

## CHAPTER I

### INTRODUCTION

#### PREAMBLE

Communication is the transfer of information from one person to another person. It is a way of reaching others by transmitting ideas, facts, thoughts, feelings and values. Its goal is to have the receiver understand the message as it was intended. When communication is effective, it provides a bridge of meaning between the two people so that they can each share what they feel and know. By using this bridge, both parties can safely overcome misunderstandings that sometimes separate people.

Communication always involves at least two people – a sender and a receiver. One person alone cannot communicate. Only one or more receivers can complete the communication act. The transmission of a message is only the beginning. Several hundred messages may be sent, but there is no communication until each one is received, read, and understood. Communication is what the receiver understands, not what the sender says.

#### 1.1 The Importance of Communication

Communication enables a person to enter into meaningful relations with other persons and exchange experiences with them. Persons often develop themselves on the strength of the relationships they have with others. For a person to attain his/her full growth potential, 'communication' is important and a basic necessity too. This is because human beings need as much to communicate with others to lead a normal and fulfilling life, as they need to eat, sleep, and love. Communication involves an interaction with our environment – physical, biological, and social. A person deprived of communication is one inflicted with suffering. The basic need for communication can perhaps be traced to the process of man's evolution from lower species. Animals, for instance, have to be in sensory communication with their physical and biological surroundings to find food, protect themselves, and to reproduce their species. A loss of sensation – the

inability to hear a predator, for example – can mean loss of life. Similarly, to be lost from primitive social communication – from the pack, the herd, or the tribe – is to be condemned to death. But sensory communication alone was not enough for man to survive. Hence the invention of symbolic communication called language – from non-verbal gestures ... to the verbal and then to the written and printed word; and further on of course, all the technological innovations and advancements for communication. All modes of communication have grown out of the same fundamental desire to express oneself and reach out to others. The human need to communicate remains the same, only the forms change over the years (Kumar, 2001).

### **1.1.1 Communication in Organizations**

Organizations cannot exist without communication. Central to any organization is the communication that happens within and from it (Kumar, 1997). It is one of the most important aspects that allows an organization to be what it is. Without communication employees would not know what their coworkers were doing, managements would not receive information inputs, and supervisors and team leaders would find it difficult to govern and give instructions. Coordination of work would become impossible, and the organization would collapse for lack of it. Cooperation among workers would also be difficult since people would not be able to communicate their needs and feelings to others. Every act of communication influences the organization in some way. Communication helps accomplish all the basic management functions – planning, organizing, leading, and controlling – so that organizations can achieve their goals and meet their challenges. When communication is effective, it tends to encourage better performance and job satisfaction. People understand their jobs better and feel more involved in them. In some instances they would even voluntarily give up some of their long established privileges because they see that a sacrifice is necessary. Such positive responses of employees supports one of the basic propositions of organizational behaviour – that open communication is generally better than restricted communication. In effect, if employees know the problems which their

organization is facing, as also what managers are trying to do to resolve the same, they would usually respond favourably and try to help. Thus, as Simon (1945) said, “Communication is absolutely essential to organization”; and as Bavelas and Barrett (1951) said, “It (communication) is the essence of organized activity and is the basic process out of which all other functions derive”.

### **1.1.2 Effective Administration / Management**

In recent years, through many efforts at readjustment, Management has undergone a tremendous change – a change for self-improvement. In the process of change, one of the major realizations has been that at every point in managerial or administrative activity, communication is involved by implication. Many management consultants now have no doubt that just as the neglect of the positive role of communication led to serious weaknesses in the scientific management of organizations, emphasizing the understanding of the role of communication makes it possible to structure the organization well and control its activities. This approach, then, assumes that a proper organizational structure can be made to emerge from an effective communication system rather than the other way around. Therefore, it would be in the right spirit to say that ensuring appropriate communication is the only way to manage an organization in an effective way. Management is all about getting work done effectively in an organization, and communication is indeed an indispensable tool in enhancing the same. Good communication is the foundation of sound management in all organizations including educational institutes like colleges. In a managerial process, keeping everyone informed is vital; and this can be achieved by sharing information through the various communication channels, techniques, and networks.

As an administrator, it is important to bind people together in the organization to ensure a smooth flow of work – within the designations, groups, activities, duties and responsibilities as assigned. Moreover, as a manager in a pivotal role, with multiple communication linkages; it would be important to discern and identify the appropriate modes of communication to use as also ensure

an effective nature of treatment – in order to deal with different situations as they present themselves in the proceeds of ones job.

