CHAPTER – 8

FINDINGS, CONCLUSION AND SUGGESTIONS

FINDINGS

The study “Use of Multi-media Resources by the Library and Information Science Distance Learners of IGNOU: A Case Study of Delhi Region” a survey research based on questionnaires administered to BLIS and MLIS students of IGNOU in Delhi, revealed the following:

- Majority of the learners are unmarried.

- Female learners have a higher enrolment in IGNOU LIS programmes than the male learners.

- The majority of the learners belong to the age group ‘upto 25 years’ of age.

- English is the preferred medium of instruction adopted by the LIS learners.

- Learners from urban areas are higher as compared to those from rural areas.

- In BLIS programme majority of the learners are employed but most of the MLIS learners are unemployed.
- B.A. as the basic educational qualification is possessed by maximum LIS learners. M.A. is the second most academic degree possessed by the learners.

- Among the various Multi-media resources, SLIM is the highest used Multi-media resource.

- 47.7% MLIS learners have never used audio-video cassettes and CDs.

- 54.1% MLIS learners and 78% BLIS learners have not used teleconferencing even once in the entire course period.

- 90.8% MLIS learners and 95.9% BLIS learners feel that the SLIM is the most useful Multi-media resource.

- 97.2% MLIS learners and 95.1% BLIS learners feel that face to face counseling is the most useful multi-media resource.

- When face to face counseling is compared with the SLIM, it stands at the second position.

- Various MLIS courses in SLIM have been rated by majority of the learners as excellent.

- The various BLIS courses in SLIM have got mixed remarks. Some of the courses are rated excellent and others rated as good or very good.

- The instructional value of SLIM is partially self instructional as opined by majority of the learners.
- SLIM cannot always be a substitute for the teachers. Majority of the learners feel some times it may be the substitute of the teacher.

- The self check exercises are helpful for MLIS and very helpful for BLIS learners as opined by the learners.

- The data reveals that BLIS learners visit their study centres regularly, every week whereas MLIS learners are not regular visitors, majority of them visit their study centres monthly.

- 80.7% MLIS and 64.2% BLIS learners are aware about the availability of audio and video cassettes at the study centre. But only 50% have ever used these audio-video cassettes and CDs.

- The video cassettes entitled ‘Inputs of IT: LIS’, is the highest used video cassette by the MLIS learners.

- ‘Subject Cataloguing’, is the highest used audio-cassette by the BLIS learners.

- “Dewey Decimal Classification Part VIII” is the highest used video cassette by the BLIS learners. The video cassette on ‘Library Cataloguing’ has the lowest percentage of usage.

- Mobile phone has the maximum availability among the BLIS learners followed by television set at the home. As the data reveals that telephone has the maximum availability, among the MLIS learners followed by mobile phone.
- Radio, television and telephone are the maximum used multi media devices at home by the learners. The learners use Internet at office.

- Most of the maximum MLIS learners rate the language of the Gyan Darshan programme ‘very good’. But BLIS learners have no comment on any aspect of the Gyan Darshan Programmes.

- Majority of the learners have no comment on any aspect of the Gyan Vani programmes.

- Tele conferencing is not so popular among the LIS learners and majority of the learners have not given any comment on its various aspects.

- Interactive radio counseling also has the same fate. Majority of the learners have no comment, some of the learners have rated its aspects either as ‘good’ or ‘very good’.

- Majority of the learners attend counselling sessions regularly. Learners feel that the time devoted to counselling is sufficient and their maximum doubts are clarified by the counsellors. As regards the counsellors’ presence during the counselling sessions, majority of the learners have responded that the counsellors are regular in their timings.

- The compulsory seminars in MLIS are helpful as responded by the majority of the learners.

- A large group of learners (90%) feel that internship is needed in both the courses (e.g. MLIS and BLIS) for one month.
- 90.4% and 91.9% MLIS and BLIS learners respectively feel that internship will affect their performance at the workplace.

- 100% MLIS and 98.4% BLIS learners have used SLIM for completion of their assignments.

- 53.2% of the MLIS learners use books and 66.7% of the BLIS learners use journals other than the resources provided by IGNOU for their studies. CD-ROM databases have been used by very low percentage of learners.

