A know your student analysis: a case study on the students of a higher education institute in India

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Abstract: The education system in India is often found to be irrelevant when it comes to adding value to its student, primarily due to lack of knowledge and understanding on student population. Tradition analysis tools may not be much helpful in this situation. A new analysis tool, KYS Analysis, is discussed here and its application is demonstrated using a sample survey of the students of a higher education institute. This study will certainly help in developing new strategies to add competitive advantage in any academic institutions in India or any other similar emerging economics around the world. The practical importance of this article is to contribute to the management decision making process and the use of the insights derived from the analysis by the higher education institutions. The article will be useful to a wide range of readers who are struggling to retain competence and stay competitive in the academic world.

Keywords: know your student; KYS; student survey; relevance; higher education; pedagogy; education management; educational reform; quality of education; strategic alignment; evaluation model.

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1 Introduction

The Atal Bihari Vajpayee-Indian Institute of Information Technology and Management (ABV-IIITM), Gwalior is a premier institute setup by the Ministry of Human Resource Development, Government of India, in the year 1997, with the objective of imparting quality education in the field of information technology and its management. It is a research driven institute with over 700 students from across the country. It is also the first in the series of MHRD institutions in the Indian Institute of Information Technology (IIIT) family. It is both a T-school and a B-school complimenting each other.

The institute has been operating as an exclusive post-graduate (PG) institute with its students enrolled in various postgraduate and doctoral level programs till the year 2016. Now, the institute is also offering a four year bachelor of technology program in computer science and engineering (started in the year 2017). The institute is able to attract bright students which are reflected in their joint entrance examination – mains (JEE) ranks or GATE/CAT/MAT scores. The students of the institute have won several competitions and awards, like they have won open source software competition held at several institutes including IIT Bombay, NIT Trichy, etc., ACM-ICPC to IBM the Great Mind Challenge, Lord of the Code (IIT-B and Red Hat) to Google Code Jam, etc. The students of the institute receive on the average a very high on campus placement offers from the top MNCs across sectors. The intellectual capital of the students in the institute is very promising and can be further nurtured with an insightful knowledge of the pattern of student studying here in term of their academic background, family background, interest and career choices, etc.

This information will help the institute's administration in helping the students find 'relevance'. Relevance is important to teaching and learning because it is directly related to student engagement and motivation (Frymier and Schulman, 1995; Martin and Dowson, 2009). Another study (Frymier et al., 1996) found relevance to be positively attached with motivation to study and effective learning and learning behaviour. If a student does not believe or get convinced that a particular activity is interesting, relevant, or within the scope of his/her capabilities, it is difficult for the student to survive the challenge.

The relevance here may be understood by setting an example of an institute where most of the students are interested in service sector jobs and very few students are finding interest in research and entrepreneurship. If an institute in such a settings tries to run itself as an research driven institute/organisation or tries to create successful entrepreneur from among its students through a series of entrepreneurship awareness drives, workshops, and lectures, then what will be the final outcome of such an initiatives? In general, in such a case the institute will definitely not meet its set goals and these initiatives will prove to be of no worth to its students, i.e., the institute will lose its relevance. These issues can be handled or addressed in a better way through surveying the students, regularly. Surveying

the students will help understand the students in a better way. Organisations need to realise that data has value (AL Raymond, Head of US privacy and social media compliance at TD Bank).

Understanding the students is very important for any institution in order to develop a successful strategy and plan in order to meet the expectations of the student. Questions that arise are, How to train and develop the students? How to project their prospective career? How to know what motivates the students? What background the students are from? What are their choices of career? What they already know? What they would like to know? What they must know? And most importantly what are their interests? The first strategy toward this step is to interact with the students. The purpose of this interaction would be an open line communication between the institute and the students. But it is often seen that the student doesn't want to communicate with the institute or rather they are often not comfortable in such communication, therefore a survey can serve the purpose of an effective and efficient communication process.

