How do urban policies actually play out in our cities?

Prasad Shetty

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Case No 1-0007

This Case Brief contains:

Introduction
The IIHS Case Method

Case Note
Summary and the pedagogical imagination of the case

Teaching Note
Ways of teaching this case

Detailed Table of Contents
The full breadth of material available in the full case,
including exhibits and archival materials

Access Information
Details on how to access the full case

Reframing Urban Inclusion

The opening set of cases produced by IIHS represents a focus central to our institutional mission, its teaching and its practice: urban inclusion. Through an on-going collaborative, multi-year research project titled 'Reframing Urban Inclusion', the 30 cases available on the website, www.cases.iihs.co.in include original teaching and learning cases commissioned and produced at IIHS through support from the Ford Foundation.

The cases were curated to address a particular set of challenges. The first is pedagogical. IIHS' stated aim is to be part of a global moment to re-think urban theory and practice from India, South Asia and the Global South. These cases are a key curricular and pedagogical intervention within that effort. Distributed through open access modes to encourage widespread, public and diverse forms of use, the cases seek to give scholars and educators in the Global South a new canon to teach with, that begins from and is responsive to place.

The second is more outward facing. India is at a critical moment in its urbanisation. The urban agenda has begun to emerge strongly on the national political register, and questions of how to shape policy agendas from housing to employment, planning to service delivery, are more pressing than ever before. It is our hope that these cases will therefore equally be used by and inform an evidence-based, empirically rich, conceptually grounded and reflexive practice and interface with policy.

Since 2013, the project has brought together leading academics and practitioners from different disciplines to identify and contextualise social and economic realities of Indian cities through the case method. We hope that they will provide new evidence of the possible opportunities and mechanisms for urban integration as well as build a conceptual and empirical foundation for politically, socially, and economically inclusive cities.

The project has three thematic foci:

1. Conceptualising Pro-Poor Planning

    Urban planning processes determine access to basic resources such as land, shelter and housing, livelihoods, mobility, and security. Inclusive urban planning is aimed at serving all the citizens of the city, reducing vulnerability and addressing exclusion from access to these basic resources.

    Cases in this theme (1) untangle the current state of urban planning and its effects on vulnerability and exclusion, (2) explore how meaningful participation can be more effective in pro-poor planning, and (3) highlight opportunities for, and instances of successful integration across agencies and organisations involved in urban planning.

2. Re-visiting Settlement Upgrading

This theme seeks to expand and re-articulate debates on slums in India. The 'slum' is a form of an urban settlement that is situated at the intersection of land markets, new urban political economies, the efficacy of the state as a provider of housing to the poor, differentiated state-citizen relations, splintered urban infrastructure, questions of law, legality and planning, as well as conceptions of urban citizenship.

Cases in this theme (1) explore the processes of settlement and resettlement, paying attention to the market and political forces that shape the outcomes, (2) broaden the scope of settlement transformation from spatial upgradation to impacts on other sites of transformation such as livelihoods and employment, and (3) explore alternative imaginations of 'property rights' and tenure regimes.

3. Re-drawing the Picture: Metrics of Urban Inclusion

The dynamics of urban poverty and vulnerability are poorly understood. We know that the security of tenure, spatial coherence of urban infrastructure and service delivery, transit distances between livelihoods and living spaces, socio- cultural identities and social networks play important roles in inclusive cities. However, we have limited statistical data and information on the locational and distribution patterns of urban India.

Cases in this theme (1) examine the use of data in urban decision making and identify potential sites for intervention, (2) provide a more contextual and holistic analysis of urban dynamics, moving beyond sector-wise administrative data collection methods, and (3) emphasise improvements in information and learning from experience for local decision making.

IIHS Case Method

The IIHS case is a work-in-progress that represents experiments in different forms of creating interdisciplinary and inter-sectoral cases, as well as a diversity of pedagogical environments to learn and teach with these cases. The opening set of cases is, thus, also in a sense, an experiment in form and teaching modes. Given this, we do not claim a singular 'IIHS Case Method' or any one form or definition of a case. Indeed, one of the explicit aims of case development at IIHS is to challenge conventional ideas of what case-based learning is.

