

SRI VENKATESWARA UNIVERSITY
UG PROGRAMME UNDER CBCS
B.A. RURAL DEVELOPMENT
(With effect from the Academic Year 2022-23)

V SEMESTER

Skill Enhancement Courses for V Semester

(Syllabus-Curriculum)

(Syllabus with Learning Outcomes, References, Co-curricular Activities & Model Q.P. Pattern)

Structure of SECs for V-Semester

(To Choose any One Pair from the Four Alternative Pairs of SECs)

Uni Code	Course No 6&7	Name of the Course	Hours/ Week	Credits	Marks	
					Internal Assmt: 20 Field Work/ Project Work: 5	Semester End
	6A	Sources of Data and Information Collection in Village Survey	5	4	25	75
	7A	Techniques of Village Survey and Report Writing	5	4	25	75
OR						
	6B	Governance and Rural Development	5	4	25	75
	7B	Information Technology and Rural Development	5	4	25	75
OR						
	6C	Rural Industrialization and Entrepreneurship	5	4	25	75
	7C	Rural Credit and Banking	5	4	25	75
OR						
	6D	Natural Resource Management for Rural Development	5	4	25	75
	7D	Non-Governmental Organizations and Rural Development	5	4	25	75

Note-1: For Semester–V for the Subject **Rural Development** any one of the Four Pairs of SECs shall be chosen as Courses 6 and 7, i.e., 6A & 7A or 6B & 7B or 6C & 7C or 6D & 7D. The Pair shall not be broken (ABCD allotment is random, not on any priority basis)

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.

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Max Marks: 100

COURSE 6A: SOURCES OF DATA AND INFORMATION COLLECTION IN VILLAGE SURVEY

I. Learning Outcomes: Students after successful completion of the course will be able to:

- Understand the importance of social science research in rural development;
- Understand the steps in the preparation of research design;
- Understand the difference between census and sample survey and the different sampling methods;
- Learn the difference between quantitative and qualitative research; and
- Learn the skills of conduct of case study

II. Syllabus:

(Hours: Teaching: 60; Skills Training: 10; others including unit tests: 05 = Total:75)

UNIT –I	Social Science Research – Concept, Importance, Principles – Social Science Research and Rural Development
UNIT –II	Steps in Research Design – Formulation of Hypotheses – Internet Search
UNIT –III	Census Vs Sample Survey – Types of Sampling: Stratified Sampling – Multistage Sampling – Purposive Sampling – Systematic Sampling
UNIT –IV	Quantitative Research – Concept, Nature, Importance; Qualitative Research – Concept, Nature and Importance – Difference between Qualitative and Quantitative Research
UNIT –V	Case Study – Concept, Nature, Importance – Steps in the Conduct of Case Study

III. References:

S P Gupta	Statistical Methods, Sultan Chand, 2019
C B Gupta	An Introduction to Statistical Methods, Vikas Publishing House, 2014
Bajpai	Social Science Research, Sultan Chand, 2000
ArunangshuGiri	Research Methodology for Social Sciences, Sage Publications, New Delhi, 2018
Poduval	Empirical Research in Social Sciences, Notion Press, 2019

IV: Co-Curricular Activities:

a) **Mandatory:** (Training of students in the related skills by the lecturer, Total 10 Hours)

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on explaining, illustrating, narrating and lecturing on research. The training may be imparted by visiting villages
2. **For Student:** Students shall visit a village and conduct basic village assessments. They shall write their individual observations in the prescribed format not exceeding 10 pages and submit to the Teacher, as the Field Work / Project Work Report
3. Suggested Field Work/Project Work Format (Report shall not exceed 10 pages):
Title Page, Student Details, Acknowledgements, Index Page, Objectives, Step-Wise Process, Findings, Conclusion and References
4. Max Marks for Fieldwork/Project Work Report: 05
5. Unit Tests/Internal Examinations

b) **Suggested Co-Curricular Activities:**

- 1) Invited Lectures
- 2) Hands on experience by Field Experts
- 3) Debates on interesting topics
- 4) Seminars, Group Discussions, Quiz, etc.
- 5) Assignments

