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कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N S D C
National
Skill Development
Corporation

Transforming the skill landscape



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

Facilitator Guide



Sector
Persons with Disability

Sub-Sector
IT-ITES

Occupation
In Generative AI for inclusive Digital

Reference ID: PWD/N5601, Version 1.0
NSQF Level: 3

**Generative AI for
Inclusive Digital
Participation
(Divyangjan)**



Shri Narendra Modi
Prime Minister of India

“

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

”



Certificate

CURRICULUM COMPLIANCE TO QUALIFICATION PACK – NATIONAL OCCUPATIONAL STANDARDS

is hereby issued by the

SKILL COUNCIL FOR PERSON WITH DISABILITY

for

SKILLING CONTENT: PARTICIPANT HANDBOOK

Complying to National Occupational Standards of
Job Role/ Qualification Pack/NOS: 'Generative AI for Inclusive Digital Participation (Divyangjan)'
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with Disability)

Acknowledgements

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It is expected that this publication would meet the complete requirements of QP/NOS based training delivery. We welcome suggestions from users, industry experts, and other stakeholders for any improvement in the future.

About this book

The objective of this Facilitator Guide is to provide a structured approach for facilitating effective learning sessions for trainees undergoing skill training under the program. The guide aims to support facilitators in delivering both theoretical knowledge and practical exposure in a systematic and outcome-oriented manner.

This guide is neither a substitute for the approved curriculum nor a complete roadmap for training delivery. Rather, it serves as an instructional aid to help facilitators organize, structure, and deliver the content effectively, ensuring that all key aspects of the job role are covered comprehensively. It is expected that the facilitator is fully conversant with the curriculum, occupational standards, and assessment requirements before conducting the sessions.

The guide outlines how to proceed with each session and includes additional reference points to assist the facilitator in developing deeper understanding and clarity while delivering training. It supports effective facilitation across the following dimensions:

- **Knowledge and Understanding:** Enabling trainees to acquire conceptual clarity and operational knowledge required to perform assigned tasks competently.
- **Performance Criteria:** Supporting the development of required skills through structured hands-on practice and ensuring that trainees perform tasks within defined standards and safety norms.
- **Professional Skills:** Building the ability of trainees to make informed operational decisions, demonstrate workplace discipline, communicate effectively, and adapt to real work environments.

The facilitator's role extends beyond content delivery to include monitoring trainee comprehension, encouraging participation, guiding practical exercises, and ensuring that time allocated to each unit is effectively utilized. The guide emphasizes structured learning progression, continuous reinforcement, and integration of theory with practice.

It is expected that, irrespective of location or training centre, facilitators ensure uniformity in knowledge dissemination and competency development. The ultimate objective is to prepare trainees not only to meet assessment requirements but also to perform confidently and responsibly in real workplace settings.

Symbols Used



Activity



Ask



Demonstrate



Do



Elaborate



Exercise



Facilitation Notes



Field Visit



Learning Outcomes



Notes



Objectives



Resources



Say



Summarize



Team Activity



Tips

Module 1:

Introduction to Artificial Intelligence & Generative AI



Key Learning Outcomes

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

- Explain the basic concepts of Artificial Intelligence (AI) and Generative Artificial Intelligence (Gen AI) in simple terms.
- Identify common and everyday applications of AI and Gen AI used in personal, educational, and workplace environments.
- Differentiate between human intelligence, Artificial Intelligence, and Generative Artificial Intelligence at a foundational level.

Unit 1.1: What is Artificial Intelligence (AI)?

Unit Introduction

- Artificial Intelligence is increasingly used in education, workplaces, and daily life.
- This unit introduces the concepts of AI and Generative AI and explains how these tools support human activities while keeping humans in control.

Unit Objectives



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

- Understand what Artificial Intelligence (AI) means
- Understand what Generative Artificial Intelligence (Gen AI) means
- Explain how AI and Gen AI support people in daily life, learning,

Resources to be Used



Resources

Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 1.1
- Charts showing AI vs Gen AI comparison
- Case examples for discussion

Practical Session

- Internet-enabled device (if available)
- Mobile phone with voice assistant
- Access to chat-based AI tool (if permitted)

Facilitation Plan

Ask



Ask

- Have you ever used a voice assistant on your phone?
- Have you noticed video or music suggestions online?
- What do you think Artificial Intelligence means?
- Can machines think like humans?

Do

- Explain Artificial Intelligence as computer systems performing tasks that usually require human intelligence.
- Clarify that AI can:
 - Understand voice
 - Recognize images



Do

Elaborate



Elaborate

Ask



Ask

Do



Do

Team Activity



Team Activity

- Read text
- Provide suggestions
 - Emphasize that AI does not have emotions or independent thinking.
 - Provide daily life examples:
- Voice assistants
- Face recognition
- Navigation apps
- Speech-to-text tools

- Explain how AI supports:
 - Education
 - Workplace efficiency
 - Accessibility for Persons with Disabilities
 - Highlight screen readers, captions, and voice commands.

- What is Generative AI?
- How is it different from normal AI?

- Explain Generative AI as a type of AI that creates new content.
- Clarify that Gen AI can:
 - Write text
 - Summarize documents
 - Explain topics
 - Generate ideas
 - Emphasize that Gen AI predicts responses based on patterns in data.
 - Reinforce that human checking is always required.

- Divide the class into two groups.
- Group A – List examples of AI.
- Group B – List examples of Gen AI.
 - Allow 10 minutes discussion.
 - Allow 5 minutes presentation per group.
- Facilitate discussion and correct misunderstandings.

Demonstrate



Demonstrate

Exercise



Exercise

Session Summarize



Summarize

- Demonstrate use of voice assistant.
- Show how a Gen AI tool generates a response.
- Ask participants to observe and identify the difference.

- Ask participants to explain the difference between AI and Gen AI.
- Ask each participant to give one real-life example.
- Ensure every participant responds.

- Summarize key differences.
- Reinforce responsible use.
- Clarify doubts.

Unit 1.2: Applications of AI and Gen AI in Daily Life

Unit Introduction

- AI and Gen AI are integrated into many daily digital tools.
- This unit focuses on identifying practical applications and understanding accessibility and workplace benefits.

Unit Objectives



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

- Identify where Artificial Intelligence (AI) is used in daily life
- Identify how Generative AI is used for learning and work
- Explain how AI and Gen AI make tasks easier, faster, and more accessible

Resources to be Used



Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 1.2
- Charts of AI applications
- Case examples for discussion

Practical Session

- Mobile phone demonstration
- Screen reader demonstration (if available)
- Live caption demonstration
- Access to Gen AI tool for drafting exercise
- Activity worksheet
- Practice worksheet / assignment and work

Facilitation Plan

Ask



- Do you use mobile phone daily?
- Do you use maps or live captions?
- Where do you see AI working in your daily life?

Do



Do

- Explain AI in:
 - Voice assistants
 - Face unlocks
 - Navigation apps
 - Recommendation systems
 - Speech-to-text and text-to-speech
- Explain AI for accessibility:
 - Screen readers
 - OCR tools
 - Live captions
 - Voice commands

Elaborate



Elaborate

- Discuss how AI reduces effort and improves independence.
- Explain Gen AI use in:
 - Writing emails
 - Summarizing notes
 - Generating ideas
 - Drafting reports
- Emphasize that AI assists but does not replace workers.

Team Activity



Team Activity

- Divide the class into three groups.
- Group A – AI in daily life.
- Group B – AI for accessibility.
- Group C – Gen AI in workplace.
 - Allow 15 minutes discussion.
 - 5 minutes presentation per group.

