

**Management Education: A Journey from Ancient time to 21st Century
(With Special Reference to India & AP)**

Mr. Pulla Rao Kota

Research Scholar, Dept. of Commerce & Business Administration, Acharya Nagarjuna University, and Assistant professor, NRI Institute of Technology, Medikonduru (Md), Guntur (dt), Andhra Pradesh, India.

Dr. S. Vijaya Raju

Professor, Dept. of Commerce & Business Administration, Acharya Nagarjuna University, Nagarjuna nager, Guntur (dt), Andhra Pradesh, India. Pin code: 522 510

Abstract:

The main objective of the present article is to know the historical development of management education in India from Ancient times to today and to through a light on management education in the state of Andhra Pradesh to investigate its major issues & concerns regarding number of seats and their fill up status. India is witnessing an ocean of change in the way Management Education is discharging. Because of globalization, privatization & liberalization lot of changes are perceived in the functioning of businesses. Naturally businesses across the world are required to have the employees with multi-skills, talents and abilities rather than simply subject knowledge. Now a days' learning has become more students centric. In this regard this article addresses the issue related to the different management educational scenarios, strengths and weaknesses of each.

Key words: Management education – Ancient education – e-learning – India – AP- No. of Seats

Introduction

Education in India is matter of prime concern for the government of India. Education system has a tremendous responsibility to transform a child in to a responsible citizen of the country. Historically, education occupied prominent position in India. In this line there are so many under graduate, post graduate and diploma courses have been introducing time to time by Indian institutions and universities to meet the requirements of the state as well as the industries. Among these courses business education or management education occupies one of the pioneer courses because of magnitude of management of business. This course is highly popular among students and has been attracting youngsters towards the course due to its knowledge-centric curriculum, opportunity to develop entrepreneurship skills, and attractive & excellent career opportunities. The rise of India as an economic superpower has increased the demand of eminence managers who can supervise, manage and increase the growing business of India. In the globalized world businesses are expecting human resources with modern education, multi skills, values and great aspirations to make the businesses compete globally. With the growth of Economy, the need for Management Education has enlarged since to run modern Organizations, we need readymade workforce. If India has to become a global economic power, it has to give attention to management education as coordination of assets, supply chain and knowledge flows will become critical for maintaining the competitive edge. Thus, the Management Education plays a very vital role in harnessing the Indian Youth and develops future leaders.

Evolution of Management Education in India

In India education in management is one of the most sorts out courses. The institutes, which impart education in management, are known as "Business Schools". In India management education is given at two levels, undergraduate and post-graduate. Undergraduate degree courses include BBA (Bachelor of Business Administration), BBS (Bachelor of Business Studies), BBM (Bachelor of Business Management) and BMS (Bachelor in Management studies). Postgraduate degree course is known as MBA (Master of Business Administration). Management Education in India has not grown in an evolutionary manner. American experience was grafted on to an existing educational system and did not emerge from the native educational and business context and culture. Its development has been random and its objectives, content, pedagogy and other aspects need re-examination in relation to the needs of India, in an increasingly globalizing economy. Organizations are becoming more complex & dynamic and businesses more competitive. The demands on the skills of Indian managers are changing rapidly. It has become vital to re-examine the entire structure, content, ideology and outline of Management Education. We can study the evolution of management education in India into three major phases such as:

- a) Ancient era
- b) Up to 20th Century
- c) 21st Century

a) Management Education in Ancient era:

Business education has a long history in India; the roots of Indian business/management education can found in Vedas', Upanishad and Puranas'. Especially Lord Sri Krishna thought some of the principals of organizing and about management to his brother-in-law Mr. Arjuna as Bhagavath Githa at the time of Kurukshetra war. But unfortunately that knowledge has not exactly transmitted to next generations. In ancient India the educational system is totally different from present educational system. In those days education has done in Gurukulas (Guru's house), Temple colleges, Agraharas and in natural open air places. The Gurukul system of education is one of the oldest system on earth, in which students were taught orally and the data would be passed from one generation to the next (Mahesh Chandra Joshi, 2010). Its objective was not merely material growth but its objective was spiritual growth along with material growth. The guru-shishya tradition is the transmission of teachings from a *guru* (teacher) to a 'shishya' (disciple). In this relationship, subtle and advanced knowledge is conveyed and received through the student's respect, commitment, devotion and obedience. The student eventually masters the knowledge that the guru embodies. Guru teaches all subjects in an open air atmosphere or in Gurukulam or in the Temple colleges.

