BLOOM · APPSC GROUP 2

CLEAR
CONCEPTS
DEEPER
PERSPECTIVE
BRIGHTER SERVICE

# INDIAN AND AP ECONOMY

SAME
QUESTIONS
BIGGER
UNDERSTANDING

*Measure*
*Understand*
*Compare*
*Think Further*

PEOPLE · PRODUCTION · OPPORTUNITIES · PROGRESS

## WHAT EXACTLY IS BEING MEASURED?

Label the variable, unit, period, price basis, estimate status and source before drawing a conclusion.

A DATA CARD (ANY FIGURE)

CHECK ALL SIX LABELS

VARIABLE → UNIT → PERIOD → PRICE BASIS → ESTIMATE STATUS → SOURCE

THEN COMPARE

### INDIA

VARIABLE :
UNIT :
PERIOD :
PRICE BASIS :
ESTIMATE STATUS :
SOURCE :

**COMPARE ONLY WHEN THE LABELS MATCH**

SAME TYPE
SAME UNIT
SAME PERIOD
SAME PRICE BASIS
SAME STATUS
SAME SOURCE

### ANDHRA PRADESH

VARIABLE :
UNIT :
PERIOD :
PRICE BASIS :
ESTIMATE STATUS :
SOURCE :

### KEY CONCEPTS TO INTERPRET FIGURES

| LEVEL | GROWTH | SHARE | RATIO | ALLOCATION | ACTUAL |
|---|---|---|---|---|---|
| | | | | | |

Take one India figure and one Andhra Pradesh figure.
Restore all six labels. Write one comparison each can support and one it cannot.

DISCIPLINE
TURNS
INFORMATION
INTO INSIGHT

DEFINE · DATE · COMPARE · TRACE MECHANISM · LIMIT THE CLAIM

BETTER
QUESTIONS
BRIGHTER
ANSWERS

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BRIGHTER SERVICE

ECONOMY VISUAL NOTES

CONTEXT TURNS NUMBERS
INTO KNOWLEDGE

*Same Numbers Better Questions Stronger Answers*

# EVERY ECONOMIC NUMBER NEEDS SIX LABELS

"Growth is 8" is incomplete until the measure, unit and time frame are known.

*Good questions lead to clearer answers.*

*Numbers mean more when you ask the right questions.*

**1 VARIABLE**
What is being counted or measured?

**2 UNIT**
₹, %, index, quantity, ratio, persons or another defined unit?

**3 PERIOD**
Point in time, month, quarter, financial year or other interval?

**4 PRICE BASIS**
Current prices, constant prices, base year or another valuation basis?

**5 ESTIMATE STATUS**
Budget Estimate, Revised Estimate, provisional, advance estimate, actual or final?

**6 SOURCE**
Which issuing authority and release/version?

**NUMBER**

A NUMBER WITHOUT LABELS CAN MISLEAD.

ADD CONTEXT.
GAIN CLARTITY.

## COMPLETE-FACT SENTENCE BUILDER

[VARIABLE] was [VALUE + UNIT] in [PERIOD],
at [PRICE BASIS], reported as [STATUS] by [SOURCE].

## CONCLUSION GATE

Check before you conclude.

**All six present?**

- YES → State the bounded comparison.
- NO → Postpone the conclusion and recover the missing label.

*Be precise. Be patient. Be credible.*

## FOUR UPDATE RULES

When a new release comes, do this:

1. Keep old represented date.
2. Add new release and status.
3. Explain revision or definition change.
4. Never average unlike figures.

## PRACTICE YOUR EYE

APPLY THE SIX LABELS.

Take one familiar Economy number.
Restore all six labels.
Write one valid conclusion
and one it cannot support.

**My number (with six labels):**

**One valid conclusion it supports:**

**One conclusion it cannot support:**

CONTEXT TODAY.
BETTER JUDGEMENT TOMORROW.

NUMBERS INFORM.
CONTEXT EMPOWERS.
YOU SERVE A LARGER TOMORROW.

