

A Study on the Ideological and Political Cultivation Path of College Students' Social Responsibility in Innovation and Entrepreneurship Education

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Abstract

In the world today, innovation and entrepreneurship have become significant drivers for both the economy and society. Therefore, I&E education has become an integral part of today's higher education. But with the roles of entrepreneurship in society, in our economy and on the environment expanding, we are increasingly and acutely aware of the true significance of our socially responsible work. This paper takes the cultivation of a strong sense of social responsibility as a problem under I&E education through the foundation of ideological and political education. The main intention is to get out of small traditional fixation on profits making and obtaining tech skills but rather go for a more comprehensive, integrated education model. This is a proposed model that includes deep ethical thoughts, sustainable practices, and creating a direct statement about creating social values into the main thought. The study makes use of a broad review of relevant literature alongside concept analysis as well as a compilation of top practices in order to examine the profound meanings carried by notions of social obligation in an entrepreneurial setting that draws from stakeholder theory, triple bottom line etc. And it points out the prevalent and systemic issue existing within the current education system like large quantity of curriculums, no cross-discipline teachers, poor assessment metrics which values commercial success over social impact, bad campus culture glorifying wealth over doing social good. In response, this article puts forward a multi-faceted and coordinated cultivation path. It consists of three parts, the systematic integration of CSR modules all through the whole I&I curriculum; the strengthening of practical and hands-on experiences through social extracurricular activities and community partnerships; building a supportive campus environment with continuous and robust teacher development programs. This paper discusses that by thoroughly merging ideological and political education with professional training, it can cultivate a group of innovative and competitive entrepreneurs, as well as a group of people who are deeply committed to ethical behavior, stakeholder well-being, and sustainable growth, to ensure entrepreneurship is positive and significant contribution to society.

Keywords

Innovation and Entrepreneurship Education, Social Responsibility, University Students, Ideological and Political Education, Cultivation Path, Sustainable Development, Stakeholder Theory.

1. Introduction

The 21st century is a century of great change with its first decades witnessed a huge movement of globalization and technology improvement, making innovation and entrepreneurship the engines of national competition and sustainable development. A change in perspective has happened regarding what new ventures mean for society because they are big producers of

jobs, creators of technical changes, and offer fixes to hard problems around the world. In light of this global trend, higher education institutions around the world have gradually institutionalized I&E education so as to enable students to develop the necessary skills, knowledge, and mindset for survival in a constantly changing and competitive environment. The aim of this educational movement is more than just encouraging the creation of new businesses; it's about growing the kind of innovativeness, thinking through problems, finding solutions, and practical skills that can be useful in any job or society as a whole. But as entrepreneurial businesses grow more powerful in shaping economies, environments, and communities, so too have discussions around what these ventures owe beyond themselves become increasingly important and controversial. Profit in an unwavering and unscrupulous manner, if not held back by a strong moral system, can bring about terrible effects such as extreme destruction of the environment, greater social inequality, fragile working conditions for people in the gig economy and major market instability caused by irresponsible behavior. This is bringing the concept of a corporate sense of social responsibility (CSR) which was until recent times only thought of as something for huge multi-national corporations to do into the field of entrepreneurship. That calls for next generation of business leaders and innovators to conduct themselves with the kind of duty and devotion towards all stakeholders – employees, customers, suppliers, communities, and the environment - that only deepens and intensifies over time. It is among such circumstances that embedding social responsibility in I&E education is no more than a beneficial supplement, it is a moral and pedagogical necessity[1]. College students as future business people and leaders, the formation of their social responsibility belongs to the ideological and political cultivation, this kind of formation will become their core value, logical value, and even become their own guide when working in the future. This paper aims to investigate and define the feasible routes to help this essential sense of societal duty grow among university students in a systematic, profound, and all-inclusive manner, intertwined with I&E education, so that they can step out from only being successful innovators but also considerate, capable world citizens to generate enduring, reasonable and beneficial social effects.

