OFFICE OF THE PRINCIPAL
পণ্ডিত দীনদয়াল উপাধ্যায় আদর্শ মহাবিদ্যালয়, আমজোঙ্গা, গোৱালপাৰা
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GB Resolution No:- 19
Dt.18-05-2023

Extract Copy

The house resolved that the aligned with National Innovation and Start-up Policy-2019 has been approved under the NISP Implementation Expert Committee of Pandit Deendayal Upadhyaya Adarsha Mahavidyalaya, Amjonga,Goalpara

S/d
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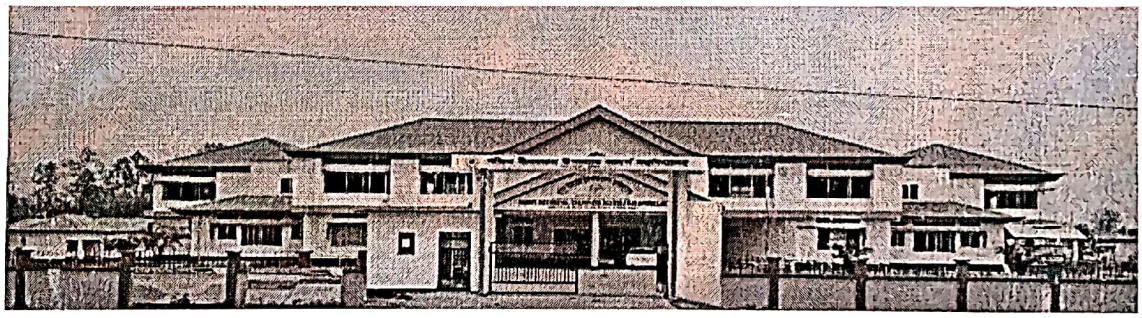
PDUAM Amjonga Innovation and Start-up Policy

For "Students and Faculty Members"

(Aligned with national Innovation and Start-up policy-2019)



Pandit Deendayal Upadhyaya Adarsha Mahavidyalaya, Amjonga,

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1. About institute

It is great and memorable moment for the people of Amjonga as well as for people of Goalpara district as the dream project of RUSA and Govt. of Assam, establishments of a Pandit Deendayal Upadhyaya Adarsha Mahavidyalaya, a Model Degree Science College has become a reality. The initiatives of the Government of Assam will go a long way in turning this region with low gross enrolment ration into a centre teaming with great potentialities. This area is backward and it is essential for us to promote science education throughout the region. It has been a dream of the nation for quite some time to spread higher education to every nook and corner of the land and establishment of this college is a proof of this commitment to the cause. It is our great privilege to inform that Pandit Deendayal Upadhyaya Adarsha Mahavidyalaya, Amjonga has started first batch of students for the session 2017-18 for HS First Year (Science) and B. Sc. First Semester Classes. Since inception, it is facilitating higher education in the underdeveloped region of Goalpara district of Assam. We are very much hopeful that, in near future, this model college will provide world class science education to the students of this educationally backward area. And we are committed to keep this promise made.

2. Preamble

PDUAM Amjonga has been trying at the forefront of promoting creativity and incubating innovation ideas in order to provide an atmosphere where its students and faculty can explore their potential. Members of the faculty are continuously engaged in the generation and distribution of information, just as students are finding ways to launch innovative ideas to influence society and solve problems in the real world. PDUAM Amjonga proposes that interested faculty members and students be encouraged to open small scale business. Faculty members are expected to make every effort to balance their academic responsibilities while assuming the position above. PDUAM Amjonga strives to provide an environment where its institutions and its graduates can achieve the full potential of the best trained youth. When a significant number of its citizens have access to activities that are aligned with their life goals, every culture peaks and this involves the creation of life skills. PDUAM Amjonga aims to kick-start an entrepreneurial community by seamlessly combining the technical and creative skills of students to solve contemporary local problems, leading to increased knowledge, wealth and business skills.

