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硕士学位论文

**Institutionalized Institutions:
Classification of Higher Education Institution
in BRICS Countries**
金砖国家高等学校分类研究

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Abstract

Classification of higher education institution is a priority topic both in higher education research and praxis. Classification initiatives are quite different and highly featured in different targeted nations. This study aims at comparing and analyzing the classification praxis in four developing nations, viz. Brazil, Russia, India, as well as South Africa.

Brazilian higher education can be categorized into public HEIs and private HEIs. Moreover, public HEIs can be further divided into federal HEIs, state HEIs and municipal HEIs in terms of the running body. Similarly, private HEIs can be classified as denominational HEIs and community HEIs by funding source. Private HEIs are predominant in Brazil praxis as most students are engaged in private sector. Inhomogeneous types of HEIs are widely existing in Brazil, from family-owned to a large scale.

Inhering from former SU, Russia has the most mature and well-repute higher education system in BRICS. Russia clearly distinguishes the specific category of “university”, “institute” and “academy”. Also, Russia conducts an interchangeable viaduct system so as to give a flexible mechanism for students at different type and level.

India owns the largest higher education framework in BRICS, not only in terms of the involved students but its highly complicated education system. Indian HEI can be divided into central university, state university, private university, deemed-to-be university, institution of national importance as well as institution under state legislature act. Based on this vertical HEI line, India adopts central-regional administrative mode to service and control the HEI system, while the highly segmented and fragmented features are a big problem in its sustainable development.

South African higher education is relatively small and fine due to its limited population and economic scale. It owns 36 HEIs in apartheid period and initiates merging and incorporation campaign after the democracy political reform. Nowadays, South African HEIs can be categorized into traditional university, comprehensive university and technikon – similar to vocational institutions. The division criteria are mainly the disciplinary engagement and distinctive orientations.

The four landscapes have their similar points but also distinctive features. The similarities are focused on the diversity educational modes, the strong involvement of government authorities, the increasing demand of private sector and social service capability. However, these four nations have their individual features, Brazil is highly random and variant, Russia

is finely orchestrated and organized, India is complex, owns a multi-pipeline and inner-stratified higher education system while South Africa is small and fine.

As for Chinese HEI classification practice, we should enhance the coordination of central and local authorities, inspire all social engagements to participate in HEI construction, insist on the characteristic developing modes for individual HEI, construct the interchangeable HEI viaduct, flexibly integrate progressive and mild approaches, etc.

Key Words: BRICS; Higher education institution; Classification

厦门大学博硕士论文摘要库

摘要

高等学校分类是有效提高高等教育质量、促进高等教育内涵式发展的前提，也是当前教育研究与实践当中的热点问题。高等学校分类在不同国家有不同特点，同所在国国情、高等教育发展特色和价值追求相适应。本研究旨在以“金砖国家”巴西、俄罗斯、印度和南非为研究对象，探讨各国高等学校分类的体系和特色，并比较其异同。

巴西高等学校按办学主体的不同可分为公办学校和私立学校两大类。其中，公办学校从办学主体的行政序列上可分为联邦高校、州立高校和市立高校等类型。私立高等学校依据经费来源及办学主体差异涵盖教会学校和社区学校两类。私立学校是巴西高等教育的主体，巴西有近八成高校学生就读于私立高校。按学科关系，巴西高等学校涵盖大学、学院、大学中心等诸多类型。从家庭作坊式高校到大规模综合性大学均在巴西存在，深刻反应出其高校类型高度多样化的显著特征。

俄罗斯高等教育继承了苏联高等教育的部分特点，在四国当中相对成熟完善。俄罗斯区分了“大学”、“学院”和“研究院”等高校类型，并且大力促进职业教育的发展。此外，俄罗斯政府构建了完善的高等教育学制立交桥系统，学生可在不同类型高校之间相互转换，在不同层级之间有效衔接，学分可以互认，这对促进人才的多样化培养是大有裨益的。

印度的高等学校系统十分庞大复杂。这不仅体现在印度在读大学生数量规模巨大，也源自于其高度复杂的院校结构系统。印度高等教育机构可附属关系可分为单一型大学、附属型大学等，按行政关系可划分为中央大学，邦立大学，荣誉大学（一译“准大学”），国家重点研究机构和邦立研究机构等组成部分。在这一纵向划分的基础上，印度形成了中央-地方分层管理的高等教育治理体系。但是，多头管理、条块分割、缺乏有效互动衔接是制约印度高等教育长效发展的一大绊脚石。

在金砖国家当中，南非面积、经济规模均最小，“小而精”是南非高等学校系统的重要特点之一。在种族隔离时代，南非按就读学生人种及语言之不同设立了 36 所高校。实现种族平等之后，南非推行了大规模高校合并，将高校划分为传统型大学、综合型大学及应用型高校等种类。其主要划分依据是高校学科关系以及各自的办学特色。这一结构提高了南非人才培养的成效和水平。

