



G.T.N. ARTS COLLEGE (Autonomous),
Dindigul -5

Circular No.39/Staff & Students/2022-23

Date: 12.09.2022

CIRCULAR

INNOVATION AND STARTUP POLICY

In pursuance of the Ministry of Education's Innovation Cell (MIC), Government of India regulation 2019 that the Innovation, Startup and Entrepreneurship Policy of G.T.N. Arts College is framed and implemented in our college from 12.09.2022. This policy will act as a guide for the internal and external stakeholders (including faculty and students incubates) in order to foster and strengthen the culture of innovation and entrepreneurship amongst the faculty and students of our college.

A softcopy of the policy manual is uploaded on the NISP corner of the college website for your reference.

Webpage: www.gtnartscollege.ac.in


PRINCIPAL
(Dr. P. BALAGURUSAMY)

Circular to: Staff & Students (Aided & SSP)

Copy to: i) Academic Director (SSP)
ii) Vice-Principal (SSP)
iii) Advisor

Submitted to the Secretary & Correspondent

G.T.N. ARTS COLLEGE (AUTONOMOUS)

Affiliated to Madurai Kamaraj University, Affiliated by NAAC with 'B' Grade
Recognized Under DBT STAR COLLEGE SCHEME
Old Karur Road, Dindigul – 624 005, Tamilnadu.

INNOVATION AND START-UP POLICY



Supported by



Mr. M. S. Rajmohan
NISP, Institute Coordinator

Dr. P. Balagurusamy
Principal

GTNAC INNOVATION AND START-UP POLICY

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GTNAC INNOVATION AND START-UP POLICY

ABOUT NATIONAL INNOVATION AND START-UP POLICY 2019

The National Innovation and Start-up 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 Education in bringing uniformity across HEIs in terms of Intellectual Property ownership management, technology licensing and policy, to enable the creation of a robust innovation and Start-up ecosystem across all HEIs.

OBJECTIVES

India aspires to become a 5 trillion-dollar economy by 2024. To reach the mark, it needs to evolve systems and mechanisms to convert the present demographic dividend into high-quality technical human resources, capable of doing cutting-edge research and innovation towards deep-tech entrepreneurship. The 'National Student and Faculty Start-up Policy 2019' is a guiding framework to envision an educational system oriented towards startups and business opportunities for students and faculties. The guidelines help Indian higher education institutions develop an entrepreneurial agenda, manage Intellectual Property Rights (IPR) ownership, technology licensing, and equity sharing in start-ups or enterprises founded by faculty and students. In India, innovation is still not at the epicentre of educational systems. A policy framework is needed in to achieve the above goals and ambitions and to ensure that "Innovation and Start- up" culture is the fulcrum of our higher education system. These guidelines will enable institutions to actively support their faculty, staff and students to participate in innovation and entrepreneurship (I&E) related activities, thus encouraging students and faculty to consider start-ups and entrepreneurship as a potential career option.



ABOUT STATE INNOVATION AND STARTUP POLICY (TAMIL NADU VISION 2023)

Tamil Nadu is one of the economic power houses of India. Entrepreneurship, social mobility, economic growth and technology innovation have defined the growth story of the State. Today, the State has the potential to further enhance this by supporting the knowledge and capability of individuals to create new technology-driven enterprises to address challenges and take advantage of the opportunities present. This further complements "Tamil Nadu Vision 2023" goal of attaining a GSDP growth at a sustained pace of 11% per annum for the coming years. The contribution of the State to India's GDP is phenomenal in sectors like Automobiles, Commercial vehicles, Auto parts, Leather products, Textiles, Software and ITES. The scope of the state for technical innovation and product development is ample. In terms of infrastructure, Tamil Nadu is one of the best performing States in the country. With the highest GER, the State is the destination for students from various States, providing the highest number of skilled manpower and one among the best in terms of technically qualified manpower. Tamil Nadu houses the best and renowned Incubator of the country, namely, the IIT-Madras and many promising Incubators catering to the needs of entrepreneurs, students and researchers for innovating new products and processes in various fields. The State is increasingly becoming the destination for Start-ups in Software-as-a-service (SaaS). Thus the State is a potential anchor for many Start-ups not only in Tamil Nadu but also those thriving all over the country. The policy is presumed to nurture innovation, investment in R&D, infrastructure, knowledge creation, technological development and skilled manpower, resulting in high growth entrepreneurial ventures across the spectrum of sectors from agriculture, manufacturing, healthcare, education, logistics, social sector, urban development, environment, to Fintech and ICT.

Vision

To make Tamil Nadu a Global Innovation Hub and the most preferred destination for Start-ups by 2023.



Mission

To create, support and nurture a vibrant Startup ecosystem in Tamil Nadu resulting in innovation and entrepreneurship driven employment and economic growth, facilitating creation of at least 5000 Start-ups including 10 global high growth Start-ups by 2023.

