

Select the set and represent it

DILR starts before calculation. Identify the objects, constraints and questions, then decide whether a table, grid, number line or case list makes the information easier to use.

A first scan

Read the set opening and its questions. Is the information complete enough to start? Is there a strong restriction, a small number of cases or an obvious calculation? Prefer a set where you can name a first deduction. A short set may still branch into many cases.

Separate three kinds of information

Facts are given explicitly. Deductions follow from facts. Trial assumptions belong inside a labelled case and must be discarded if that case fails. Mixing these causes many confident errors.

Write the most restrictive condition first. "Immediately before" creates a block; "before" only gives order. "At least" gives a lower bound, not an exact count.

For data tables

Identify what each row, column and unit means. A percentage needs a base. A total across categories may hide different category sizes. When comparing periods, calculate the change over the earlier period unless the question defines another base.

Estimate before computing. If a chart allows a conclusion without exact arithmetic, a range or ordering may be enough. Check every option against the same units and denominator.

Logic set: make all valid cases

Four stalls P, Q, R and S open in slots 1 to 4. Each uses one slot. P is immediately before R. Q is before P. S is not in slot 1.

Question 1

Which stall must be in slot 1?

Represent and test

Treat P-R as a block. It cannot use slots 1-2 because Q must come before P. If P-R uses slots 2-3, Q takes slot 1 and S takes slot 4: Q, P, R, S. If P-R uses slots 3-4, Q and S occupy 1-2; since S is not in slot 1, the order is Q, S, P, R.

These are the two complete valid orders. Q must be in slot 1. Answer: Q.

Question 2

Can S be in slot 2? Yes, in Q-S-P-R. Is S always in slot 2? No, in Q-P-R-S it is in slot 4. "Can" needs one valid case; "must" requires every valid case.

Keep both valid orders. Committing to the first valid case would answer Question 1 correctly by luck but could break a later question.

Data set: mind the denominator

Two centres report applications. In Year 1, North received 120 and South 80. In Year 2, North received 150 and South 90.

Question 1: overall growth

Year 1 total = $120 + 80 = 200$. Year 2 total = $150 + 90 = 240$. Increase = 40. Overall percentage growth = $40/200 \times 100 = 20\%$.

Question 2: which centre grew faster?

North increased by $30/120 = 25\%$. South increased by $10/80 = 12.5\%$. North grew faster in percentage terms and in absolute count in this example.

Question 3: Year 2 share

North's share of the Year 2 total is $150/240 = 62.5\%$. The 150 belongs over the combined Year 2 total, not over North's Year 1 count.

Do not average 25% and 12.5% to obtain overall growth. Centre sizes differ. The aggregate 20% comes from aggregate counts; equivalently it is a weighted average using the Year 1 sizes.

Transfer the lesson

For every chart question write: quantity sought / numerator / denominator / unit. This four-part check prevents many data interpretation errors before arithmetic begins.

Timed set routine and review

The RCMB mocks allot 40 minutes to DILR. Set choice can matter as much as calculation speed.

A practical route

Scan the available sets. Choose one with a clear entry point. Build a clean representation once and reuse it across questions. If branching grows, label cases A, B and C. Cross out invalid cases; keep the surviving ones visible.

If you cannot state a productive next step after a reasonable attempt, preserve your work, move on and return later if time allows. Do not treat the time already spent as a reason to continue.

Review beyond the answer

Record whether you chose the wrong set, represented it poorly, missed a condition, made an invalid deduction or calculated with the wrong base. Retry a missed set with a fresh grid before reading the published solution.

Practice prompts

1. In the logic set, is R ever in slot 2? Explain using both valid orders. 2. In the data set, what is South's share of Year 1 applications? 3. If North's Year 2 count were 160 instead of 150, what would the new overall growth be?

Answers: 1. No; R is in slot 3 or 4. 2. $80/200 = 40\%$. 3. Year 2 total would be 250; growth would be $(250-200)/200 = 25\%$.

First review edition, 24 September 2026. Independently created RCMB practice material; not an official CAT publication or IIM endorsement. Practice timings and scoring apply to the accompanying RCMB mocks. Check current official instructions at iimcat.ac.in. Faculty review is recommended before public release.