CHAPTER V
CHAPTER V

ORGANISATIONAL COMMUNICATION

This chapter views upon the analysis pertaining to organisational set up and pattern of organisational communication within the organisation/agencies. Three agencies were taken viz: C.D. block, Motilal Nehru Farmers Training Institute (MLNFTI, CORDET) and Educational Institutions (kulbhaskar Ashram Post Graduate College and Allahabad Agricultural Institute, Naini) for the analysis. The pattern of organisational communication was divided into two sub-parts ie. direction of inter-departmental communication flow and nature of inter-departmental communication.

ORGANISATIONAL SET UP

The successful communication of any developmental programme depends upon a vigorous and dynamic organisational/administrative set up at different levels. The organisational set up of different agencies is as follows:

ORGANISATIONAL SET UP OF C.D. BLOCK:

The block administration (administration, coordination, finance and extension section) is headed by the Block Development Officer. For coordinating various activities at block level there is a team of ADO’s to assist Block
Development Officer viz.- ADO-agriculture, Cooperative, plant protection, statistics, Panchayat, J.E. Rural Engg., J.E. minor irrigation and livestock development officer, to collect and keep all sorts of information about the village.

FIGURE-1

B.D.O.

A.D.O.'s

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Agri- Cooper- Plant J.E. J.E. Minor Statistics
culture ative Protection R.E.S. irrigation

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Panchayat Live stock
Development Officer

V.D.O's
(Nos. 11)

There is also a team of eleven VDO's who work under the supervision of ADO Agriculture agricultural programmes. The organisational set-up of the C.D. Block in India places a Village Development Officer (VDO) in a strategic position to influence the success of agricultural extension/communication programme. The organisational set up of C.D. Block is shown in Figure -1.
ORGANISATIONAL SET-UP OF M.L.N. FARMERS TRAINING INSTITUTE
AND EDUCATIONAL INSTITUTION:

The administration of this Institute is done by the principal. The responsibilities of Principal lies on general administration with planning, coordinating, financing as well as to look after all the training programmes, organised by the institute. There is a team of instructors of different disciplines viz - agriculture, ag. engineering, animal husbandry, horticulture, plant protection, agronomy, soil chemistry and farm management to train the farmers in their specialized field. To decide extension strategy / teaching methods there is an extension officer in this institute. Figure 2 shows the organisational set-up of MLN Farmers Training Institute.

FIGURE -2

Principal

\[ \begin{array}{c}
\text{Instructor/Extension Officer} \\
\text{Agri. Animal Horti. Plant Agronomy Soil Ext.} \\
\text{engg. husbandry culture protection chemistry officer} \\
\text{Farm Manager} \\
\text{Two agricultural institution namely Allahabad} \\
\text{Agricultural Institute and Kulbhaskar Ashram Post Graduate} \\
\end{array} \]
College were taken for the study. Extension educational activities for promoting agricultural development are carried out by these institutions through different projects such as Operational Research Project (ORP) having one project officer along with four junior scientists (agronomy, animal science, home science and agril. economics) and two field assistants, Lab to Land programme (LLP) having one coordinator along with four subject matter specialists at the institution and World Council of Churches (WCC) volunteer organisation having one project officer along with one project coordinator, three training instructors and one field assistant specially works as centre for the transfer of science and technology at Allahabad Agriculture Institute. LLP is the only programme through which extension activities are carried out at K.A.P.G. College, Allahabad, under the supervision of project coordinator. Both the institutions comprised of six sections i. e. administration, coordination, finance, teaching, research and extension service.

A DIRECTION OF INTER - DEPARTMENTAL COMMUNICATION FLOW :

The communication is an essential social process, by which an individual achieves his humanity and maintains social relationship. The individuals make organisation. Hence the life of an organisation is found in the people who occupy the positions and in the communication that they have with one another. Communication is the exchange of information
and the transmission of meaning, which is found within the organisational hierarchy in three directions viz. - Upward, downward and horizontal or across communication (Table 5.1).

