

# Exploration and Comparison of the Experimental Teaching System of Entrepreneurship and Innovation in Chinese and French Business Colleges and University

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**Abstract:** In today's era, with the rapid development of the "Internet +" economy, cultivating new entrepreneurial and innovative talents has become the main responsibility and mission of college education in the new era, and entrepreneurship and innovation education has gradually become the focus of college reform. China's entrepreneurship and innovation education started late, but the research results in the past ten years have been very fruitful. However, the entrepreneurship and innovation education purely for business colleges and universities is not perfect. Therefore, this paper extracts the current situation of innovation and entrepreneurship education in four representative financial and economic colleges in China, and is committed to summarizing the advantages and disadvantages of innovation and entrepreneurship education in business colleges in China, and through the case analysis of French business schools, to understand The framework and education system of entrepreneurship and innovation education in French business colleges and universities, so as to explore the latest and effective new model for entrepreneurship and innovation education in business colleges and universities in China.

**Keywords:** entrepreneurship and innovation, education model, business schools, French business schools

## 1. The current situation and analysis of entrepreneurship and innovation education model in domestic business colleges and universities

Economist Joseph Schumpeter, a world-famous pioneer of innovation theory, once pointed out that in the process of social development, innovation is the core driving force for economic development. Entrepreneurship and innovation can not only be interpreted as the literal meaning of invention patents, starting a company, etc., it is a way of thinking and behavior that takes the cultivation of innovative quality and entrepreneurial spirit as the core connotation and penetrates into the lives of the whole people[1-2].

With the development of the international economic situation and the improvement of students' individual needs, the value of entrepreneurship and innovation education has become increasingly prominent around the world[3]. Today, when the "Internet +" economy prevails, the practice of entrepreneurship and innovation education around the world is developing more vigorously, highlighting the "initiative" and "national character". Entrepreneurship and innovation education is transcending the traditional model and moving towards a more flexible and symbiotic direction change.

Compared with the global practice of entrepreneurship and innovation education, China's entrepreneurship and innovation education started relatively late, but its education system has become more and more mature in the past ten years, and the number of relevant research results has increased rapidly[4-5]. Many reasonable model ideas have been put forward around the center of social development and national needs. However, when Chinese scholars deeply grasp the macro themes such as "Internet + Innovation and Entrepreneurship Education" and "New Economic Normal and Innovation and Entrepreneurship Education", the research on the development of entrepreneurship and innovation education in business colleges is still unclear.

This paper compares and analyzes the current situation of entrepreneurship and innovation education in four representative financial and economic institutions, namely Shanghai University of

Finance and Economics, Central University of Finance and Economics, Nanjing Audit University, and Dongbei University of Finance and Economics, and explores the overall characteristics of Chinese entrepreneurship and innovation education from micro-individuals. This paper will take the French business school as the core case to deeply explore the merits of the entrepreneurship education system in French business colleges and universities, so as to provide optimization strategies for building the latest and effective new model of entrepreneurship and innovation education suitable for business colleges in China.

## **2. Analysis of the advantages and disadvantages of the entrepreneurship and innovation education model of Chinese business colleges at this stage**

Domestic research on "innovation and entrepreneurship education model" is mainly carried out around the operation of characteristic models and the construction of ideal models[6]. Therefore, we should deeply understand the entrepreneurship and innovation education model of Chinese business colleges and universities, analyze its characteristics, and guide by similar discipline theories. It is the research premise for pioneering the construction of a new model of entrepreneurship and innovation education with universal value.

### ***2.1 The advantages embodied by the entrepreneurial innovation education model of Chinese business colleges***

#### ***2.1.1 The government has issued special policies to provide policy guarantees for entrepreneurship education***

In recent years, China's entrepreneurship and innovation education has received strong support from the government, and the state has introduced a series of policies and measures to promote the development of entrepreneurship and innovation education. In November 2015, the three ministries and commissions of the Ministry of Education, the National Development and Reform Commission, and the Ministry of Finance jointly issued the "Guiding Opinions on Guiding Some Local Ordinary Undergraduate Universities to Transform to Application-oriented", emphasizing adherence to pilot guidance, demonstration promotion, and strengthening evaluation guidance to promote some ordinary undergraduate colleges and universities[7-8]. Undergraduate colleges and universities are transforming and developing in the direction of "application-oriented" and "innovative", and pointed out that innovative and entrepreneurial colleges and universities are an important part of the future development of China's higher education. Since 2015, the Chinese government has gradually introduced a number of policy dividends, including simplifying the administrative approval process, strengthening intellectual property protection, providing financial support, establishing a business service mechanism, building a business platform, expanding urban and rural business channels, and introducing entrepreneurial talents[9]. It proves that China's top-level government management design has placed entrepreneurship and innovation education in an important position in national development.

