



LEGAL REASONING

Module - 1

CLAT, AILET & OLETs

Study Material



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General Principle in Tort

INTRODUCTION

Law is a collection of regulations governing how individuals behave within society. The branch known as Tort Law oversees societal behaviour, continuously evolving to define individual rights and responsibilities based on prevailing standards of reasonable conduct and public benefit. It offers financial compensation for breaches of individual rights, operating on the foundational principle that no one is entitled to harm another, whether deliberately or inadvertently.

Meaning

The term “Tort” originates from the Latin word ‘tortum,’ which translates to ‘to twist,’ signifying a deviation from proper or lawful behaviour. It encompasses actions that are wrongful or not in accordance with the law, equivalent to the concept of “wrong” in English. These wrongful actions, known as tortious acts, involve behaviour that infringes upon the legal rights of another person.

What is Tort?

Tort is a civil wrong which is redressible by an action for unliquidated damages and which is other than a mere breach of contract or breach of trust. Therefore, we can say the following.

1. Tort is a civil wrong;
2. This civil wrong is other than a mere breach of contract or breach of trust;
3. This wrong is redressible by an action for unliquidated damages.

TORT

1. Civil Wrong
2. Not a Breach of Contract or Trust
3. Redressible by Unliquidated Damages

Illustration:

1. Violation of duty to not to injure the reputation of someone else results in the tort of defamation.
2. Violation of a duty to not to interfere with the possession of land of another person results in the tort of trespass to land.

Type of Torts

Defamation	Trespass to Land
Violation of Duty Not to Injure Reputation	Violation of Duty Not to Interfere with Land Possession
Characteristics: <ul style="list-style-type: none">○ Written (Libel)○ Spoken (Slander)○ False Statement○ Harm to Reputation	Characteristics: <ul style="list-style-type: none">○ Unauthorized Entry○ Physical Invasion○ No Consent Required○ Interference with Possession

The main purpose of tort law is for the wrongdoer to compensate the person who suffered a loss or injury.

DEFINITIONS BY RENOWNED JURISTS

‘Tort’ is defined by various jurists as under:

“A tort is a civil wrong for which the remedy is a common law action for unliquidated damages and which is not exclusively the breach of a contract, or the breach of a trust, or the breach of other merely equitable obligation”.
– Salmond.

“A tort is an infringement of a right in rem of a private individual, giving a right of compensation at the suit of the injured party”.
– Fraser

“Tortious liability arises from the breach of duty primarily fixed by law; this duty is towards persons generally and its breach is redressible by an action for unliquidated damages”. –Winfield.

STATUTORY DEFINITION

‘Tort’ is defined in **Section 2(m) Limitation Act, 1963** as:

“Tort is a civil wrong which is not exclusively breach of contract or breach of trust”.

Who is A Tortfeasor?

A tortfeasor is a term used in the legal context to refer to a person or entity that commits a tort. A tort is a civil wrongdoing that results in harm or damage to an individual or their property, resulting in legal responsibility for the individual who perpetrated the wrongful action. The tortfeasor is the individual accountable for carrying out the tortious act.

Why do we Need Tort?

Tort law primarily derives from common law, making it an uncodified legal system. Its objective is to uphold justice and equity by holding individuals responsible for their conduct. Tort law endeavours to remedy the harm caused by restoring the affected party to a position as similar as feasible to where they would have been had the wrongful act not transpired.

Who is Plaintiff/Complainant?

The terms “plaintiff” and “complainant” refer to the same role in different legal contexts. They both designate the individual or entity that initiates a civil lawsuit or complaint. In cases involving torts (civil wrongs), the person who claims to have suffered harm or injury and files a lawsuit seeking compensation is referred to as the plaintiff. The term “complainant” is often used in the context of criminal law. In criminal cases, the individual or entity who reports a crime to law enforcement and becomes a witness for the prosecution is known as the complainant.

Who is Defendant?

He/She is the one against whom the complaint has been brought i.e. the person who is accused of violating legal rights of plaintiff. If defendant is proved to be at fault then he is the tortfeasor.

Distinction Between Torts and Other Branches of Law

The distinction between “Tort” and “Crime” lies in both principle and procedure, with fundamental differences evident in various aspects:

1. Nature of Wrong:

- Tort constitutes a private wrong, involving the violation of an individual’s civil rights and is considered a civil wrong of comparatively lesser severity.
- Crime, on the other hand, represents a public wrong, impacting the community as a whole, and is deemed a more serious offence.

2. Nature of Remedy:

- The remedy in Tort Law typically involves compensation in the form of damages.
- In Criminal Law, the remedy takes the form of punishment.

3. Parties to Suits:

- In tort cases, the injured or aggrieved party initiates the lawsuit.
- In criminal cases, the complaint is filed in the name of the State.

4. Withdrawal of Suits:

- In tort cases, the lawsuit can be withdrawn at any time, and settlements can be reached with the wrongdoer.
- However, in criminal cases, withdrawal of complaints is restricted except in specific circumstances.

5. Codification:

- Tort Law lacks codification, relying on judicial decisions.
- Criminal Law is codified, notably in statutes such as the Indian Penal Code, 1860 (Now BNS)

6. Bar of Limitation:

- There exists a limitation on the prosecution of tort cases.
- In contrast, there is no limitation on the prosecution of crimes.

7. Survival of Action:

- In tort cases, legal representatives of a deceased tortfeasor can be sued, with certain exceptions.
- However, in criminal cases, the suit terminates upon the death of the offender.

8. Intention:

- In tort, intention may be relevant in certain cases (e.g., assault, battery) but not in all.
- In crimes, intention is often crucial to establishing the offence.

Distinction Between Tort and Breach of Contract

The differentiation between Tort and Contract extends across various aspects:

1. Fixation of Duty:

- In Tort Law, duties are established by legal principles.
- Conversely, in Contract Law, duties are determined by the parties involved.

2. Attribution of Duty:

- Tort duties extend to the entire community or society.
- Contractual duties are directed towards specific individuals.

3. Violation of Rights:

- Tort involves a violation of rights applicable to all individuals (“in rem”).
- Breach of Contract pertains to the infringement of rights enforceable against specific parties (“in personam”).

4. Need for Privity:

- In Tort actions, privity is unnecessary.
- However, proof of privity is essential in cases of Breach of Contract.

5. Motive:

- Motive may be considered in Tort cases but is irrelevant in Breach of Contract.

6. Damages:

- Tort damages vary depending on circumstances, ranging from nominal to exemplary.
- In Breach of Contract, damages compensate for pecuniary loss suffered.



7. Suit by Third Party:

- Third parties can sue for Tort even without a direct contract.
- Conversely, third parties generally cannot sue for Breach of Contract unless in exceptional cases.

8. Intention:

- Intention may be relevant in Tort cases but holds no significance in Breach of Contract situations.

9. Concern:

- Tort Law focuses on losses incurred.
- Contract Law revolves around the fulfilment of promises.

10. Period of Limitations:

- Limitation in Tort cases begins upon the occurrence of damages.
- In Contract cases, limitation starts upon the breach of obligation.

Distinction Between Tort and Breach of Trust

1. Damages:

- In Tort Law, damages are typically unliquidated, meaning they are not predetermined and are determined by the court based on the circumstances of the case.
- Conversely, damages in cases of Breach of Trust are often liquidated, meaning they are predetermined or specifically defined by the terms of the trust agreement or by statute.

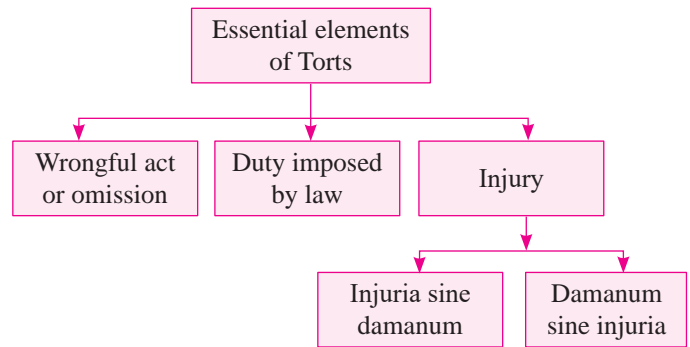
2. Origin:

- The Law of Torts has its roots in the common law system, evolving through judicial decisions and precedent.
- Breach of Trust, however, historically fell under the jurisdiction of the Court of Chancery, a separate court system from common law, which dealt specifically with equitable matters such as trusts.

3. Law of Property:

- Tort Law is not typically categorized as part of the Law of Property, as it primarily deals with civil wrongs and personal injuries rather than property rights.
- Conversely, the Law of Trusts is closely associated with the Law of Property, as it concerns the management and administration of property held in trust for the benefit of others.

Essential Elements of Torts:



Wrongful Act or Omission

The foundational element in establishing a tort is the commission of a wrongful act or omission by an individual. This implies either doing something that shouldn't have been done or failing to do something that should have been done. The breach of duty, often prescribed by law itself, is central to this concept. Failure to adhere to this duty, whether through negligence, intent, or violating strict obligations, constitutes a wrongful act.

For liability to arise in a tort, there must be a legal wrong committed, which entails infringing upon the legal rights of another individual. These rights could include property rights, bodily safety, or the right to a good reputation. Wrongful acts encompass both positive actions and omissions, such as negligently or intentionally driving a vehicle at excessive speeds. Importantly, the wrongful act or omission must be one recognized by law. Mere moral or social wrongs do not typically lead to liability. However, when there's a legal duty to act, failure to fulfil it constitutes a wrongful act. For instance, while failing to aid a starving individual or rescue a drowning child might be morally reprehensible, without a legal obligation to intervene, there's generally no liability. Conversely, if there's a legal duty to act and it's not fulfilled, it constitutes a wrongful act under the law.

Illustration:

1. If A commits the act of trespass, publishes a defamatory statement about another person, or wrongfully detains someone, they can be held liable for trespass, defamation, or false imprisonment, respectively.
2. Similarly, if there is a legal duty to perform an action and an individual neglects to fulfil that duty, they may be liable for their failure to act. For instance, if a corporation responsible for maintaining a public park neglects to erect proper fencing to prevent children from accessing a poisonous tree, and a child subsequently consumes the fruit of the poisonous tree and passes away, the Corporation would be liable for such negligence.



The court held that the plaintiff had no legal right to compel the government to employ their tug. Therefore, the government's decision to prohibit the use of the tug was not a violation of any legal rights of the plaintiff. Consequently, the plaintiff could not claim damages or challenge the government's decision.

Town Area Committee v. Prabhu Dayal, In this case, the plaintiff constructed 16 shops on the old foundations of a building without following the required legal procedures, such as giving notice of intention to erect a building under section 178 of the Uttar Pradesh Municipalities Act and obtaining necessary sanction under section 108 of that Act. Subsequently, the defendants (Town Area Committee) demolished this construction.

The plaintiff claimed compensation for the demolition, alleging that the defendants' action was illegal and motivated by malice, as the municipal commissioner was allegedly an enemy of his. However, the court held that the defendants were not liable because the plaintiff failed to prove "injuria," or violation of a legal right. Constructing a building illegally does not grant the owner immunity from lawful demolition by municipal authorities. Therefore, the demolition of the illegally constructed shops did not constitute a violation of the plaintiff's legal rights, and thus, the defendants were not liable for compensation.

TEST YOUR KNOWLEDGE

- Which of the following is an example of Damnum Sine Injuria?
 - False imprisonment
 - Libel
 - Loss of profits due to fair business competition
 - Assault
- The principle of Injuria Sine Damnum suggests that:
 - Actual financial loss must be proven
 - The mere violation of a legal right is actionable
 - Only criminal actions can be pursued
 - Damages are always monetary

Distinction Between Injuria Sine Damnum and Damnum Sine Injuria

1. Meaning:

- Injuria sine damnum:** This term signifies the violation of a legal right without the occurrence of actual loss or damages. In other words, it refers to instances where a legal right has been infringed upon, even if there is no tangible harm suffered by the plaintiff.
- Damnum sine injuria:** This term refers to the presence of actual or substantial damages without the infringement of a legal right. It denotes situations where the plaintiff has incurred loss or harm, but there has been no breach of any legal rights.

2. Actionability:

- Injuria sine damnum:** Actions falling under this category are always actionable, meaning they provide grounds for legal recourse or remedy. Even if there is no actual loss, the infringement of a legal right itself is sufficient to warrant legal action.
- Damnum sine injuria:** Conversely, instances falling under this category are never actionable. Despite the presence of actual damages, if there is no violation of a legal right, there is no legal basis for pursuing a claim.

3. Nature of Wrong:

- Injuria sine damnum:** This concept pertains to legal wrongs that have occurred, providing a basis for legal remedy or recourse. Even in the absence of tangible harm, the violation of a legal right constitutes a recognized wrong under the law.
- Damnum sine injuria:** Here, the focus is on moral wrongs rather than legal wrongs. Despite the occurrence of actual damages, without the infringement of a legal right, there is no recognized legal wrong, and consequently, no legal remedy is available.

In summary, while "Injuria sine damnum" emphasizes the importance of protecting legal rights irrespective of actual loss, "Damnum sine injuria" highlights the principle that mere damages without a breach of legal rights do not give rise to legal action.

Legal Distinctions: Injuria Sine Damnum vs Damnum Sine Injuria

Injuria sine damnum	Damnum sine injuria
Violation of Legal Right (Without Actual Loss)	Actual Damages (Without Legal Right Violation)
Key Characteristics: <ul style="list-style-type: none"> Legal Right Infringed No Tangible Harm Always Actionable 	Key Characteristics: <ul style="list-style-type: none"> Substantial Loss No Legal Right Breach Never Actionable
Legal Principle Protection of Legal Rights Regardless of Actual loss	Legal Principle Moral Wrong vs Legal Wrong

Legal Remedy

Ubi jus ibi remedium (Where there is a right there is a remedy)

Rights and remedies go hand in hand in the legal system. Here's a breakdown of the two types of rights in this context:

1. Right in Rem (Right against the World):

- This type of right is enforceable against the world at large, irrespective of specific individuals.





LEGAL REASONING

Module - 2

CLAT, AILET & OLETs

Study Material



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1

Introduction to Criminal Laws

1. INTRODUCTION

Criminal law is essential for maintaining order, ensuring justice, and protecting individual rights. A key idea at its core is the *deterrence principle*, which discourages criminal behavior by imposing penalties on offenders. This principle not only holds individuals accountable but also sends a message to society about the consequences of unlawful actions. Through this module, we'll explore criminal law's foundational principles using relatable examples, simplified language, and practical tools to make the concepts clear and engaging.

A. The Deterrence Principle in Action

The deterrence principle works by using punishment as a tool to discourage crime. It operates on two levels:

- **Specific Deterrence:** Prevents an individual offender from committing crimes again.
- **General Deterrence:** Warns others in society not to engage in similar actions.

For Example

In a city facing a rise in petty theft, authorities introduce a policy where shoplifters are immediately fined and their names published online. Over a few months, shoplifting cases drop significantly. This demonstrates how swift and certain punishment can deter future offenses.

B. Evolution of Deterrence

Deterrence has been part of legal systems since ancient times. Early punishments were harsh, such as public humiliation or capital punishment, aimed at instilling fear. Over centuries, these methods evolved to reflect fairness and cultural norms, ensuring punishments are proportional to the crime.

Simplified Explanation:

Think of old laws like “an eye for an eye.” While extreme, they were meant to maintain order. Modern criminal law builds on this by emphasizing fairness and aligning penalties with societal values.

C. Why It Works: The Logic Behind Deterrence

The deterrence principle assumes that people think before they act. They weigh the risks (punishment) against the benefits (gains from the crime). If the risk seems greater, they are less likely to commit the crime.

Interactive Scenario:

Imagine you are tasked with reducing vandalism in a school. What punishment do you think would work best?

- A warning?
- A fine?
- Community service?

This exercise shows how deterrence depends on choosing penalties that match the offense while being effective enough to discourage repetition.

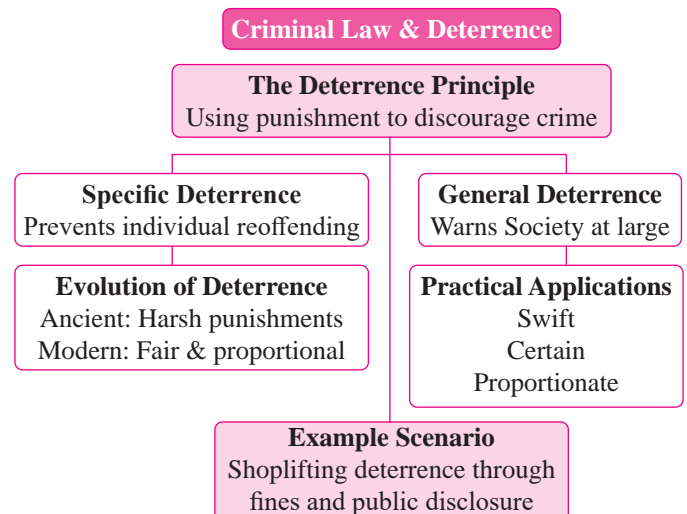
D. Practical Applications

Deterrence works best when penalties are:

- **Swift:** Quick actions have a stronger impact.
- **Certain:** Guaranteed consequences deter better than uncertain ones.
- **Proportionate:** Punishments must align with the seriousness of the crime.

Type	Focus	Example
Specific Deterrence	Individual Offender	Rehabilitation for repeat offenders
General Deterrence	Society at Large	Publicized fines for traffic violations

QUICK REVISION



- **Monetary Damages:** Compensating for financial losses.
- **Injunctions:** Preventing harmful actions.
- **Specific Performance:** Enforcing contractual obligations.

