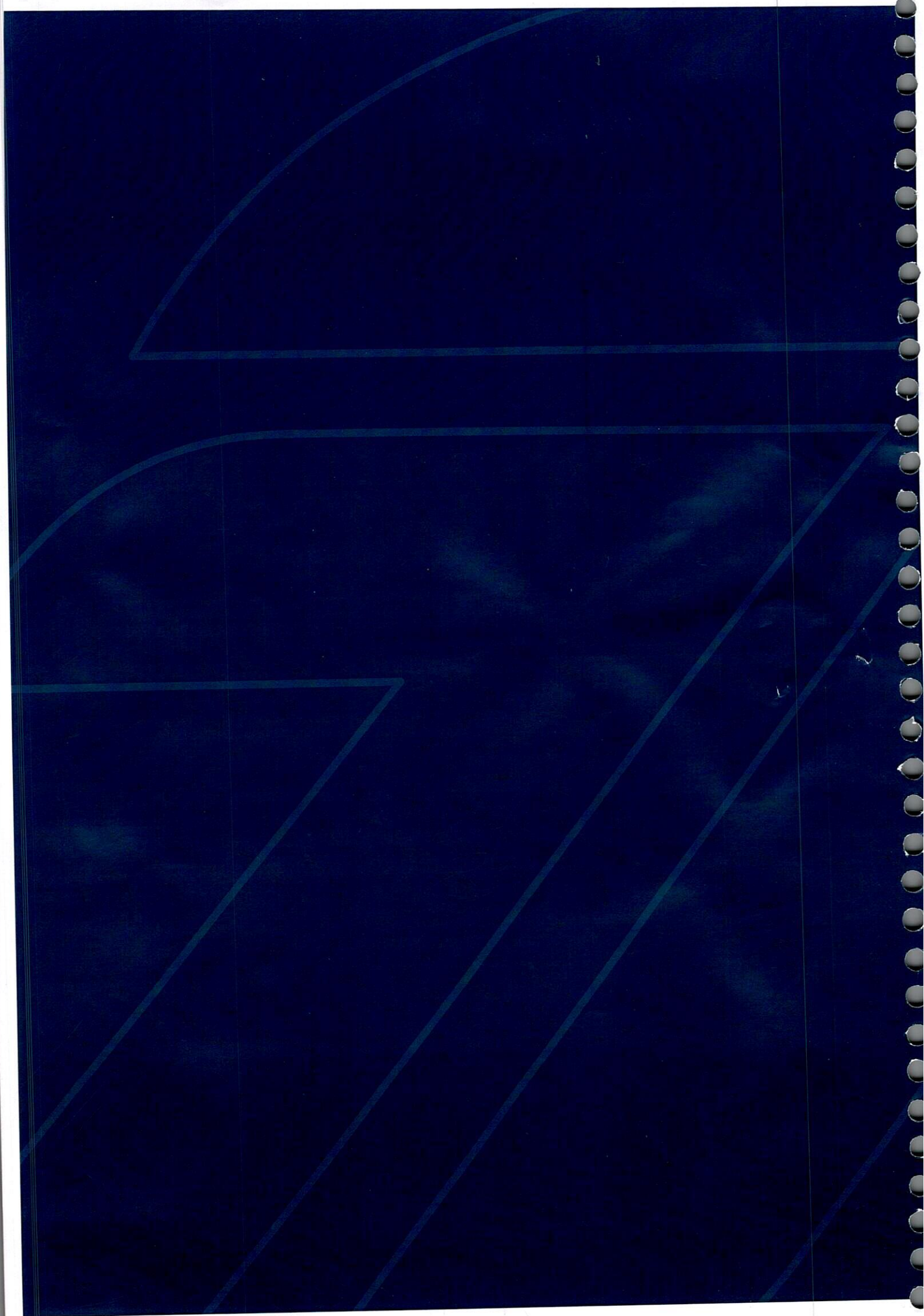


MEDIA MIND

Pakistan First Online Course
on Media Literacy and Civic Learning

 **MEDIATIZ**
FOUNDATION



Dr. Rehan Tanoli

Founder & CEO



Dr. Rehan Tanoli is the Founder and CEO of Mediatiz Foundation, bringing over fifteen years of experience in strategic communication, primarily within the Government of Pakistan. With a Doctorate in Communication, Dr. Tanoli has served as a trusted media advisor to national and international organizations, utilizing his extensive expertise in media management to drive impactful outcomes.

