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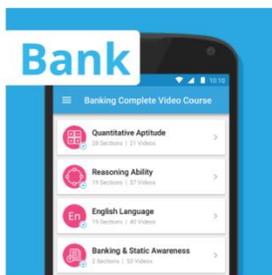
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Directions (1-10): Read the following passage carefully and answer the questions given below it. Certain words are given bold to help you to locate them while answering some of the questions.

The age of the **Renaissance** man is long gone. No one thinks it is possible anymore for an individual to grasp, fully, all areas of science and technology. Popular software contains millions of lines of code. Mechanisms of the immune response for just one kind of lymphocyte take up thousands of pages of scholarly journals. An iPod's elegantly simple appearance masks underlying technology that is understood by only a tiny percentage of its users.

But, despite the vast incompleteness of our knowledge, recent research suggests that most people think that they know far more than they actually do. We freely admit to not knowing everything about how a helicopter flies or a printing press prints, but we are not nearly modest enough about our ignorance.

The easiest way to show this is to have people to rate the completeness of their knowledge on a seven-point scale. For any question, a "7" denotes the equivalent of a perfectly detailed mental blueprint, and a "1" implies almost no sense of a particular mechanism at all, just a vague image. People happily, and reliably, assign numbers to their understandings of everything from complex machines to biological systems to natural phenomena such as the tides; but these ratings are usually far higher than their actual knowledge.

We can measure the discrepancy between what we think we know and what we actually know by simply asking people, after they have given their initial ratings, to tell us how some things work in as much detail as they can and then to rate their knowledge again in light of their attempt to explain.

Similarly, we can ask them to answer critical diagnostic questions (for example, "How does a helicopter go from hovering in place to flying forward?") Or we can simply provide them with a concise but meaty expert explanation. In all of these cases, people somewhat **sheepishly** confess that their level of understanding was far worse than they originally thought.

People are often surprised and dismayed at their ignorance, but we are not generally bad at estimating how much we know. Instead, we have a special deficit with regard to our explanatory understandings. We are good at estimating how well we know simple facts, procedures, and narratives. But we seem to have a specific "illusion of explanatory depth" – the belief that we possess a more profound causal understanding than we really do. We can be appropriately modest about our knowledge of other things, but not so about our ability to explain the workings of the world.

Several factors converge to create this illusion of knowledge. When Leon Rozenblit and I uncovered the illusion and its specificity, we ran an extensive series of studies exploring why explanatory understanding is so vulnerable to a false sense of knowing. All of the factors that we identified are less influential for facts, procedures, and narratives.

One important factor underlying the illusion of explanatory depth arises from the richly **hierarchical** nature of most complex systems, which means that they can be understood at several levels of analysis. One can understand how a computer "works" in terms of the high-level functions of the mouse, the hard drive, and the display while not having any understanding of the mechanisms that enable a cursor to move when a mouse is moved, or allow information to be stored and erased, or control pixels on a screen. This hierarchical structure of complex causal systems seduces us into a sense of understanding at a high level, which is then mistaken for having an understanding at a lower level.

A second factor is the false comfort we derive from seeing the parts of a system. The more parts you can see, the more you think you know how those parts actually work. Thus, the illusion is stronger for objects with easy-to-inspect parts than it is for objects with more invisible, inaccessible, or microscopic parts. For example, we may think that we understand the mind much better than we do when we see images of glowing brain regions.

Finally, we often figure out things on the fly when they are in front of us, but then falsely assume that we came iodic object with a full understanding in our heads rather than using and manipulating the object to decipher its mechanism.

There may be a **silver lining** to our inflated sense of understanding. The world is, of course, far too complex for any lone person to fully grasp. If a gnawing sense of ignorance kept us diving deeper in our quest to understand everything we encountered, we might suffocate in the details in one area and miss other areas completely.

The illusion of explanatory depth may stop us at just about the right level of understanding, one that enables us to know how to get more information from others when we really need it without being overwhelmed. It would perhaps be better if we recognized the limits our own explanatory ability, but there may be some adaptive value of those limits as well.

Q1. The writer makes a reference to the age of the Renaissance man most probably in order to...

