UNIT 2 DEVELOPMENT COMMUNICATION

Structure

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2.0 OBJECTIVES

After going through this unit, you should be able to:

- state what the Development Communication is;
- explain the meaning, concept, elements and philosophy of Development Communication;
- state the role of the Media in Development;
- describe the important approaches to the Development Communication;
- explain the importance of identifying communication needs and resource, and
- explain how communication strategies are formulated for development.

In unit-1 of this block, we described to you the various concepts of development, and distinguished the alternative approaches to the process of development. We also appraised you about the development experience of the Third World Countries, including India. In this unit, we shall relate these concepts of development to the process of communication.

In the present unit, we shall discuss the qualities of 'development communication'. We shall also see how these qualities are being applied in various developmental projects. We shall evaluate the results and identify the weaknesses of development projects.

And hopefully, once you are well acquainted with the working of communication in the area of development, you yourself will be able to implement some of the positive aspects of development communication in your projects, work, etc.

2.1 INTRODUCTION

Communication is an important input in development. Communication experts, sociologists, psychologists and economists agree that the proper use of communication can foster the pace and process of development.

In general terms, communication means interaction between two individuals or within a group or a community or a nation. In this type of communication, the four principle elements are a communication source, a message, a channel or medium and a receiver or audience. We have discussed these elements in detail in the first block of Course-I: Introduction to Journalism and
Mass Communication. We described the flow of communication in these units. But in development communication it becomes the process of affecting or influencing behaviour of individuals or groups towards certain desired goals and objectives, necessarily for the benefit of the entire society. Thus, the receiver is expected to show the behaviour desired by the source of communication.

Development communication is a relatively younger field of study within the discipline of communication. Like the science of communication, development communication has come to stay. However, we should always remember that development communication is only one of the elements or inputs for speedy progress and development.

Development communication is mainly concerned with the role of information and communication in social and economic development of an individual, society and nation. It identifies what mass media can do directly or indirectly to improve the quality of life to both urban and rural masses.

Activity 1

You must be aware of various advertisements broadcast through the All India Radio (AIR) and telecast by the Doordarshan. In your left hand side column, list all ten advertisements. In the second column, write in short phrases the message of each of them, in the third column identify the target audience/group for each advertisement, and in the fourth column give your opinion as to whether or not they would bring any development, if practiced/utilised/adopted.

For example:

<table>
<thead>
<tr>
<th>Rin soap</th>
<th>Cleans clothes better</th>
<th>Housewives</th>
<th>Yes will help people to be clean</th>
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<tr>
<td>(1)</td>
<td>(2)</td>
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</table>
Let us begin with the definitions and concepts of development communication. We should not discuss the development, because various facets of development have already been discussed in Unit 1 of this block. We can only add here that development has moved from Economic Approaches to Sociological Approaches, where all round improvement of human beings is emphasized.

What do we understand by the term "development communication"? According to Nora Quebral (1975), "development communication is the art and science of human communication applied to the speedy transformation of a country and the mass of its people from poverty to a dynamic state of economic growth that makes possible greater social equality and the larger fulfillment of the human potential."

Let us discuss the various concepts which Nora Quebral has used in this famous definition of hers. She said that development communication was the 'art and science'. Generally, we presume that 'art' and 'science' do not go together. But, as far as this definition is concerned, they can be together. Development communication is 'art', because one has to create his strategy, and program to communicate to his target audience. To communicate his message he will create probably a song, a drama, a talk, a poster, a film or a skit. Nora calls development communication 'a science', because it follows a process, a system. If one gives X inputs, Y will be the output. In some cases, one may predict the output with a given input with other conditions remaining the same. Therefore, when she says that it is the art and science of human communication, we have to comprehend it from these perspectives.

Development communication is an art and at the same time a science. It works with the human hearts (because it is an art) and brain (because it is a science) to yield a result which can be measured in terms of economical growth. For example, advantages of adopting a high yielding variety of seed may be propagated through a radio skit. This skit, when understood by the farmers, motivates them to use the seeds for their own fields. And they may have increased harvests which will definitely provide them with a higher income.

