Aptitude:

What is the use of Aptitude?

Aptitude Tests evaluate numerical ability and problem solving skills of candidates. This test forms the major part of a number of important entrance exams for different fields. CAT, MAT, XAT, and GMAT and many other significant exams have Quantitative Aptitude as a major section. Many companies use it in their selection procedure.

A high degree of quantitative ability indicates an analytical mind which can solve complex problems.The ability to understand a complex issue and define the problem well is the essence of solving the problem. Quantitative tests are ideal tools to confirm the presence of this attribute in the test taker.

Here are some examples with solutions that may help you-

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| 1.A fruit seller had some apples. He sells 40% apples and still has 420 apples. Originally, he had: |
| |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | 588 apples | | [**B.**](javascript:%20void%200;) | 600 apples | | [**C.**](javascript:%20void%200;) | 672 apples | | [**D.**](javascript:%20void%200;) | 700 apples |   **Answer:** Option **D**  **Explanation:**  Suppose originally he had *x* apples.  Then, (100 - 40)% of *x* = 420.   |  |  |  | | --- | --- | --- | | https://www.indiabix.com/_files/images/aptitude/1-sym-imp.gif | 60 | x *x* = 420 | | 100 |  |  |  |  |  | | --- | --- | --- | --- | | https://www.indiabix.com/_files/images/aptitude/1-sym-imp.gif *x* = | https://www.indiabix.com/_files/images/aptitude/1-sym-oparen-h1.gif | 420 x 100 | https://www.indiabix.com/_files/images/aptitude/1-sym-cparen-h1.gif  = 700. | | 60 |   [View Answer](javascript:%20void%200;) |

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| 2.If A = *x*% of *y* and B = *y*% of *x*, then which of the following is true? |
| |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | A is smaller than B. | | [**B.**](javascript:%20void%200;) | A is greater than B | | [**C.**](javascript:%20void%200;) | Relationship between A and B cannot be determined. | | [**D.**](javascript:%20void%200;) | If *x* is smaller than *y*, then A is greater than B. | | [**E.**](javascript:%20void%200;) | None of these |   **Answer:** Option **E**  **Explanation:**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | *x*% of *y* = | https://www.indiabix.com/_files/images/aptitude/1-sym-oparen-h1.gif | *x* | x *y* | https://www.indiabix.com/_files/images/aptitude/1-sym-cparen-h1.gif | = | https://www.indiabix.com/_files/images/aptitude/1-sym-oparen-h1.gif | *y* | x *x* | https://www.indiabix.com/_files/images/aptitude/1-sym-cparen-h1.gif | = *y*% of *x* | | 100 | 100 |   https://www.indiabix.com/_files/images/aptitude/1-sym-tfr.gif A = B.  [View Answer](javascript:%20void%200;)   |  | | --- | | 3.Two tailors X and Y are paid a total of Rs. 550 per week by their employer. If X is paid 120 percent of the sum paid to Y, how much is Y paid per week? | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | Rs. 200 | | [**B.**](javascript:%20void%200;) | Rs. 250 | | [**C.**](javascript:%20void%200;) | Rs. 300 | | [**D.**](javascript:%20void%200;) | None of these |   **Answer:** Option **B**  **Explanation:**  Let the sum paid to Y per week be Rs. *z*.  Then, *z* + 120% of *z* = 550.   |  |  |  | | --- | --- | --- | | https://www.indiabix.com/_files/images/aptitude/1-sym-imp.gif *z* + | 120 | *z* = 550 | | 100 |  |  |  |  | | --- | --- | --- | | https://www.indiabix.com/_files/images/aptitude/1-sym-imp.gif | 11 | *z* = 550 | | 5 |  |  |  |  |  | | --- | --- | --- | --- | | https://www.indiabix.com/_files/images/aptitude/1-sym-imp.gif *z* = | https://www.indiabix.com/_files/images/aptitude/1-sym-oparen-h1.gif | 550 x 5 | https://www.indiabix.com/_files/images/aptitude/1-sym-cparen-h1.gif  = 250. | | 11 |   [View Answer](javascript:%20void%200;) | |

