



Prof. C. S. Deshpande Memorial Lecture

**Making Indian Higher and
Technical Education Globally Relevant**

By

Dr. Narendra Jadhav

Economist & Writer

Member of Parliament (Rajya Sabha), Govt. of India

Mumbai, 19 May 2016



Dr. Narendra Jadhav delivering his speech.



Shri. Vishwas Deshpande, Managing Trustee Vidyalankar Dnyanapeeth Trust felicitating Dr. Narendra Jadhav



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Address for communication
Vidyalankar Dnyanapeeth Trust
Pearl Centre, Senapati Bapat Marg,
Dadar West, Mumbai 400 028



Welcome Address by

Dr. (Mrs.) Sanjeevani C. Deshpande
Chairperson, Vidyalankar Dnyanapeeth Trust

Indeed it is a momentous occasion for us professionally as well as personally and we are very happy and fortunate to have Dr. Narendra Jadhav here for the prime inaugural launch. We welcome you here and thank you whole-heartedly for gracing this occasion. Today is the opportune moment to voice the vision of our founder, C.S. Deshpande.

To raise an institution, the founder is indeed of utmost importance. He has to generate a workable idea and then he has to inspire others, and draw adequate support from them because the institute cannot stand by itself. People from all fields had come to help - right from the AICTE, Government, DTE, University, our business associates, our advisors, bankers, vendors to our college staff, students, parents, and stakeholders who invested a lot of trust and confidence in us for which indeed we are very obliged, and we are thankful. That does need an emphatic recognition. While including all these, not to forget our children, Rashmi and Vishwas, who have transformed the inevitable miracle to Vidyalankar.

Today Vidyalankar has a local recognition and name. We are absolutely gratified by your presence and we only hope and wish that we continue pursuing the much-cherished goal of our founder of serving the student community to the best of our potential.



Opening Remarks by

Dr. V. N. Gupchup

Educationist &

Member of Governing Board, Vidyalankar Institute of Technology

I join the Chairperson Dr. Mrs. Sanjeevani Deshpande in welcoming Dr. Narendra Jadhav and all of you to this inaugural lecture of Professor Chandrashekhkar S. Deshpande Memorial Lecture Series. We have just seen a documentary showing in brief Prof. Deshpande's achievements as a student, and subsequently the founder of Vidyalankar. A brilliant student in his college days, never letting the first rank slip out of his grip in university examinations, one can call him a veritable genius and a scholar who is normally engaged in research activities. He did a stint at TIFR, a high-level engineering design which he tried with the Indian Railways. Yet he gave up all those avenues and got himself immersed in the field of education of engineering students with particular emphasis on his first love – the subject of Mathematics.

Thus, was born the institute of Vidyalankar, initially a modest effort in 1960, only to grow and expand into a huge complex consisting of excellent coaching classes for Engineering colleges, Polytechnic and the School of Information Technology. In the city of Mumbai and in many other places in the state of Maharashtra, the name Vidyalankar is synonymous with quality education.

This indeed is a testimony of Prof. Deshpande's commitment to his task of educating young minds. One can never overemphasise the need to keep in mind the founder's vision. Hence the Vidyalankar Dnyanapeeth Trust and the Deshpande family wishes to carry out some activity to perpetuate his memory. What better activity could there be other than organising a memorial lecture series – a public lecture delivered on Prof. Deshpande's birthday. It is proposed to invite eminent speakers from within the country or outside every year to deliver this lecture on varied topics. These would

include education, finance, socio-economic issues, national development and so on.

It is hoped that these lectures would provide an opportunity to friends, colleagues and well-wishers of Late Prof. Deshpande and Vidyalkar to remember the founder with affection and reverence. They will also empower the younger generation to believe in the pursuit of excellence and higher achievements.

We have amongst us to deliver the inaugural lecture in the series, a renowned scholar, economist, social scientist and an educationalist, Dr. Narendra Jadhav. He will speak on the subject of **Making Indian Higher and Technical Education Globally Relevant.**

Dr. Jadhav is currently a member of Rajya Sabha and a doctorate in Economics from Indiana University in the United States. He is an economist of repute having been a Principal Adviser and Chief Economist at the Reserve Bank of India from 2003-06, Chief Economic Councillor for Afghanistan in 2006, and an Advisor to International Monetary Fund from 1998-2002. He was a member of the Planning Commission and a member of National Advisory Council and erstwhile Vice Chancellor of Pune University from 2003-06.