巴西、俄罗斯、印度和南非的高等学校分类有其相似性，主要表现在各国均拥有多样化的高等学校分类模式，政府力量在形塑高等教育发展当中的作用较大，私立高等院校需求与日俱增，社会服务能力不断提高等方面。除此以外，各国也表现出了各自的分类特色，巴西是高度多元发散的，俄罗斯则更加组织化、规范化，印度高等学校层级结构复杂、多管齐下，南非则十分小巧精致。

金砖国家高校分类为中国实践提供了诸多启示。中国正处在高等教育大众化阶段，当代中国的高等教育发展应当妥善处理好中央与地方之间的权力关系，激励各类社会资源参与高校办学、促进高等教育多样化发展，坚持不同高等学校的特色发展，构建不同类别高校之间的转换立交桥，探索灵活多样的人才培养体系，在管理路径上做到分类指导、基线控制、刚柔相济等。

关键词：金砖国家；高等学校；分类

Contents

List of Figures.....	VIII
List of Tables	IX
Abbreviations and Acronyms	X
Chapter 1 Introduction.....	1
Section 1 Background of the study	1
1. The BRICS bloc and China’ s exigent need for HEI classification.....	1
2. This study is part of National Project issued by Ministry of Education	8
3. Propose the question	8
Section 2 Significance of the study	9
1. Theoretical significance	9
2. Practical significance	9
Section 3 Design of the study.....	10
1. Purpose.....	10
2. Research content	10
3. Research methodology and investigating objects	13
4. Definitions of operational concepts	14
Chapter 2 Literature Review: Retrospect and Prospect	16
Section 1 Representative classification ideals in developed countries.....	16
1. Classification schemes in U.S.....	16
2. Classification policy and praxis in Japan.....	20
3. Europe: U-map design	24
Section 2 Classification systems in developing country: on case of Pakistan.....	26
Section 3 Opinions from Chinese academia	28
1. Exploration on theoretical basis.....	29
2. Exploration on praxis basis.....	29
Section 4 Remarks and potential cutting-off point	36
1. Remarks on related literature	36
2. Cutting-off point of this study.....	36
Chapter 3 Research Rationale	37
Section 1 Guideline: educational internal and external laws.....	37

Section 2 Stakeholder theory	38
Section 3 Higher education triangular integration and coordination.....	38
Section 4 Differentiation of higher education functioning.....	41
Chapter 4 Brazil.....	44
Section 1 The normative benchmarks and structure of Brazilian education.....	44
1. Structure of Brazilian education	44
2. The tradition and modern: two co-existing modes	47
Section 2 Brazilian HEI organizations.....	48
1. Basic facts of the classification framework	48
2. Divisions of HEIs in Brazil.....	52
3. HEIs engaged in private sector	53
Section 3 Prestigious cases within the framework	55
1. University of Sao Paulo	55
2. Universidade Paulista.....	55
Chapter 5 Russia.....	57
Section 1 The vicissitude of Russian higher education stakeholders	57
1. The shifting role of government	58
2. Further participating of market and society	58
3. Fading out of political parties and ideological controls.....	60
4. Globalization shape: Bologna process	60
Section 2 Russian HEI classification	61
1. An overview of Russian education	61
2. Russian higher education structure	63
3. University, institute and academy.....	65
Section 3 The interaction and overpass mechanism	69
Chapter 6 India	70
Section 1 Higher education scenario and evolution in India.....	70
1. Administrative levels of Indian higher education	70
2. The evolution of Indian higher education classification framework	73
Section 2 Classification system in India.....	74
1. Central university.....	78
2. State university.....	83
3. Deemed-to-be university.....	84

4. Private sector in Indian higher education.....	86
5. Institution of national importance: case study on IITs.....	88
6. Affiliated colleges under university: case study on P College	91
7. Stand Alone Institution	92
Chapter 7 South Africa	94
Section 1 South African higher education governing system.....	94
1. Education governance	94
2. Diploma and degree awarding system	95
Section 2 Historical development of South African higher education	98
1. South African HEIs landscape in apartheid time	98
2. Policy on higher education in post-1994	99
Section 3 Configuration map of current South African HEI.....	101
1. University.....	102
2. Comprehensive university	103
3. University of technology (Technikon).....	104
4. HEIs in private sector.....	105
Chapter 8 Conclusion and Inspiration.....	106
Section 1 Conclusion: comparisons among BRICS	106
1. Similar points across BRICS	106
2. Distinctive features of the four states.....	108
Section 2 Inspiration and policy recommendations to China	111
1. Enhance the coordination of central and local authorities.....	111
2. Inspire all social engagements to contribute in HEI construction	112
3. Insist on the characteristic developing modes for individual HEI.....	113
4. Construct the interchangeable HEI viaduct	113
5. Firmly develop the vocational HEIs and university of applied technology.....	114
6. Promote the fairness of HEI development	115
7. Flexibly integrate progressive and mild approaches.....	117
Bibliography	119
Acknowledgement.....	129
Publications Authored.....	130

