



Institute of Rural Management Anand

Social Entrepreneurship Courses in India: A Compendium



Centre for Social Entrepreneurship & Enterprises

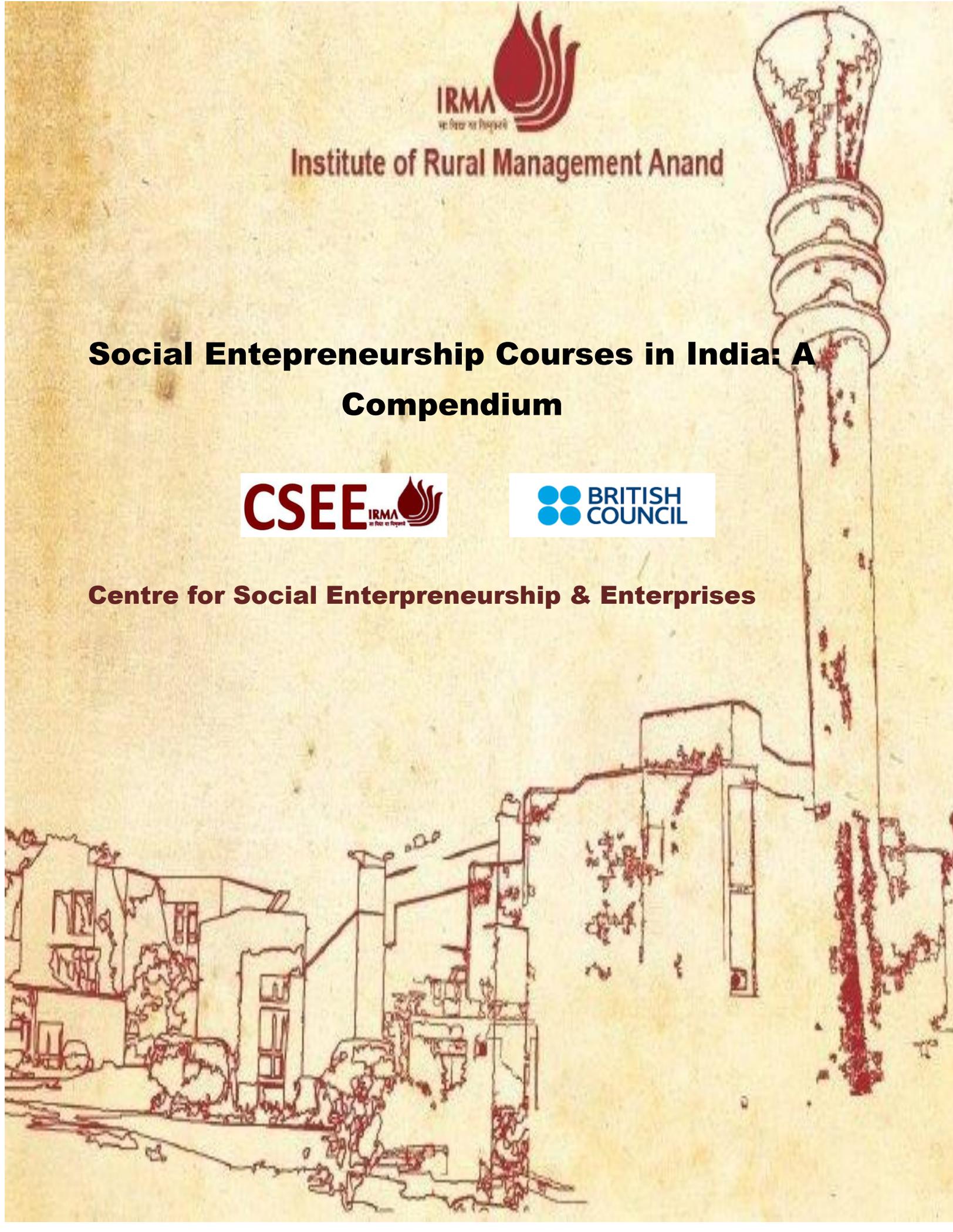


Table of Contents

Co-creating New Knowledge and Perspectives: Social Entrepreneurship Teaching in India.....	3
Introduction to Social Entrepreneurship: XLRI Jamshedpur.....	7
Social Entrepreneurship: Innovating Social Change (IIM Ahmedabad)	11
Entrepreneurship and Social Entrepreneurship: Tata Institute of Social Sciences (TISS) Mumbai	14
List of Courses MA Social Entrepreneurship at TISS	18
Social Entrepreneurship: Xavier University Bhubaneswar.....	20
Social Entrepreneurship: IIM Kolkata	22
Social Entrepreneurship at Institute of Rural Management Anand.....	28
Social Enterprises and Organisational Forms: Azim Premji University.....	32
Social Innovation and Entrepreneurship: Birla Institute of Management Technology.....	37
Social Entrepreneurship O.P Jindal Global University.....	40
Inclusive Business Models: IIM Bangalore	46
Social Entrepreneurship: IIM Lucknow	51
Design for Social Innovation: MIT Pune.....	55
Social Entrepreneurship: Banaras Hindu University.....	58
Introduction to Social Entrepreneurship Shiv Nadar University.....	59

Co-creating New Knowledge and Perspectives: Social Entrepreneurship Teaching in India

As a domain of academic inquiry Social entrepreneurship (SE) in India is a post- twenty-first century phenomenon. The practice of SE however predates popular readings on the subject that link the rise of social entrepreneurship to social businesses like Grameen and Mohammed Yunus as the quintessential social entrepreneur (Yunus, 2007) or the emergence of hybrid business models like Aravind Eye Care made popular through C K Prahalad's *Fortune at the Bottom of the Pyramid* (2005). Academic writing on social entrepreneurship, especially in the West, has sought to define and create clear boundaries of the discipline (Martin and Osberg, 2007). This has however not been the case in India. Social entrepreneurship is better contextualized within Indian traditions of social innovation going back to India's freedom struggle in the early part of the twentieth century with many, including Ashoka's Bill Drayton, being influenced by the writings of Mahatma Gandhi (Prasad, 2013). Indian academics are often caught between this exciting challenge of providing meaning to the term "Social Entrepreneurship" as understood by many practitioners and situating this within academic writings on the subject from the West. Social entrepreneurship in India is only partly academic and linked to activism, awards and arguments in and through practice. Indian academics have largely been participant-observers to the exciting international discourse on social entrepreneurship in USA, UK and the EU in the last decade. Back home they are challenged to re-frame these discussions as they seem to do little justice to the sheer size and diversity of meanings of social entrepreneurship in India.

There are more "official" social entrepreneurs in India than any other country in terms of the number of Ashoka fellows or awards won. Yet, social entrepreneurship as a course, stream, and discipline is at its very early stage in most higher education institutes in India. This compendium of teaching resources is an attempt to map this diversity of SE teaching in India. We invited faculty teaching social entrepreneurship to share their course outlines in May and many have enthusiastically responded to our requests and repeated queries. The compendium is an opportunity for faculty to learn from each other's experiences. The compendium, and the national seminar on "Seeding Social Enterprise and Innovation in Universities" on August 22-23, 2016 is an attempt to recognise, celebrate and strengthen this community of academics who have kept these discussions alive for over a decade.

India's incipient Social Entrepreneurship Academic Community

This compendium of teaching SE in India has contributions from a dozen academic institutions as post graduate programmes and one undergraduate programme. Many institutions have more than one offering that relates to SE, in some cases more than one course and a future mapping exercise needs to build on these links in future. There are also courses, both online and full or part time, outside formal academic institutions – like the Centre for Social Innovation and Management (CSIM) or Deshpande Foundation, in some cases for over a decade - that have not been included in this collection. The compendium, we realize, needs to be regularly updated to include more courses and programmes in future editions.

The compendium indicates that SE in India has moved beyond a few management schools to university programmes beyond business management to social work, law, innovation, design, engineering, sustainability studies and other institutional homes. This is a welcome growth and SE is also becoming part of under-graduate curriculum too. The primary purpose of the compendium is for faculty teaching SE to learn from each other's experiences and build and shape the SE teaching community. This collective expression and strength should also help these "unreasonable people", to use Elkington and Hartigan's (2013) phrase, an opportunity to deepen their engagements in their particular institutions through a greater buy-in from their respective academic administrators.

The compendium, it is hoped, would also help academics link their work with the larger ecosystem by enabling them to work with social entrepreneurs and social enterprises in their region. There is also a need for academics to engage with policy actors with the Government of India's newer thrust on incubation and entrepreneurship through schemes like Start-up India. Making these policies more inclusive and recognising both the diversity of experiences and challenges in promoting sustainable livelihoods in the social sector and rural India is something that academics need to work on with practitioners and policymakers.

Faculty who have shared their curriculum have been leading the introduction of social entrepreneurship teaching in their respective institutes. Most programmes seem to have started in 2006, though Prof Trilochan Sastry first introduced social entrepreneurship at the Indian Institute of Management Bangalore (IIMB) in 2004. Ashoka foundation's roadshow in Indian campuses celebrating its 25th year in 2005 probably helped a few institutes like XLRI (Xavier Labour Relations Institute), XIMB (Xavier Institute of Management), IIFM (Indian Institute of Forest Management) start their own courses in 2006 for the first time. A social entrepreneurship yahoo group was created in 2006 to bring together academics and practitioners. This group had eighty members by 2011 and the moderators (Prof Madhukar Shukla and Shambu Prasad) found it difficult to keep it alive and meet the high expectations of its members. A physical meeting at this early stage was important in building the community to share concerns and discuss ways forward. These opportunities came through the annual events on SE at Sankalp (by Intelicap at Mumbai), Unconvention (by Villgro at Chennai, later jointly with Sankalp), Khemka (by the Khemka Foundation at ISB Hyderabad) and NCSE (National Conference on Social Entrepreneurship at Jamshedpur by XLRI). Unconvention and Villgro with IIT- Madras's CSIE (Centre for Social Innovation and Entrepreneurship) even instituted awards for academic contribution to the field in 2012 and 2013.

The Tata Institute of Social Sciences (TISS) took the big leap and became the first academic institution to create a specialized Masters programme on social entrepreneurship in 2007. This was following a suggestion by Mohammed Yunus to the TISS Director in 2006 and following visits by TISS faculty to USA and UK. After 1.5 years of research work, finally a Two year Masters of Arts in Social Entrepreneurship Programme was launched in September 2007 at the Centre for Social Entrepreneurship, School of Management and Labour Studies, TISS. The 2008 SE Handbook by Ashoka has 25 faculty listed from 18 institutions. A landscape document by Ashoka later indicated four kinds of engagement by academic institutions that included an SE module in current courses (e.g. Indian Social and Political Environment at IIMA (Indian Institute of Management Ahmedabad); SE classroom courses at IIMB, XLRI, XIMB and IRMA (Institute of Rural Management); SE lab courses (e.g. Shodh Yatra in IIMA) and

SE activity – conferences and competitions. As part of its continuing engagement with universities globally Ashoka also brought out a (highly priced) teaching resource guide in 2010 that put together 50 syllabi from over 34 universities. However, some of the key curricula from India were missing. A collaborative effort to get the international community to share resources has since gone online through a community of over 580 scholars sharing a folder in Dropbox with some regularly updating their course outlines. This rich set though has no contribution from Indian universities. The compendium hopes to fill that gap.

Co-creating knowledge on SE in India

The compendium, it is hoped, would further the need for local conversations and exploring Indian ways of relating to, understanding and shaping social entrepreneurship. We hope this is going to be a regular feature where faculty meet every year and take stock of their teaching and discuss it together in a forum, rather than during tea or lunch breaks at conferences. SE teaching in India, as is evident from the rich collection, has evolved through a few rounds of experimentations and is now an integral part of many higher education institutes.

The course outlines have been arranged in order of focus on social entrepreneurship, the number of times the course has been running and undergraduate programmes at the end. The course outlines indicate a rich diversity of ways of engaging students both directly through classroom sessions but also indirectly through field visits and assignments that involve spending time with social entrepreneurs and through participation in events, special talks or guest lectures and increasingly through specialised incubators on campus. The variations are high and can form interesting debates. Should teaching SE be a core or an elective course; should business plans and tools be explicit or should students be exposed to various newer processes on thinking about (social) entrepreneurship? Should it be a separate programme or stream or a course that is linked to sustainable management, inclusive business models, design thinking, shared value, Corporate Social Responsibility (CSR) or understanding non-profits.

Understandably the reading list is varied. Some are explicit about seeking to bring changes in attitudes of students, while many are pragmatic about student loans and the overall placement scenario and highlight the need for empathy with initiatives in the social sector. The university structure provides for greater opportunities to enhance learning over a semester as in the case of TISS, Azim Premji University or Jindal University whereas the term-based business school structure can be constricting. Thus IRMA has a compressed 0.5 credit core but XLRI has chosen to run the course over two terms. There is clearly no one size fits all which needs to be welcomed given India's diversity as well as the institutional contexts of individual programmes.

This compendium hopes to open up conversations and discussions encouraging faculty to think about teaching social entrepreneurship in the next decade. As SE teaching deepens its roots in academia, academia needs to play an active role as part of the larger (social) entrepreneurial ecosystem both within India and elsewhere. It is hoped that a long standing need of cases and material *by* Indian academia that would better reflect field level realities and complexities of running social enterprises or being a social entrepreneur would be part of future course curriculum. The emerging Community of Practice (COP) on social entrepreneurship would, it is hoped, work towards greater collaboration both

between academicians and practitioners to bridge existing divides and also importantly among academic institutions. This compendium is a small contribution from IRMA towards this process.

I would like to thank all those who contributed to this volume. The British Council had taken a lead by bringing together Indian and UK universities as part of its Social Enterprise Education Programme (SEEP) beginning with a workshop in October 2014 and later supporting cross university and cross country collaborations. I thank Dr Guru Gujral, Sameer Chaturvedi and Richard Everitt for their enthusiastic backing of the idea of recognising the role of academic institutes in building the social entrepreneurship ecosystem. Our partners at The Hive, Nottingham Trent University and UnLTD UK have been helpful in sharing material from the academic network in UK that has been both inspiring and insightful. The cross visit by Sean Macaskill to Anand and Jamshedpur and mine to Nottingham in February were useful in explore collaborations and commonalities in social entrepreneurial journeys.

My colleagues at the Centre for Social Entrepreneurship and Enterprises (CSEE) and the Director of IRMA, Prof Jeemol Unni, have wholeheartedly supported these initiatives and I thank them for their constant encouragement. Nirali Shukla at CSEE has helped following up with faculty, collated and helped in the formatting and editing the volume. IRMA's CSEE would welcome comments and suggestions on this volume and encourage readers to write to us at csee@irma.ac.in. We look forward to this compendium becoming outdated with more contributions and innovations reported and shared in the next edition of social entrepreneurship education in India.

C. Shambu Prasad,

August 2016

References

Elkington, J., & Hartigan, P. (2013). *The power of unreasonable people: How social entrepreneurs create markets that change the world*. Harvard Business Press.

Martin, R. L., & Osberg, S. (2007). Social entrepreneurship: The case for definition. *Stanford social innovation review*, 5(2), 28-39.

Prahalad, C. K. (2005). *The Fortune at the Bottom of the Pyramid*. Wharton: Wharton Publishing.

