



# Sree Ayyappa College for Women

Re-accredited with B Grade by NAAC  
Chunkankadai, Nagercoil, Tamil Nadu 629807



## INSTITUTION'S **INNOVATION** AND **STARTUP** POLICY FOR STUDENTS AND FACULTY

## Contents

1	Preamble	3
2	Vision	3
3	Mission	3
4	Goals	4
	4.1 Short-term goals . . . . .	4
	4.2 Long-term goals . . . . .	4
5	Objectives	5
6	Strategies and Governance:	6
7	Startups Enabling Institutional Infrastructure	7
8	Nurturing Innovations and Startups	7
9	Product Ownership Rights for Technologies Developed at Institute	9
10	Organizational Capacity, Human Resources and Incentives	9
11	Creating Innovation Pipeline and Pathways for Entrepreneurs at Institute Level	10
12	Norms for Faculty Startups	11
13	Pedagogy and Learning Interventions for Entrepreneurship Development	12
14	Collaboration, Co-creation, Business Relationships and Knowledge Exchange	14
15	Entrepreneurial Impact Assessment	15
16	Innovation and Startup Policy SAC Implementation Committee	16

## **1 Preamble**

In November 2016, the All India Council of Technical Education (AICTE) released a start-up Policy document for AICTE approved institutions, to address the need for inculcation of innovation and entrepreneurial culture in Higher Education Institutions (HEIs). NISP-2019 permits HEIs to develop their own comprehensive guidelines and policy on innovation and start-ups. In June 2018, the government of Tamil Nadu has released Startup and Innovation policy 2018-2023 with a mission of providing an enabling and innovative ecosystem for startups registered in the State and to make Tamil Nadu a Global Innovation Hub for Startups by 2023.

Sree Ayyappa College for Women has framed its own Innovation and Startup Policy in alignment with the aforementioned guidelines. To devise the policy, a committee was constituted at the college. The committee is responsible for appropriately framing the policy at the institute level, considering the available resources and facilities. Formulation of institute level policy is strictly based on the guidelines given by NISP-2019. Recognising the pivotal role of innovation in shaping the future, Innovation and Startup Policy of Sree Ayyappa College for Women (SAC-ISP) enables the institute to foster entrepreneurial and innovative initiatives within the campus community. Through the implementation of this policy, the college aims to promote and support active participation of faculty members and students in Innovation and Entrepreneurship (I&E) related activities. This policy document will also evolve with time and adopt best practices to facilitate innovation and entrepreneurship in the college community.

## **2 Vision**

To envision a dynamic and transformative ecosystem where innovation and entrepreneurship flourish, by fostering an environment that nurtures the entrepreneurial spirit of students and faculty, and equip them with the skills, knowledge, and mindset needed to thrive in an ever- evolving landscape

## **3 Mission**

- To inspire and nurture an environment that encourages students to think critically and explore innovative solutions to complex challenges
- To provide comprehensive support for aspiring entrepreneurs
- To create a space for collaboration, co-creation, business relationships and knowledge exchange

- Strive to forge strategic partnerships with industry leaders, investors, and startup accelerators and thereby provide students with unparalleled networking opportunities, mentorship, and exposure to real-world challenges.

#### **4 Goals**

The establishment of goals plays a crucial role in providing a roadmap for the development, implementation, and sustained growth of an institutions Innovation and Startup Policy. For the effective implementation of innovation and start-up policy, framing well-defined short-term and long-term goals are essential. Short-term goals are targeted to achieve within three years, whereas long term goals are to be achieved within five years. Short term goals of the college aims to create a proper awareness of the relevance and requirements of innovation and entrepreneurship in the institute level educational ecosystem. Ultimately, through achieving the long-term goals, the college aims to build a fully established hub for innovation and entrepreneurship.

##### **4.1 Short-term goals**

- Effectively harness available resources and infrastructure to foster awareness about innovation and entrepreneurship
- Instill a mindset of innovation and entrepreneurship within the student body, faculty, and staff, cultivating a culture that promotes creative thinking and business initiative
- Enable proper communication channels by making use of technologies to gear up the Institute for innovation and entrepreneurial initiatives
- Reform existing educational ecosystem to include innovation and entrepreneurial aspects

##### **4.2 Long-term goals**

- Discover novel means to revolutionize the concept of innovation and entrepreneurship
- Transform the institute into a central hub of resources dedicated to fostering and supporting innovation and entrepreneurship initiatives Support social development through providing institutional facilities to external aspirants
- Establish a platform for students, faculty and staff to convert innovative ideas into successful businesses

- Collaborate with other agencies/organizations to share the capabilities for innovations and entrepreneurships
- Increase the rate of self-employability and the quality of start-ups within the Institute

## 5 Objectives

- Aspires to cultivate a culture of innovation by encouraging students to think creatively and develop unique solutions to real-world problems
- Conduct events such as workshops, seminars, conferences, conclaves, etc. under the auspices of existing facilities to create awareness on innovation and entrepreneurship for students, staff, and faculty
- To set up incubators and accelerators within the college to support the development of startup ideas, offering resources, mentorship, and funding; thereby raise the number of women entrepreneurs in our locality
- Collaborate with national/international level institutes/agencies/organizations to establish partnerships in innovations and entrepreneurships
- Provide necessary support to the students to launch their own startups during their course of study

## **Institutions Innovation and Startup Policy for Students and Faculty**

### **6 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 the students to 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 and Entrepreneurship (I&E).
- It synergises complementary efforts by different stakeholders while making strong efforts towards cultural change among students, pre-incubation 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.