### **1.1.3 Communication for College Principals**

Communication has already been defined by us as the basic process of passing information and understanding from one individual to another. For conducting this process, one person alone cannot communicate. It would always involve two persons – a sender and a receiver. In the case of any organization, these two persons are superiors and subordinates, generally a manager and the employee. In colleges, it is usually the principal and his / her subordinates at all levels.

As an organization, a college is quite big in volume and complexity, thus making the instances of interaction and communication more significant. Groups and subgroups of persons in a college set up are large, varied, and multitudinous; and relationships within and among them are more involved and complicated in nature. The success of such organizations running smoothly, largely depends upon the coordination of efforts of all its members, with the College Principals relying heavily on the quality, amount and timeliness of relevant information reaching them. The rest of the organization, in turn, depends upon the efficiency with which the principal can deal with this information and reach conclusions, decisions, etc. It is thus obvious that communication is not a secondary or derived aspect of organization, rather it is the essence of organized activity and forms the very basic and fundamental process out of which, as stated earlier, all other functions are derived.

Numerous management problems arise due to failure in communication or miscommunication. Frequent conflicts between management and subordinates are very often traceable to communication failures. The cost of miscommunication in terms of the time factor, money, and energy involved is, undoubtedly, very high, but what is more alarming is the cost, arising as a consequence of hostility, inefficiency and misunderstanding – which ultimately leads to indiscipline and low morale, resulting in poor productivity, the cost of which could be quite prohibitive

to any organization (Newstrom and Davis, 1998). To avoid such adverse, circumstances, it is important for managerial heads; in the context of this study – College Principals - to be equipped with good personal skills as a sender and receiver of communication. Moreover, developing his sensitivity to language and emotional content of messages, cultivating an ability to overcome communication barriers and being competent enough to tap meaningfully the ideas and experiences of others; would go a long way in enhancing the College Principals effectiveness as an educational administrator.

## **1.2 The Concept of Communication**

Communication denotes a process that is both interactive and purposeful (Kuppuswamy, 1984). The word 'Communication' is derived from the Latin "Communis", which means 'to share', 'to impart', or 'to transmit'. Through communication, people influence the behaviour of one another and unite themselves in groups. Thus, 'Communication' is a means for breaking down the barriers to human integration. It is a means for achieving mutual understanding. Communication implies sharing some information or an idea with another person or group of persons. Thus, in any attempt to define the term "Communication", 'interaction', 'interchange', a 'sharing', and a 'commonness' are ideas that come to the mind immediately.

According to Denis Mcquail (1969), communication is a process which increases 'commonality', but also requires elements of commonality for it to occur at all. There are other factors too such as a shared culture and a common interest which bring about a sense of commonality, and significantly, a sense of community.

Communication, in its simplest sense, is a human relationship involving two or more persons who come together to share, to dialogue, and to commune, or just be together at a time of celebration or mourning. Communication is thus not so much an act or even a process, but rather social and cultural 'togetherness' (Kumar, 2001).

### 1.2.1 Different Contexts of Communication

Communication is a basic instinct of life. It is a fact of life not only for human beings, but also for animals and plants. It is a continuous process, fundamental to the very existence of all. Communication is indeed vital to human survival. Vital because every human society, whether modern or primitive, is founded on the capacity of its members to maintain a working consensus about the social order through communication. As Ashley Montagu and Floyd Matson in their book 'Human Communication' (1979), say, 'Communication is the name we give to the countless ways that humans have of keeping in touch – (not just words and music, pictures and print) – to every move that catches someone's eye and every sound that resonates upon the ears.

Communication is not limited to human being alone. Animals, birds and bees, they all communicate by singing, croaking, and by the other sounds and gestures they make. They also communicate through visual and olfactory signals.

