

**Contemporary South Asia:
Entrepreneurial Solutions to Intractable Social and Economic Problems**

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**Mondays and Wednesdays 3:30–5:00 pm
Sever Hall Rm 113 (Harvard Yard)**

I. OVERVIEW

In countries where primary education is unavailable and numerous social, economic, cultural, and religious constraints must be navigated, how can families be motivated to demand quality primary education? How can teachers be trained and motivated to deliver it? (How) Can technology help?

When there is a severe shortage of doctors and surgeons and the state lacks the capacity to remedy this, what entrepreneurial efforts can provide tertiary medical care to an indigent, uneducated population?

How can entrepreneurs use the arts—think literary and music festivals, art auctions, movies, et cetera—to bridge societal divides?

These are motivating examples of the kinds of problems and their solutions that will engage us in this course. This is a pragmatically-oriented survey course focusing on several categories of social and economic problems faced by the countries of South Asia, specifically in the realms of health, education, and the arts and humanities. The primary objective of the course is to engage students in an inter-disciplinary and university-wide setting with the current problems in South Asia, to prior attempts to address these problems and to immerse them in a hands-on project-based attempt at their own candidate solutions.

II. ENROLLMENT ELIGIBILITY

The course is designed for advanced undergraduates as well as graduate students from all parts of the University. The course is listed in FAS, HBS, HKS, GSE, HSPH, HLS and SEAS. Students from other schools and universities are welcome to cross-register.

For undergraduates, this course satisfies the **Societies of the World** Gen. Ed. Requirement.

III. OVERALL STRUCTURE

The course is divided into an introductory module, followed by modules on each of health, education, and the arts and humanities. Throughout, there is a focus on so-called “enablers” (financial inclusion and technology). There is a concluding section.

- The introductory section will explore how historical and contemporary choices have shaped the institutional context of modern South Asia.
- Each module will open with an *overview lecture* and then dive into *case studies* of organizations, companies, non-profits, or regulatory interventions that have attempted to address some of the problems within that category. Supplemental readings will be included.
- The concluding section will summarize the main lessons drawn from the course and look towards the future.

In the *lectures*, we will review the available evidence on the incidence, causes, and consequences of the problem in question. Through *case studies* we will examine real world, entrepreneurial attempts to provide solutions and for each, will discuss whether and why the approach worked, how it could have been improved, and compare the effort to other ambient successes and failures.

Some of the organizations we have looked at in the past include:

- Khan Academy
- Narayana Hrudayalaya, a Bangalore heart hospital pioneering low-cost, cutting-edge care
- Microfinance in Bangladesh and the pioneering efforts of Yunus (Grameen) and BRAC (the world’s largest NGO)

- Roshan, Afghanistan's national telecommunications company

In addition to in-class discussions, there will be a *weekly section (mandatory for undergraduates)*, for explorations of selected readings and discussions of additional interesting cases. Each section will be run by a knowledgeable graduate Teaching Fellow (TF). *Section attendance is not mandatory for graduate students.* Section participation can help graduate student grades on the margin, but section non-attendance will have no negative impact.

Lectures, case discussions, and sections will primarily draw on experiences from Bangladesh, India, and Pakistan, but will also draw on material relevant to Afghanistan, Sri Lanka, and Myanmar.

IV. EXPECTATIONS AND REQUIREMENTS

The lectures and case studies are the core of the course, and are mandatory for all students. Beyond this, course requirements are tailored separately to undergraduate and graduate students. The grade distribution percentages below are only *guidelines*, and may be adjusted to benefit students.

For Graduate Students:

- Lecture and case discussion attendance and participation, including responding to online polls and participating in online discussions wherever appropriate. (30%)
- Three 7–8-double-spaced-page papers, due immediately after the health, education, and arts modules respectively, analyzing a specific South Asian entrepreneurial intervention. ($3 \times 10\%$)
- A 20–25-double-spaced-page final paper that presents the outline of a viable business plan targeting a specific problem that can be tackled by an entrepreneurial intervention. (40%)

Successful project outlines from previous iterations of the course have included:

- an academy dedicated to bringing creativity and liberal education into Pakistani high schools
- a mobile-phone-based triage mechanism to allocate scarce medical resources in rural India
- a funding mechanism for financing vocational education all over South Asia

While we don't expect students to launch their project this year, students with outstanding final projects who are interested in moving forward with their ventures will have the opportunity to do so in the spring semester if they so wish.

For Undergraduate Students:

- Lecture and case discussion attendance and participation, including responding to online polls and participating in online discussions wherever appropriate. (10%)
- Section attendance and participation. (20%)
- Three 3–4-double-spaced-page papers, due immediately after the health, education, and arts modules respectively, analyzing a specific South Asian entrepreneurial intervention ($3 \times 10\%$)
- A 15–20-double-spaced-page final paper. (40%)

For undergraduates, the final paper offers an opportunity to synthesize material from across the course. While the paper might take many forms, here are two specific types of papers that would be appropriate:

- A detailed investigation of a particular intervention by a person or institution to tackle a specific complex social problem in South Asia.
- A well-structured candidate solution to a crisply-defined, particular manifestation of a complex socio-economic problem in South Asia.

What matters most are *specificity of detail*, *sensitivity to context*, and *feasibility of solution*.

In lieu of submitting a final paper, undergraduates may turn in a project outline just like graduate students. The vast majority of undergraduates have chosen to do so in the previous iterations of this course.

Students are *very strongly encouraged* to work in teams on the final project outline. Successful teams have typically been comprised of 3–4 students from multiple schools / faculties.

V. ADMINISTRATIVE DETAILS

Special Accommodations Request

Any student needing academic adjustments or accommodations is requested to present their letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term. Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.

Course Text

Khanna, Tarun. *Billions of Entrepreneurs: How China and India Are Reshaping Their Futures—and Yours*, Harvard Business School Publishing (Boston, MA), 2007.

(We will draw on several chapters of this narrative comparison of India with China, although overall only a very tiny fraction of the readings are from this, or any other, single source. The intent of the book chapters is to orient students towards a comparative way of thinking, anchored on one of the South Asian countries of interest to the course, India. Although the bookstore will have copies available for sale, it is not mandatory to purchase the book as it will be available to borrow from the libraries.)

Course Websites

For HBS students: Log in to Learning Hub.

For undergraduates and Non-HBS graduate students: <http://isites.harvard.edu/icb/icb.do?keyword=k95698>

Case Studies Packet (for non-HBS students): <http://cb.hbsp.harvard.edu/cb/access/14266754>

(Please use the above link to order your electronic packet of HBS case materials. You will be redirected to the Harvard Business School Publishing website. There you should use your Harvard email address to create a login. Once this has been completed, you will be able to purchase your case packet.)

Optional Text

Khanna, Tarun and Krishna G Palepu. *Winning in Emerging Markets: A Roadmap for Strategy and Execution*. Harvard Business Press (Boston, MA), 2010.

(The early chapters of this book introduce a framework for thinking about entrepreneurial action. The rest of the book is only tangentially applicable, so library reference may suffice.)

