

A Comparative Analysis of Institutional and Non-institutional Direct Private Cost in Higher Education of Nepal

Min Raj Paudel

Lecturer

Central Department of Education (Economics)

Tribhuvan University, Kathmandu, Nepal

Email: paudelmr@yahoo.com

Abstract

This study is followed the descriptive and analytical research design under quantitative inquiry approach as its aims to analyze and compare institutional and non-institutional direct private cost. Furthermore, it tries to find out the size of institutional and non-institutional direct private cost at bachelor level of Nepal. For these purposes, researcher has selected a community based college from Kathmandu valley purposively using simple random sampling. The findings of the study reveal that per student average college related institutional unit cost was Rs 24730. 57, university related institutional cost was Rs 5982.23 and total annual institutional unit cost was Rs 30712.80. Likewise, it was found that a student has expensed Rs 46411.63 as non-institutional direct private cost in a year. Total annual average direct private cost of education (institutional plus non-institutional) was Rs 77124.43 at bachelor level of community based college in the capital city of Nepal.

Keywords: *Institutional cost, non-institutional cost, direct private cost, higher education cost and unit cost.*

General Background

Educational cost refers to the amount spent on education by the individual students' parents during the academic year (Khandagale & Pandya, 2014). It can be divided into two groups: social and private costs. Social costs refer to costs expended by the school/college on educational inputs and services. They are usually divided into two categories for accounting purposes; recurrent costs and capital costs. Recurrent costs are costs of educational inputs or services which are expended in a period of one year; they consist of personnel costs (salaries, employment benefits and supplementary benefits paid to teachers, college administrators, and other college staffs) and non-personnel costs (costs of instructional materials, teaching aids, college supplies, minor repair and regular maintenance, utilities, and student welfare) (Tsang, 1995).

Private cost is defined as the part of investment in education, made either by the student or parent or both. Private costs on education can be divided into direct private costs and indirect private costs. Direct private cost relates to the total expenditure incurred by the households on the education of their children. It includes the expenditure directly related to instruction like fee and non-fee component of education. In the case of indirect private costs, the student's time spent in an educational institution is taken into account. The cost of student's time could have been utilized in alternative way is referred to as indirect private costs of education (Psacharopoulos & Woodhall, 1995).

Cost of education to the amount of money spent during a particular period to acquire or impart education. Individual costs or private costs of education are those costs of education incurred by a learner or by their parents as a whole. These concern individuals in families and represent costs which the individuals and the families must bear in return for the education received. Individual costs are of two types: direct and indirect (Aghenta, 1993).

Direct private cost includes all money expenditure incurred on different items by the student. It is the expense that can be separately identified and charged as part of the cost of educational services. Typical direct cost includes items such as instructional and other program materials printed, fuel, oil and repairs of vehicles used for home to school transportation, in-house equipment repairs, field trips, expenditure on tuition fees, internet connection, other fees and charges, purchase of books, stationary, uniforms, hostel expenses and transport (Bray, 1999).

Cost analysis in education provides useful guide to education planners on the actual cost involved in producing a graduate at any level of education. It indeed, gives an insight into the pattern of educational expenditures. Cost analysis is often used to identify possible cost reduction. The need for cost reducing measures and more generally for policies towards cost effectiveness. This is necessary as the private cost of education is likely to be the lowest in municipal schools as the local government bears the entire cost of education and the highest in private-unaided schools (Khandagale & Pandya, 2014).

Statement of the Problem

Education provides skillful and capable human resources for market which find-outs, excavates and discovers new goods and services to facilitate human beings. Therefore, Nepal-government is also financing in higher education through University Grants Commission. In Nepal, education is classified on the basis of its ownership such as public, community and private sector financing of education and on the basis of level such as basic, secondary and higher level of education. At higher level of education, costs are shared by government as well as private sector. Universities or colleges are financed not on the basis of resource demand, actual requirement of resource or performance of universities or colleges but on the basis of traditional distribution but in the case of community based colleges, all cost falls under students, donors and donor agencies. It means these colleges are owned, financed and managed by individual or groups.