- 70.6% MLIS learners feel that IGNOU LIS Multi-media resources are helpful for qualifying the UGC-NET examination.

**Findings related to the Hypotheses**

The null hypotheses, which were proposed in the beginning of the study, and tested later, using the data collected by means of questionnaires, reveal the following significant relationships:

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

The hypothesis does not hold true. There is a significant difference in the usage of various Multi-media resources between the BLIS and MLIS learners. However, SLIM is the highest used resource by both the groups.

**Hypothesis – 2:** There is no significant difference in the usage of Multi-media resources between the male and female LIS learners.
The hypothesis holds true for the usage of only SLIM by male and female MLIS learners. The hypothesis does not hold true for the usage of all other Multi-media resources by male and female learners of both the groups.

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

The hypothesis holds true for the usage of counselling by urban MLIS learners. In case of rural BLIS learners it does not hold true except Gyan Vani usage. It is also not true for MLIS rural learners and BLIS learners for the usage of all Multi-media resources.

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

The hypothesis does not hold true in the usage of SLIM and other Multi-media resources by all learners.

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

The hypothesis holds true for the usage of SLIM, audio cassettes, video cassettes, counselling, practical work, Gyan Vani, IRC, Gyan Darshan and Teleconferencing by MLIS employed learners. It does not hold true in the case of MLIS unemployed learners and BLIS employed learners. The hypothesis also does not hold true in the usage of BLIS unemployed learners except Gyan Vani and Teleconferencing Multi-media resources.
**Hypothesis – 6**: There is no significant difference in the usage of teleconferencing and IRC by the LIS learners.

The hypothesis does not hold true for the usage of both the Multi-media resources by the group of BLIS and MLIS learners. There is a significant difference in the usage of these resources by both the groups of learners.

**Hypothesis – 7**: There is no significant difference in the usage of audio/video cassettes and telecasted educational programmes of IGNOU by the LIS learners.

The hypothesis does not hold true for the usage of audio cassettes, video cassettes and Gyan Darshan programmes by MLIS and BLIS learners. So, there is significant difference in the usage of above Multi-media resources by all learners.

**CONCLUSION**

On the basis of the findings derived from the data analysis the following conclusion may be drawn:

To conclude the findings on the basis of the data analysed it can be said that most of the LIS learners are unmarried, female and in the age group ‘up to the age of 25 years’. Most of the learners are from urban areas. The less registration of the learners from rural areas in the study may be because of the fact that it is limited to the LIS learners of Delhi region only. The medium of instruction opted by the large number of learners as English may also be due to the same reason. The data reveals that before joining BLIS the rate of employment among the learners is higher as compared to the MLIS learners.
One of the reasons may be need of the BLIS degree for the purpose of promotions among the lower cadre library staff in various organizations. IGNOU being an open university is most preferred by the working LIS personnels rather than the freshers. Thus the rate of employment before joining the LIS programme is higher among the BLIS learners. As far as the academic background of the LIS learners is concerned the majority of the learners are from humanities and social sciences rather than the pure and applied sciences.

Among the different Multi-media resources provided by IGNOU, SLIM is the highest used and teleconferencing is the least used resources by the learners. The one reason for the usage of SLIM is its availability among the learners, the quality and consolidation of its subject contents and various helps provided in the SLIM. Another important resources which is used by the learners is face to face counselling because counselling session provide an opportunity to the learners to clarify their doubts from the counsellors in an interpersonal environment. On the other hand Gyan Vani, IRC, Gyan Darshan and teleconferencing are least popular among the BLIS learners. The reason for their low popularity may be the lack of interest among the learners for using advanced technological resources as compared to the traditional ones. The detailed analysis of the SLIM course booklets shows the excellent rating by the MLIS learners. Most of the unconsiderable percentage of learners has negatively rated for the SLIM. The SLIM is the only resource which has been considerable by the learners as the replacement of counsellors. No other Multi-media resource is put in this category.
The modern devices which are available in the houses of majority of the LIS learners are mobile phone, Telephone and TV sets. Internet is least available device at the homes of learners. Since the counselling sessions are scheduled on weekly basis thus the maximum learners visit study centres weekly. There are very few learners who have not visited the study centre even once during the entire programme. The learners who visit the study centre are aware about the availability of audio-video cassettes, CDs and other Multi-media resources of IGNOU. The insight analysis reveals that there is no audio cassette and CDs for MLIS programme. Approximately 33% BLIS learners use audio-video cassette and CDs at the study centre. The video cassettes or CDs produced by IGNOU do not cover the IT and ICT component of the course material including the study of library softwares. This may be because the syllabus for BLIS and MLIS are revised continuously but the production of audio-video cassettes and CDs is not revised accordingly. Therefore the available audio-video cassettes and CDs are either obsolete or out of context to the prescribed syllabus of BLIS and MLIS. As the data reveal the internet is the least available device with the learners thus computer and internet facility is highly used at the study centre.

