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A Comparative Study between Rural and Urban Schools with special reference to Infrastructure Facilities in the Anuppur District of Madhya Pradesh

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ABSTRACT

The terms infrastructure educational infrastructure facilities have different meanings in different organizational institutions. It's by the historically iconic vibrant model of educational infrastructure in ancient India were Taxila University (2640 or 700 b.c.) and Nalanda University (427 b.c.) at the time of Bronze Age. Its' historically has been same as dissimilarity in medieval and modern era of infrastructure and architectural planning of educational hubs. As we know through the sources of exited literatures of India. School infrastructure is a better quality of facilities of teacher-learning resources facilities in the schools which is supportive part of education and not only the make to support but also enhance the learning opportunities. So, that is the reason to said, school infrastructure is a key to main base connection for teaching learning, improvement in quality of education and achievement of academic performance. In present schools infrastructures are divided into four categories like CGS, SGS, PVS and NGOS. This research keeping to leads in view the aforementioned objectives of comparative study between rural and urban schools infrastructures based on empirical data conducted under district of Anuppur, Madhya Pradesh. The present study was conducted under objectives, to make a comparative study between the available infrastructure facilities of Central Govt. schools, M.P. State Govt. schools, Private schools and NGOs Schools., to make a comparative study of the available infrastructure facility of Urban schools and Rural schools in the Anuppur District of M.P. to critical study about the conditioning with available Infrastructure facilities at different denomination of schools and levels of Pre-Primary, Primary, Upper-Primary, Elementary, Secondary (High School), Sr. Secondary (Higher School).The study mainly focuses on the rich involvement of the infrastructures facilities in the rural and urban schools as well as comparatively study between the different denominations of schools.

1. Introduction

This research paper is tried to focus on the exploration of whole infrastructural facilities in the nearby situated schools and those schools working under the different authorities. As we know earlier research scholars conducted the research on school infrastructure and school infrastructure is how to support effectively in the teaching and learning process. Without educational infrastructure cannot be possible to make wonderful support to reform that to increase the performance of students. Educationist must understand the relationship of school infrastructure that existed between learning and school facilities. After some study lead to identify the specific factors which are contributing in the learning environment. Wherein is the significant role of the any infrastructure any institution like which are helping to administrators, planners, lawmakers, and similarly educational infrastructure help to the prioritize of students, teachers and school management. The teaching learning process is completely possible when educational environment means school infrastructure lead to a quality education for all students in the state. This significant Information was comeout to only when gathered the data from research area within the district territories of Anuppur. This is the limitation of study of Anuppur which is located under the state of Madhya Pradesh in central India.

In this study included the four type of school one is central government school, state government school, private school and NGOs running schools. So, comparative research study of outcomes will be useful for the policy maker and district education officer for planning making and decisions making about monitoring and future budget-funding for Specific needs of school infrastructure, equitable improvements of facilities and enhancement of the schools facilities. It is fact this study will be in Potentiality to useful the relevant implications for policy-making, for deciding the funding formulas and designing the facility of schools under Anuppur district of Madhya Pradesh.

2. Statement of the Problem

The problem for the present study was worded as below: The research topic is that "A Comparative Study between Rural and Urban Schools with Special Reference to Infrastructure Facilities in the Anuppur District of Madhya Pradesh" hereby the problem of statement related to infrastructural facilities of different denominated schools under study. As we know, school infrastructure lasso of development of new high tech of educational instruments, so, this is challenge to the nationwide different denominated schools to afford the new advancement of new technologies. The ideal model of central schools like KV, JNV,APS, and different centralized running schools for that is not only good and enough but also the advance updated

infrastructural facilities in the schools, where in state that is difficult to manage due to lack of budgets and autonomy of states because education has in the list of concurrent in the constitution of India. Similarity, study are reported for the private schools have no proper implementation of RTE ACT, 2009. NGOs working schools are working in some identified areas. We recall our past policy some decayed came operational Black Board Schemes for schools at that time Prime Minister of India was stated that the basic infrastructure in schools such as Black Board is necessary in classrooms, others things is later provided laboratories, workshops, sporting facilities, equipment, libraries etc. but first reach the black board in school. The study was focus to the physical condition of schools and the most schools were reported to be the different like of problem at ground level from the black board operation to then till now, this study has been observed that the situation has improved but not changed; rather is a steady infrastructure but rapid progress and decline has not been sustained in government schools especially primary and secondary schools in rural. Our title of the study come to focus the all issues has given the much more scope for study in new way of Infrastructural facilities in the school.

3. Defining the Key Existed Terms

The following definitions were used to the study purpose this.[i] Infrastructure facilities: The existed study were defined the school infrastructure related terms used liked school building, classroom, playground, libraries, etc. are the most important aspect of school infrastructure. The school infrastructure is an out-and-out key factor in effective teaching and learning. [ii] Rural Schools: The rural school means those schools are situated in the countryside of district headquarters. Wherein rural a community depends on the rural schools, but dictionary is defined the rural school as a rural school is simply a term pertaining to city or town. [iii] Urban schools: The Urban school located in the near urban centres, primarily serving to the high density of population in the city or district headquarters.

