Daily RC & CR Sheet — 24 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 — LITERARY FICTION · METER DOWN (Q1–Q5)

Her father had driven the same auto-rickshaw for nineteen years, and on the morning Kavya took it out alone it still smelled of him: coconut oil, the beedi smoke he swore he had given up, and the jasmine her mother tied to the mirror every Friday. The doctors had said six weeks for his knee. The loan instalment had said nothing at all; it simply arrived on the fifth of every month.

She was seventeen, and she kept her learner's licence folded inside her phone cover like a secret. At the stand near the railway crossing the older drivers watched her reverse in. Nobody spoke. Raghu-anna, who had known her since she was small enough to ride in the footwell, lit a cigarette and studied the sky with great care, which was the most generous thing he could have done.

Her first passenger was a woman with two cloth bags of vegetables who climbed in without looking at the driver, named a street, and only on the flyover noticed the plait and the school-bag strap still hooked over the meter. "Whose vehicle is this?" she asked. Kavya said, "Mine," and was surprised by how little the word cost her. The woman considered this for the length of a traffic light, then asked her to go slowly near the temple because the road there was broken, as she would have told anyone.

By noon Kavya had learned things her father had never thought to teach her, because he had never had to learn them: that men who argued about the fare looked at the meter and not at her face; that a girl driving alone could not afford to be lost, and so must never look lost; that the handlebar was warm from her father's grip for the first hour, and after that warm only from her own.

In the evening she counted the money on the kitchen floor while he watched from the cot, his leg raised on two pillows. It was less than he made on a bad day. He said so. Then he reached over, took a ten-rupee note from the pile, smoothed it flat against his chest, and put it back exactly where it had been.

"Tomorrow," he said, "take the station road before seven. The office crowd pays without arguing."

It was the first time he had ever told her where the fares were.

1. The father's closing advice about the station road chiefly signifies that he

- ◯ **A.** has decided that she should leave school and drive the vehicle full time
- ◯ **B.** is disappointed with the day's takings and wants her to work longer hours
- ◯ **C.** has begun, without saying so, to accept her as a driver in her own right
- ◯ **D.** regrets that his injury has made the family dependent on his daughter's work

2. Raghu-anna's studying the sky 'with great care' is called generous because it

- ◯ **A.** spared her the strain of being watched while she manoeuvred into the stand
- ◯ **B.** warned the other drivers, without words, not to tease the newcomer at the stand
- ◯ **C.** showed that he had not yet recognised the girl he had known since childhood
- ◯ **D.** signalled his quiet disapproval of a schoolgirl taking her father's vehicle out

3. Kavya's being 'surprised by how little the word cost her' suggests that she had expected

- ◯ **A.** the passenger to refuse the ride once she learned who was driving the vehicle
- ◯ **B.** claiming the vehicle as her own to feel far harder than it actually did
- ◯ **C.** to be caught out for driving with a learner's licence instead of a full one
- ◯ **D.** her father to object when he heard she had called the vehicle her own

4. The passenger's request to go slowly near the temple, 'as she would have told anyone', indicates that she

- ◯ **A.** doubted that a schoolgirl could manage a broken road without being reminded
- ◯ **B.** wanted Kavya to know that the temple route was the one she took every day
- ◯ **C.** had, after a brief pause, decided to treat Kavya as she would any driver
- ◯ **D.** was trying to make the girl feel welcome by giving her friendly local advice

5. The detail that the handlebar was warm from her father's grip, and later 'only from her own', mainly serves to

- ◯ **A.** mark through a bodily sensation her shift from standing in for him to driving herself
- ◯ **B.** suggest that her father had secretly taken the vehicle out that morning before she did
- ◯ **C.** show that the noon heat had made the vehicle uncomfortable to drive for long hours
- ◯ **D.** stress that she missed her father on the road and wished he were riding beside her

READING COMPREHENSION — POLITICS & GOVERNANCE · THE VOTE ALREADY COUNTED (Q6–Q10)

When the Tenth Schedule was added to the Constitution in 1985, its purpose was easy to defend. Legislators in several states had been changing sides for money or office, sometimes more than once in a fortnight, and governments rose and fell on the strength of these bargains. The law answered by making a member who voluntarily gives up party membership, or who votes against the party's direction, liable to lose the seat. Few laws have achieved their immediate aim so completely. Yet the cure has produced a quieter illness, and it lies not in the floor-crossings the law stopped but in the debates it hollowed out.

