

Memorandum of Understanding

This agreement / MOU is made on 14/05/2020 by and between;

Alva's Institute of Engineering and Technology

Solapur - Mangalore Highway, Shobhavana Campus MIJAR, Moodbidri, Mangalore, Karnataka 574225.

And

www.techgig.com, a wholly owned website of Times Internet Limited having its registered office at Express Building Bahadur Shah Zafar Marg, New Delhi - 110002 and company office at Times Centre, Ground Floor, FC-6, Sector -16A, Noida, 201 301 (Hereinafter called "TechGig or TIL")

COLLEGE/INSTITUTE and **Techgig** or **TIL** hereinafter individually referred to as "Party" and collectively referred to as "Parties".

Purpose of this MOU

Sharing Institute/College Techgig Assessment Platform ("CODE LEARN") with Institute/College for offering and operationalize short term and login term courses related to coding contest and coding skill.

Institute/College will use Institute/College Techgig Assessment Platform exclusively for operationalising their coding courses.

1. DEFINITIONS & INTERPRETATION

Definitions

The following terms and expressions shall have the meanings assigned to them herein, unless repugnant or contrary to the context hereof or unless defined in the text of this Agreement and its Annexures:

- a) **"Affiliate"** in relation to a Party means any Person which, directly or indirectly, controls such Party or is controlled by such Party or is under common control with such Party; For the purposes of this Agreement, "Control" means power and ability to direct the management and policies of the controlled company through ownership of or control of more than 50 (fifty) percent of the voting shares of the controlled company, either by contract or otherwise;
- b) **"Techgig Assessment Platform"**- TechGig's proprietary assessment platform that lets other party setup assessments using MCQs (Multiple Choice Questions), coding questions, CTF (Capture the flag) and many more type of questions which are auto evaluated once submitted by the test taker.
- c) **"Agreement"** means the terms and conditions as set out in this MOU together with all annexures and schedules, and further includes any amendments, additions, modifications as mutually agreed between Institute/College/
- d) **"Applicable Laws"** means any law, statute, ordinance, rule, regulation, guideline, policy or other pronouncement having the effect of law of any Governmental Authority, as interpreted and administered including any modifications or amendments thereto;
- e) **"BusinessDay"** means all weekdays excluding any public holidays in the Territory;
- f) **"Calendar Day"** means a day constituting twenty-four (24) hours as appearing in the calendar.

- g) **"Confidential Information"** means all information, data, know-how, whether it is technical in nature or not, which is disclosed by a Party, to the other Party, and which is related to research, technology, design, etc., and business activities or strategies of such Party, which is either marked or stated to be confidential, or is by its nature and/ or its name reasonably intended to be confidential;
- h) **"Data"** means all information, brochures, documents, publicity material, proprietary data and databases, User related data, marketing and sales support material of any kind and nature whatsoever that is in tangible or other electronic form or medium, all system and process specific information;
- i) **"Intellectual Property Rights"** shall mean (without limitation) present and future patents, trademarks, registered designs (including any applications for the foregoing), copyrights, design rights, database rights (including rights of extraction) and all similar enforceable property rights including those subsisting (in any part of the world) in inventions, designs, drawings, performances, computer programs, semi-conductor topographies, confidential information, business names, goodwill and the style and presentation of goods or services and in applications for protection of any of the above rights;
- j) **"ThirdParty"** means any individual, sole proprietorship, unincorporated association, unincorporated organization, body corporate, corporation, company, partnership, unlimited or limited liability company, joint venture, Governmental Authority or trust or any other entity or organization except the Parties hereto.
- k) **"Taxes"** means any and all taxes, including but not limited to withholdings, tariffs, levies, duties, cess and imposts, or any similar tax-related charges or levies of whatsoever nature imposed, levied or assessed by any Governmental Authority within the Territory in accordance with present or future Applicable Laws in the Territory;
- l) **"Territory"** means the Republic of India;

2. OBLIGATIONS OF THE INSTITUTE/COLLEGE

- A. The Institute/College shall perform its obligations during the Term, in accordance with the terms and conditions of this Agreement.
- B. The Institute/College shall be responsible for arranging material and non-material resources as required for the successful implementation of the Services by the Institute/College.
- C. The Institute/College agrees not to engage itself or its employees/agents etc. directly or indirectly in any business or activities of TIL within the Territory.
- D. In its provision of the Services the Institute/College shall comply and ensure compliance by its personnel, sub-contractors with all Applicable Law relating health, safety and the environment.
- E. **Institute/College agrees to provide non-transferable and non-exclusive right to use the Institute/College's TechgigAssessment Platform and associated processes in accordance with clauses of this MOU.**
- F. **The clauses and provisions are valid during the event / and for a period of 12 months and same shall be extended further with mutual consent of parties.**
- G. The Institute/College agrees not to use Techgig Assessment Platform for any kind of commercial use or for any other company or for selling any part of this directly or indirectly. Breach of this clause shall attract liability as mentioned in clause -

3. REPRESENTATION AND WARRANTIES

- a) Each of the Parties hereby represents and warrant to the other Party as follows:
- it is duly organized and validly existing under the laws of India and has all requisite power and authority to carry on its business as it is now being conducted.
 - This MOU constitutes its valid, legally binding and enforceable obligation.
 - It shall take such further acts and generally do all such other things as may be reasonably necessary to accomplish the actions contemplated in this Agreement.
 - It has taken all necessary action, corporate or otherwise, as applicable to them to authorize or permit the execution, delivery and performance of this Agreement.
 - The execution, delivery or performance of this Agreement by it will not: (i) conflict with or constitute a default under or breach of performance of any of its obligation; or (ii) result in a violation of any law, regulation, administrative order or judicial order applicable to it or its business or assets.
- b) In addition, the INSTITUTE/COLLEGE represents and warrants to INSTITUTE/COLLEGE as follows:
- It has all requisite knowledge, skill, expertise, experience, technical know-how, resources, and intellectual property rights to perform the Service in accordance with the terms of this Agreement.
 - It shall not incur any liability on behalf of Institute/College or make any contract binding upon TIL.
 - It shall ensure that it shall not initiate, undertake or indulge into any action which is prejudicial to the interests of INSTITUTE/COLLEGE.
 - Without the prior written approval of Institute/College, the INSTITUTE/COLLEGE shall not publish or use any advertising, sales promotion or publicity matter relating to services and reports furnished by the Institute/College wherein the names of Institute/College and their subsidiaries, affiliates are mentioned or their identity implied.

