





**LIVE @ 8 AM**

**29**  
**APR**

# EDITORIAL

## ANALYSIS

**READING**

**GRAMMAR**

**VOCAB**

WITH

**MCQs**

**BANK**

**SSC**

**UPSC**

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*Practice*

ENGLISH with ANUBHAV SIR

# A DAILY TELEGRAM QUIZ!

## TEST TOUR VOCABULARY & GRAMMAR

### LIVE AT 6 PM



*6 PM*



# THE HINDU VOCAB NOTES

*Handwritten notes from 'The Hindu' newspaper.*

<b>1. CURE</b> to cure a disease or to cure someone of a disease	<b>2. EPOUSE</b> to marry or to be married to someone	<b>3. PROUSE</b> to cause or to bring about	<b>4. SUPREBID</b> to bid or to offer for something	<b>5. SUPREBID</b> to bid or to offer for something
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# THE HINDU

## WEEKLY REVISION + TEST

### 500 Words in One Class

BANK | SSC | UPSC | STATE EXAMS

#3

*Sun*



**BANK EXAM 2026**

**SBI | IBPS | RRB PO**

**ENGLISH** *11:30*

**SUPERMOCKS**

**MULTIPLE PATTERNS**

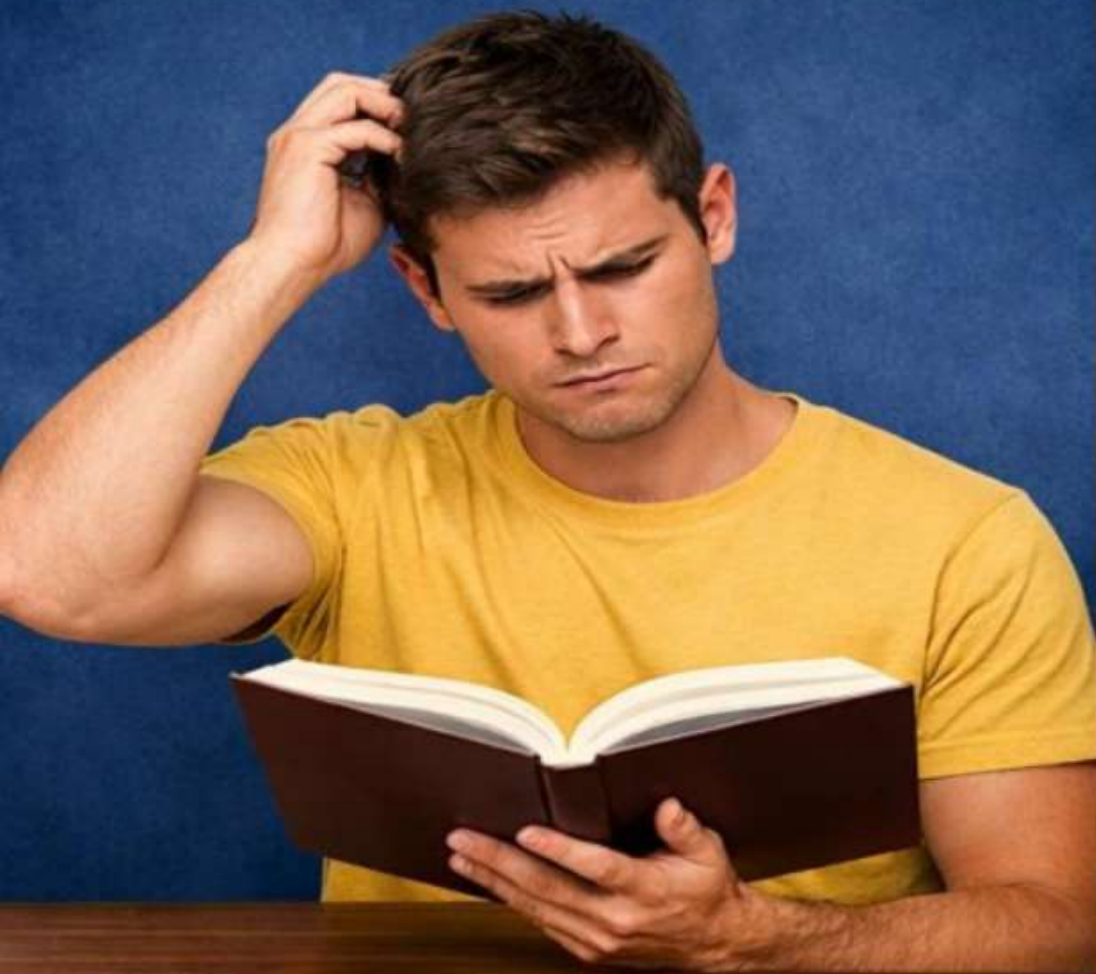
**11:30 AM** by **ANUBHAV SIR**



# NOVICE

(1 to 15 days)

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Expected Marks:

