
“Indian Higher Education and Present Prospects: A Study on Higher Education Referred with Present Scenario”

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Abstract:

Higher education in India has witnessed a phenomenal development— both in quantitative and qualitative terms, since independence. The Government has been steadily increasing the budgetary allocation for education and the country has also made significant strides in higher and technical education. For the overall development in entire education system in the country government started to take initiatives in multiple angles. India’s higher education system is the third largest in the world after China and United States. The main government body at the tertiary level is the University Grants Commission (UGC), which enforces its standards, advises the government and help coordinate between the center and states. Accreditation for higher education is overseen by 12 autonomous institutions established by UGC, including (NAAC).

In present paper authors made an attempt to have detailed evaluation of Indian higher education supported with systematic field work. Final interpretation and conclusion has been drawn using different statistical tools. Present paper would be used by researchers, post graduate students and other readers to explore and exploit further modified research opportunities in this field.

Keywords: Career Development, Enrolment, Evaluation, Higher Education, Quality.

Introduction:

The institutions of higher learning in India fall into the following broad categories; (i) central and state universities; (ii) deemed to be Universities (given deemed to be university status by the Central Government on the recommendation of the University Grants Commission); (iii) private Universities (established by various State governments through their own legislation); (iv) Institutes of National Importance (declared as such by the Government of India by an Act of Parliament and are empowered to award degrees); and (v) Premier Institutes of Management (set up by the Central Government and are outside the formal university system. They offer Post- Graduate Diploma Programs equivalent to Master’s Degree Programs in management). India has now a system of higher education with 460 plus degree awarding institutions apart from thousands of Diploma awarding establishments. In addition, there are colleges, which are affiliated to universities and provide undergraduate education. Some colleges also undertake post-graduate teaching and research. The affiliating universities oversee the standards of the affiliated colleges and hold examinations and award degrees to successful candidates. The college sector is managed both by the Government and Private bodies. There are some constituent colleges that are established and managed by a particular university. The UGC, on the recommendation of an Expert Committee and in consultation with the State Government and the University concerned, confers the autonomous status on colleges. Such institutions have the capability to design their own curriculum, evolve innovative teaching and testing strategies. Approximately 22% of the enrolment in higher education was attributed to be institutions covered under distance education programs. Indira Gandhi National Open University (IGNOU) established in 1985 is the apexbody for imparting and monitoring the distance-learning program in India. A number of developments have taken place regarding private

initiatives in higher education: (i). Establishment of private universities by various governments through their own legislation, which vary from State to State, and also within the State. (ii)

Establishment of deemed to be universities including denovo category, involving particularly private institutions imparting technical, medical and other professional education, and (iii) Conceptualization of virtual universities for entry of foreign universities in different kinds of collaboration. Today there are a significant number of private universities & colleges in various states and the numbers are growing very rapidly. Role of Indian universities

Need For study:

Since last decade students enrolling under engine of education increased drastically. Now a day even in rural area also one could find family with at least one degree holder. As a burning issue, even modern education has lost its importance in framing student's overall intellectual development which could fetch their lively bread, because of lack of quality. It's right time to redefine Indian education system. Here authors made an attempt to bring Indian higher education under scale of reality.

Objectives of study:

The main objective of the study is to analyze the scenario of higher education. In order to meet this main objective the following specific objectives have been framed:

1. To focus higher education and interpret present scenario.
2. To know about the contribution of higher education in Indian education sector.
3. To highlight the opportunities and challenges for different post graduation courses.
4. To evaluate and interpret the scope for personality development in higher education.
5. To suggest for overall in depth development in higher education.

Hypothesis of study:

Hypothesis 1: H_1 = There is no significance variations in the students overall enrolment Over the years.

H_2 = There is no significance variations in the boys and girls overall Enrolment over the years.

Hypothesis 2: H_0 = There is no significance variation in demand for different courses.

H_1 = There is significance variation in demand for different courses.

Hypothesis 3: H_0 = There is no significance variation in students performance in exams.

H_1 = There is significance variation in students performance in exams

Scope of study:

This paper prepared with the intention of having insight in to the Indian higher education system and its present prospects. There is a debating issues started to play vital role in may national and international conferences on real suitability of education into the fast growing dynamic world. Present paper would be used by researchers, post graduate students and other readers to explore and exploit further modified research opportunities in this field to make it worth more.

