



**Sree Ayyappa College For Women**  
(Re-accredited With B Grade)  
**Chunkankadai, Nagercoil**

## **INSTITUTION'S INNOVATION AND ENTREPRENEURSHIP POLICY**

### **Policy 2020 for Students and Faculty**

A Guiding Framework for Higher Education Institutions

### *Committee for National Innovation and Startup Policy 2020 guidelines*

Sl.No	Name of the Faculty with Designation	Role
1	Dr.K.V.Jayashree,Principal,SAC	Chairman
2	Dr.M.R.Meera, Assistant Professor of Physics & NISP Coordinator	Convener
3	Dr. Ajit Prabhu V. Chief Scientist (Sci 'G') &Nodal Officer, PIC-K Technology Development & Project Management Division (TDPMD),KSCSTE,Government of Kerala	External Expert
4	Dr. S. Prakash., Chief Executive Officer & Director-Research, Nehru Group of Institutions - Technology Business Incubator (NGI TBI),(Catalyzed & Supported by NSTEDB, DST, GoI, New Delhi),Coimbatore,Tamil Nadu & Kerala, India	External Expert
5	Dr.Manoj M Associate professor, Marian engineering college trivandrum. ,Mentor Atal Tinkering labs facultyFacilitator Pratjam Mantri YUva yojana	External Expert
6	Dr Arun Sureandran , strategie director and principal Trinity college of engineering ,Trivandrum	External Expert

7	Mr.Krishnan Unni.J.S, CEO,Acutro Technologies Pvt. Ltd.,ATAL Mentor(Mentor of Change NITI Ayog,Government of India) CTO Technolodge,Trivandrum	External Expert
8	Dr.M.Menaka (Alumni Entrepreneur) CEO Bioneemtec India Pvt Ltd Womens Biotech Park, Siruseri, Chennai,Tamilnadu	Alumni Entrepreneur
9	Dr.Smitha Nair,President,IIC	Member
10	Dr.Sreeya.G.Nair,Member,IIC	Member
11	Dr.J.Prasannakumari,Coordinator,ARIIA,IIC	Member
12	Dr.R.Radha,Startup Coordinator,IIC	Member

## **OUR COLLEGE MOTIVE ON RAISING ENTREPRENERS**

- ✓ Our college students will be encouraged to join the start-ups on different streams and to get motivated by our accomplishment to start their own business and to provide more employment in their localities.
- ✓ Faculties and our college students will join hands to start a business and thus raising the number of women entrepreneurs in our locality.
- ✓ Students will be encouraged to bring ideas and thus improving their logical and creative thinking ability to raise their own start-up.
- ✓ Our society, college and the nation will be benefitted on these ideas bringing by each and every college.
- ✓ On the successful self-employment growth by each and every woman, our nation's economic development will be improved.

# Introduction

1. India is the sixth largest economy in the world. However our country ranks in the 52th position in the innovations scale which is far below our real potential when compared to other such fast developing economies. National economic growth is directly linked with innovation, science and technology. To achieve growth in real terms, and to address problems of unemployment the educational institutions in the country are to be motivated to create a better and conducive environment promoting the welfare of the society by economic growth, novelty in innovation and ideas and promotion of startups are the key ingredients.

2. The Government of India has formulated the National Innovation and Startup Policy for Students and Faculty, 2019 with the above objectives in mind, envisioning a mass forward leap in promoting innovations and growth in startups in the country. As the policy document does specify, the National Innovation and Startup Policy 2019 for students and faculty of Higher Education Institutions (HEIs) will enable the institutes to actively engage students, faculties and staff in innovation and entrepreneurship related activities. This framework will also facilitate the Ministry of Human Resource Development in bringing uniformity across HEIs in terms of Intellectual Property ownership management, technology licensing and institutional Startup policy, thus enabling creation of a robust innovation and Start up ecosystem across all HEIs.

3. The Government of Tamilnadu has proclaimed its Startup and innovation Policy 2018-23 which declares are the objectives of the state to make the state the

‘Global innovation hub and preferred destination of startups ‘, and the scheme is comprehends implementation in collaboration with educational institutions in the state by providing governmental, Public Sector, private sector as well as sponsored support in funding, IPR related matters, licensing, legal framework and other matters to the incubation units, innovations and startup ventures under the institutions directly and in coordination with the Universities. The state policy is giving special focus on women empowerment by supporting them in startups and innovation ventures.