How then does a user know how to use cases? Pedagogical transactions will differ from case to case and indeed multiple options will be open within each case. Therefore, in order to aid users, all IIHS cases come with a set of consistent elements that help users navigate through the diversity of form and content. These are:

- **Preface:** Every case begins with an introduction by the case writer that describes their own approach to the case. How did the case writer frame the case? Why did they choose to structure it as they have? What were their intentions in writing the case?
- **Teaching Note:** The second shared case element is the Teaching Note. Here, the case writer lays out their imagination of how they would teach with the case in its current form. They suggest learning outcomes, pedagogical modes, learning environments and assessment frames. True to the diversity of the cases, each of these is particular to the case.
- **The Main Case:** This is the main body of the case—its core empirics, arguments, discourse and data. Across the cases, these come in different forms: PowerPoint presentations, audio-visual material, web interfaces, written text, and data visualisations.
- **Pedagogical Possibilities:** The next element lays out the case writer's suggestions on other ways in which the case could be taught, including in other disciplines or learning environments. These are not as detailed as the Teaching Note but offer a set of possibilities to the user to imagine other uses of the case than those laid out.
- **Case Archive:** The final element of the case is a library of documents—reports to interview transcripts, unedited footage to visual photo libraries—that act as an archive for the case. This repository allows users to also access a host of background and additional information necessary to navigate the larger contexts in which the case is situated.

Each IIHS case—regardless of the diversity of its form—comes structured with these elements. It is our hope that this recognisable framework will enable users to navigate easily across cases with very diverse elements and forms.

Case Note

Discussions on large development projects and programmes have mostly been evaluatory in orientation concerned with either finding faults and recommending corrections or celebrating achievements and recommending up-scaling. However, these large projects/programmes make new ecologies, generate new discourses, produce new practices, and create large spin-offs. Compiled as notes, this work is written in nine sections that discuss different aspects of JNNURM (Jawaharlal Nehru National Urban Renewal Mission), a large programme by the Government of India as it was implemented in the state of Maharashtra. As the notes are stitched together from different fragments of documentations and experiences, they constitute semi-fictional montages. The montages may not produce easy meta-narratives to comprehend the programme. There is ample material by several people and institutions that help such comprehension. The purpose of this work is to narrate the urban experience through compilation of the ecologies, discourses, practices and spin-offs that JNNURM produced.

The case, through its narratives, offers an insight into the mechanisms used by various stakeholders in large development projects right from planning to implementation. The municipal corporation, the state government, individuals, consulting firms, etc., all have a stake in the project and an agenda to fulfil. Over the nine parts, the case sets context of JNNURM, its various projects and how proposals are drawn up, accepted and implemented.

The case first talks about the city of Nanded which was chosen as one of the special cities for financing infrastructure under the ambitious JNNURM programme. JNNURM has been a flagship programme of the Government of India to improve urban infrastructure and governance in cities. Under the Urban Infrastructure and Governance component of JNNURM, 35 cities with more than a population of 10 lakhs were chosen. In addition, 30 cities, with lesser population were chosen as 'special cities'. These were either state capitals with lesser population, cities of religious importance or cities with tourist attractions. With a population of about 4.5 lakh people, Nanded was chosen as a 'special city' from Maharashtra. The first part of the case goes on to detail the role of the consultancy firm that was employed by the Nanded-Waghala Municipal Corporation to implement the projects that were being financed under the JNNURM.

'*Where Did the Water Go?*' offers an insight into the water-based projects and work undertaken in Nagpur. The narrative describes instances where unaccounted water was discovered by a consulting firm using data from the municipal corporation, the approval of four water projects under JNNURM within four months of the announcement, the conceptuisation of an online water monitoring system, etc.

