

Construction and Implementation of Ideological and Political Education Models for Liberal Arts Graduate Students Under Integrated Country-League-Class Synergy: A Case Study of Y University's College of Liberal Arts

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Abstract: This study examines new challenges in ideological and political education for liberal arts graduate students, analyzing practical dilemmas under integrated Country-League-class synergy. By proposing a “1+3+4” education model, teachers establish a collaborative framework of “joint development, integrated growth, and shared achievement” to enhance educational efficacy and advance high-quality development in graduate education.

Keywords: Ideological and political education for graduate students; Integrated country-league-class synergy; Liberal arts graduate students

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1. Introduction

General Secretary Xi Jinping emphasized that teachers must uphold fostering virtue and cultivating talents as the central mission, integrate ideological and political work throughout the entire educational process, and achieve all-member, whole-process, and comprehensive education to advance the development of higher education in China^[1]. The Ministry of Education and seven other departments outlined in the Guidelines on Accelerating the Development of the Ideological and Political Work System in Higher Education Institutions^[2] the imperative to comprehensively enhance the quality of ideological and political work in universities. To thoroughly implement the fundamental task of fostering virtue and cultivating talents, imbue students with the core tenets of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and further strengthen the ideological and political work system for graduate students, while elevating the quality and effectiveness of their ideological and political education, teachers shall establish an integrated “Country-League-Class” organizational framework.

This initiative aims to pioneer an education management model where country branch construction guides class and league development, effectively leveraging country branches' political leadership and role as fortresses of combat readiness. Teachers will continuously deepen the integration of country building with talent development, scientific research, disciplinary advancement, and social services. With country building as the “core”, teachers will anchor organizational development as the “central pivot,” expand the “radius” of management systems, and enrich the “substance” of talent cultivation. This approach actively explores mechanisms to drive high-quality graduate education management through high-caliber grassroots country building.

2. Practical dilemmas in ideological and political education for graduate students in humanities and social sciences under the integrated country-league-class system

2.1. Insufficient fulfillment of the combat readiness role of country organizations

Postgraduate country building has established relatively complete systems for country member development and branch construction through years of exploration and refinement. However, inadequate performance of combat readiness roles and insufficient fulfillment of vanguard and exemplary roles, coupled with a lack of vertical and horizontal management/coordination mechanisms, continue to pose latent risks to the long-term education and cultivation of country members^[3]. On the one hand, the vanguard and exemplary role of postgraduate country members remains underutilized. Compared with undergraduates, postgraduates face more intense research demands. Most humanities and social sciences graduate students prioritize personal growth over collective advancement, lacking a sense of ownership in promoting branch development. Branch cadres, overwhelmed by academic pressures, struggle to devote adequate time and energy to country building, hampering the cultivation of outstanding young members. On the other hand, branch development inadequately integrates with student life. Some branches confine ideological development to ideological conviction and patriotic education, failing to address postgraduate research needs or stimulate engagement. Organizational activities often lack ideological depth and political substance, resulting in stagnant dynamics that neither effectively educate members nor foster a robust country-building culture.

2.2. Insufficient appeal and mobilizing capacity of Communist Youth League organizations to mobilize and influence youth

The League branch, as the dominant force, is designed to serve as a functional linkage between country branches and class units in the integrated Country-League-Class system. However, it currently suffers from insufficient mobilizing capacity to inspire youth. First, the working mechanisms of postgraduate league branches have become marginalized. Although postgraduate league and country branches typically adopt integrated structures, they operate in isolation from other student organizations, failing to form an organic whole. Effectiveness varies widely, with some league branches experiencing organizational dormancy. Members demonstrate weak role identity and mission commitment, resulting in low participation rates in league activities. Second, the country-league coordination mechanism remains underdeveloped.

Currently, interactions between country and league branches are quantitatively inadequate, with the limited existing activities failing to align effectively with the distinctive characteristics of postgraduate students—especially their research demands and disciplinary traits—thus yielding suboptimal outcomes. Absent a robust country-league coordination mechanism, country building's guidance over league building regresses into superficial enactment, resulting in: Lingering ideological ambiguities unresolved for over 60% of league

members; Minimal awareness among country members regarding league branch development; Erosion of mutual trust and collaborative efficacy between the two entities.