Outline of Fall 2013 Sessions (Tentative):

Module I: Introduction

- [1] Introduction – Institutional Underpinnings of South Asia, Corruption & Institutional Failure in India (I-1)
- [2] Introduction – Health Realities in South Asia - A Multi-Sectoral Framework (I-2)
- [3] Introduction – Fissures across the region and Entrepreneurial Attempts to address them (I-3)
- [4] Introduction - The Emergence of Soft Infrastructure (I-4)
- [5] Introduction – Microfinance in South Asia (I-5)
- [6] Introduction - Communications Infrastructure (Case of Mobile Telephony) (I-6)

Module II: Health

- [7] Health Module – Public Health Delivery through Community Intervention – A Focus on Maternal and Child Health (II-1)
- [8] Health Module – Building and strengthening national health systems in South Asia (II-2)
- [9] Health Module – South Asia and the Global Health System: Access to Medicines, Intellectual Property, Investment in R&D (II-3)
- [10] Health Module – Tertiary Medicine (II-4)

Module III: Education

- [11] Education Module - The Bottom of the Pyramid: Educational Opportunity in South Asia (III-1)
- [12] Education Module - Fractures in the Pyramid: Social and Education Divides: Gender, Poverty, Case, Region (III-2)
- [13] Education Module - The Top of the Pyramid: Higher Education Challenges (III-3)
- [14] Education Module - Reshaping the Pyramid: Changing Educational Opportunity (III-4)
- [15] Education Module - A New Geometry: Educational Innovation for Greater Inclusion (III-5)

Module IV: Entrepreneurship in the Arts and Humanities

- [16] Entrepreneurship in the Arts and Humanities Module - Introduction: Why Bother? (IV-1)
- [17] Entrepreneurship in the Arts and Humanities Module - Case Study 1: The Jaipur Literary Festival (IV-2)
- [18] Entrepreneurship in the Arts and Humanities Module - Case Study 2: Saffron Art (IV-3)
- [19] Entrepreneurship in the Arts and Humanities Module - Case Study 3: Publishing the Past: Amar Chitra Katha and the New Media (IV-4)
- [20] Entrepreneurship in the Arts and Humanities Module - Conclusion (IV-5)

Module V: Conclusion

- [21] Conclusion - Entrepreneurial Initiatives in Food Security in India and China (V-1)
- [22] Conclusion - Experiments in Technology & Education (V-2)
- [23] Conclusion - The Kumbh Mela in 2013 (V-3)

Module I: Introduction

A multitude of institutions—of the state and otherwise—underpin daily life across South Asia. These institutional underpinnings are a function of the activity of entrepreneurs—in business, politics, and society writ large—and they take time to emerge. To understand these underpinnings we must understand today's economics and politics, but also the historical and cultural roots of the highly contoured and variegated environment in which today's entrepreneurs must operate.

Corruption affords us one “result” of the context, and we begin the course by trying to understand the institutional solutions to this problem. Corruption touches almost every nation's citizens at some time or another—often with troubling frequency—regardless of ethnicity, creed, region or economic status. The phenomenon is hardly unique to India (in terms of the region or the globe), but its seriousness and the place that it has earned within recent national regional discourse make it a compelling point of entry into understanding the region, and the perspective of the course on the region.

The next session studies schisms in the fabric of the region, be they social, political or economic. Think of factors that prevent talented youth from getting a quality education or access to healthcare, think of the difficulties of matching would-be employers and employees amidst lack of physical infrastructure, social barriers, and political unrest. The states in the region have attempted to redress some of these barriers over the past decades, with occasional successes, but plenty of room for improvement. We will introduce an analytic exercise, to run through the term, to study the efforts of an entrepreneurial firm in Delhi, Aspiring Minds, to use technology to circumvent barriers that prevent the disenfranchised from getting jobs. In the language of the course, Aspiring Minds is an intermediary that is trying to fill a ‘void’ in the institutional context of India.

The rest of the module will illustrate three sets of entrepreneurial efforts to ‘repair’ the institutional fabric by filling other such voids, and thereby spur economic development. India’s unique ID effort, to provide a biometric, instantly verifiable ID to every Indian resident, is a breathtakingly ambitious effort, initiated by a celebrity private-sector entrepreneur, embraced by the central government. For the first time, the state will be able to ‘know’ who its charges are, as a precursor to discharging its duties. Then we consider microfinance, in Bangladesh and across the region, and ask about the pros and cons of for-profit and not-for-profit entrepreneurial solutions to these problems. The sector, having enjoyed massive success, has come under political attack in both Bangladesh and India in the past few years. Finally, if better information about residents, and easier access to micro-loans, are part of the ‘soft’ infrastructure that enables productive economic activity, the ‘hard’ infrastructure of the region is also glaringly inadequate (think roads, power plants, and the like). As an example, we look at Roshan, an entrepreneurial effort to jumpstart access to mobile telephony in conflict-prone Afghanistan.

Throughout the module (and the course), we must be mindful of how to evaluate the progress engendered by all these foundational elements, the social and political bedrock and the infrastructural investments atop them. What do crisp measures such as GDP tell us? What do more encompassing but harder-to-quantify notions such as the Human Development Index (HDI), tell us?

The introductory module will be followed sequentially by modules on entrepreneurship in Health, Education, and Arts & the Humanities, and by a shorter Concluding Module.

[1] Introduction – Institutional Underpinnings of South Asia, Corruption & Institutional Failure in India (I-1)

Readings

Bertrand, M., Djankov, S., Hanna, R., & Mullainathan, S. (2007). “Obtaining a driver’s license in India: An experimental approach to studying corruption.” *The Quarterly Journal of Economics*, 122(4), 1639–1676.

Khanna, Tarun. Palepu, Krishna, G. (2010). *Winning in Emerging Markets: A RoadMap for Strategy and Execution*.

Please read Chapter 2 and the first part of Chapter 4 (through discussion of Table 4.1).

Martha Nussbaum, *Creating Capabilities: The Human Development Approach*, Belknap Press (2011), Chapter 3.

The capabilities approach is related to the **Human Development Index (HDI)**

<http://hdr.undp.org/en/statistics/hdi/>

If you have time, browse through summaries of the Human Development Report 2010—20th Anniversary

Edition: <http://hdr.undp.org/en/reports/global/hdr2010/chapters/en/>

Read one of these:

- Ranjani Iyer Mohanty, “Why the Arab Spring Hasn’t Spread to India—but Should,” *The Atlantic*, May 2011.
- Steve Coll, “Sporting Chance: Can a sex symbol and cricket legend run Pakistan?” *The New Yorker*, August 13 & 20, 2012

Optional Reading:

- Pranab Mukherjee, Finance Minister, “Black Money” White Paper, May 2012 (Ministry of Finance, Department of Revenue, Central Board of Direct Taxes, New Delhi)

Discussion Questions:

1. In the article “Obtaining a Driver’s License in India: An Experimental Approach to Understanding Corruption,” the authors find no evidence of direct bribes, but instead a system of intermediary “agents” who work with bureaucrats and are able to bend some rules more frequently and reliably than others. What kinds of rules are these agents able to get bent on behalf of clients? What might this suggest about potential strategies for reducing corruption of this kind?
2. What forms does corruption take in India? What are some practical solutions to mitigate corruption? Think about any anti-corruption measures you have personally encountered. Were they successful? How could they have been improved? (An example started in India that has spread to other countries is ipaidabribe.com; Look at Imran Khan’s attempt to use charisma to start a political movement)
3. Khanna and Palepu provide a taxonomy of specialized intermediaries that facilitate the creation of new enterprises. What is the relationship between what they term ‘institutional voids’ and ambient corruption?
4. Throughout the course, we will be concerned with whether our entrepreneurial initiatives engender progress, and, if so, how can we measure it? There is a tension between using crisp measures, like GDP, and more encompassing but less crisply defined measures, like the Human Development Index (HDI).

The latter is related to Martha Nussbaum's Capabilities approach, which we shall refer to during other sessions also, hence its inclusion during the introductory section of the course.

[2] Introduction – Health Realities in South Asia - A Multi-Sectoral Framework (I-2)

This session will provide the broad conceptual foundation for critically thinking about health in South Asia. A carefully selected set of health challenges will be used in this first session to establish our conceptual framework, and to illuminate important cross-cutting factors woven through the modules of the course. In the context of country examples, we will identify and discuss categories of health conditions (and their growing complexities as a consequence of globalization), influential social and political determinants (and their distribution and dynamics), and a broad range of potential social responses (from health services delivery through communities and national health systems, to institutional innovations to instruments of policy). Key metrics and measures will provide a quantitative 'language' that will be used to compare differences between and within countries, and to interpret trends over time.

Readings

(2009). "What is health? The ability to adapt." *The Lancet*, 373(9666): 781. [Link](#) [1 page]

(Read executive summary) *Human Development Report 2013*. (2013). UNDP. [Link](#).

