



ST. PAULS COLLEGE OF PHARMACY INNOVATION AND STARTUP POLICY FOR STUDENTS AND FACULTY

Approved in Governing body 12 October 2021

SPCP-I&E policy 2021

Preamble

Pacing towards the national mission of developing and strengthening innovation and startup ecosystem, the institute vision has been oriented to develop and strengthen the innovation and startup ecosystem.

MHRD's Innovation Cell (MIC) along with All India Council of Technical Education (AICTE) organised Orientation Programs on the theme "Orientation and Adoption of NISP at HEI Level" in the month of July 2021 with the following learning objectives have been adopted by the SPCP.

- Adoption of National Innovation and Startup Policy (NISP) by HEIs
- Provisions and components in NISP for HEIs to be implemented
- Approaches, expected outcomes and likely impacts which will be created both at Micro & Macro level and Short and Long-Term period.

Formulation of Policy:

St. Pauls College of Pharmacy (SPCP) has constituted fifteen-member committee according to the MIC instructions to brainstorm and develop Innovation and Startup Policy (NISP) in order to address the need for inculcation of innovation and entrepreneurial culture in the institution. This committee has deliberated various facets for nurturing innovation and startup culture in SPCP that has covered Intellectual Property ownership, norms for technology transfer, revenue sharing mechanisms, commercialization, equity sharing, etc. The governing body decision has an impact to formulate, "SPCP Innovation and Startup Policy 2021" for students and faculty of SPCP.

The **Vision** envisaged for the new Innovation & start-up Policy of SPCP is:

"To be the most reliable source for education, developing entrepreneurship skills, research and startups in pharmaceutical and allied sciences to cater the needs of the health care system"

NATIONAL INNOVATION AND START UP POLICY FOR STUDENTS AND FACULTY

ST. PAULS COLLEGE OF PHARMACY (SPCP)

The NISP committee of St. Pauls College of Pharmacy was established in 2021 to enhance and foster research innovation, entrepreneurship and startups.

VISION

To be the most reliable source for education, developing entrepreneurship skills, research and startups in pharmaceutical and allied sciences to cater the needs of health care system.

To idealize and implement competitive spirit in faculty and students to walk in the path of Research Innovation Ecosystem by being an innovative higher education institute (HEI) to initiate startups.

MISSION

1. Encourage, identify, train and produce highly skilled innovation talent, Researchers (R&D) and Technology Entrepreneurs.
2. To create a platform for students and faculty to explore their ideation and transform, that could change the perception of conventional knowledge towards innovation and research.
3. Ideation and prototype development suitable to cater healthcare project implementation for initiating a startup needs.
4. Facilitating and encouraging faculty by involving institute facilities.
5. Welcoming external investors and research expertise to invest on Indian student innovative ideologies and methodologies of faculty for startups.

OBJECTIVES

To facilitate establishment of research innovation entrepreneurship ecosystem in the pharma institution.

To support and develop startups with all amenities that pace with pharma market.

NISP COMMITTEE

S. No	Name of the Member	Member type	Role of Member
1	Dr. B. Chandrashekar	Faculty	Head of the Institution
Faculty Members			
2	Dr. M. Kiranmai	Faculty	NISP Coordinator & Convenor
3	Dr. P. Sunil Kumar Chaitanya	Faculty	Internship Activity Coordinator
4	Dr. K. Venu Madhav	Faculty	IPR Activity Coordinator
5	Dr. Somnath De	Faculty	Startup Activity Coordinator
6	Dr. Sneha Thakur	Faculty	Innovation Activity Coordinator
7	Suhasini. B	Faculty	Social Media Coordinator
8	Mrs. Naga Haritha	Faculty	Member
Student Members			
7	Anjali Joshi	Student	Social Media Coordinator
8	Bhavya Sri	Student	Innovation Activity Coordinator
9	Uday Kumar	Student	Internship Activity Coordinator
10	Shaik Shahzan	Student	IPR Activity Coordinator
11	E. Akhil Reddy	Student	Member
12	Anirudh	Student	Member
13	Ms Mary Manisha	Student	Alumni Member
Expert Members			
14	Dr. Zahoorullah	External expert	Incubation Centre
15	Dr. Bhubesh Kumar	External expert	Startup-Alumni Entrepreneur

Committee members were nominated based on their expertise in taking up their responsibility and functioning as per the policy guidelines of NISP-St. Pauls.

