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Current State, Challenges, and Solutions for Innovation and Entrepreneurship Among College Students in the Context of the "Double First-Rate" Policy

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Abstract

It has been a pattern that understudies pursue innovation development rivalries or begin their own organizations after graduation, since the "Twofold First-rate" strategy, for example developing "twofold first-evaluated" colleges, has been carried out and the government has consistently energized instruction on understudies' development and business venture. A review has been led to explore business as usual of understudies' advancement and business of Tianjin College through different ways, for example, contextual investigation and field work, surveys and meetings, coming to a end that understudies need adequate information towards development and business and that colleges ought to further develop understudies' useful and complete abilities. The paper resolves the issues with the parts of stage development, strategy backing and brand exercises with the examination of explicit cases “Abstract” is a necessary section in a research paper. It may be constructed by gathering main points (summary) from each section of the research paper.

Keywords: college students, talents cultivation mode, spirit of innovation and entrepreneurship

1. Introduction

"Ages of gifted individuals are expected to accomplish the objective of building a tolerably prosperous society in all regards, making progress toward the extraordinary outcome of communism with Chinese attributes and working energetically to understand the Chinese dream of public restoration." [1]The methodology of building an advancement arranged country has been particularly stressed on the nineteenth Public Congress of the Socialist Coalition of China. The development of advancement abilities is needing an imaginative mode; in any case, the conventional disciplines characterization and unbending abilities assessment models make it hard to advance understudies' development and business venture. Accept Tianjin College as an model. The significant hindrance are an absence of mindfulness and air among understudies of the college. In this manner, how to advance the instruction on undergrads' development and business should be improved and idealized in practice.

2. The state of affairs OF Undergrads' AdvancementFurthermore, Business venture

Examination of business as usual in the exposition depends on a careful examination concerning understudies in Tianjin College. Surveys assist agents with acquiring the information on the current

circumstance of understudies' development and business venture as well as their perspectives upon the peculiarity under the strategy of "Twofold First-rate". The poll addresses understudies' mindfulness, experience, sentiments and individual data that are connected with development. To get precision and fairness, not just new alumni were given surveys, yet in addition business visionary graduated class were evaluated. Visiting undertakings that is started by graduated class has likewise been organized in order to encounter possibilities and difficulties brought by training on development and business. Crude information has been handled by Succeed and MATLAB after invalid polls were singled out. The ends are as per the following. Schooling on development and business venture, a moderately new idea as of late, is impacted by the customary training design in China. Hence, there is a deviation in the comprehension of the idea of advancement and business in certain schools and colleges, prompting the absence of the air of advancement in grounds. The overview of 615 polls shows that 33.5% of understudies accept development and business venture are as it were propagandized ideas in the college, having close to nothing to do with them, 29.8% of them hold innovation advancement is challenging for understudies, 24.7% of them just characterize "advancement furthermore, business venture" as "beginning an organization" and 11.9% of respondents have no clue about advancement and business venture at all. Besides, there are 32.4% of understudies who partook in development situated rivalries for at least multiple times, yet 16.1% of them never engaged in any connected exercises. Just 9.8% of understudies participated in the foundation of a startup. It is seen that as albeit a few understudies have an uneven comprehension of development and business venture, a certain number of understudies can dispose of their attitude and take an dynamic part in doing explores or beginning organizations. The reality is that, the situation being what it is of developing "twofold firstrated" colleges, understudies some way or another are discouraged from methodicallly fathom the logical implication of advancement and business venture instruction, which shows there is still a lot of opportunity to get better.

3. Key Challenges Facing College Students' Innovation and Entrepreneurship

Top universities are expected to nurture top-tier talent, and this process should be personalized and diverse, with innovation and entrepreneurship education playing a key role. Since the introduction of the "Double First-rate" initiative, Tianjin University has followed a strategy of "effective nourishment and interdisciplinary synergy," actively promoting student innovation and entrepreneurship. This has resulted in the development of numerous talented individuals. However, an inadequate cultivation system can lead to ineffective student growth.

