
SYLLABUS FOR BOARD OF STUDIES ADOPTION — generated from the live catalogue record

Teaching Generative AI in the Classroom

FDP-01 · 5 days (configurable 1–5 days) · Informatics · AI

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OVERVIEW

Faculty leave able to teach generative AI, and to set work that survives it.

Departments are being asked to teach generative AI and to assess students who already use it. Both problems need answering together.

HOURS AND CREDIT POSITION

Contact hours: 30 Guided project: 6 Self-study: 4 Notional total: 40

Credit claim: none

Offered as a non-credit programme. The hours above are stated for transparency; the college may position it inside value-added / add-on frameworks at its discretion.

COURSE OUTCOMES

CO1. Explain how a large language model produces output and where it fails (K2)

CO2. Construct prompts that produce reliable, structured output for teaching use (K3)

CO3. Design a lab session on generative AI for their own subject (K6)

CO4. Redesign an assignment so that it remains assessable when students use AI (K6)

CO5. Justify a departmental position on disclosure and academic integrity (K5)

COURSE CONTENT — MODULES

Hours shown are the recommended format; module time scales proportionally when the engagement runs 1–5 days.

Module 1 — How the models work (6h recommended)

Theory: Tokens, context, training and inference, why models fabricate

Lab: Probe model behaviour on prepared prompts

Output: Annotated behaviour log

Module 2 — Prompting as a teachable skill (6h recommended)

Theory: Role and constraint patterns, structured output, iteration

Lab: Build a prompt exercise for your own subject

Output: Subject-specific prompt exercise

Module 3 — Building classroom material (6h recommended)

Theory: Lesson design, lab sheets, worked examples

Lab: Draft a two-hour lab for your own course

Output: Lab sheet ready to teach

Module 4 — Assessment that survives AI (6h recommended)

Theory: Task design, process evidence, viva, in-class components

Lab: Redesign one assignment

Output: Redesigned assignment with rubric

Module 5 — Academic integrity and policy (6h recommended)

Theory: Disclosure, detection limits, departmental policy

Lab: Draft a departmental position

Output: Draft policy note

ASSESSMENT SCHEME (100 MARKS)

Lab sheet produced — 40 marks

Redesigned assignment and rubric — 40 marks

Policy note and discussion — 20 marks

CO-PO MAPPING

CO1 !' PO1 (strength 2)

The underlying technology is the knowledge the rest of the programme rests on.

CO2 !' PO5 (strength 3)

Prompting is the tool skill faculty will use weekly.

CO3 !' PO6 (strength 3)

Producing teachable material is the point of a development programme.

CO4 !' PO6 (strength 3)

Assessment redesign is the change the department must actually make.

CO5 !' PO8 (strength 2)

Integrity policy is the ethics outcome for a teaching faculty.

EVERY PARTICIPANT RECEIVES

- Certificate of completion
- Course material
- LMS access

FEE

On your college's quotation

Excludes the optional nasscom assessment where offered. Final pricing on your college's quotation.

DESIGNED BY

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