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SECTIONAL TEST

55

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clatcommunity.com



[CLAT Community](https://t.me/CLAT_Community)



clatcommunity@gmail.com



[CLAT Community](https://discord.com/invite/CLAT_Community)



(+91) 7702 832 727

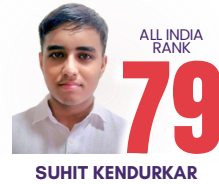


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OUR RANKERS

1 in every 4 of CLAT Community's students
are now placed in Top 5 NLUs.



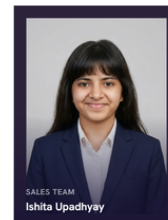
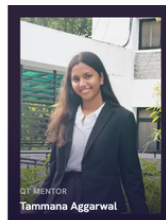
AND
MANY
MORE.

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OUR COURSES



OUR MENTORS



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MENTORS' NOTE

Good morning everyone,

If you're reading this, you're already doing something that thousands of CLAT aspirants never do—you've shown up today. That might sound like a small thing, but over the next few months you'll realise that success in CLAT is rarely decided by one brilliant mock or one 12-hour study session. It's decided by the hundreds of ordinary days where you choose to sit down and study even when you don't feel like it.

The entire CLAT Community team is rooting for you. Whenever you're stuck, ask doubts, discuss questions, and make use of the people around you. You don't have to prepare alone. We hope today's material helps you take one more step towards your dream.

Now stop reading this note and get to work. Your future self will thank you for the effort you put in today.

All the best.

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DAILY AR

PASSAGE 1

A regional transport authority is revising the morning timetable for a bus corridor serving a university district, a court complex and an industrial estate. Six services—P, Q, R, S, T and U—must depart from the central terminal one after another between 7:00 and 8:00 a.m. Each occupies one of six consecutive departure slots. The authority has imposed the following conditions. P departs earlier than T but later than Q. R departs immediately after S. U is not in the first or sixth slot. Exactly one service departs between Q and S. T departs later than R. The authority also records the intended function of each service: P and Q are university services, R and S serve the court complex, and T and U serve the industrial estate. No service may be duplicated. The timetable committee stresses that 'earlier' refers only to the order of departure, not to travel time or destination. The fact that two services serve the same destination therefore creates no additional sequencing rule. The committee has also been asked to identify whether the schedule is robust to disruptions. If one service is withdrawn, the remaining services keep their relative order unless the question expressly says that the timetable is rebuilt. A useful way to reason about the schedule is to treat the six slots as fixed positions rather than as times that can stretch. The questions test direct ordering, possible positions, necessary relationships and counterfactual changes. Several options are deliberately attractive because they confuse a necessary relation such as Q before P with an unprovided relation such as Q immediately before P. The committee also uses 'exactly one service between' in its ordinary positional sense: if Q is in slot 2 and S is in slot 4, the condition is satisfied, because only slot 3 lies between them. No assumption should be made about the actual duration of a bus trip. The committee also asks reviewers to keep the logical universe closed. No fact outside the passage should be introduced merely because it seems realistic. When a condition is conditional, its antecedent must actually be satisfied before its consequence applies; when a statement says that something can

Q1. Which of the following is a complete departure order satisfying all the original conditions?

- (A) Q-P-S-R-T-U
- (B) Q-P-S-R-U-T
- (C) Q-S-P-R-T-U
- (D) S-R-Q-P-T-U

Q2. Which service must depart earlier than P?

- (A) Q only

- (B) Q and S
- (C) Q and R
- (D) Q, S and R

Q3. Which service can occupy the sixth slot?

- (A) Q
- (B) S
- (C) T
- (D) U

Q4. If U is scheduled in the fifth slot, which service must be in the first slot?

- (A) P
- (B) Q
- (C) R
- (D) S

Q5. If P is withdrawn and the remaining five services retain their relative order, which statement must be true?

- (A) Q remains before T.
- (B) S remains immediately before R.
- (C) U must become the last service.
- (D) R must depart before Q.

Q6. If the condition 'exactly one service departs between Q and S' is replaced by 'Q departs immediately before S', which statement could be true?

- (A) Q is first.
- (B) P is first.
- (C) R is first.
- (D) U is sixth.

