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# Status of Chief Minister's School of Excellence Programme in West Singhbhum District of Jharkhand

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## Abstract

The quality of school education plays a vital role in promoting individual development, social equity and national progress. Recognizing the need to strengthen government schools and provide students with quality educational opportunities, the Government of Jharkhand introduced the Chief Minister's School of Excellence (CM SoE) programme as an important educational reform initiative. The programme aims to transform selected government schools into modern and high-quality institutions through improved infrastructure, technology-enabled learning, teacher development, quality education, English-medium instruction and holistic development of learners. In this context, the present study examines the status of the CM SoE programme in West Singhbhum district of Jharkhand. The study focuses on six major dimensions: mission and vision,

**Keywords:** School of Excellence, CM SoE, Jharkhand, West Singhbhum, public education, school transformation, English-medium education

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## 1. Introduction

Education contributes to individual development, social progress, economic productivity and responsible citizenship. Contemporary educational excellence is therefore broader than examination achievement; it includes effective teaching, learner engagement, critical thinking, values, creativity,

leadership, infrastructure and an inclusive school culture. The School of Excellence as a government-led effort to modernize public schools through improved infrastructure, teaching methods and learning resources. The CM SoE initiative in Jharkhand seeks to transform selected government schools into model institutions with modern facilities, English-medium instruction, CBSE-oriented practices, digital classrooms and holistic development.

The initiative was introduced in Jharkhand on 31 July 2021 under the leadership of Chief Minister Hemant Soren, with an ambitious vision of transforming government schools. It identifies infrastructure development, quality education, teacher training, uninterrupted power, clean surroundings, smartboards, sanitation and language laboratories as important components. In West Singhbhum, the study investigates how these policy intentions are experienced by teachers and students. The study is particularly relevant because successful school transformation depends not only on physical resources but also on how teachers implement new pedagogies? how students experience the changed environment? and how management and assessment systems respond to the reform?

## **Background of the Study**

Education is one of the most important instruments for individual development, social transformation and national progress. The quality of education depends not only on access to schooling but also on the availability of qualified teachers, effective teaching-learning practices, adequate infrastructure, appropriate learning resources, supportive school management and meaningful assessment practices. In the changing educational environment, schools are expected to provide learners with opportunities for academic achievement as well as critical thinking, creativity, communication skills, practical knowledge and holistic development.

In this context, the concept of a **School of Excellence** has emerged as an approach for improving the quality of school education through systematic development of infrastructure, pedagogy, teacher capacity and learning outcomes. The School of Excellence initiative described in the present study is a government-led effort to transform selected government schools into modern, well-equipped and high-quality institutions. The initiative seeks to bridge the gap between government and private schools by providing modern facilities, competent teachers, digital classrooms, English-medium instruction and innovative teaching-learning practices.

The **Chief Minister's School of Excellence (CM SoE)** programme in Jharkhand represents an important step towards strengthening the quality of public education. The initiative was envisioned to transform government schools into model institutions aligned with national educational standards, particularly the **Central Board of Secondary Education (CBSE)** pattern. The programme places emphasis on four broad areas: infrastructure development, teacher training, quality education and

holistic development of students. Schools selected under the programme are expected to provide facilities such as smart classrooms, science laboratories, uninterrupted power supply, improved sanitation, digital learning resources and language laboratories.

The initiative has a wider social and educational objective. By improving government schools, it seeks to provide students from different socio-economic backgrounds with access to quality educational opportunities. Particular importance is attached to students from rural, tribal and comparatively disadvantaged communities. The programme also seeks to address issues related to gender equity through improved sanitation and other school facilities. Teacher training and capacity building are considered essential components because infrastructure alone cannot ensure educational excellence. Teachers need to be equipped with appropriate pedagogical approaches and technological competencies to implement the changed curriculum effectively.

Another important feature of the CM SoE programme is the transition towards **English-medium education and the CBSE curriculum**. This transition is expected to provide students with wider academic and career opportunities. At the same time, it may create difficulties for learners who have previously studied in Hindi-medium or other regional-language settings. Therefore, appropriate language support, bridge programmes and teacher preparedness become essential for ensuring that the transition does not create additional academic barriers.

The programme also emphasizes the integration of modern and practical forms of learning. Digital classrooms, smartboards, laboratories, language laboratories and vocational or skill-oriented learning opportunities can make education more engaging and relevant to contemporary needs. The broader objective is to move beyond traditional classroom teaching and create learning environments that encourage participation, practical understanding, creativity and holistic development.

Jharkhand has considerable socio-economic and geographical diversity, including rural and tribal communities. Consequently, the implementation of a large-scale school transformation programme may not produce identical outcomes in every region. Differences in infrastructure, teacher availability, language background, community participation, student preparedness and school management may influence the effectiveness of the programme. The dissertation therefore identifies the need to examine the programme at the local level rather than assuming that policy implementation is uniform across all schools.