**BLOOM**
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CLEAR CONCEPTS · HIGHER CONFIDENCE · BRIGHTER SERVICE

*Same number. Different question. Deeper understanding.*

NUMBERS
CONTEXT
MEANING
BETTER ANSWERS

# LEVEL · GROWTH · SHARE · RATIO ANSWER DIFFERENT QUESTIONS

A number changes meaning when its denominator or comparison changes.

ILLUSTRATIVE NUMBERS · NOT APPSC FINDINGS · NOT A FORECAST

| Period | Total (A) | Component (B) |
|---|---|---|
| 1 | 100 | 20 |
| 2 | 120 | 22 |

*Same numbers. Different lenses. Different answers.*

*"Context turns a number into a meaning."*

## LEVEL

The actual number at a point in time.

Component is 20 in Period 1, then 22 in Period 2.

Answer: "What is the value?"

## CHANGE

The simple difference in number.

$22 - 20 = 2$

Answer: "By how much did it change?"

## GROWTH RATE

The change relative to the initial level.

$(22 - 20) \div 20 \times 100 = 10\%$

Answer: "What is the rate of increase?"

## SHARE

The part as a percentage of the total.

Period 1:
$20 \div 100 = 20\%$
Period 2:
$22 \div 120 = 18.3\%$

Answer: "What proportion does it represent?"

## RATIO

The relative size in simple terms.

Component : Total
= 1 : 5
then 11 : 60

Answer: "How does it compare?"

## KEY INSIGHT

**The component grew, while its share fell because the total grew faster.**

## THREE IMPORTANT DISTINCTIONS

**1 PERCENTAGE-POINT CHANGE**

20% to 18.3%
= −1.7 percentage points

Percentage points show the arithmetic difference between percentages.

**2 PERCENTAGE CHANGE IN SHARE**

$(18.3 - 20) \div 20 \times 100$
$\approx -8.5\%$

Shows the relative change in the share itself.

**3 PER CAPITA**

Total ÷ relevant population

It is an average, not a distribution.

*Averages describe, they do not show how things are shared.*

## DENOMINATOR GATE

Ask these before you calculate.

1. Name numerator.
2. Name denominator.
3. Match unit.
4. Match period.
5. Calculate.
6. State bounded conclusion.

## FOUR COMMON TRAPS

Avoid them in both questions and options.

- LEVEL ≠ RATE
- GROWTH ≠ SHARE
- TOTAL ≠ PER CAPITA
- AVERAGE ≠ DISTRIBUTION

## YOUR ACTION FOR TODAY

Rewrite one Economy option in words before calculating.
State which denominator makes it true or false.

*Stronger thinking for tougher questions.*

Concepts today Stronger tomorrow

# NOMINAL AND REAL NEED A PRICE-BASIS CHECK

A higher money value may reflect more output, higher prices, or both.

Same numbers. Different story. Check the price basis.

**ILLUSTRATIVE MODEL · NOT OFFICIAL DATA · NOT A FORECAST**

## THE EXAMPLE (TWO PERIODS, ONE GOOD)

| Period | Quantity (units) | Price (₹ per unit) | Nominal value (₹) |
|---|---|---|---|
| 1 | 10 | 100 | **1,000** |
| 2 | 11 | 120 | **1,320** |




A higher money value does not always mean only more output.

## CALCULATIONS FROM THE EXAMPLE

**1. Nominal growth**

$$\frac{1{,}320 - 1{,}000}{1{,}000} \times 100$$

= **32%**

**2. Real value at Period 1 prices**

11 × ₹100 = **₹1,100**

**3. Real growth at the fixed Period 1 price**

$$\frac{1{,}100 - 1{,}000}{1{,}000} \times 100$$

= **10%**

**4. Price change in the example**

$$\frac{120 - 100}{100} \times 100$$

= **20%**

## KEY INSIGHT

The **32% nominal rise** combines quantity and price change.
The **10% real rise** holds the price basis fixed.

Same economy. Different lens. That's the difference.

