

CURRICULUM
GRAPHIC DESIGNING (I)
GRADE IX
2020



GOVERNMENT OF PAKISTAN
Ministry Of Federal Education and Professional Training
ISLAMABAD

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Introduction

Graphic designing is the art, profession and academic discipline whose activities consist in projecting visual communications intended to transmit specific messages to social groups, with specific objectives. Therefore, it is an interdisciplinary branch of design whose foundations and objectives revolve around the definition of problems and the determination of objectives for decision-making, through creativity, innovation and lateral thinking along with digital tools, transforming them for proper interpretation. This activity helps in the optimization of graphic communications. It is also known as visual communication design, visual design or editorial design.

The role of the graphic designer in the communication process is that of encoder or interpreter of the message. She works on the interpretation, ordering and presentation of visual messages. The design work always starts from a client's demand, a demand that ends up being established linguistically, either orally or in writing, that is, that graphic design transforms a linguistic message into a graphic manifestation.

Graphic design has, as a field of application, different areas of knowledge focused on any visual communication system. For example, it can be applied in advertising strategies, or it can also be applied in the aviation world. In this sense, in some countries graphic design is related as only associated with the production of sketches and drawings, this is incorrect, since visual communication is a small part of a huge range of types and classes where it can be applied.

Given the rapid and massive growth in information sharing, the demand for experienced designers is greater than ever, particularly because of the development of new technologies and the need to pay attention to human factors beyond the competence of the engineers who develop them.

Rationale

Well-designed pieces of graphic design enable its creators to boost up sales, establishing its name and earning goodwill in the market, and thereby maximizing the profitable base of the business. A well-crafted design of graphics seeks to attract the attention of a large amount of people. Without a good design the company may not be able to highlight its product and increase its customer-base on the site which ultimately affects the business and profitability of the company.

Aims

- Equip learners with a set of transferable formal and conceptual tools for “making and communicating”

- Make the learner skilled enough to fulfill the industry requirement
- Give the learners enough knowledge, skills, and courage to startup their own business
- Develop skills, promote personal business and entrepreneurship

Objectives

- Familiarize the students with basic principles and fundamentals in visuals art and design.
- Able to create effective and innovative designs to convey desire idea.
- Develop basics skills using tools and theory using in design process.
- Understand creative process, develop techniques and method of creative problem solving.
- Create communication solutions that address audience and context by recognizing the human factors that determine design decisions.

Grade-IX

Learning Themes and Students' Learning Outcomes Knowledge, Skills and Attitude					
Chapter 01 Introduction to Computing					
T= 4, P= 9, Total=13					
Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workpla ce
Basic Concepts of Computer	The student will be able to: <ul style="list-style-type: none"> • Define Computer • Define types of Computer • Describe importance of computer • Describe usage of computer • Know about components of computer and their applications 	<ul style="list-style-type: none"> • Group presentation on components of computer and their applications • Demonstration of Hardware Components 	01Periods(T) 03 Periods(P)	Computer and its accessories	Lab
WindowsOperations	<ul style="list-style-type: none"> • Define operating system • Working with Files and Folders (copy, move, delete, recycle bin, personalize desktop etc.) • Internet browsing • Searching from internet • Downloading from internet • Sending / receiving emails 	<ul style="list-style-type: none"> • Create, Copy and Move files and Folders • Delete and restore the file and folder from recycle bin 	01 Periods(T) 01 Periods(P)	Computer and its accessories, office software	Lab
MS Office	<ul style="list-style-type: none"> • Define MS Office • Describe applications of MS Office (Word, PowerPoint Excel) • Knowledge about working in MS word • Knowledge about working in PowerPoint • Knowledge about working in MS Excel 	<ul style="list-style-type: none"> • Prepare document on MS word • Prepare presentation on components of computer by using power point • Prepare an excel sheet on class data (Student, Furniture, Number of computers) 	02 Periods(T) 05 Periods(P)	Computer and its accessories, office software	Lab
Chapter 02 Basics of Graphic Design					
T=02, P=09, Total= 11					
Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workpla ce

