

# Nikhil Domade

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<b>Computer Science</b>  <b>61</b> /100	<b>Logical Ability</b>  <b>52</b> /100	<b>Computer Programming</b>  <b>66</b> /100	<b>Quantitative Ability (Advanced)</b>  <b>48</b> /100
<b>English Comprehension</b>  <b>34</b> /100	<b>WriteX - Essay Writing</b>  <b>60</b> /100	<b>Automata</b>  <b>98</b> /100	<b>Automata Fix</b>  <b>72</b> /100
<b>Personality</b>  <b>Completed</b>			

<b>Computer Science</b>			<b>61</b> / 100
OS and Computer Architecture	DBMS	Computer Networks	
<b>71</b> / 100	<b>67</b> / 100	<b>28</b> / 100	

<b>Logical Ability</b>			<b>52</b> / 100
Inductive Reasoning	Deductive Reasoning	Abductive Reasoning	
<b>54</b> / 100	<b>50</b> / 100	<b>51</b> / 100	

## Computer Programming

66 / 100

Basic Programming

67 / 100

Data Structures

66 / 100

OOP and Complexity Theory

64 / 100

## Quantitative Ability (Advanced)

48 / 100

Basic Mathematics

47 / 100

Advanced Mathematics

46 / 100

Applied Mathematics

51 / 100

## English Comprehension

34 / 100

CEFR: **A2**

Grammar

37 / 100

Vocabulary

33 / 100

Comprehension

33 / 100

## WriteX - Essay Writing

60 / 100

CEFR: **B1**

Content Score

66 / 100

Grammar Score

46 / 100

## Automata

98 / 100

Programming Practices

88 / 100

Functional Correctness

100 / 100

## Automata Fix

72 / 100

Logical Error

100 / 100

Code Reuse

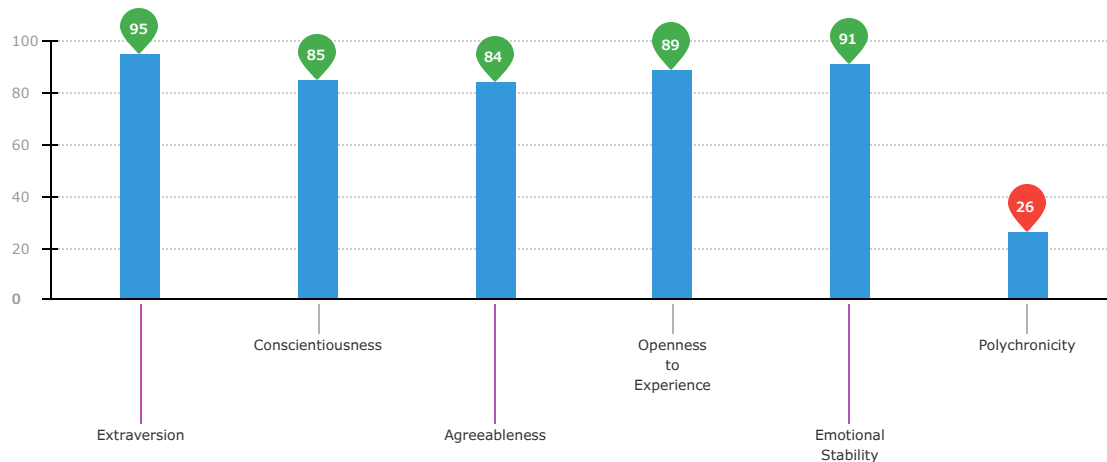
0 / 100

Syntactical Error

100 / 100

# Personality

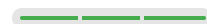
Completed



People Interaction



Self-Drive



Trainability



Repetitive Job Suitability



Work attributes

## 1 | Introduction

### About the Report

This report provides a detailed analysis of the candidate's performance on different assessments. The tests for this job role were decided based on job analysis, O\*Net taxonomy mapping and/or criterion validity studies. The candidate's responses to these tests help construct a profile that reflects her/his likely performance level and achievement potential in the job role

This report has the following sections:

The **Summary** section provides an overall snapshot of the candidate's performance. It includes a graphical representation of the test scores and the subsection scores.

The **Insights** section provides detailed feedback on the candidate's performance in each of the tests. The descriptive feedback includes the competency definitions, the topics covered in the test, and a note on the level of the candidate's performance.

The **Response** section captures the response provided by the candidate. This section includes only those tests that require a subjective input from the candidate and are scored based on artificial intelligence and machine learning.

The **Learning Resources** section provides online and offline resources to improve the candidate's knowledge, abilities, and skills in the different areas on which s/he was evaluated.

### Score Interpretation

All the test scores are on a scale of 0-100. All the tests except personality and behavioural evaluation provide absolute scores. The personality and behavioural tests provide a norm-referenced score and hence, are percentile scores. Throughout the report, the colour codes used are as follows:

- Scores between 67 and 100
- Scores between 33 and 67
- Scores between 0 and 33

## 2 | Insights

### English Comprehension

CEFR: **A2**

This test aims to measure your vocabulary, grammar and reading comprehension skills.

You need to put in substantial effort to improve your English. A basic understanding of English is needed to read simple instructions, signs, announcements, and notices.

### Logical Ability



#### Inductive Reasoning

This competency aims to measure the your ability to synthesize information and derive conclusions.

You are able to work out rules based on specific information and solve general work problems using these rules. This skill is required in data-driven research jobs where one needs to formulate new rules based on variable trends.



#### Deductive Reasoning

This competency aims to measure the your ability to synthesize information and derive conclusions.

You are able to work out simple rules based on specific evidence or information. This skill is required in high end analytics jobs where one is required to infer patterns based on predefined rules from different sets of data.



#### Abductive Reasoning

### Quantitative Ability (Advanced)

This test aims to measure your ability to solve problems on basic arithmetic operations, probability, permutations and combinations, and other advanced concepts.

You are good at basic arithmetic. You are able to solve real-world problems that involve simple addition, subtraction, multiplication and division.

### Personality

#### Competencies



## Extraversion

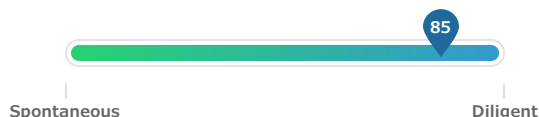


Extraversion refers to a person's inclination to prefer social interaction over spending time alone. Individuals with high levels of extraversion are perceived to be outgoing, warm and socially confident.

- You are outgoing and seek out opportunities to meet new people.
- You tend to enjoy social gatherings and feels comfortable amongst strangers and friends equally.
- You display high energy levels and like to indulge in thrilling and exciting activities.
- You may tend to be assertive about your opinions and prefer action over contemplation.
- You take initiative and are more inclined to take charge than to wait for others to lead the way.
- Your personality is well suited for jobs demanding frequent interaction with people.



