

CET, Maharashtra – 2003 June 22, 2003

The CET 2003 was very predictable. There were no major deviations from previous years. The only significant change was a lesser emphasis on vocabulary and MA section.

A bird's eye view :

- ▶ There was no sectional break up and the questions of different topics were jumbled together, but for the convenience of our students. We have given the basic structure of the test.
- ▶ In all there were 200 questions carrying 200 marks and the total time allotted was 2.5 hrs.
- ▶ **Basic Structure**

Sections	No. Of Questions	Level of Difficulty
English Usage	42	Moderate
Reading Comprehension	8	Moderate
Mathematical Aptitude	17	Very Easy
Logical Reasoning	72	Easy
Visual Reasoning	30	Moderate
Data Interpretation	21	Moderate
Data Sufficiency	10	Easy
Total	200	

- ▶ There was no sectional breakup.
- ▶ LR and VR was spread almost throughout the paper
- ▶ There was no negative marking in the test

English Usage (EU) Section

The EU part consisted of mainly synonyms and Antonyms which were direct and easy. It had fill in the blanks which were of moderate standard. There was one long passage with many blanks in between them which had to be filled by options. It was of moderate standard. We are reproducing few of them.

DIRECTIONS : Each sentence given below has one or more than one blank, each blank indicating that something has been omitted. Beneath the sentences are given four numbered words / set of words. Choose the one that best serves to make the sentence meaningful.

1. You are here to break the bonds of & to tear open the of the nature & assert you are divine power as a child of god.
- (1) Delusion, Veil
 - (2) Despair, hope
 - (3) Pessimism, beauty
 - (4) Destruction, Glimpses
 - (5) Uncertainty, Secrets

Sol : Ans.(5)

2. In its & most primitive form, motivation is recognized by an increase in physiological arousal that us.
- (1) Strongest, Befits
 - (2) Stable, Cultivates
 - (3) Largest, Sustains
 - (4) Purest, Impels
 - (5) Backward, Involves

Sol : Ans.(4)

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3. Knowledge is It has a special quality of enriching those who receive it without those who receive it away.
- (1) Sublime, Criticizing
 - (2) Power, Enabling
 - (3) Peculiar, Impoverishing
 - (4) Vulnerable, Expressing
 - (5) Supreme, Exposing

Sol : Ans.(3)

DIRECTIONS : Each of the following questions cites a word followed by four options. Mark the one that is **FARTHEST** in meaning from the capitalized word.

4. **Servitude**

- | | | | |
|-------------|---------------|------------|------------|
| (1) freedom | (2) agitation | (3) facade | (4) border |
| (5) alarm | | | |

Sol : Ans.(1)

5. **Peril**

- | | | | |
|----------------|--------------|------------|-----------------|
| (1) indigence | (2) immunity | (3) climax | (4) disposition |
| (5) conviction | | | |

Sol : Ans.(2)

6. **Effeminate**

- | | | | |
|-----------------|----------------|---------------|-----------------|
| (1) assassinate | (2) cumbersome | (3) masculine | (4) consequence |
| (5) superior | | | |

Sol : Ans.(3)

7. **Ephemeral**

- | | | | |
|----------------|---------------|----------------|---------------|
| (1) prepared | (2) marvelous | (3) determined | (4) ceaseless |
| (5) deliberate | | | |

Sol : Ans.(4)

8. **Sloth**

- | | | | |
|------------|------------|---------------|----------------|
| (1) Accord | (2) Damage | (3) Troubling | (4) Affliction |
| (5) Haste | | | |

Sol : Ans.(5)

9. **Conceited**

- | | | | |
|----------------|-----------------|------------|----------------|
| (1) fallacious | (2) comfortless | (3) modest | (4) avaricious |
| (5) bashful | | | |

Sol : Ans.(3)

DIRECTIONS : Each of the following questions cites a word followed by four options. Mark the one that is **CLOSEST** in meaning to the capitalized word.

