

Barriers to Quality Education in Community Schools of Ramgram Municipality, Nawalparasi West, Nepal

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Abstract

Quality education in Nepal's community schools remains challenging, especially in rural and semi-urban areas. Community schools in Ramgram Municipality, Nawalparasi West, face several barriers that affect students' learning outcomes. This study aimed to explore the major factors affecting quality education in community schools of Ramgram Municipality through the experiences of teachers, students, parents, and school administrators. A qualitative research design was used. Data were collected through interviews, focus group discussions, school observation, and document review. The information was analyzed thematically. The study found that inadequate infrastructure, limited teaching-learning materials, shortage of qualified and trained teachers, weak parental involvement, poverty, irregular student attendance, limited ICT use, and political or administrative interference were major barriers to quality education. Traditional rote-based teaching also reduced students' practical learning and critical thinking. Improving education quality requires joint effort from local government, school management committees, teachers, parents, and communities. Investment in infrastructure, teacher training, inclusive support, technology integration, and transparent school governance is essential.

Keywords: quality education, community schools, educational barriers, qualitative study, Ramgram Municipality, Nepal

Article Info.

Article History

Received: April 11, 2026

Accepted: June 28, 2026

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Cite

Sharma Badhai, R. K. (2026). Barriers to quality education in community schools of Ramgram municipality, Nawalparasi west, Nepal. *Palhi Peace and Enlightenment: Interdisciplinary Journal*, 1(1), 1-13.

Introduction

Quality education is widely recognized as a fundamental foundation for sustainable development, social transformation, and human capital formation. It enables learners to acquire the knowledge, skills, values, and competencies required for personal growth, productive citizenship, and meaningful participation in social and economic life. In Nepal, educational reform initiatives over the past several decades have emphasized expanding access to schooling, improving retention, promoting inclusion, and strengthening learning outcomes. Despite these efforts, ensuring quality education in community schools continues to be a persistent challenge, particularly in rural and semi-urban municipalities where institutional capacity, socioeconomic conditions, and resource availability remain uneven.

Community schools constitute the backbone of Nepal's public education system. They serve a large number of children from economically disadvantaged, socially marginalized, and culturally diverse backgrounds. These schools are expected to provide equitable and inclusive education; however, many continue to experience structural and operational constraints that directly influence classroom teaching and student learning. Inadequate physical infrastructure, insufficient instructional materials, limited use of educational technology, weak school governance, and shortages of qualified and motivated teachers remain common barriers. These conditions reduce the effectiveness of classroom instruction, weaken student engagement, and contribute to poor academic achievement.

In addition to institutional limitations, students' socioeconomic backgrounds significantly shape their educational experiences. Many students in community schools come from low-income households where parents have limited formal education and are engaged in agriculture, wage labor, small trade, or other labor-intensive occupations. As a result, parental involvement in children's education is often limited. Students may face irregular attendance, lack of educational materials, limited study support at home, and low academic motivation. These factors deepen learning inequalities and make it difficult for community schools to provide quality education for all learners.

The context of Ramgram Municipality in Nawalparasi West reflects many of these challenges. Community schools in the municipality operate in a socially diverse and multilingual Tarai setting, where students come from different caste, ethnic, linguistic, and economic backgrounds. Teachers often encounter difficulties in managing classrooms

with diverse learning needs, maintaining student participation, and addressing language-related barriers. Students, on the other hand, may experience limited learning support, inadequate educational resources, and challenging home environments. Although national and local policies have attempted to strengthen school education, gaps remain between policy goals and actual implementation at the school level.

Existing studies in Nepal have examined educational access, public school performance, community management, teacher-related issues, and learning outcomes. However, there remains limited qualitative understanding of how teachers, students, parents, and school administrators experience barriers to quality education in specific local contexts such as Ramgram Municipality. A qualitative exploration of stakeholder perceptions is therefore essential for understanding the lived realities of community schools and identifying context-sensitive strategies for educational improvement.

