

MHCET 2011 Analysis

Overview:

MHCET 2011 had 200 questions without any distinct sections. The questions were from the following topics: Verbal Ability, Quantitative Ability, Logical Reasoning, Visual Reasoning, Data Interpretation, Quantitative Comparison and Data Sufficiency.

The overall difficulty level of the paper was moderate to difficult; with a few sitters interspersed in between the other questions; which were difficult to spot.

Number of questions	200
Number of options	5
Time	150 minutes
Marks per question	1 mark

Salient Features:

1. Questions were more difficult and lengthy as compared to the previous year's papers.
2. Typical CET question types like Selection Criteria, BODMAS, Jumbled Sentences, Probably/Definitely True or False, Fill in the blanks (Single and Dual), Sentence Correction, Synonym-Antonyms were absent.
3. Many questions had the option 'None of these'.
4. Unlike previous year's papers, which used to have questions in sets of 5, this year's paper had variable number of questions in each set.

Verbal Ability – 80 Questions

The concept wise breakup of the questions from this section is as given below:

Chapter	Question Type	Number of Questions	Difficulty Level
Reading Comprehension (4 passages)	Factual questions	22	Simple-Moderate
	Synonyms/Antonyms	10	Moderate
Cloze Passage	-	10	Simple-Moderate
Mark the Error	Statement divided into 4 parts	5	Simple
Sentence Completion	Paragraph with a sentence missing	3	Simple-Moderate
Critical Reasoning (set of 4/5 statements)	A short paragraph followed by 4 or 5 questions each. The student had to identify the conclusion, assumption, effect of the conclusion, strengthening, weakening argument etc.	14	Moderate-Difficult
Critical Reasoning	A paragraph followed by a question to identify Assumption, Inference, Conclusion, Strengthening and Weakening arguments	5	Moderate
Syllogisms	3 statements, 2 or 4 conclusions	6	Simple
Odd Man Out	5 words given	3	Simple
Anagram	-	1	Simple
Analogy	-	1	Simple

- Overall, the core Verbal ability questions were simple to moderate, though the Critical Reasoning was slightly difficult.
- There were conventional 'Critical Reasoning' type questions with one small paragraph followed by a single question on inference, conclusion etc. However, the new question type where a passage was followed by 5 statements and the student had to identify which statement was as inference or assumption or an effect etc. was quite a shocker.
- The 'Reading Comprehension' part was also quite unexpected since there were in all 32 questions which could not have been left out. Two of the passages were quite simple with direct questions. However, the other two were slightly lengthy and difficult to understand.
- 'Mark the Error' questions consisted of a statement broken into 4 parts. The student had to mark the part which contained a grammatical error. The fifth option was to be selected in case of No Error. This question type was simple and doable.
- The 'Cloze Passage' was simple to understand. The theme of the passage was 'Effect of rising prices on the poor'. However, the options were quite tricky.
- 'Syllogisms' questions were quite straightforward. They consisted of 3 statements, followed by 2 or 4 conclusions. However, the question stated that the conclusion should follow from all the 3 statements.

QA – DS – DI – 50 Questions

The concept wise breakup of the questions from this section is as given below.

Concept	Question Type	Number of Questions	Difficulty Level
Triangles	Pythagoras Theorem group question (2) and circle circumscribing a triangle (1)	3	Simple-Moderate
Circles	A circle inscribed in a square with sides of the square given. Find the area of the circle and area of the region between the	2	Simple

	two.		
Time and Distance		1	
Partnership		2	
Interest and Growth Rates		2	
Ratio and Proportion		1	
Percentages		1	
Number Theory	HCF	1	Simple
Mensuration		1	
Linear Equations		2	
Sequences, Series and Progression	Arithmetic Progression	1	
Quantitative Comparison	-	6	Simple
Permutations and Combinations	Arrangement of letters such that the vowels are together	2	Simple
Data Sufficiency	Logical Reasoning (3) and Quantitative Ability (2) based	5	Simple
Tables and Caselets	Single Table - Marks of a student in 8 Mocks	5	Simple
	Single Table - Income and Expenditure of a family	5	Moderate
Charts and Diagrams	Line Graph - Expenditure on arms by three different countries	5	Simple
	Pie chart (2 bars) - Industrial Sectors contribution to GDP in 2008 and 2009	5	Moderate-Difficult

- The questions on Quantitative Comparison and Data Sufficiency were simple and should have been attempted.
- Also the Geometry questions were easy.
- The Arithmetic questions were of moderate difficulty level but at least 7 questions were manageable.
- 3 out of the 4 DI sets could have been solved easily. The set on Pie chart involved some amount of calculation and hence was time consuming.

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Logical Reasoning – 45 Questions

The concept wise breakup of the questions from this section is as given below.

Concept	Question Type	Number of Questions	Difficulty Level
Directions and Arrangements	Direction based	2	Moderate
	Circular Arrangement and Blood relations	8	Difficult
	Complex Arrangement (Car Parking)	7	Difficult
	Circular Arrangement	4	Moderate
	Complex Arrangement (Seven people owning rooms on seven floors and six offices)	5	Moderate
	Complex Arrangement (5 students organizing industrial visits on 5 days of the week)	4	Simple
Series and Analogies	Number Series	2	Difficult
Codes	Letter Coding (Sentences coded)	5	Simple-Moderate
Logical Puzzles	Miscellaneous puzzles (Arrange students according to weights)	2	Simple
Numerical Logic	Sequential tracing o/p	6	Moderate

- Overall, the entire section was difficult and time consuming.
- There were a lot of questions on arrangements and (linear, circular and complex).
- The circular arrangement questions were difficult since they had information on people sitting in a circle where some faced the centre and some faced outside. Another circular arrangement set had to be solved keeping in mind the blood relations between the members.
- The question on arrangement of cars was difficult and could have been avoided.
- The direction based questions were simple.
- The series based questions were difficult.
- The question on sequential o/p tracing was time consuming.
- The question on codes was a simple one.

Visual Reasoning – 25 Questions

The concept wise breakup of the questions from this section is as given below.

Concept	Question Type	Number of Questions	Difficulty Level
Visual Reasoning	Analogies – Dissimilar Pair	5	Simple
	Odd Man Out – Find dissimilar figure	5	Moderate to Difficult
	Missing Figure	5	Simple to Moderate
	Complete the Series	10	Simple to Moderate

- The Visual Reasoning questions were on expected lines. The Analogy questions consisted of 5 figures in each question where only one followed a different pattern. These were generally on the easier side.
- The Odd Man Out were the most difficult of all the Visual Reasoning questions asked and could have been attempted towards the end of the paper.

- The “Find the Missing Figure” and “Complete the Series” questions were also slightly difficult.
- In general, MH-CET 2011 was difficult as compared to its predecessors. The number of attempts and cut-offs are expected to be on the lower side.
- The cut-off for JBIMS (for the general category) can be said to be in the range of 130-135, at this stage.