NATIONAL INNOVATION AND START UP POLICY FOR STUDENTS AND FACULTY

ST. PAULS COLLEGE OF PHARMACY (SPCP)

1. Strategies and Governance

- Propaganda of research innovation and start-up is a prioritized pursuit at St. Pauls College of Pharmacy. A well comprehended strategic plan has developed to initiate institutional startup with present students, faculty and alumni.
- The implementation of innovation entrepreneurial policy is the responsibility of the head of the institution, who could comprehend the industry/start up environment. The policy has been developed keeping the institutes vision and mission in mind that facilitates entrepreneurship.
- Resource mobilization plan was worked out to ensure not only development of incubation infrastructure and facilities, but also supporting pre-incubation activities. To minimize organizational constraints, a sustainable financial strategy is adopted for the implementation of entrepreneurial agenda.
 - i. Investment in entrepreneurial activities is 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.
 - ii. The strategy will also involve raising funds from diverse sources to reduce dependency on the funding. Bringing in external funding through government (state and central) agencies such as DST, DBT, MoE, AICTE, TDB, TIFAC, DSIR, CSIR, BIRAC, NSTEDB, NRDC, Start-up India, Invest India, MeitY, MSDE, MSME, UoM etc. and non-government sources should be encouraged.
 - iii. To support technology incubators, the institute 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 networks for promoting Innovation & Entrepreneurship.
 - For expediting the decision making, hierarchical barriers are minimized, and individual autonomy and ownership of initiatives is promoted.
 - Importance of innovation and entrepreneurial agenda was known across the institute and promoted and highlighted at institutional programs such as conferences, convocations, workshops, etc.

- Student and faculty start-up Policy and action plan was formulated at SPCP, which is in line with the current document along with a well-defined short-term and long-term goals. Micro action plans have also been developed by various departments in the institution such as pharmacology, pharmaceutical chemistry, pharmaceuticals, pharmacognosy, pharmaceutical analysis and pharmacy practice to accomplish the policy objectives.
 - Product to market strategy for start-ups has also been developed by the Institute which is suitable to the pharma market.
- i. Development of entrepreneurship culture is not limited within the boundaries of the Institution.
 - ii. The Institute will 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.
 - iii. Strategic International partnerships will be developed using bilateral and multilateral channels with international innovation clusters and other relevant organizations. Moreover, international exchange programs, and internships, engaging the international faculties in teaching and research will also be promoted.

2. Start-ups Enabling Institutional Infrastructure

Creation of pre-incubation and incubation facilities for nurturing innovations and startups in SPCP will be undertaken. Incubation and Innovation are interlinked organically. The goal of the effort is to link INNOVATION to ENTREPRISES to FINANCIAL SUCCESS.

a. St. Pauls College of Pharmacy (SPCP) has created facilities for supporting pre-incubation (e.g. IICs as per the guidelines by MoE'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 facilities with equipped pharma expertise are accessible 24x7 to students, faculty and alumni of all departments (Pharmacology, Pharmaceutical analysis, pharmaceutical chemistry, pharmacognosy, pharmaceuticals and pharmacy practice) and programs (B. Pharmacy, M. Pharmacy and Pharm D) across the Institution.

c. The Institute would offer mentoring and other relevant services through Preincubation/Incubation units and might charge a suitable fee for providing space to the

start-ups. At times, there may be equity sharing in Start-ups supported through these units.

3. Nurturing Innovations and Start-ups

- a. St. Pauls has established processes and mechanisms for easy creation and nurturing of Start-ups/enterprises by students (B. Pharmacy and M. Pharmacy), faculty, alumni and potential start up applicants even from outside the Institutions.
- b. Defining their processes, Institutions will ensure to achieve the following:
 - i. Incubation support: Offer access to pre-incubation & Incubation facility to start ups by students, staff and faculty for mutually acceptable timeframe.
 - 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 products developed by all stake holders.
- c. SPCP's society has also a full time MBA program where one can get a degree while incubating and nurturing a start-up company.
- d. The Institute will facilitate the start-up activities/ technology development by allowing students/ faculty/ staff to use Institutes 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 variety of areas including technology development, ideation, creativity, design thinking, 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 impacting a business.
 - iv. The Institute is willing to 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.
- e. In return for the services and facilities, the legal entity designated by the institute may take 1% to 5% equity/ stake in the start-up/ company, based on use of brand, faculty contribution, infrastructure support and use of the institute's IPR. The legal entity designated by the institute would normally take nominal equity share, unless its a full-

time faculty/ staff who substantial shares. Other factors for consideration should be space, infrastructure, mentorship support, seed- funds, support for accounts, legal, patents etc.

i. For staff and faculty, the legal entity designated by the institute would not take more than 20% of shares that staff faculty takes while drawing full salary from the institution; however, this share will be within the 5% cap of company shares, listed above.

ii. These are restriction on shares that faculty / staff can take, as long as they do not spend more than 10% of office time on the start-up in an 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 may go on sabbatical/ leave without pay/ earned leave.

iii. In case of compulsory equity model, the Start-up may be given a cooling period of 3 months to use incubation services on rental basis and to make a final decision based on satisfaction of services offered by the legal entity designated by the institute/incubator. In that case, during the cooling period, the legal entity designated by the Institute cannot force start-ups to issue equity on the first day of providing incubation support.

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

g. The Institute has a policy to extend this start-up facility to the alumni of the institute.

h. Participation in start-up related activities needs to be considered as a legitimate activity of faculty in addition to teaching, that is, in addition to R&D projects, industrial consultancy and management duties, contributions towards start-ups that are 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 the respective faculty are evaluated with respect to their performance and contribution for promotions.