4. AUDITS

- a) During the Term of this MOU, and for a period of 12 months thereafter, Techgig, at its sole expense reserves the right to audit, inspect, and make copies or extracts of relevant systems and processes and records ("Documents") associated with Institute/College's performance under this Agreement.
- b) Techgig or any Auditor appointed by Techgig, shall have unrestricted access to all Documents whether maintained electronically or otherwise including but not limited to the right to call for Documents and explanations from the employees of the Institute/College associated with Institute/College's performance under this Agreement, as it may think necessary for performance of its duties as an Auditor.
- c) The Institute/College shall always cooperate and assist with TIL and its Auditor and provide all Documents and other relevant data and information associated with Institute/College's performance under this Agreement, as and when required, for conducting audit including not limited to investigate any allegations/ instances of fraud.

5. INTELLECTUAL PROPERTY RIGHTS

- a) Each Party owns, and will continue to own all rights, title and interests in and to any inventions, know how, works in any media, software, information, trade secrets, materials, property or proprietary interest that it owned prior to this Agreement.

- b) Intellectual Property Right Infringement
- c) The Institute/College shall indemnify TIL in respect of all losses, damages, costs, and expenses and other liabilities (including, without limitation, reasonable legal and other professional fees) incurred by or awarded against TIL resulting from any claim or action against TIL by any Third Party that the receipt and use by TIL of IVR system or any Services (or any part of them) infringes the Intellectual Property Rights of that Third Party ("IPR Claim") within the time specified in that demand and shall take all steps necessary to defend the IPR Claim.
- d) Techgig agrees that:
 - (i) it shall notify the Institute/College in writing as soon as reasonably practicable of any IPR Claim of which TIL has notice;
 - (ii) TIL shall, at the Institute/College's request, cost and expense, give the Institute/College all reasonable assistance in connection with the conduct of the IPR Claim; and
- e) If any IPR Claim is made, or in the Institute/College's reasonable opinion is likely to be made, against TIL, the Institute/College shall promptly and at its cost and expense obtain for TIL the right to continue receiving and using the Services in the manner permitted under, or as a result of, this Agreement.

6. DATA

- a) The Institute/College acknowledges that any Data generated due to Services shall be the property of the TIL. All Intellectual Property Rights in or to the Data shall vest in TIL unconditionally and immediately upon their creation.
- b) The Institute/College shall only store, copy or use the Data to the extent necessary to perform its obligations under this Agreement and shall not disclose it to any Third Party without the prior consent of the TIL except if required to do so by Applicable Law. Without limiting the previous sentence, the Institute/College shall not use the Data to solicit any business for any of the Institute/College's products or services and shall not disclose it to any of Third Party.
- c) The Institute/College shall store the Data in a secure manner.

7. SECURITY REQUIREMENTS

- a) The Institute/College shall not carry out any act or make any omission, in accordance with Good Industry Practice, which has or could reasonably be expected to have an adverse impact on the security of any of the Services.
- b) In its provision of the Services, the Institute/College shall (and shall ensure that any of its Subcontractors shall) at all times have in place, and regularly and thoroughly test, security arrangements, each in accordance with Good Industry Practice, to:
 - (i) without prejudice to the Institute/College's obligations under Clause 10, protect the integrity and security of the Confidential Information of TIL and the Data which are disclosed to, or processed or otherwise handled by, the Institute/College in the course of the performance of the Institute/College's obligations under this Agreement; and
 - (ii) without prejudice to the Institute/College's obligations under this MOU ensure that such information as set out is not lost, destroyed, accessed, transferred, transmitted or (without appropriate authorization) disclosed while it is in the possession or under the control of the Institute/College or any Subcontractor.

8. INDEMNIFICATIONS

The Institute/College agrees that it shall defend, at its own expense, indemnify and hold TIL, its affiliates, or any of their officers, agents, directors, employees or third party harmless from and against all claims, demands, suits, proceedings, damages, costs, expenses, liabilities (including, without limitation, reasonable legal fees) or causes of action brought against or incurred by TIL, its affiliate, or any of their officers, agents, directors, employees or third party for:

- a. Using TechgigAssessment Platform other than purpose of conducting courses as offered and conducted by INSTITUTE/COLLEGE.
- b. loss or damage to real and tangible property, caused by (or relating to the strict liability of) the Institute/College, or its officers, employees, representatives or agents;
- c. violation of Applicable Laws by the Institute/College or its officers, employees, representatives or agents;
- d. breach of any representation or warranty by the Institute/College or any of its officers, employees, representatives or agents; or
- e. any other liability or loss that shall:
 - (i) have resulted from any fraud, wilful misconduct, negligent act or from the default of the Institute/College or its or their respective officers, employees, representatives or agents in the performance of their obligations under this Agreement; or
 - (ii) shall be a liability or loss for which the Institute/College is legally liable.

Limitation of Liability

- a) Notwithstanding any other provision in this Agreement, no Party shall be liable to the other Party or their respective Affiliates, subcontractors, employees, officers, and directors, for any liability that is indirect, remote or consequential.
- b) Except for liability arising out of breach of Clause 2 and Clause 6,7, the maximum liability of INSTITUTE/COLLEGE under this agreement shall be limited to 2 crores in INR.

GENERAL TERMS

- a) **Force Majeure:** Each Party's failure to perform its obligations hereunder, will be excused to the extent such performance is prevented by acts of God, explosion, casualty of war, labour dispute, failure of utilities, violence, governmental interference, or any other act or condition beyond the reasonable control of such Party. In such case, the Party so affected will give prompt, written notice to the other Party, and will resume performance promptly once the interfering condition has abated. Either party, upon written notification, may immediately terminate this agreement if the interfering condition is not abated within ninety- (90) days.
- b) **Assignment:** Neither party may assign its rights in this Agreement without the prior written consent of the other party, except that either party may assign this Agreement, upon written

notice, to a third party that acquires a controlling interest in the assignor's voting stock, or to an entity controlled by the same party that controls the assignor. Any attempt to assign this Agreement in violation of the foregoing will be void. This Agreement will inure to the benefit of and be binding upon successors and permitted assigns Content service(s) of the parties.

