गाको क्षेत्रफल रुपान्तरण तालिका			
१ विगाहा	=	७२,९०० वर्ग फिट	१ रोपनी = ५,४७६ वर्ग फिट
१ कट्ठा	=	३,६४५ वर्ग फिट	१ आना = ३४२.२५ वर्ग फिट
१ धुर	=	१८२.२५ वर्ग फिट	१ पैसा = ८५.५६ वर्ग फिट

अनुसूची २ : तथ्याङ्क ऐन, २०७९ र तथ्याङ्क नियमावली २०८० मा भएको तथ्याङ्क सङ्कलन गर्ने तथा गोपनीयता सम्बन्धी व्यवस्था

तथ्याङ्क ऐन, २०७९:

५. तथ्याङ्क सङ्कलन गर्ने :

- (१) नेपाल सरकारले कुनै विषयमा तथ्याङ्क सङ्कलन गर्न सूचित आदेश जारी गर्न सक्नेछ ।
- (२) उपदफा (१) बमोजिमको सूचित आदेश बमोजिम कार्यालयले कुनै व्यक्ति, घरपरिवार, संस्था वा सरकारी निकायसँग सम्बन्धित तथ्याङ्क सङ्कलन गर्नेछ ।
- (३) कार्यालयले कुनै व्यक्ति, घरपरिवार, संस्था वा सरकारी निकायलाई तिनीहरूको भोगचलन वा नियन्त्रणमा रहेको वस्तुको तथ्याङ्क पेश गर्न लिखित सूचना दिन सक्नेछ ।
- (४) उपदफा (१), (२) वा (३) बमोजिमको आदेश वा सूचना बमोजिमको तथ्याङ्क उपलब्ध गराउनु सम्बन्धित सबैको कर्तव्य हुनेछ ।

१०. गोपनीयता सम्बन्धी व्यवस्था:

- (१) यस ऐनको अधीनमा रही जुनसुकै स्रोत वा माध्यमबाट प्राप्त व्यक्तिगत तथ्याङ्कको गोपनीयता कायम गर्ने प्रयोजनको लागि त्यस्तो तथ्याङ्क प्रयोग गर्दा वा गराउँदा कार्यालय, सरकारी निकाय वा संस्थाले देहाय बमोजिम गर्नु, गराउनु पर्नेछ:-
 - (क) त्यस्तो तथ्याङ्क तथा सोको कम्प्युटर डाटाबेस, विद्युतीय अभिलेख वा कुनै अंश सामुहिक तथ्याङ्कीय प्रयोजनको लागि मात्र प्रयोग गर्ने, र
 - (ख) त्यस्तो तथ्याङ्क उपलब्ध गराउने व्यक्ति वा निजद्वारा अधिकारप्राप्त प्रतिनिधिको लिखित स्वीकृति बेगर सम्बन्धित अधिकारप्राप्त अधिकारी बाहेक अरु कसैलाई देखाउने, प्रकाशन गर्ने वा अन्य कुनै निकायमा प्रमाणको रूपमा पेश गर्ने कार्य नगर्ने ।

तथ्याङ्क नियमावली, २०८० :

१४. **विवरण उपलब्ध गराउने :** ऐन तथा नियमावली बमोजिम तथ्याङ्क सङ्कलन गर्ने प्रयोजनका लागि कार्यालयले निर्धारण गरेको समयसीमाभित्र सही, पूर्ण र अद्यावधिक विवरण उपलब्ध गराउनु सम्बन्धित व्यक्ति, निकाय वा संस्थाको कर्तव्य हुनेछ ।

[illegible]

Annex : 2B

Questionnaire in English

(An unofficial English Translation)

All information provided in this questionnaire will be kept confidential in accordance with the Statistics Act, 2022 (2079 BS). No details pertaining to any establishment will be published in a manner that discloses individual identities. The data will be utilized only for aggregated statistical purposes.

Nepal Education Survey, 2023/24

Objective: The primary objective of this survey is to collect, process, analyze, publish, and disseminate data on establishments engaged in economic activities across the country during the reference year (FY 2080/81), and to provide the necessary information for measuring the contribution of this sector to the national economy.

Questionnaire

Name of the Education Establishment :

(In this Survey context, the term educational establishment refers to all schools and colleges providing pre-primary, general secondary, technical and vocational secondary, and higher-level education operated by sectors other than government ownership.)

Main economic activities: Circle only one code as per the list provided by the office.

S.N.	Economic Activities	NSIC Code
1	Pre-primary and primary education	8510
2	General secondary education	8521
3	Technical and vocational secondary education	8522
4	Higher education	8530

In Case of **NSIC 8510 & 8521:**

IEMIS Code :

--	--	--	--	--	--	--	--	--	--



Government of Nepal

Office of the Prime Ministers and Council of Ministers

National Statistics Office

Thapathali, Kathmandu

Phone No.01-5345948; fax Number : 997-1-5327720

Email:industry@nso.gov.np Website:www.nsonepal.gov.np

District Code	Establishment S.N.