Institutional and non-institutional direct private cost of education refers to that expenditure is afforded by students or their parents. It can be said that it is household responsibility to incur

community-based college level cost on the basis of educational legislative provision of Nepal government. Students or their parents are needed so many information of recurrent institutional and non-institutional cost, unit cost and marginal cost of education. This information also helps to analyze the demand and supply-side education as well as rate of returns of education. Similarly, aforesaid should help for students to choose educational discipline as well as college management committee to make well academic environment. In this reference, raising some questions, this study aims at seeking answers of these questions are mentioned below:

- (a) What is the size of institutional direct private cost of education at bachelor level?
- (b) What is the size of non-institutional direct private cost of education at bachelor level?
- (c) Is there difference between institutional and non-institutional unit cost of education at bachelor level?

Objectives of the Study

Based on research questions, the following are the objectives of the study:

- (a) To find out the size of total institutional and non-institutional direct private cost at bachelor level.
- (b) To analyze the institutional and non-institutional direct private cost at bachelor level.
- (c) To find out the institutional and non-institutional direct private unit cost at bachelor level.

Rationale of the Study

In this era, privatization and resulting commercialization of education at all level, it is paramount to analyze the cost of education incurred to students or their parents. There is a public perception on higher one pays the amount of fees, the better is likely to be their education and thereby, ultimately their academic achievement. This perception becomes more pronounced in case of self-financed colleges. In the context of Nepal, many parents believe that quality of education in community colleges is higher than government based colleges. So that majority of the students prefer to be enrolled in community colleges in spite of the higher tuition fees and other charges of these colleges. Thus, it is most important to analyze the college related institutional and non-institutional direct private costs of education in community based college of Nepal, particularly linking to the capital city of Nepal.

Review of Related Literature

Unit cost analysis in education provides useful guidance to educational planners and managers as they provided information on actual cost involved in producing a graduate at any level of education. Indeed, it gives an insight into the pattern of educational expenditures. The various costs concept are relevant as these help governments to make choice and take varied decisions. For example, the need to compare costs over the years, for projection of financial needs, the need to either expand existing facilities or build new schools/colleges and decisions about alternative educational technologies (Aghenta, 1993).

The cost of college students includes more than the expenditures for tuition; it also includes forgone earnings. The earnings and experience given up to continue education are significant, possibly greater than tuition fee that must be paid. Even if the earnings of high school graduates between the ages of 18 and 23 are relatively low, they are nevertheless high when compared to average tuition charges, particularly those at public institutions. Thus, falling labor market opportunities for high school graduates may have reduced the cost of enrolling in higher education as much as rising tuition has increased it. On the benefit side, large economic benefits including lower rates of unemployment, higher earnings, better working conditions, and more generous fringe benefits appear to accrue to those who participate in higher education. In addition, at least one of these benefits—earnings not only has been increasing in recent years but also appears to grow larger with age. In short, higher education still appears to be a good investment for students (National Center for Education Statistics, 1996).

Bray, (1999) completed a research has concluded that positive consequences of household and community financing can extend the quantity and improve the quality of education. Without household and community inputs in Cambodia, some schools would have been unable to function at all. On the negative side, the most serious problems concern equity and access. Household and community financing maintains and exacerbates inequalities between regions, between rural and urban areas, between individual schools, and between socio-economic groups. Further, this study has highlighted that in most countries, community resourcing of education is less vigorous in urban than in rural areas. Similarly, household and community financing raises major issues about management and use of funds. One positive feature in Cambodia is the high proportion of schools which have functioning school committees. These committees act as a bridge between teachers, parents and other members of communities, and play a major role in both institutional and broader development.