Other narratives in the case give the readers a glimpse into how the municipal corporation uses effective strategies to get funds from the National Government. As in this narrative where an effective model set up by a consulting firm is disused after it serves its purpose—getting funds. The Slum Permanent Record System (SPRS) is a system that uses biometric features such as fingerprints and eye-scans to generate a unique number. SPRS was conceived with an imagination that it would serve as a universal system, which could hold data on every slum dweller in the world thereby uniting all slum dwellers of the world. This platform designed by a consulting firm received its first opportunity to through JNNURM in Nanded. The case narrates how a massive survey towards creating a database of slum dwellers and slums in Nanded, leads to the formation of the 'Slum-free City Policy'. The creation of three models of redevelopment of housing depending on ownership and tenureship patterns—in situ redevelopment, relocation, and in situ redevelopment with land sharing.

Components and Materials

The primary component of this case study is written material, which comprises nine parts. Each section delves into details of how individuals and companies, through their understanding of the working of government mechanisms, played an important role in funded projects; in this narrative, the JNNURM. The three Exhbits in this Case note give a flavour of these stories.

Exhibit 1 narrates the story of an individual who has figured out the realities and hidden processes behind a winning bid; be it quotations for stationary or undertaking sub-contracts for different surveys. Exhibit 2 talks about the National E-Governance Plan proposed by the Government of India, which had several mission mode programmes to be implemented across sectors, ministries and departments. It goes on to highlight the issues with respect to the implementation of e-governance in municipalities, which was one of the mission mode programmes. Exhibit 3 talks about 'stimulus package' by the Government of India, under which states were to be provided funds through Jawaharlal Nehru National Urban Renewal Mission (JNNURM) to purchase buses. This one-time measure and announcement required a Detailed Project Report (DPR) enlisting the estimation and specification of the buses required. It goes on to show the flawed processes adopted in preparing DRPs, how consultants used the opportunity to make quick money, and conditions that led to international bus making companies entering the Indian market.

Exhibit 1: Silver Ganesh

There was always a need for supplies like stationary, banners, models, etc., at the Mumbai Metropolitan Authority (MMA) office. There was seldom time to go through an elaborate tendering process for small procurements, instead, these 'petty purchases' could be made by inviting three quotations and buying from a bidder with the lowest quote.

At the Metropolitan office, such requirements were directed to Chadda, who had five different companies engaged in printing, stationary, event management, etc., Whenever Chadda received a call from the office, he would submit three quotations from three of his companies signed by different people on different letter-heads. Chadda also ensured that no one else was called and it was always one of his companies supplying to the Metropolitan office. He would personally meet most of the officers, send gifts for Diwali, chat with them about life and maintain—in his words—'*accha* (good) relationships'.

His journey of becoming an infrastructure consultant started when he was called to get some surveys done of Mithi River, which flooded in 2005. The floods had caused havoc in Mumbai and there was an outrage against the government for loss of life and property. The Chief Minister asked the MMA to give a report on the river within a fortnight. Chadda was putting up stalls for an interior design exhibition when he was summoned to get the surveys done. He had never done anything like this before, but figured out that the Metropolitan Authority office wanted some numbers to prove that the illegitimate occupiers along the river were the cause of the floods. Chadda hired surveyors and planners to do the job. A drawing was made and numbers were gathered within no time. Chadda had become an overnight star in the urban development business.

Slowly he started undertaking sub-contracts for different kinds of surveys—headcounts, number of houses, number of families in a locality, traffic counts, etc., Chadda was very quick at delivering results and everyone at the Metropolitan office wanted that. Along with sensing the value of primary data, he also figured out that it was quite simple to organise such data. All he needed was some social worker or a planner to make questionnaires and some literate people to go on field and fill them up.

The JNNURM changed everything for Chadda. The Government of India had launched a nationwide mission called the Jawaharlal Nehru National Urban Renewal Mission (JNNURM) to upgrade infrastructure in more than 60 cities. The Government's strategy was to simply pump money into these cities. But to get the money, the cities required a clear plan with a set of priority projects and a detailed project report on each of these priority projects. The kitty of the Government was finite and cities were to compete with each other to get the money —

whichever city could make good detailed project reports and manage to get them approved early enough by the national scrutiny agencies would get the money. The Government expected that this would push the cities to plan and build their capacities in planning projects. The cities on the contrary appointed consultants. Suddenly there was an increase in the number of consultants in the country. Chadda had also joined the bandwagon. He hired some engineers and planners and started his own consulting company. Since he had already undertaken many surveys in the metropolitan region of Mumbai, he had an advantage over other consultants in the region.

