Literature Review:

1. Aieman Al-Omari, Mamdouh Sharaah (2012) did a research on Leadership Readiness among Prospective School Leaders in Jordan. Educational leadership involves multiple tasks, dependent upon one another, happening simultaneously, while each affects the outcome of another. The data in this study reveals the proposition that leadership readiness is developed in sum, rather than in specific domains. Education has been turned into one of the most powerful engines driving the economy. In a rapidly changing environment, principals no longer serve primarily as supervisors. They are being called on to lead in the redesign of their schools and school systems. In an outcome-based and accountability driven era, principals have to lead their schools in the rethinking of goals, priorities, finances, staffing, curriculum, pedagogies, learning resources, assessment methods, technology, and use of time and space. They have to ensure the professional development those teachers and administrators need to be effective. They have to prepare parents and students for the new realities and provide them with the support necessary to succeed. They have to engage in continuous evaluation and school improvement, create a sense of community, and build morale in a time of transformation.

2. Ajit, Atish Taukari (2012) conducted a study on challenges of students in higher education. The study reveals that the increasingly changing mental health need of college and university students need to be handled with expert counseling services and in this respect counseling centres in the institute of higher education respond effectively with support of the administration. They play a significant role in the mission of educational institutes to assist students to achieve their academic and personal goals.

3. Ali S. Ibrahim, Shaikah Al-Taneiji (2013) conducted a study on Principal leadership style, school performance, and principal effectiveness in Dubai schools. The study indicated that principals exhibited more transformational than transactional leadership attitudes and behaviors. The researchers hold that in order for improved school performance (as seen through student achievement) to take place, school principals should not depend solely on being transformative leaders; they should become instructional leaders and work closely with teachers. In fact, the work of teachers is more directly related to student learning and achievement than the work of principals. Principals spend more time with teachers – providing direction and guidance, assessing and providing needed resources, and observing and evaluating performance – than
with students. Thus, principal behaviors more directly affect teachers’ satisfaction, commitment to work, and working relations with one another and, accordingly, principal leadership styles have stronger relations to outcomes associated with teachers than with students.

4. Anil G. Variath (2012) conducted a study on the need to reshape the higher legal education in India and found that the higher legal education in India is not getting proper attention and thereby the quality of education is low. A total reform in the study, teaching and research is required. Therefore, the education must be contextual, critical and comparative. More relevant specialization must be offered at the higher education level with real orientation for research. Clinical legal education must be encouraged. A lawyer will be able to contribute to national development and social change in much more constructive manner. An interdisciplinary approach o legal education and research supported by innovative methods will improve the position.

5. Aniruddha Das (2012) conducted a study on imparting management education in developing countries with reference to India and drew a conclusion that figure wise the number of management institutes is on the higher side in India but the quality of education is a matter of concern. It is the responsibility of the institutes’ faculty members, industry and government to come together and make this course a value enhanced course. And we should not kill the students, instead of building them as a lifelong manager.

6. Aydin Balyer (2012) did a research on Transformational Leadership Behaviors of School Principals: A Qualitative Research Based on Teachers’ Perceptions. Results of this study reveal that principals demonstrate high level of characteristics of transformational leadership like idealized influence, inspirational motivation, individualized consideration and intellectual stimulation. It can be concluded from this study that teachers’ opinions concerning their principals’ transformational leadership behaviors are positive in general. It can also be inferred that female principals’ behaviors are perceived more polite than male colleagues. Based on the study it has been recommended that principal candidates should be trained as transformational leaders during their college trainings. Principals have to deal with heavy official procedures which take too much time. This could be reduced by empowering school managements with co-principalship. Current principals should be supported with in-service trainings. Principals should be asked to have a degree from educational administration field to be eligible for that
post in the future and they should be chosen and appointed to their posts based on their qualities and qualifications without any political manipulations.

7. Callie Grant, et al (2010) conducted a research on Teacher leadership: a survey analysis of KwaZulu-Natal teachers' perceptions. The study confirmed that the leadership of teachers was mainly restricted to the classroom. This restricted take-up of teacher leadership was attributed to two problematics: the impact of school context and the critical role of the principal as 'leader of leaders'. The prevalence of these problematics in the findings suggest that teacher leadership is not yet institutionalised in the majority of schools and the full potential of teacher leadership as a tool for school change has not been harnessed. Based on the findings it is recommended that leadership practices are reinserted into schools and that vigorous debates about how leadership (in relation to management) be reconceptualised so that the change agent role of educators comes to the fore. Also, teaching programmes, at the undergraduate and the postgraduate levels should introduce the concept of teacher leadership where its advantages and disadvantages are debated. Finally, school leaders are needed, who are unafraid to take risks and who use their initiative and work collaboratively to inspire further leadership as people work towards the shared school vision.

