

Submitted by



Implemented by



Impact Assessment Report FY 2024-2025

CLASSROOM CONSTRUCTION



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Setting the Scene

About this Report

This Impact Assessment Report, developed by Chrysalis Services, presents an evaluation of the infrastructure support provided by Coromandel International under its CSR initiative to the Greater Visakhapatnam Municipal Corporation (GVMC) High School in Sriharipuram, Visakhapatnam, Andhra Pradesh.

The support focuses on constructing additional classroom infrastructure to strengthen the school's capacity to deliver quality education in a government school setting. The infrastructure developed under this initiative includes the construction of two classrooms designed to reduce overcrowding and improve the overall learning environment.

GVMC High School serves as a key educational institution for children from economically weaker sections, offering access to secondary education within the surrounding urban community. Given the high student enrolment and limited infrastructure capacity, the availability of adequate classroom space is critical to ensuring effective teaching and learning.

The purpose of this assessment is to understand the relevance of the infrastructure support to institutional needs, assess the utilisation of the newly constructed classrooms, and examine early outcomes related to student experience and teaching conditions. The assessment also seeks to capture implementation observations and stakeholder perspectives regarding how the infrastructure contributes to the school's functioning.

About Coromandel International Limited and its CSR Interventions

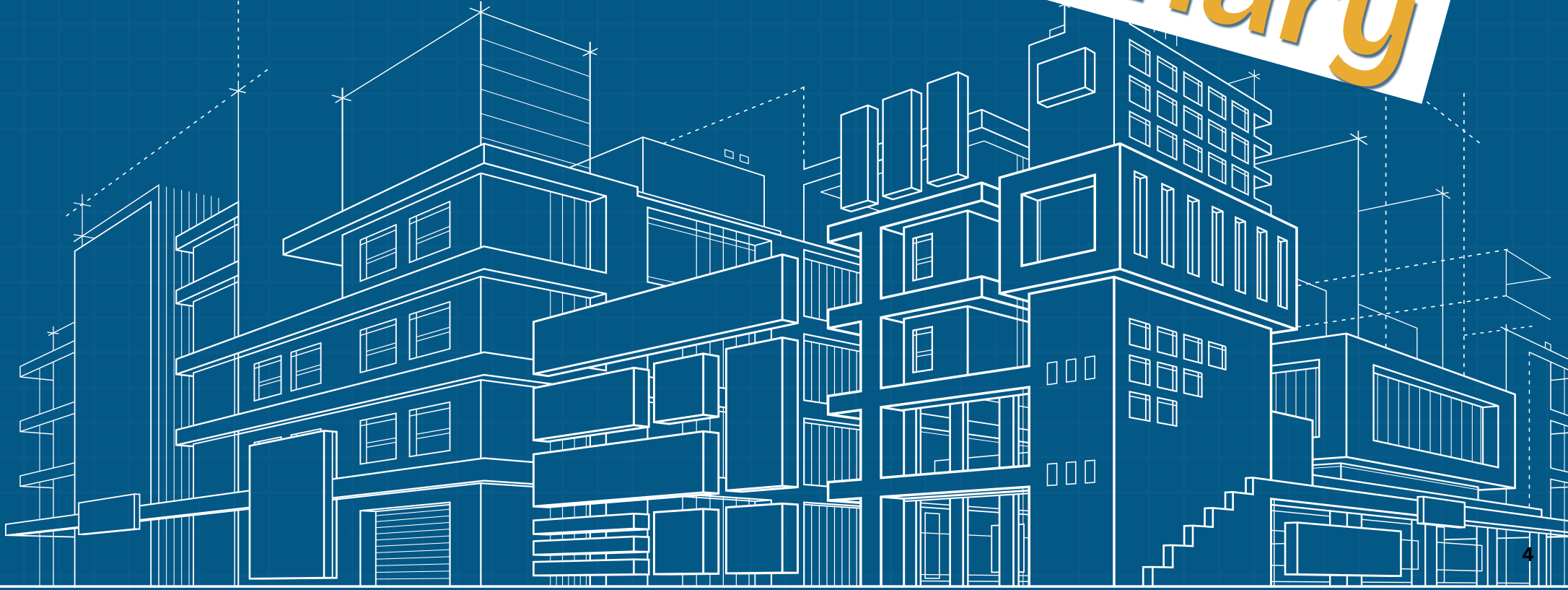
Coromandel International Limited is one of India's leading agri-solutions providers and a part of the Murugappa Group, a well-established business group with a strong legacy of trust and performance. Headquartered in India, the company plays a critical role in supporting the agricultural sector through a wide range of products and services, including fertilisers, crop protection solutions, bio-products, and retail services for farmers. With a strong distribution network and farmer-centric approach, Coromandel is committed to enhancing farm productivity and rural prosperity.

Aligned with its core philosophy of sustainable growth and inclusive development, Coromandel International Limited actively undertakes Corporate Social Responsibility (CSR) initiatives that focus on improving the quality of life in rural and underserved communities. The company's CSR efforts primarily focus on key thematic areas, including health and nutrition, education, sustainable agriculture, water conservation, and community development. Through these initiatives, Coromandel aims to address critical grassroots challenges while contributing to long-term socio-economic development.