Against this background, this study explores the barriers to quality education in community schools of Ramgram Municipality, Nawalparasi West. It focuses on the perceptions and experiences of key stakeholders and seeks to generate locally grounded insights that can support policymakers, local government bodies, school management committees, teachers, and communities in improving educational quality.

Conceptual Understanding of Quality Education

The concept of quality education is broad and multidimensional. It is not limited to examination results or the completion of prescribed textbooks. Rather, quality education includes the overall development of learners, including their cognitive, social, emotional, ethical, physical, and practical capacities. Barrett et al. (2006) argues that educational institutions

should prioritize the needs and development of learners rather than merely focusing on institutional reputation or formal performance indicators. Similarly, Corbett and Guilherme (2021) emphasize that quality education should foster holistic development by creating an environment that supports learners' intellectual, emotional, social, and moral growth.

UNESCO (2005) identifies five major dimensions of quality education: learners, learning environments, content, processes, and outcomes. This framework suggests that education quality must be assessed not only through students' academic achievement but also through the inclusiveness of the learning environment, relevance of curriculum, effectiveness of teaching processes, and long-term outcomes for learners and society. Zajda (2021) further argues that quality education should prepare students for their future roles as responsible citizens and productive members of society.

Quality education also requires inclusive and learner-centered approaches. It extends beyond classrooms and textbooks to include the broader educational ecosystem that shapes student learning and development. Patfield et al. (2022) argue that educators need to move beyond traditional pedagogical practices and adopt student-centered methods that promote critical thinking, problem-solving, collaboration, and creativity. In this sense, the goal of quality education is to produce learners who are not only academically competent but also socially responsible, creative, and capable of contributing positively to society.

In developing countries such as Nepal, the achievement of quality education is often constrained by economic hardship, inadequate school infrastructure, shortage of qualified teachers, insufficient learning materials, and

unequal access to technology. UNESCO (2019) reported that millions of children and youth globally remain out of school due to poverty, conflict, gender inequality, and other structural barriers. Although Nepal has made significant progress in expanding school access, the quality of learning in many community schools remains uneven.

Language and cultural diversity further complicate the delivery of quality education. In multilingual societies, the language of instruction can either support or obstruct learning. Zickafoose et al. (2024) note that instruction in a language different from the learner's mother tongue may reduce comprehension, participation, and retention. This issue is particularly relevant in Ramgram Municipality, where many students speak Bhojpuri, Awadhi, or other local languages at home, while school instruction is commonly delivered in Nepali or English.

Technology has also become an important component of quality education. Digital tools, e-learning platforms, online resources, and digital libraries can make learning more interactive, accessible, and personalized. Haleem et al. (2022) argue that educational technology has transformed teaching and learning by expanding access to quality content and supporting flexible learning. However, the digital divide remains a serious concern. Afzal et al. (2023) emphasize that effective integration of technology requires access to devices, reliable internet, digital literacy, and teacher preparedness. In rural and low-income contexts, limited access to these resources can widen existing inequalities rather than reduce them.

Research Objectives

The study aims to explore possible strategies for improving the quality of education in community schools of Ramgram Municipality.

Methodology

The study is based on observation and informal discussion as experiencing review in local context being part of the research setting.

Literature Review

Quality education has remained a major concern in Nepal's community school system. Previous studies have identified a range of barriers affecting educational quality in public schools, particularly in rural and semi-urban settings. These barriers include inadequate infrastructure, weak school management, shortage of trained teachers, low parental involvement, social inequality, language barriers, and limited access to technology.

Ghimire and Koirala (2019), in their study on declining public trust in Nepal's community schools, argued that inadequate infrastructure, poor academic performance, and weak school management have encouraged many parents to move their children to private schools. Their study suggests that community schools often struggle to provide a competitive learning environment compared to institutional schools. This finding is relevant to Ramgram Municipality, where public confidence in community schools may be affected by visible resource gaps and weak learning outcomes.

