Aspiring Minds' Campus Analysis Report

BVBs Sardar Patel College of Engineering,2020

(B.Tech/B.E, 2020)

Aspiring Minds Assessment Pvt. Ltd.

Study of Students' Employability and their Performance in AMCAT

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Purpose of this Report

The Aspiring Minds Campus Analysis Report provides a detailed analysis of the student quality and their employability in the industry. Our aim is to produce a report which is useful to the campus and includes a comprehensive comparison across different degrees, streams and batches. All such analysis will serve as an employability checkup for students and accordingly, the administration can prioritize its efforts to increase the overall student employability.

The various sections of this report give a broad view on numerous aspects related to the performance of students. These sections contain tables and charts which have been constructed after an in-depth analysis of AMCAT assessment data collected from your campus. We evaluate your students' performance in comparison to the nation-wide norms, which are calculated from a sample of entry-level job-aspirants over 22 states across India. This comparison reveals those areas in which your students fare better (or otherwise) than the average student assessed by us, and determines the employability of the students in diverse industries. This report will give a clear picture of the employability status of students eligible for the listed companies and also help the institute to improve on the weak areas figured by Aspiring Minds' analysis.

We also provide an intra-campus analysis to give an overview of the characteristics of top performing students in comparison to the rest, such that appropriate measures can be taken to help the low performers fare better.

On the basis of our analysis, we suggest certain recommendations for your campus. We are certain that these recommendations will help BVBs Sardar Patel College of Engineering,2020 march towards its goal of providing excellent education to the students, which will result in better employability. Our recommendations, if properly implemented, will also help increase the standing of the campus amongst prospective students.

Data Snapshot

Campus	BVBs Sardar Patel College of Engineering,2020
Date of testing	2,3,5,6-Dec-18
Degree tested	B.Tech/B.E (206 students)
Number of students compared in each stream	
CSE,CST,CE	5 students
EE	61 students
Mechanical Engineering	69 students
Civil Engineering	68 students
Other	3 students

Note: some students either did not enter their stream or entered it incorrectly. These students have not been included in any stream. Thus total students tested could be more than students in all reported streams.

Introduction

This report is based on the results of AMCAT assessment conducted at your campus on 2,3,5,6-Dec-18 where a total of 203 students were tested. AMCAT is a two and half-hour adaptive test with multiple modules including aptitude, domain skills and personality assessment. It is India's largest employability test and is taken by more than 30,000 students every month. Being India's only adaptive employability test, it is used as a benchmark for hiring by several companies across India. The details of AMCAT assessment are as follows:

AMCAT Modules
I. English Comprehension
II. Quantitative Ability
III. Logical Ability
IV. Aspiring Minds Personality Inventory (AMPI)

I. English Comprehension

Familiarity with the English Language in its various nuances is an essential skill, especially in the current climate of global networking. Ideally, any recruitment should involve a test of skills in handling the language in ways that promote the objectives of the company. Needless to state, an appropriate test is necessary.

Our English test uses a variety of internationally standardized resources for framing questions aimed at determining the candidate's ability to a) understand the written text (b) comprehend the spoken word and (c) communicate effectively through written documents. The test broadly covers the following areas:

a. A wide-ranging vocabulary to cope with general and specific terminology.
b. Syntax and sentence structure, the incorrect use of which distorts meaning and becomes a communication hurdle.
c. Comprehension exercises designed to test a candidate's ability to read fluently and understand correctly.
d. The ability to understand and use suitable phrases, which enrich the meaning of what is conveyed.

Time management and accuracy in conformity with the examiner's criteria.

II. Quantitative Ability

The Quantitative Ability assesses the ability of the candidate in following two aspects:

a. Basic understanding of numbers and applications
   This section tests whether the candidate has understanding of basic number system, i.e., fractions, decimals, negative, positive, odd, even numbers, rational numbers, etc. The candidate should know how to do basic operations on these numbers, understand concepts of factors/divisibility and have good practice of algebra. Apart from operations on numbers, the candidate should know how to convert a real-world problem into equations, which is to be solved to find an unknown quantity. The candidate is tested on Word Problems representing various scenarios to assess the same.
b. Analytical/Engineering Maths
   These are aspects of mathematics needed for Engineering disciplines and data analysis. This includes permutation-combination, probability and understanding of logarithms.

III. Logical Ability

The Logical Ability section assesses the capacity of an individual to interpret things objectively, to be able to perceive and interpret trends to make generalizations and be able to analyze assumptions behind an argument/statement. These abilities are primary for success of a candidate in the industry. Specifically, these are divided into following sections:

a. Deductive Reasoning: Assesses the ability to synthesize information and derive conclusions.
b. Inductive Reasoning: Assesses the ability to learn by example, imitation or hit-and-trial. This also provides an indication of how creative the individual is.
c. Subjective Reasoning: Assesses the critical thinking ability of an individual to see through loopholes in an argument or group of statements.

All these abilities are tested both using numerical and verbal stimuli. Coachable questions have been identified and removed.

IV. AMPI: Aspiring Minds Personality Inventory

It is the first personality inventory designed for personality analysis of Indian college graduates for the purpose of inputs to corporate personnel selection. AMPI is based on the five factor model, which is by far the only scientifically validated and reliable personality model. Several scientific studies across the world have shown that different combinations of the five factor personality traits strongly correlate to different job profiles and predict long term job performance reliably. AMPI analysis will be a worthwhile objective input to the corporate selection process and help find better matches to job profiles. The AMPI questionnaire asks for candidate's reaction under various scenarios, his/her beliefs, likes-dislikes to ascertain his/her personality factors. Factors map to traits such as candidate motivation, self-discipline, sociability, persistence, confidence, emotional stability, etc. which both intuitively and scientifically map to job requirements. AMPI builds in a strong proprietary methodology to control distortions due to social desirability and answer-faking.

