Daily RC & CR Sheet — 5 November 2026

20 Qs · 35 Min
+1 / −0.25

Daily Reading Comprehension & Critical Reasoning
Rotated-genre RC passages and real-argument Critical Reasoning — CLAT-2026 grade. Read each passage and answer from the passage only.
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SECTION — READING COMPREHENSION

READING COMPREHENSION — POPULAR SCIENCE · THE BRAIN'S NIGHT SHIFT (Q1–Q5)

Every tissue in the body has a way of clearing its waste. Most organs rely on the lymphatic system, a network of vessels that drains away the fluid and debris left between cells. The brain, however, has no lymphatic vessels of the ordinary kind, and for a century this puzzled anatomists. An organ that uses about a fifth of the body's energy was somehow managing its refuse without a drainage network. The usual assumption was that waste simply seeped slowly out of the tissue and was carried away by the blood.

In 2012 a team led by the neuroscientist Maiken Nedergaard proposed a different picture. Working with mice, they injected a tracer dye into the fluid that bathes the brain and followed it. It travelled along the outside of the brain's arteries, entered the tissue through channels formed by supporting cells called astrocytes, mixed with the fluid between neurons, and left along the veins. The researchers named this route the glymphatic system, joining 'glial' to 'lymphatic', because the plumbing was operated by glial cells rather than by vessels of its own.

The more striking finding followed. When the mice were asleep or anaesthetised, the spaces between brain cells widened by about sixty per cent, and fluid moved through them far faster. In waking animals the same spaces were narrow and the flow sluggish. Waste proteins, including amyloid-beta, which accumulates in the brains of people with Alzheimer's disease, were cleared more quickly during sleep. It was tempting to conclude that sleep exists, at least in part, to wash the brain.

Popular accounts quickly did so, and some went further, suggesting that a single poor night leaves the brain 'dirty'. The evidence does not yet support such confidence. A human brain is some three thousand times larger than a mouse's, and fluid may move through it differently. Imaging studies in people are indirect, and some laboratories have asked whether the original dye experiments, which involved injected pressure and anaesthetic drugs, exaggerated the effect. That a clearance pathway exists is now widely accepted; its size, its dependence on sleep and its role in disease remain open.

What the glymphatic idea has done, however the details settle, is change the question. Sleep research once asked what the brain does while the body rests. It now asks what the brain can do only when it stops doing everything else.

1. Which of the following best expresses the central idea of the passage?

◯ **A.** Sleep exists chiefly to clear amyloid-beta from the brain, a function now confirmed in mice and shown directly in human patients too

◯ **B.** A recently described pathway for clearing brain waste seems more active in sleep, though its extent and importance in humans are unsettled

◯ **C.** The brain's lack of ordinary lymphatic vessels was a long-standing myth, since mouse studies show it drains its waste as other organs do

◯ **D.** Popular writers have misled the public about sleep, because later work has disproved the glymphatic system and restored the blood-drainage view

2. Which of the following can be inferred from the passage?

◯ **A.** A person who sleeps badly for a single night will show a measurable build-up of amyloid-beta in the brain the next morning

◯ **B.** The glymphatic route runs through vessels that are structurally identical to the ordinary lymphatic vessels found in other organs of the human body

◯ **C.** Anaesthetic drugs were used in the original mouse experiments in order to exaggerate the clearance effect so that the results would look dramatic

◯ **D.** Because the dye experiments involved pressure and drugs, the faster clearance seen in sleep may partly reflect those conditions

3. The author's attitude towards popular accounts of the glymphatic system is best described as

◯ **A.** cautiously critical: the core discovery is accepted, but claims built upon it are judged to go well beyond the available evidence

◯ **B.** dismissive: the whole discovery is treated as an artefact of poorly designed dye experiments carried out on laboratory mice

◯ **C.** enthusiastic: even the strongest claims about the harm of a single poor night's sleep are endorsed as soundly established by the later science of sleep

◯ **D.** indifferent: the accounts are mentioned only to complete the history of the idea and are neither praised nor questioned at all

4. 'It was tempting to conclude that sleep exists, at least in part, to wash the brain.' The word 'tempting' suggests that the conclusion was

◯ **A.** firmly established by the data, and therefore one that no researcher could reasonably have resisted accepting once the results appeared

◯ **B.** obviously false, and therefore one that only a careless reader of the mouse studies would ever have thought of drawing at all

◯ **C.** plausible and attractive in the light of the findings, though not yet fully warranted by the evidence then available to the researchers

◯ **D.** forced upon the researchers by the clearance of waste proteins, whatever their own wishes and expectations in the matter might have been

5. Which of the following, if established, would most directly answer the doubt about the original experiments raised in the fourth paragraph?