He has contributed extensively to the field of education. In fact, I had an opportunity of working closely with Dr. Jadhav during this period and I have appreciated his clear thinking and dedicated approach in solving many problems that have always daunted the Universities of the country. Dr. Jadhav is a prolific writer, having written no less than 36 books. He writes in English, Marathi and Hindi. His award-winning family biography “AmchaBaap Ani Amhi” has been acclaimed as a bestseller and has been translated in 15 different languages and with 191 editions. The languages in which it has been translated include French, Spanish, Korean and Thai.

His 12 books – 6 in English and 6 in Marathi on the life, philosophy and writings of Dr. Babasaheb Ambedkar, indicate his intense study on all

aspects of Dr. Ambedkar as a great leader. His study on Gurudev Rabindranath Tagore and books written by him about Tagore also are testimony to his scholarly pursuits. Recipient of several national and international awards, 4 honorary D. Lit degrees have been bestowed on him.

Ladies and gentlemen, it is a great pleasure for me to invite Dr. Narendra Jadhav to deliver his lecture.



***Making Indian Higher and
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Member of Parliament (Rajya sabha), Govt. of India

Dr. Sanjeevani Deshpande, Mr. Vishwas Deshpande, Rashmi and other family members of this erudite family, Dr. V. N. Gupchup, Prof. Milind Tadvalkar, Principal Rohini Kelkar, my friend, Dr. Chandrahas Deshpande, distinguished guests, faculty, staff and students. Ladies and Gentlemen, it is indeed a great pleasure and an honour to have been invited to deliver the inaugural Prof. C.S. Deshpande Memorial Lecture. I am grateful to the organizers for having given me this opportunity to pay my respects to a great teacher and a great educationist, Prof. C.S. Deshpande.

Professor C.S. Deshpande was a remarkable personality. We saw the short film and I liked it very much. As an outstanding student, topping throughout his educational career, culminating into standing first in the Indian Engineering Services Exam, Prof. C.S. Deshpande was also an inspiring teacher and an institution-builder. He had passion for teaching, especially maths and engineering and compassion for the educationally underprivileged. His compassion for the underprivileged came from his extremely modest beginnings. As a child, he went to school without slippers and was even evicted from school for want of fees. Prof. C.S. Deshpande followed his passion and compassion and with missionary zeal has built this wonderful edifice at which we are meeting here today. That is precisely why I feel greatly honoured to deliver Prof. C.S. Deshpande's first memorial lecture.

Today is also a day of very strange coincidences. I discovered that Prof. Deshpande had a well-known passion for Mathematics and today also happens to be World Mathematics Day! The letters C, S, D also have a special ring for me because the institution where I am presently working is in Delhi and it also stands for Centre for Social Development which has

the same initials. And the third coincidence takes the cake. Chandrashekar Sadashiv Deshpande happens to be my brother in law's name. So this is a day of coincidences and I really feel deeply honoured to be here and talk to you on a subject of great contemporary relevance.

The organizers suggested that I speak and share some thoughts on 'Making Indian Higher and Technical Education Globally Relevant.' This is a subject which is very close to my heart. As you are aware I am an economist by training and not an educationist. I have always been a teacher at heart and when the then Chief Minister of Maharashtra, Vilasrao Deshmukh called and asked if I would be the Vice Chancellor of Pune University, it only took me 20 seconds to make up my mind and I took over the position.

For 3 years, 2006-2009 I really felt honoured and enjoyed the position. And in 2009, I became a member of the Planning Commission and had the largest portfolio and the most important was education. Education, labour employment, skill development, sports, youth affairs, social justice and empowerment were the portfolios given to me. For today's talk I will draw from my experiences as both a Vice-Chancellor of Pune University and a member of the Planning Commission.

Education and skill development are most important to India today than ever before. And why is it so? What does it do? To my mind, what education does is essentially to improve the functional and analytical abilities of an individual. This opens up opportunities for individuals as well as social groups to achieve better access to employment and professional fulfilment. This implies that those countries which have better capacity to absorb and generate new knowledge and skill and human power will perform better than other nations that do not have similar advantages. Those who have the advantage will perform better in achieving and sustaining higher economic growth.