Later we can trace the management education dating back to the at least 5th century BCE. Even though business/management education can trace in Puranas and Vedas of India, according to available literature the *Arthashastra* is the title of a handbook for running an empire, written by Kautilya (also known as Chanakya, 350-275 BCE) an Indian statesman and philosopher, chief advisor and Prime Minister of the Indian Emperor Chandragupta, the first ruler of the Mauryan Empire. The title *Arthashastra* is a Sanskrit word which is normally translated as *The Science of Material Gain*, although *Science of Politics* or *Science of Political Economy* is other accepted translations for Kautilya's work. In this book Kautilya explained some principles to rule the kingdom successfully, we can apply those principles to business management for instance (Rajyamu) Kingdom as Business organization, (Raju) king as CEO, (Mantri) Minister as Managing director, (koshadikari) treasurer as Finance Director, and

(sainyadi pathi) Kalnal as supervisor etc. According to Balbir S. Sihag, (2007) Kautilya explained in his book Arthashastra about "Dandaniti" (administration) and Kautilya codified, modified and created new laws related to loans, deposits, pledges, mortgages, etc., sale and purchase of property, inheritance and partition of ancestral property, labour contracts and partnership etc. This is an evidence to say there is sufficient literature and management education was developed in ancient India.

b) Management Education Up to 20th Century:

Coming to recent past, early Business-Schools in India were found in 18th century on the commercial side of business. India's first Commercial school i.e. Commercial School of Pacchiappa Charties was set up in 1886 in the southern city of Chennai (Madras) but the aim was mostly to fulfill British ideologies (<http://ksaiyar.com>). In 1903, British government initiated Secondary school level commerce classes at the Presidency College in Calcutta with a focus on Secretarial practice, Business Communication, Short hand, Typing, Correspondence & Accounting(Prof. Goutam G. Saha, 2015). The first college level Business School was founded in 1913 in Mumbai i.e. Sydenham College. After Independence in India, The Indian Institute of Social Science founded in the year 1948 as India's first management program. Later, Xavier Labour Relations Institute (XLRI) was founded in 1949 by Fr. Quinn Enright, S.J. in the Steel City of Jamshedpur. Fr. Enright visualized XLRI to be a partner in the liberation and development journey of the independent India with a vision of "renewing the face of the earth". Indian Institute of Social Welfare & Business Management (IISWBM) was created through a resolution adopted by the Syndicate of the University of Calcutta on April 25, 1953. IISWBM introduced the first programme on management education in India this was considered as India's first official Management Institute. The Faculty of Management Studies (FMS), University of Delhi made a modest beginning with a three year part-time Post graduate management program in Business Administration for senior and middle level executives in 1954 (<http://www.fms.edu>). According to Andhra University website for the first time in the country, the Andhra University started an Honors Course MBA (Full-Time) Program in 1957. Encouraged by the results, Government of India applied for and obtained grant from the Ford foundation in 1961 to launch two IIM's (Indian Institutes of Management), one at Calcutta, West Bengal and another at Ahmedabad, Gujarat. Then there was no looking back. Today (as on Jan 2016) there are 19 IIMs' located in different states of India.

The above list is about the earliest instituted B-Schools established in India in the order of their year of establishment. It is observe that although the highly prestigious IIMs are assumed to be the best and also the oldest institutes offering an MBA program, they were not the first to offer MBA programs. After scanning the list, it may apparently be perceived that IISWBM was the first college to confer an MBA degree.

