

A Survey on Management Educational Institutions (A case study of Guntur and Krishna Districts of Andhra Pradesh, India)

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Abstract: The main objectives of the present article is to know the status of MBA course offering educational institutions in Guntur and Krishna districts of Andhra Pradesh and to understand the teachers mobility patterns in the selected institutions. This article majorly focuses on selected colleges' profile analysis and mobility patterns of teaching faculty. After bifurcation of united state of Andhra Pradesh as Telangana and Andhra Pradesh; tremendous changes have been happening socially, politically, educationally, and in business point of view. But the present Management course offering institutes in AP are not able to cope-up with those changes and make students market ready. In this scenario establishing quality higher education in general and quality management education in particular is need of the hour. In this context the present survey aimed to suggest college managements and concern authorities for the sustainable development of management education.

Key Words: Guntur District, Krishna District, Management Educational Institutions, Teachers mobility.

1.1 Introduction

The future of the world depends on quality of teachers and standards of educational institutions at large. Any country's growth opportunities are largely depends on level of education in that particular country [1]. Throughout the world Educational systems are moving into an era of reform and are required to work in a cutthroat competition and multifaceted environment [2]. A country can build up only by providing quality education to their citizens. Education plays vital role in ethical progress of human beings whereas business/management education plays vital role in economic progress of the society. Management course offering educational institutions should meet the quality standards otherwise they cannot survive and sustain in the long run. Sustainability is the way to survive in the competitive environment. An educational institution should concentrate on implementation of the sustainable initiatives to improve the potentialities [3]. It is a well-admitted fact the Indian management education is struggling very hard to survive with the rapid changing global scenario [4]. The Indian education system is the second largest in the world and is possibly the most complex in terms of its socio-cultural environment and teaching-learning process [5]. Especially management education plays a significant role in economic development of a country; for this student should get education from standard institutions [6]. The wellbeing of the students has

association with excellence of educational institution. At the end of the day students from an educational institution should not only possess marks and degree but should also possess professional practices, ethical attitude and required knowledge [7]. India needs plenty of management graduates who are well trained and posse's soft skills with subject knowledge; for this creating a dynamic teaching-learning environment is the need of the hour [8]. India's management education needs to undergo a major changeover to meet the requirements of job market. In the arena of internationalization, privatization and rapid changing business environment there is a strong need to change the shape of management education to cope up with ever changing scenarios [9]. Education has always been slow on the uptake of new technology. The advances in modern technology are enabling two major changes to management education. First, this technology is helping us finally remove passive learning and second, it is enabling new and exciting ways to build active learning [10]. Education has been occupying outstanding position in India [11]. According to A. S. Altekar the aim of education should be instilling the piety in the younger minds to make them fit to become pious members of society [12]. The ultimate objective of education is acquiring perfection in man. This cannot be achieved with outdated and improper education system [13]. Unfortunately after independence Indian leaders are not concentrating on making a right and full-fledged education policy from time to time. The time gap between the Indian educations policies is the evidence for this [14]. Apart from the education policies, educational institutions' standards; teachers skills and their commitment towards profession also decides the quality of education. Hence teachers of higher education should train by master trainers to improve the teachers knowledge in turn improve the quality of education [15]. In this juncture management course offering institutions should be in a position to make the students knowledgeable, skilful and market ready product. Particularly, maintaining quality in management course offering educational institutions in the newly divided state of Andhra Pradesh is need of the hour. In this backdrop the researcher did survey on management course (MBA) offering institutions to understand their position and propose suggestions for the sustainable development of management education.

