CHAPTER – II

REVIEW OF RELATED RESEARCHES AND LITERATURE

2.1 INTRODUCTION:

one of the most indispensable parts of a research project is reviewing the literature. This implies synthesizing and going into the works or researches that have already been done in the field over a period of time. This helps an investigator in many ways like knowing quantum of work done, knowing how to tackle the problem on hand and avoiding the risk involved in duplication. Besides, it gives an understanding of the problem related to the field, essentially, review economizes time and energy of the investigator.

In order to prepare a base for defining the problem precisely, for making interpretation of data meaningfully and for making comparisons among similar studies, the investigator studied the available literature extensively. The review provides an insight into various dimensions of the problem and related issues at different stages. In this attempt, the investigator was selective and reviewed researches, which have direct bearing on the present study.

Education of the minorities is one of those areas which have been perceived as a n area of significance for some time. (Buch, 1997). Moreover, Minority education acquires a special significance in a democratic country like India, which has a substantial minority population. on the other hand, research in Educational Administration in the Indian areas is, in fact, no more than a few decades old. The first doctoral dissertation in the field of Educational Administration, as reported by Srivastava (1985) appeared only in 1951. But ever since Desai Bombay), Mukherjee (lucknow) and Shah (Bombay) submitted their thesis in 1951; there has been a steady progress in doctoral research in the area of Educational Administration.

The fundamental purpose of the following paragraphs is to provide a comprehensive and explicit picture of the related studies and show how the present
study contributes in extending the fruits of good governance of Minority Institutions, especially Muslim minority Primary schools in Hyderabad District. Further, it helps to identify the gaps, if any, in the research and serves as a backdrop to interpret the results of the study.

2.2 SUMMARY OF RESEARCH REVIEW:

2.2.1 Level of Research:

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The topic selected for the study is a fervent one and of paramount importance for the present day. The reviews consist of varied literature in the form of documents, dissertations, books, articles, etc. Studies related to Educational Administration as well as education of Minorities, with special reference to Muslims are summarized and presented chronologically:

2.3 DETAILS REVIEW OF RELATED RESEARCHES:

Jain.R(1992) in a study ‘Minority rights in education in Bombay’ explored that the minority educational institutions may instigate communal feelings as they are vulnerable to communal pressures. It was found that such institutions were contributing towards attainment of the national goal of universal literacy through mobilization of community resources.

The study of ‘Developmental Implications with Special Reference to Indian Muslims’ by Kareem Abdul P, 1991, identified the general economic and educational backwardness of Muslims were found to be the causes of their educational backwardness. A positive relationship was found to exist between education and the socio-economic achievement of the area.
Mondal, Rahim (1992) investigated the state of education among the Muslims of West Bengal. The objective was to find out the attitudes of Muslims in West Bengal towards education, to identify the factors responsible for it, and to suggest remedies. The average literacy rate of Muslims in the six villages selected for the study was only 32.27%, which is very low; the female literacy rate (22.89%) was even lower than that of males (40.87%). Nearly 64% expressed their desire to educate their children up to the secondary standard, while 1% showed their willingness to let their children study up to the University level. Illiteracy and drop-out among children were very high and the enrolment very low, but children of educated parents were enrolled in schools. The main reason for the backwardness of the Muslims were ascribable to their social milieu and to other factors like situational, cultural and economic, as well as social behavior (the Purdah system), the traditional value system and the style of living.

Ravi, V. (2003) studied factors that contribute to the Efficiency of the Heads of the Institutes in Private Schools in Relation to their Efficiency as Administrators and as Teachers. Objectives of the study were: (1) To study the impact of factors such as qualification, experience, socio-economic status of teacher, total number of students and the locality of schools on the efficiency of the Principal as an administrator and as a teacher; (2) to study the relationship between the results of the school and the efficiency of the principal as an administrator and as a teacher. The major findings were: (1) There is a significant difference in the efficiency of a principal based on educational qualifications. (2) There is a significant difference in the performance of a principal as administrator based on the experience. (3) Teachers with more than 21 years experience proved to be better and shared good results as principals. (4) More P.G. Teachers in the schools seemed to enhance the efficiency of principal. (5) There is no significant relationship observed between efficiency of the Principal as an administrator and as a teacher as far as results are concerned. (6) Socio-economic status did not influence the efficiency of the principal. (7) Efficiency of a principal as a teacher in rural areas seemed to be reasonably better than the urban areas.
Srimathi V.P Rebecca (1976) in a study on ethical group influence on socialization of primary school children revealed that the children of all the caste group and religious group did not socially interact freely along themselves. And only 15% parents expressed their willingness to allow their children to play with children of other castes and religions. Teacher’s attitude towards children of all the social group did not very much. Found to be significant.

