# MAHARAJA'S COLLEGE, ERNAKULAM

**(Govt. Autonomous -Affiliated to MG University, Kottayam)**

# UNDERGRADUATE PROGRAMMES (HONOURS)

# SYLLABUS

## MCE-UGP (Honours)

## (2024 Admission Onwards)

**Faculty : Sciences**

**BoS : Botany**

**Programme: BSc. Botany Honours**

Maharaja's College, Ernakulam
(Govt.Autonomous)
Park Avenue Road, Marine Drive
Ernakulam– 682011, Kerala, India

# SYLLABUS INDEX

# PREFACE

Maharaja's College Ernakulam has consistently been at the forefront of educational transformation. As an alma mater to numerous accomplished individuals worldwide, it remains agile in adapting to global shifts. As the sole autonomous government college in Kerala, we actively embrace positive changes in higher education, championed by the state government. Our affiliation with Mahatma Gandhi University (M G University), Kerala, positions us as a vital contributor to the university's growth.

The synergy between our college and the university is evident in our commitment to excellence. M G University's unwavering dedication to curriculum restructuring deserves commendation. The process involved meticulous efforts by the syndicate, board of studies, and faculty members across affiliated colleges.

In the Department of Botany, our Board of Studies unanimously embraced the meticulously crafted syllabus developed through extensive discussions and brainstorming sessions. Experts from diverse Botany domains contributed significantly.

So at the outset, I would like to acknowledge our gratitude to all those who contributed in the restructuring of the UG curriculum.

The introduction of the four-year degree program (FYUGP) is indeed a significant step, and it reflects the evolving landscape of higher education. Botany, as a discipline, takes us on an exciting exploration of plant life. From understanding plant origins and diversity to studying their intricate structures and internal processes, botany encompasses a rich history dating back billions of years. The mysteries of the plant kingdom unfold—from microscopic organisms to towering plants—spanning various realms, including cellular and ecosystem levels. The syllabus offers diverse courses for students planning to learn Botany and also to students from other disciplines who are interested to learn some aspects in plant science relevant to their interests.

The Four-Year UG program aims to equip students with a deep understanding of plant science. The curriculum is thoughtfully designed to provide essential knowledge and skills for navigating the complexities of the plant world. Students will explore a complex web of plant life, ranging from understanding microscopic cell structures to examining vast ecosystems that shape our environment. Over the four years, students will engage in a dynamic blend of theoretical knowledge, experiential learning, fieldwork, and case studies. Staying up-to-date with current developments in plant sciences is crucial, and this multifaceted approach ensures just that. The methodically crafted curriculum fosters critical thinking, scientific inquiry, and an appreciation for the beauty and importance of plants in sustaining life on Earth. It serves as a roadmap for students' undergraduate journey in Botany, guiding them through a comprehensive exploration. Gratitude goes out to all contributors who elevated the syllabus to its current standards.

Thomas Antony

Chairperson, Board of Studies in Botany

Maharaja's College, Ernakulam

# BOARD OF STUDIES

| Sl.No. | Name of Member | | Designation |
|---|---|---|---|
| 1 | Mr. Thomas Antony | Chairman, BoS Botany | Assistant Professor and Head |
| 2 | Dr. Mathew Steephan | Internal Member | Associate Professor |
| 3 | Dr. Krishnakumar . K | Internal Member | Professor |
| 4 | Smt. Jess Mary James | Internal Member | Associate Professor |
| 5 | Dr. Jaseela. F | Internal Member | Associate Professor |
| 6 | Dr.. Shanti Vasudevan C. N. | Internal Member | Assistant Professor |
| 7 | Dr. Kavitha.R | Internal Member | Associate Professor |
| 8 | Dr Stephen Sequeira | Internal Member | Assistant Professor |
| 9 | Dr. Neeta N Nair | External expert | Professor, Marthoma College Tiruvalla |
| 10 | Dr. Geetha S Pillai | External Member (Industry) | Additional Project Director, Aryavaidyashala Kottakal |
| 11 | Dr. Elsamma Joseph Arackal | External Member (Alumni) | Rtd. Deputy Director, Collegiate Education |

# SYLLABUS OUTLINE

Name of the Major: **Botany**

## Curricular Structure of the Maharaja's College, Ernakulam

## UG (Honours) Programme

## 3 Year UG Degree – 6 Semesters

| No. | Course Type | No. of Courses | Total Credits |
|---|---|---|---|
| 1 | Foundation: Ability Enhancement Courses (AEC) | 4 | 12 |
| 2 | Foundation : Multi – disciplinary Courses (MDC) | 3 | 9 |
| 3 | Foundation: Skill Enhancement Courses (SEC) | 3 | 9 |
| 4 | Foundation: Value Addition Courses (VAC) | 3 | 9 |
| 5 | Discipline Specific Courses: Major (DSC A/DSE) | 17 | 68 |
| 6 | Discipline Specific Courses: Minor (DSC B & C) | 6 | 24 |
| 7 | Internship | | 2 |
| | Total | 36 | 133 |

# SYLLABUS OUTLINE

Name of the Major: **Botany**

### Curricular Structure of the Maharaja's College, Ernakulam

## 4 Year UG Degree (Honours) – 8 semesters

## 4 Year UG Degree (Honours with Research) – 8 Semesters

| No. | Course Type | No. of Courses | Total Credits |
|---|---|---|---|
| 1 | Foundation: Ability Enhancement Courses (AEC) | 4 | 12 |
| 2 | Foundation : Multi – disciplinary Courses (MDC) | 3 | 9 |
| 3 | Foundation: Skill Enhancement Courses (SEC) | 3 | 9 |
| 4 | Foundation: Value Addition Courses (VAC) | 3 | 9 |
| 5 | Discipline Specific Courses: Major (DSC A/DSE) | 17 | 68 |
| 6 | Discipline Specific Courses: Minor (DSC B & C) | 6 | 24 |
| 7 | Discipline Capstone Courses : Major (DCC/DCE) | 8 | 32 |
| 8 | Research Project | | 12/8 |
| 9 | Internship | | 2 |
| | Total | 44 | 177 |

# Programme Outcomes (POs)

| | |
|---|---|
| PO1 | Critical Thinking and Analytical Reasoning |
| PO2 | Scientific Reasoning and Problem Solving |
| PO3 | Multidisciplinary/Interdisciplinary/Trans disciplinary Approach |
| PO4 | Communication Skills |
| PO5 | Leadership Skills |
| PO6 | Social Consciousness and Responsibility |
| PO7 | Equity, Inclusiveness and Sustainability |
| PO8 | Moral and Ethical Reasoning |
| PO9 | Networking and Collaborating |
| PO10 | Lifelong Learning |

# Evaluation Scheme

## A) Courses without Practical

| Components | Marks (4 Credit) | Marks (3 Credit) |
|---|---|---|
| Continuous Comprehensive Assessment (CCA) | 30 | 25 |
| End Semester Examination | 70 | 50 |
| Total | 100 | 75 |

## B) Courses with Practical

| Components | Marks (4 Credit) | | Marks (3 Credit) | |
|---|---|---|---|---|
| | **Theory** | **Practical** | **Theory** | **Practical** |
| Continuous Comprehensive Assessment (CCA) | 25 | 15 | 15 | 15 |
| End Semester Examination | 50 | 35 | 35 | 35 |
| Total | 75 | 50 | 50 | 50 |

# FYUGP BOTANY COURSE

| Semester 1 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Course code | Title of the course | Type of the course DSC, MDC,SEC etc. | Credit | Hours/week | Hour distribution/ week | | | |
| | | | | | L | T | P | O |
| MCE1DSCBOT100 | Fascinating world of Plant Sciences | DSC | 4 | 5 | 3 | | 2 | |
| MCE1MDCBOT100 | Ecotourism | MDC | 3 | 4 | 2 | | 2 | |

| Semester : 2 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Course code | Title of the course | Type of the course DSC, MDC,SEC etc. | Credit | Hours/week | Hour distribution/week | | | |
| | | | | | L | T | P | O |
| MCE2DSCBOT100 | Plant resources and ventures in botany | DSC | 4 | 5 | 3 | | 2 | |
| MCE2MDCBOT100 | Gardening and Landscaping | MDC | 3 | 4 | 2 | | 2 | |

| Semester : 3 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Course code | Title of the course | Type of the course DSC, MDC,SEC etc. | Credit | Hours/week | Hour distribution/ week | | | |
| | | | | | L | T | P | O |
| MCE3DSCBOT200 | Microbiology and phycology | DSC | 4 | 5 | 3 | | 2 | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| MCE3DSCBOT201 | Mycology and Plant pathology | DSC | 4 | 5 | 3 | | 2 | |
| MCE3DSEBOT200 | Ethnobotany and intellectual property rights | DSE | 4 | 4 | 4 | | | |
| MCE3DSEBOT201 | Herbal technology | | | | | | | |
| MCE3DSCBOT202 | Thallophytes and archegoniates( Minor for others) | DSC | 4 | 4 | 3 | | 2 | |
| MCE3MDCBOT200 | Agribased microenterprises | MDC | 3 | 3 | 3 | | | |
| MCE3VACBOT200 | Bioethics and IPR | VAC | 3 | 3 | 3 | | | |
| **Semester : 4** | | | | | | | | |
| Course code | Title of the course | Type of the course DSC, MDC,SEC etc. | Credit | Hours/week | Hour distribution/ Week | | | |
| | | | | | L | T | P | O |
| MCE4DSCBOT200 | Archegoniates | DSC | 4 | 5 | 3 | | 2 | |
| MCE4DSCBOT201 | Plant anatomy and reproductive botany | DSC | 4 | 5 | 3 | | 2 | |
| MCE4DSEBOT200 | Food science and quality control | DSE | 4 | 4 | 4 | | | |
| MCE4DSEBOT201 | Horticulture and post harvest technology | | | | | | | |
| MCE4DSCBOT202 | Introduction to flowering plants and their economic importance (Minor for others) | DSC | 4 | 5 | 3 | | 2 | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| MCE4SECBOT200 | Biofertilizers and biocontrol agents | SEC | 3 | 3 | 3 | | | |
| MCE4VACBOT200 | Conservation biology and sustainable development | VAC | 3 | 3 | 3 | | | |
| **INTERNSHIP** | | | | | | | | |
| MCE4INTBOT200 | Internship | INT | 2 | | | | | |
| **Semester : 5** | | | | | | | | |
| Course code | Title of the course | Type of the course DSC, MDC,SEC etc. | Credit | Hours/week | Hour distribution/ Week | | | |
| | | | | | L | T | P | O |
| MCE5DSCBOT300 | Angiosperm systematics and economic botany | DSC | 4 | 5 | 3 | | 2 | |
| MCE5DSCBOT301 | Plant cell and molecular biology | DSC | 4 | 5 | 3 | | 2 | |
| MCE5DSEBOT300 | Plant breeding and plant genetic resources | DSE | 4 | 4 | 4 | | | |
| MCE5DSEBOT301 | Phytogeography, forestry and ecotourism | DSE | | | | | | |
| MCE5DSEBOT302 | Plant biotechnology | DSE | 4 | 4 | 4 | | | |
| MCE5DSEBOT303 | Green technology and sustainable development | | | | | | | |
| MCE5DSEBOT304 | Analytical techniques in plant sciences | DSE | 4 | 4 | 4 | | | |
| MCE5DSEBOT305 | Climate change and disaster management – botanical perspective | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| MCE5SECBOT300 | Mushroom production and value addition | SEC | 3 | 3 | 3 | | | |
| **Semester : 6** | | | | | | | | |
| Course code | Title of the course | Type of the course DSC, MDC,SEC etc. | Credit | Hours/week | Hour distribution/ Week | | | |
| | | | | | L | T | P | O |
| MCE6DSCBOT300 | Plant Physiology and biochemistry | DSC | 4 | 5 | 3 | | 2 | |
| MCE6DSCBOT301 | Genetics and evolutionary biology | DSC | 4 | 4 | 4 | | | |
| MCE6DSEBOT300 | Bioinformatics in plant science | DSE | 4 | 5 | 3 | | 2 | |
| MCE6DSEBOT301 | Plant chemical ecology | | | | | | | |
| MCE6DSEBOT302 | Research methodology and biometrics | DSE | 4 | 5 | 3 | | 2 | |
| MCE6DSEBOT303 | Plant ecology, conservation and sustainable development | | | | | | | |
| MCE6SECBOT300 | Entrepreneurial botany | SEC | 3 | 3 | 3 | | | |
| MCE6VACBOT300 | Environmental science and human rights | VAC | 3 | 3 | 3 | | | |
| **Semester : 7** | | | | | | | | |
| Course code | Title of the course | Type of the course DCC, MDC,SEC etc. | Credit | Hours/week | Hour distribution/ Week | | | |
| | | | | | L | T | P | O |
| MCE7DCCBOT400 | Research methodology and biostatistics | DCC | 4 | 4 | 4 | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| MCE7DCCBOT401 | Advances and applications in plant science– Thallophytes | DCC | 4 | 5 | 3 | | 2 | |
| MCE7DCCBOT402 | Advances and applications in plant science – archegoniates | DCC | 4 | 4 | 4 | | | |
| MCE7DCEBOT400 | Agronomy, horticulture and agroforestry | DCE | 4 | 4 | 4 | | | |
| MCE7DCEBOT401 | Plant genomics | | | | | | | |
| MCE7DCEBOT402 | Seed technology | | | | | | | |
| MCE7DSEBOT400 | Ecology and ecotourism | DSE (For students opting botany as minor) | 4 | 4 | 4 | | | |
| MCE7DSEBOT401 | Biological approaches and evolutionary trends in plants | | | | | | | |
| MCE7DSEBOT402 | Biotechniques | | | | | | | |
| **Semester : 8** | | | | | | | | |
| Course code | Title of the course | Type of the course DCC, MDC, SEC etc. | Credit | Hours/week | Hour distribution/week | | | |
| | | | | | L | T | P | O |
| MCE8DCCBOT400 | Plant metabolism | DCC | 4 | 5 | 3 | | 2 | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| MCE8DCCBOT401 | Plant breeding and plant propagation techniques | DCC | 4 | 5 | 3 | | 2 | |
| MCE8DCEBOT400 | Phytochemistry and pharmacognosy | | | | | | | |
| MCE8DCEBOT401 | Omics in plant sciences | | | | | | | |
| MCE8DCEBOT402 | Modern trends in plant systematics | DCE(any two) | 4 | 5 | 3 | | 2 | |
| MCE8DCEBOT403 | Agroecology | | | | | | | |
| MCE8DCEBOT404 | Forest botany | | | | | | | |
| MCE8DCEBOT405 | Aquatic botany | | 4 | 5 | 3 | | 2 | |
| MCE8DCEBOT406 | Plant bio-analytics and advanced instrumentation | DCE(any one) | 4 | 5 | 3 | | 2 | |
| MCE8PRJBOT400 | Project | PRJ | 12 | | | | | |

# SEMESTER I

<table>
<tr><td></td><td colspan="6">MAHARAJA’S COLLEGE, ERNAKULAM (Govt. Autonomous)</td></tr>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Fascinating world of plant sciences</td></tr>
<tr><td>Type of Course</td><td colspan="6">DSC A</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE1DSCBOT100</td></tr>
<tr><td>Course Level</td><td colspan="6">100-199</td></tr>
<tr><td>Course Summary</td><td colspan="6">The course entitled ‘Fascinating world of plant science and technology’ aims to impart an understanding on the significance of plants to the future generation. Students will be familiarized with eminent botanists and their contributions to plant science. They will be introduced to the major plant groups and their uniqueness in terms of size, shape, habitat and associations. Students are expected to develop a passion to explore the plant kingdom as well as to make serious attempts to conserve plants. Knowledge about traditional and modern approaches in plant sciences and major branches related to plant science will also be acquired.</td></tr>
<tr><td>Semester</td><td>I</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>3</td><td>-</td><td>2</td><td>-</td><td>75</td></tr>
<tr><td>Prerequisite, if any</td><td colspan="6">Should have basic knowledge of Botany and Botanical Skills</td></tr>
</table>

## COURSE OUTCOMES (CO)

| CO No. | EXPECTED COURSE OUTCOME | LEARNING DOMAINS * | PO No |
|---|---|---|---|
| 01 | Comprehend the relevance of plants, important milestones in the history of botany, and human efforts to realize life on Earth. | U | PO 8, PO 10 |
| 02 | Illustrate the diversity and evolutionary trends throughout the plant world that lay a solid foundation for the branch of natural philosophy, | An | PO 2, PO 1 |
| 03 | Develop basic skills on instruments and techniques used in Botanical studies. | A | PO 2, PO 5 |
| 04 | Facilitate awareness on the areas of research and potentials in the field of plant science. | C | PO 3, PO 4 |

<table>
<tr><td>05</td><td>Design experiments and communicate ideas, which would translate into a lasting and practical basis for building a career.</td><td>C</td><td>PO 10,<br>PO 8,<br>PO 6</td></tr>
<tr><td colspan="4">*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</td></tr>
</table>

## COURSE CONTENT

<table>
<tr><th>MODULE</th><th>UNITS</th><th>COURSE DESCRIPTION</th><th>Hrs.</th><th>CO NO.</th></tr>
<tr><td rowspan="4">1</td><td colspan="4">Exploring the Plant Kingdom (15 Hours)</td></tr>
<tr><td>1.1</td><td>A Journey Through Botanical History: Vistas in Plant Science / Botany. Contributions of eminent botanists: (a) Theophrastus, (b) Carl Linnaeus, (c) Janaki Ammal (d) Itty Achudan.<br><br>Brief overview of Botany, citing events that changed the course of world history: Quinine Tree, Coconut, Rice, Sugarcane and Penicillium notatum</td><td>4</td><td>1</td></tr>
<tr><td>1.2</td><td>Plants and the Planet: Medicine, food and fibre, timber (Natural and Processed), aesthetic value, maintaining ecological balance<br><br><u>Learning Activity 1:</u> Group Discussion on<br>● Usefulness and benefits of plants<br>● Significance of Plants as Purifiers of our planet.</td><td>5</td><td>1</td></tr>
<tr><td>1.3</td><td>Distinguishing characters and evolutionary trends in the morphology of major groups of plants: Algae, Bryophytes, Pteridophytes, Gymnosperms and Angiosperms.<br><br><u>Learning Activity 2:</u> An explorative nature walk to understand biodiversity of a selected locality: Paddy Field / Wetland ecosystem / Sacred Groves / Any other locality which harbors biodiversity and represents most of the major plant groups.</td><td>6</td><td>2</td></tr>
<tr><td></td><td colspan="2">Wonders in Plant Kingdom and Traditional Approaches in Plant Science (15 Hours)</td><td></td><td></td></tr>
</table>

| | | | | |
|---|---|---|---|---|
| 2 | 2.1 | Awe-inspiring members of the plant world: Unusual foods: Fungi (Mushrooms), Lichen (*Parmelia*), *Chlorella* as food supplement in aerospace programmes.<br><br>Psychoactive plants and zoopharmacognosy: Marula plant (*Sclerocaryabirrea*); Lemurs eating tamarind and fig leaves.<br><br>Biomimicry: Nature as model: Lotus effect technology in paint industry;<br><br>*Citrus maxima* fruit wall inspired design of crash absorbing structures.<br><br>Special Adaptations: Insectivorous plants, Heliotropism in sunflowers, Pseudocopulation strategy in orchids.<br><br>Gigantic plants: e.g. *Sequoiadendron giganteum*.<br><br>Plants that live in extreme environments: volcanoes: Haleakala silversword, desert: Saguaro cactus, arctic: Arctic poppy. | 7 | 2 |
| | 2.2 | Traditional approach and methods:<br><br>(A) Exploration: Field Visit. (B) Collection of plant material: significance & tools used. (C) Preservation: Killing Agent: (Formalin), Fixing Agent: (FAA). Wet Preservation: Museum jar preservation. dry preservation: herbarium. (D) Free-hand sectioning: Transverse section (TS), Longitudinal section (LS) | 5 | 3 |
| | 2.3 | (E) Description: Description of plants. (F) Classification: Artificial, Natural and Phylogenetic (Definition and One Example Each). (G) Documentation: Significance of scientific diagrams and field books. | 3 | 3 |
| **3** | **Modern Approaches and Scope of Plant Science (15 Hours)** | | | |
| | 3.1 | Modern Approaches:<br><br>(A)Sectioning: Microtomy (Definition and purpose of rotary microtome, sledge microtome and ultramicrotome). (B) visualization techniques: parts and applications of simple & compound microscope, applications of electron microscope (SEM & TEM).<br><br>(C) Separation techniques (Principle and Application): (i) Chromatography: TLC and Paper chromatography. (ii) Centrifugation: tabletop centrifuge and ultracentrifuge. (iii) Electrophoresis: agarose gel electrophoresis (AGE). | 6 | 3 |

| | | | | |
|---|---|---|---|---|
| | 3.2 | A few current approaches and applications:<br>(A) Molecular techniques (General Account and Applications): PCR,DNA barcoding<br>(B) Remote Sensing (Brief Account): Application of Remote sensing and GIS for mapping of natural resources.<br>(C) Use of Internet of Things (IoT), Deep learning and artificial intelligence (AI): Detection of water stress and disease detection in smart/precision Farming.<br>**<u>Learning Activity 3:</u>** Visit to a laboratory to familiarize with a few of the instruments mentioned above. | 5 | 3, 5 |
| | 3.3 | Brief account and research potential in: Plant systematics, Ecology, Plant anatomy, Plant physiology, Genetics, Ethnobotany, Crop improvement & Plant genetic engineering | 4 | 4, 5 |
| **4** | **Practical (30 hours)** | | | |
| | 4.1 | Field Activities (Mandatory)<br>Conduct a two days field trip and survey, to appreciate the diversity of plant kingdom and to identify plants belonging to all the major groups discussed in theory. Prepare a set of 12 geo-tagged photographs containing at least one representative from each Major group. | 15 | 2 |
| | 4.2 | Laboratory Activities (Conduct Any Three) | | |
| | | ❖ Prepare a report and presentation on Botanists who made significant contributions to science. | 2 | 1 |
| | | ❖ Familiarize students with a compound microscope and dissecting<br>/ simple microscope. Assess the magnifications of the microscope you are examining. Compare the real image (Naked eye) with the magnified virtual image of an appropriate plant specimen and make illustrations of magnified specimens. | 3 | 3, 5 |
| | | ❖ Prepare temporary, single stained hand sections (TS and LS; one each) of appropriate plant specimens for light microscopic studies. | 2 | 3 |

| | | | | |
|---|---|---|---|---|
| | | ❖ Design a working model for detecting Moisture of Soil / Temperature and Humidity of Air, utilizing Arduino microcontroller kit/ Raspberry pi or other microcontroller boards and appropriate sensors. Possibilities to utilize IoT, as part of the model may be explored, if needed. | 4 | 3, 5 |
| | | ❖ Prepare an extract of leaves of appropriate plant material and perform centrifugation using a table top centrifuge, decant to separate the pigments (Supernatant) from the debris (Pellet). | 4 | 3 |
| **5** | **Teacher specific course components** | | | |
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. | | | |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>A. **Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test<br>Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty | | | |

| | |
|---|---|
| | **B. End Semester Evaluation (ESE)**<br>**Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8): 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

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<table>
<tr><td></td><td colspan="6">MAHARAJA'S COLLEGE, ERNAKULAM (Govt. Autonomous)</td></tr>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Ecotourism</td></tr>
<tr><td>Type of Course</td><td colspan="6">MDC</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE1MDCBOT100</td></tr>
<tr><td>Course Level</td><td colspan="6">100-199</td></tr>
<tr><td>Course Summary</td><td colspan="6">The course titled "Ecotourism" provides a comprehensive exploration of sustainable tourism practices and their impact on the environment. The course describes the principle, scope, and role of ecotourism in achieving conservation goals, community engagement and benefits, ecotourism resources, planning steps of ecotourism and the role of international non-governmental organizations in ecotourism.</td></tr>
<tr><td>Semester</td><td>I</td><td colspan="3">Credits</td><td>3</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>2</td><td>-</td><td>1</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">There are no specific prerequisites for this course.</td></tr>
</table>

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Describe the fundamental principles and concepts of ecotourism | U | PO1, PO10 |
| 2 | Summarize the components of ecotourism and the role of NGOs in ecotourism | U | PO1, PO 8 |
| 3 | Examine the characteristics and functioning of various centers of ecotourism in India | An | PO 4 |
| 4 | Explain the role of ecotourism in livelihood security | E | PO 2, PO 6 |
| 5 | Design an ecotourism plan and management of ecotourism initiatives from case studies from successful ecotourism projects. | C | PO 3, PO 4, PO 9 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

## COURSE CONTENT

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Introduction to Ecotourism and Biodiversity Conservation (15 hours)** | | | |
| | 1.1 | Definition, concept, principles, relevance and scope, do's and don'ts of tourists in ecotourism, ecotourism impact on the environment.<br>Eco-friendly practices, responsible tourism, sustainable tourism. | 3 | 1 |
| | 1.2 | Components of ecotourism-biodiversity conservation, education, local people, environmental awareness, cultural diversity and respect, responsible marketing, economic and social benefits. | 3 | 1 |

| | | | | |
|---|---|---|---|---|
| | 1.3 | Ecotourism Resources – Natural, Geographical, cultural, festivals, events and Natural heritage sites.<br><br>Terms associated with ecotourism - Adventure tourism, geotourism, wildlife tourism, canopy walkway, ecolabelling, greenwashing, hydel tourism, Eco-lodges. | 3 | 1, 3 |
| | 1..4 | Ecotourism activities -Adventure sports, cultural activities, educational workshops, Photography, community development. | 2 | 3 |
| | 1.5 | Biodiversity and its conservation – significance of in situ conservation, Protected areas – national parks, wildlife and bird sanctuaries, forest reserves, marine national park (Gulf of Mannar).<br><br>Endemism and biodiversity Hotspots - Western Ghats as a source of Ecotourism | 4 | 3 |
| 2 | **Ecotourism Prospects, Potential and Planning (15 hours)** | | | |
| | 2.1 | Ecotourism prospects and potential of India, Ecotourism resources in India -Scope and destinations -Sundarbans, KazirangaNational Park. | 3 | 3 |
| | 2.2 | Ecotourism in Kerala, Ecotourism centres in Kerala, Wildlife tourism, | 3 | 3 |
| | 2.3 | Ecotourism Planning: Steps of Ecotourism Planning-Preliminary assessment, stakeholder engagement, ecotourism Goals and Objectives, carrying capacity, Infrastructure, visitors management, conservation of ecosystem in the area, community involvement and benefits. | 4 | 4, 5 |
| | 2.4 | Ecotourism and livelihood security- Community-based ecotourism(CBET) a tool for conservation, challenges in CBET, Joint Forest Management | 2 | 4 |
| | 2.5 | Role of NGOs: Role of international agencies in ecotourism – The International Ecotourism Society (TIES), World Wide Fund for Nature (WWF) and United Nations World Tourism Organization (UNWTO). | 3 | 2 |
| | **Practical/ Field visits (30 hours)** | | | |
| | 3.1 | Case study on Thenmala Ecotourism and Periyar Wildlife | 6 | 1, 3, |
| | 3.2 | Field visit to an ecotourism site, observe and analyse the sustainable practices and submit a detailed report. | 15 | 1,3,4,5 |

| | | | | |
|---|---|---|---|---|
| 3 | 3.3 | Identify and prepare a checklist of some plant species, birds and animals having economic, ecological and cultural significance as an ecotourist attraction | 4 | 1,3 |
| | 3.4 | Examine the current state of natural resources and develop suitable messages and appropriate media for educating different target groups | 5 | 1,4 |
| 4 | **Teacher-specific course components** | | | |
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based studies and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry- Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. | | | |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>A. **Continuous Comprehensive Assessment (CCA) Theory: 15 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test<br>Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty | | | |

| | |
|---|---|
| | **B. End Semester Evaluation (ESE) Theory: 35 marks**<br>Short answer (5 out of 8): 5 x 1=5<br>Short Essay (4 out of 6) : 4 x 5= 20<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

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# SEMESTER II

| | | | | | | |
|---|---|---|---|---|---|---|
| | **MAHARAJA’S COLLEGE, ERNAKULAM (Govt. Autonomous)** | | | | | |
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Plant resources and ventures in botany** | | | | | |
| **Type of Course** | DSC A | | | | | |
| **Course Code** | MCE2DSCBOT100 | | | | | |
| **Course Level** | 100-199 | | | | | |
| **Course Summary** | The course aims to impart knowledge on the importance of plants and plant based products in everyday life. Several plant resources based industries are successfully established in our society. Plethora of opportunities and innovations in plant science research are also discussed. Plant crafting and plant architect opportunities are explored. The course is designed to equip students with technical knowhow on business prospects and develop skills needed to successfully convert them into entrepreneurial ventures. On completion, learners will be able to develop ideas and enable them to be professionally competent so as to convert their ideas to successful business opportunities. This course aims at molding a successful entrepreneur through various avenues of Plant Science. | | | | | |
| **Semester** | II | Credits | | | 4 | |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | Total Hours |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisite, if any** | Should have basic knowledge on plants resources and its importance in everyday life | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 01 | Identify and assess plant resources in various contexts. | U | PO1, PO 3, PO 4, PO 6 |
| 02 | Understand the problems are approaches in agriculture, health and in environmental contexts critically | U | PO 2, PO 3, PO 4, PO 6, |
| 03 | Summarize the foundational knowledge about sustainable agriculture, horticultural activities, organic farming, nursery management and mushroom cultivation to human welfare. | U | PO 6, PO 7, PO 10 |
| 04 | Develop an understanding of entrepreneurial opportunities in plant science and fostering an entrepreneurial mindset | C | PO 1, PO 2, PO 3, PO 5, PO 8 |
| 05 | Reframe the significance of the plant world, gain insights into the potentials of personal prosperity and career opportunities in plant science. | E | PO 1, PO 2, PO 6, PO 10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| | **Introduction to Plant Resources (15 Hours)** | | | |
| | 1.1 | Plants in everyday life: Importance as food, Source of medicine, Cultural and aesthetic value. Role of plants in maintenance of air water and soil quality, Plants as ecological indicators, Bio-control agents, Plant based bio manure, Plant-based bioplastics and Plant based biofuels. | 2 | 1 |

| | | | | |
|---|---|---|---|---|
| 1 | 1.2 | Plants as resource:<br>A. Drug yielding plants: (General account with special reference to the following): Sarpagandha, *Vinca* and Pacific yew.<br>B. Plant as staple food: Special reference to Rice, Cassava<br>C. Plant as source of fiber: Cotton and Coir.<br>D. Rubber yielding plants: India rubber figand Pará rubber tree.<br>E. Plants yielding essential oils: Eucalyptus and lemongrass<br>F. Plants in herbals and cosmetic formulations: Bhringaraj, Hibiscus, Red Sanders (*Ptetrocarpussantalinus*)<br>G. Vegan Cosmetics:<br>Cleanser: Neem, Cucumber, Rose<br>Hair and Skin care products: Amla. Henna, Neem, Tulsi, Sandalwood, Turmeric<br>H. Plant based Milk alternatives<br>Green Milk Prospects of<br>Research and entrepreneurship | 10 | 1 |
| | 1.3 | Plant-based industries:<br>Fruit production and processing: Dry Fruits and Canning.<br>Fruit and Vegetable-based products: Squash, Syrup, Pulp, Paste, Ketchup, Soup, Vegetable Sauces, Jam and Jellies.<br>Bamboo and Cane-based products.<br>Production of Nutraceuticals. | 3 | 1 |
| | **Exploring Plant Science Research and Plant Crafting (15 Hours)** | | | |
| | 2.1 | Introduction to plant science research:<br>Significance in addressing global challenges like: Climate change, Food Security, Biodiversity conservation | 2 | 2 |

| | | | | |
|---|---|---|---|---|
| 2 | 2.2 | Innovation in plant Science: (Mention only)<br><br>Crop improvement-Flood resistant rice, Green Revolution (Norman Borlaug- high Yielding Wheat), Genetic engineering- Bt. Cotton, gene editing for disease resistance, Synthetic biology | 2 | 2 |
| | 2.3 | Brief account on research institute in India, which identifies plant science / botany as a thrust area for investigation.<br><br>Botanical Survey of India (BSI), National Bureau of Plant Genetic Resources (NBPGR), National Rice Research Institute (NRRI), Indian Institute of Sugarcane Research (IISR), Institute of Forest genetics and Tree Breeding (IFGTB), Jawaharlal Nehru Tropical Botanic Garden and Research Institute (JNTBGRI), Kerala Forest Research Institute (KFRI), Central Plantation Crops Research Institute (CPCRI), Central Tuber Crops Research Institute (CTCRI), Rubber Research Institute of India (RRII) and various national and state Universities | 2 | 2 |
| | 2.4 | Introduction to Farming, gardening and Horticulture, Mushroom cultivation | 2 | 3 |
| | 2.5 | Basics of Organic Farming, gardening, garden types and components, Plant Propagation- Natural and Artificial; Budding Grafting and Layering, Floriculture and Flower arrangement | 3 | 3 |

| | | | | |
|---|---|---|---|---|
| | 2.6 | Hands-on Training (Any Two):<br>● Mushroom cultivation<br>● Ornamental Plant Production (Budding / Grafting / Layering)/<br>● Development of an artificially propagated plant and submit for valuation.<br>● Culturing of Spirulina.<br>● Tissue Culture.<br>● Flower arrangement<br>**Activity 1 (Optional):** Industrial Visit / Flower Show / Agricultural Fest / Farm Visit / Food or a Center that utilizes Post Harvest Processing | 4 | 3 |
| 3 | **Insights into Botanical Entrepreneurship and Green Future (Towards Sustainable Future) (15 Hours)** | | | |
| | 3.1 | Introduction to entrepreneurship:<br>Definition and significance in the context of plant science. Basic traits and skills for entrepreneurs.<br>Brief exploration of successful plant based startups and their impact- grow the Funguy, Vgrow, Jackfruit 360, Synthite, etc | 3 | 4 |
| | 3.2 | Identifying problems or opportunities within the plant science domain.<br>Steps in the entrepreneurial journey: Overview of market assessment, enterprise selection, and resource mobilization. Schemes for Financial Assistance. Brief introduction to IPR, copyrights and GI tags. | 4 | 4 |

| | | | | |
|---|---|---|---|---|
| | 3.3 | Role of Botanist in a Sustainable World: Who is a Botanist? How to Become a Botanist? Contrasting the life of a Botanist with a regular person? Roles of a Botanist. Skills of a Botanist (Understanding of Industry practice, Knowledge of the Core Subject, Teamwork, Problem- Solving, Analytical Skills, Domain Knowledge, Decision- Making skills, Research Abilities) | 2 | 5 |
| | 3.4 | Career paths in Botany: Few of the industries where a botanist can work: Research Lab/Institutions, Chemical Industry, Food Companies, Arboretum, Forest Services, Biotechnology Firms, Oil Industry, Land Management Agencies, Seed and Nursery Companies, Plant Health Inspection Services, National Parks, Biological Supply Houses, Plant Resources Laboratory and Educational Institutions | 2 | 5 |
| | 3.5 | Opportunities in Green World: General – (Scientific assistant, Plant geneticist, Computational biologist, Field botanist, Naturalist, Biotechnologist, Molecular Biologist, Nursery Manager, Plant Researcher, Teacher/Professor, Plant Pathologist, Ecologist, Plant Biochemist, Environmental Conservationist, Plant Microbiologist, Environment Consultant, Horticulturist, Plant explorer, Taxonomist, Cytologist, Biological Technician, Park Ranger, Nursery or GreenHouse manager, Farming consultant, Paleobotanist)<br><br>Government opportunities: Staff Selection Commission (SSC), Institute of Banking Personnel Selection (IBPS) and State bank of India (SBI), Kerala Public Service Commission (PSC), Union Public Service Commission (UPSC)/Civil services, CDS exam, Junior research fellowship (JRF), senior research fellowship (SRF), National Eligibility Test (NET) and Indian Forest Service exam<br><br>**Activity 2:** Conduct a one-day workshop for students to confer awareness on academic progression,research,career and entrepreneurial prospects and opportunities in Botany. | 4 | 5 |

| | | | | |
|---|---|---|---|---|
| | **Practical (30 hours)** | | | |
| | 4.1 | Field Activities (Mandatory) | | |
| | | ❖ Conduct one day industrial visit: To plant-based industry in your near vicinity. Prepare a detailed report on functioning, products and marketing with the support of proper evidence and Geo-tagged photographs | 10 | 3 |
| | 4.2 | Laboratory Activities (Conduct five Two) | | |
| | | ❖ Make collections of plant products specified in the syllabus and submit | 3 | 1 |
| | | ❖ Polybag cultivation of mushroom | 2 | 3 |
| | | ❖ Demonstrate Air layering, T-budding and patch budding | 2 | 3 |
| | | ❖ Select any start up initiative and prepare a report or present a mock up idea for an plant based entrepreneurship | 2 | 4 |
| **4** | | ❖ Culturing of *Spirulina*. | 2 | 3 |
| | | ❖ Demonstration of tissue culture techniques: culture media, surface sterilization and inoculation of explants. | 3 | 3 |
| | | ❖ Flower arrangement – fresh and dry | 4 | 3 |
| | | ❖ Sample synopsis | 2 | 5 |
| **5** | **Teacher specific course components** | | | |
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture- based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. | | | |

| | |
|---|---|
| **Assess ment Types** | **MODE OF ASSESSMENT**<br><br>A. **Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test<br>Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE) Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

