

# Assessment of School Infrastructure at Primary and Upper Primary Level: A Geospatial Analysis

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## ABSTRACT

With the introduction of powerful and high-speed personal computers, proficient techniques for infrastructure development and management have advanced, of which Geoinformatics technology is of great significance. An attempt has been made for broad mapping and analysis of existing infrastructures in the context of planning scheme in Paschim Medinipur district, and to delineate the development zones of educational infrastructure facilities. The thematic layers considered in this study are infrastructure accessibility, type and condition of classroom and number of classroom allocated for the educational system at primary and upper primary level. *Moran's I* statistics was used to estimate the spatial distribution of elementary infrastructure across the district. All these themes and their individual features were then assigned weights according to their relative importance in educational development and corresponding normalized weights were obtained based on the Saaty's analytical hierarchy process. The thematic layers were finally integrated in GIS software based on multi-criteria approach to yield educational development infrastructure index. *Moran's I* statistics shows girl's toilet, electric and boundary wall facility within the district are clustered in pattern at primary level. At the upper primary level, only electric and computer facilities shows the clustered distribution across the district. However, four different zones have been delineated, namely "very good", "good", "moderate" and "poor". The block covered by very good elementary educational infrastructure facility is Daspur-I and Dantan-II at primary level and Kesariy block at upper primary level in Paschim Medinipur district. Finally, it is concluded that the Geoinformatics technology is very efficient and useful for the identification of infrastructure development.

**Keywords:** Educational Infrastructure; Spatial Auto-Correlation; Saaty's Analytical Hierarchy Process; Multi-Criteria Approach

## 1. Introduction

Education is a decisive determinant of economic and social expansion, and also household livelihoods and food security status. Empirical studies also demonstrated that investment in elementary education amplifies the productivity in all the sectors of the economy much more than other levels of education, and that economic returns to investment in primary education are greater than those arising from other levels of schooling [1]. The development of education depends on large number of factors including the infrastructure resources available to a school. School infrastructure, such as the site, buildings, furniture and equipments contribute to a learning environment [2]. Study conducted by Ayeni and Adelabu [2], mentioned that the classrooms in most of the schools were inadequate in terms of decency, space, ventilation

and insulation from heat; the incinerators and urinal were not conveniently placed, and the school plant was poorly maintained; these combined deficiencies constituted a major gap in the quality of learning environment. Hence, the school infrastructure management and planning is signifying the regional planning agencies to improve the educational facility in a particular area.

After nineties, secondary and higher education in India is experiencing structural changes due to the process of globalization [3]. The post nineties period witnessed a considerable increase in the infrastructure at tertiary level [4,5]. Nevertheless, any fundamental change has not been found in the structure and organisation of elementary education system which lags in the quality also. In India nearly 90 percent of schools at elementary level are run by government [6]. Most of the schools are situated in rural areas, and not have average criteria for quality education. It may be due to poor infrastructure such as

\*Corresponding author.

# School Infrastructure Assessment Report

**Kweku-Muata Osei-Bryson, Gunjan  
Mansingh, Lila Rao**



## **School Infrastructure Assessment Report:**

Mud to bricks: A review of school infrastructure spending and delivery Carmen Abdoll, Conrad Barberton, 2014-07-04 The Centre for Child Law commissioned this study by Cornerstone Economic Research to track school infrastructure spending and delivery The report written by Carmen Abdoll and Conrad Barberton makes the concerning finding that the national Department of Basic Education has woefully underspent the School Infrastructure Backlog grant for two years running In 2011 2012 spending was a little over 10 per cent and only at 23 per cent in 2012 2013 at the end of the third quarter The ASIDI target for the number of schools to be built in 2011 2012 and 2012 2013 was 49 However only 10 had been completed by the end of the first year They predict that if the DBE continues at the same delivery rate a realistic timeframe for the eradication of schools with inappropriate structures is probably 2023 24 They make recommendations which if followed could shorten the delay significantly This study shows the importance of monitoring and evaluating progress against court orders and out of court settlements to ensure that the right to a basic education is made real **Resources in Education**