Communication is a social, political, economic and cultural need of human beings. It is a social need for the articulation of individual and community needs. It is essential politically to create and inform politically enlightened public opinion. The economic needs served by communication are in extension and transfer of technology, in the modernization and development process. *Culturally, communication is a means of individual and community expression, discovery and enrichment and recreation. Communication includes all methods of disseminating information, knowledge, thought, attitudes and beliefs through such media as modern mass media, traditional media such as a puppet show, and interpersonal media.*

The authors of the book *The Human Communication* quoted earlier see Communication as more than just media and message, information and persuasion. "Human Communication... also meets a deeper need and serves a higher purpose. Whether clear or garbled, tumultuous or silent, deliberate or fatally inadvertent, communication is the ground of meeting and the foundation of community. It is, in short, the essential human connection". Giving another angle to Communication, W.S. Cardon, a leading Kinesiologist (student of body language) says that

interaction within a culture is governed not so much by language but by 'body synthesizers' set in motion almost immediately after birth and therefore are conditioned by culture. Communication is, therefore, not a matter of 'isolated entities sending discrete messages' back and forth; but a process of mutual participation in a common structure of rhythmic patterns by all members of a culture.

Further, communication is viewed by Montagu and Matson (1979) from yet another angle : "*Communication is the form of interaction that takes place through symbols. The symbols may be gestural, pictural, plastic, verbal or any other which operate as stimuli to behaviour which would not be evoked by the symbol itself in the absence of special conditions of the person who responds*".

Thus, Communication is a multi-faceted activity and a term that has several meanings. It encompasses all forms of expression for serving the purpose of mutual understanding.

### **1.2.2 Better Communication**

Much emphasis is now placed on positive communication, and it is indeed a very important thing in management or administration. It is crucial though, not to communicate until the time is right. For example, planned changes in connection with reorganization, placement of staff or personnel, or promotion policies should not be announced prematurely. Plans at experimental stages should be kept under wraps. At a supervisory level, plans and programmes being brain stormed or considered, should not be announced outside of management levels. The timing of communication is very important to enhance better or appropriate impact. Particularly in organizational settings, when changes are in place, or plans and programmes are complete and final, only then should they be transmitted to those persons affected by them. Premature release of information may cause needless morale or other upsets. The following could be some of the other reasons for communication confusion or break down (Kumar, 1997) :

- When the receiver hears what he expects to hear.
- When the sender and receiver have different perceptions.

- When words mean different things to different people.
- When the emotional state of the receiver conditions what he hears, and
- The sender does not know how the receiver perceives the situation.

Some of the above limitations and other barriers can be overcome to enhance better communication by practicing some of the following tips :

- Maximising and utilizing feedback by using many channels of communication.
- Using more face-to-face communication.
- Being sensitive to the world of the receiver.
- Being aware of symbolic meanings.
- Timing messages carefully.
- Reinforcing words with action, and
- Using direct and simple language.

Better communication can raise aspirations and project a more meaningful future in the present. It can also raise awareness, meet information needs, and reinforce existing beliefs. Good communication can motivate towards better performance of ones duties through promise of self-gratification or reward. In institutes where there is a free flow of communication there is work efficiency and a clearer perception of goals, as also a greater possibility of goal realization. And most importantly, there is a greater acceptance of communication messages which are adapted to the psychological predisposition of the audiences, and where there is constant monitoring and adaptation of messages to feedback.

### **1.2.3 Communication Link to Organizational Effectiveness**

As early as 1938, Chester Barrant observed that in any organization, communication occupies a central place, because the structure, extensiveness, and the scope of the organization are almost entirely dependent on communication techniques. It is one of the most important aspects that allows an organization to be what it is. There would really be no organization if all the forms of communication are removed from it. Research studies have revealed that depending upon ones position within an organization, communication forms about fifty to ninety percent of activity of the working day. Poor communication causes tensions, anxieties and

frustrations which have a dramatic effect upon the general atmosphere of the organization and the employees mental and physical state in particular. The low morale further leads to decreased productivity and lagging output. Thus, communication is directly linked to organizational effectiveness and plays a significant role in enhancing the same (Mcphee, 1985).

### **1.3 Communication in Educational Administration**

'Communication' is one of those words like 'Organization' : it is not easy to define (Ludlow and Panton, 1995). One way of looking at it is as 'an interpersonal process of sending and receiving symbols with meanings attached to them'. It is therefore supposed to result in the exchange of information and shared understanding between people. So a measure of the effective management of interpersonal communication is that information is passed, and relationships are built. The success of information passing depends on the nature and quality of the relationship between the persons involved. People tend to experience personal satisfaction when communicating and interacting with friends, relatives and others they know well; in fact – with people with whom they feel comfortable they don't feel the need to be guarded because of the way they manage their relationships with each other. But managers frequently have to work with others with whom they have not developed close relationships – in order to achieve organizational objectives. Misunderstandings often lead to disagreement, conflict and mistrust; which in turn may result in lack of cooperation and an unhealthy work climate. People may be polite to each other, and may appear outwardly cooperative. But because of the underlying interpersonal problems which remain undealt with, the quality of 'communication' and ultimately the work output suffers.