1.2 Research Methodology:

The current study is survey type in nature. The study is focused on MBA course offering private institutions in

Guntur and Krishna districts. Primary data collected by using simple questionnaire to obtain the relevant data from Head of the MBA Department regarding study theme and conclusions were drawn. At the same time researcher's discrimination /observation also applied to correct the data provided by HOD. Out of 78 colleges in selected area, 72 colleges provided complete information concerning to MBA department profile, students strength and faculty details, the rest of the 6 were found to be incomplete, thus, those 6 questionnaires were rejected, thus the sample size was confined to 72 i.e., 36 from Guntur and 36 from Krishna districts. The study is based on the primary data. The secondary data needed for the study were sourced from online sources, research works published in the journals and magazines. The data collected by using questionnaire were analyzed by using statistical techniques like percentages and average etc. The objectives of this survey are: a) To study the position of MBA course offering private colleges in Guntur and Krishna districts, b) To understand the teachers' mobility patrons in the selected institutions, and c) To suggest college managements and concern authorities for the sustainable development of management education.

1.3 Analysis:

1.3.1 Selected colleges' profile - Analysis:

In this section, selected colleges' profile viz. Location of the college, Age of the college, Affiliation, Accreditation, Infrastructure facilities, type of college, and Age of the MBA department are analyzed.

Table 1: Selected Colleges' Profile

A) Location of the College						
Particulars	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) Urban	31	43.06	14	38.89	17	47.22
ii) Rural with high linkage to nearby town	21	29.17	17	47.22	4	11.11
iii) Rural with low linkage to nearby town	20	27.78	5	13.89	15	41.67

B) Age of the College as on June 2016						
Particulars	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) 0 - 5 years	1	1.39	0	0.00	1	2.78
ii) 6 - 10 years	40	55.56	22	61.11	18	50.00
iii) 11 - 15 years	8	11.11	3	8.33	5	13.89
iv) More than 15 years	23	31.94	11	30.56	12	33.33

C) Affiliation						
University Name	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) JNTU Kakinada	54	75.00	26	72.22	28	77.78
ii) Acharya Nagarjuna University	10	13.89	10	27.78	0	0.00
iii) Krishna University	8	11.11	0	0.00	8	22.22

C) Affiliation						
University Name	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) JNTU Kakinada	54	75.00	26	72.22	28	77.78
ii) Acharya Nagarjuna University	10	13.89	10	27.78	0	0.00
iii) Krishna University	8	11.11	0	0.00	8	22.22

D) Accreditation						
Particulars	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) NAAC or NBA	19	26.39	5	13.89	14	38.89
ii) ISO Certification	3	4.17	0	0.00	3	8.33
iii) No Accreditation	50	69.44	31	86.11	19	52.78

E) Infrastructure						
Infrastructure facility	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) Poor	10	13.89	6	16.67	4	11.11
ii) Good	28	38.89	14	38.89	14	38.89
iii) Average	23	31.94	13	36.11	10	27.78
iv) Excellent	11	15.28	3	8.33	8	22.22

F) Co-Education/Women						
Particulars	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) Co-Education	62	86.11	31	86.11	31	86.11
ii) Women's	10	13.89	5	13.89	5	13.89

G) Type of College						
Type of college	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) Only MBA	14	19.44	9	25.00	5	13.89
ii) MBA with B.Tech Course	45	62.50	22	61.11	23	63.89
iii) MBA with UG & PG Courses	13	18.06	5	13.89	8	22.22

H) Age of the MBA Dept. as on June 2016						
Age of MBA Department	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) 0 - 5 years	4	5.56	1	2.78	3	8.33
ii) 6 - 10 years	53	73.61	30	83.33	23	63.89
iii) 11 - 15 years	7	9.72	2	5.56	5	13.89
iv) More than 15 years	8	11.11	3	8.33	5	13.89