4. The Institutions Innovation Council of Sree Ayyappa College for women, Chunkankadai , affiliated to the Manonmaniam Sundaranar University, Tirunelveli is an institution for women having 1600 students in Science and non-science disciplines under 17 Departments. The Startup and Innovation Policy for the College is adopted taking into consideration the broader objectives of the National and State Policies proclaimed by the Union and State Governments Respectively.

## **Vision**

- To develop the institution as a platform committed to support, promote and provide infrastructure for entrepreneurship and innovation skills among the students and faculty by ensuring the participation of every one of them in the process, as envisioned by the National and State policy documents for the welfare of the society and the country.
- Encourage, facilitate and support emergence innovations, startups and concept ideas from among students and the faculty.

- Ensure cooperation ,assistance and funding from state, central governments, governmental agencies, NGO s, Private entrepreneurs, angel funding, corporate CSR funding and other sources for development , research and implementation of innovation and startup projects
- Provide incubation facilities and get participation of PSU s, Corporates, public and private ventures to sponsor and avail such facilities in the institution.
- Conduct workshops, seminars, webinars, industrial visits, surveys and other interaction programs with students and faculty in collaboration with the university, governments, governmental agencies and private or public organizations on the various aspects of developing an entrepreneurial minded society.
- Ensure participation of the institution, students and faculty in the outreach programs organized by the National Institutional innovation council, Tamil Nadu Start up and Innovation Mission, Other central and state government bodies and the University and educational institutions for promotion of the goals of innovation and startup ventures.
- Avail the assistance of TNSIM and other state and central agencies and governments and also assist the student and faculty innovators and startup promoters in the matters of IPR registrations, permissions, licenses and legal issues which may arise from time to time.
- Ensure and avail the institutional funding as permitted by the National policy for the innovation and startup activities.

## **Mission**

- To develop a new culture of entrepreneurial thinking among the students.
- To Visit and interact with successful women entrepreneurs.
- To identify, promote and provide support to students for scaling up their business ventures.
- To extend Mentorship support on regular basis.
- To create awareness among students about various Government of India Initiatives for women empowerment and the welfare of the women population in India.

## **National Innovation And Startup Policy 2020 for Students And Faculty**

### **1. Strategies and Governance:**

- It is an attempt to do something that is never been done before and it comes at a time where the society needs fresh thinking and solution.
- It will be a destination, a home for staff and students who dream big and want to be part of building a new model for sustainable living, working and prospering.
- It aims at ensuring that the students get a conducive environment to solve problems and create ideas and opportunities. This policy addresses the need of creating a strong pipeline of innovations out of research and allied efforts

helping students convert ideas into opportunities, that later can be supported as start-ups through various existing institutional mechanisms.

- Institute may also raise funding through sponsorships and donations. Institute should actively engage alumni network for promoting Innovation & Entrepreneurship (I&E).
- It synergises complementary efforts by different stakeholders while making strong efforts towards cultural change among students, reintubation support and other necessary measures required in creating and nurturing student innovations and help sustaining them.
- It will aspire to create student innovators turning start-ups beyond technology domain as well.
- The policy ensures that the missing links of the innovation value chain like prototype support, IP protection, knowledge-based enterprise development, platform to showcase success stories, and similar challenges get mitigated through policy and allied support.
- To create an environment that converts at least 1% graduates into job creators by innovation and allied means.
- The policy aims to intervene and support at i) Idea level, ii) Innovation level and iii) Pre incubation level to achieve the broad goals of the policy.
- Creating culture of student startups and innovations by means of conferences, workshops, festivals, and other periodic events. Create avenues at state and national level events to showcase student startups and provide a platform for such startups to grow.
- Undertake culture building activities such as workshops, hackathons, etc. frequently

## **2. Startups Enabling Institutional Infrastructure**

- Create linkages with external stakeholders such as industries, private sector, and other relevant organisations to provide knowledge inputs

- Creation of pre-incubation and incubation facilities for nurturing innovations and startups in institutions should be undertaken
- Develop linkages between Industry and Academia to act as a bridge between students aspiring for internship/field exposure and local industry.
- Linking existing Technology Business Incubators (TBIs), incubation and specialised institutes with startup support system/council for mutual learning, capacity building and co-creation.
- Creation of a Student Innovation Fund to support the provisions of the policy
- Undertake a holistic approach and create systems to support ecosystem, process, startups with inclusion of sectors and spaces.
- Facilitate availing benefits provisioned under the Startup India plan and other available benefits for student innovators
- To create facilities within institution for supporting pre-incubation and Incubation by mobilizing resources from internal and external sources.
- The institution resources are generally not accessible to anyone who is not associated with the institution, either as an employee or a student. When involving company employees who are not associated with the institute, permission from the Principal and Department Head will be required.

