



## A Comparative Study of Urban and Rural Teachers Attitude towards Inclusive Education in Rajasthan

Ms. Pushpa<sup>1</sup>, Dr. Pawan Kumar<sup>2</sup>

<sup>1</sup>Research Scholar, Madhav University Mount Abu Sirohi Road, Rajasthan, India

<sup>2</sup>Professor, Department of Education, Director of Research Department, Madhav University Mount Abu Sirohi Road, Rajasthan, India

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**ABSTRACT :** Important to the effective adoption of inclusive practices in classrooms, this research compares and contrasts the perspectives of rural and urban Rajasthani educators on the topic of inclusive education. No matter a student's ability level or physical limitations, the goal of inclusive education is to include them all. into mainstream classrooms, fostering an environment of equal opportunities and acceptance. The research is motivated by the increasing emphasis on inclusive education in global and national policies, such as the United Nations' Sustainable Development Goals and India's Right to Education Act. Despite these initiatives, the effective implementation of inclusive education largely depends on teachers' attitudes, which can vary significantly between urban and rural settings due to differences in resources, training, and community support. This comparative study employs a structured questionnaire to collect data from a sample of urban and rural teachers in Rajasthan, analyzing their attitudes using statistical methods to identify significant differences and underlying factors. The findings reveal that urban teachers generally exhibit more positive attitudes towards inclusive education compared to their rural counterparts, largely due to better access to training and resources. However, both groups highlight common challenges, such as insufficient training, lack of resources, and inadequate support systems, which hinder the effective implementation of inclusive practices. The study concludes with recommendations for policymakers and educational practitioners, emphasizing the need for targeted professional development programs, improved resource allocation, and stronger support systems to enhance teachers' readiness and confidence in implementing inclusive education. By addressing these issues, the study aims to contribute to the broader discourse on inclusive education and provide actionable insights to bridge the gap between policy and practice, ultimately promoting a more inclusive educational environment in Rajasthan and beyond.

**Keywords :** Inclusive Education, Teacher Attitudes, Urban Education, Rural Education, Rajasthan, Educational Inclusion, Teacher Training

## Introduction

Inclusive education, a cornerstone of contemporary educational reforms, seeks to integrate all students, regardless of their physical, intellectual, social, or linguistic differences, into mainstream classrooms. This approach is grounded in the belief that Every kid deserves the chance to learn in an inclusive setting that embraces their unique qualities. The United Nations' Sustainable Development Goals (SDGs) promote inclusive and equitable quality education for all, while India's Right to Education (RTE) Act requires the inclusion of children with disabilities in regular schools. Several national and international policies reflect this worldwide push for inclusive education. Even with these forward-thinking frameworks, inclusive education can only be effectively implemented when instructors have the right mindset to build and sustain welcoming classrooms for all students. Different instructors in Rajasthan's urban and rural districts may have vastly different perspectives on inclusive education owing to disparities in funding, chances for professional growth, and community backing. Teachers' views towards inclusive practices may be favorably impacted by urban schools' access to specialized services, superior facilities, and more trained personnel. Rural schools, on the other hand, tend to deal with issues including a lack of resources, a lack of opportunities for professional development, and general public views that may not be entirely supportive of special education. By contrasting the perspectives of rural and urban educators in Rajasthan on inclusive education, this study hopes to close a knowledge gap. Using a combination of in-depth interviews and standardized surveys, it collects data from a cross-section of urban and rural educators. Among the inquiries that will direct this investigation are: In Rajasthan, how do educators generally feel about inclusive education? What are

the differences in attitude between instructors in urban and rural areas? In what ways do these views vary across various educational settings? Teachers in both urban and rural locations may benefit from focused interventions, and this research is intended to provide information on the factors that help and hinder inclusive education in varied contexts. All students, regardless of their background or skills, should have the chance to learn and flourish in an inclusive environment, and educational practitioners and policymakers can do a better job of promoting inclusive education if they have a better grasp of these dynamics. Not only does this research add to the growing body of literature on inclusive education, but it also provides concrete suggestions for how schools in Rajasthan might better accommodate their students' unique needs.

