Chapter: 4

RECENT SCENARIO OF MANAGEMENT
EDUCATIONAL INSTITUTES
India aspires to become a world knowledge hub which in years to come hopes to transform millions of young people from across the world into educated global citizens. In order to achieve this, the entire education system in the country has to become sound and robust by achieving excellence.

India has one of the largest higher education systems in the world comprising of 700+ universities, 35,000+ colleges and numerous stand-alone technical/professional institutions with annual enrolment in excess of 25 mn students. The institutional framework of higher education system consists of Universities established by an act of Parliament (Central Universities) or State Legislature (State Universities), Deemed Universities, Institutes of National Importance, Institutions established by State Legislative Act, colleges affiliated to a University, professional and technical institutions amongst others. Given the vast network, India’s Gross Enrolment Ratio (GER) in higher education, currently pegged at 19%, is far below the world average. Further, the quality of most of the higher institutions is debatable especially given the absence of any Indian institution in global Top 200 list.

In a move to transform the higher education sector in the country, the government has in the recent past initiated a set of reformatory measures, which are expected to address some of the challenges especially those of development of an efficient funding mechanism, improvement of quality in existing institutions and participation of top foreign universities.

This report titled ‘Annual Status of Higher Education in States and UTs 2013’ inter alia provides an overview of the higher education system in the country, the key challenges being faced and the set of reforms which have been implemented or are in the pipeline. The report also provides detailed profiles of states and Union Territories (UTs) on key parameters of higher education.
One of the key developments has been the announcement of RUSA, which has been conceptualised by the central government for focussing on higher education infrastructure in various states and union territories. The primary reason for focussing on state/UT government institutions is because about 94% of students enrolled in government funded/controlled private institutions come under their purview in addition to private education institutions (52% of all enrolments). The program has recently been approved by the Cabinet Committee on Economic Affairs and seeks to change the funding mechanism for such institutions. Further, with the passage of much awaited Companies Act India has become one of the few countries in the world to have a statutory provision on Corporate Social Responsibility (CSR). The Act provides mandatory contribution towards CSR with education being specified as an eligible activity. The education sector (including higher education) is expected to be a major beneficiary of this mandatory CSR provision resulting in improves.

A sound higher education sector plays an important role in economic growth and development of a nation. Higher education, in terms of its relevance and importance, enjoys a significant position in the education system as it equips people with appropriate knowledge and skills to be gainfully employed. India has one of the largest systems of higher education in the world offering facility of education and training in almost all aspects of human creativity and intellectual endeavour. In the context of current demographic structure of India where the majority of population is below the age of 25 years, the role of higher education is critical.

**Enrolment by course**

In terms of distribution of enrolment across various courses, Arts has been the favourite choice amongst students with 37.09% of enrolment, followed by 18.64% in Science, 17.57% in Commerce/Management and 16.06% in Engineering/Technology.
<table>
<thead>
<tr>
<th>Streams</th>
<th>No. of Students enrol</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>373206</td>
<td>1.840053232</td>
</tr>
<tr>
<td>veterinary Science</td>
<td>28504</td>
<td>0.140535997</td>
</tr>
<tr>
<td>Agriculture &amp; Allied</td>
<td>97313</td>
<td>0.47979159</td>
</tr>
<tr>
<td>Arts</td>
<td>7519495</td>
<td>37.07408531</td>
</tr>
<tr>
<td>Management &amp; Commerce</td>
<td>3571083</td>
<td>17.60685203</td>
</tr>
<tr>
<td>Engg. &amp; Tech.</td>
<td>3261500</td>
<td>16.08048536</td>
</tr>
<tr>
<td>Science</td>
<td>3789967</td>
<td>18.68603674</td>
</tr>
<tr>
<td>Medicine</td>
<td>715706</td>
<td>3.528713737</td>
</tr>
<tr>
<td>Education</td>
<td>712627</td>
<td>3.513533049</td>
</tr>
<tr>
<td>Others</td>
<td>212947</td>
<td>1.049912959</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20282348</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1

**Figure 4.1**

Source: Higher Education in India at a glance (Report of MHRD 2011-12)

As per the above the figure and table shows that the highest enrolment of students in arts group because of the easy availability, after that the students have to set their
mind in commerce and management, In India the availability of commerce and management is quite good and the scope of these streams are quite large. The 3571083 students enrol out of 20282348, is 17.60 percentage of total percentage. In these days more employment opportunities in Banking and Insurance sectors students are more interested in management.

