



**Deccan Education Society's**  
**Fergusson College (Autonomous)**  
**Pune**

Learning Outcomes-Based Curriculum  
for 3/4 years B.Sc /B.Sc (Honours) Programme

as per guidelines of

**NEP-2020**

for

**F. Y. B. Sc. (Botany)**

With effect from Academic Year

**2023-2024**

Fergusson College (Autonomous), Pune  
Proposed First Year Curriculum as per NEP 2020

**Department of Botany**  
**Structure for Major / Minor**

Sem	Paper Code	Paper Title	Type	Credits
I	BOT-100 (Major)	Plant Diversity Practical	Practical	2
	BOT-101 (Major)	Plant Diversity	Theory	4
	BOT-120 (GE/OE)	Plants in Daily Life	Theory	2
	BOT-121 (GE/OE)	Plant Propagation	Theory	2
	BOT-130 (VSC)	Mushroom Cultivation	Voc. Skill	2
	BOT-140 (SEC)	Capturing Plant Diversity in Nature	Skill	2
	IKS-101 (IKS)	Indian Knowledge System for Botany	IKS	2
II	BOT-150 (Major)	Plant Morphology and Anatomy Practical	Practical	2
	BOT-151 (Major)	Plant Morphology and Anatomy	Theory	4
	BOT-161 (Minor)	Fundamentals of Plant Diversity	Theory	2
	BOT-170 (GE/OE)	Plants in Health Care	Theory	2
	BOT-171 (GE/OE)	Plants in Human Welfare	Theory	2
	BOT-180 (VSC)	Nursery and Gardening	Voc. Skill	2
	BOT-190 (SEC)	Floriculture	Skill	2

**Teaching and Evaluation (Only for FORMAL education courses)**

Course Credits	No. of Hours per Semester Theory/Practical	No. of Hours per Week Theory/Practical	Maximum Marks	CE 40 %	ESE 60%
1	15 / 30	1 / 2	25	10	15
2	30 / 60	2 / 4	50	20	30
3	45 / 90	3 / 6	75	30	45
4	60 / 120	4 / 8	100	40	60

**Eligibility: As per the rules and regulations of Savitribai Phule Pune University (SPPU)**

**Program Outcomes (POs) for B.Sc.**

<b>PO1</b>	<b>Disciplinary Knowledge:</b> Demonstrate comprehensive knowledge of the disciplines that form a part of an graduate programme. Execute strong theoretical and practical understanding generated from the specific graduate programme in the area of work.
<b>PO2</b>	<b>Critical Thinking and Problem solving:</b> Exhibit the skills of analysis, inference, interpretation and problem-solving by observing the situation closely and design the solutions.
<b>PO3</b>	<b>Social competence:</b> Display the understanding, behavioral skills needed for successful social adaptation, work in groups, exhibits thoughts and ideas effectively in writing and orally.
<b>PO4</b>	<b>Research-related skills and Scientific temper:</b> Develop the working knowledge and applications of instrumentation and laboratory techniques. Able to apply skills to design and conduct independent experiments, interpret, establish hypothesis and inquisitiveness towards research.
<b>PO5</b>	<b>Trans-disciplinary knowledge:</b> Integrate different disciplines to uplift the domains of cognitive abilities and transcend beyond discipline-specific approaches to address a common problem.
<b>PO6</b>	<b>Personal and professional competence:</b> Performing dependently and also collaboratively as a part of team to meet defined objectives and carry out work across interdisciplinary fields. Execute interpersonal relationships, self-motivation and adaptability skills and commit to professional ethics.
<b>PO7</b>	<b>Effective Citizenship and Ethics:</b> Demonstrate empathetic social concern and equity centered national development, and ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
<b>PO8</b>	<b>Environment and Sustainability:</b> Understand the impact of scientific solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.
<b>PO9</b>	<b>Self-directed and Life-long learning:</b> Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

PSO No.

**Program Specific Outcomes (PSOs)**

Upon completion of this programme the student will be able to	
<b>PSO1</b>	<p><b>Academic competence:</b></p> <p>(i) Recall classical botany concepts, state principles and outline processes underlying the field of botany and its related interdisciplinary subjects.</p> <p>(ii) Demonstrate an understanding of plant morphology, anatomy, physiology and application of economic botany and biotechnology. (iii) Executes botanical excursions for studying plant diversity, taxonomic identification and preparation of digital herbarium.</p>
<b>PSO2</b>	<p><b>Personal and Professional Competence:</b></p> <p>(i) Carry out group and individual activities for personal development and leadership qualities. (ii) Analyse the importance of plants and their conservation (iii) Formulate ideas, effective presentation and communication skills. (iii) Implement self-learning, discipline and problem-solving ability.</p>
<b>PSO3</b>	<p><b>Research Competence:</b></p> <p>(i) Apply appropriate techniques for solving and analysing research problems (ii) Integrate knowledge of vital and applied aspects of botany for designing experiments and interpretation of results. (iii) Assess fundamental problems and provide solutions for betterment of society.</p>
<b>PSO4</b>	<p><b>Entrepreneurial and Social competence:</b></p> <p>(i) Employ the industrial applications of botany for start-up venture.</p> <p>(ii) Associate the impact of human activity on nature, importance of plant diversity and its conservation for sustainable development.</p> <p>(iii) Execute effective communication ability, presentations skills and report writing.</p>

F. Y. B. Sc. Semester I		
<b>BOT-100</b>	<b>Plant Diversity (Major - Practical)</b>	<b>Credits: 2 Hours: 30</b>
<b>Course Outcomes (COs)</b>		
<b>On completion of the course, the students will be able to:</b>		
CO1	Describe the vegetative and reproductive structure of the forms studied.	
CO2	Classify the different plant forms to their respective groups based on their thallus structure and reproduction.	
CO3	Classify the group and differentiate the taxonomic forms.	
CO4	Identify life cycle patterns of various groups.	
CO5	Justify the life cycles pattern of different groups with respect to their scientific classification.	
CO6	Write a field report with pictorial representation of plant diversity in nature	

