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**Quality, Competencies, and Learning
Outcomes:**

**How to be Fit for Generation Z
Employability**

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**Advancing Generation Z Employability
through New Forms of Learning: Role
of Higher Education Institutions for
Quality Assurance and Recognition for
Alternative Credentials**

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Introduction

- **QA is given greater emphasis in order to enhance the standard of HEIs**
- **career development is also another thrust area for HEIs to meet the challenges of future employability for their students**
- **advancing Gen Z employability is the main focus in the global market**
- **average Gen Z student possesses an over reliance on technology**
- **trouble in distinguishing fact from opinion**
- **an inclination to be 'generalists' as opposed to 'specialists'**

A Study

- **73% of Gen Z would like to be taught one-on-one**
- **84% believes they have skills necessary for professional environment**
- **91% in technological sophistication and its impact**
- **64% opportunity for career growth is a top priority**

BRICS - ILO

- **Aspirations of Gen Z are different from previous**
- **As per the ILO estimates, the Youth (15-24) unemployment rates of BRICS countries as of 2017**

	Men	Women
South Africa	49%	59%
Brazil	25%	32%
Russia	16%	16%
China	11%	9.5%
India	9.5%	11%

Structural Changes

- employment rate for Gen Z in India is better compared to other BRICS countries, there is dire need to bring structural shift in the educational setup:

Structural changes  **education and training**

- **Government of India and State Governments initiatives**
 - **Skill India**
 - **Digital India**
 - **Startup India**

Paradigm Shift

**Universities
and
Colleges**



- ICT based learning
- work based learning
- flipped classroom based learning, work integrated learning
- mapping work integrated learning activities in the curriculum to develop graduate capabilities
- social enterprise as working-integrated learning
- building capacity for work readiness of the new generation jobs etc.

QA Agencies

- **About 150 Countries – Accreditation Mechanisms for QA in HEIs**
- **Most of QA Agencies directly or indirectly supported by Governments**
- **INQAAHE with 200 Organisations**
 - **World wide**
 - **Good Practices**
- **IAF, CHEA, QAA, NWCCU etc.**

India QA Agencies

- **National Assessment and Accreditation Council (NAAC)**
- **National Board for Accreditation (NBA)**
- **Quality Council of India (QCI)**
- **National Agricultural Education Accreditation Board (NAEAB)**

These agencies should also bring changes in their assessment and accreditation process to meet the challenges of new generation employability

NAAC as an External Quality Assurance Agency

NAAC VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, Promotion and sustenance initiatives

NAAC MISSION

To arrange for periodic assessment and accreditation of Institutions of higher education or units thereof, or specific Academic Programmes or projects

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

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

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

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

CORE VALUES / VALUE FRAMEWORK

- **Contributing to national development**
- **Fostering global competencies among students**
- **Inculcating a value system among students**
- **Promoting use of technology**
- **Quest for excellence**

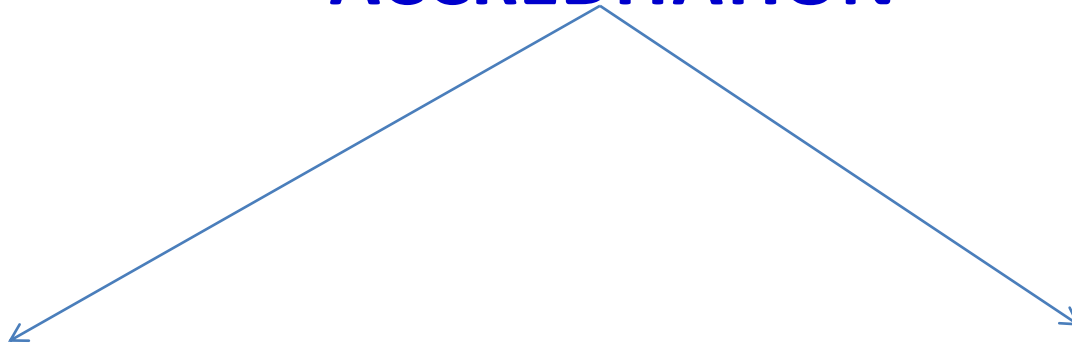
A&A Def

- **Assessment : Performance evaluation of an institution or its units based on certain established criteria.**
- **Accreditation : Certification of quality that is valid for a fixed period, which in the case of NAAC is for five years normally.**

