<u>**MCET-2009 Analysis**</u>

<u>**An Overview of the MCET-2009 Paper:**</u>

MCET-2009 Exam, which was held on 15th February 2009, had some major surprises this time. The major differentiator from the last few years' papers was that this time the paper was lengthier, most of the questions were logic based and, as compared to MCET-2008 pattern, they were lengthier as well.

<u>**Unique features of MCET-2009 Paper:**</u>

1. This time the paper had no question based on Arithmetic, Algebra, Geometry and Number System.

2. The Reading Comprehension passages were much smaller in length (three in number instead of a single long passage as observed in last few years' papers) with inferential and vocabulary based questions.

3. The number of questions on vocabulary were more this time –11 questions based on synonyms in total, out of which 5 questions were included in a separate set, 2 questions each in the three R.C. passages, 1 question in odd man out and 1 question of analogy type.

4. The Venn diagram based/syllogism based questions were simpler. None of the answers had a "not" in the conclusions. E.g. Some rats are not cats. (This area has remained simple and uncomplicated in the last four years in actual MCET.) As usual, the questions had 4 sentences with 4 conclusions followed by 5 answer combinations.

5. English consisted of five questions on Sentence Completion and five questions on Sentence Correction. This was a new pattern introduced and totally unexpected. These varieties are elaborated as below.

   a. A question sentence was given followed by 5 options. One had to find out which sentence given in the options was the closest to the question sentence, in structure and in meaning.

   b. Five incomplete sentences were given and the correct option had to be obtained from a pool of 10 common options, to complete the question statements (This type was difficult because 'none' and 'none of these' were a part of all the answer options).

6. Data Interpretation and Visual Reasoning were mostly similar to the last two years' pattern, except that there were 10 questions on Analogies in Visual Reasoning as compared to 5. The case-let was difficult and should have been left.

7. There were two sets on Analytical Reasoning sets as compared to one set last year. Some logic-based questions were moderately difficult.

8. Logical reasoning included only 5 questions on 'Cause and Effect', which were moderately difficult, and 5 questions on 'Courses of Actions', most of which were straight.

9. The following type of questions, which have been the paper-setter's favourite for quite few years, were absent: Probably true/false inferences, statement and conclusions, statement and assumptions, inferences, consequences, strong or weak arguments, critical reasoning.

Suggested Strategy to maximize the score:
Careful selection of question sets should have been done by gauging the level of difficulty at initial stage itself. Some well-thought guesswork should enable correct answers for most of the unanswered questions, especially in set of questions.

Salient Features:
Total no. of Questions: 200   **Total Time allotted:** 150 minutes
Marking Scheme: Equal weight-age for each question and there was no negative marking.
Number of Options: 5 options (1, 2, 3, 4 and 5)

Mode of Oval marking: Black Ball Point PEN

Distribution of Questions

The overall distribution and the strategy of attempting the paper is as suggested below:

Subjects	No. of questions	Suggested Time (in Minutes)	Ideal No. of Attempts	Ideal Score
Quantitative Ability	15	10	15	13
Visual Reasoning	30	15	10+	8
Critical Reasoning	15	10	15	12
Analytical Reasoning	10	10	10	10
Logical Reasoning	45	40	40+	37
DI/DS	35	20	25+	22
English	50	45	40+	36
Total	**200**	**150**	**150+**	**138+**

Disclaimer: Our expert faculty members, who attempted the MCET-2009 paper, have come up with these cut-offs. These may not tally with their actual counterparts in MCET-2009. Although these are calculations based on our experience and expertise, this should be treated only as a suggestion and a guideline.

On the basis of the level of difficulty the questions can be categorized as shown below:

Level of Difficulty	Total number of questions
Easy	45
Moderate	100
Difficult	55

Summary of the Test Areas:

Quantitative Ability: Overall the questions given under this area were predictable as per the previous years' papers. Also, a similar pattern could be observed in our Mocks.

Topics	No. of Questions	Level of Difficulty	Details/Remarks
Probability	3	Easy	Number of balls of different colours were in a basket
Permutations and Combinations	2	1 Easy + 1 Moderate	Basic concepts of permutation and Combination
BODMAS	10	Easy	This type of questions were asked many a times in our Mocks.

Visual Reasoning: This area was a mixture of the questions with difficulty level ranging from Easy to Difficult. As our students had conquered type of questions in Mocks, they were better equipped to deal with these types.

Topics	No. of Questions	Level of Difficulty	Details/Remarks
Odd man out	5	2 Moderate + 3 Difficult	These questions must be left out at prime fascia
Dissimilar figure	5	4 Moderate + 1 Difficult	Can try, but better to leave, as these are time consuming
Similar figure	5	4 Moderate + 1 Difficult	Can try, but better to leave, as these are time consuming
Analogy	10	5 Easy + 3 Moderate + 2 Difficult	Out of the given questions, the test taker should identify the Easy one's. Hence, can be attempted in the second round.
Series Completion	5	4 Moderate + 1 Difficult	Can try, but better to leave, as these are time consuming

Critical Reasoning: The questions asked under this test area ranges from easy to moderate level of difficulty, and were definite picks. Such a type was included in many of our Mocks.