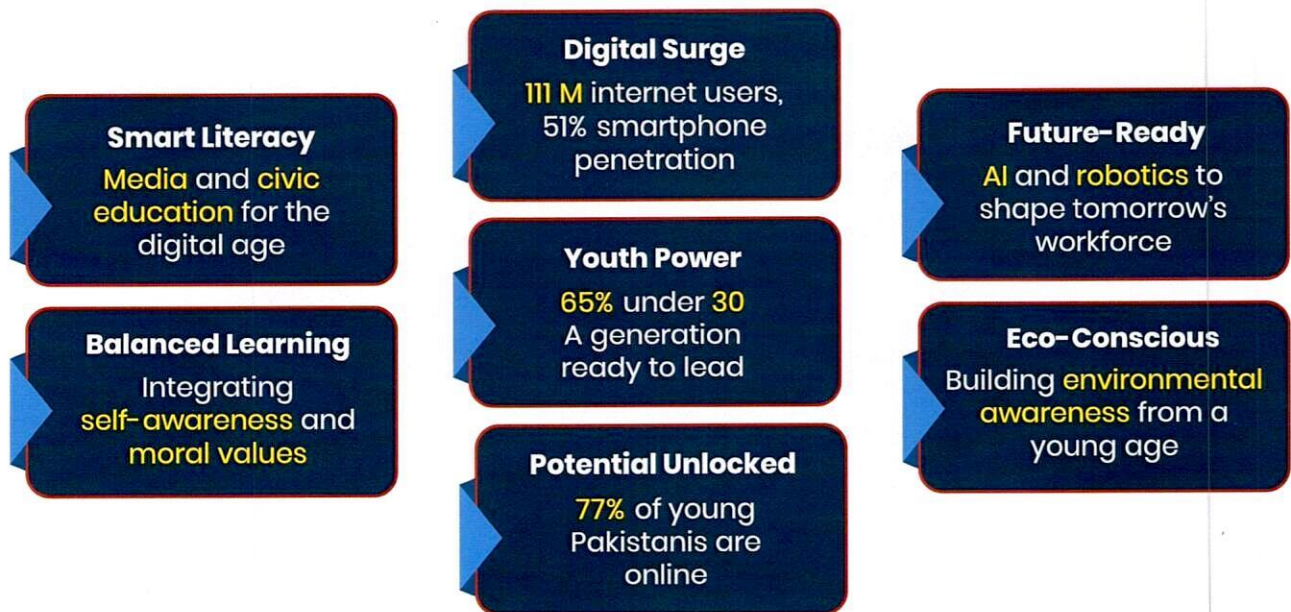
Dr. Tanoli's academic pursuits led him to become a Research Fellow at the University of Massachusetts, Amherst, USA, where he specialized in Digital Disinformation and Open-Source Social Media Intelligence. As a research scholar, he has focused on finding solutions to combat disinformation, enhancing media literacy, and bolstering public opinion analysis for informed policymaking.

Dr. Tanoli's most significant contributions include spearheading national-level media campaigns and establishing the Mediatiz Foundation, a nonprofit committed to catalyzing transformative change in the mediatization landscape. With a mission centered on empowering communities, nurturing civic engagement, and steering societal development toward sustainable objectives, the Foundation stands as a beacon of progress. Education is the cornerstone of its mission: empowering individuals with the knowledge and skills needed to navigate the complexities of the digital age responsibly. Through innovative research and educational initiatives, it strives to elevate pedagogical standards, foster critical thinking, and promote lifelong learning.

Driven by a vision of an empowered world where education fuels civic engagement and societal development, Dr. Tanoli endeavors to blend global standards with local values to empower individuals and communities worldwide.