## THE PRICE-BASIS GATE (ASK THESE FOUR QUESTIONS)

**1 CURRENT OR CONSTANT?**

Is the series in current prices or constant (fixed) prices?

**2 WHICH BASE / REFERENCE PRICE?**

What is the base year or reference price used for constant prices?

**3 HAS THE SERIES BEEN REBASED?**

Has the base year been changed at any point in the series?

**4 ARE BOTH PERIODS COMPARABLE?**

Are the two periods being compared based on the same price basis and definition?

## COMMON TRAPS (AVOID THESE MISTAKES)

**NOMINAL ≠ REAL**

A higher nominal value does not mean a higher real value.

**HIGHER VALUE ≠ EQUAL OUTPUT GROWTH**

A higher money value may reflect higher prices, not just more output.

**DIFFERENT BASE SERIES ≠ DIRECT COMPARISON**

Series with different base years or price bases are not directly comparable.

**DEFLATOR / PRICE INDEX NEEDS ITS OWN SOURCE**

A deflator or price index must be taken from its own authoritative source.

## ACTION FOR PREPARATION

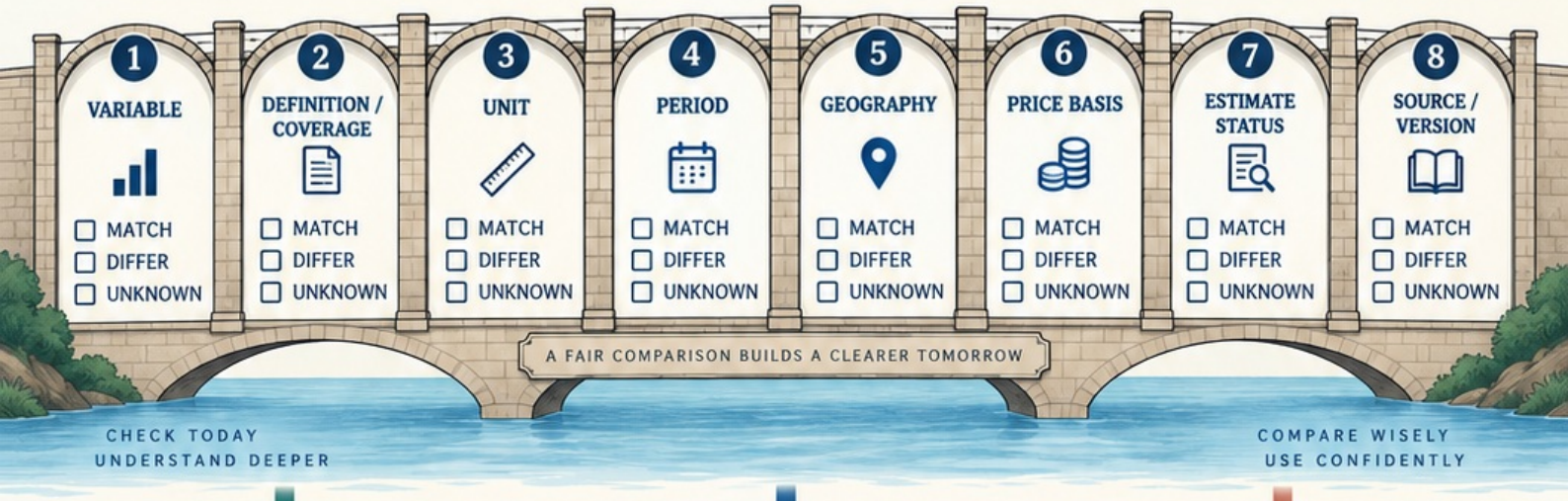
For one official series, write the price basis and base year before comparing growth. If the series changes, record the break.

Check the basis. Compare with care. Build clarity.

# COMPARE ONLY AFTER THE METADATA MATCHES

Two official figures can both be correct and still be incompatible.

*Same numbers*
*Different stories*
*Check the metadata*




### ALL MATERIAL LABELS MATCH

Direct comparison may be valid. State the scope.

### ONE LABEL DIFFERS BUT CAN BE NORMALISED

Convert transparently, preserve both originals, state the method.