Moreover, an organization consists of a number of people, and it involves interdependence. People are interdependent when the behaviour and performance of an individual affects and is affected by the behaviour and performance of others. Relationships between colleagues then – become more critical to the success of the organization as information would have to be transferred and integrated across internal boundaries. So, as a manager's role in gathering and passing information

increases, his skills as an interpersonal communicator will determine his effectiveness.

Thus, communication consists of transfer of information and understanding between departments and people within an organization (micro-level); as well as outside of it. Reaching out to people outside of the organization is also an important managerial / administrative function. For such macro level communication requirements the mass media become the vehicles of information transfer.

Hence, an understanding of communication concepts and the sharpening of communication skills would be critical to be an efficient Manager / Administrator of a successful well-run organization.

Pointers are certainly towards the requirement of a 'Communication Audit'. The Communication networks which the Educational Administrators use or are linked to – from the simple postage material to the modern electronic internet, or the government machinery; as well as all modes / types of communication – viz. intra, inter, group and mass communication – all need to be identified. Further, the loose chains in these linkages if tied together and strengthened – would certainly lent substance and credibility to the effort towards helping Educational Administrators like College Principals and many others attain proficiency in the performance of their delineated roles.

### **1.3.1 Communication Skills for College Principals**

Communication awareness and skills for College Principals can be enhanced in terms of their conceptual understanding of 'Communication' and 'Organizational Communication', as also skills per se for written and oral communication, and use of technology in communication. Consequently, with consistently manifest effective communication on their part, the College Principals as administrators would enjoy better interpersonal relations, respect and support of the subordinates; and an overall healthy and good-spirited atmosphere would prevail in the organization – leading to good and meaningful work output.

An administrator or manager who seems, almost intuitively, to say the right thing at the right time, is actually exercising skills. Putting into practice some basic principles of communication would also help College Principals enhance communication performance. Few such principles of good communication are listed below (Kumar, 1997) :

- Seeking to clarify ideas before communicating.
- Examining the true purpose of each communication.
- Considering the total physical and human setting before communicating.
- Consulting with others, where appropriate while planning the communication.
- Being mindful while communicating of the overtones as well as the basic contents of the messages.
- Taking the opportunity whenever possible to convey something of help or value to the receiver.
- Following up the communication.
- Communicating while keeping in mind a perspective for at least the near future.
- Making sure that actions support the communication, and lastly
- Seeking to be not only understood but also to understand by being a good listener.

College Principals, of course, need to enhance communication skills necessary to be active and effective administrators. They should be equipped to take appropriate action vis-à-vis the different situation they face in the proceeds of their work. The communication challenges typically faced by College Principals have to do with oral and written communication, as also effective communication networking for all activities within and outside the educational institute they head – falling in the purview of their job.

### **1.3.2 Self-Learning through a Communication Module**

Research in the field of Education has established the usefulness of comprehensive modules in enhancing 'learning' in particular target groups. 'Need based' modules, are known to encourage creative learning, bring about desirable changes in knowledge, attitude, and skills (which ultimately help in solving problems); and also help create and sustain interest among learners. Moreover, it is now essential for organizations to remain 'learning' organizations – where the employees keep taking courses and programmes to better their qualifications and performance. It is important for professionals to learn from mistakes as well as the experiences of others, keep abreast with the information media, and (ultimately) make it good in ones career in shorter time spans. In most organizations, employees are encouraged to attend seminars and conferences, but it is often not possible for all to take advantage of them and gain awareness or relevant new information. It is thus important that self-instructional material be developed vis-à-vis learning requirements.

A 'Communication Module' could help fill in the loose or missing links in the communication abilities of the College Principals – which in turn would lead to healthy and more effective communication networking on their part – enabling them to perform efficiently and optimally at their job. A self-contained, self-explanatory module could facilitate self-learning at their own pace since College Principals do keep busy round the year.

