



Pallavan  
Learning  
Systems



CENTRE FOR  
ESCALATION  
OF PEACE

CEP

ON A QUEST TO LEARN:

A series on the evolving nature of one's learning journey

# ASSESSMENT

*Valuing What Matters*

7<sup>th</sup> September 2023

Webinar Report

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## INTRODUCTION

Pallavan Learning Systems' webinar series this year is aptly termed, 'On a Quest to Learn: A series on the evolving nature of one's learning journey'. The second episode in this series took place on 7 September 2023 on the theme **Assessment – Valuing What Matters** in collaboration with the Centre for Escalation of Peace and Ritinjali. More than 50 participants joined the webinar.

The focus of the second webinar was to look at the evolving nature of assessment and gauge its effectiveness in helping people develop into persons of substance. The webinar delved into various modes of assessment and discussed their purpose and utility. More importantly, the webinar examined if we are assessing what we consider valuable, and analyse whether the process of assigning values needs to be reevaluated. The specific questions that the webinar sought to answer were, how could assessment systems be made more comprehensive and not limited to certain areas or disciplines? What are the criteria that need to be included? How can we ensure that assessment becomes a lifelong endeavour to help us become persons of substance?

The [first episode](#) in the series was a discussion on the impact that technology and Artificial Intelligence continue to have on education and society. The panellists discussed the latest and emerging technologies and how they could be utilised by educational institutions to augment human intelligence and develop learners into productive and responsible citizens.

At the core of the webinar series is the philosophy of learning practised at Pallavan, which espouses that as learners journey along their individual path, their experiences help them to develop capabilities or *Skills* while discovering or strengthening *Processes* that help them acquire these *Skills*. As they travel this path and acquire *Skills* and understand *Processes*, learners also cultivate qualities of character that we refer to as *Watermarks*. This process of learning, we believe, helps individuals become better versions of themselves and evolve into persons of substance. In keeping with this philosophy, our webinar series consisting of distinct episodes invites you to explore various fields in learning to enrich your understanding of not just the topics at hand but also view them from the lens of developing certain *Skills*, *Processes*, or *Watermarks*.

## ABOUT THE MODERATOR & PANELLISTS



**Moderator**  
TSHERING NIDUP  
Teacher, Programme Lead  
Druk Gyalpo's Institute, Paro,  
Bhutan

Tshering works at the Druk Gyalpo's Institute as the Programme Lead for Transitioning Programme of the Bhutan Baccalaureate and looks after DGI's engagements with the Ministry of Education & Skills Development. He was the Cerebral Coordinator of The Royal Academy from 2017 to 2021. He is also a Life Science Teacher at The Royal Academy.



**Panelist**  
POONAM BATRA  
Professor of Education  
Formerly with CIE, DU,  
India

Poonam Batra is Professor of Education, formerly with the Central Institute of Education, University of Delhi, India. Her work spans multiple areas of knowledge: public policy in education; curriculum and pedagogy; social psychology of education; teacher education; and gender studies. Professor Batra was a Nehru Memorial Fellow, member of the Indian Supreme Court's Commission on Teacher Education, and co-author of key education policy documents. Her recent research examines the politics of school and

teacher education reform; comparative education imperatives; and decolonisation of teacher professional development. She is Co-I and India lead on the GCRF funded Transforming Education for Sustainable Futures (TESF) southern-led research network.



Jigme Tenzin Nidup studied at The Royal Academy for six years before he went to study Physics at St. Stephen's College. He is interested in the intricacies of learning something new everyday. He believes that lessons can be learnt in all instances in life and that experiences are meant to be cherished. He likes to read, write and watch content that he learns from. He often engages in heartfelt conversations about a multitude of topics, ranging from culture to technology and its implications. In his spare time, he explores different genres of music and literature, fostering his global perspective. His long-term goal is to imbibe the knowledge he acquires and utilise it to make meaningful contributions to society.



