

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

*Corresponding author.

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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

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

Primer on Large-Scale Assessments of Educational Achievement Marguerite Clarke, Diego

Luna-Bazaldua, 2021-06-09 To improve their education systems countries around the world have increasingly initiated national largescale assessment programs or participated in international or regional large scale assessment studies for the first time Well constructed large scale assessments can provide credible information on student achievement levels which in turn can promote better resource allocation to schools stronger education service delivery and improved learning outcomes The World Bank developed this Primer on Large Scale Assessments of Educational Achievement as a firststop resource for those wanting to understand how to design administer analyze and use the results from these assessments of student achievement The book addresses frequently asked questions from people working on large scale assessment projects and those interested in making informed decisions about them Each chapter introduces a stage in the assessment process and

offers advice guidelines and country examples This book also reports on emerging trends in large scale assessment and provides updated information on regional and international large scale assessment programs DIRK HASTEDT Executive Director of the International Association for the Evaluation of Educational Achievement IEA A special feature of the publication is that it not only gives an overview of technical specifications but also includes examples from around the world on how countries are conducting large scale assessments what they found and how the results were used With this perspective the Primer on Large Scale Assessments of Educational Achievement is an excellent and easy to read publication to get a comprehensive overview of large scale assessments and how and why they are conducted SILVIA MONTTOYA Director of UNESCO Institute for Statistics UNESCO UIS If you are responsible for learning assessment in a country and are searching for a comprehensive yet readable guide on large scale assessment this is your book Extremely well structured and written this primer is easy to follow and makes points clearly and concisely It is an excellent resource that explores the steps for a good large scale assessment with examples from all international large scale assessment programs ANDREAS SCHLEICHER Director for the Directorate of Education and Skills and Special Advisor on Education Policy to the Organization for Economic Cooperation and Development s OECD Secretary General Many countries have joined international educational assessments to benchmark quality equity and efficiency in their education systems But what does it take to design and implement those efforts well and to draw value from this to help students learn better teachers teach better and schools to work more effectively This Primer on Large Scale Assessments of Educational Achievement helps policy makers and their technical teams to find answers to these questions ANDREI VOLKOV Director of the Institute for Public Strategy Moscow School of Management SKOLKOVO In 2008 when the Russia Education Aid for Development READ Program was launched we determined its main goal as the improvement of the quality of basic education Today the READ Program keeps setting trends as the largest Russian initiative promoting educational assessment Approaches developed within the READ Program from building institutional and expert capacity to influencing educational reforms have proven their efficacy in many countries The Primer on Large Scale Assessments of Educational Achievement brings together in a practical format the best experience and case studies in conducting assessments under the READ Program An especially important feature of the book is an integrated capacity building component which makes it a practical tutorial ready for use in different cultural contexts Through this book we hope that our collective experience gathered during READ will be widely shared bringing us closer to ach

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Resources in Education ,2001 Money and Schools R. Craig Wood,David C. Thompson,Faith E. Crampton,2019-05-24 For both aspiring and experienced education leaders in school budgeting finance and resource management courses Money and Schools explains and demonstrates the relationship between money and equality of educational opportunity in a way that is clear precise and engaging Grounded in research and best practices this book provides a broad overview of school finance budgeting and resource allocation an understanding of the underlying economic social legal and political principles that drive how schools are funded as well as a detailed examination of day to day funding operations Rich pedagogical features include chapter opening challenges chapter drivers point counterpoint discussions case studies and recommended resources This accessible and engaging book offers strong connections to real world experiences and detailed information on pre K 12 funding history concepts and current operations New to this edition Coverage of environmental sustainability and other emerging trends in this unprecedented uncertainty of schools economic and social environment Updates to references and overall funding changes since the previous edition Revised end of chapter activities and additional resources that are aligned with the key concepts and content of each chapter Updated supplemental downloads including editable PowerPoints

The Comprehensive Handbook of School Safety E. Scott Dunlap,2016-04-19 In most schools you will probably see one if not all of the following Metal detectors to prevent handguns and other weapons from being brought onto school propertyStudents in standardized uniforms to prevent the appearance of gang affiliationsPolice officers patrolling the property to deter violent activity as well as respond to incidentsSuch evol

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