Background

Mediatiz Foundation, a nonprofit organization registered with the Securities and Exchange Commission of Pakistan (SECP) under Section 42, is dedicated to engaging Pakistan's youth through educational initiatives that address both contemporary and future **challenges**. By leveraging innovative educational frameworks, the Foundation tackles the critical demands of the digital age, fosters global competitiveness, and ensures broad access to high-quality education. Led by Dr. Rehan Tanoli, the Foundation is supported by a multidisciplinary team of experts from both the public and private sectors. This diverse and inclusive team is committed to developing forward-thinking, scalable solutions that empower and inspire the next generation of learners across Pakistan.



Mediatiz Foundation, operating in mainly the Ed-Tech sector, is committed to modernizing education in Pakistan through innovative courses in digital and media literacy, AI and robotics, environmental and civic education, and social-emotional skills, all aligned with UNESCO's 2030 Agenda and addressing key gaps in the Single National Curriculum. These courses are our contribution to equip students for 21st century challenges and ensure they are future-ready. To support this mission, Mediatiz Foundation offers free of cost courses to underprivileged students, making quality education accessible to all.

Empowering Pakistan's Youth through Media and Information Literacy

Digital Landscape: Challenges for Pakistan's Youth

While the digital world offers vast opportunities, it also presents threats: disinformation, deepfakes, screen addiction, and mental health issues. Pakistan, with a median age of 20.7 years, faces significant challenges as its youth are especially vulnerable to these effects, which fuel anxiety, social isolation, and trust deficits in factual information. Social media algorithms amplify these challenges by creating echo chambers and polarization.

Why Media Literacy Matters

Globally, media literacy is seen as essential to equip young people with skills for critical analysis, informed decision-making, and responsible digital citizenship. These competencies are vital to tackle misinformation, social pressures, and online manipulation, supporting the UN's Sustainable Development Goals.

Pakistan's Education Gap

Despite a tech-savvy youth, Pakistan's education system lacks a structured approach to media literacy, leaving youth unprepared to face digital challenges. To bridge this gap, Mediatiz Foundation has launched Media Mind, the country's first comprehensive online media literacy course.

Media Mind: Preparing Youth for the Digital World

Media Mind provides students (Classes 5-12 and undergraduates) with critical tools to navigate digital spaces. Through four age-specific parts covering topics like mental health, social media addiction, privacy, AI ethics, and news literacy, the course promotes safe, informed, and responsible online and offline engagement.

By fostering critical digital skills, Media Mind aligns with global standards to empower Pakistan's youth to positively and responsibly engage in the digital world, strengthening society for sustainable development.

According to the Pakistan Telecommunication Authority, as of January 2024, Pakistan has **111 million** internet users and **71.7 million** active social media profiles

The country ranks among the top ten globally in terms of smartphone users, with penetration increasing from 10% in 2014 to 51% by 2024

Pakistan not listed on any media literacy index



MEDIA MIND

Media Mind

Course Overview

Part I 10 – 13 yrs

MEDIA FOUNDATION & CIVIC LEARNING

Part II 14 – 16 yrs

CREATIVE SAFEGUARDS & MEDIA

Part III 17 – 18 yrs

CRITICAL MEDIA ENGAGEMENT

Part IV 19 – 24 yrs

ADVANCED MEDIA & INFORMATION LITERACY

- ✓ 72 lessons / 2 languages (English & Urdu)
- ✓ Video lessons, activity packets & interactive games for reinforcement
- ✓ Approx 6-7 lessons for each grade
- ✓ Lesson plans & PowerPoint slides for teachers and students

Media Mind (Media mind and Civic Learning) comprehensively covers themes including:

Dual Nature of Technology
Media and Communication
Digital Citizenship
Online Communities
Digital Reputation
Online Ethical Choices
Smart Sharing
Respectful Commenting
Netiquette
Managing Online Identity
Cyberbullying
Digital Drama
Online Disinhibition
Toolkit Against Harassment
Online Allyship
Social Media Norms
Hate Speech
Positive Online Presence
Mental Health
Digital Stress
Screen Time
FOMO
Digital Dysmorphia
Social Media Addiction
Dopamine Rush
Desensitization
Altered Sense of Self
Attention Span
Anxiety & Depression
Balancing Online & Offline Life