CORE POLICY OBJECTIVES OF THE STATE

- a. Encourage, facilitate and support emergence of at least 5000 technology start-ups in the State.
- b. Extend a dedicated support to at least 10 global high growth start-ups developing innovative technology solution for high social impact in sectors like sanitation, food, clean energy, healthcare, education, etc.
- c. Establish support infrastructure and strengthen the existing mechanism in the thrust areas: Transportation & Logistics, Electrical & Electronics, Health Care & Bio-tech, Agriculture, Renewable energy, Climate change, Fintech, Textile, Information Technology (IT), Internet of Things (IoT), Artificial Intelligence (AI), Machine Learning (ML) and Software-as-a-Service (SaaS).
- d. Network (public and private) stakeholders
- e. Collaborate with educational institutions to promote entrepreneurship among the youth.
- f. Maximise industry engagement.
- g. Provide adequate incentives and resources to Start-ups, facilitators, mentors and investors to promote start-up culture in the State.
- h. Reduce the existing regulatory and tax burden on start-ups in the field of Labour, Pollution and building norms and base these on self-certification.
- i. Nurture budding start-ups defined as START STEPs to graduate into start-ups.
- j. Partner with reputed investors across India and the Globe to invest in Tamil Nadu start-ups.
- k. Brand start-up Hubs in geographically distinct locations – Chennai, Coimbatore, Salem- Erode, Madurai, Trichy-Thanjavur, Tirunelveli, etc.

GTNAC INNOVATION AND START-UP POLICY 2022

G.T.N. Arts College (GTNAC), Dindigul, has joined the campaign to implement the National innovation and Start-up Policy (NISIP) under the aegis of the Ministry of Education (MoE), Ministry of Innovation Cell (MIC) and adopted the policy framed by MIC.

The policy aims at promoting innovation and a startup culture among the students and faculty of higher education institutes. The policy aims at enabling HEIs to build, streamline and strengthen the innovation and entrepreneurial ecosystem on campus and will be instrumental in leveraging the potential of science, students' creative problem-solving and entrepreneurial mind-set, and promoting strong intra and inter-institutional partnerships with ecosystem enablers and different stakeholders at regional, national, and international level. The entrepreneurial ecosystem in higher education institutions will play an important role in identifying, mentoring, and nurturing the innovative and entrepreneurial potential of students, faculty, and staff, and transforming them into start-up entrepreneurs by providing funding, investment opportunities, and networking support to ensure the success of the innovation and venture.

Vision

To enhance the promotion of Innovation and Entrepreneurship and motivate faculty and students to take the path of entrepreneurship.

Mission

To incentivize the pipeline of Innovation and Entrepreneurship to faculty and students by providing incubation support, creating business collaboration, IPR assistance, receiving support from the Government, industries and various reputed institutions to realise and develop their potential.

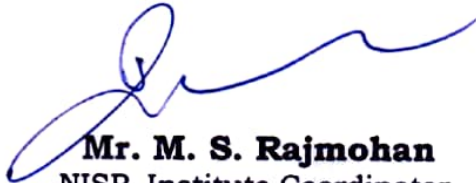
Objectives:

1. To promote students' start-up initiatives in college
2. To improve innovation, creativity and design thinking among the participants and to establish a full-fledged incubation centre in the institution.
3. Organise FDPs, Seminars and Workshops and Business Talks for awareness and knowledge gathering for the participants.
4. Strengthen the industry relations to improve the innovation and entrepreneurship facilities and knowledge among the participants
5. Build associations with various Government and private bodies for the better utilization of start-up schemes
6. Generate revenue through consultancy and start-ups

NISP Planning and Monitoring Committee

Internal Members		
S.No	Name of the Member	Key Role
1	Dr. P. Balagurusamy	Principal and President
2	Mr. M. S. Rajmohan	NISP, Institute Coordinator & ARIIA Coordinator
3	Dr. P. Ravichandran	Vice President, IIC
4	Dr. J. Sathiyabama	Convener, IIC
5	Dr. A. Pandiarajan	Start-up Activity Coordinator
6	Dr. M. Muthumari	NIRF Coordinator
7	Mrs. S. Vijayalakshmi	Innovation Activity Coordinator
8	Mr. Krushna Sharad Sonawane	Industry Connect Coordinator
9	Dr. M. Ponniah	Dean of Research
10	Dr. S. Saravanan	Academic Member
11	Dr. S. Amudha	Academic Member
12	Dr. L. Lakshmi Priya	Academic Member
13	Mr. U. Ranjith, III BCA	Student Member
14	Ms. D. Daisy Brijith Rani, II B.Sc. CS	Student Member