Similarly, Panta (2024), in a study of public schools in Sarlahi district, found that insufficient classrooms, lack of libraries, poor sanitation facilities, and limited access to information and communication technology negatively affected students' learning experiences. The study highlighted physical infrastructure as one of the most important foundations of educational quality. In the context of Ramgram Municipality, the absence of adequate classrooms, libraries, laboratories, toilets, drinking water, and ICT facilities may directly reduce students' comfort, participation, and academic performance.

Teacher-related issues have also been widely recognized as major barriers to quality education. Lack of teacher motivation, insufficient professional training, political interference, and weak English language competency as factors that negatively affect classroom teaching and student achievement. Lack of trained teachers, limited teaching materials, weak administrative support, and poor stakeholder participation reduce school effectiveness. These findings indicate that the quality of education depends not only on physical resources but also on teacher competence, motivation, and professional accountability.

Socioeconomic inequality is another significant determinant of educational quality. Khanal (2018), in a study of Dalit children's education in Nepal, highlighted the effects of poverty, caste-based discrimination, and lack of educational support at home on students' participation and achievement. Community schools often serve students from disadvantaged backgrounds, making social and economic conditions highly influential in learning outcomes. In Ramgram Municipality, students from Dalit, Madhesi, low-income, and other marginalized communities may face unequal access to educational materials, private tutoring, regular attendance, and supportive home environments.

School governance and leadership also play a critical role in educational quality. Carney et al. (2007), in their analysis of community-managed schooling in Nepal, found that decentralization and community management policies did not automatically improve accountability or school performance. Many schools continued to experience weak governance, unequal power relations, and limited management capacity. Carney et al. (2007) further emphasized that school principals often face political

pressure, financial limitations, and insufficient administrative support. These studies suggest that policy reforms alone cannot improve educational quality unless they are supported by effective leadership, accountability, and institutional capacity.

Language-related challenges are particularly important in multilingual settings. Karki and Karki (2024) examined English-medium instruction in rural schools of Nepal and found that many teachers lacked adequate English proficiency and appropriate teaching strategies. The authors concluded that the sudden shift toward English-medium instruction created difficulties for both teachers and students. In Ramgram Municipality, where many students speak Bhojपुरी or Awadhi at home, the use of Nepali or English as the main language of instruction can create barriers to comprehension, classroom participation, and confidence.

Several studies have also criticized the dominance of rote learning and examination-oriented teaching practices in Nepalese community schools. Such practices limit opportunities for creativity, critical thinking, practical learning, and problem-solving. When students are encouraged mainly to memorize textbook content, they may pass examinations but fail to develop deeper conceptual understanding and life skills. This issue is central to discussions of quality education, as meaningful learning requires active engagement, practical application, and learner-centered pedagogy.

The reviewed literature demonstrates that barriers to quality education in Nepal are multidimensional and interconnected. Inadequate infrastructure, shortage of trained teachers, socioeconomic inequality, weak governance, language barriers, poor parental involvement, and limited use of technology collectively influence the performance of

community schools. However, few studies have examined these issues specifically in Ramgram Municipality. Therefore, this qualitative study addresses an important contextual gap by exploring local experiences and perceptions related to educational quality.

Results and Discussion

The reviewed literature indicates that barriers to quality education in community schools are complex, interrelated, and context specific. In rural and semi-urban Tarai municipalities such as Ramgram, educational challenges are not confined to classrooms alone. They are shaped by broader socioeconomic, cultural, administrative, linguistic, and institutional conditions. Therefore, improving quality education requires a comprehensive approach rather than isolated interventions.

One of the most significant barriers identified in the literature is inadequate infrastructure. Studies by Panta (2024) and Ghimire and Koirala (2019) show that many community schools lack sufficient classrooms, libraries, laboratories, clean drinking water, toilets, and ICT facilities. In Ramgram Municipality, such deficiencies may directly affect the teaching-learning environment. A shortage of classrooms can lead to overcrowding, while the absence of laboratories restricts practical learning in science. Lack of libraries reduces reading culture, and inadequate toilets and drinking water affect student health, dignity, and attendance. These conditions suggest that physical facilities are not secondary concerns; they are essential prerequisites for educational quality.