Online Safety
Unsafe Downloads
Threats & Malware
Online Scams
Cybersecurity
Managing Personal Info
Doxing
Security Strategies
Privacy Policies
Terms of Services
Social Media Algorithms
The Filter Bubble
Echo Chambers
Cognitive Dissonance
Polarization
Advertisement Algorithms
User Data & Targeted Ads
Intellectual Property
Plagiarism
Copyrights
Creative Commons
Public Domain & Fair Use
News Literacy
Misinformation & Disinformation
Fake News
Clickbait
Computational Propaganda
Lateral Reading
Visual Literacy
Consumption vs. Production

Truth Decay
Internet Governance
Accessibility & Inclusivity
Advance Searching
Research Ethics
Power of Social Media
Social Media Activism
Media Representations
Bias Amplification
Stereotypes & Social Media
Gender Bias
Intimate Messaging
Digital Blackmail & Extortion
Explicit Content
Ethical Values Online & Offline
Islamic Guidelines & Media
Artificial Intelligence
Generative AI & Chatbots
Large Language Models
Future Tech & Ethics
Deep Fakes
Social Networking
Marketing & Consumerism
Fact vs Opinion
Social Media Violence
Digital Crowdsourcing
Civic Learning
Responsible Technology/AI
Internet Safety
Information Operations

DOMAIN A: DIGITAL AWARENESS AND WELLBEING

| GRADE VI | GRADE VII | GRADE VIII | GRADE IX | GRADE X | GRADE XI | GRADE XII |
|--|-----------|------------|----------|---------|--|-----------|
| <p>Benchmarks:</p> <p>A-1: Understand the evolution of technology and its impact on society, including the opportunities and challenges it presents</p> <p>A-2: Explore the meaning of media, trace communication methods, and critically analyze information to uncover deeper truths</p> <p>A-3: Understand the impact of digital stress, social media, and emotional triggers on mental wellbeing</p> <p>A-4: Develop strategies to balance online and offline activities, fostering mindful, healthy digital engagement</p> | | | | | <p>Benchmarks:</p> <p>A-5: Understand the concepts of accessibility and inclusivity in digital media and explore how assistive technology empowers people with disabilities</p> <p>A-6: Identify obstacles to accessibility, apply Web Content Accessibility Guidelines (WCAG), and develop strategies to create more inclusive media</p> | |

STUDENT LEARNING OUTCOMES

| | | | | | | |
|---|---|--|--|--|---|--|
| <p>SLO:MM-06-A-01 Tracing the evolution of technology</p> | <p>SLO:MM-07-A-01 Understand what digital stress is and how it affects us</p> | | | | <p>SLO:MM-11-A-01 Grasp the concepts of accessibility and inclusivity in digital media</p> | |
| <p>SLO:MM-06-A-02 Discover how technology brings both opportunities and challenges</p> | <p>SLO:MM-07-A-02 Learn to identify digital distractions and their impact on our lives</p> | | | | <p>SLO:MM-11-A-02 Explore how assistive technology empowers people with disabilities to access digital media</p> | |
| <p>SLO:MM-06-A-03 Reflect on how</p> | | <p>SLO:MM-07-A-03 Learn how to wisely</p> | | | <p>SLO:MM-11-A-03 Understand how inclusive</p> | |

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| society adapts to new technologies | | navigate through persuasive technologies and not fall prey to their tricks | | | media shapes society | |
| SLO:MM-06-A-04 Learn all the ways we communicate, from old smoke signals to today's smartphones | | SLO:MM-07-A-04 Understand why it's cool to balance screen time with green time | | | SLO:MM-11A-04 Identify obstacles to accessibility in digital media | |
| SLO:MM-06-A-05 Discover what "media" means | | SLO:MM-07-A-05 Understand the concept of social media addiction and its effects on the brain | | | SLO:MM-11-A-05 Familiarize yourself with the Web Content Accessibility Guidelines (WCAG) | |
| SLO:MM-06-A-06 Become a Media Detective to uncover the real story | | SLO:MM-07-A-06 Identify feelings of FOMO, low self-esteem, comparison, and envy triggered by social media | | | SLO:MM-11-A-06 Formulate strategies to promote more accessible and inclusive media | |
| SLO:MM-06-A-07 Explore and question everything to better understand the world of media | | SLO:MM-07-A-07 Develop strategies for a healthier relationship with social media. | | | SLO:MM-11-A-07 Apply WCAG for website evaluation | |