**Panelist**

**SANJUKTA MUKHERJEE**  
Deputy Head, Senior Years  
Shiv Nadar School, Noida,  
India

Over the past 22 years, Sanjukta Mukherjee has had the opportunity to work very closely with children in Sanskriti School, Shiv Nadar School (Senior Years) and R N Podar School (Years 1 to 5). It gave her an opportunity to be a part of the learning journey of students from different age groups. Her tenure as the Assistant Headmistress at R N Podar school allowed her to plan and run their Heuristic Learning Curriculum (HLC), a programme designed and curated to provide a world-class education that aimed at transforming the youngest members of our population (Grades 1 to 5) into global citizens. At present, she is working with Shiv Nadar School, Noida, as the Deputy Head of Senior Years, and as teaching faculty, Senior Years (Economics, Business Studies & Entrepreneurship).



## WEBINAR SESSION

### The Changing Landscape of Assessment

The webinar commenced by emphasising its primary focus on the examination of assessment through the perspective of valuing significant aspects. It aimed to dissect the essence of assessment itself and its profound impact on the process of learning. The introductory statements acknowledged the ongoing transformation within the realm of assessment, particularly attributing this evolution to the post-Covid era and the rapid integration of technology and Artificial Intelligence (AI). Moreover, the speakers acknowledged a shift in the collective understanding of how individuals learn and grow, as well as a reevaluation of the values associated with education.

This transformation has significantly altered the perception of assessment. The emphasis is no longer solely on academic performance, standardised exams, and subject-specific excellence. Instead, there is a noticeable shift towards wholistic development. The discussions highlighted a growing recognition of the importance of wholistic growth, incorporating a broader range of skills, particularly those demanded by the evolving labour market. Additionally, the admission processes of universities are adapting to these changes.

Several examples from recent years were shared to illustrate these shifts. In the United States, Europe, and various parts of the world, educational institutions are progressively moving away from strict reliance on standardised examinations. Instead, they are adopting more inclusive

approaches, such as the introduction of Learner Passports, which consider a wider range of learning credentials beyond exam results.

In the context of India, the speakers noted a significant transformation driven by the new National Education Policy. Meanwhile, Bhutan has also witnessed changes as many colleges are now developing their unique entry processes, no longer placing exclusive importance on standardised exams. What was highly valued in assessment a decade ago is no longer relevant in the current educational landscape. The evolving dynamics of assessment, shaped by factors like technology, changing societal values, and labour market demands, are steering education towards a more wholistic and comprehensive approach to measuring and fostering learning.

### The Redefined Value of Assessment

The discussion subsequently delved into the core values associated with assessment. It was emphasised that this constitutes a crucial area of engagement, not only for educators with a fervour for children's development but also for parents. At the forefront of assessment lies the child, and the imperative is to construct assessment systems that unlock their full potential. Although terms like "wholistic development" are frequently employed, there is a prevailing concern that education has veered towards a narrow outlook, consequently limiting the scope of assessment.

Education, it was argued, should aspire to nurture each child's innate excellence, irrespective of age, fostering the blossoming of their

capabilities. This necessitates an assessment framework that actively supports learning, creating an environment conducive to growth and the free expression of ideas. There is a discernible shift from a child-centric assessment system to one increasingly focused on rankings, often driven by global competitiveness, thereby perpetuating the Psychometric Tradition. However, the prevailing sentiment was that true assessment value lies not in a standardised psychometric evaluation of children's knowledge but in their development as individuals. An illustrative anecdote featured a child aspiring to become a "good human being," raising the question of whether our education and assessment systems can nurture such aspirations. Therefore, there was a call for reimagining assessment in multifarious ways.

A learner's perspective introduced a different dimension to the assessment discourse, defining it as a process of self-discovery. Assessment, from this viewpoint, entails an introspective journey, encompassing an assessment of present standing, past experiences, and future potential. It revolves around identifying personal strengths and weaknesses, with a focus on enhancing strengths and ameliorating weaknesses. The evolving landscape of assessment, particularly as perceived by younger generations, was underscored.

