



International Foundation Studies Entrance Test (Sample)

Name:

Roll Number:

Total Time :- 1 Hour

Questions: 30 MCQs & 1 Essay

Total Marks :- 100

SECTION-A MATHEMATICS QUESTIONS

1. Amit takes 20 days to complete a certain work. Amit started the work and Suraj joined him 4 days before the work was completed. Find out the number of days for which Amit worked alone if Suraj's efficiency is 25% more than that of Amit's.

- a. 10 days b. 8 days d. 12 days d. 11 days

2. A steel vessel has a base of length 60 cm and breadth 30 cm. Water is poured in the vessel. A cubical steel box having edge of 30 cm is immersed completely in the vessel. How much will the water rise?

- a. 7.5 cm rise b. 10 cm rise c. 15 cm rise d. 30 cm rise

3. Find the largest number of 4-digits divisible by 12, 15 and 18.

- a. 9900 b. 9750 c. 9450 d. 9000

4. Find H.C.F. of 0.63 and 1.05

- a. 0.21 b. 0.28 c. 0.56 d. 0.84

5. 5 bells commence tolling together and toll at intervals 2, 4, 6, 8 and 10 seconds respectively. Find in 40 minutes, how many times do they toll together?

- a. 8 times b. 19 times c. 21 times d. 30 times

6. A can finish the work in 16 days while B can finish the work in 8 days. After A started the work alone, B joined him after 4 days. Find out the total Time taken to finish the work.

- a. 4 days b. 8 days d. 6 days d. 14 days

7. The price of milk was first increased by 10% and then decreased by 20%. What is the net percentage change in final price of milk?

- a. 12% b. 15% c. 10% d. 7.5%

8. The population of a city is 50,000 at present. It increases at the rate of 10% per annum. What will be its population 3 yr from now?

- a. 67,250 b. 65,550 c. 60,500 d. 66,550

9. A cylinder having radius 1 m and height 5 m, is completely filled with wine. In how many conical flasks can this wine be filled into if the flask radius and height is 50 cm each?

- a. 50 b. 500 c. 120 d. 160

c

Directions for questions 10-12:

In a class of 150 students, none of the students opted for only cricket. None of the students opted for only Hockey and Football. 60 students opted for cricket or hockey or both. Also, all 150 students opted for at least one of these 3 games

10. What is the total number of students who opted for only football?
a. 40 b. 80 d. 90 d. Cannot be determined
11. What is the total number of students who opted for hockey?
a. 100 b. 60 d. 50 d. cannot be determined
12. What is the number of people who opted for only cricket and only Football?
a. 15 b. 30 d. 90 d. cannot be determined
13. A group of 80 people play atleast one of the games- carrom, snooker and TT. 40 play carrom, 50 play snooker and 35 play TT. If 14 people play both Carrom and Snooker, 20 people play both Snooker and TT and 12 people play both TT and carrom, find the ratio of the number of people who play carrom only to the number who play only TT?
a. 17:4 b. 13:1 d. 15:4 d. 10:1
14. The average of 15 numbers is 15. If the average of first five numbers is 14 and that of other 9 numbers is 16, then find the middle number.
a. 12 b. 11 c. 10 d. 9
15. The average of four consecutive even numbers is 27. Find the largest of these numbers.
a. 28 b. 30 c. 32 d. 34

SECTION-B

ENGLISH QUESTIONS

Choose the Antonyms from question

16. Ignominious

- a. Laudable b. Ominous c. Dishonest d. Terrible

17. Ameliorate

- a. Improve b. Depend c. Soften d. Worsen

18. Stingy

- a. Wasteful b. Democratic c. Spiteful d. Liberal

19. Entice

- a. Piece b. Repulse c. Attract d. Repeat

20. Delude

- a. Show b. Clever c. Undeceive d. Enrage

READING COMPREHENSION PASSAGES

Directions: Read the following passage carefully and answer the questions given below it. Certain words/phrases have been printed in **bold** to help you locate them while answering some of the questions.