**Role of the Government**

In India, education has been considered a public good and, therefore, responsibility of providing education to the citizens lies largely with the central and state governments. The government departments and agencies are mainly involved in framing policies and regulations that facilitate higher education and in supporting the institutions through financial and other forms of assistance. Education is on the concurrent list of the Indian Constitution and, therefore, the aforesaid responsibility is often shared between the central and state governments, which often necessitate a good coordination mechanism to avoid conflicts. Over the years, the multiple agencies have been formed at a national level in order to administer and regulate different components of higher education, some of which have been mentioned below.

**Key institutions:**

**Ministry of Human Resources Development**

Department of Higher Education, Ministry of Human Resource Development, Government of India is the apex body with regards to policy formulation in the field of higher education in the country. The following subjects *(a selective set of relevant subjects presented hereunder for reference)* were allocated to the Department of Higher Education, as per second schedule to the Government of India *(Allocation of Business)* Rules, 1961:

- University education; Central Universities; Rural Higher Education, Foreign Aid Programme relating to Higher Education, Technical Education Planning.
• Institutions of higher learning (other than Universities)

• Educational Exchange Programmes, exchange of teachers, professors, educationists, technologists, etc.; programme of exchange of scholars between India and foreign countries.

• Grant of permission to teachers of Universities, colleges and institutions of higher learning to accept assignments abroad.

• Admission of foreign students in Indian Institutions.

• Expansion, Development and Coordination of Technical Education.

**University Grants Commission**

The UGC, a statutory body constituted under the UGC Act, has been entrusted with the task of coordination, determination and maintenance of standards of university education in India. The UGC is also responsible for disbursement of grants to central and state universities to enable them to carry out their activities. Besides this, UGC advises the central and stated governments on the measure necessary for improvement of university education. The UGC has framed various regulations to ensure minimum infrastructure requirements in order to maintain quality and standards of the higher education. The UGC regulations provide that the right of conferring degrees can be exercised only by a university or deemed university established under a Central Act or a State Act. Key functions of the UGC include the following:

To take all steps for the promotion and co-ordination of university education and for the determination and maintenance of standards of teaching, examination and research in universities. Inquire into the financial needs of universities and
allocate and disburse grants to universities for the maintenance and development of such universities.

Recommend to any university the measures necessary for the improvement of university education and advise the university upon the action to be taken for the purpose of implementing such recommendation.

**All India Council for Technical Education**

The All India Council for Technical Education (AICTE) is a statutory body constituted under the AICTE Act, 1987 with a view to ensure proper planning and coordinated development of the technical education system throughout the country. It is also responsible for the promotion of qualitative improvement of technical education and regulation of norms and standards in the technical education system. The technical education has covers programmes of education, research and training in engineering technology, architecture, town planning, management, pharmacy and applied arts and crafts. Under the AICTE regulations, no institution providing technical education can be established without prior approval of AICTE.

The regulations contain a detailed procedure for seeking AICTE approval. However, the recent Supreme Court judgment has completely turned the situation by holding that the AICTE’s role with respect to technical colleges (affiliated to university) is restricted to just advisory & recommendatory, while the powers of defining and maintaining standards of technical education vest in the UGC.

**National Board of Accreditation (NBA)**

The National Board of Accreditation (NBA) was constituted by the AICTE, as an Autonomous Body, under Section 10 (u) of the AICTE Act, 1987 to periodically conduct evaluation of technical institutions or programmes on the basis of
guidelines, norms and standards specified by it and to make recommendations to it, or to the AICTE or to other bodies, regarding recognition or de-recognition of the institution or the programme.

National Assessment and Accreditation Council (NAAC)

It is an autonomous body established by the UGC to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy in Education (1986) that laid special emphasis on upholding the quality of higher education in India. The key tasks of the organization are:

To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programme or projects

To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions

To encourage self-evaluation, accountability, autonomy and innovations in higher education

To undertake quality-related research studies, consultancy and training programme

To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance

NAAC primarily assesses the quality of institutions of higher education that volunteer for the process, through an internationally accepted methodology
Inter-University Board/ Association of Indian Universities

The Inter-University Board (IUB) of India was formed in 1925 with the view of promoting university activities, especially by way of sharing information and cooperation in the field of education, culture, sports and allied areas. The Inter-University Board acquired a legal status with its registration in 1967 as a Society under the Societies Registration Act, 1860. In 1973, it assumed its present name: the “Association of Indian Universities” (AIU). The membership includes traditional universities, open universities, professional universities, Institutes of National Importance and deemed-to-be universities.