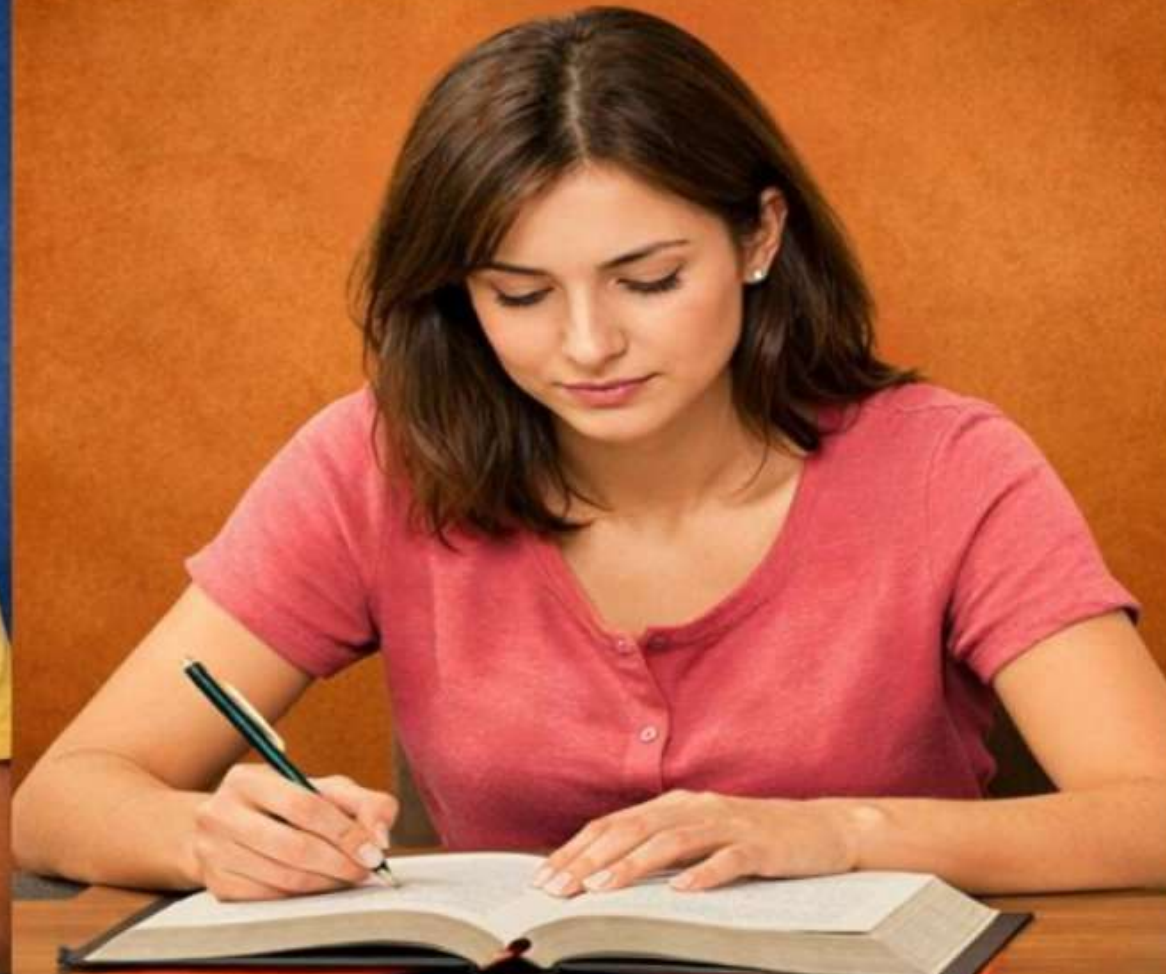
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**Focus on key words  
and main ideas**

# BEGINNERS

(16 to 90 days)

---



Expected Marks:

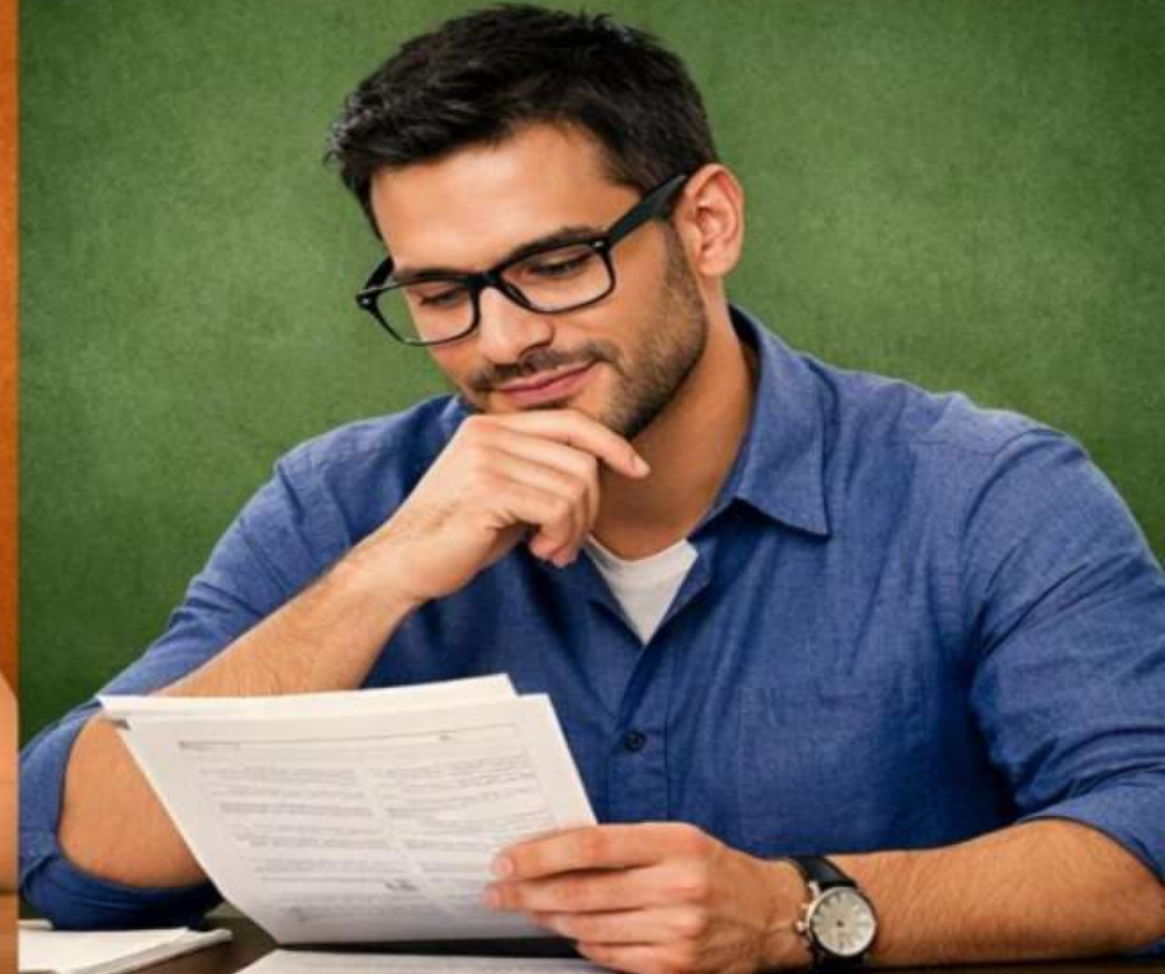
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**Practice summarizing  
and finding details**

# COMPETENT

(More than 90 days)

---



Expected Marks:

---

**Analyze themes  
and infer meanings**

# NOETIC

बौद्धिक (Aaj)

relating to intellect or cognition



# NOETIC

## SYNONYMS

- Intellectual ✓
- Cognitive ✓
- Rational ✓
- Cerebral ✓
- Judicious
- Pragmatic
- Sagacious
- Prudent
- Eudite
- Discursive

## ANTONYMS

- Sensory ✓
- Instinctive ✓
- Emotional ✓
- Irrational ✓
- Impulsive

Visceral  
Perceptual

## FORMS

- Give it some thought
- Rack one's brains

The discussion required a \_\_\_\_\_ approach, focusing on logic rather than emotion.



# UXORIOUS

पत्नी-आसक्त (Aasakt)

excessively devoted to one's wife

Compliant

Sub-ordinate

## SYNONYMS

## ANTONYMS

Indifferent

Apathetic

Aloof

Autonomous

- Submissive ✓
- Doting ✓
- Devoted ✓
- Henpecked ✓
- Devout ✓
- Obsequious ✓

- Subservient ✓
- Service ✓
- Docile ✓
- Fawning ✓
- Infatuated ✓

- Dominant ✓
- Independent ✓
- Authoritative ✓
- Assertive ✓



## FORMS

- ✓ Dance to someone's tune
- ✓ Wrapped around one's finger

His \_\_\_\_\_ nature made him overly dependent on his spouse's opinions.



**WEATHER (v)**

सहना

endure or withstand difficulty

Bear

**SYNONYMS**

Endure / Bear  
Withstand ✓ Confront  
Survive ✓  
Tolerate ✓ Persevere  
Brave  
Outlast

**ANTONYMS**

Succumb ✓  
Yield ✓  
Capitulate ✓  
Collapse ✓  
Relent ✓

Suppress  
Surrender  
Waver  
Crumble  
Falter  
Subside



**FORMS**

Ride out the storm ✓  
Stand the test of time ✓

Many small firms may \_\_\_\_\_ ✓ to market pressure during economic downturns.



**YAWP**

loud, harsh cry

ऊँची चीख Verb

Holler

**SYNONYMS**

Scream

**ANTONYMS**

- Yell ✓
- Bawl ✓
- Shout ✓
- Roar ✓

at (उपेक्षा)  
do (दुर्लभा)

- Whisper ✓
- Murmur ✓
- Mutter ✓
- Hush ✓

Stifle  
Choke

Bellow  
Clamour Am



**FORMS**

Shout from the rooftops  
Cry at the top of one's lungs

The crowd began to \_\_\_\_\_ in protest, creating chaos in the area.