Demonstrate



Demonstrate

- Ask participants to draft a short email using Gen AI (if permitted).
- Ask them to check and edit the output.
- Discuss mistakes or corrections observed.

Exercise



Exercise

- Ask participants to list two AI tools they use.
- Ask one Gen AI workplace example.
- Ensure everyone participates.

Session Summarize



Summarize

- Summarize key differences.
- Reinforce responsible use.
- Clarify doubts.

Unit 1.3: Human Intelligence vs AI vs Gen AI

Unit Introduction

- Understanding the difference between humans, AI, and Gen AI is essential for responsible and ethical use of technology.

Unit Objectives



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

- Explain what human intelligence means
- Differentiate between human intelligence and Artificial Intelligence (AI)
- Differentiate between Artificial Intelligence and Generative Artificial Intelligence (Gen AI)

Resources to be Used



Resources

Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 1.3
- Comparison chart template
- Case examples for discussion

Practical Session

- Scenario-based worksheets
- Comparison activity sheet
- Access to Gen AI tool for observation (if available)

Facilitation Plan

Ask



Ask

- Can a machine feel emotions?
- Can AI decide what is right or wrong?
- Who is responsible for final decisions?

Do



Do

- Explain human intelligence:
 - Independent thinking
 - Emotions
 - Judgement

Do



Do

- Ethical responsibility
- Explain AI:
 - Works on data and programming
 - Performs specific tasks
 - Has no emotions
- Explain Gen AI:
 - Creates content
 - Predicts responses
 - May generate incorrect information

Elaborate



Elaborate

- Draw comparison table on whiteboard:
 - Human Intelligence
 - AI
 - Gen AI
 - Fill differences using participant responses.

Team Activity



Team Activity

- Divide class into three groups.
- Group A – Strengths of Human Intelligence.
- Group B – Strengths of AI.
- Group C – Strengths of Gen AI.
 - Allow 15 minutes discussion.
 - 5 minutes presentation per group.
 - Facilitate and correct misconceptions.
 - Facilitate discussion and add industry examples.

Demonstrate



Demonstrate

- Provide a short scenario.
- Ask participants to identify:
 - What humans can do
 - What AI can do
 - What Gen AI can do
 - Discuss responses.

Exercise



Exercise

- Ask who makes final decisions.
- Ask difference between AI and Gen AI.
- Ensure every participant answers.

Session Summarize



Summarize

- Summarize key differences clearly.
- Reinforce responsible AI use.
- Address final doubts.

Module 2:

AI for Accessibility, Assistive Technologies & Inclusion



Key Learning Outcomes

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

- Identify AI-based assistive technologies for different types of disabilities.
- Demonstrate use of accessibility features supported by AI-enabled tools.
- Explain the role of AI in improving independence, learning, and workplace inclusion for Persons with Disabilities.

Unit 2.1: Identifying AI-based Assistive Tools for Different Disabilities

Unit Introduction

- Assistive technologies help Persons with Disabilities (PwD) access information, communicate, learn, work, and live independently.
- This unit explains how Artificial Intelligence enhances assistive technologies and how to identify suitable tools for different types of disabilities.

Unit Objectives



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

- Understand what assistive technologies are
- Explain how Artificial Intelligence (AI) supports assistive tools
- Identify suitable AI-based assistive tools for different types of disabilities

Resources to be Used



Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 2.1
- Charts showing types of disabilities and tools
- Case examples for discussion

Practical Session

- Smartphone with accessibility features
- Screen reader demo (if available)
- Speech-to-text demo
- OCR demonstration app
- Activity worksheet

Facilitation Plan

Ask



- Do all people use technology in the same way?
- Do some people need extra support to read, hear, move, or communicate?
- Can technology help people become more independent?

Do



Do

- Explain meaning of Assistive Technologies:
 - Tools that help people access information
 - Support communication
 - Enable learning and working
 - Promote independent living
- Explain how AI makes assistive tools:
 - Smarter
 - Faster
 - More accurate
 - More personalized
 - Explain Artificial Intelligence as computer systems performing tasks that usually require human

Elaborate



Elaborate

Explain AI-based tools for different disabilities:

- **Visual Impairment**
 - Screen readers
 - Text-to-speech tools
 - OCR tools
 - Object and scene recognition
 - AI-based navigation aids
- **Hearing Impairment**
 - Live captioning tools
 - Speech-to-text tools
 - Real-time transcription apps
 - AI-enabled hearing support tools
- **Locomotor Disability**
 - Voice assistants
 - Speech-to-text tools
 - Hands-free device control
 - AI task automation tools
- **Cognitive Disabilities**
 - AI chat assistants for explanations
 - Reminder and planning tools
 - Simplified content tools
 - AI learning assistants

Team Activity



Team Activity

- Divide class into four groups.
- Assign each group one type of disability.
- Ask them to identify suitable AI tools.
- Allow 15 minutes discussion.
- 5 minutes presentation per group.
- Facilitate and add missing points.

Demonstrate



Demonstrate

- Demonstrate screen reader usage.
- Demonstrate speech-to-text tool.
- Show OCR reading printed text.
- Ask participants to observe benefits.

Exercise



Exercise

- Ask which tool suits visual impairment.
- Ask which tool helps hands-free control.
- Ensure every participant answers.

Session Summarize



Summarize

- Summarize importance of choosing the right assistive tool.
- Reinforce that assistive technology empowers independence.

Unit 2.2: Using AI-based Accessibility Features

Unit Introduction

- AI-based accessibility features are built into modern devices and applications.
- This unit focuses on understanding and using these features effectively.

Unit Objectives



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

- Understand what AI-based accessibility features are
- Use accessibility features with real tools and applications
- Explain how these features support communication, learning, and work

Resources to be Used



Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 2.2
- Charts showing accessibility features
- Tool comparison chart

Practical Session

- Smartphone with accessibility enabled
- Laptop with screen reader
- Live caption demo
- OCR demo
- Practice worksheet

Facilitation Plan

Ask



- What if you could speak instead of typing?
- What if your device could read text aloud?
- What if spoken words appeared as text instantly?

Do



Explain the following AI-based features:

Speech-to-Text

- Converts speech into text

Do



Do

- Useful for hands-free typing
- Reduces physical effort

Examples:

- Google Voice Typing
- Microsoft Dictation
- Apple Dictation
- Live Transcribe

Text-to-Speech / Screen Readers

- Converts text into spoken words
- Supports independent access

Examples:

- NVDA
- JAWS
- TalkBack
- VoiceOver

Optical Character Recognition (OCR)

- Reads printed text
- Converts images to readable text

Examples:

- Seeing AI
- Envision AI
- Google Lookout
- Kibo

Image and Object Recognition

- Identifies objects and scenes
- Supports safe navigation

Live Captions & Transcription

- Converts speech to text in real-time

Examples:

- Google Live Transcribe
- Zoom Captions
- Microsoft Teams Captions
- Google Meet Captions

Demonstrate



Demonstrate

- Ask participants to try voice typing.
- Use text-to-speech to read a paragraph.
- Scan printed text using OCR.
- Observe how effort is reduced.

Team Activity



Team Activity

- Divide class into groups.
- Assign each group one accessibility feature.
- Ask them to explain:
 - Who benefits from it
 - Where it is used
 - 10 minutes discussion
 - 5 minutes presentation

Exercise



Exercise

- Ask which tool reads printed text.
- Ask which feature supports hearing impairment.
- Ensure everyone responds.

Session Summarize



Summarize

- Summarize major accessibility features.
- Reinforce independent usage.

