SHRIMATI INDIRA GANDHI COLLEGE

(Nationally Accredited at 'A' Grade (3 rd Cycle) by NAAC)

Tiruchirappalli - 620 002

PG AND RESEARCH DEPARTMENT OF COMPUTER SCIENCE , IT AND APPLICATIONS

Online Corps d'elite Communication Bootcamp 2020-2021

M Gmail

hemanaac s <naaccriteriaa12022@gmail.com>

Fwd: Corps d'élite - The Top 300 students for Specialised Training

Ms. N.VIJAYALAKSHMI, IQAC Coordinator & Head, Dept. of Computer Science, SIGC
<vijayalakshmi@sigc.edu>
To: "naaccriteriaa12022@gmail.com" <naaccriteriaa12022@gmail.com>

8 August 2023 at 15:57

---------- Forwarded message ---------
From: **Aditya Sambamoorthy** <aditya@inlustro.co>
Date: Fri, Nov 19, 2021 at 6:14 PM
Subject: Corps d'élite - The Top 300 students for Specialised Training
To: CEO Sigc <ceo@sigc.edu>, Principal Sigc <principal@sigc.edu>, MS.VIJAYALAKSHMI N <vijayalakshmi@sigc.edu>, DR.PRABA V <praba@sigc.edu>
Cc: Jayaraman B <jayaraman@inlustro.co>, Deepa G <deepa@inlustro.co>

Respected Madam,

Thank you for having organized such a wonderful visit to Shrimati Indira Gandhi College. I really appreciate your hospitality and the time you allocated to discuss the way forward. It was an extremely productive session and I am writing this letter to encapsulate the key details of the conversation and attach the Student Evaluation form for conducting the student selection exercise.

1. We discussed that we will try to achieve optimum performance for this year in terms of placement by identifying 300 candidates in their final years from across all the departments for a communication boot camp that will empower them to get placed.

2. The boot camp will be conducted for a period of 5 weeks from the **5th of January, 2022 to the 14th of February, 2022. The boot camp will be held from 1:15-4:00 PM. From 1:15-2:15 PM, we will be having career-focused information sessions. From 2:15-4:00 PM, we will be conducting soft skills training workshops according to the following schedule**
> Week 1 - Effective Communication in a Professional Setting - Communication 101
> Week 2 - Team building, Creativity and Innovation through a Project-Based Learning Model
> Week 3 - Developing your Personal Brand with a focus on developing a Growth Mindset
> Week 4 - Business Storytelling & Business Etiquettes
> Week 5 - Interview Centric Training and Resume Writing

3. **In order to select students from the final years, we decided on a uniform evaluation process. Each mentor is assigned 20 students and from amongst them, 3 students have to be selected based on a student evaluation form attached along with this email. The form will be filled by the academic mentor. Section IV alone has to be counter verified and graded out of 5 points by members of the placement team who will be observing the interview process. We have attached two sets of question papers for the test mentioned in section III along with this email. The staff has to administer this test to their group of 20 students and evaluate the answers as per the answer key attached to this email. After getting the score out of 40, they are expected to convert it to out of 15 and enter that score in Section III of the evaluation sheet.**

4. At the end of each week in the boot camp, we will be asking our students to present their learnings through an in-class activity. We will also invite founders and HR executives from different companies to come in and take part in the workshop so as to create more opportunities for placement.

5. For each student who has been selected as part of the Corps d'élite, together, we will be profiling in detail their career interests and options so as to maximize their chances of placement, in line with their individual strengths. We will also be administering a survey to these students to better profile their interests.

Please feel free to add any further points that I may have missed out in this email. Also do go through the Student Evaluation sheet and the 2 sets of Screening Tests attached here to see if it is acceptable and let me know if we can go ahead.

Best Regards,
Aditya Sambamoorthy
Founder and CEO

InLustro

InLustro Learning Pvt Ltd
Contact At - **+91-7338709583**

LinkedIn Personal: https://www.linkedin.com/in/aditya-sambamoorthy-56350045/

LinkedIn InLustro: https://www.linkedin.com/company/inlustro/
InLustro Website: https://inlustro.co/

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3 attachments

📄 **Student Evaluation Form.pdf**
271K

📄 **Inlustro Screening Test Set 1.pdf**
647K

📄 **Inlustro Screening Test Set 2.pdf**
671K

![Gmail logo]   **hemanaac s <naaccriteriaa12022@gmail.com>**

Fwd: UG & PG Syllabi for Computer Science oriented programmes and M.B.A in SIGC

Ms. N.VIJAYALAKSHMI, IQAC Coordinator & Head, Dept. of Computer Science, SIGC   8 August 2023 at
<vijayalakshmi@sigc.edu>   15:54
To: "naaccriteriaa12022@gmail.com" <naaccriteriaa12022@gmail.com>

---------- Forwarded message ---------
From: **MS.VIJAYALAKSHMI N** <vijayalakshmi@sigc.edu>
Date: Fri, Mar 12, 2021 at 11:55 AM
Subject: Re: UG & PG Syllabi for Computer Science oriented programmes and M.B.A in SIGC
To: Aditya Sambamoorthy <aditya@inlustro.co>

Dear Sir,

In continuation of my previous mail, it would be convenient if you could send us a schedule of the dates on which classes will be held during March and April as many students are concerned regarding how all the 64 hours would be accommodated within the short span of time. Some of them who wish to join are yet to make a decision due to this reason. As the semester is coming to a close, and students may leave the college in a few months, they would like to know in advance about how long they will be attending the sessions as only one or two sessions are held per week. It will be helpful if you could kindly clarify this matter so that we could help the students to reap the benefits of the training program.

Thank you.
N.VIJAYALAKSHMI.

On Fri, Mar 12, 2021 at 11:28 AM MS.VIJAYALAKSHMI N <vijayalakshmi@sigc.edu> wrote:
> Dear Sir,
> Greetings of the day.
> In response to your mail, it is hereby brought to your notice that totally 91 students have enrolled in the technical stream and 110 students have enrolled in the non-technical stream bringing the total head count to 201 as previously discussed and agreed in the previous discussions along with our CEO. The sessions shall be conveniently conducted from 3.30 p.m to 5.30 p.m. There are 37 participants from PG and 73 participants from UG in the management group. It is assured that all students will be attending the sessions further on and staff shall monitor their participation during the sessions.
> Thanking you.
> N.VIJAYALAKSHMI.

[Quoted text hidden]

M Gmail   **hemanaac s <naaccriteriaa12022@gmail.com>**

Fwd: UG & PG Syllabi for Computer Science oriented programmes and M.B.A in SIGC

Ms. N.VIJAYALAKSHMI, IQAC Coordinator & Head, Dept. of Computer Science, SIGC   8 August 2023 at
<vijayalakshmi@sigc.edu>   15:55
To: "naaccriteriaa12022@gmail.com" <naaccriteriaa12022@gmail.com>

---------- Forwarded message ---------
From: **Aditya Sambamoorthy** <aditya@inlustro.co>
Date: Wed, Mar 10, 2021 at 3:08 PM
Subject: Re: UG & PG Syllabi for Computer Science oriented programmes and M.B.A in SIGC
To: Principal Sigc <principal@sigc.edu>, CEO Sigc <ceo@sigc.edu>
Cc: Niwin Santhosh <niwin@inlustro.co>, Nithya Venkatesan <nithya@inlustro.co>, DR.PRABA V <praba@sigc.edu>,
MS.VIJAYALAKSHMI N <vijayalakshmi@sigc.edu>, Harshita Chaudhary <harshita.colpal@gmail.com>

Respected CEO and Principal,

I am writing this email with the intent of scheduling a meeting to streamline the rollout of the **Placement Crash Course for the final-year students**.

The sessions commenced last week and two classes have been conducted ever since. The classes are held on **Wednesdays and Fridays from 3:30 to 5:30 pm**. This timing was chosen after discussing it with the teaching staff of the college.

We had already indicated to the coordinating staff members -- Madam Vijayalakshmi and Madam Malathy -- that in order to scale down the price of the **crash course offering to Rs 500**, we require the participation of **at least 200 students** in the program on the whole - both technology and arts put together. Ideally, we would like to see 100 percent participation in this course from all final year students as it will strongly benefit their placement opportunities by empowering their candidacy with the requisite technical skill, managerial acumen, and corporate exposure.

There was a request to reschedule class timings on both Wednesday and Friday to suit student needs. This was communicated to us only an hour or so before the classes commenced. In spite of adjusting the timings to cater to the student requirements, we witnessed sub-optimal participation from the students with only 80 students attending the technical session and a mere 18-20 at best attending the non-technical sessions. Due to the absence of staff monitoring, it was also extremely difficult for us to keep track of the students - more so in the HR session wherein, there was extreme confusion. The WhatsApp group with the students was not created with the right set of students causing them to be removed from time to time, distorting communications.

I would like to initiate a meeting **at the earliest, before proceeding further** to set certain things in order so as to maximize the benefit for the students and minimize any irregularities or aberrations to facilitate smooth conduct of the sessions hereafter. Request the presence of the CEO, the Principal, the Vice-Principal, and other key staff members to reconcile the following issues

- Finalizing the timing of the sessions
- Ensuring consistent and expected level of student participation
- Vouchsafing staff monitoring to facilitate smooth conduct of these sessions

Seeking your understanding.

Best Regards,
Aditya Sambamoorthy
Founder and CEO
InLustro Learning Pvt. Ltd.

M Gmail

hemanaac s <naaccriteriaa12022@gmail.com>

Fwd: Report

Ms. N.VIJAYALAKSHMI, IQAC Coordinator & Head, Dept. of Computer Science, SIGC   8 August 2023 at
<vijayalakshmi@sigc.edu>   15:58
To: "naaccriteriaa12022@gmail.com" <naaccriteriaa12022@gmail.com>

---------- Forwarded message ---------
From: **Aditya Sambamoorthy** <aditya@inlustro.co>
Date: Thu, 27 Jan, 2022, 9:31 PM
Subject: Fwd: Report
To: CEO Sigc <ceo@sigc.edu>, Principal Sigc <principal@sigc.edu>
Cc: DR.PRABA V <praba@sigc.edu>, Deepa G <deepa@inlustro.co>, MS.VIJAYALAKSHMI N
<vijayalakshmi@sigc.edu>

Respected CEO and Principal,

Attached along with this email is a detailed report about the Corps d'elite Communication Bootcamp conducted for the
students identified by our Screening Tool.

