

# *Vikasvaad* as an Advocacy Project

Milind Sohoni, CTARA and CSE, IIT Bombay

# 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 there pot holes on our roads?

Why is there 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,

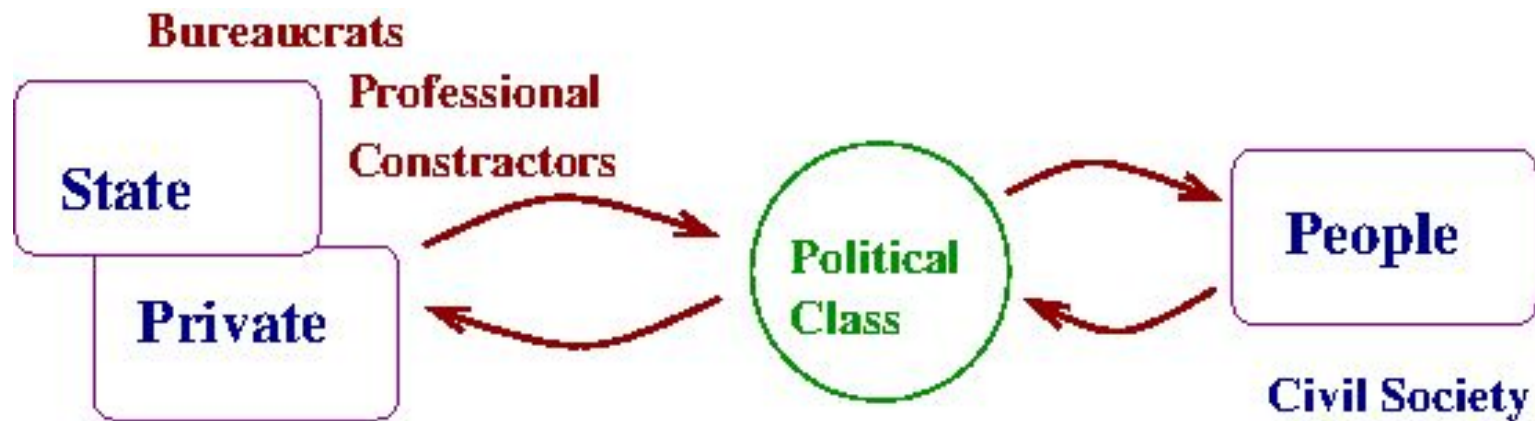
The top bureaucracy is not competent. The state does not have the capacity to do all these things.

There is no money for all these things. People cannot afford these things.

