

# **Impact Assessment Study Report of Netaji Subhas Chandra Bose Military Academy Project of Vidya Bharati Gujarat Pradesh**



**Submitted To:**



**Gujarat Alkalies and  
Chemicals Ltd. (GACL)**

**Submitted By:**



**05 September 2024**

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## ACKNOWLEDGMENT:



We extend our heartfelt gratitude to the officials of Gujarat Alkalies and Chemicals Ltd. (GACL) and especially Mr Dinesh Makwana for entrusting us with the responsibility of conducting the Impact Assessment Study of the Netaji Subhas Chandra Bose Military Academy at Silvassa. Their invaluable support and collaboration were instrumental in enabling a comprehensive evaluation of this initiative.

We also express our sincere appreciation to the Principal, Management Committee members, Teachers, and Non-Teaching staff of the Academy, whose cooperation and insightful perspectives greatly enriched our assessment process. Their dedication to the Academy's development and to the growth of its students has been truly inspiring.

Furthermore, we would like to thank all stakeholders involved in this project for their unwavering commitment to advancing education and military values. Their collective efforts have contributed significantly to creating a lasting impact on the lives of the students and the broader community.



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## EXECUTIVE SUMMARY:

This report presents the findings of the Impact Assessment Study of the Netaji Subhas Chandra Bose Sainik School project of Vidya Bharati Gujarat Pradesh in Silvassa, a ₹2 crore initiative funded under the CSR initiative of GACL for the construction of the Ground floor of the school building. The study, conducted by "Fulcrum – Capitalising CSR" in August 2024, aims to evaluate the Effectiveness, Relevance, Impact, Efficiency, Sustainability, and Coherence of the project, in line with the Organisation for Economic Co-operation and Development (OECD) framework for impact assessment.

The Sainik School at Silvassa is part of a national network of schools dedicated to preparing students for entry into the National Defence Academy (NDA) and other military academies in India. The school's mission is to instill military values, including discipline, leadership, and punctuality, in both boys and girls, while offering a comprehensive curriculum that balances academic excellence with physical fitness, sports, and extracurricular activities. The project involved the construction of one floor of the school building, which was completed within the specified budget and timeline during the fiscal year 2022-2023.

Sainik School Project by GACL was a multi donor project. The funds were utilized to create various facilities in the school building such as classrooms with digital boards, laboratory, computer lab, multi purpose hall, administrative office, director's office, staff room, drinking water, sanitation facility, etc.

The Impact Assessment Study was designed to gauge the project's success in meeting its objectives, focusing on the educational outcomes, personal development, and military values instilled in the students. The study employed a mixed-method research approach, including both quantitative and qualitative data collection through field visits, interviews, and focus group discussions with key stakeholders such as Students, Parents, Teachers, Non-teaching staff, and Management Committee members and the Principal.

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### **Key findings from the study include:**

- **Educational Outcomes:** Students showed significant improvements in core subjects, particularly English, Mathematics, and Science. The rigorous academic environment and effective teaching methods have enhanced students' understanding and performance in these areas.
- **Personal Development:** The school's emphasis on military values has positively impacted students' confidence. A notable increase in public speaking confidence and participation in extracurricular activities was observed, contributing to well-rounded personal development.
- **Military Values:** The instillation of military values such as discipline, punctuality, and leadership is deeply integrated into the school's daily routines. Students reported a strong sense of preparedness to face challenges, both within and outside the school environment.
- **Infrastructure and Physical Activities:** While the construction of the academic building was completed on time, delays in other infrastructure projects, including hostels, sports facilities, and a swimming pool, have limited students' engagement in physical activities. The completion of these facilities is crucial for the holistic development of the students.
- **Community and Regional Impact:** The establishment of the Sainik School has had a positive impact on the local community, raising awareness about military education and providing employment opportunities. The school has also contributed to the promotion of gender equality by reserving 35% of its seats for girls.

The report concludes with several recommendations to further enhance the effectiveness of the Sainik School project, including the completion of pending infrastructure, and the introduction of advanced learning modules in key subjects. These steps are expected to bolster the long-term sustainability and impact of the project, ensuring that it continues to provide high-quality education and military training to future generations of students.

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# 1. BACKGROUND OF THE ACADEMY:

The Netaji Subhas Chandra Bose Sainik Academy at Silvassa, situated in the Union Territory of Dadra and Nagar Haveli, represents a significant milestone in India's efforts to nurture future leaders for the nation's defense forces. Established as the first Greenfield school in the region, the academy is a collaborative venture between the State Government and the Ministry of Defence, Government of India. It is part of the prestigious network of Sainik Schools across the country, which have been instrumental in preparing students for entry into the National Defence Academy (NDA) and other military institutions.

The academy was conceived with the vision of providing high-quality education combined with rigorous military training to develop well-rounded individuals equipped with the skills, discipline, and values necessary to serve the nation. The school aims to bridge the gap between civilian education and military training, ensuring that students not only excel academically but are also physically and mentally prepared for the challenges of a career in the defence sector.

Silvassa was chosen as the site for this institution due to its strategic location and the region's growing importance as a hub for education and development. The establishment of the Sainik School at Silvassa is part of a broader initiative by the Indian Government to expand access to quality military education in different parts of the country, particularly in areas where such opportunities have been historically limited.

The academy ensures that students receive balanced training in academic subjects, physical fitness, and military discipline. The School administration includes a Principal, a serving defence officer, who is responsible for maintaining high standards of education and training, alongside a Management Committee and other staff who oversee the daily operations and curriculum delivery.

Since its inception, the academy has quickly gained recognition for its commitment to excellence. In the New Sainik School assessment, the Silvassa academy was ranked 3rd with an outstanding score of 97%, highlighting its rapid progress and the effectiveness of its educational and training programs.



The Sainik School at Silvassa is designed to accommodate 630 students, with admissions starting from the 6th standard. The school's rigorous selection process includes a competitive entrance exam, an interview, and a medical examination to ensure that only the most capable and deserving candidates are admitted. The academy is also inclusive, with 35% of its seats reserved for girls and additional reservations for students from Scheduled Castes (SC), Scheduled Tribes (ST), and the children of serving or retired defence personnel.

As the first institution of its kind in the Union Territory, the Netaji Subhas Chandra Bose Sainik Academy at Silvassa not only provides educational and career opportunities for its students but also plays a vital role in raising awareness about military education and its benefits among the local population.

## 1.1 PROJECT DETAILS:



Construction of Netaji Subhas Chandra Bose Military Academy



Rs. 2.0 Crore



FY 2022 – 2023



No. of Beneficiaries to be Covered: 630 Students



Silvassa, Dadra and Nagar Haveli

## 1.2 KEY OBJECTIVES OF THE ACADEMY:

- To instil Military values among boys and girls and inspire them to join the armed forces.
- To prepare 630 students to lead as officers in the Defence services of the country.
- To develop skills of bright students in sports, academics, and other extracurricular activities.

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## 2. IMPACT ASSESSMENT STUDY OF NETAJI SUBHAS CHANDRA BOSE MILITARY ACADEMY:



"Fulcrum – Capitalising CSR" was entrusted by GACL to conduct an Impact Assessment Study of the Construction of one floor of Sainik School in Silvassa, a ₹2 crore initiative under GACL's CSR program, in August 2024.

This study focused on understanding the impact of the school on students' educational outcomes, personal development, and the instillation of military values. A total of 126 beneficiaries, including students, teachers, non-teaching staff, the principal, management committee members, and parents, were covered through quantitative and qualitative field visits. The key aspects examined included students' academic performance, physical fitness levels, and the degree of confidence and discipline instilled through the school's interventions.

To assess the progress and measure the impact of this project, Fulcrum conducted this Impact Assessment Study.



