

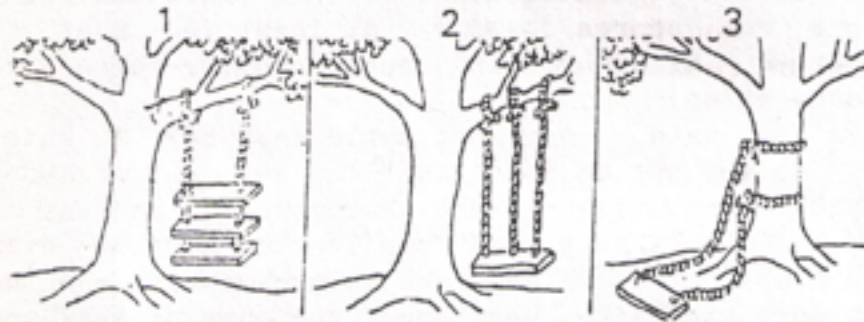
# BRAINSTORMING INDIA

Spring 2008

Thursdays 6-8

120 Wallenberg Hall

"To make things more complicated is not difficult, every third class engineer can do that. But to simplify a technical device or even administration, that needs the touch of a genius".  
(E.F. Schumacher)



1  
As proposed by the Donor.

2  
As specified in the project report.

3  
As designed by the consultants.



4  
As modified in the Appraisal Report.

5  
As implemented at project site.

6  
What the beneficiaries needed.

# BRAINSTORMING INDIA

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## Teaching Team

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## Overview

Brainstorming India was first offered in Spring '06 to capitalize on student enthusiasm for social entrepreneurship ventures in the developing world, and India in particular. We are proud of this Student Initiated Course, and each of us has a personal commitment to make it as exciting and relevant as possible for you and our clients.

In this course, you will work in teams to help clients develop unique solutions for social ventures in India. The goals of the course are:

- To identify unmet needs and explore emerging trends in development and social entrepreneurship.
- To explore the factors that contribute to the success or failure of social initiatives in the developing world.
- To provide you with real-world experience working with clients on issues of social concern in India.

## Course Structure

Each class alternates between whole-class activities and team-based project work. Throughout the quarter, each team will work with a client and a team mentor (one of us) to develop solutions for a challenge presented by the client. We have designed the class so that a substantial portion of the team project work can be completed in class but you will be expected to meet with your team outside of class.

## Readings

Assigned readings will be available on the class website. Registered students will also receive a free copy of the book "How to Change the World," courtesy *Ashoka, Innovators for the Public*. Readings must be completed for the day on which they are listed on the syllabus. You will have two types of readings in this course:

**Class Readings:** To explore general methods for developing innovative projects and presenting solutions to the public. Every student will be responsible for completing these readings and participating in class discussions.

**Team Readings:** These are designed to help teams explore more deeply the issue that they are tackling. These readings are selected by the clients and the teaching team. Team members will be expected to complete these readings, to discuss them as a team in class, and to report out to the class.

## Attendance

Students are expected to attend each class session. Student attendance will be recorded and students must obtain prior approval for absences.


## Assessment




Students will be evaluated on class participation and group projects.

**Group Projects:** Each team will be assigned a team mentor to monitor and assess student participation and progress. Throughout the quarter, student groups will be asked to present their work as a team. These presentations will be evaluated by the course leaders and, in some cases, by the clients. These assignments allow us to assess individual and team work, and determine whether you are meeting the learning goals of the course. A professional presentation (PowerPoint or Keynote) will be submitted to course leaders and clients after the final presentations.

The final presentations will be evaluated according to a rubric which considers the creativity of the solution, its real world applicability and appropriateness, and how effectively you communicated your solution. Students will also receive client feedback throughout the quarter and on their final presentations.