### Course Contents

Practical No.	Title of the Practical
I	Study of vegetative and reproductive structures of <i>Spirogyra</i>
II	Study of vegetative and reproductive structures of <i>Chara</i>
III	Study of asexual stage and sexual structure of <i>Rhizopus</i>
IV	Study of symptoms of plants infected with <i>Cystopus (Albugo)</i> ; asexual stage and sexual structures of <i>Cystopus (Albugo)</i> .
V	Lichens: a. Study of growth forms of lichens (crustose, foliose and fruticose) on different substrates. b. Study of thallus and reproductive structures (soredia and apothecium)
VI	Study of vegetative and reproductive structures of <i>Riccia</i>
VII	Study of vegetative and reproductive structures of <i>Funaria</i>
VIII	Study of vegetative and reproductive structures of <i>Selaginella</i>
IX	Study of vegetative and reproductive structures of <i>Nephrolepis</i>
X	Study of vegetative and reproductive structures of <i>Cycas</i>
XI	Study of vegetative and reproductive structures of <i>Pinus</i>
XII	Study of angiosperms with respect to habit
XIII	Study of angiosperm with respect to habitat
XIV	Field visit to study plant diversity in nature
XV	Project report and photo submission of plant diversity studied in nature

Any 12 experiments: 10 co

Cmpulsory + 1 Activity (Equivalent to Two Practical)

F. Y. B. Sc. Semester I		
<b>BOT-101</b>	<b>Plant Diversity (Major - Theory)</b>	<b>Credits: 4 Hours: 60</b>

<b>Course Outcomes (COs)</b>	
<b>On completion of the course, the students will be able to:</b>	
CO1	Cite the importance of plant diversity.
CO2	Distinguish different plant forms to its respective group based on characteristic features and give examples.
CO3	Classify the different plant groups and differentiate the taxonomic forms.
CO4	Compare various groups within plant diversity and segregate the groups from each other using salient features.
CO5	Identify the life cycle pattern of various groups.
CO6	Compile economic significance of various groups.

### Course Contents

Unit No.	Title of Unit and Contents	No. of hours
<b>I</b>	<b>Plant Diversity</b> 1.1 Introduction 1.2 Importance 1.3 Aspects of plant diversity 1.4 General classification of plant kingdom	<b>03</b>
<b>II</b>	<b>Cryptogams</b> 2.1 Introduction 2.2 General characters 2.3 Classification (Lower and Higher cryptogams) along with examples	<b>02</b>
<b>III</b>	<b>Algae</b> 3.1 General characters 3.2 Pigments in algae 3.3 Food reserves 3.4 Algal flagella 3.5 Range of thallus organization 3.6 Modes of reproduction 3.7 Outline classification according to Fritsch (1945) 3.8 Role of algae in Industry and agriculture 3.9 Life cycle of <i>Spirogyra</i> and <i>Chara</i>	<b>10</b>
<b>IV</b>	<b>Fungi</b> 4.1 General characters 4.2 Habit (Types of mycelium) 4.3 Mode of nutrition 4.4 Modes of reproduction 4.5 Outline classification according to Alexopoulos and Mims (1979) 4.6 Role of fungi in industry, agriculture and health 4.7 Life cycle of <i>Rhizopus</i> and <i>Cystopus(Albugo)</i>	<b>08</b>
<b>V</b>	<b>Lichens</b> 5.1 General characters of lichens 5.2 Types of Lichens on the basis of thallus morphology 5.3 Modes of reproduction 5.4 Economic significance	<b>03</b>
<b>VI</b>	<b>Bryophyta</b> 6.1 General characters	<b>08</b>

	6.2 Modes of reproduction 6.3 Outline classification according to Parihar (1965) 6.4 Economic importance of bryophytes 6.5 Life cycle of <i>Riccia</i> and <i>Funaria</i>	
<b>VII</b>	<b>Pteridophyta</b> 7.1 General characters 7.2 Modes of reproduction 7.3 Outline classification according to Smith (1955) 7.4 Economic importance of pteridophytes 7.5 Life cycle of <i>Selaginella</i> and <i>Nephrolepis</i>	<b>10</b>
<b>VIII</b>	<b>Phanerogams</b> 8.1 Introduction 8.2 General characters 8.3 Outline of classification (Bentham and Hooker)	<b>02</b>
<b>IX</b>	<b>Gymnosperms</b> 9.1 General characters 9.2 Modes of reproduction 9.3 Outline classification according to Sporne (1965) 9.4 Economic importance of gymnosperms 9.5 Life cycle of <i>Cycas</i> and <i>Pinus</i>	<b>10</b>
<b>X</b>	<b>Angiosperms</b> 10.1 General characteristics 10.2 Habit and habitat diversity 10.3 Modes of reproduction 10.4 Life cycle pattern in Angiosperms.	<b>04</b>