In this essay, the author combines insights from technology innovation competitions, student entrepreneurship projects, and "The Second Classroom" with economics and management knowledge to analyze data on student innovation and entrepreneurship at Tianjin University, highlighting the current status and major issues.

A. Outdated and Simplified Educational Methods

Traditional teaching methods involve a one-way flow of information from teachers to students. While many educators recognize the importance of innovation and entrepreneurship for national development, some still undervalue these aspects, leading to outdated educational practices that disconnect theory from practice. This disconnect is evident in the fact that 99 out of 615 surveyed students had not participated in relevant activities. In the information age, students have various ways to acquire new knowledge, so educators must provide effective, multidimensional nourishment. This includes investing in teaching facilities and software, emphasizing intangible outcomes such as cultural understanding and value

development, and enhancing students' sense of achievement. A holistic educational approach—focusing on value shaping, skill development, and knowledge impartation—should foster innovative thinking, entrepreneurial spirit, and skills. Given the relatively short history of innovation and entrepreneurship in China, an interdisciplinary approach should be adopted to improve teachers' capabilities in the context of building "double first-rate" universities.

B. Lack of Familiarity with Innovation and Entrepreneurship Education

College students are often not accustomed to innovation and entrepreneurship education. For example, in the Robot Competition at Tianjin University, the top eight winners are predominantly from engineering-related fields, with only one Arts student placing, representing just 1.67% of the winners. Despite attempts to revise regulations to include more disciplines and encourage interdisciplinary teams, students' limited awareness and experience remain significant barriers. With no established textbooks or theories, students must put in extra effort to learn through practice. Many students, lacking an interdisciplinary and creative mindset, passively engage with innovation and entrepreneurship education. To address this issue, educators should actively motivate and support students in cultivating innovative thinking. Students should be encouraged to proactively change their roles and methods, collaborate in practice, and foster an environment conducive to innovation and entrepreneurship.

C. Need for Platforms to Incentivize and Promote Commercialization

Based on feedback from 199 students who have participated in multiple technology innovation competitions, it is clear that an interdisciplinary synergy platform is crucial for effective innovation and entrepreneurship education. Such a platform would provide valuable learning, cultivation, and practice opportunities for both teachers and students. A flexible educational system should be implemented to support high-quality projects, recommend students for advanced studies or exceptional graduation theses, and increase incentives for instructors through national and provincial awards or funding. Establishing such a platform would help prevent brain drain, advocate for technology commercialization, and foster an environment conducive to innovation.

It is undeniable that Tianjin University has successfully integrated innovation and entrepreneurship education with its specialized disciplines, rich history, and unique school culture. For the university to effectively cultivate high-quality talent with innovative spirit, entrepreneurial awareness, and creativity, it must align its programs with industrial needs. This approach not only enhances students' entrepreneurial prospects but also drives employment opportunities. However, significant challenges remain. The issues discussed, derived from case studies and statistics at Tianjin University, represent critical concerns that must be addressed to shape the future of college students' innovation and entrepreneurship education.

4. SOLUTIONS: HOW TO MORE EFFECTIVELY PROMOTE INNOVATION AND ENTREPRENEURSHIP IN UNIVERSITIES AND COLLEGES?

To tackle the main challenges identified at Tianjin University, the author, drawing on personal experiences and feedback from various university departments, proposes several strategies. The goal is to refine the innovation and entrepreneurship education system to align with the unique characteristics of Tianjin University and improve its effectiveness. Additionally, under the "Double First-rate" national policy, there is an opportunity for further collaboration with educators from across the innovation and entrepreneurship sectors to build a world-class university with leading disciplines.

A. Prioritizing "Innovation" in Talent Development

The "Tianjin University Excellent Talents Cultivation Standards" have been established with four key

dimensions: psychological and physical health, morality, ability, and knowledge, including 28 specific elements. These standards emphasize emotional intelligence (EQ) and innovation skills. The goals of "innovation" and "entrepreneurship" have now been incorporated into these standards. Each school's teaching standards have been revised to reflect the national "Double First-rate" policy and the university's specific context, with innovation spirit, entrepreneurial ability, and innovation awareness being crucial metrics for assessing talent development.