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COURSE 7A: TECHNIQUES OF VILLAGE SURVEY AND REPORT WRITING

I. Learning Outcomes: Students after successful completion of the course will be able to:

- Understand the tools of data collection and use of the tools;
- Learn the skills of classification and tabulation;
- Learn the skills of presentation of data and information in graphic methods;
- Write the village survey report and present the summary of the findings to the rural community and policy makers; and
- Learn skills related to conduct of village-level surveys, interpretation of findings and report writing.

UNIT –I	Tools of Data Collection: Questionnaire – Schedule – Interview – Observation
UNIT –II	Processing of Data – Classification and Tabulation
UNIT –III	Graphical Methods – Importance of Graphical Methods – Steps in Graphic Methods; Histogram – Pie Chart – Bar Diagrams
UNIT –IV	Quantitative Data Analysis: Mean – Median – Mode - Standard Deviation
UNIT –V	Report Writing – Steps in Report Writing

III. References:

S P Gupta	Statistical Methods, Sultan Chand, 2019
C B Gupta	An Introduction to Statistical Methods, Vikas Publishing House, 2014
Bajpai	Social Science Research, Sultan Chand, 2000
ArunangshuGiri	Research Methodology for Social Sciences, Sage Publications, New Delhi, 2018
Poduval	Empirical Research in Social Sciences, Notion Press, 2019

IV: Co-Curricular Activities:

c) **Mandatory:** (Training of students in the related skills by the lecturer, Total 10 Hours)

1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on explaining, illustrating, narrating and lecturing on research. The training may be imparted by conducting village surveys by visiting by villages
2. **For Student:** Students shall visit a village and conduct report writing. They shall write their individual observations in the prescribed format not exceeding 10 pages and submit to the Teacher, as the Field Work / Project Work Report
3. Suggested Field Work/Project Work Format (Report shall not exceed 10 pages):
Title Page, Student Details, Acknowledgements, Index Page, Objectives, Step-Wise Process, Findings, Conclusion and References
4. Max Marks for Fieldwork/Project Work Report: 05
5. Unit Tests/Internal Examinations

d) Suggested Co-Curricular Activities:

1. Invited Lectures
2. Hands on experience by Field Experts
3. Debates on interesting topics
4. Seminars, Group Discussions, Quiz, etc.
5. Assignments

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COURSE 6B: GOVERNANCE AND RURAL DEVELOPMENT

- I. **Learning Outcomes:** Students after successful completion of the course will be able to:
- Understand the need for Good Governance for Rural Development;
 - To know the functions of Bureaucracy at village level;
 - Develop capacities to address the grievances;
 - Gain comprehensive knowledge on the functioning of Village Secretaries System in A.P.;
 - Acquire the knowledge about welfare and development programmes in A.P.

II. **Syllabus :**

(Hours: Teaching: 60, Skill Training: 10; Others including Unit Tests: 05 Total: 75)

- UNIT –I** Concept of Good Governance – Scope and Features of Good Governance, Need for Good Governance in Rural Development.
- UNIT –II** Meaning of Bureaucracy – Features, Structure and Functions of Bureaucracy – Role of Bureaucracy in Rural Development
- UNIT –III** Concept of Democratic Decentralization – Participation of People in Rural Development Administration, Public Grievances and Rebrand Mechanisms – Right to Information
- UNIT –IV** Village Secretariat System in Andhra Pradesh – Establishment of Village Secretariats, Functions of Village Secretariats – Voluntary System – Implementation of Navarathnalu
- UNIT –V** Door Step Services and Welfare Programmes in A.P., Delivery Mechanism to Deliver Services, Transparency and Accountability in Delivery of Services – Convergence among Departments to Provide Services