- c) **Amendment:** The Parties shall mutually agree to any amendments to this Agreement and any such modifications, amendment, shall be only through a document in writing signed by the authorized representatives of the Service Provider and TIL.
- d) **Notices:** Any notice given under this Agreement must be deemed properly given when delivered in writing, if delivered in person, or sent via facsimile (with confirmation of receipt), overnight courier, electronic mail (with confirmation of receipt), or certified or registered mail (postage prepaid) to the party at the address mentioned below. Each party must notify the other party of any changes to its address in accordance with this section.

If to TIL

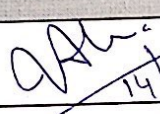
Attention - BH- TimesJobs.com and Techgig.com

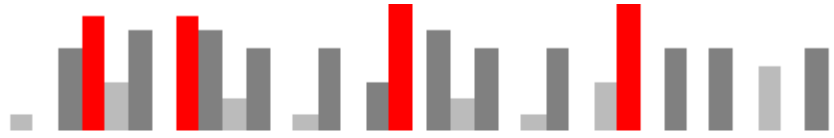
If to INSITUTE/COLLEGE

Attention - Director

- e) **Dispute Resolution:** All disputes or differences arising out of or in connection with the execution, interpretation and performance of this Agreement, unless settled amicably by the parties hereto, shall be referred to and exclusively settled by Arbitration in accordance with Indian Arbitration & Conciliation Act, 1996. The Arbitration panel shall comprise of sole arbitrator, appointed by the Parties. The venue of the arbitration shall be Delhi, India. The language of arbitration shall be English. The decision of the arbitrators shall be final and binding upon both the parties. The costs of arbitration including the fees and expenses of arbitration shall be borne equally by the parties hereto, provided, however, that each party shall bear the cost of preparing and presenting its own claims and/or defences.
- f) **Governing Law:** This Agreement shall be governed and construed by the laws of the Republic of India, the parties irrevocably consent to the jurisdiction and venue of courts of State of Delhi, India without regard to or application of choice of law rules.
- g) **Waiver:** All waivers hereunder must be in writing, and no failure by either party to enforce any rights hereunder will constitute a waiver of such right then or in the future.
- h) **Severability and Headings:** If for any reason any provision of this Agreement is unenforceable, that provision of the Agreement will be enforced to the maximum extent permissible so as to affect the economic intent of the parties, and the remainder of this Agreement will continue in full force and effect. Headings used in this Agreement are provided for convenience only and will not in any way affect its meaning. The parties acknowledge that they have played equal parts in negotiating this Agreement and that its terms will be interpreted without any bias against one party as drafter. Words or phrases importing the singular shall be interpreted to include the plural and vice versa.
- i) **Counterparts:** This Agreement may be executed in counterparts, each of which will be considered an original, but all of which taken together will constitute one and the same instrument.
- j) **Independent Contractors:** The relationship of Service Provider and TIL established by this Agreement is that of independent contractors and nothing in this Agreement will be construed to constitute the parties as joint venture or partnership.

In witnesses whereof, the parties herein have signed on this document, on the date, month and year mentioned above.

Times Internet Limited	Alva's Institute of Engineering and Technology
By: _____ Name: Title: Date:	By:  Name: VIVEK ALVA Title: MANAGING TRUSTEE Date: 14/05/2020



Aspiring Minds' Campus Analysis Report

Alvas Institute of Engineering and Technology

(B.Tech/B.E - 2022)



Aspiring Minds Assessment Pvt. Ltd.

Study of Students' Employability and their Performance in AMCAT

TABLE OF CONTENTS

Purpose of this Report	3
Introduction	5
Score Interpretation	9
Percentile Interpretation	9
Section No. 1 - Students\' Capability and Training Need Analysis	10
I. Inferences	12
II. Performance Summary	14
III. Training Suggestion	15
Section No. 2 - Students\' Employability	18
I. Perspective on Corporate Shortlisting Criteria	18
II. Employability Prospects	21
III. Bird's-eye-view of Employability	22
Section No. 3 - Intra Campus Comparison	24
I. Stream Comparison	24
Section No. 4 - Aspiring Minds' Concluding Words	28
Section No. 5 - Appendix	29
I. Candidates Score Table	29
II. Statistical Significance (Confidence)	33
III. National Average (Norm)	33
IV. Variance (Standard Deviation)	33
V. About Aspiring Minds	33

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 Alvas Institute of Engineering and Technology 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	Alvas Institute of Engineering and Technology
Date of testing	24th September 2019
Degree tested	B.Tech/B.E (239 students)
Number of students compared in each stream	
Computer Science & Engineering	93 students
Information Science Engineering	27 students
Electronics and Communication Engineering	55 students
Civil Engineering	56 students
Other	8 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 24th September 2019 where a total of 239 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. Computer Programming
V. Electronics and Semiconductor Engineering
VI. Mechanical Engineering
VII. Electrical Engineering
VIII. Civil Engineering
IX. 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 wide-ranging vocabulary to cope with general and specific terminology.
- Syntax and sentence structure, the incorrect use of which distorts meaning and becomes a communication hurdle.
- Comprehension exercises designed to test a candidate's ability to read fluently and understand correctly.
- 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. Computer Programming

The Computer Programming Principles module evaluates the suitability of the candidate for the software industry. It not only tests the knowledge and application of basic constructs of programming, but also concepts of data structures, algorithm analysis and object-oriented-programming.

The test is language-independent and all programming questions use a pseudo-code. Significant effort has been made to exclude memory-based and rote-learning questions. The test contains questions on debugging programs, finding the output of programs,

completing incomplete programs, finding complexity of algorithms, questions on implementation and operations on different data structures, etc.

The test contains the following sections:

- a. Structure and constructs of Computer Programs
- b. Data-structures and Basics Algorithms
- c. Object Oriented Programming Concepts

V. Electronics and Semiconductor Engineering

The Electronics and Semiconductor test assesses the suitability of the candidate for the SOC, Embedded Systems, VLSI design, etc. companies. This test together with that of Computer Programming assesses the suitability of candidates for EDA companies. The test has the following sections:

- a. Analog Electronics
 - 1. Basic Components, their operations and Circuit Analysis
 - 2. Active Components, Large, Small Signal and Circuit Analysis
 - 3. Frequency domain and time domain analysis of systems, Feedback and Stability
 - 4. Opamp based circuits and analysis
- b. Digital Electronics
 - 1. Boolean Algebra, Minimization of Boolean Functions
 - 2. Implementation and Analysis of logic gates
 - 3. Sequential blocks - flip-flops and latches
 - 4. Digital Circuits and Blocks
 - 5. State Machines and design of Complex sequential circuits

VI. Mechanical Engineering

In this module, a student is tested for his understanding of mechanical engineering - theoretical and practical knowledge. Questions from different areas in this subject are asked so as to assess a student on his complete knowledge of the subject. The test has the following sections:

- a. Manufacturing Science
- b. Thermodynamics & IC Engines
- c. Fluid and Machine Mechanics

VII. Electrical Engineering

The Electrical Engineering module has been designed to assess a candidate's knowledge working in power sector. The module is meant for B Tech. students who may be freshers or the students who may be exposed to industry for one to two years. The module checks

for the concepts which would be used by the engineers in everyday working. The module consists of both conceptual and practical aspects of the subject.

