

The Historical Change, Evolutionary Logic and Dynamic Mechanism of China's Major Enrollment System

-- Based on the Historical Institutionalism

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Abstract: The general enrollment system is a hot issue in the field of higher education reform. And the scientific cognition of its historical evolution, internal logic and dynamic mechanism is helpful to promote the reform of China's undergraduate enrollment system. From the perspective of historical institutionalism, the evolution of Chinese enrollment categories can be divided into four major historical stages: historical gestation, preliminary exploration, rapid rise and in-depth development. Tracing the hidden institutional logic behind the policy, it is found that the initial conditions, positive feedback mechanism and mindset make the change of the major enrollment system have a strong path dependence. In terms of dynamic mechanism, politics, economy and society constitute the basic factors of institutional change; learning effect, adaptive expectation and resource optimization orientation constitute the internal driving force of self-strengthening in the system; and the interest game among various action subjects constitutes the direct driving force of institutional change. In the future, the major enrollment system will accelerate the comprehensive reform of higher education through the three aspects of deepening rational practice examination, enhancing cross-cultivation and exploration, and promoting the transformation of human-oriented management, so as to enable the connotative development of higher education.

Keywords: Major Enrollment System; Historical Institutionalism; Institutional Change; Evolutionary Logic; Dynamic Mechanism.

1. Introduction

With the profound changes in the scale, popularization and internationalization of the world higher education, "who to train and how to train people" has become the primary task of the development of higher education. The party's 20th annual report points out that "education, science and technology, and talents are the basic and strategic support for building a modern socialist country in an all-round way." This important judgment is of great practical significance and far-reaching strategic considerations. Education, science and technology, and talents are interactive and unified. Education and training of talents. Science and technology need talents, and focus on talents. Since the beginning of the new century, under the background of professional education, the demands of general education have also appeared in the public view. This is the active exploration of the active exploration and answer to the questions of the educators to train in the call of The Times and the country. In many reforms of higher education, major enrollment, as a key link of talent training in colleges and universities, has been increasingly paid attention to and become an important breakthrough of teaching reform. In terms of concept definition, this paper regards the enrollment system as an organic integration of enrollment and training.

In recent years, under the background of active exploration by colleges and universities at all levels, the academic research on the enrollment of major categories is generally divided into two categories: one is from the perspective of institutional change and historical development, combined with the discrimination of "general education" and "specialist education", the development process of major categories is divided into different historical stages. The other category is from the current practice of the implementation of major enrollment of colleges and universities, through case analysis

and other methods, on its characteristics of the definition and practice logic, development mode and judgment basis, Practical dilemma and solution path research. In particular, at the level of reform purpose, scholars put forward their reform goals to maintain the unity of knowledge, highlight the subjectivity of students and meet the emerging development needs of the society.

These two kinds of research focus on answer the "system" "system how to run" problem, but the "system how to" is often only in the background part, even if there are a few scholars to change process and division, but pay more attention to the descriptive analysis of institutional change, few specialized research from longitudinal historical perspective, combined with the macro environment change to explore its evolution process and system generation logic. "The gap between action and knowledge is not shrinking, it is widening. The pace of practice must not be slowed down or stopped, and the rational pace must be accelerated." Theoretical and systematic analysis of the major enrollment system is the only way for its long-term development. Due to the incomplete reform of the current enrollment system in practice and the perfection in theoretical research, the future development of the enrollment system is facing more arduous challenges. Therefore, put it in the historical background analysis is very necessary, this paper, through deeply analyzing the system change process, tracing the evolution behind the hidden logic and dynamic mechanism, in order to promote the categories of admissions system innovation make exploratory analysis, deepen the understanding of the regularity of the evolution, thus the future categories of admissions system policy layout of rational thinking, in response to the institutional change process, institutional change. The three key issues of the development of the future provide some useful enlightenment for the future development of the major category of

enrollment system and for the "Chinese model" of undergraduate professional education.

2. Analytical Framework based on Historical Institutionalism

2.1. Outline of the Paradigm

As one of the three schools of new institutions, Historical institutionalism assumes that the social individual behavior preference, action target and implementation plan depend on the shape of the system, by the established institutional structure and related specification constraints, emphasizes history, comparison and system of influence on policy, provides a historical view, structure and behavior framework for policy analysis.

The structural view of historical institutions is inspired by the concept of causality of Aldous structure, and especially emphasizes the significant influence of the arrangement and function between variables on the political consequences of analyzing political variables. To analyze the dynamic mechanism of the system, change from the perspective of structure, that is, to answer the question of "why the system changes". In the face of the system itself composed of complex factors, its change process mostly involves multiple dynamic mechanisms. The rapid development of political economy and the renewal and iteration of social concepts are the key considerations. It is not difficult to see that the structural analysis at the macro level is mostly based on the national macro-institutional background, aiming to explore the influence of relatively general factors on the institutional orientation. From the perspective of historical view to analyze the evolution logic of institutional change, that is, to answer the question of "how to make institutional change". The influence of the historical system on the current system is continuous, so it is necessary to grasp the law of policy behavior. On the one hand, we need to sort out the evolution of the historical system, how to study the influence of path dependence, such as cost, positive feedback mechanism and fixed thinking. In short, the core of the system analysis at the middle level is to focus on the path dependence and key nodes, showing how the system realizes self-strengthening and changes the system under the collision and interaction of macro and micro. The situation and laws of the concrete presentation¹. The behavior view emphasizes the interaction and blog of the behavior subject in the system evolution, The action analysis at the micro level focuses on the actors involved in the system, and believes that the subject value preference is shaped by the specific system, and the multiple interest game and the interaction between actors and institutions under the established institutional framework react to the institutional change.