UNESCO, (2013) completed a research of Bangkok in 16 countries including Nepal. It has concluded that investment of time and effort to create such a vision and a mechanism for translating that vision into practically achievable actions will have operational paybacks. Aligning policy, planning and budgeting within a consistent development framework will facilitate an effective financing of the education policy and coordinate the efforts of concerned stakeholders towards the expansion of quality secondary education. Depending on national contexts, countries may consider setting realistic targets towards universal secondary education by attaining short, medium, and long term objectives of the education system, while ensuring quality and equitable education services are provided. Furthermore, equity and quality are the two faces of the same “coin” of education development. Evidence shows that inequitable system cannot be a quality education system, as illustrated by the analysis of the international assessment tests. A quality secondary education system should ensure access for the disadvantaged groups, by providing specific support in terms of public financing, scholarships, formula funding, supply of qualified professional staff and provision of adequate materials and facilities.

There exists numerous difficulties in determining educational costs: (i) Budgetary data are often inadequate for a detailed study of costs because they only cover expenditures rather than real resource or opportunity costs, (ii) In most cases budgetary data only present the planned or

provisional budget estimates rather than the actual expenditures, (iii) There is apparent confusion in distinguishing between recurrent and capital expenditure, (iv) The treatment of capital expenditure varies considerably from one study to another and (v) There is lack of uniformity in the methodologies used in analyzing costs. There are many factors that may determine or affect educational costs. Tsang (1988) has categorized these factors into two: (a) factors that determine the total amount of resources devoted to education and (b) factors that determine expenditures within education. Often, public expenditure represents a large portion of resources devoted to education. Generally, the costs incurred in imparting or acquiring education are mainly determined by the following factors (a) Educational demand, (b) Educational technologies, (c) Teacher salary structures, (d) Dropout and repeater rates, (e) Utilization rates and (f) Market forces (Wachiye & Ejakait, 2014).

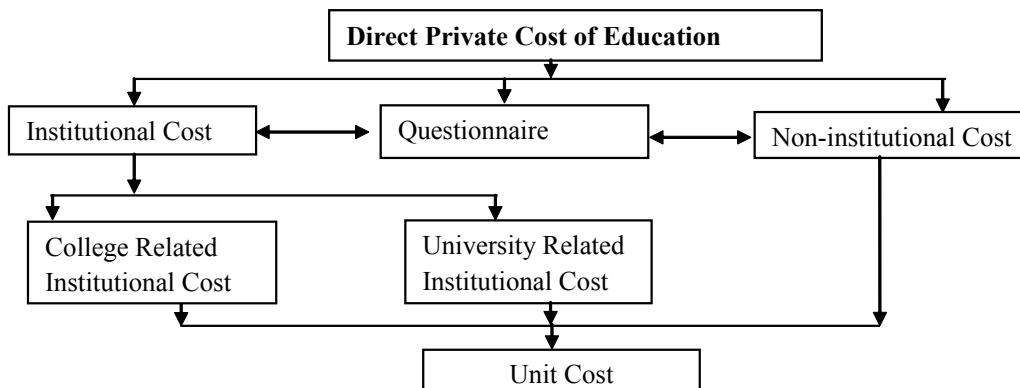
Ismail, Awang & Noor, (2016) collaboratively completed a research and concluded that daily expenses appear to have contributed the most in terms of private costs of education for primary and secondary schools, while fees and cost of living are the major components at the tertiary level. The total of private costs for examination classes were higher due to the willingness of parents to pay for their tuition fees. Meanwhile, the financial constitution at the higher level of education involving first year students is at its highest peak because various initial requirements involving fees are needed to proceed with their studies. The cost of private education for 17 years of schooling is almost MYR 120,000 per student while the social costs have increased to almost five-fold in the last decade. However, the findings of this analysis should be interpreted with caution because the data are cross-sectional and forgone earning is not included. A further research can be carried out by using panel data and larger sample.

