Domain Subject: **Commerce**

**Skill Enhancement Courses (SECs) for Semester V, from 2022-23** (Syllabus with Learning Outcomes, References, Co-curricular Activities & Model Q.P. Pattern)

**Structure of SECs for Semester-V**

(To choose Three pairs from the Nine alternate pairs of SECs)

(For each SEC: Hours/Week: 05, Credits: 4, Max Marks: 100)

Pairs of Skill Enhancement Courses (SEC) under each series in Commerce for Semester-V.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Series-A: Accountancy</th>
<th>Course Name</th>
<th>Course No.</th>
<th>Series-B: Services</th>
<th>Course Name</th>
<th>Course No.</th>
<th>Series-C: E commerce</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-A</td>
<td></td>
<td>Advanced Corporate Accounting</td>
<td>16-B</td>
<td>Advertising and Media Planning</td>
<td>16-C</td>
<td>Digital Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-A</td>
<td></td>
<td>Software Solutions to Accounting</td>
<td>17-B</td>
<td>Sales Promotion and Practice</td>
<td>17-C</td>
<td>Service Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-A</td>
<td></td>
<td>Management Accounting</td>
<td>18-B</td>
<td>Logistics Services and Practice</td>
<td>18-C</td>
<td>Income Tax Procedure &amp; Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-A</td>
<td></td>
<td>Cost Control Techniques</td>
<td>19-B</td>
<td>EXIM Procedure and practice</td>
<td>19-C</td>
<td>GST Procedure &amp; Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-A</td>
<td></td>
<td>Stock Markets</td>
<td>20-B</td>
<td>Life Insurance with Practice</td>
<td>20-C</td>
<td>E Commerce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-A</td>
<td></td>
<td>Stock Market Analysis</td>
<td>21-B</td>
<td>General Insurance with practice</td>
<td>21-C</td>
<td>E filing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Note: In Semester-V a B.Com. General students have to study Three pairs of SECs (a total of 6 courses). The Pairs are, SEC numbers 16 & 17, 18 & 19 and 20 &21. As there shall be choice to students under CBCS, a total of 9 pairs shall be offered from which B.Com. General students have to choose a total of Three pairs of SECs. The 9 pairs are from 3 series namely (A) Accountancy, (B) Services and (C) E-Commerce. Students can, however, choose their **Three pairs** from any of the **Nine** pairs but a pair shall not be broken.

For example students can choose any Three pairs like the following;
16-A &17-A (from Accountancy), 18-B, 19-B (from Services) and 20-C, 21-C from E-Commerce.
Or 16-A&17-A, 18-C &19-C and 20-B &21-B
Or 16-B &17-B, 18-A &19-A and 20-C &21-C
Or 16-B &17-B, 18-C &19-C and 20-A &21-A
Or 16-C &17-C, 18-B & 19-B and 20-A &21-A
Or 16-C &17-C, 18-A &19-A and 20-B, 21-B

Whereas, B.Com Computers Students can choose any two pairs from the above 9 pairs.

*Note-2: One of the main objectives of Skill Enhancement Courses (SEC) is to inculcate skills related to the domain subject in students. The syllabus of SEC will be partially skill oriented. Hence, teachers shall also impart practical training to students on the skills embedded in syllabus citing related real field situations.*
I. Learning Outcomes

Upon successful completion of the course students will be able to;
1. Analyze online Micro and Macro Environment
2. Design and create website
3. Discuss search engine marketing
4. Create blogs, videos, and share

II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)

Unit 1: Introduction
Digital marketing: Meaning – importance – traditional online marketing vs digital marketing – online market place analysis Micro Environment – Online Macro Environment - trends in digital marketing – competitive analysis.

Unit – II: Web site planning and creation
Web Site: meaning – objectives – components of website - website creation – incorporation of design and – adding content, installing and activating plugins.

Unit 3: Search Engine Optimization (SEO)

Unit 4: Social Media Marketing:
Meaning of social media and Social Media Marketing – social Management tools-strategy and planning – social media network – Social Networking – video creation and sharing – use of different social media platforms - Content creation - Blogging – Guest Blogging.

