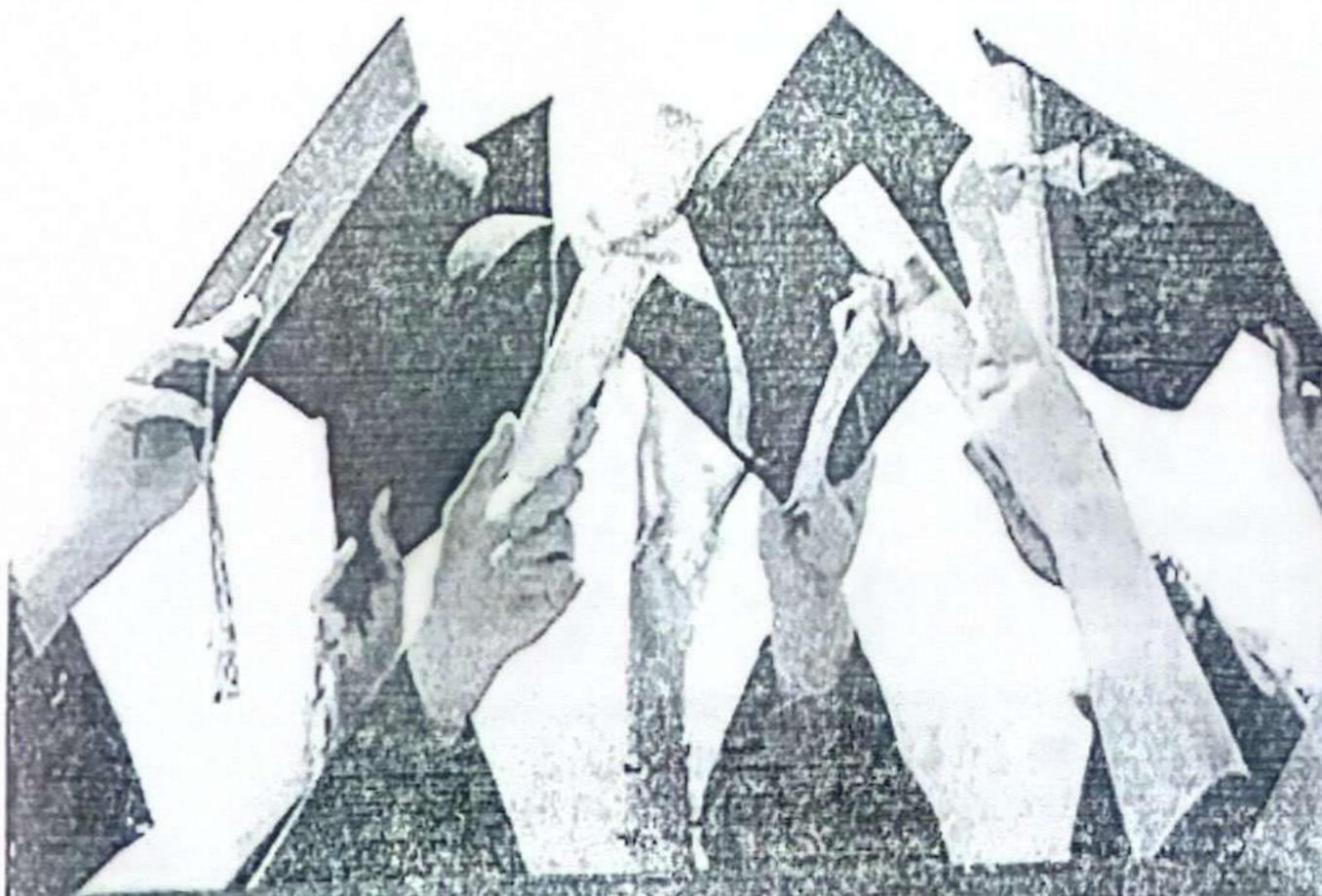


# Diverse Perspectives on NEP 2020

A Comprehensive Review of Educational Reforms



**Dr. Biplab Tripathy**

**Ksh. Manoj Kumar Singha**

**Lokesh Kumar Dubey**



# CONTENTS

1. Adapted Physical Education in India: Rights Based Approach Towards Inclusivity Under the Theory of New Education Policy-2020	01-23
Giopa Sinha & Sandip Sinha	
2. Bridging the Gap: Strategies for Overcoming Socioeconomic Barriers to Educational Equity	24-35
Mr. Bipul Bez	
3. Inclusive Education under NEP 2020: Strategies and Challenges	36-55
Prof. (Dr) Neelam Shukla	
4. Integration of Technology in Education in NEP-2020	56-72
Preeti Soni & Mrs. Yogita sharma	
5. National Education Policies in India Concerning Children with Hearing Impairment	73-83
Shilpa Jharia, Omprakash Sharma, Deepak Kumar Tripathi	
6. NEP 2020 Exams and Assessment Reforms	84-93
Krunal Kumar Thakkar	
7. Perceptions of Special Educators Towards NEP 2020: A Study of Ujjain District, MP	94-108
Manjusha Dey	
8. Promoting Gender Equality and Women's Empowerment through the National Education Policy 2020: A Critical Analysis and Recommendations	109-123
VANDANA	