Rogers (1983) says, "development communication refers to the uses to which communication is put in order to further development. Such applications are intended to either further development in a general way, such as by increasing the level of the mass media exposure among a nation’s citizens, in order to create a favourable 'climate' for development, or to support a specific development programme or project (this type of development communication is often termed as 'development-support communication' DSC"
Everett M. Rogers, a famous communication scholar, in the above mentioned definition says the application of communication for the development will create an environment or climate. This climate or environment may be of two types: (a) physical climate and (b) psychological climate. When knowledge about something is propagated or disseminated among a large number of people, the users find many relevant things around them, say a special kind of fertilizer. The radio programmes could be heard, the TV programmes could be seen or posters could be seen on the walls on that particular fertilizer. This may be called physical climate.

Now, the disseminated message about the fertilizer works on the psyche of the people. The information acquired through the various communication media create a favourable attitude towards the new fertilizer. In the long run, they might use or adopt it, if possible. But, definitely, resistance from the people in general will be the minimum.

Thus, with these two types of climates, the use of the new fertilizer might be multiplied at a fast pace speed. Thus, economic development, as far as earning from of the agricultural products is concerned, could be quite encouraging.

F. Rosario Braid is of the opinion that development communication is “an element of the management process in the overall planning and implementation of development programs”. Development communication is, in a broad sense, “the identification and utilization of appropriate expertise in the development process that will assist in increasing participating of intended beneficiaries at the grassroots level.” Thus, development communication is communication with a social conscience.

Rosario Braid emphasizes that development communication is nothing but an element in the process of a project. Generally, it is the decision of the management to utilise communication to disseminate information about their project, if and when they feel it appropriate. Suppose a contraceptive company would like to market a new contraceptive for the males. The management might like to use the radio spots, television spots, hoardings, posters, etc. to inform the target audience about the usefulness and availability of the new contraceptive. It is really an important segment in the whole scheme of management at the present time.

A good and useful management strategy would always identify the important elements and make the users conscious about them.

Development communication has two primary roles:

a) A transforming role, as it seeks social change in the direction of the higher quality of life. The higher quality of life can be achieved in various ways. Might be by adopting all the required vaccines for the infants of each family of the society. Some countries might adopt techniques of producing enough food for the citizen. Some countries might systematically and scientifically break all the myths surrounding various religious and social customs. And communication could be a marvelous instrument to achieve these objectives.

b) A socializing role, by seeking to maintain some of the established values of the society. In playing these roles, development communication seeks to create an atmosphere for change as well as providing innovation through which society may change. Each and every society has some traditional values. These values give the people of each society an identity and a sense of belonging. The aspirations of a society sometimes are embedded in these values. Now, the values, customs and beliefs of other societies might make inroads into other societies. If, the people are not careful, they might be taken off their ground by the new incoming sets of values. Communication can play a very vital role by making the people aware about this pitfall. It can also help immensely by drawing the attention of the members of a society to the richness of their own values, customs, beliefs and, above all, aspirations.

Check Your Progress 1

Note: i) Use the space below for your answers.

ii) Compare your answers with those given at the end of this unit.

1) What do you mean by ‘development communication’? Answer in three sentences.

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2) You have come across three definitions of 'development communication' given by three eminent scholars. Please write down the concepts used in their definitions in the right-hand column. The corresponding names of the authors are given on the left-hand column.

<table>
<thead>
<tr>
<th>A. Nora C. Quebral</th>
<th>Concepts of development communication</th>
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<td>B. Everett M. Rogers</td>
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<td>C. F. Rosario-Braid</td>
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2.3 PHILOSOPHY OF DEVELOPMENT COMMUNICATION

In many ways the philosophy of development communication is different from what we normally understand by communication. Development communication is:

- purposive
- positive
- pragmatic

Let us elaborate each of the aspects of development communication:

Development Communication is Purposive: You should note here that other communication scholars hold that communication is and should be 'ethically' non-purposive. A non-purposive message is one, which is transmitted to a receiver directly or by means of a channel (e.g., mass media) without any intention to influence the receiver. But, in development communication, one looks for specific behavioral objectives, such as getting farmers to go in for a specific variety of seed, pesticide, etc.

Development Communication is Positive: In development communication, positive value is attached to what one communicates about. Take the example of the high yielding variety of seed. Once adopted, the farmers can increase their harvest manifold. This means more income which can be utilised to buy land, cattle or equipments. This is what we mean by positive value attached to development communication.