4. Infrastructures Facilities in the Schools

The school infrastructure with proper under categorized and classified are as follow:

a. Physical Resources: The physical resources refers to the resource related to the like area of Campus, area of Playground , HM/Principal's room, a Staff room, a store room, all-weather classroom , the classroom conditions, ventilation, natural light etc., ramp, Playground, wall boundary and main gate, parking and Security in school, the School Health Centre/services/First aid/Beds etc., the hygienic food/Mid-Day-Meal/canteen/cafeteria or foods services etc., furniture facilities of desks, benches, chairs, blackboards, dusters and chalks, the facility of electricity supply (electrical wiring/light/fans in rooms and Un-interrupted power supply (UPS) or available for 24 hours per day in school, The safe drinking water in the school, The facilities of school sanitary, basic amenities and Separate Urinal/toilet/lavatories blocks for boys and girls, The Fire Safty ABC Powder etc.

b. Human Resources : The facilities of career guidance and counseling to the students, NTTs for ECCE (Nursery/Lower Kindergarten/ Upper Kindergarten), PRTs (Primary Teacher), TGTs (Trained graduate Teachers) subject wise, PGTs (Postgraduate Trained Teachers) Subjects wise, PTIs (Physical Training Instructor), YTIs (Yoga Training Instructor), Librarian, Other Staffs, Number of teachers for first class to fifth class pupil-teacher ratio (excluding Head-Teacher) shall not exceed forty students, if upto-40= 1 teachers| 61-90 = 3 teachers | 91-120 = 4 teachers | 121-200 = 5 teachers., Number of teachers for sixth class to eight class at least one teacher per class so that there shall be at least one teacher each for science-mathematics| social science| language, The Non-teaching staffs for work in this school like librarian, LDC, Computer operator, Peon/office assistant and security guard etc.

c. Government policy and programmes on infrastructural facilities: The standard norms of the govt.rules concerning the infrastructural facilities, The early childhood care and education (ECCE), as per the rule of RTE Act 2009 are norms about the infrastructural facilities full-fill in the school.

d. Cognitive Learning Resources and co-curricular activities (Scholastic and Co-scholastic) : Teaching learning material (TLM), Curriculum, Syllabus, Textbooks, Teacher handbook, Teaching aids, The kits for arts and craft, The existing cognitive learning resources and infrastructural facilities to boast students' in the school, The facilities for remedial classes and diagnosis, Thefinding difficulties of student in while teaching and learningproblem of students between teacher, The management of school library for access to any time or specify free period, Opportunities of experiencing toSelf-Help Activities with communities, Pre-vocational skill development activities, Picnics/tours/excursions/school functions/exhibition, Poetry recitation, dance classical and western, drama, painting competition, debate, eloquence message etc.

e. Laboratory: Basically the labs deal with the students in virtual experiences about the new experiment in the age of computer. Science labs or different labs like Maths lab, Language lab, chemistry lab, computer lab. To encourage students to learn through practice, it has provided to students with fully-equipped in any lab. They can access the study materials for performing different science, language, mathematical experiments. In addition to regular assignments, students also play mathematical games in computer like puzzles in the lab area. All laboratories serve to teach students about different methodologies and bridge the gap between the real and the abstract world. Their skills of reasoning, logical thinking and connecting ideas enhance with every lab session. These labs are included the Chemistry Lab, Mathematics Lab, Biology Lab, Physics Lab, Language Lab. Co-curricular activities in students are regular participating in this school? Like, Scout Guide, NCC, NSS, Athletics, Footballs, Netball, Drama, Music, Others specify in different competition of the co-curricular activities at level of a) Zonal b) District c) Country d) Regional e) National f) International.

f. Educational Technology Resources: The technological management presidium provides a tech-classroom environment that fosters excellence and motivates

students towards better performance. The present models of classrooms are aesthetically designed and integrated with smart boards and well-furnished desks. With technological support, our skilled teachers provide guidance to each individual. The emphasis is on making every classroom session interesting and interactive. New emerging concept of ICT or Integrating robotics into our curriculum fulfils the need of present-day learning environments where our future leaders need to be technologically sound and can enhance their skills including creativity, innovation, cooperation, team work and self-confidence. Through hands-on learning sessions, we aim at strengthening the bottom-line understanding of science, technology, mathematics in a collaborative manner. Robotics labs encourage question based approach of learning that helps students exercise their imagination through experimental challenges. So, these facilities of television with sate-light connection (setup-box) for programme like Swayamprabha etc., The facilities of speaker,Radio/news for '**ParikshaPe Bat 2.0' or *'Man ki Bat'*** etc., Lecture with Digital Podium, Computer Lab, Projector/ Projection System/ceiling mounted digital projector, Sound System, Smart Board (Interactive whiteboard), Dry erase whiteboard, Documents camera, Digital-slate or pad, Digital-pen, Pointer, Printer, The facility of computers orlaptop, Internet/Server facilities, The smart classrooms in the school, Logitech-web-camera, The assisting Technological facilities for CWSN like sound acoustic and different equipment etc., Infrared microphones, The facility of Bus with wireless connection of GPRS/SMS, Online courses or any facility like website, Online admission, smart Assignment and Assessment System

g. Human Performance Resources (Gymnastic, Games & Sports):