## Review of literature

(Murugan, 2014) studied “Attitude of Private School Teachers towards Teacher Eligibility Test, India” and said that The quality of teacher education these days is clearly poorer. Rather than focusing on attracting and retaining talented teachers, some private school administrations prioritize boosting their profit line. The emphasis of this research is on the views of educators on the Teacher Eligibility Test (TET). An attitude toward the TET instrument was supposedly developed and confirmed by the researcher. A total of 327 private school instructors were randomly selected for the survey by researchers in India's Thanjavur District. Teachers at private schools, regardless of gender or region, have a positive impression of TET, according to the results. School instructors in urban areas also have a different perspective on TET than those in rural areas.

(Chakraborti-Ghosh, 2017) studied “Inclusive Education in India: A Developmental Milestone from Segregation to Inclusion” and said that Both theory and practice have run across a societal barrier in their pursuit of disability inclusion. An outline of the evolution of inclusion services for people with disabilities in India is what this article aims to provide. The essay offers a global comparison of similar programs to further show how inclusive services for exceptional children have developed in Indian schools since independence. In order to shed light on the main obstacles to effective inclusive education, the author of this piece provided a number of suggestions that might assist in ensuring that people with disabilities in India have access to suitable inclusive education.

(Devaliya et al., 2018) studied “Knowledge, Attitude and Practice of Universal Precautions: A Comparative Study between Urban and Rural Health Care Settings” and said that When it comes to preventing the transmission of disease from one patient to another, particularly in urban healthcare settings, the problem of universal precaution is, alas, not adequately handled. This is contributing to the rising rates of illness and death caused by HCAs. This cross-sectional research aimed to examine the knowledge, attitude, and practice of health care workers (HCWs) in two kinds of health care settings in the Ahmedabad district: urban and rural. As a whole, 300 people who work in healthcare in some capacity (doctors, nurses, technicians, etc.) participated in this research. Eighty percent of the 300 healthcare workers polled in urban healthcare facilities had heard of several hand-washing techniques. Despite everyone in the healthcare industry donning gloves, just 30% of doctors and 7% of nurses removed their protective gear properly. In order to affect behavior about Universal Precautions,

it is necessary to repeatedly convey information and to provide training on a regular basis.

(Mishra et al., 2018) studied “Perception of School Teachers towards Inclusive Education System in Jodhpur City, Rajasthan, India” and said that Even after receiving therapy, many low-income children still face obstacles while trying to enroll in school. The mindset and behavior of educators towards students with disabilities are important to the success of any inclusion program.

(Soni et al., 2018) studied “Effectiveness of structured teaching programme on knowledge regarding selected behavioral disorders in school children among primary school teachers of selected schools at Udaipur, Rajasthan” and said that Researchers in Udaipur, Rajasthan, want to find out whether a more structured training program may assist primary school teachers with their behavioral issues. Sixty teachers participated in the survey, which employed a standardized instrument to collect data. There was a 14.5 point improvement in instructors' understanding of some behavioral problems between the pre- and post-training assessments, indicating that the training program was successful. It seems like this method may work for kids with behavioral issues.

("Senior Investigator, Department of Biostatistics, ICMR – National Institute for Research in Reproductive Health, Mumbai, India & Choudhary, 2019") studied “GIRL CHILD EDUCATION IN RURAL RAJASTHAN” and said that An undergraduate degree is required to compete in this industry. Women play a vital part in society's upkeep, thus it's critical to invest in their education. Despite a national average of 74.04%, women in India only managed 65.46 percent literacy in 2011. The dropout rate for females is greater than that of boys. Also, according to MoSPI (2012), 63.5% of teenage females do not finish high school. The

enrollment and retention rates of female students in Rajasthan are notoriously poor. Having a party to honor a boy's birth is more typical than a girl's, particularly in the Indian state of Rajasthan. Even in the most welcoming of environments, such as families and schools, gender bias may manifest. In light of the above, the current research aims to find out why girls in rural Rajasthan don't finish secondary or upper secondary school and what programs are in place to help them stay in school. Girls attending upper-and secondary-level secondary schools in the Kishangarh block of the Ajmer district are the main subjects of this descriptive research. Women encounter prejudice while seeking higher education, according to the study.