8. Chougule, et al (2012) conducted a study on importance of research and innovation in higher education. The success of higher education depends upon the practices of innovative skills and researches. The study drew a conclusion that syllabus is referred as designs within teaching methodology. It is a kind of map of how the material is to be delivered to the students. A curriculum may be quite stringent and its designers are based on some approach. Is a procedure based on some assumptions. It should be suitable to both primary and secondary classes.

9. Deelip G. (2012) conducted a study on privatization of higher education in India. The study explains that private sector has played a crucial role in the higher education in many countries. In the US almost half of the institutes and universities for higher education are in private sector. the study concluded that there is a lack of vision and long term policy on privatization of higher education in India. Privatization has not been able to improve the competitiveness of Indian higher education to a great extent though it is providing an alternative to the supply-constrained higher education, increasing competition and providing an alternative platform to the senior faculty from government institutions.
10. Elsabé de Villiers, SG Pretorius (2011) did a research on Democracy in schools: are educators ready for teacher leadership? From the results of the study it was found that a high level of readiness for teacher leadership had been indicated for educators. Educators' preliminary leadership perceptions, assumptions about and readiness for teacher leadership proved that the majority of educators are ready for a more distributed, deep democratic leadership practice in schools. Educators acknowledged the need for continuous professional development in the area of teacher leadership. It was also found that as preliminary leadership perceptions of educators improve or strengthen, readiness for teacher leadership is also likely to improve or strengthen. Based on the study it has been recommended that school principals, school management teams and other leaders in schools are included in a process of capacity building and professional development in the area of distributed and democratic leadership practices. Both the Department of Education and the education district have a significant role to play.

11. Greg Clark (2001) conducted a study on student leadership and higher education. He drew the conclusion that one of the functions of higher education is the development of future leaders. Colleges and universities are expected to contribute students to the workplace with credible leadership faculties. The higher education community lacks consensus on how to deliver, evaluate – or even on the necessity of – student leadership programs. Increase in learning and personal growth have been associated with involvement in student government and other leadership experiences. Leadership programs reflects a theoretical framework, instructional and experiential activities, campus wide support, measurable goals and objectives tied to the college or university, and an evaluation component.

12. Ilana Margolin (2013) conducted a study on Nurturing Opportunities for Educational Leadership: How Affordance and Leadership Interconnect. The findings of this research show that something seemingly self-evident and mundane, such as utilizing the relationships between affordances and leadership, requires great endeavors from educators. The study shows that many leaders crossing borders shaped new organizational cultures at the boundaries of the organizations and all over the district. These cultures are characterized by individual transformations and organizational shifts. These findings respond to the issue of sustainability and of the leadership succession crisis and demonstrate how distributive leadership can endure beyond the present leaders’ tenure through the infrastructure and affordances established for developing leadership. The findings imply that individuals who create affordances for others
assure continued leadership. Fostering leadership in such a way facilitates the establishment of a sustainable mass of education leaders – policy makers, practitioners and researchers – who will advance significant reforms for the future of the field.

13. J.D. Singh (2012) conducted a study on higher education in India-challenges and suggestions. The study shows that there is tremendous increase in institutes of higher learning in all disciplines in India. There is need to increase the number of institutes and also the quality of higher education. Report of the National Knowledge Commission if implemented can help boost the education sector in India. We are moving towards an era which would be defined by the parameters of knowledge and wisdom and India must adopt these measures in order to become a developed nation by 2020 and a knowledge power by 2015.

14. Jamaluddin Hashim, et al (2011) conducted a study on Leadership In Technical And Vocational Education. The study has concluded that the Heads of Departments at the Polytechnics are practicing transformational leadership in the lifelong learning characteristics in the administration of the departments. Heads of Departments are prioritizing more on the intellectual stimulation characteristic, followed by increased influence, individualized consideration and inspirational motivation. The job satisfaction level of the lecturers under the leadership in the lifelong learning of the Heads of Departments indicates that it is at a high level. It is clearly shown that these four transformational leadership in the life long learning characteristics practiced by the Heads of Departments at the Polytechnics really exhibit significant statistical correlations with the job satisfaction of the lecturers.