D.D. Tiwari’s (1964) traced problems in the development of administration and organization of primary education in Uttar Pradesh and highlighted the causes that led to the present situation revealed that schools run by different management like government, Zillaparishads/ Corporations, Samithis and private bodies face a number of problems. They are connected with the factors influencing enrolment such as poverty, lack of accommodation, indifference of parents, child labour, religious customs, teacher-pupil ratio and lack of effective supervision.

G.I. Mandal (1976) had conducted a study on “the control on primary educational administration” was observed in the administration and standards of education, irregularities in payment, transfer and posting problems, diversion of funds were reduced.

P.K. Sutradhar (1982) enquired into the “Relative academic achievement of the socially advantaged and disadvantaged children”. The study pointed out that the advantaged children were always superior to the disadvantaged children in respect of academic achievement. They also differ in the personality characteristic to a considerable extent.

R.S. Sharama (1973) studied “Administration and financial problem of elementary education and their input on the educational progress in the state of Punjab”. The results show that there was a lack of adequate and suitable accommodation in elementary schools. Conduct of teachers, their negligence, unpunctuality, and irregularity at various levels of administration were the most serious problems.

Nayar, Usha et al. (2007) in ‘An analytical study of education of Muslim women and girls in India’, which was designed keeping vital factors such as regional
imbalances, socio-economic condition, family background, etc. Muslims account for 13.4% of the total population of India, and they constitute 97% of the population in Jammu and Kashmir. Sex ratio in the Muslim community is 936, and the average household size was 6.2. The average work participation rate of Muslim women was very low (14.1%). Muslims record the highest incidence of poverty with 31% people being poor. The average literacy rate was 50.1% for Muslim women and 53.7% for all communities. Gender disparity in literacy rates among the Muslim population is about 9.67% points in rural and 13.11% points in urban areas. Muslim female literacy rate is significantly lower in 15 Indian states/union territories. Findings of the study revealed the educational backwardness of Muslims, and confirmed the unequal status of all women. Education is an economical empowerment tool for the girl child. Madarasa teachers stressed on religious education for Muslim girls, parents preferred both secular and religious education.

Kothari, V N. (2004) investigated *Challenge of universalization of elementary education in India.* The overall development situation was assessed with respect to gender, age, rural-urban divide, expenditure groups, village amenities, and health status of children. India was classified in the medium human development category. Adult literacy rate was found to be extremely low in India 55.7% in 1998, youth literacy rate was 71%, and enrolment ratio in primary education (1997) was found to be 77.2%.

Mehta, Arun C. (2006) Elementary Education in India: analytical report 2004-05: progress towards UEE. The study represented the analytical report for 2004-05 of elementary education in 581 districts across 29 States and Union Territories (UTs) of India. The school related indicators analyzed were facilities in schools, enrolment based indicators and teacher related indicators. Data was collected from more than 1.04 million schools, with a comprehensive profile of more than 4.17 million teachers and also from District Information System for Education (DISE). It was found that nearly 86.9% schools were located in rural areas. About 84.8% of the total numbers of 1,037,830 schools were Government run schools. About 73.67% of the total 1.04 million schools were in Government buildings, 11.19% schools
were in private buildings, 7% schools were in rented buildings, and about 2.4% Government schools were in rent free buildings. of the total number of schools, 69.9% had pucca(permanent) building, 9.19% had partially pucca (semi-permanent), 1.84% had kaccha (temporary) building and 10.23% had multiple types of building. Around 2.66% schools had 1-15 classrooms and the rest had not more than 7 classrooms. About 68.4% classrooms were in good condition and the remaining 31.52% needed either major or minor repairs. More than 44% schools had enrolled up to 100 students. Drinking water facility (80.60%) and electricity connection (28%) was found to be higher in 2005 compared to the previous year (77.89% and 25%). 7.86% of the total schools were without blackboards. About 47% schools had common toilets in 2005. Book bank facility was found to be 43% in rural areas and 49.76% in urban areas. More than 93,000 schools imparting elementary education in 2005 had computers in school. About 558,965 schools arranged medical checkups in 2004-05. 61.81% schools had received Teaching learning Material (TLM) grants in 2005, which was quite high as compared to 2003-04. The Gender Parity Index (GPI), which was 0.76 in rural areas (upper primary classes) in 2003, increased to 0.80 in 2005. In all the Government managed schools, GPI was 0.85 in 2005 in upper primary classes, and in privately managed schools it was 0.70, which was comparatively low. The percentage of girls’ enrollment in Government schools was found to be higher than that in private schools in primary (48% and 44%), upper primary (45.82% and 44.31%) and elementary classes (47.76% and 44%) in 2005. The enrollment of children with disability in rural and urban areas was 842,420 and 127,896 in 2003, which increased to 1,152,451 and 244,756 in 2005. The retention rate at primary level improved from 53% in 2003 to 58% in 2004-05. About 11.83 million students repeated Grades I-VIII, of whom 53.75% were boys and 46% were girls. Teacher related indicators showed that 78% teachers were located in rural areas in 87% of the schools. on an average, there were 4.02 teachers in a school that imparted elementary education, and primary schools had 2.74 teachers per school in 2005. The percentage of female teachers was higher in urban areas (64.75%) than rural areas (33.12%). The highest pupil teacher ratio (PTR) was observed in the case of primary schools (42:1) and lowest in independent upper primary schools (31:1). A majority of the teachers in primary schools were in
the age group 26-45 years. It was found that 49% male and 48% female teachers were graduates and above. As many as 379,000 para teachers were appointed in 2005, which was 9.09% of the total 4.17 million teachers, and of these 65% were posted in primary schools.