## Conscientiousness



Conscientiousness is the tendency to be organized, hard working and responsible in one's approach to your work. Individuals with high levels of this personality trait are more likely to be ambitious and tend to be goal-oriented and focused.

- You value order and self discipline and tends to pursue ambitious endeavours.
- You believe in the importance of structure and is very well-organized.
- You carefully review facts before arriving at conclusions or making decisions based on them.
- You strictly adhere to rules and carefully consider the situation before making decisions.
- You tend to have a high level of self confidence and do not doubt your abilities.
- You generally set and work toward goals, try to exceed expectations and are likely to excel in most jobs, especially those which require careful or meticulous approach.



## Agreeableness



Agreeableness refers to an individual's tendency to be cooperative with others and it defines your approach to interpersonal relationships. People with high levels of this personality trait tend to be more considerate of people around them and are more likely to work effectively in a team.

- You are considerate and sensitive to the needs of others.
- You tend to put the needs of others ahead of your own.
- You are likely to trust others easily without doubting their intentions.
- You are compassionate and may be strongly affected by the plight of both friends and strangers.
- You are humble and modest and prefer not to talk about personal accomplishments.
- Your personality is more suitable for jobs demanding cooperation among employees.



## Openness to Experience



Openness to experience refers to a person's inclination to explore beyond conventional boundaries in different aspects of life. Individuals with high levels of this personality trait tend to be more curious, creative and innovative in nature.

- You tend to be curious in nature and is generally open to trying new things outside your comfort zone.
- You may have a different approach to solving conventional problems and tend to experiment with those solutions.
- You are creative and tends to appreciate different forms of art.
- You are likely to be in touch with your emotions and is quite expressive.
- Your personality is more suited for jobs requiring creativity and an innovative approach to problem solving.



## Emotional Stability



Emotional stability refers to the ability to withstand stress, handle adversity, and remain calm and composed when working through challenging situations. People with high levels of this personality trait tend to be more in control of their emotions and are likely to perform consistently despite difficult or unfavourable conditions.

- You are calm and composed in nature.
- You tend to maintain composure during high pressure situations.
- You are very confident and comfortable being yourself.
- You find it easy to resist temptations and practice moderation.
- You are likely to remain emotionally stable in jobs with high stress levels.



## Polychronicity



Polychronicity refers to a person's inclination to multitask. It is the extent to which the person prefers to engage in more than one task at a time and believes that such an approach is highly productive. While this trait describes the personality disposition of a person to multitask, it does not gauge their ability to do so successfully.

- You prefer to work on one task at a time, complete it and then move on to the next.
- You prefer orderliness and likes to concentrate on the task at hand without any distractions.
- You can find it difficult to be placed in a work environment where there is a need to multitask or where expected to engage in multiple projects simultaneously.

### 3 | Response

#### Automata



98 / 100

[Code Replay](#)


#### Question 1 (Language: C++20)

A data compression software uses various steps to compress a string of data. One of the steps involves finding the count of characters that are not repeated in the string.

Write an algorithm for the software developer to find the count of characters that are not repeated in the string.


#### Scores

##### Programming Practices

 **100** / 100

High readability, high on program structure. The source code is readable and does not consist of any significant redundant/improper coding constructs.

##### Functional Correctness

 **100** / 100

Functionally correct source code. Passes all the test cases in the test suite for a given problem.

#### Final Code Submitted

**Compilation Status: Pass**

```

1 // Sample code to read input and write output:
2
3 /*
4 #include <iostream>
5
6 using namespace std;
7
8 int main()
9 {
10  char name[20];
11  cin >> name;          // Read input from STDIN
12  cout << "Hello " << name;    // Write output to STDOUT
13  return 0;
14 }
15 */
16
17 // Warning: Printing unwanted or ill-formatted data to output will cause the test cases to fail
18
19 #include <iostream>
20 #include<bits/stdc++.h>
21 #include<unordered_map>
22 using namespace std;
23

```

#### Code Analysis

##### Average-case Time Complexity

**Candidate code:**  $O(N)$

**Best case code:**  $O(N)$

\*N represents size of the string.

##### Errors/Warnings

There are no errors in the candidate's code.

##### Structural Vulnerabilities and Errors

There are no errors in the candidate's code.



```

24 int nonRepeatedChar (string c)
25 {
26     int answer=0;
27     // Write your code here
28
29     unordered_map<char,int>temp;
30     for(int i=0;i<c.size();i++){
31
32         temp[c[i]]++;
33     }
34
35     for(auto i:temp){
36         if(i.second==1){
37             answer++;
38         }
39     }
40
41     return answer;
42 }
43
44
45 int main()
46 {
47     //input for compString
48     string compString;
49     getline(cin,compString);
50
51     int result = nonRepeatedChar(compString);
52     cout << result;
53
54
55
56
57
58
59
60     return 0;
61 }
62
63

```

## Test Case Execution

Passed TC: 100%

Total score



13/13

**100%**

Basic(7/7)

**100%**

Advance(5/5)

**100%**

Edge(1/1)

## Compilation Statistics

0

Total attempts

0

Successful

0

Compilation errors

0

Sample failed

0

Timed out

0

Runtime errors

Response time:

00:08:38

Average time taken between two compile attempts:

00:00:00

Average test case pass percentage per compile:

0%

## *i* Average-case Time Complexity

Average Case Time Complexity is the order of performance of the algorithm given a random set of inputs. This complexity is measured here using the Big-O asymptotic notation. This is the complexity detected by empirically fitting a curve to the run-time for different input sizes to the given code. It has been benchmarked across problems.

## *i* Test Case Execution

There are three types of test-cases for every coding problem:

**Basic:** The basic test-cases demonstrate the primary logic of the problem. They include the most common and obvious cases that an average candidate would consider while coding. They do not include those cases that need extra checks to be placed in the logic.

**Advanced:** The advanced test-cases contain pathological input conditions that would attempt to break the codes which have incorrect/semi-correct implementations of the correct logic or incorrect/semi-correct formulation of the logic.


**Edge:** The edge test-cases specifically confirm whether the code runs successfully even under extreme conditions of the domain of inputs and that all possible cases are covered by the code

## Question 2 (Language: C++20)

You are given a list of integers of size N. Write an algorithm to sort the first K elements (from list[0] to list[K-1]) of the list in ascending order and the remaining (list[K] to list[N-1]) elements in descending order.


## Scores

### Programming Practices

 75 / 100

Low readability, high on program structure. The source code does not follow best practices in its formatting and may contain a few redundant/improper coding constructs.