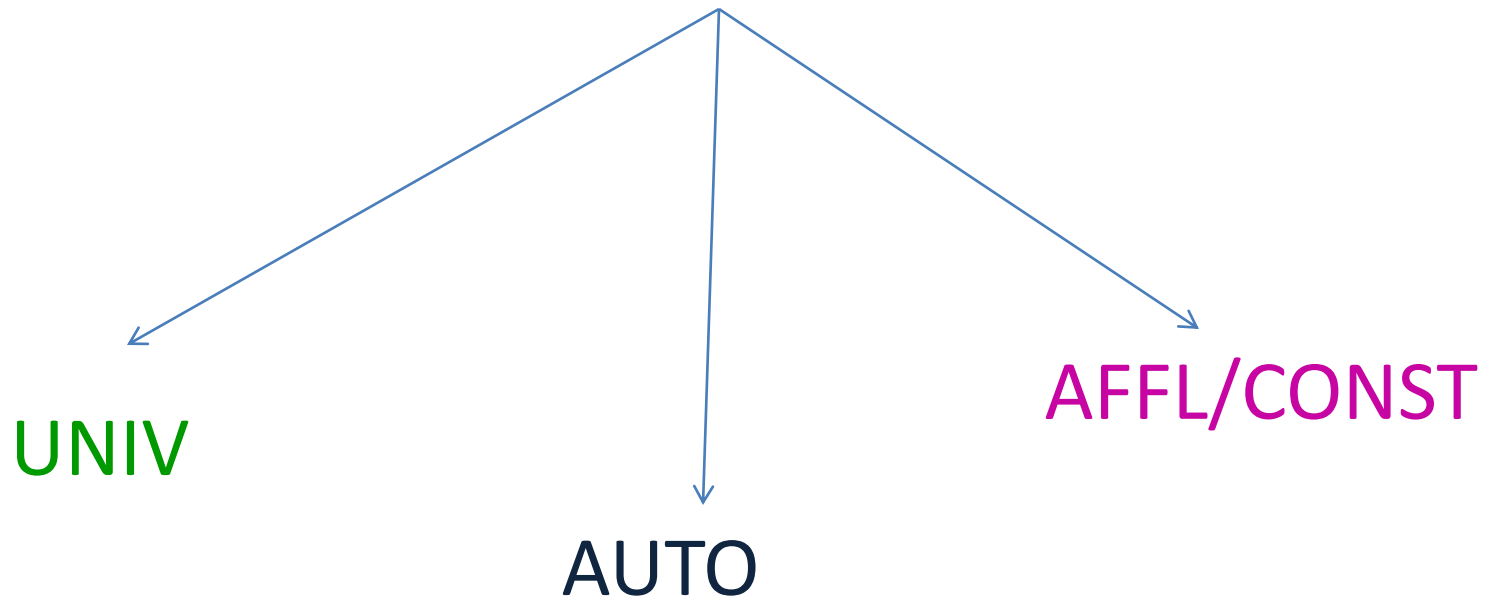
**ASSESSMENT
AND
ACCREDITATION**

INSTITUTIONAL

PROGRAMME



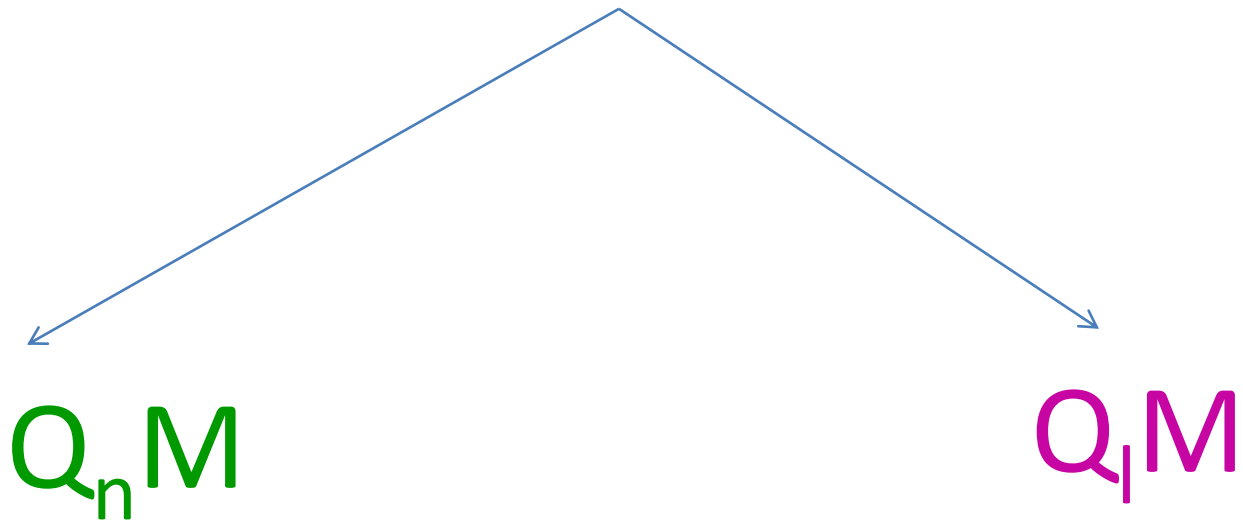
INSTITUTIONAL ACCREDITATION



CRITERIA, KEY INDICATORS AND WEIGHTAGES

- ❖ **Curricular aspects**
- ❖ **Teaching-learning and evaluation**
- ❖ **Research, Innovations and extension**
- ❖ **Infrastructure and learning resources**
- ❖ **Student support and Progression**
- ❖ **Governance, leadership and management**
- ❖ **Institutional values and best practices**

Metrics



Number of Criteria, KIs, QIMs & QnMs

Type of HEIs	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges
Criteria	7	7	7
Key Indicators (KIs)	34	34	32
Qualitative Metrics (Q _I M)	38	38	41
Quantitative Metrics (Q _n M)	99	98	80
Total Metrics (Q_IM + Q_nM)	137	136	121

Objectives of the New NAAC Proposal

- Identify the required knowledge and skills domain relevant to Gen Z at HEIs
- Identify the suitable criteria and quality indicators in the RAF tool and include the required component of knowledge and skills of Gen Z
- Develop the RAF tool after incorporating the components into the metrics pertaining to Gen Z
- Provide provision in the Accreditation Certificate to include alternative credentials adopted by the HEIs for Gen Z
- Collect information on students' placements and internships from HEIs regarding new Gen Z employment

Alternative Learning Credentials & Employability

- To prepare a broad list of behaviors and skills found among the Gen Z with the help of experts
- A sub-committee of experts to shortlist what is applicable and incorporate the same in the RAF tool
- Pilot study on a few HEIs & Analysis
- Administer to HEIs and find out to what extent the institutions are geared up to meet the needs and challenges of Gen Z
- Accrediting Agencies like NAAC, while giving the Accreditation Certificates also indicate in brief regarding alternative learning credentials of the HEIs
- This in turn helps the policy makers to come out with policies that can enhance employability

Conclusion

- **Attracting and motivating Gen Z learners into workforce should be the priority of all those who are involved**
- **In this venture, Policy makers, HEIs and QA Agencies like NAAC have joint responsibility to bring structural changes by inculcating new forms of learning**

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Thank You

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