Exhibit 2: Proposal of National E-Governance

Earlier, in 2003, the Government of India had proposed a National E-Governance Plan, which had several mission mode programmes to be implemented across sectors, ministries and departments. Implementation of e-governance in municipalities was one of these mission mode programmes. The United States aid agency, USAID was involved in making the national e-governance plan as well as preparing the mission mode programme. This was a part of the Indo-USAID Financial Institutions Reforms and Expansion (FIRE) Project. USAID appointed P. Coopers & Co. (PCC), a development consultant to prepare the mission mode programme for implementing e-governance in municipalities. This was done for the Ministry of Urban Development of the Government of India. USAID and PCC prepared a detailed document for NMMP and submitted it to the government of India in September, 2005, three months before the launch of JNNURM. The details of e-governance reforms mentioned in the memorandum of agreement were articulated based on this document. This document also became the base document for setting guidelines for the special e-governance grants that were announced in 2008 under JNNURM.

To obtain the special e-governance grants, each municipality had to prepare a detailed project report for implementation of e-governance in the city and submit it to the national government for approval through the state government. This was a similar process to the process of obtaining grants for other infrastructure projects and cities were experts in quickly appointing consultants for preparing Detailed Project Reports (DPR). Moreover, most cities had started to do something on e-governance. Within six months of the announcement of special grants for e-governance, eight cities of Maharashtra submitted their e-governance DPRs to the state government. The next problem was evaluation of the DPRs. These were not like the usual water-supply and sewerage DPRs, which the state government engineers could quickly crunch and give a scrutiny report. Each of these DPRs were prepared by different consultants, who were preparing such DPRs for the first time and moreover, nobody in the state government had any idea on how an e-governance DPR looked like. There was no capacity in the state government to evaluate DPRs that discussed computer architecture and software. However, in the competitive environment of JNNURM, there was always a pressure on forwarding the DPRs to the national government as soon as possible. Since everyone was new, the officers at the state level quickly forwarded four out of the eight DPRs to the national

government without spending much time on them. On the remaining four some queries were raised and returned to the municipalities for clarification.

The situation was not very different at the national level. There was no chance that the engineers from the Public Works Department or teachers from planning schools would be able to scrutinise the e-governance DPRs. After much deliberation and looking around, the national government approached the Organisation for Smart Governance (OSG), a Hyderabad based public-private partnership company for the purpose of evaluating the e-governance DPRs. OSG reviewed the DPRs and recommended all four DPRs of Maharashtra to the Government of India for approval. Rs.43 crores were approved by the Government of India for implementation of e-governance in the four cities of Maharashtra—Nagpur, Navi Mumbai, Ulhasnagar and Pimpri Chinchwad.

After the first phase of approving e-governance DPRs, nobody was sure about the approaches that were used by the different consultants or the success of any specific approach against the other. They were all in some sort of experimental stages. OSG recommended putting together a toolkit for preparation of e-governance DPRs so that there could be some basis for evaluating them. The Government of India agreed and asked OSG to prepare such a toolkit. OSG roped in PKMG, an international development consultant for the purpose and the toolkit was prepared. In June 2009, the toolkit was circulated across the country. The toolkit focused on making the e-governance reform workable in the city—it insisted on aspects like outcome planning, capacity building, monitoring and evaluation, which were beyond software creation.

Teaching Note

There are many possibilities of using the contents of the case, *'Notes from the Mission'* with multiple ways for a variety of learners. These can range from straight-forward skill enhancement programmes to highly conceptual theoretical courses. A list of possible courses is given below.