- **Example:** A breach of contract case may result in the court ordering the breaching party to fulfill their agreement.

G. UNDERSTAND THE DIFFERENCE BY A CHART

Aspect	Civil Law	Criminal Law
Harm	Private dispute	Harm to society
Parties	Individuals/entities	State vs. Individual
Purpose	Compensation	Punishment and Societal protection
Examples	Breach of contract, Property Dispute	Theft, Assault, Fraud

TEST YOUR KNOWLEDGE

Questions 1. A tenant sues their landlord for not returning their security deposit after the lease ends. What type of case is this?

- A. Criminal Case
- B. Civil Case
- B. Both Criminal and Civil Case
- C. Neither Criminal nor Civil Case

(Please refer the answer with explanation at the end of the chapter)

QUICK REVISION

Criminal vs Civil Law

The Deterrence Principle
Using punishment to discourage crime

Criminal Law Prosecuted by the State	Civil Law Private Disputes
Who's Involved State vs. Defendant Public Interest	Who's Involved Private Parties Individual Disputes
Purpose Punish and Rehabilitate Protect Society	Purpose Compensate Losses Resolve Disputes
Examples Theft Assault	Examples Breach of Contract Property Disputes

3. SOME IMPORTANT PRINCIPLES

A. Presumption of Innocence

The *presumption of innocence* is a cornerstone of criminal justice, ensuring that an individual is considered innocent until proven guilty. It is not just a legal technicality but a fundamental right protected under Article 21 of the Indian Constitution, guaranteeing the right to life and personal liberty.

In India, this principle aligns with constitutional safeguards ensuring fairness in legal proceedings.

Illustration

Imagine a theft case where a shopkeeper accuses a customer of stealing. The presumption of innocence means the court will not assume guilt just because the accusation exists. Instead, the shopkeeper must provide evidence to prove the customer's guilt beyond a reasonable doubt.

Also,

Consider a murder case with conflicting witness testimonies:

- Testimony A implicates the accused.
- Testimony B creates doubt about the accused's involvement.

Following the presumption of innocence, the court will lean toward acquitting the accused if doubt remains unresolved.

B. Burden of Proof

The burden of proof operates on the principle that the prosecution must establish the guilt of the accused *beyond a reasonable doubt*. This standard ensures fairness in criminal trials, preventing hasty or unjust convictions.

Illustration

Imagine a person is accused of theft in a store. The prosecution must provide evidence, such as CCTV footage or witness testimony, to prove that the person committed the crime. If they fail to provide convincing evidence, the accused cannot be convicted based on suspicion alone.

QUICK REVISION

Criminal Justice Principles

Presumption of Innocence	Presumption of Innocence
Constitutional Right Protected under Article 21 Right to Life and Personal Liberty	Constitutional Right Protected under Article 21 Right to Life and Personal Liberty
Example: Theft Case Shopkeeper accuses customer Court doesn't assume guilt Evidence required for conviction	Example: Evidence Required CCTV footage Witness testimony Concrete proof needed



4. THE 4 STAGES OF CRIME

A. Intention (Idea or Thought)

The first stage is the formation of an idea or intention to commit a crime. At this stage, there is no action—only the thought of committing a wrongful act.

Mere intention is not punishable unless it is accompanied by some preparatory or overt act. Thoughts alone cannot lead to criminal liability.

Illustration

Ravi decides to steal from a bank. As long as this idea stays in his mind and he doesn't act on it, the law cannot punish him for just thinking about it.

B. Preparation

This stage involves making arrangements or gathering resources to commit the intended crime. Preparation includes planning but stops short of taking direct action to execute the crime.

In most cases, preparation alone is not punishable because it is difficult to prove criminal intent. However, certain crimes, such as counterfeiting currency, are punishable even at the preparation stage.

Illustration

If Ravi buys tools to break into a bank, he is in the preparation stage. However, unless he takes further steps, this preparation may not make him criminally liable.

C. Attempt

This stage occurs when a person takes direct action toward committing the crime but fails to complete it. Attempt shows the clear intention and effort to commit the crime.

An attempt is punishable because it demonstrates both Mens Rea (intention) and Actus Reus (action).

Illustration

If Ravi uses the tools to break into the bank but is caught by security before stealing anything, he is guilty of attempt. The act of breaking in shows his clear intention to commit the crime.

D. Commission (Completion of the Crime)

This is the final stage, where the intended crime is fully carried out. The Actus Reus and Mens Rea come together to complete the crime, causing harm or injury.

The person is fully liable for the offense once the crime is committed.

Illustration

If Ravi successfully breaks into the bank, steals money, and escapes, he has completed the crime. The law can now prosecute him for theft.

Stage	Definition	Liability	Example
Intention	Forming the idea of a crime	Not punishable	Thinking about robbing a bank.
Preparation	Making arrangements for the crime	Rarely punishable	Buying tools to break into a bank.
Attempt	Taking action but failing	Punishable	Trying to break in but getting caught.
Commission	Successfully committing the crime	Fully punishable	Breaking in, stealing money, and escaping.

5. ELEMENTS OF CRIME

A crime is not just about committing an act; it is about the intention, the action, and the result of that action. Understanding the essential elements of crime—Mens Rea, Actus Reus, and Injury—is critical to grasp how criminal law works. Let's break these down in a simple and relatable way with illustrations.

A. Mens Rea (The Guilty Mind)

Mens Rea refers to the mental state or intention behind committing a crime. It ensures that only those who act with a guilty mind are held criminally liable. For example, accidentally breaking someone's window while playing cricket is not a crime, but intentionally throwing a stone to break it is.

It differentiates between accidental acts and deliberate wrongdoing. Without Mens Rea, there's **no crime** because the person didn't intend to break the law.

Illustration

Imagine you're shopping, and someone accidentally steps on your foot. That's not a crime—it's an accident. But if they intentionally trip you to make you fall, it shows Mens Rea.

B. Actus Reus (The Guilty Act)

Actus Reus is the physical act or unlawful omission that constitutes a crime. For a crime to occur, there must be an action or failure to act (when there is a legal duty to do so). It is not just about committing an action but can also involve failing to act when there is a legal duty to do so.

Thinking about committing a crime isn't enough—you must act on it. The law only punishes actions, not thoughts. The law punishes not only wrongful acts but also failures to act when required. However, a mere failure to act doesn't make someone liable unless there is a legal duty to act.





LEGAL REASONING

Practice Module

CLAT, AILET & OLETs

Study Material



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Practice Question

1.1 LAW OF TORTS

Directions (1-6) Read the following passage and answer the given questions.

The tort of trespass to a person has developed as it is today as a result of many changes and modifications. Any unreasonable interference with a person without any lawful justification amounts to trespass on a person. Interference, however slight with a person's elementary civil right to security of person, and self-determination in relation to his own body, constitutes trespass to the person. Trespass may be done intentionally, deliberately or negligently. The fundamental principle of plain and incontestable law is that every person's body is inviolate. Trespass to a person may be categorised as 1. Assault, which is "any act of such a nature as to excite an apprehension of battery"; 2. Battery, "intentional and unpermitted contact with the plaintiffs' person or anything attached to it and practically identified with it" and 3. False imprisonment is the "unlawful obstruction or deprivation of freedom from restraint of movement". The basic idea behind trespass to a person is that every person's body is inviolate. A person in order to establish a suit for trespass to a person needs to prove just one thing whether there was an intention to commit the trespass or not. An act does not constitute trespass to a person unless it is done with intention. Thus intention is the chief criterion for trespass to a person. If there is an intention behind committing a trespass then it is actionable per se and the plaintiff need not prove any specific or particular damage. In negligent commission of trespass to a person, the plaintiff needs to prove that the injuries so complained of are reasonably foreseeable. In case of direct trespass or intentional trespass, proof of actual damage is not necessary but in negligent torts, proof of damage becomes essential. Defences against trespass to body Contributory negligence: In law, behaviour that contributes to one's own injury or loss and fails to meet the standard of

prudence that one should observe for one's own good; Necessity could also amount to defence to a claim for false imprisonment. The test for deciding whether measures falling short of arrest could lawfully be taken against individuals was whether there was a reasonable suspicion that an individual was presenting a particular threat. Self-defence: A person, to protect himself from an unruly element or any other such person or incidents, can trespass on the property to preclude the act from consummation.

1. Assertion: Trespass to the person can be committed even if the person committing it does not physically touch the other party.

Reasoning: Any act that causes an apprehension of harmful or offensive contact constitutes assault, which is a form of trespass to the person.

- (a) Both the assertion and reasoning are correct, and the reasoning is the correct explanation of the assertion.
 - (b) Both the assertion and reasoning are correct, but the reasoning is not the correct explanation of the assertion.
 - (c) The assertion is correct, but the reasoning is incorrect.
 - (d) Both the assertion and reasoning are incorrect.
- 2.** What can be inferred from the passage regarding trespass to a person?
- (a) Proof of damage is always required in cases of trespass to the person, whether intentional or negligent.
 - (b) Trespass to a person can be actionable even without physical contact if the intent to cause apprehension is present.
 - (c) Contributory negligence is never a valid defence to claims of trespass to the person.
 - (d) The law does not distinguish between intentional and negligent trespass in determining the necessity of proving harm.

3. A crowd gathers to watch a street performance, and while moving through the crowd, Aman unintentionally bumps into Shivani, causing her to stumble slightly. Shivani, feeling that her personal space was violated, files a suit against Aman for trespass to the person, claiming that the act was intentional. During the trial, it is revealed that Aman did not know Shivani was there until after the collision occurred. Decide
- Aman's action constitutes trespass because any interference, no matter how slight, with a person's body constitutes a violation of their civil right to bodily security.
 - Aman's action does not constitute trespass because Shivani did not suffer any specific damages from the incident, and proof of damage is necessary for such claims.
 - Aman's action constitutes trespass because physical contact without consent, regardless of intention, is always actionable in tort law.
 - Aman's action does not constitute trespass because there was no intention behind the act of bumping into Shivani, and without intention, trespass is not actionable.
4. In a heated argument, Raj raises his hand as if to slap Karan but does not make contact. Karan flinches and steps back, fearing he is about to be hit. Raj never touches Karan, but Karan files a lawsuit claiming trespass in the form of battery. Decide
- Raj committed battery because he raised his hand intending to strike Karan, and the intent to commit battery is enough to constitute the tort.
 - Raj committed assault because he caused Karan to apprehend immediate harmful contact, but there was no actual contact between them.
 - Raj committed neither assault nor battery because no physical harm or injury occurred, and the act was purely verbal with no follow-through.
 - Raj committed both assault and battery because raising his hand with the intention to strike constituted a battery, and the fear caused to Karan amounted to an assault.
5. During a public protest, the police detain several individuals, including Arjun, in a secure holding area for six hours. The police had received intelligence that some members of the crowd posed a serious threat to public safety, although there was no direct evidence that Arjun was involved. Arjun later files a lawsuit for false imprisonment, arguing that his freedom was unlawfully restricted without reasonable grounds. Decide
- Arjun's claim will succeed because his freedom was restricted, and the police had no lawful justification to detain him without specific evidence of wrongdoing.
 - Arjun's claim will fail because the police acted on a reasonable suspicion of a threat to public safety, and necessity can be a valid defence to claims of false imprisonment.
 - Arjun's claim will succeed because any detention longer than three hours constitutes unlawful imprisonment without a formal charge.
 - Arjun's claim will fail because false imprisonment requires the intention to detain a person without cause, and the police did not specifically target Arjun.
6. Ravi, a cyclist, accidentally brushes against Anjali while riding through a crowded market. Although Anjali is startled, she is unharmed. She files a claim for trespass to the person, alleging that Ravi negligently caused the contact and seeking compensation for emotional distress. Decide
- Yes, her claim will succeed because any form of physical contact, intentional or negligent, constitutes trespass, and Ravi was negligent in his actions.
 - Yes, her claim will succeed because emotional distress caused by the unexpected contact is a form of harm for which compensation can be claimed.
 - No, her claim will fail because Anjali did not suffer any actual damage, and in cases of negligent trespass, proof of damage is essential.
 - No, her claim will fail because accidental contact without intent is not considered trespass under tort law.

Directions (7-12) Read the following passage and answer the given questions.

A tort is a civil wrong for which the law provides a remedy. Probably the essential thing to worry about tort is that tort only appears in civil courts, which means that there is no criminal liability from a tort.

Employers are vicariously liable, under the respondent superior doctrine, for negligent acts or omissions by their employees in the course of employment (sometimes referred to as 'scope of employment'). [1] For an act to be considered within the course of employment, it must either be authorised or be so connected with an authorised act that it can be considered a mode, though an improper mode, of performing it.

Liability incurred by a business for acts other than those of its employees- This particular situation may arise when an independent contractor is hired. The business can be held liable for the negligent acts of the contractor to the extent that its representatives give directions or exercise control over the contractor's employees.



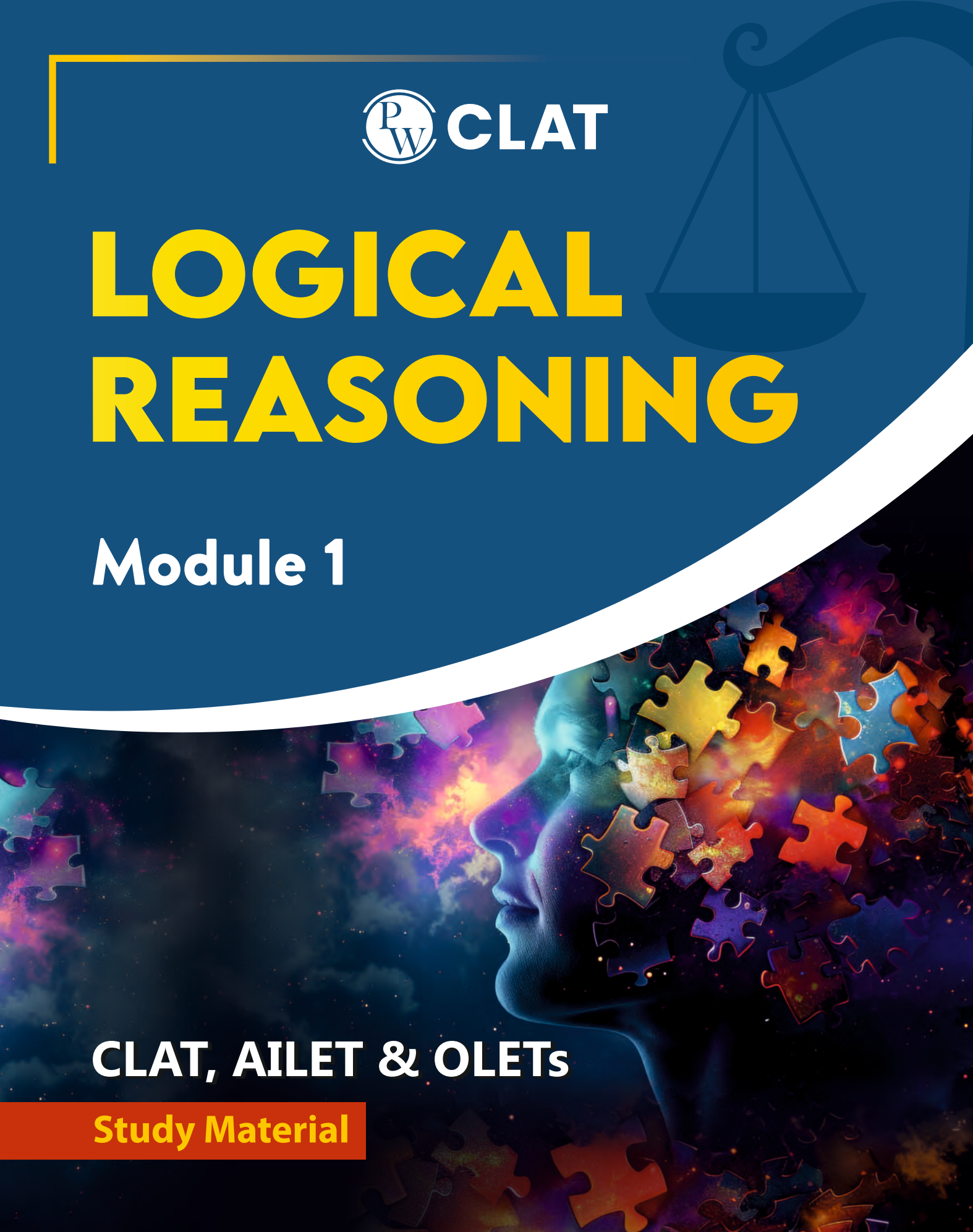


LOGICAL REASONING

Module 1

CLAT, AILET & OLETs

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1

Understanding the Structure of an Argument

In this chapter, we will delve into the intricacies of dissecting arguments, deciphering their components, and comprehending the relationships that underpin them. At its core, an argument is a construction of premises and a conclusion. The premises are statements that lay the groundwork, providing evidence or support, while the conclusion is the ultimate point or claim the author seeks to establish. Let's begin by first understanding what are the pieces of an argument, how they fit together and how we categorise them.

PREMISE

All arguments contain at least one premise. A premise is the core of the argument that supports the conclusion. It can be a fact or an opinion; can be a description, historical information, statistical or numerical data, or a comparison of things. It gives the reason why conclusions should be accepted. In essence, premises are the building blocks upon which the entire argument rests. To identify premises, ask yourself the question; What reasons has the author used to persuade you? What are the evidences that exist and why should you believe in what he says?

