Vikasvaad as an Advocacy Project

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Broad Questions

Why did Chiplun flood again? Were the reservoir gates really open?
How many did die in Covid 19? How many hospital beds should we prepare for?
Why are their pot holes on our roads?
Why is their persistent malnutrition?
How did Powai lake get polluted right under the very nose of the top engineering institution in India?

Questions: Unexpected events and also regular course. Most related to the performance of the state, and some the market.
Some answers

Politicians are corrupt. They do not take correct decisions. They focus on wrong issues.

People are undisciplined and do not take care. They don’t pay taxes. People are uneducated and foolish.

The state is excessively bureaucratic and slow.

The top bureaucracy is competent, but that is not so, lower down,

The top bureaucracy is not competent. The state does not have the capacity to do all these things.

There is no money for all these things. People cannot afford these things.
Simple Structure of Society

Services, Wages, Goods

State

Private

Collective, Individual

People
Less Simple Structure of Society
Traditional Knowledge Structure of Society

1. The University
2. The Scientific Agencies of the state and private companies
3. Civil Society

The Thesis: Knowledge Provisioning is Poor!
Another Knowledge Structure of Society

Seen in Korea, Japan, US, Europe and China!
The Centrality of Science

1. As a method of measurements, documentation.
2. As a language of argumentation.
3. As the way for society to face and plan the future.
4. As a culture.
Advocating Idea: The Great Alignment

Steps

1. Demonstrate in a concrete sector how new knowledge will improve outcomes.
2. Argue that this is also a matter of higher education.
3. Prepare the state to engage.
4. Prepare the University to Engage
5. Present to the people: material realism. भौतिक वास्तववाद
Job Description: Ticket Collector

Railways run at losses.

- Analyse the problem - bad routes, inefficient rolling stock, bad utilization, ticketless travel.
- How much? Estimate through a study.
- **Design job of ticket collector.** Salary and revenue change. Validate.
- Monitor and keep changing - look for new locations, new rotations, new gadgets, better incentives,
- **Note that job pays for itself, economist, surveyors, transport specialist**
Key Question

To obtain better developmental services from the state for the bottom 80%

To have more jobs for the bottom 80%

Key Claims

- State machinery can serve the people better through better knowledge and improved practices. There is substantial inefficiency to pay for the new knowledge.
- This capacity constraint can be overcome by greater participation of knowledge institutions and better engagements
- For this, the bottom 80% must understand the material processes of the state and of education, and change expectations.

Formal and Informal Clients (as different from beneficiaries)

Students, Common citizens, Farmers, Politicians at the MLA and lower level
Who are your targets

**State Bureaucracy, Local Universities, Local Civil Society, People**

Evidence

- Show through concrete case studies how the material loop is to be solved
- Work through the state machinery and demonstrate how to deliver value.
- Escalate to more advanced science to demonstrate research and its benefits

Why is the evidence effective

- The basis for the evidence is that the state is a bureaucratic state and must work by procedures,
- Much of the case studies depend on obvious science

**Elite Bureaucracy, National Elite Scientists and Central Higher Education Agencies**
Drinking Water

Step 1: Local and Global Analysis

Table 4: PWS Scheme Status Summary

<table>
<thead>
<tr>
<th>Mograj GP</th>
<th>Pre-reform</th>
<th>Post-reform</th>
<th>Ashramshala Total Scheme$</th>
<th>Tembhare GP</th>
<th>Pre-reform</th>
<th>Post-reform</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Total number of schemes</td>
<td>4</td>
<td>5</td>
<td>1</td>
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<td>Partly functional</td>
<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>Under construction</td>
<td>0</td>
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<td>0</td>
<td>Under construction</td>
<td>0</td>
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Source: Field Study data
Step 2: Build Case studies. Step 3: Canvas for M&E GR from WSSD

Step 4: Do M&E and show benefits.

Step 5: Bring funding and make a Textbook!

Step 6: Build pressure on Universities to adopt in curricula.

Step 6: Mainstream liaison with WSSD

Step 7: Do GREAT Research!

