



**Anekant Education Society's
Tuljaram Chaturchand College, Baramati**

Autonomous

Department of Economics

One Year Degree Program in

Economics

Faculty of Mental Moral & Social Science

Revised Syllabus for

**B.A./ B. Com First Year
Semester – I & II**

For Tuljaram Chaturchand College, Baramati

NEP 2020 (2.0)

Choice Based Credit System Syllabus

To be implemented from Academic Year 2024-2025

Title of the Program : B. A. Economics**Preamble****Introduction:**

Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June, 2023. Taking into consideration the rapid changes in global scenario and new approaches in different areas of economics and related subjects, Board of Studies in Economics of Tuljaram Chaturchand College, Baramati - Pune has prepared the syllabus of B. A. Economics under the Choice Based Credit System (CBCS). The model curriculum as developed by U.G.C. is used as a guideline for the present syllabus. "The Bachelor of Arts in Economics program is designed to provide students with a comprehensive understanding of economic principles and their applications. It aims to equip students with the analytical tools and critical thinking skills necessary to analyse economic phenomena and make informed decisions. The BA Economics program combines theoretical knowledge with practical applications, providing students with a solid foundation in economic theory, quantitative methods, and empirical analysis. Through a carefully structured curriculum, students will develop a deep understanding of microeconomics, macroeconomics, econometrics, and other relevant areas of study.

The program emphasizes the development of analytical thinking, problem-solving abilities, and effective communication skills. Students will learn to apply economic concepts and theories to real-world scenarios, evaluate policy implications, and assess the impact of economic decisions on individuals, businesses, and societies. Furthermore, the BA Economics program encourages students to explore specialized areas of interest within the field of economics. Through elective courses, students can choose to delve deeper into areas such as international economics, development economics, environmental economics, or financial economics, aligning their studies with their career aspirations or personal interests.

The program also recognizes the importance of research skills and provides opportunities for students to engage in independent research projects. Under the guidance of faculty members, students will develop the ability to formulate research questions, collect and analyse data, and present their findings effectively. Throughout their studies, students will be exposed to the ethical considerations and social implications of economic decisions. The program aims to install a sense of social responsibility and an understanding of the role of economics in addressing contemporary challenges, such as income inequality, environmental sustainability, and global economic issues. Upon completion of the BA Economics program, graduates will be equipped with a strong foundation in economic theory and analysis, making them well-prepared for diverse career paths. Graduates may pursue careers in areas such as finance, banking, consulting, public policy, research, or further academic study in economics or related fields.

The BA in Economics program is committed to fostering an inclusive and supportive learning environment, encouraging intellectual curiosity, and promoting interdisciplinary perspectives. It aims to produce graduates who are equipped to contribute to the advancement of knowledge in economics and engage in meaningful economic discourse in their professional and personal lives.

Aims and Objectives of the new Curriculum:

The program objectives of a Bachelor's degree in Economics (BA Economics) are includes :

