**Brief Background of the Study**

At the beginning of the founding of the People's Republic of China, there was a shortage of talents and educational resources. At that time, the enrollment rate of school-age children in primary school was less than 20%, the enrollment rate of junior middle school was only 6%, and more than 80% of the population was illiterate. Since the founding of the People's Republic of China, the development of compulsory education has made remarkable historical achievements. After 70 years of development, the basic education has made remarkable achievements: 46,564,200 children in kindergartens and 4.531 million kindergarten teachers and staff; In the basic education stage, there were 504,800 schools, with 235,910,900 students and 2,581,400 full-time teachers. It has made a major contribution to the modernization drive.

**Statement of the Problem**

  How is new China in nearly 70 years universal compulsory education?

After the completion of compulsory education popularization, the development to now have those great changes?

**Significance of the Study**

As a graduate student of pedagogy, I should have a comprehensive understanding of the development course of modern compulsory education in China and provide guidance for the future education work

**Setting and Target Respondents**

* Where are you going to conduct your research? Place of research: it maybe school, or city or district or province?

Online search , and China

* Who are the respondents or participants in your research?

The teacher who is a middle school teacher.

* How are you going to select your participants or respondents?

Asking online by wechat .

**Scope and Limitations of the Study**

* What are the limits or your research?

Time limits : New China begging 1949 - now

Object limits ：compulsory education

**Conceptual Framework**

* with **Research Paradigm using I-P-O [input-process-output] Model**