

Research on the Changes of Practical Teaching System for Ideological and Political Courses in Universities

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Abstract: Practical teaching is one of the important components of ideological and political courses, and it is also the main means to deepen the teaching content of ideological and political education in colleges and universities. Now, starting from the documents of ideological and political theory courses in colleges and universities in my country in 1949, we analyze the historical process of practical teaching, summarize the characteristics of changes, and clarify the basic connotations, so as to provide academic rational support for the future development of practical teaching of ideological and political courses in colleges and universities.

Practice is a scientific way for Marxism to understand and solve problems. Therefore, Marxism has always attached great importance to practical problems. The ideological and political theory course in colleges and universities (hereinafter referred to as "ideological and political course") is a key course for educating people in colleges and universities. It is more necessary to emphasize the combination of theory and practice. It is very necessary to carry out practical teaching in the ideological and political course in colleges and universities. The purpose is to cultivate students' ability to think and solve problems in connection with reality, and to enhance their political identity with the country. It is the requirement of modern educational theory and should be developed together with theoretical teaching. Since the founding of New China and the reform of colleges and universities, it has begun to emphasize the combination of college education and production practice, and the position of practice in higher education.

This paper analyzes this historical change from the perspective of institutional change.

1. Basic Establishment of Practical Teaching System of Ideological and Political Courses in Colleges and Universities

Institutional change is the process and result of one system replacing another. On the path of change, there are mainly two patterns of mandatory institutional change, namely, "changes caused by national laws" - mandatory institutional change and "changes caused by individuals (or some people) responding to profits" - induced institutional change[1]. Both of the two change modes are that the original system cannot internalize the external benefits. After comparing the profits and costs, the main body promoting the change causes the change because the benefits are greater than the change costs.

The establishment of the new Chinese regime is the process and result of replacing the old system.

At that time, higher education also faced such a problem of institutional change.

At the beginning of the founding of New China, the new people's regime must consider the urgent problem of reforming the old system of higher education to serve the new society, Article 46 of the Common Programme of the Chinese People's Political Consultative Conference, issued in September 1949, clearly states that "The educational methods of the People's Republic of China are consistent with theory and practice. The people's government should reform the old educational system, educational content and teaching methods step by step". In response to this call, the People's Government of North China proposed in October 1949 that schools above the junior college level need to offer the two courses of Dialectical Materialism and Historical Materialism and New Democracy as public compulsory courses, "Political Economics is a compulsory course for graduating students of liberal arts, law, education (or teacher training) colleges"^①. Beijing: China Renmin University Press, 2007:2. Therefore, in the second year of the founding of the People's Republic of China, the Ministry of Education stipulated in the Several Principles Concerning the Teaching Policies, Organization and Methods of Political Courses in Colleges and Universities: "When theoretical learning is still possible, it should be coordinated with practical actions (not too much), such as participation in labor production, mass struggle and social activities, so as to make perceptual knowledge and theoretical knowledge corroborate and achieve consolidated and improved results."

Since then, colleges and universities in China have pioneered the establishment of ideological and political theory courses. At the same time, they attach great importance to the combination of theoretical teaching and social practice of ideological and political courses, and advocate that the teaching of ideological and political courses in colleges and universities should reflect the educational concept of practical teaching. This institutional change obviously belongs to the category of mandatory institutional change. It is a change caused by the need to transform the old higher education to serve the new regime in New China. Based on the consistent practice view of Marxism, social practice was taken as the basic method to improve the effect at the beginning of the introduction of the system, which provided the source of path dependence of institutional change for the later development of the ideological and political course of higher education.

However, in the later long process of teaching practice, the practical teaching of ideological and political courses mostly stayed in documents, or individual sporadic actions of colleges and universities, and rarely became the teaching system of colleges and universities. On the contrary, other professional courses advocated that the theory could be implemented by strengthening practical teaching. To a certain extent, it is more likely that the ideological and political education is in a kind of situational change in a rapidly changing society, or it may be the change caused by laws rather than the induced institutional change of individuals' "response to profits". Therefore, the change of the former can produce a wider range, but the change effect is weaker than the latter.

2. The development process of practical teaching of ideological and political courses in colleges and universities

The offering of ideological and political courses and the supporting offering of practical teaching in colleges and universities are the product of a mandatory institutional change, rather than the change generated by the individual evolution of colleges and universities or teachers. Therefore, the ideological and political courses and their practical teaching were born from the very beginning with a strong national intention, rather than a spontaneous product of society. According to the historical evolution process of this system, it can be roughly divided into four stages.