Consider what a speech in the House is now for. If a member's vote on every motion that matters is fixed in advance by the party whip, and a contrary vote can cost the seat, then argument on the floor cannot change the outcome. Ministers know this, and so do the members opposite. Debate becomes a performance for the record and the cameras, addressed to voters outside rather than to colleagues inside. The legislature continues to talk; it has stopped deliberating, if deliberating means being open to persuasion by what one hears.

Defenders of the law reply that voters choose parties, not individuals, and that a member elected on a party's symbol owes the party loyalty. This argument proves less than it claims. Voters may well choose a party's broad programme, but no manifesto antic clause-by-clause detail of a bill on land acquisition or data protection. To bind a member's vote on every such clause is to assum leadership's judgement on matters the voter never considered is the voter's own.

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NAME: _____ ROLL NO: _____ BATCH: _____

The remedy need not be repeal, which would invite back the trade in legislators. It could be narrower. The penalty of disqualification could be confined to votes that decide whether a government survives: motions of confidence, money bills, perhaps the budget. On ordinary legislation, members could vote as their reading of a bill and their constituents' interests suggest, answering to their party through its internal discipline and to their voters at the next election, but not through the loss of their seats.

Such a change would not end party government. It would restore to the floor of the House the possibility that an argument, well made, might win.

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

◯ **A.** The anti-defection law has failed, since members still change sides for money and office
◯ **B.** By binding every vote, the law emptied debate; disqualification should cover only survival votes
◯ **C.** The Tenth Schedule should be repealed, because party whips have silenced all legislative debate
◯ **D.** Voters choose parties rather than individuals, so members must follow the whip on every vote

7. According to the author, debate in the House has become 'a performance' because

◯ **A.** ministers now refuse to answer questions raised by members sitting opposite
◯ **B.** members speak mainly to the cameras, since broadcasting began inside the House
◯ **C.** most bills are now passed without any discussion at all on the floor of the House
◯ **D.** votes are fixed beforehand, so no speech can alter how the House will decide

8. The author's reply to the defenders of the law turns on a distinction between

◯ **A.** endorsing a party's broad programme and endorsing its stand on every clause of a bill
◯ **B.** loyalty owed to a party's leadership and loyalty owed to a party's ordinary workers
◯ **C.** members elected on a party symbol and members elected as independent candidates
◯ **D.** bills on land acquisition and bills on data protection placed before the House

9. Under the author's proposal, which outcome would follow?

◯ **A.** A member who votes against the government on a confidence motion is allowed to keep the seat
◯ **B.** A member who defies the whip on any bill faces no consequence from the party at all
◯ **C.** Members choose freely on money bills but must follow the whip on ordinary legislation
◯ **D.** A member defying the party on a data-bill clause keeps the seat but faces party discipline

10. In the first paragraph, the phrase 'a quieter illness' serves to

◯ **A.** suggest that the law was never needed, since floor-crossing was in fact quite rare
◯ **B.** grant the law's success while introducing a less visible harm that it has caused
◯ **C.** claim that defections still continue in secret despite the penalty of losing the seat
◯ **D.** imply that legislators have grown quieter because they fear speaking in the House

SECTION — CRITICAL REASONING

CRITICAL REASONING — ETHICS · THE KINDNESS THAT TAKES SOMETHING (Q11–Q15)

In many Indian hospitals it is still common for a family to ask the doctor not to tell an elderly patient that the cancer has spread. The doctor, wishing to be kind and unwilling to quarrel with relatives at the bedside, agrees, and the patient is told that the new treatment is merely "to be on the safe side". Those who defend the practice describe it as mercy: the truth would only frighten someone who can do nothing with it, and the last months are better spent in hope than in dread.