Notes To Be Considered During Interview

1. For the purpose of this Education Survey 2024/25, the reference period for collecting financial information is from 1st Shrawan 2080 (mid July 2023) to the end of Aashadh 2081 (mid-July 2024) (Fiscal Year 2080/81). The academic session refers to the period from 1st Baisakh 2080 (mid-April 2023) to the end of Chaitra 2080 (mid-April 2024). Information related to teachers, staff, and students should be based solely on this academic session. This questionnaire should be completed only with details of the selected educational establishment that was operated during the reference period.
2. The enumerators will be provided with a list of educational establishments by the National Statistics Office for data collection. Information should not be collected from establishments that are not on the list provided. However, in the case of complete enumeration, any establishment missing from the list should also be included, and the questionnaire duly completed.
3. While reporting employment related information, the number of employees should generally be recorded as of 1st Magh 2080 (15th January 2024). If that date falls on a holiday, the count should be taken from the institution's attendance record on the next working day. All staff members on short leave, sick leave, home leave, maternity leave, or any other temporary leave should also be included in the total number of employees.
4. If the financial statements of an education establishment are not yet available due to pending auditing, the information should be filled in based on the unaudited accounts. The enumeration of any establishment should not be halted simply because its audit has not been completed.
5. Except for the sections specifically marked as 'For Office Use Only', no other fields in this questionnaire should be left blank. If an item is not applicable to the education establishment, use the symbol “–”, and if the value, amount, or quantity is zero, write “0”.
6. Unless mentioned otherwise, all numbers should be written in English digits (0, 1, 2, 3, 4, 5, 6, 7, 8, 9), and all letters should be written in Devanagari Nepali script. Amounts in rupees should be written as follows: for example, twenty-five thousand four hundred fifteen should be written as 25,415. Moreover, for any amount of one hundred thousand or more, the number should be written in figures and also written in words. For example, after writing '12,77,20,700' in numbers, write 'one hundred twenty million' in words next to it.

Section 1: Introduction of Education establishment

1.01 Name of the Education establishment (In Nepali):
(In English):

1.02 Which government authority/ies is this education establishment registered with:

S.N.	Registered authority	Registered agency at the time of establishment	Latest registration status agency	Latest registration No.
		Code	Code	
(1)	(2)	(3)	(4)	(5)
1	Ministry of Education, Science and Technology	1	1	
2	Department of Education / Centre for Education and Human Resource Development	2	2	
3	District Education Office / Education Development and Coordination Unit	3	3	
4	Office of the Company Registrar	4	4	
5	Department of Industry / Department of Cooperatives	5	5	
6	Ministries / Offices of the Provincial Government	6	6	
7	Local Level (Municipality/Rural Municipality)	7	7	
8	Other Government Agencies	8	8	
9	Not Registered	9	9	

1.03 Permanent Account Number

(PAN):

--	--	--	--	--	--	--	--	--	--

1.04 The year of initial registration at time of establishment (B.S.): Year

1.05 The year of Operation (B.S.): Year

1.06 Province: Code **1.07** District: Code

1.08 Municipality/Rural Municipality: Code

1.09 Ward No.: **1.10** Village/Settlement/Tole:

1.11 Phone/Mobile No:

1.12 Email: **1.13** Website:

1.14 Contact Information:

Name of person:

Designation: Phone/Mobile No:

Section 2: Business Information of Education establishment

2.1 What type of ownership does this education establishment have?

- | | | |
|---------------------------------|---|--|
| Individual proprietorship | 1 | <div style="font-size: 4em;">}</div> Question No 2.3 |
| Partnership | 2 | |
| Private limited | 3 | |
| Public limited | 4 | |
| Co-operative Society | 5 | |
| Community..... | 6 | |
| Trust (Public/Private) | 7 | |
| Other (Specify)..... | 8 | |

2.2A What is the sex of the current owner of this establishment?

- Male 1
- Female 2

2.2B What is the sex of the chief manager of this establishment?

- Male 1
- Female 2

2.3 Level-wise student information - Academic year 2080 B.S. :

S.N.	Level	Boys	Girls	Total	Number of students studying on a full scholarship	Number of students studying on a partial scholarship
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Pre-Primary					
	Basic Education (1 to 8)					
2	Basic - 1 (Class 1-3)					
3	Basic - 2 (Class 4-5)					
4	Basic - 3 (Class 6-8)					
	Secondary Education (9 to 12)					
5	Secondary -1 (Class 9-10)					
6	Secondary -2 (Class 11-12)					
7	Technical and Vocational (Certificate / Pre-Diploma level)					
8	Technical and Vocational (Diploma level)					
	Higher Education					
9	Bachelor Level					
10	Master's degree or above (Master/MPhil/PhD)					

- 2.4 If this establishment is up to the secondary level, what is the category of the school? (Please mark circle in the appropriate code)**
(This question applies only to serial numbers 1 - 6 in Q.N. 2.3)

Category of the School	Code
Category "A" School	1
Category "B" School	2
Category "C" School	3
Category "D" School	4
Category Not Specified / Unknown	5

Q.N. 2.7A

- 2.5 If this establishment is a higher establishment, provide the number of students by faculty.**
(Only to be asked for serial numbers 9 and 10 in Question 2.3)

S.N.	Faculty / Institute of Study	Boys	Girls	Total	Number of students studying on scholarship
(1)	(2)	(3)	(4)	(5)	(6)
1	Humanities and Social Sciences				
2	Management and Commerce				
3	Education				
4	Law				
5	Science and Technology Studies				
6	Engineering Studies				
7	Medical Sciences (Medical/Nursing College)				
8	Agriculture and Animal Science				
9	Forestry Science				
10	Others				

- 2.6 From which Universities have this establishment affiliated? (Ask only if in serial numbers 9 and 10 in Question 2.3) (Please mention the codes of the major three Universities in order of priority with number of students)**

University	Code
Tribhuvan University	1
Purbanchal University	2
Kathmandu University	3
Pokhara University	4
Far Western University	5
Mid-West University	6
Nepal Sanskrit University	7
Agriculture and Forestry University	8
Lumbini Buddhist University	9
Rajarshi Janak University	10
Nepal Open University	11
Gandaki University	12
Manmohan Technical University	13
Madhesh Agriculture University	14
Lumbini Technical University	15
Madhesh University	16
Foreign University	17
Others (specify).....	18

Please state the codes of the major three universities in order of priority with number of students

Affiliation	Code
First main university	
Second main university	
Third main University	

- 2.7A Number of Teachers/Trainers/Professors by level in the academic session 2080:**

S.N.	Level	Male	Female	Total	Number of trained out of the total
(1)	(2)	(3)	(4)	(5)	(6)
1	Pre-Primary				
2	Basic 1-8				
3	Secondary 9-12				
4	Pre-Diploma				
5	Diploma				
6	Bachelor and above (Bachelor/Master/MPhil/PhD)				