AMPI has been designed specifically keeping the fresh Indian graduates in mind. Context is very important in design of items. AMPI items take into consideration the cultural sensibilities of Indians, the scenarios students face at college/home, also depending on the socio-economic status of the target population. This brings AMPI into a unique position as compared to generic/Western inventories, which do not suit our target population and fail miserably.

AMPI's scoring is based on statistical techniques of factor analysis, polytomous item analysis and structural modeling. Norms have been set on large candidate assessment done on final year graduates. Testforms are auto-generated such that each factor can be reliably predicted in feasible amount of time. Test-retest reliability and test validity are statistically guaranteed.

AMPI traits are:

a. Extraversion
b. Conscientiousness
c. Emotional Stability
d. Openness to Experience
e. Agreeableness

Score Interpretation

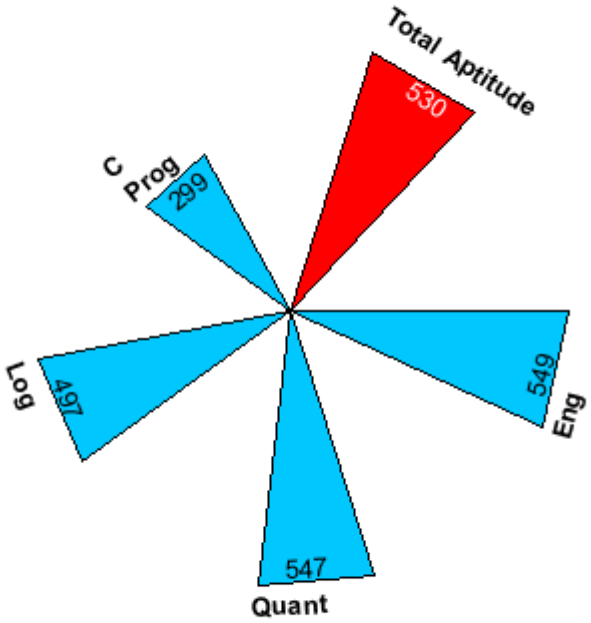
All scores lie between 100 and 900. The scores are normalized on a Gaussian curve using statistical techniques. The scores follow global standards of validity and reliability. They are valid for three years and remain consistent on repeat testing unless the candidate's ability improves because of sustained long term efforts.

Percentile Interpretation

The percentile of the candidate is calculated over a National average group based on the percentile of all students tested by Aspiring Minds. Several statistical studies conducted demonstrate clearly that the percentiles are stable for a year and will not vary more than two percentile points. The percentile is a very important metric and gives an idea of the candidate's rank in comparison with all graduates nationwide.

Section 1 - Students' Capability and Training Need Analysis

This section shows the overall performance of the campus students, along with their average and standard deviation in each module. In Campus Aptitude and Skill Chart below, BLUE triangles represent average score of your campus in each module. The RED triangle represents Total Aptitude score, which comprises of English, Quantitative Ability and Logical Ability scores.



Campus Aptitude And Skill Chart

The Campus Ability Table below shows the campus average scores (percentiles) and their standard deviations in comparison with the National norms. It also indicates if the difference between the Campus Average score and the National Average score is significant and if so, at what confidence level. Norm is the National Average of all the candidates tested on AMCAT. Confidence level refers to the likelihood (ranging from 0 to 100%) that the results observed in the study are real, and not due to chance. In this analysis, if confidence level is less than 90%, it indicates that the difference between the Campus Average and the National Average is not significant and that both the scores are equivalent. For confidence level greater than or equal to 90%, the difference between the Campus Average and the National Average is considered significant. If the difference is positive, on an average, the campus students are performing better than the National Average and vice versa.

Campus Ability Table

Modules Attempted	Campus Average Percentile	Campus Average (Std. Dev.)	National Average (Std. Dev.)	Difference (Campus - National)	Confidence	Is Significant?[1]
English Comprehension	77%	549 (118)	475 (100)	74	100%	Yes
Quantitative Ability	67%	547 (140)	495 (115)	52	100%	Yes
Logical Ability	62%	497 (70)	465 (101)	32	100%	Yes
C Programming	11%	299 (96)	425 (101)	-126	100%	Yes
Total Aptitude	**69%**	**530 (86)**	**478 (105)**	**52**	**100%**	**Yes**

[1] *if confidence level is less than 90%, it indicates that the difference between Campus Average and National Average is not significant and that both the scores are equivalent.*

I. Inferences

1. **English Comprehension**
   Communication is the key to building relationships and trust that leads to success in business. English is a corporate language and hence, the ability to read and comprehend this language effectively is essential to qualify for all types of job profiles, whether it is technical or non-technical. It is pleasing to say that the students of your institute have done **outstandingly well in English, on an average, scoring higher than the National Average with a significant difference.** The credit must go to the teaching at your campus. This level of excellence should be maintained throughout by consistent endeavors by both the campus and the students towards enhancing English language skills, for which consistent reading and regular grammar practice being a few methods.
2. **Quantitative Ability**
   Quantitative Ability measures a person's ability to deal with numbers and real-world problems quantitatively and mathematically. It is the ability to convert a real world problem into equations which can then be solved to find the result. This module is designed to measure a candidate's basic maths and algebraic skills, his/her understanding of basic quantitative concepts and his/her ability to reason quantitatively, solve quantitative problems and interpret graphical data. Your campus has shown **excellent performance in Quantitative Ability module, on an average, scoring significantly higher than the National Average.** Our analysis shows that the students are well focused on the fundamentals and they have a deep understanding of the underlying concepts to be used. In order to keep performing well in this module, students must continue to put in their efforts, by practicing questions regularly.
3. **Logical Ability**
   The purpose of Logical Ability module is to test students' logical reasoning skills and to check their intuitive ability, decision making capability, problem solving approach and other areas which are important from a company's perspective. People with strong Logical Reasoning are quicker to perceive and interpret things objectively. Therefore, proficiency in this module is desired for all job profiles. Scores of your students in **Logical Ability section are commendable. Although, on an average, the scores are greater than the National Average, the difference is not large.** Our advice to students is to be motivated and keep practicing various questions to master the section, which will help them score higher and be way ahead of the National Average.