Unit 5: Email marketing:

III. References
2. Youtility by JayBaer, Published by Gilda MediaL C Portfolio 2013,
5. Social Media Marketing All-in-one Dummies by Jan Zimmerman, Deborah Ng, John Wiley & Sons.
6. Digital Marketing 2020 by Danny Star, Independently Published, 2019
7. Web sources suggested by the concerned teacher and college librarian including reading material.

IV. Co-Curricular Activities:

A. Mandatory (Student training by teacher in field related skills: 10 hrs.):
   1. For Teachers: teacher shall train students (using actual field material) in classroom/field for not less than 10 hours in the skills in digital marketing viz., SEO, SEM, Social media Marketing, content writing, e-mail marketing, web designing and development, Blogging, Google ad words.
   2. Students: Students shall individually undertake an online study on any aspect such as Analysis of local online Micro and Macro Environment and make a trend analysis of digital marketing, Build a blog on any topic or subject of their interest, Develop website to market for (real/imaginary) product or service, Create video with product or service description to evoke customer attention. Each student has to submit his/her observations as a handwritten Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.
   3. Max marks for Fieldwork/Project work Report: 05.
   4. Suggested Format for Fieldwork/Project work (not more than 10 pages): Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.
   5. Unit tests (IE).

B. Suggested Co-Curricular Activities
   1. Organize short term training on Digital Marketing in collaboration with local or online skill providers.
   2. Seminars/Conference/ Workshops on significant and emerging areas in Digital Marketing
   3. Real time work experience with Digital marketing service providers.
   4. Arrange for Interaction with Area Specific Experts.

V. Suggested Question Paper Pattern:

Max. Marks 75  Time: 3 hrs

SECTION - A (Total 25 marks)
Answer any FIVE Questions (5×5 Marks)
OUT OF EIGHT. COVER ALL UNITS

SECTION - B (Total 50 marks)
Answer any FIVE Questions (5×10 Marks)
OUT OF EIGHT. COVER ALL UNITS

-------------------
A.P. State Council of Higher Education
Semester-wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B. Com. (Hons)
Domain Subject: COMMERCE
IV YEAR B.COM (HONS) - Semester -V

Max Marks: 100 Time: 3Hrs

Course 17 C -Service Marketing
(Skill Enhancement Course (Elective) 4 credits)

I. Learning Outcomes
Upon successful completion of the course the student will be able to;

1. Discuss the reasons for growth of service sector.
2. Examine the marketing strategies of Banking Services, insurance and education services.
3. Review conflict handling and customer Responses in services marketing
4. Describe segmentation strategies in service marketing.
5. Suggest measures to improve services quality and their service delivery.

II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)

Unit 1: Introduction: Nature and Scope of services
Introduction: Nature and Scope of services characteristics of services, classification of services – need for service marketing - reasons for the growth of services sector, Overview of marketing Different Service Sectors -Marketing of Banking Services -Marketing in Insurance Sector - Marketing of Education Services.

Unit-2: Consumer Behavior in Services Marketing
Customer Expectations on Services- Factors influencing customer expectation of services. - Service Costs experienced by Consumer, the Role of customer in Service Delivery, Conflict Handling in Services, Customer Responses in Services, Concept of Customer Delight

Unit-3: Customer Relationship marketing and Services Market Segmentation.

UNIT 4: Customer Defined Service Standards.
Customer Defined Service Standards - Hard and Soft, Concept of Service Leadership and Service Vision -Meeting Customer Defined Service Standards -Service Flexibility Versus Standards - Strategies to Match Capacity and Demand - managing Demand and Supply of Service –applications of Waiting Line and Queuing Theories to Understand Pattern Demand.
Unit 5: Service Development and Quality Improvement.
Service Development – need, importance and Types of New Services - stages in development of new services, service Quality Dimensions - Service Quality Measurement and Service Mapping, Improving Service Quality and Service Delivery, Service Failure and Recovery.

III. References
6. Dr. K. Karunakaran, Service Marketing (Text and Cases in Indian Context), Himalaya Publications.
7. Web sources suggested by the concerned teacher and college librarian including reading material.