### Learning Resources:

Reference Books	<ol style="list-style-type: none"> <li>1. Jackson, R.B. (2008). <i>Biology</i>, 8th edition. San Francisco, California: Pearson Benjamin Cummings.</li> <li>2. Kumar, H.D. (1999). <i>Introductory Phycology</i>, 2nd edition. New Delhi, Delhi: Affiliated East-West Press.</li> <li>3. Lee, R.E. (2008). <i>Phycology</i>, 4th edition. Cambridge, Cambridge: Cambridge University Press,</li> <li>4. Raven, F.H., Evert, R.F., Eichhorn, S.E. (1992). <i>Biology of Plants</i>. New York, NY: W.H. Freeman and Company</li> <li>5. Alexopoulos, C.J., Mims, C.W., Blackwell, M. (1996). <i>Introductory Mycology</i>, 4th edition. Singapore, Singapore: John Wiley &amp; Sons.</li> <li>6. Sethi, I.K. and Walia, S.K. (2011). <i>Text book of Fungi and Their Allies</i>. Noida, U.P.: Macmillan Publishers India Ltd.</li> <li>7. Webster, J., Weber, R. (2007). <i>Introduction to Fungi</i>, 3rd edition. Cambridge, U.K.: Cambridge University Press.</li> <li>8. Sharma, O.P. (1992). <i>Text Book of Thallophytes</i>. McGraw Hill Publishing Co. New Delhi.</li> <li>9. Vashishta, P.C., Sinha, A.K., Kumar, A. (2010). <i>Bryophyta</i>, S. Chand. Delhi, India.</li> <li>10. Vashista, B.R. (1978). <i>Bryophytes</i>. S Chand &amp; Co. Ltd., New Delhi</li> <li>11. Parihar, N.S. (1976). <i>Biology and Morphology of Pteridophytes</i>. Central Book Depot.</li> <li>12. Smith, G.M. 1971. <i>Cryptogamic Botany</i>. Vol. II. <i>Bryophytes &amp; Pteridophytes</i>. Tata Tata McGraw Hill Publishing, New Delhi.</li> </ol>
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	<p>13. Eames, A.J., (1974) Morphology of vascular plants - Lower groups. Tata Mc Grew-Hill Publishing Co. New Delhi, Freeman &amp; Co., New York</p> <p>14. Sharma, O.P. (1990). Text Book of Pteridophyta. McMillan India Ltd. New Delhi</p> <p>15. Rashid, A. (1998). An Introduction to Pteridophyta. II ed., Vikas Publishing House, New Delh</p> <p>16. Vashishta, P.C., Sinha, A.K. and Kumar, A. (2010). Gymnosperms, S. Chand and Company Ltd., Ramnagar, New Delhi, India.</p> <p>17. Pandey, B.P. (2010). College Botany Vol II. S. Chand and Company Ltd., New Delhi, India.</p> <p>18. Sporne, K.R. (1965). The Morphology of Gymnosperms. Hutchinson &amp; Co., Ltd., London.</p> <p>19. Bhatnagar, S.P. and Moitra, A. (1996). Gymnosperms. New Age International (P) Ltd Publishers, New Delhi, India.</p> <p>20. Sharma O.P. (2013). Plant Taxonomy. Mc Graw Hill India.</p> <p>21. Gangulee H.C., Kar, A.K. and Santra S.C. (2011). College Botany Vol II. 4th Edition New Central Book Agency.</p> <p>22. Singh, G. (2012). Plant Systematics: Theory and Practice. Oxford and IBH Pvt. Ltd., New Delhi. 3rd edition.</p>
E-resources	<p><a href="https://nptel.ac.in/courses/102/107/102107075/">https://nptel.ac.in/courses/102/107/102107075/</a></p> <p><a href="http://hjh.gavilan.edu/rmorales/documents/Gymnosperm18_withgneto.ppt">http://hjh.gavilan.edu/rmorales/documents/Gymnosperm18_withgneto.ppt</a></p>

F. Y. B. Sc. Semester I		
<b>BOT-120</b>	<b>Plants in daily life (GE/OE)</b>	<b>Credits: 2 Hours: 30</b>
<b>Course Outcomes (COs)</b>		
<b>On completion of the course, the students will be able to:</b>		
CO1	State the economic importance of diverse plants that offer resources to humans.	
CO2	Categorize different habits of plants and their parts in day-to-day life activities.	
CO3	Classify plants according to their economic value.	
CO4	Identify the importance of plants and their nutritional value.	



**Course Contents**

Unit No.	Title of Unit and Contents	No. of hours
I	<b>Plants: Necessity of Life</b> 1.1 Diverse uses of plants 1.2 Centre of origin	03
II	<b>Study of plants with reference to common name, habit, part used nutritional value and economic importance</b> 2.1 Cereals- Wheat, Rice and Maize 2.2 Millets- Jowar, Bajra, Raagi	03
III	<b>Pulses</b> 3.1 Chickpea 3.2 Pigeon Pea 3.3 Cow pea	03
IV	<b>Sugar</b> 4.1 Sugar cane 4.2 Sugar beet 4.3 Palm Sugar 4.4 Stevia	03
V	<b>Spices</b> 5.1 Clove 5.2 Black pepper 5.3 Cardamom 5.4 Cinnamon	03
VI	<b>Beverages</b> 6.1 Tea 6.2 Coffee 6.3 Cocoa	03
VII	<b>Oils</b> 7.1 Ground nut 7.2 Sunflower 7.3 Mustard 7.4 Coconut	03
VIII	<b>Vegetables</b> 8.1 Carrot 8.2 Potato 8.3 Tomato 8.4 Spinach	03
IX	<b>Fruits</b> 9.1 Orange 9.2 Amla 9.3 Mango 9.4 Banana	03
X	<b>Fibers</b> 10.1 Cotton 10.2 Jute 10.3 Coconut	03

**Learning Resources:**

Reference	1. Kochhar, S.L. (2012). Economic Botany in Tropics. New Delhi,
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Books	<p>India: MacMillan &amp; Co.</p> <p>2. Kochhar, S.L. (2016). Economic Botany: A comprehensive study, Fifth edition, Cambridge University Press, NY.</p> <p>3. Singh, H.B. and R.K. Arora. (1978). Wild edible plants of India (1st ed.). ICAR Publication, New Delhi.</p> <p>4. Wickens, G.E. (2001). Economic Botany: Principles &amp; Practices. The Netherlands: Kluwer Academic Publishers.</p> <p>5. Chrispeels, M.J. and Sadava, D.E. (1994) Plants, Genes and Agriculture. Jones &amp; Bartlett – Publishers.</p> <p>6. Pandey, B.P. (1999). Economic Botany. S. Chand, New Delhi.</p>
E-resources	<p><a href="https://swayam.gov.in/nd2_cec19_bt10/preview">https://swayam.gov.in/nd2_cec19_bt10/preview</a></p> <p><a href="https://www.swayamprabha.gov.in/index.php/program/archive/9">https://www.swayamprabha.gov.in/index.php/program/archive/9</a></p>

F. Y. B. Sc. Semester I		
<b>BOT-121</b>	<b>Plant Propagation (GE/OE)</b>	<b>Credits: 2 Hours: 30</b>
<b>Course Outcomes (COs)</b>		
<b>On completion of the course, the students will be able to:</b>		
CO1	Describe the importance of plants and diversity in their methods of propagation	
CO2	Understand how different plant materials and environmental conditions affect plant propagation.	
CO3	Demonstrate proficiency in propagation of plants by seeds and vegetative methods.	
CO4	Explain the cultivation of different vegetables and flowering plants.	