#### ***2.1.2 Take the construction of campus innovation culture as the hub to promote the overall level of colleges and universities***

The successful development of entrepreneurship education for college students is inseparable from the good entrepreneurial atmosphere and cultural construction of their campuses. According to the current actual data, many colleges and universities in China have added professional entrepreneurship colleges for innovation and entrepreneurship education, and built an educational organizational structure that suits their own characteristics; set up a curriculum system with "required courses + elective courses" as the main framework, and regularly hold special lectures to improve the penetration rate of innovation and entrepreneurship education, and ensure that every college student has at least exposure to the preliminary education of innovation and entrepreneurship; in addition, establish an incentive mechanism for innovation and entrepreneurship in school, and include the publication of academic papers on innovation and entrepreneurship, application for invention patents, etc[10]. The scope of reference indicators for national scholarships, and some colleges and universities have even begun to implement special measures to replace undergraduate thesis with national innovation and entrepreneurship project papers.

#### ***2.1.3 Competition incentive orientation to stimulate the vitality and atmosphere of social entrepreneurship***

Disciplinary competitions are of great significance for promoting business college students to

improve their innovation and entrepreneurship capabilities, exercise independent thinking, and experience academic charm. At present, a number of large-scale entrepreneurship competitions have emerged in China, including "Internet +", "Creating Youth", "Challenge Cup", etc., which actually integrates discipline competitions into innovation and entrepreneurship education, and normalizes discipline competitions to build a "learning" competition. -Competition - Exploration" training framework. In addition, the continuous emergence of new innovation and entrepreneurship platforms such as industrial parks, incubation bases, and maker spaces in society has also provided a perfect practical training platform for the implementation of social entrepreneurship education[11].

## ***2.2 Disadvantages of entrepreneurship and innovation education model in Chinese business colleges***

### ***2.2.1 Insufficient ideological understanding, the concept of entrepreneurship and innovation needs to be updated***

Colleges and universities have always had a biased understanding of the nature of innovation and entrepreneurship education. They believe that entrepreneurship and innovation education is at best a supplement to the employment guidance of college students, and it is regarded as an effective way to solve the employment of students and improve the employment rate[12]. This kind of cognition leads the entrepreneurship education courses set up by colleges and universities to focus too much on the cultivation of employment skills, while ignoring the cultivation of the core innovative and entrepreneurial ideas. It is mainly manifested in the following aspects: First, the ideological deviation of the tutor team. Most of the teachers of innovation and entrepreneurship education in colleges and universities are still academic experts in the school, focusing on a single subject, and lack of practical experience, so it is difficult to realize the true connotation of entrepreneurship and innovation education. Second, innovation and entrepreneurship courses have a low degree of integration with professional education. Many college-related courses are open to all majors and grades, and there are no targeted entrepreneurship courses. This "popular" training method obviously cannot teach students according to their aptitude, and the effect is low.

### ***2.2.2 Formalization and utilitarianization of entrepreneurship education goals***

The essence of China's entrepreneurship education comes from the employment problem faced by social development. This orientation results in the lack of purity of students' ideas, and most of them accept entrepreneurship education with a profit-seeking mentality; the education system of colleges and universities is limited to the explanation of classroom knowledge and the guidance of subject competitions, limited to special operations, and students are rarely involved in specific activities practice[13]. In short, China's entrepreneurship and innovation education is more about solving low-level survival needs rather than pursuing high-level self-realization.

### ***2.2.3 The society generally lacks awareness of innovation and entrepreneurship education***

At present, most people in the society still adhere to the traditional concept of "innovation and entrepreneurship as high-risk investment", and believe that the final result of innovation and entrepreneurship is just "a basket of water," and instead tend to be more stable; influenced by traditional conservative thinking, the society has the support for college students' entrepreneurship and innovation is also seriously insufficient[14]. College students lack funds for innovation and entrepreneurship activities, and the depth and breadth of school-enterprise cooperation is not enough. Cooperation is often limited to the provision of internship platforms, and cannot deepen cooperation in student innovation and entrepreneurship. These factors are twofold superposition, resulting in a vicious circle of social entrepreneurship atmosphere.