◯ **A.** Imaging studies of sleeping people confirm that the human brain is about three thousand times larger than the brain of a mouse, and flows differently

◯ **B.** Methods involving neither injected pressure nor anaesthetic find faster tracer clearance in naturally sleeping mice than in waking mice

◯ **C.** Astrocytes are found in the brains of all the mammals studied so far, including those that sleep for only a few hours each and those that sleep long

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◯ **D.** Amyloid-beta is found to accumulate in the brains of people with Alzheimer's disease whether or not their sleep has been disturbed in earlier life

READING COMPREHENSION — PSYCHOLOGY & MIND · THE ZIP YOU CANNOT DRAW (Q6–Q10)

Ask a person whether she understands how a zip fastener works and she will probably say yes. Ask her to draw one, labelling each part and explaining how pulling the slider joins the two rows of teeth, and she will usually falter within a minute, surprised at how little she knew. The psychologists Leonid Rozenblit and Frank Keil, who ran such tests on ordinary devices in the early 2000s, called this gap the illusion of explanatory depth. Their participants rated their understanding before the attempt, again after it, and once more after reading a proper account. The second rating fell sharply, and the fall was greatest for mechanical things with many hidden parts.

Why should the illusion arise? One explanation is that we confuse familiarity with comprehension. We have used a zip a thousand times, can picture its outward behaviour in detail, and so feel that the knowledge is within easy reach. A second is that the world itself stores much of what we think we know. The knowledge is distributed between the object and the mind, and the mind mistakes the object's competence for its own. A third is that we rarely have to explain such things aloud, so nothing ever tests the feeling.

The illusion is not confined to gadgets. Later studies found the same pattern when people were asked about public policies. Participants who held firm views on, say, a proposed tax or a trade sanction were asked to explain, step by step, how it would work. Many found they could not, and, strikingly, their confidence dropped and their views grew more moderate. Participants asked merely to list reasons for their opinions showed no such softening, since reasons can be recited without any grasp of mechanism.

It would be wrong to treat the illusion as a defect to be eliminated. A mind that insisted on understanding every mechanism before using it would never get through a morning. Relying on other people's knowledge, and on the structure of the world, is how a finite brain copes with an environment of endless detail. The trouble begins only when borrowed understanding is mistaken for one's own, especially where decisions, not zips, are at stake. The remedy is modest: before defending a view, try to explain how the thing works. The attempt is not meant to humiliate; it is a cheap way of finding where the knowing stops.

6. Which of the following best states the main point of the passage?

◯ **A.** People overrate their general intelligence, and this vanity is the chief cause of poor decisions in public life and in private affairs
◯ **B.** Schools neglect the skill of explanation, and teaching pupils to explain mechanisms would greatly improve the quality of political debate
◯ **C.** People feel they understand how things work better than they do; this is natural and useful, and is best tested by trying to explain
◯ **D.** Familiar devices are understood by their users far better than researchers expected, so that daily use does produce real and reliable knowledge of them

7. Which of the following can be inferred from the passage about the experiments on public policies?

◯ **A.** Listing reasons for a view does not expose gaps in one's grasp of mechanism in the way that explaining how a policy works does
◯ **B.** Moderate political opinions are always the product of a deeper understanding of how the policies in question would actually operate
◯ **C.** Participants who succeeded in explaining the policies in detail became more extreme in their views than they had been before
◯ **D.** People hold political opinions mainly because they were taught reasons for them in childhood, and seldom revise them afterwards