**INSURMOUNTABLE**

अजेय (Ajey)

impossible to overcome

*Unassailable*

*Daunting*

**SYNONYMS**

**ANTONYMS**

Unconquerable

Impregnable

Intractable

Invincible

*Ferri-dable*

*Inviolable*

*Impassable*

*(-)*

Surmountable

Conquerable

Manageable

Solvable

*+*



**FORMS**

Up against a brick wall  
A mountain to climb

The challenge, though difficult, was not entirely \_\_\_\_\_ with proper planning.



**PERIPHERAL**

परिधीय

of secondary importance

*Tangent*

**SYNONYMS**

- Marginal ✓
- Secondary ✓
- Incidental ✓
- Extraneous ✓

*Redundant*  
*Superfluous*

**ANTONYMS**

- Central ✓
- Core ✓
- Primary ✓
- Principal ✓

*Main*  
*Pivotal*

*Tangential*  
*Non essential*  
*Trivial (Paltay)*



**FORMS**

On the fringes ✓  
At the margins of ✓

These issues are \_\_\_\_\_ to the main argument and need not be discussed in detail.



**DIPSTICK**

मूर्ख व्यक्ति

(N)

foolish or inept person



**SYNONYMS**

Simpleton ✓

Dunce ✓

Idiot ✓

Blockhead ✓

Imbecile ✓

*Nitwit*

*Dolt*

*Nincompoop*

*Halfwit*

**ANTONYMS**

Genius ✓

Savant ✓

Intellectual ✓

Scholar ✓

*(Am) Pragmatic*

*Prodigy*

*Polymath*

**FORMS**

A few bricks short of a load ✓

Not playing with a full deck ✓

Only a \_\_\_\_\_ would ignore such obvious warning signs.



# TAUTOLOGY

पुनरुक्ति

redundant repetition

Rhetoric

Exaggeration

Pomposity

## SYNONYMS

## ANTONYMS

- Redundancy
- Pleonasm
- Repetition
- Circularity

- Iteration
- Verbosity
- Prolixity

- Brevity
- Concision
- Succinctness
- Precision

- Terse
- Brief
- Concise
- Succinct
- Precise
- Pithy

Grandiloquence  
Circumlocution

Superfluity



## FORMS

- Much ado about nothing
- Talk in circles

The report was appreciated for its clarity and \_\_\_\_\_.



# SLOUCH

ढीला पड़ना *Verb*

droop or behave lazily



## SYNONYMS

- Loll ✓
- Droop ✓
- Sag ✓
- Recline ✓

*Tremble*

*Drowse*

*wobble*

*Falter*

*Loiter*

## ANTONYMS

- Stand erect ✓
- Straighten ✓
- Rise ✓
- Energize ✓

## FORMS

Lie around doing nothing ✓

Take it easy to a fault

He continued to \_\_\_\_\_ in his chair, showing little interest in the discussion.



**FORTITUDE**

धैर्य Noun

courage in adversity



*Steadfastness*

**SYNONYMS**

- Resilience ✓
- Courage ✓
- Endurance ✓
- Grit ✓

*Valor*  
*Robustness*

*Tenacity*  
*Perseverance*

**ANTONYMS**

- Cowardice ✓
- Weakness ✓
- Timidity ✓
- Frailty ✓

**FORMS**

Keep a stiff upper lip  
Hold one's nerve

Acts of \_\_\_\_\_ often lead to missed opportunities in critical situations.



**1. BRUSH \_\_\_\_\_:**

ASIDE / OFF

**SYNO-** dismiss, disregard, ignore**ANTO-** consider, heed, acknowledge**EX.-** The committee brushed aside the objections raised during the meeting.**2. BRUSH UP \_\_\_\_\_:****SYNO-** revise, polish, review**ANTO-** neglect, forget, ignore**EX.-** She decided to brush up on her language skills before the exam.

BRUSH

**3. BRUSH AGAINST \_\_\_\_\_:****SYNO-** graze, touch, skim**ANTO-** avoid, miss, bypass**EX.-** He brushed against the wall while walking through the narrow corridor.**4. BRUSH PAST \_\_\_\_\_:****SYNO-** pass, slip by, glide**ANTO-** stop, linger, halt**EX.-** She brushed past the crowd to reach the exit quickly.