10. **Malice**

- | | | | |
|---------------|------------|-------------|---------------|
| (1) Animosity | (2) effort | (3) fashion | (4) expedient |
| (5) disease | | | |

Sol : Ans.(1)

11. **Nimble**

- | | | | |
|------------|-----------|-----------|----------------|
| (1) honest | (2) sound | (3) agile | (4) continuous |
| (5) noble | | | |

Sol : Ans.(3)

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12. **Perpetual**

- (1) unceasing (2) lenient (3) dangerous (4) excellent
(5) piercing

Sol : Ans.(1)

13. **Brink**

- (1) check (2) verge (3) halter (4) counter
(5) bump

Sol : Ans.(2)

14. **Hardy**

- (1) trouble (2) barely (3) carefree (4) tough
(5) injurious

Sol : Ans.(4)

15. **Obsolete**

- (1) strange (2) wired (3) irregular (4) stubborn
(5) antiquated

Sol : Ans.(5)

Reading Comprehension (RC)

Only one RC passage, about half a page long. Around 8 questions were asked based on the passage. It had a bit philosophical touch. It was of moderate standard.

Mathematical Aptitude (MA)

MA questions were very easy, few, and a lot different from other MBA entrance exams. Questions were based generally on multiplication, addition and approximation.

DIRECTIONS : For the following questions, what will come in the place of questions mark (?) ?

16. $60\% \text{ of } ? = 70\% \text{ of } 360$

- (1) 216 (2) 420 (3) 151 (4) 500
(5) none of the above

Sol : Ans.(2)

17. $10^{10} \div 100^4 \times 10^2 = 10^?$

- (1) 8 (2) 6 (3) 2 (4) 4
(5) none of the above

Sol : Ans.(4)

18. $3.001 \times 0.02 + 55.669 = ?$

- (1) 55.72902 (2) 61.671 (3) 61.6071 (4) 57.2902
(5) none of the above

Sol : Ans.(1)

19. $36 + 14 \times 15 = ?$

- (1) 346 (2) 750 (3) 210 (4) 236
(5) none of the above

Sol : Ans.(5)

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20. $1\frac{3}{4} + 2\frac{3}{5} - 2\frac{1}{2} = ?$

(1) $1\frac{17}{20}$

(2) $2\frac{7}{20}$

(3) $2\frac{1}{5}$

(4) $1\frac{1}{20}$

(5) none of the above

Sol : Ans.(1)

DIRECTIONS : For the following questions, choose the best option.

21. $25.35\% \text{ of } 598.55 + 109.90\% \text{ of } 301.50$

(1) 250

(2) 495

(3) 440

(4) 485

(5) 393

Sol : Ans.(4)

22. $2\frac{3}{8} \times 5\frac{1}{3} \times 6\frac{7}{8}$

(1) 60

(2) 80

(3) 100

(4) 120

(5) 63

Sol : Ans.(2)

23. $36532 \times 10001 \times 0.00001 = ?$

(1) 365320

(2) 36532

(3) 3653

(4) 365.3

(5) 36500

Sol : Ans.(3)

24. $82.001 \div 8.9867 \div 2.99909 = ?$

(1) 27

(2) 9

(3) 3

(4) 6

(5) 11

Sol : Ans.(3)

25. $10.000009 \times 0.000001 + 99.9999 = ?$

(1) 100

(2) 110

(3) 105

(4) 150

(5) 114

Sol : Ans.(1)

26. $\sqrt{(101)^2} \times (0.01)^2 \times 10^{1.9}$

(1) 1

(2) 10

(3) 10.5

(4) 2

(5) 100

Sol : Ans.(1)

Logical Reasoning (LR)

As usual a lot of stress on Logical reasoning part. It has series, logical passages, Binary operations, Decision making questions etc. The standard was from easy to moderate.

DIRECTIONS : For the following questions, find the missing term in the series.

27. 3 5 10 19 33 ? 80

(1) 47

(2) 49

(3) 55

(4) 53

(5) none of the above

Sol : Ans.(4)

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28. 12 15 27 54 ? 216
 (1) 108 (2) 81 (3) 96 (4) 135
 (5) none of the above

Sol : Ans.(1)

29. 0.5 2 8 32 ? 512 2048
 (1) 16 (2) 64 (3) 128 (4) 96
 (5) none of the above

Sol : Ans.(3)

30. 4 9 29 ? 599 3599
 (1) 89 (2) 118 (3) 88 (4) 119
 (5) none of the above

Sol : Ans.(4)

DIRECTIONS : Read the statement and answer the questions that follow.

- (i) $P * Q$ means P is neither smaller nor greater than Q.
- (ii) $P \% Q$ means P is neither smaller nor equal to Q.
- (iii) $P \# Q$ means P is neither greater nor equal to Q.
- (iv) $P @ Q$ means P is not smaller than Q.
- (v) $P \odot Q$ means P is not greater than Q.