Table 5.1
Direction of Inter-Departmental Communication

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of Agencies</th>
<th>Direction of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C. D. Block</td>
<td>Upward, Downward, Horizontal (occasional)</td>
</tr>
<tr>
<td>2.</td>
<td>M. L. N. F. T. I.</td>
<td>Upward, Downward, Horizontal</td>
</tr>
<tr>
<td>3.</td>
<td>Educational Institution</td>
<td>Upward, Downward, Horizontal</td>
</tr>
</tbody>
</table>

1. UPWARD COMMUNICATION:

Upward Communication takes place when subordinates communicate to superior. And it is concerned with the expression of subordinate's ideas, attitude and feelings about himself, his job, his performance and his problems, about organisational policies and practices. Upward communication reveals to the superiors the degree to which ideas passed down are accepted. Effective upward communication stimulates subordinates to offer ideas of value to themselves and the organisation. We have no alternatives of knowing upward communication whether downward
communication has been understood or accepted. In the present study communication was occurred, in the case of block hierarchy, as the communication from ADO to BDO and/or from VDO to ADO and from VDO to BDO. In M.L.N. Farmers Training Institute from extension officer to Principal and in the Educational Institution it had been conceptualized as the communication from coordinator to Principal or from subject matter specialist to principal etc.

2. DOWNWARD COMMUNICATION:

Downward communication as defined by Churden & Sherman (1968) is the communication that originates at any management level and is directed towards subordinate personnel. In other words downward communication that flows down the line, mainly they are of five types (Katz and Kahn 1966)

i. Specific task direction: job instructions.

ii. Information designed to produce understanding of the task and its relation to other organizational task: job rationale.

iii. Information about organisational procedures and practices.

iv. Feedback to the subordinate about his performance.

v. Information of an ideological character to inculcate a sense of mission.

In general, it may be said that downward communication
is an integral part of the traditional industrial organisation.

For the purpose of this study in the case of block hierarchy, it had been conceptualized as the communication from BDO to ADO and/or VDO and from ADO (Ag) to VDO. In M.L.N. Farmers Training Institute from Principal to Extension Officer or instructors and in educational institution from Principal to coordinator or senior scientist or junior scientist etc.

3. HORIZONTAL COMMUNICATION:

As defined by chruden & Sherman (1968) it is the communication among personnel at approximately the same levels in the organisational structure. In this study, it was sometimes observed between ADO's of different subjects like agriculture, statistics, cooperative, panchayat, plant protection, livestock, minor irrigation and rural engineering in the case of block hierarchy. In M.L.N. Farmers Training Institute, it was occurred within the instructors of different areas. And in the case of educational institutions the communication and interaction were frequently observed amongst the experts of different subject matters like - horticulture, plant protection, animal science, extension education etc.
B. NATURE OF INTER - DEPARTMENTAL COMMUNICATION FLOW:

According to Bettinghaus (1968) the term 'nature' refers to the type of communication being passed that is, whether it is in the form of information or instruction. The types of communication in different agencies were found as shown by the figure 3.

![Figure -3
Types of Communication](image)

<table>
<thead>
<tr>
<th>Communication in C.D.Block</th>
<th>Communication in M.L.N.F.T.I.</th>
<th>Communication in Education Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administrative Communication</td>
<td>Administrative Communication</td>
<td>Administrative Communication</td>
</tr>
<tr>
<td>2. Informative Communication</td>
<td>Informative Communication</td>
<td>Informative Communication</td>
</tr>
<tr>
<td>3. Instructive Communication</td>
<td>Instructive Communication</td>
<td>Instructive Communication</td>
</tr>
<tr>
<td>4. Persuasive / Influencive Communication</td>
<td>Persuasive Communication</td>
<td>Suggestive Communication</td>
</tr>
<tr>
<td>5. Evaluative Communication</td>
<td>Suggestive Communication</td>
<td></td>
</tr>
<tr>
<td>6. Suggestive Communication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ADMINISTRATIVE COMMUNICATION:

Thayer (1961) stated that "Administrative communication
is any communication included to facilitate the management of an organised group. Thus, administrative communication is any non mass media communication intended to perpetrate, directly or indirectly, the goals of an organised group. An administrative communication may be originated to tell somebody something to ask somebody something, to recommend something to somebody, or to predispose some one toward a certain action or attitude. Administrative communication is thus any communication which occurs in the day to day management of an organisation."

Redfield (1963) defines administrative communication as "those aspects of social communication within a formal organisation that are institutionally determined by that organisation.

On the basis of above definitions, the administrative communication, in this study, was conceptualized as any non-mass media communication among the officials of different agencies i.e. C.D.Blocks, M.L.N.F.T.I. and Educational Institution intended to fulfill, directly or indirectly the goals of the organisation.

2. INFORMATIVE COMMUNICATION:

As defined by Thayer (1961) "all communication, intended or not, was the potential of being informative."
Thus, we may say that, as far as they are informative, all conceivable forms or devices of communication fall within the scope of being informative. "Basically, we communicate informatively when we report, analyse, explain, describe, clarify or ask or answer a question."