The results of the analysis of the cost of education at the university level indicated that the financial resources of education loans or scholarships were insufficient to cover the cost. Thus, some students resort to taking up part-time jobs or seeking additional financial assistance from parents to bear the cost. Moreover, the cost of education for the first and second semesters is much higher than other semesters. This is due to the need and to acquire basic long-term necessities such as laptop, printer, course materials and a variety of fees. Fees and living expenses are the main components of overall student expenditure. In fact, for city-campus universities, the cost of living is much higher. However, this analysis using cross-sectional data is not sufficient to reflect the cost of education from primary school up to university level comprehensively. Therefore, further studies with time-series data or panel data using a larger sample is needed to examine the cost of private education in the country (ibid).

Greenaway and Hayne, (2004) said that over the last 20 years of the 20th century, there was a remarkable increase in participation in higher education. This was partly demand-driven, with key factors being increased female participation and increasing private rates of return to a first degree and how to pay for education. The governments have become less capable of financing higher education expansion owing to increase competition for public funds. This has triggered questions: should the beneficiaries of higher education make a larger contribution to the costs of provision and, if the answer to this question is 'yes' how and when should they make that contribution?

Functional Framework of the Study

The following diagram depicts the conceptual framework of this study.



Methodology

This study has followed the descriptive and analytical research design under quantitative inquiry approach as its purposes were, to explore size of total institutional and non-institutional direct private cost and also to compare between them with unit cost at bachelor level of community-based colleges of Nepal 2074 BS. The nature of data was qualitative and quantitative and collected from primary and secondary sources. The sources of secondary data were different reference books, research articles, reports of ministry of finance, central bureau of statistics and UNESCO's reports and the source of primary data was sampled responds. A community-based college from Kathmandu valley was selected purposively and one administrative officer was selected purposively from that college. 90 students were selected from that college covering 30 out of 150 (20 percent) from humanity, 30 out of 130 (23 percent) from education and 30 out of 210 (14 percent) from management faculties using simple random sampling procedures. Equal number of students was taken from each faculty because it makes easy and uniformity to compare data among them. Similarly, three officers, one from exam control office, one from Dean's office, Faculty of Education and one from Central Library were selected purposively.

Structured as well as semi structured questionnaire and open-ended interview schedule were prepared for college officer, students and aforesaid three officers respectively as tools of data collection. First questionnaire was prepared for administrative officer, in which, that type of questions were included and related to the cost of education of college and university. Second questionnaire was prepared for the students, related with non-institutional cost of education. Open-ended interview schedule was prepared for aforesaid three officers.

At first, researcher has distributed the questionnaire forms to the selected college officer and students requested to fill up this form sincerely and submit within a week in their respective department or office. After this, the forms were collected from each department and office. After this, direct personal interview (face to face interview) with selected officers was conducted by the researcher in their own office. The data from the interview was recorded and made a note based on the information. Such types of data were used to justify the qualitative and quantitative

explanation. The collected data were analyzed by using descriptive statistics such as average or mean with the help of table. Then the results were interpreted in logical manner.

Result and Discussion

This section caters for analysis, interpretation and discussion of the obtained results from the study and presents the analysis of the collected data from secondary sources. The presentation of the data and discussion of the results are divided into two different groups: institutional cost of education and non-institutional cost of education at bachelor level of education.

Different Concept of Cost

Cost analysis can contribute significantly to decision-making, planning, and monitoring in education as well as choice of education. The purpose of this analysis is to identify the cost will cover majority share of education on the basis of institutional and non-institutional direct private cost of education.

There are different types of educational costs such as: (a) private costs of education: these costs of education incurred by a learner or by his/her parents/guardians or by the family as a whole, (b) direct costs of education: these costs are directly visible. They include all money expenditure incurred on different items by the student. For example, expenditure on tuition fees, other fees and charges, purchase of books, stationary, uniforms, hostel expenses and transport, (c) indirect costs of education: these are not directly visible, sometimes called opportunity costs or foregone earnings refer to the value of students' time or earning forgone to continue the study, (d) public costs of education: these costs incurred at the government that include financing by the government on the basis of taxes, loans and other public revenues and these costs of education. Generally analyzed using the variable and fixed costs of education, recurring and non-recurring costs of education and current and capital costs of education, (e) total cost of education: it is the sum of all fixed costs and all variable costs. Fixed costs are defined as those that do not change with a change in the number of learners, e.g. costs on institution's building. Variable costs vary with every change in number of learners. e.g. costs on teachers, laboratory materials and stationary items, (f) unit costs of education: it means costs per unit i.e. per student, per graduate, per credit, etc. and (g) average cost: it is the same as the unit costs or cost per student (Psacharopoulos & Woodhall, 1995).

