KLE Society's
S.Nijalingappa College

INSTITUTION'S INNOVATION COUNCIL
(Ministry of Education Initiative)
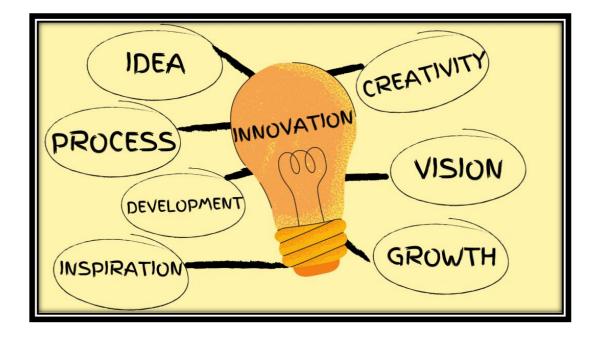
II Block Rajajinagar, Bengaluru - 560010

INNOVATION AND ENTREPRENEURSHIP POLICY (I & E POLICY)

for

"STUDENTS AND FACULTY MEMBERS"

(Aligned with National Innovation and Start-up Policy-2019)

CONTENTS

a. ABSTRACT

KLE Society's S. Nijalingappa College Start-up policy will enable stakeholder involvement, support, and performance parameters for facilitating the growth of a strong innovation and start-up ecosystem within the institution. The techniques for fostering innovations and start-ups are outlined in this policy, Additionally, it elaborates on Pedagogy and Learning Interventions for Entrepreneurship Development Collaboration, Innovation Pipeline and Pathways for Entrepreneurs at Institute Level. This policy is in line with the IPR policy of KLE Society's S. Nijalingappa College, which covers all IP related matters. The institution organizes and accounts for all of the institute's efforts to support and foster innovation and entrepreneurship. Our primary objective is to provide a platform where aspiring business owners can launch their ventures with the least amount of risk possible. We urge young enthusiasts to take advantage of this innovative program if they have a creative bent and an innate desire to become entrepreneurs.

b. ABOUT KLE SOCIETY'S S. NIJALINGAPPA COLLEGE

K.L.E. Society's S. Nijalingappa College, established in the year 1963, is one of the premier institutions of K.L.E Society. It made a humble beginning in a rented building Mayo Hall, on Mahatma Gandhi Road, as a Science College. It was shifted to the present premises in 1966. The founder Principal Dr. V. G. Nelivigi laid a firm foundation for the college and was responsible for development of the college, by its inclusion under 2(f) and 12(B) of UGC. The college is permanently affiliated to Bengaluru City University during in 2021-22.

The College has seen phenomenal growth in terms of courses offered, quality enhancement, students staff strength besides development in infrastructure. The College offers higher education to 3000+ students from all sections of the society. We are proud to celebrate Diamond Jubilee in forthcoming year 2024, on the successful completion of 60 years.

Over its glorious service of more than half a century to the community, the college has earned many significant laurels. The crowning ones of these are: it has the rare distinction of having been accredited at 'A' level by NAAC in 2004 and re-accredited at **'A' Grade by NAAC** i**n 2010 with a CGPA of 3.82** on a 4 point scale, **highest in Karnataka;** it has received the status of the **'College with Potential for Excellence' (CPE Phase-I with grant of 1.0 crore)** in 2010 by UGC; further, the UGC has accorded the status of the **'College with Potential for Excellence' (CPE Phase-II**) in April 2014 and has granted **1.5 crores,** which is a rare feat achieved by only a handful of top-ranking colleges in India. Our Institute is one of the two colleges in Karnataka awarded for College with UGC STRIDE Component-I and received 80 lakhs for Research Capacity Building and Human Resource Development.

The College also conducts UGC funded Certificate courses under the aegis of career-oriented programs on: Plant Tissue Culture; NGO Management and Development; Networking with Net-sim; Radio Production and Programming (Radio Jockey); Personality Development; German and French; Animation and Visual Effects; Anchoring; Voice Acting; and Personal Financial Management. The College has the credit of having organized UGC STRIDE Sponsored International/ National/ State level Seminars, Conference & Workshops. It also has entered MoU with CLHRD Mangalore, Tally India Pvt. Ltd, IFX Chennai,Kensington College of Business, London, Ehime University Japan, E-Parisaraa, Bangalore and others for teaching as well as research.

c. MESSAGE FROM THE PRINCIPAL

An educational establishment bears the great burden of molding the next generation of global citizens. The KLE Society's S. Nijalingappa College has 60 years of experience in teaching young pupils knowledge, skills, and ethics. It has always carried out this duty. KLES' S. Nijalingappa College is one of the 250 institutions under KLE Society whose founding date goes back to 1916. KLE has persisted in its mission to offer a full, well-rounded education in the liberal arts, sciences, business, and management.