Looking forward to hearing from you soon and taking this collaboration to the next level by instituting the REAL initiative
for years 1,2 and 3 for the upcoming batches to instil a robust communication framework in the students, as discussed
with the academic team at IG earlier last year.

Kind Regards,
Aditya Sambamoorthy

📄 **Training Evaluation Report.pdf**
156K

Gmail

hemanaac s <naaccriteriaa12022@gmail.com>

Fwd: UG & PG Syllabi for Computer Science oriented programmes and M.B.A in SIGC

Ms. N.VIJAYALAKSHMI, IQAC Coordinator & Head, Dept. of Computer Science, SIGC   8 August 2023 at
<vijayalakshmi@sigc.edu>   15:53
To: "naaccriteriaa12022@gmail.com" <naaccriteriaa12022@gmail.com>

---------- Forwarded message ---------
From: **Aditya Sambamoorthy** <aditya@inlustro.co>
Date: Mon, Jun 28, 2021 at 12:15 PM
Subject: Re: UG & PG Syllabi for Computer Science oriented programmes and M.B.A in SIGC
To: CEO Sigc <ceo@sigc.edu>
Cc: DR.PRABA V <praba@sigc.edu>, Deepa G <deepa@inlustro.co>, Harshita Chaudhary
<harshita.colpal@gmail.com>, MS.VIJAYALAKSHMI N <vijayalakshmi@sigc.edu>, Niwin Santhosh <niwin@inlustro.co>,
Principal Sigc <principal@sigc.edu>

Respected Sir,

We at InLustro Learning Pvt. Ltd. are writing this email to you with reference to our earlier meeting last week regarding the results of our crash course program.

Attached with this email are 3 documents :

1. An answer booklet containing the detailed explanations and solutions for all the tests administered to the students during our course.

2. A PDF document titled "All Results" containing the marks of each test, the subject-wise average, and individual performance feedback along with identified areas of improvement for each candidate.

3. A PDF document titled "Top 30 Students" containing the performance records of the top 30 students who have been shortlisted for finer training and potential placement assistance.

Looking forward to having a more detailed discussion about the results and the way forward for the shortlisted candidates later this week on Thursday.

Best regards,
Aditya Sambamoorthy
Founder and CEO
InLustro Learning Pvt. Ltd.

On Thu, 1 Apr 2021 at 16:49, Aditya Sambamoorthy <aditya@inlustro.co> wrote:
> Respected CEO,
>
> Thank you for the response.
>
> I completely understand. Classes are going on smoothly now.
>
> It's only natural that there are such issues in the beginning. We are confident that with the support of the management and the staff, such issues can be quickly remedied.
>
> I am glad to share that the students are doing well. Thank you for giving us the opportunity.

TRAINING EVALUATION REPORT

Executive Summary

The main purpose of this evaluation report is to assess the effectiveness of the sessions carried out for students of Srimati Indira Gandhi college. This report provides an insight about programme objectives, activities facilitated, assessment methods and overview of the evaluation objectives. Overall, the students and the mentors informed that the programme was well received and rated the experience as good.

While examining the evaluation process, learner engagement, response, transferring of knowledge needed some improvements to achieve objectives in a better way. It is referring to the designing of programme plan, methods of delivery, different kinds of assessment etc., Therefore, recommendations for further actions are as follows:

- To modify the current training material to ensure that clear and specific objectives are met.
- Create a yearly planner with realistic manageable goals by identifying the audience needs.
- Activities and resources have to reframed or refined based on the learners current KSA.
- Follow-up support is essential throughout the training process.

Learning outcomes achieved

- Able to frame simple day-day conversations
- Learners understand different elements of an email.
- Able to understand the importance of subject and to differentiate between formal and informal way of email communication.
- Able to write simple emails.
- Able to deliver short speeches.
- Able to design slides with effective visuals with simple content.
- Able to answer commonly asked interview questions and know how to respond in a right way.

Learner Engagement

- Rewards in the form of certificates enhanced learner engagement
- This created a learning spirit & they were motivated and inspired to participate in discussions.
- The active participation of many learners in speech and presentations influenced other learners to come forward in giving their speech.
- Used real-life scenarios to engage them in the learning process.
- Learner engagement soared up at the time presenting a speech.

Observation

- Chosen simple content to facilitate the learning process easier.
- Applied VAK learning styles to streamline the learning process.
- Applied active learning methods that supported the learners to conceptualize the materials to understand and to re-call it.
- Data evaluation is gathered through presentations, JAM topics, day-day interactions, class tests and by mock interviews.

Gap Identification

- Learners need in-depth knowledge in rudimentary level of English.
- Majority of learners finds it hard to communicate in the English language.
- Time spent on each topic could be extended.
- It would be ideal to have a batch size of 30-35 participants.

Challenges

- Poor bandwidth issues
- Batch size
- Communication gap
- Time duration

Biggest Impact

- **Mercy Enrose** – I remember this learner due to her extensive participation and her way of applying the learning would be quicker. While delivering the speech, she was one of the learners who followed all the tips and strategies of structuring a presentation. She has shown utmost participation with correct answers.

- **Lakshmipriya -** A learner who takes part in almost all the activities and who brings the entire group to participate due to her influence. She is a learner who applied whatever that has been given in the participant handout and quickly apply whatever she has learnt like Mercy.

- **Samyuktha** – Any classroom discussion gets motivated due to her presence. She is an active participant who comes forward very quickly in presenting it in a right way. She supports and helps her peers in delivering their speech and spread positive vibes in the class. It becomes interesting and encouraging with her presence that evokes critical thoughts in everyone. She becomes an observer to the class and shares effective feedback about the students sometimes.

- **Mahesh Pasumai** – This learner is highly curious to learn and shares her answers for almost all discussions. I remember her because though she has

challenges in communicating in English, but confidently she comes forward in presenting her views without any hesitation.

- **Srinithi Ravichandran** – I remember her for good work in presentation skills in designing slides, She was able to apply all the techniques that's has been discussed during the class hours. She is an enthusiastic learner who is interactive and studious in engaging conversations.

Tangible outcome

Module wise
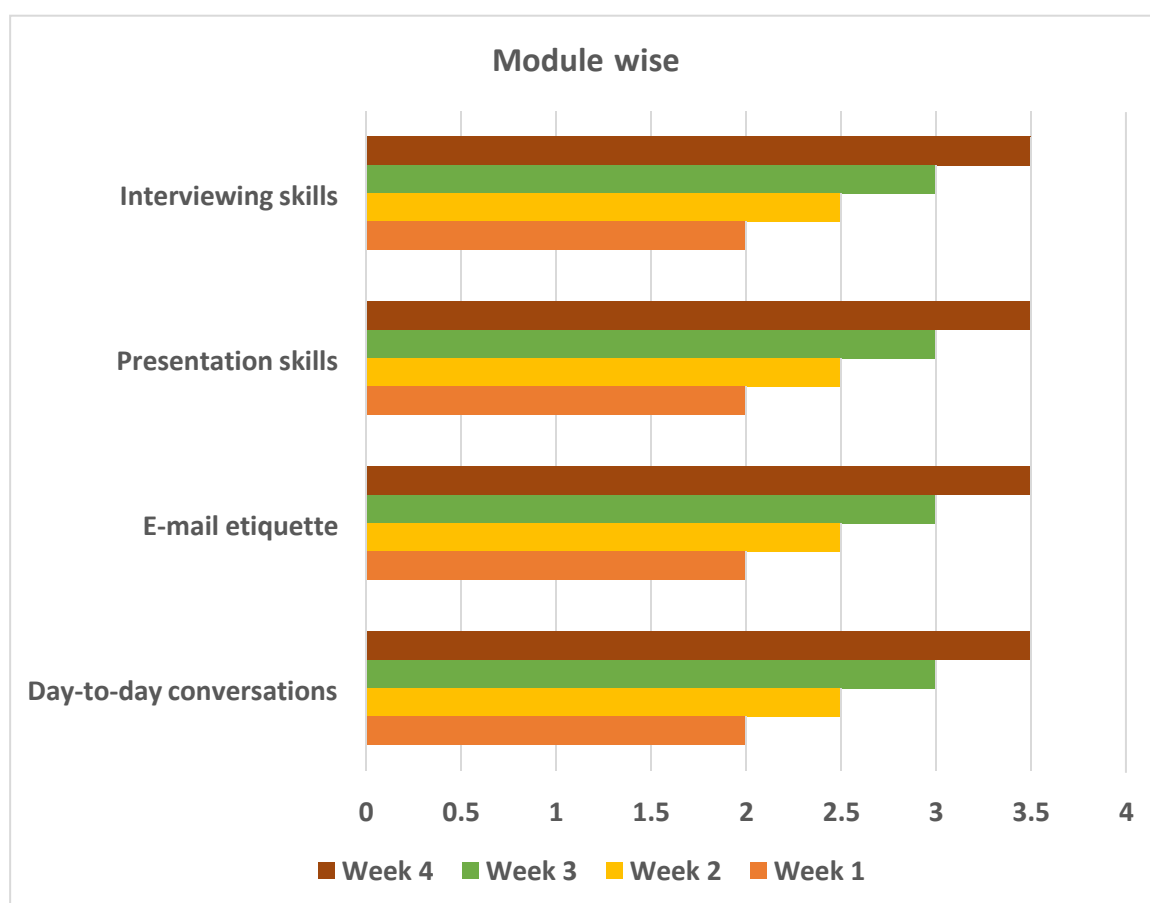
Performance Analysis:

- **Learner engagement**: The learners found the content & materials to be engaging, useful and favourable that stimulated learning process and it was actually matching their needs to find relevant jobs.
- **Learning outcomes:** This was clearly identified with direct and indirect ways of assessing them through oral-discussions, in small group activities, a questionnaire to assess their obtained knowledge, skills and attitudes.
- **Behaviour:** Assessing behavioural changes would be challenging as acquiring knowledge can be measured quickly however these changes have to applied in the workplace lies the biggest challenge.

Follow-up

To further enhance this programme, the following modules can be implemented to improve students' skill development and the continuous process of learning help them to face the interviews in an effective manner and to raise the bar as per the employers' requirements. Therefore, in view of the above, we are providing a long-term soft skills course with our R.E.A.L programme as discussed with you over the conversation for the UG and PG students.

