Aspiring Minds' Campus Analysis Report

BVBs Sardar Patel College of Engineering,2022

(B.Tech/B.E, 2022)

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,2022 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,2022
Date of testing	2,3,5,6-Dec-18
Degree tested	B.Tech/B.E (193 students)
Number of students compared in each stream	
Civil Engineering	65 students
EE	60 students
Mechanical Engineering	65 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 182 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.

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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.

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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.

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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.
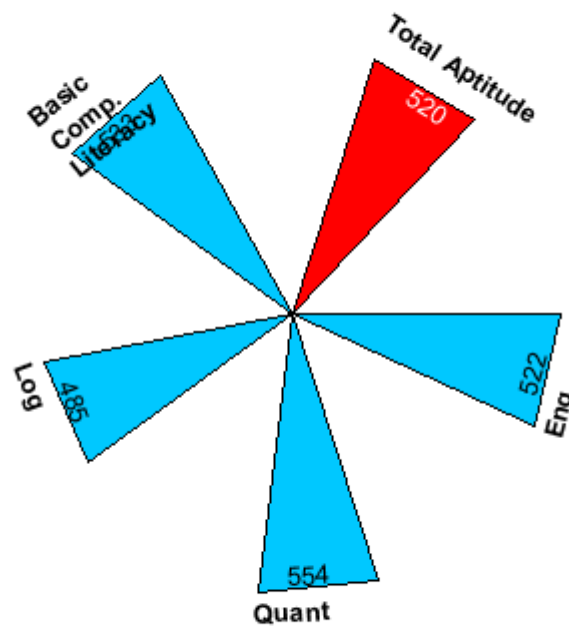
Campus Aptitude And Skill Chart

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	68%	522 (95)	475 (100)	47	100%	Yes
Quantitative Ability	70%	554 (139)	495 (115)	59	100%	Yes
Logical Ability	58%	485 (74)	465 (101)	20	100%	Yes
Basic Computer Literacy	69%	533 (141)	503 (60)	30	100%	Yes
Total Aptitude	**66%**	**520 (84)**	**478 (105)**	**42**	**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. The students of your institute have done **fairly well in English, on an average, scoring slightly higher than the National Average.** With proper guidance and self-practice in English vocabulary and communication skills, your students will be able to acquire excellence and exceed the National Average by a larger difference. Recommended methods are regular tests and assignments conducted by the faculty and encouragement of communication in English.

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. Students of your institute, on an average, have **scored equivalent to the National Average** in Logical Ability module. Proper guidance from the faculty and focused efforts from students are required to score higher than the National Average. Students should solve different kinds of logical puzzles and play logical games regularly. This will sharpen their skills tremendously, thereby increasing the employability of your students.

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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 and Quantitative Ability,** which is commendable. However, the students' performance is **satisfactory in Logical Ability,** whereas extra efforts can make a tremendous difference in performance. 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.

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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	Very Less	Conduct a number of mock tests and ensure that the students appear in each of these tests. This will help them to know where they actually stand.
Quantitative Ability	Slight	Real time problems on different topics should be extensively discussed to equip the students with different concepts.
Logical Ability	Moderate	Advice students to develop their own notations so that they can represent the problem using proper symbols, diagrams etc. 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.

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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	59.3%	40.7%
ITeS and BPO	88.7%	11.3%
Hardware and Networking	87%	13%
KPO/Analyst	32.2%	67.8%

