

# **COMMUNICATION & MEDIA STUDIES**

**GRADES 12 & 13  
SYLLABUS**



**National Institute of Education  
2008**

## Curriculum Development Team

- Professor Sunedra Mahendra** - *Department of Mass Communication, University of Kelaniya*
- Prof. Chandrasiri Rajahapakse** - *Department of Mass Communication, University of Kelaniya*
- Prof. Dhammika Ganganath Dissanayake** - *Department of Sinhala and Mass Communication, University of Sri Jayawardhanapura*
- Prof. Gamini Senanayake** - *Deputy Vice Chancellor, University of Ruhuna.*
- Dr. Tudor Weerasingha** - *Acting Faculty Head, Sripalee Faculty, University of Colombo.*
- Dr. Mahin Mendis** - *Sectional Head, Department of Social Science, OUSL*
- Dr. Ajantha Hapuaarachchi** - *Department of Mass Media, University of colombo.*
- Dr. Mapa Tillekeratna** - *Department of Mass Medoa. University of Kelaniya*
- Dr. Theodore Warnakulasooriya** - *Mass Media Section, OUSL.*
- Mr. Kamal Waleboda** - *Head, Department of Mass Media, University of colombo.*
- Mr. Senani Harishchanda** - *Senior Lecturer, Department of Sinhala & Mass Media, University of Kelaniya*
- Mr. Aruna Lokuliyana** - *Lecturer, Department of Mass Communication, University of Kelaniya.*
- Mr. Vijayananda Rupasingha** - *Lecturer, Department of Mass Communication, University of Kelaniya.*
- Mr. Bandula P. Dayaratna** - *Chief Project Officer (Media Education) N.I.E.*
- Coordination**
- Mr. Bandula Dayaratna** - *Project Leader, Media Education Project*
- Supervision**
- Mr. Wimal Siyambalagoda** - *A.D.G., Languages, Humanities and Social Sciences*
- Dr. Suranimala Lekamge** - *Director, Department of Sinhala Language.*

# **Media Education Project - National Institute of Education Communication & Media Studies - Syllabus - Grades 10 & 11**

## **1.0 Introduction**

The UNESCO has taken a series of steps during the past several decades with the objective of popularising Media Education the world over. One very important event in the above regard is the formulation and declaration of the Gruenwald Resolution on Media Education by 19 nations in 1982. This document recommends the popularization of Media Education to those responsible for education from Primary level to University level and in institutes of adult education, the world over. The UNESCO Declaration has pointed out that, through this, society is provided the knowledge, skills and attitudes, in the critical use of both print as well as electronic media and that this is an essential skill for life itself.

Sri Lankan universities had commenced teaching Communication at degree level by the time the Gruenwald Declaration became public. But the teaching of communication at school level commenced with the introduction of Communication and Media Education to Grade 10 in 2007. As such, the first set of students to be taught this subject was the group of close upon five thousand candidates that appeared for the subject at the G.C.E. O'Level examination in 2007. Therefore, the introduction of Communication and Media Education at Advanced Level as the next step, is a mandatory need.

In brief, there is no escaping the influence of the Media and Information society we live in, today. Media and Information can be properly grasped and employed effectively in one's life only if the critical skills required to dissect and analyse them logically are cultivated. Hence, the emphasis on the need for Media Education today.

It is essential that the communication skills of young groups that utilize media and information broadly, are directed to national development and for the purpose of building up a spirit of mutual coexistence. It is just not possible to ignore the changes that have taken place in society during the past few decades.

For example, it has become quite evident that children of today handle sophisticated communication equipment and tools as a matter of course, exhibiting unbelievable proficiency and skills that adults of today did not possess as children. This is a situation that curriculum developers in the schools system can hardly afford to overlook.

Therefore, in the preparation of the Advanced Level syllabus for Communication and Media Studies the focus should be on the development of critical Media literacy along with the cultivation of the communication skills of students with the objective of making them active members of a group contributing to the development of a active learning-teaching environment. Provision has been made here for the acquisition of practical learning experiences considering the trend for the majority of students learning Advanced Level Communication and Media Studies to leave school in pursuit of other studies or the satisfaction of vocational needs.