Teacher-related challenges form another major barrier. Baral (2021) demonstrate that lack of professional training, low motivation, weak subject competency, and political interference can negatively affect teaching quality. In Ramgram Municipality, these challenges may be

particularly visible in subjects such as English, Science, and Mathematics, where specialized knowledge and effective pedagogy are required. If teachers are not adequately trained or supported, students may receive instruction that is textbook-centered, repetitive, and examination-oriented. This limits conceptual understanding and reduces students' ability to apply knowledge in real-life situations.

The persistence of rote learning further weakens educational quality. Traditional methods that emphasize memorization rather than understanding continue to dominate many classrooms. Such practices may help students reproduce answers in examinations, but they do not develop analytical thinking, creativity, communication skills, or problem-solving capacity. For quality education to become meaningful, teaching methods must shift toward learner-centered, activity-based, and practical approaches. Classroom instruction should encourage questioning, discussion, experimentation, and collaboration.

Socioeconomic factors also strongly influence students' educational experiences. Khanal (2018) shows that poverty and social exclusion reduce educational participation among marginalized children. In Ramgram Municipality, students from low-income households may struggle to afford uniforms, stationery, transportation, additional learning materials, and private tuition. Some students may also be required to support household work, agriculture, or income-generating activities. These responsibilities can lead to irregular attendance, fatigue, low concentration, and poor academic performance. Therefore, educational quality cannot be separated from students' economic and social realities.

Marginalization based on caste, ethnicity, class, and language further contributes to unequal

educational opportunities. Students from Dalit, Madhesi, Muslim, and low-income families may face multiple disadvantages, including poverty, limited parental education, social discrimination, and weak representation in school decision-making. These inequalities can reduce students' confidence and sense of belonging. Inclusive education policies must therefore be translated into classroom practice through respectful teacher behavior, targeted support, scholarships, remedial classes, and active engagement with marginalized families.

Language barriers are especially relevant in Ramgram Municipality. Many students speak Bhojpuri, Awadhi, or other local languages at home, while classroom instruction is often delivered in Nepali or English. As Karki and Karki (2024) note, English-medium instruction can create difficulties when teachers and students are not adequately prepared. A mismatch between home language and school language can reduce comprehension, participation, and learning confidence, particularly in early grades. This suggests the need for multilingual and transitional teaching strategies that connect local languages with Nepali and English rather than replacing them abruptly.

Weak governance and school leadership also influence educational quality. Carney et al. (2007) and Karney (2007) suggest that decentralization and community management cannot succeed without accountability, leadership capacity, and effective implementation. In Ramgram Municipality, school management committees, head teachers, teachers, parents, and local government bodies need stronger coordination. Political interference in teacher management, resource allocation, and school administration can weaken professionalism and reduce institutional effectiveness. Transparent planning, regular monitoring, and participatory decision-making are therefore essential.

Parental involvement and community participation are equally important. Many parents in rural and low-income settings may have limited literacy and may not feel confident engaging with schools. Some may see education as the responsibility of teachers alone. However, students' learning is strongly influenced by home support, attendance monitoring, study habits, and parental encouragement. Weak communication between schools and families reduces accountability and limits students' academic support outside the classroom. Community participation should therefore be strengthened through regular parent-teacher meetings, school improvement planning, mothers' group involvement, and ward-level educational dialogue.

Technology integration remains another important but underdeveloped area. Although ICT can improve access to learning resources and support interactive teaching, many community schools lack devices, internet connectivity, trained teachers, and maintenance support. As Afzal et al. (2023) argue, technology can either reduce or widen inequality depending on how it is implemented. In Ramgram Municipality, ICT should be introduced gradually and strategically, with attention to teacher training, local-language content, student access, and sustainability.