(i) Games Events: Cricket-bat, ball, pad, gloves, albaguard, ed guard, helmet, stump, bail etc., Badminton – shuttle, rocket, Net-pol, Chess-board, Caromboard- carom-man, striker &powder, Table Tanis- Bat, Ball, Rope-skipping rope set, Kabaddi: kit knee cap, Handball: Net pol, Football: Ball shoes, Volley ball, Archery: Arrow, bow and target board (ii) Athletics: (Field (iii) Events): Swimming, Ice-Skitting (iv) Throw event: Shot-put Throw, Javelins, Discus, Hammer Throw etc. (v) Track Events: Running, Hurdles, Long Jump, High Jump, Triple Jump (vi) Hockey: Stick, Ball, Poll Net Sign guard (vii) Lawn-Tanis: Racket & Tanis Ball (viii) Gymnastic:Climbing walls and ladders (ix) Physical & Mental Fitness: Doughnuts/mini-mats/gymnastic dance and music Cradle and drum/mini-steps/fun cube/ tunnels/wedges/flic-flacrolls etc. Present in the school infrastructure development is very new idea of modern globalization which is introducing in different activities in the rooms to nurture the inner potential of every student, to give wings to their creativity and to enhance their learning skills. So, different activities of rooms play a big role in strengthening the roots of talent in each and every student. The open air amphitheatre stage or auditorium, its artistic beauty makes a splendid addition to the grandeur of Presidium. The amphitheatre and auditorium are used for all sorts of outdoor stage activities including competitions, annual functions, national festival celebration, and completion of different house of school and club meet, etc. The overall development of students is only possible when all necessary with advance facilities are provided in the school

5. Objectives of the Study

The following were the objectives of the present study.

1 To make a comparative study between the available infrastructure facilities of Central Govt. schools, M.P. State Govt. schools, Private schools and NGOs Schools.
2 To make a comparative study of the available infrastructure facility of urban schools and rural schools in the Anuppur District of M.P.
3 To critical study about the conditioning with available Infrastructure facilities at different denomination of schools and levels of Pre-Primary, Primary, Upper-Primary, Elementary, Secondary (High School), Sr. Secondary (Higher School).

6. Hypothesis of the Study

The following hypotheses were formulated for the study.

1. The infrastructure facility of central and state Govt. significantly difference between Private and NGOs running schools.
2. The infrastructure facility of Urban schools the most significant difference between the rural schools in the Anuppur District of M.P.
3. The critical analysis of infrastructure facility at different denomination of schools and levels of Pre-Primary, Primary, Upper-Primary (Elementary), Secondary (High School), Sr. Secondary (Higher School) with critical justification on adequate facilities of school infrastructure

7. Methodology of the Study

Survey methods were employed for the study in the different school under the district of Anuppur in Madhya Pradesh.

8. Rational of study area and population sample

Random sampling technique was employed for the study of different denominated Schools. The schools are selected from the Anuppur District and school was purposive selected for the study.

Population of Study Sample Area

Table No. -1

S.No.	District	Block	Location of School	Denomination of School	Levels of classes offer in School
1	ANUPPU	Pushprajgarh	Rural & Urban	A : Central Government of Schools	PPR, PRM, UPR, SCR, SRS
2		Pushprajgarh	Rural & Urban	B: State Government of Schools	PPR, PRM, UPR, SCR, SRS
3		Pushprajgarh	Rural & Urban	C: Private Schools	PPR, PRM, UPR, SCR, SRS
4		Pushprajgarh	Rural & Urban	D : NGOs Schools	PPR, PRM, UPR, SCR, SRS

	R				

*See acronyms [PPR, PRM, UPR, SCR, SRS],

Tools and Techniques:

Researcher assessed the adequate facilities of different denominated schools according to recorded data of school. The questionnaire was developed and administered a by the researcher. The tools development was done at two stages and two other tools were developed in last one stage. In the first stage, 20, 30, 40, 60 Items to relate to the school infrastructure were written to questionnaire for School Head, School Teachers, School Students and Self –observatory on tools and submitted to the experts for selection. After rejection and given the appropriate suggestions the development of good tools. Then, incomplete tool of the Learning environmental resources and infrastructural facilities in the school questionnaire for the school Teacher design as five point scale: (i) Excellent, Good, Average, Poor, Very poor (ii) Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree (iii) Very Adequate, Adequate, Inadequate, Very Inadequate, Not Able to Rate (iv) Very High High, Moderated Low, Very Low, Highly Adequate, Adequate Inadequate, Highly Inadequate and Not Available included all 32 items for teachers. There positive Items and Negative Items the scoring for positives items in scale was 5,4,3,2, and 1, respectively. The Items for the school students' questionnaire in 41 items of yes or No were finally retained. For another suggestion 50 statements used and retained but again, these tools comprising with 70 statements (Yes or No) were administered to the observatory checklist-cum-interview on LER. As per their suggestions the statements were modified and submitted to the experts, again. The experts intensively checked the items and corrected whenever, necessary. Finally they retained 50 items for the LER and IF in the school for the Head of the School. These tools were administered in the four denominated schools of rural and urban.

Procedure of Data Collection:

The method employed for the study was survey. The school infrastructural tools were administered to 8 schools at four different denominated schools. They were assessed to respond to all the statements given in the questionnaires. They took their own time to complete and also researcher has observed in the school. On an average every schools' Head, School teachers, Students and took one hour to complete the tools. These were collected and scored, properly to the tools.

Statistical Techniques used for the analysis of Data:

The statistical techniques used for data analysis descriptive statistics, compare of Means, Standard Deviation, Range of recorded response on the adequate school infrastructure, Percentiles of analysis of school student and school teachers on school infrastructure, and analysis of variation, Charts figures through represent the analyzed data were used for this Analysis of Data which are collected from the different schools and rural-urban under Anuppur district of Madhya Pradesh.