After 1990 the Management education shape has changed in India. Management education was liberalized by the Indian government in 1990s after which they became immensely popular. At the same time from this period apart from the traditional specializations (Finance, HR, Marketing and Systems) different courses and specialization came into force to meet the requirements of the industry such as International Business, International Financial Management, International Marketing management, Global HRM, Operations Management, Information Technology Management, Logistics & Supply chain management, Rural Marketing Management, Agricultural Business Management, Health care Management, Infrastructure & Real estate Management, Retail Management, Textile management, Travelling & Tourism management, Risk Management, Brand Management, Knowledge Management, Industrial Management, Hospitality Management, and Hotel Management etc. All these specialization courses make the students too specialized in their chosen field. Many institutes and colleges were

incepted with management and technical education as their forte. The boom occurred because of the prestigious IIMs (Indian Institute of Management), FMS (Faculty of Management Studies) , IIFT (Indian Institute of Foreign Trade), B-Schools and other famous colleges which not only garnered global recruiters but many fortune 500 companies started recruiting from these colleges via campus placements directly.

c) Management Education in the 21st Century:

The shape of education has changed totally in the last two decades from traditional education to e-education. In the ancient India students goes to teacher for learning but today in the highly technological world teacher comes to students cell phone for teaching on the name of mobile teaching. So now education is at student's pocket. In the 21st Century management education institutions approach towards education has totally altered. Management institutions' studying the needs, wants & desires of students and designing the appropriate programs and services to meet those needs. Today, many institutions seeing education in business orientation and sense that students are their customers and teachers are sales executives so, management educations is changing from teacher centric to student centric. Because of cut throat competition among management educational institutions they are concentrating on marketing of their institution. Marketing of education has been well recognized as a global phenomenon. The modern day system of higher education is marketed with many new features and ideas. The main features of education in the new-age are: an open and flexible system, direct and easy access to every learner, a broad based and futuristic visionary stream of learning, edutainment and infotainment and centered learning i.e. more emphasis on insight and knowledge than mere information collection, new knowledge with a personal touch and need and utility oriented learning. Management education being an integral part of higher education is also on the verge of transformation. The present educational system, no doubt, is a great advancement in many of the ancient areas. However, there is a feeling that, it is based on an insufficient knowledge of human psychology and human personality. The first step to overcome the deficits in the Indian education system is to know whether its customer is satisfied and if not how cans this be attained? To satisfy the customers there are many developments recently emerged in management education worldwide such as distance education, online education, e-education, mobile education, balanced learning, blended learning, open learning, flexible learning, virtual learning, hybrid learning, digital learning, offline digital learning and outdoor education etc.

Distance education / learning:

Even though the first distance education course was provided by Sir Isaac Pitman in the 1840s, who taught a system of shorthand by mailing texts transcribed into shorthand on postcards and receiving transcriptions from his students in return for correction, it has gained tremendous growth in recent era. Distance learning is a way of learning remotely without being in regular face-to-face contact with a teacher in the classroom. It is a mode of study that allows the learner to study most or all of a course without attending a campus-based institution. Distance learning usually means students engaging with learning subjects in their won time, at a place of their choice, materials at home, learning centre, or work place. Tutorial support is provided via a virtual learning environment, telephone, email or other electronic means. There may be occasional face-to-face encounters with tutors usually in weekends. Distance is more likely to be psychological or social, rather than geographical, in most cases.

Online / internet (web) based education :

Online education is an education that takes place online and thus requires connection to the Internet. Online education is a form of distance education. Online courses are delivered over the Internet and can be accessed from a computer with a Web browser (ex. Internet Explorer, Mozilla Firefox etc.). Online courses can be. Asynchronous - delivered at your convenience any time or place. It uses a computer network to present or distribute some educational content the provision of two-way communication via a computer network so that students may benefit from communication with each other, teachers, and staff. Online learning is an access to learning experiences via the use of some technology (Joi L. Moore, Camille Dickson-Deane, Krista Galyen identify, 2010). Online learning as a more recent version of distance learning which improves access to educational opportunities for learners described as both nontraditional and disenfranchised.

e – education / learning:

e- Learning as strictly being accessible using technological tools that are web-based, web-distributed, or web-capable. The belief that e-Learning not only covers content and instructional methods delivered via CD-ROM, the Internet or an Intranet but also includes audio- and videotape, satellite broadcast and interactive TV is the one held by Ellis. E - Learning is not only procedural but also shows some transformation of an individual's experience into the individual's knowledge through the knowledge construction process.

