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Employability Quantified

Aspiring Minds' Campus Analysis Report

Government Mahamaya College Ratanpur

(B.Sc, B.A, B.Com, 2017)

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 Government Mahamaya College Ratanpur 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	Government Mahamaya College Ratanpur
Date of testing	23,28,29-Apr, 7,14,21-May-2017
Degree tested	B.Sc, B.A, B.Com (67 students)
Number of students compared in each stream	

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 23,28,29-Apr, 7,14,21-May-2017 where a total of 67 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.
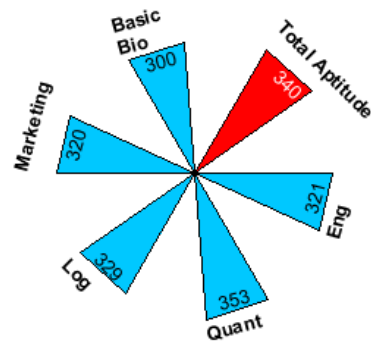
Campus Aptitude And Skill Chart

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.

Modules Attempted	Campus Average Percentile	Campus Average (Std. Dev.)	National Average (Std. Dev.)	Difference (Campus - National)	Confidence	Is Significant?[1]
English Comprehension	15%	321 (66)	410 (85)	-89	100%	Yes
Quantitative Ability	36%	353 (124)	385 (90)	-32	98%	Yes
Logical Ability	21%	329 (80)	400 (90)	-71	100%	Yes
Marketing	20%	320 (38)	415 (115)	-95	100%	Yes
Basic Biology	11%	300 (69)	425 (101)	-125	100%	Yes
Total Aptitude	**25%**	**340 (59)**	**398 (88)**	**-58**	**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.*

Note: Basic Statistics, Financial Accounting, Fundamentals of Chemistry, Telecommunications Engineering, Computer Science, Basic Computer Literacy, Human Resources and Sales Competency Test modules are not considered as they were attempted by less than 5 students in your campus.

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 a matter of deep concern that the students of your institute, on an average, have scored **much lower than the National Average** in the English module. This is very critical and the campus must relentlessly focus on English language training of their students. For students, the best way to improve English is by reading newspapers, magazines and books, and practice speaking in English. The campus faculty also needs to increase its attention on teaching the basics and then move on to advanced concepts to improve their score, in order to match the National Average and beyond.

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 below the National Average. Since the difference is not large,** this gap can be abridged by taking appropriate corrective measures. The best way to ace this subject is to get an understanding of the basic concepts of this module like numbers, probability, word problems, etc. Students should practice a variety of questions from all the sub areas of this module, gradually increasing the difficulty level once the easier topics have been mastered.

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. The performance of your students in **Logical Ability section is not up to the mark. On an average, the scores are way below the National Average.** Your institute has to take firm steps to ensure that the students perform well in this section. Students should practice logical puzzles and games of various kinds to improve their logical reasoning skills. The faculty should take sincere efforts to effectively build a strong foundation of logical reasoning in students.

II. Performance Summary

From the above analysis, it is clearly visible that the **performance of the students at your campus is not satisfactory in English Comprehension, Quantitative Ability and Logical Ability,** 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.

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 Strong	Conduct tests and quizzes under time constraints which would help students judge their performance and further improve upon it. 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. Conduct a number of mock tests and ensure that the students appear in each of these tests. This will help them to know where they actually stand.
Quantitative Ability	Strong	Time-honored mock tests should be conducted for the students so that they are able to judge themselves. Real time problems on different topics should be extensively discussed to equip the students with different concepts. 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	Very Strong	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. 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.

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 product based companies analyze the future requirements of market and come up with exact solutions and product enhancements. That is, they develop their own products/applications based on the market requirements. These companies primarily look for good programming skills and quantitative ability. Since the job does not include interaction with clients, they do not focus on good scores in English. Yahoo, Microsoft, Texas Instruments, etc. are some of the product based technology 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.