### Course Contents

Unit No.	Title of Unit and Contents	No. of hours
I	<p><b>An overview of plants</b></p> <p>1.1 Diversity of plants with respect to habit - herb, shrub, tree and climbers</p> <p>1.2 Diversity of plants with respect to habitat - terrestrial and aquatic</p> <p>1.3 Plant propagules- root, stem, leaves and seeds</p>	05
II	<p><b>Seed structure and storage</b></p> <p>2.1 Seed: Structure and types, factors affecting germination, seed dormancy; causes and methods of breaking dormancy</p> <p>2.2 Seed storage: seed production, handling, seed collection, storage and viability testing, seed banks, factors affecting seed viability, seed testing and certification</p>	05
III	<p><b>Vegetative propagation methods</b></p> <p>3.1 Natural propagation- Introduction</p> <p>3.2 General account of bulbs, corms, tubers, rhizomes, runners, stolons and suckers</p> <p>3.3 Artificial propagation - Introduction</p> <p>3.4 Types of propagation: Cuttings – stem leaf and root, selection of cutting, collecting season, treatment, rooting medium and planting of cuttings, Layering- Air layering, Grafting - Stone, Approach, T budding</p> <p>3.5 Natural and artificial means of vegetative propagation- advantages and limitations</p>	10
IV	<p><b>Propagation and cultivation of vegetable and flowering plants</b></p> <p>4.1 Types of substrates, containers, seeding, pre germination, watering, temperature and light</p> <p>4.2 Transplanting and handling of seedlings, media and container for transplanting, hardening</p> <p>4.3 Study of cultivation of different vegetables and flowering plants: cabbage, brinjal, lady's finger, tomatoes, carrots, bougainvillea, roses, geranium, petunia, orchids</p>	10

### Learning Resources:

Reference Books	<p>1.Nanda, K.K. and Kochar V.K. (1985). Vegetative Propagation of Plants. Kalyani Publishers, New Delhi.</p> <p>2. Ramawat, K.G. et al. (2014). Reproductive Biology of Plants. CRC Press, Boca Raton.</p> <p>3.Sadhu, M.K. (1999). Plant Propagation. New Age International (P) Limited Publishers, New Delhi</p>
E-resources	<p><a href="https://www.swayamprabha.gov.in/index.php/program/archive/9">https://www.swayamprabha.gov.in/index.php/program/archive/9</a></p> <p><a href="https://www.youtube.com/watch?v=F Cy249PQ8wU">https://www.youtube.com/watch?v=F Cy249PQ8wU</a></p>

F. Y. B. Sc. Semester I		
<b>BOT-130</b>	<b>Mushroom Cultivation (VSC)</b>	<b>Credits: 2 Hours: 30</b>
<b>Course Outcomes (COs)</b> <b>On completion of the course, the students will be able to:</b>		
CO1	Define the principle and working of Autoclave, Incubator and Laminar Air Flow Hood.	
CO2	Classify different types of mushrooms.	
CO3	Demonstrate cultivation techniques of edible mushrooms - <i>Agaricus</i> and <i>Pleurotus</i> .	
CO4	Examine the market value and post-harvest technologies of mushrooms.	

### Course Contents

Unit No.	Title of Unit and Contents	No. of hours
<b>I</b>	<b>Principle and working of instruments</b> 1.1 Autoclave 1.2 Incubator 1.3 Laminar Air Flow Hood	<b>02</b>

<b>II</b>	<b>Edible mushrooms</b> 2.1 Introduction, Nutritional value 2.2 <i>Agaricus</i> 2.3 <i>Pleurotus</i> 2.4 <i>Volvariella</i> 2.5 <i>Lentinula</i>	<b>03</b>
<b>III</b>	<b>Poisonous mushrooms</b> 3.1 <i>Amanita</i> 3.2 <i>Cortinarius</i> 3.3 <i>Psilocybe</i> , 3.4 <i>Coprinopsis</i>	<b>03</b>
<b>IV</b>	<b>Medicinal mushrooms</b> 4.1 <i>Ganoderma</i> 4.2 <i>Ophiocordyceps</i> 4.3 <i>Chaga</i> , 4.4 <i>Hericium</i>	<b>04</b>
<b>V</b>	<b>Media preparation</b> 5.1 Preparation of various types of compost 5.2 Media preparation for cultivation of mushroom	<b>04</b>
<b>VI</b>	<b>Mushroom cultivation and production</b> 6.1 <i>Agaricus</i> 6.2 <i>Pleurotus</i>	<b>06</b>
<b>VII</b>	<b>Post-harvest technology</b> 7.1 Market value, post-harvest technologies like packaging and preservation	<b>04</b>
<b>VIII</b>	<b>Mushroom Center Visit</b> 8.1 Visit to an Institute or Center conducting mushroom cultivation 8.2 Report submission.	<b>04</b>