Development Communication is Pragmatic: In this context, we might define pragmatic as practical and purposeful. In development communication, the purpose of communication is important. Let us assume that we want the farmers to plant a particular rice variety or the so-called miracle rice. The judgement or evaluation of communication does not rest on the mere invention of communication activities performed, such as the number of the press releases issued or the number of farm visits made. Findings have showed that mere increase in the flow of information does not necessarily result in those behavioral changes, which are desired to be achieved.

So, the development communicator is more concerned with "What do I want to communicate? With what objectives?", and "Did I get the intended results?" If so, how well did I communicate?" Language, treatment style, and grammar take the back seat to clarify the message and its effectiveness in producing the desired outcome.
Development communication is a tool, and not a product. Development communication is goal-oriented. The ultimate goal of development communication is a higher quality of life for the people of a society.

**Activity 2**

Take today’s newspaper that you subscribe to or take any newspaper that you can lay your hands on.

List all the advertisements, and find out whether they are positive or not.

<table>
<thead>
<tr>
<th>Advertisement</th>
<th>Message</th>
<th>Positive</th>
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**Check Your Progress 2**

**Note:**

i) Use the space below for your answer.

ii) Compare your answer with the one given at the end of this unit.

1) You have just read that development communication is purposive, positive and pragmatic. Using the space given below, please explain in your own words what do you mean by each of them?

- **Purposive**

- **Positive**

- **Pragmatic**

**2.4 ROLE OF THE MEDIA IN DEVELOPMENT COMMUNICATION**

The role of the media also changes in development communication. It plays the following four responsible roles.

i) Circulate knowledge that will inform people of significant events, opportunities, dangers and changes in their community, country and the world.

ii) Provide a forum where issues affecting the national or community life may be aired.
iii) Teach those ideas, skills and attitudes that people need to achieve for a better life.

iv) Create and maintain a base of consensus that is needed for the stability of the state.

You must be knowing the meaning of 'empathy'. Daniel Lerner used this term with a particular emphasis on the aspirations for a new identity. Suppose, you have a goal of building a decent house so that you can live with the minimum hassles. You dream about it, you aspire for it. We can say that you empathize with it. Here, Lerner said that people of any given society must think and aspire for a better life. If they do so, then they are empathetic about a better life.

To perform these roles, the media keeps the development orientation in its perspective. Three approaches have been identified in relating communication to development. These are empathy, diffusion, and multiplying of information. We shall discuss each separately, individually.

1) Empathy: Daniel Lerner (1958) in his book, Passing of Traditional Society, saw the problem of 'modernizing' traditional societies. He saw the spread of literacy resulting from urbanization as a necessary precondition to more complete modernization that would include participatory political institutions. Development was largely a matter of increasing productivity. And to increase this productivity one must aspire, and it must begin in the psyche of the people. Hence, it is basically "psychological".

According to D. Lerner, development failed to occur because peasants were unable to 'empathise' or imaginatively identify with the new role, and a changed and better way of life and so remained fatalistic — unambitious and resistant to change. Every change in society must originate and begin in the hearts of the people. If the people would like to change, only then the development would begin. What is required is that some means of providing such people with clues as to what better things in life might be. Lerner saw the media as filling this need of promoting interest among the people for a better life. Not only that, he saw the media as machines, inspiring people for better things in life. He said 'empathy' endows a person with the capacity to imagine himself as proprietor of a big grocery store in a city, to wear nice clothes and live in a nice house, to be interested in "what is going on in the world" and to "get out of his hole."

He pointed out to the correlation between economic productivity and the media provisions in different countries in support of his theory. The richest country had the most newspapers, the radios and so on, and the poorest, the least.

2) Diffusion: Everett M. Rogers (1983) approached this with a perspective that had much in common with Lerner, but differed with him somewhat in emphasis. He saw the diffusion of the new ideas and their practice as a crucial component of the modernization process. According to him, "the mass communication influence appears to operate by a 'two step flow' process through awareness of the mass media, development of favourable attitudes and adaptation by inter-personal channels, particularly, "opinion leaders".

We shall discuss this a little more. It has been found that when a message is propagated, a segment of the population adopts it, and develops a positive attitude towards it. This can happen in the case of a product, fertilizer, seeds, ideas, journals, etc. Then, the people who adopt first, directly or indirectly shape the positive attitude of others who remain indifferent to the message. This is true in places where information and literacy levels are low. Simple people would like to get confirmation from the people living in their proximity.