Introduction & Scope of Graphic Designing	The student will be able to: <ul style="list-style-type: none"> define graphic designing describe importance of graphic designing understand industrial usage of graphic designing describe opportunities for employment and advancement in graphic designing field 	<ul style="list-style-type: none"> Group presentation on graphic designing concepts Demonstration on scope of graphic designing 	01 Periods(T) 03 Periods(P)	Computer and its accessories	Lab
Graphic Software and Installation	<ul style="list-style-type: none"> describe graphic software <ul style="list-style-type: none"> Adobe photoshop Adobe illustrator Adobe XD In Page Corel draw adobe in design learn about installation steps of each software 	<ul style="list-style-type: none"> Install graphic software under supervision of teacher 	01 Periods(T) 06 Periods(P)	Computer and its accessories, graphic software	Lab

Chapter 03 Adobe Photoshop-I

T= 13, P= 21, Total= 34

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction to Adobe Photoshop	The student will be able to: <ul style="list-style-type: none"> define adobe photoshop describe applications of photoshop explain basic tools of adobe photoshop (selection tools, burn tool, history, pen tools, smudge gamut, crop tool, blur, dodge and sponge etc. describe popular file formats in photoshop(jpeg,gif & png etc.) 	<ul style="list-style-type: none"> Group presentation on basic tools and formats of adobe photoshop. 	02 Periods(T) 04 Periods(P)	Computer and its accessories, office software	Lab
Work area concept	<ul style="list-style-type: none"> define home screen understand workspace understand about user interface of photoshop describe properties of different tool describe about panels and panel location define how to import and export files understand concept of save files for web and print 	<ul style="list-style-type: none"> Create a new document, and import 2 images and change the background of images Save the file for web and print 	02 Periods(T) 03 Periods(P)	Computer and its accessories, software	Lab
Installation and Use of Presets, Brushes & Fonts	<ul style="list-style-type: none"> define presets describe brushes define type faces and font learn installation of new brushes and fonts learn about usage of presets, brushes, and fonts 	<ul style="list-style-type: none"> Download and install new brushes and Fonts Make an artistic background by using newly installed brushes and fonts 	02 Periods(T) 03 Periods(P)	Computer and its accessories, software	Lab
Painting with the mixer brush	<ul style="list-style-type: none"> understand mixer brush know about brush setting learn about mixing of colors describe color mixing with photograph explain painting and mixing colors with brush presets 	<ul style="list-style-type: none"> Apply mixer brush on provided image. 	02 Periods(T) 03 Periods(P)	Computer and its accessories, software	Lab
Working with Camera raw	<ul style="list-style-type: none"> describe camera raw understand advance color correction learn techniques of using camera 	<ul style="list-style-type: none"> Adjust color tone, shadows and highlights of an image using camera raw 	02 Periods(T) 02 Periods(P)	Computer and its accessories, software	Lab

	raw				
Layer Basics	<ul style="list-style-type: none"> define layers understand layer panel know about arrangement of layers learn about grouping of layers understand layer style comprehend updating the layer style understand about the adjustment layer understand smart objects 	<ul style="list-style-type: none"> Make a composition using multiple layers, use proper naming convention. Import an image, Apply smart object on it. 	02 Periods(T) 03 Periods(P)	Computer and its accessories, software	Lab
Quick fixing and Retouching	<ul style="list-style-type: none"> define snapshot improvement adjust facial features with liquify blur a background understand panorama understand image cropping and slicing define working of content-aware move tool define perspective adjustment of an image 	<ul style="list-style-type: none"> Import an image, improve facial features using liquefy, blur the background, save the file in different format. 	01 Periods(T) 03 Periods(P)	Computer and its accessories, software	Lab