2.7B Number of full-time or part-time Teachers/Trainers/Professors by level in the academic session 2080:-

S.N.	Level	Total number of Teachers/Trainers/Professors	Out of the total Teachers/Trainers/Professors	
			Full time	Part time
(1)	(2)	(3)	(4)	(5)
1	Pre-Primary			
2	Basic 1-8			
3	Secondary 9-12			
4	Pre-Diploma			
5	Diploma			
6	Bachelor and above (Bachelor/Master/MPhil/PhD)			

2.8 What is the predominant (most of) type of ownership for the buildings of this establishment?

Owned1

Rented..... 2

Leased.....3

Other.....4

2.9 What is the main source of drinking water in this establishment?

Tap water..... 1

Boring/Tube well 2

Jar water..... 3

Other (specify)..... 4

2.10 Indicate the number of classrooms according to the type of board used for teaching:

S.N.	Types of Board	No of classrooms
(1)	(2)	(3)
1	Black Board	
2	White/Green Board	
3	Digital/Smart Board	
4	Power point projector	

2.11 Are the following services/facilities available in this establishment (Yes/No)?

S.N.	Details of arrangements or availability of services/facilities	Yes.....1 No.....2
(1)	(2)	(3)
1	Arrangement for purification of drinking water	
2	Electricity	
3	Arrangement for regular (annual) medical check-up for students/teachers	
4	Provision of a primary health helpdesk	
5	Arrangement for extracurricular activities	
6	Arrangement of a separate teacher for extracurricular activities (if available)	
7	Provision of a separate office for the Principal/Faculty head	
8	Provision of separate offices for Teachers/Trainers	
9	Formation and functioning of the school administration committee	
10	Formation and functioning of the school management committee	
11	Provision of a nurse in the school	
12	Arrangement for accident insurance	

2.12 Are the following facilities available in this establishment?

S.N.	Facilities	Yes.....1 No.....2
(1)	(2)	(3)
1	Internet	
2	Telephone	
3	Library	
4	Student Hostel / Dormitory	
5	Science Laboratory	
6	Computer Laboratory	
7	Other Laboratories (Language / Mathematics / Skills, etc.)	
8	Inquiry Room / Section	
9	Canteen/Cafeteria	
10	Transportation (for students/teachers)	
11	Fans / Heaters in Classrooms	
12	Seminar Hall	
13	If Seminar Hall is available, arrangement of Air Conditioner in the hall	
14	Provision of sanitary pads for female	
15	Toilet facilities	
16	If available, separate toilet facilities for female	

If the code is 2
→ Section 3.1

Section 3: Employment Related Information

3.1 Information related to staff working in or associated with the establishment:

S.N.	Types of Staff	Full time		Part time		Total	
		Male	Female	Male	Female	Male	Female
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A	Unpaid Staff						
3.1.1	Working proprietors/ partners						
3.1.2	Unpaid family members and other workers						
B	Paid Teaching Staff						
3.1.3	Number of teachers/professors/ principal/trainers, specialists, and other teaching staff						
C	Paid Non-Teaching Staff						
3.1.4	Principal / Manager						
3.1.5	Regular staff (excluding Principal / Manager)						
3.1.6	Temporary staff						
3.1.7	Staff employed under institutional contract						
3.1.8	Total Paid staff (sum from 3.1.3 to 3.1.7)						
3.1	Total Engaged (3.1.1+3.1.2+3.1.8)						
3.1.9	No. of disables among total engaged						

3.2 Information related to expenditure on paid teachers/staff in the reference year (FY 2080/81):

S.N.	Teacher/Staff Expenditure Details	Annual Amount (Rs.)
(1)	(2)	(3)
3.2.1	Salary/remuneration (including festival allowances)	
3.2.2	Provident fund/citizen investment trust/social security fund and other funds	
3.2.3	Insurance premium expenses	
3.2.4	Housing allowance	
3.2.5	Transportation allowance	
3.2.6	Meal and refreshment allowance	
3.2.7	Medical allowance	
3.2.8	Uniform allowance	

S.N.	Teacher/Staff Expenditure Details	Annual Amount (Rs.)
(1)	(2)	(3)
3.2.9	Educational study allowance	
3.2.10	Maternity allowance/Maternity care allowance	
3.2.11	Other allowances (Provided to teacher/staff)	
3.2	Total	

Section 4: Expenditure details

4. Operating expenditures of establishment in the reference year (FY 2080/81):

S.N.	Operating expenditure details	Annual amount (Rs.)
(1)	(2)	(3)
A	Expenditure on service production	
4.1	Building rent expenses	
4.2	Land rent expenses	
4.3	Rent for vehicles/equipment and other items	
4.4	Electricity expenses	
4.5	Water expenses	
4.6	Fuel expenses	
4.7	Communication expenses (telephone/mobile/internet/fax/postal)	
4.8	Printing, stationery, and educational material and miscellaneous expenses	
4.9	Minor maintenance expenses	
4.10	Library and magazines expenses	
4.11	Advertising expenses	
4.12	Scholarship expenses	
4.13	Training and educational visit expenses	
4.14	Examination conducting expenses (including revenue)	
4.15	Legal advisory expenses	
4.16	Auditing expenses	
4.17	Festival celebrations and tea/snack expenses	

S.N.	Operating expenditure details	Annual amount (Rs.)
(1)	(2)	(3)
4.18	Expenses on traded goods (i.e. goods sold in the same condition as purchased) **	
4.19	Extracurricular activities and awards expenses	
4.20	Laboratory (Lab) expenses	
4.21	Canteen operation expenses	
4.22	Hostel and accommodation operation expenses (if hostel is operated)	
4.23	Expenses for institutional/service contracts (Security and Cleaning)	
4.24	Uniform (in kind) expenses	
4.25	Meeting/conference expenses	
4.26	Recreational expenses	
4.27	Consultation/advisory expenses	
4.28	Other expenses related to service production	
4.29	Total of A (Sum of items 4.1 to 4.28)	
B	Expenditures other than service production	
4.30	Non-life insurance premium	
4.31	Dividend distributed	
4.32	Compensation	
4.33	Expenses for refund of deposit	
4.34	Subscription, donations, gifts	
4.35	Others	
4.36	Total of B (Sum of items 4.30 to 4.35)	
4	Total (4.29 + 4.36)	