### **3. Nurturing Innovations and Start ups**

- To establish processes and mechanisms for easy creation and nurturing of Start ups/enterprises by students (UG, PG, Ph.D.), staff (including temporary staff), faculty, alumni and potential start up applicants even from outside the institutions.
- IIC will offer mentoring and other relevant services through Pre-incubation/Incubation process in-return for fees, equity sharing and (or) zero payment basis. The modalities regarding Equity Sharing in Start-ups supported through IIC will depend upon the nature of services offered. Based on the usage of college resources (physical or mental) either equity or profit sharing will be done. It may vary from 10% to 40%.



- Since our college is affiliated to university, Students involving innovation-based work, leave/break of study may be availed as per university norms.
- Students involved in innovation-based work incentives may be given from college innovation budget head. It will vary from one type of innovations to another type of innovations. Depending upon the availability of fund in budget head, it will be released. However, incubate/start has to give presentation in front of NISP/IIC committee constituted for these types of activities in the campus.
- Students who are under incubation, but are pursuing some entrepreneurial ventures while studying should be allowed to use their address in the institute to register their company with due permission from the institution.
- Students entrepreneurs should be allowed to sit for the examination, even if their attendance is less than the minimum permissible percentage, with due permission from the institute.

- Institution should consider allowing use of its resource to faculty/students/staff wishing to establish start up as a fulltime effort.
- Create basic IPR and prototyping support to student projects
- Mentorship support on regular basis
- Institute may also link the startups to other seed-fund providers/ angel funds/ venture funds or itself may set up seed-fund once the incubation activities mature.
- The institute should also provide services based on mixture of equity, fee-based and/ or zero payment model. So, a startup may choose to avail only the support, not seed funding, by the institute on rental basis.
- Incentivise more practical learning through programs like startup internship, co-working, academic research etc so that students learn practical aspects of innovation and entrepreneurship.
- Attendance and similar relaxation to students upto suitable level for deserving student innovators and startups to allow them work focused on their ideas.
- The preincubation facility creates a strong pipeline for innovations to flourish in subsequent stages
- Students will be free to dedicate any time outside their regular academic hours and duties towards their companies. However, if deemed necessary, they may be allowed special leave towards startup activities subject to approval from the respective department heads and under no circumstance they will be allowed to avail this leave during the time of their scheduled exams.

#### **4. Product Ownership Rights for Technologies Developed at Institute**

- If the institute facilities / funds are used substantially IPR is to be jointly owned by inventors and the institute.
- Inventors and institute could together license the product / IPR to any commercial organisation, with inventors having the primary say.

- The company is expected to grant non-exclusive, royalty-free license to the Institution to the IP generated by the company while using institution resources for non-commercial purposes.
- Violation. Breach of the provisions of this Policy shall be dealt with under the normal procedures of the Institution, and in accordance with the relevant provisions of laws and regulations in force
- Institute should ensure that at no stage any liability accrue to it because of any activity of any startup.
- All institute's decision-making body with respect to incubation / IPR / technology-licensing will consist of heads of institute, faculty and experts who have excelled in technology translation. Other faculty in the department / institute will have no say, including heads of department,

## **5. Organizational Capacity, Human Resources and Incentives**

- Committed faculties those honestly wish to maintain a positive employment relationship with the institute and also who exhibit normative or continuance commitment should be deputed for training to promote I&E.
- A performance matrix should be developed and used for evaluation as part of annual performance and contribution of faculty/staff towards achieving I&E agenda should be part of matrix.
- Faculty and staff should be encouraged to do courses/trainings/certificates on innovations, entrepreneurship and IPR.
- Faculty and departments of the institutes have to work in coherence and cross-departmental linkages should be strengthened through shared faculty, cross-faculty teaching and research in order to gain maximum utilization of internal resources and knowledge.

## **6. Creating Innovation Pipeline and Pathways for Entrepreneurs at Institute Level**

- To spread awareness among students, faculty and staff about the value of entrepreneurship and its role in career development or employability should be a part of the institutional entrepreneurial agenda.