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**MAHARAJA’S COLLEGE, ERNAKULAM**
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| | | | | | | |
|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Gardening and landscaping** | | | | | |
| **Type of Course** | MDC | | | | | |
| **Course Code** | MCE2MDCBOT100 | | | | | |
| **Course Level** | 100-199 | | | | | |
| **Course Summary** | This course provides a comprehensive exploration of gardening and landscaping principles, equipping students with the knowledge and skill to create and maintain beautiful sustainable outdoor spaces. Students will earn foundational knowledge in nursery management techniques, including propagation and soil preparation. The course will familiarize students with essential tools, components and structures used in garden designing. Exploring eco-friendly practices in garden design can contribute to environmental conservation. | | | | | |
| **Semester** | II | Credits | | | 3 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 2 | - | 1 | - | 60 |
| **Pre-requisites, if any** | Basic understanding of Biology | | | | | |

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Estimate the basics of ornamental and landscape gardening | An | PO3 |
| 2 | Review the principles of gardening and nursery management | U | PO3, PO10 |
| 3 | Recollect the basic knowledge of plant growth structures used in gardening | K | PO3 |
| 4 | Explain various propagation techniques used in a nursery | U | PO3, PO10 |
| 5 | Apply the knowledge of gardening and landscaping to design a garden | C | PO3, PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

## COURSE CONTENT

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Introduction to Gardening and nursery techniques (15 hours)** | | | |
| | 1.1 | Introduction to landscaping, gardening and commercial floriculture – importance and prospects | 2 | 1 |
| | 1.2 | Types of plants in landscaping– Trees, shrubs, climbers, annuals, herbaceous perennials, bulbous crops, palms, ferns, cacti & succulents, aquatic ornamentals. | 2 | 1, 2 |

| | | | | |
|---|---|---|---|---|
| | 1.3 | Types of gardens- fruit garden, ornamental garden, herbal garden, kitchen garden, Kids Garden<br>Indoor plants (Money plant, Snake plant, Monstera, ZZ plant, Aglaonema) | 4 | 1, 2 |
| | 1.4 | Horticultural practices related to gardening – training, pruning and mulching, its benefits.<br>Nursery bed preparation | 2 | 1, 2 |
| | 1.5 | Vegetative propagation methods – natural and artificial cuttings – leaf, stem and root, layering–air layering, simple layering, grafting- approach grafting, Tongue grafting, budding- T budding, patch budding | 5 | 4 |
| **2.** | **Tools and structures in gardening and principles of Landscaping (15 hours)** | | | |
| | 2.1 | Nursery layout & structures: Polyhouse, mist chamber, rain shelter, potting shed, composting shed.Sprinkler irrigation. | 3 | 3 |
| | 2.2 | Gardening tools & implements<br>Garden spade, rake, fork, garden shears, secateurs, grafting & budding knife, pruning saw, mowers, brush cutter, garden tillers | 2 | 2 |
| | 2.3 | Garden components and adornments (brief account only) | 2 | 2 |
| | 2.4 | Rockery,Terrarium,Kokedema,Bonsai (brief account only) | 2 | 2, 3 |
| | 2.5 | Elements of art-colour, line, form, scale. Principles of Landscape designUnity,Balance,transition,proportion,rhythm, focalisation, repetition, simplicity. | 3 | 2, 5 |
| | 2.6 | Steps in developing a Landscape Design Brief Account Only<br>a) Site analysis- b) Identification of functional requirements; c) site development by exploiting natural forms; d) Elements in landscape design- form, water, garden | 3 | 2, 5 |

| | | | | |
|---|---|---|---|---|
| | | furniture, lights, paving etc. e) study of plant trees, shrubs and ground cover, indoor plantsetc. | | |
| | **Practicals (30 hours)** | | | |
| | 3.1 | Visit to a well-established nursery/ Gardenand submit a detailed report | 8 | 1,2,3,4,5 |
| | 3.2 | TTC test for assessing seed viability | 2 | 4 |
| | 3.3 | Preparation of potting mixture | 2 | 2 |
| | 3.4 | On-hand training for air-layering, approach grafting and T-budding techniques | 6 | 4 |
| | 3.5 | Identification of Garden tools and implements. | 4 | 2,3,4 |
| | 3.6 | Designing of Terrarium | 4 | 3,5 |
| **3** | 3.7 | Designing of Kokedama balls/ bottle gardens | 4 | 3,5 |
| **4** | **Teacher specific course components** | | | |
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based studies and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. | | | |

<table>
<tr>
<td rowspan="2">Assessment Types</td>
<td>MODE OF ASSESSMENT<br>A. Continuous Comprehensive Assessment (CCA)<br>Theory: 15 marks<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test<br>Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>Practical: 15 marks<br>·Lab involvement and practical skills<br>● ·Record/Any other method as may be required for specific course / student by the course faculty</td>
</tr>
<tr>
<td>C. End Semester Evaluation (ESE)<br>Theory: 35 marks<br>Short answer (5 out of 8): 5 x 1=5<br>Short Essay (4 out of 6) : 4 x 5= 20<br>Essay (1 out of 2) : 1x 10= 10<br>Practical: 35 marks<br>·Practical based assessments: 30 marks<br>·Record: 5 marks</td>
</tr>
</table>

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# SEMESTER III

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|---|---|
| | **MAHARAJA'S COLLEGE, ERNAKULAM**<br>**(Govt. Autonomous)** |

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|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Microbiology and phycology** | | | | | |
| **Type of Course** | DSC A | | | | | |
| **Course Code** | MCEDSCBOT200 | | | | | |
| **Course Level** | 200-299 | | | | | |
| **Course Summary** | The course will give an insight towards the diversity of microbes and algal flora. The study of microbiology provides a comprehensive understanding of microbes, its principles, and its applications in various fields, where as phycology deals with the study of algae. Being the primary produces, both micro and macroalgae plays a significant role in aquatic ecosystems. Students learn its salient/ diagnostic features and its importance to ecosystems. It also focuses on the economic andecological significance and its applications. | | | | | |
| **Semester** | III | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, if any** | Basic botanical learning and laboratory skills | | | | | |

**COURSE OUTCOMES (CO)**

| **CO No.** | **Expected Course Outcome** | **Learnin g Domain s *** | **PO No** |
|---|---|---|---|
| 1 | Understand the world of microbes and its significance | U | PO2,PO6, PO7, PO10 |
| 2 | Examine the range of thallus structure, pigment composition, photosynthetic end products and reproduction in various algal groups. | An | PO2,PO3, PO6, PO10 |

| | | | |
|---|---|---|---|
| 3 | Demonstrate a comprehensive understanding of the economic importance of algae. Examining the ecological significance and research potential of algae | U | PO1,PO2, PO9 |
| 4 | Analyse the identifying features of microbes and algae | An | PO1, PO2, PO3, PO4, PO5,PO7, PO9, PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)** | | | |

**COURSE CONTENT**

| **Module** | **Units** | **Course description** | **Hrs** | **CO No.** |
|---|---|---|---|---|
| | **Introduction and Application of to Microbiology (15 hours)** | | | |
| 1 | 1.1 | Bacteria: General characters and classification based on staining, morphology and flagellation. Ultra structure of bacteria. Reproduction - binary fission. Genetic recombination in bacteria - conjugation, transformation and transduction. | 6 | 1 |
| | 1.2 | Viruses: General characters of viruses, viroid and prions. Structure of TMV and Bacteriophage (λ). Multiplication of λ phage – lytic and lysogenic cycle. | 4 | 1 |
| | 1.3 | Microbial interactions in ecosystems, Applications of microbes in industry, agriculture, food and medicine. Microbes in environmental conservation,waste management and asbiocontrol agents. | 5 | 1 |

| | | | | |
|---|---|---|---|---|
| | **Introduction to Phycology (15 hours)** | | | |
| 2 | 2.1 | History of algal classification, study of classification by Fritsch (1945); brief introduction to the modern classification by Lee (2016) [up toclass]. | 2 | 2 |
| | 2.2 | Distribution, habitat diversity, range of thallus structure, pigment composition and photosynthetic end product in various groups of algae. Reproduction - vegetative, asexual and | 2 | 2 |
| | | sexual reproduction. Major life cycle patterns found in algae (outline only). | | |
| | 2.3 | Salient features and thallus structure of algae in the following groups with special reference to the type(s) mentioned: Cyanophyceae - *Nostoc*; Chlorophyceae - *Volvox*, *Spirogyra*, *Cladophora*, *Chara* Bacillariophyceae-*Pinnularia*; Phaeophyceae–*Sargassum;* Rhodophyceae –*Polysiphonia* | 11 | 2 |
| | **Economic importance of Algae, Ecology and Perspectives of Algal Research (15 hours)** | | | |
| | 3.1 | Useful aspects of algae: Food, SCP, Biofertilizers, Medicine<br><br>Exploration of algae as source of valuable commercially important products-carrageenan, agar-agar, alginate, diatomite<br><br>Harmful effects of algae: Algal blooms, eutrophication, neurotoxins. | 5 | 3 |

| | | | | |
|---|---|---|---|---|
| 3 | 3.1 | Algae as primary producers and ecosystem engineers<br><br>Algal associations and its significance (Parasitic algae, Symbiotic algae-association of algae with fungi, bryophytes, pteridophytes, gymnosperms, angiosperms, invertebrates)<br><br>Algae based wastewater treatment for biodiesel production<br><br>Role of algae as bioremediation agents. Role of algae in N2 fixation | 8 | 3 |
| | 3.2 | Role of algae in scientific research - *Chlorella* Brief overview on cultivation of macroalgae and microalgae. | 2 | 3 |
| 4 | **Practical (30 hours)** | | | |
| | **Microbiology (10 hours)** | | | |
| | 4.1 | Gram staining - curd, root nodules.<br><br>Isolation of microbes from soil through serial dilution | 8 | 1,4 |
| | 4 | Demonstrate the culture of bacteria. | 1 | 1,4 |
| | 4.3 | Microbes and type of fermentation - vine, vinegar, curd | 1 | 1,4 |
| | **Phycology (20 hours)** | | | |
| | 4.4 | Conduct a field visit to any one of the ecosystems rich in algae to experience algal diversity. Submit a report with photographs<br><br>or<br><br>Collect algae from diverse habitats, observe through microscope and click photographs and submit a report. | 3 | 2,3,4 |
| | 4.5 | Make micro preparations of thallus structures of the types mentioned in the syllabus. | 16 | 2,3,4 |
| | 4.6 | Familiarizing the technique of algal collection and preservation | 1 | 2,3,4 |

| 5 | **Teacher specific course components** |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry- Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness |
| | ·Oral presentation/Viva/Quiz/Open book test/written test<br>Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE) Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

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|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Mycology and plant pathology** | | | | | |
| **Type of Course** | DSC A | | | | | |
| **Course Code** | MCE3DSCBOT201 | | | | | |
| **Course Level** | 200-299 | | | | | |
| **Course Summary** | The course in Mycology and Plant Pathology provides a comprehensive exploration of the intricate worlds of fungi and plant diseases. Students delve into the morphology and ecological roles of fungi, gaining insights into their diverse functions as decomposers, symbionts, and pathogens. The curriculum also encompasses the study of plant diseases, investigating the interactions between plants and various pathogenic organisms, including fungi, bacteria, viruses, and nematodes. Through this course, students acquire the skills and knowledge necessary for disease diagnosis, prevention, and control, contributing to the sustainable management of plant populations in diverse settings. | | | | | |
| **Semester** | III | Credits | | | 4 | |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | Total Hours |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, if any** | Basic botanical laboratory skills | | | | | |

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Determine the diversity, reproductive behaviour and applications of fungi and Lichens | A | PO2, PO6, PO7, PO10 |
| 2 | Identify ecological and economical significance of fungi and lichens | U | PO2, PO3, PO6, PO7, PO10 |
| 3 | Describe the basic aspects of plant pathogen interaction | U | PO1, PO2, PO9 |
| 4 | Recognize the plant diseases and provide control measures | K | PO1, PO2, PO3, PO4, PO7, PO9, PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

## COURSE CONTENT

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| | **Introduction to Mycology (20 hours)** | | | |
| | 1.1 | Introduction and general characters of fungi. Classification based on Ainsworth (1973); Assembling the Fungal Tree of Life (AFTOL) - a brief account | 2 | 1 |
| | 1.2 | The thallus and reproductive structures of the genera mentioned in each group; Myxomycotina - General Characters | 1 | 1 |
| | 1.3 | The thallus and reproductive structures of the genera mentioned in each group; Mastigomycotina – *Albugo* (Difference between Oomycete and true fungi) | 2 | 1 |
| | 1.4 | The thallus and reproductive structures of the genera mentioned in each group; Zygomycotina – *Rhizopus* | 1 | 1 |

| | | | | |
|---|---|---|---|---|
| **1** | 1.5 | The thallus and reproductive structures of the genera mentioned in each group;<br>Ascomycotina:<br>• Hemiascomycetes - *Saccharomyces*<br>• Plectomycetes - *Pencillium*<br>• Pyrenomycetes - *Xylaria*<br>• Discomycetes – *Peziza* | 8 | 1 |
| | 1.6 | The thallus and reproductive structures of the genera mentioned in each group;<br>Basidiomycotina<br>• Teliomycetes - *Puccinia*<br>• Hymenomycetes - *Agaricus* | 4 | 1 |
| | 1.7 | The thallus and reproductive structures of the genera mentioned in each group;<br>• Deuteromycotina - *Fusarium* | 2 | 1 |
| **2** | **Economic significance of Fungi and Lichenology (12 hours)** | | | |
| | 2.1 | Economic importance of Fungi – Beneficial (Food, antiviral, antibiotic) and detrimental aspects (Food spoilage and poisoning, Wood degradation). | 2 | 2 |
| | 2.2 | Fungi of Agricultural importance – mycoherbicides, myconematicides, mycoparasites, Mycorrhiza – diversity, function, and significance. | 2 | 2 |
| | 2.3 | Mushrooms- edible and poisonous types. Cultivation technique-Spawn production of Oyster mushroom, cultivation of Oyster mushroom (General Outline) | 4 | 2 |
| | 2.4 | General account, economic and ecological importance of lichen | 1 | 1,2 |
| | 2.5 | Classification of lichens based on thallus and its significance | 2 | 1 |
| | 2.6 | Structure and life cycle of *Parmelia*. | 1 | 1 |
| | **Plant Pathology (13 hours)** | | | |
| | 3.1 | History of plant pathology (Brief study) | 1 | 3 |

| | | | | |
|---|---|---|---|---|
| | 3.2 | Classification of plant diseases based on causative organisms and symptoms | 2 | 3 |
| | 3.3 | Plant-Pathogen Interaction (general outline) | 1 | 3 |
| | 3.4 | Defense mechanisms in Plants | 2 | 3 |
| | 3.5 | Mechanism of infection, transmission, and dissemination of plant diseases. | 1 | 3 |
| | 3.6 | Prophylaxis - quarantine measures, seed certification; Therapeutic – physical therapy, chemotherapy. | 2 | 4 |
| **3** | 3.7 | Biological control of plant diseases | 1 | 4 |
| | 3.8 | Study of following diseases with emphasis on symptoms, cause, and control:<br>● Bunchy top of Banana<br>● Bacterial blight of Paddy<br>● Root wilt of Coconut<br>● Abnormal leaf falls of Rubber<br>● Leaf mosaic disease of Tapioca<br>● Quick-wilt of pepper. | 3 | 3, 4 |
| | **Practical (30 hours)** | | | |
| | **Mycology (20 hours)** | | | |
| | 4.1 | Students are expected to identify the following types by making suitable micro preparations and make labelled sketches *Albugo, Rhizopus, Saccharomyces, Penicillium, Xylaria, Peziza, Puccinia, Fusarium* | 8 | 1 |
| | 4.2 | Staining of endomycorrhiza or fungus using Trypan Blue. | 2 | 1, 2 |
| | 4.3 | Collection/identification of common macrofungi (5 types). | 10 | 1, 2 |
| | **Plant Pathology (10 hours)** | | | |
| 4 | 4.4 | Identify the diseases mentioned in the syllabus with respect to causal organisms and symptoms | 5 | 3 |

| | | | | |
|---|---|---|---|---|
| | 4.5 | Submit specimens/ herbarium preparations of any three of the diseases; Imaging can be done with geo tag and recorded | 4 | 3 |
| | 4.6 | Students should be trained to prepare the fungicides – Bordeaux mixture, Tobacco decoction. | 1 | 3, 4 |
| 5 | **Teacher specific course components** | | | |

| | |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry- Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>A. **Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test<br>Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE) Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay(1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

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| | |
|---|---|
| | **MAHARAJA'S COLLEGE, ERNAKULAM**<br>**(Govt. Autonomous)** |
| **Programme** | **BSc. (Honours) BOTANY** |
| **Course Name** | **Ethnobotany and intellectual property rights** |
| **Type of Course** | DSE |
| **Course Code** | MCE3DSEBOT200 |
| **Course Level** | 200-299 |
| **Course Summary** | This course will deal with the origin, botany, utilization, cultivation, and uses of plants; important firewood and timber-yielding plants and non-wood forest products (NWFPs); traditional herbal medicine; endangered and rare useful plants of Kerala; strategies for conservation of medicinal, spice and other useful plants; research methods in ethnobotany; roles of ethnobotany in biodiversity conservation and socio-economic development, Intellectual Property Rights, and its importance. |

<table>
<tr><td>Semester</td><td>III</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">Nil</td></tr>
</table>

**COURSE OUTCOMES (CO)**

| **CO No.** | **Expected Course Outcome** | **Learning Domains *** | **PO No** |
|---|---|---|---|
| 1 | Identify socially, economically, and culturally useful plants | K | PO1,PO2, PO6 |
| 2 | Describe ethnobotanical research methods; | U | PO1,PO2 |
| 3 | Implement ethnobotanical knowledge in biodiversity conservation and socio economic development. | A | PO1,PO2, PO6,PO7 |
| 4 | Appreciate the need to conserve floristic and cultural diversity of the region. | Ap | PO2 |

| | | | |
|---|---|---|---|
| 5 | Describe and document Ethnobotanicals for sustainable use of plant resources. | U | PO2,PO7 |
| 6 | Explain the fundamental aspects of Intellectual property Rights | A | PO2 |
| 7 | Recognize intellectual property rights and its benefit to people and society who share their knowledge. | AN | PO2,PO4 |
| 8 | Develop the knowledge on IPR, patents, patent regime in India and abroad and registration | C | PO2,PO4 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Introduction, relevance, scope, and status (8 Hours)** | | | |
| | 1.1 | Introduction, concept,scope, and objectives; Ethnobotany as an inter disciplinaryscience. The relevance of ethnobotany in the present context. | 2 | 1 |
| | 1.2 | Centers of Ethnobotanical studies in India. (FRLHT- Foundation for the Revitalization of Local Health Traditions, JNTBGRI). | 3 | 2 |
| | 1.3 | Contributions of J.W. Harshberger, E.K.Janakiammal, S.K.Jain & P.Pushpangadan | 3 | 1 |
| 2 | **Tribal/Folk communities of Kerala and plants of ethnobotanical significance(17 Hours)** | | | |
| | 2.1 | Tribal/Folk communities of Kerala state focusing on customs and beliefs related to Ethnobotany - Kani, Kurichiya, Cholanaikan, Malampandaram (brief study only). | 6 | 1 |
| | 2.2 | Significance of the following plants in ethnobotanical practices (brief study only) - *Cosciniumfenestratum*; *Dioscorea* sp.; *Vitex negundo*; *Gloriosa superba*; *Calamus rotang*; *Pongamia pinnata*; *Curcuma longa*; *Indigofera tinctoria*. | 8 | 1, 4 |

| | | | | |
|---|---|---|---|---|
| | 2.3 | Role of ethnobotany in modern medicine with special<br>reference to *Rauvolfia serpentina; Trichopuszeylanicus; Withaniasomnifera* | 3 | 1, 4 |
| 3 | **Methods and techniques used in Ethnobotany(16 Hours)** | | | |
| | 3.1 | Field level activities for data collection- Approach, Documentation (Audio, Video recording, Photographs, Interview – Methods, Questionnaire, and Data sheet), Consent forms, Forest productivity check by analysing the log books of Forest, EDC (Eco Development Committee), VSS (Vana Samarakshana Samithi),Authentication of plant species (Field Book, Herbarium). | 10 | 1<br>2 |
| | 3.2 | Peoples' Biodiversity Register (PBR); legal aspects Ethnobotany as a tool to protect interests of ethnic groups. Benefit sharing of wealth concept with few examples from Kerala (Jeevani). | 6 | 1<br>2<br>3 |
| 4 | **Intellectual Property Rights (IPR) and Patents(20 Hours**) | | | |
| | 4.1 | IPR Brief history, Types of Intellectual Properties, Role of undisclosed information and rationale of patents and licenses. | 3 | 6 |
| | 4.2 | Benefits of patents. IPR in India and the world. IPR and WTO | 3 | 6 |
| | 4.3 | Bioprospecting and Bio-Piracy; Geographical Indication (GI) – specific to Kerala | 3 | 6, 7 |
| | 4.4 | Patent Act 1970 and its amendments. Procedure of obtaining patents, working of patent, Infringement, Industrial Application: Non-Patentable Subject Matter, Registration Procedure, Rights and duties of Patentees. | 4 | 6, 7 |
| | 4.5 | Protection of traditional knowledge - Objectives,Concept of traditional knowledge, Holders, Issues concerning, Traditional Knowledge Digital Library (TKDL) | 4 | 7, 8 |

| | | | | |
|---|---|---|---|---|
| | 4.6 | Plant varieties protection in India. Rights of farmers,breeders and researchers. National gene bank. Protection of Plant Varieties and Farmers' Rights Act, 2001 | 3 | 6 |
| | **Teacher Specific Content** | | | |
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br><br>Lectures, Group discussion, Field trip and report, List out any 10 GI (Geographical Indication) and Traditional Knowledge Products.<br><br>Identify and document plant parts used in preparation of crude drugs/herbal formulations | | | |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA)**<br>**Theory/Hands on Work- 30 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty | | | |
| | **B. End Semester Evaluation (ESE)- 70 marks**<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks | | | |

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23. Snehalatha and Jain, S. K. (1998). Historical Archive in Ethnobotany. Institute of Ethnobotany, NBRI, Lucknow

**E-resources:**

1. Subramanian, N., & Sundararaman, M. (2018). Intellectual Property Rights – An Overview. Retrieved from http://www.bdu.ac.in/cells/ipr/docs/ipr-eng-ebook.pdf

2. World Intellectual Property Organisation. (2004). WIPO Intellectual property Handbook. Retrieved from https://www.wipo.int/edocs/pubdocs/en/intproperty/489/wipo_pub_489.pdf

**Reference Journal**

1. Journal of Intellectual Property Rights (JIPR):

**NISCAIR Useful Websites:**

1. Cell for IPR Promotion and Management (http://cipam.gov.in/)

2. World Intellectual Property Organisation (https://www.wipo.int/about-ip/en/)

3. Office of the Controller General of Patents, Designs & Trademarks (http://www.ipindia.nic.in/)

| | MAHARAJA'S COLLEGE, ERNAKULAM<br>(Govt. Autonomous) | | | | | |
|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Herbal technology** | | | | | |
| **Type of Course** | DSE | | | | | |
| **Course Code** | MCE3DSEBOT201 | | | | | |
| **Course Level** | 200-299 | | | | | |
| **Course Summary** | The present course focuses mainly on common herbal plants in our locality, their morphological peculiarities, nutritive and medicinal properties. This course also aims for the extraction of major principles of herbal plants in their crude form, also their cultivation, conservation practices and their applied aspects (Herbal Dyes, Organic pesticides, Biofuels). | | | | | |
| **Semester** | III | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 4 | - | - | - | 60 |
| **Pre-requisites, if any** | Maintenance of herbal garden under the guidance of Botany Department | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Identify the common herbal plants in our locality. | U | PO6, PO10 |
| 2 | Familiarize the cultivation practices and conservation of the herbal plants and homely application against common diseases. | U | PO6, PO7, PO10 |
| 3 | Examine the different herbal plants based on the medicinal and nutritive values. | An | PO1, PO3 |
| 4 | Develop the skills for extracting the various phytochemicals in crude form. | C | PO2, PO9 |
| 5 | Evaluate the major chemical components present in the selected herbal plants. | E | PO1 |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Introduction to herbal technology (6 hours)** | | | |
| | 1.1 | Introduction to herbal technology: Definition, Branches of herbal technology, | 3 | 1 |
| | 1.2 | Need of herbal gardens in the present scenario (Home Garden, Educational institutions and Research centre), Significance of herbal technology. | 3 | 1 |
| **2** | **Herbal resources of practical significance (12 hours)** | | | |
| | 2.1 | A brief classification of medicinal plants based on their secondary metabolites and its uses | 2 | 1, 5 |
| | 2.2 | Definition, Extraction methods: Types 1. Solvent extraction- a) Alcohol b) acetone c) benzene, d) chloroform e) acid | 3 | 4 |
| | 2.3 | Aqueous extraction, Supercritical fluid extraction-$CO_2$, Microwave assisted extraction | 5 | 4 |
| | 2.4 | Relevance and application of herbal dyes | 2 | 4 |
| **3** | **Applied aspects of herbal products and Conservation aspects (12 hours)** | | | |
| | 3.1 | Biopesticides- Preparation and applications of Neem decoction, Tobacco decoction | 3 | 4 |
| | 3.2 | Biofuels- *Jatropha curcus* (Brief) | 1 | 4 |
| | 3.3 | Apiculture and pollination enhancement in relation to herbal garden | 3 | 4 |
| | 3.4 | Conservation and sustainable maintenance (Cultivation practices) of herbal plants in association with botanical garden and home garden | 5 | 2 |
| | **Experiential learning (30 hours)** | | | |
| **4** | 4.1 | Visit to a well-maintained herbal garden such as JNTBGRI, Malabar Botanical Garden and other recognized institutes. (1 day) | 10 | 1, 2 |
| | 4.2 | Visit to scientific labs regarding extraction, identification of phytochemicals. (1 day) | 10 | 1, 2 |
| | 4.3 | Submit any 5 rooted plants/propagules mentioned in the syllabus. | 10 | 1, 2 |

<table>
<tr><td>5</td><td colspan="2">Teacher specific course components</td></tr>
<tr><td colspan="2">Teaching and Learning Approach</td><td>Classroom Procedure (Mode of transaction)<br><br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches.</td></tr>
<tr><td colspan="2" rowspan="2">Assessment Types</td><td>MODE OF ASSESSMENT<br><br>A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty</td></tr>
<tr><td>B. End Semester Evaluation (ESE)- 70 marks<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks</td></tr>
</table>

## References


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| | MAHARAJA'S COLLEGE, ERNAKULAM<br>(Govt. Autonomous) | | | | | |
|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Thallophytes and archegoniates** | | | | | |
| **Type of Course** | DSC B | | | | | |
| **Course Code** | MCE3DSCBOT202 | | | | | |
| **Course Level** | 200-299 | | | | | |
| **Course Summary** | The course provides a basic overview regarding the evolutionary significance, classification, morphology, and distinguishing characters of thallophytes and archegoniates. It also gives a basic outlook towards the ecological and economic significance of Thallophytes and Archegoniates. | | | | | |
| **Semester** | III | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, if any** | | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Identify Thallophytes and Archegoniates on the basis of morphology. | K | PO1 |
| 2 | Explain the evolutionary significance of Thallophytes and Archegoniates. | U | PO7 |
| 3 | Classify Thallophytes and Archegoniates based on their characters. | A | PO2 |
| 4 | Distinguish between Thallophytes and Archegoniates. | An | PO1 |
| 5 | Appraise the ecological and economic significance of Thallophytes and Archegoniates. | E | PO6, PO7 |
| ***Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Diversity of Thallophytes (15 hours)** | | | |
| | 1.1 | Introduction to Thallophytes: Evolutionary insight of thallophytes and its ecological role towards the rich biodiversity of our planet. | 5 | 2 |
| | 1.2 | **Algae**<br>Introduction: General characters, habitat diversity, range of thallus structure and pigments in algae. Classification up to division (Brief study): by Fritsch (1945). Thallus structure of the following types: *Nostoc, Volvox, Oedogonium, Cladophora, Polysiphonia and Sargassum*. Economic importance of algae | 10 | 1,3,5 |
| 2 | **Fungi and Lichens (10 hours)** | | | |
| | 2.1 | General characters of fungi. Classification of fungi up to class -Ainsworth (1973). | 10 | 1,3,4,5 |
| | | Distinguishing characters of *Xylaria* and *Puccinia* with special reference to reproductive structures and life cycle. Economic importance of fungi. General characters of Lichens, types. Economic and ecological significance of lichens. | | |
| | **Archegoniates (20 hours)** | | | |
| | 3.1 | Introduction, Common traits of Archegoniates; tracing the transition of dominant phase from gametophyte to sporophyte and its significance. | 2 | 2 |
| | 3.2 | Bryophytes: General characteristics, Classification by Rothmaler (up to family); Morphology, anatomy, and reproduction of *Riccia* (Developmental details not needed). Ecological and economic importance of bryophytes. | 6 | 1,3,5 |
| | 3.3 | Pteridophytes: General characteristics; brief account of the classification by Smith up to divisions (2006). Morphology, anatomy and reproduction of *Pteris* (Developmental details not needed). Heterospory and seed habit in Lycophyte (*Selaginella*). Ecological and economic importance of Pteridophytes | 6 | 1,3,4,5 |

| | | | | |
|---|---|---|---|---|
| 3 | 3.4 | Gymnosperms: General characteristics, classification Sporne (1965) (up to family). Morphology, anatomy and reproduction of *Cycas* (Developmental details not needed). Economic importance of Gymnosperms: as food, medicine, in industry and as ornamental plants. | 6 | 1,3,4,5 |
| | **Practical (30 hours)** | | | |
| | **Thallophytes, Fungi and Lichens** | | | |
| 4 | 4.1 | Conduct a field visit to algal ecosystems and submit a report with geotagged photographs of few collected algae.<br>Make micro-preparations of types mentioned in the syllabus. | 10 | 5 |
| | | Collect and submit at least 2 latest research publications on thallophytes.<br>Also submit a summary report | | |
| | 4.2 | Conduct a field study to familiarize with the habitat of fungi and lichen and submit a report.<br>Collect, identify and submit few thallophytes mentioned in the syllabus | 6 | 1 |
| | **Archegoniates** | | | |
| | 4.3 | Document geotagged photos/ images of gametophytes and/or sporophytes of archegoniates mentioned in the syllabus.<br>Field study to familiarize with the habitat of archegoniates. | 4 | 5 |
| | 4.4 | Collect, identify the genus and submit gametophytes and/or sporophytes of archegoniates.<br>Collect and submit at least 2 latest research publications on archegoniates.<br>Also submit a summarized/comparison report | 5 | 1 |

| | | | | |
|---|---|---|---|---|
| | 4.4 | *Riccia* – Morphology and anatomy of thallus.<br>*Pteris*- Morphology of sporophyte and anatomy of stem.<br>*Cycas*- Morphology of coralloid roots and reproductive structures; Anatomy of leaflet. | 5 | 1,3,4 |
| 5 | **Teacher specific course components** | | | |

| | |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, |
| | Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>A. **Continuous Comprehensive Assessment (CCA)**<br>**Theory: 25 marks**<br>· Involvement and responses in class room transactions<br>· Home Assignments/preparedness<br>· Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or<br>review article (≤ 5 years) related the course<br>· Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>· Lab involvement and practical skills<br>· Record/Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE)**<br>**Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

