CHAPTER - 1

INTRODUCTION

1 BACKGROUND

Information is a key resource in every sphere of life today. Education is no exception, the teacher and the student, both need it. Literature is required as source material to support teaching and learning. Printed source material has existed since long time. Now we have it in various non-print forms also. Information Communication Technology (ICT) has brought in revolutionary changes in the information arena right from its production to storage to transmission. It has made the processes in the information life cycle easy, speedy and cheap. The major change that ICT has brought in is the interactivity in information that is useful in teaching-learning. The developments in ICT have enabled the learner to learn from the teacher outside the classroom at her/his own pace. It also allows the learner to save the lecture delivered by the teacher for use later.

The static, one-dimensional availability of thoughts in print are now available dynamic, in different media, even integrated making thoughts to be conveyed easily and effectively. Source material plays an important role in teaching, more so in distance education when the teacher is at a distance from the student. LIS learners need to be more aware of Multi-media resources as they
need to serve these to their users and also make them aware of these resources once they are in the profession.

In this era of ICT, education is passing through a phase of multidimensional change in delivering instruction to the learners. In distance education, media has revolutionised the process of teaching and learning when the learner and teacher are at a distance. Educational content passed on to the learners through Multi-media e.g. print, radio, TV, etc. and the interactive instructional system have changed the teaching-learning process. Introduction of ICT in distance education has made possible to receive and retrieve the curriculum based instructions from a distance easily and fast. It has helped in increasing the involvement and participation of learners in their studies.

The present study on “Use of Multi-media Resources by the Library and Information Science Distance Learners of IGNOU: A Case Study of Delhi Region” is an attempt to understand the status, use, importance and benefits of Multi-media resources provided by Indira Gandhi National Open University to the BLIS and MLIS in Delhi region.

**STATEMENT OF THE PROBLEM**

For the first few years, the open universities in India did not have the Multi-media resources for their learners except print material and face to face counselling. The universities/ institutions provided only print material to support and facilitate their learners. All the open universities with the advent of ICT in India started providing Multi-media resources to their learners for easy
completion of their programmes of study. Thus, it is time when the IGNOU learners especially in the field of LIS use the Multi-media resources for the effective completion of their studies. The main aim of distance education is to deliver education to learners, who are not physically on site or in plain words education at the door step of learners. IGNOU and other distance and open universities are facilitating their learners by providing instructions through Multi-media and spending a large amount of money on these resources. In such a situation it is important to study their use by the learners in the country. The questions that need to be proposed are: whether the learners use these resources? Are these resources easily available to the learners? Are these resources truly helpful to the learners? and so on.

All such questions, indeed, need a rationale and a logical answer. Therefore, the statement of the problem is “Use of Multi-media Resources by the Library and Information Science Distance Learners of IGNOU of Delhi Region”

2 OBJECTIVES

The objectives of the study are to:

1 know the usage of Multi-media resources provided by IGNOU to its LIS learners under study;

2 make a comparative study of the usage of Multi-media resources of IGNOU by the BLIS and MLIS learners under study;

3 find out the Multi-media resources popular among LIS learners under study;
know the opinion of LIS learners regarding helpfulness and usefulness of Multi-media resources in preparing for university examinations, as well as for interviews etc;

know the suggestions of LIS learners regarding development, improvement of Multi-media resources of IGNOU and

know the opinion and rating of the LIS learners under study regarding Self Learning Institutional Material give a feeling that the teacher is communicating with the learners.

4 **HYPOTHESES**

1. There is no significant difference in the usage of various Multi-media resources between the BLIS and MLIS learners.

2. There is no significant difference in the usage of Multi-media resources between the male and female LIS learners.

3. There is no significant difference in the usage of Multi-media resources between the rural and urban LIS learners.

4. There is no significant difference in the usage between SLIM and other Multi-media resources by the LIS learners.

5. There is no significant difference in the usage of various Multi-media resources between the employed and unemployed learners.

6. There is no significant difference in the usage of tele-conferencing and IRC by the LIS learners.
7. There is no significant difference in the usage between audio/video cassettes and telecasted educational programmes of IGNOU by the LIS learners.

5  SCOPE OF THE STUDY

Ever, since man started to record information and store it for future use, the form of information recording, storage maintenance, and channel for its usage underwent drastic changes. The invention of paper and printing multiplied the diffusion of information. Information and communication technology has revolutionised the world and computers are playing an increasingly vital role in every aspect of our day to day life. The role of open universities in education and research demands the learners to make better use of traditional information resources and to develop new methods to access the information through variety of resources. Simply Multi-media is the combination of multi-medium, “multi” means many or more than two and “media” is the plural form of medium. Thus Multi-media can be defined as many media such as print, audio, video, graphics etc.

In this study self learning instructional material (SLIM), Gyan Vani, Gyan Darshan, Interactive Radio counselling, teleconferencing, face to face counselling, and practical work, audio and video cassettes have been taken for research purpose as Multi-media resources for learners of IGNOU. The present study includes the use of Multi-media resources by the library and information science distance learners of IGNOU in Delhi region. Further only BLIS and
MLIS learners enrolled in July 2007 batch in Delhi region has been chosen for the study.

6 OPERATIONAL DEFINITIONS OF THE TERMS USED

1 Assignments: Work produced by learners and communicated to the by counsellors for purposes of interaction and evaluation.

2 Blogs : Interactive webpages for online communications.

3 Counselling : Counsellors face to face interaction with the learners giving direction or advice for importing educational inputs.

4 Counsellors : Specialists in particular subjects who help individual learners for academic or personal problems during their course.

5 Distance education : A method of imparting education through distance mode.

6 Gyan Darshan : A satellite based television channel devoted for educational and development programmes launched jointly by the Ministry of HRD and Prasar Bharati, with the Indira Gandhi National Open University (IGNOU) as the nodal agency.

7 Gyan Vani : An educational FM Radio network operating through several FM stations from different places in the country.

8 IRC : Counselling through radio with interaction facility/ provision for both ways.
Learner: A person enrolling himself/herself for obtaining degree/diploma in distance mode of education.

Multi-media: Using several different ways of giving information or several different materials.

SLIM: Printed material designed to support the learners in self instructional style.

Teleconferencing: A live exchange and mass articulation of information among persons and machines remote from one another but linked by a telecommunication system, usually over a phone line.

7 LIMITATIONS

(i) The study is limited to the one year use of Multi-media resources and thus, examines the use of Multi-media resources only at the time of study.

(ii) The data obtained is truly indicative of the group of the LIS distance learners under study only.

(iii) The response of the learners is assumed to be sincere and candid.