Mark your answer as (1) if conclusion A is right and B is wrong.

Mark your answer as (2) if conclusion B is right and A is wrong.

Mark your answer as (3) if either of the conclusion is right.

Mark your answer as (4) if neither of the conclusion is right.

Mark your answer as (5) if both of the conclusion are right.

31. Z % of W, Q \odot W, Q @ T
 Conclusion : (A) T # Z (B) Q @ Z

Sol : Ans.(1)

32. H * V, K # V, K % M
 Conclusion : (A) H @ M (B) M * H

Sol : Ans.(4)

33. F # R, R @ G, G % Y
 Conclusion : (A) F * Y (B) Y # F

Sol : Ans.(4)

34. T # R, R @ M, N * D
 Conclusion : (A) T # D (B) D # R

Sol : Ans.(4)

35. W @ D, D % N, K \odot N
 Conclusion : (A) D * K (B) K # D

Sol : Ans.(2)

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DIRECTIONS : Study the statements and **Mark your answer as :**

- (1) if $a > b$;
- (2) if $a < b$;
- (3) if $a = b$;
- (4) if $a \geq b$;
- (5) if $a \leq b$;

36. I. $a = \sqrt{81}$

II. $b^2 = 81$

Sol : Ans.(4)

37. I. $20a^2 + 13a + 2 = 0$

II. $10b^2 + 9b + 2 = 0$

Sol : Ans.(5)

38. I. $a^2 = 36$

II. $b = 6$

Sol : Ans.(5)

39. I. $3a + b = 19$

II. $5a + 3b - 37 = 0$

Sol : Ans.(1)

40. I. $a^2 - 5a + 6 = 0$

II. $b^2 - 3b + 2 = 0$

Sol : Ans.(4)

Visual Reasoning (VR)

A good amount of stress on visual reasoning with questions like, To find the next figure in the series. To find relationship between two given figures and find the same relationship between answer figures. The standard was moderate.

Data Interpretation (DI)

DI had around 20-21 questions based on tables and line graphs. It was a good section as most questions could be done mentally or by options. The standard was from easy to moderate.

DIRECTIONS : The above chart represents a line graph.

Year	Profit (%)
1996	60
1997	60
1998	50
1999	80
2000	100
2001	90
2002	110

Profit = Income – Expenditure;

Profit Percentage = (Profit / Expenditure) × 100

41. If the profit in 2001 was 135 lacs what were the expenses in that year?

- (1) 150 lacs
- (2) 121.5 lacs
- (3) 256.50 lacs
- (4) cannot be determined
- (5) none of the above

Sol : Ans.(1)

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42. In which year was the expenses lowest?
 (1) 1997 (2) 2002 (3) 1999 (4) cannot be determined
 (5) none of the above

Sol : Ans.(4)

43. If the expenses in the year 1998, 1999 were same, what was the ratio of their respective incomes?
 (1) 4:5 (2) 5:4 (3) 9:10 (4) cannot be determined
 (5) none of the above

Sol : Ans.(4)

44. For how many years is the percentage profit more than the average percentage profit?
 (1) 3 (2) 2 (3) 5 (4) 4
 (5) none of the above

Sol : Ans.(4)

45. Which year was the profit maximum?
 (1) 2002 (2) 1997 (3) 1999 (4) cannot be determined
 (5) none of the above

Sol : Ans.(4)

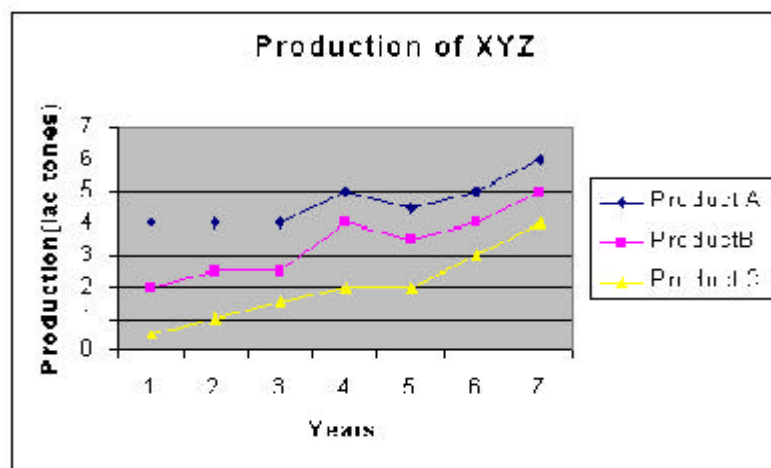
46. In which year was the percentage increase in the percentage profit from the previous year highest?
 (1) 1999 (2) 1998 (3) 1992 (4) cannot be determined
 (5) none of the above