Overall, the literature suggests that the barriers affecting quality education in Ramgram Municipality are multidimensional. Poor infrastructure, teacher shortages, traditional pedagogy, poverty, social exclusion, language barriers, weak governance, limited parental participation, and inadequate technology use collectively shape students' learning outcomes. These problems are especially serious in rural Tarai contexts because of socioeconomic inequality, multilingual communities, and limited institutional resources.

This qualitative study is therefore significant because it provides an opportunity to understand how stakeholders experience these barriers in everyday school life. The perspectives of teachers, students, parents, and school administrators can reveal practical realities that may not be visible in quantitative indicators alone. Such understanding can help local governments, educational planners, school leaders, and policymakers design more responsive strategies for improving quality education in community schools of Ramgram Municipality.

The analysis of community schools in Ramgram Municipality shows that the problem of educational quality is not limited to classroom teaching alone. It is deeply connected with physical infrastructure, teacher availability, poverty, language diversity, school governance, parental awareness, community participation, curriculum design, monitoring, and the use of technology. The major issues identified in Ramgram's community schools reflect broader challenges faced by many public schools in rural and semi-urban Tarai areas of Nepal.

One of the most visible challenges is the lack of adequate school infrastructure. Many community schools in Ramgram Municipality lack sufficient classrooms, libraries, science laboratories, toilets, safe drinking water, and ICT facilities. These are not luxury facilities; they are basic conditions for quality learning. Without proper classrooms, students cannot study in a comfortable environment. Without libraries, they cannot develop reading habits. Without laboratories, science remains theoretical rather than experimental. Without gender-friendly toilets and drinking water, attendance and health are affected, especially among girls. The limited availability of ICT facilities also prevents students from accessing digital learning

opportunities. In the present era, education cannot remain disconnected from technology. Mishra and Ananda (2022) emphasize the need to prepare academic institutions for futuristic and sustainable operations, which implies that schools must gradually move beyond traditional systems and adopt future-oriented infrastructure, digital readiness, and sustainable academic practices.

Another serious issue is the shortage of qualified and trained teachers, particularly in subjects such as English, Science, and Mathematics. These subjects require strong conceptual knowledge and effective pedagogy. When trained teachers are not available, students often memorize answers without understanding the concepts. This weakens their academic foundation and reduces their ability to compete in higher education or employment. Mishra (2023) argues that human capital is built collectively through education, skills, collaboration, and institutional commitment. From this perspective, teachers are the primary builders of local human capital. If teachers are unsupported, untrained, or insufficient in number, the entire educational system becomes weak. Therefore, teacher training, subject-specific professional development, motivation, accountability, and continuous academic support are essential for improving learning outcomes in Ramgram's community schools.

The continued use of traditional teaching methods based on rote learning is another major barrier to quality education. In many classrooms, students are still encouraged to memorize textbook content for examinations rather than understand, question, experiment, and apply knowledge. Such exam-oriented learning limits creativity, critical thinking, communication skills, and problem-solving ability. A curriculum that is mainly theoretical does not prepare students for

real-life challenges. Mishra and Ananda (2022) highlight the importance of futuristic sustainable academic operations, which can be interpreted as the need for learning systems that are adaptive, skill-based, practical, and relevant to the future. Ramgram's schools therefore need to shift toward student-centered learning, project-based activities, inquiry-based learning, practical demonstrations, and continuous assessment.

The economic condition of families strongly affects students' educational opportunities. Many students from poor households struggle to afford notebooks, uniforms, bags, transportation, digital devices, and private tuition. Even when education is officially free, the hidden cost of schooling remains a burden for low-income families. Poverty also affects nutrition, attendance, home study time, and parental support. Some children may have to help with household work, agriculture, small trade, or wage labor. Mishra (2024), in discussing Nepal's demographic dividend, stresses that the country's young population can become a national strength only when education and empowerment are properly prioritized. In Ramgram Municipality, if poor and marginalized children do not receive quality education, the local demographic dividend may turn into a lost opportunity. Therefore, targeted scholarships, learning materials, transport support, remedial classes, and digital access programs are necessary for disadvantaged students.

