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— THE CLAT COMBAT —  
**THE LOGIC PRO**



**LOGICAL REASONING**

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## THE CLAT COMBAT

### Logical Reasoning2

Since 2016, mischievous and wholly untrue allegations have been made to run rife about the campus being a breeding ground for “anti-nationals”, “urban-naxals” and the “tukde tukde” gang. Alongside this, there has been a well-funded and coordinated social media campaign that has energetically reviled Jawaharlal Nehru University (JNU) students, declaring them to be nothing but parasites and a drain on the tax payer’s money. The image foisted on the public imagination at large is that the university has been overrun by aged students who were aimlessly doddering between tea stalls and wallowing about in wasteful talk. It is more important to reflect on why JNU, as a novel public university, was able to generate such an astounding level of intellectual heft in the first place. I would submit that, amongst many others, three defining and distinct institutional and policy features of JNU that enabled it to rapidly emerge as a significant global force in higher education. First, the original model of JNU was premised on the strong conviction that there was absolutely no positive correlation between high fees and the quality of education and academic research. The low fees and subsidised residential housing was particularly appealing to the early 20s demographic. By radically lowering the costs of fees and living, JNU could draw from a much larger pool of the truly talented and motivated in the country. The second feature would undoubtedly be the unique entrance exam and student recruitment design. JNU had elaborately worked out a system for selecting students based on deprivation points, which, at heart, was aimed at fostering a conversation between not only different social and economic experiences but equally aimed at tapping into India’s immense regional variation of cities, small towns, villages and even forest-based communities. The income spectrum, similarly, spanned the range from a sprinkling of elites, middle to lower-middle, rural and included many of the poorest of the poor as well. The third would be the MPhil. As a two-year programme, the MPhil was sandwiched between the Masters and the PhD. At heart, it was to encourage a more intense one-on-one interaction between the faculty and their research students. The MPhil, by focussing on personal attention was, in fact, crucial to reducing the research gap between the poorer students who came from economic and socially challenged backgrounds and those who had privileged educational opportunities. Sadly, in recent times, within barely a few years and in rapid succession, JNU’s deprivation point system was scrapped, fees raised and the standardised testing of the Common University Entrance Test, based on the flawed and comical belief that objective questions can indicate academic potential, decides the enrolment of students. [SOURCE: <https://scroll.in/article/1033717/why-the-idea-of-jnu-is-still-worth-fighting-for> (Edited)]

**1. Which of the following is the central idea behind the passage?**

- (a) The JNU is the best university in the country.
- (b) The JNU is the most rebellious university in the country.
- (c) The JNU has been the most popular university in the country.
- (d) The JNU has been the most efficient university in the country.

**2. Which of the following can be stated as a feature of JNU that distinguishes it from the other universities in the country?**

- (a) It is the only university that offers on M. Phil course.
- (b) It is the most affordable university in the country.
- (c) It is the most politically active university in the country.
- (d) It has a unique criteria of setting the entrance test.

**3. Which of the following statements are true as per the passage?**

- (a) The subsidies to universities are provided out of the taxes.
- (b) The government is planning to demolish the JNU.
- (c) JNU does not fall under government control.
- (d) People were more inclined to higher education in the early twenties.

**4. Which of the following statements strengthens the author’s idea?**

- (a) Poor students are better at research and innovation.
- (b) Higher education is generally costly.

## THE CLAT COMBAT

(c) The government is appreciative of the JNU's internal academic curriculum.

(d) There should be a uniform entrance test throughout the country.

**5. Which of the following statements can be inferred from the given passage?**

(a) Majority of the students in JNU are young and rebellious.

(b) Majority of the students in JNU hail from poor economic backgrounds.

(c) Majority of the students in JNU are inclined towards the national politics.

(d) Majority of the students in JNU are intellectually superior.

**6. Which of the following is not an assumption made by the author?**

(a) Personal attention given to the students reduces their problems.

(b) Objective questions do not gauge the academic potential.

(c) The high fees structure does not guarantee good quality education.

(d) The cost of fees and living is unaffordable for many.

**1.Ans: (d)**

Sol: Option (d) is correct. The central idea behind the passage is that the JNU has been academically the most progressive university in the country. This is understood from the 8<sup>th</sup> line onwards of the passage.

**2.Ans: (d)**

Sol: Option (d) is correct. Because the second reason for the JNU's distinguished success is undoubtedly the unique entrance exam and student recruitment design. Options (a), (b) and (c) are incorrect because the statements are factually incorrect.

**3.Ans: (a)**

Sol: Option (a) is correct. Because it can be inferred from the passage. Option (b) is incorrect because the author does not suggest so. Option (c) is incorrect because the government has recently regularized the JNU administration. Option (d) is incorrect because the statement is factually incorrect.

**4.Ans: (b)**

Sol: Option (b) is correct. Because the author appreciates the JNU's academic cost efficiency that enables the poor children to go for higher studies. Options (a) and (d) incorrect because the statements are not suggested in the given passage. Option (c) is incorrect because the statement is diametrically opposite to what is stated in the passage, therefore, weakens the author's idea.

**5.Ans: (d)**

Sol: Option (d) is correct. Because the distinct criteria to take in faculty and students result in intellectually superior students. Option (a) is incorrect because according to the passage, the university has a high population of old students (given in the 4<sup>th</sup> line). Option (b) is incorrect because the author states that students from all economic backgrounds are there in the university. Option (c) is incorrect because the author does not suggest so.

**6.Ans: (d)**

Sol: Option (d) is correct. The options (a), (b) and (c) are implied in the passage. Option (d) is a statement believed by the author. Hence (c).