*** Textbooks, Stationery, Uniform, Tie, Belt, Badge, and Others*

Section 5: Details Related to Income and Financial Transactions

5.1 Revenue from services provided by this establishment during FY 2080/81:

S.N.	Income title	Annual income amount (Rs.)
(1)	(2)	(3)
A	Income from services provided	
5.1.1	Tuition fees	
5.1.2	Admission fees	
5.1.3	Examination fees	
5.1.4	Coaching Fees / additional class fees	
5.1.5	Hostel fees	
5.1.6	Transportation fees	
5.1.7	Meal / refreshment fees	
5.1.8	Certificate and recommendation fees	
5.1.9	Other regular fees (computer, library, laboratory, sports, etc.)	
5.1.10	Annual fees (maintenance, extracurricular activities, first aid, etc.)	
5.1.11	Income from sale of items purchased for sale**	
5.1.12	Income from government agencies (grants, awards, etc.)	
5.1.13	Income from non-governmental organizations (grants, subscriptions, donations, gifts, etc.)	
5.1.14	Income from international NGOs (grants, subscriptions, donations, gifts, etc.)	
5.1.15	Income from educational services provided	
5.1.16	Income from other sources	
5.1.17	Total of A (Sum of items 5.1.1 to 5.1.16)	
B	Other income (from non-educational services provided)	
5.1.18	Income from renting buildings	
5.1.19	Income from renting land	
5.1.20	Income from renting vehicles and equipment	
5.1.21	Income from dividends	
5.1.22	Income from refund of deposits	
5.1.23	Income from compensation	
5.1.24	Other income	
5.1.25	Total of B (sum of items 5.1.18 to 5.1.24)	
5.1	Total (5.1.17 + 5.1.25)	

*** Textbooks, Stationery, Uniform, Tie, Belt, Badge, and Others*

5.2 Details of Financial Transactions conducted by the establishment during the Reference Year:

S.N.	Types of financial transactions	End of Ashad 2080	in FY 2080/81	
			Annual amount received/purchased (Rs.)	Annual amount received/purchased (Rs.)
(1)	(2)	(3)	(4)	(5)
5.2.1	Loan			
5.2.2	Shares, savings certificates, debentures, securities, etc.			
5.2.3	Interest			
5.2	Total			

Section 6: Details of Stock

6. Details of Stock of this establishment for the Reference Year (F.Y. 2080/81):

S.N.	Stock description	At Shrawan 1, 2080	At the end of Ashad, 2081
		Opening stock amount	Closing stock amount
(1)	(2)	(3)	(4)
6.1	Stationery and educational materials (registers, notebooks, pens, markers, globes, maps, graphs, chart papers, etc.)		
6.2	Laboratory testing materials		
6.3	Fuel (diesel, petrol, kerosene, gas, etc.)		
6.4	Goods sold in the same condition as purchased		
6.5	Others		
6	Total		

Section 7: Description of Fixed Assets

1. Details of Fixed Asset in this establishment as of FY 2080/81:

(Fixed assets refer to items used solely for the operations of the establishment, not intended for sale, and have a useful life of more than one year. When reporting the value of fixed assets, it should be stated at the prevailing value during the reference period.)

S.N.	Description	Value of fixed assets at the end of Asar, 2080	Within reference period (FY 2080/81)				
			Value of any new/ old goods purchased	Cost of capital maintenance	Receipts from sale of fixed assets	Loss of fixed assets due to catastrophe	Annual amount of depreciation
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
7.1	Land						
7.2	Taxes/other fees incurred on land improvement and land purchase						
7.3	Building						
7.4	Other structures (internal roads, bridges, pathways within the premises)						
7.5	Equipment / instruments (microscopes, x-ray, ECG, CT scan, MRI, theodolite, GPS, cctv, etc.)						
7.6	Vehicles / transportation means						
7.7	Furniture and fixtures						
7.8	Computers / printers / scanners / projectors / digital boards / smart boards						
7.9	Software and database						

S.N.	Description	Value of fixed assets at the end of Asar, 2080	Within reference period (FY 2080/81)				
			Value of any new/ old goods purchased	Cost of capital maintenance	Receipts from sale of fixed assets	Loss of fixed assets due to catastrophe	Annual amount of depreciation
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
7.10	Capital work in progress						
7.11	Intellectual property (trademark, patent & design)						
7.12	Research and development (market, technology, entertainment, literature, arts, etc.)						
7.13	Capital grant						
7.14	Valuable goods						
7.15	Other assets (specify:)						
7	Total						

Section 8: Miscellaneous

8.1 What type of building is predominantly used by this establishment?

- RCC Building with pillars 1
- RCC Building without pillars 2
- Brick/stone masonry building with mud bonding 3
- Fabricated building 4
- Others (Specify:) 5

8.2 Provide the following details of this establishment:

(While specifying the area, it should be converted and written in square feet as per Annex 1.)

S.N.	Type of Physical Infrastructure	Total	Ownership		Total building-covered area (in square feet)	Total floor area of the building (including all floors in square feet)
			Own	Rent/lease		
(1)	(2)	(3)	(4)	(5)	(6)	(7)
8.2.	Number of buildings and area					
8.2.2	Number of classrooms					
8.2.3	Number of classrooms with ac					
8.2.4	Number of disability-friendly classrooms					
8.2.5	Number of vehicles for student transportation					

8.3 Specify the area of land used by this establishment for Educational Purposes:

S.N.	Ownership of land	Unit of area	Area		
		Ropani1 Bigha2	Ropani/bigha	Aana/kata	Paisa/dhur
(1)	(2)	(3)	(4)	(5)	(6)
8.3.1	Area of owned land (including buildings)				
8.3.2	Area of rented/leased land (including buildings)				

8.4A Is there a Sports/playground facility within the premises of this establishment?