1. **Foundation in Economic Theory:** The program aims to provide students with a solid understanding of fundamental economic concepts, theories, and models. Students will learn about topics such as supply and demand, market structures, consumer behaviour, and aggregate economic analysis.
2. **Analytical Skills:** BA Economics programs aim to develop students' analytical and critical thinking skills. Students will learn to apply economic principles to analyse and solve real-world problems, evaluate economic policies, and make informed decisions.
3. **Quantitative and Data Analysis Skills:** Economics relies on quantitative methods and data analysis. The program aims to equip students with the necessary quantitative skills to understand and interpret economic data. Students will learn to use statistical techniques, econometric models, and economic software to analyse economic phenomena.
4. **Understanding of Microeconomics and Macroeconomics:** BA Economics programs typically cover both microeconomics and macroeconomics. The objective is to provide students with a comprehensive understanding of how individual economic agents (such as households and firms) interact and how the overall economy functions.
5. **Application of Economics to Real-World Issues:** The program aims to demonstrate the practical application of economic principles to real-world issues. Students will explore the economic implications of current events, public policies, and global economic challenges. They will learn to analyse economic problems and propose appropriate solutions.
6. **Communication Skills:** Effective communication is vital in economics. BA Economics programs aim to improve students' written and oral communication skills. Students will learn to present economic analysis, write reports and research papers, and effectively communicate complex economic concepts to diverse audiences.
7. **Awareness of Global and Socioeconomic Context:** Economics operates within a broader global and socioeconomic context. The program aims to foster students' understanding of the social, cultural, and political factors that influence economic systems and outcomes. Students will explore the role of economics in addressing issues such as poverty, inequality, sustainability, and economic development.
8. **Research Skills:** BA Economics programs often introduce students to basic research methods and techniques. The objective is to develop their research skills, including the ability to gather and analyse relevant economic data, conduct literature reviews, and present research findings.
9. **Ethical Awareness:** Economics raises ethical considerations in decision-making and policy analysis. BA Economics programs aim to develop students' awareness of ethical issues and their implications in economic contexts. Students will explore the ethical dimensions of economic decision-making and the social impact of economic policies.
10. **Professional and Career Development:** BA Economics programs often provide resources and guidance for students' professional and career development. This includes assisting students in understanding career opportunities in various sectors, developing job search skills, and promoting the application of economic knowledge and skills in professional settings.

: Programme Outcomes (Pos) (B.A. Economics):

PO1. Critical and Creative Thinking: Graduates will demonstrate the ability to apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence. The graduates will be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios, deal with problems and situations

PO2. Communication Skill: Graduates will be able to demonstrate the skills that enable them to: listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself

PO3. Multicultural Competence: Graduates will have acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups

PO4. Research Skills: The graduates will be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships

PO5. Environmental awareness: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for: mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living

PO6. Problem-solving Abilities: Graduates will be adept at identifying and addressing complex societal, cultural, and artistic challenges through innovative and interdisciplinary approaches

PO7. Collaboration and Teamwork: The graduates will be able to demonstrate the ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

PO8. Value inculcation: The graduates will be able to demonstrate the acquisition of knowledge and attitude that are required to embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies

PO9. Digital and technological skills: The graduates will be able to demonstrate the capability to use ICT in a variety of learning and work situations, access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data.

PO10. Community Engagement and Service: The graduates will be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the wellbeing of society.

Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati
Autonomous

Board of Studies in Economics

From 2022-23 to 2024-25

Sr. No.	Name	Designation
1.	Dr. Samadhan K. Patil	Chairman
2.	Mr. Sandeep B. Sabale	Member
3.	Dr. Chandrakant P. Kamble	Member
4.	Dr. Rahul N. Dhumal	Member
5.	Mr. Krushna V. Kulkarni	Member
6.	Dr. Jyotiram S. Ghadage	Member
7.	Dr. Versha H. Bhosale	Member
8.	Dr. Abasaheb Shinde	Vice-Chancellor Nominee
9.	Dr. Naresh Bodake	Expert from other University
10.	Dr. Subhash Kombade	Expert from other University
11.	Mr. Prashanrt Raut	Industry Expert
12.	Dr. Arvind Rithe	Meritorious Alumni
13.	Mr. Sivam Ughade	Student
14.	Mr. Aniket Padole	Student

**Credit Distribution Structure for Three/Four Year Honours / Honours with Research Degree Programme
With Multiple Entry and Exit options as per National Education Policy (2024 Pattern as per NEP-2020)**

