
UNIT 15: SOCIAL MARKETING COMMUNICATION

Objectives

After reading this unit, you should be able to:

- explain how social communication is distinct from brand advertising
- be familiar with the techniques employed to understand audiences
- prioritize issues, and focus on what communication should achieve
- discuss what comprises a strategy

Structure

- 15.1 Introduction
- 15.2 The Planning Cycle for creating communication
- 15.3 Situation Analysis - Key Steps and Methodologies
- 15.4 Setting Objectives
- 15.5 A framework for Strategy
- 15.6 Creative Approaches that Work
- 15.7 Summary
- 15.8 Self Assessment Questions
- 15.9 Further Reading

15.1 INTRODUCTION

In 1958, G.D. Wiebe surprised the marketing community by asking them "Why can't you sell brotherhood like you sell soap?" While this memorable quote literally gave birth to a whole new field called social marketing, forty years hence, one can find two things that were wrong with his statement. First, as you will find out by the end of this course, communication for social issues is quite unlike communication for brands, and second, in this age of gender sensitivity, he would be attacked for using the term 'brotherhood'. Humanity would be an appropriate term.

Social communication, or rather, development communication is closely linked to the concept of national development itself. National development focuses on mobilizing human potential through a) access to material resources like good health, education, housing, and food, and b) the creation of a culture and environment that guarantees freedom, human rights and self respect.

Development communication works by giving underprivileged people a voice, it enables communities to find realistic solutions to their problems, and not by imposing behaviours from outside. It recognizes the skills and abilities of the socially and economically challenged.

Ultimately, development communication is an agent that enables people, at the grassroots, to catalyze positive social change. One of the basic functions that a change agent performs to establish a link between a perceived need of a social system, and a possible means of satisfying that need. The role that communication often plays is to simply establish contact between the 'client' system, and the need satisfying service or product. In that sense, it is more of a facilitator, or a solution builder, and its personality needs to be very different from one of an 'intruder' which commercial communication is made out to be.

To take an example, communication can enable rural mothers to take care of their own health during pregnancy, prepare them for a safe delivery, provide them with the confidence to raise healthy children, and at the same time guide them as to what steps to take and where to go in case of serious illness and emergencies. As a facilitator and friend, communication in this case assumes the form of an illustrated Mothers Handbook,



which relies on pictures rather than text to convince illiterate rural women.



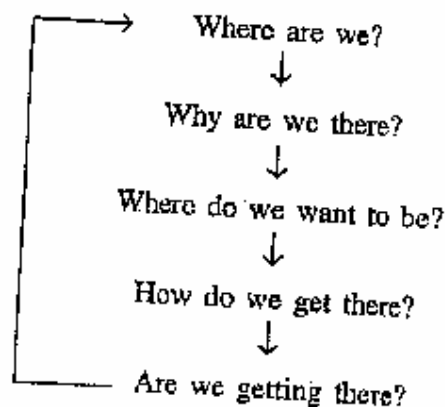
What is a social issue?

Anything that affects human lives on a long term basis can be called a social issue. Under the broad classifications of health, environment, education, and civic issues you will find myriad subjects such as HIV/AIDS, Safe Motherhood, Malaria, Leprosy, Tuberculosis, Blindness, Iodine Deficiency Disorders, Diarrhoea, Family Planning (Health); Vehicular Pollution, Deforestation, Industrial Waste, Preservation of Biodiversity, Renewable Energy Sources (Environment); Traffic Sense, Household Waste disposal, Noise Pollution, Drug Abuse (Civic Issues). Then there are other basic social issues like Dowry, Child Rights, and Human Rights which cannot be classified at all!

Let us now go through the various steps that one must go through to arrive, at a strategy and to create communication materials on any social issue.

15.2 THE PLANNING CYCLE FOR CREATING COMMUNICATION

The entire process of developing and implementing a communication plan follows a sequence of steps known as the planning cycle. It is a continuous cycle of events' and activities, which not only provides a plan focus, but also ensures that feedback and monitoring improve the quality of communication effect. Each step involves answering a simple question. (You can also use the planning cycle to plan your next holiday, your relationship with your boss, just about anything).