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. If employability prospects is to be increased for this industry, campus faculty will need to focus on English Comprehension and Logical Ability.
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. To increase the employability prospects for this industry, extra efforts are required by the campus authority 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. Civil Engineering
2. EE
3. Mechanical Engineering
4. Other
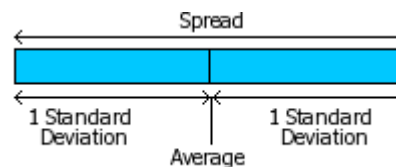
The chart below shows the comparison of module-wise average scores for each stream. To interpret the chart, refer to the above illustration. Each horizontal bar represents the average score along with the standard deviation of a particular branch in that module. The vertical line at the center of each bar represents the average score. The length of bar represents the range of scores obtained by students of that stream.
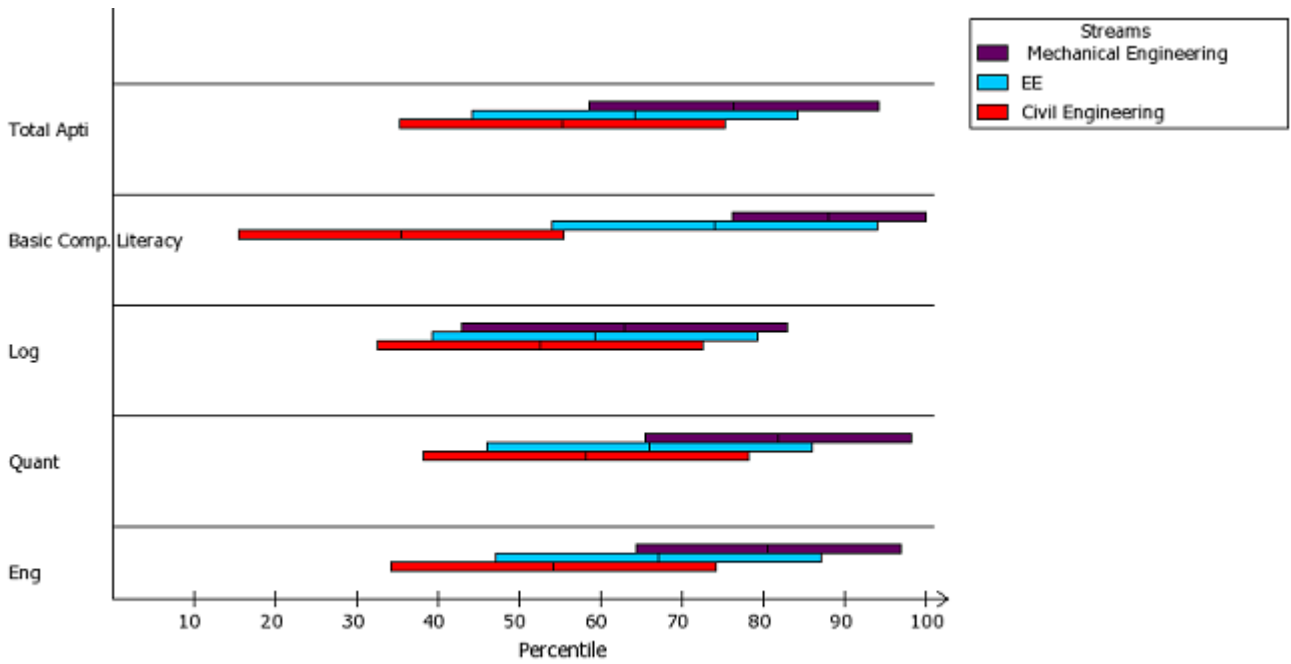
Note: color bands are in order.

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.

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Top Scoring Streams For Each Module

Rank	English Comprehension	Quantitative Ability	Logical Ability	Basic Computer Literacy
1	Mechanical Engineering	Mechanical Engineering	Mechanical Engineering	Mechanical Engineering
2	EE	EE	EE	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
   Candidates having **Mechanical Engineering as specialization have scored highest** in English Comprehension. **EE students scored slightly lower than Mechanical Engineering students** with a difference of 13.59 percentile points whereas Civil Engineering students have scored significantly lower than Mechanical Engineering with a difference of 26.49 percentile points. All the streams have performed up to the mark when compared to the National Average.

2. Quantitative Ability
   Students from Mechanical Engineering have performed well in Quantitative Ability section in comparison to the EE students who, on an average, lag by 23.57 percentile points. **Civil Engineering students' performance is comparatively lower** with respect to the other streams, scoring 58 percentile in this section. If nationwide comparison is made, then, on an average, all the streams have done fairly well with respect to the National Average.