You can think about this process in your daily life. How many times you need information about a product, a book, or about an incident from your friends, classmates, office-mates, neighbours and others. Women, especially, need a lot of confirmation from others before they adopt something. We can go on citing examples.

3) Magic Multiplier: Wilbur Schramm's (1964) Mass Media and National Development, which was produced for the UNESCO, became almost a blueprint for development communication. While Lerner and others saw all of the media output as having potentially
modernizing effects, for Schramm it was their content that was the key to their use in development. "Social change of great magnitude is required. To achieve it, people must be informed, persuaded, educated. Information must flow, not only to them but also from them, so that their needs can be known, and they might participate in the acts and decisions of the nation-building; and information must also flow vertically so that decisions may be made. Works should be organized, and skills should be learned at all levels of society for better utilization of the resources of society. Here is where the mass communication enters the calculus — the required amount of information and learning is so vast that only by making effective use of the great information multipliers, the mass media, can the developing countries hope to provide information at the rates their time tables for development demand".

Let us elaborate a little. Schramm has very clearly mentioned that a lot of feedback is required when one uses communication for development. It should never be one-way traffic. The users should be able to give feedback to the implementors. This would help the implementors to find out whether or not the communication is meeting their purpose or aim.

Schramm has also said that each person could have information required by the work that he would undertake. And there might be thousands and lacs of workers requiring various information. The conventional channels of communication would never be able to meet this demand. Therefore, modern communication technologies would be of great use to meet this demand by multiplying the messages and reaching each and every worker.

### Check Your Progress 3

Note: i) Use the space below for your answers.

ii) Compare your answers with those given at the end of this unit.

In the previous section you have learnt how Daniel Lerner, Everett Rogers and Wilbur Schramm saw the role of the media in development activities. Please mention the major ideas that have been expounded by these great authors.

<table>
<thead>
<tr>
<th>Authors</th>
<th>Ideas on the role of the media in communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Daniel Lerner</td>
<td></td>
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<tr>
<td>2) Everett M. Rogers</td>
<td></td>
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<tr>
<td>3) Wilbur Schramm</td>
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</table>

### 2.5 COMMUNICATION NEEDS AND RESOURCES

So far, we have discussed the positive role of communication, and have seen how the communication inputs work to make a developmental programme successful. But how does one go about formulating the communication strategy or the inputs required for a programme?

In planning communication strategy for development, the most important element is identification of communication needs and resources. Unless one is careful about this, or if one overlooks this elements, communication strategy and plan will not be effective, and all efforts will go in vain. It is necessary to assess carefully the communication needs of the community and the country. To identify communication needs and resources of a country, the following process has been suggested by the UNESCO (United Nations Education, Scientific, and Cultural Organisation):
UNESCO Guidelines

- The collection of basic data and systematic analysis of the country upon such bases as population densities, geographic limitations to communication, variety of social structures, ecology and agriculture transportation, physical communication, mobility of population, electrification, industrial capacity, manpower capacity, etc.

- The production of an inventory of the present communication resources, including the modern and traditional media, and analysis of the variety of present communication structures. Such an inventory should also include the study of the audience, its communication consumption patterns, etc.

- Critical analysis of the present communication politics (or lack of the same), including such considerations as ownership, structures, decision-making, etc.

- Critical analysis of the communication needs of each society, especially, in relation to the existing social and communication structures, and the uses to which communication is put.

Analysis of the communication components in all aspects of the national development plans and programs in order to ascertain the communication requirements of the programs, and the communication capacity which is essential to the execution of the plan. These needs must then be reconciled with the means and capacities that are available.

A similar process may be followed to identify the communication needs and resources at the institutional or project level or wherever development activities are in progress.

Check Your Progress 4

Note: i) Use the space below for your answers.

ii) Compare your answers with those given at the end of this unit.

A) Suppose the Ministry of Health and Family Welfare is very concerned about the problem of safe drinking water in the district of Kamrup in Assam. Water is available, but it is not safe. People in the district are suffering from various water borne diseases. You have been asked to assess (a) the communication needs and (b) communication resources of the district. Taking the UNESCO guidelines into consideration, please mention the steps you would undertake to complete your assignment.