,2001 **Saving America's School Infrastructure** Faith E. Crampton, David C. Thompson, 2003-02-01 **Higher Education as a Tool for Progress in South Africa** D. D. Tewari, 2024-10-08 Education is a tool used to elevate citizens from poverty and unemployment and thus contributes to nation building and the promotion of a knowledge based society in the information age South Africa can take a cue from Asia and its rapid industrialization in the 1970s and its subsequent progressive education The book is an illustrious historical and lucid discussion and commentary on the changing nature of education in the South African Higher education sector in particular It covers a canvass of issues on higher education and the knowledge industry in the South African context and possible challenges that lie ahead The twin challenges of low enrollment and high dropout rates in South African universities especially at first year level are alarming and robbing the country of its economic potential It is the need of the hour to collaborate on an international level to spur knowledge creation and economic growth which South Africa so desperately needs The book is a welcome addition for policy makers and research scholars in higher education *Agriculture, rural development, and related agencies appropriations for 1986* United States.

Congress. House. Committee on Appropriations. Subcommittee on Agriculture, Rural Development, and Related Agencies, 1985 Epistemic Fluency and Professional Education Lina Markauskaite, Peter Goodyear, 2016-09-21 This book by combining sociocultural material cognitive and embodied perspectives on human knowing offers a new and powerful conceptualisation of epistemic fluency a capacity that underpins knowledgeable professional action and innovation Using results from empirical studies of professional education programs the book sheds light on practical ways in which the development of epistemic fluency can be recognised and supported in higher education and in the transition to work The book provides a broader and deeper conception of epistemic fluency than previously available in the literature Epistemic fluency involves a set of capabilities that allow people to recognize and participate in different ways of knowing Such people

are adept at combining different kinds of specialised and context dependent knowledge and at reconfiguring their work environment to see problems and solutions anew In practical terms the book addresses the following kinds of questions What does it take to be a productive member of a multidisciplinary team working on a complex problem What enables a person to integrate different types and fields of knowledge indeed different ways of knowing in order to make some well founded decisions and take actions in the world What personal knowledge resources are entailed in analysing a problem and describing an innovative solution such that the innovation can be shared in an organization or professional community How do people get better at these things and how can teachers in higher education help students develop these valued capacities The answers to these questions are central to a thorough understanding of what it means to become an effective knowledge worker and resourceful professional

Strengthening Integrity and Fighting Corruption in Education Serbia OECD,2012-09-13 This first of its kind integrity report seeks to give pragmatic answers to the Republic of Serbia s queries regarding its education system and to support authorities and stakeholders in taking informed decisions on how to strengthen integrity and prevent corruption in the sector

**Education Tax and Savings Incentives** United States. Congress. Senate. Committee on Finance,2001

**Education Statistics Quarterly** ,2000

*Economic Management in a Hyperinflationary Environment* George Kararach,Raphael O. Otieno,2016-02-11 This volume provides an accessible and up to date account of the difficulties that the Zimbabwean economy and its population experienced during the crisis which peaked in 2008 It details the suffering and chaos that befell the country with dramatic socio economic consequences on growth macroeconomic stability service delivery livelihoods and development The volume seeks to provide a political economy analysis of leadership and economic management in developing economies based on Zimbabwe s experience It examines the triggers of the crisis and the negative impact on productive sectors such as manufacturing and agriculture social sectors such as education and health and on financial services The volume will be of interest to students of policy and economic management as well as to government departments central banks in developing countries development agencies donors and NGOs

*Southern Utah Petition Evaluation Document* United States. Office of Surface Mining Reclamation and Enforcement,1980

*Learning, Marginalization, and Improving the Quality of Education in Low-income Countries* Daniel A. Wagner,Nathan M. Castillo,SuzanneGrant Lewis,2022-02-21 Improving learning evidence and outcomes for those most in need in developing countries is at the heart of the United Nations Sustainable Development Goal on Education SDG4 This timely volume brings together contributions on current empirical research and analysis of emerging trends that focus on improving the quality of education through better policy and practice particularly for those who need improved learning at the bottom of the pyramid LBOP This volume brings together academic research experts government officials and field based practitioners National and global experts present multiple broad thematic papers ranging from the effects of migration and improving teaching to the potential of educational technologies and better metrics for understanding and financing education