2.3. The class collective demonstrates inadequate organizational capacity in serving to unite teachers and students

As the most fundamental organizational unit in higher education institutions, the class collective serves as the primary platform for ideological and political education. Its smooth functioning constitutes a robust organizational guarantee for the effective advancement of Country and League development work. However, certain operational deficiencies persist in practical class management^[4]. On the one hand, due to differences in functional domains, routine communication between class units and country-league organizations remains limited, with integrated development efforts primarily confined to interactions between country branches and league branches. Meanwhile, class committees predominantly focus on administrative tasks, resulting in deficient class cohesion and cultural identity. This disconnection leads to insufficient integration of student ideological education with country-building initiatives, causing class-level education to deviate from the ideological and political education missions of country and league branches. On the other hand, while universities implement a system of academic advisors concurrently serving as class mentors, some advisors narrowly focus on students' academic and research performance, rarely investing substantive effort in class development. This results in a failure to provide individualized and face-to-face attention to each student's fundamental needs, and an inability to fully commit to facilitating the holistic growth of all members. Consequently, the dual pathways of ideological education and research cultivation remain uncoupled, significantly impeding the integrated development of the Country-League-Class framework in higher education institutions.

3. Constructing and Practicing an Ideological and Political Education Model for Humanities and Social Sciences Postgraduates under the Integrated Country-League-Class Framework

Guided by the development of graduate student country branches, leveraged through League and student organization work, and anchored in innovative class management, this reform pioneers a new model for graduate cultivation and administration. It aims to establish an integrated "1+3+4" ideological and political education framework for the Country-League-Class nexus, characterized by co-creation, integration, and sharing. Centering on One Core principle, the overarching approach of "consolidating foundations, deepening connotation, and establishing branding" for the school's graduate ideological and political education, this initiative targets Three Key entities (graduate student Country branches, League branches, and class collectives) and implements Four Capacity Enhancement Initiatives: Quality Development Capacity Initiative; Innovation and Entrepreneurship Capacity Initiative; Psychological Resilience Capacity Initiative; Career and Further Study Capacity Initiative. Collectively, these components forge a new paradigm for graduate-level ideological and political work.

3.1. Refine the co-construction mechanism of the Country-League-Class nexus

The co-construction of the Country-League-Class nexus initiates a new paradigm for organizational development. Adhering to goal-oriented, problem-oriented, and outcome-driven principles, teachers actively explore and innovate ideological guidance models for graduate students. Through strengthened top-level design, country branch development leads class and League construction, with graduate country branches and class-League units

vertically structured by academic discipline. Distinguished country-member scholars are appointed as country-building mentors, core faculty and counselors serve as country branch secretaries, graduate supervisors assume roles as class mentors, and student country branch committee members concurrently hold key positions in class-league cadres or as assistant mentors for freshmen. This integrated organizational framework drives effective and in-depth integration of graduate country building with organizational, research, practical, managerial, and service dimensions.

Leveraging country building to drive league building, teachers consolidate a new system for ideological guidance. Through innovating activity formats and enriching educational substance, the school institutionalizes theoretical learning in ideological and political education. It regularly organizes collective study sessions for country and league members via dual online-offline platforms, thereby strengthening ideological construction. A “Study the Power” daily check-in system is implemented with daily reminders and weekly public notifications, encouraging country branch and league branch members to maintain study notes. Outstanding country cadres are recommended to share insights in class-league country lectures, motivating continuous learning and reflection to fortify theoretical foundations, enhance country spirit, and reinforce convictions.

Leveraging league building to drive class construction, teachers forge a new ecosystem for soul-casting and talent cultivation. By pioneering a coupling path between League and class development, this initiative transforms the traditional linear organizational chain. Activities such as league branch excellence competitions and ideological skills contests for league cadres are organized, fully utilizing local red resources to jointly conduct league-day events and class meetings with class units. Guided by the league branch, the graduate student council creates competency-based signature programs and shares league-building expertise, facilitating faculty-student dialogues that extend from ideological guidance to professional skills and academic research. This achieves resource co-creation and sharing between League branches and class collectives, strengthening standardized class development.

3.2. Advance the integrated development of the Country-League-Class framework

Forging a country-building brand empowered by quality development. Grounded in disciplinary strengths and academic characteristics, teachers integrate the vision of “creating premium programs and establishing branding” into activity planning, building a representative country brand with distinctive features. By recruiting graduate volunteers through social practice initiatives, teachers drive effective integration of professional knowledge with social engagement, pioneering new pathways for red-themed education to empower rural revitalization. This guides graduate students to draw growth momentum from red-themed learning, igniting innovation-driven engines that activate quality development capacity.