Steps 1 & 2 Situation Analysis

The first two steps comprise the Situation Analysis in any communication program. An understanding of the current state of problems, and of the program that is in place to tackle it, gives us the answer to the first question. Answering the second question involves an assessment of the affected groups of people, how they have responded to past efforts at communication, identification of groups that continue to influence their behaviour, and if all media channels are being used effectively to reach the target groups. It allows us to identify those factors in problem alleviation that can be addressed through communication, and those that require programmatic intervention. Research plays an important role in identifying behavioural motives and media habits at this stage, as much as in providing directions as to what the communication might want to achieve.

Step 3: Setting Objectives

The next step is to identify the specific role that communication should play in addressing the problems identified, and whether the emphasis should be on changing behaviour, attitudes or just increasing the knowledge levels. It is often useful to include some supplementary objectives in terms of wider social issues such as gender, and disabilities, so that they may be reflected in the communication that is finally produced. Setting objectives allows you to be accountable for the work that you do - because in the development sector, success is measured not in terms of the revenues or profits that you make, but in terms of the number of people whose attitudes and behaviour you have changed.

Step 4 : Strategic Plan and Creative Approaches

In answering the question 'How do we get there?', you will choose the most effective strategy for the communication program, and 'develop a creative route and choose or devise appropriate media vehicles to reach the various audiences. This in essence will be the Communication Plan, which will detail the messages and media for each target group.

Step 5 : Monitoring and Evaluation

This last step is an assessment of the effect of the communication, and ensures that the plan is implemented well. It will help you identify bottlenecks and give valuable pointers as to what to do the next time around.

15.3 SITUATION ANALYSIS - KEY STEPS AND METHODOLOGIES

The key to a good situation analysis is to ask yourself a lot of questions. You should then go out and start looking for answers to all those questions. You will find the answers in research reports, in program literature, but most importantly, by speaking to those who are directly affected by the problem.

Issue Analysis

Most social issues are complex, and interrelated. Health is linked to gender and poverty, access to safe water to caste and wealth, access to family planning services to gender, religion, and education. It is useful to understand these relationships, especially in terms of cause and effect, to figure out which ones you can address immediately through communication. Ask these basic questions:

- How big is the problem ? (How many people are affected, where)
- Who does it affect ?
- How does it affect them ?
- Has it increased or decreased over the years ? Why ?

Program Analysis

A program is like the product in the commercial world. It is there to solve a problem, to



fulfill a need. It has a history, a position in the 'market', and people managing and implementing it.

You should find out:

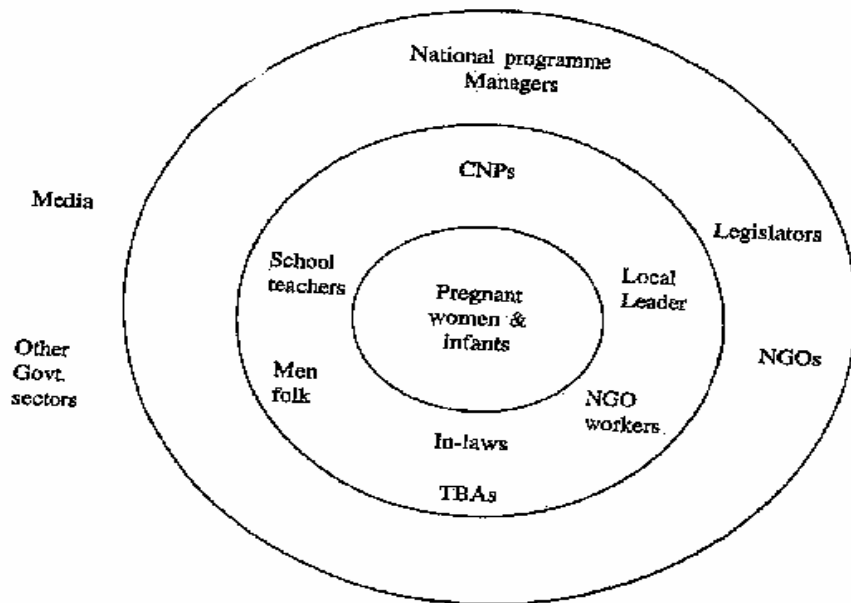
- **The objectives** of the program, both short term and long term : these will tell you *where communication can play a role*,
- **Program strategies** : This will indicate *what that role could be*; the strategy that you design will be inevitably linked closely to the program strategy.
- **Interventions** : What setps are being taken at the ground to solve the problem : this *will form the content of your communication*.
- **Implementers** : The people who deliver the services in the field - they will be *the most effective media for your communication*.