2.2. Framework of Analysis

As the key starting point of the development strategy of higher education in the new century, the broad enrollment system links the national macro education policy and the micro education practice, and has a unique meso nature. Its change takes decades and involves factors at all levels. This dynamic and complexity determine that when studying the evolution logic and dynamic mechanism of the historical changes of the major enrollment system, we need to match the scientific analysis paradigm, so as to have a deeper understanding of its nature and laws. The distinct mesoscopic methodological attribute of historical institutionalism builds

a theoretical bridge between the micro "behavior subject" and the macro "historical environment", Its three-dimensional analysis framework of "macro structure-meso system-micro action" has good adaptability in the study of the logic and power of historical change of major enrollment system. On the one hand, the characteristics of showing the system as a dependent variable or independent variable by tracing the history is very consistent with the research idea of this paper, that is, by examining the major enrollment system in the long river of history, so as to further reveal its development law. On the other hand, historical institutionalism emphasizes the complexity of system composition and pays attention to the analysis of how the networked system groups affect the preference of actors, which is in line with the characteristics of the reform of major enrollment system in China under the role of multiple variables.

The development of China's broad enrollment system has a long history since 1949. This historical change not only follows the change background of the macro strategic environment such as reform and opening up, but also is influenced by the endogenous evolution of the system and the multiple game of actors. Combined with the research purpose of this paper and based on the perspective of historical system analysis, this paper sets up the analysis framework of historical institutional doctrine of major category enrollment system. The framework to follow the historical institutions "macro structure-medium system-micro action" analysis of ideas, focusing on maintaining system equilibrium path dependence and cause system of key nodes, with macro system situation, medium system strengthening and micro subject game as an important breakthrough point to explore the categories of admissions system change, evolution logic and dynamic mechanism.

3. The Historical Change of the Major Enrollment System

According to the analysis paradigm of historical institutionalism, the deep structural factors such as politics, economy and culture, as well as the interactive development of "concept-behavior" will have a profound impact on the change of major enrollment system, which is often represented by the adjustment of economic system, political and ecological changes, and the convening of major meetings. Therefore, this study takes the deep structural background changes or key events as the historical node of the evolution of the enrollment system, and divides the historical changes of the enrollment system into four periods: historical gestation, preliminary exploration, rapid rise and in-depth development. The analysis of historical institutionalism is always driven by practical problems, and the discovery of historical laws needs to be revealed from the historical situation mixed with many details and unexpected consequences. In the decades of historical torrent, what is the development trend of the major enrollment system? How to achieve self-reinforcing progressive development under path dependence during the duration? How to reconstruct the system at a specific moment of institutional change? The series of questions need to find the answers from the details of historical development itself.

It is worth noting that as early as before the founding of new China, there was the origin of major enrollment germination. From the Opium War to the Kuomintang rule, higher education experienced the first swing from professional education to general education. In 1938, the

National Government adopted the draft measures to pay great attention to the cultivation of academic and extensive foundation; and stipulated that universities focus on basic subjects in the first year and departments in the second year. This can be regarded as the earliest embryonic form of the major enrollment system in the history of our country.

3.1. Historical Incubation Stage (1949--1978): The Germination of Major Categories of Enrollment in the Swing of Professional Education and General Education

China's major enrollment system is born in the historical phenomenon that professional education and general education are repeatedly swinging on the system, and leaves the mark of The Times in different historical periods. After the first historical swing from professional education to general education, from the establishment of new China to the reform and opening up, the training mode of professional education established since the founding of the Peoples Republic of China further nurtured the birth of the major enrollment system.

1. Establishment of professional talent training mode

In 1951, the Administrative Council of the Peoples Republic of China (changed to the State Council of the Peoples Republic of China in 1954) issued the Decision on Reforming the School System, which divided institutions into comprehensive universities, specialized colleges and junior colleges based on the Soviet Union. In 1952, relying on the professional setting mode of institutions of higher learning in the Soviet Union, China carried out the professional setting work of various colleges and universities of higher learning, and the typical professional talent training mode for the purpose of cultivating talents was established. From 1951 to 1953, the state began a large-scale adjustment of departments under the unified plan with the policy of training cadres and teachers for industrial construction and the development of specialized colleges and professional schools. In the teaching reform of colleges and universities started in 1950, training

professional talents has become the basic guiding ideology of the reform. In 1957, when the adjustment of departments was basically over, 323 majors were set up nationwide, which basically laid the development model of higher education in China.

2. The disadvantages of professional education have initially emerged

In the early days of the founding of new China, the localization process of the higher education model in the Soviet Union also brought some negative effects. Due to the role of history and reality, Chinese universities have long been characterized by strong division between disciplines since the founding of the Peoples Republic of China. Although professional teaching forms have their rationality, it also has a separate impact on the integrity of students knowledge and deviates from the essential requirements of compound talents. In the second historical swing from general education to professional education, the disadvantages and inadaptability of professional education gradually emerged, which called for the exploration of college enrollment reform to broaden the professional caliber.

3.2. Preliminary Exploration Stage (1978-1999): Broadening the Scope of Professional Enrollment Reform by Category (Department)

It is worth affirming that the specialized education model has played a huge role in the process of rapidly establishing the higher education system and restoring and developing the national economy in China, but its disadvantages are also exposed: higher education institutions and disciplines are completely divided according to the economic departments, and education inevitably loses its independence. In this period, the focus of higher education reform focused on the adjustment of talent training mode and the expansion of students adaptation to respond to the changing social needs.