- Yes 1
- No 2 ➔ Question No. 8.5

8.4B If Yes, Specify the area of the Sports/playground:

S.N.	Description	Unit of area	Area		
		Ropani....1 Bigha 2	Ropani/bigha	Aana/kata	Paisa/dhur
(1)	(2)	(3)	(4)	(5)	(6)
8.4B	Area of the sports/playground				

8.5 Number of students using the following facilities in FY 2080/81:

S.N.	Description of facilities	Total	Boys	Girls
(1)	(2)	(3)	(4)	(5)
8.5.1	Number of students using the institution's vehicles			
8.5.2	Number of full-time students residing in the hostel			
8.5.3	Number of day-boarder students			
8.5.4	Total number of students receiving scholarships			

8.6A Total number of instructional/class days conducted in the academic session 2080:

8.6B Number of days the establishment was closed in academic session 2080, excluding annual public holidays:

8.7A Has the institution provided the social security fund for teachers/staffs?

Yes 1

No 2 → Question No. 8.8

8.7B If yes, how many teachers/staff are enrolled in the social security fund?

8.8 During the reference period (FY 2080/81), did any accident or damage occur at this establishment?

S.N.	Details of accidents or damages	Yes.....1 No 2	Times	Number of injuries	Number of deaths	Loss amount (Rs.)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
8.8.1	Human accident/damage					
8.8.2	Non-human damage					

8.9 Is there an arrangement for greenery promotion within and around the premises of this establishment?

Yes 1

No 2

8.10 How does this establishment mainly manage biodegradable waste? (Circle one)

Collected by municipality/rural municipality or other agency 1

Burning 2

Bury or compost 3

Dispose at a designated nearby site 4

Used as animal feed 5

Other (specify) 6

8.11 How does this establishment mainly manage non-biodegradable waste? (Circle one)

Collected by municipality/rural municipality or other agency 1

Burning 2

Bury 3

Disposed at a designated nearby site 4

Recycled or reused 5

Other (specify) 6

8.12A Did this establishment make any contribution or support under corporate social responsibility (CSR) in the FY 2080/81?

Yes 1

No 2

8.12B If contribution/support was made,

Details of contribution/support:

Amount Contributed/Supported (in Rs.):

8.13 How have the following factors affected this institution?
(Encircle the appropriate indicator in one box for each factor.)

S.N.	Subjects/factors	Highly negative	Negative	No effect	Positive	Highly positive	Not applicable/ don't know
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Education Act, 2028 B.S.	1	2	3	4	5	6
2	Education Regulations, 2059 B.S.	1	2	3	4	5	6
3	Compulsory and Free Education Act, 2075 B.S.	1	2	3	4	5	6
4	Local Government Operation Act, 2074 B.S.	1	2	3	4	5	6
5	National Examination Board Regulations, 2076 B.S.	1	2	3	4	5	6
6	Scholarship Act, 2021 B.S.	1	2	3	4	5	6
7	Council for Technical Education and Vocational Training (CTEVT) Act, 2045 B.S.	1	2	3	4	5	6
8	University Grants Commission Act, 2050 B.S.	1	2	3	4	5	6
9	Labour Policy and Act	1	2	3	4	5	6
10	Minimum Wage Provision	1	2	3	4	5	6
11	Trade Union Provisions	1	2	3	4	5	6
12	Environment Policy and Act	1	2	3	4	5	6
13	Social Security Policy and Act	1	2	3	4	5	6
14	Availability of Skilled Human Resources	1	2	3	4	5	6
15	Access to Credit	1	2	3	4	5	6
16	Local Level Education Policy	1	2	3	4	5	6
17	Security Provisions	1	2	3	4	5	6

8.14 Mention the major problems faced by this establishment and any suggestions for institutional improvement:

S.N.	Main problems	Code	Suggestions for institutional improvement.	Code
(1)	(2)	(3)	(4)	(5)
1				
2				
3				

Authorized or concerned person of the establishment providing the response:

Name : Position : Mobile No.:

Sign and date : Institution's stamp:

Details of enumerator and supervisor:

Name of enumerator: Name of supervisor:

Mobile No.: Mobile No.:

Signature: Signature:

Date: Date:

Annex 1: Area of land conversion table

Area of Land Conversation table			
1 Bigha	=	72,900 Sq. ft.	1 Ropani = 5,476 Sq. ft.
1 Kattha	=	3,645 Sq. ft.	1 Aana = 342.25 Sq. ft.
1 Dhur	=	182.25 Sq. ft.	1 Paisa = 85.56 Sq. ft.

अनुसूची २ : तथ्याङ्क ऐन, २०७९ र तथ्याङ्क नियमावली २०८० मा भएको तथ्याङ्क सङ्कलन गर्ने तथा गोपनीयता सम्बन्धी व्यवस्था

तथ्याङ्क ऐन, २०७९ :

५. तथ्याङ्क सङ्कलन गर्ने :

- (१) नेपाल सरकारले कुनै विषयमा तथ्याङ्क सङ्कलन गर्न सूचित आदेश जारी गर्न सक्नेछ ।
- (२) उपदफा (१) बमोजिमको सूचित आदेश बमोजिम कार्यालयले कुनै व्यक्ति, घरपरिवार, संस्था वा सरकारी निकायसँग सम्बन्धित तथ्याङ्क सङ्कलन गर्नेछ ।
- (३) कार्यालयले कुनै व्यक्ति, घरपरिवार, संस्था वा सरकारी निकायलाई तिनीहरूको भोगचलन वा नियन्त्रणमा रहेको वस्तुको तथ्याङ्क पेश गर्न लिखित सूचना दिन सक्नेछ ।
- (४) उपदफा (१), (२) वा (३) बमोजिमको आदेश वा सूचना बमोजिमको तथ्याङ्क उपलब्ध गराउनु सम्बन्धित सबैको कर्तव्य हुनेछ ।