VIII. Civil Engineering

Civil Engineering module assesses a student's skills, knowledge and understanding of the core ideas involved in the branch of civil engineering. The module focuses on testing a student on theoretical knowledge and practical concepts which will help him perform a good job as an engineer in the industry.

IX. 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

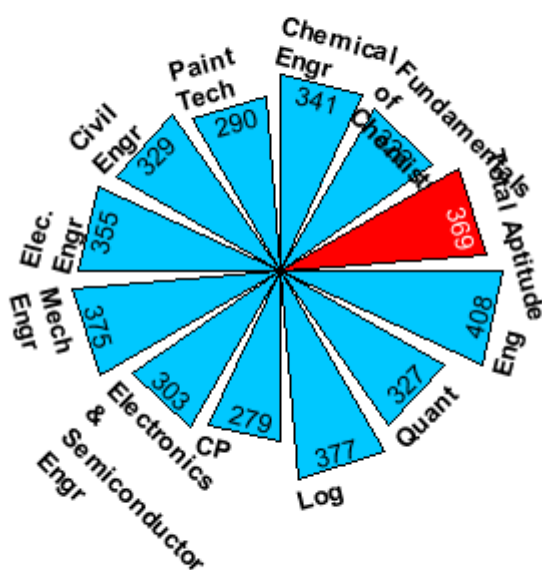
All scores lie between 100 and 900. The scores are normalized on a Gaussian curve using statistical techniques. The scores follow global standards of validity and reliability. They are valid for three years and remain consistent on repeat testing unless the candidate's ability improves because of sustained 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	25%	408 (89)	475 (100)	-67	100%	Yes
Quantitative Ability	7%	327 (97)	495 (115)	-168	100%	Yes
Logical Ability	19%	377 (71)	465 (101)	-88	100%	Yes
Computer Programming	15%	279 (88)	400 (116)	-121	96%	Yes
Electronics and Semiconductor Engineering	47%	303 (84)	310 (80)	-7	60%	No
Mechanical Engineering	16%	375 (135)	450 (75)	-75	97%	Yes
Electrical Engineering	40%	355 (58)	380 (103)	-25	84%	No
Civil Engineering	66%	329 (87)	300 (72)	29	99%	Yes
Paint Technology	2%	290 (41)	500 (101)	-210	100%	Yes
Chemical Engineering	3%	341 (77)	525 (100)	-184	99%	Yes
Fundamentals of Chemistry	44%	322 (103)	335 (80)	-13	34%	No
Food Science	9%	290 (73)	425 (100)	-135	100%	Yes
Computer Science	35%	331 (86)	380 (125)	-49	100%	Yes
Basic Computer Literacy	78%	504 (149)	425 (100)	79	97%	Yes
Information Gathering and Synthesis	18%	433 (152)	550 (125)	-117	100%	Yes
Aeronautical Engineering	11%	327 (117)	450 (100)	-123	98%	Yes
Total Aptitude	15%	369 (60)	478 (105)	-109	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: Automata Fix, 2D Animation, Industrial Engineering, Telecommunications Engineering, Human Resources, Polymer Engineering, Machining, Automotive Engineering, Basic Biology, Instrumentation Engineering and Metallurgical Engineering 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 has **not performed well and on an average, their scores are much lower than the National Average**. Your students should work on the understanding of basic concepts in this module. They should practice a variety of questions from all the areas of this module, gradually moving to higher difficulty levels.

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.

4. Computer Programming

Computer Programming module assesses a candidate's programming skills. The sub-categories of this module are basics of programming, data structures, object oriented programming and theoretical computer science (complexity, data types, etc.). A high score in this module is an indicator of proficiency in the role of software engineer or developer. In this module, students of your campus have **not performed well when compared to the National Average**. Firm corrective measures are required for improvement in this section. Students should focus more on Computer Programming and this subject should hold more importance in your curriculum. There is a need for changes to be adopted in the method of teaching as well with greater emphasis on practical aspects rather than theory. Students need to target every area of this module, to better their performance.

5. Electronics and Semiconductor Engineering

The Electronics and Semiconductor module tests the students' understanding of analog and digital electronics. Students need expertise in this area to pursue a career in fields

such as VLSI Design, Embedded Systems, Computer-Aided-Circuit Design - in general, the Semiconductor and SOC industry. The topics included in this module are taught to students pursuing Electronics/Electrical engineering. In some colleges, it is also taught to students pursuing engineering in Computer Science, Instrumentation, etc. It is good that the students of your campus, on an average, are **equivalent to the National Average**, but there is lot of room for improvement. It seems that students first require a brush-up of basic concepts followed by lot of problem solving. Giving weekly or bi-weekly assignments and making them solve problems at the back of every chapter, is a great way to further improve the conceptual understanding of students and would help them score better in this subject.

6. **Mechanical Engineering**

Mechanical engineering module assesses a candidate's understanding on core concepts including mechanics, kinematics, thermodynamics, material science, structural analysis, etc. It requires a candidate to apply the principles of physics and material science for analysis, design, manufacturing and maintenance of mechanical systems. For any job profile in core mechanical sector, a student is required to do well in this module. Your campus performance has been below average. Students of your campus have, on an average, **scored significantly lower than the national average**. We suggest that the students need to extensively read about the core subjects like Production engineering, Thermodynamics, Machine design, Kinematics, etc - right from the basics. Channelized topic selection and proper devotion of time to important topics could go a long way in improving the student's performances. Also more emphasis should be given to conceptual and practical based teaching.