1. National policies for adjusting and setting of undergraduate majors

Table 1. College measures in the preliminary exploration stage

time	universities	purpose	measures
The early 1980s	Fudan University	Change the excessive specialization in colleges and universities The phenomenon of education	Put forward the "integration of arts and sciences", the implementation of credit system and a series of reforms
In 1988,	Peking University	Try to change the narrow line professional education	Put forward "strengthen the foundation, dilute the major, teach students in accordance with their aptitude, Shunt training" sixteen-character teaching reform policy
In 1989,	Nanjing university	Enhance the vitality of running schools	Establish a basic subject teaching strengthening department to build a curriculum system of large science education mode
In 1994,	Peking University	Break professional education demarcation line	Open liberal arts experimental class and science experimental class, to broaden the foundation, independent choice as the guiding ideology

At the national level, in order to correct the problems of too detailed professional division and too narrow caliber of talent training in the previous stage, the setting and adjustment of undergraduate majors have become the key work in this period. In April 1978, the Ministry of Education drafted the Opinions on the Setting and Transformation of Higher Education Majors, proposed that "the division of majors should not be too narrow", and set up a special office for the establishment and adjustment of disciplines of higher learning,

which opened the prelude to the exploration and practice of major enrollment. Since then, a series of minutes, talks and other further clear the direction and requirements of major enrollment exploration. From 1982 to 1998, the state made three major adjustments of undergraduate majors, and the number of undergraduate majors in Chinese universities gradually decreased from 1039 in 1980 to 249 in 1998. [4] In particular, it is worth noting that in 1995, the State Education Commission determined 52 universities including Peking

University to strengthen the cultural quality education of college students, and started the cultural quality education movement in the voice of the reform of "exam-oriented education". This initiative opened the curtain of general education, and Chinese higher education began to explore the localization of western general education. [27] Lay a foundation for the active exploration and extensive practice of general education localization in the next stage.

2.College practice that breaks the boundaries of professional education

At the same time, under the guidance of national policies, various institutions of higher learning also adjust and transform the original disciplines and majors according to the needs of economic construction and social development, so as to strengthen basic education and expand the adaptation of majors. From the process of exploration in this stage of universities (see Table 1), various practices of universities are the early exploration of the enrollment system, and the "16-character policy" proposed by Peking University in 1988 is essentially the beginning and prototype of the guiding ideology and core concept of the current enrollment system.

3.3. Rapid Rise Stage (2000- -2012): The Major Enrollment Reform of Integrated General Education has been Widely Practiced

Since the 21st century, Chinas major enrollment has gradually entered the extensive practice stage from point to surface. In the last stage of the by category (department) enrollment reform experiment, more triggered is the point of the traditional professional education model. At the early stage of the 21st century, the reform practice of major enrollment was carried out from point and surface under the background of general education, and research-oriented universities took the lead in the in-depth exploration and practice from the experiment of classified enrollment and general courses to the construction of major enrollment system. In the reform practice at this stage, the guiding ideology and opinions at the national level are further deepened and systematic, and "university undergraduate education is a professional education with broad caliber on the basis of general education" has gradually become the basic idea of education and teaching reform in colleges and universities. At this stage, the broad enrollment system of integrating general education is a vivid embodiment of this reform trend, From the point to the surface, gradually permeate, widely spread out is an important idea of this stage of reform practice.

1.Major enrollment orientation with clear direction

At the national level, the series of reform ideas and the decentralization of the examination and approval power of colleges and universities provide ideological guidance and practical space for colleges and universities. At the turn of the century, Zhou Yuanqing, then vice minister of Education, pointed out that "too narrow professional education, or simple professional education, or corresponding professional education will become a thing of the past". in January 2000, the "New Century Higher Education Teaching Reform Project" implemented by the Ministry of Education has become an important node for the reform of higher education, further opening a deeper and larger scope of teaching reform practice. In October 2001, the Ministry of Education issued the Opinions on the Structural Adjustment of Undergraduate Discipline and Majors in Regular Institutions of Higher Learning, which pointed out the direction for the reform of the enrollment in the new century and became an important programmatic document for the development of the enrollment system in this period. In addition, with the Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) issued before the National Education Work Conference in July 2010, a series of major projects and pilot projects were launched, expanding the selectivity of higher education and adopting the training mode of major enrollment has become the consensus of many provinces.

2.Extensive explored categories of enrollment models

At the university level, the Ministry of Education started the pilot work of delegating the approval power of the professional establishment of some universities, which promoted the reform of the teaching and management mechanism of the pilot universities, and also provided exploration experience for the follow-up practice of other universities. This pioneering exploration is the most representative of the Yuanpei model of Peking University. Under the guidance of the reform thought and the practice of the pioneering universities, other universities actively explore the talent training mode adapted to the development of The Times. Research shows that in 2006, of the 104 "Project 211" universities, 53.8 percent implemented major enrollment. It is not difficult to see from the practice and exploration of colleges and universities that in addition to the rapid rise and spread of research universities such as Peking University and Fudan University, the enrollment reform has also become a new model actively explored and practiced by local universities such as Zhenjiang College of Wenzhou Normal University and Shandong University of Technology.

Table 2. Exploration of various regions / universities in the rapid rise stage

time	Provinces / universities	measures
In 2001,	Zhenjiang College of Wenzhou Normal University	The pilot program of enrollment and training began, including general education and basic courses in lower grades, and professional learning in higher grades
In 2002,	Hubei province	Pilot talent training mode reform experimental class. Five talent training modes were conducted in 5 provincial colleges and universities The reform pilot class has enrolled 470 students in 17 majors by major categories.
In 2003,	Xinjiang University	Carry out the pilot of enrollment by major categories.
In 2009,	Nanjin university	Implement the "three-three-system" talent training mode

3.4. In-depth Development Stage (2012 to present): The Reform of Enrollment of Major Categories under the Background of the New College Entrance Examination has been Comprehensively Deepened

The admission and examination system are the national basic education system. In 2012, the 18th National Congress of the CPC was successfully held, and socialism with Chinese characteristics entered a new era. The following year, the third Plenary Session of the 18th CPC Central Committee made a comprehensive plan for the reform of the examination and enrollment system. In 2014, in order to implement the relevant decisions and arrangements of the CPC Central Committee and The State Council, the Implementation Opinions on Deepening the Reform of the Examination and Enrollment System were released, opening a new voyage for the reform of the examination and enrollment system.

