Aspiring Minds' Campus Analysis Report

BVB's Sardar Patel College of Engineering, Mumbai

(B.E/ B.Tech, 2023)

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 BVB's Sardar Patel College of Engineering, Mumbai 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	BVB's Sardar Patel College of Engineering, Mumbai
Date of testing	14th September 2019
Degree tested	B.E/ B.Tech (160 students)
Number of students compared in each stream	
Electrical Engineering	57 students
Mechanical	57 students
Civil	46 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 14th September 2019 where a total of 160 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. Basic IT Applications
V. 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

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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. Basic IT Applications

In the current scenario, knowing how to use the computer is essential for all professions. This module specifically assesses the suitability of candidates for the ITeS sector, Customer Support positions, Data Entry roles, Content Writers, Journalists, Marketing/Sales, etc.

The basic thrust of the module is not to test theoretical computer concepts, but test whether the candidate recognizes different parts of the computer and knows how to use the computer for day-to-day tasks such as word processing, using the Internet, making presentations, etc. The test also assesses whether the candidate has experience in debugging problems in computer hardware/operations and whether he/she knows how to change some basic settings. The test includes the following sections.

    A. Hardware Usage and Organization
    B. Operating System Usage and Concepts
    C. Basic Software and Internet

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V. 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.

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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.
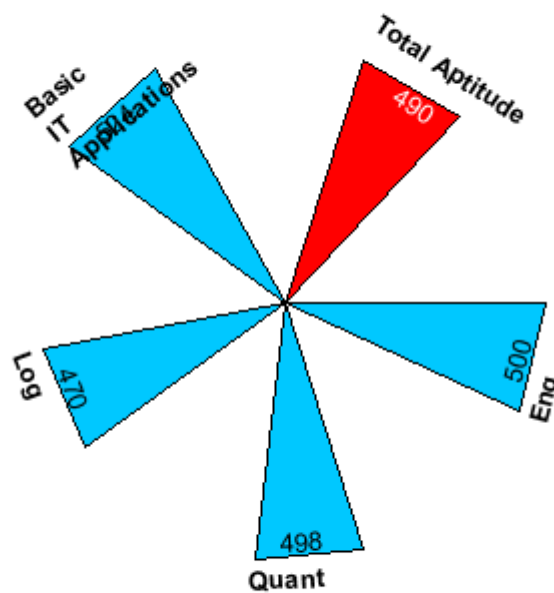
Campus Aptitude And Skill Chart

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	60%	500 (113)	475 (100)	25	100%	Yes
Quantitative Ability	51%	498 (140)	495 (115)	3	71%	No
Logical Ability	52%	470 (77)	465 (101)	5	87%	No
Basic IT Applications	37%	524 (139)	565 (124)	-41	100%	Yes
Total Aptitude	**55%**	**490 (90)**	**478 (105)**	**12**	**97%**	**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 seen that, on an average, the scores of your students is **equivalent to the National Average** in English module. However, matching National Average is not an ambitious aim. Your students should aspire to score higher. With regular practice and proper guidance from the faculty, students can boost their scores. Conducting regular tests will not only give them confidence but will also result in better understanding of concepts.

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. In Quantitative Ability module, your campus, on an average, has **scored same as the National Average**. This result indicates that students of your campus are well versed with the underlying concepts of the Quantitative aptitude. Aim should be to surpass National Average and in order to do that they should religiously practice questions in areas like numbers, probability, word problems, etc. Effective teaching with regular tests/assignments will greatly aid in increasing the students'

ability to attempt questions from various topics and of varying difficulty, thus acquiring the required knowledge.

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.

4. **Basic IT Applications**

The Computer Fundamentals module tests for the basic knowledge of a candidate about the working on Computer and its associated technology. The module tests student's proficiency in using Windows, browsing the Internet, etc. As satisfactory computer knowledge is expected of all in the corporate world, good performance in this module is a must for all job profiles. Performance of the students of your institute in **Computer Fundamentals is not satisfactory. On an average, their scores are slightly lower than the National Average.** A joint effort by campus faculty and students is required to improve their scores. Students need to develop a habit of reading computer related books and articles, surfing on net for gathering requisite information and to explore the computer hardware in an inquisitive manner. They must increase the use of computers in their day to day tasks.