IV. Co-Curricular Activities:
A. Mandatory (Student training by teacher in field related skills: 10 hrs.):
   1. For Teachers: Teacher shall train students (using actual field material) in classroom/field for 10 hours in the skills in service marketing such as planning and designing marketing strategies for any real/imaginary service of their interest, procedure to identify customer behavior and their satisfaction for any service and issues thereof.
   2. Students: Students shall individually take up a study on marketing strategies adopted (w.r.t.) any one specific service product) adopted by any of the service providers like Banking, Insurance, Telecom companies, (BSNL, Reliance Jio, Airtel, etc.) any other sector like electric household appliances, hospitals, hotels etc. Assess Customer expectations and Customer satisfaction feedback on services provided by Network providers. Of Mobile Companies/Banking/Insurance/hospitals Zamoto, Swiggy, etc. Each student has to submit his/her observations as a handwritten Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.
   3. Max marks for Fieldwork/Project work Report: 05.
   4. Suggested Format for Fieldwork/Project work (not more than 10 pages): Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.
   5. Unit tests (IE).
B. Suggested Co-Curricular Activities

1. Organize short term training on specific technical skills in collaboration with Computer Department or skill training institution (Government or Non-Government Organization). Like Zoho, Fresh book, MS Excel….
2. Seminars/Conference/ Workshops on emerging trends in service marketing
3. Real time work experience with service marketing providers
4. Arrange for Interaction with Area Specific Experts.

V. Suggested Question Paper Pattern:

Max. Marks 75 Time: 3 hrs

SECTION - A (Total 25 marks)
Answer any FIVE Questions (5×5 Marks)

OUT OF EIGHT. COVER ALL UNITS

SECTION - B (Total 50 marks)
Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT. COVER ALL UNITS

********
Course-18-C. INCOME TAX ASSESSMENT PROCEDURES AND PRACTICE  
(Skill Enhancement Course (Elective), 4 Credits)

I: Course Learning Outcomes

After successfully completing the course, the student shall be able to:

1. Understand the basic concepts in computation of tax liability under all heads of income of the individuals.
3. Compute taxable income and tax liability of individuals and firms.
4. Acquire the ability to file online returns of income.
5. Acquire skills of TDS/TCS and online filing of Tax returns.

II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)

Unit-I: Computation of Total Income and Tax Liability
Computation of Total Income and Tax Liability of Individuals- Firms and Companies - Procedure for Assessment including Problems in calculation of tax for firms & Companies

Unit-II: Clubbing of Income-Set off of Losses
Meaning of clubbing of income– Different items come under the provisions of clubbing of income
Meaning of set-off of losses and carry-forward and set-off of losses – Types of set-off - Intra-set off and Inter-set off

Unit-III: Tax Payment- Penalties
Advance Payment of Tax - Persons liable to pay Advance Tax – Procedure for Computation of Advance Tax – Due Dates for the Payment of Advance Tax - Consequences of Non-payment of Advance Tax- Refund of tax, interest on refund – Appeals and Revisions

Unit-IV: Returns Filing

Unit-V: TDS &TCS and e-Filing
TDS-TCS- Provisions in brief relating to TDS/TCS- Schedule for deposit & Submission of Returns of TDS- Form-16 generation.

III: References:

5. Vinod K. Singhania, Taxman’s Direct Taxes Planning and Management.
7. https://incometaxindia.gov.in
8. Web resources suggested by the Teacher concerned and the College Librarian including reading material

IV. Co-Curricular Activities

A. Mandatory (Student training by teacher in field related skills: 10 hrs.):

1. For Teachers: Training of students by the teacher (using actual field material) in classroom/field for not less than 10 hours on techniques in tax consultancy, Income Tax calculation and Tax filing. Tax filing in respect to individuals, firms and Corporate. Income Tax Portal for a selected Tax Payer. Each student has to be trained in using forms for filing of returns.
   a. Tax Calculation and preparation of Annexure w.r.t employees in the institutions and selected organizations (ref. unit-1)
   b. Working with Clubbing income and set of losses/carry forward losses for a given Company/organization (ref. unit-2)
   c. Working with CBDT website for Income Tax website for various provisions and Penalties (ref. unit-3)
   d. Working with Online tax portal for downloading different formats (ref. unit 4)
   e. Preparation of TDS and TCS reports and generating Form 16 from respective DDO (ref. unit 5)