<table>
<thead>
<tr>
<th>District</th>
<th>Palghar</th>
<th>Thane</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schemes</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Sanctioned amount</td>
<td>Rs. 28.2 Cr.</td>
<td>Rs. 6.4 Cr.</td>
</tr>
<tr>
<td>Minor Problems (Source)</td>
<td>9/19</td>
<td>10/12</td>
</tr>
<tr>
<td>Major Problems (Design)</td>
<td>7/19</td>
<td>9/12</td>
</tr>
</tbody>
</table>
Step 2: Build Case studies. And a course!

Step 3: Canvas for M&E GR from WSSD

Step 4: Do M&E and show benefits.

Step 5: Bring funding and make a Textbook!

Step 6: Build pressure on Universities to adopt in curricula.

Step 6: Mainstream liaison with WSSD

Step 7: Do GREAT Research! Jaltantra.

And write a Text Book

UMA: Program Objectives and Description

Connecting HTE with the development sector

Objectives:

- Reform teaching, curricula and research in HTE to align with development objectives
- Train future professionals for development Objectives
- Enable institutes to work with regional agencies to help them and become resource and knowledge center - Through Key GRs
- Provision of Data, Analysis and Funding
- Provide mechanism for citizens to approach institutions
## UMA: Key GRs

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>13&lt;sup&gt;th&lt;/sup&gt; Jan. 2016.</td>
<td>Main UMA GR, Listing of Colleges and Topics: enabling student projects and faculty research, 17 TEQIP Colleges</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt; Apr. 2016</td>
<td>UMA Institute: Source of funds, up to 25% of District Innovative fund.</td>
</tr>
<tr>
<td>15&lt;sup&gt;th&lt;/sup&gt; June 2016</td>
<td>UBA-UMA GR Topics, Guidelines, District Coordinating Institutes</td>
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<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; July, 2017</td>
<td>Empanelment of 12 private colleges under UMA in addition to the original list</td>
</tr>
<tr>
<td>25&lt;sup&gt;th&lt;/sup&gt; Oct. 2018</td>
<td>Provision of funds for UMA Scheme.</td>
</tr>
<tr>
<td>25&lt;sup&gt;th&lt;/sup&gt; Sept. 2018</td>
<td>UMA colleges are empaneled as TPA, Appointment of DPO as District Nodal Officer and M&amp;E fund (0.5% of the Annual Plan) can be accessed by UMA. (Reference - GR. 26&lt;sup&gt;th&lt;/sup&gt; Sept. 2017)</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; Mar. 2019</td>
<td>Empanelment of UMA colleges for TPI of Jalyukta Shivar</td>
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<tr>
<td>14&lt;sup&gt;th&lt;/sup&gt; Jul. 2020</td>
<td>Empanelment of selected UMA colleges for TPI of WSSD.</td>
</tr>
<tr>
<td>12&lt;sup&gt;th&lt;/sup&gt; Apr. 2021</td>
<td>Procedures to take R&amp;D work of WRD, Listing of sample work.</td>
</tr>
</tbody>
</table>
Total Participating Institutes: 75
- Technical Institutes: 35
- Govt. Polytechnic: 40

Next 2 Years: 3-4 Science/Arts college in each district
<table>
<thead>
<tr>
<th>S.N</th>
<th>Topic / Theme</th>
<th>Month</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Workshop on Interdisciplinary Case Studies in Agriculture: ई-पीक पाणी and Other topics</td>
<td>October</td>
<td>2 Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>December</td>
<td>1 Day</td>
</tr>
<tr>
<td>2</td>
<td>Mumbai University and other university faculty Training on Case study methodology in Curriculum</td>
<td>October</td>
<td>2 Days</td>
</tr>
<tr>
<td>3</td>
<td>Thematic workshop on GPDP - आमचा गाव, आमचा विकास</td>
<td>November</td>
<td>2 Days</td>
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<tr>
<td></td>
<td></td>
<td>January</td>
<td>1 Days</td>
</tr>
<tr>
<td>4</td>
<td>Thematic workshop on Public Transport (based on MoU with MSRTC)</td>
<td>November</td>
<td>2 Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>February</td>
<td>1 Day</td>
</tr>
<tr>
<td>5</td>
<td>Thematic Workshop on Third Party Audit training for Water Resources Department Projects</td>
<td>December</td>
<td>2 Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>February</td>
<td>1 Day</td>
</tr>
<tr>
<td>6</td>
<td>&quot;Unnat Maharashtra Abhiyan&quot; orientation workshop for Government Polytechnic</td>
<td>December</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
Overall Strategy