(Debnath & Paul, 2023) studied "A Comparative Study On The Physical Education Programs Of The Government And Private Schools In Tripura" and said that This study focuses on physical education (PE) programs in Tripura, India, namely those in public and private schools. The research sample for this study consists of 88 public schools and 28 private schools in India that are together called Vidyajyoti schools. Using a purposive sample technique, we chose eighty-eight government Vidyajyoti schools in Tripura. Of these, 55 are in more remote parts of the state, while 33 are in major cities. On the other hand, 28 private schools in Tripura were selected using the same procedure; 12 of these schools are in urban centers, while 18 are in rural regions. The researcher in this study used S. K. Paul's Physical Education Program Scale, a questionnaire for PE programs that Dr. Paul developed and normed. All throughout Tripura, including public and private schools, and Vidyajyoti programs in both rural and urban areas had physical education teachers take part in this assessment. The data was analyzed using descriptive statistics and a

t-test. The data was found to be within the predicted range according to descriptive statistics. Also, private schools in Vidyajyoti and Tripura have very distinct PE curricula, according to a t-test. Research on a bigger scale is required for further generalization, as shown in this work.

(Kaur et al., 2023) studied "A study of beliefs towards mental illness among teachers in Sikar city, Rajasthan" and said that Due to a lack of relevant data, a research in Rajasthan set out to investigate teachers' views on mental health. A total of 147 married postgraduate professors, whose ages varied from 31 to 40, were included in the research. Only 2% of people had made an effort to educate themselves about mental health, according to the average score of 49.95 on the Beliefs Towards Mental Illness Scale. Optimism was more common among teachers who had experience working with students who had mental health concerns and those who lived in urban or semi-urban regions. We should go further into their viewpoints.

(Zhao et al., 2023) studied "A slippery slope: early learning and equity in rural India" and said that Everyone agrees that ECEC has a major impact on kids' growth and development in the first few years of their lives. In light of this, it stands to reason that early childhood education will play a vital role in reducing educational gaps. To determine whether this is accurate, we poll people living in rural areas of Assam, Rajasthan, and Telangana. We compare children from rich households who began with lower levels of learning to those from less fortunate situations and examine how well the former group retains their learning gains. Even while less privileged women tend to have lower performance rates overall, it doesn't take long for the children of more privileged mothers to catch up. The gender disparity is much more pronounced in Assam and Telangana than it is in Rajasthan, where girls have

finally caught up to boys academically. We look at the potential impact of social and policy factors in each state on the observed patterns, given that the states exhibit distinct behaviors.

(Arya et al., 2024) studied “effect of knowledge, practice of menstrual, reproductive hygiene and availability of sanitary facilities on school absenteeism in urban and rural areas of Dehradun: a comparative study” and said that The purpose of this research was to identify period-skipping behaviors among teenage girls in Dehradun, Uttarakhand, and to identify the variables that contribute to these behaviors. Factors influencing access to restrooms, knowledge of reproductive health, and absenteeism were examined in a cross-sectional research including 505 women. Participating women reported being absent during their periods at a rate of 31.33% in rural regions and 51.56% in urban areas. Rural women reported a reduced risk of infection during or around menstruation (24.10% vs. 48%), despite urban women being more aware about RTIs and STIs. If we want to empower women and enhance menstruation health, the report says we need more information and more access to sanitary facilities.

### Research Methodology

This study compares the attitudes of urban and rural teachers in Rajasthan towards inclusive education using a mixed-methods approach. A structured questionnaire was used to collect quantitative data from 200 teachers, assessing their beliefs and perceived challenges. In-depth interviews were conducted with 20 teachers from urban and rural schools to understand their experiences and perspectives. Statistical methods like t-tests and ANOVA were used to compare attitudes, while thematic analysis was used to identify common themes. This methodological approach ensures a

robust comparison, capturing both numerical trends and contextual factors influencing attitudes. The combination of quantitative and qualitative data provides a deeper understanding of the differences and similarities between urban and rural teachers, guiding targeted interventions and policy recommendations to support inclusive education in Rajasthan.