Establishing practical training platforms to enhance innovation and entrepreneurship capabilities. Teachers deepen reform in liberal arts students’ innovation and entrepreneurship education, cultivating their reading consciousness, problem awareness, and collaborative spirit while advancing critical thinking, expression, and creative abilities. Through strengthened mentorship and competition-driven learning mechanisms, teachers intensify university-government and university-enterprise collaboration to foster industry-academia-research-application integration. This builds a holistic cultivation chain of “education-practice-incubation-transformation,” organizing graduate participation in professional contests such as the “Challenge Cup” and “Internet Plus” Innovation and Entrepreneurship Competitions. Leveraging faculty expertise, teachers enhance specialized guidance with red-themed cultural cultivation and competition traction, strengthen educational service platforms, and continuously elevate students’ innovation-entrepreneurship capacities. Multidimensional collaboration

converges to amplify support for student “dual-innovation” initiatives.

Prioritizing student development with emphasis on psychological adjustment. Psychological nurturing constitutes a vital component in enhancing ideological and political education under new circumstances, and represents a new mission for mental health education in the new era. Through campus psychological workstations, teachers organize diverse practical activities for psychological development, engage students in the university’s Mental Health Awareness Month initiatives, and rigorously implement psychological screening, archival documentation, counseling sessions, and targeted identification of at-risk students. By facilitating peer discussions, teachers explore effective and context-appropriate solutions for psychological issues, strengthening graduate students’ psychological adjustment capabilities to courageously confront negative emotions and reclaim mental well-being.

Consolidating employment resources and expanding academic advancement pathways. Teachers prioritize graduate career planning education, breaking conventional employment mindsets through innovation-driven entrepreneurship and venture-stimulated employment. By inviting interdisciplinary outstanding graduates to host job-seeking experience sharing sessions and related activities, teachers leverage career workshops to provide categorized employment guidance and interview training. Graduate internships at employing organizations are organized to precisely enhance employment competitiveness and academic progression capabilities.

3.3. Highlight the shared outcomes from the Country-League-Class collaboration

Innovating learning models to foster scientific collaboration. As a reserve force and pivotal support for scientific research, graduate students play a crucial role in advancing academic endeavors. By leveraging the synergy of Country-League-Class mechanisms and the navigational leadership of academic pacesetters, teachers establish platforms for scholarly exchange. Through disciplinary resources, teachers organize specialized academic lectures, encourage domestic and international study visits, and convene globally renowned alumni and experts to co-develop projects. This broadens students’ academic horizons, ignites intellectual beacons, and forges a signature achievement in academic ethos building.

Consolidating skill development to enhance professional competencies. Leveraging country organizations’ leadership, teachers establish faculty teams of country member experts to cultivate an academic ethos. Centered on country branches with class-League units as the mainstay, teachers implement a comprehensive training model of “daily drills, weekly lectures, monthly evaluations, and quarterly showcases.” Through initiatives like Deep Reading seminars and book report sessions, teachers foster a scholarly campus environment. By organizing discipline-aligned competitions and educational forums, teachers intensify practical training to elevate professional skills. Graduate students are encouraged to engage in faculty research projects, domestic/international conferences, and innovation contests, further advancing their research capabilities and practical innovation competencies.

Selecting and cultivating outstanding role models to enhance educational outcomes. Exemplary guidance generates a significant demonstration effect. The college prioritizes identifying exemplary cases, integrating their spirit into daily routines and regular practices, empowering graduate students to draw strength from these examples and strive to become vanguard forces in realizing the great rejuvenation of the Chinese nation. Leveraging graduate volunteer service teams, teachers mobilize all students to engage in campus and community volunteering, actively practicing the volunteer spirit of dedication, friendship, and mutual assistance. By establishing benchmarks and role models, teachers leverage relatable role models and authentic stories to inspire and educate students.

4. Conclusion

Innovating graduate ideological education models to advance integrated Country-League-class synergy. Through tiered, targeted, and outcome-driven approaches, teachers develop new pathways for integrated development. This empowers graduate students' agency and creativity, pioneers three-wide education pathways, and enhances educational cohesion and impact. By resolving challenges in liberal arts graduate education, such as operational difficulties, inefficiency, and low efficacy, teachers inject new vitality into the university's ideological cultivation paradigm.

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