The transition from elementary to high school marked a shift in the assessment paradigm, characterised by a more intimate connection with one's self – a profound exploration of one's identity. This stage of assessment is deeply personal, intricately linked to self-discovery, and profoundly influenced by the individuals one surrounds themselves with, as well as personal experiences.

From the educator's vantage point, assessment was defined as a process geared toward understanding a child's current position and charting the optimal path towards their desired destination, as every child aspires to reach specific goals. Notably, it was emphasised that a mere grade does not constitute a comprehensive assessment. Assessment necessitates a wholistic perspective, encompassing mistakes, retrospection, and the iterative refinement of objectives. Educators were urged to assist learners in reviewing and revising their goals as required, facilitating their journey towards realisation. The prevailing consensus was that assessment transcends mere academics; its ultimate goal is to empower each child to become the best version of themselves.

Throughout the discussions, a recurring theme emerged – the intrinsic value of learning in the context of assessment. Learning, it was unanimously agreed, stands as a paramount element in the assessment equation, underscoring its significance in shaping future assessment paradigms.

### The Role of Learners in Shaping Assessment

The discussion highlighted a significant transformation in the disposition of learners, characterised by increased empowerment and heightened awareness. Learners are no longer confined to rigid, fixed goals; instead, they exhibit a clear sense of direction in their educational journeys. For instance, learners engage in interdisciplinary projects, personal endeavours that allow them to explore areas often overlooked in the standard curriculum. These endeavours, while not always conventionally

assessed, can be assigned a meaningful weight or mark. Consequently, when evaluating final reports, a more accurate representation of the child's educational journey emerges, transcending mere cumulative marks in specific subject areas.

Furthermore, it was emphasised that contemporary learners exhibit a willingness to embrace risk and explore new horizons. They are unafraid to reattempt examinations, and educational systems have adapted to accommodate such opportunities within the same academic session. Learners are eager for educators to foster conditions that enable them to broaden their experiences, aligning with their unique abilities and interests, ultimately enhancing their learning processes.

Educators were urged to actively integrate these dynamic aspects of learners into the formal assessment framework, thereby offering a more authentic reflection of the learner's growth. In essence, learners play a pivotal role in encouraging educators to evolve the educational system to better cater to their needs and aspirations.

### The Reality on the Ground and the Need for Policy-Level Reforms

The discussion brought to the forefront the imperative for assessment to align with the wholistic learning journey of a child, as outlined in the National Education Policy (NEP). Questions were raised regarding the practical implementation of this principle in policy formulation, teacher training, and its impact within classrooms and on the mindset of children, teachers, and parents.

It was recommended that referring to learners as either children or students, rather than simply "learners," aligns with the NEP's approach. This perspective highlighted that the NEP, while harbouring progressive ideas, may contribute to a more centralised assessment system. For instance, the establishment of the National Testing Agency for nationwide assessment raised concerns about its compatibility with wholistic child development. This centralised approach could potentially shift the focus of assessment solely towards learning outcomes, diluting the broader educational goals.

A critical distinction was made between learning and education. While learning can occur on a smaller scale, education is a comprehensive process aimed at developing well-rounded individuals. The discussion called upon educators to recognise the importance of assessments that facilitate learning rather than evaluations designed to showcase institutional performance.

One of the panellists was invited to share insights into how education systems can accommodate students' interests and passions, which often extend beyond classroom boundaries. An analogy was drawn, likening the learner to a driver on a journey. The conventional education system was described as passive, with instructors acting as guides. However, the paradigm should shift towards active learning, wherein learners take control of their destination, with instructors serving as guides and mentors. The challenge remains in incorporating these diverse interests into the assessment framework, particularly for pursuits such as blogging and technology exploration.