Source: Primary Data

- A. All colleges are divided into three categories based on geographical location. The colleges located within the cities and towns are called as Urban; colleges which are located approximately less than 10 KM away from the nearby town are called as high linkage colleges and colleges located 10 or more than 10 KM away from the nearby towns are called as low linkage colleges. Technically speaking most of the colleges are located in rural areas only but, they are very near to the cities and towns hence the researcher undertaken this classification to make the study more accurate. Overall majority of the colleges (43.06%) are located in urban areas. Colleges located in rural area with high linkage to nearby town are more in Guntur district and urban colleges are more in Krishna district.
- B. It is observed that most of the colleges (55.56%) were established between the years 2006 and 2010. There is only one college established after 2010 and more than 15 years old colleges are 31.94%. There is no significant difference between Krishna and Guntur districts regarding establishment of colleges.
- C. It is clear that there is no college of Krishna district affiliated to ANU and no college of Guntur district affiliated to KU. 75% of colleges are affiliated to JNTUK. JNTUK is a technical university. Because of this many of colleges were attracted towards it.
- D. In the matter of accreditation Krishna district colleges have upper hand over Guntur district. There is no college having ISO certification in Guntur district. Majority of the colleges (86.11%) of Guntur district and (52.78%) of Krishna district do not have any type of accreditation. The reason behind this state is lack of infrastructure, dedicated faculty and poor controlling mechanisms.
- E. The researcher studied the infrastructure facilities like water, transportation, buildings, library, laboratory, and internet in the selected institutions and ranked as excellent, good, average and poor. Out of 72 colleges, only 11 colleges are maintaining excellent

infrastructure. While a number of colleges in both the districts have good infrastructure at the same time a good number of colleges have average infra facilities. It can be said that Krishna district colleges have better infrastructure than Guntur district.

- F. Only 5 women’s colleges were set up in each district. Majority of the MBA course offering colleges in Guntur and Krishna district are co-educational.
- G. Majority (62.50%) of the colleges are offering MBA course in technical institutions. Only MBA course offering colleges are comparatively more in Guntur district. But their operations are not fully professional like B-schools.
- H. Most of the colleges (73.61%) established MBA department between the years 2006 and 2010. There are only four colleges which started MBA course after 2010 and more than 15 years old MBA departments are 11.11% only. There is a significant difference between Krishna and Guntur districts regarding establishment of MBA department.

1.3.2 Students’ details analysis of selected institutions:

Sanctioned intake and number of students in selected institutions from the academic year 2014-15 to 2016-17 are furnished in the following table. Sanctioned intake is considered as 100% and students admitted in different years were compared to sanctioned intake to generate percentage of students.

Table 2: Students' details in selected institutions

Particulars	Total	%	Guntur	%	Krishna	%
Sanctioned intake	7860	100.0	3780	100.0	4080	100.0
Passed out students	5731	72.91	2798	74.02	2933	71.89
II year students	5787	73.63	2847	75.32	2940	72.06
I year students	4738	60.28	2068	54.71	2670	65.44

Source: Primary Data

The above data reveals that, compare to academic year 2014-15 there is a downfall in admission in the First year (2016-17 admitted) in both the districts. Situation in Krishna district is slightly better in this regard than in Guntur district.

1.3.3 Faculty profile and mobility related details analysis:

In this section mobility related details of selected institutions like last three years average mobility trend, agreement for minimum years to work, rule for resign, research encouragement, starting and highest salary particulars, and salary payment status were analyzed.

Table 3: Faculty profile & mobility related details analysis

A) Faculty details						
Particulars	N 605	%	Guntur		Krishna	
			N 294	%	N 311	%
Male Faculty	282	46.61	142	48.30	140	45.02
Female Faculty	323	53.39	152	51.70	171	54.98
Ph.D holders	87	14.38	39	13.27	48	15.43
Pursuing Ph.D faculty	161	26.61	71	24.15	90	28.94
UGC NET qualified faculty	50	8.26	17	5.78	33	10.61

B) Past 3 years (2013-14 to 2015-16) average mobility						
Mobility	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) 0	7	9.72	2	5.56	5	13.89
ii) 1 - 2	24	33.33	10	27.78	14	38.89
iii) 3 - 4	23	31.94	12	33.33	11	30.56
iv) 5 - 6	12	16.67	8	22.22	4	11.11
v) More than 6	6	8.33	4	11.11	2	5.56