- Create the market for “knowledge products” - the demand, the supply, the enabling mechanism and the standards
- Expand the current M&E to a more public role

**The Agency**
- Show inefficiency
- Show solutions
- Get openings
- Use IIT Name

**The University**
- Show pedagogical value
- Argue civil society role
- Garner faculty interest
- Garner student interest

**The People**
- Write articles
- Give speeches

Material Realism
Scientific Temper
Role of the State
IIT’s Importance

For Outsiders

- Important trusted and technically respected party in dealing with the state
- Important leader of academics - seen as innovator in research, curricula
- Independent and above local politics.

New Roles

- Coordinating with state agencies, stressing civil society
- New sub-institutions - UMA, TDSC

And yet, it has severe limitations INSIDE - **But IS THIS SCIENCE?**

**CTARA is the only bastion...**

*On the whole, IITs have failed to grab this civil-society role for themselves*
Hurdles and Limitations

Not-transferable. Works in Maharashtra where the Weberian state still exists.

Entrenched view of seva bhav in development sector - NGOs and academia

- Both social science and engineering regard them as not worthy of professional analysis.
- English media - hopeless. Regional media - more on immediate failures
- Little analysis of administration within academia

Entrenched elite interests

- IAS system - little accountability or measurements
- Center versus State - Nation as the ultimate entity
- Keep bottom 80% engaged in labharthi-vaad, competitive exams, caste and religion
- Lack of comprehension in civil society and students

Absolutely messed up National Science, Engineering and Social Sciences - Priesthood
IIT’s Importance

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But IS THIS SCIENCE?

On the Whole:

Success 35%.

Exhausting - Needs a second Bottom-Up Front
Main Output: Precedence, Blue Prints, Tool Kits

On the whole, IITs have failed to grab this civil-society role for themselves
Broad Questions
Why did Chiplun flood again? Were the reservoir gates really open?

Huge Capacity Problem.

Cannot be solved unless a “vernacular” Science - of painstaking measurements and analysis by ordinary citizens emerges.

Come out of भोंदू शास्त्र

Unless people start expecting due diligence from the state.

Pull ourselves outs of बुद्धू राष्ट्र
Dismantling भोंदू शास्त्र - बुद्धू राष्ट्र - A Cultural Agenda

Bhondu Shastra

1. Contest the belief in a Central Science of elite action, of beneficiaries and scientists as benefactors.
2. Incompetence at the top: Very little capacity to document, analyse and solve, even at the highest level
3. Assert चूल-पाणी-बस IS TRUE SCIENCE!

Buddhu Rashtra: Enlightenment Agenda

Excessive centralization - Vikaas: Intractable at the given scale

1. National This and That. As much a historical creation as One Nation One Propaganda.
2. The top 20% society at its interest - mobility and markets - HHH and Zomato vs. Fab India
3. Propogation of a global society and membership in it

Vikrut Paramparavaad - also about organization of the state

1. Foolish imagination of the ruler and the ruled. Rulers were supposed to donate everything and go to the forests. They dont. Rivers are not cherished, but abused. Justice needs to be delivered this birth.
2. Loss of culture - of work culture, of ethics, collectivization, vaastavvaad, language and a responsive civil society
3. Increase in labharthi-vaad. Lazy intellectual class.
Dismantling भोंदू शास्त्र - बुद्धू राष्ट्र - A Cultural Agenda

**Bhondu Shastra**

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**Buddhu Rashtra:**

Excessive centralization - Vikaas: historical creation of a problem.

1. As much a historical creation as One Nation, One Propaganda.
2. The top 20% society at national interest - mobility and markets.
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**Vikrut Paramparaad:**

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2. Loss of culture - of work culture, of ethics, collectivization, vaastavvaad and civil society.
3. Increase in labharthi-vaad. Lazy intellectual class.

Remember Kosambi
The Future

The Bottom 80% are developmentally underserved.

The Bottom 80% are culturally underserved too! They hardly read. They cannot write, talk, poke fun, criticize or read books.

Are these related? https://www.youtube.com/watch?v=U5npFH8v8a4