Increasingly it is recognized that the centre of gravity of the world is moving towards India and Asia. When the new world economic order was established at the end of World War II, it was realised that there would be

engines of growth. One would be the United States, second would be Western Europe and the third would be Japan. For nearly 55 years, it had been that way, uninterrupted from 1945 to 2000. There was an unwritten understanding that these three would lead the world economy. If one falters then the other two would come forward to take on the mantle of maintaining the momentum of the global economy and this has happened today. However things changed after 2001. These engines slowed down at the same time. Two countries catapulted forward in the global economy scene- China and India. Whether the economists recognised it or not, the most important stabilising influence in the engine of economic growth in the global economy is undoubtedly India and China. The Asian economies, despite global meltdown and the Euro crisis have propelled faster than the others. To sustain this growth, what is needed is a speedy transition to a knowledge economy which requires added emphasis on education and skill development. For me, the two go together.

The next point is about the demographic divide. We all know the average age is 24 in our country. In 2020, the average age would be 29. At that time, China's average age will be 35, Western Europe's age will be 43 and Japan's average age is going to be 48-49. This means that we are blessed with a growing young population. Population is a problem, but it's not size that should be looked at - rather age and composition are important. India can possibly piggyback on this dividend to achieve a very high economic growth maybe 9-10% in the future. Demographic divide is fortuitously available to us. It comes in the lifetime of a nation only once. Advanced economies had this long ago. We have this now. By 2022 there would be an acute shortage of trained personnel power of over 63 million people and the only country that will have this in surplus would be India. Potentially, in future, India could be the provider of technically trained personnel to the world. China has a huge population but they already face problems of skilled personnel. This means we have a great opportunity for 15 years.

This is like a blank cheque which must be encashed. We must harness this demographic divide. This can be done by education, skill development

and health of our youth. If we do not do that, the future will never forgive us because it comes only once in the lifetime of a nation. We will create mouths to feed and not hands to work and that will create an unmitigated disaster for us, because if this happens, this demographic divide will jeopardize our entire socio-political system.

It is necessary to recognise and take pride in the fact that India is a fast-growing country. There was a strange report sometime back that India has overtaken China which is absolutely incorrect but is true in terms of growth rate. China is the only country in recorded human history to achieve more than 10% growth for more than 20 years in a row. After growing for more than 25 years, Chinese economy slowed down of late. It came down to 7% and came even lower to hover between 6-7%. Indian economy is recovering and it is close to 7.5%. But it is absurd to say that we have overtaken China. The Chinese economy is 5 times bigger than the Indian economy. I wish it were true, but no such thing happened.

We have a long way to go and we will try in the next 3-5 years to achieve 10% growth. Sustaining is also more important and challenging. By fluke we may get there but staying there is not easy. China stayed there for over 25-30 years. For that we have to convert our political democracy into social and economic democracy. To sustain higher growth, it has to be participatory democracy. Inclusive growth is important. Growth for only one stratum of society will not work out and must be for everyone. Prof. C.S. Deshpande recognised that his own modest beginnings helped youth to harness their own talents in their own interests.

In terms of higher education, technical and skill development, where do we stand? When you analyze higher education they look at it from three points of view- expansion, equity and excellence. I will add employability to this, which is important. Many surveys have shown that more than 60% engineers that we produce are not even employable. So let's talk about where we stand today with respect to these four Es. Our GER (Gross Enrolment Ratio) is very low and the age group of 18-23 years is seen as the age of higher education. GER is the percentage of students in that

group who have access to higher education. Once it was 18 which meant that 82% of our boys and girls did not even have access to education. Then we kept a target of 25 which was mentioned in the document I prepared, and I feel it is the best writing on education till date. By 2021 we hope that the target would be 32%. This is not ambitious at all but this is doable in terms of available financial resources.