### **1.3.3 Setting of the Study : The Gujarat University**

Principals of colleges face an uphill task in terms of communication performance since they have to interact with hundreds of people at different levels as also dispense communication of the required type to higher authorities, co-staff, subordinates, students and others. The main problem they face is of maintaining amicable interpersonal relations particularly while putting across their problems, as also with communication articulation – both oral and written for different purposes as appropriate. The researcher decided to consider College Principals as the target group for the study, and the Gujarat University was selected for the purpose of carrying out the research owing to its proximity to Baroda, as also since its

infrastructure and setting of colleges suited the purpose of the study. Moreover, Gujarat University being the largest affiliating University of Gujarat, the methodology evolved in terms of sampling and data collection (i.e. working with College Principals) could best be implemented at the colleges here.

The University headquarters in the Navrangpura area of Ahmedabad covers a land-estate area of 260 acres. It was against a background of adventure and spirit of self-sacrifice that Gujarat University had been conceived since the nineteen twenties in the minds of public-spirited and learned men like Gandhiji, Sardar Patel, Acharya Anandshankar Dhruva, Dada Saheb Mavlankar, Kasturbhai Lalbhai and many others. It could not, however, actually take birth till after the achievement of Independence, when in 1949 it was incorporated under the Gujarat University Act of the State Government as a 'teaching and affiliating University as a measure in the decentralization and reorganization of the University education' in the then Province of Bombay.

During the course of its life of over 50 years the University has seen the rise of seven more Universities in the State, viz., the Sardar Patel University, Saurashtra University, Bhavnagar University, South Gujarat University, Gujarat Ayurveda University, Gujarat Agricultural University and North Gujarat University. Even so, the Gujarat University is the largest university in the state catering to the needs of higher education of more than 1.8 lakhs of students scattered over 188 Colleges, 15 recognized institutions and 23 approved institutions. There are 34 Post-Graduate University departments and 213 P.G. Centres.

Gujarat University is an affiliating University at undergraduate level, while it is a teaching one at post-graduate level. Indeed, the responsibility for post-graduate instruction has been statutorily given to the University, and accordingly it has evolved a plan of co-ordinated instruction under the direct control and supervision of the University so as to ensure efficient and diversified instructions. The University also offers good library and health centre facilities.

The Gujarat University is run by an Academic Council and an Executive Council whose members are drawn from the Education fraternity of the university with the Vice Chancellor being the ex-officio chairperson of both the councils, and

a 'Court' whose ex-officio members include the Chancellor (Governor of Gujarat), university officials, as well as persons from the government and corporation machinery and nominees from the society at large (Gujarat University Diary, 2001-2002).

#### **1.4 Rationale for the Study**

If one looks at organizations today, whether they be schools, colleges or any other; it becomes clear that the required communication performance to be effective managers is sometimes difficult to enhance owing to different reasons – which could simply be coined as 'problems'. In reality, one of the greatest challenges as a manager is that other people are different from the way one is. Two of the basic differences between people are personality and perception. These differences cause people to behave differently towards others in different situations, and cause communication problems. There could also be external problems like those of 'out-reach' or having to meet with certain societal / market situations which would require an awareness or knowledge of the media and communication skills. These problems manifest at different levels in different ways and create dysfunction and inefficiency in running of the organization. It is possible to overcome these problems by acquiring and enhancing the required communication knowledge and skills for becoming efficient educational managers – for the betterment of the field of education and the larger interest and well-being of the society as well. The solution may lie with the Educational Administrators themselves. They would have to gear-up and take relevant courses / training programmes to re-equip themselves with the required newer qualifications and experiences.

In light of the ideas discussed above, the researcher thus proposed to develop an Instructional Module in Communication which would be useful for Educational Administrators (Educational Administrators here – refers to College Principals -; who indeed – shoulder major responsibilities of Educational Administration)

The College Principals have major responsibilities in terms of planning, coordinating, communicating, maintaining human relations, evaluating performance and giving feedback, resource mobilization, and above all handling the financial matters. The leadership qualities and the general personality traits of the College Principals contribute a lot to the overall organizational climate of the institution since all manifest performance is hinged on the role that they play within the framework of the managerial needs and requirements. The overall competence and enhanced communication skills of the College Principals in performing that role would to a great extent determine their overall efficiency.

Thus, in the complexity of today's interrelatedness in all spheres of academics and professional as well as social activity, 'Communication' has indeed become a key word; and the need for research and development in this area has thus become an imperative concern.