External Members		
S.No	Name of the Member	Key Role
1	Mr. A. Vengatachalam Managing Director Vivera Grande, Dindigul. Mobile: 9842143219	Alumnus
2	Mr. A. Krishna Moorthy IP Specialist S&H Partners, Bengaluru. Mobile: 8220672150	Member / IPR & Legal Consultant
3	Mr. J. K. Muthu MD, Kamalam Group, Chairman, DIGIT-ALL & TEDCO, Madurai. Mobile: 9345228184	Member / IT Consultant
4	Mr. Gautam Prakash Head of Operations V7 Lancers Technologies Pvt. Ltd., Madurai. Mobile: 9786687437	Member / IoT & Electronics Consultant
5	Mr. Daniel Prabhakaran Chief Executive Officer Annamalai Innovation and Incubation Research Foundation, Annamalai University. Mobile: 9176608820	Member / Incubation Consultant
6	Dr. C. Ram Kumar IIC Convener and Innovation Ambassador, Associate Professor of BME, Dr. N.G.P. Institute of Technology, Coimbatore. Mobile: 9176644603	Member / R&D Consultant


Mr. M. S. Rajmohan
NISP, Institute Coordinator


Dr. P. Balagurusamy
Principal

GTNAC INNOVATION AND START-UP POLICY

1. Strategies and Governance

- a. The college has formulated a well-defined and sustainable financial strategy in order to reduce the organizational constraints to work on the entrepreneurial agenda.
 - i. A minimum of 1% fund of the total annual budget of the institution will be allocated for funding and supporting innovation and start-ups related activities through creation of separate "Innovation fund."
 - ii. The institution also focuses on raising external funding from government (state and centre) agencies such as DST, DBT, MHRD, AICTE, TDB, TIFAC, DSIR, CSIR, BIRAC, NSTEDB, NRDC, Start-up India, Invest India, MeitY, MSDE, MSME, etc. and non-government sources.
 - iii. To support technology incubators, the institute may approach the private and corporate sectors to generate funds under Corporate Social Responsibility (CSR) as per Section 135 of the Company Act 2013.
 - iv. The institute also tries to raise funding through sponsorships and donations and the institute actively engages in alumni networking for the promotion of Innovation & Entrepreneurship (I&E).
- b. To expedite decision making, hierarchical barriers are minimized and individual autonomy and ownership of initiatives are promoted.
- c. Institutional programmes such as conferences, workshops, etc. are given major importance for promoting and highlighting the innovation and entrepreneurial agenda.
- d. The institution focuses to develop and implement I & E strategy and policy for the entire institute in order to integrate the entrepreneurial activities across the departments, faculties, within the institutes.
- e. Product to market strategy for start-ups is developed by the institute on case-to-case basis.
- f. The development of an entrepreneurial culture should not be limited within the boundaries of the institution.
 - i. The institution, being a driving force in developing an entrepreneurial culture in its vicinity (regional, social and community level), shall include giving opportunity for regional start-ups, provision to extend facilities for outsiders and active involvement. The institute will be defining the strategic direction for local development.



- ii. Strategic international partnerships are developed using bilateral and multilateral channels with international innovation clusters and other relevant organizations. Moreover, international exchange programs, internships, and engaging the international faculties in teaching and research are also promoted by the institution.

2. Start-ups Enabling Institutional Infrastructure

- a. The institution has a full-fledged and functioning MOE's Innovation Cell, ISP, EDC, IEDC, Innovation Cell, Start-up Cell, Student Clubs, etc. for the purpose of supporting Incubation/ acceleration and mobilizing resources from internal and external sources.
- b. The Pre-Incubation facility is accessible 24x7 to students, staff and faculty of all disciplines and departments across the institution.
- c. The institution offers mentoring and other relevant services through pre-incubation units in-return for fees, equity sharing and (or) zero payment basis. The modalities regarding equity sharing in Start-ups supported through these units will depend upon the nature of services offered by these units and are elaborately explained in Section 3.

3. Nurturing Innovations and Start ups

- The institution establishes processes and mechanisms for the creation and nurturing of Start-ups and enterprises by students (UG, PG, Ph.D.), staff, faculty, alumni and potential start-up applicants even from outside the institution.
- While defining their processes, institution will ensure to achieve the following:
 - i. Incubation support: Offer access to a pre-incubation facility to start-ups by students, staff and faculty for a mutually acceptable time-frame.
 - ii. Will allow licensing of IPR from the institute to start up: Ideally, students and faculty members intending to initiate a start-up based on the technology developed or co-developed by them or the technology owned by the institution would allow the institution to take a license on the said technology on easy terms, either in terms of equity in the venture and/ or license fees and/or royalty to obviate the early stage financial burden.
 - iii. Will allow setting up a start-up (including social start-ups) and working part time for the start-ups while studying/working: The institution will allow the students/staff to work on their innovative projects and setting up start-ups (including Social Start-ups) or work as intern/part-time in start-ups (incubated in any recognized HEIs/Incubators) while studying/working Student Entrepreneurs will earn credits for working on innovative prototype and business models. Institute may need to develop clear guidelines to formalize this mechanism Student inventors may also be allowed to opt for