8. Which of the following, if true, would most undermine the remedy proposed in the last paragraph?

◯ **A.** Most people who attempt to explain a mechanism are able to do so correctly, having studied it in school or at work
◯ **B.** Rozenblit and Keil's participants rated devices such as zips more accurately than they rated the policies discussed later
◯ **C.** People who decline to defend a view in public are no better informed about its mechanism than those who do defend it
◯ **D.** People who try to explain a mechanism and fail usually respond by clinging more rigidly to the view they held before

9. In the sentence 'the mind mistakes the object's competence for its own', the word 'competence' most nearly means

◯ **A.** legal power of a body to hear and decide the matter that has been placed before it for judgment
◯ **B.** capacity to perform its function successfully, whatever the user happens to understand about it
◯ **C.** rivalry with other objects of the same kind that are made to serve the same purpose in daily life
◯ **D.** adequacy of the income that a person needs in order to meet the ordinary expenses of a household

10. The third paragraph functions in the passage chiefly to

◯ **A.** extend the illusion from mechanical devices to policy questions, where the stakes are higher and the evidence takes a different form
◯ **B.** refute the explanations offered in the second paragraph by showing that they cannot account for the opinions people hold about public policy
◯ **C.** supply a counterexample to the claim that familiarity is mistaken for comprehension by citing a case where familiarity breeds doubt
◯ **D.** introduce a rival theory of the illusion, according to which political conviction is strengthened by the effort to explain it

SECTION — CRITICAL REASONING

CRITICAL REASONING — ETHICS · THE PRICE OF A PEN (Q11–Q15)

A recent editorial in a medical journal argues that physicians should be barred from accepting any gift from drug companies, however small. The argument runs as follows. Surveys show that most doctors consider themselves immune to influence by a pen, a meal or a conference sponsorship, yet the same doctors believe that their colleagues are susceptible. This asymmetry is itself revealing: since it cannot be true that everyone is less biased than everyone else, the doctors' self-assessments are unreliable. Studies have meanwhile found that physicians who receive more industry meals prescribe more of the sponsor's branded drugs, and that the effect grows with the number of meals. Defenders note that a single meal costs very little; the editorial replies that the studies found effects at exactly such modest values. Psychological research on reciprocity suggests why: a gift, even a trivial one, creates a felt obligation that operates below conscious awareness.

The editorial is careful to say that it accuses no physician of corruption; its claim concerns the mechanism of influence, not the character of those influenced. Since an influence that cannot be detected by the person influenced cannot be corrected by that person's good intentions, the editorial concludes that the only reliable safeguard is to remove the gifts altogether. Voluntary disclosure

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is no answer, because disclosure leaves the gift in place and may even license the recipient to feel that the debt has been discharged by confessing it.

Critics of a ban reply that the gifts are the price of medical education: industry funds many conferences that doctors in poorer regions could not otherwise attend. The editorial answers that if the education is valuable, hospitals and professional bodies should fund it; an arrangement under which learning is paid for by those who profit from the conclusions drawn is precisely the one to avoid. It also notes that other professions already accept this logic. Judges are not permitted to take hospitality from litigants, however convinced they are of their own impartiality, and nobody regards that rule as an insult to judges. The profession, the editorial urges, should treat gift-giving as it treats a conflict of interest in a clinical trial: as a condition to be removed, not a character flaw to be disclaimed.

11. Which of the following is the main conclusion of the editorial's argument?

◯ **A.** Physicians who receive more industry meals prescribe more of the sponsoring company's branded drugs, and the effect grows with the number of meals

◯ **B.** Voluntary disclosure of gifts is not an adequate remedy because it leaves the gift in place and may relieve the recipient's sense of obligation

◯ **C.** Judges are rightly forbidden to accept hospitality from litigants, and the medical profession should see that rule as a model, not an insult

◯ **D.** Because recipients cannot detect or correct the influence of gifts, physicians should be barred from accepting any gift from drug companies

12. The editorial's argument depends on which of the following assumptions?

◯ **A.** Drug companies choose their gifts deliberately so as to produce the strongest feeling of obligation in the doctors who receive them

◯ **B.** Doctors who accept no industry gifts are better informed about the merits of branded and generic medicines than those who accept them, since they read more journals

◯ **C.** Physicians who accept more industry meals do not prescribe more of the sponsor's drugs merely because they were already inclined to do so

◯ **D.** Most physicians would knowingly prescribe an inferior drug to repay a gift, if they were made fully aware of the obligation that it created

13. Which of the following, if true, would most seriously weaken the editorial's answer to critics who say that gifts fund medical education?

