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Well, let's start in online and face-to-face assessment also, so we're talking about those aspects. I think that in 20 years' time, the technology will, and also our methodologies, will develop to the extent, because partly I wouldn't say that our higher learning is well equipped to face the learning methodologies. Let's acknowledge that we're all learning now on how to deal with this online delivery methodology, online assessment methodology, still a learning curve for all of us. But 20 years from now, I feel like, I hope to see the boundaries between online and face-to-face are blurred. And each modality has its strengths, and each modality has its own methodology, which helps to target specific needs in the society, rather than overlap with each other. No, these are complementary, two complementary modalities. And one is more advanced, like face-to-face rather than the online. Hopefully in 20 years' time, both of them will undergo a major revision in terms of methodologies to make sure that they meet the demands and they are equally strong and robust for evaluating work, what we actually want to evaluate rather than what we actually plan to evaluate. The methodology of evaluation actually helps us understand the capacity of the student, of the learner. we will see, you know, females outnumbering the males or vice versa, like in STEM it would be vice versa. But again, throughout the years those boundaries will also blur. gender difference in terms of the differences in different fields of study, assessment of different fields of study. Each field of study is specific. Let's look at the arts, fine arts, music, nursery. Let's look at the nursery, medical, dental sciences. Let's look at all other different—they all are unique in their own way. What the problem we are having now is that for the majority of them, we have a universal solution. That is the problem. And most of the time, we fail to actually come up with the measurement methods which are accurate and valid for the specific measurement purpose. That is the key problem now. So, I hope that in 20 years' time, each field of learning will have its unique set of tools for evaluation, its unique set of methodologies for evaluation, specifically built, purpose-built for that, for evaluating the skills, methods, and knowledge and competencies which are necessary for that specific field of study. And that will be different from STEM, from humanities. Humanities will have its own way, but I wouldn't say that STEM would be totally different from all other learning areas. Each of the day, who are we preparing, who is there, where are our gaps, what we should be fixing so that the learner graduates from the university with this middle school and competencies and knowledge and to helping, you know, contribute to the society and the socio-economic growth of the country. socio-economic growth of the country.

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