

## **STI Policies and the Rise of Chinese Universities: Entrepreneurship and Innovation Strategies**

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Higher educational institutions coupled with R&D and S&T institutions are intimately intertwined with the rise of Asia in the global knowledge economy. First Japan, then followed by Dragon economies together with China, South Korea and India continue play a dominant part in characterizing 21<sup>st</sup> as the Asian Century. In the last couple of decades, the rise of China caught up the imagination of people and governments, alike, all over the world. This has happened not only because of China's manufacturing prowess and skills that the country mastered over the decades, but also due to her ability and potential to develop human capital, training, advancement of knowledge and innovation impacting the national economy. In other words, science, technology and innovation policies (STI) in the last couple of decades, enabled select band of Chinese universities to not only enhance their research intensity but scale up in the rankings of world class universities. STI strategies were systematically deployed towards building human capital and promoting 'triple helix' based entrepreneurship and innovation in universities.

China is second only to USA in the global research output of papers in science and engineering as well as R&D expenditure. It is the leading nation in the world not only in the production of science and engineering under-graduates and graduates but also Ph.Ds. Chinese multinational firms such as Alibaba, Tencent and Huawei etc., emerged to rival those in Japan and USA in the last two decades. All this could not have been possible without harnessing education at all levels, but particularly, in the universities impacting advances in science and technology research. In the early 1990s, none of the Chinese universities figured in the top 200 list of World University Rankings. Within two decades, more than half dozen Chinese universities were listed in the top 200, three in the top 100 and two in the top 50. More than any other factor, universities have come to occupy a very significant position in the Chinese national innovation system (NIS).

The overarching aspect of the Chinese NIS has been the state mediation. China's relative success in modernizing and internationalizing its higher education sector has come about as a state-centered process. In this, the central ministries and higher education policies determine priorities for elite institutions of higher education and critical policies for academic entrepreneurship and innovation.