Mobile education / learning:

Today, students with a small smart phone with internet connection are able to see the world without moving from their place. Present we can too rarely find a student without cell phone in India. From these two points Mobile education has come out. The term M-Learning, or "Mobile Learning", is related to e-learning and distance education, it is distinct in its focus on learning across contexts and learning with mobile devices. According to AICTE mobile learning is “Any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies”. In other words mobile learning decreases limitation of learning location with the mobility of general portable devices.

Balanced education / learning:

A balanced education consisting thematic based curriculum designed to meet the individual needs of students. The curriculum encompasses a mixture of teacher directed and student directed activities focusing on student’s academic, physical and social development. The Balanced Learning System includes curriculum, multiple forms of assessment, training, and accompanying instructional materials and equipment. The Balanced Learning System components provide high-quality educational experiences that support student’s development and build a foundation for students’ career.

Blended learning:

Blended learning is a mix of e-learning with traditional teaching and learning practices. Typically there is a combination of face-to-face interaction with online learning. Blended learning refers to an integration of different learning environments. The phrase has many specific meanings based upon the context in which it is used. Blended learning gives learners and teachers a potential environment to learn and teach more effectively. Whether a course should be proposed as a face-to-face interaction, an

online course or a blended course depends on the analysis of the competences at stake, the nature and location of the audience, and the resources available.

Outdoor education:

Outdoor education can be simply defined as experiential learning in, for, or about the outdoors. The term 'outdoor education', however, is used broadly to refer to a range of organized activities that take place in a variety of ways in predominantly outdoor environments. Some believe that purpose of outdoor education is not sensible stewardship, but independent learning, free thinking, and self-reliant problem solving (Simon Priest, 1986). It is rightly said that, outdoor education is an experiential process of learning by doing, which takes place primarily through exposure to the out-of-doors. Outdoor education programs sometimes involve residential or journey-based experiences in which students participate in a variety of adventurous challenges in the form of outdoor activities such as hiking, climbing, canoeing, ropes courses, and group games.

Over view of management education

Maximum numbers of B-Schools are present in the southern part of the country in the states of Andhra Pradesh, Maharashtra and Tamil Nadu. Indian B schools are readying to meet challenges and shape managers matching to global expectations. Management education is becoming more important in a contemporary and interdisciplinary world. It equips one to make profitable and judicious decisions within the limitations of resources, materials, men and machines. This stands a management graduate in good stead in almost every professional domain. India has been seen as the talent pool across the globe. It provides the required pool of knowledge and expertise to all the global companies albeit in "cheaper" and affordable price tags. Indian youth comprises of a very large English speaking population and that draws global players a lot. This all is one side of a coin but in other side there are many management schools in India which claim to be the best, but the academic standard in many business schools are not up to the mark. This tendency is little bit high in Andhra Pradesh. Except a few colleges, the rest of the private institutions in AP have become degree-churning mills. The engineering graduates have been taking admission in MBA to add another degree which they felt useful to get a job. They don't have any seriousness to do the course. Those who want to pursue MBA seriously do not prefer affiliated colleges but try hard for admission into prominent colleges. So, at the end, the joining has been on the decline each passing year. Lack of skilled faculty is also proving to be bane for MBA courses. Almost 90% colleges have neither proper faculty nor good placement record (BH Ramakishna, 2013). Most of the colleges have been thriving on reimbursement facility given by the government. Unless this is discouraged, things will not improve. The economic slowdown in India and lack of MBA jobs has forced hundreds of Indian business schools to shut down. Recruiters warn that an MBA is not a panacea, but a starting point (Seb Murray, 2014). For some, the industry is heading towards a bust. "In the current market scenario, there is clearly a demand-supply mismatch. Placement opportunities for MBAs are insufficient," said Hamsaz Vasunia, head of HR and development at Credit Bank. "Organisations are not able to recruit adequate resources." The last decade has completely changed the dynamics of the education industry in India. The country needs "more and more MBA graduates who are employable", as candidates applying for the common admission test (CAT) are not having knowledge up to the mark because of outdated education system. A lengthy period of economic stagnation has hit MBA graduates and business schools hard. Between 2006 and 2015, nearly more than one lakh MBA seats were increased in India, according to the All India Council for Technical Education (AICTE) Review Committee, 2015.