Self-assessment was highlighted as an effective tool, particularly through journaling, to foster self-understanding. The discussion prompted a question regarding how to formalise and integrate such personal blogs and reflections into the assessment system.

The multifaceted nature of assessment was delineated into two components: the assessment process itself and the reporting thereof. While reporting, including self-reflection and peer reflection, is not universally mandated, certain senior secondary schools have begun to incorporate these elements. The inclusion of anecdotal records and reflections, though somewhat cumbersome, contributes to a comprehensive learner profile, blending academic reports with reflective insights. This wholistic view aids educators in charting future learning objectives and lesson planning.

#### Policy-level reforms

The discussion subsequently shifted its focus towards reforms at the policy, school, and education system levels within higher education. Earlier, the move towards centralised standardised testing in colleges and university admissions was noted. However, an emerging trend was observed in certain education systems, primarily within schools, wherein greater emphasis is placed on wholistic assessments such as Learner Portraits. This prompted a pivotal question regarding the readiness of higher education systems to embrace comprehensive learner profiles or portfolios that encompass a broader spectrum of attributes beyond standardised test scores.

It was acknowledged that while there is a growing inclination towards centralisation, certain schools have been exploring more comprehensive assessment methods. Unfortunately, mainstream education often remains excluded from these discussions, as it tends to be the primary target of policy interventions. A case study conducted during the pandemic was presented as a poignant example, revealing how even in the nation's capital, Delhi, government school teachers were directed to abstain from independent interactions with students. Instead, their role was reduced to merely forwarding worksheets and YouTube video links, all centrally prepared. This effectively curtailed the minimal autonomy teachers had within their classrooms.

The discussion further emphasised that the current thrust towards online learning exacerbates these challenges. The NEP, which advocates for 40% online learning in higher education, raises concerns about excluding a significant portion of young individuals who lack the necessary devices or digital infrastructure for online education. Furthermore, centralisation has extended to curriculum development, eradicating the possibility of individualised, teacher-led curricula. Instead, a uniform curriculum is mandated across the country.

This situation underscores the responsibility of educators to create conducive environments for learners to thrive. However, it was stressed that such favourable conditions are not consistently manifesting within the mainstream school system. While opportunities like the Bhutan Baccalaureate offer a broader range of prospects, implementing such initiatives in a diverse country presents notable challenges.



## Data Collection and the Integration of Technology

The discussion revolved around the concurrent processes of assessment and data collection, raising questions about the utilisation and interpretation of the collected data. Seeking insights from a learner's perspective, particularly a first-year college student, the focus shifted towards how technology can be harnessed to track personal growth.

It was emphasised that technology is currently playing a pivotal role in assessment, with the potential to assume an even greater significance in the future, particularly in the context of digital portraits. The conversation extended to the burgeoning AI revolution and its application in education. One of the panellists cited the launch of ChatGPT 3.5 during his first year of college, noting its widespread use among students for completing assignments. With a simple prompt, ChatGPT generated responses, providing a convenient but potentially problematic solution. The panellist candidly admitted to utilising this technology.

However, the discourse evolved to acknowledge the positive impact of AI in the learner's life. ChatGPT, in particular, was deemed valuable for daily tasks such as creating study plans and personalised calendars tailored to individual needs. These plans could then be integrated into Google spreadsheets, generating a comprehensive calendar for the year. A crucial point was made that learners must maintain control over how they employ AI. Over-reliance on AI for tasks could lead to a dystopian future, an issue currently observed. Conversely, when used judiciously with appropriate prompts, AI can facilitate learning. Thus, it was emphasised that AI should

be approached with an optimistic perspective, with the understanding that its potential can be maximised when wielded responsibly.