Level/ Difficulty	Sem	Subject DSC-1	Subject DSC-2	Subject DSC-3	GE/OE	SEC	IKS	AEC	VEC	CC	Total			
4.5/100	I	2(T)+2(P)	2(T)+2(P)	2(T)+ 2(P)	2(T)	2 (T/P)	2(T) (Generic)	2(T)	2(T)	--	22			
	II	2(T)+2(P)	2(T)+2(P)	2(T)+2(P)	2(P)	2 (T/P)	--	2(T)	2(T)	2(T)	22			
Exit option: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/Internship OR Continue with Major and Minor Continue option: Student will select one subject among the (subject 1, subject 2 and subject 3) as major and other as minor and third subject will be dropped.														
Level/ Difficulty	Sem	Credits Related to Major				Minor	--	GE/OE	SEC	IKS	AEC	VEC	CC	Total
		Major Core	Major Elective	VSC	FP/OJT/CEP /RP									
5.0/200	III	4(T)+2(P)	--	2 (T/P)	2(FP)	2(T)+2(P)	--	2(T)	--	2(T)	--	2(T)	22	
	IV	4(T)+2(P)	--	2 (T/P)	2(CEP)	2(T)+2(P)	--	2(P)	2 (T/P)	--	2(T)	--	2(T)	22
Exit option: Award of UG Diploma in Major and Minor with 88 credits and an additional 4credits core NSQF course/Internship OR Continue with Major and Minor														
5.5/300	V	8(T)+4(P)	2(T)+2(P)	2 (T/P)	2(FP/CEP)	2(T)	--	--	--	--	--	--	22	
	VI	8(T)+4(P)	2(T)+2(P)	2 (T/P)	4 (OJT)	--	--	--	--	--	--	--	22	
Total 3Years		44	8	8	10	18	8	8	6	4	8	4	6	132
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor														
6.0/400	VII	6(T)+4(P)	2(T)+2 (T/P)	--	4(RP)	4(RM)(T)	--	--	--	--	--	--	22	
	VIII	6(T)+4(P)	2(T)+2 (T/P)	--	6(RP)	--	--	--	--	--	--	--	22	
Total 4Years		64	16	8	22	22	8	8	6	4	8	4	6	176
Four Year UG Honours with Research Degree in Major and Minor with 176 credits														
6.0/400	VII	10(T)+4(P)	2(T)+2 (T/P)	--	--	4(RM) (T)	--	--	--	--	--	--	22	
	VIII	10(T)+4(P)	2(T)+2 (T/P)	--	4 (OJT)	--	--	--	--	--	--	--	22	
Total 4Years		72	16	8	14	22	8	8	6	4	8	4	6	176
Four Year UG Honours Degree in Major and Minor with 176 credits														
T = Theory P = Practical DSC = Discipline Specific Course OE = Open Elective SEC = Skill Enhancement Course IKS = Indian Knowledge System AEC = Ability Enhancement Course VEC = Value Education Course CC = Co-curricular Course VSC= Vocational Skill Course OJT= On Job Training CEP= Community Engagement Project FP= Field Project RP= Research Project														

**Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati
(Autonomous)
Course and Credit Structure for F.Y.B.A. Economics (2024 Pattern as per NEP-2020)**

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
I	DSC-I (General)	-101-GEN		T	04
	DSC-II (General)	-101-GEN		T	04
	DSC-III (General)	ECO-101-GEN	Indian Economy I	T	04
	Open Elective (OE)	ECO-102-OE	Public Finance I	T	02
	Skill Enhancement Course (SEC)	ECO-103-SEC	History of Economic Thought I	T	02
	Ability Enhancement Course (AEC)	ENG-104-AEC		T	02
	Value Education Course (VEC)	SOC-104-VEC/ GEO-105-VEC		T	02
	Generic Indian Knowledge System (IKS)	GEN-106-IKS		T	02
	Total Credits Semester-I				
II	DSC-I (General)	-151-GEN		T	04
	DSC-II (General)	-151-GEN		T	04
	DSC-III (General)	ECO-151-GEN	Indian Economy II	T	04
	Open Elective (OE)	ECO-152-OE	Public Finance II	T	02
	Skill Enhancement Course (SEC)	ECO-153-SEC	History of Economic Thought II	T	02
	Ability Enhancement Course (AEC)	ENG-154-AEC		T	02
	Value Education Course (VEC)	SOC-154-VEC/ GEO-155-VEC		T	02
	Co-curricular Course (CC)	YOG/PES/CUL JSS/NCC-156- CC	To be selected from CC Basket	T	02
	Total Credits Semester-II				
Cumulative Credits Semester I + Semester II					44