## **7 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 Heads of the Department will be required.

## **8 Nurturing Innovations and Startups**

- To establish processes and mechanisms for easy creation and nurturing of Startups/enterprise by students (UG, PG, Ph.D.), staff (including temporary staff), faculty, alumni and potential startup 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 Startups supported through IIC will depend upon the nature of services offered. Based on the usage of college resources (physical or intellectual) either equity or profit sharing will be done. It may vary from 2% to 5%.
- 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 is contingent on the nature and scope of each specific innovation endeavour. Depending upon the availability of fund in budget head, it will be released. However, incubate/start has to give presentation in front of SAC-ISP/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 pre-incubation 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 heads of the department and under no circumstance they will be allowed to avail this leave during the time of their scheduled exams.

#### **9 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 institutes 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.

#### **10 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.
- Faculty and staff should be encouraged to do courses/trainings/certificates on innovations, entrepreneurship and IPR.
- Faculty from each department should 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.

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

- To spread awareness among students, faculty and staff on 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 for 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 to identify, scout, acknowledge, support and reward proven student ideas and innovations and to further facilitate their entrepreneurial journey.
  - To provide business incubation facilities: premises at a subsidised cost. Laboratories, research facilities, IT services, training, mentoring, etc. to the new startups.
  - A culture needs to be promoted to understand that money is risk capital.
  - 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.
  - 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.

## **12 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 on- going 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 is important for inventors to understand that this policy covering options and licenses are intended to enable inventors to succeed in translating their technologies into use without jeopardizing the mission or funding status of the institution.
- It should be noted that the staff should take all possible steps to ensure that their duties and responsibilities towards the institution take precedence over all other activities.

### **13 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 learners 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 students 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.

#### **14 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.

### 15 Entrepreneurial Impact Assessment

- Impact assessment of institutes 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.



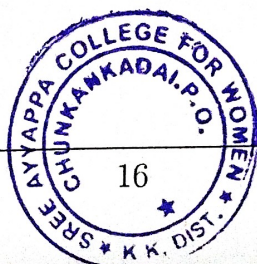
*Anjana V.R*  
*11/2/24*

**Dr. V.R. ANJANA**  
**PRINCIPAL**  
**Sree Ayyappa College for Women**  
**Chunkankadai**

16 Innovation and Startup Policy SAC Implementation Committee

Sl. No.	Name of the Faculty with Designation	Role
1	Dr. V. R. Anjana Principal, Sree Ayyappa College for Women Contact no: 9488073939 Email: nakula23@gmail.com	Chairman
2	Ms. V. P. Prasaja Assistant Professor of English & NISP Coordinator Sree Ayyappa College for Women Contact no:9746730500 Email: prasajavp@gmail.com	Convenor
3	Dr. Ajit Prabhu V Chief Scientist (SciG) & Nodal Officer, PIC-K Technology Development & Project Management Division (TDPMD), KSCSTE, Government of Kerala Contact no:0471254825 Email: prabhu.kscste@kerala.gov.in	External Expert
4	Dr. S. Prakash Chief Executive Officer & Director-Research, Nehru Group of Institutions - Technology Business Incubator (NGITBI),(Catalyzed & Supported by NSTEDB, DST, GoI, New Delhi),Coimbatore, Tamil Nadu & Kerala, India Contact no: 9597888907 Email: tbidirector@nehrucolleges.com	External Expert
5	Dr. Manoj M Associate Professor, Marian Engineering College Trivandrum,Mentor Atal Tinkering labs, Faculty Facilitator Pradhan Mantri Yuva Yojana Contact no: 9847321011 Email: manoj.ec@marian.ac.in	External Expert
6	Dr. Arun Surendran Strategic Director and Principal, Trinity College of Engineering, Trivandrum Contact no: 9495270615 Email: principal@thetrinitycollege.in	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, Contact no: 8848903488 Email: cep@acutrotech.com	External Expert
8	Dr. M. Menaka CEO Bioneemtec India Pvt. Ltd., Womens Biotech Park, Siruseri, Chennai, Tamilnadu Contact no: 9600097329 Email: drmmenaga81@gmail.com	Alumni Entrepreneur
9	Dr. Smitha Nair Associate Professor of Chemistry, Sree Ayyappa College for Women, President, IIC	Member
10	Dr. Srceya G. Nair Assistant Professor of Zoology, Sree Ayyappa College for Women, Member, IIC	Member
11	Dr. J. Prasannakumari Associate Professor of Economics, Sree Ayyappa College for Women, Vice President, IIC	Member
12	Dr. R. Radha Assistant Professor of Zoology, Sree Ayyappa College for Women Startup and NIRF Innovation Coordinator, IIC	Member

SAC



*Anjana V.R.*  
*12/24*  
**Dr. V.R. ANJANA**  
**PRINCIPAL**  
Sree Ayyappa College for Women  
Chunkankadai