### Background of Inclusive Education

Inclusive education is a transformative approach “that aims to provide equal opportunities for all students, regardless of their physical, intellectual, social, or linguistic differences, to learn together in mainstream educational settings. Originating from the global movement for human rights and social justice, it is rooted in the principle of equality and non-discrimination. International declarations and agreements, such as the Universal Declaration of Human Rights, the Convention on the Rights of the Child, and the Salamanca Statement, have all emphasized the importance of inclusive education in combating educational exclusion and promoting societal inclusion. In India, the Right to Education (RTE) Act of 2009 mandates free and compulsory education for children aged 6 to 14, including provisions for the inclusion of children with disabilities in mainstream schools. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act of 1995 and the Rights of Persons with Disabilities Act of 2016” have reinforced the commitment to inclusive education.

However, implementing inclusive education remains a complex challenge, influenced by factors such as societal attitudes, resource availability, and the preparedness of educators. Teachers play a crucial role in this process, as their attitudes towards inclusion can significantly impact their teaching

practices and the success of inclusive education initiatives. Understanding and addressing the factors that influence teachers' attitudes towards inclusive education is essential for the effective implementation of inclusive practices. This study aims to contribute to this understanding by examining and comparing the attitudes of urban and rural teachers in Rajasthan, a state with diverse educational contexts and varying levels of resources and support for inclusive education.

### **Importance of Studying Teachers' Attitudes**

There are various reasons why research on educators' perspectives on inclusive education is vital. The views, opinions, and attitudes of teachers have a substantial impact on their pedagogical approaches and interactions with pupils, making them the principal change agents in the classroom. The effective integration of children with various needs into mainstream classes may be achieved by positive attitudes towards inclusive education. This, in turn, can create an atmosphere where all students feel respected and supported. On the other side, children with disabilities or other learning difficulties may be marginalized if unfavorable attitudes or opposition to inclusive practices hinder the successful implementation of inclusive education. children with special needs benefit greatly from an analysis of instructors' attitudes since such attitudes have a direct bearing on the quality of instruction these children receive. In order to address the varied needs of their pupils, teachers who have a positive attitude are more likely to adopt inclusive teaching tactics, modify their teaching methods, and differentiate their lessons. Students with disabilities are more likely to feel included socially and academically in their classrooms when teachers model this behavior. For kids with special needs, this might mean better

academic performance, more opportunities to connect with others, and more self-esteem.

Additionally, in order to create successful professional development programs, it is crucial to comprehend instructors' perspectives. Any effort to improve inclusive education via professional development must take into account the values and priorities of educators. In order to equip teachers with the knowledge, skills, and confidence they need to effectively implement inclusive practices, professional development programs should first identify the factors that influence their attitudes. These factors may include teachers' prior experiences, training level, and perceptions of support from school administration.

Additionally, policy choices and resource allocation may be informed by examining teachers' views towards inclusive education. It is crucial for educational leaders and policymakers to comprehend the difficulties instructors have while attempting to execute inclusive instruction. Policies that ensure teachers have access to sufficient funding, systems of support, and professional development opportunities may be informed by this knowledge. It may also aid in making sure that everyone involved is dedicated to fostering an inclusive school climate, which is crucial for including children with various needs. It is especially crucial to analyze teachers' views in Rajasthan, a state with large gaps between rural and urban educational systems. Teachers in urban areas may see inclusive education differently than their rural colleagues due to differences in life experiences and availability of resources. This research seeks to address the unique demands and obstacles encountered by teachers in urban and rural areas by contrasting their perspectives. By doing so, it hopes to gain insights that may guide targeted actions to promote inclusive education



across the state. In order to achieve the aim of inclusive education and provide all students with the chance to learn and grow in an inclusive environment, it is necessary to understand and change the attitudes of instructors.