Illustration:

Argument: "Implementing a curfew for teenagers in our town is necessary to reduce crime rates and ensure the safety of both the youth and the community."

Premise: "Statistics from the past year show a significant increase in criminal activities involving teenagers during late-night hours, especially after 10 PM."

In this argument, the premise is the statement providing evidence or support for the conclusion that implementing a curfew is necessary. The premise cites statistical data from the past year, specifically highlighting an increase in criminal activities involving teenagers during late-night hours. This premise aims to convince the audience that the proposed curfew is a necessary measure to address the identified issue.

CONCLUSION

Most but not all arguments contain a conclusion. It represents the author's main opinion or claim and can be in the form of a prediction, a judgment of quality or merit, or a statement of causality. The conclusion is the core assertion that the author aims

to persuade the audience to accept. It serves as the culmination of the premises, drawing together the supporting elements into a singular claim. Conclusions can be explicitly stated or implied within the context of the argument. Explicit conclusions are articulated, while implied conclusions require a deeper level of analysis, involving an understanding of the logical connections between statements. To identify conclusions, ask yourself the question; What does the author want you to believe? What points follow from the above-stated points?

Illustration:

Argument: "The implementation of mandatory community service for high school students is an indispensable measure for fostering civic responsibility and personal development."

Conclusion: "Therefore, introducing mandatory community service requirements will contribute significantly to shaping responsible and well-rounded individuals."

In this argument, the conclusion is the sentence that begins with "Therefore." It represents the central claim that the author aims to establish: the idea that implementing mandatory community service for high school students will contribute significantly to shaping responsible and well-rounded individuals. The conclusion synthesizes the information presented in the premises, which could include arguments about the benefits of community service, the positive impact on personal development, and the cultivation of civic responsibility.

To help you out in the process of identifying the premise and the conclusion effectively, a list of signal words or indicators is provided below. Following are the words which the author generally uses to introduce a premise or a conclusion. Remember this is not an exhaustive list but it will help you to categorise and break the complex set of arguments presented in a passage. While reading the passages train your eyes to spot these signal words and then mark that statement as the premise or conclusion.

Premise Indicators	Conclusion Indicators
Since	Hence
Because	Thus
For	Therefore

Premise Indicators	Conclusion Indicators
In that	So
Given that	Accordingly
Due to	Clearly
Owing to	Conclude that
We know this by	Must be that
This can be seen from	Shows that
For example	Follows that
For the reason that	For this reason
As indicated by	As a result
Because of	In summary
Considering that	To sum up
Assuming that	Ultimately

APPLICATION DRILL

Q. Read the short argument presented and categorise the parts of the argument as premise or conclusion.

1. “Given that the price of steel is rising, we will no longer be able to offer discounts on our car parts.”

Explanation:

Premise: “Given that the price of steel is rising,”

Conclusion: “We will no longer be able to offer discounts on our car parts.”

2. “Since we need to have many different interests to sustain us, the scientists’ belief must be incorrect.”

Explanation:

Premise: “owing to the ability of individual warlords to maintain powerful armed forces.”

Conclusion: “The political situation in Somalia is unstable”

3. “Television hurts society. This can be seen from the poor school performance of children who watch significant amounts of television and from the fact that children who watch more than six hours of television a day tend to read less than non-television-watching children.”

Explanation:

Premise: “This can be seen from the poor school performance of children who watch significant amounts of television”

Premise: “And from the fact that children who watch more than six hours of television a day tend to read less than non-television watching children.”

Conclusion: “Television hurts society.” Note how this sentence does not contain a conclusion indicator. Yet, we can determine that this is the conclusion because the other sentence contains two premises.

What is the Additional Premise and Counter Premise?

Additional Premise

Additional premises are supplementary statements that provide further support to the main argument. They enhance the credibility and persuasiveness of the primary premises, reinforcing the logical connection between evidence and conclusion. These premises contribute to a more robust and convincing argument by addressing potential gaps, anticipating objections, or providing examples to illustrate key points.

Illustration:

Argument: “Implementing a four-day workweek will enhance employee satisfaction and productivity.”

Additional Premise: “Studies conducted in various industries consistently show that companies offering a four-day workweek experience a significant reduction in employee burnout and an increase in overall job satisfaction.”

In this example, the additional premise strengthens the argument by providing empirical evidence from studies. It reinforces the initial claim by introducing a broader perspective, suggesting that a four-day workweek is not only a theoretical concept but has been empirically linked to positive outcomes in terms of employee well-being and satisfaction.

Counter Premise

Counter-premises introduce alternative perspectives or challenges to the main argument, encouraging a nuanced evaluation of the issue at hand. They serve as critical elements that challenge the assumptions made by the author, prompting a more thorough examination of the issue. It involves actively seeking out potential weaknesses in the argument and considering alternative perspectives that may impact the overall validity of the conclusion.

Illustration:

Argument: “Implementing a four-day workweek will enhance employee satisfaction and productivity.”

Counter-Premise: “However, critics argue that a four-day workweek may lead to a decrease in overall productivity due to the condensed work hours and potential disruptions in project timelines.”

Here, the counter-premise introduces an opposing viewpoint, challenging the assumption that a four-day workweek unequivocally leads to increased productivity. The counter-premise forces a more comprehensive analysis of potential drawbacks, such as condensed work hours and potential disruptions, encouraging a reader or test-taker to consider alternative perspectives and potential limitations to the argument.

Following is the list of signal words or indicators that will help you identify an additional premise or a counter premise:



9. Argument: “Self-driving cars should be widely adopted as they offer numerous benefits. They can reduce traffic accidents caused by human error, improve fuel efficiency by optimizing driving patterns, and provide greater accessibility to transportation for those with mobility issues.” What is the conclusion of the argument?

- (a) Self-driving cars can reduce traffic accidents caused by human error.
- (b) Self-driving cars offer numerous benefits.
- (c) Self-driving cars improve fuel efficiency by optimizing driving patterns.
- (d) Self-driving cars provide greater accessibility to transportation for those with mobility issues.

10. Argument: “Social media platforms should implement stricter regulations on user privacy. With the rise in data breaches and misuse of personal information, users are at risk of identity theft and privacy violations. Implementing stricter regulations would protect users’ sensitive data and prevent unauthorized access.” Which of the following is an assumption in the argument?

- (a) Data breaches and misuse of personal information are common on social media platforms.
- (b) Users are aware of the risks associated with sharing personal information on social media.
- (c) Stricter regulations would effectively prevent all instances of data breaches.
- (d) Users’ sensitive data is valuable and worth protecting.



1. (b) 2. (a) 3. (d) 4. (b) 5. (a) 6. (c) 7. (b) 8. (b) 9. (b) 10. (a)



1. (c) Social media influencers have a significant impact on the purchasing decisions of young people.

Reason: The argument focuses on unrealistic beauty standards promoted on social media and their impact on teenagers' self-esteem and feelings of inadequacy. While purchasing decisions may be influenced by social media influencers, this idea is unrelated to the argument's main focus on self-esteem and beauty standards. Hence, (c) does not support the argument and cannot serve as its premise.

2. The intermediate conclusion in the argument is:

(d) Financial stability for all citizens would be achieved through a guaranteed income floor.

Reason: An intermediate conclusion is a claim supported by evidence within the argument and which, in turn, supports the main conclusion. Here:

The main conclusion is that implementing a universal basic income (UBI) would lead to a decrease in poverty levels and provide financial stability for all citizens.

The statement "Financial stability for all citizens would be achieved through a guaranteed income floor" directly supports the main conclusion by explaining how UBI

contributes to reducing poverty and providing stability, making it an intermediate conclusion.

The other options (a, b, and c) are specific benefits or effects of UBI but do not connect as directly to the main conclusion as (d) does.

3. The conclusion of the argument is:

(b) Artificial intelligence (AI) poses a significant threat to human employment.

Reason: The conclusion is the main claim or assertion that the argument seeks to establish. In this case, the argument supports the idea that AI threatens human employment by: Explaining how automation is replacing jobs across industries.

Predicting widespread unemployment due to advancements in AI.

Suggesting the need for new workforce training and job creation strategies as a consequence.

4. (b) Chronic diseases such as diabetes, heart disease, and obesity are common among those who do not exercise. This statement is an assumption because it bridges the gap



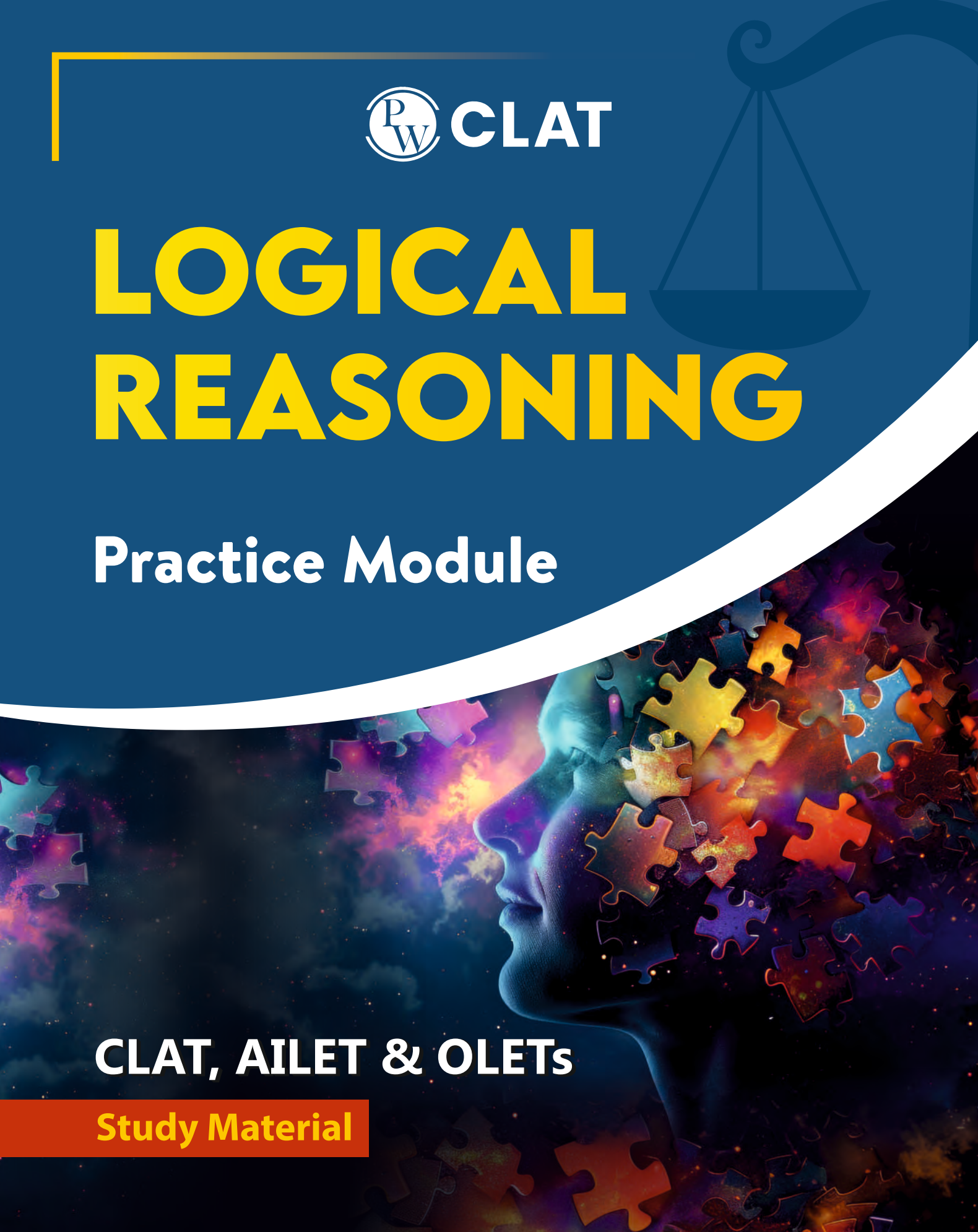


LOGICAL REASONING

Practice Module

CLAT, AILET & OLETs

Study Material



1

Critical Reasoning

CRITICAL REASONING

Critical reasoning questions are essential in law entrance exams as they mirror the skills required in the legal field: analyzing arguments, evaluating evidence, and identifying flaws in reasoning. They test a student's ability to interpret complex texts, assess arguments, and make logical decisions under pressure—key skills for legal studies and practice. Excelling in this section can give students a competitive edge, as it significantly impacts overall scores.

Daily practice enhances performance by building analytical habits and improving reading comprehension, speed, and accuracy. Regular exposure to reasoning questions helps recognize patterns, strengthens logical thinking, and boosts confidence. It also improves time management by simulating exam conditions, ensuring efficient performance during the test.

Practicing daily helps identify weaknesses and refine problem-solving techniques, transforming hesitant students into confident test-takers. Over time, this consistent effort makes critical reasoning a second nature, equipping students with skills crucial for both exams and a successful legal career.

Ultimately, critical reasoning is not just an exam component but a foundation for clear thinking and effective decision-making, and daily practice is the key to mastering it.

Argument-Based Questions

Argument Structure

- Identify Conclusion
- Strengthen Argument
- Weaken Argument
- Identify Assumptions

Inference & Interpretation

- Drawing Inferences
- Exploring Implications
- Author's Perspective
- Matching Cases

Logical Analysis

- Flaws in Reasoning
- Identify Contradictions
- Distinguish Correlation
- Causal Relationships

Passage 1

India and Canada took their diplomatic row over the killing of Canadian Khalistani activist Hardeep Singh Nijjar into the rink at the UN General Assembly this week. External Affairs Minister S. Jaishankar warned that the response to “terrorism, extremism and violence” should not be determined by “political convenience”, in what seemed to be a reference to India's concerns over Khalistani extremism in Canada. He added that countries must not “cherry pick” when to respect

“territorial integrity and non-interference in internal affairs” — a clear reference to Canada's allegations that Indian “government agents” were responsible for the Nijjar killing in Surrey in June. Canadian UN Ambassador Robert Rae appeared to double down on the Canadian allegations, as he spoke about the “extent to which democracies are under threat” due to foreign interference. In effect, the statements reflected the impasse between both countries more than 10 days since Canadian Prime Minister Justin Trudeau made his claims in the Canadian Parliament. After expelling each other's diplomats, India and Canada have curtailed people-to-people ties. While India has suspended all visas to Canadians, Canada has put trade talks on hold. These actions have been taken even before Canada has made any evidence of its allegations against India public, and New Delhi has reiterated that despite two visits by the Canadian National Security Adviser to discuss the Nijjar issue, no concrete evidence has been provided. Nor has Canada completed its investigation or begun any trial. Despite this, there have been calls from Canadian “Five Eyes” allies that India must cooperate, indicating some pressure from Canada.

The only way out is for Canada to take the first step in proving its allegations, which, in the absence of verifiable evidence, seem to have been levelled prematurely. Mr Jaishankar has made it clear that such judicial inter-state killings are not the policy of the Indian government. However, it is hard to believe that the leader of one of the most developed countries would make these claims without sufficient cause, and if the evidence is shared, the next logical step would be for New Delhi, which has denied the allegations strenuously, to cooperate on any information needed to conclude the Canadian investigation. India's grievances against Canada for “soft-peddling” the issue of Khalistan extremism and providing “safe havens” for wanted terrorists, as well as Canadian claims of rights violations by security forces in Punjab, and Indian intelligence operations in Canada, date back to the 1980s, and these were the cause of their high-level engagements being frozen for decades. However, never before have trade, travel and tourism ties been cut down so quickly as in the past week. With students, the business community, and the diaspora feeling the brunt, it is hoped the two countries move with some urgency to arrest the free fall in ties.

1. What underlying factors does not contribute to the escalating diplomatic tensions between India and Canada, as highlighted in the passage?
 - (a) The historical grievances stemming from events in the 1980s.
 - (b) The lack of verifiable evidence supporting Canada's allegations against India.
 - (c) The suspension of visas and curtailment of people-to-people ties.
 - (d) Pressure from Canadian "Five Eyes" allies to cooperate with India.
2. According to the passage, what role does the absence of concrete evidence play in the diplomatic dispute between India and Canada, particularly regarding the killing of Hardeep Singh Nijjar?
 - (a) It serves as the primary reason for the diplomatic impasse.
 - (b) It has led to Canada suspending all visas for Indians.
 - (c) It raises doubts about the validity of Canada's allegations.
 - (d) It prompts India to deny all allegations of wrongdoing.
3. Based on the information provided in the passage, what potential consequences could the rapid deterioration of ties between India and Canada have on various stakeholders?
 - (a) Increased pressure from Canadian allies on India to cooperate.
 - (b) A decline in trade, travel, and tourism ties affecting students, the business community, and the diaspora.
 - (c) A stronger commitment from both countries to resolve their long-standing issues.
 - (d) Enhanced diplomatic relations with other nations due to Canada's stance.
4. In the context of the passage, what strategic implications might the involvement of the United Nations General Assembly have on the India-Canada diplomatic dispute?
 - (a) The UN General Assembly may pressure India to provide evidence supporting its position.
 - (b) The UN General Assembly may mediate and facilitate dialogue between India and Canada.
 - (c) The UN General Assembly's involvement is likely to exacerbate the tensions between the two nations.
 - (d) The UN General Assembly's intervention may lead to the suspension of diplomatic relations between India and Canada.
5. In the passage, what underlying assumption is made about the impact of Canada taking the first step in proving its allegations against India?
 - (a) Canada has solid evidence to support its allegations.
 - (b) Proving the allegations will automatically resolve the diplomatic dispute.
 - (c) India will cooperate fully with the Canadian investigation.
 - (d) India is solely responsible for the deterioration in ties between the two countries.
6. How does the passage's structure contribute to the reader's understanding of the India-Canada diplomatic dispute?
 - (a) By presenting historical context before discussing current events.
 - (b) By highlighting the potential consequences of the dispute early in the passage.
 - (c) By juxtaposing the positions of both countries to emphasize their differences.
 - (d) By introducing various stakeholders' perspectives to provide a well-rounded view.