II. Performance Summary

From the above analysis, it is clearly visible that the **performance of the students at your campus is good in English Comprehension, Quantitative Ability and Logical Ability,** which is commendable. Methodologies such as mock tests, assignments and extra classes can become a valuable strategy for the benefit of students. The campus can also include proactive mentoring sessions for weak students and review their skills in the given area(s). Another approach can be to hold training sessions focusing on comprehensive guidance for the students to excel in their weak areas. The gain resulting from these training sessions and your continuous support will allow overall development of the student and further enhancement in their abilities.

III. Training Suggestions

This section lists areas where your students need to improve on the basis of their performance in the AMCAT. For each module, according to the degree of improvement needed, appropriate suggestions have been provided.

Campus Training Requirement Table

Area to Improve Upon	Degree of Improvement	Suggestion
English Comprehension	Slight	Encourage playing games like Scrabble, Crossword, etc. in order to improve their English vocabulary. You can try placing such word-games in the campus library.
Quantitative Ability	Slight	Time-honored mock tests should be conducted for the students so that they are able to judge themselves.
Logical Ability	Very Less	Include explicit training for reasoning skills to make the students practice different types of questions such as syllogism, blood relations, direction sense, pattern recognition, etc.

Section 2 - Students' Employability

This section gives you an approximate idea about the kind of companies your students are competent for. This section also provides an insight into the criteria used by different companies for their hiring process. Additionally, an estimate of the employability of your campus students in different sectors is mentioned. In order to improve employability prospects, domains in which your students need to focus their efforts are also listed.

I. Perspective on Corporate Shortlisting Criteria

In this section, we discuss the different kind of job profiles available for fresh graduates. For each domain, we discuss the nature of the job and the kinds of skills required to succeed in the particular job profile.

- **IT Services**

  These types of service companies have large training setups of their own. They provide system integration solutions, software application development, testing solutions and many other services. For large services companies, Computer Programming score is not an important criterion. They look for candidates with acceptable English and Logical Reasoning along with strong Quantitative Ability skills. A good score in computer programming module is an advantage. HCL, TCS, Wipro, Satyam, Polaris etc are some of the major large scale service based companies.

- **ITeS and BPO**

  Business process outsourcing companies can be aptly defined as those that act to utilize the services of a third party in order to perform its back office operations. The BPO market is forecast to hit $450 billion by 2012. These companies look at moderate to outstanding/ exceptionally good English, depending on whether they have national or international clients. The other parameters they use for short listing are acceptable Logical Reasoning and Computer skills. GE Capital, Convergys, Wipro Spectramind and Dell are some of the prominent BPO entities.

- **Hardware and Networking**

  These companies specialize in Hardware and Network Support and basically provide integrated solutions for business enterprise applications, networking equipment and network management. That is they help manage organization's computing resources up and running. These companies primarily look for average quantitative and logical ability. Since the job does not include a lot of interaction with clients, they do not necessarily require good scores in English Comprehension. Cisco, Hewlett Packard, Nortel, NEC, Citrix and Netgear are some of the Hardware/Networking companies.

- **KPO/Analyst**

  Knowledge Processing Outsourcing (popularly known as KPO) calls for the application of specialized domain pertinent knowledge. KPO business entities provide typical domain-based processes, advanced analytical skills and business expertise, rather than just process expertise. These companies look for an impressive command in English and sound knowledge in both Quantitative and Logical Reasoning. Evalueserve, Ugam Solutions, 24/7 Customer, ICICI OneSource, etc. are some of the leading KPOs in India.

II. Employability Prospects

The following table suggests the methods to be implemented in order to improve employability of your students with reference to particular job profiles. We have investigated what precise skills are deficient in students which make them unemployable. These skills need to be improved through efforts of the student and campus. Campus administration is requested to go through these suggestions and implement them to make students more employable.

Campus Job Match Table

Type of Company	Percentage of Students Eligible	Percentage of Students Need Training
IT Services	62.6%	37.4%
ITeS and BPO	88.9%	11.1%
Hardware and Networking	87.9%	12.1%
KPO/Analyst	43.4%	56.6%

III. Bird's-eye-view of Employability

The following table suggests the methods to be implemented in order to improve employability of your students for each type of company. These recommendations are provided on the basis of weak modules for each company, which the faculty should work on to help their students. Campus is requested to go through these suggestions and implement them to elevate the chances of getting placed in that particular company.

Campus Employability Enhancement Table

Type of Company	Campus Employability Prospect	Areas in Need of Training for Improving Employability Chances
IT Services	Medium	These companies are basically looking for good English and Logical skills with average Quantitative ability. To increase the employability prospects for this industry, extra efforts are required by the campus authority on English Comprehension.
ITeS and BPO	High	These companies look for candidates proficient in English with average Logical and Quantitative abilities.
Hardware and Networking	High	These companies are basically looking for candidates with good English and average Logical abilities.
KPO/Analyst	Medium	These companies look for candidates having proficiency in English with good Quantitative and Reasoning abilities. If employability prospects is to be increased for this industry, campus faculty will need to focus on English Comprehension.

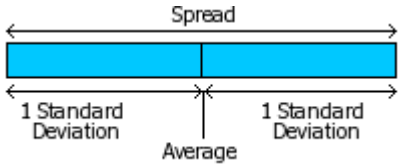
Section 3 - Intra Campus Comparison

In this section, we will compare assessment scores to create a comprehensive comparative analysis between different branches of a degree of your college. This section shall explain the competitiveness of students of each degree, branch and batch with others in the respective group.