### LABEL DIFFERS OR IS UNKNOWN

Do not compare. Recover the missing metadata.

## INDIA – AP PANEL

Ask the same analytical questions, but preserve institutional differences.

### MATCHED PAIRS (EXAMPLES ONLY AS CATEGORIES)

- National income ↔ GSDP
- Sectoral composition ↔ sectoral contribution
- Union public finance ↔ AP public finance

### KEY INSTITUTIONAL BOUNDARY

Monetary policy belongs to the RBI and Union-level framework; Andhra Pradesh does not have a separate monetary policy.

Some functions are comparable across levels of government, but institutional mandates, powers and responsibilities differ. Always retain the correct level of analysis.

## CONFLICT LOG

Record mismatches, understand reasons, and verify later.

| FIGURE A | FIGURE B | DIFFERING LABEL | POSSIBLE REASON | LATER AUTHORITATIVE STATUS |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

## CAUTIONS

- INDIA ≠ AP WITHOUT SCOPE
- ONE FINANCIAL YEAR ≠ ANOTHER
- ESTIMATE ≠ ACTUAL
- ALLOCATION ≠ EXPENDITURE

## YOUR ACTION FOR TODAY

Build one matched India–AP comparison and one explicit institutional difference.

*Better questions*
*Better analysis*
*Brighter public policy*

SAME QUESTION. DEEPER ANSWERS.

# POLICY INTENT IS THE START OF THE CHAIN

Allocation, implementation, output and observed effect are separate claims.

*Ideas Connect Change Lives*

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| **PROBLEM / TARGET** | **INSTRUMENT** | **ALLOCATION / AUTHORISATION** | **IMPLEMENTATION / STAGE** | **OUTPUT** | **OBSERVED EFFECT** |
| Which condition is the intervention designed to change? | Tax, spending, credit, regulation, price, service, infrastructure or another verified tool? | What was approved, budgeted or announced? | What was released, procured, built, delivered or operated —and when? | What immediate measurable product or service resulted? | What changed for people, firms, sectors, prices or public finance, and what evidence supports attribution? |
| | | | | | |

## POTENTIAL LIMITATIONS THAT AFFECT THE CHAIN

*A broken or weak link can change the outcome.*

| Transmission condition | Access | Timing | Capacity | Behavioural response | External conditions |
|---|---|---|---|---|---|
| | | | | | |

## KEY STAGE DISTINCTIONS

ANNOUNCEMENT ≠ APPROVAL → APPROVAL ≠ INVESTMENT COMMITMENT → COMMITMENT ≠ CONSTRUCTION → CONSTRUCTION ≠ OPERATION → OPERATION ≠ OUTCOME

## USE EVIDENCE AT EACH STAGE

*Different claims require different types of evidence.*

| CLAIM | STAGE | DATE | SOURCE | MEASURE | WHAT IT DOES NOT PROVE |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

## YOUR TASK AS A CANDIDATE

Trace one intervention from problem to instrument, implementation, output and effect.
Name the link that still needs evidence.

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*Same Facts*
*Broader Questions*
*Better Answers*

PEOPLE
POLICY
ECONOMY
A FAIRER TOMORROW

# OUTPUT IS NOT THE SAME AS DISTRIBUTED EFFECT

LOOK BEYOND THE TOTAL

**Ask who gains, who pays, who is excluded, and when the effect arrives.**

### HOUSEHOLDS
DIRECT EFFECT : .....
INDIRECT EFFECT : .....
COST / CONTRIBUTION : .....
TIMING : .....
EVIDENCE : .....

### WORKERS
DIRECT EFFECT : .....
INDIRECT EFFECT : .....
COST / CONTRIBUTION : .....
TIMING : .....
EVIDENCE : .....

### A POLICY OR ECONOMIC CHANGE
SAME CHANGE.
DIFFERENT LIVES.
DIFFERENT OUTCOMES.

### PRODUCERS / FIRMS
DIRECT EFFECT : .....
INDIRECT EFFECT : .....
COST / CONTRIBUTION : .....
TIMING : .....
EVIDENCE : .....