### Functional Correctness

 100 / 100

Functionally correct source code. Passes all the test cases in the test suite for a given problem.

Final Code Submitted	Compilation Status: Pass	Code Analysis
<pre> 1 // Sample code to read input and write output: 2 3 /* 4 #include &lt;iostream&gt; 5 6 using namespace std; 7 8 int main() 9 { 10     char name[20]; 11     cin &gt;&gt; name;          // Read input from STDIN 12     cout &lt;&lt; "Hello " &lt;&lt; name;    // Write output to STDOUT 13     return 0; 14 } 15 */ 16 17 // Warning: Printing unwanted or ill-formatted data to output will cause the test cases to fail 18 19 #include &lt;iostream&gt; 20 #include&lt;bits/stdc++.h&gt; 21 using namespace std; 22 bool comp(int a,int b){ 23     return b&lt;a; 24 } 25 int main() 26 { 27     // Write your code here 28     int n; 29     cin&gt;&gt;n; 30 31     int arr[n]; 32 33     for(int i=0;i&lt;n;i++){ 34         cin&gt;&gt;arr[i]; 35     } 36     int k; 37     cin&gt;&gt;k; 38     sort(arr+0,arr+k); 39     sort(arr+k,arr+n,comp); 40     for(int i=0;i&lt;n;i++){ 41         cout&lt;&lt;arr[i]&lt;&lt;" "; 42     } 43 44     return 0; 45 }</pre>		<p><b>Average-case Time Complexity</b></p> <p><b>Candidate code:</b> Complexity is reported only when the code is correct and it passes all the basic and advanced test cases.</p> <p><b>Best case code:</b> <math>O(N \log N)</math></p> <p>*N represents number of elements in the input list</p> <p><b>Errors/Warnings</b></p> <p>There are no errors in the candidate's code.</p> <p><b>Structural Vulnerabilities and Errors</b></p> <p><b>Readability &amp; Language Best Practices</b></p> <p>Line 28,36: Variables are given very short name.</p>

**Test Case Execution**
Passed TC: 100%

Total score

7/7

100%

Basic(5/5)

100%

Advance(1/1)

100%

Edge(1/1)

**Compilation Statistics**

0

Total attempts

0

Successful

0

Compilation errors

0

Sample failed

0

Timed out

0

Runtime errors

Response time:

00:09:30

Average time taken between two compile attempts:

00:00:00

Average test case pass percentage per compile:

0%

*i*
**Average-case Time Complexity**

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*i*
**Test Case Execution**

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**Advanced:** The advanced test-cases contain pathological input conditions that would attempt to break the codes which have incorrect/semi-correct implementations of the correct logic or incorrect/semi-correct formulation of the logic.

**Edge:** The edge test-cases specifically confirm whether the code runs successfully even under extreme conditions of the domain of inputs and that all possible cases are covered by the code

**Automata Fix**

72 / 100

[Code Replay](#)

**Question 1 (Language: C++)**

The function/method *manchester* print space-separated integers with the following property: for each element in the input list *arr*, if the bit *arr[i]* is the same as *arr[i-1]*, then the element of the output list is 0. If they are different, then its 1. For the first bit in the input list, assume its previous bit to be 0. This encoding is stored in a new list.

The function/method *manchester* accepts two arguments - *len*. an integer representing the length of the list and

The function/method accepts two arguments - `len`, an integer representing the length of the list `arr` and `arr`, a list of integers, respectively. Each element of `arr` represents a bit - 0 or 1

For example - if `arr` is {0 1 0 0 1 1 1 0}, the function/method should print an list {0 1 1 0 1 0 0 1}.

The function/method compiles successfully but fails to print the desired result for some test cases due to logical errors. Your task is to fix the code so that it passes all the test cases.

## Scores

### Final Code Submitted

Compilation Status: Pass

```
1 // You can print the values to stdout for debugging
2 void manchester(int len, int* arr)
3 {
4     int *res = new int[len];
5     if(arr[0]==0){
6         res[0]=0;
7     }else{
8         res[0]=1;
9     }
10    for(int i = 1; i < len; i++){
11        if(arr[i]==arr[i-1]){
12            res[i]=0;
13        }else{
14            res[i]=1;
15        }
16    }
17    for(int i=0; i<len; i++)
18        printf("%d ", res[i]);
19 }
```

### Code Analysis

#### Average-case Time Complexity

**Candidate code:** Complexity is reported only when the code is correct and it passes all the basic and advanced test cases.

**Best case code:**

\*N represents

#### Errors/Warnings

There are no errors in the candidate's code.

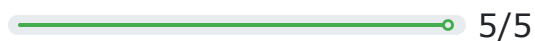
#### Structural Vulnerabilities and Errors

There are no errors in the candidate's code.

### Test Case Execution

Passed TC: 100%

Total score



100%

Basic(2/2)

100%

Advance(3/3)

0%

Edge(0/0)

## Compilation Statistics

0

Total attempts

0

Successful

0

Compilation errors

0

Sample failed

0

Timed out

0

Runtime errors

Response time:

00:06:51

Average time taken between two compile attempts:

00:00:00

Average test case pass percentage per compile:

100%

### *i* Average-case Time Complexity

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**Edge:** The edge test-cases specifically confirm whether the code runs successfully even under extreme conditions of the domain of inputs and that all possible cases are covered by the code

## Question 2 (Language: C++)

The function/method ***drawPrintPattern*** accepts *num*, an integer.

The function/method ***drawPrintPattern*** prints the first *num* lines of the pattern shown below.

For example, if *num* = 3, the pattern should be:

```
1 1
1 1 1 1
1 1 1 1 1 1
```

The function/method ***drawPrintPattern*** compiles successfully but fails to get the desired result for some test cases due to incorrect implementation of the function/method. Your task is to fix the code so that it passes all the test cases.