Now, when the students share something about themselves, may be their interest, then the institute should share a little bit on what it can do in order to add value to the student's interest? Now, with the information about student, the institute is in a better position to climb the progress ladder in both academics and non-academics through a series of relevant managerial decision in order to establish a relevant connection between the students and the institute. These managerial decisions would be data driven and thus chance of success will be higher. Instead of following the popular opinion or concept, it is necessary to use data in every possible decision making to form relevant question and gather required information before taking managerial decision. A point of view can be a dangerous luxury when substituted for insight and understanding (Marshall McLuhan, Canadian philosopher, futurist, and communication theorist)

A second strategy to understand the students is to look at their past academic and non-academic records. This helps the institute project what the academic performance might be for the class with a particular background apart from projecting non-academic performance? An institute can analyse what domain the students need help? What are the potential improvement areas? For example all the students in the post graduate management class of ABV-IIITM, Gwalior are from engineering background. In this case, the students are often not comfortable with subjects like economics, finance, and accountancy (based on the student feedback). These may be the areas where students may need extra help. Even in this institute it is found that subjects like database management system (DBMS) or management information system (MIS) are compulsory for all the students and this again brings irreverence to a big section of students who are from computer science and allied engineering background, because the subject is a repetition for them.

Know your student (KYS) analysis should come under academic regulation that academic institutions and allied institutions must perform to identify and understand their students by ascertaining relevant information and further analyse them to make data driven management decision. In India, there is no such compulsory regulation yet enforced. Knowing the students is becoming increasingly important globally to maintain competitive edge over other academic institute and most importantly serve the student community in the best possible way. This analysis enables academic institutions to know and understand their student and their academic and non-academic details like academic background, family background, interest, career, and/or job choice etc. which eventually help the institute to be able to serve their students better through relevance.

KYS Analysis may be applied on whom? KYS Analysis may be applied to any student that maintains an institute roll number and/or has an academic relationship with the institution like a regular diploma or degree student, open learning diploma/degree student, visiting scholar, and summer/winter intern, etc. KYS analysis may also be applied to the alumni community of the institute.

Who may be the contact point in the institution for KYS analysis purposes? An ideal contact point in the institute may be the student relationship manager or the training and placement official or alumni coordinator or admission coordinator who may take care of the admission process of the students and maintain student details, i.e., those officials who are in touch with the students for the information transactions.

What should be done if a student does not provide the required KYS information to the institute? The institute should be entitled to refuse registration of such student (if the student is a prospective student) or discontinue registration (if the student is an existing student). This will aid in maintain the academic and non-academic standard of the institute.

The adoption of efficient and effective KYS Analysis standards is an essential part of Institute's development initiative as it helps in taking decision based on facts and figures, inferred from the collected data. These data are the summaries of thousands of stories and these numbers have an important story to tell (Chip and Dan Heath, authors of *Made to Stick*; Stephen Few, author of *Show Me the Numbers: Designing Tables and Graphs to Enlighten*). These stories need to be presented and understood in a better way in order to understand the student better. Questionnaires for such KYS analysis may vary from institute to institute based on their current and future needs. There can be hardly any standardised question list that may serve the purpose of any institute.

Before designing a KYS analysis questionnaire, it is of prime importance to understand what the institute wants to know from its student and why? The questionnaire is structured on the basis of a number of simple questions that will help plan how to collect information from and about the students, based on requirement? Before designing a questionnaire one must keep a note of the following questions:

1 Why collect information about students?

2 What the institute need to know?

3 What the institute going to do with the results?

4 From whom does the institute need to collect information? alumni? current student? prospective students?

5 What information needs to be collected?

6 How to collect the information?

7 When to collect the information?

8 What types of information to collect?

The data collected from the students may contain sensitive information like parental academic qualifications etc. and such information should be kept private to the institute. It may be a good practice to survey such data from student in private, like by sending survey link in personal and secured e-mail.

2 Objectives of the study

The objectives of the study may be stated as:

- To provide a comprehensive understanding of KYS analysis and its importance by setting an example of a sample survey conducted at ABV IIITM, Gwalior.
- To generate systematic information on student's intellectual and non-intellectual resources for the purpose of academic and non-academic development, institutional planning, student placement, academic structure designing, facility planning, and managerial/administrative decisions, etc.
- To increase the capabilities of an academic institution in term of best use of available intellectual resources and supports, direct, guide, and motivate students, based on the inferences derived from student data.
- To create an environment that helps every student to discover, develop and use his or her capabilities to the full extent in order to achieve individual and institutional goals.
- To analyse the student population of ABV-IIITM, Gwalior and interpret the importance of reported data or facts in management or administrative decision.

3 Research methodology

The paper is articulated based on the literature review from various journals, books, newspapers, and conference articles. The study exclusively includes a survey that was conducted through e-mail invitations at ABV-IIITM, Gwalior, India.