### GOVERNMENT FINANCE
DIRECT EFFECT : .....
INDIRECT EFFECT : .....
COST / CONTRIBUTION : .....
TIMING : .....
EVIDENCE : .....

### FUTURE USERS / GENERATIONS
DIRECT EFFECT : .....
INDIRECT EFFECT : .....
COST / CONTRIBUTION : .....
TIMING : .....
EVIDENCE : .....

*Same policy. Unequal footprints.*

*Think across people, place and time.*

## DISTRIBUTION LENSES
DIFFERENT LENSES REVEAL DIFFERENT REALITIES.

**AVERAGE**
What is the mean?

**MEDIAN / POSITION**
Where is the middle or typical unit?

**GROUP DIFFERENCE**
Which groups experience different effects?

**REGIONAL / SECTORAL DIFFERENCE**
Which relevant geography or sector changes the conclusion?

**ACCESS**
Who can actually reach the benefit or bear the cost?

## INCIDENCE CHAIN
Who formally pays may differ from who finally bears the cost.

**LEGAL BURDEN** → **BEHAVIOURAL RESPONSE** → **MARKET / ADMINISTRATIVE TRANSMISSION** → **FINAL ECONOMIC BURDEN**

## KEY CAUTIONS
COMMON TRAPS IN INTERPRETING ECONOMIC RESULTS.

- HIGHER AVERAGE ≠ EVERYONE BETTER OFF
- LARGER OUTPUT ≠ FAIRER DISTRIBUTION
- ELIGIBLE ≠ REACHED
- PLANNED BENEFIT ≠ OBSERVED EFFECT

## YOUR TURN
APPLY THE FRAMEWORK. THINK LIKE A PUBLIC SERVANT.

For one intervention, write one supported benefit, one cost, one excluded group, one time lag and one unresolved distribution question.

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Learn Deeply
Think Clearly
Serve Better

*Budgets tell a story. Read beyond the number.*

PEOPLE
POLICY
PUBLIC GOOD
STRONGER TOMORROW

# READ A BUDGET AS PLAN, ESTIMATE AND RECORD

Classification and estimate stage come before interpretation.

SAME NUMBERS
DIFFERENT QUESTIONS
A CLEARER TOMORROW

## BUDGET-NOTE TEMPLATE

FILL THE DETAILS BEFORE YOU INTERPRET

| | | | |
|---|---|---|---|
| ISSUING GOVERNMENT / AUTHORITY | | REVENUE OR CAPITAL | |
| DOCUMENT / RELEASE | | RECEIPT OR EXPENDITURE | |
| FINANCIAL YEAR | | BUDGET ESTIMATE / REVISED ESTIMATE / PROVISIONAL / ACTUAL | |
| PUBLICATION DATE | | SOURCE PAGE / TABLE | |
| VARIABLE | | COMPARABLE EARLIER VALUE AND STATUS | |
| ₹ UNIT / SCALE | | | |

## KEY DISTINCTIONS
KEEP THEM SEPARATE

**ALLOCATION ≠ ACTUAL SPENDING**
Budget provides for an amount; actual spending may be different.

**DEBT STOCK ≠ ANNUAL BORROWING**
Debt stock is the total outstanding liability; annual borrowing is the new addition in a year.

**PRINCIPAL ≠ INTEREST**
Principal is the borrowed amount; interest is the cost of using borrowed funds.

**REVENUE ITEM ≠ CAPITAL ITEM**
Revenue items relate to day-to-day operations; capital items create long-term assets.

## FISCAL-RATIO ANATOMY
UNDERSTAND WHAT DRIVES THE RATIO

**NUMERATOR ÷ DENOMINATOR × 100**

| numerator | denominator | period | estimate status |
|---|---|---|---|
| | | | |

**INSIGHT**
A ratio can move because either component changed.

## FROM ALLOCATION TO IMPACT
TRACE THE EVIDENCE CHAIN

PLANNED PRIORITY → RELEASE / EXPENDITURE → OUTPUT → OUTCOME

**RULE:** A large allocation supports a plan claim; delivery needs later expenditure and output or outcome evidence.

## BUDGET VERSION STRIP
KNOW WHICH VERSION YOU ARE USING

BE → RE → PROVISIONAL / ACCOUNTS → ACTUAL / FINAL

Compare like stages or state the mismatch.