We have always ignored education. Never mind the lofty talks of the politicians on education. When it comes to spending we have always held back on education. In 1966-67, there was an important Commission appointed in our country - the Kothari Commission. This gave a path-breaking report on higher education. They talked of expenditure as 6% of GDP for education. This was in 1966, 50 years ago. In 2007, at the beginning of the 11th Five Year Plan, our expenditure was only 3.5%. In 40 years we have reached only 3.5%. Actual spending hasn't been much. Fortunately UPA-1 gave a lot of stress on education. In fact, the Plan was called the Education Plan. There was a big boost in UPA 1 and UPA 2 and currently it is 2.4% of GDP. Regrettably, in the last 3 budgets, no serious perceptible increase has been made in the expenditure in education. I made this point in my maiden speech in the Parliament, I spoke of how education and skill development in the health sector has not received due attention. They have to spend more and move in the direction of 6%. This means GER is low. Advanced nations have GER as high as 65%. We are at 18% because we don't spend enough. The average for developing countries is 25%. We think we are frontrunners but are at 18%.

In terms of expansion we have a long way to go. Let's talk about equity. Now the GER is 18.2%. Divide the GER in terms of boys and girls, social groups, urban-rural etc. and we realise that 18.2% is low but when we break it down in terms of social categories, it is quite low. What do you think will be the GER of tribal girls in Bihar? It is not going to be more than 5%. There are pockets where the GER is as low as 5% and 3%. 97% of that particular social stratum does not have access to higher education. Remember that I am not talking about quality; I am talking about mere access.

The next point is about excellence. We all read in the papers that we lag behind, and there is no university in India that is in the Top 100 or 200 in the world. In the Government when we talk of higher education, we only talk about IITs and IIMs as if they only matter. They do well, but think about the proportion of students they cater to. The first rung is Central Universities which are just 30 in number, controlled by the Central Government. They don't have budget constraints but the percentage of students is less than 1% of the total population. The second category is State Universities. The third is Deemed Universities and the fourth is Private Universities that have just come up. The main student population comes under State Universities and they are the backbone of Indian higher education.

This is where there is an acute shortage of funding as the Central Government gives them less funding. The financial state of State Universities is in shambles. State Governments too spend less on education. This is where there is a big rot and a huge problem. IITs have done well but they are islands of excellence in the overall scheme of things. But they are not representative of Indian educational system at large. State Universities have a crying need for attention. There are many problems. As a member of the Planning Commission, I fought to introduce a special scheme for State Universities: RUSA- Rashtriya Uchchar Shiksha Abhiyan. It is operational but I do not know how well it is being carried. These universities need to be improved and focused upon.

Talking of employability, there is a big rift in what is taught to the student and what is required out there. Most of the syllabi are outdated. In fact, as the Vice-Chancellor of Pune University, one of the most important things I did was to revise the syllabi of 484 programs. Many of them weren't revised for years, some of them for even 30 years! The popular joke at that time was, a student was not taking notes. On being asked why he wasn't taking notes, the student answered that he had his father's notes who had also attended the same class. The teachers taught with their version of old notes when they were doing their Masters, like an Indian version of Yellow Pages. That is not what we need. I have always believed that

society and education must grow together in a mutually reinforcing manner. So what is happening in society must be reflected in education and what is contained in education must be relevant to society. The founding fathers had this vision but it stopped happening. I tried to bring them together. There is expertise; there are systems created. What I did was, for every syllabus revision, I brought in industry experts to revamp the syllabi, because they are the ones who are at the cutting-edge of their subject.

One of the many problems we have in internationalizing, or making our education of global standards, is that we have very poor quality of education and poor employability. There are people with certificates and no skills, and there are those with skills and no certificates. I feel that higher education should go with skill development. Increasingly they are going to be integrated. I can see in 10 years, every university will have skill development as part of its curriculum because they aren't two different things. During the 12th Five Year Plan Period from 2012-2017, the focus was on expansion and improving quality and employability and making it equitable. A number of things were done. There were five important bills that were at various stages, but most of them did not get through. The most important one was NCHER (National Commission on Higher Education and Research). There are 15 different regulators - UGC is just one of them. Most of them were also known to be corrupt and incompetent which is a deadly combination. Manthaji has changed and brought in a new transparency that I wish to compliment him on. That should happen everywhere.

One idea in 2010 was we will dissolve all regulators and install a new national super-regulator called National Commission of Higher Education and Research. That idea was good. We prepared the first draft and put it on the website and went all over the country debating with educationists. We took their comments and then the revised draft was prepared. The revised draft was also put on the website for people to comment upon. Then we went on a second round. The draft was revised further. The idea was to bring about a complete transformation.