Chapter 04 Adobe Illustrator-I

T = 10, P = 21, Total = 31

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction of Adobe Illustrator	The student will be able to: <ul style="list-style-type: none"> define adobe illustrator describe uses of adobe illustrator define home screen understand workspace configure the workspace understand art boards Explore default presets in illustrator 	<ul style="list-style-type: none"> Create a custom size art board. 	02 Periods(T) 02 Periods(P)	Computer and its accessories, software	Lab
Basic Tools & Properties	<ul style="list-style-type: none"> enlist basic tools of adobe illustrator describe selection tool vs. direct selection tool understand shapes, strokes and fill define pen tool understand pathfinder tool understand shape builder tool use eyedropper tool understand align panel understand pencil and paintbrush tool 	<ul style="list-style-type: none"> Draw a Dog. Tools: Rectangle, Ellipse and Polygon Practice – Shape builder Tool Practice image tracing of Fox / bunny using Pen tool 	02 Periods(T) 07 Periods(P)	Computer and its accessories, software	Lab
Portrait & landscape illustrations	<ul style="list-style-type: none"> define portrait & landscape illustrations understand align panel understand pathfinder tool 	<ul style="list-style-type: none"> Make a portrait/landscape illustration of an image Make different shapes using pathfinder 	02 Periods(T) 06 Periods(P)	Computer and its accessories, software	Lab
Rulers	<ul style="list-style-type: none"> know about techniques of rulers, grid, guides and measure tool define smart guides 	<ul style="list-style-type: none"> Set objects by using rulers, grids, guides and measure tools 	02 Periods(T) 02 Periods(P)	Computer and its accessories, software	Lab
Clipping Mask	<ul style="list-style-type: none"> define clipping mask describe use of clipping mask learn about technique of clipping 	<ul style="list-style-type: none"> Clip an image using different shapes. 	02 Periods(T) 04 Periods(P)	Computer and its accessories, software	Lab

	mask				
	<ul style="list-style-type: none"> Export files in different formats 				
Chapter 05					
Adobe XD-I					
T = 03, P = 15, Total = 18					
Content	Students Learning Outcome	Activities/Practical	Duration	Tools	Workpla ce
Basic Concept of Adobe XD	<p>The student will be able to:</p> <ul style="list-style-type: none"> define adobe XD describe purpose of adobe XD define home screen understand workspace Create and use artboards define design view understand prototype view 	<ul style="list-style-type: none"> Create an artboard Choosing presets for iPhone 	02 Periods(T) 05 Periods(P)	Computer and its accessories, software	Lab
Prototype project	<ul style="list-style-type: none"> Learn fundamental aspects of adobe XD Work with user interface and wireframe kits Understand the usage of masks Work with point and are type Create and edit vector shapes use the repeat grid function Create and work with symbols Export assets Use comments to get feedback 	<ul style="list-style-type: none"> Design a multipage responsive UI for mobile appand export it as per requirement. 	01 Periods(T) 10 Periods(P)	Computer and its accessories, software	Lab
Chapter 06					
CorelDraw-I					
T= 03, P= 12, Total=15					
Introduction of CorelDraw	<p>The student will be able to:</p> <ul style="list-style-type: none"> Define CorelDraw Describe applications of CorelDraw Understand the difference between vector image and bitmap image Define resolution 	<ul style="list-style-type: none"> Presentation on introduction of CorelDraw 	01 Periods(T) 03 Periods(P)	Computer and its accessories, software	Lab
Basic Tools	<ul style="list-style-type: none"> Define home screen Understand workspace Configure the workspace Understand CorelDraw interface Describe viewing modes and customizing options Create and manipulate objects Understand drawing, outline, fill, and transform objects Understand usage and installation of fonts Use layers and special effects Bitmap and vector effect Letter head and data merge Use tools, palettes, symbols, clipart, and work with bitmaps Save, and print design layouts Apply styles and templates Create animations, sprites, and interactive movies 	<ul style="list-style-type: none"> Create a three-panel brochure using photographs for a student business Create slides of presentation using script and macros to create a calendar 	02 Periods(T) 09 Periods(P)	Computer and its accessories, software	Lab
Chapter 07					

