

**Effectiveness of Work Readiness Package in Developing Employability
Skills of Individuals with Intellectual Disabilities**

Thesis submitted to
Ramakrishna Mission Vivekananda Educational and Research Institute
in partial fulfilment of the requirements for the award of the degree of
Doctor of Philosophy
in
Special Education (Intellectual Disability)

Submitted by
V. Indirani
(Register Number: H16PHDS001)

Under the Guidance of
Dr. S. Logesh Kumar
Assistant Professor in Special Education (Intellectual Disability)
Faculty of Disability management and Special Education
Ramakrishna Mission Vivekananda Educational and Research Institute
Coimbatore Campus



Ramakrishna Mission Vivekananda Educational and Research Institute
(Deemed-to-be-University as declared by Govt. of India under Section 3 of UGC Act, 1956)
Accredited by NAAC with A++ Grade,
Faculty of Disability Management and Special Education
SRKV Post, Periyanaickenpalayam, Coimbatore, Tamil Nadu - 641 020

MARCH 2026

ABSTRACT

This study examined the perception of parents regarding the employment opportunities of individuals with mild intellectual disability (IwID) and the effectiveness of a structured Work Readiness Package (WRP) developed to improve their employability skills. The responses of parents were gathered in two domains: employment difficulties ($n = 29$) and training requirements ($n = 30$). In order to measure the effect of the WRP, an experimental design was adopted to include 20 IwID aged 15 to 20 years with an equal number in the experimental and control groups. The intervention comprised of a pre-test, four mid-intervention tests and a post-test. The effectiveness of the WRP was confirmed by a significant improvement in employability skills in the experimental group ($p < .001$) statistically analyzed with the Mann Whitney U test. Further analysis showed no significant differences in progress based on gender or age. The steady increases in all areas of skills, especially digital literacy, social skills, occupational readiness, recreational skills, and basic academic abilities were also indicated by continuous assessments. These findings were supported by follow-up feedback by parents one month post intervention where the parents noted that there were some observable improvements in their daily functioning, communication, work habits, and task performance. The paper highlights the relevance of intensive, competence-based training in improving the vocational outcomes of individuals with modest intellectual disability.

Keywords:

Intellectual disabilities, employability skills, work readiness package, pre-employment training, parental perceptions, employment challenges