3. Logical Ability
   In Logical Ability **Mechanical Engineering students are the top scorers, their average score exceeding that of EE** by 3.63 percentile points while **Civil Engineering students are the lowest scorers.** Also, note that all the streams have performed well with respect to the National Average.

4. Basic Computer Literacy
   When it comes to Basic Computer Literacy, **Mechanical Engineering students have grabbed the top position** among all streams. **Civil Engineering are the last rankers** with a difference of 52.53 percentile points. Also, note that Civil Engineering students have scored poorly in comparison to the National Average whereas EE and Mechanical Engineering students have performed well with respect to the National Average.

In your campus, **Mechanical Engineering stream performed outstandingly well in maximum number of modules.** Also, Civil Engineering stream 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 and Quantitative Ability,** which is commendable. However, the students' performance is **satisfactory in Logical Ability,** whereas extra efforts can make a tremendous difference in performance.
- It is clearly evident that **59.3%, 88.7% and 87%** of your students are eligible to work in **IT Services, ITeS and BPO and Hardware and Networking** which is good, however **% and 32.2%** of your students are eligible to work in **and KPO/Analyst** respectively which is an area of concern.
- In your campus, **Mechanical Engineering stream performed outstandingly well in maximum number of modules.** Also, Civil Engineering stream 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,2022 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		Basic Computer Literacy	
158470425505495	Aaryan Pantawane	560	80 %	635	89 %	530	74 %	655	99 %
158470425645598	Abdul Rehman Khan	420	29 %	400	20 %	505	65 %	425	10 %
158470425028627	Abhay Shah	595	88 %	740	98 %	605	92 %	855	100 %
158470425093012	Aditi Bhoir	500	60 %	460	38 %	360	15 %	665	100 %
158470425594282	Aditya Pawar	510	64 %	575	76 %	510	67 %	415	7 %
158470425736187	Aditya Nisal	570	83 %	605	83 %	540	77 %	425	10 %
158470425910024	Akash Singh	545	76 %	430	29 %	555	81 %	395	4 %
158470425449557	Akshay Dhamane	475	50 %	520	59 %	370	17 %	475	32 %
158470425554548	Akshay Antrolia	720	99 %	810	100 %	615	93 %	775	100 %
158470425071710	Anand Khurd	640	95 %	550	68 %	485	58 %	645	99 %
158470425783298	Aniket Rane	615	92 %	575	76 %	540	77 %	545	76 %
158470425516167	Aniket Dhanait	465	46 %	635	89 %	505	65 %	415	7 %
158470425671540	Aniket Mishra	500	60 %	825	100 %	520	71 %	535	70 %
158470425462712	Ankur Hingmire	500	60 %	710	97 %	540	77 %	595	94 %
158470425535669	Anuj Dhote	430	33 %	590	80 %	445	42 %	545	76 %
158470425963168	Anukul Bokade	685	98 %	415	24 %	510	67 %	865	100 %
158470425021609	Anup Kotekar	535	73 %	785	99 %	445	42 %	415	7 %
158470425156417	Anushka Mhatre	580	85 %	415	24 %	565	84 %	405	5 %
158470425534576	Ashray Kamble	490	56 %	445	33 %	420	33 %	415	7 %
158470425994128	Ashwin Kanhekar	455	42 %	605	83 %	485	58 %	345	0 %
158470425866916	Atharv Dalvi	560	80 %	710	97 %	540	77 %	475	32 %
158470425528278	Atharva Deokate	640	95 %	460	38 %	485	58 %	465	26 %
158470425242359	Ayush Bambolkar	525	69 %	430	29 %	375	19 %	595	94 %
158470425127175	Ayush Shinde	535	73 %	635	89 %	605	92 %	795	100 %
158470425574637	Bhagyashri Mahalle	475	50 %	490	48 %	545	79 %	475	32 %