## Scores

Final Code Submitted	Compilation Status: Pass	Code Analysis
<pre> 1 using namespace std; 2 void drawPrintPattern(int num) 3 { 4     int i,j,print = 1; 5     for(i=1;i&lt;=num;i++) 6     { 7 8         for(int j=1;j&lt;=i*2;j++){ 9             cout&lt;&lt;print&lt;&lt;" "; 10        } 11 12        cout&lt;&lt;"\n"; 13    } 14 } 15 }</pre>		<b>Average-case Time Complexity</b> <p><b>Candidate code:</b> Complexity is reported only when the code is correct and it passes all the basic and advanced test cases.</p> <p><b>Best case code:</b></p> <p>*N represents</p>
		<b>Errors/Warnings</b> <p>There are no errors in the candidate's code.</p>
		<b>Structural Vulnerabilites and Errors</b> <p>There are no errors in the candidate's code.</p>

Test Case Execution	Passed TC: 100%		
Total score 8/8	<b>100%</b> Basic(7/7)	<b>0%</b> Advance(0/0)	<b>100%</b> Edge(1/1)

Compilation Statistics					
Total attempts	Successful	Compilation errors	Sample failed	Timed out	Runtime errors
Response time:					00:03:33
Average time taken between two compile attempts:					00:00:00
Average test case pass percentage per compile:					100%

### Average-case Time Complexity

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**Edge:** The edge test-cases specifically confirm whether the code runs successfully even under extreme conditions of the domain of inputs and that all possible cases are covered by the code

## Question 3 (Language: C++)

The function/method **median** accepts two arguments - *size* and *inputList*, an integer representing the length of a list and a list of integers, respectively.

The function/method **median** is supposed to calculate and return an integer representing the median of elements in the input list. However, the function/method **median** works only for odd-length lists because of incomplete code.

You must complete the code to make it work for even-length lists as well. A couple of other functions/methods are available, which you are supposed to use inside the function/method **median** to complete the code.

### Helper Description

The following function is used to represent a quick\_select and is already implemented in the default code (Do not write this definition again in your code):

```
int quick_select(int* inputList, int start_index, int end_index, int median_order)
{
    /*It calculate the median value

    This can be called as -

    quick_select(inputList, start_index, end_index, median_order)

    where median_order is the half length of the inputList
    */
}
```



## Scores

### Final Code Submitted

Compilation Status: Pass

```

1 // You can print the values to stdout for debugging
2 using namespace std;
3 float median(int size, int* inputList)
4 {
5     int start_index = 0;
6     int end_index = size-1;
7     float res = -1;
8     if(size%2!=0) // odd length arrays
9     {
10         int median_order = ((size+1)/2);
11         res = (float)quick_select(inputList, start_index, end_index, median_order);
12     }
13     else // even length arrays
14     {
15         // write your code here
16     }
17     return res;
18 }
19
20

```

### Code Analysis

#### Average-case Time Complexity

**Candidate code:** Complexity is reported only when the code is correct and it passes all the basic and advanced test cases.

**Best case code:**

\*N represents

#### Errors/Warnings

There are no errors in the candidate's code.

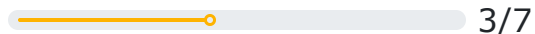
#### Structural Vulnerabilites and Errors

There are no errors in the candidate's code.

### Test Case Execution

Passed TC: 42.86%

Total score



50%

Basic(2/4)

0%

Advance(0/2)

100%

Edge(1/1)

### Compilation Statistics

0

Total attempts

0

Successful

0

Compilation errors

1

Sample failed

0

Timed out

0

Runtime errors

Response time:

00:01:38

Average time taken between two compile attempts:

00:00:00

Average test case pass percentage per compile:

42.9%

## Average-case Time Complexity

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## Test Case Execution

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**Edge:** The edge test-cases specifically confirm whether the code runs successfully even under extreme conditions of the domain of inputs and that all possible cases are covered by the code

### Question 4 (Language: C++)

The function/method ***multiplyNumber*** returns an integer representing the multiplicative product of the maximum two of three input numbers. The function/method ***multiplyNumber*** accepts three integers- *numA*, *numB* and *numC*, representing the input numbers.

The function/method ***multiplyNumber*** compiles unsuccessfully due to syntactical error. Your task is to debug the code so that it passes all the test cases.

### Scores

Final Code Submitted	Compilation Status: Pass	Code Analysis
<pre> 1 // You can print the values to stdout for debugging 2 using namespace std; 3 int multiplyNumber(int numA, int numB, int numC) 4 { 5     int result,min,max,mid; 6     if(numA&gt;numB &amp;&amp; numA&gt;numC){ 7         max=numA; 8     }else if(numB&gt;numC){ 9         max=numB; 10    }else{ 11        max=numC; 12    } 13    if(numC==max){ 14    if(numB&gt;numA){ 15        return numC*numB; </pre>		<b>Average-case Time Complexity</b>  <b>Candidate code:</b> Complexity is reported only when the code is correct and it passes all the basic and advanced test cases.  <b>Best case code:</b>  *N represents
		<b>Errors/Warnings</b>  There are no errors in the candidate's code.
		<b>Structural Vulnerabilites and Errors</b>

```

16 }else{
17     return numC*numA;
18 }
19 }else if(numB==max){
20 if(numC>numA){
21     return numC*numB;
22 }else{
23     return numB*numA;
24 }
25 }else{
26     if(numC>numB){
27         return numC*numA;
28     }else{
29         return numB*numA;
30     }
31 }
32
33
34 return result;
35 }

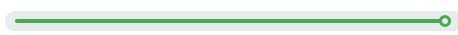
```

There are no errors in the candidate's code.

## Test Case Execution

Passed TC: 100%

Total score

 10/10

**100%**

Basic(7/7)

**100%**

Advance(3/3)

**0%**

Edge(0/0)

## Compilation Statistics

0

Total attempts

0

Successful

0

Compilation errors

0

Sample failed

0

Timed out

0

Runtime errors

Response time:

00:05:04

Average time taken between two compile attempts:

00:00:00

Average test case pass percentage per compile:

100%

## Average-case Time Complexity

Average Case Time Complexity is the order of performance of the algorithm given a random set of inputs. This complexity is measured here using the Big-O asymptotic notation. This is the complexity detected by empirically fitting a curve to the run-time for different input sizes to the given code. It has been benchmarked across problems.

## Test Case Execution

There are three types of test-cases for every coding problem:

**Basic:** The basic test-cases demonstrate the primary logic of the problem. They include the most common and obvious cases that an average candidate would consider while coding. They do not include those cases that need extra checks to be placed in the logic.

**Advanced:** The advanced test-cases contain pathological input conditions that would attempt to break the codes which have incorrect/semi-correct implementations of the correct logic or incorrect/semi-correct formulation of the logic.

**Edge:** The edge test-cases specifically confirm whether the code runs successfully even under extreme conditions of the domain of inputs and that all possible cases are covered by the code

### Question 5 (Language: C++)

The function/method **sameElementCount** returns an integer representing the number of elements of the input list which are even numbers and equal to the element to its right. For example, if the input list is [4 4 4 1 8 4 1 1 2 2] then the function/method should return the output '3' as it has three similar groups i.e, (4, 4), (4, 4), (2, 2).

The function/method **sameElementCount** accepts two arguments - *size*, an integer representing the size of the input list and *inputList*, a list of integers representing the input list.