The defence rests on a claim about what the patient can do with the truth, and that claim is false. A person who knows that her time is short can do a great deal. She can decide whether to accept another round of punishing chemotherapy or to go home. She can settle a property dispute, forgive a brother, or record a message for a grandchild. These are not medical decisions, which is precisely why the doctor and the family are poorly placed to make them on her behalf. A lie that spares her fear also takes from her the only chance she has to choose how her own life ends.

Nor is the lie as kind as it looks. Patients frequently guess the truth from the faces around them, from the change in their treatment, from the visitors who suddenly arrive from distant towns. What the lie then produces is not hope but isolation: the patient knows, the family knows, and each pretends for the sake of the other, so that the one conversation that matters is never had.

None of this means that the truth must be delivered bluntly, or forced upon a patient who has clearly signalled that she does not wish to hear it. A patient may choose not to know, and that choice deserves respect. But it must be her choice. The family's discomfort, however loving its source, does not give it the right to make that choice for her. The duty of the doctor is therefore to ask the patient, early and gently, how much she wishes to be told, and to follow her answer rather than the family's request.

11. Which of the following best expresses the main conclusion of the argument?

◯ **A.** Families should never be consulted about what a seriously ill relative is told
◯ **B.** Doctors must always disclose a full prognosis, whatever the patient may wish
◯ **C.** Patients usually guess the truth, so concealing a prognosis is simply pointless
◯ **D.** A doctor should ask the patient how much she wants told, and follow her answer

12. The claim that the lie 'takes from her the only chance she has to choose' assumes that

◯ **A.** most dying patients wish above all to settle disputes over family property
◯ **B.** doctors are better placed than families to make decisions about treatment
◯ **C.** further chemotherapy seldom extends the life of a patient with advanced cancer
◯ **D.** an uninformed patient is unlikely to make such end-of-life choices on her own

13. Which of the following, if true, most weakens the argument of the third paragraph?

◯ **A.** Most patients kept uninformed never suspect their prognosis and report feeling calmer
◯ **B.** Relatives who conceal a prognosis often say later that they deeply regret having done so
◯ **C.** Doctors in large city hospitals disclose prognoses more often than rural doctors do
◯ **D.** Patients who are told their prognosis sometimes refuse further rounds of treatment

14. The statement 'A patient may choose not to know, and that choice deserves respect' functions in the argument to

◯ **A.** concede the defenders' main point that the truth only frightens dying patients

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◯ **B.** show that the family's request to withhold the truth deserves respect as well
◯ **C.** make clear that the author's principle rests on the patient's choice, not on disclosure
◯ **D.** introduce a new objection that the author then goes on to answer in the final lines

15. Which of the following actions would the author most clearly endorse?

◯ **A.** Agreeing with the family to delay telling a patient until after a festival has ended
◯ **B.** Asking a patient, before relatives arrive, how much she wants to hear about her scans
◯ **C.** Giving every patient a full prognosis at once, regardless of what each one has said
◯ **D.** Letting the eldest son decide how much his mother is told, since he knows her best of all

CRITICAL REASONING — EDUCATION · NOISE IN THE ROOM (Q16–Q20)

When a state government banned smartphones in its secondary schools two years ago, officials soon announced that the policy had worked: average marks in the board examinations rose by four percentage points in the first year. Other states are now being urged to copy the ban on the strength of that figure alone, and several have already drafted rules. They should be cautious, not because the ban is wrong, but because the figure does not show what it is said to show.

In the same year that the ban came in, the state also revised its examination pattern, raising the share of objective questions, which tend to be scored more generously than essays. A rise in marks that coincides with an easier-to-score paper cannot simply be credited to the absence of phones. Nor do averages reveal who improved, or by how much. If the gains were concentrated in schools that had already restricted phones informally, the ban changed little there, and the improvement must have come from somewhere else.