### 3. OECD – DAC EVALUATION

For the Sainik School project in Silvassa, the OECD (Organisation for Economic Co-operation and Development) framework was used to assess the project's Relevance, Effectiveness, Efficiency, Impact, Sustainability and Coherence. Below is the OECD framework applied to this project:



#### A. Relevance:

The Sainik School project in Silvassa aligns well with the strategic goals of GACL's CSR initiatives and the broader objectives of the Ministry of Defence. It effectively meets the needs of students, particularly those aspiring to join the National Defence Academy (NDA) and other military academies, by providing rigorous academic and military training that prepares them for these paths. The school's objectives, such as instilling military values like discipline, leadership, and punctuality, and preparing students for leadership roles in the defence sector, remain highly relevant. This relevance is further enhanced by the school's commitment to gender equality and inclusivity, aligning with contemporary values and National priorities.

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## B. Effectiveness:

The effectiveness of the project was measured by evaluating the extent to which it has achieved its stated objectives. The school has made significant progress in instilling military values such as discipline, leadership, and punctuality, effectively preparing students for careers in the armed forces. There has been notable progress in the development of students' academic, physical, and extracurricular skills, with many students showing marked improvements in subjects like Mathematics, English and Science, as well as in public speaking, sports, and leadership roles. The school's curriculum and training programs have been implemented with a high degree of effectiveness, ensuring students' overall development and equipping them with the necessary skills and values to excel in both military and civilian careers. This comprehensive approach reflects the school's success in fulfilling its mission and objectives.

## C. Efficiency

To evaluate the effectiveness of resource allocation in the Sainik School project in Silvassa, it is essential to assess the efficient utilization of the ₹2 crore budget provided by GACL, which contributed to the total cost of the building of ₹9.16 crore. The funds were strategically allocated towards the construction of one floor of the Military Academy's academic block, a critical element of the project. This investment directly supported the instillation of military values, academic advancement, and the enhancement of extracurricular skills among students.

## D. Impact

The Sainik School project in Silvassa has had a profound impact by significantly advancing educational and developmental outcomes for students. The construction of the academic block has facilitated the instillation of essential military values and fostered academic progress, while also enhancing extracurricular skills. This initiative has not only improved the students' confidence and preparedness for competitive exams but also provided valuable employment opportunities to the local community. By integrating modern infrastructure with a robust curriculum, the Academy will set a new standard in military education, driving both immediate and long-term benefits for the students and the broader region.

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## E. Sustainability

To ensure the long-term sustainability of the Sainik School and its programs, several key mechanisms have been put in place. The school has a robust governance structure, including a dedicated management committee and principal, who oversee operations and ensure adherence to both educational and military standards. Strategic partnerships with government bodies, defense institutions, and over 30 corporations support the Academy through ongoing CSR activities, ensuring sustained investment in its development. Additionally, the principal and management committee have devised a comprehensive 20-year development plan that guides the school's growth and enhancement, further reinforcing its commitment to long-term educational advancement and infrastructure development.

## F. Coherence:

The timely completion of the academic building has been commendable; however, the absence of key infrastructure such as the student hostel, sports facilities, swimming pool, and horse riding academy is limiting students' holistic development. To ensure that students benefit from a well-rounded educational experience, it is crucial to accelerate the construction of these facilities. This will enable the school to provide a more supportive and enriching environment, aligning with its goal of fostering all aspects of student growth

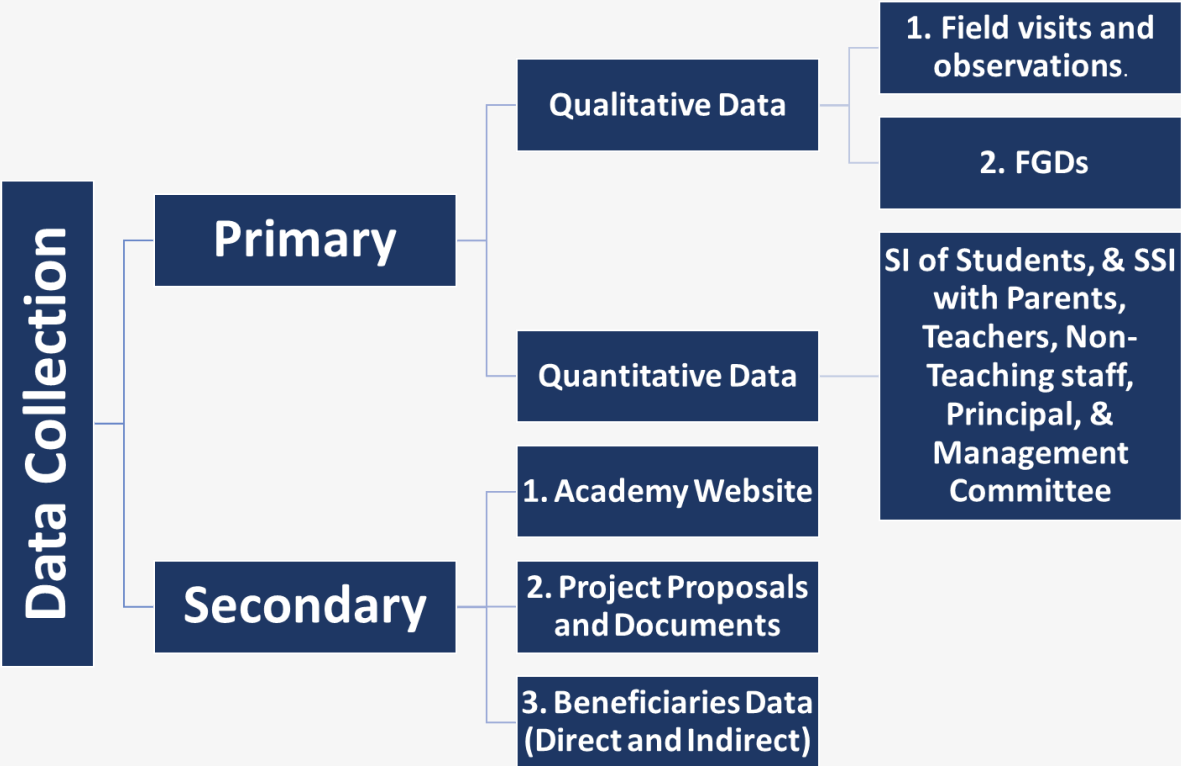
## 4. METHODOLOGY:

For the Impact Assessment Study of the Sainik School at Silvassa, an introductory meeting was scheduled with the Team members of GACL and the Director of the Sainik school to get an overview of the project, its objectives, target number of the beneficiaries, and the timeline of the construction of the building. In order to gain a deeper understanding of the project, a list of prerequisite documents was requested and a desk review was conducted based on the received documents. The desk review helped the team identify key stakeholders and their perspectives on the project.

To capture a comprehensive view, a mixed-method research design was adopted, which included both quantitative and qualitative research tools such as field observation, face-to-face interviews with School Principal, Management committee, Teaching staff, Non-Teaching staff and the students of the school. Telephonic interviews were conducted with the parents of the students of 7th standard. Beneficiaries were selected based on a random sampling method.

The team conducted Structured Interviews, Semi-Structured Interviews and Focused Group Discussion with over 126 stakeholders.

Research method used for data collection is mentioned below:



## 5. PROJECT IN COMPLIANCE TO COMPANY’S ACT 2013

The project is in alignment of following activities mentioned in schedule VII of the Company’s Act 2013.