	Name of the Course/Programme	Course Type & Time	Pedagogic Objectives/Tasks
1	Structuring of Urban Programmes	Workshop (12 hours)	Familiarising the participants with 1. Actors involved, processes, keywords, schedules, etc. 2. Preparation required from cities/project implementation agencies 3. Preparation required from central agency (proponent of the programme) 4. Implementation aspects of the project: planning, implementation, monitoring 5. Managing cultural aspects: socio-political & economical 6. Aspects of post implementation: dealing with assets and their management
2	Preparation of a City Development Plan	Studio (40 hours)	Developing capacity of the participants in: 1. Undertaking a condition assessment of the city in various sectors 2. Projecting future demography and economy 3. Identification of shortages of infrastructure for the projected future 4. Developing a bundle of projects, programmes and policy interventions for dealing with the infrastructure gap 5. Prioritising the projects 6. Identifying financing possibilities and developing a city investment plan

	Name of the Course/Programme	Course Type & Time	Pedagogic Objectives/Tasks
3	Infrastructure Design & Implementation (Water/Sewerage, Solid Waste Management, Housing)	Workshop (12 hours for each sector)	Developing capacity of the participants in: 1. Undertaking a condition assessment of the sector 2. Developing design strategies for the sector 3. Formulating implementation strategies and detailed designs 4. Preparing DPRs 5. Preparing tenders 6. Monitoring projects
4	Preparation of Detailed Project Report	Workshop (12 hours)	Developing capacity of the participants in design, detail, estimation, scheduling, finance management, tendering, project management aspects, monitoring aspects and post implementation aspects of a single city project.
5	Monitoring Large Programmes / Projects	Workshop (6 hours)	Developing capacity of the participants in: 1. Setting up information systems for project monitoring 2. Formulating frameworks for project monitoring (inspection, recording, etc.) 3. Undertaking aggressive follow-ups
6	Urban Reform	Seminar (6 sessions of 2 hours each)	Reviewing the design and management of the following urban reforms and their design and management 1. Planning reforms for participation, accountability and transparency 2. Administrative reforms to improve efficiency of service delivery and governance 3. Revenue improvement reforms 4. Land & property management reforms 5. Reforms to improve living conditions of the poor 6. Reforms for integrating environmental and cultural concerns in city development

	Name of the Course/Programme	Course Type & Time	Pedagogic Objectives/Tasks
7	Infrastructure Finance	Lecture (3 lectures of 2 hours each)	1. Familiarising with different options for infrastructure finance 2. Building capacity in management of finance (Information system, investments, accounting, etc.) 3. Building capacity in tariff settings for services
8	Appropriating Cities (This course is detailed further)	Studio (40 hours)	In the event of large programmes, identifying different possibilities of engagement and developing strategies for them through: 1. Identifying actors, agency & power networks involved in the 'mission' 2. Analysing roles, capacities and opportunities for different stakeholders 3. Projecting the workings of 'mission' and speculating future issues 4. Developing strategies for equipping specific actors to engage with the new mission 5. Detailing such strategies for one of the actors
9	Politics of Plans, Projects and Programmes	Seminar (6 sessions of 2 hours each)	Exploring Ideas around the thematic of: 1. The planning processes and the by-passes 2. Bribes, touts, seepages & leakages 3. Mission led urbanisation 4. Assets and their futures 5. Possibilities for different actors 6. Ways of seeing and writing using fictional montages as a method

Each of the above courses will have to be detailed further using the case and the annexes. The course delivery will also differ for different kinds of participants.

One Possible Course

PEDAGOGIC INTENTIONS AND OBJECTIVES

The main intention of this course is to understand/predict the different dimensions and workings of a large plan/project/programme and to find ways in which one can engage with such a programme depending upon one's socio-economic/political/institutional position.

The course is also meant to appreciate different softer aspects of the city—the political dimensions, the cultural dimensions, the aspiration aspects, the everyday practices, etc. The course is aimed at developing analytical abilities to examine the workings of such softer aspects on large plans/projects/programmes and speculating their trajectories. The course is also aimed at developing exploratory capacities in engaging with such programmes for different actors in the city.

Finally, the purpose of this course is to bring about an appreciation that cities work out in unconventional ways beyond plans and policies and require unconventional ways for seeing them beyond empirical means.

