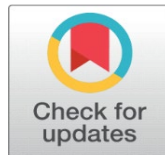


# ANALYTICAL STUDY OF THE IMPLEMENTATION AND EFFECTIVENESS OF THE SWAMI VIVEKANAND GOVT. MODEL SCHOOLS ESTABLISHED IN THE EBBs OF RAJASTHAN STATE

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## ABSTRACT

The main purpose of the study was to study the Various Aspects of Swami Vivekanand Govt. Model Schools Established in EBBs of Rajasthan. For this a total of 20 schools from 12 districts (Pali, Jodhpur, Jaisalmer, Dungarpur, Udaipur, Rajsamand, Bhilwara, Dausa, Tonk, Sawai Madhopur, Jaipur, Ajmer) of Rajasthan were selected by random method. After analysed the data the researcher observed both positive and negative conditions in Swami Vivekananda Model Government Schools. Some schools faced issues like teacher shortages, insufficient budgets, lack of facilities, and excessive workload. Others showcased excellence with strong community support, ATL labs, smart classrooms, regular surveys and meetings, and student achievements at the national level. Despite lacking government internet support, some headmasters arranged it independently. Overall, school conditions varied significantly.

**Keywords:** Teaching-Learning Process, ICT, ATL, Co-Curricular Activities

## 1. INTRODUCTION

Education plays a vital role in the holistic development of individuals and the progress of society. In a state like Rajasthan, where geographical diversity and socio-economic inequalities pose significant challenges to equitable access to quality education, the government has implemented several strategic initiatives to bridge the educational divide. One of the most ambitious initiatives is the establishment of Swami Vivekanand Government Model Schools (SVGMS) in the Educationally Backward Blocks (EBBs) of the state.

Launched under the central government's RMSA framework and in alignment with state priorities, these schools aim to provide quality, English-medium, co-

educational schooling in remote and underserved regions. SVGMS are envisioned as model institutions that offer modern infrastructure, skilled teachers, and a competitive learning environment comparable to private schools, especially for children from economically and socially disadvantaged backgrounds.

The implementation of SVGMS is not just a matter of infrastructure development, but also of administrative commitment, pedagogical innovation, and community engagement. The effectiveness of these schools depends on how well the intended policies and resources translate into improved learning outcomes, better retention rates, enhanced enrollment of girls and marginalized students, and overall school development.

This study seeks to analytically examine the actual on-ground implementation of SVGMS and assess their effectiveness in delivering quality education in EBBs. It aims to understand whether these schools have been able to fulfill their objectives, what factors contribute to or hinder their success, and what improvements are necessary for maximizing their impact on rural education in Rajasthan.

## 2. REVIEW OF RELATED LITERATURE

- **Baruah, Deepshikha (2022)** studied on Comparative Analysis of Government and Private Schools at Elementary Level: A Study of Dibrugarh District of Assam. In this study the author have tries to understand whether government and private schools at elementary level of Dibrugarh District are differ on the status, basic infrastructural facilities, teaching strategies, organizing co-curricular activities, availability of resources etc. The method used in the present study was descriptive survey method. A self-developed questionnaire was used to collect data. The results of the study revealed that the private schools in elementary level is better than government schools from many aspects such as availability of music teacher, sports teacher, computer teacher, availability of library and canteen facilities and also in terms of evaluation system. Though there are some lacking in government schools at elementary level, but they have adequate facilities such as drinking water facility, toilet facility, organization of co-curricular activities for students overall development etc.
- **Swapna (2022)** studied on Challenges Faced by Teachers Working at Model Schools of Telangana State. The objective of the study were to understand the challenges faced by the teachers working at Model Schools and to know the opinion of teacher on student related problems at Model Schools. It includes two Model Schools of Telangana State located at Rangareddy and Mahaboobnagar. All the teachers and HM's working at both the schools will be included in the sample. The study also included community, parents, students and community leaders as the challenges of Model School Teacher. This study proves that there are few challenges faced by the teachers working in the model schools of Ibrahimpatnam and Mahaboobnagar districts. Lack of transportation facility for the school, lack of drinking water facility in the school, lack of proper release and allocation of funds, remote location of the school, poor economic background of the students, lack of communication skills are the main challenges faced by the teachers working in the Telangana Model Schools of Ibrahimpatnam and Mahaboobnagar districts.