Topics	No. of Questions	Level of Difficulty	Details/Remarks
Courses of Action	5	Moderate	As these questions do not require any calculation, they can be attempted in the first round.
Syllogism	5	Easy – Moderate	This type of questions was already there in our Mocks and students must have practiced them. Also, these were pretty straight, hence should be attempted.
Cause and Effect	5	1 Easy + 4 Moderate	As these questions do not require any calculation, they can be attempted in the first round.

Logical Reasoning: This test area was a mixed bag with the difficulty level of the questions ranging from Easy to Difficult. These question types were conquered by our students in Mocks, FLTs and SPRINTs.

Topics	No. of Questions	Level of Difficulty	Details/Remarks
Series Completion	5	2 Easy + 2 Moderate + 1 Difficult	Last number missing. Ample practice in our study material and mocks.
Alpha-numeric Series	5	Moderate	Numbers, letters and symbols based, very often appearing in our mocks.
Miscellaneous	10	Moderate	Coding, letter based analogy, no of people in row, vowels/constants, odd man out. All covered in our study material and mocks.

Eligibility Criteria	10	Moderate	6 conditions (4 necessary and 2 sufficient conditions). Extensively and regularly covered in our study material and mocks.
Symbol based inequality	5	Difficult	4 groups of inequalities in each question, 4 answer groups followed by 5 answer options. Such questions appeared in our mocks.
Symbol replacement based on conditions	5	Difficult	Table of symbols, if vowel starts write this symbol, if consonant , if there are 2 vowels in between….etc. Included in our test series.
Condition based resultant calculation	5	Difficult	If odd number followed by prime …, if composite number followed by prefect square …. Calculate resultant from first row, Use this resultant to further calculate in second row…etc. Covered in our test series.

Data Interpretation & Data Sufficiency: This test area was a bit different from the last year as the questions asked were time consuming, owing to the calculations involved in DI and concepts played with in DS.

Topics	No. of Questions	Level of Difficulty	Details/Remarks
Line diagram	5	2 Easy + 3 Moderate	Should be picked up. (Strength of boys and girls in five classes)
Table	10	Moderate	Pass/fail values of boys and girls in 5 different classes; Distribution of men, women and children in 6 sports. (Values and percentages)
Bar diagram	5	2 Easy + 3 Moderate	Calculation based, Should be picked up. Number of Flats in 6 years (MIG, HIG, LIG).
Case let	5	Difficult	Based on boys and girls in 6 different courses. Better to leave alone.
Data Sufficiency	5	Easy – Difficult	Quant Based, should be picked up.
Data Sufficiency (Three statement based)	5	Easy – Difficult	Directions, family tree, sequential order, coding decoding

Verbal Ability: This test area exhibited certain changes and surprised the students. As it is, a question on English section should be attempted pretty fast with the present knowledge base. One must trust one's level of English usage and maximize the number of attempts by not wasting much time over a question.

Topics	No. of Questions	Level of Difficulty	Details/Remarks
Reading Comprehension	5	Moderate	3 inference based questions and 2 Synonyms of highlighted words
Reading Comprehension	5	Moderate	3 inference based questions and 2 Antonyms of highlighted words
Reading comprehension	5	Moderate	3 inference based questions and 2 Antonyms of highlighted words
Para completion	10	Moderate	10 words missing in a para based on some insurance case
Fill in the blanks	5	Easy	Two words missing from a sentence
Para jumbles	5	Moderate	Based on how upbringing, society affects human behaviour and decision making
Complete sentence	5	Difficult	5 incomplete sentences with 10 common answer options used to be completed
Synonyms	5	Easy	Should be attempted, can use guess work
Rephrase sentence	5	Difficult	Substitute the sentence with the most appropriate replacement out of the option

Overview of test areas: As compared to the last few years' papers, the paper was lengthy, with certain new types introduced. English had 3 short passages, hence a test taker had to comprehend more data of different type. The questions on sentence correction and sentence completion took the test takers by surprise. The rest of the questions were in tandem with the last few years' pattern. Overall, English was moderately difficult. Visual reasoning was tough as usual. Analytical and Logical reasoning was also easy to moderate. There were lesser areas covered in math and reasoning. Thus, the test takers who banked upon the "absent" topics, MCET was a sad story for them. DI and DS were moderately difficult with usual calculation bit. **Overall, the MCET-2009 paper was difficult by all means!**

OUT OF THE 200 QUESTIONS THAT CAME IN THE MCET-2009 PAPER, 190 QUESTIONS WERE OF THE TYPES ALREADY COVERED IN CAREER LAUNCHER'S MOCKS, FLTs AND STUDY MATERIAL.

All in all, a score of **138+** will suffice to get into JBIMS for Maharastra Students and **148+** for Outside Maharastra Students. If you have notched up **132+**, then you have a very decent chance of getting into Sydenham, KJ Somaiya and Wellingkar. Anything above **120+** should fetch a call from SIES, Chetana, MET and PUMBA. All these marks involve an implicit assumption that the score is anything between 28 and 32 in the GD/PI round.

The results will be announced on 26th March 2009.

We wish you all the best!

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