# Simple Structure of Society

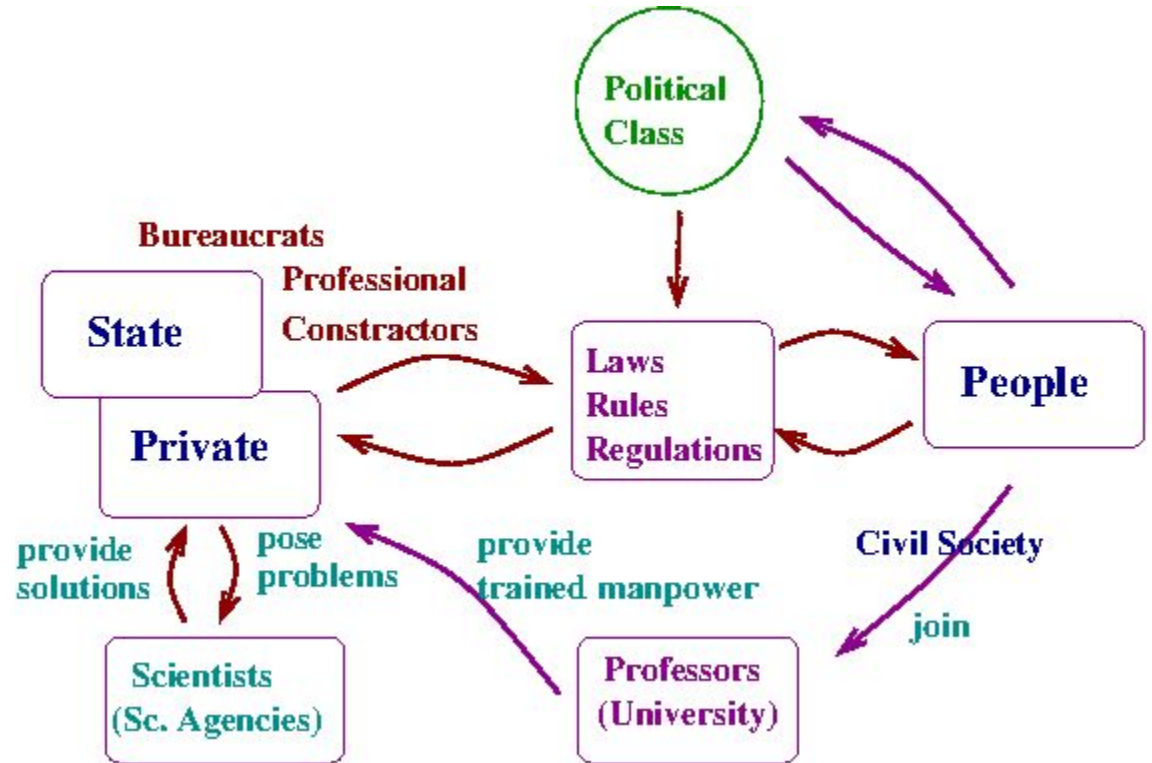


# Less Simple Structure of Society



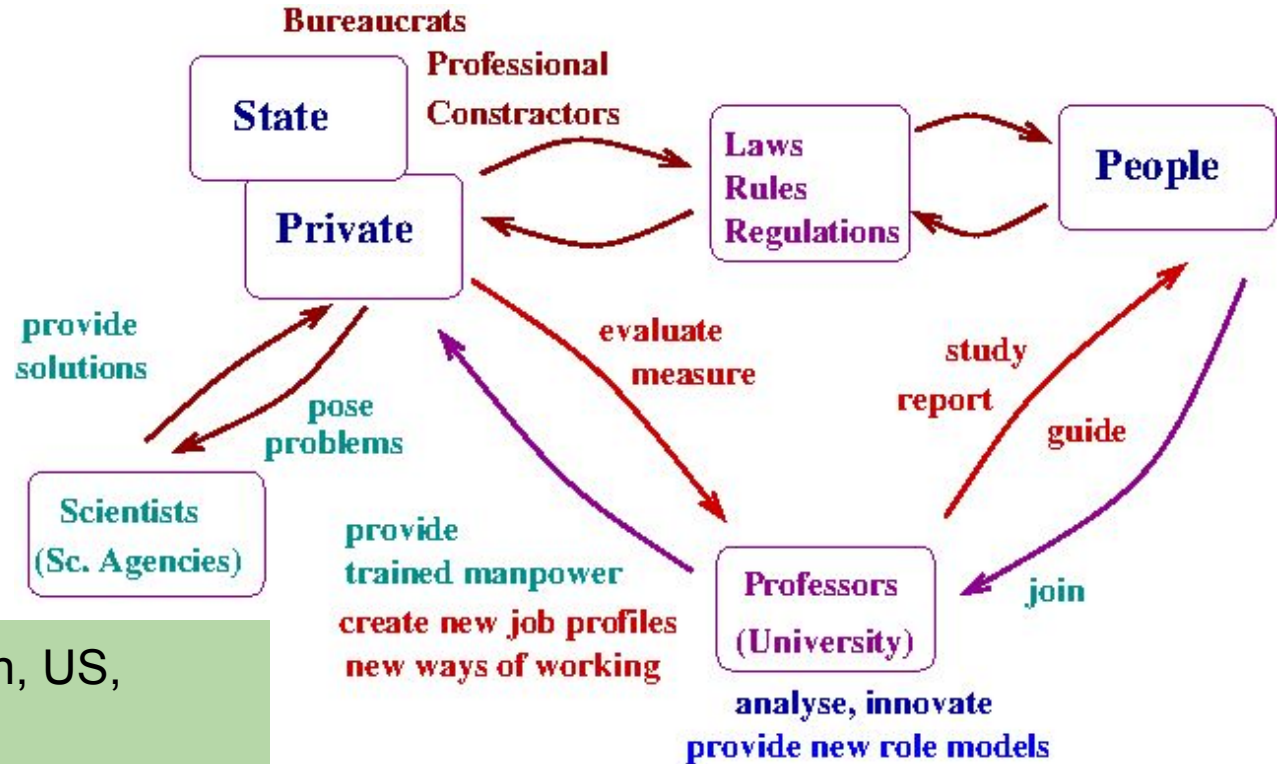
# Traditional Knowledge Structure of Society