3. INSTRUCTIVE COMMUNICATION:

For the purpose of this study, the definition advocated by Thayer (1961). "According to him, "An administrator is communicating instructively whenever he is telling to another persons what to do or how to do it (when it should be done is of course evaluative and informative and not instructive) Instructive communication is thus unique among the functions of administrative communication, since it moves downward only."

4. PERSUASIVE/ INFLUENCIVE COMMUNICATION:

According to Thayer (1961) persuasion is usually employed to refer to the act of eliciting or channeling a specific behaviour on the part of receiver, usually thought to be some action contrary to the receivers perceived best interests. On the other hand, influence refers to the effect of some outside agent (person, norm, society, etc.) on a person general behaviours, his attitudes or his beliefs.

Thus, persuasion is a conscious effort made by people to affect other peoples behaviour in a specific circumstances or
at a specific time. Influence may be a conscious effort to affect another's attitudes or beliefs. In the present study, this type of communication was observed in the organisation of C.D. block and sometimes in M.L.N. Farmers Training Institute. But this type of communication was not found common in educational institution (Figure 3)

5. EVALUATIVE COMMUNICATION:

Thayer (1961) states that "An administrator is communicating evaluatively whenever he hears or reads something which he evaluates, or when he communicates his evaluations to others directly or in writing. Similarly, in this study the evaluative communication was not significantly found in educational institution rather in block hierarchy (Figure 3.)

6. SUGGESTIVE COMMUNICATION:

In the present study the suggestive communication is conceived as downward, upward and horizontal. Suggestions and recommendations by the superiors to the subordinates and by the subordinates to his superiors and to those who are parallel to him. This type of communication was found in all the three organisational hierarchy (Figure 3)

INTER-DEPARTMENTAL COMMUNICATION PATTERN AND METHODS USED:

As table 5.2 shows that, the types of communication in the block hierarchy was found in the form of administrative,
TABLE 5.2.

INTER-DEPARTMENTAL COMMUNICATION PATTERN AND METHOD USED

<table>
<thead>
<tr>
<th>Agencies</th>
<th>Types of Communication</th>
<th>Method Used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. C.D.Block</td>
<td>Administrative</td>
<td>Written, talk, formal meeting Office Call.</td>
</tr>
<tr>
<td></td>
<td>Informative</td>
<td>Written, talk, office call.</td>
</tr>
<tr>
<td></td>
<td>Instructive</td>
<td>Written, talk, office call.</td>
</tr>
<tr>
<td></td>
<td>Persuasive/Influencive</td>
<td>Talk, formal meeting.</td>
</tr>
<tr>
<td></td>
<td>Evaluative</td>
<td>Written, talk.</td>
</tr>
<tr>
<td></td>
<td>Suggestive</td>
<td>Written, talk, formal meeting</td>
</tr>
<tr>
<td></td>
<td>Informative</td>
<td>Written, talk, office call.</td>
</tr>
<tr>
<td></td>
<td>Instructive</td>
<td>Written, talk, office call.</td>
</tr>
<tr>
<td></td>
<td>Persuasive</td>
<td>Talk, formal meeting, office call.</td>
</tr>
<tr>
<td></td>
<td>Suggestive</td>
<td>Written talk, formal meeting</td>
</tr>
<tr>
<td>3. Educational Institution</td>
<td>Administrative</td>
<td>Written, talk, formal meeting, office call, Telephone.</td>
</tr>
<tr>
<td></td>
<td>Informative</td>
<td>Written, talk, office call, Telephone.</td>
</tr>
<tr>
<td></td>
<td>Instructive</td>
<td>Written, talk, office call.</td>
</tr>
<tr>
<td></td>
<td>Suggestive</td>
<td>Written, talk, formal meeting</td>
</tr>
</tbody>
</table>
informative, instructive, persuasive, evaluative and suggestive. But in M.L.N. farmers Training Institute all types of communication were found as in C.D. Block except the evaluative communication. Whereas, only four types of communication i.e. administrative, informative, instructive and suggestive communication were common in educational institutions.

For the administrative communication, the methods of communication were used in the form of written, talk, formal meeting and office call, as well as telephone. Whereas, for informative communication methods used in the form of written, talk, and office call. While for the commencement of instructive and evaluative communication, the method used as followed in the form of informative communication. But, for persuasive and suggestive communication the same methods of communication were used like written, talk and formal meeting.