### 3. OBJECTIVES OF THE STUDY

- 1) To study the Various Aspects of Swami Vivekanand Govt. Model Schools Established in EBBs of Rajasthan –
  - Infrastructure and other facilities
  - Teaching-learning and evaluation process
  - Sports and Co-curricular activities
  - Use of Information and Communication Technology

### 4. RESEARCH METHODOLOGY

In the present study Descriptive Survey Method has been used. In the present study, 20 schools from 12 districts (Pali, Jodhpur, Jaisalmer, Dungarpur, Udaipur, Rajsamand, Bhilwara, Dausa, Tonk, Sawai Madhopur, Jaipur, Ajmer) of Rajasthan were selected by random method. In the present study self-developed observation scale has been used and collected data has been analysed through percentage.

### 5. FINDINGS OF THE STUDY

**Objective:1 - The Various Aspects of Swami Vivekanand Govt. Model Schools Established in EBBs of Rajasthan is positive.**

**Table 1**

Table 1 Various Aspects of Swami Vivekanand Govt. Model Schools Established in EBBs of Rajasthan is Positive			
Sr. No.	Various Aspects	N = 20	
		Available	Not Available
1	Internet Facilities	100%	0%
2	Building	100%	0%
3	Playground	100%	0%
4	Sport Facilities	100%	0%
5	School Website	100%	0%
6	Co-curricular Activities	95%	5%
7	Furniture	100%	0%
8	Yoga Activity	85%	15%
9	Meditation	80%	20%
10	Library	100%	0%
11	Spoken English	75%	25%
12	Laboratory Activities	55%	45%
13	Evaluation Process (with CCE)	100%	0%
14	Learning Facilities (e-learning, Blended learning)	60%	40%

### 6. INTERPRETATION AND ANALYSIS

After studying various aspects of Swami Vivekananda Government Model Schools established in EBBs of Rajasthan, it is found that-

- Internet facilities, building, playground, sports facilities, school websites, furniture and library are available in all the schools. All schools has been followed the evaluation process with CCE pattern.
- In 95% of schools, co-curricular activities are conducted.

- In 85% of the schools, yoga activities are conducted.
- In 80% of the schools, meditation is conducted.
- In 75% of schools, the focus is on spoken English.
- In 55% of the schools, laboratory activities are conducted.
- In 60% of the schools, Learning Facilities (e-learning, Blended learning) were available.

## 7. CONCLUSION

The researcher found the condition of some schools unsatisfactory. In such schools, problems like shortage of teachers, not getting budget as per requirement, long time duration, monotonous attitude of teachers, not getting grants for other activities, excessive workload and lack of physical requirements were mainly seen. Apart from this, some schools have hostel facility but no warden is appointed there. On the other hand, the condition of some schools was found to be very good. The environment of these schools is good and educational environment has been established with community support. Some schools have ATL. The attendance of children is done by swapping cards. Door-to-door survey (3 times) and personal survey is conducted by the Principal. Meetings are organized every month. One school (Luni, Jodhpur) has even received the best school award. Students of a school (Shahpura) have also participated in swimming and volleyball competitions at the national level. Apart from this, arrangements for sanitary dispensers, MDM-flour mill, smart classrooms and peer learning have also been made in schools. Internet has not been provided by the government, the headmaster has made arrangements at its own level. Thus, it can be said that the researcher got to see both positive and negative environment in Swami Vivekananda Model Government Schools.

## CONFLICT OF INTERESTS

None.

## ACKNOWLEDGMENTS

None.

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