**Learning Resources:**

Reference Books	<ol style="list-style-type: none"> <li>1. Bahl, N. (2015). Handbook on Mushroom. Page no. 1-166. Oxford &amp; IBH Publishing Company.</li> <li>2. Russell, S. (2014). The Essential Guide to Cultivating Mushroom. Storey Publishing. North Adams, M.A. 01247.</li> <li>3. Zied, D. C., Gimenez, A. P. (2017) Edible and Medicinal Mushroom page no. 1- 585. John Wiley &amp; Sons Ltd. UK.</li> <li>4. Chang, S.T., Miles, P.G. (2004) Mushrooms Cultivation, Nutritional Value, Medicinal effect and Environmental Impact, CRC Press.</li> <li>5. Fletcher, J.T., Gaze, R.H. (2007). Mushroom Pest and Disease Control. CRC Press.</li> <li>6. Ahlawat, O.P., Tiwari, R.P. (2007). Cultivation Technology of Paddy Straw Mushroom (<i>Volvariella volvacea</i>). Pages 1-44 National Research Center for Mushroom (Indian Council of Agricultural Research) Chambaghat, Solan (HP).</li> <li>7. Rai, R.D., Arumuganathan, Y. (2008). Post-Harvest Technology of Mushrooms. National Research Center for Mushroom (Indian Council of Agricultural Research) Chambaghat, Solan (HP)</li> <li>8. Singh, M., Vijay, B., Kamal, S., Wakchaure, G.C. (2011). Mushrooms Cultivation, Marketing and Consumption., Publishers</li> </ol>
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	Directorate of Mushroom Research (ICAR) Chambaghat, Solan.
E-resources	<a href="https://www.swayamprabha.gov.in/index.php/program/archive/9">https://www.swayamprabha.gov.in/index.php/program/archive/9</a> <a href="https://nptel.ac.in/courses/102/103/102103015">https://nptel.ac.in/courses/102/103/102103015</a> <a href="https://nptel.ac.in/courses/102/103/102103016/">https://nptel.ac.in/courses/102/103/102103016/</a> <a href="http://ugcmoocs.inflibnet.ac.in/ugcmoocs/spoc.php?coordinator=574">http://ugcmoocs.inflibnet.ac.in/ugcmoocs/spoc.php?coordinator=574</a>

F. Y. B. Sc. Semester I		
<b>BOT-140</b>	<b>Capturing Plant Diversity in Nature (SEC)</b>	<b>Credits: 2 Hours: 30</b>
<b>Course Outcomes (COs)</b>		
<b>On completion of the course, the students will be able to:</b>		
CO1	Define fundamentals of digital/ smartphone photography technology.	
CO2	Describe digital/ smartphone camera functions and their applications.	
CO3	Employ different photographic equipment to enhance their photographic skills and create digital resources.	
CO4	Categorize various plant forms and apply the photographic skills in various professions and for entrepreneurship.	

### Course Contents

Unit No.	Title of Unit and Contents	No. of hours
<b>I</b>	<b>Study of camera</b> 1.1 Study the principle and working of digital/smartphone camera.	<b>02</b>
<b>II</b>	<b>Microscope</b> 2.1 Working and handling of light microscopes – Dissecting Microscope 2.2 Working and handling of light microscopes – Compound Microscope	<b>04</b>

<b>III</b>	<b>Study of plant forms through microscopic lens</b> 3.1 Single-celled 3.2 Colonial forms 3.3 Filamentous forms 3.4 Multicellular forms 3.5 Complex forms	<b>04</b>
<b>IV</b>	<b>Study of plant morphology through photographs</b> 4.1 Root 4.2 Stem 4.3 Leaf 4.4 Inflorescence 4.5 Flower 4.6 Fruit	<b>08</b>
<b>V</b>	<b>Outdoor/ Campus Photography</b> 5.1 Plants 5.2 Environment 5.3 Landscapes 5.4 Cityscape.	<b>04</b>
<b>VI</b>	<b>Project Work</b> 6.1 Make a portfolio of diverse landscaping patterns/ selected themes through outdoor visits.	<b>08</b>

**Learning Resources:**

Reference Books	1. Ang., T. (2008). Fundamentals of modern Photography. London, Mitchell. 2. Freeman Patterson "The Art of Seeing" by Key Porter Books. 3. Tim Fitzharris "Landscape Photography" Firefly Books. 4. Kelby, S. (2012). The digital photography book. Peachpit Press. 5. Langford, M., Fox, A., and Smith, R.S. (2013). Langford basic photography: the guide for serious photographers. Amsterdam: Focal Press/Elsevier. 6. Peterson, B. (2016). Understanding exposure: how to shoot great photographs with any camera. AmPhoto Books.
E-resources	<a href="https://www.swayamprabha.gov.in/index.php/program/archive/9">https://www.swayamprabha.gov.in/index.php/program/archive/9</a>

**F.Y.B.Sc. Semester I**

<b>BOT-141</b>	<b>Indian Knowledge System for Botany (SEC)</b>	<b>Credits: 2 Hours: 30</b>
<b>Course Outcomes (COs)</b>		
<b>On completion of the course, the students will be able to:</b>		
CO1	Recall the basic concepts of Indian Knowledge System (IKS)	
CO2	Articulate the foundation of IKS and explain historical and cultural context of Indian knowledge systems	

CO3	Use the knowledge of IKS to understand discipline specific case studies.
CO4	Develop critical thinking and problem-solving skills in the context of Indian knowledge systems.