158470425600016	Bhushan Pilane	440	36 %	300	5 %	370	17 %	335	0 %
158470425382303	Chinmay Dabholkar	475	50 %	505	53 %	590	89 %	605	96 %
158470425191608	Chintan Patel	370	15 %	590	80 %	460	48 %	475	32 %
158470425496716	Darshan Bagde	545	76 %	475	43 %	445	42 %	735	100 %
158470425722543	Deepak Gawali	475	50 %	325	7 %	410	29 %	465	26 %
158470425380224	Devesh Patil	490	56 %	635	89 %	420	33 %	595	94 %
158470425155696	Dhiraj Dugad	525	69 %	445	33 %	360	15 %	465	26 %
158470425825707	Diksha Kamble	370	15 %	385	17 %	435	38 %	545	76 %
158470425031609	Esha Deshpande	420	29 %	505	53 %	420	33 %	585	91 %
158470425456103	Gaurav Gite	360	13 %	590	80 %	470	52 %	405	5 %
158470425595744	Gaurav Patil	465	46 %	430	29 %	395	24 %	535	70 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		Basic Computer Literacy	
158470425872696	Gauri Deshmukh	525	69 %	635	89 %	485	58 %	465	26 %
158470425095021	Gayatri Devraj	525	69 %	385	17 %	395	24 %	555	81 %
158470425682233	Gayatri Vangad	475	50 %	310	5 %	325	8 %	795	100 %
158470425334899	Gayatri Patil	525	69 %	620	86 %	470	52 %	525	64 %
158470425534818	Gazanfar Khan	570	83 %	710	97 %	570	85 %	485	38 %
158470425518141	Gunvant Patil	465	46 %	575	76 %	555	81 %	485	38 %
158470425198257	Harsh Harale	675	98 %	800	100 %	570	85 %	795	100 %
158470425227751	Harshit Boghara	430	33 %	650	91 %	420	33 %	455	21 %
158470425976490	Harshit Kumar	535	73 %	400	20 %	350	13 %	645	99 %
158470425273030	Himanshu Kadav	545	76 %	400	20 %	485	58 %	355	1 %
158470425109912	Hinakausar Mulla	370	15 %	460	38 %	395	24 %	605	96 %
158470425968047	Humed Shaikh	650	96 %	620	86 %	570	85 %	665	100 %
158470425254132	Isha Brahme	560	80 %	535	64 %	580	87 %	605	96 %
158470425914059	Isha Pathrabe	455	42 %	590	80 %	480	56 %	425	10 %
158470425051808	Jagdish Swami	455	42 %	605	83 %	595	90 %	535	70 %
158470425007122	Jagruti Garse	455	42 %	180	0 %	375	19 %	585	91 %
158470425685171	Jash Saparia	465	46 %	475	43 %	485	58 %	525	64 %
158470425246306	Jay Thummar	500	60 %	605	83 %	485	58 %	405	5 %
158470425133706	Jay Naik	525	69 %	-	-	460	48 %	665	100 %
158470425327722	Jay Modhave	560	80 %	770	99 %	520	71 %	615	97 %
158470425945292	Jimesh Chauhan	440	36 %	460	38 %	300	5 %	455	21 %
158470425981688	Jui Karmalkar	580	85 %	575	76 %	510	67 %	535	70 %
158470425435959	Kalpesh Malpure	385	18 %	430	29 %	480	56 %	665	100 %
158470425957190	Karan Pandita	535	73 %	665	93 %	590	89 %	555	81 %
158470425599178	Karan Desai	640	95 %	770	99 %	455	46 %	525	64 %
158470425110564	Kartik Shah	560	80 %	665	93 %	580	87 %	655	99 %
158470425169023	Kaushika Shrivastava	475	50 %	550	68 %	480	56 %	535	70 %
158470425602081	Kedar Kharavtekar	545	76 %	560	71 %	325	8 %	605	96 %
158470425996581	Ketan Nankar	405	24 %	560	71 %	545	79 %	515	58 %
158470425592333	Ketan Dharme	440	36 %	490	48 %	495	62 %	365	1 %
158470425609195	Kishan Singh	405	24 %	575	76 %	480	56 %	465	26 %
158470425762221	Kshitij Gore	675	98 %	695	96 %	580	87 %	675	100 %
158470425151727	Kshitika Gala	570	83 %	535	64 %	460	48 %	575	88 %
158470425957261	Mahesh Jadhav	455	42 %	445	33 %	520	71 %	275	0 %
158470425326435	Makrand Landge	395	21 %	535	64 %	470	52 %	675	100 %
158470425741594	Manav Mepani	640	95 %	785	99 %	590	89 %	715	100 %
158470425749683	Mangesh Panchal	700	99 %	605	83 %	435	38 %	725	100 %
158470425516604	Manish Vishe	300	4 %	340	9 %	255	2 %	655	99 %
158470425375361	Mansi Naik	570	83 %	605	83 %	485	58 %	475	32 %