Jamison, D.T. (2006). "Chapter 1: Investing in Health." *Disease Control Priorities in Developing Countries* (2nd Edition). 1-11. [Link](#). [11 Pages]

Marmot, M. (2012). "Building of the global movement for health equity: from Santiago to Rio and beyond." *The Lancet*, 379(9811), 181-8. [Link](#). [8 Pages]

James, K.S. (2011). "India's Demographic Change: Opportunities and Challenges." *Science*, 333, 576-80. [Link](#). [5 pages]

Kumar, A.K.S., Chen, L.C., Choudhury, M., Ganju, S., Mahajan, V., Sinha, A., Sen, A. (2011). *India Series: "Financing health care for all: challenges and opportunities."* *The Lancet*. 377(9766), 668-79. [Link](#). [11 Pages]

(Optional) Frenk, J., Gómez-Dantés, O., Chacón, F. (2010). "Global Health in Transition." In Parker, R., Sommer, M., eds. *Routledge Handbook of Global Public Health*. New York: Routledge.

Discussion Questions:

1. Why have some countries made progress and not others? Compare the HDR scores in India, Pakistan, Bangladesh and Afghanistan with 2 or 3 health indices discussed in class (e.g., life expectancy at birth, under 5 mortality, maternal mortality) using the 2013 Human Development Report. (Human Development Report 2013. (2013). UNDP. <http://hdr.undp.org/en/reports/global/hdr2013/>.) How does the "aggregate HDR measure" compare with specific core health metrics? What do you notice about the trends for these countries?
2. In Nussbaum's article on the Capabilities view, which we encountered earlier, what are the consequences for economic development of inadequate attention to the state of health across countries in South Asia?

[3] Introduction – Fissures across the region and Entrepreneurial Attempts to address them (I-3)

Readings

Eck, Diana. *India: A Sacred Geography*. Harmony (March 27, 2012). (**Chapters 1 & 2; pp. 1-55**).

Ashutosh Varshney, "Contested Meanings: India's National Identity, Hindu Nationalism, and the Politics of Anxiety," *Daedalus*, Vol. 122, No. 3, *Reconstructing Nations and States* (Summer, 1993), pp. 227-261.

Read one of the following articles, on Naxalites in India, post-conflict Sri Lanka, or modern day Myanmar (Burma):

- Dipak K. Gupta, "The Naxalites and the Maoist Movement in India: Birth, Demise, and Reincarnation," *Democracy and Security*, 3:2, 2007, 157-188.
- Robert D. Kaplan, "Buddha's Savage Peace," *The Atlantic*, September, 2009.
- Sebastian Strangio, "Hope, Anxiety, and Life in a Changing Burma," *The Atlantic*, 2012.

Aspiring Minds Exercise to be introduced in Class

Optional Video: Screening of Bollywood film, *Lagaan* (225 minutes)
(This film is easily available on Netflix and in many video stores)

Discussion Questions:

1. Eck writes about "imaginative" mapping in Hindu traditions. What is involved in this process? How does it differ from a technical cartographic project (as undertaken by the British)?
2. In the beginning of Chapter Two Eck writes about India's "practical everyday pluralism," and what Jawaharlal Nehru called country's "tremendous impress of oneness" (Eck 45). How do these characterizations reconcile with the kind of Hindu Nationalism Varshney writes about? How does Eck's pluralism view coexist with Varshney's idea (page 245) that 'Secularism is a victim of its official success'?
3. What connections do you see between social schisms (including but not limited to the caste system), on the one hand, and Khanna and Palepu's idea of 'institutional voids' that we discussed in the last session? What do social schisms have to do with the generation of new enterprises and entrepreneurial action?
4. Think again of the connection between political fragmentation (reference readings on Naxalites, Sri Lanka post-conflict, and the multiple ethnic communities in Myanmar (Burma), institutional voids, and the formation of new enterprises.
5. Optional: The movie, *Lagaan*, is set in 1890 and gives a flavor of relationships between the British and the Indians during the time of the British Raj. It also depicts the intermediary relationship that Indian royalty had, choosing between representing the colonial rulers' interests and those of its traditional subjects. The British idea of divide-and-rule emerges through the sub-text and, as such, the movie is a nice complement to the discussion of political fragmentation in this section as well as social fragmentation in the prior session.

[4] Introduction - The Emergence of Soft Infrastructure (I-4)

Readings

Case Study: Tarun Khanna and Anjali Raina, “Aadhar and Unique ID,” Harvard Business School, No 9-712-412.

Khanna, Tarun. *Billions of Entrepreneurs: How China and India Are Reshaping Their Futures—and Yours*, Harvard Business School Publishing (Boston, MA), 2007.

Chapter 3 – Bias and Noise: Information Accessibility in China and India

ONLINE POLL 1

(Directions for participating in class polls will be distributed at beginning of the course. This case will also be made available electronically to the ‘world at large’ at the time of our discussion, so that we can learn from responses-from-outside-class during our discussion.)

Choose one option for each question.

1. In what area will Aadhar/Unique ID have the biggest beneficial effect?
 - A Distribution of public sector goods (e.g. low price food grains)
 - B Delivery of government services (pensions, financial, getting a driving license, etc.)
 - C Facilitation of non-government ventures, commercial or otherwise
 - D Generalized societal transparency
 - E No significant benefits will be realized
2. Where will opposition, explicit or inadvertent, or other obstacles, come from in the next few years in the Aadhar/UniqueID effort?
 - A Advocates of privacy laws mounting credible opposition
 - B Government bureaucrats undercutting particular initiatives
 - C Difficulty of maintaining internal momentum and excitement of ‘startup’ effort
 - D Technological barriers to developing scale
 - E No meaningful opposition or obstacles will manifest themselves

Discussion Questions:

1. What could Nandan Nilekani’s team have done differently in the past? What should they be thinking about (differently) for the near future (one to two years)?
2. “Soft” infrastructure (e.g. institutions) can seem somewhat abstract, even nebulous, until they are absent. What kinds of institutional voids does Aadhaar seek to fill?
3. Think about how the information environment in India, as characterized by Khanna in ‘Bias and Noise’ is likely to change as a result of every resident ultimately having a unique biometric ID that can be validated in real-time.
4. In the context of the Capabilities approach, Nussbaum insists that government “must actively support people’s capabilities, not just fail to set up obstacles” (Nussbaum 65).
 - How does this statement inform your previous assessment of the Government of India’s efforts to launch Aadhar?

- What policy implications does the capabilities approach have for the option of privatization of traditional government services in the face of institutional failures, such as corruption?

[5] Introduction – Microfinance in South Asia (I-5)

Readings

Muhammad Yunus, Grameen Bank, 2006 Nobel Peace Prize Acceptance Speech

http://nobelprize.org/nobel_prizes/peace/laureates/2006/yunus-lecture-en.html

“Is it fair to do business with the poor?” [A transcript of the debate between Muhammad Yunus and Michael Chu organized by the World Microfinance Forum Geneva, 1–2 October 2008.]

<http://www.othercanon.org/uploads/Is%20it%20Fair%20to%20do%20business%20with%20the%20Poor.pdf>

Michael J Sandel, “What isn’t for Sale?” *The Atlantic Monthly*, April 2012

“Microfinance in India: A Crisis at the Bottom of the Pyramid – After,” Legatum Ventures, May 2011.

(**Focus on pp. 1–3** for an overview of the 2010 Andhra Pradesh Act and a summary of microfinance in India).

“Indian Microfinance: Looking Beyond the AP Act and its Devastating Impact on the Poor,” Legatum Ventures, March 2012.

(There is [1] a brief overview as well as [2] a full length report and [3] a large format infographic.

Together this material provides an analysis of the AP Act's impact on the microfinance industry in Andhra Pradesh, and beyond, 18 months after the AP government passed the bill.)

Optional Readings

Daryl Collins, Jonathan Morduch, Stuart Rutherford & Orlanda Ruthven: *Portfolios of the Poor*, Princeton University Press, 2009.

Chapter 1. <http://www.portfoliosofthepoor.com/book.asp>

(Also consult the intriguing Household Stories that offer summary caselets at this site

<http://www.portfoliosofthepoor.com/index.asp>)

Beatriz Armandariz and Jonathan Morduch. *The Economics of Microfinance*, MIT Press.

Chapter 4, Group Lending, pp. 85–199 (Focus on the non-technical parts of the description).