Passage 2

The year began on a calamitous note with reports that the temple town of Joshimath in the Chamoli district of Uttarakhand was 'sinking' and that cracks had appeared on residential and commercial structures. This prompted a humanitarian crisis with people fleeing and taking refuge in tents and open spaces, fearing that their homes would crumble. A proximate reason for the acceleration in the fissures and cracks was attributed to tunnelling activities from the Tapovan Vishnugad power project being developed by the National Thermal Power Corporation. There were also concerns on whether groundwater depletion or increased urbanisation that encouraged faulty construction, had reached a point from which disasters had become inevitable. To address all these, the Uttarakhand State Disaster Management Authority commissioned eight reputed institutions to study the land-subsidence phenomenon from multiple angles. Surprisingly, it banned the public dissemination of information from scientists involved with the institutions because satellite imagery pictures — from Indian and international sources — of the subsurface in Uttarakhand were aggravating "panic" and that information was to be shared only after it was "cleared" by the Centre. The net result of this is that despite reports of all institutions being available for months, it took a strong rebuke from the High Court of Uttarakhand last week for the State authorities to make this information public.

Though these reports are technical, they reiterate what has been known about the risks underlying infrastructure development in Uttarakhand. The Central Building Research Institute, Roorkee, for instance, pointed out that 99% of construction in the region did not comply with the mandatory building codes. The National Institute of Hydrology, Roorkee, in its report, said that the network of springs, drainage systems and areas



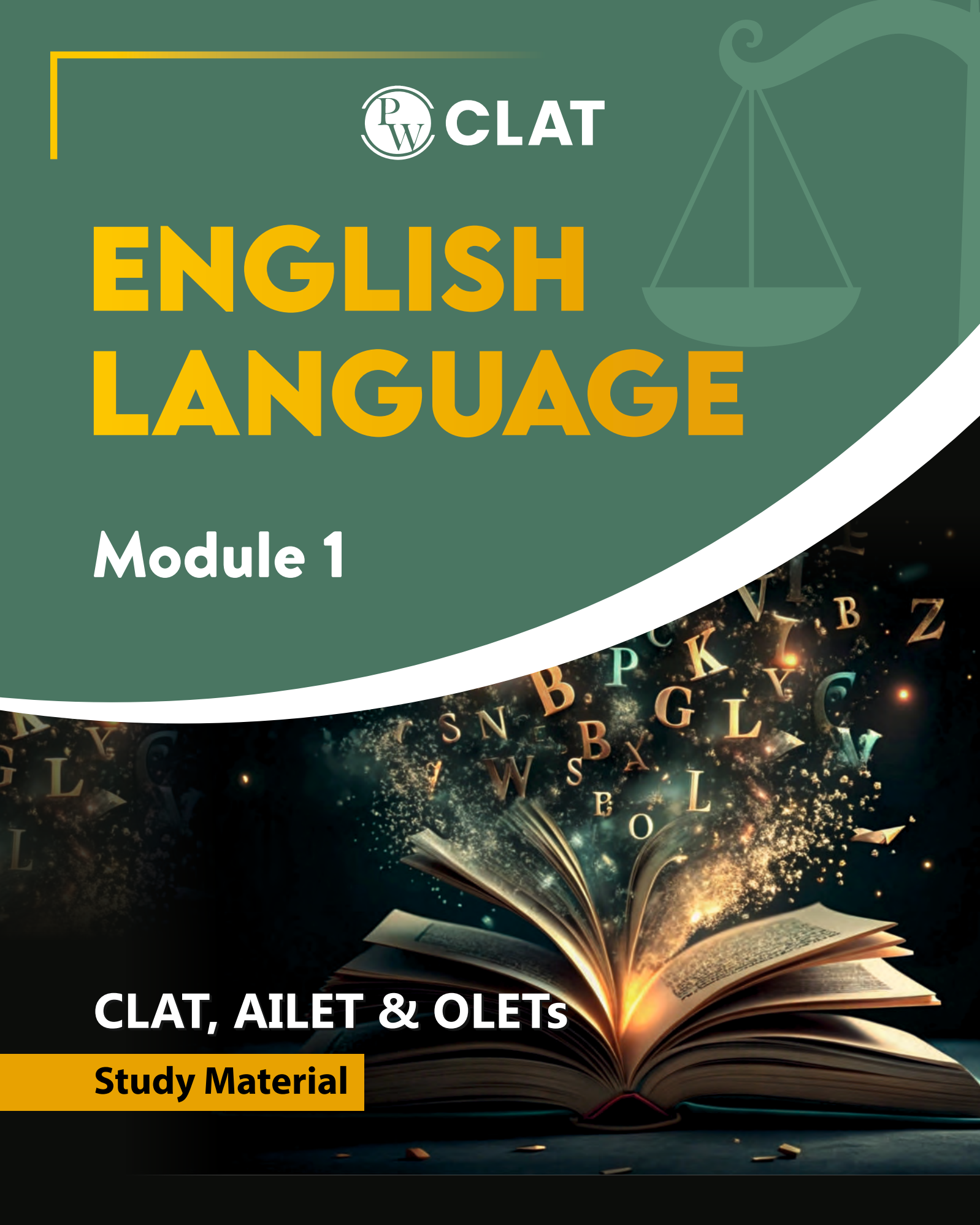


ENGLISH LANGUAGE

Module 1

CLAT, AILET & OLETs

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1

Introduction to Reading Comprehension

Reading comprehension is a crucial skill for success in the Common Law Admission Test (CLAT). This chapter introduces you to the essentials of reading comprehension, providing you with a solid foundation to tackle this section effectively. We'll begin with an overview of why reading comprehension is important, explore the structure of the reading comprehension section in CLAT, and discuss the types of passages and questions you can expect. By the end of this chapter, you will have a clear understanding of what reading comprehension involves and how to approach it strategically.

Reading comprehension is more than just reading words on a page. It involves understanding the meaning behind those words, analyzing the information presented, and drawing logical conclusions. In the context of the CLAT, this skill is tested to ensure that candidates can effectively comprehend and interpret written material, a critical ability for any law student or professional.

What is Reading Comprehension?

Reading comprehension is the ability to read a text, understand its meaning, and interpret the information correctly. It goes beyond merely recognizing words; it involves making sense of the entire passage, understanding the author's message, and connecting ideas within the text.

Example: Imagine you are reading a story about a boy who finds a treasure map. Simply recognizing the words on the page isn't enough. To truly comprehend the story, you need to understand why the boy is excited, what the map might lead to, and how the events are connected.

A. Importance of Reading Comprehension

1. **Critical Skill for Legal Studies:** Reading comprehension is a cornerstone of legal studies. As a law student, you will be required to read and interpret a variety of complex texts, including statutes, case laws, legal opinions, and academic articles. The ability to understand and analyze these texts is essential for your success in law school and your future legal career. Good reading comprehension skills enable you to grasp the nuances of legal arguments, identify relevant facts, and apply legal principles accurately.

2. **High Weightage in CLAT:** The reading comprehension section is a significant part of the CLAT exam. It typically consists of several passages, each followed by multiple questions. Performing well in this section can greatly enhance your overall score and improve your chances of securing admission to a top law school. Since the reading comprehension section has a substantial weightage, excelling in it can compensate for weaker performance in other sections.
3. **Improves Analytical Skills:** Reading comprehension exercises help develop critical thinking and analytical skills. By engaging with diverse texts and answering questions based on them, you learn to identify main ideas, draw inferences, and evaluate arguments. These skills are valuable not only for the CLAT exam but also for your academic and professional life. Analytical skills enable you to approach problems methodically, consider multiple perspectives, and make well-reasoned decisions.
4. **Enhances Language Proficiency:** Regular practice of reading comprehension can improve your vocabulary, grammar, and overall language proficiency. Exposure to different writing styles and subject matter broadens your understanding of the language and helps you become a more effective communicator. A strong command of language is essential for writing clear and persuasive legal documents, as well as for articulating your arguments effectively in both written and oral presentations.
5. **Time Management:** Mastering reading comprehension teaches you how to manage your time effectively during the exam. It requires you to read passages quickly yet thoroughly, identify key information, and answer questions within a limited time frame. These time management skills are crucial for the CLAT exam, which has a strict time limit. Efficient time management allows you to allocate sufficient time to each section of the exam, ensuring that you can complete all questions and maximize your score.

B. Structure of Reading Comprehension in CLAT

Understanding the structure of the reading comprehension section in CLAT is essential for effective preparation. This section is

designed to test your ability to read and understand complex texts, and it typically follows a specific format:

1. **Number of Passages:** The reading comprehension section usually consists of multiple passages. Each passage is followed by a set of questions. The number of passages can vary, but you can generally expect around four to six passages in the CLAT exam. Each passage is selected to test different aspects of your comprehension and analytical skills.
2. **Length of Passages:** The length of the passages can vary from short to moderately long. Typically, a passage ranges from 300 to 500 words. It is important to get comfortable with reading texts of different lengths and complexities. Longer passages may require you to identify and summarize key points quickly, while shorter passages may focus on specific details or arguments.
3. **Types of Questions:** Following each passage, there are questions designed to test different aspects of your comprehension. These questions can be broadly categorized into main idea type question, detail questions, inference related question etc.
4. **Scoring:** Each question in the reading comprehension section carries equal weight. There is usually no negative marking for incorrect answers, so it is beneficial to attempt all questions, even if you are unsure of some answers. This encourages you to make educated guesses and use the process of elimination to narrow down your choices.
5. **Time Allocation:** Time management is crucial in the reading comprehension section. You need to allocate your time wisely to ensure you read all passages and answer all questions. Practice timed reading comprehension exercises to improve your speed and accuracy. Developing a strategy for pacing yourself during the exam can help you avoid spending too much time on any one passage or question.

C. Types of Passages and Questions

In the CLAT reading comprehension section, you will encounter various types of passages and questions. Being familiar with these types can help you prepare more effectively:

1. Types of Passages:

- **Narrative Passages:** These passages tell a story or describe an event. They often focus on characters, settings, and plot developments. Understanding the sequence of events and the relationships between characters is key to answering questions about narrative passages.
- **Descriptive Passages:** These passages provide detailed descriptions of a person, place, thing, or event. They often use vivid language and sensory details. Pay

attention to the descriptive elements and how they contribute to the overall understanding of the passage.

- **Expository Passages:** These passages explain a concept, idea, or process. They are informative and often contain factual information. Focus on understanding the main idea and supporting details to answer questions about expository passages.
- **Argumentative Passages:** These passages present an argument or a point of view. They often include evidence and reasoning to support the argument. Identifying the author's position and the evidence used to support it is crucial for answering questions about argumentative passages.
- **Legal Passages:** These passages are specific to the CLAT exam and relate to legal topics. They may include excerpts from legal documents, case studies, or discussions on legal principles. Understanding legal terminology and concepts is important for answering questions about legal passages.

2. Types of Questions:

- **Main Idea Questions:** These questions ask you to identify the passage's primary message or main idea. To answer these questions, focus on the overall theme and what the author is trying to convey.
- **Detail Questions:** These questions require you to find specific information mentioned in the passage. Look for keywords and phrases in the question that match the text to locate the relevant details.
- **Inference Questions:** These questions ask you to make logical deductions based on information implied in the passage. They require you to read between the lines and understand the underlying meaning.
- **Vocabulary Questions:** These questions focus on the meaning of specific words or phrases used in the passage. Understanding the context in which the word is used can help you determine its meaning.
- **Logical Structure Questions:** These questions test your understanding of how the passage is organized. They may ask you to identify the author's method of development or the relationship between different parts of the passage.

By understanding the types of passages and questions you will encounter in the reading comprehension section, you can tailor your preparation to address each type effectively. Practice reading a variety of texts and answering different types of questions to build your skills and confidence. This is merely an introduction to what this module will try to cover in detail in the subsequent chapters.



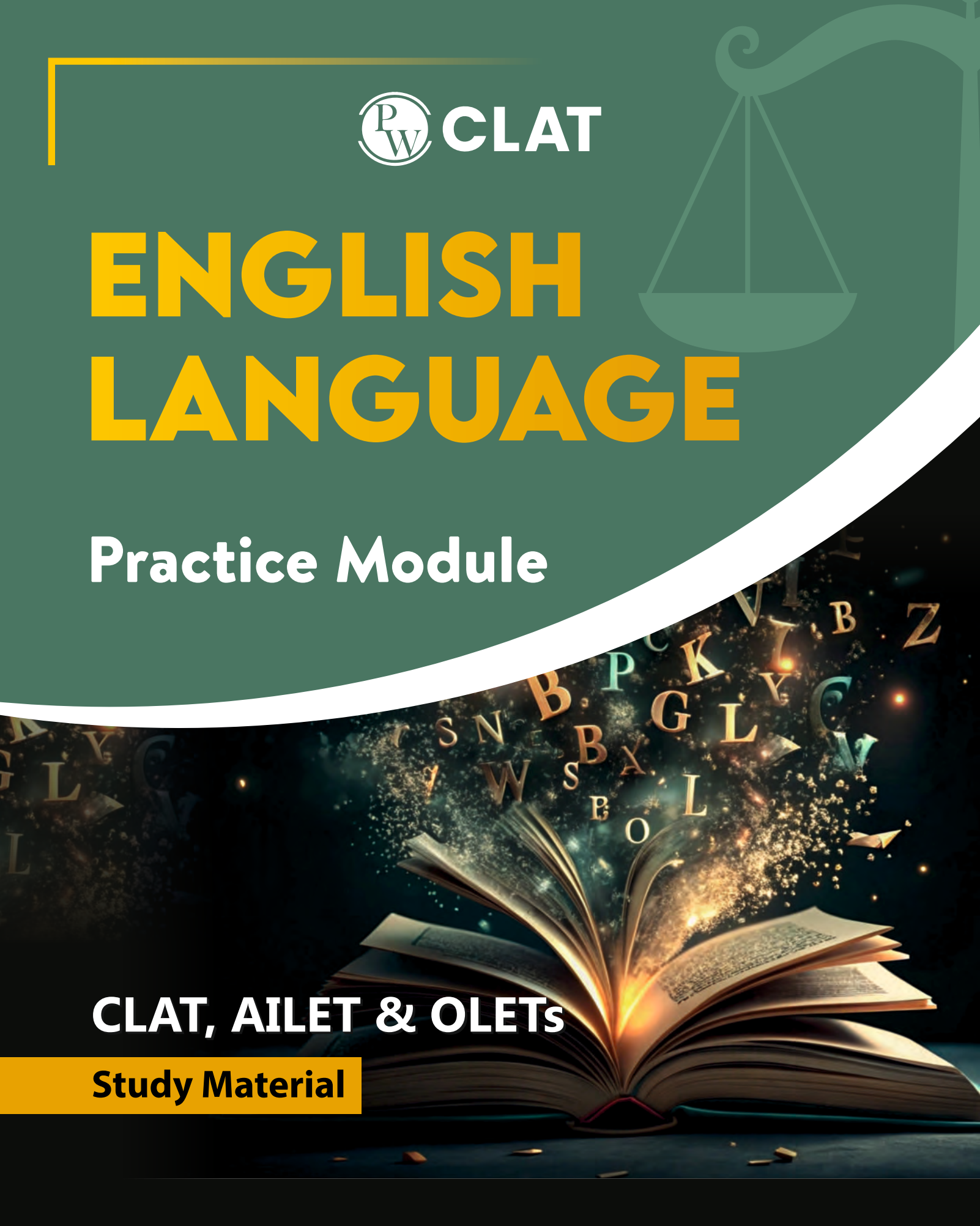


ENGLISH LANGUAGE

Practice Module

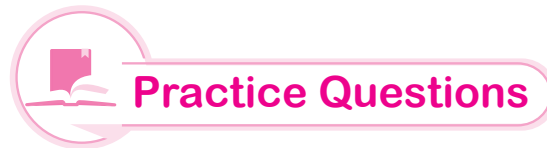
CLAT, AILET & OLETs

Study Material



Practice Module

Easy [E], Moderate [M] and Difficult [D]



Passage-1 [M]

By the end of the 19th century, Iranian intellectuals were transforming Persian from the lingua franca of a centreless Persianate world spanning much of Asia into the language of national identity in the nation-state of Iran. Nationalist modernisers made reforming the Persian language a central project, whether they were democratic revolutionaries of the Constitutional Revolution (1905-11) or the authoritarian shahs of the Pahlavi dynasty (1925-79). Drawing on modern literary histories of Persian written by both Iranians and Indians, they refashioned Persian into a national language, and Persian literature into national heritage, positioning Iran as the proprietor of the Persianate tradition.

The Persian language we know today was born out of interaction with Arabic and Islam. Its precursors parsig and dari – now identified together as ‘Middle Persian’ – had been used by Zoroastrian priests and by the Sasanians, the Iranian dynasty that fell to the 7th-century Arab-Islamic conquest of Iran. Within a couple of centuries after the rise of Islam, the Persian language took on a new identity. It developed a new Arabic-derived script; large amounts of Arabic loanwords; a literature heavily indebted to Arabic forms, metres and imagery; and a new name, farsi, also influenced by Arabic. (The word farsi reflects, in part, the Arabic pronunciation of the earlier parsig.) Linguists call this Arabised form of the language ‘New Persian’. In the 9th century, Muslim empires began patronising New Persian as a vehicle for Islam, and spread it to the Indian subcontinent.