## YOUR TURN
APPLY THE STEPS

Annotate one Budget figure with classification, year, estimate status and valid comparison.
Add the conclusion it cannot support alone.

SAME FRAMEWORK
CLEARER ARGUMENTS
BETTER PUBLIC SOLUTIONS

ECONOMY | ANALYSE | REASON | SERVE

*Numbers inform. Evidence convinces. Analysis serves.*

Same facts
A clearer tomorrow

# WHEN OFFICIAL FIGURES DIFFER, CHECK THE VERSION

Ask better questions. Find the real difference.

Different numbers can both be right.

**Conflict often comes from period, definition, revision or estimate stage—not from one source being false.**

| FIGURE A | | FIGURE B |
|---|---|---|
| Issuing authority | : | Issuing authority |
| Release date | : | Release date |
| Represented period | : | Represented period |
| Variable | : | Variable |
| Unit | : | Unit |
| Geography | : | Geography |
| Price basis | : | Price basis |
| Estimate status | : | Estimate status |
| Table/page | : | Table/page |
| Version | : | Version |

Same number, different story?

Check the details, not just the number.

## EIGHT-QUESTION CONFLICT DIAGNOSTIC

SAME DATA. DIFFERENT CONTEXTS. CLEARER ANSWERS.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|
| **Same variable definition?** | **Same represented period?** | **Same geography / coverage?** | **Same unit and scale?** | **Same price basis or base year?** | **Same estimate stage?** | **Has either release been revised?** | **Does a later release supersede an earlier value?** |
| Do both measure exactly the same thing? | Do they refer to the same time period (year, quarter, etc.)? | Do they cover the same area and population? | Are the units identical (e.g., number, percent, ratio) and on the same scale? | Are both in current prices or constant prices? If constant, is the base year the same? | Are both provisional, first estimate, final, etc.? | Check for later revisions of either figure. | Has a more recent authoritative release officially replaced the earlier value? |

## RESOLUTION PATHS

UNDERSTAND · EXPLAIN · USE WITH CARE

**SAME SERIES · LATER REVISION**
Keep the old value with its date; mark revised/replaced; use the later authoritative status.

**DIFFERENT COVERAGE OR DEFINITION**
Keep both; explain why they answer different questions.

**UNRESOLVED**
State the conflict; do not choose or average.

**Never average unlike official figures.** | A simple average can be misleading and is not a valid solution.

## STATUS LADDER (EVOLUTION OF AN OFFICIAL FIGURE)

| CURRENT | REVISED | REPLACED | EXPIRED / HISTORICAL |
|---|---|---|---|
| Most recent available value at the time of release. | Same series, updated value. Keep earlier value with its date. | Superseded by a later release. Earlier value retained for reference. | No longer part of the current series, but may be useful for historical reference. |

## CLAIM LABELS (WHAT A FIGURE REPRESENTS)

| OBSERVED | INFERRED | PLANNED |
|---|---|---|
| Directly measured or officially reported figure. | Derived from a model, method or other information. | A target, projection or announced intention. |

**Do not let an observed figure silently become a causal claim.**
A figure shows what is (or was), not necessarily why it happened.

## YOUR ACTION

Take two conflicting figures. Complete both metadata cards and write the precise reason they differ—or state that it remains unresolved.

Same questions
Stronger answers

# A TABLE SUPPORTS SOME CLAIMS— NOT EVERY STORY

Read metadata, calculate the denominator, then separate observation from explanation.