ONLINE POLL 2

(Directions for participating in class polls will be distributed at beginning of the course)

1. Do you feel that most of the efforts of the microfinance industry should be focused on the not-for-profit variety or on the commercial variety?
Use a scale to respond, from A through E, with A indicating the bulk of microfinance should be not-for-profit, C indicating an equal split between for-profit and not-for-profit is best for the system, and E indicating that the bulk should be on commercial microfinance.
2. Consider the microfinance crisis in the Indian state of Andhra Pradesh that still hasn’t been completely resolved. To which group’s actions do you attribute most of the reasons for the current problems? Pick one:
A. Microfinance companies

- B. State organized self-help lending groups
 - C. Financial regulators, Other civil society actors (e.g. press)
 - D. Borrowers
 - E. Other (please specify)
3. On which group would you focus your primary efforts to find a way out of the crisis for the poor of Andhra Pradesh. Pick one:
- A. Microfinance companies
 - B. State organized self-help lending groups
 - C. Financial regulators
 - D. Other civil society actors (e.g. press)
 - E. Borrowers
 - F. Other (please specify)

Discussion Questions:

1. Should access to minimal finance be 'for sale' in Sandel's terminology?
2. How does group lending work? What are the underlying ambient economic, social and political conditions that you think are most conducive to the model working?
3. How do you think urban and rural microfinance should differ, if at all?

[6] Introduction - Communications Infrastructure (Case of Mobile Telephony) (I-6)

Readings

Herman Leonard and Qahir Dhanani, "Roshan: Light at the end of the tunnel in Afghanistan," Harvard Business School Case Study 9-310-041, July 2010.

Video of CEO of Roshan speaking at MIT: <http://techtv.mit.edu/videos/3560-legatum-lectures-karim-khoja-ceo-roshan-afghanistan>

Robert Jensen, "The Digital Provide: Information (Technology), Market Performance, and Welfare in the South Indian Fisheries Sector," *The Quarterly Journal of Economics*, August 2007.

Khanna, Tarun. *Billions of Entrepreneurs: How China and India Are Reshaping Their Futures—and Yours*, Harvard Business School Publishing (Boston, MA), 2007.

Chapter 4, "Fiat and Fairness: Why China Can Build Cities Overnight and India Cannot."

Discussion Questions:

1. Think back to the concept of institutional voids as discussed throughout the introductory module. How well is private enterprise, through its embrace of mobile technology as a service delivery system, succeeding at filling these voids?

2. How successful has Roshan been at filling institutional voids in Afghanistan? What were some of the key barriers that this entrepreneurial effort faced that you think are generally applicable in South Asia?
3. Telecommunications infrastructure is an example of 'hard' infrastructure of the sort discussed in Khanna's 'Fiat and Fairness' reading (in China and India). Position the Roshan experiment in Afghanistan along the implicit China-India continuum in that reading.
4. What sorts of generalized service offerings are suggested by the learnings from the South Indian fisheries' example in Jensen's study?

Module II: Health

This module expands on the broad conceptual foundation introduced in Session 2 for critically thinking about health in South Asia. In the context of country examples, we will identify and discuss categories of health conditions (and their growing complexities as a consequence of globalization), influential social and political determinants (and their distribution and dynamics), and a broad range of potential social responses (from health services delivery through communities and national health systems, to institutional innovations to instruments of policy). Key metrics and measures will provide a quantitative ‘language’ that will be used to compare differences between and within countries, and to interpret trends over time.

Module II Assignment (TBA)

[7] Health Module – Public Health Delivery through Community Intervention – A Focus on Maternal and Child Health (II-1)

Readings

Paul VK, Sachdev HS, Mavalankar D, Ramachandran P, Sankar MJ, Bhandari N, Sreenivas V, Sundararaman T, Govil D, Osrin D, Kirkwood B. (2011). “Reproductive health, and child health and nutrition in India: meeting the challenge.” *The Lancet*, 377: 332–49. [Link](#). [18 Pages]

Goldie SJ, Sweet S, Carvalho N, Natchu UCM, Hu D. (2010). “Alternative strategies to reduce maternal mortality in India: a cost-effectiveness analysis.” *PLoS Med.* 7(4): e1000264. [Link](#). [17 Pages]

(Skim) Lim SS, Dandona L, Hoisington JA, James SL, Hogan MC, Gakidou E. (2010). “India’s Janani Suraksha Yojana, a conditional cash transfer programme to increase births in health facilities: an impact evaluation.” *The Lancet*. 375:2009-23. [Link](#). [15 Pages]

(Skim) Carvalho N, Salehi A, Goldie SJ. National and sub-national analysis of the health benefits and cost-effectiveness of strategies to reduce maternal mortality in Afghanistan. *Health Policy and Planning*. 2012;28:1:62-74. [Link](#).

Amin R, Shah NM, Becker S. (2010). “Socioeconomic factors differentiating maternal and child health-seeking behavior in rural Bangladesh: A cross-sectional analysis.” *Journal for Equity in Health*, 9 (22) 1-12. [Link](#).

Grameen Health Initiative. “Achieving Sustainable and Affordable Community Healthcare.” [Link](#).

A Mushtaque R Chowdhury. (2006). “Development knowledge and experience — from Bangladesh to Afghanistan and beyond.” *Bull World Health Organ*, 84(8). [Link](#).

Khanna, Tarun. *Billions of Entrepreneurs: How China and India Are Reshaping Their Futures—and Yours*, Harvard Business School Publishing (Boston, MA), 2007.

Chapter 10: Barefoot Doctors and Medical Tourists (pp. 213-236).

Discussion Questions:

1. R. Amin et al. show that microcredit participation by rural women in Bangladesh was positively associated with the use of trained providers. The Grameen Health Initiative model builds on this phenomenon, integrating a micro-health insurance scheme into a health care delivery system that relies on a network of household health promoters (HHP) at the ground level. How optimistic are you in the viability of the mechanisms the Initiative envisions for ensuring the financial sustainability of this critical first tier (see p.11)? If you are optimistic, why? If not, can you imagine other business models that might supplement or supplant either of these models?
2. Take a look at community based interventions in other South Asian countries, e.g. through the Edhi foundation in Karachi, www.edhifoundation.com , and through SEWA in Gujarat, India, www.sewa.org.
3. As of 2006 BRAC (formerly Bangladesh Rural Advancement Committee) had had remarkable success transferring its skills and programs from the context of rural Bangladesh to Afghanistan, including its health efforts. The Chowdhury article describes this, but please consult the BRAC website for an update into its efforts at spawning community health in Afghanistan.
 1. What strategies and/or decisions seem to have contributed to this success? Can BRAC's approach to community health transfer to other developing countries?
 2. What, if anything, would you differently as director of BRAC's Afghanistan branch? Are there additional services you would provide, for example?
 3. Should BRAC contemplate an expansion into Myanmar as well, given the recent opening up of that country, or is it a bridge too far at this juncture?

[8] Health Module – Building and strengthening national health systems in South Asia (II-2)

This session will focus on national health systems, and emphasize cases that illustrate the challenges of health financing, human resources, quality of care, and the opportunities to respond to these challenges with entrepreneurial efforts and innovation. We will use comparative country examples to illustrate the importance of contextualization, on the one hand, and the opportunities for innovative regional efforts on the other.

Readings

Frenk J. (2010). "Strengthening national health systems as the next step for global progress." *PLoS Med*, 7:e1000089. [Link](#). [3 Pages]

Engelgau, MM., El-Saharty, S., Kudesia, P., Rajan, V., Rosenhouse, S., Okamoto, K. (2011). "Overview." *Capitalizing on the Demographic Transition: Tackling Noncommunicable Disease in South Asia*. World Bank. 1-11. [Link](#). [11 Pages]

Rao M, Rao KD, Kumar AK, Chatterjee M, Sundararaman T. (2011). "Human resources for health in India." *The Lancet*, 377(9765) 587-598. [Link](#). [11 Pages]

(Optional) Patel V, Chatterji S, Chisholm D, Ebrahim S, Gopalakrishna G, Mathers C, Mohan V, Prabhakaran D, Ravindran RD, Reddy KS. (2011). "Chronic diseases and injuries in India." *The Lancet*, 377(9763) 413-428. [Link](#). [15 Pages]

Nishtar S, Bhutta ZA, Jafar TH, Ghaffar A, Akhtar T, Bengali K, Isa QA, Rahim E. (2013). "Health reform in Pakistan: a call to action." *The Lancet*, 381(9885), 2291-2297. [Link](#) [7 Pages]

(Optional) Nishtar S, Boerma T, Amjad S, Alam AY, Khalid F, ul Haq I, Mirza YA. (2013) "Pakistan's health system: performance and prospects after the 18th Constitutional Amendment." *The Lancet*, 381(9884), 2193-2206. [Link](#) [14 Pages]

Das, J. and Hammer, J. (2007). "Location, Location, Location; Residence, Wealth, and The Quality of Medical Care in Delhi India," *Health Affairs*, 26(3) w338-w351. [Link](#). [14 Pages]

"Global Burden of Disease (GBD) Visualizations." (2012). Institute for Health Metrics and Evaluation. [Link](#).