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



**The Thesis: Knowledge Provisioning is Poor!**

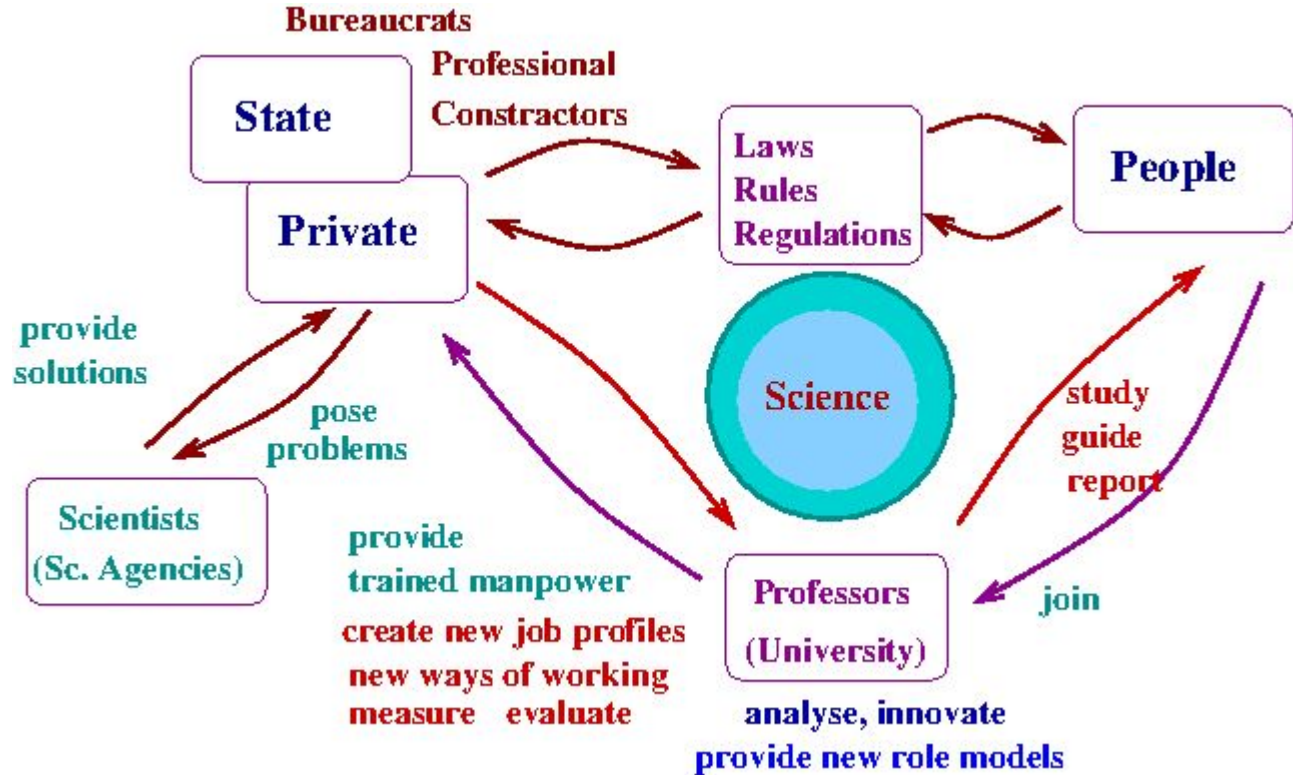
# Another Knowledge Structure of Society



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.