Prasad, Shambu C. (2013). *Thinking through social innovation and social entrepreneurship in India*. Chennai: Villgro & IDRC. [online, Accessed Aug 15, 2016]
<http://www.villgro.org/~villgrouser/images/social%20innovation%20paper%205.pdf>

Yunus, M. (2007). *Creating a world without poverty: Social business and the future of capitalism*. New York: Public Affairs.

Introduction to Social Entrepreneurship:XLRI Jamshedpur

Program Name	Post Graduate Programme (MBA, PGDBM) for the Business Management and HRM batches
Course Title	Introduction to Social Entrepreneurship
Course Details	Elective course of 3 spread over two terms
Course Instructors	Prof Madhukar Shukla
Course History	Introduced in 2006 & ongoing

a. Course Description (Background)

Social Entrepreneurship is an emerging field that offers opportunity to young professionals to create societal/economic value on a sustainable basis. According to some reports, globally this is the fastest growing sector and perhaps the only sector that is creating gainful employment worldwide.

In the academic field, Social Entrepreneurship is a recent but growing area of teaching and research. A large number of universities and business schools have regular courses or centers on Social Entrepreneurship

Unfortunately, often management students/professionals view social entrepreneurship as a “by charity/ for charity” venture, and not as a self-sustainable & viable entrepreneurial activity. The purpose of the course is to expose the students to viable “business models” (through case-studies/ interactions/ first-hand experience), which are simultaneously sustainable and/or financially viable (though, not necessarily with “profit-making” as the sole aim) and enthuse them to actively think about this as a realistic vocational choice.

In a country like ours, where barely 6-7% of the economically active work-force is in the “organized sector”, there is a dire need to divert the managerial talent to develop ventures which can add/create value to the rest of the “informal sector” (that accounts for 60% of India’s GDP, 68% of income, 30% of agricultural exports, and 40% of manufacturing exports).

Lastly, in the past few years, we have had a handful of students who were actively looking for such a direction, but as an institute we have not been able to provide them with that direction/choice... hopefully, this course will help bridge this gap a little bit.

- The course will provide opportunity for interactions with practicing social entrepreneurs. While efforts will be to accommodate these interactions during the scheduled class-timings, it may not always be possible to do so, and some rescheduling/ extra time may be needed for the interactions.
- The course methodology is primarily interactive and hands-on. The focus is less on *teaching* (faculty’s responsibility) and more on *creating conditions for learning* (participants’ responsibility).

b. Teaching Objective of the Course/Learning Outcomes

- a. To understand and appreciate the role of (and need for) social entrepreneurship in building a sustainable society.
- b. To acquire the knowledge, skills, tools and techniques needed to become an entrepreneur in the social sector.

- c. To help them develop sustainable “business” model for building a social enterprise that can make a difference

d. Scope and Syllabus; Topics to be covered include:

Module 1 (Session 1-7) : The Socio-Economic Context of Social Entrepreneurship & “Social Business”		
Session	Details	Reading Materials
1	ISE: Introduction to the Course <ul style="list-style-type: none"> • Introduction to the course • History of Citizen Sector & Social Entrepreneurship • Significance of Social Entrepreneurship to Development 	SugataSrinivasaraju Social Entrepreneurs: The Spirit of Ants The Economist (Feb 2006): The Rise of Social Entrepreneur David Bornstein: The Restless People David Bornstein Conclusions: The Emergence of Citizen Sector
2	The Socio-Economic Context of Social Entrepreneurship- Understanding Disparities of Opportunity Structure <ul style="list-style-type: none"> • Social dynamics of exclusion • Distribution of opportunities and access 	David Korten: Economics as if Life Mattered Susan Davis: Social Entrepreneurship: Towards An Entrepreneurial Culture for Social and Economic Development P Sainath: Nero’s Guests
3,4	Social Entrepreneurship & “Wealth” Creation <ul style="list-style-type: none"> • Defining Social Entrepreneurship • Difference between Social and Business Entrepreneurship • Types of Social Entrepreneurship 	SarasSarasvathy: What makes Entrepreneurs Entrepreneurial? Roger Martin & Sally Osberg: Social Entrepreneurship: The Case for Definition Christian Seelos& Johanna Mair: Social Entrepreneurship: The Contribution of Individual Entrepreneurs to Sustainable Development J Gregory Dees : The Meaning of “Social Entrepreneurship” Mohammad Yunus: Social Business Entrepreneurs are the Solution
5	Social Entrepreneurship & Value Clarification Identification of one’s own priorities and choices in becoming a social entrepreneur	Changemakers: First Steps towards Becoming Social Entrepreneur
6	On Becoming a Social Entrepreneur <ul style="list-style-type: none"> • Interaction with practitioners • Qualities of a Social Entrepreneur • Personal Issues in opting for Social Entrepreneurship 	Lynn Barendsen& Howard Gardner: Is Social Entrepreneur a New Type of Leader? David Bornstein: Six Qualities of Successful Social Entrepreneurs KunalGuha: Why Some Execs are a Breed Apart
7	Contemporary Issues in Social Engagement Interaction with practitioners	Everybody Loves a Good Draught book by P Sainath.

Module 2 (Session 8-15) : Understanding the SE Terrain: Sector Studies

A business entrepreneur makes a choice of the sector/ business segment in which s/he will operate, and explores and understands that sector/“market” before venturing into it. Similarly, a social entrepreneur must also decide and understand the “social sector” in which s/he would like to operate.

This module aims to help the participants to identify and explore the sectors/”markets” which they find of interest, and the kind of social value creation opportunities that exist in the sector.

The module is in two parts. **Sessions 8-12** will cover some of the “sectors” listed below. These will be discussion-based sessions. The participants will be required to come prepared – readings/handouts/documents for the same will be given separately:

- Education
- Energy
- Environment
- Rural/ Community Development
- Rural Markets
- Healthcare
- Micro-credit
- Rural Informatics
- Unorganized Workforce & Livelihood Promotion, etc.

Requirement: After each session, the participants will be required to individually submit a “learning synopsis” (350-500 words), within 24 hours. The format of the “learning synopsis” will be communicated during the course.

During this period, the participants will also be required to make field-visits, and interview and interact with the target-population to gain a first hand understanding of the issues. These visits will be made in pairs, and a format for interviews will be provided.

Based on the findings, the participants will be required to prepare and submit a report, and make a presentation during **Sessions 13-15**.

The presentation/report will need to answer the following questions:

- **Profile of the Segment:** What is the profile of the societal segment impacted by these sectors? What are their needs, issues, constraints, aspirations, etc.?
- **Facilitating/ Hindering Factors:** What do they do to meet their needs in this sector? What are the facilitating and hindering factors that influence their efforts?
- **Available Resources:** What resources (e.g., finance, information, community support, etc.) are available to them to help them meet their needs?
- **Regulatory Framework:** What government regulations and schemes influence – positively or negatively - their efforts?

This would be the first step towards developing a project proposal for a social venture/ business, which is a requirement/ purpose of the course’

Deadline: By the end of Module 2, the participants must identify their project areas and submit the first draft of the proposal.

Readings:

*Global Social Venture
Competition*

[GSVC Impact Assessment Guide](#)

Module 3 (Session 16-19) Learning from Real-Life Social Enterprises (Cases)

The purpose of the next 4 sessions (Sessions 16-19) is to develop an inductive appreciation of social entrepreneurship by studying real-life social enterprise as well as to stimulate thinking in

<p>direction of becoming a social entrepreneurship. To achieve this, the participants will be allotted 4-5 caselets/stories from the Course Booklet-2 (“Architects of the Other India”) and from Bornstein’s book in small groups. And will be required to submit a report and make presentation to the class. The focus of the presentation (and report) will be to focus on the following four issues:</p> <ul style="list-style-type: none"> • Opportunity Identification & Innovation: Social entrepreneurs are innovators who create change. What innovative insight did the entrepreneur bring to identify an opportunity to create change? How did s/he create and spread this innovation and change? • Value Creation & Impact: What new value was created by the enterprise/ entrepreneur, and how? What can be the conceptual tools to measure/assess the impact and effectiveness of the social enterprise? • Sustainability: How did the social entrepreneur make the venture sustainable – financially, organizationally, and in terms of continuity of the venture? • Leadership & Personal Qualities: What were the characteristics of social entrepreneurs’ leadership? What personal qualities (background, skills, values, beliefs, etc.) helped the entrepreneur to succeed in creating value? 	
20	Conclusion & Briefing for Internship
<p>Module 4 (Term-Break): Internship with a Social Enterprise The purpose of the internship is to gain a first hand-experience of working in a social enterprise. Efforts will be made to place the participants in organizations which match their interests and the nature of social entrepreneurship project they plan to develop.</p> <p>The requirements for the same will be communicated to the participants during Session 20.</p>	
<p>Intro to Social Entrepreneurship -2 :Term V Coverage</p> <ul style="list-style-type: none"> • Building & Scaling-Up/Scaling-Out a Social Enterprise • Governance Issues in Social Enterprises • Mobilizing Resources/ Funds for Social Ventures • Theory of Change &LogFrame • Finalization of Projects & Presentations 	

e. Evaluation& Grading pattern

The evaluation for the course will be based on the following 4 components:

- | | |
|------------------------------|----------|
| 1. Learning Synopses | 25 marks |
| 2. Sector Study/ Field Visit | 25 marks |
| 3. Case Presentation | 25 marks |
| 4. End-Term Exam | 25 marks |

Social Entrepreneurship: Innovating Social Change (IIM Ahmedabad)

Program Name	Post Graduate Programme
Course Title	Social Entrepreneurship: Innovating Social Change
Course Details	Full Unit, 1.25 credit course (25 sessions of 75 minutes each)
Course Instructors	Prof. Ankur Sarin (asarin@iimahd.ernet.in) Prof. M.S. Sriram (mssriram@gmail.com)

a. Course Description (Background)

Living in India, one does not need facts and figures to understand the monumental challenges faced in the process of development and feel hopeless about it.

“Social Entrepreneurship” has emerged as a rapidly growing sector housing much of the innovative thinking that has emerged over recent years to overcome these challenges. By seeking to merge the creation of societal value with more market like pursuits, it seeks to engage individuals who are interested in contributing to society but either wary of or intimidated by the traditional actors in the social space

b. Teaching Objective of the Course/Learning Outcomes

The specific objectives of the course are to help participants:

- Understand the need and role of social entrepreneurs in society
- Tensions in organizations working in this space
- Understanding models of social enterprises

c. Scope and Syllabus; Topics to be covered include:

Sessions	Module	Details
1	Introduction to Social Entrepreneurship [AS]	Kivel, Paul. “Social Service or Social Change.” In <i>The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex</i> , edited by Incite! Women of Color against Violence. Cambridge, Mass: South End Press, 2007 Optional Reading: Rory Ridley-Duff and Mike Bull-Defining Social Enterprise
2	Solutions to problems?	Reading: <i>Hobbes, Michael</i> . “Stop Trying to Save the World Big Ideas Are Destroying International Development.” <i>New Republic</i> , November 17, 2014.
3	On Becoming a Social Entrepreneur [AS]	Leveraging what? Case: Teach for India [KEL813-PDF-ENG] Optional Reading: <i>Rob Boddice-Forgotten Antecedents: entrepreneurship, ideology and history</i>
4	Understanding Non-Profits [AS]	Dilemmas for a Social Enterprise: Case: Pallotta Team Works [HBS 9-302-089] Optional Reading: <i>Werker, Eric, and Faisal Z Ahmed</i> .

		2008. "What Do Nongovernmental Organizations Do?" <i>Journal of Economic Perspectives</i> 22 (2) (March): 73–92.. Peter Frumkin Chp 1: The Idea of a Nonprofit and Voluntary Sector in "On Being Nonprofit
5	Addressing Market Failures [AS]	Cases: ApproTec [HBS 9-503-007] and Babajobs [IIM-A Case] Optional Reading: Ela Bhatt "We are Poor but so Many [pp.23-46]
6	Picking Outcomes	Case: The Robin Hood Foundation [HBS 310031]
7	Economic Theory of the Firm [MS]	Why for-profits just drift from purpose Readings: Henry Hansmann, "Firm Ownership and Organizational Form," in <i>The Handbook of Organizational Economics</i> , ed. Robert Gibbons and John Roberts (Princeton University Press, 2008).
8	Organising Communities – using the cooperative framework [MS]	Case discussion: Amul Readings: Organizational Features of Cooperatives [Sriram]
9	Profits or Purpose: Cracking the Dilemma [Guest Speaker]	Case: Dastkar Andhra Marketing Association [IIM-A Case]
10	Profits or Purpose: Cracking the Dilemma [Guest Speaker]	Case: Fabindia [HBS 9-807-113]
11	Integrating with the State	Case: MahilaSamakhya (TBD)
12	Social Entrepreneurship in Social Movements	Case: Right to Information
13	How much should the "community" manage? Limits to scale	Understanding Co-operatives [MS] Case: Backyard Coop, Neighbourhood Co-op, National BrandPoultry Business for Livelihood Security (TBD)
14	Creative Disruption through community involvement	Case Discussion: Desi
15	Defining a social enterprise: Win-Win?	Case: Narayana Hrudayalaya Heart Hospital: Cardiac Care for the Poor [HBS 9-505-078]
16	Why management could address a social problem, where are the limitations?	Case: Aravind Eye Hospital [HBS 9-593-098]
17	Solution in search of a problem, where community cannot be involved: Just doing good.	Case Discussion: BMVSS [MS]
18	Hybrid solution-Social Business: Possibilities and Limitations	Case: Grameen Danone Foods Ltd., a Social Business [HBS 511025-PDF-ENG]
19	Engaging with Disengaging with the State and Creative Disruption	Case discussion: Pratham Books
20	Third Sector Solution and two trajectories at scale: Microfinance and private sector, SHG Bank Linkage	Case: Compartamos: Life after IPO [HBS 9-308-094]
21	Guest Speaker	
22	Evaluating Social Enterprises	Readings: Alnoor S Ebrahim and V. KasturiRangan, "The Limits of Nonprofit Impact: A Contingency Framework for

		Measuring Social Performance,” <i>SSRN eLibrary</i> (2010). Optional Reading: Bell-Rose, Stephanie “Using Performance Metrics to Measure Impacts”, Chp 16 in <i>Generating and Sustaining Nonprofit Earned Income</i> . Edited by Sharon Oster et al. 2004
23 & 24	Project Presentations	
25	Conclusion	What is a social enterprise?

d. Evaluation & Grading pattern

- a. Classroom Participation: 10%
- b. Memos/Assignments: 15%
- c. Mid-Term Exam: 35%
- d. Final Project: 40%

Entrepreneurship and Social Entrepreneurship: Tata Institute of Social Sciences (TISS) Mumbai

Program Name	MA in Social Entrepreneurship
Course Title	Entrepreneurship And Social Entrepreneurship
Course Details	Core course with 2 credit
Course Instructors	Prof. Satyajit Majumdar Dr. Archana Singh

a. Course Description (Background)