Discussion Questions (TBD)

[9] Health Module – South Asia and the Global Health System: Access to Medicines, Intellectual Property, Investment in R&D (II-3)

Readings

Desphande, R., Sucher, S.J., Winig, L. (2011). "Cipla." HBS Case No. 511-050.

Ministers of Foreign Affairs of Brazil, France, Indonesia, Norway, Senegal and Thailand. (2011). "Why we need a commission on global governance for health." *The Lancet*, 379(9825):1470-1. [Link](#). [2 pages]

(For a brief background account of how HIV treatment debates shaped global IP norms):

't Hoen E, Berger J, Calmy A, Moon S. (2011) "Driving a decade of change: HIV/AIDS, patents and access to medicines for all." *Journal of the International AIDS Society*, 14(15). [Link](#). [12 Pages]

(For a brief analysis of the landmark Glivec Supreme Court decision in India earlier this year):

Kapczynski A. (2013). "Engineered in India -- Patent law 2.0." *New England Journal of Medicine*, 369: 497-9. [Link](#). [3 Pages]

(For a good general overview comparing recent compulsory licenses on cancer drugs—primarily in India—to the experience with HIV, with implications for industry):

IMS Health. (2013) "White Paper: Securing IP and Access to Medicines: Is Oncology the next HIV?" [Link](#).

(Introducing recent debates on how to reform the global R&D system to address some of the access issues from the start; provides a concise summary of the main recommendations of the CEWG report):

Røttingen JA, Chamas C, Goyal LC, Harb H, Lagrada L, Mayosi BM. (2012) "Securing the public good of health research and development for developing countries." *Bulletin of the World Health Organization*, 90:398-400. [Link](#).

(Optional) William W. Fisher & Talha Syed, "Global Justice in Healthcare: Developing Drugs for the Developing World." *UC Davis Law Review*, 40 (3).

(Optional) Prithwiraj Chowdhury and Tarun Khanna. “The Anatomy of Intellectual Property Theft: The Case of Chinese and Indian Herbal Patents.” University of Pennsylvania and Harvard University Working Paper, August 2012.

Discussion Questions (will be updated):

1. What do you learn about the nature of Yusuf Hamied, the entrepreneur, in the way he has positioned Cipla?
2. Cipla is working hard to change the way we interpret global intellectual property rights in pharmaceutical sector. Is he right to do so? Has he succeeded? Will he succeed? (Think about whether India was wise to decide in 1995, when it signed the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS), to respect 20 year product patents by 2005.)
3. Will Cipla survive in the long run? Will it thrive? With or without partnership of global pharmaceutical majors? (Think also about whether multinationals’ use of “global reference pricing” to drive its strategy regarding sales and distribution activity in developing countries, such as India, is sensible.)
4. What are the barriers and potential measures for developing affordable medicines for diseases which only affect low income countries? for securing that existing expensive cancer medicines under patent are affordable in a poor context? (Think about the roles of high income countries, such as the U.S., middle-income rising economies, such as India, and very low-income countries; consider the mechanisms international organizations like WHO, WIPO and WTO and international partnerships like the Global Fund can utilize; and consider the role of the pharmaceutical companies and others in private sector).
5. (Optional) Are you persuaded by the reasoning and practicality of Fisher and Syed’s suggested means by which the rich might pay for drugs for the poor?
6. (Optional) In the Chowdhury and Khanna paper, what do you learn about the relative importance of ex post policing and litigation, versus ex ante information disclosure, as mechanisms for enforcing intellectual property rights?

[10] Health Module – Tertiary Medicine (II-4)

Tarun Khanna, Kasturi Rangan and Merlina Manocaran, “Narayana Hrudayalaya Heart Hospital: Cardiac Care for the Poor,” Harvard Business School Case Study N9-505-078.

Video: “Narayana Heart Hospital” PART ONE (Pre-class viewing by students)

Atul Gawande. Big Med, Annals of Health Care, Restaurant chains have managed to combine quality control, cost control, and innovation. Can health care? *The New Yorker*, August 13, 2012

The Good Enough Revolution: When Cheap and Simple Is Just Fine, WIRED magazine, 17.09
http://www.wired.com/gadgets/miscellaneous/magazine/17-09/ff_goodenough?currentPage=all

Discussion Questions:

1. Would you describe Dr. Shetty's heart hospital as successful? Explain why. How does Shetty's approach relate to the approaches discussed in the Wired article, "The Good Enough Revolution," or in the New Yorker article on restaurant chains?
2. If successful, what were the elements that made it successful? If not yet successful, what else should NH be doing?
3. What are the limits to what Dr Shetty's mission and model can achieve? Are there boundaries for the role of private enterprise?
4. As Dr. Shetty continues to expand, do you think he should embrace as much as he can or leave anything to the state? Think back to previous sessions in this module as you reflect on these last questions.

ONLINE POLL 3

(Directions for participating in class polls will be distributed at beginning of the course. This case will also be made available electronically to the 'world at large' at the time of our discussion, so that we can learn from responses-from-outside-class during our discussion.)

Choose one option for each question.

- 1 Should Dr. Shetty raise prices on the well-off to subsidize the poor more?
 - A. Raise prices on rich, treat more poor patients
 - B. Leave as status quo
 - C. Invest in further improvements to lower prices for all
- 2 Which of the following should Dr. Shetty pursue first?
 - A. Expansion into other tertiary health areas in the Bangalore facility
 - B. Creation of lower cost health tertiary health formats than even the existing hospital
 - C. Expansion of the proven heart care model around the world

Module III: Education

Prof. Fernando M. Reimers

Ford Foundation Professor of International Education

In this education module within the course we will examine current education challenges in South Asia and opportunities to address them. We will review the notion of educational opportunity, familiarize ourselves with sources of information on educational indicators, and discuss examples of promising options to address some of the key education challenges in the region. Through case teaching we will develop familiarity with the process of decision making to address these challenges.

The selected readings are intended to be illustrative of frames of thinking about the topics covered in the module, rather than exhaustive of all challenges in the sector, opportunities to address them or countries in the region. By necessity they focus on a few countries, issues and policy interventions.

Students should do the readings prior to the lectures in which they are assigned, as this will allow them the opportunity to follow the lecture and participate in the discussion. In preparation for class students are also encouraged to think about the questions included in this syllabus.

Module III Assignment:

Write a case study of an innovative program in South Asia that attempts to develop 21st century skills. Using the framework presented in Pellegrino and Hilton's book, discuss:

- which skills are targeted by the program
- what activities are intended to foster those skills
- what evidence there is of impact
- what scale this program has reached
- what factors have supported the implementation and scaling of this program
- what constraints have affected implementation
- in what way(s) this program is an innovation relative to the status quo
- whether it is disruptive of the existing education system and/or potentially transformative of the larger education ecosystem
- what evidence there is of entrepreneurship in designing and implementing this program.

Studying this program will help you critically analyze the contributions of education entrepreneurs to advancing educational opportunity in ways that help students gain skills that have consequence in the 21st century. This will provide you a concrete example of entrepreneurial educational innovation to anchor the readings of the module. The program may not explicitly use the language of '21st century skills', but talk more generally about the kind of skills and knowledge they are supporting, for instance, a program may present itself as supporting literacy development, or teacher quality, you can use the 21st framework to analyze the program's contribution.