- 1.Eradicating hunger, poverty and malnutrition.
- 2.Promoting education, including special education.
- 3.Promoting gender equality, empowering women
- 4.Measures for the benefit of armed forces veterans, war widows and their dependents.
- 5.Training to promote rural sports, nationally recognized sports, paralympic sports and Olympic sports.
- 6.Rural development projects

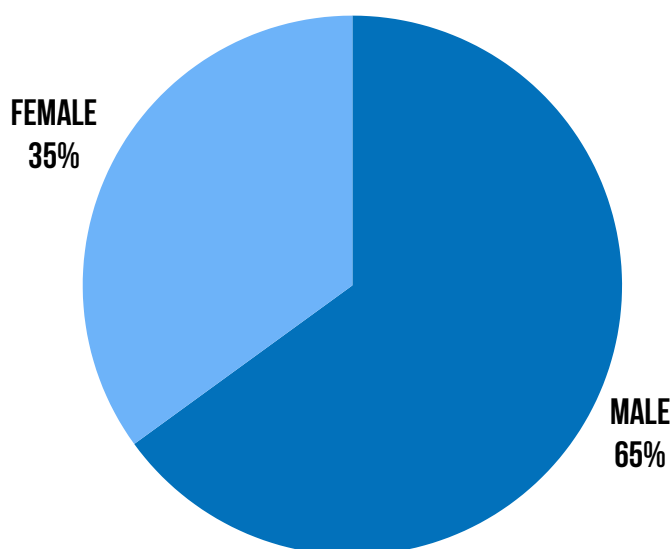


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## 6. DATA ANALYSIS AND FINDINGS:

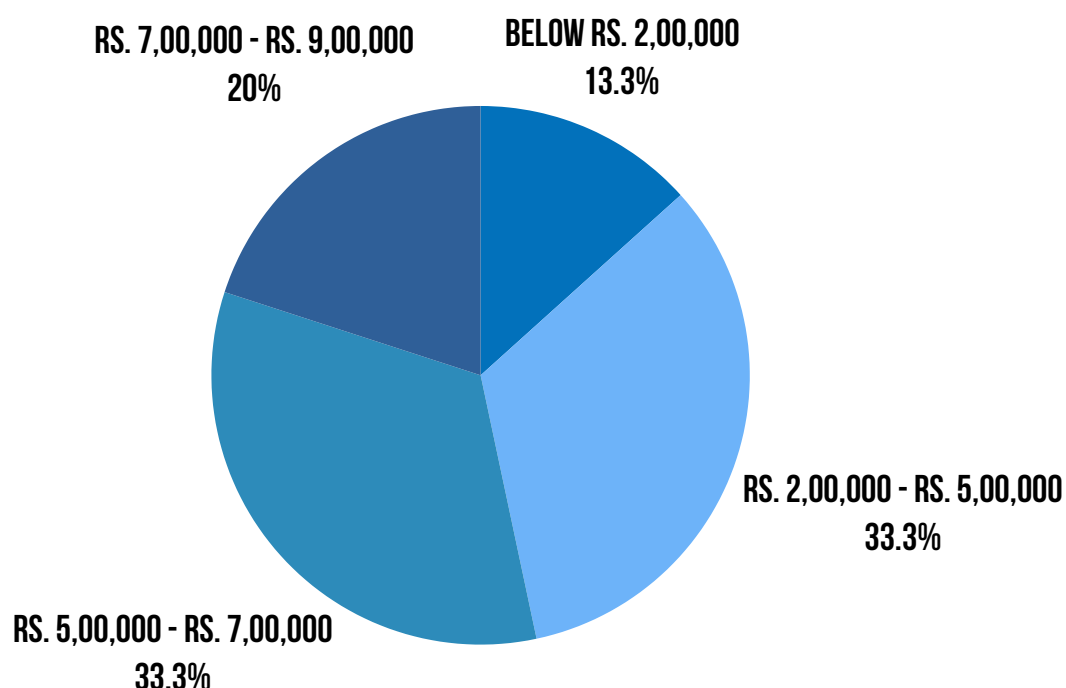
### 6.1 Gender Distribution of Students Interviewed:

A total of 71 students were interviewed for this study, including 23 students from the 6th standard and 48 students from 7th standard.



The pie chart shows the gender distribution of students interviewed for the impact assessment study of the Sainik School in Silvassa. Out of 71 total students who were interviewed, **65%** of the total respondents were male and **35%** of the total respondents were female.

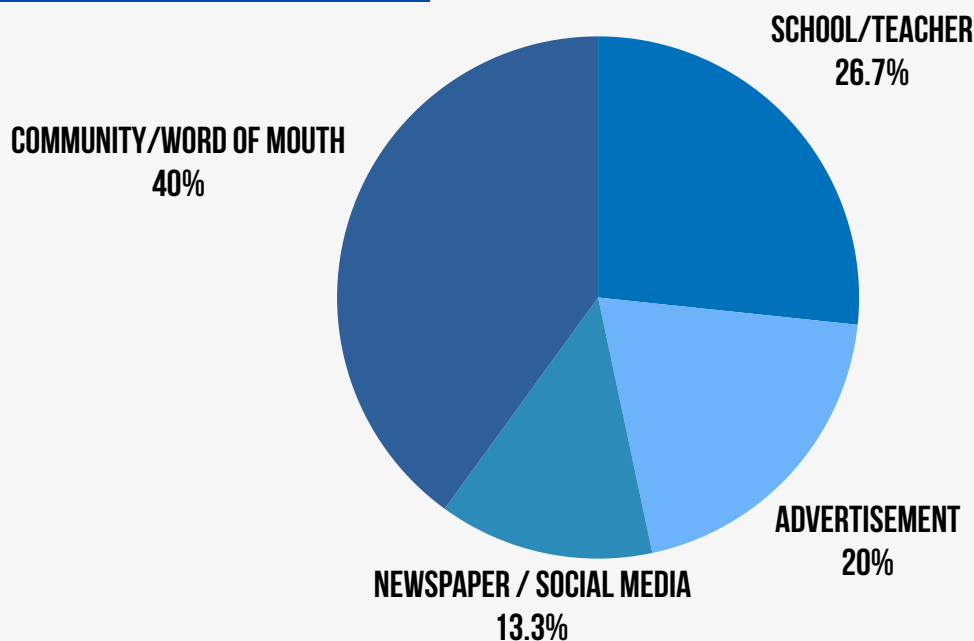
### 6.2 Family Income of the Students:



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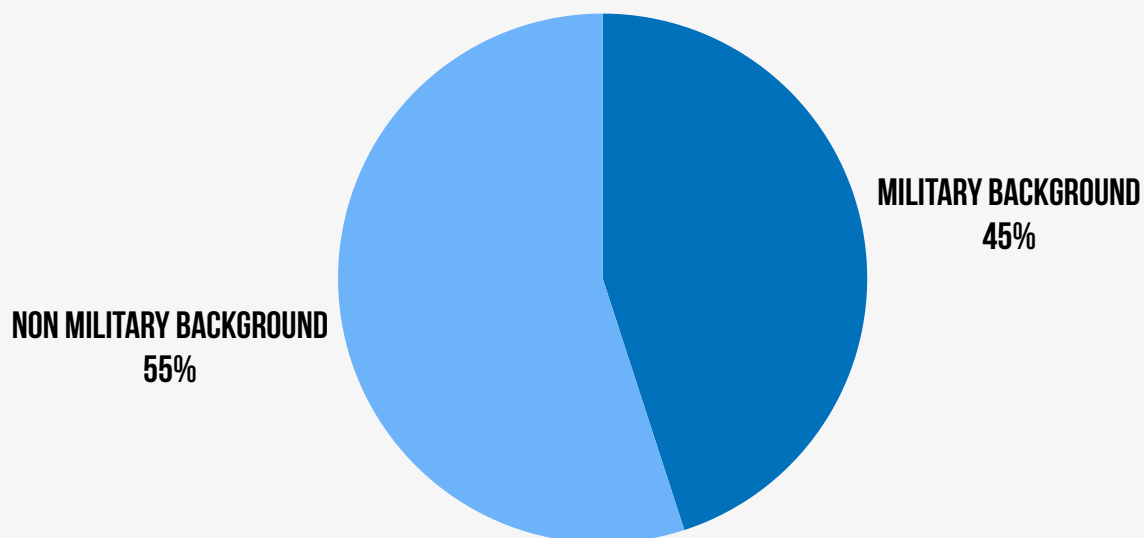
Among the 15 parents interviewed, majority of the respondents responded an annual income between ₹2,00,000 and ₹7,00,000, indicating a predominantly middle-income group. Only **20%** parents had incomes between ₹7,00,000 and ₹9,00,000, while **13%** earned less than ₹2,00,000.