9. Analysis, Interpretation and findings of the study:

The following findings flow from the interpretation of data presented in the recorded data from the fields:

Table No. -2

Summary report of IFS based on responses of Students				
Responses on Infrastructural Facilities in School				
Location of school	Denomination of Schools	Mean	N	Std. Deviation
Rural	Central Government of Schools	32.40	5	5.771
	State Government of Schools	34.00	5	7.106
	Private Schools	34.40	5	5.595
	NGOs Schools	31.00	5	5.431
	Total	32.95	20	5.689
Urban	Central Government of Schools	38.20	5	1.643
	State Government of Schools	32.00	5	5.148
	Private Schools	33.80	5	3.421
	NGOs Schools	33.60	5	3.647
	Total	34.40	20	4.122
Total	Central Government of Schools	35.30	10	5.034
	State Government of Schools	33.00	10	5.944
	Private Schools	34.10	10	4.383
	NGOs Schools	32.30	10	4.572
	Total	33.68	40	4.958

Findings *(1):* According above analysis of the recoded response of all students on schools' infrastructure facilities in the schools. The results as comes, the Central Govt. schools of available infrastructure facilities the highest adequate facilities and the lowest is the NGOs working schools. State Govt. Schools and Private schools of facilities little difference between each other's.

Fig. 1.0 : Response of Students on the school infrastructure facilities in the different denomination of schools

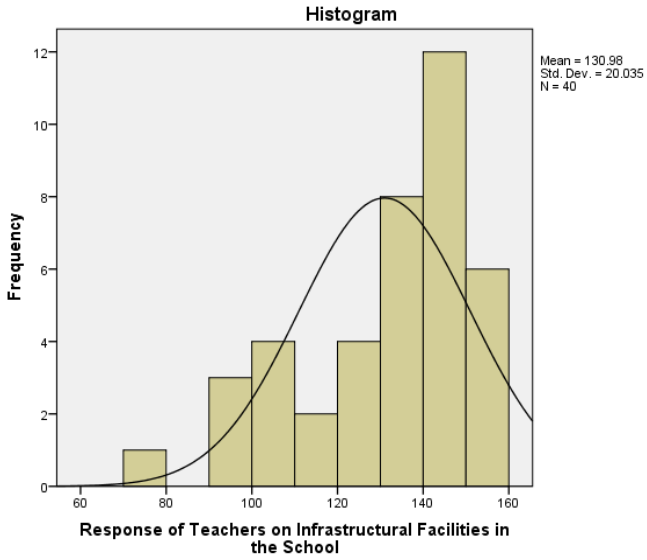


Fig. 2.0 : Responses of teachers on the school infrastructure facilities from the different denomination of schools distribution non-probability curve

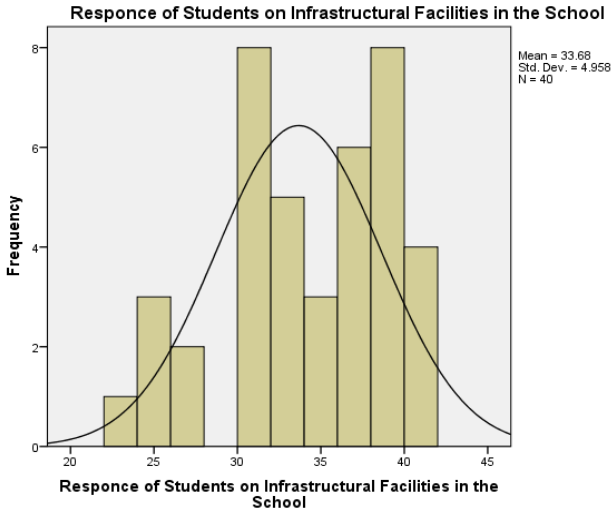
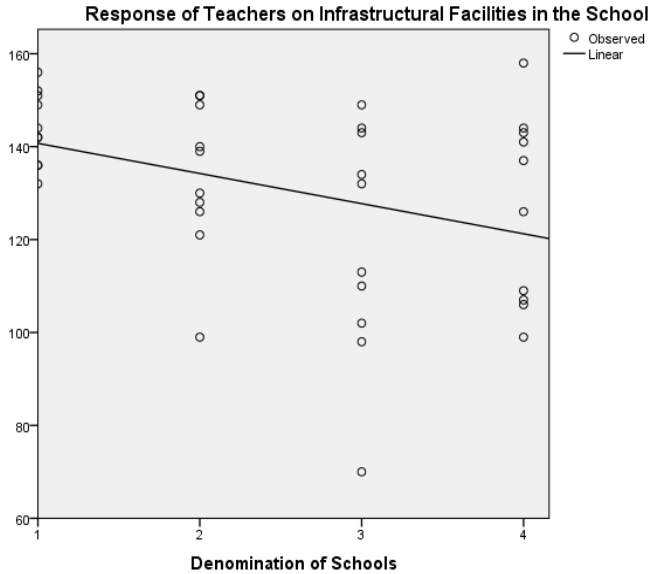