Unit	Contents	No. of hours
I	<p><b>Overview of IKS</b></p> <ul style="list-style-type: none"> <li>Survey of IKS Domains: A broad overview of disciplines included in the IKS, and historical developments.</li> <li>Sources of IKS knowledge, classification of IKS texts, a survey of available primary texts, translated primary texts, and secondary resource materials. Differences between a sutra, bhashya, karika, and vartika texts. Fourteen/eighteen vidyasthanas, tantrayukti</li> <li>Vocabulary of IKS: Introduction to Panchamahabhutas, concept of a sutra, introduction to the concepts of non-translatables (Ex. dharma, punya, aatma, karma, yagna, shakti, varna, jaati, moksha, loka, daana, itihaasa, puraana etc.) and importance of using the proper terminology. Terms such as praja, janata, loktantra, prajatantra, ganatantra, swariva, surajya, rashtra, desh.</li> <li>Philosophical foundations of IKS: Introduction to Samkhya, vaisheshika and Nyaya</li> <li>Methods in IKS: Introduction to the concept of building and testing hypothesis using the methods of tantrayukti. Introduction to pramanas and their validity, upapatti; Standards of argumentation in the vada traditions (introduction to concepts of vaada, samvaada, vivaada, jalpa, vitanda). Concept of poorvapaksha, uttarapaksha.</li> </ul>	15
II	<p><b>Case Studies (Few of these may be selected as appropriate)</b></p> <ul style="list-style-type: none"> <li>Mathematics of Madhava, Nilakantha Somayaji</li> <li>Astronomical models of Aryabhata</li> <li>Wootz steel, Aranumula Mirrors, and lost wax process for bronze castings</li> <li>Foundational aspects of Ayurveda</li> <li>Foundational aspects of Ashtanga yoga</li> <li>Foundational aspects of Sangeeta and Natva Shastra</li> <li>Discipline Specific Case Study</li> </ul>	10
III	<p><b>India and the World:</b></p> <p>Influence of IKS on the world, knowledge exchanges with other classical civilizations. and inter-civilizational exchanges</p>	5

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3. The Beautiful Tree: Indigenous India Education in the Eighteenth Century. Dharampal, Biblia Impex, New Delhi, 1983. Reprinted by Keerthi Publishing House Pvt Ltd. Combatore, 1995.
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5. The Wonder That Was India, Arthur Llewellyn Basham, 1954, Sidgwick & Jackson.



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F. Y. B. Sc. Semester II		
<b>BOT-150</b>	<b>Plant Morphology and Anatomy (Major - Practical)</b>	<b>Credits: 2 Hours: 60</b>
<b>Course Outcomes (COs)</b> <b>On completion of the course, the students will be able to:</b>		
CO1	Define and understand concepts and fundamentals of plant morphology and anatomy.	
CO2	Recognize the morphology of plant parts, inflorescence, flower and fruits.	
CO3	Sketch the anatomy of dicot and monocot root, stem and leaf.	
CO4	Examine the protective systems of plants.	

Any 12 experiments: 10 compulsory + 1 Activity (Equivalent to Two Practical)

Practical No.	Title of the Practical
1.	Study of the modifications of root, stem and leaf.
2.	Study of Inflorescence: Racemose: raceme, spike, spadix, umbel and capitulum. Cymose: solitary cyme, uniparous cyme: helicoid and scorpioid, biparous cyme and multiparous cyme.
3.	Study of flower with respect to perianth lobes (calyx and corolla)
4.	Study of flower with respect to androecium and gynoecium.
5.	Study of fruits with suitable examples Simple fruit: Fleshy: berry and drupe; Dry: achene, cypsella and legume Aggregate fruit: etaerio of follicles and berries Multiple fruit: syconus and sorosis
6.	Study of meristems (photographs)
7.	Study of tissues (parenchyma, collenchyma and sclerenchyma), xylem and phloem (photographs)
8.	Study of internal primary structure of stem: Monocot and Dicot
9.	Study of internal primary structure of root: Monocot and Dicot
10.	Study of internal primary structure of leaf: Monocot and Dicot
11.	Study of anomalous secondary growth in <i>Bignonia</i> and <i>Dracaena</i> stem (Double stained temporary preparation)
12.	Study of wood: ring porous, diffuse porous, heart wood, sap wood and tylosis (Photograph)
13.	Epidermal tissue system - cuticle, stomata and trichomes
14.	Campus visit for understanding plant morphology
15.	Project report submission on plant morphology studied within the campus

F. Y. B. Sc. Semester II		
<b>BOT-151</b>	<b>Plant Morphology and Anatomy (Major- Theory)</b>	<b>Credits: 4 Hours: 60</b>
<b>Course Outcomes (COs)</b> <b>On completion of the course, the students will be able to:</b>		
CO1	Define and understand the concepts and fundamentals of plant morphology.	
CO2	Describe the morphology of plant parts, inflorescence, flower, and fruits.	
CO3	Interpret the concepts and fundamentals of plant anatomy	
CO4	Examine the internal anatomy of plant systems and organs.	
CO5	Evaluate the composition of different parts of plants and their relationships.	
CO6	Write anomalous secondary growth in stem and protective systems of plants.	

Unit No.	Title of Unit and Contents	No. of hours
<b>I</b>	<b>General organization of plant body</b> 1.1 Root, stem, leaf: Introduction, function and modifications 1.2 Leaf characteristics	<b>03</b>
<b>II</b>	<b>Inflorescence</b> 2.1 Definition and types 2.2 Racemose: raceme, spike, spadix, umbel, and capitulum, 2.3 Cymose: solitary, monochasial, dichasial and polychasial 2.4 Special type: cyathium, hypanthodium	<b>05</b>
<b>III</b>	<b>Flower</b> 3.1 Definition, parts and symmetry 3.2 Insertion of floral whorls on the thalamus: hypogynous, perigynous and epigynous 3.3 Perianth: calyx and corolla. Calyx modifications: petaloid, pappus and spurred 3.4 Corolla forms: cruciform, papilionaceous, infundibuliform, bilabiate 3.5 Androecium: parts of stamen, attachment of anther to filament, length of filaments-didynamous and tetradynamous, position of stamens 3.6 Cohesion of stamens: adelphy, syngeny and synandry Adhesion of stamens: epipetalous, epiphyllous and gynandrous 3.7 Gynoecium: parts of a carpel, types: simple, compound (apocarpous and syncarpous) 3.8 Placentation: definition and types	<b>10</b>
<b>IV</b>	<b>Fruit</b> 4.1 Definition, parts of a fruit, classification 4.2 Simple: legume, follicle, capsule, caryopsis, achene, cypsela, drupe, berry (hesperidium) 4.3 Aggregate: etaerio of follicles, achenes and berries 4.4 Multiple: syconus and sorosis	<b>05</b>
<b>V</b>	<b>Plant Anatomy</b> 5.1 Introduction	<b>02</b>

