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Chandraroop Dakle Jain College of Commerce, Shrirampur

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during year

Sr. No.	Name of the teacher	Title of the book/chapters published	Title of the paper	ISBN/ISSN number of the proceeding	Name of the publisher
1	Prof. Dr. Nimbalkar S.A.	A Text Book on Income Tax (Co-Author)	A Text Book on Income Tax	978-81-951264-3-9	Kshitija Publication, Pune
2	Dr. Kekane M.A.	संशोधन पद्धती (Co-Author)	संशोधन पद्धती	978-81-19120-64-2	Prashant Publication Pune
3	Mr. Nagpure V.B.	National Education Policy -2020 Industry-Academia Linkage (Co-Author)	The Study Role of Entrepreneurship with the help of industry and academia linkage	978-81-96185x-x-x	Nex Gen Publication




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Shrirampur

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on
INCOME TAX

(Assessment Year 2023-24)

For
T.Y.B.Com
(Semester-VI)

DR. SUDHIR S. BORATE
DR. SONAL S. BAWKAR

PRIN. DR. SUHAS A. NIMBALKAR
DR. SAKHARAM S. UGHADE

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A Text Book on
(Auditing & Taxation-II)
INCOME TAX

T.Y.B. Com
(Semester-VI)
(Assessment Year 2023-24)

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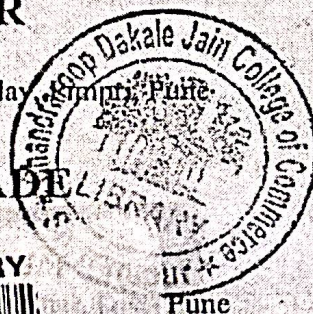
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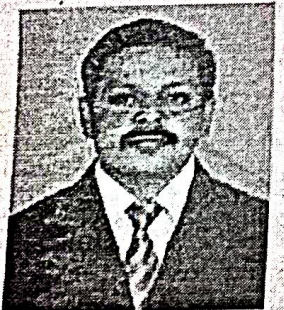
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- डॉ. अमृता इनामदार

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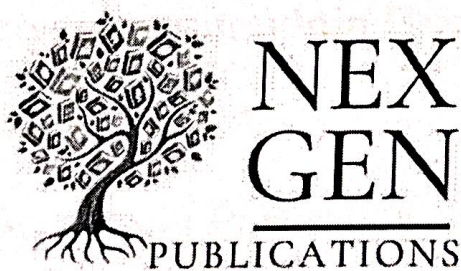
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THE STUDY ROLE OF ENTREPRENEURSHIP WITH THE HELP OF INDUSTRY AND ACADEMIA LINKAGE

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ABSTRACT

The industry on what exactly they expect from students studying in professional courses and how these expectations can be fulfilled. Although the expectations are discussed several times but there is always a mismatch in the actual v/s expectation. Moreover, this gap results in the students not getting good jobs and the industry having to adjust with half baked management trainees. The overall lack of quality seems to have resulted into not only a downward plunge in the salaries and CTCs but also a huge dive in students opting for these professional courses. This paper tries to explore the factors which cause this mismatch and the probable strategies to breach this expectation gap and the role of entrepreneurship with the help of industry and academia linkage.

Keywords: Industry, Academia, Entrepreneurship.

INTRODUCTION

A lot of entrepreneurs today are contributing to this cause by regularly interacting with the institutes in the form of seminars, guest lectures, and mentoring programs. etc. The Institute for MSME (Ministry of Micro, small & Medium Enterprises) conduct the National and International Executive Development Programs namely with the workshops and trainings on Project preparation skills for credit linkages of Micro Enterprises Development, Promotion of Micro Enterprises, Capacity Building, EDPs etc. NIMSME has a Enterprise Development, National Resource Center for Cluster Development, Enterprise Management, and Intellectual Property Facilitation Center for MSMEs, Entrepreneurship and Extension School of Enterprise Information and Communication etc. Which conduct specialized programs targeting specific requirements of Entrepreneurs? Institute Initiatives A lot of feedbacks are being received by the institutes today on the lacunas of the inputs provided by them. The industry feels that there is a lack of seriousness from the students' part and a lack of targeted & quality research from the academicians. The curriculum might be designed by industry experts or keeping in mind the needs of industry but the delivery of the same is dependent on a vast pool of experienced and inexperienced faculties; which again is a dicey job. A commendable effort on part of the institutes is the increase in involvement for imbibing certain techniques in teaching pedagogies like case study methods, research involvement of students, focused internships in industry etc. The institutes are also looking at internships for faculties in industry to give them a exposure in multiple sectors. This paper Towards An Integrated Model for Academia Industry Interface in India puts up an integrated model of Academia – Industry Interface which list out strategies like Chair creation, Incentive provision for Industry for their contribution to Academics; diffusion of knowledge through peer interactions etc.

OBJECTIVES OF STUDY

- The linkage of academia and industry has a strategic role in developing critical skills required by industry generation, acquisition, and adoption of knowledge, and in promoting entrepreneurship (start-ups and spin-offs).
- Academia - industry linkages are planned based on long term and short term. Collaborations. Beyond the teaching, research, entrepreneurial taxonomy, the. Broader purpose is to

contribute towards the social and economic development. Capacity building of students is done as per the demand and dynamic changes.

