A Multifaceted Adaptive Algorithm-Based Framework for the Development of an University Student Knowledge Experiential Platform Focused on Creativity and Entrepreneurship

Dr. Munaga Ramakrishna Mohan Rao, MBA, Ph.D, LMISTE, PGDCA IC-38
Director& Professor, Dr. B. R. Ambedkar Institute of Management and Technology, Hyderabad

Abstract- To keep up with the advances in IT, the nation needs a robust pool of creative problem solvers and visionary business owners, and today's college students have the potential to become our country's most potent source of new ideas. Higher education institutions provide courses in Double creation, which boost students' general quality and marketability. We live in an Internet age, and we must use its potential to improve Double creative instruction. Currently, there is no information experience the system, analyses the data of the system builds a college student Double creation information experience system, and performs tests on the system to test its performance, on the student Double creation platform of colleges and universities. The experimental findings validate the accuracy and efficacy of the system data, demonstrating that the system data computed using the multi-dimensional dynamic algorithm is appropriate for the Double creative experience of college students.

Keywords— Adaptive, Platform, Experience, Knowledge, Student, College, Focus, Algorithm.

I. INTRODUCTION

In moving forward with the building of a progressive nation. Students, by virtue of their superior quality and competence, may play a pivotal role in fostering the development of a creative and enterprising nation. Institutions of higher learning have initiated a wide range of initiatives aimed at improving college students' Double creation performance, and businesses are making concerted efforts to do the same. Involved students in Double creation also require ready access to a variety of data about Double development. Therefore, encouraging Double-creation exchanges, fostering the linking of entrepreneurship and student entrepreneurship projects, and increasing efficiency [1-2] can all be greatly aided by the development of an integrated, efficient, and scalable college student Double-creation information experience system. Because of the current push for "mass entrepreneurship and innovation" in the nation, studies on Double creation education have expanded and deepened.

Numerous professionals and academics from different institutions have put forth a great deal of effort to undertake exhaustive, exhaustive, and in-depth study. To cultivate college students' entrepreneurial capabilities, to educate, cultivate, and discover unique talents, and to cultivate education in a variety of ways, various authors have advocated various measures [3, 4]. For instance, Patricio and Rui have proposed that colleges and universities offer Double creation courses throughout the school year [3]. It is clear from the literature that most studies on Double creation are designed to help aspiring entrepreneurs, particularly those attending four-year

colleges and universities, learn more about the cultural connotation, educational purpose, and implementation methods of Double creation education. The globalisation of the economy and the globalisation of knowledge are two new eras that modern and contemporary humanity have entered. Countries' scientific and technological prowess are playing an increasingly crucial role in an increasingly cutthroat international competition. However, one of the most significant factors is the level of entrepreneurialism and inventiveness among the population. So that society may progress more quickly and better, it is essential that inventive individuals be encouraged to shine. This paper gives an overview of college students' Double creation by conducting extensive literature research and conducting their own experiments, by employing multi-dimensional dynamic algorithms to calculate the data of The system, by analysing the data of The system and designing The system, and by conducting experimental performance tests of The system [7-8].

II. RELATEDWORKS

Entrepreneurial culture encompasses the mindset, philosophy, and skillset of those who have started their own businesses. When it comes to establishing a new venture, the values, norms, and traditions that are instilled in students at various educational institutions will vary widely. Some of the traits that define an entrepreneurial mindset on campus: Each institution is distinctive in its history, resources, culture, and intended direction, as well as in its standards and viewpoints on the challenges it faces [9, 10].

Many facets of culture, including business and education, contribute to the innovative atmosphere of universities. Government, society, business, education, and other institutions are all a part of this melting pot of civilizations. Expanding employment and entrepreneurial channels and bolstering the building of a corporate culture cultivation system need the involvement of our universities, society, and businesses on a wide range of levels. To develop one's own distinctive culture, one has to become open to and respectful of other people's ways of life, amass an array of entrepreneurial experiences, generate innovative business concepts, and implement them with confidence [11, 12].

