Facilitator Guide

Sector
Persons with Disability (PwD)

Sub-Sector
Learning and Development

Occupation
Training Delivery

Job Coach for Inclusivity

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> " Skilling is building a better India.
> If we have to move India towards
> development then Skill Development
> should be our mission. "

Shri Narendra Modi
Prime Minister of India

Acknowledgements

About this Guide

This facilitator guide is intended to empower the trainer/facilitator to prepare the participant to become a 'Job Coach for Inclusivity' as per the Qualification Pack (QP).

The objective of the guide is to provide an approach map for interacting with the trainees undergoing training on the job role. The aim of the course is to provide both theoretical and practical knowledge to the trainees, and also guide them.

This guide is neither a substitute nor complete road map, but an aid to help you to pass on the knowledge on all the aspects to the trainees in a systematic manner. It is expected that the trainer is fully conversant with all the contents of the handbook. The guide is just to indicate that how to proceed for covering a topic and includes some additional information that may be necessary for the trainer to develop better comprehension.

Facilitator with the help of this guide will be able to build among the participants:

Knowledge and Understanding: Satisfactory operational learning and comprehension to play out the required chore.

Performance Criteria: Pick up the required aptitudes through hands on preparing and play out the required operations inside the predetermined measures.

Professional Skills: Capacity to settle on operational choices relating to the zone of work.

The guide will also help them learn more by field visits and providing hands on training. It is expected that irrespective of the region, knowledge on all aspects of the job role 'Job Coach for Inclusivity' will be imparted to the trainees.

Symbols Used

Ask	Activity	Do	Demonstrate	Explain	Elaborate	Facilitation Notes
Field Visit	Learning Outcomes	Notes	Objectives	Practical	Resource	Summarize
Say	Team Activity	Exercise	Role Play			

Table of Contents

1. Introduction

Unit 1: Introduction

Key Learning Outcomes

At the end of this module, you will be able to:

Theory - Key Learning Outcomes	Practical - Key Learning Outcomes
• State the role and responsibilities of a Job Coach for Inclusivity. • Describe the common organisational structure and functionalities. • Explain definition of disability and its types. • Define basic concepts related to disability. • Different types of challenges related to disability. • Explain the acts and policies related to persons with disability.	

Unit 1.1 Roles and Responsibilities of Job Coach for Inclusivity

Unit Objectives

At the end of the session, participant will be able to:

- State the roles and responsibilities of a Job Coach for Inclusivity.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Say

- Let's learn the roles and responsibility of Job Coach for Inclusivity.

Team Activity

- Divide the class into groups of three or four students.
- Assign each group a specific scenario related to workplace inclusivity. For example, one group might be given a scenario where a new employee with a disability is struggling to adjust to their new job, while another group might be given a scenario where a manager is being discriminatory toward an employee.
- Make sure each scenario is different and highlights a unique aspect of workplace inclusivity.
- Ask each group to brainstorm a list of roles and responsibilities that a job coach could have in their assigned scenario.
- Once each group has finished brainstorming, have them share their list of roles and responsibilities with the class.
- Ask students to identify any common themes or strategies that emerged across the different scenarios.
- Finally, ask students to reflect on what they learned about the roles and responsibilities of a job coach in promoting inclusivity in the workplace.

Ask

- What are the contributions of the organization's success for JCI?

Explain

- Explain the contributions of the organization's success for JCI by referring to the participant handbook.

Team Activity

- Split the class into small groups and ask each group to suggest three significant ways in which job coaches for inclusion may contribute to the success of their business.
- Once the groups have identified these areas, ask them to create a short presentation outlining their ideas.
- Each group should present their ideas to the class, explaining how their suggestions can positively impact the organization's performance and success.
- After all the presentations, lead a class discussion on the importance of each contribution and how they can be implemented in real-life situations.

Explain

- Explain the career path of the Job Coach for Inclusivity by referring to the participant handbook

Team Activity

- Begin by discussing the role of job coaches for inclusivity in the workforce.
- Ask the class what they think a job coach for inclusivity does and why their role is important.
- Highlight the fact that job coach's work with individuals who have diverse backgrounds and abilities to help them achieve their career goals.
- Have the class conduct a job analysis of a job coach for inclusivity.
- This can involve researching job descriptions, responsibilities, and qualifications for the role.
- Provide case studies of individuals who have worked with job coaches for inclusivity.
- This could involve individuals with disabilities, people from under represented communities, or individuals who have faced employment barriers due to discrimination or bias.
- Have the class discuss how a job coach for inclusivity could help these individuals achieve their career goals and overcome challenges in the workplace.
- Lastly, have the class explore the career development opportunities available for job coaches for inclusivity.
- This could include professional certifications, continuing education, and opportunities for advancement within the field.
- Encourage the class to think about the skills and experiences they would need to pursue a career as a job coach for inclusivity.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 1.2 Organizational Structure and Functionalities

Unit Objectives

At the end of the session, participant will be able to:

- Describe the common organisational structure and functionalities.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Elaborate

- Elaborate the concept of organizational structure.

Say

- Let's learn the different types of organizational structure by referring to the participant handbook.

Explain

Explain the following types of organizational structure by referring to the participant handbook:

- Functional organizational structure
- Product-based divisional structure
- Market-based divisional structure
- Geographical divisional structure
- Process-based structure
- Matrix structure

Team Activity

- Divide the class into three groups.
- Each group must be assigned one topic as follows:

  Group 1: Functional organizational structure

  Group 2: Product-based divisional structure

Group 3: Market-based divisional structure

Group 4: Geographical divisional structure

Group 5: Process-based structure and Matrix structure

- Give 30 minutes to prepare the presentation on the assigned topics.
- Ask the groups to present the information in front of the class.
- Ask the groups to ask questions to the presenting groups in case of questions/doubts.

Ask

What are the elements of organizational structure?

Team Activity

- Divide the class into three groups.
- Each group must be assigned one topic as follows:

  Group 1: Line of Authority

  Group 2: Departmentation

  Group 3: Span of Control

  Group 4: Centralization

- Give 30 minutes to prepare the presentation on the assigned topics.
- Ask the groups to present the information in front of the class.
- Ask the groups to ask questions to the presenting groups in case of questions/doubts.

Unit 1.3: Disability, Types of Disability and Challenges of Disability

Unit Objectives

At the end of the session, participant will be able to:

- Explain definition of disability and its types.
- Define basic concepts related to disability.
- Different types of challenges related to disability.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Elaborate

- Elaborate the concept of disability.

Say

- Let's learn the different types of disability by referring to the participant handbook.

Explain

Explain the following types of disability by referring to the participant handbook:

- Hearing Disability
- Mental Disability
- Visually Impaired
- Physical Disability
- Multiple Disability

Team Activity

- Begin by introducing the concept of disability and its various types.
- Explain that disability is a condition or impairment that limits a person's ability to perform certain activities or participate in certain aspects of society.

- There are many different types of disability, including:
  - o   Hearing disability
  - o   Mental disability
  - o   Physical disability
  - o   Multiple disability
- Divide the class into small groups and assign each group a different type of disability to research.
- Each group should look up information on the causes, symptoms, and treatments of their assigned disability.
- After the groups have had time to research, bring the class back together and have each group present their findings.
- Encourage discussion and questions from the class.
- Finally, ask the class to reflect on what they have learned about the different types of disability.

Ask

- What is the concept of disability used in Indian census?

Team Activity

- Make small groups of 3 - 4 individuals each out of the entire class.
- Provide each group with access to the Indian Census website.
- Ask the groups to navigate through the website and find the section on disability.
- Ask the groups to read the definitions of disability provided by the Census and identify the key concepts used.
- Instruct the groups to discuss the implications of the concepts used in the Census on the lives of persons with disabilities in India.
- After the group discussion, ask each group to share their observations and insights with the class.
- Engage the class in a discussion on the following questions:
- How do the concepts of disability used in the Indian Census compare to the international definitions of disability?
- What are the implications of the concepts used in the Census on the lives of persons with disabilities?

Notes for Facilitation

- Ask the students to write a short reflection paper on their understanding of the concepts of disability used in the Indian Census and their implications on the lives of persons with disabilities.

- Encourage the students to use examples from their group discussions to support their arguments.

- Ensure that every participant answer all the questions.

Unit 1.4 Acts and Policies for Persons with Disability

Unit Objectives

At the end of the session, participant will be able to:

- Explain the acts and policies related to Persons with Disability.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Explain

- Explain the act and policies of related to persons with disabilities.

Team Activity

- Divide the class into small groups and assign each group a disability-related act or policy to research.
- Some options could include:
  - o   The Rights of Persons with Disabilities Act
  - o   Rehabilitation Council of India Act
  - o   National Trust Act
- Each group should research their assigned act or policy and prepare a short presentation summarizing its key provisions, history, and impact on persons with disabilities.
- They should also identify any criticisms or limitations of the act or policy.
- After each group has presented, facilitate a class discussion to compare and contrast the various acts and policies.
- Some questions to consider could include:
  - o   How do these acts and policies differ in terms of their scope, purpose, and implementation?
  - o   What are some common challenges or limitations that they face?
- This can help students better understand the real-world implications of disability-related laws and policies and practice applying them in different contexts.