2. The Connotation of Social Responsibility in the Context of Innovation and Entrepreneurship Education

Social responsibility within the scope of innovation and entrepreneurship education needs to be perceived as something radically different than the traditional and usually superfluous definition of corporate philanthropy or random charitable donations. That is a much grander, strategic, and integrated philosophy that should be inbuilt in the DNA of an entrepreneurial idea right from conception. This educational setting sees social responsibility as a many-layered idea, made up of unyielding commitment to openhanded conduct, strict environmental care, helpful and two-way ties with the nearby community, and putting people-centered values over everything else in every business operation and big choices[2]. It's basically in line with bigger structures like the Triple Bottom Line (People, Planet, Profit) idea that claims long-term success depends on giving due attention to social, environmental and financial performance. As for the entrepreneurs of the new generation, it means to look at the enterprise not just as a tool for personal wealth, but rather as a strong stage to tackle all important social problems. That means designing for not only profit, but also for safety, durability, accessibility, and a benefit to both the consumer and all of humanity. And it applies to developing inclusive, diverse, and equitable workplaces that give fair pay and safe working conditions and promote a culture of respect and equality for all, as outlined by stakeholder theory, which says that a firm has to give value to all its stakeholders and not solely its shareholders. It also refers to an active, lifecycle-based approach to lowering the environmental impact of company activities including getting eco-

friendly stuff, using power from nature, adopting green ways to mass produce things, not making too much trash, and being in charge for when items are no more in use. For the age of innovation that we are in, key is that social responsibility needs to be seen as intrinsically and inseparably connected with social value creation; the fundamental business model is that of creating positive social outcomes whether that means improved access to healthcare due to new technology or improved access to education due to a new platform or increased financial access for those historically excluded. To make such a full-hearted and well-thought-through grasp of societal responsibility take root among university students can be considered a basic yet indisputable goal of modern ideological and political education. Get the basic moral compass and skills to think through tricky, fuzzy, often very important problems that come up in business, It helps people create businesses that can make money and stand strong for a long time, but also work as supports for making society better, nature get better, and helping the whole world stay good forever[3].

3. The Current State and Challenges of Cultivating Social Responsibility in University I&E Education

As more and more people agree on how important is it, the actual and genuine integration of social responsibility at university level innovation and entrepreneurship classes still face great difficulties. The biggest and most solid problem of all is the unwavering, tunnel-visioned gaze that many I&E programmes place on the technical, operational, and commercial parts of forming a venture. Many curricula overly emphasize content on topics like business model creation via the Lean Canvas, ruthless and aggressive market entry and expansion, complicated financial forecasting, securing venture capital and investment, with making large amounts of money and scaling quickly usually being presented as the ultimate and most often the only measures of successful business entrepreneurship. These skills are undoubtedly critical for survival and development yet if they receive an overwhelming emphasis, these could cause an important and significant conversation about business ethics, environmental sustainability, labor rights, and long-term social influence to be neglected, ignored or excluded from discussion. Creates a dangerous “success” vs. “responsibility” binary: In terms of the ideological and political education of values such as integrity, empathy, and civic duties, it is often detached from professional I&E training, and is generally given as a separate, compulsory course that is undervalued, perceived by students to be irrelevant, theoretical, and not applicable in the “real world” of business. This structural separation is compounded by an acute shortage of faculty with the uncommon interdisciplinary credentials needed to teach effectively at the intersection of business savvy, tech savvy, and social savvy. A lot of professors are specialists in their areas, yet they don't receive much training or confidence when it comes to leading complicated ethical talks or showing students how to make strong social impact metrics. Additionally, it is precisely these criteria and evaluations within I&E programs themselves—evaluating how well students graded a project to judge the best entries in a large and flashy business plan competition—that also seem to focus too heavily on making sure that the product actually makes some sort of sale, has a very large market, and can make people wealthy[4]. From the table 1 above it can be observed from the typical I& E course content that there is a clear imbalance, with an evident bias towards market-based topics, leaving no room or space for any deep critical consideration of social responsibility. This is amplified by a widespread campus culture that has been greatly shaped by the portrayal of “unicorn” startups and famous tech founders in the media, which can encourage a “move fast and break things” atmosphere. such culture could unintentionally indicate to students that social and ethical aspects are either secondary considerations at best—second class citizen—or worse, a heavy chain shackling innovations—something that

can come later as a side effect or optional add-ons, not a fundamental, nonnegotiable precept of modern entrepreneurship.