Unit 2.3: AI for Independence, Learning & Workplace Inclusion

Unit Introduction

- AI plays a significant role in improving independence, supporting learning, and creating inclusive workplaces.

Unit Objectives



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

- Understand what independence and inclusion mean in daily life and work
- Explain how Artificial Intelligence (AI) supports independent living and learning
- Explain how AI helps create inclusive classrooms and workplaces for Persons with Disabilities

Resources to be Used



Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 2.3
- Inclusion concept charts
- Case study examples

Practical Session

- Scenario-based worksheets
- Accessibility tool demonstrations
- Group discussion sheets

Facilitation Plan

Ask



- How do you feel when you complete a task independently?
- What does inclusion mean to you?
- Can technology increase confidence?

Do



Explain Independence:

- Doing tasks independently
- Accessing information without help
- Making decisions confidently

Do



Do

Explain Inclusion:

- Equal participation
- Equal opportunity
- Removing barriers

Elaborate



Elaborate

Explain AI's role in:

Independent Living

- Voice assistants
- Screen readers
- OCR
- AI reminders

Independent Learning

- AI explanations
- Repetition support
- Learning at own pace

Workplace Inclusion

- Speech-to-text
- Live captions
- Screen readers
- AI productivity tools

Team Activity



Team Activity

- Divide class into three groups.
- Group A – AI and independence.
- Group B – AI and learning.
- Group C – AI and workplace inclusion.
- 15 minutes discussion
- 5 minutes presentation

Demonstrate



Demonstrate

- Provide a workplace scenario.
- Ask participants to identify:
 - Which AI tools support inclusion
 - How independence improves
 - Discuss responses.

Exercise



Exercise

Session Summarize



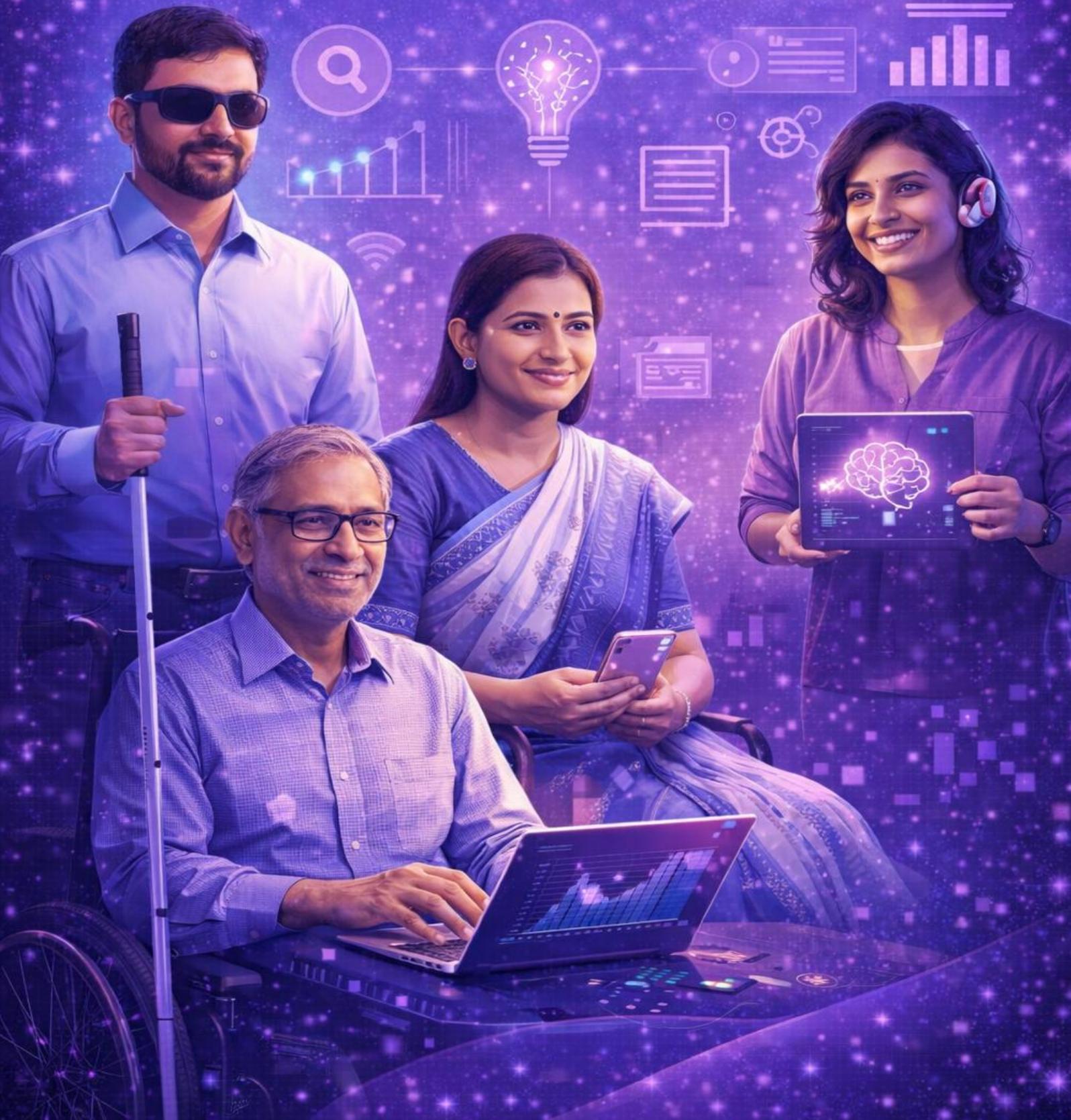
Summarize

- Ask what independence means.
- Ask how AI supports workplace inclusion.
- Ensure each participant answers.

- Summarize how AI supports independence and inclusion.
- Reinforce empowerment through technology.
- Address doubts.

Module 3:

DIGITAL & DATA LITERACY for AI & GEN AI



Unit 3.1 – Operating Digital Devices Safely

Unit 3.2 – Understanding Basic Data Concepts

Unit 3.3 – Responsible Internet Use for AI-based Services

Key Learning Outcomes

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

- Operate digital devices safely to access AI and Gen AI tools.
- Explain basic data concepts related to AI usage.
- Use the internet responsibly for AI-based learning and services.

Unit 3.1: Operating Digital Devices Safely

Unit Introduction

- Digital devices are essential for accessing AI and Gen AI tools.
- Safe and confident operation of devices supports learning, workplace participation, and independent digital engagement.

Unit Objectives



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

- Identify digital devices commonly used to access AI and Gen AI
- Operate digital devices safely and confidently
- Explain how safe device usage supports learning, work, and independence

Resources to be Used



Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 3.1
- Charts of device types and safety practices
- Case examples for discussion

Practical Session

- Smartphones, laptops, tablets
- Accessibility features enabled (TalkBack, VoiceOver, NVDA)
- Web browser access
- Practice worksheet on safe login and logout
- Demonstration of password creation

Facilitation Plan

Ask



- Do you use smartphones, laptops, or tablets daily?
- Do you open apps or browse the internet regularly?
- Do you know how to keep your device safe?

