

Research for the New Paths of Innovation and Entrepreneurship of Universities under the Background of the Internet Plus Initiative—from the Perspective of Applied-type Private University

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Abstract: The advent of the era of internet plus initiative has offered not only opportunities but also new challenges for the innovation and entrepreneurship of applied-type private universities. Under this major internet plus initiative background, the campaign of innovation and entrepreneurship of those kinds of universities are encountering difficulties like the inability of students to start a business, the inadequacy of the number of teachers for the education of innovation and entrepreneurship, the insufficiency of funds and investments for business start-up projects, and more.

1. Introduction

Due to the independent characteristics, applied-type private universities bear more advantages in training talents of innovation and entrepreneurship compared with state-run education. Hence, applied-type private universities have the necessity to launch the exploration for new paths of the education of innovation and entrepreneurship.

2. Challenges that Applied-type Private Universities are Confronting in the Field of Innovation and Entrepreneurship Education under the Internet Plus Initiative Background

2.1 The Inability of Students to Start A Business

Although the background of Internet Plus Initiative could offer a decent platform and more and more opportunities of high quality for university students to start a business, the requirement for their entrepreneurial capacity are at a relatively high level that how to enhance it is a mammoth challenge indeed. Initially, it is ultimately inadequate for students to merely acquire modern information technology that they need to understand how to utilize this technology to operate the business and achieve success through all sorts of entrepreneurial activities if they have the desire to start the business without a hitch under this Internet Plus Initiative environment.[1-9] Next, regardless of the enhancement of the material and spiritual level of customers and the diversification of their requirements, it is radically important to manage and supervise the relationship between the needs of customers and the proper utilization of the Internet.[10-14]

2.2 The Inadequacy of the Number of Teachers for the Education of Innovation and Entrepreneurship.

At present, China bears a late start for the education of innovation and entrepreneurship for university students, relatively deficiency of related guiders or mentors, not to mention those teachers in the Internet innovation and entrepreneurship field.[15] Most of applied-type private universities in China present a “young face”. It has not been a long period of time for them to put forward the core goal of fostering students of the application type that most of teachers focus mainly on giving lectures and are lack of related practical experiences, therefore university students could not fully experience and understand the education of innovation and entrepreneurship. Among most of these applied-type private universities, even the existing very small amount of them that

open these courses do not have teachers that have much entrepreneurial experiences and practical abilities for they are generally academic specialists instead. If teachers are short of business startup experiences, it is difficult for them to endow students with more practical guidance in teaching that the launch of innovation and entrepreneurship education will be empty talk in the end.

The Insufficiency of Funds and Investments for Business Start-up Projects

2.2.1 Some Entrepreneurial Activities Become Formalistic

Although our country and society advocate university students to make innovations and start businesses and they also offer funds to support them, the number of students who engage in the entrepreneurship are overwhelmingly multitudinous. A handful of universities have adopted relative policies to support students to start their businesses. However, owing to the facts that there are huge gaps between the qualities of all these applied-type private universities, difference between the sources of funds and investments and the large amount of students in the field of entrepreneurship that feasible guarantee for each and every students will be hard to insured and some of the entrepreneurial activities are formalistic.

2.2.2 Insufficient Funds and Investments from the Society for Business Start-up Projects

Viewing from the whole social environment, although the government advocates the concept of entrepreneurship positively, the leading and guiding efforts from it are not enough. There no deny that the government do put forward some policies for universities students to start businesses. For example, they are free of paying some administrative expenses during a particular period of their early businesses. But the efforts from the government are too small compared with the immense difficulties of the entrepreneurship to really exert some obvious positive effects. Also, in terms of funds, there are entrepreneurial funds set up by the government, business start-up funds from universities and petty loans offered by banks. Generally speaking, the amounts of funds that students can acquire are not too much, too difficult to manipulate, thresholds within are relatively high or have been transformed differently during the process of implementation that the proportion of students who receive funds are not that high students.