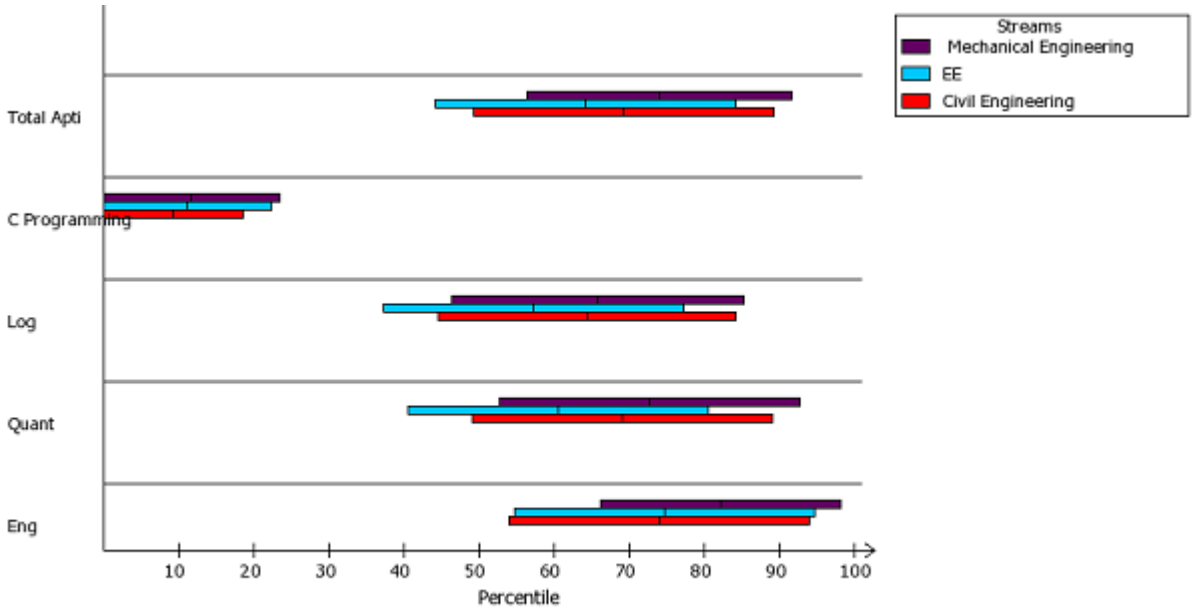
I. Stream Comparison

In this section, we compare the AMCAT scores of students categorized by their branch of study. Students from the following branches participated in AMCAT at your college.

1. CSE,CST,CE
2. EE
3. Mechanical Engineering
4. Civil Engineering
5. Other



The chart below shows the comparison of module-wise average scores for each stream. To interpret the chart, refer to the above illustration. Each horizontal bar represents the average score along with the standard deviation of a particular branch in that module. The vertical line at the center of each bar represents the average score. The length of bar represents the range of scores obtained by students of that stream.



Note: color bands are in order.

For each module, the following table lists the top scoring streams. Only the modules which are common for all the streams have been considered in the table.

Top Scoring Streams For Each Module

Rank	English Comprehension	Quantitative Ability	Logical Ability	C Programming
1	Mechanical Engineering	Mechanical Engineering	Mechanical Engineering	Mechanical Engineering
2	EE	Civil Engineering	Civil Engineering	EE

Note: streams with less than 5 students have not been considered for the analysis.

On the basis of AMCAT scores obtained by different streams in your campus, we make following inferences -

1. English Comprehension
   Students from Mechanical Engineering have performed well in English Comprehension section in comparison to the EE students who, on an average, lag by 8.14 percentile points. **Civil Engineering students' performance is comparatively lower** with respect to the other streams, scoring 74 percentile in this section. Also, note that all the streams have performed well with respect to the National Average.

2. Quantitative Ability
   Candidates having **Mechanical Engineering as specialization have scored highest** in Quantitative Ability. **Civil Engineering students scored slightly lower than Mechanical Engineering students** with a difference of 3.8 percentile points whereas EE students have scored significantly lower than Mechanical Engineering with a difference of 12.17 percentile points. All the streams have performed up to the mark when compared to the National Average.

3. Logical Ability
   Candidates having **Mechanical Engineering as specialization have scored highest** in Logical Ability. **Civil Engineering students scored slightly lower than Mechanical Engineering students** with a difference of 1.42 percentile points whereas EE students have scored significantly lower than Mechanical Engineering with a difference of 8.6 percentile points. Also, note that all the streams, on an average, have scored higher in comparison to the National Average.

4. C Programming
   Students from Mechanical Engineering have performed well in C Programming section in comparison to the EE students who, on an average, lag by 2.46 percentile points. **Civil Engineering students' performance is comparatively lower** with respect to the other streams, scoring 9 percentile in this section. Also, consider that all the streams, on an average, have scored low in comparison to the National Average.

In your campus, **Mechanical Engineering stream performed outstandingly well in maximum number of modules.** Also, Civil Engineering and EE streams performed poorly in maximum number of modules in comparison to other streams, and therefore need special attention.

Aspiring Minds' Concluding Words

To summarize the overall analysis of your campus done by Aspiring Minds, key-points from all sections are highlighted below:

- The performance of the B.Tech/B.E students in your campus is **good in English Comprehension, Quantitative Ability and Logical Ability,** which is commendable.
- It is clearly evident that **62.6%, 88.9%, 87.9% and 43.4%** of your students are eligible to work in **IT Services, ITeS and BPO, Hardware and Networking and KPO/Analyst** which is good.
- In your campus, **Mechanical Engineering stream performed outstandingly well in maximum number of modules.** Also, Civil Engineering and EE streams performed poorly in maximum number of modules in comparison to other streams, and therefore need special attention.

The strongest recommendation Aspiring Minds will like to give is initiation of classes to improve the weak areas of candidates. Apart from classes, regular quizzes and special training sessions should also be initiated, where students answer questions under time constraints. The classes should be student-friendly so that the students are open to questions and are free to ask their doubts. Peer teaching can be another way to increase the learning of students in the class

Along with increasing the employability of the institute, this will help your students compete with other candidates in a more effective and efficient way. With regard to areas where your students scored well, a sustained effort is needed. Regular assignments of problems should be given so that the students can accelerate their performance.