- Bringing together multiple stakeholders and system leaders – including community-based programs, postsecondary institutions, employers, government agencies, and, importantly, youth themselves – to remove barriers and improve systems that serve opportunity youth, with a focus on creating comprehensive pathways to education, family-sustaining careers, and successful adulthood.
- To respond to the interest expressed by collaborative and youth leaders in exploring entrepreneurship as a pathway to economic self-determination and wealth-building in low-income communities.
- To promote economic equity by ensuring that youth experiencing barriers to participation in the economy are provided with a full range of opportunities to develop an entrepreneurial mind-set and skills that can help them thrive in today's economy, as well as access to tools and resources needed by aspiring entrepreneurs.
- To support collaborative approaches that bring entrepreneurship education and training providers together with partners that facilitate access to key elements of the entrepreneurship ecosystem among student communities – including mentorship, business pitch competitions and seed funding, accelerators and incubators, hands-on workplace experience, and internships. Pathways also include wraparound supports that opportunity youth need to stabilize and thrive in their day-to-day lives (such as case management, housing and other services, work readiness training, and connections to additional career and skill-development opportunities)
- Students/ staff should be taught that innovation (technology, process or business innovation) is a mechanism to solve the problems of the society and consumers.
- Exposure to leaders in the local entrepreneurship community
- Hands-on learning including career exposure, job shadowing and internships

- Collective and concentrated efforts should be undertaken to identify, scout, acknowledge, support and reward proven student ideas and innovations and to further facilitate their entrepreneurial journey.
- Provide business incubation facilities: premises at subsidised cost. Laboratories, research facilities, IT services, training, mentoring, etc. should be accessible to the new startups.
- A culture needs to be promoted to understand that money is risk capital.
- Institute must develop a ready reckoner of Innovation Tool Kit, which must be kept on the homepage on institute's website to answer the doubts and queries of the innovators and enlisting the facilities available at the institute.
- It is envisioned that our pathways would connect participants to business development services after they completed their initial entrepreneurship training. Participants who wanted to pursue a business idea would then be provided with additional targeted supports.
- To stress that developing an understanding and acceptance of failure as a normal part of entrepreneurial pursuits (and day-today life) is especially important for opportunity youth, who are often dealing with trauma and negative experiences of being pushed out from education and workforce settings. To this end, all should work hand in hand to create supportive spaces in which students feel safe in taking risks and experimenting, even if their ideas do not succeed.

## **7. Norms for Faculty Startups**

- The faculty members are allowed to set up their own start-ups even without the involvement of students, but they must distinguish the ongoing research at the institute from the work done at the start-up.
- In case of selection of a faculty start-up by an outside, national or international, accelerator, a maximum leave (either paid or unpaid) of

one semester or even more, depending upon the decision of review committee constituted by the institute, may be permitted to the faculty,

- The faculty must not accept gifts from the start-up and not involve research staff or other staff of institute in activities at the start-up.
- Human subject related research in a start-up should get clearance from ethics committee of the institute
- It is very particular that the regular duties should be performed by the faculty member without fail owing to her involvement in the start-up activities
- Entrepreneurial activity must be balanced by careful review of the proposed relationships, which may or may not be allowed. These relationships may require active management to assure openness in research, academic freedom for trainees, and clear understanding about how conflicts of interest are to be managed.
- It's important for inventors to understand that this policy covering options and licenses is intended to enable inventors to succeed in translating their technologies into use without jeopardizing the mission or funding status of the institution
- Conflict of Interest and Conflict of Commitment. It should be noted that the staff should take all possible steps to ensure that her duties and responsibilities of the institution take precedence over all other activities.

## **8. Pedagogy and Learning Interventions for Entrepreneurship Development**

- Required delivery of a portfolio of assignments regarding: opportunity identification and evaluation, team framework and routines, technology and market analysis, business planning, financial reporting and investment applications, stakeholder analysis, negotiation, etc.