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B) Please make a flow-chart of the logical steps, which you have mentioned in “A”.


A strategy is the careful formulation of plans towards achieving a goal. Since development communication is goal oriented, one has to be careful in planning communication strategies. There may be a number of communication strategies for the achievement of a particular communication goal. There is a need to analyse these very carefully.

Since these strategies are formulated in the context of the developing countries, one should give keen consideration to cost-benefit factors before selecting the right strategy. In the modern world, there are number of new technologies, media and techniques, which are available to a communication strategy planner. One has to evaluate these alternatives available to him, using cost-benefit analysis and administrative feasibility. Always, one has to keep in mind the target audience.

One should be fully satisfied in answering these questions:

- Who are the target audiences?
- What channels are the audiences familiar with?
- What should be the language and content of the message?
- What are the barriers to the free flow of communication?

**Check Your Progress 5**

**Note:**

i) Use the space below for your answer.

ii) Compare your answer with those given at the end of this unit.

Write below the ten most important points, which are crucial in preparing a communication strategy for development.

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2.7 CASE STUDIES AND EXPERIENCE

So far, we have discussed various aspects of development communication. We have read the definitions of development communication by various authors. We have studied the philosophy of development communication. It is purposive, positive and pragmatic. Then we discussed the emphasis on development communication given by Daniel Lerner, Everett Rogers and Wilbur Schramm.

Communication is a vital element in the whole strategy of development in the Third World countries. The UNESCO has already spelt out the various steps one must take while planning communication strategies for development projects. So far so good. Now, we shall discuss some case studies, which will give you the experience of implementing development communication. So, experience the reality.

2.7.1 Scavenger Development Programme of Indonesia: Case Study-I

The “Scavenger Development Programme” of Indonesia makes a good case study to illustrate the point that carefully-planned communication strategy can contribute to the development of man and society. This case study is of high relevance under Indian conditions, given the crucial role played by social and economic status factors impinging on the development process.

“Rivers and canals clogged by plastic bags, smouldering piles of garbage on the streets and unofficial dump sites in vacant compounds are a common sight in many developing countries. In Indonesia, major cities suffer from water and air pollution caused by ‘wild’ dumping and burning of waste. There is a group of people counteracting this disaster, drive not by ecological consciousness but by dire straits-scavengers.

The position of these rural migrants in the informal urban sector is controversial as they are regarded as criminals, tramps, or even untouchables by officials and the public. However, the scavengers serve important functions. Environmentally, they shoulder part of the ecological costs of development through recycling waste. As they are self-employed, the state saves the economic costs of social security payments. And the raw material from recycled waste turns to gold for the formal economy as it has a yearly value of US $50 million in Jakarta alone.

The scavenger’s problems lie in their insecure legal and social status. Together with a lack of overt productivity and economic dependency, they are easy targets for harassment, eviction, corruption and exploitation from middlemen, the private sector and local authorities. And the scavengers have, traditionally, been denied access to local decision-making, loans, education, public services and the media — their contributions left unrecognized.

But then, their plight is to be communicated to the other groups of society. They are there in the streets of D’Jakarta, Bandung, Surabaya, etc. And it is communication, which is bringing a change in their lives and an awareness about their existence in society. We shall discuss it now.

An Integrated Media Approach

Some people did recognize the needs and contributions of the scavengers. However, the “Scavenger Development Program”, financed by Deutsche Gesellschaft fur technische Zusammenarbeit (GTZ) and supported by the Indonesian Home Affairs Department, has been in operation since mid-1991. Implemented by the NGOs in three major cities, Jakarta, Bandung, and Surabaya, the programme uses an integrated media approach to promote the welfare of the scavengers, foster their social and communication competence, and heighten awareness about the waste management, recycling and the plight of the scavenger. The integrated media approach plans to affect change at various political, economic and social levels by:

- lobbying for policy changes to improve their legal status;
- improving their public image and social status;
- increasing their productivity and the value — added of recycled products through increasing bargaining power;
enhancing their participation in local decision-making;

- developing appropriate technology within the context of an Urban Integrated Resource Recovery System; and

- educating the public about the environment.

The strategy chosen aims to be not ‘about’ or ‘for’ the scavengers, but ‘with’ and ‘by’ them. The process of change is designed to occur, internally, within the scavenger population by increasing their self-confidence and ability to command respect and resources, and externally within the broader urban population by communicating with people about the lives, hardships and contribution of this scavenger community.

