

## JMET 2011 Analysis

Number of Questions	120
Number of Sections	4
Number of Options	4
Time	180 minutes
Marks Per Question	1 Marks
Negative Marking	0.25 Mark per Incorrect Answer

JMET 2011 (for admission into IIT's starting 2011) had 120 questions, with four sections, and 30 questions per section.

While the overall paper was on the easier side, with a large number of attempts expected, there were a number of difficult questions. Hence, apart from question selection, deciding which questions to leave, and speed were the important factors. Since the sectional cut-off is low, it made sense to maximize scores by concentrating on strong sections.

There were 4 Question Paper variants – A, B, C, D.

Section	Category	Total Questions	Ideal Attempts	Ideal Time	Expected Cut-off (Marks)*
1	Verbal Ability	30	18	30	5
2	Logical Reasoning	30	30	50	12
3	Data Interpretation	30	25	55	10
4	Quantitative Ability	30	20	45	8
	<b>Total</b>	<b>120</b>	<b>93+</b>		<b>80</b>
<i>Cutoffs for getting all the calls</i>					

## Verbal Ability – 30 Questions

Topic	No. of Q's	Learning Objective	No. of Q's
Errors in Usage	3	Correct/Incorrect sentences	1
		Sentence Completion	2
Reading Comprehension	13	Elimination Techniques	13
Verbal Reasoning	4	Analogies	2
		Fill in the blanks	1
		Jumbled sentences	1
Vocabulary	10	Antonyms	2
		Synonyms	5
		Word Usage	3

The verbal ability section consisted primarily of questions on vocabulary and reading comprehension. Question selection was critical – the reading comprehension questions included some very difficult (*constitutional economics*), and hence avoidable passages.

Vocabulary questions could have been done quite fast.

## Logical Reasoning – 30 Questions

Topic	No. of Q's	Learning Objective	No. of Q's
Critical Reasoning	4	Critical Reasoning	1
		Implicit statements	2
		Syllogisms	1
Logical Reasoning	26	Complex Arrangement	11
		Linear Arrangement	4
		Logical Conditions and Grouping	4
		Miscellaneous	5
		Numerical Logic	2

The LR questions were on the easier side, and included 4 questions from Critical Reasoning. The sets on *professors and their students*, and the *driver/murderer* were tricky and could prove to be the differentiating factor between those who do well in the section versus those who do not. The remaining sets should definitely have been attempted.

The set on family relationships was ambiguous but the answer options were such that one of the possible cases could not have been considered.

## Quantitative Ability - 30 Questions

Topic	No. of Q's	Learning Objective	No. of Q's
Algebra	7	Linear Equations	2
		Number Systems	1
		Number Theory	4
Arithmetic	5	Percentages	1
		Profit, Loss and Discount	1
		Ratio and Proportion	1
		Time and Distance	2
Geometry	7	Circles	2
		Mensuration	1
		Quadrilaterals and Other Polygons	1
		Triangles	1
		Trigonometry	2
Higher Mathematics	5	Calculus : Limits, Differentiation and Integration	1
		Others	2
		Probability Distribution and statistics	2
Modern Maths	6	Permutations and Combinations	3
		Probability	2
		Sequences, Progressions and Series	1

The quantitative ability section contained a mix of easy and difficulty questions. While 10-15 questions could have been easily solved, the rest were more difficult to solve. As is common for

JMET, there were a number of questions that tested the basic concepts of a number of concepts taught at plus-two level.

### Data Interpretation – 30 Questions

Topic	No. of Q's	Learning Objective	No. of Q's
Data Interpretation	27	Charts and Diagrams	15
		Tables and Caselets	12
Logical Reasoning	3	Venn Diagrams	3

Similar to Logical Reasoning, the questions here were fairly simple. A couple of sets (*MP-LADS, General Studies paper*) were calculation intensive and should be avoided in the first pass. The pie charts, bar charts and the set on venn diagrams should have been solved first.

The set on NBS was somewhat similar to a set in last year's paper.