### **Urban vs. Rural Educational Contexts**

Urban and rural educational contexts in Rajasthan exhibit significant differences that impact the implementation and effectiveness of inclusive education. These differences stem from variations in infrastructure, resource availability, teacher training opportunities, community attitudes, and overall educational environments. Understanding these distinctions is crucial for developing targeted strategies to support inclusive education in diverse settings.

### **Infrastructure and Resources**

Urban schools in Rajasthan generally benefit from better infrastructure and greater access to educational resources compared to rural schools. Urban schools often have well-equipped classrooms, access to specialized services, and educational materials that support inclusive practices. These resources enable urban teachers to implement a wider range of instructional strategies and accommodations for students with diverse needs. In contrast, rural schools frequently face challenges such as inadequate facilities, limited access to assistive technologies, and insufficient educational materials. This disparity in resources can hinder the effective implementation of inclusive education in rural areas.

### **Teacher Training and Professional Development**

Urban teachers typically have more opportunities for professional development and training in inclusive education. Urban areas often host

workshops, seminars, and training programs that equip teachers with the skills and knowledge required to support students with special needs. These opportunities contribute to a more positive attitude towards inclusive education among urban teachers. On the other hand, rural teachers often have limited access to professional development programs due to geographical isolation, lack of funding, and logistical challenges. This lack of training can result in lower confidence and preparedness among rural teachers to implement inclusive practices effectively.

### **Community Attitudes and Support Systems**

Community attitudes towards inclusive education can significantly influence its implementation. In urban areas, there tends to be greater awareness and acceptance of inclusive education principles, partly due to higher levels of education and exposure to diverse populations. Urban communities are more likely to support inclusive education initiatives and advocate for the rights of students with disabilities. In rural areas, however, traditional beliefs and a lack of awareness about inclusive education can pose significant barriers. Rural communities may be less supportive of inclusive education due to misconceptions about disability and limited exposure to inclusive practices. This lack of community support can make it challenging for rural teachers to advocate for and implement inclusive education effectively.

### **Educational Environment and Cultural Factors**

The educational environment in urban areas is often more conducive to the implementation of inclusive education. Urban schools are more likely to have diverse student populations, fostering an environment of acceptance and understanding. Additionally, urban schools may have established

support networks, including special educators, counselors, and therapists, who can assist in addressing the needs of students with disabilities. In contrast, rural schools may lack these support networks, placing additional burdens on general education teachers. Cultural factors, such as traditional views on education and disability, can also play a significant role in shaping attitudes towards inclusive education in rural areas.

#### **Policy Implementation and Administrative Support**

Urban schools are more likely to receive consistent support from educational authorities and benefit from policy implementations that promote inclusive education. Administrative support in urban schools can facilitate the allocation of resources and provide the necessary backing for inclusive education initiatives. In rural areas, however, the

implementation of educational policies can be inconsistent, and administrative support may be lacking. Rural schools often struggle with bureaucratic hurdles and insufficient funding, which can impede the adoption of inclusive education practices.

By examining these differences between urban and rural educational contexts, this study aims to provide a comprehensive understanding of the challenges and opportunities associated with inclusive education in Rajasthan. Identifying these contextual factors is essential for developing tailored interventions that address the specific needs of urban and rural schools, ultimately promoting more equitable and effective inclusive education across the state.

#### **Data Analysis**

##### **Demographic Information**

<b>Age Group</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	31	31.0	31.0	31.0
	31-40	27	27.0	27.0	58.0
	41-50	21	21.0	21.0	79.0
	51 and above	21	21.0	21.0	100.0
<b>Teaching Experience</b>					
Valid	0-5 years	11	11.0	11.0	11.0
	6-10 years	20	20.0	20.0	31.0
	11-15 years	15	15.0	15.0	46.0
	16-20 years	34	34.0	34.0	80.0
	21 years and above	20	20.0	20.0	100.0
<b>School Location</b>					
Valid	Urban	58	58.0	58.0	58.0
	Rural	42	42.0	42.0	100.0
<b>Type of School</b>					
Valid	Government	51	51.0	51.0	51.0
	Private	49	49.0	49.0	100.0



