Aspiring Minds' Campus Analysis Report

BVBs Sardar Patel College of Engineering,2021

(B.Tech/B.E, 2021)

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,2021 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,2021
Date of testing	2,3,5,6-Dec-18
Degree tested	B.Tech/B.E (152 students)
Number of students compared in each stream	
Civil Engineering	60 students
EE	38 students
Mechanical Engineering	52 students
Other	2 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 151 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

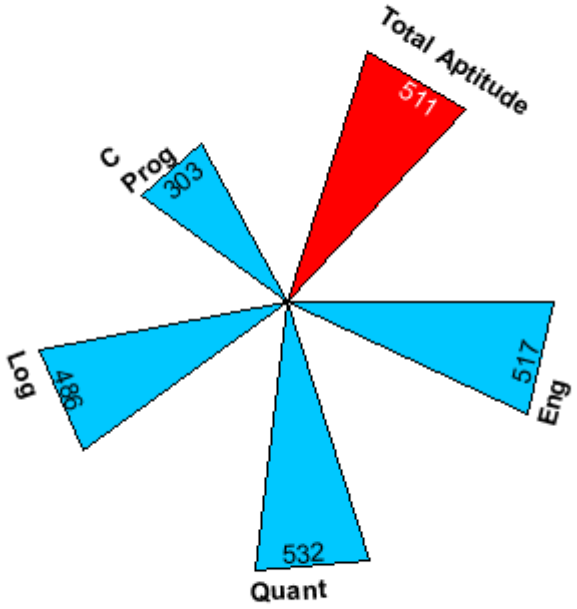
All scores lie between 100 and 900. The scores are normalized on a Gaussian curve using statistical techniques. The scores follow global standards of validity and reliability. They are valid for three years and remain consistent on repeat testing unless the candidate's ability improves because of sustained 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	66%	517 (107)	475 (100)	42	100%	Yes
Quantitative Ability	62%	532 (146)	495 (115)	37	100%	Yes
Logical Ability	58%	486 (76)	465 (101)	21	100%	Yes
C Programming	11%	303 (94)	425 (101)	-122	100%	Yes
Total Aptitude	**62%**	**511 (88)**	**478 (105)**	**33**	**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 **good performance in Quantitative Ability module, on an average, scoring higher than the National Average; but note that the difference is not substantial.** Your students should practice different kinds of problems on different topics like numbers, decimals, probability, logarithms, etc. This will help them to get a good hold of this area, which in turn will help them score higher.
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	Very Less	Conduct tests and quizzes under time constraints which would help students judge their performance and further improve upon it.
Quantitative Ability	Very Less	Encourage pupils not to read mathematics, but to write and practice. That is the only way to learn mathematics.
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.

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	51.4%	48.6%
ITeS and BPO	86.1%	13.9%
Hardware and Networking	85.4%	14.6%
KPO/Analyst	35.4%	64.6%

III. Bird's-eye-view of Employability

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

Campus Employability Enhancement Table

Type of Company	Campus Employability Prospect	Areas in Need of Training for Improving Employability Chances
IT Services	Medium	These companies are basically looking for good English and Logical skills with average Quantitative ability. For better employability prospects in this industry, your students need to focus on 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. For better employability prospects in this industry, your students need to focus on English Comprehension.