A significant aspect of the company's CSR approach is its emphasis on community participation and capacity building. By working closely with local stakeholders, frontline workers, and implementing partners, Coromandel ensures that its interventions are need-based, scalable, and sustainable. Its programs often integrate awareness generation, behaviour change communication, and access to essential services, thereby creating meaningful and measurable impact at the community level.



Executive *Summary*



Project Name:

Establishment of Additional
Classrooms at Sriharipuram
GVMC High School

Implementing Partner:

Coromandel International
Limited

Project Assessment Years:

2023-2024

Project Location:

Visakhapatnam, Andhra Pradesh



Samples:

- Students – Student Survey (70)
- Teachers – 3 KIs
- Field observation – Physical observation of classrooms and school infrastructure

Alignment with National Programs / Policy Coherence

- Samagra Shiksha Abhiyan (SSA)
- National Education Policy (NEP) 2020
- Right of Children to Free and Compulsory Education Act (RTE), 2009
- Swachh Vidyalaya Abhiyan
- Sarva Shiksha Abhiyan (Legacy Framework under Samagra Shiksha)

SDG Alignments



Performance Snapshot



100% of students transitioned from overcrowded informal spaces (verandas/open areas) to structured classrooms, and all respondents had previously reported overcrowding.



100% of students report improved focus, indicating a strong shift in learning engagement.



91.4% of students find classrooms quieter, while **79.7% of students** experience fewer disruptions, supporting more consistent learning.



100% of students report adequate space and clear visibility of the blackboard, enabling better participation and comprehension.



100% of students report comfortable classroom conditions, **71.4%** rating ventilation as “Very Good” and **65.7%** feeling very comfortable.



68.6% of students rate the overall experience as “much better,” with **0% reporting any negative change**, indicating high satisfaction levels.



100% of students report that classrooms are clean and well-maintained, reflecting strong upkeep.

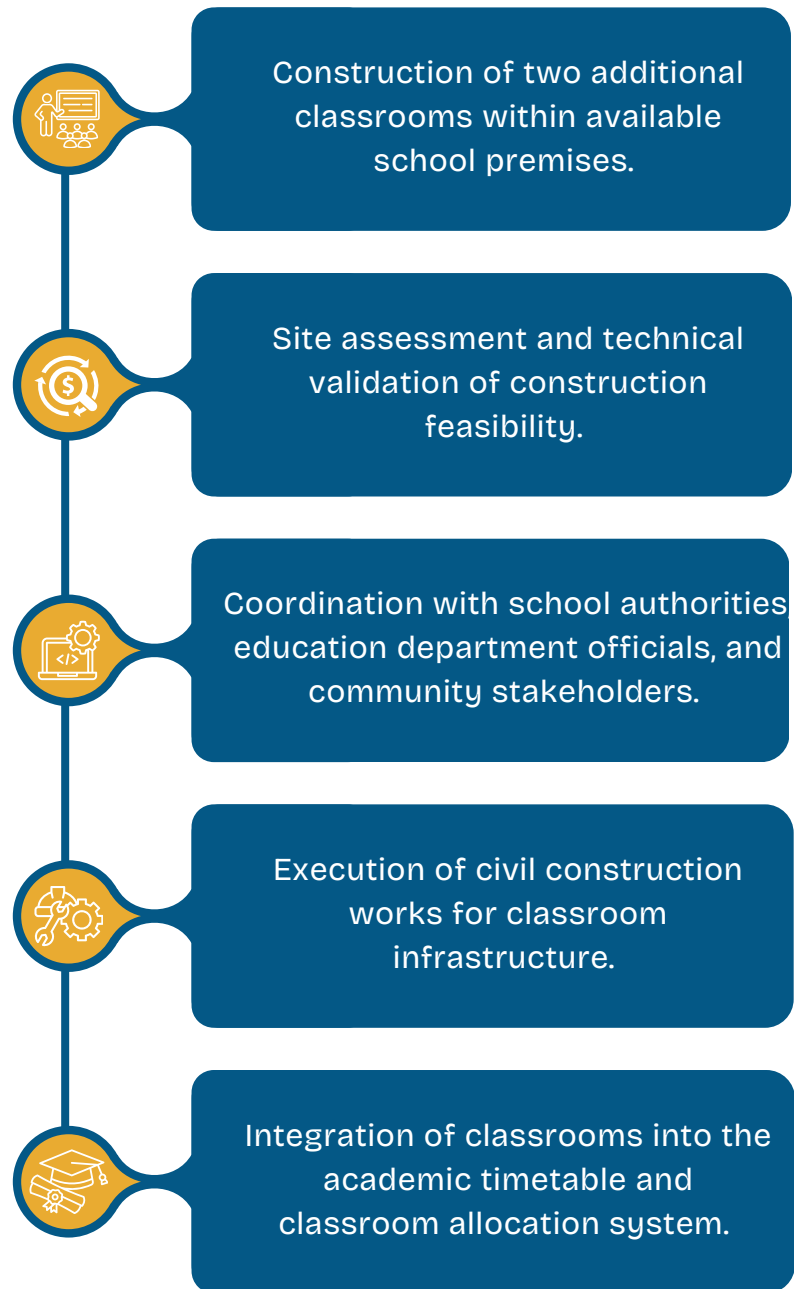


100% of teachers report improved classroom management and more structured lesson delivery, aligning with student-reported improvements.