Explain

- Explain the legal provisions for persons with disabilities.

Team Activity

- Begin by introducing the topic of legal provisions for persons with disabilities.
- You could choose to divide the class into groups of 3-5 people depending on its size.
- Give each group a specific law or policy related to disabilities rights, such as the Rehabilitation Council of India Act, The Right of Persons with Disabilities Act.
- Assign each group a statute or policy, instruct them to investigate it, and write a concise summary of its main components.
- Ask each group to report their results to the class when they have finished preparing their summaries.
- Encourage class interaction and questions following each presentation.
- Encourage your participants to consider how their new knowledge could relate to their own lives or future jobs.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

2. Plan to Recruit and Onboard Persons with Disability at Workplace

Unit 2: Plan to Recruit and Onboard Persons with Disability at Workplace

Key Learning Outcomes

At the end of this module, you will be able to:

Theory - Key Learning Outcomes	Practical - Key Learning Outcomes
• Explain the meaning of inclusive culture and the importance of inclusive policies at the workplace.	• Gather information from various departments to assess the need of recruitment for the Persons with Disability.
• Explain the process followed to recruit Persons with Disability in the organisation.	• Suggest required modification in job description and recruitment specifications summary by keeping in mind the needs and challenges of Persons with Disability.
• Discuss factors that enhance effectiveness in recruitment and selection process of Persons with disability.	
• Describe current trends related to the recruitment of Persons with Disability.	• Prepare a recruitment plan for the positions to be recruited with Persons with Disability based on nature of the required jobs, organisational constraints and procedures, reporting requirements, and any other special requirement of PwD etc.
• Describe the basic concepts related to reasonable accommodation at the workplace.	
• Explain the importance of accessible workplace.	• Suggest modifications in the selection parameters for Persons with Disability by discussing with the organisation.
• Discuss the available sources and online platforms for extracting information related to disability.	• Prepare a list of possible barriers (such as physical, attitudinal, social, policy level etc.) at the workplace and submit to seniors for taking corrective steps.
• Explain the possible workplace safety threats dangers and risks and possible modification in safety related devices (ex. visual alarms, Braille signage etc.)	• Demonstrate arrangements related to accessibility at the workplace (such as modified work desk, accessible toilets, sign boards in braille etc.).
• Define and practice non-discrimination.	• List out the common assistive (wheelchair, pencil holder, page turner, one handed keyboard etc.) and supportive devices used for PwDs.
• Explain the importance of effective communication & People first language at the workplace.	
• Explain the importance of an advisory	• Make a list/database of the agencies working for PwDs.
• group in dealing with grievances related to Persons with Disability effectively and in time.	• Demonstrate benefits of hiring Persons with Disability using success stories.
	• Plans orientation sessions for the seniors and colleague.
	• List out the ethical and unethical practices at the workplace.
	• Demonstrate use of people first language.

Unit 2.1 Inclusive Culture and Policies at Workplace

Unit Objectives

At the end of the session, participant will be able to:

- Explain the meaning of inclusive culture and the importance of inclusive policies at the workplace.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Elaborate

- Elaborate the concept of inclusive culture.
- Elaborate the importance of inclusive culture.

Say

- Let's learn the concept of inclusive culture and the importance of inclusive policies at workplace by referring to the participant handbook.

Team Activity

- Begin the class by discussing the importance of diversity and inclusion in the workplace.
- Define key terms such as diversity, inclusion, and culture.
- Provide students with a set of case studies that describe different situations where diversity and inclusion may be challenged or supported in the workplace.
- Ask students to analyze each case study in small groups, identifying the challenges and opportunities for creating an inclusive culture.
- Bring the class together for a group discussion, and ask each group to share their analysis of the case studies.
- Facilitate a conversation about the challenges and opportunities for creating an inclusive culture in each situation.
- Ask students to share their own experiences and perspectives on workplace diversity and inclusion.
- As a class, brainstorm a list of actions that organizations can take to create an inclusive culture.
- Write these actions on the whiteboard, and encourage students to think creatively.
- Assign students to write a reflection paper on their personal experiences with diversity and inclusion in the workplace, and how they plan to create an inclusive culture in their future careers.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Assign students to write a reflection paper on their personal experiences with diversity and inclusion in the workplace, and how they plan to create an inclusive culture in their future careers.

Unit 2.2 Recruitment Process of Persons with Disability and Current Trends of their Recruitment

Unit Objectives

At the end of the session, participant will be able to:

- Explain the process followed to recruit Persons with Disability in the organisation.
- Discuss factors that enhance effectiveness in recruitment and selection process of Persons with disability.
- Describe current trends related to the recruitment of Persons with Disability.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Say

- Let's learn the recruitment process of persons with disabilities in the organization by referring to the participant handbook.

Explain

Explain the recruitment process of persons with disabilities by referring to the participant handbook:

- Preparing
- Sourcing
- Screening
- Selecting
- Hiring
- On boarding

Team Activity

- Create small groups of 3 - 4 individuals out of the entire class.
- Each group should choose a different type of disability, such as physical disability, hearing impairment, visual impairment, or intellectual disability.
- Ask each group to research the recruitment process of persons with disabilities and create a presentation on their findings.

Explain

- The presentation should include the following:
  - o Statistics on the prevalence of the chosen disability in the workplace.
  - o An overview of the recruitment process for persons with disabilities, including any legal requirements or accommodations that may be necessary.
  - o Examples of organizations that have successfully recruited persons with disabilities and the strategies they used.
  - o Any challenges or barriers that persons with disabilities may face during the recruitment process.
- After the groups have completed their presentations, lead a discussion on the recruitment process of persons with disabilities.
- Ask the following questions:
  - o Why is it important for organizations to recruit persons with disabilities?
  - o What are some of the benefits of having a diverse and inclusive workplace?

Ask

- What are the factors that enhance effectiveness in recruitment and selection process of Persons with disability?

Explain

- Explain the factors that improve disability recruitment and selection by referring to the participant handbook.

Team Activity

- Divide the class into small groups and assign each group a different industry or sector.
- Instruct each group to research the current state of disability recruitment and selection in their assigned industry/sector.
- Ask them to identify any barriers or challenges that people with disabilities might face in accessing employment in that industry/sector.
- Have each group create a list of recommendations for how organizations in their assigned industry/sector could improve their disability recruitment and selection processes.
- Encourage them to think creatively and consider both short-term and long-term solutions.
- Once the groups have completed their research and recommendations, bring the class back together to share their findings.
- Facilitate a discussion about the common themes and challenges across industries/sectors, as well as any unique recommendations that arose in specific groups.
- Finally, challenge the class to think critically about how these recommendations could be implemented in practice.

Say

- Let's learn the current trends related to the recruitment of persons with disability by referring to the participant handbook.

Team Activity

- Create small groups of 3 - 4 individuals out of the entire class.
- Assign each group one or more of the following disability recruiting trends to research and discuss:
- Virtual recruiting and job fairs
- Disability-focused job boards and websites
- Inclusive hiring practices and accommodations
- Disability employee resource groups (ERGs) and mentoring programs
- Partnerships with disability organizations and advocacy groups
- Disability disclosure and self-identification policies
- Give the groups 15-20 minutes to research their assigned topic(s) using online resources, such as news articles, research reports, and company websites.
- After the research period, bring the class back together and have each group present their findings and insights to the rest of the class.
- Facilitate a class discussion on the broader implications of these trends for disability employment and inclusion.
- Ask the students to consider questions such as:
- What do these trends suggest about the current state of disability employment and inclusion in the workforce?
- What are some potential strategies for employers and job seekers with disabilities to capitalize on these trends?

Team Activity

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 2.3 Accessible Workplace and Reasonable Accommodation at the Workplace

Unit Objectives ⊙

At the end of the session, participant will be able to:
- Describe the basic concepts related to reasonable accommodation at the workplace.
- Explain the importance of accessible workplace.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Elaborate

- Elaborate the concepts of reasonable accommodation at the workplace.

Say

Let's learn the concept of reasonable accommodation by referring to the participant handbook.

Team Activity

- Divide the class into small groups.
- Provide each group with a case study that involves a person with a disability who needs a reasonable accommodation at work.
- The case studies should be varied and could include disabilities such as visual impairments, hearing impairments, mobility impairments, and mental health conditions.
- Each case study should describe the individual's disability and the specific accommodations that they need to perform their job effectively.
- Have the groups discuss the case studies and brainstorm possible solutions for accommodating the individual's needs.
- Encourage them to think creatively and consider both traditional and non-traditional accommodations.
- Once the groups have had time to discuss and come up with solutions, each group presents its ideas to the class.

- Discuss the significance of reasonable accommodations and their potential effects on the workplace and the disabled person in the class after each group has finished presenting.
- The difficulties that could be encountered while adopting accommodations should be discussed, along with solutions.

Ask

- What is the importance of accessible workplace?