The first stage is to reform the old type of higher education.

Article 41 of the Common Programme of the Chinese People's Political Consultative Conference,

which was issued in 1949 for the founding of the People's Republic of China and has the nature of a provisional constitution, clearly pointed out the task of education in the new China, that is, "the main task of the people's government's cultural and educational work should be to improve the people's cultural level, train talents for national construction, eliminate feudal, comprador and fascist ideas, and develop the idea of serving the people." Article 46 has made specific provisions on educational methods, that is, "theory is consistent with practice". The education management department puts forward new ideas for the ideological and political education that only pays attention to the content of textbooks, or political movements, or direct evaluation of teachers and students' actions, and puts forward "pay attention to guiding and helping students to properly and gradually connect with the reality of production and construction." On the one hand, this stage of exploration is to learn from the ideological and political education experience of the former Soviet Union's colleges and universities, On the other hand, it is to absorb the experience of the CPC in running schools during the New Democratic Revolution, try to transform the pure theoretical education into an educational mode with fresh practical characteristics, and perceive the unity of theory and reality through personal observation, social life experience. Therefore, the practical teaching system of ideological and political courses at this stage has a strong exploratory nature.

Later, China's higher education stagnated due to well-known historical reasons, and the practical teaching of ideological and political courses in colleges and universities also stagnated.

The second stage is the recovery stage of higher education.

After the reform and opening up, China's higher education has gradually recovered to a normal state, made clear provisions on the setting of ideological and political courses in colleges and universities, and re raised the practical teaching of ideological and political courses in colleges and universities. In 1982, the Ministry of Education made it clear that "in addition to classroom teaching, the ideological and political courses in colleges and universities need to use various visualized teaching methods such as thematic discussions, visits and social surveys." In 1985, Zhongfa [1985] No. 18 made it clear that "practical teaching is to actively organize students to participate in rich and practical social practice and social surveys." Later, in government documents issued by different departments, requirements for practical teaching of ideological and political courses in colleges and universities were also raised many times.

In April 1998, the Propaganda Department of the CPC Central Committee and the Ministry of Education issued the Notice on the Provisions and Implementation of the "Two Courses" Curriculum in Ordinary Colleges and Universities, that is, the "98 Program" was officially implemented in colleges and universities across the country. The system, conditions and environmental protection system of the practical teaching link in this stage were further improved, and the practical teaching of ideological and political courses was combined with the activities of the student engineering department. However, as an important institutional document, this stage did not have specific provisions on the practical teaching of ideological and political courses, but colleges and universities and teachers spontaneously organized practical teaching according to teaching experience. Due to the spontaneous promotion of universities and teachers, the effect of "effectively centering on teaching content, constantly enriching teaching links, especially practical teaching, so that college students can receive education in social practice" has also been achieved.

However, at this stage, the practical teaching of ideological and political courses in colleges and universities only stays in the sporadic and decentralized implementation stage of individual schools and teachers, and schools, teachers and students basically only carry out practical teaching spontaneously.

The third stage is "05 Scheme Stage".

In the Opinions on Further Strengthening and Improving the Ideological and Political Education of College Students [2] issued by the Central Committee of the Communist of China and the State

Council in 2004, it was clearly pointed out that "social practice is an important link in the ideological and political education of college students... the combination of political theory education and social practice... the combination of theoretical arms and practical education, the practical reform of teaching content, the improvement of teaching methods, and good teaching methods" [3]; The practical teaching of ideological and political courses in colleges and universities is required to be included in the overall planning and syllabus of school education and teaching. For the first time, the class hours and credits of practical teaching of ideological and political courses are clearly specified, and the necessary funds are clearly provided for the management of colleges and universities.

In order to deeply implement the above spirit and fully leverage the main channel role of ideological and political courses in college students' ideological and political education, the Propaganda Department of China Central Committee and the Ministry of Education jointly issued the "Opinions on Further Strengthening and Improving Ideological and Political Theory Courses in Higher Education Institutions" (Jiao She Zheng [2005] No. 5) and the "Implementation Plan for the" Opinions on Further Strengthening and Improving Ideological and Political Theory Courses in Higher Education Institutions "issued by the Ministry of Education of the Propaganda Department of of China Central Committee, propose: "All courses of ideological and political theory in universities should strengthen the practical aspect, establish and improve the guarantee mechanism for practical teaching, and explore long-term mechanisms for practical education. It is necessary to improve the students' ideological and political quality and the ability to observe and analyze social phenomena through various forms of practical teaching activities, and deepen the effect of education and teaching." At this stage, the ideological and political course in colleges and universities in China has changed from disorder to orderly practice, but at the same time, the practical teaching of ideological and political course in colleges and universities has encountered the problem of "point to area", and even the problem of replacing the practical teaching of ideological and political course with the practical teaching of other departments or courses.