We strongly request the campus authorities to direct all students to follow the performance feedback given by Aspiring Minds based on their AMCAT scores. The campus authorities can go a long way in reminding students about their strengths and weaknesses, thus encouraging them to uphold their strengths and improve on their weaknesses. Consider special classes, better teaching processes and focused courses so that students get a good platform to improve and perform. We also strongly suggest conducting AMCAT again at campus after 4 months of dedicated hard work by students and campus authorities. This shall give students a benchmark to improve themselves, and help us understand if the initiated training program was useful. Of course, it would help students as well, with better scores leading to better job opportunities.

We thank BVBs Sardar Patel College of Engineering,2020 for giving us an opportunity to conduct AMCAT in their campus. For any clarification or further analysis, we can be contacted at campus@aspiringminds.in ..... 0 or (91) 124 4148777.

Appendix

I. Candidates Score Table

The Candidates score table below shows the scores and percentile of all the students of your campus tested on AMCAT. All scores lie between 100 and 900.

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470427294936	Abhishek Deshmukh	525	69 %	550	68 %	565	84 %	313	13 %
158470427134434	Abhishek Deshpande	420	29 %	680	95 %	505	65 %	260	5 %
158470427753360	Abhishek Bandgar	560	96 %	605	97 %	480	66 %	313	13 %
158470427486445	Aboli Patil	420	29 %	635	89 %	435	38 %	313	13 %
158470427305122	Adesh Mundye	675	98 %	620	86 %	510	67 %	367	28 %
158470427969849	Aditya Kulkarni	685	98 %	740	98 %	580	87 %	420	48 %
158470427755477	Aditya Shinde	615	92 %	665	93 %	510	67 %	260	5 %
158470427331416	Aditya Thakkar	675	98 %	475	43 %	480	56 %	100	0 %
158470427130629	Ajay Bais	605	90 %	710	97 %	595	90 %	313	13 %
158470427674497	Akash Nimbalkar	605	90 %	475	43 %	545	79 %	367	28 %
158470427713682	Alkesh Mane	535	93 %	325	21 %	495	71 %	207	2 %
158470427919897	Allister Sequeira	780	100 %	605	83 %	590	89 %	207	2 %
158470427644997	Amit Chitanvis	720	99 %	385	17 %	595	90 %	260	5 %
158470427357056	Amit Raskar	525	69 %	560	71 %	570	85 %	207	2 %
158470427138512	Amol Dagale	465	46 %	370	14 %	455	46 %	473	68 %
158470427029177	Aniket Kekane	685	98 %	575	76 %	555	81 %	207	2 %
158470427850033	Anshu Kumar	640	95 %	-	-	605	92 %	260	5 %
158470427964766	Anuj Mahadeshwar	755	100 %	800	100 %	555	81 %	207	2 %
158470427479959	Anuj Punyarthi	675	98 %	550	68 %	425	35 %	260	5 %
158470427189212	Anushree Ghurka	560	80 %	665	93 %	540	77 %	260	5 %
158470427033665	Apoorva Wani	605	90 %	635	89 %	650	97 %	367	28 %
158470427249613	Arbaz Naikwadi	630	94 %	415	24 %	470	52 %	260	5 %
158470427037328	Archit Katare	650	96 %	590	80 %	495	62 %	420	48 %
158470427097452	Ashlesha Patil	465	46 %	430	29 %	455	46 %	153	0 %
158470427881171	Ashwini Bidwai	815	100 %	490	48 %	520	71 %	260	5 %
158470427748200	Atharva Pagare	735	100 %	620	86 %	485	58 %	367	28 %
158470427304495	Avanish Gupta	500	60 %	755	99 %	580	87 %	367	28 %
158470427475847	Avinash B	545	76 %	475	43 %	435	38 %	207	2 %
158470427160395	Balaji Rathod	510	64 %	520	59 %	495	62 %	420	48 %
158470427121462	Bhavya Shah	685	98 %	635	89 %	555	81 %	260	5 %
158470427967191	Bhushan Sonawane	490	83 %	445	63 %	400	37 %	260	5 %
158470427061533	Bibin Lukose	570	83 %	680	95 %	580	87 %	313	13 %
158470427399694	Chaitali Talpe	395	21 %	325	7 %	470	52 %	153	0 %
158470427943178	Chaitanya Karande	700	99 %	310	5 %	545	79 %	420	48 %
158470427066353	Chan Thakur	560	80 %	590	80 %	555	81 %	207	2 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470427788546	Chanchal Zope	500	60 %	475	43 %	505	65 %	313	13 %
158470427168397	Chetan Mahajan	510	64 %	520	59 %	570	85 %	367	28 %
158470427186413	Chintan Shah	560	80 %	445	33 %	495	62 %	473	68 %
158470427723005	Deelip Hegde	455	42 %	460	38 %	480	56 %	260	5 %
158470427346922	Dhananjay Dosi	405	24 %	710	97 %	485	58 %	260	5 %
158470427922606	Digambar Dode	325	7 %	255	2 %	460	48 %	207	2 %
158470427874515	Dipak Pugaonkar	535	73 %	475	43 %	520	71 %	313	13 %
158470427611511	Disha Jadhao	465	46 %	270	3 %	410	29 %	260	5 %
158470427271142	Divyesh Jilka	465	46 %	740	98 %	375	19 %	313	13 %
158470427430420	Dnyaneshwar Hiwale	465	46 %	430	29 %	435	38 %	153	0 %
158470427065091	Dwarkesh Haldankar	665	97 %	725	98 %	565	84 %	207	2 %
158470427235731	Ganaraj Dalal	640	95 %	535	64 %	400	26 %	100	0 %
158470427147443	Garima Chavan	745	100 %	490	48 %	605	92 %	313	13 %
158470427421195	Gauri Saptarishy	420	29 %	650	91 %	495	62 %	260	5 %
158470427308438	Ghanshyam Dethe	500	60 %	400	20 %	545	79 %	420	48 %
158470427690270	Hatim Lakdawala	665	97 %	325	7 %	530	74 %	313	13 %
158470427969013	Het Padachh	815	100 %	755	99 %	505	65 %	473	68 %
158470427652418	Hrishikeash Kamble	535	73 %	635	89 %	530	74 %	420	48 %
158470427482186	Hrishikesh Patil	440	36 %	650	91 %	445	42 %	367	28 %
158470427335671	Hrishikesh Jadhav	525	69 %	710	97 %	460	48 %	473	68 %