Maximum 8 doubled-spaced pages. *You should start working on this paper after the first class in this module, and continue working on it during the five sessions of the module. This paper is due on November 4.*

[11] Education Module - The Bottom of the Pyramid: Educational Opportunity in South Asia (III-1)

In this class we will discuss the notion of educational opportunity as a series of key transitions as they contribute to the development of skills that empower individuals to become autonomous contributors to their communities.

Readings

Prepare this case to participate in case discussion in class:

What makes a policy intervention successful. Part A. Harvard Kennedy School. Case Number 1928.1 Available thru Harvard Business Publishing.

The following four readings examine the concept of educational opportunity, underscoring the importance of skills and knowledge as the outcome of opportunity.

Kumar, K. (2011, January 19). "Reading is basic to democracy." *The Hindu*. Retrieved from <http://www.thehindu.com/opinion/lead/article1103118.ece>

Shah, G.R. "Delivering a Jolt to India's Teacher Training." *New York Times*. July 28, 2013
<http://www.nytimes.com/2013/07/29/world/asia/delivering-a-jolt-to-indias-teacher-training.html?pagewanted=all>

Pellegrino, J. & Hilton, M. (Eds.) (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: National Research Council. **Pages 32-34.**

Reimers, F. 2000. *Unequal Schools, Unequal Chances*. **Chapter 4.** Harvard University Press.

Read the following three references to gain familiarity with ways of assessing the performance of education systems.

World Bank. Brief on Education in South Asia
<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/SOUTHASIAEXT/0,,contentMDK:21487829~pagePK:146736~piPK:146830~theSitePK:223547,00.html>

Mujahid-Mukhtar, E. (2012). "Education in Pakistan. Situation analysis of the education sector." Retrieved 12/18, 2012, from http://unesco.org.pk/education/situation_analysis.html

William L. Tarvin and Abdulatif Hussein Faraj. "The Quest for Qualified Teachers in Developing Countries of South and Southeast Asia." *International Review of Education*, Vol. 36, No. 1 (1990), pp. 89-101, Published by: [Springer](http://www.jstor.org/stable/3444392), Article Stable URL: <http://www.jstor.org/stable/3444392>

Read at least one of the following country chapters:

Saleheen, M. and Huda, K.M. 2008. Bangladesh. In Epstein, I. (Ed.) *The Greenwood Encyclopedia of Children's Issues Worldwide*. Westport, CT. Greenwood Publishing Group. pages 27-53.

Maxwell, T.W. Bhutan. In Epstein, I. (Ed.) *The Greenwood Encyclopedia of Children's Issues Worldwide*. Westport, CT. Greenwood Publishing Group. pages 55-78.

Behera, D.K. and Nath, N. India. In Epstein, I. (Ed.) *The Greenwood Encyclopedia of Children's Issues Worldwide*. Westport, CT. Greenwood Publishing Group. pages 189-210.

Gulrez, F. and Hafeez, S. Pakistan. In Epstein, I. (Ed.) *The Greenwood Encyclopedia of Children's Issues Worldwide*. Westport, CT. Greenwood Publishing Group. pages 325-346.

Sedere, U. Sri Lanka. In Epstein, I. (Ed.) *The Greenwood Encyclopedia of Children's Issues Worldwide*. Westport, CT. Greenwood Publishing Group. pages 417-438.

Read at least one of the Education Sector Profiles from UNESCO's regional office:

<http://www.unescobkk.org/education/resources/education-system-profiles/>

Discussion Questions

1. The general public tends to think of educational opportunity as providing children the opportunity to enroll in school, and perhaps to complete elementary school. This notion of opportunity is implicit in the Millenium Development Goals for education. What are the shortcomings of this view of opportunity?
2. Is there a tension between focusing on 'basic skills' such as literacy, and on 'twenty-first century skills'? Which of these should countries in South Asia focus on and why?

[12] Education Module - Fractures in the Pyramid: Social and Education Divides: Gender, Poverty, Case, Region (III-2)

In this class we examine the way in which educational access and progress is related to ascriptive characteristics of students, such as gender, caste, or social class, and discuss the implications of this relationship for education policy.

Readings

In preparation for this class examine the Education Statistics EdStats website, select at least one country in South Asia and examine the various education indicators in the Equity tab, and also the Policy Documents tab. Examine the differences in educational opportunity by gender, urban/rural and income level. Compare and contrast those indicators with similar indicators for Brazil and Chile.

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTEDSTATS/0,,contentMDK:22614780~menuPK:7196605~pagePK:64168445~piPK:64168309~theSitePK:3232764,0.html?IND,93>

The following readings analyze the conditions in school, with attention to the experiences of children in rural areas and of girls.

Bhattacharjea, S., Wadhwa, W., Banerji, R. 2011. "Inside Primary Schools: A study of teaching and learning in rural India." ASER.

http://img.asercentre.org/docs/Publications/Inside_Primary_School/Report/tl_study_print_ready_version_oct_7_2011.pdf

Lloyd, C., Mete, C. and Grant, Monica. "Rural girls in Pakistan: Constraints of policy and culture." In Lewis, M. and Lockheed, M. (Eds). 2009. *Exclusion, Gender and Education: Case studies from the developing world*. Pages 99-118.

<http://www.cgdev.org/sites/default/files/9781933286228-Lewis-Lockheed-exclusion.pdf>

Wu, K.B., Goldschmidt, P., Boscardin, C.K., and Azam, M. "Girls in India: Poverty, location, and social disparities." In Lewis, M. and Lockheed, M. (Eds). 2009. *Exclusion, Gender and Education: Case studies from the developing world*. Pages 119-141.

<http://www.cgdev.org/sites/default/files/9781933286228-Lewis-Lockheed-exclusion.pdf>

Schule, S.R. "Rural Bangladesh: Sound policies, evolving gender norms, and family strategies." In Lewis, M. and Lockheed, M. (Eds). 2009. *Exclusion, Gender and Education: Case studies from the developing world*. Pages 179-204.

<http://www.cgdev.org/sites/default/files/9781933286228-Lewis-Lockheed-exclusion.pdf>

Discussion Questions

1. Educational outcomes are a result both of what schools and teachers do as well as of extra-school influences, often correlated with social advantages. It is common that parents try to pass on their social advantages to their children, and some parents have more educational assets to pass on. Given this, how can education policy be 'fair'?
2. In many parts of the world, individuals from different social classes, live apart from each other, with limited opportunities to interact with those who are different. Schools often reproduce such segregation, with the result that those with more financial resources, or political voice, have limited direct experience of the educational services available to the poor. Given this, how can political support be built for compensatory education policies that favor 'other peoples' children?
3. The different educational opportunities faced by boys and girls reflect long standing cultural views and practices. To what extent can schools work against the grain of culture?

[13] Education Module - The Top of the Pyramid: Higher Education Challenges (III-3)

In this class we discuss the challenges of higher education in the region, with attention to the shifting global landscape in the sector, and to the opportunities for disruption made possible by new technologies.

Readings

Barber, M., Donnelly, K. and Rizvi, S. 2012. "An Avalanche is Coming. Higher Education and the Revolution Ahead."

Reimers, F. 2013. "Innovating Universities. Revista." Harvard University. David Rockefeller Center for Latin American Studies. <http://drclas.harvard.edu/publications/revistaonline/fall-2012/innovating-universities>

"India is a World Class Country without World Class Universities." Interview with Philip Altbach. http://www.business-standard.com/article/economy-policy/india-is-a-world-class-country-without-world-class-universities-philip-g-altbach-112122502039_1.html

Pervez Hoodbhoy, "Pakistani Universities—Which Way Out?" pp. 251–28, from *Education and the State: Fifty Years of Pakistan*, ed. Pervez Hoodbhoy .

Agarwal, P. "Higher Education in India: Growth, Concerns and Change Agenda." *Higher Education Quarterly* Volume 61, Issue 2, pages 197–207, April 2007

"Treading the Hallowed Halls: Women in Higher Education in India." <http://www.jstor.org/discover/10.2307/4409055?uid=3739696&uid=2&uid=4&uid=3739256&sid=21102565906727>

Samina Malik and Kathy Courtney. "Higher education and women's empowerment in Pakistan." *Gender and Education* Vol. 23, No. 1, January 2011, pp. 29–45.

