Aspiring Minds' Campus Analysis Report

Bharatiya Vidya Bhavan's Sardar Patel College Of Engineering

(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 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	10th August 2019
Degree tested	B.Tech/B.E (181 students)
Number of students compared in each stream	
Civi Engineering	59 students
Electrical Engineering	56 students
Mechanical Engineering	66 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.

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Introduction

This report is based on the results of AMCAT assessment conducted at your campus on 10th August 2019 where a total of 181 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.

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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-

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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
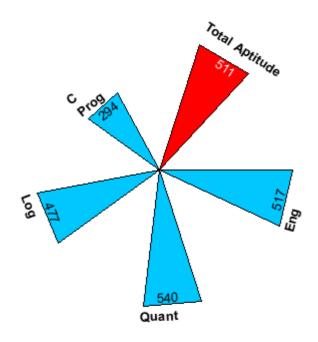
Score Interpretation

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.

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Section 1 - Students' Capability and Training Need Analysis

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

Campus Aptitude And Skill Chart

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

Campus Ability Table

Modules Attempted	Campus Average Percentile	Campus Average (Std. Dev.)	National Average (Std. Dev.)	Difference (Campus - National)	Confidence	Is Significant?[1]
English Comprehension	66%	517 (113)	475 (100)	42	100%	Yes
Quantitative Ability	65%	540 (144)	495 (115)	45	100%	Yes
Logical Ability	55%	477 (78)	465 (101)	12	99%	Yes
C Programming	10%	294 (97)	425 (101)	-131	100%	Yes
Total Aptitude	**62%**	**511 (89)**	**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	Train the students to follow the clues and directions given in the questions well. Once the question is understood in a clear manner, half the job is done.
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 some training	Percentage of Students Need lot of training
IT Services	40.2%	10.9%	48.9%
ITeS and BPO	78.2%	3.4%	18.4%
Hardware and Networking	70.1%	9.8%	20.1%
KPO/Analyst	29.9%	36.2%	33.9%

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

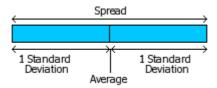| Type of Company	Campus Employability Prospect	Areas in Need of Training for Improving Employability Chances
IT Services	Medium	These companies are basically looking for good English and Logical skills with average Quantitative ability. For better employability prospects in this industry, your students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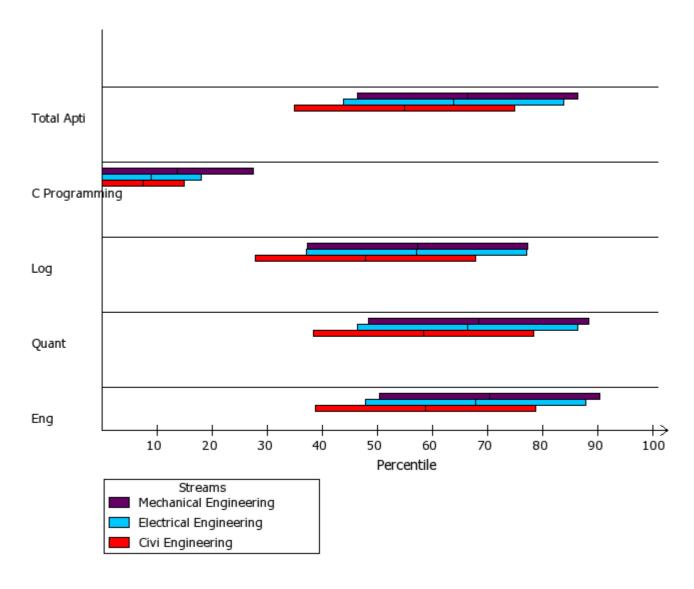
I. Stream Comparison

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.

Percentile

Streams
- Mechanical Engineering
- Electrical Engineering
- Civi Engineering

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.