College Related Institutional Cost of Education

It indicates those cost of education which is incurred by students in college. Students or their parents directly pay to college's cash counter in cash for different items and they receive slip or bill. This research has included college related institutional direct cost of education, such as, admission fee (annual fee), tuition fee (monthly fee), transportation charge, term exam fee, educational tour charge, coaching fee, tuition fee, computer fee, name registration charge, thesis charge, character certificate charge, recommendation letter charge, campus stationary charge, identity card fee, library card fee, library late fine, college absent fine, term exam absent fine and practical exam fee. These are shown in table 1.

Table 1: College Related Institutional Direct Private Cost of Education– 2074 (In Rs)

Items	Total at Bachelor Level			Annual Average			Total Annual Average at Bachelor Level
	BA	B. Ed	BBS	BA	B. Ed	BBS	
Annual/Admission fee	28000.00	37000.00	37000.00	9333.33	9250.00	9250.00	9277.78
Tuition fee	37800.00	50400.00	50400.00	12600.00	12600.00	12600.00	12600.00
Term exam fee	2700.00	3600.00	3600.00	900.00	900.00	900.00	900.00
Character certificate	1200.00	1200.00	1200.00	400.00	300.00	300.00	333.34
Recommendation letter	50.00	50.00	50.00	16.67	12.50	12.50	13.89
Identity card charge	150.00	200.00	200.00	50.00	50.00	50.00	50.00
Library card charge	50.00	50.00	50.00	16.67	12.50	12.50	13.89
Term exam absent fine	2250.00	3000.00	3000.00	750.00	750.00	750.00	750.00
Practical exam fee	150.00	150.00	150.00	50.00	37.50	37.50	41.67
Teaching practice fee	-	3000.00	-	-	750.00	-	750.00
Total	72350	98650	95650	-	-	-	-
Annual Average Cost	24116.70	24662.50	23912.50	24116.70	24662.50	23912.50	24730.57

(Source: *Field Study-2075*).

Table 1 presents the charges on admission fee, tuition fee, term exam fee, character certificate charge, recommendation letter charge, identity and library card charge, term exam absent fine, practical exam fee, and teaching practice fee as:

Annual/Admission Fee: Students must pay certain amount of money for getting enrolled in the college. It is called annual or admission fee. It is charged by college annually. The data in table 1 shows that each student has paid Rs 10,000.00 for first year admission and Rs 9,000.00 for every second, third and fourth year. The total annual/admission fee for three year bachelor of humanities faculty (BA) is Rs 28,000.00 and for four year bachelor of education (B. Ed) and management (BBS) is Rs 37,000.00. Annual average admission fee is Rs 9,333.34 for BA and for B. Ed and BBS, it is Rs 9,250.00 and total annual average at bachelor level is Rs 9,277.78.

Tuition Fee: Tuition fee is charged by college for instruction or other services. Besides public spending (by governments and other public bodies), private spending via tuition payments are the largest revenue sources for education institutions in some countries. The data in table 1 reveals that each student has paid Rs 1,050.00 per month and Rs 12,600.00 per annum as tuition fee at bachelor level. Each student has paid total tuition fee Rs 37,800.00 at BA and Rs 50,400.00 at B. Ed and BBS. Per student annual average tuition fee is Rs 12,600.00 at bachelor level of all faculties.