## Clients

	<p><b>The Ecotourism and Conservation Society of Sikkim (Gangtok, India)</b></p> <p>ECOSS is a leading NGO working in the field of ecotourism and conservation in South Asia. The organization would like to develop closer ties with the international research community and explore new international partnerships that would enhance the visibility and impact of their work. Student teams will help ECOSS explore ways to develop an ecotourism exchange program with scientists and students in U.S. colleges and universities. Students will develop an action plan for implementation of this program.</p>
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<p><b>THE SNOW LEOPARD CONSERVANCY</b></p>	<p><b>The Snow Leopard Conservancy (Ladakh, India)</b> The Snow Leopard Conservancy is an international organization that works to conserve fragile trans-Himalayan ecosystems in India and other South Asian countries. While they have made great strides in educating local populations about their work, they would like to educate foreign visitors about the need for ecologically sensitive trekking practices. Student teams will help the Snow Leopard Conservancy develop resources to meet this need.</p>
	<p><b>Aurore (Tamil Nadu, India)</b> Aurore is a community-owned enterprise based in Auroville, near Pondicherry in Tamil Nadu, India. In 2004, Aurore won the prestigious Ashden Award for Sustainable Energy. Over the past six years, it has facilitated the installation across India of nearly 2 MWp of photovoltaic (PV) systems, including water pumps and powered lanterns. Aurore focuses on 'solar entrepreneurs' – seeding businesses which can become self-sustaining, whether it's hiring out solar lanterns to market traders, replacing dirty and expensive kerosene lamps, or supplying and installing solar water pumps to farms. Aurore is keen to work with students beyond this course.</p>
	<p><b>Aquaya (San Francisco, CA)</b> The Aquaya Institute is a nonprofit research and consulting organization – they are building a pipeline that delivers scientific and technical innovation for preventing waterborne disease to developing countries. Students will help them by doing an in-depth analysis of emerging water treatment technologies in India, with a focus on their application to community-level water treatment.</p>
	<p><b>Society for Research &amp; Initiatives for Sustainable Technologies &amp; Institutions (SRISTI) (Ahmedabad, India)</b> SRISTI promotes grassroots innovations in rural technologies in the developing world. They are seeking a student team that can help brainstorm a multimedia platform for the dissemination of their member's work. The platform must be appropriate for the needs of rural stakeholders and flexible enough to be of value for users in India, Brazil, and China.</p>

# THE WEEKLY SCHEDULE

## Week 1: Introductions

Welcome to Brainstorming India! Our goal for the first week is to do introductions and discuss the goals and structure of the class. We will also explore commonly held assumptions about poverty and development in India.

### Class Readings:

- “Caring, for Real”, E.F. Schumacher
- *Optional*: “The Rain Kings” (Chapter 1) *The Lords of Poverty*, Graham Hancock

## Week 2: Meet the Clients

The readings for the second week look at some new ways of thinking about seemingly intractable problems in the social sector and beyond. After discussing the readings, the teaching team will introduce the clients, and together they will present the client challenges! Students will participate in an activity to begin to match their interests to a client.

### Class Readings:

- “Switching from Routine to Innovative Action: Weird Ideas that Work”, Robert Sutton
- “Products and Services for the BOP” (Chapter 2) *The Fortune at the Bottom of the Pyramid*, C.K. Prahalad

## Week 3: Brainstorming Together

Week 3 will provide an introduction to brainstorming techniques through an in-class workshop followed by a fun activity in the second half of the class. The readings for the third week focus on how social entrepreneurs develop new ways to tackle old problems.

### Class Readings:

- “The Light in My Head Went On: Fabio Roza, Brazil, Rural Electrification” *How to Change the World*, D. Bornstein
- “Ten—Nine—Eight Childline” *How to Change the World*, D. Bornstein

## Week 4: Design Thinking

In this week we will explore design thinking. How do we go about the need-finding process? How do we design solutions? The teaching team will introduce students to the design process. Teams will apply design thinking to their client challenge.

### Team Readings:

- ECOSS: “Essential Reading in Ecotourism: A personal selection of very important papers”
- SRISTI: “Recycling Energy Godda Style” *Everybody Loves a Good Drought*, P. Sainath
- Others: *TBA*

## **Week 5: What's *Your* Story?**

The teaching team will present story-boarding and story-telling – how to communicate ideas to each other and other teams. Teams will put the process into action with an in-class activity using *Comic Life* and other tools.

### **Class Readings:**

- *Understanding Comics*, Scott McCloud

## **Week 6: Client Presentations I**

Student groups will present their initial project ideas to the class and receive feedback. The teaching team will play the role of clients.

## **Week 7: Prototyping and Iterative Design**

This week, we will explore iterative design and prototyping – how to iteratively refine your solutions. Guest speakers will discuss the prototyping process. Student teams must meet to discuss readings and create prototypes of solutions for the teaching team to review and provide feedback on.

### **Class Readings:**

- “What do Prototypes Prototype?” Houde S. and Hill C., Apple Computer, Inc.

## **Week 8: Make It Stick!**

In this class, we will look at ways to help solutions gain traction in the real world. What is a sticky idea? Why is presentation so terribly important? Find out in week 8.

### **Class Readings:**

- *What Sticks: Why Some Ideas Work in the World and Others Don't* (Chapters 1&2), Chip & Dan Heath

## **Week 9: Brainstorming India Expo**

Groups will present their final projects to the class and to the public. Presentations will also be sent out to clients for feedback. This is a chance to show off your work, learn about others', have fun and even talk about future collaborations with clients or within the Stanford community.

## **Week 10: Out Into the Real World**

In our final week, we will look at ways to amplify our solutions with venture capital and how to create lasting, sustainable impact. Venture capitalists will share their perspectives on projects funded in the developing world – successes and failures. Finally, we will do a quick wrap up, elicit feedback, and start planning for Brainstorming India 2009!