Image 1: Plaque commemorating Coromandel International Limited's CSR-supported classroom infrastructure.

Project Activities



What Worked Well



Addressed a critical infrastructure gap: The intervention eliminated overcrowded, informal learning conditions, enabling students to transition to structured classrooms that had previously been reported as congested.



Strengthened student focus and engagement: Students consistently report a marked improvement in their ability to concentrate, highlighting a clear link between improved infrastructure and learning outcomes.



Boosted teaching effectiveness and satisfaction: Teachers report more structured lesson delivery and better classroom management, while students express overwhelmingly positive experiences with no negative feedback.



Improved the overall learning environment: Classrooms are now quieter and experience fewer disruptions, creating a more stable and conducive setting for teaching and learning.



Enhanced physical comfort and usability: Better space, seating, lighting, and ventilation (with a majority rating conditions as very good) have increased comfort and reduced fatigue during school hours.

Project

Dashboard



1.1 Objective

The infrastructure support initiative aimed to address classroom space constraints at GVMC High School by constructing additional classrooms. By reducing overcrowding and transitioning students to structured learning spaces, the project created a more conducive learning environment and enabled more effective educational delivery.

1.2 Thematic

Education



1.3 Geography

GVMC High School - Visakhapatnam, Andhra Pradesh



Image 2: Sriharipuram GVMC High School, Visakhapatnam — project implementation site.

1.4 Background and Need of the Program

Sriharipuram GVMC High School is a key government educational institution serving a densely populated urban community. The school primarily supports children from economically disadvantaged backgrounds who rely on government-run schools for access to secondary education.

With a student enrolment exceeding available infrastructure capacity, the school faced significant constraints in classroom availability. Overcrowded classrooms affected teaching effectiveness, student engagement, and the overall quality of the learning environment.

The school administration identified the need for additional classrooms and communicated it to Coromandel International as part of its ongoing engagement with the institution. Following site assessment and feasibility evaluation, the intervention was undertaken to address these constraints.

The initiative is therefore grounded in a clearly articulated institutional requirement and aligns to strengthen foundational education infrastructure in a government school setting.

1.5 Beneficiary Profile

Total students:

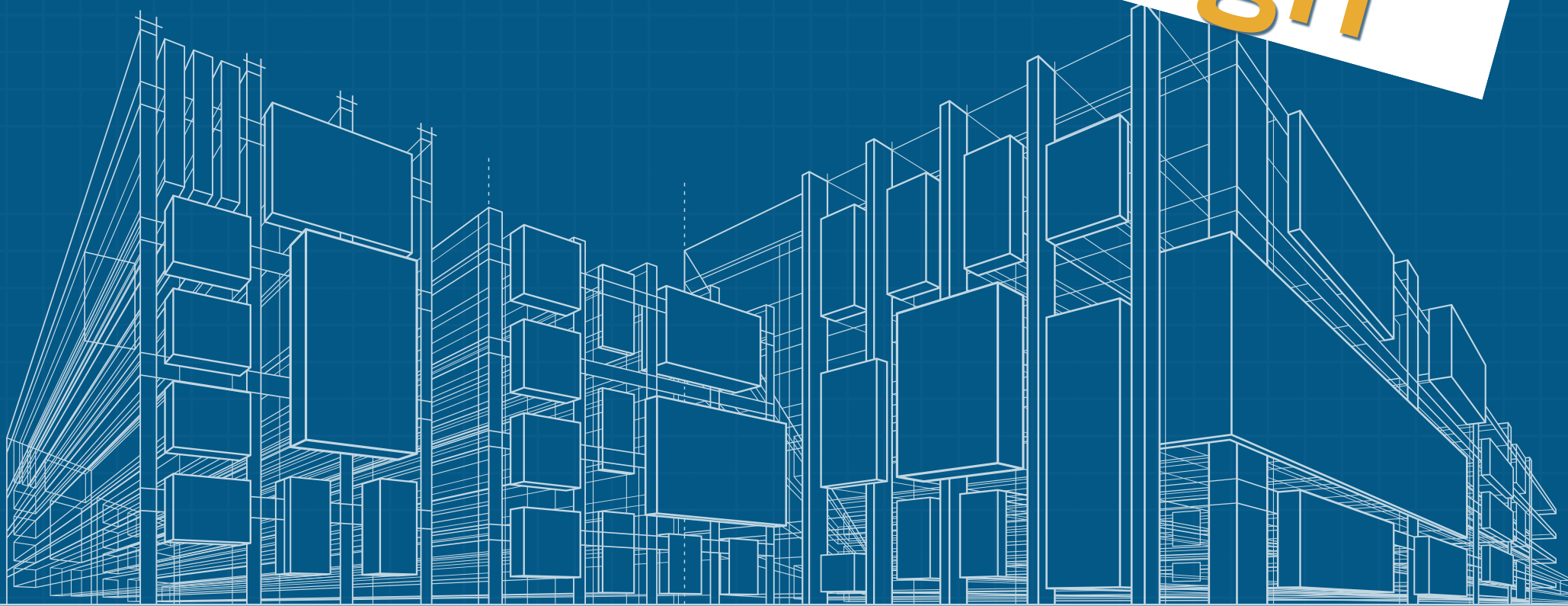
610 (Classes 6–10)