II. Performance Summary

From the above analysis, it is clearly visible that the **performance of the students at your campus is satisfactory in English Comprehension, Quantitative Ability and Logical Ability,** whereas extra efforts can make a tremendous difference in performance. However, the students' performance is **not satisfactory in Basic IT Applications,** therefore additional training sessions and corrective measures are required by the campus authorities. 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	Moderate	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. 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	Moderate	Time-honored mock tests should be conducted for the students so that they are able to judge themselves. Encourage pupils not to read mathematics, but to write and practice. That is the only way to learn mathematics.
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. Advice students to develop their own notations so that they can represent the problem using proper symbols, diagrams etc.
Basic IT Applications	Strong	For any doubt or query, Internet is the best source of information; encourage students to make regular use of it. Give them assignments which entail usage of different parts of the computer system. In your computer labs, let the students explore and assemble their own computer system so that they can learn things practically.

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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	34%	11.1%	54.9%
ITeS and BPO	73.6%	3.5%	22.9%
Hardware and Networking	66.7%	9%	24.3%
KPO/Analyst	23.6%	37.5%	38.9%

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 English Comprehension, Quantitative Ability and Logical Ability.
ITeS and BPO	High	These companies look for candidates proficient in English with average Logical and Quantitative abilities.
Hardware and Networking	Medium	These companies are basically looking for candidates with good English and average Logical abilities. To increase the employability prospects for this industry, extra efforts are required by the campus authority on Logical Ability.
KPO/Analyst	Low	These companies look for candidates having proficiency in English with good Quantitative and Reasoning abilities. For better employability prospects in this industry, your students 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. Electrical Engineering
2. Mechanical
3. Civil
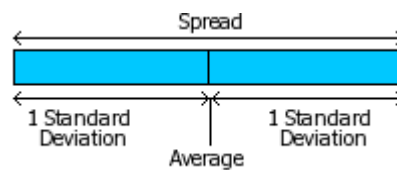
The chart below shows the comparison of module-wise average scores for each stream. To interpret the chart, refer to the above illustration. Each horizontal bar represents the average score along with the standard deviation of a particular branch in that module. The vertical line at the center of each bar represents the average score. The length of bar represents the range of scores obtained by students of that stream.
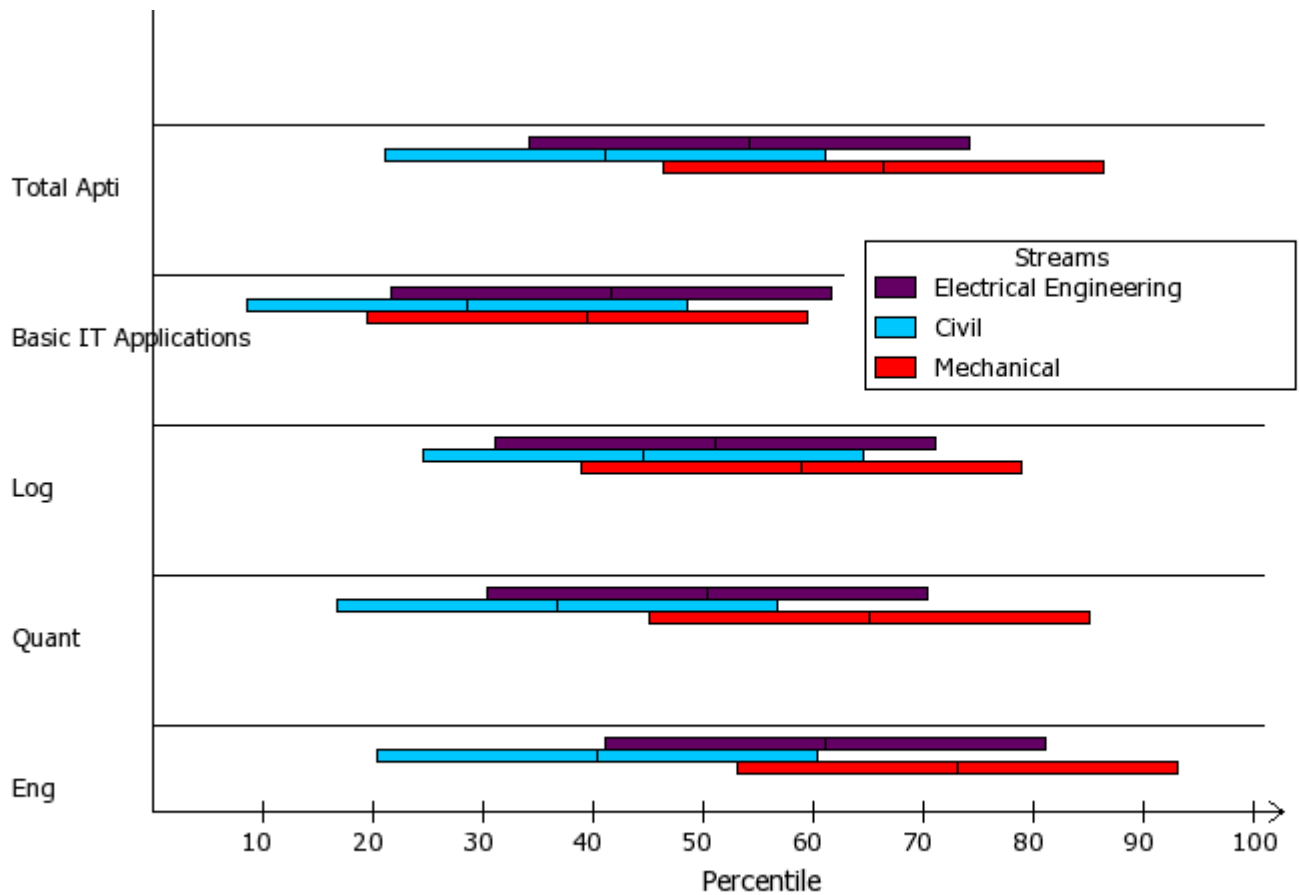
Note: color bands are in order.