## **2. Aims**

- (1) To provide adolescents of today, who would become citizens of the future, with Media & Communication literacy.
- (2) To develop competencies necessary for active participation in the national development process in adolescent school leavers.
- (3) Development of Media & Communication Competencies necessary for coexistence in an effective family unit and social system.
- (4) Creation of the basis necessary to bestow upon society, through the school, a human individual endowed as a whole, with high communication and Media Competencies.

## **3. Learning-Teaching Activity**

Communication and Medias Study is considered to provide experience based on knowledge and attitudes related to the Learning-Teaching process at Advanced Level/ Grades 10-11 level. In this regard the applied experiences received from the real, practical society we live in are expected to be transformed into learning experiences.

## **4. School Policy and Programme**

1. Implementation of an active school media society.
2. One weeks participation in a constructive Media workshop.
3. Conduct School Media Education week annually.
4. Conduct UNESCO World Book Day commemoration festival to include 23rd April.
5. Conduct monthly lectures/ seminars related to topics like constructive communication/ communication skills/ communication for coexistence etc.
6. Organize an educational study tour of a developmental project.
7. Make a study of the realities of maintaining domestic and societal peace, in collaboration with the police.
8. Maintain a centre on “Our Heritage” in the school.
9. Plan and implement a program on the creation and promotion of messages on a selected development theme.
10. Preparation and implementation of a plan for the collection of multimedia equipment, reading material, documents and books on media, in the school library.
11. Maintenance of a wall newspaper containing A/Level media news, at least on monthly basis.
12. Implementation of a program for the exchange of experiences with other schools.

13. Implementation of a communication Promotion program of one day called the “Laughter Day”, during the Media Week
14. Presentation letters, creations and other academic articles.
15. Conduct media criticism programs, weekly.
16. Plan and implement in the school, a procedure for channeling responses to media.
17. Provide experience of constructive communication by planning and implementing a program based on the theme “Media literacy” for parents of children in primary grades.
18. Experimenting with various communication programs or performing towards self-success, based upon personal strength.
19. Making a study of messages on developmental communicated through media.
20. Publication of an Annual containing summaries of constructive communication projects implemented under the subject.

### **Assessment**

Assessment will be based on the general practices of Sri Lanka Department of Examinations.

5. Competency - based syllabus (Grade 12) No. of Periods 320.

Competency	Competency level relevant to Grade	Subject Content
<p>1. Analyses comparatively Nature of Communication Type and Forms</p> <p>2. Logically analyses the relationships between communication and society, social role and trends in communication in the modern globalized society.</p>	<p>1. Analyses the concepts, Definition, Nature and its Expansion in the Study of communication.</p> <p>2. Analyses elements, modes and functions of communication.</p> <p>3. Analyses comparatively the various types of communication.</p> <p>4. Comparatively analyses different forms of communication.</p> <p>5. Defines the origins, expansion and composition of society and analyses social power balance and its exploration of knowledge.</p> <p>6. Analyses the relationship between communication and society.</p>	<p><b>1. Approaches to Communication Study</b></p> <p>1.1 Communication Approach  (1) Introducing Communication  (2) Expansion of Communication  (3) Communication Concepts and Definitions  (4) Nature of Communication</p> <p>1.2 Communication Process  (1) Elements of Communication  (2) Communication models  (3) Functions of Communication</p> <p>1.3 Classification of Communication  (1) Intermediate individual communication  (2) Inter personal communication  (3) Group communication  (4) Mass communication</p> <p>1.4 Communication Forms  (1) Verbal communication  (2) Nonverbal communication  (3) Written communication  (4) Visual communication  (5) Aural communication  (6) Formal and Non-formal communication</p> <p><b>2. Communicatin and Society</b></p> <p>2.1 Understanding Society  (1) Origins and expansion &amp; society  (2) Composition of Society  (3) Social resources and power centralization  (4) Knowledge exploration</p> <p>2.2 The Relationship between Communication and Society  (1) Development of society and communication</p>