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**MAHARAJA'S COLLEGE, ERNAKULAM**
**(Govt. Autonomous)**

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|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Agri-based microenterprises** | | | | | |
| **Type of Course** | MDC | | | | | |
| **Course Code** | MCE3MDCBOT200 | | | | | |
| **Course Level** | 200-299 | | | | | |
| **Course Summary** | This course is designed to equip participants with the knowledge and skills necessary to establish and manage successful agri-based microenterprises. Focusing on key sectors such as organic farming, horticulture, tissue culture, and mushroom cultivation, the course provides a comprehensive understanding of sustainable and profitable agribusiness practices. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Semester** | III | Credits | | | 3 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | - | - | 45 |
| **Pre-requisites, if any** | Nil | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Summarize key principles in organic farming, horticulture, tissue culture and mushroom cultivation, fruits and vegetable technology including sustainable practices and business considerations. | U | PO3, PO6 |
| 2 | Develop hands-on skills in composting techniques, artificial vegetative propagation practices, tissue culture techniques and mushroom cultivation | S | PO3, PO4 |
| 3 | Apply the skills of organic farming, horticultural practices, tissue culture techniques, fruits and vegetable technology and mushroom cultivation, as an entrepreneurial venture. | A | PO3, PO10, PO9 |

| | | | |
|---|---|---|---|
| 4 | Administer a mushroom cultivation project in a small scale level | A | PO3,PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| | **Organic farming (7 Hours)** | | | |
| 1 | 1.1 | Introduction to Organic farming- Advantages of Manures over fertilizers. NPK value- Definition and significance. | 2 | 1 |
| | 1.2 | Common organic manures – bone meal, cow dung, poultry waste, oil cakes, Green manure (special reference to major element in the composition)<br>Preparation of compost- vermicompost, vermiwash; familiarize KAMBA compost<br>Biofertilizers-Definition and Types –, *Rhizobium, Mycorrhiza, Blue green algae and Azolla.*<br>Activity-Hands on training on Vermicomposting<br>Activity-Preparation of compost and establishing a small kitchen garden. Submit a report with geotagged photos | 4 | 1, 2, 3 |
| | 1.3 | Biological control Agents- *Trichoderma*, *Bacillus*; Biopesticides – Tobacco and Neem decoction.<br>Activity-Prepare and submit any one Biopesticide formulation. | 1 | 1,3 |
| | **Horticulture and Plant tissue culture (21 Hours)** | | | |
| 2 | 2.1 | Types of soil, preparation of potting mixture, Garden tools and implements Methods of plant propagation- Sexual (seed propagation) and Asexual; Artificial methods (cutting, grafting, budding and layering); Use of growth regulators for rooting.<br>Hands on training on Artificial methods of propagation - budding and grafting Activity-Demonstration of budding (T and Patch) | 6 | 1,2,3 |

| | | | | |
|---|---|---|---|---|
| | 2.2 | Gardening - Types of gardens– Ornamental and Landscape garden, kitchen garden<br><br>Water garden and aquascaping, Aquarium plants and its propagation<br><br>Garden components (Brief account only),Bonsai, terrarium, Kokedama.<br><br>**Activity-** Submit a self made terrarium/ kokedama/ aquarium<br><br>(use only natural materials) | 3 | 1,3 |
| | 2.3 | Concept of totipotency, definition of explant, callus. Infrastructure of a tissue culture laboratory. Solid and liquid media – basic components of tissue culture medium. Sterilization of explants'. inoculation and incubation.<br><br>Micro propagation: different stages, organogenesis and embryogenesis<br><br>Visit to a well established tissue culture lab/ nursery/ mushroom cultivation unit | 12 | 1,2,3 |
| 3 | **Mushroom cultivation and Fruit and vegetable technology(17 Hours)** | | | |
| | 3.1 | Scope and Significance of Mushroom cultivation, Edible and poisonous mushroom. Health benefits | 2 | 1 |
| | 3.2 | Types of commercially cultivated mushrooms - button mushroom, oyster mushroom and milky mushroom<br><br>Spawn -Definition. | 1 | 1 |
| | 3.3 | Cultivation methodology of Oyster mushroom – using paddy straw and saw dust<br><br>Layout and set up of a mushroom house (small scale) Processing of mushrooms and Value added products- mushroom - pickle, candy, dried mushroom | 4 | 1,2,3, 4 |
| | 3.4 | Elementary knowledge on horticultural types of fruits and vegetables, Concept of shelf life and perishable fruits, Ripening and biological ageing, Storage and preservation concerns. | 2 | 1 |

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|---|---|---|---|---|
| | 3.5 | Fruits preservation-Room temperature (Juice, syrup, squash), heat treatment(Jelly, jams), Dehydration( sun drying, application of sugar syrup,salt), freezing<br>Vegetable preservation-packaging and storage, dehydration techniques, vegetable products (flakes, chips, dried powder), frozen vegetables, Preservation by Canning and bottling.<br>**<u>Activity-</u>**<br>Prepare and submit any one fruit/vegetable product using methods prescribed in the syllabus<br>Visit and submit an audio visual documentary on any one small scale entrepreneurship activity with reference to the skills mentioned in the syllabus<br>Submit a proposal on any plant based entrepreneurship activity<br>(other than mentioned in syllabus). | 8 | 1,3 |
| 4. | **Teacher specific course component** | | | |
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. | | | |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA)**<br>**Theory/Hands on Work- 25 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty | | | |
| | **B. End Semester Evaluation (ESE)**<br>**Theory: 50 marks**<br>Short answer (10 out of 12) : 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10 | | | |

## References


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4. Gopal Chandha De, 2002. Fundamentals of Agronomy. Oxford and IBH Publishing House.
5. George Acquciah, 2004. Horticulture: Principles and Practices (II Edn). Prentice Hall. India.
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## SUGGESTED READINGS


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2. Purohit S S, 2005. Plant Tissue Culture. Student Edition.
3. Rema L P, 2006. Applied Biotechnology. MJP Publishers
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| | **MAHARAJA'S COLLEGE, ERNAKULAM**<br>**(Govt. Autonomous)** |
| **Programme** | **BSc. (Honours) BOTANY** |
| **Course Name** | **Bioethics and IPR** |
| **Type of Course** | VAC |
| **Course Code** | MCE3VACBOT200 |
| **Course Level** | 200-299 |
| **Course Summary** | This course focus on systematic outline of the bioethics and Intellectual Property Rights. This will provide the core principles in the interaction of IPR and Bioethics, also give overview of the domestic and international legal regime dealing with intellectual property law. |

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|---|---|---|---|---|---|---|
| **Semester** | III | Credits | | | 3 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | - | - | 45 |
| **Pre-requisites, if any** | | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Apply ethical principles in biological research | A | PO8 |
| 2 | Utilize the intellectual property rights and its benefit to society | K | PO6 |
| 3 | Choose fundamental aspects of Intellectual Property Rights in development and management of innovative projects | A | PO3 |

| | | | |
|---|---|---|---|
| 4 | Interpret knowledge on IPR, patents, patent regime and registration aspects in India and abroad | U | PO1 |
| 5 | Appraise the current trends in IPR and Govt. steps in fostering IPR | E | PO1<br>PO3 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Introduction to bioethics & GMO's, bioethics in research and profession (18 hours)** | | | |
| | 1.1 | Bioethics – Need, issues (social and cultural) and applications; Misuse of modern molecular biology tools and techniques. | 3 | CO1 |
| | 1.2 | Bioethics &Biodiversity**:**Convention on protecting Biodiversity, Protocols in exchanging Biological material across borders | 3 | CO1 |
| | 1.3 | Issues and concerns pertaining to Genetically modified foods & food crops, Harm to the environment – potential impact of GMOs on the ecosystem. | 3 | CO1 |
| | 1.4 | Bioethics in Medicine & Cloning: Protocols of ethical concerns related to prenatal diagnosis, gene therapy, organtransplantation, Xenotransplantation, ethics in patient care, informed consent | 3 | CO1 |
| | 1.5 | Patenting biotech inventions: objective, applications, concept of novelty, concept of inventive steps | 3 | CO1<br>CO4 |
| | 1.6 | Use of plants in research, human volunteers for clinical research, moral issues in patenting biotechnological inventions, Ethics related to professional streams. | 3 | CO1<br>CO2 |
| | **Introduction to IPR (12 hours)** | | | |
| | 2.1 | Meaning of Intellectual Property Rights – Introduction toTRIPS and WTO – IPR in India and the world | 3 | CO3<br>CO4 |

| | | | | |
|---|---|---|---|---|
| **2** | 2.2 | Kinds of Intellectual property rights - Copy Right, Patent,Trade Mark, Trade Secret and trade dress | 3 | CO2 CO4 |
| | 2.3 | Design, Layout Design, Geographical Indication, PlantVarieties and Traditional Knowledge. | 3 | CO4 CO5 |
| | 2.4 | **Activity – 1** Geographical Indication - Meaning & significance of GI, How to file GI. | 3 | CO4 CO5 |
| **3** | **Patent Rights (15 hours)** | | | |
| | 3.1 | Origin, Meaning of Patent, Types, Inventions which are not patentable | 3 | CO3 CO4 |
| | 3.2 | Registration Procedure, Rights and Duties of Patentee, Patent Infringement. | 3 | CO4 CO5 |
| | 3.3 | Copyright - Definition, Terms & Types of Copyright, Piracy. Information technology related IPR (computer software, database and data protection) | 3 | CO4 CO5 |
| | 3.4 | Trade Marks - Meaning & Nature of Trade Marks, Types, Infringement & Remedies, Offenses relating to Trade Marks. | 3 | CO4 CO5 |
| | 3.5 | **Activity – 2** Traditional Knowledge - Meaning, importance of TK, Sources of TK, TKDL (Traditional Knowledge Digital Library. | 3 | CO4 CO5 |
| **4** | **Teacher specific course components** | | | |

| | |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA)**<br>**Theory/Hands on Work- 25 Marks** |

| | |
|---|---|
| **Assessment Types** | Involvement and responses in class room transactions<br>Home Assignments<br>Oral presentation/ Viva/Quiz/Open book test<br>Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation(ESE)**<br>**Theory: 50 marks**<br>Short answer (10 out of 12) : 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 1 |

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**Reference Journal**

1. Journal of Intellectual Property Rights (JIPR):

**NISCAIR Useful Websites:**

1. Cell for IPR Promotion and Management (http://cipam.gov.in/)
2. World Intellectual Property Organisation (https://www.wipo.int/about-ip/en/)
3. Office of the Controller General of Patents, Designs & Trademarks (http://www.ipindia.nic.in/)

# SEMESTER IV

**MAHARAJA’S COLLEGE, ERNAKULAM**

**(Govt. Autonomous)**

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|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Archegoniates** | | | | | |
| **Type of Course** | DSC A | | | | | |
| **Course Code** | MCE4DSCBOT200 | | | | | |
| **Course Level** | 200-299 | | | | | |
| **Course Summary** | The course provides a basic overview regarding the evolutionary significance, classification, morphology, and distinguishing characters of archegoniate. It also gives a basic outlook towards the ecological and economic significance of Archegoniates. | | | | | |
| **Semester** | IV | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, if any** | Basic botanical laboratory skills | | | | | |

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Explain the general characters of Archegoniates | U | PO4 |
| 2 | Classify archegoniates to different plant groups | A | PO1, PO2 |
| 3 | Compare the structure of gametophyte and sporophyte of Archegoniates | AN | PO1, PO2 |
| 4 | Assess the economic and ecological significance of Archegoniates | E | PO10 |
| 5 | Discuss the recent trends in archegoniate research | U | PO4, PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Introduction to Archegoniates (5 hours)** | | | |
| | 1.1 | Unifying features of archegoniates; Transition to land habit; Alternation of generations. | 2 | 1 |
| | 1.2 | Evolution/ transition of the sporophyte and gametophytic phase of archegoniates | 3 | 1 |
| 2 | **Bryophytes and Pteridophytes (25 hours)** | | | |
| | 2.1 | General characteristics of Bryophytes, Classification of Bryophytes by Rothmaler 1951 (up to family) | 2 | 1 |
| | 2.2 | Type study:Morphology, anatomy, and reproduction of *Riccia, Anthoceros* and *Pogonatum* (Developmental details not needed). | 7 | 1, 2, 3 |
| | 2.5 | Ecological and economic importance of bryophytes. | 1 | 4 |
| | 2.6 | General characteristics of Pteridophytes. Classification of Pteridophytes up to classes by Smith (2006) and PPG system (Brief account only) | 3 | 1, 2 |
| | 2.7 | Morphology, anatomy, and reproduction of *Psilotum, Selaginella* and *Pteris* (Developmental details of sex organs and embryo not needed). | 7 | 1, 3 |
| | 2.8 | Heterospory and seed habit, Stelar evolution in pteridophytes | 3 | 3 |
| | 2.9 | Ecological and economic importance of Pteridophytes, Ornamental pteridophytes | 2 | 4 |

| | | | | |
|---|---|---|---|---|
| 3 | **Gymnosperms (15 hours)** | | | |
| | 3.1 | General characteristics of Gymnosperms Classification Sporne (1965) (up to family), Brief account of classification by Christenhusz (2011) | 4 | 1 |
| | 3.2 | Morphology, anatomy, and reproduction of *Cycas* and *Pinus* (Developmental details of sex organs not needed) | 8 | 1, 2, 3 |
| | 3.3 | Economic importance of Gymnosperms, Ornamental Gymnosperms | 3 | 4 |
| 4 | **Practical (30 hours)** | | | |
| | 4.1 | Conduct a survey and submit a report with geo-tagged photos / images of gametophytes and/or sporophytes of archegoniates in your locality. | 5 | 1, 2, 3, 4 |
| | 4.2 | Collect three research publications (within five years) on archegoniates and submit a comparison report. | 2 | 5 |
| | 4.3 | Collect, identify the genus, and submit gametophytes and/or sporophytes of any five archegoniates. | 5 | 1, 2, 3 |
| | 4.4 | *Riccia* and *Anthoceros*– Morphology and anatomy of thallus.<br>*Pogonatum*- Morphology of the sporophyte and gametophyte | 6 | 1, 2, 3 |
| | 4.5 | *Psilotum*- Morphology of sporophyte and synangium<br>*Selaginella*- Morphology of sporophyte, transverse section of the stem.<br>*Pteris*- Morphology of sporophyte, transverse section of sporophyll | 8 | 1, 2, 3 |
| | 4.6 | *Cycas*- Morphology of coralloid roots and reproductive structures; TS of leaflet.<br>*Pinus*- Morphology of male and female cones; TS of the needle | 4 | 1, 2, 3 |
| 5 | **Teacher specific course components** | | | |
| | 5.1 | **Classroom Procedure (Mode of transaction)**<br>Teaching and Learning Approach<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group | | |

| | |
|---|---|
| **Assessment Types** | **MODE OF ASSESSMENT**<br>A. **Continuous Comprehensive Assessment (CCA)**<br>**Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE)**<br>**Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>Practical based assessments: 30 marks<br>Record: 5 marks |

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http://www.artdata.slu.se/guest/SSCBryo/SSCBryo.html

http://www.northernontarioflora.ca/links.cfm?val=bryophytes

http://bryophytes.plant.siu.edu/

http://worldofmosses.com/ http://www.unomaha.edu/~abls/

http://www.anbg.gov.au/bryophyte/index.html http://www.bryoecol.mtu.edu/

http://www.mobot.org/MOBOT/tropicos/most/Glossary/glosefr.html

http://www.fairhavenbryology.com/Master_Page.html

http://www.gymnosperms.org/ http://www.plantapalm.com/vce/toc.htm

http://www.cycad.org/conservation.htm

http://allwebhunt.com/cgi.cfm/Top/Science/Biology/Flora_and_Fauna/Plantae/Cycadophyta/Cyca dopsida/Cycadaceae/Cycas

| | MAHARAJA'S COLLEGE, ERNAKULAM<br>(Govt. Autonomous) | | | | | |
|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Plant anatomy and reproductive botany** | | | | | |
| **Type of Course** | DSC A | | | | | |
| **Course Code** | MCE4DSCBOT201 | | | | | |
| **Course Level** | 200-299 | | | | | |
| **Course Summary** | The course Plant anatomy and reproductive botany equips students with a deep understanding of the intricate structures and developmental processes in plants, enabling them to appreciate the complexity and beauty of plant life and its significance in the natural world. | | | | | |
| **Semester** | IV | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, if any** | Nil | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1. | Identify and differentiate tissues of plant organs | K, U | PO1 |
| 2 | Relate the structural complexity of the cell wall and its applications. | U | PO1 |
| 3 | Differentiate various anatomical changes under developmental stages and habitat conditions. | An | PO2 |
| 4 | Categorize wood samples based on anatomical features | An | PO10 |
| 5 | Implement the applied aspects of anatomical studies in other branches of plant science. | A | PO3 |
| 6 | Describe the structure and development of reproductive parts in angiosperms. | U | PO1<br>PO4 |

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)***

## COURSE CONTENT

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Anatomical organization of plant body - Primary structure (14 hours)** | | | |
| | 1.1 | Compound light microscope – parts and working, hand sectioning and slide preparation for microscopy, staining and fixing of specimens. | 2 | 1 |
| | 1.2 | External secretory tissue - glands and nectaries; Internal secretory tissues – laticifer, Commercial applications – Resins, Gums, Latex . | 3 | 1 |
| | 1.3 | Cell wall: Definition, Functions, Chemical composition - Polysaccharides, pectic polysaccharides, structural polysaccharides, arabinogalactans, enzymes, minerals. Ultrastructure of the cell wall (detailed study). Structure and function of plasmodesmata, simple and bordered pits, Growth of cell wall - apposition, intussusception**.** | 5 | 2 |
| | 1.4 | Cellulose as a source of energy for the future; methods to produce bioethanol from cellulose, challenges, and prospects. | 4 | 2 |
| 2 | **Anatomical organization of Plant body - Secondary structure (19 hrs)** | | | |
| | 2.1 | Normal secondary growth in dicot stem and root. Steps in secondary thickening: Intrastelar secondary thickening, formation of cambium, structure and function of cambium, activity of cambium, Extra stelar secondary thickening: periderm – structure and development, bark, lenticels; factors affecting cambial activity, Seasonal activity of cambium, annual rings. Dendrochronology. | 4 | 3 |
| | 2.2 | Anomalous secondary thickening in *Bignonia* stem. | 2 | 3 |
| | 2.3 | Types of wood; heartwood, sapwood, hard wood - porous nature, softwood - non porous nature (Detailed study). Reaction wood: tension wood and compression wood. | 4 | 4 |

| | | | | |
|---|---|---|---|---|
| | 2.4 | Identification of wood using anatomical features – physical, microscopic, and macroscopic features. Identification of - fragmentary plant material as adulterants in crude drugs, food adulterants and contaminants, archaeological plant remains and prediction of ancient climatic conditions, forensic investigations evidence, and taxonomic significance characters. Wood modification technologies for industry (Brief account only). Relevance of anatomical studies in crop science. | 9 | 5 |
| **3** | **Reproductive Botany (12 hrs)** | | | |
| | 3.1 | Flower as a reproductive organ, floral components, and their roles. | 1 | 6 |
| | 3.2 | Microsporangium and male gametophyte, Microsporangium: structure and development of anther, microsporogenesis, Male gametophyte development, dehiscence of anther, structure of pollen. | 2 | 6 |
| | 3.3 | Megasporangium and female gametophyte, Megasporangium: types of ovules – anatropous, orthotropous, amphitropous, campylotropous, circinotropous. Megasporogenesis – female gametophyte – structure of a typical embryo sac, types of embryo sacs - monosporic (Polygonum type). | 4 | 6 |
| | 3.4 | Fertilization: Mechanism of pollination, agents of pollination, Pollinators and global food security, Pollen pistil interaction, germination of pollen grains; double fertilization. | 3 | 6 |
| | 3.5 | Endosperm and Embryo development:<br>Endosperm: types – cellular, nuclear and helobial.<br>Embryogeny, structure of dicot and monocot embryo, seed formation. Polyembryony; Apospory | 2 | 6 |
| **4** | **Practical (30 hrs)** | | | |
| | 4.1 | I. Select and conduct any two of the following learning activities a/b/c//d (**Individual/Group):**<br>a. Submission of an assignment on anatomical organization of the plant body based on the higher secondary level syllabus. | 20 | 1, 3, 4 |

<table>
<tr><td></td><td></td><td>b. Collect herbaceous members of dicot and monocot – prepare stained sections of root, stem, leaves, and flower bud.<br>c. Prepare photographs of each and locate – Tissue types, epidermal, ground, and vascular tissue systems.<br>d. Identify locally available plants with secretory tissues and prepare a report/ poster/audiovisual document.<br>I. Micro preparation of root (Ficus, Carica papaya, Tinospora) and stem (Vernonia, Chromalaena, Sida) after secondary thickening.<br>II. Micro preparation of Bignonia stem after secondary thickening.<br>III. Identification of commercial wood of Teak, Mahogany (Swietenia spp), Dalbergia (Indian rose wood)</td><td></td><td></td></tr>
<tr><td></td><td>4.2</td><td>I. Dissect a flower and document (photograph/illustration)<br>II. Identification of C.S of the anther.<br>III. Identification and documentation of anther dehiscence pattern in five locally available plants.<br>IV. Pollen viability tests – Acetocarmine test / Tetrazolium test<br>V. Pollen germination test - Sugar solution test.<br>VI. Dissection of dicot embryo.</td><td>10</td><td>6</td></tr>
<tr><td>5</td><td colspan="4">Teacher specific course components</td></tr>
</table>

<table>
<tr><td>Teaching and Learning Approach</td><td>Classroom Procedure (Mode of transaction)<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry- Based Learning, Online Learning, Blended Learning, and other innovative learning approaches.</td></tr>
</table>

| | |
|---|---|
| **Assessment Types** | **MODE OF ASSESSMENT**<br>A. **Continuous Comprehensive Assessment (CCA)**<br>**Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or<br>review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE) Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay(1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>Practical based assessments: 30 marks<br>·Record: 5 marks |

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**MAHARAJA'S COLLEGE, ERNAKULAM**
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| | | | | | | |
|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Food science and quality control** | | | | | |
| **Type of Course** | DSE | | | | | |
| **Course Code** | MCE4DSEBOT200 | | | | | |
| **Course Level** | 200-299 | | | | | |
| **Course Summary** | In this course, students will be familiarized with the components of food and the changes leading to soilage. They acquire an in-depth understanding of the technologies used to produce safe and nutritious foods as well as the importance of food security. Students will address the functionality of ingredients used in foods, while exploring the basis of nutrition and the role it has on etiology and prevention of key disorders. The course will also provide information about the regulations to be followed in food industries and food-related sectors. | | | | | |
| **Semester** | IV | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 4 | - | - | - | 60 |
| **Pre-requisites, if any** | Basic understanding of the structure of carbohydrates, proteins and fats as components of food | | | | | |

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Identify the food components and issues relevant to food processing and food quality management systems. | K | PO6 |
| 2 | Discuss the spoilage and deterioration mechanisms in foods and methods to control spoilage. | U | PO2 |
| 3 | Evaluate the principles of food science to assure the quality of food products. | E | PO2 |
| 4 | Employ the principles of food science in practical, real-world situations and problems. | A | PO2<br>PO3 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

| COURSE CONTENT | | | | |
|---|---|---|---|---|
| **Module** | **Units** | **Course description** | **Hrs** | **CO No.** |
| **1** | **Composition and Types of food (14 hours)** | | | |
| | 1.1 | Introduction and scope of Food science<br>Composition of food:<br>● Carbohydrates- Major sources and functions.<br>● Proteins-Major sources and functions.<br>● Lipids-Saturated and unsaturated fatty acids, Dietary sources, functions of fats.<br>● Fiber – Dietary sources, functions | 5 | 1 |
| | 1.2 | Minerals- Calcium, Phosphorus, Magnesium, Sodium, Potassium etc<br>Vitamins- fat soluble and water soluble | 2 | 1 |
| | 1.3 | Enzymes- Amylase, Protease, Lipase, Phytase, Lipoxygenase, Pectic enzyme<br>Pigments-Chlorophylls, Carotenoids | 3 | 1 |
| | 1.4 | Types of food- Nutraceuticals, Probiotics, Prebiotics, GM food, Organic food, Traditional food, Fermented food | 4 | 1 |
| **2** | **Food additives, Food adulteration and Food borne diseases (19 hours)** | | | |
| | 2.1 | Food additives: Food colours, Sweeteners, Gelling agents, Flavour enhancers, Surface acting agents, Bleaching agents, Stabilizers, and Thickeners<br>Activity: Carry out a market survey of additives used in different types of foods, classify them based on their role and present your findings as PowerPoint presentations. | 5 | 1,4 |
| | 2.2 | Food adulteration: Definition, Common adulterants in food, Reasons for adulteration | 1 | 2,3 |
| | 2.3 | Testing adulteration in milk, ghee, sugar, salt, tea, coffee, chili powder, turmeric powder, sweets, poultry and fish (Brief account)<br>Hands on training on Adulteration testing of milk, chilli powder and tea (market sample) | 9 | 2,3,4 |
| | 2.4 | Harmful effects of food adulteration | 1 | 2 |
| | 2.5 | Food borne illness and diseases associated: Food poisoning, Botulism, Ergotism, Staphylococcal intoxication, Mycotoxicosis | 3 | 1, 2 |

| | | | | |
|---|---|---|---|---|
| 3 | **Food spoilage and preservation (14 hours)** | | | |
| | 3.1 | Food spoilage: reasons for food spoilage, Physical and Chemical changes in food that affect texture, flavour, odour, stability and nutritive value during processing and storage. | 2 | 2 |
| | 3.2 | Food preservation methods: asepsis, removal of microorganisms, Drying, smoking, low temperature, high temperature, Canning, vacuum filling, UV radiation<br><br>Activity: Familiarize with different preservation methods employed for preservation of vegetables, fruits, cereals, and pulses- Submission of report | 8 | 3 |
| | 3.3 | Food Preservatives: Salt, Vinegar, Sugar, Benzoates, Sorbates, Nitrates, Propionates, Antioxidants, Antibiotics, Antifungal preservatives | 4 | 3 |
| 4 | **Quality control in Food industry (13 hours)** | | | |
| | 4.1 | Quality control (QC) in food industry, major concepts of QC, Significance | 3 | 1,3 |
| | 4.2 | Food safety Standards and Regulations-ISO 22000, HACCP, FSSAI, GMP, AGMARK<br><br>Visit any Food industry/Food processing unit that follows food safety standards and regulations and submit a report | 7 | 1,3 |
| | 4.3 | Quality control activities-Sampling and Inspection, Certification, Testing laboratories | 3 | 1,3 |
| 5 | **Teacher specific course components** | | | |
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br><br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. | | | |

| | |
|---|---|
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE)- 70 marks**<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks |

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<table>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Horticulture and post-harvest technology</td></tr>
<tr><td>Type of Course</td><td colspan="6">DSE</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE4DSEBOT201</td></tr>
<tr><td>Course Level</td><td colspan="6">200-299</td></tr>
<tr><td>Course Summary</td><td colspan="6">Students are expected to gain knowledge on various Horticultural disciplines including gardening, field management and postharvest technologies. They will also develop an understanding of Regulatory Laws related to food safety and quality control along with exploring the entrepreneurial aspects within the field of Horticulture.</td></tr>
<tr><td>Semester</td><td>IV</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre- requisites, if any</td><td colspan="6">Familiarity with basic plant science, soil science and environmental science</td></tr>
</table>

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Developa comprehensive understanding of horticulture, importance and its branches | U | PO10 |
| 2 | Apply crop management techniques in horticulture including soil preparation, irrigation and pest control | A | PO2 |
| 3 | Develop expertise in postharvest handling techniques to minimize losses and enhance the shelf life | A | PO2 |

| | | | |
|---|---|---|---|
| 4 | Administer storage and transportation practices to maintain freshness and nutritional quality | A | PO2 |
| 5 | Develop new value addition strategies based on the principles on harvesting, processing and packaging of Horticultural produces | C | PO1 |
| 6 | Evaluate and implement sustainable practices in horticulture considering environmental impact resource conservation and promotion of biodiversity | E | PO6 |
| 7 | Develop entrepreneurial skills including market analysis, business planning and risk management in horticultural industry | C | PO 5 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Introduction to Horticulture (3 hours)** | | | |
| | 1.1 | Introduction, Scope and Importance, Branches of horticulture. | 3 | 1 |
| **2.** | **Soil Science and field management (12 hours)** | | | |
| | 2.1 | Components of soil: Organic, Inorganic & physiological- types and its importance. | 2 | 2 |
| | 2.2 | Classification of soil: Criteria for classification - soil profile- soil types - red soil, black soil, alluvial soil, laterite soil, coastal soil, sandy soil, serpentine soil, sodic soil, problematic soil, acidic and alkaline. | 4 | 2 |
| | 2.3 | Irrigation: Principles. Methods of irrigation - surface, subsoil and overhead irrigation system – types. | 2 | 2 |
| | 2.4 | Manuring: organic and Synthetic manures - Classification. Methods of manuring- broadcast, seed treatment, foliar application | 3 | 2 |
| | 2.5 | Estimation of soil pH using pH meter. | 1 | 2 |
| | **Landscape architecture & Commercial Horticulture (25 hours)** | | | |

| | | | | |
|---|---|---|---|---|
| 3 | 3.1 | Gardening: styles of gardens - English, Mughal, Japanese, Persian, French and Italian gardens - characteristics and components (Brief account Only). Garden tools and Implements – Types. Garden designing and layout. Different types of gardens: Outdoor, indoor garden, water garden, rockery. | 6 | 1 |
| | 3.2 | Landscape architecture: types - Contemporary, Environmental, Industrial, institutional and playground landscaping. | 3 | 1,6 |
| | 3.3 | Plant propagation methods: Budding, Grafting, Layering and Tissue culture. | 3 | 2 |
| | 3.4 | Major branches of horticulture: Floriculture: definition and significance, Components – Cut flower, loose flower, dry flower, Floral oil. Olericulture: definition and significance; Types of vegetables: Warm season and cool season vegetables, types of vegetable farming - kitchen, garden, terrace garden, market garden, truck garden. Pomology: Types of fruits – Tropical, Subtropical and Temperate. General care of fruit crops - techniques for planting, pruning and training, pest management. | 8 | 1 |
| | 3.5 | Practice different types of grafting (approach, whip and tongue, cleft), T budding/ Patch Budding. | 5 | 2 |
| 4. | **Post harvest Management; Laws & Entrepreneurship (20 hours)** | | | |
| | 4.1 | Importance of post-harvest management. Postharvest handling methods: Washing, Grading, Waxing. Storage methods: Pre-cooling. Controlled atmospheric storage, Modified atmospheric storage – Low pressure storage and cold chain concept | 3 | 3,4 |
| | 4.2 | Packaging of fresh and processed products: general principles and methods of preservation - dehydration, thermal processing, chemical preservatives, fermentation, ionizing, radiation, Preparation of jams, jellies, squashes, pickles, salads, syrups and beverages. | 4 | 4,5 |

| | | | | |
|---|---|---|---|---|
| | 4.3 | Government policies, regulations and specifications for fresh and processed products, Food safety and quality control-FSSAI. Export promotion agencies and their role on export of fresh and processed products. | 3 | 6 |
| | 4.4 | Importance and scope of processing industry in India. General guidelines for the establishment of small and large scale processing units. Business opportunities, Role of Horticorp and VFPCK. | 2 | 6,7 |
| | 4.5 | Training on making jams, jellies, squashes, pickles, salads, syrups and beverages | 3 | 5 |
| | 4.6 | Visit a garden and identify the components, plants, and prepare a report. Collect, familiarize and identify ornamental plant groups. | 5 | 7 |
| **5** | **Teacher specific course components** | | | |

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|---|---|
| **Teaching and Learning Approach** | Classroom Procedure (Mode of transaction)<br><br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>**A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks**<br><br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty |

| | |
|---|---|
| | **B. End Semester Evaluation (ESE)- 70 marks**<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks |

**References**


1. Sharma, S., & Nautiyal, M. C. (2009). *Postharvest Technology of Horticultural Crops*. New India Publishing.

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5. Singh, R., & Singh, B. K. (2020). *Textbook on Horticulture* (1st ed.). New Indian Publishing Agency.

6. Kader, A. (2002). *Postharvest Technology of Horticultural Crops* (3rd ed.). Univ of California Agriculture & Natural Resources.