III. References:

- Vayanandan, E and Dolly Mathew (ED) Good Governance Initiatives in India, Prentice Hall of India Private Ltd, New Delhi, 2003
- Bhattacharya Mohit Bureaucracy and Development Administration, Uppal Publishing House, New Delhi, 1979
- Sachdeva Pradeep Local Government in India, Pearson Education India, New Delhi, 2011
- Smith B.C. Good Governance and Development, Palgrave Macmillian, 2007
- Government of Andhra Pradesh <https://gramasachivalayam.ap.gov.in>

IV. Co-Curricular Activities:

- e) **Mandatory:** (Training of students in the related skills by the lecturer, Total 10 Hours)
1. **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on explaining, illustrating, narrating and lecturing on governance. The training may be imparted by visiting Village Secretariats and Government Offices
 2. **For Student:** Students shall visit a local Government Offices and interact with the functionaries, discuss about structure of functionaries and their activities of working in the office. They shall write their individual observations in the prescribed format not exceeding 10 pages and submit to the Teacher, as the Field Work / Project Work Report
 3. Suggested Field Work/Project Work Format (Report shall not exceed 10 pages):
Title Page, Student Details, Acknowledgements, Index Page, Objectives, Step-Wise Process, Findings, Conclusion and References
 4. Max Marks for Fieldwork/Project Work Report: 05
 5. Unit Tests/Internal Examinations
- f) **Suggested Co-Curricular Activities:**
1. Invited Lectures
 2. Hands on experience by Field Experts
 3. Debates on interesting topics
 4. Seminars, Group Discussions, Quiz, etc.
 5. Assignments

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Max. Marks: 100

COURSE 7B: INFORMATION TECHNOLOGY AND RURAL DEVELOPMENT

I. Learning outcomes : Students after successful completion of the course will be able to:

- Learn the importance of ICT.
- Develop the ability application of computers for Rural Development
- Acquire knowledge on Microsoft Office
- Articulate about Geographic Information System.

II. Syllabus:

(Hours: Teaching: 60, Skill Training: 10, Others including Unit Tests: 05; Total: 75)

UNIT –I	Concept of Information and Communication Technologies (ICTs), Nature and Scope of ICT's in Rural Areas, Application of ICT's for Rural Development
UNIT –II	Elementary Knowledge of Computer, Characteristic of Computers Classification of Computers, Functions and Application
UNIT –III	Microsoft Office: Word, Excel and Power Point – Statistical Package for Social Sciences
UNIT –IV	Computer Application for Rural Development: Land Records, Human Resources Records – Remote Sensing, E-Governance – MeeSeva
UNIT –V	Introduction of Geographic Information System (GIS) Components – Spatial Data Organisation and Management Use of GIS Software

III. References:

Ian Heywood, Sarah Eomelivs and Steve Carler	Introduction to Geographical Information System, Pearson Education Pvt. Ltd, New Delhi, 2002
Microsoft	Manuals on Microsoft Office
SPSS	Manuals on SPSS
Nirvikar Singh	Information Technology and Rural Development – SSRN Journal 2004

IV. Co-Curricular Activities:

a) Mandatory: (Training of students in the related skills by the lecturer; Total 10 Hours)

- 1. For Teacher:** Training of students by the teacher in the class room or in the field for not less than 10 hours on application of ICTs for Rural Development and Geographic Information System
- 2. For Student:** The student shall individually learn MS Word, Excel and Power Point and Statistical Package for Social Sciences. They have to submit Field Work/ Project Work Format not exceeding 10 pages and submit to the teacher
- 3. Suggested Fieldwork/Project work format (Report shall not exceed 10 pages):**
Title page, Student details, Acknowledgements, Index Page, Objectives, Step-Wise Process, Findings, Conclusion & References.
- 4. Max Marks for Fieldwork/Project Work Report: 05**
- 5. Unit Tests/Internal Examinations**

b) Suggested Co-Curricular Activities:

- 1) Invited Lectures
- 2) Hands on experience by field experts
- 3) Debates on interesting topics
- 4) Seminars, Group Discussions, Quiz, etc.
- 5) Assignments

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COURSE 6C: RURAL INDUSTRIALISATION AND ENTREPRENEURSHIP

I. Learning outcomes : Students after successful completion of the course will be able to:

- Identify the importance of Rural Industrialisation for Rural Development
- Interpret the factors responsible in promoting rural entrepreneurship
- Successfully interact with various rural industrial sections
- Learn how to promote industries in rural areas
- Interact with the sources of finances to establish rural industries.