Let's look at a couple of examples.

The answer lies in going out on. field visits and drawing up a decision making process.

Field visits are a valuable means of obtaining information from the communities. They help you build a detailed picture of the complexity and diversity of local people's realities. They provide an opportunity to meet people face to face and as a means of gaining a quick and accurate assessment of the implications and impact of your communication. They provide ways to give poor people a voice, enabling them to express and analyse their problems and priorities.

What a field visit allows you to do is to observe very closely, human interactions within the community under observation. In many development programs, such as the one illustrated below, it is a young, illiterate woman who is at the centre, and she has little access to the world outside. **THE ORBITS OF INFLUENCE** diagrammatically represent the isolation of this key target group, but also show you the path to reach her.



CNP : Community Nutrition Promoter
TBA : Traditional Birth Attendant

Where the orbits offer the greatest assistance is in prioritization of the audience in terms of resources and media required for each. They allow you to take decision like : Should I reach the woman at the centre through a mobile van activity, and can I afford it, or should I reach her through her husband and the health worker, who in turn can be reached through radio and outdoor media, or the, government/NGO infrastructure respectively?

Decision Making Process



The decision making process traces the mindset and the actions of the audience as she or he responds to the issue or to the communication about it. It may be triggered off by a problem arising, or by someone talking about it.

You must draw up the DMP of the person(s) who is closest to the problem and can solve it directly: the mother in the case of a child who has diarrhoea, a newly married couple in case of contraception. Sometimes, decisions are taken jointly and you should reflect the dialogue between the participants in the decision.

The steps involved in a decision are as follows:

| | | | | | |
|----------------|-----------------|---------------|---------------|-----------|-------------------|
| Trigger | Consider | Search | Choose | Do | Experience |
|----------------|-----------------|---------------|---------------|-----------|-------------------|

This is how the DMP may look in a **diarrhoeal episode**, in a village:

| | |
|------------|--|
| Trigger | Child has the loosies. |
| Consider | Mother considers the various options, based on her past experience - should she wait & watch? take the child to a vaid? treat her herself? |
| Search | She looks for more information: which medicine to give? which home remedy? Lacking confidence, she may consult her mother in law, or a vaid |
| Choose | She settles for the most relevant option, which depends on the state of her child, what others tell her, her knowledge levels: an anti diarrhoeal, home available fluids, or just stopping feeding |
| Do | She administers fluids or medicines, and/or stops feeding |
| Experience | Improvement/deterioration in the child's condition determines her faith in the remedy |

A few things are obvious from this DMP. The first is that there are several points at which communication can intervene. This allows you to determine the role for communication. The second is that there are other people who can influence her decision, You can decide, on that basis, how you will use these influencers in your communication plan. The third thing is, the person's thoughts and actions may be in consonance. Which is why you must put down those differences as well.

As an exercise, you should now draw up a decision making process for at least two issues, based on the format below.

| Audience Analysis Decision Making Process | | | | |
|--|-----------------------|-------------------------|------------------------------------|----------------------------|
| Client: | | Issue: | Date: | |
| | What are, they doing? | What are they thinking? | What are the Contact opportunities | What can Communication do? |
| TRIGGER | | | | |
| CONSIDER | | | | |
| SEARCH | | | | |
| CHOOSE | | | | |
| DO | | | | |
| EXPERIENCE | | | | |



Activity

Draw up tic decision masking processes ,for any two of the following issues:

1. Adoption on of a.method- of contraception
2. Getting yourself Pollution Control Certificate
3. Donating money towards construction of an orphanage
4. Giving dowry for a sister's wedding

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15.4 SETTING OBJECTIVES

Communication can do any of the following:

- Increase awareness
- Encourage trial
- Provide information
- Build self reliance
- Change attitudes
- Change behaviour
- Reinforce behaviour
- Support service delivery

In a program, its role need not be restricted to any one of these, In order to find out what these roles can be, we turn to the decision making process,

| At the state of | Communication can |
|-----------------|--|
| Trigger | Start a thinking process Create a need |
| | Reveal cause and effect |
| Search | Address motivations |
| | Provide information |
| Choose | Strengthen or weaken motivator |
| | Build self reliance |
| Do | Offer compromise solutions |
| | Encourage trial |
| Experience | Start refection process |
| | Reinforce behaviour |

Prioritization

Once you have got down a list of what communication can do, the next step is to narrow it down to the things that it should,

You must decide, at this stage, what your priorities are Where will communication have the greatest impact, you must 'ask yourself. A good way td begin is to choose those



factors influencing behaviour that are either most amenable to change, or have the greatest impact on the problem.

To quote two approaches to the same problem: the main reason for diarrhoeal deaths in rural Bangladesh was not the lack of knowledge about administration of fluids, but that enough fluids were not being given frequently during an episode. The focus here was *on* frequency and quantity of administration: 'Barey, Barey, Beshi, Beshi Tarol Khawan' (Give your child more fluids, more frequently). On the other hand, in urban and semi urban Uttar Pradesh, parents took their babies' diarrhoea very casually. The focus here was on, creating urgency 'Pehle Dast Se Jhat Neotral Do' (From the first loose motions onwards, give Neotral quickly).

SMART Objectives

When you have decided what the role for communication is, when you have put down your priorities, it is time to quantify your objectives. By quantification, one means being able to project the degree of change in attitudes and practices. that the communication will result in. Quantification is based on research data and should take into account the preparedness of the programme to deliver things at the ground.

A simple guide to setting objectives is to follow the acronym SMART, which means that communication objectives must be Specific, Measurable, Appropriate, Realistic and Timebound.

To give an example -

"Remove misconceptions related to contraceptives among eligible couples between the ages of 18 and 35 from 60% to 40% over a period of 2 years in rural Uttar Pradesh".

This isn't SMART: "Encourage couples in Uttar Pradesh to practice family planning."

15.5 A FRAMEWORK FOR STRATEGY

Effective solutions originate from the audience themselves. The key trait you must possess to be able to spot these solutions is empathy. Empathy can sensitize the communication, as a change agent, to culturally delicate areas. Also, the effectiveness of the communication is greatly enhanced if the audience realizes that the change agent is empathetic.

How, then, can you help people change?

DO - FEEL - KNOW

Much communication that is aimed at building brands makes the consumer aware of the product or service, builds a favourable attitude towards it, and finally persuades him or her to buy it. This follows the time tested AIDA (Awareness - interest - desire - action) model, which assumes knowledge, motivation and attitude formation as precursors to behaviour change. Given the relatively greater affluence and accessibility to media in urban centres, consumer goods marketers find it easy to reach a very large number of potential consumers, and even if a small percentage of them eventually buy the product, it is enough for them to make a healthy profit.

It has been found, however, that the main obstacle that one faces in achieving a desired communication effect, in terms of action, is the yawning gap between knowledge and practice. In Uttar Pradesh, 89% of the eligible couples know of at least one method of contraception, but only 20% practice it. In Bangladesh, 92% of the population knows of Oral Rehydration Salts as a means to Manage diarrhoea, but only 36% use it. These are not matters of brand choice, where you may know of a brand and opt not to use it,

These are matters of life and death - if you can convince someone to adopt a particular behaviour, you can end up saving a life.

And while those gaps are large, the barriers that you need to convince people to overcome are often not that steep. In the case of immunization, it was the loss of half a day's wages, when a parent took a child to an immunization session, In case of contraception, it is the fear of side effects on the part of the woman, or a perceived lack of sensation for the man, if he uses a condom,



The solution lies in giving the communication a powerful call to action, in getting them to follow the DO - FEEL - KNOW sequence. The sequence addresses the alternative view of transformation that change in attitude is the consequence rather than the cause of behaviour change. The aim is to move entire communities together, to depict them taking decisions jointly. Given the conservative nature of rural societies, and their minimal indulgence in taking risks, social anchors in the form of reference groups - become necessary. Such reference groups comprise people belonging to the same social class as the rural audience themselves - because the aspiration for them is to belong, not to stand out. These are situations where the "WE" moves the "ME" unlike in urban societies, where self actualization and independence are far greater driving motivators.