Ready   **Advance**

| 1st Year – Sem 1 | 1st Year – Sem 2 | 2nd Year – Sem 1 | 2nd Year – Sem 2 |

Explore   **Leap**

Year 1 (For UG)

> **Grammar & Soft skills**
> - Foundation of Grammar
> - Essentials of Communication skills
> - Impromptu speaking
> - Johari window
> - Personality Development

Year 2

> - Presentation skills
> - Designing slides
> - Virtual meetings
> - Problem solving skills
> - Are Soft skills important?

Year 3

> - Resume Readiness
> - Interviewing skills
> - E-mail Etiquette
> - Business Etiquette
> - Cross-cultural communication

Year 1 (For PG)

Grammar & Soft skills
- A guide to cover the basics & intermediate grammar
- Refine your Communication Skills
- Cross-cultural communication
- Presentation skills
- Time Management skills
- Designing slides

Year 2

- Presentation skills
- Virtual meetings
- Are Soft skills important?
- Resume building
- Campus to Corporate
- Teamwork

Student Evaluation Form

<u>Section I</u>

Rate the student on a scale of 1 to 5 with 5 being the highest on the following parameters **(Add 1 point for Agree and 2 points for Strongly Agree and 0 points for the rest for each question)**

1. Does the student exhibit a clear understanding of the core concepts of his/her academic discipline?

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

2. Does the student showcase a strong academic performance in his/her course work (Tests, Examinations, etc)?

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

3. Does the student show a strong willingness to learn and grasp new concepts?

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

4. Does the student have good communication skills?

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5. Does the student have a good attitude coupled with good behavior?

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. Does the student show a keen awareness of the industry/role in which he/she wishes to be placed?

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7. Does the student regularly attend classes at the institution?

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8. Does the student strongly aspire for a job after graduation?

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

9. Does the student have strong involvement and support from their parents with regard to pursuing a career after graduation?

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

10. Does the student demonstrate strong reading, writing, and logical thinking skills?

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Total Section Score

Section III

Please answer Yes or No for the following questions.

(Add 1 point for every Yes and 0 for No)

1. Does the student come from an educated family background?

Yes	No

2. Has the student participated in any industry conference/internship/workshop?

Yes	No

3. Does the student exhibit good interpersonal interaction skills?

Yes	No

4. Does the student follow directions/instructions sincerely?

Yes	No

5. Does the student complete assignments/deliverables on time?

Yes	No

6. Does the student have a strong preconceived notion in terms of the job role or salary expectations?

Yes	No

7. Can the student make alternate travel arrangements in case they have to stay back for training?

Yes	No

8. Can the student assure 100% attendance during the training period (Jan-Feb 2022)?

Yes	No

9. Does the student remain attentive and participative during class hours?

Yes	No

10. In case of an extraneous circumstance wherein the student is unable to attend the training at the college campus, will they be able to attend it from home? (Do they have sufficient data on their mobile phones or a strong internet connection at home?)

Yes	No

Total Section Score

[ ]

Section III

1. What is the student's score on the screening test?
(Convert the score to a scale of 15)

Total Section Score

[ ]

Section IV

This section is to be filled only if the staff feels that the candidate strongly deserves to be a part of the **corps d'élite** (Pronounced as kor-dae-leet).

1. Elucidate the core strengths of the candidate while explaining why he/she deserves to be a part of **corps d'élite. (To be evaluated from 1 to 5, 5 being the highest)**
(The answer has to be filled by the evaluator but has to be scored by the placement officers.)

[   ]

2. Discuss the potential areas of improvement for the candidate with specific reference to their soft skills/attitude. **(No points need to be deducted)**

Total Section Score

Score Calculation

Calculate the total scores for the candidate by adding individual sectional scores of sections I, II, III, and IV.

Total Score

The candidate is to be selected by the staff for **corps d'élite** if they score amongst the top 15% **(Top 3)** of their 20 member group.

InLustro
Screening Test
Set 1

For each question, indicate the best answer using the directions given. If a question has answer choices with ovals, then the correct answer consists of a single choice. If a question has answer choices with square boxes, then the correct answer consists of one or more answer choices. Read the directions for each question carefully.

Text Completion: For each blank, select one entry from the corresponding column of choices. Fill all blanks in the way that best completes the text.

1 Although I felt confident that my mathematical abilities would give me an edge in Vegas, having tried my hand at gambling, I now realize I am a bit of a_____.

malcontent
tyro
bourgeois
teetotaler
masochist

2 His_____approach to the sport was copied by competitors and quickly became the standard method.

dangerous
lax
rehashed
novel
ineffective

3 The museum's collection is vast and (i)_____, covering thousands of years of worldwide art history; thus, to (ii)_____it, it would take several days at least.

Blank (i)	Blank (ii)
lofty	scrutinize
painstaking	undertake
comprehensive	appreciate

4 The famous story that H.G. Wells' *War of the Worlds* caused panic in the streets is (i) _____; instead of running in fear, many listeners were simply (ii) _____ by the storytelling, staying inside in order to not miss a single moment of it.

Blank (i)
apocryphal
salubrious
arcane

Blank (ii)
harrowed
perused
riveted

5 The (i)_____cat refused to walk around tamely on a leash, but the (ii)_____dog not only heeled, but obeyed each of its master's commands obediently and never needed to be (iii)_____for not listening.

Blank (i)	Blank (ii)	Blank (iii)
pernicious	prodigal	countenanced
recalcitrant	complaisant	impeded
credulous	insipid	admonished

6 George decided to (i)_____eating red meat to reduce his high cholesterol, as he had been told by his doctor that his current diet was (ii)_____to his overall health; it was a difficult lifestyle change, as he had a(n) (iii)_____for hamburgers.

Blank (i)	Blank (ii)	Blank (iii)
impugn	deleterious	anachronism
cease	volatile	predilection
bolster	disparate	abeyance

[1] During photosynthesis, plants convert carbon dioxide and water into oxygen and glucose, a sugar used for energy storage. [2] Each carbon dioxide molecule is broken into oxygen gas and a carbon atom, which, with other carbon atoms, is used to generate glucose in a process called "carbon fixation." [3] There are a few different carbon-fixation pathways plants can take.
4 The C3 pathway, named for a three-carbon moleculeproduced during the process, is most common.
5 Certain plants have evolved and can use a C4 pathwayinstead of a C3 pathway when it is more efficient todo so. [6] The C4 pathway results in the saturation of a particular enzyme, RuBisCo, with carbon dioxide. [7] RuBisCo's job is to fix carbon, and when saturated with raw materials, it can perform more efficiently.

[8] CAM plants have evolved a different method of making photosynthesis more efficient. [9] These plants do not alter the saturation of carbon dioxide around RuBisCo. [10] Instead, they change the way in which they collect the raw ingredients of photosynthesis from the environment. [11] Plant leaves contain "stomata," openings through which carbon dioxide is collected, but through which water can also be lost. [12] CAM plants close openings in their stomata during the day and open them at night. [13] This prevents water from evaporating out of their stomata during the day and is a useful adaptation in hot, arid environments.

[14] You may be wondering: don't CAM plants need carbon dioxide and sunlight at the same time to photosynthesize? [15] They do, and this has a dramatic effect on when they photosynthesize. [16] The reactions involved in photosynthesis fall into two categories: the "light" reactions require light, and the "light-independent" or "dark" reactions do not. [17] At night, CAM plants do not completely photosynthesize anything; they collect carbon dioxide, perform the light-independent part of the process, and wait. [18] In the daytime, they perform the light-dependent reactions and use the available sunlight and the carbon dioxide they collected at night to generate glucose and oxygen.

7 Which of the following is implied by the underlined sentence?

A. Any plant that can use a C4 pathway can use a C3 pathway.

B. Any plant that can use a C3 pathway can use a C4 pathway.

C. Only C4 plants contain RuBisCo.

D. Only C3 plants contain RuBisCo.

8 C4 plants are similar to CAM plants in that _____, but different in that _____.

A. they have both evolved to increase photosynthetic efficiency by saturating RuBisCo with carbon dioxide . . . they gather that carbon dioxide at different times of day

B. they both close their stomata during the day . . . CAM plants perform only the light-dependent photosynthetic reactions during the day whereas C4 plants perform only the light-independent reactions during the day

C. they are both well suited to arid environments . . . C4 plants use RuBisCo, but CAM plants lack RuBisCo

D. they both use evolutionary adaptations to perform photosynthesis more efficiently . . . they use different mechanisms to do so

9 You're talking to a friend about what you learned in the passage when your friend says, "But isn't photosynthesis just one cycle? Why would it function differently in the day than at night?" Which sentence most directly answers your friend's questions?

Sentence Equivalence: Select the <u>two</u> answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole <u>and</u> produce completed sentences that are alike in meaning.

---

10 The musician's attempts to brighten the mood continually failed, as all his songs sounded like_____.

- ☐ encomiums
- ☐ dirges
- ☐ waltzes
- ☐ jigs
- ☐ laments
- ☐ threnodies

---

11 With a handlebar mustache and a loping walk, the reenactor_____the look of a nineteenth-century baseball player; he seemed to have stepped right out of a previous era.

- ☐ subverted
- ☐ epitomized
- ☐ underscored
- ☐ mocked
- ☐ exemplified
- ☐ satirized

[1] As the logical positivism rose to ascendancy, poetic language was increasingly seen as merely emotive. [2] Wittgenstein's influential *Tractatus* argued that only language corresponding to observable states of affairs in the world was meaningful, thus ruling out the value of imaginative language in saying anything about the world.

3   Poetry's contribution was ratherthat it showed what could not be said, a layer of reality which Wittgenstein called the "mystical."

4   Despite Wittgenstein's interest in the mystical value of poetry, his successors abandoned the mystical as a meaningful category, exiling poetry in a sort of no man's land where its only power to move came through the empathy of shared feeling.

5   Yet some thinkers, like Martin Heidegger, reacted strongly to the pretensions of an instrumental theory of knowledge to make sense of the world. [6] Heidegger, Hans-Georg Gadamer, and Paul Ricoeur all gave central value to poetry in their philosophical method, signifying a growing sense among continental thinkers that poetic knowing was an important key to recovering some vital way of talking about and experiencing the world that had been lost.

12 The author is primarily concerned with_____.

A. exploring the contribution of philosophy to discussions of poetic method and appreciation

B. enumerating the reasons why Wittgenstein and his successors were misguided in their philosophical approach

C. arguing that given the current trajectory of philosophy, poetry will soon no longer be studied in mainstream society

D. describing the mainstream marginalization of poetry among philosophers of a certain period before noting significant exceptions

13 Select the sentence in the passage in which the author contrasts the position of a group of philosophers against those who followed Wittgenstein.

