

# MHCET 2010 Analysis

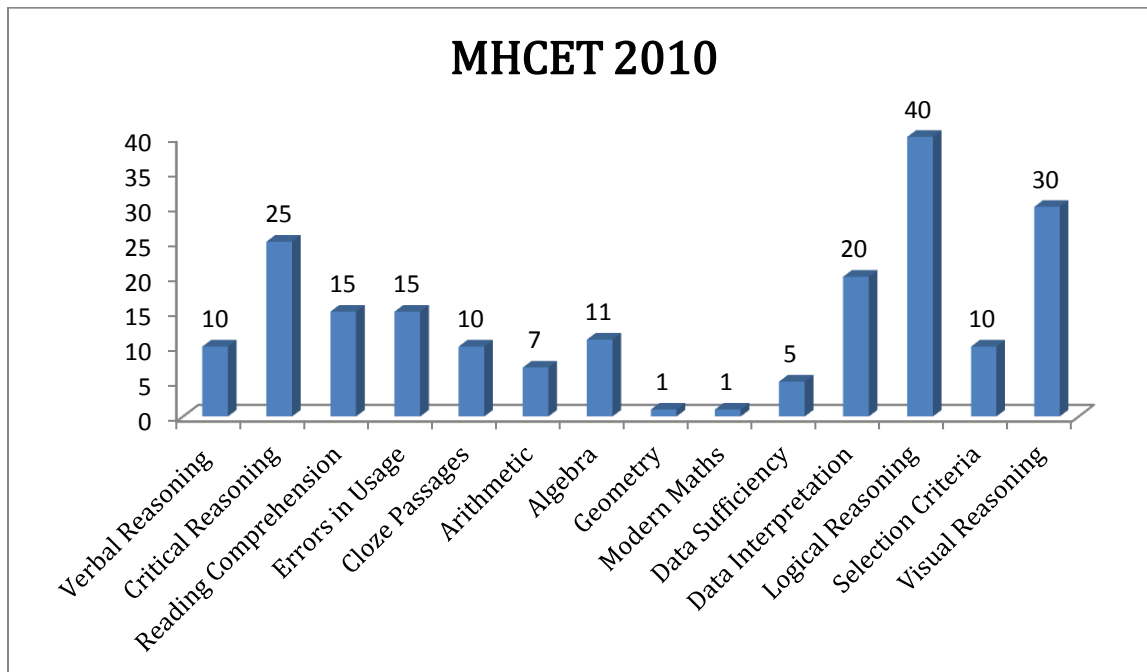
## Overview:

MHCET 2010 had 200 questions without any distinct sections. The questions were from the following topics: Verbal Ability, Quantitative Ability, Logical Reasoning, Visual Reasoning, Data Interpretation and Data Sufficiency.

The overall difficulty level of the paper was simple to moderate, but the difficulty lay in selecting the simpler questions first.

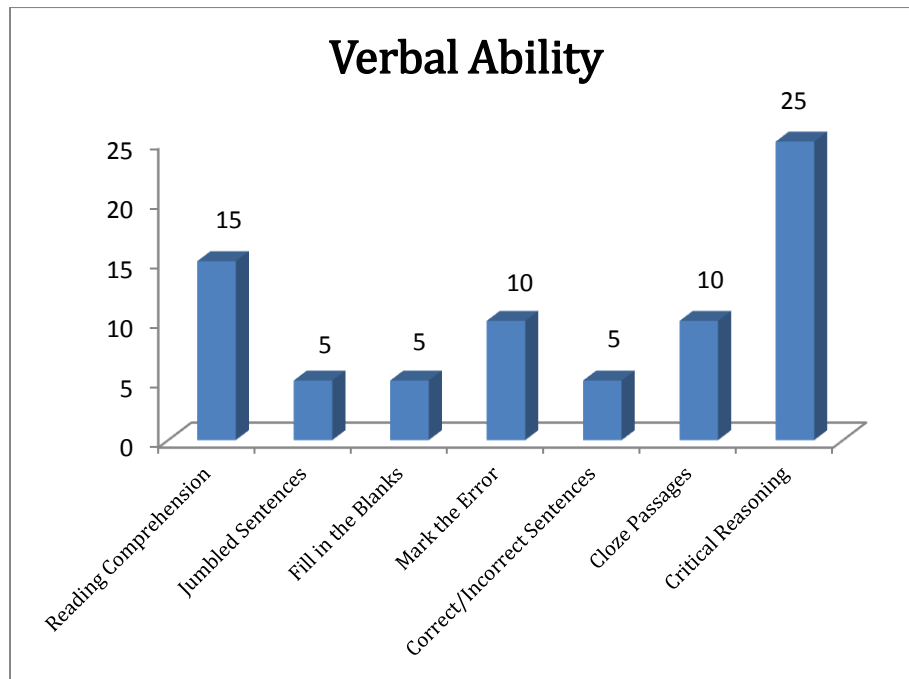
Number of questions	200
Number of options	5
Time	150 minutes
Marks per question	1 mark