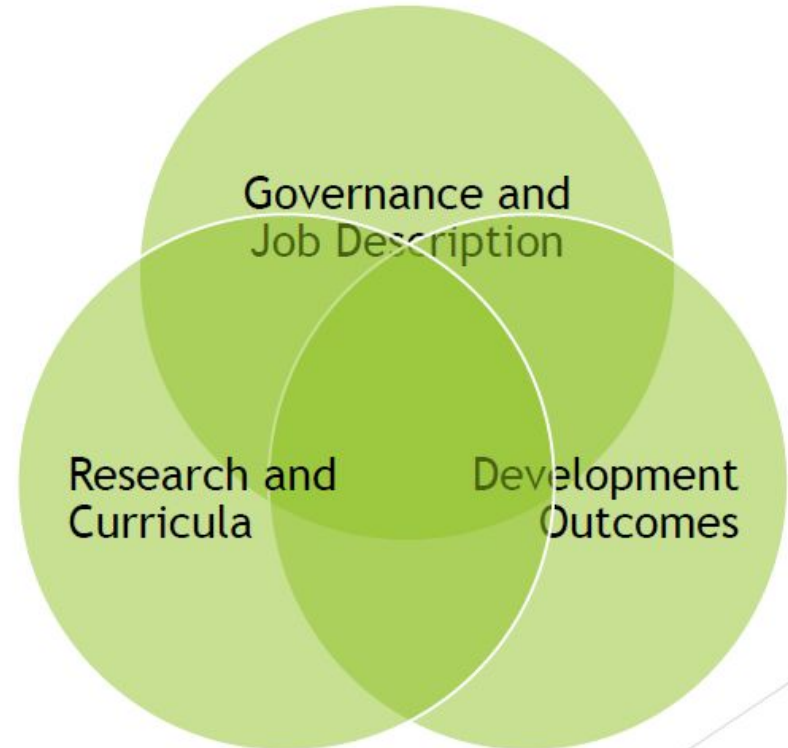




# Advocating Idea : The Great Alignment

## 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

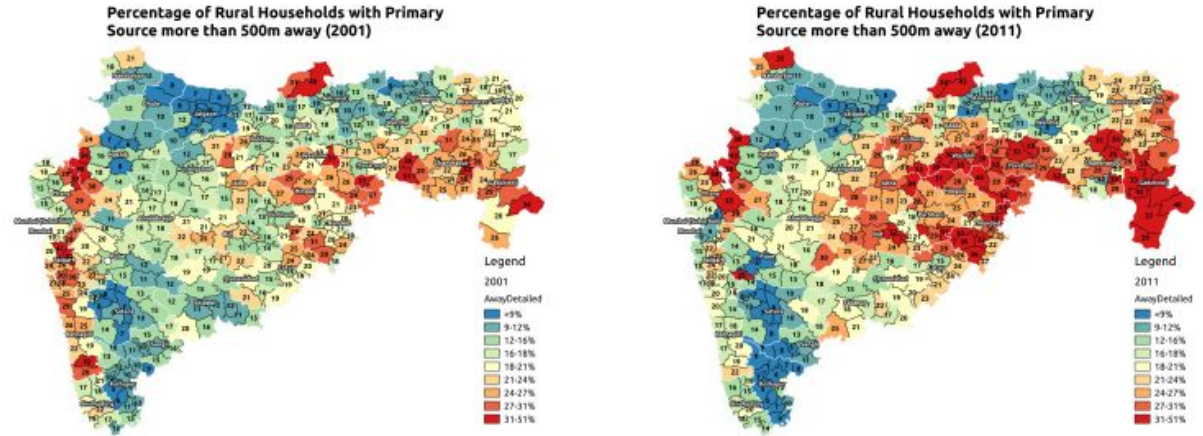
## Why is the evidence effective

- 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**

Mograj GP	Pre-reform	Post-reform	Ashramshala Total Scheme <sup>5</sup>	Tembhare GP	Pre-reform	Post-reform	Total
Total number of schemes	4	5	1	10	Total number of schemes	1	7
Failed	4	3	0	7	Failed	0	1
Partly functional	0	1	0	1	Partly functional	1	2
Functional	0	1	1	2	Functional	0	1
Under construction	0	0	0	0	Under construction	0	3