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	Basic IT Applications
1	Mechanical	Mechanical	Mechanical	Electrical Engineering
2	Electrical Engineering	Electrical Engineering	Electrical Engineering	Mechanical

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
   Mechanical students have shown that they are the best when it comes to English Comprehension. **Electrical Engineering students follow them** with a difference of 11.92 percentile points while **Civil students are the last in the order** with a difference of 32.67 percentile points. Civil students have not performed up to the mark when compared to the National Average. On the brighter side, Mechanical and Electrical Engineering students have done well with respect to the National Average.

2. Quantitative Ability
   Students from Mechanical have performed well in Quantitative Ability section in comparison to the Electrical Engineering students who, on an average, lag by 28.41 percentile points. **Civil students' performance is comparatively lower** with respect to the other streams, scoring 37 percentile in this section. Civil students have not performed up to the mark when compared to the National Average. On the brighter side, Mechanical and Electrical Engineering students have done well with respect to the National Average.

3. Logical Ability
   Mechanical students have shown that they are the best when it comes to Logical Ability. **Electrical Engineering students follow them** with a difference of 7.96 percentile points while **Civil students are the last in the order** with a difference of 14.28 percentile points. Civil students have not performed up to the mark when compared to the National Average. On the brighter side, Mechanical and Electrical Engineering students have done well with respect to the National Average.

4. Basic IT Applications
   Students from Electrical Engineering have performed well in Basic IT Applications section in comparison to the Mechanical students who, on an average, lag by 13.2 percentile points. **Civil students' performance is comparatively lower** with respect to the other streams, scoring 29 percentile in this section. Also, note that all the streams have scored poorly in comparison to the National Average.

In your campus, **Mechanical stream performed outstandingly well in maximum number of modules.** Also, Civil 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.E/ B.Tech students in your campus is **satisfactory in English Comprehension, Quantitative Ability and Logical Ability,** whereas extra efforts can make a tremendous difference in performance. However, the students' performance is **not satisfactory in Basic IT Applications,** therefore additional training sessions and corrective measures are required by the campus authorities.
- It is clearly evident that **34.7%, 73.6% and 66.7%** of your students are eligible to work in **IT Services, ITeS and BPO and Hardware and Networking** which is good, however **% and 23.6%** of your students are eligible to work in **and KPO/Analyst** respectively which is an area of concern.
- In your campus, **Mechanical stream performed outstandingly well in maximum number of modules.** Also, Civil 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 BVB's Sardar Patel College of Engineering, Mumbai 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.