१०. गोपनीयता सम्बन्धी व्यवस्था:

- (१) यस ऐनको अधीनमा रही जुनसुकै स्रोत वा माध्यमबाट प्राप्त व्यक्तिगत तथ्याङ्कको गोपनीयता कायम गर्ने प्रयोजनको लागि त्यस्तो तथ्याङ्क प्रयोग गर्दा वा गराउँदा कार्यालय, सरकारी निकाय वा संस्थाले देहाय बमोजिम गर्न, गराउनु पर्नेछ:-
 - (क) त्यस्तो तथ्याङ्क तथा सोको कम्प्युटर डाटावेस, विद्युतीय अभिलेख वा कुनै अंश सामुहिक तथ्याङ्कीय प्रयोजनको लागि मात्र प्रयोग गर्ने, र
 - (ख) त्यस्तो तथ्याङ्क उपलब्ध गराउने व्यक्ति वा निजद्वारा अधिकारप्राप्त प्रतिनिधिको लिखित स्वीकृति बेगर सम्बन्धित अधिकारप्राप्त अधिकारी बाहेक अरु कसैलाई देखाउने, प्रकाशन गर्ने वा अन्य कुनै निकायमा प्रमाणको रूपमा पेश गर्ने कार्य नगर्ने ।

तथ्याङ्क नियमावली, २०८०:

१४. विवरण उपलब्ध गराउने : ऐन तथा नियमावली बमोजिम तथ्याङ्क सङ्कलन गर्ने प्रयोजनका लागि कार्यालयले निर्धारण गरेको समयसीमाभित्र सही, पूर्ण र अद्यावधिक विवरण उपलब्ध गराउनु सम्बन्धित व्यक्ति निकाय वा संस्थाको कर्तव्य हुनेछ ।

[illegible]

Annex: 3

Concepts and Definitions

1. Education Establishment:

For the purpose of this survey, an establishment is defined as an economic unit, which engages under single ownership or control, in one or predominantly one kind of economic activity at a single physical location having engaged in economic activity as defined in section P "Education" of the NSIC. For ease of understanding among users, the term “educational institution” is used synonymously to refer to educational establishments throughout this report.

2. Number of Employees:

Number of persons who work for the educational institutions and receive pay, in cash or in kind, at a regular interval. It includes teaching or non-teaching staffs, managers, regular and temporary workers, whether they are in full-time or part-time employment.

3. Number of Persons Engaged:

Number of employees plus number of working proprietors and active business partners plus number of unpaid family and other workers working for at least one third of the normal working hours are classified as a person engaged category.

4. Workers Institutionally Contracted from Other Organizations:

Staffs provided through an outside agency (employment agencies, sub-contractors, etc. such as security guards, cleaners) on a short-term or long-term basis, who are not on the payroll of the establishments but on that of the agency providing the staff.

5. Wage and Salaries:

Includes direct wages and salaries (cash or in-kind remuneration of current work performed) including remuneration for time not worked (direct cash payment in respect of public holidays, annual vacations and other leave facilities). It includes contribution to retirement funds, provident funds, and pension funds added by the employer.

6. Facilities:

Includes transportation allowance, uniform allowance, food allowance, housing allowance, health and family education allowance, festival allowance and medical allowance directly paid by employer plus bonuses and gratuities (year end and seasonal bonuses, profit sharing bonuses). It also includes accidental, other social and health insurance, compensation for work injuries plus recreational and related facilities directly paid by the employer.

7. Cost of Fuels Purchased:

Includes cost of diesel, petrol, kerosene, firewood, coal, charcoal, LPG, lubricants etc.

8. Total Stocks:

Value of the stocks of;

- Stationery and Educational Materials (Registers, Notebooks, Pens, Markers, Globes, Maps, Graphs, Chart Papers, etc.),
- Fuels,
- Laboratory Testing Materials,
- Tradable goods (i.e. goods sold in the same condition as purchased).

9. Change in Value of Total Stocks:

Value of total stocks at the end of the year less value of total stocks at the beginning of the year.

10. Income From Education Services:

Income from education services covers all receipts earned during the reference year from providing education and related services. It includes student fees (tuition, admission, examination, coaching, hostel, transport, meals, other regular and annual fees), income from sale of items, grants and awards from government, NGOs and INGOs, and other education-related income. It is an amount received from all items 5.1.1 to 5.1.16.

11. Other Income:

Other income from non-educational services includes all receipts not directly related to teaching and learning activities. It covers income from renting buildings, land, vehicles and equipment, as well as dividends, refunds of deposits, compensation and any other miscellaneous income received during the reference year. It is an amount received from all items 5.1.18 to 5.1.24.

12. Fixed Assets:

Comprises of land, buildings and structures, computer equipment, transport vehicles/means, furniture and fixtures, and research and development (software and databases, other intangible fixed assets, intellectual property such as trademark, patent, design etc.), R&D and other assets: like decorate items, painting, thangka, souvenir goods, water fountain, etc.

13. Gross Addition to Fixed Assets:

Purchase of fixed assets (new or used) plus capital maintenance on fixed assets plus fixed assets added by own labor force during the reference year.

14. Gross Fixed Assets at the End of the Year:

Fixed assets at the beginning of the year plus gross addition to fixed assets during the year less the value of sales of fixed assets in the reference year and less the loss due to the natural and human made catastrophes.

15. Intermediate Consumption:

Cost of industrial and other services plus change in value of stock.

16. Gross Output:

Income from education services plus other income.

17. Total Input:

The sum of compensation of employees, intermediate consumption and rent.