The data was collected from the students of engineering background studying in the institute. A structured questionnaire was developed for data collection. The questionnaire had answers in yes/no format and some with choice to be marked in the checkbox, i.e., all data were nominal in nature. A total of 343 respondents participated in the survey out of some more than 700 students of the institute. Questionnaires were distributed online with explanation for each question. The judgment and snowball, non-probabilistic sampling were used in the study. The initial set of respondents was selected based on judgment sampling. Subsequently additional unit were obtained on the basis of information given by the initial sampling unit and then further referrals were taken from those selected in the sample. The sample comprised of respondents whose minimum qualification was at least under graduate level, the sample was taken from the ABV-IIITM, Gwalior student community. This institute was purposely selected because most brilliant students from all across the country join the institute. Thus, we have a cross culture and diversified respondents. Students of the institute were used as a subject in our study. University students are representative of a dominant cohort of online user (Darden and Ashton, 1974).

4 Scope and design of the study

ABV-IIITM, Gwalior, India was chosen for conducting the survey because it's a national institute of Government of India and have students from almost all the states of the country. Thus, the inferences from the survey and the study may reflect to a good extend a view of India, in general.

Table 1 Design of the survey

Research type	*Exploratory*
Sampling technique	Convenient sampling
Sampling unit	Engineering students at ABV-IIITM, Gwalior, India
Sample size	343 respondents
Tools for data collection	Questionnaire (QuestionPro)
Medium of data collection (online/offline)	Online
Total visualisation	89 (graphs and charts, etc.)
Tools for data analysis	Tableau, Edraw Max

The questionnaire with 33 different questions was administered on the current engineering students of the institute (session 2016-17).

5 KYS analysis

The KYS analysis model presents a framework for helping the academic institutes identify and prioritise the academic and non-academic goals, and to further identify the strategies of achieving them. KYS analysis is a technique used to analyse the demography, resource, academic background, family background, strengths, weaknesses, opportunities, threats, core competency, obstacles, interest, choice, technology use pattern, and expectations of students. The attribute choice in KYS analysis completely depends on the current and future need of the institute, what the institute wants to know from its student? How they plane to use the information? Therefore, based on requirements KYS analysis may need to be modified and updated.

The KYS Analysis model will significantly vary in various academic institutes like school, university, training institute etc. Here, KYS Analysis is demonstrated using a sample survey of the students of ABV IIITM, Gwalior.

6 Managerial use or interpretation

The result of KYS analysis may be used to solve managerial and administrative problems of the institute and move towards a more relevant practice.

Table 2 KYS analysis table

Demography	*Resource*
• All the students are Indian • 75% male student and 25% Female Student in the survey • Specially abled student: 4.32% • Medium of communication used in hostels: Hindi: 65.12% English: 23.77% Telugu: 1.23% Both in Hindi and English:1.54% • Average age: ○ PG MBA: 94.87% in 21-24 years ○ PG MTech: 57.14% in 21-24 years and 42.86% in 25-28 years ○ PhD: 70% in 25-28 years and 30% more than 28 years ○ PG + IPG + PhD: 54.94% in 17–20 years, 38.27% in 21–24 years, and 5.86% in 25–28 years • Category: ○ General: 52.16% ○ SC: 13.27% ○ ST: 5.25% ○ OBC: 29.32% • Food habit: Vegetarian: 42.28% Non-vegetarian: 45.37% Only egg eater: 12.35% • Maximum students are from Uttar Pradesh and then Madhya Pradesh, Bihar, Rajasthan, etc.	• Blood group: B +: 36.42% A+: 18.52% O+: 32.41% AB+: 5.56% or *18 students* B–: 3.70% or *12 students* 1.23% or *4 students* O–: 1.23 or *4 students* AB–: 0.93% or *3 students* • All the postgraduate students in the institute are engineer except few PhD scholars in management specialization. • All the integrated postgraduate students are in engineering domain with some students specializing in management in their master level. • All the IPG student are in information technology specialization both at UG and PG level with some specializing in information technology in UG level and Management at PG level. • All the PG MTech students specialize in the areas of digital communication, advance networks, VLSI, and information security. • All the PG MBA students specialize in the area of human resources, information technology enabled services, public service management and e-governance, operation management, marketing, and finance • All the students have qualified at least one of the national level exams like JEE (mains), CAT, GATE, MAT, CMAT, NET, etc.
Interest	*Choice*
• Defence: ○ Overall: 48.14 % are interested ○ It is found that female are much less interested in defence (39.51%) compared to male students (51.02%). • Politics: ○ Overall: 32.02% are interested ○ It is found that female are less interested in politics (24.69%) compared to male students (35.80%).	• Career choice in entrepreneurship: ○ PhD: 0% entrepreneurship ○ PG MBA: 35.90% entrepreneurship ○ PG MTech: 4.76% entrepreneurship ○ IPG MBA: 4.76% entrepreneurship ○ IPG MTech: 22.05% entrepreneurship ○ IPG (till 3rd year):11.09% entrepreneurship