PASSAGE 2

An education columnist examines a proposal to replace some university lectures with adaptive learning software. The proposal begins from a familiar observation: students enter a classroom with different levels of prior knowledge, and a single lecture may therefore be too fast for some and too slow for

others. Adaptive software can alter the sequence and difficulty of exercises in response to performance. Advocates infer that personalised pacing will necessarily improve learning outcomes. The columnist regards that inference as too quick. Learning is not only the accumulation of individually mastered items. Students also benefit from seeing how others formulate questions, from disagreement about interpretation, and from encountering ideas that they would not have selected for themselves. A system optimised to keep each student within a narrow zone of predicted success may inadvertently reduce intellectual surprise. The columnist does not conclude that adaptive software is harmful. Instead, the proposal is reframed: software should be used where immediate feedback and repetition are valuable, while teachers should retain responsibility for discussion, explanation, and tasks that require students to confront competing interpretations. One critic responds that this hybrid model is inefficient because it preserves expensive teaching time. The columnist replies that efficiency must be defined relative to the educational objective. If the objective is merely to maximise the number of exercises completed, software may be superior. If the objective includes independent judgement and the ability to reason with disagreement, the relevant measure is broader. The passage therefore distinguishes between optimisation and education. A system can optimise a measurable proxy while leaving an important part of the underlying goal unattended. The columnist's concern is not technological novelty but target selection: before asking whether a tool improves performance, one must ask what performance is being measured and whether that measure adequately represents the value the institution is trying to produce. The committee also asks reviewers to keep the logical universe closed. No fact outside the passage should be introduced merely because it seems realistic. When a condition is conditional, its antecedent must actually be satisfied before its consequence applies; when a statement says that something can happen, one complete example is enough, but a statement that something must happen requires the elimination

Q7. Which statement best expresses the columnist's central argument?

- (A) Adaptive software should replace lectures because personalised pacing is more efficient.
- (B) Adaptive software is inherently harmful because it discourages intellectual surprise.
- (C) Adaptive software can be useful, but improving a measurable performance metric does not necessarily mean achieving the broader educational objective.
- (D) Universities should define education exclusively in terms of independent judgement.

Q8. The columnist's argument assumes that

- (A) all students learn at the same pace.
- (B) the measurable outputs optimised by software may fail to capture some educational objectives.
- (C) teachers are always better than software at giving immediate feedback.

(D) intellectual surprise can be measured more accurately than exercise completion.

Q9. Which finding would most weaken the columnist's concern about adaptive systems narrowing intellectual exposure?

(A) Students using adaptive software complete more exercises.

(B) Adaptive software users perform better on tests of recall.

(C) Students using the software are systematically exposed to competing explanations, unfamiliar questions, and peer disagreement at rates comparable to students in discussion-based courses.

(D) Teachers report that software reduces repetitive grading.

Q10. Which finding would most strengthen the argument for the hybrid model?

(A) Students using software finish exercises faster.

(B) Students in software-only courses improve on routine quizzes but perform worse than discussion-based students on tasks requiring them to defend a position against an unfamiliar counterargument.

(C) Teachers prefer smaller class sizes.

(D) Students report that adaptive exercises are convenient.

Q11. What is the 'proxy' problem described in the passage?

(A) A software system cannot operate without a human teacher.

(B) An institution may optimise an observable measure that is only an imperfect stand-in for the broader goal it actually values.

(C) Students may use software outside the classroom.

(D) A proxy always produces a lower score than the underlying objective.

Q12. Which conclusion follows most directly from the passage?

(A) Any educational technology should be rejected unless it improves every aspect of learning.

(B) The appropriate use of a tool depends partly on the objective against which its success is evaluated.

(C) Efficiency and educational quality are always opposed.

(D) Discussion is valuable only when software fails to provide feedback.

PASSAGE 3

A public-interest newsroom is creating a coding system for six investigations. Each investigation receives a three-symbol code. The first symbol identifies the subject: L for labour, H for housing and D for digital rights. The second identifies the evidence base: S for survey, R for records and I for