DOMAIN B: MEDIA AND INFORMATION LITERACY

| GRADE VI | GRADE VII | GRADE VIII | GRADE IX | GRADE X | GRADE XI | GRADE XII |
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| | <p>Benchmarks:</p> <p>B-1: Understand the purpose, types, and strategies of advertising, and analyze its impact on consumer behavior and society</p> <p>B-2: Learn how user data is collected online, understand targeted advertising, and develop critical thinking skills to navigate advertising responsibly</p> <p>B-3: Understand news literacy, distinguish authentic news from misleading content, and enhance critical thinking to evaluate news credibility</p> <p>B-4: Identify misinformation, disinformation, fake news, and clickbait, and develop strategies to critically assess and avoid these digital traps</p> <p>B-5: Trace the history of photo manipulation and develop skills to critically analyze and interpret images in media</p> <p>B-6: Understand the psychological effects of digital photo manipulation and assess advertising techniques to differentiate between enhanced visuals and the actual product</p> | | | | | |

STUDENT LEARNING OUTCOMES

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| | | | | SLO:MM-10-B-01 Understand the purpose and types of advertising, including various strategies and techniques used to influence consumer behavior | | |
| | | | | SLO:MM-10-B-02 Analyze the impact of advertising on consumer behavior and society, with a focus on how advertising shapes perceptions and choices | | |
| | | | | SLO:MM-10-B-03 Develop critical thinking skills to responsibly navigate online advertising by understanding how user data is collected and the role of targeted advertising in the digital world | | |

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| | | | | SLO:MM-10-B-04 Develop the ability to critically analyze and evaluate news content by identifying key elements, differentiating between legitimate news, opinion, satire, and various forms of misinformation, including disinformation, malinformation and fake news | | |
| | | | | SLO:MM-10-B-05 Acquire practical skills in lateral reading, source verification, and recognizing clickbait tactics to make informed judgments about news credibility, avoid manipulation, and foster responsible media consumption in the digital age | | |
| | | | | SLO:MM-10-B-06 Trace the history of photo manipulation and develop visual literacy skills to critically analyze and | | |

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| | | | | interpret images in media, recognizing techniques used to alter perception | | |
| | | | | SLO:MM-10-B-07 Understand the psychological impact of digital photo manipulation and critically assess advertising techniques to differentiate between enhanced visual appeal and the reality of the product | | |

DOMAIN C: DIGITAL CIVILITY AND ETHICS

| GRADE VI | GRADE VII | GRADE VIII | GRADE IX | GRADE X | GRADE XI | GRADE XII |
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| Benchmarks: C-1: Understand the importance of making ethical choices, communicating politely, and behaving with kindness and respect online C-2: Learn to safeguard personal and others' digital reputations, share information responsibly, and use privacy settings effectively to manage online visibility C-3: Understand the difference between cyberbullying and digital drama, recognize their impact, and learn strategies to prevent and deal with cyberbullying | | | | | | |

C-4: Develop empathy for victims of bullying, identify roles in online bullying, and learn how to transition from bystander to active helper in supporting those affected

STUDENT LEARNING OUTCOMES

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| <p>SLO:MM-06-C-01 Understand community membership and reflect on personal involvement, recognizing key powers of citizenship and how they can contribute positively both offline and online</p> | | <p>SLO:MM-08-C-01 Understand the concepts of cyberbullying and digital drama, identifying their differences and recognizing the emotional and psychological impact these behaviors have on victims</p> | | | | |
| <p>SLO:MM-06-C-02 Learn the principles of digital citizenship, using "superhero" powers to create safe, kind, and imaginative online spaces</p> | | <p>SLO:MM-08-C-02 Define online disinhibition and understand how it contributes to cyberbullying, along with common ways people might conceal their identity online</p> | | | | |
| <p>SLO:MM-06-C-03 Explore how online actions shape your</p> | | <p>SLO:MM-08-C-03 Develop empathy and ethical</p> | | | | |