Course Outcome

SYLLABUS (CBCS as per NEP 2020) FOR F.Y.B.A**(W .e. from June, 2023)**

Name of the Programme	: B.A.
Subject	: Economics
Program Code	: UAECO
Class	: F.Y.B.A.
Semester	: II
Course Type	: DSC-I (General) (Theory)
Course Name	: Indian Economy II
Course Code	: ECO-151-GEN
No. of Lectures	: 60
No. of Credits	: 04

A) COURSE OBJECTIVES:

1. To provide students with a comprehensive understanding of the Indian economy, its structure, and its position in the global context.
2. To familiarize students with the key economic systems, policies, and reforms that have shaped the Indian economy over time.
3. To introduce students to the concepts and methodologies of economic planning and its role in sectoral development.
4. To explore the demographic trends in India and their implications for economic growth, social welfare, and sustainable development.
5. To develop students' knowledge and understanding of national income accounting and its significance in measuring economic performance.
6. To analyze the challenges and opportunities related to population growth, gender issues, and human development in India.
7. To promote critical thinking and problem-solving skills by examining the relationship between economic growth, income inequality, and inclusive development in the Indian context.

B) Course Outcome :

1. **Understanding Economic Concepts:** Gain a solid understanding of fundamental economic concepts such as demand and supply, inflation, unemployment, fiscal policy, monetary policy, etc., and their application to the Indian context.
2. **Economic History of India:** Acquire knowledge about the historical evolution of the Indian economy, from the pre-independence period to contemporary times, including key economic reforms.
3. **Sectoral Analysis:** Analyze different sectors of the Indian economy, including agriculture, industry, and services, and understand their contributions, challenges, and growth prospects.
4. **Policy Analysis:** Evaluate economic policies implemented by the Indian government and their impact on economic development, stability, and social welfare.
5. **Globalization and Trade:** Examine India's integration into the global economy, the impact of international trade, and the role of global institutions.
6. **Poverty and Inequality:** Explore issues related to poverty, income distribution, and inequality in the Indian context, and understand policy measures aimed at addressing these challenges.
7. **Financial Markets:** Understand the functioning of financial markets in India, including stock exchanges, banking, and other financial institutions.

- 1. Service Sector in India. (15)**
 - 1.1 Meaning, Classification & Importance of Service Sector.
 - 1.2 Growth of Service Sector in India.
 - 1.3 Problems & Prospects of Service Sector.
 - 1.4 Fourth & Fifth Sector of Indian Economy.

- 2. Planning. (15)**
 - 2.1 Meaning Concept, Need & Objective of Planning.
 - 2.2 Overviews of Indian Five Years Plan.
 - 2.3 12th five year plan.
 - 2.4 NITI Aayog.

- 3. India's Finance Commissions. (15)**
 - 3.1 Constitutional Provision of Finance Commissions.
 - 3.2 Overviews of India's Finance Commissions.
 - 3.3 14th Finance Commissions.
 - 3.4 Issues in Federal Finance.

- 4. Economy of Maharashtra. (15)**
 - 4.1 Salient Features of Economy of Maharashtra.
 - 4.2 Structural Changes in Maharashtra Economy.
 - 4.3 Co-operative Movement in Maharashtra.
 - 4.4 Regional Imbalance Causes & Preventive Measures.