Methodology:

a. Sources of data:

Basically this paper depends upon primary data which was systematically collected through a structured questionnaire. 50 student respondents those who pursuing their post graduation in reputed institution under different courses been selected randomly for the present purpose. Also statistical data for the last six years have considered from Alva's Post Graduation Centre, one

which is well known in education sector with remarkable achievements in Karnataka state. For conceptual frame work secondary sources of information were referred from various journals of repute and also from the net.

b. Tools of Analysis:

Indian education system has got its own milestone in great appearance throughout the world. Higher education is a part of modern education which facilitates number of students to accommodate their life with professional touch. In this paper authors made an attempt to identify the real inside picture of higher education backed with supportive suggestions. Final interpretation and suggestions have been drawn as result of the study after using critical statistical techniques like graphs, pie charts and linear trend lines. The hypothesis framed in this study will be tested by using One Way and Two Way ANOVA.

Limitations:

No study is free from flaws. There is exception for everything; the current study also suffers from the following limitations.

1. Indian higher education system is vast concept which cannot be defined and evaluate accurately with reference of a few years statistical value of a few post graduate courses.
2. Sample drawn are just limited to the group of 50 post graduate student respondents, even error of sampling would be found.
3. Indian education system cannot be justified only by considering higher education.
4. Time frame for this study is just limited for last 6 years this could be found as constraints for the study.
5. General limitation of statistical tool will also applicable over here.

Data Analysis and Interpretation:

Table 1: Reason for opting higher education

| | No. of Respondents | Percentage (%) |
|--------------------------|--------------------|----------------|
| Knowledge Purpose | 39 | 78 |
| Others Influence | 01 | 02 |
| Other Reason | 10 | 20 |
| Total | 50 | 100 |

Source: Primary Data

Higher education offers inspiring teaching, excellent facilities and a world-class environment. Knowledge plays a vital role in human overall development. To get access for superior knowledge there is trend among youth to entitle themselves for higher education. Table 1, the reason for opting higher education have exhibited that 78% of students group opting higher education for knowledge and remaining either for job or other purpose.

Table 2: Sources of Financial Assistance

| | No. of Respondents | Percentage (%) |
|-------------------------------|--------------------|----------------|
| Own Finance | 30 | 60 |
| Financial Institutions | 18 | 36 |
| Sponsors/scholarships | 2 | 04 |
| Total | 50 | 100 |

Source: Primary Data

Higher education is decided by finance. Government has started to promote higher education through different financial assistance initiatives. Table 2 gives detailed information on sources of financial

assistance being used by students. 60 % of students are managing finance for the higher education by their own sources. While remaining highly depends on bank loan or other outside financial sources but it should be noted that availability of sponsors and scholarship is negligible.

Table 3: Usefulness of syllabus

| | No. of Respondents | Percentage (%) |
|------------------------|--------------------|----------------|
| Highly Relevant | 17 | 34 |
| Relevant | 32 | 64 |
| Irrelevant | 01 | 02 |
| Total | 50 | 100 |

Source: Primary Data

A syllabus is an outline and summary of topics to be covered in the post graduation course. There is great criticism in part of Indian universities that it has no such potential in syllabus which can accommodate present global world requirement. Maximum of 64% students felt that syllabus is just relevant and only 34% having opined that syllabus in post graduation is highly relevant in Indian universities.

Table 4: Better quality provider in higher education

| | No. of Respondents | Percentage (%) |
|-----------------------------|--------------------|----------------|
| Government colleges | 01 | 02 |
| Aided Colleges | 05 | 10 |
| Private Institutions | 44 | 88 |
| Total | 50 | 100 |

Source: Primary Data

The commitment and dedication is there then quality can be provided to all at greater extent. According to table 4, 88% of the students observed that quality in higher education can be provided successfully only by private institutions, may be backed with several reasons. There is a great argument that universities acting as manufacturer of degrees but not quality.

Table 5: Scope for personality development

| | No. of Respondents | Percentage (%) |
|---|--------------------|----------------|
| Maximum scope | 14 | 28 |
| Possible but depends on students | 36 | 72 |
| Not possible | 00 | 00 |
| Total | 50 | 100 |

Source: Primary Data

Human beings are capable of immense possibilities which cannot be achieved only by conventional educational methods, for which institutions can develop by supplementary training & educational programs. There is a general opinion that government institutions have failed to reach this issues successfully due to several reasons. But respondents' opinion shown to the extent of 72%, personality development is personal issue and depends upon individual students' aspiration. While remaining all respondents randomly thinks there is maximum scope for personality development.