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| <p>digital identity and reputation, understanding the significance of responsible behavior for your future</p> | | <p>behavior in online interactions, learning to overcome disinhibition and refrain from participating in or tolerating bullying behaviors</p> | | | | |
| <p>SLO:MM-06-C-04 Gain insight into how personal information is stored in "the cloud" and how to safeguard digital privacy while building a positive digital presence</p> | | <p>SLO:MM-08-C-04 Learn and apply a three-step strategy for handling and preventing cyberbullying, gaining practical skills for staying safe online</p> | | | | |
| <p>SLO:MM-06-C-05 Understand the importance of making ethical and respectful choices online, distinguishing between in-person and digital interactions, and recognizing how online behavior impacts oneself and others</p> | | <p>SLO:MM-08-C-05 Recognize the various roles individuals play in bullying situations, learning how to transition from a bystander to an active supporter and discovering effective ways to assist those affected by bullying</p> | | | | |

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| <p>SLO:MM-06-C-06 Learn to share information thoughtfully and responsibly, using privacy settings to manage visibility and safeguarding personal and others' digital reputations</p> | | | | | | |
| <p>SLO:MM-06-C-07 Develop skills for constructive, polite, and appropriate communication in various digital spaces, following key guidelines for clear and respectful online interactions</p> | | | | | | |
| <p>SLO:MM-06-C-08 Explore strategies for managing and protecting one's online reputation, applying empathy, kindness, and critical thinking to navigate digital challenges and make positive online choices</p> | | | | | | |

DOMAIN D: SAFETY, PRIVACY AND WELLBEING

| GRADE VI | GRADE VII | GRADE VIII | GRADE IX | GRADE X | GRADE XI | GRADE XII | |
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| <p>Benchmarks:</p> <p>D-1: Learn and apply basic online safety rules, identify malware risks, and understand the importance of security software, updates, and responsible downloading practices</p> <p>D-2: Identify various types of online scams, understand scam tactics, and develop critical thinking skills to safeguard personal and financial information while evaluating suspicious emails and social media posts</p> <p>D-3: Understand the concept of digital identities, develop strategies for safe online expression, and critically evaluate online interactions to distinguish between genuine and misleading content</p> <p>D-4: Learn the impact of hate speech and how to respond with empathy, promote respect, and craft a truthful, safe online bio while understanding the significance of selfies and profile pictures in shaping digital reputation</p> <p>D-5: Understand the concept of personal information, how online services use it, and learn strategies to protect it while using digital platforms</p> <p>D-6: Learn about doxing, methods to protect personal information, and adopt strong password practices and Two-Factor Authentication (2FA) for lifelong digital security</p> | | | <p>Benchmarks:</p> <p>D-9: Recognize the importance of privacy policies and terms of use, identify key terms, and develop skills to navigate and assess digital agreements for fairness and clarity</p> <p>D-8: Understand how algorithms work, the impact of filter bubbles, and explore strategies to protect online privacy while addressing digital privacy dilemmas through critical thinking and structured debates</p> | | | | |
| STUDENT LEARNING OUTCOMES | | | | | | | |
| <p>SLO:MM-06-D-01 Understand and apply essential</p> | | <p>SLO:MM-08-D-01 Understand the concept of personal</p> | | | | | |

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| <p>online safety rules, recognizing the importance of responsible behaviors and strategies for staying safe while using the internet</p> | | <p>information and privacy, recognizing how online services use personal data and the importance of protecting it</p> | | | | |
| <p>SLO:MM-06-D-02 Identify various types of malware, the risks of untrusted downloads, and the role of security software and updates, developing responsible downloading practices to protect devices</p> | | <p>SLO:MM-08-D-02 Learn the definition and risks of doxing, including its methods and evolution, and develop strategies to safeguard personal information online</p> | | | | |
| <p>SLO:MM-06-D-03 Recognize and critically evaluate online scams, understanding common tactics used by scammers, learning how to safeguard personal and financial information, and knowing appropriate responses when encountering suspicious content</p> | | <p>SLO:MM-08-D-03 Master secure online practices, including creating strong passwords, using Two-Factor Authentication (2FA), and adopting habits for lifelong digital safety</p> | | | | |