158470425443478	Mayank Nagrale	500	60 %	590	80 %	485	58 %	405	5 %
158470425864526	Mayur Nare	385	18 %	535	64 %	460	48 %	615	97 %
158470425386347	Mihir Suthar	510	64 %	575	76 %	455	46 %	645	99 %
158470425500786	Mishra Pradeep	525	69 %	680	95 %	570	85 %	605	96 %
158470425212475	Mrudung Meshram	430	33 %	635	89 %	570	85 %	605	96 %
158470425021305	Mukul Achawal	650	96 %	560	71 %	580	87 %	585	91 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		Basic Computer Literacy	
158470425970940	Muneesh Sharma	360	13 %	505	53 %	470	52 %	535	70 %
158470425435973	Nachiket Chavhan	510	64 %	490	48 %	540	77 %	405	5 %
158470425619758	Nathan Dsouza	640	95 %	810	100 %	570	85 %	545	76 %
158470425009279	Neel Shah	545	76 %	590	80 %	530	74 %	725	100 %
158470425738216	Neha Ingale	420	29 %	400	20 %	375	19 %	395	4 %
158470425617609	Nikhil Chatuphale	605	90 %	550	68 %	470	52 %	555	81 %
158470425216154	Nikhil Dhangar	405	24 %	650	91 %	485	58 %	465	26 %
158470425020177	Nikunj Dholay	465	46 %	430	29 %	420	33 %	485	38 %
158470425047232	Niraj Chaudhari	465	46 %	755	99 %	520	71 %	395	4 %
158470425999501	Niyati Girkar	665	97 %	725	98 %	545	79 %	675	100 %
158470425035985	Ojas Kulkarni	675	98 %	620	86 %	-	-	605	96 %
158470425640433	Omkar Bhure	395	21 %	560	71 %	530	74 %	535	70 %
158470425191042	Onkar Nilawar	535	73 %	535	64 %	570	85 %	805	100 %
158470425661177	Pallavi Jadhav	500	60 %	-	-	445	42 %	515	58 %
158470425404340	Pallavi War	490	56 %	475	43 %	400	26 %	395	4 %
158470425599080	Parth Khamkar	545	76 %	520	59 %	435	38 %	525	64 %
158470425903642	Piyush Waman	700	99 %	560	71 %	565	84 %	655	99 %
158470425684827	Poonam Kage	455	42 %	620	86 %	505	65 %	325	0 %
158470425934745	Prafulla Kakde	640	95 %	605	83 %	545	79 %	545	76 %
158470425247692	Prajval Patel	580	85 %	725	98 %	555	81 %	675	100 %
158470425408765	Prajwal Chougule	755	100 %	755	99 %	580	87 %	585	91 %
158470425336927	Prakarsha Meshram	685	98 %	560	71 %	505	65 %	545	76 %
158470425523066	Pranali Patil	500	60 %	165	0 %	350	13 %	275	0 %
158470425975145	Pranav Patil	405	24 %	575	76 %	375	19 %	565	85 %
158470425296431	Pranit Ugale	510	64 %	430	29 %	360	15 %	545	76 %
158470425149732	Prashant Dhangar	420	29 %	195	0 %	360	15 %	325	0 %
158470425767102	Pratham Duragkar	570	83 %	385	17 %	425	35 %	475	32 %
158470425398021	Prathmesh Metkar	525	69 %	560	71 %	570	85 %	565	85 %
158470425330847	Pratik Patil	595	88 %	445	33 %	445	42 %	855	100 %
158470425338025	Pratik Suthar	475	50 %	400	20 %	350	13 %	405	5 %
158470425740879	Pratik Thokal	370	15 %	165	0 %	310	6 %	100	0 %
158470425331805	Pratyush Manjardekar	720	99 %	695	96 %	545	79 %	745	100 %
158470425527538	Purvashree Lanjewar	665	97 %	535	64 %	410	29 %	535	70 %
158470425025233	Pushkar Raut	710	99 %	770	99 %	630	95 %	655	99 %
158470425661280	Pushkar Borkhade	395	21 %	340	9 %	425	35 %	545	76 %
158470425608363	Radhika Mhaske	605	90 %	575	76 %	520	71 %	675	100 %
158470425189760	Rafid Nazir	535	73 %	400	20 %	470	52 %	395	4 %
158470425612272	Rajesh Ajmera	545	76 %	370	14 %	545	79 %	525	64 %
158470425330871	Rakshit Kahandal	630	94 %	560	71 %	485	58 %	355	1 %
158470425762024	Rameshwar Garkal	370	15 %	400	20 %	435	38 %	525	64 %
158470425754748	Revat Khandare	560	80 %	475	43 %	505	65 %	535	70 %
158470425663081	Riddhi Lachuriya	440	36 %	620	86 %	425	35 %	575	88 %
158470425787721	Ritik Chawre	440	36 %	620	86 %	505	65 %	805	100 %
158470425033273	Rohan Shende	525	69 %	535	64 %	370	17 %	545	76 %