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| 4.Joy went to the stationers and bought things worth Rs. 25, out of which 30 paise went on sales tax on taxable purchases. If the tax rate was 6%, then what was the cost of the tax free items? |
| |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | Rs. 15 | | [**B.**](javascript:%20void%200;) | Rs. 15.70 | | [**C.**](javascript:%20void%200;) | Rs. 19.70 | | [**D.**](javascript:%20void%200;) | Rs. 20 |   **Answer:** Option **C**  **Explanation:**  Let the amount taxable purchases be Rs. *x*.   |  |  | | --- | --- | | Then, 6% of *x* = | 30 | | 100 |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | https://www.indiabix.com/_files/images/aptitude/1-sym-imp.gif *x* = | https://www.indiabix.com/_files/images/aptitude/1-sym-oparen-h1.gif | 30 | x | 100 | https://www.indiabix.com/_files/images/aptitude/1-sym-cparen-h1.gif = 5. | | 100 | 6 |  * Cost of tax free items = Rs. [25 - (5 + 0.30)] = Rs. 19.70  |  | | --- | | 5.Two numbers A and B are such that the sum of 5% of A and 4% of B is two-third of the sum of 6% of A and 8% of B. Find the ratio of A : B. | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | 2 : 3 | | [**B.**](javascript:%20void%200;) | 1 : 1 | | [**C.**](javascript:%20void%200;) | 3 : 4 | | [**D.**](javascript:%20void%200;) | 4 : 3 |   **Answer:** Option **D**  **Explanation:**   |  |  |  | | --- | --- | --- | | 5% of A + 4% of B = | 2 | (6% of A + 8% of B) | | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | https://www.indiabix.com/_files/images/aptitude/1-sym-imp.gif | 5 | A + | 4 | B | = | 2 | https://www.indiabix.com/_files/images/aptitude/1-sym-oparen-h1.gif | 6 | A + | 8 | B | https://www.indiabix.com/_files/images/aptitude/1-sym-cparen-h1.gif | | 100 | 100 | 3 | 100 | 100 |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | https://www.indiabix.com/_files/images/aptitude/1-sym-imp.gif | 1 | A + | 1 | B | = | 1 | A + | 4 | B | | 20 | 25 | 25 | 75 |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | https://www.indiabix.com/_files/images/aptitude/1-sym-imp.gif | https://www.indiabix.com/_files/images/aptitude/1-sym-oparen-h1.gif | 1 | - | 1 | https://www.indiabix.com/_files/images/aptitude/1-sym-cparen-h1.gif A = | https://www.indiabix.com/_files/images/aptitude/1-sym-oparen-h1.gif | 4 | - | 1 | https://www.indiabix.com/_files/images/aptitude/1-sym-cparen-h1.gif B | | 20 | 25 | 75 | 25 |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | https://www.indiabix.com/_files/images/aptitude/1-sym-imp.gif | 1 | A = | 1 | B | | 100 | 75 |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | A | = | 100 | = | 4 | . | | B | 75 | 3 |  * Required ratio = 4 : 3  |  | | --- | | 6.In an election between two candidates, one got 55% of the total valid votes, 20% of the votes were invalid. If the total number of votes was 7500, the number of valid votes that the other candidate got, was: | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | 2700 | | [**B.**](javascript:%20void%200;) | 2900 | | [**C.**](javascript:%20void%200;) | 3000 | | [**D.**](javascript:%20void%200;) | 3100 |   **Answer:** Option **A**  **Explanation:**  Number of valid votes = 80% of 7500 = 6000.  https://www.indiabix.com/_files/images/aptitude/1-sym-tfr.gif Valid votes polled by other candidate = 45% of 6000   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | = | https://www.indiabix.com/_files/images/aptitude/1-sym-oparen-h1.gif | 45 | x 6000 | https://www.indiabix.com/_files/images/aptitude/1-sym-cparen-h1.gif | = 2700. | | 100 | |  |  |  |  |  |  | | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 7.A student multiplied a number by | 3 | instead of | 5 | . | | 5 | 3 |   What is the percentage error in the calculation? | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | 34% | | [**B.**](javascript:%20void%200;) | 44% | | [**C.**](javascript:%20void%200;) | 54% | | [**D.**](javascript:%20void%200;) | 64% |   **Answer:** Option **D**  **Explanation:**  Let the number be *x*.