Entrepreneurs recognize opportunities where others see chaos, confusion or problem. They are for change, or change makers. But entrepreneurship is more than the mere creation of business. Entrepreneurial perspective can also be built in individuals, who work in organizations as entrepreneurs. Thus, entrepreneurial education and skills needed not only to start Social Enterprises, but also for managing Non-Government Organization (NGO), Government Organization (GO), Corporate Social Responsibility (CSR) initiatives, etc. As MASE course focuses on developing entrepreneurial skills among young students, and aims to create a cadre of social entrepreneurs for addressing age old and emerging social problems in innovative and sustainable manner (change agent), it is important at first step, to introduce them with the concepts of entrepreneurship and social entrepreneurship. Through this course on 'Entrepreneurship and Social Entrepreneurship', students will learn about concept of entrepreneurship, principles of effectuation and how effectuation can be used as a method of social change. In addition, they will explore the concept of social entrepreneurship, social value, social change and social capital. This course will look at the concepts of entrepreneur and social entrepreneur as an individual, and entrepreneurship and social entrepreneurship as process from skill perspective. The course will not address entrepreneurial traits and lay a foundation on learning skills for entrepreneurship. This course will offer experiential and reflective learning opportunities for decision making, useful in entrepreneurial process. Students are expected to come prepared for discussion. They will find enough opportunity to apply the learnt concepts, make decisions, clarify doubts and learn from the peer

b. Teaching Objective of the Course/Learning Outcomes

- a. To understand self to become entrepreneur and to share ideas, concepts with team
- b. To understand entrepreneur as individual
- c. To understand entrepreneur/social entrepreneur as change maker
- d. To learn elements of entrepreneurship process
- e. To learn social entrepreneurship as a method for social value creation
- f. To understand models of social entrepreneurship

The learning from the course will be beneficial to entrepreneurs intending to start their own ventures or others who desire to become entrepreneurial managers

c. Scope and Syllabus; Topics to be covered include:

Session	Session Focus and Coverage	Activity / Pedagogy	Chapter of the Book and Supplementary Text to be referred
1	What is Entrepreneurship?	Case Discussion	Case Study - 'Mama Mia!' The Little Show That Could
2	What makes entrepreneurs entrepreneurial? Effectuation Principles of Decision Making		All Chapters (Text Book 1)
3	High Performance Entrepreneurs	Video Based Case Studies 'High Performance Entrepreneurs' and Discussion	
4	Entrepreneurial Decision Making	Case Discussion – if you are Prafull what would do?	Case Study – 'Devanshi Electronics Private Limited (A)'
5	Entrepreneurial Decision Making – Effectuation Principles	Discussion based on Interview of an Entrepreneur	All Chapters (Text Book 1)
6	Entrepreneurial Decision in Social Context	Video Based Case Studies 'Dawn of Hope' and Discussion	Sarasvathy&Venkataraman (2010)
7	Orientation to Social Entrepreneurship	Discussion on – how to define social entrepreneurship?	Choi & Majumdar (2013)
8	Social Entrepreneurship – Decision Dynamics	Case Discussion	Case Study – 'Manipal Dot Net – delivering social value through business', and Sarasvathy&Venkataraman (2010)

Session	Session Focus and Coverage	Activity / Pedagogy	Chapter of the Book and Supplementary Text to be referred
9	Concept of Social Entrepreneurship (Different Perspectives on Social Entrepreneurship)	Case Discussion based on video on Bharat Calling (Founder Sandeep Mehto), & video on Krishi Naturals (KetanParmar)	Chapter 1 (Text Book 2), Chapter 1 (Bornstein, 2005), Dees (1998), Weerawardena et al (2006), Mort et al (2003)
10	Difference between social enterprise and business enterprise.	Lecture and discussion	Austin et al (2006), Dorado (2006), Trivedi and Stokols (2011)
11	Social Value, Social Change, Role of Social Entrepreneurs	Lecture and discussion	Chapter 3 (Book 2), Chapter 8 (Bornstein, 2005), Hecht (2008), May (2011)
12	Corporation and Social Entrepreneurship	Lecture and discussion	Chapter 8 (Book 2)
13	Different Forms of Capital, Role of Different Forms of Capital in the Process of Social Value Creation	Lecture, and class assignment	Coleman (1988), Bourdieu, Lin (2001), Becker (1964)
14 & 15	Social Enterprise Models	Lecture and case based discussion	Chapter 10 (Book 2), Neck et al (2008)

d. Pedagogy

- a. Lecture and discussion
- b. Video clippings
- c. Case examples
- d. Discussion
- e. Assignment

e. Required Text Books and Reading Material

- [SarasSarasvathy](#), [Stuart Read](#) and [Nick Dew](#), *Effectual Entrepreneurship*, Routledge
- Alex Nicholls (ed.) (2006): *'Social Entrepreneurship New Models of Sustainable Social Change'*
- Choi. N and Majumdar. S (2013) *"Social entrepreneurship as essentially contested concept: Opening a new avenue for systematic future research"*
- Sarasvathy, S. D. and Venkataraman, S. (2010) *"Entrepreneurship as Method: Open Questions for an Entrepreneurial Future"*
- Bornstein. D (2005): *"How to change the world"*
- Lin, N. (2001). *Social Capital: A theory of social structure and action*. Cambridge, UK: Cambridge University Press.
- Becker, Gary S. *Human Capital*. New York: Columbia University Press, 1964.

Recommended Readings

Books

- 1) SubrotoBagchi, *High Performance Entrepreneurs*, Penguin
- 2) Rashmi Bansal , *Stay Hungry and Foolish*, Westland Limited

Articles

Dees, J.G.(1998) 'The meaning of Social Entrepreneurship', www.gpnnnet.com/perspective/social_entrepreneurship.htm

Mort, G.S., J. Weerawardena and K. Carnegie (2003) 'Social Entrepreneurship: Towards Conceptualisation', *International Journal of Nonprofit and Voluntary Sector Marketing*, Vol.8 No.1.

Weerawardena, J. & Mort, G. (2006). Investigating social entrepreneurship: A multi-dimensional model. *Journal of World Business*, 41, 21–35.

Austin, J. A., Stevenson, H., & Wei-Skillern, J. (2006). Social and commercial entrepreneurship: Same, different, or both? *Entrepreneurship Theory and Practice*, 30(1), 1-22.

Dorado, S. (2006). Social entrepreneurial ventures: Different values, so different process of creation, No?

Vanessa May (2011). Self, Belonging and Social Change in *Sociology*, 45: 363.

Pierre Bourdieu, "The Forms of Capital" in "Sociology of Economic Life" by Mark Granovetter.

Coleman, J. S. (1988). Social Capital in the Creation of Human Capital. *American Journal of Sociology*, 94, Supplement: Organizations and Institutions: Sociological and Economic Approaches to the Analysis of Social Structure, pp. S95-S120

Neck, H., Brush, C., & Allen, E. (2008). The landscape of social entrepreneurship. *Business Horizons*, 52, 13-19.

f. Evaluation & Grading pattern

- a. Assignment - 50% (to be evaluated by Prof Satyajit Majumdar)
- b. Examination - 50% (to be evaluated by Dr Archana Singh)

List of Courses MA Social Entrepreneurship at TISS

Semester	Course Title	Credits	Faculty
I	Foundation Courses	7	-
	SE01: Entrepreneurship and Social Entrepreneurship	2	Prof Satyajit Majumdar & Dr. Archana Singh
	SE02: Microeconomics	2	Dr. SamaptiGuha
	SE03: Basic Accounting and Costing	2	Dr. NadiyaMarakkath
	SE04: Social Sector Perspectives and Interventions	2	Dr. SamaptiGuha & Visiting Faculty
	SE05: Research Methodology I	2	Dr. NadiyaMarakkath
	SE06: Research Methodology II	2	Dr. Archana Singh
	SE 07: Introduction to Public Policy: Concepts, Theory and Practice	2	Dr. PranjalDikshit and his team
	Field Work – 1	6	Rural Visit
	Total	27	
II	SE08: Venture Plan I	2	Prof Satyajit Majumdar
	SE09: Marketing Management for Social Ventures	2	Dr. Gordhan Saini
	SE10: Financial Management for Social Ventures	2	Dr. NadiyaMarakkath
	SE11: Operation and Technology Management for Social Ventures	2	Prof Satyajit Majumdar
	SE12: Sustainable Development and Social Ventures	2	Prof Satyajit Majumdar & Mr. RejiEdakandi
	SE13: Social Network Analysis	2	Prof Bino Paul
	Research Design – 1	1	Faculty Group
	Field Work – 2	18	Pilot Venture
	Total	31	
III	SE14: Legal Framework for Social Ventures	2	Ms. SumanKalani (Visiting Faculty)
	SE15: Social Marketing	2	Dr. Gordhan Saini
	SE16: Fund Raising	2	Mr. RejiEdakandi
	SE17: Strategic Management	2	Prof Satyajit Majumdar & Dr. SamaptiGuha
	SE18: Risk Management	1	Ms. Saritha C.T
	Research Design - 2	No Credit	Mr. RejiEdakandi & Faculty Team
	Fieldwork – 3	6	Data Collection

Semester	Course Title	Credits	Faculty
	Total	15	
IV	SE19: Research Design for Social Impact Assessment	2	Prof. BhaskarMittra
	SE20: Venture Plan II	2	Prof. Satyajit Majumdar
	SE21: Entrepreneurial Leadership and Motivation	1	Dr. ZubinMulla
	Research Dissertation	3	Mr. Reji & Faculty Team
	Total	8	
	Grand Total	81	

Non Credited Compulsory Workshops

Semester	Topic / Theme	Hours	Faculty
II	Self Assessment as Social Entrepreneur – 1	15	Prof Satyajit Majumdar & Mr. RavirajDurwas
III	Organisation Design and Human Resource for Social Venture Start up	30	Visiting Faculty
IV	Communication for Entrepreneurship	15	Mr Tushar Shankar Bannerjee (Visiting Faculty)
	Self Assessment as Social Entrepreneur – 2	15	Prof Satyajit Majumdar

Evaluation Methods

- Written Examination
- Assignment
- Presentation
- Report
- Venture Plan Document

Social Entrepreneurship: Xavier University Bhubaneswar

Program Name	MBA (RM)
Course Title	Social Entrepreneurship
Course Details	3 credit course
Course Instructors	Dr. Shridhar K Dash ¹
Course History	2015-2016, Term 5

a. Course Description (Background)

The change in the concept of entrepreneurship and strategy from motivational training of potential entrepreneurs to providing a more systemic understanding and application of the entrepreneurial spirit to larger social and economic change lies at the heart of the emerging field of social entrepreneurship. The course will focus on understanding issues faced by potential social entrepreneurs today, and how one can address the same in way that enables the social entrepreneur to meet dual objective. First, solve a social problem. Second, do it sustainably. There are many different ways a social problem can be addressed. However, this course will focus on how one can apply the principles of business to solve a social problem

b. Teaching Objective of the Course/Learning Outcomes

This course provides a comprehensive introduction to social entrepreneurship and enables students to:

1. Enable the students to think entrepreneurially
2. Understand the business model and learn to adapt to the changing social and business environments.
3. Enable students to translate the ideas into executable plan.
4. Enable students to understand the financial issues for an entrepreneur in general and social entrepreneur in particular.
5. Enable the students to understand the complexities of scale

c. Scope and Syllabus; Topics to be covered include:

Sessions	Modules	Description
1	Understanding Social Entrepreneurship and Organizational form	Defining Social Entrepreneurship Difference between Social and Business Entrepreneurship Types of Social Entrepreneurship
2 & 3	Design Thinking: Innovation for Society	Understand design thinking Difference between Social and Business Entrepreneurship

¹ Taught since 2006 at XIMB by Prof C Shambu Prasad

4 to 6	Entrepreneurial Method	How to start thinking about starting your social enterprises by using the principles of effectuation. Learning from the experiences of the successful entrepreneurs and social entrepreneurs.
7 to 8	Identifying an Opportunity	Learn to evaluate an opportunity Create logic model Doing a competitor analysis
9 to 10	Cases on SE	Reviewing social entrepreneurs and exploring “How To’ questions, Indian cases on SE
11 & 12	Business Models	These sessions will enable the students to understand the business model issues. The students need to prepare the canvas for the business models for a existing social enterprise, and understand how these canvas going to change as the social and business context changes.
13 & 14	Business Models to Plan and Execution	These sessions will teach the students to translate the business models to a plan for the execution. Understand the complexities of scale.
15 & 16	Raising Resources	These sessions will discuss the issues of raising resources and issues of scaling up. Focus will be on human, social, and financial resources.
17 & 18	Performance Measurement	Create measurement matrices Do the assessment of the performances Revise if needed
19 & 20	Presentations	The students need to present their plan and this presentation will be evaluated.

d. Pedagogy

The course will build on existing exposure of students to entrepreneurship (courses and talks) and encourage students to think entrepreneurially. Students are expected to learn by doing through case studies and drawing principles from them. The course will also involve a SE project. Students are required to identify, plan and execute a problem relating to social entrepreneurship or engage with a social enterprise

e. Required Text Books and Reading Material

The Social Entrepreneur's Playbook, Expanded Edition: Pressure Test, Plan, Launch and Scale Your Social Enterprise by Ian C. MacMillan and Dr. James Thompson
David Bornstein's *How to Change the World: Social Entrepreneurship and the power of New Ideas*
Alex Nichols. 2006. *Social Entrepreneurship*.

f. Evaluation& Grading pattern

Class Participation	15
Quiz	20
SE project	25
End Term exam	40

Social Entrepreneurship: IIM Kolkata

Institution Name	IIM Kolkata
Program Name	Post Graduate Programme (MBA)
Course Title	Social Entrepreneurship
Course Details	Elective
Course Instructors	Prof. Devi Vijay
Course History	

a. Course Description (Background)

Recent years have seen a proliferation of uniquely entrepreneurial activities targeted at addressing social problems, such as global poverty, social exclusion, and inequality. Subsumed under the umbrella-concept of social entrepreneurship, these social value-creating activities have been seen to occur both within and across the not-for-profit and for-profit sectors.