Competency	Competency level relevant to Grade	Subject Content
3. Popularizes intrapersonal and instrument-assisted communication competencies.		<ul style="list-style-type: none"> <li>(2) Intuitive communication of indigenouness</li> <li>(3) Social influence of Communication</li> <li>(4) Monitoring communication</li> </ul>
	7. Analyses the social role of communication.	2.3 Social Role of Communication <ul style="list-style-type: none"> <li>(1) Communication for personal needs</li> <li>(2) Communication for social needs</li> <li>(3) Task of preparing information</li> <li>(4) Socialization</li> </ul>
	8. Analyses globalization and trends in communication.	2.4 Globalization and trends in Communication <ul style="list-style-type: none"> <li>(1) Concepts of globalization</li> <li>(2) Knowledge society</li> <li>(3) Globalization and new trends</li> <li>(4) Citizens Media</li> <li>(5) Alternatives anti-concepts</li> </ul>
	9. Makes use of personal competencies.	<b>3. Communication Skills and Competencies</b> 3.1 Personal intrapersonal Competencies <ul style="list-style-type: none"> <li>(1) Collection of information: memory recall</li> <li>(2) Control of the mind</li> <li>(3) Logical thinking and decision making</li> <li>(4) Nature self concept</li> <li>(5) Learning</li> </ul>
	10. Popularizes inter-personal competencies.	3.2 Intrapersonal Competencies <ul style="list-style-type: none"> <li>(1) Effective speech</li> <li>(2) Development of listening skills</li> <li>(3) Empathy</li> <li>(4) Decorum</li> </ul>
11. Popularizes Mass communication competencies.	3.3 Mass Communication Competencies <ul style="list-style-type: none"> <li>(1) Understanding the masses</li> <li>(2) Collective work irresponsibility and accountability</li> </ul>	

Competency	Competency level relevant to Grade	Subject Content
<p>4. Analyses the nature of language and comparatively analyses how language is utilized in various media.</p>	<p>12. Popularizes use of various instruments of communication.</p>	<p>(3) Interviews (4) Dissent and agreement (5) Politeness</p>
	<p>13. Analyses the nature of language, its use and the communicative role of language</p>	<p>3.4 Instrumentalized communication competencies (1) Use of instruments of oral communication (2) Use of projective instruments of communication (3) Use of nonprojective instruments of communication (4) Use of environmental or creative instruments</p> <p><b>4. Use of language and Mass Media</b></p>
	<p>14. Presents various uses of language comparatively.</p>	<p>4.1 Identification of language (1) Historical expansion of language (2) Advantage of language and communicative role (3) Living language tends (4) What is standard and non-standard in language (5) Sub-languages</p>
	<p>15. Experiments comparatively with types of methods and patterns of manipulating language in relation to various media.</p>	<p>4.2 Varieties of Language use (1) Utterance/ Voicing (2) Presentation (3) Explanation (4) Speech (5) Writing</p>
	<p>15. Experiments comparatively with types of methods and patterns of manipulating language in relation to various media.</p>	<p>4.3 Manipulation of Language in Mass media (1) Writing for print media (2) Writing, voicing, and speaking for radio (3) Writing, voicing and speaking for television (4) Manipulation of language in modern media.</p>

Competency	Competency level relevant to Grade	Subject Content
<p>5. Experiments with the application of various tools and methods in the implementation of a plan for Public Relations.</p>	<p>16. Strengths, weaknesses and limits of language use in mass media.</p> <p>17. Analyses the nature of public Relations based on special features unique to Sri Lanka.</p> <p>18. Tries out various tools and methods that can be used for Public Relations.</p> <p>19. Popularizes various competences for Public Relations.</p> <p>20. Experiments with the steps in planning Public Relations programs.</p>	<p>4.4 Strengths, weaknesses and limits of Language use in Mass media</p> <p>(1) Strengths of language use in mass media</p> <p>(2) Weaknesses of language use in mass media</p> <p>(3) Limits of language use in mass media</p> <p><b>5. Public Relations</b></p> <p>5.1 Introduction to Public Relations</p> <p>(1) Defining the Public</p> <p>(2) Needs and Nature of Public Relations</p> <p>(3) Definition of Public Relations</p> <p>(4) Use of Public Relations )Based on Sri Lanka)</p> <p>5.2 Tools and forms of Public Relations</p> <p>(1) Print media</p> <p>(2) Audio-Visual media</p> <p>(3) Photographs</p> <p>(4) Exhibitions</p> <p>(5) Media relations</p> <p>(6) Sponsorship</p> <p>(7) Environmental tools</p> <p>5.3 Competencies of Public Relations</p> <p>(1) Print media competencies</p> <p>(2) Media announcements</p> <p>(3) Media conferences</p> <p>(4) Creation of the environment</p> <p>(5) Personal Image</p> <p>5.4 Public Relations Plans</p> <p>(1) Identification of receptors and quality analysis</p> <p>(2) Building up Public relations, aims and targets</p> <p>(3) Deciding on methods and strategies</p> <p>(4) Preparation of plan</p> <p>(5) Pre-evaluation</p>