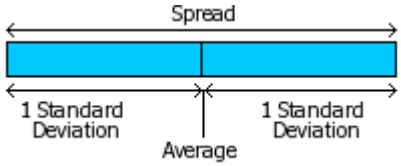
Section 3 - Intra Campus Comparison

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

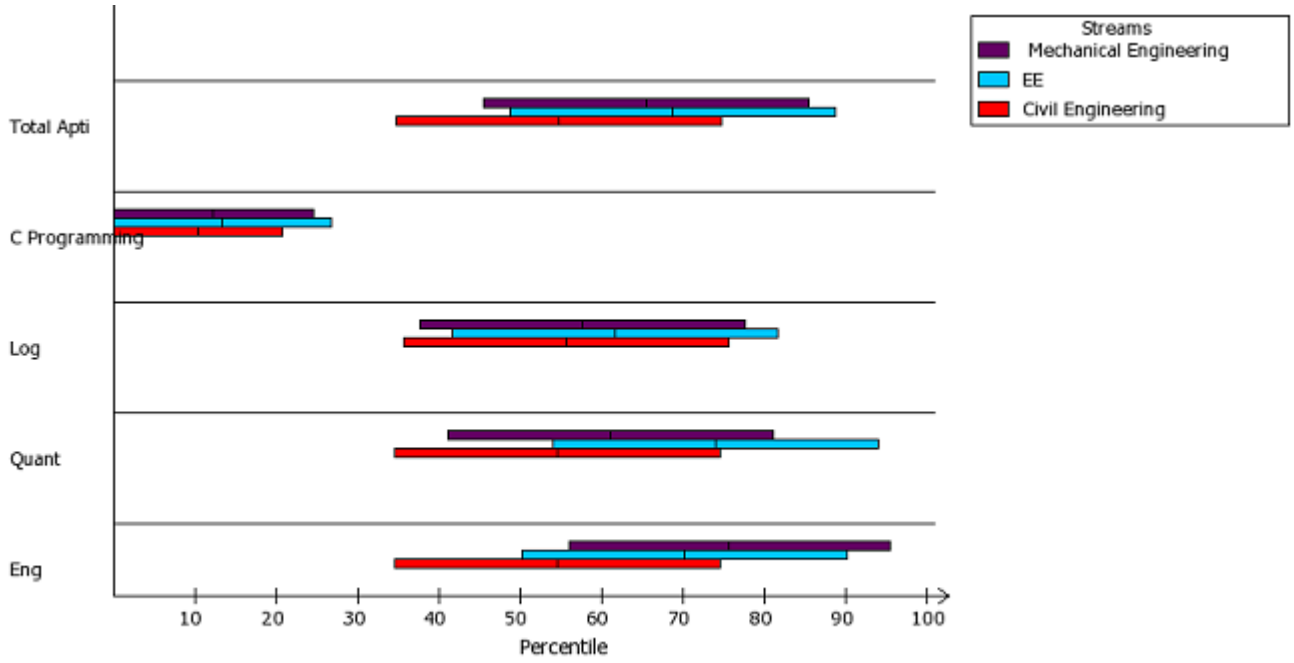
I. Stream Comparison

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

1. 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.

Top Scoring Streams For Each Module

Rank	English Comprehension	Quantitative Ability	Logical Ability	C Programming
1	Mechanical Engineering	EE	EE	EE
2	EE	Mechanical Engineering	Mechanical Engineering	Mechanical 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
   Mechanical Engineering students have shown that they are the best when it comes to English Comprehension. **EE students follow them** with a difference of 5.63 percentile points while **Civil Engineering students are the last in the order** with a difference of 21.12 percentile points. When compared to the National Average, all the streams have done better in this section.

2. Quantitative Ability
   EE students have shown that they are the best when it comes to Quantitative Ability. **Mechanical Engineering students follow them** with a difference of 12.8 percentile points while **Civil Engineering students are the last in the order** with a difference of 19.44 percentile points. Also, note that all the streams have performed well with respect to the National Average.

3. Logical Ability
   Students from EE have performed well in Logical Ability section in comparison to the Mechanical Engineering students who, on an average, lag by 6.01 percentile points. **Civil Engineering students' performance is comparatively lower** with respect to the other streams, scoring 56 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 EE have performed well in C Programming section in comparison to the Mechanical Engineering students who, on an average, lag by 3.04 percentile points. **Civil Engineering students' performance is comparatively lower** with respect to the other streams, scoring 10 percentile in this section. If nationwide comparison is made, then, on an average, all the streams have performed worse than the National Average.