II. Syllabus:

(Hours: Teaching: 60, Skill Training: 10, Others including Unit Tests: 05; Total : 75)

UNIT –I	Concept of Rural Industrialisation, Importance of Rural Industrialisation for Rural Development, Appropriate Technology for Rural Industries
UNIT –II	Entrepreneurship – Concept, Characteristics and Types – Entrepreneurship and Rural Industrialisation, Factors Promoting Rural Entrepreneurship in India
UNIT –III	Rural Industrial Sectors: Cottage, Small Scale, Handloom, Agro-Based Industries, Rural Artisans, Handicrafts
UNIT –IV	Rural Industries Promotion Organisation: District Industries Centre (DIC), Khadi and Village Industries Commission (KVIC), Micro Small and Medium Enterprises
UNIT –V	Rural Industrial Financing – Commercial Banks, Regional Rural Banks, State Finance Corporations, Small Industries Development Bank of India and NABARD

III. References:

Bhattacharya S.N.	Rural Industrialisation in India: Nature and Problems, B R Publishing Corporation, New Delhi
Baghi	Khadi and Village Industries in Indian Economy
Mehan K.K.	Small Industry Entrepreneurship Hank Book
Kulwant Singh	Khadi and Village Industries: Status, Problems and Challenges, Regal Publications, 2010
Vasant Desai	Problems and Prospects of Small Sectors in India, Himalaya Publishing, Mumbai

I. Co-Curricular Activities:

a) **Mandatory:** (Training of students in the related skills by the lecturer, Total 10 Hours)

- 1. For Teacher:** Training of students by the teacher in the class room or in the field for a total of not less than 10 hours on elucidate, explain and define the promotion of Rural Industries and Entrepreneurship. The teacher shall train the students in the application of technology sources and finances to establish industrial units
- 2. For Student:** Students shall individually visit the rural industries located in their area and perceive the working of industries and submit observations to the teacher as Field Work/ Project Work Report in not exceeding 10 pages in writing
- 3. Suggested Fieldwork/Project Work Report (Report shall not exceed 10 pages):**
Title page, Student details, Acknowledgements, Index page, Objectives, Step-wise Process, Findings, Conclusion & References
- 4. Max Marks for Field Work/Project Work Report: 05**
- 5. Unit Tests/Internal Examinations.**

b) **Suggested Co-curricular Activities:**

- 1) Invited Lectures
- 2) Hands on experience by field experts
- 3) Debates on interesting topics
- 4) Seminars, Group Discussions, Quiz, etc.
- 5) Assignments

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COURSE 7C: RURAL CREDIT AND BANKING

I. Learning Outcomes : Students after successful completion of the course will be able to:

- Familiarise with the concept and evolution of rural credit;
- Acquaintance with the source of rural credit;
- Understand the functioning cooperative institutions;
- Gain knowledge about Micro-Financial institutions; and
- Learn about SHG lending for women empowerment.