Additional capacity created:

90 students

Research

Design



The impact assessment followed a mixed-methods design combining primary observations, stakeholder interactions, and review of project-related materials.

The approach enabled assessment of infrastructure status and early outcomes related to classroom utilisation and learning experience.

Findings were triangulated through field observation, student interactions, school-level consultations, and review of project documentation.



RESEARCH



- Briefing and background discussions were conducted to understand the purpose, scope, and institutional context of the classroom infrastructure intervention.
- Relevant project documents were reviewed to understand the nature of the intervention and its intended outcomes.
- Secondary contextual understanding of government school infrastructure and learning-environment challenges informed the interpretation of the findings.

DEVELOPMENT



- Assessment questions and interaction guides were developed to capture stakeholder perspectives on the relevance of infrastructure, its utilisation, and emerging outcomes.
- Observation parameters were identified to review the condition, functionality, and utilisation of classroom infrastructure during the site visit.

ACTION (DATA COLLECTION)



- A field visit was conducted at Sriharipuram GVMC High School, Visakhapatnam.
- Student surveys and interactions were conducted to capture perspectives on classroom environment, comfort, and learning experience.
- Interactions were held with teachers.
- Direct observation was undertaken of the newly constructed classrooms and the overall school infrastructure.

DATA ANALYSIS



- Qualitative insights from interactions and observations were synthesised thematically to identify key patterns related to infrastructure need, utilisation, classroom environment, and institutional functioning.
- Survey findings and observational inputs were interpreted together to develop a grounded understanding of early-stage outcomes.

DATA VISUALISATION & COMMUNICATION



- Findings were organised into thematic sections supported by descriptive analysis.
- Observational insights and stakeholder perspectives were used to illustrate the practical relevance and contribution of the infrastructure intervention.

REPORTING



- The assessment findings were compiled into an impact assessment report that captured the institutional context, infrastructure scope, early outcomes, and strategic relevance.
- Integration of stakeholder feedback and validation of findings.
- Finalisation of the report with key insights, learnings, and recommendations to strengthen utilisation and long-term sustainability of the classrooms.

2.1 Sampling Approach

The assessment used a purposive sampling approach, selecting stakeholders based on their engagement with the intervention.

Students were selected as the primary cohort, and 70 surveys were conducted to capture quantitative indicators of classroom comfort, concentration, collaborative learning, and academic performance. Teachers, school administration, parents, SMC members, and education department representatives were included to provide qualitative insights across institutional and community perspectives.

Stakeholder	Tool Used	Sample
Students	Survey	70
Teachers	KII	3
Classrooms	Field Observation	2 Classrooms

2.2 Respondent Profile N=70

Age



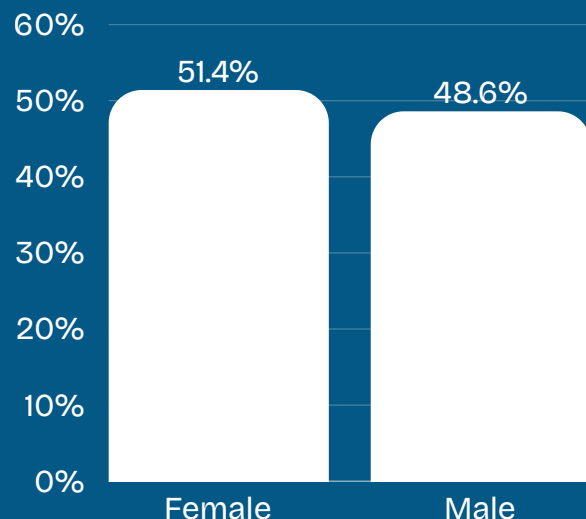
Graph 1: Age distribution of student respondents.

Class



Graph 2: Class-wise distribution of student respondents.

Gender



Graph 3: Gender distribution of student respondents.

2.3 Ethical Considerations

The study adhered to established ethical standards to ensure the **dignity, safety, and rights of all participants**, particularly children and vulnerable community members accessing public services.

- **Informed Consent:** Participants were briefed on the purpose and nature of the assessment before data collection. Consent was obtained from all respondents, and for students, interactions were conducted in the presence of school authorities. Data collection aligned with the principles of the **Digital Personal Data Protection (DPDP) Act, 2023**, ensuring responsible and purpose-specific use of information.
- **Confidentiality & Privacy:** All responses were anonymised and used only for assessment purposes. Any photographs or case narratives included in the report were documented with prior consent and used solely to illustrate infrastructure improvements and user experiences.
- **Voluntary Participation:** Participation was entirely voluntary, and respondents were free to decline or withdraw at any stage without any consequence.
- **Respectful Engagement:** Interactions were conducted respectfully and non-intrusively within the school setting, ensuring minimal disruption to academic activities while prioritising participants' comfort and well-being.



