

NMAT comparative analysis

NMAT is entrance exam of Narsee Monjee Institute of Management Studies (NMIMS). The institute till last year had only one campus but from 2008 they now have two campuses. If the new campus comes into operation then the seats increase to around 540+.

Narsee Monjee conducts two entrance exams every year one is for the Core MBA programme and the other is for specialist MBA programme called the Sectoral MBA.

Why NMAT as a test is important for NMIMS admission

NMIMS in general gives a very high weightage to NMAT score. That means, if you manage a good rank in NMAT, you are almost certain of admission if other parameters come to your aid. The paper is generally on the easier side but is time consuming. Proper planning and focus can help you seal the NMIMS call. Since, the exam is for one institute – there is bound to be overall and sectional cut-offs for getting calls, hence, students must concentrate on all the sectional skills.

Overall Paper Pattern: Last year paper saw some changes, but no surprises as NMIMS declares most of the paper pattern prior to the test.

| Particulars | 2007 | 2006 | 2005 |
|--|---------------------|-----------------------|-----------------------|
| Duration | 120 Minutes (2 Hrs) | 150 Minutes (2.5 Hrs) | 150 Minutes (2.5 Hrs) |
| Number of section | 3 | 5 | 5 |
| Total Number of Questions | 150 | 200 | 200 |
| Language Skills | 40 | 40 | 40 |
| General Knowledge | -- | 40 | 40 |
| Logical Reasoning | 50 | 40 | 40 |
| Quantitative Ability | 60 (Incl. DI + | 40 | 40 |
| Data Interpretation + Data Sufficiency | DS) | 40 | 40 |
| Marks per Question | 1 mark | 1 mark | 1 mark |
| Negative marking | 25% of marks | 25% of marks | 33% of marks |
| Number of choices | 5 | 4 | 4 |

The cut-offs over the last 4 years have consistently remained in the upper 80s (except 2006 where the cut-off was closer to 75+ and lower 80s)

2008 Pattern

The test was on the regular pattern followed by NMIMS in NMAT 2007. The paper was a test of speed and calculations across all the section, though the level of difficulty remained moderate. The QA section had the highest number of questions, so one should have allotted more time for this section to maximize and clear the sectional cut-offs.

Comparative analysis of difficulty level of each sub-skill

Quantitative Ability:

This section has seen some changes such as DI and DS being combined in this section, the changing number of questions in this section etc. Yet, what has remained consistent is the level of difficulty. Though the level of difficulty has remained easy to moderate, the section consists of questions involving time consuming calculations.

This year QA paper tested the students' ability to do quick calculations and application of approximation technique. With around 35 out of 60 questions testing QA and 25 questions that test DI and DS, the section offered a variety where students with different strengths could attempt decent number of questions. Out of the 35 QA questions almost 85% consisted of simplification / calculation based questions. Students who had worked on their speed calculations and approximation skills should ideally have found this section easier to attempt.

The QA section has had questions from the following areas: Number Systems, SI/CI/ P&L, R&P, Mixtures, TSD and Work, Geometry, Mensuration, Sets, P&C in the past.

In 2006 and 2005, when the QA and DI and DS were separate section the QA section had a wide selection of questions, but 2007 and 2008 has seen a concentration in the Arithmetic, vedic math, and questions on numerical ability.

In the Data Interpretation and Data Sufficiency, the questions have remained consistent with regular questions in Bar charts, caselets, line graphs and easy standard DS section questions. The section is easy in terms of difficulty level but is calculation based and hence time consuming.

Since this section has the highest weightage in terms of number of questions, students should ideally spend around 50 minutes and score around 40-45 marks.

Thus, students must concentrate on basics in each sub-skill. QA+DI+DS section in general has remained manageable for students good at speed calculations, approximations, observation skills etc.

General English (Grammar, Vocabulary, and Reading Comprehension)

This section also offers a diverse sub-skill selection. Though there has been changing pattern in the number of VA and RC questions, the total number of questions and the pattern of testing has remained consistent.

Reading Comprehension: The number of passages has reduced but the number of questions per passage thus has increased. Though easy, the RC section also tests the students' vocabulary skills.

Reading Comprehension year wise analysis

| Details | 2008 | 2007 | 2006 | 2005 |
|------------------------------|-----------|-------------|----------------|---------------|
| No. of passages | 1 | 2 | 3 | 3 |
| No. of questions | 15 | 20 | 16 | 13 |
| No. of questions per passage | 15 | 8 + 12 | 6 + 6 + 4 | 5 + 5 + 3 |
| Words per passage | 600 – 650 | 200 and 700 | 950, 1100, 400 | 750, 450, 700 |

Verbal Ability year wise analysis

| Details | 2008 | 2007 | 2006 | 2005 |
|---|--------------------|-----------------------|------|------|
| Grammar – Error correction | 5Q | 10Q | 10Q | 10Q |
| Fill in the blanks (Cloze Test) | 10Q | 10Q | 5Q | 5Q |
| Other Vocab – Analogies / Antonyms / Synonyms | 5Q (Excl 5Q in RC) | -- (6Q as part of RC) | 5Q | 7Q |
| Para jumbles | 5Q | -- | 5Q | 5Q |

It is imperative to brush up basics of grammar and vocabulary as the level of difficulty is easy / moderate. It is also advisable that students give a quick go through of the questions in RC before reading the passage, in order to locate sitter/ direct questions easily as one reads the passage.

For this year, the ideal time allotment would have been around 30-35 minutes with a return of 25+ marks questions with an accuracy of 85% - 90%. The attempts should depend on the accuracy. Ideal attempt should have been around 30 – 35 questions.

Analytical and Logical Reasoning

This section has a combination of verbal, visual, and logical reasoning questions. This year the section can overall be termed easy offering a diverse type of questions ranging from syllogisms, Decision making, LR based Data Sufficiency, Coding – decoding each having 5Q each and 10Q of analytical reasoning, Sequence and Symbols 16Q, and Family tree 4Q.

This year paper offered easy sitters in every type of the questions tested, barring syllogisms where the average difficulty was above average.

In general, while the type of questions has more or less been the same across the years, the students need to be selective in their approach while choosing the sets that contain matrix etc.

This year's students should have ideally allotted 35 – 40 minutes (depending on one's strength) and attempted around 30 – 35 questions for a return of 38 – 33 marks depending on one's accuracy.

Overall Conclusion:

The paper on the whole can be termed as easy – with the test of speed utmost moderate. Since, this is just a stand alone test for one institute – the overall cutoff is usually on the upper 80s. With the possible increase in the number of seats for the new campus – the cut-offs this year can be lowered.

The weightage given to the division of questions across the skills suggest the importance to QA and ideally the minimum attempts in this section should be more for a return of 33 – 37 marks with an attempt of 40 questions in about 50 minutes with an accuracy of 90 – 95%.

The sectional cut-off for LR is likely to be more than English – hence students depending on their accuracy and strength allot the time accordingly. A good accuracy in the LR will increase the score as well as the chances of clearing the sectional cut-offs.

Students good in the basics in all the skill sets with a good speed and accuracy should easily clear the cutoffs. The institute does prefer work experience and the profile matters, as the final merit list is based on both the written and 2nd round scores in the ratio of 3:2 respectively.

All the best.