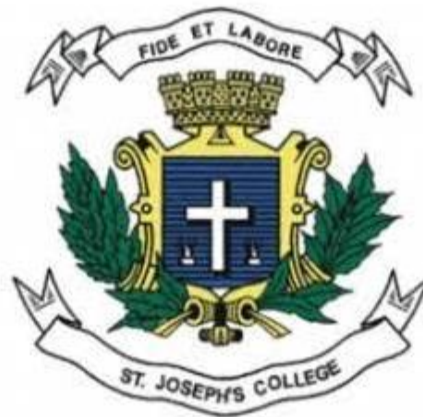


Innovation and Startup Policy 2021-22

ST. JOSEPH'S COLLEGE (AUTONOMOUS)

BENGALURU-27



Re-accredited with 'A' GRADE and 3.73/4 CGPA by NAAC
Recognised by UGC as College of Excellence

St. Joseph's College Innovation and Startup Policy 2021-22

Preamble - In November 2016, All India Council of Technical Education (AICTE) released a Startup Policy document for AICTE approved institutions, to address the need of inculcation of innovation and entrepreneurial culture in higher education institutions (HEIs). The policy primarily focused on guiding the AICTE approved institutions in implementing 'Startup Action Plan' of Government of India. Subsequent to release of the Startup policy by AICTE and further interaction & feedback received from education institutions, a need was felt for a more elaborate and comprehensive policy guiding document, which could be applicable for all the HEIs in India. This leads to the 'National Innovation and Startup Policy (NISP)'.

In context to the innovation and start policy, we have constituted a committee of seven members. This policy will facilitate Intellectual Property ownership management, technology licensing and institutional Startup policy, thus enabling creation of a robust innovation and Start up ecosystem across St. Joseph's College (Autonomous) Bengaluru.

Vision - To facilitate the development of an entrepreneurial ecosystem

Mission –

- To identify student innovators, promote and support them to evolve self sustaining business models. It works to cultivate the innovation ecosystem within the university to harness the entrepreneurial potential of the young minds.
- Resource mobilization plan should be worked out at the Institution level for supporting pre-incubation, incubation infrastructure and facilities to promote and develop entrepreneurial activities.

Objectives –

- To develop an elaborated and comprehensive I & E strategy and policy guiding document
- To implement I & E strategy and policy
- To support incubators
- To define evaluation parameters of pre-incubation, incubation, entrepreneurship education of SJC
- To develop the strategy to raise funds
- To promote importance of innovation and entrepreneurial and highlighted at institutional programs such as conferences, convocations, workshops, etc.

| NISP Team members of St. Joseph's College (Autonomous) Bangalore | |
|---|---------------------|
| Name | Designation |
| Fr. Dr. Victor Lobo S J | Principal |
| Fr. John | Finance officer |
| Dr. Arul Mani | IIC member |
| Dr. Neil Tannen | IIC member |
| Dr. Jayati Bhadra | NISP coordinator |
| Dr. Md.Umair | IIC member |
| Mr. David | Alumni Entrepreneur |

Coordinator's Credentials –

1. A senior person at the level of dean/ director/ equivalent position
2. Person who understands the industry and above all business.

Review Committee –

1. Review the Innovation policy and upgrade every year based on requirements.
2. Review of start up by students and based on the progress made. Appropriate credits for academics will be given.
3. Approve faculty and staff to take off for a semester / year (or even more depending upon the decision of review committee constituted by the institute) as sabbatical/ unpaid leave/ casual leave/ earned leave for working on startups and come back.
4. evaluating the annual performance of the faculty based on involvement in I & E activities for promotion of staff..

Stake Holders –

1. St. Joseph's College(Autonomous) Bengaluru
2. Entrepreneurs(Student/Faculty/alumni/ outsider)
3. Human Resources(mentor faculties, office staffs)
4. Public Funding agencies, Angel investors ,VCs (for fund)
5. SJC's IPR Cell

1. Strategies and Governance

- I. Investment in the entrepreneurial activities should be a part of the institutional financial strategy. Institute can set up its own fund create a fund with the help of

stake holders called “Innovation fund”. The “Innovation fund” should be allocated for funding and supporting innovation and startups related activities. Based on future projected requirements, “Innovation fund” can be increased.