◯ **A.** Several large drug companies have voluntarily agreed to cap the value of the gifts and hospitality they offer to physicians in the course of their work

◯ **B.** In many poorer regions no hospital or professional body has funds for such conferences, so doctors there would get no further training

◯ **C.** In some countries judges are permitted to accept limited hospitality from litigants without any evidence of harm to their decisions in later cases

◯ **D.** Doctors who attend industry-sponsored conferences report that the scientific quality of the sessions is generally high and of real practical use to them

14. Which of the following principles, if accepted, most helps to justify the editorial's rejection of voluntary disclosure as a remedy?

◯ **A.** Where a practice carries a risk of bias that those affected cannot detect in themselves, it should be removed and not merely reported

◯ **B.** A professional's own assessment of his impartiality should be accepted unless there is clear and independent proof that he has in fact acted with bias

◯ **C.** A rule of conduct that applies to one profession should be extended to every other profession in which a closely comparable service is rendered to the public

◯ **D.** Rules of professional conduct should be framed so as to impose the lightest burden consistent with the interests of those who are bound by them in practice

15. The editorial's comparison with the rule on judges is open to which of the following criticisms?

◯ **A.** It rests on a survey of judges' opinions, which the editorial elsewhere treats as an unreliable guide to freedom from bias in practice

◯ **B.** It assumes that judges are never influenced by hospitality, and so makes the rule appear far more necessary than it truly is in practice

◯ **C.** It treats a judge's risk of bias towards litigants as comparable to a physician's towards drug companies, without showing that it is

◯ **D.** It presents a rule peculiar to a single profession as though it were a practice typical of all the professions that serve the public at large

CRITICAL REASONING — EDUCATION · THE ANONYMOUS PAPER (Q16–Q20)

Several state boards are considering replacing the annual external examination at the end of Class X with continuous internal assessment, in which teachers grade projects, class tests and participation across the year. Advocates say that a three-hour paper measures the ability to memorise and perform under strain, not understanding, and that teachers who see a child every day know more about her than any examiner can. Both points are fair. But the case for the change rests on an unstated comparison: that the teacher's judgement is a better instrument than the paper. That comparison needs to be examined, not assumed.

An external examination is crude, but its crudeness is even-handed. The paper is set by someone who has never met the candidate, marked under a number, and read by examiners who do not know whether the script comes from a private school in a city or a government school in a village. Whatever its errors, they are not aimed at anyone in particular. Internal assessment removes that anonymity. A teacher grading a project knows whose father is a local official, whose family pays for private tuition from the same teacher, and which pupil is habitually insolent. Such knowledge may sometimes sharpen judgement; it will also, in a fraction of cases, bend it. The fraction need not be large to matter, because it will fall unevenly: the pupils with the least influence have the least ability to contest a grade. There is no appeal against an impression. Internal assessment also leaves no common yardstick across schools, so a university comparing two applicants cannot tell whether an A means the same thing in both.

It may be replied that moderation, through sample checks by an outside body, can remove the bias. But moderation is itself external examination, applied to the teachers instead of the pupils, and it adds an administrative burden that few state bo

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shown the capacity to carry. Until a board can show that its internal grades are not systematically linked to a pupil's social background once her attainment is accounted for, abolishing the external paper trades a visible and equal unfairness for an invisible and unequal one. Reforming the examination, by testing reasoning instead of recall, is the better course.