Lyons, Raymond F.; Collins, Joyce E. (1979) in a report on ‘Problems of Educational Administration in Remote Rural Areas’, focused attention on some of the problems that governments in developing countries encounter when they try, in introducing educational reforms, to make sure that what they choose meets the needs of people in disadvantaged and remote areas. Participants included 12 experts from 10 Asian countries (Afghanistan, Bangladesh, India, Indonesia, Republic of Korea, Malaysia, Nepal, Pakistan, Sri Lanka, and Thailand), as well as staff of the International Institute for Educational Planning (IIIEP) and the Bangkok (Thailand) UNESCO office. The report contains a summary of statements and reports made by two working groups concerning the problems of educational administration in remote areas of their countries. The first group concentrated on questions of supply, while the second examined improvement in administration in relation to educational reform. The report contains four sections concerning, respectively, the developmental and educational setting in which educational administration functions, what educational administration is supposed to do, what educational administration does, and future research needs.

Kareem, Abdul P (1991) conducted a study on Educational Backwardness: Developmental implications with special reference to Indian Muslims. The major findings are: (1) General economics and educational backwardness was one of the factors for the educational backwardness of the Muslim community, both in the comparatively more advanced and the backward districts.(2) The little progress noticed in matters of income, occupation land holding, housing construction, marital status, etc was recorded in those districts which had a comparatively higher literacy level.

Alam, M.M (2001) studied academic achievement in relation to socio-economic Status, anxiety level and achievement motivation: a comparative Study of Muslim
and non-Muslim School children of Uttar Pradesh. With the following objectives: (1) To study academic achievement in relation to socioeconomic status of the selected sample of school going children; (2) To study the extent up to which academic achievement of the Children are affected by their anxiety level; (3) To study academic achievement with respect to achievement motivation of school going children; (4) To compare the data on academic achievement, socioeconomic status, anxiety level and achievement motivation between Muslim and non-Muslim school children. The findings include: significant positive relationship has been witnessed between socio-economic status and academic achievement, negative relationship exists between anxiety and academic achievement, positive relationship between achievement motivation and academic achievement of Muslim and non-Muslim children. Both Muslim and non-Muslim children have significant inverse relationship between socio-economic status and anxiety. Socio-economic status goes along with higher achievement motivation. The academic achievement of non-Muslim children has been found superior in comparison to their Muslim counterparts. The non-Muslim children have less anxiety in comparison to Muslim children. on the measure of achievement motivation, non-Muslim children are found to be superior to Muslim children.