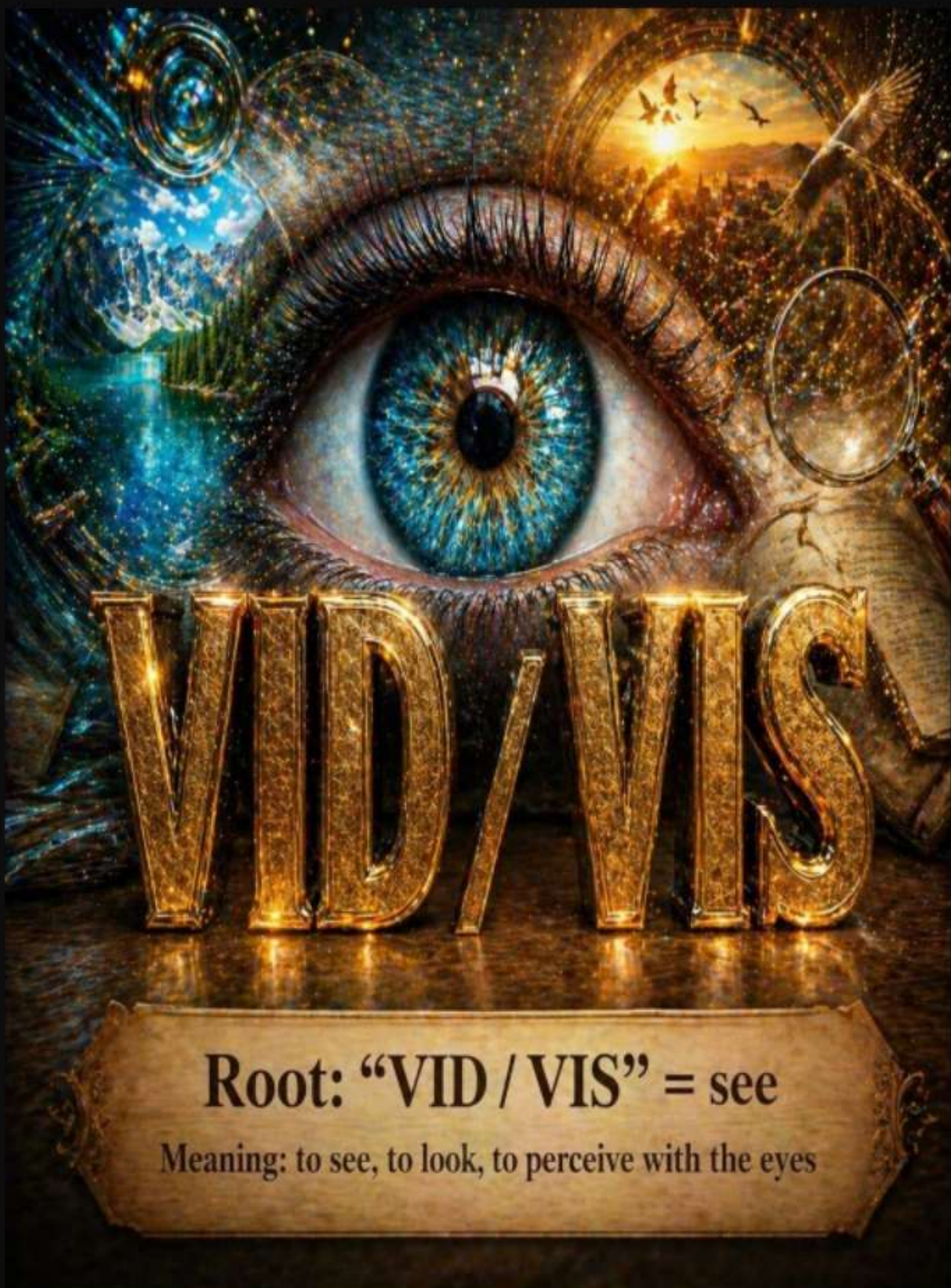
## BRUSH

Phrasal Verb	Meaning (English)	Meaning (Hindi)	Synonyms (3)	Antonyms (3)
Brush aside	To dismiss something as unimportant	नजरअंदाज करना	dismiss, disregard, ignore	consider, heed, acknowledge
Brush off	To ignore rudely or casually	टाल देना	snub, ignore, shrug off	attend, entertain, respect
Brush up on	To improve or revise a skill	दोहराना / सुधारना	revise, polish, review	neglect, forget, ignore
Brush against	To touch lightly or accidentally	हल्का स्पर्श करना	graze, touch, skim	avoid, miss, bypass
Brush past	To move past quickly with slight contact	तेजी से निकल जाना	pass, slip by, glide	stop, linger, halt



## ONE WORD SUBSTITUTION

One Word	Meaning (English)	One Word
DIFFIDENCE	Lack of self-confidence or shyness	noun
ALACRITY	Eagerness or prompt willingness	noun
<u>VICISSITUDE</u>	Change in circumstances, typically unpleasant	noun
EPIPHANY	Sudden realization or insight	noun
OBFUSCATION	Deliberate act of making something unclear	noun



**Root: "VID / VIS" = see**  
 Meaning: to see, to look, to perceive with the eyes

Word	Meaning (English)	Part of Speech
<b>Evident</b> ✓	Clearly <u>seen</u> or <u>obvious</u>	Adjective
<b>Evidence</b> ✓	Proof that <u>makes something clear</u>	Noun
<b>Vision</b> ✓	Ability to see / foresight	Noun
<b>Visible</b> ✓	Able to be seen	Adjective
<b>Invisible</b> ✓	Not able to be seen	Adjective
<b>Envision</b> ✓	To <u>imagine</u> or <u>foresee</u>	Verb
<b>Visual</b> ✓	Related to sight	Adjective
<b>Visage</b> ✓	Face or facial expression ✓	Noun
<b>Revision</b> ✓	Reviewing or correcting	Noun
<b>Supervise</b> ✓	To oversee or monitor	Verb



MYTHRI SUDHAKAR

# What we forget to teach our students

THE BIG-fish-little-pond effect is a theory by Herbert Marsh that states that equally able individuals have lower academic self-concepts in higher-ability environments (top-tier institutions) compared to low-ability environments. The four deaths by suicide over the past two months at NIT Kurukshetra tell us far more than statistics and news articles on "mental health" ever could. The dedication and mental fortitude it takes for a teenager to crack the JEE and earn a seat at an IIT or NIT is immeasurable. If someone was able to weather that pressure at a formative age and earn admission to one of the country's most competitive institutes, where is the gap that makes them struggle later with relationship issues or academic stress?