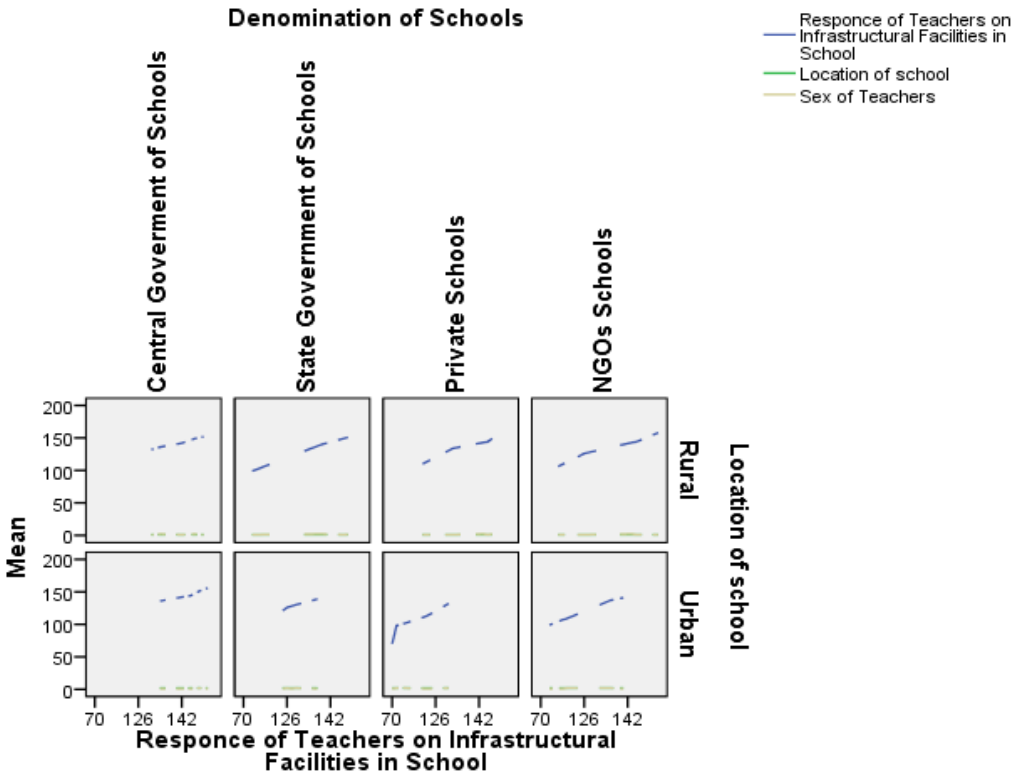
Figure 3.0: Linear graph depicted to denominations of IF

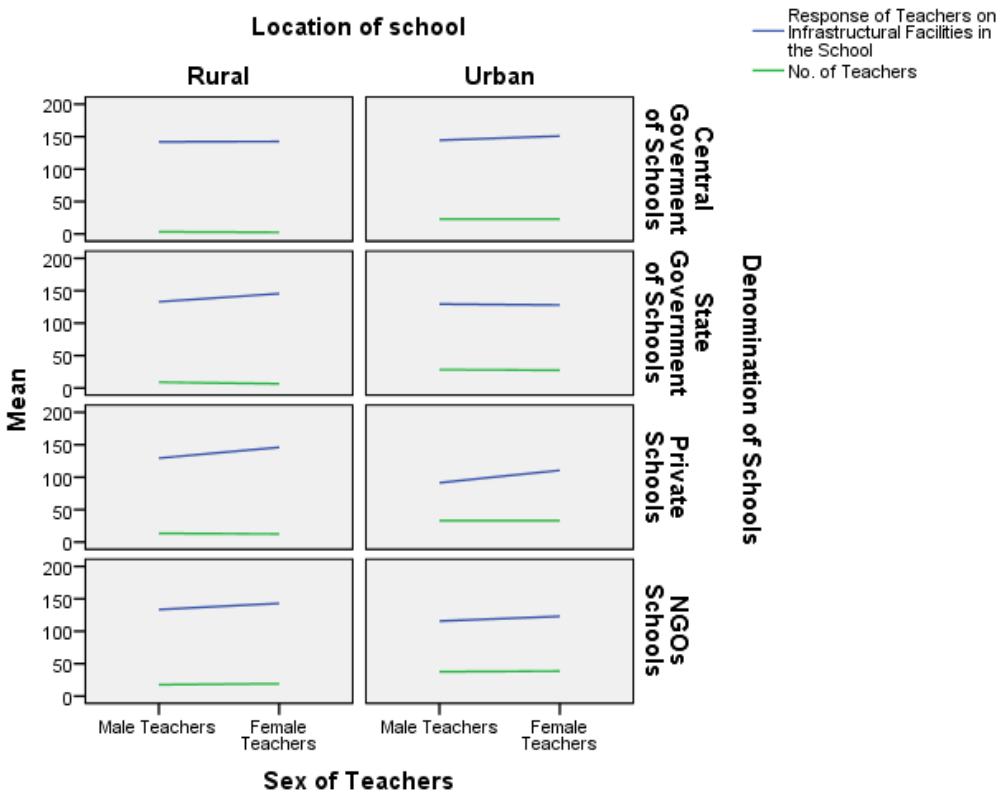


Findings (2): The result according to the above analysis in the table about the Teachers recoded response on schools' infrastructure facilities in the schools. The results according to table no.-4.5, come as, the Central Govt. schools of available infrastructure facilities the highest adequate facilities (144.00) and the lowest is the NGOs working schools (127.00) and State Govt. Schools and Private schools of facilities little difference between each other's. So, we can be say the similar result according to prier result of finding.