Regrettably it did not happen. I want to give you one small example of the practical difficulties that come up. In the selection of the Vice-Chancellor of the university, it all depends on the leadership qualities of the person. That is important because even a bad university can turn into a good one if it has the right vice-chancellor and vice-versa. For appointing a vice-chancellor, a Search Committee is formed which will search and invite applications. Then they scrutinize and select three names which are given to the Governor in alphabetical order and then he decides upon the Chancellor of all Universities of the State. We said, there should be a repository maintained by NCHER. Anyone can apply. Individuals can nominate themselves. Universities can nominate their own. Politicians can nominate their people. All applications will be scrutinized and only those found suitable will be put in the Registry. This will be available to anyone. Any University which is in the process of recruitment can refer to this and take five names and find someone suitable. Everything can be done in a transparent manner. And no one can be considered suitable for the post of the Vice-Chancellor unless they are part of that Registry. For that there will be a rigorous procedure. The biggest opposition we had was from the South. Tamil Nadu said you cannot do it, saying it was against fiscal federalism. Many politicians in their upward progression see that they have a number of collections such as banks or educational institutions. I'm glad the Deshpandes are not into politics. But there was one Medical University where the Vice-Chancellor was BA failed but he was the son-in-law of the founder. So what can we do about it? Now if we had the Registry, he would not have qualified. So they took the strategy of fiscal federalism. Eventually nothing came out of this exercise.

Also there is the case of accreditation. All Universities and Institutes must publicly share their accreditation. It should be common knowledge and not a secret. And it should be mandatory. Even departments should have a ranking. We have ranking by NAAC. NAAC has done a good job but at a very slow pace. We need a bigger body of those empowered to accredit and are able to finish the process. There was also a bill on foreign education providers.

We still have a long way to go. We can anticipate a new education policy from the new Government. Let's talk about skill development. We have ignored it for long. We are way behind. The percentage of youth in skill development programs is less than 10% and when it comes to formal vocational skill development programs, it is a mere 6%; for job-training it is 4%. What is this proportion in South Korea? It is 93%. And we are below 10%. We have a very poor apprenticeship program. Do you know who first started a skill development program in our country? It was Tagore. Few years after Shantiniketan, he established Shriniketan. It was the first institution of skill development. At the Government level, it was Ambedkar who initiated a program on skill development. We had a good Apprenticeship Act of 1961 but it was draconian so we had a Committee to revise it, which I chaired. But a Secretary in all her wisdom added a clause saying that companies must absorb 50% of their apprentices which obviously worked as a non-starter. The Modi Government rectified that mistake.

The kind of system that we have is two-tracked. There is general education and then there is vocational education. All good-for-nothing students are sent to ITI. Why? It is because there is no vertical mobility. There is no horizontal pathway to go to general education. It is a dead-end. Every course is terminal. There was a target set by Manmohan Singh that in the year 2022, there should be 500 million people who should be skilled. A very ambitious program was drawn.

Curiously in our country, turf wars are very big. Now ITI comes under the Minister of Labour and Polytechnics come under MHRD. It was recognized that we must have vertical mobility and horizontal pathways as well. It was an idea to create National Skill Framework – NVEQF and NVQF. It was decided that there should be one common framework. It was recognised that for one country we can't have two systems. A Committee was formed, which I chaired. A framework was prepared which has 10 levels. Primary education is level 1, PhD is level 10. At every level you can go horizontally. A Skill Development Authority was created. However, what was done earlier is not being taken ahead. But we must give the new

Government time and see the outcome. What the new Government has done well is that for the first time, it has created a separate Ministry for Skill Development. That is a great contribution.

I want to talk about RUSA. It originally planned to spend 95,000 crores over 10 years exclusively for State Universities. Those State Universities which were keen on reform and showed the promise of reform would get more directly from the Centre and not through the agency of UGC. What are the three facets of RUSA? Firstly, it increases enormously the scope of central funding to the state higher education. The second one was that the central funding was linked to the academic and financial reforms of the state governments. So those willing to reform and showing the promise of reform would get more. Many have received a lot of money from RUSA. Maharashtra is way behind because it has not applied. States like Maharashtra need to be proactive and take help.