### The Evolving Role of Parents

The discussion brought to light a significant dichotomy in education. While technology and artificial intelligence are increasingly prevalent, the significance of human interaction remains undeniable. Amid extensive deliberations on assessment and reporting, one aspect that often gets overlooked is the role of parents. Despite their involvement in data collection, parents often receive their child's progress in the form of a mere sheet of marks, lacking the opportunity for dialogue or interaction with teachers. This spurred a conversation on the evolving role of parents in the educational process.

It was emphasised that parents have the potential to become invaluable allies to educators. Some institutions have initiated innovative approaches, such as using Google forms to solicit parents' feedback, which has proven highly valuable. This collaborative effort fosters a partnership between parents and schools, where parents are actively engaged in their child's educational journey. As parents become integral participants in the school community, they are encouraged to visit, understand, and experience their child's learning environment, resulting in a mutually beneficial relationship that benefits not only the child but also the school and the parents themselves.

In alignment with the notion that assessment should prioritise the process rather than just the end result, an illustrative example was shared.

In preparation for the typically stressful board exams, a school opened its doors to learners, providing them with a conducive environment for studying, access to the library, and dedicated playtime. Remarkably, this approach led to significantly increased productivity among the students, reinforcing the idea that fostering the right conditions can enhance the learning process.

### Teacher Readiness and Professional Development

The discussion then led to whether teachers are prepared to handle emerging technology and if they have a clear understanding of new emerging technology and whether children are using it in their self-assessment. It was noted that the immediate reaction to ChatGPT when it first came out was to ban it in schools. However, soon it was realised that it was here to stay.

An example was shared of the teacher education system in India. The B. Ed programme until 2015 was a one-year programme which was a remnant from India's colonial past. It was only in 2015 that it changed to a two-year programme. So the teacher education programmes, and teacher preparation have always been frozen in time. Therefore, there is a huge lag between how teachers are prepared and what children are capable of and what these technologies are doing, because technology is moving at an exponential speed.

It was said that ChatGPT has so much potential but that human touch is something that the technology cannot substitute. It was felt that teachers are lagging behind and therefore what is needed is to bring

technology to the teachers for their professional development. Teachers should feel as confident as the children in their classroom when it comes to technology. Not only are teachers unprepared for technology but they are also unprepared for the kind of social life these children are leading. It was felt that children are so far ahead in the way they are thinking and in the way they are looking at themselves and society. Teachers need to understand this and it needs to be a part of their professional development.

## Q&A SESSION

Q. Learners represent an example of unity in diversity. This entails individualised and personalised assessments so that every learner has the opportunity to display one's abilities. However, I assume that teachers' ability to read learners is critical so that learners are assured safely through their journey of learning. In this context, what are some of the strategic rules teachers should practise?

A. **Sanjukta Mukherjee:** I believe the roles of teachers and peers have evolved significantly from our traditional school days. In the past, teachers were the primary source of information, but this has changed. Today, students often surpass teachers in their knowledge because they have mastered the art of accessing information independently. Consequently, the role of a teacher has transformed into that of a facilitator, guiding students through their learning journey. In my experience, this shift has empowered students to become more active participants in the learning process. For instance, we have an intriguing programme at our school involving first-generation learners in the middle years. To support these students effectively, we discovered that our older, more experienced students possess the maturity to mentor them. It took some time to find the right matches, but once a week, we created a space for these students to collaborate. The results have been remarkable, with the younger ones looking up to their mentors. After each cyclic test, they seek out their mentors to discuss their performance and future steps. As teachers, we must embrace the humility of acknowledging that we don't have all the answers. Technology is an area where I personally struggle, but what's truly beautiful is that my team recognizes this and has found ways to help me

improve. It highlights the importance of teamwork. It's not just one teacher with their class; it's the collective effort of the entire team. In our maths department, for instance, educators divide topics based on their strengths. If someone excels in a particular area, they take that topic to another class they might not typically teach. This collaborative approach emerges when educators acknowledge their limitations and work together to find solutions. Our students play a pivotal role in this process. They provide valuable feedback on what works, what doesn't, and how we can improve. Regular reviews are crucial, provided we are open to understanding their perspectives and willing to take action on their suggestions. This collaborative approach is the most effective way to truly understand and support each learner. We don't have to do it alone; together, we can find the answers.