RESEARCH METHODOLOGY

In this research paper use of Descriptive and Exploratory research method.

DATA ANALYSIS

The industry feels that there is a lack of seriousness from the students' part and a lack of targeted & quality research from the academicians. The curriculum might be designed by industry experts or keeping in mind the needs of industry but the delivery of the same is dependent on a vast pool of experienced and un experienced faculties; which again is a dicey job. A commendable effort on part of the institutes is the increase in involvement for imbining certain techniques in teaching pedagogies like case study methods, research involvement of students, focused internships in industry etc. The institutes are also looking at internships for faculties in industry to give them a exposure in multiple sectors. Interface which list out strategies like Chair creation, Incentive provision for Industry for their contribution to Academics; diffusion of knowledge through peer interactions etc.

From an overall study of existing infrastructure and facilities; the authors of this paper have deduced the following strategies that could be effective in forming productive linkages of Industry and Institute.

- 1) **Focused Internships:** - An internship which is more than the usually stipulated 2 months would help the student to figure out what exactly is the nature of business and how it is run. The usual 2 months of the student are spent in a daze trying to understand what is happening around them and thus by the end of it the outcomes are not measurable. Internships need to have measurable targets; a traceability of industry contribution towards the program; a control on the tasks given to students and their completion status. The faculty needs to act more like a contributor to Internships than like a monitoring agency.
- 2) **Industry Mentorship Programmed:**-If the industrialists and experts spend quality time with students and mentor them personally; it would result in motivating the students and will also give a direction to their thought process.
- 3) **Inclusion of Industry experts in Syllabi formation and delivery:** Inclusion of industry experts in not only creating the syllabi but also ensuring training of the educators from the industry experts needs to be inculcated in the educational machinery. A lot of educators do not have an industry experience and thus fail in relating to real life situations of industry. Educators need to be exposed to Train the Trainers program to ensure quality delivery of relevant content.
- 4) **Focus on applications of theory:**-The education system focuses on the delivery of content and not on applicability of the theory. This results in failure of students when they are actually working in organizations. So the educators need to use application oriented pedagogies to ensure that students learn how to apply technical and management theories on job.
- 5) **Creating Awareness about the Government Initiatives:**-The government might put forth a lot of support systems but the awareness level for these initiatives is very less. An awareness mechanism needs to be put in place; otherwise students will not know about the vast pool of resources available to them.

Academic entrepreneurship is defined here as the leadership process of creating economic value through acts of organizational creation, renewal or innovation that occurs within or outside the academic institution that results in research and technology commercialization. It occurs at the

level of individuals or groups of individuals acting independently or as part of faculty or university systems, who create new organizations or instigate renewal or innovation within or outside the academic institutions. These individuals can be referred to as academic entrepreneurs or entrepreneurial academics (academic entrepreneurs). Value from academic entrepreneurship is achieved through the integration of organizational and commercialization activities. Secondly, the value creation process occurs through acts of organizational creation, renewal or innovation. The table above provides the mechanisms that can be undertaken when pursuing these entrepreneurial actions. And thirdly, academic entrepreneurship results in research and technology commercialization. This is because it facilitates and encourages university technology transfer between the university and industry. Thus, a higher degree of academic entrepreneurship orientation will result in a greater number of technology transfer and commercialization activities. In an entrepreneurial university, academic entrepreneurship processes and activities are embedded in the university system, uncultured in its academic faculties, embodied in its community of practice and “embroiled” in each individual academic. By indulging in academic entrepreneurship, university agents – that is, academic inventors and entrepreneurs – use available organizational resources and state resources and organize their entrepreneurial activities towards exploiting perceived opportunities in the knowledge-based economy.

CONCLUSION

Industry-academia collaboration has enhanced knowledge, innovation and played an integral part in the economic growth of developed countries. The linkage of academia and industry has a strategic role in developing critical skills required by industry (both production and service sector), generation, acquisition, and adoption of knowledge, and in promoting entrepreneurship (start-ups and spin-offs). Similarly, the expansion of market driven research and innovation at university level can be utilized at industrial level to foster commercialization. The objectives of such linkages can vary on the basis of its scope and agreement between Institute and industry. In developed countries, these linkages have been mutually beneficial for industry and academia. The interaction between industry and academia has been a key for economic growth in developed world. The focus of academia has to be on the current needs and market trends. Unless industry and academia is not on the same page, there will always be a mismatch between the skills and knowledge required at industry and the graduates produced by universities.

There are mainly three facets of university i.e. teaching, research and entrepreneurship. Teaching universities requires support of industries in designing their curriculum and support in students/graduates placement. Research based universities requires support of industry to channelize their research activities with respect to local needs and to take advantage from technological advancement. Furthermore, the entrepreneurial universities require support of industry in developing business incubation services and in promoting entrepreneurship education. However, university cannot achieve these objectives without support of industry. Institute creates knowledge and unless that knowledge is not based on the industrial need, it is of no use. Similarly, the research and area of research needs to be associated with the current market problems and needs.

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