Table 1. Survey on the Focus of University Innovation and Entrepreneurship Courses.

Course Content Module	Average Allocation of Course Hours (%)	Perceived Importance by Students (Scale 1-5)
Business Model Canvas & Lean Startup	25%	4.8
Market Research and Competitive Analysis	20%	4.6
Financial Projections and Fundraising	20%	4.7
Product/Service Development & Prototyping	15%	4.5
Business Ethics and Social Responsibility	5%	3.2
Sustainable Development & Environmental Impact	5%	3.1
Legal and Regulatory Compliance	5%	3.9
Team Building and Leadership	5%	4.2

4. The Ideological and Political Education Path for Integrating Social Responsibility into I&E Curriculum

If social responsibility is to be deeply entrenched within individuals through the cultivation of a social orientation, it must involve the systematic, deliberate and thorough redrafting of the innovation and entrepreneurship curriculum by higher education institutions. In this way, ideological and political education must be embedded with a core, load-bearing role in the teaching process rather than simply being seen as a decorative and peripheral addition. It is this sort of integration path that goes well past a simple offer of one solitary course on business ethics. No, it promotes an all-pervasive, scaffolded way of incorporating social, ethical, and environmental aspects in the whole structure of I&E education, from first-year courses to final year capstones. For example, when teaching business plan development, it's not just a good idea — it should be required — that the student write an extended, intense section on Social and Environmental Impact. It would need students to move past wishy-washy statements and find KPIs, carry out a stakeholder analysis, and spell out clearly how to cut down on any bad external effects that could come from their suggested venture. Introduce and teach principles of design for sustainability, the circular economic model and universal access as essential part of ALL product designs (along WITH all traditional product criteria e.g. functionality, cost, looks) taught in product Design and Engineering classes. Which means teach students to think about these ideas like material lifecycle, energy efficiency, if it can be fixed, is it for everyone from the very first sketch. Marketing courses need to take on substantial modules devoted respectively to: the standards for ethical advertisement, the responsible treatment of consumer information, the psychology behind sustainable consumer habits, and also the dangers posed by greenwashing. This means there has to be a major shift in pedagogical strategy and we should move decisively toward one using case studies as the main instructional tool, which prominently feature and critically analyze social enterprises, certified B-corporations and cooperatives. Dissecting the dual-mission business models, students get a hands-on view of firms that do well by doing good, and can see how they succeed in both making money and accomplishing social good [5]. Create special advanced elective courses focused on cutting edge topics like social entrepreneurship, impact investing, sustainable supply chain management and corporate governance for social ventures. Giving students deeper knowledge and practical skills needed to direct this area. According to the curriculum presented in Table 2, a true integration means that students will have the opportunity to grapple with the concepts of social

responsibility and apply them at many points that reinforce each other throughout their education. And this repeated exposure, repetition transforms social responsibility from something distant and theoretical into something that can be applied in a practical way, a part of being a successful, innovative entrepreneur. This curricular path is one of the key elements in modern Ideological & Political education as it will affect the professional values, ethics and major strategy decisions of all future leaders in industry or politics.

Table 2. Proposed Curriculum Integration Model for Social Responsibility Education.

Core I&E Course	Integrated Social Responsibility Module	Learning Objectives	Assessment Method
Introduction to Entrepreneurship	The Social Role and Ethical Obligations of Entrepreneurs	Understand the concept of the triple bottom line (People, Planet, Profit); Analyze stakeholder maps for different venture types.	Reflective essay on the social purpose of a chosen venture, including a detailed stakeholder analysis.
Business Plan Writing	Social Impact and Sustainability Plan	Define and measure social/environmental impact metrics (e.g., using IRIS+ framework); Develop a mitigation plan for negative externalities.	Inclusion and rigorous evaluation of a dedicated Social Impact section in the business plan, weighted significantly in the final grade.
Product Design & Development	Sustainable and Inclusive Design Principles	Apply principles of circular economy, lifecycle assessment, and accessibility in product prototyping.	Peer and instructor review of prototype based on a rubric that includes sustainability and inclusion criteria.
Marketing and Sales	Ethical Marketing and Consumer Data Privacy	Analyze ethical dilemmas in digital marketing and data collection; Propose responsible, transparent, and value-aligned marketing strategies.	Case study analysis and presentation of an ethical marketing campaign versus an unethical one.