Specifically, the course will be conducted through five different tasks:

1. Identifying actors, agency & power networks involved in the 'Mission' (A large plan, programme or project)
2. Analysing roles, capacities and opportunities for different stakeholders
3. Projecting the workings of 'Mission' and speculating future issues
4. Developing strategies for equipping specific actors to engage with the new mission
5. Detailing such strategies for one of the actors

FORMAT

a. **Time Frame:** 40 hours Studio in the following possibilities

	Option	Total Hours	Total 2-hr sessions	Total Days	Hours/ day	Sessions/ day	Days/ week
1	Week Long	40	20	5	8	4	5
2	Semester Long (10 weeks)	40	20	10	4	2	1

The above 40 hours can also be configured in other ways to make three to four week long courses.

b. **Participants:** The studio is ideal with 20–30 participants interested in urban studies (with a bachelor's degree and preferably who have some experience of field work or working with actors or agencies). The participants will be divided groups of 6–8 persons.

c. **Studio Problem**

You are an inhabitant of a medium sized city in India. The recently elected Government of India wants to discontinue the earlier urban renewal programme and announce a new programme for improvement of small and medium sized cities of the country. The focus of this programme is to improve living conditions and opportunities in small and medium towns. Under this programme, the Government of India has announced grants to the tune of Rs. 1000 crores per city to undertake city improvement projects. The city itself has to raise some funds and the state government is also expected to contribute some amount. You have to plan your engagement in this situation.

RESOURCE REQUIREMENTS & PREPARATION

Human Resources: 3 Resource persons (one course coordinator and two associate coordinators) for up to 30 participants to be involved full-time during the period of the course and to put in 20 hours of work prior to starting the course for preparation of different documents and presentations. For additional 10 persons, one more associate coordinator would be required.

Infrastructure Resources: one medium size space equipped with presentation facilities to accommodate all participants for introductions, lectures and presentations, and common activities; three to four smaller spaces for group discussions.

Preparation: Before the course is conducted the following documents need to be prepared:

1. City Dossier: history, geography, economy, socio-political conditions, cultural aspects, demography, infrastructure conditions, special conditions/practices, municipal administration and finance, etc. (This document will be given during session 1) *(A CDP of any medium sized city can be used, with some augmentation)*

2. Programme Documents: objectives, processes (approvals, reporting, follow-up, and monitoring) (This document will be given during session 1) *(The programme documents for JNNURM can be used with some modifications)*

3. Periodic Intrusions: A set of 10 intrusions like complaints, parliamentary/assembly questions, change in rules, RTIs, election, price hike due to shortage of material/labour/MNEGRA, flood, etc. (Each intrusion will be given after every alternative session—session 2, 4, 6, 8 and so on)

4. Presentations: A set of five presentations discussing methods of actor identification, stakeholder analysis, projections, strategies to engage, and detailing the strategies. (The presentation will be made at the beginning of every task)

5. Role Profiles: a short profile of roles that the participants play as a stakeholder/actor. The role could be of a city planner/commissioner, infrastructure/planning consultant, elected representative, activist (poverty, housing, environment, heritage), infrastructure contractor, small entrepreneur, a CEO of a MNC, retired government employee, developer, banker, software engineer, PhD scholar, etc. (A different role profile will be given to different participants during session 14).

COURSE SCHEDULE

	Session	Session Details
01	Introduction to the project and task 1: identifying actors, agency & power networks involved in the 'mission'	Introduction to the 'city' and the 'central programme', formation of groups, distribution of city dossiers and programme documents, faculty presentation on 'identification of actors, agencies and power networks'
02	Work on task 1	Thinking through the different processes and identifying different actors and agencies
03	Work on task 1	Speculating possible alliances, networks, pressures, influences, etc., based on city dossier to decipher a power map (important nodes, important connections, etc.)
04	Presentation of task 1	PowerPoint Presentation on actors, agencies and power networks
05	Introduction to task 2: analysing roles, capacities and opportunities for different stakeholders	Faculty presentation on 'stakeholder analysis—roles capacities and opportunities'
06	Work on task 2	From the list of earlier actors and agencies, identifying ten different actors/agencies and speculating on their roles in detail
07	Work on task 2	Identifying the capacities and opportunities for each of these actors/agencies based on the city dossier
08	Presentation of task 2	PowerPoint presentation on stakeholder analysis
09	Introduction to task 3: projecting the workings of 'mission' and speculating future issues	Faculty presentation on 'speculating the future'