9. Promoting Inclusive Education: A Study on Teachers' Roles and Strategies for Catering to Diverse Learners	124-140
Brijbala Hande Deshmukh	
10. Reforms for Teachers & Teacher Training in NEP 2020	141-148
Monika Sahni	
11. Study of accessibility & challenges of inclusive education in NEP 2020	149-154
Dr. Deeapak Kumar Tripathi <sup>1</sup> , Mr. Ajeet Kumar	
12. Teacher Training and Professional Development in Special Education under NEP 2020	155-164
Jyoti	
13. A Study on the Importance of National Education Policy-2020 in Imparting Education with Special Reference to Namsai District, Arunachal Pradesh	165-181
Moryom Miyu	

# TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT IN SPECIAL EDUCATION UNDER NEP 2020

Jyoti

Assistant Professor, Astvakra Institute of Rehabilitation, Sciences and Research, Delhi, Email: - [jyotij281994@gmail.com](mailto:jyotij281994@gmail.com)

## ABSTRACT

The National Education Policy (NEP) 2020 emphasizes the significance of inclusive education and the pivotal role of special educators in ensuring its success. This paper examines the current state of teacher training and professional development for special educators within the context of NEP 2020. It explores the challenges faced by special educators in adapting to the new policy directives and the extent to which current training programs equip them to meet the demands of inclusive education. Through a comprehensive review of literature, the paper identifies gaps in existing professional development frameworks and offers recommendations to enhance the effectiveness of teacher training programs under NEP 2020. The study underscores the need for continuous, targeted, and practical training that aligns with the inclusive vision of NEP 2020.

Keywords: - Teacher Training, Professional Development, Special Education, NEP 2020

## Introduction

The National Education Policy (NEP) 2020 marks a significant shift in India's educational landscape, with a strong emphasis on inclusivity and equity. The policy aims to transform the traditional education system by integrating students with disabilities into mainstream classrooms, thereby promoting an inclusive environment. Special educators, who play a critical role in this transformation, are required to possess a deep understanding of diverse learner needs and the skills to adapt curricula and teaching strategies accordingly. However, the successful implementation of NEP 2020 hinges on the availability of well-trained special educators who can navigate the complexities of inclusive education.

Teacher training and professional development have always been essential components of the education system, but under NEP 2020, their

importance is amplified, especially for special educators. The study acknowledges the need for continuous professional development and for robust training programs that can equip educators with the necessary tools to effectively support students with disabilities. Despite these provisions, there is a growing concern about the adequacy of current training programs and whether they are sufficiently aligned with the vision of NEP 2020. This paper seeks to explore these concerns by examining the state of teacher training and professional development in special education within the framework of NEP 2020, identifying existing gaps, and offering practical recommendations for improvement.

### Literature Review:

The current state of teacher training programs for special educators in India presents significant challenges, particularly in light of the National Education Policy (NEP) 2020, which advocates for a transformative shift toward an inclusive education system (Kumar & Sharma, 2021). Despite the policy's ambitious goals, existing teacher training programs often lack a comprehensive focus on inclusive pedagogy, leaving special educators ill-prepared to address the diverse needs of students with disabilities (Das & Patel, 2020). Research indicates that there is significant regional variation in the quality of these programs, with disparities in resources, facilities, and curriculum further exacerbating the challenges faced by special educators, particularly in less developed areas (Choudhary, S., 2021). Continuous professional development (CPD) is recognized as crucial for keeping educators updated with the latest teaching methodologies and technologies, yet the availability of such opportunities remains limited, especially in rural regions (Desai, P., 2021). Furthermore, many CPD programs fail to address the specific challenges associated with inclusive education, offering generic training that does not meet the targeted needs of special educators (Rao & Singh, 2020). The COVID-19 pandemic has also highlighted a significant gap in digital literacy among special educators, complicating the implementation of inclusive educational practices in remote and hybrid learning environments (Banerjee, M., 2020). The success of NEP 2020 in creating an inclusive education system will largely depend on the effectiveness of these teacher training and professional development programs, underscoring the urgent need for a comprehensive overhaul of the current frameworks to align them with the policy's inclusive goals (Nair & Thomas, 2021).

