

## **BOOK REVIEW**

**Title:** Higher Education Dynamics  
**Author:** Dr. Nazir Ahmad Gilkar  
**Publisher:** Discovery Publishing House, Pvt. Limited, New Delhi, 110002  
**ISSBN:** 978-93-5056-469-1  
**Pages:** 162 + index  
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Higher education system in India, currently the third largest system in the world, is expected to surpass the US in the next 5 years and China in next 15 years. By 2030, one in every four graduates in the world would be a product of the Indian higher education system. An ambitious target of 25.2% Gross enrolment ratio (GER) has been envisaged by the end of 12<sup>th</sup> plan as against the current GER of 17.9%. For this to happen, the whole system of higher education needs to be transformed. The crucial problems regarding the faculty, research facilities, curriculum, infrastructure, governance, autonomy, among others, which the higher education system in India is currently beset with, require urgent attention. Therefore, any such step towards the understanding and solution of these problems is really a welcome step. The book under review by Dr. Gilkar is one worthwhile step in this direction.

The book is based primarily on the occasional papers contributed by the author to various seminars, journals and dailies of repute. It covers a wide range of contemporary issues in Indian higher education which are based on contextual expositions, empirical evidence and exploratory explanation and literature review. Various pertinent questions on the efficacy, efficiency and relevance of the Indian higher education system have been raised and answered in the book. It represents a comprehensive, renewed and balanced approach to the understanding of higher education issues in India. The author has, in a lucid and comprehensive manner, thrown light on the core constituents of higher education system- teaching, learning and evaluation. The book inspires the reader to go into further details and unfold deeper layers of the higher education system. The book beautifies the characters of the teacher, the taught and the institution.

The book has been organised into twelve chapters and three appendices, covering different aspects of Indian higher education system, which taken together make an excellent reading. Chapter 1 of the book tries to explore how the curriculum structure, performance measures, faculty involvement in teaching and research, utilisation of instructional capacities and resources, academic-industry interface

etc. would shape up in future. Based on a SWOT analysis, Chapter 2 of the book critically reviews the functioning of the BBA Programme offered by the University of Kashmir, identifies the areas of intervention and suggests measures to make the programme responsive to the changing business scenario at the global level. Chapter 3 focuses on empowerment of teachers for improvement in educational standards and role of teachers in a triangular paradigm comprising empowerment, accountability and expectations. Chapter 4 highlights the significance of emerging technology in teaching-learning process, and its role in capacity building of teachers. The modes of establishing industry and academia linkages, operational dimensions of accounting education in India, working of examination and evaluation system in higher education and the process of curriculum planning, development and evaluation are the subject matter of Chapters 5 to 8 respectively. Chapter 9 identifies the areas of educational quality deficit and recommends some innovative interventions for balanced academic improvement in higher education institutions and Chapter 10 explores the ways and means to overcome process risks leading to excellence in higher education. While as the Chapters 11 and 12 respectively focus attention on performance budgeting in the light of NAAC requirements and highlight performance measures to be improved for bringing efficiency in institutional operations of higher education institutions, focussing on vital issues of pedagogy, academic calendar, inculcating scientific temper among the students, fostering stakeholder's dialogue, creativity, innovation and collaboration.

A detailed discussion on vital issues of reengineering UGC Curriculum, professional ethics audit and business education in Kashmir in three appendices has added value to the book and one wonders as to why these have not been included in the book as main chapters.

The beauty of the book is the structure it has followed throughout the text. Every chapter of the book is the outcome of an individual research study carried out by Dr Gilkar and contains a rich mine of information based on critical analysis of the data. The concise overview of the book in the preface, providing the logic behind its launching, is one of the main highlights of the book. An abstract giving a concise overview of each chapter of the book in the beginning, a comprehensive analysis and interpretation of the collected data and issues raised in the middle and precise summary of the major findings at the end make each chapter an interesting reading. In an attempt to provide a more comprehensive treatment of the issues addressed in the book, a comprehensive reference list has been added to each chapter, in addition to an elaborate bibliography, to give credit to the sources of the material used and to provide sources where the reader may find additional information.

However the book does not give an elaborate description of some of the other issues of crucial concern in higher education at present and leaves some of the important aspects uncovered. Some crucial issues have just been raised in the book. Their in-depth and exploratory analysis could have added more value to the book. The book reflects the subject weakness of the author as more focus is on business education, which is the author's main discipline. Sample for the study also covers mostly teachers from colleges (where the author has worked for most of his career), leaving a major section of university teachers outside the fold of studies covered in the book. What also needed to be taken better care of is the careful proof reading and professional designing of the book.

The reviewer has been a close observer of the author's research interests, academic leadership and teaching pursuits. The book under review is indeed the culmination of the author's more than 36 years of corporate exposure, and teaching, research and administrative experience at higher education level. Through the book the author has exhibited his deep understanding of the dynamics of higher education system.

To be fair, the author has, on the whole, made a commendable contribution to put his message precisely but very clearly and effectively for which he deserves to be complimented. The book put together is undoubtedly a significant contribution to the most pressing aspects of higher education today and draws attention to what our concern should be. With its unique coverage, the book would indeed be of significant interest not only to the academicians, researchers, students, educational administrators and policy-makers but also to all those who are concerned with the ever-growing problems faced by higher education system and are in search of genuine answers to solve them.