In your campus, **EE 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 **51.4%, 86.1%, 85.4% and 35.4%** of your students are eligible to work in **IT Services, ITeS and BPO, Hardware and Networking and KPO/Analyst** which is good.
- In your campus, **EE 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,2021 for giving us an opportunity to conduct AMCAT in their campus. For any clarification or further analysis, we can be contacted at campus@aspiringminds.in ..... 0 or (91) 124 4148777.

Appendix

I. Candidates Score Table

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

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470426429832	Aakash Deshpande	370	15 %	415	24 %	375	19 %	207	2 %
158470426084074	Aakash Munjani	350	11 %	225	1 %	215	1 %	207	2 %
158470426643376	Aarushi Dave	675	98 %	605	83 %	595	90 %	420	48 %
158470426245905	Aash Shah	545	76 %	445	33 %	485	58 %	260	5 %
158470426334725	Abhay Shinde	350	11 %	490	48 %	530	74 %	420	48 %
158470426490151	Abhijeet Deshmukh	630	94 %	-	-	540	77 %	313	13 %
158470426510056	Abhijeet Tale	430	33 %	605	83 %	595	90 %	260	5 %
158470426683268	Abhinav Kharat	570	83 %	475	43 %	555	81 %	313	13 %
158470426902192	Abhishek Abhinav	650	96 %	725	98 %	530	74 %	260	5 %
158470426396085	Abhishek Tambe	640	95 %	355	11 %	570	85 %	313	13 %
158470426253394	Aditya Bakshi	500	60 %	665	93 %	375	19 %	420	48 %
158470426547923	Aditya Rane	525	69 %	575	76 %	520	71 %	100	0 %
158470426135758	Ajay Shekade	685	98 %	430	29 %	485	58 %	313	13 %
158470426633875	Akash Ghate	560	80 %	520	59 %	530	74 %	207	2 %
158470426163013	Akhilesh Mohod	650	96 %	560	71 %	510	67 %	260	5 %
158470426954574	Akshata Pashine	525	69 %	770	99 %	505	65 %	367	28 %
158470426081970	Akshay Halurkar	675	98 %	560	71 %	590	89 %	260	5 %
158470426149627	Akshit Sanghavi	700	99 %	665	93 %	495	62 %	473	68 %
158470426395194	Alin Halani	455	42 %	475	43 %	455	46 %	420	48 %
158470426940117	Alok Yadav	455	42 %	740	98 %	570	85 %	313	13 %
158470426667917	Aman Kundra	650	96 %	710	97 %	530	74 %	473	68 %
158470426013154	Ameya Gidh	640	95 %	520	59 %	385	21 %	367	28 %
158470426911768	Amogh Amberkar	615	92 %	680	95 %	555	81 %	153	0 %
158470426958561	Anand Vaidya	580	85 %	825	100 %	480	56 %	473	68 %
158470426076505	Aniket Brahmankar	475	50 %	445	33 %	425	35 %	420	48 %
158470426801322	Aniket Wadia	360	13 %	135	0 %	315	7 %	420	48 %
158470426555078	Aniket Shinkar	405	48 %	370	35 %	435	50 %	313	13 %
158470426964109	Anjali Verma	500	60 %	385	17 %	470	52 %	207	2 %
158470426952326	Anmol Philse	360	13 %	400	20 %	435	38 %	367	28 %
158470426233993	Anuja Raut	665	97 %	740	98 %	595	90 %	313	13 %
158470426819953	Anuja Phiske	405	24 %	810	100 %	530	74 %	367	28 %
158470426097183	Anuradha Ingale	395	43 %	355	30 %	385	32 %	313	13 %