7. **Electrical Engineering**

Electrical engineering module assesses a candidate's knowledge on a range of subfields like analog and digital electronics, power engineering, control systems and signal processing. The module deals with the study and application of electricity, electronics and electromagnetism. In order to build a career in fields such as Power sector, Control and electronics, a student is expected to do well in this module. Students of your institute, on an average, **have scored equivalent to the National Average in this module**. While they seem to have good theoretical knowledge of the subject, but in order to improve their performances, it is imperative that they are well acquainted with the various numerical based problems in Control systems, power systems etc. Proper guidance from the faculty could go a long way in improving their performance.

8. **Civil Engineering**

Civil engineering module requires a student to have a basic understanding of core topics such as structural, geo technical, material, transportation engineering etc, so that a student is able to apply this knowledge in planning, design, construction and maintenance of structures (like roads, building, etc). The module tests the student to have a basic knowledge of general principles of mechanics and construction and requires the candidate to apply these principles in practical based problems. Scores of your students in Civil engineering section are good, on an average, scoring **slightly greater than the National Average**. Although they seem to have a good knowledge of the basic conceptual topics, they need to work on some advanced topics that involve complex problems such as structural analysis of beams and trusses, structural designs of canals, weirs etc.

9. **Chemical Engineering**

Chemical Engineering module focuses on three aspects of chemical engineering - Chemical process engineering and technology, principles and designs involved in chemical processes and Transport phenomena. It requires a candidate to apply the principles of chemistry,

physics and material science in practical and industrial application based problems. A good score in this module is vital for obtaining a job in chemical industry. It is a matter of deep concern that the students of your campus, on an average, have scored significantly lower than the National Average in this module. The basic concepts of students in Chemical engineering are not clear. Our analysis suggests students should extensively read simpler theoretical topics such as heat transfer - conduction, convection, radiation etc; Mass transfer laws and theories like penetration and surface, Fick's laws etc. Once they are confident of simpler topics, they should try to master more conceptual reasoning based topics such as design and operation of equipment for processes like distillation, extraction, leaching etc.

II. Performance Summary

From the above analysis, it is clearly visible that the **performance of the students at your campus is good in Civil Engineering**, which is commendable. They have performed **satisfactory in Electronics and Semiconductor Engineering and Electrical Engineering**, whereas extra efforts can make a tremendous difference in performance. However, the students' performance is **not satisfactory in English Comprehension, Quantitative Ability, Logical Ability, Computer Programming, Mechanical Engineering and Chemical Engineering**, 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	Very Strong	Encourage pupils not to read mathematics, but to write and practice. That is the only way to learn mathematics. 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. Time-honored mock tests should be conducted for the students so that they are able to judge themselves.
Logical Ability	Very Strong	Advise students to develop their own notations so that they can represent the problem using proper symbols, diagrams 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. 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.
Computer Programming	Very Strong	Choose a high-level language like C/C++/Java and let the students try implementing different programs (pattern/series generation, arithmetic operations, decision-making, use of functions, etc.) in the chosen language. Or, in other words, practical exposure to programming should be encouraged. Sharpen your students' skills by making them design programs for complex problems. Try giving them more challenging assignments. One of the best ways to improve fundamental skills in this module is by reading technical literature and good books with lot of examples. You could

Area to Improve Upon	Degree of Improvement	Suggestion
		subscribe to technical journals and more books on computer programming in your library.
Electronics and Semiconductor Engineering	Moderate	Good understanding of combinational logic, circuit analysis and design is required to excel in this module. We suggest that the students should keep practicing questions in these areas to keep their knowledge updated. Make sure they go through various examples, understand and practice them. Then, make them solve multiple-choice-questions under time constraint. It is a conceptual subject which requires very strong foundation. For analog design, we recommend that initially, students concentrate on basic circuit analysis and understanding. 'Network Analysis' by Van Valkenburg is a good book to strengthen one's concepts in this area. Once the network concepts are clear, one should move on to active circuit analysis and synthesis. The book we recommend for this purpose is 'Microelectronic Circuits' by Sedra-Smith. This book is very good for self-learning as it has been written in reader-friendly manner. For digital design, we recommend 'Digital Design' by Morris Mano.
Mechanical Engineering	Very Strong	Mechanical engineering is a practical oriented branch with many real time applications. So, it is important that the teaching relates to such scenarios like understanding how an object is moving, what is the principle behind the working of a machine, etc. One of the best ways to improve fundamental skills in this module is by providing students with direct hands on experience. Workshops and machinery shops with appropriate facilities for welding, metal cutting tools, lathes etc is one possible solution. Industrial visits form an essential part of a mechanical engineering curriculum. Exposing students to outside environment - how everything works in a core sector - could form a perfect platform to help students apply theoretical concepts in practical environment.
Electrical Engineering	Moderate	Hands on experience is critical in electrical engineering. Therefore internships and Industrial visits should be encouraged so that students get a chance to apply their concepts in 'real world' scenarios. In electrical engineering labs, students should be encouraged to explore and assemble various circuits, so that they can learn things practically.
Civil Engineering	Very Less	It is important for a civil engineer to be updated with the latest technology and innovation taking place in the infrastructural industries. Therefore, it is important to

Area to Improve Upon	Degree of Improvement	Suggestion
		regularly conduct seminars and presentations so that students stay ahead of the curve on cutting edge information.
Chemical Engineering	Very Strong	A chemical engineer would have to take care of the plant processes which include monitoring the process plant operating parameters. Therefore it is important for faculty to relate process design and control concepts to industrial scenarios. Industrial visits to companies where the various production process take place involving equipments like heat exchangers, etc will help the students understand the principles involved better. Regularly conducting seminars, presentation and workshops go a long way in broadening student's understanding on the subject.

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.

- **IT Products**

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.

- **Electronics & Semiconductor**

The companies in this sector provide job opportunities which fall under one of these two categories: electrical power generation/transmission and its application. One can further specialize in research, testing, design & development or production & manufacturing. Most electrical engineering strongly prefer candidates with a degree in electrical engineering or related field and hence candidates are expected to have sound domain knowledge apart from being strong in analytical & problem solving skills.

- **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.

- **Software Quality**

Software testers are responsible for testing of software programs to ensure quality. They are required to review software requirements, prepare test cases, execute them and report defects.

- **Civil Design & Construction**

The job profile of a civil engineer includes planning and supervising the construction of society's infrastructure like roads, dams, buildings and highways. Civil engineering is a broad field and one would generally specialize in any one specific area like structural, construction, environmental or transportation engineering. Civil engineers need to have a strong aptitude for mathematics and should be able to think logically and creatively to be successful. They must be able to communicate well, both verbally and in writing. Domain knowledge is very important and hence the candidates need to have a bachelor's degree in Civil Engineering.