Key Findings

and Analysis

1. Transition from Informal Learning Spaces to Structured Classroom Environments

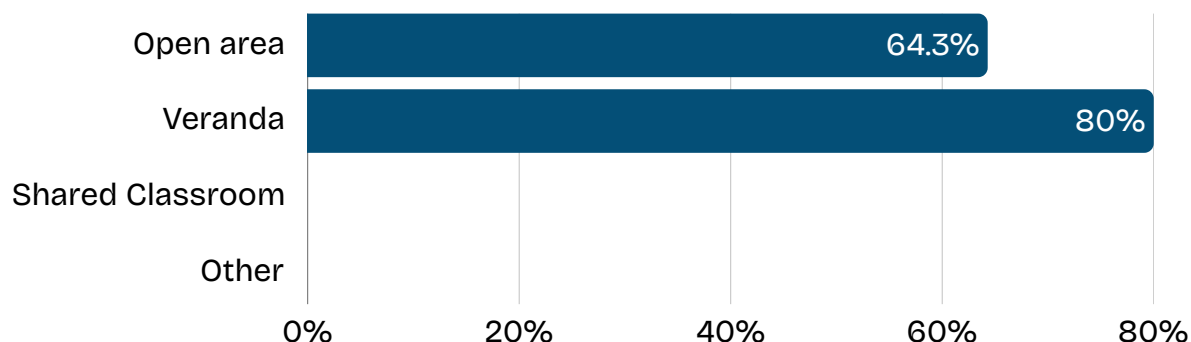
Before the intervention, students at GVMC High School studied in conditions fundamentally unsuited to structured learning. All 70 surveyed students (100%) reported that classrooms were overcrowded prior to construction. Many were forced to sit on open verandas (80%) and in outdoor areas (64.3%), with some students rotating between the two depending on the day.

Earlier, did you feel the classrooms in the school were overcrowded? N=70



Graph 4: Student perception of classroom overcrowding prior to the intervention.

Where did you mostly sit before the new classroom was built? [N=70;Multiselect]



Graph 5: Student-reported seating locations prior to construction of new classrooms.

During discussions, Mr M. Surya, the Biology teacher, described the earlier situation as one in which consistent lesson delivery was nearly impossible. Noise from the road, weather-related disruptions, and the physical discomfort of students sitting on floors or in makeshift arrangements made it difficult for them to concentrate. The absence of defined classroom boundaries further compounded the challenge, making effective classroom management significantly harder.

The construction of two new classrooms significantly improved this dynamic. Students moved from informal, exposed settings into enclosed, furnished rooms with proper seating and lighting.

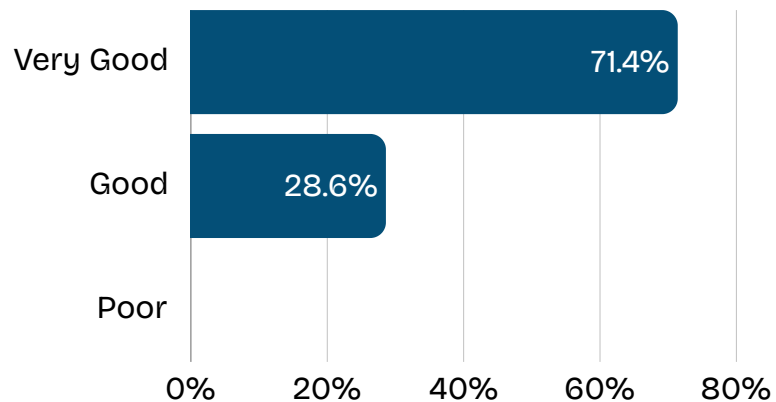
The intervention enabled a complete shift from informal and semi-covered spaces to structured classroom environments, establishing a strong foundation for improved teaching and learning outcomes.

2. Significant Improvements in Classroom Comfort, Ventilation, and Learning Conditions

A structured learning environment is only effective when physical conditions support sustained engagement. Students have assessed the new classrooms positively across all key environmental parameters.

Ventilation and airflow were rated positively, with 71.4% of students reporting them as “Very Good” and 28.6% as “Good,” with no negative responses. Blackboard visibility was confirmed as clear by 100% of respondents, addressing a critical barrier observed in earlier informal seating arrangements.