Term Exam Fee: Sampled College conducts three time internal term-exam annually. For this purpose, the college charges Rs 300.00 per term-exam and Rs 900.00 annually (for three term-

exam) to the students. Students of BA have paid total term-exam fee Rs 2,700.00 and students of B. Ed and BBS have paid total term-exam fee Rs 3,600.00. Per student annual average term-exam fee is Rs 900.00 in bachelor level of all faculties.

Character Certificate Charge: To obtain the character certificate, the students must pass the bachelor level. It is given by college to the students on the basis of his/her academic and other discipline maintained into the college life. Only one time in whole cycle of bachelor level, students pay some amount of money to take character certificate from college, but for it, student must have graduated. The data in table 1 reflects that college has charged Rs 1,200.00 from each student. This amount is same for the students of each faculty.

Recommendation Letter Charge: Recommendation letter is necessary to both types of students, first, who are studying now, and second, who have graduated from the college. Therefore, they take it from the college, and college charges certain amount for it. Generally, students take it one time and he/she uses it to fulfill different purposes of different areas. The data in table 1 shows that the college has charged only Rs 50.00 from each student for it.

Identity and Library Card Charge: College provides identity card to identify students and provides library card to permit for using library for each individual student charging some fees to them. The data of sampled college shows that Rs 50.00 for an identity card and Rs 50.00 for a library card are charged to each student. In total, a student has paid Rs 100.00 for both identity card and library cards.

Term Exam Absent Fine: The informants responded that their college conducts three time internal term-exam in a year and if any student became absent in any term-exam, s/he is charged Rs 250.00 per-subject. If s/he did not appear any of the subject in a term, then s/he would be charged Rs $250.00 \times 5 = \text{Rs } 1,250.00$ as the students have five subjects. Similarly, if a student did not appear any of the subjects in any term exam, then s/he would be charged Rs 11,250.00 for three-year bachelor and Rs 15,000.00 for four-year bachelor. The data reveals that a student of three-year bachelor has paid Rs 2,250.00 and a four year bachelor Rs 3,000.00 annually.

Practical Exam Fee: The data in table 1 reflects that each student has paid Rs 150 for practical exam at bachelor level of humanity, education and management annually.

Teaching Practice Fee: Provision of teaching practice is only in education faculty. Therefore, students of BA and BBS need not pay under this title. The information of table 1 shows that each student of B. Ed. has paid Rs 3000/- for teaching practices at bachelor level.

University Related Institutional Cost of Education

It indicates that the costs of education which is incurred by students at the university under such headings as university registration fee, board exam fee, exam form fee, exam central fee, practical fee, service fee, teaching practice fee, thesis fee, university certificate (original certificate) fee, transcript fee, university recommendation fee, central library card fee, central library late fine and central library clearance fee. These are shown in Table 2.

Table 2: University Related Institutional Direct Private Cost of Education– 2074 (In Rs)

Items	Charges Fixed by TU (In Rs)	Number of Sampled students who paid it	Total Paid Amount (In Rs)
University Registration Fee	500.00	90	45000.00
Board Exam Fee	470.00	30×3 + 60×4	155100.00
Exam Form Fee	60.00	30×3 + 60×4	19800.00
Exam Center Fee	100.00	30×3 + 60×4	33000.00
Practical Fee for one Subject	150.00	60	9000.00
Practical Fee for Two or More	250.00	30	7500.00
Field Work, Term Paper and Project work	275.00	60	16500.00
Service Fee	250.00	90	22500.00
Teaching Practice Fee for ECO	50.00	30	1500.00
Teaching Practice Fee for Dean Office	200.00	30	6000.00
University Certificate Fee	1700.00	90	153000.00
Transcript Fee	450.00	90	40500.00
University Recommendation Fee	1000.00	20	20000.00
Central Library Clearance Fee	100.00	90	9000.00
Grand Total Paid Amount = Rs 5,38,400.00			
Annual Average Cost = Rs 5,38,400.00 ÷ 90 = Rs 5,982.23			

Source: (a) Education Dean Office, (b) ECO: Exam Controller Office and (c) Central Library Office of Kirtipur-2075.