3. Vision

The 'National Student and Faculty Start-up Policy-2019' is initiated by MHRD's Innovation Cell and AICTE. It is a guiding framework to envision an educational system oriented towards start-ups and entrepreneurship opportunities for student and faculties. The guidelines provide ways for developing entrepreneurial agenda, managing Intellectual Property Rights (IPR) ownership, technology licensing and equity sharing in Start-ups or enterprises established by faculty and student and encourage them to actively pursue path of innovation and entrepreneurship. Our vision is to develop high quality technical human resource capable of doing cutting edge innovation and entrepreneurship.

4. Mission

- Establishing vibrant and dynamic Start-up Ecosystem across all the departments of college.
- Enable the institute to actively engage students, faculties and staff in innovation and entrepreneurship related activities.
- Creating a space for Collaboration, Co-creation, Business Relationships and Knowledge Exchange.
- Facilitate the institute in terms of Intellectual Property (IP) ownership management, technology licensing and equity sharing. Strategies and Governance

5. Objectives

- To promote and foster the spirit of innovation and entrepreneurship.
- To create awareness about entrepreneurship by periodically organizing Workshops, Lectures and other activities that can facilitate knowledge creation and innovation.
- To create a Start-up Ecosystem through strategic investment, scaling up and providing a resourceful consultancy leveraging the innovation climate.
- To incubate early-stage entrepreneurial ventures based on technology and innovation.
- To identify and facilitate generation of innovative solutions which have potential for commercial ventures and social impact in the sectors like Clean Environment, Green Energy/Alternative Energy, Health Care, Food & Beverages, and Education etc.

6. 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. The entrepreneurial agenda should be the responsibility of a senior person at the level of dean/ director/ principal/equivalent position to bring in required commitment and must be well understood by the higher authorities. However, one must understand that promoting entrepreneurship requires a different type of mindset as compared to other academic activities. Therefore, this person should be very carefully chosen from someone who understands the industry and above all business.

c) Resource mobilisation plan should be worked out at the institute for supporting pre-incubation, incubation infrastructure and facilities. A sustainable financial strategy should be defined in order to reduce the organizational constraints to work on the entrepreneurial agenda.

   i. Investment in the entrepreneurial activities should be a part of the institutional financial strategy. Minimum 1% fund of the total annual budget of the institution should be allocated for funding and supporting innovation and start-ups related activities through creation of separate 'Innovation fund'.

   ii. The strategy should also involve raising funds from diverse sources to reduce

dependency on the public funding. Bringing in external funding through government (state and central) such as DST, DBT, MHRD, AICTE, TDB, TIFAC, DSIR, CSIR, BIRAC, NSTEDB, NRDC, Start-up 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. 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, convocations, workshops, etc.

f) Student and faculty start-up Policy and action plan should be formulated at university level, which is in line with the current document along with well-defined short-term and long-term goals. Micro action plan should also be developed to accomplish the policy objectives.

g) Institute should develop and implement I & E strategy and policy for the entire institute in order to integrate the entrepreneurial activities across various departments, faculties, within the institutes, thus breaking the silos.

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

i) Development of entrepreneurship culture should not be limited within the boundaries of the institution.

   i. HEIs should be the driving force in developing entrepreneurship culture in its vicinity (regional, social and community level). This shall include giving opportunity for regional start-ups, provision to extend facilities for outsiders and active involvement of the institute in defining strategic direction for local development.

   ii. Strategic international partnerships should be 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.

7. Start-ups Enabling Institutional Infrastructure

Creation of pre-incubation and incubation facilities for nurturing innovations and start-ups in HEIs institutions should be undertaken. Incubation and Innovation need to be organically interlinked. Without innovation, new enterprises are unlikely to succeed. The goal of the effort should be to link INNOVATION to ENTREPRISES to FINANCIAL SUCCESS.

