

# The Exploration to Innovative and Entrepreneurial Education in Improving Postgraduates' Employment Quality in Agriculture and Forestry Universities

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**Abstract:** While employment difficulty of postgraduates become the focus of attention, the employment quality of graduates is gaining more and more attention. The improvement of the employment quality is a systematic project. This paper explores the possibility and implementation of improving the employment quality of graduates in agricultural and forestry universities from the perspective of cultivating innovative and entrepreneurial capability.

**Keywords:** Innovation and entrepreneurship; Agriculture and forestry universities; Postgraduates; Employment quality

## 1. Introduction

With the enrollment expansion of postgraduates and the slowdown of economic development in recent years, the contradiction between supply and demand in the employment market has become increasingly prominent. As a postgraduates in agriculture and forestry, the employment situation is especially severe due to the specificity of their major. While employment difficulty of postgraduates become the focus of attention, the employment quality of graduates is gaining more and more attention. Gradually, people have realized that they should not only pay attention to the quantity of employment but also pay more attention to the quality of employment. However, the connotation of employment quality is multifaceted, including work income, work place, work time, work intensity, work environment, work stability, professional matchmaking, subjective feeling of employment, development prospect of the organization, integrity of social security and so on, thereby enhancing the quality of employment is a systematic project[1]. Under the dual background of the severe employment situation of postgraduates in agriculture and forestry universities and the urgent need of high-quality talents in modern agriculture, it is very crucial to cultivate highly educated and applied talents of agriculture and forestry. Responding to the national advocacy of capacity-building program on innovation and entrepreneurship actively and implementing the capacity-building program on innovation and entrepreneurship will effectively improve the employment quality of postgraduates in agriculture and forestry [2].

## 2. Build a Systematic Postgraduates Education and Teaching Reform Model

Universities should reform the curriculum system and teaching forms from the aspects of teaching staffing, teaching contents and teaching methods, and formulate pilot programs for training innovative and entrepreneurial capability. According to the actual needs of employers on the talents, they should strengthen the practicality of the curriculum system and teaching content, follow the training law of agricultural postgraduates, focus on the training of innovation and entrepreneurial capability, innovate curriculum system and teaching content and optimize the architecture of curriculum system [3]. They also need to establish a system of assessment and evaluation that integrates the training of innovative and entrepreneurial capability so as to continuously improve and perfect the training program for postgraduates in the process.

### 2.1. Build innovative and entrepreneurial education faculty

Universities should pay attention to the construction of faculty, combine “go out” with “come in”, and carry out comprehensive assessment from the teaching, teaching reform, scientific research and other aspects at the same time. The problems arising should be promptly corrected, and the teachers will get common improvement in the constant exchange. At the same time, Universities should employ experts and business executives in the field of agriculture or forestry as visiting professors to provide students with lectures on innovation and entrepreneurship.

In the past, we mainly focused on the teaching of teachers and the studying of students. Now, we should focus on the exchange of students and teachers. The heuristic, inquiry-based and discussion-based teaching methods should be adapted to make the postgraduates truly integrate knowledge through active participation in thinking. The supporting assessment mechanism should be established from the perspective of student knowledge, overall quality, innovation capacity and so on, combined with flexible and diverse form.

### **2.2. Enhance postgraduates' autonomy in research activities and train the innovation and entrepreneurial capability**

First of all, universities should carry out targeted innovation and entrepreneurship education to explore and establish a practical teaching system that regards the students as the main body [4]. Then, they can give students a variety of platforms to play their wisdom, and support teachers and students innovative ideas from the perspective of hardware and software. In the research activities of postgraduates, universities should enhance the postgraduates' autonomy and give full play to their innovative capability, at the same time guide their scientific research projects to marketization and encourage them to start their own businesses.

### **3. Effectively Implement School-enterprise Cooperation**

The training of innovative and entrepreneurial capability needs the participation of enterprises from the beginning, and needs the enterprises to participate in many aspects, such as the analysis of talent demand, the formulation of curriculum system for talent training, and the practice of training. Universities should actively establish contact with enterprises, and constantly explore the mechanism of joint training of postgraduates' capability of innovation and entrepreneurship. On the one hand, universities and enterprises set up enterprise talent training center in universities, and explore training mode of the innovative and entrepreneurial capability, and reform the training mode of postgraduates. On the other hand, universities and enterprises set up corresponding practice centers in enterprises, which is led by enterprises and provides convenience and support for universities in practical practice.

In this way, postgraduates can improve their professional skills and social adaptability by participating in practice. And through the practice of instructing students, teachers combine teaching, scientific research and social demand effectively. By participating in personnel training, enterprises also reserve talents and improve their competitiveness.

### **4. Explore the Establishment of the Mechanism for Evaluating Rewards**

Postgraduates who perform well in innovation and entrepreneurship, should be given material and spiritual award, and their entrepreneurial practice projects should be given strong support and help. Additional marks can be given to the teachers with excellent teaching performance of education in professional title evaluation, appraisal and evaluation, performance appraisal and other aspects, and they should be awarded corresponding awards as spiritual encouragement. For enterprises that actively cooperate with the school to implement innovative and entrepreneurial capability training, schools should give the enterprises intellectual support and facilitate the talent recruit of the enterprises so as to form a win-win situation.

### **Project Source**

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