In addition, there is a provision of granting of Associate Membership to universities of neighbouring countries. Apart from serving as an Inter-University forum, AIU acts as a bureau of information and facilitates communication, coordination and mutual consultation amongst universities. As a representative of Indian universities, it liaises between universities and the Government (Central as well as the State Governments) and assists universities in obtaining recognition for their degrees, diplomas and examinations from other universities, Indian as well as foreign.

Distance Education Council

Over the years, there has been a phenomenal increase in institutes providing Open and Distance Learning (ODL) education in the country. One of the main reasons is the lack of infrastructure in conventional education system to serve the growing population. Therefore, it was considered imperative to set up a separate authority to coordinate and promote the ODL education in the country. Accordingly, the Indira Gandhi National Open University (IGNOU) Act was enacted. Apart from performing the functions of a university, IGNOU is also responsible for promotion of ODL system and for coordination and determination of its standards. For this purpose, Distance Education Council (DEC) was set up by IGNOU to regulate the ODL education in the country.
However, the IGNOU, vide its notification dated 1st May 2013, has dissolved the DEC and consequently, the powers to govern the ODL system has been vested in the UGC and AICTE for their respective domains.

Management Education in Punjab

State Govt. has decided to set up an Indian Institute of Technology (IIT) along with an Indian Institute of Management the process of selection of site for this project has already been initiated. G.O.I is requested to provide liberal central assistance for this institute.

Our Government has formulated a Policy for the empowerment of Women and is implementing various schemes for raising their educational and economic status. Women self-help groups have been formed and these groups are involved in economic activities to make the women self-reliant.

The current and following sections describe the current situation of Technical Education and Vocational/Industrial training in Punjab respectively along the six dimensions. The issues have been arrived based on the data and information collected from the department and other agencies, review of secondary data sources and documents and inputs from various stakeholders during one-on-one interactions and regional and state-level workshops.

Introduction to Department of Technical Education & Industrial Training, Punjab

The Department of Technical Education & Industrial Training (DTE&IT) was created on 10.06.1977 and consists of the Technical Education (TE) Wing (earlier part of P.W.D. (B&R)) and Industrial Training (IT) Wing (earlier part of Department of Industries). The Department is headed by Commissioner, Technical
Education and Industrial Training, with two Additional Directors (Technical Education and Industrial Training). The DoTE&IT is under administrative control of Principal Secretary, Technical Education and Industrial Training. The TE wing is responsible for managing Degree and Diploma level Institutions, Management and Pharmacy Institutions.

The main functions of the Department are mentioned below:

- Overall administration of all the Government and Government aided polytechnics and engineering colleges in the state of Punjab

- Formulating policies for the qualitative development and expansion of technical education in the State of Punjab.

- Formulating educational policies and programmes.

- Opening of new and monitoring of existing polytechnic and engineering colleges as per AICTE Guidelines.

- Implementation of Scholarship scheme for Schedule Caste students in Polytechnic and Engineering Colleges.

- Implementation and running of Community Development and other Schemes of GOI / AICTE.

- Upgrading of infrastructure of existing Institutions with State Plan and Central Assistance Schemes.
• Implementation and monitoring of World Bank funded project TEQIP

• Internal Revenue Generation

• Training of Faculty

• Monitoring of admission to diploma and degree level institutions

• Industry- Institute interaction.