Source: Field Study data

Step 2: Build Case studies. Step 3: Canvas for M&E GR from WSSD

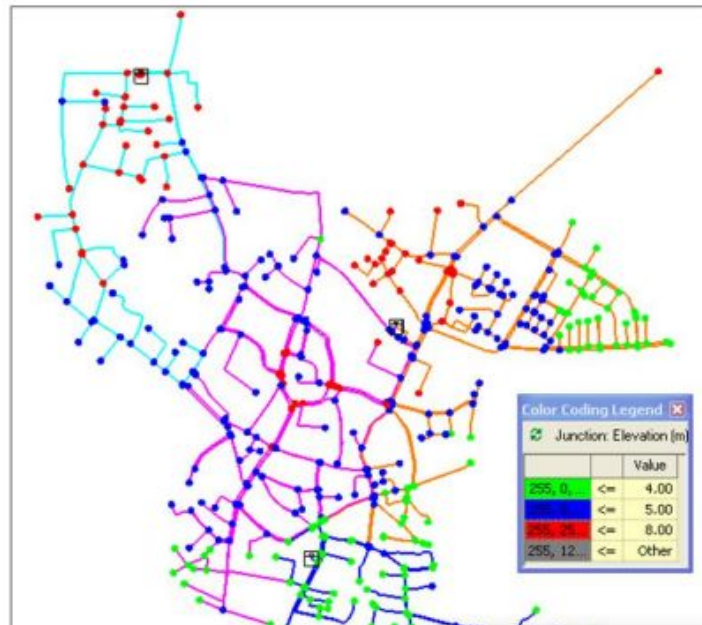
Step 4: Do M&E and show benefits.

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!**



District	Palghar	Thane
Number of schemes	19	12
Sanctioned amount	Rs. 28.2 Cr.	Rs. 6.4 Cr.
Minor Problems (Source)	9/19	10/12
Major Problems (Design)	7/19	9/12

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!** **Jal t a n t r a.**

**And write a Text Book**



<https://www.ctara.iitb.ac.in/en/system/files/uma-unicef-iitb-irap-rws.pdf>

# 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

GR (13<sup>th</sup> January, 2016)

संशोधन व अन्य शैक्षणिक व संशोधन  
संस्थानातील विद्यार्थ्यांना रोजगाराच्या  
विकासाला सहाय्यी करून देण्याची योजना...

महाराष्ट्र शासन  
उच्च व तंत्र शिक्षण विभाग  
शासन निर्णय क्रमांक : वेडक- ३६९९/१५/१५/सांवि २  
महाराष्ट्र विद्यापीठ संघ, मुंबई ४०० ०३२,  
दिनांक : १३ जानेवारी, २०१६.

संदर्भ :- शासन निर्णय क्रमांक : वेडक- ३६९९/१५/१५/सांवि २, दिनांक २८/१२/२०१५

#### प्रस्तावना ->

राज्यातील विविध सामाजिक व विकासशील संघीय प्रभावी संशोधनद्वारे उकल करून  
त्यावर अनेक उपाययोजना राबवणे आवश्यक आहे. त्या दृष्टीने विविध शासकीय संस्था व शैक्षणिक  
संस्था यांच्या दरम्यान विरोधात; सामाजिक व आर्थिक स्वरूपाच्या महत्त्वाच्या गंभीर  
समस्यांसंबंधीतील संशोधन केंद्रांना कल्पनाशील आणि विविध प्रकारच्या विद्यापिठांच्या  
संशोधन केंद्रांमध्ये अभियांत्रिकी तसेच अन्य व्यावसायिक अभ्यासकामांसाठी शिक्षण घेण्याच्या विद्यार्थ्यांच्या  
सहाय्य वाढविणे आवश्यक आहे.

२. देशातील शासकीय संशोधन विकास कामांमध्ये आय.आय.टी., सारख्या प्रगत शैक्षणिक  
संस्थांचा समावेश जाडून परिचरित घडविण्यासाठी वेड शासनानेच उठाव घेतून अद्याप  
देशातील विद्यार्थ्यांक, प्रगत शैक्षणिक संस्थांमार्फत उत्तरेष्येयत घेत आहे. याच पार्श्वीच महाराष्ट्र राज्यात  
देशीय अभियांत्रिकी महाविद्यालये, संशोधन केंद्रे आणि अन्य उच्च शिक्षण संस्थांमध्ये सुरु असलेले  
संशोधन हे अभियांत्रिकी राज्यातील विविध सामाजिक व विकासशील विभागातील देशीय जीवनशास्त्रीय  
समस्यांची (उदा. ग्रामीण संशोधन केंद्रांमार्फत ग्राम स्वच्छता, शोषण, शासकीय व्यवस्थापन, पेवजल,  
दरते विकास, रस्त्याचे सुधारणे करून मजदुरीकरण, जनसंवाहन, हून व उर्जा, आरोग्य, दुष्काळ  
आदी) उकल करून ते लोकशुभियुक्त करणे गरजेचे आहे. या संस्थांमधील संशोधन तसेच कुशल  
मनुष्यबळ वापरून सामाजिक क्षेत्रातील विकासाला सहाय्य देऊन तंत्रज्ञानाच्या वापराने सोडणा  
शोधने गरजेचे आहे. सावधवित्त अनेक शासकीय, निवाशासकीय व खाजगी संस्था व अनेक  
संबंधी संस्था विविध विकास क्षेत्रांमार्फत शासकीय व खाजगी भागातील समस्यांवर काम करीत आहेत.  
तथापी, शासकीय खाजगी जगत शैक्षणिक संस्थांचा असा प्रकल्पत सहज वाढविणे व एक  
संस्थात्मक संघटना निर्माण करणे गरजेचे आहे.