### 6.3 Awareness about Sainik School:



The data analysis reveals that the majority of parents / guardians learned about the Sainik School through community networks or word of mouth from relatives, highlighting the importance of informal communication channels in spreading awareness about the school.

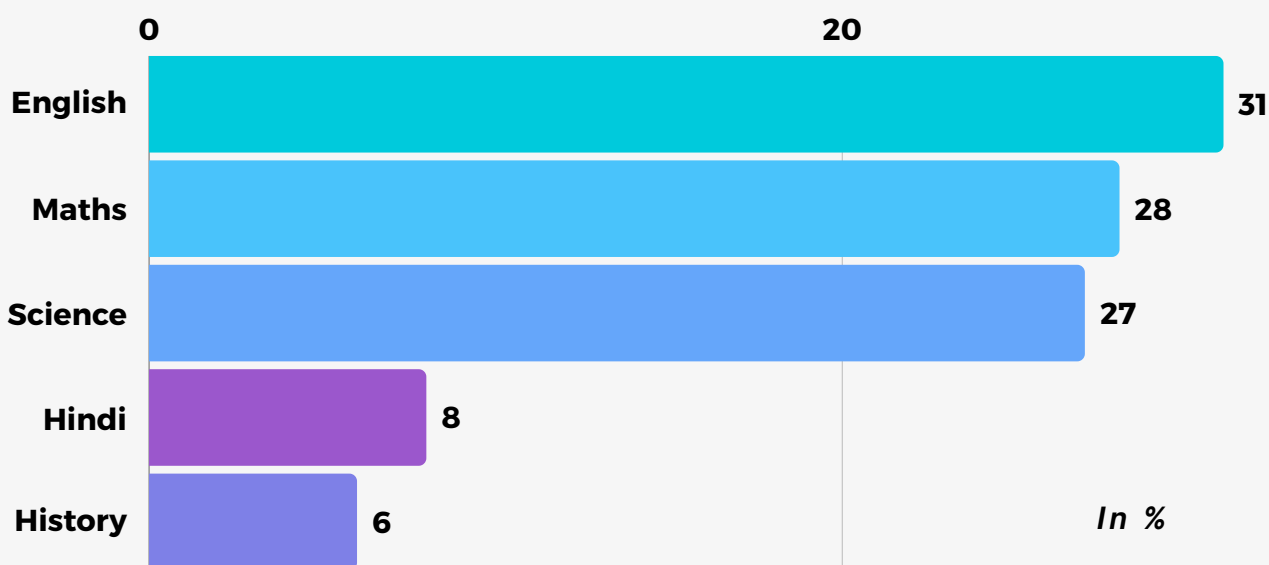
### 6.4 Students from Military Background:



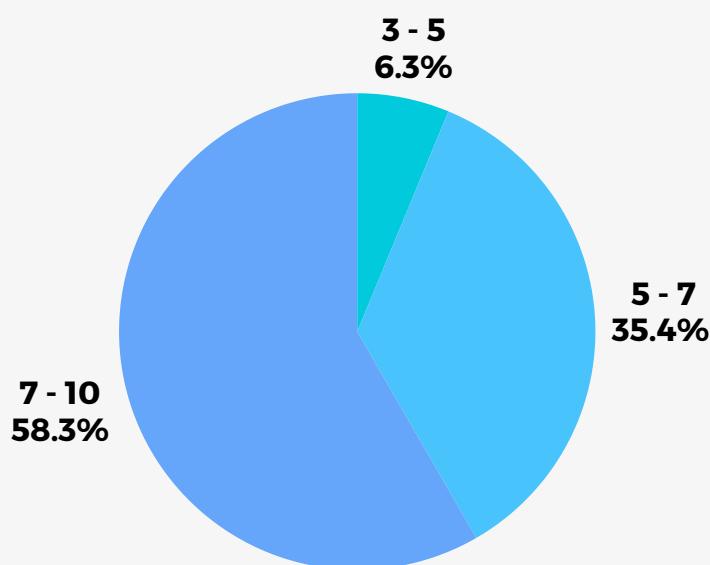
Among the 71 students interviewed, **45%** come from military backgrounds, while the majority, **55%**, are from non-military backgrounds. This indicates that a significant proportion of students were exposed to military values and discipline through their family environment, while a larger group is likely experiencing these aspects for the first time at the Sainik School.

### 6.5 Academic Improvement in Key Subjects:

After enrolling in the Sainik School, the majority of respondents reported significant improvements in English, Maths, and Science. These subjects were identified as areas where students experienced the most academic growth, highlighting the effectiveness of the school's curriculum and teaching methods in strengthening core academic skills.

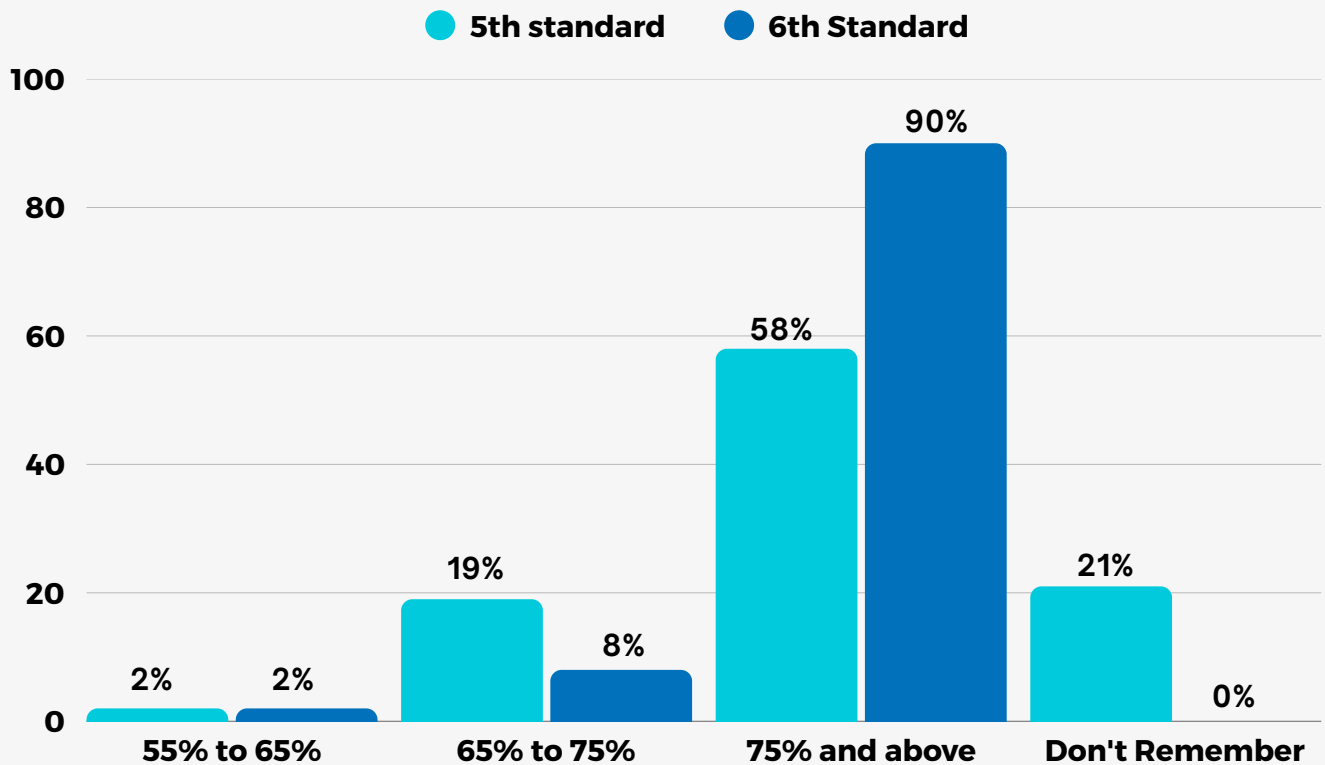


### 6.6 Improvement in Physical Fitness of Students:



The data shows that **58%** of students noticed a significant improvement in their physical fitness after joining the Sainik School, indicating the effectiveness of the school's physical training programs. Meanwhile, **35%** experienced only slight improvements, and rest of the students, responded that they observed no improvement in their physical fitness.