Table No. -3

Summary report of IFS based on responses of Teachers								
Location of school	Denomination of Schools	Mean	Std. Deviation	Minimum	Maximum	N	Sum	Range
Rural	Central Government of Schools	142.20	8.438	132	152	5	711	20
	State Government of Schools	138.00	22.271	99	151	5	690	52
	Private Schools	136.00	15.508	110	149	5	680	39
	NGOs Schools	135.40	19.970	106	158	5	677	52
	Total	137.90	16.170	99	158	20	2758	59
Urban	Central Government of Schools	145.80	7.823	136	156	5	729	20
	State Government of Schools	128.80	6.611	121	139	5	644	18
	Private Schools	103.00	22.672	70	132	5	515	62
	NGOs Schools	118.60	19.047	99	141	5	593	42
	Total	124.05	21.483	70	156	20	2481	86
Total	Central Government of Schools	144.00	7.902	132	156	10	1440	24
	State Government of Schools	133.40	16.229	99	151	10	1334	52
	Private Schools	119.50	25.255	70	149	10	1195	79
	NGOs Schools	127.00	20.418	99	158	10	1270	59
	Total	130.97	20.035	70	158	40	5239	88





Findings (3): The result according to the above analysis in the table about the recoded response of head of schools infrastructure facilities in the schools. The results according to table no.-4.7, 4.8 and 4.9 of come as, the Central Govt. schools of available infrastructure facilities the highest adequate facilities of mean values (19.50, 9.50 & 8.50) in terms of PR, LER, & ETR and the lowest is the NGOs working schools of IF in mean values (12.50, 5.50 & 3.50) in terms of PR, LER, & ETR and State Govt. Schools and Private schools of Infrastructural facilities the little most difference between each other's. So, we can be say the similar result according to prier results of finding., Findings (4) : The result according to the above analyzed data and after interpretations of data, there are different conclusion comes according to observations of research investigator as previous analysis of data of teachers and head of schools. It is different results leads to conclusion for further inference overall all. It may be again can be say about the central government of schools is significant differences in reference to infrastructural facilities in the schools compare to mean of all these denominated schools of values included all analyzed table 4.10-4.16. As in terms, the Central Govt. schools of available infrastructure facilities the highest adequate over all facilities than SGS, PVS, and NGOS schools. So, we can be say the similar result reveals to prier results of finding., Findings (5): The result refers to the above analyzed data and after interpretations of data, conclusion reach to come the observations of teachers as previous analysis of data of objectives of first. It is different results leads to conclusion for further inference overall all. It may be again can be say about the central government of schools is significant differences in reference to infrastructural facilities in the schools compare to mean of all these denominated schools of values included all analyzed table 4.17 & 4.18 and include to 4.20.3. As in terms, the Central Govt. schools of available infrastructure facilities the highest adequate over all facilities but as in urban than rural schools. So, we can be not said the similar result reveals to prier results of finding. Finding concludes only with significant difference between different denominations of schools but not case in the group between rural and urban., Findings (6): The result refers to the above analyzed data and after interpretations of data, conclusion reach to come on the basis of responses of school's Head. It is results leads different to conclusion as per the table no.4.21.1, 4.22.2 & 4.23.1 in terms, Urban schools of available infrastructure facilities the highest adequate over all facilities compare with rural but in terms of physical facilities the rural schools is rich high than urban schools. So, we can be not said the similar result reveals as prier results of finding., Findings (7): Findings: The results reveals under the above analyzed data and after interpretations of data, conclusion reach to come on the basis of observations of research investigator under the second objectives of study. It is further cited the table 4.27.1 (urban), 4.27.2 (urban), 4.27.3 (urban), 4.27.4 (urban), 4.27.5 (equal: urban-rural), 4.27.6 (urban) & 4.27.7 (urban). So, it may be again be able to be say about the urban schools of infrastructure is better than rural setup of school infrastructures., Findings (8): The results of second objective under the critical study leads to the conclusion of infrastructural facilities in the rural is better of central schools, not in point of SGS schools, but PVT schools of conditions is near about both were same. Further, in point to infrastructural facilities in the schools of SGS some lack of problem like HR, PR, TR etc. and PVT and NGOs were also lack of Infrastructural facilities in rural areas of Anuppur district of MP.

10. Discussion on the findings of the Study

(a) School Infrastructural Facilities Significant Role in Teacher Retention in Schools- The study finding is show that