EFFECTIVENESS OF METHODS IN ADMINISTRATIVE COMMUNICATION:

Effective communication has been considered as an important means for greater integration within and between the developmental agencies. As such, the need for a sound effective communication has assumed greater importance for assessment of inter agencies communication, the personnel of concerned agencies were given a list of five methods of
communication to which methods/means were frequently used by them. The methods listed for appraisal were: message in writing through letter, circular letter and telegram, through personal talks, formal and informal meetings and official call or telephone. Communication was considered effective when it conveyed timely message, precise and readily understandable. In contrast to it, communication was judged as ineffective when it was vague and untimely.

In order to quantify the appraisal of administrative communication, (1) weightage was assigned to those methods/means which were considered effective as against a weightage of (0) to those which were considered as ineffective. On the basis of this weightage, score per respondents was worked out for each method of approach under study against personnel of various levels (District, Block and Village) separately for each agency under investigation. The method score so calculated per respondent was then expressed in percentage on the basis of maximum weightage scores developed for various methods were then pooled and averaged to give the effectiveness score per method of approach used by personnel at considered level of a particular agency. The effectiveness scores in percentage of interagency communication per method of approach is given in table 5.3.
TABLE 5.3

Effectiveness of methods of approach percentage in interagency at different levels.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Level</th>
<th>Effectiveness scores in Percentage</th>
<th>Methods used for approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.D. Block</td>
<td>District</td>
<td>70</td>
<td>Writing, talk, formal meeting</td>
</tr>
<tr>
<td></td>
<td>Block</td>
<td>65</td>
<td>Writing, talk, formal meeting, office call.</td>
</tr>
<tr>
<td></td>
<td>Village</td>
<td>42</td>
<td>Formal and informal meeting, office call.</td>
</tr>
<tr>
<td>MLNFTI</td>
<td>District</td>
<td>68</td>
<td>Writing, formal meeting, talk.</td>
</tr>
<tr>
<td></td>
<td>Village</td>
<td>52</td>
<td>Formal meeting, office call, talk.</td>
</tr>
<tr>
<td>Educational Institution</td>
<td>District</td>
<td>78</td>
<td>Talk, writing, formal meeting telephone.</td>
</tr>
<tr>
<td></td>
<td>Block</td>
<td>50</td>
<td>Talk, formal, and informal meeting.</td>
</tr>
<tr>
<td></td>
<td>Village</td>
<td>65</td>
<td>Writing, talk, formal and informal meeting, office call.</td>
</tr>
</tbody>
</table>

The table 5.3 shows that the type of methods used by personnel for approach. As regards the effectiveness methods used, it is clear that communication was most effective in the Educational Institution personnel at district and village level (78, 65%). Whereas MLNFTI personnel at district and village level 68 and 52 percent respectively. A seventy and sixty five percent effective communication was observed in
C.D. block at district and block level. Communication was, however, observed to be the least effective in C.D. block at village level (42%) indicating thereby that communication was not good. Since the officials of block level were superior in skill over the village one, a better expertise knowledge of higher officials might have helped in securing good communication.

The finding suggests that merely passing out of instruction is not enough. It is necessary to be sure that the subordinates or communicatees really understand the instruction correctly. What is important in this context is the problem of effective communication. Words have different meaning and written instructions are often susceptible to various interpretations. For this, instruction must not only be consultive but it is also essential that counselling be also there to assist to take decisions of their own. This could be possible only when skills and fidelity of communications are best understood by those who are engaged in it.

In formal organizations, social scientists and other interested writers have emphasised about vertical pattern of communication. The observations clearly indicate that under the formal organization like Block and Training institution involved in agricultural development, vertical communication
was found more often than horizontal pattern of communication specially in block administrative setup and usually, the horizontal pattern of communication was involved in educational institutions owing to the higher level of interactions amongst the scientist/subject matter specialist.

The increased vertical communication in block hierarchy may also be attributed because of VDO, ADO(Ag) and BDO on professional basis rather than based on bureaucracy only as BDO is supposed to be the administrator, ADO (Ag) as subject matter specialist and VDO as grass root level worker in the field. The upward pattern of communication was also observed when superiors differentiated professionally, rather than bureaucratically. However, downward pattern of communication was observed increased with the increase of upward interaction. The findings of the study are in conformity with that of reported by Pelz (1966), Yadav (1971), Mathur (1972). Undoubtedly, the intensity of pattern of communication differs with the nature of programmes. The types of communication such as informative, instructive, persuasive and evaluative will also differ in their intensity in different directions based on personnel amongst whom these are occurring, rather than differentiating according to the agricultural development programmes. It was also observed that the communication from lower level to higher level
officials in the block hierarchy had been consistently very poor or inaccurate in comparison to educational organizations. Therefore, the departmental messages must be of the nature of consultative direction and counselling rather than of order and command to make the communication more effective in extension administration.