5. The Practical Path of Fostering Social Responsibility through Extracurricular I&E Activities

While a total curriculum renovation is fundamental, the development of social responsibility is most deeply and enduringly accomplished when the knowledge obtained becomes real and challenging and significant real work. Therefore, an important cultivation path is the planned design, funding, and promotion of extracurricular innovation and entrepreneurship activities with a clear and intentional intention to solve social and environmental problems. Universities have got to proactively step out of their own little corner in terms of standard business plan competitions, which typically gravitate towards a limited view of commercial prospects, and set up and endorse high-profile “social innovation challenges,” “sustainability hackathons,” or long-range “social entrepreneurship incubators,” wherein such platforms ought to have deliberate multidisciplinary character, and purposefully reach out to and motivate students hailing from varied academic disciplines, covering engineering, social sciences, public health, arts, and humanities alike, so that they work together on coming up with novel, systems-level answers to critical community issues. They could be anything from local things like getting more food or jobs for people who don't have much, to big things like giving everyone clean water or making energy that doesn't cost too much. One foundational component of this

practical pathway involves developing solid, real, and lasting ties with local non-profits, govt. social service agencies, community advocacy groups, and international NGOs. These partnerships should be two-way streets - it's not enough for students to "consult", we want them to really co-create together. It affords students tremendous opportunities for full immersive learning, and gives students a first-hand, empathetic understanding of the hard complexities of social issues from the standpoint of those most affected, and to co-designed and piloting solutions alongside the communities they wish to benefit themselves. The kind of service - learning that happens here within this kind of serious entrepreneurship context is very good for ideological and political education. It grows empathy, builds cross-cultural interaction, grows civic-mindedness, and strengthens identification with the well-being of the community. To back up those values, the assessment framework of these projects need to make sure to put first emphasis on measurable social impact and real stakeholder involvement, together with innovation and financial viability like this framework in table 3. By actively cultivating, funding, and celebrating these concrete pathways, universities enable students to taste the profound mental and emotional satisfaction of using their entrepreneurial talents to make a difference; students develop an identity as able, assured, and profoundly dedicated innovators of the common good.

Table 3. Assessment Framework for Social Responsibility in Student Entrepreneurship Projects.

Assessment Criterion	Weighting	Key Performance Indicators (KPIs)
Social/Environmental Problem Definition	25%	Clarity, depth, and evidence-based analysis of the problem; Evidence of genuine community need and validation; Clear alignment with one or more Sustainable Development Goals (SDGs).
Innovation and Feasibility of Solution	25%	Originality and creativity of the proposed idea; Demonstrated technical, operational, and financial viability; A clear and realistic plan for scalability and replication of the solution.
Social Impact Measurement and Management	30%	Clearly defined, measurable, and meaningful impact metrics (Theory of Change); A realistic and ethical plan for data collection, analysis, and reporting; Articulation of potential for long-term, sustainable systems change.
Stakeholder Engagement and Ethical Conduct	20%	Level and quality of community involvement in project design and implementation; A robust plan for ethical data handling and privacy; A transparent and accountable governance structure.

6. The Synergistic Path of Building a Supportive Campus Culture and Teacher Development

The ultimate and permanent success in cultivating social responsibility among student entrepreneurs will come from purposefully and constantly creating a synergize and supportive campus-wide atmosphere. It must go beyond the formal curricula, extracurricular activities to the fabric of the university, its cultures, values, institutional priorities, and informal learning spaces. And a key component of that path is being proactive and ongoing with the promotion of the campus narrative that lifts up social innovation and ethical leadership as things to be celebrated and normalized. By a myriad of means like holding big public lectures and symposiums with famous social entrepreneurs and impact-focused investors, setting up respected and all campus-wide awards and fellowships for social impact projects, and regularly