- (a) People currently lack in depth knowledge in any particular area and have merely a superficial awareness of others.
- (b) There are very few experts in the current age.
- (c) People in this age do not have varied interests and lack expertise in more than one area.
- (d) The Renaissance man had no technology worth its name to master.
- (e) The Renaissance man would have mastered all areas of technology is he were alive today.

Q2. It can be inferred from the passage that a rating of "7" indicated...

- (a) That the person was an expert in the subject.
- (b) That the person was lying.
- (c) That the person had a clear understanding of the answer to the question.
- (d) That once explanations were provided the person was likely to rate himself lower.
- (e) That the person may be actually 4, 5, or 6 (lower than 7).

Q3. According to the passage, the most likely reason for the discrepancies between what people think they know and their actual knowledge is...

- (a) That people generally do not realize that they do not know everything
- (b) That people are generally quite modest about their knowledge.
- (c) That people are generally quite modest about their ignorance.
- (d) That people are not generally quite modest about their ignorance.
- (e) That people are not generally bad at estimating how much they know.



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Q4. The passage implies that there will be no discrepancies between what people think they know and their actual knowledge if...

- A. If the questions are related to currencies of the world.
 - B. If the questions are related to how to operate a mobile phone.
 - C. If the questions are related to the plots of movies.
 - D. If the questions are related to how a mobile phone works.
- (a) A only
 - (b) B and D only
 - (c) A, B, and C
 - (d) A and C only
 - (e) None of the above

Q5. According to the passage, which of the following contribute/s to an 'illusion of explanatory depth'?

- A. Hierarchical structure of causal systems.
 - B. Systems with concealed parts.
 - C. Images of unknown objects.
 - D. Things that are discovered on the fly.
- (a) A only
 - (b) B and D only
 - (c) A, B, and C
 - (d) A and C only
 - (e) All of the above



Q6. The last paragraph of the passage implies that...

- (a) The writer considers it mandatory for people to realize the limits of their explanatory ability.
- (b) Illusion of knowledge may be of significance in the process of evolution
- (c) Lack of explanatory depth prevents us from getting information from others.
- (d) We are overwhelmed by our own lack of explanatory depth.
- (e) We are unable to get more information from others in the absence of illusion of knowledge.

Q7. Which of the following is most nearly similar in meaning of the word Renaissance as used in the passage?

- (a) dark
- (b) rejuvenation
- (c) struggle
- (d) reverse
- (e) destruction

Q8. Which of the following is most nearly opposite in meaning of the word sheepishly as used in the passage?

- (a) abashed
- (b) bold
- (c) timorous
- (d) sovereign
- (e) animal

Q9. Which of the following is most nearly opposite in meaning of the word hierarchical as used in the passage?

- (a) against
- (b) crucial
- (c) disordered
- (d) stratified
- (e) solution

Q10. Which of the following is most nearly similar in meaning of the word silver lining as used in the passage?

- (a) struggle
- (b) bright side
- (c) greater
- (d) line
- (e) majority



Directions (11-18): Read the following passage carefully and answer the questions given below it. Certain words are given bold to help you to locate them while answering some of the questions.

The great majority of men and women, in ordinary times, pass through life without ever **contemplating** or criticizing, as a whole, either their own conditions or those of the world at large. They find themselves born into a certain place in society, and they accept what each day brings forth, without any effort of thought beyond what the immediate present requires. Almost as **instinctively** as the beasts of the field, they seek the satisfaction of the needs of the moment, without much forethought, and without considering that by sufficient effort the whole conditions of their lives could be changed. A certain percentage, guided by personal ambition, make the effort of thought and will which is necessary to place themselves among the more fortunate members of the community; but very few among these are seriously concerned to secure for all the advantages which they seek for themselves. It is only a few rare and exceptional men who have that kind of love toward mankind at large that makes them unable to endure patiently the general mass of evil and suffering, regardless of any relation it may have to their own lives. These few, driven by sympathetic pain, will seek, first in thought and then in action, for some way of escape, some new system of society by which life may



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become richer, full of joy, and less full of preventable evils than it is at present. But in the past such men have, as a rule, failed to interest the very victims of the injustices which they wished to remedy. The more unfortunate sections of the population have been ignorant, **apathetic** from excess of **toil** and weariness, timorous through the imminent danger of immediate punishment by the holders of power, and morally unreliable owing to the loss of self-respect resulting from their degradation. To create among such classes any conscious, deliberate effort after general amelioration might have seemed a hopeless task, and indeed in the past it has generally proved so. But the modern world, by the increase of education and the rise in the standard of comfort among wage-earners, has produced new conditions, more favourable than ever before to the demand for radical reconstruction. It is above all the Socialists, and in a lesser degree the Anarchists (chiefly as the inspirers of Syndicalism), who have become the exponents of this demand.