Students interested in Double creation should have the foresight to plan ahead and the guts to engage in practical business experience. This is the single most important reason for our business's success. Creating new business concepts in continuous practise and management, continually developing new projects, actively cultivating students' entrepreneurial enthusiasm, and enriching entrepreneurial knowledge are all necessary for the successful cultivation of a Double creation culture in educational institutions. Colleges and universities encourage a culture of innovation and entrepreneurship, but this is an intellectual notion that has to be grounded in factors like location, authority, experience, and so on. The entrepreneurial culture at the university relies heavily on the traditions of the surrounding area.

When it comes to preparing students for commercial initiatives, the institution's focus is on network technology and electronic information technology. Then, make advantage of the University's Double creation Development Park as a rational and scientific open platform for

Double creation, assisting students in completing projects and engaging in autonomous entrepreneurship so that they may reach their full potential. In this research, we use algorithms, a traditional mathematical approach to investigate the optimization of a multi-stage decision-making process, to compute the data of the system that will be used in the design of the Double creation information experience system for college students. With its help, a system that deals with the complexities of a college student's Double creation information experience may be broken down into a succession of ideal college students' Double creation information with comparable structures. Learn through firsthand experience the system's constituent parts and then tackle them one by one until you've reached a decision-making strategy that best serves the whole system. The performance of the presented computer methods is evaluated using two metrics: accuracy and information unity. Here is the formula:

$$W^1 = W + \sum_{n} A_{1m} * S_n \quad (1)$$

$$W^2 = W + \sum_{n} A_{1m} * S_n + \sum_{n} A_{2m} * V_m \quad (2)$$

Assuming a data set contains W solutions, where and are the class solutions learnt by various methods and is the solution supplied by the data set, we may compute the data of The system utilising a multi-dimensional dynamic algorithm. The programme can quantify the data from the information experience system for academic development of Double by college students. Nodes in the data set are represented by and, respectively, and form a logical structure. This yields a multi-dimensional dynamic method for optimising the system's data, and the resulting data satisfies all design criteria.

III. PROPOSED SYSTEM ARCHITECTURE

A. Contextual Investigations.

It is becoming usual to utilise the Internet to find answers to issues we encounter at work because to the proliferation of modern information technologies. Calculate system data with the help of the algorithm, gain system data optimization with the aid of the algorithm, and use system data in the creation of a platform for sharing college students' innovative and entrepreneurial endeavours.

B. A New Approach to Experimental Design

The architecture of the college student Double creation information experience system is shown in Figure 1; it consists of a display layer, a business logic layer, and a data access layer. Student User Information Module of the Information Management System (IMS), Entrepreneurial Consulting Module of the IMS, System Administrator Module of the IMS, and Entrepreneurial Project Module of the IMS all form part of the data access layer of the college student Double creation information experience system. Once the system is plugged into an electrical outlet, users may access the many drives that make up the subsystems. Clicking will

take the administrator or teacher to the individual classroom module they are responsible for. The review process begins with the assessment administrator establishing assessment criteria, followed by the audit manager checking in on the audit's progress and ultimately seeing and exporting the findings. The principal has access to the teacher profiles submitted by the school, including the profiles of any educators who specialise in Double creation and the ability to edit such profiles. Administrators at the school level may oversee Double creation initiatives. The three primary categories of "normal" users are professionals, veterans, and newbies. After signing up, businesspeople may share data on things like market demand and company priorities. Double creative experiences may be published by regular students and quality can be assessed following connecting. In most cases, you may trust the judgement of the "expert" account.

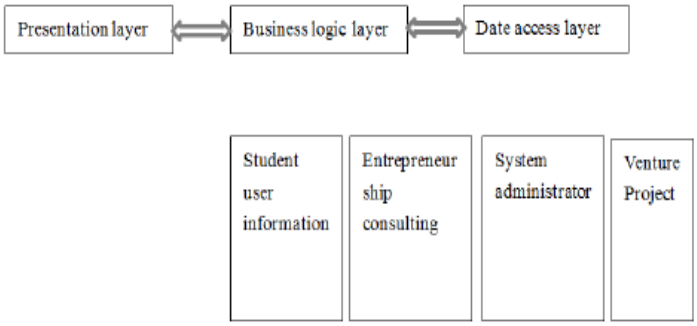

Fig.1 A Resource for Fostering Innovation and Entrepreneurship Among College Students