We shall now take a few examples of how this has been actualized.

- One way of getting communities to move together, is to actually depict them so in the communication, This can be done through the creation of congregation points. For the Universal Immunization Program, the communication strategy focussed on giving the mundane immunization session a distinct identity and character - promoting it as the 'Shishu Rakshak Mela' (Child Protection Fair). The communication depicted entire communities rallying around this monthly event, with parents of those who had their children immunized exhorting their neighbours to go along village opinion leaders and health workers going house to house encouraging parents. On the ground, the actual event gave credence to the communication. The results were remarkable : in a span of two years, India had achieved near total immunization coverage.



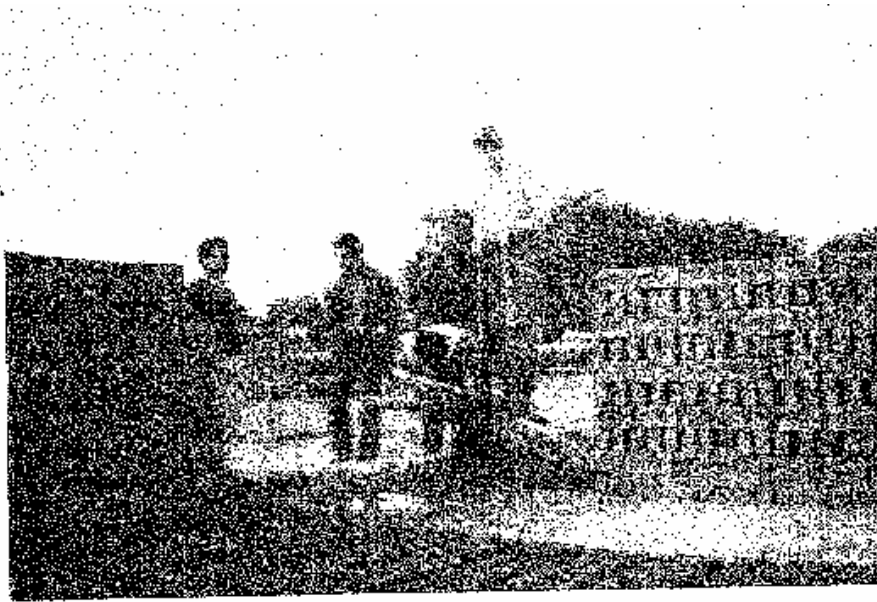
On Demonstration On Demonstration

Besides facilitating group behaviour, the DO-led approach has' another distinct advantage, in that it lends itself extremely well to demonstration. We have discovered that demonstration is a far more effective communication tool than analogies and metaphors. It may be true that urban people have little or no understanding of the kind of metaphors that work on the rural mind, but that also analogies and metaphors (that are based on culture) are likely to change every few hundred kilometres in rural India,

Demonstrations, on the other hand, allow the rural audience to immediately see the benefit associated with the practice that is being advocated, and usually the simplicity of the action dispels their doubts and motivates them to act. It shatters the resistance of the skeptics, and evokes the response "I believe you because you have shown me so clearly, so memorably"

The voluntary agency International Development Enterprise (IDE) wanted to introduce a low cost (about Rs.1200) irrigation technology called the treadle pump, made from locally available materials, to small and marginal farmers in east Uttar Pradesh. In the past, these farmers were dependent on hiring large, polluting diesel pumpsets from rich farmers for watering their land. IDE's local volunteers set up demonstration pumps in fields adjoining

Haats (weekly bazaars) where farmers would come to sell their produce. Orders for pumps would be instantly placed, especially since this was a time when they had some money at their disposal.