What is perhaps most remarkable in regard to both Socialism and Anarchism is the association of a widespread popular movement with ideals for a better world. The ideals have been elaborated, in the first instance, by solitary writers of books, and yet powerful sections of the wage-earning classes have accepted them as their guide in the practical affairs of the world. In regard to Socialism this is evident; but in regard to Anarchism it is only true with some qualification. Anarchism as such has never been a widespread creed; it is only in the modified form of Syndicalism that it has achieved popularity. Unlike Socialism and Anarchism, Syndicalism is primarily the outcome, not of an idea, but of an organization: the fact of Trade Union organization came first, and the ideas of Syndicalism are those which seemed appropriate to this organization in the opinion of the more advanced French Trade Unions. But the ideas are, in the main, derived from Anarchism, and the men who gained acceptance for them were, for the most part, **Anarchists**. Thus we may regard Syndicalism as the Anarchism of the market-place as opposed to the Anarchism of isolated individuals which had preserved a precarious life throughout the previous decades. Taking this view, we find in Anarchist-Syndicalism the same combination of ideal and organization as we find in Socialist political parties

Q11. In can be inferred from the passage that the “few rare and exceptional men” are...

- (a) Socialists
- (b) Utopians
- (c) Anarchists and Syndicalists
- (d) Revolutionaries
- (e) Apartheid

Q12. According to the passage, why did the “rare and exceptional men” fail in the past?

- (a) The governments suppressed the ideas of equality and freedom brutally.
- (b) The oppressed people were morally unreliable and there was no system that they could rely on to take them out of the depravity.
- (c) The oppressed people were incapable of noticing the contradictions in society.
- (d) They were victims of injustices, ignorance, oppression and morally unreliable.
- (e) They were morally unreliable and depravity and was guided by personal ambition

Q13. According to the passage, the prerequisite for the radical reconstruction of society is/are...

- A. Popular education
 - B. An improved standard of living
 - C. Sympathetic leaders
 - D. Socialist or Anarchist ideals
- (a) A and B
(b) A, B, and C
(c) D only
(d) All of the above
(e) A only

Q14. It can be inferred from the passage that Anarchism is....

- (a) Syndicalism at the level of vast populations.
- (b) Socialism at the level of organizations.
- (c) Socialism at the level of vast populations.
- (d) Syndicalism at the level of organizations.
- (e) Socialism of vast populations

Q15. What is the main purpose of the passage?

- (a) A historical survey of certain political ideals.
- (b) To emphasize the difference between Socialism, Anarchism, and Syndicalism.
- (c) To describe the origin of certain political ideals.
- (d) To study the political movements under Socialism, Anarchism, and Syndicalism.
- (e) To describe Syndicalism is primarily the outcome, not of an idea

Q16. Which of the following is most nearly similar in meaning of the word contemplating as used in the passage?

- (a) discard
- (b) slight
- (c) envisage
- (d) reject
- (e) scorn

Q17. Which of the following is most nearly similar in meaning of the word instinctively as used in the passage?

- (a) distinct
- (b) unlikely
- (c) equivocally
- (d) intuitively
- (e) movement

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Q18. Which of the following is most nearly opposite in meaning of the word Toil as used in the passage?

- (a) grind
- (b) dormancy
- (c) give
- (d) exertion
- (e) moil

Directions (19-23): Rearrange the following six sentence (A), (B), (C), (D),(E) and (F) in the proper sequence to form a meaningful paragraph.

A. The dearth of good schools and an efficient education system have made it difficult for many students to complete their higher education.

B. However, students continue to attend these institutions. This is primarily because the mounting fee structure of private schools serves as a disincentive for many parents to send their children to these schools.

C. Education is a basic right that ought to be provided to the people. However, our private sector seems to have completely overlooked this fact.