Team Activity

- Start off by outlining the idea of workplace accessibility.
- Explain that a workplace must be accessible to all employees, including those with disabilities, in order for them to execute their jobs to the best of their ability.
- Divide your class into small groups.
- Assign each group in your class a fictitious situation where a worker with a handicap encounters obstacles at work. For example, you could describe a scenario where an employee who uses a wheelchair is unable to access a meeting room because there are no ramps or elevators.
- Ask each group to brainstorm a list of potential solutions to the scenario they have been given.
- Encourage them to think creatively and consider different approaches that could address the problem.
- Have each group present their solutions to the class.
- After each presentation, ask the class to discuss the potential benefits and drawbacks of the proposed solutions.
- Ask the class to consider the ways in which creating an accessible workplace benefits everyone, not just employees with disabilities. For example, an accessible workplace can lead to improved productivity, greater job satisfaction, and increased diversity and inclusion within the organization.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 2.4 Online Resources for Disability Information

Unit Objectives

At the end of the session, participant will be able to:

- Discuss the available sources and online platforms for extracting information related to disability.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Say

- Let's learn the available sources and online platforms for extracting information about the disability by referring to the participant handbook.

Team Activity

- Divide the class into small groups.
- Assign each group a specific disability (e.g. visual impairment, hearing impairment, mobility impairment, etc.).
- Instruct each group to research and compile a list of available sources and online platforms where they can extract information related to their assigned disability.
- Each group should present their findings to the class, highlighting the sources and platforms they found most useful.
- As a class, discuss the advantages and disadvantages of each source and platform.
- Encourage students to share their personal experiences using these sources and platforms, if applicable.
- Challenge the class to brainstorm new ways in which technology could be used to improve accessibility for people with disabilities.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 2.5 Workplace Safety, Risk, and Hazards

Unit Objectives

At the end of the session, participant will be able to:

- Explain the possible workplace safety threats dangers and risks and possible modification in safety related devices (ex. visual alarms, braille signages etc.).

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Elaborate

- Elaborate the workplace safety, threats, dangers and risks for persons with disability.
- Elaborate the health and safety of persons with disability.

Say

- Let's learn the workplace safety, threats, dangers and risks of persons with disability by referring to the participant handbook.

Team Activity

- Divide the class into groups and assign each group a specific type of disability, such as visual impairment, hearing impairment, physical disability, or intellectual disability.
- Ask each group to research the specific workplace safety risks, threats, and dangers that are associated with their assigned type of disability.
- This may include things like difficulty navigating the physical workspace, communication barriers, lack of accessibility features, and discrimination or stigma.
- Once the groups have completed their research, have them present their findings to the class.
- Each presentation should include:
  - A summary of the workplace safety risks, threats, and dangers associated with their assigned type of disability.
  - Examples of how these risks, threats, and dangers can manifest in different workplace settings.
  - Possible solutions or strategies for addressing these risks, threats, and dangers, such as training programs, accessibility features, and policies or procedures that promote inclusion and accommodation.

- Once the groups have completed their research, have them present their findings to the class. Each presentation should include:
- As a class, discuss the broader implications of these workplace safety risks, threats, and dangers for persons with disabilities. Ask questions such as:
  - o What are some of the systemic barriers that contribute to these risks, threats, and dangers in the workplace?
  - o How can employers and organizations promote greater safety, inclusion, and accommodation for persons with disabilities?
- Ask students to reflect on what they've learned from the activity and how it has impacted their understanding of workplace safety, disability, and inclusion.

Say

- Let's learn health and safety of persons with disability by referring to the participant handbook.

Team Activity

- Create small groups of 3–4 individuals out of the entire class.
- Assign each group a specific disability, such as visual impairment, hearing impairment, mobility impairment, or intellectual disability.
- Have each group research the health and safety concerns associated with their assigned disability.
- They can use a variety of sources, such as academic articles, government websites, and disability advocacy organizations.
- Ask each group to create a brief presentation (e.g., a 5-10 minute PowerPoint) on their findings.
- The presentation should cover the following questions:
- What are the primary health and safety concerns associated with the assigned disability?
- What are some common accommodations or adaptations that can be made to address these concerns?
- Once each group has spoken, guide a class discussion about the issues that are prevalent among people with various impairments.
- Encourage students to consider their learning and how it could influence their future advocacy or practise.

Ask

- What are the special equipment and devices for persons with disability?

Explain

- Explain the special equipment and devices for PWD by referring to the participant handbook:
- Light, vibrations, Braille signs, etc.

Team Activity

- Divide the class into small groups.
- Assign each group a specific type of disability (e.g. visual impairment, hearing impairment, mobility impairment).
- Instruct each group to research and identify special equipment and devices that are designed to help people with their assigned disabilities.
- Each group should create a list of the equipment and devices they found and briefly describe how they work to assist people with disabilities.
- After completing their research, each group should present their findings to the rest of the class.
- Encourage discussion among the class, and ask questions such as:
- What challenges did you encounter during your research?
- What impressed you most about the devices you researched?
- Are there any gaps in the available technology for people with disabilities?

Ask

- How to report accidents and hazards?

Team Activity

- Start by explaining the importance of reporting accidents and hazards in the workplace.
- Discuss how reporting can help prevent future incidents and make the workplace safer for everyone.
- Divide the class into groups, and assign each group a different scenario involving an accident or hazard in the workplace. For example, one group might be given a scenario where an employee slips and falls on a wet floor, while another group might be given a scenario where an employee is exposed to hazardous chemicals.
- Ask each group to brainstorm a list of steps that should be taken to report the accident or hazard, starting from the moment the incident occurs.
- Encourage them to think about who should be notified, what information should be included in the report, and what follow-up actions might be required.
- After each group has completed their list, have them present their findings to the class.
- Encourage students to consider their learning and how they may use it in their current or future jobs.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 2.6 Advisory Group for Grievances Redressal

Unit Objectives

At the end of the session, participant will be able to:

• Explain the importance of an advisory group in dealing with grievances related to Persons with Disability effectively and in time.

Resources to be Used

• White board, markers, duster etc.
• PowerPoint slides, pictures/ posters.
• Resources like websites, PDF documents, and samples.
• Assignments included in participants manual.

Elaborate

• Elaborate the importance of an advisory group in dealing with grievances related to Persons with Disability effectively and in time.

Say

• Let's learn the roles of advisory group in dealing with grievances related to Persons with Disability by referring to the participant handbook.

Team Activity

• Begin by explaining the importance of addressing grievances related to persons with disabilities in a timely and effective manner.
• Introduce the concept of an advisory group and explain how such groups can be instrumental in addressing grievances related to persons with disabilities.
• Make small groups of 3 - 4 individuals each out of the entire class.
• Distribute the case studies to each group and ask them to read through them together.
• Ask each group to identify the key issues in each case study, including any barriers that the person with a disability might have faced in seeking a resolution to their grievances.
• Have each group discuss how an advisory group could have helped to address these grievances more effectively and promptly.
• Ask each group to come up with at least two key ways in which an advisory group could have made a difference.
• Have each group report back to the class, sharing their key findings and suggestions.
• Write these suggestions on the whiteboard for the entire class to see.

- Engage the class in a discussion about the findings, emphasizing the importance of an advisory group in addressing grievances related to persons with disabilities.
- Ask the students to reflect on what they have learned and how they can apply this knowledge in their own lives.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

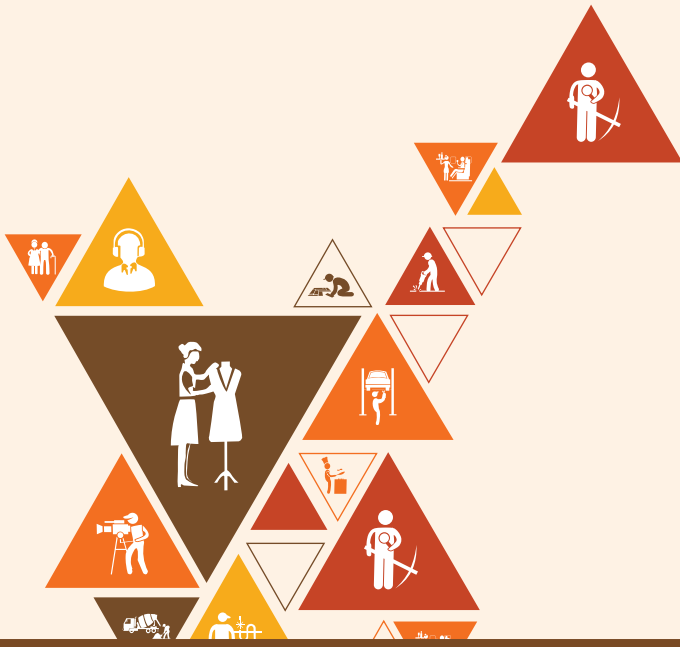# 3. Support Persons with Disability at the Workplace

Unit 3: Support Employees with Disability at the Workplace

Key Learning Outcomes

At the end of this module, you will be able to:

Theory	Practical
• Discuss the details of people to be approached for taking support related to daily work activities, on site concerns, leave approval, PF, ESI, or any discrimination etc.	• Make a schedule for orientation and induction of new employees with disability.
• Explain the process for an orientation, induction and training session.	• Organise training session for the newly hired employees with disability based on the skill set required to perform the assigned job role.
• Explain the importance of setting personal and professional goals to increase productivity at the workplace.	• Arrange workshops/ live sessions for employees with disability to assist them in their work improvement along with their reporting manager.
• Explain how to map individual's strengths and weakness with the job profile.	• Plan for interdepartmental daily/weekly/monthly meetings to enhance communication between the employees.
• Explain the importance of personal development to perform role as per desired standards.	• Organise informal team building activities such as indoor games, outdoor games, and team lunch etc. for better interpersonal relationship.
• Explain the importance of developing effective working relationships for professional success.	• Gather and share information related to additional support related to lodging/ transportation required for employees with disability.
• Discuss importance of analysing impact of surrounding environment on the performance of employees with disability.	• Seek information related to performance of new employees with disability from relevant authorities/ departments in the organisation and employees itself.
• Explain the importance of effective communication in the workplace.	• Arrange weekly meet with PwDs to understand any specific challenge/concerns related to work.
• Describe procedures for keeping data confidential and secure as per organisational policies.	• Organize training sessions to improve the job required skills based on the performance analysis, feedback from reporting manager and discussions with employees with disability.
	• Demonstrate importance of responsible and disciplined behaviours at the workplace such as punctuality; completing tasks as per given time and standards; not gossiping and idling time; eliminating waste, honesty, etc.