C) Agreement for Minimum Years of work						
Agreement	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) No Agreement	30	41.67	10	27.78	20	55.56
ii) 1Year	31	43.06	18	50.00	13	36.11
iii) 2 Years	11	15.28	8	22.22	3	8.33

D) Rule for Resign						
Time Period	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) No restrictions (Free Reliving)	10	13.89	6	16.67	4	11.11
ii) One month Notice	23	31.94	10	27.78	13	36.11
iii) Two months Notice	20	27.78	16	44.44	4	11.11
iv) Three months Notice	19	26.39	4	11.11	15	41.67

E) Research encouragement to staff						
Response	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) Yes	48	66.67	22	61.11	26	72.22
ii) Moderate	20	27.78	12	33.33	8	22.22
iii) No	4	5.56	2	5.56	2	5.56

F) Starting salary in the MBA department						
Starting salary particulars	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) Up to 10,000	36	50.00	22	61.11	14	38.89
ii) 10,001 - 15,000	29	40.28	14	38.89	15	41.67
iii) More than 15,000	7	9.72	0	0.00	7	19.44

G) Highest salary in the MBA department						
Highest salary particulars	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) Up to 15,000	5	6.94	4	11.11	1	2.78
ii) 15,001 - 25,000	17	23.61	5	13.89	12	33.33
iii) 25,001 - 40,000	19	26.39	12	33.33	7	19.44
iv) 40,001 - 60,000	19	26.39	11	30.56	8	22.22
v) More than 60,000	12	16.67	4	11.11	8	22.22

H) Salary payment status						
Salary payment status	N 72	%	Guntur		Krishna	
			N 36	%	N 36	%
i) In-Time	29	40.28	11	30.56	18	50.00
ii) Moderate	27	37.50	15	41.67	12	33.33
iii) Delay	16	22.22	10	27.78	6	16.67

Source: Primary Data

- It can be seen that female faculty are more in number than male. Coming to higher qualification it is observed that only 14.38% of the faculty have doctoral degree and 26.61% are pursuing their doctoral program. Only 8.26% of teachers cleared UGC NET which indicates poor quality of faculty.
- In majority of the colleges in Guntur district (33.33%) for the last three years average mobility is ranging from 3 to 4 and in Krishna district majority of the colleges (38.89%) it was ranging from 1 to 2. There was zero mobility in 5.56% colleges in Guntur district and 13.59% in Krishna district. From this analysis it is clear that mobility in Krishna district is lesser than in Guntur district.
- Most of the Guntur district colleges are having one year as minimum working period whereas majority of Krishna district colleges are not having such an agreement and overall 15.28% of colleges are following two years as agreement period.
- It is came to know that in the genuine cases like Marriage, government job, and chronic health problems most of the colleges not restricting teachers to relieve. But in other cases like changing the college for pay hike,

betterment or because of conflicts, colleges follow the policy of prior notice period. Overall, majority of the colleges implement the rule of 'one month prior notice period'. In Guntur district two months prior notice period trend has existed whereas in Krishna district colleges follow three months and one month notice period policy.

- E. It is known that majority of the colleges in both the districts encourage faculty to do research and there is no major difference between districts in this regard. But it is still at 66.67% only; there is a strong need to make it 100%.
- F. It is clear that most of the colleges in Guntur district offer maximum of Rs.10,000 to MBA graduates as starting salary but in Krishna district it is in the range of 10,001 -15,000. On the whole, majority colleges offer Rs. 10,000 as starting salary.
- G. The above observation reveals that colleges are not implementing either UGC scales or AICTE scales. Majority of Guntur district colleges' highest salary offering is ranging from Rs. 25,001 to 40,000 and in Krishna district it is Rs.40, 001 to 60,000 and above. On an average majority of the colleges in both the districts together are offering Rs. 25,001 to 60,000 as highest salary to MBA staff.
- H. Majority of Krishna district colleges are paying salary within time; on the other hand most of the Guntur district colleges are paying within 10 days after month starts. Overall, only 40.28% of the colleges are paying salaries within time. And further it is found that those colleges paying salaries within the time are called as branded colleges.