- II. Based on Business plans, SJC can raise funds from diverse sources to reduce dependency on the public funding. Bringing in external funding through government (state and central) such as DST, DBT, MHRD, AICTE, TDB, TIFAC, DSIR, CSIR, BIRAC, NSTEDB, NRDC, Startup India, Invest India, MeitY, MSDE, MSME, etc.) and non-government sources such as VC firms.
- III. To support technology incubators, SJC should approach private and corporate sectors to generate funds, under Corporate Social Responsibility (CSR) as per Section 135 of the Company Act 2013
- IV. SJC should actively engage alumni network for promoting Innovation & Entrepreneurship (I&E) for raising funds through sponsorships and donations.
- V. Importance of innovation and entrepreneurial agenda should be known across the institute and should be promoted and highlighted at institutional programs such as conferences, workshops(such as Corporate Genesis) etc.
 - a. Incorporate entrepreneurial activities across all the departments and Institutes of SJC, faculties of SJC.
 - b. Organize “Saturday Market” to encourage entrepreneurs as part of Product to market strategy.
 - c. SJC can allow local entrepreneurs to use incubation center for nominal charges
 - d. Strategic international partnerships should be developed using bilateral and multilateral channels with international innovation clusters and other relevant organization. Moreover, international exchange programs, internships, engaging the international faculties in teaching and research should also be promoted.

2. Startups Enabling Institutional Infrastructure

- a. SJC started incubation center since 2020 and E-cell since 2007. We need to set up Pre-incubation center which will be accessible 24x7 to students, staff and faculty of all disciplines and departments/ Institutes across SJC.
- b. SJC can offer mentoring and other relevant services through Pre-incubation/Incubation units in-return for fees, equity sharing and (or) zero payment basis.

3. Nurturing Innovations and Start ups

- a. For easy creation and nurturing of Startups/enterprises by students (UG, PG, Ph.D.), staff (including temporary or project staff), faculty, alumni and potential start up applicants even from outside SJC will ensure to achieve the following:

- I. Incubation support: Offer access to pre-incubation & Incubation facility to startups by students, staff and faculty for mutually acceptable time-frame. For intellectual support, SJC may reach out to nearest incubation facilities such as IIMB.
 - II. Will allow licensing of IPR from institute to start up: Ideally students and faculty members intending to initiate a startup based on the technology developed or co-developed by them or the technology owned by the SJC, should be allowed to take a license on the said technology on easy term, either in terms of equity in the venture and/ or license fees and/ or royalty to obviate the early stage financial burden.
- b. Student inventors may also be allowed to opt for startup in place of their mini project/ major project, seminars, summer trainings. The area in which student wants to initiate a startup may be interdisciplinary or multidisciplinary. However, the student must describe how they will separate and clearly distinguish their ongoing research activities as a student from the work being conducted at the start up. 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.
 - c. 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.
 - d. SJC should allow their students to take a semester/year break (or even more depending upon the decision of review committee constituted by the institute) to work on their start-ups and re-join academics to complete the course. Student entrepreneurs may earn academic credits for their efforts while creating an enterprise. Institute should set up a review committee for review of start up by students, and based on the progress made, it may consider giving appropriate credits for academics
 - e. The institute should explore provision of accommodation to the entrepreneurs within the campus for some period of time.
 - f. Allow faculty and staff to take off for a semester / year (or even more depending upon the decision of review committee constituted by the institute) as sabbatical/ unpaid leave/ casual leave/ earned leave for working on startups and come back. Institution should consider allowing use of its resource to faculty/students/staff wishing to establish start up as a fulltime effort. The seniority and other academic benefits during such period may be preserved for such staff or faculty.
 - g. Entrepreneurship course is part of Undergraduate course for students with B.Sc (EMS). We can start a certification program for the students with 2 credits for undergraduate students. We can also start PG Diploma (Innovation, entrepreneurship and venture development) program where one can get degree while incubating and nurturing a startup company. AICTE has already issued guidelines for a similar program.
 - h. SJC will facilitate the startup activities/ technology development by allowing students/ faculty/ staff to use institute infrastructure and facilities, as per the choice of the potential entrepreneur in the following manners:
 - I. Short-term/ six-month/ one-year part-time entrepreneurship training.