1. Break the new college entrance examination reform of traditional subjects: forcing the adjustment of major Settings

The reform of college entrance examination and enrollment system is the top priority of the reform of the examination and enrollment system. The new reform of the college entrance examination has played a linkage effect to a large extent, forming a forcing mechanism, especially in the implementation of the major enrollment system in institutions of higher learning, the construction of higher education majors and the reform of talent training mode. Specifically, in 2014, Shanghai and Zhejiang took the lead in launching the comprehensive reform of college entrance examination, adopting "3 + 3" and "3 + 1 + 2" modes respectively, becoming the reference model for provinces in the future college entrance examination reform. Since then, in 2017, 2018 and the second, 2018 and 2021. In September 2022, Huai Jinpeng, minister of Education, pointed out that 29 provinces have launched the comprehensive reform of the college entrance examination, and the new subjects of the college entrance examination can be selected. Universities should further optimize the curriculum and pay more attention to the training of talents with broad foundation and broad caliber, so as to meet the needs of diversified talents.

2. New requirements for innovative talent training: a new mechanism of systematic talent training

Correspondingly, since the reform of the enrollment and examination system, especially after the gradual implementation of the new college entrance examination, the reform of major enrollment categories has been comprehensively deepened in practice. In April 2015, the Implementation Opinions of The General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Institutions of Higher Learning was issued. In order to implement the spirit of the document, Shanghai, Chongqing, Heilongjiang and other places have deepened the reform of major enrollment, aiming to open up the basic courses of similar disciplines and build a new mechanism for training innovative talents across departments, disciplines and majors. In 2017, the Key Points of Work of the Department of Teachers of the Ministry of Education in 2017 were issued, supporting schools to independently explore the ways of "major enrollment and secondary selection". Under the guidance of such policy ideas, Wuhan University, Chongqing University and many other

universities have continuously deepened the reform of the enrollment system, comprehensively revised the undergraduate talent training program, guided all colleges (departments) to break the subject barriers and deepen the teaching reform of general courses. Statistics show that in 2020, more than 80% (85.82%) of the non-military "double first-class" universities have implemented the enrollment of major categories, a total of 115. It is worth noting that the construction of the first-class universities has implemented the new mode of major enrollment to different degrees, showing the active promotion and wide adoption of China's top universities in the reform of major enrollment. [4] In this stage, along with the implementation and promotion of the new college entrance examination reform, the active action and passive promotion of the reform of the major enrollment system interweave, entering a period of comprehensive deepening, and initially forming a linkage mechanism of major enrollment, training and management.

4. The Evolution Logic of the Category of Enrollment System

By sorting out the historical stage of the development of the major enrollment system, it can be found that in the alternating state of equilibrium and fracture, the system presents the development trend of "zigzag growth". Specifically, it is how to realize the gradual development of self-reinforcing under the path dependence, and how the key historical nodes reconstruct the system at a specific moment of institutional change.

4.1. Pathway Dependence of Progressive Development

As a continuous rule and systematic procedure, the system is rooted in the established resource framework, showing stability and resilience. Historical institutionalism emphasizes that there are traces of historical evolution, and the mode and content of the original sequence will affect the way of subsequent historical development, thus forming the path dependence of policy change. Once the system is established, the increasing reward mechanism generated in the implementation process will be strengthened with time, forming a locked state of self-continuation, so as to consolidate the robustness and durability of the system. Throughout the evolution logic of the enrollment system, the initial conditions and path selection, positive feedback mechanism and system locking, thinking set and reform resistance are the main factors causing the path dependence of the enrollment system.

1. Initial conditions and path selection

The formation of major enrollment system has high initial construction cost. Due to the high creation or fixed cost, the exit cost of the system will act on the system itself through the policy content, the implementation form and other factors, forming the path dependence. Category enrollment system from preliminary exploration to rapid rise and spread out, lasted more than 30 years, has more than 10 file regulations, regulations and adjustment measures to construct and consolidate, set up the higher school discipline office setting and adjust the university enrollment system of enrollment, shunt, supporting teaching elements, such as internal has formed a set of orderly operation mechanism, make the internal subject accustomed to the existing framework. And

the categories of enrollment involve schools, teachers and students. The policy factors at the three levels are implicated in each other and attached to the whole policy system, forming a tenacious self-strengthening mechanism. No matter whether the change of the major enrollment system is large or small in the process, the relevant subjects need to pay a high exit cost. Therefore, the rational choice of the subject will try to get rid of the high cost of institutional change and continue to benefit from the current path. Therefore, the units involved in the major enrollment system are more willing to continue the current path. On the one hand, the high setting cost makes the existence of the system and stability after the establishment of the enrollment system, but on the other hand on the one hand, its complex supporting mechanism also makes the deepening of the reform of the enrollment system hindered. How to promote the integrated development of major diversion, teaching reform, student management and career planning has become an important course for the current enrollment system to overcome the path dependence.