14 **Select all answers that apply.**

Which statements can be inferred from the passage?

A. Some of Wittgenstein's successors used his work to exclude something that was important to him.

B. Philosophers agree that instrumental theories of knowledge are sufficient in understanding the world.

C. Most positivists followed Wittgenstein in arguing for poetic knowledge as a meaningful category in philosophy.

15 Having finally fixed the engine, the mechanic took a moment to listen to it _____.

☐ purr
☐ hum
☐ rattle
☐ clank
☐ whine
☐ drone

16 Frequently, beginning pilots find themselves unable to trust their instruments, _____ them in the air and leaving them upside down.

☐ stranding
☐ bewildering
☐ informing
☐ reassuring
☐ mystifying
☐ misinforming

The future of poetry is immense because in poetry, where it is worthy of its high destinies, humanity, as time goes on, will find an ever surer and surer stay. There is not a creed which is not shaken, not an accredited dogma which is not shown to be questionable, not a received tradition which does not threaten to dissolve. Our religion has materialized itself in the fact, in <u>the supposed fact</u>; it has attached its emotion to the fact, and now the fact is failing it. But for poetry the idea is everything; the rest is a world of illusion, of divine illusion. <u>Poetry attaches its emotion to the idea; the idea is the fact.</u> The strongest part of our religion today is its unconscious poetry.

Passage adapted from "The Study of Poetry" in *Essays in Criticism: Second Series* by Matthew Arnold (1888)

17 With which of the following assertions would the author most likely agree?

A. The appeal of art focused on abstract emotion will outlast that of art focused on representing historical events.

B. A religion that involved no emotion could nevertheless be popular in the right cultural milieu.

C. Poetry should only be used to describe fanciful, unrealistic events.

D. While certain dogmas may fade as time progresses, we're likely to see others gain a stronger cultural hold.

18 The author contrasts poetry most strongly against which of the following?

A. Ideas

B. Facts

C. Religion

D. Emotion

19 Which of the following is the best paraphrase of the underlined sentence "Poetry attaches its emotion to the idea; the idea is the fact?"

A. Poetry derives its effects from abstract concepts, not physical realities.

B. The emotions felt most strongly by readers of poetry are those inspired by unrealistic situations.

C. When reading poetry, readers are expected to suspend their disbelief and pretend that even outrageous scenarios could potentially occur.

D. Poetry places more importance on the novelty of the concepts discussed than on their objective truth value.

20 The author's use of the underlined phrase "the supposed fact" accomplishes which of the following?

A. It suggests that religion and poetry are not mutually exclusive.

B. It reprises the author's point that peceived facts are subject to revision as more is learned.

C. It introduces the idea that a reliance on facts might be somehow subpar to a reliance on emotions.

D. It suggests that some people perceive as facts ideas to which they have attached strong emotions.

For each question, indicate the best answer using the directions given. If a question has answer choices with ovals, then the correct answer consists of a single choice. If a question has answer choices with square boxes, then the correct answer consists of one or more answer choices. Read the directions for each question carefully.

1

Quantity A	Quantity B
The y-intercept of the line $y = 3x - 4$	The x-intercept of the line $y - 3.5 = 0.5(x - 3)$

○ Quantity A is greater.

○ Quantity B is greater.

○ The two quantities are equal.

○ The relationship cannot be determined from the given data.

---

2 A car dealer sold two trucks for $40,000 each, resulting in a 25% profit on one car and a 20% loss on the other car.

Quantity A	Quantity B
The dealer's net gain	The dealer's net loss

○ Quantity A is greater.

○ Quantity B is greater.

○ The two quantities are equal.

○ The relationship cannot be determined from the given data.

---

3 In a particular seven-sided polygon, the sum of four equal interior angles, each equal to a degrees, is equivalent to the sum of the remaining three interior angles.

Quantity A	Quantity B
a°	110°

○ Quantity A is greater.

○ Quantity B is greater.

○ The two quantities are equal.

○ The relationship cannot be determined from the given data.

4

The arithmetic mean of a, b, c, and d is 14.

Quantity A	Quantity B
32	The arithmetic mean of $a + 3b + 2d$ and $a - b + 2c - 48$

○ Quantity A is greater.

○ Quantity B is greater.

○ The two quantities are equal.

○ The relationship cannot be determined from the given data.

5

Quantity A	Quantity B
0	$(-1)^{137}$

○ Quantity A is greater.

○ Quantity B is greater.

○ The two quantities are equal.

○ The relationship cannot be determined from the given data.

6

You have a 7.5-inch tall right cylindrical glass with a three-inch radius. You also have an ice cube tray that makes perfectly cubic ice cubes with half-inch sides. You put three ice cubes in your glass.

Quantity A	Quantity B
The volume of the ice cubes	The volume of soda that you can add to the glass without spilling

○ Quantity A is greater.

○ Quantity B is greater.

○ The two quantities are equal.

○ The relationship cannot be determined from the given data.

7

Quantity A	Quantity B
The minimum number of handshakes that can occur among a dozen people if each person only shakes each other person's hand once	The number of ways that three people out of five can be seated at a table

○ Quantity A is greater.

○ Quantity B is greater.

○ The two quantities are equal.

○ The relationship cannot be determined from the given data.

8

If v is divisible by 2, 3, and 15, which of the following is also divisible by these numbers?

> Multiple answers may be correct.
> Select all that apply.

A. $v + 5$

B. $v + 15$

C. $v + 20$

D. $v + 30$

E. $v + 90$

9

What is the interquartile range of the data depicted in the following box-and-whisker plot?
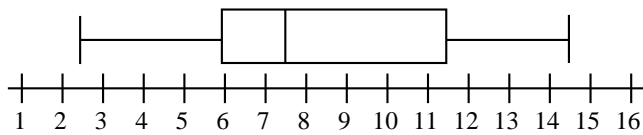
A. 5.0

B. 5.5

C. 6.5

D. 7.5

10

A small circle with radius 5 lies inside a larger circle with radius x. What is the area of the region inside the larger circle but outside of the smaller circle in terms of x?

A. $2\pi x - 5\pi$

B. $\pi x^2 - 5\pi$

C. $2\pi x - 25\pi$

D. $\pi x^2 - 25\pi$

11

If m and n are both odd integers, which of the following is or are not necessarily odd?

> Multiple answers may be correct.
> Select all that apply.

A. $2m - n$

B. mn

C. $\frac{m+n}{2}$

D. $m^2 n$

E. $\frac{m^2 + n^2}{2}$

12

Satoshi and Reginald together have 46 bottlecaps. If they were to receive 6 bottle caps each, Satoshi would have three times as many bottle caps as Reginald. How many bottlecaps does Satoshi have?

(· ·

A study was conducted to determine the effectiveness of a getting a flu shot at preventing the flu. 1000 patients were studied: 500 who got a flu shot at least three months ago, and 500 who had not received a flu shot. The patients were then asked if they had caught the flu in the past two months.

Table 1: Number of Patients Who Caught The Flu

Patient Age Group	Vaccinated	Unvaccinated
Under 18	18	63
18–30	4	32
31–50	5	29
51–70	4	51
Over 70	19	75

13 In the study, a patient who received a flu shot was how much less likely to catch the flu than an unvaccinated patient?

A. 60% less likely

B. 65% less likely

C. 75% less likely

D. 80% less likely

14 Suppose the scientists who performed the study create a pie chart that includes all 1000 patients and that reflects a patient's odds of catching the flu depending on vaccination status and age group.

What would be the measure of the central angle of the portion of the chart representing vaccinated patients of all age groups who caught the virus?

A. 15°

B. 18°

C. 24°

D. 36°

15 The health department wants a public service announcement to focus on the age group with the greatest difference in percentage of people who got flu shots and caught the flu and people who did not get flu shots and caught the flu. On which of the following demographics should their public service announcement focus?

A. Under 18

B. 31–50

C. 51–70

D. Over 70

16 A traffic light hangs *t* feet from the ground, over a street. A man standing on the exterior edge of the shadow of the traffic light is *h* feet tall, and his shadow is *s* feet long. How far is the man standing from the spot on the street directly under the traffic light?

A. $\frac{Th}{s}$

B. $\frac{sT}{h}$

C. $\frac{hs}{T}$

D. hsT

---

17 150 seniors attend a high school. The school offers a philosophy class on ethics and one on metaphysics. There are 27 seniors in the ethics class and 32 in the metaphysics class. 95 seniors have elected to take neither class. How many seniors are enrolled in both philosophy courses this term?

(

---

18 If $a(x) = 2x^3 + x$, and $b(x) = -2x$, what is $a(b(2))$?

A. -132

B. 128

C. -503

D. 503

---

19 Find the length of a line segment whose endpoints are located at the coordinates $(7, -4)$ and $(-5, -1)$.

A. 12

B. 13

C. 14

D. 15

---

20 A tank containing 5,000 gallons of water springs a leak. It leaks one hundred gallons of water every fifteen minutes, but it is simultaneously filled at a rate of fifty gallons per hour. After how much time will the tank be empty?

A. 13.56 hours

B. 14.04 hours

C. 14.18 hours

D. 14.29 hours

End of Section **STOP** **End of Section**

InLusttro Screeniing Testt Sett 2

InLustro

For each question, indicate the best answer using the directions given. If a question has answer choices with ovals, then the correct answer consists of a single choice. If a question has answer choices with square boxes, then the correct answer consists of one or more answer choices. Read the directions for each question carefully.

Text Completion: For each blank, select one entry from the corresponding column of choices. Fill all blanks in the way that best completes the text.

1   His demeanor was considered_____due to his aloof manner and biting comments.

gentlemanly
haughty
froward
exemplary
peevish

2   Critics dismissed the new TV show as_____, calling it "a retread of every show of its kind we've seen in the last few years."

putative
dull
fresh
invigorating
banal

3   Although the wine aficionado_____Tori for her love of rosé, he did appreciate her for her_____the opinions of a fellow wine critic, with whom he always disagreed.

Blank (i)	Blank (ii)
adored	support of
rebuked	concern for
excused	lambasting of

4

The electrician was finally_____for his work, though the client had originally tried to_____him.

Blank (i)
recognized
billed
remunerated

Blank (ii)
bilk
extort
reimburse

5

With his black eye, ripped jacket, and gruff demeanor, the grimacing bodyguard had a_____look about him that convinced Jaime that this was not a person to_____ lightly.