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Then, error = | 5 | *x* - | 3 | *x* = | 16 | *x*. | | 3 | 5 | 15 |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Error% = | https://www.indiabix.com/_files/images/aptitude/1-sym-oparen-h1.gif | 16*x* | x | 3 | x 100 | https://www.indiabix.com/_files/images/aptitude/1-sym-cparen-h1.gif% = 64%. | | 15 | 5*x* | |  |  | | --- | | 8.The sum of ages of 5 children born at the intervals of 3 years each is 50 years. What is the age of the youngest child? | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | 4 years | | [**B.**](javascript:%20void%200;) | 8 years | | [**C.**](javascript:%20void%200;) | 10 years | | [**D.**](javascript:%20void%200;) | None of these |   **Answer:** Option **A**  **Explanation:**  Let the ages of children be *x*, (*x* + 3), (*x* + 6), (*x* + 9) and (*x* + 12) years.  Then, *x* + (*x* + 3) + (*x* + 6) + (*x* + 9) + (*x* + 12) = 50  https://www.indiabix.com/_files/images/aptitude/1-sym-imp.gif 5*x* = 20  https://www.indiabix.com/_files/images/aptitude/1-sym-imp.gif *x* = 4.  https://www.indiabix.com/_files/images/aptitude/1-sym-tfr.gif Age of the youngest child = *x* = 4 years. |  |  | | --- | | 9.A is two years older than B who is twice as old as C. If the total of the ages of A, B and C be 27, the how old is B? | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | 7 | | [**B.**](javascript:%20void%200;) | 8 | | [**C.**](javascript:%20void%200;) | 9 | | [**D.**](javascript:%20void%200;) | 10 | | [**E.**](javascript:%20void%200;) | 11 |   **Answer:** Option **D**  **Explanation:**  Let C's age be *x* years. Then, B's age = 2*x* years. A's age = (2*x* + 2) years.  https://www.indiabix.com/_files/images/aptitude/1-sym-tfr.gif (2*x* + 2) + 2*x* + *x* = 27  https://www.indiabix.com/_files/images/aptitude/1-sym-imp.gif 5*x* = 25  https://www.indiabix.com/_files/images/aptitude/1-sym-imp.gif *x* = 5.  Hence, B's age = 2*x* = 10 years.   |  | | --- | | 10.In the first 10 overs of a cricket game, the run rate was only 3.2. What should be the run rate in the remaining 40 overs to reach the target of 282 runs? | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | 6.25 | | [**B.**](javascript:%20void%200;) | 6.5 | | [**C.**](javascript:%20void%200;) | 6.75 | | [**D.**](javascript:%20void%200;) | 7 |   **Answer:** Option **A**  **Explanation:**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Required run rate = | https://www.indiabix.com/_files/images/aptitude/1-sym-oparen-h1.gif | 282 - (3.2 x 10) | https://www.indiabix.com/_files/images/aptitude/1-sym-cparen-h1.gif | = | 250 | = 6.25 | | 40 | 40 | | Verbal Ability:  A person's verbal skills reflect its general intelligence and their development guarantees at a great extent the attainment of organizational goals.   Due to pure talent, inborn inclination or systematic polish some people have developed more extensively their ability to approach verbal meanings and solve verbal tests than other people.   The evaluation of employees' verbal skills should become an essential part of both the recruitment and assessment procedures of all modern companies.  **What are verbal skills?**  Verbal skills refer to the extent to which a person can approach words, sentences, written texts verbs, adjectives, as well as, the extent to which he/she can comprehend meanings, produce synonyms and antonyms, know the meaning and use of words, complete sentences with words omitted based on the word context and have a critical view towards written speech.   These kinds of skills are partly inborn skills, in the sense that, each person has the his or her mother language inside him/her as a living organization and learns it-in a subconscious and non systematic way- every moment of his life through the interaction with other people and, partly, acquired skills, in the sense that, each of us has acquired some knowledge from official obligatory public education(school) in order to develop a common structure as a base upon which the language can develop in a dynamic way throughout our lives.   Verbal skills are not always interdependent to a person's educational level or grammatical knowledge but are a reflection of his/her verbal fluency and deeper comprehension of the language, the extent of which is each one's personal conquest.  