Using the QS University Rankings, identify the rankings of Universities in South Asia
<http://www.topuniversities.com/university-rankings>

Read the following articles in the Chronicle of Higher Education

Alya, M. "India's Universities Debate the Influence of International Rankings." *Chronicle of Higher Education*. July 12, 2013.
<http://chronicle.com/article/Indias-Universities-Debate/140355/>

Lane, J. and Kinser, K. "India's New Rules for Foreign Universities Are a 'Missed Opportunity'." July 1, 2013, 11:38 am
<http://chronicle.com/blogs/worldwise/indias-new-rules-for-foreign-universities-are-a-missed-opportunity/32517>

Pushkar, P. "Is Indian Higher Education Experiencing a Quiet Female Revolution?" *Chronicle of Higher Education*.
<http://chronicle.com/blogs/worldwise/is-indian-higher-education-experiencing-a-quiet-female-revolution/29911>

Discussion Questions

1. How can South Asia balance the tension between the need for access and excellence in higher education?
2. In what ways can new technologies help to produce innovation in higher education in South Asia? How can those innovations address the core challenges facing the region at this level?
3. Higher education builds on the results of education systems at the pre-collegiate level. Given the many shortcomings of K-12 education in South Asia, what can Universities do to improve the quality of their graduates?

[14] Education Module - Reshaping the Pyramid: Changing Educational Opportunity (III-4)

In this class we examine the core questions addressed by education policy and how policy reform can influence educational opportunity. We review the key policy levers that governments can affect, and examine the process of policy reform as a negotiation among a range of stakeholders.

Readings

Prepare this case to participate in case discussion in class:

"Pratham—Every Child in School and Learning Well," Harvard Business Publishing.

Barber, M. (2010). "Education Reform In Pakistan: This Time It's Going To Be Different." Washington: Brookings Institution.

Reimers, F. and McGinn, N. 1998. *Informed Dialogue*. Pages 25-66.

Government of India (2009). The Right of Children to Free and Compulsory Education Act.

Retrieved from: <http://www.indg.in/primary-education/policiesandschemes/free%20and%20compulsory.pdf>

Nayak, A., Arora, S. Joshi Himanshu. "A Million Children Now! Transforming School Education in India through the iDiscoveri XSEED Living Knowledge System." *Innovations: Technology, Governance, Globalization*. Spring 2010, Vol. 5, No. 2: 31–51.

<http://www.mitpressjournals.org/toc/itgg/5/2>

Reimers, F. "Building Entrepreneurial Organizations to Make Learning in School Relevant." *Innovations: Technology, Governance, Globalization*. Spring 2010, Vol. 5, No. 2: 53–56.

<http://www.mitpressjournals.org/toc/itgg/5/2>.

Herz, B. (2006). "Educating Girls in South Asia: Promising Approaches." Kathmandu: UNICEF ROSA and UNGEI, Education Debate Series. http://www.ungei.org/resources/files/unicefrosa_educatinggirlsinsouthasia.pdf

ONLINE POLL 1

(Directions for participating in class polls will be distributed at beginning of the course)

- Evaluate Pratham's strategy given its limited budget. Choose one option.
 - A. Is it doing the right things?
 - B. Is it doing too many things?
 - C. Too few things?
- Which of Pratham's various initiatives do you think will have the most lasting impact? Choose one option.
 - A. The Balwadi Movement
 - B. Balsakhi Initiative
 - C. The Annual Status of Education Report (ASER)
 - D. The Read India Campaign
- When implementing its programs, how effectively do you think Pratham manages tension between quality and scale as it implements its programs? Choose one option.
 - A. Very Well
 - B. Well
 - C. Adequately
 - D. Poorly
 - E. Very Poorly
- **Discussion Question:** What should Madhav Chavan and the Pratham team do next? What should be the future of Pratham? In particular, how should Pratham interface with the state if at all?

Discussion Questions

1. What are the central issues addressed by education policy?
2. What are policy options that can close gender divides in educational opportunity?
3. Identify a policy issue that we have examined in this course, and list the stakeholders that you would need to engage in planning a process of policy reform?
4. What role can entrepreneurs play in expanding educational opportunity?

[15] Education Module - A New Geometry: Educational Innovation for Greater Inclusion (III-5)

In this class we examine how policy and programmatic innovation can address some of the long standing challenges discussed in the module. We contrast approaches of innovation within government institutions, with innovations advanced by members of civil society and business.

Readings

Prepare this case to participate in case discussion in class:

Butt, A., and Hemani, S. 2012. Progressive Education Network (PEN) Creating Social Impact in Pakistan. Case Research Journal. Available through Harvard Business Publishing.

Barber, M. 2012. "The Good News from Pakistan."

Avery, W. "To Fix Its Education System, India Should Look to MOOCs." *Chronicle of Higher Education*.
<http://chronicle.com/blogs/worldwise/to-fix-its-education-system-india-should-look-to-moocs/31789>

Pascale, R., Sterning, J. and Sterning, M. 2010. *The Power of Positive Deviance. How Unlikely Innovators Solve the World's Toughest Problems*. Cambridge, MA: Harvard Business Review Press. Chapter 1. "Against All Odds" (pages 1-18), Chapter 6 "Girl Soldiers in Uganda" (pages 149-170), and Appendix. "Basic Field Guide to the Positive Deviance (PD) Approach" (pages 195-207).

Reimers, F., N. Cooc and J. Hashmi. 2011. "Adapting Innovations Across Borders to Close Equity Gaps in Education." In: Heymann, J. and A. Cassola (Eds.) *Lessons in Educational Equality. Successful Approaches to Intractable Problems Around the World*. New York. Oxford University Press.

Videos

Watch these videos presenting an approach to inspire change:

<http://www.youtube.com/watch?v=PCtwPYeTwI0>

<https://www.youtube.com/watch?v=zbLNOS7MxFc>

<https://www.youtube.com/watch?v=Ad9suSYL6RU>

Watch this short video in which Professor James Tooley presents his argument about the merits of low cost private schools:

<http://www.youtube.com/watch?v=MzFRaoK0WAc>

Watch this TED talk in which Sugata Mitra makes the argument that students can teach themselves, supported by technology:

<http://www.youtube.com/watch?v=dk60sYrU2RU>

Discussion Questions

1. What role can ordinary citizens, entrepreneurs, play in generating educational innovation?
2. Can the adaptation of practices from other cultural contexts support educational innovation?
3. How can technology be used to provide substantially greater educational opportunity in ways which bypass the constraints of changing traditional schools?
4. To what extent are the various approaches to innovation discussed in these readings and videos aligned with a 21st century skill approach, as discussed by Pellegrino and Hilton?

Module IV: Entrepreneurship in the Arts and Humanities

Prof. Parimal G. Patil

Professor of Religion and Indian Philosophy

Chair, Department of South Asian Studies

Intellectual entrepreneurs are critical to the future of South Asia, as important as entrepreneurs in health, finance, and technology. Equally important is investment in cultural capital—e.g., art, history, literature, and philosophy. In this module, we will interrogate these assertions by attending to three case studies—the Jaipur Literary Festival, Saffron Art, and the Amar Chitra Katha series of comics. We will carefully consider how these case studies challenge (and in some cases undermine) our intuitions regarding the issues that are most critical to South Asia today, traditional metrics of “development” and “progress”, and societal priorities. We will also examine the potential impact of intellectual entrepreneurship and investment in cultural capital on proposed solutions to a range of contemporary problems.

Module IV Assignment:

Maximum 8 doubled-spaced pages. *You should start working on this paper after the first class in this module, and continue working on it during the five sessions of the module. This paper is due by 11:59 pm on [Date TBA].*

[16] Entrepreneurship in the Arts and Humanities Module - Introduction: Why Bother? (IV-1)

Readings

Bourdieu, P. (1993). *The Field of Cultural Production* (Columbia).

Verdassdonk, H. (2003). “Valuation as Rational Decision-Making: A Critique of Bourdieu’s Analysis of Cultural Value”, *Poetics*, Vol. 31, pp. 357-374.