- **Electrical/Energy & Power**

The jobs in this sector involves design, deployment and maintenance of a broad range of electrical systems and equipment with a focus on economy, safety, quality and reliability. The skills required for the role of electrical engineer include analytical skills, effective communication and organizational skills and mastery in engineering 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 some training	Percentage of Students Need lot of training
IT Services	0.5%	1.9%	97.7%
IT Products	0%	2.7%	97.3%
Electronics & Semiconductor	0%	12.2%	87.8%
ITeS and BPO	26.4%	5.1%	68.5%
Hardware and Networking	16.7%	10.2%	73.1%
KPO/Analyst	0.5%	10.6%	88.9%
Software Quality	5.4%	0%	94.6%
Civil Design & Construction	0%	0%	100%
Electrical/Energy & Power	0%	11.1%	88.9%

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	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 Quantitative Ability, Logical Ability and English Comprehension.
IT Products	Low	These companies are basically looking for good English, Programming and Logical skills with average Quantitative ability. For better employability prospects in this industry, your students need to focus on Quantitative Ability, Logical Ability, Automata Fix and English Comprehension.
Electronics & Semiconductor	Low	These companies look for candidates having good knowledge of Electronics and Semiconductors with good Logical and Quantitative abilities. For better employability prospects in this industry, your students need to focus on Quantitative Ability, Logical Ability, Electronics and Semiconductor Engineering and English Comprehension.
ITeS and BPO	Low	These companies look for candidates proficient in English with average Logical and Quantitative abilities. To increase the employability prospects for this industry, extra efforts are required by the campus authority on Logical Ability, English Comprehension and Quantitative Ability.
Hardware and Networking	Low	These companies are basically looking for candidates with good English and average Logical abilities. For better employability prospects in this industry, your students need to focus on Logical Ability, English Comprehension and Quantitative Ability.

Type of Company	Campus Employability Prospect	Areas in Need of Training for Improving Employability Chances
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 Quantitative Ability, Logical Ability and English Comprehension.
Software Quality	Low	This profile requires candidates with good aptitude skills along with knowledge of Computer Programming. If employability prospects is to be increased for this industry, campus faculty will need to focus on Logical Ability, Automata Fix and English Comprehension.
Civil Design & Construction	Low	These companies look for candidates with good knowledge of English, Logical and Quantitative abilities with proficiency in Civil Engineering. To increase the employability prospects for this industry, extra efforts are required by the campus authority on English Comprehension, Quantitative Ability, Logical Ability and Civil Engineering.
Electrical/Energy & Power	Low	These companies look for candidates with good knowledge of English, Logical and Quantitative abilities with proficiency in Electrical Engineering. If employability prospects is to be increased for this industry, campus faculty will need to focus on English Comprehension, Quantitative Ability, Logical Ability and Electrical Engineering.

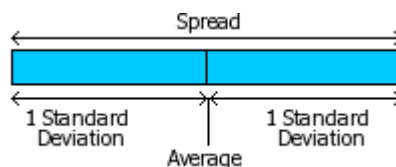
Section 3 - Intra Campus Comparison

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.

