Preface

Information and communication technology has led to a paradigm shift in the processes and practices of higher education. It is playing an important role in productive and relevant learning. Making education accessible to all requires that it is made flexible and financially affordable for the learners. According to the UNESCO 2009 world Conference on higher education report prepared by Altbach, Phillip G and Others “Distance education represents an area of enormous potential for higher education system around the world struggling to meet the needs of growing and changing student populations. The distance learning landscape has been transformed by ICTs, allowing for real growth in number and types of providers, curriculum developers, modes of delivery and pedagogical innovations. It is extremely difficult to calculate the number of students engaged in distance education worldwide but the existence of nearly 24 mega-universities, a number of which boast over one million students, speak to a quantitatively significant phenomenon.”

Distance education is cost effective and flexible. It removes the restriction of location and time needed for pursuing specific educational programmes. The effective utilisation of distance education has led to rapid expansion of educational facilities for the learners. ICT has made learning and the delivery system more learner centred has also directly influenced learner-teacher interaction. Therefore, it
is natural that when one thinks of flexible and open distance education, one has to think in terms of ICT enabled education.

IGNOU being the first central open university in India is utilising various multi-media resources for the delivery of its educational programmes. The multi-media resources used by IGNOU for LIS learners include SLIM, IRC, Tele conferencing, face to face counselling, Gyan Vani, Gyan Darshan etc. The present work reports the utilisation of various multi-media resources of IGNOU by LIS learners in Delhi region. The study has been divided into the following chapters:

Chapter – 1 : provides a general introduction to the topic under study objectives and states the hypothesis.

Chapter - 2 : covers the review of related literature relevant to the topic of study.

Chapter – 3 : reveals the detailed account of the concept, definition and meaning distance education. It also covers the generation and components of distance education.

Chapter – 4 : covers the research methodology used to conduct the present study. The various components related to research methodology like research design, data collection tools, data analysis and limitation of the study etc. have been detailed in this particular chapter.
Chapter – 5: deals with distance education and IGNOU in particular. It provides detailed account of various programmes of IGNOU.

Chapter – 6: covers LIS education in India Through distance mode. The origin, history and various institutions and universities offering LIS education in distance mode have been described including IGNOU. The chapter highlights the IGNOU LIS programme in detail.

Chapter - 7: deals with the analysis and interpretation of data related to the study.

Chapter – 8: highlights the findings, conclusion and suggestions derived on the basis of collected data and its interpretations.