- II.** Mentorship support on regular basis.
 - III.** Facilitation in a variety of areas including technology development, ideation, creativity, design thinking, fund raising, financial management, cash-flow management, new venture planning, business development, product development, social entrepreneurship, product costing, marketing, brand-development, human resource management as well as law and regulations impacting a business.
 - IV.** 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.
 - V.** License institute IPR as discussed in section 4 below.
- i. In return of the services and facilities, institute may take 2% to 9.5% equity/ stake in the startup/ company, based on brand used, faculty contribution, support provided and use of institute's IPR (a limit of 9.5% is suggested so that institute has no legal liability arising out of startup. The institute should normally take much lower equity share, unless its full-time faculty/ staff have substantial shares). Other factors for consideration should be space, infrastructure, mentorship support, seed funds, support for accounts, legal, patents etc.
 - For staff and faculty, institute can take no-more than 20% of shares that staff / faculty takes while drawing full salary from the institution; however, this share will be within the 9.5% cap of company shares, listed above.
 - No restriction on shares that faculty / staff can take, as long as they do not spend more than 20% of office time on the startup in advisory or consultative role and do not compromise with their existing academic and administrative work / duties. In case the faculty/ staff holds the executive or managerial position for more than three months in a startup, then they will go on sabbatical/ leave without pay/ earned leave.
 - j. SJC 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.
 - k. SJC could extend this startup facility to alumni of the institute as well as outsiders.
 - l. Participation in startup related activities needs to be considered as a legitimate activity of faculty in addition to teaching, R&D projects, industrial consultancy and management duties and must be considered while evaluating the annual performance of the faculty. Every competent faculty may be encouraged to mentor at least one startup
 - m. Product development and commercialization as well as participating and nurturing of startups would now be added to a bucket of faculty-duties and each faculty would choose a mix and match of these activities (in addition to minimum required teaching and guidance) and then respective faculty are evaluated accordingly for their performance and promotion.
 - n. SJC should ensure that at no stage any liability accrue to it because of any activity of any startup.
 - o. Pre incubation facility - In the pre-incubation planning phase, the following activities are to be performed:
 - i. Identification of problems: Students will visit various sectors like villages, hospitals, urban areas etc. and will visualize practical problems that are associated with those sectors. Various other field visits may occur for identification of real life problems.

- II. Idea generation: Depending upon the problems students have to come out with a potential solution for a specific problem. That idea should be novel, innovative and can be able to solve a real life problem effectively.
- III. Collection of Ideas: Students have to submit the ideas in proper format to the authority in online mode. The ideas may be considered to take part in Toycathon, smart India Hackathon and National Innovation Contest I.e. conducted by MoE.
- IV. Screening of Ideas: Selected applicant will be invited to give presentation to evaluation committee based on their potency of idea they will be shortlisted.
- V. Supporting, mentoring and strengthening of ideas: The shortlisted ideas will go through series of workshops, webinars, lecture series etc. In order to improve their ideas to solve problems and know various aspects of startups. Each idea may be under mentorship of a mentor from KIIT DU. Under his/her provision ideas may go to incubation stage.
- VI. Business plan preparation: Workshop will be conducted on 'business plan development' for awareness of students by inviting renowned expert from industry or academia. Selected ideas are required to present their business plan with market analysis.
- VII. Prototype development: Finally students have to prepare a prototype for their ideas. The prototype may be prepared under direct supervision of mentor assigned.
- VIII. Basic Idea Testing: Student idea needs to be tested before applying for incubation. Academic Institutions must ensure pre-incubation qualification of a student's business idea.
- IX. Promoters Details: Relevant details of promoters are required to be validated before allowing start-ups to enter the incubation process.
- X. Registration of Start-up: The Student Start-up needs to be registered under a form of business entity like Partnership Firm, LLP, Private Limited Company.