Growth of Management Institutions and Intake in India:

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
No. of Institutions	2614	2915	3120	3290	3469	3541	3471	3364	3218
Intake	2,47,201	2,75,666	2,95,052	3,11,129	3,28,057	3,34,865	3,49,369	3,64,756	3,66,429

Source: Report of AICTE Review Committee, 2015

From the above table it can observe that from the year 2006-07 to 2011-12 there is continuous increase in number of management institutions in India and from the year 2012-13 to 2014-15 the trend get reversed and whereas the number of seats intake of management education are showing an unbeaten increasing trend from 2006-07 to 2014-15. Here the notable point is even though intake showing increasing trend the percentage of increase is in decreasing direction. Especially in the recent past i.e. in the year 2014-15 only 1673 seats were increased when compared to the year 2013-14. From this, it is clear that management institutes and intake has touch boom stage in India.

Present state of MBA program in AP

Today, so called the great course 'MBA' is losing its grace especially in AP. In the last five years approximately on an average thirty thousand MBA seats (Both convener and management quota together) were lying vacant every year. The down fall of MBA seats fill up can identify from 2009 onwards. In the year 2009, government has issued orders for a special counselling to fill vacant seats in minority engineering, pharmacy, MBA and MCA colleges is the evidence to say this trend. Moreover, the APSCHE spent huge money to fill these seats for which they were not many takers. Meanwhile, the rural engineering colleges said the vacant management quota seats of their colleges be included in the special counselling. Mr. K. Krishna Reddy, president of A.P. Rural Engineering College Managements Association (2009) said their vacant seats should be included in the special counselling as they had made the request long ago (The Hindu sep 24, 2009).

In the year 2011, at the end of second phase counselling 77 MBA colleges got below 10 percent admissions. So, the colleges have sought permission from the government to transfer their students to other nearby colleges as they can not run classes with such low intake and they have no more option than this (IBN Live, 2011). According to Andhra Pradesh State Council of Higher Education, only 444 MBA colleges out of 940 got more than 90 percent admissions. In this year 21,301 MBA seats are vacant.

AICTE has approved fourteen MBA Colleges for closure as their colleges have chosen by only few students (Elets News Network, 2012). In the year 2012, out of 62,860 MBA seats 23,141 under the convener quota remained vacant after the first phase of counseling.

"Top officials of Higher Education Council have been a bit worried over steep fall in admissions through ICET 2013 Counseling. As per the official statistics, it is expected more than 60 percent of MBA and MCA seats may remain vacant this year as well. As many as 166 engineering colleges that have been offering the MBA courses for the last few years have withdrawn the course in 2013" (BH Ramakishna, 2013). In the year 2013, 1,28,889 candidates have taken the ICET held on May 17, 2013 and out of them, nearly a lakh qualified. This means, there are more seats and less qualifiers.

In 2014 ICET counseling, 1,19,779 candidates qualified in the Integrated Common Entrance Test (ICET) held for entry into MBA and MCA colleges in both the States. In AP 61,326 students qualified while the remaining 58,483 qualified from the Telangana State. Officials said that 33,611 seats were available in 411 MBA colleges in AP while 39,996 seats are available in 436 MBA colleges in the Telangana states. Telangana suffered with more vacant seats of 14,358 were in MBA compared to 7,587 vacant seats in MBA colleges of AP (The Hindu, Sep 27, 2014). One more example to say about downfall of MBA course is only 26,078 candidates attended certificate verification in Andhra Pradesh out of the 43,522 candidates from the region among the top 75,000 rankers in ICET 2014 counselling (The Hindu, August 14, 2014).

