

Aspiring Minds' Campus Analysis Report

Bharatiya Vidya Bhavan's Sardar Patel College Of Engineering

(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 Bharatiya Vidya Bhavan's Sardar Patel College Of Engineering 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	Bharatiya Vidya Bhavan's Sardar Patel College Of Engineering
Date of testing	17th August 2019
Degree tested	B.Tech/B.E (161 students)
Number of students compared in each stream	
Civi Engineering	46 students
Electrical Engineering	56 students
Mechanical Engineering	59 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 17th August 2019 where a total of 161 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

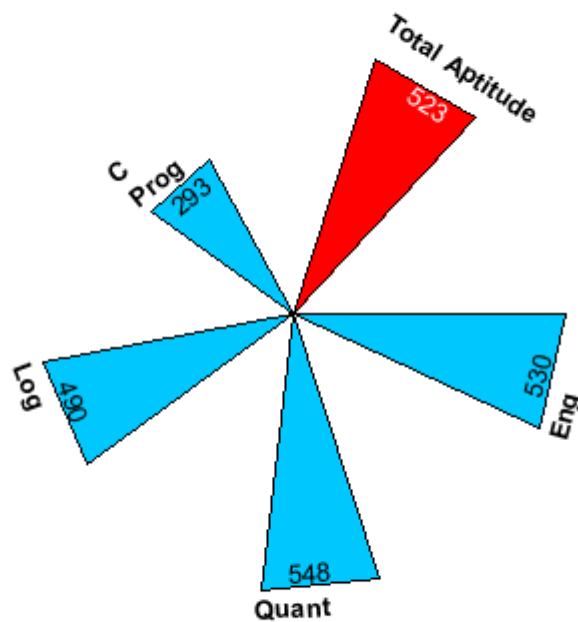
All scores lie between 100 and 900. The scores are normalized on a Gaussian curve using statistical techniques. The scores follow global standards of validity and reliability. They are valid for three years and remain consistent on repeat testing unless the candidate's ability improves because of sustained 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	71%	530 (110)	475 (100)	55	100%	Yes
Quantitative Ability	68%	548 (117)	495 (115)	53	100%	Yes
Logical Ability	60%	490 (72)	465 (101)	25	100%	Yes
C Programming	10%	293 (91)	425 (101)	-132	100%	Yes
Total Aptitude	67%	523 (81)	478 (105)	45	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. 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.

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.

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	Guide the students to scribble key points while reading any passage/paragraph. This will help them understand the essence of the text and find answers to passage-based questions easily.
Quantitative Ability	Slight	Real time problems on different topics should be extensively discussed to equip the students with different concepts.
Logical Ability	Moderate	Encourage students to solve different types of puzzles and questions which need logical thinking. Help them understand the problem clearly in their minds before they start solving it. 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 some training	Percentage of Students Need lot of training
IT Services	49%	11%	40%
ITeS and BPO	87.1%	3.2%	9.7%
Hardware and Networking	78.7%	11%	10.3%
KPO/Analyst	32.3%	43.2%	24.5%

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. For better employability prospects in this industry, your students need to focus on Quantitative Ability, Logical Ability and 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, Quantitative Ability and Logical Ability.

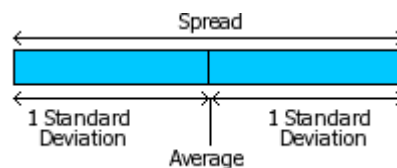
Section 3 - Intra Campus Comparison

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.