A. **Jigme Tenzin Nidup:** While we often emphasise the importance of humility in our educators' approach, I firmly believe that our teachers are engaged in roles that transcend traditional teaching. They serve as facilitators and guides, igniting learners' curiosity and nurturing their intellectual growth. To merely label them as "teachers" feels inadequate for the profound work they undertake. I prefer to refer to them as facilitators. These facilitators embark on their journey by delving into a deep understanding of their students. As they forge stronger connections and gain insight into their learners' backgrounds and future aspirations, they become better equipped to provide guidance throughout the learning process.

Q. While we appreciate and accept that learning is mutual, do you think there would be a time where this learning journey is interchangeable,

where teachers can learn from young adults? So that the role of a teacher and a student is interchangeable? Do you think something like that could also be possible in assessment where the assessment of both are also interchangeable?

**A. Poonam Batra:** In order for education to truly fulfil its potential in nurturing the development of young minds, teachers must step into the role of co-constructors of knowledge. Gone are the days when teachers were seen as the sole custodians of knowledge. In today's educational landscape, students must learn not just from their teachers but alongside them, actively participating in the co-creation of ideas. In this context, assessments also need to evolve into a co-constructive process. For instance, in my experience in higher education, I have implemented peer assessments. Students are encouraged to evaluate each other's work, guided by predefined criteria. Additionally, they engage in self-assessment and even provide feedback on the teaching methods employed. My vision centres around the creation of a democratic learning environment. When we foster such an environment, teachers and students cease to be adversaries; they become co-learners embarking on a shared journey. While this approach may not be feasible in every educational setting, it's essential to demonstrate its effectiveness and explore ways to propagate it. Achieving this entails a decentralised approach where we empower specific contexts to integrate these principles into their educational practices. Context plays a pivotal role in the design of learning experiences and assessments, emphasising the need for institutional cultures that support these initiatives. It's worth noting that the willingness and support of college principals and administrators are crucial in this endeavour. Without their alignment with these ideas, teachers can find themselves isolated in

their efforts. To overcome this isolation, we must cultivate communities of teachers who can exchange their perspectives, share their innovations, and collectively work towards the advancement of education.

Q. Jigme talked about his own learning journey and the whole process of growing up. He talked about the portraits, and his own passion and how he uses technology and keeping all these areas together. Could you share a bit about how you tried to capture your own growth journey? You talked about backstories to building roadmaps to keeping track of yourself, and how that impacted your transition from school to college.

A. **Jigme Tenzin Nidup:** When discussing assessments in this context, I often find myself reflecting on my own introspection and understanding. Throughout my educational journey, I've been exposed to centralised assessment systems, both at the Royal Academy and my current university. However, it's equally essential to acknowledge the assessment process I engage in with myself, which involves asking a series of fundamental questions: "why," "what," and "how." When I delve into the "why" questions, I scrutinise my actions and intentions. I ponder why I am pursuing a particular task. Is it because it's expected of me, or do I genuinely have a passion for it? By addressing these questions and finding answers, I can discern what truly matters to me and what can be temporarily set aside. This self-examination helps me pinpoint the aspects of life that hold genuine significance. For example, I question why I write about specific topics, why I engage in blogging, or why I discuss certain subjects. Is it to disseminate knowledge to the world, or is it simply a desire to share insights with others? Once I grasp the motivations behind my actions, this process becomes a valuable tool. Importantly, this method of self-



assessment can extend beyond personal growth and be applied in various roles, whether as a counsellor, mentor, professor, teacher, or even as a learner. I firmly believe that adopting this mindset can empower individuals to better understand their "why" and gain deeper insights into their learning journeys.