Theory	Practical
	• Draw a chart to describe the progression of career from existing job. • Devise strategies to motivate employees with disability such as nominating best employee awards, connecting etc. • Demonstrate ways to record information related to the new employees with disability.

Unit 3.1 Daily Work Support Assistance

Unit Objectives ◎

At the end of the session, participant will be able to:

- Discuss the details of people to be approached for taking support related to daily work activities, on site concerns, leave approval, PF, ESI, or any discrimination etc.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Elaborate

- Elaborate the details of people to be approached for taking support related to daily work activities, on site concerns, leave approval, PF, ESI, or any discrimination etc.

Say

- Let's learn the assistance for disabled workforce by referring to the participant handbook.

Team Activity

- Divide the students into small groups.
- Provide each group with a list of common workplace scenarios that may require support, such as:
    - o   Requesting leave approval.
    - o   Reporting on-site concerns (e.g. safety hazards).
    - o   Seeking support for daily work activities (e.g. technology issues).
    - o   Seeking information on PF and ESI benefits.
    - o   Reporting incidents of discrimination or harassment.
- Ask each group to discuss and identify the appropriate person or department that should be approached for support in each scenario.
- After the groups have had time to discuss, bring the class back together and ask each group to share their findings.
- As a class, discuss any discrepancies or differences in the groups' answers and determine the most appropriate people or departments to approach in each scenario.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 3.2 Process of Orientation, Induction and Training

Unit Objectives

At the end of the session, participant will be able to:

- Explain the process for an orientation, induction and training session.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Elaborate

- Elaborate the concept of induction.

Say

- Let's learn the concept of induction by referring to the participant handbook.

Team Activity

- Split the class into smaller groups, and instruct each group to come up with a list of subjects or areas that new hires ought to be introduced to during their orientation time at a company.
- After each group has come up with their list, ask them to compare and discuss their findings.
- Encourage them to identify similarities and differences between the topics on each list.
- Once the groups have shared their findings, facilitate a class discussion on the importance of induction in organizations.
- Ask questions like:
  - o   Why is it important for new employees to have an induction period?
  - o   What are the benefits of a well-planned induction program?
- Next, ask the class to brainstorm some activities or strategies that could be used during an induction program to help new employees feel welcomed, supported, and prepared for their new roles.
- Ask each group to create a short presentation on their ideal induction program.
- They should include details on the topics they identified earlier, as well as the activities or strategies they brainstormed.
- Encourage them to be creative and think outside the box!

Elaborate

- Elaborate the concept of orientation programme in an organization.

Say

- Let's learn the concept of orientation by referring to the participant handbook.

Team Activity

- Divide the class into small groups.
- Assign each group to research and prepare a brief presentation on the importance and benefits of an orientation program for new employees in an organization.
- Provide resources such as articles, case studies, and websites related to orientation programs for new employees.
- Give the groups 30 - 45 minutes to research and prepare their presentations.
- Have each group present their findings to the class.
- Encourage discussion and debate among the class on the effectiveness of orientation programs in organizations.
- Conclude the activity by summarizing the main points of the presentations and the importance of having an effective orientation program in an organization.

Elaborate

- Elaborate the concept of training program in an organization.

Say

- Let's learn the concept of training programs for persons with disability by referring to the participant handbook.

Team Activity

- Arrange the class's participants into groups of four or five.
- Assign each group to research a specific disability, such as physical disabilities, hearing impairments, visual impairments, or cognitive disabilities.
- Ask each group to create a list of training programs that could be offered to employees with that disability in an organization. For example, a training program for employees with visual impairments could include training on how to use screen readers and other assistive technologies, while a training program for employees with cognitive disabilities could include training on how to communicate effectively with individuals with cognitive disabilities.
- Once the groups have completed their research, ask them to present their findings to the class.
- After each group has presented, lead a class discussion on the importance of training programs for persons with disabilities in an organization, and the potential benefits of such programs for both the employees and the organization.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 3.3 Goal Setting at Workplace

Unit Objectives 🎯

At the end of the session, participant will be able to:

- Explain the importance of setting personal and professional goals to increase productivity at the workplace.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Ask

- What is the concept of setting personal goal at the workplace?

Explain

- Explain the importance of setting personal goal to increase productivity at the workplace by referring to the participant handbook.

Team Activity

- Introduce the topic of personal goal setting and explain how it can help increase productivity at the workplace.
- Provide examples of personal goals that can help improve workplace productivity such as learning a new skill, completing a project by a deadline, or improving communication with colleagues.
- Split the class into pairs or small groups, and ask them to talk about their own career or work ambitions.
- Tell each group to come up with three to five personal objectives they'd want to accomplish in the following six to twelve months.
- Have each group present their goals to the class and discuss why they are important and how they can contribute to increased productivity at the workplace.
- Encourage the class to offer feedback and suggestions for achieving each other's goals.
- Instruct each student to write down their personal goals and create an action plan with specific steps to achieve them.
- Provide time for students to work on their action plans and offer individual support and feedback as needed.
- Conclude the activity by emphasizing the importance of setting personal goals and how they can contribute to increased productivity and job satisfaction.

Ask

- What is the concept of setting professional goal at the workplace?

Explain

- Explain the importance of setting professional goal to increase productivity at the workplace by referring to the participant handbook.

Team Activity

- Begin by introducing the topic of setting professional goals and their significance in the workplace.
- Share some statistics and facts that highlight the benefits of setting goals, such as increased productivity, job satisfaction, and career advancement.
- Provide participants with a goal-setting worksheet that prompts them to identify their short-term and long-term professional goals, as well as the steps they need to take to achieve them.
- Encourage them to share their goals with a partner or in a small group to get feedback and support.
- Facilitate a group discussion about the importance of setting professional goals in the workplace.
- Ask participants to share their own experiences and examples of how setting goals has helped them increase their productivity and motivation at work.
- Divide participants into small groups and assign them a workplace scenario where setting goals could improve productivity. For example, a sales team that needs to increase its sales targets or a marketing team that needs to develop a new product launch strategy.
- Each group should brainstorm and role-play a scenario where setting goals could help them achieve success.
- Ask the participants to reflect on what they learned about the importance of setting professional goals in the workplace.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 3.4 Personal Development Plan

Unit Objectives 🎯

At the end of the session, participant will be able to:

- Explain how to map individual's strengths and weakness with the job profile.
- Explain the importance of personal development to perform role as per desired standards.
- Discuss importance of analysing impact of surrounding environment on the performance of employees with disability.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Ask

- How to identify your strengths and weaknesses with the job profile?

Explain

- Explain the strengths and weaknesses with the job profile by referring to the participant handbook.

Team Activity

- Introduce the job profile to the class, including a brief overview of the position, its responsibilities, and the skills and traits required for success in that role.
- Provide the list of commonly desired skills and traits for that position.
- Discuss each one with the class, defining what each skill/trait means and why it's important for the position.
- Have each student take a blank sheet of paper and divide it into two columns: one for strengths and one for weaknesses.
- Instruct students to reflect on their own skills and traits, and consider which ones they possess that would be beneficial for the job profile.
- They should write these strengths in the appropriate column on their paper.
- Next, instruct students to think about any skills or traits that they feel they may lack, or that could be improved upon, in the context of the job profile.
- They should write these weaknesses in the appropriate column on their paper.
- Provide students time to finish their lists, then ask volunteers to share a few of their strengths and flaws with the class.

- Discuss with your peers and solicit their opinions on how these abilities and characteristics could affect work performance.
- Students reflect on their lists and consider how they can use this information to make informed decisions about job fit.
- Encourage them to think about ways to leverage their strengths and improve upon their weaknesses, and how this may impact their career goals.

Explain

- Explain the concept of personal development by referring to the participant handbook.