In the first APICET after division of the state 72,195 students were appeared for the test, among them 63,768 students were (88.33 percent) qualified. A total of 15,850 seats are available for MCA course in 221 colleges and similarly 40,360 seats are available for MBA course in 407 colleges (Business Standard, 2015). Apart from the previous years the trend of MBA seats fill up in the year 2015 was somewhat different, because of state bifurcation local students shown interest to join in Andhra only to get benefit of fees reimbursement. At the same time some colleges applied to AICTE for closure as their colleges have chosen by only few students and some other colleges merge with popular colleges around their nearest places. So the number of MBA offered colleges in divided Andhra Pradesh limited to only 407 and number of convener quota seats to MBA course are 40,360 only.

The below table shows the No. of MBA offered colleges and Intake in the state of Andhra Pradesh since 1997.

year	1997	1998	1999	2000	2001	2002-2004	2005	2006	2007
No. of colleges	57	81	92	109	110	Data Not available	222	215	220
No. of Seats	2145	3000	3825	4660	4680	Data Not available	9413	13,820	14,030
year	2008	2009	2010	2011	2012	2013	2014	2015*	
No. of colleges	214	498	336	940	943	852	847	407*	
No. of Seats	20,638	59,676	62,041	95,861	96,895	91,436	73,607	40,360*	

Note: *This data is belongs to divided state of Andhra Pradesh

Source: AICTE Annual reports, AP -ICET Hand Books, State-wise Analysis of Accreditation Reports by NAAC 2007– Andhra Pradesh & online news papers

From the above table it is clear that from the year 1997 to 2012 continuous increase in intake but from the year 2013 the trend is reverse. The years 2009 and 2011 are remarkable, because in these years the number of colleges and intake both are doubled compare to the previous years. By go through above literature it is clear that the number of colleges and intakes are increasing year by year at the same time the number of vacant seats are also simultaneously increasing. Where as in the case of management quota seats it is bit more worst in many colleges. There are many reasons for this among them excess supply, liberal entrance test and liberal college rules are some of the notable points.

Key points

- In Ancient India, education has done in Gurukulas (Guru's house), Temple colleges, Agraharas and in natural open air places.
- India's first Commercial school i.e. Commercial School of Pacchiappa Charties was set up in 1886 in the southern city of Chennai (Madras).
- IISWBM introduced the first programme on management education in India this was considered as India's first official Management Institute.
- For the first time in the country, the Andhra University started an Honors Course MBA (Full-Time) Program in 1957
- Today, many institutions seeing education in business orientation and sense that students are their customers and teachers are sales executives so, management education is changing from teacher centric to student centric.
- Except a few colleges, the rest of the private institutions in AP have become degree-churning mills
- From the year 2006-07 to 2011-12 there is continuous increase in number of management institutions in India and from the year 2012-13 to 2014-15 the trend get reversed
- Today, so called the great course 'MBA' is losing its grace especially in AP. In the last five years approximately on an average thirty thousand MBA seats (Both convener and management quota together) were lying vacant every year.
- In AP from the year 1997 to 2012 the number of seats intake have been continuous increase but from the year 2013 the trend get reversed.

Conclusion

To bring to a close, we can say that ancient education system is the system which provides the education to the pupils in the manner that provides the overall training and skill development to the students. Intention of the education is to acquire knowledge and abilities and make them fruitful in life for one's own wellbeing and the other people. Thus ancient education has provided many benefits to the students as well as to the society and education is affordable by all classes of people.