This course is designed to give students the opportunity to understand the challenges of a broad-spectrum of not-for-profit, hybrid and for-profit social enterprises and apply themselves to addressing these challenges through live projects. The course is aimed at students who are likely to be involved with social enterprises in a variety of ways: as volunteers, managers, leaders, on the boards, as external consultants, venture capitalists, philanthropists, perhaps even as founders. This is a breadth course which will prepare students to address questions that concern the entire life-cycle of a social enterprise – from founding, to different business models, scaling practices, and the social enterprise ecosystem. The course is intended to get students to critically engage with questions on social change.

b. Teaching Objective of the Course/Learning Outcomes

By the end of this course, students will:

- Demonstrate knowledge of concepts, practices, and challenges for social enterprises
- Identify frameworks and tools that they can apply to start-up, manage, and/or lead effective organizations in a global arena
- Appreciate and develop capabilities relevant to the needs of the social sector.

c. Scope and Syllabus; Topics to be covered include:

Session.	Session	Topics for Discussion	Readings and Cases
Module 1: Definitions and Debates on Social Entrepreneurship			
1	The Concept and Process of Social Entrepreneurship	Meaning of social entrepreneurship How is social entrepreneurship different	Gregory Dees. 2001. The Meaning of Social Entrepreneurship Martin, Roger L. and Sally

		from commercial entrepreneurship?	Osberg. Social Entrepreneurship: The Case for Definition, <i>Stanford Social Innovation Review</i> , Spring 2007, pp. 29-39
2	What's the Right Thing to Do?	What characterizes social entrepreneurs? How are they unique? What's in it for them? Who deserves what? What do we owe one another?	Michael Sandel. 2009. Chapter 1. Doing the right thing. From <i>Justice: What's the right thing to do?</i> Harsh Mander. 2015. Normalizing Poverty. From <i>Looking Away</i> .
3	Opportunity Identification, Discovery, Recognition	How do social entrepreneurs identify and pursue opportunities for social impact?	Saras Sarasvathy. What makes entrepreneurs entrepreneurial? Effectuation. Class Exercise
Module 2. Social Enterprise Business Models			
1.	How Much Market? <ul style="list-style-type: none">Compatibility of Social and Business ObjectivesBuilding your Business-model (I): The For-Profit Social Business Model	Can an enterprise do well financially while doing good? Boundary conditions, scope, sectors Selection of for-profit, hybrid or not-for-profit business forms to serve social missions	Dees, G.J. 2011. "Responding to Market Failures". <i>Harvard Business School Note</i> . Mohammad Yunus. 2006. Social Business Entrepreneurs are The Solution. In Nicholls, A. (Eds.). <i>Social Entrepreneurship: New Models of Sustainable Social Change</i> . Oxford University Press. Video Case: Correcting Market Failures
2.	Types of Business Models	Different models for different markets	In-class group exercise: Business Model Canvas Exercise for Project Organizations
Interim Reports Due			
3.	Building your Business model (II): Not-for-profits	Nonprofit business model canvas	Drayton, W. (2006). The citizen sector transformed. In Nicholls, A. (Eds.). <i>Social Entrepreneurship: New Models of Sustainable Social Change</i> . Oxford University Press. Optional Reading: Interview of Mohammad Yunus by Abhishek Sundar, PGP (2012-

			2014)
4.	Business Models	Different Models for Different Markets	Guest Lecture Session 1
5.	Building your Business model (III): The hybrid social business model	Hybrid business models	Julie Battilana, Matthew Lee, John Walker, & Cheryl Dorsey. 2012. "In Search of the Hybrid Ideal". <i>Stanford Social Innovation Review</i> Santos, F., Pache, A.-C., & Birkholz, C. 2015. Making hybrids work: Aligning business models and organizational design for social enterprises. <i>California Management Review</i> 57(3): 36-58.
6.	Community-Based Models	<ul style="list-style-type: none"> Community-based organizing for social transformation 	Devi Vijay and Mukta Kulkarni. 2012. Frame Changes in a Social Movement. <i>Public Management Review</i>
7.	Mobilization	<ul style="list-style-type: none"> Community-based Models 	Movie Screening
Module 3: Managing Social Enterprises			
11	Social Enterprises and The Enterprise Environment	Managing diverse stakeholders: non-governmental organizations, social movement organizations, government agencies, corporations, international public aid agencies.	Background Reading Mair, Johanna, and Ignasi Marti. "Entrepreneurship In and Around Institutional Voids: A Case Study from Bangladesh." <i>Journal of Business Venturing</i> 24.5 (2009): 419-435 Guest Lecture 2

12.	Challenges of Growth and Scale	Designing the venture for growth: Challenges with resource mobilization (talent, funds), mission drift Replication strategies	Jill Kickul and Thomas Lyons. 2012. Scaling the Social Venture. In <i>Understanding Social Entrepreneurship</i> , Routledge. Video Case (In class)
13.	Funding & Evaluation of Impact	Finding Funds to Launch or Grow Performance Goals, Metrics, and Social Impact Why measure?	Background Reading Ebrahim, A, Rangan, VK. 2014. What impact? A framework for measuring the scale and scope of social performance. <i>California Management Review</i> 56(3): 118-141. Guest Lecture 3
14	Funding & Evaluation of Impact	Finding Funds to Launch or Grow Performance Goals, Metrics, and Social Impact Why measure?	Background Reading Jill Kickul and Thomas Lyons. 2012. Scaling the Social Venture. In <i>Understanding Social Entrepreneurship</i> , Routledge Guest Lecture 4
<u>Module 4: Leading for Change</u>			
15.	Preparing to Lead & Leading for System-Wide Change	Creating systemic change	Jacqueline Novogratz. 2010. Excerpts from the Blue Sweater Abhijit Banerjee & Esther Duflo. Excerpts from <i>Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty</i>
16.	Preparing to Lead & Leading for System-Wide Change	In-class group and individual exercise	Michael Sandel. 2009. Chapter 5. What matters is the motive. From <i>Justice: What's the right thing to do?</i>
17	Critical Dialogues around Social Entrepreneurship	Mainstreaming of social entrepreneurship	Michael Sandel. Excerpts from <i>How Markets Crowd out Morals</i> Peredo, Ana Maria, and Murdith McLean. "Social Entrepreneurship: A Critical Review of the Concept." <i>Journal of World Business</i> 41.1 (2006): 56-65.
18,19	Final Student Presentations		
20	Class Wrap-Up	Critical Dialogues Continued	Class Summary

d. Pedagogy

Throughout the course, students will be introduced to compelling instances of social entrepreneurship through cases studies, reading materials, guest speakers, and a live project.

As a part of the group project, students are expected to adopt a social enterprise by Session 3 of the course. The instructor will prepare a primary list of Kolkata-based organizations (the participation of these organizations will be confirmed prior to the start of the course) that fit this course's definition of social entrepreneurship. The instructor may also choose to facilitate student contact with organizations outside this list, if the need arises. The live project will form the fulcrum of the course; i.e. class room discussions, reading materials and guest lectures will provide students with a foundation on the basis of which they can generate frameworks to be applied towards solving the business problems in their projects.

e. Required Text Books and Reading Material

The required readings to prepare for each session are listed in the outline below and copies will be made available in a course pack. The readings have been drawn from contemporary books, media articles, and research papers. There is no textbook for this course.

Alex Nicholls (Ed.).2006. Social entrepreneurship: New models of sustainable social change. Oxford University Press, 2006.

AyşeGuclu, J., Gregory Dees, and Beth Battle Anderson. 2002. "The Process of Social Entrepreneurship: Creating Opportunities Worthy of Pursuit" Centre for the Advancement of Social Entrepreneurship

Bill Drayton and Valeria Budinich. 2010. "A New Alliance for Global Change." Harvard Business Review.

Christian Seelos and Johanna Mair. 2005. "Social Entrepreneurship: Creating New Business Models to Serve the Poor". Business Horizons.

Clayton M. Christensen, Heiner Baumann, Rudy Ruggles, Thomas M. Sadtler. 2006. Disruptive Innovation for Social Change, Harvard Business Review

David Bornstein. 2007. How to change the world: Social entrepreneurs and the power of new ideas. Oxford University Press.

David Bornstein and Susan Davis. 2010. Social entrepreneurship: What everyone needs to know.Oxford University Press.

Jessica Seddon. 2012. Free market Dharma. *In The Caravan*

Jill Kickul and Thomas Lyons. 2012. Understanding social entrepreneurship: The relentless pursuit of mission in an ever changing world. Routledge.

John Coleman, Daniel Gulati, and W. Oliver Segovia. 2012. "Convergence: Creating Opportunities Across Sectors – Today's Young Leaders Find Passion and Purpose in Cross-Sector Careers". Excerpted from Passion and Purpose: Stories from the Best and Brightest Young Business Leaders

John Elkington and Pamela Hartigan. 2008. The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World.

Klaus Schwab and Pamela Hartigan. 2008. "Social Innovators with a Business Case: Facing 21st Century Challenges One Market at a Time". Lead Essay in World Economic Forum Special Issue of Innovations, MIT Press.

James A. Phillips. "The Sound of Music".Stanford Social Innovation Review.

J. Bradach. 2003. "Going to Scale: The Challenge of Replicating Social Programs." Stanford Social Innovation Review.

Joseph L. Bower, Herman B. Leonard, and Lynn S. Paine. 2011. Leading through Institutional Activism. From Capitalism: Rethinking the Role of Business.

Katie Cunningham and Marc Ricks 2004. "Why Measure?" Stanford Social Innovation Review

Peter Buffett. 2013. Charitable Industrial Complex in *The New York Times*

Rosabeth Moss Kanter. 2005. "Even Bigger Change: A Framework for Getting Started at Changing the World," Harvard Business School note.
Schwab Foundation for Social entrepreneurship Report. 2012. "The Governance of Social Enterprises"
William Easterly. 2006. The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good

f. Evaluation & Grading pattern

Group Project: 45%

Class Contribution: 15%(10%+ 5%)

Writing Assignment (Individual component): 20% + 20%

g. Live Project with a Social Enterprise

Each team (of about four students) can adopt a Kolkata-area social venture that has been identified by the instructor. Teams may identify an organization of their own choice, but the project will have to be approved by the instructor.

A list of potential organizations will be handed out to the class on the day of the first session. Prior to Session 2, teams should form and should email to me their first three choices in order of preference. By Session 3, the final list of organizations assigned to teams will be shared with the class. No two teams can work on the same social venture. The project will involve a minimum of two field visits. Details of interviews conducted and observations will be recorded in the final report

The team should make available to the venture a copy of its written report and also be prepared to meet with the organization's staff to discuss the report should the organization request it.

Social Entrepreneurship at Institute of Rural Management Anand

Program Name	PGDM
Course Title	Social Entrepreneurship
Course Details	Core course, 0.5 credit
Course Instructors	Prof C Shambu Prasad
Course History	Started in 2014(3rd year) earlier part of Social Entrepreneurship and Ethical Leadership last delivered in January to March 2016

a. Course Description (Background)

The change in the concept of entrepreneurship and strategy from motivational training of potential entrepreneurs to providing a more systemic understanding and application of the entrepreneurial spirit to larger social change lies at the heart of the emerging field of social entrepreneurship. Social entrepreneurship is today seen as a new strategic space and a powerful alternative to traditional social policy and development interventions. As traditional lines blur between nonprofit enterprises, government, and business, it is critical that rural management students who are better positioned to contribute to the fast emerging social entrepreneurial ecosystem, understand the opportunities and challenges in this new landscape that requires an ability to combine professionalism and entrepreneurship with the pursuit of a social purpose

b. Teaching Objective of the Course/Learning Outcomes

This course provides a comprehensive introduction to social entrepreneurship and enables students to:

1. Think entrepreneurially and encourage them to conceptualize and apply ‘*how to*’ questions on large scale societal change.
2. Enable students to learn from successes and failures, opportunities and constraints in the field of social entrepreneurship and social innovation.
3. Enable students to translate their ideas into plans, and understand operational issues in social start-ups.

c. Scope and Syllabus; Topics to be covered include:

Sessions	Details	Readings
1 & 2	Why study Social Entrepreneurship? The rise of SE as a concept and opportunity-evolution, context – globally and locally. Working definitions of social entrepreneurship - relation to concepts and mental models of philanthropy, corporate social responsibility, “Good Business”	Nicholls, A. (ed.). 2006. Social Entrepreneurship: New models of sustainable social change. Chapter 1.OUP. Bornstein and Davis chapter 1, “Social Entrepreneurship: What everyone needs to know”. Pg 10-20. J. Gregory Dees. The Meaning of “Social Entrepreneurship”.
3 &4	Why Startups are not smaller versions of	

	<p>Larger corporations Rethinking strategy and business plans Blank, S. (2011). Embrace failure to start up success. Nature News, 477(7363), 133–133. Blank, S. (2013). Why the lean start-up changes everything. Harvard Business Review, 1(5), 63-72. Ideation exercise for Social Enterprises: Brainstorming and Brainwriting exercises</p>	
5&6	<p>Organising for SE Organisations and Social Entrepreneurship, processes of SE – PCDO framework, the practice and traits of SE.</p>	<p>Ashoka's theory of change, Bornstein - chapters on restless people, Guclu, A., Dees, J. G., & Anderson, B. B. (2002). The process of social entrepreneurship: Creating opportunities worthy of serious pursuit. Center for the advancement of Social Entrepreneurship, 1-15.</p>
7	<p>Introduction to Business Model Canvas</p>	<p>Osterwalder, A and Pigneur Yves. 2010. Business Model Generation: A Handbook For Visionaries, Game Changers And Challengers</p>
8 – 11	<p>Innovation and Rural India Linking Entrepreneurship and rural innovation, grassroots innovation, appropriate technologies, New Product Development in rural areas, innovation and rural markets – co-creation of value</p>	<p>Reddy,A K N. 2004. Science and technology for rural India.Current Science, 87(7): 889-898. Empowering the rural Poor to Develop Themselves: The Barefoot Approach, Bunker Roy with Jesse Hartigan, Innovations. Spring 2008.pp.67-93 From Sink to Source: The Honey Bee Network Documents Indigenous Knowledge and Innovations in India, Anil K. Gupta, Innovation, Summer 2006, pp.49-66. Making Sight Affordable: Innovations Case Narrative: The Aravind Eye Care System, Innovations, Fall 2007, pp. 35-49. Vijay Mahajan. Scaling up social Innovation, Vijay Mahajan, pp.1-7. Seminar Issue 593</p>
12-13	<p>Tapping financial resources and scaling social enterprises Possibilities of guest lectures on entrepreneurial ecosystems in UK, B plans for social enterprises, communication and branding will be explored during the course.</p>	<p>Case study: Developing a Social Entrepreneurship Start up Brand (ONergy) Case study: Where the earth meets the sky? Dharani organic farmers cooperative Elkington, John and Pamela Hartigan, 2008. Tapping Financial Resources, in ‘The Power of Unreasonable People: How Social Entrepreneurship Create markets that change the world’. HBS Press, ch-2, pp.55-82.</p>
14 -15	<p>Social Entrepreneurship/ Enterprise Plans</p>	<p>Presentations of student projects and</p>

d. Pedagogy

This course encourages students to think entrepreneurially. The interactive sessions, guest lectures, cases are meant to enable students to work on their SE project / business plan from an early stage. The SE project/ plan would be a key evaluation component of the course. Students are expected to learn by doing. Interaction and interest are desirable attributes for the course. Participants will be encouraged to identify, plan and execute a problem relating to social entrepreneurship or engage with a social enterprise during the course.

e. Required Text Books and Reading Material

The course would draw from recent books and readings on social entrepreneurship listed below.

Suggested readings

- David Bornstein. 2004 (revised edition 2007). *How to Change the World: Social Entrepreneurship and the power of New Ideas.*
- Bornstein David & Davis Susan. 2010. *Social Entrepreneurship: What Everyone Needs To Know.*
- Alex Nichols. 2007. *Social Entrepreneurship: New Models for Sustainable Social Change*
- Dees et.al. 2001. *Enterprising Non-profits: A Tool kit for Social Entrepreneurs.*
- Osterwalder, A and Pigneur Yves. 2010. *Business Model Generation: A Handbook For Visionaries, Game Changers And Challengers*
- Macmillan, I. C. and James D Thompson. 2013. *The Social Entrepreneur's Playbook.*

Apart from this reading material from the growing scholarship on the subject both electronic and physical will be shared during the course. Articles from journals such as SSIR, Innovations etc will be used.

f. Evaluation & Grading pattern

Quizzes (2-3)	15
Classwork and e-group Participation	20
SE project (process, plan and presentation)	35
End Term exam	30

Social Enterprises and Organisational Forms: Azim Premji University

Course Title	Social Enterprises and Organisational Forms
Programme Title	M.A. Education, M.A. Development (including livelihoods specialization stream)
Course Type	Elective, 4 Credits, IV semester
Course Instructors	M S Sriram

Rationale:

Living in India, one is faced with monumental challenges in the process of development. The process of intervention for bringing about a change has come not only from the State, but also from business models as well as non-profits. Entrepreneurship has emerged as a rapidly growing sector housing much innovative thinking. By seeking to merge the creation of societal value with self-sustainable and entrepreneurial activity, the course seeks to engage individuals who are interested in contributing to society but either wary of or intimidated by the traditional actors in this space.

