mySATHI

SUITE 1

SATHI 4C Assessment

India's Global Benchmark for Higher Education Readiness

Purpose & Philosophy

mySATHI (Scholastic Aptitude Test for Higher Education Institutions) is India's first **global-standard, on-demand, computer-adaptive entrance examination**. It is designed to transform undergraduate admissions by shifting focus from memory-based testing to **future-ready skills**.

It is stream-neutral, multilingual, affordable, and bias-minimized. It is anchored in **NEP 2020** and aligned with **OECD, UNESCO, and WEF frameworks**. At its heart lies a simple principle: *"Pull forward talent, not filter out."*

mySATHI is not just a test. It is a **companion** for students, schools, and universities — offering a roadmap of strengths and growth areas, not merely a rank.

The Four Cs: Foundation of the Test

mySATHI measures **4Cs**, globally acknowledged as the competencies most critical for success in higher education and future careers: **Critical Thinking, Creativity, Collaboration, and Communication.** Each C is structured into **7–9 dimensions**, ensuring both breadth and measurability. This avoids the pitfalls of arbitrary slicing (too many micro-skills would be unreliable; too few would be oversimplified). mySATHI's **psychometric design balances reliability with fairness.**

Table: The 4Cs and Their Dimensions

Competency	Dimensions
Critical Thinking	Clarity • Evidence • Recognition of Assumptions • Logic • Decision under Uncertainty
Creativity	Ideation • Originality • Elaboration • Divergent Thinking • Feasibility Filtering
Collaboration	Shared Purpose • Active Contribution • Perspective-Taking • Conflict Resolution • Adaptive Role-Shifting
Communication	Clarity & Brevity • Active Listening • Adaptability of Tone & Medium • Persuasion & Impact • Empathy & Inclusivity • Digital & Visual Literacy • Feedback & Reflection

Question Ranges per Competency

Each competency carries roughly **20–30% weight** of the total test items. This balance ensures reliability (enough items in each C to measure consistently) and fairness (no overemphasis on any one competency). The test blends multiple formats: MCQs, caselets, data interpretation, and scenario-based tasks, allowing multidimensional assessment.

For example, in *Communication*, students may be asked to choose the clearest email draft, respond inclusively in a group scenario, or select the most persuasive argument. In *Creativity*, they may solve unusual puzzles, reframe data in innovative ways, or identify the most feasible solution.

Why the 4Cs Are Psychometrically Sound

The choice of the 4Cs is not arbitrary. They are grounded in global consensus: the WEF's *Future of Jobs* report, OECD's *Learning Compass 2030*, and UNESCO's *21st Century Skills* all highlight these as essential. Each dimension represents a skill observable in classrooms, workplaces, and life. Balanced dimensionality is maintained by avoiding both fragmentation into 15+ micro-skills (which would weaken reliability) and oversimplification into too few broad strokes.

Psychometric rigor is embedded through the **ICARDS (International Centre for Assessment Research & Data Sciences)**, which leads item validation, bias checks, and reliability studies. Techniques such as Content Validity Ratio (CVR), Item Response Theory (IRT), and Split-Half Reliability ensure robustness. Combined with adaptive technology, this makes the assessment both precise and fair.

Assessment & Technology

mySATHI introduces state-of-the-art adaptive testing. It is on-demand, allowing students to take the test when ready. The **Computer Adaptive Test (CAT)** adjusts question difficulty in real time, while **semantic adaptivity** tests whether students can apply concepts across different contexts — for example, moving from physics flow problems to traffic networks. The platform also uses **state-space intelligence**, charting a student's path through a constellation of knowledge states, and provides a **diagnostic compass**: a multidimensional report showing strengths and growth areas across the 4Cs, rather than a single rank.

Organizational Structure

The initiative is anchored by the **mySATHI Foundation**, which provides governance and strategy. The **ICARDS Division** serves as the research and psychometric backbone. **Prof. P.P. Chakrabarti (PPC)** serves as Chairperson of ICARDS, providing global thought leadership on adaptive assessments. **Dr. V.S. Balasubramaniam (Balu)** leads the assessment operations, overseeing item development and validation teams. An external **GABE (Global Advisory Board of Experts)** ensures fairness, transparency, and international alignment.

ETS Partnership

Experts from the **ETS Research Institute (USA)** collaborate with mySATHI on item calibration, IRT benchmarking, and fairness audits. This partnership gives the test credibility on par with SAT, GRE, and PISA.

Team & Capacity

The initiative is supported by a ~50-member assessment team comprising psychometricians and academics, a large item development pool across disciplines, and technologists who build and maintain the adaptive platform. Oversight from the GABE ensures transparency and global comparability.

Why mySATHI Matters for Universities

mySATHI is a companion for students, helping them understand and showcase their strengths. For schools, it provides insights that guide transitions and reduce stress. For universities, it offers a multi-dimensional admissions lens that lowers dropouts and improves student fit. For India and the Global South, it establishes a globally benchmarked, NEP-aligned model for admissions.

Conclusion

mySATHI is **India's Global Benchmark for Higher Education Readiness**. With its 4C model, adaptive testing technology, rigorous psychometric foundation, and global partnerships, it is not just an exam but a companion for students and institutions alike. For Vice Chancellors and decision makers, mySATHI represents a **fair, scientific, and globally aligned pathway** to admit students who are ready not only to enter higher education but to thrive in it and beyond.

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