**SUGGESTED READINGS**


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3. Gross, K. C., Wang, C. Y., Saltveit, M. E. (Eds.). (2018). *The Commercial Storage of Fruits, Vegetables, and Florist and Nursery Stocks*. U.S. Department of Agriculture

<table>
<tr><td></td><td colspan="6">MAHARAJA’S COLLEGE, ERNAKULAM<br>(Govt. Autonomous)</td></tr>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Introduction to flowering plants and their economic importance</td></tr>
<tr><td>Type of Course</td><td colspan="6">DSC B</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE4DSCBOT202</td></tr>
<tr><td>Course Level</td><td colspan="6">200-299</td></tr>
<tr><td>Course Summary</td><td colspan="6">Upon completion of the course, a student should be able to:<br>● Identify and classify plants based on natural system of classification<br>● use taxonomic aids for scientific studies and research.<br>● understand the use and importance of plants<br>● appreciate the traditional knowledge of local culture and people<br>● know the basic techniques of dry preservation of plants</td></tr>
<tr><td>Semester</td><td>IV</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>3</td><td>-</td><td>1</td><td>-</td><td>75</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6"></td></tr>
</table>

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Analyse morphological characters of plants helpful in the identification of plants | An | PO2 |
| 2 | Apply techniques in plant taxonomy for the identification and preservation of plant species. | A | PO2, PO7 |
| 3 | Interpret angiosperm families based on Bentham and Hookers Classification for the identification of common plants | A | PO7, PO10 |

| | | | |
|---|---|---|---|
| 4 | Explain the botanical details and uses of selected plants of daily use. | U | PO10, PO2, |
| 5 | Appraise the utility of plants in the daily life of tribal people. | An | PO8,<br>PO1,<br>PO6,<br>PO 2 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Morphology of Angiosperms (10 Hours)** | | | |
| | 1.1 | Leaf – types, phyllotaxy. Flower as a modified shoot Structure of flower - floral parts, Flower types - Hypogyny, Perigyny, Epigyny, Symmetry of flowers, aestivation and placentation; floral diagram and floral formula. | 10 | CO1 |
| | 1.2 | Inflorescence: racemose – simple raceme, spike, corymb, umbel, head; cymose – simple cyme | | |
| | 1.3 | Fruits: Simple: Fleshy - drupe, berry, hesperidium. | | |
| | | Dry - Dehiscent and Indehiscent with examples. Aggregate fruit Multiple fruit: Sorosis | | |
| 2 | **Classification, Nomenclature. and Systematic Botany (20 Hours)** | | | |
| | 2.1 | Types of Classification: Bentham and Hookers System of Classification (up to Series) | 5 | CO2 |
| | 2.2 | Binomial nomenclature, Author Citation | | |
| | 2.3 | Herbarium Techniques | | |
| | 2.4 | Study of the following families of Bentham and Hooker's system of classification with special reference to major identifying characters and economic importance: Malvaceae, Leguminosae (Fabaceae) Rubiaceae, Apocynaceae, Poaceae (Graminae). | 15 | CO3 |

<table>
<tr><td rowspan="3">3</td><td colspan="4">Economic Botany &Ethnobotany (15 Hours)</td></tr>
<tr><td>3.1</td><td>Binomial and Uses of the following plants:<br>Cereals – Rice<br>Pulses - Green gram<br>Sugar-yielding plants –<br>Sugarcane Fruits - Mango and<br>Jackfruit Vegetables –<br>Amaranthus and Moringa Tuber<br>crops – Tapioca<br>Beverages - Tea, Coffee<br>Oil yielding plants -<br>Coconut, Spices –<br>Pepper, Turmeric Fibre<br>yielding plants – Cotton<br>Rubber yielding plant-<br>Rubber<br>Medicinal plants – Tulsi, Neem</td><td>10</td><td>CO3</td></tr>
<tr><td>3.2</td><td>Introduction, scope and significance of ethnobotany.</td><td>5</td><td>CO4</td></tr>
<tr><td></td><td></td><td>Study of the following plants used in daily life by tribals and village folks.<br>Food- Finger Millet, Little millet<br>Shelter - Bambusa, Calamus;<br>Medicine –Trichopuszeylanicus,Alpinia galanga.</td><td></td><td></td></tr>
<tr><td rowspan="2">4</td><td colspan="4">Practicals (30 Hours)</td></tr>
<tr><td></td><td>1. Collect and submit specimens/geotagged photos of at least three items each of the inflorescence and fruits mentioned in the syllabus.<br>2. Study of floral parts and construction of floral diagram and floral formula of at least one plant from each family and mentioned in the syllabus and submit a record.<br>3. Prepare a herbarium of 5 plants representing each family.<br>4. Conduct a field visit to explore the Angiosperm diversity and submit a report<br>5. Study the useful parts of plants mentioned under economic botany and ethnobotany, with special reference to the binomial and uses.</td><td>30</td><td>CO5</td></tr>
</table>

| 5 | **Teacher Specific Content** |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Lecture, hands-on training in plant identification, lab-to-field connection through field visits, nature study, specimen collection, documentary, and use of online tools and resources in taxonomic and ethnobotanical studies. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>A. **Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research orreview article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE) Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

**References**


1. Bell, A.D (1991) Plant form- An illustrated guide to Flowering plant morphology. OXFORD UNIVERSITY PRESS, New York, Tokyo.
2. Davis PH &HeywoodVH (1967) Principles of Angiosperm Taxonomy. Oliver and Boyl, Edinburgh.
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4. Harris, J.G & M. W. Harris. (1994) Plant Identification Terminology -An

illustrated Glossary, Spring Lake Publishing, Spring Lake, Utah

5. Heywood V H (1967).Plant Taxonomy. Edward Arnold, London.
6. Hill AF (1982) Economic Botany. McGraw-Hill, NewYork.
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13. Rendle AB,1979.Classification of flowering plants, Vols. I&II. Vikas Publishing House, U.P.
14. Sambamurthy A, 2005.Taxonomy of Angiosperms. I.K. International Pvt .Ltd, New Delhi.
15. Simpson, M G (2006) Plant Systematics. Elsevier Academic Press publications, USA
16. SreemaliJL,1979.EconomicBotany.KitabMahal,Allahabad.
17. Singh VandJain DK,1989.TaxonomyofAngiosperms. Rastogi Publication, Meerut.
18. SivarajanV.V,1991.IntroductiontothePrinciplesofPlanttaxonomy.OxfordIB HPublishingCo.Pvt. Ltd., New Delhi.

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**MAHARAJA’S COLLEGE, ERNAKULAM**

**(Govt. Autonomous)**

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|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Biofertilizers and biocontrol agents** | | | | | |
| **Type of Course** | SEC | | | | | |
| **Course Code** | MCE4SECBOT200 | | | | | |
| **Course Level** | 200-299 | | | | | |
| **Course Summary** | The course Biofertilizers and Biocontrol agents is designed in such a way to develop skills in graduate-level students to prepare various types of eco – friendly bioformulations for sustainable agriculture. The course deals with important categories of micro and macroscopic agents that can act asbiofertilizers and biocontrol agents, their preparation and application methods. | | | | | |
| **Semester** | IV | Credits | | | 3 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | - | - | 45 |
| **Pre-requisites, if any** | Nil | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No. |
|---|---|---|---|
| 1 | Relate the different concepts and approaches of sustainable Agriculture | U | PO3 |
| 2 | Implement the knowledge of various organisms in sustainable agricultural practices. | A | PO1 PO3 PO6 |
| 3 | Compare and evaluate the role of various components of bioformulations. | An | PO1 PO3 PO6 PO10 |

| | | | |
|---|---|---|---|
| 4 | Practice bioformulation production and their application methods. | A | PO1<br>PO2 |
| 5 | Implement the knowledge acquired to develop compost from household waste. | A | PO1<br>PO2 |
| 6 | Develop various categories of bioformulations. | C | PO1<br>PO2<br>PO6 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Introduction to Sustainable agricultural practices (5 hours)** | | | |
| | 1.1 | Sustainable agricultural practices: Definition and concepts, Different approaches of sustainable agriculture/ natural farming: organic farming, Whole farm planning, Minimal cultivation, Environment- friendly agriculture **.**<br>**Learning activity:**<br>1. Group discussion/Debate – conventional and sustainable agriculture.<br>2. Prepare and submit a report on various agricultural practices in an agricultural field based on a field visit. | 5 | CO1 |
| **2** | **Biofertilizers and Biocontrol agents for sustainable agroecosystem (15 hours)** | | | |
| | 2.1 | Brief history and concept of Biofertilizers, status, scope, and importance of Biofertilizers. Classification of Biofertilizers – (a) Nitrogen-fixing (b) Phosphorus- solubilising bio-fertilizers or PSB (c) Potash-solubilising bio-fertilizers (d) Plant growth promoting microbes (PGPR). Major groups of microbial biofertilizers – Bacteria (Rhizobium, Pseudomonas) and Fungi (AM mycorrhiza and ectomycorrhiza). Blue-green algae (BGA), Plant-based biofertilizer – Azolla. **Learning activity:**<br>1.Field exploration for macroscopic biofertilizers. | 8 | CO2 |

| | | | | |
|---|---|---|---|---|
| | 2.2 | Brief history and development of Biocontrol agents, Types: Macro biocontrol agents – egg parasitoids (*Trichogramma*) and Microbial biocontrol agents – (a) Bioinsecticides – *Bacillus thuringiensis*, (b) Bio fungicides – *Trichoderma*. Plant-based biopesticides: Neem and tobacco-based products (Brief account only). | 7 | CO3 |
| | | Commercially available botanical biopesticides – Pyrethrum, *Eucalyptus* essential oil.<br><br>**Learning activity:**<br><br>1. Collect recipes, uses and modes of action of various types of plant-based biopesticides.<br><br>2. Conduct a presentation/group discussion on the recipes they collected. | | |
| | **Bioformulations (25 hours)** | | | |
| | 3.1 | Bioformulations: Definition, components (Active ingredient, carrier material, additive), Types of bioformulations: Solid (granules, wettable powders, wettable granules, dust) liquid (suspension concentrate), encapsulation. Bioformulations for the uptake of nutrients like - Nitrogen, Phosphorus, Potassium, and Iron. Bioformulations as biocontrol agents/ biopesticides: Bacterial, Fungal and Viral.<br><br>**Learning activity:**<br><br>1. Visit a biofertilizer/ pesticide manufacturing industry.<br><br>2. Make a comparison chart of the components of commercially available biofertilizers/ biopesticides. | 7 | CO4 |

<table>
<tr><td rowspan="2">3</td><td>3.2</td><td>Rhizobium-based biofertilizer production steps: Selection of strain, Mass culture, Carrier preparation, Inoculant production. Formulation of Trichoderma as biocontrol agents. Delivery methods of various biofertilizer and biocontrol agents – seed treatment, soil amendment, soil drench, aerial spraying, root dip method.<br><br><u>Learning activity:</u><br>1. Field exploration for plants with root nodules<br>2. Practice various methods of biofertilizer and biocontrol agent application.</td><td>10</td><td>CO4</td></tr>
<tr><td>3.3</td><td>Types of household wastes, manufacturing of biofertilizers using household waste: Procedure – sorting of household waste, composting (biodegradation) – enzymatic method, backward method, composting by microbial inoculation andbiological beneficial organisms. Methods to improve the quality of household compost – mineral additives and plant hormones.<br><br><u>Learning activity:</u><br>Conduct the preparation of compost from household wastes using the Gardenpot composting method or Pipe composting method.</td><td>8</td><td>CO5</td></tr>
<tr><td>4</td><td colspan="4">Teacher specific course components</td></tr>
<tr><td colspan="2">Teaching and Learning Approach</td><td colspan="3">Classroom Procedure (Mode of transaction)<br><br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches.</td></tr>
<tr><td colspan="2">Assessment Types</td><td colspan="3">MODE OF ASSESSMENT<br><br>A. Continuous Comprehensive Assessment (CCA)<br><br>Theory/Hands on Work- 25 Marks<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or</td></tr>
</table>

| | |
|---|---|
| | review article(<5 years) related to the course<br><br>Any other method as may be required for specific course / student by the course faculty |
| | **A. End Semester Evaluation (ESE)**<br>**Theory: 50 marks**<br>Short answer (10 out of 12) : 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay(1 out of 2) : 1x 10= 10 |

**References**


1. Mason, J. (2003). Sustainable agriculture. Landlinks Press.
2. Kaushik, B. D., Kumar, D., & Shamim, M. (Eds.). (2019). Biofertilizers and biopesticides in sustainable agriculture. CRC Press.
3. Rai, M. (Ed.). (2006). Handbook of microbial biofertilizers. CRC Press.
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8. Rajeshwari, R., &Appanna, V. (Eds.). (2021). Biopesticides in Horticultural Crops. CRC Press.
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11. Hall, F. R., & Menn, J. J. (1999). Biopesticides: use and delivery. Humana Press Inc..
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# MAHARAJA'S COLLEGE, ERNAKULAM
## (Govt. Autonomous)

| | | | | | |
|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | |
| **Course Name** | **Conservation biology and sustainable development** | | | | |
| **Type of Course** | VAC | | | | |
| **Course Code** | MCE4VACBOT200 | | | | |
| **Course Level** | 200-299 | | | | |
| **Course Summary** | The course provides a basic overview regarding the concepts in conservation biology. It also gives a basic outlook towards the need for biodiversity conservation and sustainable development. It also creates an awareness regarding the transition to green growth. | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Semester** | IV | Credits | | | 3 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | - | - | 45 |
| **Pre-requisites, if any** | Nil | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains | PO No |
|---|---|---|---|
| 1 | Recall the concepts in conservation biology | K | PO1,PO4 |
| 2 | Identify a variety of tools used by conservation biologists | U | PO1,PO4,PO10 |
| 3 | Outline the concept and importance of sustainability | An | PO1,PO2,PO6 |
| 4 | Examine the threats and adopt creative measures for biodiversity conservation | An | PO2,PO6,PO9,PO10 |
| 5 | Assess the current status of biodiversity | E | PO2,PO4 |
| 6 | Create an awareness in the society for the transition to the green growth | C | PO4,PO6,PO9 |
| **f****Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | | **Conservation Biology (15 hours)** | | |
| | 1.1 | Introduction to conservation Biology –Definition, career prospects in conservation biology, Conservation and management practices | 3 | 1 |
| | 1.2 | Conservation Techniques-Principles of conservation - ex-situ and in-situ conservation techniques, ecological restoration<br>Statistical and computational tools used in conservation biology- Population Viability Analysis (PVA), Minimum Viable Population, Decision Analysis and Multiple-Criteria Approaches | 7 | 2 |
| | 1.3 | Ecotourism-Ecotourism as a tool for conservation and sustainable development, difference between ecotourism and mainstream tourism, guidelines and green practices for ecotourism, impacts of tourism on culture and environment and its management-Examples, positive and negative impacts | 5 | 1, 4 |
| 2 | | **Biodiversity (15 hours)** | | |
| | 2.1 | Definition, types and importance | 3 | 4 |
| | 2.2 | Biodiversity loss- Causes, extinction, IUCN account of biodiversity, red data book, rare, endangered and threatened species (RET). | 5 | 4,5 |
| | 2.3 | Concept of endemism, Biodiversity hotspots in India. | 2 | 4,5 |
| | 2.4 | Biodiversity documentation- Case study- Students have to submit a brief report with geo-tagged photographs of the biodiversity of the nearby locality. | 5 | 5 |
| 3 | | **Sustainable development (15 hours)** | | |
| | 3.1 | Introduction -aim and impact of sustainable development | 3 | 6 |
| | 3.2 | Sustainable development - Basic characteristics, Core elements, Principles and Goals | 5 | 6 |

<table>
<tr><td></td><td>3.3</td><td>Strategies and policies for sustainable development<br>Examples of Sustainable development in daily life – Wind energy, solar energy, sustainable forestry, bio-composting, biogas production, water efficient fixtures, green spaces and sustainable construction.</td><td>7</td><td>6</td></tr>
<tr><td>4</td><td colspan="4">Teacher specific course components</td></tr>
<tr><td colspan="2">Teaching and Learning Approach</td><td colspan="3">Classroom Procedure (Mode of transaction)<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches.</td></tr>
<tr><td colspan="2">Assessment Types</td><td colspan="3">MODE OF ASSESSMENT<br>A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 25 Marks<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article (<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty</td></tr>
<tr><td colspan="2"></td><td colspan="3">B. End Semester Evaluation (ESE) Theory: 50 marks<br>Short answer (10 out of 12) : 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10</td></tr>
</table>

**References**


1. Ahmedullah M, Nayar M P (1987). Endemic plants of India
2. Elliott, Jennifer. 2012. An Introduction to Sustainable Development. 4th Ed. Routledge, London.
3. Gilpin, M. E. & Soulé, M. E. "Minimum viable populations: Processes of species extinction." In Conservation Biology: The Science of Scarcity and Diversity, ed. M. E. Soulé (Sunderland: Sinauer & Associates, 1986): 19–34.
4. Rogers, Peter P., Kazi F. Jalal, and John A. Boyd. "An introduction to sustainable development." (2012).

5. Wilson E O (1988). Biodiversity. The national academic press. 37. Wilson E O (1999). The diversity of life. W.W. Norton and Company

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8. https://sumas.ch/5-examples-of-sustainable-development/

## SUGGESTED READINGS

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2. Jain S K, Sastry A R K (1984). The Indian plant red data book. BSI, Calcutta

3. Our Common Journey: A Transition Toward Sustainability. National Academy Press, Washington D.C. Soubbotina, T. P. 2004.

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5. Richard T. Wright, Dorothy F. Boorse (2017). Environmental Science: Toward A Sustainable Future, Pearson, 13th Edition

# INTERNSHIP

<table>
<tr><td></td><td>MAHARAJA’S COLLEGE,<br>ERNAKULAM<br>(Govt. Autonomous)</td></tr>
<tr><td>Programme</td><td>BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td>Internship</td></tr>
<tr><td>Course Code</td><td>MCE4INTBOT200</td></tr>
<tr><td>Summary</td><td>The internship is gaining first-hand experience by an individual besides comprehending the way of working in an organization, leading to improvement in skill aptitude for specific job or job role and to build research aptitude with learning opportunities. All students shall undergo summer internship or apprenticeship in a research station, industry or organization or training centres, recognized laboratories, nurseries with artificial propagation activates, with faculty/technical staffs and researchers or other higher education institutions (HEIs) or research institutions after the completion of fourth semester.</td></tr>
<tr><td rowspan="3">Evaluation scheme<br>Total 50 marks</td><td>A) Continuous Comprehensive Assessment (CCA): 15 marks<br>(Internal marks may be obtained from the organization/institution where the<br>student is doing internship using the following format)</td></tr>
<tr><td>Undergraduate Student Evaluation Form for Internship: Botany<br><br>Internship Details<br>Student name :<br>Date of evaluation :<br>Duration of internship :<br>Mentor name :<br>Instructions: Please rate the student's performance based on their abilities,<br>skills, and behaviour during the internship. Provide specific examples or<br>comments where applicable to support your ratings.</td></tr>
<tr><td>A. Continuous Comprehensive Assessment (CCA):15 marks<br><br>1. Performance and Professionalism (4 marks) Criteria:<br>• Punctuality, attendance, and adherence to workplace norms.<br>• Ability to work independently and collaboratively.</td></tr>
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| | |
|---|---|
| | • Demonstration of initiative, creativity, and problem-solving skills.<br>• Professional behaviour and ethical conduct.<br>**2. Skill Application and Development (4 marks) Criteria:**<br>• Application of academic knowledge to practical tasks and projects.<br>• Development of new skills relevant to the field of study.<br>• Adaptability and learning agility in new or challenging situations.<br>• Use of technical tools and methodologies pertinent to the internship role.<br>**3. Communication Skills ( 4 marks) Criteria:**<br>• Effectiveness in written and oral communication.<br>• Ability to document and present work clearly and professionally.<br>• Interaction with colleagues, supervisors, and clients.<br>**4. Supervisor's Evaluation (3 marks) Criteria:**<br>• Feedback from the internship supervisor regarding the intern's performance, growth, and contributions.<br>• Supervisor's overall satisfaction with the intern's work and professionalism.<br>**Total (out of 15)**<br>**Comments and Recommendations:** (Provide specific comments on the student's strengths, areas for improvement, and any additional feedback or recommendations for their future development.)<br>**Mentor Signature:** (Insert mentor's signature) :<br>**Date** (Insert date of evaluation) : |
| | **B) End Semester Evaluation (ESE): 35 marks**<br>**(I) Report (20 marks)**<br>Criteria/ Components Introduction and background - 2 marks<br>Objectives and Goals- 3 marks |

| | |
|---|---|
| | Review of Literature - 4 marks<br>Methodology and Experiments - 4 marks<br>Data Analysis and Interpretation - 3 marks<br>Conclusion and Future Prospects - 2 marks<br>Overall Presentation and formatting - 2 marks<br>**(II) Viva voce (15 marks)**<br>(Student's skills, work ethics, professionalism and contribution to the organization may be evaluated through viva)<br>Understanding of learning objectives - 4 marks and goals of the internship<br>Knowledge and application of Scientific method - 4 marks Data Analysis and Interpretation - 2 marks<br>Communication Skills - 3 marks<br>Professionalism - 2 marks |

# SEMESTER V

| | MAHARAJA'S COLLEGE, ERNAKULAM (Govt. Autonomous) | | | | | |
|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Angiosperm systematics and economic botany** | | | | | |
| **Type of Course** | DSC A | | | | | |
| **Course Code** | MCE5DSCBOT300 | | | | | |
| **Course Level** | 300-399 | | | | | |
| **Course Summary** | Angiosperm systematics deals with the systematic arrangement of flowering plants, interrelation between plants and their evolutionary descent and economic botany is the study of the morphology of useful parts of economically important plants. | | | | | |
| **Semester** | V | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, if any** | Nil | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Comprehend the general principles of angiosperm systematics and plant nomenclature | U | PO2 |
| 2 | Summarize taxonomic information from available resources | U | PO4 |
| 3 | Compare the morphological characters of plants belonging to different plant families | An | PO2 |
| 4 | Execute field collections and plant specimen preparations scientifically | An | PO10 |
| 5 | Utilize the knowledge in plant systematics for the benefit of science and society | A | PO2 |

## COURSE CONTENT

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Plant Morphology (10 hours)** | | | |
| | 1.1 | Leaf morphology- Different types and arrangements of leaves<br>Inflorescence types–Racemose-Simple Raceme, Spike, Catkin, Spadix, Corymb, Umbel, Head;<br>Cymose- Simple cyme, monochasial- helicoid and scorpioid, dichasial and polychasial cymes;<br>Special types- Cyathium, Verticillaster, Thyrsus, Hypanthodium and Panicle | 4 | 3 |
| | 1.2 | Flower – as a modified shoot<br>Floral Whorls- arrangement, relative position- Symmetry, Aestivation, Placentation. Cohesion and adhesion of essential organs. Floral diagram and Floral Formula. | 3 | 3 |
| | 1.3 | Fruit Types- Simple fruits- Fleshy, Dry – Dehiscent, Indehiscent and Schizocarpic fruits; Aggregate fruits and Multiple fruits. | 3 | 3 |
| **2** | **Plant Taxonomy (32 hours)** | | | |
| | 2.1 | History of Plant Classification systems- Artificial System- (Linnaeus - Brief account),Natural System (B & H system- Detailed account), Phylogenetic Systems (E & P system- Brief study), APG (brief account). | 3 | 2 |
| | 2.2 | Herbarium technique -Steps in preparation of herbarium, Importance of Herbaria, Major Herbaria - National and International, Virtual Herbaria- Index herbariorum, Botanical Survey of India. | 3 | 4 |
| | 2.3 | Botanical Literature- Floras- Regional and National Floras, Revision & Monographs (Brief account).<br>Online Taxonomic Databases: International Plant Names Index (IPNI), Plants Of the World Online (POWO), Botanicus.org (Brief account). | 2 | 5 |
| | 2.4 | Plant Nomenclature-Binomial, ICN Introduction & Principles (Brief study), Rule of priority, Author citation, Homonym, Synonym, Basionym. | 2 | 1 |
| | 2.5 | Type concept- (Holotype, Isotype, Lectotype). | 3 | 1 |
| | 2.6 | Taxonomic keys- Bracketed and Indented keys (Brief account). | 2 | 1 |

| | | | | |
|---|---|---|---|---|
| | 2.7 | Study the following families of Bentham and Hooker's System with special reference to their vegetative and floral characters; special attention should be given to common and economically important plants within the families Annonaceae, Malvaceae, Rutaceae, Anacardiaceae, Leguminosae (Mimosaceae, Caesalpiniaceae and Fabaceae), Cucurbitaceae, Apiaceae. | 9 | 3 |
| | 2.8 | Rubiaceae, Asteraceae, Sapotaceae, Apocynaceae, Convolvulaceae, Acanthaceae, Lamiaceae, Euphorbiaceae, Orchidaceae, Arecaceae, Poaceae. | 8 | 3 |
| 3 | **Economic Botany (3 hours)** | | | |
| | 3.1 | Study following plants with special reference to the botanical name, family and morphology of useful parts - Cereals (Rice, Wheat), Millets (Ragi, Fox tail millet), Pulses (Green gram, Bengal gram), Sugar Yielding (Sugar Cane), Fruits (Banana, Guava), Vegetables (Carrot, Ladies finger), Tuber crops (Tapioca, Greater Yam), Beverages (Tea, Coffee), Oil yielding plants (Coconut, Ground nut), Fibre yielding (Coir, Cotton), Gums and resins (White dammar, Gum Arabic, Asafoetida) Insecticide yielding plants (Tobacco, Neem). | 3 | 2 |
| 4 | **Practicals (30 hours)** | | | |
| | | 1. Collect and submit different types of fruits mentioned in the syllabus.<br>2. Collect and submit any 5 types of leaves and inflorescence mentioned in the syllabus.<br>3. Explore habitats to identify the inflorescence and fruit types mentioned in the syllabus.<br>4. Conduct field work for a period of not less than 5 days to familiarize plants under the guidance of faculties and submit a field report with geotagged photos.<br>5. Visit a recognized herbarium, practice herbarium technique and submit 15 herbarium sheets with a field book.<br>6. Examine vegetative and floral features of different plants and assign them to respective families mentioned in the syllabus.<br>7. Collect, identify and submit morphologically useful parts of any 10 plants mentioned in economic botany. | 30 | 4 |
| **5** | **Teacher specific course components** | | | |

<table>
<tr><td>Teaching and Learning Approach</td><td>Classroom Procedure (Mode of transaction)<br><br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning,Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches.</td></tr>
<tr><td rowspan="2">Assessment Types</td><td>MODE OF ASSESSMENT<br><br>:ontinuous Comprehensive Assessment (CCA) Theory: 25 marks<br><br>·Involvement and responses in class room transactions<br><br>·Home Assignments/preparedness<br><br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or<br><br>review article (≤ 5 years) related the course<br><br>ıy other method as may be required for specific course / student by the course faculty<br><br>Practical: 15 marks<br><br>·Lab involvement and practical skills<br><br>ːcord/Any other method as may be required for specific course / student by the course faculty</td></tr>
<tr><td>:nd Semester Evaluation (ESE) Theory: 50 marks<br><br>Short answer (10 out of 12): 10 x 1=10<br><br>Short Essay (6 out of 8) : 6 x 5= 30<br><br>Essay (1 out of 2) : 1x 10= 10<br><br>Practical: 35 marks<br><br>·Practical based assessments: 30 marks<br><br>·Record: 5 marks</td></tr>
</table>

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**SUGGESTED READINGS**

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2. Bell, A.D (1991). Plant form- An illustrated guide to Flowering plant morphology. Oxford University Press, New York, Tokyo.
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**MAHARAJA’S COLLEGE, ERNAKULAM .**
**(Govt. Autonomous)**

| | |
|---|---|
| **Programme** | **BSc. (Honours) BOTANY** |
| **Course Name** | **Plant cell and molecular biology** |
| **Type of Course** | DSC A |
| **Course Code** | MCE5DSCBOT301 |
| **Course Level** | 300-399 |
| **Course Summary** | Cell and Molecular biology play a crucial role in shaping understanding of life. The course emphasizes the basic principles that buttress the processes unique to living organisms at the molecular and cellular levels. Students will acquire a basic understanding of architecture of plant cells, organization of genetic material, the storage, transfer, and regulation of genetic information etc. Students learn how genes and proteins organize cells for cellular activities thereby gaining an in-depth understanding of cellular function. On completion of this course, they are equipped to tackle fundamental scientific questions. The course envisages the application of modern molecular and cellular biology in Plant Sciences and provides a solid foundation for further studies in the areas of molecular life sciences, bioengineering, and biotechnology. |

<table>
<tr><td>Semester</td><td>V</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>3</td><td>-</td><td>1</td><td>-</td><td>75</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">Basic understanding of cell structure in plants, process of cell division and knowledge of experiments that led to the discovery of genetic material</td></tr>
</table>

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Outline the historical developments in cell and molecular biology | U | PO3 |
| 2 | Illustrate the structure and function of plant cell wall and cell organelles | A | PO2 |
| 3 | Describe the function of the nucleus and chromosome condensation process and their role in heredity | U | PO1, PO2, PO10 |
| 4 | Assess the gene regulatory network and inheritance in organisms | E | PO1, PO2 |
| 5 | Examine how Cell division and programmed cell death occur within a plant cell | An | PO3, PO10 |
| 6 | Investigate the role of enzymes in regulating cell activities | E | PO2 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

## COURSE CONTENT

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Introduction, cellular architecture and cell organelles (20 hours)** | | | |
| | 1.1 | History and Scope of Cell and Molecular biology; Major developments in Cell and Molecular Biology. | 1 | 1 |
| | 1.2 | Architecture (Brief Account) and Functions of Plant Cell Wall. Cell Membrane and Chemical Composition of Cell Membrane. | 3 | 2 |
| | 1.3 | Structure and Major Functions of the following cell organelles: Endoplasmic Reticulum, Lysosomes, Dictyosomes, Vacuole, Ribosomes (Brief Account) and Cytoskeleton. Structure and Major Functions of Semi-autonomous Cell Organelles - Chloroplast, Mitochondria, Major Components and Definitions of GERL and Endomembrane System. | 6 | 2 |
| | 1.4 | Ultra Structure of Nucleus, Nuclear Envelope, Nuclear Pore Complex (NPC). Structure and Function of Nuclear lamina and Nucleolus. | 3 | 3 |

| | | | | |
|---|---|---|---|---|
| | 1.5 | Morphology of a typical chromosome, Organization of genetic material in chromosomes.<br>Structural organization: Histones, Non-histoneproteins, Nucleosomes, Chromatosomes.<br>Higher level of chromosome organization; Solenoid model. Special Chromosomes: Structure and Function of Polytene and Lamp brush chromosomes. | 6 | 3 |
| | 1.6 | Types and Organization of Chromatin: Heterochromatin, Euchromatin, Karyotype, Idiogram | 1 | 3 |
| | **Genetic material, cell cycle and mutations (15 hours)** | | | |
| **2** | 2.1 | Significance of mitosis and meiosis, Eukaryotic Cell cycle (G1, S, G2, M)<br>Evolutionarily conserved genes and proteins. | 3 | 5 |
| | 2.2 | Cell Death, Programmed Cell Death (Apoptosis), Necrosis (Overview).<br>**Activity**: Students may submit appropriate illustrations with short descriptions to explain how events of meiosis together with gametic fusion during sexual reproduction, brings about genetic variability in progenies of plants. | 2 | 5 |
| | 2.3 | Basic understanding of Genetic material<br>Types of DNA: A, B and Z DNA, Plastome - Chloroplast DNA.<br>Types and functions of RNA: hnRNA, mRNA, tRNA, rRNA, snRNA and microRNA<br>**Activity:** Prepare a comparative account on the types of RNA and submit for evaluation | 4 | 5 |
| | 2.4 | DNA replication (prokaryotic): Role of enzymes - DNA Polymerases, Primases, Helicases, Ligases and DNA Topoisomerases. | 3 | 6 |
| | 2.5 | Point Mutations: Definitions of Transition Mutations, Transversion Mutations, Silent mutations, Missense mutations, Nonsense Mutations.Molecular basis of point mutations. Definition and Significance of Frameshift mutations. Significance of DNA repair mechanisms in cells.<br>**Activity:** Discuss how mutation in a single nucleotide leads to altered phenotype citing suitable examples. | 3 | 6 |

| | | | | |
|---|---|---|---|---|
| **3** | **Gene expression (10 hours)** | | | |
| | 3.1 | Gene expression: Central dogma of molecular biology and its revisions.<br>Basic mechanism of Transcription in Prokaryotes.<br>Perspective of transcription in Eukaryotes: Split genes, Introns, Exons, Spliceosomes (Definitions and significance).<br>Post transcriptional modification of mRNA<br>Translation in Prokaryotes. | 5 | 6 |
| | 3.2 | Genetic code, Wobble hypothesis, Regulation of gene expression<br>in prokaryotes by Operons: Lac and Trp operon, Regulation in eukaryotes (brief study). | 4 | 5 |
| | 3.3 | Endosymbiont hypothesis (Overview), Significance of chloroplast and nuclear DNA in the biosynthesis of RUBISCO. | 1 | 6 |
| **4** | **Practical (30 hours)** | | | |
| | 4.1 | Study of mitosis by squash preparation of *Allium* sp. root tip | 30 | 2, 3, 5 |
| | 4.2 | Calculate mitotic index of root tips prepared by squash preparation | | |
| | 4.3 | Identification of various stages of meiosis I using appropriate illustrations | | |
| | 4.4 | Isolation of plant DNA from appropriate plant specimen | | |
| | 4.5 | Demonstration (any one) of<br>● Cell viability using tri-phenyl tetrazolium chloride (TTC).<br>● Cell counting using hemocytometer<br>● Observation of cyclosis and Chloroplast in leaf of *Hydrilla* orStaminal hairs of *Rheo discolor* | | |
| | 4.6 | Separation of cells from cell suspension/ cell culture using centrifugation (yeast cells) | | |

| 5 | **Teacher specific course components** |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>A. **Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or<br>review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | **End Semester Evaluation (ESE) Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

**References**


1. Alberts, A., Johnson, A., Lewis, J., Morgan, D., Raff, M., Roberts K., & Walter, P, (2014). Molecular biology of the cell. Garland Science, 2015. 6th edition. ISBN-1J: 978- 0815345244