Blank (i)
stoic
minatory
intransigent

Blank (ii)
gainsay
disabuse
encourage

6

While Ellen's friend-group tended to be studious and hardworking, she was not as_____ when it came to her schoolwork and often_____her academics to pursue her private hobbies. Although her friends tried to appear_____when she informed them that she had been accepted to a top-tier university, it was difficult for them to conceal their shock.

Blank (i)	Blank (ii)	Blank (iii)
sedulous	underpinned	discomfited
perfunctory	shirked	nonplussed
hidebound	validated	unperturbed

7

Often a person who is a mere_____can appear to have a vast_____of knowledge when he or she has a merely superficial grasp of_____topics.

Blank (i)	Blank (ii)	Blank (iii)
pundit	assimilation	elementary
dilettante	repertoire	recurrent
greenhorn	focus	sundry

1 The word "blue," say certain philosophers, means the sensation of color that the human eye receives in looking at the sky. **2** Now, say they further, as this sensation can only be felt when the eye is turned to the object, and as, therefore, no such sensation is produced by the object when nobody looks at it, therefore the thing, when it is not looked at, is not blue; and thus (say they) there are many qualities of things which depend as much on something else as on themselves. **3** The qualities of things that depend upon our perception of them, and upon our human nature as affected by them, metaphysicians call "subjective"; and the qualities of things which they always have, irrespective of any other nature, as roundness or squareness, they call "objective."

4 Now, the word "blue" does not mean the sensation caused by a <u>gentian</u> on the human eye, but it means the power of producing that sensation; and this power is always there, in the thing, whether we are there to experience it or not. **5** Precisely in the same way, gunpowder has a power of exploding. **6** It will not explode if you put no match to it. **7** <u>But it has always the power of so exploding, and is therefore called an explosive compound, which it very assuredly is, whatever philosophy may say to the contrary.</u>

8 Hence I would say to these philosophers: if, instead of using the sonorous phrase, "It is objectively so," you will use the plain old phrase "It is so," and if instead of "It is subjectively so," you will say, in plain old English, "It does so" or "It seems so to me," you will be more intelligible to your fellow-creatures; and besides, if you find that a thing which generally "does so" to other people does not so to you, on any particular occasion, you will not fall into the impertinence of saying that the thing is not so, or did not so, but you will say simply that something is the matter with you. **9** If you find that you cannot explode the gunpowder, you will not declare that all gunpowder is subjective, and all explosion imaginary, but you will simply suspect and declare yourself to be an ill-made match.

8 Based on the way the word is used in Sentence 4, what is a "gentian"?

A. A feature of an object that the object has regardless of human interaction

B. The ability to produce a subjective sensation in a viewer

C. Something blue

D. A type of thought experiment often employed in philosophical debates

9 Select all answers that apply.

Sentence 7 does which of the following?

A. It draws a sharp distinction between two ways of defining physical qualities.

B. It introduces the author's opposing argument.

C. It uses a familiar example to make metaphysicians look foolish.

10 Select all answers that apply.

Which of the following criticisms does the author raise against metaphysicians?

A. They incorrectly assume that their perspective is is universally applicable.

B. They couch their claims in language that is hard to understand.

C. They refuse to recognize that they have no evidence to support their claims.

11 The author's use of "say they" in a parenthetical in Sentence 2_____.

    A. helps clarify to which of two groups of philosophers the argument at hand is attributed

    B. reminds the reader that metaphysicians have no evidence for the claims being presented

    C. emphasizes that the argument he's laying out is not his own

    D. helps the author contrast what a certain group says and what it does

12 Which of the following questions most closely parallels the passage's debate?

    A. If you keep dividing a thing in half, at what point can it be observed to no longer have the qualities of the original thing?

    B. How can we be sure that a source causes the same sensory experience in one person as in another?

    C. Can you ever absolutely know something to be true?

    D. If a tree falls in the woods and no one is around to hear it, does it make a sound?

Sentence Equivalence: Select the <u>two</u> answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole <u>and</u> produce completed sentences that are alike in meaning.

---

13 The teacher's lectures tended to_____instead of delving into the grand ideas of history.

    ☐ minutiae

    ☐ ontologies

    ☐ esoterica

    ☐ hermeneutics

    ☐ hypotheses

    ☐ abstractions

14 The report put the _____ of the problem on the city's police and minimized the fault of other groups.

- [ ] onus
- [ ] solving
- [ ] focus
- [ ] burden
- [ ] resolution
- [ ] exegesis

15 Caught off guard, Alfred ventured a guess, which to his relief, his professor_____.

- [ ] validated
- [ ] derided
- [ ] corroborated
- [ ] ignored
- [ ] dismissed
- [ ] queried

16 The talk show host drew_____from critics for his harshly confrontational interviews that were often painful to watch.

- [ ] ire
- [ ] acclimation
- [ ] suspicion
- [ ] ardor
- [ ] flak
- [ ] praise

17 Her answers rarely _____ the facts of the case, increasing the police's suspicion.

- [ ] jibed with
- [ ] proved
- [ ] led to
- [ ] dovetailed with
- [ ] opposed
- [ ] differed from

1 Peculiarities in the material I have used to elucidate the interpretation of dreams have rendered this publication difficult. **2** The work itself will demonstrate why all dreams related in scientific literature or collected by others had to remain useless for my purpose. **3** In choosing my examples, I had to limit myself to considering my own dreams and those of my patients who were under psychoanalytic treatment. **4** I was restrained from utilizing material derived from my patients' dreams by the fact that during their treatment, the dream processes were subjected to an undesirable complication—the intermixture of neurotic characters. **5** On the other hand, in discussing my own dreams, I was obliged to expose more of the intimacies of my psychic life than I should like, more so than generally falls to the task of an author who is not a poet but an investigator of nature. **6** This was painful, but unavoidable; I had to put up with the inevitable in order to demonstrate the truth of my psychological results at all. **7** To be sure, I disguised some of my indiscretions through omissions and substitutions, though I feel that these detract from the value of the examples in which they appear. **8** I can only express the hope that the reader of this work, putting himself in my difficult position, will show patience, and also that anyone inclined to take offense at any of the reported dreams will concede freedom of thought at least to the dream life.

Passage adapted from "Introductory Remarks" in *The Interpretation of Dreams* by Sigmund Freud (trans. 1913)

18 What evidence does the author offer to justify his choice to omit dreams described in scientific publications?

A. He doesn't give direct evidence, but he suggests that his text will explain this decision.

B. Those dreams came from patients diagnosed with various psychological conditions, so they introduced additional uncontrolled variables.

C. Scientific publications edit the dreams they publish and may omit parts that would greatly change the author's interpretation of said dreams.

D. The author had to interview people about their dreams to make sure that the questions people were prompted with were unbiased.

19 Select the sentence in which the author most directly elicits the reader's sympathy.

20 Select all answers that apply.

The passage supports which of these inferences?

A. In the work that follows, the author discusses embarassing things that occurred in his dreams and leaves nothing out.

B. The author believes himself to have no "intermixture of neurotic characters."

C. Some readers might be offended by the content of some of the dreams the author discusses.

For each question, indicate the best answer using the directions given. If a question has answer choices with ovals, then the correct answer consists of a single choice. If a question has answer choices with square boxes, then the correct answer consists of one or more answer choices. Read the directions for each question carefully.

1

r is s% of 80

s is r% of 125

<u>Quantity A</u>   <u>Quantity B</u>

  s r

○ Quantity A is greater.

○ Quantity B is greater.

○ The two quantities are equal.

○ The relationship cannot be determined from the given data.

2

$x > 0$

$y > 0$

<u>Quantity A</u>   <u>Quantity B</u>

$(x + y)^2$ $x^2 + 4xy + y^2$

○ Quantity A is greater.

○ Quantity B is greater.

○ The two quantities are equal.

○ The relationship cannot be determined from the given data.

3

A square is inscribed within a circle with a radius of $3\sqrt{2}$ cm. Use 3.14 for the value of π.

<u>Quantity A</u>   <u>Quantity B</u>

The area of the circle 20 cm^2
that is not covered by
the square

○ Quantity A is greater.

○ Quantity B is greater.

○ The two quantities are equal.

○ The relationship cannot be determined from the given data.

4

<u>Quantity A</u>   <u>Quantity B</u>

$\sqrt{320}$ $\sqrt{45}-$ $\sqrt{243}$ $\sqrt{48}$

○ Quantity A is greater.

Quantity B is greater.

○ The two quantities are equal.

○ The relationship cannot be determined from the given data.

5

Quincy has $20,000 to invest in one of two bank accounts and wants to earn as much money as possible in interest.

Quantity A	Quantity B
The amount of interest earned on Quincy's money in a savings account that earns 7.5% interest.	The amount of interest earned on Quincy's money in CD that earns 5.25% compounded monthly.

- ◯ Quantity A is greater.
- ◯ Quantity B is greater.
- ◯ The two quantities are equal.
- ◯ The relationship cannot be determined from the given data.

6
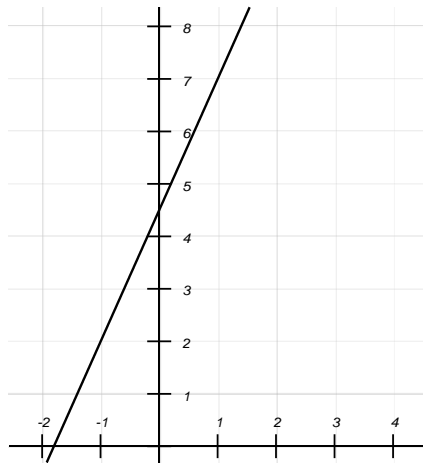
Quantity A	Quantity B
The x-intercept of the line perpendicular to the depicted line on which (3,4) is a point	10

- ◯ Quantity A is greater.
- ◯ Quantity B is greater.
- ◯ The two quantities are equal.
- ◯ The relationship cannot be determined from the given data.

7

Sheryl and Bonnie are competing in an archery tournament. Each person gets to shoot four arrows at a target, and the best shot counts. Sheryl hits the bullseye 42% of the time, and Bonnie hits it 35% of the time. Round to two decimal places.

Quantity A	Quantity B
The probability that Sheryl will hit the bullseye at least once in her first three tries	The probability that Bonnie will hit the bullseye at least once in her four tries

- ◯ Quantity A is greater.
- ◯ Quantity B is greater.
- ◯ The two quantities are equal.
- ◯ The relationship cannot be determined from the given data.

8

$$\frac{x}{y} = \frac{3}{7}$$

Quantity A | Quantity B
x | y

○ Quantity A is greater.