B. Enhancing the Science and Technology Education System

Tianjin University has invested in a comprehensive array of resources to boost students' innovation and entrepreneurship consciousness. This includes offering 6 mandatory courses, 8 elective courses, and 3 online courses, benefiting nearly 8,000 students annually. The Student Innovation Practices Plan (PSIP) has been thoroughly integrated into the talent development process. University laboratories, including the State Key Laboratory, National Experimental Teaching Demonstration Center, and National Virtual Simulation Teaching Center, are open to all students, adhering to the principles of "educating people, sharing resources, emphasizing effectiveness, and ensuring quality." A credit accumulation and transfer system will reward students with PSIP credits for winning school-level and higher competitions. From 2008 to 2017, 9,561 students participated in the "College Students' Innovation and Entrepreneurship Plan," with 2,079 involved in 2018 alone.

C. Improving the Innovation System for Practical Experience

Tianjin University focuses on national needs and global technological frontiers, developing an innovation system that encompasses basic research, technological innovation, and commercialization. This system supports rapid student development. For instance, 60 interviewees who established enterprises have set notable examples. The Tianjin University Technology Transfer Center, with over 30 subcenters and professional agents, effectively promotes technology commercialization. A patent analysis laboratory identifies valuable patents from over 1,000 annually to support student entrepreneurs. Additionally, 55 joint research institutions facilitate the sharing and transfer of scientific and technological achievements, fostering successful collaborations between universities and enterprises.

D. Establishing a Comprehensive Innovation Chain

Since 2011, Tianjin University has integrated innovation resources to provide a full range of "creativity, innovation, and entrepreneurship" services. The "creativity" aspect includes 101 courses and extracurricular activities like the Robot Competition and Weekend Science Classes to stimulate creativity. The Tianjin University Robot Competition, co-hosted with IEEE's China representatives, exemplifies this effort. Innovation is supported through 39 innovation laboratories that encourage independent research. For entrepreneurship, the "D+" plan offers platforms for students to engage in business activities, product manufacturing, and processing.

E. Building Large-Scale Practice Centers Leveraging Discipline Advantages

Tianjin University continues its tradition of emphasizing practical experience, aiming to cultivate engineering consciousness, integrity, and creativity through in-class experiments, group practices, and social activities. This approach, known as the "Three Threes" system, strengthens both internal and external practice centers, making practical experience a core part of talent development. The university has established 7 innovation and entrepreneurship bases across various disciplines and over 150 practice bases and 12 national engineering education centers in collaboration with renowned enterprises.

F. Developing a Professional Team of Educators and Mentors

The competition system at Tianjin University spans various levels, including school, municipal, national,

and international stages. Key contests such as the "IEEE-UBTECH Chinese Robot Design Competition," the "Challenge Cup," and "Innovation Youth" are used to build prestigious brands. Over the past three years, Tianjin University teams have secured 42 national awards and 267 municipal awards.

To foster an environment that encourages independent thinking, free exploration, rational skepticism, bold innovation, and a tolerant mindset, it is essential to enhance the promotion of exemplary cases. One such initiative is the publication of the book "Tianjin University Entrepreneurs," which showcases the success stories of alumni. This book aims to inspire current students to pursue entrepreneurial endeavors, whether through technological advancements or entrepreneurial ventures, and to embrace the responsibility of contributing to social progress..

5. Conclusion

The essay explores the current state of college students' innovation and entrepreneurship within the framework of the "Double First-rate" policy. It addresses key issues such as outdated educational concepts, inadequate student performance, and a lack of innovation platforms. Proposed solutions, tailored to this policy, have been applied specifically to Tianjin University.

The university should continue to prioritize a people-centered approach, intrinsic development, and the comprehensive implementation of quality education. This includes fostering students' patriotism, global perspective, innovative spirit, and practical skills. Developing a robust talent cultivation system and practice-oriented teaching methods will align with national needs and nurture students with entrepreneurial aspirations.

The essay aims to offer practical examples and insights for college educators to enhance innovation and entrepreneurship education.

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