Adobe InDesign-I

T= 08, P= 18, Total= 26

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction to Adobe InDesign	The students will be able to: <ul style="list-style-type: none"> Define InDesign Understand InDesign workspace Define InDesign tools Understand pages panel Describe paragraph styles, character styles and object styles Define layers Import files into InDesign 	<ul style="list-style-type: none"> Design a 2-page document Design a 1-page activity related to classroom 	02 Periods(T) 03 Periods(P)	Stationary items,multimedia,computer system/laptop	Classroom/Lab
Master Page	<ul style="list-style-type: none"> Understand hierarchy of master pages Define page sizes Define master page creation and formatting Understand automatic page numbering Understand incorporation of text and images in master frames 	<ul style="list-style-type: none"> Design a Magazine Cover using master page setting. 	02 Period (T) 05 Period (P)	Stationary items	Classroom/Lab
Style, Text & Type	<ul style="list-style-type: none"> Define text formation Understand text frame creation Understand (font, character attributes, line spacing & paragraph attributes) Style loading from another document Define how to organize styles into group 	<ul style="list-style-type: none"> Design a 5 pages magazine by using different styles, text, and formats. 	02 Periods(T) 05 Periods(P)		
Working with Multipage	<ul style="list-style-type: none"> Understand multipage document organization Know application of page numbers on multipagemagazine Export files in different formats 	<ul style="list-style-type: none"> Add page number on the previous 5 pages magazine 	02 Periods(T) 05 Periods(P)		

Chapter 08 Communication Skills

T= 17, P= 15, Total=32

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction to communication	The Student will be able to: <ul style="list-style-type: none"> Define communication Learn about process of communication Understand about importance of communication for graphic designing and media production Know about types of communication Comprehend about level of communication(intrapersonal and interpersonal) Understand about barriers (physical,perceptual,emotional,languange,gender and cultural) of communication 	<ul style="list-style-type: none"> Group presentation on process of communication for graphic designing and media production Group presentation on barriers of communication for graphic designing and media production 	08 Periods(T) 06 Periods(P)	Computer and its accessories, software	Lab
Verbal Communication	<ul style="list-style-type: none"> Describe verbal Communication Learn about types of verbal communication Describe purpose of written skills 	<ul style="list-style-type: none"> Prepare a template for email writing for business proposal Prepare a template for communication with 	06 Periods(T) 06 Periods(P)	Computer and its accessories, software	Lab

	<ul style="list-style-type: none"> • Knowledge of data presentation • Learn about email(business) writing • 	<ul style="list-style-type: none"> • client for project. • Write a comprehensive welcome note for your client. 			
Non-Verbal communication	<ul style="list-style-type: none"> • Define non-verbal communication • Learn about components of non-verbal communication • Learn about body language • Understand personal presentation (clothing style etc.) • Know about audience awareness(online, face to face) 	<ul style="list-style-type: none"> • Prepare presentation on types of communication skills in details. 	03 Periods(T) 03 Periods(P)	Computer and its accessories, software	Lab

Assessment and Evaluation

The technical subject curriculum for matric tech emphasizes on a classroom environment in which students will be encouraged to learn technical processes and knowledge of graphic designing within meaningful contexts. It is important that assessment strategies reflect this emphasis and are consistent in approach. An assessment program, which provides regular feedback, and is part of the learning process, is important to both student and teacher. Feedback tells students if they demonstrate understanding of concepts and if their actions display expected performance levels for inquiry, decision making, and problem solving. Regular feedback inspires confidence in learning graphic designing and becoming technically literate.

Therefore the assessment of students' learning must be aligned with curriculum outcomes. The curriculum provides suggestions for developing student learning across the general curriculum outcome areas: knowledge, skill and attitude. These outcomes describe a balance of inquiry problem solving, and decision making, within a suggested social-environmental context, for a given set of technical knowledge.

Incorporating assessment into the learning process

Assessment of students' learning must be part of every teaching and learning experience. Students should learn to evaluate their own learning. Traditional student testing programs, which rely on final, one-time evaluations, provide data that is of limited use to students as they construct knowledge. Meaningful assessment, like meaningful learning, must be authentic and connected to real-life problems.

A constructivist approach to learning and teaching has profound implications for the way learning is measured. Traditional classroom practice relies heavily on paper-and-pencil tests to measure students' learning and ability to apply knowledge. Learning is a processor connecting prior understanding with new learning. Consequently, an assessment strategy that measures the acquisition of facts and elements cannot serve a constructivist model.

To allow students to construct learning in the classroom through authentic experiences, assessment must be:

- Valid, leading to attainment of multi-dimensional technical learning
- Open-ended, allowing for discussion and revision of new understanding
- Tolerant of divergent thinking and promote the notion of no "one right answer"

- Presented in alternative modes, not just paper-and-pencil responses to limiting questions
- Designed to promote analysis, comparison, generalization, prediction, and modification
- Capable of promoting collaboration and team effort in demonstration of competence; and ongoing and cumulative, showing development over time.