15. Jayashree Mehta (2012) conducted a study on Building world class universities in India. The study concludes that it is increasingly important to select a team so that it works in a high performing manner to build and maintain world class universities. Functional experience, superimposed with suitability and team roles, greatly enhances efficiency and effectiveness. One also needs to look at specific skills. It is suggested that a proper composition of Project “World Class University” will ensure that the team functions in harmony, conflict is minimized and goal is achieved.

16. Khola Asif (2012) has established a relationship between good governance and management in higher education. Good leadership and proper management will directly result in the improvement of enrolment rate in higher education sector. Good governance and management have positive relation. Both are inter-related and interdependent for the overall improvement of
quality education and the literacy rate in higher education sector. For development of any country, educated labour force influence the growth. Professionalism and proper management are the core ground on which a strong foundation can be built.

17. Khushpat S., Ramaswamy P. (2012) conducted a study on accountability in higher education in India. The study suggests that government interference should be eliminated. Self assessment of universities, administrators, colleges and teachers should be undertaken annually. Evaluation of performance of all these to be taken into consideration while funding. Then a strong hierarchical set-up should be established to ensure in-built control of central bodies on universities, of universities on colleges and of colleges on teachers. Student involvement in education should be encouraged and political interference in the appointment of university teachers and administrators should be totally stopped.

18. Kulkarni J.A. (2012) conducted a study on challenges before the Indian higher education and drew the conclusion that for its enhancement, higher quality and cost effective human resources is a must. Young manpower must be motivated to get higher education. With globalization and privatization, challenges in all the fields are increasing. But at the same time new opportunities are coming up. We must train teachers and students competent enough to cope with new trends in researches and changing education scenario.

19. Mahmood Ahmad Bodla, Muhammad Musarrat Nawaz (2010) undertook a Comparative Study of Full Range Leadership Model among Faculty Members in Public and Private Sector Higher Education Institutes and Universities. The study indicates that teamwork is important in higher education institutions rather than the leadership style. When employees work in teams they share different values and interests. Although the autocracy does not permit a team to act freely, proper communication can bridge this gap. The results from the study reveal that transactional leadership is more motivating in public sector employees. Transactional leaders motivate the subordinates by exchanging rewards for services rendered but reward system in public sector are not objective. The results also reflect that public and private sector teachers are not statistically different in transformational leadership which leads to the conclusion that the employees in both sectors have same degree of transformational leadership. It can be concluded that public sector teaching faculty has higher level of transactional leadership than those in private sector. The study also discloses that teaching faculty in public and private higher education institutions have same level of passive/avoidant leadership.
20. Malikeh Beheshtifar, Zohreh Vazir-Panah (2012) conducted a study to explain that leadership development is crucial in organizations. The relevant findings of the study are that leadership development helps managers to learn new knowledge skills, to realize organizational values and to improve organizational performance. The study shows that investment to HR development and particularly to train causes to increase productivity and profitability in organizations. Therefore, leadership development should occur continuously. The developmental plan is effective to career management, training and development, performance management, strategic human resource planning, recruitment and selection, and succession planning activities.

21. Maryam Mahdinezhad, et al (2013) conducted a study on Transformational, Transactional Leadership Styles and Job Performance of Academic Leaders. The study aimed to inspect the association between job performance and leadership styles among educational leaders in institutions of higher education. It was found that leadership styles can assist in the development of leadership capability of both leaders and enhance their performance and commitment. A leader should take on the style of leadership that fits the setting in which the followers and leadership interact. No study has clarified the nature of the relation between performance and leadership styles yet, or why and how leadership has influence on performance.

22. Mehdi Zare (2013) conducted a study of the educational environment effects on educational motivation and active learning of Pune university. The study indicates that the environment such as basic facilities like heating and cooling systems, toilets, amphitheatres, classrooms and safety and security facilities affect the educational motivation and active learning. Academic services like library, computer labs, tutoring and study areas utilized by students were rated as acceptable.