The wisdom of learning from failure is **incontrovertible**. Yet organisations that do it well are extraordinarily rare. This gap is not due to a lack of commitment to learning. Managers in the vast majority of enterprises that I have studied over the past 20 years--pharmaceutical, financial services, product design, telecommunications, and construction companies; hospitals; and NASA's space shuttle program, among other--genuinely wanted to help their organisations learn from failures to improve future performance. In some cases they and their teams had devoted many hours to after-action re-views, postmortems, and the like. But time after time I saw that these **painstaking** efforts led to no real change. The reason: Those managers were thinking about failure the wrong way.

Most executives I've talked to believe that failure is bad (of course). They also believe that learning from it pretty straight forward: Ask people to reflect on what they did wrong and **exhort** them to avoid similar mistakes in the future--or, better yet, assign a team to review and write a report on what happened and then distribute it throughout the organisation.

These widely held beliefs are misguided. First, failure is not always bad. In organisational life it is sometimes bad, sometimes inevitable, and sometimes even good. Second, learning from organisation failures is anything but straightforward. The attitudes and activities required to effectively detect and analyze failures are in short supply in most companies, and the need for context-specific learning strategies is underappreciated. Organizations need new and better ways to go beyond lessons that are superficial (-Procedures weren't followed)



or self-serving (–The market just wasn't ready for our great new product!). That means **jettisoning** old cultural beliefs and stereotypical notions of success and embracing failure's lessons. Leaders can begin by understanding how the blame game gets in the way.

The Blame Game

Failure and fault are virtually inseparable in most households, organisations, and cultures. Every child learns at some point that admitting failure means taking the blame. That is why so few organisations have shifted to a culture of psychological safety in which the rewards of learning from failure can be fully realised.

Executives I've interviewed in organisations as different as hospitals and investment banks admit to being torn; How can they respond constructively to failures without giving rise to an anything-goes attitude? If people aren't blamed for failures, what will ensure that they try as hard as possible to do their best work?

This concern is based on a false **dichotomy**. In actuality, a culture that makes it safe to admit and report on failure can and in some organisational contexts must coexist with high standards for performance. To understand why, look at the exhibit – A Spectrum of Reasons for Failure, which lists causes ranging from deliberate deviation to thoughtful experimentation.

Which of these causes involve blameworthy actions? Deliberate deviance, first on the list, obviously warrants blame. But inattention might not. If it results from a lack of effort, perhaps it's blameworthy. But if it results from fatigue near the end of an **overly** long shift, the manager who assigned the shift is more at fault than the employee. As we go down the list, it gets more and more difficult to find blameworthy acts. In fact, a failure resulting from thoughtful experimentation that generates valuable information may actually be praiseworthy.

When I ask executives to consider this spectrum and then to estimate how many of the failures in their organisation are truly blameworthy, their answers are usually in single digits – perhaps 2% to 5%. But when I ask how many are treated as blameworthy, they say (After a pause or a laugh) 70% to 90%. The unfortunate consequence is that many failures go unreported and their lessons are lost.

A sophisticated understanding of failure's causes and contexts will help to avoid the blame game and institute an effective strategy for learning from failure. Although an infinite number of things can go wrong in organisations, mistakes fall into three broad categories; preventable, complexity-related, and intelligent.

Meanings of difficult words/ phrases

- (1) **painstaking (Adj.):** needing a lot of care, effort and attention to detail
- (2) **Inevitable (Adj.):** unavoidable
- (3) **to-torn:** very badly affected/damaged by something.
- (4) **deviance (N.):** a difference from what most people consider to be normal/acceptable
- (5) **spectrum (N.):** a complete/wide range of related qualities, ideas, etc.