Q. We understand that the process of assessment is valued more than the end product. But how would you define a wholistic assessment process? Can the definition of 'wholistic' also be contextualisable? Can it be contextualised to a specific context, or does it always have to be standardised?

A. **Poonam Batra:** To truly grasp the concept of wholistic development, we must first unpack this term, which has been so commonly used and misused that its original meaning has been obscured. When we refer to wholistic development, we aim to encompass not only a person's academic and cognitive faculties but also their often-overlooked qualities. These include the ability to collaborate, initiate, and form meaningful relationships with others. In a way, modern education has fallen victim to Descartes' dualism, which separates reason and passion as if they can never coexist. However, as we discuss assessment today, we do so with a genuine passion for education. We've come to realise that learning is a dynamic exchange, not a one-way communication ritual. Therefore, context becomes paramount not only in crafting learning experiences but also in designing assessments. Consider this example: the familiar "odd-one-out" item frequently found in competitive exams, often presented as multiple-choice questions with one correct answer among three incorrect ones. Now, let's flip the script and ask which one is incorrect among the three that are

correct. By challenging students to identify the incorrect option, the assessment process transforms into an educational opportunity. This shift emphasises the importance of context. Even in primary schools, some of the most effective educators tend to adopt a more empathetic approach to question design. Instead of trying to catch students' mistakes, the focus should be on guiding them towards finding the right answers or cultivating problem-solving skills. In essence, wholistic development encompasses an assessment framework that nurtures learning.

A. **Sanjukta Mukherjee:** I agree with your perspective because you raise a valid point about the sometimes lost focus in assessments. There are moments when we should aim to determine who has truly grasped a topic. However, I often find myself pondering what I mean by "who has understood it best." Is it the person who can practically apply the knowledge or the one who can provide a flawless, logically sound explanation in writing? When someone responds and offers a functional model, even if they can't detail every step, is that any less valuable than a perfect textbook answer? Therefore, when I advocate for wholistic assessment, I envision an evaluation that reveals a student's true capabilities. It should not only highlight their strengths but also identify areas with untapped potential. Most importantly, it should provide guidance on how to bridge those gaps. Soft skills have emerged as critical assets for the future. As I reflect on my students' journeys, it becomes evident that what truly makes a difference is often their mastery of these soft skills. We need to reimagine our assessment cards to encapsulate not just factual knowledge but also self-perception and external perception. Both aspects are equally important and deserve a place on the report card. For instance, we've witnessed students who, after the challenges posed by

the pandemic, transformed from experiencing exam-induced panic attacks to excelling academically. Does our assessment card capture this remarkable growth along the student's journey? It should reflect not just the factual achievements but the entire growth trajectory of the child. This is the essence of a wholistic report card—a comprehensive depiction of the student's educational journey, which goes beyond mere numbers and grades.

**A. Jigme Tenzin Nidup:** The term "wholistic development" has indeed become somewhat of a cliché in the current educational discourse. Personally, I find myself questioning the true meaning of "wholistic" because my understanding of wholistic growth or development stems from the Five Areas of Development that I learned during my six years at the Royal Academy. These five areas encompass various dimensions of life: cerebral, social, emotional, spiritual, and physical. In essence, the foundation of wholistic ideas and processes in the context of assessment is grounded in the experiences we share with the people who shape our journey. I often tell others that when it comes to this process, it's not so much about the specific tasks or accomplishments we achieve; rather, it's about the emotions we associate with those experiences. These emotions, the feelings we have along the way, are what truly matter because they create the lasting memories that stay with us.

**Q.** How can assessment practices be adapted to accommodate diverse learning or work environments, especially in today's changing landscape?