1.3.4 The apex reasons for Teachers' Mobility in their respective colleges:

Payment issues: Delay in salary payment; low pay packages; lack of increments and lack of other financial benefits

Work environment issues: poor, stressful and unhealthy working conditions; conflict with management and colleagues; lack of job satisfaction; less facilities; management heavy concentration; far from the city; work pressure; internal politics; and assignment of administrative and other non teaching works; pressure of student intake; poor students admissions and students irregularity; no growth and no recognition.

Personal: personal issues like chronic health problems, higher studies, marriage, pregnancy, and government job opportunities; foreign chance, changing teaching profession.

Pull factors: better opportunities outside.

1.3.5 The apex reasons for Teachers' Retention in their respective colleges:

Payment issues: In-time pay; proper compensation; pay scale implementation; increments from time to time; additional financial benefits like observer duties, paper valuation; viva examiner and transportation allowances

Work environment issues: friendly and good management; excellent infrastructure; no admissions pressure; brand image (reputation of the college); good, peaceful, healthy and comfortable work environment; no job stress; located in the city; freedom in work; women's college; comfortable college timings; ratification of faculty and recognition and identity of talent. Employee satisfaction and loyalty, lack of better opportunities, good relation with colleagues and management, job security, equal treatment

Other issues: College is near to the house, lack of better opportunities outside, and habituated to work in the same college.

1.4 Findings:

1. The average of Urban area colleges is highest i.e., 43.06%. Further it has been inferred that, in Guntur district 'rural with high linkage to nearby town' colleges are higher whereas in Krishna district urban colleges are higher.
2. Most of the colleges i.e. 55.56% were established between the years 2006 and 2010. There is only one college established after 2010 and more than 15 years old colleges are 31.94%. There is no significant difference between Krishna and Guntur districts regarding establishment of colleges.
3. Majority of the colleges (i.e., 75.00%) affiliated to Jawaharlal Nehru Technological University, Kakinada because it is a technical university and most of the students preferred it.
4. From the study and analysis it has been observed that, because of lack of sufficient infrastructure (only 15.28% of colleges got 'excellent' grade in infrastructure facilities), dedicated and loyal faculty and poor controlling mechanisms 69.44% of colleges have no accreditation either by NAAC or any other accreditation body. In this regard Krishna district colleges are a bit better compared to Guntur district.
5. Only 5 women's colleges were set up in each district. Majority of the MBA course offering colleges in Guntur and Krishna district are in co-education mode.
6. There exist wide discrimination in the type of colleges in both Guntur and Krishna districts. It is clear that majority (62.50%) of the colleges are offering MBA course in B.Tech course offering colleges. Colleges offering MBA course alone are comparatively more in Guntur district.
7. Many colleges (73.61%) established MBA department in between the years 2006 and 2010. There are only four colleges established after 2010 and more than 15 years old colleges are 11.11% only.
8. In this study it is observed that irrespective of district the filling up of seats in selected

institutions shows downfall. The percentage of vacant seats is far above the ground in Guntur district than in Krishna district. So it can understand that many students are not showing interest to join MBA course in selected institutions and from the secondary data analysis it is found to be occurring in the entire state of AP.