### Objective of the Study

1. *Teacher Training and Professional Development in Special Education under NEP 2020.*

### Methodology

This study employs a qualitative research approach to analyze teacher training and professional development in Special Education under NEP 2020. Data was collected through a review of policy documents, academic literature, and interviews with education experts. A thematic analysis was conducted to identify key themes and patterns related to the implementation and impact of the reforms.

### Recommendations

To address the gaps identified in the literature and enhance the effectiveness of teacher training and professional development for special educators under NEP 2020, the following recommendations are proposed:

#### 1. Curriculum Enhancement for Teacher Training Programs

**Comprehensive Inclusion of Inclusive Pedagogy and Curriculum Adaptation:** The curriculum for teacher training programs must undergo significant enhancement to incorporate comprehensive modules on inclusive pedagogy, curriculum adaptation, and the use of assistive technologies. Inclusive pedagogy, which emphasizes teaching methods that cater to the diverse needs of all students, should be a central focus of these programs. This includes training educators on how to differentiate instruction, modify teaching materials, and use a variety of assessment strategies to meet the needs of students with disabilities. Curriculum adaptation training should equip teachers with the skills to modify the standard curriculum to make it accessible for students with varying abilities, ensuring that all students can achieve their learning goals.

**Standardization Across Regions:** To ensure consistency in the quality of education provided to special educators across the country, teacher training programs should be standardized. Currently, there is a significant disparity in the quality of training offered in different regions, leading to varying levels of preparedness among educators. By standardizing the curriculum, the government can ensure that all special educators,

availability of their location, ensure the same level of quality. Properly equipped to implement modern educational practices, standardization should include not only the content of the curriculum but also the duration, delivery methods and assessment ensuring a uniform standard of excellence across locations.

## 2. Increased Access to Professional Development

**Expanding Availability in Rural and Under-served Areas:** One of the critical challenges identified in the literature is the limited access to professional development programs, especially in rural and under-served areas. To address this, the government should increase the accessibility of professional development opportunities. This can be achieved by establishing more training centers in remote areas, offering scholarships, or financial incentives to encourage participation. Partnering with local institutions to deliver training. Additionally, training units or outreach programs could be implemented to bring training directly to educators in remote locations, ensuring that no teacher is left without access to essential professional development.

**Development of Online and Hybrid Training Models:** In today's digital age, online and hybrid training models offer a flexible and scalable solution to the challenges of professional development. The government and educational institutions should invest in the development of high-quality online training programs that allow educators to learn at their own pace and from any location. These programs should be designed to be interactive and engaging, incorporating multimedia resources, discussion forums, and virtual classrooms to facilitate active learning. Hybrid models, which combine online learning with face-to-face sessions, could also be employed to provide a balanced approach that caters to the varying needs of educators. By leveraging technology, these models can make professional development more accessible to educators in all regions, including those with limited access to traditional training programs.

## 3. Focus on Digital Literacy

**Integration of Digital Tools and Technologies in Training:** The shift to remote and hybrid learning environments, accelerated by the COVID-19 pandemic, has underscored the importance of digital literacy for special educators. Professional development initiatives should include comprehensive training on digital tools and technologies that are essential for supporting students with disabilities in these environments. The

emphasize training on the use of learning management systems, educational software, assistive technologies, and online communication tools. Educators should also be trained on how to create accessible digital content and how to use technology to facilitate differentiated instruction and personalized learning experiences for students with diverse needs.

**Incorporation of Digital Literacy in Pre-Service and In-Service Programs:** To ensure that all educators are equipped with the necessary digital skills, digital literacy should be integrated into both pre-service and in-service teacher training programs. Pre-service programs should include mandatory courses on educational technology, while in-service programs should offer ongoing training opportunities to help educators stay current with the latest technological advancements. This will ensure that both new and experienced educators are proficient in using digital tools and can effectively integrate technology into their teaching practices. Additionally, support should be provided with continuous support and resources to help them navigate the challenges of digital learning environments.

## 4. Support for Collaborative Learning

**Encouraging Collaborative Learning and Peer Mentoring:** Collaborative learning and peer mentoring are powerful tools for professional growth and development. Educational institutions and professional development programs should encourage special educators to engage in collaborative learning experiences, where they can share their knowledge, skills, and experiences with their peers. This could be facilitated through workshops, study groups, or professional learning communities. Peer mentoring, where experienced educators mentor less experienced ones, can also provide valuable support and guidance. These collaborative efforts not only enhance individual professional development but also foster a community of practice that supports continuous learning and improvement.