○ Quantity B is greater.

○ The two quantities are equal.

○ The relationship cannot be determined from the given data.

---

9 At a certain company, one quarter of the employees take the bus to work and one third drive. Of the remaining employees, half walk, one third ride a bike, and the rest take the subway. Out of the total number of employees, what fraction ride a bike to work?

A. $\frac{1}{12}$

B. $\frac{8}{15}$

C. $\frac{2}{21}$

D. $\frac{5}{36}$

---

10 Which of the following is or are (a) possible value(s) for x in the inequality $|2x - 2| > 20$?

> Multiple answers may be correct.
> Select all that apply.

A. -12.5

B. -9

C. 4

D. 12

E. 20

---

11 An ant begins at the center of a pie with a 12" radius. Walking out to the edge of pie, it then proceeds along the outer edge for a certain distance. At a certain point, it turns back toward the center of the pie and returns to the center point. Its whole trek was 55.3 inches. What is the approximate size of the angle through which it traveled?

A. $128.21°$

B. $91.44°$

C. $81.53°$

D. $149.52°$

A successful business decided to expand and open a new branch in a neighboring country fifteen months ago. Data about the profit per month of the new branch of the business is shown below.

---
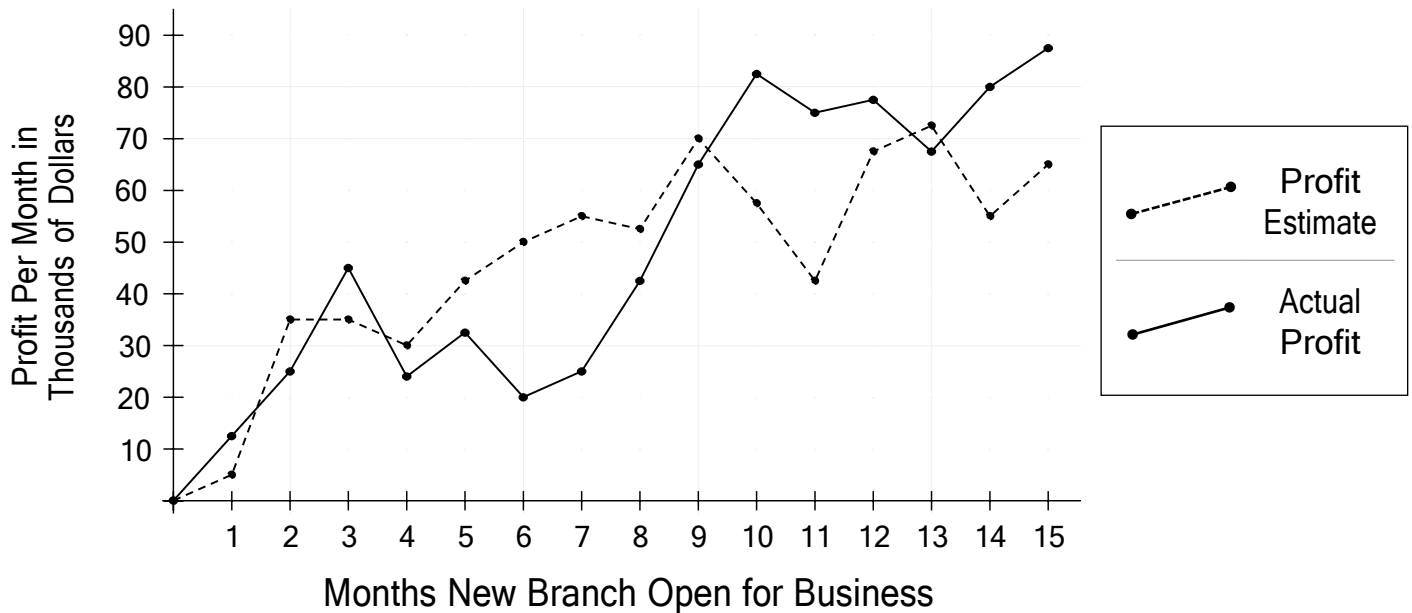
12 What was the percent increase in profit of the new branch of the business between the sixth month after it opened and the fourteenth month after it opened?

---

13 If the business's profits had continued to decrease steadily after month 4 at the same rate as they were predicted to fall between months 2 and 4 after the new branch opened, what would be the new branch's profit after 6 months?

A. 10.2

B. 10.8

C. 11.0

D. 11.4

---

14 What was the maximum amount of money by which the predicted profits and the actual profits differed over the course of the shown 15 months?

A. $25,500

B. $30,000

C. $30,500

D. $42,500

15 Which of the following equations represents the equation $y = 4x^2 - 2$ shifted down 2 units and right 3 units?

A. $y = 4(x+2)^2 - 5$

B. $y = 4(x-2)^2 - 5$

C. $y = 4(x-3)^2 - 4$

D. $y = 4(x+3)^2 - 4$

---

16 Solve for x:

$$\frac{x}{\sqrt{0.04}} = \sqrt{0.16}$$

A. 0.08

B. 0.2

C. 0.64

D. 0.4

---
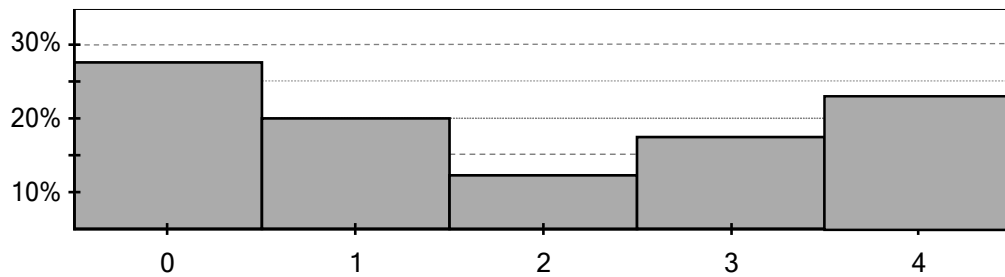
17 Consider the probability distribution shown above. What is the mean of the random variable being measured?

A. 1.725

B. 1.875

C. 1.950

D. 1.975

---

18 What is the value of angle y?

$125°$

m

$\angle y$

n

Diagram not to scale.
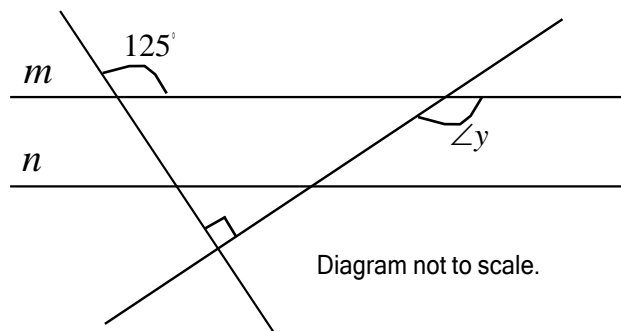
19 A farmer has 34 ft of fence and wants to fence in his sheep. He wants to build a rectangular pen with one side formed by the side of his barn. He wants the area of the pen to be 120 ft^2. Which of the following could be the length of the side of the pen opposite the barn?

A. 8 ft

B. 10 ft

C. 12 ft

D. 18 ft

E. 24 ft

Multiple answers may be correct. Select all that apply.