Do



Do

- Define digital devices:
 - Smartphones
 - Laptops
 - Desktop computers
 - Tablets
- Explain their role in accessing:
 - AI tools
 - Learning platforms
 - Workplace systems
- Explain importance of safe operation:
 - Protect personal information
 - Prevent misuse
 - Avoid device damage

Elaborate



Elaborate

Explain basic device operations:

- Turning devices on and off
- Restarting when needed
- Using keyboard, mouse, touchscreen
- Using voice commands
- Opening and closing applications

Explain accessibility features:

- TalkBack
- VoiceOver
- NVDA / JAWS
- Magnifier / Zoom

Practical Activity



Activity

- Ask participants to:
 - Turn on device
 - Open browser
 - Access an AI tool
 - Log out safely
- Demonstrate:
 - Creating strong passwords
 - Avoiding suspicious links
 - Updating devices regularly

Team Activity



Team Activity

- Divide class into groups.
- Assign topics:
 - Device safety practices

Team Activity



- Accessibility features
- Safe AI tool access
 - 10 minutes discussion
 - 5 minutes presentation

Exercise



- Ask how to create strong passwords.
- Ask why logging out is important.
- Ensure every participant answers.

Session Summarize



- Summarize safe device usage practices.
- Reinforce confidence through digital safety.

Unit 3.2: Understanding Basic Data Concepts

Unit Introduction

- AI and Gen AI tools work using data.
- Understanding basic data concepts builds digital confidence and ensures safe AI usage.

Unit Objectives



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

- Identify digital devices commonly used to access AI and Gen AI
- Operate digital devices safely and confidently
- Explain how safe device usage supports learning, work, and independence

Resources to be Used



Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 3.1
- Charts of device types and safety practices
- Case examples for discussion

Practical Session

- Smartphones, laptops, tablets
- Accessibility features enabled (TalkBack, VoiceOver, NVDA)
- Web browser access
- Practice worksheet on safe login and logout
- Demonstration of password creation

Facilitation Plan

Ask



- Do you use smartphones, laptops, or tablets daily?
- Do you open apps or browse the internet regularly?
- Do you know how to keep your device safe?

Do



Do

- Define digital devices:
 - Smartphones
 - Laptops
 - Desktop computers
 - Tablets
- Explain their role in accessing:
 - AI tools
 - Learning platforms
 - Workplace systems
- Explain importance of safe operation:
 - Protect personal information
 - Prevent misuse
 - Avoid device damage

Elaborate



Elaborate

Explain basic device operations:

- Turning devices on and off
- Restarting when needed
- Using keyboard, mouse, touchscreen
- Using voice commands
- Opening and closing applications

Explain accessibility features:

- TalkBack
- VoiceOver
- NVDA / JAWS
- Magnifier / Zoom

Practical Activity



Activity

- Ask participants to:
 - Turn on device
 - Open browser
 - Access an AI tool
 - Log out safely
- Demonstrate:
 - Creating strong passwords
 - Avoiding suspicious links
 - Updating devices regularly

Team Activity



Team Activity

- Divide class into groups.
- Assign topics:
 - Device safety practices

Team Activity



- Accessibility features
- Safe AI tool access
 - 10 minutes discussion
 - 5 minutes presentation

Exercise



- Ask how to create strong passwords.
- Ask why logging out is important.
- Ensure every participant answers.

Session Summarize



- Summarize safe device usage practices.
- Reinforce confidence through digital safety.

Unit 3.3: Responsible Internet Use for AI-based Services

Unit Introduction

- Responsible internet use ensures safe access to AI tools and protects personal information while promoting respectful online behavior.

Unit Objectives



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

- Understand responsible internet use
- Use the internet safely while accessing AI and Gen AI tools
- Explain how responsible online behavior protects self and others

Resources to be Used



Resources

Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 3.3
- Charts of online risks and safe practices
- Case scenarios

Practical Session

- Browser demonstration
- Safe login/logout demonstration
- Example of checking website authenticity
- Scenario worksheet

Facilitation Plan

Ask



Ask

- Do you use the internet for learning or communication?
- What information is safe to share online?
- Do you verify AI responses?

Do



Do

Define responsible internet use:

- Protecting personal information
- Using trusted websites
- Respecting others
- Following guidelines

Explain common internet uses for AI:

- Chat-based AI tools
- Voice assistants
- AI captions in meetings

Elaborate



Elaborate

Explain safe practices:

- Protect personal information
- Use strong passwords
- Avoid unknown links
- Log out from shared devices

Explain online behavior:

- Be respectful
- Do not misuse AI-generated content
- Cross-check AI responses

Explain common risks:

- Fake websites
- Phishing
- Misinformation
- Data misuse

Practical Activity



Activity

- Demonstrate:
 - Identifying secure website (https)
 - Logging out properly
 - Clearing browser history
- Provide scenario and ask participants to identify risks.

Team Activity



Team Activity

- Divide class into groups.
- Assign:
 - Personal data protection
 - Responsible AI use
 - Avoiding online risks
 - 10 minutes discussion
 - 5 minutes presentation

Exercise



Exercise

- Ask what responsible internet use means.
- Ask why AI responses should be verified.
- Ensure every participant answers.

Session Summarize



Summarize

- Summarize responsible internet practices.
- Reinforce digital responsibility and confidence.

Module 4:

ETHICAL, SAFE AND RESPONSIBLE

Use of AI & Gen AI



Fairness



Privacy



Safety

Unit 4.1 – Recognizing Risks in AI

Unit 4.2 – Following Safe Digital Practices

Unit 4.3 – Privacy, Consent & Intellectual Property

Key Learning Outcomes

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

- Identify ethical risks associated with AI and Gen AI.
- Follow safe digital practices while using AI tools.
- Apply responsible practices related to privacy, consent, and intellectual property.

Unit 4.1: Responsible Internet Use for AI-based Services

Unit Introduction

- AI and Gen AI are powerful tools, but they are not perfect.
- Understanding risks such as bias, misinformation, and over-dependence helps users apply AI responsibly and safely.

Unit Objectives



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

- Understand what risks mean when using AI and Gen AI
- Identify bias, misinformation, and over-dependence
- Explain why recognizing risks is important for safe and responsible AI use

Resources to be Used



Resources

Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 4.1
- Case examples of AI bias and misinformation
- Risk concept charts

Practical Session

- Sample AI responses for analysis
- Browser access for verification exercise
- Scenario-based worksheet
- Group discussion sheets

Facilitation Plan

Ask



Ask

- Can machines make mistakes?
- Should we trust everything generated by AI?
- What happens if we depend too much on technology?

Do



Do

Define Risk in AI:

- A possible problem or harm
- Wrong information
- Unfair results
- Over-dependence

Explain importance of recognizing risks:

- Helps make better decisions
- Prevents harm
- Builds responsible usage habits

Elaborate



Elaborate

Risk 1 – Bias

- Bias means unfairness
- AI learns from human-created data
- Data may be incomplete or unequal
- AI does not understand fairness

Examples:

- Unequal recommendations
- Accent recognition issues
- Language-based output differences

Risk 2 – Misinformation

- Incorrect or outdated information
- Confident but wrong responses
- AI does not verify facts

Risks:

- Wrong decisions
- Loss of trust
- Confusion

Risk 3 – Over-dependence

- Relying too much on AI
- Not thinking independently
- Accepting output without checking

Risks:

- Reduced skills
- Reduced critical thinking
- Ignored responsibility

Practical Activity



Activity

- Provide AI-generated sample responses.
- Ask participants to:
 - Identify possible bias
 - Check for misinformation
 - Suggest corrections

Team Activity



Team Activity

- Divide class into three groups.
 - Group A – Bias examples
 - Group B – Misinformation examples
 - Group C – Over-dependence risks
 - 10 minutes discussion
 - 5 minutes presentation

Exercise



Exercise

- Ask what bias means.
- Ask why misinformation is dangerous.
- Ask why human verification is necessary.