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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.

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AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		Basic IT Applications	
158471699121917	Aaron Barboza	615	91 %	560	80 %	555	81 %	655	99 %
158471699610617	Abhinav Metkar	255	3 %	355	19 %	385	21 %	305	0 %
158471699519479	Abhishek Surve	360	16 %	535	73 %	455	46 %	585	91 %
158471699724297	Abhishek Rathod	490	57 %	370	22 %	495	62 %	275	0 %
158471699205324	Adarsh Subhash	420	32 %	430	40 %	470	52 %	535	70 %
158471699851944	Adit Ahmedabadi	640	94 %	710	98 %	580	87 %	475	32 %
158471699864778	Aditi Chemburkar	630	93 %	460	50 %	445	42 %	755	100 %
158471699795196	Aditya Prakash	630	93 %	400	31 %	460	48 %	665	100 %
158471699356167	Aditya Sawant	490	57 %	635	93 %	555	81 %	475	32 %
158471699726663	Aditya Kulkarni	525	69 %	550	77 %	540	77 %	525	64 %
158471699950884	Advait Pandit	490	57 %	-	-	495	62 %	655	99 %
158471699982494	Akash Chavan	455	45 %	-	-	435	38 %	465	26 %
158471699881510	Akhilesh Dhende	420	32 %	310	10 %	385	21 %	585	91 %
158471699074705	Alisha Dhawde	570	82 %	-	-	470	52 %	505	51 %
158471699925763	Anesh Raina	720	99 %	665	96 %	495	62 %	655	99 %
158471699524534	Aniket Bendale	640	94 %	635	93 %	570	85 %	665	100 %
158471699119493	Aniket Deshmukh	455	45 %	665	96 %	565	84 %	585	91 %
158471699915083	Aniket Nikule	335	11 %	475	55 %	395	24 %	465	26 %
158471699211474	Aniket Dhumal	420	32 %	445	45 %	495	62 %	385	2 %
158471699281785	Aniruddh Nangare	640	94 %	520	69 %	530	74 %	535	70 %
158471699654435	Aniruddha Deshpande	665	96 %	605	88 %	510	67 %	615	97 %
158471699974993	Ankit Gaikwad	335	11 %	490	60 %	530	74 %	535	70 %
158471699337142	Aparna Pathak	455	45 %	575	83 %	545	79 %	555	81 %
158471699780543	Ashish Patil	570	82 %	520	69 %	495	62 %	615	97 %
158471699749291	Atish Kale	245	2 %	255	4 %	255	2 %	545	76 %
158471699021667	Avadhut Deshmane	465	48 %	620	91 %	425	35 %	725	100 %
158471699233878	Avdhoot Lendhe	595	87 %	575	83 %	555	81 %	605	96 %
158471699395475	Ayush Mishra	640	94 %	535	73 %	485	58 %	605	96 %
158471699755211	Ayush Jaiswal	490	57 %	680	97 %	510	67 %	715	100 %
158471699139704	Bhavya Parekh	665	96 %	770	100 %	555	81 %	615	97 %
158471699101919	Burhanuddin Saifee	570	82 %	710	98 %	570	85 %	485	38 %
158471699980583	Chetan Rokade	325	9 %	310	10 %	410	29 %	475	32 %
158471699962606	Chirayu Patni	685	97 %	785	100 %	615	93 %	735	100 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		Basic IT Applications	
158471699512331	Deep Mahadik	595	87 %	400	31 %	555	81 %	605	96 %
158471699418037	Deepesh Prajapati	630	93 %	520	69 %	505	65 %	475	32 %