2. For Students: Students shall individually take up a field study and make observations on Tax Assessment and Submission of Tax Return to Income tax department, payment of tax and other formalities. They may also work with an Income Tax Practitioner and participate in the real time submissions of Tax. Each student has to submit his/her observations as a handwritten Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

3. Max marks for Fieldwork/Project work Report: 05
4. Suggested Format for Fieldwork/Project work (not more than 10 pages): Title page, student details, Contents, objective, step-wise work done, findings, conclusions and acknowledgements.

5. Unit tests (IE).

B. Suggested Co-Curricular Activities

1. Training of students by a related field expert.
2. Assignments including technical assignments like Working with Tax Consultancy for observation of Tax Assessment and Return Filing Procedure.
3. Seminars, Conferences, discussions by inviting concerned institutions
4. Field Visit
5. Invited lectures and presentations on related topics

V. Suggested Question Paper Pattern:

Max. Marks 75 

Time: 3 hrs

SECTION - A (Total 25 marks)  
Answer any FIVE Questions (5×5 Marks)

SECTION - B (Total 50 marks)  
Answer any FIVE Questions (5×10 Marks)

-------------
Course 19-C-GOODS AND SERVICES TAX WITH TALLY
(Skill Enhancement Course (Elective), 4 Credits)

I: Course Learning Outcomes

After completing the course, the student shall be able to:

1. Understand the concept of Liability and Payment of GST
2. Create a new company in Tally with GST components and establish environment for GST Voucher entry.
3. Comprehend the utilization of input tax credit, and the reverse charge mechanism in GST
4. Acquire Skills of preparation of GST Returns in accordance with GST Law and Tally
5. Acquire skill of online payment of GST through GST Portal.

II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)

Unit 1: GST- Liability and Payment
Output tax liability - Input tax credit utilization-- Schedule for payment of GST- Interest/penalty for late/non-filing of return-Payment of GST- GST Network

Unit-II: GST – Accounting Masters and Inventory Masters in Tally
Company Creation- General Ledgers & GST Ledgers Creation - Stock Groups , Stock Items and Unit of Measure - GST Rate Allocation to Stocks

Unit-III: GST Voucher Entry
GST Vouchers - Customizing the Existing Voucher types with applicable GST Rates –Mapping of Input Tax Credit on Purchase Vouchers - Output Tax on Sales Vouchers- Purchase and Sales Voucher Entries with Single Rated GST and Multiple Rated GST Goods.

Unit-IV: GST Returns
Regular Monthly returns and Annual Return- Returns for Composition Scheme- Generation of Returns - GSTR-1, GSTR-2, GSTR-3, GSTR-4, GSTR-9, GSTR-3B

Unit-V: Payment of GST online
III: References:
1. Ahuja, Girish, Gupta Ravi, GST & Customs Law.
5. Sisodia Pushpendra, GST Law, Bharat Law House.
6. Web resources: https://cbic-gst.gov.in
7. Web resources suggested by the Teacher concerned and the College Librarian including reading material

IV. Co-Curricular Activities

A. Mandatory (Student training by teacher in field related skills: 10 hrs.):
1. For Teachers: Training of students by the teacher (using actual field material) in classroom/field for not less than 10 hours on techniques in computation of and online submission of GST. On Tally ERP 9 for entering entries of a selected firm.
   a. Calculation of output tax liability and input tax credit through voucher entries (ref. unit-1)
   b. Creation of Company and working with Masters in Tally ERP9 (ref. unit-2)
   c. Voucher entry along with input tax and output taxed entries (ref. unit-3)
   d. Preparation of GST Returns for regular dealer and composite dealer in tally (Ref. unit 4)
   e. Online Payment of GST using Tally (ref. unit 5)
2. For Students: Students shall take up individual field study on Entry of GST Voucher, Calculation of Input Tax and Output Tax including single rated /multi rated GST with a selected organizations. Submission of online GST Returns for a selected business firm. Each student has to submit his/her observations as a handwritten Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.
3. Max marks for Fieldwork/Project work Report: 05.
4. Suggested Format for Fieldwork/Project work Report (not more than 10 pages): Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

