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西藏高等教育学科专业结构研究

Research on Structure of Higher Education Disciplines and
Majors in Tibet

巴 果

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摘要

进入新世纪后,在全国高校扩招浪潮中,西藏自治区迅速扩大招生规模,快速布点学科专业,建立起“小而全”的高等教育体系,跨越式步入高等教育大众化。随之,高校人才培养质量问题凸显,西藏高等教育的区域适应性受到质疑。鉴于此,稳定规模,优化结构,成为改革的头等任务,学科专业结构调整作为核心与突破口。

本研究基于区属高校的学科专业结构分析,结合西藏区域产业结构和人才需求结构考察,通过深度访谈西藏6所高校的80多位一线管理者和教学者,力图准确把握西藏高等教育的办学现状,客观描绘学科专业发展的结构样态,针对可持续发展问题、适应性问题以及特殊性问题进行深入剖析,提出结构优化策略,拟定特色学科专业发展规划。主要研究结论如下:

一、西藏高等教育由区内与区外共同构筑的双轨体系所组成,以区内为主,区外为辅。西藏的区属高校还分布于区内外。因此,西藏高等教育的学科专业结构优化,至少涉及三个不同层面的调整问题:区属高校的资源整合问题,双轨体系的学生流量问题以及特殊布局的院校调整问题。依此,统领全局的宏观协调和更高层次的政府力量是西藏高等教育学科专业结构优化的关键因素。

二、受制于自然环境和产业分布,西藏高等教育的学科专业结构呈现“面广量少”的总体特征,区域高等教育的办学效益不高,需要进行分工定位、分类调整。一方面,将社会需求量大且基础性的长线专业以及西藏特需专业,按“学科或专业群”的建设思路来发展;另一方面,需求量少而方向不断变化的短线专业,以“宽基础、活方向”的发展思路来建设,或者依托内地院校来培养。

三、着眼于区域经济产业的战略发展规划,利用对口支援的政策倾斜,重点探索面向特色支柱产业的学科专业发展路径,以工科为主的学科专业适度超前发展,全面提高内涵建设力度,促使学科专业结构与区域社会实现良性互动发展。

研究从历史考察入手,通过实证分析,以多维度、多视角进行立体透视,整体分析。初次展示了西藏高等教育学科专业结构样态的全景图谱,为准确把握西藏高等教育的学科专业建设成效,为解决西藏高等教育发展中的深层问题打下基础。

关键词: 西藏; 高等教育; 学科专业结构

Abstract

Since entering the new century, in a national wave of enrollment expansion of higher education institutes, the Tibet Autonomous Region has quickened its speed of expanding enrollment size and establishing disciplines and specialties, having developed a small but all-inclusive higher education system, and leaped into a mass higher education. Subsequently, talent cultivation of higher education institutes has highlighted the issue of quality and the regional adaptability of higher education in Tibet been questioned. In view of this, the reformation of higher education gives a top priority to stabilizing scale and optimizing structure, and puts a core and breakthrough in the adjustment of structure of discipline and specialty.

Based on the analysis of the structure of discipline and specialty of colleges and universities in Tibet, combined with the industrial structure of Tibet region and structure investigation of talent demand, the research is trying to grasp the situation of higher education in Tibet, objectively depict the structure of discipline and specialty through deep interviewing more than 80 front-line administrators and teachers from 6 institutes of higher education in Tibet. Based on a deep analysis of such issues as sustainable development, cultural adaptation and particular needs of Tibet this study put forward the strategy of optimizing structure and development planning of characterized discipline and specialty. The main conclusions are as follows:

First, the dual system of higher education in Tibet is built by inside and outside the region system, dominated by inside one and supplemented by outside one. Therefore, optimization of the structure of discipline and specialty of Tibetan higher education involves at least three different levels of adjustment problems: resources integration of higher education, student flow of dual system and adjustment of institutes of higher education with special layout. According to this, the macro-coordination guiding the overall situation and a higher level of government forces are the key factors of optimizing.

Second, subject to the natural environment and industrial distribution, the structure of discipline and specialty of Tibetan higher education presents a general characteristic of wide range of less scale and low efficiency of regional higher education. That is why it needs positioning by division of work and adjusting by classification. On the one hand, it is suggested that the basic long-term majors in great demand and specialty in special need for Tibet be developed in light of the concept of “discipline and major species” On the other hand, the changing short-term majors in small demand need designing based on the thought of “broad basis and or flexible direction or relying on the institutions in internal district of Tibet.

Third, it draws the conclusion that the Tibet Autonomous Region needs considering the strategic development planning of the regional economic industrial and taking advantage of favorable policy of counterpart support to put an emphasis on exploring development path of disciplines and majors of the characterized pillar industries and modestly developing the engineering disciplines and majors in advance. So that it could comprehensively improve connotation and construction force of disciplines and majors and promote discipline and major structure and regional social to achieve a positive interaction.

This research starts from historical investigation and is empirically analyzed with multi-dimensions and perspectives. It presents the panorama of the higher education discipline structure of Tibet and lays the foundation for grasping the achievements of discipline and major construction of Tibet and solving the underlying problems of the development of higher education in Tibet.

Keywords: Tibet; higher education; structure of discipline and major

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