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| <p>SLO:MM-06-D-04 Understand the concept of digital identity, including the importance of online profiles, bios, and selfies in shaping digital reputation, and learn safe strategies for expressing oneself truthfully online</p> | | <p>SLO:MM-08-D-04 Recognize the importance of privacy policies and "Terms of Use," understand key terms, and develop skills to critically assess digital agreements and navigate online privacy rights</p> | | | | |
| <p>SLO:MM-06-D-05 Recognize the significance of empathy and diversity in online interactions, distinguishing between hate speech and unkind words, and learn how to respond to hate speech with respect and understanding</p> | | <p>SLO:MM-08-D-05 Understand the role of algorithms and the "filter bubble" in shaping online experiences, exploring strategies to protect privacy and mitigate its effects</p> | | | | |
| <p>SLO:MM-06-D-06 Develop critical thinking skills to explore identity safely and navigate online interactions responsibly, distinguishing between genuine and misleading</p> | | <p>SLO:MM-08-D-06 Explore the ethical, social, and technical dimensions of digital privacy, applying critical thinking, debate, and public speaking skills to analyze and</p> | | | | |

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| behaviors in the digital space | | address real-world privacy dilemmas | | | | |
| SLO:MM-06-D-07 Explore and question everything to better understand the world of media | | | | | | |

DOMAIN E: RESEARCH AND CONTENT USE

| GRADE VI | GRADE VII | GRADE VIII | GRADE IX | GRADE X | GRADE XI | GRADE XII |
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| | | | <p>Benchmarks:</p> <p>E-1: Understand intellectual property, copyright law, and the importance of respecting others' creative works online</p> <p>E-2: Grasp the concept of Creative Commons licenses, learn about the Public Domain and Fair Use, and explore how to apply these principles to share and use creative works respectfully</p> | | <p>Benchmarks:</p> <p>E-3: Master keyword selection, query construction, and advanced search tools to optimize results and critically evaluate search outcomes for academic reliability</p> <p>E-4: Understand the importance of citing sources, compile a comprehensive bibliography, accurately reference in various citation styles, and avoid plagiarism to uphold academic integrity</p> | |

STUDENT LEARNING OUTCOMES

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| | | | <p>SLO:MM-09-E-01 Understand the concept of Intellectual Property (IP),</p> | | <p>SLO:M-11-E-01 Master keyword selection and query</p> | |
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| | | | including copyright law and its role in protecting creative works and artists | | construction for optimized search results, while using advanced tools to refine searches for academic purposes | |
| | | | SLO:MM-09-E-02 Learn the significance of respecting others' creative works online, exploring how copyright and Creative Commons licenses contribute to the sharing and protection of intellectual property | | SLO:M-11-E-02 Develop skills to critically evaluate search outcomes, ensuring academic reliability and the use of credible sources | |
| | | | SLO:MM-09-E-03 Grasp the basics of Creative Commons, including different types of licenses, and understand how to apply these licenses to your own work | | SLO:M-11-E-03 Understand the importance of citing sources in academic writing, learning to compile a comprehensive bibliography and apply various citation styles accurately | |
| | | | SLO:MM-09-E-04 Understand the concept of the Public Domain and identify | | SLO: M-11-E-04 Recognize and avoid plagiarism, maintaining academic | |

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| | | | examples of works in the Public Domain | | integrity through proper referencing and ethical use of sources | |
| | | | SLO:MM-09-E-05 Learn about Fair Use, its importance, and how to use copyrighted materials respectfully under Fair Use guidelines | | | |
| | | | SLO:MM-09-E-06 Explore the ethical and legal considerations surrounding IP, Creative Commons, Public Domain, and Fair Use, ensuring responsible sharing and use of creative content | | | |