'Communication' is indeed one of the most overlooked aspects of educational administration and teaching, yet it is fundamental to all organizational life, particularly life in educational institutes. Thus, review of the concept of 'Communication' in the context of formal and informal systems of the same in educational organizations; and academic and practical work related to the teaching and learning of 'Communication' would be of great significance and help in plugging the research gap, thereby contributing a lot to the field.

If one were to work in this area then would it not be pertinent to look at the actual 'role' that educational administrators play in the purview of their job? And what exactly are their needs in 'communication'? How equipped are they to combat the demands of their duties and responsibilities, particularly in context of their communication abilities? And how useful really would a self-instructional module in communication be to them to help enhance their communication skills? In light of the above research questions, the researcher formulated her study.

### **1.4.1 Statement of the Problem**

The statement of the problem is thus articulated as under .

**“Development of a Self-Instructional Module  
to Enhance Communication Skills of College  
Principals”.**

### **1.4.2 Objectives of the Study**

Stemming from the above rationale, the objectives of the study were drawn as follows:

- 1.) To do a ‘Role Analysis’ of College Principals
- 2.) To identify the Needs of College Principals in ‘Communication’.
- 3.) To develop a Self-Instructional Module in ‘Communication’ for College Principals.
- 4.) To administer the Self-Instructional Module in ‘Communication’ to the College Principals for self-study.
- 5.) To evaluate the usefulness of the module through self-appraisal and feedback by College Principals

### **1.4.3 Operational Definitions**

For the purpose of this study, the following are the operational definitions of the key words from the statement of the problem under consideration for research .

- 1) Self-Instructional Module :

‘Self-Instructional’ means self-explanatory, self-contained material for self-study including progress-check questions and self-assessment exercises for the purpose of self-learning. There are three ways of preparing self-instructional educational material. One is the linear type of programming based on the B.F. Skinner’s theory of operant conditioning, the second is the branching type of programming based on Norman A. Crowder’s theorization, and the third is the modular type of programming. For this study, the material is in printed book form and is called the ‘module’

The module is self-contained and consists of two sections, which are further divided into units and segments as appropriate to the content. The components and sequencing of the module is as follows : Section 1 deals with the 'Conceptual Understanding of Communication', while Section 2 deals with 'Organizational Communication and its Dynamics'. Section 2 is further divided into four units viz. A.) Understanding Organizational Communication, B.) Oral Communication, c) Written Communication and D) Use of Technology in Communication. Both the Sections comprised detailed segments which provided information on particular delineated areas with the help of theoretical content which included models, graphics, illustrations and examples as required. Progress check questions were included to help them determine how much they had understand and could recall, and self-assessment exercises would help them analyse their own personality traits and routine managerial and communication habits which they may otherwise be taking for granted. References for further reading are also given at the end of the module to help the learners pick up more on the subject areas that may have interested them. Clearly, management and communication skills cannot be acquired through reading and understanding of theorization alone, and hence this activity based module would indeed be useful to college principals to gain information and the much needed practice of what they learnt through the assignments provided – thereby eventually, enhancing their manifest communication skills.

## 2) Communication :

A process which is both – interactive and purposeful, a constant social interaction between an individual and the society for the mutual satisfaction of needs. For this study, communication is considered as the transaction that is essential between the College Principals and his higher-up officials, co-staff, subordinates, students and others. The interaction may include oral, written, or any other form of communication including the use of technology for the same. The 'communication module' developed for the purpose of this study includes conceptualization, theorization, information and applications for gaining

knowledge, understanding and skills for communication enhancement and performance.

This thesis consists of two volumes :

Volume 1 comprises all the Chapters as follows -

One, the Introduction; Two, the Review of Literature; Three, the Methodology; Four, the Role Analysis of College Principals; Five, the Needs Assessment Survey Analysis; Six, the Development, Implementation, and Evaluation of the Module; and Chapter Seven, the Summary and Conclusion.

Volume 2 of this thesis is the 'Self-Instructional Module' developed for the study- comprising two sections : Section One contains all the segments pertaining to the conceptual understanding of communication, and Section Two is divided into four units containing information as follows : Unit A – Understanding Organizational Communication; Unit B – Oral Communication; Unit C – Written Communication; and Unit D – Use of Technology in Communication.

Annexures to both the volumes of the thesis have been appended as required.