Every week, the medical officer sends at least two students to my office. "I had self-harm ideation during my JEE preparation. My parents cared enough to take me to a psychiatrist, so it wouldn't affect my exam," one said. "She hasn't talked to me for three days after that. I wonder if someone else is with her," broke down another final-year student. As alarming as it is to hear these accounts, it is equally heartening that they are willing to talk about it to a professional, that they are ready to learn how to cope.

At the same time, considerable efforts are being made by the state to strengthen mental-health sup-

port on campuses. There are public facilities like TeleMANAS, suicide helplines, private platforms like YourDost, and several AI-based applications. Yet, we find ourselves going around in circles, asking what more needs to be done.

The problem lies in how we only look at one side of the coin, as though mental health and distress are conditions that require a "cure". Distress is a universal experience. The reasons and intensity may vary, but the feeling, more or less, is the same. For one student, it may stem from self-perceived academic incompetence, while for another, a failed relationship. The goal is not to eliminate it, but to regulate it, to keep it within tolerable levels so that it does not consume a life that still has so much ahead of it.

Getting students to come forward and talk is the real issue that needs to be addressed. As long as students are not taught that it is okay to speak up when things get too heavy, as long as they are not taught compassion for others and for themselves, they will not practise it.

Spending years and money on preparing for an examination is not inherently a bad idea. But believing that life will fall into place once you clear it, that happiness is waiting on the other side, is where the line gets crossed. This is what psychologist Tal Ben-Shahar called the "arrival fallacy", the false belief that reach-

ing a major milestone will bring lasting happiness. When the mind has never been prepared to handle inevitable setbacks, everything that once felt tolerable will suddenly feel insurmountable.

Perhaps it is time to move from supply-driven support systems where help is made available and students are expected to find their way to it, toward something more demand-driven where students are equipped to recognise what they need and ask for it. While we prepare them for an exam, why not prepare them for life? A life that does not unfold in straight lines, but in spirals. The resilience, the emotional vocabulary, the simple ability to say "I am not okay", these are not soft skills peripheral to education. They are, arguably, the most important thing a young person can leave campus with.

The classroom taught them to solve for  $x$ . It is time it also taught them to sit with uncertainty, to lose gracefully, to ask for help without shame and to extend compassion to themselves. The big fish-little pond effect can never be fully avoided. There will always be a bigger fish. But what we can do is tell them that a pufferfish and a jellyfish each have their own remarkable abilities regardless of the size of the pond they find themselves in. Comparison is inevitable, losing yourself to it is not.

*The author is empanelled as consultant psychologist at NIT, Andhra Pradesh*

**Distress is a universal experience. The goal is not to eliminate it, but to regulate it, to keep it within tolerable levels so that it does not consume a life that still has so much ahead of it**

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At the same time, considerable efforts are being made to strengthen mental-health support on campuses. There are public facilities like TeleMANAS, suicide helplines, private platforms like YourDost, and several AI-based applications. Yet, we find ourselves going around in circles, asking what more needs to be done. The problem lies in how we only look at one side of the coin, as though mental health and distress are conditions that require a "cure". Distress is a universal experience. The reasons and intensity may vary, but the feeling, more or less, is the same. For one student, it may stem from self-perceived academic incompetence, while for another, a failed relationship

The goal is not to eliminate it, but to regulate it, to keep it within tolerable levels so that it does not consume a life that still has so much ahead of it.

Getting students to come forward and talk is the real issue that needs to be addressed. As long as students are not taught that it is okay to speak up when things get too heavy, as long as they are not taught compassion for others and for themselves, they will not practise it.

Spending years and money on preparing for an examination is not inherently a bad idea. But believing that life will fall into place once you clear it, that happiness is waiting on the other side, is where the line gets crossed. This is what psychologist Tal Ben-Shahar called the "arrival fallacy", the false belief that reaching a major milestone will bring lasting happiness. When the mind has never been prepared to handle inevitable setbacks, everything that once felt tolerable will suddenly feel **insurmountable**.

Perhaps it is time to move from supply-driven support systems where help is made available and students are expected to find their way to it, towards something more demand-driven where students are equipped to recognise what they need and ask for it.

While we prepare them for an exam, why not prepare them for life? A life that does not unfold in straight lines, but in spirals. The simple ability to say "I am not okay" is not **peripheral** to education. It is, arguably, the most important thing anyone can learn.