B. Suggested Co-Curricular Activities
1. Training of students by a related field expert.
2. Assignments including technical assignments like Working with Tally for Observation of real-time entries for transaction of accounting with inventory
3. Seminars, Conferences, discussions by inviting concerned institutions
4. Field Visit
5. Invited lectures and presentations on related topics.

V. Suggested Question Paper Pattern:

Max. Marks 75

Time: 3 hrs

SECTION - A (Total 25 marks)
Answer any FIVE Questions (5×5 Marks).
OUT OF EIGHT COVERING ALL UNITS

SECTION - B (Total 50 marks)
Answer any FIVE Questions (5×10 Marks)
OUT OF EIGHT COVERING ALL UNITS

-------------
A.P. State Council of Higher Education
Semester-wise Revised Syllabus under CBCS, 2020-21
Course Code:
Four-year B.Com. (Hons)
Domain Subject: COMMERCE
IV Year B. Com.(Hons) – Semester – V
Max Marks: 100
Time: 3 Hrs

Course 20C: E COMMERCE
(Skill Enhancement Course) (Elective 4 Credits)

I. Learning Outcomes:
By the completion of the course, the students are able to
1. Understand the mechanism of ecommerce
2. Equip specialization in website designing for ecommerce
3. Enhance their skills in operational services of ecommerce
4. Involve in activities of ecommerce
5. Able to create awareness among the public one commerce activities

II. Syllabus Total 75hrs (Teaching 60, Training 10 and others 05 including IE etc)

UNIT 1: Introduction, Nature and Scope

UNIT 2: Environmental and Technical support Aspects
Technical Components- Internet and its component structure-Internet Vs Intranet, Vs Extranet and their differences-Website design- its structure-designing, developing and deploying the system-

UNIT 3: Security and Legal Aspects

UNIT 4: Operational Services of e Commerce
E retailing –features- E Services-Banking, Insurance, Travel, Auctions, Learning, Publication and Entertainment-Payment of utilities (Gas, Current Bill, Petrol Products)- On Line Shopping (Amazon, Flip kart, Snap deal etc.)

UNIT 5: E Payment System
Types of e payment system- its features-Digital payments (Debit Card/Credit Cards, Internet Banking, Mobile wallets- Digital Apps (unified Payment Services-Phone Pay, Google Pay, BHIM Etc.) Unstructured Supplementary Services Data (Bank Prepaid Card, Mobile banking)-

III. References:
2. Bajaj,D.Nag,E Commerce, Tata Mcgraw Hill Publication
3. Whitely David, E-Commerce, Mcgraw Hill
4. TN Chhabra ,E Commerce, Dhanapat Rai & Co
5. Dave Chaffey, E Business and E Commerce Management, Pearson Publication
6. Dr.Pratikkumar Prajapati, Dr.M.Patel, E Commerce, Redshine Publication
7. Web resources suggested by the Teacher concerned and the College Librarian including reading material

IV  Co-Curricular Activities (teacher participation: total 15 hours):

A. Mandatory

1. **For Teachers:** Training of students by the teacher (using actual field material) in classroom and field for a total of not less than 10 hours on the skills of listing out the local institutions who are involved in e-commerce activities. Identifying the institutions and their experience in operational activities of e-commerce, Case studies are to be analyzed of various problems raised at the time of e-payment and operational activities of e-commerce.

2. **For Students:** Students shall individually undertake field study by contact website designers and studying various procedures adopted by the merchants and individuals and their experiences. Each student has to record and submit his/her observations in a handwritten Fieldwork/Project work Report not exceeding 10 pages to teacher in the given format.

3. Max marks for Fieldwork/Project work Report: 05.

4. Suggested Format for Fieldwork/Project work Report (not more than 10 pages): Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.