The TE wing is responsible for managing Degree and Diploma level Institutions, Management and Pharmacy Institutions. These institutes are governed by the norms, guidelines and regulations of AICTE. It also looks after the work relating to Punjab Technical University, Jalandhar and all Engineering and Management Colleges fully or partially funded by the Government. It is proposed to make Punjab Technical University as a Centre of Excellence for technical and management education in Punjab

Financial access

Affordability of higher education is as critical as physical access to institutes. PTU has revised its annual fees to Rs.60,000 per annum for all technical degree courses: Engineering, Architecture, Pharmacy, Hotel Management, MCA and MBA. A unique feature of PTU is that the tuition fees charged is uniform for Private and Govt. Engineering colleges. This is different from other benchmark states of Karnataka, Andhra Pradesh, West Bengal and neighboring state of Haryana as depicted in the table below:
Table: Comparison of Fee across states of MBA

<table>
<thead>
<tr>
<th>State</th>
<th>MBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
<td>27000</td>
</tr>
<tr>
<td>Karnataka</td>
<td>45000</td>
</tr>
<tr>
<td>Haryana</td>
<td>Govt. / Aided 16660 to 47350</td>
</tr>
<tr>
<td></td>
<td>Self – financing 30000 to 60000</td>
</tr>
<tr>
<td>WB</td>
<td>48200</td>
</tr>
<tr>
<td>Punjab</td>
<td>60000</td>
</tr>
</tbody>
</table>

Source: Compiled from various Government websites

As can be observed from the table, *Punjab charges the highest fees* for management courses. In Punjab the state Govt. have no financial assistance for MBA and BBA course, all the Aided and Govt. colleges those have these courses; these are running the Self – Finance system. This could be a concern for some sections of the
population. In the absence of financial aid or guarantee of placement opportunities, students may hesitate to enrol for technical education courses – this could be one of the reasons why the enrolment in management courses is low with vacancies as high as 50%.

**Welfare/Scholarship Schemes**

PTU Free Ship Scheme: Open to regular as well as distance education students

PTU has few scholarship schemes for students of weaker sections of society and has sanctioned two crores rupees under the PTU Free Ship Scheme. The students belonging to the following categories are eligible for PTU-Free Ship Scheme for financial assistance:

- Parent less students: eligible for financial assistance for full free ship of fees, if the total family income is less than 2.5 lakh from all sources

- Father less students: eligible for financial assistance for half free ship, if the total family income of the student is less than 2.50 lakh from all sources. In case the income of concerned is less than 1.2 lakh then he/she shall be eligible for financial assistance for full free ship.

- Low-income group students: eligible for financial assistance for half free ship, if the total family income is than 2.5 lakh from all sources. In case the total family income is less than 1.2 lakh then he/she shall be eligible for financial assistance for full free ship.

Guru Harkrishan Educational Society Scholarship Scheme: For needy bright students studying in professional/vocational courses such as Medical/ Managerial/ Technical /Scientific /Engineering/ Computer Technology/ Graduation in commerce,
education and post-graduation. So far, the Society has awarded a sum of Rs.122.53 lakhs to 7181 students without any discrimination.

Scholarship Scheme for Students with Disabilities (2010-11): This scheme offers a scholarship of Rs.700 per month to a day scholar and Rs.1000 per month to a student who needs hostel facility, students pursuing Graduate and Post Graduate level technical or professional courses.

A scholarship of Rs.400 per month to a day scholar Rs. 700 to student who needs hostel facility is provided for pursuing diploma and certificate level professional courses. In addition, students are reimbursed the course fees subject to a ceiling of Rs.10,000 per year.

Post matric scholarship scheme to S.C students for students whose parents have income less than 1 lakh up to 2009-10 and less than 2 lakh from 2010-11. In 2008-09, 1048 students availed this scholarship and got nearly Rs.2500 per month. However, with increase in the number of students availing the scholarship

Post Matric Scholarship scheme to O.B.C students whose parents’ income was less than 44,500 up to 2010-11 and less than 1 lakh from 2011-12.

Maulana Azad National Scholarship Scheme for Meritorious Girl Students belonging to Minorities: Only girl’s students belonging to National Minorities (Muslims, Christians, Sikhs, Buddhists, Parsis) can apply.

Post Matric Scholarship for Students belonging to Religion of Sikh, Muslims, Christian, Buddhist and Parsi whose parents have income less than 2 lakh from 2010-11.
Complete data on disbursements is not available yet on the number of students who have availed of the scholarship and hence it is difficult to comment on the benefit of introducing these scholarships. Another important element is the amount of money disbursed in proportion to the fees to be paid by the student. If scholarships pay only a portion of the fees, it may be not really benefit students and they may deter from enrolling into such courses. For instance, Post matric scholarship scheme to S.C students for students whose parents have income less than 1 lakh up to 2009-10 and less than 2 lakh from 2010-11.,With increase in the number of students (this year 6081 students) availing the scholarship, this year each student only received approximately Rs.2500 per month. This means that each student receives a partial waiver in terms of 50% of the total fees (Rs.60000 for Engineering /MBA/MCA/Pharmacy) to be paid for an engineering course or a MBA degree.