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<table>
<tr><td></td><td colspan="6">MAHARAJA’S COLLEGE,<br>ERNAKULAM .<br>(Govt. Autonomous)</td></tr>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Plant breeding and plant genetic resources</td></tr>
<tr><td>Type of Course</td><td colspan="6">DSE</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE5DSEBOT300</td></tr>
<tr><td>Course Level</td><td colspan="6">300-399</td></tr>
<tr><td>Course Summary</td><td colspan="6">The course on Plant Breeding and Plant Genetic Resources provides a comprehensive understanding of the principles and practices involved in enhancing the genetic makeup of plants for improved traits and characteristics. Students delve into the conservation, and sustainable utilization of plant genetic resources, emphasizing the importance of biodiversity in agricultural systems. The curriculum covers various breeding methods, including classical and molecular techniques, enabling students to grasp both traditional and cutting-edge approaches to develop crop varieties with desirable traits such as yield, disease resistance, and environmental adaptation. Overall, this course equips students with the knowledge and skills needed to contribute to the advancement of sustainable agriculture and food security through effective plant breeding practices and responsible use of genetic resources.</td></tr>
<tr><td>Semester</td><td>V</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">Basics of plant hybridization or basic plus two knowledge.</td></tr>
</table>

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No. |
|---|---|---|---|
| 1 | Summarize the origin and scope of plant breeding along with the major research centers involved in plant breeding | U | PO4, PO6, |
| 2 | Choose a proper plant breeding method for a crop improvement programme | A | PO1, PO2, PO7, PO10 |
| 3 | Explain the nuances of heterosis and inbreeding depression | U | PO1, PO2, PO4, PO7 |
| 4 | Explore the importance and applications of plant genetic resources for food security and agriculture | A | PO1, PO2, PO3, PO4, POPO8, PO9, PO10 |
| 5 | Develop strategies for conserving the regional plant genetic resources | C | PO1, PO2, PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

## COURSE CONTENT

| Mod | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | | **Introduction to plant breeding (10 hours)** | | |
| | 1.1 | Significance of plant breeding. | 2 | 1 |
| | 1.2 | The centres of origin: Nikolai Vavilov's Centres of Origin of Cultivated Plants - Different centres and their significance. | 4 | 1 |
| | 1.3 | National and International Centres of Plant breeding- ICAR, NBRI (National Botanical Research Institute), IRRI Philippines, IPGRI (International plant genetic resource institute, Rome). Plant breeding Stations in Kerala and their achievements – CPCRI, CTCRI, RRII. | 4 | 1 |
| | | **Plant Breeding methods for crop improvement (10 hours)** | | |
| | 2.1 | Plant introduction: procedure of plant introduction - quarantine regulations, acclimatization, agencies of plant introduction in India, major achievements. | 2 | 2 |
| | 2.2 | Plant Selection: mass, pure-line, clonal | 2 | 2 |

| | | | | |
|---|---|---|---|---|
| 2 | 2.3 | Hybridization: types, procedure, important achievements. | 2 | 2 |
| | 2.4 | Mutation breeding and polyploidy breeding: methods and applications | 2 | 2 |
| | 2.5 | Advanced tools and techniques in plant breeding (Brief account). | 2 | 2 |
| | (Optional reading: Breeding of virus-resistant transgenic sugarcane by the integration of the Pac1 gene.) | | | |
| 3 | **Heterosis and Inbreeding depression (22 hours)** | | | |
| | 3.1 | Heterosis in plant breeding - characteristic features, applications and achievements in crop improvement, dominance, overdominance and pseudo-overdominance hypothesis of heterosis. | 3 | 3 |
| | 3.2 | Effects of inbreeding. Inbreeding depression- features, degree of inbreeding depression. | 2 | 3 |
| | 3.3 | Methods of segregating generations - pedigree method, bulk method, back cross method. | 3 | 3 |
| | **Activity** | | | |
| | a | Compare the effectiveness of any one Emasculation method in any bisexual plant and take photos of the same. | 3 | 2 |
| | b | Demonstration of hybridization in plants | 2 | 2 |
| | c | Identify self- pollinated and cross-pollinated plants present in your locality based on floral morphology and make an album with details (at least ten plants are required) | 3 | 2 |
| | d | Find any 10 plant breeding centres in India using google map. Prepare a report on these research centres. | 2 | 1 |
| | e | Visit any plant breeding station in Kerala and understand various breeding practices followed there. | 4 | 1 |
| | **Plant genetic resources for food and agriculture (18 hours)** | | | |
| | **4.1** | Exploration and collection of genetic resources - importance of wild relatives of crop plants and their genetic diversity in crop improvement. | 2 | 4 |
| | **4.2** | Ethnobotany in relation to conservation of genetic resources. Identification of farming systems of: food crop – Rice (need to learn any 5 traditional rice varieties in Kerala); Vegetables - Cow pea, Bitter gourd; Spices- Ginger, Black pepper; Medicinal plants - *Aloe*; Plantation crops – Coffee and Coconut; Fruits - Banana. | 5 | 4 |

| | | | | |
|---|---|---|---|---|
| **4** | **4.3** | Binomial, Family and uses of the following underutilized edible plants - Vegetables - *Averrhoa carambola* (Chathurappuli), *Dioscorea esculenta* (Nanakizhangu), *Canavalia gladiata* (Valpayar), *Psophocarpus tetragonolobus* (Chathurapayar), *Sauropusandrogynus* (Velicheera), *Ipomoea turbinata* (Nithya Vazhuthana); Fruits - *Artocarpus hirsutus* (Anjili), *Aporosacardiosperma* (Vetti), *Spondias pinnata* (Ambazham), *Syzygiumcumini* (Njaval), *Flacourtiamontana* (Kattuloovika), Millets - *Echinochloa crus-galli* (Barnyard grass) | 3 | 4 |
| | **4.4** | Major threats to the genetic resources: anthropogenic activities – deforestation, habitat destruction and invasive species. | 2 | 5 |
| | **4.5** | Conservation of genetic resources - biodiversity conservation, in-situ conservation – national parks, sanctuaries, and biosphere reserves; ex-situ conservation – Botanical gardens, gene banks, germplasm banks and cryopreservation, NBPGR | 3 | 5 |
| | **Activity** | | | |
| | **a** | Collect and submit any two traditional cultivars of the vegetables, fruits, spices, medicinal plants and plantation crops mentioned in the syllabus. | 3 | 1,2,4, 5 |
| | **b** | Make a list of traditionally cultivating crops in the local area, and make a registry | 2 | 4,5 |
| **5** | **Teacher specific course components** | | | |

| | |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA)**<br>**Theory/Hands on Work- 30 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty |

| | |
|---|---|
| | **B. End Semester Evaluation (ESE)- 70 marks**<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks |

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|---|---|
| | **MAHARAJA’S COLLEGE, ERNAKULAM . (Govt. Autonomous** |
| **Programme** | **BSc. (Honours) BOTANY** |
| **Course Name** | **Phytogeography, forestry and ecotourism** |
| **Type of Course** | DSE |
| **Course Code** | MCE5DSEBOT301 |
| **Course Level** | 300-399 |
| **Course Summary** | The course ‘Phytogeography, Forestry and ecotourism’ deals with the study of distribution of plant community, its management and conservation. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Semester** | V | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 4 | - | - | - | 60 |
| **Pre-requisites, if any** | Nil | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learni ng Domai ns * | PO No |
|---|---|---|---|
| 1 | Explain various theories and principles related to plant distribution | U | PO1,PO6 |
| 2 | Identify and categorize the interactions in the ecosystem and factors affecting the plant growth | An | PO1,PO2 |
| 3 | Describe the principles and practices in forest management | U | PO1 |
| 4 | Evaluate and appreciate the role of youth, Clubs, organizations in conservations. | Ap | PO3,PO4, P O7 |
| 5 | Appreciate the role of ecotourism projects in nature conservations | Ap | PO3,PO7, PO9,PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

## COURSE CONTENT

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | | **Plant and Environment (17 hours)** | | |
| | 1.1 | Ecological complexes and factors affecting plants growth and distribution.<br>Biotic factors: interactions – positive and negative | 3 | 2 |
| | 1.2 | Topographic factors: altitude and aspects.<br>Edaphic factors – soil profile and physical and chemical properties of soil, soil formation | 4 | 2 |
| | 1.3 | Climatic factors: temperature and pressure, water - precipitation, humidity, soil water holding capacity, light - global radiation | 3 | 2 |
| | 1.4 | Morphological, anatomical, and physiological adaptation of plants to the environment with references to biomes. | 7 | 2 |
| **2** | | **Phytogeography (16 hours)** | | |
| | 2.1 | Definition, principles governing plant distribution, factors affecting plant distribution | 2 | 1 |
| | 2. 2 | Plant distribution- distribution of plants- continuous, discontinuous, and endemic.<br>Theories of plant distribution – migration hypothesis, long distance dispersal hypothesis, theory of continental drift, age area hypothesis, land bridge theory. | 5 | 1 |
| | 2.3 | World Biomes - aquatic and terrestrial, Climatic, vegetational and botanical zones of India. | 4 | 1 |
| | 2.4 | Remote sensing - Definition and data acquisition techniques. Application of remote sensing in vegetation classification, understanding environmental issues and ecosystem management. Geographic information system (GIS). | 5 | 1 |
| 3 | | **Forestry (17 hours)** | | |
| | 3.1 | Introduction to forestry: Classification of forests (Champion and Seth, 1968). Major types of forests in India. Silviculture; principles and practices- clear felling system, coppice system. Common plants in silviculture. Sustainable forest management approaches with reference to Kerala - timber plantation, agroforestry, social forestry, JFM | 6 | 3 |

| | | | | |
|---|---|---|---|---|
| 4 | 3.2 | Forest Ecosystems and biodiversity- Forest ecology and ecosystem services. Biodiversity-definition, values of biodiversity, levels of biodiversity. Biodiversity loss, Concept of endemism. Types of endemism. | 5 | 3 |
| | 3.3 | Species extinction – Rate of species extinction, reasons to stop extinction- methods to save species. Threats to forest biodiversity, IUCN- threat categories. IUCN account of biodiversity, red data book and hot spots. | 6 | 4 |
| | **Ecotourism(10 hours)** | | | |
| | 4.1 | Ecotourism definition, Elements and characteristics of ecotourism. Types of ecotourism – Heritage ecotourism, coastal ecotourism, cultural ecotourism, festival ecotourism, ayurvedic ecotourism. positive and negative impacts of ecotourism. | 5 | 5 |
| | 4.2 | Major ecotourism centers in Kerala – Gavi, Thattekadu, Thenmala. Learning activity:<br>Visit an ecotourism center and identify the ecotourism components of the ecotourism and submit a report. | 2 | 5 |
| | 4.3 | Wildlife tourism and its opportunities with reference to Kerala- Periyar tiger reserve, Tholpetty wildlife sanctuary | 3 | 5 |
| 5 | **Teacher specific course components** | | | |

| | |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |

| | |
|---|---|
| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>**Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks**<br><br>Involvement and responses in class room transactions<br><br>Home Assignments<br><br>Oral presentation/ Viva/Quiz/Open book test<br><br>Field study, Group discussion on a recent research or review article(<5 years) related to the course<br><br>Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE)- 70 marks**<br><br>Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br><br>Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br><br>Essay ( 1 out of 2): 1x 10= 10marks |

**References**


1. Woodward, S. L. (2009). Introduction to biomes. Greenwood Press.
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## SUGGESTED READINGS


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# MAHARAJA'S COLLEGE, ERNAKULAM . (Govt. Autonomous

| | | | | | | |
|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Plant biotechnology** | | | | | |
| **Typeof Course** | DSE | | | | | |
| **Course Code** | MCE5DSEBOT302 | | | | | |
| **Course Level** | 300-399 | | | | | |
| **Course Summary** | The course is designed as a comprehensive exploration to the field of Plant Biotechnology. The course aims to familiarize students with the key developments in the sphere of Plant Biotechnology and to discuss the potential applications of biotechnology in crop improvement and for novel uses for plants. | | | | | |
| **Semester** | V | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 4 | - | - | - | 60 |
| **Pre-requisites, if any** | General overview and key concepts of Biotechnology | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Choose methods for *in vitro* regeneration of plants from explants including shoot and root organogenesis | Evaluate | PO1, PO2, PO3, PO10 |
| 2 | Constructvectors for specific purposes like gene expression, replication and selection markers. | Evaluate | PO1, PO2, PO3 |
| 3 | Develop proficiency in fundamental gene cloning techniques. | Apply | PO1, PO2, PO3 |
| 4 | Compare different gene transfer methods based on efficiency and specificity. | Analyze | PO1,PO2,PO3 |

| | | | |
|---|---|---|---|
| 5 | Explain the applications of plant genetic engineering in the field of agriculture, medicine, environment, and industry. | Apply | PO1,PO2, PO3,PO6,PO7,PO8,PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Plant Tissue Culture (15 Hours)** | | | |
| | 1.1 | Introduction to Plant Biotechnology, concept of totipotency, callus, basic infrastructure of tissue culture lab, sterilization methods, composition, and preparation of culture media; role of hormones in morphogenesis, direct and indirect organogenesis; somatic embryogenesis (brief account only) | 6 | 1 |
| | 1.2 | Tissue culture applications -micropropagation, androgenesis, virus elimination, haploids, hybrids Secondary metabolite production - hairy root culture, bioreactors: design of simple bioreactor, application in secondary metabolite production-, cryopreservation for germplasm conservation. Protoplast isolation, culture and fusion, somatic hybridisation, and applications - cybrids | 9 | 1 |
| | **Recombinant DNA Technology (29 Hours)** | | | |
| | 2.1 | Restriction Endonucleases (Types I-IV, biological role and application); T4 DNA Ligase; cloning Vectors: properties of ideal cloning vector, features of cloning vectors -pCAMBIA, Ti plasmid, BAC, Lambda phage,Cosmid, YAC<br>Expression vectors, Shuttle vector- Brief account only | 7 | 2 |

| | | | | |
|---|---|---|---|---|
| 2 | 2.2 | Recombinant DNA technology: rDNA definition, steps involved (outline), bacterial transformation and selection of recombinant clones, PCR- mediated cloning, Plasmid construct- general design; construction of genomic and cDNA libraries, screening of recombinant DNA- complementation (Blue white screening), colony hybridization<br><br>Biotechnology instrumentation and Lab visit<br><br>**Preferable**:<br><br>Working of PCR machine, Agarose gel electrophoresis, UV transilluminator demonstration (if facilities are available) | 14 | 3 |
| | 2.3 | Methods of gene transfer: direct gene transfer - electroporation, microinjection, microprojectile /particle bombardment, In- direct gene transfer- Agrobacterium mediated gene transfer<br><br>Selection of transgenic plants– selectable marker (antibiotic and herbicide) and reporter genes (GUS, GFP). | 8 | 4 |
| 3 | **Application of Biotechnology (7 Hours)** | | | |
| | 3.1 | Herbicide resistant plants (RoundUp Ready soybean); transgenic crops with improved quality traits (Golden rice); improved horticultural varieties (Moondust carnations) | 4 | 5 |
| | 3.2 | Role of transgenics in bioremediation (Superbug); Industrial enzymes (Aspergillase, Protease, Lipase); Genetically Engineered Products–Edible vaccine. | 3 | 5 |
| **4** | **Advances in Plant Biotechnology (9 Hours)** | | | |
| | 4.1 | Gene editing tools (CRISPR- Cas9) and its role in transgenic plant development and gene function studies (Brief account only)<br><br>Synthetic biology and plant metabolic engineering for improved crop traits, Developing climate resilient crops (Brief account only)<br><br>Ethical considerations in plant biotechnology<br><br>Biosafety considerations and IPR associated with GM crops | 9 | 5 |

| 5 | **Teacher specific course components** |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry- Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE)- 70 marks**<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks |

**References**


1. Chawla H. S (2009): Introduction to Plant Biotechnology 3rd Edition, Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi.
2. Desmond S. T Nicholl (2008): An Introduction to Genetic Engineering; Studies in Biology. Cambridge University Press. 3rd Edition.
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**Suggested readings:**


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2. Timir Baran Jha and Biswajit Ghosh (2016): Plant Tissue Culture. Platinum Publishers. Revised 2nd Edition. Kolkata

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<table>
<tr><td></td><td colspan="6">MAHARAJA’S COLLEGE, ERNAKULAM<br>(Govt. Autonomous)</td></tr>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Green technology and sustainable development</td></tr>
<tr><td>Type of Course</td><td colspan="6">DSE</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE5DSEBOT303</td></tr>
<tr><td>Course Level</td><td colspan="6">300-399</td></tr>
<tr><td>Course Summary</td><td colspan="6">This program emphasizes on green systems and the environment, energy technology efficiency and sustainability. These chemical processes make hazardous products which are made green, safe and economically acceptable by using biotechnology.</td></tr>
<tr><td>Semester</td><td>V</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6"></td></tr>
</table>

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Interpret the relevance and the concept of green technology for sustainable development. | U | PO6, PO10 |
| 2 | Examine the various cleaner development mechanisms. | An | PO2, PO10 |
| 3 | Outline the concepts related to conventional and non- conventional energy. | K | PO2, PO10 |

| | | | |
|---|---|---|---|
| 4 | Discuss and implement the environmental regulations and standards. | U | PO1, PO9 |
| 5 | Identify and implement the concepts on various energy efficient systems and green buildings. | U | PO6, PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| **Module** | **Units** | **Course description** | **Hrs** | **CO No.** |
|---|---|---|---|---|
| **1** | **Introduction to Green chemistryand sustainability (20 hours)** | | | |
| | 1.1 | Twelve principles of green chemistry, green technology-definition, importance, and applications. | 3 | 1 |
| | 1.2 | Green technology initiatives in India | 1 | 1 |
| | 1.3 | Extraction procedures: Green methods of synthesis- microwave assisted synthesis, super critical fluids- extraction, process and applications. | 6 | 1 |
| | 1.4 | Introduction, Concepts- Social, economic and environmental sustainability; Sustainable development, Nexus between Technology and | 5 | 3 |

| | | | | |
|---|---|---|---|---|
| | | Sustainable development; Millennium Development Goals (MDGs) and SustainableDevelopment Goals (SDGs). | | |
| | 1.5 | Basic concepts of Conventional and non-conventional energy, General idea about solar energy, Fuel cells, Wind energy, Small hydro plants, bio-fuels, Energy derived from Oceans and Geothermal energy | 5 | 3 |
| **2** | **Cleaner development mechanism and technologies (10 hours)** | | | |
| | 2.1 | Cleaner development mechanism- reuse, reduce and recycle, raw material substitution; wealth from waste; Zero waste concept, carbon credits carbon trading, carbon sequestration. | 5 | 2 |
| | 2.2 | Bioremediation: Recent Advances with special reference to Phyto nanotechnology | 5 | 2 |
| **3** | **Environmental management standards and green future (15 hours)** | | | |
| | 3.1 | Eco-labelling, ISO 14001:2019 framework and benefits, Scope and goal of Life Cycle Analysis (LCA), Bio-mimicking, Environment Impact Assessment (EIA), (Brief account). | 5 | 4 |
| | 3.2 | Green future: Agenda of green development; reduction of ecological footprint; Water Conservation and Audit, major challenges and their resolution for implementation of green technologies; green practices to conserve natural resources | 5 | 5 |
| | 3.3 | Green buildings: Definition- Features and benefits, outlined examples; LEED certified building; Eco-mark certification, Eco-mark in India. Green planning: role of governmental bodies, land use planning, concept of green cities, green belts. | 5 | 5 |
| | **Experiential learning (15 hour)** | | | |
| | 4.1 | Prepare a report on eco-friendly initiatives taking place in your locality. | 3 | 1, 5 |

| | | | | |
|---|---|---|---|---|
| **4** | 4.2 | Familiarizing with renewable energy gadgets. | 3 | 1, 5 |
| | 4.3 | Green Tech Trip- Visit to any well-maintained green technology institutes or establishments. | 6 | 4, 5 |
| | 4.4 | Make a report on eco-mark certification products. | 3 | 5 |
| **5** | **Teacher specific course components** | | | |

| | |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE)- 70 marks**<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks |

**References**


1. Mackenthun, K.M., (1998). *Basic Concepts in Environmental Management*, Lewis Publication, London.
2. Purohit, S. S., (2008) *Green Technology - An approach for sustainable environment*, Agrobios Publication.
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**MAHARAJA’S COLLEGE, ERNAKULAM**

**(Govt. Autonomous)**

<table>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Analytical techniques in plant science</td></tr>
<tr><td>Type of Course</td><td colspan="6">DSE</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE5DSEBOT304</td></tr>
<tr><td>Course Level</td><td colspan="6">300-399</td></tr>
<tr><td>Course Summary</td><td colspan="6">This course will provide a comprehensive overview of the various preparative methods and analytical techniques in plant science. Students will learn the principles of different analytical techniques and its practical applications in plant research.</td></tr>
<tr><td>Semester</td><td>V</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">Basic knowledge in science</td></tr>
</table>

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Outline the methods and procedures in microscopy | U | PO1, PO2, PO3, PO9, PO10 |
| 2 | Articulate the principles underlying different instruments employed in plant science research | U | PO1, PO2, PO3 |

| | | | |
|---|---|---|---|
| 3 | Explain working and application of various separation and analytical techniques | U | PO1, PO2, PO3, PO9, PO10 |
| 4 | Apply the techniques in enumeration, analysis and purification of plant samples | A | PO1, PO2, PO3, PO9, PO10 |
| 5. | Acquire expertise in various preparative methods and analytical techniques in plant science | A,S | PO1, PO2, PO3, PO9, PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Modul e | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Preparative Techniques in Microscopy (19 Hours)** | | | |
| | 1.1 | Collection, preservation (dry & Wet) and preparation of plant materials: squash, smear, whole mount, maceration, and Sectioning. Retaining the natural colour of the plant samples (brief study). | 4 | 1 |
| | 1.2 | Killing and fixing: properties of good fixative: types of fixative and fixation; killing and fixing agents and their composition (Carnoy's fluid and FAA) | 2 | 1 |
| | 1.3 | Sectioning- free hand and microtomy, applications of microtome - rotary microtome, sledge microtome, and cryostat | 3 | 1,2 |
| | 1.4 | Stains and staining techniques – different types of stains and their composition- safranin, acetocarmine; vital stains - neutral red, evans blue, types of staining - Single staining and Double staining. | 4 | 1 |
| | 1.5 | Mounting and preparation of slides - mounting media: glycerine, DPX, and canada balsam; preparation of slides: temporary and permanent | 2 | 1 |

| | | | | |
|---|---|---|---|---|
| | 1.6 | **Activity:**<br>1. Temporary mounting of a hand-sectioned single- stained specimen<br>2. Maceration of a given specimen (Cucurbita stem) | 4 | 1,5 |
| **2** | **Instrumentation for analysis (19 Hours)** | | | |
| | 2.1 | Principle, working, and application: light microscopy, phase contrast microscopy, scanning electron microscopy. Image analysis software: ImageJ (brief account) | 5 | 1,2,3 |
| | 2.2 | Photometric Analysis – principle, working, and application of colorimeter and spectrophotometer. Definition and application of UV-visible spectroscopy and FTIR in plant science and related fields. | 6 | 2,3,4 |
| | 2.3 | Principle, working, and application of pH meter | 2 | 2,3 |
| | 2.4 | Enumeration Techniques: Haemocytometer | 2 | 4 |
| | 2.5 | **Activity**<br>1. Prepare a standard graph and estimate the concentration of a solution using a colorimeter<br>2. Adjust the pH of a solution using pH meter/ pH pen | 4 | 2,3,5 |
| 3 | **Methods for sample preparation (7 Hours)** | | | |
| | 3.1 | Centrifugation - Principle, working, and application of high- speed centrifuge and ultracentrifuge (preparative and analytical model) | 4 | 2,4 |
| | 3.2 | Principle and application of lyophilizer and freeze-drying | 3 | 2 |
| 4 | **Techniques for analysis and separation** | | | |
| | 4.1 | Chromatography Techniques: - principle, working, and application of paper chromatography, TLC, column chromatography, HPLC. | 5 | 2,3 |
| | 4.2 | Electrophoresis: Electrophoretic mobility, factors affecting electrophoretic mobility. working and application of SDS- PAGE and agarose gel electrophoresis | 5 | 2,3 |

| | | | | |
|---|---|---|---|---|
| | 4.3 | **Activity:**<br>1. Visit a recognized instrumentation lab or research lab and submit a report. | 5 | 2,3,5 |
| 5 | **Teacher specific course components** | | | |
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture- based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. | | | |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty | | | |
| | **B. End Semester Evaluation (ESE)- 70 marks**<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks | | | |

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<table>
<tr><td></td><td colspan="6">MAHARAJA’S COLLEGE, ERNAKULAM<br>(Govt. Autonomous)</td></tr>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Climate change and disaster management-botanical perspective</td></tr>
<tr><td>Type of Course</td><td colspan="6">DSE</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE5DSEBOT305</td></tr>
<tr><td>Course Level</td><td colspan="6">300-399</td></tr>
<tr><td>Course Summary</td><td colspan="6">This course is designed to equip students<br>● To develop awareness on climate change and types of disasters in modern world<br>● To develop climate change mitigation and disaster resilience strategies</td></tr>
<tr><td>Semester</td><td>V</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">Nil</td></tr>
</table>

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Explain fundamental causes and evidence of climate change & Disasters | U | PO1, PO2 |
| 2 | Evaluate the multifaceted impacts of climate change | E | PO1, PO2 |
| 3 | Analyze mitigation and adaptation strategies on climate change | An | PO10 |
| 4 | Apply disaster management strategies | A | PO6 |
| 5 | Design and propose practical, interdisciplinary solutions for climate change mitigation and disaster resilience strategies at local, regional, and global levels | C | PO1, PO3 |

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)***

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | | **Basic science of Climate change (10 hours)** | | |
| | 1.1 | Introduction to climate change- climate, weather, greenhouse gasses, ozone formation and depletion, carbon footprint, global warming | 5 | 1 |
| | 1.2 | Causes & evidence of climate change- natural vs. anthropogenic factors Global patterns and trends of climate change | 5 | 1 |
| **2** | | **Impact of climate change (12 hours)** | | |
| | 2.1 | Global warming: Temperature rise, sea level rise, weather pattern change | 4 | 2 |
| | 2.2 | Impacts on biome: shifts in biodiversity | 4 | 2 |
| | 2.3 | Human health and social impacts: Heat related illness, food security, water scarcity | 4 | 2 |
| **3** | | **Climate change: Mitigation and Adaptation (15 hours)** | | |
| | 3.1 | Mitigation strategies: reducing greenhouse gas emissions, transition to renewable energy, international efforts, and policies | 5 | 3 |
| | 3.2 | Adaptation measures: adaptation and acclimatization mechanisms in plants | 5 | 3 |
| | 3.3 | Activity - prepare a proposal on interdisciplinary solutions for climate change mitigation at local/ regional/ global levels | 5 | 3 |
| | | **Introduction to disaster types and disaster management Strategies (23 hours)** | | |
| | 4.1 | Natural Disasters -Meteorological disasters: hurricanes, cyclones,Geological Disasters: earthquakes, landslides; Hydrological Disasters: floods, avalanches | 5 | 1 |
| **4** | 4.2 | Man-Made Disasters Technological disasters: industrial accidents,Environmental disasters: pollution, deforestation, habitat destruction | 5 | 1 |

| | | | | |
|---|---|---|---|---|
| | 4.3 | Disaster preparedness and planning: Risk assessment, developing and implementing early warning systems, strategies for effective immediate response | 3 | 4 |
| | 4.4 | Mitigation and Recovery: General Mitigation strategies - Disaster mitigation by restoring and preserving natural ecosystem (Reforestation, Mangroves, Wetlands & wetland conservation laws, Installing of coastal Tetrapods).Post Disaster Recovery (Rehabilitation, reconstruction, and restoration), Community resilience (Building community capacity) | 10 | 4 |
| **5** | **Teacher specific course components** | | | |
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning,Online Learning, Blended Learning, and other innovative learning approaches. | | | |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty | | | |
| | **B. End Semester Evaluation (ESE)- 70 marks**<br>● Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>● Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>● Essay ( 1 out of 2): 1x 10= 10marks | | | |

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1. Agrawala, S., & Corfee-Morlot, J. (Eds.). (2008). The Economics of Climate Change Impacts: Measuring the Costs of Climate Change Adaptation. OECD Publishing.

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**MAHARAJA'S COLLEGE, ERNAKULAM**

**(Govt. Autonomous)**

| | | | | | | |
|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Mushroom production and value addition** | | | | | |
| **Type of Course** | SEC | | | | | |
| **Course Code** | MCE5SECBOT300 | | | | | |
| **Course Level** | 300-399 | | | | | |
| **Course Summary** | The present course encompasses various aspects of mushrooms focusing on its importance as a valuable food supplement. The course also deals with various aspects of mushroom cultivation including the process, requirements and post-harvest steps. The value addition and marketing strategies connected to this field is also included. | | | | | |
| **Semester** | V | Credits | | | 3 | |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | Total Hours |
| | | 3 | - | - | - | 45 |
| **Pre-requisites, if any** | Nil | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | State the importance of Mushrooms and distinguish between edible and poisonous mushrooms | U | PO1, PO10 |
| 2 | Appreciate the nutritive value and health benefits of mushrooms and implement edible mushroom cultivation techniques | A | PO1, PO3, PO7, PO9, PO10 |
| 3 | Outline the possibilities of value addition in mushrooms | An | PO1, PO2, PO7, PO9, PO10 |

| | | | |
|---|---|---|---|
| 4 | Develop entrepreneurship skills through product design | S | PO1, PO2, PO3, PO5 PO7, PO9, PO10 |
| 5 | Generate marketing strategies for value-added products of mushrooms | C | PO1, PO2, PO3, PO4, PO5 PO7, PO9, PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| | **Introduction to Mushrooms and Nutritional Value (10 hours)** | | | |
| **1** | 1.1 | General characters and morphology of mushrooms. Distinguishing characters of button, oyster and milky mushrooms. | 3 | 1 |
| | 1.2 | Identification of mushrooms - edible and poisonous.Scope and significance of mushroom cultivation | 3 | 1 |
| | 1.3 | Nutritional profile of mushrooms- Carbohydrates, proteins, amino acids, vitamins, minerals, fats and fibre. | 2 | 2 |
| | 1.4 | Health benefits of Mushrooms-anti-tumour, antiviral and antibacterial effect, in therapeutic diet(brief study) | 2 | 2 |
| | **Mushroom Cultivation and Pest Management (23 hours)** | | | |
| **2** | 2.1 | Mushroom cultivation: Requirements, structure and construction of mushroom house, sanitation and sterilization | 3 | 2, 4 |
| | 2.2 | Spawn preparation- requirements, spawn substrate selection, isolation of pure culture and nutrient media for pure culture, maintenance and storage of spawn.<br>**Learning activity**: Hands-on training on mushroom bed preparation/spawn preparation | 5 | 2, 4 |
| | 2.3 | Cultivation of Milky Mushroom (*Calocybe indica*), and Oyster Mushroom (*Pleurotus* sps.) using paddy straw.<br>**Learning activity**: Training in Oyster mushroom cultivation | 5 | 2,4 |

| | | | | |
|---|---|---|---|---|
| | 2.4 | Pest and disease management in mushroom cultivation (brief account), Spent mushroom substrate utilization- fodder, compost.<br>Learning activity: Visit to a mushroom cultivation unit | 10 | 1, 2 |
| 3 | **Value Addition in Mushrooms (12 hours)** | | | |
| | 3.1 | Post-harvest processing of mushrooms- refrigeration / instant packing, freeze drying, dehydration, canning | 3 | 3, 4 |
| | 3.2 | Value-added products from mushrooms – soup powder, biscuits, chutney powder, pickles.<br>**Learning activity:** Preparation of value-added products from mushrooms | 5 | 3, 4, 5 |
| | 3.3 | Marketing strategies for mushroom products | 2 | 4, 5 |
| | 3.4 | Major problems in mushroom cultivation and solutions. self-employment schemes, Government aids | 2 | 4, 5 |
| **4** | **Teacher-specific course components** | | | |
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field trips and mushroom production visit, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lectures, group discussions, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. | | | |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA)**<br>**Theory/Hands on Work- 25 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty | | | |
| | **B. End Semester Evaluation (ESE)**<br>**Theory: 50 marks**<br>Short answer (10 out of 12) : 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10 | | | |

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# SEMESTER VI

| | **MAHARAJA’S COLLEGE, ERNAKULAM (Govt. Autonomous)** | | | | | |
|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Plant physiology and biochemistry** | | | | | |
| **Type of Course** | DSC A | | | | | |
| **Course Code** | MCE6DSCBOT300 | | | | | |
| **Course Level** | 300-399 | | | | | |
| **Course Summary** | The course aims at introducing the physiology of plant systems and indulges the student in finding out various processes that function within the plant body. The course also deals with various biomolecules. | | | | | |
| **Semester** | VI | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, if any** | Concept of a plant cell and cell components, Basic chemistry of compounds | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Enlist various biomolecules in the living system. | K | PO1 |
| 2 | Summarize the physiology of different plant life processes. | U | PO1 |
| 3 | Categorize the factors affecting physiological processes | An | PO1 |
| 4 | Investigate the presence of biomolecules in a given system | E | PO2 |
| 5 | Investigate the role of biotic and abiotic components in plant stress | E | PO2 |
| 6 | Design experiments in plant physiology | C | PO1 |
| 7 | Appraise intricacies of protein structure and diversity | Ap | PO1<br>PO2 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)** | | | |