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

1. English Comprehension

   In English Comprehension **Mechanical Engineering students are the top scorers, their average score exceeding that of Electrical Engineering** by 2.62 percentile points while **Civi Engineering students are the lowest scorers.** Also, note that all the streams have performed well with respect to the National Average.

2. Quantitative Ability

   Mechanical Engineering students have shown that they are the best when it comes to Quantitative Ability. **Electrical Engineering students follow them** with a difference of 2.1 percentile points while **Civi Engineering students are the last in the order** with a difference of 10.03 percentile points. Also, note that all the streams, on an average, have scored higher in comparison 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 9.39 percentile points. **Civi Engineering students' performance is comparatively lower** with respect to the other streams, scoring 48 percentile in this section. Also, note that Civi Engineering students have scored poorly in comparison to the National Average whereas Electrical Engineering and Mechanical Engineering students have performed well with respect to the National Average.

4. C Programming

   When it comes to C Programming, **Mechanical Engineering students have grabbed the top position** among all streams. **Civi Engineering are the last rankers** with a difference of 6.25 percentile points. None of the streams have performed up to the mark when compared 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 **40.2%, 78.2% and 70.1%** of your students are eligible to work in **IT Services, ITeS and BPO and Hardware and Networking** which is good, however **% and 30.5%** 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.

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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		C Programming	
158470854549292	Aarushi Dave	830	100 %	550	77 %	555	81 %	313	13 %
158470854867807	Aash Shah	650	95 %	755	99 %	570	85 %	367	28 %
158470854124419	Abhay Shinde	430	36 %	635	93 %	505	65 %	153	0 %
158470854799776	Abhijeet Deshmukh	675	97 %	740	99 %	480	56 %	260	5 %
158470854846272	Abhishek Gundla	395	43 %	400	46 %	410	41 %	367	28 %
158470854647748	Abhishek Abhinav	650	95 %	650	94 %	510	67 %	260	5 %
158470854955028	Abhishek Mane	325	9 %	695	97 %	400	26 %	260	5 %
158470854881847	Abhishek Tambe	580	98 %	550	91 %	545	85 %	580	94 %
158470854211088	Aditi Modak	570	82 %	680	97 %	455	46 %	313	13 %
158470854539167	Aditi Popalghat	405	28 %	490	60 %	580	87 %	313	13 %
158470854322992	Aditya Bakshi	595	87 %	785	100 %	545	79 %	313	13 %
158470854808629	Aditya Rane	700	98 %	-	-	445	42 %	367	28 %
158470854014885	Ajay Shekade	430	36 %	475	55 %	485	58 %	313	13 %
158470854454004	Akash Ghate	395	25 %	415	35 %	495	62 %	260	5 %
158470854830422	Akash Bangar	490	57 %	-	-	445	42 %	260	5 %
158470854923593	Akhilesh Mohod	700	98 %	725	99 %	505	65 %	260	5 %
158470854686735	Akshata Pashine	710	99 %	650	94 %	555	81 %	313	13 %
158470854424010	Akshay Halurkar	675	97 %	605	88 %	625	94 %	260	5 %
158470854242770	Akshay Khambat	490	57 %	-	-	590	89 %	153	0 %
158470854016206	Akshay Malpure	440	39 %	695	97 %	630	95 %	313	13 %
158470854801733	Akshay Shrivastav	395	25 %	285	7 %	340	11 %	367	28 %
158470854551241	Akshit Sanghavi	560	79 %	755	99 %	605	92 %	633	98 %
158470854868873	Alok Yadav	580	84 %	770	100 %	580	87 %	367	28 %
158470854908586	Aman Kundra	720	99 %	665	96 %	625	94 %	367	28 %
158470854874367	Aman Mehra	570	82 %	-	-	480	56 %	207	2 %
158470854336691	Amogh Amberkar	465	48 %	680	97 %	400	26 %	367	28 %
158470854558614	Anand Vaidya	710	99 %	575	83 %	460	48 %	367	28 %
158470854400718	Aniket Brahmankar	545	75 %	475	55 %	400	26 %	473	68 %
158470854337607	Aniket Wadia	440	39 %	370	22 %	460	48 %	527	84 %
158470854989558	Aniket Shinkar	545	94 %	370	35 %	410	41 %	153	0 %
158470854379026	Anjali Verma	455	70 %	415	52 %	420	44 %	367	28 %
158470854411052	Ankit Deore	570	82 %	590	86 %	540	77 %	100	0 %
158470854278409	Anmol Philse	360	16 %	400	31 %	530	74 %	313	13 %
158470854694292	Anuja Phiske	440	39 %	680	97 %	570	85 %	207	2 %