Kaul, Rekha. (2001) The study assessing Primary education- Going beyond class room, identified the major reasons for poor access and retention, dropout and non-enrollment of children in 93 primary schools in Karnataka. In spite of a vast network of schools (46,900: 1997-98) and major expenditure on primary education, the persistence of drop-out, non-enrollment, more so among SC/ST, the problems and issues related to primary education required a careful probe. The study included backward districts like Raichur and Bijapur, and advanced districts like Kodagu, Bangalore, Mysore, Kolar and Mandya. 380 students from Government and aided schools and 110 from private schools were interviewed. Teachers, parents (of enrolled and drop-out students), head masters, Government officials, NGos, Village Education Committee, etc. were also interviewed. Results revealed that denial of education was linked to the socio-economic conditions of families. Even in Government run schools parents have to spend on stationery, transport, school bags
and uniforms, etc which entailed expenses ranging from Rs.600-800 per child per annum in rural areas to Rs.800-1,200 in urban areas. Children in aided schools did not receive free books or uniforms. In upper primary classes, text books, uniforms and school bags were given only to SC/ST children. Of the 291 students interviewed from lower income group, 55.67% stated that they would not be able to complete school, due to economic compulsions. There were dropouts in private schools also. Social and cultural barriers, inappropriate location of schools, and class, caste and gender factors were other reasons for non-enrollment and drop-out. Results revealed that in a large number of urban slum households headed by women, boys continued their schooling while girls stayed home to do domestic chores. When both parents were working, girls stayed back to look after their younger siblings. In some urdu medium schools, girls dropped out after class IV for lack of an adequate number of urdu medium primary schools, or they preferred to study in Madarassas. Poor quality infrastructure, less number of teachers and indifferent teaching also resulted in low achievement levels among children. Access to primary education and its quality, retention and dropout rates were ruled by prevailing caste, class and gender divides in the region.

Ashalata Gangadharrao Pathrikar(2002), conducted ‘A Study of Educational Institutions in Aurangabad District Managed by Maratha Community’ with the following objectives: To study the objectives of Maratha Managed Education Society; 2)To study the Maratha managed institutions with respect to their progress and development; 3)To study the role played by Maratha managed educational institutions for educational development of Maratha community in particular and all other communities in general and 4)To suggest means for increasing effectiveness of Maratha educational institutions. It was found that majority of the institutions (56.45%) have democratic approach;96.77% Society run institutions are aided institutions;87.63% institutions do not have adequate funds for achieving their objectives; Most of the Society Members feel that the performance of the institutions is satisfactory, whereas, some (16.35%) members are not satisfied with the performance of the institutions; Maratha Societies reported outstanding achievement of their institutions in Board and University examinations; A large
majority (77.14%) of Maratha Managements give liberty and freedom to a great extent to the Head of Institutions for running the institutes.

**Ravi, V. (2003)** conducted a study on the factors that contribute to the efficiency of the Heads of the Institutes in Private Schools in relation to their Efficiency as Administrators and as Teachers. The objectives were: (1) To study the impact of factors such as qualification, Experience, socio-economic status of teacher, total number of students and the locality of schools on the efficiency of the Principal as an administrator and as a teacher; (2) to study the relationship between the results of the school and the efficiency of the principal as an administrator and as a teacher. Findings of the study were: (1) It was found that there is a significant difference in the efficiency of a principal based on educational qualifications. (2) It was observed that there is a significant difference in the performance of a principal as administrator based on the experience. (3) Teachers with more than 21 years experience proved to be better and shared good results as principals. (4) More P.G. teachers in the schools seemed to enhance the efficiency of principal. (5) There was no significant relationship observed between efficiency of the Principal as an administrator and as a teacher as far as results are concerned. (6) Socio-economic status did not influence the efficiency of the principal. (7) Efficiency of a principal as a teacher in rural areas seemed to be reasonably better than the urban areas.

**Anwar, I. (2006)** made “A Critical Study of Growth and Development of Muslim Minority Educational Institutions in the Maharashtra State during the Post Independence Period”. The four objectives stated were: (1) To study growth and development of Muslim minority educational institution after independence; (2) to ascertain the availability of educational facilities provided by the government; (3) to examine the cause that hinders the utilization of educational opportunities/facilities; (4) to suggest measures to help the minority institution. Findings include: (1) The growth of Muslim minority educational institutions from primary to higher secondary has taken place in the last two decades, i.e. 1981 to 2001. The ratio of the number of Muslim minority educational institutions in Maharashtra State in comparison to Muslim population is not sufficient. (2) The Muslim community is not developed because of lack of enterprising leadership in
education and because of this the Muslim educational institution could not avail the educational facilities provided by the government. (3) The Government officers of education departments are not familiar with rules and regulations of minority, if they know they do not cooperate properly. (4) Institutions are located in slum areas where the major part of the Muslim population lives. Their economical condition is very poor. They do not ready to spend on education.

Sharma, S.P. (2005) in a study on ‘leadership Behavior Perception of Principals, Teachers and Guardians’ found that (1) there was a significant difference between the principals and teachers about their perception of leadership behavior. (2) The teachers’ perception was higher about their principals than that of the self-perception of those principals. (3) the difference between principals and guardians about the perception of leadership behavior was not significant. (4) There was no significant difference between the teachers and guardians about their perception of the leadership behavior of the principals. Teachers and guardians perception are quite similar.