The fourth stage is the new era development stage of ideological and political courses in colleges and universities.

Since the 18th National Congress of China, the development of ideological and political courses in colleges and universities in China has entered a new era. At the 2016 National Conference on Ideological and Political Work in Colleges and Universities, it was clearly put forward that the era proposition of colleges and universities is "what kind of people to cultivate, how to cultivate people, and for whom to cultivate people". It was also proposed that "various social practices should be widely carried out" from the student level, and "practical exercises should be strengthened" from the teacher level. In the Opinions of the Ministry of Education and Other Eight Departments on Accelerating the Construction of the Ideological and Political Work System in Colleges and Universities, it was pointed out: "Deepen practical education. Integrate ideological and political education into social practice, volunteer service, practice and training and other activities, and establish a variety of 'walking classes'." In the Guidelines for Ideological and Political Construction of Colleges and Universities, it is required to "combine 'reading thousands of books' with 'traveling thousands of miles', take root in China to understand the national conditions and people's conditions, increase wisdom and talents in practice, and temper will and quality in hard struggle." [4] So far, the practical teaching of ideological and political courses in colleges and universities in China has been gradually improved in the historical development, with a more sound mechanism. The original unitary pattern of practical teaching of ideological and political courses has evolved into a diversified pattern of ideological and political courses and courses, so as to promote practical teaching. The core is to achieve the goal of institutional change of "what kind of people to cultivate, how to cultivate people and for whom"[5].

3. The Characteristics of the Changes of the Practical Teaching System of Ideological and Political Courses in Colleges and Universities

It can be seen from the historical context of the change of the practical teaching system of ideological and political courses in Chinese colleges and universities that the path dependence formed from the source of the system is full of the value expectation of practical teaching, expecting students to obtain practical care from classroom teaching and book theory through social practice, and at the same time hoping to obtain in-depth thinking on theoretical learning through practice. With the help of personal perception and experience in the interactive process of social practice and theoretical learning, the correct personal values expected by the state are shaped.[6] Therefore, this system is the product of a typical mandatory institutional change, that is, to explore a new path for college education to quickly integrate into the socialist elements in the way of national will, and to put the goal of educating people through it.

From the perspective of the time sequence of institutional change, the initial method was to establish the institutional construction, constantly explore and improve the rules of the system under the constructed institutional framework, so as to complete the mandatory change of the system.

This institutional change has the following hierarchical characteristics.

First, the meta rule level system appeared earlier, was mentioned or required more, and the intention was very clear. It can be seen from a series of institutional devices that from the Common Programme, which requires that the ideological and political course in colleges and universities should be "consistent in theory and practice", to the subsequent national conference on ideological and political work in colleges and universities, which requires that students and ideological and political teachers should "extensively carry out various social practices", they all put forward the requirement to carry out social practice. The core is summed up in a sense that the ideological and political course in colleges and universities must carry out social practice education and teaching in order to improve teaching quality. This provides a basis for the formulation of specific rules, the application of rules and the evaluation of system efficiency for the social practice teaching of ideological and political courses in colleges and universities.

Second, the institutional arrangement of practical teaching of ideological and political courses in colleges and universities basically follows the institutional intent of meta rules. These institutional arrangements, as endogenous variables of institutional change, are relatively broad. Each institutional evolution starts to make up for the shortcomings of this system, and finally puts forward specific provisions such as "delimiting class hours and credits" and "providing financial support", which makes the ideological and political management department and teaching implementers of colleges and universities have a "operable" basis.

Third, the change of normative code of conduct is relatively stable and slow. That is to say, the long-term institutional change has not been able to form a strong action, and has always evolved slowly in its own context. There are several major practical factors that delay policy expectations. First, the collection of social science knowledge about the practical teaching of ideological and political course is relatively narrow, that is, insufficient thinking at the academic level. There are great disputes about its meaning and extension. Secondly, for a long time, the ideological and political course has been "very important when it is mentioned in meetings, but not when it is arranged". In some periods, it has even been marginalized. This was corrected only after the 18th National Congress. Thirdly, the teaching task of ideological and political course in colleges and universities is heavy, and teachers cannot bear the transaction cost of organizing practical teaching, so they can only treat it with the attitude that more is better than less. Therefore, a relatively stable industrial cultural background has been formed[7].