There are a range of institutions working in the third sector – outside of the state and outside of the markets. These organisations have loosely come to be called as social enterprises. However, when we unpeel the set of organisations that have been classified as social enterprises (either by the organisations themselves, or by an external party) we find that there are organisations that can be classified into three orientations in their action and three different forms of organizational incorporation.

The three orientations can be broadly classified as

- (a) activism – organisations like Narmada BachaoAndolan, Association for Democratic Reform;
- (b) organisations that operate in the livelihoods/markets space but are organized differently from the State/Market players. These look at the poor/unorganized sector as resources that are to be organized to augment their income/livelihoods. Examples include Fabindia, Amul, Mirakle Couriers etc and
- (c) organisations that look at poor as customers at the Base of the Pyramid – Microfinance institutions, Aravind Eyecare, Narayana Hrudayalaya Hospitals, Jaipur Foot, etc

The three forms of incorporation are broadly classified as:

- (a) For-profit corporations
- (b) Co-operatives
- (c) Not-for-profit enterprises

Students working in the larger developmental space (including education) will face these realities in life. There is a need to understand the orientations and the implications of the multiple classification of organisations and organizational forms discussed above.

Aims and Objectives

This course will focus on the developmental problems that emerge in the society and evaluate organizational approaches to address these problems. In formulating the course, we would not be looking at the sub-component of “activism”, but largely look at the economic space. Within the economic space, we would be taking the poor as a consumer only from a larger welfarist approach (healthcare, education) rather than a consumerist approach. In general the course will maintain a positive attitude toward these challenges. We will use the class-room setting as an opportunity for us to step-back and look at the challenges afresh -- not as problems but as opportunities for innovative and creative thinking.

The specific objectives of the course are to help participants:

- Understand the need and role of business and non-profit enterprises and the contribution they can make in solving some of the biggest challenges faced by society
- Appreciate constraints under which social enterprises operate
- Understanding alternative business models and forms of incorporation

Syllabus and Reading

Module 1: Landscape/Introduction

This module will paint a broad brush image of the landscape, listing the actors – the state, the markets and the third sector and bring in situations where the state or the market might not see an opportunity for intervention which is typically identified by the third sector or a sector that identifies this as a “social” problem to be addressed, rather than as a business opportunity.

Module 2: Organisational Forms and their implications

This module will look at the economic theory of the firm, look at issues of residual claims and how these pan out in different forms of incorporation. We start with the for-profit enterprise and then move on to the economic theory behind the co-operative enterprise and the not-for-profits.

Module 3: Addressing Livelihoods

The third module will look at interventions in the livelihoods space. In this we take equal number of examples from interventions using different organizational forms and bring to the classroom real-life examples of interventions; To the extent possible, we bring examples from a similar intervention with different organizational forms to show the difference in the flavor of implementation.

Module 4: Education and Healthcare

The fourth module broadly looks at the service sector where innovative enterprises have emerged in the recent times and have led to some creative disruption. We look at Teach for America (and Teach for India); GyanShala and Pratham Books in the literacy/education space and cases like Aravind Eye Care, Jaipur foot and NH Hospitals to understand how the orientation of the promoters and the basic DNA manifests itself at scale.

Module 5: Funding and Financing and Financial Services

The fifth module looks at issues of funding and financing. We first look at how resources are raised for a social cause, the nature of the intermediary organization as well as the form of the intermediary organization itself. In the second part, we examine the way livelihoods and poor households are funded and financed. We follow this up by looking at individual services that help the poor to save and mitigate risks.

Module 6: The anxiety of growth

The final module deals with the anxiety of growth of social enterprises. When enterprises that emerge as a result of a market or a state failure are expected to find niche solutions in the area where the markets don't find opportunities or where State does not prioritize its interventions. However, when such initiatives scale up, they assume market like or state like looks leading to the discussion on mission drift. Here we examine how the organizational form would influence orientation of the business modules over a longer horizon; discuss the issues of challenges that come with scale, inter-generational leadership transition, commercialization, and issues that crop up with the state co-opting the initiative.

Module 1 (Session 1-3) : Landscape and Introduction	
Details	Reading Materials
<ul style="list-style-type: none"> • Introduction to the course and Overview • What is a Social Enterprise? • The Landscape: Why do we need alternative models? 	Mohammad Yunus: Social Business Entrepreneur are the Solution David Bornstein: The Restless People J Gregory Dees: The Meaning of “Social Entrepreneurship” P Sainath: Nero’s Guests Ela Bhatt: We are Poor but so Many
Module 2 (Session 4-15) : Organisational Forms and their implications	
<ul style="list-style-type: none"> • How did the Modern Corporation Emerge? • The Economic Logic of a Corporation and How a Corporation is Structured • Shifting the Centrality: Design Issues • Shifting the Centrality: Implications • Understanding motivations, payoffs and design of organisations • Why non-profits • Organisational structures in non-profits • What is a Social Business? • Social Business Versus Social Enterprises • Understanding the Bottom of the Pyramid argument and its limitations 	Modern Corporation: Is there and alternative? Charles RT O’Kelley: The Evolution of the Modern Corporation: Corporate Governance Reform in Context. Capital Structure and Member Control [Phansalkar, Reddy and Srinivasan] Organisational Features of Co-operatives [Sriram] Peter Frumkin: The Idea of a Nonprofit and Voluntary Sector in “On Being Nonprofit” Social Business Promoting and Developing Social Business Jean-Luc Perron The bottom of the pyramid strategy for reducing poverty: A Failed Promise, Karnani
Module 3 (Sessions 16-27): Addressing Livelihood	
<ul style="list-style-type: none"> • Intervention strategies in livelihoods • Skill based livelihoods: The case of handlooms • Creating livelihood by imparting skills: The case of Handloom Charkha Co-operative and Desi • Promoting backyard livelihoods: The case of Poultry • Intervention strategies through support services • Enhancing value to agriculture • Creating home-based livelihood opportunities: Finding community owned integrated models • Livelihoods in the for-profit mode Skill based artisanal livelihoods- The role of FabIndia, the experiment of 	Case: Dastkar Andhra Marketing Association [IIMA] Charkha Case: Charkha Womens Multipurpose Co-operative Society Poultry: Backyard coop, Neighbourhood co-op, National Brand: Poultry business for livelihood security The case of Mulukanoor Co-operative Rural Bank and Marketing Society. Integration of microfinance interventions linked with livelihoods- Mulkanoor Dairy

<p>SRCs and growth/ commercialisation imperatives</p> <ul style="list-style-type: none"> Addressing the issue of livelihoods and employability: Finding market based solutions (Babajobs). Employment generation amongst the differently abled – The case of Mirakle Couriers Enhancing quality of life: Selco Solar as a non-profit distributing for-profit company. Overview of Livelihoods interventions 	<p>in rural AP & Sewa Bank and SEWA model of urban Ahmedabad Case: Fabindia [HBS 9-807-113] Babajobs Case: Babajobs [IIMA] Miracle Couriers case</p>
<p>Module 4 (Sessions 28-30): Education</p>	
<ul style="list-style-type: none"> Intervention in the education space: Professionals volunteering to make a difference Intervention in the primary education space – interface with the state Creative Disruption in the Childrens’ Book Market: The Case of Pratham Books 	<p>Case: Teach for India [KEL813-PDF-ENG] Right to Education Act and Public Private Partnership (Dholakia and Jain, EPW)</p>
<p>Module 5 (Sessions 31-33): Healthcare</p>	
<ul style="list-style-type: none"> Providing artificial limbs to people with disabilities: The (non) business model of BhagwanMahaveerVikalangSahayata Samiti (Jaipur Foot) Healthcare: Issues in Sustainability and Organisational Focus [Example from non-profits] Healthcare: Issues in Sustainability and Organisational Focus [Example from for-profits] 	<p>Case: BMVSS – Changing one Jaipur Limb at a Time [HBS 9-114-007] Case: Aravind Eye Hospital [HBS 9-593-098] Case: Narayana Hrudayalaya [HBS 9-505-078]</p>
<p>Module 6 (Sessions 34-42): Funding, Financing and Financial Services</p>	
<ul style="list-style-type: none"> Using a professional for-profit model for fundraising: Issues and implications Using an information exchange, technology portal on a non-profit platform: Growth and scaling imperatives Financing for Livelihoods – Structural Issues Intervention Strategies, Supply side solutions Localised solutions to financial services: The SHG Model and how it draws from the principles of co-operatives Grameen Model and how it works When markets don’t stand up – intervention strategies Access to finance at the household level: The Magic of Microfinance Business like solutions from the Non Profit world Risk Mitigation and design of organisations offering risk mitigation –The Case of Vimo Sewa 	<p>Case: Pallotta Team Works [HBS 9-302-089] Case: Give Foundation [IIMA] Rural Finance in Contemporary Times Case: Sanghamithra Rural Financial Services Case: Association for Social Advancement [AIM] Fisher Economic and Social Security</p>
<p>Module 6 (Sessions 43-44): The anxiety of growth</p>	
<p>Dairy cooperatives and the case of Amul Managing the purpose, perceptions and profits: The controversial case of Microfinance</p>	<p>Commercialisation of Microfinance in India M S Sriram Case: Compartamos: Life after IPO [HBS 9-308-094] Profit or purpose: The dilemma of social enterprises (Sriram)</p>

Reference Books

1. Mass Flourishing: How grassroots innovation created jobs, challenge and change, Edmund Phelps. Princeton University Press. 2013.
2. We Are Poor, But So Many, By Ela Bhatt, Oxford University Press, Delhi 2005
3. Infinite Vision By Pavitra Mehta and SuchitraShenoy, Collins Business, 2012
4. In-Sight: SankaraNethralaya's Passion for Compassion, VV Ranganathan, George Skaria and Meera Prasad, Lone Tree Books, 2012
5. I Too had a Dream, By V Kurien, Roli Books, 2007
6. Creating a World Without Poverty: Social Business and the Future of Capitalism by Muhammad Yunus. Public Affairs, 2009

Teaching Methods

The classroom sessions will be a mix of case discussion and instructor lectures. Case Discussions would require the students to prepare in groups for the case and examine the guidance questions to be discussed in the class the following day. For this, if APU has already organized students into groups, that formation would be used. Else students will be asked to form informal groups for preparation for the classes. In addition, participants would be required to engage in this space through assignments on specific sectors and challenges that are emerging in the developmental space.

Evaluation and Grading parameters

Reflection/Learning Notes (8 in a semester, 500 Words each) 40%

Mid-Term Case Analysis: 30%

Sector Report/Term Paper: 30%

Social Innovation and Entrepreneurship: Birla Institute of Management Technology

Program Name	Post Graduate Diploma in Management
Course Title	Social Innovation and Entrepreneurship
Course Details	Core Course, 3 credit
Course Instructors	Prof. Sunil Kumar Cheruvilly Prof. Abha Rishi
Course History	Introduced in 2012 and still running

a. Course Description (Background)

To introduce students to the importance of role of business as a powerful agent for inclusive growth, innovation for social change, and entrepreneurship as a medium to enhance social good through the medium of a for profit business

Provide a broad overview of the emerging field of social innovation and enterprise, examining its numerous definitions, driving forces, leading practices, successes and failures, opportunities and constraints, and public policy implications.

To familiarize students with the principles of entrepreneurship and the basic elements and tools for launching a social innovation led business enterprise

To enable students to conceive a viable business plan for a social business enterprise

b. Teaching Objective of the Course/Learning Outcomes

- To introduce students to the importance of role of business as a powerful agent for inclusive growth, innovation for social change, and entrepreneurship as a medium to enhance social good through the medium of a for profit business

- Provide a broad overview of the emerging field of social innovation and enterprise, examining its numerous definitions, driving forces, leading practices, successes and failures, opportunities and constraints, and public policy implications.

- To familiarize students with the principles of entrepreneurship and the basic elements and tools for launching a social innovation led business enterprise
- To enable students to conceive a viable business plan for a social business enterprise
- Become sensitive to the inclusive growth agenda and the importance of business as a powerful driver to achieve the same

- Skills for creative thinking to achieve social innovation
- Essential knowledge and skills to become a successful social entrepreneur
- The road map for launching a successful social business enterprise

c. Scope and Syllabus; Topics to be covered include:

Modules	Topic name	Details
1	Foundations of Social Innovation and Enterprise	Role of business in society, Business as a powerful medium for enhancing inclusive growth and social good
2	Solutions and Enablers to Deliver Social Change through the medium of business outcomes	Social sensitization through exposure to a social business through field visit and in person exposure to social impact achieved by business
3	Drivers of Social Innovation and Human-Centered Design Thinking	The global trends driving the field and the approaches originally used to create new products and services and the formulation of creative solutions to social problems
4	Venture Development and Growth including Capitalization and Impact Assessment for Social Innovations	Detailed overview of the ways that social innovators are getting their concepts into the world and scaling their impact review of various ways that social innovators can capitalize their ventures and track “social return on investment
5	Structural and Legal / Commercial issues for planning a social business	Structural and legal aspects in venture development process of registration and formation of entity types of organizational structure that can be used to run a social business commercial and licensing issues before commencing a venture
6	Social Marketing	Challenges of cause marketing social media as a tool for cause marketing Marketing 3.0
7	The Future of Social Innovation and Enterprise	profiles a cross-section of approaches, trends, and initiatives that may provide insight on future developments in the field awards and accolades prevailing to recognize social Entrepreneurs
8	Business Plan creation and “live” evaluation of plans by impact investor / social entrepreneur	Developing a viable and sustainable business plan for launching a social business enterprise (as a group project to be done by a max of a 4 member group) Making a pitch to an impact investor / social business fund / social entrepreneur

d. Required Text Books and Reading Material

Text Book:

Nicholls, Alex. Social Entrepreneurship: New models of sustainable social change: Oxford University Press

Other Readings:

- Banerji, Abhijit V and Duflo, Esther. Poor Economics: rethinking poverty and the ways to mend it: Random House
- Mackay, John and Sisodia, Raj. Conscious Capitalism: liberating the heroic spirit of business: Harvard Business Review Press
- Radjou, Navi, Prabhu, Jaideep, and Ahuja, Simone. Jugaad Innovation: Jossey Bass an imprint of Wiley
- London, Ted and Hart, Stuart L. Next generation business strategies for the base of the pyramid: new approaches to build mutual value: FT Press an imprint of Pearson
- Schultz, Ron. Creating Good Work: The world's leading social entrepreneurs show how to build a healthy economy: Palgrave MacMillan
- Bornstein, David. 2004. How to change the world: social entrepreneurs and the power of new ideas. Oxford; New York: Oxford University Press.
- Doherty, Bob et al. 2009. Management for social enterprise, Los Angeles : Sage South Asia
- Yunus, Mohammed. 2010 . Building Social Business: The new kind of capitalism that serves humanity's most pressing needs, New York : Public Affairs Books
- Elkington, John and Hartigan, Pamela. 2008. The power of unreasonable people: how social entrepreneurs create markets that change the world , Boston, Mass. : Harvard Business School Press

e. Evaluation & Grading pattern

- a. Individual level any **two** of (i) OLT, (ii) Quiz, (iii) Class Assignments, (iv) Viva-voce on a particular research article, (v) mid-term exam. Max. 30 marks
- b. Team Level any **one** of (i) Project Assignment, (ii) Field Work, (iii) Case Presentation, (iv) Role Play, (v) Simulation game Max 20 marks
- c. End-term examination: 50 marks.