The key problem identified in the CDD programme in Bangladesh was the fact that mothers were not giving enough fluids to their ill children, frequently, to replace lost body fluids. The call for action in the campaign was arrived in consultation with the village folk: a simple colloquial line "Barey, Barey, Beshi, Beshi, Tarol Khawan", meaning, feed your child fluids, more and more frequently. The key communication devices were a demonstration doll, which the health worker could use to demonstrate the processes of dehydration and rehydration, vividly, and its effects on the child's body, and a Measuring Pouch, which she used to mark out vessels in their homes to enable them to measure the exact quantity of water required to mix one sachet of Oral Rehydration Salts.



These were just a few examples of strategies. There are no magic formulae, no simple solutions. But the following parameters can guide you in assessing if the strategy you have put down has a fair chance of succeeding.



Activity 2

Put down a strategy for the issue which you chose, to do decision making *process* for Then assess it against the parameters given below.

Parameters for evaluating strategy

1. Does it address the PROBLEM/OPPORTUNITY that has been *identified* situation analysis, or mentioned in the brief?
2. Does it provide the audience with a BENEFIT that is competitive, relevant and tangible?
3. Does it identify clear RESPONSE to the communication (Since the communication materials will be a STIMULUS to the audience) ?
4. Dose it specify what is eventually EXPECTED of the audience (i.e. does it into account long term behavioural objectives)?
5. Does it have a CONCEPT -- one that is fresh and acceptable to all audiences?
6. Is it ACTIVE, and does it INVOLVE the audiences? Or does it preach and patronize and tells people what to do or not to do?
7. Does it envisage more than one ROLE FOR COMMUNICATION?
8. Does it specify different ROLES FOR MEDIA, and indentify CONTACT POINTS where audiences can be reached effectively?
9. Is it practical, or more importantly, IMPLEMENTABLE within the fiat work of the programme?
10. Is it ambiguous, or in any danger of being MISINTERPRETED? .

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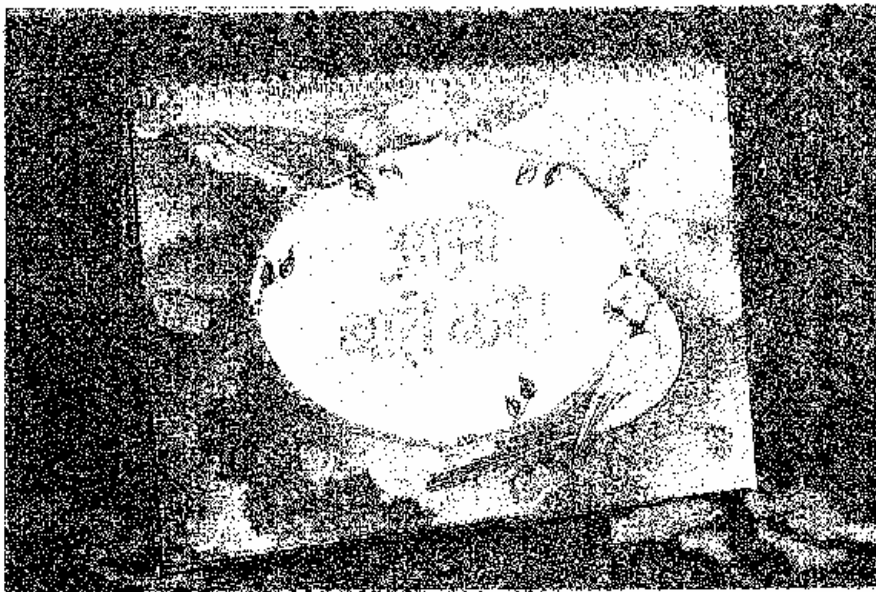
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15.6 CREATIVE APPROACHES THAT WORK

Use of Local Idioms and Folk Formats

It is known that some of the most effective communication symbols are those that already exist in the minds and lives of the people. Their longevity, over centuries, is proof of their effectiveness. The task for the communicator does not lie in creating and imposing new devices, but in creating associations with things that are rooted in people's culture and day to day existence.