D. The government should look into this problem because today's learners are tomorrow's leaders. Everyone should be provided with the opportunity to study and, consequently, earn a living.

E. At this stage, most of our government schools are in a deplorable state and are in a desperate need of an overhaul.

F. This has increased crime rates and led to poverty and the improper exploitation of natural resources.

Q19. If F is the FIFTH sentence of the paragraph, which of the following should be the First sentence after rearrangement?

- (a) F
- (b) B
- (c) C
- (d) D
- (e) E

Q20. If F is the FIFTH sentence of the paragraph, which of the following should be the Third sentence after rearrangement?

- (a) B
- (b) A
- (c) F
- (d) D
- (e) C

Q21. If F is the FIFTH sentence of the paragraph, which of the following should be the Fourth sentence after rearrangement?

- (a) F
- (b) A
- (c) D
- (d) C
- (e) B

Q22. If F is the FIFTH sentence of the paragraph, which of the following should be the Last sentence after rearrangement?

- (a) C
- (b) D
- (c) B
- (d) E
- (e) A

Q23. If F is the FIFTH sentence of the paragraph, which of the following should be the Second sentence after rearrangement?

- (a) D
- (b) C
- (c) E
- (d) A
- (e) B

Directions (24-28): Rearrange the following six sentence (A), (B), (C), (D),(E) and (F) in the proper sequence to form a meaningful paragraph.

- A. A considerable number of solar panels are out of order and are covered in thick layers of dust.
- B. The higher authorities should direct town's officials to look into the matter with immediate effect to enable drivers to drive safely.
- C. However, the deplorable condition of the solar panels have made it difficult for these lights to function.
- D. Some of these panels have even been stolen.
- E. Streetlights have played a vital role in ensuring that people drive safely at night, especially on GT Road.
- F. Unfortunately, the relevant officials have turned a blind eye to the situation. This serves as a waste of the taxes paid by the people.



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Q24. If B is the LAST sentence of the paragraph, which of the following should be the Second sentence after rearrangement?

- (a) F
- (b) CS
- (c) D
- (d) A
- (e) B

Q25. If B is the LAST sentence of the paragraph, which of the following should be the Fifth sentence after rearrangement?

- (a) E
- (b) A
- (c) B
- (d) C
- (e) F

Q26. If B is the LAST sentence of the paragraph, which of the following should be the First sentence after rearrangement?

- (a) B
- (b) F
- (c) C
- (d) D
- (e) E



Q27. If B is the LAST sentence of the paragraph, which of the following should be the Third sentence after rearrangement?

- (a) E
- (b) D
- (c) C
- (d) A
- (e) B

Q28. If B is the LAST sentence of the paragraph, which of the following should be the Fourth sentence after rearrangement?

- (a) F
- (b) A
- (c) C
- (d) D
- (e) E

Directions (29-38): Each question below has two blanks, each blank indicating that something has been omitted. Choose the set of words for each blank that best fits the meaning of the sentence.

Q29. A controversial plan to build an immense dam in Brazil's rainforest was stalled when it _____ a formidable bloc of _____ in ecologists and indigenous tribes alike.

- (a) resulted, hostilities
- (b) gained, supporters
- (c) attracted, opponents
- (d) lead, protesters
- (e) drew, proponents

Q30. According to a recent survey, sales figures of high-end cars have seen a _____ growth in the past year, which shows that Indian consumers have _____ the impact of the recession.

- (a) unprecedented, negated
- (b) unbelievable, suffered
- (c) unusual, worsened
- (d) insignificant, endured
- (e) adequate, proven

Q31. The National Knowledge Commission has said that India will have to bring _____ in education if it has to emerge as the most _____ workforce of the world.

- (a) changes, biggest
- (b) reforms, talented
- (c) alleviation, skillful
- (d) quality, brighter
- (e) outcomes, demanded

Q32. Norway has stolen a march over other developed countries by _____ that it would reduce 40% of its greenhouse gas emissions by 2020 and _____ carbon neutral by 2030.

- (a) allowing, turn
- (b) posing, grew
- (c) estimating, exist
- (d) perceiving, arising
- (e) declaring, become

Q33. According to the language experts, children should begin talking in their mother tongue rather than a foreign language which can _____ affect their comprehension abilities leading to serious language based _____ later in their lives.