158470427431765	Janhavi Kakulate	360	13 %	490	48 %	505	65 %	260	5 %
158470427833237	Jash Panani	570	83 %	620	86 %	410	29 %	207	2 %
158470427827567	Jay Saini	430	33 %	710	97 %	520	71 %	260	5 %
158470427746255	Jui Kamble	615	92 %	340	9 %	495	62 %	473	68 %
158470427635855	Jyot Vora	595	88 %	505	53 %	545	79 %	260	5 %
158470427379709	Kartik Bhise	500	86 %	310	17 %	470	63 %	260	5 %
158470427108124	Khushbu Rade	395	21 %	475	43 %	485	58 %	313	13 %
158470427188407	Krushna Bhokare	255	1 %	575	76 %	455	46 %	207	2 %
158470427808697	Kunal Kinkar	475	78 %	415	52 %	460	59 %	153	0 %
158470427327344	Madhuri Bandgar	545	76 %	535	64 %	460	48 %	367	28 %
158470427901418	Mahendra Sonare	370	15 %	550	68 %	485	58 %	313	13 %
158470427118969	Mahesh Jangle	475	50 %	635	89 %	540	77 %	153	0 %
158470427698690	Manas Bedse	440	36 %	590	80 %	520	71 %	313	13 %
158470427894162	Manasi Ghosalkar	675	98 %	800	100 %	605	92 %	473	68 %
158470427392955	Manish Sainani	720	99 %	855	100 %	615	93 %	313	13 %
158470427255158	Mansi Salvi	535	73 %	-	-	570	85 %	313	13 %
158470427388918	Mansi Sangle	560	80 %	535	64 %	360	15 %	367	28 %
158470427748116	Mayur Ghule	335	19 %	310	17 %	395	36 %	367	28 %
158470427707265	Mayur Patil	385	18 %	575	76 %	385	21 %	473	68 %
158470427439428	Meenal Thosar	640	95 %	635	89 %	580	87 %	207	2 %
158470427054030	Mihir Dhami	815	100 %	900	100 %	605	92 %	367	28 %
158470427519241	Mitalee Chaudhari	500	86 %	490	78 %	510	76 %	207	2 %
158470427574920	Mohak Chandak	665	97 %	535	64 %	455	46 %	313	13 %
158470427617398	Mohsin Parmar	580	85 %	650	91 %	545	79 %	207	2 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470427544755	Mrunal Chavan	545	76 %	590	80 %	590	89 %	153	0 %
158470427563393	Mukundan Na	595	88 %	505	53 %	435	38 %	313	13 %
158470427526126	Narendra Gangwani	595	88 %	800	100 %	555	81 %	527	84 %
158470427874399	Nayan Dalvi	300	10 %	225	4 %	350	22 %	260	5 %
158470427598251	Neha Hunge	640	95 %	725	98 %	570	85 %	313	13 %
158470427045429	Neha Powar	455	42 %	550	68 %	545	79 %	207	2 %
158470427967529	Nikhil Amrutkar	510	64 %	680	95 %	540	77 %	207	2 %
158470427330948	Nikhil Gade	545	76 %	300	5 %	335	10 %	313	13 %
158470427459611	Nikhil Patil	595	88 %	725	98 %	445	42 %	260	5 %
158470427425948	Nikita Bhangale	570	83 %	430	29 %	435	38 %	260	5 %
158470427687631	Omkar Mandve	440	36 %	445	33 %	505	65 %	260	5 %
158470427742488	Onkar Chopade	580	85 %	650	91 %	445	42 %	313	13 %
158470427300911	Pallavi More	535	73 %	460	38 %	595	90 %	260	5 %
158470427181905	Pallavi Rathod	475	50 %	505	53 %	485	58 %	313	13 %
158470427965437	Parag More	455	70 %	460	68 %	555	87 %	473	68 %
158470427204813	Pooja Pimpalkar	710	99 %	755	99 %	545	79 %	207	2 %
158470427528735	Pooja Dahiwal	560	80 %	590	80 %	540	77 %	313	13 %
158470427427738	Poonam Upadhyay	420	29 %	285	3 %	460	48 %	153	0 %
158470427073062	Praful Garje	710	99 %	725	98 %	625	94 %	260	5 %
158470427181473	Prafull Suryawanshi	570	83 %	460	38 %	460	48 %	260	5 %
158470427803929	Prajwal Kapade	675	98 %	415	24 %	480	56 %	207	2 %
158470427086679	Prajwal Bhamodre	430	33 %	460	38 %	510	67 %	580	94 %
158470427000944	Prajwal Bhide	640	95 %	635	89 %	480	56 %	153	0 %
158470427868562	Prajwal Edhate	560	80 %	785	99 %	485	58 %	527	84 %
158470427659257	Pranav Khairkar	570	83 %	-	-	470	52 %	260	5 %
158470427182363	Pranav Parkar	490	56 %	590	80 %	510	67 %	207	2 %
158470427915183	Pranit Udan	455	42 %	680	95 %	420	33 %	207	2 %
158470427572410	Prasad Poplayat	500	60 %	460	38 %	470	52 %	473	68 %
158470427294916	Prashant Baviskar	335	8 %	560	71 %	540	77 %	367	28 %
158470427886430	Prashant Tadge	560	80 %	770	99 %	520	71 %	313	13 %
158470427174118	Prashant Bagal	570	83 %	535	64 %	455	46 %	260	5 %
158470427628697	Prashant Patne	370	32 %	460	68 %	485	68 %	313	13 %
158470427537361	Pratap Talokar	545	76 %	650	91 %	555	81 %	207	2 %
158470427861758	Prathamesh Sawant	720	99 %	635	89 %	615	93 %	260	5 %
158470427763655	Prathamesh Sonawane	545	76 %	505	53 %	565	84 %	260	5 %
158470427153374	Prathamesh Naik	665	100 %	415	52 %	420	44 %	153	0 %
158470427035936	Pratik Patil	650	96 %	505	53 %	495	62 %	473	68 %
158470427456609	Pratik Gaikwad	350	11 %	710	97 %	565	84 %	473	68 %
158470427896523	Pratik Meshram	580	85 %	520	59 %	340	11 %	260	5 %
158470427141949	Pratik Vanam	420	55 %	240	5 %	445	54 %	153	0 %
158470427151149	Pratik Bhagat	570	83 %	-	-	400	26 %	260	5 %
158470427711758	Pratik Khamkar	720	99 %	575	76 %	590	89 %	313	13 %
158470427619803	Pratiksha Daund	535	73 %	460	38 %	580	87 %	207	2 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470427475709	Pritesh Nankar	455	42 %	475	43 %	570	85 %	367	28 %
158470427707314	Priti Shete	430	33 %	355	11 %	335	10 %	260	5 %
158470427157001	Priyanka Ughade	605	90 %	475	43 %	510	67 %	420	48 %
158470427252226	Priyanka Wangaskar	475	50 %	430	29 %	520	71 %	153	0 %
158470427829130	Rashi Sharma	640	95 %	635	89 %	605	92 %	367	28 %
158470427649397	Rishabh Somani	545	76 %	445	33 %	445	42 %	420	48 %
158470427968656	Rishabh Mani	745	100 %	755	99 %	605	92 %	207	2 %