This is where you may turn to local idioms and folk motifs. Many 'creative' solutions have been found in the verbal and visual symbolism of rural people. One agency found the centuries old duo of the Tots and the Mynah, the storytellers, as the perfect embodiment of the strategy "Let's Talk About It (Aao Baat Cheet Karein)" for the Family Planning Programme in UP - where removing misconceptions was the key concern.



In the 'Panchang', they found the perfect opportunity to talk to the village woman about caring for her infant the year round, with special attention paid to seasonal illnesses like diarrhoea in the rains and ARI in the winter months.

You may not always be an expert on what kinds of folk forms exist in the project area. But the field visits will give you an idea, and then you must locate someone who is. They will take your idea further, and give it those subtle touches and nuances that will enhance noticeability and memorability.

But you must come up with the big idea first!

Enter- Educate

It is said that; "Sing and the world sings with you, Lecture, and you lecture alone!"

Today, it has been realised that health communication does not have to be necessarily heavy communication. The **enter - educate technique**, which combines entertainment with education to bring about a change in people's attitudes and behaviour, is used to hold people's attention or subjects they wouldn't be attracted to normally. People select what interests them, and ignore what does not. And what interests them is what entertains them.

- Entertainment is PERSONAL. A soap opera can make a public health problem such as unwanted pregnancies or AIDS immediate and emotional, even to those who have never personally experienced them.
- Entertainment is POPULAR. We delight in listening to Nusrat Fateh Ali Khan, watching a movie like Ferngully & the Last Rainforest.
- Entertainment is PERVASIVE. It brings Ashok Row Kavi and Phil Donahue into our living rooms to tell us things our fathers were too timid to say (never mind if the show gets pulled off air later!)
- Entertainment is PERSUASIVE. The stars of films, TV and radio encourage us to follow them in the way they speak, dress and even behave. They can also make us use condoms.

Population Services International staged a rock concert on World AIDS Day. The lead singer blew up condoms on stage, while school children in the crowd got their first feel of the product, which was distributed to the audience. They run a music request programme on FM stations in Calcutta and Goa, and answers questions on sexuality and AIDS from hesitant youngsters.

If the entertainment opportunities available in urban areas are endless, rural areas too are rich in the performing arts, be it the birha or alha of Uttar Pradesh, the Villupattu of Tamil Nadu, the Kabir Larai of Bangladesh, or the Zat Pwe of Myanmar. Again, some of us may not be familiar with them, but it's never too late to find out and use them.



Creating an Event

When you do not have too many media to reach your audience frequently, your creative must have the ability to make a huge impact. It may take the form of an event around which the entire community would rally. While the strategy identifies influencers in the village community and assigns them roles, the creative treatment gives flesh and body to their interaction with the community and gives them ideas on how to mobilize others in the village. A couple of very good examples will illustrate this point.

In the Universal Immunization Programme, the mundane immunization session was turned into a '**Shishu Rakshak Mela**', a well publicized activity in the village with a festive air about it, a place mothers would love to get their infants for immunization. Much of the news of the Mela was spread not by the media, but through school teachers, youth and gram pradhans - interpersonal communication at its best.

Similarly, in the National Drinking Water Technology Mission, every time a handpump was sunk, and water struck, the entire village was invited to watch and the event celebrated with great fanfare.

What one really attempts to do in these exercises is **to channel the enormous potential and creativity that exists in the village folk** themselves in a manner that they see the programme as their own.

There are other approaches, directly borrowed from commercial advertising, which can be used when appropriate.

The Testimonial Approach

This approach uses a spokesperson from the same social class as the audience, who might have benefitted from adopting the advocated behaviour, or have been harmed by not doing so. Or it may use a credible figure of authority, in many cases, a doctor, to speak to the audience about a certain problem, and how they can solve it. Quite like the Colgate dentist.

The Slice of Life Narrative

This approach attempts to capture a moment in the lives of people whose condition has been changed by doing what is being advocated, naturally and dramatically. The narrative approach sets up a predicament, the discovery of a solution, and a happy ending. It uses participants who are very much like the audience, to give them the feeling that this could happen to them.

Humour

Should be used with care, and tact. It may be used to portray the discomfort resulting from a certain behaviour, but not in a manner that demeans the sufferer. The joke shouldn't overpower the message either : it should be relevant, and used to make a point. Like this child in an IDD film, who holds a potato against her throat because she wants to have a goitre like her father. The amused father shushes her and turns to the audience, and explains why it isn't such a desirable thing to have.