- (a) significantly, abilities
- (b) appropriately, achievements
- (c) severely, advantages
- (d) adversely, problems
- (e) positively, issues



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Q34. Drawing attention to the pitfalls of _____ solely on Uranium as a fuel for nuclear reactors, Indian scientists warned that Uranium will not last for long and thus research on Thorium as its _____ must be revived.

- (a) using, substitute
- (b) believing, replacement
- (c) depending, reserve
- (d) reckoning, option
- (e) relying, alternative

Q35. In an effort to provide _____ for high education to all, most of the universities have been providing education without adequate infrastructure, thus churning out _____ graduates every year.

- (a) chances, fresh
- (b) platform, capable
- (c) opportunities, unemployable
- (d) prospects, eligible
- (e) policy, incompetent

Q36. The move to allow dumping of mercury _____ an outcry from residents of the area who _____ that high levels of mercury will affect their health and destroy will affect their health and destroy ecologically sensitive forest area.

- (a) resulted, insist
- (b) provoked, fear
- (c) incited, determined
- (d) activated, accept
- (e) angered, belief

Q37. _____ has been taken against some wholesale drug dealers for dealing in surgical items without a valid license and maintaining a stock of _____ drugs.

- (a) Note, overwhelming
- (b) Step, impressive
- (c) Execution, outdated
- (d) Action, expired
- (e) Lawsuit, invalid

Q38. Even as the _____ elsewhere in the world are struggling to come out of recession, Indian consumers are splurging on consumer goods and to _____ this growth, companies are investing heavily in various sectors.

- (a) economies, meet
- (b) countries, inhibit
- (c) governments, measure
- (d) nations, inflict
- (e) companies, counter

Directions (39-43): The following question consists of two sentences. Read each sentence to find out whether there is any grammatical error in it and mark your answer accordingly from the given options.

Q39

- I. When he returned from America, he informed me that he had come here to do urgent work.
II. I bought a pair of trousers yesterday.
- (a) if there is an error only in the first sentence;
(b) if there is an error only in the second sentence;
(c) if there are errors in both sentences; and
(d) if there is no error in either of the sentences.
(e) If there are more than two errors in either of the sentence.

Q40

- I. It is nothing else but fatigue.
II. She seldom or ever has sweet talks with her son.
- (a) if there is an error only in the first sentence;
(b) if there is an error only in the second sentence;
(c) if there are errors in both sentences; and
(d) if there is no error in either of the sentences.
(e) If there are more than two errors in either of the sentence.

Q41

- I. I read the proof yesterday meticulously at home.
II. The petrol price hike issue has been debated more hotly than the urea scam.
- (a) if there is an error only in the first sentence;
(b) if there is an error only in the second sentence;
(c) if there are errors in both sentences; and
(d) if there is no error in either of the sentences.
(e) If there are more than two errors in either of the sentence.

Q42

- I. You will not be allowed to go anywhere else to play outdoor games.
II. She behaved in a cowardly manner before the headmaster and hesitated to do the work
- (a) if there is an error only in the first sentence;
(b) if there is an error only in the second sentence;
(c) if there are errors in both sentences; and
(d) if there is no error in either of the sentences.
(e) If there are more than two errors in either of the sentence.

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Q43

I. The slaughter of pandas for their pelts have caused panda population to decline Drastically.

II. Neither she nor I am going to the festival

- (a) if there is an error only in the first sentence;
- (b) if there is an error only in the second sentence;
- (c) if there are errors in both sentences; and
- (d) if there is no error in either of the sentences.
- (e) If there are more than two errors in either of the sentence.

Directions (44-48): In each question, there is a pair of words/phrases that highlighted. From the highlighted word(s)/phrase(s), select the most appropriate word(s)/phrase(s) to form correct sentences. Then, from the options given, choose the best one.

Q44.

I. Use the colander (a)/Calendar (b) to drain the noodles.

II. Lost in the woods, we were happy to find a Cash (a)/cache(b) of food belonging to some hunters

III. Many people in that country are adherence (a)/adherents(b) of the concept of free speech.

- (a) bab
- (b) aaa
- (c) aab
- (d) baa
- (e) abb

Q45.