- **Sales & Client Servicing**

  Client Servicing managers build and maintain relationship with the companies' clients. They try and meet the client needs and requirements ensuring high customer satisfaction, which inturn increases the company's profitability. The job description could include various activities including providing technical support and training to clients, answering client queries, addressing their concerns and resolving them.

- **Accounting Roles**

  The job of accountants requires them to apply accounting principles and procedures to analyze financial information, prepare accurate and timely financial statements and ensure appropriate accounting control procedures. Accountants are expected to be very strong in problem analysis, number crunching and they should have good knowledge of accounting. They need to be high on attention to detail and accuracy.

- **Content Writing/Journalism**

  In the field of content writing and journalism, the job would involve writing about varied topics- both technical and non-technical. A content writer would be expected to conduct online-research and be able to generate creative and original content for various purposes. The job description includes having a wide range of knowledgeable functions that starts with developing uncovered stories to writing and getting them published. The candidates are expected to have excellent command over English language & strong written communication skills.

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	0%	100%
ITeS and BPO	1.7%	98.3%
Hardware and Networking	1.7%	98.3%
KPO/Analyst	0%	100%
Sales & Client Servicing	0%	100%
Accounting Roles	0%	100%
Content Writing/Journalism	0%	100%

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	Low	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, Logical Ability and Quantitative Ability.
ITeS and BPO	Low	These companies look for candidates proficient in English with average Logical and Quantitative abilities. If employability prospects is to be increased for this industry, campus faculty will need to focus on English Comprehension, Logical Ability and Quantitative Ability.
Hardware and Networking	Low	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 English Comprehension, Logical Ability and Quantitative Ability.
KPO/Analyst	Low	These companies look for candidates having proficiency in English with good Quantitative and Reasoning abilities. To increase the employability prospects for this industry, extra efforts are required by the campus authority on English Comprehension, Quantitative Ability and Logical Ability.
Sales & Client Servicing	Low	These companies are looking for candidates with good English, Logical and Quantitative abilities. To increase the employability prospects for this industry, extra efforts are required by the campus authority on English Comprehension, Logical Ability and Quantitative Ability.
Accounting Roles	Low	This profile requires a good aptitude skills along with proficiency in Finance and Accounting domain. To increase the employability prospects for this industry, extra efforts are required by the campus authority on Logical Ability, Quantitative Ability, Financial Accounting and English Comprehension.
Content Writing/Journalism	Low	This profile requires candidates with excellent command over English and good Reasoning abilities. To increase the employability prospects for this industry, extra efforts are required by the campus authority on English Comprehension and Logical Ability.

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.Sc, B.A, B.Com students in your campus is **not satisfactory in English Comprehension, Quantitative Ability and Logical Ability,** therefore additional training sessions and corrective measures are required by the campus authorities.
- It is clearly evident that **0%, 1.7%, 1.7%, 0%, 0%, 0% and 0%** of your students are eligible to work in **IT Services, ITeS and BPO, Hardware and Networking, KPO/Analyst, Sales & Client Servicing, Accounting Roles and Content Writing/Journalism** respectively which is an area of concern.

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 Government Mahamaya College Ratanpur for giving us an opportunity to conduct AMCAT in their campus. For any clarification or further analysis, we can be contacted at campus@aspiringminds.in or (91) 124 4148777.