start-up in place of their mini project, major project, seminars, summer training. The area in which a student wants to initiate a start-up may be interdisciplinary or multidisciplinary. However, the student must describe how he/she 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 are allowed to use their address at the institute to register their company with due permission from the institution.
- Student entrepreneurs are allowed to sit for the examination, even if their attendance is less than the minimum permissible percentage, with due permission from the ISP/EDC/IIC coordinator.
- The institution allows the students to take a semester/year break (or even more depending upon the decision of the review committee constituted by the institution) to work on their start-ups and re-join academics to complete the course. Student entrepreneurs will earn academic credits for their efforts while creating an enterprise. The institution committee reviews start-up by students, and based on the progress made, it may consider giving appropriate credits for academics.
- The institution permits accommodation to entrepreneurs within the campus for some period of time (as per the request raised by the entrepreneur and the decision made by the institutional committee).
- Faculty and staff are permitted to take off for a semester / year (or even more depending upon the decision of a review committee constituted by the institute) as sabbatical/ unpaid leave/ casual leave/ earned leave for working on start-ups and come back. The institution considers allowing the use of its resources to faculty/students/staff wishing to establish a start-up as a full-time effort. Seniority and other academic benefits may be maintained for such staff or faculty during this period.
- The institution will facilitate the start-up activities/ technology development by allowing students/ faculty/staff to use the institute's 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. The student startup must be facilitated based on the need in the 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. The institute will guide the start-ups to other seed-fund providers/ angel funds/ venture funds or itself may set up a seed-fund once the incubation activities mature.
 - v. License institute IPR as discussed in section 4 below.
- In return of the services and facilities, the institution will take 2% to 9.5% equity/ stake in the start-up company, based on brand used, faculty contribution, support provided and use of the institute's IPR. Other factors for consideration are space, infrastructure, mentorship support, seed-funds, support for accounts, legal, patents etc.
 - The institution will take 20% of the shares that staff/ faculty take while drawing a full salary from the institution. However, this share will be within the 95% cap of company shares, listed above.
 - There is no restriction on the number of shares that faculty and staff can take, as long as they do not spend more than 20% of office time on the start-up in an advisory or consultative role and do not compromise on their existing academic and administrative work and duties. In the event that the faculty / staff hold the executive or managerial position for more than three months in a start-up, they will go on sabbatical leave without pay or earned leave.
 - In the case of a compulsory equity model, a start-up may be given a cooling period of 3 months to use incubation services on a rental basis to take a final decision based on satisfaction of the services offered by the institution. In that case, during the cooling period, the institution will not force the start-up to issue equity on the first day of granting incubation support.
- j. The institution also provides services based on a mixture of equity, fee-based and/ or zero payment model. So, a start-up may choose to avail only the support, not the seed funding, from the institute on a rental basis.
 - k. The institution could extend this start-up facility to alumni of the institute as well as outsiders (as per the decision taken by the institutional committee).
 - l. Participation in start-up related activities is considered a legitimate activity of the faculty in addition to teaching, R&D projects, industrial consultancy and management duties and is considered while evaluating the annual performance of the faculty. Faculty willingness is encouraged by the institution to mentor at least one start-up.
 - m. Faculty members are encouraged by the institution in Product Development and Commercialization as well as participating and nurturing of start-ups in addition to the minimum required teaching and guidance and then the respective faculty are evaluated accordingly for their performance and promotion.

- n. The institution will update/change/revise the performance evaluation policies every year for faculty and staff as stated above.
- o. The institution ensures that at no stage will any liability accrue to it because of any activity of any start-up.

4. Product Ownership Rights for Technologies Developed at Institute

- a. When the institutions facilities / funds are used substantially or when IPR is developed as a part of a curriculum/ academic activity, IPR is to be jointly owned by inventors and the institution.
 - i. Inventors and Institution could together license the product / IPR to any commercial, organisation, 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 4% of the sale price, preferably 1 to 2%, unless it is a pure software product. If it is shares in the company, shares will again be 1% to 4%. For a pure software product license, there may be a revenue share to be mutually decided between the institution and the incubated company.
- b. On the other hand, if a product or IPR is developed by innovators not using any institute facilities, outside office hours (for staff and faculty) or not as a part of the curriculum by student, then the product or 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 in 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 commercialisation), two of the institute's alumni/ industry experts (having experience in technology commercialisation) and one legal advisor with experience in IPR, will examine the issue after meeting the inventors and help them settle it, hopefully to everybody's satisfaction. An institute can use alumni or faculty from other institutes as members if they cannot find sufficiently experienced alumni and faculty of their own.
- d. Institution IPR cell or incubation centre will only be a coordinator and facilitator for providing services to faculty, staff and students. They will have no say in how the invention is carried out, how it is patented or how it is to be licensed. If the institution is to pay for patent filing,

the institution's committee will examine whether the IPR is worth patenting. If inventors are using their own funds or non-institute funds, then they alone will have a say in patenting.