Table 2 shows the university related institutional costs at bachelor level. It was found that students have compulsory to pay the university registration fee, board exam fee, exam form fee, exam central fee, TU service fee, University certificate (original certificate) fee and transcript fee for all students. Similarly, it was also found that each student has to pay the central library clearance fee Rs 100. Students of three year programme (BA) have to pay three times and students of four year programme (B. Ed. and BBS) have to pay four times the board exam, exam form and exam central fee to the exam controller office through college during the whole academic sessions of bachelor level programme. The data in Table 2 shows that the students have to pay Rs 5, 38, 400.00 for aforesaid items. Similarly, they have to pay Rs 45,000.00 for university registration, Rs 1, 55, 100.00 for board exam, Rs 19,800.00 for exam form and Rs 33,000.00 for exam central.

As reported 60 students among 90 has paid practical fee for one subject Rs 9,000.00, 30 students among 90 paid practical fee for two or more subjects Rs 7,500.00 and 60 students among 90 pay field work, term paper and project work Rs 16,500.00. Only 30 students of B. Ed has paid teaching practice fee Rs 1,500.00 to exam controller office and Rs 6,000.00 to dean's office of

TU. Out of 90 students 20 have taken university recommendation letter, so they have paid Rs 20,000.00 to the TU.

On the basis of fourteen different titles and total amount presented in table 1, it is found that the average university related institutional direct cost per student at bachelor level of Tribhuvan University (from first to last year) is Rs 5982.23.

Institutional Cost of Education

It refers those cost of education which is paid by students to the college and university. Therefore, it is summation of college related institutional cost of education and university related institutional cost of education. It is shown in table 3.

Table 3: Institutional Direct Private Cost of Education – 2074 (In Rs)

Details	Annual Average College Related Institutional Cost	Annual Average University Related Institutional Cost	Total Annual Average Institutional Cost
Amount	24,730.57	5,982.23	30,712.80

(Source: Table 1 and Table 2.)

Table 3 depicts that the summation of annual average college related institutional cost and annual average university related institutional cost of education at bachelor level which is Rs 30,712.80. The annual average college related institutional cost is Rs 24,730.57 and annual average university related institutional cost is Rs 5,982.23 in bachelor level.

Non-institutional Cost of Education

It indicates those cost of education which incurred by students within and outside college. Students or their parents directly pay to shop as cash for different items and they received slip or bill. This research has included education related non-institutional direct private costs such as text books, reference books, all type of stationary, college bag, college uniform (tie, belt & dress), shoes (uniform shoes & sports shoes), college coat, sweater and jacket, college sports uniform, college tiffin, co-curricular activities, photocopy and printed study materials, e-mail and internet, computer as a study material, college transportation, coaching and tuition (outside of the college), student welfare, educational donation, help in festival, picnic program, field trip and educational trip. It is presented in table 4.

Table 4: Non-institutional Direct Private Cost of Education in Bachelor Level - 2074

Gender	No. Students	Total Cost (In Rs)	Percentage	Average Cost (In Rs)	Per-student Cost of B.A. (In Rs)	Per-student Cost of B.Ed. and BBS (In Rs)
Boys	45	22,05,607.00	52.80	49,013.48	1,47,040.44	1,96,053.92
Girls	45	19,71,441.00	47.20	43,809.79	1,31,429.37	1,75,239.16
Total	90	41,77,047.00	100	46,411.63	1,39,234.63	1,85,646.52

Source: Field Study, 2075.