IV. RESULTS AND DISCUSSION

A. College Students' Use of IEB Data for Innovation and Entrepreneurship.

The college student Double creation information experience system's presentation layer, business logic layer, and data access layer type analysis parameter table (start time, execution time, finish time) is as follows. Table I displays the results of the experiments. Type analysis parameters for the presentation layer, business logic layer, and data access layer (initialization time, execution time, and finalisation time) are listed in Table I. As we can see from the table, the system Start time (ST), execution time (ET), and completion time (NT) nodes in the presentation layer A1-A4 correspond to ST, ET, and NT nodes in the business logic layer A1-A4 in the same way that ST, ET, and NT nodes in the presentation layer A1-A4 correspond to ST, ET, and NT nodes in the business logic layer A1-A4. Task nodes in the ST, ET, and NT of the data access layers A1-A4 correspond to the ST, ET, and NT, respectively. Its display layer has an NT of 38, its business logic layer has an NT of 4, and its data access layer has an NT of 12. The data and functionality of the system developed in this research are excellent.

B. Examining the Information Experience System for Fostering Innovation and Entrepreneurship Among College Students

Figure 2 shows a data analysis–style schematic of the Double creation information experience system's intended architecture for use by college students. Figure 2 is a data analysis-style graphic showing the expected W of power consumption at each layer of the final design for the Double creation information experience system for college students. Attribute power consumption for the 14 presentation layer nodes in the idealised college student Double creation information experience system is shown in the figure to be 0.3w, 0.25w, 0.15w, and 0.17w, respectively. The goal structure of the college student Double creation information experience system has 14 nodes in the business logic layer use 0.14w, 0.18w, 0.23w, and 0.17w of power, while 14 nodes in the data access layer consume 0.14w, 0.18w, 0.23w, and 0.17w of power. The values range from 0.31% to 0.27% in terms of power. It demonstrates that the algorithm's prediction of the power consumption of 1–5 nodes in the system's goal topology holds true in testing.

TABLE I. Information Experience System Information For Dual-Creation At College

	Hardware node				Business logic layer				Data access layer			
Task node	A1	A2	A3	A4	A1	A2	A3	A4	A1	A2	A3	A4
Starting time	0	17	32	31	0	17	15	1	0	18	0	27
Execution time	0	5	5	5	6	16	7	9	0	21	5	7
End Time	3	21	36	38	4	15	37	4	12	23	15	12