## COURSE CONTENT

| Module | Un its | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Plant water relations (7 Hours)** | | | |
| | 1.1 | Plant water relations :Diffusion, imbibition, osmosis; Absorption of water - active and passive, apoplastic and symplastic pathways. | 2 | 2 |
| | 1.2 | Ascent of sap: Cohesion-tension theory, embolism; Transpiration- types, mechanism and significance; anti-transpirants. Guttation. | 2 | 2,3 |
| | 1.3 | Major and minor elements in plant nutrition, mineral uptake - passive (ion exchange) and active (carrier concept). | 3 | 2 |
| 2 | **Photosynthesis and respiration (30 Hours)** | | | |
| | 2.1 | Photosynthesis:Pigments, Photosystems; Light Reactions - cyclic and non-cyclic photophosphorylation. Dark reactions - C3, C2, C4 pathway, CAM. Factors affecting photosynthesis. | 8 | 2,3 |
| | 2.2 | Translocation of solutes: Phloem loading and unloading, polymer trapping (brief account); Mechanism - mass flow hypothesis. | 2 | 2 |
| | 2.3 | Respiration:Anaerobic and Aerobic; Glycolysis, Kreb's cycle, Mitochondrial Electron Transport system, ATP synthesis - chemi- osmotic hypothesis, Factors affecting respiration. | 8 | 2,4 |
| | 2.4 | Carbohydrates: Classification: mono (glucose and fructose), di (sucrose) and polysaccharides (starch); general structure (Haworth Projection) and functions.<br>Lipids:General features, roles and types of lipids (Simple and Compound, structural and storage lipids).<br>Proteins:General account of proteins - amino acid, peptide bond. Structural levels of proteins - primary, secondary, tertiary, and quaternary; General functions of proteins<br>Enzymes:classification and nomenclature, mechanism of action (Lock and Key Hypothesis, | 12 | 1, 7 |
| 3 | **Plant hormones and stress physiology (8 Hours)** | | | |
| | 3.1 | Plant hormones : Physiological effect and practical applications - Auxins, Gibberellins, Cytokinins, ABA, and Ethylene. | 2 | 2 |

| | | | | |
|---|---|---|---|---|
| | 3.2 | Stress Physiology: Abiotic (water and salt), Biotic (pathogens) stress, Role of phenolics and compatible solutes. | 4 | 2,5,6 |
| | 3.3 | Physiology of flowering : Phytochromes, Photoperiodism, Vernalization | 2 | 2 |
| 4 | **Practical (30 Hours)** | | | |
| | 4.1 | **Plant Physiology (20 Hours)**<br>Core Experiments (any 3):<br>● Separation of plant pigments by TLC/Paper/ Column chromatography.<br>● Estimation of plant pigments by colorimetry.<br>● Estimation of Proline in plant tissue under abiotic stress.<br>● Estimation of Phenol in plant tissues under biotic stress.<br>● Calculation of stomatal index in mesophytes and xerophytes<br>● Estimation of rate of photosynthesis<br>Demonstration experiments: (ANY 4)<br>● Demonstration of plasmolysis.<br>● Demonstration of tissue tension.<br>● Demonstration of osmosis using osmoscope.<br>● Demonstration of Oxygen evolution during Photosynthesis.<br>● Measurement of transpiration rate using Ganong's potometer/Farmer's potometer<br>● Measurement of leaf conductance using leaf porometer. | 20 | 4,5,6,7 |
| | 4.2 | **Biochemistry (10 Hours)**<br>● General test for carbohydrates – Molisch's test, Benedict's tests / Fehling's test.<br>● Colour test for starch - iodine test.<br>● Colour tests for proteins in solution – Million's test<br>● Quantitative estimation of protein using a | 10 | 5,7 |

| | | | | |
|---|---|---|---|---|
| | 4.3 | **Activity** (Any one)<br>● Design and perform an experiment related to plant physiology. Prepare and submit a report with geotagged photos.<br>● Prepare and submit a report with your views and conclusions on the latest research in physiology / biochemistry based on journal publications on any topic mentioned in the syllabus (A copy of the original publication has to be submitted with the report.<br>● Design models representing physiological or biochemical processes taking place in plants and submit them for evaluation.<br>● Prepare a review article in a selected research area in Physiology and biochemistry and submit for evaluation.<br>● Retrieve 5 research articles on any selected topic in Physiology/ biochemistry and submit them for evaluation. | | |
| 5 | **Teacher specific course components**<br>**Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture- based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. | | | |
| **Assess ment Types** | **MODE OF ASSESSMENT**<br>A. **Continuous Comprehensive Assessment (CCA)**<br>**Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test<br>Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty | | | |

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| | **B. End Semester Evaluation (ESE)**<br>**Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

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<table>
<tr><td></td><td colspan="6">MAHARAJA’S COLLEGE, ERNAKULAM<br>(Govt. Autonomous)</td></tr>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Genetics and evolutionary biology</td></tr>
<tr><td>Type of Course</td><td colspan="6">DSC A</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE6DSCBOT301</td></tr>
<tr><td>Course Level</td><td colspan="6">300-399</td></tr>
<tr><td>Course Summary</td><td colspan="6">This course provides a comprehensive exploration of the fundamental principles underlying genetics and evolutionary biology. Students will delve into the molecular basis of inheritance, the mechanisms of evolution, and the interconnectedness of these fields. Through theoretical discussions, practical applications, and case studies, participants will gain a deep understanding of how genetic processes drive evolutionary change.</td></tr>
<tr><td>Semester</td><td>VI</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">History of genetics and contributions of Gregor Johann Mendel.<br>Concept of gene and chromosome.</td></tr>
</table>

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Describe the basic principles of classical genetics and genetic interactions | U | PO1, PO4, PO6, PO7, PO10 |
| 2 | Discuss the non-mendelian patterns seen in nature | U | PO1, PO2 |
| 3 | Estimate the linkage based genetic mapping in eukaryotes | E | PO1, PO2, |

| | | | |
|---|---|---|---|
| 4 | Explain the types of sex determination mechanisms in higher organisms | U | PO1,PO2, PO7,PO10 |
| 5 | Summarize the basics ofpopulation genetics | U | PO1,PO2, PO7,PO10 |
| 6 | Transfer the concept of evolution in social inclusivity | A | PO1,PO2, PO6,PO7, PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Introduction to Genetics, Gene Interactions and Non-mendelian Inheritance (30 hours)** | | | |
| | 1.1 | a) Terms & Concepts – chromosome, gene, allele- dominant and recessive, locus, genotype & phenotype, chromosome theory of inheritance, cross-monohybrid & dihybrid, testcross, backcross<br>b) Principles of Mendelian Inheritance- Dominance, Segregation, and Independent Assortment.<br>c) Model genetic organisms- *Neurospora crassa*, *Saccharomyces cerevisisae*, *Arabidopsis thaliana*, *Zeamays* (mention only their importance in genetic study) | 8 | 1 |
| | 1.2 | Modifications of Mendelian ratios<br>a) Incomplete dominance: Example - flower colour in *Mirabilis jalapa.*<br>b) Co-dominance: Example - MN blood type in humans.<br>c) Lethalgenes: Example - pigmentation in Snapdragon.<br>d) Epistasis: - Dominant epistasis: Example - fruit colour in summer squashes; Recessive epistasis – coat colour in mice<br>e) Complementary gene interaction: Example - flower colour in *Lathyrus odoratus*.<br>f) Multiple alleles: definition, example – Blood grouping in human ABO, Self-sterility in *Nicotiana tabaccum*. | 10 | 1 |

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|---|---|---|---|---|
| | 1.3 | a) Linkage – chromosome theory of linkage; complete and incomplete linkage.<br>b) Crossing Over –mechanism of crossing over; types of crossing over – single, double and multiple; recombinant & non-recombinant gametes<br>c) Linkage mapping: -two-point testcross & calculation of distance between genes; recombination frequency & map units; interference & co-incidence<br>*d)* Extra chromosomal inheritance-cytoplasmic inheritance- Example: - leaf variegation in *Mirabilis jalapa*<br>e) Quantitative inheritance: - polygenic; continuous traits. Example: ear size in maize; Quantitative trait Loci<br>**Learning activity:**<br>● Workout Problems related to monohybrid cross, dihybrid cross, modified Mendelian ratios.<br>● Calculation of distance between genes by using two-point test crosses and linkage map construction. | 12 | 1,2, 3 |
| **2** | **Sex Determination (10 hours)** | | | |
| | 2.1 | a) Chromosomal mechanism of sex-determination: XX- XY, XX-XO, ZZ-ZW, Haplo-Diplo system,genic balance system.<br>b) Environmental Sex Determination: Sex determination in slipper limpet and reptiles<br>c) X-linked inheritance - Haemophilia in man; Y-linked inheritance – SRY gene<br>d) Sex-limited Inheritance – Example-feathering pattern in Fowl; Sex-influenced Inheritance - Example – Baldness in humans<br>e) Mechanisms of sex determination in plants-*Melandrium*<br>(emphasis on Epigenetic inheritance) | 10 | 4 |
| **3** | **Population genetics (10 hours)** | | | |
| | 3.1 | Concept of Population, Allelic frequency, genotypic frequency; Hardy- Weinberg Equilibrium and the factors affecting the equilibrium. | 10 | 5 |

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| | | **Learning activity:**<br>Problems based on Hardy- Weinberg equation | | |
| **4** | **Evolution (10 hours)** | | | |
| | 4.1 | a.) Origin of life- biochemical origin of life (Miller's Experiment). Theories of evolution -Darwin's theory and modern synthetic theory. Evidences for evolution- (brief study)<br>b.) Character evolution; Microevolution and macroevolution; Convergent, divergent, and parallel- evolution- (definition with examples)<br>c.) Biological Species concept; speciation - genetic divergences and isolating mechanisms- geographical isolation & reproductive isolation (prezygotic and postzygotic- isolation mechanisms)- (brief study)<br>d.) Patterns of speciation- allopatric, sympatric,quantum and parapatric speciation- (brief study) | 10 | 6 |
| **5** | **Teacher specific course components** | | | |

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| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty |

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| | **B. End Semester Evaluation (ESE)- 70 marks**<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks |

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| | **MAHARAJA'S COLLEGE, ERNAKULAM**<br>**(Govt. Autonomous)** | | | | | |
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Bioinformatics in plant sciences** | | | | | |
| **Type of Course** | DSE | | | | | |
| **Course Code** | MCE6DSEBOT300 | | | | | |
| **Course Level** | 300-399 | | | | | |
| **Course Summary** | Bioinformatics in plant sciences provides a foundational understanding of bioinformatics, focusing on the fundamental principles, tools, and applications that form the backbone of this interdisciplinary field. Students will explore topics such as sequence analysis, molecular databases, and basic computational techniques essential for biological data analysis. Through a balanced mix of theoretical concepts and hands-on exercises, students will gain practical skills applicable to diverse areas within bioinformatics. Students can understand key concepts in genomics and proteomics, get familiarized with major biological databases and repositories, and learn how to extract relevant information for research. This course is ideal for students with a background in biology or related fields seeking to integrate computational approaches into their research or broaden their knowledge in this rapidly evolving field. | | | | | |
| **Semester** | VI | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, if any** | Basics of molecular biology and basic computer skills | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learnin g Domains * | PO No |
|---|---|---|---|
| 1 | Recall fundamental bioinformatics concepts, databases and tools | K | PO 3 |
| 2 | Utilize bioinformatics tools to analyse molecular sequences | An | PO1 |
| 3 | Display and manipulate three-dimensional structures of biological macromolecules using molecular visualization tools | A | PO1, PO2 |
| 4 | Explain how molecular data are used to infer evolutionary relationship | U | PO1 |
| 5 | Interpret evolutionary relationships through phylogenetic trees | A | PO1, PO2 |
| 6 | Design potential biomolecules as drug candidates | C | PO1, PO2, PO3 |
| 7 | Integrate various bioinformatics biological research challenges techniques to solve | C | PO1, PO2, PO3, PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Introduction to Bioinformatics (10 hours)** | | | |
| | 1.1 | Bioinformatics – significance and scope<br>A brief account of omics- genomics, proteomics, transcriptomics, metabolomics Biological databases – types – Primary, secondary, Composite | 2 | 1 |
| | 1.2 | Nucleotide database – GenBank, ENA, DDBJ, NDB<br>Protein database – PDB, UniProt, PIR<br>Bibliographic databases -PubMed<br>Organismal – *Arabidopsis thaliana*- TAIR | 5 | 1, 2 |
| | 1.3 | Sequence retrieval and submission – Entrez, BankIt | 3 | 2 |

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|---|---|---|---|---|
| **2** | **Molecular Phylogenetics (15 hours)** | | | |
| | 2.1 | Sequence alignment – types, pairwise, multiple sequence, local, global, Gaps, scoring, scoring matrix – Dot matrix method<br>Tools – BLAST -types, CLUSTAL and Lalign | 5 | 1,2, 4,7 |
| | 2.2 | Molecular clockSequence homology-Homolog, ortholog, paralog | 2 | 1, 3 |
| | 2.3 | Phylogenetic tree -rooted -unrooted, monophyletic, paraphyletic and polyphyletic groups, phylogram, cladogram, dendrogram.<br>Phylogenetic tree construction methods-brief account for Distance-based and Character-based methods, Advantages of phylogenetic trees | 8 | 1,2, 4,5, 7 |
| **3** | **Genomics, Proteomics and Drug Designing (20 hours)** | | | |
| | 3.1 | A brief account of Structural Functional genomics, genomics and Comparative genomics | 1 | 1 |
| | 3.2 | Sequencing techniques – Sanger's method, HGP<br>Next-gen sequencing – brief study (Mention the platform –<br>Roche454)<br>Protein sequencing- Edman's degradation method | 3 | 1, 7 |
| | 3.4 | Gene prediction in prokaryotes and eukaryotes- *Ab initio*, homology-based, consensus-based methods, ORF. Protein structure prediction-secondary and tertiary- *ab initio* and homology methods.<br>Molecular visualization- RasMol, PyMOL | 7 | 1, 2, 3,6, 7 |
| | 3.5 | Drug Designing<br>Introduction to computational methods in Drug designing,<br>Basics of molecular biology relevant to Drug design<br>Computer-Aided Drug Designing (CADD)- Ligand-based, Structure-based, Molecular Docking- Basics of AutoDock | 9 | 1 |
| 4 | **Practicals (30 hrs)** | | | |
| | | 1. Hands-on training for familiarizing various databases<br>2. Download nucleotide sequence from GenBank / ENA / DDBJ<br>3. Hands-on training for familiarizing various databases | | |

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| | | 3. Download 10 research papers from PubMed on a specific topic<br>4. Hands-on training on how to submit sequence.<br>5. Hands-on training - ORF finder<br>6. Hands-on training in primer designing – NCBI Primer- BLAST, Primer3<br>7. Perform BLAST for a specific sequence, select 6 sequences, and familiarize sequence alignment using Lalign and CLUSTALW (give DNA or protein sequence).<br>Phylogenetic analysis by MEGA<br>(Protein or DNA sequence data).<br>Download specific sequences from PDB and visualize using RasMol. | | |
| **5** | **Teacher-specific course components** | | | |

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| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion- based Learning, Inquiry-Based Learning, Online Learning, Blended<br>Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |

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| | **B. End Semester Evaluation (ESE) Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

**References**


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**MAHARAJA'S COLLEGE, ERNAKULAM**

**(Govt. Autonomous)**

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|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Plant chemical ecology** | | | | | |
| **Type of Course** | DSE | | | | | |
| **Course Code** | MCE6DSEBOT301 | | | | | |
| **Course Level** | 300-399 | | | | | |
| **Course Summary** | Plant chemical ecology is a branch of ecology that focuses on the study of chemical interactions between plants and other organisms in their environment. It explores the chemical compounds produced by plants, how these compounds mediate interactions with other living organisms, and the ecological consequences of these interactions. The primary aim is to understand how chemical signals influence plant interactions with herbivores, pollinators, pathogens, neighbouring plants, and other organisms. | | | | | |
| **Semester** | VI | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre- requisites, if any** | Basic knowledge in plant defence and plant secondary metabolites | | | | | |

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Distinguish the diverse array of plant secondary metabolite and its orchestration in defense | E | PO1, PO2, PO3, PO9 |
| 2 | Explain the significance of herbivore-induced plant volatiles to attract predators or parasitoids of the herbivores | An | PO1, PO2, PO3, PO9 |

| | | | |
|---|---|---|---|
| 3 | Estimate the phenomenon of allelopathy in the germination or growth of competing plant species, influencing the composition of plant communities | E | PO1, PO2, PO3, PO7, PO9 |
| 4 | Illustrate the role of volatile organic compounds (VOCs) in plant communication | An | PO1, PO2, PO3, PO7, PO9 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Chemical Defences (10 hours)** | | | |
| | 1.1 | Biosynthesis and storage of secondary metabolites in plants | 3 | 1 |
| | 1.2 | Plant chemicals against pathogens; Terpenoids, Phenolics, Nitrogen compounds – Alkaloids and Cyanogenic glycosides | 3 | 1 |
| | 1.3 | Proteins and Enzymes that specifically inhibit pathogen – Defensins, Digestive enzyme inhibitors, Protease inhibitors, Hydrolytic enzymes. | 4 | 1 |
| **2** | **Herbivore-Induced Plant Defencesand allelopathy (20 hours)** | | | |
| | 2.1 | Introduction on Herbivore-Associated Molecular Patterns (HAMPs) | 2 | 2 |
| | 2.2 | Biosynthesis of HIPVs (Herbivore-induced plant volatiles) | 4 | 2 |

| | | | | |
|---|---|---|---|---|
| | 2.3 | Role of HIPVs in plant defense against herbivores | 4 | 2 |
| | 2.4 | Introduction to Allelopathy | 1 | 3 |
| | 2.5 | Ecological importance and consequences of Allelopathy. | 4 | 3 |
| | 2.6 | Direct allelopathy, Apparent competition, Apparent predation | 3 | 3 |
| | 2.7 | Biogeographical Variation in Allelopathy | 2 | 3 |
| **3** | **VOCs and Plant Communication (10 hours)** | | | |
| | 3.1 | Roles of volatile organic compounds (VOCs) | 2 | 4 |
| | 3.2 | Plant-plant signalling - above-ground signaling | 2 | 4 |
| | 3.3 | The Chemistry of Plant-Plant Signalling | 2 | 4 |
| | 3.4 | Plant-plant signalling - below-ground Signalling | 2 | 4 |
| | 3.5 | Self and nonself recognition in plants | 2 | 4 |
| **4** | **Practical (**Any two practical can be provided to the students)**(30 hours)** | | | |
| | 4.1 | Allelopathic Potential of some local plants on the seeds of weedy plants. | 10 | 3 |
| | 4.2 | Isolation of VOCs using hydrodistillation, Hot Extraction, Cold Pressing, Supercritical extraction | 5 | 4 |
| | 4.3 | Familiarize the isolation and synergistic/ antagonistic activities of VOCs using VOC chambers | 5 | 4 |
| | 4.4 | Identification of VOCs using GC-MS, HPLC and EI/MS (If facilities available) | 10 | 4 |
| **5** | **Teacher specific course components** | | | |

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|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |

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| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>A. **Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or<br>review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE) Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>Practical based assessments: 30 marks Record: 5 marks |

## REFERENCES


1. War, A. R., Paulraj, M. G., Ahmad, T., Buhroo, A. A., Hussain, B., Ignacimuthu, S., & Sharma, H. C. (2012). Mechanisms of plant defense against insect herbivores. *Plant signaling & behavior*, *7*(10), 1306-1320.

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**MAHARAJA’S COLLEGE, ERNAKULAM**

**(Govt. Autonomous)**

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| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Research methodology and biometrics** | | | | | |
| **Type of Course** | DSE | | | | | |
| **Course Code** | MCE6DSEBOT302 | | | | | |
| **Course Level** | 300-399 | | | | | |
| **Course Summary** | The course discusses various aspects of research – like how to find a research problem, the major sources of literature for research, the major steps in research, methods of report writing, use of ICT and statistics in research. | | | | | |
| **Semester** | VI | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, if any** | | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No. |
|---|---|---|---|
| 1 | Discuss the basic concepts of research. | U | PO 1<br>PO 2<br>PO 3 |
| 2 | Identify and compile the various sources of literature for research. | U | PO 3<br>PO 9 |
| 3 | Outline a research problem in Biology and design a project based on it. | An | PO 1<br>PO 2<br>PO 3 |
| 4 | Write a research report in an accepted format. | A | PO 4 |
| 5 | Familiarize various available operating systems. | A | PO 3 |
| 6 | Operate various tools in MS office/Libre Office to generate and present research reports. | A | PO 3 |

| | | | |
|---|---|---|---|
| 7 | Evaluate the data using various statistical tools and interpret the results. | E | PO 1<br>PO 2<br>PO 3<br>PO4 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Major Steps in research (15 hours)** | | | |
| | 1.1 | Objectives of research. Types of research - pure and applied. Identification of research problem, formulation of hypothesis – Null hypothesis and alternate hypothesis. | 2 | 1 |
| | 1.2 | Major steps, purpose, literature sources, names of reputed National and International journals in life science (Minimum 2 international & 3 national); reprint acquisition – INFLIBNET, PubMed, NCBI. | 5 | 2 |
| | 1.3 | Definition of the problem; Identification ofthe objective(s); literature review (brief account only), introducing working hypothesis, design of the study – basic principles and significance; sampling for data – methods, Identification and collection of data, types of data – Primary and Secondary; Collection of primary data – observation method, interview method, questionnaire method, through schedules; analysis and interpretation of data, Report writing (Brief account). | 5 | 3 |
| | 1.4 | Preparation of dissertation - IMRAD system - Preliminary pages – Title pages – Certificate, Declaration, Acknowledgement, Table of contents, Abstract; Main text - Introduction and review of literature, Materials and methods, Results, Discussion, Conclusion; End matter – Bibliography and Appendix. | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| | **Use of ICT in Research (10 hours)** | | | |
| | 2.1 | Basic components of a computer – concept of Hardware and Software, Major Operating Systems: Proprietary: Windows, Macintosh and Open source: Linux. | 1 | 5 |
| | 2.2 | Application suit – M.S Office (Brief introduction). MS WORD - Word Processing - creating a new document, saving a document, exporting to pdf, opening an existing document, basic text editing; Editing tools – cut, copy, paste, find, and replace, undo and redo; Formatting tools – font formatting, paragraph formatting, bullets and numbering, styles, page formatting. | 2 | 6 |
| **2** | 2.3 | MS EXCEL - creating worksheet, data entry, sorting data. Statistical tools (SUM, AVERAGE, MEDIAN and MODE.SNGL). Preparation of graphs and diagrams (Bar diagram, Pie chart, Line chart, Histogram). | 2 | 6 |
| | 2.4 | MS-POWERPOINT: Steps of preparation of presentation based on a topic from biology, which includes Tables, Charts, and Images. Ideal characteristics of a presentation slide set for scientific purposes using a model template. | 2 | 6 |
| | 2.5 | LibreOffice – Writer, Calc, Impress; Open Office (brief study). | 1 | 6 |
| | 2.6 | Metacrawler; academic search - Google scholar. Educational sites related to biological science – Scitable, DNAi. | 2 | 2 |
| **3** | **Biometrics (20 hours)** | | | |
| | 3.1 | Statistical terms, and symbols (Brief study only). Sampling: concept of sample, sampling methods – random and non-random sampling. | 3 | 7 |
| | 3.2 | Diagrammatic and graphic representation - line diagram, bar diagram, pie diagram, histogram, frequency curve. | 2 | 7 |
| | 3.3 | Measures of central tendency: mean, median, mode, (discrete and continuous series). Measures of dispersion: standard deviation. Probability and distribution patterns: normal distribution, binomial distribution. Tests of significance (Z – test, t–test and Chi-square test). | 15 | 7 |

| | | | | |
|---|---|---|---|---|
| | **Practicals (30 hrs)** | | | |
| | **1.** Preparation of a list of references (not less than 10) on a given topic of biological science Preparation of Review on a given topic using online and print resources | | | |
| | | 1. Collect information on a topic related to biological science using the internet and make a report based on the collected information (Using M.S WORD / Libre Office Writer)<br>2. Collect a compound leaf with at least 25 leaflets of varying sizes from a plant, measure the length of each leaflet, and<br>conduct the following works using M.S Excel/ Libre Office Calc and record:<br>a) Prepare data table/frequency table in M.S Excel / Libre Office Calc<br>b) Prepare bar diagram<br>c) Prepare Line chart<br>d) Prepare a Pie chart<br>e) Prepare Histogram<br>3. Collect data on a particular topic using online or print questionnaires and perform the following activities in M.S Excel / LibreOffice Calc and record.<br>4. Calculate the average of variables<br>5. Calculate the median of variables (c)<br>6. Calculate the mode (mode.sngl) of variables.<br>7. Prepare a worksheet using a set of data collected and find out the SUM.<br>8. Preparation of PowerPoint presentation using M.S PowerPoint / LibreOffice – Impress, based on a given topic.<br>9.Problems related to<br>a. Measures of central tendency<br>b. Measures of dispersion<br>c. Probability<br>d. Test of significance (Z – test, t – test, Chi-square test) | | |

| 5 | **Teacher specific course components** |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br><br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>A. **Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br><br>·Involvement and responses in class room transactions<br><br>·Home Assignments/preparedness<br><br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or<br><br>review article (≤ 5 years) related the course<br><br>·Any other method as may be required for specific course / student by the course faculty<br><br>**Practical: 15 marks**<br><br>·Lab involvement and practical skills<br><br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE) Theory: 50 marks**<br><br>Short answer (10 out of 12): 10 x 1=10<br><br>Short Essay (6 out of 8) : 6 x 5= 30<br><br>Essay (1 out of 2) : 1x 10= 10<br><br>**Practical: 35 marks**<br><br>·Practical based assessments: 30 marks Record: 5 marks |

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<table>
<tr><td></td><td colspan="6">MAHARAJA’S COLLEGE, ERNAKULAM<br>(Govt. Autonomous)</td></tr>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Plant ecology, conservation and sustainable development</td></tr>
<tr><td>Type of Course</td><td colspan="6">DSE</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE6DSEBOT303</td></tr>
<tr><td>Course Level</td><td colspan="6">300-399</td></tr>
<tr><td>Course Summary</td><td colspan="6">This course introduces ecology as a scientific discipline. By the end of the course, students should be familiar with ecological principles related to how plant populations & communities interact with their environments at local,regional, & global scales.</td></tr>
<tr><td>Semester</td><td>VI</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>3</td><td>-</td><td>1</td><td>-</td><td>75</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">Nil</td></tr>
</table>

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1. | Explain the basic concepts of plant ecology | U | PO1, PO4 |
| 2. | Describe the adaptations of different plants | U | PO1, PO4 |
| 3. | Outline the structure and functions of community | An | PO1, PO2 |
| 4. | Illustrate conservation strategies | A | PO1, PO2, PO10 |
| 5. | Critically assess the sustainable uses of resources | E | PO1, PO2, PO4, PO6, PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

## COURSE CONTENT

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Introduction to Plant Ecology (12 hours)** | | | |
| | 1.1 | Definition and scope of plant ecology, branches of ecology, ecological hierarchy-individual, population, community, ecosystem. | 4 | 1 |
| | 1.2 | Types of ecosystems- Terrestrial (Grassland, desert and forest), Aquatic (freshwater and marine). | 4 | 1 |
| | 1.3 | Adaptations of plants- hydrophytes, xerophytes, epiphytes, halophytes with special reference to Mangroves (Morphological, anatomical and physiological). | 4 | 1 |
| 2 | **Autecology & Synecology (15 hours)** | | | |
| | 2.1 | Study of plant populations, population characteristics-size, density, dispersion, natality, mortality, survivorship curve, immigration and emigration, population growth, Environmental resistance, biotic potential, carrying capacity. | 6 | 2 |
| | 2.2 | Community structure and organization- Key concepts: species interactions, species richness, species diversity, habitat, niche, | 5 | 2 |

| | | | | |
|---|---|---|---|---|
| | | ecological indicators, ecotone and edge effect, Foundation species, keystone species, Umbrella species. | | |
| | 2.3 | Ecological Succession: types, processes and impacts of Hydrosere& Xerosere. | 4 | 2 |
| 3 | **Conservation Ecology and Sustainable Development (18 hours)** | | | |
| | 3.1 | Definitions: Genetic, Species and Ecosystem/Community diversity (Alpha, beta and gamma diversity), biosphere, hotspots, megadiversity.<br><br>Threats to biodiversity: habitat loss and fragmentation- landslides, landslip, cloud burst, dam issues, Quarry issues, Ecologically Fragile Lands (EFL), man-wildlife conflicts, climate change. | 5 | 3 |
| | 3.2 | Organizations, movements and contributors of environmental studies and conservation: organizations - WWF, Chipko; contributors - Salim Ali, Sunder Lal Bahuguna, Madhav Gadgil, Tulsi Gowda, Lakshmikutty Amma. | 2 | 3 |
| | 3.3 | Conservation strategies- Definition and goals. *In-situ* and *ex- situ* conservation. IUCN, red data book, RET plant species.<br><br>Technological Approach to Assessment and Conservation- Environmental Impact Assessment (EIA) brief account only.<br><br>Application of Remote Sensing and GIS (brief account only)<br><br>Conservation strategies and efforts in India, wetland conservation-Ramsar sites in Kerala. | 5 | 3 |
| | 3.4 | Sustainable development-definition, principles. The three pillars of sustainability. Global Responses to Sustainable Development (Paris Convention-goals of Sustainable development).<br><br>Indicators of sustainable development, a brief introduction to green technology. | 4 | 4 |
| | | Sustainable development-Kerala model, Rainwater harvesting and responsible tourism. | 2 | 4 |

| | | | | |
|---|---|---|---|---|
| | **Practical (30 hours)** | | | |
| 4 | 4.1 | Conduct a two days field trip to any of the wild life sanctuaries, NPs, Ramsar sites and prepare a report categorizing major plant groups with geotagged photographs | 10 | 1 |
| | 4.2 | Ecological adaptations: Morphology and anatomy of hydrophytes, xerophytes, epiphytes, and mangroves | 4 | 1 |
| | 4.3 | Familiarize with different sampling methods (Quadrat/ Transect) Assessment of diversity, abundance, and frequency of plant species by quadrate method | 10 | 2 |
| | 4.4 | Estimation of $CO_2$, Cl, and alkalinity of water samples (Titrimetry) | 6 | 2 |
| 5 | **Teacher specific course components** | | | |

| | |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test<br>Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |

| | |
|---|---|
| | **B. End Semester**<br>**Evaluation (ESE)**<br>**Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based<br>assessments: 30 marks<br>Record: 5 marks |

**References**


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|---|---|---|---|---|---|---|
| | **MAHARAJA'S COLLEGE, ERNAKULAM (Govt. Autonomous)** | | | | | |
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Entrepreneurial botany** | | | | | |
| **Type of Course** | SEC | | | | | |
| **Course Code** | MCE6SECBOT300 | | | | | |
| **Course Level** | 300-399 | | | | | |
| **Course Summary** | The course aims to prepare the students for an entrepreneurial journey by giving an overview of entrepreneurship. The course discusses the process of developing and independent idea into ventures. Different areas of opportunity | | | | | |
| **Semester** | VI | Credits | | | 3 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | - | - | 45 |
| **Pre-requisites, if any** | | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Demonstrate knowledge of diverse botanical entrepreneurship and develop business acumen for botanical ventures | U, S | PO2, PO5, P07 |
| 2 | Analyze and evaluate real world success stories of entrepreneurs from government initiatives and support schemes | A, S, E | PO2, PO5, PO7 |
| 3 | Propose entrepreneurial ideas based on plant and plant- based product conducting preliminary research | C, A, S, Ap | PO1, PO2, PO5, PO8 |
| 4 | Evaluate the success stories in entrepreneurship | C, A, S, E, Ap | PO2, PO5, PO6, PO7, PO8 |
| ****Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| **Module** | **Units** | **Course description** | **Hrs** | **CO No.** |
|---|---|---|---|---|
| **1** | Fundamentals of Botanical Entrepreneurship **(15 hours)** | | | |
| | 1.1 | Introduction to Entrepreneurship (5 hours)<br>Types and Characterization of Botanical Entrepreneurship<br>Explore various types: agribusiness, bio ventures, aesthetics<br>Characterize ventures based on botanical products<br>Analyze socio-economic factors driving entrepreneurial endeavors in botany | 8 | 1, 4 |
| | 1.2 | Entrepreneurship as Innovation, Risk Assessment, and Solutions; Examine the role of innovation in botanical entrepreneurship; Assess risks specific to botanical ventures and propose strategic solutions | 7 | 2, 4 |
| **2** | **Bio Ventures, Business Planning, and Government Initiatives (15 hours)** | | | |
| | 2.1 | Overview of Key Botanical Industries in Kerala<br>Explore Spirulina, mushroom, drumstick, and coconut industries. Case studies on successful ventures<br>- Jackfruit 360 and Vegro Biotech startups and support mechanisms (KDISC, Bio 360, BioNest)<br>Aesthetics in Kerala Botanical Entrepreneurship<br>Explore the market for ornamental plants and flowers in Kerala Identify opportunities and challenges in the aesthetics industry | 8 | 1, 4 |
| | 2.2 | Fruit and Vegetable-Based Products<br>Production of juices, squashes, and other fruit-based products considering Kerala's agricultural landscape<br>Bamboo and Cane-Based Products, Nutraceuticals, and Oils Herbal medicines and cosmetics<br>Government Initiatives and Support Scheme<br>- Kerala Startup Mission and Start Up India<br>- MUDHRA Yojan and Stand Up India<br>- SC/ST Hub Initiative | 7 | 2, 4 |

| | | | | |
|---|---|---|---|---|
| 3 | **Integrating Government Initiatives and entrepreneurial ventures (15 Hrs)** | | | |
| | 3.1 | Navigating Government Support Practical guidance on how entrepreneurs can navigate and access the above-mentioned government schemes Develop a comprehensive business plan integrating one or more government schemes and do presentations. | 5 | |
| | 3.2 | Success Stories and Case Studies<br><br>Analysing real world success stories of entrepreneurs who have benefited from the mentioned government initiatives: BIRAC schemes, YIP, Atal innovation missions<br><br>Extracting key lessons and best practices. Each student presents an analysis of a chosen success story related to government support schemes. | 5 | |
| | 3.3 | . Entrepreneurial Impact Assessment : Evaluating the impact of government schemes on entrepreneurial ventures Discussing challenges faced and proposing solutions for improvement.<br><br>Make an audio-visual document of an interview with an entrepreneur. | 5 | |
| **4** | | **Teacher specific course components** | | |

| | |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br><br>Interactive lectures, Group discussions, Problem-based learning, Flipped classroom, Discussion-based Learning, Case-based Learning, Experiential Learning, Inquiry-Based Learning, Game-Based Learning, Socratic Method, Peer Teaching, Simulations, Online Learning, Blended Learning, and other innovative approaches. |

| | |
|---|---|
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 25 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE)**<br>**Theory: 50 marks**<br>Short answer (10 out of 12) : 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10 |