The present study focuses specifically on **West Singhbhum district of Jharkhand**. It examines the status of CM Schools of Excellence from the perspectives of teachers and students. The study covers six major areas: **mission and vision, teaching-learning methods, infrastructure and facilities, management, assessment, and issues and challenges**.

The study is particularly relevant because the CM SoE programme is a comparatively new and developing educational intervention. The programme involves major changes such as the adoption of

the CBSE pattern, English-medium instruction and state-level quality-improvement measures. Consequently, there is a need to understand how these reforms are actually being experienced within schools and to identify the gap, if any, between policy intentions and classroom-level implementation.

Thus, the background of the present study is rooted in the need to understand whether the transformation envisioned through the CM School of Excellence programme is being effectively realized in West Singhbhum. Examining the experiences of teachers and students can provide useful evidence regarding the strengths of the programme as well as areas requiring further improvement.

## **Significance of the Study**

The present study is significant because the **Chief Minister's School of Excellence (CM SoE) programme** is an important initiative aimed at improving the quality of government school education in Jharkhand through better infrastructure, modern teaching-learning practices, teacher training and holistic development of students. The study provides an opportunity to examine the actual status and implementation of the programme in **West Singhbhum district** from the perspectives of teachers and students. It is expected to provide useful information regarding the effectiveness of the programme in areas such as mission and vision, teaching-learning methods, infrastructure and facilities, school management, assessment practices, and the issues and challenges encountered during implementation. The findings may help educational administrators and policymakers identify strengths and areas requiring improvement and support better planning and monitoring of the programme. The study is also significant for teachers because it can highlight the need for continuous professional development, particularly in innovative pedagogy, digital learning, CBSE-oriented curriculum and English-medium instruction. For students, the study can help identify the benefits and difficulties associated with the changed learning environment, including the availability of modern facilities and challenges related to language and communication. The study is particularly relevant to West Singhbhum because of its diverse rural and tribal educational context, where equitable access to quality education remains important. Furthermore, the findings may assist school authorities in strengthening infrastructure, assessment, student support and stakeholder participation. The study can also serve as a useful reference for future researchers interested in school transformation, government education reforms, English-medium instruction, teacher preparedness and the effectiveness of Schools of Excellence. Thus, the study contributes to a better understanding of the implementation of the CM School of Excellence programme and may provide a basis for strengthening the quality, equity and sustainability of government school education in Jharkhand.

## **Objectives of the Study:**

The objectives of the present study are given below:

- To study the mission and vision of CM Schools of Excellence in West Singhbhum district.
- To study the teaching-learning methods/procedures of CM Schools of Excellence.
- To study the infrastructure and facilities available in CM Schools of Excellence.
- To study the management process of CM Schools of Excellence.
- To study the assessment process of CM Schools of Excellence.
- To study the issues and challenges faced by CM Schools of Excellence.

## **Methodology**

The study employed an exploratory method because the CM School of Excellence programme represents a relatively recent and evolving school transformation initiative. The population consisted of students and teachers of CM Schools of Excellence in West Singhbhum district. The sample included 200 students and 20 teachers from four selected schools. Purposive sampling was used because participants were directly involved in or experienced the implementation of the programme. Two self-made questionnaires—one for teachers and one for students—were used. The questionnaires covered mission and vision, teaching-learning, infrastructure, management, assessment, and challenges. Responses were summarized using frequencies and percentages and represented through bar graphs.

## **Analysis and Interpretation**

The analysis below is based directly on the tables and interpretations contained in the two heads from the prospective of Teacher and Student. The figure given below have been redrawn as clear presentation in this paper. The teacher sample was 20 and the student sample was 200.

## **Teachers' Perspectives**

classroom discipline is challenging, showing that behavioural management remains an area requiring attention Teachers showed a favorable view of the programme overall. Seventy-five per cent reported awareness of the school's mission and vision and the same proportion perceived changes in the teaching process. However, community feedback was mixed, with only 50% reporting positive feedback from students and parents. In teaching-learning, 80% reported improvement in the teaching-learning schedule, 80% found infrastructure such as smart classes and laboratories helpful, and 80%

considered classrooms well equipped. At the same time, only 50% perceived innovation in teaching methods, indicating that modernization of physical facilities has not necessarily produced uniform pedagogical innovation.

With regard to infrastructure, 100% of teachers reported access to clean and safe drinking water, while 80% reported satisfactory classroom cleanliness. Seventy-five per cent considered basic teacher facilities and overall infrastructure sufficient. Management received a strong response: 90% stated that the management process functions properly and makes their work easier. In assessment, 75% felt able to assess student performance properly and considered the assessment process transparent and effective, while the remaining 25% indicate a need for additional support and clearer assessment procedures.