- Students are both required and encouraged to examine, explain, and discuss their own thoughts, feelings, and actions in order to develop personalized reasoning for entrepreneurial action
- Staged individual decision points at which input or choice is made about the venture idea, venture team, norm structure, engagement of additional stakeholders
- Substantial value-based component in doing entrepreneurship, requiring the development of self-awareness for why one chooses to engage in the entrepreneurial process. While most action-based learning in entrepreneurship has focused on doing the what, and some the how, another appropriate and arguably critical approach to fostering entrepreneurial learning is concerned with the learner's own Know Why.
- This paradigm places the student at the centre of the learning process and modifies the role of the teacher, who accompanies and guides in the construction of knowledge.
- The employment market is affected by rapid and frequent changes. To develop functional and adaptive students, it is important to enhance their exit profile. The development of transversal competencies (critical thinking, communication skills, problem solving,) in order to strengthen the skills of the students, is the major responsibility of teachers.
- Most students are already accustomed to a certain use of digital objects and pedagogical approaches involving digital technology. This reality must be taken into account in the design of educational activities and poses the challenge to provide digital skills training (ethics, methodology, and digital autonomy) to the students (and teachers).
- Sensitization of students should be done for their understanding on expected learning outcomes.
- In the beginning of every academic session, institute should conduct an induction program about the importance of I& E so that freshly inducted

students are made aware about the entrepreneurial agenda of the institute and available support systems.

- Enable students to give a meaning to their studies
- Its objective is the transmission of knowledge in the field of entrepreneurship, the development of the entrepreneurial mind set (to undertake a project and see it through) as well as entrepreneurship (to create a for-profit or a not-for-profit business). Teachers should share their knowledge of launching businesses and set up activities and projects that bring students to produce goods, a service or an innovative event that is worthwhile for their milieu.
- Pedagogical changes need to be done to ensure that maximum number of student projects and innovations are based around real life challenges. Learning interventions developed by the institutes for inculcating entrepreneurial culture should be constantly reviewed and updated.
- To introduce annual 'INNOVATION & ENTREPRENEURSHIP AWARD' to appreciate outstanding ideas, successful enterprises and contributors for promoting innovation and enterprises ecosystem within the institute
- It facilitate the students to mobilize informational resources in order to understand and then find a solution to a problem found in trigger material. Whether it is used in a collaborative or individual learning context, the problem-based approach engages the student in a cognitive process through the use of concrete situations and a constructivist approach to learning.
- Create discussion forums to follow the construction of learning and the manner in which the learning structures the student's thoughts.
- Select concrete experiences and propose activities that would stimulate the tasks carried out in their business world.
- Propose internships, participation in a mini enterprise or on site visits



- Use video capsules so that students can acquire new knowledge autonomously.
- Innovation champions should be nominated from within the students/ faculty/ staff for each department/ stream of study.
- Industry linkages should be leveraged for conducting research and survey on trends in technology, research, innovation, and market intelligence.

## **9. Collaboration, Co-creation, Business Relationships and Knowledge Exchange**

- Stakeholder engagement should be given prime importance in the entrepreneurial agenda of the institute. Institutes should find potential partners, resource organizations, micro, small and medium sized enterprises (MSMEs), social enterprises, schools, alumni, professional bodies and entrepreneurs to support entrepreneurship and co-design the programs.
- Knowledge exchange through collaboration and partnership to be made a part of institutional policy and institute to provide support mechanisms and guidance for creating, managing and coordinating these relationships.
- Through formal and informal mechanisms such as internships, teaching and research exchange programmes, clubs, social gatherings, etc., faculty, staff and students of the institutes should be given the opportunities to connect with their external environment.
- Single Point of Contact (SPOC) mechanism should be created in the institute for the students, faculty, collaborators, partners and other stakeholders to ensure access to information.

## **10. Entrepreneurial Impact Assessment**

- Impact assessment of institute's entrepreneurial initiatives such as pre-incubation, incubation, entrepreneurship education should be performed regularly using well defined evaluation parameters
- Impact assessment for measuring the success should be in terms of sustainable social, financial and technological impact in the market. For innovations at pre-commercial stage, development of sustainable enterprise model is critical. COMMERCIAL success is the ONLY measure in long run.

## **Conclusion**

There are additional questions to be explored. These include:

What are the typical experiences of youth who engage in entrepreneurship pathways? What skills do they develop, and what do they find value in? • What are the actual, achievable outcomes for youth in terms of skill and career development (connections to employment and ongoing education as well as entrepreneurship)? What can we learn about how youth balance their need to earn income while working to launch a business? We look forward to exploring these questions with our NISP as we continue to build our pathways, and to engaging with others working to explore the value of entrepreneurship for opportunity youth.