5. Unit tests (IE).

B. Suggested Co-Curricular Activities

1. Training of students by a related field expert.

2. Assignments (including technical assignments like volume of business operated through e-commerce, Case Studies of problems raised at the time of e-commerce).

3. Seminars, Conferences, discussions by inviting concerned institutions

4. Conduct surveys on pros and cons of ecommerce

5. Invited lectures and presentations on related topics by field experts.

V. Suggested Question Paper Pattern:

Max. Marks 75 Time: 3 hrs

SECTION - A (Total 25 marks)
Answer any FIVE Questions (5×5 Marks)

OUT OF EIGHT COVER ALL UNITS

SECTION - B (Total 50 marks)
Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT COVERING ALL UNITS

******
Learning Outcomes:
By the completion of the course, the students are able to

- Understand and apply basic knowledge of Indian Tax System
- Equip specialization in taxation system
- Enhance their skills in presenting returns
- Involve in activities of Charted Accountants for filing returns
- File returns of Income Tax and GST

II. Syllabus: Total 75hrs (Teaching 60, Training10, Others 05 including IE etc.)

UNIT 1: Introduction, Nature and Scope
Introduction- Definition –importance and scope of returns--Types of Assesses –under Income Tax and Goods and Service Tax-Sources of income-

UNIT 2:- Returns filing under Income Tax
Types of Returns- Mode of filing-Manual-Electronic Bureau of Internal Revenue Form (eBIR) Electronic Filing and Electronic and Payment System (eFPS)-for Individuals-ITR1,ITR2,ITR3,ITR4,For Firms and CompaniesITR5,ITR6,ITR7.

UNIT 3: –Penalties and Prosecution under Income Tax
Nonpayment, failure to comply,-Concealment-, Book Audit, Loans-International transactions, TDS

UNIT 4:- Returns filing under Goods Service Tax
GSTR1. GSTR1, GSTR2, GSTR2A, GSTR3B, GSTR4, GSTR5, GSTR6

UNIT 5.- Penalties and Prosecution under GST
Differences between fees and penalty-Types of penalties under section 122 to 138

III. References:
1. Varun Panwar, Jyothi Mahajan  Introduction to efilng returns  MKM Publishers
2. Hemachandjain and H.N.Tiwari Computer Application in Business Taxman’s Publication
4. www.incometaxindiafiling.gov.in
5. www.taxguru.in
6. www.bharatlaws.com
7. www.cbic-gst.gov.in
8. www.taxmann.com

Web resources suggested by the Teacher concerned and the College Librarian including reading material
IV Co-Curricular Activities (teacher participation: total 15 hours):

A. Mandatory
1. For Teachers: Training of students by the teacher (using actual field material) in classroom and field for not less than 10 hours on the skills of Local tax consultants and the problems raised at the time of e filing. Identifying the assesses and their experience in e filing activities, Analysis of various returns filed through manual and e filing and their difficulties and advantages, Listing out assesses who paid penalties and identify the various reasons
2. For Students: Filing of tax returns through the tax experts and concerned websites, Students shall be submitted a project report on filing of returns.
3. Max marks for Fieldwork/Project work Report: 05.
4. Suggested Format for Fieldwork/Project work Report (not more than 10 pages): Title page, student details, contents, objective, step-wise work done, findings, conclusions and acknowledgements.
5. Unit tests (IE).

B. Suggested Co-Curricular Activities
- Training of students by a related field expert.
- Assignments (including technical assignments like collection of submitted returns of various organizations, Case Studies of problems raised at the time of submission of returns.
- Seminars, Conferences ,discussions by inviting concerned institutions
- Visits to local charted Accountants to expose the practical filing procedure
- Invited lectures and presentations on related topics by field experts.

V. Suggested Question Paper Pattern:

Max. Marks 75

SECTION - A (Total 25 marks)
Answer any FIVE Questions (5×5 Marks)

OUT OF EIGHT UNITS COVERING ALL UNITS

SECTION - B (Total 50 marks)
Answer any FIVE Questions (5×10 Marks)

OUT OF EIGHT COVERING ALL UNITS

********