23. Namdev D. Patil, Baban S, Khulape (2012) conducted a research on Emerging issues and challenges in higher education. The study highlighted some basic problems and challenges that the higher education in India is facing. It is seen that in India there is no quest for excellence, research is lacking, inadequate training is provided, enrollment is low, monitoring system is weak and there are multiple controls. The Indian higher education has to deal with stagnating conventional universities, current education and employment linkages and resources crunch.

24. Olga Pykhtina (2011) did a research on the topic Investigation of The Perceptions of Successful Leadership Held By Practicing Educators in The UK English Language Centres. The study found that practicing educators attribute the same skills to successful leaders as educational
academics. However, while the latter are unambiguous and focus in their selection of a particular set of skills in focus, the former regard successful leadership as a mixture of different leadership skills. Unlike the educational academics, who attribute a leader’s success to their vision, critical thinking, influence etc., practising educators consider the leader’s ability to understand teaching and learning, their interpersonal skills, valuation of people, involvement in decision making and management skills to be the most important for their success in a UK language centre.

25. S.A. Oyegoke (2012) conducted a study on the Principals’ leadership style as a Catalyst to effectiveness of Secondary school education. His findings revealed that the leadership style of the principals in secondary schools depicts transactionary transformation leader. It was also concluded that the schools were only effective and in the affective and Psychomotor domains and not effective in the Cognitive domains because the factors which engender effectiveness of a leader are sometimes out of immediate control of the principals. There was significant relationship between principals’ leadership style and secondary school effectiveness the reason for this is that principals are the men at the helm of the schools affairs and would always want the school to achieve the goals for which they are established.

26. Sadashiv R. Rane (2012) conducted a study on higher education system in India-challenges and strategies. The study concluded that institutions should be considered as a unit and they should satisfy the expectations of all stakeholders becoming centres of excellence. Quality should embrace all its functions and activities of teaching and academic programs, self evaluation, etc. The overall standards of academic research are very poor. An education system that is that is modern, liberal and can adapt to the changing environment is needed.

27. Sailesh Sharma, et al (2012) have conducted a Comparative Analysis on Leadership Qualities of School Principals in China, Malaysia & India. This study has focused on leadership attributes of principals as envisaged and selected by teachers. One of the interesting findings that has emerged out of this study is that rating of principals by teachers from three countries China, Malaysia and India has no difference on basis of gender, tenure and nationalities. This clearly infers that if a school principal is really an excellent leader, he would be viewed excellent by all teachers irrespective of gender, tenure and nationalities as such. It is also evident from this study that excellent schools have excellent principals. This study contributes to the new knowledge of leadership qualities that a school leader must possess. This study has emphasized
on humanistic skills of leadership as it is essential to study both technical and humanistic skills of principals together in order to establish relationship between the two.

28. Satish, Ashish (2012) have researched on the Emerging issues and challenges in higher education. According to the study higher education made a significant contribution to economic development, social progress and political democracy in India. But India is facing some basic problems in education, like infrastructure and facilities, large vacancies in faculty positions, poor faculty, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread gender and ethnic imbalances. The 11th plan recognized the issue of quality and brought a sharp focus on the promotion of quality and excellence. The plan recognizes the that quality in higher education is critically incumbent on physical infrastructure, number and quality of teachers and academic government in universities and colleges.

29. Suraiya R Naicker, Raj Mestry (2013) conducted a study on Teachers' reflections on distributive leadership in public primary schools. This study revealed that leadership in the primary schools is rooted in classical leadership practices and that a shift from autocratic styles of leadership, hierarchical structures and non-participative decision-making is needed if distributive leadership is to develop. The principals in this study avoided power-sharing, the devolution of decision-making and the granting of autonomy to teachers and teams. This was because of the current demands for accountability being placed exclusively on principals' shoulders by higher authorities. The literature suggests that distributive leadership can provide a beneficial approach to educational change in schools. If distributive forms of leadership are integrated into the complementary vertical leadership structure of schools, and structures such as networks or webs can be introduced, the principal's role can more easily become that of a facilitator, mediator, coach and supporter, thereby encouraging a more collegial school atmosphere.

30. Victor YU (2009) conducted a study to examine leadership qualities among private school principals. Findings from the study indicate that effective principals are able to establish trust, create structures that promote principal-teacher communication and maintain a high level of moral values. The results from the study indicate that financial goal rank top above all the goals set by private school principals. This financial gain is a cause for concern as many school
principals have lost their intellectual integrity and their academic values in their pursuit of financial gains.