Table 2 KYS analysis table (continued)

Demography	*Resource*
• Social work: ○ Overall: 69.75% are interested ○ It is found that female is more interested in social work (74.07%) compared to male students (68.31%). **Here interested does not means that the student want to make a career in the field but there is a high chance that one may choose it in future.*	• Career choice in teaching: ○ PhD: 100% teaching ○ PG MBA: 17.95% teaching ○ PG MTech: 33.33% teaching • The majority of the students at UG and PG level are interested in non-teaching services. • Choice of job in government sector: ○ PhD: 100% ○ PG MBA: 38.46% ○ PG MTech: 28.57% ○ IPG MBA: 29.41% ○ IPG MTech: 27.18% ○ IPG (till 3rd year): 4.76%
Academic background	*Family background*
• Student's qualification: ○ PhD: 90% of PhD (technical) scholar are with CS/IT engineering background ○ PG MBA: 43.59% of the students are with CS/IT engineering background, 17.97% of the students are with mechanical engineering background, and 17.97% of the students are with electronics and communication engineering background. ○ PG MTech: 61.90% of the students are with electronics and communication engineering background and 33.33% of the students are with CS/IT engineering background ○ IPG (all): 10 + 2 level passed. • School: ○ Type: 66.05% private, 33.95% government ○ Medium:72.53% English, 13.89% Hindi ○ Board: 47.22% CBSC, 7.105 ISC	• Father: ○ Education: 14.51% engineering, 27.78% science, 25.62% arts, 8.02% commerce and management ○ Qualification: 34.88% graduate, 33.02% postgraduate, 3.09% PhD ○ Engagement: 58.95% job, 19.75% business ○ Job sector:35.80% government, 30.86% private • Mother: ○ Education:16.05% science, 50.62% arts, 2.16% vocational ○ Qualification: 26.54% graduate, 25% postgraduate, 1.85% PhD ○ Engagement: 14.51% job,81.17% housewife ○ Job sector: 8.64% government, 8.95% private • Siblings: ○ Number of siblings: 55.86% with 1, 23.15% with 2 ○ Education: 27.16% engineering, 19.14% science, 7.41% arts, 4.01% commerce and management ○ Qualification: 34.57% graduate, 17.28% postgraduate (those in graduate and postgraduate ages) ○ Engagement: 24.38% job

Table 2 KYS analysis table (continued)

Strengths	*Opportunities*
• The institute have one of the finest student bases in the country with high rank/score holders in entrance exams like JEE (Mains), GATE, and CAT etc. • The institute have a good representative population from reserved category. • Students are learned/skilled and/or exposed to software skills like C, C++, JAVA, and SQL etc., which may indicate decent to *strong software basics*. It is suggested that 78.7% student are skilled in C and 49.4% students are skilled in java, as per their own judgment.	• Career development and/or awareness program for students and especially for 1st to 3rd year students in the institute. • Special coaching for students aspiring a teaching career and particularly PhD and PG MTech students with more interested students. • Formulating strategies to draw students from states in the north east and from states like West Bengal, Jharkhand, etc. This may increase student population representation from this states and this will give the institute a more diverse student population. • The institute may look for international student population which is currently representing 0% of total student strength, thus give a diverse student population. • Skill training in latest technologies like big data, machine learning, and cloud computing, etc. • Customized training to skill up coding skill of 59.52% and may be more students of 1st to 3rd year, enrolled in IPG stream.
Weaknesses	*Threats*
• The institute is designed to blend IT and management curriculum, but there is a huge gap in its implementation with some more than 20% students out of total eligible population, takes/choose techno-managerial curriculum through streams like IPG MBA and PG MBA. • More than 85% students are not skilled in latest technologies like big data, machine learning, and cloud computing, etc. • It was found that 66.67% IPG students till 3rd year are not sure which type of job he or she may choose like government or private etc. This reflects lack of awareness about career prospects. • There is an imbalance in student population with only 25% female students.	• Students may be losing market competitiveness in terms of knowledge in latest technologies like big data, machine learning, etc. • Possibility of low package offers in on campus placement. • A majority of the students, though studying in IIITM, is not exposed to the institute's flagship IT-management blend curriculum that helps in developing techno-managerial skills.
Core competency	*Obstacles*
• Students belonging to PG MBA and IPG MBA are intellectuals with a blend of engineering and management skills. • All the IPG students, 43.59% of PG MBA, 33.33% PG MTech students, and 90% of PhD (Tech) students are from information technology/computer science and engineering background. • As much as 41.03% of PG MBA students are comfortable in coding, which is much required in techno-managerial career and analytics.	• All the IPG students, though at PG level, lacks the much needed on the job corporate experience (the course being an integrated one), only 15.38% of PG MBA students have experience of more than one year, and 14.29% of PG MTech students have experience of more than one year. This implies that most students lack corporate experience. • The 35.19% of the total student population are not open to all India job posting and this may prove to be a serious obstacle in career growth.