How is the ventilation and airflow in the classroom?
N=70



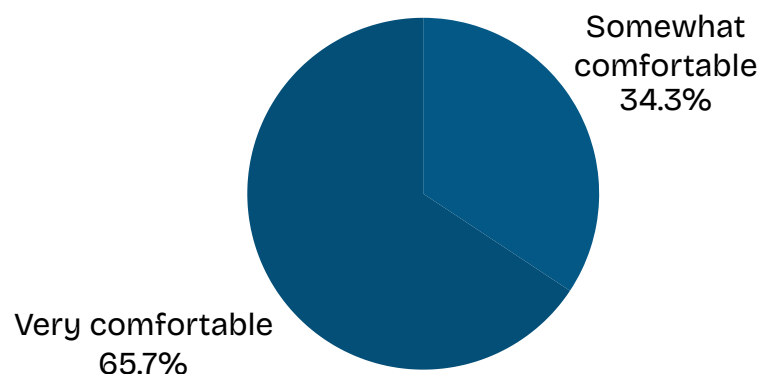
Graph 6: Student assessment of classroom ventilation and airflow post intervention.



Image 3: Students in structured classroom settings following infrastructure support.

On overall classroom comfort—covering lighting, seating, and space—65.7% of students reported being “very comfortable,” while 34.3% reported being “somewhat comfortable,” again with no negative responses.

How comfortable is your classroom (lighting, seating, space)? N=70



Graph 7: Perception of classroom comfort following infrastructure development.

During discussions, Mr B.V.N. Kumar, Class 6 teacher, highlighted that earlier classroom conditions often led to significant physical discomfort among students. The absence of proper ventilation and lighting, especially during afternoon sessions, contributed to fatigue and reduced attentiveness. He noted that with the provision of fans and adequate lighting in the new classrooms, there has been a noticeable reduction in physical strain, allowing students to remain more alert and engaged throughout the school day. These findings indicate that the intervention has improved not only access to classrooms but also the **quality of the learning environment itself**.



Image 4: Students expressed improved learning experience post classroom intervention.

3. Reduced Classroom Disruptions Leading to Improved Student Concentration

One of the most consistently reported improvements is the reduction in classroom disruptions. 79.7% of students experienced fewer disruptions (from noise, weather, and crowding), while 20.3% reported improvement "sometimes."

Do you face fewer disruptions (noise, weather, crowding) in the new classroom? N=70



Graph 8: Perception of classroom disruptions following transition to structured classrooms.

Further, 91.4% of students reported that the new classrooms are quieter and easier to study in compared to earlier conditions, despite the school's proximity to a busy road.

Compared to earlier classrooms, do you feel the new classroom is quieter and easier to study in?

N=70



Graph 9: Perceived improvement in classroom quietness and study environment post intervention.

Mr Ashish Shankar, P.E. teacher, highlighted that environmental disruptions were previously a major barrier to instructional flow. Classes conducted in open or semi-covered spaces were frequently interrupted by noise and other external factors, making it difficult to maintain continuity during lessons. While external noise has not been entirely eliminated, he noted that the enclosed classroom structure has significantly improved continuity of learning, allowing both teachers and students to engage more consistently during class.

Importantly, all students (100%) reported that the new classroom helps them focus better on their studies. This indicates a strong and consistent relationship between improved infrastructure and enhanced student concentration.

Do you feel the classroom helps you focus better on studies? N=70



Graph 10: Student perception of improved focus in the classroom post intervention.

4. Enhanced Teaching Effectiveness and Classroom Management

Mr B.V.N. Kumar, Class teacher, highlighted a clear shift in instructional dynamics following the intervention. He noted an improved ability to deliver structured lessons, better classroom management due to defined learning spaces, and increased flexibility to engage with students individually. Reduced overcrowding has also enabled teachers to move more freely within classrooms and interact more effectively with students.

There has been improved use of blackboards and teaching aids, supported by consistent visibility and better classroom organisation. Teachers have observed a noticeable increase in student attentiveness and engagement, aligning with student-reported improvements in focus.

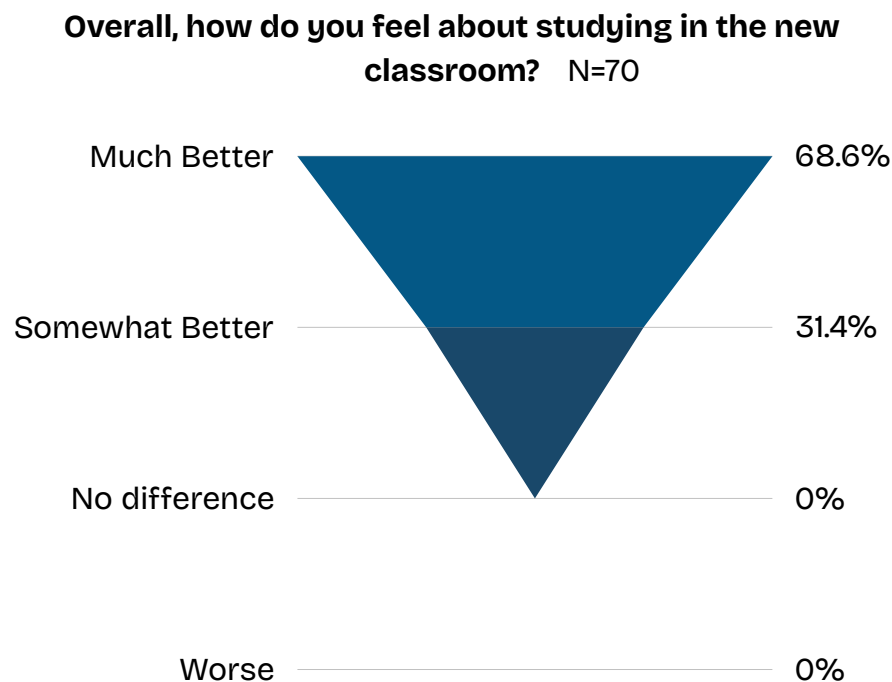
Overall, the intervention has contributed to a more organised, interactive, and effective teaching-learning environment.