In addition local experts practitioners and policymakers describe their own work on LBOP issues being undertaken in Kenya India Mexico and Ivory Coast The contributors argue persuasively that learning equity is a moral imperative but also one that will have educational economic and social impacts They further outline how achieving SDG4 will take renewed and persistent effort by stakeholders to use better measurement tools to promote learning achievement among poor and marginalized children This volume builds on the second international conference on Learning at the Bottom of the Pyramid LBOP2 It will be an indispensable resource for policymakers researchers and government thinktanks and local experts as well as any readers interested in the implementation of learning equity across the globe The first volume Learning at the Bottom of the Pyramid LBOP1 may be obtained at <http://www.iiep.unesco.org/en/learning-bottom-pyramid> 4608 **PISA Student**

**Engagement at School A Sense of Belonging and Participation: Results from PISA 2000** OECD,2003-10-14 This report examines several aspects of student engagement at school The results indicate that the prevalence of disaffected students varies considerably both within and among schools in most countries and that this variation is not attributable solely to students family backgrounds International Encyclopedia of Education ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files **Proceedings of the 6th Vocational Education International Conference (VEIC 2024)** Adhi

Kusumastuti,Samsudin Anis,Achmad Nizar Hidayanto,Togani Cahyadi Upomo,Aldias Bahatmaka,Ahmad Mujaki,Uswatun Hasanah,Ahmad Roziqin,Atika Atika,Dwi Putri Asih,2024-12-31 This is an open access book The 6th Vocational Education

International Conference VEIC 2024 is an annual and internationally refereed conference The main objective of VEIC 2024 is to provide an international platform for researchers practitioners stakeholders in the field of vocational education to discuss about the issue and challenges in the field of Technology and Vocational Education The main theme of VEIC 2024 is Future Prospects of Digital Teaching and Learning in Vocational Education

**Education and Sustainable Development Goals: Policy, Practices, and Challenges** Prof. Arshad Ikram Ahmad, Dr. Syarip Hidayat, Dr. Seni Apriliya, Dr. Sameer Babu. M, Dr. Sarita Kumari, Accounting for Climate Risks in Costing the Sustainable Development Goals Rimjhim Aggarwal, Piergiorgio M Carapella, Ms. Tewodaj Mogues, Julieth C Pico-Mejia, 2024-03-08 This paper evaluates the additional spending needed to meet core targets of selected Sustainable Development Goals SDGs while accounting for the associated cost to address climate risks The SDGs under study are those related to human and physical capital development An additional 3.8 percent of global GDP or US 3.4 trillion of public and private spending will be required by 2030 to achieve a strong performance in the selected SDGs while addressing associated climate risks This includes an increase of 0.4 percent of global GDP US 358 billion compared to estimates that do not account for mitigation and adaptation needs within these sectors LIDCs and SSA experience the highest climate related cost augmentation relative to GDP while EMEs driven by large Asian emerging economies bear the largest cost in absolute terms

**OECD Reviews of School Resources: Kazakhstan 2015** OECD, The World Bank, 2015-10-22 The effective use of school resources is a policy priority across OECD countries The OECD Reviews of School Resources explore how resources can be governed distributed utilised and managed to improve the quality equity and efficiency of school education

*Knowledge Management for Development* Kweku-Muata Osei-Bryson, Gunjan Mansingh, Lila Rao, 2014-02-03 A number of developing countries including small island states have common problems that have affected their development and growth Knowledge Management KM initiatives can be used to address some of these issues but these developing countries need to understand what is needed to implement them in order to improve economic conditions While many of these countries have access to technologies that can be used to assist in knowledge management relevant and low cost KM initiatives need to be considered in improving their existing KM processes Sectors critical to the growth of these developing countries include health care crime management disaster recovery management small and medium size enterprise development Knowledge Management for Development Domains Strategies and Technologies for Developing Countries highlights the opportunities in these sectors and provides advice as to how these countries should go about understanding building and adopting the relevant KM strategies and technologies This book identifies appropriate technologies which should be considered to increase productivity within the identified sectors in the developing countries and also sectors in where knowledge management initiatives can yield maximum value It also considers the constraints of these territories recommending appropriate technologies and strategies for KM initiatives It provides advice on how these technologies should be adopted in these sectors of developing countries Investing in these strategies should benefit these

countries development and growth  
Literacy Grant Program,2016

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