158470426390480	Ashwini Dalvi	385	18 %	445	33 %	495	62 %	420	48 %
158470426296720	Ayushi Kadam	545	76 %	560	71 %	360	15 %	420	48 %
158470426952708	Chetan Katale	420	29 %	575	76 %	580	87 %	260	5 %
158470426428940	Chinmay Lautawar	465	46 %	605	83 %	545	79 %	367	28 %
158470426945363	Darshana Ukarde	650	96 %	490	48 %	420	33 %	207	2 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470426868126	Divya Shah	675	98 %	650	91 %	570	85 %	313	13 %
158470426703830	Durva Gawande	545	76 %	460	38 %	570	85 %	367	28 %
158470426282481	Esha Dhulap	580	85 %	575	76 %	510	67 %	260	5 %
158470426234154	Faiz Khwaja	710	99 %	460	38 %	410	29 %	367	28 %
158470426341097	Ganesh Shenoy	615	92 %	740	98 %	505	65 %	367	28 %
158470426652476	Gaurang Ambokar	630	94 %	520	59 %	410	29 %	367	28 %
158470426039684	Gayatri Shirode	440	36 %	460	38 %	480	56 %	367	28 %
158470426963182	Girisha Agrawal	500	60 %	505	53 %	545	79 %	207	2 %
158470426539315	Hari Gundu	570	83 %	635	89 %	555	81 %	527	84 %
158470426099325	Harshad Suryawanshi	315	5 %	285	3 %	375	19 %	207	2 %
158470426851705	Harshad Byadgi	650	96 %	650	91 %	570	85 %	153	0 %
158470426571041	Harshali Pawar	325	7 %	550	68 %	485	58 %	207	2 %
158470426008554	Hemal Bhangale	640	100 %	535	89 %	540	83 %	153	0 %
158470426104293	Himani Rajput	440	36 %	475	43 %	485	58 %	367	28 %
158470426255122	Isha Prabhu	510	64 %	505	53 %	460	48 %	420	48 %
158470426597363	Jayshreee Jaybhaye	385	18 %	240	1 %	385	21 %	153	0 %
158470426839353	Jeetakshi Zala	490	56 %	240	1 %	335	10 %	473	68 %
158470426691180	Kadambari Dhanwant	675	98 %	605	83 %	540	77 %	313	13 %
158470426991408	Kapate Govindrao	395	43 %	210	3 %	275	7 %	473	68 %
158470426338187	Khan Mohd Zama	430	33 %	605	83 %	485	58 %	153	0 %
158470426905897	Kiran Naik	580	85 %	665	93 %	555	81 %	420	48 %
158470426263206	Kiran Abhale	465	46 %	415	24 %	445	42 %	367	28 %
158470426439535	Koustubh Shete	545	76 %	590	80 %	595	90 %	313	13 %
158470426319003	Lalit Suryawanshi	525	69 %	560	71 %	470	52 %	260	5 %
158470426207133	Manav Kaul	545	76 %	725	98 %	520	71 %	313	13 %
158470426837285	Mayank Bhalerao	525	69 %	370	14 %	455	46 %	367	28 %
158470426392189	Mayur Suryawanshi	455	70 %	505	82 %	285	8 %	527	84 %
158470426053533	Mithilesh Raikwad	710	99 %	825	100 %	545	79 %	207	2 %
158470426332171	Monika Dagale	420	29 %	340	9 %	425	35 %	473	68 %
158470426710229	Nandish Makwana	510	64 %	100	0 %	340	11 %	313	13 %
158470426729095	Neha Joshi	615	92 %	550	68 %	455	46 %	473	68 %
158470426447901	Neha Gujar	405	24 %	385	17 %	425	35 %	153	0 %
158470426471639	Nidhi Sonar	595	88 %	415	24 %	530	74 %	153	0 %
158470426282521	Omkar More	405	24 %	740	98 %	425	35 %	473	68 %
158470426927232	Pankaj Rokade	385	18 %	460	38 %	445	42 %	313	13 %