18. Gross Value Added:

Value of gross output less value of intermediate consumption.

Annex: 4

Categorical Analysis of Open-Ended Responses on Institutional Problems

The survey also included an open-ended (subjective) question asking each establishment to mention up to three main problems or challenges it faces in operating and sustaining its services. These free-text responses provided rich qualitative information on issues that are not fully captured by close ended questions. After cleaning and reviewing the statements, a wide range of concerns emerged, most of them relating to financial pressure, shortage or instability of students, gaps in physical facilities, lack of qualified human resources, and difficulties linked to laws, change in government policies. For the analysis, each reported problem was coded into one of five broad categories: Financial constraint, Students availability and enrolment, Infrastructure and facilities, Teachers and human resources, and Governance, law and policy. This categorization allows the diverse views of establishments to be summarized in a structured way while still reflecting the main areas where private and community education providers experience problems and challenges.

1. Issues Related to Financial Constraints

This category covers all problems related to money and the financial sustainability of the institution. It includes difficulties receiving monthly fees on time, guardians not paying dues, dropout with unpaid amounts, and pressure to provide high or universal scholarships and free seats. Many institutions report inadequate or irregular grants and subsidies from government and other agencies, as well as delays in receiving programme or insurance payments. Problems in obtaining or repaying loans, high interest rates, and the high cost of bank guarantees, or collateral also fall here. Heavy and sometimes overlapping tax burdens on schools, land and buildings, and on vehicles such as school buses, including customs and “double tax”, are important concerns on the response. This group also includes shortage of budget for salaries, social security contributions, infrastructure, ICT, laboratory and library materials, and programme expansion, forcing institutions to depend on donations or frequent “chanda” collection. Overall, any problem where the core issue is lack of funds, rising costs or an unsustainable financial situation is categorized under financial constraint.

2. Issues Related to Student Enrolment, Dropout, Access to Education and Parent/Community Awareness

This category includes problems related to the number, continuity and behaviour of students, and the role of parents and the local community. It covers low or declining student enrolment, very small class size, and the risk of schools or campuses closing or merging because student numbers are not sufficient. High dropout rates, irregular attendance, students leaving after SEE or Grade 12 for foreign study, and students shifting to other schools or to urban centers are also part of this group. Respondents frequently mention high internal and international migration, depopulation of rural areas, and competition from nearby or unregistered schools as reasons for declining enrolment. On the family side, institutions report low awareness among parents about the value of education, limited parenting education, weak supervision of children’s homework, and a tendency to blame schools while not fulfilling guardians’ own responsibilities, including fee payment. Any issue where the main concern is “not enough students” or “weak parental and community support and awareness” is placed in this category.

3. Issues Related to Physical Infrastructure, Learning Environment, Transport and Basic Service Facilities

This category captures issues linked to physical facilities, location and basic services. It includes lack of own land or land title, shortage of buildings, temporary or unfinished structures, and limited or overcrowded classrooms. Problems with laboratories, libraries, hostels, staff rooms, furniture, playgrounds and sports materials are coded here, as well as absence of compound walls, unsafe or congested premises and lack of parking. Institutions also report high customs and tax on school buses, and inadequate or unreliable transport services. Basic services such as safe drinking water, toilets, sanitation, menstrual hygiene facilities, waste management and health-related supplies are often insufficient. Frequent power cuts, low voltage, and inadequate ICT infrastructure, including computers, internet, e-library, smart boards and digital learning tools, are also common. In general, any problem that arises because physical infrastructure or basic services are weak, missing, unsafe or hard to access is grouped under infrastructure and facilities.

4. Issues Related to Human Resources, Teacher and Staff Capacity, Training and Internal Management Practices

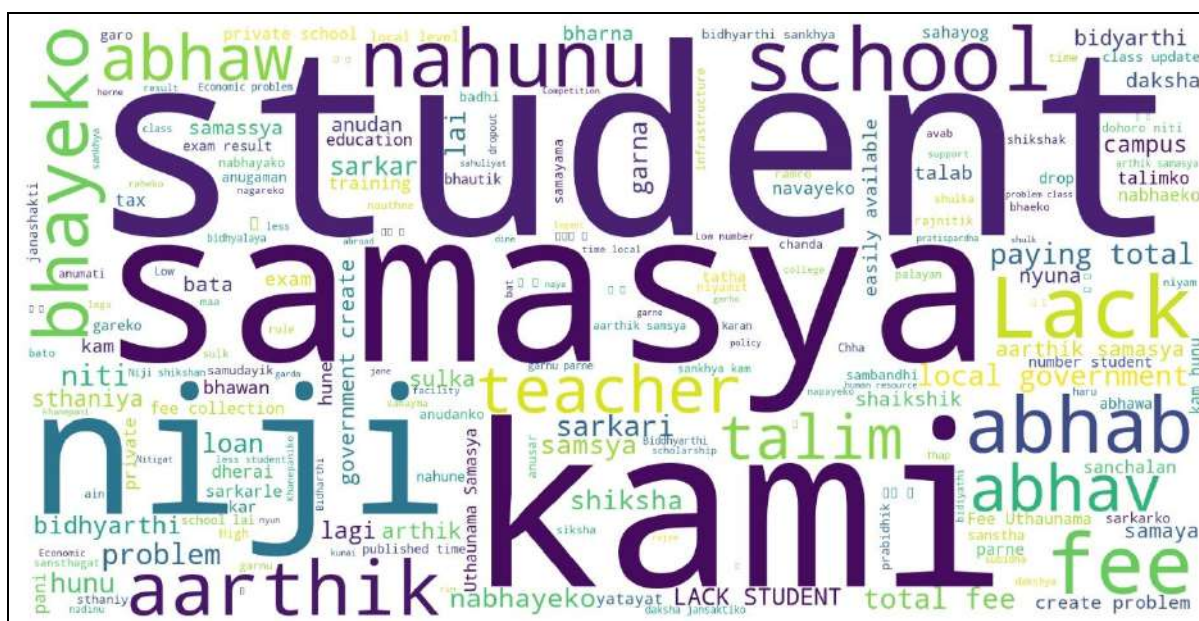
This category relates to teachers, other staff and internal organizational practices. It includes chronic shortage of qualified or permanent teachers, lack of trained and skilled human resources, and difficulties in recruiting and retaining staff, especially in technical subjects. Many institutions rely heavily on part-time teachers, face frequent turnover, or cannot attract full-time staff because of low or irregular salaries and limited career prospects. Respondents also mention insufficient opportunities for teacher training, professional development, refresher courses and exposure to modern, ICT-based pedagogy.