Team Activity

- Start by asking the class to brainstorm a list of skills and qualities that are important for success in the workplace.
- Write these on the board or a flip chart.
- Then, ask the class to think about their own strengths and weaknesses in relation to these skills and qualities.
- Have them write down their thoughts on a piece of paper.
- Organize the class into small groups of three to four persons, and ask each group to discuss the following questions:
- What skills or qualities do you think are most important for your role at the workplace?
- What skills or qualities do you feel you need to develop further to perform your role effectively?
- How can you develop these skills and qualities?
- After the groups have discussed these questions, ask them to share their ideas with the rest of the class.
- Encourage a discussion around the different methods and strategies that individuals can use to develop their skills and qualities, such as taking training courses, seeking mentorship, practicing self-reflection and feedback, or seeking out new experiences.
- Ask the class to reflect on the importance of personal development for professional success, and how it can help individuals to perform their roles according to desired standards at the workplace.
- Encourage them to set personal development goals for themselves based on the insights gained from the activity.

Ask

- Why is important of analysing the performance of employees with disability?

Explain

- Explain the impact of environment on the performance of employees with disability by referring to the participant handbook.

Team Activity

- Create small groups in the class and provide each group with a case study of a fictional employee with a disability.
- The case study should include information about the employee's disability, job responsibilities, and work environment.
- Ask each group to identify the specific challenges that the employee with a disability might face in their work environment, such as physical barriers, communication difficulties, or social isolation.
- Next, ask each group to brainstorm potential solutions to address these challenges. For example, if the employee has mobility impairment, the group might suggest installing ramps or elevators, providing assistive technology or equipment, or adjusting the layout of the workspace.
- Once each group has identified potential solutions, ask them to consider the potential impact of these solutions on the employee's job performance and overall well-being.
- Ask each group to present their case study, the challenges they identified, the solutions they proposed, and the potential impact of those solutions.
- Encourage the class to discuss the importance of considering the surrounding environment when analyzing the performance of employees with disabilities, and to consider how these insights might be applied in real-world workplace settings.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 3.5 How to Develop Effective Working Relationship

Unit Objectives 🎯

At the end of the session, participant will be able to:

- Explain the importance of developing effective working relationships for professional success.
- Explain the importance of effective communication in the workplace.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.

Ask

- What is the importance of developing effective working relationships?

Explain

- Explain the importance of developing effective working relationships by referring to the participant handbook

Team Activity

- Begin by introducing the topic of the importance of developing effective working relationships for professional success.
- Create small groups of 3 - 4 individuals out of the entire class.
- Assign each group a scenario related to workplace relationships. For example, you could give each group a different scenario such as:
  - o   A team member who is difficult to work with and often disrupts group meetings.
  - o   A supervisor who is not responsive to requests for feedback or guidance.
  - o   A co-worker who frequently takes credit for others' work.
  - o   A team member who is constantly late or absent from meetings.
- Ask each group to discuss the scenario and brainstorm ways to develop effective working relationships in that situation.
- Encourage them to consider strategies for communication, collaboration, and conflict resolution.
- After about 15 - 20 minutes, have each group share their ideas with the class.
- Facilitate a discussion about the different strategies that were suggested and their potential effectiveness.

- Emphasize the need for clear communication, active listening, and empathy in order to build trust and collaboration in the workplace.

Ask

- What is the importance of effective communication in the workplace?

Explain

- Explain the importance of effective communication in the workplace by referring to the participant handbook.

Team Activity

- Start by dividing the class into small groups of 3-4 students.
- Give each group a hypothetical workplace scenario to work with. For example, you could ask them to imagine they are part of a team working on a new product launch, and they need to communicate with each other to ensure that the launch is successful.
- Ask each group to come up with a list of communication barriers that could arise in the scenario. For example, they might identify language barriers, cultural differences, conflicting priorities, or poor listening skills.
- Next, ask each group to brainstorm strategies for overcoming these barriers and promoting effective communication.
- They might suggest things like using clear and concise language, active listening, providing feedback, or using visual aids.
- Finally, have each group present their findings to the class, and lead a discussion on the importance of effective communication in the workplace.
- Encourage students to share their own experiences with communication challenges, and how they have overcome them.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

4. Performance Evaluation of Persons with Disability

Unit 4.1 - How to Prepare a Profile Matrix

Unit 4.2 - Performance Management of Persons with Disability

Unit 4.3 - Process of Employee Data Recording
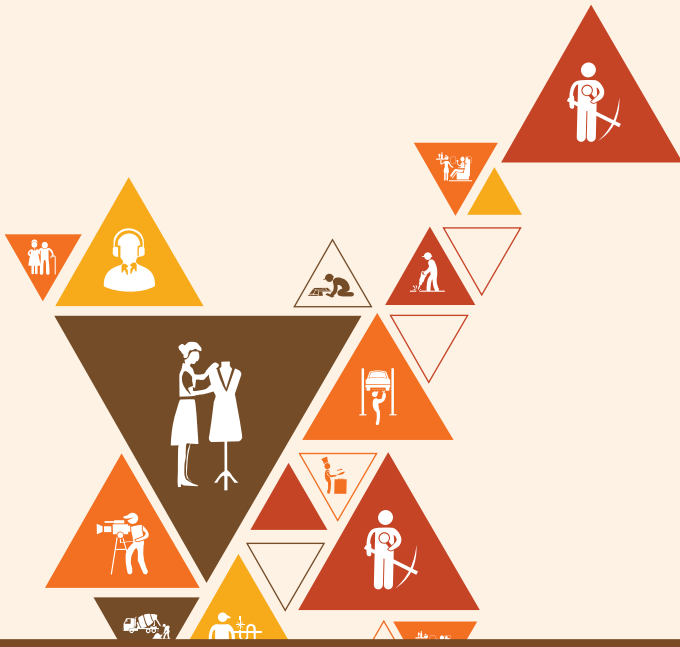
Unit 4: Performance Evaluation of Employee with Disability

Key Learning Outcomes

At the end of this module, you will be able to:

Theory	Practical
• Explain the parameter of making a good profile matrix • Explain the standards, rules to be followed to evaluate the performance of employees with disability. • Explain the importance of training/retraining for the overall development of an individual with disability. • Explain various data recording systems used in organisations to capture and process employee data. • Explain importance of making strategies for improving the performance. • Describe workplace grading systems and work-related expectations.	• List out the parameters to be considered while making checklist/profile matrix. • Compare the performance of employee with disability with the organisational and industry standards, previous performance and peers. • Identify areas of improvement based on the performance report. • Prepare a retraining session plan based on the performance report of employees with disability. • Prepare a checklist to assess the impact of retraining sessions on the overall performance, self-esteem and confidence of employees with disability. • Demonstrate ways such as emails, one to one communication etc. to share feedback of the performance. • Demonstrate how to make work improvement strategies. • Demonstrate recording of data using computers in word processors, spreadsheets and ERP systems. • Summarize overall performance report for submission to senior management.

Unit 4.1 How to Prepare a Profile Matrix

Unit Objectives 🎯

At the end of the session, participant will be able to:

- Explain the parameter of making a good profile matrix.
- Explain the importance of training/retraining for the overall development of an individual with disability.
- Describe workplace grading systems and work-related expectations.
- List out the parameters to be considered while making checklist/profile matrix.
- Prepare a checklist to assess the impact of retraining sessions on the overall performance, self-esteem and confidence of employees with disability.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Ask

- Do you know about profile matrix?

Elaborate

- Elaborate the parameter of making a good profile matrix.
- Elaborate the importance of training/retraining for the overall development of an individual with disability.

Say

- Let's learn the importance of training/retraining of an individual with disability by referring to the participant handbook.

Team Activity

- Create small groups of 3 - 4 individuals out of the entire class.
- Assign each group a specific disability category (e.g., physical, sensory, intellectual, or mental health disabilities).
- Ask each group to research and compile a list of skills or knowledge areas that are important for individuals with their assigned disability category to learn or improve upon.

- For example, for physical disabilities, this could include mobility skills, pain management, or adaptive technology usage; for sensory disabilities, this could include communication skills, assistive technology usage, or sensory processing strategies; for intellectual disabilities, this could include self-care skills, social skills, or vocational training; for mental health disabilities, this could include coping skills, self-advocacy, or therapy techniques.

- Once the groups have compiled their lists.

- Ask them to identify specific training or retraining programs that could help individuals with their assigned disability category develop these skills or knowledge areas.

- These programs could include formal educational programs, vocational training, therapy services, or community-based programs.

- Ask each group to present their findings to the class and facilitate a discussion on the importance of training/retraining for individuals with disabilities, including the potential benefits for their overall development, independence, and quality of life.

Ask

- What is the grading system in a workplace?
- What are the work-related expectations?

Explain

- Explain the workplace grading system and work-related expectations by referring to the participant handbook.

Team Activity

- Begin by introducing the topic of workplace grading systems and work-related expectations.
- Explain that in most workplaces, employees are evaluated based on their performance and assigned a grade or rating.
- Start a discussion on the different grading systems used in the workplace. Some examples of grading systems include numerical grading, letter grading, pass/fail, and job performance ratings.
- Discuss the pros and cons of each grading system.
- Distribute handouts that contain information on different grading systems and work-related expectations.
- The handouts should explain the different grading systems used in the workplace and the expectations associated with each grading system.
- Create small groups of 3 - 4 individuals out of the entire class.
- Instruct each group to read and discuss the handout.
- Then, have each group create a list of the expectations associated with the grading system they were assigned.