16. Which of the following best states the main conclusion of the passage?

◯ **A.** Until internal grading is shown to be free of social bias, reforming the external examination is better than replacing it with internal assessment

◯ **B.** Teachers who see their pupils every day know more about them than any examiner, so that their grades are a better guide to real ability than an examination can be

◯ **C.** External examinations should be abolished at once because a three-hour paper measures only memory and the ability to perform under great pressure in an examination hall

◯ **D.** Moderation by an outside body cannot remove bias from internal assessment and is therefore unworkable in every state board in the whole country

17. The author's argument depends on which of the following assumptions?

◯ **A.** Teachers who know the families of their pupils are, on the whole, more likely to act corruptly than other public servants are, in any field

◯ **B.** Anonymous marking does not itself produce errors that fall systematically on pupils of particular social backgrounds

◯ **C.** Most pupils and parents are at present dissatisfied with the external examination and would welcome a move to internal assessment in their schools

◯ **D.** Every state board already has the administrative capacity to run a system of sample checks over the grades awarded by all of its teachers each year

18. Which of the following, if true, would most weaken the author's claim that abolishing the external paper would trade a visible unfairness for an invisible and unequal one?

◯ **A.** Pupils from more affluent homes score higher on external examinations than pupils from poorer homes with the same schooling and teachers

◯ **B.** Some teachers have been found to award higher internal marks to pupils who also attend their own private tuition classes outside school hours

◯ **C.** Several countries that use continuous assessment also publish detailed guidance to teachers on how projects should be graded and recorded each year

◯ **D.** In states that compared internal grades with an external test taken by the same pupils, income gaps in grades vanished once attainment was matched

19. In the third paragraph, the claim that 'moderation is itself a form of external examination' serves to

◯ **A.** concede that internal assessment has no real weaknesses at all, so as to concentrate attention on the costs of the external paper

◯ **B.** support the advocates' view that teachers' judgement is a better instrument than a paper set by outside examiners

◯ **C.** meet an anticipated objection by showing that the proposed remedy brings back, at greater cost, what the reform would abolish

◯ **D.** provide evidence that state boards have the capacity to run moderation as competently as they now run the external paper itself

20. Which of the following arguments is most similar in its reasoning to the author's argument against replacing the external examination?

◯ **A.** Online language tests cannot be cheated, so a university that uses them should stop asking applicants for essays altogether

◯ **B.** Cricket umpires make occasional mistakes, so the sport should drop its review system and rely on the umpires' sense of fairness

◯ **C.** Because some students find interviews stressful, a university should admit applicants by lottery and so avoid causing them distress

◯ **D.** A crude entrance test applies one yardstick to all; interviews would let acquaintance sway decisions unevenly, so keep the test and improve it

RAPID FIRE — ONE-LINE RECALL

28 quick questions · not negatively marked

1. Which section of the Indian Contract Act, 1872 lists the essentials of a valid contract? _____
2. Under the Indian Contract Act, what is the status of an agreement with a minor? _____
3. Which section of the Indian Contract Act deals with compensation for loss caused by breach? _____
4. Year of the Transfer of Property Act? _____
5. Which section of the Transfer of Property Act defines a mortgage? _____
6. Which section of the Transfer of Property Act governs gifts? _____
7. Meaning of 'caveat emptor'? _____
8. Meaning of 'quid pro quo'? _____
9. Meaning of 'nemo judex in causa sua'? _____
10. Meaning of 'audi alteram partem'? _____
11. Which Act, passed in 2009, makes elementary education a right? _____
12. Which amendment inserted Article 21A? _____
13. Which Directive Principle deals with early childhood care and education? _____
14. Which Fundamental Duty requires parents to provide education for children aged 6 to 14? _____
15. Which commission (1964-66) was headed by D.S. Kothari? _____
16. In which year was Wood's Despatch issued? _____
17. What school structure does NEP 2020 propose? _____
18. Who propounded the categorical imperative? _____
19. Which philosopher's veil of ignorance is a test of fairness? _____
20. Who wrote the Nicomachean Ethics? _____
21. Which two thinkers are associated with classical utilitarianism? _____
22. Who coined the term cognitive dissonance? _____
23. Pavlov's experiments demonstrated which kind of learning? _____
24. Who proposed the hierarchy of needs? _____
25. Which hormone, secreted by the pineal gland, regulates the sleep-wake cycle? _____
26. Which supporting brain cells line the channels of the glymphatic system? _____
27. One word: one who speaks many languages? _____
28. Meaning of the idiom 'the ball is in your court'? _____

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