## 6.7 Academics Improvement:



The graph shows the improvement in students' final exam results from their 5th (Pre-enrollment) to the 6th (Post-enrollment) standard. The percentage of students scoring 75% and above increased from **58%** in the 5th standard to **90%** in the 6th standard. Additionally, the proportion of students scoring between 65% and 75% decreased from **19%** to **8%**, indicating an overall positive shift in academic performance after enrolling in the Sainik School.

**Record of Academic Performance**

**NETAJI SUBHASH CHANDRA BOSE MILITARY ACADEMY**  
SUMMARY OF FINAL RESULT (2023-2024)  
CLASS VI

S.NO	MARKS SCORED	NO OF CADETS
1	90-100	26
2	80-89	18
3	70-79	17
4	60-69	7
5	50-59	2

**Record of Academic Performance**

**OUR ACADEMIC TOPPERS**  
SESSION (2023-2024)  
CLASS VI<sup>TH</sup>

Cdt Siddhi Gupta 97.57%	Cdt Lucky Kumar 97.57%	Cdt Vaishnavi Sachin Kulkarni 97.43%	Cdt Ansh Ranjan 97.29%
Cdt Shivam Kumar 96.86%	Cdt Prajakta Vaibhav Ghorpade 96.57%	Cdt Abhishek Yadav 96.43%	
Cdt Sankeer Gupta 95.86%	Cdt Shivam Rai 95.14%	Cdt Ritesh Kumar 95.14%	Cdt Shreshth Manoj Chavan 95.00%

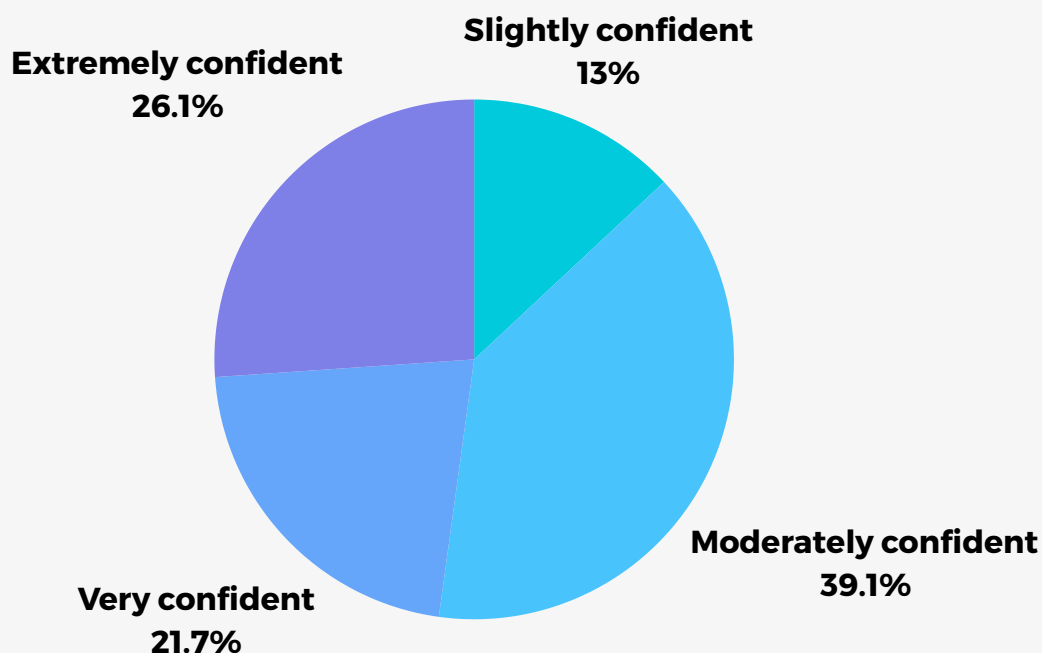


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## 6.8 Change in Confidence level of the students:

### 6th Standard Students:

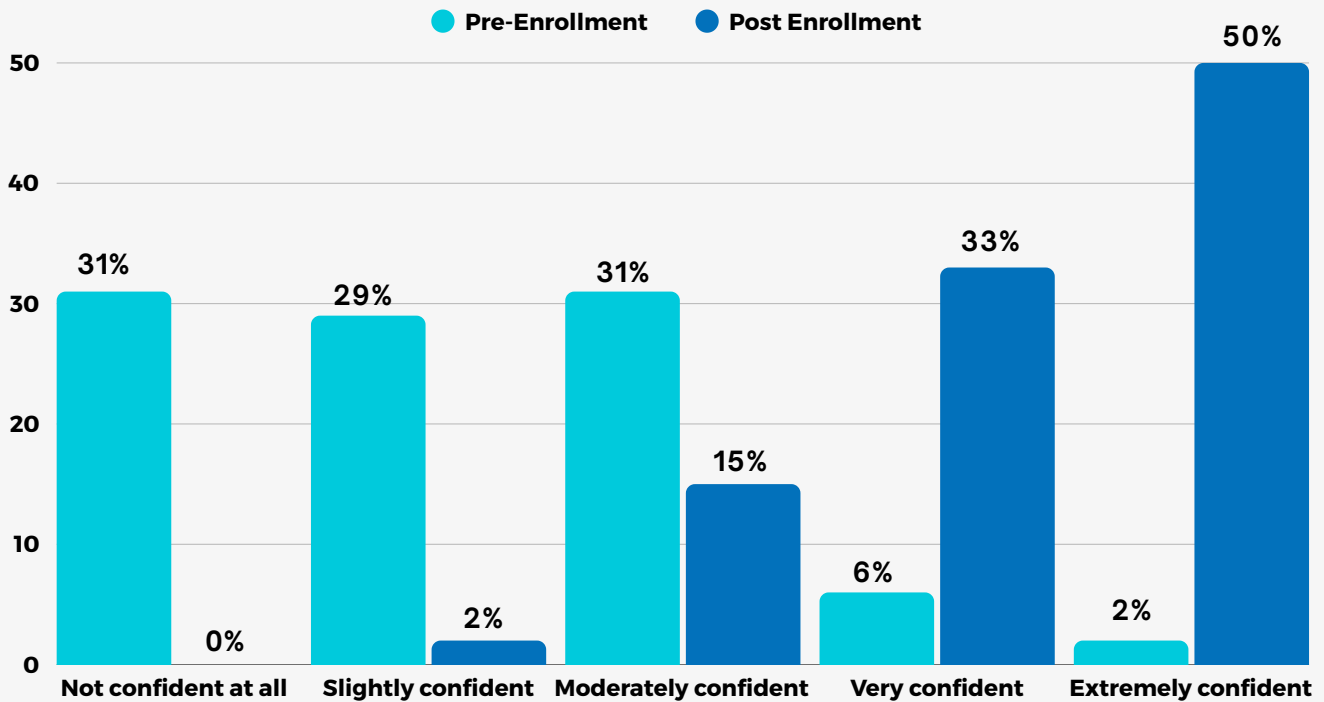
The Pie chart shows the change in the confidence level of the students who just got enrolled in Military Academy:



Among the 23 students interviewed from the 6th standard, **39%** responded that they feel moderately confident, **26%** reported feeling extremely confident and **22%** reported that they are very confident in interacting with new people, public speaking, and taking on leadership roles after enrolling to Military Academy. However, **13%** of the students expressed that they still lack confidence in these areas.