३. उपरोक्त सर्व बाबींचा विचार करून विविध विभागांतर्गत धातविषया जाणा-या उपक्रमांमध्ये  
ठोस कार्यक्रम सुधारितकरिता मा. मुदामेची धा-नी दिलेल्या दिनेशानुसार संशोधन शासन  
निर्णयाने काढा मद्रापी स्वरूप करण्यात आली होती. सदरच्या कार्यपटाने धातील प्रमुख उद्दिष्ट  
साध्य करण्यासाठी शिक्कराची केव्या आहेत.

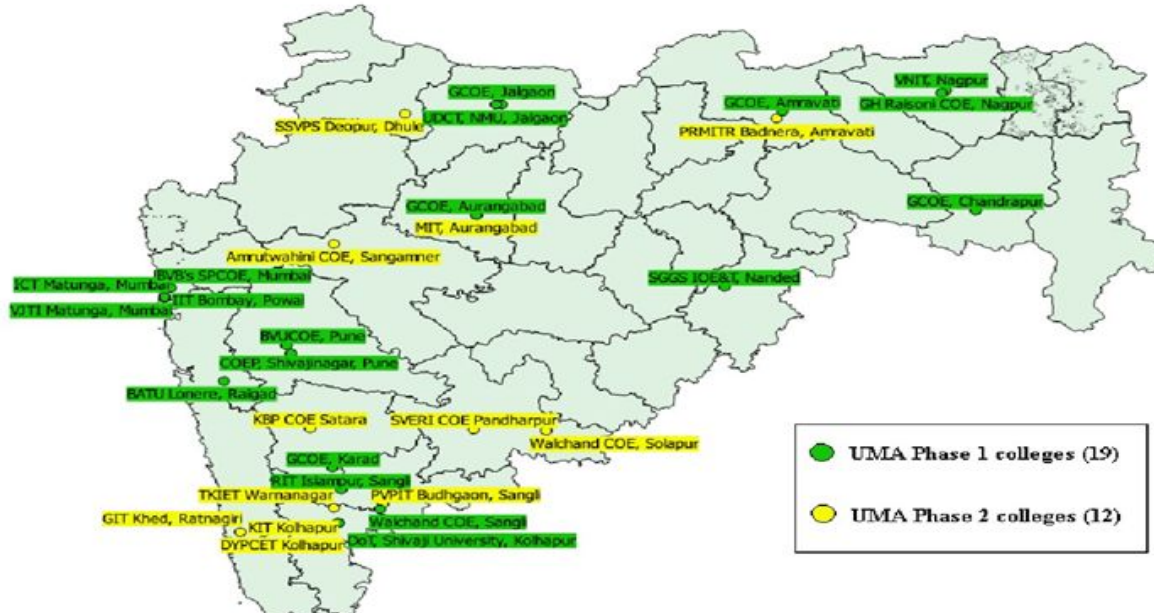
४. धावरोक संशोधन धातविषया उच्च शिक्षण संस्थांमध्ये, त्यांच्या परिचरतीत  
विकास कामांच्या आदर्शनी / स्वरूप/ दर्जा/मुदाम/ शासकीय व. धाती उद्दिष्ट तंत्रज्ञानाचा सुशोध  
वापर करून प्रभावी उपाय योजन सुधारणे व असा प्रभावी संशोधनशी परंपरत सुरु करून ती  
योजयाने व धासाठी एक सक्षम संस्था शैक्षणिक संस्थांमध्ये निर्माण करणे.



