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**POLICEMEN AND CONVICTS** appear for the Bachelor's Preparatory Programme (BPP) examination, organised by IGNOU at the Berhampur Circle Jail in June 2008.

versity has revised the education and training modules by involving industry and social sector experts and delivered them in worker-friendly modes. We have also gathered inputs from the Central Board for Workers Education, and Indian and international labour institutes for such innovations. In fact, we have started an exclusive postgraduate programme in Labour Studies in the Eleventh Plan for generating theoretical and developmental insights for workers' education.

**What is the idea of community college that you mooted? Has it started functioning?**

The community college scheme of IGNOU, which started in 2008, has picked up very well in the country. IGNOU has about 600 community colleges, with nearly two lakh students pursuing vocational education, skill development and work-integrated learning on full-time, part-time and spare-time basis.

**You incorporated innovative ideas such as a special programme for the disabled population into the university's functioning. How was it conceived and implemented? What other such ideas have you tried to implement?**

IGNOU started a National Centre for Disability Studies (NCDS) in 2006.

The overall objective of this centre is to train human resources in various areas related to the disability sector. The centre collaborates with the Rehabilitation Council of India (RCI) and a number of institutions in the country that are engaged in teaching, training and research in the area of disability. Training teachers for special schools, conducting awareness programmes for parents of disabled children, designing disabled-friendly study materials, ICT for the visually challenged and the hearing impaired, and a foundation course on education of children with disabilities are the major activities of this centre.

There are 16 programmes at the certificate, diploma, degree, postgraduate and postgraduate diploma levels conducted in collaboration with the RCI. There are over 14,000 learners in various courses conducted through RCI-approved centres and the regional centres of IGNOU.

In India, most sign language tutors have no formal qualification, and most teachers in schools for the deaf do not have any sign language qualification. In this context, the Staff Training and Research Institute in Distance Education (STRIDE) at IGNOU and the University of Central Lancashire (UCLAN), the United Kingdom, worked together to systematically develop new approaches to distance edu-

One of the key achievements of this U.K.-India Education Research Initiative (UKIERI) was the launch of IGNOU's BA programme in Applied Sign Language. We started this programme in 2009. Now there are three batches with learners from India, Africa, China, Nepal and Malaysia. For the first time, deaf students in India are able to access university education through the medium of sign language and gain an academic qualification with a dual award from the U.K. and India. The pioneering efforts of Prof. P.R. Ramanujam, currently Pro-Vice-Chancellor and the then Director of STRIDE, in this area are laudable.

Other innovations are in creating a knowledge repository to store, preserve, index, distribute and share the digital learning resources developed by the distance education institutions in the country. Known as e-Gyankosh, this has emerged as one of the largest educational repositories in the world. Over 95 per cent of the self-instructional print material (about 50,000 volumes) has already been digitised and uploaded.

Technological interventions such as the online platform [www.ignouflexilearn.ac.in](http://www.ignouflexilearn.ac.in), the Advanced Centre for Informatics and Innovative Learning (ACIIL), the Open Distributed Technology Enhanced Learning (ODTEL), the National Open and Distance Learning Network (NODLINET) and the Inter University Centre (IUC) for Technology Enabled Education have proved to be very effective in enhancing the quality and reach of learning.

**Has IGNOU been able to expand its reach in terms of the number of students and courses in the last five years?**

The number of learners, teachers, researchers, consultants, administrative and technical staff, programmes, courses, modules, and audio and video lessons has increased at an unprecedented rate in the last four years. We have about four million students now in contrast to 1.25 million in 2007. The academic programmes have increased

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