At the same time, this change also has the significant characteristics of mandatory institutional

change, that is, mandatory, extensive and rough.

First, mandatory means that all colleges and universities without exception need to offer ideological and political courses. From the beginning of construction, the ideological and political course is the embodiment of the national will, not the product of the development of each university discipline itself, with a clear strategic intention of "what kind of people to cultivate, how to cultivate people, and for whom".

Since the early days of the founding of New China, the reform of the system of colleges and universities has been full of this strategic intention. Therefore, the leadership organization, the center of the system supply, directly stipulated the name and specific content of the course that all colleges and universities must offer ideological and political courses, which is obviously a prescriptive action rather than a selective action of each college and university institution. After getting experience from several schools in North China, it will be extended to all parts of the country. Therefore, in the process of college adjustment in 1952, many things were actually split. In the process of "dismantling" and "merging", in essence, it was an integration of the old education system. The goal of this integration was to always run through the leadership of the CPC and the will of the state.[8] To change the old college into a college serving socialism and the proletariat, it must be gradually adjusted through the educational reform system.

Later, after the Cultural Revolution ended and higher education returned to normal, the opening of ideological and political courses in colleges and universities was put on the agenda again, and gradually faced up to the problem of practical teaching. In the "98 Plan" and "05 Plan", it was clearly stipulated that practice should be added to all courses of ideological and political courses in colleges and universities. After China entered a new era of socialism in 2012, this phenomenon was corrected.[9] From the top level of the central government to the Ministry of Education, they have begun to emphasize the optimization of the practical teaching link of ideological and political courses in colleges and universities, and have made detailed provisions on the four ideological and political courses offered by undergraduates and the two ideological and political courses offered by junior colleges. Corresponding practice credits are allocated to require students to learn. This is mandatory reflected in the supplement of personnel and the adjustment of content, which requires colleges and universities to thoroughly implement the national will.

It can be seen from this that the practical teaching system of ideological and political courses in China is dominated and forcibly initiated by the state. According to the requirements of national construction in different periods, corresponding ideological and political teaching objectives are proposed.

Second, the scope is wide. Since the founding of the People's Republic in 1949, the Central Ministry of Education has issued numerous documents on education. It can be concluded that the development of Chinese education has always taken the idea of serving the people as the main educational task.[10] The universities that were initially accepted were initially run through from non-public, public, and nationwide; After ten years of the Cultural Revolution, there were only public colleges and universities, and all colleges and universities implemented unified standards; Later, due to the introduction of social education capital, private colleges and universities appeared, and some methods were adopted to weaken the non-technical level, especially in the ideological and political courses. The state and even the education management departments also "turned a blind eye" to encourage private capital to be interested in running schools; However, after 2012, all colleges and universities must implement the new policy of ideological and political courses. At the same time, it is required that during the implementation process, enough ideological and political courses must be opened and enough ideological and political teachers should be equipped. This is to directly improve the practical teaching of ideological and political courses in all public and non-public colleges and universities through administrative means. The change of the practical teaching system of ideological

and political courses in colleges and universities has always been a system initiated by the Ministry of Education for colleges and universities across the country. The service object is all students in colleges and universities, which shows that the system covers a wide range, and can further understand the ideological needs and trends of college students in different regions, so as to facilitate further political and ideological education work, with far-reaching impact. In short, the essence of this practical teaching system of ideological and political courses in colleges and universities is to provide guarantee for the optimal development of ideological and political courses in colleges and universities, and to provide correct educational guidelines and policies for realizing the socialist modernization and building a powerful country.[11]

Third, roughness. This is a significant feature of mandatory institutional change, because national laws and regulations can only consider the overall situation and focus on the efficiency of coverage, so it is easier to separate from the practice and reality of specific universities. For example, the practical teaching of ideological and political courses in some comprehensive colleges and universities is carried out separately. Although the implementation method of inductive change is adopted, the central policy is difficult to adapt to the actual situation of various colleges and universities. The characteristics of students and teachers of ideological and political education in different colleges and universities are also different. However, in this change, one document cannot cover all people. In some local colleges and universities, teachers of ideological and political education cannot accurately grasp the essence of the central document, resulting in some so-called problem phenomena, such as the virtualization of practical teaching of ideological and political education in colleges and universities, fragmentation of information, simple tasking, and so on. As a result, this system has become very simple and rough. As for how to strengthen the interaction between practice and theory, we should also, according to the actual situation, deeply understand the school running philosophy of different types of colleges and universities across the country and the real needs of students of different grades and majors for practical teaching of ideological and political courses, truly integrate students and teachers of ideological and political courses in colleges and universities, collect some of the most authentic opinions, and make the system come alive.