Table 2 KYS analysis table (continued)

Core competency	*Obstacles*
• As high as 71.43% of PG MTech students, and 75.90% of IPG MTech students are comfortable with coding. • As much as 60% of PhD scholars are from national institute like IIT, IIIT, etc., thus presenting a pool of India's finest talent. *Comfortable in coding may be seen as preparedness and may not signify coding ability as per any set standard.	• The 35.19% of the total student population are not open to international job posting and this may prove to be a serious obstacle in career growth. • As much as 40.74% female students are not open to all India job posting and 38.27% female students are not open to international job posting. • The 53.39% of total student population is not open to rotating shifts during job. This is another potential obstacle in career growth. • The 56.79% of total female students are not open to rotating shift jobs.
Technology use pattern	*Expectations*
• Social media use: ○ Facebook: 83.95% ○ Instagram: 43.21% ○ LinkedIn: 49.07% • Skype: 55.56% • Operating system: ○ Mobile:74.69% android, 6.48% windows ○ PC/Laptop: 91.05% windows, 7.415 Linux • Open source software: 53.08% • Mobile internet use: 84.88%	• Expected salary: ○ PG MBA: 25.64% of students expects more than 10 lakh salary package annually in on campus placement. ○ PG MTech: 14.29% of students expects more than 10 lakh salary package annually in on campus placement. ○ IPG MBA: 35.29% of students expects more than 10 lakh salary package annually in on campus placement. ○ IPG MTech: *70.265%* of students expects more than 10 lakh salary package annually in on campus placement. ○ IPG (till 3rd year): *69.05%* of students expects more than 10 lakh salary package annually in on campus placement.

To set an example, KYS analysis may be considered while making a decision to launch a digital education system in the institute. Now, to implement this facility the basic requirement would be a smart device may be a mobile and/or laptop. Based on the analysis result it is found that 74.69% students use android mobiles and 91.05% students use windows laptop. These statistics along with the information that 84.88% students use internet in mobile may help the management to come at a conclusion that a separate windows based application should be launched for laptops and an android based application should be launched for mobile.

Similarly, from the statistics it is indicated that a good number of PG MTech and PG MBA students and all the PhD scholars are interested in a teaching career. Based on this information, the institute may create provision for an on campus coaching facility to help these students achieve their goals. It is also seen that 66.67% IPG students till 3rd year are not sure which type of job he or she may choose like government or private, etc. This reflects lack of awareness about career prospects. The institute may arrange career awareness drive to guide these students and make them aware of the various prospects in government job, private job or entrepreneurship, etc. According to some statistics, nearly 13% of the US adult population is engaged in entrepreneurship and here in the institute very less student population are finding interest in entrepreneurship. The institute may promote entrepreneurship through various awareness drives.

In case of emergency, for example, there is a sudden need of a particular rare blood group for a student, and then the KYS analysis data may help in finding the details of students matching the required blood group. Thus, KYS analysis helps in resource management also. A majority of the students, though studying in IIITM, is not exposed to the institute's flagship IT-management blend curriculum that helps in developing techno-managerial skills. It is seen most IPG students is choosing MTech in their post-graduate level. Despite the brisk demand for MBA education during the past three decades, there are mixed reviews regarding the MBA program and concern over the quality of MBA education has been debated recurrently (Aiken et al., 1994; Eberhardt et al., 1997; Louw et al., 2001). MBA graduates are often promised higher economic incentives (Kyle and Festervand, 2005) and still it is seen that students in this institute prefer technical master degree program than the management degree program. In spite of rapid growth, executive and management education has received plenty of stick for not delivering value (Baruch and Peiperl, 2000; Gosling and Mintzberg, 2004). These indicate that there may be some gaps in the management education in this institute and this is resulting in a low enrolment in the management stream. The institute may need to revise its strategies to keep this balance in coming years and reweigh the value it is delivering in its management programs.