Misra, K. S. (2002) conducted a study on ‘Impact of Classroom Interactions, learning Stress and School Facilities on Intellectual Process of Grade V Students Exposed to Basic Education’ with the following objectives: (i) To compare the intellectual processes of children studying in advantaged and disadvantaged schools; (ii) to find out whether children differing in their level of cognitive interactions differ in their intellectual processes; (iii) to find out whether learning stress is related to intellectual processes; (iv) to find out relationship between various dimensions of classroom climate and students’ intellectual processes; (v) to predict intellectual processes on the basis of learning stress and classroom climate; (vi) to find out the nature of cognitive interactions in urban and rural schools imparting basic education; (vii) to compare cognitive interactions that takes place in the classroom of schools differing with respect to available facilities; and (viii) to study the facilities available in rural and urban school. Findings: (I) More than 75 per cent urban schools have facilities like books, blackboard, chair-tables etc. less than 25 per cent schools had teacher guides, maps, puzzles, mathematics kit, dictionary, journals, musical instruments etc., these facilities were available in more
than 75 per cent rural schools. (II) (1) 77.8 per cent of rural schools teachers exhibit behavior-oriented towards retrieval of information. 16.7 per cent exhibit interactions based on understanding of information. In 33 per cent of the rural classed the teachers never used interactions oriented towards application, 11.1 per cent used it but infrequently and 27.8 per cent least used it. (2) 66.6 per cent of urban school teachers and 77.8 per cent students used activities oriented towards retrieval of information, 38.9 percent teachers used understanding and application oriented activities. 22.2 per cent students exhibited understanding oriented activities and 38.3 per cent exhibited application oriented activities. (III) (1) Conservation and concept formation are influenced by school facilities but perceptual discrimination is not affected. (2) Students from more disadvantaged schools excel more than those from advantaged schools in conservation but are far behind on overall concept formation and hierarchical classification. (3) Students from advantaged schools exhibit low class inclusion, grouping and conservation abilities than those from less disadvantaged schools. (IV) (1) Mean scores of students from classes showing various levels of cognitive activity (less, more, normal) point towards their inability to demonstrate conservation of various concepts. (2) As compared to students from cognitively more active classes, students from normally active classes exhibit superior conservation, concept formation and perceptual discrimination. (3) Students from cognitively more active classes exhibit low conservation but greater concept formation, grouping, hierarchical classification and perceptual discrimination than their counterparts from least cognitively active classes. (V) (1) for rural student’s conservation of quantity and weight is negatively related to learning stress but conservation of volume and number is not related to the learning stress. For urban students learning stress is not related to their conservation ability. (2) For rural students learning stress is negatively related to concept formation, class inclusion and hierarchical classification. For urban students concept formation is not related to learning stress. (3) Perceptual discrimination is not related to learning stress for both urban and rural students. (VI) (1) Conservation ability is not related to classroom climate as perceived by urban students. (2) For rural students overall conservation ability is positively related to five dimensions of classroom climate namely, facilitation, involvement, friction, encouragement and democratic
climate. (3) overall concept formation as well as class inclusion, grouping and hierarchical classification dimensions of it are positively related to reward, facilitation, involvement, encouragement, democratic climate, satisfaction, competition, freedom, favoritism, relaxed climate, formality and cognitive thrust. (4) Perceptual discrimination is positively related to facilitation, involvement, encouragement, satisfaction, freedom, relaxed climate and cognitive thrust for both urban and rural students. Further, for rural students positive relationship was found between perceptual discrimination and reward, friction, democratic climate, competition, favoritism and formality.

**Chirayath, S. and Khalique, A. (2005)** investigated ‘The Relationship between leadership Style of the Headmasters and organizational Climate of Secondary Schools of Kerala.’ The objectives were: To study the relationship between leadership style of the headmasters and organizational climate of secondary schools of Kerala. The major findings include: The schools with open and autonomous organizational climate have headmasters with Style II leadership, i.e., high task and high relationship. The schools with controlled and paternal climate have headmasters with Style I leadership i.e., high task and low relationship. The schools with familiar organizational climate have headmasters with Style III leadership i.e., low task orientation with high relationship. The schools with closed climate have headmasters with Style IV leadership i.e.; low task and low relationship.