The issue of social inequality is also central. Students from Dalit, Madhesi, Muslim, low-income, and other marginalized communities may not receive equal educational opportunities. Inequality may appear in visible forms such as poverty and lack of materials, but it may also appear in invisible forms such as low teacher expectations, discrimination, lack of confidence among students, or weak representation of local

culture in school activities. Gautam et al. (2025) argue that a quality culture in Nepalese education requires institutional commitment, leadership, continuous improvement, and inclusive systems. Although their discussion focuses on higher education, the same principle applies to school education. Quality education in Ramgram cannot be achieved unless schools become inclusive, respectful, accountable, and responsive to the needs of all groups.

Language is another important challenge in Ramgram Municipality. Many students speak Bhojpuri or Awadhi at home, while the medium of instruction in school is mainly Nepali or English. This creates a language gap between the home environment and the classroom environment. Students may understand concepts slowly, hesitate to participate, or lose confidence when instruction is delivered in a language they do not fully understand. This is especially serious in early grades. Ananda et al. (2025), through the Mandala principle in artificial intelligence, discuss the preservation, management, and transfer of social knowledge in learning systems. This idea is useful in the Ramgram context because local languages, culture, and community knowledge should not be ignored in education. Bilingual learning materials, local-language explanations, community stories, and AI-supported language tools can help bridge Bhojpuri, Awadhi, Nepali, and English in classroom learning.

Weak school management and political interference further reduce school effectiveness. A school cannot perform well only because it has buildings and teachers. It also needs strong leadership, transparent decision-making, regular academic planning, teacher supervision, resource management, and accountability. Political interference in teacher management, school committees, resource allocation,

or administrative decisions can weaken professionalism. Mishra (2024) discusses the importance of innovation, emerging technologies, and dynamic management strategies in navigating changing institutional environments. In the school context, this means that head teachers and school management committees should adopt data-based planning, transparent governance, collaborative leadership, and innovation-oriented management rather than relying on traditional administrative routines.

Parental awareness and community participation are equally important. Many parents in Ramgram may have limited formal education and may not be able to support their children academically at home. Some may not regularly attend parent-teacher meetings or monitor attendance and homework. In low-income families, children's education may compete with household labor, sibling care, or income-generating activities. Mishra (2023) states that human capital is built together, meaning education improvement requires collective responsibility. Schools, parents, local government, teachers, community leaders, and civil society must work together. Community-based learning support groups, mothers' group participation, ward-level education dialogue, and regular parent-teacher interaction can improve student attendance, motivation, and achievement.

Poor monitoring and limited coordination among schools, local government, and stakeholders are also major obstacles. When data on attendance, dropout, examination results, teacher presence, scholarship distribution, infrastructure progress, and learning achievement are not regularly reviewed, decision-making becomes weak. Celestin and Mishra (2025b) explain that digital transformation can improve transparency, disclosure, and trust in institutional

systems. Similarly, school governance can benefit from digital dashboards and transparent reporting systems. If Ramgram Municipality develops a digital education monitoring system, it can identify which schools have weak results, which students are at risk of dropping out, which subjects need teacher support, and which infrastructure gaps require urgent investment. Celestin and Mishra (2025a) also discuss AI-driven analytics for improving forecast accuracy, risk management, and decision-making. In education, this can support early warning systems for dropout, learning loss, irregular attendance, and resource gaps.