3. New Paths of the Education of Innovation and Entrepreneurship of Applied-type Private Universities under the Internet Plus Initiative Background

3.1 Found the Advantageous System for the Human Resources Managemnet of Applied-type Private Universities

3.1.1 Strengthen the Entrepreneurial Ability of Students

Students in applied-type private universities have a strong practical ability and decent entrepreneurial diathesis for schools take importance on the applied-type oriented fostering mode. Therefore, applied-type private universities should focus on the training of students during the process of innovation and entrepreneurship education as well as realizing the following. Firstly, enhancing the morality of the entrepreneurship of students. Education of proper ideological and ethical standards is the most essential content of elevating the entrepreneurial diathesis and the basic element of the success of their business start-up. Secondly, stimulating the psychological quality of entrepreneurship for students. As for university entrepreneurs, proper and decent psychological quality for their study and business start-up is ultimately important that they need to adjust their mentality and behaviorial ability by means of entrepreneurial practices, elevate personal psychological quality and provide stable supports for the optimization of the entrepreneurial education system. Thirdly, manifesting the personal characteristics of each student. In the diathesis guiding for students in entrepreneurial education, students' personality could be regarded as a kind of technique to enable each and every of them to enhance the independece, initiative, percept-ability and good physical quality.

3.1.2 Foster Excellent Team of Teachers of Innovation

Applied-type private universities have a flexible employment system that most of them encourage teachers to have internships in companies outside to enhance the innovative and entrepreneurial qualities of their teachers. In comparison, state-run universities have their own authorized strength which is less flexible than the employment system of their private-run counterparts to bear much excellent teachers. Therefore, applied-type private universities are able to actively explore more enterprise resources and employ tutors from enterprises through the cooperation with various companies and launch non-lecture education for entrepreneurship through the operation of some enterprises. Of course, this kind of team of tutors could consist of mentors with professional entrepreneurial knowledge, part-time teachers with strong entrepreneurial knowledge and practical abilities, as well as successful entrepreneur practitioners. In the meantime, applied-type private universities are able to build a team of part-time and full-time teachers with sound structure and high quality by means of training teachers comprehensively and inviting business people or government officials to participate in the construction for the team of teachers in fields related with the teaching for entrepreneurial education and the encouragement for teachers to perform entrepreneurship practices.

3.2 Establish the Advantageous System of Financial Management for Applied-type Private University

The financial management of colleges and universities usually will be passed on to different levels for approval. Applied-type private universities also have special auditing of finance and flexible investment and implementation of funds. One of the advantages of the fiscal system of applied-type private universities is the flexible mobilization of funds. Based on this, private-run universities are ought to timely renew their educational concepts according to the school-operating orientation, school-operating characteristics as well as characteristics of students, and take the fostering of innovative and entrepreneurial talents as the target of university human resources training to give full play to their exclusive school-operating advantages. Nowadays, a common view has been reached in the international society that courses of entrepreneurship given by universities will not only be beneficial for the business start-up and employment of university graduates, but also avail for the formation of “direct drive” for national economic development. Establishing the financial system of private Applied Undergraduate Colleges and universities is the guarantee to fully promote innovation and entrepreneurship education. The establishment applied-type private universities has its unique advantages in this perspective, which also requires further implementation.

3.3 Establish Advantageous Provisioning System for Applied-type Private Universities

Due to the flexibility of human resources system and fiscal system of applied-type private universities, requirements of labs for innovative and entrepreneurial education and spaces for innovation could be met by means of the provisioning system. Applied-type private universities are able to collaborate with the government and enterprises to provide good material supply and good external environment for college students'innovation and entrepreneurship. The government is an important element of the ecosystem of innovation and entrepreneurship education of universities. Concepts should be transformed strategically and the creation of a good external environment for innovation and entrepreneurship education in private undergraduate colleges in policy making, financial support, public opinion guidance, service system and department coordination should be realized. Each and every kind of enterprises, especially prominent companies, play an essential exemplary role in the university education of innovation and entrepreneurship, which could present diversified platforms for the innovation and entrepreneurship practices of university students. New methods could be offered for the reform of innovative and entrepreneurial education of applied-type privated universities to open a new stage by these three ways: multiple views—views from the government, technology enterprises and universities, innovation and entrepreneurship under the Mass Entrepreneurship and Innovation environment, all aspects— the combination of university

professionals, experts in related fields, technological companies university workers to explore innovation, integration and development of technology.

4. Conclusion

Under this Internet Plus Initiative background, a great number of universities in China have started the thorough and profound exploration in the field of innovation and entrepreneurship education, but still lots of problems exist in the structure of this special education and its concepts due to a late start of this field in China. As an important part of China's education, the private-run education has offered numerous high quality talents for the economic development of China. Private-run education has the character of independence that it bears a relatively greater advantage in engaging in the Double Innovations Talent Project compared with state-run education. The essay explores deeply and profoundly in issues related with the innovation and entrepreneurship education of private-run education under the Double Innovations Talent Project background, hoping to have certain assistance in consummating the education system of innovation and entrepreneurship for university students.

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