List of Figures

Fig.1. 1 Pyramid of Chinese higher education institution	6
Fig.1. 2 Micro research blueprint of this study	11
Fig.1. 3 Macro research blueprint of this study	11
Fig.2. 1 The changing trend of HEI in Japan (1955-2000)	20
Fig.2. 2 Organization of the school system in Japan	21
Fig.2. 3 Amano Ikuo's proposal on Japanese HEI classification	24
Fig.2. 4 Overview of U-Map dimensions and indicators	25
Fig.3. 1 The triangle of coordination proposed by Burton R. Clark	39
Fig.4. 1 Mapping of Brazilian education at all levels	45
Fig.4. 2 Administrative bodies and different responsibilities	46
Fig.4. 3 Classification framework proposed by Huang	49
Fig.4. 4 Basic facts of HEI in Brazil	51
Fig.4. 5 Basic facts of higher education enroll students in Brazil	51
Fig.4. 6 Enrolling rate in Brazil higher education by department	55
Fig.5. 1 Educational system in Russia	62
Fig.5. 2 Study programs in Russia	63
Fig.6. 1 Skeleton of Indian HEI	75
Fig.7. 1 Educational governing structure in South Africa	95
Fig.7. 2 Education phases in South Africa	97
Fig.7. 3 Configuration of South African HEIs	102
Fig.8. 1 Brazil: magnitude, complexity and diversification	108
Fig.8. 2 Russia: orchestrated and organized	109
Fig.8. 3 India: multi-pipeline and inner-stratified	110
Fig.8. 4 South Africa: small and fine	111

List of Tables

Table.1. 1 Main parameter ranking of BRICS bloc	2
Table.2. 1 U.S. Postsecondary HEI by Degree Level and Program Focus (2015)	19
Table.2. 2 Sub-divisions and the update points compared to 2010 version.....	19
Table.2. 3 Japanese HEI sub-category along with study duration	21
Table.2. 4 U-map conceptual grid.....	25
Table.2. 5 Pakistani higher education overview (1950)	26
Table.2. 6 Higher education in Pakistan (2016)	27
Table.2. 7 Selected points of view from Chinese academia (I)	30
Table.2. 8 Selected points of view from Chinese academia (II).....	33
Table.5. 1 Status quo of Russian higher education sectors.....	57
Table.5. 2 Official classifications of Russian HEIs	66
Table.6. 1 Features of different HEI types in India	76
Table.6. 2 No. of HEIs in India by type (2014-2015).....	77
Table.6. 3 Central University in India	78
Table.6. 4 University number by state.....	81
Table.6. 5 Status quo of IITs.....	89
Table.6. 6 Major Stand Alone degree awarding institutes in India	92
Table.7. 1 Elementary education system in South Africa.....	95
Table.7. 2 The study duration for bachelor degree by subject.....	98
Table.7. 3 Higher education landscape in apartheid South Africa	99
Table.7. 4 Policies on higher education as of 1994	100
Table.7. 5 Distribution of University	102
Table.7. 6 Distribution of Comprehensive University.....	104
Table.7. 7 Distribution of University of Technology	105
Table.8. 1 The distributing of HEI under Ministry of Education in China.....	116

Abbreviations and Acronyms

Abet	Adult basic education (South Africa)
BRICS	Brazil, Russia, India, China, South Africa
CEIHE	Classifying European Institute of Higher Education
CNE	National Council for Education (Brazil)
CNPq	Ministry of Science, Technology, Innovation and Communications (Brazil)
CPC	Community Party of China
DAI	Degree Awarding Institution (Pakistan)
ECD	Early Childhood Development (South Africa)
ECTS	European Credit Transfer System
EU	European Union
GB	Great Britain
GDP	Gross Domestic Product
GET	General Education and Training (South Africa)
HEC	Higher Education Commission (Pakistan)
HEI	Higher Education Institution
IIT	Indian Institute of Technology
INI	Institution of National Importance (India)
ISCED	International Standard Classification of Education
MEC	Ministry of Education (Brazil)
MIT	Massachusetts Institute of Technology (USA)
NAAC	National Assessment and Accreditation Council (India)
NBA	National Board of Accreditation (India)
NCHE	National Commission on Higher Education (South Africa)
NIRF	National Institute Ranking Framework (India)
NSC	National Senior Certificate (South Africa)
P College	Sir Parshurambhau College (India)
PPP	Enduring Public–Private Partnership
SU	Soviet Union
UGC	University Grants Commission (India, UK)
UK	United Kingdom
UN	United Nations

UNESCO	United Nations Educational, Cultural and Scientific Organization
UNGA	General Debate of the UN General Assembly
US	United States
USA	United States of America
USSR	Union of Soviet Socialist Republics
MGU	Moscow University (Russia)
PAO	Education Science Academy (Russia)

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