9. It has been inferred that female faculty are more in number than male. Coming to higher qualification it is inferred that only 14.38% of the faculty has doctoral degree and 26.61% are pursuing their doctoral program. It is a pity that only 8.26% of teachers qualified UGC NET which indicates poor quality of the faculty.
10. From the study it is crystal clear that there is a teachers' mobility in both the districts. Overall majority i.e., 65.27% of colleges' past three years average teachers' mobility in number is ranging from one to four. There was no teachers' mobility in only two colleges in Guntur and five in Krishna districts in the past three years. Further it is seen that 25% of colleges have more than or equal to five as their average teachers' mobility.
11. Most of the Guntur district colleges are having one year as minimum working period whereas majority of Krishna district colleges are not having such an agreement and overall 15.28% of colleges are following two years as agreement period to bind the teachers for a stipulated period.
12. In the genuine cases like Marriage, government job, and chronic health problems most of the colleges, the teachers were not being held back. But in other cases like changing the college for hike, betterment or because of conflicts, colleges are following the policy of prior notice period. Overall, majority of the colleges are implementing the rule of 'one month prior notice period'. In Guntur district two months prior notice period trend has existed whereas in Krishna district colleges are following three months and one month notice period policy.
13. Majority of the colleges in both the districts are encouraging faculty towards research. But it is still at 66.67% only.
14. Most of the colleges in Guntur district offering maximum of Rs.10,000 to MBA graduates as starting salary but in Krishna district it is in the range of 10,001 -15,000. On the whole, majority of the colleges are offering Rs. 10,000 as starting salary.

Further it is observed that colleges are not implementing either UGC scales or AICTE scales. Majority of Guntur district colleges' highest salary offering is ranging from Rs. 25,001 to 40,000 and in Krishna district it is Rs.40, 001 to 60,000 and above. On an average majority colleges in both the districts together are offering Rs. 25,001 to 60,000 as highest salary to MBA staff.

15. Majority of Krishna district colleges are paying salary within the time; on the other hand most of the Guntur district colleges are paying within 10

days after month starts. Overall only 40.28% of the colleges are paying salary in time and further these colleges are called as branded colleges.

1.5 Suggestions:

Survival of the fittest is the slogan best suitable today in this hyper competitive environment. A service oriented organization needs to continuously update itself, improve its performance from time to time and adapt to challenges thrown in the form of changes in the surrounding environment, in order to meet the rising expectations of its stakeholders. And, educational institution is not an exception. The survival and success of any educational institution rests on its pillars, its faculty members. The quality of its teachers and their committed long standing relationship with the institution determines and draws the line between its success and failure. In the scenario, it is imperative for the managements of colleges to gear themselves to cope up with the ever changing and challenging situations. It is high time for managements to be proactive and be ready with their well trained, qualified, experienced, expertise and long standing teachers, to fight the battle in order to stand still. Only then, educational institutions can match their quality and productivity with industry requirements, which is the need of the hour. The following are some of the recommendations made to educational institutions, and competent authorities for the sustainable development of management education.

1.5.1 Suggestions to educational institutions

1. Agreements do not result in retaining good teachers. It is suggested that instead of binding the faculty with a bond, holding their qualification certificates, college managements should adopt new initiatives by observing and applying strategies adopted by top B-Schools or so called branded colleges to retain sincere teachers.
2. It is suggested that colleges should support and motivate their faculty by giving permissions to attend conferences, workshops, seminars and provide financial support to pursue research degree which results in developing not only the teachers' individual knowledge but in turn enhances the quality of education which is directly beneficial to the teacher, students and the college in particular and the society at large.
3. Whatever people say, work is for money. It is because of this reason that salary becomes the most and many times the first motivator for satisfaction which further influences performance. It is thus suggested that payment of salary should be in time in order to attain trust to retain qualitative teachers and build positive relationship with the management.

4. Conducting exit interviews is one of the best employee retention strategies as its benefits are double-fold. Firstly, they investigate the reasons behind mobility and secondly they will provide a last opportunity for managements to retain the best talent within their campus. Hence it is strongly suggested to managements to develop and implement the policy of conducting exit interviews, sincerely.