**Creation of Knowledge Sharing Platforms:** To further support collaboration among special educators, there should be platforms where they can share best practices, resources, and strategies. These platforms could be online forums, social media groups, or dedicated websites where educators can post lesson plans, share success stories, and seek advice from their peers. Such platforms would facilitate the exchange of ideas and knowledge, helping educators to learn from each other and continuously improve their teaching practices. Additionally, these platforms could serve

availability of resources, providing educators with easy access to a wide range of materials that can support their work in inclusive classrooms.

### 5. Regular Assessment and Feedback Mechanisms

**Implementation of Continuous Assessment and Feedback:** To evaluate the effectiveness of teacher training and professional development programs, it is essential to implement regular assessment and feedback mechanisms. These assessments should evaluate the content, delivery, and outcomes of training programs, providing valuable data on their effectiveness and areas for improvement. Educators should be encouraged to provide feedback on their training experiences, including what they found useful, what was lacking, and how the programs could be improved. This feedback should be systematically collected and analyzed to inform the ongoing development and refinement of training programs. Additionally, follow-up assessments should be conducted to measure the long-term impact of training on educators' practices and student outcomes.

**Incorporating Educator Feedback into Program Design:** The feedback collected from special educators should not only be used to evaluate existing programs but also to inform the design and delivery of future professional development initiatives. Educators are the primary stakeholders in these programs, and their insights are invaluable in ensuring that the training meets their needs and addresses the challenges they face in inclusive education. By actively involving educators in the feedback process and incorporating their suggestions, professional development programs can be more responsive, relevant, and effective.

### 6. Government and Institutional Support

**Allocation of Sufficient Funding and Resources:** The successful implementation of the recommendations outlined above requires substantial financial and institutional support. The government should allocate sufficient funding to support the professional development of special educators, ensuring that training programs are well-resourced and accessible to all. This includes funding for the development of new training curricula, the establishment of training centres, the provision of digital resources, and the implementation of assessment and feedback mechanisms. Additionally, educational institutions should be provided with the resources they need to prioritize the professional development of their staff, including time, financial support, and access to training opportunities.

DIVERSE PERSPECTIVES ON NEP 2020 | 160

**Institutional Commitment to Professional Development:** Educational institutions must recognize the critical role that professional development plays in achieving the inclusive goals of NEP 2020. Institutional leaders should demonstrate a strong commitment to the ongoing professional growth of their educators, creating a culture that values continuous learning and improvement. This could involve setting aside dedicated time for professional development activities, providing incentives for participation in training programs, and actively promoting collaborative learning and peer mentoring. By fostering an environment that supports professional development, institutions can help ensure that their educators are well-prepared to implement inclusive education practices and provide high-quality education to all students.

These recommendations, when implemented effectively, can significantly enhance the quality of teacher training and professional development for special educators, thereby supporting the successful realization of NEP 2020's inclusive education goals.

### Conclusion

The National Education Policy (NEP) 2020 heralds a new era in Indian education by placing a strong emphasis on inclusivity and equity. Its ambitious goals aim to create an educational landscape where every child, regardless of their abilities or background, has access to quality education. Central to this vision are special educators, who play a crucial role in ensuring that students with disabilities are fully integrated into the mainstream education system. However, as this paper has explored, the realization of NEP 2020's inclusive education objectives is fraught with challenges, particularly in the areas of teacher training and professional development.

The current state of teacher training programs in India reveals significant inadequacies in preparing educators for the demands of inclusive education. Many existing programs lack a comprehensive focus on inclusive pedagogy, curriculum adaptation, and the use of assistive technologies, leaving special educators ill-equipped to meet the diverse needs of their students. Furthermore, there is a troubling inconsistency in the quality of these programs across different regions, with rural and underserved areas often receiving subpar training opportunities. This disparity exacerbates the challenges faced by special educators, particularly those working in regions where the need for inclusive education is most pressing.