2. Positive feedback mechanism and system locking

The path dependence theory holds that the positive feedback mechanism generated in the process of system operation will strengthen the existing system and form the system lock. Compared with the learning effect, the feedback mechanism focuses more on the external acute perception and timely response, and the self-regulation and optimization within the system. In the process of implementing the major enrollment system, some successful practical experience brings good policy feedback. Such successful experience is rapidly spread and strengthened through the feedback mechanism, and the system is further promoted. The universities implementing the major enrollment will further increase the investment and optimize the enrollment strategies based on the existing successful feedback, so as to form a positive feedback cycle. This positive feedback mechanism is based on the successful feedback of individual practice in the early stage, but the system locking phenomenon may also occur in the process of further deepening. On the one hand, in the process of college enrollment, the related interest pattern and organizational structure are gradually stabilized. This stable and solidified state makes it easy for universities to be hindered by vested interests and models in the face of the new reform needs, so as to choose to maintain the status quo. On the other hand, in the subsequent practice, universities and relevant government departments rely on the initial rules after achieving certain results, thus ignoring the innovation and improvement in other possible situations. This, on the one hand makes the broad category of enrollment system Degree can continue the original advantages, but on the other hand, it also makes the system have a certain lag in the face of new challenges.

3. Thinking set and resistance to change

Historical institutionalism believes that the emergence of formal rules and informal rules will form and constitute an institutional matrix structure, making people accustomed to the established institutional framework. Institutional choice shapes peoples ideas, attitudes and even value preferences. This thought set in the established framework is further amplified through synergies. The major enrollment system and other social systems are interrelated and have a synergistic effect, which not only promotes the improvement of the system, but also becomes an obstacle to further innovation and development. After the establishment of the policy, in order to better promote the implementation of the

policy and expand the effect of the policy, a series of formal and informal systems will be established to match the major categories of enrollment. Enrollment is not an island, but closely related to the external environment and internal auxiliary policies. A complex and organic system is formed by the convergence of various parties. The internal elements of the system play a role together and then produce synergistic effect. Internally, the policies in the personnel training system and teaching management are connected with the enrollment system; externally, the political, economic, social and cultural systems are coordinated with the enrollment system. The coordination among various political variables forms a strong working force, which on the one hand promotes the sustainable and stable development of the enrollment system; but on the other hand, On the one hand, the external costs have also become an obstacle to further reform and development. In order to implement a deeper and more comprehensive enrollment system, it is bound to break the original pattern of profit distribution. In order to maintain vested interests, the community is more inclined to consolidate the existing system and curb the further innovation and deepening of major enrollment.

4.2. A Critical Node in Mutation Development

The connection point of the normal period of the connection system and the broken period of the system is considered to be the key node, which breaks the old state and triggers major changes at the special time point. As an opportunity for transformation, the key nodes usually appear in two situations: first, the macro background changes of social and economic system and political background give birth to a new policy environment, and the old system is difficult to sustain; second, the actors exert their subjective initiative to promote the institutional reform for the pursuit of new goals. [33] Since the germination, Chinas major enrollment system has maintained a relatively stable and gradual change on the whole, but in 1978, the turn of the century and 2012, it ushered in three key nodes affecting the overall trend of the system.

1. Reform and opening up: open the prelude to the exploration of major enrollment

The first key node is in April 1978, in order to correct since the founding of the professional division, talent training caliber too narrow, the Ministry of Education draft on the opinions of higher education professional setting and transformation work, put forward "professional division should not be too narrow", and set up special institutions of higher learning discipline setting and adjustment office, to open the categories of admissions exploration and practice. The policy to change the cause of the macro social background is significant changes have taken place in the period of reform and opening up, the original Soviet model in the process of localization produced a series of bad sequela, discipline segmentation phenomenon is further serious, difficult to adapt to the economic and social development facing the reform and opening up period, so our country began to professional structure adjustment, and at the end of the 20th century to carry out cultural quality education pilot movement, began after the localization of the western general education development of exploration.

2. Teaching reform project of higher education in the new century: opening a deeper teaching reform practice

The second key node is the "New Century Higher Education Teaching Reform Project" implemented at the turn

of the century and several Principles and Opinions on the Structure Adjustment of Undergraduate Discipline and Majors in Regular Institutions of Higher Learning. The project released in 2000, as an important node of the higher education reform, has guided the practice of teaching reform in a larger scope and at a deeper level. In order to implement the project, the Ministry of Education issued the Opinions on the Adjustment of the Structure of Undergraduate Discipline in Regular Institutions of Higher Learning in the following year, which pointed out the direction for the reform of the enrollment in the new century and became an important programmatic document for the development of the enrollment system in this period. Under the guidance of these two policies, the Ministry of Education began to delegate the pilot work of approving the majors of some universities in March 2002, helping universities more flexibly connect with the market and meet the social needs, helping universities to regain their rights in accordance with the law, and further stimulate the vitality of universities. Since then, the policy documents and the realistic development have also basically continued this idea.

3. The 18th National Congress of the Communist Party of China: ushering in a new stage of higher education history

The third key juncture was the opening of the 18th National Congress of the Communist Party of China in 2012, which opened a new era of socialism with Chinese characteristics, including higher education reform. After the successful convening of the 18th National Congress of the Communist Party of China, Chinas higher education reform ushered in two important events. First, the reform of the enrollment and examination system, represented by the new college entrance examination, will play a linkage effect, form a forcing mechanism, encourage colleges and universities to deepen the reform of the enrollment system, further optimize the curriculum, and pay more attention to the training of wide-caliber talents. Second, the construction of "double first-class" with Chinese characteristics, which began in 2015, requires the promotion of "first-class undergraduate education", and further increases the demand for compound, innovative and strategic talents, so as to promote the development and improvement of Chinas major enrollment system at a higher level. And released in the same year about promoting the university innovation entrepreneurship education reform implementation opinions will further categories admissions to comprehensively deepen, prompted Shanghai, Chongqing, and many other provinces and cities to explore across departments, interdisciplinary, cross professional cross training new mechanism of innovative entrepreneurial talents, and the current interdisciplinary and emerging discipline development needs. In general, with 2012 as the node, with the promotion of the new college entrance examination reform and the development of "double first-class" construction, Chinas major enrollment system has entered a comprehensive deepening period of active action and passive promotion, and force to form a linkage mechanism of enrollment, training and management, and to be systematic, standardized and scientific in practice.