### ***2.2.4 Insufficient degree of active innovation consciousness of college students***

College students have the problem of lack of subjectivity in innovation and entrepreneurship education, which is mainly reflected in: firstly, lack of subjectivity in innovation and entrepreneurship education. Such education is necessary. The second is the lack of self-consciousness in participating in innovation and entrepreneurship education. There is a phenomenon of "mixed credits" in participating in innovation and entrepreneurship courses[15]. Finally, there is the passive nature of accepting innovative ideas. Many college students rely on the traditional "cramming" education method and are used to passive acceptance of knowledge instead of active thinking leads to a lack of entrepreneurial spirit and innovative awareness.

### **3. A case study of the entrepreneurship and innovation education model of French business schools**

In recent years, the French government and French business schools have paid more and more attention to students' innovation and entrepreneurship education. They focus on cultivating students' unique innovative thinking ability and ability to act quickly and seize opportunities predictably. To this end, they not only set up sound innovation and entrepreneurship courses and support them with the deep original experience of professors, but also are committed to establishing a government-funded industry incubation platform to provide special funds and policy support for students who are interested in developing entrepreneurial projects. In order to better encourage the development of the innovation and entrepreneurship industry, as early as 1999, the government established the Technology Innovation and Entrepreneurship Award (I-LAB), and in 2009, it created the "College Student-Entrepreneur" program, which introduced innovation and entrepreneurship education for the first time. In the field of higher education; in terms of tax policy, in order to encourage students to engage in entrepreneurial activities, the French government has also given preferential fiscal and tax policies to "young enterprises in colleges and universities" to help start-ups through difficult times.

That is to say, in order to improve the atmosphere of innovation and entrepreneurship in the whole French society, the French government and French business schools have implemented a series of measures for decades, ranging from curriculum setting, school and government funding and policy support to various the establishment of the Industrial Incubation and Entrepreneurship Center Platform and the preferential fiscal and taxation policies have been continuously and deeply promoted.

In the following, we will focus on the study of the entrepreneurship and innovation education systems, methods and means of the three business universities of ESC RENNES, Emlyon and Paris, the core content of education.

#### ***3.1 ESC RENNES, France***

The core concept of ESC RENNES in the education direction is the concept of "frameless thinking". It is good at using appropriate teaching tools to gradually help students develop their innovative spirit and entrepreneurial awareness. Students use online platforms to develop their minds. Storms and debates, professors use creative classroom solutions to foster co-creation with students, each professor disseminates knowledge to each student in their own unique teaching style, and expects different feedback from students[16]. In the process, each student can have a multi-dimensional and personalized experience to realize their creative potential and demonstrate their unique potential.

Rennes Business School has also set up a special innovation and entrepreneurship major for students, which is jointly taught by Rennes Business School and French Engineering School INSA. Education in innovation management and entrepreneurship throughout the innovation process, making it an entrepreneur or entrepreneur capable of meeting innovation challenges; in addition, Rennes Business School has fully equipped networked offices, management oversight, networks and resources etc., providing students with a completely safe entrepreneurial opportunity and environment.

#### ***3.2 Emlyon Business School, France***

Emlyon Business School takes "entrepreneurial spirit" as its gene, and is committed to cultivating students to become "early makers". This is the true meaning of "em" in the name of emlyon business school. It is also the 2016 emlyon business school. The new teaching concept of the year.

Emlyon Business School has business incubators, accelerators and an excellent local entrepreneurial environment in France. Since the establishment of the first university-based business incubator in France in 1984, emlyon has always been committed to cultivating students' entrepreneurial ability and inspiring their "maker" spirit[17]. Different from other business incubators, the incubator of emlyon business school in France is not for profit and income at all. Emlyon Business School has a team of more than 150 experts, mentors and professors who help companies that want to start their own businesses to develop, focusing on social impact. The school is unique in the field of innovation and entrepreneurship management scientific research, focusing on the combination of research results and market practice, and has long-term close cooperation with many internationally renowned companies. For more than 30 years, emlyon has supported thousands of entrepreneurial projects and helped create more than 10,000 job opportunities. Entrepreneurial projects of students and alumni can be

preferentially settled in the business incubation park of emlyon business school in France. At the same time, Lyon will also provide platform resource support, including alumni, to optimize and accelerate the implementation of entrepreneurial projects, which accelerates the development of innovation and entrepreneurship in Lyon.