Reference Books-

- Tendon - Indian Economy.
- Dhar P.K., Indian Economy.
- Agrawal A.N., Problems of Development & Planning.
- Memoria C.B. Agricultural Problems of India, Kitab Mahal Publication. Kitab mahal, New Delhi.
- Dr. Datir R.K. And others Bharatiya Arthvyavastha- 5th Edition 2012, Nirali prakashan Pune.
- Jalan B., The Indian Economy Problem and prospectus, Viking, New Dehli
- Planning Commission (2007), Eleven Five Year Plan (2007-12).
- Govt. of India – Economic Survey.
- World Bank – World Development Report.
- Census of India (20011)

Here is a CO (Course Outcome) and PO (Program Outcome) mapping table with a four-point rating scale (0 to 3) and justifications:

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Understanding Economic Concepts	3	2	1	3	3	2	2	3
Economic History of India	2	3	2	2	2	2	2	2
Sectoral Analysis	3	2	3	3	3	2	2	3
Policy Analysis	2	3	2	3	2	2	2	3
Globalization and Trade	3	2	1	2	3	2	2	3
Poverty and Inequality	2	2	3	2	2	3	2	2
Financial Markets	3	2	1	3	3	2	2	3

Rating Scale:

3: Strong alignment between the course outcome and program outcome; the course effectively addresses the program outcome.

2: Moderate alignment; the course provides some coverage of the program outcome but may need improvement.

1: Limited alignment; the course touches on the program outcome but requires significant enhancement.

0: No alignment; the course does not address the program outcome.

Justifications:

PO1: The course emphasizes research-related skills in understanding economic concepts, sectoral analysis, and policy analysis.

PO2: Effective citizenship and ethics are incorporated in the evaluation of economic policies and the exploration of poverty and inequality.

PO3: Social competence is addressed in sectoral analysis and discussions on poverty and inequality.

PO4: Disciplinary knowledge is directly addressed in all course outcomes as it focuses on various aspects of the Indian economy.

PO5: Personal and professional competence is developed through understanding economic concepts, policy analysis, and financial markets.

PO6: The course promotes self-directed and lifelong learning by covering a range of economic topics.

PO7: Environment and sustainability are indirectly covered, particularly in sectoral analysis and policy evaluation.

PO8: Critical thinking and problem-solving skills are developed throughout the course, especially in policy analysis and sectoral analysis.

SYLLABUS (CBCS as per NEP 2020) FOR F.Y.B.A**(W .e. from June, 2023)**

Name of the Programme	: B.A.
Subject	: Economics
Program Code	: UAEC
Class	: F.Y.B.A.
Semester	: II
Course Type	: Skill Enhancement Course (SEC) (Theory)
Course Name	: History of Economic Thought II
Course Code	: ECO-153-SEC
No. of Teaching Hrs.	: 30
No. of Credits	: 02

A) COURSE OBJECTIVES :

1. Familiarize students with the major economists and their contributions to economic thought throughout history.
2. Understand the historical and intellectual context in which economic ideas and theories developed.
3. Trace the evolution of economic thought from ancient times to the present day, highlighting the key theories, concepts, and debates.
4. Analyze the different schools of economic thought, such as classical, neoclassical, Keynesian, and institutional economics, and understand their underlying principles and assumptions.
5. Examine the influence of social, political, and cultural factors on the development of economic theories and their practical applications.
6. Critically evaluate the strengths, weaknesses, and limitations of different economic theories and their implications for economic policy.
7. Identify the connections, influences, and debates between different economists and their ideas.

A) COURSE OUTCOMES :

- CO1.** Knowledge of Major Economic Thinkers.
- CO2.** Students will develop a thorough understanding of key economic theories and concepts.
- CO3.** Students will be able to analyze economic theories and ideas in their historical context.
- CO4.** Students will develop the ability to critically evaluate and analyze different economic theories, identifying their strengths, weaknesses, and limitations.
- CO5.** Students will recognize the intellectual connections and debates between different economists.
- CO6.** Students will be able to apply historical economic theories to contemporary economic issues and debates.
- CO7.** Research and Analytical Skills.

