Can peri-urban development choose partnerships over displacement?

Neha Sami

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Case No 1-0006

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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.

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Teaching Note

This case can be used alone or in conjunction with other examples or cases. It may be of relevance in a range of different courses, and will have to be modified depending on the learning objectives of the individual modules.

The case is flexible, both in terms of the kinds of subjects it can be used for and the stage at which it can be taught as part of a larger course (i.e. introductory modules or more advanced or specialised courses). For example, it can be used to teach the continuing role of caste in urban development (the Magars are all from the same caste, and the social variations within the group are driven by sub-caste variations). It can also be used to discuss the changing process of real estate development in Indian cities—the transition from state-driven development projects to the growing role of the private sector. The story of Magarpatta can be used to effectively differentiate between various approaches to resettlement and rehabilitation, or different ways of developing urban and peri-urban land.

The case archive contains a range of materials that are stand-alone outputs and can be used on their own to teach outside the context of this case. However, they are location specific, i.e., they relate to the Maharashtra-Pune region, or to this specific development. Used independently of the case, these may require some supplementary material to make them relevant to other contexts or to develop comparative teaching material.

Pedagogic Possibilities

This note presents a set of examples and exercises that can be used for teaching this case. These are meant to be illustrations of what can be done with the case, and are not necessarily prescriptive.

Role playing
This is a particularly useful exercise to help learners understand the different kinds of actors who could be involved in the development process, the negotiations that they undertake and the implications of their decisions.

Learners or groups of learners are assigned specific roles from the case. The aim is to develop the land in the most sustainable manner possible—economically, socially and environmentally. They are also given a set of constraints (financial, institutional and structural) within which they have to act. This exercise works best if it is conducted over at least two sessions, giving learners the time to negotiate with each other.

The exercise can be modified depending on the learning objectives of the class. It is interesting to withhold information in the beginning and reveal it gradually (sometimes in the form of constraints on actions of the group) to actually develop a changing decision-making structure within the group. It can be structured over several days or weeks, or in a single class.

Assignments

Learners can be asked to submit essays and other written assignments on:

- Comparing different models of development—for example, contrasting this with the TP scheme process: would this still be feasible? What are the possible constraints?
- Replicating the Magarpatta process in other places
- Looking at the different implications of land ownership regimes or systems
- The role of social and political networks in the development process

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