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AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470854412981	Anushka Raghuwanshi	395	25 %	285	7 %	395	24 %	260	5 %
158470854217913	Ashish Pote	385	22 %	550	77 %	435	38 %	260	5 %
158470854354757	Ashwini Dalvi	385	22 %	460	50 %	420	33 %	207	2 %
158470854908718	Ayushi Kadam	455	45 %	590	86 %	335	10 %	207	2 %
158470854606819	Bhagyashree Pagare	510	64 %	665	96 %	445	42 %	260	5 %
158470854878616	Bhumika Chopade	360	16 %	340	16 %	425	35 %	313	13 %
158470854656238	Bhupinder Raina	455	45 %	415	35 %	425	35 %	260	5 %
158470854706011	Chandresh Patil	500	61 %	605	88 %	555	81 %	313	13 %
158470854139275	Chetan Katale	535	72 %	755	99 %	555	81 %	420	48 %
158470854850133	Chinmay Lautawar	455	45 %	575	83 %	410	29 %	260	5 %
158470854391513	Divya Shah	510	64 %	590	86 %	485	58 %	367	28 %
158470854164649	Durva Gaikwad	535	72 %	590	86 %	505	65 %	100	0 %
158470854289582	Esha Dhulap	685	97 %	460	50 %	565	84 %	367	28 %
158470854163607	Ganesh Shenoy	490	57 %	535	73 %	505	65 %	153	0 %
158470854330497	Gaurang Ambokar	525	69 %	430	40 %	395	24 %	367	28 %
158470854549664	Gayatri Shirode	675	97 %	560	80 %	505	65 %	207	2 %
158470854411678	Girisha Agrawal	755	100 %	590	86 %	470	52 %	207	2 %
158470854457777	Hari Gundu	475	52 %	560	80 %	555	81 %	313	13 %
158470854106457	Harshad Suryawanshi	350	14 %	340	16 %	310	6 %	260	5 %
158470854315256	Harshad Byadgi	595	87 %	695	97 %	425	35 %	367	28 %
158470854078778	Harshali Pawar	395	25 %	550	77 %	435	38 %	367	28 %
158470854346529	Hemal Bhangale	615	91 %	475	55 %	435	38 %	260	5 %
158470854750841	Himani Rajput	535	72 %	430	40 %	540	77 %	100	0 %
158470854182608	Indrajit Mahadev Patil Patil	420	32 %	650	94 %	565	84 %	260	5 %
158470854895204	Isha Prabhu	560	79 %	665	96 %	385	21 %	260	5 %
158470854363715	Jayshreee Jaybhaye	465	48 %	445	45 %	485	58 %	153	0 %
158470854096479	Jeetakshi Zala	605	89 %	270	6 %	385	21 %	367	28 %
158470854250678	Kadambari Dhanwant	700	98 %	650	94 %	495	62 %	153	0 %
158470854718707	Kapate Govindrao	360	16 %	240	3 %	340	11 %	313	13 %
158470854037834	Kapil Kakar	440	39 %	340	16 %	395	24 %	153	0 %
158470854927748	Karanveer Dubey	595	87 %	520	69 %	530	74 %	260	5 %
158470854408993	Kartik Prabhu	605	89 %	550	77 %	510	67 %	260	5 %
158470854891639	Kaustubh Patil	350	14 %	430	40 %	495	62 %	313	13 %
158470854557331	Khan Mohd Zama	570	82 %	635	93 %	540	77 %	207	2 %
158470854494148	Kiran Naik	595	87 %	590	86 %	590	89 %	313	13 %
158470854936566	Kiran Abhale	535	72 %	355	19 %	470	52 %	420	48 %
158470854319743	Koustubh Shete	595	87 %	740	99 %	595	90 %	367	28 %
158470854604596	Krutika Kamthe	-	-	-	-	470	63 %	313	13 %
158470854230949	Lalit Suryawanshi	335	11 %	505	64 %	425	35 %	367	28 %
158470854044586	Mahesh Kavatekwar	510	64 %	535	73 %	510	67 %	260	5 %
158470854542434	Manesh Kokani	265	3 %	340	16 %	265	2 %	207	2 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470854566918	Mayank Bhalerao	490	83 %	560	93 %	445	54 %	100	0 %
