ISSN 2278-8808 IMPACT FACTOR: 1.38
An International Peer Reviewed
SCHOLARLY RESEARCH JOURNAL
FOR INTERDISCIPLINARY STUDIES

ROLE OF INDUSTRY –ACADEMIA INTERACTION FOR ENTERPRENEURIAL MOTIVATION OF ENGINEERING STUDENTS

Ragini Agrawal, Ph. D.

Associate Professor, Department of Economic, K R Girls (P.G.) College, Mathura, U.P.

Abstract

Industry –Academia interaction in general , is the collaboration between industries and educational institutes. Motivation leads to enhancing an existing potential or asset through the process of learning and application. It is a process of evolving one's skills in a systematic manner. Entrepreneurship development aims at individuals who want to start or possibly expand a business. Entrepreneurship development also focuses a lot on enhancing the ideas and potential of an entrepreneur. The aims of Industry –Academia interaction is necessary to entrepreneurial motivation and development. The development of a venture also has to be outlined in the concept. Without these two, there will be no clear goal. In terms of entrepreneurial motivation, we can see that "Job satisfaction" is ranked first and "Achieve political and social power" last. Both groups are extremely similar in terms of how they rank the different items although there are certain small differences: for example, computer engineers consider it more important to "Develop professionally and personally" rather than "Cover my personal needs". In a similar way to what happened in job prospects, in motivation there is a higher level of agreement in terms of average values among industrial engineering students. Entrepreneurial potential , Public –Private partnership , Availability of trainers and facilitators and government policies are the variables, responsible to entrepreneurial motivation of Engineering students. Idea generation workshops, through workgroups, brainstorming, etc., for the development of innovative projects, so that they may be subsequently analyzed and the results discussed. Business plan creation workshop so that the plans may be presented in the classroom and academically assessed.

Key-Words: *Industry –Academia interaction , Motivation, Facilitators, Public –Private partnership(PPP)*

METHODOLOGY (TOOLS AND TECHNIQUES) :

Random sampling method has been used to select the Respondents. A cross sectional evaluation was done to include Engineering students. Interview technique was conducted using predesigned & pretested questionnaire. Questionnaire included information related to bio-social profile of the students selection process. The data

was collected by the trained field investigators. The study is based on the survey 100 engineering students of GLA University at Mathura, Uttar Pradesh. The method of statistical analysis is used to draw scientific conclusions.

This research work aims to analyze the impact of entrepreneurial motivations on entrepreneurial intentions among future engineers and identify the role than entrepreneurship education plays in the development of the engineers' entrepreneurship. The results indicate that *the need for independence* is the key factor in the entrepreneurial intent of future engineers and confirm the positive contribution that entrepreneurship education has on their entrepreneurial intentions. Finally, recommendations are offered which could help the various agents involved increase the effectiveness of actions aimed at promoting firm creation in this area.

Hypothesis 1. The entrepreneurial motivations of engineering students directly proportional to the assistance of finance and multinational collaboration and affects their entrepreneurial intention.

Hypothesis 2 The entrepreneurship training and availability of current technologies the relationship between their entrepreneurial motivations and their entrepreneurial intention.

DISCUSSION & CONCLUSIONS:

A combination of economic, business and technology factors have led to a steady rise in synergistic partnerships between industry and academia in India. Academics tend to be extremely visionary in their ability to add to a body of knowledge through thorough and intelligent research but may often lack visibility into challenges faced by businesses. This alliance between industry and academia is for cross-pollinating and co-creating AI, analytics academic curricula. Given the dynamic nature of business today, enterprises are collaborating with universities for providing continuous AI, analytics training to their employees across disciplines. This ensures that their employees have a contemporary understanding of the best practices in their field of work, while also promoting employee satisfaction. On the other hand, universities carry this understanding of the needs of the corporate sector and incorporate the same into their AI, analytics academic curriculum. For universities, this is a critical way in which they can create a comprehensive coursework that is exceeding relevant in the job market today. The design and leadership of the consortium achieves vital performance outcomes, namely: accelerating the production of new knowledge. The

development of key enabling capabilities by the university, allied with routines for academic-industry researcher interface, are essential elements of the partnering design. The study results are presented and analyzed in two sections: the first section details the results of the descriptive comparison between future engineers gathered in the sample in terms of profile and entrepreneurial intention; the second section sets out the results relating to contrasting the proposed research model and the hypotheses on which it is based.