**Zhang, Yanhong. (2008)** conducted’ A View inside primary schools: World education indicators (WEI) cross national study’. The objective of the WEI-SPS study was to obtain cross-national data on how schools function, including the level of school resources and potential indicators of practices related to quality and equality issues in education. Eleven countries participated in the SPS study: Argentina, Brazil, Chile, India, Malaysia, Paraguay, Peru, the Philippines, Sri lanka, Tunisia and Uruguay. In India only four states were included in the sample: Assam, Madhya Pradesh, Rajasthan and Tamil Nadu. In Sri lanka, all the provinces were included but three had low response rates. The other countries had response rates of about 90% or more. Data was collected through questionnaires and interviews. It was found that about 10% pupils were in village schools in Argentina, Chile and
Uruguay and more than 50% in India, the Philippines and Sri Lanka were in village schools. Chile had the highest share of private enrolment, where about 50% of primary pupils were in such schools, while India had about 35% pupils in private schools. In other Latin American countries, private enrolment ranged from 10 to 16%. Over 50% pupils in India were in schools without electricity. In Peru and Sri Lanka, more than 20% pupils were in schools without electricity. In Argentina, Brazil, India, Paraguay, Peru, the Philippines, and Sri Lanka, more than 10% pupils were in schools without running water. Only Chile and Malaysia had over 90% pupils in schools where sitting places were sufficient, and Brazil joined them for writing places. Schools in Peru, the Philippines and especially Sri Lanka were badly off in terms of equipping primary schools with toilets for boys and girls. Schools in India and Tunisia were not much better off. In all countries except Paraguay, Peru, the Philippines and Sri Lanka, there were more school libraries than classroom corner libraries. Only Malaysia had special science laboratories (79% of pupils), but fewer than 20% pupils were in such schools in Brazil, India, Paraguay, Tunisia and Uruguay. Chile was impressive with the number of schools equipped with computers for pupil use and with access to internet. In Argentina, Brazil, Chile, India, Malaysia and Uruguay, there were more than 70% schools where the heads deemed the school buildings to be in good condition, however in Peru, the Philippines and to some extent in Sri Lanka, school heads considered the buildings to be in poor condition. The country with the highest percentage of specialist teachers was Malaysia (93%), followed by Argentina (39%), the Philippines (36%) and Tunisia (26%). School heads overall had very positive perceptions of their pupils’ attitudes and behaviour at school. In most countries, with the exception of India, Malaysia and Sri Lanka, majority of the teachers expressed low levels of satisfaction with their salaries.

**Tapia, Richard A (2009)** in a study ‘Minority Students and Research Universities: How to overcome the “Mis-match”’ found that a controversial theory much in the news lately claims that affirmative action is often unfair to the very students it is intended to help called the "mismatch" theory, it suggests that underrepresented minority students are more likely to leave science, math, and
engineering when, because of affirmative action; they attend colleges for which they are unprepared. The theory contrasts that outcome with the success that minority students experience at less-rigorous colleges, especially minority-serving institutions, and suggests that those students would be better served by less-competitive institutions, where they can be more successful.

Morgan, Hani(2010) in an article ‘Improving Schooling for Cultural Minorities: The Right Teaching Styles Can Make a Big Difference.’ This article discusses how various cultures’ communication styles and learning patterns can lead to conflicts and low academic achievement. The article also offers guidelines to avoid practices that can intensify the problems of educating students from cultural minority groups.

Jones, MelanieT; Barlow(2010) studied ‘Importance of Undergraduate Research for Minority Persistence and Achievement in Biology’. This study examined the statistical association between timing and duration of undergraduate research participation and college retention and performance in the biological sciences at the University of California, Davis (UC Davis). Using longitudinal data from this large research university, the authors made a substantial contribution to the literature on college retention and persistence in science education. They also explored the relationship of undergraduate research participation with high academic achievement in biology, which is necessary to pursue graduate education and become future scientists, science workers, and health care professionals. They detailed the existing research on this subject and their specific contributions to this body of literature. They concluded by suggesting that greater availability of undergraduate research experiences might counter some of the high attrition rates from science majors and contribute to attracting a diverse workforce to science careers.

Ganihar N. Noorjehan (2005) conducted ‘A Study of Correlates of Effectives of Secondary Schools’. The objectives were: To investigate the relationship between school effectiveness and some selected person and organization related correlates. Main findings were: (1) the students of high effective schools are more adjusted to
school than the students of average and low effective schools. (2) Students of high effective schools are involved more in school activities then the students of average and low effective schools.