Modern literary histories offered a different narrative of Persian. Twentieth-century Iranian nationalists sought to distinguish the Persian language from Arabic. For them, the language was part of a continuous Iranian civilisation stretching back to the Achaemenids (the dynasty that ruled c700-330 BCE), encompassing the ‘Old Persian’ of the Achaemenid inscriptions, the ‘Middle Persian’ of the Sasanian court (c225-650 CE), and the ‘New Persian’ that followed the rise of Islam and endured

to the present day. Iranian nationalists like the great literary historian Muhammad-Taqi Bahar (1886-1951) emphasised the continuity of Persian over time, uninterrupted by Islam – and, by extension, Arabic – which they saw as belonging to a distinct civilisation.

Bahar’s civilisational paradigm, predicated on the notion of linguistic integrity and the association of a people with its language, came from European philology. His efforts to show Iranian continuity before and after the rise of Islam were a nationalist project, shaped by European Orientalism, especially its new philological knowledge of ancient Iranian languages.

1. What term do modern literary histories use to describe the Arabised form of the Persian language that emerged after the Islamic conquest of Iran? **[M]**
 - (a) Old Persian
 - (b) Middle Persian
 - (c) New Persian
 - (d) Achaemenid Persian
2. Who was a prominent Iranian nationalist and literary historian known for emphasizing the continuity of the Persian language over time, distinct from Arabic? **[E]**
 - (a) Rumi
 - (b) Al-Ghazali
 - (c) Muhammad-Taqi Bahar
 - (d) Ferdowsi
3. During which historical period did Muslim empires begin to patronize New Persian as a vehicle for Islam and spread it to the Indian subcontinent? **[E]**
 - (a) 7th century
 - (b) 9th century
 - (c) 11th century
 - (d) 13th century

4. Based on the passage, what was one of the primary goals of Iranian nationalists in the 20th century regarding the Persian language? **[E]**
- (a) To assimilate it into Arabic culture
 - (b) To emphasize its continuity with ancient Iranian civilizations
 - (c) To eradicate its Arabic loanwords
 - (d) To promote it as a lingua franca in the Persianate world
5. What was the main theme of the passage regarding the transformation of the Persian language and its role in Iranian identity formation? **[M]**
- (a) The influence of Arabic on the development of Persian
 - (b) The role of Iranian intellectuals in reforming Persian as a language of national identity
 - (c) The continuity of Persian language and civilization before and after the Islamic conquest
 - (d) The spread of Persian literature to the Indian subcontinent through Muslim empires

Passage-2 [M]

India is rich in dubious data. A good example is the Household Consumption Expenditure Survey, 2022-23. Its reams of data have been analysed threadbare, yet the analyses are necessarily as flawed as the data.

Economist Surjit Bhalla has used the data to calculate that extreme poverty (defined as those living on \$1.9/day at purchasing power parity) has crashed from 12.2% in 2011-12 to just 2% of the population. He also calculates that inequality (measured by the Gini coefficient) has fallen from 28.7 to 27 in rural areas and from 36.7 to 31.9 in urban areas. Does one cheer or sneer?

Major problem: those surveyed have no incentives to tell the truth and many to fib. For this very reason, election opinion polls and exit polls go terribly wrong despite pollsters spending large sums on sophisticated statistical techniques. Voters have strong incentives (including self-protection) to lie and none to be truthful.

My nephew once worked with a rural NGO. I asked him whether villagers would tell the truth about their economic conditions. He replied, "If asked by fellow villagers, they will exaggerate to impress. If asked by outsiders, they will claim to be in deep distress, just in case that qualifies them for some freebie." As freebies have proliferated, so have incentives to fib. Our statistical systems depend too much on self-reported data. This flawed methodology is being overhauled in other major economies. India must follow suit.

According to the latest survey, the richest 5% in rural areas spend just Rs 10,501 per month. Anybody familiar with the lifestyles of rich farmers — who own fancy cars and palatial bungalows — will laugh.

Cat out of the bag: The urban rich go shopping in London and skiing in Switzerland but the survey numbers don't reflect these spends

Worse, the 5% richest in urban areas—including the likes of Ambani and Adani — supposedly spend just Rs 20,821 per month! That's crazy. The urban rich go to London for weekend shopping and to Switzerland for winter skiing. They spend millions per painting at art auctions. Survey questionnaires are not designed to capture such expenditures. Most rich folk refuse to be interviewed, and the rest are economical with the truth.

The survey claims that rent accounts for only 0.78% of rural spending and 6.56% of urban spending. This will astonish couples who spend half their income on rent. Explanation? Most urban and almost all rural folk live in self-owned houses and pay no rent. In advanced countries, the imputed rental value of self-occupied homes is added, putting owners and renters on a level field. This is not done in India, and so greatly understates the real consumption of homeowners.

While accepting that surveys grossly underestimate the spending of the rich, Indian statisticians have assumed that the non-rich mainly tell the truth. Sorry, but they too have every incentive to understate. The problem is compounded by technical flaws like the omission of imputed rent in self-occupied homes.

Some economists argue that while absolute numbers for consumption may be under-reported, trends in consumption over time may be accurate. This will be so if the extent of under-reportage remains constant over time. In fact, proliferating freebies keep increasing the incentive to under-report. In consequence, overall consumption in surveys has been getting more flawed over time. Consumption estimated in the latest survey is less than half that recorded by GDP data. The gap is much smaller in major economies. But even there, economists acknowledge that self-reported data is unreliable, and so are seeking ways to fix the problem.

6. According to the Economist Surjit Bhalla's analysis of the Household Consumption Expenditure Survey 2022-23, what percentage of the Indian population is estimated to be living in extreme poverty, defined as those surviving on \$1.9/day at purchasing power parity? **[E]**
- (a) 5%
 - (b) 8%
 - (c) 2%
 - (d) 15%
7. Based on the passage, what can be inferred about the reliability of self-reported data in India's Household Consumption Expenditure Survey? **[M]**
- (a) Self-reported data tends to be highly accurate due to rigorous survey techniques.
 - (b) The Household Consumption Expenditure Survey relies heavily on self-reported data, which may lead to inaccuracies due to respondents' incentives to fib.





QUANTITATIVE TECHNIQUES

Module 1

CLAT, AILET & OLETs

Study Material

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Percentage

INTRODUCTION

Percentage is a mathematical concept used to express a part of a whole, with the whole being represented by 100. It is denoted by the symbol “%”. Percentages are frequently employed in various fields such as finance, business, and everyday calculations to convey proportions, changes, and comparisons. The term itself, “percent”, can be broken down into “per centum” in Latin, meaning “per hundred”, underscoring its fundamental association with one hundred.

Basic Concepts

- 1. Finding a Percentage of a Given Number:** To find a percentage of a given number, multiply the number by the percentage expressed as a decimal.
For example, to find 20% of 150, you would multiply 150 by 0.2.
- 2. Percentage as a Fraction and Decimal:** Percentage can be converted into a fraction by dividing it by 100. For example, 25% is equivalent to the fraction 25/100. Similarly, converting a percentage to a decimal involves moving the decimal point two places to the left, so 35% becomes 0.35 in decimal form.
- 3. Converting Fractions and Decimals to Percentages:** Converting a fraction to a percentage involves multiplying it by 100. For instance, 3/4 is equivalent to 75% when expressed as a percentage. When converting a decimal to a percentage, the decimal point is shifted two places to the right. Thus, 0.6 in decimal form becomes 60% in percentage form.

Percentage to Fraction Table

$5\% \rightarrow \frac{1}{20}$	$70\% \rightarrow \frac{7}{10}$	$33\frac{1}{3}\% = \frac{100}{3}\% = \frac{1}{3} \rightarrow 33.33\%$	$77\frac{7}{9}\% = \frac{7}{9} \rightarrow 77.77\%$
$10\% \rightarrow \frac{1}{10}$	$75\% \rightarrow \frac{3}{4}$	$66\frac{2}{3}\% = \frac{200}{3}\% = \frac{2}{3} \rightarrow 66.66\%$	$44\frac{4}{9}\% = \frac{4}{9} \rightarrow 44.44\%$
$15\% \rightarrow \frac{3}{20}$	$80\% \rightarrow \frac{4}{5}$	$16\frac{2}{3}\% = \frac{50}{3}\% = \frac{1}{6} \rightarrow 16.66\%$	$90\frac{10}{11}\% = \frac{10}{11} \rightarrow 90.90\%$
$20\% \rightarrow \frac{1}{5}$	$85\% \rightarrow \frac{17}{20}$	$83\frac{1}{3}\% = \frac{250}{3}\% = \frac{5}{6} \rightarrow 83.33\%$	$63\frac{7}{11}\% = \frac{7}{11} \rightarrow 63.63\%$
$25\% \rightarrow \frac{1}{4}$	$90\% \rightarrow \frac{9}{10}$	$12\frac{1}{2}\% = \frac{25}{2}\% = \frac{1}{8} \rightarrow 12.5\%$	$4\frac{1}{6}\% = \frac{1}{24} \rightarrow 4.34\%$
$30\% \rightarrow \frac{3}{10}$	$100\% \rightarrow 1$	$37\frac{1}{2}\% = \frac{75}{2}\% = \frac{3}{8} \rightarrow 37.5\%$	
$35\% \rightarrow \frac{7}{20}$	$2\% \rightarrow \frac{1}{50}$	$11\frac{1}{9}\% = \frac{100}{9}\% = \frac{1}{9} \rightarrow 11.11\%$	
$40\% \rightarrow \frac{2}{5}$	$4\% \rightarrow \frac{1}{25}$	$9\frac{1}{11}\% = \frac{100}{11}\% = \frac{1}{11} \rightarrow 9.09\%$	

$45\% \rightarrow \frac{9}{20}$	$8\% \rightarrow \frac{2}{25}$	$14\frac{2}{7}\% = \frac{100}{7}\% = \frac{1}{7} \rightarrow 14.28\%$	
$50\% \rightarrow \frac{1}{2}$	$12\% \rightarrow \frac{3}{25}$	$28\frac{4}{7}\% = \frac{200}{7}\% = \frac{2}{7} \rightarrow 28.57\%$	
$55\% \rightarrow \frac{11}{20}$	$16\% \rightarrow \frac{4}{25}$	$8\frac{1}{3}\% = \frac{25}{3}\% = \frac{1}{12} \rightarrow 8.33\%$	
$60\% \rightarrow \frac{3}{5}$		$7\frac{1}{7}\% = \frac{50}{7}\% = \frac{1}{14} \rightarrow 7.14\%$	
$65\% \rightarrow \frac{13}{20}$		$6\frac{2}{3}\% = \frac{20}{3}\% = \frac{1}{15} \rightarrow 6.66\%$	

Calculating Percentage Increase and Decrease

Percentage increase is determined by comparing the difference between a new value and an original value, divided by the original value, and then multiplied by 100. Conversely, percentage decrease follows a similar formula but involves subtracting the new value from the original value.

$$\text{Percentage Increase} = \left(\frac{\text{New Value} - \text{Original Value}}{\text{Original Value}} \right) \times 100$$

Similarly,

$$\text{Percentage Decrease} = \left(\frac{\text{Original Value} - \text{New Value}}{\text{Original Value}} \right) \times 100$$

Example 1: If a number is increased by 20% then find the ratio of its initial value to the final value?

Solution: Initial value : Final value

$$100 : 120$$

$$5 : 6$$

$$\text{Second way} - 20\% = 6x \times \left(\frac{4}{3} \right) = 8x$$

Which means initial value = 5

And it is increased by 1 then its final value is $5 + 1 = 6$

Ratio = Initial : Final

$$5 : 6$$

Example 2: If a number is decreased by $5x \times \frac{5}{4} = \frac{25x}{4}$ then

find the ratio of its initial and final value

Solution: Fractional value of $8x + \frac{25x}{4} = \frac{57x}{4}$ is $\frac{1}{3}$

Then initial value is 3 then 1 is decreased from it then its final value = $3 - 1 = 2$.

Initial value : Final value

$$3 : 2$$

Successive Percentage Changes

Example 3: If a quantity increased by 10% and the resultant quantity again increased by 10% then find the overall change in the quantity in percentage?

Solution:

Method 1 - Basic Method

We can assume that number is 100

After first increment of 10% it becomes = 110

After second increment it becomes 110% of 110 = 121

Required changes = 21%

Method 2 - Ratio method

Fractional value of 10% = $\frac{1}{10}$ and it is increased then its value becomes $(10 + 1) = 11$

Initial : Final

$$10 : 11$$

$$\times 10 : 11$$

$$100 : 121$$

Overall Increment = 21%

Method 3 - Formula Method

$$A + B + \frac{AB}{100}$$

$$10 + 10 + \frac{10 \times 10}{100} = 21\%$$

This method is very easy but it is complicated for decimal and improper fractional values.

Points to remember

- If A is 30% more than B then Find the ratio of A : B?
- If A is 30% less than B then Find A : B?
- If A is 30% of B then find A : B?

All three statements are different from each other and students mostly confused in it. So try to learn to strong your concepts.



internal mismanagement, and inflation are stifling growth and increasing economic inequality. Addressing these challenges will require not only economic reforms but also a resolution of geopolitical tensions to restore investor confidence and revitalize the economy. Failure to act could lead to prolonged stagnation and heightened social unrest.

- 13.** By what amount the GDP of tourism sector decline in 2024 as compared to 2023?
 (a) \$4.2 billion (b) \$1.2 billion
 (c) \$3.2 billion (d) \$5.2 billion
- 14.** The difference between the amount by which export sector decline from 2023 to 2024, and the amount of contribution to GDP in 2023?
 (a) \$70 billion (b) \$80 billion
 (c) \$75 billion (d) \$50 billion

- 15.** The decline in education sector is what percent more or less as compared to decline in export sector?
 (a) 78% less (b) 80% less
 (c) 86% less (d) 80% more
- 16.** By how much did the employment sector decline in 2024 compared to 2023?
 (a) \$4.8 billion (b) \$4.0 billion
 (c) \$7.0 billion (d) \$2.8 billion
- 17.** The amount of business sector contribute to GDP in 2023, is what percent of the decline in 2024?
 (a) 686.67% (b) 666.67% (c) 646.67% (d) 626.67%
- 18.** The ratio of the amount of decline of education sector to the decline of business sector is?
 (a) 2:9 (b) 2:7 (c) 2:11 (d) 2:13



- 1.** (c) **2.** (d) **3.** (a) **4.** (b) **5.** (a) **6.** (c) **7.** (a) **8.** (d) **9.** (c) **10.** (b)
11. (b) **12.** (a) **13.** (c) **14.** (a) **15.** (b) **16.** (a) **17.** (b) **18.** (b)



- 1. (c) Calculate the incentive amounts for each department:**

HR department: $35\% \text{ of } ₹50,000 = 0.35 \times 50,000 = ₹17,500$

DTP department: $20\% \text{ of } ₹50,000 = 0.20 \times 50,000 = ₹10,000$

Blogging department: $10\% \text{ of } ₹50,000 = 0.10 \times 50,000 = ₹5,000$

SEO department: Equal to DTP department = ₹10,000

Content team: Remaining amount = $₹50,000 - (17,500 + 10,000 + 5,000 + 10,000) = ₹7,500$

Determine the number of employees in each department:

HR department: 60 employees

SEO department: equal to HR department = 60 employees

DTP department: 10 more than SEO department = $60 + 10 = 70$ employees

Content team: twice the number of DTP department = $2 \times 70 = 140$ employees

Verify the total number of employees:

Total employees = HR department + SEO department + DTP department + Content team + Blogging department

Let the number of Blogging department employees be B.

Therefore, $60 + 60 + 70 + 140 + B = 410$

Simplify to find B: $330 + B = 410$

$B = 410 - 330 = 80$ employees

Incentive Distribution:

HR department: ₹17,500

DTP department: ₹10,000

Blogging department: ₹5,000

SEO department: ₹10,000

Content team: ₹7,500

Number of Employees:

HR department: 60

SEO department: 60

DTP department: 70





QUANTITATIVE TECHNIQUES

Practice Module

CLAT, AILET & OLETs

Study Material

Practice Module

(Easy, Moderate, Difficult)



EASY

Passage 1

Two innings are played by 4 different players, that is, Dhoni, kohli, sharma and jadeja. Dhoni scored 60 runs in 1st inning. Score of dhoni and kohli in 1st inning is in ratio 2 : 3. Runs scored by Sharma in 2nd inning is 10% less than that of runs scored by dhoni in 1st inning. Runs scored by kohli in 2nd inning is 16.67% more that is scored by sharma in 2nd inning. Total runs scored in 1st and 2nd inning is same that is 300 and runs scored by sharma and jadeja in 1st inning is same. Runs scored by jadeja in 1st and 2nd inning is in ratio 3 : 4.