Social Entrepreneurship O.P Jindal Global University

Program Name	Post Graduate Programme (MBA)
Course Title	Social Entrepreneurship
Course Instructors	Prof. Jeremy Wade Prof. Anirudh Agrawal (ani.mechanical@gmail.com)
Course History	last taught in 2015

a. Course Description (Background)

The domain of social change is no longer reserved to students of political sciences and development studies. Increasingly business students are recognized as possessing important skills that can drive social change. This new discipline is often referred to as Social Entrepreneurship (S-ENT). S-ENT describes the discovery and sustainable exploitation of opportunities to create public goods. This is usually done through the generation of disequilibria in market and non-market environments. The S-ENT process can in some cases lead to the creation of social enterprises. These social ventures are hybrid organizations exhibiting characteristics of both the for-profit and not-for profit sector. Individuals engaging in S-ENT are usually referred to as social entrepreneurs, a term that describes resourceful individuals working to create social innovation. They do not only have to identify (or create) opportunities for social change (that so far have been unexploited), they must also muster the resources necessary to turn these opportunities into reality.

This course is divided into two parts. First part is purely theoretical where you would learn the social entrepreneurship fundamentals, theories. Second part is purely applied where you would learn about new social entrepreneurial business models, practices and sectors. All the reading material will be provided in the digital format before the course begins. The course is highly interactive with lots of presentations, assignments and exams

b. Teaching Objective of the Course/Learning Outcomes

At the end of the course students should be able to

- Understand micro and macro context of social entrepreneurship
- Understand complexity surrounding social entrepreneurship
- Accounting complexity, social return on investment
- Discuss the differences between different types of social entrepreneurship theories.
- Define the variables that impact the social performance of social enterprises
- Discuss and understand different social entrepreneurial models
- Create your own social enterprise and become a social entrepreneur

c. Scope and Syllabus; Topics to be covered include:

1 Social Mission and Opportunity Identification

- Theory of Change
- Identify social mission
- Global MDGs (millennium development goals)
- European Problems – Un employment, drug abuse, violence, Xenophobia, immigration
- Social –physical problems related to disabilities
- Understand a social problem
- Case studies and Case stories on Ashoka Fellows
- Creating an organization around social mission
- Role of institutions and eco-system in entrepreneurial risk taking
- Accessing resources around social mission

Readings

Perrini, F., Vurro, C., & Costanzo, L. A. (2010). A process-based view of social entrepreneurship: From opportunity identification to scaling-up social change in the case of San Patrignano. *Entrepreneurship & Regional Development*, 22(6), 515–534.

Corner, P. D., & Ho, M. (2010). How Opportunities Develop in Social Entrepreneurship. *Entrepreneurship Theory and Practice*, 34(4), 635–659.

Di Domenico MD, Haugh H, Tracey P. 2010. Social bricolage: Theorizing social value creation in social enterprises. *Entrepreneurship Theory and Practice* 34(4):681-703.

Bill Drayton, “Everyone a Changemaker: Social Entrepreneurship’s Ultimate Goal,”

The Social Entrepreneur’s Trap, and a Promising Pathway to New Progressive Era, Working paper prepared for New Profit, Inc.’s Gathering of Leaders, 2006.

“Top 20 Lessons on Being A Social Entrepreneur.”-

2 Social Business Model Discussion on Business Model design

- Different types of business models
 - Importance of business model in business incubation and entrepreneurship
 - Discussion on how to build social business model
 - Incorporation of theory of change
 - **Business Case:** Kiva and MyC4 (Source: Internet)
 - Business Model Canvas
 - Social business Canvas
- Spear, R. (2006). Social entrepreneurship: a different model? *International Journal of Social Economics*, 33(5/6), 11.
 - Teece, D. J. (2010). Business Models, Business Strategy and Innovation. *Business Models*, 43(2–3), 172–194.
 - Felício, J. A., Martins Gonçalves, H., & da Conceição Gonçalves, V. (2013). Social value and organizational performance in non-profit social organizations: Social entrepreneurship, leadership, and socioeconomic context effects. *Journal of Business Research*, 66(0), 2139–2146.
 - Mair, J., & Seelos, C. (2006). *PROFITABLE Business Models And Market Creation In The Context Of Deep Poverty : A Strategy View* (Vol. 3). Barcelona.
 - Florin, J., & Schmidt, E. (2011). Creating Shared Value in the Hybrid Venture Arena: A Business Model Innovation Perspective. *Journal of Social Entrepreneurship*, 2(2), 165–197.

3 Scaling of Social Enterprise

- Think Big
- Replication
- Process Development
- Hiring
- Stakeholder engagement
- Managing social mission
- Replicating theory of change
- Case Study: Address Health Child Clinics in Bangalore

Bloom, P. N., & Chatterji, A. K. (2009). Scaling Social Entrepreneurial Impact. *California Management Review*, 51(3), 114–133.

Lyon, F., & Fernandez, H. (2012). Strategies for scaling up social enterprise: lessons from early years providers. *Social Enterprise Journal*, 8(1), 63–77

Blundel, R. K., & Lyon, F. (2014). Towards a “Long View”: Historical Perspectives on the Scaling and Replication of Social Ventures. *Journal of Social Entrepreneurship*, 6(1), 80–102

4 Financing Social Enterprise

- Funding Raising
- Crowd funding
- Venture Capital in social sector
- In this lecture we will discuss on ways to fund and finance your social enterprise.
- **Business Case:** Comparative study of Central Square Foundation vs Aavishkaar fund vs Villgro Innovations (Source: Internet)
- Social Impact Bonds
- Social Banks
- Case Study: Peterborough Project Presentation (2 groups will make 10 min presentations each)

Moore, M.-L., Westley, F. R., & Brodhead, T. (2012). Social Finance Intermediaries and Social Innovation. *Journal of Social Entrepreneurship*, 3(November 2013), 184–205.

JP Morgan. (2010). *Impact Investments: An emerging asset class*. JP Morgan and GIIN.

Unitus Capital. (2014). *India Impact Equity Investment Report*. Bangalore, India.

Geobey, S., Westley, F. R., & Weber, O. (2013). *Enabling Social Innovation through Developmental Impact Investing*. Waterloo, Canada.

Nicholls, A., & Tomkinson, E. (2013). *The Peterborough Pilot: Social Impact Bonds*. Oxford, UK.

Weber, O. (2013). *Mission and Profitability of Social Banks*.

Pepin, J. (2005). Venture capitalists and entrepreneurs become venture philanthropists. *International Journal of Nonprofit & Voluntary Sector Marketing*, 10(3), 165–173.

5 Social Impact assessment and Social Return on Investment Social impact assessment

- Methods
- Legitimacy
- Communication
- Social Return on Investment
- Prim
- IRIS measurement
- Sopact Impact measurement toolbox

- **Business Case:** Acumen fund, Sopact Impact measurement toolbox The Goldman Sachs Foundation (2003). Social Impact Assessment, A Discussion Among Grantmakers. New York City, Rockefeller Foundation.

Hanna, Julia (2010): The Hard Work of Measuring Social Impact, HBS Working Knowledge.

Emerson, J. and M. Cabaj (2000). "Social return on investment." *Making Waves*, 11(2): 10-14.

Lingane, A., & Olsen, S. 2004. Guidelines for Social Return on Investment. *California Management Review*, 46(3): 116-135.

Weber, O. (2013). *Measuring the Impact of Socially Responsible Investing*. Waterloo, Canada.

6 Marketing within Social Enterprise Marketing Mix in the social sector

- Branding in the social sector
- Leveraging social media in the social sector
- Reputation management
- Consumer demand
- Business Case: Ugly India (Source: Internet)

Weerawardena, J., & Sullivan-mort, G. (2008). Learning , Innovation and Competitive Advantage in Not-for-Profit Aged Care Marketing : A Conceptual Model and Research Pr. *Journal of Nonprofit & Public Sector Marketing*, 9(May 2014), 37–41

Hibbert, S. a., Hogg, G., & Quinn, T. (2005). Social entrepreneurship: understanding consumer motives for buying The Big Issue. *Journal of Consumer Behaviour*, 4(3), 159–172.

Hibbert, S. a., Hogg, G., & Quinn, T. (2002). Consumer response to social entrepreneurship: the case of the Big Issue in Scotland. *International Journal of Nonprofit and Voluntary Sector Marketing*, 7(3), 288–301.

Newbert, S. L. (2012). Marketing Amid the Uncertainty of the Social Sector : Do Social Entrepreneurs Follow Best Marketing Practices ? *Journal of Public Policy & Marketing*, 31(2009), 75–90.

7 Theoretical Analysis of Social Enterprise Level of Analysis

- Firm Level
- Country Level
- Individual Level
- Field Level
- Industry Level
- Stakeholder theory
- Institutional Theory
- Resource Based View
- Portfolio view of social entrepreneurship
- CSR view of social entrepreneurship
- Legitimacy view of social entrepreneurship

To be given before the lecture, student presentations of four –five groups for each theoretical model

8 Frugal Innovation

- Base of the pyramid

- Jugaad Innovations
- Microfinance

Prahalad, C. K.; Hammond, Allen, 2002: Serving the world's poor, profitably, in: *Harvard Business Review*, 80(9), Sept 2002.

The Base of the Pyramid Protocol: Toward Next Generation BoP Strategy

Desa, G., & Koch, J. L. (2014). Scaling Social Impact: Building Sustainable Social Ventures at the Base of the Pyramid. *Journal of Social Entrepreneurship*, 5(2), 146–174.

9 Corporate Social Entrepreneurship (Corporate Social Investment, CSR)

Yunus, M., Moingeon, B., & Lehmann-Ortega, L. (2010). Building Social Business Models: Lessons from the Grameen Experience. *Long Range Planning*, 43(2-3), 308–325.

Anirudh Agrawal SreevasSahasranamam (2016), "Corporate social entrepreneurship in India", South Asian Journal of Global Business Research, Vol. 5 Iss 2 pp.

Porter, Michael E., and Mark R. Kramer, 2002: The Competitive advantage of corporate philanthropy, *Harvard Business Review*, 80(12), 56-59.

Kanter RM. 1999. From Spare Change to Real Change: The Social Sector as a Beta Site for Business Innovation. *Harvard Business Review*. 77(3): 123-132.

Nasrullah, N. M., & Rahim, M. M. (2014). *CSR in Private Enterprises in Developing Countries*. Cham: Springer International Publishing

10 Social entrepreneurial Initiatives

Renewable Energy and cleantech (Tesla, Lighting billion lights (TERI))

Health Care (Address health, Lifespring)

Education Model (iMerit, Educomp)

11 Social entrepreneurial Initiatives Co-operatives Societies of India (Amul, Verka Mother Diary)

Self help groups (AaganWaadi, Sewa)

12 Social entrepreneurial Initiatives

Movement Model (Anna hazare Movement, Indian Independence Movement, Green Peace Campaigns, LGBT campaigns in India, Peta Campaigns)

Policy Model (Using courts: Uda Punjab Case, Using parliament: Nirbhaya Case, Ground Realities: Motor Vehicles act ...wider implication, Personal initiative CSR act... wider implication)

13 Business Plan discussion and Final Exam

- Develop a business plan
- Elements of a social business plan
- Elements of important financials to be included in the business plan
- Marketing strategy

- Market analysis and Market entry strategy

10 Evaluation & Grading pattern

- Individual and Group Classroom assignments (30 %)
 - Presentations
 - Hard –copy assignment submissions (exact 5 pages)
 - Case study discussion submissions (exact 5 pages)
 - Soft copy assignment submissions of ppts (exact 5 slides)
- Individual Case study exam (20%)
 - End of lecture 11
 - Open book over the laptop exam
 - To be submitted within 48 hrs
- Individual Business Plan Submission (35%)
 - Develop your own social enterprise
 - Two weeks after the of the course
- Individual Classroom Performance 7.5 %
 - Between zero and 7.5
 - Participation in classroom discussion
 - Answering questions asked by the teacher
- Individual Classroom attendance 7.5 %
 - 0.5 percent for each lecture of attendance

Inclusive Business Models: IIM Bangalore

Program Name	Post Graduate Programme (MBA)
Course Title	Inclusive Business Models
Course Details	Elective, 3 credit course (30hr)
Course Instructors	Prof SouravMukherji
Course History	Introduced in 2010 taught ever since

a. Course Description (Background)

This course discusses the business models of organizations that address the life and livelihood needs of the economically impoverished population (popularly known as “bottom / base of the pyramid”) as their primary business objective in a financially sustainable manner. According to World Bank Development Indicators (2008), close to half of the world’s population, over three billion people, live on less than US\$ 2.50 a day and about 1.4 billion under US\$ 1.25. More than 500 million people in India live under conditions of extreme poverty, often surviving under INR 20 per day. Reduction and removal of poverty has been identified as a critical challenge of this century and nation states, institutions, organizations and individuals have started to get engaged with this problem at multiple levels. However, there have been voices such as that of Professor C K Prahlad who argued that unless profit seeking enterprises are creatively engaged with addressing the needs of the poor, objectives of poverty reduction will remain unachievable.

In this course the students will debate and discuss whether business enterprises can address the needs of the poor in a financially sustainable manner, as a for-profit business. We call such businesses “inclusive business” – ‘inclusive’ because they address the needs of the poor and ‘business’ because they are financially self sustainable / profitable. By means of analyzing a series of real life case studies of such inclusive businesses, as well as by listening to social entrepreneurs who are running inclusive businesses, the course will reveal the various challenges that are embedded within such business models and some of the creative means by which social entrepreneurs have dealt with such challenges, sometimes successfully and sometimes not.

b. Teaching Objective of the Course/Learning Outcomes

The objective of this course is threefold.

- a) It is not expected that students of this course will join inclusive businesses . However, many of them will be joining profit seeking enterprises that consider the poor as potential consumers, producers and supply chain partners. Some of the students will also work for investing or consulting organizations that have practices focused on BoP segments. This course will provide a rich understanding of the challenges of such endeavours.
- b) Many profit seeking organizations today have evolving practices within the domain of Corporate Social Responsibilities (CSR). Some of these would involve working with inclusive businesses as partners and complementors. This course will enable students to understand what kind of CSR activities will create greater impact. Many organizations are also looking at integration of their

CSR activities with their main line of business – an endeavour that is close in philosophy (though not similar) to the concept of inclusive business model.