Appendix

I. Candidates Score Table

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

AMCAT ID	Name	English Comprehension		Quantitative Ability		Logical Ability		Telecommunications Engineering		Financial Accounting		Marketing		Human Resources		Fundamentals of Chemistry		Basic Statistics		Basic Biology		Computer Science		Basic Computer Literacy		Sales Competency Test	
111180041245690	Aakankaha Kahra	220	1 %	443	46 %	265	7 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041567195	Aakriti Sharma	300	10 %	443	46 %	395	48 %	-	-	-	-	-	-	-	-	-	-	300	11 %	-	-	-	-	-	-	-	-
111180041843710	Abhishek Gandharva	420	55 %	386	20 %	274	8 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041433981	Akshay Yadaw	405	48 %	329	5 %	325	20 %	-	-	233	3 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041813799	Anamika Dewangan	325	16 %	557	92 %	285	10 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041101345	Anurag Sahu	280	6 %	500	75 %	375	39 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041886781	Armaan Kaushik	-	-	214	0 %	185	1 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041902091	Arvind Shyam	290	8 %	329	5 %	345	27 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041400123	Ashish Kaiwart	360	28 %	557	92 %	525	92 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041528381	Bushra Pervin	280	6 %	271	1 %	355	31 %	-	-	-	-	-	-	-	-	322	44 %	-	-	-	-	-	-	-	-	-	-
111180041689006	Chandrabhan Maravi	465	74 %	329	5 %	485	83 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041950253	Din Kewet	-	-	100	0 %	375	39 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041905147	Dipalee Tamrakar	360	28 %	443	46 %	305	15 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041570222	Durga Yadav	315	13 %	157	0 %	225	3 %	-	-	-	-	-	-	-	-	-	-	-	-	282	8 %	-	-	-	-	-	-
111180041350943	Ganga Netam	335	19 %	500	75 %	395	48 %	324	47 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180036705519	Ishwari Kaiwart	265	4 %	329	5 %	355	31 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041821758	Jageshwar Garhewal	300	10 %	500	75 %	345	27 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	315	30 %	-	-	-	-
111180041877567	Janki Sorthe	-	-	271	1 %	205	2 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	433	53 %	-	-
111180041644809	Jayanti Tekam	360	28 %	271	1 %	485	83 %	-	-	-	-	-	-	-	-	-	-	-	-	282	8 %	-	-	-	-	-	-
111180045663487	Jayshri Manikpuri	315	13 %	386	20 %	315	17 %	-	-	-	-	267	10 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041982911	Jyoti Sahu	290	8 %	271	1 %	274	8 %	-	-	-	-	-	-	-	-	367	66 %	-	-	-	-	-	-	-	-	-	-
111180041154319	Kaleshwar Kaiwart	325	16 %	329	5 %	425	61 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180036345080	Kavita Laskkar	335	19 %	271	1 %	215	2 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041993069	Kavita Sahu	290	8 %	500	75 %	345	27 %	-	-	-	-	-	-	209	6 %	-	-	-	-	-	-	-	-	-	-	-	-
111180041573759	Kuldip Yadav	-	-	271	1 %	335	24 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180036286711	Lalit Yadav	255	3 %	500	75 %	385	43 %	-	-	-	-	-	-	367	34 %	-	-	-	-	-	-	-	-	-	-	-	-
111180036688635	Madhu Maravi	440	64 %	386	20 %	225	3 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041286444	Maheswari Patnwar	230	2 %	443	46 %	225	3 %	-	-	-	-	-	-	-	-	-	-	300	11 %	-	-	-	-	-	-	-	-
111180041542589	Mamta Kumre	230	2 %	329	5 %	395	48 %	-	-	-	-	-	-	-	-	-	-	-	-	282	8 %	-	-	-	-	-	-
111180036961404	Manish Jaiswal	290	8 %	500	75 %	465	77 %	-	-	367	28 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041809914	Melu Ram	300	10 %	443	46 %	385	43 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	633	98 %	-	-
111180045650238	Mirza Beg	350	24 %	557	92 %	365	35 %	-	-	-	-	333	24 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041751065	Mohan Yadav	265	4 %	329	5 %	425	61 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