5. The Dynamic Mechanism of the Change of the Major Enrollment System

5.1. Basic Power: The Macro Operation Background of the System

Structural change refers to the restriction and influence of the arrangement of political variables on the establishment and continuity of the whole system. Historical institutionalism believes that the system is deeply embedded in the structure of political and economic organizations. Therefore, the structural view analysis paradigm of historical institutionalism requires explaining the law of system development based on the deep structure behind the system. By looking for the deep structure behind the major enrollment system, we can find that its historical changes are deeply influenced by the three variables of political, economic and cultural concepts. The three together constitute the basic power of their change.

1. A gradual shift in the role of the government

The political system has a key influence in the change of the major enrollment system. To be specific, the influence process of government functions and governance means, on the one hand, is reflected in the understanding of the government role and the division of power boundaries. In the period of planned economy, under the role cognition of the all-powerful government, all the action arrangements were realized through the government planning. After the reform and opening up, the cognition of the government tends to be rational, changing from the all-powerful government to the limited government. This change is reflected in the broad enrollment system in higher education, which just corresponds to the continuous expansion of the autonomy of colleges and universities in China, which is represented by the pilot decentralization of the examination and approval power of colleges and universities. On the other hand, with the process of the power boundary, the governance means of the government change accordingly, and affects the change of the major enrollment system. In the early days of the founding of the Peoples Republic of China, the governance means with planning as the core feature influenced all social affairs including higher education. After the reform and opening up, due to the diversified demands brought by the diversified development of the society, the government tries to adopt more diversified ways on the basis of the original administrative-led governance means, and brings more power subjects from the market and universities into the development field of colleges and universities. After the reform and opening up, the core power of colleges and universities, such as personnel power and financial power, is still concentrated in the government, and the government has adjusted the implementation of education policies and systems Still exerting important influence. In general, the will of the government plays a leading role in promoting the evolution of Chinas broad enrollment system. As the main body of construction and implementation, the functions of colleges and universities are more limited to the level of implementation and participation. In the deeper understanding and decision-making and participation, the voice of colleges and universities themselves is actually relatively lacking.

2. Deepening of the economic system

As a basic influencing factor in the change of major

enrollment system, the economic system plays a leading role in its development. In the early days of the founding of new China, the socialist planned economy system, and in the field of higher education also established match the centralized management system, the government plans, policies and other determines the content of college recruit students training and the direction of the university construction and talent recruitment training directly serve the needs of the planned economy. After the reform and opening up, China has gradually turned to the market economy, the economic operation mode has shifted from the governments complete planning and regulation to the market regulation, and the allocation of resources has been played more often by the market. In order to meet the needs of economic system transformation, the reform and development of higher education in China began to learn from especially the United States, part of the autonomy of running schools began to be transferred to colleges and universities, and the major enrollment system began to carry out preliminary experiment and exploration to broaden the professional caliber. In the 21st century, on the one hand, the further deepening of the market economy has promoted the government to start the pilot work of delegating the professional examination and approval power of some universities in 2002, so as to help universities to connect with the market more flexibly. From the perspective of the related policies of the enrollment, the transformation of economic system from planned economy to market economy directly affects the initial birth of the enrollment system and the exploration space brought by the decentralization of the examination and approval power of major setting. The other side with the rapid development of economy and society, innovation has gradually become the first driving force of economic development. The construction of an innovation-oriented country cannot be separated from the support of higher education. Strategies such as rejuvenating the country through science and education and innovation-driven development focus on the training of high-level innovative talents. The major enrollment system showed a momentum of vigorous development in this period.

3. The iterative update expected by the society

On the one hand, the social expectation for the high-quality development of higher education calls for the development of the major enrollment system. The professional education model established in the early days of the founding of the Peoples Republic of China is indispensable in the process of national development, but the disadvantage of students narrow adaptability and difficult to respond to the rapidly changing social needs is also revealed in the long-term operation. Therefore, students, parents, universities and other relevant subjects have a strong demand to broaden their professional scope, enhance their theoretical basis and improve students cultural quality, and warmly hope to improve their ability to respond to the rapidly changing social needs. The construction of the major enrollment system is one of the keys to solve the problem of subject division. In this context, the contradiction between the publics yearning for high-quality undergraduate education and the existing professional education mode has become an important driving force to promote the change and development of the major enrollment system in China. On the other hand, cultural concepts also play an important influence on the major categories of enrollment system. In cultural concept, from politics to politics and economy, which reflects the

governments value judgment on universities. In addition, its development is also influenced by the traditional ideas, Chinese traditional culture emphasizes to serve the society, under such cognition, the purpose of Chinas education is subject to the social standard. With the deepening of reform and opening up, the transformation of economic system impacts the traditional social cognition in all aspects, and only focuses on the collective in the original way Interests gradually turn to focus on the overall development of individuals, especially pay attention to the individual quality of broadening the foundation. Since the beginning of the new century, with the deepening implementation of the strategy of innovative country, the social cognition of innovation and future talents has been further deepened. In the face of the new topic of cultivating innovative talents put forward by the development of The Times, the training of talents in colleges and universities puts more emphasis on the thick foundation and wide caliber, which promotes the reform of the categories of enrollment system to a certain extent.