- e. If the inventor had used the institutions' resources for innovation activities but they were using their fund for patenting, then the institution committee would have a say in the patenting process.
- f. The institutions' decision-making body with respect to incubation/ IPR /technology-licensing consists of faculty and experts who have excelled in technology translation. Other faculty in the department/institute will have no say, including heads of department, heads of institute or deans.
- g. Interdisciplinary research and publication on startups and entrepreneurship are mandated and promoted by the institution.

5. Organizational Capacity, Human Resources and Incentives

- a. The institution has recruited staff who have strong innovation and entrepreneurial/industrial experience, behaviour and attitude. This is to help in fostering the I&E culture. Career Development Programmes are conducted frequently for faculty and staff members for their upskilling in entrepreneurial activities.
- b. Faculty and departments of the institution are encouraged to work in coherence and cross-departmental linkages are strengthened through shared faculty, cross-faculty teaching and research in order to gain maximum utilization of internal resources and knowledge.
- c. Periodically, external subject matter experts such as guest lecturers or alumni are invited for strategic advice and to bring in skills that are not available internally.
- d. Faculty and staff are encouraged to do courses on innovation, entrepreneurship management and venture development.
- e. In order to attract and retain the right people, the institution has developed academic and non-academic incentives and reward mechanisms for all staff and stakeholders that actively contribute to and support the 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, such as guest teachers, fellowships, associateships, etc.
 - iii. The Faculty Performance Indicator is devised as a matrix that is used for the evaluation of annual performance.

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

- a. To ensure maximum exposure of students to innovation and pre-incubation activities at their early stages and to support the pathway from ideation to innovation to market, mechanisms are devised at the institution level.
 - i. The institution places the greatest emphasis on educating students, faculty and staff about the importance of entrepreneurship and its role in career development or employability.
 - ii. Students and staff are taught that innovation (technology, process or business innovation) is a mechanism to solve the problems of the society and consumers. Entrepreneurs should innovate with a focus on the market niche.
 - iii. Students are encouraged to develop an 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, boot camps, seminars, conferences, exhibitions, mentoring by academic and industry personnel, throwing real-life challenges, awards and recognition should be routinely organized.
 - iv. The students are prepared to create a start-up through education. Integration of education activities with enterprise-related activities should be done.
- b. The institution links their start-ups and companies with the wider entrepreneurial ecosystem by providing support to students who show potential, in the pre-start-up phase. The student entrepreneurs are connected with real-life entrepreneurs to help the students understand real challenges which may be faced by them while going through the innovation funnel and will increase the probability of success.
- c. The institution has a full-fledged Institution's Innovation Councils (IICs) as per the guidelines of MOE's Innovation Cell and allocates an appropriate budget for its activities. The Institution's Innovation Council (IIC) guides institutions in conducting various activities related to innovation, start-up and entrepreneurship development. Collective and concentrated efforts are undertaken to identify, scout, acknowledge, support and reward proven student ideas and innovations and to further facilitate their entrepreneurial journey.



- d. Potential entrepreneurs must have access to financing in order to strengthen the institution's innovation funnel.
- i. Budding entrepreneurs are organised to work to create a platform for them to meet investors and pitch their ideas.
- ii. Provide facilities for business incubation. Premises are given at a subsidised cost. Laboratories, research facilities, IT services, training, mentoring, etc are given full access to the new start-ups.
- iii. A culture for all the start-ups and entrepreneurs is promoted to understand that money is not free and is risk capital. They are allowed to utilize these funds and return them. While funding is taking a risk on the entrepreneur, it is an obligation of the entrepreneur to make every effort possible to prove that the Institution/funding agency did right in funding him/her.
- e. The institution has developed a ready reckoner of Innovation Tool Kit, which is kept on the homepage on the institute's website to answer the doubts and queries of the innovators and enlist the facilities available at the institute.

7. Norms for Faculty Start-ups

- a. For better coordination of the entrepreneurial activities, norms for faculty to do start-ups are created by the institution. Only those technologies should be taken for faculty start-ups that originate from within the same institute.
 - i. The role of faculty may vary from being an owner or direct promoter, mentor, consultant or on-board member of the start-up.
 - 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 start-up activities.
 - iii. Faculty start-ups may consist of faculty members working alone, with students, with faculty from other institutes, with alumni, or with other entrepreneurs.
- b. In the event that the faculty/staff holds the executive or managerial position for more than three months in a start-up, they will go on sabbatical/ leave without pay/utilize existing leave.
- c. Faculty must clearly separate and distinguish on-going research at the institution from work conducted at the start-up/ company.
- d. In the case of the 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 the institution committee) may be permitted to the faculty.