1. If runs scored by Kohli in 1st inning is increased by 30% then, what will be the total runs scored in 1st inning?
(a) 327 (b) 433 (c) 280 (d) 545
2. What is the difference between average runs scored by dhoni and kohli together in 2nd inning and average runs scored by sharma and jadeja together in 1st inning.
(a) 4 (b) 6 (c) 5 (d) 2
3. Find out that runs scored by jadeja in 2nd inning is how much percent of total runs scored in 2nd inning.
(a) 33.33% (b) 45% (c) 56% (d) 66.67%
4. Find out the runs of kohli scored in 1st inning is how much percent more than the runs scored by jadeja in 1st inning.
(a) 33% (b) 20% (c) 16% (d) 28%
5. What is the ratio of runs scored by sharma in 1st inning to the 2nd inning?
(a) 11 : 25 (b) 9 : 13 (c) 25 : 18 (d) 7 : 15

Passage 2

The 2022 Global Nutrition Report reveals significant disparities in nutritional status across different regions of the world. The report highlights the percentage of populations affected by malnutrition and the progress made towards global nutrition

targets. As per the report, 22% of the global population is considered malnourished, with the highest rates observed in low-income countries. In contrast, high-income countries have a malnutrition rate of 12%. The report also notes that 15% of children under five years old worldwide are malnourished, which is a 2% decrease from the previous year. The report sets ambitious targets for the coming year, aiming to reduce the global malnutrition rate by 5% and the child malnutrition rate by 3%. To achieve these goals, international organizations have pledged to increase funding for nutrition programs by 30%.

6. If the global population is 7.9 billion, calculate the number of malnourished individuals worldwide.
(a) 1.738 billion (b) 1.568 billion
(c) 1.631 billion (d) 1.848 billion
7. Given the current malnutrition rates, how many more individuals in low-income countries are malnourished compared to high-income countries?
(a) 1.05 billion (b) 950 million
(c) 880 million (d) 790 million
8. If the child population under five years old is 700 million, how many children are currently malnourished?
(a) 95 million (b) 120 million
(c) 105 million (d) 110 million
9. What is the target number of malnourished children for the next year, assuming the child population remains constant?
(a) 102 million (b) 98 million
(c) 89 million (d) 85 million
10. If international organizations currently allocate \$10 billion for nutrition programs, what will be the new budget after the pledged increase?
(a) \$14 billion (b) \$13 billion
(c) \$11 billion (d) \$12 billion

11. Assuming the efforts are successful and the global malnutrition rate decreases by 5%, calculate the new percentage of the global population that will be malnourished.
- (a) 19% (b) 18% (c) 16% (d) 17%

Passage 3

There are 5 container A, B, C, D and E filled with mixture of milk and water. Capacity of Container A, C and E is equal. ratio of milk and water in container C is 11 : 13. Milk in container A is $\frac{8}{11}$ th part of milk contained in container C. Quantity of water in container E is $\frac{9}{10}$ th part of quantity of water in container A. Total mixture in container D is 98 litres and quantity of milk in D is $\frac{7}{24}$ th part of total mixture in E. Quantity of water in container B is $66\frac{2}{3}\%$ more than milk in container B and total

mixture in container B is 18 litre less than total mixture in container D.

Based on following information answer the following questions:

12. Find the ratio of total quantity of milk in container A and C to the container D and E?
- (a) 120 : 121 (b) 20 : 19 (c) 95 : 83 (d) 24 : 43
13. Find the average of total quantity of milk in all 5 containers?
- (a) 41.6 (b) 20.45 (c) 44.23 (d) 47
14. Find the ratio of water in Container C to the water in Container A?
- (a) 12 : 17 (b) 13 : 16 (c) 16 : 13 (d) 24 : 23
15. Find the average of total quantity of water in all five containers?
- (a) 65 (b) 70 (c) 60 (d) 66
16. Find the percentage of milk in container C and E together from total mixture in both container?
- (a) 42% (b) 43% (c) 44% (d) 45%

Passage 4

In the bustling economy of a developing nation, the government's focus on enhancing agricultural productivity led to a significant increase in fertiliser subsidies, which rose from 2% of the total agricultural budget in 2019 to 14% in 2022; concurrently, the investment in agricultural machinery saw a more modest increase from 10% to 12%. The total agricultural budget in 2022 was reported to be \$50 billion, a substantial rise from \$40 billion in 2019. The government also introduced a new scheme to support organic farming, which accounted for 12.5% of the total budget in 2022, while the allocation for irrigation projects was reduced to $16\frac{2}{3}\%$ of the budget to diversify the investment in the sector.

17. What was the amount allocated for fertilizer subsidies in 2022?

(a) \$5 billion (b) \$7 billion
(c) \$6 billion (d) \$8 billion

18. How much did the investment in agricultural machinery increase in terms of the budget from 2019 to 2022?

(a) 2% (b) 3% (c) 4% (d) 5%

19. What was the total budget increase for the agricultural sector from 2019 to 2022?

(a) \$10 billion (b) \$12 billion
(c) \$15 billion (d) \$20 billion

20. If the budget for organic farming was 12.5% of the total, how much was it in 2022?

(a) \$5.75 billion (b) \$6.5 billion
(c) \$6.25 billion (d) \$7.75 billion

21. What fraction of the total agricultural budget was allocated to irrigation projects in 2022?

(a) $\frac{1}{8}$ (b) $\frac{1}{5}$ (c) $\frac{1}{7}$ (d) $\frac{1}{6}$

Passage 5

Amidst the global push for renewable energy, a small European country made headlines by increasing its wind energy production from 5% of its total energy mix in 2019 to an impressive 20% in 2022, while solar energy contributions remained steady at 10%. The total energy production in 2022 was estimated at 200 terawatt-hours (TWh), up from 150 TWh in 2019. The government's commitment to reducing carbon emissions saw a decrease in coal energy production, which dropped to $14\frac{2}{7}\%$ of the total energy mix, and a surge in investments in energy storage solutions, which received 11.11% of the total energy budget.

22. What was the wind energy production in TWh in 2022?

(a) 30 TWh (b) 40 TWh (c) 50 TWh (d) 60 TWh

23. By how many TWh did the total energy production increase from 2019 to 2022?

(a) 40 TWh (b) 50 TWh (c) 60 TWh (d) 70 TWh

24. If coal energy production was $14\frac{2}{7}\%$ of the total, how much was it in TWh in 2022?

(a) $28\frac{4}{7}$ TWh (b) $30\frac{3}{7}$ TWh
(c) $25\frac{2}{9}$ TWh (d) $35\frac{1}{11}$ TWh





HOTS MODULE

All Subjects

CLAT, AILET & OLETs

Study Material





Practice Question

LEGAL REASONING (Q 1 - Q 120)

1. Victor, known for his illicit activities, recently smuggled a batch of rare diamonds from abroad into India. During a security check at the airport, to evade arrest, he handed the diamonds to his accomplice, a minor named Eli, who was traveling with him. After Victor managed to evade the police, he asked Eli to return the diamonds for safekeeping as per their initial agreement. Eli refused to return them. Did Eli breach their agreement?
 - (a) Yes, he violated the agreement because he refused to return the diamonds to Victor.
 - (b) Yes, he violated the agreement because he did not use the diamonds for a specific purpose.
 - (c) No, he did not violate the agreement as there was no specific purpose outlined, so it was not a bailment.
 - (d) No, he did not violate the agreement because it was not a valid contract in the first place.
2. Rahul is a young man who has just turned 17 and is without any immediate family, as his parents passed away in a recent accident. To finance his college education, he sought financial assistance from a family acquaintance, named Karan. Rahul promised Karan that he would repay the loan in installments once he began working after completing his education. Karan, trusting Rahul, lent him the money without drafting a formal contract. Three years later, after Rahul had graduated and secured employment, Karan requested repayment. Rahul declined, pointing out that there was no formal contract between them. Consider if the money can be recovered based on the principle of promissory estoppel.
 - (a) Yes, the money can be recovered because Rahul is no longer a minor at the time of fulfilling the promise.
 - (b) Yes, the money can be claimed because Karan relied on Rahul's promise.
 - (c) No, the money cannot be claimed because Karan did not act upon Rahul's promise.
 - (d) No, the money cannot be claimed because Rahul was a minor when he made the promise.
3. Which one of the following scenarios does not describe a quasi contract? Select the correct option:
 - (a) A company mistakenly sends a luxury phone to a customer who had ordered a basic model. The customer notices the error but decides to keep the luxury phone.
 - (b) You make an advance payment to a contractor for remodeling your kitchen, but the contractor stops work and leaves it unfinished.
 - (c) Your neighbor uses your lawnmower without asking and damages it.
 - (d) You discover a wallet containing cash and IDs and return it to its rightful owner.
4. You're a freelance graphic designer renowned for your high-quality work. A new client has approached you with a standard contract for your services, which you're eager to accept. However, the contract demands completion of the project within a very tight deadline and does not offer extra pay for working beyond this deadline. Additionally, it stipulates that all intellectual property rights, even if the project isn't completed on time, will be owned by the client. Given these conditions, what is a reason to reconsider signing this contract?
 - (a) The client retains ownership of all project outputs, potentially restricting your creative influence on future projects.
 - (b) The extremely tight deadline without additional compensation for overtime could result in both stress and financial loss if not met.
 - (c) The use of a standard form contract may place freelancers at a disadvantage due to limited bargaining power.
 - (d) All of the above.

5. Marcus has agreed to indemnify Laura for any losses resulting from his actions or those of a third party, Nathan, linked to a construction venture. Nathan sues Laura for contract violation, imposing hefty legal fees on her. Moreover, Laura incurs expenses for repairs due to damages from Nathan's carelessness during the build and also suffers economic losses due to operational disruptions instigated by Nathan's conduct. Under the Contract Act, 1872, for which of these costs is Marcus accountable?
 - (a) Legal costs borne by Laura while contesting Nathan's legal challenge.
 - (b) Expenses for rectifying damages inflicted during construction due to Nathan's negligence.
 - (c) Economic damages Laura endures due to business halts caused by Nathan.
 - (d) All of the above.
6. Suppose Company A engages Company B to develop a software application for its business needs. During the development phase, Company A finds out that Company B is utilizing proprietary technology owned by another entity, thus infringing on that entity's intellectual property rights. Alarmed by the potential legal consequences, Company A decides to take legal steps to stop any further contract violations. What legal action can Company A take under the Indian Contract Act to prevent Company B from continuing to use the proprietary technology?
 - (a) Seek an injunction to compel Company B to complete the software as per the original agreement.
 - (b) Terminate the contract and seek damages for the infringement of intellectual property rights.
 - (c) File a lawsuit for specific performance to make Company B stop using the proprietary technology.
 - (d) Apply for an injunction to prevent Company B from further violating the contract terms by using the proprietary technology.
7. Mira is a real estate agent based in Srinagar, having started her business following the repeal of Article 370 in the Indian Constitution. Mira entered into a contract with Alex to lease her commercial property in Srinagar for a duration of five years. However, prior to the commencement of the lease, the government introduced new regulations that prohibit the operation of businesses in the location of Mira's property. What is the current status of the contract between Mira and Alex?
 - (a) Valid, as it was established before the new government regulation.
 - (b) Void, due to impossibility of performance.
 - (c) Voidable, at the discretion of Alex.
 - (d) Enforceable, with government approval.
8. Tom Bradley is renowned for his extensive collection of vintage automobiles. He meticulously cares for his vehicles and even operates two classic car museums in Ruthlessland. Janet Greenwood agrees to sell her vintage car, XYZ Medalia 260cc, to Tom for ₹ 2 crores. Subsequently, Tom discovers that Janet misrepresented the car's mileage, making him believe it was lower than it actually is. Feeling misled, Tom decides he wants to withdraw from the purchase agreement made earlier. What is the current legal status of the contract between Janet and Tom?
 - (a) Valid, because the contract was already established when the misrepresentation was recognized.
 - (b) Void, as Janet misrepresented the actual mileage.
 - (c) Voidable, at the discretion of Tom.
 - (d) Enforceable, but only after Tom receives compensation for the misrepresentation.
9. During a contract negotiation for a new corporate headquarters, BuilderCorp anticipates that the cost of materials will increase due to market speculation, potentially threatening the project's completion. Before any price increase, BuilderCorp informs the client, MegaCorp, that it cannot continue under the original terms. If MegaCorp decides to treat this as a breach of contract and seeks damages under the Indian Contract Act, is this legally justified?
 - (a) Yes, because they are entitled to terminate the contract and seek damages as permitted by the Act.
 - (b) No, because they must first allow BuilderCorp to adjust the terms of the contract.
 - (c) Yes, because BuilderCorp should be permitted to renegotiate the contract in response to unforeseen economic changes.
 - (d) No, because BuilderCorp has not yet failed to meet any of the contract's terms.
10. Michael is a businessman based in Massachusetts, United States. He enters into a contract with a vendor named Trident to buy 10,000 widgets at a fixed price of USD 1 million. The contract stipulates that Michael will owe the full payment even if he decides to cancel the order for any reason. After finalizing the agreement, Michael discovers a significant decrease in market demand for widgets and wants to terminate the contract to avoid financial losses. Is the contract enforceable?
 - (a) Void - The contract was never legally enforceable.
 - (b) Voidable - Michael has the option to cancel due to unforeseen circumstances.
 - (c) Unenforceable - Neither party can sue if the contract is breached.
 - (d) Valid - Michael is required to pay the full amount even if he cancels.



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CLAT SPECIFIC:

CLAT 2020-2025 (ENGLISH)

Topic	Number of questions (in)					
	2020	2021	2022	2023	2024	2025
Reading Comprehension	30 (5+5+5+5+5+5)	30 (5+5+5+5+5+5)	30 (5+5+5+5+5+5)	30 (5+5+5+5+5+5)	24 (6+6+6+6)	24 (6+6+6+6)
Total	30	30	30	30	24	24

ENGLISH LANGUAGE (2024)

Topic	Passage Topic	Question Topic	Number of Questions
Reading Comprehension	Passage 1 - Literature	1. Retrieval 2. Vocab 3. Main Theme	6
Reading Comprehension	Passage 2 - Literature	1. Retrieval 2. Vocab 3. Main Thesis 4. Most Likely	6
Reading Comprehension	Passage 3 - Literature	1. Retrieval 2. Statement and Assumption	6
Reading Comprehension	Passage 4 - Literature	3. Retrieval	6

ENGLISH LANGUAGE (2025)

Topic	Passage Topic	Question Topic	Number of Questions
Reading Comprehension	Passage 1 - Literature	1. Retrieval 2. Vocab	6
Reading Comprehension	Passage 2 - Education	1. Retrieval 2. Vocab	6
Reading Comprehension	Passage 3 - Literature	1. Retrieval 2. Vocab	6
Reading Comprehension	Passage 4 - Education	1. Retrieval	6

GENERAL KNOWLEDGE SECTION (2020-23)

Topic	Subtopic	2020 (35 questions)	2021 (34 questions)	2022 (34 questions)	2023 (34 questions)
Current Affairs	National	10	9	9	7
	International	8	7	8	10
Static GK	History	4	4	4	4
	Geography	4	4	4	0
	Economics	3	4	4	1
	Science and Technology	2	3	2	10
	Miscellaneous	4	3	3	2
	Total Questions	35	34	34	34

AILET SPECIFIC:

AILET 2020-2023 (ENGLISH)

Topic	Number of questions (in)			
	2020	2021	2022	2023
Reading Comprehension	8 (8)	5 (5)	50 (3+6+8+5+10+5+5+3)	50 (5+5+5+5+5+5+5+5)
Grammar	17	3	-	
Idioms and Phrases	4	1	-	
Fill in the blanks	6	4	-	
Para-completion	-	6	-	
Figure of speech	-	1	-	
Analogy	-	1	-	
Odd one out	-	5	-	
Vocabulary	-	4	-	
Substitution	-	5	-	
Total	35	35	50	50

AILET 2024 (English)

Topic	Passage Topic	Question Topic	Number of Questions
Reading Comprehension	PASSAGE 1- Literature	1. Retrieval 2. Statement	5
Reading Comprehension	PASSAGE 2- Fiction	1. Retrieval 2. Vocab 3. Sequence	7
Reading Comprehension	PASSAGE 3- Technology	1. Retrieval 2. Most Likely 3. Participle Phrase 4. Vocab 5. Inference 6. Most Weaken	10
Reading Comprehension	PASSAGE 4- Literature	1. Retrieval 2. Cause and Effect 3. Vocab	10
Reading Comprehension	PASSAGE 5 - EVs	1. Retrieval 2. Sequence 3. Statement 3. Vocab	7
Reading Comprehension	PASSAGE 6 - National Health Survey	1. Retrieval 2. Contextual	5
Reading Comprehension	PASSAGE 7 - Literature	1. Vocab 2. Retrieval 3. Relationship	5



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1

READING COMPREHENSION

Directions (1-6): Read the following passage and answer the given questions. (2025)

From a very early age, I knew that when I grew up, I should be a writer. I had the lonely child's habit of making up stories and holding conversations with imaginary persons, and I think from the very start my literary ambitions were mixed up with the feeling of being isolated and undervalued. I knew that I had a facility with words and a power of facing unpleasant facts, and I felt that this created a sort of private world in which I could get my own back for my failure in everyday life. I wanted to write enormous naturalistic novels with unhappy endings, full of detailed descriptions and arresting similes, and also full of purple passages in which words were used partly for the sake of their sound. I give all this background information because I do not think one can assess a writer's motives without knowing something of his early development.

His subject-matter will be determined by the age he lives in — at least this is true in tumultuous, revolutionary ages like our own — but before he ever begins to write he will have acquired an emotional attitude from which he will never completely escape. It is his job to discipline his temperament, but if he escapes from his early influences altogether, he will have killed his impulse to write. I think there are four great motives for writing, at any rate for writing prose. They are: (i) Sheer egoism: Desire to seem clever, to be talked about, to be remembered after death, to get your own back on grownups who snubbed you in childhood; (ii) Aesthetic enthusiasm: Desire to share an experience which one feels is valuable and ought not to be missed (iii) Historical impulse: Desire to see things as they are, to find out true facts and store them up for the use of posterity (iv) Political purpose: Desire to push the world in a certain direction, to alter other people's idea of the kind of society that they should strive after.

