

# CET (MH) 2009 Analysis

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Date: 15 Feb 2009

Total Questions: 200

Total Time: 2 Hrs 30 Min

## Sectional Breakup of Questions

| Section              | Number of Questions |
|----------------------|---------------------|
| Verbal Ability       | 65                  |
| Logical Reasoning    | 55                  |
| Visual Reasoning     | 30                  |
| Quantitative Ability | 15                  |
| Data Interpretation  | 25                  |
| Data Sufficiency     | 10                  |
| <b>Total</b>         | <b>200</b>          |

MH-CET 2009 was a lengthy and time consuming test. It was mostly on the same lines as previous year's papers, but with a few new types of questions. The new question types increased the amount of time taken, and also reduced the confidence levels. However, for the well-prepared student, it was doable.

## Verbal Ability

The questions were on expected lines, except for one or two novel question types. The passages were extremely short, and one-third of the questions were vocabulary-based, as usual.

Coming to specific question types, the multiple fill in the blank with ten questions was very doable, and one could expect to score of eight out of ten easily. Logical set theory with “either/or” as an answer option made it tricky. “Incomplete sentences” was a new question type. It was a low-speed, low-accuracy question type and hence avoidable. Questions on vocabulary were relatively doable.

### Verbal Ability

**65**

|                            |  |    |
|----------------------------|--|----|
| Reading Comprehension      | Three passages, followed by questions.   | 15 |
| Multiple Fill in the Blank | 1 Passage, with 10 Questions.  | 10 |
| Cause/Effect               |  | 5  |
| Course of Action           |  | 5  |
| Synonyms                   | Three words given(A/B/C). Options are in the form "Only A", "B and C", etc   | 5  |
| Dual Fill in the Blank     |  | 5  |
|                            |  |    |
| Incomplete Sentences       | 5 Incomplete Sentences given. 10 completing sentences given(A, B,C...). For each sentence, options are in the form of "Only A", "B and C", etc | 5  |
| Paragraph Jumbled          | 6 Sentences given. 1 question for correct sentence   | 5  |
|                            | 2 6.   |    |
| Choose Correct Meaning     | Choose the option that correctly provides the meaning of the question stem. Fifth option was "None of these"                                   | 5  |
| Syllogisms                 |  | 5  |
|                            |  |    |

## Logical Reasoning

These questions were easier compared to last year. A few new types of questions were introduced and questions related to statements were reduced.

| <b>Logical Reasoning</b> |                    | <b>55</b> |
|--------------------------|--------------------|-----------|
| Data analysis            | Selection criteria | 10        |
| Statement/Conclusion     | Symbolic           | 5         |
| Coding decoding          | Simple             | 5         |
| Coding decoding          | Conditional        | 10        |
| Data arrangement         | Simple             | 5         |
| Data arrangement         | Complex            | 5         |
| Series                   | Series completion  | 5         |
| Odd man out              |                    | 1         |
| Miscellaneous            |                    | 9         |

## Visual Reasoning

The question paper had similar types of questions with respect to last year. A few questions on analogies were difficult.

| <b>Visual Reasoning</b> |  | <b>30</b> |
|-------------------------|--|-----------|
| Series                  | 5 question figure, 5 answer figure         | 5         |
| Analogies               |  | 10        |
| Similar pair            |  | 5         |
| Dissimilar pair         |  | 5         |
| Odd man out             | Total 7 figures, odd man out from middle 5 | 5         |

## Quantitative Ability

This time the number of quantitative ability questions was less. There were only 15 questions as compared to more than 25 in the recent years. All the questions were doable and could have been solved in a little over one minute on an average.

The 5 question set on probability and permutation and combinations was formula based and very straight forward.

The two sets of 10 questions on finding approximate and exact value were standard.

| <b>Quantitative Ability</b>                                   | <b>15</b> |
|---|-----------|
| Probability   | 3         |
| Permutations and Combinations                                 | 2         |
| Calculations to find approximate values of missing quantities | 5         |
| Calculations to find exact values of missing quantities       | 5         |

## Data Interpretation

There were 5 Data Interpretation sets, each of them having 5 questions. All were calculation intensive and had applications of basic concepts like ratio, proportion, percentages and averages.

| <b>Data Interpretation</b>   | <b>25</b> |
|--|-----------|
| Bar Chart- Distribution of LIG, MIG and HIG flats in different cities in India (Multiple bars) | 5         |
| Table - Number of Pass and Fail students in different divisions over different years           | 5         |
| Table - Distribution of men, women and children across different games                         | 5         |
| Caselet  | 5         |
| Line Graph - Number of boys and girls in different colleges (multiple lines)                   | 5         |

## Data Sufficiency

There were 10 questions on Data Sufficiency. Most of them were very easy except one on identifying the three digit number which should have been avoided. All others were doable in 1 minute per question.

|  |           |
|--|-----------|
| <b>Data Sufficiency</b>                | <b>10</b> |
| Standard Five option DS (2 statements) | 5         |
| LR based DS (3 statements)             | 5         |