The topic-wise breakup of the entire paper was:



## Verbal Ability – 75 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	Factual questions	8	Simple-Moderate
	Synonyms	4	Simple
	Antonyms	3	Simple
Jumbled Sentences	Single set of 6 statements	5	Simple
Fill in the Blanks	Dual blanks	5	Simple
Mark the Error	Statement divided into 4 parts	10	Simple
Correct/Incorrect Sentences	Sentence with verb highlighted	5	Simple
Cloze Passage		10	Simple
Critical Reasoning	Assumption, Inference, Conclusion, Strengthening and Weakening arguments	11	Moderate
Course of Action	Statement and 3 possible courses of	5	Moderate

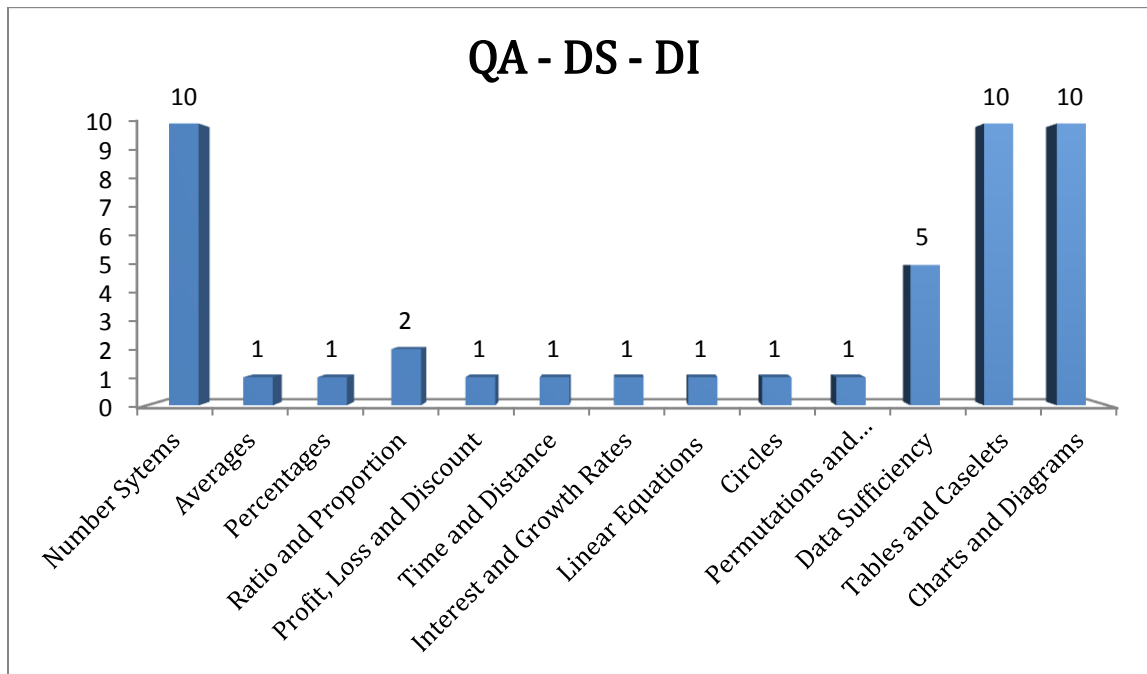
	action		
Cause-Effect	Identifying the cause, identifying the effect	4	Simple
Syllogisms	4 statements, 4 conclusions	5	Simple