Competency	Competency level relevant to Grade	Subject Content
<p>6. Analyses the nature of media culture, its expansion, influence and its relationship with the market.</p>	<p>21. Analyses the nature, need and expansion of media culture.</p> <p>22. Analyses cultural media projects and their composition.</p> <p>23. Comparatively analyses the influence of Media Culture.</p> <p>24. Analyses the interrelationship between Media culture and the market.</p>	<p><b>6. Media Culture</b></p> <p>6.1 Understanding Media Culture</p> <ul style="list-style-type: none"> <li>(1) Definitions and concepts of culture</li> <li>(2) Relations between media and culture</li> <li>(3) Social needs of media culture</li> <li>(4) Media culture as an extension of public culture</li> </ul> <p>6.2 Cultural media programs and circulation</p> <ul style="list-style-type: none"> <li>(1) The nature of the circulation of the cultural media projects</li> <li>(2) Media culture and technology</li> <li>(3) Media culture and social changes</li> <li>(4) The imbalance in the circulation of media culture</li> </ul> <p>6.3 Influence of Media Culture</p> <ul style="list-style-type: none"> <li>(1) Culture shock</li> <li>(2) Cultural invasion</li> <li>(3) Cultural exchange</li> </ul> <p>6.4 Media Culture the Market</p> <ul style="list-style-type: none"> <li>(1) Globalization and new liberalism</li> <li>(2) Media culture and the dominance of commerce</li> <li>(3) Market expansion and media culture</li> <li>(4) Media advertising society</li> </ul>
<p>7. As a responsible citizen, exhibits competencies in communication in building up a society that values coexistence.</p>	<p>25. Experiments with how the win-win tactic can be applied in order to bring a conflict to a close, having investigated all facets of a conflict.</p>	<p><b>7. Coexistence and Communication</b></p> <p>7.1 Conflict, conflict resolution and mediation</p> <ul style="list-style-type: none"> <li>(1) Definition of Conflict</li> <li>(2) Parties to the creation of a conflict and the continuance of a conflict</li> <li>(3) Conflict management and intermediaries</li> </ul>
		<p>(4) Win-win mode</p>

Competency	Competency level relevant to Grade	Subject Content
	<p>26. Experiments with different forms and strategies of interpersonal communication of developing mental peace of noble individuals.</p> <p>27. Develops the communication competencies a responsible citizen should possess to maintain a peacefully co-existing home.</p> <p>28. Develops the competencies a responsible citizen should possess for the creation and maintenance of a society that enjoys peace and coexistence.</p> <p>29. Explores the real situation regarding Media violence and tries out methods and strategies of facing them.</p>	<p>7.2 Mental peace and personal behaviour</p> <ol style="list-style-type: none"> <li>(1) Relationship between the mind and behaviour</li> <li>(2) Nature of the mental process</li> <li>(3) Simple mental stress and how they are faced</li> <li>(4) Bad behaviour and the breakdown of mental peace</li> <li>(5) Religious discourse on mental peace</li> <li>(6) Human peace and the development of human values</li> </ol> <p>7.3 Domestic peace and coexistence</p> <ol style="list-style-type: none"> <li>(1) The nature, importance and value of domestic peace and coexistence.</li> <li>(2) Domestic peace, coexistence and communication</li> <li>(3) Breakdown of domestic peace and adverse results</li> <li>(4) Management of domestic peace and coexistence</li> <li>(5) Leisure, pleasure &amp; relaxation</li> </ol> <p>7.4 Social peace and coexistence</p> <ol style="list-style-type: none"> <li>(1) Societal diversity and the need for coexistence.</li> <li>(2) Citizenship and service.</li> <li>(3) Social peace, coexistence and communication</li> <li>(4) Breakdown of societal peace and adverse results.</li> <li>(5) Commitment, endurance and acceptance</li> </ol> <p>7.5 Media and Violence</p> <ol style="list-style-type: none"> <li>(1) Defining violence</li> <li>(2) The violent appearance of media</li> <li>(3) That violence is attractive</li> <li>(4) Societal and domestic influence of media violence</li> </ol>