There is a better case for keeping phones out of classrooms, and it does not depend on marks at all. Attention in a classroom is shared. A student scrolling under the desk does not merely lose her own concentration; the glow, the buzz and the suppressed laughter pull at the students around her and at the teacher, who must now police rather than teach. A teacher cannot conduct a discussion with a class whose members are each half elsewhere. On this view, a phone in the classroom is less like a private distraction than like noise, and a school is entitled to regulate noise for the sake of everyone who must work in the room, whatever happens to examination results.

This argument carries a cost that its supporters should admit. If it is correct, schools may restrict phones even when no one can show that marks improve, and they lose the right to point to marks when defending the rule. It is the stronger argument nonetheless, because it rests on something teachers observe every day rather than on a statistic that a change of question paper can manufacture.

16. Which of the following best expresses the main conclusion of the argument?

◯ **A.** The ban should be withdrawn, since the rise in marks came from the new paper
◯ **B.** Other states should copy the ban, because marks rose four points in a single year
◯ **C.** Schools must not restrict phones unless they can show that examination marks improve
◯ **D.** Phone bans are better defended by shared attention in class than by the rise in marks

17. The author's claim that the rise in marks cannot simply be credited to the ban assumes that

◯ **A.** objective questions are always easier to answer than essay questions in every examination
◯ **B.** the revised pattern could by itself plausibly account for a rise of that size
◯ **C.** the officials who announced the result knew about the change in question paper
◯ **D.** marks in board examinations measure nothing of value about students' learning

18. Which of the following, if true, most weakens the author's objection in the second paragraph?

◯ **A.** Schools with informal phone rules before the ban were mostly in the larger cities
◯ **B.** Several other states revised their examination patterns in that very same year
◯ **C.** Schools kept on the old paper under a pilot scheme showed the same four-point rise
◯ **D.** Teachers in the state broadly welcomed the ban when it was first announced

19. Which of the following, if true, most strengthens the argument of the third paragraph?

◯ **A.** Where one student used a phone covertly, teachers spent more time on discipline
◯ **B.** Students who use phones heavily at home sleep fewer hours on school nights
◯ **C.** Most students say that they find it very hard to stop checking their phones during lessons
◯ **D.** Parents in the state strongly support the ban and want it extended to buses too

20. Which of the following is most similar in structure to the author's argument?

◯ **A.** A curfew is defended because crime fell, though crime fell just as much in towns that had none
◯ **B.** A fee rise is opposed because enrolment then fell, and any fall in enrolment is always harmful
◯ **C.** A silence rule rests on readers' shared quiet, not on borrowing figures that rose for other reasons
◯ **D.** A helmet law is opposed because it costs riders money, whatever then happens to the rates of injury

RAPID FIRE — ONE-LINE RECALL

97 quick questions · not negatively marked

1. For how many years had Kavya's father driven the same auto-rickshaw? _____
2. What is the name of the girl who drives the auto-rickshaw in 'Meter Down'? _____
3. How old is Kavya in the story? _____
4. What injury keeps Kavya's father from driving? _____
5. For how long did the doctors say he would be off work? _____
6. On which date did the loan instalment arrive every month? _____
7. Which flower did Kavya's mother tie to the mirror every Friday? _____
8. On which day of the week was the jasmine tied to the mirror? _____
9. Name one smell that lingered in the auto-rickshaw from Kavya's father. _____
10. What smoke did the father swear he had given up? _____
11. Where did Kavya keep her learner's licence? _____
12. What kind of licence did Kavya hold? _____
13. Where was the auto stand located? _____
14. Which older driver had known Kavya since she was small? _____
15. Where did Kavya ride as a small child? _____
16. What did Raghu-anna study 'with great care' as Kavya reversed in? _____
17. What did Raghu-anna light while looking away? _____
18. What did the first passenger carry? _____