**ILLUSTRATIVE TABLE · FICTIONAL VALUES · NOT OFFICIAL DATA · NOT A FORECAST**

| Period | Component | Total | Status |
|---|---|---|---|
| A | 40 | 200 | Actual |
| B | 45 | 250 | Revised Estimate |
| C | 50 | 300 | Budget Estimate |

*Same indicator*
*Different stages*
*Read carefully*
*Draw responsibly.*

## CALCULATION OF SHARES (COMPONENT ÷ TOTAL)

Share A = 40 / 200 = **20%**

Share B = 45 / 250 = **18%**

Share C = 50 / 300 = **16.7%** (rounded)

*Check the denominator. It changes the story.*

## EVALUATING COMMON CLAIMS

**SUPPORTED BY DISPLAYED LEVELS**

"The component rises from 40 to 45 to 50."

This matches the numbers in the Component column.

**SUPPORTED ARITHMETICALLY, WITH STATUS CAUTION**

"The displayed share falls from 20% to 18% to 16.7%, but the three rows use different estimate stages."

The calculation is correct, but compare with care due to different status.

**NOT SUPPORTED**

"Actual expenditure rose from A to C."

**Reason:**
C is a Budget Estimate, not an actual.

**NOT SUPPORTED**

"A named policy caused the change."

**Reason:**
The table contains no causal evidence.

## SEVEN-STEP TABLE-READING DRILL

1. **Title / scope** → What does the table cover?
2. **Row and column labels** → What is being shown?
3. **Unit** → In what unit are the numbers?
4. **Period** → Which time period does each row represent?
5. **Status** → Actual, Revised Estimate, Budget Estimate, etc.
6. **Numerator and denominator** → What is the base for percentages?
7. **Bounded claim** → What can be said, and what is beyond the table?

## CLAIM BUCKETS: SORT YOUR STATEMENTS

**OBSERVED**
Directly visible in the table (e.g., levels).

**CALCULATED**
Derived from the numbers (e.g., shares, growth rates).

**INFERRED**
Plausible, but not proven by the table alone.

**PLANNED**
Pertains to estimates or future intentions.

**Do not let a calculated pattern become a causal explanation.**

## YOUR TURN: APPLY THE PRACTICE

For a fresh table, write two supported claims, one unsupported claim and the missing evidence needed.

*Good analysts ask what else is needed.*

# CONTINUE FROM THE FIRST NUMBER YOU CANNOT LABEL

Restore context first. Choose support only after the gap is visible.

*Better Questions Stronger Answers*

*Context gives numbers their meaning*

## A FREE DIAGNOSTIC YOU CAN DO NOW

1. Take one India figure and one Andhra Pradesh figure.
2. Add variable, unit, period, price basis, estimate status and source.
3. Write one comparison each can support and one it cannot.
4. Attempt a fresh denominator and table-reading set.

**Output:** Name the first broken link:
DEFINITION · UNIT · PERIOD · PRICE BASIS · STATUS · SOURCE · MECHANISM.

*Small gaps block big pictures*




## A SELF-DIRECTED REPAIR




Use the six-label template and fresh tables when the gap is small and specific.

## B ECONOMY SUBJECT SERIES

**₹3,000 · 12 months**

**Includes:**
- ✓ Indian and AP Economy only
- ✓ chapter visual notes
- ✓ MCQ practice built from real APPSC questions.

**Not included:**
- ✗ Other subjects and the test series are not included.

## C GROUP 2 COMPLETE

**₹9,000 · 12 months**

**Includes:**
- ✓ All four Mains subjects
- ✓ 106 chapters
- ✓ Screening coverage
- ✓ full test series.

**Not included:**
- ✗ Group 1 papers and mentorship are not included.

## A SIMPLE RULE TO CHOOSE

Choose **Economy** for sustained depth in one bounded subject.
Choose **Group 2 Complete** only when several coverage and practice systems need to move together.

## A FEW QUIET FACTS

- Prices include GST.
- Full refund within 7 days.
- No monthly plan.
- Check the current facts page before purchase.

## A NOTE ON INTEGRITY

No visual can verify a live figure, project stage or location. Use the issuing authority, represented date and official source.

*A number becomes insight only after its labels survive comparison.*