Types of assessment

Assessment serves many important purposes. Some of them are given below:

- Diagnostic (to plan instruction to fit the student's prior knowledge)
- Formative (to improve performance and adapt instruction)
- Summative (to report on final performance)

Classroom assessment

The primary purpose of classroom assessment is not only to evaluate and classify students' performance but also to inform of teaching methods and learning environment, and to monitor student progress in achieving year-end learning outcomes. Therefore, classroom assessment is used for various purposes:

- Assessment as Learning
- Assessment for Learning
- Assessment of Learning

Traditionally, the focus of classroom assessment has been on assessment of learning (summative assessment). Assessment for learning has been used only for diagnostic processes and for feedback. In order to enhance learning of all students, the role of assessment as learning must provide an opportunity to students whereby they become critical and analysts of their own learning.

Assessment strategies

Teachers learn about students' progress not only through formal tests, examinations, and projects, but also through moment-by-moment observation of students. To assess students' knowledge, skills, competencies and attitudes, teachers require a variety of tools and approaches, such as:

- **Selected Response:** Multiple-choice, matching, completion tests, etc.
- **Self-constructed Response Questions:** Fill-in-the-blank phrase(s), essay (restricted and extended response), reports, procedures, explanations, short answer sentence(s), paragraph(s), label diagram, and graph/table, etc.
- **Performance and Activity Based Assessment:** Portfolios, presentation, illustrations, lab, workshops, workstations, field visits, demonstration, process skills, enactment, project, group discussion, exhibition, table, graph, portfolios, etc.
Note: Rubrics for all assessment tools must be prepared before administration.
- **Communication, Attitudes and Values Assessment:** Oral questioning, observation, interview, conference, process description, checklists, rating scales, anecdotal records etc.

Students' self-assessment

Students recognize the relationship between content achievement, skill proficiency, and assessment opportunities by setting their sights on their own demonstration. They can do self-assessment if they are provided with the knowledge-related checklists as well as checklists specific to applications and attitudes. Students assume the role of a researcher and use critical thinking skills as they find facts and make inferences to reach more conclusions about their learning. They are not receiving information passively

and then simply giving it back to the teacher after memorizing it. Assessment should allow students to monitor their progress in various technical skills: initiating and planning; performing and recording; analyzing and interpreting; communication and teamwork. The curriculum calls for students to be actively involved in their learning, using the tools of dress making during classroom, laboratory, and workshop activities.

Quality in assessment

Assessment of professional and vocational learning must change as technical instruction moves from a focus on facts to a focus on in-depth understanding of major concepts and processes. Whereas the Quality Assessment will have the following major objectives:

- Measurement of what students should know and are able to do according to the Learning Outcomes
- Objective verification of the application of technical principles to familiar and unfamiliar situations; and
- Alignment with the Learning Outcomes and the Teaching/Learning Strategies.

Therefore, assessment and evaluation of the students' learning of technical aspects according to predetermined objectives and learning outcomes will ensure the quality of their academic achievements.

CONSTRUCTION OF TEST ITEMS

Written test items (selected response and creative response) should adhere to the following criteria:

- Items should be clearly written according to domain and depth of concept.
- Each test items should be written on the understanding level of learners.
- Test items should cover what learners have had opportunities to learn.

Too frequently, these test items measure students' gains in recall of factual information. There are other relevant facts for students to acquire. These are higher levels of thinking and competency that students should also develop.