I. Be sure to have your passport when you cross the boarder (a)/border(b).

II. The coach was loaded with hundreds of bars of gold bouillon (a)/bullion(b).

III. The winning team went to the restaurant to exult (a)/exalt (b) in their victory

- (a) baa
- (b) bab
- (c) bba
- (d) aba
- (e) abb

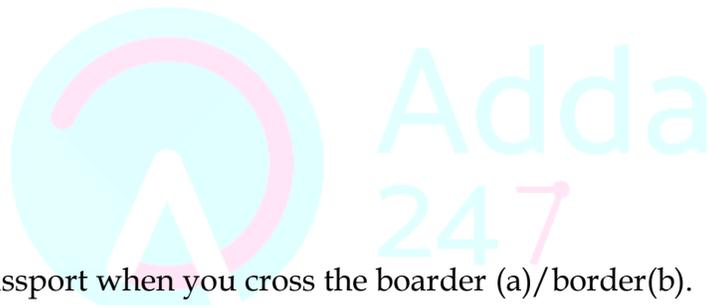
Q46.

I. My next door neighbor is an American immigrate (a)/emigrated(b).

II. My friend and I will have two pints of ale(a)/ail (b), bartender.

III. She devoted her life to charity to try to expiate (a)/ expatiate(b) the wrongs of her youth.

- (a) aab
- (b) aaa
- (c) aba
- (d) baa
- (e) bba



Q47.

- I. The antecedents (a)/antecedence (b) of parents to their own children is a fact of life.
II. The embezzlers celebrated their delusion (a)/ elusion (b) of the police a little too soon.
III. I advice (a)/advise (b) you to validate the code on your Web page before you release it to the general public.
- (a) aab
(b) abb
(c) bbb
(d) bba
(e) bab

Q48.

- I. The ancient Romans awarded laurel wreathe(a)/wreaths(b) to winners of athletic contests.
II. Because they neglected to expend(a)/expand(b) any money or time on marketing their business, they soon went bankrupt.
III. When the flood waters go down, we can excess(a)/assess(b) the damage.
- (a) bbb
(b) abb
(c) aab
(d) bab
(e) baa

Direction (49-50): The following question consists of a sentence which is divided into three parts which contain grammatical errors in one or more than one part of the sentence, as specified in bold in each part. If there is an error in any part of the sentence, find the correct alternatives to replace those parts from the three options given below each question to make the sentence grammatically correct. If the given sentence is grammatically correct or does not require any correction, choose (e), i.e., "No correction required" as your answer.

Q49. It is no secret that large Indian companies are heavily in debt. Many have struggled to service their bank loans. However, the bigger picture offers some hope. Corporate financials seem to be **improving if you look at the savings of private (I)**/ non-financial corporations in the national income accounts. One important reason for this is **that there are not enough new investment projects to (II)**/ absorb cash flows, but it is still worth remembering that the corporate investment boom in the first decade of this century **was similarly preceded by a rise in corporate savings (III)**/, as companies chose to rebuild their balance sheets.

- (I) improve if you look at the savings of private firms
(II) that there are not much of the new investment projects for
(III) was similarly preceding by a rising in corporate saving
- (a) Only (I)
(b) Only (III)
(c) Both (I) and (III)
(d) Both (II) and (III)
(e) No correction required

Q50. Gross domestic savings have been falling as a percentage of GDP. The two main reasons the gross domestic savings rate **has come down as that there has been much (I)**/ deterioration in both household savings and government savings. **The former have especially (II)**/ interesting. One possible reason **is that households have reduced savings to (III)**/ maintain consumption levels despite lower income growth.

- (I) has come down are that there has been a
(II) The former is especially
(III) is that households has reduced savings for
- (a) Only (I)
(b) Only (III)
(c) Both (I) and (III)
(d) Both (II) and (III)
(e) No correction required



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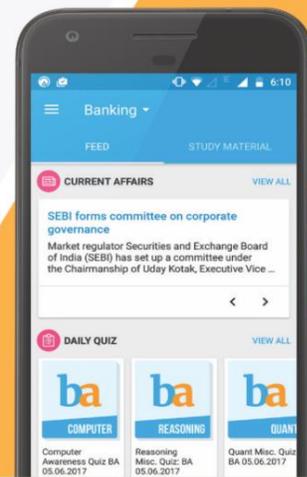




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