---

20 Simplify the following expression.

$$\frac{\left(x^4\right)^{-7}}{x^2 x^4}$$

A. $\dfrac{1}{x^{34}}$

B. x^{34}

C. $x^{\frac{1}{22}}$

D. x^{22}

End of Section   **STOP**   **End of Section**

SI No	Student Name	Department	Quantitative in Placement	Verbal in Placement	Programming in Placement	Final Mock Placement Test	Verbal Ability	Quantitative Quiz	Email Writing	In-Class Programming Test 1	In-Class Programming Test 2	In-Class Programming Test 3	In Class verbal Test	Total	Average Verbal Score	Average Quantitative score	Programming Average score	Scope for Improvement
0	Full marks	.	20	30	20	70	30	20	5	20	20	40	30	235				
1	UmaMaheswari V	BSC Physics	19	27	13	59	30	18	0	20	13	31	19	190	80	92.5	77	Overall Good Performance. Keep up the Good work
2	R.SUSMITHA	B.Sc COMPUTER SCIENCE	18	21	10	49	30	19	3	16	17	20	21	175	78.94736842	92.5	63	While Quantitative and Verbal Scores are good, More focus is needed on Programming
3	M.Thilagajothi	BCA	16	20	0	36	30	18	3	0	15	20	29	151	86.31578947	85	35	While Quantitative and Verbal Scores are good, More focus is needed on Programming
4	Swetha c	Bca	18	25	10	53	24	11	3	15	13	25	2	146	56.84210526	72.5	63	Requires more focus on Verbal and Programming - Specially Verbal
5	Swetha K	MSc maths	19	24	14	57	21	19	5	11	0	30	0	143	52.63157895	95	55	Requires more focus on Verbal and Programming
6	M.Jayanthi	B.Sc Computer Science	14	15	7	36	14	7	5	11	12	30	19	134	55.78947368	52.5	60	Requires more focus on Quants, Verbal and Programming - Specially Verbal
7	S.Priyadharshini	Msc Mathematics	16	14	0	30	17	13	5	14	11	31	7	128	45.26315789	72.5	56	Requires more focus on Quants, Verbal and Programming - Specially Verbal
8	Induja	Mathematics	11	22	6	39	29	4	2	5		25	23	127	80	37.5	36	Requires more focus on Quants and Programming
9	R.Hemalatha	III BSC Computer Science	13	18	8	39	30	18	3	11	0	10	14	125	68.42105263	77.5	29	Requires more focus on Verbal and Programming
10	Saranya.G	B.Sc Computer Science	5	6	7	18	29	18	5	19	0	10	20	119	63.15789474	57.5	36	Requires more focus on Quants, Verbal and Programming - Specially Programming
11	Idhazhya C	BCA	17	6	5	28	18	16	0	15	9	9	21	116	47.36842105	82.5	38	Requires more focus on Quants, Verbal and Programming - Specially Programming
12	Aruljayapriya A	BCA	7	9	2	18	24	16	5	10	12	17	9	111	49.47368421	57.5	41	Requires more focus on Quants, Verbal and Programming - Specially Programming
13	S.Gayathri	MSc Mathematics	0	0	0	0	25	15	0	14	10	15	27	106	54.73684211	37.5	39	Requires more focus on Quants, Verbal and Programming - Specially Quants
14	M.Jayasri	BSC Mathematics	16	12	1	29	9	18	0	2		17	25	104	48.42105263	85	24	Requires more focus on Verbal and Programming - Specially Programming
15	Yogalakshmi.S	BCA	18	24	4	46	26	11	5	0		15	0	103	57.89473684	72.5	19	Requires more focus on Quants, Verbal and Programming - Specially Programming
16	M.Padma Priya	MSc Mathematics	0	0	0	0	29	17	0		8	20	29	103	61.05263158	42.5	28	Requires more focus on Quants, Verbal and Programming - Specially Programming
17	S Preethi	BCA	16	19	5	40	27	0	5	0	12	15	0	99	53.68421053	40	32	Requires more focus on Quants, Verbal and Programming - Specially Programming
18	K.Madhu meetha	B.Sc, Information Technology	16	25	7	48	6	18	5	17	0	0	0	94	37.89473684	85	24	Requires more focus on Verbal and Programming - Specially Programming
19	A.V.R.AKSHAYA	MATHEMATICS	13	13	10	36	0	0	0	0	10	23	22	91	36.84210526	32.5	43	Requires more focus on Quants, Verbal and Programming - Specially Quants
20	GUNAPRIYA.K	Bsc PHYSICS	18	19	0	37	30	18	5	0	0	0	0	90	56.84210526	90	0	Requires more focus on Verbal and Programming - Specially Programming
21	K.Thilaka	BSC Mathematics	11	10	6	27	6	2	2	5	4	22	21	89	41.05263158	32.5	37	Requires more focus on Quants, Verbal and Programming - Specially Programming
22	D.Divya	Bsc.Physics	16	17	5	38	30	18	3	0	0	0	0	89	52.63157895	85	5	Requires more focus on Verbal and Programming - Specially Programming
23	R.sangavi	BCA	13	26	5	44	27	12	5	0	0	0	0	88	61.05263158	62.5	5	Requires more focus on Quants, Verbal and Programming - Specially Programming
24	Abirami M	III BCA A	7	10	0	17	30	18	0	4	8	0	10	87	52.63157895	62.5	12	Requires more focus on Quants, Verbal and Programming - Specially Programming
25	Maheswari S	MSc Computer Science	0	0	0	0	29	9	5	0	17	27	0	86	35.78947368	22.5	44	Requires more focus on Quants, Verbal and Programming - Specially Quants
26	Vaishali.M	BCA	15	25	6	46	24	11	5	0	0	0	0	86	56.84210526	65	6	Requires more focus on Quants, Verbal and Programming - Specially Programming
27	C.Kalaiselvi	Computer Science	10	17	3	30	4	8	5	12	0	10	11	80	38.94736842	45	25	Requires more focus on Quants, Verbal and Programming - Specially Programming
28	Narmatha.V	BCA	14	25	0	39	25	11	5	0	0	0	0	80	57.89473684	62.5	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
29	PoojaSree V	MSc Computer Science	0	0	0	0	26	17	5	20	0	7	5	80	37.89473684	42.5	27	Requires more focus on Quants, Verbal and Programming - Specially Programming
30	Bhuvaneshwari S	BCA	12	15	2	29	4	5	3	7.5	11.5	9	9	78	32.63157895	42.5	30	Requires more focus on Quants, Verbal and Programming - Specially Programming
31	GAJALAKSHMI T	III BCA	10	11	7	28	10	0	3	4	5	20	8	78	32.63157895	17.5	40	Requires more focus on Quants, Verbal and Programming - Specially Programming
32	Lalitha. S	Computer science	10	8	4	22	14	3	5	0	6	17	9	76	37.89473684	32.5	27	Requires more focus on Quants, Verbal and Programming - Specially Programming
33	Abirami .M	3rd B.Sc Information Technology	20	28	8	56	0	0	3	0	0	0	16	75	49.47368421	50	8	Requires more focus on Quants, Verbal and Programming - Specially Programming
34	Dhana Priya C	MSc Computer Science	0	0	0	0	30	17	5	20	0	0	3	75	40	42.5	20	Requires more focus on Quants, Verbal and Programming - Specially Programming
35	ANUSUYA R	B.sc IT	12	17	5	34	22	9	3	5	0	0	0	73	44.21052632	52.5	10	Requires more focus on Quants, Verbal and Programming - Specially Programming
36	B.Bharathi	MSc Computer Science	0	0	0	0	11	2	5	13	11	0	29	71	47.36842105	5	24	Requires more focus on Quants, Verbal and Programming - Specially Quants
37	K.Keerthana	BSC Computer Science	7	22	4	33	0	0	0	0	8	25	4	70	27.36842105	17.5	37	Requires more focus on Quants, Verbal and Programming - Specially Quants
38	Atchaya R	MSC	0	0	0	0	29	16	5	10	0	10	0	70	35.78947368	40	20	Requires more focus on Quants, Verbal and Programming - Specially Programming
39	M.Atchaya	III BCA A	8	13	0	21	19	6	2	0	0	0	20	68	56.84210526	35	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
40	Savitha Sri S	BSC Physics	8	9	0	17	30	18	3	0	0	0	0	68	44.21052632	65	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
41	Kiruthiga. R	Information technology	14	13	0	27	9	12	2	18	0	0	0	68	25.26315789	65	18	Requires more focus on Quants, Verbal and Programming - Specially Programming
42	Mathubala M	BCA	0	0	0	0	16	16	0	0	12	15	9	68	26.31578947	40	27	Requires more focus on Quants, Verbal and Programming - Specially Verbal
43	T.Preethipa	M.Sc Mathematics	0	0	0	0	29	18	0	0	0	20	0	67	30.52631579	45	20	Requires more focus on Quants, Verbal and Programming - Specially Verbal
44	Abarna G	II Msc Mathematics	0	0	0	0	29	15	0	0	0	23	0	67	30.52631579	37.5	23	Requires more focus on Quants, Verbal and Programming - Specially Programming
45	Jerlin S	MSc Computer Science	0	0	0	0	26	17	5	19	0	0	0	67	32.63157895	42.5	19	Requires more focus on Quants, Verbal and Programming - Specially Programming
46	V. Vishnupriya	III B.sc.Physics	4	9	0	13	30	18	3	2	0	0	0	66	44.21052632	55	2	Requires more focus on Quants, Verbal and Programming - Specially Programming
47	K.kesava priya	Mathematics	12	13	0	25	9	17	0	0	0	0	11	62	34.73684211	72.5	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
48	T.Janani	MSc Computer Science	0	0	0	0	19	17	5	19	0	0	0	60	25.26315789	42.5	19	Requires more focus on Quants, Verbal and Programming - Specially Programming
49	R.Harini	BSC Computer Science	6	7	14	27	0	0	0	0	9.5	15	8	59.5	15.78947368	15	38.5	Requires more focus on Quants, Verbal and Programming - Specially Quants
50	Ganga Sri M	iii BCA	15	13	4	32	5	0	3	5	0	0	11	58	33.68421053	42.5	9	Requires more focus on Quants, Verbal and Programming - Specially Programming
51	P.Sukriya	Mathematics	13	10	2	25	5	4	2	8	0	0	12	56	30.52631579	42.5	10	Requires more focus on Quants, Verbal and Programming - Specially Programming
52	Praveena T	MSc Information Technology	0	0	0	0	0	0	0	0	13.5	20	19	52.5	20	0	33.5	Requires more focus on Quants, Verbal and Programming - Specially Quants
53	P.saranya	Computer applications	13	14	0	27	0	0	0	0	11	0	11	49	26.31578947	32.5	11	Requires more focus on Quants, Verbal and Programming - Specially Quants
54	Thendral K	Msc Mathematics	0	0	0	0	0	0	0	0	0	20	29	49	30.52631579	0	20	Requires more focus on Quants, Verbal and Programming - Specially Quants
55	Gayathri	MSc Computer Science	0	0	0	0	8	1	0	0	13	16	10	48	18.94736842	2.5	29	Requires more focus on Quants, Verbal and Programming - Specially Programming
56	J.Nathiya	Bsc Computer Science	0	0	0	0	0	14	0	0	0	15	19	48	20	35	15	Requires more focus on Quants, Verbal and Programming - Specially Programming
57	Rifayah Fathima	MSc Information Technology	0	0	0	0	0	0	0	10	13.5	18	5	46.5	5.263157895	0	41.5	Requires more focus on Quants, Verbal and Programming - Specially Verbal
58	Dhivyalakshmi	BSC Computer Science	12	6	0	18	4	2	2	0	0	10	7	49	20	35	10	Requires more focus on Quants, Verbal and Programming - Specially Programming
59	M.sangavi marimuthu	Physics	15	18	10	43	0	0	0	0	0	0	0	43	18.94736842	37.5	10	Requires more focus on Quants, Verbal and Programming - Specially Programming
60	Sowmiya V	MSc Mathematics	0	0	0	0	0	0	0	0	11.5	12	19	42.5	20	0	23.5	Requires more focus on Quants, Verbal and Programming - Specially Quants
61	ELLAKIYAPRIYA S	BCA	10	16	0	26	0	15	0	0	0	0	0	41	16.84210526	62.5	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
62	Shalini s	Msc computer science	16	23	0	39	0	0	0	0	0	2	0	41	24.21052632	40	2	Requires more focus on Quants, Verbal and Programming - Specially Programming
63	ABARNA .k	B S C COMPUTER SICENCE	4	14	0	18	12	0	5	5	0	0	0	40	32.63157895	10	5	Requires more focus on Quants, Verbal and Programming - Specially Programming
64	Aarthi. R	Computer science	9	7	6	22	0	0	0	0	0	18	0	40	7.368421053	22.5	24	Requires more focus on Quants, Verbal and Programming - Specially Verbal
65	Archana S	Mathematics	0	0	0	0	0	15	0	0	0	15	10	40	10.52631579	37.5	15	Requires more focus on Quants, Verbal and Programming - Specially Verbal
66	Swathilakshmi	MSc Information Technology	0	0	0	0	0	0	0	0	13	20	3	36	3.157894737	0	33	Requires more focus on Quants, Verbal and Programming - Specially Verbal
67	S.Sweetha	BSC Computer Science	5	3	0	8	0	0	0	0	0	7	20	35	24.21052632	12.5	7	Requires more focus on Quants, Verbal and Programming - Specially Programming
68	J.BRIJITH MONISHA	BCA	8	11	9	28	0	6	0	0	0	0	0	34	11.57894737	35	9	Requires more focus on Quants, Verbal and Programming - Specially Programming
69	Monisha	MSc IT	0	0	0	0	0	0	0	0	9	25	0	34	0	0	34	Requires more focus on Quants, Verbal and Programming - Specially on Quants and Verbal
70	Mathibala M	BCA	15	18	0	33	0	0	0	0	0	0	0	33	18.94736842	37.5	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
71	P.Janagi	B.SC-INFORMATION TECHNOLOGY	4	6	9	19	4	6	2	2	0	0	0	33	12.63157895	25	11	Requires more focus on Quants, Verbal and Programming - Specially Programming
72	B.Abirami	Computer Science	0	0	0	0	6	2	0	0	5	0	7	20	16.84210526	5	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
73	E.Thatchayeni	MSc Mathematics	0	0	0	0	3	0	0	0	1.5	20	5	29.5	5.263157895	7.5	21.5	Requires more focus on Quants, Verbal and Programming - Specially Verbal
74	Pooja R	B.sc Computer Science	8	12	0	20	5	3	0	0	0	0	0	28	17.89473684	27.5	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
75	R. Elanthendral	MSC Computer Science	0	0	0	0	26	0	0	0	0	0	0	26	27.36842105	0	0	Requires more focus on Quants, Verbal and Programming - Specially Programming and Quants
76	Sharumathi.R	BCA	14	7	0	21	0	0	0	0	0	0	0	21	7.368421053	35	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
77	Divya Shree S S	MSc Computer Science	0	0	0	0	0	0	0	0	0	20	0	20	0	0	20	Requires more focus on Quants, Verbal and Programming - Specially on Quants and Verbal
78	G.Annes Joshiba	Mathematics	7	12	0	19	0	0	0	0	0	0	0	19	12.63157895	17.5	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
79	Madhu Mitha A	BCA	6	6	2	14	0	0	0	0	0	0	4	18	10.52631579	15	2	Requires more focus on Quants, Verbal and Programming - Specially Programming
80	Nandhini. C	Bca	4	13	0	17	0	0	0	0	0	0	0	17	13.68421053	15	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
81	C.bhuvaneshwari	Computer science	6	11	0	17	0	0	0	0	0	0	0	17	11.57894737	15	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
82	C.Soundharya	Msc Information Technology	0	0	0	0	0	0	0	0	8	0	8	16	8.421052632	0	8	Requires more focus on Quants, Verbal and Programming - Specially Programming
83	S. Sowmiya	Information Technology	0	0	0	0	0	0	0	0	0	0	16	16	16.84210526	0	0	Requires more focus on Quants, Verbal and Programming - Specially Quants and Programming
84	Elakkiyapriya S	BCA	0	0	0	0	0	0	0	0	0	15	0	15	0	0	15	Requires more focus on Quants, Verbal and Programming - Specially Quants and Verbal
85	Kani	BCA	5	9	0	14	0	0	0	0	0	0	0	14	9.473684211	12.5	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
86	M.Surya	Mathematics	0	0	0	0	0	0	0	0	0	5	8	13	8.421052632	0	0	Requires more focus on Quants, Verbal and Programming - Specially Quants
87	A. Prithiyangara varshini	Computer science	3	9	0	12	0	0	0	0	0	0	0	12	9.473684211	7.5	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
88	Abarna K	BSc Computer Science	0	0	0	0	0	0	0	0	0	11	0	11	11.57894737	0	0	Requires more focus on Quants, Verbal and Programming - Specially Quants and Programming
89	Sindhu Bharathi	BCA	0	0	0	7	1	0	0	0	0	0	0	8	7.368421053	2.5	0	Requires more focus on Quants, Verbal and Programming - Specially Quants and Programming
90	Monisha G	Msc Computer Science	0	0	0	0	5	1	0	0	0	0	0	6	5.263157895	2.5	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
91	F.Nasreenbanu	Information Technology	0	0	0	0	0	5	0	0	0	0	0	5	0	12.5	0	Requires more focus on Quants, Verbal and Programming - Specially Programming and Verbal
92	Sai Ram	English	0	0	0	0	0	2	0	0	0	0	0	2	0	5	0	Requires more focus on Quants, Verbal and Programming - Specially Programming and Verbal
	Subject wise Average					23.39655172	18.60714286	10.31746032	3.720930233	10.1	10.03225806	16.5	13.56					