- e. Faculty must not accept gifts from the start-up.
- f. Faculty must not involve research staff or other staff of the institute in activities at the start up and vice-versa.
- g. Human subject-related research in startups should get clearance from the institution's committee.

Norms for the Student's Start-up

- a. The organisation should ensure the institution or the incubation is equipped with technologies and advanced techniques that are required for the work area for the students' startup.
- b. Students should be provided with innovative policies, upgraded at specific intervals, and create a student body to run a smooth cell.
- c. To give students complete ownership of their business or any small-scale start-up and to encourage long-term success.
- d. Availing students with scholarships, mentorship from the mentors and furthermore, providing them with gifts in the form of incentives at all cost.
- e. To ensure that faculties provide proper guidance and encouragement to student entrepreneurs.
- f. To implement managerial skills in order to exchange knowledge with other collaborated work-fields and materials by conducting workshops, seminars and collaborations for the entrepreneur / student.
- g. To give students the freedom to work full-time or part-time jobs in any free time that allows outside of their academic hours and to take special leaves.
- h. To indulge students with science and technology-based research, relating it to the diversified needs of the present situation.
- i. To ensure that MSME has been incorporated into the student's progress and enlighten them about apps that provide the E-Gov services for loans and schemes.

8. Pedagogy and Learning Interventions for Entrepreneurship Development

- a. Diversified approach is adopted to produce desirable learning outcomes, which includes cross disciplinary learning using mentors, labs, case studies, games, etc. in place of traditional lecture-based delivery.
 - i. Student clubs/ bodies/ departments are instructed to organize competitions, boot camps, workshops, awards, etc. These bodies should be involved in institutional strategy planning to ensure that students' thinking and responding abilities are improved.
 - ii. The Institution will hold an annual "Innovation & Entrepreneurship Award" to recognise outstanding ideas, successful businesses, and contributors to the institute's promotion of innovation and the enterprise ecosystem.
 - iii. To create awareness among the students, the teaching methods inculcate case studies on business failure and real-life experience reports by start-ups.
 - iv. Tolerating and encouraging failures: Failures are elaborately discussed and debated to imbibe that failure is a part of life, thus helping to reduce the social stigma associated with them. This is a part of the institute's philosophy and culture.
 - v. Innovation champions are nominated from within the students/ faculty/ staff for each department/ stream of study.
- b. Entrepreneurship education is imparted to students at curricular / co-curricular / extra – curricular levels through elective/ short term or long-term courses on innovation, entrepreneurship and venture development. Validated learning outcomes are taught to the students.
 - i. Integration of expertise of the external stakeholders is done in entrepreneurship education to evolve a culture of collaboration and engagement with the external environment.
 - ii. At the beginning of every academic session, the institution will conduct an induction programme about the importance of I&E so that freshly inducted students are made aware of the entrepreneurial agenda of the institute and available support systems. The curriculum for the entrepreneurship education is continuously updated based on entrepreneurship research outcomes. This also includes case studies on failures.
 - iii. Industry linkages are planned to be leveraged for conducting research and surveys on trends in technology, research, innovation, and market intelligence.
 - iv. Sensitization of students is done for their understanding of expected learning outcomes.

- v. Student innovators, start-ups, experts are engaged in the dialogue process while developing the strategy so that it becomes need-based.
 - vi. Customized teaching and training materials are developed for start-ups.
 - vii. It must be noted that not everyone can become an entrepreneur. An entrepreneur is a leader who can successfully convert an innovation into a product; others may join the leader and work for the start-up. It is important to understand that entrepreneurship is about risk-taking. One must carefully evaluate whether a student is capable and willing to take a risk.
- c. Pedagogical changes are made to ensure that the maximum number of student projects and innovations are based on real-life challenges. Learning interventions developed by the institution for inculcating an entrepreneurial culture will be constantly reviewed and updated.

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

- a. Stakeholder engagement is given primacy in the entrepreneurial agenda of the institution. The institution will 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.
 - 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. The institution organises networking events to improve collaborator engagement and also provides a channel for staff, faculty, and students to exchange ideas and knowledge through meetings, workshops, collaboration space, lectures, and other means.
 - iii. Mechanisms are developed by the institution to capitalize on the knowledge gained through these collaborations.
 - iv. Care is taken to ensure that events don't become an end goal.
- b. The institution plans on developing a policy and guidelines for forming and managing relationships with external stakeholders including private industries.

- c. Knowledge exchange through collaboration and partnership is made a part of institutional policy and institution will 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 programmes, clubs, social gatherings, etc., faculty, staff and students of the institution are given the opportunities to connect with their external environment.
 - ii. Connectivity of the institution with the external environment is leveraged in the form of absorbing information and experience from the external ecosystem into the institutional environment.
 - iii. A Single Point of Contact (SPOC) mechanism is created in the institute for students, faculty, collaborators, partners and other stakeholders to ensure access to information.
 - iv. Mechanisms are devised by the institutions to ensure maximum exploitation of entrepreneurial opportunities with industrial and commercial collaborators.
 - v. Knowledge management is done by the institute through the development of an innovation knowledge platform using in-house Information & Communication Technology (ICT) capabilities.