**Street Theatre of the Scavenger:** Theatre can, at any time, at any place, and almost at any cost, be staged once the principal technique and concepts have been acquired. When linked to the development activity at the local level, the power of the performance increases dramatically. Looking closely at this example, the scavengers’ structural poverty was connected to a lack of bargaining power, that is, a lack of the ability to articulate the key factors of the daily life needed for active participation in the social, political and economic sphere. The scavengers live in a ‘culture of silence’ - they have learned from experience that it is safer to keep one’s mouth shut as long as housewives, policemen, shop owners or city officials are powerful, and regard them as outlaws. However, when their own views are translated into a medium, like the theatre, that is informative and entertaining to the public at the same time, communication works. Given this chance, the scavengers are able to communicate with people who otherwise would not even take notice of them. The training necessary to achieve this communicative competence is organized by the community media activities from a local NGO.

The storyline not only concentrates on problems, but also on solutions suggested and assistance needed by the scavenger groups. The scavengers do the research for the scripts on their own. Their own life stories, humor and word games, local idioms and other forms of interaction become outlets for criticism and eye-opening insights in a form socially acceptable to an audience of the neighbours and local officials from the communities where the scavengers live and work. Often, theatre performances become a starter for a more continuous dialogue. Always, the performance increases awareness.

**Exposure Programmes for Journalists:** The radio and press journalists from major regions are then invited for one-day workshops, where ‘hard facts’ on the scavengers are covered. Afterwards, the journalists are exposed to the real life and the dump shacks, waste processing workshops, and self-initiated scavenger cooperatives and schools. Very often, first-hand experience and discussions with scavengers result in more positive articles and features about their role in society and their environmental contribution.

**Political Dialogue:** Also on the regional level, exposure programmes, seminars and political dialogue are held with officials, private businesses, and donors — partially using the media produced in cooperation with them — so the scavengers can lobby for a better legal, economic, and social status.

**National TV Series:** On the national level, a series of 13 episodes on the scavengers living conditions and their ecological and economic contribution to society will be broadcast on the New Educational Channel (TPI). The programmes are produced by the same NGO that does the theatre training. The scavengers participate in script writing, directing and acting which results in an unusually authentic series. The partly documentary, partly dramatized episodes also show the considerable gains by the scavengers in their newly established competency and cross cultural communication skills. At the same time, the commentators in the series suggest ways to help the scavengers recycle waste for ecological and economic reasons.

Through the integrated media project, the scavengers have gained bargaining power in their living situations and at their jobs. The communication process, the mediating NGOs support provides this non-privileged group with access to small and large media and to decision making institutions in the political and economic sphere. Evident through increased recognition outside their own communities, the scavengers have gained self-esteem and confidence in themselves, competence in formulating their problems and needs, and ultimately, respect and rights from other groups of society. The public is also benefiting from
the project. Whereas the public had perceived the scavengers to be intellectually crippled, now, two daily newspapers in Surabaya and Jakarta and a radio station in Bandung have begun regular columns or programmes to recognize the complexity of the informal sector. The success belongs to the use of the media delivery system. Not used as an exercise of power and persuasion with the scavengers as passive targets, the informative, educative and entertaining capacity of the media could not just give people a voice, but work for everyone to make it heard and understood. (Development Communication Report, No. 76, 1991)

Activity 3

This Indonesian project is very interesting. In India too, we have a large number of rag-pickers. Suppose, the United Nations approaches you and asks you to plan a communication strategy for the rag-pickers of the city of Bombay.

How will you plan?

What steps will you take to complete your assignment?

2.7.2 Site Project: Case Study-II

India’s biggest experience in using the mass media for the purpose of development was the Satellite Instructional Television Experiment (SITE) of 1975-76. This one year project was primarily undertaken to telecast special developmental programmes through the satellite communication to six rural clusters, which included a total of 2330 villages, scattered in 20 districts, spread over six states — Andhra Pradesh, Karnataka, Orissa, Madhya Pradesh, Rajasthan and Gujarat. Its objectives were to:

- improve the rural primary school education,
- provide training to the teachers,
- improve agriculture, health and hygiene, and nutritional practice, and
- contribute to family planning and national integration

After the completion of the project evaluation studies, the results showed that exposure to developmental messages through the television had contributed for the widening of horizons of the villagers.