These points are corroborated by views expressed by students in workshops. 42% of the students felt that affordability of technical education/training for people from economically disadvantaged communities was a concern that needs to be addressed. Therefore, the need for more scholarships to encourage more students from economically weaker sections cannot be undermined.

The higher education system in India includes both private and public universities. Public universities are supported by the Government of India and the state governments, while private universities are mostly supported by various bodies and societies. Universities in India are recognized by the University Grants Commission (UGC), which draws its power from the University Grants Commission Act, 1956. In addition, 15 Professional Councils are established, controlling different aspects of accreditation and coordination.
The types of universities include:

- **Central universities** - or Union universities are established by an Act of Parliament and are under the purview of the Department of Higher Education in the Union Human Resource Development Ministry.

  In Punjab there is only one (1) Central University in Punjab. In Punjab central university is established in Bathinda.

- **State universities** are run by the state government of each of the states and territories of India, and are usually established by a local legislative assembly act. As of 30 November 2011, the UGC lists 321 state universities. The oldest establishment date listed by the UGC is 1857, shared by the University of Mumbai, the University of Madras and the University of Calcutta. Note that most State Universities are "affiliating universities" in that they administer a large number of "affiliated colleges" (many located in very small towns) that typically offer a range of undergraduate courses, but may also offer post-graduate courses. More established colleges might even offer PhD programs in some departments with the approval of the affiliating university.

  In Punjab total 8 state universities are established by State Government. From these 8 only Four (4) provide management Education. These four are given below:-

  a) Punjab Technical University, Kapurthala

  b) Punjabi University, Patiala

  c) Guru Nanak Dev University, Amritsar

  d) Punjab Agriculture University, Ludhiana
• **Deemed university**, or "Deemed to be University", is a status of autonomy granted by the Department of Higher Education on the advice of the UGC, under Section 3 of the UGC Act. The UGC list from 23 June 2008 lists 129 deemed universities. According to this list, the first institute to be granted deemed university status was Indian Institute of Science which was granted this status on 12 May 1958. Note that in many cases, the same listing by the UGC covers several institutes.

In Punjab only (2) two Deemed universities who are providing management education

a. Sant Longowal Institute of Engineering and Technology (SLIET), Longowal, District Sangrur.

b. Thapar Institute of Engineering and Technology, Patiala

• **Private universities** are approved by the UGC. They can grant degrees but they are not allowed to have off-campus affiliated colleges. The UGC list of private universities from 7 June 2012 lists 187 private universities.

In Punjab theses following private universities provide Management Education.

a. Adesh University
b. Chandigarh University
c. Chitkara University
d. D.A.V University
e. Desh Bhagat University
f. GNA University
Recent Scenario of Management Education in Punjab


<table>
<thead>
<tr>
<th>Year</th>
<th>No of Institute</th>
<th>Trend</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 - 2007</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>38</td>
<td>11</td>
<td>40.74</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>56</td>
<td>18</td>
<td>47.37</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>71</td>
<td>15</td>
<td>26.79</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>88</td>
<td>17</td>
<td>23.94</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>138</td>
<td>50</td>
<td>56.82</td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>159</td>
<td>21</td>
<td>15.22</td>
</tr>
<tr>
<td>2013 - 2014</td>
<td>138</td>
<td>-21</td>
<td>-13.21</td>
</tr>
<tr>
<td>2014 – 2015</td>
<td>143</td>
<td>5</td>
<td>3.62</td>
</tr>
<tr>
<td>2015 – 2016</td>
<td>135</td>
<td>-8</td>
<td>-5.59</td>
</tr>
</tbody>
</table>