We shape the students for global competence for employability and entrepreneurship. We focus and evaluate the students on the basis of physical, mental, social, emotional and intellectual abilities. We work in team to give a holistic and scholastic learning system to the student community. Institute organises various activities by inviting the eminent personalities from all walks of life to address and interact with our students and expose them to new ideas and thoughts. In 2019 the college has been awarded with UGC STRIDE Component-I grant for transdisciplinary research and human resource development.

We invest the knowledge and skills in the younger generations to instil in them to become the best human being and resourceful and responsible citizen of India.

d. PREAMBLE

KLE Society's S. Nijalingappa College Incubation centre was established in the year 2021 with an aim of fostering the ideology of innovation and entrepreneurship among faculty and students. It serves as a platform to enable them to indulge in the innovation and entrepreneurship activities.

e. OBJECTIVES:

- Inculcate innovation and entrepreneurial skills in students among the student community and provide opportunities where they can nurture and grow to their full potential.

- Encourage social entrepreneurship among students.

- Facilitate funding avenues to organize programs to create awareness about innovation and start ups

- To shape a vibrant start-up ecosystem, by establishing a network between academia, corporates, government and other institutions.

- To generate more employment opportunities aligning with national priorities.

f. VISION:

Our college is committed to promote innovation and entrepreneurship among faculty, student community and external participant by establishing and promoting start-ups and thereby reduce dependency on job market.

g. **MISSION:**

The mission of our college Incubation Centre is to stimulate, strengthen and empower the future generation entrepreneurs to contribute to the societal economic development

Start-up Policy for Students and Faculty

1. Strategies and Governance

a. Entrepreneurship promotion and development should be one of the major dimensions of the HEIs strategy. To facilitate development of an entrepreneurial ecosystem in the organization, specific objectives and associated performance indicators should be defined for assessment.

b. Implementation of entrepreneurial vision at the institute should be achieved through mission statements rather than stringent control system.

c. Resource mobilization plan should be worked out at the institute for facilitating awareness about incubation, innovation and entrepreneurship.

   i. Mobilize funds from UGC stride, UGC DAE, KSCST, seed money and other sources

   ii. Institute may also raise funding through sponsorships and donations. Institute should actively engage alumni network for promoting Innovation & Entrepreneurship (I&E).

d. For expediting the decision making, hierarchical barriers should be minimized and individual autonomy and ownership of initiatives should be promoted.

e. Importance of innovation and entrepreneurial agenda should be known across the institute and should be promoted and highlighted at institutional programs such as conferences, seminars, workshops, and so on.

f. Product to market strategy for start-ups should be developed by the institute on case-to-case basis.

g. Development of entrepreneurship culture should not be limited within the boundaries of the institution. HEIs should be the driving force in developing entrepreneurship culture in its vicinity.

2. Start-ups Enabling Institutional Infrastructure

Creation of pre-incubation and incubation facilities for nurturing innovations and start-up institutions should be undertaken.

a. All HEIs are advised to create 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, Start-up Cell, Student Clubs, etc.) and Incubation/ acceleration by mobilizing resources from internal and external sources.

b. This Incubation facility should be 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 Incubation units

3. Nurturing Innovations and Start ups

a. The institution establishes processes and mechanisms for easy creation and nurturing of Start-ups/enterprises by students (UG, PG, Ph.D.), staff (including temporary or project staff), faculty, alumni.

b. Institution will ensure Incubation support by offering access to Incubation facility to start ups by students, staff and faculty for mutually acceptable time-frame.

c. 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.

d. Institute will facilitate the start-up/ entrepreneurship 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 under certificate/ valued added courses

ii. Mentorship support for entrepreneurship/ startup on regular basis.

iii. Guidance is provided for the interested students in a variety of areas including ideation, creativity, design thinking, proposal writing for funding, new venture planning, business/ 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 start-ups to other seed-fund providers/ angel funds/ venture funds or itself may set up seed-fund once the incubation activities mature.

e. Institute has no legal liability arising out of start-up. 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, 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 start-up 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 start-up, then they will go on sabbatical/ leave without pay/ earned leave.