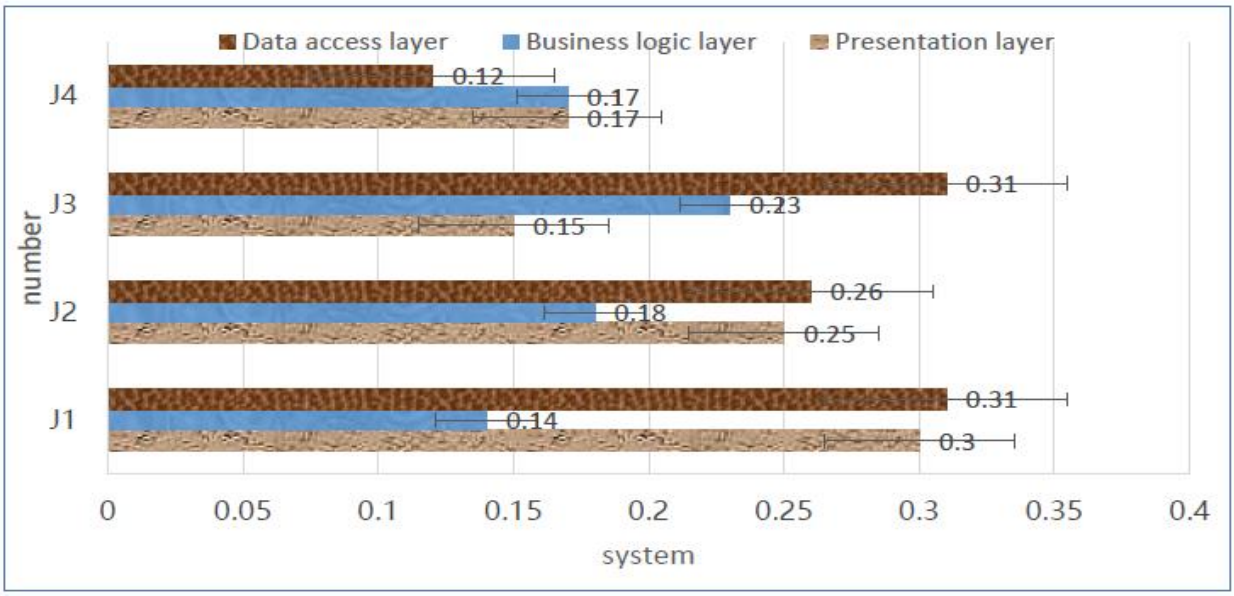

Fig.2 The Double-Creation Experimental Results of an Information Experience System for University Students

v. FUTURE SCOPE AND CONCLUSION

Examining the labour requirements and performance of the student Double creation IMS Require, this article discusses the current state of various innovation and business information systems, provides context for the system's development, and focuses on its application by college students. Following the establishment of the system's requirements and the identification of the various functional needs, the system's chosen technology is presented, and the system's business requirements and performance requirements are stated. This work employs the algorithms to compute data from the student Double creation information system, analyses data from the student Double creation information system, creates the student Double creation information system, and puts the system through experimental testing. System data is reliable and efficient, demonstrating that the system data derived by the algorithm is appropriate for the Double creative experience of college students.

REFERENCES

[1] Barroso-Tanoira F G, Tanoira F. Motivation for increasing creativity, innovation and entrepreneurship. An experience from the classroom to business firms[J]. Journal of Innovation Management, 2017, 5(3):55-74.

[2] Bhagavatula S, Mudambi R, Murmann J P. Management and Organization Review Special Issue 'The Innovation and Entrepreneurship Ecosystem in India' [J]. Management & Organization Review, 2017, 13(01): 209-212.

[3] Patricio, Rui. A gamified approach for engaging teams in corporate innovation and entrepreneurship[J]. World Journal of Science Technology & Sustainable Development, 2017, 14(2/3):254-262.

[4] Mcphee C, Saurabh P. Editorial: Innovation and Entrepreneurship in India (January 2018)[J]. Technology Innovation Management Review, 2018, 8(1):3-4.

[5] Oyelakin O, Kandi U M. The Moderating Role of Government Policies on the Relationship between Technology, Innovation and Entrepreneurship Development in Nigeria: A Partial Least Square Approach[J]. Universal Journal of Management, 2017, 5(10):477-484.

[6] Kumar R R, Singh K P, Ete L. Social Innovation and Entrepreneurship in Arunachal Pradesh: Opportunities and Challenges [J]. Space and Culture India, 2021, 8(4):48-59.

[7] Osakede U A, Lawanson A O, Sobowale D A. Entrepreneurial interest and academic performance in Nigeria: evidence from undergraduate students in the University of Ibadan[J]. Journal of Innovation & Entrepreneurship, 2017, 6(1):19.

[8] Delaney P G, Harrington K, Toker E. Undergraduate Student-Run Business Development Services Firms: A New Educational Opportunity and Growth Alternative for Small and Medium Enterprises[J]. Entrepreneurship Education & Pedagogy, 2019, 2(2):171-187.

[9] Fortino G, Russo W, Savaglio C, et al. Agent-Oriented Cooperative Smart Objects: From IoT System Design to Implementation[J]. IEEE Transactions on Systems, Man, and Cybernetics: Systems, 2017, 48(11):1-18.

[10] Miramirkhani F, Narmanlioglu O, Uysal M , et al. A Mobile Channel Model for VLC and Application to Adaptive System Design[J]. IEEE Communications Letters, 2017, 21(5):1035-1038.

[11] Arsalan, Mosenia, Susmita, et al. Wearable Medical Sensor-Based System Design: A Survey[J]. IEEE Transactions on Multi-Scale Computing Systems, 2017, 3(2):124-138.

[12] Bhore P, Joshi S, Jayakumar N. Handling Anomalies in the System Design: A Unique Methodology and Solution[J]. International Journal of Emerging Trends & Technology in Computer Science, 2017, 5(2):409-413.