### 7th Standard Students:

Out of the 48 students from the 7th standard, **50%** stated that their confidence levels have significantly increased since enrolling in the military school, particularly in comparison to their confidence before enrollment. This suggests that the school's environment has positively impacted the students' confidence and leadership abilities.



### As per the Teachers:

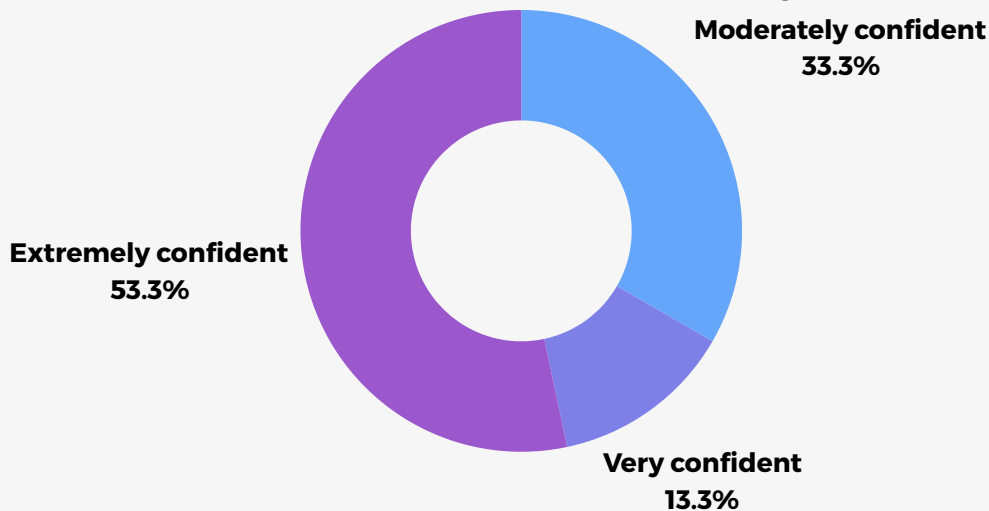
All nine teachers reported a significant boost in students' confidence since last year, noting that students have overcome fears of public speaking and are now more proactive.



**Extremely confident**  
100%

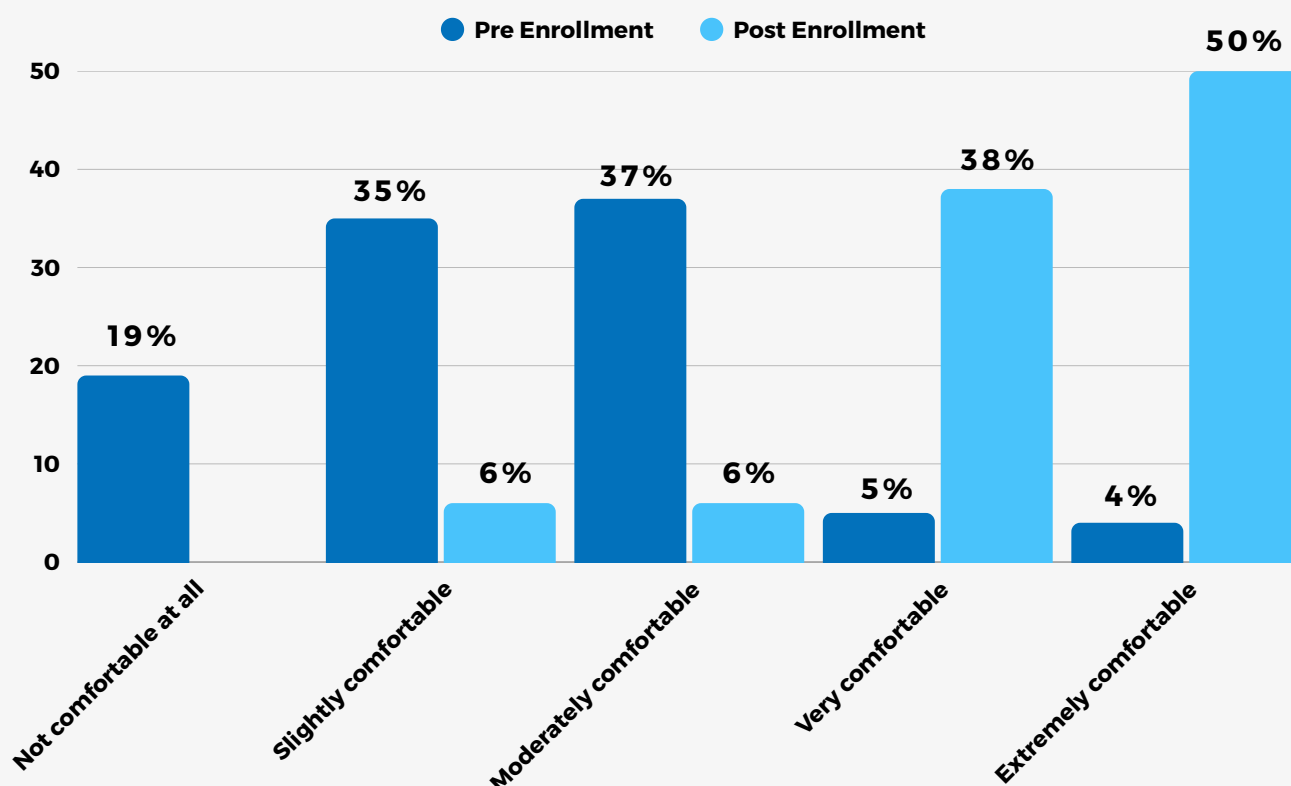
### As per the Parents:

According to the **53%** of the parents, their children have shown remarkable improvement in their confidence levels since enrolling in the Sainik School.



## 6.9 Leadership roles by students:

Before enrolling in to Sainik School, around **73%** of respondents responded that they were either moderately or slightly comfortable with leadership roles. Whereas, after enrolling in to the Academy, **85%** of the respondents responded that they feel very comfortable in taking leadership roles like Giving command, leading a drama, or parade and **15%** students are still not that comfortable in taking leadership roles.



## 6.10 Initiatives by students:

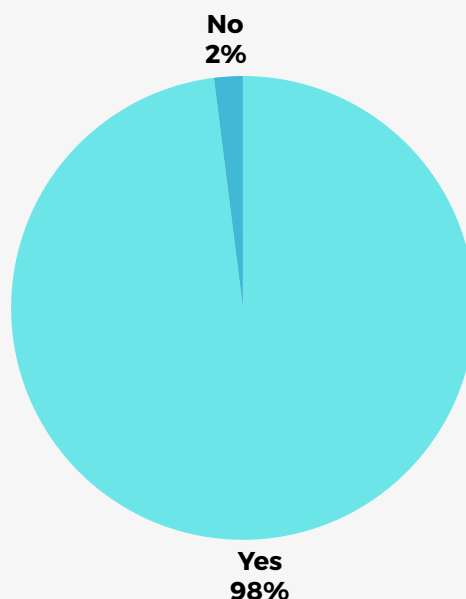
Teachers observed that students are highly proactive, consistently taking the initiative in various school events and activities. They engage confidently during classroom discussions, openly asking questions and seeking clarifications without hesitation. This eagerness to participate and communicate demonstrates their growing confidence and active involvement in their educational experience.