DIVERSE PERSPECTIVES ON NEP 2020 | 161





Mohd Haseeb is an Assistant Professor in the field of Clinical Psychology, Special Education He is HOD-ASD in Ashtavakra Institute of rehabilitation Sciences and Research-Delhi. Affiliated Guru Gobind Singh Indraprastha University Delhi, approved By Rehabilitation Council of India He is also founder of Association of Rehabilitation and Health Education Trust. He has various publications in the Rehabilitation field. He is More than 10 years' experience in Clinical Psychology, Special Education and rehabilitation, Research. He is an Observer of IGNOU & Observer of NIOS,



**RENOVA INTERNATIONAL PUBLICATIONS**  
 Website: [www.renovapublications.com](http://www.renovapublications.com)  
[renovapublications@gmail.com](mailto:renovapublications@gmail.com)  
 Contact: 8826104542



## Chapter Writers

### **Locomotor Disability-Poliomyelitis, Cerebral Palsy/Muscular Dystrophy**

*Ms. Dhapu Kumari Sen*

Assistant Professor, Man college of special education & psychology studies Guna(MP),

*More than 10 years' experience filed of, Special Education and rehabilitation*

### **Visual Impairment-Blindness and Low Vision;**

*Mr. Sandeep Upadhyay*

Assistant Professor -HOD-VI, Ashtavakra Institute of rehabilitation Sciences and Researc-Delhi-110085

*More than 10 years' experience filed of, Special Education and rehabilitation*

### **Hearing Impairment-Deafness and Hard of Hearing**

*Ms. Jyoti*

Assistant Professor -II, Ashtavakra Institute of rehabilitation Sciences and Researc-Delhi-110085

*More than 05 years' experience filed of, Special Education and rehabilitation*

### **Understanding Disability**

*Mr. Prabhat Ranjan Sahu*

Assistant Professor, Ashtavakra Institute of rehabilitation Sciences and Researc-Delhi-110085

*More than 05 years' experience filed of, Special Education and rehabilitation*

### **Deaf-blindness and Multiple disabilities**

*Mr. Harish Kumar*

Assistant Professor -HOD-MD, Ashtavakra Institute of rehabilitation Sciences and Research, Delhi-110085

*More than 10 years' experience filed of, Special Education and rehabilitation*



**Models of Early Intervention-(Home-based, Centre-based, Hospital-based, Combination) with Reference to Transition from Home to School**

*Ms. Nisha Choudhary*

Assistant Professor, Nirmal Teacher Training Institute Munderi, Jhalawar, Rajasthan

*More than 10 years' experience filed of, Special Education and rehabilitation*

**Mental Illness, Multiple Disabilities**

*Ms. Geeta Blutani*

Principal-HOD-ID , Ashtavakra Institute of rehabilitation Sciences and Researc-Delhi-110085

*More than 10 years' experience filed of, Special Education and rehabilitation*

**Concept, Meaning and Definition - Handicap, Impairment, Disability, Activity Limitation, Habilitation and Rehabilitation**

*Ms. Mansa Devi Verma*

Assistant Profesor-VI, Ashtavakra Institute of rehabilitation Sciences and Researc-Delhi-110085

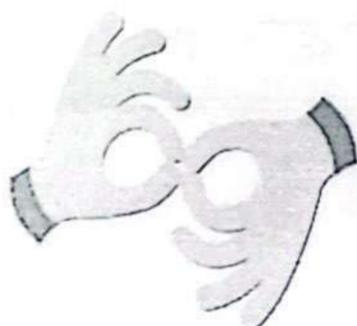
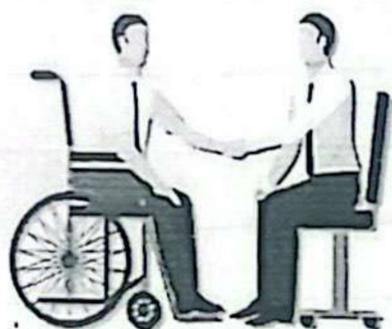
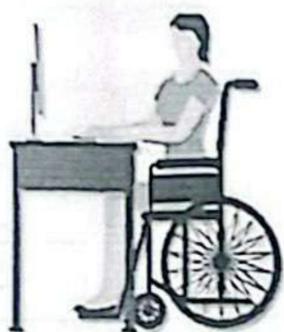
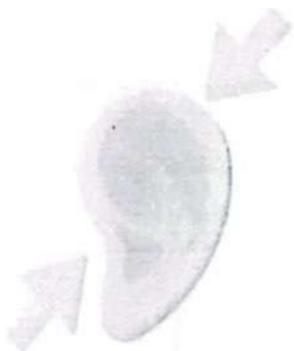
*More than 10 years' experience filed of, Special Education and rehabilitation*

**Definition, Categories (Benchmark Disabilities) & the Legal Provisions for PWDs in India**

*Mr. Rajnish Kumar Arya*

Doctoral Fellow, Department of Education University of Delhi





# Resource Kit

on

## Assistive Technology for Disability Inclusion in the Indian Context: Employee Relations Perspective

*(along with Scholarly Perspectives on Disability Inclusion)*

*Presented for the UIAC Symposium  
"Inclusive Medicare & Wellness (for children & adults with & without Disabilities)"  
(28<sup>th</sup> and 29<sup>th</sup> August 2025)*