Session Summarize



Summarize

- Summarize three main AI risks.
- Reinforce human responsibility.

Unit 4.2: Following Safe Digital Practices

Unit Introduction

- Safe digital habits protect users' data, identity, and digital work while using AI and Gen AI tools.

Unit Objectives



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

- Understand what safe digital practices mean
- Follow safe practices while using AI and Gen AI tools
- Explain how safe practices protect data, identity, and work

Resources to be Used



Resources

Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 4.2
- Safe practice checklist
- Case examples

Practical Session

- Password creation exercise
- Device security settings demo
- Browser safety demo
- Scenario worksheet

Facilitation Plan

Ask



Ask

- Do you lock your house before leaving?
- Do you protect important documents?
- Why is digital protection important?

Do



Do

Define Safe Digital Practices:

- Protecting personal information
- Using trusted websites
- Avoiding online risks
- Staying secure while using AI

Elaborate



Elaborate

Protecting Passwords

- Use strong passwords
- Do not share login details
- Change passwords regularly

Protecting Personal Information

- Share only when necessary
- Avoid sharing sensitive details in AI chats
- Read permission requests carefully

Using Trusted Tools

- Use official websites
- Download from trusted app stores
- Avoid suspicious links

Logging Out & Clearing Data

- Log out from shared devices
- Avoid saving passwords
- Clear browsing data if needed

Updating Devices

- Install updates regularly
- Update AI applications

Practical Activity



Activity

- Create strong password example.
- Demonstrate logging out from shared account.
- Identify safe vs unsafe website examples.

Team Activity



Team Activity

- Divide class into groups.
- Assign:
 - Password safety
 - Personal data protection
 - Trusted AI tools
 - Discussion and presentation.

Exercise



Exercise

- Ask why strong passwords are important.
- Ask what to avoid while using shared devices.

Session Summarize



Summarize

- Summarize safe digital habits.
- Reinforce daily practice of safety.

Unit 4.3: Privacy, Consent & Intellectual Property

Unit Introduction

- Ethical AI use requires respect for privacy, consent, and intellectual property.
- Responsible behavior builds trust and fairness in digital environments.

Unit Objectives



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

- Understand privacy, consent, and intellectual property
- Explain why these concepts are important while using AI and Gen AI tools
- Demonstrate responsible and ethical digital behavior

Resources to be Used



Resources

Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 4.3
- Ethical scenario examples
- IP awareness chart

Practical Session

- Case scenario worksheet
- AI content review exercise
- Discussion sheet on consent examples

Facilitation Plan

Ask



Ask

- Would you share your personal information with everyone?
- Would you use someone's work without asking?
- How would you feel if your data was used without permission?

Do



Do

Privacy

- Right to control personal information
- Protect sensitive data
- Use privacy settings

Consent

- Giving clear permission
- Required before sharing photos or recordings
- Must be voluntary and informed

Intellectual Property

- Ownership of ideas and creations
- Includes written content, art, music, software
- Respect copyright and attribution

Elaborate



Elaborate

- AI tools may store data.
- Users must avoid sharing sensitive information.
- Avoid copying AI-generated content blindly.
- Give credit when required.

Practical Activity



Activity

- Provide AI-generated content.
- Ask participants to:
 - Identify if credit is needed
 - Remove personal data
 - Suggest ethical corrections

Team Activity



Team Activity

- Divide class into three groups.
 - Group A – Privacy examples
 - Group B – Consent situations
 - Group C – Intellectual property cases
 - Discussion and presentation.

Exercise



Exercise

- Ask what consent means.
- Ask why intellectual property must be respected.
- Ensure all participants respond.

Session Summarize



Summarize

- Summarize privacy, consent, and IP principles.
- Reinforce ethical AI usage.

Module 5:

GEN AI TOOLS

for PRODUCTIVITY,

COMMUNICATION & COLLABORATION



Unit 5.1 – Gen AI for Writing & Content Creation

Unit 5.2 – Gen AI for Routine Workplace Tasks

Unit 5.3 – Gen AI for Professional Communication & Collaboration

Key Learning Outcomes

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

- Use Generative AI tools for productivity and communication tasks.
- Apply Gen AI tools to support routine workplace activities.
- Demonstrate professional use of Gen AI for written and digital communication.

Unit 5.1: Gen AI for Writing & Content Creation

Unit Introduction

- Generative Artificial Intelligence (Gen AI) supports writing, summarization, and content creation in learning and workplace environments.
- This unit explains how Gen AI works using Machine Learning and how prompts influence output quality.

Unit Objectives



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

- Understand what Generative Artificial Intelligence (Gen AI) tools are used for productivity
- Explain how Machine Learning helps Gen AI create writing and summaries
- Write better prompts to get useful output
- Use Gen AI responsibly in work and learning

Resources to be Used



Resources

Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 5.1
- Flow diagram of ML → Model → Prediction
- Sample prompts (weak vs strong)

Practical Session

- Internet-enabled device
- Chat-based Gen AI tool
- Sample document for summarization
- Prompt-writing worksheet

Facilitation Plan

Ask



Ask

- Have you ever struggled to write a professional email?
- Have you found long documents difficult to understand?
- Have you received unclear AI responses?

Do



Do

Define Generative AI:

- A type of AI that creates content
- Can write, summarize, explain, suggest ideas

Explain how Gen AI works:

- Learns from large data
- Identifies language patterns
- Predicts next words step by step

Explain Machine Learning:

- AI learns patterns from examples
- Better prompt → Better prediction → Better output

Elaborate



Elaborate

Explain use in writing:

- Drafting emails
- Creating report outlines
- Improving clarity

Explain summarization:

- Shortening long content
- Identifying key ideas

Explain importance of prompt:

- Clear instructions
- Specific context
- Mention format

Practical Activity



Activity

- Ask participants to:
 - Draft email using weak prompt
- Improve prompt using Role–Task–Format
- Compare outputs
- Ask participants to summarize a paragraph.
 - Review accuracy together.

Team Activity



Team Activity

- Divide class into groups.
- Assign:
 - Writing support
 - Summarization support
 - Prompt improvement
 - Discussion and presentation.

Exercise



Exercise

- Ask what a prompt means.
- Ask why human review is necessary.

Session Summarize



Summarize

- Summarize ML → Prompt → Output relationship.
- Reinforce responsible usage.

Unit 5.2: Gen AI for Routine Workplace Tasks

Unit Introduction

- Routine workplace tasks are repeated activities that consume time and effort.
- Gen AI supports automation and structured drafting using Machine Learning-based pattern recognition.

Unit Objectives



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

- Understand what routine workplace tasks are
- Explain how Gen AI supports routine work
- Explain how Machine Learning helps automate repeated tasks
- Use Gen AI responsibly to improve productivity

Resources to be Used



Resources

Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 5.2
- Examples of routine tasks
- Productivity comparison chart

Practical Session

- Gen AI drafting tool
- Sample routine email template
- Task organization exercise
- Prompt refinement worksheet

Facilitation Plan

Ask



Ask

- Do you perform repeated tasks daily?
- Do routine emails consume time?
- Would you like to finish repetitive tasks faster?

Do



Do

Define Routine Tasks:

- Repeated regularly
- Follow similar pattern
- Time-consuming

Explain how Gen AI helps:

- Draft first versions
- Structure replies
- Summarize updates
- Organize data

Explain Machine Learning role:

- Learns format patterns
- Predicts structured responses
- Speeds up drafting

Elaborate



Elaborate

Compare productivity:

Without Gen AI:

- Manual effort
- More typing
- Higher fatigue

With Gen AI:

- Faster drafting
- Structured format
- Time saved

Explain accessibility support:

- Speech-to-text for drafting
- AI summaries for clarity
- Reduced physical effort

Practical Activity



Activity

- Draft routine email using Gen AI.
- Refine prompt for better output.
- Edit and review content.