**Xavier Dumay (2009)** in an article ‘origins and Consequences of Schools’ organizational Culture for Student Achievement’ highlighted that most studies on the impact of school culture focus only on teachers’ average perceptions and neglect the possibility that a meaningful increment to the prediction of school effectiveness might be provided by the variance in teachers’ culture perceptions. The objectives of this article were (a) to understand how teachers’ collective decision making and principal’s leadership are related to the schools’ culture homogeneity and (b) test the moderating role of the schools’ culture homogeneity on the relationship between four cultural scales and the schools’ mathematics achievement. It was found that culture homogeneity is positively associated with (a) the principal’s transformational leadership (TI) and (b) the teachers’ collective decision making relative to pedagogical aspects. Second, it was shown that the impact of TI on culture homogeneity is partially mediated by teachers’ collective decision making. Third, the analyses found no moderation effect of culture homogeneity on the relationship between cultural values and students’ achievement but did show partial evidence of such an effect in specific groups of schools (with low or high socioeconomic status composition). This study provided a deeper understanding of how social arrangements and leadership processes within schools contribute to the emergence of collective cultural values.

**Jonathan Supovitz, Philip Sirinides and Henry May (2010)** in a paper, ‘How Principals and Peers Influence Teaching and learning’ examines the effects of principal leadership and peer teacher influence on teachers’ instructional practice and student learning. Using teacher survey and student achievement data from a mid-sized urban southeastern school district in the United States in 2006-2007, the study employs multilevel structural equation modeling to examine the structural relationships between student learning and theorized dimensions of principal leadership, teacher peer influence, and change in teachers’ instructional practice. The findings confirm previous empirical work and provide new contributions to
research on the chain of hypothesized relationships between leadership practice and student learning. Both principal leadership and teacher peer influence were significantly associated with teachers’ instructional practices and English language arts (ELA) student learning. A major contribution of this research was the strong and significant indirect relationships which mediate education leadership and student learning. The results indicated the importance of principals work for student learning because of their indirect influence on teachers’ practices through the fostering of collaboration and communication around instruction.

**Sarfaroz Niyozev & Nadeem Menon (2011)** Islamic Education and Islamization: Evolution of Themes, Continuities and New Directions, this paper (i) discusses the sources and evolution of the concept of education as a discipline in the Muslim world; (ii) situates Islamic education within the wider Islamization project and examines the need to re-conceptualize the concept within the epistemological and ethical perspectives while balancing it with a re-examination of self and the appreciation of the ‘other’; (iii) explores the educational implications of the Muslims vs. the West divide, (iv) highlights the proliferation of Islamic schools and the concomitant innovative ideas globally; and (vi) suggests insights into improving Islamic education in the twenty-first century. The paper highlights the continuity and change in these themes across time and space. The paper finally concludes that Islamic education has reached a cross-road.

**Joanna Härmä (2011)** Low cost private schooling in India: Is it pro poor and equitable?. This study explores whether or not LFP (low Fee Private) schooling in rural India is pro-poor and equitable, and finds that these schools are unaffordable to the bottom two wealth quintiles of families. This conclusion has implications for policy formation and shows that increased reliance on a market in education will not help to achieve equitable access to primary schooling for all.

**Fokion Georgiadis, AnnaKoutsouri & Apostolos Zisimos (2011)** This paper focuses on the contemporary critical multicultural praxis of children's literature within the framework of principles of co-operative education as it is articulated in primary schools of the Muslim minority in Western Thrace (Greek
Thrace). Differentiated collaborative pedagogies and particular instructive strategies regarding children's literature are highly recommended in those specific school contexts enhancing new and broadly interventional educational schemes (e.g. The Muslim Minority Education Project). Taking those pupils’ cultural background into consideration and using collaborative schemes of work creates more intrinsic motives to pupils while enhances representation, tolerance and empathy.

**Mujibul Hasan Siddique (2012)** in a paper 'Research Priorities in Various Educational Aspects and Problems of Muslims in India' highlights the concepts of research and various research areas for conducting the research on Muslims and Muslim managed educational institutions of India. Muslims are superior in all respects in the world if they practice Islam in true sense in their daily practical life. overall situation of Muslims in the world is not so good in respect of their economic, social, and educational conditions, except the Muslims of the Middle-East and Western countries, particularly in terms of their economic conditions. The Muslims belong to Middle-East countries are under the pressure of Western countries. The solution of various problems could be found out on the basis of the findings of researches on Muslims in our country. Many areas could be taken for the research work.