Table 6: Exam evaluation system

| | No. of Respondents | Percentage (%) |
|----------------------------|--------------------|----------------|
| Highly satisfactory | 09 | 18 |
| Satisfactory | 33 | 66 |
| Unsatisfactory | 08 | 16 |
| Total | 50 | 100 |

Source: Primary Data

The universities evaluate the students' performance on the basis of internal exams and external exams. 66% of the students agreed evaluation system is satisfactory and other having exactly positive or negative opinion on evaluation system being adopted by universities.

Table 7: Job opportunities

| | No. of Respondents | Percentage (%) |
|-------------------|--------------------|----------------|
| Above 80% | 20 | 40 |
| 50% to 80% | 29 | 58 |
| Bellow 50% | 01 | 02 |
| Total | 50 | 100 |

Source: Primary Data

Recently central government made it compulsion for the states to motivate higher education from base level. All the universities started to simplify procedure for affiliation of new colleges and new courses. This created heavy supply of graduates but it not get matched with proportionate increase in job opportunities. In the table 7, 58% of the respondents feel placement is possible only to extent of 50% to 80%. While, 40% of the respondents having superior expectation on job market.

Table 8: Future goals

| | No. of Respondents | Percentage (%) |
|-------------------------------------|--------------------|----------------|
| Job | 44 | 88 |
| Research and Further Studies | 05 | 10 |
| No Idea | 01 | 02 |
| Total | 50 | 100 |

Source: Primary Data

Higher education came into the existence with the intension of motivating wealth of the human recourse. Education in any country decides the basic human culture. Naturally mind set among graduates have proven aspiration towards extended further studies in developed countries. Enquiry on future goal among the respondents after their higher education just concentrated for job only and supported by 88%.

Table 9: Availability of library infrastructure

| | No. of Respondents | Percentage (%) |
|------------------------------|--------------------|----------------|
| Fully Pledged Library | 29 | 58 |
| Under Developed | 17 | 34 |
| Only E-Library | 04 | 08 |
| Total | 50 | 100 |

Source: Primary Data

Higher education centers are the treasurer of knowledge. College strength would be successfully interpreted by having glance on library infrastructure and availability of books. Most of the colleges have initiated the concept of e-library to accommodate modern touch. Table 9, enquiry on library infrastructure shown the opinion that 58% of the total respondents felt it's fully pledged and systematic. But lack of e-library adoption and resources in many institution shows underdeveloped library, got supported by 34% of the respondents.

Table 10: Final suggestion based on academic experience

| | No. of Respondents | Percentage (%) |
|--------------------------------------|--------------------|----------------|
| Higher Education is Necessary | 36 | 72 |
| Not Necessary | 00 | 00 |
| Depends | 14 | 28 |
| Total | 50 | 100 |

Source: Primary Data

Higher education is present day's basic need and one can change his life style drastically under the engine of higher studies. It can be interpreted from table 10 that, out of total respondents 72% are realized the real worth of higher education to get boosted their career and its must to any person to have post graduation. While 28% strictly point that higher education is personal option and one can decide on its requirement or affordability.

Testing of Hypothesis:

The hypotheses framed in this study are tested here by using One Way and Two Way ANOVA at 5% level of significance.

Table 11: Actual Statistics of Overall students Enrolment:

| Category | Years | 2009/11 | 10/12 | 11/13 | 12/14 | 13/15 | 14/16 | Total |
|----------|-------|---------|-------|-------|-------|-------|-------|-------|
| Boys | | 56 | 62 | 37 | 52 | 52 | 41 | 300 |
| Girls | | 111 | 96 | 128 | 115 | 133 | 105 | 688 |
| Total | | 167 | 158 | 165 | 167 | 185 | 146 | 988 |

Sources: Authors Compilation

Hypothesis 1: H_1 = There is no significance variations in the students overall enrolment Over the years.

H_2 = There is no significance variations in the boys and girls overall Enrolment over the years.