Here are some of the answered examples related to verbal ability-  1. The result of the examination dashed my hopes.   * [**A.**](javascript:%20void(0)) failed * [**B.**](javascript:%20void(0)) kill someone * [**C.**](javascript:%20void(0)) frustrate * [**D.**](javascript:%20void(0)) bring great happiness   Ans: Option C  2.To see red   * [**A.**](javascript:%20void(0)) to find fault with * [**B.**](javascript:%20void(0)) to criticise others * [**C.**](javascript:%20void(0)) to be very angry * [**D.**](javascript:%20void(0)) to victimise someone   Ans: Option A |  |  |  |  |  |  | |   3. There is no need to rake up an old quarrel.   * [**A.**](javascript:%20void(0)) start * [**B.**](javascript:%20void(0)) end * [**C.**](javascript:%20void(0)) forget * [**D.**](javascript:%20void(0)) revive   Ans: Option D  4. Mrs Rashmi has been in the blues for the last several weeks.   * [**A.**](javascript:%20void(0)) unwell * [**B.**](javascript:%20void(0)) abroad * [**C.**](javascript:%20void(0)) lonely * [**D.**](javascript:%20void(0)) depressed   Ans: Option D  5.  His pocket has been picked.   * [**A.**](javascript:%20void(0)) Someone has picked his pocket. * [**B.**](javascript:%20void(0)) Picked has been his pocket. * [**C.**](javascript:%20void(0)) They have his pocket picked. * [**D.**](javascript:%20void(0)) Picking has been done to his pocket.   Ans: Option A  6. He teaches us Grammar.   * [**A.**](javascript:%20void(0)) We are taught Grammar by him. * [**B.**](javascript:%20void(0)) We are being taught Grammar by him. * [**C.**](javascript:%20void(0)) Grammar is taught to us by him. * [**D.**](javascript:%20void(0)) Grammar is being taught us by him.   Ans: Option A  7.  The organization aims **to providing with** satellite-based data on climate-relevent information with highest possible levels of accuracy and realiability.   * [**A.**](javascript:%20void(0)) to provide with * [**B.**](javascript:%20void(0)) at providing with * [**C.**](javascript:%20void(0)) to provide * [**D.**](javascript:%20void(0)) to the provision of * [**E.**](javascript:%20void(0)) No correction required   Ans: Option C  Explanation:  The organisation aims 'at providing' or 'to provide' something. The use of 'with' is incorrect. It aims 'to provide' something not 'provide with something'.  8.  His ----------- in his family’s position is great but he does not boast about it.   * [**A.**](javascript:%20void(0)) status * [**B.**](javascript:%20void(0)) pride * [**C.**](javascript:%20void(0)) deceit * [**D.**](javascript:%20void(0)) presumption   Ans: Option A  9. Prasanna got the company car for a ----------- price as he was the seniormost employee in the company.   * [**A.**](javascript:%20void(0)) reduced * [**B.**](javascript:%20void(0)) nominal * [**C.**](javascript:%20void(0)) fixed * [**D.**](javascript:%20void(0)) discounted   Ans: Option B  10.  It was through the Second World War that Russia ----------- herself increased ----------- in power and wealth and prestige.   * [**A.**](javascript:%20void(0)) saw, abundantly * [**B.**](javascript:%20void(0)) notice, gullibly * [**C.**](javascript:%20void(0)) witnessed prodigiously * [**D.**](javascript:%20void(0)) None of these   Ans: Option C  Logical Reasoning: |   A logical reasoning test is a type of aptitude test that is widely used by corporate employers to help assess candidates during their recruitment process. Logical reasoning aptitude tests are designed to measure your ability to draw logical conclusions based on statements or arguments, and to identify the strengths and weaknesses of those arguments.  These tests are designed to assess your logical reasoning ability using the information provided. A logical reasoning test is a fundamental part of any assessment.  Here are some of the answered examples on Logical Reasoning-  1.   |  | | --- | | Marathon is to race as hibernation is to | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | winter | | [**B.**](javascript:%20void%200;) | bear | | [**C.**](javascript:%20void%200;) | dream | | [**D.