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 Pre-Incubation/Incubation facility should be accessible 24x7 to students, staff and faculty of all disciplines and departments across the institution.
c) Pre-incubation facilities may or may not be a separately registered entity or Special Purpose Vehicle (SPV), but we recommend that 'Incubation cum Technology Commercialization Unit'(ITCU) should be a separate entity preferably registered under Section-8 of Company Act 2013 or 'Society' registered under Society Registration Act with independent governance structure. This will allow more freedom to Incubators in decision making with less administrative hassles for executing the programs related to innovation, IPR and Start-ups. Moreover, they will have better accountability towards investors supporting the incubation facility.
d) HEIs may 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 Start-ups supported through these units will depend upon the nature of services offered by these units and are elaborately explained in Section 3.

8. Nurturing Innovations and Start ups

a) HEIs are expected to establish processes and mechanisms for easy creation and nurturing of Start-ups/enterprises by students, staff (including temporary or project staff), faculty, alumni and potential start up applicants even from outside the institutions.
b) While defining their processes, institutions will ensure to achieve following:
    i. Incubation support: Offer access to pre-incubation & Incubation facility to start ups 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 to nearest incubation facilities in other HEIs in order to 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 start-up 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 start-up (including social start-ups) and working part-time for the start-ups while studying / working: HEIs may allow their 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 may earn credits for working on innovative prototypes/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 trainings. The area in which student wants to initiate a start-up 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 start up.

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) Student entrepreneurs should be allowed to sit for the examination, even if their attendance is less than the minimum permissible percentage, with due permission from the institute.

e) The institute should explore provision of accommodation to the entrepreneurs within the campus for some period of time.

f) Allow faculty and staff to take off for a semester / year (or even more depending upon the decision ofreview committee constituted by the institute) as sabbatical/ unpaid leave/ casual leave/ earned leave for working on start-ups and come back. Institution should consider allowing use of its resource to faculty/students/staff wishing to establish start up as a fulltime effort. The seniority and other academic benefits during such period may be preserved for such staff or faculty.

g) Start a part-time/full time MS/ MBA/ PGDM (Innovation, entrepreneurship and venture development) program where one can get degree while incubating and nurturing a start-up company. AICTE has already issued guidelines for a similar program.

h) Institute will facilitate the start-up activities/ technology development by allowing students/ faculty/ staff to use institute infrastructure and facilities, as per the choice of the potential entrepreneur in the following manners:

i. Short-term/ six-month/ one-year part-time entrepreneurship training.

ii. Mentorship support on regular basis.

iii. Facilitation in a variety of areas including technology development, ideation, creativity, design thinking, fund raising, financial management, cash-flow management, new venture planning, business development, product development, social entrepreneurship, product- costing, marketing, brand-development, human resource management as well as law and regulations impacting a business.

iv. Institute may also link the start-ups to other seed-fund providers/ angel funds/ venture funds or itself may set up seed-fund once the incubation activities mature.

v. License institute IPR as discussed in section 4 below.

i) In return of the services and facilities, institute may take 2% to 9.5% equity/ stake in the start-up/ company, based on brand used, faculty contribution, support provided

and use of institute's IPR (a limit of 9.5% is suggested so that institute has no legal liability arising out of 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, seed- funds, support for accounts, legal, patents etc.

- For staff and faculty, institute can take no-more than 20% of shares that staff / faculty takes while drawing full salary from the institution; however, this share will be within the 9.5% cap of company shares, listed above.
- No restriction on shares that faculty / staff can take, as long as they do not spend more than 20% of office time on the 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.

j) 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.

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

l) 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.

m) 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.

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

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

p) 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.

9. Product Ownership Rights for Technologies Developed at Institute

a) When institute facilities / funds are used substantially or when IPR is developed as a part of curriculum/ academic activity, IPR is to be jointly owned by inventors and the institute.
   i. Inventors and institute 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. An institute may not be allowed to hold the equity as per the current statute, so SPV may be requested to hold equity on their behalf.
   iii. If one or more of the inventors wish to incubate a company and license the product to this company, the royalties would be no more than 4% of sale price, preferably 1 to 2%, unless it is pure software product. If it is shares in the company, shares will again be 1% to 4%. For a pure software product licensing, there may be a revenue sharing to be mutually decided between the institute and the incubated company.