**AUTHORED, COMPILED, & EDITED BY  
PROF (DR) SHALINI GARG**

BLOOMSBURY

**Resource Kit**  
**on**  
**Assistive Technology for Disability  
Inclusion in the Indian Context:  
Employee Relations Perspective**

*(along with Scholarly Perspectives on  
Disability Inclusion)*

*Presented for the UIAC Symposium  
“Inclusive Medicare & Wellness (for children &  
adults with & without Disabilities)”  
(28th & 29th August 2025)*

**AUTHORED, COMPILED & EDITED BY  
PROF (DR) SHALINI GARG**

**B L O O M S B U R Y**  
NEW DELHI • LONDON • OXFORD • NEW YORK • SYDNEY

**BLOOMSBURY INDIA**  
Bloomsbury Publishing India Pvt. Ltd  
Second Floor, LSC Building No. 4, DDA Complex,  
Pocket C - 6 & 7, Vasant Kunj,  
New Delhi 110070

**BLOOMSBURY, BLOOMSBURY QUEST and the Diana logo are  
trademarks of Bloomsbury Publishing Plc**

**First published in India 2025  
This edition published in 2025**

**Copyright © The Editors, 2025**

**Editors have asserted their right under the  
Indian Copyright Act to be identified as the Editors of this work**

**All rights reserved. No part of this publication may be: i) reproduced or transmitted in any form, electronic or mechanical, including photocopying, recording or by means of any information storage or retrieval system without prior permission in writing from the publishers; or ii) used or reproduced in any way for the training, development or operation of artificial intelligence (AI) technologies, including generative AI technologies. The rights holders expressly reserve this publication from the text and data mining exception as per Article 4(3) of the Digital Single Market Directive (EU) 2019/790**

**Bloomsbury Publishing Plc does not have any control over, or responsibility for, any third-party websites referred to or in this book. All internet addresses given in this book were correct at the time of going to press. The author and publisher regret any inconvenience caused if addresses have changed or sites have ceased to exist, but can accept no responsibility for any such changes**

**ISBN: 978-93-69527-96-0  
2 4 6 8 10 9 7 5 3 1**

**Printed and bound in India by Replika Press Pvt. Ltd.**

**To find out more about our authors and books, visit  
[www.bloomsbury.com](http://www.bloomsbury.com) and sign up for our newsletters**

## II. Scholarly Perspectives

## A. Assistive Technology &amp; Disability Inclusion

- i. Inclusive Leadership Supporting Employees with Disabilities Using Assistive Technology: A Bibliometric Co-Keyword Analysis and Thematic Exploration for Future Research by *Renu Chhikara, PhD, Research Scholar, USMS, Guru Gobind Singh Indraprastha University, New Delhi, India* 135
- ii. Prosthetics and Assistive Technologies (AT) Solutions: Building a Foundation for Inclusive Medicare and Wellness by *Amar Garg, Sr. Prosthetist & Deputy Manager, Endolite India Ltd* 148

## B. Inclusive Medicare &amp; Wellness

- i. A Review of Literature on the Impact of Loneliness on Mental Health and Wellbeing by *Mrs. Sanjana Mittal, Deputy Director, AIRSR, and Sandeep Tiwari, Faculty, AIRSR* 169
- ii. Toward Inclusive Health Systems: Policy and Professional Practice in Disability Health Care by *Dr. Syed Mohd Minhaj, & Mohammad Lazib, Assistant Professor, Delhi Skill and Entrepreneurship University.* 179
- iii. Breaking Down Barriers: Healthcare Professionals' Role in Accessible Medicare for PwDs by *Ada Rehman, PhD, Research Scholar, USMS, Guru Gobind Singh Indraprastha University, New Delhi, India* 189
- iv. Promoting Holistic Well-Being of Persons with Disabilities Through Inclusive Healthcare Access by *Ishika Dubey, PhD, Research Scholar, USMS, Guru Gobind Singh Indraprastha University, New Delhi, India* 200

# A Review of Literature on the Impact of Loneliness on Mental Health and Wellbeing

MRS. SANJANA MITTAL<sup>1</sup> AND SANDEEP TIWARI<sup>2</sup>

*Deputy Director, AIRSR*

*Faculty, AIRSR*

## Abstract

Human beings are inherently social creatures who require safe and secure social environments for survival and well-being. Meaningful and satisfying social relationships play a critical role in maintaining both mental and physical health. When these social connections are impaired or absent, individuals often experience loneliness—a subjective feeling of social disconnection that has been recognized as a universal human experience since ancient times.