AMCAT ID	Name	English Comprehension		Quantitative Ability		Logical Ability		Basic Computer Literacy	
		AMCAT Score, Percentile							
158470425171080	Rohan Ghuge	545	76 %	635	89 %	510	67 %	285	0 %
158470425654652	Rohit Mohokar	510	64 %	635	89 %	445	42 %	285	0 %
158470425365373	Rohit Wakekar	525	69 %	535	64 %	410	29 %	355	1 %
158470425454551	Rohit Patil	440	36 %	680	95 %	505	65 %	525	64 %
158470425542508	Rudrajit Das	465	46 %	575	76 %	510	67 %	725	100 %
158470425830699	Rudresh Patel	535	73 %	430	29 %	455	46 %	725	100 %
158470425833467	Rupesh Chaudhari	430	33 %	650	91 %	540	77 %	465	26 %
158470425508102	Rupshul Patil	685	98 %	490	48 %	435	38 %	595	94 %
158470425513218	Rushikesh Ughade	580	85 %	445	33 %	545	79 %	605	96 %
158470425426638	Rutika Chavan	500	60 %	300	5 %	485	58 %	405	5 %
158470425602808	Rutuja Mohite	430	33 %	650	91 %	510	67 %	395	4 %
158470425975371	Rutuja Yadav	335	8 %	535	64 %	565	84 %	355	1 %
158470425858182	Sagar Tungar	395	21 %	550	68 %	410	29 %	615	97 %
158470425613810	Sahil Soye	385	18 %	550	68 %	540	77 %	445	17 %
158470425418313	Sakshi Tambat	700	99 %	770	99 %	605	92 %	605	96 %
158470425530365	Saloni Kamble	685	98 %	620	86 %	485	58 %	715	100 %
158470425084076	Sameer Ramteke	475	50 %	575	76 %	480	56 %	335	0 %
158470425562948	Samiksha Rathod	395	21 %	-	-	555	81 %	595	94 %
158470425067635	Sanchit Manhas	570	83 %	575	76 %	445	42 %	725	100 %
158470425351653	Sarang Birwadkar	535	73 %	460	38 %	555	81 %	375	2 %
158470425884626	Sarvesh Kawate	440	36 %	550	68 %	395	24 %	465	26 %
158470425668224	Saurabh Singh	525	69 %	605	83 %	605	92 %	595	94 %
158470425241566	Sharvari Deshmukh	545	76 %	620	86 %	495	62 %	595	94 %
158470425775200	Shivam Tripathi	595	88 %	475	43 %	495	62 %	725	100 %
158470425431592	Shiwani Dwivedi	605	90 %	650	91 %	470	52 %	535	70 %
158470425562639	Shreya Sabale	630	94 %	740	98 %	510	67 %	665	100 %
158470425211996	Shreyas Dharpawar	615	92 %	695	96 %	570	85 %	785	100 %
158470425316339	Shreyas Khare	630	94 %	740	98 %	615	93 %	595	94 %
158470425092445	Shreyas Kale	535	73 %	340	9 %	385	21 %	135	0 %