DOMAIN F: MEDIA ENGAGEMENT & RISKS

| GRADE VI | GRADE VII | GRADE VIII | GRADE IX | GRADE X | GRADE XI | GRADE XII |
|----------|-----------|------------|----------|---------|--|-----------|
| | | | | | Benchmarks: F-1: Identify the attributes of social media, its potential for change, and explore its transformative effects on political and social engagement while understanding its detrimental impacts | |

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| | | <p>F-2: Develop critical thinking skills for responsible online activism, learn respectful participation strategies, and understand the importance of digital citizenship and the consequences of online actions</p> <p>F-3: Grasp the fundamental concepts of AI, its uses in daily life, and its advantages, constraints, and challenges, including the role of Large Language Models and AI-generated content</p> <p>F-4: Develop skills to critically assess AI-generated content, understand biases, privacy, and security concerns, and explore the ethical implications of AI and deepfakes</p> <p>F-5: Learn about deepfakes, the technology behind them, their uses, ethical challenges, and strategies for detecting and preventing them</p> <p>F-6: Grasp the fundamental concepts of AI, its applications in daily life, and its advantages, constraints, and challenges, including Large Language Models and AI-generated content</p> |
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| | | <p>F-7: Develop the ability to critically assess AI-generated content, understand biases, privacy, and security concerns, and explore the ethical implications of AI and deepfakes</p> <p>F-8: Learn about deepfakes, the technology behind them, their uses, ethical challenges, and strategies for detecting and preventing them</p> |
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STUDENT LEARNING OUTCOMES

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| | | | | | <p>SLO:M-11-F-01 Identify the attributes of social media that enable it to bring about change, exploring its transformative impact on political and social engagement while also recognizing its detrimental effects</p> | <p>SLO:M-12-F-01 Understand bias, cognitive bias, and the interplay between social media and human psychology, developing strategies to mitigate the impact of social media on biases</p> |
| | | | | | <p>SLO:M-11-F-02 Develop critical thinking skills for responsible online activism, understanding the diverse engagement levels within</p> | <p>SLO:M-12-F-02 Analyze stereotypes, biases, and their portrayal in media, understanding the role of media in shaping</p> |

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| | | | | | social media platforms and how to participate respectfully | perceptions and evaluating the impact of stereotypes on individuals and society |
| | | | | | SLO:M-11-F-03 Understand the significance of responsible digital citizenship, the potential consequences of online actions, and strategies for adapting to ethical challenges in the digital world | SLO:M-12-F-03 Critically analyze media messages for stereotypes, biases, and implicit assumptions, learning to deconstruct portrayals by questioning character choices, storylines, and language |
| | | | | | SLO:M-11-F-04 Grasp the fundamental concepts and mechanisms of artificial intelligence (AI), including its applications in daily life, the use of Large Language Models, and the advantages, constraints, and challenges associated with AI | SLO:M-12-F-04 Develop strategies to challenge stereotypes and create alternative media messages that promote diverse perspectives |
| | | | | | SLO:M-11-F-05 Understand the role of information | SLO:M-12-F-05 Evaluate truths and myths about sexism, |

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| | | | | | <p>literacy in critically assessing AI-generated content, addressing information bias, and analyzing data privacy and security concerns related to AI.</p> | <p>understand online sexism, and identify various forms of online sexism, recognizing the importance of addressing and confronting it.</p> |
| | | | | | <p>SLO:M-11-F-06 Explore the nature and definition of deepfakes, including the technological mechanisms behind their creation, their potential benefits and harms, and the ethical and legal challenges they present.</p> | |
| | | | | | <p>SLO:M-11-F-07 Identify strategies and techniques for detecting and preventing deepfakes, developing a responsible approach to engaging with AI-generated content.</p> | |

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Government of Pakistan
National Curriculum Council
Ministry of Federal Education & Professional Training

Islamabad 30th July, 2024

(Corrigendum)

NOTIFICATION

F.No.2-2(2024) Media Tech/NCC: In exercise of the powers conferred under the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976 Section 3 (2) (a) the Competent Authority has been pleased to approve the Curriculum of Media Mind Technology as Supplementary Learning Material for classes VI-XII for educational institutions located in Islamabad Capital Territory and the institutions under the supervision of Federal Government across the country.


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Assistant Education Advisor