• In case of compulsory equity model, Start-up may be given a cooling period of 3 months to use incubation services on rental basis to take a final decision based on satisfaction of services offered by the institute/incubator. In that case, during the cooling period, institute cannot force start-up to issue equity on the first day of granting incubation support.

f. The institute should also provide services based on mixture of equity, fee-based and/ or zero payment model. So, a start-up may choose to avail only the support, not seed funding, by the institute on rental basis.

g. Institute could extend this start-up facility to alumni of the institute as well as outsiders.

h. Participation in start-up 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 faculty may be encouraged to mentor at least one start-up.

i. Product development and commercialization as well as participating and nurturing of start-ups 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.

j. Institutions might also need to update/change/revise performance evaluation policies for faculty and staff as stated above.

k. Institute should ensure that at no stage any liability accrue to it because of any activity of any start-up.

l. Where a student/ faculty start-up policy is pre-existing in an institute, then the institute may consider modifying their policy in spirit of these guidelines.

4. Organizational Capacity and Human Resources Management

a. Institute should recruit staff that have a strong innovation and entrepreneurial/ research 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 with constant upskilling.

b. Faculty and departments of the institutes have to work in coherence and cross-departmental linkages should be strengthened through shared faculty, cross-faculty teaching and research in order to gain maximum utilization of internal resources and knowledge.

c. 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.

d. Faculty and staff should be encouraged to do courses on innovation, entrepreneurship management and venture development.

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

a. To ensure exposure of maximum students to innovation and to support the pathway from ideation to innovation to market.

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. For strengthening the innovation funnel of the institute, it channelizes through

i. Organizing networking events to create a platform for the budding entrepreneurs to meet investors and pitch their ideas.

ii. 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.

6. Norms for Faculty Start-ups

a. For better coordination of the entrepreneurial activities, norms for faculty to do start-ups should be created by the institutes. Only those technologies should be taken for faculty start-up's 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 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-up may consist of faculty members alone or with students or with faculty of other institutes or with alumni or with other entrepreneurs.

b. Faculty must clearly separate and distinguish on-going research at the institute from the work conducted at the start-up/ company.

c. Faculty must not accept gifts from the start-up.

d. Human subject related research in start-up should get clearance from ethics committee of the institution.

7. 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 clubs/ bodies/ departments must be created for organizing competitions, bootcamps, workshops, awards, etc. These bodies should be involved in institutional strategy planning to ensure enhancement of the student's thinking and responding ability.

ii. For creating awareness among the students, the teaching methods should include case studies on business failure and real-life experience reports by start-ups.

iii. 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.

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 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. Student innovators, start-up's, experts must be engaged in the dialogue process while developing the strategy so that it becomes need based.

iv. 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 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 risk.

c. Pedagogical changes need to be done to ensure that maximum number of student projects and innovations are based around real life challenges.

8. Entrepreneurial activities evaluation
i. Monitoring and evaluation of knowledge exchange initiatives, engagement of all departments and faculty in the entrepreneurial teaching and learning.

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.

A.GLOSSARY

Entrepreneurial

An Individual who has an entrepreneurial mindset and wants to make his/her idea

Individuals successful.

Entrepreneurship

Entrepreneurship education seeks to provide students with the knowledge, skills

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.

Hackathon

A hackathon is a design sprint-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.

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

A licensing is a partnership between an intellectual property rights owner and another who is authorized to use such rights (licensee) in exchange for an agreed payment (fee or royalty).

Pedagogy and Experiential

It refers to specific methods and teaching practices (as an academic subject or theoretical concept) which would be applied for students working on start-ups. The experiential learning method will be used for teaching 'start-up related concepts and contents' to introduce a positive influence on the thought processes of students. Courses like 'business idea generation' and 'soft skills for start-ups' would demand experiential learning rather than traditional class room 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 students as they acquire field knowledge.

Seed fund

Seed fund is a form of securities offering in which an investor invests capital in a start-up company in exchange for an equity stake in the company.

Start-up

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) dated February 19, 2019.

Technology

Technology commercialization is the process of transitioning technologies from Commercialization the research lab to the marketplace.

Technology management

Technology management is the integrated planning, design, optimization, operation and control of technological products, processes and services.

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