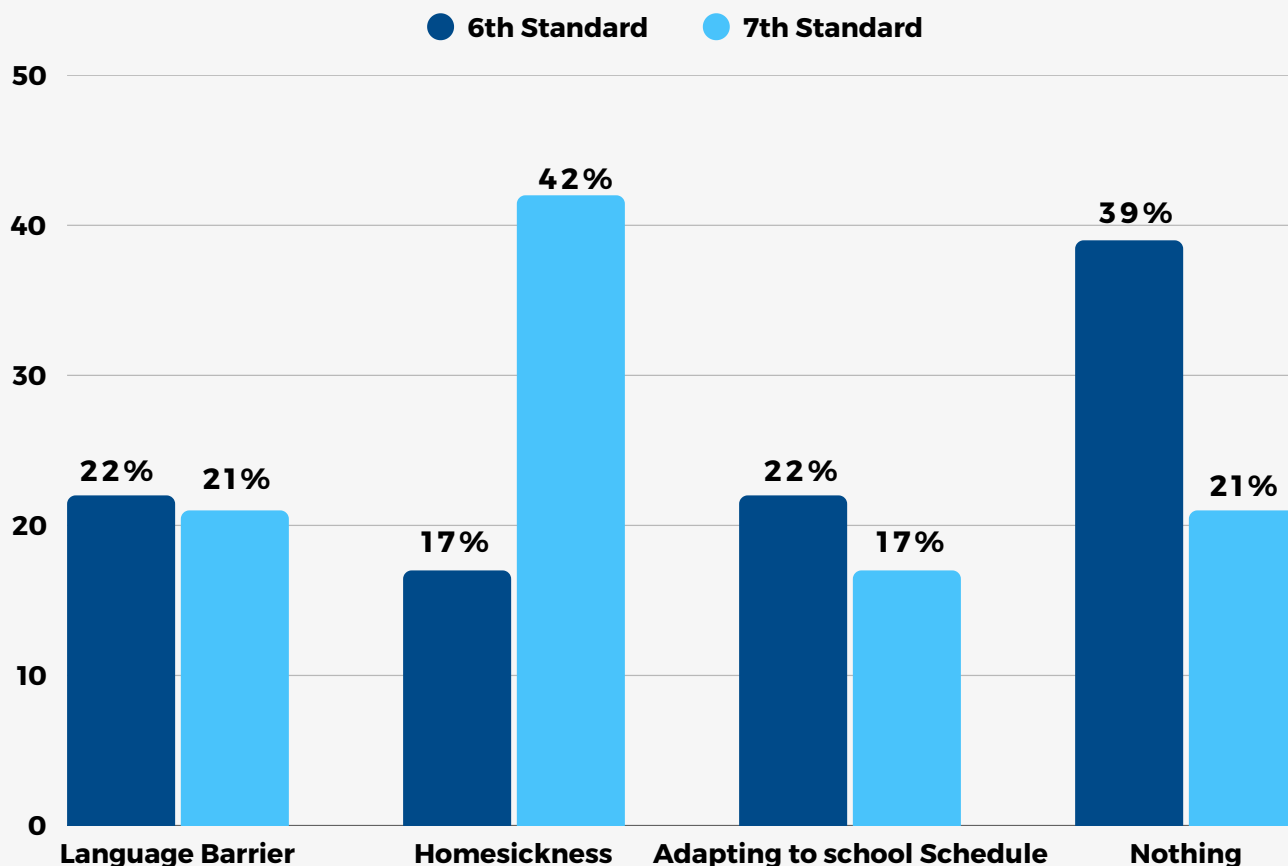
### 6.11 Hobbies and Skills:

A significant majority of respondents, **98%**, reported that they have acquired new skills and hobbies, such as dancing, anchoring, drilling, and singing, since enrolling in the Sainik School.

The students are very happy and eager to learn as many new activities as possible at the Academy. They have expressed interest in learning horse riding, archery, shooting, and other activities that will help them excel in sports.



### 6.12 Challenges faced by the students initially when they got enrolled in the Academy:





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Upon initial enrollment, student faced challenges like:

1. **Language Barrier:** As the students are from across India, the students initially faced challenges in communicating with their teachers and classmates. **43%** of the students responded that they faced challenges in adapting to Hindi or English in order to communicate with their peers.
2. **Homesickness:** **57%** of the respondents responded that they used to miss their parents and their hometown when they got enrolled in the school.
3. **Adapting to the school schedule:** **39%** of the respondents responded that they faced challenges in adapting the schedule of the school like waking up at 5 am in the morning, getting used to the food of the mess and in following the instructions of their teachers.

#### **6.13 Challenges faced by the Students:**

- Absence of a hostel, swimming pool, sports complex, and horse-riding academy limits physical activities.
- Students are eager for better facilities to enhance their overall development.
- While confidence levels have improved, some students still hesitate in leadership roles and public speaking.
- Some students still struggle with Hindi or English, affecting their learning and communication.
- Adapting to the standard meal options remains a challenge for a few students

#### **6.14 Challenges faced by the teachers:**

The teachers at the Sainik School face minimal challenges in teaching & guiding students, despite a significant number (80%) of students coming from rural backgrounds. The primary issue noted was the language barrier which was the only problem initially faced by the teachers when the students first got enrolled in the school.

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## 7. QUALITATIVE INSIGHTS ON STUDENT DEVELOPMENT AND SCHOOL IMPACT:

### (i) Teaching Quality and Academic Excellence:

Students praised the teaching quality at the Sainik School, highlighting the teachers' deep knowledge and effective instructional methods. This comprehensive approach has led to notable improvements in core subjects knowledge of students such as mathematics and science.

### (ii) Confidence Building and Public Speaking:

A significant impact observed was the improvement in students' confidence, especially in public speaking. Initially, many students felt nervous, but with continuous encouragement and opportunities from their teachers, most students overcame their fear of public speaking, leading to a noticeable boost in their overall confidence.

### (iii) Instillation of Military Values:

As per the teachers and principal of the school, students have shown remarkable improvements in punctuality, respect, and discipline. They are now consistently arriving on time, adhering to schedules, and demonstrating greater respect for both peers and teachers.

### (iv) Promotion of Gender Equality:

The school is committed to gender equality, treating all students as cadets and ensuring fair distribution of opportunities, punishments and rewards. Students appreciate this unbiased approach, noting that it fosters a fair environment where they are valued based on their abilities rather than gender.

### (v) Aspirations for National Defence Academy (NDA):

The rigorous academic and extracurricular programs at the school have boosted students' confidence in their future prospects. Approximately 90% of students are confident they will succeed in the NDA exams after completing their 12th standard, reflecting the school's effective preparation strategies.

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#### **(vi) Strong Peer Relationships:**

Students at the Sainik School enjoy strong, supportive relationships with their peers. This sense of companionship fosters a positive and inclusive school culture, encouraging mutual respect and teamwork.

#### **(vii) Academic Improvement Post Enrollment:**

The infrastructure created under the project has helped the students to enhance their learning capacity and increased their learning outcomes. Moreover, it has provided comfort to the students in sitting and provided healthy and conducive learning environment and helped the students to make learning more interesting, easy and participative. The building has provided safety and security to the students.

#### **(viii) Impact of Infrastructure on Physical Activities:**

The incomplete infrastructure for physical activities remains a significant concern for teachers, parents, and students. Students have noted that delays in the development of sports facilities have restricted their participation in physical training. However, students are optimistic that the completion of infrastructure will greatly benefit their future and enhance the physical education program.

#### **(ix) Holistic Development and Future Prospects:**

The school's holistic educational approach, integrates rigorous academics, military training, sports, and extracurricular activities, has fostered student confidence and skillset, positioning them for success in both military and civilian careers.

#### **(x) Fostering National Unity:**

Students at this school quickly develop a strong national identity, rising above their regional backgrounds. This shift highlights the school's effectiveness in fostering unity and nurturing a collective national spirit among its students.

#### **(xi) Ethical Practices:**

The school authorities confirmed that ethical business practices, fair labour and labour practices were followed by the contractor during the construction of the school building.