Loneliness is a complex and subjective emotional experience that reflects a perceived deficiency in meaningful social connections. While often associated with aging, loneliness significantly affects individuals across all age groups, from adolescents to older adults. This study examines loneliness from both psychological and sociological perspectives, distinguishing it from social isolation and emphasizing its nuanced forms—ranging from emotional and social loneliness to existential and identity-based loneliness. Through a comprehensive review of recent literature, the study explores the multifaceted impact of loneliness on mental health, including its associations with depression, anxiety, chronic illness, and cognitive decline. Evidence from Indian and global contexts highlights critical gaps, particularly the underrepresentation of rural, disabled, and culturally diverse populations. The review also evaluates various interventions such as community programs, cognitive-behavioral therapy, digital platforms, and policy-level efforts, while noting the limitations of short-term approaches. Ultimately, the study calls for long-term, inclusive, and culturally sensitive strategies to address loneliness as a pressing public health issue, especially in the context of India's rapidly aging population. The findings underscore the need for collaborative efforts among researchers, practitioners, and policymakers to build a more socially connected and emotionally resilient society.

**Keywords:** Loneliness, Mental health, Physical health, Wellbeing, Emotion

## Introduction

Loneliness is a deeply human experience, often characterized by emotional discomfort and a sense of disconnection from others. Rooted in our evolutionary past, loneliness functions as a psychological signal indicating a lack of necessary social bonds—a condition that historically could compromise survival. Unlike physical isolation, loneliness is more about perceived deficits in meaningful relationships and emotional closeness. It reflects the perceived inadequacy or absence of social connections and thus serves as a vital indicator of social and emotional wellbeing.

In recent decades, scholarly attention to loneliness has grown considerably, particularly concerning its relationship with mental health outcomes. Despite this expanding interest, the link between loneliness and psychiatric disorders remains relatively under-researched in many regions, including India. Most Indian studies on loneliness have focused on older adults, often overlooking its broader impact across age groups.

Contrary to the stereotype that loneliness primarily affects older individuals, evidence suggests it is prevalent among all age groups. Studies reveal that around 80% of adolescents and about 40% of people over 65 report experiencing loneliness at some point. Adolescents and young adults often face higher levels of loneliness, possibly because they are navigating critical stages of social identity and peer integration.

Meanwhile, older adults may be better equipped to adapt to solitude, though those with chronic illnesses or disabilities tend to report increased levels of loneliness.

**Psychological Perspective-Loneliness** is a complex emotional state that occurs when a person feels a gap between the social relationships they want and those they actually have. From a psychological point of view, loneliness is not just about being alone, but about feeling emotionally disconnected from others. A person may have people around them and still feel lonely if they do not feel understood, valued, or emotionally supported. It involves feelings like sadness, emptiness, and a lack of belonging. Since it is based on personal perception, one person might feel fine with little social contact, while another might feel lonely even in a crowd.

**Sociological Perspective-**From a sociological perspective, loneliness is seen as a result of changes in society and community life. Modern lifestyles, increased use of technology, and busy work routines have reduced the amount of meaningful face-to-face interaction people have. In earlier times, people lived in close-knit communities and extended families, which naturally provided social support. Today, with more people living alone, moving frequently, or experiencing family breakdowns, the chances of feeling socially disconnected have increased. These social patterns contribute to a widespread sense of loneliness, even in highly populated cities.

