

disciplines. This calls for alternative perspectives on and imagination for human life. Perhaps empathy and ethics will be the foundational premise of this new imagination. This is the crucial juncture at which the volume provides vital insights about the place of humanities in universities. This book will invite the attention of scholars from a wide range of academic disciplines. Of course, it will be an important resource for higher education leaders and policy makers. Ideas and concerns of the volume will definitely influence the future debate on structural reforms in university education in India.

Centre for Policy Research in Higher Education  
National Institute of Educational Planning and Administration  
17-B Sri Aurobindo Marg, New Delhi -110016

Malish C M  
malishcm@niepa.ac.in

PRITCHARD, Rosalind M O: *Neoliberal Developments in Higher Education: The United Kingdom and Germany*, Switzerland: Peter Lang AG, pp. 329

Neoliberalism is not a set of physical changes that occurred in most of the nations. It is a formidable but abstract virus, in the form of an ideology, that has affected the psyche of policy makers and administrators across the world. Based on the specific contexts, it has differential impacts upon nations. Margaret Thatcher, a strong proponent of neoliberalism, made a global impact through her daring neoliberal behaviour when she was at the helm of affairs. Many politicians modelled the changes brought in by Thatcher including Ronald Regan, Augusto Pinochet, and of course Manmohan Singh from India. As the neoliberalism is an all-pervasive phenomena in the current world, education has its own take. Or rather education was used as a tool for a further deepening of the philosophy of neoliberalism. Neoliberal ideology understood higher education as the most potential and powerful soft weapon for conquering the minds of younger generations. Rosalind Pritchard analyses these very nuances of higher education in the backdrop of neoliberal policies adopted by two nations, which have two different social, political, cultural and economic backgrounds. For this the author has selected two different nations, the United Kingdom (UK) and Germany, which have contrasting traditions of educational philosophy.

The book adopts a systematic comparison of the selected dimensions of higher education in Germany and Britain. The dimensions selected for comparison are the ones that cannot be neglected by any academic of contemporary society. They affect the life of academics in an all-pervading manner. The book starts with an analysis of academic freedom and autonomy in the UK and Germany. In Germany, universities are directly under state control. On the other hand, in Britain, universities are separate entities from state, though they get funding from state in most of the cases. The British definition of freedom and autonomy are more pragmatic than theoretical. The author points out that the discussion on academic freedom in to institutions blurs the distinction between freedom and autonomy of the institutions in the UK. Higher education institutions in Britain apparently enjoy a lot of autonomy. But this autonomy is different from the freedom of individual academics to carry

research and teach the courses of their choice. By sharply differentiating the words freedom and autonomy, the book alerts the readers to go deep into the meaning of the concepts which we generally take for granted.

How did the idea of academic freedom originate? The book argues that the concept of academic freedom is purely German by origin. The University of Berlin, founded by Wilhelm von Humbolt, in Prussia heralded the concept of modern university system. This very system placed academic freedom on a high pedestal. The university system established in Germany prompted the American universities to follow the German model; for example, John Hopkins University did so in 1876. The US of America imported the idea of PhD from Germany. The book has documented the genealogy of modern higher education institutions modelled after the German higher education system. Later the British were forced to adopt the German model in order to stop the flow of American students to Germany. The importance and role of the German university system in shaping the modern higher education system has been well elaborated by this book.

Freedom is not something to be given; instead it is something to be taken. The peril of academic freedom which is dropped down from the authorities is visible in the history of higher education. The case of Germany is analysed for its impact of state regulated higher education institutions. In Germany academic freedom is guaranteed by the state through legislation. But if the state is corrupted, what about freedom? Germany has suffered such restriction of freedom during the 1930s, as the academics were silenced on state actions. The counter movements which took place in Germany show that the left wing students even persecuted their professors. In spite of all these facts, the author points out that the idea of university evolved by Germany did not get nullified. It remains one of the most influential ideas across time.

The book describes the structural changes in the value system of Britain during the Thatcher regime and analyses how deeply it affected the psyche of education. Compared to the German situation, Britain was more affected by the free market forces. The discussion of freedom of teaching and freedom of learning provides insights into these two aspects in the context of the UK and German. It should be noted that the discussion is about two European nations, but one could hardly find it difficult to isolate the Indian higher education from it. All the aspects discussed here are visible at different levels of different institutions in India as well.