10. Entrepreneurial Impact Assessment

- a. Impact assessment of institutional entrepreneurial initiatives such as pre-incubation, incubation, and entrepreneurship education are performed regularly using well-defined evaluation parameters.
 - i. Monitoring and evaluation of knowledge exchange initiatives, engagement of all departments and faculty in entrepreneurial teaching and learning is periodically assessed.
 - ii. Number of start-ups created, support system provided at the institutional level and satisfaction of participants, new business relationships created by the institution are recorded and used for impact assessment
 - iii. Impact shall also be measured for the support system provided by the institution 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 shall go hand in hand. The information on impact of the activities shall be actively used while developing and reviewing the entrepreneurial strategy.

- c. An impact assessment is used to measure the success in terms of sustainable social, financial and technological impact in the market. For innovations at pre-commercial stage, the development of a sustainable enterprise model is critical. Commercial success is the only measure in the long run.

Tentative Action Plan for the Next 5 years:

S.No	Activity	Frequency
1	One Day Workshop on "Entrepreneurship and Innovation as Career Opportunity"	2 Per Year
2	One Day Workshop on Problem Solving/Design Thinking/Ideation Workshop/ Campus Hackathon etc.	2 Per Year
3	Field/Exposure Visit to Village/Society /School/Industry/Market – Identity real Life Problem	2 Per Year
4	Seminar on Accelerator/Incubation - Opportunity for Student Faculty - Early Stage Entrepreneurs	1 Per Year
5	Field/Exposure Visit to Design Centre/Makers' Space/Fab Lab/Prototype Lab/Tinkering Lab etc.	2 Per Year
6	One Day Awareness/Mentoring Session on IPR & IP Management for Innovation and Start-ups	1 Per Year
7	Interactive/online Session/Mentoring Session "Hangout with Successful Start-ups"	1 Per Year
8	One day workshop on "How to plan for Start-up and legal and Ethical Steps	1 Per Year
9	Workshop on Business Model Canvas (BMC) and (or) Business Plan Competition to Invite Innovative Business Models from Students	1 Per Year
10	Business Plan Contest	1 Per Year
11	Field/Exposure Visit to Incubation Unit/Patent Facilitation Centre/Technology Transfer Centre	2 Per Year
12	Internship at Innovation & Start-up Centre/Start-ups/Incubation Unit etc. during Semester Break (Duration may vary from minimum 15 day)	2 Per Year
13	Demo Day – Exhibition Cum Demo for PoCs & Mentorship Session for Innovators (or) Student Entrepreneurs	1 Per Year
14	National Conference on Start-up/Social Innovation & Entrepreneurship	1 Per Year
15	Product Development Phases - Story Telling - (Innovators in Campus)	2 Per Year



16	Special Talk on My Story - Entrepreneur's Life & Crossroad – Motivational Speak - To be Share by Entrepreneurs	2 Per Year
17	Ethics and values for start-ups	1 Per Year
18	New business avenues Industry 4.0	1 Per Year
19	Expo – Innovation and Start-ups	1 Per Year
20	Workshop on Troubleshooting in Robotics Systems using AI in business	1 Per Year
21	Sensitization on Innovation and Creativity among School Children	2 Per Year
22	Boot Camp	2 Per Year
23	Digital Innovations – Online Portal	1 Per Year
24	Cognitive Skill Thinking and training for new generation entrepreneurs	2 Per Year
25	Conversion of idea into business model	2 Per Year

Implementation Guidelines

- Operational guidelines and clarifications will be issued from time to time.
- The Governing Council or by NISP members of SJC will review the policy performance once in a year based on objectives to be fixed by the council.
- The mission will also arrange for the policy's annual performance efficiency, and the report shall be placed before the College Committee for review and direction.
- GTNAC-ISP is valid for 5 years from the date of its notification or until a new policy is formulated. However, amendments to this policy could be made with the NISP members' approval without affecting the beneficiaries already covered under the policy.
- The policy shall be reviewed every five years in general, but as and when required in a particular case.

Way Forward

The uniform and successful implementation of the “National Innovation and Startup Policy 2019” for students and faculty is the main objective. The roadmap suggested in this document is “broad guidelines”. The institute is expected to make use of already available infrastructure as much as possible to achieve the implementation of suggestive measures.