	Session	Session Details
10	Work on task 3	Based on the programme details and city dossier, formulating the most likely city improvement projects
11	Work on task 3	Choosing three of priority projects and speculating the way these will work out before, during and after and implementation
12	Work on task 3	Articulating the problems and opportunities and their spin-offs for each of these three projects
13	Presentation of task 3	PowerPoint presentation on future of the programme
14	Introduction to task 4: identifying problems and opportunities and developing strategies for equipping specific actors to engage with the new mission	Distribution of 'role profiles' where each participant is expected to play one role; faculty presentation on 'strategies for engagement'
15	Work on task 4	Identifying how the programme will affect the specific actor—ten things that will happen (problems and opportunities)
16	Work on Task 4	How does one minimise the problems and use the opportunities—formulation of broad strategic engagements
17	Introduction to task 5: detailing such strategies for one of the actors	Faculty presentation on 'detail action plans for engagement'
18	Work on task 5	Detailing specific action required for carrying out the strategic engagements
19	Work on task 5	Identifying specific resource needs and formulating time chart for carrying out the strategy
20	Presentation on task 4 & 5	PowerPoint presentation on strategies and details

Accessing the Full Case

The full content of this case is open-access and downloadable at www.cases.iihs.co.in.

The full content of this case includes the following documents:

Folder A: Introduction to the Case

Terms of Use and Agreement

Reframing Urban Inclusion

IIHS Case Method

Pedagogic Possibilities

Teaching Note

Folder B: Main Case

Notes

The Mission

Silver Ganesh

Where did the Water go?

Auto DCR

Road to Nowhere

Follow-up

Reform

Basic services for the Urban Poor

Election Time and Other Stories

Folder C: Case Archive

Files

The Mission

Where did the Water Go?

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About the Author

Prasad Shetty is an urbanist based in Mumbai. He has studied architecture (Mumbai) and urban management (Rotterdam). He is one of the founder members of Collective Research Initiatives Trust. He also works with the Mumbai Metropolitan Region – Environment Improvement and Heritage Conservation Society and teaches at the Rachana Sansad's Academy of Architecture in Mumbai.

Earlier he has worked as an urban manager at the Mumbai Metropolitan Region Development Authority. He has also been a lecturer at the Kamla Raheja Vidyanidhi Institute for Architecture; an Independent Fellow at the SARAI-CSDS, Delhi; a Consulting Urban Management expert to the Town Administration of Mendefera, Eritrea; and an Expert Member to the Dadra–Nagar Haveli Planning & Development Authority. His work involves research and teaching on contemporary Indian urbanism including architectural practices, studies of post-industrial landscapes, housing, archiving post liberalization developments, entrepreneurial practices and urban property.

His recent works include: De-Mapping: an installation emerging from the hyper-mapping tendencies of urban study practices (supported by Khoj, Delhi); Bombay Talkies and Other Stories of Malad: a research on the land politics in the suburb of Mumbai (supported by Majlis, Mumbai); Being Nicely Messy: a research on projecting future mobility of Mumbai (supported by the Audi Urban Futures Initiative); and Gurgaon Glossaries: compiling the terms that are getting formed when the new city of Gurgaon is settling (supported by SARAI, Delhi & the Devi Art Foundation).

About IIHS

The Indian Institute for Human Settlements (IIHS) is a national education institution committed to the equitable, sustainable and efficient transformation of Indian settlements. IIHS aims to establish an independent funded and managed National University for Research and Innovation focused on the multi-sectoral and multi-dimensional challenges and opportunities of urbanization. The University is intended to be a globally ranked institution. The IIHS is a proposed network of mother and daughter institutions across South Asia, leveraging on the local and regional knowledge and innovation and linking them to global best practices. Its mother campus, based in Bengaluru, will include academic, research and social infrastructure, student and faculty housing. This campus is expected to set international standards for efficient, economic and sustainable design, operations and maintenance.