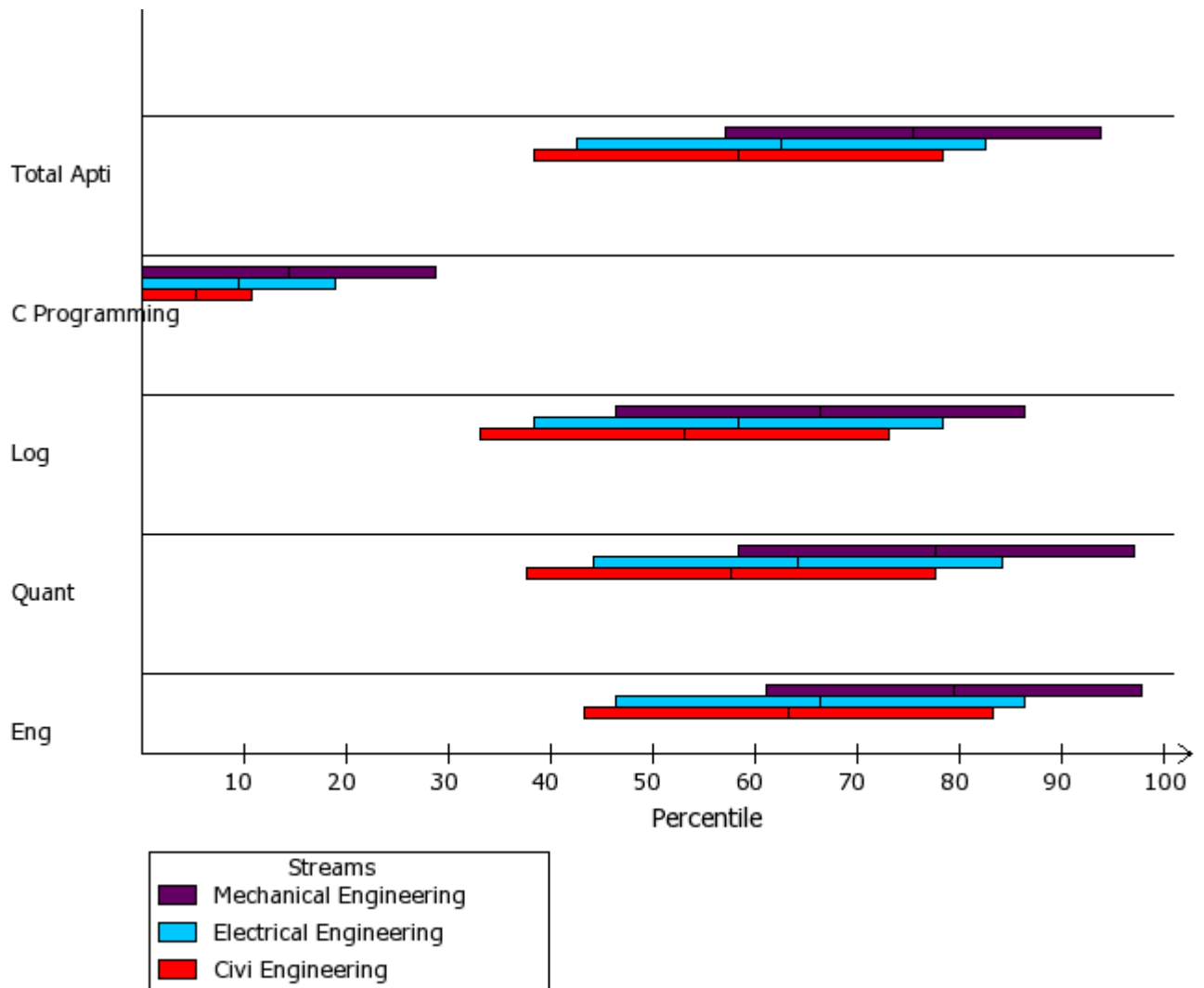
I. Stream Comparison

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. Civi Engineering
2. Electrical Engineering
3. Mechanical Engineering



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	Electrical Engineering	Electrical Engineering	Electrical Engineering	Electrical Engineering

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

When it comes to English Comprehension, **Mechanical Engineering students have grabbed the top position** among all streams. **Civi Engineering are the last rankers** with a difference of 16.16 percentile points. If nationwide comparison is made, then, on an average, all the streams have done fairly well with respect to the National Average.

2. Quantitative Ability

In Quantitative Ability **Mechanical Engineering students are the top scorers, their average score exceeding that of Electrical Engineering** by 13.61 percentile points while **Civi Engineering students are the lowest scorers**. All the streams have performed up to the mark when compared to the National Average.

3. Logical Ability

Students from Mechanical Engineering have performed well in Logical Ability section in comparison to the Electrical Engineering students who, on an average, lag by 13.24 percentile points. **Civi Engineering students' performance is comparatively lower** with respect to the other streams, scoring 53 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.