158470854992836	Mayur Suryawanshi	290	5 %	340	16 %	310	6 %	313	13 %
158470854088089	Mithilesh Raikwad	735	99 %	725	99 %	630	95 %	260	5 %
158470854045676	Monika Dagale	300	6 %	370	22 %	400	26 %	420	48 %
158470854193401	Mubeen Kandekari	500	61 %	445	45 %	455	46 %	367	28 %
158470854048517	Nandish Makwana	605	89 %	535	73 %	435	38 %	420	48 %
158470854233410	Nazneen Ansari	560	79 %	635	93 %	555	81 %	207	2 %
158470854035706	Neha Joshi	745	99 %	590	86 %	510	67 %	313	13 %
158470854743441	Neha Gujar	430	36 %	300	9 %	375	19 %	260	5 %
158470854569341	Nikhil Khatode	440	39 %	505	64 %	595	90 %	313	13 %
158470854432448	Nikhil Taori	605	89 %	665	96 %	480	56 %	313	13 %
158470854931358	Pankaj Rokade	475	52 %	355	19 %	400	26 %	313	13 %
158470854984965	Piyush Bokade	430	36 %	620	91 %	595	90 %	153	0 %
158470854591842	Piyush Chaudhari	440	39 %	505	64 %	565	84 %	367	28 %
158470854297599	Poorna Kulkarni	510	64 %	800	100 %	445	42 %	260	5 %
158470854785505	Pranav Kumbhar	535	72 %	-	-	460	48 %	367	28 %
158470854393633	Prasad Sarode	545	75 %	695	97 %	400	26 %	367	28 %
158470854151795	Prashant Raut	385	22 %	575	83 %	485	58 %	420	48 %
158470854399183	Pratik Bathe	315	8 %	635	93 %	480	56 %	260	5 %
158470854441522	Pratik Gokhale	500	61 %	475	55 %	495	62 %	313	13 %
158470854537057	Pritesh Pawar	265	3 %	-	-	485	58 %	420	48 %
158470854234799	Priyal Jain	560	79 %	445	45 %	495	62 %	420	48 %
158470854848826	Priyam Kamble	500	61 %	445	45 %	540	77 %	153	0 %
158470854756341	Radhika Ganesh	595	87 %	490	60 %	570	85 %	367	28 %
158470854272765	Rahul Nayak	640	94 %	550	77 %	460	48 %	313	13 %
158470854875077	Rahul Gaikwad	385	22 %	255	4 %	325	8 %	207	2 %
158470854629809	Rahul Malpekar	475	52 %	400	31 %	495	62 %	313	13 %
158470854982051	Rahul Bhojwani	420	32 %	590	86 %	495	62 %	367	28 %
158470854975716	Rahul Jha	710	99 %	740	99 %	565	84 %	367	28 %
158470854242497	Rahul Kapse	490	57 %	710	98 %	480	56 %	313	13 %
158470854481077	Rakshit Jain	500	61 %	665	96 %	435	38 %	473	68 %
158470854348048	Rashmi Mahajan	475	78 %	560	93 %	505	74 %	367	28 %
158470854187588	Risheek Aiyar	560	79 %	560	80 %	530	74 %	207	2 %
158470854799278	Ritik Jadhav	350	14 %	560	80 %	480	56 %	260	5 %
158470854567451	Rohan Ishte	580	84 %	270	6 %	445	42 %	153	0 %
158470854475776	Rohan Hande	615	91 %	665	96 %	545	79 %	260	5 %
158470854162533	Rohit Taware	405	28 %	430	40 %	505	65 %	260	5 %
158470854667501	Ronit Wankhede	360	16 %	505	64 %	335	10 %	313	13 %
158470854593020	Roshan Bagul	545	75 %	270	6 %	400	26 %	313	13 %
158470854454177	Rudray Gorane	665	96 %	710	98 %	455	46 %	473	68 %
158470854706627	Rushikesh Jadhav	465	48 %	490	60 %	520	71 %	367	28 %
158470854632100	Rushikesh Chaudhari	510	64 %	605	88 %	605	92 %	313	13 %
158470854295916	Rutuja Patil	315	8 %	400	31 %	255	2 %	153	0 %