b) On the other hand, if product/ IPR is developed by innovators not using any institute facilities, outside office hours (for staff and faculty) or not as a part of curriculum by student, then product/ IPR will be entirely owned by inventors in proportion to the contributions made by them. In this case, inventors can decide to license the technology to third parties or use the technology the way they deem fit.

c) If there is a dispute in ownership, a minimum five membered committee consisting of two faculty members (having developed sufficient IPR and translated to 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 this, hopefully to everybody's satisfaction. Institute can use alumni/ faculty of other institutes as members, if they cannot find sufficiently experienced alumni / faculty of their own.

d) Institute IPR cell or incubation center will only be a coordinator and facilitator for providing services to faculty, staff and students. They will have no say on how the invention is carried out, how it is patented or how it is to be licensed. If institute is to pay for patent filing, they can have a committee which can examine whether the IPR is worth patenting. The committee should consist of faculty who have experience and excelled in technology translation. If inventors are using their own funds or non-institute funds, then they alone should have a say in patenting.

e) All institute's decision-making body with respect to incubation / IPR / technology-licensing will consist of faculty and experts who have excelled in technology translation. Other faculty in the department / institute will have no say, including heads of department, heads of institutes, deans or registrars.

f) Interdisciplinary research and publication on start-up and entrepreneurship should be promoted by the institutions.

10. Organizational Capacity, Human Resources and Incentives

a) Institute should recruit staff that have a strong innovation and entrepreneurial/ industrial experience, behaviour 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.

e) In order to attract and retain right people, institute should develop academic and non-academic incentives and reward mechanisms for all staff and stakeholders that actively contribute and support entrepreneurship agenda and activities.
   i. The reward system for the staff may include sabbaticals, office and lab space for entrepreneurial activities, reduced teaching loads, awards, trainings, etc.
   ii. The recognition of the stakeholders may include offering use of facilities and services, strategy for shared risk, as guest teachers, fellowships, associateships, etc.
   iii. A performance matrix should be developed and used for evaluation of annual performance

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

a) To ensure exposure of maximum students to innovation and pre incubation activities at their early stage and to support the pathway from ideation to innovation to market, mechanisms should be devised at institution level.
   i. Spreading awareness among students, faculty and staff about the value of entrepreneurship and its role in career development or employability should be a part of the institutional entrepreneurial agenda.
   ii. Students/ staff should be taught that innovation (technology, process or business innovation) is a mechanism to solve the problems of the society and consumers. Entrepreneurs should innovate with focus on the market niche.
   iii. Students should be encouraged to develop entrepreneurial mindset through experiential learning by exposing them to training in cognitive skills (e.g. design thinking, critical thinking, etc.), by inviting first generation local entrepreneurs or experts to address young minds. Initiatives like idea and

innovation competitions, hackathons, workshops, bootcamps, seminars, conferences, exhibitions, mentoring by academic and industry personnel, throwing real life challenges, awards and recognition should be routinely organized.

iv. To prepare the students for creating the start up through the education, integration of education activities with enterprise-related activities should be done.

b) The institute should link their start-ups and companies with wider entrepreneurial ecosystem and by providing support to students who show potential, in pre-start-up 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) The institute should establish 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, start-up and entrepreneurship development. Collective and concentrated efforts should be undertaken to identify, scout, acknowledge, support and reward proven student ideas and innovations and to further facilitate their entrepreneurial journey.

d) For strengthening the innovation funnel of the institute, access to financing must be opened for the potential entrepreneurs.

i. Networking events must be organized to create a platform for the budding entrepreneurs to meet investors and pitch their ideas.

ii. Provide business incubation facilities: premises at subsidised cost. Laboratories, research facilities, IT services, training, mentoring, etc. should be accessible to the new start-ups.

iii. A culture needs to be promoted to understand that money is not FREE and is risk capital. The entrepreneur must utilize these funds and return. While funding is taking risk on the entrepreneur, it is an obligation of the entrepreneur to make every effort possible to prove that the funding agency did right in funding him/ her.

e) Institute must develop a ready reckoner of Innovation Tool Kit, which must be kept on the homepage on institute's website to answer the doubts and queries of the innovators and enlisting the facilities available at the institute.