4. C Programming

Students from Mechanical Engineering have performed well in C Programming section in comparison to the Electrical Engineering students who, on an average, lag by 9.08 percentile points. **Civi Engineering students' performance is comparatively lower** with respect to the other streams, scoring 5 percentile in this section. Also, note that all the streams have scored poorly in comparison to the National Average.

In your campus, **Mechanical Engineering stream performed outstandingly well in maximum number of modules**. Also, Civi 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 **49%, 87.1% and 78.7%** of your students are eligible to work in **IT Services, ITes and BPO and Hardware and Networking** which is good, however **% and 32.3%** 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, Civi 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 Bharatiya Vidya Bhavan's Sardar Patel College Of Engineering 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 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	
158470853021748	Aaryan Pantawane	510	64 %	560	80 %	540	77 %	367	28 %
158470853499358	Abhay Shah	735	99 %	755	99 %	570	85 %	207	2 %
158470853778894	Abhijeet Tale	570	82 %	695	97 %	555	81 %	260	5 %
158470853500849	Aditi Bhoir	580	84 %	415	35 %	370	17 %	260	5 %
158470853301950	Aditya Pawar	580	84 %	430	40 %	370	17 %	153	0 %
158470853637590	Aditya Nisal	525	69 %	560	80 %	495	62 %	367	28 %
158470853945402	Akash Singh	510	64 %	695	97 %	385	21 %	313	13 %
158470853787300	Akshay Antrolia	710	99 %	710	98 %	545	79 %	367	28 %
158470853100548	Anand Kalbande	500	61 %	460	50 %	360	15 %	260	5 %
158470853228722	Anand Khurd	535	72 %	415	35 %	510	67 %	207	2 %
158470853099318	Aniket Dhanaik	640	94 %	-	-	425	35 %	260	5 %
158470853328637	Aniket Mishra	675	97 %	520	69 %	540	77 %	420	48 %
158470853081440	Aniket Wagh	535	72 %	520	69 %	480	56 %	420	48 %
158470853547598	Ankur Hingmire	500	61 %	560	80 %	605	92 %	260	5 %
158470853295356	Anuj Dhote	560	79 %	590	86 %	520	71 %	207	2 %
158470853411913	Anukul Bokade	700	98 %	590	86 %	455	46 %	260	5 %
158470853085370	Anush Channawar	360	16 %	120	0 %	315	7 %	367	28 %
158470853407152	Anushka Mhatre	630	93 %	535	73 %	510	67 %	367	28 %
158470853375460	Ashray Kamble	500	61 %	550	77 %	400	26 %	260	5 %
158470853546056	Ashwin Kanhekar	335	11 %	340	16 %	495	62 %	207	2 %
158470853264391	Atharv Dalvi	490	57 %	560	80 %	555	81 %	153	0 %
158470853206168	Atharva Deokate	535	72 %	575	83 %	480	56 %	313	13 %
158470853796966	Avinash Kichloo	420	32 %	520	69 %	595	90 %	100	0 %
158470853671186	Ayush Bambolkar	535	72 %	605	88 %	485	58 %	260	5 %
158470853368115	Ayush Shinde	440	39 %	505	64 %	565	84 %	153	0 %
158470853518629	Bhagyashri Mahalle	490	57 %	490	60 %	400	26 %	153	0 %
158470853188443	Bhushan Pilane	440	39 %	355	19 %	370	17 %	260	5 %
158470853331063	Chinmay Dabholkar	430	36 %	650	94 %	495	62 %	313	13 %
158470853264426	Chintan Patel	405	28 %	460	50 %	400	26 %	313	13 %
158470853643982	Darshan Bagde	385	22 %	300	9 %	505	65 %	313	13 %
