Below are digital scans from my new book showing the co-authors and their brief biographies

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Chapter 11 by Paul Kawachi re-focuses on the relatively familiar but ever challenging area of the relationship between the tutor and the taught. Although ODL thinkers in general put a higher premium on the adult learner's self-directed learning, the learning process as such is never simple or clearly chartered. The more we talk about technology enabled self-learning, the more we indirectly *affirm* ourselves, though

unintentionally, the ever relevant *role of a tutor* in any form of ODL. Kawachi's analysis of the four domains or dimensions of learning, namely *the cognitive, the affective, the meta-cognitive and the environmental*, helps us to carefully review our own previous understanding of learner-motivation and the tutor's role in inducing it. The *intrinsic motivations* of the learners also need to be complemented through the external or *extrinsic* motivating skills of the tutor. Through an extensive analysis of research findings in the area, this chapter shows how in ODL, too, the tutor can enhance the intrinsic motivations of the learner in many different ways and at the same time get motivated to develop love for teaching.

Preface

It has taken about two years for me to put the 13 pieces as chapters, including the introduction to this volume. My *contribution* to the book as such is confined to the Introduction, Chapter 2 and Chapter 13. The remaining 10 chapters are from others. Notes on the contributors would show the eminence, and the stature of the contributors. Inevitably my editing was minimum. Therefore, I can claim at the best, to have *collected* others' contributions and *assembled* them in a particular order.

While assembling these chapters, I had these concerns in view — Open Distance Learning (ODL) in the developing countries, the emerging technology scenario in the context of ODL and globalisation, and quality which is a major challenge in the developing world. I hope, the chapters included in this selection would reflect some of the key aspects of the ODL of the present times. The Americas have not been included in the selection, because it needs a separate volume to talk about the experiences of the North and the South Americas.

I sincerely thank all the contributors for their warm and generous response to my request. My wife Selvi and my sons Sundar and Sridhar deserve my thanks and appreciation for their cooperation and support. I must thank Sanjaya Mishra for his help in copy editing and Manoj Kumar Sahni for his valuable help in word processing the drafts of the book. I sencerely thank Shipra for bringing out this book in the present form. On quality issues, I plan to bring out my own writings in a separate book quite soon. I will be grateful for comments on any aspect of the present book.

October, 2005
New Delhi

P. R. Ramanujam

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C.R. Pillai retired in 1998 as Director (Planning and Development) of the Indira Gandhi National Open University (IGNOU). Earlier, he had worked for over 25 years in the Department of Education, Ministry of Human Resource Development, Government of India, New Delhi. His last assignment in the Ministry during the 1980s was heading the Higher Education Division. He made major contributions to the shaping of 1986 Education Policy of India. He was an active participant in the formulation of the project for establishing the IGNOU, and later in conceptualising the Distance Education Council (DEC). He was associated with a large number of Expert Groups and Committees and had prepared several important documents on key areas of higher education like organization and management, policy and planning, funding and costing.

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