12. 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-ups 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) In case 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 institute from the work conducted at the start-up/ company.

d) In case of selection of a faculty start up by an outside national or international accelerator, a maximum leave (as sabbatical/ existing leave/ unpaid leave/ casual leave/ earned leave) of one semester/ year (or even more depending upon the decision of review committee constituted by the institute) may be permitted to the faculty.

e) Faculty must not accept gifts from the start-up.

f) Faculty must not involve research staff or other staff of institute in activities at the start-up and vice-versa.

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

13. 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. Institutes should start annual 'INNOVATION & ENTREPRENEURSHIP AWARD' to recognize outstanding ideas, successful enterprises and contributors for promoting innovation and enterprises ecosystem within the institute.

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

   iv. Tolerating and encouraging failures: Our systems are not designed for tolerating and encouraging failure. Failures need to be elaborately discussed and debated to imbibe that failure is a part of life, thus helping in reducing the social stigma associated with it. Very importantly, this should be a part of institute's philosophy and culture.

   v. Innovation champions should be nominated from within the students/ faculty/ staff for each department/ 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 should be done in the entrepreneurship education to evolve a culture of collaboration and engagement with external environment.
ii. In the beginning of every academic session, institute should conduct an induction program about the importance of I&E so that freshly inducted students are made aware about the entrepreneurial agenda of the institute and available support systems. Curriculum for the entrepreneurship education should be continuously updated based on entrepreneurship research outcomes. This should also include case studies on failures.
iii. Industry linkages should be leveraged for conducting research and survey on trends in technology, research, innovation, and market intelligence.
iv. Sensitization of students should be done for their understanding on expected learning outcomes.
v. Student innovators, start-ups, experts must be engaged in the dialogue process while developing the strategy so that it becomes need based.
vi. Customized teaching and training materials should be developed for start-ups.
vii. It must be noted that not everyone can become an entrepreneur. The entrepreneur is a leader, who would convert an innovation successfully into a product, others may join the leader and work for the 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. Learning interventions developed by the institutes for inculcating entrepreneurial culture should be constantly reviewed and updated.

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

a) Stakeholder engagement should be given prime importance in the entrepreneurial agenda of the institute. Institutes should find potential partners, resource organizations, micro, small and medium- sized enterprises (MSMEs), social enterprises, schools, alumni, professional bodies and entrepreneurs to support entrepreneurship and co-design the programs.

i. To encourage co-creation, bi-directional flow/ exchange of knowledge and people should be ensured between institutes such as incubators, science parks, etc.
ii. Institute should organize networking events for better engagement of collaborators and should open up the opportunities for staff, faculty and students to allow constant flow of ideas and knowledge through meetings, workshops, space for collaboration, lectures, etc.
iii. Mechanism should be developed by the institute to capitalize on the knowledge gained through these collaborations.

iv. Care must be taken to ensure that events DON'T BECOME an end goal. First focus of the incubator should be to create successful ventures.

b) The institute should develop policy and guidelines for forming and managing the relationships with external stakeholders including private industries.

c) Knowledge exchange through collaboration and partnership should be 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 the institutes should be given the opportunities to connect with their external environment.

ii. Connect of the institute with the external environment must be leveraged in form of absorbing information and experience from the external ecosystem into the institute's environment.

iii. Single Point of Contact (SPOC) mechanism should be created in the institute for the students, faculty, collaborators, partners and other stakeholders to ensure access to information.

iv. Mechanisms should be devised by the institutions to ensure maximum exploitation of entrepreneurial opportunities with industrial and commercial collaborators.

v. Knowledge management should be done by the institute through development of innovation knowledge platform using in house Information & Communication Technology (ICT) capabilities.