158470853959633	Deepak Gawali	395	25 %	475	55 %	455	46 %	260	5 %
158470853194310	Digvijay Zambre	615	91 %	620	91 %	470	52 %	153	0 %
158470853063952	Diksha Kamble	385	22 %	370	22 %	460	48 %	313	13 %
158470853081791	Dummy Dumm	-	-	-	-	-	-	100	0 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470853531819	Esha Deshpande	455	45 %	605	88 %	495	62 %	313	13 %
158470853690259	Gaurav Gite	510	64 %	605	88 %	460	48 %	313	13 %
158470853587922	Gaurav Patil	455	45 %	430	40 %	375	19 %	313	13 %
158470853316502	Gauri Deshmukh	605	89 %	620	91 %	540	77 %	153	0 %
158470853304765	Gayatri Devraj	490	57 %	385	26 %	460	48 %	207	2 %
158470853331370	Gayatri Vangad	395	25 %	370	22 %	470	52 %	260	5 %
158470853778336	Gayatri Patil	595	87 %	505	64 %	420	33 %	260	5 %
158470853801635	Harsh Harale	665	96 %	740	99 %	545	79 %	153	0 %
158470853985873	Harshit Boghara	525	69 %	575	83 %	460	48 %	420	48 %
158470853181872	Himanshu Kadav	315	8 %	535	73 %	510	67 %	313	13 %
158470853179428	Hinakausr Mulla	315	8 %	400	31 %	400	26 %	207	2 %
158470853899922	Humed Shaikh	640	94 %	590	86 %	565	84 %	367	28 %
158470853668099	Isha Brahme	665	96 %	490	60 %	530	74 %	473	68 %
158470853541874	Isha Pathrabe	440	39 %	680	97 %	495	62 %	207	2 %
158470853204629	Jagdish Swami	420	32 %	620	91 %	445	42 %	207	2 %
158470853432478	Jay Thummar	455	45 %	590	86 %	455	46 %	260	5 %
158470853740882	Jay Naik	630	93 %	-	-	435	38 %	260	5 %
158470853512287	Jay Modhave	595	87 %	800	100 %	590	89 %	153	0 %
158470853095770	Jui Karmalkar	780	100 %	620	91 %	595	90 %	313	13 %
158470853164944	Karan Desai	630	93 %	575	83 %	565	84 %	313	13 %
158470853890074	Kartik Shah	525	69 %	800	100 %	565	84 %	367	28 %
158470853857087	Kaushika Shrivastava	630	93 %	620	91 %	420	33 %	367	28 %
158470853864330	Kedar Kharavtekar	370	18 %	225	2 %	315	7 %	153	0 %
158470853489114	Ketan Nankar	405	28 %	550	77 %	460	48 %	313	13 %
158470853334661	Ketan Dharme	475	52 %	560	80 %	485	58 %	260	5 %
158470853226284	Kshitij Gore	685	97 %	695	97 %	565	84 %	367	28 %
158470853576047	Kshitij Shahare	535	72 %	560	80 %	545	79 %	313	13 %
158470853127970	Kshitika Gala	675	97 %	755	99 %	555	81 %	313	13 %
158470853535791	Mahesh Jadhav	430	36 %	520	69 %	395	24 %	260	5 %
158470853781545	Manav Mepani	745	99 %	695	97 %	580	87 %	367	28 %
158470853695318	Mangesh Panchal	605	89 %	550	77 %	495	62 %	260	5 %
158470853798310	Mansi Naik	525	69 %	575	83 %	445	42 %	260	5 %
158470853483772	Mayank Nagrale	465	48 %	575	83 %	480	56 %	153	0 %
158470853626768	Mayur Nare	395	25 %	590	86 %	530	74 %	207	2 %
158470853801537	Mihir Suthar	475	52 %	460	50 %	375	19 %	420	48 %
158470853138222	Mishra Pradeep	490	57 %	560	80 %	485	58 %	313	13 %
158470853036624	Mrudung Meshram	420	32 %	605	88 %	485	58 %	260	5 %
158470853284688	Mukul Achawal	685	97 %	635	93 %	630	95 %	313	13 %
158470853383164	Muneesh Sharma	475	52 %	695	97 %	445	42 %	420	48 %
158470853252428	Nachiket Chavhan	500	61 %	605	88 %	565	84 %	367	28 %
158470853039799	Nathan Dsouza	735	99 %	855	100 %	615	93 %	420	48 %
158470853243484	Neel Shah	720	99 %	575	83 %	565	84 %	313	13 %
158470853676701	Neha Ingale	455	45 %	490	60 %	425	35 %	260	5 %