The final point I wish to make is internationalization of higher education. In my opinion, the way to make higher and technical education compatible to the world is through internationalization of education. What does the 12th Plan document say about this? It says that such a strategy would include faculty and student exchange programs, institution collaboration for teaching and research, exposure to diverse teaching modules and enhanced use of ICT, globally compatible academic credit system, curricula internationalization and the process for mutual recognition of qualifications would be put in place. A professional agency called the Indian International Educational Centre would be created to undertake such activities. Pune University happens to be the largest recipient of foreign students in our country. In Mumbai University, they did not have sufficient foreign students so they had to close down that hostel and make it available to others. 45% of foreign students that come to India come to Pune University alone. The last count was about 15,000 students. I signed more than 100 MoUs when I travelled to other countries, with countries where there was no student exchange. We need to allow a provision for a joint degree. Let us hope that happens in the future where there is an exchange of students and exchange of faculty and joint research funded by

either institute or third party. Research requires a lot of attention.

When I took over in Pune University, I asked about the track of research. No one provided numbers. Research should be done by everyone. To teach better, you need to work on research. And good research is facilitated by better teaching. Teaching and research go hand-in-hand. I provided 5 crore rupees for research in the first year. We received 1800 research proposals and 75% of those came from the rural areas. It was a good start. By research I mean papers published in refereed journals alone. One reason why Indian universities lag behind is because no one projects themselves. We don't even have data about how much research is being done. Joint research between Indian and foreign universities is important. Also running a program in each other's campuses is important.

Academic and technical models can be collaborated upon and also credit systems. There are many collaborative mechanisms already available. If we want to make our higher and technical education globally relevant, it goes through internationalization. There was a proposal for providing International Education Providers Bill, under which we would allow foreign educational institutions to place their campus here. One condition made it difficult for people who had a big deposit of money. We keep asking for Harvard, Oxford and Cambridge to come in but we will first get the second and third standard universities. The big ones will wait and watch. First of all it is not proper to assume that if Harvard opens up here, you'll have another Harvard here. Educational institutions develop through a long history and tradition and things that are specific to the place where they are situated. Oxford and Cambridge took 700 years. Dilemma is what happens to local institutions. How do we weed out second and third rate institutions? We want the best to come here. Will local institutions be able to compete? Competition brings out the best. Good institutions like Vidyalkar will not be afraid; in fact they will improve. Competition is the key to make our institutions develop and make them compatible in the global scene. The way Vidyalkar is progressing looks like you are in the right direction and only have better to come. I thank the organizers for giving me the opportunity to talk to all of you here today.



Vote of Thanks

Shri. Milind Tadvalkar

Director, Vidyalankar Dnyanapeeth Trust

Dr. Naredra Jadhav, Prof. Gupchup, Dr. Sanjeevani Deshpande and all dignitaries present here today for the first CSD memorial lecture, I am here to propose vote of thanks to everyone who has contributed to make this event happen. First and foremost, I would like to thank Dr. Narendra Jadhav, who has not only accepted or invitation to be the inaugural speaker for Prof. CSD memorial lecture series, but by his presence and speech, he has made this evening immemorable. His thoughts and ideas as a great academician will go long way for us while managing the Vidyalankar Group of institutes.

This event would not have got required impetus without able guidance by Dr. Gupchup who always is with us as a guide and a mentor for us at Vidyalankar. It was his idea to start memorial lecture series in the name of Prof. CSD and he has been guiding us through out to make this event start.

My thanks are due to Dr. Sanjeevani Madam, who is the energy behind all the activities on Vidyalankar Campus. Her opening words have been extremely encouraging and motivating for the Vidyalankar team to take the dream of Prof. CSD forward.

Big thanks to Dr. Chandrahas Deshpande, our adjunct faculty and well wisher of Vidyalankar, for inviting Dr. Jadhav on our behalf.

I would also like to thank the audience which includes dignitaries from academics and many other fields, relatives and friends of Prof. CSD, well-wishers and the staff of Vidyalankar.

Finally, I would like to thank each and every one who has directly or indirectly helped in making this event happen.



About Prof. C. S. Deshpande (1932-2005)

Endowed with a good academic career, C. S. Deshpande stood FIRST at the Inter Science Exam winning all the University prizes. Then after completing B.E. (Electronics and Telecom.) from the College of Engineering, Pune, he joined the prestigious T.I.F.R. He appeared at the I.E.S. (Indian Engineering Services) Examination and again stood FIRST in this All India examination.