TOPICS / CONTENTS

Unit 1 : Indian Economic Thinkers	10 Teaching Hrs.
1.1 Kautilya's Economic Thought	
1.2 Agriculture live Stock Public Finance	
1.3 Evaluation of Kautilya's Economic Thought	
Unit 2: Economist of 19th Century	10 Teaching Hrs.
2.1 Dadabahi Nauroji	
2.2 M. G. Ranade	
2.3 B.R. Ambedkar	
Unit 3: Modern Indian Economists	10 Teaching Hrs.
3.1 Amartya Sen	
3.2 Abhijeet Banarjee	
3.3 Raghuram Rajan	

Book Readings :

8. Arthik Vicharacha Itihas Bhosale Kate
9. Arthik Vicharacha Itihas Raykhelkar and Damaji
10. "The Worldly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers" by Robert L. Heilbroner
11. "A History of Economic Thought" by William J. Barber
12. "The History of Economic Thought: A Reader" edited by Steven G. Medema and Warren J. Samuels
13. "The Evolution of Economic Thought" by Stanley Brue and Randy Grant
14. "Economics: The User's Guide" by Ha-Joon Chang
15. "A Companion to the History of Economic Thought" edited by Warren J. Samuels, Jeff E. Biddle, and John B. Davis
16. "The Making of Economic Society" by Robert L. Heilbroner and William Milberg

SYLLABUS (CBCS as per NEP 2020) FOR F.Y.B.A**(W .e. from June, 2023)**

Name of the Programme	: B.A.
Subject	: Economics
Program Code	: UAEC
Class	: F.Y.B.A.
Semester	: II
Course Type	: OE (Open Elective Courses)
Course Name	: Public Finance II
Course Code	: ECO-152-OE
No. of Teaching Hrs.	: 30
No. of Credits	: 02

A) COURSE OBJECTIVES:

1. To well understand basic concept and roll of government in an economy.
2. to analysis public revenue and expenditure of the government.
3. To discuss functions of the Government in an economy
4. To study budget analysis and measure.
5. To understand the basic problems of use of resources, distribution of income, etc.
6. To study public debt, expenditure programmes, budgetary procedures, stabilization instruments, debt issues etc.
7. To discuss the implications of policy for efficiency and equity

B) COURSE OUTCOMES:

- CO1.** Explains the concepts of private and public finance.
CO2. To have conceptual clarity of public expenditure and revenue theories.
CO3. To analyzing various governments tax policies.
CO4. To know the application of public economics in analyzing various revenue sources.
CO5. To comprehend various types of public goods and its real-world application.
CO6. To apply and integrate Equity and Efficiency Economics principles to analyze public debt
CO7. To Develop alternative policies.

TOPICS / CONTENTS

1. Public Debt	10 Teaching Hrs.
1.1 Meaning and types of Public Debt	
1.2 Sources of internal and external Public Debt	
1.3 Effects of Public Debt	
1.4 Methods of repayment	
2. Budget	10 Teaching Hrs.
2.1 Meaning, nature and objectives of Budget	
2.2 Types of Budget – Revenue, Capital, Surplus, Deficit and Balance Budget	
2.3 Preparation of Indian Central Budget	

2.4 Gender Budget

3. Fiscal Policy

10 Teaching Hrs.

- 3.1 Meaning, Role and Objectives of Fiscal Policy
- 3.2 Review of Indian Fiscal Policy since 2001
- 3.3 Fiscal Policy in developing economy
- 3.4 Limitations of Fiscal policy

BASIC READING LIST:

1. Jha R., (1998) Modern Public Economics, Routledge London
2. Bhargavre P.K., (1984) some Aspects of Indian Public Finance, Uppal Publishing House New Delhi.
3. Government of India (1985) Long Term Fiscal Policy, New Delhi.
4. Government of India (1992) Reports of the tax Reforms committee- interim and Final, (chairman: Raja J. Chelliah).
5. Srivastava, D.K., (Ed) (2000) Fiscal Federalism in India, Har-Anand Publication, Ltd. New Delhi.
6. Datt R., (2001), second Generation Economics Reforms in India, Deep and Deep Publications, New Delhi
7. Bhatia H.L. (1984) Public Finance, Vikas Publishing House Pvt.Ltd. New Delhi.