158470853964779	Nikhil Chatuphale	570	82 %	695	97 %	485	58 %	260	5 %
158470853355463	Nikhil Dhangar	640	94 %	460	50 %	570	85 %	260	5 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470853134257	Nikunj Dholay	510	64 %	460	50 %	425	35 %	313	13 %
158470853387464	Niraj Chaudhari	580	84 %	475	55 %	565	84 %	420	48 %
158470853897183	Niranjan Khotra	500	61 %	550	77 %	470	52 %	260	5 %
158470853780662	Niyati Girkar	510	64 %	665	96 %	540	77 %	260	5 %
158470853351860	Ojas Kulkarni	640	94 %	575	83 %	555	81 %	420	48 %
158470853209677	Omkar Bhure	490	57 %	560	80 %	545	79 %	207	2 %
158470853088857	Onkar Nilawar	535	72 %	665	96 %	470	52 %	260	5 %
158470853262675	Pallavi Jadhav	545	75 %	-	-	425	35 %	260	5 %
158470853917605	Pallavi War	430	36 %	475	55 %	370	17 %	207	2 %
158470853745330	Parth Khamkar	580	84 %	415	35 %	505	65 %	313	13 %
158470853959461	Piyush Waman	560	79 %	725	99 %	580	87 %	473	68 %
158470853913628	Poonam Kage	395	25 %	505	64 %	520	71 %	260	5 %
158470853718600	Prafulla Kakde	615	91 %	575	83 %	555	81 %	260	5 %
158470853236610	Prajval Patel	580	84 %	665	96 %	460	48 %	260	5 %
158470853090740	Prajwal Chougule	755	100 %	695	97 %	485	58 %	527	84 %
158470853469522	Prakarsha Meshram	615	91 %	590	86 %	505	65 %	420	48 %
158470853065714	Pranali Patil	455	45 %	520	69 %	420	33 %	207	2 %
158470853303074	Pranav Patil	580	84 %	460	50 %	455	46 %	313	13 %
158470853728517	Pranit Ugale	545	75 %	505	64 %	455	46 %	260	5 %
158470853879532	Pratham Duragkar	490	57 %	445	45 %	370	17 %	260	5 %
158470853538090	Pratik Suthar	440	39 %	490	60 %	460	48 %	207	2 %
158470853119165	Pratik Patil	665	96 %	535	73 %	520	71 %	313	13 %
158470853976473	Pratyush Manjardekar	665	96 %	535	73 %	545	79 %	260	5 %
158470853217440	Priya Thakare	360	16 %	505	64 %	470	52 %	367	28 %
158470853897488	Purvashree Lanjewar	440	39 %	535	73 %	460	48 %	207	2 %
158470853198872	Pushkar Raut	700	98 %	665	96 %	545	79 %	207	2 %
158470853205976	Radhika Mhaske	640	94 %	505	64 %	595	90 %	420	48 %
158470853761847	Rafid Nazir	440	39 %	400	31 %	335	10 %	153	0 %
158470853654205	Rajesh Ajmera	580	84 %	550	77 %	505	65 %	420	48 %
158470853617307	Rakshit Kahandal	650	95 %	535	73 %	530	74 %	367	28 %
158470853561957	Rameshwar Garkal	475	52 %	240	3 %	275	3 %	313	13 %
158470853209807	Revat Khandare	735	99 %	590	86 %	-	-	420	48 %
158470853094392	Riddhi Lachuriya	440	39 %	520	69 %	425	35 %	313	13 %
158470853115968	Ritik Chawre	630	93 %	590	86 %	510	67 %	367	28 %
158470853449577	Rohan Shende	440	39 %	490	60 %	455	46 %	260	5 %
158470853967640	Rohan Ghuge	405	28 %	415	35 %	520	71 %	367	28 %
158470853146802	Rohit Mohokar	630	93 %	460	50 %	385	21 %	473	68 %
158470853517386	Rohit Wakekar	630	93 %	505	64 %	485	58 %	473	68 %
158470853853884	Rohit Patil	525	69 %	445	45 %	480	56 %	153	0 %
158470853267624	Romila Basav	510	64 %	475	55 %	545	79 %	153	0 %
158470853557244	Rudrajit Das	595	87 %	550	77 %	540	77 %	420	48 %
158470853020483	Rudresh Patel	465	48 %	550	77 %	485	58 %	420	48 %
158470853001629	Rupshul Patil	525	69 %	415	35 %	545	79 %	313	13 %