Evaluating Creative

Creative judgment is a commodity that is rare in the world. How do you evaluate a few doodles and a line on a piece of paper, when the final product is a Rs. 10 lakh TV spot ? How do you gauge the likely impact of a puppet show when you don't know how it will be implemented?

While this judgment definitely comes with experience, we have for you a quick checklist to help you, the next time you have an idea, or someone's presenting one to you.

The 7 C's of Effective Communication

Any piece of communication, individually, or a campaign, together, must do the following:



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|---|--|
| <p>Command Attention</p> <ul style="list-style-type: none"> ● Surprise ● Be distinctive ● Be memorable <p>Clarify the Message</p> <ul style="list-style-type: none"> ● Simplify the complex ● Elaborate and explain <p>Communicate a Benefit</p> <ul style="list-style-type: none"> ● Make a relevant promise ● Provide a reason why <p>Create Trust</p> <ul style="list-style-type: none"> ● Be Credible ● Use effective and relevant spokespersons ● Build bonds, faith | <p>Consistency Counts</p> <ul style="list-style-type: none"> ● To meet long term behaviour objectives ● Enhance memorability ● Synergy <p>Cater to the Heart and Head</p> <ul style="list-style-type: none"> ● Use a mix of emotional and rational appeals ● Make communication work harder <p>Call to Action</p> <ul style="list-style-type: none"> ● Motivate to DO ● Sense of immediacy |
|---|--|

15.7 SUMMARY

Social Marketing communication is distinct from Marketing Communication in addressing its audiences. We have made an attempt to make you understand the techniques employed to understand these audiences. The unit also discusses the Planning Cycle for creating communication, and Key Steps and Methodologies to be considered in situation analysis. A broad framework for strategy decision and formulation forms the last component of this unit incorporating creative approaches which work in specific situations.

15.8 SELF ASSESSMENT QUESTIONS

A. Check whether the following statements are true or false:

True. False

1. Communication for social issues is just like communication for brands
2. The process of developing and implementing a communication plan comprises situation analysis, setting objective, strategic planning and creative approaches and monitoring and evaluation.
3. Effective Situation Analysis can be arrived at through research reports and programme literature only.
4. The decision making process traces the mindset and the actions of the audience as they respond to the issue or to the communication about it.
5. The DMP involves the following steps : Trigger, Consider, Choose, Do and Experience.
6. In arty programme, communication is restricted to performing only one role.
7. To put down the role of communication as 'encourage mothers in Bangladesh to practice Oral Rehydration Therapy' fulfills the criterion of SMART objectives.
8. As a framework for strategy social communication follows the Do-Feel-Know model.



9. Demonstration is a far more effective tool for social communication than analogies or metaphors.
10. While evaluating creative, the only criteria is that it should have a call to action.

B. Tick the one most appropriate answer:

1. Effective communication solutions originate from the audience themselves. The key trait that the communication must possess to be able to spot these solutions is:
 - a) empathy
 - b) scientific temper
 - c) sophisticated methodological tools
2. The following subjects are not social issues:
 - a) Family planning, HIV/AIDS, Safe Motherhood
 - b) Human Rights, Child Rights, Dowry
 - c) Personal grooming, Looking attractive, Making money
3. Situation Analysis includes:
 - a) Only audience analysis based on field visits
 - b) Issue analysis, Programme analysis and Audience Analysis
 - c) Audience analysis based on field visits and research reports
4. The Do-Feel-Know model
 - a) Follows the time tested AIDA model which assumes knowledge, motivation and attitude formation as precursors to behaviour change.
 - b) Addresses the alternative view of transformation that change in attitude is the consequence rather than the cause of behaviour change.
 - c) Is applicable only to social communication.
5. Some of the effective creative approaches used in social communication are:
 - a) Use of local dioms and folk formats, enter educate and creating an event
 - b) The testimonial approach, the slice of life narrative, and humour.
 - c) All of the above.

15.9 FURTHER READINGS

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