The function/method compiles successfully but fails to return the desired result for some test cases due to incorrect implementation of the function/method **sameElementCount**. Your task is to fix the code so that it passes all the test cases.

#### Note:

In a list, an element at index *i* is considered to be on the left of index *i+1* and to the right of index *i-1*. The last element of the input list does not have any element next to it which makes it incapable to satisfy the second condition and hence should not be counted.

### Scores

#### Final Code Submitted

Compilation Status: Pass

```
1 // You can print the values to stdout for debugging
2 using namespace std;
3 int sameElementCount(int size, int* inputList)
4 {
5     int i,count =0;
6     for(i=0;i<size-1;i++)
```

#### Code Analysis

##### Average-case Time Complexity

**Candidate code:** Complexity is reported only when the code is correct and it passes all the basic and advanced test cases.

```

7 {
8   if((inputList[i]%2==0)&&(inputList[i]==inputList[i+1]))
9     count++;
10 }
11 return count;
12 }
13

```

#### Best case code:

\*N represents

#### Errors/Warnings

There are no errors in the candidate's code.

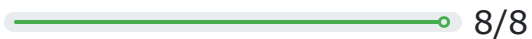
#### Structural Vulnerabilites and Errors

There are no errors in the candidate's code.

### Test Case Execution

Passed TC: **100%**

Total score



**100%**

Basic(7/7)

**0%**

Advance(0/0)

**100%**

Edge(1/1)

### Compilation Statistics



Total attempts



Successful



Compilation errors



Sample failed



Timed out



Runtime errors

Response time:

**00:01:07**

Average time taken between two compile attempts:

**00:00:00**

Average test case pass percentage per compile:

**100%**

## Average-case Time Complexity

Average Case Time Complexity is the order of performance of the algorithm given a random set of inputs. This complexity is measured here using the Big-O asymptotic notation. This is the complexity detected by empirically fitting a curve to the run-time for different input sizes to the given code. It has been benchmarked across problems.

## Test Case Execution

There are three types of test-cases for every coding problem:

**Basic:** The basic test-cases demonstrate the primary logic of the problem. They include the most common and obvious cases that an average candidate would consider while coding. They do not include those cases that need extra checks to be placed in the logic.

**Advanced:** The advanced test-cases contain pathological input conditions that would attempt to break the codes which have incorrect/semi-correct implementations of the correct logic or incorrect/semi-correct formulation of the logic.

**Edge:** The edge test-cases specifically confirm whether the code runs successfully even under extreme conditions of the domain of inputs and that all possible cases are covered by the code

### Question 6 (Language: C++)

The function/method **countOccurrence** return an integer representing the count of occurrences of given value in the input list.

The function/method **countOccurrence** accepts three arguments - *len*, an integer representing the size of the input list, *value*, an integer representing the given value and *arr*, a list of integers, representing the input list.

The function/method **countOccurrence** compiles successfully but fails to return the desired result for some test cases due to logical errors. Your task is to fix the code so that it passes all the test cases.

### Scores

#### Final Code Submitted

Compilation Status: Pass

```
1 // You can print the values to stdout for debugging
2 int countOccurrence(int len, int value, int *arr)
3 {
4     int i=0, count = 0;
5     while(i<len)
6     {
7         if(arr[i]==value){
8             count += 1;
9         }
10        i++;
11    }
12 }
13 return count;
```

#### Code Analysis

##### Average-case Time Complexity

**Candidate code:** Complexity is reported only when the code is correct and it passes all the basic and advanced test cases.

**Best case code:**

\*N represents

##### Errors/Warnings

There are no errors in the candidate's code.

14 }

### Structural Vulnerabilites and Errors

There are no errors in the candidate's code.

### Test Case Execution

Passed TC: 100%

Total score

9/9

**100%**

Basic(3/3)

**100%**

Advance(5/5)

**100%**

Edge(1/1)

### Compilation Statistics

0

Total attempts

0

Successful

0

Compilation errors

0

Sample failed

0

Timed out

0

Runtime errors

Response time:

00:00:44

Average time taken between two compile attempts:

00:00:00

Average test case pass percentage per compile:

100%

### Average-case Time Complexity

Average Case Time Complexity is the order of performance of the algorithm given a random set of inputs. This complexity is measured here using the Big-O asymptotic notation. This is the complexity detected by empirically fitting a curve to the run-time for different input sizes to the given code. It has been benchmarked across problems.

### Test Case Execution

There are three types of test-cases for every coding problem:

**Basic:** The basic test-cases demonstrate the primary logic of the problem. They include the most common and obvious cases that an average candidate would consider while coding. They do not include those cases that need extra checks to be placed in the logic.

**Advanced:** The advanced test-cases contain pathological input conditions that would attempt to break the codes which have incorrect/semi-correct implementations of the correct logic or incorrect/semi-correct formulation of the logic.

**Edge:** The edge test-cases specifically confirm whether the code runs successfully even under extreme conditions of the domain of inputs and that all possible cases are covered by the code

### Question 7 (Language: C++)

You are given a predefined structure/class **Point** and also a collection of related functions/methods that can be used to perform some basic operations on the structure.

The function/method **isRiahtTrianale** returns an integer '1', if the points make a right-angled triangle otherwise return

'0'.

The function/method ***isRightTriangle*** accepts three points - *P1*, *P2*, *P3* representing the input points.

You are supposed to use the given function to complete the code of the function/method ***isRightTriangle*** so that it passes all test cases.

### Helper Description

The following class is used to represent point and is already implemented in the default code (Do not write these definitions again in your code):

```
class Point
{
    private:
        int X;
        int Y;
        double Point_calculateDistance(Point *point1, Point *point2)
        {
            /*Return the euclidean distance between two input points.
            This can be called as -
            * If P1 and P2 are two points then -
            * P1->Point_calculateDistance(P2);*/
        }
}
```

### Scores

#### Final Code Submitted

Compilation Status: Fail

```
1 // You can print the values to stdout for debugging
2 using namespace std;
3 int isRightTriangle(Point *P1, Point *P2, Point *P3)
4 {
5
6     if(p1==9)
7 }
8
```

#### Code Analysis

##### Average-case Time Complexity

**Candidate code:** Complexity is reported only when the code is correct and it passes all the basic and advanced test cases.

**Best case code:**

\*N represents

##### Errors/Warnings



```

In file included from main_23.cpp:8:
source_23.cpp: In function 'int isRightTriangle(Point*,
Point*, Point*)':
source_23.cpp:6:8: error: 'p1' was not declared in this
scope
if(p1==9)
^~
source_23.cpp:6:8: note: suggested alternative: 'P1'
if(p1==9)
^~
P1
source_23.cpp:7:1: error: expected primary-
expression before '}' token
}
^
source_23.cpp:7:1: error: no return statement in
function returning non-void [-Werror=return-type]
cc1plus: some warnings being treated as errors

```

#### Structural Vulnerabilities and Errors

There are no errors in the candidate's code.