SITE is one of the biggest and technologically most advanced social experiments in the direct broadcasting for education and development. It is also one of the largest Indo-US experiments in communication conducted so far. In this project, the experimenters main objective was to provide instantaneous information for national development to those who otherwise would have been deprived of such information for many years to come due to technological constraints.

2.8 LET US SUM UP

In this unit, we have discussed various definition of development communication. We have differentiated between communication and ‘development communication’. Nora Quebral says that development communication is the art and science of human communication, Rogers is of the opinion that it creates a favourable climate for a developmental project, and Rosario Braid says that it is an element in the management strategy of a development project.

Then we have discussed the philosophy of development communication. And we came across with three major aspects of the philosophy. Development communication is purposive, positive and pragmatic.

A natural flow from the philosophy of development communication is to the role of the media in it. Daniel Lerner is of the opinion that the media would create an empathy among the audience, which would definitely help the projects to achieve the set goals. Rogers says that the media helps in speeding the information among the masses. But this is done in steps. He says that the diffusion of innovative messages requires opinion leaders who, in turn, influence the users and communicate the positive points of the said materials. Wilbur Schramm sees the role of the media in development communication as a ‘magic multiplier’.
The UNESCO has set some guidelines for using communication in development projects. We have discussed these guidelines. We have learnt to use various strategies of communication after assessing the media habits of the audiences.

Towards the ends, we have seen how development communication was applied in projects like that of Indonesia and India. The scavengers of Indonesia made their presence felt in Indonesia. They communicated their messages through theatre and forced some newspapers and radio stations to start a new column on them. The beauty of the communication strategy was that it was fully done by the scavengers themselves.

2.9 FURTHER READING

Singhal, Arvind and Rogers, Everett M. 1989: India’s Information Revolution Sage, New Delhi.


2.10 CHECK YOUR PROGRESS: MODEL ANSWERS

Check Your Progress 1

1) Development communication is a segment of the discipline of communication. It is applied in developmental projects to help the users attain the desired result. The development communication is purposeful and uses all the skills available in the audio visual and print media.

2) A) It is an art and a science. It is applied for economic growth with a view to bring social equality and help persons develop their full potential.

B) It creates a favourable climate for the developmental projects, and it provides support to a specific programme in a specific way.

C) It is an element in the management process of a project. It desires to provide benefit at the grassroots level.

Check Your Progress 2

Purposive: Development communication has an objective(s). In the process of the implementation of the project, the communication inputs play a vital role for the project to achieve its goal(s).

Positive: Development communication shows the positive aspects or the plus points of a project. It creates a hopeful milieu, both physical and psychological, for a project to succeed.

Pragmatic: Development communication does not hide behind the numbers of press releases, programme broadcasts, videos telecast, posters made, etc. It likes to quantify and qualify the real change at the grassroots level.

Check Your Progress 3

1) Daniel Lerner

People should be informed, educated and motivated to aspire for better life. Once they are motivated, the modernization process would automatically start.

2) Everett M. Rogers

The mass media could be of great help to disseminate information among the users. He proposes a two step flow of information: The media to the opinion leaders to the users.

3) Wilbur Schramm

Schramm says that the media should multiply all the developmental messages so that a large number of people could be reached. He talks about horizontal and vertical feedback mechanism through the media.
Check Your Progress 4

Communication Needs
1) Identify the water sources
2) Identify the sources of contamination
3) Identify the diseases caused by drinking unsafe water
4) Preventive measures to be undertaken
5) Measures to be undertaken to cure people of the diseases

Communication Resources
1) Availability of Health centres/Hospital etc.
2) Number of educational institution/schools/colleges
3) Percentage of literacy
4) Spread of the radio
5) Spread of the television/newspaper

Once these needs and resources are identified, proper action should be taken to match the needs with the available resources.

Check Your Progress 5

1) Formulate clearly the aim(s) of the project
2) Identify the target audience
3) Identify the communication needs of the audience
4) Identify the communication resources of the target audience
5) Determine the literacy rate
6) Identify the way(s) to answer the needs with the available resources
7) Prepare the materials required for various ways of answering the problems (needs)
8) Identify the resource persons to prepare the materials
9) Actual preparation of the materials
10) Implement the materials