II. Syllabus:

(Hours: Teaching: 60, Skill training: 10, Others including Unit Tests: 05; (Total: 75)

- UNIT –I** Concept and Features of Rural Credit, Agricultural Credit – Organisational Pattern and Evolution in the Rural Credit Sector – Special Features of Agricultural Finance – Agricultural Credit
- UNIT –II** Source of Rural Finance - Institutional and Non-Institutional Sources – NABARD and Rural Credit
- UNIT –III** Cooperatives in Rural Development – Evolution of Cooperative Movement in India – Single Window System – DCCB and APCOB
- UNIT –IV** Concept, Importance and History of Micro Finance – Micro Finance Institutions in India – Financial Inclusion through Micro Credit Programmes
- UNIT –V** Concept of Self Help Groups (SHGs), Structure of SHGs. Promotion of SHGs – SHG Bank Linkage programme – SHGs and Women Empowerment

III. References:

- | | |
|----------------------------|--|
| C. Dingra | Rural Banking in India. Scheme Co. Ltd. New Delhi |
| S.K. Datta | Co-operative Societies and Rural Development, Mittal Publications, New Delhi |
| M.L.Varma | Rural Banking in India, Rawat Publications, New Delhi |
| Rias Ahmed | Rural Banking and Economic Development – Mittal Publications, New Delhi |
| Rajasekhar, D &G. Sreedhar | Savings and Credit Programmes as an Instrument of SelfHelp Groups |

IV. Co-Curricular Activities:

a) Mandatory: (Training of students in the related skills by the lecturer, Total 10 Hours)

- 1. For Teacher:** Training of students by the teacher in the class room or in the field for a total of not less than 10 hours on explaining the sources of rural credit and demonstrate of the procedure and channel to apply for credit and sanction of credit
- 2. For Student:** Students shall visit individually Regional Rural Banks, Co-operative institutions commercial banks in their respective villages and interact with banking staff and learn the working of banking system in lending loans and recovery of loans
- 3. Suggested Field Work/Project Work Format (Report shall not exceed 10 pages):**
Title page, Student details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion & References
- 4. Max Marks for Fieldwork/Project work report : 05**
- 5. Unit Tests/Internal Examinations.**

b) Suggested Co-curricular Activities:

- 1) Invited Lectures
- 2) Hands on experience by field experts
- 3) Debates on interesting topics
- 4) Seminars, Group discussions, Quiz, etc.
- 5) Assignments

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Course 6D: Natural Resource Management for Rural Development

I. Learning Outcomes : Students after successful completion of the course will be able to:

1. Understand the interaction between man and nature in resource development;
2. Learn in managing and conservation of natural resources;
3. Identify the alternative energy sources;
4. Analyse the problems of rural environment and exploring the remedies; and
5. Attaining knowledge in making the participation of people in managing the natural resources.

II. Syllabus:

(Hours: Teaching: 60, Skill training: 10, Others including Unit Tests: 05 = (Total: 75)

UNIT –I	Concept of Natural Resources – Types of Natural Resources – Man and Nature Interaction in Rural Development
UNIT –II	Natural Resources Conservation and Management of Land and Soil, Water and Forestry
UNIT –III	Conventional and Non Conventional Source of Energy – Demand for Energy – Alternative Energy Sources – Energy and Environment
UNIT –IV	Conservation of Rural Environment – Strategies of Conservation of Rural Environment
UNIT –V	Natural Resources Management – Peoples Participation in Watershed Development Project- Joint Forest Management – Community Management of Water Resources

III. References:

- Rao K.L. India's Water Wealth
- Satish &Sundar Peoples Participation and Irrigation Management; Experiences Issues and Options
- David Pearce Economics of Natural Resource
- Reddappa Reddy V Participatory Forest Development: Theory and Practice, Lambert Academic Publishing, 2012
- Reddappa Reddy V Watershed Development Projects for Drought Prone Areas, Moving Technology, Oct – Dec 1996
- Chandhuri B and A.K. Maiti Forest and Forests Development in India

IV. Co-Curricular Activities:

a) **Mandatory:** (Training of students in the related skills by the lecturer, Total 10 Hours)

1. **For Teacher:** Training of students by the teacher in the class room or in the field for total not less than 10 hours on defining describing highlighting the to conserve natural resources and management
2. **For Student:** Students shall visit local villages and assess the available natural resources viz., Land, Soil, water and forestry. Students should also contact formers to know their perception in terms of utilisation of natural resources based on this, students has to submit a brief report not exceeding 10 pages as the Field work/Project work report
3. Suggested Fieldwork/Project work format (Report shall not exceed 10 pages):
Title page, Student details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion & References
4. Max Marks for Fieldwork/Project work report : 05
5. Unit Tests/Internal Examinations.