(Extracted with edits from George Orwell's "Why I Write")

1. For the author, aesthetic enthusiasm is an important motive for writing because it ...
 - (a) Shapes the thoughts
 - (b) Creates an artistic piece
 - (c) Becomes invaluable
 - (d) Non-utilitarian
2. The author strongly advocates the writers to:
 - (a) Avoid any egoistic impression in their work
 - (b) Be apolitical in their approach

- (c) Be contemporary in their treatment of their work
- (d) None of the above

3. Which of the following is a synonym for the word "tumultuous"?
 - (a) Chaotic
 - (b) Turbulent
 - (c) Disorderly
 - (d) All of the above
4. George Orwell's loneliness during childhood led to
 - (a) Estrangement with his father
 - (b) Unhappy days
 - (c) Making up stories
 - (d) Unpleasant incidents
5. Why does Orwell give background information?
 - (a) He had the lonely child's habits
 - (b) It is essential to know about motives of writers
 - (c) Because of his historic impulse
 - (d) Due to the aesthetic enthusiasm
6. If writer escapes from early impulses, he will ...
 - (a) Lose his urge to write
 - (b) Be unable to imagine creatively
 - (c) Be able to converse with imaginary characters
 - (d) Be able to influence others

Directions (7-12): Read the following passage and answer the given questions. (2025)

Education is not the amount of information that is put into your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making assimilation of ideas.... If education were identical with information, the libraries are the sages in the world and encyclopaedias are the rich. Getting by heart the thoughts of others in a foreign language and stuffing your brain with them and taking some University degree, you consider yourself educated. Is this education? What is the goal of your education? Open your eyes and see what a piteous cry for food is rising in the land of Bharata, proverbial for its food. Will your education fulfill this want?

We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet. What we need to study independent

of foreign control, different branches of the knowledge that is our own, and with it the English language and Western science; we need technical education and all else that will develop industries so that men instead of seeking for service may earn enough to provide for themselves and save against a rainy day. The end of all education, all training, should be man-making. The end and aim of all training are to make the man grow. The training by which the current expression of will are brought under control and become fruitful, is called education. What our country now wants are muscles of iron and nerves of steel, gigantic wills, which nothing can resist, which can penetrate into the mysteries and secrets of the universe and will accomplish the', mama in any fashion, even if it meant going down to the bottom of the ocean, meeting death face to face.

There is only one method of attaining knowledge. It is by concentration. The very essence of education is concentration of mind. From the lowest to the highest man, all have to use the same method to attain knowledge. The chemist who works in the laboratory concentrates on elements to analyze them. Knowledge is acquired by concentration.

[Extracted with edits from "Education" by Swami Vivekananda]

7. According to the author, we need to study:
 - (a) English Language
 - (b) Technical Education
 - (c) Western Science
 - (d) All of the above
8. According to the author, which among the following is key to attain knowledge?
 - (a) University Degrees
 - (b) Library
 - (c) Concentration of mind
 - (d) Hard work and sports training
9. Which of the following words is related to the word "assimilation"?
 - (a) Integration
 - (b) Adjustment
 - (c) Acclimatization
 - (d) All of the above
10. Education, as described by the author means:
 - (a) Information
 - (b) Library
 - (c) Degrees
 - (d) None of the above
11. As per the author, the aim of education should be:
 - (a) To help a person build his/her character
 - (b) To help a person earn his/her livelihood
 - (c) To help a person develop his/her intellect
 - (d) All of the above
12. According to the author the country wants:
 - (a) Massive will power

- (b) Spirit of philanthropy
- (c) Iron and steel industries
- (d) All of the above

Directions (13-18): Read the following passage and answer the given questions. (2025)

Punctually at midday, he opened his bag and spread out his professional equipment, which consisted of a dozen cowrie shells, a square piece of cloth with obscure mystic charts on it, a notebook, and a bundle of palmyra writing. His forehead was dazzling with sacred ash and vermilion, and his eyes sparkled with a sharp, abnormal gleam which was really an outcome of a continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted. The power of his eyes was considerably enhanced by their position—placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks: even a half-wit's eyes would sparkle in such a setting. People were attracted to him as bees are attracted to cosmos or dahlia stalks. He sat under the boughs of a spreading tamarind tree which flanked a path running through the town hall park. It was a remarkable place in many ways: a surging crowd was always moving up and down this narrow road morning till night. A variety of trades and occupations was represented all along its way: medicine sellers, sellers of stolen hardware and junk, magicians, and, above all, an auctioneer of cheap cloth, who created enough din all day to attract the whole town. Next to him in vociferousness came a vendor of fried groundnut, who gave his wares a fancy name each day, calling it "Bombay Ice Cream" one day, and on the next "Delhi Almond," and on the third "Raja's Delicacy," and so on and so forth, and people flocked to him. A considerable portion of this crowd dallied before the astrologer too. The astrologer transacted his business by the light of a flare which crackled and smoked up above the groundnut heap nearby.

(Extracted with edits from "An Astrologer's Day" by R.K. Narayan)

13. Which among the following is the word for the phrase 'Bright and colourful in an impressive way'?
 - (a) Mystic
 - (b) Flare
 - (c) Sparkle
 - (d) Dazzling
14. Which among the following is not a trade or occupation represented in the pathway running through the town hall park?
 - (a) Magicians
 - (b) Medicine sellers
 - (c) Auctioneers of cheap Bags
 - (d) Sellers of Stolen Hardware



15. Who among the following used names like “Bombay Ice Cream”, “Delhi Almond,” and “Raja’s Delicacy” to attract the crowd?
- The sellers of cheap clothes
 - The sellers of Medicine
 - The ice cream seller
 - The groundnut seller
16. Which among the following is the meaning of the expression ‘vociferousness’?
- Expressing opinions or feelings in a loud and confident way
 - Words that are spoken or sung to have a magical effect
 - Willing or prepared to do something
 - To hang about aimlessly
17. When did the astrologer usually start his day’s business?
- When people are attracted to him as bees
 - When the surging crowd move up and down the road
 - Punctually at midday
 - By the light of a flare
18. What was considered as a prophetic light by the simple clients of the astrologer?
- The resplendent forehead of the astrologer with sacred ash and vermilion
 - The sparkling eyes of the astrologer with an abnormal gleam
 - The dark whiskers which streamed down the cheeks of the astrologer
 - The saffron coloured turban around the head of astrologer

Directions (19-24): Read the following passage and answer the given questions. (2025)

The right kind of education consists in understanding the child as he is without imposing upon him an ideal of what we think he should be. To enclose him in the framework of an ideal is to encourage him to conform, which breeds fear and produces in him a constant conflict between what he is and what he should be: and all inward conflicts have their outward manifestations in society. If the parent loves the child, he observes him, he studies his tendencies, his moods, and peculiarities. It is only when one feels no love for the child that one imposes upon him an ideal, for then one’s ambitions are trying to fulfill themselves in him, wanting him to become this or that. If one loves, not the ideal but the child, then there is a possibility of helping him to understand himself as he is.

Ideals are a convenient escape, and the teacher who follows them is incapable of understanding his students and dealing with them

intelligently; for him, the future ideal, the what should be, is for more important than the present child. The pursuit of an ideal excludes love, and without love no human problem can be solved. If the teacher is of the right kind, he will not depend on a method, but will study each individual pupil. In our relationship with children and young people, we are not dealing with mechanical devices that can be quickly repaired, but with living beings who are impressionable, volatile, sensitive, afraid, affectionate: and to deal with them, we have to have great understanding, the strength of patience and love. When we lack these, we look to quick and easy remedies and hope for marvellous and automatic results. If we are unaware, mechanical in our attitudes and actions, we fight shy of any demand upon us that is disturbing and that cannot be met by an automatic response, and this is one of our major difficulties in education.

(Extract with edits from “The right kind of Education” by J. Krishna Marti)

19. According to the passage, why do we look for quick and easy remedies and hope for marvellous and automatic results?
- Because children are impressionable, volatile, sensitive, and affectionate
 - Because of major difficulties in education
 - Because we lack intelligence and skills
 - Because we lack understanding, patience and love
20. What does the passage highlight as the quality of a parent who really desires to understand his child?
- They look at their child through the prism of an ideal
 - They observe and study the tendencies, moods, and peculiarities of the child
 - They love their child to become someone great as per their ambitions
 - They encourage the child to find out what she/he is and what she/he should be
21. What is the antonym for the word “volatile”?
- Stable
 - Steady
 - Constant
 - All of the above
22. Which of the following currently reflects the intention of the author of this passage?
- The right kind of education for a child cannot be without love, care and understanding
 - True education should be governed by tendency to conform a child to our ideals
 - The teacher should focus on how a child should be according to his/her methodology, hope, or expectation
 - Parents and teachers should work together collectively to guide a child on what she/he should do at per their ambitions



- 165.** Which of the following best summarizes the main idea of the passage?
- It is time to unleash the full potential of Telemedicine.
 - It is time to unleash the full potential of Telemedicine with cognisance of its possible flaws.
 - Technology has not been utilised to its fullest to suit the current needs.
 - People should not be skeptical about the advantages of telemedicine.
- 166.** Which of the following is a significant factor contributing in slow employment of Telemedicine in India?
- Telemedicine was never employed in India.
 - There was an absence of regulations regarding the use of telemedicine consultations and medication systems.
 - Telemedicinal Society of India failed in its efforts to promote the importance of such a system in the country.
 - All of the above.
- 167.** Telecommunication based medication has the potential for an easy outreach because:
- Pilot experiments in telemedicine have been proved to be successful.
 - It helps in easier communication of medical images from one place to another.
 - It helps in securing sensitive medical information.
 - All of the above.
- 168.** What is the meaning of the expression 'Shot in the arm' used in the passage?
- Hitting the nail on its head.
 - Bull's Eye
 - Positive Impact on something
 - All of the above.



- | | | | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1. (c) | 2. (d) | 3. (d) | 4. (c) | 5. (b) | 6. (a) | 7. (d) | 8. (c) | 9. (d) | 10. (d) |
| 11. (d) | 12. (a) | 13. (d) | 14. (d) | 15. (d) | 16. (a) | 17. (c) | 18. (b) | 19. (d) | 20. (b) |
| 21. (d) | 22. (a) | 23. (b) | 24. (c) | 25. (b) | 26. (b) | 27. (c) | 28. (b) | 29. (b) | 30. (c) |
| 31. (b) | 32. (a) | 33. (c) | 34. (b) | 35. (b) | 36. (c) | 37. (b) | 38. (b) | 39. (d) | 40. (c) |
| 41. (d) | 42. (b) | 43. (c) | 44. (b) | 45. (c) | 46. (c) | 47. (a) | 48. (b) | 49. (b) | 50. (c) |
| 51. (a) | 52. (c) | 53. (b) | 54. (a) | 55. (c) | 56. (c) | 57. (a) | 58. (b) | 59. (b) | 60. (b) |
| 61. (c) | 62. (d) | 63. (a) | 64. (b) | 65. (a) | 66. (c) | 67. (d) | 68. (d) | 69. (a) | 70. (b) |
| 71. (d) | 72. (b) | 73. (b) | 74. (d) | 75. (b) | 76. (a) | 77. (d) | 78. (c) | 79. (b) | 80. (c) |
| 81. (d) | 82. (c) | 83. (a) | 84. (d) | 85. (c) | 86. (b) | 87. (b) | 88. (a) | 89. (d) | 90. (a) |
| 91. (b) | 92. (d) | 93. (c) | 94. (c) | 95. (d) | 96. (b) | 97. (a) | 98. (d) | 99. (c) | 100. (d) |
| 101. (b) | 102. (c) | 103. (d) | 104. (b) | 105. (d) | 106. (a) | 107. (a) | 108. (c) | 109. (b) | 110. (a) |
| 111. (a) | 112. (d) | 113. (c) | 114. (a) | 115. (b) | 116. (d) | 117. (a) | 118. (a) | 119. (b) | 120. (d) |
| 121. (a) | 122. (d) | 123. (d) | 124. (b) | 125. (d) | 126. (c) | 127. (c) | 128. (d) | 129. (a) | 130. (d) |
| 131. (c) | 132. (a) | 133. (c) | 134. (a) | 135. (b) | 136. (a) | 137. (d) | 138. (c) | 139. (a) | 140. (d) |
| 141. (b) | 142. (b) | 143. (c) | 144. (a) | 145. (d) | 146. (d) | 147. (a) | 148. (d) | 149. (a) | 150. (c) |
| 151. (c) | 152. (c) | 153. (c) | 154. (d) | 155. (b) | 156. (c) | 157. (a) | 158. (c) | 159. (b) | 160. (b) |
| 161. (a) | 162. (d) | 163. (d) | 164. (a) | 165. (b) | 166. (b) | 167. (d) | 168. (c) | | |





1. (c) **Context from the Passage**

In George Orwell's "Why I Write," **aesthetic enthusiasm** is identified as one of the four key motives for writing. Orwell explains it as the **desire to share an experience that one feels is valuable and ought not to be missed**. This highlights the writer's recognition of the emotional, artistic, and irreplaceable worth of a particular experience. The act of writing becomes a means to preserve and communicate this significance to others, making the experience invaluable.

Analysis of Options

(a) **Shapes the thoughts**

- While writing may help in organizing and expressing thoughts, this is unrelated to the specific motive of aesthetic enthusiasm.
- Orwell's focus here is not on thought-shaping but on the **intrinsic value** of the experience being shared.

(b) **Creates an artistic piece**

- Aesthetic enthusiasm certainly involves the creation of artistic works, but Orwell emphasizes **the value of the experience itself** rather than the act of creating art.
- This option doesn't capture the deeper significance that makes the experience **invaluable**.

(c) **Becomes invaluable (Correct Answer)**

- Orwell explicitly describes aesthetic enthusiasm as arising from the **recognition of something uniquely valuable**.
- Phrases such as "valuable" and "ought not to be missed" align directly with the concept of **invaluableness**, making this the most accurate choice.

(d) **Non-utilitarian**

- Although aesthetic enthusiasm might not serve a practical purpose, Orwell does not mention this as its defining characteristic.
- The emphasis is on **value and significance**, not utility.

2. (d) **None of the above**

Explanation: This question asks what Orwell strongly advocates writers to do, based on his views on writing.

(a) "Avoid any egoistic impression in their work" is

incorrect. While Orwell acknowledges egoism as a motive, he doesn't advocate avoiding it entirely.

(b) "Be apolitical in their approach" is not correct. Orwell mentions the political purpose of writing as a key motive, so he does not advocate being apolitical.

(c) "Be contemporary in their treatment of their work" is incorrect. Orwell does not focus on being contemporary but on understanding and working with early emotional influences.

(d) "None of the above" is the correct answer. Orwell emphasizes that a writer should recognize and work with their early influences, not necessarily follow the specific suggestions given in (a), (b), or (c). Thus, response (d) is the correct answer, as Orwell does not advocate for any of the listed approaches in the passage.

3. (d) **All of the above**

Explanation: This question asks for a synonym of "tumultuous" based on its usage in the passage.

(a) "Chaotic" is a correct synonym of "tumultuous."

(b) "Turbulent" is also a correct synonym of "tumultuous."

(c) "Disorderly" is another correct synonym for "tumultuous."

(d) "All of the above" is the correct answer because all the given options (chaotic, turbulent, and disorderly) are accurate synonyms for "tumultuous." Thus, response (d) is the correct answer, as all options are synonyms of "tumultuous."

4. (c) **Making up stories**

Explanation: This question asks about the impact of Orwell's childhood loneliness.

(a) "Estrangement with his father" is not mentioned in the passage as a result of his loneliness.

(b) "Unhappy days" is not the main focus of Orwell's loneliness; the passage emphasizes his literary response to loneliness.

(c) "Making up stories" is the correct answer. Orwell himself states that his loneliness led to the habit of making up stories and imaginary conversations, which sparked his early literary ambitions.

(d) "Unpleasant incidents" is too vague and does not address Orwell's specific creative response to his childhood loneliness. Thus, response (c) is the correct answer, as Orwell clearly attributes his childhood loneliness to the development of his storytelling.

1

National & States

Directions (1-6): Read the following passage and answer the given questions. (2025)

On the recommendation of Parliament, the President of India effectively abrogated Article 370 of the Indian Constitution and gave assent to the Jammu and Kashmir Reorganization Act, 2019. The former state of Jammu & Kashmir has been reorganized as the new Union Territory of Jammu and Kashmir and the new Union Territory of Ladakh on 31st October 2019.

The new Union Territory of Ladakh consists of two districts of Kargil and Leh. The rest of the former State of Jammu and Kashmir is in the new Union Territory of Jammu and Kashmir. By 2019, the state government of former Jammu and Kashmir had reorganized the areas of these 14 districts into 28 districts. The names of the new districts are as follows - Kupwara, Bandipur, Ganderbal, Srinagar, Budgam, Pulwama, Shupian, Kulgam, Rajouri, Ramban, Doda, Kishtivar, Samba and Kargil.

Out of these, Kargil district was carved out from the area of Leh and Ladakh district. The Leh district of the new Union Territory of Ladakh has been defined in the Jammu and Kashmir Reorganization (Removal of Difficulties) Second Order, 2019, issued by the President of India, to include the areas of the districts of Gilgit, Gilgit Wazarat, Chilhas and Tribal Territory of 1947, in addition to the remaining areas of Leh and Ladakh districts of 1947, after carving out the Kargil District.