1. The primary purpose of invoking the Big-Fish-Little-Pond Effect is to:

- A. highlight how competitive environments distort students' academic self-perception significantly
- B. demonstrate how academic excellence consistently guarantees emotional resilience among students
- C. suggest that weaker institutions ~~invariably~~ nurture higher intellectual confidence among students
- D. emphasise that academic stress is exclusively linked to examination difficulty levels
- E. illustrate how parental expectations solely determine students' psychological well-being

2. Which of the following best captures the author's central argument?

A. mental health crises arise primarily due to institutional negligence and poor infrastructure

B. distress must be eradicated entirely through advanced psychological interventions

C. students must be trained to regulate distress rather than eliminate it completely

D. academic excellence inevitably leads to emotional instability among young learners

E. technological interventions alone can resolve mental health challenges effectively

3. According to the passage, the real limitation of existing mental-health systems is that:

- A. they rely excessively on artificial intelligence rather than human intervention
- B. they fail to acknowledge the biological causes underlying ~~psychological~~ distress
- C. they assume distress requires curing instead of effective emotional regulation
- D. they are inaccessible to students belonging to economically weaker sections
- E. they lack sufficient trained professionals to manage rising psychological concerns

4. Which of the following conclusions logically follow from the passage?

(i) Emotional preparedness is as important as academic preparation

(ii) Competitive exams are inherently detrimental to students' mental health ✘

(iii) Students must be trained to recognise and articulate their emotional needs

A. Only (i)

B. Only (ii)


C. Both (i) and (iii) ✓

D. Both (ii) and (iii)

E. All (i), (ii), and (iii)

9

5. Which of the following paradoxes is highlighted in the passage?

- A. students achieve success yet struggle with emotional instability afterward
  - B. institutions provide support yet students refuse to utilise available resources
  - C. distress is universal yet varies widely in individual manifestation
  - D. academic preparation is rigorous yet fails to prepare students for life
  - E. technological solutions expand yet mental health challenges persist
- 

6. Distress is a universal experience. The reasons and intensity may vary, \_\_\_\_\_ the feeling, more or less, is the same.

A. therefore ✗

B. however ✓

C. although ✗

D. because ✗

E. moreover ✗



Contrast

|||

|

7. The phrase “going around in circles” most nearly implies:

- ~~A. making continuous progress without reaching any definitive resolution~~
- ~~B. repeatedly confronting an issue without achieving meaningful advancement~~
- C. systematically addressing concerns through structured institutional reforms
- D. avoiding critical issues by diverting attention toward secondary problems
- E. engaging in repetitive actions that ultimately produce substantial outcomes

# A false high: On voter turnout data, SIR impact

SIR's impact must be factored in before reading turnout figures

Updated - April 29, 2026 12:24 am IST

 [READ LATER](#)



There is a tendency in India to reduce democracy to the mere conduct of elections, and to confine political life to “political society” — that subset of the population actively engaged in setting policy and in mediating welfare delivery. This points to a democracy that falls short of a deliberative or deeply participative model, even in socio-economically better-off States such as Tamil Nadu (T.N.) and Kerala. Yet, elections are not a one-off event, and turnout remains a useful dipstick for the vibrancy of the democratic exercise, particularly in India where the poorer sections vote in large numbers. By that measure, the headline figures from T.N. and the first phase of the poll in West Bengal appear daunting and unprecedented. According to provisional Election Commission of India (ECI) data, **93.2% of voters turned out in the first phase in West Bengal** and **85.1% in T.N.** These **record numbers must be read** against the backdrop of the ECI’s **Special Intensive Revision (SIR)**, which led to massive **net voter deletions**. In T.N., the rolls shrank by 10.5% from the pre-SIR figure, while in West Bengal nearly 13% of the electorate was deleted, with the eligibility of lakhs of voters still being heard by tribunals. If this is factored in, the percentage turnout begins to look inflated by a reduced denominator (total electorate) rather than by genuinely expanded participation (the numerator). The **absolute increase in turnout in T.N.** — about 27 lakh votes on provisional figures — was in fact among the lowest in recent electoral cycles, suggesting that wrongful deletions may have suppressed real participation even if the SIR did clear the electoral rolls of those who had died or moved out. The effect was sharpest in cities such as Chennai, where several constituencies recorded turnout above 80%, a jump of over 20 percentage points, even though the absolute number of voters — **around 24 lakh** — remained virtually unchanged from the 2021 elections.

It is also difficult to read too much into turnout in either State. High turnout has long been a feature of politically charged West Bengal, and T.N. has also been no slouch in recent electoral cycles compared to the rest of India. Also, political scientists have found little

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It is also difficult to read too much into turnout in either State. High turnout has long been a feature of politically charged West Bengal, and T.N. has also been no **slouch** in recent electoral cycles compared to the rest of India. Also, political scientists have found little correlation between turnout levels and pro- or anti-incumbency outcomes. Once published, turnout percentages tend to acquire a life of their own and are cited as proof of democratic enthusiasm or the strength of a mandate, or, in T.N.'s case, the impact of a new political player such as actor Vijay's Tamilaga Vettri Kazhagam. But a percentage is only as meaningful as the denominator it rests on, and in these two States, the denominator itself has been substantially altered. Turnout figures must therefore be read alongside how the electorate was determined before any conclusions about the mandate are drawn from the actual results.