Image 5: Student interaction during impact assessment field visit.

5. High Student Satisfaction Amid Persistent Infrastructure Demand

Student satisfaction with the new classrooms is uniformly high. 68.6% of students rated their experience as “much better,” while 31.4% rated it as “somewhat better,” with no negative responses recorded.



Graph 11: Student perception of overall learning experience in new classrooms.

Cleanliness and maintenance standards were also rated positively by 100% of students, indicating sustained usability and institutional upkeep.

Do you feel the new classroom is clean and well-maintained? N=70



Graph 12: Student-reported cleanliness and upkeep of new classrooms.

However, qualitative findings highlight that demand continues to exceed available infrastructure. The school currently serves an estimated 1,000–1,500 students, with certain grades exceeding recommended class size norms. The school is operating at full capacity and is unable to accommodate additional students despite strong demand.

Administrative and structural constraints—such as limited land availability, dependence on external approvals, and political considerations—further restrict expansion.

While the intervention has delivered clear improvements in infrastructure and learning conditions, **additional investment and systemic support will be essential to sustain and scale these gains.**



Image 6 : Classroom at near-full capacity, managed by Mr. B.V.N. Kumar, reflecting high enrolment and continued infrastructure demand.

Student Testimonial: Shiny, Class 6



“Earlier, our classes were held in the verandah and sometimes even in the playground, which made learning uncomfortable and distracting. It was difficult to concentrate because of the noise and weather conditions, and we did not have proper seating.

Now, we have our own classroom, and the experience has improved a lot. The benches are comfortable, I can clearly see the blackboard, and there is enough space to keep my bag and move around easily. I am able to focus better, and learning feels much more comfortable and enjoyable.”

Shiny's experience also reflects a subtle but important shift in how students relate to the classroom space. Having a dedicated classroom has created a greater sense of ownership and belonging, making students more settled and attentive during lessons. The transition has not only improved comfort but also fostered a more positive, motivated approach to learning.

Image 7 : Shiny, Class 6 student, shared her experience of improved classroom conditions.

Teacher Perspective:

Mr. M. Surya, Biology Teacher



“We are now having to turn away students because we simply do not have enough space. The two additional classrooms built in 2024 have helped ease the situation, but demand remains very high. If we are able to add another floor to the existing buildings, we could accommodate many more children.”

Mr Surya’s reflections highlight a critical reality—the intervention has not only improved internal conditions but has also begun to ease access constraints in a high-demand school setting.

The additional classrooms have enabled the school to admit students who may otherwise have been denied entry, offering a meaningful, though partial, response to community needs.

Image 8 : Mr. M. Surya, shared his perspective on improved classroom capacity and ongoing infrastructure needs.

Alignment with

Study Frameworks



4.1 Alignment with OECD Evaluation Framework



Relevance

The intervention demonstrates a high degree of relevance, directly addressing a critical infrastructure gap within the school. Prior to implementation, all surveyed students (100%) reported overcrowded classrooms, with many attending classes in verandas and open spaces.

The construction of additional classrooms aligns closely with the needs of students and teachers by providing safe, structured, and conducive learning environments. The initiative also supports broader educational goals related to **equitable access to quality education**, particularly for students from resource-constrained backgrounds.



Effectiveness

The intervention has been highly effective in achieving its intended outcomes.

- 100% of students reported improved ability to focus in the new classrooms
- 91.4% found the environment quieter and more conducive to learning
- 79.7% experienced fewer disruptions
- 100% reported adequate space and improved visibility of the blackboard

Qualitative findings further confirm improvements in teaching practices, classroom management, and student engagement.

These outcomes indicate that the intervention has successfully translated infrastructure inputs into **tangible improvements in the teaching-learning process**.



Efficiency

The intervention demonstrates efficient utilisation of resources by optimising limited space within the school premises. By addressing overcrowding without requiring significant land expansion, the project reflects a cost-effective approach to infrastructure development.

The inclusion of essential facilities such as seating, lighting, and ventilation ensures immediate usability and enhances the investment's value, resulting in high utility relative to the resources deployed.



Impact

The intervention has generated significant positive impacts on both students and teachers, improving concentration, comfort, and instructional delivery. The shift from informal to structured learning environments has enabled better classroom management and more consistent teaching and learning processes.

These improvements represent a meaningful enhancement in the quality of education, with potential long-term implications for student performance and retention. However, the scale of impact is moderated by continued enrollment pressure and external environmental challenges.