Glossary

Accelerators	Startup accelerators design programs in batches and transform promising business ideas into reality under the guidance of mentors and several other available resources.
Angel Fund	An angel investor is a wealthy individual who invests his or her personal capital and shares experiences, contacts and mentors (as possible and required by the startup in exchange for equity in that startup). Angels are usually accredited investors. Since their funds are involved, they are equally desirous in making the startup successful.
Cash Flow Management	Cash flow management is the process of tracking how much money is coming into and going out of your business.
Co-creation	Co-creation is the act of creating together. When applied in business, it can be used as is an economic strategy to develop new business models, products and services with customers, clients, a trading partner or other parts of the same enterprise or venture.
Compulsory Equity	An equity share, commonly referred to as ordinary share also represents the form of fractional or part ownership in which a shareholder, as a fractional owner, undertakes the maximum entrepreneurial risk associated with a business venture. The holders of such shares are members of the company and have voting rights.
Corporate Social	Corporate Social Responsibility (CSR) is a self regulatory business model that helps a company be socially accountable-to itself, its stakeholder and the public.
Cross-disciplinary	Cross-disciplinary practices refer to teaching, learning and scholarship activities that cut across disciplinary boundaries.
Entrepreneurial Culture	A culture/society that enhances the exhibition of the attributes, values, beliefs and behaviours that are related to entrepreneurs
Entrepreneurial	An individual who has an entrepreneurial mindset and want to make his/her idea for individuals successful
Entrepreneurship	Entrepreneurship education seeks to provide students with the knowledge, skill education and motivation to encourage entrepreneurial success in a variety of settings.
Experiential learning	Experiential learning is the process of learning through experience and is more specifically defined as learning through reflection on doing.
Financial management	Financial management is the application of general Principles of management to the financial possessions of an enterprise.

Hackathon	A Hackathon is design spring- like event in which computer programmers and others involved in software development , including graphic designers, interface designers, project managers, and others, often including domain experts, collaborate intensively on software projects.
Host Institution	Host institutions refer to well-known technology, management, And R&D institutions working for developing startups and contributing towards developing a favorable entrepreneurial ecosystem.
Incubation	Incubation is a unique and highly flexible combination of business development processes, infrastructure, and people, designed to nurture and grow new and small businesses by supporting them through the early stages of development.
Intellectual property Rights licensing;	A licensing is a partnership between an intellectual property rights owner (licensor) and another who is authorized to use such rights (licensee) in exchange for an agreed payment (fee or royalty).
Knowledge Exchange	Knowledge exchange is a process that brings together academic staff, users of research, and wider groups and communities to exchange ideas, evidence, and expertise.
Pedagogy and Experiential learning	In refers to `specific methods and teaching practice (as an academic subject or theoretical concept) which would be applied for students working on startups. The experiential learning method will be used for teaching startup related concepts and contents' to introduce a positive influence on the thought processes of students. Courses like 'business idea generation' and 'soft skills for startups' would demand experiential learning rather than traditional classroom lecturing. Business cases and teaching cases will be used to discuss practical business situations that can help students to arrive at a decision while facing business dilemma(s). Field-based interactions with prospective customers: support institutions will also form a part of the pedagogy which will orient the student as they acquire filed knowledge.
Pre-incubation	It typically represents the process that works with entrepreneurs who are in the very stage of setting up their company. Usually, entrepreneurs come into such programs with just an idea of an early prototype of their product or service. Such companies can graduate into full-fledged incubation programs.
Prototype	A prototype is an early sample, model, or release of a product built to test a concept or process.

Science parks	A science park, also known as a research park, technology park, or innovation center, is a purpose-built cluster of office spaces, labs, workrooms, and meeting areas designed to support research and development in Science & Technology.
Seed fund	Seed fund is a form of securities offering in which an investor invests capital in a startup company in exchange for an equity stake in the company.
Special Purpose Vehicle	Special purpose vehicle, also called a special purpose entity, is a subsidiary created by a parent company to isolate financial risk. Its legal status as a separate company makes its obligations secure even if the parent company goes bankrupt.
Startup	An entity that develops a business model based on either product innovation or service innovation and makes it scalable, replicable and self-reliant and as defined in Gazette notification NO. G.S.R. 127(E).
Technology Business	Technology business incubator (TBI) is an entity, which helps technology-based incubator startup business with all the necessary resources/support that the startup needs to evolve and grow into a mature business.
Technology	Technology commercialization is the process of transitioning technologies from the Commercialization of the research lab to the marketplace.
Technology licensing	Agreement whereby an owner of a technological intellectual property (the licensor) allows another party (the licensee) to use, modify, and/or resell that property in exchange for compensation.
Technology Management	Technology management is the integrated planning, design, optimization, operation, and control of technological products, processes, and services.
Venture Capital	It is the most well-known form of startup funding. Venture Capitalists (VCs) typically reserve additional capital for follow-up investment rounds. Another huge value that VCs provide is access to their networks for employees or clients for products or services of the startup

CERTIFICATE

This is to certify that the Innovation, Startup and Entrepreneurship policy at G.T.N. Arts College, Dindigul is approved by the council members of the governing body and that it is effectively implemented on the campus to promote innovation among faculty and students.



[Handwritten Signature]
Dr. P. Balagurusamy
Principal

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