A. **Sanjukta Mukherjee:** I believe there is immense potential in today's educational landscape, largely due to the integration of technology. Take, for example, ChatGPT. It has prompted us to reframe our questions, signalling a shift towards involving our children in the process of change. When we consider the diverse environments we find ourselves in, I see this as not just a challenge but a tremendous opportunity. This diversity offers us a wealth of possibilities, provided we are willing to embrace the learning curve. It may not be straightforward, but if each of us explores our areas of interest, we'll discover a vast array of talents and perspectives. In our educational journey, we've encountered students who've crafted functional models, explored artistic expressions, and even portrayed seasons through dance forms. The challenge lies in assessment—how do we evaluate such diverse achievements? It's a puzzle we need to solve collectively. We must acknowledge the ever-evolving and dynamic nature of our surroundings, along with our students' remarkable ability to perceive and engage with previously undiscovered concepts. We are preparing our children for careers that don't exist. This places the onus on us to continuously adapt and remain open to the idea of devising alternative assessment models. It's a collaborative effort, a cumulative brainstorming exercise that can yield remarkable results when we all come together with an open mindset.

## CONCLUSION

In conclusion, the webinar provided an insightful exploration of the ever-evolving landscape of assessment in education. The discussion illuminated the transformation catalysed by recent global events and technological advancements, propelling education towards a broader, more wholistic understanding of growth and achievement. As assessment practices continue to evolve, it is evident that the values and principles held in high regard a decade ago are no longer aligned with the present educational landscape.

## SUMMARY

On the 7th of September 2023, Pallavan Learning Systems, in collaboration with the Centre for Escalation of Peace and Ritinjali organised their 11th webinar on the topic '**Assessment: Valuing What Matters**'. The webinar was a part of the series 'On a Quest to Learn: A series on the evolving nature of one's learning journey'. The webinar sought to look at the evolving nature of assessment and gauge its effectiveness in helping people develop into persons of substance. More than 50 participants joined the webinar.

Poojan Sahil, from Pallavan Learning Systems, gave the opening remarks. Tshering Nidup, who works at Druk Gyalpo's Institute as the Programme Lead for Transitioning Programme of the Bhutan Baccalaureate, was the moderator for the webinar. The esteemed panellists were Poonam Batra, Professor of Education, formerly with the Central Institute of Education, University of Delhi, India; Jigme Tenzin Nidup, student at St. Stephen's College, University of Delhi; and Sanjukta Mukherjee, Deputy Head, Senior Years, Shiv Nadar School, Noida.

During the discussion, various important talking points emerged, all centred around the overarching goal of enabling learners to become the best version of themselves through assessment. Assessments, when thoughtfully designed and executed, serve as powerful tools for gauging progress and understanding. Furthermore, assessments can play a pivotal role in helping learners understand themselves better, identifying strengths and areas for improvement, thereby facilitating personalised growth.

The conversation delved into the tension between individualised learning and the growing trend of standardising or centralising testing. Panellists recognized the importance of tailoring education to individual needs, especially in a world where standardised testing may not fully capture a learner's potential. This dilemma has become even more pertinent in the wake of the pandemic, as online learning has, in some cases, reduced the personalisation of teacher-learner engagement, making the need for individualised assessment methods even more crucial.

Another intriguing point of discussion revolved around the implications of the rise of artificial intelligence (AI) for assessments. Panellists explored the various ways AI could be harnessed to enhance the assessment process and, by extension, the learning journey. This included using AI-driven tools for more adaptive, real-time assessments, personalised feedback, and the ability to identify patterns in learning that can inform instructional strategies. In essence, the dialogue underscored the need for a dynamic and learner-centric approach to assessment in the ever-evolving landscape of education.

The discussion expanded to include the crucial role of parents in the educational process, the importance of transparent and constructive reporting systems that facilitate effective communication between teachers and parents, and the preparedness of teachers in our ever-evolving world. Then, there was a Q&A session with the panellists, followed by a consolidation of the main takeaways of the webinar by the moderator. The webinar concluded with a Thank You note by Poojan Sahil.



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