158470426433906	Piyush Bokade	700	99 %	605	83 %	565	84 %	260	5 %
158470426528370	Piyush Chaudhari	475	50 %	520	59 %	615	93 %	367	28 %
158470426039015	Poorna Kulkarni	710	99 %	740	98 %	565	84 %	260	5 %
158470426183402	Pranav Kumbhar	525	69 %	-	-	480	56 %	367	28 %
158470426390222	Pranav Sorte	665	97 %	520	59 %	565	84 %	313	13 %
158470426584401	Prasad Sarode	440	36 %	490	48 %	425	35 %	313	13 %
158470426660468	Prashant Raut	440	36 %	605	83 %	445	42 %	420	48 %
158470426525558	Pratik Bathe	455	42 %	370	14 %	485	58 %	313	13 %
158470426704681	Pratik Gokhale	500	60 %	400	20 %	570	85 %	207	2 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470426592957	Priyal Jain	665	97 %	550	68 %	435	38 %	367	28 %
158470426749714	Priyam Kamble	325	7 %	430	29 %	445	42 %	207	2 %
158470426979397	Radhika Ganesh	615	92 %	445	33 %	570	85 %	420	48 %
158470426716880	Rahul Nayak	510	64 %	550	68 %	445	42 %	313	13 %
158470426471748	Rahul Gaikwad	370	32 %	340	25 %	395	36 %	207	2 %
158470426387008	Rahul Malpekar	525	69 %	520	59 %	455	46 %	313	13 %
158470426412737	Rahul Bhojwani	315	5 %	520	59 %	510	67 %	207	2 %
158470426562252	Rakshit Jain	385	18 %	810	100 %	580	87 %	313	13 %
158470426507960	Rashmi Mahajan	605	90 %	695	96 %	460	48 %	207	2 %
158470426420526	Risheek Aiyar	510	64 %	-	-	445	42 %	260	5 %
158470426495084	Riya Mete	440	36 %	520	59 %	505	65 %	153	0 %
158470426311294	Rohan Ishte	595	88 %	400	20 %	480	56 %	313	13 %
158470426490501	Rohit Taware	370	32 %	285	11 %	470	63 %	367	28 %
158470426701127	Rohit Nighot	440	36 %	620	86 %	540	77 %	367	28 %
158470426986193	Roshan Bagul	430	33 %	590	80 %	485	58 %	313	13 %
158470426328412	Rushikesh Jadhav	580	85 %	385	17 %	425	35 %	313	13 %
158470426167103	Rushikesh Chaudhari	580	85 %	680	95 %	530	74 %	153	0 %
158470426308337	Rutuja Patil	335	8 %	475	43 %	505	65 %	153	0 %
158470426250996	Rutuja Bhosale	510	64 %	650	91 %	510	67 %	260	5 %
158470426569970	Rutuja Sakpal	640	95 %	490	48 %	425	35 %	207	2 %
158470426252195	Rutvik Rathod	500	60 %	520	59 %	545	79 %	260	5 %
158470426804182	Saddam Husain Siddiqui	385	18 %	590	80 %	545	79 %	207	2 %
158470426766587	Sandesh Pachpande	510	64 %	385	17 %	520	71 %	207	2 %
158470426118283	Sanghamitra Salve	525	69 %	-	-	395	24 %	260	5 %
158470426013554	Sanjyot Mankar	430	33 %	475	43 %	530	74 %	100	0 %
158470426620443	Sanskruti Takalkhede	630	94 %	770	99 %	565	84 %	313	13 %
158470426852799	Saurabh Deshmane	405	24 %	550	68 %	455	46 %	367	28 %
158470426088684	Sharayu Patil	720	99 %	605	83 %	565	84 %	260	5 %
158470426147721	Sharvari Deshpande	595	88 %	505	53 %	480	56 %	367	28 %
158470426226912	Shaunak Salunke	650	96 %	825	100 %	455	46 %	313	13 %
158470426334216	Shital Kumbhar	605	90 %	635	89 %	445	42 %	260	5 %
158470426068250	Shivam Shinde	560	80 %	665	93 %	555	81 %	153	0 %