### **3.3 HEC Paris**

Since the establishment of HEC in 1881, entrepreneurship has been regarded as the core value of all projects, and the cultivation of future entrepreneurs has been regarded as a grand and beautiful vision, and it has been put into practice in many years of education and teaching. In innovation and entrepreneurship education, Paris High Business always adheres to three commitments: first, to set up courses related to innovation and entrepreneurship in 100% of the degree programs, so that students can be familiar with and learn innovation and entrepreneurship; students will receive support, both in terms of policy support and financial support; the third is to improve social mobility through innovation and entrepreneurship. Whether social entrepreneurs or "traditional" entrepreneurs, while creating social and economic value, they must vigorously support innovation and entrepreneurship education and maintain a high degree of sensitivity to innovation at all times.

## **4. Strategic analysis of business colleges building a new model of entrepreneurship and innovation education for college students**

### **4.1 Actively optimize the concept of entrepreneurship and innovation education**

As we mentioned above, most of China's business colleges and universities use competition as the incentive to build the main mode of entrepreneurship and innovation education for college students[18]. However, it is undeniable that this traditional entrepreneurial and innovative concept of "competition-based, teaching-assisted" is less and less able to play its due role and attention due to inherent limitations such as insufficient depth of competition content. It is less and less recognized by the academic community and the public, and in the later stage of practice, it increasingly shows a state of decline and weakness in its power and influence; on the other hand, entrepreneurship and innovation education is still simply linked to the utilitarian use of words such as "employment". All these indicate the necessity and urgency of breaking the shackles of Chinese traditional entrepreneurship and innovation education concepts.

Looking at French business schools, they seem to be deliberately avoiding the constraints of traditional thinking, but holding high the banner of "building students' unique innovative thinking ability", they are committed to planting the seeds of entrepreneurship and innovation education from the deep spiritual dimension of students.

Deep cultivation at the spiritual level has a global impact on the development of things. Therefore, shaping the correct concept from the level of consciousness is the primary strategy for the reform of entrepreneurship and innovation education in business colleges. In response to the above arguments, the author puts forward the following three suggestions for readers to consider.

First, from the macro level, we must first create a soft environment and create a good atmosphere for entrepreneurship and innovation education in the whole university. As small as the family tradition of a family, as large as the national tradition of a country, the wind of entrepreneurial and innovative ideas within the scope of colleges and universities will inevitably exert social influence in a subtle way, so that the people within its contact range will be influenced by its deep and shallow influence. . In this way, both teachers and students will gradually realize the value and profound connotation of entrepreneurship and innovation under the continuous inspiration and knowledge instillation. They will no longer stay at the superficial traditional cognition, but change their concepts and focus on the formation of rich era meanings[19]. The prototype of modern entrepreneurial innovation concept. Entrepreneurship and innovation education itself is a kind of quality education, and creating an active cultural environment for entrepreneurship and innovation education can fully ignite the enthusiasm of students for entrepreneurship and innovation.

Second, colleges and universities should have the courage to explore, actively carry out plans and attempts in entrepreneurship and innovation, and pay attention to the breaking of traditional entrepreneurship and innovation concepts and the reshaping of modern entrepreneurship and innovation concepts. Colleges and universities can make full use of the information and technological

advantages of the "Internet +" era, and regularly publish knowledge and information on entrepreneurship and innovation through modern Internet media platforms such as official websites and public accounts. In this way, students can cultivate their own entrepreneurial and innovative literacy in the usual accumulation, and realize the cultivation of ideas in invisible extracurricular teaching. In addition, colleges and universities can no longer be stubborn and self-defeating, and still adhere to the old development path of "competition as an incentive", but have the courage to overthrow theories and reform methods, and fully realize the importance and efficiency of correct thinking for entrepreneurship and innovation.

