



VET Institute of Arts and Science (Co-education) College

(An Institution run by Vellalar Educational Trust)

(Affiliated to Bharathiar University)

Thindal, Erode – 638 012.

National Innovation and Startup Policy (NISP) 2022-2023

**VET INSTITUTE OF ARTS AND
SCIENCE
ERODE-12**

**National Innovation and Startup Policy 2021 for Students and
Faculty**

1. Strategies and Governance

- a. Implementation of entrepreneurial vision of VET IAS is achieved through mission statements rather than stringent control system. The entrepreneurial agenda is the responsibility of a senior person at the level of dean/director/equivalent position to bring in required commitment and must be well understood by the higher authorities. However, promoting entrepreneurship requires a different type of mind set as compared to their academic activities. The Institute almost care is taken knowledge in choosing the person who have experience in Industry and Business carefully chosen from some one who understands the industry and above all business.
- b. Resource mobilisation plan is worked out at VET IAS for supporting pre-incubation, incubation infrastructure and facilities . A sustainable financial strategy is defined in order to reduce the organizational constraints to work on the entrepreneurial agenda.
 - i. Investment in the entrepreneurial activities is a part of the institutional financial strategy. Minimum 1% fund of the total annual budget of VET IAS is allocated for funding and supporting innovation and startups related activities through creation of separate 'Innovation fund'.
 - ii. The strategy also involve raising funds from diverse sources to reduce dependency on the public funding. Bring 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 should be encouraged.
 - iii. To support technology incubators, academic institutes may approach private and corporate sectors to generate funds, under Corporate Social Responsibility (CSR) as per Section 135 of the Company Act 2013.
 - iv. This institution also intends to rise funding through sponsorships and donations. Institute should actively engage alumni network for promoting Innovation & Entrepreneurship (I&E).
- c. For expediting the decision making, hierarchical barriers are minimized and individual autonomy and ownership of initiatives should be promoted.
- d. Student and faculty startup Policy and action plan is formulated at university level, which is in

line with the current document along with well-defined short-term and long-term goals. It is also planned to develop, **Micro action plan should to accomplish the policy objectives.**

- e. VET IAS develop and implement I & E strategy and policy for the entire institute in order to integrate the entrepreneurial activities across various centers, departments, faculties, within the institutes, thus breaking the silos.
- f. Product to market strategy for startups are developed by V ET IAS on case to case basis. Development of entrepreneurship culture is not be limited within the boundaries of this institution.
- i. Strategic international partnerships are developed using bilateral and multilateral channels with international innovation clusters and other relevant organizations. Moreover, International exchange programs, internships, engaging the international faculties in teaching and research should also be promoted.

2. Startups Enabling Institutional Infrastructure

Creation of pre-incubation and incubation facilities for nurturing innovations and startups will be undertaken and for Incubation and Innovation will be inter linked. Without innovation, new enterprises are unlikely to succeed. The goal of the effort should be to link INNOVATION to ENTREPRISES to FINANCIAL SUCCESS.

- a. VETIAS creates facilities within their institution for supporting pre-incubation (e.g. IICs as per the guidelines by MHRD's Innovation Cell, EDC, IEDC, New-Gen IEDC, Innovation Cell, Startup Cell, Student Clubs, etc.) and Incubation /acceleration by mobilizing resources from internal and external sources.
- b. This Pre-Incubation/Incubation facility is accessible 24x7 to students, staff and faculty of all disciplines and department across the institution.
- c. VET IAS offer mentoring and other relevant services through Pre-incubation/Incubation units in-return for fees, equity sharing and (or) zero payment basis. The modalities regarding equity sharing in Startups supported through these units will depend upon the nature of services offered by these units and a reel aborately explained in Section3.

3. Nurturing Innovations and Startups

- a. VETIAS establish processes and mechanisms for easy creation and nurturing of Startups/enterprises by students (UG, PG, Ph.D.), staff (including temporary or project staff), faculty, alumni and potential startup applicant seven from outside the institutions.
- b. While defining the processes, this institution will ensure to achieve following:
 - i. Incubation support: Offer access to pre-incubation & Incubation facility to startups by students, staff and faculty for mutually acceptable time-frame.

In case an institute doesn't have a dedicated facility/ infrastructure of its own, then it may reach out tone are incubation facilities in other HEIs in order of a facilitate access to their students, staff and faculty.
 - 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 institute, 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.