5. Issues Related to Policy and Governance Regulation

This category includes problems associated with laws, policies, regulations and other decisions of the government or regulatory bodies. It covers unclear or frequently changing education policies, delays in bringing or implementing education Acts and rules, and confusion between different provisions of the education laws and local government decisions. Institutions report discrimination or unequal treatment between private, community and government schools, including in tax concessions, scholarships and access to grants, training and support programmes. Difficulties in getting registration, approval, affiliation, subject expansion or class upgrade permission, as well as complicated and time-consuming procedures for tax clearance, inspection and reporting, are included here. Respondents also mention burdens such as IEMIS and mapping issues, overlapping taxes and “double registration”, as well as strong political interference, bandhs and strikes that disrupt exams and the academic calendar. Any problem where the main concern is policy, law, regulation, or the actions of the government and regulatory bodies towards the institution is coded under governance, law and policy.

Based on the above categorization of open-ended problem responses, the following word cloud visually highlights the most frequently mentioned issues and keywords reported by the establishments across all categories.

Figure : Word cloud of problems reported by institutions



The word cloud shows that most of the reported problems in the survey revolve around students and different types of shortages or constraints. Words like “student”, “samasya” (problem) and “kami/abhab/bhayeko” (lack/shortage) appear in the largest size, suggesting frequent mentions of low student numbers, dropouts and general difficulties faced by schools. Terms such as “aarthik” (financial), “fee”, “loan”, and “tax” highlight strong financial pressures, while “teacher”, “talim” (training) and “daksha” (skilled) point to concerns about the availability and capacity of human resources. The prominence of “niji” (private), “sarkari” (government), “niti” (policy) and “local government” indicates that respondents also see policy, regulation and government support as key issues. Together, the cloud summarizes the story of private schools and campuses (including community) struggling with limited resources, financial stress, policy challenges and declining or unstable student enrolment.

Annex: 5A

The Steering Committee

Constituted under Rule 15(1) of the Statistics Regulation 2080, based on the office decision dated 2081/10/23 BS.

S.N.	Officials	Agency	Position
1	Chief Statistician	National Statistics Office	Chairman
2	Joint Secretary	Office of the Prime Minister and Council of Ministers	Member
3	Joint Secretary	National Planning Commission	Member
4	Joint Secretary	Ministry of Education, Science and Technology	Member
5	Deputy Chief Statistician	National Statistics Office (Social Statistics Division)	Member
6	Joint Secretary	Centre for Education and Human Resource Development	Member
7	Joint Secretary/Director	University Grants Commission	Member
8	Joint Secretary/Director	Council for Technical Education and Vocational Training	Member
9	Chairperson / Representative	Private and Boarding Schools Organization Nepal	Member
10	Chairperson / Representative	National Private and Boarding Schools Association, Nepal	Member
11	Chairperson / Representative	Higher Institutions and Secondary Schools' Association, Nepal	Member
12	Invitees from Other Relevant Organizations (Maximum 3 persons)	-	Member
13	Deputy Chief Statistician	National Statistics Office (Economic Statistics Division)	Member-Secretary

Roles and Responsibilities of Steering Committee

- Provide necessary policy decisions and directives to conduct the survey.
- Discuss the technical issues submitted by the Technical Committee and provide required decisions.
- Provide necessary instructions on resolving policy-related issues that might arise during data collection.
- Perform a coordinating role among the concerned agencies.

Coordinate with various stakeholders to ensure effective implementation of the survey and to provide guidance for necessary improvements.

Annex: 5B

The Technical Committee

Constituted under Rule 15(2) of the Statistics Regulation 2080, based on the office decision dated 2081/04/25 BS.

S.N.	Officials	Agency	Position
1	Deputy Chief Statistician	National Statistics Office (Economic Statistics Division)	Chairman
2	Under Secretary	Office of the Prime Minister and Council of Ministers	Member
3	Under Secretary	National Planning Commission	Member
4	Under Secretary	Ministry of Education, Science and Technology	Member
5	Director	National Statistics Office (Economic Census Section)	Member
6	Director	National Statistics Office (National Account Section)	Member
7	Director	National Statistics Office (Social and Gender Statistics Section)	Member
8	Director	Centre for Education and Human Resource Development	Member
9	Representative	University Grant Commission	Member
10	Representative	Council for Technical Education and Vocational Training	
11	Representative	Private and Boarding Schools Organization, Nepal	Member
12	Representative	National Private and Boarding Schools Association, Nepal	
13	Representative	Higher Institutions and Secondary School's Association, Nepal	Member
14	Invitees from Other Relevant Organizations (Maximum 3 persons)	-	Members
15	Director	National Statistics Office (Establishment Census and Survey Section)	Member-Secretary

Roles and Responsibilities of Technical Committee

- Decisions on technical matters that may arise during the preparation and implementation of the survey.
- Maintain consistency in concepts, definitions and methods in line with the objectives of the survey.
- Discuss and finalize the design of the questionnaire and the enumeration manual, including the topics to be covered.
- Submit the subjects endorsed by the committee to the Steering Committee for approval.
- Carry out other technical tasks related to the survey.



Government of Nepal
Office of the Prime Minister and Council of Ministers
National Statistics Office
Thapathali, Kathmandu
December, 2025



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