

Problems faced by Students offering ‘Communication and Media Studies’ as a Subject in G.C.E Advanced Level

(Special Reference to Jaffna district in the Northern Province of Sri Lanka)

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As a subject, the ‘Communication and Media Studies’ is incorporated into the existing educational curriculum in the G.C.E Advanced Level, which paved the way for many new dimensions and new ideologies. Education has evolved into a commodity of worldwide consumption. Current educational activities have been shaped to cope with the pressure of world market. The prevailing conditions of the world market are creating a severe competition in education. The Subject “communication and media studies” was introduced in 2008, for students reading in classes Grade - 12 and Grade - 13, in this respect, earlier this subject was introduced for Grade - 10 students in 2006 and for Grade - 11 students in 2007. While the progress of students in this subject in the Sinhala medium is remarkable, Tamil medium students encountered several impediments in selecting this subject and learning it. A literature review has been conducted, pertaining to learning and teaching activities related to the current topic. Primary source of data include questionnaire and interview and secondary source of data incorporate educational details obtainable from the provincial educational department. Relevant reports, interpretations and required suggestions needed for the data analysis is also taken into the research. A random selection of subjects is adopted for this study. Necessary data was elicited from 84 students out of 50% of the selected at random from classes of Grade - 12 and Grade - 13 at schools in which “communication and media studies” is taught as a subject, and teachers from particular schools are also selected for this study area. To analyze the collected data, descriptive statistical approach has been used. On the basis of the analysis of data, the study found various results such as; (i) There is a lack of properly qualified teachers; (ii) The Teacher’s Guide book doesn’t incorporate the entire syllabus; (iii) Through students are able to get ordinary passes, they are unable to secure distinction passes owing to the failure of teachers to adopt appropriate teaching methods and activities; and (iv) Students do not have sufficient awareness of the subject validity. So, to overcome the above issues, it is recommendation that by recruiting graduates with degree in communication and media studies, as teachers in schools, this subject can be better taught to students.

Key words: Communication, Education, Teaching method, Media studies development

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