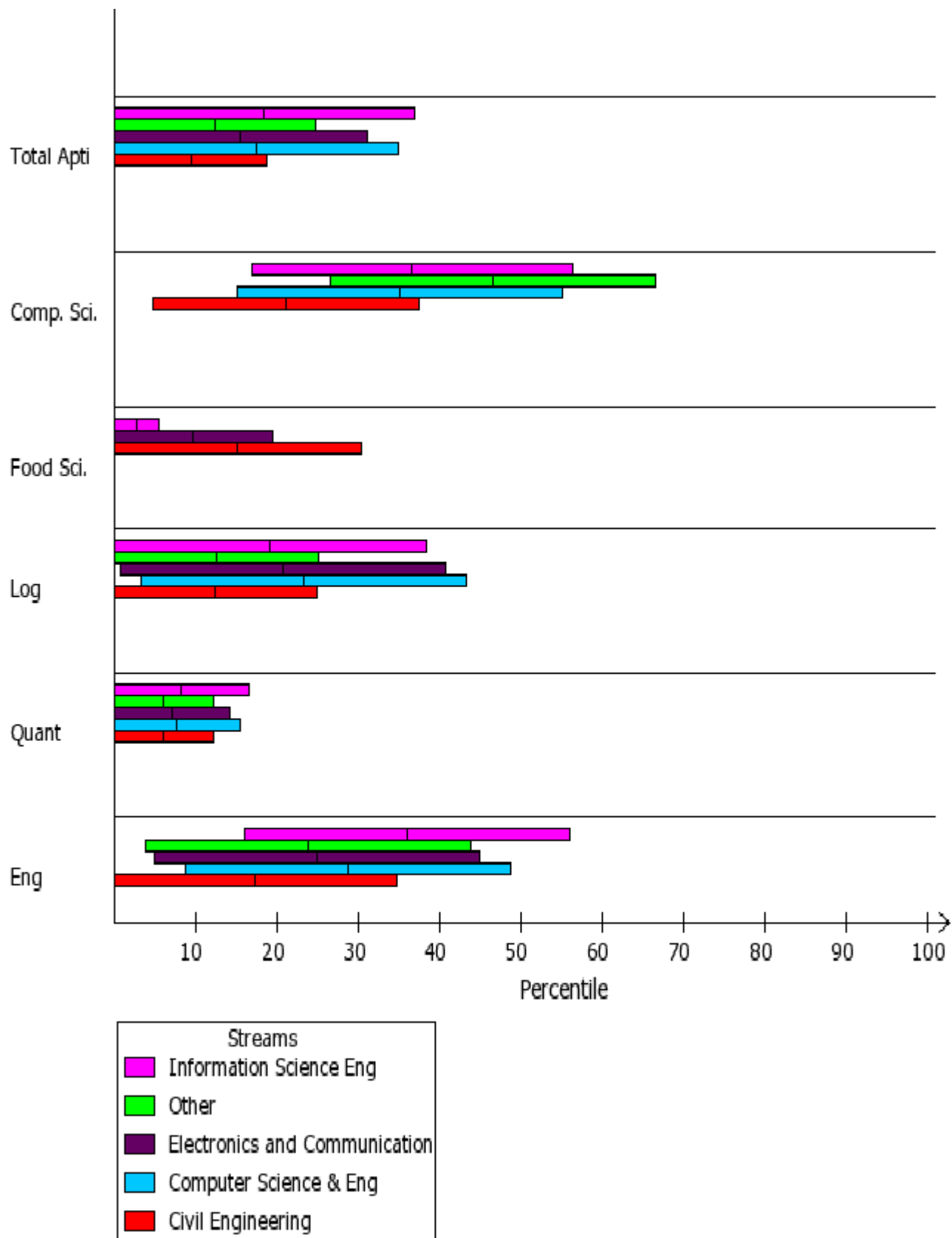
I. Stream Comparison

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. Computer Science & Engineering
2. Information Science Engineering
3. Electronics and Communication Engineering
4. Civil Engineering
5. 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	Food Science	Computer Science
1	Information Science Engineering	Information Science Engineering	Computer Science & Engineering	Civil Engineering	Other
2	Computer Science & Engineering	Computer Science & Engineering	Electronics and Communication Engineering	Electronics and Communication Engineering	Information Science 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

Information Science Engineering students have shown that they are the best when it comes to English Comprehension. **Computer Science & Engineering students follow them** with a difference of 7.28 percentile points while **Civil Engineering students are the last in the order** with a difference of 18.73 percentile points. Also, consider that all the streams, on an average, have scored low in comparison to the National Average.

2. Quantitative Ability

Candidates having **Information Science Engineering as specialization have scored highest** in Quantitative Ability. **Computer Science & Engineering students scored slightly lower than Information Science Engineering students** with a difference of 0.41 percentile points whereas Other students have scored significantly lower than Information Science Engineering with a difference of 2.2 percentile points. If nationwide comparison is made, then, on an average, all the streams have performed worse than the National Average.

3. Logical Ability

Candidates having **Computer Science & Engineering as specialization have scored highest** in Logical Ability. **Electronics and Communication Engineering students scored slightly lower than Computer Science & Engineering students** with a difference of 2.42 percentile points whereas Civil Engineering students have scored significantly lower than Computer Science & Engineering with a difference of 10.84 percentile points. Also, note that all the streams have scored poorly in comparison to the National Average.

4. Food Science

In Food Science **Civil Engineering students are the top scorers, their average score exceeding that of Electronics and Communication Engineering** by 5.4 percentile points while **Information Science Engineering students are the lowest scorers**. None of the

streams have performed up to the mark when compared to the National Average.

5. Computer Science

Students from Other have performed well in Computer Science section in comparison to the Information Science Engineering students who, on an average, lag by 25.52 percentile points. **Civil Engineering students' performance is comparatively lower** with respect to the other streams, scoring 21 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, **Information Science Engineering 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 Civil Engineering**, which is commendable. They have performed **satisfactory in Electronics and Semiconductor Engineering and Electrical Engineering**, whereas extra efforts can make a tremendous difference in performance. However, the students' performance is **not satisfactory in English Comprehension, Quantitative Ability, Logical Ability, Computer Programming, Mechanical Engineering and Chemical Engineering**, therefore additional training sessions and corrective measures are required by the campus authorities.
- It is clearly evident that **0.5%, 0%, 0%, 26.4%, 16.7%, 0.5%, 0%, 0%, 5.4%, 0% and 0%** of your students are eligible to work in **IT Services, IT Products, Electronics & Semiconductor , ITeS and BPO, Hardware and Networking, KPO/Analyst, Automobile/Manufacturing Industry, Telecom, Software Quality, Civil Design & Construction and Electrical/Energy & Power** respectively which is an area of concern.
- In your campus, **Information Science Engineering 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 Alvas Institute of Engineering and Technology 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.