158471699824600	Devashish Arbat	360	16 %	560	80 %	540	77 %	575	88 %
158471699993951	Devesh Langade	570	82 %	535	73 %	545	79 %	465	26 %
158471699329266	Dhanashree Mehare	595	87 %	635	93 %	425	35 %	485	38 %
158471699911064	Dharm Desai	665	96 %	550	77 %	495	62 %	725	100 %
158471699439029	Dhaval Prabhudesai	770	100 %	680	97 %	565	84 %	675	100 %
158471699730197	Dhiraj Kamble	300	6 %	300	9 %	360	15 %	335	0 %
158471699706447	Dinesh Mane	455	45 %	550	77 %	485	58 %	295	0 %
158471699228906	Gajanan Karwate	335	11 %	340	16 %	360	15 %	415	7 %
158471699818974	Ganesh Hile	370	18 %	150	0 %	350	13 %	395	4 %
158471699293282	Ganesh Kele	440	39 %	475	55 %	370	17 %	100	0 %
158471699787066	Gauri Akode	560	79 %	340	16 %	395	24 %	505	51 %
158471699793170	Harkishan Patil	630	93 %	695	97 %	565	84 %	595	94 %
158471699876912	Harsh Chougule	560	79 %	590	86 %	395	24 %	415	7 %
158471699900987	Harsh Nikhare	525	69 %	490	60 %	425	35 %	585	91 %
158471699078882	Harshal Mahale	545	75 %	-	-	410	29 %	655	99 %
158471699845170	Himanshu Salunke	500	61 %	590	86 %	460	48 %	725	100 %
158471699847587	Hritik Miglani	675	97 %	210	2 %	335	10 %	485	38 %
158471699404131	Isha Likhite	560	79 %	635	93 %	555	81 %	475	32 %
158471699108925	Ishani Prabhudesai	630	93 %	-	-	570	85 %	595	94 %
158471699070572	Jainam Mehta	640	94 %	605	88 %	580	87 %	845	100 %
158471699073794	Jay Kapadia	595	87 %	665	96 %	570	85 %	595	94 %
158471699014011	Jayant Shete	440	39 %	620	91 %	595	90 %	525	64 %
158471699714975	Jayesh Patil	535	72 %	490	60 %	445	42 %	335	0 %
158471699069189	Jayshree Mahajan	570	82 %	355	19 %	385	21 %	455	21 %
158471699965560	Kaustubh Gite	570	82 %	650	94 %	540	77 %	475	32 %
158471699822405	Keerti Rangnekar	720	99 %	490	60 %	605	92 %	655	99 %
158471699499522	Kripa Kaur Sethi	490	57 %	385	26 %	460	48 %	745	100 %
158471699327319	Krishna Pendhare	475	52 %	590	86 %	580	87 %	605	96 %
158471699695421	Krishna Sali	475	52 %	550	77 %	485	58 %	345	0 %
158471699598146	Lisha Chaudhari	395	25 %	-	-	480	56 %	555	81 %
158471699880981	M Ayan Ansari	420	32 %	445	45 %	425	35 %	465	26 %
158471699280564	Manasi Ghankutkar	465	48 %	325	13 %	385	21 %	385	2 %
158471699566054	Mandar Vardam	430	36 %	-	-	580	87 %	685	100 %
158471699769716	Meghana Vihulekar	640	94 %	550	77 %	480	56 %	735	100 %
158471699345078	Miheer Kulkarni	510	64 %	665	96 %	495	62 %	555	81 %
158471699355219	Mohd Irfan Mohd Ismail	490	57 %	-	-	540	77 %	535	70 %
158471699223444	Muktai Patil	500	61 %	325	13 %	385	21 %	215	0 %
158471699204331	Nayan Mohite	370	18 %	550	77 %	455	46 %	465	26 %
158471699091213	Nihar Gund	420	32 %	475	55 %	570	85 %	595	94 %
158471699879784	Ninad Pawar	490	57 %	460	50 %	505	65 %	525	64 %