Team Activity



Team Activity

Groups discuss:

- Where Gen AI improves routine work
- Risks if output not reviewed
- Presentation and facilitator correction.

Exercise



Exercise

- Ask how ML supports routine drafting.
- Ask why review is necessary.

Session Summarize



Summarize

- Summarize productivity benefits.
- Reinforce human responsibility.

Unit 5.3: Gen AI for Professional Communication & Collaboration

Unit Introduction

- Professional communication requires clarity, tone control, and structure.
- Gen AI supports communication drafting and collaboration when used responsibly.

Unit Objectives



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

- Understand professional communication
- Explain how Gen AI supports communication
- Write better prompts for clear results
- Use Gen AI responsibly while collaborating

Resources to be Used



Resources

Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 5.3
- Prompt framework chart (RTF, TAG, BAB simplified)
- Case examples

Practical Session

- Email drafting exercise
- Tone rewriting exercise
- Collaboration summary task
- Prompt framework worksheet

Facilitation Plan

Ask



Ask

- Have you struggled to write polite emails?
- Have unclear messages caused confusion?
- Is tone important in professional settings?

Do



Do

Define Professional Communication:

- Clear
- Respectful
- Structured

Explain Gen AI support:

- Grammar improvement
- Tone adjustment
- Message summarization
- Drafting collaboration notes

Explain Prompt importance:

- Clear
- Specific
- Structured

Elaborate



Elaborate

Explain simple prompt frameworks:

- Role–Task–Format (RTF)
- Task–Action–Goal (TAG)
- Before–After–Bridge (BAB)

Explain collaboration benefits:

- Summarizing discussions
- Drafting meeting notes
- Organizing ideas

Explain accessibility support:

- Speech-to-text
- Simplified language
- Caption summaries

Practical Activity



Activity

- Draft professional email.
- Improve using RTF framework.
- Rewrite message politely.
- Compare outputs.

Team Activity



Team Activity

Groups discuss:

- Communication clarity
- Prompt refinement
- Responsible sharing
- Present results.

Exercise



Exercise

Session Summarize



Summarize

- Ask what professional communication means.
- Ask why prompts must be specific.

- Summarize communication improvement using Gen AI.
- Reinforce responsibility and ethical usage.

Module 6: GEN AI-ENABLED CAREER DEVELOPMENT & EMPLOYABILITY



Job Search

Skills & Training

Opportunities

Unit 6.1 – Job Roles Supported by Gen

Unit 6.2 – Resume Preparation & Job Applications using Gen AI

Unit 6.3 – Continuous Learning & Skill Upgradation using Gen AI

Key Learning Outcomes

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

- Identify job roles supported by Gen AI.
- Use Gen AI tools for career development activities.
- Explore learning pathways for continuous skill development.

Unit 6.1: Job Roles Supported by Gen AI

Unit Introduction

- Generative Artificial Intelligence (Gen AI) is increasingly used across job roles to support productivity and efficiency.
- This unit explains employability, job roles, and how Gen AI supports — but does not replace — human work.

Unit Objectives



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

- Understand what employability and job roles mean
- Explain how Generative AI (Gen AI) supports different job roles
- Explain why Gen AI is a support tool and not a replacement for human work

Resources to be Used



Resources

Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 6.1
- Chart of job roles and AI support areas
- Case examples

Practical Session

- Sample job role descriptions
- AI drafting tool (for demonstration)
- Group discussion worksheet
- Scenario-based employability exercise

Facilitation Plan

Ask



Ask

- Are you worried that AI may replace jobs?
- Can technology help people work better?
- Can humans and AI work together?

Do



Do

Define Employability:

- Having job-related skills
- Working independently
- Using tools confidently
- Adapting to change

Define Job Role:

- Type of work performed
- Responsibilities involved
- Required skills

Explain Gen AI Support:

- Drafting communication
- Organizing information
- Supporting task planning
- Improving clarity

Clarify:

- Gen AI does not replace judgement
- Humans remain responsible

Elaborate



Elaborate

Explain job role examples:

Administrative Roles

- Drafting emails
- Preparing simple reports
- Organizing records

Customer Support Roles

- Suggesting responses
- Summarizing queries
- Improving clarity

Content & Communication Roles

- Drafting content
- Structuring messages
- Simplifying language

Learning & Training Roles

- Explaining concepts
- Creating summaries
- Supporting preparation

Explain inclusion for PwD:

- Speech-to-text support
- Screen readers with summaries
- Simplified task guidance

Practical Activity



Activity

- Provide one job role example.
- Ask participants:
- How can Gen AI support this role?
- What remains human responsibility?

Team Activity



Team Activity

- Divide class into groups.
 - Assign different job roles.
 - Ask groups to identify:
 - AI support areas
 - Human responsibilities
 - Presentation and facilitator summary.

Exercise



Exercise

- Ask what employability means.
- Ask why AI cannot replace humans.

Session Summarize



Summarize

- Summarize human-AI partnership.
- Reinforce adaptability as employability skill.

Unit 6.2: Resume Preparation & Job Applications using Gen AI

Unit Introduction

- Preparing résumés and job applications requires clarity, honesty, and structure.
- Gen AI supports drafting and organization but requires human verification.

Unit Objectives



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

- Understand what a résumé and job application are
- Use Generative AI (Gen AI) to prepare résumés and job applications
- Use Gen AI responsibly while applying for jobs

Resources to be Used



Resources

Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 6.2
- Sample résumé template
- Example cover letter

Practical Session

- Gen AI drafting tool
- Resume-building worksheet
- Job application scenario
- Email drafting practice

Facilitation Plan

Ask



Ask

- Have you ever felt unsure about writing a résumé?
- Do job application forms feel confusing?
- Would you like help presenting your skills clearly?

Do



Do

Define Resume:

- Skills
- Education
- Experience
- Strengths

Define Job Application:

- Resume submission
- Cover letter writing
- Form filling

Explain Gen AI support:

- Creating résumé structure
- Improving grammar
- Drafting cover letters
- Organizing responsibilities

Clarify:

- AI does not know your real experience
- You must provide accurate information

Elaborate



Elaborate

Explain responsible use:

- Do not give false information
- Personalize every application
- Review all AI-generated drafts
- Maintain honesty

Explain inclusion for PwD:

- Speech-to-text drafting
- Structured assistance

Practical Activity



Activity

Ask participants to:

- List their skills
- Use Gen AI to organize résumé section
- Review and personalize
- Draft short job application email.

Team Activity



Team Activity

- Groups review sample AI-generated résumé.
- Identify:
 - Areas needing correction
 - Personalization improvements

Exercise



Exercise

- Ask why honesty is important.
- Ask why review is necessary.

Session Summarize



Summarize

- Summarize responsible résumé preparation.
- Reinforce personal ownership of application.

Unit 6.3: Continuous Learning & Skill Upgradation using Gen AI

Unit Introduction

- Continuous learning ensures long-term employability and adaptability.
- Gen AI supports self-learning, micro-learning, and skill development.

Unit Objectives



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

- Understand what continuous learning and skill upgradation mean
- Explain how Generative AI (Gen AI) supports self-learning and upskilling
- Use Gen AI responsibly for lifelong learning

Resources to be Used



Resources

Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 6.3
- Skill development chart
- Learning plan template

Practical Session

- Gen AI learning demonstration
- Micro-learning activity worksheet
- Personal skill planning sheet
- Reflection exercise

Facilitation Plan

Ask



Ask

- Do skills remain the same throughout life?
- How can we continue learning after training?
- Can AI help us learn new skills?