Sen, A. (2006). *The Argumentative Indian* (Picador) <selections>

Pollock, S. (2010). “Future Philology” (handout)

Lal, V. and Nandy, A (2005). *The Future of Knowledge and Culture: A Dictionary for the 21st Century* (Penguin Global) <selections>

*Cf. w/ Sandel reading from the Introductory Module.

[17] Entrepreneurship in the Arts and Humanities Module - Case Study 1: The Jaipur Literary Festival (IV-2)

Readings

Jaipur Literature Festival—Beyond the Festival Template. (HBS Case N1-712-401)

Ramanujan, A.K. *Folktales from India* <selections>

*short selection of South Asian “literature.”

[18] Entrepreneurship in the Arts and Humanities Module - Case Study 2: Saffron Art (IV-3)

Readings

Saffronart.com: Bidding for Success (HBS Case 5-810-107)

Khaire, M. and Wadhwani, D. (2010). “Changing Landscapes: The Construction of Meaning and Value in a New Market Category—Modern Indian Art.”

Midnight to Boom <Catalog--Modern Indian Art Exhibit Catalog at Peabody Essex Museum>

[19] Entrepreneurship in the Arts and Humanities Module - Case Study 3: Publishing the Past: Amar Chitra Katha and the New Media (IV-4)

Readings

Valmiki's Ramayana: The Great Indian Epic (Amar Chitra Katha)

Rāmāyaṇa (Princeton) <selections>

Nandy, Ashish (1995). “History’s Forgotten Doubles” *History and Theory*, Vol. 34 n. 2, pp. 44-66.

*Cf. w/ Eck and Varshney readings from the Introductory Module.

[20] Entrepreneurship in the Arts and Humanities Module - Conclusion (IV-5)

*California Textbook Controversy (selected readings)

Module V: Conclusion

In the concluding section, we will revisit two recurrent, if latent, themes from the prior modules. The first has to do with transferability of entrepreneurial insights across geographic boundaries. We saw this within South Asia, as with microfinance and community-based healthcare crossing from Bangladesh into India, Afghanistan, and elsewhere. We also saw this with educational-technology innovations from the West assuming applicability in South Asia. The second theme is that of the role of technology and its interaction with broader contextual factors, how to make a given technology work within the context of the institutional voids that characterize a particular geography.

[21] Conclusion - Entrepreneurial Initiatives in Food Security in India and China (V-1)

Two cases written earlier this year will anchor this discussion, the first on challenges facing Amul, the Gujarat-based milk cooperative that was responsible for anchoring India's so-called 'white revolution' (spread of quality affordable milk), and the second based on interviews in China as it struggles to deal with the aftermath of the 2008 melamine-poisoned milk formula scandals and many associated food safety issues.

Readings

Rohit Deshpande, Tarun Khanna and Tanya Bijlani. "India's Amul: Keeping up with the Times." HBS Case No. 9-513-063

Tarun Khanna, Nancy Dai, and Juan Ma, "State led and Private initiatives to remedy China's Food Safety, 2013". HBS Case (Number to be Assigned)

Discussion Questions

1. How has the 'power of millions of farmers and their families,' to quote founder Verghese Kurien, been mobilized to build Amul over the past decades? What key events in Amul's history can you identify that proved to be transformational in the development of the dairy sector in India?
2. Amul has played a catalytic role in transforming the dairy and food sector in India. Should it now explicitly attempt to trigger a move towards technology-intensive large-scale dairy holdings seen in developed countries, and thereby perhaps move away from its core of the small scale farmer?
3. How should Amul deal with the increased presence in India of multinationals like Nestle?
4. Can the power of collective action witnessed among Amul's farmers be leveraged to address at least part of modern China's food security issues, as delineated in the note on China's food security? Will this organizational insight from India travel to China, or is China better off banking on alternatives (technology, stricter laws, more disclosure, etcetera)?

[22] Conclusion - Experiments in Technology & Education (V-2)

Technology is enabling a range of innovations that are transforming how education is structured at all levels of academic institutions—from elementary and secondary schools to major universities, such as Stanford, MIT,

Harvard, and others across the country. Distance learning is becoming an increasingly present component of education and is utilized in a wide range of ways, from supporting roles in individual classes to broad facilitation of certificate and degree coursework. How much can we borrow from these technology experiments in the West for our purposes in the South Asian context?

Readings

Bill Sahlman and Liz Kind “Khan Academy,” HBS Case No. N9-812-074, 2012

Thompson, Clive, “How Khan Academy Is Changing the Rules of Education,” *Wired*, July 15, 2011.
http://www.wired.com/magazine/2011/07/ff_khan/all/1

University 2.0 – VIDEO: http://www.youtube.com/watch?v=SkneoNrfadk&feature=youtube_gdata_player

Explore Website Udacity: <http://www.udacity.com/>

Jessica Guynn, “Steve Jobs' virtual DNA to be fostered in Apple University,” *The Los Angeles Times*, October 06, 2011. <http://articles.latimes.com/2011/oct/06/business/la-fi-apple-university-20111006>

K.L. Kraemer, J. Dedrick, and P. Sharma, “One Laptop Per Child: Vision versus Reality”, *Communications of the ACM* (2009) 52(6): 66–73. <http://pcic.merage.uci.edu/papers/2009/OneLaptop.pdf>

Discussion Questions

1. How applicable is Sal Khan’s method of learning to South Asia? What is the role of the student, the teacher, and the community-at-large in this method of learning?
2. How might Sal Khan engage with various aspects of the educational infrastructure in South Asia (teachers, regulators, parents)? To what extent will his team’s experiences with entities like LSAD be relevant to South Asia?
3. Think also about the Udacity method, as well as about the Sugata Mitra TED talk suggestion (encountered in the Education Module) that self-directed learning can occur amongst small groups of children and can be even more effective with encouragement from the “granny cloud.” What do these readings collectively suggest for the Khan Academy’s future potential in South Asia?

[23] Conclusion - The Kumbh Mela in 2013 (V-3)

In our last class, we will consider humanity’s largest gathering, the Kumbh Mela, a religious festival that occurs once every 12 years. In 2013, it attracted 130 million people over 55 days, with a peak daily attendance of 30 million, to a so-called pop-up megacity near Allahabad. The temporary city was constructed in short order on the river banks once the water of the rivers Ganges and Yamuna had receded, and subsequently dismantled, also in short order. This unique setting allows us to consider multiple dimensions of entrepreneurship that have resonated through our discussions: role of the state versus role of the private sector; context-sensitivity of entrepreneurial initiative; the marriage of technology (represented by the ubiquitous mobile phone and by computing technology) with centuries-old customs, etcetera.

We will use a newly written case study for class. The case study is informed by the efforts of a multidisciplinary team of over 50 faculty, staff and student researchers from Harvard who traveled to the Kumbh for various research projects. The Design school team studied the allocation of physical space to understand implications both for rampant urbanism in fast-growing emerging markets and for temporary urban infrastructures needed in refugee settings and in the wake of disasters; the public health and medical teams studied the dissemination of disease in densely populated settings, and the ideal placement of triage and treatment facilities, and so on. The main webpage for the trip and ongoing research materials is here: <http://southasiainstitute.harvard.edu/kumbh-mela/>

Readings

Tarun Khanna and John Macomber, “Kumbh Mela – India’s Pop-up Mega City” HBS Case No 713-463

Discussion Questions:

1. Why was the 2013 Kumbh Mela successful? (For context, note that other large events, even those orders of magnitude smaller than the Kumbh, are unsuccessful in India for the most part; large scale infrastructural projects in other countries eg the Olympics, typically do not provide adequate return on capital.) In answering this question, ask yourself what is your definition of success. Whose perspective are you taking?
2. What was the role of different part of the government in orchestrating the Kumbh? How did this role mesh with that of individual entrepreneurs (for-profit or otherwise, including non-governmental organizations)? Should the private sector have played a greater or lesser role? How would you answer the question about the relative roles of the state and the private sector in facilitating a large-scale gathering in China?
3. To what extent are the factors that made the Kumbh successful applicable in other settings in India? In other populous and fast-growing developing countries?
4. How can the next major Kumbh Mela, in 2025, be improved?