The book has a strong empirical base in the form of the case studies carried out for it in order to compare the higher education systems of Germany and the UK in selected aspects. In its second chapter, the book systematically compares the origin, teaching and learning, and finance of two premier universities. After a separate analysis of these aspects, a comparison has been made between these two universities. In Germany, the universities were established as a result of state decision. In Britain diametrically opposite was the case, as the universities were established by the church and other agencies who were the benefactors. It is believed that the British model ensures autonomy and is therefore the most desired form of university establishment. The book shows how, in the UK, control is systematically applied on such institutions that are supposed to be autonomous. Through state funding in the UK, there is a serious attempt to exercise control and regulation on universities. For this, agencies like the University Grants Committee (UGC), its successor, the University Funding Council (UFC), and the accreditation agencies like Council for the

Accreditation of the Teacher Education (CATE) were formed to exert control over higher education institutions. This type of control is quite similar to what happened in India and many other developing nations. By exposing such regulatory strategies and their role in Higher education system, the book under review offers a broad framework in which researchers and students may further analyse such attempts in various nations.

The growth of purely private universities in the UK is identified with the origin of Buckingham University. It started mainly out of the bureaucratic nature of state support and excessive political influence in education. When looking upon the case of Germany, the reason for the origin of first private university seems to be the excessive domination of technological and methodological influences that alienate man as a social, political and cultural being. To overcome the data based, objective medical sciences, the University of Witten/Herdecke was initiated as a medical institute and was made a university later. In both cases it is visible that private universities emerged due to a decay of the existing system and offered great hopes for the people in terms of freedom and autonomy, which were irresistible values for the modern society. The reasons for the creation of a new private university were principles and ideals rather than pragmatic considerations. This is quite true in the case of aided school system in Kerala and elsewhere in India. Initially, they all were initiated to educate and empower the native populations. But over a period of time these institutions drifted away from the basic idea upon which they were built, and descended to the level of profit seeking organisations.

The University of Witten/Herdecke charged no money from the students, but the students were encouraged to have state aid in the form of education loans, etc. Different was the case of University of Buckingham. Both these universities collected fees from students and attracted only the elite sections --- in line with an economic Darwinism. After analysing the complex origin and survival of these two private universities, the author points out that the product or 'goods' produced by universities, be they public or private, did not exhibit much difference. As the state owned universities also started producing private goods, it has resulted in a very complex mix of private and public goods. Thus the whole education system is not either public or private. The situation is very similar in case of India as well. Due to the call for autonomy and self-reliance, public universities have also started engaging in self-financing programmes. As a result, there existed a complex mix of private and public goods produced by the higher education institutions (HEIs) in India. It has now become really hard to differentiate between what is private and what is public. This is exactly a neoliberal trend which one could see in Germany and the UK. The book, though limited to the cases of the said two countries, broadens its findings to the global population of the HEIs.

In his book *A Brief History of Neoliberalism*, David Harvey gives a vivid picture of the transition of socialist economies to neoliberal ones. The ideals of a socialist regime were treated as binding and subjugating the freedom of the people. Neoliberalism offered freedom for the people and grabbed the mind of the liberals. As this description of Harvey is about a larger picture of economy, its implications for education have not really been carved out so far. Rosalind presents the nuances through which the transition from the public university system to a market based neoliberal organisations in Germany passed. The gradual shift from a East European socialist education system to a West European capitalist system,

through the systematic application of the market principles and efficiency reforms, have been discussed in detail here.