[Extracted from the article of Press Information Bureau, published by the Union Home Ministry on 2nd November 2019]

1. Which of the following statements regarding Article 370 of the Constitution of India is correct?
 - (a) It gave special status to the erstwhile state of Jammu and Kashmir
 - (b) It created a special tribunal for the state of Jammu and Kashmir on certain occasions
 - (c) It introduced Goods and Services Tax in Jammu and Kashmir
 - (d) It confers special jurisdiction on the Supreme Court on matters coming from Jammu & Kashmir
2. The Jammu and Kashmir Reorganisation Act, 2019, divided the erstwhile State of Jammu and Kashmir into which of the following?

- (a) 2 States
- (b) 1 State and 1 Union Territory
- (c) 2 Union Territories
- (d) 1 State and 2 Union Territories

3. Which of the following Union Territories of India has a legislative assembly?
 - (a) Andaman and Nicobar Islands
 - (b) Jammu and Kashmir
 - (c) Daman and Diu
 - (d) Lakshadweep
4. How many States and Union Territories are present in India?
 - (a) 28 states and 8 Union territories
 - (b) 27 states and 8 Union territories
 - (c) 28 states and 7 Union territories
 - (d) 27 states and 7 Union territories
5. Which among the following is the capital city of the Union Territory of Ladakh?
 - (a) Leh
 - (b) Changtang
 - (c) Dras
 - (d) Nubra
6. Which of the following is false?
 - (a) Kargil was formerly a union territory
 - (b) Ladakh is administered by J&K assembly
 - (c) Fifteen new districts were formed to be part of J&K in 2019
 - (d) All of the above

Directions (7-10): Read the following passage and answer the given questions. (2025)

The “Nari Shakti Vandan Adhiniyam”, 2023 Act received near-unanimous support in both the Lok Sabha and the Rajya Sabha. The legislation mandates the reservation of one-third of all seats in the Lok Sabha, state legislative assemblies, and Delhi (as a union territory with an elected assembly) for women. This linking of the implementation of the Act to the implementing of two long-term exercises of census and delimitation, makes little sense to many, and sounds quite like empowerment delayed for now.

In a 2012 article 'Holding UP Half the Sky: Reservations for Women in India', Rudolf C Heredia breaks down the common misconceptions that cloud our understanding of women's political participation- "When women do attain a national leadership role it is often because they have inherited the mantle from their fathers or husbands, rather than as persons in their own right and are then projected as matriarchs, part of the joint family, complementary to the patriarchy rather than a challenge to it."

In 'Equality versus Empowerment: Women in Indian Legislature', 2023, Soumya Bhowmick makes the case for going a step beyond quotas, and to turn our attention to the complexities that shape women's agency in the country. This, he argues, would require a bottoms-up approach rather than merely handing out reservations in a top-down manner. "In a country like India with a considerably large heterogeneous population, the dissemination of legislative power would be insufficient to protect the interests of minority groups such as women, Scheduled Castes, and Scheduled Tribes." He concludes that "implementing the idea of reservation for women would bring about descriptive representation, but its transformation into substantive representation would depend on the change in the attitudes of the people."

While the reservation of one-third of seats for women belonging to the scheduled castes and tribes under the amendment to article 330a and 332 of the constitution is a welcome step, it remains to be seen whether it fully acknowledges the complex interplay of hierarchies, socio-political relationships which also affect the extent and nature of complications that surround effective realisation of women's politics for Indian politics to emerge as a truly emancipatory space.

7. The Nari Shakti Vandan Adhiniyam 2023:

- (a) Will come to force from Jan 2025
- (b) Will come to force after all the States and UTs approve it
- (c) Will come to force after Census
- (d) None of the above

8. As per Rudolf Heredia women's political leadership depends upon:

- (a) Mentorship of spouse's political affiliations
- (b) Parental guidance
- (c) Property inheritance
- (d) None of the above

9. According to Soumya Bhowmick the quotas for women should:

- (a) Require a top down model
- (b) Fulfill a descriptive representation
- (c) Transform to substantive representation
- (d) To be implemented homogeneously

10. The amendment to the Art. 330 (a) & 332 aims to:

- (a) Appoint Rajya Sabha members based on cultural diversity
- (b) Quota for women Governors
- (c) Women sportspersons
- (d) None of the above

Directions (11-16): Read the following passage and answer the given questions. (2025)

During the First World War, Indian merchants and industrialists wanted protection against imports of foreign goods, and a rupee-sterling foreign exchange ratio that would discourage imports. To organise business interests, they formed the Indian Industrial and Commercial Congress in 1920 and the Federation of the Indian Chamber of Commerce and Industries (FICCI) in 1927. The industrialists attacked colonial control over the Indian economy, and supported the Civil Disobedience Movement when it was first launched. They gave financial assistance and refused to buy or sell imported goods. After the failure of the Round Table Conference, business groups were no longer uniformly enthusiastic. They were apprehensive of the spread of militant activities, and worried about prolonged disruption of business, as well as of the growing influence of socialism amongst the younger members of the congress.

The industrial working classes did not participate in the Civil Disobedience Movement in large numbers, except in the Nagpur region. As the industrialists came closer to the Congress, workers stayed aloof. But in spite of that, some workers did participate in the Civil Disobedience Movement, selectively adopting some of the ideas of the Gandhian Programme, like boycott of foreign goods, as part of their own movements against low wages and poor working conditions. There were strikes by railway workers in 1930 and dockworkers in 1932. In 1930, thousands of workers in Chotanagpur tin mines wore Gandhi caps and participated in protest rallies and boycott campaigns. But the Congress was reluctant to include workers' demands as part of its programme of struggle. It felt that this would alienate industrialists and divide the anti-imperial forces.

Another important feature of the Civil Disobedience Movement was the large-scale participation of women. During Gandhiji's salt march, thousands of women came out of their homes to listen to him. They participated in protest marches, manufactured salt, and picketed foreign cloth and liquor shops. Many went to jail.

[Excerpt from Chapter II - Nationalism in India, India and the Contemporary World, NCERT]

11. Which event in Indian history marked the beginning of the Civil Disobedience Movement?

- (a) Launch of Non-Cooperation Movement
- (b) Commencing of Dandi March



45. AFSPA is currently in force in:
- (a) Arunachal Pradesh and Assam
 - (b) Nagaland and Manipur
 - (c) Jammu and Kashmir
 - (d) All of the above

Directions (46-50): Read the following passage and answer the given questions. (2021)

India has added Tso Kar Wetland Complex in Ladakh as its 42nd Ramsar site, which is a second one in the Union Territory (UT) of Ladakh. Expressing happiness, Minister for Environment, Forest and Climate Change, Shri Prakash Javadekar shared this information in a tweet message. The Tso Kar Basin is a high-altitude wetland complex, consisting of two principal waterbodies, Startsapuk Tso, a freshwater lake of about 438 hectares to the south, and Tso Kar itself, a hypersaline lake of 1800 hectares to the north, situated in the Changthang region of Ladakh, India. It is called Tso Kar, meaning white lake, because of the white salt efflorescence found on the margins due to the evaporation of highly saline water. The Tso Kar Basin is an A1 Category Important Bird Area (IBA) as per Bird Life International and a key staging site in the Central Asian Flyway. The site is also one of the most important breeding areas of the Blacknecked Crane (*Grus nigricollis*) in India. This IBA is also the major breeding area for Great Crested Grebe (*Podiceps cristatus*), Bar-headed Geese (*Anser indicus*), Ruddy Shelduck (*Tadorna ferruginea*), Brown-headed Gull (*Larus brunnicephalus*), Lesser Sand-Plover (*Charadrius mongolus*) and many other species.

46. Which of the following sites in India is not included in the Ramsar Wetland List?
- (a) Asan Conservation Reserve, Uttarakhand
 - (b) Dal Lake, Jammu and Kashmir
 - (c) Kabartal Wetland, Bihar
 - (d) Lonar Lake, Maharashtra
47. The World Wetlands Day is celebrated on
- (a) February 15
 - (b) February 6
 - (c) February 2
 - (d) February 28
48. The theme for World Wetlands Day 2021 was
- (a) Wetlands and Climate Change
 - (b) Wetlands and Water
 - (c) Wetlands and Biodiversity
 - (d) Wetlands for our Future: Sustainable Livelihoods
49. The World's largest mangrove forest is located in
- (a) Sundarban Mangrove
 - (b) Pichavaram Mangrove
 - (c) Florida Mangrove
 - (d) Godavari-Krishna Mangroves

50. On the occasion of the World Wetland Day, 2021 and as a part of commitment towards conservation, restoration and management of India's wetlands, establishment of a centre was announced by the name of
- (a) Centre for Wetland and Coastal Management
 - (b) Centre for Wildlife Conservation and Management
 - (c) Centre for Wildlife Management
 - (d) Centre for Wetland Conservation and Management

Directions (51-55): Read the following passage and answer the given questions. (2020)

One thing struck us as a major difference between the new National Education Policy (NEP) 2020 and its predecessor. The earlier national policies on education (NPE) from 1986 and 1992 presented themselves as attempts to consolidate and build on earlier efforts, particularly the NPE, 1968. The new NEP 2020 policy, on the other hand, is very keen to establish that it is different from everything in the past, including in its name. Nowhere does this attitude come across as starkly as it does in the section on higher education. It comes across fairly clearly on how the higher education ecosystem will be by 2040. By this time - if the policy has its way - the Indian higher education ecosystem will be populated with higher education institutions (HEI). These will comprise Universities and Colleges and the public and private sectors, all of which will be 'multi-disciplinary', with each populated by more than 3,000 students, with at least one "in or near every district". Universities will conduct research and post-graduate and undergraduate teaching, some research-intensive and others teaching-intensive. Colleges will largely teach at the under-graduate level, with a number of them having their medium of instruction in either bilingual or local/Indian languages. The colleges can manifest in clusters around universities as constituent colleges or may be standalone autonomous ones. Ideally, all HEIs will eventually become "independent self-governing institutions" with considerable "faculty and institutional autonomy". They will have complied with a series of regulatory exercises that are "light- but-tight" and will be operated by a large number of private accreditors, overseen by a new set of regulatory institutions at the national level.

51. Which of the following statements are not true in relation to the changes envisioned by the NEP 2020?
- (a) The NEP 2020 aims at making India a global knowledge superpower.
 - (b) The renaming of the Ministry of Human Resource Development to the Ministry of Education.
 - (c) The development of National Course Curriculum to provide new curriculum by 2021.
 - (d) The New Education Policy aims to facilitate an inclusive, participatory and holistic approach

52. The NEP 2020 aims to provide a holistic change to the current education system in India. Which of the following is not related to the aim of NEP 2020 ?
- Universalization of education from preschool to secondary level with 100 % Gross Enrolment Ratio.
 - To bring 20 million out of school children back into the mainstream through an open schooling system.
 - Vocational Education to start from Class 6 with Internships.
 - To achieve 80 % Gross Enrolment Ratio at the under graduate level.
53. Which of the following is proposed as a change in the structure of institutions responsible for affiliation and accreditation under the NEP 2020?
- Higher Education Commission of India (HECI) will be set up as a single umbrella body for the entire higher education.
 - University Grant Commission to be renamed as AICTE.
 - National Affiliation and Accreditation Council to be renamed as National Standard Council of India.
 - National Council for Education Research and Teaching to be renamed as BCERT.
54. Which of the following is not a vertical under the Higher Education Commission of India (HECI)?
- National Higher Education Regulatory Council (NHERC)
 - Higher Education Grants Council (HEGC)
 - National Educational Council (NEC)
 - National Accreditation Council (NAC)
55. What is the proposed percentage of expenditure for education out of GDP under the NEP 2020 ?
- 11 percent
 - 6 percent
 - 4.6 percent
 - 9 percent



- | | | | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1. (a) | 2. (c) | 3. (b) | 4. (a) | 5. (a) | 6. (d) | 7. (d) | 8. (d) | 9. (c) | 10. (d) |
| 11. (b) | 12. (b) | 13. (a) | 14. (b) | 15. (b) | 16. (d) | 17. (b) | 18. (c) | 19. (b) | 20. (d) |
| 21. (b) | 22. (c) | 23. (a) | 24. (b) | 25. (c) | 26. (c) | 27. (a) | 28. (c) | 29. (a) | 30. (c) |
| 31. (a) | 32. (a) | 33. (d) | 34. (b) | 35. (d) | 36. (b) | 37. (c) | 38. (c) | 39. (d) | 40. (a) |
| 41. (a) | 42. (c) | 43. (c) | 44. (a) | 45. (d) | 46. (b) | 47. (c) | 48. (b) | 49. (a) | 50. (d) |
| 51. (c) | 52. (d) | 53. (a) | 54. (c) | 55. (b) | | | | | |



1. (a) It gave special status to the erstwhile state of Jammu and Kashmir.

Article 370 of the Indian Constitution was a special provision that granted autonomous status to the erstwhile state of Jammu and Kashmir. Under this provision, Jammu and Kashmir had its own Constitution, a separate flag, and the ability to make laws for itself in matters except defense, foreign affairs, finance, and communications. The

state also enjoyed special privileges, such as restrictions on property ownership by non-residents. This article was seen as a cornerstone of the relationship between Jammu and Kashmir and the Indian Union. On August 5, 2019, the Indian government effectively abrogated Article 370 through a Presidential order, ending the special status and fully integrating Jammu and Kashmir into India. None of the other options describe Article 370 accurately, making Option A the correct choice.



2. (c) Union Territories

The Jammu and Kashmir Reorganization Act, 2019, divided the erstwhile state of Jammu and Kashmir into two Union Territories: Jammu and Kashmir, and Ladakh. This reorganization came into effect on October 31, 2019. The Union Territory of Jammu and Kashmir retained a legislative assembly, while Ladakh became a Union Territory without a legislature, administered directly by the central government. This marked the first time a state in India was reorganized into two Union Territories. The division was a significant move aimed at better governance and integration of the region into the Indian Union. Thus, the erstwhile state was not split into a state and a Union Territory or two states, making Option C the correct answer.

3. (b) Jammu and Kashmir

Among the Union Territories of India, Jammu and Kashmir is one of the few that has a legislative assembly. This provision was retained following the reorganization under the Jammu and Kashmir Reorganization Act, 2019. The legislative assembly of Jammu and Kashmir allows for limited autonomy to govern local matters, though overall administrative control rests with the central government. In contrast, other Union Territories mentioned in the options, such as Andaman and Nicobar Islands, Daman and Diu, and Lakshadweep, are directly governed by the central government through an appointed administrator, and they do not have legislative assemblies. Hence, Option (b) is the correct answer.

4. (a) 28 states and 8 Union territories

Following the abrogation of Article 370 and the subsequent bifurcation of Jammu and Kashmir in 2019, India now comprises 28 states and 8 Union Territories. The Union Territories include Delhi, Puducherry, Chandigarh, Lakshadweep, Andaman and Nicobar Islands, Dadra and Nagar Haveli and Daman and Diu (merged in 2020), Jammu and Kashmir, and Ladakh. This reorganization was a landmark decision, marking a new administrative framework for the former state of Jammu and Kashmir. The inclusion of Ladakh as a separate Union Territory and the merger of Daman and Diu with Dadra and Nagar Haveli have solidified this count.

5. (a) Leh

Leh serves as the administrative capital of the Union Territory of Ladakh. Ladakh, which was carved out as a Union Territory in 2019, consists of two districts: Leh and Kargil. Leh is the largest and most prominent district, making it the natural choice for the capital. It

hosts administrative offices and is the political hub of the Union Territory. Changtang, Dras, and Nubra are regions or localities within Ladakh but do not hold the status of the capital. Hence, Leh is the correct answer.

6. (d) All of the above

All the given statements in the question are false. Firstly, Kargil was never a Union Territory; it was a district within the erstwhile state of Jammu and Kashmir and is now part of the Union Territory of Ladakh. Secondly, Ladakh is not administered by the Jammu and Kashmir legislative assembly. Instead, it is a separate Union Territory with no legislative assembly of its own, administered directly by the central government through a Lieutenant Governor. The text mentions that by 2019, the state government had reorganized the areas of 14 districts into 28 districts, but it does not mention the creation of 15 new districts in 2019 specifically. Therefore, all the statements are incorrect, making “All of the above” the correct choice.

7. (d) None of the above

Explanation: The Nari Shakti Vandan Adhiniyam, 2023, does not specify an exact date for coming into force but is contingent upon two significant exercises: conducting a nationwide census and implementing delimitation. Both of these prerequisites are long-term and do not align with any of the options provided in the question except “None of the above.” The linkage of its implementation to these exercises has led to criticism, as it effectively delays the enforcement of the law.

8. (d) None of the above

Explanation: Rudolf Heredia argues that when women achieve leadership roles in India, it is often because they inherit political influence through family ties, such as being the daughters or wives of male political leaders. However, this does not align with any of the given options directly. He critiques this dynamic, explaining that such leaders often work within the patriarchal framework, appearing as complements to it rather than challengers. None of the options—mentorship of spouse’s political affiliations, parental guidance, or property inheritance—fully encapsulates his argument about the structural and systemic dynamics of inherited political roles. Therefore, “None of the above” is the most appropriate answer.

9. (c) Transform to substantive representation

Explanation: Soumya Bhowmick argues that merely implementing quotas (descriptive representation) is insufficient to ensure real empowerment. True empowerment (substantive representation) requires



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