**Anjum Ali, Naheed Zahoo (2012)** This research paper is based on the study conducted by the investigator on the Management of Muslim minority govt. aided schools in Delhi. It includes all the eight Muslim minority govt. aided schools in Delhi as population along with sample included eight managers, eight principals as well as forty teachers for an intensive investigation into the real problems that exist and affect the system in their ways in the current scenario. It also attempts to examine the role of the management in bringing innovations in content and context, pedagogic practices and system of instructions. Each school has their own managing committee as a governing body holds certain powers and autonomy including recruitment, finances as well as other institutional affairs. Majority of schools admit that these bodies over-exercise their powers which are further supported by information records of various court cases, conflicting affairs due to
injustice. Value deterioration among staff and truancy among students is found
highest as well as they are on the least efforts for community service in comparison
to others i.e. Sikh & Christian minorities living in Delhi. Most of the schools are
deficient in basic amenities and infrastructure along with shortage of staff and
principals. More than one-third of them running without principals since more than
three years. These schools are competing in sports and Urdu expertise activities
(kawwaii, gazals, naat, bait-bazi, etc.) all over Delhi.

Danielle Cooper (201) argued that relational identification with team
members and perceived value dissimilarity moderate this relationship. Hypotheses
were tested using a survey of individual team members in multiple organizations.
Race/ethnic origin dissimilarity negatively influenced learning when relational
identification with team members was lower. Race/ethnic origin dissimilarity and
national dissimilarity were more negatively related to learning under higher
perceived value dissimilarity. Finally, national dissimilarity most negatively
influenced learning under lower relational identification with team members and
higher perceived value dissimilarity and value dissimilarity. The purpose of this
study is to shed light on the relationship between team members’ demographic
dissimilarity (race/ethnic origin and nationality) from their team and their learning
in the team.

Intekhab Hossain (2013) presented a paper on ‘other Backward Class
Muslims of West Bengal, India: A Sociological and Social Anthropological
Insight’. It was attempt to examine the socio-economic characteristics of Muslims
in West Bengal, India, through an analysis of available statistics of socio-economic
characteristics and resulting social stratification among the Muslims within the
context of the larger Indian Society. Muslims constitute a minority community with
approximately 13% of the billion strong Indian population, thus they are one of the
largest Muslim minority communities in the world. However, they continue to have
lower scores on socio-economic indices across all indicators which will be
presented and analyzed in this paper. The paper also highlights the socio-economic
backwardness of the Muslims with special reference to the Muslim oBCs of West
Bengal from a historical perspective.
S.N. Misra and Dr. Monalisa BA (2014) The paper explicitly holds that persistent disparity exists across States, Religious Minorities and Backward Castes. A proactive state initiative to look at education in a holistic manner, revamping the regulatory character, augmentation in allocation can foster excellence while improving equity through higher access of disadvantaged segments of the society. It was also emphasized that there is also a need to harness best entrepreneurial energies to the cause of higher education.

Sajjad Hassan (2014) this paper is a review of the literature on exclusion of Muslims in India, and the varying understanding of the phenomenon, including its regional and local dimensions. It seeks to map the terrain, so to speak, in an effort to identify gaps and suggest research questions to better understand the drivers and facilitators of the exclusion, and how the developmental challenge for Muslims could be overcome.

After going through the plethora of relevant literature the investigator has found that majority of the studies had thrown light on the administration of secondary and higher institutions. However, researches undertaken at the primary level seem to be in an embryonic stage.

As a consequence, “ADMINISTRATION OF PRIMARY SCHOOLS IN ANDHRA PRADESH WITH SPECIAL REFERENCE TO THE INSTITUTIONS IN HYDERABAD - MUSLIM MINORITY”. was emerged as a new area for research.

This Chapter marks the transition from the introductory aspects of educational development of Muslims in India with special reference to educational administration. An important part of the Chapter illustrates the plethora of literature review pertaining to the problem on hand.

As stated earlier, the present study aims to explore certain relatively less-trodden area and the manner in which the survey has been undertaken is disclosed in the subsequent chapters.
2.4 SUMMARY:

In the second chapter various areas under the study are reviewed such as backwardness is due to factors like situational cultural and economic, as well as social behaviour of muslims, purdha system following the traditional value system, conservative families, lack of enthusiasm for modern education may people prefer madarsas, when both the parents are working (Beedi workers, agriculture etc;) girls stayed back at home to look after their younger siblings, poor quality of infrastructure. These reviews helped for selecting and giving direction for the work to the researcher. Findings and results helped for getting further direction to the research work.

Based on survey results we got that presently Muslims compared to the other communities are almost proportionally equal in the pursuit of modern education. Most of the minority schools are maintaining almost good infrastructure facilities and the institutions are up to the mark.