Table 12: Two Way ANOVA for Students Overall Enrolment and Girls and Boys Comparative Enrolment over the year:

| Source of variation | Sum of squares | D.F | Mean square | F-test |
|-----------------------|----------------|-----|-------------|-------------|
| Between columns (SSC) | 409 | 5 | 81.8 | $F_1=2.44$ |
| Between rows (SSR) | 12546 | 1 | 12546 | $F_2=62.85$ |
| Error (SSE) | 998 | 5 | 199.6 | |
| Total | 13953 | 11 | | |

Sources: Authors Compilation

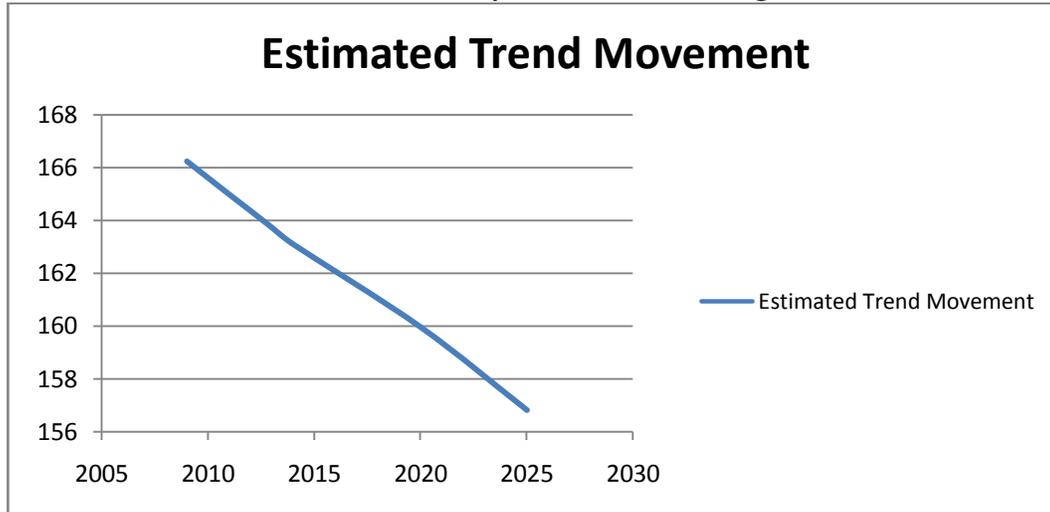
- Significance checking for students overall enrolment over the years in evening learning centers:**
[The critical value of F for D.F. ($V_1 = 5, V_2 = 5$) at 5% of significance is 5.0503]
It is clear from the above test result that the calculated F value (**2.44**) is lesser than the theoretical value of 5.0503, the hypothesis (H_1); there is no significance variation in the students overall enrolment in higher education system over the year, supposed to be 'accepted'. Therefore finally it could be concluded that there is no significant fluctuations in the enrolment of students in higher education over the years.
- Significance checking for girls and boys comparative enrolment in evening education system.**
[The critical value of F for D.F. ($V_1 = 1, V_2 = 5$) at 5% of significance is 6.6079]
It is clear from above test result that the calculated F value (62.85) is higher than critical value of 6.6079, the hypothesis (H_2); there is no significance variation in the girls and boys overall enrolment in higher education system, suppose to be 'rejected'. Therefore alternative hypothesis is selected and finally, it could be concluded that there is significance variation in the girls and boys overall enrolment in higher education system. Thank to the great initiatives by the government and all other stakeholders, increased girls involvement in higher education especially in traditional countries like India is a remarkable achievement. This shows woman's empowerment in great extent.

Table13: Trend analysis evaluation of expected future enrolment:

| Year | 2009/11 | 10/12 | 11/13 | 12/14 | 13/15 | 14/16 | 20/22 | 25/27 |
|----------------|---------|--------|--------|--------|--------|-------|---------|---------|
| Expected Trend | 166.24 | 165.61 | 164.98 | 164.36 | 163.73 | 163.1 | 159.96* | 156.82* |

Sources: Authors Compilation

(*Note: estimated values for the academic year 2020-22 and 2025-26 straight line trend method)

Chart 1: Estimated Trend evaluation of future expected demand for Higher Education

Sources: Authors Compilation

Table 13 and Chart 1 display the prospective estimated flow of students' strength to higher education system in coming years based on past movement. In India, the percentage of students those who come under the engine of higher education is increased drastically. This is a trend among the people to have multiple degrees in their academic list and most of the time this is done either through formal or distance education mode. This will increase demand for higher learning centers. But surprisingly study revealed that future aspirant for higher education is decreasing over the coming years and this can be noted in chart shown above.