The management education up to 20th century has been seen tremendous growth and changes. This is the period which acts as a bridge between ancient education system and modern education system. In this period management education was teacher and curriculum centric; whereas in 21st century it is student centric. In the 21st century technology has shown its mark on management education in India, during this period learning become very easy and near to students because of e-education, mobile education, distance education, and online courses. In India infrastructure is improving as new technology come available but it is not sufficient to meet the requirements of students, institutes and society as a whole. So, we hope that in coming days' government will take necessary steps towards improvement in infrastructure facilities, control and govern the management educational institutions to encourage the management education in India.

References:

- Balbir S. Sihag. 2007. " *Kautilya on Administration of Justice during the fourth century B.C*". Journal of History of Economic Thought, Volume 29, Number 3, September 2007.
- Mahesh Chandra Joshi and Bhoomi K. Anadkat. 2010. " *A Comparative Study of Traditional Education & e-Education with Special Reference to India*". Indian Journal of Training & development. Volume. XXXX. No 3. July-September, 2010.

Prof. Goutam G. Saha. 2015. "Management education in India: Issues & Concerns" Journal Of Information, Knowledge And Research In Business Management And Administration, Volume 2, Issue 1 NOV 11 TO OCT 12, 2015. Pp. 35-40.

Simon Priest. 1986. "Redefining outdoor education: A Matter of Many Relationships". Journal of Environmental Education. 17(3), 1986. Pp. 13-15.

Weblogography:

Andhra University. *About the college.* Retrieved January 12, 2016, from <http://www.andhrauniversity.edu.in/arts/index.html>

BH Ramakishna. Sep 11, 2013. *60% seats in MBA, MCA may lie vacant.* Retrieved January 19, 2016 from <http://www.thehansindia.com/posts/index/2013-09-11/60-seats-in-MBA-MCA-may-lie-vacant-71436>

Business Standard. May 26, 2015. *88.33 per cent candidates qualify in APICET-2015.* Retrieved January 16, 2016, from http://www.business-standard.com/article/pti-stories/88-33-per-cent-candidates-qualify-in-apicet-2015-115052601725_1.html

Elets News Network. 2012. *40 MCA, MBA Colleges Shut Down in AP After AICTE Approval.* Retrieved January 16, 2016, from <http://digitallearning.eletsonline.com/2012/05/40-mca-mba-colleges-shut-down-in-ap-after-aicte-approval/>

For Blended Learning. Retrieved February 02, 2016, from www.aicte-india.org/mobileblended.php

IBN Live. November 03, 2011. *439 MBA, MCA colleges on verge of closure.* Retrieved January 17, 2016, from <http://www.ibnlive.com/news/india/439-mba-mca-colleges-on-verge-of-closure-415243.html>

Mobile education. Retrieved February 02, 2016, from www.aicte-india.org/mobileedu.php

Outdoor. Retrieved February 02, 2016, from www.aicte-india.org/mobileoutdoor.php

Seb Murray, 2014. *Hundreds Of Indian B-Schools Are Forced To Close Business Bites.* Retrieved January 10, 2016 from <http://www.businessbecause.com/news/mbaindia/2558/hundreds-of-schools-forced-close-as-indian-business-bites>

The founder. Retrieved January 18, 2016 from <http://ksaiyar.com/the-founder/>

The Hindu. Hyderabad, August 14, 2014. *Common web counselling for AP and TS.* Retrieved January 16, 2016, from <http://www.thehindu.com/news/national/telangana/common-web-counselling-for-ap-and-ts/article6313863.ece>

The Hindu. Hyderabad, September 24, 2009. *Vacant MBA, MCA seats may not be filled.* Retrieved January 16, 2016, from <http://www.thehindu.com/todays-paper/tp-national/tp-andhrapradesh/vacant-mba-mca-seats-may-not-be-filled/article190370.ece>

The Hindu. Hyderabad, September 27, 2014. *Nearly 35 p.c. MBA, MCA seats go vacant.* Retrieved January 16, 2016, from <http://www.thehindu.com/todays-paper/tp-national/tp-andhrapradesh/nearly-35-pc-mba-mca-seats-go-vacant/article6451705.ece>.