Third, college students should actively seek opportunities for entrepreneurship and innovation education, and stimulate their own subject consciousness and self-consciousness in entrepreneurship and innovation. College students should resolutely abandon the extremely wrong idea that "the audience of entrepreneurship and innovation education is only for the groups who will start their own businesses in the future, and other groups do not need to receive such education", and should learn to take the initiative to grasp the opportunity to receive entrepreneurship and innovation education, in the process of cultivation and learning. To inspire thinking about the concept of entrepreneurship and innovation education, so as to shape an independent entrepreneurial spirit and innovative consciousness.

#### ***4.2 Strengthen the construction of entrepreneurship and innovation talents training teachers***

The main body of undertaking and continuing the task of entrepreneurship and innovation education is the vast number of teachers who are struggling in the front line of college education. Therefore, the overall improvement of the comprehensive strength of entrepreneurship and innovation education teachers in business colleges will undoubtedly provide strategic resources and quality assurance for the development of entrepreneurship and innovation education. The strict control of the quality of teachers must adhere to the "full chain" implementation strategy, and the goal is to build a high-level and characteristic teacher team with good quality, reasonable structure and stable team from the beginning of the introduction.

First, improve the entry threshold for entrepreneurship and innovation mentors, and focus on the combination and precipitation of mentors' theoretical knowledge and entrepreneurial practice experience. A dual-creation thinking system built by theory and practice is a must-have teaching element for entrepreneurship and innovation teachers as a whole. Therefore, on the basis of ensuring the basic teaching skills of candidates, the human resources department of colleges and universities should give priority to candidates who have rich entrepreneurial practice experience and who have previously received systematic training in the theoretical knowledge of entrepreneurship and innovation. In this way, in the course of teaching courses, tutors can make full use of what they have learned to systematically and effectively teach students a wealth of entrepreneurship and innovation knowledge, so that students can form entrepreneurial and innovative literacy under the dual role.

Second, actively organize and carry out special training activities on entrepreneurship and innovation teaching, encourage interdisciplinary exchanges between tutors, and ensure that the teaching staff always keep pace with the development of the times. The theoretical knowledge is constantly updated and improved under the requirements of the times and the new historical orientation. Only by strengthening the training of mentors on entrepreneurship and innovation and encouraging cross-communication between mentors in different research fields can we speed up the updating of entrepreneurship and innovation knowledge, optimize the knowledge structure of entrepreneurship and innovation, and open up new horizons and horizons in the training. As General Secretary Xi said - "take the initiative to come to a learning revolution". In addition, colleges and universities can consider establishing a system for teachers' entrepreneurship and temporary employment in enterprises, which is also a key measure to solve the problems of lack of practical experience of teachers in subject classes and the construction of future teachers.

Third, establish a reasonable, complete and comprehensive evaluation system and evaluation mechanism for the tutor team. The performance appraisal system should focus on the essence of entrepreneurship and innovation education, and take representative consideration from the four dimensions of classroom teaching ability, student guidance ability, project research results, and professional ethics level, and determine the corresponding weight and give scores according to the requirements of the environment. Quantify the overall effect of mentor entrepreneurship and innovation education. The performance appraisal system is a rigid indicator to measure the actual quality and effect of the tutor's teaching, which makes the effect of entrepreneurship and innovation education

more visible and measurable.

Fourth, pay attention to the diversification of teachers and tap high-quality resources in multiple fields. Business colleges and universities actively seek inter-college mentors and inter-disciplinary corporate mentors, and improve the construction of a college student entrepreneurship and innovation mentor pool with outstanding alumni, government, and enterprise professionals. Specializing in studies, part-time teaching by professionals outside the university, provides students with more practical knowledge, which is combined with the theoretical instillation of the school tutors to achieve the effect of entrepreneurship and innovation education more directly and purely.

#### ***4.3 Build a multi-level entrepreneurial and innovative talent training platform***

Multi-level-its profound meaning is "multi-dimensional symbiosis", emphasizing hierarchy, comprehensiveness, and comprehensiveness, that is, the construction of entrepreneurial and innovative talent training platform from multiple dimensions. The multi-dimensional dual-creation design attributes put forward the following requirements for business colleges:

First, improve the allocation of capital resources, and form a rich talent training and sharing mechanism under the expansion of certain capital sources. At present, the financing channels for college students' entrepreneurship and innovation are single, mainly relying on university funding and government support. Enterprises, financing institutions and other social groups, because of their "profit-seeking" nature, focus their funding on some social projects that are "short, flat, and fast" and have rapid predictability and return-to-source capabilities, but seriously ignore college students' entrepreneurial projects. . Relevant institutions should fully consider the development potential of student projects, work together with the university government from a forward-looking perspective, absorb social idle funds to establish special entrepreneurship and innovation investment projects, and work together to form a sound entrepreneurship and innovation capital resource support system.