Career trajectories differ between men and women (Liff and Ward, 2001). A woman's trajectory tends to be more influenced by predefined societal roles, relationships, and responsibilities. Since the last two decades there has been a tremendous shift in term of career choice of a woman. Today, more and more women are choosing career in engineering. But from our survey it is seen that still female are not in the same number as men in the engineering and management courses of the institute. Only 25% of total student are represented by female student, according to the survey. The institute may design policies to create a balance in this numbers, in order to ensure the integration into and retention of women in STEM careers in general and engineering career in particular, it is necessary to tackle the decline of interest and most importantly lack of opportunities in the engineering career, amongst women pursuing higher education.

Even family background is an important consideration in the analysis, especially parental background. It is studied by researchers that parent education is linked to the child's developing academic success and achievement-oriented attitudes, which in turn is linked to higher levels of adult educational and occupational attainment. Brooks-Gunn and Duncan (1997) concluded that maternal education was linked significantly to children's intellectual outcomes even after controlling for a variety of other socioeconomic status (SES) indicators such as household income. McLoyd's (1989, 1998) seminal literature reviews also have documented well the relation of poverty and low SES to a range of negative child outcomes, including low IQ, educational attainment and achievement, and social-emotional problems.

The policy makers of the country and various government departments, ministries, agencies, and trust etc. can significantly make use of this data for the relevant development purpose. To set an example, the policy makers can design the new policies or the schemes or the scholarship for needy and deserving female student, coming from low educated family to encourage and support their education.

Therefore, based on the institute's requirement and policy, the results of the analysis may be differently interpreted and may also be differently applicable. It is certain that the KYS analysis will definitely ease the decision making process for students development and thus for the growth of the institute. Each institute is expected to have its own standardised KYS analysis model based on the above proposed model and should conduct the analysis over a certain set time interval and track the progressive change.

7 Conclusions

The point of the discussion in this paper is to know about the students and there are a lot of ways that may be used to know about the students that may be helpful directly to the students by helping them to learn (Hawk, 2017). Here we discuss the KYS analysis that enables academic institutions to know and understand their student and their academic and non-academic details, like academic background, family background, interest, career, and/or job choice, etc. that will eventually help the institute to be able to serve their students better and help the institute to be relevant to the needs of the student. The analysis is based on the data collected from the student community. In data driven decision making process, the administrators and faculties may collect and analyse data to guide a range of educational decisions (Ikemoto and Marsh, 2007). Such decisions are informed decisions and have greater probability of success. The KYS analysis will definitely ease the decision making process for students development and thus for the growth of the institute. Each institute need to develop a customised KYS analysis model based on the above proposed model and track the degree of relevance when it comes to fulfil the requirements of the student.

The KYS analysis needs to be administrated on a regular basis. This will help the academic institution stay relevant to the students and also to the job market. The Indian higher education institutions provide various courses across specialties, which they independently determine based on the popularity of a particular type of jobs in the job market. Such decisions are generally based on the current data, often with or without taking into account that the duration of the course may range up to five long years, and

thus the situation in the labour market may change and even may not match the previous predictions. Thus, KYS analysis aid in staying relevant, if administrated on regular basis.

The need of higher education in India is becoming more necessary with time and with the economic growth. The job market awaits a huge pool of knowledge workers. But, only 7% of engineering graduates are employable and 93% of MBA graduates are unemployable! (India Today, 2016). Engineering students say the curriculums for the engineering education does not favours high profile jobs as the syllabus does not meet the real-world applications (Times of India, 2017). The President of India, Pranab Mukherjee said that the standard of higher education institutions in India is falling. He added that the country may land in a scenario of having a large number of people with degrees but that will fail to meet the industrial skill requirements (The Economic Times, 2016). Thus the need of quality and relevant education is increasing. The government should issue a mandatory KYS analysis regulation for the higher education institute, like the KYC regulation, so that higher education in India becomes more and more relevant in term of academics for its students, and better management and administration of institution. The practical importance of this article is to contribute to the management decision making process and the use of the insights derived from the analysis by the higher education authorities and/or the institutions. The article will be useful to a wide range of readers who are engaged in education management and struggling to retain competence and stay competitive in the academic world.

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