1.5.2 Suggestions to competent and concern authorities:

1. After holding tight for several years, approving and sanctioning of colleges and courses at a time by AICTE is not advisable. Sanction of colleges and courses should be in regular basis as per the demand, industry and societal requirements for creating a possibility of establishing strong institutions. At the time of granting permission to establish new colleges or increase seats in the existing colleges; AICTE and universities should stick to the prevailing rules and regulations by concentrating on each and every pre-requisite for approval, without being influenced by any political or economical forces. The Government of AP should take necessary steps to provide handful of quality management institutions rather than just concentrating on increasing the number of institutions offering the course. Only this will prove beneficial to all students, companies, the state and the nation as a whole. Further one can look into the possibility of formation of AP Board of Management Education which remains independent from political pressures.
2. It is suggested that there should be accreditation board at state level to monitor and evaluate the performance of the colleges. It is also strongly suggested that there should be an exclusive permanent controlling board at state level to regulate the mistakes and frauds of management institutions. And these controlling authorities should act fair and strong with a powerful vision of providing quality education
3. It is suggested that there is a need to establish exclusive management institutions for women offering management courses to attain women empowerment in the sun-rising state of Andhra Pradesh
4. Lack of quality B-schools is observed in the selected area for study. This gap can be filled to meet the industry requirements and expectations by producing skilled managers and entrepreneurs.
5. There is a strong need to implement 'Aadhar based Geo-tagged Biometric' attendance system to both students and faculty to prevent any malpractices by colleges. The AP Government, APSICHE and Universities should take necessary steps to strengthen management education by overcoming the loopholes across all dimensions and facilitate an atmosphere to mould students as future leaders and entrepreneurs. Further it is suggested that students Fees Reimbursement should attached to the biometric attendance of the students so that attendance percentage will improve and pave the way for quality education
6. High quality education is not possible with low quality teachers. Hence it is strongly suggested that, first authorities should concentrate on improving and updating skills, pedagogy, abilities and knowledge of the teachers by conducting Faculty Development Programs, teacher exchange programs, and encouraging for higher studies and research. And it is further suggested that competent authorities should make the UGC NET/State Level Eligibility Test as a mandatory qualification for management teachers.
7. Teachers' long stay should be taken as a major and valid parameter, and should be given more weightage in assessment of performance of the college by competent authorities. Because teachers' long-lasting journey with a single college indicates a good working environment and fair compensation policy of the college.
8. It is very shameful that a Post Graduate who teaches management course draws only Rs. 10,000 as starting salary which is not sufficient to meet the minimum family requirements. Half filled pockets do not allow teachers to work heart-fully. At the same time, even the highest salary particulars of a management course staff reveal that there are no promising financial growth opportunities in the near future. Hence it is suggested that competent authorities should ensure that teachers are paid fair salaries as per the UGC scales. Only then, the talented and interested new generation will take up teaching as their profession. Otherwise, as always, this profession will be his last option.
9. To recover the craze for Management course in AP there is a great need to introduce HRD centers in every college to provide skill oriented training, communication skills training, and job oriented training to students to make them 'job-ready' by college managements and government together. On the other hand, competent authorities should concentrate on syllabus up-gradation, improving the technology in teaching, fixing mandatory teacher training certification, and take corrective actions on deflated colleges.

1.6 Conclusion

If the AP management education has to sustain for long period, it is essential to address the above findings and consider the suggestions mentioned above by both educational institutions and government. To summarize, the government and institutions must come forward to support management education.

There must be support from all stakeholders including industry, educators, teachers, students, educational institutions, government and thought leaders to streamline Andhra Pradesh’s management education.

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**Annexure
Questionnaire**

College Name & ICET Code:			
Address & Location:			
HOD Name & Contact details:			
College Establishment		Dept. Establishment	
Affiliation	JNTUK/ANU/KRU	Sanctioned Intake	
Accreditation	Yes/No	No. of P.O students	
Co-Education	Yes/No	No. of II year students	
Type of college	Only MBA/MBA with B.Tech /MBA with Degree	No. of I year students	
Infrastructure Facilities	Excellent/Good/Average/Poor	Research encouragement	Yes/No/Moderate
No. of Faculty		Past 3 years Avg. mobility in Number:	
No. of Lady faculty		Minimum years to work	
No. of Doctorate's		Mobility reasons	
No. of Ph.D pursuers			
No. of NET qualified			
Least/starting salary		Retention Reasons	
Highest salary			
Salary payment status	In time/Moderate/Delay		
Rule for Resignation	No restriction/1M/2M/3M		

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