Second, the incubator platform construction. The social conditions of China's new first-tier cities are benchmarked against the French science and technology, tertiary industry and financial system, and a good social environment is providing a guarantee for the construction of a suitable incubator platform. The government takes the advantages of regional entities to take the lead in establishing a leading three-dimensional network of entrepreneurial and innovative talent spaces, providing integrated services such as information and data resource sharing and entrepreneurial drills. With the assistance of platform tutors, students simulate the entrepreneurial environment in autonomous learning and guided teaching, so as to cultivate future market adaptability in actual combat.

Third, the allocation of academic resources, that is, the intersection of tutor teams and disciplines. Stones from other hills, can learn. Learn and introduce the relevant models built by the entrepreneurship and innovation expert team in the French business school, with multi-faceted and multi-research field mentors, analyze from the technology and management, humanities and science aspects of enterprise development from multiple perspectives, so as to achieve cross-border integration, Rebuild the theoretical framework of innovation and entrepreneurship.

Fourth, build a student experience platform, let students become the leaders of the course, and form an interactive immersion training method. In essence, teachers are only transmitters of the meaning construction of entrepreneurship and innovation, and the realization of the true inner meaning requires students to exert their own subjectivity and consciousness. At present, the education circle vigorously advocates the "flipped classroom" model, which turns the traditional tutor-based model to the student's perspective, encourages students to participate in the classroom, and helps them cultivate independent thinking ability in daily education.

#### ***4.4 Strengthen the in-depth cooperation of "enterprise, study, research" and other parties***

Entrepreneurship and innovation education has always been social in nature, which means that only the weak strength of colleges and universities cannot fully support its healthy and reasonable development, and the entire social system needs to form a multi-party synergy to act on entrepreneurship and innovation education itself. Therefore, key entities such as enterprises, schools, and research institutions must play their due responsibilities and functions in different areas of focus on the development of entrepreneurship and innovation education.

First, social enterprises should pay attention to the construction of field practice bases for college students. Practice is the only criterion for testing the truth. It is not advisable for college students'

entrepreneurship and innovation education to stay only at the theoretical level. Entrepreneurial experience must come from practice. Social enterprises have unique practical conditions. By tracking the operation process in real time in the enterprise, college students can grasp the standardization of enterprise management and obtain the characteristics of general social representation. Integrate and absorb practical knowledge, and effectively master the ability to implement entrepreneurship.

Second, research institutions should set up special research groups to break through the "closed door" research idea. For innovation and entrepreneurship research, Shanghai University of Finance and Economics has established China Social Entrepreneurship Research Center and Financial Literacy Education Research Center at an early stage, and Nanjing Audit University has also established research centers in four major fields, including government audit innovation, which means that academic research is important for the development of entrepreneurship and innovation. The important value of the university has been recognized by the first-class universities in China. However, looking at the current overall situation, the popularity of entrepreneurship and innovation research is still seriously insufficient, and research awareness is generally lacking. An academic exchange platform should be built between major universities to promote research crossover and achievement discussion, to communicate with each other, to stimulate research inspiration, and to focus on achieving new breakthroughs in entrepreneurial research and practice.

Build a multi-party structure of "enterprise, learning, and research", explore and research institutions to promote theoretical development, theoretical development spurs theoretical learning, and the perfect combination of on-campus theoretical learning and off-campus practical education implementation path.

## 5. Conclusion

China's entrepreneurship and innovation education started late, but the research results in the past ten years have been very fruitful. However, the entrepreneurship and innovation education purely for business colleges and universities is not perfect. By optimizing the concept of entrepreneurship and innovation, strengthening the construction of entrepreneurship and innovation teachers, building a multi-level entrepreneurship and innovation talent training platform, and strengthening the in-depth cooperation of enterprises, academia and research. It will effectively improve the framework and system of entrepreneurship and innovation experimental education in business colleges and universities, and is conducive to further training entrepreneurial and innovative talents in the business field.

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