Sustainability

The intervention demonstrates moderate-to-strong sustainability, supported by effective maintenance and strong stakeholder ownership. All students reported that classrooms are clean and well-maintained, and the quality of infrastructure supports long-term usability.

However, sustained impact depends on addressing ongoing challenges such as high enrollment levels and limited expansion capacity. Continued investment and institutional coordination will be essential to maintain and scale the benefits of the intervention.

4.2 Alignment with Sustainable Development Goals (SDGs)

SDG Goal	Relevant Sub-Targets	Project Alignment
	4.1: Ensure access to quality primary and secondary education 4.a: Build and upgrade safe and effective learning environments	The project directly improves access to structured and safe classrooms by reducing overcrowding. Students have transitioned from informal spaces (verandas/open areas) to dedicated classrooms, leading to improved focus, comfort, and learning outcomes.

SDG Goal

Relevant Sub-Targets

Project Alignment



10.2: Promote social inclusion for all

By strengthening infrastructure in a government school serving a large population, the intervention enhances equitable access to quality education for students from underserved and economically weaker backgrounds.



11.7: Ensure access to safe, inclusive public spaces

The development of classroom infrastructure contributes to safer, more functional public education facilities, strengthening community-level assets and supporting inclusive urban development.



17.17: Encourage effective public-private partnerships

The initiative reflects collaboration between corporate stakeholders, school administration, and local authorities, demonstrating the role of partnerships in delivering sustainable education infrastructure.

4.3 Alignment with National Programs and Policy Frameworks

National Program / Policy	Project Alignment
Samagra Shiksha Abhiyan (SSA)	The construction of additional classrooms supports SSA's objective of addressing infrastructure gaps, particularly overcrowding, and improving access to safe and inclusive learning environments.
National Education Policy (NEP) 2020	The intervention strengthens foundational learning conditions by providing well-equipped classrooms, enabling better student engagement, concentration, and overall learning experience in line with NEP priorities.
Right of Children to Free and Compulsory Education (RTE) Act, 2009	By reducing classroom shortages and overcrowding, the project contributes toward improved alignment with RTE infrastructure norms and minimum standards for quality education delivery.
Swachh Vidyalaya Abhiyan	The provision of clean, well-maintained classrooms supports hygienic and student-friendly school environments, reinforcing the objectives of the initiative.
Sarva Shiksha Abhiyan (SSA – Legacy Framework)	The intervention enhances access by expanding infrastructure capacity, supporting enrollment and retention of students from underserved communities.

The background of the slide is a dark blue color with a white architectural wireframe pattern. The pattern consists of various geometric lines and shapes that represent the structure of buildings, including walls, windows, and roofs. The lines are thin and white, creating a complex, grid-like pattern that covers the entire slide. The pattern is more dense in some areas and more sparse in others, giving it a sense of depth and perspective. The overall effect is that of a technical drawing or a blueprint, which is a common theme in architectural and engineering presentations.

Recommendations

To sustain and build on the intervention's gains, it is recommended to expand classroom capacity by constructing additional classrooms, focusing on vertical development to address land constraints. This will help reduce persistent overcrowding and enable the school to accommodate growing enrollment demand more effectively.

In parallel, a forward-looking infrastructure plan aligned with enrollment trends should be developed to anticipate and proactively address future capacity requirements. Strengthening coordination with government authorities and relevant stakeholders will also be critical to facilitate timely approvals and support scalable expansion.



Image 9: Field observation reflecting infrastructure upgrades aimed at mitigating overcrowding and enhancing classroom usability.

Conclusion

What Changed

The intervention has transformed the learning environment by shifting students from overcrowded, informal spaces such as verandas and open areas into structured, well-equipped classrooms. This transition has significantly improved physical comfort, reduced exposure to disruptions, and enabled more consistent and focused classroom engagement. It has also supported more effective teaching and learning processes by providing defined spaces for instruction and interaction.

Why It Matters

Access to adequate classroom infrastructure is a fundamental enabler of quality education. By improving the physical and functional learning environment, the intervention has strengthened student engagement, attentiveness, and overall learning experience. It has also enhanced teachers' ability to deliver structured lessons and manage classrooms effectively. In a government school setting serving students from resource-constrained backgrounds, such improvements play a critical role in advancing equitable access to quality education.

What Remains to Be Addressed

Despite these gains, the school continues to face significant enrollment pressure, with demand for admission exceeding available infrastructure capacity. Existing classrooms are operating at or near full capacity, and structural constraints—such as limited land availability and administrative dependencies—restrict the school's ability to expand further. As a result, the full potential of the intervention remains constrained by broader systemic limitations.

Strategic Way Forward

To sustain and scale the impact, there is a need for continued investment in classroom infrastructure, with a focus on vertical expansion to optimise available space. This should be complemented by forward-looking infrastructure planning aligned with enrollment trends, as well as stronger coordination between school authorities, government stakeholders, and partners to enable timely approvals and implementation. The intervention highlights the critical role of targeted infrastructure investments in strengthening public education systems and improving learning outcomes at scale.

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