4. 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 the inventors and the Institute.

i. The inventors and institute could together license the product / IPR to any commercial organization, with the patentee having the primary say. The License fee could either be/ or a mix of

a. Upfront fees or one-time technology transfer fees

b. Royalty as a percentage of sale-price

c. Shares in the company licensing the product

ii. 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-member committee consisting of two faculty members (having developed sufficient IPR and translated to commercialization), two of the institute's alumni/ industry experts (having experience in technology commercialization) and one legal advisor with experience in IPR, will examine the issue after meeting the inventors and help them settle this, hopefully to everybody's satisfaction. The Institute can use the alumni/ faculty of other institutes as members if they cannot find sufficiently experienced alumni / faculty of their own.

d. The Institute's IPR cell or incubation center will only be a coordinator and facilitator for providing services to the 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 the Institute is to pay for patent filing, they can have a committee which can examine whether the IPR is worth patenting and can own the patent. The committee should consist of faculty who have experience and has excelled in technology translation.

e. The 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, including heads of department, heads of institutes, deans or registrars, will have no say in the above.

f. St. Pauls promotes Interdisciplinary and transdisciplinary research and publications that facilitates start-up and entrepreneurship.

5. Organizational Capacity, Human Resources and Incentives

a. St. Pauls College of Pharmacy endeavors to recruit staff that has a strong innovation and entrepreneurial/ industrial experience, behavior and attitude. This will help in fostering the Innovation and Ecosystem (I&E) culture.

- i. Some of the relevant faculty members with prior exposure and interest are routinely deputed for training to promote I&E.
 - ii. To achieve better engagement of staff in entrepreneurial activities, a suitable institutional policy on career development of staff has been developed. This allows emphasis on constant upskilling.
- b. Faculty and departments of the institutes have to work in coherence and cross departmental linkages will be strengthened through shared faculty, cross-faculty teaching and research in order to gain maximum utilization of internal resources and knowledge.
- c. Periodically, few external subject matter experts such as guest lecturers or alumni will be engaged for strategic advice and bring in skills which are not available internally.
- d. Faculty and staff will be encouraged to do courses on innovation, entrepreneurship management and venture development.
- e. In order to attract and retain the right people, St. Pauls College of Pharmacy has 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 developed with grading the staff includes sabbaticals, office and lab space for entrepreneurial activities, reduced teaching loads, awards, training, 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 as developed will be used for evaluation of annual performance.

6. Creating Innovation Pipeline and Pathways for Entrepreneurs at Institute Level within pharmaceutical and healthcare sector.

- 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 example like arranging business plan competition/ Hackathons.
 - ii. Students/ staff will be taught that innovation (pharmaceutical technology, process or business innovation) is a mechanism to solve the problems of the society and patients/consumers. Entrepreneurs should innovate with focus on the market niche.

Curriculum subjects like entrepreneurship development should be incorporated for students.

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. SPCP endeavors to link their start-ups and companies with a wider entrepreneurial ecosystem and by providing support to students who show potential, in the 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. SPCP has established the Institution's Innovation Council (IIC) as per the guidelines of MoE's Innovation Cell and allocates 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 are 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 is opened for the potential entrepreneurs.

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

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

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

7. Norms for Faculty Start-ups

a. For better coordination of the entrepreneurial activities, norms for faculty to do start-ups are being created by the institutes.

i. Roles of faculty may vary from being an owner/ direct promoter, mentor, consultant or as on-board member of the start-up.

ii. SPCP is 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. 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 start-ups.

e. Human subject related research in start-ups should get clearance from the human ethics committee of the institution.

8. Pedagogy and Learning Interventions for Entrepreneurship Development in pharmacy.

a. SPCP has adopted a diversified approach 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 are 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: 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 the institute's philosophy and culture.
 - iv. 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 the external environment.
 - ii. In the beginning of every academic session, the 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 entrepreneurship education should be continuously updated based on entrepreneurship research outcomes. This should also include case studies on failures along with success stories.
- vi. 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 of 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 the 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.

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

a. Stakeholders engagement should be given prime importance in the entrepreneurial agenda of the institute. Institute 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 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. First focus of the incubator should be to create successful ventures.

v. Through formal and informal mechanisms such as internships, teaching and research exchange programs, clubs, social gatherings, etc., faculty, staff and students at the institutes should be given the opportunities to connect with their external environment. 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.

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 St. Pauls College of Pharmacy endeavors provide support mechanisms and guidance for creating, managing and coordinating these relationships.

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

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

iii. Knowledge management should be done by the institute through development of innovation knowledge platforms using inhouse Information & Communication Technology (ICT) capabilities

10. Entrepreneurial Impact Assessment

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

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 measurable impact analysis.

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. 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.

b. Impact assessment for measuring the success should be in terms of sustainable social, financial and technological impact in the market. For innovations at the pre-commercial stage, development of sustainable enterprise models is critical. COMMERCIAL success is the ONLY measure in the long run.