The structural reforms that rolled out red carpet for the neoliberal practices — in the UK, Germany and elsewhere in the world — faced vehement attacks from the socialist as well as conservative sides. This demanded the creation of a consensus among the people to apply the neoliberal strategies. As such, while social pedagogy was planned and implemented by influencing the middle classes, its legitimacy, ostensibly based on rules and regulations, actually involved a form of softened coercion. A set of laws and institutions to facilitate these laws was the quintessential phase of neoliberal growth. This creation of rules and regulations to legitimise neoliberalism in Germany and the UK has been thoroughly analysed in this book. The tension that existed between the state and federal governments in Germany and the similar processes and their repercussions in the UK have been discussed in detail. The role of state power in regulating the HEIs through concrete measures — such as those relating to the student teacher ratio, the policies to stimulate competition and quality, etc — was a common outcome in both the nations. Needless to say, the neoliberal practices countenanced only concrete outputs. Reification of consciousness and quantification of quality indicators in higher education institutions is a common trend across the world in the aftermath of neoliberal undercurrents. It is interesting to note that policies and practices were formulated in both nations to facilitate the smooth percolation of neoliberal interests during the 1980s, the decade of neoliberalism blossoming in the flowerpot of market interests.

Coercion and power are old ideas of establishing dominance and influence. The neoliberal era sought more sophisticated measures which are soft but more stringent and penetrating means for deepening its influence. In higher education, a social pedagogy was created so as to orient the economic middle, the most prominent and dominant class in all the economies, about the advantages of open market and free trade. In case of education, an important strategy to sway the whole generation is to have a plan that would work for the upcoming generations. To bring it on the board, the best source is teacher education. In Britain the teacher education was under severe influence of neoliberal agenda makers who strove to have stringent control over curriculum, pedagogy, evaluation and other policies related to teacher education. This kind of an analysis shall open up a self-critique of teacher education institutions across the nations. In what way has teacher education become a convivial tool for the neoliberal ideals? This is an interesting yet an alarming issue to be further explained.

How do neoliberal policies impact the teachers and students of Germany and the UK? This is an important question that would draw attention to the concrete results and ground level realities of neoliberal influences. The empirical study made by the author in the seventh chapter analyses the shift of attitudes and interests in both the countries in the neoliberal period. The neoliberalism has brought in serious attitudinal and behavioural changes for the academic staff in both countries. A new surveillance strategy has been put up through accountability measures. Attempt of encroachment over academic freedom, creation of a new set of professional ethics that necessitates the staff to have positivism, which in turn force them to suppress many real challenges and predicaments — all these have a serious impact on the process shaping the psyche of academics working in higher education

institutions. The vulnerability of academic staff in both the countries has been explained through an empirical study in this book.

How does the neoliberal turn impact gender justice in higher education? This is the question addressed by the author in the concluding chapter which has been co-authored with Mary Henkel. The issue of gender neutrality in neoliberal higher education has been analysed insightfully. The performance based indicators and their pressure on women have taken away, over time, their control over their own decisions. By taking away the decisions from one's own hand, neoliberal policies in higher education have proved more harmful to women who have to engage in child rearing and many other family responsibilities.

In all probability, the kind of inquiry made by Rosalind may prompt the educational researchers to dig out such changes that have happened in one's own nation since the arrival of neoliberalism in higher education system. The book provides a broad framework of methodology through which such enquiries may be taken forward. The book presents each of its arguments in a very insightful way. We would rather say that the sway of history is palpable in the analytical style of the author. She picks up history as an important anchor to which every argument has been appropriated by logically highlighting its contemporary implications. Raising arguments and substantiating every argument with a sufficient literature base and empirical evidences is both an art and science. Rosalind has done it in a passionate way.

Department of Education, Project Head, PMMM National  
Mission on Teachers and Teaching, School of Education,  
Central University of Kerala, Thejaswini Hills, Periyar, Kasargode,  
Kerala, India - 671316

Amruth G Kumar  
amruth@cukerala.ac.in

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Labelling and social stigmatisation perpetuated through the colonial legacies since the late 19th century is among the most audacious desecrations imposed on certain social sections of the country. Even after several decades since independence, there are 1500 nomadic, semi-nomadic and 198 'denotified' tribes in the country, accounting for a substantial proportion of India's population, 'unorganised, unrecognised and scattered' even today, surviving without basic amenities of sanitation, health, and education and amidst poor living conditions, abject poverty, backwardness, and vulnerability. Social justice and human rights are alien to them and economic deprivation eventually resulted in slavery, bonded labour and poverty. With scant attention to public welfare measures, they continue to suffer from age old stigma and identity crisis.

The present book *Denotified Tribes: Retrospect and Prospect* by Malli Gandhi is one of the rare studies of these extremely deprived classes of India. In an apt Introduction of the