Competency	Competency level relevant to Grade	Subject Content
<p>8. Investigates the theoretical basis, nature and regional experiences and comparatively analyses the challenges as well as the problems of constructive communication.</p>	<p>30. Analyses the concept of constructive communication, its basic features, its usage and its interrelationship with mass media.</p> <p>31. Experiments with the creation and promotion of constructive messaging on the basis of its nature and medium.</p> <p>32. Investigates ideals while exploring traditional as well as modern techniques of development and forms of community participation.</p> <p>33. Comparatively analyses problems and challenges to constructive communication.</p>	<p>(5) Analysis and control of media violence</p> <p><b>8. Constructive communication</b></p> <p>8.1 Introduction to constructive communication</p> <p>(1) Birth of constructive communication</p> <p>(2) Basic features of constructive communication</p> <p>(3) Use of constructive communication</p> <p>(4) Constructive communication and mass media</p> <p>8.2 Constructive messaging</p> <p>(1) Identifying constructive messaging</p> <p>(2) Media of constructive messaging</p> <p>(3) Creation of constructive messages</p> <p>(4) Promotion of constructive messages</p> <p>8.3 Techniques of constructive communication</p> <p>(1) Traditional methods of constructive communication</p> <p>(2) Modern methods of constructive communication</p> <p>(3) Forms of community participation</p> <p>(4) Ideals of constructive communication</p> <p>8.4 Problems and challenges to constructive communication</p> <p>(1) Problems of the constructive philosophy</p> <p>(2) Attitudinal problems</p> <p>(3) Imbalance in communicating information</p>

Competency	Competency level relevant to Grade	Subject Content
<p>9. Investigates folklore and modes of expression on the basis of the nature, theories and forms of use of creative communication.</p>	<p>34. Investigates the nature, types of sources and methods of creative communication.</p> <p>35. Investigates the theories on creation of creative communication and experiments with its use.</p> <p>36. Popularizes competencies in various folklores that can be used in creative communication.</p> <p>37. Experiments with forms of creative expression in creative communication.</p>	<p>(4) Political and cultural problems</p> <p><b>9. Creative Communication</b></p> <p>9.1 Approaches to creative communication</p> <p>(1) Introduction to creative communication</p> <p>(2) Study of resource of creative communication</p> <p>(3) Classification of creative communication</p> <p>(4) Exploration of creative communication</p> <p>9.2 Creativity (Theory and use)</p> <p>(1) Creative thinking and observation</p> <p>(2) Creative writing</p> <p>(3) Creative reading</p> <p>(4) Creative drawing, photographs and graphics</p> <p>9.3 Study of creative communication and folklore</p> <p>(1) Folklore</p> <p>(2) Folk songs</p> <p>(3) Forms of folk worship</p> <p>(4) Folk poems</p> <p>(5) Folk games</p> <p>(6) Rituals</p> <p>(7) Folk dance arts</p> <p>(8) Art of the folk story</p> <p>(9) Folk beliefs</p> <p>9.4 Form of creative expression</p> <p>(1) Creative identity</p> <p>(2) Receptorcentered creative messaging</p> <p>(3) Techniques of creative presentation</p> <p>(4) Pre-training and pre-evaluation</p> <p>(5) Presentation</p>