The lack of ICT facilities is both a challenge and an opportunity. Simply placing computers in schools is not enough. ICT-based education requires electricity, internet, devices, maintenance, trained teachers, digital content, and integration with classroom pedagogy. Mishra and Mishra (2025) connect artificial intelligence and emotional intelligence with employee engagement in the context of e-HRM. This idea can be adapted to education by focusing on teacher engagement. Teachers need not only digital tools but also emotional support, motivation, recognition, and training. If ICT is introduced without teacher readiness, it may remain unused. But if digital tools are combined with teacher training, mentoring, and local-language content, ICT can improve learning access and quality.

The curriculum in community schools is often criticized for being too theoretical and examination-oriented. Students are prepared to pass exams but not necessarily to solve real-life problems. Ramgram Municipality has local economic, cultural, linguistic, agricultural, and social realities that can be linked with the curriculum. Local curriculum can include agriculture, health and sanitation, disaster

risk reduction, financial literacy, local history, environmental conservation, entrepreneurship, and multilingual communication. Ananda et al. (2025) emphasize social knowledge preservation and transfer in learning systems. This supports the argument that local knowledge should be integrated into formal education so that students see schooling as meaningful and connected to their everyday lives.

Rural Tarai schools face more intense challenges than many urban schools because of limited resources, poverty, social diversity, linguistic complexity, weaker infrastructure, and lower parental literacy. However, these schools also represent a major opportunity for social transformation. If community schools in Ramgram Municipality are strengthened, they can become centers of local development, inclusion, and human capital formation. Mishra (2024) argues that Nepal's demographic dividend can be harnessed through education and youth empowerment. This is highly relevant to Ramgram because today's schoolchildren are tomorrow's workers, entrepreneurs, teachers, health workers, public servants, and community leaders. Weak school education today will weaken the municipality's future development capacity.

Overall, the educational challenges of Ramgram Municipality require a multi-dimensional improvement strategy. Infrastructure must be improved, but infrastructure alone will not solve the problem. Qualified teachers must be recruited and trained, but teacher training alone will not be enough without leadership and accountability. ICT must be introduced, but technology alone will not improve learning unless it is supported by pedagogy and local content. Inclusive policies must be adopted, but inclusion must be practiced in classrooms, school management, and community behavior. Parents

and communities must participate, but they need awareness, trust, and regular communication with schools. Therefore, quality education in Ramgram's community schools depends on the combined strength of infrastructure, trained teachers, effective leadership, inclusive policy, digital transformation, practical curriculum, parental involvement, and active local government support.

The challenges observed in Ramgram Municipality's community schools should not be seen only as problems. They should be seen as opportunities for educational reform. By improving school infrastructure, strengthening teacher capacity, reducing inequality, supporting multilingual learning, promoting digital governance, and building a strong quality culture, Ramgram Municipality can transform its community schools into engines of human capital development. Such reform would not only improve examination results but also support social inclusion, local economic development, and Nepal's broader goal of building an educated, skilled, and empowered generation.

Conclusion

This study concludes that the quality of education in community schools of Ramgram Municipality is constrained by multiple, interconnected barriers. Principal obstacles include inadequate school infrastructure, a shortage of trained teachers, poverty and social inequality, weak school leadership and management, language difficulties, and limited parental involvement. These factors interact to reduce learning opportunities and academic achievement for students in the rural Tarai, especially among marginalized groups.

Community schools currently lack sufficient resources, effective policy implementation, and institutional support to deliver inclusive,

high-quality education. Improving educational outcomes therefore requires coordinated action across stakeholders: teachers, parents, school management committees, local governments, and the broader community. Key priorities are upgrading infrastructure, expanding teacher training and professional development, strengthening school leadership and monitoring systems, implementing practical and learner-centred curricula, adopting multilingual strategies where appropriate, and running awareness programs to raise parental engagement and support for disadvantaged students.

Because the challenges in Ramgram are shaped by local social, economic, cultural, and linguistic realities, interventions must be context sensitive and equity focused. Sustainable improvement in the rural Tarai of Nawalparasi depends on coordinated educational reforms and active community participation so community schools can become effective institutions for equity, inclusion, and human capital development.

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