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AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		Basic IT Applications	
158471699525710	Om Umbarkar	560	79 %	460	50 %	495	62 %	535	70 %
158471699689290	Om Powar	370	18 %	340	16 %	350	13 %	195	0 %
158471699901343	Piyush Shirore	395	25 %	460	50 %	540	77 %	775	100 %
158471699273594	Piyush Khairkar	475	52 %	560	80 %	470	52 %	405	5 %
158471699684324	Prachi Sahu	595	87 %	900	100 %	480	56 %	725	100 %
158471699511795	Pragati Parekar	455	45 %	460	50 %	445	42 %	585	91 %
158471699618370	Prajakta Sangare	-	-	270	6 %	290	4 %	465	26 %
158471699128296	Prajwal Bhoyar	405	28 %	270	6 %	480	56 %	395	4 %
158471699083120	Pralhad Jadhav	500	61 %	535	73 %	455	46 %	595	94 %
158471699046251	Pranita Mahajan	560	79 %	-	-	-	-	545	76 %
158471699014489	Pranjal Pawar	490	57 %	400	31 %	425	35 %	345	0 %
158471699309017	Pratham Mistry	490	57 %	620	91 %	540	77 %	665	100 %
158471699167895	Pratik Kadam	525	69 %	590	86 %	400	26 %	795	100 %
158471699926050	Pratik Kadu	405	28 %	475	55 %	340	11 %	345	0 %
158471699181241	Preyansh Rita	465	48 %	430	40 %	395	24 %	605	96 %
158471699604421	Priyam Mandal	510	64 %	650	94 %	595	90 %	685	100 %
158471699944926	Raj Choudhary	665	96 %	665	96 %	520	71 %	605	96 %
158471699005543	Rajat Patil	465	48 %	740	99 %	510	67 %	475	32 %
158471699607397	Rajeev Surve	630	93 %	520	69 %	590	89 %	675	100 %
158471699282725	Renushree Ambatwar	535	72 %	-	-	420	33 %	675	100 %
158471699436105	Rewati Gaikwad	440	39 %	475	55 %	455	46 %	545	76 %
158471699503782	Rohit Yadav	605	89 %	255	4 %	255	2 %	255	0 %
158471699445476	Ronak Verma	745	99 %	665	96 %	495	62 %	465	26 %
158471699430289	Roshan Bagul	420	32 %	180	1 %	520	71 %	465	26 %
158471699132404	Ruhaab Kuchay	455	45 %	385	26 %	325	8 %	265	0 %
158471699546366	Rushikesh Patil	405	28 %	285	7 %	385	21 %	395	4 %
158471699561671	Rutik Gaikwad	350	14 %	430	40 %	370	17 %	535	70 %
158471699201710	Sadanand Watpalwad	405	28 %	560	80 %	510	67 %	465	26 %
158471699341154	Sagar Patil	300	6 %	475	55 %	410	29 %	425	10 %
158471699891881	Sagar Dubey	700	98 %	665	96 %	590	89 %	605	96 %
158471699877795	Sahil Shende	430	36 %	430	40 %	485	58 %	665	100 %
158471699141398	Samaksh Pandita	475	52 %	415	35 %	455	46 %	525	64 %
158471699485612	Sameer Kurkure	430	36 %	535	73 %	505	65 %	585	91 %
158471699009624	Samiksha Tupe	455	45 %	520	69 %	540	77 %	745	100 %
158471699421849	Sanket Ubale	395	25 %	270	6 %	480	56 %	495	45 %
158471699248484	Sanskar Bedmutha	385	22 %	710	98 %	505	65 %	645	99 %
158471699614613	Sanskruti Ambekar	640	94 %	-	-	455	46 %	515	58 %
158471699668459	Sejal Ule	560	79 %	445	45 %	400	26 %	465	26 %
158471699172109	Shankar Narayan	395	25 %	520	69 %	445	42 %	435	13 %
158471699200420	Shivam Kothare	675	97 %	710	98 %	510	67 %	535	70 %
158471699897691	Shraddha Shinde	615	91 %	605	88 %	510	67 %	575	88 %
158471699985582	Shreya Shete	430	36 %	490	60 %	315	7 %	525	64 %
158471699534368	Shreyas Girase	500	61 %	400	31 %	455	46 %	465	26 %
158471699861090	Shreyas Mali	545	75 %	505	64 %	290	4 %	535	70 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		Basic IT Applications	