Competency	Competency level relevant to Grade	Subject Content
10. Comparatively analyses the nature, content and approaches to media criticism.	<p>38. Reviews the nature, elements societal need and the media critic in Media criticism.</p> <p>39. Comparatively analyses the content of mass media in the criticism of media.</p> <p>40. Experiments comparatively with different approaches that can be employed in Media criticism.</p>	<p><b>10. Criticism of media</b></p> <p>10.1 Understanding media criticism  (1) Nature of media criticism  (2) Sociatal need of media criticism  (3) Elements of media criticism  (4) The media critic</p> <p>10.2 Content of Media Criticism  (1) Similarities and dissimilarities in mass media  (2) Rules of print medium  (3) Rules of the radio medium  (4) Rules of the TV medium  (5) Comparison of media</p> <p>10.3 Approach to Media Criticism  (1) Comparison and analysis  (2) Aesthetic approach  (3) Linguistic approach  (4) Moral approach  (5) Political approach  (6) Historical approach</p>
11. Popularizes critical receptor competencies in investigating media literacy from different facets.	<p>41. Based on the nature, need and features of Media literacy, analyses its relationship to media education.</p> <p>42. Analyses the influence of Mass media on the existence of the home as an entity in society.</p>	<p><b>11. Media Literacy</b></p> <p>11.1 Media Literacy  (1) Definition of media literacy  (2) Need for media literacy  (3) Limits and aspects of media literacy  (4) Media literacy and media education</p> <p>11.2 The home, socially &amp; mass media  (1) Domestic invasion by electronic media  (2) Influence of electronic media on domestic culture  (3) Mass media as a learning tool  (4) Personal and social agenda and mass media</p>

Competency	Competency level relevant to Grade	Subject Content
12. Exhibits the entire competency with respect to the planning, implementation and the presentation process of a constructive communication project.	43. Analyses the nature of the influence of popular culture while investigating it from different facets.	11.3 Popular culture (1) Introduction to popular culture (2) Functions of the media market (3) Features of popular culture (4) Functions and stakeholders of popular culture (5) Influence of popular culture
	44. Experiments with different techniques and strategies of grasping the hidden meaning in media representation while investigating its nature.	11.4 Media Representation and its hidden meaning (1) Defining Media Representation (2) Media reality and social consciousness (3) Grasping the hidden meaning (4) Media representation and social role.
	45. Exhibits critical competencies while analyzing the relationship between Media institutions and the receptor.	11.5 The Critical Receptor (1) Identifying the nature of the receptor (2) Mass media institutions and receptor aims (3) Mutual influence between media and receptor (4) Critical receptor competencies
	46. Exhibits competency to collect information relevant to the drafting of a proposal on Constructive Communication.	12. Constructive Communication Project (1) Preliminary discussion (2) Determination of methods of collecting information (3) Preparation of instruments of information collection (4) Information collection and analysis (5) Arriving at preliminary conclusions regarding the Project
	47. Exhibits competency to draft a small proposal on constructive communication.	12.2 Preparation of Project Proposals (1) Target and Aim (2) Field of operations and limits (3) Structure of partners and organizations (4) Methodologies and strategies

Competency	Competency level relevant to Grade	Subject Content
	<p>48. Exhibits competency to implement a constructive communication project.</p> <p>49. Exhibits competency to prepare and present the final report in relation to the implementation of a Project on Constructive Communication.</p>	<p>(5) Preparation of budget and resources</p> <p>(6) Time frame, responsibilities &amp; criteria</p> <p>(7) Expected outcomes</p> <p>(8) Evaluation process</p> <p>12.3 Implementation of a Constructive Communication Project</p> <p>(1) Distribution of work and carrying out responsibilities</p> <p>(2) Reporting and monitoring of reports on the preparation of information</p> <p>(3) Assessment and review of benefits</p> <p>12.4 Preparation of the Final Report</p> <p>(1) Collection of information and preparation of report</p> <p>(2) Critical and investigative discussions</p> <p>(3) Preparation of Report</p> <p>(4) Presentation of Report</p>