### Compilation Statistics

0

Total attempts

0

Successful

0

Compilation errors

0

Sample failed

0

Timed out

0

Runtime errors

Response time:

00:00:39

Average time taken between two compile attempts:

00:00:00

Average test case pass percentage per compile:

0%

## Average-case Time Complexity

Average Case Time Complexity is the order of performance of the algorithm given a random set of inputs. This complexity is measured here using the Big-O asymptotic notation. This is the complexity detected by empirically fitting a curve to the run-time for different input sizes to the given code. It has been benchmarked across problems.

## Test Case Execution

There are three types of test-cases for every coding problem:

**Basic:** The basic test-cases demonstrate the primary logic of the problem. They include the most common and obvious cases that an average candidate would consider while coding. They do not include those cases that need extra checks to be placed in the logic.

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**Edge:** The edge test-cases specifically confirm whether the code runs successfully even under extreme conditions of the domain of inputs and that all possible cases are covered by the code

## WriteX - Essay Writing



60 / 100

CEFR: **B1**

### Question

Some parents feel that sports is a distraction to their kids' studies. There are others who give due importance to sports for the holistic development of a child.

What is your view? Support your response with reasons and examples.

### Scores

Content Score

Grammar Score

66 / 100

46 / 100

### Response

Sports are also the **equly imporatant** as the studies . **there** are lots of **parent** in india w ho **thought** playing a sport **will** distract them from the study. **but its not an** true for a **to be sucessfull** in life study is not **an** only option . **there** are lots of people who play game s very well but because **of there** parents are not supporting them lots of talented **stude nt of india dont** pay a games . **there** are lots of things of life **whcih** books **cat** tell you it will come from the **u** and **douns** of life. **there** are lots of people **of india** who **dont** even c omplete a **10th** then also then get a **greatest awaared** of india like **sachin tendulakar** get s a **bharataratna** . **our** **society** still **thought** that if the student **will play a sports** they will distract but **its not a true becuase** of this the **mentel helth** and physical **abiliy** of **studen t** are not developed so well playing a d\game is not only to **mak carrier** in that **filled its** about the happiness ,**hekth**, **improving** the physical and logical thinking of a child. **as w** e **know** lots of **student** are **took stess** and **attempt** tu **sucides** and the **reson** is that they are not **familiare** with **society people** and the world **becuase** they **continuesly** stuck in mo

### Error Summary

	Spelling	36
	White Space	9
	Style	1
	Grammar	58
	Typographical	9

biles and studies . because of this they cant handle the failture as they not live a true life they just play a vedeo games whcih comes there energy . parents play imporatanr role in there kids carier if they told a best why to there kids then they will not be distrct in life handle the failure and sucess of life esily then will know how the worl is running if they will come out of the mobile world. so playing game is same important as studies.

## Essay Statistics

305

Total words

11

Total sentences

28

Average sentence length

139

Total unique words

161

Total stop words

## Error Details

### Spelling

Sports are also the equly imporatanr as the studies . there are l...

Possible spelling mistake found

Sports are also the equly imporatanr as the studies . there are lots of pare...

Possible spelling mistake found

them from the study. but its not an true for

Possible spelling mistake found. Consider replacing the highlighted text with: 'it's'.

...study. but its not an true for a to be sucessfull in life study is not an only option . t...

Possible spelling mistake found

very well but because of there parents are not supporting

Possible spelling mistake found. Consider replacing the highlighted text with: 'their'.

... them lots of talented student of india dont pay a games . there are lots of things ...

Possible spelling mistake found

...ames . there are lots of things of life whcih books cat tell you it will come from th...

Possible spelling mistake found

it will come from the u and douns of life.

Possible spelling mistake found. Consider replacing the highlighted text with: 'up'.

...at tell you it will come from the u and douns of life. there are lots of people of in...

Possible spelling mistake found

.... there are lots of people of india who dont even complete a 10th then also then get...

Possible spelling mistake found

...en complete a 10th then also then get a gretest awaared of india like sachin tendulakar...

Possible spelling mistake found

...ete a 10th then also then get a gretest awaared of india like sachin tendulakar gets a ...

Possible spelling mistake found

...hen get a gretest awaared of india like sachin tendulakar gets a bharataratna . our so...

Possible spelling mistake found

... a gretest awaared of india like sachin tendulakar gets a bharataratna . our socity still ...

Possible spelling mistake found

... of india like sachin tendulakar gets a **bharataratna** . our society still thought that if the ...

Possible spelling mistake found

...in tendulakar gets a bharataratna . our **society** still thought that if the student will ...

Possible spelling mistake found

sports they will distract but **its** not a true because

Possible spelling mistake found. Consider replacing the highlighted text with: 'it's'.

...s they will distract but its not a true **becuase** of this the mental helth and physical a...

Possible spelling mistake found

... but its not a true because of this the **mentel** helth and physical ability of student are...

Possible spelling mistake found

...s not a true because of this the mental **helth** and physical ability of student are not ...

Possible spelling mistake found

...e of this the mental helth and physical **ability** of student are not developed so well pl...

Possible spelling mistake found

...o well playing a d\game is not only to **mak** carrier in that filled its about the ha...

Possible spelling mistake found

...not only to mak carrier in that filled **its** about the happiness ,hekth, improving t...

Did you mean "it's" ("it is") instead of 'its' (possessive pronoun)?

...in that filled its about the happiness ,**hekth**, improving the physical and logical thi...

Possible spelling mistake found

... filled its about the happiness ,hekth, **improving** the physical and logical thinking of a ...

Possible spelling mistake found

...ld. as we know lots of student are took **stess** and attempt to suicides and the reson is...

Possible spelling mistake found

...f student are took stess and attempt to **sucides** and the reson is that they are not fami...

Possible spelling mistake found

...ok stess and attempt to suicides and the **reson** is that they are not familiare with soc...

Possible spelling mistake found

...ides and the reson is that they are not **familiare** with society people and the world because...

Possible spelling mistake found

...son is that they are not familiare with **society** people and the world because they contin...

Possible spelling mistake found

...that they are not familiare with society **people** and the world because they continuesly ...

Possible spelling mistake found

...miliare with society people and the world **becuase** they continuesly stuck in mobiles and ...

Possible spelling mistake found

...society people and the world because they **continuesly** stuck in mobiles and studies . because...