158470426190882	Shivang Tiwari	455	42 %	550	68 %	410	29 %	260	5 %
158470426259196	Shreyas Raipure	455	42 %	710	97 %	510	67 %	260	5 %
158470426559275	Shreyash Shimpi	405	24 %	590	80 %	395	24 %	260	5 %
158470426726577	Shruti Dandekar	675	98 %	590	80 %	485	58 %	207	2 %
158470426383188	Shubham Tharval	525	69 %	550	68 %	580	87 %	260	5 %
158470426803881	Shubham Mukkerwar	300	10 %	340	25 %	470	63 %	367	28 %
158470426586450	Shubham Shinde	490	56 %	355	11 %	565	84 %	207	2 %
158470426904599	Shweta Kachare	650	96 %	605	83 %	485	58 %	260	5 %
158470426756879	Snehal Bhangale	430	33 %	460	38 %	510	67 %	420	48 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470426920086	Snigdha Rai	675	98 %	620	86 %	605	92 %	367	28 %
158470426137423	Sudarshan Kokare	500	60 %	-	-	530	74 %	260	5 %
158470426131536	Suhas Gore	570	83 %	665	93 %	605	92 %	313	13 %
158470426568893	Sumit Panigrahy	490	56 %	605	83 %	590	89 %	473	68 %
158470426102379	Sumit Kawale	290	3 %	475	43 %	510	67 %	313	13 %
158470426838338	Sumit Solanke	360	13 %	300	5 %	240	1 %	207	2 %
158470426830736	Sunil Saini	475	50 %	370	14 %	340	11 %	260	5 %
158470426237676	Suyog Suranse	605	90 %	340	9 %	485	58 %	420	48 %
158470426090217	Swapnil Hase	455	42 %	560	71 %	505	65 %	313	13 %
158470426347407	Swapnil Jakhi	640	95 %	575	76 %	480	56 %	313	13 %
158470426752342	Swapnil Narute	405	24 %	560	71 %	485	58 %	207	2 %
158470426988574	Tanvee Murumkar	490	56 %	710	97 %	485	58 %	367	28 %
158470426530046	Tarang Bavishi	430	33 %	650	91 %	385	21 %	367	28 %
158470426871268	Vaishnavi Kotwad	580	85 %	695	96 %	565	84 %	207	2 %
158470426983592	Vanshika Sangidwar	605	90 %	590	80 %	510	67 %	367	28 %
158470426235288	Varad Sawardekar	545	76 %	210	1 %	420	33 %	313	13 %
158470426333938	Vedant Adchule	525	69 %	-	-	565	84 %	153	0 %
158470426204978	Vedant Rade	580	85 %	620	86 %	485	58 %	313	13 %
158470426822952	Vikas Desai	475	50 %	520	59 %	510	67 %	260	5 %
158470426039401	Viraj Mahind	525	69 %	710	97 %	520	71 %	313	13 %
158470426808780	Viraj Patil	465	46 %	590	80 %	435	38 %	313	13 %
158470426489789	Viraj Patil	490	56 %	400	20 %	435	38 %	420	48 %
158470426535990	Vishad Pimple	395	21 %	505	53 %	395	24 %	207	2 %
158470426107004	Vishal Kawale	595	88 %	445	33 %	510	67 %	260	5 %
158470426291112	Vivek Dhande	640	95 %	620	86 %	590	89 %	420	48 %
158470426551490	Yash Haldive	535	73 %	785	99 %	540	77 %	367	28 %
158470426937713	Yashashri Bhadane	405	24 %	520	59 %	420	33 %	207	2 %
158470426803319	Yogesh Pulkanthwar	475	50 %	-	-	470	52 %	207	2 %
158470426483251	Yogyata Ambatkar	570	83 %	520	59 %	545	79 %	207	2 %

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,2021 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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