Table 14: Details of Demand for Different Course

| Years | M.com | MHRD | MSW | MA (Eng) | MSC (Math's) | MSC (Bio-tech) | Total |
|--------------|------------|------------|------------|-----------|--------------|----------------|------------|
| 2009/11 | 49 | 28 | 39 | - | 35 | 16 | 167 |
| 2010/12 | 48 | 19 | 34 | 07 | 32 | 18 | 158 |
| 2011/12 | 48 | 22 | 41 | 05 | 45 | 04 | 165 |
| 2012/14 | 49 | 24 | 31 | 09 | 40 | 14 | 167 |
| 2013/15 | 58 | 23 | 46 | 09 | 41 | 08 | 185 |
| 2014/16 | 64 | 18 | 24 | 06 | 24 | 10 | 146 |
| Total | 316 | 134 | 215 | 36 | 217 | 70 | 956 |

Sources: Authors Compilation

(Note: demand for different course considers only post graduation courses)

Hypothesis 2: H_0 = There is no significance variation in demand for different courses. H_1 = There is significance variation in demand for different courses.

Table 15: One Way ANOVA for Demand for Different Courses

| Sources of Variation | Sum of Squares | D.F | Mean SS | F value |
|--------------------------|----------------|-----|---------|------------------------|
| Between Samples (Years) | 9105.25 | 5 | 1821.05 | F ₁ =50.697 |
| Within Sample (Error) | 1077.65 | 30 | 35.92 | |
| Total | 10182.9 | | | |

Sources: Authors Compilation

- Significance checking for the demand for deferent courses in higher learning centers:**
 The hypothesis in the above table is tested here by using one way ANOVA at 5% level of significance. The critical value of F for D.F. ($V_1 = 5, V_2 = 30$) at 5% level significance is 2.5336. It is clear from above test result that the calculated F value 50.69 is higher than the theoretical value of 2.5336, the hypothesis; there is no significance variation in the demand for different courses, supposed to be rejected. Therefore, thank to change in trend, it could be concluded that there is significance variation in demand for different courses in higher education over the years.

Table 16: Details of exams results (on the basis marks and class)

| Years | Distinction | 1 st Class | 2 nd Class |
|---------|-------------|-----------------------|-----------------------|
| 2009/11 | 24 | 120 | 18 |
| 2010/12 | 28 | 94 | 31 |
| 2011/13 | 61 | 89 | 09 |
| 2012/14 | 65 | 82 | 17 |
| Total | 178 | 385 | 75 |

Hypothesis 3: H_0 = There is no significance variation in students performance in exams.

H_1 = There is significance variation in students performance in exams

Table 17: One Way ANOVA for exam results

| Sources of Variation | Sum of Squares | D.F | Mean SS | F value |
|--------------------------|----------------|-----|---------|------------------------|
| Between Samples (Years) | 12463.17 | 2 | 6231.59 | F ₁ = 22.81 |
| Within Sample (Error) | 2458.5 | 9 | 273.17 | |
| Total | 14921.67 | 11 | | |