- iii. Will allow setting up a startup (including social startups) and working part-time for the startups while studying / working: HEIs may allow their students / staff to work on their innovative projects and setting up startups (including Social Startups) or work as intern/part-time in startups (incubated in any recognized HEIs/Incubators) while studying/working. Student Entrepreneurs may earn credits for working on innovative prototypes/Business Models. Institute may need to develop clear guide lines 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 trainings. The area in which student wants to initiate a startup may be interdisciplinary or multi-disciplinary. 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 startup.
- c. Students who are under incubation, but are pursuing some entrepreneurial ventures while studying should be allowed to use their address in VETIAS to register their company with due permission from the institution.
- d. Students entrepreneurs are allowed to sit for the examination, even if their attendance is less than the minimum permissible percentage, with due permission from the institute.
- e. VETIAS allow our 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.
- f. VETIAS explore provision of accommodation to the entrepreneurs within the campus for so me period of time.
- g. VETIAS allowed our faculty and staff to takeoff 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.
- h. Start a part-time /fulltime MS/ MBA/ PGDM (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.**
- i. VETIAS facilitates the startup activities/ technology development by allowing students/ faculty/stafftouseinstituteinfrastructureandfacilities,asperthechoiceofthepotentialentrepreneurinthefollowingmanners:
 - i Short-term/ six-month/ one-year part-time entrepreneurship training.
 - ii Mentor ship 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 regulation sim pacting a business.
 - iv VET IAS also link the startups too their seed-fund providers/ angel funds/venture funds or itself may setup seed-fund once the incubation activities mature.
 - v License institute IPR as discussed in section 4 below.
- j. VETIAS also provides 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. VET IAS extended this startup facility to alumni as well as for outsiders.
 - l. Participation in startup related activities have been considered as a legitimate activity of faculty in addition to teaching, R&D projects, and industrial consultancy and management duties and must be considered while evaluating the annual performance of the faculty. Every faculty may be courage to mentor at least one startup.
 - m. Product development and commercialization as well as participating and nurturing of startups 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. Institutions might also need to update/change/revise performance evaluation policies for faculty and staff as stated above.
 - o. VET IAS ensure that at no stage any liability accrue to it because of any activity of any startup.
 - p. Where a student/ faculty startup policy is pre-existing in an institute, then the institute may consider modifying their policy inspirit of these guidelines.

4. Product Ownership Rights for Technologies Developed at Institute

- a. VET IAS facilities /funds are used substantially or when IPR is developed as a part of curriculum / academic activity, IPR is jointly owned by inventors and VET IAS.
 - i. 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 are venue sharing to be mutually decided between the institute and the incubated company.
- b. On the other hand, if product /IPR is developed by innovators not using any facilities, outside office hours (for staff and faculty) or not as a part of curriculum by student of VET IAS ,then product / IPR will be entirely owned by inventors in proportion to the contributions made by them. In this case, inventors can and decide to license the technology to third parties or use the technology the way they deem fit.
- c. IPR cell or incubation center of VET IAS will only be a coordinator and facilitate or for providing services to faculty, staff and students. VETIAS have no say on how the invention is carried out, how it is patented or how it is to be licensed. If VETIAS is to pay for patent filing, the committee

members. VETIAS can examine whether the IPR is worth patenting. The committee consists of faculties 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.**

- d. Decision-making body with respect to incubation / IPR / technology-licensing of VET IAS 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 institutes, deans or registrars.**
- e. Interdisciplinary research and publication on startup and entrepreneurship are promoted by the VETIAS

5. Organizational Capacity, Human Resources and Incentives

- a. VET IAS recruits staff that has a strong innovation and entrepreneurial/industrial experience, behavior and attitude. It helps our institute in fostering the I&E culture.
 - i. Some of the relevant faculty members with prior exposure and interest have been deputed for training to promote I&E.
 - ii. For achieving better engagement to staff in entrepreneurial activities, institutional policy on career development of staff have been developed with constant up skilling.
- b. Faculty and departments of VETIAS are working in coherence and cross-departmental link ages that is strengthened through shared faculty, cross-faculty teaching and research in order to gain maximum utilization of internal resources and knowledge.
- c. VETIAS arranges periodically some external subject matter experts such as guest lecturer so alumni can be engaged for strategic advice and bringing in skills which are not available internally.
- d. Faculty and staff of VETIAS are encouraged to do courses on innovation, entrepreneurship management and venture development.
- e. In order to attract and retain right people, VETIAS develops academic and non-academic incentives and reward mechanisms for all staff and stakeholders that actively contribute and support entrepreneurship agenda and activities.
 - i. There ward system for the staff of VET IAS include sabbaticals, office and lab space for entrepreneurial activities, reduced teaching loads, awards, trainings, etc.
 - ii. There cognition of the stakeholders includes offering use of facilities and services, strategy for shared risk, as guest teachers, fellowships, associate ships, etc.
 - iii. A performance matrix is developed and used for evaluation of annual performance.

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

- a. VETIAS ensures exposure of maximum students to innovation and pre incubation activities at their early stage and to support the path way from ideation to innovation to market, mechanisms is devised at institution level.
 - i. As a part of institutional entrepreneurial agenda, VETIAS spreading awareness among students, faculty and staff about the value of entrepreneurship and its role in career development or employability.
 - ii. Students/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 focus on the market niche.