158470854023241	Rutuja Sakpal	650	95 %	415	35 %	530	74 %	260	5 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470854220481	Rutvik Rathod	605	89 %	620	91 %	545	79 %	313	13 %
158470854137849	Sahil Dharane	290	8 %	310	17 %	400	37 %	313	13 %
158470854679639	Sahil Bhand	640	94 %	665	96 %	580	87 %	207	2 %
158470854061571	Sandesh Pachpande	525	91 %	370	35 %	400	37 %	153	0 %
158470854449307	Sanghamitra Salve	580	84 %	415	35 %	335	10 %	313	13 %
158470854058972	Sanjana Karande	545	75 %	400	31 %	400	26 %	367	28 %
158470854087891	Sanjyot Mankar	315	8 %	635	93 %	435	38 %	207	2 %
158470854085288	Sanket Dukare	545	75 %	505	64 %	470	52 %	260	5 %
158470854235488	Sanskruti Takalkhede	535	72 %	650	94 %	505	65 %	153	0 %
158470854404236	Saurabh Deshmane	455	45 %	605	88 %	540	77 %	100	0 %
158470854777921	Shamiq Na	500	61 %	355	19 %	485	58 %	313	13 %
158470854539125	Sharayu Patil	675	97 %	505	64 %	570	85 %	207	2 %
158470854337179	Sharvari Deshpande	605	89 %	665	96 %	410	29 %	260	5 %
158470854000048	Shaunak Salunke	580	84 %	620	91 %	520	71 %	313	13 %
158470854298946	Shital Kumbhar	560	79 %	620	91 %	495	62 %	313	13 %
158470854498450	Shivam Shinde	475	52 %	840	100 %	540	77 %	313	13 %
158470854770997	Shivang	605	89 %	415	35 %	485	58 %	473	68 %
158470854669770	Shreyas Raipure	560	79 %	505	64 %	350	13 %	207	2 %
158470854455818	Shreyash Shimpi	335	11 %	560	80 %	425	35 %	260	5 %
158470854713439	Shrirang Mahajan	525	69 %	590	86 %	580	87 %	153	0 %
158470854952038	Shruti Dandekar	525	69 %	650	94 %	395	24 %	260	5 %
158470854472070	Shubham Tharval	580	84 %	605	88 %	555	81 %	313	13 %
158470854029116	Shubham Mukkerwar	440	64 %	340	25 %	420	44 %	420	48 %
158470854222728	Shubham Shinde	440	39 %	520	69 %	505	65 %	207	2 %
158470854795473	Shubham More	630	93 %	400	31 %	480	56 %	313	13 %
158470854769233	Shweta Kachare	640	94 %	680	97 %	565	84 %	260	5 %
158470854586543	Siddharth Mahajan	455	45 %	325	13 %	335	10 %	473	68 %
158470854510466	Snehal Bhangale	490	57 %	680	97 %	485	58 %	100	0 %
158470854934542	Snigdha Rai	665	96 %	460	50 %	435	38 %	153	0 %
158470854039504	Sudarshan Kokare	605	89 %	605	88 %	510	67 %	367	28 %
158470854993108	Suhas Gore	535	72 %	605	88 %	545	79 %	260	5 %
158470854706568	Sumit Panigrahy	525	69 %	665	96 %	510	67 %	367	28 %
158470854543091	Sumit Kawale	405	48 %	550	91 %	400	37 %	260	5 %
158470854171813	Sumit Solanke	405	28 %	505	64 %	290	4 %	260	5 %
158470854299707	Sunil Saini	510	64 %	370	22 %	340	11 %	313	13 %
158470854605657	Suraj Dhawale	405	28 %	575	83 %	385	21 %	313	13 %
158470854710108	Suyog Suranse	685	100 %	370	35 %	385	32 %	527	84 %
158470854835888	Swapnil Hase	560	96 %	635	98 %	480	66 %	260	5 %
158470854547034	Swapnil Narute	465	48 %	560	80 %	400	26 %	260	5 %
158470854363880	Swapnil Jakhi	535	72 %	385	26 %	485	58 %	260	5 %
158470854464917	Tanvee Murumkar	440	39 %	560	80 %	540	77 %	260	5 %
158470854049422	Tarang Bavishi	490	57 %	620	91 %	530	74 %	367	28 %
158470854635850	Tushar Sonawane	440	39 %	300	9 %	385	21 %	207	2 %