5.2. Endogenous Motivation: The Medium View and Self-reinforcement of the System

The result of the system development not only depends on the catalysis of the key branch nodes, but also lies in the accumulation of quantity variation brought by the threshold effect. That is, in addition to the impact of major political and economic events, some variables can reach the threshold of institutional mutation in the long-term slow accumulation, which will also cause institutional changes [35]. Therefore, when considering the evolution of the major enrollment system as the cause of policy evolution, it is also necessary to consider some diachronic variables significant under the threshold effect. Learning effect, adaptability expectation and resource optimization orientation are the important endogenous driving force for the change of major enrollment system.

1. Learning effect

The general enrollment system has a learning effect due to the accumulation of practical experience. The learning effect is that people constantly accumulate the cognition and experience of the system in practice, master the rules, and make the development of related activities more efficient. In the evolution process of the enrollment system, the learning effect is reflected in two aspects: on the one hand, the development of the enrollment system is the result of continuous learning with the needs of The Times, and it promotes its own progress through the process of adapting to the new development stage. From the reform experiment of enrollment by category in the preliminary exploration stage, to the extensive practice of integrating general education in the rapid rise stage, and then to the comprehensive deepening of the enrollment reform in the in-depth development stage, all these are the continuation and expansion of the enrollment work promoted by the accumulation of new experience in the system. On the other hand, the major categories of enrollment form a learning effect in the accumulation of local experience, so as to obtain the power of change and strengthen the system itself. After the promulgation of relevant policies, colleges and universities interpret the policies, formulate the detailed rules for the implementation of major enrollment based on their own situation, and finally form a unique standard and operation mechanism. In the process, the reproduction of policies enriches the connotation of the enrollment system, and the enrollment system has learning effect due to the

accumulation of experience of various universities. These norms are absorbed as a part of the system, so as to promote its continuous improvement and development.

2. Adaptive expectations

The general category enrollment system has a long-term adaptability expectation. This trend is able to reduce the degree of uncertainty about rule stability and long-term validity, when regime-based contracts are more widely recognized. Since its birth, the enrollment of major categories has been regarded as a system to relieve the problem of subject education segmentation, bearing the expectations of all walks of life. With the development of The Times, the major enrollment system has been gradually improved, and the expectation for the system has been correspondingly enhanced. In order to maintain their own stability, the general enrollment is adjusted according to the changes in social expectations, so as to constantly self-strengthen to meet the practical needs of different periods. In the preliminary exploration stage, the results of the enrollment reform experiment by category (department)--, the predecessor of the major category enrollment system, are basically in line with the public expectations for the enrollment reform. With the improvement of the material conditions of the public, the people have put forward higher requirements for the general category enrollment system, so it takes the initiative to adjust itself and gradually becomes systematic. From the gestation, exploration, rise to the in-depth development of major enrollment, the uncertain factors continue to decrease, and the system is gradually widely accepted. This adaptive expectation strengthens the institutional arrangement of the enrollment, promotes the continuous development of the enrollment system, and becomes an important force of the change of the enrollment system.

3. Resource optimization orientation

The major enrollment system has resource optimization orientation because of the pursuit of efficiency promotion in its own development. As an important starting point of resource allocation in colleges and universities, the enrollment of universities is constantly adjusted under the guidance of optimal resource allocation, and majors and courses are flexibly set up to improve the efficiency and interests of the organization. On the one hand, it helps students to better tap their own potential; on the other hand, it adapts to the development needs of different disciplines and allocates teaching resources more reasonably. In the evolution process of the enrollment system, the orientation of resource optimization is mainly reflected in the following three levels: First, the optimal allocation of teaching resources promotes the systematic improvement of the enrollment system. The establishment of the major enrollment system needs to integrate the basic courses and professional courses to make the whole curriculum training system more systematic and coherent. And through the teaching feedback for the system to provide further improvement direction. Second, the improvement of management efficiency to further strengthen the system efficiency. After the establishment of the major enrollment system, in order to improve the management efficiency and reduce the overlap and conflict with the training link, a more perfect connection mechanism was established. In the actual operation, excellent students are attracted to optimize the enrollment process, and the management mechanism is adjusted according to the actual training effect, so as to improve the talent training efficiency of the system. This optimization cycle makes the enrollment

and training link more organically combined, and the major categories of enrollment Institutional efficiency has been further improved. Third, the diversified support for student development enhances the attractiveness of the system. Personalized development and general education, as the two pillars of the major enrollment system, jointly support the all-round development of students. In order to meet the personalized development needs of students, the major enrollment system can obtain better learning experience and higher learning effect by formulating personalized training programs, and the subject satisfaction and sense of belonging will be improved accordingly. Such positive feedback enhances the recognition of students and parents of the major categories of enrollment system, and the enhanced attractiveness of the system provides inexhaustible impetus for its sustainable development.

5.3. Direct Motivation: The Micro-Behavior Subject of the System

Historical institutionalism focuses on the study of the autonomy of the action subject in the institutional changes, and also emphasizes the two-way interaction between the system and the action subject. The interaction of the relevant subjects based on their own interests drives the change of the system. As a complex ecosystem covering the objective subjects such as government, market, universities, teachers and students, the implementation of major category enrollment is actually the result of the coordination between different subjects. For major enrollment, the direct driving force of institutional change is the interest game caused by the difference of preference among institutional subjects.