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AMCAT ID	Name	AMCAT Score, Percentile																										
		English Comprehension	Quantitative Ability	Logical Ability	Computer Programming	Electronics and Semiconductor Engineering	Mechanical Engineering	Electrical Engineering	Civil Engineering	Telecommunications Engineering	Paint Technology	Metallurgical Engineering	Chemical Engineering	Polymer Engineering	Automotive Engineering	Human Resources	Fundamentals of Chemistry	Industrial Engineering	Basic Biology	Instrumentation Engineering	Food Science	Computer Science	Basic Computer Literacy	2D Animation	Information Gathering and Synthesis	Machining	Aeronautical Engineering	
130015782847520	A V Shivan	595	87 %	355	19 %	340	11 %	-	-	-	-	-	-	-	-	-	-	-	-	-	322	38 %	-	-	-	-	-	
130015782889464	Abhinav H J	465	48 %	325	13 %	375	19 %	-	-	-	-	455	21 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
13001578245352	Abhishek Potdar	325	9 %	340	16 %	325	8 %	-	-	-	-	255	11 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
130015782337650	Abhishek Nambiar	420	32 %	300	9 %	520	71 %	-	-	-	-	-	-	-	-	-	-	-	-	-	322	38 %	-	-	-	-	-	
13001578236606	Abhishek Harasankar	335	11 %	310	10 %	420	33 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	380	44 %	-	-	-	-	
130015782333829	Abhishek Joshi	430	36 %	310	10 %	375	19 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	260	11 %	-	-	-	-	
130015782703756	Abhishek Sarangapani	635	91 %	445	45 %	360	15 %	-	-	-	305	28 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
130015782882583	Adarsha S	455	45 %	285	7 %	385	21 %	-	-	-	255	12 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
130015782473812	Adarsha N Y	230	1 %	135	0 %	400	26 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
130015782384998	Akash K	385	22 %	300	9 %	485	34 %	-	-	-	-	-	-	260	12 %	-	-	-	-	-	-	-	-	-	-	-	-	
130015782922642	Akash Shetty	520	88 %	375	46 %	-	-	-	-	-	-	-	-	340	55 %	-	-	-	-	-	-	-	700	95 %	252	4 %	633	93 %
130015782753388	Akash Acharya	280	4 %	240	3 %	255	2 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	300	19 %	-	-	-	-	
130015782175367	Akash Patel Padi	420	32 %	255	4 %	425	35 %	-	-	-	-	445	63 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
130015782838888	Akshatha Y E	440	39 %	285	7 %	370	17 %	-	-	-	-	385	52 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
130015782537823	Akshaya Kumar	265	4 %	405	59 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	633	87 %	-	433	39 %	
130015782539025	Ambika V	430	36 %	415	35 %	425	35 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	300	19 %	-	-	-	-	
130015782145737	Anagha Harish	315	8 %	490	60 %	375	19 %	-	-	-	-	-	-	420	74 %	-	-	-	-	-	-	340	30 %	-	-	-	-	
130015782590706	Anurutha Byndoor	350	14 %	310	10 %	335	10 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	340	30 %	-	-	-	-	
130015782853704	Anjali Prabhu	420	32 %	385	26 %	395	24 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	260	11 %	-	-	-	-	
130015782384856	Anjana Pal	525	69 %	435	0 %	460	48 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	220	5 %	-	-	-	-	
1300157827720759	Annapurna Maheshwari	280	4 %	300	9 %	230	1 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
130015782474002	Anush Shetty	500	61 %	490	60 %	360	15 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
130015782923391	Anusha K	535	72 %	415	35 %	330	6 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	220	5 %	-	-	-	-	
1300157824547070	Anusha M	325	9 %	370	22 %	360	15 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	540	90 %	-	-	-	-	
130015782330349	Anushya V Mathad Mathad	290	5 %	225	2 %	340	11 %	-	-	-	-	535	86 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
130015782850526	Anshana J C	490	57 %	300	9 %	385	21 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	420	58 %	-	-	-	-	
130015782946480	Anshana N	360	16 %	415	35 %	460	48 %	-	-	-	365	46 %	-	-	-	-	-	411	66 %	-	-	-	-	-	-	-	-	
130015782959826	Arun Kagalamb	455	45 %	255	4 %	360	15 %	-	-	-	-	-	275	1 %	-	-	-	-	305	24 %	-	-	-	-	-	-	-	
130015782499753	Arun Kumar Bhaskappa Halkari	370	18 %	210	2 %	360	15 %	-	-	-	-	-	-	380	58 %	-	-	-	-	322	33 %	-	-	-	-	-	-	
130015782883105	Ashish Menzies	525	69 %	355	19 %	275	3 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	300	19 %	-	-	-	
130015782436469	Ashmita Monden	335	11 %	505	64 %	460	48 %	-	-	-	-	-	-	-	-	-	-	-	-	-	322	38 %	-	-	-	-	-	
130015782577237	Ashwini K G	545	75 %	385	26 %	455	46 %	-	-	-	-	305	28 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
130015782922174	Ashar Uf Bhut	325	16 %	385	50 %	-	-	-	-	-	-	-	-	340	55 %	-	-	-	-	-	-	-	567	71 %	-	300	8 %	
1300157828802040	B a Kumar	370	18 %	255	4 %	385	21 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	140	1 %	-	-	-	-	
130015782808049	Bhargavapathi Bhargavappa	360	16 %	255	4 %	255	2 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
130015782828805	Bhavana B	465	48 %	370	22 %	410	29 %	-	-	-	-	-	-	-	-	-	-	278	19 %	-	-	367	57 %	-	-	-	-	
130015782799708	Bhavya Mahadeviah	360	16 %	310	10 %	375	19 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	340	30 %	-	-	-	-	
130015782891490	Bhuvan S T	500	61 %	370	22 %	480	56 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	300	19 %	-	-	-	-	
130015782776061	Chandana S	420	32 %	310	10 %	495	62 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	220	5 %	-	-	-	-	
1300157827263811	Chandrabalan Lakshminath	405	28 %	535	71 %	370	17 %	-	-	-	-	-	380	58 %	-	-	-	-	-	-	-	-	180	2 %	-	-	-	
130015782428234	Charan Nair	605	89 %	285	7 %	360	15 %	-	-	-	-	-	-	-	-	-	-	278	19 %	-	-	-	-	-	-	-	-	
130015782585490	Chethan Narasimhan	465	48 %	590	86 %	460	48 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	460	72 %	-	-	-	-	
130015782032284	Chiranjeev S	405	28 %	180	1 %	375	19 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	300	19 %	-	-	-	-	
130015782009784	Chiranjeevi M A	370	18 %	285	7 %	335	10 %	-	-	-	-	-	-	-	-	-	-	-	-	-	180	4 %	-	-	-	-	-	
1300157828385971	Churashma Hegde	420	32 %	285	7 %	460	48 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	300	19 %	-	-	-	-	
130015782806345	D. Richard Franklin	545	75 %	520	69 %	425	35 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	380	44 %	-	-	-	-	
130015782703251	Darshan Sankar	405	28 %	535	73 %	385	21 %	-	-	-	-	305	28 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
130015782978881	Deepthi Palat	385	25 %	180	1 %	275	3 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	144	1 %	-	-	-	-	
130015782032089	Deepthi J	465	48 %	240	3 %	370	17 %	-	-	-	-	295	25 %	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
130015782707779	Dhananjay Natrajan	315	8 %	385	26 %	330	13 %	-	-	-	-	-	-	340	40 %	-	-	-	-	-	-	340	30 %	-	-	-	-	
130015782995770	Dhananjay Pa	405	28 %	430	40 %	165	84 %	-	-	-	-	335	28 %	-	-	-	-	-	-	-	-	420	58 %	-	-	-	-	

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 Alvas Institute of Engineering and Technology students, two values (statistics) are used: average of the scores and standard deviation of the scores. While the former value indicates what, on average, candidates score in the test, the latter value tells how much do scores deviate from the average. High value of standard deviation means that the scores are dissimilar and spread across the scale. In contrast, a low value of standard deviation means that candidates scores are similar to each other and lie near the average.

IV. Variance (Standard Deviation)

The variance (or standard deviation) is a measure of how spread out a distribution is. In other words, it is the measure of variability. A low standard deviation indicates that the data points tend to be very close to the average value, while high standard deviation indicates that the data is spread out over a large range of values.

V. About Aspiring Minds

Aspiring Minds was founded in 2007 by alumni of IIT and MIT (USA) with a vision to introduce scientific assessment methodology to bring together job-seekers and campuses across India on a common standardized platform that is recognized by multiple companies on a national level. The aim of Aspiring Minds is to highlight the pool of talented students and progressive campuses to corporates nationally, provide an insight on how they can improve their employability and help them acquire jobs on the basis of their potential. In a short span of time, Aspiring Minds has earned credibility and is working with multiple corporations such as Microsoft Research, HCL Technologies, MPhasiS EDS, Ericsson, Tata Motors, Aricent, Genpact, iGATE, L&T Finance, Sapient, Godrej Agrovet and Tavant Technologies.

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