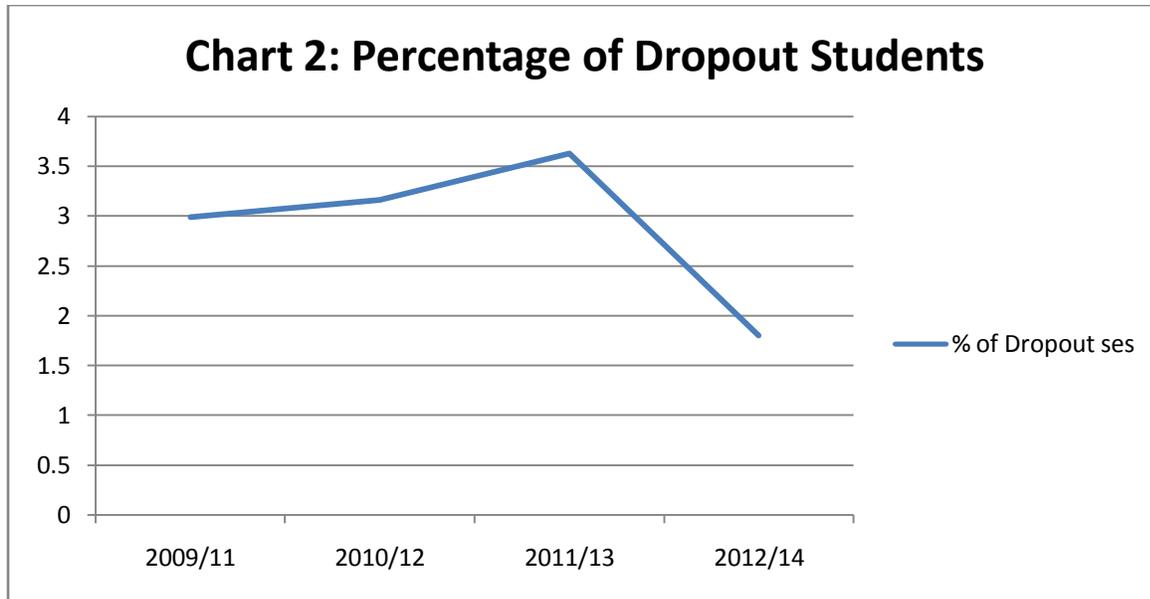
Sources: Authors Compilation

- Significance checking for exam results over the years:**
 The hypothesis in the above table is tested here by using one way ANOVA at 5% level of significance. The critical value of F for D.F. ($V_1 = 2, V_2 = 9$) at 5% level significance is 4.2565. It is clear from above test result that the calculated F value 22.8 is higher than the theoretical value of 4.2565, the hypothesis; there is no significance variation in the exam results over the years, supposed to be rejected. Therefore finally it can be interpreted that universities have taken initiatives to support students by liberalizing valuation system.

Table 18: Actual Statistics of Total Dropout Cases:

| Years | 2009-11 | 2010-12 | 2011-13 | 2012-14 |
|--------------------|---------|---------|---------|---------|
| Details | | | | |
| Total Admitted | 167 | 158 | 165 | 167 |
| No. of Dropout | 05 | 05 | 06 | 03 |
| % of dropout cases | 2.99 | 3.16 | 3.63 | 1.8 |

Sources: Authors Compilation



Sources: Authors Compilation

As the data reveals that the dropout cases are reduced from year to years. This could be found even in the chart 2 and table 16. It is positive sign for higher education; it shows the effectiveness of management of respective universities and colleges especially in running post graduate courses. Above table shows that the dropout cases initially stood increasing year after year but started to decrease in recent year. Decrease in dropout cases shows real seriousness among the students in completion of their post graduation courses successfully.

Table19: Statistics of performance

| Years | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|-----------------------|-----------|------------|------------|------------|------------|
| Total Appeared | 44 | 114 | 149 | 253 | 352 |
| No. of Pass | 35 | 86 | 116 | 177 | 257 |
| % of pass | 80 | 75 | 78 | 70 | 73 |

Sources: Authors Compilation

Since the performance of post graduation centers shows a downward trend with slight fluctuations. Percentage of pass over the past years shown systematically above in table No.19.

It could be noted percentage of pass in final university exams reduced to 73% in the year 2013-14 from 80 % of academic year 2009/10. This might be because of huge increase in students' over all enrolment or inefficiency of colleges to provide quality in teaching.

Findings and Suggestions:

Authors under taken this attempt with the great expectation of detailed evaluation of higher education centers in respect with its current prospect and future expected situation based with statistical tools. Here are the suggestions given on the basis of findings which found during the study.

1. Whatever may be the mode of higher education, developing countries like India need to concentrate more for moulding a better career opportunities by fulfilling basic requirements like knowledge creation, personality development, motivating for research mentality among the students to meet the basic logical objective of higher education.
2. Higher education offering universities and colleges should have main Moto to create bright future of young generation who enroll with them. To achieve this, overall changes required to make in

basic infrastructure, modernization of teaching system, making library to run on 'e' technique and maximum contributing for student's personality development. Management should have regular contact with parents to systematic convey of students academic performance.

3. Mismatch between demand and supply has created huge gap in job market and causing for unemployment. For this situation there may be a several reasons. Government, educational institutions and corporate world has the responsibility to fight for removal of this gap in job market.
4. Higher education centers having round for old system without introducing innovative proceedings. By learning trend in higher studies and on the basis of present requirements, offered courses would be diversified to attract maximum audience. Even syllabus also needs to be framed on the basis of current world requirement.
5. Since the study reveals the increasing demand for higher education but at the same time in chart 1, it should be noted that the number of institutions providing higher education also increased drastically and this resulted in unhealthy competition among the institutions. To survive in this severe competition management of all the colleges need to adopt shining unique strategies.
6. Large scale involvement in higher education by the universe started to drag back overall performance in result as seen in table no. 19. Right initiative need to be taken in this regard also.
7. Respondents have pointed negatively on exam evaluation system. To provide justice to the students' negligence in part valuator should be minimized to up keep great glory of Indian education system.
8. Higher education department has to take initiatives for realize real worth of higher education especially in the mind of rural youths by creating financial supportive environment.
9. Developing countries like India really creating new business opportunities in educational sector and this can be utilized by any educational institutions for their overall achievements.