158470427003047	Rohan Dagade	405	48 %	255	7 %	520	78 %	313	13 %
158470427622126	Roharsh Bhadane	685	98 %	680	95 %	425	35 %	260	5 %
158470427890391	Rohit Ramakrishnan	545	76 %	590	80 %	400	26 %	260	5 %
158470427258577	Roshan Bhagat	440	36 %	475	43 %	420	33 %	260	5 %
158470427822205	Runumayee Pawar	720	99 %	710	97 %	520	71 %	367	28 %
158470427821398	Rutuja Thorat	560	80 %	535	64 %	385	21 %	260	5 %
158470427479928	S Bala Subramaniyam	440	36 %	490	48 %	485	58 %	260	5 %
158470427966208	Sachin Kadam	475	78 %	520	85 %	480	66 %	420	48 %
158470427264286	Sachin Andelwad	535	73 %	400	20 %	505	65 %	207	2 %
158470427811976	Sachin Jadhav	570	83 %	460	38 %	510	67 %	153	0 %
158470427825500	Sagnik Mukhopadhyay	710	99 %	680	95 %	540	77 %	260	5 %
158470427661078	Saiprabha Mittal	650	96 %	635	89 %	420	33 %	207	2 %
158470427990434	Saloni Adanna	430	33 %	285	3 %	445	42 %	260	5 %
158470427260549	Samruddhi Gandhi	720	99 %	400	20 %	565	84 %	260	5 %
158470427965381	Samrudhi Patil	510	64 %	270	3 %	250	2 %	367	28 %
158470427919811	Saniya Sawant	420	29 %	575	76 %	540	77 %	367	28 %
158470427555734	Sanket Tambe	325	7 %	620	86 %	485	58 %	313	13 %
158470427217028	Sanket Soudagar	650	96 %	460	38 %	325	8 %	153	0 %
158470427144476	Sarah Niyazi	685	98 %	550	68 %	520	71 %	207	2 %
158470427912801	Sarang Chaudhar	770	100 %	800	100 %	605	92 %	260	5 %
158470427186369	Sarvesh Likhar	465	46 %	590	80 %	470	52 %	313	13 %
158470427475634	Saumil Joshi	700	99 %	605	83 %	435	38 %	420	48 %
158470427164835	Sayali Babhale	525	69 %	650	91 %	470	52 %	313	13 %
158470427636416	Sejal Dangi	700	99 %	620	86 %	-	-	367	28 %
158470427981638	Sharada Gavade	545	76 %	550	68 %	540	77 %	207	2 %
158470427696731	Sharyu Chavan	605	90 %	475	43 %	470	52 %	100	0 %
158470427134083	Shivam Gupta	315	5 %	535	64 %	395	24 %	367	28 %
158470427411852	Shivani Chaudhari	630	94 %	635	89 %	495	62 %	527	84 %
158470427378573	Shivani Mohite	440	36 %	445	33 %	400	26 %	153	0 %
158470427970103	Shravika Jamnik	615	92 %	575	76 %	510	67 %	260	5 %
158470427670877	Shreya Burlikar	500	60 %	400	20 %	395	24 %	207	2 %
158470427398094	Shreyash Tinkhede	455	42 %	490	48 %	570	85 %	313	13 %
158470427320249	Shubham Gangarde	500	60 %	460	38 %	520	71 %	367	28 %
158470427436863	Shubham Narwal	535	73 %	575	76 %	580	87 %	527	84 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470427744780	Shubham Sonkusale	500	60 %	605	83 %	340	11 %	260	5 %
158470427001407	Shubham Bahirat	630	94 %	535	64 %	485	58 %	367	28 %
158470427435883	Shubham Adsul	580	85 %	605	83 %	540	77 %	367	28 %
158470427438425	Siddhi Dhanawade	570	83 %	550	68 %	595	90 %	367	28 %
158470427623322	Snehal Wakchaure	370	15 %	310	5 %	445	42 %	313	13 %
158470427011896	Snehal Chaudhari	560	80 %	575	76 %	520	71 %	313	13 %
158470427272685	Soham Kulkarni	650	100 %	665	99 %	410	41 %	473	68 %
158470427339721	Sonal Mate	500	60 %	620	86 %	510	67 %	207	2 %
158470427640227	Sourish Gavali	630	94 %	520	59 %	460	48 %	260	5 %
158470427033724	Srushti Rangari	385	38 %	385	41 %	385	32 %	207	2 %
158470427435911	Sumit Bhamare	420	29 %	635	89 %	505	65 %	420	48 %
158470427170487	Suparno Ghosh	795	100 %	635	89 %	510	67 %	420	48 %
158470427722306	Suraj Maurya	630	94 %	475	43 %	545	79 %	367	28 %
158470427911824	Sushant Mhetre	360	13 %	180	0 %	335	10 %	207	2 %
158470427966516	Sushant Deshmukh	510	64 %	710	97 %	540	77 %	207	2 %
158470427540639	Swapnil Patil	455	42 %	665	93 %	545	79 %	367	28 %
158470427016213	Tanisha Narnaware	580	85 %	430	29 %	495	62 %	420	48 %
158470427504319	Tanmay Tarkar	605	90 %	575	76 %	570	85 %	313	13 %
158470427753765	Tasneem Kabir	570	83 %	415	24 %	470	52 %	367	28 %
158470427364100	Tejal Kurhade	430	59 %	460	68 %	370	27 %	260	5 %
158470427756398	Tejas Walimbe	395	21 %	490	48 %	455	46 %	313	13 %
158470427073520	Tejas Talekar	850	100 %	740	98 %	485	58 %	207	2 %
158470427029607	Tejas Rathod	630	94 %	475	43 %	445	42 %	260	5 %
158470427313091	Thungbeni Humtsoe	545	76 %	605	83 %	495	62 %	207	2 %
158470427087560	Tushar Singh	475	50 %	665	93 %	540	77 %	420	48 %
158470427646559	Tushar Parekh	560	80 %	635	89 %	520	71 %	313	13 %
158470427191755	Urja Bhosekar	700	99 %	680	95 %	580	87 %	420	48 %
158470427026839	Uttkarsha Pakhale	630	94 %	445	33 %	570	85 %	313	13 %
158470427001268	Vaidehi Patil	595	88 %	755	99 %	565	84 %	473	68 %
158470427036107	Vaishali Rathod	405	48 %	255	7 %	350	22 %	207	2 %
158470427314741	Varad Abhyankar	560	80 %	770	99 %	530	74 %	260	5 %
158470427628929	Vibhay Shah	315	5 %	460	38 %	480	56 %	153	0 %
158470427711253	Vinit Sheth	710	99 %	680	95 %	460	48 %	420	48 %
158470427626229	Virashri Hanwate	385	18 %	355	11 %	470	52 %	420	48 %
158470427501502	Vishal Bhosale	430	33 %	505	53 %	520	71 %	367	28 %
158470427717080	Vishal Prajapati	385	18 %	680	95 %	495	62 %	313	13 %
158470427327365	Vismay Walad	640	95 %	635	89 %	570	85 %	313	13 %
158470427187525	Yashodeep Patil	665	97 %	840	100 %	570	85 %	313	13 %
158470427526741	Yogesh Waman	500	60 %	605	83 %	555	81 %	207	2 %
158470427304763	Yogesh Vatare	370	15 %	460	38 %	435	38 %	313	13 %