On school functioning, 90% of teachers reported regular student attendance, teacher punctuality and timely completion of teaching work. Seventy-five per cent stated that students' interests receive attention alongside academics. Nevertheless, 70% indicated that maintaining.

## **Students' Perspectives**

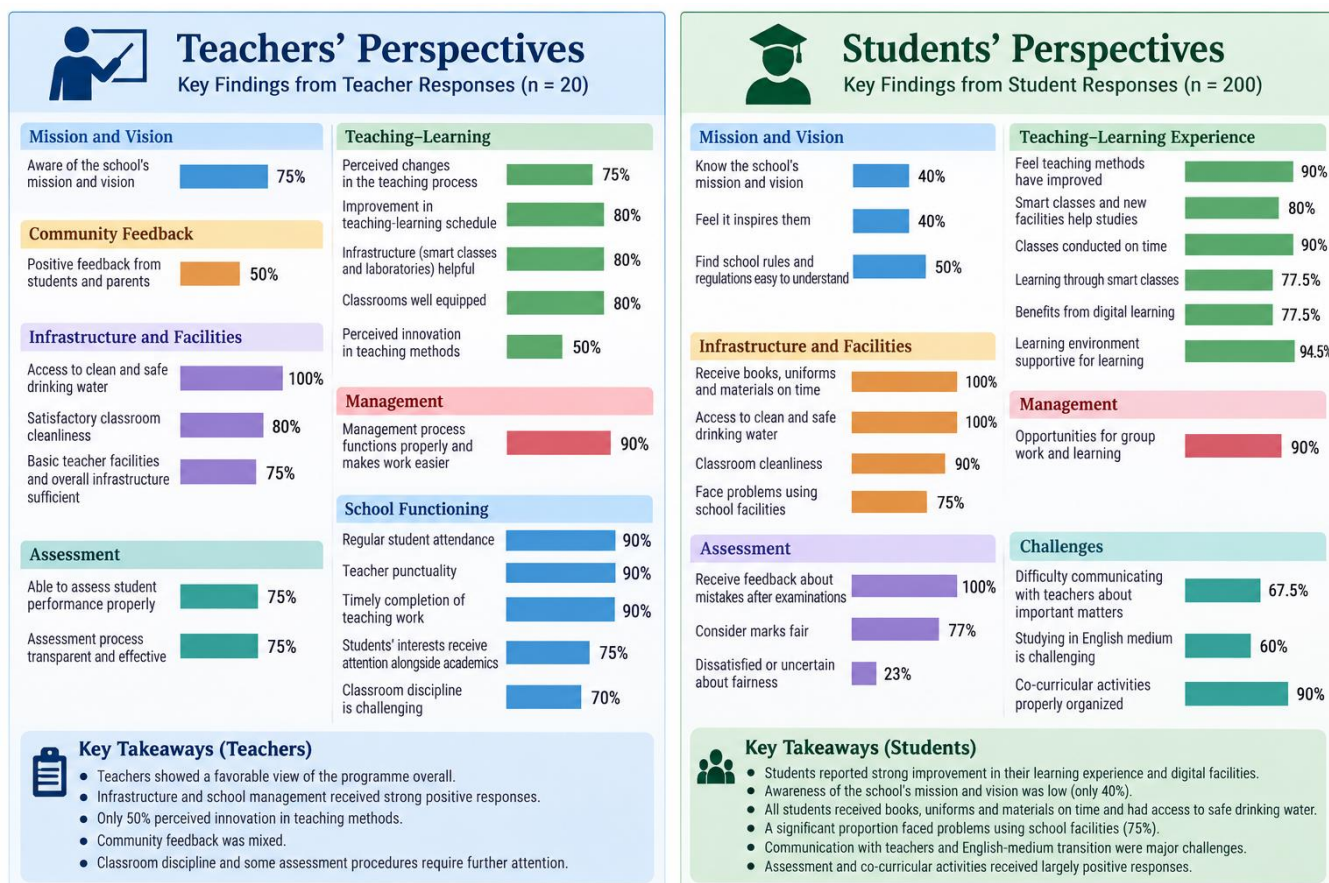
Students reported strong improvement in their everyday learning experience. Ninety per cent felt teaching methods had improved, 80% said smart classes and new facilities helped their studies, and 90% reported that classes were conducted on time. Seventy-seven-and-a-half per cent reported learning through smart classes and the same percentage reported benefits from digital learning. The overall learning environment received the strongest response: 94.5% considered it supportive for learning.