- iii. Students are 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, boot camps, seminars, conferences, exhibitions, mentoring by academic and industry personnel, throwing real life challenges, awards and recognition are routinely organized.
 - iv. **Top prepare the students for creating the startup through the education, integration of education activities with enterprise-related activity should be done.**
- b. VET IAS link their start ups and companies with wider entrepreneurial ecosystem and by providing support to student's shows how 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. VET IAS **establish/established** Institution's Innovation Councils (IICs) as per the guidelines of MHRD's Innovation Cell and allocate appropriate budget for its activities. IICs 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 VET IAS, access to financing is 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. are accessible to the new startups.
 - iii. A culture is 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. VET IAS must developed a ready reckoned of Innovation Tool Kit, which must be kept on the home page on institute's website to answer the doubts and queries of the innovators and enlisting the facilities available at VEIAS.

7. Norms for Faculty Startups

- a. For better coordination of the entrepreneurial activities, norms for faculty to do startups are created by VET IAS. Only those technologies are 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. Faculty startup may consist of faculty members alone or with students or with faculty of

other institute so with alumni or with other entrepreneurs.

- b. In case the faculty/ staff holds 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. 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.
- d. Faculty must not accept gifts from the startup.
- e. Faculty must not involve research staff or other staff of institute in activities at the startup and vice-versa.
- f. Human subject related research in startup is getting clearance from ethics committee of the institution.

8. Pedagogy and Learning Interventions for Entrepreneurship Development

- a. Diversified approach is 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 clubs/ bodies/ departments is created for organizing competitions, bootcamps, workshops, awards, etc. These bodies involved in institutional strategy planning to ensure enhancement of the student's thinking and responding ability.
 - ii. VETIAS start annual 'INNOVATION&ENTREPRENEURSHIPAWARD' 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 of VET IAS 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 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 are nominated from within the students/ faculty/ staff for each department/stream of study.
- b. Entrepreneurship education should be imparted to students at curricular/co-curricular/extra-curricular 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 have been done in the entrepreneurship education to evolve a culture of collaboration and engagement with external environment.
 - ii. In the beginning of every academic session, VETIAS conducting 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 is continuously updated based on entrepreneurship research outcomes. This should also include case studies on failures.

- iii. Industry link ages are leveraged for conducting research and survey on trends in technology, research, innovation, and market intelligence.
 - iv. Sensitization of students are done for their understanding on expected learning out comes.
 - v. Student innovators, startups, expert engaged in the dialogue process while developing the strategy.
 - vi. Customized teaching and training materials are developed for startups.
 - vii. It must be noted that not everyone can become an entrepreneur. The entrepreneurial 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 done to ensure that maximum number of student projects and innovations are based around real life challenges. Learning interventions developed by VETIAS for inculcating entrepreneurial culture is constantly reviewed and updated.

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

- a. VET IAS Stakeholder engagement is given prime importance in the entrepreneurial agenda of the institute. VET IAS 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 are ensured between institutes such as incubators, science parks, etc.
 - ii. VET IAS organize net working 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. Mechanism developed by VET IAS to capitalize on the knowledge gained through these collaborations.
 - iv. VETIA ensure that events DON'T BECOME an end goal. First focus of the incubator should be to create successful ventures.
- b. VETIAS develop policy and guidelines for forming and managing the relationships with externals take holders including private industries.
- c. Knowledge exchange through collaboration and partnership is made a part of institutional policy and institutes 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 programmes, clubs, social gatherings, etc., faculty, staff and students of VETIAS given the opportunities to connect with their external environment.

- ii. Connection of VETIAS with the external environment is leveraged in form of absorbing information and experience from the external ecosystem into the institute's environment.
- iii. Single Point of Contact (SPOC) mechanism is created in VET IAS for the students, faculty, collaborators, partners and their VET IAS institutions to ensure maximum exploitation of entrepreneurial opportunities with industrial and commercial collaborators.
- iv. Knowledge management is done by VET IAS through development of innovation knowledge platform using in house Information & Communication Technology (ICT) capabilities.

10. Entrepreneurial Impact Assessment

- a. Impact assessment of VET IAS entrepreneurial initiatives such as pre-incubation, incubation, entrepreneurship education is 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 startups created, support system provided at the institution all level and satisfaction of participants, new business relationship created by VET IAS is recorded and used for impact assessment.
 - iii. Impact is also measured for the support system provided by the institution the student entrepreneurs, faculty and staff or 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 in terms of sustainable social, financial and technological impact in the market. For innovation at pre-commercial stage, development of sustainable enterprise models critical. COMMERCIAL success is the ONLY measure in long run.




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