4. Product Ownership Rights for Technologies Developed at SJC

- a. When SJC facilities / funds are used substantially or when IPR is developed as a part of curriculum/ academic activity, IPR is to be jointly owned by inventors and SJC.
 - I. Inventors and SJC could together license the product / IPR to any commercial organization, with inventors having the primary say. License fees could be either / or a mix of
 1. Upfront fees or one-time technology transfer fees

- 2. Royalty as a percentage of sale-price
 - 3. Shares in the company licensing the product.
- II.** If one or more of the inventors wish to incubate a company and license the product to this company, the royalties would be no more than 4% of sale price, preferably 1 to 2%, unless it is pure software product. If it is shares in the company, shares will again be 1% to 4%. For a pure software product licensing, there may be a revenue sharing to be mutually decided between the SJC and the incubated company.
- b. On the other hand, if product/ IPR is developed by innovators not using any institute facilities, outside 16 MIC office hours (for staff and faculty) or not as a part of curriculum by student, then product/ IPR will be entirely owned by inventors in proportion to the contributions made by them. In this case, inventors can decide to license the technology to third parties or use the technology the way they deem fit.
 - c. If there is a dispute in ownership, a minimum five membered committee consisting of two faculty members (having developed sufficient IPR and translated to commercialization), two of the SJC's alumni/ industry experts (having experience in technology commercialization) and one legal advisor with experience in IPR, will examine the issue after meeting the inventors and help them settle this, hopefully to everybody's satisfaction. Institute can use alumni/ faculty of other institutes as members, if they cannot find sufficiently experienced alumni / faculty of their own.
 - d. SJC IPR cell or incubation center will only be a coordinator and facilitator for providing services to faculty, staff and students. They will have no say on how the invention is carried out, how it is patented or how it is to be licensed. If institute is to pay for patent filing, they can have a committee which can examine whether the IPR is worth patenting. The committee should consist of faculty who have experience and excelled in technology translation. If inventors are using their own funds or non institute funds, then they alone should have a say in patenting.
 - e. SJC's decision-making body with respect to incubation / IPR / technology-licensing will consist of faculty and experts who have excelled in technology translation. Other faculty in the department / institute will have no say, including heads of department, deans or registrars.
 - f. Interdisciplinary research and publication on startup and entrepreneurship should be promoted.

5. Organizational Capacity, Human Resources and Incentives

- a. SJC should recruit staff that have a strong innovation and entrepreneurial/ industrial experience, behavior and attitude. This will help in fostering the I&E culture.
 - I. Some of the relevant faculty members with prior exposure and interest should be deputed for training to promote I & E.

- II. To achieve better engagement of staff in entrepreneurial activities, institutional policy on career development of staff should be developed.
- III. Faculty and departments of the SJC 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.
- b. Periodically some external subject matter experts such as guest lecturers or alumni can be engaged for strategic advice and bringing in skills which are not available internally.
- c. Faculty and staff should be encouraged to do courses on innovation, entrepreneurship management and venture development.
- d. In order to attract and retain right people, institute should develop academic and non-academic incentives and reward mechanisms for all staff and stakeholders that actively contribute and support entrepreneurship agenda and activities.
 - I. The reward system for the staff may include sabbaticals, office and lab space for entrepreneurial activities, reduced teaching loads, awards, trainings, etc
 - II. The recognition of the stakeholders may include offering use of facilities and services, strategy for shared risk, as guest teachers, fellowships, associateships, etc.
 - III. A performance matrix should be developed and used for evaluation of annual performance.