interviews. The third identifies the legal posture: C for constitutional, S for statutory and P for policy. The six investigations are coded L-R-C, H-S-P, D-I-C, L-I-S, H-R-C and D-S-P. The newsroom has adopted three logical rules for editorial review. Every constitutional investigation must have either records or interviews as its evidence base. No policy investigation is based on records. Every labour investigation based on interviews is statutory. In addition, the editor states: all investigations selected for the front page are high-public-interest investigations; some high-public-interest investigations are not constitutional; and no investigation lacking documentary support is cleared for immediate publication. The term 'documentary support' is not defined as synonymous with records: interviews may sometimes be documented through transcripts, but the code alone does not establish whether a transcript exists. The questions therefore distinguish coded facts from logical consequences. A common error in reviewing the register would be to treat 'not recorded' as 'absent', or to reverse a conditional rule. For example, if every labour investigation based on interviews is statutory, it does not follow that every statutory investigation is labour-based or interview-based. Likewise, if no policy investigation uses records, a non-records investigation need not be a policy investigation. The editor wants the coding system to help reporters reason carefully about what can be published, but warns that a neat classification scheme can create false certainty if reviewers infer more than the premises support. The committee also asks reviewers to keep the logical universe closed. No fact outside the passage should be introduced merely because it seems realistic. When a condition is conditional, its antecedent must actually be satisfied before its consequence applies; when a statement says that something can happen, one complete example is enough, but a statement that something must happen requires the elimination of every counterexample. This distinction is central to the exercise because several answer choices are deliberately framed as statements that are plausible

Q13. Which code represents a housing investigation based on records with a constitutional posture?

- (A) H-R-C
- (B) H-S-P
- (C) L-R-C
- (D) D-I-C

Q14. Which investigation is necessarily statutory under the stated rules?

- (A) L-R-C
- (B) H-S-P
- (C) D-I-C

(D) L-I-S

Q15. Which statement is necessarily true?

- (A) Every interview-based investigation is statutory.
- (B) Every constitutional investigation is based on records.
- (C) At least one investigation is constitutional and based on interviews.
- (D) Every policy investigation is based on surveys.

Q16. If a new rule says that every front-page investigation must have records as its evidence base, which investigation could not be placed on the front page solely because of its code?

- (A) L-R-C
- (B) H-S-P
- (C) D-I-C
- (D) H-R-C

Q17. The argument 'Every labour investigation based on interviews is statutory; L-I-S is labour and interview-based; therefore L-I-S is statutory' is

- (A) valid, because the conclusion directly applies the conditional rule to a qualifying case.
- (B) invalid because statutory investigations can have other subjects.
- (C) invalid because the rule says every statutory investigation is labour-based.
- (D) valid only if L-I-S is constitutional.

Q18. Which inference would be a logical error?

- (A) Because no policy investigation is based on records, an investigation based on records cannot be policy.
- (B) Because L-I-S is labour and interview-based, it is statutory.
- (C) Because some high-public-interest investigations are not constitutional, at least one high-public-interest investigation is non-constitutional.
- (D) Because every constitutional investigation has records or interviews, every investigation with records or interviews must be constitutional.

PASSAGE 4

A museum is arranging six exhibits around a circular gallery: Bronze, Coin, Textile, Manuscript, Sculpture and Woodwork, abbreviated B, C, T, M, S and W. The curator wants visitors to move through the gallery in a sequence that avoids placing two especially fragile exhibits next to one another. Bronze

and Manuscript are fragile. The following rules apply. Bronze must be opposite Textile. Coin must sit immediately clockwise of Woodwork. Sculpture cannot be opposite Coin. Manuscript must be adjacent to Textile. The gallery has six equally spaced positions, and arrangements differing only by rotation are considered identical. The curator also records a visitor-flow rule: if Coin is immediately clockwise of Woodwork, the pair is treated as a directional unit, so reversing the pair is not equivalent. The exercise is designed to test the difference between an absolute relationship such as 'opposite' and a directional relationship such as 'immediately clockwise'. Because there are only six positions, once Bronze and Textile are placed, the remaining four positions form two pairs of opposite seats. The Manuscript condition then restricts where Manuscript can go, while Sculpture's restriction eliminates one of the remaining possibilities. The questions ask not only for a possible arrangement but also for consequences of changing one rule. The curator warns that a statement such as 'Manuscript is next to Textile' does not mean that Manuscript must be immediately clockwise of Textile; either direction is permitted unless a direction is specified. Likewise, saying that Sculpture is not adjacent to Bronze does not require Sculpture to be opposite Bronze. These distinctions are central to the reasoning. The committee also asks reviewers to keep the logical universe closed. No fact outside the passage should be introduced merely because it seems realistic. When a condition is conditional, its antecedent must actually be satisfied before its consequence applies; when a statement says that something can happen, one complete example is enough, but a statement that something must happen requires the elimination of every counterexample. This distinction is central to the exercise because several answer choices are deliberately framed as statements that are plausible in ordinary circumstances but are not compelled by the stated information. Reviewers should therefore separate what is stated,

Q19. Which of the following could be the clockwise order, beginning with Bronze?

