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Title: Developments in Education: A Case Study of China Since 1990

ABSTRACT

China is the most populous country in the contemporary world. It has been so at least since it became People's Republic of China (PRC) in 1949 by replacing the post-imperial nation-state –the Republic of China (ROC) –which was ruled by Kuomintang regime between 1912 and 1949. In the course of China's recent history, its huge population has been the source of both strength and weakness for the country. In contemporary times and in an intensely globalized world, China has achieved tremendous economic growth and is counted as a potential superpower. China's "peaceful rise" can be credited partly to its Communist government's various human resource development strategies to transform its huge population as an important component of the national economic development process. Besides other sectors, China's thrust for the past several decades has been to develop its human resources through economic growth and development-oriented system of education. It can be said that human capital developed through education has been the most valuable resource for the country and has led to socio-economic transformations and overall development of the country. As a result of development-oriented education policies of the Chinese government over the past few decades, the living standard of the Chinese citizens has also improved significantly. Education is fundamental requirement for national development. It helps a nation in transforming from socio-economic backwardness to progress and prosperity. Thereby, it contributes in transforming society, polity and economy of a country. "Education is regarded as a foundation for socio-economic and political development in the larger society." Similarly the state policies give a definite direction to the educational system of a country. In a globalized world, it is essential to understand the continuity and change in the educational policies of a country like China. The study has reflected on the changes which have taken place in the educational sphere of China. It is essential to know the course taken by a rising super power like China in the field of education to know its repercussions for the world in the field of economy and polity. The study establishes the significance of the problem in two ways, from the perspectives of China's policy-makers, politicians. The study analyses the Chinese government's policies, initiatives, programmes, schemes to understand the continuities and change in education policies indicating the shift and its reflection in educational sphere. The main focus of this work is to understand the history of educational development in contemporary China between the periods from 1990 to 2015. By emphasizing on the chosen period, we endeavor to locate the causes of the rise of disparities in socio-economic development and its reflection in education in the form of literacy rates in contemporary China. We find the recent experience in China that it is the continuous interplay of internal and external factors which decisively affect the course taken by educational development in the country. The work seeks to understand contemporary China and its national

development in terms of its recent transformations which has been seen in education sector in particular. The purpose of the study is to understand the pattern of nature of development in education in China and to find out the factor which accelerate the pace of educational development in China and to focus on Chinese governments initiatives and policies for educational development in China and to understand the level achieved by China. China has been able to achieve higher literacy rates, due to a rise in state investments in higher education. The economic backwardness of various provinces is reflected in their educational development, and Globalization has been fruitful for educational development in China. *'An historical approach best allows me to understand continuity as well as change'* in educational sphere in China. The best way to recognize patterns of change and continuity is by looking educational history in China. The design of research basically describes the steps of research; which is exploratory in nature. To understand the processes of a larger picture of education development in China. This increases our understanding of the nature of development in China. The logic of the selection of this period of educational development is related to new trends or changes which have taken place in education and their consequences among citizens in post-Mao China. The study is organized into four main chapters apart from a detailed Introduction and a conclusion. The second chapter deals besides presenting a socio-economic profile of the country, discusses the history of education policy during post-liberation China mainly prior to 1990. China's history of education policy have been analyzed by considering the change and continuity paradigm in educational sphere. The thirty years, from 1949 to 1970 or 1980s. The Communist Party of China led by Mao Zedong who had given a different direction of China's education system through its development and educational strategies. As a resulted, China achieved progress in the development of literacy rates. The third chapter scrutinizes educational development since 1990. However, there was a paradigm shift in educational policy in 1976 and changes can be observed especially from mid-1970 and later in 1980s when Deng Xiaoping emerged as a pragmatic leader in China. Under his leadership, China opened its door to the rest of the world and the adoption of globalization as development plan in China. The thesis scrutinizes the educational development from 1990 due to the fact that the implications of changing policies started to become more visible in the post-Cold War globalised world. The fourth chapter discusses about education and regional development. Finally, the fifth chapter of the thesis has analyzed the impact of globalization on the development of education in China. The six chapter is about the conclusion. Education is fundamental requirement for national development. It is one of the significant aspects of the society. Many a country emphasizes on this aspect. China is no exception to this direction, although with decades of successful efforts in this direction, China has made major strides at least in primary and secondary education. In today's China, the country has even adopted market mechanisms in this sector. Moreover, Chinese state has made higher investments to achieve higher literacy rates. However, China's regions vary as far as their socio-economic status as well as educational development is concerned. Eastern China has achieved more literacy rates than central and western China. It can further be said that globalization process has added to the growth in the education sector as today China intends to internationalize its educational system. This is confirmed by the recent initiatives of the Chinese government including in the "One Belt One Road" projects where expanding educational institutions has been made as priority.