## 8. FUNDS APPROVED VS. UTILIZED:

The ₹2 crore funding received from GACL was fully utilized by Vidhyabharti Gujarat Pradesh for the construction of the ground floor of the building.

	सा विद्या या विमुक्तये विद्या भारती अखिल भारतीय शिक्षा संस्थान से संबद्ध <b>विद्याभारती गुजरात प्रदेश</b>		
सोसायटी नोंधणी नं. गुज./५७१३/अमदाबाद	न्यास नोंधणी नं. अफ/५५६५/अमदाबाद		
पत्रक्रमांक : 3089	तिथि : -	युगाब्द : 5125	इस्वी दिनांक : 25/4/23

**UTILISATION CERTIFICATE**

This is to certify that sum of **Rs.2,00,00,000/- (Rupees Two Corer only)** received from GACL Education Society, Vadodara in financial year 2022-2023 as financial assistance towards construction of Sainik School at Silvsa in the Name of NETAJI SUBHASH CHANDRA BOSE MILITARY ACADEMY.

**Rs.2,00,00,000/- (Rupees Two Corer only)** has been utilized for the purpose for which the amount was sanctioned.

The unspent balance is **Rs. Nil** as on 31/03/2023.

  
Signatures of Authorities  
Name of Authority: Shri Mahesh Patange  
Designation of Authority: Trustee  
Date: 15/4/23  
Place: Ahmedabad

  
Seal of Organisation  
Reg. No. F-5565

प्रेरणासदन, ६बी, हरिनगर सोसायटी, जूना डोर बजार, कर्णावती-३८० ०२८, दूरभाष : ०७९ - २५३५ ४२४४



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## 9. IMPACT OF THE PROJECT:

### Immediate Impact:

**1. Language Proficiency Improvement:** Students, especially those who initially struggled with Hindi and English, have shown significant progress in language skills. They are now not only proficient in these languages but also understand and communicate in other languages. This immediate improvement enhances their communication abilities, which is crucial for their academic performance and overall confidence.

**2. Increased Local Awareness:** The construction of the school has raised awareness within the community about the value of military education, leading to more local families aspiring to enroll their children in Sainik School.

**3. Employment Opportunities:** The school has provided jobs to locals, contributing to the local economy. This impact has strengthened the school's relationship with the community.

**4. Enhancing Education and Job Satisfaction:** The Teachers found the facilities created in the school building very helpful in terms of teaching the difficult subjects in easy way with use of digital boards and technology. It has increased their work satisfaction and work comfort. It has also helped the teachers to build their confidence and increased their efficiency at work. Moreover, it has provided good employment opportunity for them.

**5. Student Discipline and Values:** Students have quickly adopted important values such as respect, discipline, military protocols, and public speaking. These values are crucial for personal development and prepare students for future challenges, both academically and in their potential military careers

### **Short-Term Impact (3 to 4 Years):**

**1. Completion of Basic Infrastructure:** With the basic infrastructure expected to be completed by 2026, the school will be better equipped to provide quality education and training. The enhanced facilities will likely attract more students and possibly increase the selection rate for entrance exams, further boosting the school's reputation.

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**2. Enhanced Preparation for Competitive Exams:** As students will be groomed for NCC, NDA, and SSB exams from the 8th to 10th standards. This will help the students to increase their success rates in these exams. Higher success rates will solidify the school's reputation as a premier institution for military education and increase its appeal to potential students.

### Long-Term Impact (8 to 9 Years):

**1. Sustainability and Growth:** The school's infrastructure will be significantly more developed, with advanced facilities that attract more students and support higher academic and extracurricular standards.

**2. Job Creation:** The school's operation and expansion will continue to provide employment opportunities for locals, contributing to the region's economic development. The school's role as a major employer will support local economic stability and growth.

## 10. RECOMMENDATIONS:

1. The teachers should focus on English, Math, and Science, where students have shown the most improvement, by introducing advanced modules and personalized learning strategies.

2. Establish dedicated Science and Maths labs, introduce creative learning models, and provide Olympiad books for the students to enhance the academic performance of the academy.

3. The Academy should get new and upgraded sports equipment and give extra practice time to students who are good at sports. Make sure their needs are understood and met to help them improve.

4. Enhance programs that build leadership skills, especially for students who initially reported low comfort levels in leadership roles.

5. Continue to offer opportunities for public speaking and group interactions, as there has been a significant increase in students' confidence levels post-enrollment.

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6. Since most students have learned new hobbies and skills, the academy should consider expanding the range of extracurricular activities to cater to diverse interests and further personal development.

7. All the teachers are from non-military backgrounds, so it is recommended that they undergo training with military personnel. This will help them become familiar with military values and feel more comfortable in a military-oriented environment

8. Though the construction of the Academic building was completed on time, but the construction of other infrastructure facilities such as Students hostel, Indoor and outdoor sports facility, swimming pool, and Horse riding academy is not yet constructed for the students which is hampering the overall development of the students. Therefore it is recommended to speedup the infrastructure facility within the school for these students.

9. Regularly track and support students' academic progress, particularly focusing on those who scored below expectations, to ensure consistent improvement.

These recommendations aim to build on the strengths identified in the survey and address areas where further enhancement could benefit the students' overall development.

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## 11. CASE STUDY

Akash, a 12-year-old boy from a marginalized community in Bihar, struggled with a significant speech impediment and a deep fear of public speaking before joining the military academy. His lack of confidence prevented him from participating in school activities or competitions, isolating him from many aspects of student life.

Upon joining the military academy, Akash was provided with a supportive environment where his challenges were recognized and addressed with care. The teachers, aware of his difficulties, took a proactive role in helping him overcome his stage fear. Through personalized guidance and encouragement, they involved him in activities like anchoring and public speaking exercises.

With continuous support from the academy's staff, Akash gradually built his confidence. The structured environment of the military school, combined with the teachers' persistent efforts, enabled him to face his fears and practice speaking in front of an audience. As a result, Akash's stammering decreased significantly, and he gained the confidence to speak publicly without hesitation.

Today, Akash stands as a confident young student who actively participates in various school activities. His journey from a shy, stammering boy to a confident speaker exemplifies the positive impact that targeted intervention and supportive guidance can have on a child's development. Akash's case highlights the role of the military academy in fostering not just academic excellence but also personal growth and self-assurance among its students.

***\*The name has been changed because of the confidentiality clause of the School.***

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## CASE STUDY 2:

Malti, a 12-year-old girl from Bihar, faced significant challenges growing up due to the color of her skin. With a wheatish complexion, she was subjected to bullying and social exclusion in her hometown, where her peers refused to befriend her based solely on her appearance. This treatment severely affected her self-esteem and made her feel isolated.

In her hometown, Malti's experiences with discrimination were a daily reality. The constant bullying and lack of friends left her feeling unworthy and alone. These negative experiences deeply impacted her confidence, leading her to believe that discrimination based on skin color was widespread and inescapable.

When Malti joined the military academy, she was apprehensive about facing the same kind of discrimination. However, her fears were quickly dispelled as she found herself in an environment where she was welcomed. Her classmates and teachers treated her with kindness and respect, offering her the friendship and support she had longed for.

The warm and inclusive atmosphere at the academy had a profound impact on Malti. The friendships she formed and the acceptance she received from her peers and teachers helped rebuild her self-esteem. She realized that the discrimination she had faced in her hometown was not a universal experience. This newfound understanding boosted her confidence and allowed her to focus on her studies and personal growth without the burden of prejudice.

Today, Malti is a confident and well-adjusted student who no longer feels defined by her complexion. Her experience at the military academy has shown her that acceptance and kindness can prevail, and that discrimination is not an inevitable part of life. Malti's story underscores the importance of inclusive environments in fostering the self-worth and potential of every child, regardless of their background.

***\*The name has been changed because of the confidentiality clause of the School.***



## PHOTOGRAPHS:





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