- Have each group present their list of expectations to the class. Encourage discussion and questions from the other groups.
- Summarize the main points covered in the activity.
- Emphasize the importance of understanding workplace grading systems and work-related expectations in order to succeed in the workplace

Ask

- What are the parameters to be considered while making checklist/profile matrix?

Explain

- Explain the parameters of making checklist/profile matrix by referring to the participant handbook.

Team Activity

- Identify the criteria that are important to evaluate the options or alternatives.
- These criteria can be quantitative or qualitative and should be relevant to the decision being made.
- Assign weights to each criterion to reflect its relative importance. This helps in prioritizing the criteria and making an informed decision.
- List out the options or alternatives that are being evaluated.
- Ensure that all relevant options are included and that they are distinct from each other.
- Choose a rating scale to evaluate each option against each criterion.
- The rating scale should be consistent and appropriate for the criteria being evaluated.
- Score each option against each criterion using the chosen rating scale.
- The scores should be objective and based on evidence or data.
- Calculate the total score for each option by summing up the scores across all criteria. This helps in ranking the options and identifying the best option.
- Analyze the results of the checklist/profile matrix to identify the strengths and weaknesses of each option. This helps in making an informed decision based on the evaluation criteria.

Ask

- How to prepare checklist to assess the overall performance, self-esteem and confidence of employees with disability?

Do

- Prepare checklist to assess the overall performance of employees with disability.

Team Activity

- **Job Description:** Review the job description to ensure that the employee's responsibilities match their skills and abilities.
- **Accommodations:** Determine if the employee has any accommodations in place that allow them to perform their job duties effectively.
- **Feedback:** Regularly provide feedback to the employee regarding their performance and ask for their input on how they can improve.
- **Support:** Provide the employee with the necessary support they need to succeed in their role.
- **Work Environment:** Evaluate the work environment to ensure that it is accessible and conducive to the employee's needs.
- **Training and Development:** Provide the employee with training and development opportunities to enhance their skills and knowledge.
- **Communication:** Communicate with the employee regularly to ensure they feel included and supported.
- **Performance Metrics:** Use objective performance metrics to evaluate the employee's performance and progress.
- **Recognition:** Recognize the employee's achievements and contributions to the team.
- **Respect:** Treat the employee with respect and dignity, and avoid making assumptions about their abilities or limitations based on their disability.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 4.2 Performance Management of Persons with Disability

Unit Objectives

At the end of the session, participant will be able to:

- Explain the standards, rules to be followed to evaluate the performance of employees with disability.
- Explain importance of making strategies for improving the performance.
- Compare the performance of employee with disability with the organisational and industry standards, previous performance and peers.
- Identify areas of improvement based on the performance report.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Ask

- How to evaluate the performance of persons with disability?

Elaborate

- Elaborate the standards, rules to be followed to evaluate the performance of employees with disability

Team Activity

- Divide the class into small groups and assign each group a specific disability category (e.g., visual impairment, hearing impairment, mobility impairment, cognitive impairment).
- Ask each group to research and identify the key standards and rules that should be followed when evaluating the performance of employees with their assigned disability category.
- Ask each group to report its results to the class after a predetermined period of time.
- Highlighting the key principles and criteria for assessing the performance of employees with impairments.
- Consider how these rules may change based on the kind and degree of the condition.
- As a class, examine the similarities and differences between the standards and factors for each disability category.

- Facilitate a discussion on best practices for implementing these guidelines in a workplace setting, including how to ensure that evaluations are fair, accurate, and respectful of employees with disabilities.

Ask

- Why is importance of making strategies for improving the performance?

Explain

- Explain the importance of making strategies for improving the performance of employees with disability by referring to the participant handbook.

Team Activity

- Explain the significance of building an inclusive workplace for workers with disabilities in the first few sentences.
- You can cite some figures or instances that illustrate the difficulties that persons with disabilities encounter in the workplace.
- Create smaller groups of three to four students out of the entire class.
- To increase the performance of employees with the designated impairment, ask each group to come up with ideas for tactics that may be used there.
- Challenge your students to think laterally and develop both immediate and long-term answers.
- Ask that each group present their ideas to the class once the groups have had some time to think.
- Discuss with your class the many plans each group has suggested.
- Discuss how each method may be further enhanced or used in a real-world workplace as you assess the advantages and disadvantages of each.
- Summarize the main points from the class exercise, and emphasize the significance of establishing an inclusive workplace that promotes diversity and affords all workers equal chances, regardless of their disability, before wrapping up.

Ask

- How to compare the performance of employee with disability with the organisational and industry standards?

Do

- Compare the performance of employee with disability with the organisational and industry standards, previous performance and peers.

Team Activity

- Organizational and Industry Standards: It's important to compare the employee's performance to the standards set by the organization and the industry as a whole. This can provide a benchmark for evaluating the employee's performance and identifying areas for improvement. However, it's also important to ensure that these standards are fair and inclusive of employees with disabilities.

- Previous Performance: Comparing the employee's current performance to their previous performance can provide valuable insights into their progress and growth. It's important to take into account any accommodations or changes that have been made to the employee's job responsibilities or work environment that may impact their performance.

- Peers: Comparing the employee's performance to that of their peers can provide valuable information on their relative performance within the organization. However, it's important to consider any differences in job responsibilities, experience, or workload that may impact their performance.

- These challenges may require accommodations or modifications to their job responsibilities or work environment to ensure that they can perform to the best of their ability.

- By taking these factors into account, employers can develop a more accurate and inclusive approach to evaluating the performance of employees with disabilities.

Ask

- How to identify areas of improvement based on the performance report?

Say

- Let's learn to identify areas of improvement based on the performance report by referring to the participant handbook.

Team Activity

- Ask the participants to identify areas of improvement based on the performance report.
- Materials required:
- Performance report
- Pen and paper
- Computer or mobile device with internet access
- Start by reviewing the performance report thoroughly.
- Take note of any metrics that indicate subpar performance or areas that could use improvement.

- Break down the report into different categories, such as sales, customer service, or production.
- This will help you focus on specific areas of the business.
- Use a pen and paper to list out the categories and the corresponding metrics that need improvement.
- Utilize the internet to research best practices for improving performance in each category. For example, if the sales numbers need improvement, look up strategies for increasing sales in a similar industry.
- Write down the best practices and strategies that you find, along with any notes or comments that may be relevant to your business.
- Organize your findings and present them to your team or supervisor, along with a plan for implementing the improvements.
- Track progress and make adjustments as necessary.

Unit 4.3 Process of Employee Data Recording

Unit Objectives 🎯

At the end of the session, participant will be able to:

- Explain various data recording systems used in organisations to capture and process employee data.
- Demonstrate recording of data using computers in word processors, spreadsheets and ERP systems.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Ask

- What are the various data recording system and process employee data?

Explain

- Explain the various data recording system and process employee data used in organization by referring to the participant handbook

Team Activity

- Divide your students into groups of 3 - 4 members.
- Provide each group with a list of different types of data recording systems used in organizations, such as Time and Attendance Systems, HR Information Systems, Performance Management Systems, Learning Management Systems, Applicant Tracking Systems, etc.
- Give each group the task of choosing a data recording system from the list and researching it.
- They should concentrate on the following factors:
  - o What kind of information does the system store?
  - o How is the data collected and processed by the system?
  - o What are the system's advantages and drawbacks?
- After the groups have completed their research, ask them to present their findings to the class.
- Encourage them to use visual aids, such as slides or posters, to illustrate their points.
- Facilitate a class discussion after each presentation, asking students to provide feedback and ask questions about the different systems.
- Ask each group to create a short report or infographic that summarizes the key points about the data recording system they researched.
- They can share these reports with the rest of the class or display them in the classroom.

Ask

- How to record data using computers in word processors, spread sheets and ERP system?

Do

- Demonstrate recording of data using computers in word processors, spread sheets and ERP systems.