Do



Do

Define Continuous Learning:

- Learning regularly
- Adapting to change
- Improving skills

Define Skill Upgradation:

- Improving existing skills
- Learning new tools
- Staying employable

Explain Gen AI role:

- Explaining difficult topics
- Providing summaries
- Supporting practice
- Breaking topics into small lessons

Elaborate



Elaborate

Explain Micro-learning:

- Small lessons
- Short sessions
- One concept at a time

Explain workplace learning:

- Learning new tools
- Improving communication
- Understanding new systems

Explain accessibility support:

- Screen reader integration
- Speech-to-text support
- Simplified explanations

Practical Activity



Activity

Ask participants to:

- Choose one skill to improve
- Use Gen AI to create learning steps
- Draft a simple learning plan

Team Activity



Team Activity

Groups discuss:

- One new skill
- How Gen AI supports learning
- How to avoid over-dependence

Exercise



Exercise

- Ask what continuous learning means.
- Ask why human engagement is important.

Session Summarize



Summarize

- Summarize communication improvement using Gen AI.
- Reinforce responsibility and ethical usage.

Module 7:

ENTREPRENEURSHIP OPPORTUNITIES using Gen AI



Business Ideas

Boost Productivity

Automate Tasks

Unit 7.1 – Self-employment & Freelance Opportunities

Unit 7.2 – Market Research, Branding & Customer Engagement

Unit 7.3 – Legal, Financial & Ethical Responsibilities

Key Learning Outcomes

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

- Identify self-employment and entrepreneurial opportunities using Gen AI.
- Apply Gen AI tools for business-related activities.
- Explain basic legal and financial aspects of AI-enabled self-employment.

Unit 7.1: Self-employment & Freelance Opportunities

Unit Introduction

- Generative Artificial Intelligence (Gen AI) enables individuals to explore self-employment, freelance, and micro-enterprise opportunities.
- This unit focuses on identifying opportunities and understanding responsible independent income generation.

Unit Objectives



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

- Understand what self-employment and entrepreneurship mean
- Explain how Generative AI (Gen AI) enables freelance and micro-enterprise opportunities
- Explain how Gen AI supports independent income generation responsibly

Resources to be Used



Resources

Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 7.1
- Chart of freelance opportunities
- Case examples

Practical Session

- Gen AI tool (for idea generation demo)
- Skill-identification worksheet
- Opportunity mapping exercise
- Scenario discussion sheet

Facilitation Plan

Ask



Ask

- Do all people need office jobs to earn income?
- Can digital tools help start small businesses?
- Can skills and AI work together for self-employment?

Do



Do

Define Self-employment:

- Working independently
- Offering services
- Earning income without fixed employer

Define Entrepreneurship:

- Starting and managing business
- Offering products/services
- Taking responsibility for decisions

Explain Gen AI support:

- Idea generation
- Content drafting
- Communication assistance
- Cost and effort reduction

Clarify:

- Gen AI is supporting tool
- Humans manage decisions

Elaborate



Elaborate

Discuss opportunities:

Content & Writing Services

- Drafting
- Rewriting
- Summarizing

Digital Communication Services

- Virtual assistance
- Email support
- Online communication

Accessibility Support Services

- Captioning
- Simplified documents
- Inclusive communication

Micro-business & Home-based Services

- Small digital services
- Promotion content
- Customer communication

Explain inclusion for PwD:

- Remote work opportunities
- Reduced physical effort
- Increased independence

Practical Activity



Activity

Ask participants to:

- List personal skills
- Use Gen AI to generate service ideas
- Identify one small opportunity

Team Activity

Groups discuss:

- Possible freelance roles
- Gen AI support areas
- Human responsibilities
 - Present findings.

Exercise



Exercise

- Ask difference between self-employment and office job.
- Ask how AI supports entrepreneurs.

Session Summarize



Summarize

- Summarize opportunity identification.
- Reinforce responsible AI use.

Unit 7.2: Market Research, Branding & Customer Engagement

Unit Introduction

- Market research, branding, and customer engagement are essential for business success.
- Gen AI supports these processes when used ethically and responsibly.

Unit Objectives



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

- Understand what market research, branding, and customer engagement mean
- Explain how Generative AI (Gen AI) supports small businesses and freelancers
- Use Gen AI responsibly for business growth and customer trust

Resources to be Used



Resources

Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 7.2
- Branding and customer journey charts
- Case examples

Practical Session

- Gen AI research demo
- Branding message drafting exercise
- Customer response drafting activity
- Review worksheet

Facilitation Plan

Ask



Ask

- How do businesses know customer needs?
- How do customers remember a business?
- Why is communication important?

Do



Do

Define Market Research:

- Understanding customer needs
- Studying trends
- Avoiding guesswork

Explain Gen AI support:

- Summarizing feedback
- Identifying common questions
- Suggesting trends

Define Branding:

- Business identity
- Message and tone
- Recognition

Explain Gen AI in branding:

- Suggest brand names
- Draft taglines
- Maintain consistent tone

Define Customer Engagement:

- Communicating regularly
- Responding professionally
- Building trust

Elaborate



Elaborate

Explain responsible practices:

- Do not mislead customers
- Protect customer data
- Review AI-generated communication
- Maintain transparency

Explain accessibility benefits:

- Simplified language
- Clear communication
- Inclusive messaging

Practical Activity



Activity

Ask participants to:

- Use Gen AI to draft brand message
- Create sample customer reply
- Review and improve tone

Team Activity



Team Activity

Groups identify:

- Customer needs
- Branding ideas
- Engagement strategy
 - Present summary.

Exercise



Exercise

- Ask what branding means.
- Ask why review is necessary.

Session Summarize



Summarize

- Summarize AI support in business growth
- Reinforce trust-building.

Unit 7.3: Legal, Financial & Ethical Responsibilities

Unit Introduction

- Entrepreneurs must follow legal, financial, and ethical responsibilities while using Gen AI in business activities.

Unit Objectives



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

- Understand what legal, financial, and ethical responsibilities mean for entrepreneurs
- Explain why these responsibilities are important when using Gen AI for business
- Explain how to run AI-enabled self-employment activities responsibly and sustainably

Resources to be Used



Theory Session

- White board, markers, duster etc.
- PowerPoint slides
- Participant Handbook – Module 7.3
- Responsibility checklist chart
- Case examples

Practical Session

- Financial planning worksheet
- Legal scenario exercise
- AI content review task
- Responsibility checklist activity

Facilitation Plan

Ask



Ask

- What happens if a business ignores rules?
- Why is trust important in business?
- Can small businesses avoid responsibilities?

Do



Do

Define Legal Responsibility:

- Follow laws
- Respect copyright
- Protect customer data

Define Financial Responsibility:

- Track income and expenses
- Set fair prices
- Maintain simple records

Define Ethical Responsibility:

- Honest communication
- Transparent services
- Responsible AI usage

Clarify:

- AI supports planning
- Humans make final decisions

Elaborate



Elaborate

Explain responsible AI usage:

- Do not copy copyrighted material
- Do not misuse customer data
- Review AI-generated outputs
- Avoid false claims

Explain sustainability:

- Trust builds long-term growth
- Responsible behavior avoids problems

Practical Activity



Activity

- Provide scenario of small AI-enabled business.
- Ask participants to:
 - Identify legal responsibilities
 - Identify financial duties
 - Suggest ethical improvements

Team Activity



Team Activity

- Groups create simple responsibility checklist for small business.
- Present and discuss.