- Overall, the core Verbal ability questions were quite simple, though the Critical Reasoning was moderately difficult.
- The 'Reading Comprehension' passage was on "Brain Drain" with an approximate length of 750 words. To read the article on which the passage seems to be based, [click here](#). There were 8 factual questions based on the passage. Though not difficult, most of these were time consuming since they were in the form of a direct question, followed by 3 statements and the options consisted of combinations of the statements. These were followed by 4 synonym and 3 antonym questions based on words highlighted in the passage. These were quite simple as long as the student understood the context in which the words had been used in the passage, rather than assuming the regular meanings.
- 'Jumbled Sentences' comprised 6 statements in a single set. The five questions were based on identifying the first, second, fourth, fifth and last statement.
- 'Fill in the Blanks' were of the dual blank type, with 2 blanks in a sentence. These were quite simple as identification of even a single blank made elimination easy.
- '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.
- 'Correct/Incorrect Sentences' consisted of correcting tense errors, wherein a sentence was given with the verb highlighted. The options consisted of different forms of the highlighted verb.
- The 'Cloze Passage' was extremely simple. The theme of the passage was Coastal Wetlands. Most words could have obtained simply by keeping the context of the passage in mind
- 'Critical Reasoning' questions came in 3 sets. Each set comprised a paragraph, followed by 3 questions, one each on identifying an assumption, inference and conclusion based on the given paragraph. All the three paragraphs were from the field of Economics. There was also one single question on "Supporting argument" and one on "Contradicting/Weakening the given argument".
- 'Course of Action' questions consisted of a statement followed by 3 possible courses of action. The options consisted of combinations of which course would be logically suitable.

- ‘Cause-Effect’ questions were a mix of identifying which cause could lead to the given effect and which effect could follow from the given cause. Once a student identifies the question correctly, the options were very simple. (The options included both causes and effects, so it was imperative that the student correctly identifies the question before marking the answer.)
- ‘Syllogisms’ questions were quite straightforward. They consisted of 4 statements, followed by 4 conclusions. The options consisted of choosing which conclusions logically follow from the given statements.
- On the whole, 62-65 questions could have been attempted without too much guess work in around 50 minutes.

### QA – DS – DI – 45 Questions

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



Concept	Question Type	Number of Questions	Difficulty Level
Number Systems	BODMAS Based – Find the approximate value required to replace the question mark	10	Simple to Moderate
Averages	Average of 3 numbers – Value of largest number	1	Moderate
Percentages	Breakup of salary	1	Simple

Ratio and Proportion	Comparison of numbers	2	Simple
Profit, Loss and Discount	Cost Price and Marked price	1	Simple
Time and Distance	Relative Speed of train	1	Simple
Interest and Growth Rates	Compound Interest	1	Moderate
Linear Equations	Ages of people	1	Simple
Circles	Perimeter and Area of Semicircle	1	Simple
Permutations and Combinations	Number of words possible from a given word	1	Simple
Data Sufficiency	Quantitative Ability based	5	Simple
Tables and Caselets	Single Table – Number of students in different management institutes	5	Simple
	Two Tables – Number of specializations and breakup of male/female students	5	Moderate
Charts and Diagrams	Line Graph – Number of Commerce/Arts/Science students	5	Simple
	Bar chart (3 bars) – Sales of 3 types of mobile phones	5	Simple

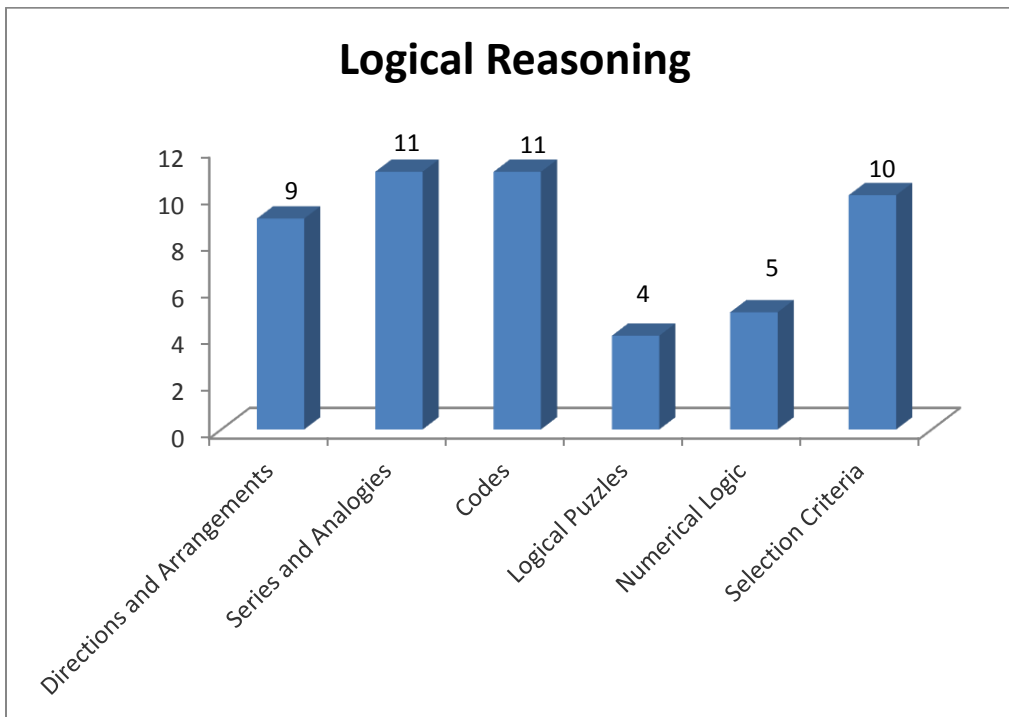
- While the QA-DI-DS questions were on more or less expected lines, there were a few surprises in either the question type or instructions.
- While the calculations in the BODMAS questions were simple in most cases, the difficulty level went up because of the presence of “None of These” in a lot of answer options. This option may have lead to extra time being devoted to that question before marking the answer. However, most values were unambiguous and could have been easily obtained with intelligent approximation and use of smart calculation techniques.
- The remaining 10 questions in QA were dominated by Arithmetic with a single question each from concepts such as Linear Equations, Circles and Permutations & Combinations. The key to solving these questions was appropriate selection of the simpler questions. Since only two to three questions were moderately difficult, they could have been marked and attempted later. A key feature of these questions was that most of them had either “None of These” or “Data Inadequate” or both in the options. These options made this question type slightly more difficult to tackle.
- While the Data Sufficiency questions were conceptually simple, the instructions were different in terms of order. Instead of the more common “The question can be answered