Team Activity

- Ask the participants to demonstrate recording of data using computers in word processors, spread sheets and ERP.
- Materials required:
- Computers with word processing, spread sheet, and ERP software installed
- Sample data sets for each software program
- Instructions for each software program
- Divide the students into small groups and provide each group with a computer.
- Instruct the students to open a word processing software program and provide them with a sample data set.
- Ask them to record the data in a table and save the document with a descriptive name.
- Once they have completed the task, ask the students to compare their documents and discuss any differences they noticed.
- Repeat the process for a spread sheet software program and an ERP system, providing the students with sample data sets for each program.
- After each task is completed, have the students discussed the features and functions of each software program and how they differ in recording data.
- Conclude the lab by having the students reflect on what they learned and how they can apply these skills in their future studies or careers.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

5. Use Indian Sign Language to Communicate

Unit 5.1 Scope and Use of ISL
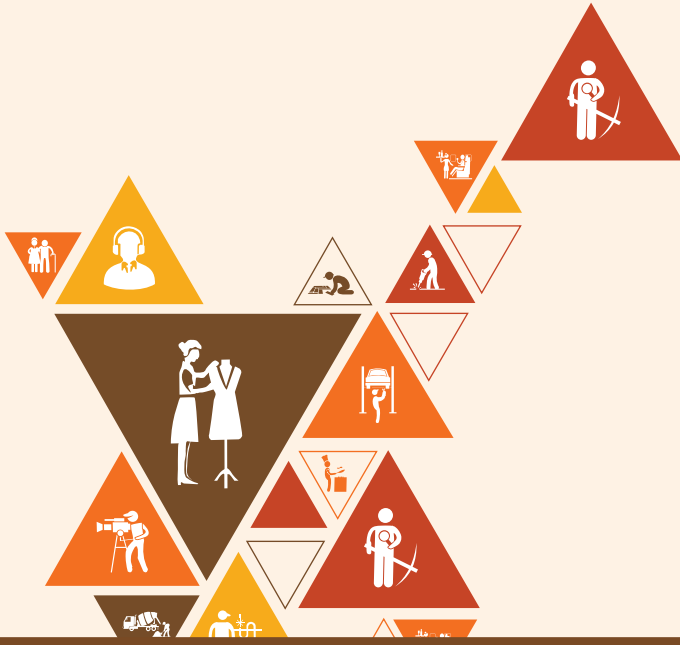
Unit 5: Use ISL to Communicate

Key Learning Outcomes 💡

At the end of this module, you will be able to:

Theory	Practical
• Discuss the scope and use of ISL. • Discuss the regional differences in signs. • Explain the recent trends in the field. • Discuss the learning of refresher sessions.	• Demonstrate signs of introductions, greetings, different signages, daily use technology, navigation, common nouns etc. • Demonstrate sign of months of the days, weeks of days etc. • Demonstrate the use of finger spellings in ISL (e.g., names, places and abbreviations.). • Express simple actions and feeling using ISL. • Demonstrate signs of common organization-specific or industry-specific terminology (e.g., visual merchandising in retail). • Express information related to self-using the following (e.g., name, native place, city, state, family members, work etc.).

Unit 5.1 Scope and Use of ISL

Unit Objectives

At the end of the session, participant will be able to:

- Discuss the scope and use of ISL.
- Discuss the regional differences in signs.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Ask

- Do you know about the India Sign Language?

Elaborate

- Elaborate the scope and use of ISL.

Say

- Let's learn the scope and use of ISL by referring to the participant handbook.

Team Activity

- Begin the class by discussing what the students already know about sign language and its importance for the deaf community.
- Ask if they are familiar with any specific sign languages used in India.
- Using the whiteboard or hand-outs, introduce the students to the basic concepts of ISL, such as its history, grammar, and vocabulary.
- Explain that ISL is the primary sign language used by the deaf community in India, and is recognized as one of the official languages of India.
- Divide the class into groups of 3-4 students.
- Assign each group a specific topic related to Indian Sign Language.
- Examples of topics could include:
  - o   The history and evolution of Indian Sign Language
  - o   The regional variations of Indian Sign Language

  o The grammar and syntax of Indian Sign Language

  o The use of facial expressions and non-manual markers in Indian Sign Language

  o The challenges faced by the Deaf community in India

  o The role of Indian Sign Language in education, media, and politics

- Ask each group to research their topic and create a 10-15 minute presentation to share with the class.
- Encourage students to use a variety of sources for their research, including academic articles, books, and videos featuring members of the Deaf community in India.
- After each presentation, allow time for questions and discussion among the class. Discussion Questions:

  o What surprised you the most about Indian Sign Language?

  o How do the regional variations of Indian Sign Language reflect the linguistic diversity of India as a whole?

Ask

- What are the regional differences in signs?

Explain

- Explain the regional differences in signs by referring to the participant handbook.

Team Activity

- Begin the activity by asking the students to name some common signs that they see in their everyday lives, such as stop signs, pedestrian crossing signs, etc.
- Then, show the class pictures of signs from different regions around the world, such as Europe, Asia, Africa, etc. You can find these pictures online or prepare them beforehand.
- Divide the class into groups and assign each group a region.
- Ask them to research the types of signs commonly used in that region and create a list of these signs.
- Next, ask each group to create a poster that showcases the signs from their assigned region.
- They should include pictures of the signs along with a brief description of what they mean.
- Once the posters are complete, have each group present their poster to the class and explain the differences between the signs in their region and the signs in other regions.
- As a class, discuss the regional differences in signs and what these differences say about the cultures and values of the regions where they are used.
- Ask the students to share their observations and impressions of the signs they saw.
- Finally, ask students to reflect on what they learned about the importance of understanding and appreciating cultural differences in communication.

Ask

- How to use finger spellings in ISL?

Do

- Demonstrate the use of finger spellings in ISL (e.g., names, places and abbreviations.).

Team Activity

- Ask the participants to demonstrate the use of finger spellings in ISL (e.g., names, places and abbreviations.).
- Materials required:
  - o   Whiteboard or paper
  - o   Marker or pen
  - o   ISL alphabet chart (can be found online or created by the instructor)
- Introduce the ISL alphabet chart to the students and explain how it is used to spell out names, places, and abbreviations.
- Provide examples of names, places, and abbreviations that are commonly finger spelled in ISL (e.g. USA, BBC, JFK, ASL, etc.).
- Ask the students to practice finger spelling these examples using the ISL alphabet chart.
- Divide the class into pairs and assign each pair a name, place, or abbreviation to finger spell to each other.
- Ask the students to write down the name, place, or abbreviation on the whiteboard or paper, then finger spells it to their partner.
- Once both partners have successfully finger spelled their assigned word, they can switch roles and repeat the activity.
- To add an extra challenge, the instructor can time the students and see who can finger spell their assigned word the fastest.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

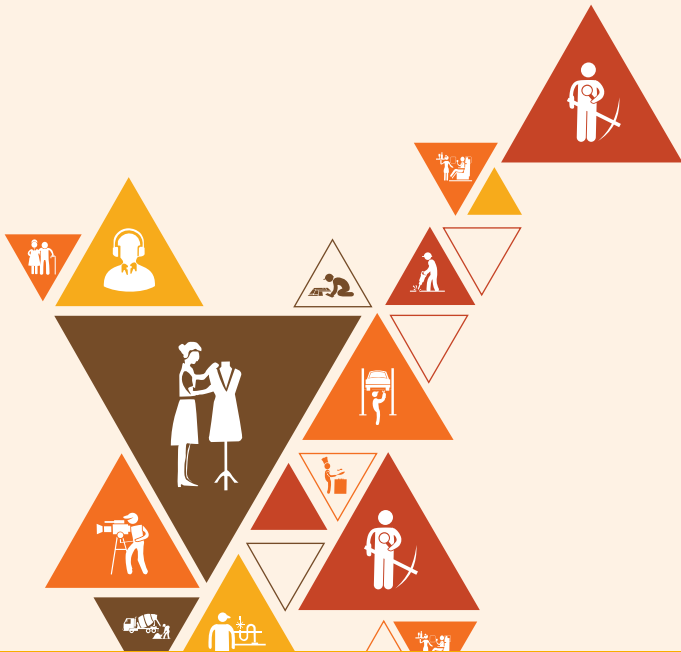# 6. Work Effectively with Colleagues and Superiors

Unit 6: Communicate Effectively with Others

Key Learning Outcomes 💡

At the end of this module, you will be able to:

Theory - Key Learning Outcomes	Practical - Key Learning Outcomes
• Explain People First Language (PFL). • Explain the significance of disability sensitization. • Discuss the challenges faced by a person with Disability • Demonstrate bias-free communication disability at the workplace and suggest ways to assist them. • Explain bias-free communication. • Explain gender concepts (gender as a social construct, gender sensitivity, gender equality etc.), issues and applicable legislations. • Discuss workplace harassment, its indicators and the process of reporting it. • Discuss Prevention of Sexual Harassment Act, 2013. • Differentiate between ethical and unethical behaviour and practices. • Discuss the benefits of understanding the socio-economic status, disability, challenges and aspirations of the learners. • Explain the protocols to be followed while dealing with persons with disability, who are at increased risk of sexual abuse as per guidelines.	• Compile a list of words and phrases indicating the appropriate use of people first language • Demonstrate bias-free communication while interacting with differently abled students in a classroom environment. • Design sample teaching material/activities to inculcate skills such as peer bonding, confidence, etc. • Demonstrate how to use smart phone features such as messaging, clock, calculator, cameras, etc. • Demonstrate how to connect to internet, Bluetooth etc. and create an email ID. • Demonstrate the use of various social media platform and safety and security measures related to it.

Unit 6.1 People First Language (PFL)

Unit Objectives 🎯

At the end of the session, participant will be able to:

- Explain People First Language (PFL).
- Compile a list of words and phrases indicating the appropriate use of people first language.
- Explain the significance of disability sensitization.
- Discuss the challenges faced by a Persons with Disability.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Say

- If you see a person in a wheelchair who is unable to climb the stairs to enter a building, would you say, "There is a handicapped person who is unable to climb stairs," or "There is a person with a disability who is unable to access a building?" How should someone with a disability be addressed or introduced? Let us talk about the new language for individuals with disabilities.