He discovered his intrinsic interest was in the field of teaching and writing Mathematics and in Mathematical Engineering Subjects. This pursuit of his passion and an urge of dedicating himself to sincere academic pursuit led him to establish Vidyalankar. His basic objective was to guide eager young students. He worked at it with a missionary zeal to enhance their worthiness and imbibe nobler values of life in their receptive minds not through empty words alone but through his own example.



About Dr. Narendra Jadhav

Dr. Narendra Jadhav, Rajya Sabha Member is an eminent economist, policy maker, educationist, social scientist and a prolific author. Dr. Jadhav has served in several distinguished positions including Member of the Planning Commission, the Vice-Chancellor of the University of Pune and the Chief Economist, Reserve Bank of India. Dr Jadhav is a recipient of several National and International Awards for his contribution to the fields of economics, education, literature, culture and social work.

Milestones - Vidyalkankar Classes & Publications

1960	'Vidyalkankar' got initiated with A.M.I.E. classes for the Engineering Diploma Holders
1964	Engineering Diploma Classes started
1981	IIT entrance magazine for All India Circulation and Std. XI and Std. XII coaching started
1985	Engineering Degree Classes (F.E., S.E., T.E., B.E.) started Branch at Chembur started
1995	Hostel (Vidyalkankar Gurukul) at Nerul initiated
1996	Branch at Thane started
1997	Branch at Nerul started
1998	Additional branch at Dadar (West) started
2003	Started training for GATE Started a branch in Borivali
2004	Started coaching for AIEEE and MHT-CET
2005	Started a branch at Fort
2006	Classes shifted to Vidyalkankar House, Hindu Colony Dadar
2008	Started company owned centres at Ghatkopar, Dombivali and Vashi started
2009	Second company owned centre at Borivali in Landmark building started
2010	Started a company owned centre at Panvel started
2011	Opened franchisees across Maharashtra Started conducting lectures via video conferencing
2016	Opened company owned centre at Pune initiating expansion of Vidyalkankar operated centres across the country Established Kenect in partnership with Valuable Media Group. Kenect is an Edtech company that trains college students on campus for a plethora of competitive exams.

Milestones - Vidyalkankar Dnyanapeeth Trust

1998	Vidyalkankar Dnyanapeeth Trust got formed
1999	Vidyalkankar Institute of Technology started (www.vit.edu.in)
2001	Vidyalkankar Dnyanapeeth Trust procured 11 acre land at Wadala for college.
2002	Vidyalkankar Polytechnic started (www.vpt.edu.in) Vidyalkankar School of Information Technology started (www.vsit.edu.in)
2003	Vidyalkankar Institute of Technology building construction activities initiated at Wadala Campus
2005	Vidyalkankar Institute of Technology was awarded as "A Grade" by the state government of Maharashtra. Dr. Sanjeevani C. Deshpande took over as chairperson of the Trust.
2006	VIT began activities at new state of art building at Wadala Campus VSIT collaborates with Penn State University, USA, for twinning program for B.Sc.(IT) (www.viie.edu.in) Two new UG courses of Electronics and Telecommunication and Biomedical Engineering added at VIT.
2007	VSIT offers 2 new courses of BMS and M.Sc.(IT). VIT offers a MMS program. VIT awarded the "Most Innovative School Design" by Design-Share, USA.
2008	2nd shift diploma courses in Vidyalkankar Polytechnic started. M.E. course in Computer Engineering started at VIT.
2009	Friday Paathshala, unique activity at VIT, won the Silver "Wow Award".
2010	VSIT offers new programmes for BAF, BBI, BFM. Second shift activities started in VIT for 2nd year direct divisions. ME in Electronics and Telecommunications started at VIT
2011	Started Part time courses for MMM, MFM, MHRDM started at VSIT.
2015	Vidyalkankar School of Information Technology got NAAC accreditation.
2016	3 UG courses of Vidyalkankar Institute of Technology got accreditation by National Board of accreditation, New Delhi BMM course started in VSIT. Smt. Rashmi C. Deshpande took over as chairperson of the Trust.



August gathering at the Memorial Lecture