Motivate students in entrepreneurship through start-up exhibitions of successful entrepreneurs in the world of engineering. These role models represent a way of showing students an example of the validity of their project, so that they can envisage it realistically and believe that it can be carried out. Idea generation workshops, through workgroups, brainstorming, etc., for the development of innovative projects, so that they may be subsequently analyzed and the results discussed.

Business plan creation workshop so that the plans may be presented in the classroom and academically assessed.Organization of inter-university business plan competitions, searching for financing from collaborating bodies, with the establishment of awards.

The best ideas in the world often fail in the marketplace because it is so difficult for small entities to reach a sufficiently large set of potential adopters. Large corporations with extensive sales networks are often reluctant to pursue and promote new ideas. Instead, progress in the geospatial industry is often made by large corporations taking over small startups and absorbing their ideas. Unfortunately this process is often slower than one might like.

Table "A" Responses for Assistance of MNC's and financial Assistance to Enhance Entrepreneurial motivation

S. No.	Engineering Branches	Responses			Total	Percentage
		Yes	No	Neutral		
1	Mechanical Engg	22	2	02	26	26.0 %
2	Civil Engg	12	7	00	19	19.0 %
3	Electrical & Electronics Engg	36	00	00	36	36.0 %
4	Others (chemical ,petro chemical etc)	19	00	00	19	19.0 %
		84	96	20	200	100.00

Table "B" Responses for the Demand of particular skill and current technological collaboration to Enhance Entrepreneurial motivation

S. No.	Engineering Branches	Responses			Total	Percentage
		Yes	No	Neutral		
1	**Mechanical Engg**	**24**	**00**	**02**	**26**	26.0 %
2	**Civil Engg**	**12**	**07**	**00**	**19**	19.0 %
3	**Electrical & Electronics**	**36**	**00**	**00**	**36**	36.0 %
4	**Engg**		**00**	**00**		19.00%
	Others (chemical ,petro chemical etc)	**19**			**19**	
		84	**96**	**20**	**100**	**100.00**

Table "C" "Impacts of Industry – Academia Collaboration"

S. No.	Reported problems	Frequencies	Percentage
1	Assistance of MNC's	94	94.00%
	Financial assistance		
	Demand of particular skill	98	98.00%
2	Knowledge of current technologies		
	International Research collaboration	94	94.005
3		96	96.00%
4		98	980..%
5			

References

A.J. Acs, P. Arenus : ***Global entrepreneurship monitor. 2008 executive report*** *Babson College and London Business School, Wellesley, MA and London (2008)*

Chaudhary R. : ***Measuring enterprise potential in young people*** *Entrepreneurship Theory and Practice, 33 (2009), pp. 481-500*

C. Atienza-Sahuquillo : ***El espíritu emprendedor de los alumnos de ingeniería: recomendaciones para incorporarlo en la metodología docente*** *Alicante, Spain, June 7–8 (2012)*

E. Auto, R. Keeley : ***Entrepreneurial intent among students: Testing and intent model in Asia, Scandinavia, and United States.(20013)***

A. Bandura : ***Toward a unifying theory of behavioral change*** *Psychological Review, 84 (2014), pp. 191-215*

J. Bruner : ***Education and entrepreneurial choice: An instrumental variables analysis*** *International Small Business Journal, 31 (1) (2016), pp. 23-33*

R. Scandal : ***Business research methods and statistics using SPSS*** *Sage Publications, London (2018)*