Possible spelling mistake found

...les and studies . because of this they **cant** handle the failure as they not live a ...

Did you mean "can't" or "cannot"?

... . because of this they cant handle the **failture** as they not live a true life they just ...

Possible spelling mistake found

...y not live a true life they just play a **vedeo** games which comes there energy . parent...

Possible spelling mistake found

... true life they just play a video games **whcih** comes there energy . parents play impor...

Possible spelling mistake found

parents play important role in **there** kids carrier if they

Possible spelling mistake found. Consider replacing the highlighted text with: 'their'.

...ents play important role in there kids **carier** if they told a best why to there kids t...

Possible spelling mistake found

... kids carrier if they told a best why to **there** kids then they will not be distrct in l...

Did you mean "their"?

...why to there kids then they will not be **distrct** in life handle the failure and sucess o...

Possible spelling mistake found

... distrct in life handle the failure and **sucess** of life esily then will know how the wo...

Possible spelling mistake found

...e handle the failure and sucess of life **esily** then will know how the worl is running ...

Possible spelling mistake found

...ss of life esily then will know how the **worl** is running if they will come out of the...

Possible spelling mistake found

## White Space

...also the equly important as the studies . there are lots of parent in india who t...

Don't put a space before the full stop

...e study. but its not an true for a to be sucessfull in life study is not an only ...

Possible typo: you repeated a whitespace

...full in life study is not an only option . there are lots of people who play games...

Don't put a space before the full stop

...ke sachin tendulkar gets a bharataratna . our socity still thought that if the st...

Don't put a space before the full stop

... so well playing a d\game is not only to mak carrier in that filled its about the...

Possible typo: you repeated a whitespace

...r in that filled its about the happiness ,hekth, improving the physical and logica...

Put a space after the comma, but not before the comma

...se they continuesly stuck in mobiles and studies . because of this they cant hand...

Possible typo: you repeated a whitespace

...ontinuesly stuck in mobiles and studies . because of this they cant handle the fa...

Don't put a space before the full stop

...y a video games whcih comes there energy . parents play important role in there k...

Don't put a space before the full stop

## Style

...will come from the u and downs of life. **there** are lots of people of india who dont ev...

Three successive sentences begin with the same word. Consider rewording the sentence or use a thesaurus to find a synonym.

## Grammar

Sports are also the equly imporatat as <b>the</b> studies .	Possible grammar error found. Consider removing "the" from here.
there are lots of <b>parent</b> in india who thought playing a sport will distract them from the study.	Possible grammar error found. Consider replacing it with "parents".
there are lots of parent in india who <b>thought</b> playing a sport will distract them from the study.	Possible grammar error found. Consider replacing it with "think".
there are lots of parent in india who thought playing a sport <b>will</b> distract them from the study.	Possible grammar error found. Consider replacing it with "would".
there are lots of parent in india who thought playing a sport will distract them from <b>the</b> study.	Possible grammar error found. Consider removing "the" from here.
there are lots of parent in india who thought playing a sport will distract them from the <b>study</b> .	Possible grammar error found. Consider replacing it with "studying".
but its <b>not</b> an true for a to be sucessfull in life study is not an only option .	Possible grammar error found. Consider inserting "is" over here.
but its not <b>an</b> true for a to be sucessfull in life study is not an only option .	Possible grammar error found. Consider removing "an" from here.
but its not an true for a <b>to be</b> sucessfull in life study is not an only option .	Possible grammar error found. Consider inserting "person" over here.
but its not an true for a to be sucessfull in <b>life</b> study is not an only option .	Possible grammar error found. Consider replacing it with "life".
but its not an true for a to be sucessfull in life <b>study</b> is not an only option .	Possible grammar error found. Consider replacing it with "Studying".
but its not an true for a to be sucessfull in life study is not <b>an</b> only option .	Possible grammar error found. Consider replacing it with "the".
there are lots of people who play games very well but beca use <b>of</b> there parents are not supporting them lots of talent ed student of india dont pay a games .	Possible grammar error found. Consider removing "of" from here.
there are lots of people who play games very well but beca use of there parents are not supporting them lots of talent ed <b>student</b> of india dont pay a games .	Possible grammar error found. Consider replacing it with "students".
there are lots of people who play games very well but beca use of there parents are not supporting them lots of talent ed student <b>of</b> india dont pay a games .	Possible grammar error found. Consider replacing it with "in".
there are lots of things <b>of</b> life whcih books cat tell you it wil l come from the u and douns of life.	Possible grammar error found. Consider replacing it with "in".
there are lots of things of life whcih books <b>cat</b> tell you it wil l come from the u and douns of life.	Possible grammar error found. Consider removing "cat" from here.
there are lots of things of life whcih books cat tell you <b>it</b> wil l come from the u and douns of life.	Possible grammar error found. Consider removing "it" from here.

there are lots of people **of** india who dont even complete a 10th then also then get a gretest awaared of india like sac hin tendulakar gets a bharataratna .

Possible grammar error found. Consider replacing it with "in".

there are lots of people of india who dont even complete a **10th** then also then get a gretest awaared of india like sac hin tendulakar gets a bharataratna .

Possible grammar error found. Consider replacing it with "10th,".

there are lots of people of india who dont even complete a 10th then also then get a gretest awaared **of** india like sac hin tendulakar gets a bharataratna .

Possible grammar error found. Consider replacing it with "in".

our socity still **thought** that if the student will play a sports they will distract but its not a true becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to mak carrier in that fi lled its about the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider replacing it with "think".

our socity still thought that if **the** student will play a sports they will distract but its not a true becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to mak carrier in that fi lled its about the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider replacing it with "a".

our socity still thought that if the student **will play** a sports they will distract but its not a true becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to mak carrier in that fi lled its about the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider replacing it with "plays".

our socity still thought that if the student will play **a** sports they will distract but its not a true becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to mak carrier in that fi lled its about the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider removing "a" from here.

our socity still thought that if the student will play a **sports** they will distract but its not a true becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to mak carrier in that fi lled its about the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider replacing it with "sport".

our socity still thought that if the student will play a sports they will **distract** but its not a true becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to mak carrier in that fi lled its about the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider inserting "be" over here.

our socity still thought that if the student will play a sports they will distract but its **not** a true becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to mak carrier in that fi lled its about the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider inserting "is" over here.

our socity still thought that if the student will play a sports they will distract but its not a **a** true becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to mak carrier in that fi lled its about the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider removing "a" from here.

our socity still thought that if the student will play a sports they will distract but its not a **true** becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to mak carrier in that fi lled its about the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider replacing it with "true".