the school infrastructure facilities of significant role in the school teachers retention. This finding is supported by the study conducted by Buckley, Schneider, and Shang (2004) indicated that the quality of school facilities was a significant issue in decision making of individual schoolteachers. They further states that "The quality of school amenities is a chief prophet of the attrition and retention decision". Buckley and others observed that, there were a large number of factors that clearly affect teacher retention, "the somatic location (school building), and the worth of the location can affect the capability of teachers, their morale, and health and safely of school teachers". **(b)** School Infrastructural Facilities Part of Job Satisfaction**-** The finding of the study show that the school infrastructure facilities of significant role in the part of job satisfaction of teachers in the school. This finding is supported by the study conducted by Betty, A. Rodney, T. Ogawa, Dena S. and Casia F. (2010) in their study, Retaining Teachers of Color: A Pressing Problem and a Potential Strategy for "Hard-to-Staff" Schools founds a handful of studies suggest that the degree to which teachers' orientations to serve students of color is harmonized. They also suggested that chances and sustenance provided by schools to ratify these assurances might significantly contribute to retaining teachers of color, principally in hard-to-staff, urban schools with very high degrees of students of color. According to Lackney and Picus (2008), the management of school facilities lasted a lifetime, while planning, designing new construction for schools took only two or three years. Administrators needed to establish and monitor facility maintenance programs for their school districts. This maintenance program included preventive, deferred, repair or upkeep, and emergency maintenance. Responsibility for this facility management lies with the district office and the school site. **(c)** School Infrastructural Facilities Upkeep to Health and Safety- The finding of the study show that the school infrastructure facilities of significant role in the upkeep to health and safety in the relation with school. This finding is supported by the study conducted by Ingersoll (2003) denoted that in the United States, about 50% of the teachers left the occupation within first five years of their teaching. Movement of these teachers definitely affected the composition of teachers in the school, institutional stability, qualification and the demography of the teacher workforce. Schneider (2002) pointed out that school facilities had a direct effect on teaching and learning. He also found that the poor conditions of school facilities made it difficult for teachers to teach their students or provided an adequate education to their students, which affected teachers' health and safety. These poor conditions caused teachers to leave their schools and leave the teaching profession. "Our country's school facilities are a serious part of the educational system. Their condition and up keep must be talked in the continuing discourse about student success, teacher efficiency, and responsibility". **(d)** School Infrastructural Facilities affect to Students Achievement and Accountability- The finding of the study show that the school infrastructure facilities of significant affect to students achievement and accountability in the school. This finding is supported by the study conducted by Darling-Hammond (2000) in his study specified that the belongings of well-prepared teachers on student success were stronger impacts than of student's family background factors, such as minority status, poverty, and language background. Darling Hammond found that teacher turnover directly affected student achievement and accountability. **(e)** School Infrastructural Facilities Augment the Teaching-Learning Environment- The findings of the study show that the school infrastructure facilities of significant augment the teaching-learning environment. This finding is supported by the study conducted by according to Ma and MacMillan (1999), professional teaching competency, administration control, and organizational culture were work place conditions that affected our school facilities and had an impact on students' learning and academic performance. Keller (2003) pointed out that teachers were influenced by the physical conditions within they work, just as students' behaviors and attitudes were impacted by their physical surroundings teachers in larger schools had taught in non-instructional areas such as hallways or closets according to Randall, Fedor, and Longenecker (1990), teacher job satisfaction was a multifaceted construct that was critical to school effectiveness, teacher retention as well as teacher commitment. Rosenholtz and Simpson (1990) analysed factors that could contribute to the commitment of teachers to the workplace. Rosenholtz and Simpson found that the burden of non-teaching obligations affected the commitment of new teachers much more than it does for experienced teachers. Evidence also showed that school management of student behavior also affected the commitment of new teachers more than the commitment of experienced teachers. **(f)** School Infrastructural help to Increase the Achievement of the Students at [PPR, PRM, UPR, SCR, SRS]: The findings of the study show that the school infrastructures help to increase the achievement of the students at PPR, PRM, UPR, SCR & SRS. This finding is supported by the study conducted by SwapnaLahon (2012) a Study of Infrastructure Facilities In Secondary Schools of Assam State With Special Reference to Sivasagar District Research, Assessment of School Infrastructure at Primary and Upper Primary Level: A Geospatial Analysis Article in Journal of Geographic Information System. In this research found to school infrastructure help to increase the achievement of the students. **(g)** School's Infrastructural Facilities in Learning Environment and Students' Outcome- The finding of the study show that the school infrastructure facilities of significant role in the learning environment and students' outcome. This finding is supported by the study conducted by Bijaya Nepal and Hatiya Janapriya (2016) Relationship among School's Infrastructure Facilities, Learning Environment and Student's Outcome, this study help to how infrastructure facilities are provide the adequate teaching-learning facilities in the school. This is fact after study this paper which is helping me to exploration on the school infrastructural research study. **(h)** School infrastructural facilities in four denominations of schools, their locations of schools and outcomes of critical objective of study**:** The findings and discussion related to the above objectives are given in caption 5.3.1, 5.3.2 & 5.3.3, as under. (i) School Infrastructural Facilities in Four Denominations of Schools Namely CGS, SGS, PVS, NGOs: The present study also reveals that the Central Govt. schools of available infrastructure facilities the highest adequate facilities and the lowest is the NGOs working schools. State Govt. Schools and Private schools of facilities little difference between each other's. The results according to table no.-4.5, come as, the Central Govt. schools of available infrastructure facilities the highest adequate facilities (144.00) and the lowest is the NGOs