On the basis of the data of table 4, it was found that a student has expensed Rs 46,411.63 as non-institutional direct private cost in a year. Similarly, a student has expensed Rs $46,411.63 \times 3 = \text{Rs } 1,39,234.89$ for three year B.A, and Rs $46,411.63 \times 4 = \text{Rs } 1,85,646.52$ for four year B. Ed and BBS. There is seen that the cost of boys and girls is distinct. The annual average non-institutional private direct cost of boy students is 49,013.48 and he expenses Rs $49,013.48 \times 3 = 1,47,040.44$ for three year B.A. and Rs $49,013.48 \times 4 = \text{Rs } 1,96,053.92$ for four year B. Ed. and BBS. Similarly, the annual average non-institutional private direct cost of girl students is Rs 43,809.79 and she expenses Rs $43,809.79 \times 3 = \text{Rs } 1,31,429.37$ for three year B.A. and Rs $43,809.79 \times 4 = \text{Rs } 1,75,239.16$ for four year B. Ed. and BBS.

Institutional and Non-institutional Cost of Education

Institutional cost indicates those cost of education which is incurred by students in college and university. Students or his/her parents directly pay to college and university's cash counter in cash for different items and they receive slip or bill. But, non-institutional cost indicates those cost of education which incurred by students within and outside college and university. The amounts of both institutional and non-institutional cost are presented in table 5.

**Table 5: Institutional and non-institutional Direct Private Cost of Education – 2074
(In Rs)**

Details	Annual Average Institutional Cost in Bachelor Level	Annual Average Non-institutional Cost in Bachelor Level	Total Annual Average Direct Private Cost of Education in Bachelor Level
Amount	30,712.80	46,411.63	77,124.43

(Source: Table 3 and Table 4.)

Table 5 shows that total annual average direct private cost of education in bachelor level is Rs. 77,124.43. Annual average costs of institutional and non-institutional in bachelor level are Rs 30,712.80 and Rs 46,411.63 respectively.

Conclusion

The summary of this study has paid of each student in annual average admission fee Rs 9,333.34 for BA and Rs 9,250 for B. Ed and BBS and Rs 9,277.78 for bachelor level of all faculties. A student has paid tuition fee Rs 1,050.00 per month, Rs 12,600.00 per year, Rs 37,800.00 for three-year of BA and Rs 50,400.00 for four-year of B. Ed and BBS. Per student annual average tuition fee is Rs 12,600.00 at bachelor level of all faculties. Similarly, a student has paid Rs 300.00 per term-exam, Rs 900.00 per year, Rs 2,700.00 for BA and Rs 3,600.00 for B. Ed and BBS. Sampled college has been charging Rs 1,200.00 for character certificate, Rs 50.00 for a recommendation letter, Rs 50.00 for identity card, Rs 50.00 for library card and Rs 250.00 for term exam absent. Students of B. Ed have paid Rs 2,000.00 for teaching practice to the college.

In case of university related institutional direct private cost, it was found that a student has paid Rs 500.00 for name registration in university, Rs 470.00 for board exam, Rs 60.00 for exam central, Rs 150.00 to Rs 250.00 for practical exam, Rs 275.00 for field work, term paper and project work, Rs 250.00 for TU service, Rs 250.00 for teaching practice, Rs 1700.00 university

certificate, Rs 450.00 for transcript, Rs 1,000.00 for recommendation letter and Rs 100.00 for central library clearance.

Per student average college related institutional unit cost is Rs 24,730.57, university related institutional cost is Rs 5,982.23 and total annual institutional unit cost is Rs 30,712.80 at bachelor level of community based college in the capital city of Nepal. Likewise, it was found that a student has expensed Rs 46,411.63 as non-institutional direct private cost in a year. Total annual average direct private cost of education (institutional plus non-institutional) in bachelor level is Rs 77,124.43.

On the basis of findings, it is concluded that these programmes seem expensive to those people who are living below poverty line in Nepal. Number of absolute poor people is 21.6 percent and number of multi-dimensional poor people is 28.6 percent in Nepal (Ministry of Finance, 2075) but nominal income of poorest 20 percent each people is Rs 15,888.00 annually and poverty line income is Rs 19,262.00.00 annually (CBS, 2011). Therefore, these people's children cannot afford to study in community based college in Nepal particularly at Kathmandu valley, the capital city of Nepal.

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