our socity still thought that if the student will play a sports they will distract but its not a true becuase of this the men tel helth and physical abiliy of **student** are not developed s o well playing a d\game is not only to mak carrier in that fi lled its about the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider replacing it with "students".

our socity still thought that if the student will play a sports they will distract but its not a true becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to **mak** carrier in that fi lled its about the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider replacing it with "major".

our socity still thought that if the student will play a sports they will distract but its not a true becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to mak **carrier** in that fi lled its about the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider replacing it with "career".

our socity still thought that if the student will play a sports they will distract but its not a true becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to mak carrier in that **fi lled** its about the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider removing "filled" from here.

our socity still thought that if the student will play a sports they will distract but its not a true becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to mak carrier in that fi lled **its** about the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider replacing it with "it".

our socity still thought that if the student will play a sports they will distract but its not a true becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to mak carrier in that fi lled its **about** the happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider inserting "is" over here.

our socity still thought that if the student will play a sports they will distract but its not a true becuase of this the men tel helth and physical abiliy of student are not developed s o well playing a d\game is not only to mak carrier in that fi lled its about **the** happiness ,hekth, improwing the physical and logical thinking of a child.

Possible grammar error found. Consider removing "the" from here.



as we know lots of student are took stess and attempt tu s  
ucides and the reson is that they are not familiare with soci  
ty peole and the world becuase they continuesly stuck in m  
obiles and studies .

Possible grammar error found. Consider replacing it with  
"know,".

as we know lots of student are took stess and attempt tu s  
ucides and the reson is that they are not familiare with soci  
ty peole and the world becuase they continuesly stuck in m  
obiles and studies .

Possible grammar error found. Consider replacing it with  
"students".

as we know lots of student are took stess and attempt tu s  
ucides and the reson is that they are not familiare with soci  
ty peole and the world becuase they continuesly stuck in m  
obiles and studies .

Possible grammar error found. Consider removing "took"  
from here.

as we know lots of student are took stess and attempt tu s  
ucides and the reson is that they are not familiare with soci  
ty peole and the world becuase they continuesly stuck in m  
obiles and studies .

Possible grammar error found. Consider replacing it with  
"attempting".

as we know lots of student are took stess and attempt tu s  
ucides and the reson is that they are not familiare with soci  
ty peole and the world becuase they continuesly stuck in m  
obiles and studies .

Possible grammar error found. Consider replacing it with  
"on".

because of this they cant handle the failture as they not liv  
e a true life they just play a vedeo games whcih comes the  
re energy .

Possible grammar error found. Consider replacing it with  
"this,".

because of this they cant handle the failture as they not liv  
e a true life they just play a vedeo games whcih comes the  
re energy .

Possible grammar error found. Consider removing "the"  
from here.

because of this they cant handle the failture as they not liv  
e a true life they just play a vedeo games whcih comes the  
re energy .

Possible grammar error found. Consider inserting "do" over  
here.

because of this they cant handle the failture as they not liv  
e a true life they just play a vedeo games whcih comes the  
re energy .

Possible grammar error found. Consider replacing it with  
"life.".

because of this they cant handle the failture as they not liv  
e a true life they just play a vedeo games whcih comes the  
re energy .

Possible grammar error found. Consider removing "a" from  
here.

parents play imporatant role in there kids carier if they told  
a best why to there kids then they will not be distrct in life  
handle the failure and sucess of life esily then will know ho  
w the worl is running if they will come out of the mobile wo  
rld.

Possible grammar error found. Consider inserting "an" over  
here.

parents play imporatant role in there kids carier if they told  
a best why to there kids then they will not be distrct in life  
handle the failure and sucess of life esily then will know ho  
w the worl is running if they will come out of the mobile wo  
rld.

Possible grammar error found. Consider removing "kids"  
from here.

parents play imporatant role in there kids carier if they told  
a best why to there kids then they will not be distrct in life  
handle the failure and sucess of life esily then will know ho  
w the worl is running if they will come out of the mobile wo  
rld.

Possible grammar error found. Consider replacing it with  
"tell".

parents play imporatat role in there kids carier if they told a best why to there kids then they will not be distrct in life handle the failure and sucess of life esily then will know ho w the worl is running if they will come out of the mobile wo rld.

Possible grammar error found. Consider replacing it with "the".

parents play imporatat role in there kids carier if they told a best why to there kids then they will not be distrct in life handle the failure and sucess of life esily then will know ho w the worl is running if they will come out of the mobile wo rld.

Possible grammar error found. Consider replacing it with "kids".

parents play imporatat role in there kids carier if they told a best why to there kids then they will not be distrct in life handle the failure and sucess of life esily then will know ho w the worl is running if they will come out of the mobile wo rld.

Possible grammar error found. Consider inserting "to" over here.

parents play imporatat role in there kids carier if they told a best why to there kids then they will not be distrct in life handle the failure and sucess of life esily then will know ho w the worl is running if they will come out of the mobile wo rld.

Possible grammar error found. Consider replacing it with "life".

parents play imporatat role in there kids carier if they told a best why to there kids then they will not be distrct in life handle the failure and sucess of life esily then will know ho w the worl is running if they will come out of the mobile wo rld.

Possible grammar error found. Consider inserting "they" over here.

parents play imporatat role in there kids carier if they told a best why to there kids then they will not be distrct in life handle the failure and sucess of life esily then will know ho w the worl is running if they will come out of the mobile wo rld.

Possible grammar error found. Consider removing "will" from here.

so playing game is same important as studies.

Possible grammar error found. Consider replacing it with "games".

so playing game is same important as studies.

Possible grammar error found. Consider replacing it with "as".

## Typographical

...o the equly imporatat as the studies . there are lots of parent in india who thought...

This sentence does not start with an uppercase letter

...port will distract them from the study. but its not an true for a to be sucessfull...

This sentence does not start with an uppercase letter

...l in life study is not an only option . there are lots of peo ple who play games very ...

This sentence does not start with an uppercase letter

...ted student of india dont pay a games . there are lots of things of life whcih books ...

This sentence does not start with an uppercase letter

...sachin tendulakar gets a bharataratna . our socity still th ought that if the studen...

This sentence does not start with an uppercase letter

...ysical and logical thinking of a child. as we know lots of s tudent are took stess ...

This sentence does not start with an uppercase letter

...inuesly stuck in mobiles and studies . because of this the  
y cant handle the failture a...

This sentence does not start with an uppercased letter

... vedeo games whcih comes there energy . parents play i  
mportant role in there kids cari...

This sentence does not start with an uppercased letter

...they will come out of the mobile world. so playing game i  
s same important as studi...

This sentence does not start with an uppercased letter

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