Elaborate

- Elaborate the People First Language (PFL) concept in detail.

Ask

- What words or phrases are used to describe people with disabilities?

Explain

- Explain the PFL words and phrases that are used to describe people with various types of disabilities.

Ask

- What are the challenges that people with disabilities face?

Elaborate

- Elaborate seven most common challenges that people with disabilities face.

Ask

- What do you mean by disability sensitization?

Explain

- Explain the concept of disability sensitization by referring to the participant handbook.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 6.2 Bias-Free Communication

Unit Objectives

At the end of the session, participant will be able to:

- Explain bias-free communication.
- Demonstrate bias-free communication disability at the workplace and suggest ways to assist them.
- Demonstrate bias-free communication while interacting with differently abled students in a classroom environment.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Ask

- What is bias-free communication?

Explain

- Explain the bias-free communication by referring to the participant handbook.

Ask

- What are effective communication strategies?

Elaborate

- Elaborate the effective communication strategies.

Do

- Demonstrate how to communicate with someone who is blind or has low vision by referring to the participant handbook.

Team Activity

- Conduct role plays to show how to speak with someone who is blind or has low vision.
- Call two participants to pose characters as following:
    - o   Person A: Normal person
    - o   Person B: A person who is blind or has low vision
- Ask person A to use effective communication strategies and communicate with person B who is playing blind person character.
- Ask person B to respond to person A.
- After role play, as the class to evaluate the role-plays.
- Ask the class if person A met expectations or if there is anything they could do better when communicating with person B.

Do

- Refer to the participant handbook to demonstrate how to communicate with someone who is deaf or hard of hearing.

Team Activity

- Conduct role plays to show how to speak with someone who is deaf or hard of hearing.
- Call two participants to pose characters as following:
    - o   Person A: Normal person
    - o   Person B: A person who is deaf or hard of hearing
- Ask person A to use effective communication strategies and communicate with person B who is playing deaf person character.
- Ask person B to respond to person A.
- After role play, as the class to evaluate the role-plays.
- Ask the class if person A met expectations or if there is anything they could do better when communicating with person B.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 6.3 Gender Sensitivity

Unit Objectives

At the end of the session, participant will be able to:

- Explain gender concepts (gender as a social construct, gender sensitivity, gender equality etc.), issues and applicable legislations.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Ask

- What is the distinction between sex and gender?

Explain

- Refer to the participant handbook to explain the concepts of sex and gender as per WHO.

Ask

- Have you heard of the term "Gender Sensitization"? If so, please elaborate.

Elaborate

- Elaborate the concept of Gender Sensitization.

Explain

- Explain the best practices for fostering a gender-sensitive workplace by referring to the participant handbook.

Ask

- What is gender equality?

Elaborate

- Elaborate the concept of gender equality.

Do

- Write down the Gender Sensitization laws in India on the whiteboard and read them aloud to the class.

Explain

- Refer to the participant handbook to explain the Gender Sensitization laws in India.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 6.4 Workplace Harassment and POSH

Unit Objectives

At the end of the session, participant will be able to:

- Discuss workplace harassment, its indicators and the process of reporting it.
- Discuss Prevention of Sexual Harassment Act, 2013.
- Explain the protocols to be followed while dealing with Persons with Disability, who are at increased risk of sexual abuse as per guidelines.
- Differentiate between ethical and unethical behaviour and practices.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Ask

- What is workplace harassment?

Explain

- Refer to the participant handbook to explain the conceptof workplace harassment.

Ask

- What are the different types of workplace harassment?

Explain

Explain the following types of workplace harassment by referring to the participant handbook.

- Verbal harassment
- Psychological harassment
- Sexual harassment
- Physical harassment

Team Activity

- Present the following scenario in front of the class.
- **Scenario:** Neha is a software engineer who works in Parag's team. Neha's desk is just next to Parag's. During the first few weeks of the project, Parag is quite happy with Neha's work and expresses his appreciation for her by making sexual comments, which make Neha uncomfortable. Neha observes one day that Parag's computer screen saver is a sequence of derogatory images of women. Parag is aware that this makes Neha uncomfortable, yet he refuses to change it. However, he stopped harassing her after she flatly refuses his sexual advances. Now, he makes fun of her job and humiliates her in front of coworkers and customers. He discriminates against her by assigning projects to her and then arbitrarily revoking them.
- Ask two participants from the class to volunteer for role play.
- Ask the volunteers to enact the following roles:
  - o   Parag
  - o   Neha
- Give 5 mins to think or discuss the scenario with their peers.
- Ask the other participants to note down the observations.
- Ask the participants to identify the type of harassment and have a discussion about it.

Ask

- What is the Prevention of Sexual Harassment Act of 2013?

Explain

- Explain the Prevention of Sexual Harassment Act of 2013 by referring to the participant handbook.

Ask

- Have you ever heard the term 'POSH'?
- What are the salient features of POSH Act?

Elaborate

- Elaborate the salient features of POSH Act.

Team Activity

- Ask the participants to think and note down the salient features of POSH Act.
- Then, ask each participant to pair up with another classmate to discuss the causes that they have noted.
- Ask the groups to share their answers with the class.
- Ask each group to present the salient features of POSH Act and discuss them with other groups.
- Facilitate the discussion and add points if the participants have missed anything.

Explain

- Refer to the participant handbook and explain what factors increase the risk of sexual abuse for people with disabilities.

Ask

- What is the difference between ethical and unethical behaviour?

Elaborate

- Refer to the participant handbook and explain ethical and unethical behaviour.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 6.5 Preparation of Teaching Material

Unit Objectives 🎯

At the end of the session, participant will be able to:

- Discuss the benefits of understanding the socio-economic status, disability, challenges and aspirations of the learners.
- Design sample teaching material/activities to inculcate skills such as peer bonding, confidence, etc.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Ask

- What is the importance of knowing your learners?

Explain

- Refer to the participant handbook to explain the importance of knowing your learners.

Say

- How do you create a teaching material for people who have disabilities? Let us discuss it step by step.

Explain

Explain the steps to create teaching material for people who have disabilities by referring to the participant handbook.

Team Activity

- Divide the class into 3 - 4 groups depending upon the batch size.
- Ask each group to create a sample of teaching material for people who have disabilities.
- List down the steps that are needed to create teaching material on the whiteboard.
- Share the sample teaching material with the other groups.
- Ask the participants to evaluate the sample teaching materials of the other groups.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

Unit 6.6 Digital Communication

Unit Objectives 🎯

At the end of the session, participant will be able to:

- Demonstrate how to use smart phone features such as messaging, clock, calculator, cameras, etc.
- Demonstrate how to connect to internet, Bluetooth etc. and create an email ID.
- Demonstrate the use of various socialmedia platform and safety and security measures related to it.

Resources to be Used

- White board, markers, duster etc.
- PowerPoint slides, pictures/ posters.
- Resources like websites, PDF documents, and samples.
- Assignments included in participants manual.

Do

- Show the smartphone to the class and explain the basic features of the smartphone by referring to the participant handbook.

Ask

- Do you know how to connect a Bluetooth device to your android phone? Can anyone demonstrate it?

Do

- Demonstrate the steps to connecting a Bluetooth device to an android phone.

Team Activity

- Ask the participants to demonstrate the steps to connect a Bluetooth device to an android phone.
- Resources required:
  - o   Android phone
- Divide the class into groups of 5 participants.

- Assign the numbers 1 to 5 to each participant in each group.
- Give 10 mins to each group to discuss the steps among themselves.
- Each participant must perform one step of connecting a Bluetooth device to an android handset as per the number assigned to them.
- In this way, each group should demonstrate all the steps in front of the other groups.
- Ask the groups in the audience to observe the demonstration and identify if there are any discrepancies in the demonstration.

Do

- Demonstrate the steps to internet installation.

Team Activity

- Ask the participants to demonstrate the steps to internet installation.
- Resources required:
  - o   Wi-fi router
- Divide the class into groups of 4 participants.
- Assign the numbers 1 to 4 to each participant in each group.
- Give 10 mins to each group to discuss the steps among themselves.
- Each participant must perform one step of internet installation as per the number assigned to them.
- In this way, each group should demonstrate all the steps in front of the other groups.
- Ask the groups in the audience to observe the demonstration and identify if there are any discrepancies in the demonstration.

Do

Show the steps for creating an email ID on the computer using the participant handbook.

Team Activity

Ask the participants to demonstrate the steps for creating an email ID.
- Resources required:
  - o   Computer
- Divide the class into groups of 2 participants.
- Assign the numbers 1 to 42 to each participant in each group.
- Give 10 mins to each group to discuss the steps among themselves.
- Each participant must perform one step of creating an email ID as per the number assigned to them.
- In this way, each group should demonstrate all the steps in front of the other groups.
- Ask the groups in the audience to observe the demonstration and identify if there are any discrepancies in the demonstration.

Ask

- How do you keep your social media account secure?

Elaborate

- Elaborate on the social media safety tips.

Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ensure that every participant answer all the questions.

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सत्यमेव जयते
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SCPwD
दिव्यांग व्यक्तियों के लिए कौशल परिषद्
Skill Council for Persons with Disability