158471699310243	Shreyas Murumkar	525	69 %	-	-	530	74 %	595	94 %
158471699812629	Shripad Chavan	395	25 %	605	88 %	505	65 %	255	0 %
158471699065312	Shruti Virnak	630	93 %	270	6 %	385	21 %	405	5 %
158471699579394	Shruti Sheth	700	98 %	620	91 %	540	77 %	605	96 %
158471699289160	Siddhant Sarnobat	545	75 %	665	96 %	530	74 %	595	94 %
158471699377616	Siddharth Jha	525	69 %	605	88 %	520	71 %	555	81 %
158471699948193	Siddhesh Panderkar	700	98 %	445	45 %	520	71 %	395	4 %
158471699172057	Siddhesh Mane	300	6 %	400	31 %	310	6 %	385	2 %
158471699326318	Sneha Pisal	500	61 %	460	50 %	420	33 %	655	99 %
158471699510033	Sojila Chang	360	16 %	100	0 %	350	13 %	125	0 %
158471699104810	Somesh Pawar	475	52 %	575	83 %	485	58 %	405	5 %
158471699687504	Sourabh Mhetre	370	18 %	520	69 %	360	15 %	485	38 %
158471699859091	Sudhir Deore	350	14 %	415	35 %	385	21 %	345	0 %
158471699572688	Sujit Bhoye	290	5 %	370	22 %	370	17 %	405	5 %
158471699526482	Suraj Prajapati	490	57 %	535	73 %	595	90 %	335	0 %
158471699565693	Suraj Ghuge	395	25 %	430	40 %	485	58 %	345	0 %
158471699587176	Suraj Nadekar	465	48 %	460	50 %	325	8 %	735	100 %
158471699753893	Sushrusha Takone	325	9 %	-	-	480	56 %	485	38 %
158471699120411	Suyash Choudhary	350	14 %	-	-	480	56 %	395	4 %
158471699140402	Suyash Mahale	475	52 %	550	77 %	495	62 %	545	76 %
158471699972829	Tanya Singh	735	99 %	590	86 %	485	58 %	705	100 %
158471699856365	Tejas Mane	420	32 %	505	64 %	555	81 %	655	99 %
158471699504335	Tejas Pawar	580	84 %	-	-	410	29 %	725	100 %
158471699588346	Tejas Wayal	560	79 %	340	16 %	435	38 %	535	70 %
158471699934623	Trisha Pawar	675	97 %	695	97 %	505	65 %	615	97 %
158471699254160	Twisa Dhoble	350	14 %	475	55 %	420	33 %	735	100 %
158471699836345	Urvi Juikar	395	25 %	255	4 %	420	33 %	415	7 %
158471699371560	Vaibhav Gawande	385	22 %	520	69 %	455	46 %	535	70 %
158471699362449	Vaibhavi Patil	440	39 %	270	6 %	410	29 %	535	70 %
158471699500691	Vaishnavi Jadhav	440	39 %	460	50 %	505	65 %	455	21 %
158471699129860	Vicky Upras	420	32 %	300	9 %	435	38 %	345	0 %
158471699872718	Vinit Bhansali	490	57 %	355	19 %	480	56 %	605	96 %
158471699639680	Vishal Dhengle	440	39 %	370	22 %	420	33 %	255	0 %
158471699433477	Vyanktesh Shukla	430	36 %	560	80 %	495	62 %	455	21 %
158471699031479	Yash Khiste	395	25 %	590	86 %	485	58 %	275	0 %
158471699393548	Yash Dode	675	97 %	460	50 %	530	74 %	665	100 %
158471699936222	Yash Kondkar	595	87 %	535	73 %	445	42 %	525	64 %
158471699278259	Yash Dhalkari	360	16 %	560	80 %	455	46 %	405	5 %
158471699230967	Yashada Nikam	490	57 %	575	83 %	485	58 %	465	26 %
158471699067043	Yogini Chaudhari	475	52 %	590	86 %	530	74 %	605	96 %
158471699824531	Yuvraj Sawant	465	48 %	310	10 %	480	56 %	585	91 %

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 BVB's Sardar Patel College of Engineering, Mumbai 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.

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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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