**](javascript:%20void%200;) | sleep |   **Answer:** Option **D** |   2.   |  | | --- | | Cup is to coffee as bowl is to | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | dish | | [**B.**](javascript:%20void%200;) | soup | | [**C.**](javascript:%20void%200;) | spoon | | [**D.**](javascript:%20void%200;) | food |   **Answer:** Option **B** |   3.   |  | | --- | | Yard is to inch as quart is to | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | gallon | | [**B.**](javascript:%20void%200;) | ounce | | [**C.**](javascript:%20void%200;) | milk | | [**D.**](javascript:%20void%200;) | liquid |   **Answer:** Option **B** |   4.   |  | | --- | | Look at this series: 7, 10, 8, 11, 9, 12, ... What number should come next? | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | 7 | | [**B.**](javascript:%20void%200;) | 10 | | [**C.**](javascript:%20void%200;) | 12 | | [**D.**](javascript:%20void%200;) | 13 |   **Answer:** Option **B** |   5.   |  | | --- | | Look at this series: 36, 34, 30, 28, 24, ... What number should come next? | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | 20 | | [**B.**](javascript:%20void%200;) | 22 | | [**C.**](javascript:%20void%200;) | 23 | | [**D.**](javascript:%20void%200;) | 26 |   **Answer:** Option **B** |   6.   |  | | --- | | Look at this series: 53, 53, 40, 40, 27, 27, ... What number should come next? | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | 12 | | [**B.**](javascript:%20void%200;) | 14 | | [**C.**](javascript:%20void%200;) | 27 | | [**D.**](javascript:%20void%200;) | 53 |   **Answer:** Option **B** | | 7.Look at this series: 58, 52, 46, 40, 34, ... What number should come next? | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | 26 | | [**B.**](javascript:%20void%200;) | 28 | | [**C.**](javascript:%20void%200;) | 30 | | [**D.**](javascript:%20void%200;) | 32 |   **Answer:** Option **B**  **8.**   |  | | --- | | SCD, TEF, UGH, \_\_\_\_, WKL | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | CMN | | [**B.**](javascript:%20void%200;) | UJI | | [**C.**](javascript:%20void%200;) | VIJ | | [**D.**](javascript:%20void%200;) | IJT |   **Answer:** Option **C**  **Explanation:**  There are two alphabetical series here. The first series is with the first letters only: STUVW. The second series involves the remaining letters: CD, EF, GH, IJ, KL. |   9.   |  | | --- | | FAG, GAF, HAI, IAH, \_\_\_\_ | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | JAK | | [**B.**](javascript:%20void%200;) | HAL | | [**C.**](javascript:%20void%200;) | HAK | | [**D.**](javascript:%20void%200;) | JAI |   **Answer:** Option **A**  **Explanation:**  The middle letters are static, so concentrate on the first and third letters. The series involves an alphabetical order with a reversal of the letters. The first letters are in alphabetical order: F, G, H, I , J. The second and fourth segments are reversals of the first and third segments. The missing segment begins with a new letter. |   10.   |  | | --- | | CMM, EOO, GQQ, \_\_\_\_\_, KUU | | |  |  | | --- | --- | | [**A.**](javascript:%20void%200;) | GRR | | [**B.**](javascript:%20void%200;) | GSS | | [**C.**](javascript:%20void%200;) | ISS | | [**D.**](javascript:%20void%200;) | ITT |   **Answer:** Option **C**  **Explanation:**  The first letters are in alphabetical order with a letter skipped in between each segment: C, E, G, I, K. The second and third letters are repeated; they are also in order with a skipped letter: M, O, Q, S, U. | | |

Career Guidance:

What is Career Guidance?  
There is a famous quote that states "Failing to plan is planning to fail"- having a plan is essential in order to progress in any aspect of your life, but especially important when the aspect concerned is your career. As individuals, we all aspire to be powerful assets with exceptional academic qualifications and skill sets that could be asset to any employer. In order to have a career plan prepared and ready for successful execution, you must first be able to identify your goals and interests so that you can ensure their alignment with your future jobs, career paths, and professional passions.