- Rodavand, L., Bahrami, S., Frei, O., Lin, A., Gani, O., Shadrin, A. A., ... & Andreassen, O. A. (2021). Polygenic overlap and shared genetic loci between loneliness, severe mental disorders, and cardiovascular disease risk factors suggest shared molecular mechanisms. *Nature Communications*, 12, Article 6341. <https://doi.org/10.1038/s41467-021-26440-2>
- Saini, G. K., Haseeb, B., Taghi-Zada, Z., & Ng, J. Y. (2021). The effects of meditation on individuals facing loneliness: A scoping review. *Journal of Integrative and Complementary Medicine*, 27(5), 406–414. <https://doi.org/10.1089/jicm.2020.0564>
- Seidman, B. T., Marshall, W. L., Hudson, S. M., & Robertson, P. J. (1994). An examination of intimacy and loneliness in sex offenders. *Journal of Interpersonal Violence*, 9(4), 518–534. <https://doi.org/10.1177/088626094009004006>
- Singh, A., & Misra, N. (2009). Loneliness, depression and sociability in old age. *Industrial Psychiatry Journal*, 18(1), 51–55. <https://doi.org/10.4103/0972-6748.57861>
- Tiwari, S. C. (2013). Loneliness: A disease? *Indian Journal of Psychiatry*, 55(4), 320–322. <https://doi.org/10.4103/0019-5545.120536>
- Umagami, K., Remington, A., Lloyd-Evans, B., Davies, J., & Crane, L. (2022). Loneliness in autistic adults: A systematic review. *Autism*, 26(6), 1505–1518. <https://doi.org/10.1177/13623613211041219>
- Vitale, M., & Smith, A. S. (2022). Neurobiology of loneliness, isolation, and loss: Integrating human and animal perspectives. *Frontiers in Behavioral Neuroscience*, 16, Article 869197. <https://doi.org/10.3389/fnbeh.2022.869197>
- Weeks, D. J. (1994). A review of loneliness concepts, with particular reference to old age. *International Journal of Geriatric Psychiatry*, 9(5), 345–355.
- West, D. A., Kellner, R., & Moore-West, M. (1986). The effects of loneliness: A review of the literature. *Comprehensive Psychiatry*, 27(4), 351–383. [https://doi.org/10.1016/0010-440X\(86\)90011-8](https://doi.org/10.1016/0010-440X(86)90011-8)
- Wright-St Clair, V. A., Neville, S., Forsyth, V., White, L., & Napier, S. (2017). Integrative review of older adult loneliness and social isolation in Aotearoa/New Zealand. *Australasian Journal on Ageing*, 36(3), 173–181. <https://doi.org/10.1111/ajag.12379>
- Yang, M., Wei, W., Ren, L., Pu, Z., Zhang, Y., Li, Y., ... & Wu, S. (2023). How loneliness linked to anxiety and depression: A network analysis based on Chinese university students. *Frontiers in Psychiatry*, 14, Article 1145063. <https://doi.org/10.3389/fpsy.2023.1145063>

# Resource Kit

on

## Assistive Technology for Disability Inclusion in the Indian Context: Employee Relations Perspective (along with Scholarly Perspectives on Disability Inclusion)

### About the Book

*Assistive Technology for Disability Inclusion in the Indian Context: Employee Relations Perspective* Authored by Prof (Dr) Shalini Garg (along with Scholarly Perspectives on Disability Inclusion) offers a preliminary and foundational overview aimed at sensitizing individuals, organizations, and institutions to the multifaceted knowledge required for promoting disability inclusion. The volume is structured in two distinct but complementary sections.

The book does not address technical aspects of Assistive Technology (AT); rather, it approaches the subject from a Human Resource Management (HRM) perspective, emphasizing inclusive employee engagement and inclusive employment practices from the employee's standpoint.

The first section of the book focuses on *The Training Manual & Implementation Guide* is composed of five meticulously curated modules covering assistive technology paradigms, guiding principles, career development pathways, government initiatives, and audit frameworks. These modules are rich in tools, frameworks, case references, and checklists, equipping readers to translate knowledge into action across varied settings.

The *Scholarly Perspectives* section complements the manual by delving into evidence-based research and thought leadership. These academic contributions, offer critical insights into inclusive leadership, healthcare access, and the role of professionals in fostering equitable environments for persons with disabilities (PwDs).

While this book serves as a valuable basic and foundational resource, it is not an exhaustive guide on each topic. Readers are encouraged to further explore these subjects through scholarly databases, research papers, and academic literature for a deeper understanding. Together, these materials present a comprehensive view of the challenges and opportunities in creating a more inclusive and accessible world.



**Prof (Dr) Shalini Garg**  
*Author, Compiler & Editor*

Dr. Shalini Garg is the professor at University School of Management Studies at GGSIP University Dwarka Delhi since last two decades. She is the University Grievance Redressal Officer (Disability Matters) and Director of University Inclusion and Accessibility Cell (UIAC UTTHAAN). Her Contributions in Disability Awareness and Sensitization of the society through various methods and interventions have been recognized and applauded by the higher Education fraternity and Government Policy Makers for making the University stand out for its Inclusive and Accessible culture and promoting the empowerment of Persons with disability. Her training & consulting interests are centered around HRM & HR Driven Inclusive and Accessible Practices, which has been reflected in the Research Projects she has been a part of like IMPRESS, UGC, so hence and forth. She has Authored a book "HR Initiatives in Building Inclusive Accessible Workplaces" by Emerald Publishing London UK (Dec 2019).

MRP ₹1999 (incl. of all taxes)

BLOOMSBURY QUEST

ISBN: 978-93-69527-96-0



9 789369 527960 9 0100

www.bloomsbury.com



BLOOMSBURY  
QUEST