AMCAT ID	Name	AMCAT Score, Percentile							
		English Comprehension		Quantitative Ability		Logical Ability		C Programming	
158470854171988	Umesh Pagare	580	84 %	605	88 %	505	65 %	153	0 %
158470854020255	Vaibhav Sawant	465	74 %	340	25 %	445	54 %	313	13 %
158470854134448	Vaishnavi Kotwad	405	28 %	825	100 %	580	87 %	313	13 %
158470854264789	Vaishnavi Korde	650	95 %	590	86 %	555	81 %	207	2 %
158470854492438	Vanshika Sangidwar	605	89 %	550	77 %	495	62 %	367	28 %
158470854431534	Varad Sawardekar	525	91 %	255	7 %	350	22 %	420	48 %
158470854719691	Vardhaman Bora	475	52 %	520	69 %	460	48 %	473	68 %
158470854901287	Vedant Rade	675	97 %	635	93 %	565	84 %	313	13 %
158470854586854	Viraj Mahind	535	72 %	710	98 %	565	84 %	367	28 %
158470854181174	Viraj Patil	685	97 %	560	80 %	435	38 %	420	48 %
158470854762926	Viraj Patil	440	39 %	620	91 %	425	35 %	420	48 %
158470854107503	Viraj Thorat	405	28 %	475	55 %	530	74 %	420	48 %
158470854803009	Vishad Pimple	350	14 %	460	50 %	435	38 %	153	0 %
158470854867190	Vivek Dhande	665	96 %	825	100 %	555	81 %	260	5 %
158470854674805	Yash Haldive	700	98 %	885	100 %	595	90 %	207	2 %
158470854663084	Yash Dharmadhikari	560	79 %	100	0 %	350	13 %	420	48 %
158470854086827	Yashashri Bhadane	350	14 %	680	97 %	520	71 %	153	0 %
158470854503630	Yogesh Pulkanthwar	500	61 %	800	100 %	520	71 %	153	0 %
158470854920549	Yogyata Ambatkar	650	95 %	605	88 %	495	62 %	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 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, Erricson, Tata Motors, Aricent, Genpact, iGATE, L&T Finance, Sapient, Godrej Agrovet and Tavant Technologies.

Board of Advisors

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Dr. Una-May O'Reilly, MIT, USA
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