b) **Suggested Co-curricular Activities:**

- 1) Invited Lectures
- 2) Hands on experience by field experts
- 3) Debates on interesting topics
- 4) Seminars, Group discussions, Quiz, etc.
- 5) Assignments

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COURSE 7D: NON-GOVERNMENTAL ORGANISATIONS AND RURAL DEVELOPMENT

I. Learning outcomes : Students after successful completion of the course will be able to:

1. Able to know about the evolution of Non Governmental Organisations
2. Acquire the knowledge on the role of NGO's in Rural Development
3. Understand how to establish an NGO
4. Learn NGO activities in Rural Development
5. Identifying the Sources for NGO's funding

II. Syllabus:

(Hours: Teaching: 60, Skill training: 10, Others including Unit Tests: 05 Total: 75)

UNIT –I	Concept of Voluntary Action – Origin and Evolution of NGO' and Voluntary Action
UNIT –II	NGOs – Functions, Types – Society – Trust – Association, Registration Process- NGO's and Social Responsibility
UNIT –III	Role of NGO's in Rural Development – in Agriculture, in Industry, in Health Education and Infrastructure Development
UNIT –IV	NGO's and Rural Development – Rural Livelihood Security – Development of Weaker Sections and Social Security – Skill Imparting Training
UNIT –V	Funding of NGOs – Role and Securing International Funding Agencies – CAPART – Agakhan Foundation – DFID – Ministry of Social Justice and Empowerment

References:

Bhose, Joel SGR (2003)	NGO's and Rural Development: Theory and Practice, Concept Publishing Company, New Delhi
Ovasdi JM (2006)	Management of Non Governmental Organisations – Toward a Developed Society, Macmillions of India ltd, New Delhi
Vasant Desai (2012)	Rural Development in India, Himalaya Publishing Home, Mumbai
Rajasekhar D., N.K. Bhat and Neil Webster	People Centered Rural Development: NGOs and Decentralised Government
Mark A. Robinson	Evaluating the Impact of NGO's in Rural Poverty Alleviation – Indian Country Study, Overseas Development Institute, London.

IV: Co-Curricular Activities:

- a) Mandatory:** (Training of students in the related skills by the lecturer, Total 10 Hours)
- 1. For Teacher:** Training of students by the teacher in the class room or in the field for a total not less than 10 hours on defining the evolution of NGO's and necessity in the current scenario
 - 2. For Student:** Students shall visit local NGO's and make out its activities for Rural Development. The students shall present their individual reports in not exceeding 10 pages about the NGO's role in rural development and submit to the teacher as the Field work/Project Work Report
 - 3. Suggested Fieldwork/Project work format (Report shall not exceed 10 pages):**
Title page, Student details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion & References
 - 4. Max Marks for Fieldwork/Project work report : 05**
 - 5. Unit Tests/Internal Examinations.**
- b) Suggested Co-curricular Activities:**
- 1) Invited Lectures
 - 2) Hands on experience by field experts
 - 3) Debates on interesting topics
 - 4) Seminars, Group discussions, Quiz, etc.
 - 5) Assignments

SRI VENKATESWARA UNIVERSITY
B.A. DEGREE COURSE IN RURAL DEVELOPMENT

V SEMESTER - W.E.F. 2022-23

MODEL QUESTION PAPER

Time: 3 hours

Marks: 75 marks

Note: This question paper contains two parts A and B.

Part A is compulsory which carries 25 marks. Answer any five of the following questions in Part A.

Part B consists of 5 Units. Answer any one full question from each unit. Each question carries 10 marks

PART - A

Answer any Five of the following question.

(5X5=25M)

1.	
2.	
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