15. Entrepreneurial Impact Assessment

a) Impact assessment of institute's entrepreneurial initiatives such as pre-incubation, incubation, entrepreneurship education should be performed regularly using well defined evaluation parameters.

i. Monitoring and evaluation of knowledge exchange initiatives, engagement of all departments and faculty in the entrepreneurial teaching and learning should be assessed.

ii. Number of start-ups created, support system provided at the institutional level and satisfaction of participants, new business relationships created by the institutes should be recorded and used for impact assessment.

iii. Impact should also be measured for the support system provided by the institute to the student entrepreneurs, faculty and staff for pre-incubation, incubation, IPR protection, industry linkages, exposure to entrepreneurial ecosystem, etc.

b) Formulation of strategy and impact assessment should go hand in hand. The information on impact of the activities should be actively used while developing and reviewing the entrepreneurial strategy.

c) Impact assessment for measuring the success should be in terms of sustainable social,

financial and technological impact in the market. For innovations at pre-commercial stage, development of sustainable enterprise model is critical. COMMERCIAL success is the ONLY measure in long run.

16. Strategy of Academics

1. Adequate recognition/citation/awards for their achievements will be granted to student start-ups or alumni start-ups (within 3 years of graduation), who have had an exceptional effect & who have an early-stage link with PDUAM Amjonga.
2. The idea of a student entrepreneur in residence is approved by PDUAM Amjonga. Students would be allowed to apply for a leave grant during their studies for entrepreneurial initiatives.
3. A special Faculty Upgradation Scheme will be instituted. University professors working for a defined time together with students at PDUAM Amjonga to move out and pursue entrepreneurship (Faculty Rules) and on failure / good completion will be able to enter back.
4. Also, from the first year of college, student entrepreneurs working on a start-up concept may be allowed to convert their start-up project to degree completion as their final year project.
5. Students in the final year of PDUAM Amjonga will be expected to take up and solve a real-life practical problem as part of the academic curriculum through their sixth semester/final year project. The Centre for Innovation & Entrepreneurship Development Cell (IEDC) will help students who have completed the best of these projects and who want to turn their projects into products/services and want to set up start-ups.
6. Students leaving the college or dropping out of their academic courses will need to give written advance notice and request permission to continue or exit the programme. The decision of the Governing Body will be final.

17. Scope and Importance of Establishing the Start-Up Policy:

The start-up cell may have the impact on the various evaluation systems such as NIRF, AICTE, MHRD – MIC norms and ARIIA and the brief details are presented below for your kind information.

1. **NIRF:**

- Research and Professional Practice (RP)
- IPR and Patents: Published and Granted (IPR)
- Footprint of Projects and Professional Practice (FPPP)

2. **AICTE and MHRD Norms:**

Investment in the entrepreneurial activities should be a part of the institutional financial strategy. Minimum 1% fund of the total annual budget of the institution should be allocated for funding and supporting innovation and start-ups related activities through creation of separate 'Innovation fund'. The Institute Innovation Cell (IIC) has been

organizing various events in connection with MHRD-IIC and in addition to that the institute may initiate the start-up cell to promote the incubation and enhance innovation culture in the institute.

3. **ARIIA - Atal Ranking of Institutions on Innovation Achievements**
   More than 60% of marks are distributed to the innovation and start-up support, funding, revenue generation, IP and etc.

18. PDUAM Amjonga-Institution's Innovation Council

Major focus on IIC

1. To create a vibrant local innovation ecosystem.
2. To create start-up supporting mechanism in HEIs.
3. To prepare institute for Atal Ranking of Institutions on Innovation achievements framework
4. To establish Function Ecosystem for Scouting Ideas and Pre-incubation of ideas
5. To Develop better Cognitive Ability for Students