Sol : Ans.(1)

47. If the expenditure in 1998 was 50 lacs what was the income in 1998?
 (1) 80 lacs (2) 62.5 lacs. (3) 100 lacs (4) cannot be determined
 (5) none of the above

Sol : Ans.(5)

DIRECTIONS : Study the graph and answer the questions that follows.



48. In which year is the total production of all the three companies, highest?
 (1) 2001 (2) 1999 (3) 2000 (4) 1997
 (5) none of the above

Sol : Ans.(5)

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49. In which year is the % increase for the company B the highest from the previous year?
 (1) 2002 (2) 2001 (3) 1999 (4) 1997
 (5) none of the above

Sol : Ans.(3)

50. What is the average production of the company B for the given period?
 (1) 4.15 (2) 3.15 (3) 3.35 (4) 3.25
 (5) none of the above

Sol : Ans.(3)

51. In which year is the % increase in the total production of all three companies is highest?
 (1) 2002 (2) 1999 (3) 2001 (4) 1997
 (5) none of the above

Sol : Ans.(2)

52. Difference in production between company A and company C?
 (1) 100 lacs (2) 50 lacs (3) 1000 lacs (4) 2000 lacs
 (5) none of the above

Sol : Ans.(5)

DIRECTIONS : Study the table and answer the questions that follows.

Program's												
Year	I		II		III		IV		V		VI	
	A	Q	A	Q	A	Q	A	Q	A	Q	A	Q
2003	15	11	2	19	50	40	75	285	90	89.7	0.54	0.2
2002	14	10	3	26	50	42	7	28	89	88.4	0.53	0.1
2001	14	98	2	1.85	50	46	65	23	87	86.9	0.55	0.22
2000	13.8	9	2	1.9	50	39	6	22	88	87.6	0.31	0.7
1999	12	9	25	24	50	38	55	2	84	84	1.45	1
1998	11	8	2	2	50	37	5	21	80	79.5	1.5	1

- A represent Students Appeared for the program
- Q represent Students Qualified for the program

53. What is the total number of student appeared for program VI for the given years?
 (1) 4.88 (2) 5.88 (3) 5.62 (4) 5.880
 (5) none of the above

Sol : Ans.(1)

54. For which program, total number of qualified students for the given years is the lowest?
 (1) II (2) VI (3) IV (4) III
 (5) none of the above

Sol : Ans.(2)

55. For program III what is the difference in total appeared and qualified for all the years ?
 (1) 5880 (2) 58 (3) 580 (4) 5080
 (5) none of the above

Sol : Ans.(2)

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56. In 2003 for which program is the qualified to appeared percentage highest?
(1) II (2) I (3) V (4) III
(5) none of the above

Sol : Ans.(3)

57. For how many programs had there been consistent increase or decrease in the number appeared?
(1) One (2) Two (3) Six (4) More than three
(5) none of the above

Sol : Ans.(1)

58. For program IV for which year is, the qualified to appeared percentage the highest?
(1) 2003 (2) 2002 (3) 2001 (4) 1999
(5) none of the above

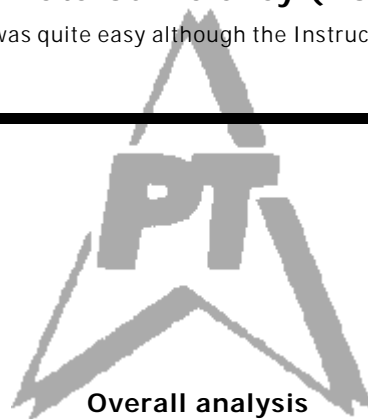
Sol : Ans.(5)

59. For program II what is the percentage of total qualified to total appeared?
(1) 95.25 (2) 92.5 (3) 93.70 (4) 99.25
(5) none of the above

Sol : Ans.(3)

Data Sufficiency (DS)

One of the easiest section. The standard was quite easy although the Instructions were shuffled a bit from normal pattern of CAT.



The test was easy and a well prepared student would be in a position to crack it.

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