working schools (127.00) and State Govt. Schools and Private schools of facilities little difference between each other's. So, we can be say the similar result according to prier result of subsumes.The result is basis of recorded response of head of schools on infrastructure facilities in the schools. The results considered according to table no.-4.7, 4.8 and 4.9 of come as, the Central Govt. schools of available infrastructure facilities the highest adequate facilities of mean values (19.50, 9.50 & 8.50) in terms of PR, LER, & ETR and the lowest is the NGOs working schools of IF in mean values (12.50, 5.50 & 3.50) in terms of PR, LER, & ETR and State Govt. Schools and Private schools of Infrastructural facilities the little most difference between them.These are denominations of schools values with analyzed table 4.10-4.16. As results in terms of table values, the Central Govt. schools of available infrastructure facilities the highest adequate over all facilities than SGS, PVS, and NGOS schools. So, we can be say the similar result not to reveals to prier results of finding that is significant say (mean square 12.500/df 2). (ii) The Locations of Schools under Rural and Urban: As per the table of analysis of variation that result is reveals to the above analyzed data in chapter IV and further interpretations of data in conclusion no found the significant result between the rural and urban (The F-Values is .500 and df is 2). Therefore, It is different results leads to conclusion, It may be again can be say about the central government of schools is significant differences in reference to infrastructural facilities in the schools compare to mean of all these denominated schools of values included all analyzed table 4.17 & 4.18 and table include to 4.20.3 with reference to rural and urban. Further, finding concludes only with significant difference between different denominations of schools but not case in the group between rural and urban. Similar result found when data was analyzed of schools heads, the conclusion reach to come out to on the basis of responses of school's Head, as per the table no.4.21.1, 4.22.2 & 4.23.1 in terms, Urban schools of available infrastructure facilities the highest adequate over all facilities compare with rural but in terms of physical facilities the rural schools is rich high than urban schools.Further, to analyzed the recorded data of research investigator. Then, reach to conclusion on the basis of observations under the second objectives of study. It is further cited the table 4.27.1 (urban), 4.27.2 (urban), 4.27.3 (urban), 4.27.4 (urban), 4.27.5 (equal: urban-rural), 4.27.6 (urban) & 4.27.7 (urban). So, it may be again be able to be say about the urban schools of infrastructure is better than rural setup of school infrastructures but not be able to say significant between the difference between rural and urban only except the central government of schools influenced the results. **(**iii) The Outcomes of Critical Objective of Study Under PPR, PRM, UPR, SCR, SRS in The Rural-Urban And Denominations of Schools: As per third objective under the critical study leads to the conclusion of infrastructural facilities in the rural is better of central schools, not in point of SGS schools, but PVT schools of conditions is near about both were same as well as the PPR, PRM, UPR, SCR, SRS it is not similar data available to comparative with all denominations of schools. In it's not mentioned the recorded data of the school heads, teachers, students and the research investigator for this study. Further, in point to infrastructural facilities in the schools of SGS some lack of problem like HR, PR, TR etc. and PVT and NGOs were also lack of Infrastructural facilities in rural areas of Anuppur district of MP.

11. Educational Implications of the Study

The educational implications of study for the school management, administrator, teachers, and policy makers are given below. (i) School management: school infrastructure facilities in the school it is essential components for the school management. So, this study which is helpful for making the management of the school. (ii) Administrator: The educational administration should be providing the opportunity to the training institute of teachers. They should take to new tech infrastructure management in the school. (iii) Teachers: The school teachers for very difficult to managed without enrich infrastructure facilities so that is advance acknowledge to them for job satisfaction and health conditioning, and support to the teaching-learning process. (iv) Policy makers: The findings of the study of implications are very useful for the policy makers with respect to Infrastructural facilities in the schools.

12. Conclusion

The present study reveals the following conclusions. (i) The Central Govt. schools of infrastructure facilities the highest adequate, the lowest is the NGOs under working schools. State Govt. Schools and Private schools of facilities it is adequate but not very highest adequate than CGS that results is according to mean values in table no.-4.5.(ii) The denominations of schools values with analyzed table no. 4.10-4.16. As results in terms of table values, the Central Govt. schools of available infrastructure facilities the highest adequate over all facilities than SGS, PVS, and NGOS schools. So, we can be say the similar result not to reveals to prier results of finding that is significant say (mean square 12.500/df 2) as per the table of analysis of variation that result is reveals to the analyzed data. Further, interpretations of data in conclusion no found the significant result between the rural and urban (The F-Values is .500 and df is 2) and hypotheses was rejected. Therefore, It is different results leads to conclusion, It may be again can be say about the central government of schools is significant differences in reference to infrastructural facilities in the schools compare to mean of all these denominated schools of values included all analyzed table 4.17 & 4.18 and table include to 4.20.3 with reference to rural and urban. (iii) Further, finding concludes only with significant difference between different denominations of schools but not case in the group between rural and urban.(iv) Similar different, result found when data was analyzed of schools heads, the conclusion reach to comeout to on the basis of responses of school's Head, as per the table no.4.21.1, 4.22.2 & 4.23.1 in terms, Urban schools of available infrastructure facilities the highest adequate over all facilities compare with rural but in terms of physical facilities the rural schools is rich high than urban schools.(v) To analyzed the recorded data of research investigator. Then, reach to conclusion on the basis of observations under the second objectives of study. It is further cited the table 4.27.1 (urban), 4.27.2 (urban), 4.27.3 (urban), 4.27.4 (urban), 4.27.5 (equal: urban-rural), 4.27.6 (urban) & 4.27.7 (urban). So, it may be again be able to be say about the urban schools of infrastructure is better than rural setup of school infrastructures but not be able to say significant between the difference between rural and urban only except the central government of schools influenced the results. As per third objective under the critical study leads to the conclusion of infrastructural facilities

in the rural is better of central schools, not in point of SGS schools, but PVT schools of conditions is near about both were same as well as the PPR, PRM, UPR, SCR, SRS it is not similar data available to comparative with all denominations of schools. In it's not mentioned the recorded data of the school heads, teachers, students and the research investigator for this study. Further, in point to infrastructural facilities in the schools of SGS some lack of problem like HR, PR, TR etc. and PVT and NGOs were also lack of Infrastructural facilities in rural areas of Anuppur district of MP.

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