using both the statements together” as option 4 and “The question cannot be answered on the basis of the two statements” as option 5, the paper interchanged these two options. As such, students could have solved the question correctly and marked the incorrect option.

- 3 out of the 4 DI sets were extremely simple and should have been solved very quickly. The only set which was slightly more complicated and tedious was the set where two tables were given – the first with a breakup of students in various specializations in a management institute while the second with the ratio of males and females in the whole group. However, a student with a good grasp of the concepts of percentages and ratio and proportion could have solved this set faster using smart calculation techniques.
- On the whole 38 - 40 questions could have been solved by students without too much guess work in around 35 - 40 minutes.

### Logical Reasoning – 50 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	1	Simple
	Linear Arrangement	3	Simple

	Circular Arrangement	5	Simple
Series and Analogies	Find the missing term (Letter Series)	1	Simple
	Alphanumeric Series	5	Simple
	Find the odd man	5	Moderate - Difficult
Codes	Letter Coding	1	Moderate
	Find the conclusion	5	Simple
	Code mapping	5	Simple
Logical Puzzles	Anagrams	3	Simple
	Miscellaneous puzzles	1	Simple
Numerical Logic	Sequential o/p tracing	5	Simple
Selection Criteria	Standard	10	Simple

- Overall, the entire section was quite simple, except for the 'Odd man out' questions which were a little difficult and time consuming.
- The linear and circular arrangement questions were group questions and were extremely simple. As such, these could have been solved in a very short span of time.
- The difficulty level of the 'Find the conclusion' questions went up marginally as they had 4 statements and 4 conclusions, unlike the more commonly asked '3 statements and 2 conclusions'.
- Also, 'Code mapping' questions had only 3 conditions. The conditions were slightly different in the sense that one dealt with the first and fourth letter while the other concerned the second and last letter. This was different from the usual format of conditions being related to the first and last letters. However, the actual questions were quite simple.
- Though the logical puzzles were simple, one or two of them were slightly time consuming and could have been attempted towards the latter part of the test.
- The 'Selection Criteria' questions were straightforward. The criteria were on the lines of percentage obtained in Standard XII, B.Com degree with a minimum percentage, work experience, score in entrance exam and selection interview and ability to pay a particular fee amount at the time of admission. The alternate conditions included; "if not B.Com, but completed Cost Accountancy or Chartered Accountancy, then refer to Dean"; "if the candidate can pay a minimum of Rs 1,20,000 at the time of admission and the rest of the amount with 6 months, then refer to the Director". Although the questions were simple, the options started with 'Not Selected' as the first option,

followed by 'Selected'. This could have confused some students who automatically mark option 1 for candidates who are to be selected.

- On the whole, 38 – 40 questions could have been solved quite easily in 30 – 35 minutes.

## Visual Reasoning – 30 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 – First and Last Figure Fixed	5	Moderate to Difficult
	Missing Figure	10	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 could have been attempted early enough provided the selection of questions was appropriate. This is because both these types had 6-7 simple questions and only 3-4 questions were relatively tricky.

In general, MH-CET 2010 was similar to its predecessors and a well prepared student could have attempted around 175-180 questions in the first 2 hours and 20 minutes and then marked the rest through elimination/guesswork in the last 10 minutes.

The cut-off for JBIMS (for the general category) may be higher compared to last year and could be in the range of 185-190.