	5.2 Applications in systematics, forensics and pharmacognosy	
<b>VI</b>	<b>Tissues</b> 6.1 Classification of tissues: Meristematic tissues, Permanent tissues- simple tissues (parenchyma, collenchyma, sclerenchyma) and complex tissues (xylem, phloem) 6.2 Pits and plasmodesmata	<b>05</b>
<b>VII</b>	<b>Stem and leaf</b> 7.1 Organization of shoot apex (Apical cell theory, Histogen theory, Tunica-carpus theory) 7.2 Types of vascular bundles 7.3 Structure of dicot and monocot stem 7.4 Structure of dicot and monocot leaf, Kranz anatomy	<b>08</b>
<b>VIII</b>	<b>Root</b> 8.1 Organization of root apex (Apical cell theory, Histogen theory, Korper- Kappe theory) 8.2 Quiescent center, root cap 8.3 Structure of dicot and monocot root	<b>06</b>
<b>IX</b>	<b>Vascular Cambium</b> 9.1 Structure, function, and seasonal activity of cambium 9.2 Sapwood and heartwood, ring and diffuse-porous wood, early and late wood, tyloses, dendrochronology 9.3 Secondary growth in root and stem 9.4 Anomalies in secondary growth in stem ( <i>Bignonia, Dracaena</i> )	<b>08</b>
<b>X</b>	<b>Protective Systems</b> 10.1 Epidermal tissue system: cuticle, epicuticular waxes, trichomes (uni-and multicellular, glandular and non-glandular), stomata	<b>08</b>

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2. <https://www.swayamprabha.gov.in/index.php/program/archive/9>
3. <https://www.youtube.com/watch?v=Q1VosdthSLM>
4. <https://www.youtube.com/watch?v=WfURKyslthI>

<b>F. Y. B. Sc. Semester II</b>		
<b>BOT-161</b>	<b>Fundamentals of Plant Diversity (Minor-Theory)</b>	<b>Credits: 2 Hours: 30</b>
<b>Course Outcomes (COs)</b>		
<b>On completion of the course, the students will be able to:</b>		
CO1	Recall different groups of plant kingdom based on characteristic features with examples.	
CO2	Classify various plant forms based on salient features.	
CO3	Illustrate the life cycle of different taxonomic forms.	
CO4	Analyzing economic significance of various groups.	

Unit No.	Title of Unit and Contents	No. of hours
<b>I</b>	<b>Plant Diversity</b> 1.1 Introduction 1.2 Importance 1.3 General classification of plant kingdom	<b>02</b>
<b>II</b>	<b>Algae</b> 2.1 General characters 2.2 Economic importance of algae 2.3 Life cycle of <i>Spirogyra</i>	<b>05</b>
<b>III</b>	<b>Fungi</b> 3.1 General characters 3.2 Economic importance 3.3 Life cycle of <i>Rhizopus</i>	<b>05</b>
<b>IV</b>	<b>Lichens</b> 4.1 General characters of lichens 4.2 Types of Lichens on the basis of thallus morphology 4.3 Economic significance	<b>02</b>
<b>V</b>	<b>Bryophyta</b> 5.1 General characters 5.2 Economic importance of bryophytes 5.3 Life cycle of <i>Riccia</i>	<b>04</b>
<b>VI</b>	<b>Pteridophyta:</b> 6.1 General characters 6.2 Economic importance of pteridophytes 6.3 Life cycle of <i>Equisetum</i>	<b>05</b>
<b>VII</b>	<b>Gymnosperms</b> 7.1 General characters 7.2 Economic importance of gymnosperms 7.3 Life cycle of <i>Pinus</i>	<b>05</b>
<b>VIII</b>	<b>Angiosperms</b> 8.1 General characteristics 8.2 Life cycle pattern in Angiosperms	<b>02</b>

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<b>BOT -170</b>	<b>Plants in health care (GE/OE-Theory)</b>	<b>Credits: 2 Hours: 30</b>
<b>Course Outcomes (COs)</b> <b>On completion of the course, the students will be able to:</b>		
CO1	Recall role of medicinal plants in Ayurvedic system of medicine system.	
CO2	Understand the basic concepts and uses of medicinal plants.	
CO3	Apply knowledge about commercial aspects of medicinal plants.	
CO4	Examine various plants for health care.	

Unit No.	Title of Unit and Contents	No. of hours
<b>I</b>	<b>Herbal medicines</b> 1.1 History and scope 1.2 Role of medicinal plants in Ayurvedic system of medicine 1.3 Cultivation, harvesting, processing, storage, marketing and utilization of medicinal plants	<b>10</b>
<b>II</b>	<b>Plants for hair and skin care</b> 2.1 Plants used for hair care: Reetha, Shikakai 2.2 Plants used for skin care: <i>Aloe vera</i> , Turmeric, Sandal wood	<b>06</b>
<b>III</b>	<b>Plants used for respiratory, nervous and digestive system</b> 3.1 Plants used for respiratory system: Adulsa, Jeshthamadh, Lemon grass, Tulsi, Ginger 3.2 Plants used for nervous system: Brahmi, Ashwagandha 3.3 Plants used for digestive system: Carom, Nutmeg, Bael	<b>08</b>
<b>IV</b>	<b>Plants used for general wellbeing</b> 4.1 Guduchi, Babul, Neem, Jamun 4.2 Amla, Basil, Clove, Lemon.	<b>06</b>

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- <https://www.swayamprabha.gov.in/index.php/program/archive/9>

**F. Y. B. Sc. Semester II**

<b>BOT- 171</b>	<b>Plants in human welfare (GE/OE-Theory)</b>	<b>Credits: 2 Hours: 30</b>
<b>Course Outcomes (COs)</b> <b>On completion of the course, the students will be able to:</b>		
CO1	Identify the different types of plants.	
CO2	Describe the major crops grown around the world and assess their use for human consumption.	
CO3	Interpret the uses of plants for health.	
CO4	Differentiate various plants for human welfare.	