Sl No	Student Name	Department	Quantitative in Placement	Verbal in Placement	Programming in Placement	Final Mock Placement Test	Verbal Ability	Quantitative Quiz	Email Writing Quiz	In-Class Programming Test 1	In-Class Programming Test 2	In-Class Programming Test 3	In Class verbal Test	Total	Average Verbal Score	Average Quantitative score	Programming Average score	Scope for Improvement
1	UmaMaheswari.V.	BSC Physics	19	27	13	59	30	18	0	20	13	31	19	190	80	92.5	77	Overall Good Performance. Keep up the Good work
2	R.SUSMITHA	B.Sc COMPUTER SCIENCE	18	21	10	49	30	19	3	16	17	20	21	175	78.94736842	92.5	63	While Quantitative and Verbal Scores are good, More focus is needed on Programming
3	M.Thilagajothi	BCA	16	20	0	36	30	18	3	0	15	20	29	151	86.31578947	85	35	While Quantitative and Verbal Scores are good, More focus is needed on Programming
4	Swetha c	Bca	18	25	10	53	24	11	3	15	13	25	2	146	56.84210526	72.5	63	Requires more focus on Quants, Verbal and Programming - Specially Verbal
5	Swetha K	MSc rmaths	19	24	14	57	21	19	5	11	0	30	0	143	52.63157895	95	55	Requires more focus on Verbal and Programming
6	M.Jayanthi	B.Sc Computer Science	14	15	7	36	14	7	5	11	12	30	19	134	55.78947368	52.5	60	Requires more focus on Quants, Verbal and Programming - Specially Quants
7	S.Priyadharshini	Msc Mathematics	16	14	0	30	17	13	5	14	11	31	7	128	45.26315789	72.5	56	Requires more focus on Quants, Verbal and Programming - Specially Verbal
8	Induja	Mathematics	11	22	6	39	29	4	2	5	0	25	23	127	80	37.5	36	Requires more focus on Quants and Programming
9	R.Hemalatha	III BSC Computer Science	13	18	8	39	30	18	3	11	0	10	14	125	68.42105263	77.5	29	Requires more focus on Verbal and Programming
10	Saranya.G	B.Sc Computer Science	5	6	7	18	29	18	5	19	0	10	20	119	63.15789474	57.5	36	Requires more focus on Quants, Verbal and Programming - Specially Programming
11	Idhazhya C	BCA	17	6	5	28	18	16	0	15	9	9	21	116	47.36842105	82.5	38	Requires more focus on Quants, Verbal and Programming - Specially Programming
12	Aruljayapriya A	BCA	7	9	2	18	24	16	5	10	12	17	9	111	49.47368421	57.5	41	Requires more focus on Quants, Verbal and Programming - Specially Programming
13	S.Gayathri	MSc Mathematics	0	0	0	0	25	15	0	14	10	15	27	106	54.73684211	37.5	39	Requires more focus on Quants, Verbal and Programming - Specially Quants
14	M.Jayasri	BSC Mathematics	16	12	1	29	9	18	0	2	4	17	25	104	48.42105263	85	24	Requires more focus on Verbal and Programming - Specially Programming
15	Yogalakshmi.S	BCA	18	24	4	46	26	11	5	0	0	15	0	103	57.89473684	72.5	19	Requires more focus on Quants, Verbal and Programming - Specially Programming
16	M.Padma Priya	MSc Mathematics	0	0	0	0	29	17	0	0	8	20	29	103	61.05263158	42.5	28	Requires more focus on Quants, Verbal and Programming - Specially Programming
17	S Preethi	BCA	16	19	5	40	27	0	5	0	12	15	0	99	53.68421053	40	32	Requires more focus on Quants, Verbal and Programming - Specially Programming
18	K.Madhu meetha	B.Sc, Information Technology	16	25	7	48	6	18	5	17	0	0	0	94	37.89473684	85	24	Requires more focus on Verbal and Programming - Specially Programming
19	A.V.R.AKSHAYA	MATHEMATICS	13	13	10	36	0	0	0	0	10	23	22	91	36.84210526	32.5	43	Requires more focus on Quants Verbal and Programming - Specially Quants
20	GUNAPRIYA.K	Bsc PHYSICS	18	19	0	37	30	18	5	0	0	0	0	90	56.84210526	90	0	Requires more focus on Verbal and Programming - Specially Programming
21	K.Thilaka	BSC Mathematics	11	10	6	27	6	2	2	5	4	22	21	89	41.05263158	32.5	37	Requires more focus on Quants, Verbal and Programming - Specially Quants
22	D.Divya	Bsc.Physics	16	17	5	38	30	18	3	0	0	0	0	89	52.63157895	85	5	Requires more focus on Pherbal and Programming - Specially Programming
23	R.sangavi	BCA	13	26	5	44	27	12	5	0	0	0	0	88	61.05263158	62.5	5	Requires more focus on Quants, Verbal and Programming - Specially Programming
24	Abirami M	III BCA A	7	10	0	17	30	18	0	4	8	0	10	87	52.63157895	62.5	12	Requires more focus on Quants, Verbal and Programming - Specially Programming
25	Maheswari S	MSc Computer Science	0	0	0	0	29	9	5	0	17	27	0	86	35.78947368	22.5	44	Requires more focus on Quants, Verbal and Programming - Specially Quants
26	Vaishali.M	BCA	15	25	6	46	24	11	5	0	0	0	0	86	56.84210526	65	6	Requires more focus on Quants, Verbal and Programming - Specially Programming
27	C.Kalaiselvi	Computer Science	10	17	3	30	4	8	5	12	0	10	11	80	38.94736842	45	25	Requires more focus on Quants, Verbal and Programming - Specially Programming
28	Narmatha.V	BCA	14	25	0	39	25	11	5	0	0	0	0	80	57.89473684	62.5	0	Requires more focus on Quants, Verbal and Programming - Specially Programming
29	PoojaSree V	MSc Computer Science	0	0	0	0	26	17	5	20	0	7	5	80	37.89473684	42.5	27	Requires more focus on Quants, Verbal and Programming - Specially Programming
30	Bhuvaneshwari S	BCA	12	15	2	29	4	5	3	7.5	11.5	9	9	78	32.63157895	42.5	30	Requires more focus on Quants, Verbal and Programming - Specially Programming