Exercise



Exercise

Session Summarize



Summarize

- Ask why financial tracking is important.
- Ask why ethical behavior builds trust.

- Summarize legal, financial, and ethical responsibilities.
- Reinforce sustainable entrepreneurship.



Skill India
कौशल भारत-कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape

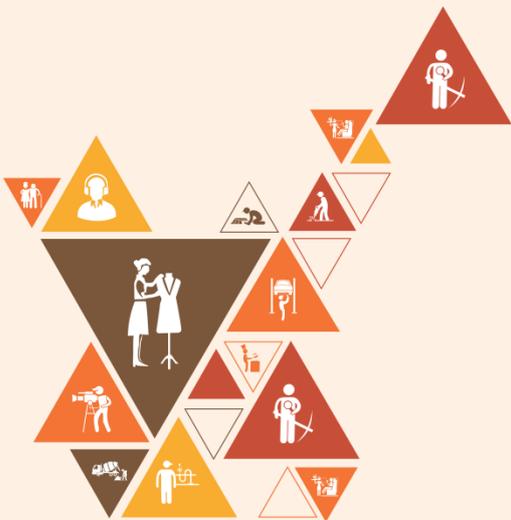


दिव्यांग व्यक्तियों के लिए कौशल परिषद्
Skill Council for Persons with Disability

8. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I: Training Delivery Plan

Program Name:	Generative AI for Inclusive Digital Participation (Divyangjan)		
Qualification Pack Name & Ref. ID	PWD/Q5601		
Version No.	1.0	Version Update Date	16/02/26
Pre-requisites to Training	This unit develops foundational awareness and practical understanding of Artificial Intelligence (AI) including Generative AI (Gen AI) concepts, applications, and tools tailored for Persons with Disabilities (PwD). It focuses on AI-enabled accessibility, ethical and responsible use, digital inclusion, workplace readiness, assistive technologies, and pathways to employment or self-employment.		
Training Outcomes	<p>By the end of this program, the participants would have achieved the following competencies:</p> <ul style="list-style-type: none"> • Explain the basic concepts of Artificial Intelligence (AI) and Generative Artificial Intelligence (Gen AI) in simple and relatable terms. • Identify everyday applications of AI and Gen AI in personal, educational, and workplace contexts. • Differentiate between human intelligence, Artificial Intelligence, and Generative Artificial Intelligence at a foundational level. • Illustrate the use of AI-enabled accessibility and assistive technologies for persons with visual, hearing, locomotor, and cognitive disabilities. • Demonstrate application of accessibility features such as speech-to-text, text-to-speech, Optical Character Recognition (OCR), image recognition, and captioning tools. • Describe how AI and Gen AI support independence, learning, productivity, and workplace inclusion for Persons with Disabilities (PwD). • Demonstrate application of digital and data literacy concepts required for safe and responsible use of AI and Gen AI tools. • Explain ethical, safe, and responsible practices while using AI and Generative AI, including awareness of bias, misinformation, privacy, and intellectual property. • Illustrate proper use of Generative AI tools for productivity, communication, collaboration, and routine workplace tasks. • Demonstrate application of Gen AI tools for drafting content such as emails, summaries, presentations, and reports in a professional manner. • Identify suitable job roles and career pathways where AI and Gen AI act as assistive enablers rather than replacements. • Illustrate the use of Gen AI tools for career development activities such as résumé preparation, job search, and skill upgradation. • Identify opportunities for self-employment, freelancing, and micro-entrepreneurship enabled through AI and Generative AI tools. • Describe the importance of continuous learning and upskilling in AI-enabled work environments. 		

NOS and Module Details	Theory Duration (In hours)	Practical Duration (In hours)	On-the-Job Training Duration (Recommended)	On-the-Job Training Duration (Mandatory)	Total Duration (In hours)
GEN AI 4 PwD (Generative Artificial Intelligence for Divyangjan)	20:00	40:00:00	00:00	00:00	60:00:00
Module 1: Introduction to Artificial Intelligence & Generative AI	02:00	03:00	00:00	00:00	05:00
Module 2: AI for Accessibility, Assistive Technologies & Inclusion	03:00	04:00	00:00	00:00	07:00
Module 3: Digital & Data Literacy for AI & Gen AI	02:00	04:00	00:00	00:00	06:00
Module 4: Ethical, Safe and Responsible Use of AI & Gen AI	02:00	04:00	00:00	00:00	06:00
Module 5: Gen AI Tools for Productivity, Communication & Collaboration	05:00	15:00	00:00	00:00	20:00
Module 6: Gen AI-enabled Career Development & Employability	03:00	05:00	00:00	00:00	08:00
Module 7: Entrepreneurship Opportunities using Gen AI	03:00	05:00	00:00	00:00	08:00

Annexure II

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Artificial Intelligence & Generative AI	4	6	-	-
PC1. define Artificial Intelligence and Generative AI in simple terms	-	-	-	-
PC2. identify everyday applications of AI and Gen AI	-	-	-	-
PC3. differentiate between human intelligence, AI, and Gen AI at a basic level	-	-	-	-
AI for Accessibility, Assistive Technologies & Inclusion	5	8	-	-
PC4. identify AI-based assistive tools for visual, hearing, locomotor, and cognitive disabilities. Assess right assistive tool based on personal strengths & limitations.	-	-	-	-
PC5. use accessibility features such as speech-to-text, text-to-speech, Optical Character Recognition (OCR), and image recognition	-	-	-	-
PC6. explain how AI improves independence, learning, and workplace inclusion	-	-	-	-
Digital & Data Literacy for AI & Gen AI	6	8	-	-
PC7. operate digital devices to access AI/Gen AI tools safely	-	-	-	-
PC8. understand basic data concepts: input, output, storage, and privacy	-	-	-	-
PC9. use the internet responsibly for AI-based services and learning	-	-	-	-
Ethical, Safe and Responsible Use of AI & Gen AI	6	8	-	-
PC10. recognize risks such as bias, misinformation, and over-dependence	-	-	-	-
PC11. follow safe digital practices	-	-	-	-
PC12. respect privacy, consent, and intellectual property	-	-	-	-
Gen AI Tools for Productivity, Communication & Collaboration	10	16	-	-
PC13. use Gen AI tools for writing, translation, summarization, and presentations	-	-	-	-
PC14. apply Gen AI to improve productivity in clerical, customer support, content, or data tasks	-	-	-	-
PC15. use Gen AI-assisted tools professionally for emails, chats, and meetings	-	-	-	-

Gen AI-enabled Career Development & Employability	4	8	-	-
PC16. identify job roles where Gen AI supports work (not replaces people)	-	-	-	-
PC17. prepare Gen AI-assisted résumés and applications	-	-	-	-
PC18. explore Gen AI learning platforms and micro-credentials	-	-	-	-
Entrepreneurship Opportunities using Gen AI	5	6	-	-
PC19. identify freelance and small business opportunities using Gen AI	-	-	-	-
PC20. use Gen AI for market research, branding, and customer engagement	-	-	-	-
PC21. understand legal and financial basics of AI-enabled self-employment	-	-	-	-
NOS Total	40	60	-	-

CRITERIA FOR ASSESSMENT OF TRAINEES

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Practical Skills for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS. examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each.
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on these criteria.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% aggregate in QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack





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दिव्यांग व्यक्तियों के लिए कौशल परिषद्
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