These test items should measure students' achievement in:

- Understanding basic technical education concepts of graphic designing and acquired learning;
- Evaluating contents in terms of criteria or learning outcomes
- Problem-solving skills
- Analytical and creative thinking
- Positive attitudes developed toward methods of thinking
- Ability to work together with others
- Relevant concepts and generalizations developed
- Ability to manipulate and utilize techniques and technical equipment
- Understanding the concepts of design development
- Developing the software commands

Guidelines for Writing a Textbook

A textbook is an important teaching and learning resource and one of the most extensively used resources in classrooms. To reflect national needs and aspirations the needs and aspirations, the textbooks should be written in accordance with this curriculum. This curriculum meets not only the general aims and

objectives but also fulfills the specific requirements of the individual subject. As the textbook serves as a framework for teaching, the author/authors should consider the following features:

- A textbook must include an introduction to the textbook, explaining how to use the textbook
- The textbook must be in line with the national curriculum, covering all SLOs of each content.
- Content and illustrations must be culturally, contextually and age appropriate.
- All text and material must be accurate, up-to-date and error-free.
- The continuity of the concepts, their integration and logical development should be ensured.
- Horizontal and vertical overlapping of the concepts should be avoided.
- The textbook should be informative and interactive with questions to be put at suitable intervals to provoke the students to think.
- The language used should be simple, clear, straight forward, unambiguous and easily comprehensible by the students of the particular level.
- Simple questions may be asked within the chapter, which requires students to recall, think, and apply what they have just learnt as well as to reinforce the learning of the concepts and principle.
- The examples and applications should be from everyday life and be supportive of our cultural values.
- Photographs and illustrations should be clear, labeled and supportive of the text. Tables, flow charts and graph may be given wherever needed.
- Key points at the end of each chapter should provide a summary of the important concepts and principles discussed in the chapter.
- End-of-the-chapter exercises must include a variety of assessment styles based on levels of Bloom's Taxonomy. These should encourage students to think, develop skills, and use information for a variety of purposes.
- Textbooks should be free from all kinds of biases including, gender, religion, occupation, social background etc.
- To make the students self-learner use of IT based resources may be encouraged. Relevant internet links and other online resources may be included.
- Glossary of the new vocabulary must be included.

Guideline for planning and writing a chapter

The textbook author may decide the titles of each chapter and can choose to cover students' learning outcomes (SLOs) from any themes in developing the content of the chapter. The textbook author must also keep in mind that a number of SLOs cannot be addressed in the text (as if this is done it would lead students to simply memorize the text and not serve the realization of the curriculum). These SLOs could be realized through questions and practical activities within and at the end of the chapter exercises.

- Learning outcomes must be given at beginning of each chapter.
- Decide on key ideas, facts, concepts, skills and values that can be developed.
- Illustrations must clearly convey the desired concept.
- Activities must demand from students to do inquiry and problem solving according to grade level.
- Ensure that the content is up to date, accurate and developmentally appropriate.

- Contents must be in line with chapter outcomes.
- Language must be consistent, culturally appropriate and grammatically correct (as if talking to a group).
- Language must engage and hold reader's attention.
- Recall previous learning, where possible.
- Structure the writing so that the sentence is simple, paragraphs deal with single ideas etc.
- Interesting information in the form of tidbits, fact file, point to ponder etc. must be given.
- Write a summary/concept map at end of each chapter, reviewing key knowledge and skills.
- End-of-chapter exercises
- Recall and integrate previous learning
- Engage students and develop their creativity
- Move from lower to higher order thinking
- Focus on multiple intelligences
- Keep the text contextually relevant in line with local teaching and learning.
- Provide website links for further research

Guidelines for Writing Learner Workbook

Workbooks are books that contain writing activities and exercises that build upon each chapter in the textbook. Workbook exercises help students to develop conceptual understanding of the concepts dealt with in the text, to develop skills and to apply knowledge to new situations. Basic features of a workbook A workbook should have:

- Various exercises and activities for each chapter, topic, subtopic.
- Exercises and activities that will enable student to develop and practice the content knowledge, skills and higher order thinking.
- Accurate and variety of exercises.
- Clear illustrations/ examples/ explanations to show what students are supposed to do, and/or what product looks like.
- Exercises and activities with a variety of purposeful, stimulating, challenging and innovative items to encourage students to review and practice the knowledge and skills they have learnt.
- Exercises that include both constructed and restricted response items.
- Activities, which requires readily available, acceptable, and affordable materials and resources.

Basic Requirements for Lab (Tools/Equipment)

S. No.	Items
1.	Computer System
2.	Internet Connection

3.	Web Browser
4.	Search Engines
5.	Internet or Intranet Connectivity
6.	UPS
7.	Operating System (Windows, Linux)

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