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

- a. To ensure exposure of maximum students to innovation and pre incubation activities at their early stage and to support the pathway from ideation to innovation to market, mechanisms should be devised at institution level.
 - I. Spreading 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.
 - II. Students/ staff should be taught that innovation (technology, process or business innovation) is a mechanism to solve the problems of the society and consumers. Entrepreneurs should innovate with focus on the market niche.
 - III. Students should be encouraged to develop entrepreneurial mindset through experiential learning by exposing them to training in cognitive skills (e.g. design thinking, critical thinking, etc.), by inviting first generation local entrepreneurs or experts to address young minds. Initiatives like idea and innovation competitions, hackathons, workshops, bootcamps, seminars, conferences, exhibitions, mentoring by academic and industry personnel, throwing real life challenges, awards and recognition should be routinely organized.
 - IV. To prepare the students for creating the start up through the education, integration of education activities with enterprise-related activities should be done.

- b. SJC should link their startups and companies with wider entrepreneurial ecosystem and by providing support to students who show potential, in pre-startup phase. Connecting student entrepreneurs with real life entrepreneurs will help the students in understanding real challenges which may be faced by them while going through the innovation funnel and will increase the probability of success.
- c. SJC's IIC should guide institutions in conducting various activities related to innovation, startup and entrepreneurship development. 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.
- d. For strengthening the innovation funnel of the institute, access to financing must be opened for the potential entrepreneurs.
 - I. Networking events must be organized to create a platform for the budding entrepreneurs to meet investors and pitch their ideas.
 - II. Provide business incubation facilities: premises at subsidised cost. Laboratories, research facilities, IT services, training, mentoring, etc. should be accessible to the new startups.
 - III. A culture needs to be promoted to understand that money is not FREE and is risk capital. The entrepreneur must utilize these funds and return. While funding is taking risk on the entrepreneur, it is an obligation of the entrepreneur to make every effort possible to prove that the funding agency did right in funding him/ her.
- e. SJC must develop a ready reckoner of Innovation Tool Kit, which must be kept on the homepage on SJC's website to answer the doubts and queries of the innovators and enlisting the facilities available at the institute.

7. Norms for Faculty Startups

- a. For better coordination of the entrepreneurial activities, norms for faculty to do startups should be created by the SJC. Only those technologies should be taken for faculty startups which originate from within the same institute.
 - I. Role of faculty may vary from being an owner/ direct promoter, mentor, consultant or as on-board member of the startup.
 - II. Institutes should work on developing a policy on 'conflict of interests' to ensure that the regular duties of the faculty don't suffer owing to his/her involvement in the startup activities.
 - III. Faculty startup may consist of faculty members alone or with students or with faculty of other institutes or with alumni or with other entrepreneurs.
- b. In case the faculty/ staff hold the executive or managerial position for more than three months in a startup, they will go on sabbatical/ leave without pay/ utilize existing leave.
- c. Faculty must clearly separate and distinguish on-going research at the institute from the work conducted at the startup/ company.

- d. In case of selection of a faculty start up by an outside national or international accelerator, a maximum leave (as sabbatical/ existing leave/ unpaid leave/ casual leave/ earned leave) of one semester/ year (or even more depending upon the decision of review committee constituted by the institute) may be permitted to the faculty.
- e. Faculty must not accept gifts from the startup.
- f. Faculty must not involve research staff or other staff of institute in activities at the startup and vice-versa.
- g. Human subject related research in startup should get clearance from ethics committee of the institution.