The demographic profile of the study participants reveals a diverse range of age groups, teaching experience, school locations, and types of schools. The age distribution shows that 31% of the respondents are between 20-30 years old, 27% are aged 31-40, and both the 41-50 and 51 and above age groups represent 21% each. Regarding teaching experience, 11% of the teachers have 0-5 years of experience, 20% have 6-10 years, 15% have 11-15 years, 34% have 16-20 years, and 20% have more than 21 years of experience. The study includes teachers from both urban and rural settings, with 58% teaching in urban schools and 42% in rural schools. Additionally, the sample comprises nearly an equal number of teachers from government and private schools, with 51% from government schools and 49% from private institutions. This demographic variety provides a comprehensive overview of teachers' attitudes towards inclusive education across different contexts in Rajasthan, ensuring a balanced representation of various educational environments.

### Attitudes Towards Inclusive Education

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Inclusive education benefits all students, not just those with disabilities.	17	21	16	36	10	100
I feel confident in my ability to teach students with diverse needs.	10	20	5	44	21	100
My school provides adequate resources to support inclusive education.	10	20	15	34	21	100
Inclusive education creates a positive learning environment for all students.	18	11	15	40	16	100

The survey results reveal varied perspectives among teachers regarding inclusive education. For the statement "Inclusive education benefits all students, not just those with disabilities," 36% of respondents agree, while 21% disagree, 17% strongly disagree, 16% are neutral, and 10% strongly agree. Regarding confidence in teaching students with diverse needs, 44% agree and 21% strongly agree, indicating a majority feel confident, although 20% disagree and 10% strongly disagree. When asked about the adequacy of resources to support inclusive education, 34% agree and 21% strongly agree, yet 20% disagree and 10% strongly disagree, highlighting mixed views on resource availability. Lastly, on whether inclusive education creates a positive learning environment, 40% agree and 16% strongly agree, while 18% strongly disagree, 11% disagree, and 15% remain neutral. These responses indicate overall positive attitudes towards the benefits and environment created by inclusive education, but also point to significant concerns regarding resources and confidence among some teachers.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
I have received sufficient training on how to implement inclusive education strategies.	17	21	16	36	10	100
Students with disabilities should be educated in separate classrooms.	10	20	5	44	21	100
I am supported by school administration in implementing inclusive practices.	10	20	15	34	21	100
Inclusive education requires more time and effort than traditional teaching methods.	18	11	15	40	16	100

The survey data on teachers' experiences with inclusive education training and practices indicates a range of opinions. For the statement "I have received sufficient training on how to implement inclusive education strategies," 36% of teachers agree and 10% strongly agree, while 21% disagree, 17% strongly disagree, and 16% are neutral, suggesting that many feel undertrained. Regarding the belief that "Students with disabilities should be educated in separate classrooms," 44% agree and 21% strongly agree, indicating a significant portion supports segregation, while 20% disagree, 10% strongly disagree, and 5% are neutral. On administrative support, 34% agree and 21% strongly agree that they are supported in implementing inclusive practices, although 20% disagree, 10% strongly disagree, and 15% are neutral. Lastly, for the statement "Inclusive education requires more time and effort than traditional teaching methods," 40% agree and 16% strongly agree, with 15% neutral, 11% disagree, and 18% strongly disagree, highlighting the perception of increased workload. These results reveal a mixed sentiment towards training adequacy and administrative support, with significant concerns about the practicality and effort required for inclusive education.

### Conclusion

The study reveals disparities in attitudes towards inclusive education between urban and rural teachers in Rajasthan, primarily due to resources, training, and community support. Urban teachers generally have more positive attitudes, benefiting from better infrastructure and professional development opportunities. However, they face challenges like insufficient training and lack of resources. To improve inclusive education, targeted professional development programs, improved resource allocation, and robust support systems are needed. This study contributes to the discourse on inclusive education and offers practical recommendations for promoting an equitable educational landscape.

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