Roles and responsibilities

1.1. President: -

- The President will constitute the IIC council and appoint its members.
- He/She is responsible for ensuring that Quarterly Council Meeting is planned effectively. Conduct Council Meeting in accordance with prescribed rules and that matters are dealt with in an orderly, efficient manner.
- He/ She will lead the IIC Council.
- He/ She will have the IIC portal Login ID and will be the custodian of IIC portal login and data/ reports uploaded there in.
- He/ She will call the meetings, set meeting agenda and will monitor the deliverable.
- He/ She will be the main point of contact with MHRD Innovation Cell.
- He/ She will respond to all communication from IIC National Coordination team (MHRD Innovation Cell) and will be responsible to ensure decent performance of IIC.
- He/ She will coordinate with MHRD innovation cell and responsible for all the IIC activities in the institute.
- He/ She will ensure Institution's participation in IIC calendar activity and take lead in the institution driven activities (own initiatives).
- He/ She will ensure the effective implementation of IIC activities with the help of Convenor.
- He could change the council members as per the decision taken in council meetings and update the information on portal.
- He/ She will be responsible for submitting the monthly progress/activity reports on the IIC portal.

Vice President:-

- It is an Honorary post for a senior expert representative from Industry/Ecosystem enablers.
- He/She can be from faculty representative as well in case no experts are available.

Convener: -

- The Convener will work in close coordination with IIC president and will provide help wherever required for smooth conduction of activities.
- He/ She will ensure the participation in the meeting and will prepare the meeting agenda at least 10 days prior to meeting with the inputs from all valuable council members and President.
- He/ She will ensure that the internal examination dates would not interfere with the IIC activities and coordinate with all departments to ensure the same.
- He/ She will collect the inputs from all the members of the council at regular interval, especially external members for better planning of IIC activities and effective delivery of results.

Faculty Member/Faculty representatives/ Non-teaching staff: -

- Following members will work in close coordination with President and Convener to develop a comprehensive ecosystem of innovation and synergy in efforts to boost entrepreneurship. They will work as per the responsibilities assigned in council meeting.

Innovation activity coordinator –

- Will work to promote innovation related activities on campus or as mandated in IIC council meeting.

Start-up activity coordinator –

- Will work to boost start-up generation among students and related activities or as mandated in IIC council meeting.

Internship coordinator –

- Will work to arrange student internships in start-ups, so to expose them with start-up ecosystem in India, real-life challenges in start-up and their success stories or as mandated in IIC council meeting.

IPR activity coordinator –

- To promote awareness about IPRs and conduct related activities on campus or as mandated in IIC council meeting.

Social Media Coordinator –

- Will create and manage IIC page/account on Facebook, Twitter and YouTube and other relevant social media platforms.
- He / She will be responsible for posting all the relevant information about council meeting resolution and action plan, IIC activities and follow/tag MIC/IIC page and posts on these platforms.
- He/ She will also ensure that all students follow MIC/IIC page/account on social media to get first-hand information.

ARIIA Coordinator (Optional) –

- Coordinate for ARIIA related activities.

NIRF coordinator (Optional)-

- Coordinate for NIRF related activities.

19. Criteria to Select a Problem Definition (PD) for Pre-Proof of Concept (POC):

It should include

- Why is it important?
- What are other people doing? What is lacking?
- What is the Contribution?
- What are the principal results?
- What are the major findings?

Criteria to Select a Problem Definition (PD) for Proof of Concept (POC):

It should include

- Inventive step to the hypothesis
- Development to the technology
- Novelty to the system
- Capability to the industry
- Value to the society

20. PDUAM, Amjonga Innovation and Start-up Policy-Expert Committee

Date of formation-11th April, 2023

Number of members-9

A committee has been formed to formulate the innovation and start-up policy of our college-

Sl No.	Name of the faculty	Designation	Email-ID	Contact number
1	Dr. Navajyoti Sarmah	President	navajyotinaju@gmail.com	9435849434
2	Dr. Upama Baruah	Vice-president	u.baruah07@gmail.com	9954095908
3	Dr. Mukul Kalita	Convener	mukulkalita88@gmail.com	9678613061
4	Dr. Rupam Kalita	Internal member	rkphysics100@gmail.com	8638184845
5	Dr. Shahidul Islam Khan	Internal member	rakhakshik786@gmail.com	9577480322
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Drafted by

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