## References


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**SUGGESTED READINGS**

1. Kerala startup mission handbook 2021

**MAHARAJA’S COLLEGE, ERNAKULAM**

**(Govt. Autonomous)**

<table>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Environmental science and human rights</td></tr>
<tr><td>Type of Course</td><td colspan="6">VAC</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE6VACBOT300</td></tr>
<tr><td>Course Level</td><td colspan="6">300-399</td></tr>
<tr><td>Course Summary</td><td colspan="6">The course provides an in-depth exploration of key topics in environmental sciences and an understanding of various forms of pollution, their sources, impacts on human health and the environment, and mitigation strategies. It will cover principles and practices of conservation biology, including the importance of biodiversity, ecosystem services, and the impacts of habitat destruction, invasive species, and climate change. Students will learn about conservation strategies and will examine environmental policies and laws. The course will explore the intersection of environmental sciences and human rights, including the right to a healthy environment, environmental justice, and the disproportionate impacts of environmental degradation. By fostering critical thinking and interdisciplinary approaches, students will be empowered to advocate for environmental justice and contribute to a more sustainable and equitable world.</td></tr>
<tr><td>Semester</td><td>VI</td><td colspan="3">Credits</td><td>3</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>3</td><td>-</td><td>-</td><td>-</td><td>45</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">No pre-requisites for this course.</td></tr>
</table>

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Distinguish the multidisciplinary nature of environmental science. | E | PO3 |
| 2 | Evaluate the principles of ecology, ecosystem structure and function, and the importance of biodiversity. | An | PO1, PO2 |
| 3 | Evaluate sustainable practices for the utilization of natural resources | An | PO6, PO7, PO8, PO10 |
| 4 | Prioritize the control measures for air, water, and soil pollution by examining the environmental laws in India | An | PO6, PO7 |
| 5 | Collaborate strategies and solutions aimed at biodiversity conservation froma global perspective. | C | PO3, PO7 |
| 6 | Develop the relevance of human rights in real-world scenarios to make responsible citizens. | A | PO6, PO7, PO8, PO10 |
| ****Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

## COURSE CONTENT

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | | **Introduction to Environmental Science & Environmental Pollution (15 hours)** | | |
| | 1.1 | Introduction to Environmental Science:<br>a) Definition, scope & significance, multidisciplinary nature of environmental studies<br>b) Principles of ecology, ecosystem structure and function, biodiversity and its importance | 3 | 1, 2 |
| | 1.2 | Natural Resources:<br>a) Concept of resource<br>b) Classification of natural resources (renewable and non– renewable)<br>c) Sustainable practices for resource utilization | 4 | 3 |
| | 1.3 | Overview of Environmental Pollution: | 1 | 4 |

| | | | | |
|---|---|---|---|---|
| | | Definition and types of pollution. Overview of air, water, soil, noise, and light pollution.<br>Air pollution: Air pollutants, types, sources, effect of air pollution on plants and humans, control measures | 2 | 4 |
| | 1.4 | Water pollution: Common pollutants, sources, impact, control measures; water quality standards - DO and BOD; eutrophication. | 2 | 4 |
| | 1.5 | Soil Pollution: Causes, sources, solid waste, biodegradable, non-biodegradable, management of solid waste, composting, e–waste, waste management and recycling. | 3 | 4 |
| **2** | **Climate Change and Environmental Legislation and Laws (15 hours)** | | | |
| | 2.1 | Environmental issues:<br>a) Global warming, greenhouse effect, causes and consequences of climate change, ozone layer depletion.<br>b) Carbon sequestration.<br>c) Carbon foot prints-Indian carbon footprint | 3 | 5 |
| | 2.2 | Global Conservation:<br>a) Definition, importance, overview of threats to biodiversity<br>b) International Conservation Organizations: Role of NGOs in Conservation (eg. WWF, Conservation International), United Nations Environment Programme (UNEP), International Union for Conservation of Nature (IUCN)- categories<br>c) Overview of Key International Treaties (e.g., Kyoto Protocol, Paris Agreement) | 7 | 5 |
| | 2.3 | a) Environment (Protection) Act 1986 and Environment (Protection) Amendment Rules, (2023)<br>b) Wildlife (Protection) Act, 1972, amended in 2022,<br>c) Forest (Conservation) Act, 1980, Forest (Conservation) Amendment Bill 2023 Biological Diversity (Amendment) Act, 2023 [brief account only].<br>d) Corporate Environmental Responsibility [brief account only] | 5 | 5 |

| | | | | |
|---|---|---|---|---|
| | **Human Rights (15 hours)** | | | |
| **3** | 3.1 | An Introduction to Human Rights, history of Human Rights, Generations of Human Rights, Universality of Human Rights, Basic International Human Rights Documents - UDHR, ICCPR, ICESCR. -Value dimensions of Human Rights. | 5 | 6 |
| | 3.2 | Human Rights and United Nations: Human Rights coordination within the UN system, Role of UN secretariat, Economic and Social Council, Commission of Human Rights, Security Council and Human Rights, Committee on the Elimination of Racial Discrimination, Committee on the Elimination of Discrimination Against Women, Committee on Economic, Social and Cultural Rights, The Human Rights Committee, Critical Appraisal of UN Human Rights Regime. | 5 | 6 |
| | 3.3 | Human Rights National Perspective: Human Rights in Indian Constitution, Fundamental Rights, Directive Principles of State Policy and Human Rights- Human Rights of Women-Children -Minorities-Prisoners, Science Technology and Human Rights- National Human Rights Commission- State Human Rights Commission- Human rights awareness in education. | 5 | 6 |
| **4** | **Teacher-Specific Course Components** | | | |

| | |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>● **Lectures**<br>● **Invited talks:**Invite guest speakers from environmental organizations, human rights NGOs, and academia to share practical insights and experiences.<br>● **Seminars**<br>● **Debate:** Facilitate discussions and debates on ethical dilemmas related to environmental science and human rights.<br>● **Technology Integration:** Utilize technology for virtual field trips, data analysis, and collaboration on global environmental and human rights issues.<br>● **Case Study:**Learner has to present a case study of environmental issues.<br>    ● The learner has to identify the issue<br>    ● Distinguish the cause(s) |

| | |
|---|---|
| | ● Investigate the effects<br>● Evaluate the responses<br>● Educe/Propose solutions to mitigate the issue<br>● Project-Based Learning, Experiential Learning, Peer Teaching, group discussions, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA)**<br>**Theory/Hands on Work- 25 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE)**<br>**Theory: 50 marks**<br>Short answer (10 out of 12) : 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10 |

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# SEMESTER VII

| | | | | | | |
|---|---|---|---|---|---|---|
| | **MAHARAJA’S COLLEGE, ERNAKULAM (Govt. Autonomous)** | | | | | |
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Research methodology and biostatistics** | | | | | |
| **Type of Course** | DCC | | | | | |
| **Course Code** | MCE7DCCBOT400 | | | | | |
| **Course Level** | 400-499 | | | | | |
| **Course Summary** | This course equips the students to conduct research in the field of their interest. Course discuss various aspects of research like - identification of research problems, formulation of hypothesis, collection of literature, analysis and interpretation of data, hypothesis testing, preparation of research reports, project proposal, and use of statistics in research. The course also discusses various ethical concerns related to research. | | | | | |
| **Semester** | VII | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 4 | - | - | - | 60 |
| **Pre-requisites, if any** | Nil | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No. |
|---|---|---|---|
| 1 | Discuss the basics of research | U | PO 1<br>PO 2<br>PO 3 |
| 2 | Conduct comprehensive literature reviews by utilizing physical and digital databases. | A | PO 1<br>PO 3<br>PO 9 |
| 3 | Identify, explain, compare, and compose the fundamental components of a research proposal/report or presentation. | U | PO 4<br>PO 6 |
| 4 | Capable of referencing literature using MLA, APA, Chicago, and Harvard citation styles and publishing an article in a journal. | A | PO 3,<br>PO4,<br>PO6,<br>PO 10 |

| | | | |
|---|---|---|---|
| 5 | Practice the preparation of proposals for research funding | A | PO 4<br>PO 6 |
| 6 | Choose different ethical concerns within research for an ideal experimental design | A | PO 1<br>PO 2<br>PO 3<br>PO 8 |
| 7 | Perform different quantitative data collection methods and processing methods in research using various statistical significance tests and statistical analysis methods. | A | PO 1<br>PO 2<br>PO 3 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Introduction to research methodology and review of literature (10 hours)** | | | |
| | 1.1 | Need for research, objectives of research, types of research;<br>Stages of research – generation of a research problem, review of literature, formulation of hypothesis, preparation of research design, execution of work, recording of observations,<br>Analysis of data, interpretation and conclusions, preparation of report. | 5 | 1 |
| | 1.2 | Features of a Scientific Library, Journals (Current and Back-volumes), Books. Computerized catalogue; Journals: indexing journals, abstracting journals, research journals, review journals, e-journals.<br>**Learning Activity:** Visit a scientific library or documentation centre and submit a report. | 3 | 2 |
| | 1.3 | Online and Open access Initiative – Google Scholar, NCBI, PubMed, Medline, INFLIBNET, N-list and Shodhganga,<br>Acquisition of Reprints and filing. | 2 | 2 |

| | | | | |
|---|---|---|---|---|
| 2 | **Academic communication (20 hours)** | | | |
| | 2.1 | Writing Dissertation/Thesis: General Format (IMRAD- System) and General principles in writing: Front matter – title page, certificate, acknowledgements, and contents page. Body of the Dissertation/Thesis: introduction, review of literature, material(s) and method(s), heading(s), result(s): table(s) and illustration(s), marginal indicator(s), caption(s), camera-ready copy; discussion, summary and conclusion; references, abstract(s) and appendix. | 5 | 3 |
| | 2.2 | Reference styles – APA, MLA, Harvard, Chicago. Bibliography Management system: Mendeley, Zotero (Brief Account), Endnote. **Learning Activity:** Preparation of at least 20 references on a given topic in APA reference style using any reference management system (Mendeley/Zotero/Endnote). | 5 | 4 |
| | 2.3 | communications – title, author name and affiliations, Abstract, Keywords, Introduction, methods,results, discussion, conclusion, acknowledgement, references. (ii) Preparation of review articles. (iii) Proofreading- standard abbreviations for proof correction. (iv) Presentation of Research findings in Seminars and Workshops. **Learning Activity:** Submit a review paper to the instructor based on a topic of choice. | 6 | 3 |
| | 2.4 | Selection of Appropriate Journal for publishing, Method for submitting research papers to journals (Elsevier/Springer). Peer review process, Responding to comments by reviewers. Authorship: Corresponding Author, Co-authorship. Indices for Assessment of Journals and Authors: Impact factor of journals; author citation and citation indices: h – index, i – index. | 4 | 4 |
| | **Preparation of Research proposals for funding and Ethics in Research (10hours)** | | | |

| | | | | |
|---|---|---|---|---|
| **3** | 3.1 | Title, introduction, literature review and abstract; aim and scope; present status; location of experiments; materials and methods; justification; expected outcome; date of commencement; estimated date of completion; estimated cost; references; funding agencies.<br>**<u>Learning activity:</u>** Prepare a project proposal to submit a<br>funding agency. | 6 | 5 |
| | 3.2 | Introduction, important concepts and terms, Intellectual property rights, Patent, Trademark, Geographical indication, Copyright and related rights, royalty, Plagiarism and tools to detect plagiarism (Urkund). | 4 | 6 |
| **4** | **Statistics in research (20 hours)** | | | |
| | 4.1 | Principles - Replication, Randomization and Local Control. Common designs in biological experiments: Completely Randomized Design (CRD), Randomized Block Design (RBD), Latin Square Design (LSD), and Factorial Design<br>(FD). | 5 | 6 |
| | 4.2 | Data collection, Primary and Secondary data. Tools for data collection and presentation. Measures of central tendency and dispersion. Probability - Definition, mutually exclusive and independent events. Binomial and Normal distribution. Linear Regression and Correlation (*Simple and Multiple*). | 5 | 7 |
| | 4.3 | Statistical Inference-Estimation-Testing of Hypothesis: - t- Test, Chi-square Test (Goodness of fit, Independence or Association, Detection of Linkages), F-test, ANOVA. Statistical data analysis using any of the following Software – *SPSS / R* / Past.<br>**<u>Learning activity:</u>**<br>1. Test the significance of a given data using the t-Test, Chi square -test.<br>2. Analysis of a set of data for Correlation / Regression (Scatter diagram).<br>3. Determine the probability of different types of events.<br>4. Perform statistical data analysis using a given data in SPSS/ R /Past software. | 10 | 7 |

| 5 | **Teacher-specific content** |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>**A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE)- 70 marks**<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks |

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|---|---|
| | **MAHARAJA'S COLLEGE, ERNAKULAM**<br>**(Govt. Autonomous)** |
| **Programme** | **BSc. (Honours) BOTANY** |
| **Course Name** | **Advances and applications in plant science – Thallophytes** |
| **Type of Course** | DCC |
| **Course Code** | MCE7DCCBOT401 |
| **Course Level** | 400-499 |
| **Course Summary** | This course will enable the students to identify, and compare the characteristics of the major groups of thallophytes and to classify them within a phylogenetic framework. Students will be able to use the evidence of comparative biology to correlate the evolutionary trends to the diversity of plant life on earth. Knowledge about the interactions and associations of lower plants will provide better insights on the adaptive strategies of plants. Awareness in the thrust areas of research will generate interest in students to pursue the same. |

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|---|---|---|---|---|---|---|
| **Semester** | VII | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, if any** | Nil | | | | | |

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Explore the course of evolution of algae and land plants | U | PO1, PO2 |

| | | | |
|---|---|---|---|
| 2 | Analyze the diversity of thallus forms in algae and its adaptive strategies to diverse environments. | AN | PO1, PO2, PO3 |
| 3 | Review the affinities of fungi with other groups and differentiate morphological forms within the group. | U | PO1, PO2, PO3 |
| 4 | Analyse different fungal associations and its ecological impact | AN | PO1, PO2, PO3 |
| 5 | Evaluate the various applications of thallophytes in different fields | E | PO1, PO2, PO3 |
| 6 | Generate interest in recent research trends in Thallophyta. | I | PO3, PO6, PO9 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Introduction to Algae and Evolution of Land Plants (15 hours)** | | | |
| | 1.1 | The range of thallus diversity in the algae. Polyphyletic origin of algae and its evolution, with emphasis on endosymbiosis | 3 | 1,2 |
| | 1.2 | Algae and the fossil record; Gene sequencing (18SrRNA, HTS) in algal systematics. | 2 | 1,2 |
| | 1.3 | Algal pigments involved in photosynthesis<br>Evolution and structural variations of Chloroplast in algae<br>Algal responses to light- phototaxis, photophobia, and gliding. | 4 | 1,2 |
| | 1.4 | Adaptation strategies of algae to different environmental conditions-Resting spores, Allelopathy in algae, UV Sunscreens | 2 | 1,2 |
| | 1.5 | Algal symbiosis-extracellular (lichens, association of cyanobacteria with *Azolla*, Coralloid roots) and intracellular associations. Nitrogen fixation by blue-green algae. | 4 | 1,2 |

| | | | | |
|---|---|---|---|---|
| 2 | **Introduction to Fungi and Fungal Associations (15 hours)** | | | |
| | 2.1 | General features of fungi. Affinities with plants and animals; Modern trends in fungal classification; Molecular phylogeny of fungi with emphasis on 18srRNA sequencing. | 1 | 3 |
| | 2.2 | Architecture of the fungal cell wall. | 2 | 3 |
| | 2.3 | Morphological diversity of fungi- an overview (Slime molds, Mycelial and non-mycelial fungi) | 1 | 3 |
| | 2.4 | Types of Fungal spores and its dispersal mechanisms (Ballistic dispersal, Dispersal by gravity, wind, water, insects and animals) | 4 | 3 |
| | 2.5 | Lichens– Ecological role, Nature of associations of algal and fungal partners with emphasis on its nutritional relation, Establishment of a lichen thallus-the process. Mycorrhiza- Ectomycorrhiza,Endomycorrhiza and their significance. Phosphate solubilisation | 4 | 4 |
| | 2.6 | Fungus-insect mutualism- Fungal farming by ants Parasites - Common fungal parasites of plants, humans, insects and nematodes (Brief account only). Saprophytes - Fungal decomposition of organic matter, coprophilous fungi, cellulolytic fungi, lignolytic fungi (Brief account only). | 3 | 4 |
| 3 | **Applied Aspects of Algae and Fungi (15 hours)** | | | |
| | 3.1 | Brief Account on the following applications of algae.Algae as thesource of food and fodder. Algal polysaccharides-its commercial utilization.Algae as the source of diatomaceous earth, pigments, fatty acids and pharmaceuticals. Production of biofuel, biogas and bioplastics from algae.Algae as pollution indicator, algae-based wastewater treatment for biodiesel production, phycoremediation and biodegradation of plastics. Algae in soil fertility: Soil algae and cyanobacteria | 4 | 5,6 |
| | 3.2 | Algal blooms: Beneficial, harmful and toxic bloom. Common cultivated algal species in India. Algal research stations in India Algal culture: scope and a brief account on isolation and culturing techniques (Axenic, Clonal, Unialgal, Enrichment, Maintenance,Batch, Continuous and Immobilized Culture) | 4 | 5,6 |

| | | | | |
|---|---|---|---|---|
| | | Molecular genetic techniques for algal bioengineering (BriefAccount only), phylogenomics in algal research (Brief Account only) - current trends. | | |
| | 3.3 | Brief Account on the following applications of fungi.Fungi in the food industry-Flavour& texture, Fermentation, Baking. Application of fungi in agriculture-Mycoherbicides, Mycoinsecticides, Myconematicides. Fungi as a biofertilizer Fungi as the source of Mycotoxins-Aflatoxins, Amatoxin, Ergot, Fusarin | 4 | 5,6 |
| | 3.4 | Commercial production of Organic acids, Enzymes, Planthormones Mycoproteins, and alcohol from fungi.Antibiotics from fungi-penicillin, cephalosporin, Griseofulvin, Volatile organic compounds production by fungi.Fungi as plant and animal pathogen. Fungi as a model organism in genetic experiments- *Neurospora*, *Saccharomyces*. Recent research trends in fungi- Zombie ant fungi, Adaptive cognitive behavior and learning in slime molds. | 3 | 5,6 |
| | **Practical (30 hours)** | | | |
| | 4.1 | Study of the thallus morphology of the following algal genera; Cyanophyceae: *Lyngbya, Oscillatoria, Scytonema* Chlorophyceae: *Chlorella, Zygnema, Mougeotia,Pithophora, Nitella, Caulerpa, Ulva, Halimeda*<br>Bacillariophyceae: *Navicula, Odontella*<br>Phaeophyceae:*Ectocarpus, Turbinaria, Padina, Dictyota* Rhodophyceae: *Batrachospermum,Gracilaria,Gelidium, Kappaphycus*<br>**Activity:**<br>Conduct a field visit to familiarize algal habitats, especially seaweeds; and study algal diversity of a location and submit a report | 15 | 2,5,6 |

| | | | | |
|---|---|---|---|---|
| | 4.2 | Morphological study of the following types by preparing suitable micro preparations of the following fungi *Albugo, Rhizopus, Mucor, Aspergillus, Pilobolous, Xylaria, Peziza, Pleurotus, Auricularia, Lycoperdon, Fusarium.*<br>Lichen-*Usnea*<br>Isolation of fungi from rotten vegetables and culturing the same on PDA; Staining and observing VAM<br>Fungal spore staining using lactophenol cotton blue.Conduct field visit to study on fungal diversity of a location.<br>Lichen identification- morphological and chemical methods | 15 | 3,5,6 |
| **5** | **Teacher specific course content** | | | |

| | |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture- based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>A. **Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test<br>Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE) Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks Record: 5 marks |

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## SUGGESTED READINGS


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2. https://www.nature.com/articles/nature.2012.11811
3. https://www.cell.com/current-biology/pdf/S0960-9822(19)31164-9.pdf

<table>
<tr><td></td><td colspan="6">MAHARAJA’S COLLEGE, ERNAKULAM<br>(Govt. Autonomous)</td></tr>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Advances and applications in plant science – Archegoniates</td></tr>
<tr><td>Type of Course</td><td colspan="6">DCC</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE7DCCBOT402</td></tr>
<tr><td>Course Level</td><td colspan="6">400-499</td></tr>
<tr><td>Course Summary</td><td colspan="6">The course is designed to make students aware of advances and applications in archegoniates. After completion of the course, the students will be able to<br>● Recognize the habitat variation, morphological diversity and reproductive behavior of archegoniates.<br>● Describe the economic significance of archegoniates.<br>● Summarize the diversity and distributions of prehistoric archegoniate flora.<br>● Classify archegoniates based on morphological and evolutionary characters.<br>● Compare the evolutionary trends and ecological significance of archegoniates.<br>● Investigate the diversity of archegoniates.<br>● Construct artificial ecosystems for conservation of archegoniates.</td></tr>
<tr><td>Semester</td><td>VII</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">Nil</td></tr>
</table>

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Recognize the habitat variation, morphological diversity, and reproductive behaviour of bryophytes, pteridophytes, and gymnosperms | U | PO1 |
| 2 | Describe the economic significance of bryophytes, pteridophytes,and gymnosperms | U | PO1 |
| 3 | Summarize the diversity and distributions of prehistoric archegoniate Flora | U | PO2 |
| 4 | Classify archegoniates based on morphological and evolutionary characters | A | PO2<br>PO3 |
| 5 | Compare the evolutionary trends and ecological significance of archegoniates | AN | PO3 |
| 6 | Investigate the diversity of archegoniates | E | PO2<br>PO4 |
| 7 | Construct artificial ecosystems for the conservation of archegoniates. | C | PO2<br>PO6 |
| ****Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Bryology (19 hours)** | | | |
| | 1.1 | Introduction- Salient features, classification by Goffinet *et al.*2008 | 1 | 4, 5 |
| | 1.2 | Comparative account of gametophyte, sporophyte, their inter relationship and spore dispersal mechanisms of the following phylum Marchantiophyta (*Riccia*, *Marchantia*, *Porella*), Bryophyta (*Pogonatum)* andAnthocerotophyta (*Anthoceros*). | 5 | 1, 6 |
| | 1.3 | Origin and evolution of sporophyte and gametophyte in bryophytes. | 2 | 5 |

| | | | | |
|---|---|---|---|---|
| | 1.4 | Ecologic roles, economic importance, and conservation of bryophytes. | 1 | 2, 7 |
| Practicum | | **1.** Detailed study of the structure of gametophytes and sporophytes of the following genera of bryophytes by suitable micropreparation:*Targionia, Cyathodium, Marchantia, Lunularia, Dumortiera, Reboulia, Pallavicinia, Fossombronia, Porella, Anthoceros, Notothylas, Pogonatum*.<br>**2.** Conduct a field study and submit a report with geo- tagged photos related to diversity of bryophytes in your locality. | 10 | 1, 6 |
| **2** | **Pteridology (22 hours)** | | | |
| | 2.1 | Introduction, general characters, Trends, and concepts in<br>classification of pteridophytes with emphasis on PPG 1. (brief study) | 4 | 4, 6 |
| | 2.2 | Stelar and soral evolution in pteridophytes.<br>Structural organization of sporophyte and gametophyte (development of sex organs not necessary) of the following type with special reference to stelar structure, heterospory and seed habit.<br>**Lycophytes (Lycopodiopsida)**<br>● *Palhinhaeacernua*(syn - *Lycopodiellacernua*)<br>● *Selaginella*<br>**Ferns (Polypodiopsida)**<br>● *Equisetum*<br>● *Psilotum*<br>● *Marsilea* | 6 | 1, 5 |
| | 2.3 | ● Economic importance of pteridophytes.<br>● Endemic pteridophytes, and conservation. | 2 | 1, 2, 7 |
| Practicum | | **1.** Study of morphology and anatomy of vegetative and reproductive organs using clear whole mounts/sections of the following genera: *Palhinhaeacernua, Selaginella, Equisetum, Angiopteris, Marsilea, Azolla, Lygodium, Acrostichum, Adiantum,*<br>**2.** Study of two fossil pteridophytes with the help of specimens or permanent slides.<br>**3.** Conduct a survey and submit a report with geo-tagged photos of pteridophyte flora in your locality / Submit a survey report with geo-tagged photos of ornamental pteridophytes. | 10 | 1, 2, 6 |

| | | | | |
|---|---|---|---|---|
| **3** | **Gymnosperms (15 hours)** | | | |
| | 3.1 | Introduction, general characters, evolutionary significance. Origin of seed plants: -Evolution of pollen and seed -the key reproductive evolutionary mechanisms for Life on Land.<br>Relationships among gymnosperms - molecular phylogeny | 2 | 4, 5 |
| | 3.2 | Study the Morphological and Applied Aspects of gymnosperms Cycadales - Ginkgoalesclade (general account on morphology)<br>Coniferales clade -Pinaceae, Cupressaceae, Taxaceae, Podocarpaceae, Araucariaceae (general account on morphology)<br>Gnetales: *Gnetum*(general account on morphology).<br>Brief study of habit, morphology and reproductive characters<br>of *Welwitschia mirabilis*<br>Pollination strategies in gymnosperms<br>Vascular system of gymnosperms (give emphasis to wood architecture)<br>The ecological and economic importance of gymnosperms. Conservation of gymnosperms | 7 | 1, 2, 5, 6, 7 |
| Practicum | | **1.** Study of the morphology and anatomy of vegetative and reproductive parts of *Zamia, Cupressus, Podocarpus, Agathis, Araucaria* and*Gnetum* (reproductive structure only). Conduct a field survey of gymnosperms in your locality and submit a report with geo-tagged photos. / Conduct a case study to summarize the reasons for the fast extinction of gymnosperms and submit a report based on your findings. | 6 | 1, 5, 6 |
| **4** | **Paleobotany: (4 hours)** | | | |
| | 4.1 | ● Introduction, fossil types & technique of study. Indian contribution to paleobotany<br>**Fossil plants**<br>Study of the following types;<br>● Fossil bryophytes:*Naiadita lanceolata*<br>● Fossil pteridophyte: *Rhynia*<br>● Fossil gymnosperms: *Williamsonia* | 4 | 3 |

| 5 | **Teacher specific course components** |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br><br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>**A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE)- 70 marks**<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks |

**References**


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http://www.unomaha.edu/~abls/
http://www.anbg.gov.au/bryophyte/index
.html http://www.bryoecol.mtu.edu/

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l http://www.fairhavenbryology.com/Master_Page.html
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http://www.bioimages.org.uk/HTML/T77.HTM
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m http://homepages.caverock.net.nz/~bj/fern/
http://www.home.aone.net.au/~byzantium/ferns/
http://www.northernontarioflora.ca/links.cfm?val=pteridophyt
es http://www.fiu.edu/~chusb001/giant_equisetum.html
http://www.mygarden.ws/fernlinks.htm

http://www.nrm.se/en/menu/researchandcollections/departments/cryptogamicbotany/colle
c tions/pteridophytes.652_en.html

http://www.amerfernsoc.org/
http://www.gymnosper
s.org/
http://www.plantapalm.c
om/vce/toc.htm

**MAHARAJA’S COLLEGE, ERNAKULAM**
**(Govt. Autonomous)**

<table>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Agronomy horticulture and agroforestry</td></tr>
<tr><td>Type of Course</td><td colspan="6">DCE A</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE7DCEBOT400</td></tr>
<tr><td>Course Level</td><td colspan="6">400-499</td></tr>
<tr><td>Course Summary</td><td colspan="6">Agronomy, Horticulture, and Agroforestry is an interdisciplinary course that examines the management and optimization of crop production, the science of garden cultivation, and the integration of trees and agriculture in sustainable land management. It explores the principles, techniques, and applications of these fields in the context of modern agricultural practices. Learners will acquire practical knowledge in horticulture and different entrepreneurial skills, which have potential career opportunities in industries and start-ups.</td></tr>
<tr><td>Semester</td><td>VII</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">A basic understanding of biological sciences would be beneficial.</td></tr>
</table>

## COURSE OUTCOMES (CO)

| C O No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1. | Identify the different methods of crop propagation, crop management and cropping patterns in agronomy | R | PO1, PO2 PO4 |
| 2. | Describe the role of manures and fertilizers in crop management | U | PO5, PO6 PO8 |
| 3. | Explain different plant propagation methods in Horticulture and the importance of organic farming | A | PO7, PO9, PO10 |
| 4. | Evaluate the role of Hi-Tech farming in modern agriculture and institutions giving financial assistance for agriculture | An | PO3, PO6 |
| 5. | Appraise the applications of agroforestry | E | PO3 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

## COURSE CONTENT

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Principles of Agronomy (18 hours)** | | | |
| | 1.1 | Introduction: Meaning, definition and scope of agronomy. Crop Growth- factors affecting growth. | 1 | 1 |
| | 1.2 | Crop propagation: Seed – characteristics of good quality seeds. Factors affecting seed quality, Seed viability testing-Seed germination test and Tetrazolium test. Seed Dormancy-Primary and Secondary. Vegetative propagation- Bulbs, Tubers, Corms, Rhizomes, Rootstock, runners, Offsets and suckers. | 4 | 1, 3 |
| | 1.3 | Methods of sowing/planting: Planting geometry and its effect on growth and yield. | 1 | 1 |
| | 1.4 | Soil and Soil Profile: Physical, chemical and biological properties of soil. Soil fertility and Soil productivity. | 2 | 1, 3 |

| | | | | |
|---|---|---|---|---|
| | 1.5 | Tillage: definition- objectives, types of tillage, tillage implements.<br>Learning activity:<br>Identification of different tillage implements. | 2 | 1, 3 |
| | 1.6 | Crop nutrition: Micro and Macro nutrients (role & deficiency symptoms), Nutrient sources- organic manures, fertilizers, biofertilizers; Integrated Nutrient Management. | 2 | 1, 2 |
| | 1.7 | Cropping Patterns: Multiple cropping, Intercropping, sequential cropping and crop rotation. Mixed farming. | 2 | 1, 3 |
| | 1.8 | Irrigation and water management:Irrigation: definition and objectives. Types and methods- surface irrigation, subsurface and micro irrigations including sprinkler and drip irrigation.<br>Learning activity: Visit a field showing different types of irrigation methods. | 4 | 1,3 |
| **2.** | **Horticulture (12 hours)** | | | |
| | 2.1 | Introduction to Horticulture: Definition and objectives of Horticulture; branches of Horticulture- Pomology, Olericulture, Landscape Gardening, Nursery management. | 2 | 1,3 |
| | 2.2 | Plant propagation methods: Propagation by seeds; Vegetative propagation- Natural, Artificial- Budding (‘T’ and patch budding), Grafting (approach and wedge Grafting) and layering (Air Layering). | 5 | 1,3 |
| | | Learning activity: Demonstration of budding/grafting techniques | | |
| | 2.3 | Manures and Fertilizers: Manures: Farm Yard Manure (FYM), neem cake, green manure, organic manures, vermicompost.<br>Fertilizers: NPK; Biofertilizers (Bacterial, Fungal and Algal).<br>Organic Farming: Definition andScope.<br>Learning activity: Identification of plants as green manure – *Glyricidia*sp., *Vigna unguiculata*, *Leucaena* sp. | 5 | 1,2,3 |

| | | | | |
|---|---|---|---|---|
| 3. | **Plant Protection (15 hours)** | | | |
| | 3.1 | Diseases: General account of Plant diseases (viruses, bacteria, mycoplasma, fungi, nematodes and parasitic plants).<br>Case study-Bunchy top of Banana.<br>Pests on horticultural crops- General account on Aphids, beetles, stem borer, caterpillars and rats. | 4 | 1, 3 |
| | 3.2 | Weed Management: Introduction, harmful and beneficial effects of weeds, crop weed association, crop weed competition and allelopathy.<br>Methods of weed control: physical, chemical and biological methods. Integrated Weed Management (IWM).<br>**Learning activity:**<br>1. Prepare a report on the diversity of weeds in your locality with suitable geotagged photos.<br>2. Preparation of a list of commonly available herbicides in the market. | 6 | 1,3 |
| | 3.3 | Methods of Pest Control: Pest management, Integrated Pest Management (IPM).<br>**Learning activity:**<br>Bordeaux mixture preparation | 5 | 1,3, 5 |
| 4 | **Gardening, and Principles of Agroforestry (15 hours)** | | | |
| | 4.1 | Establishing a Garden: Selection of site, Preparation of land for vegetable garden- Mulching; Sowing; Transplanting. | 2 | 3 |
| | 4.2 | Landscape Gardening: Principles of landscaping & garden design.Indoor gardens; Terrarium/Bottle Garden, Hydroponics<br>Garden Components: Hedges & Edges, Lawn, Flowerbeds, Arches & Pergolas, Fencing, Water bodies.<br>**Learning activity:** Prepare and submit a Bottle Garden / Terrarium. | 4 | 3, 4 |

| | | | | |
|---|---|---|---|---|
| | 4.3 | High –Tech farming: Brief overview on Greenhouse technology, Polyhouse, and Precision farming.<br>Procuring financial assistance from different funding agencies-National Horticulture Mission (NHM), State Horticulture Mission (SHM), MSME. | 4 | 4,5 |
| | 4.4 | Agroforestry: Definition and scope.<br>Agroforestry in the farming system in the different parts of the farm, Climate farming system (Climate Smart Agriculture- CSA)<br>Practical application of Agroforestry-As live fences, hedgerow barriers, windbreaks and shelterbelts<br>Silviculture, Agri-silviculture, Agri-horticulture, Alley cropping, Taungya cultivation and social forestry (Brief study only). | 5 | 4,5 |
| **5** | **Teacher Specific course components** | | | |
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Interactive Lectures, PowerPoint presentations, Group discussions, Hands-on training, Field trip flipped classroom, Project-Based Learning, Experiential Learning, Peer Teaching, invited lectures, group discussions, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. | | | |
| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>**A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty | | | |
| | **B. End Semester Evaluation (ESE)- 70 marks**<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>● Essay ( 1 out of 2): 1x 10= 10marks | | | |