8. Pedagogy and Learning Interventions for Entrepreneurship Development

- a. Diversified approach should be adopted to produce desirable learning outcomes, which should include cross disciplinary learning using mentors, labs, case studies, games, etc. in place of traditional lecture-based delivery.
 - I. Student e-cell must organize competitions, boot camps, workshops, awards, etc. E-cell should be involved in institutional strategy planning to ensure enhancement of the student's thinking and responding ability.
 - II. Institutes should start annual 'INNOVATION & ENTREPRENEURSHIP AWARD' to recognize outstanding ideas, successful enterprises and contributors for promoting innovation and enterprises ecosystem within the institute.
 - III. For creating awareness among the students, the teaching methods should include case studies on business failure and real-life experience reports by startups.
 - IV. Tolerating and encouraging failures: Our systems are not designed for tolerating and encouraging failure. Failures need to be elaborately discussed and debated to imbibe that failure is a part of life, thus helping in reducing the social stigma associated with it. Very importantly, this should be a part of institute's philosophy and culture.
 - V. Innovation champions should be nominated from within the students/ faculty/ staff for each department.
- b. Entrepreneurship education should be imparted to students at curricular/ co-curricular/ extracurricular level through elective/ short term or long-term courses on innovation, entrepreneurship and venture development. Validated learning outcomes should be made available to the students.
 - I. Integration of expertise of the external stakeholders should be done in the entrepreneurship education to evolve a culture of collaboration and engagement with external environment.
 - II. 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. Curriculum for the entrepreneurship education should be continuously updated based on entrepreneurship research outcomes. This should also include case studies on failures.
- III. Industry linkages should be leveraged for conducting research and survey on trends in technology, research, innovation, and market intelligence.
 - IV. Sensitization of students should be done for their understanding on expected learning outcomes.
 - V. Student innovators, startups, experts must be engaged in the dialogue process while developing the strategy so that it becomes need based.
 - VI. Customized teaching and training materials should be developed for startups.
 - VII. It must be noted that not everyone can become an entrepreneur. The entrepreneur is a leader, who would convert an innovation successfully into a product; others may join the leader and work for the startup. It is important to understand that entrepreneurship is about risk taking. One must carefully evaluate whether a student is capable and willing to take risk.
- c. 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 SJC for inculcating entrepreneurial culture should be constantly reviewed and updated.

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

- a. Stakeholder engagement should be given prime importance in the entrepreneurial agenda of SJC. SJC is planning to have partner like IIMB, micro, small and medium sized enterprises (MSMEs), social enterprises, schools, alumni, professional bodies and entrepreneurs to support entrepreneurship and co-design the programs.
 - I. To encourage co-creation, bi-directional flow/ exchange of knowledge and people should be ensured between institutes such as incubators, science parks, etc.
 - II. Institute should organize networking events for better engagement of collaborators and should open up the opportunities for staff, faculty and students to allow constant flow of ideas and knowledge through meetings, workshops, space for collaboration, lectures, etc.
 - III. SJC should capitalize the knowledge gained through these collaborations.
 - IV. Care must be taken to ensure that events DON'T BECOME an end goal. First focus of the incubator should be to create successful ventures.
- b. Knowledge exchange through collaboration and partnership should be made a part of institutional policy and SJC must provide support mechanisms and guidance for creating, managing and coordinating these relationships.
 - I. Through formal and informal mechanisms such as internships, teaching and research exchange programs, clubs, social gatherings, etc., faculty, staff and

students of SJC should be given the opportunities to connect with their external environment.

- II. Connect of the institute with the external environment must be leveraged in form of absorbing information and experience from the external ecosystem into the SJC's environment.
- III. Single Point of Contact (SPOC) mechanism should be created in SJC for the students, faculty, collaborators, partners and other stakeholders to ensure access to information.
- IV. Knowledge management should be done by the institute through development of innovation knowledge platform.

10. Entrepreneurial Impact Assessment

- a. Impact assessment of SJC's entrepreneurial initiatives such as pre-incubation, incubation, entrepreneurship education should be performed regularly using well defined evaluation parameters.
 - I. Monitoring and evaluation of knowledge exchange initiatives, engagement of all departments and faculty in the entrepreneurial teaching and learning should be assessed.
 - II. Number of start ups created, support system provided at the institutional level and satisfaction of participants, new business relationships created by the institutes should be recorded and used for impact assessment.
 - III. Impact should also be measured for the support system provided by SJC to the student entrepreneurs, faculty and staff for pre-incubation, incubation, IPR protection, industry linkages, exposure to entrepreneurial ecosystem, etc.
- b. Formulation of strategy and impact assessment should go hand in hand. The information on impact of the activities should be actively used while developing and reviewing the entrepreneurial strategy.
- c. 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.