158470853529236	Rushikesh Ughade	475	52 %	-	-	425	35 %	367	28 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470853886444	Rutuja Mohite	430	36 %	680	97 %	520	71 %	153	0 %
158470853265753	Rutuja Yadav	370	18 %	505	64 %	495	62 %	313	13 %
158470853693814	Saddam Husain Siddiqui	440	39 %	590	86 %	435	38 %	420	48 %
158470853503885	Sahil Soye	455	45 %	490	60 %	460	48 %	260	5 %
158470853748529	Saloni Kamble	465	48 %	550	77 %	545	79 %	260	5 %
158470853323518	Sameer Ramteke	360	16 %	505	64 %	425	35 %	207	2 %
158470853240349	Samiksha Rathod	395	25 %	550	77 %	530	74 %	367	28 %
158470853412891	Sanchit Manhas	630	93 %	430	40 %	530	74 %	313	13 %
158470853213312	Sarang Birwadkar	525	69 %	725	99 %	580	87 %	100	0 %
158470853701380	Sarvesh Kawate	350	14 %	385	26 %	385	21 %	207	2 %
158470853328677	Saurabh Singh	490	57 %	505	64 %	630	95 %	207	2 %
158470853105589	Sharvari Deshmukh	455	45 %	620	91 %	520	71 %	153	0 %
158470853931294	Shivam Tripathi	500	61 %	460	50 %	470	52 %	153	0 %
158470853404458	Shreya Sabale	595	87 %	575	83 %	545	79 %	313	13 %
158470853607737	Shreyas Dharpawar	560	79 %	695	97 %	605	92 %	367	28 %
158470853952379	Shreyas Khare	595	87 %	695	97 %	615	93 %	420	48 %
158470853362465	Shrikant Budhe	370	18 %	460	50 %	520	71 %	473	68 %
158470853420144	Shubham Shinde	490	57 %	575	83 %	570	85 %	420	48 %
158470853711044	Siddhi Phondke	720	99 %	740	99 %	545	79 %	367	28 %
158470853737194	Snehal Patil	570	82 %	385	26 %	470	52 %	260	5 %
158470853149552	Soham Virkhare	720	99 %	710	98 %	580	87 %	473	68 %
158470853998480	Sonal Deo	795	100 %	550	77 %	565	84 %	207	2 %
158470853132356	Srushti Bhise	570	82 %	505	64 %	360	15 %	367	28 %
158470853313066	Suyash Khanzode	370	18 %	575	83 %	485	58 %	260	5 %
158470853359262	Suyog Mestry	615	91 %	620	91 %	505	65 %	313	13 %
158470853357054	Tanish Mishra	755	100 %	710	98 %	580	87 %	367	28 %
158470853341547	Tejas Bamane	535	72 %	575	83 %	605	92 %	420	48 %
158470853360482	Vaishnavi Kharat	525	69 %	620	91 %	435	38 %	260	5 %
158470853058295	Vaishnavi Satvekar	475	52 %	415	35 %	485	58 %	260	5 %
158470853259114	Vedant Punse	420	32 %	635	93 %	485	58 %	260	5 %
158470853796082	Vedant Patil	720	99 %	710	98 %	485	58 %	473	68 %
158470853889729	Vedant Bhayani	595	87 %	665	96 %	540	77 %	313	13 %
158470853708266	Venkateshprasad Chettiar	500	61 %	-	-	400	26 %	207	2 %
158470853512707	Vijay Singh	325	9 %	460	50 %	410	29 %	313	13 %
158470853069944	Vikas Yadav	525	69 %	770	100 %	615	93 %	313	13 %
158470853302528	Vilika Achumi	545	75 %	325	13 %	360	15 %	153	0 %
158470853107401	Vrushali Waghmode	430	36 %	445	45 %	480	56 %	367	28 %
158470853082475	Vrutika Bavaskar	420	32 %	475	55 %	555	81 %	260	5 %
158470853221822	Yogesh Patil	360	16 %	445	45 %	460	48 %	260	5 %

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 Bharatiya Vidya Bhavan's Sardar Patel College Of Engineering 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, Ericsson, Tata Motors, Aricent, Genpact, iGATE, L&T Finance, Sapient, Godrej Agrovet and Tavant Technologies.

Board of Advisors

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