

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 Keshiary 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

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