21. Which of the following statements (S) is/are **TRUE** in the context of the give passage?

- I. Most executives believe that failure is bad and learning from it is pretty straightforward.
 - II. The wisdom of learning from failure is disputable.
 - III. Deliberate deviance, first on the list of the exhibit,
-A Spectrum of Reasons for Failure|| obviously warrants blame.
- a. Only I
 - b. Both I and III
 - c. Both II and III
 - d. Both I and II

22. Which of the following statements is **NOT TRUE** in the context of the give passage?

- a. Organisation need new and better ways to go beyond lessons that are superficial or self serving.
- b. Leaders can begin by understanding how the blame game gets in the way.
- c. The writer of this article has studied managers in the vast majority of enterprises over the past 30 years.
- d. Failure and fault are truly inseparable in most households, organisations and cultures.

23. As opined by the writer of this article, although an infinite number of things can go wrong in organisations, mistakes fall into three broad categories. What are these categories?

- a. Forgettable, preventable and intelligent
- b. Superficial, preventable and complex
- c. Precaution related, complexity related and intelligent
- d. Preventive, complexity-related and intelligent

24. Why have so few organisations shifted to a culture of psychological safety in which the rewards of learning from failure can be fully realised?

- a. Because every child does not learn at some point that admitting failure means taking the blame.
- b. Because failure and fault are virtually inseparable in most culture and every child learns at some point that admitting failure means taking the blame.
- c. Because culture is an important aspect of our life.
- d. It is easy for executives to blame others and save their heads.

25. What in your opinion should be the most appropriate title of this passage?



- a. Learning from Failures
- b. Failures discourage an executive
- c. Success is nothing but working hard
- d. The Blame game

Directions (26-28): Choose the word/group of words which is **most similar** in meaning to the word / group of words printed in **bold** as used in the passage.

26. Exhort

- a. urge
- b. discourage
- c. exclaim
- d. exhume

27. Jettison

- a. regard
- b. discard
- c. forgive
- d. collect

28. Dichotomy

- a. separation
- b. diagram
- c. harmony
- d. uniformity

Directions (29-30): Choose the word/group of words which is most opposite in meaning to the word/group of words printed in bold as used in the passage.

29. Incontrovertible

- a. indisputable
- b. disputable
- c. separable
- d. convertible

30. Overly

- a. excessively
- b. abundantly
- c. overriding
- d. meagrely



SECTION-C
ESSAY WRITING

31. Write essay on following topic. (*Minimum 250 words*)

'Reduce, Reuse and Recycle'. How can you practice this in your daily lives?

Answer Keys

1	d
2	c
3	a
4	a
5	c
6	b
7	a
8	d
9	c
10	c
11	d
12	c
13	c
14	b
15	b
16	a
17	d
18	d
19	b
20	c
21	b
22	c
23	d
24	b
25	a
26	a
27	b
28	a
29	b
30	d

31. Sustainable processes like 'reduce, reuse and recycle' are practices employed to maintain a qualitative life valued in the physical environment. The concept of reduce-reuse-recycle has become popular the world over because of its financial and environmental benefits. Reuse is using an item more than once, whereas, recycling is the breaking down of the used item into raw materials which are then used to make new items.

Practices such as these are related to important issues such as welfare, consumption, community, and health. It is through such positive practices that the foundations are laid



for the development of environmentally responsible citizens of a nation. For instance, waste management is one of the biggest problems in society today. The world produces close to four million tonnes of waste daily. This includes waste that the world can easily harvest to recycle and turn into new products, and people around the world do this. This will lead to decreased levels of pollution in the environment, resulting in less pollution, and better health index. Furthermore, it will result in less wastage of the natural resources which shall help to compensate for the increasing population for the future.

We can also participate in the process by recycling many things at home by using them to make useful and fun craft projects. For example, we can make pencil stands out of metal cans or plastic bottles by cutting their top off. We should separate our garbage into dry and wet waste at home to make sure that the recycled objects go to the recycling centres. To sum up, the result of less waste is positive for the environment, human health, and the economy.