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19. Where did the first passenger notice Kavya's plait?
20. What was still hooked over the meter?
21. What did the passenger ask Kavya about the vehicle?
22. What one-word answer did Kavya give the passenger?
23. For how long did the passenger consider Kavya's answer?
24. Near which place did the passenger ask Kavya to drive slowly?
25. Why did the passenger want her to go slowly near the temple?
26. What did men arguing about the fare look at, instead of Kavya's face?
27. What could a girl driving alone 'never look', according to Kavya?
28. For how long was the handlebar warm from her father's grip?
29. Where did Kavya count the day's money?
30. How was the father's leg resting as he watched her count?
31. Compared with his earnings, how much did Kavya make on day one?
32. What note did the father take from the pile and smooth flat?
33. Where did the father put the note back?
34. Which road did the father tell Kavya to take tomorrow?
35. Before what time should she take the station road?
36. Which crowd, per the father, 'pays without arguing'?
37. What had the father never before told Kavya?
38. In the story, what does 'footwell' refer to?
39. In which year was the Tenth Schedule added to the Constitution?
40. What is the Tenth Schedule commonly called?
41. What were legislators doing that the Tenth Schedule set out to stop?
42. How often did some legislators change sides, per the passage?
43. What penalty does the law impose on a member who defies the party?
44. Whose direction, if defied in a vote, can cost a member the seat?
45. What does the author call the hidden harm the law produced?
46. What, per the author, did the law 'hollow out'?
47. Who fixes a member's vote in advance, according to the passage?
48. To whom are speeches now addressed, per the author?
49. What does debate become, according to the second paragraph?
50. What has the legislature stopped doing, though it still talks?
51. How does the author define 'deliberating'?
52. What do defenders say voters choose, instead of individuals?
53. On what is a member elected, per the defenders' argument?
54. What, per the author, does no manifesto anticipate?
55. Name one bill the author uses as an example of detailed legislation.
56. Why does the author reject repeal of the anti-defection law?
57. To which votes would the author confine disqualification?
58. Name one 'survival' vote listed by the author.
59. On ordinary bills, to whom would members answer at election time?
60. Through what would parties still discipline members on ordinary bills?
61. What would the author's reform restore to the floor of the House?
62. Would the author's change end party government?
63. What do families often ask doctors not to tell elderly patients?
64. What is the patient told the new treatment is for?
65. What do defenders of the practice call the merciful lie?
66. Defenders say last months are better spent in hope than in what?
67. Which treatment may a dying patient decide to refuse?
68. What dispute might a dying patient wish to settle?
69. Whom might a dying patient wish to forgive, per the passage?
70. For whom might a dying patient record a message?
71. Why are doctor and family poorly placed to make these choices?
72. What does the lie take from the patient, per the author?
73. From what do patients frequently guess the truth?
74. What does the lie produce instead of hope?
75. Which conversation is never had when everyone pretends?
76. Must the truth be delivered bluntly, according to the author?
77. Whose choice must it be whether to know the prognosis?
78. What does not give the family the right to choose for the patient?
79. What should the doctor ask the patient, early and gently?
80. Whose answer should the doctor follow rather than the family's?
81. What did the state ban in secondary schools two years ago?
82. By how much did average board marks rise in the first year?
83. What else did the state revise in the year of the ban?
84. Which share was raised in the revised examination pattern?
85. Objective questions tend to be scored more generously than what?
86. What do averages fail to reveal, per the author?
87. In which schools might the ban have 'changed little'?
88. What, per the author, is shared in a classroom?
89. Name one disturbance from a phone that pulls at classmates.
90. What must the teacher do instead of teaching, when phones intrude?
91. A phone in class is less like a private distraction than like what?
92. For whose sake may a school regulate noise?
93. Does the author's better case depend on examination marks?
94. What can schools no longer point to under the author's argument?
95. On what does the author's stronger argument rest?
96. What can 'manufacture' a statistic, according to the author?
97. In 'The Vote Already Counted', what is 'the whip'?

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