AMCAT ID	Name	AMCAT Score, Percentile																									
		English Comprehension		Quantitative Ability		Logical Ability		Telecommunications Engineering		Financial Accounting		Marketing		Human Resources		Fundamentals of Chemistry		Basic Statistics		Basic Biology		Computer Science		Basic Computer Literacy		Sales Competency Test	
111180041290428	Mohan Porte	220	1 %	214	0 %	245	4 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041841432	Neha Yadav	-	-	443	46 %	335	24 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180036614899	Om Yadav	290	8 %	386	20 %	305	15 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041831463	Pooja Jalkare	315	13 %	443	46 %	205	2 %	-	-	-	-	-	-	-	-	-	-	-	-	282	8 %	-	-	-	-	-	-
111180041642555	Priti Sahu	325	16 %	329	5 %	285	10 %	-	-	-	-	-	-	-	-	-	-	-	-	173	1 %	-	-	-	-	-	-
111180036995199	Priya Jaishwal	325	16 %	214	0 %	385	43 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	300	11 %	-	-
111180041734831	Priya Kashyap	-	-	329	5 %	195	1 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180036622239	Puja Pant	230	2 %	329	5 %	375	39 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	600	84 %
111180036656335	Pushpendra Kumar	315	13 %	329	5 %	375	39 %	-	-	-	-	333	24 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041508870	Pushpendra Kanwar	405	48 %	500	75 %	315	17 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	223	11 %	-	-	-	-
111180041310259	Radhika Yadav	360	28 %	614	99 %	385	43 %	-	-	-	-	-	-	-	-	-	-	-	-	318	15 %	-	-	-	-	-	-
111180036575101	Raghunandan Surywanshi	385	38 %	386	20 %	265	7 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041546679	Rajesh Sahu	195	1 %	100	0 %	285	10 %	-	-	-	-	-	-	-	-	-	-	-	-	464	65 %	-	-	-	-	-	-
111180041271661	Rajni Suraj	-	-	214	0 %	185	1 %	-	-	-	-	-	-	-	-	-	-	-	-	318	15 %	-	-	-	-	-	-
111180036948155	Ramnarayan Kewat	360	28 %	329	5 %	365	35 %	-	-	-	-	300	16 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041644858	Ravi Toppo	290	8 %	443	46 %	445	69 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180036964595	Ravina Sorthe	220	1 %	157	0 %	275	8 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041333807	Ritu Yadaw	350	24 %	386	20 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	245	4 %	-	-	-	-	-	-
111180041381299	Rupali Yadav	210	1 %	271	1 %	365	35 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180045538239	Sageeta Kewat	440	64 %	386	20 %	235	3 %	-	-	233	3 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041380285	Saiyad Ali	300	10 %	329	5 %	455	73 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041459774	Sanjay Kumar	385	38 %	214	0 %	195	1 %	-	-	-	-	-	-	-	-	-	-	-	-	355	24 %	-	-	-	-	-	-
111180041899829	Sanjeet Jaiswal	350	24 %	329	5 %	415	57 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180036956023	Seema Kashyap	395	43 %	157	0 %	245	4 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041341885	Seema Rajput	420	55 %	157	0 %	325	20 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041146174	Shalini Pardhan	385	38 %	214	0 %	315	17 %	-	-	-	-	-	-	-	-	-	-	-	-	318	15 %	-	-	-	-	-	-
111180041440847	Shivcharan Marar	280	6 %	271	1 %	285	10 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041672767	Sonu Kahara	455	70 %	500	75 %	245	4 %	-	-	-	-	-	-	318	25 %	-	-	-	-	-	-	-	-	-	-	-	-
111180041446438	Supriya Kashyap	220	1 %	271	1 %	335	24 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041841661	Vijay Khushro	350	24 %	214	0 %	345	27 %	-	-	-	-	-	-	-	-	-	-	-	-	282	8 %	-	-	-	-	-	-
111180041796659	Vimal Patel	335	19 %	614	99 %	395	48 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041638929	Vvishnu Singh	360	28 %	500	75 %	365	35 %	-	-	322	15 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041929151	Yasmeen Begum	255	3 %	329	5 %	315	17 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
111180041539257	Yogesh Kashyap	335	19 %	329	5 %	355	31 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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 Government Mahamaya College Ratanpur 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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