- (A) B-S-M-T-W-C
- (B) B-M-T-C-W-S
- (C) B-C-W-M-T-S
- (D) B-S-C-W-T-M

Q20. Which exhibit must be opposite Bronze?

- (A) Coin
- (B) Textile
- (C) Manuscript
- (D) Sculpture

Q21. Which exhibit must be adjacent to Textile?

- (A) Bronze only
- (B) Manuscript only
- (C) Bronze and Manuscript
- (D) Coin and Manuscript

Q22. If the condition that Sculpture cannot be opposite Coin were removed, which new arrangement could become possible?

- (A) B-S-M-T-W-C
- (B) B-W-C-T-M-S
- (C) B-C-W-S-T-M
- (D) B-T-C-W-M-S

Q23. If the direction of the Coin-Woodwork rule were removed so that they only had to be adjacent, which statement would become possible?

- (A) Woodwork immediately clockwise of Coin.
- (B) Bronze adjacent to Textile.
- (C) Manuscript opposite Textile.
- (D) Sculpture opposite Bronze.

Q24. How many of the following are necessarily true? (i) Bronze is opposite Textile. (ii) Coin is adjacent to Woodwork. (iii) Manuscript is adjacent to Textile. (iv) Sculpture is not opposite Coin.

- (A) 1
- (B) 2
- (C) 3
- (D) 4

ANSWER KEY

1. **B** — Q-P-S-R-U-T satisfies $Q < P < T$, R immediately after S, U not first or sixth, exactly one service between Q and S, and T after R.
2. **A** — Q is explicitly before P; no other listed service is forced before P in every valid ordering.
3. **C** — T can occupy the sixth slot; U cannot, and the ordering constraints prevent Q or S from being sixth.
4. **B** — If U is fifth, the remaining constraints force Q into the first slot so that Q precedes P and exactly one service lies between Q and S.
5. **A** — Removing P leaves the relative order of Q and T unchanged, so Q must still precede T; the other statements do not follow necessarily.
6. **A** — With Q immediately before S, Q-S-R-P-U-T is a valid schedule, so Q can be first.
7. **C** — The passage distinguishes useful personalisation from the broader educational goals that may not be captured by measurable performance metrics.
8. **B** — The 'proxy' discussion assumes that what software optimises may be only an imperfect representation of what education values.
9. **C** — If adaptive systems expose students to competing explanations and unfamiliar perspectives at comparable rates, the main concern about narrowing intellectual exposure is weakened.
10. **B** — Worse performance on unfamiliar argumentative tasks despite better routine quiz performance directly supports the author's distinction between proxies and broader educational goals.
11. **B** — A proxy problem arises when an observable measure is optimised even though it captures only part of the underlying objective.
12. **B** — The passage repeatedly says that the value of a tool depends on the objective used to evaluate it.
13. **A** — H-R-C literally decodes as housing, records and constitutional.
14. **D** — L-I-S is the only labour investigation based on interviews, and every such investigation is statutory.

- 15. C** — D-I-C is explicitly constitutional and interview-based, so at least one constitutional investigation is based on interviews.
- 16. B** — H-S-P lacks records in its code, so under the added rule it could not qualify for the front page solely on the coded evidence base.
- 17. A** — The conditional rule applies directly because L-I-S satisfies both antecedent conditions: labour and interview-based.
- 18. D** — The rule runs from constitutional status to records/interviews, not the reverse; having records or interviews does not make an investigation constitutional.
- 19. A** — B-S-M-T-W-C satisfies B opposite T, C immediately clockwise of W, M adjacent to T, and S not opposite C.
- 20. B** — Bronze is explicitly opposite Textile.
- 21. C** — Textile is adjacent to both Bronze and Manuscript because Bronze is opposite Textile in a six-seat circle and the Manuscript adjacency condition fixes one of the remaining neighbouring positions.
- 22. B** — Removing the S-opposite-C restriction permits B-W-C-T-M-S, which otherwise satisfies all the remaining conditions.
- 23. A** — If direction is removed, W may sit immediately clockwise of C; adjacency alone would permit the reversed directional relation.
- 24. D** — All four statements are direct consequences of the stated rules: B is opposite T, C is adjacent to W, M is adjacent to T, and S is not opposite C.



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