Conclusions

Despite the need for improvement, study has proved, the future of post learning seems bright. Increasing numbers of students enrolling in higher learning classes underscore the need for "comprehensive and thoughtful evolution of higher education if it is to become the educational model of the future". Indian real glory of education would be achieved only when everything made systematic. Dynamic change need to be initiated for in depth development of higher learning centers in multiple angles simultaneously.

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| TIME- TABLE | | | | | | | | |
|-------------|-----------|----------------------|--------------------|-------------|-------|-----------|-------------|-----------|
| | | 9.30-10.30 | 10.30-11.30 | 11.30-12.30 | break | 1.30-2.30 | 2.30-3.30 | 3.30-4.30 |
| Monday | 1st mcom | M.E (A) | A.F.C (P) | M.P (G) | | STAT (Z) | Forum Act. | M.S (R) |
| | II MCOM | C.A/D.T | Certificate Course | | | F.T (A) | Forum Act. | SAPM/I.T |
| | 1st (I&B) | S.M(G) | T.Q.M(Z) | B.R.M(S) | | C.A(P) | A.a/c (Pvn) | |
| | 2nd (I&B) | R.B(Pav) | Certificate Course | | | R.B(Pav) | Mktg (P) | |
| Tuesday | 1st mcom | M.P(G) | STAT (R) | A.F.C (P) | | M.S (R) | M.E (A) | |
| | II MCOM | SAPM/IT | Certificate Course | | | F.T (A) | C.A/D.T | |
| | 1st (I&B) | A.a/c (Pav) | S.M (G) | T.Q.M (Z) | | B.R.M (S) | | |
| | 2nd (I&B) | H.R.M (S) | Certificate Course | | | Mktg (P) | R.F.I (S) | |
| Wednesday | 1st mcom | A.F.C (P) | STAT (R) | M.S (R) | | A.F.C (P) | Forum Act. | |
| | II MCOM | F.T (A) | SAPM/ I.T | I.B (G) | | I.B (G) | C.A/D.T | |
| | 1st (I&B) | A.a/c (Pav) | S.M (G) | B.R.M(S) | | T.Q.M (Z) | Forum Act. | C.A (P) |
| | 2nd (I&B) | R.F.I (S) | R.B (Pav) | Mktg (P) | | R.M.F (A) | H.R.M (S) | |
| Thursday | 1st mcom | M.S (R) | M.E (A) | STAT (Z) | | A.F.C (P) | M.P (G) | |
| | II MCOM | I.B (G) | C.A/D.T | F.T (A) | | | SAPM/I.T | |
| | 1st (I&B) | T.Q.M (Z) | | A.a/c (Pav) | | S.M (G) | Forum Act. | B.R.M (S) |
| | 2nd (I&B) | H.R.M (S) | Mktg (P) | R.M.I (S) | | R.M.F (A) | Forum Act. | R.B (Pvn) |
| Friday | 1st mcom | M.S (R) | M.P (G) | STAT (R) | | M.E (A) | | |
| | II MCOM | SAPM/IT | C.A/D.T | F.T (A) | | I.B (G) | Forum Act. | I.B (G) |
| | 1st (I&B) | A.a/c (Pav) | C.A (P) | | | B.R.M (S) | T.Q.M (Z) | |
| | 2nd (I&B) | H.R.M (S) | R.B (Pav) | H.R.M (S) | | Mktg (P) | Forum Act. | R.M.F (A) |
| Saturday | 1st mcom | M.E (A) | M.P (G) | STAT (R) | | | | |
| | II MCOM | Choice Based Subject | | | | | | |
| | 1st (I&B) | S.M(G) | C.A (P) | C.A(P) | | | | |
| | 2nd (I&B) | Choice Based Subject | | | | | | |

