



## **Non-Cognitive Skills Assessment - LEARNABILITY INDEX (LI)**

What are Non-cognitive skills?

Non-cognitive skills are characteristics that define one's attitudes, behaviours and strategies that lead to success in academics, career and life in general. Though some of them are innate in nature and are developed during the childhood, they are skills that can be modified throughout the lifetime with appropriate intervention. These skills enable enhanced outcomes in academic achievements along with cognitive capabilities that reflect the intellectual competence of students. Examples of non-cognitive skills include traits related to personality such as confidence, resilience, motivation, grit, attitude, self-esteem, self-efficacy, self-regulation capabilities that help in planning & strategizing, time management, various social and emotional skills etc.

What is Learnability Index?

In keeping view of the above context, Learnability Index (L I) is defined as a composite score of non-cognitive skills relevant in academic success. It is a measure of non-cognitive skills, conceptualized similar to GPA that measures the academic performance.

How is L I measured?

Students are administered a psychometric test that is designed to capture their personality and self-regulation related traits and their behaviours towards certain external influences that affect academic performance; like peer pressure, various addictions and family & social factors. The instrument for this measurement is designed to be a self-reported 4-point Likert Scale and the scoring is based on the level of agreement with the given statement. L I Score is calculated as the sum of the individual scores of the corresponding Likert Scale Items.

LI can have a maximum score of 100 and a score above 70 showed substantial effect on academic success based on our studies.

How is LI related to academic performance?

Our studies indicated that L I relates positively to academic performance in terms of both SGPA and CGPA, in line with numerous research studies that demonstrated a positive association of non-cognitive skills to academic achievements. As non-cognitive skills play an important role in a student's ability to perform well in the current program as well as in achieving good career potential, L I can be a primary tool to identify areas that need nurturing and their improvement through appropriately designed programs, including mentorship. These programs will help to create a positive growth mindset, realize academic goals and develop the needed life skills. Student mentors or counselors can guide the students further on this.