Number

✓  
—

## 8. What inference can be drawn about the SIR exercise?

- A. It improved participation by removing duplicate voter entries efficiently
- B. It possibly caused wrongful deletions suppressing actual voter participation
- C. It ensured inclusion of all eligible voters across constituencies
- D. It increased political awareness significantly in urban populations
- E. It was uniformly implemented across all States without variations

9. What best describes the author's tone in passage?

- A. Celebratory
- B. Analytical ✓
- C. Neutral
- D. Alarmist
- E. Persuasive

Data /.

10. Which statement best weakens high turnout as democratic indicator?

- A. Turnout increases when political campaigns intensify significantly
- B. Electoral roll reductions artificially inflate turnout percentages
- C. Urban voters participate more actively in elections
- D. Political awareness drives higher voter participation levels
- E. Election commissions ensure transparency in voting processes

# 250 CONCEPTS OF GRAMMAR

I kept a book on the table

The mother put the blanket over the baby

She draped a shawl \_\_\_\_\_ her shoulders to cover herself  
against the evening chill

## FILLERS

1. The team appeared almost \_\_\_\_\_, winning every match with ease.
2. He was regarded as a \_\_\_\_\_ in mathematics due to his exceptional knowledge.
3. The opposing side was forced to \_\_\_\_\_ after prolonged negotiations.
4. The sentence contained unnecessary \_\_\_\_\_, making it redundant.
5. His \_\_\_\_\_ behavior indicated excessive submission to his partner.

**Word Box:** Pleonasm, Capitulate, Henpecked, Savant, Invincible



**MONTH END**

**APRIL SALE**

**TRIPLE BENEFITS**

Enroll in

**BANK MAHAPACK**

with

  
**FLAT**  
**79%**  
**OFF**

  
**3X**  
**VALIDITY**

  
**FREE**  
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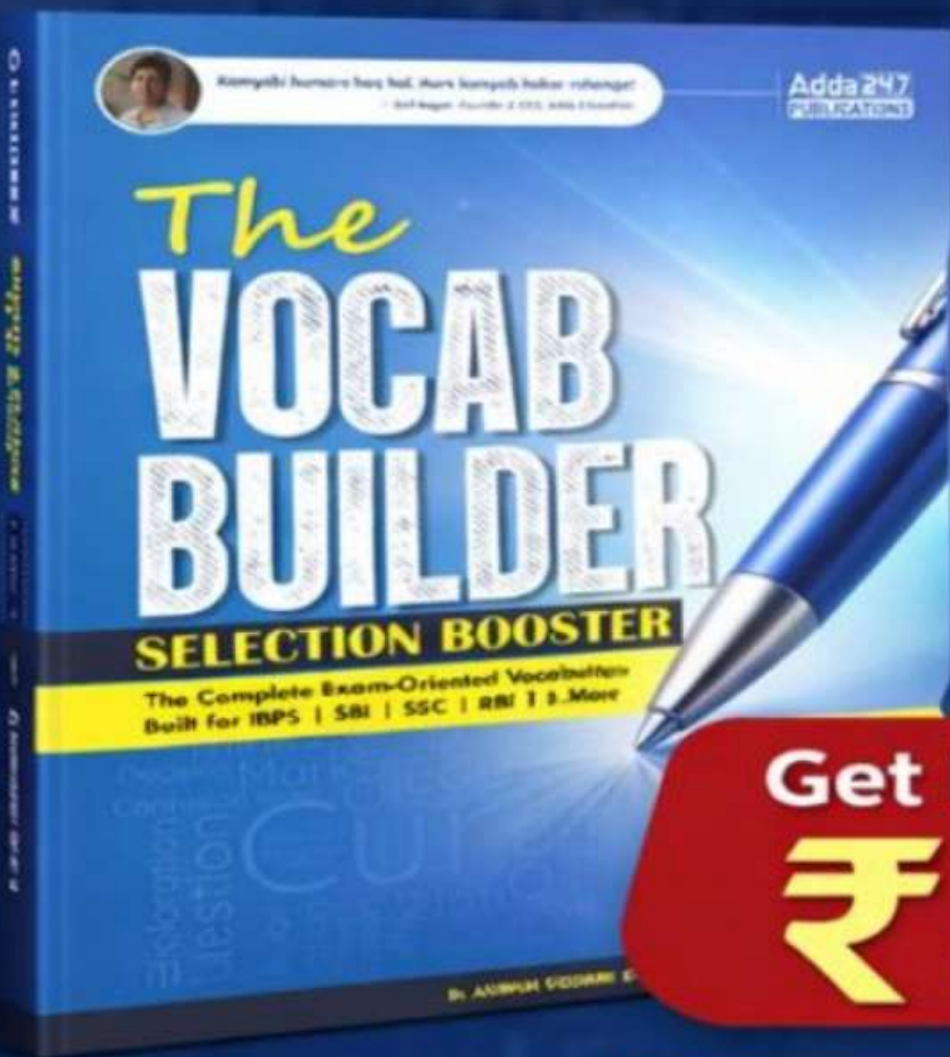
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