| TIME- TABLE (Girish S) | | | | | | | |
|-------------------------------------|--------------|-------------|--------------|-----------|-----------|-----------|--|
| 9.30-10.30 | 10.30-11.30 | 11.30-12.30 | Break | 1.30-2.30 | 2.30-3.30 | 3.30-4.30 | |
| Mon SM | | MP | | | | | |
| Tue MP | SM | | | | | | |
| Wed | SM | IB | | IB | | | |
| Thu IB | | | | SM | | | |
| Fri | MP | | | IB | IB | | |
| Sat SM | MP | | | | | | |
| TIME- TABLE (Zeeval Khan) | | | | | | | |
| 9.30-10.30 | 10.30-11.30 | 11.30-12.30 | Break | 1.30-2.30 | 2.30-3.30 | 3.30-4.30 | |
| Mon | TQM | | | STAT | | SAPM | |
| Tue SAPM | TQM | | | | | | |
| Wed SAPM | | | | TQM | | | |
| Thu TQM | | STAT | | | SAPM | | |
| Fri SAPM | | | | | TQM | | |
| Sat | Choice Based | | | | | | |
| TIME- TABLE (Prashanth Bhat) | | | | | | | |
| 9.30-10.30 | 10.30-11.30 | 11.30-12.30 | Break | 1.30-2.30 | 2.30-3.30 | 3.30-4.30 | |
| Mon | | AFC | | CA | Mktg | | |
| Tue | | FA | | Mktg | | | |
| Wed AFC | | Mktg | | AFC | CA | | |
| Thu | Mktg | | | AFC | | | |
| Fri | CA | | | Mktg | | | |
| Sat | CA | CA | | | | | |

TIME- TABLE (Pavan K)

| | 9.30-10.30 | 10.30-11.30 | 11.30-12.30 | Break | 1.30-2.30 | 2.30-3.30 | 3.30-4.30 | |
|-----|------------|-------------|-------------|-------|-----------|-----------|-----------|-------|
| Mon | RMI | | | | | RMF | | A.a/c |
| Tue | A.a/c | | | | | | RMF | |
| Wed | A.a/c | RMF | | | | | | |
| Thu | | | A.a/c | | | | | RMI |
| Fri | A.a/c | | | | | | | |
| Sat | | | | | | | | |

TIME- TABLE (Rekha Shetty)

| | 9.30-10.30 | 10.30-11.30 | 11.30-12.30 | Break | 1.30-2.30 | 2.30-3.30 | 3.30-4.30 | |
|-----|--------------|-------------|-------------|-------|-----------|-----------|-----------|----|
| Mon | DT | | | | | | | IT |
| Tue | IT | | | | | | DT | |
| Wed | | IT | | | | | DT | |
| Thu | | DT | | | | | IT | |
| Fri | IT | DT | | | | | | |
| Sat | Choice Based | | | | | | | |

TIME- TABLE (Amitha Shetty)

| | 9.30-10.30 | 10.30-11.30 | 11.30-12.30 | Break | 1.30-2.30 | 2.30-3.30 | 3.30-4.30 | |
|-----|------------|-------------|-------------|-------|-----------|-----------|-----------|-----|
| Mon | ME | | | | | FT | | |
| Tue | MF | | | | | FT | ME | |
| Wed | FT | | | | | RMF | | |
| Thu | | ME | FT | | | RMF | | |
| Fri | | | FT | | | ME | | RMF |
| Sat | ME | | | | | | | |

| TIME- TABLE (Seema Shetty) | | | | | | | | |
|----------------------------------|--------------|-------------|-------------|-------|-----------|-----------|-----------|-----|
| | 9.30-10.30 | 10.30-11.30 | 11.30-12.30 | Break | 1.30-2.30 | 2.30-3.30 | 3.30-4.30 | |
| Mon | | | BRM | | | | | |
| Tue | HRM | | | | | BRM | RFI | |
| Wed | RFI | | BRM | | | | HRM | |
| Thu | HRM | | RMI | | | | | BRM |
| Fri | HRM | | HRM | | | BRM | | |
| Sat | Choice Based | | | | | | | |
| TIME- TABLE (Radhakrishna Nayak) | | | | | | | | |
| | 9.30-10.30 | 10.30-11.30 | 11.30-12.30 | Break | 1.30-2.30 | 2.30-3.30 | 3.30-4.30 | |
| Mon | C A | | | | | | | MS |
| Tue | MS | STAT | | | | MS | CA | |
| Wed | | STAT | MS | | | | CA | |
| Thu | | CA | | | | | | |
| Fri | MS | CA | STAT | | | | | |
| Sat | | | STAT | | | | | |