using the university's media channels to showcase the great stories and accomplishments of students, professors, and graduates who have built successful careers out of doing things that are both good at making money and good at doing some bigger good. Very important is that the university itself must set an example, showing institution integrity through embedding sustainable and responsible values into its internal procedures and management; this is from adopting ethical purchases and fair labor, to being open about their investment fund and aiming for socially responsible investing. But the linchpin of all of this supportive environment is the faculty. And it's really important for universities' leadership to pour a lot of money into lots of ongoing projects for developing Teachers. They need to be made so that instructors from every subject can get the needed info, teaching ways, and assurance to use social responsibility in their work. We ran workshops on different social enterprises' commercial models, provided training on how to facilitate difficult and complex ethics discussions, gave out some seed funding for new inter-disciplinary courses, and developed faculty learning communities that were full of life, where best practices could be exchanged. Moreover, institutional policies governing faculty evaluation, promotion and tenure must be altered so as to acknowledge and compensate for scholarly and pedagogical work in this critically important field. With the performance indicators in Table 4 it is possible for campuses to establish clear, identifiable goals. With these goals established it will be easier to track the campus ecosystem and keep the institution accountable to the mission. This is all part of a holistic, multilayered approach such that ideological and political education regarding social responsibility is more than just a single lesson inside a single classroom, but rather an experience lived and reinforced amongst the entire university community, creating a generation of entrepreneurs who intuitively and skilfully view it as a force for good.

Table 4. Key Performance Indicators for a Socially Responsible Campus Ecosystem.

Domain	Key Performance Indicator (KPI)	Target
Curriculum & Academics	Percentage of I&E courses with a mandatory, graded social responsibility module.	Increase by 20% annually, with a goal of 90% integration within 5 years.
Research & Innovation	Amount of internal and external funding secured for research projects focused on social or environmental solutions.	Achieve 15% of total I&E research funding within 4 years.
Student Engagement	Number and diversity of student participants in social innovation competitions, incubators, and service-learning projects.	Increase participation by 25% annually, with a focus on interdisciplinary teams.
Faculty Development	Percentage of I&E faculty who have completed advanced social responsibility pedagogy training.	80% of core I&E faculty trained within 3 years; ongoing training for new hires.
Institutional Operations	University's score on a recognized sustainability and ethics ranking (e.g., STARS); Percentage of endowment in ESG-screened investments.	Improve STARS score by one level (e.g., Silver to Gold); Allocate 25% of endowment to ESG funds.
Community Partnership	Number of active, long-term, co-creative partnerships with non-profit or community organizations, measured by joint projects and funding.	Establish 5 new strategic partnerships per year, with multi-year MOUs.

7. Conclusion

To sum it up, in nurturing college students' deep, tangible sense of social responsibility becomes a pressing, inevitable part of current innovation and start-up education. It's an urgent, necessary crossroad between training on skills and doing ideological political groundwork; it's about developing a brand new type of entrepreneurial model that's economically active, socially inclusive, and ecologically green all at once. The current paper claims that this will require a decisive, institution wide, break with from a pedagogic model that places short term commercial gain over and above all other considerations. Instead, it has to be a full-blown, fully incorporated model. The proposed cultivation path has three dimensions, they are mutual reinforcement. First, a complete and thorough redesign of the I&E curriculum, where ethical, social and environmental factors are woven into the very fabric of this curriculum. Second, full support and funding of practical, experience-based extracurricular activities that challenge students to use their innovative skills to tackle social problems with authentic community engagement. Third, a deliberate creation of a reinforcing and supportive campus environment, underpinned by dedicated faculty development, which consistently upholds social value creation as an important part of excellence. In this way, through persistent and systematic application of these related strategies, universities can better lead student to realize that the true measure of entrepreneurial success is not just monetary profit, but in what positive, sustainable and equitable value are contributed to all stakeholders and the whole of society. By this wholehearted approach, we can foster anew generation of innovative leaders who have both talent to make successful enterprises thriving and robust, as well as heart and sense of morality to use these enterprises as effective engines of human advancement and planetary welfare. For future research, it would be good if we can use this concept through further research. It might be an empirical study, a longitudinal analysis of the impact of these integrated educational paths on students and their career choice, their business and its social and environmental impact, and their civic engagement. And comparative studies looking at how well different ways of teaching work compared to each other across different kinds of schools would help teachers and the people who make school rules all over the world.

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