IGNOU Multi-media resources produced for telecasting, broadcasting and IRC are least used by the learners because of unawareness, unavailability of facility at the study centres and timings of telecasting and broadcasting of these programmes. Most of the learners found these programmes inconvenient. The opinion of the learners for counselling session is that these are essential and maximum of their doubts are cleared by the counsellors during the counselling
sessions. In addition to the counselling the learners feel the need of internship as a part of LIS programme for better performance at their work place. During the internship the freshers will get an exposure of real time working in a library and information centre and the in-service learners will have the opportunity to perform the professional task other than their normal routine jobs which they often perform in their organisation. The study points out that the LIS learners do not use only IGNOU Multi-media resources but the other books, Journals and CD-ROM databases are also consulted to successfully complete their programmes.

SUGGESTIONS

Some suggestions for improvement in the usage of the Multi-media resources by LIS learners can be given on the basis of observations during the data collection and discussions with counsellors. These are:

- Personal access to Multi-media resources like SLIM, to the learners would lead to an increase in their use and popularity. Audio and video lessons can be provided as CDs along with the course material to the learners.

- The contents of various audio and video lessons should be updated regularly. New such lessons can be provided on the basis of feedback from learners as well as counsellors.
- The language, content, duration and presentation aspects of Gyan Darshan, Gyan Vani, Teleconferencing and IRC may be reviewed from time to time to make them more useful.

- Regional/study centres must be provided with latest computers and other equipments with Internet facility to be used by the learners, if possible all the days of the week.

- As the mobile phones are available with the maximum number of learners SMS alert service for notices, circulars, important dates and e-mail addresses with telephone numbers may be started by IGNOU for the learners.

- The attendance in counselling sessions may be made mandatory with minimum fixed percentage for making the learners eligible to appear in the term end examinations.

- Feedback system from learners on a fix periodicity may be introduced to get closer to the learners.

- Audio-video and other course material may be uploaded on the internet to be used by the learners at any time and place. IGNOU videos are available on You tube and SLIM on e-gyankosh but access is difficult that needs to be made easy.

- IGNOU should develop and maintain course wise dedicated web-sites and wikis for more precise, quick and relevant information to the learners.
- The orientation programme of learners should be conducted programme wise not combined with other programmes.

- The facility to contact the subject experts may be provided to the learners on pre-decided days and dates to clarify their doubts.

- A database of e-mail addresses of learners as well as faculty members with local counsellors may be circulated to the learners for clearing their doubts and difficulties.

- E-mail alert service on the model of SMS alert service should be introduced by IGNOU.

- Blog and bulletin board service should be introduced by IGNOU LIS faculty to interact online with LIS learners.

- IGNOU library should allow access of their digital collection to the LIS learners through web.

- In addition to interactive radio counselling and tele conference facility. IGNOU faculty members should visit the study centres for conducting the open session on the related topics as per pre-decided scheduled.

- There should be a provision of ‘drop boxes for learners’ suggestions at least at the study or programme centres.

- IGNOU should put more advertisement of their multi media resources at prominent places through important channels, newspapers, hoardings, etc.
- All IGNOU regional centres should be equipped with FM radio studio facility linked with the study and programme centres so that new educational programmes like talks on specific subject, panel discussion or interactive radio counselling may be produced for the local learners in their regional languages.

- IGNOU should schedule the telecasting and broadcasting of their programmes round the clock on all the days i.e. 24x7x365.