1. Government: government governance and university autonomy

The attribution of power is the fundamental problem of the system, and the formation of the system is the result of the division of rights and responsibilities of each agent in the field. From the early stage of new China, the comprehensive study of the professional talent training mode of the Soviet Union, to the category (department) enrollment reform experiment after the reform and opening up, to the extensive practice and comprehensive deepening of integrated general education in the new century, the main line running through it is the game between government governance and the autonomy of colleges and universities. In the early environment of higher education development, the government, as the leader, enjoys the ability to allocate educational resources and uses administrative orders and coercive means to promote the work. The government is the supplier of resources and systems, and colleges and universities are more passive recipients, becoming the realization tool of education "social standard", and the autonomy of colleges and universities is limited. At the same time, in the employment market, the supply of university talents and the market demand are also faced with the mismatch of talent structure and the narrow adaptation of majors. The increasingly strong voice of the society, students and parents requires the adjustment of the specialty setting and talent training of colleges and universities, and the conflict between the realistic demand of discipline innovation in colleges and universities and the limited development autonomy is increasingly intensified. This interaction and conflict prompted the government to adjust its thinking in the development of higher education. Represented by the pilot project of delegating the examination and approval power of colleges and universities, the

autonomy of colleges and universities continues to expand to recruit students for major categories. The system provides the space for exploration and practice.

2. University: Management standard and student standard

The two basic types of traditional educational values are "social standard" and "individual standard", which emphasize the instrumental value and human-oriented value of education respectively. The former takes social needs as the standard, while the latter pays more attention to students own potential and interest. At the school level, due to the "convenient management" thinking brought by path dependence, managers are more inclined to follow the original norms and tend to ignore the development interests of students in practice, which extends the contradiction between the management standard and the student standard at the school management level. Under the traditional system of accustomed to management standard, college students independent choice compared with system inertia is insufficient, the game between the major resistance of admissions system change, is also the key power, how in the convenient school management orderly and respect students professional choice between balance, is the core of the contradiction. As far as China is concerned, the disciplines and majors of colleges and universities are divided by the government, and each colleges and universities must set up majors according to the government. The three entities behind the major setting have a strong management standard. The first is the class that students belong, and the student number as an important basis is arranged according to the enrollment year and major, which is easy to manage; the second is the teacher organization closely related to the major with students, including the school Departments, research institutes, etc.; third, funds, instruments and other resources related to teachers organizations. The management-based characteristics of the three categories of entities make students touch the benefit distribution of professional and departmental entities in the process of free selection, which conflicts with the student-oriented enrollment system. From the professional education model in line with the Soviet Union to the comprehensive deepening under the background of the new college entrance examination, each stage of the major enrollment system is completed in the process of competition with the traditional management standard system and the original professional setting entities.

3. School- -College- -Student / Parent: compromise and counterbalance

The game at the three levels of school, college, student and parent, and the compromise and checks and balances among the three make the enrollment system face deeper changes, and also promote the deepening development of the enrollment. At the school level, there are many considerations in the determination of major forms. As an important embodiment of the reform and innovation of talent training mode, major enrollment is an important way to further optimize the discipline structure and promote the integration of internal resources. When universities compete for excellent students through the performance of enrollment autonomy, we need to consider the measures involving professional entities and students, such as the setting method of major categories. For the determination of specific categories, on the one hand, it is necessary to consider the balance between the implementation and manageability of departmental entities and the logic of various disciplines within the categories; on the other hand, it is necessary to pay attention to the

competitive relationship between departments and maintain the dynamic balance between departments and majors when the specialty is divided.

In order to recruit better students to improve the quality of the school, schools often consider the development of weak disciplines when recruiting students, and package them into professional groups together with relatively popular majors to recruit students. This leads to the college level in the diversion may be an unexpected phenomenon, facing the dilemma of professional diversion. Generally speaking, the main body of the department has an impact on the choice of students through the standard and tool design of professional diversion. Due to the restriction of the objective teaching resources of the major, the college also needs to balance the wishes of students with the opinions of teachers of disadvantaged subjects. Students and parents community of interests can be regarded due to the basic consistency of interests. In terms of major selection, facing the risk of academic and employment competition, they are more inclined to choose the majors that students are interested in or popular, which is closely related to the diversion mechanism of majors after selecting major categories. In order to meet their own interests to a greater extent and reach the threshold of diverting majors, students often expand their advantages as much as possible by adjusting the study program and improving their grades. Some students who "fail" in the competition still need to accept adjustment.

School advantage students enroll and talent training mode innovation, between departments and departments of professional shunt and benefit distribution, students / parents development demands, increasingly complicated and heated interaction exposed the disadvantages of the admissions, but the exposed problems in practice will also categories the development of enrollment system to a new level. The Ministry of Education pointed out in the Notice on the Enrollment of regular Universities in 2023 that the enrollment system of colleges and universities should be strictly regulated, colleges and universities should recruit students in accordance with the major in principle, and a few colleges and universities exploring the enrollment of universities should carefully develop training diversion plans. It reflects the fine, systematic and scientific development orientation of the major enrollment system.

6. Future Expectations

Throughout the reform and development of higher education disciplines in the world and in China, there are two kinds of development trends more obvious: on the one hand, the interdisciplinary, infiltration and integration are increasingly prominent, and the emerging disciplines become one of the most active parts of scientific research; on the other hand, the connotation of discipline construction expands to the field of strengthening foundation and high and new technology. As a key link of talent training from basic education to professional education, it is an inevitable choice to adapt to the reform of higher education, respond to the needs of diversified talents in social economy, and realize the training of talents according to needs and cultivate innovative talents. Historical institutionalism is always able to respond to concerns about practical problems, resonate with The Times, and foresee the rational future choice of policy changes. Looking to the future, should be treated carefully categories admissions system development path of risk challenge, the control path stability and node innovation

decision rhythm, take history as a mirror, by deepening the practice of rationalization, strengthen the cultivation of cross exploration, deepen the humanistic management change, improve the categories of admissions system development adaptability and development level, response to the market economy talent training needs and the national major strategic demand, speed up the comprehensive reform of higher education, fu can the higher education connotative development.

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