## UMA : Key GRs

HTE	13 <sup>th</sup> Jan. 2016.	Main UMA GR, Listing of Colleges and Topics: enabling student projects and faculty research, 17 TEQIP Colleges
Planning	7 <sup>th</sup> Apr. 2016	UMA Institute : Source of funds, up to 25% of District Innovative fund.
HTE	15 <sup>th</sup> June 2016	UBA-UMA GR Topics, Guidelines, District Coordinating Institutes
HTE	5 <sup>th</sup> July. 2017	Empanelment of 12 private colleges under UMA in addition to the original list
HTE	25 <sup>th</sup> Oct. 2018	Provision of funds for UMA Scheme.
Planning	25 <sup>th</sup> Sept. 2018	UMA colleges are empaneled as TPA, Appointment of DPO as District Nodal Officer and M&E fund (0.5% of the Annual Plan) can be accessed by UMA. (Reference - GR. 26 <sup>th</sup> Sept. 2017)
WCD	6 <sup>th</sup> Mar. 2019	Empanelment of UMA colleges for TPI of Jalyukta Shivar
HTE	26 <sup>th</sup> Aug. 2019	Approval for disbursement of F.Y 2019-20 funds.
WSSD	14 <sup>th</sup> Jul. 2020	Empanelment of selected UMA colleges for TPI of WSSD.
WRD	12 <sup>th</sup> Apri, 2021	Procedures to take R&D work of WRD, Listing of sample work.

# UMA Institutes



Total Participating Institutes : **75**

- Technical Institutes : 35
- Govt. Polytechnic : 40

Next 2 Years : 3-4 Science/Arts college in each district

# Workshop Plan 2021-22

S.N	Topic / Theme	Month	Duration
1	Workshop on Interdisciplinary Case Studies in Agriculture : ई-पीक पाणी and Other topics	October	2 Day
		December	1 Day
2	Mumbai University and other university faculty Training on Case study methodology in Curriculum	October	2 Days
3	Thematic workshop on GPDP - आमचा गाव, आमचा विकास	November	2 Days
		January	1 Days
4	Thematic workshop on Public Transport (based on MoU with MSRTC)	November	2 Day
		February	1 Day
5	Thematic Workshop on Third Party Audit training for Water Resources Department Projects.	December	2 Day
		February	1 Day
6	"Unnat Maharashtra Abhiyan" orientation workshop for Government Polytechnic	December	1 Day

# Overall Strategy

- Create the market for “knowledge products” - the demand, the supply, the enabling mechanism and the standards
- Many departments: Water Resource, Tribal Development, Water Conservation, Agriculture, MSRTC
- 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 - Preisthood**

# IIT's Importance

## For Outsiders

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Ne

**On the Whole:**

**Success 35%.**

**Exhausting - Needs a second Bottom-Up Front**

**Main Output: Precedence, Blue Prints, Tool Kits**

An

*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 भौद् शास्त्र**

**Unless people start expecting due diligence from the state.**

**Pull ourselves out of बुद्धू राष्ट्र**

for?

ering

e



# Dismantling भौदू शास्त्र - बुद्धू राष्ट्र - **A Cultural Agenda**

## **Bhodu 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. Propagation 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.
4. Loss of culture - of work culture, of ethics, collectivization, vaastavvaad, language and a responsive civil society
5. Increase in labharthi-vaad. Lazy intellectual class.

# Dismantling भौद्ध शास्त्र - बुद्धू राष्ट्र - A Cultural Agenda

## Bhundu Shastra

1. Belief in a Central Science of elite action, of beneficiaries
2. Incompetence at the top: Very little capacity to do anything at the highest level

## Buddhu Rashtra:

### Excessive centralization - Vikaas

1. As much a historical as a contemporary propaganda.
2. The top 20% seem to have no mobility and markets
3. Propagation of membership in it

### Vikrut Parampara

1. Foolish image of the ruler and the ruled. Rulers were supposed to donate everything and go to the forests. They don't. Rivers are not cherished, but abused. Justice needs to be delivered this birth.
3. Loss of culture - of work culture, of ethics, collectivization, vaastavvaad and civil society
4. 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>*