<b>Unit No.</b>	<b>Title of Unit and Contents</b>	<b>No. of hours</b>
<b>I</b>	<b>Introduction</b> 1.1 Role of plants in human welfare	<b>02</b>
<b>II</b>	<b>Study of plants with respect to common name, habit, plant part used and uses</b> <b>Plants as source of food and nuts</b> 2.1 Carbohydrate- Potato, Tapioca, Sweet potato, Gum 2.2 Protein- Mung, Rajma, Pea, Soyabean 2.3 Dietary fiber- Isapgol, Sabja 2.4 Culinary nuts- Almond, Cashew, Walnut, Pistachio	<b>08</b>
<b>III</b>	<b>Plants in industry</b> 3.1 Paper 3.2 Rubber 3.3 Timber 3.4 Cane	<b>03</b>
<b>IV</b>	<b>Plants as coloring agents</b> 4.1 Heena 4.2 Bixa 4.3 Butea 4.4 Indigo	<b>03</b>
<b>V</b>	<b>Plants as perfume</b> 5.1 Jasmine 5.2 Lavender 5.3 Geranium 5.4 Mint	<b>03</b>
<b>VI</b>	<b>Plants as condiments</b> 6.1 Chilli 6.2 Fennel 6.3 Coriander 6.4 Cumin	<b>03</b>
<b>VII</b>	<b>Plants as biofuel</b> 7.1 Jatropha 7.2 Jojoba 7.3 Castor	<b>03</b>



<b>VIII</b>	<b>Plants as medicine</b> 8.1 Ashwagandha 8.2 Sarpagandha 8.3 Shatawari 8.4 Sadaphuli	<b>05</b>
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<b>F. Y. B. Sc. Semester II</b>		
<b>BOT- 180</b>	<b>Nursery and Gardening (VSC)</b>	<b>Credits: 2 Hours: 30</b>
<b>Course Outcomes (COs)</b> <b>On completion of the course, the students will be able to:</b>		
CO1	Describe and differentiate between the types of gardens.	
CO2	Classify different methods of plant propagation.	
CO3	Execute several nursery and gardening operations.	
CO4	Assess growing conditions of different horticultural plants, their general requirements.	

Unit No.	Title of Unit and Contents	No. of hours
<b>I</b>	<b>Preparation of nursery bed</b> 1.1 Methods of preparation of nursery beds and sowing of seeds. 1.2 Media for propagation of plants in nursery beds and pots.	<b>06</b>
<b>II</b>	<b>Methods of Propagation</b> 2.1 Cutting 2.2 Layering 2.3 Division 2.4 Grafting 2.5 Budding	<b>04</b>
<b>III</b>	<b>Gardens</b> 3.1 Different types of gardens (indoor and outdoor) 3.2 Key features of gardens (Paths & Avenues, Hedges & Edges, Lawn, Flowerbeds, Arches & Pergolas, Fencing, Water bodies, Rock Garden)	<b>08</b>
<b>IV</b>	<b>Plant Selection</b> 4.1 Methods for selection and enlisting of suitable plants for different locations and in different types of gardens	<b>04</b>
<b>V</b>	<b>Identification of key horticultural plants</b> 5.1 Herbs including different types of grasses - foliage and flowering 5.2 Shrubs including hedge plants - foliage and flowering 5.3 Avenue trees - foliage and flowering, 5.4 Climbers, Lianas, Epiphytes, Creepers, Trailers, Aquatic plants, Succulents, Weeds.	<b>08</b>

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<b>F. Y. B. Sc. Semester II</b>		
<b>BOT- 190</b>	<b>Floriculture (SEC)</b>	<b>Credits: 2 Hours: 30</b>
<b>Course Outcomes (COs)</b> <b>On completion of the course, the students will be able to:</b>		
CO1	Identify and describe the ornamental flowering plants in campus.	
CO2	Understand the methods of soil preparation, irrigation and cultivation technique.	
CO3	Apply appropriate combinations of plants and methods of cultivation for commercial setup.	
CO4	Relate to the job role of Floriculturist	

Unit No.	Title of Unit and Contents	No. of hours
<b>I</b>	<b>Introduction</b> 1.1 Introduction to floriculture, tools and equipment's	<b>02</b>
<b>II</b>	<b>Study of diversity</b> 2.1 Study of diversity with respect to shape, size, and colour of flowers 2.2 Identification and preparation of an inventory of herbaceous flowering plants, climbers, shrubs, and trees around the campus	<b>04</b>
<b>III</b>	<b>Soil Preparation</b> 3.1 Soil preparation 3.2 Demonstration of different methods for flower bed preparation	<b>04</b>
<b>IV</b>	<b>Sowing</b> 4.1 Methods of seed sowing and raising flowering plants through seeds, bulbs and through vegetative methods in planters, containers and in outdoor environments	<b>04</b>
<b>V</b>	<b>Harvesting and Post-harvest Care</b> 5.1 Harvesting, methods to increase the shelf life of flowers 5.2 Post-harvest care and marketing platforms for the floriculture industry	<b>04</b>
<b>VI</b>	<b>Flower arrangement</b> 6.1 Interior decoration methods 6.2 Flower arrangements (Japanese, Western and Indian)	<b>04</b>
<b>VII</b>	<b>Field visit</b> 7.1 Visit to nearby nursery/garden to understand basic aspects of garden design	<b>04</b>
<b>VIII</b>	<b>Project Report</b> Submission of project report on any five flowering plants that are grown commercially, their share in the global market, methods used for selling the products and importance of the floriculture industry in job creation.	<b>04</b>

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