- c) Finally, this course seeks to sensitize students to a reality of our nation and the world that remains largely unarticulated and ignored in most of the other courses taught in MBA curriculum. While the reality of poverty, hunger, illiteracy, exploitation and denial of basic human rights is rather bleak, the case studies that will be discussed in this course will hopefully introduce the students to the inspirational dimension of certain businesses that are working hard to improve living conditions of those who are poor, hungry, illiterate and often exploited.

c. Scope and Syllabus; Topics to be covered include:

Sessions	Module	Reference
1	Introduction to Inclusive Business Models <ul style="list-style-type: none"> • What are inclusive businesses? • Why do we need them? • How are they different from Social Enterprises, not-for-profits and corporate social responsibility? 	<ul style="list-style-type: none"> – ODI Background Note on Inclusive Business – Fortune at the Bottom of the Pyramid (C K Prahlad& S Hart) – Mirage at the Bottom of the Pyramid (A Karnani)
2	<u>Microfinance:</u> Role of microfinance in improving conditions of the poor and the controversies about microfinance	<ul style="list-style-type: none"> – Microfinance in India (R Kamath and R Srinivasan) – Capitalism vs. Altruism: SKS Rekindles Microfinance Debate – Commercialization of Microfinance in India (M S Sriram) – Microfinance needs Regulation (A Karnani)
3	<u>Theories of Development:</u> <ul style="list-style-type: none"> • What does one mean by development? • Why do we need to be concerned about inclusive development? 	<ul style="list-style-type: none"> – The Ends and Means of Development (Development as Freedom, A Sen)
4	<u>Concepts of Poverty & Lives of Poor:</u> <ul style="list-style-type: none"> • What is poverty? • How is it measured? • How widespread it is? • What are its implications? • How do the poor manage their lives? 	<ul style="list-style-type: none"> – Empowerment as an Approach to Poverty (G Sen) – The Economic Lives of the Poor (A V Banerjee & E Duflo)
5	<u>Education:</u> <ul style="list-style-type: none"> • Can education be offered to the poor in a financially sustainable manner? • What are the various models and what are their advantages? 	<ul style="list-style-type: none"> – Comparison of various initiatives and cases on inclusive education, including Gyanshala, Pratham, Barefoot College, College Summit, First Book & Room to Read
6	<u>Healthcare:</u> Need and challenges of building inclusive healthcare models in India. Why are there so many different models? Which one is the	<ul style="list-style-type: none"> – Case discussion of Vaatsalya Hospitals and comparison it with Aravind Eye Hospital and Narayana Hrudayalaya

	best?	
7	<u>Rural BPO:</u> Session by guest speaker, Mr. MuraliVullaganti, CEO of Rural Shores, explaining the concept of rural BPO, its potential impact and the challenges of growing Rural Shores	– Background information on the Rural BPO industry
8	<u>Creating Shared Value:</u> Session by guest speaker Ms. LalithaVaidyanathan, MD of Foundation Strategy Group (FSG) What role large profit seeking enterprises have in meeting the needs of the poor?	– Creating Shared Value (Harvard Business Review, M E Porter & M R Kramer, Jan-Feb 2011)
9	Poster presentation by students based on their profiling the	
10	<u>Cooperatives:</u> Session by guest speaker Professor R Srinivasan What makes the diary cooperative model successful? Is it possible to extend it to other areas? What are the implications of having a cooperative?	– Ownership of the Farm (H Hansmann) – Juxtaposing Doers & Helpers in Development (H Mintzberg& N Srinivas)
11	<u>Informal Labor:</u> Employment conditions in India's informal sector and possibility of interventions to improve their economic conditions. Is it possible to build profitable business?	– Case: Babajob.com – discussion and comparison with Labornet – The Informal Sector of India's Economy (Outcast Labor in Asia: J Bremen)
12	<u>Agricultural Extension:</u> Establishing linkages between farmers and markets – who creates value and who captures value?	– Case: IDE Nepal – Micro-irrigation to Beat the Monsoon Of Luxury Cars & Lowly Tractors (P Sainath)
13,14	Students' Debate on Following Issues: – Large profit seeking corporations have no role to play in addressing the needs of the poor – Businesses that focus on scaling will sooner or later lose their focus on addressing the needs of the poor – The needs of the bottom 30% of the economic strata can never be addressed by commercially viable businesses – Cross subsidization (charging the paying customer more to meet the needs of the poor customer) is not a sound business principle	
15	<u>Energy Services:</u> What role does access to energy play in improving lives and livelihood of the poor? What are the sustainability challenges of creating energy solutions for the poor?	– Case: SELCO – Rising Sun: India's Solar Power Initiatives are Shining Brighter Solar Lamps Light up Rural Lives
16	<u>Impact Analysis:</u> Why measurement of impact is important? What are the challenges of measuring impact? How is impact measured?	Making Better Investments at the Base of the Pyramid (Harvard Business Review, Ted London, May- 2009) <i>*to be accessed from EBSCO by students</i>

17	Presentation of Business Plan by Students
18	: Presentation of Business Plan by Students
19	Presentation of Business Plan by Students
20	Concluding Session Summary, review and feedback. What does it take to be a Social Entrepreneur? Where does an MBA fit in? What would you do if you want to be a Social Entrepreneur?

d. Pedagogy

Every session in this course will have cases or papers and excerpts from books as prerequisite reading. The classes will largely comprise debates and discussions related to the cases and other reading material. Therefore students need to come prepared to class, having gone through and reflected on the readings. The students' preparation will be a significant factor determining the quality of classroom discussion. While marks will be awarded to students' in-class activities, it will defeat the purpose of the course if this is viewed as one more avenue of scoring some grade points. It is expected that students who are genuinely interested in knowing about inclusive businesses will be taking this course and will do justice to their curiosity through sustained passion for learning and scholarly endeavours. The faculty will be delighted if students go beyond the reading material and bring in new examples and view points to enrich and enliven the classroom discussion

e. Required Text Books and Reading Material

1. *Microfinance for Bankers & Investors* : Elisabeth Rhyne, Tata McGraw Hill, 2009
2. *Capitalism at the Crossroad* : Stuart L Hart, Wharton School Publishing, 2007
3. *Inclusive Value Chains in India* : Malcom Harper, World Scientific, 2009
4. *Building Social Business* : M Yunus, Public Affairs, 2010
5. *Creating a World Without Poverty* : M Yunus, Public Affairs, 2007
6. *Banker to the Poor* : M Yunus , Penguin Books, 1999
7. *How to Change the World*: David Bornstein, Penguin Books, 2005
8. *Development as Freedom*: Amartya Sen, Oxford Press, 2000
9. *The Power of Unreasonable People*: J Elkinton& P Hartigan, Harvard Business Press, 2008
10. *Governing the Commons*: ElinorOstrom, Cambridge University Press, 1990
11. *The Fortune at the Bottom of the Pyramid*: C K Prahlad, Wharton School Publishing, 2005
12. *Out of Poverty*: Paul Polak, Barret Kohler Publisher, 2008
13. *Uncommon Ground*: RohiniNilekani, Penguin, 2011

f. Evaluation& Grading pattern

- Group assignment, **20 marks**
- Individual assignment, **20 marks** for Case
- Individual assignment, **20 marks**: On student debate conducted during Session 13 & 14.
- Individual assignment, **10 marks**: In class assignment on application of reading material
- Group assignment, **30 marks**: On B – Plan presentation in class.

g. Target audience and requirement for the course

Students in the MBA / Executive programme. There are no pre-requisites, but students need to be familiar with basic concepts of management. Hence this is taught as an elective in the second year / second half of the programme.

Social Entrepreneurship: IIM Lucknow

Program Name	Post Graduate Program in Sustainable Management
Course Title	Social Entrepreneurship
Course Details	Elective, 3 credit course (30hr)
Course Instructors	Prof. Snehanand (Ravi) Sinha – Adjunct faculty
Course History	Part of the new Sustainable Management programme

a. Course Description (Background)

Sustainable business or the study of Sustainable Management practices is no longer a fad but a stark reality. Global leaders, both in the business and citizen sectors, are unified and unanimous in accepting the fact that society and nature can only be sustained through an active amendment of existing business practices and management to sustainable business models.

Social Entrepreneurship is an emerging field that offers opportunity to young professionals to create societal/economic value on a sustainable basis. It also has the potential to become the last mile partners of all businesses pursuing a sustainable business model in the years to come.

In a country like ours, where barely 6-7% of the economically active work-force is in the “organized sector”, there is a dire need to divert the managerial talent to develop ventures which can add/create value to the rest of the “informal sector” (that accounts for 60% of India’s GDP, 68% of income, 30% of agricultural exports, and 40% of manufacturing exports).

b. Teaching Objective of the Course/Learning Outcomes

This course introduces students to the field of social entrepreneurship or Social Enterprises that are For - Profit as well as Not – For - Profit. It shall dwell on the best practices of starting and growing successful mission driven ventures. Social ventures aim to achieve a “double bottom line” with meaningful social returns, as well as sustainable or competitive financial returns --through their products, services and other business practices. Entrepreneurial solutions to education, healthcare, environment, workforce development, international development, and other large societal issues are being addressed through both for-profit and non-profit ventures. In addition, it is now getting increasingly understood and accepted that successful social enterprises represent a viable sustainable model of business. Coupled with the new changes in the Companies Act in India, social enterprises have the potential to become an alliance partner in a very big way with large organizations and businesses to carve out a holistic and sustainable business model for such organizations. This course is organized around these interconnected ideas and objectives.

- **ENVIRONMENT** - To align students to the broad spectrum of emerging global social and economic indicators resulting in an unsustainable society and the need to urgently address the issues concerned.

- **ENTREPRENEURSHIP**- To provide a variety of frameworks for the design of social ventures and the challenges unique to starting and growing them; and to explore the motives and intentions of social entrepreneurs;
- **MARKETS** - To introduce students to the emerging capital market for social ventures and the possible trade-offs in social and financial return expectations from different capital sources, including venture firms, and foundations;
- **MANAGEMENT** - To introduce students to the challenging and paradoxical management decisions inherent in growing managing to multiple bottom line objectives;
- **METRICS** - To help students become oriented in applying and critiquing models for assessing, measuring and reporting on social impact and social return (including SROI).
- **SIMULATION** - To enable students to conceptualize a social innovation that can be transformed into a viable business plan for a social business enterprise

c. **Scope and Syllabus; Topics to be covered include:**

Modules	Topic	Details
1	Foundations of Social Innovation and Enterprise Sessions 1 -5	<ul style="list-style-type: none"> • Introduction and methodology of delivery of the course • Role of business in society • Business as a powerful medium for enhancing inclusive • growth and social good – doing good is good business • The meaning of social entrepreneurship • The difference from a pure commercial entrepreneurship • The various types of social enterprises • State of the industry in India • Live session with a high profile social entrepreneur
2	Drivers of Social Innovation and Human-Centered Design Thinking Session 6	<ul style="list-style-type: none"> • The global trends and initiatives driving the field of social enterprises • the approaches originally used and now being used to create innovative products and services and the formulation of creative solutions to social problems • use of technology as an integral part of the solution
3	Structural and Strategic issues in social enterprises Session 7 & 8	<ul style="list-style-type: none"> • the importance of core mission and value and work ethics aligned to the vision of the innovation sought to be achieved • structuring the social enterprise in line with the above • various forms of structures that are used by social enterprises <ul style="list-style-type: none"> ✓ Their pros and cons and particular suitability to the enterprise.

4	Marketing of social enterprises Sessions 9 & 10	<ul style="list-style-type: none"> • challenges of cause marketing • social media as a tool for cause marketing • Marketing 3.0
5	Venture Development and Growth including Capitalization and Impact Assessment for Social Innovations and enterprises Sessions 11-13	<ul style="list-style-type: none"> • detailed overview of the ways that social innovators are getting their concepts into the world and scaling their impact • review of various ways that social innovators can capitalize their ventures and track “social return on investment”
6	Social entrepreneurs Playbook Sessions 14 -16	<ul style="list-style-type: none"> • creating the business model of a social enterprise • the core factors and linkages of each in the business model and their implications to each • the scaling up plan • addressing the management issues of a social enterprise and how is it different from a typical business enterprise
7	The Future of Social Enterprises in India/Global Session 17	<ul style="list-style-type: none"> • profiles a cross-section of approaches, trends, and initiatives that may provide insight on future developments in the field • awards and accolades prevailing to recognize social entrepreneurs
8	Business Plan creation and “live” evaluation of plans by impact investor / social entrepreneur Sessions 18-20	<ul style="list-style-type: none"> • Developing a viable and sustainable business plan for launching a social business enterprise • Making a pitch to an impact investor / social business fund / social entrepreneur (subject to availability but desired) • Course summation and way forward

d. Pedagogy

This course being a nascent field of study and being more applied and application oriented, it shall be the endeavour of the course facilitator to use multiple teaching aids like videos, case studies, apart from classroom lectures. It is expected that the students shall maintain a high level of interaction during the course. There being no formal textbook for this subject available, it is expected that the students may read the prescribed books to assist them in their concept framing and attain clarity on the subject.

The facilitator, shall also, during the course of the sessions share reports and application oriented data and publications to enhance the knowledge base on the subject. These shall be distributed in the class during the course from time to time

e. Required Text Books and Reading Material

Basic Books:

Social Entrepreneurship for the 21st Century: Innovation across the Nonprofit, Private, and Public Sectors
Georgia LevensonKeohane, Roosevelt Institute Fellow, McGraw Hill

OR

The Social Entrepreneur's Handbook: How to start, build, and run a business that improves the world
Rupert Scofield, McGraw Hill

Additional books for reference and reading for Library:

1. Enterprising Nonprofits: A toolkit for Social Entrepreneurs J Gregory Dees, Jed Emerson, & Peter Economy, Wiley
2. Getting Beyond Better: How Social Entrepreneurship works Roger L Martin & Sally R Osberg, Harvard Business Review Press
3. Social Entrepreneurship: Theory and Practice RyszardPraszkier& Andrzej Nowak, Cambridge University Press
4. Change by Design: How Design Thinking transforms organizations and inspires innovation Tim Brown, Harper Collins
5. The power of unreasonable people: how social entrepreneurs create markets that change the world John Elkington & Pamela Hartigan, Harvard Business Review Press
6. Marketing 3.0: from products to customers to the Human Spirit Philip Kotler, HermawanKartajaya, &IwanSetiawan, John Wiley
7. Management for Social Enterprises Bob Doherty & others, Sage South Asia
8. Social Entrepreneurship: new models of sustainable social Change Alex Nicholls, Oxford University Press
9. Managing the Non profitorganization:Principles and Practices Peter Drucker, Harper Collins
10. Creating a world without poverty:Social business and the future of capitalism Muhammad Yunus, Public Affairs Books
11. Building Social Business:The new kind of capitalism that serves humanity's most pressing needs Mohammed Yunus, Public Affairs Books
12. Design Thinking for Strategic Innovation: What they can't teach you at business or design school Idris Mootee, Wiley
13. The Innovation Playbook: A revolution in business excellence Nicholas J Webb, Wiley

f. Evaluation& Grading pattern

- Class participation/case analysis/class presentation/background additional reading - 10%
- Mid term examination - 30%
- End term examination – 30%
- Business Plan presentation – 30%:

Design for Social Innovation: MIT Pune

Program Name	Bachelors of Design
Course Title	Design for Social Innovation
Course Details	Core, 4 credit course (30hr)
Course Instructors	Prof. Harshit Desai

a. Course Description (Background)

Social Enterprise in India is as a sector growing and becoming increasingly important means of addressing India's vast development needs. As the social enterprise sector grows, both in India and the UK it is important that we develop and shares social enterprise learning tools to support and improve student's employability. Our focus on social enterprise therefore recognises that this is a common area of interest for both institutions. Moreover it capitalises on a design thinking approach championed by CSM and MITID which is seen as a key way of finding solutions to complex societal goals and challenges.