Despite these strengths, two important communication gaps emerged. Only 40% of students reported knowing the mission and vision of the school and only 40% said it inspired them. Also, only 50% found school rules and regulations easy to understand. These results indicate that students may experience the transformation mainly through facilities and classroom practices without necessarily understanding the larger institutional purpose of the School of Excellence.

Infrastructure responses were particularly positive. All 200 students reported receiving provided facilities such as books, uniforms and materials on time, and all reported access to clean and safe drinking water. Ninety per cent reported classroom cleanliness. However, 75% reported that they faced problems using school facilities, meaning that maintenance, access or usability concerns remain for a sizeable group. In management, 90% reported opportunities for group work and learning.

Assessment was also viewed positively: all students reported receiving feedback about mistakes after examinations, while 77% considered marks fair. Yet 23% were dissatisfied or uncertain about fairness, indicating a need for clearer marking criteria and communication. Among the challenges,

67.5% reported difficulty communicating with teachers about important matters and 60% reported that studying in English medium was challenging. The table records 120 students (60%) for this item; the narrative interpretation in the dissertation contains a different count, so the percentage and frequency in the table have been retained here. Ninety per cent reported that co-curricular activities were properly organized. . The figure given below showing the details of analysis:



## Discussion of Major Findings

- Physical and digital transformation is a major strength. Smart classes, laboratories, libraries, sanitation, drinking water and other facilities are positively viewed by both teachers and students.
- Teaching-learning has improved, particularly in scheduling, classroom support, digital learning and activity-based learning. However, teacher responses show that innovation is not uniformly implemented.
- The mission and vision have not been sufficiently internalized by students. Teacher awareness is substantially higher than student awareness.
- English-medium transition is a significant challenge. Students require language scaffolding, bridge support and bilingual assistance, especially where their earlier schooling was not English medium.

- School management is generally viewed positively. Teachers report that management supports their work, while students report strong opportunities for group learning.
- Assessment practices are broadly positive, especially feedback after examinations. Nevertheless, concerns about fairness and teachers' assessment capacity suggest a need for assessment literacy, clear rubrics and transparent procedures.
- Attendance and punctuality are strengths, but classroom discipline and communication between students and teachers require focused attention.
- Holistic development is visible through co-curricular activities and student interest, but these should be integrated systematically with the school's larger vision.

## **Educational Implications**

The findings suggest that school transformation should be understood as a combination of infrastructure, pedagogy, leadership and learner experience. First, school leaders should communicate the mission and vision in student-friendly language through assemblies, classroom discussions, displays, projects and student leadership activities. Second, teacher professional development should move beyond technology orientation toward sustained practice in activity-based learning, differentiated instruction, CBSE-aligned pedagogy and assessment. Third, English-medium transition should be supported through bridge courses, bilingual explanations, language laboratories, peer support and gradual scaffolding. Fourth, infrastructure should be maintained equitably, with mechanisms for students to report problems related to access, usability or maintenance. Finally, assessment should use clear criteria, timely feedback and transparent marking procedures so that students understand how performance is evaluated.

## **Recommendations**

- Conduct regular orientation programmes on the mission, vision and values of CM Schools of Excellence for both teachers and students.
- Provide continuous professional development in innovative pedagogy, digital learning, classroom management and assessment.
- Introduce structured English-language bridge programmes and bilingual learning support for students transitioning from Hindi-medium backgrounds.
- Strengthen teacher-student mentoring and open communication mechanisms.
- Develop student-friendly explanations of school rules and assessment criteria.

- Ensure regular maintenance and equitable use of smart classrooms, laboratories, libraries, sanitation facilities and digital resources.
- Use student feedback systematically to identify facility, teaching and communication problems.
- Continue and strengthen sports, arts, vocational and other co-curricular opportunities as components of holistic education.
- Establish regular monitoring of implementation so that policy goals are translated consistently into classroom practice.

## **Conclusion**

The study presents the CM School of Excellence programme in West Singhbhum as a promising public-school transformation initiative. The evidence from 200 students and 20 teachers indicates meaningful improvements in learning conditions, infrastructure, digital exposure, punctuality, collaborative learning, sanitation, access to drinking water and formative feedback. At the same time, excellence cannot be secured through infrastructure alone. Low student awareness of the school vision, uneven pedagogical innovation, English-medium difficulties, communication barriers, concerns about assessment fairness and classroom discipline demonstrate that institutional transformation is still an ongoing process.

The central implication is that the next stage of the programme should focus on consolidation rather than only expansion. Sustained teacher development, student-centred communication, language support, transparent assessment, maintenance of facilities and continuous monitoring can help convert improved resources into improved learning. With these measures, CM Schools of Excellence can strengthen equity and quality in government schooling and offer a useful model of educational reform for other regions.

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