4. The Basic Connotation of Practical Teaching of Ideological and Political Courses in Colleges and Universities in China

The practical teaching of ideological and political course in colleges and universities is the practical teaching based on the current situation of ideological and political course. Some people will organize students to perform a play as practical teaching, some people will take students to read in class as practical teaching, or they will take students' community activities, "three trips to the countryside" and "summer camps" organized by the League Department, or even the professional practice of professional courses, all of which are called the practical teaching of ideological and political courses in our school. In fact, these are not real practical teaching. From the perspective of the history and institutional changes of practical teaching of ideological and political courses in China, the basic connotation of practical teaching of ideological and political courses in colleges and universities should include the following four aspects.

First, the content of practical teaching is determined by the basic theory of ideological and political courses. The practical teaching cannot be replaced by others, and the content of practice must be determined according to the requirements of the ideological and political course. It is well known that the theoretical knowledge of the ideological and political course in colleges and universities in China is political, instructive and timely. The development of practical teaching needs to pay attention to the updating and direction of the theory in real time, and use a variety of modern ways as an auxiliary tool for practical teaching activities. To put it simply, the content of practical teaching is determined

by the basic theory of ideological and political courses and synchronized with it. The content of practical teaching plan is updated in real time according to the actual situation, and a reasonable and detailed implementation plan is conceived. In combination with the specific teaching content of the current four ideological and political courses in colleges and universities and the actual situation of colleges and universities, different practical teaching themes and contents are determined from the perspective of students' professional needs.

Second, it must be led by college ideological and political teachers. In combination with class teaching, the realization of practical teaching of ideological and political courses in colleges and universities needs to grasp two dimensions. One is that the leading teachers of the teaching and research department are responsible for leading and organizing the teachers of each class to formulate the practical teaching content in the ideological and political courses of this school year and the expected goals to be achieved; Second, the ideological and political course teachers in colleges and universities should arrange the practical teaching of ideological and political course according to the students' class, grade, specialty, hometown and other characteristics, combine with the students' practice, and control each teaching process and evaluation. In general, it is to give play to the leading position of ideological and political teachers in colleges and universities.

Third, practical teaching must realize the learning of all students. It is not allowed to replace all students with some students, or replace the practical teaching of each course of ideological and political course with the practical teaching of some courses. As one of the compulsory courses in colleges and universities, both undergraduate and junior college students must achieve full coverage, and students must complete their studies and get corresponding practice credits. The object of practical teaching is all college students who choose courses. Therefore, the Ministry of Education has made clear provisions on the ideological and political courses for undergraduates and junior college students, with 2 credits and 1 credit respectively, which shows that practical teaching has become an important teaching task and content of ideological and political teaching, making all students learn, concretizing abstract theoretical knowledge in the process of practice, truly applying it to real life, and solving relevant problems.

Fourth, practical teaching must be reflected in the final course assessment of ideological and political courses. The practical teaching cannot be separated from the final course of the ideological and political course from the performance evaluation. After the separation, students will become inactive and teachers will lose teaching control. The curriculum assessment should not only include the examination results of theoretical knowledge, but also the theoretical achievements and curriculum evaluation of practical teaching. According to the basic information learned, most of the ideological and political teachers in colleges and universities have already arranged relevant practice content in the ideological and political course, but they have not timely translated the practical achievements into the assessment content and evaluation of the ideological and political course, and cannot timely guide students to seriously treat the learning and application of theoretical knowledge in each ideological and political course, which does not reflect the important significance of integrating practical teaching into the credit of the ideological and political course. Therefore, every practical teaching achievement of students should be included in the curriculum assessment, reflecting the degree of completion of the integration of students' learning theory and practice.

5. Conclusion

The Ministry of Education of China has attached great importance to the practical teaching of ideological and political courses in colleges and universities since its establishment. It has always adopted the institutional change that has been consistent from top to bottom, which makes the institutional change of practical teaching of ideological and political courses in colleges and

universities show three characteristics: mandatory, extensive and rough. Therefore, it is concluded that the practical teaching of ideological and political courses in colleges and universities must be determined by the basic theory of ideological and political courses, led by the teachers of ideological and political courses in colleges and universities, and realized the learning of all students. There are four basic connotations reflected in the final course assessment of the ideological and political course. In the new era, how to effectively combine theory and practice in the ideological and political course in colleges and universities for a long time? It is still necessary to find and summarize relevant experience and methods from the changes of the practical teaching system.

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