Design methods, tools and approaches have been found immensely useful in addressing a wide range of societal issues. When combined with the knowledge and expertise of specialized disciplines, these design methods provide powerful ways to develop practical approaches to large, complex social issues. This program is for ventures with a mission to solve larger social problems or tap onto opportunity areas by creating design-led solutions.

b. Teaching Objective of the Course/Learning Outcomes

- a) Introduce entrepreneurial spirit and learning in among the learners
- b) Equip learners with the necessary skills to build a career in social sector
- c) Introduce the fundamental principles of design-led innovation and social entrepreneurship
- d) Provide them hands-on exposure to apply design process and methods on real life local and global social problems

c. Scope and Syllabus; Topics to be covered include:

- a. Value Creation and enterprise
- b. Empathy & enterprise
- c. Fundamental of economics
- d. Design, society & Business
- e. Shared value
- f. Fundamentals of Investments, finances and fund raising
- g. Design & economics
- h. Design methods and processes
- i. Business models
- j. Systems thinking and problem solving
- k. Design led innovation
- l. Economics of innovation

m. Social innovation

d. Pedagogy

Pedagogy for the course will include interactive sessions, field visits, entrepreneurship bootcamps , case analysis and business model workshops.

e. Student Learning Outcomes

- a. Understand the concept of social entrepreneurship and use design to solve complex social challenges
- b. Appreciate that social entrepreneurship as an approach to tackle problems across different sectors (public, private, non-profit)
- c. Discover a career pathway in the social sector

f. Required Text Books and Reading Material

Acumen+ / IDEO Design Kit: www.designkit.org

D-School Bootleg: www.dschool.stanford.edu/use-our-methods/

Design Against Crime (DAC) Methodology: www.designagainstcrime.com/methodology-resources/design-methodology/#users-abusers

Design Thinking for Educators Toolkit: www.designthinkingforeducators.com/about-toolkit/

Development, Innovation and You (DIY) Toolkit: www.diytoolkit.org/tools/Engine Service Approach: www.enginegroup.co.uk/approach/

IDEO Human-Centred Design Toolkit: www.ideo.com/work/humancentered-design-toolkit/

IDEO Methods Cards: www.ideo.com/work/method-cards

Lego Serious Play Methodology: www.lego.com/fr-fr/seriousplay/

Live | Work Studio Service Design Tools: www.liveworkstudio.com/themes/service-design/

Lucy Kimbell Social Design Methods Menu:

www.lucykimbell.com/stuff/Fieldstudio_SocialDesignMethodsMenu.pdf

NESTA Prototyping Framework: www.nesta.org.uk/publications/prototyping-framework

Public Good Service Process: www.public-good.com/OurApproach/Our-Process.aspx

SILK Method Deck: www.socialinnovation.typepad.com/silk/silkmethod-deck.html

STBY Service Processes and Methods: www.stby.eu/category/services/

Think Public Stories and Ideas: www.thinkpublic.com/stories-and-ideas

This is Service Design Doing: www.thisisservicedesigndoing.com/curriculum

This is Service Design Thinking: www.thisisservicedesignthinking.com

Baron-Cohen, S. (2011). Zero degrees of empathy: A new theory of human cruelty. London: Allen Lane.

Carla Cipolla and Roberto Bartholo “Empathy or Inclusion: A Dialogical Approach to Socially Responsible Design”, Case study in: ADD

Krznicar, R. (2014). Empathy: A Handbook for Revolution. London: Rider Books.

MerlijnKouprie and FroukjeSleeswijkVisser A framework for empathy in design: stepping into and out of the user’s life, Vol. 20, No. 5, October 2009, 437–448 Moore, P., and Conn, C. P. (1985). Disguised: [a true story]. Waco,

Rifkin, J. (2010) The Empathic Civilization: The Race to Global Consciousness In a World In Crisis, Jeremy P. Tarcher. Journal of Engineering Design

Carla Cipolla and Roberto Bartholo “Empathy or Inclusion: A Dialogical Approach to Socially Responsible Design”, Case study in: ADD

Eisenberg, N. and Miller, P. (1987). The relation of empathy to prosocial and related behaviours. *Psychological Bulletin*, 101, 91–119.

Frascara, J. (2002). People-centered design: complexities and uncertainties. In Frascara, J. (ed.) *Design and the social sciences: making connections*, 33-39.

Gamman, L., Thorpe, A., Malpass, M., and Liparova, E. (2012). Hey babe – Take a walk on the wild side: Why role-playing and visualization of user and abuser “scripts” offer useful tools to effectively “think thief” and build empathy to design against crime. *Design and Culture*, 4 (2), 171-193.

Gamman, L. and Thorpe, A. “Design FOR Empathy” – why participatory design has a contribution to make regarding facilitating restorative values and processes. In: Gavrielides, T. (Ed.) *Offenders No More: New Offender Rehabilitation Theory and Practice*. NY: Nova Science Pub. 2015.

Gaver, B., Dunne, T. and Pacenti, E. (1999). *Cultural Probes*. *Interactions*, 6 (1), 21-29.

Gavrielides, T. (2011). *Restorative Practices: From the Early Societies to the 1970s*. *Internet Journal of Criminology*. ISSN 2045-6743 (Online).

Hoffman, M.L. (1987). The contribution of empathy to justice and moral judgment. In N. Eisenberg and J. Strayer (Eds.), *Empathy and its development* (pp. 47-80). New York: Cambridge University Press.

Gray, D., Brown, S., & Macanuso, J. (2010). *Gamestorming: A playbook for innovators, rulebreakers, and changemakers*. O'Reilly Media, Inc.

Hoffman, M.L. (2000). *Empathy and moral development: implications for caring and justice*. New York: Cambridge

Kimbell, L. (2013). Before empathy: Keynote at Design Research Conference, IIT Chicago. In *Design leads us where exactly?*

Koskinen, I., Battarbee, K. and Mattelmäki, T. (2003). *Empathic Design: User Experience for Product Design*. IT Press: Helsinki.

Krznicar, R. (2014). *Empathy: A Handbook for Revolution*. London: Rider Books.

Leonard, D. & Rayport, J.F. (1997). Spark Innovation through Empathic Design. *Harvard Business Review*, Nov-Dec 1997.

Mattelmäki, T. & Battarbee, K. (2002). Empathy Probes. In *Proceedings of PDC 2002* (pp. 266–271).

Riesel, D. (2015). Towards a Neuroscience of Morality. In T. Gavrielides, (Ed.), *The Psychology of Restorative Justice: Managing the Power Within*. Farnham: Ashgate Publishing.

Rifkin, J. (2014) *The Zero Marginal Cost Society: The internet of things, the collaborative commons, and the eclipse of*

Sanders, E. B. N., & Stappers, P. J. (2008). Co-creation and the new landscapes of design. *Co-design*, 4(1), 5-18.

Thackara, J. (2006). *In The Bubble; designing in a complex world*. MIT Press, Cambridge, Mass.

g. Evaluation & Grading pattern

- a. Class Participation 5%
- b. Classroom test -15%
- c. Field visit reports – 10 %
- d. Final Assignment 70%

h. Target audience and requirement for the course

Bachelors and Master students interested in social sector, NGOs, Foundations and developmental agencies.

Social Entrepreneurship: Banaras Hindu University

Program Name	Post Graduate Programme (MBA)
Course Title	SOCIAL ENTREPRENEURSHIP
Course Details	Elective, 2 credit course (30hr)
Course Instructors	H C Choudhry

a. Teaching Objective of the Course/Learning Outcomes

The paper aims to create an understanding of the concept of Social Entrepreneurship as endowed with a different flair of Entrepreneurship. It seeks to prepare the minds with skills, structures and process associated with Social Entrepreneurship and management of Social Enterprises in Indian Context.

b. Scope and Syllabus; Topics to be covered include:

- Introduction: Defining Social Entrepreneurship, Perspective, Challenges, Strategies and its future. Social Entrepreneurship vs. Entrepreneurship.
- Social Entrepreneurship New Models & Theories: Model for Sustainable Development, Social Entrepreneurship in India, Plans and Policies required for Social Change. Total Empowerment through Social Entrepreneurship.
- Social Enterprises – Defining Social Enterprises and Social Entrepreneur, Management of Social Enterprises in India, Leading Social Entrepreneurs in India. Self-Assessment Technique for being a Social Entrepreneur. Social Entrepreneurial skills and practices.
- Social Entrepreneurships and its Linkage with NGO's, Microfinance, etc., Role of ICT, SHGs, Case Studies.

c. Required Text Books and Reading Material

- David Bornstein : How to Change the World, Penguin Books
- K.B.S. Kumar : Social Entrepreneurs – The Change Makers, The ICFAI University Press
- Sheobahal Singh : Entrepreneurship and Social Change, Rewat Publications
- K.G. Karmakar : Microfinance in India, SAGE Publications
- David Bornstein and Susan Davis: Social Entrepreneurship, What Everyone needs to know.
- Johanna Mair, Jeffrey Robinson and KasiHockerts : Social Entrepreneurship
- Alex Nicholls : Social Entrepreneurship, New Models of Sustainable Social Change
- Martin Clark : The Social Entrepreneur Revolution.

UNDERGRADUATE COURSE

Introduction to Social Entrepreneurship Shiv Nadar University

Program Name	Undergraduate programme (School of Management and Entrepreneurship)
Course Title	Introduction to Social Entrepreneurship
Course Details	UWE, 2 credit course
Course Instructors	Prof. ParthaSarathi Roy

a. Course Description (Background)

The dominant notion of ‘business’ till recently has been to maximize profits. But increasingly it is getting revised as a solution to many of the persisting global problems, especially related to social and environmental concerns. With this expansion in the purpose of business from only ‘profit-making’ to include ‘people’ and ‘planet’ concerns, societal development has taken a center stage in business strategies. Social entrepreneurship advocates the adoption of innovative solutions (often incorporating market mechanisms) to address such social problems. It has become an exciting career option for many college graduates incorporating interesting methods of engaging with people and delivering services. The purpose of the course is to familiarize students with the genesis of social entrepreneurship as a global movement, understand the various challenging issues under which they work, know the means of achieving results and be aware of viable business models through case-studies, which are simultaneously profitable, while being socially oriented

b. Teaching Objective of the Course/Learning Outcomes

c. Scope and Syllabus; Topics to be covered include:

Session details	Objective	Reading
1: Introduction & Course Overview	Introduction to the world of social entrepreneurship Social entrepreneurship as a career option – prospects and opportunities Few successful examples of social enterprises/social entrepreneurs Details about the course – reading, projects, and preparation for class	Drayton, “Everyone a Changemaker” access online at https://www.ashoka.org/files/innovations8.5x11FINAL_0.pdf
2: Documentary	Discuss the key themes emerging in the movie,	

Movie: The Corporation (Duration 2 hours)	do we relate to any of them happening around us? In the wake of recent global crises, is there a hope for a better world?	
Module 1: The Business of Change : Understanding Social Entrepreneurship		
3: What is Social Entrepreneurship?	What is social entrepreneurship and how is it different from commercial entrepreneurship, government welfare and philanthropy? Can we serve people and yet be profitable? What are the different organizational and legal forms of social enterprise?	Chapter 2, Management of Social Enterprise edited by Doherty (Pg 25-49) - Gregory Dees (1998), ‘The meaning of social entrepreneurship’ access online at http://www.caseatduke.org/documents/dees_sedef.pdf
4: Who is a Social Entrepreneur?	What are the attributes of a social entrepreneur?	Thoroughly Modern Do-Gooders’, newspaper editorial published in The New York Times on March 21, 2008 - ‘What exactly is social entrepreneur?’, newspaper editorial published in The New York Times on August 16, 2010 - Ashoka on ‘Who is a social entrepreneur’ access online at https://www.ashoka.org/social_entrepreneur
5: Perspective on Social Problems	What is poverty trap and why is it difficult to break? What is the role of growth in development and why have previous developmental approaches failed? Discuss the Millennium Development Goals	Paul Collier (2007), The Bottom Billion, Chapter 1 (pp 3-13) : e-book freely available online - The Millenium Development Goals Report 2010 MDG report access online http://www.un.org/millenniumgoals/pdf/MDG%20Report%202010%20En%20r5%20-low%20res%2020100615%20.pdf
6: Social problems as Business Opportunities	What is the emerging role of business? Is there a fortune at the bottom of a pyramid and can market solutions remove poverty?	- Milton Friedman “The Social Responsibility of Business is to Increase its Profits”, New York Times Magazine, September 13, 1970 - C K Prahalad (2002) Fortune at the Bottom of Pyramid: Chapter 1 (pp 1-22) - Porter and Kramer (2006), “Strategy and Society” Harvard Business Review
7: The role of innovation in making of a social enterprise	Why is innovation necessary element for social enterprises? How can design thinking approach benefit forming of social enterprises?	- R M Kanter(1999), The Social Sector as a Beta Site for Business Innovation access online at http://hbswk.hbs.edu/item/2974.html
Module 2: Building blocks of social enterprise		
8: Social enterprise as a business model		

9: Understanding the Pricing Models	Understand the various pricing strategies adopted in low-income markets Describe the factors considered for pricing low income product markets	- Emerging Markets: Emerging Models – A Monitor Group Report : pp 35- 71, access at http://www.beyondthepioneer.org/wp-content/uploads/2014/04/emergingmarkets_full.pdf
10: Creating the Delivery Channels	Discuss the logistics challenges in rural India Identify the prevalent distribution models of rural marketing product categories	
11: Financing the social enterprise	What funding sources are available to start-up social enterprises? What is social impact investing and how do they differ from venture philanthropies?	
12: Making social enterprise competitive	How does social enterprise compete?	- Chapter 3, Social Enterprise ed. by Simon Denny & Fred Seddon (copy available at SNU Library)
13: Communication strategies for social enterprises	How can social enterprises use social marketing to reach out to maximum beneficiaries possible?	- Chapter 6, Doherty
Module -3: Social Enterprise as Business Model – What works and what doesn't?		
14: Sector – Financial Services		
15: Sector – FMCG products		
16: Sector – Livelihood		
17: Sector – Energy		
18: Maverick examples		
Module – 4: New Directions for Social Entrepreneurship		
19: Managing start-up social enterprises	Understand the nature of problems faced by start-up social enterprises How is human resource managed and motivated inside social enterprise	- Chapter 3, Doherty
20: Measuring performance of social enterprises	How can we 'measure' the performance of social enterprises? Why is it difficult to measure social enterprise performance? What is Social Return on Investment (SROI); Impact Reporting & Investment Standards (IRIS)?	Technical note by Acumen Fund on Measurement of Impact by Social Enterprises available online at http://acumen.org/blog/performance-measurement-and-social-enterprise
21: Governance of Social Enterprises	What are the governance challenges faced by social enterprise? How can the challenges be resolved to enable accomplishment of the enterprise mission?	- Chapter 8, Doherty
22: Emerging opportunities - CSR	Discuss why CSR is a new opportunity area for most corporates?	

	Know the relevant sections of the new Company Act for CSR Discuss the future of CSR in India.	
23: Alternate voices on the emergence of social enterprises	Is the concept of Social Entrepreneurship feasible in the long run?	
Session 24,25: Group Presentations		
26: Sustainability as the new frontier for social enterprises	Understand the transition from Green Business to CSR to sustainability	
27: Dimensions of Sustainable Business # 1	Understand how companies are creating end-to-end solutions to embed sustainability culture into organization	
28: Dimensions of Sustainable Business # 2		
29: Wrapping up		

d. Required Text Books and Reading Material

Management of Social Enterprises edited by Bob Doherty (5 copies available in SNU Library)

e. Evaluation & Grading pattern

- a. Class Participation: 20%
- b. Quiz, Assignments: 20%
- c. Group Project Report and Presentation: 30%
- d. End Term Examination: 30%



Social Entrepreneurship Courses in India: A Compendium

Edited by C. Shambu Prasad

Centre for Social Entrepreneurship and Enterprises

Institute of Rural Management Anand – 388001

csee@irma.ac.in