158470425135027	Shrikant Budhe	350	11 %	520	59 %	580	87 %	745	100 %
158470425247540	Shrinath Madde	535	73 %	725	98 %	455	46 %	405	5 %
158470425253250	Shubham Shinde	580	85 %	635	89 %	530	74 %	615	97 %
158470425112586	Siddhant Berde	525	69 %	505	53 %	580	87 %	325	0 %
158470425857161	Siddhi Phondke	560	80 %	620	86 %	545	79 %	605	96 %
158470425579977	Snehal Patil	430	33 %	300	5 %	435	38 %	255	0 %
158470425108980	Soham Limaye	545	76 %	620	86 %	520	71 %	475	32 %
158470425553941	Soham Virkhare	675	98 %	840	100 %	470	52 %	535	70 %
158470425871639	Sonal Deo	455	42 %	590	80 %	485	58 %	485	38 %
158470425847106	Srushti Bhise	510	64 %	255	2 %	470	52 %	415	7 %
158470425379145	Suyash Khanzode	490	56 %	575	76 %	445	42 %	335	0 %
158470425549585	Suyog Mestry	465	46 %	785	99 %	520	71 %	555	81 %
158470425332022	Tanish Mishra	770	100 %	770	99 %	570	85 %	595	94 %
158470425203523	Tejas Bamane	510	64 %	650	91 %	520	71 %	265	0 %
158470425551977	Tushar Zemse	500	60 %	430	29 %	470	52 %	525	64 %
158470425908788	Urjita Mehta	430	33 %	575	76 %	460	48 %	335	0 %
158470425403655	Vaishnavi Kharat	500	60 %	590	80 %	445	42 %	535	70 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		Basic Computer Literacy	
158470425994547	Vaishnavi Satvekar	405	24 %	255	2 %	400	26 %	185	0 %
158470425103749	Vedant Punse	455	42 %	575	76 %	350	13 %	755	100 %
158470425922058	Vedant Patil	710	99 %	870	100 %	565	84 %	535	70 %
158470425252884	Vedant Bhayani	615	92 %	-	-	530	74 %	665	100 %
158470425587317	Venkateshprasad Chettiar	700	99 %	665	93 %	530	74 %	675	100 %
158470425457054	Vijay Singh	420	29 %	415	24 %	505	65 %	475	32 %
158470425252198	Vikas Yadav	580	85 %	810	100 %	595	90 %	655	99 %
158470425886622	Vilika Achumi	500	60 %	445	33 %	385	21 %	475	32 %
158470425573201	Vrushali Waghmode	430	33 %	400	20 %	520	71 %	465	26 %
158470425651895	Vrutika Bavaskar	560	80 %	550	68 %	445	42 %	365	1 %
158470425424584	Yogesh Patil	545	76 %	560	71 %	495	62 %	455	21 %

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,2022 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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