Table 4.3

Intake of Management education institute in Punjab

Figure 4.3

Source: Annual report of AICTE from 2006-07 to 2015-16
Intake of management students in Punjab from 2006 – 2007 to 2015 – 2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Intake</th>
<th>Trend</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 - 2007</td>
<td>2080</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>5775</td>
<td>3695</td>
<td>177.64</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>5490</td>
<td>1125</td>
<td>25.77</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>6336</td>
<td>846</td>
<td>15.41</td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>12990</td>
<td>6654</td>
<td>105.02</td>
</tr>
<tr>
<td>2012 - 2013</td>
<td>15105</td>
<td>2115</td>
<td>16.28</td>
</tr>
<tr>
<td>2013 - 2014</td>
<td>13455</td>
<td>-1650</td>
<td>-10.92</td>
</tr>
<tr>
<td>2015 - 2016</td>
<td>11460</td>
<td>-720</td>
<td>-5.91</td>
</tr>
</tbody>
</table>

Table 4.4

Figure 4.4

Source: Annual report of AICTE from 2006-07 to 2015-16
As per the above table and graph shows, the trend of management education in Punjab for the last decade is:

1. In 2006 – 07 total no of institutes in Punjab were 27 and having a total intake 2080

2. In 2007 – 08 the scope and trend moves upward and the institutes increased to 38 with intake 5775. This shows positive aspect of management education in Punjab since the year 2006-07 the percentage increase in institute is 40.74 % with the percentage increase intake is 177.64 %

3. In 2008 – 09, there was increased in the management education in Punjab, especially in the field of PG and UG courses and new private colleges are trying to enter the education sector. The total no regarding the institutes were opened of management institute in Punjab in 2008-09 were 56 with the Intake of 4365. The no. of institutes increased with 47.37 percent and on the other side, intake decreased with the 24.42 percent as compare to 2007-08.

4. In 2009 – 10 the scope and trend moved on the positive side, the institutes increased to 56 with the intake of 5490, this shows that the students are interested in management education. It is a positive aspect of management education in Punjab since the year 2009-10 the percentage increased in institutes is 26.79 % with the percentage increased intake is 25.77 %.

5. In 2010 – 11, the students regularly adopted management education, due to scope increased in corporate sector. The students were easily absorbed in MNCs, with handsome and attractive package. One major reason is that the Punjab government is creating an IT Hub in Mohali, this will create a job opportunity for management and technical degree holders. The total number of management institutes was 88 with the intake of 6336, the percentage as compared to 2009 – 10 is 23.94 more and intake is 15.41 % more.
6. In 2011–12 management education on its growth part, the new institutes are opening, this shows positive increase in the management education in Punjab. At that time in Punjab, 138 management institutes there with intake total of 12990. This shows the positive aspect of the students, who were willing to adopt management education and professional education that’s why the new institutes are opening in huge numbers and intake is also increases, there was also growth in already established management education colleges they were willing to revise the present intake. The percentage increased in institutes is 56.82% and increased in intake is 105.02% as compare to 2010–11.

7. In 2012–13 the scope and trend was very high, institutes increased day by day, in those days the state and centre both governments tried to expand the education in Punjab, in those days many State Private Universities, Self Financed Colleges and Deemed Universities were established this shows the growth of management education in Punjab at huge level. Compared to 2006 up till now the largest growth is done in this year in the field of education especially in the self financed aspect, the total number of institutes is 159, it is 21 in number and 15.22% more as compared to 2011–12 on the other side intake is 15105, this is 16.28% more compared to 2011–12.

8. In 2013–14 after the entry of big corporate houses entry in education sector, the small institutes with less infrastructure could not able to compete. And the recession in International market and the flow of unemployed management students a large gap between the students and the job opportunities. Because of competition between the management education institutes there full energy is diverted to get admissions for the management courses. With this competition some institutes were not able to provide a particular academic and professionalism reduced the importance of management education. In the year 2013-14, the number of education institute was reduced from 159 to 139 and then there was also a reduction in
intake from 15105 to 13455. Many more management institutes had huge financial problems because of recession in the market and students behaviour towards management education.

9. In 2014 – 15 previous year scenario is still going on, there is no proper growth in the management education. But as compare to 2013 – 14 there is consistency and stability the market. The expectation of students and MNCs are reduced. The major role play in education sector is government scholarship schemes available for the needy section of the society. In 2014 – 15 the total numbers of management institutes are 143 and their intake is 12180, which is less compare to 2013-14.

10. In 2015-16 it is currently going on but the scope and scenario of management education is on the same path. At present in Punjab, 135 management institutes and their total intake is 11460, which shows downfall compare to 2014 – 15 it is 5.91 (-5.91) lesser than 2014-15.