II. Statistical Significance (Confidence)

All score distributions generally follow a pattern called the Gaussian curve. The Gaussian curve is by far the most common assumption with regard to score distribution. For the purpose of comparison, we express AMCAT scores as Gaussian distribution. The most characteristic feature of this distribution is that the scores for maximum number of students fall in a very narrow range around the average value.

The percentage of scores lying in the range falls exponentially as we move away from the average value. The confidence percentage, which ranges from 0% to 100%, is indicative of the possibility that the difference in scores is by chance. A high confidence percentage indicates that it is very likely that the difference observed is real and not by chance. In this analysis, we classify differences, with confidence 90% or higher, as significantly different (that is, not by chance).

III. National Average (Norm)

To construct the norms (National average & standard deviation), balanced sampling was used to select more than 25000 students tested by Aspiring Minds nationwide. Balanced sampling technique ensures that the selected candidates are representative of entry-level job-aspirants over 22 states in India. It is ensured that the sample contains different degrees, specializations, genders, regions, etc. in the same composition as the National distribution.

To summarize score distribution of the norms and BVBs Sardar Patel College of Engineering,2020 students, two values (statistics) are used: average of the scores and standard deviation of the scores. While the former value indicates what, on average, candidates score in the test, the latter value tells how much do scores deviate from the average. High value of standard deviation means that the scores are dissimilar and spread across the scale. In contrast, a low value of standard deviation means that candidates scores are similar to each other and lie near the average.

IV. Variance (Standard Deviation)

The variance (or standard deviation) is a measure of how spread out a distribution is. In other words, it is the measure of variability. A low standard deviation indicates that the data points tend to be very close to the average value, while high standard deviation indicates that the data is spread out over a large range of values.

V. About Aspiring Minds

Aspiring Minds was founded in 2007 by alumni of IIT and MIT (USA) with a vision to introduce scientific assessment methodology to bring together job-seekers and campuses across India on a common standardized platform that is recognized by multiple companies on a national level. The aim of Aspiring Minds is to highlight the pool of talented students and progressive campuses to corporates nationally, provide an insight on how they can improve their employability and help them acquire jobs on the basis of their potential. In a short span of time, Aspiring Minds has earned credibility and is working with multiple corporations such as Microsoft Research, HCL Technologies, MPhasiS EDS, Erricson, Tata Motors, Aricent, Genpact, iGATE, L&T Finance, Sapient, Godrej Agrovet and Tavant Technologies.

Board of Advisors

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