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ing with the set objectives of the university. Partnering with the Central and State governments in their various developmental schemes in the education, health, social and corporate sectors and designing education and training programmes accordingly was a major, unprecedented intervention, which necessitated structural refinements within the university system.

The adoption of the Government of India guidelines for public-private partnership in creating infrastructural facilities to expand the regional centre-study centre network of the university across the country and abroad was one of the first initiatives I took in 2007. We have now over 3,000 study centres directly managed by us (without franchisees) compared with 1,400 in 2006. Regional centres increased from 37 to 61 during this period.

Other major achievements include the establishment of 11 new Schools of Studies and the National Centre for Disability Studies; the introduction of full-time Research and Teaching Assistantships (RTA) for bright, fresh postgraduates; innovative technology-enabled education delivery platforms such as eGyankosh and Flexi-learn@ignou; education and certification programmes for the Indian Army, the Indian Air Force and the Indian Navy; rural ICT [information and communication technology] capacity building and strengthening; an Assessment and Certification of Prior Learning (ACPL) programme; the Centre for Traditional Knowledge Systems; an IGNOU-UNESCO science Olympiad to promote science learning among schoolchildren; the decentralisation of study material distribution and of evaluation; the annual students' satisfaction survey; statutory changes for declaring results within 45 days after term-end examination; on-demand examination; and two convocations per year. The introduction of ERP [enterprise resource planning] in administration and finance was a major achievement during the Eleventh Plan.

Yes, in many areas. Timely distribution of study materials is happening after the decentralisation process. The quality of student-support services has been considerably enhanced with online, Internet and mobile services. The reach of our educational broadcasting, both radio and video, is now more than 12 times, with direct-to-home (DTH) facilitation in four years. All our study materials, video and radio lessons, are now available on the Internet. Conferences, convocations, lectures and public functions are telecast and webcast. For the past two sessions, results could be declared within 45 days of the examinations. Grade cards as well as final degrees could be distributed in 90 days.

Almost all our self-learning printed materials are now digitised and we have the largest Open Education Resource (OER) repository in the world now. The establishment of the Pan-African eNetwork in 2007 and its transformation to the proposed India Africa Virtual University (IAVU) is a significant achievement in our international activities.

In the disability sector, the starting of a degree programme in sign language for teachers of deaf students has led to the setting up of an Indian Sign Language Research and Training Institute, the first of its kind in the country. All our new buildings are completely disabled-friendly.

You emphasised the need to ensure maximum flexibility in the functioning of the university...

An innovative system for providing knowledge and skills must be the overall objective of an open university. Such a system should be flexible and open with regard to the methods and pace of learning, combination of courses, eligibility for enrolment, age of entry and mode of examination, and the delivery of the programme. Such flexibility is inbuilt in the IGNOU Act. This has brought about an unprecedented transformation in the IGNOU

there is no parallel. This is necessary to provide education to large segments of the population, particularly, the disadvantaged groups such as those living in remote and rural areas, including working people, housewives and other adults who wish to upgrade or acquire knowledge through studies in various fields. This facilitation has helped education and training in the various arts, crafts and skills of the country, and in raising their quality and improving their availability to the people.

It has also helped the establishment of a Centre for Traditional Knowledge Systems and the introduction of programmes such as Certificate in Indigenous Art Practices (CIAP) and Assessment and Certification of Prior Learning (ACPL). The Centre for Corporate Education Training and Consultancy (CCETC) was started in 2008 to offer flexible and need-based education, training, and certification programmes at all levels looking at the requirements of the growing corporate sector. The Bombay Stock Exchange has instituted a Chair for Corporate Education and Financial Securities in the university very recently.

Most learners in this university are working people. What does IGNOU do to attract this section?

We have been promoting education, training and capacity building of workers at all levels all these years. What we have done additionally in the last 4-5 years in this area is to begin a number of study centres in industrial establishments and places near their workplaces. Recognising work-integrated learning, providing credits for it and making those credits bankable for acquiring a certificate, diploma or a degree from the university have made our courses and programmes popular among workers, particularly those in the unorganised sector. This is significant in the light of the fact that less than 5 per cent of the millions of workers in the country have some sort of an educational qualification.

Understanding the rapidly changing profile of the workplace, the uni-



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