

# Employability Skills for Persons with Disabilities (70 hours)

Unit Code: PWD/N0501

Version: 1.0

NSQF Level: 4

Skill Council for PwD || 501, City Centre, 5th Floor, 12/5, Plot 5, Sector 12, Dwaraka  
New Delhi 110076 || email:niharika.nigam@scpwd.in

## Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development & Disability Specific Skills

## Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional Values: Citizenship
- Becoming a Professional No. of Hours Page No. in the 21st Century
- Basic English Skills
- Communication Skills
- Essential Digital Skills
- Diversity and Inclusion
- Financial and Legal Literacy
- Career Development and Goal-Setting
- Customer Service
- Getting Ready for Apprenticeships and Jobs
- Disability Specific Skills
- Entrepreneurship

## Elements and Performance Criteria

### *Introduction to Employability Skills*

To be competent, the user/individual on the job must be able to:

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

### *Constitutional values - Citizenship*

To be competent, the user/individual on the job must be able to:

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

### *Becoming a Professional in the 21st Century*

To be competent, the user/individual on the job must be able to:

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

### *Basic English Skills*

To be competent, the user/individual on the job must be able to:

- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone

**PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English

**PC9.** write short messages, notes, letters, e-mails etc. in English

#### *Communication Skills*

To be competent, the user/individual on the job must be able to:

**PC10.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings

**PC11.** recognize how to eliminate barriers to effective communication

**PC12.** work collaboratively with others in a team

#### *Essential Digital Skills*

To be competent, the user/individual on the job must be able to:

**PC13.** operate digital devices and carry out basic internet operations securely and safely

**PC14.** use e-mail and social media platforms, search engines and virtual collaboration tools to work effectively

**PC15.** use basic features of word processor, spreadsheets, and presentations

**PC16.** identify popular sites for learning & career growth

#### *Diversity & Inclusion*

To be competent, the user/individual on the job must be able to:

**PC17.** communicate and behave appropriately with all genders and PwD

**PC18.** explain business benefits of inclusive workplace

**PC19.** identify common barriers to Diversity & Inclusion

**PC20.** escalate any issues related to sexual harassment at workplace according to POSH Act

#### *Financial and Legal Literacy*

To be competent, the user/individual on the job must be able to:

**PC21.** select financial institutions, products, and services as per requirement

**PC22.** carry out offline and online financial transactions, safely and securely

**PC23.** identify common components of salary and compute income, expenses, taxes, investments etc

**PC24.** identify relevant rights and laws and use legal aids to fight against legal exploitation

#### *Career Development & Goal Setting*

To be competent, the user/individual on the job must be able to:

**PC25.** understand the difference between job and career

**PC26.** prepare a career development plan with short- and long-term goals, based on aptitude, interest & explain steps involved in conducting a market scan

#### *Customer Service*

To be competent, the user/individual on the job must be able to:

**PC27.** identify different types of customers

**PC28.** identify and respond to customer requests and needs in a professional manner.

**PC29.** Elaborate types and importance of closing techniques during customer interface

#### *Getting ready for apprenticeship & Jobs*

To be competent, the user/individual on the job must be able to:

**PC30.** follow appropriate hygiene and grooming standards

**PC31.** identify four stages of action to prepare for employment

- PC32.** identify common workplace solutions for better output
- PC33.** create a professional Curriculum vitae (Résumé)
- PC34.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC35.** apply to identified job openings using offline /online methods as per requirement
- PC36.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC37.** evaluate failures and rejections for future opportunities
- PC38.** identify apprenticeship opportunities and register for it as per guidelines and requirements

#### *Disability Specific Skills*

To be competent, the user/individual on the job must be able to:

- PC39.** identify the requirements and challenges of employment in terms of one's limitations and strengths
- PC40.** apply four stages of action for employment
- PC41.** apply solutions for challenges associated with one's disability at workplace
- PC42.** discuss significance of workplace challenges for the Persons with Disability
- PC43.** describe importance and impact of independent functioning for a person with disability at home, work place or community at large
- PC44.** illustrate skills like independent mobility, note taking and communication.
- PC45.** discuss ways to break barriers with colleagues owing to one's disability
- PC46.** use positive language to communicate about one's disability and possible intervention

#### *Entrepreneurship*

To be competent, the user/individual on the job must be able to:

- PC47.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC48.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC49.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** need for employability skills and different learning and employability related portals
- KU2.** various constitutional and personal values
- KU3.** different environmentally sustainable practices and their importance
- KU4.** Twenty one century skills and their importance
- KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU6.** importance of career development and setting long- and short-term goals
- KU7.** about effective communication
- KU8.** POSH Act
- KU9.** Gender sensitivity and inclusivity
- KU10.** different types of financial institutes, products, and services

- KU11.** how to compute income and expenditure
- KU12.** importance of maintaining safety and security in offline and online financial transactions
- KU13.** different legal rights and laws
- KU14.** different types of digital devices and the procedure to operate them safely and securely
- KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.
- KU16.** how to identify business opportunities
- KU17.** types and needs of customers
- KU18.** how to apply for a job and prepare for an interview
- KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

### **Generic Skills (GS)**

User/individual on the job needs to know how to:

- GS1.** read and write different types of documents/instructions/correspondence
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>2</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>3</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	<b>6</b>	<b>9</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Communication Skills</i>	<b>4</b>	<b>6</b>	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC10.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
<b>PC11.</b> recognize how to eliminate barriers to effective communication	-	-	-	-
<b>PC12.</b> work collaboratively with others in a team	-	-	-	-
<i>Essential Digital Skills</i>	<b>4</b>	<b>6</b>	-	-
<b>PC13.</b> operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
<b>PC14.</b> use e- mail and social media platforms, search engines and virtual collaboration tools to work effectively	-	-	-	-
<b>PC15.</b> use basic features of word processor, spreadsheets, and presentations	-	-	-	-
<b>PC16.</b> identify popular sites for learning & career growth	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
<b>PC17.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC18.</b> explain business benefits of inclusive workplace	-	-	-	-
<b>PC19.</b> identify common barriers to Diversity & Inclusion	-	-	-	-
<b>PC20.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>4</b>	-	-
<b>PC21.</b> select financial institutions, products, and services as per requirement	-	-	-	-
<b>PC22.</b> carry out offline and online financial transactions, safely and securely	-	-	-	-
<b>PC23.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC24.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>4</b>	<b>6</b>	-	-
<b>PC25.</b> understand the difference between job and career	-	-	-	-
<b>PC26.</b> prepare a career development plan with short- and long-term goals, based on aptitude, interest & explain steps involved in conducting a market scan	-	-	-	-
<i>Customer Service</i>	<b>4</b>	<b>6</b>	-	-
<b>PC27.</b> identify different types of customers	-	-	-	-
<b>PC28.</b> identify and respond to customer requests and needs in a professional manner.	-	-	-	-
<b>PC29.</b> Elaborate types and importance of closing techniques during customer interface	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>4</b>	<b>6</b>	-	-
<b>PC30.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<b>PC31.</b> identify four stages of action to prepare for employment	-	-	-	-
<b>PC32.</b> identify common workplace solutions for better output	-	-	-	-
<b>PC33.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC34.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC35.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC36.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC37.</b> evaluate failures and rejections for future opportunities	-	-	-	-



<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC38.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<i>Disability Specific Skills</i>	<b>4</b>	<b>6</b>	-	-
<b>PC39.</b> identify the requirements and challenges of employment in terms of one's limitations and strengths	-	-	-	-
<b>PC40.</b> apply four stages of action for employment	-	-	-	-
<b>PC41.</b> apply solutions for challenges associated with one's disability at workplace	-	-	-	-
<b>PC42.</b> discuss significance of workplace challenges for the Persons with Disability	-	-	-	-
<b>PC43.</b> describe importance and impact of independent functioning for a person with disability at home, work place or community at large	-	-	-	-
<b>PC44.</b> illustrate skills like independent mobility, note taking and communication.	-	-	-	-
<b>PC45.</b> discuss ways to break barriers with colleagues owing to one's disability	-	-	-	-
<b>PC46.</b> use positive language to communicate about one's disability and possible intervention	-	-	-	-
<i>Entrepreneurship</i>	<b>2</b>	<b>4</b>	-	-
<b>PC47.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC48.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC49.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-

**National Occupational Standards (NOS) Parameters**

<b>NOS Code</b>	PWD/N0501
<b>NOS Name</b>	Employability Skills for Persons with Disabilities (70 hours)
<b>Sector</b>	PwD
<b>Sub-Sector</b>	
<b>Occupation</b>	Employability, Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Next Review Date</b>	NA