**References**


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| | **MAHARAJA'S COLLEGE, ERNAKULAM**<br>**(Govt. Autonomous)** |
|---|---|
| **Programme** | **BSc. (Honours) BOTANY** |
| **Course Name** | **Plant genomics** |
| **Type of Course** | DCE A |
| **Course Code** | MCE7DCEBOT401 |
| **Course Level** | 400-499 |
| **Course Summary** | The Plant Genomics course offers a comprehensive examination of the molecular intricacies governing plant life, emphasizing genomic principles. Students delve into the structural nuances of plant genomes, exploring chromosomal organization, gene structure, and the role of repetitive DNA elements. Functional genomics techniques, such as transcriptomics and proteomics, are explored alongside an in-depth look at cutting-edge tools like next-generation sequencing. Comparative genomics sheds light on the evolutionary aspects of plant genomics, while mapping and sequencing techniques provide insights into genome structure. The course equips students with the emerging trends in plant genomics research, ensuring students are prepared for careers at the intersection of genomics and plant biology. |

| **Semester** | VII | Credits | | | 4 | Total Hours |
|---|---|---|---|---|---|---|
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 4 | - | - | - | 60 |
| **Pre-requisites, if any** | Basics of molecular biology and genetics | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Explain the basics of genome organization | U | PO2, PO6 |
| 2 | Illustrate the processes in genome mapping | An | PO2, PO6, PO8 |

| | | | |
|---|---|---|---|
| 3 | Distinguish various sequencing technologies and its applications in plant science | An | PO1, PO2, PO3, PO5, PO6, PO7, PO8, PO9, PO10 |
| 4 | Consider various functional genomics aspects in plant science research | E | PO1, PO2, PO3, PO9, PO10 |
| 5 | Choose comparative genomic tools in evolutionary studies | E | PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| **Module** | **Units** | **Course description** | **Hrs** | **CO No.** |
|---|---|---|---|---|
| **1** | **Structural genomics (15 hours)** | | | |
| | 1.1 | Introduction to genomics | 1 | 1 |
| | 1.2 | Brief overview of prokaryotic and eukaryotic genome organization | 2 | 1 |
| | 1.3 | Extra-chromosomal DNA: Mitochondrial and chloroplast genomes | 2 | 1 |
| | 1.4 | Genetic mapping and physical mapping. | 2 | 1, 2 |
| | 1.5 | Construction of linkage maps using molecular markers – RFLP, RAPD, AFLP, SSLP, SNP | 5 | 1, 2 |
| | 1.6 | Physical mapping – restriction mapping, STS mapping, EST | 3 | 1, 2 |
| **2** | **Genome sequencing (20 hours)** | | | |
| | 2.1 | Sanger's DNA sequencing method; Genome sequencing strategies-Whole genome, clone-by-clone and hybrid approaches. | 5 | 3 |
| | 2.2 | Next generation sequencing technologies-<br>● Pyrosequencing,<br>● Reversible terminator sequencing,<br>● ion torrent method,<br>● PacBio long range sequencing,<br>● nanopore sequencing.<br>Applications of NGS in modern world (Any five applications) | 10 | 3 |

| | | | | |
|---|---|---|---|---|
| | 2.3 | Sequence assembly – methods used. (Reference and *de novo*) | 1 | 3 |
| | 2.4 | Genome Annotation, Gene Ontology (GO) | 2 | 3 |
| | 2.5 | Important findings of the completed genome projects: Arabidopsis genome project, Tomato genome project and Banana Genome project. | 2 | 3 |
| **3** | **Functional Genomics (15 hours)** | | | |
| | 3.1 | Transcriptome/RNA seq, Exome sequencing | 2 | 4 |
| | 3.2 | Expression profiling using Real time quantitative PCR (RT-qPCR). | 2 | 4 |
| | 3.3 | Methyl sequencing | 1 | 4 |
| | 3.4 | Gene expression analysis using dot blotting and microarrays. | 2 | 4 |
| | 3.5 | Chromatin immunoprecipitation sequencing (ChIP Seq) and its applications. | 2 | 4 |
| | 3.6 | Gene editing using CRISPR-Cas9 technology, its applications | 1 | 4 |
| **Experiential Session:** Provide the students a captivating day-long laboratory excursion, offering an exclusive visit to a state-of-the-art sequencing facility. | | | 5 | 4 |
| **4** | **Comparative genomics (10 hours)** | | | |
| | 4.1 | Gene identification by comparative genomics | 1 | 5 |
| | 4.2 | Comparative genomics as a tool in evolutionary studies (molecular phylogeny): Orthologous, Analogous, Paralogous and Xenologous genes | 2 | 5 |
| | 4.3 | Metagenomics. (A brief account with its applications) | 2 | 5 |
| **Experiential Session:** Phylogenetic analysis using genomic tools (MEGA or Phylip) | | | 5 | 5 |
| **5** | **Teacher specific course components** | | | |

| | |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br><br>Interactive lectures, Group discussions, Problem-based learning, Flipped classroom, Discussion-based Learning, Case-based Learning, Experiential Learning, Inquiry-Based Learning, Game-Based Learning, Socratic Method, Peer Teaching, Simulations, Online Learning, Blended Learning, and other innovative approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>**A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE)- 70 marks**<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>● Essay ( 1 out of 2): 1x 10= 10marks |

**References**


1. Brown, T. A. (2023). Genomes 5.CRC Press; 5th edition
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6. Leland H Hartwell, Leroy Hood, Michael L Goldberg, Ann E Reynolds, Lee M Silver, Ruth C Veres (2004). *Genetics: From genes to genomes* (II Edn). McGraw Hill.
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13. Robert K Murray, David A Bender, Kathleen M Botham, Peter J Kennelly, Victor W Rodwell, P Anthony Weil (2009). *Harper's Illustrated Biochemistry* (XXVIII Edn). McGraw Hill.

14. S R Pennington, M J Dunn (Edts) (2002). *Proteomics: From protein sequence to function*. Viva Books Private Limited.

*15.* Bernard R Glick, Jack J Pasternak, Cheryl L Pattein (2010). *Molecular biotechnology, principles and applications of recombinant DNA*. ASM press.

16. Burton E Tropp (2012). *Molecular biology: Genes to Proteins* (IV Edn). Jones and Bartlett Learning.

17. Jocelyn E Krebs, Elliott S Goldstein, Stephen T Kilpatrick (2011). *Lewin's Genes X* . Jones and Bartlett Publishers.

# MAHARAJA’S COLLEGE, ERNAKULAM
## (Govt. Autonomous)

| | | | | | | |
|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Seed technology** | | | | | |
| **Type of Course** | DCE A | | | | | |
| **Course Code** | MCE7DCEBOT402 | | | | | |
| **Course Level** | 400-499 | | | | | |
| **Course Summary** | This course is a comprehensive study of principles and application of seed science and technology. The course provides an understanding of the vital role in seed plays in agriculture, plant biology and sustainable development. | | | | | |
| **Semester** | VII | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 4 | - | - | - | 60 |
| **Pre-requisites, if any** | Nil | | | | | |

**COURSE OUTCOMES (CO)**

| CO No | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Explain the basics of seed biology and seed quality | Understand | PO2, PO4 |
| 2 | Evaluate the quality of seeds using seed testing method | Evaluate | PO2, PO9 |
| 3 | Outline the steps in seed processing and seed certification | Remember | PO2,PO9 |
| 4 | Apply the role of biotechnology in seed development | Apply | PO2,PO9, PO3 |
| 5 | Analyze seed marketing and trade | Analyse | PO2,PO9, PO1,PO3 |

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)***

## COURSE CONTENT

| Module | Units | Course description | Hrs | C O No |
|---|---|---|---|---|
| 1 | | **Introduction to seed technology (15 Hours)** | | |
| | 1.1 | Definition of seed science and technology, scope; Heritage of seed technology and contribution of seed technologists towards the holistic development of modern science( interactive sessions)- | 1 | 1 |
| | 1.2 | Morphology and seed development: Seed Biology-Study of floral biology of monocots and dicots external and internal structures of monocot and dicot seeds; seed coat structure, different types of embryos, endosperm and cotyledons<br>Seed development Physiology-Physiology of seed development and maturation; chemical composition, synthesis and accumulation of seed reserves, induction of desiccation tolerance, hormonal regulation of seed development<br>Dormancy- definition, types, mechanisms, advantage, disadvantage, endogenous and exogenous factors regulating dormancy, role of phytochrome and PGR, genetic control of dormancy<br>Seed deterioration- causes and factors affecting seed deterioration, Physiological, cytological and biochemical changes during seed storage and its implication in seed quality, methods to reduce seed deterioration<br>**Activity:**<br>Preparation of seed albums and identification | 9 | 1 |
| | 1.3 | Seed ripening and maturation process, Factors affecting seed setting.<br>Seed germination -Seed germination; factors affecting germination; role of embryonic axis; growth hormones and enzyme activities, effect of age, size and position of seed on germination. Physiological processes during seed germination; seed respiration, breakdown of stored reserves in seeds, mobilization and interconversion pathways. | 5 | 1 |

| | | | | |
|---|---|---|---|---|
| **2** | **Seed quality and vigour (17 Hours)** | | | |
| | 2.1 | Seed viability and longevity, pre and post-harvest factors affecting seed viability ; seed aging ; physiology of seed deterioration; lipid peroxidation and other viability theories; means to prolong seed viability; mechanism of desiccation sensitivity and recalcitrance with respect to seed. Varietal<br>Seed vigour and its concept, vigour test methods, factors affecting seed vigour, physiological basis of seed vigour in relation to crop performance and yield. Seed invigoration and its physiological and molecular control<br>Methods to prolong seed viability, Procedures involved in seed testing, (Sampling, physical purity, germination, seed moisture, viability, health, vigour and determination of genuineness), Devices and tools used in seed testing. ISTA, AOSA and its role in seed testing.<br>**<u>Activity:</u>**<br>● Seed viability testing method (Tetrazolium),<br>● Seed germination test (Between paper/Top of paper method)<br>● Visit to seed production Unit | 7 | 2 |
| | 2.2 | Seed storage: general principles, Seed drying and storage; drying methods-importance and factors affecting it, changes during storage, concepts and significance of moisture equilibrium, methods of maintaining safe seed moisture content. Methods to minimize the loss of seed vigour and viability; factors influencing storage losses. Methods of seed storage – modified atmospheric storage – ultra dry storage – vacuum storage – cryopreservation – germplasm storage – gene banks – NBPGR, IPGRI and National seed storage laboratory, Measures for pest and disease control during storage, Seed Bank<br>Seed treatments-methods of seed treatment, seed treating formulations and equipments, Biological seed treatments, seed disinfestations, identification of treated seeds; Packaging: principles, practices and materials; bagging and labeling | 10 | 3 |

| | | | | |
|---|---|---|---|---|
| 3 | **Seed production and enhancement (20 Hours)** | | | |
| | 3.1 | Seed production through crop improvement and breeding, hybrid seeds (Maize, Sunflower), Causes of varietal deterioration and maintenance of genetic purity during seed production<br>Seed quality control – Definition of seed and its quality-concept and objectives; regulatory mechanisms – Seed Act (1966) – Seed Rules (1968), statutory bodies– Central Seed Committee – Central Seed Certification Board, DUS test. Detection of genetically modified seeds. Identification through Grow Out Test and Electrophoresis.<br>Seed certification –objectives; general and specific crop standards, field and seed standards; seed certification agency – role of certification agencies, phases of seed certification; Brief account on role and working of CSTL. Seed processing technologies(seed cleaning and equipment in seed processing) | 10 | 3 |
| | 3.2 | Seed quality enhancement<br>Seed priming: types of priming technology, biochemical and molecular changes associated, pre-germination, film coating and pelleting, seed tapes, seed mats, seed colouring, biopriming<br>Seed marketing:<br>structure and organization, sales generation activities, promotional media.; Factors affecting seed marketing.<br>Seed trade regulations, IPR in seed technology | 10 | 3,5 |
| 4 | **Biotechnology in seed improvement (8 Hours)** | | | |
| | 4.1 | Impact of genetic engineering , Genetic purity analysis of seeds, Use of Molecular markers, GMOs in seed production, Detection of genetically modified crops,; Transgene contamination in non-<br>GM crops; GM crops and organic seed production.; Application of tissue culture in genetic conservation-Embryo culture, Embryo rescue, pollen and anther culture | 8 | 4 |

<table>
<tr><td>5</td><td colspan="2">Teacher specific course components</td></tr>
<tr><td colspan="2">Teaching and Learning Approach</td><td>Classroom Procedure (Mode of transaction)<br><br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry- Based Learning, Online Learning, Blended Learning, and other innovative learning approaches.</td></tr>
<tr><td colspan="2" rowspan="2">Assessment Types</td><td>MODE OF ASSESSMENT<br><br>A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty</td></tr>
<tr><td>B. End Semester Evaluation (ESE)- 70 marks<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks</td></tr>
</table>

**References**


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8. Anon. 2016. Manual of Seed Certification Procedures. Directorate of Seed Certification, Coimbatore, Tamil Nadu.

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**Suggested Readings**

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2. Sharma P. 2008. Seed Legislation. Gene-tech Book Publishers, New Delhi.

3. Chakrabarthi SK. 2010. Seed Production and Quality Control. Kalyani Publishers. New Delhi.

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| | MAHARAJA'S COLLEGE, ERNAKULAM<br>(Govt. Autonomous) | | | | | |
|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Ecology and ecotourism** | | | | | |
| **Type of Course** | DSE B | | | | | |
| **Course Code** | MCE7DSEBOT403 | | | | | |
| **Course Level** | 300-399 | | | | | |
| **Course Summary** | The course 'Ecology and Ecotourism' deals with the study of how organisms interact with their environment and ecotourism deals with sustainable management of natural ecosystems. | | | | | |
| **Semester** | VII | Credit<br>s | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 4 | - | - | - | 60 |
| **Pre-requisites, if any** | | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Describe the properties of different levels of organization ecosystem | U | 1,4 |
| 2 | Outline the structure and functions of an ecosystem | An | 1,2,4 |
| 3 | Illustrate conservation strategies | A | 2,4 |
| 4 | Critically assess the environmental and economical impacts of ecotourism | E | 2,6,9 |

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)***

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Plant Ecology (15 hours)** | | | |
| | 1.1 | Introduction to ecology, levels of organizations (species, population, community, ecosystem, biome). | 4 | 1 |
| | 1.2 | Population ecology, Characteristics of population - Population size, density, natality, mortality, age structure, growth form. Population growth models – S and J | 5 | 1 |
| | 1.3 | Community ecology - Population interactions – Positive and negative; Mutualism, Commensalism, Competition, Predation. **Learning activity:** *Visit an ecosystem and submit any type of interaction with report*. | 6 | 1 |
| 2 | **Ecosystem (15 hours)** | | | |
| | 2.1 | Ecosystem structure - biotic and abiotic. Trophic levels - producers, consumers decomposers. | 4 | 2 |
| | 2.2 | Function of ecosystems - Food chain and food web and flow of energy-homoeostasis and cybernetics. Productivity of ecosystem; Primary, Secondary, gross and net productivity. | 6 | 2 |
| | 2.3 | Ecological pyramids; Pyramid of number, Pyramid of biomass, pyramid of energy.<br>Biogeochemical cycles - Gaseous cycle (Nitrogen) and Sedimentary (Phosphate). | 5 | 2 |
| 3 | **Conservation Ecology (15 hours)** | | | |
| | 3.1 | Definition, strategies and practices, Role of protected areas in conservation, Local, national, international efforts to conserve biodiversity. IUCN categories. | 6 | 3 |
| | 3.2 | Threats to biodiversity - Habitat loss, over exploitation, poaching, invasive species, climate change. | 4 | 3 |
| | 3.3 | Awards and appreciations in conservation biology - Nobel Peace award, Goldman Environmental Prize, International Conservation Award, *Indira Gandhi ParyavaranPuraskar*, Kerala state biodiversity board award, Haritha Mitra award. | 5 | 3 |

| | | | | |
|---|---|---|---|---|
| 4 | **Ecotourism (15 hours)** | | | |
| | 4.1 | Understanding ecotourism: Definition, scope and prospects, principles and types of Ecotourism. | 4 | 4 |
| | 4.2 | Sustainable tourism practices - Community-based tourism and its benefits. Challenges and solutions in ecotourism. Ecotourism and ethics. Ecotourism centres in Kerala- Thenmala/ Thattekkad-A case study. | 6 | 4 |
| | 4.3 | **Learning activity:** *Visit an ecotourism centre, identify the components, and prepare a report and submit it for valuation.* | 5 | 4 |
| 5 | **Teacher specific course components** | | | |

| | |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA) Theory/Hands on Work- 30 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE)- 70 marks**<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks |

## References


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2. Stuart Chapin F, Pamela Matson A & Peter Vitousek M, (2011). Principles of Terrestrial Ecosystem Ecology, Springer.
3. Roy Ballantyne & Jan Packer (2013). International Handbook on Ecotourism, Edward Elgar Publishing Limited

4. Fennel David A (2004). ecotourism an introduction, outledge,11 New Fetter Lane, London.

**SUGGESTED READINGS**

1. May Robert M & McLean Angela R (2007). Theoretical Ecology Principles and Applications, Oxford University Press.
2. Stephen Wearing & John Neil (2009). Ecotourism: Impacts, Potentials and Possibilities, Reed Educational and Professional Publishing Ltd

| | **MAHARAJA'S COLLEGE, ERNAKULAM**<br>**(Govt. Autonomous)** | | | | | |
|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Biological approaches and evolutionary trends in plants** | | | | | |
| **Type of Course** | DSE B | | | | | |
| **Course Code** | MCE7DSEBOT404 | | | | | |
| **Course Level** | 300-399 | | | | | |
| **Course Summary** | Upon completion of the course, a student should:have a better understanding of how evolutionary science generates knowledge by way of hypothesis testing, systematic observations, and the comparative method have phylogenetic thinking; how new species arise; the major species conceptsbe able to better distinguish scientific from unscientific arguments apply evolutionary principles in her or his own research | | | | | |
| **Semester** | VII | **Credits** | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 4 | - | - | - | 60 |
| **Pre-requisites, if any** | Nil | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Evaluate and Summarize the fundamental evolutionary processes in the natural world and their influence on the origin of life and its diversity | E | PO 1, PO 2, PO 10 |
| 2 | Develop phylogenetic thinking; how new species arise and the major species concepts | A | PO 2, PO 3, PO8 |
| 3 | Formulate sound evolutionary hypotheses for a variety of biological phenomena | A | PO1, PO 10 |

| | | | |
|---|---|---|---|
| 4 | Examine the benefits of evolution | An | PO 10 |
| 5 | Apply evolutionary biology as a powerful set of tools for approaching current changes in biodiversity and addressing future challenges | S | PO1, PO2, PO7, PO 8 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | | **Organic Evolution (10 Hours)** | | |
| | 1.1 | Origin of life- Oparin and Haldane's theory, Urey Miller's Experiment. [1] | 5 | CO 1 |
| | 1.2 | Overview of evolution, Role of evolution in plant diversity [1] | 2 | |
| | 1.3 | Origin of Photosynthesis, evolution of oxygen, ozone buildup, endosymbiotic theory of eukaryotic origin | 3 | |
| 2 | | **Evidence and Mechanism of Evolution (20 Hours)** | | |
| | 2.1 | Biological evolution and evidence for biological evolution from living organisms (comparative anatomy,embryology and molecular phylogeny) and fossil record (paleontological)<br>**Activity:**<br>Collect the evidence of evolution as pictures using e-resources and submit a report (Anyone mentioned in the syllabus) | 5 | CO 2 |
| | 2.2 | Types of fossils and fossilization, dating techniques | 5 | |
| | 2.3 | Variation (Mutation and Recombination) and Natural Selection with examples; Gene flow and genetic drift; Hardy- Weinberg's principle; Speciation, Adaptive Radiation<br>**Activity:**<br>1. Compute allele frequencies using Hardy- Weinberg's principle<br>Identify the role of mutation/ variation in crop improvement (Submit Report) | 10 | CO 4 |

| | | | | |
|---|---|---|---|---|
| **3** | **Darwin's Theory and Neo-Darwinism (14 Hours)** | | | |
| | 3.1 | Darwin's contribution to evolution, Types of natural selection (Directional, Stabilizing, Disruptive), Natural Selection as a guiding force of evolution: coloration, camouflage, and mimicry<br>**Activities**<br>Prepare a report on Darwin's contribution to evolution and submit it as e-copy. | 6 | CO 3 |
| | 3.2 | Modern Synthetic Theory of Evolution, Modern advances in evolutionary biology, Micro and macroevolution (Brief study) | 3 | |
| | 3.3 | Extinction: Mass extinction (Causes, Names of five major extinctions), Role of extinction in evolution | 5 | |
| **4** | **Plants People Interaction: An Evolutionary Approach (16 Hours)** | | | |
| | 4.1 | Detailed examination of evolution in plants, timeline of plant evolution, adaptations to environmental factors, co-evolution with other organisms<br>**Activity:**<br>Using a geological timescale identify the important eras of plant evolution | 7 | CO 5 |
| | 4.2 | Human impact on plant evolution: Domestication and Agriculture | 5 | |
| | 4.3 | Manmade causes of evolution: Brief mention of pesticide, and herbicide resistance in plants<br>**Activities:**<br>Critically evaluate the paper- 'Plants and people: Our shared history and future' (Group Discussion)<br>https://nph.onlinelibrary.wiley.com/doi/full/10.1002/ppp3.12 | 4 | |
| **5** | **Teacher Specific Content** | | | |
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Lecture, Videos, PowerPoint Presentations, Group Discussion | | | |

| | |
|---|---|
| **Assessment Types** | **MODE OF ASSESSMENT**<br>**A. Continuous Comprehensive Assessment (CCA)**<br>**Theory/Hands on Work- 30 Marks**<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE)- 70 marks**<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks |

**References**


1. Arora, P.M. (2015). Evolutionary Biology. Himalaya Publishing House.
2. Hall, B.K. &, Hallgrímsson, B. (2013) Strickberger's Evolution. Ababil Books.
3. Herrera, C. M., &Pellmyr, O. (Eds.). (2009). Plant-animal interactions: an evolutionary approach. John Wiley & Sons.
4. Mathur, R., Singh, S. P. & Tomar, B.S. (2014). Evolution and Behavior. Rastogi Publication.
5. Niklas, K. J. (2020). Plant evolution: an introduction to the history of life. University of Chicago Press.
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# MAHARAJA'S COLLEGE, ERNAKULAM
## (Govt. Autonomous)

<table>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Biotechniques</td></tr>
<tr><td>Type of Course</td><td colspan="6">DSE B</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE7DSEBOT405</td></tr>
<tr><td>Course Level</td><td colspan="6">300-399</td></tr>
<tr><td>Course Summary</td><td colspan="6">The syllabus is designed with the objective<ul><li>To train the students in both theoretical and practical aspects</li><li>To handle various equipment related to life science research and to enhance their practical skills.</li><li>To train the analytical techniques, which has unlimited career opportunities including academic research, working in industry from small tech start-ups to large biotech companies.</li></ul></td></tr>
<tr><td>Semester</td><td>VII</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>4</td><td>-</td><td>-</td><td>-</td><td>60</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">Basic knowledge in science</td></tr>
</table>

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Outline the methods and procedures in microscopy | U | PO1, PO2, PO3, PO9, PO10 |
| 2 | Articulate the principles underlying different instruments employed in plant science research | U | PO1,PO2,PO3 |
| 3 | Explain working and application of various separation and analytical techniques | U | PO1,PO2,PO3, PO9, PO10 |
| 4 | Apply the techniques in enumeration, analysis and purification of plant samples | A | PO1, PO2, PO3, PO9, PO10 |

| | | | |
|---|---|---|---|
| 5. | Acquire expertise in various preparative methods and analytical techniques in plant science | A,S | PO1,PO9, PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Preparative Techniques in Microscopy (25 Hours)** | | | |
| | 1.1 | Collection, preservation (Dry & Wet) and preparation of plant materials: Squash, Smear, Whole mount, Maceration, and Sectioning.<br>**Learning Activity**<br>1. Maceration of a given specimen (*Cucurbita* stem) and identify different thickening in Xylem vessels<br>or<br>2. Prepare squash/smears and observe under microscope (Demonstration)<br>or<br>3. Submit Herbarium and Bottled preserved specimen of plant/plant parts (One each) | 6 | CO1 |
| | 1.2 | Killing and fixing: Properties of good fixative: types of fixative and fixation; killing and fixing agents and their composition (Carnoy's fluid and FAA) | 4 | CO1 |
| | 1.3 | Sectioning- free hand and microtomy, Principle and use of Rotary Microtome (General Account)<br>**Learning Activity**<br>1. Hands on training on free hand sectioning of a given plant specimen (stem/root)<br>2. Familiarize with microtomes used in modern research (use internet data) | 6 | CO1<br>CO2 |
| | 1.4 | Stains and staining techniques – Different stains and their composition- Safranin, Acetocarmine; Types of staining – Single staining, Double staining (Brief Account) **Learning Activity**<br>1. Identify different cells of a given plant specimen after single and double staining (stem/root) | 4 | CO1 |

| | | | | |
|---|---|---|---|---|
| | 1.5 | Mounting media: Glycerine, DPX and Canada balsam Preparation of slides: Temporary and Permanent **Learning Activity**<br>1. Prepare a temporary slide showing anatomicaldetails of plant part (root/shoot) | 5 | CO1 |
| **2** | **Instrumentation for analysis (20 Hours)** | | | |
| | 2.1 | Principle and application of Compound Microscope Phasecontrast Microscopy, Scanning Electron Microscopy- (Brief account). | 5 | CO1<br>CO2<br>CO3 |
| | 2.2 | Photometric Analysis – Principle, working and application of Colorimeter<br>**Learning Activity**<br>1. Prepare a standard graph and estimate the concentration of a solution using colorimeter | 5 | CO2<br>CO3<br>CO4 |
| | 2.3 | Principle, working, and application of pH meter<br>**Learning Activity**:<br>1. Adjust the pH of a given solution using pH meter/pH pen | 5 | CO2<br>CO3 |
| | 2.4 | Enumeration and Measurement Techniques: Haemocytometer<br>**Learning Activity**<br>1. count the number of pollen grains with the help of haemocytometer | 5 | CO4 |
| **3** | **Methods for sample preparation (5 Hours)** | | | |
| | 3.1 | Centrifugation - Principle and application of Ultra centrifuges<br>**Learning Activity**<br>Familiarize with the function of centrifuge | 2 | CO2<br>CO4 |
| | 3.2 | Principle and application of lyophilizer and freeze-drying | 3 | CO2 |
| 4 | **Techniques for Analysis and Separation (10 Hours)** | | | |
| | 4.1 | Chromatography Techniques: - Principles and applications of Paper chromatography, TLC, Column chromatography, and HPLC<br>**Learning Activities**<br>1.Hands-on training on TLC/Paper Chromatography | 5 | CO2<br>CO3 |
| | 4.2 | Electrophoresis: Electrophoretic mobility, Factors affecting electrophoretic mobility. principle and application of<br>Agarose gel electrophoresis | 5 | CO2<br>CO3 |

<table>
<tr><td>5</td><td>Teacher Specific Content</td></tr>
<tr><td>Teaching and Learning Approach</td><td>Classroom Procedure (Mode of transaction)<br>Direct Instruction: Lecture, Hands on training<br>Interactive Instruction: Seminar, Group Assignments, Peer teaching and learning, Technology-enabled learning, Virtual lab</td></tr>
<tr><td rowspan="2">Assessment Types</td><td>MODE OF ASSESSMENT<br><br>A. Continuous Comprehensive Assessment (CCA)<br>Theory/Hands on Work- 30 Marks<br>● Involvement and responses in class room transactions<br>● Home Assignments<br>● Oral presentation/ Viva/Quiz/Open book test<br>● Field study, Group discussion on a recent research or review article(<5 years) related to the course<br>● Any other method as may be required for specific course / student by the course faculty</td></tr>
<tr><td>B. End Semester Evaluation (ESE)- 70 marks<br>• Very Short Answer (10 out of 12) : 2 x 10=20 Marks<br>• Short Answer ( 8 out of 10) : 8 x 5= 40 Marks<br>• Essay ( 1 out of 2): 1x 10= 10marks</td></tr>
</table>

**References**


1. Berlyn, G.P. &Miksche, J.P. (1976). Botanical Microtechnique and Cytochemistry. Wiley- Blackwell.
2. Huang, B.Q. & Yeung, E.C. (2015). Chemical and Physical Fixation of Cells and Tissues: An Overview. In E.C.T. Yeung, C. Stasolla, M.J. Sumner & B.Q. Huang (Eds.)Plant Microtechniques and Protocols (pp. 23-44), Springer
3. Khandpur, R.S. (2006). Handbook of analytical instruments. Tata Mc Graw Hill.
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# SEMESTER VIII

| | MAHARAJA'S COLLEGE, ERNAKULAM<br>(Govt. Autonomous) |
|---|---|
| **Programme** | **BSc. (Honours) BOTANY** |
| **Course Name** | **Plant metabolism** |
| **Type of Course** | DCC |
| **Course Code** | MCE8DCCBOT400 |
| **Course Level** | 400-499 |
| **Course Summary** | The course is designed to make students aware of advances and applications in Plant Metabolism. After completion of the course, the students would be able to; Recall and articulate key concepts related to plant metabolism, including the pathways involved in energy production, biosynthesis of essential compounds, and regulatory mechanisms governing metabolic processes in plants.Grasp the fundamental principles underlying plant metabolism, including the biochemical pathways, enzyme kinetics, and metabolic regulation that drive cellular processes in plants.Equipped to apply their knowledge of molecular and cellular processes to understand how plants assimilate nutrients, synthesize biomolecules, and respond to environmental stimuli at the molecular level.Gain insight into the diverse range of plant responses to internal and external stimuli, as well as the regulatory mechanisms that govern these responses, including signal transduction pathways and gene regulation.Evaluate energy conversion processes in plants, including photosynthesis and respiration, and understand how these processes contribute to the overall metabolism and growth of plants.Synthesize information from various cellular processes in plants, integrating knowledge of metabolism, cellular signaling, gene expression, and physiological responses to gain a holistic understanding of plant metabolism |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Semester** | VIII | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, if any** | Introduction to plant cells, cell interaction, cytoskeleton, nucleic acids Knowledge about light reaction and dark reaction | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 1 | Recall the concepts of plant metabolism | K | PO1 |
| 2 | Comprehend the fundamental Principles of Plant metabolism | U | PO2 |
| 3 | Apply Molecular and Cellular Processes in Plants | A | PO3 |
| 4 | Analyze Plant Responses and Regulatory Mechanisms | An | PO1 |
| 5 | Evaluate Energy Conversion and Metabolic Processes | E | PO2, PO3 |
| 6 | Synthesize various Cellular Processes in Plants | C | PO1 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| **Module** | **Units** | **Course description** | **Hrs** | **CO No.** |
|---|---|---|---|---|
| **1** | **Biological membranes, Cell cycle and Plant Genome (12 hours)** | | | |
| | 1.1 | Biological membranes: Fluid-mosaic model, membrane Lipids, carbohydrates and proteins. Endomembrane system and membrane trafficking (brief study only).<br>Cell cycle checkpoints: Cyclins and CDKs, regulation- G1/S and G2/M regulation, and spindle checkpoint. | 6 | 1,2,3,5,6 |
| | 1.2 | Nuclear Genome:<br>Genome organization: Chromatin loops, 250 nm fibre and chromosome. Chromatin and the epigenetic regulation of gene expression. Plant Cytoplasmic Genomes: Mitochondria and Plastid genome: The endosymbiotic theory. | 6 | 1,2,3,4,5,6 |
| **2** | **Plant Physiology and Development (25 hours)** | | | |
| | 2.1 | Photosynthesis: The Light Reactions: PSI and PSII structure and composition, Mechanisms of Electron Transport, Proton Transport and ATP Synthesis in the Chloroplast. The Carbon Reactions: Rubisco- structure and function, The Calvin–Benson Cycle. Biosynthesis of starch and sucrose.<br>The $C_2$ Oxidative Photosynthetic Carbon Cycle and its role. Brief account of adaptive mechanisms to overcome the oxidative property of Rubisco. | 8 | 1,2,3,4,5,6 |
| | | Respiration: Substrate level phosphorylation (Brief study) | | |

| | | | | |
|---|---|---|---|---|
| | 2.2 | Plant Mitochondrial electron transport, and ATP synthesis – organization of electron transfer complexes (complex I – V). Inhibitors of oxidative phosphorylation.<br>Cyanide-Resistant Respiration<br>ATP synthase, Binding change mechanism of ATP synthesis (Oxidative phosphorylation). Comparison of mitochondrial and chloroplast electron transport | 8 | 1,2,3,4,5, 6 |
| | 2.3 | Signals and Signal Transduction -Plant signaling molecules and receptors (GPCR, Ion channel). Second messengers and signal transduction- MAPK cascades.<br>Two-component signaling systems in plants : Cytokinin signal transduction.<br>Structure and function of plant photoreceptors: phytochromes, cryptochromes, and phototropins.<br>Floral induction and development (ABC Model). | 5 | 1,2,3,4,5,6 |
| | 2.4 | Plant Senescence and Cell Death- Leaf Abscission and Whole Plant Senescence (Brief account only). Types of cell death, PCD in plants (Brief account only), Leaf Senescence and its regulatory mechanism, Positive and Negative Senescence Regulators.<br>Protein degradation in cells. (Brief account only) | 4 | 1,2,3,4,5,6 |
| **3** | **Biochemistry (8 hours)** | | | |
| | 3.1 | Overview of: Nitrate Assimilation, Ammonium Assimilation, Amino acid biosynthesis in plants: research and prospects, Symbiotic Nitrogen Fixation | 4 | 1,2,3,4,5,6 |
| | 3.2 | Lipid Metabolism -Fatty acid biosynthesis- an overview, Lipid metabolism in oil seeds – oxidation of fatty acids, glyoxylate cycle, gluconeogenesis. | 4 | 1,2,3,4,5,6 |
| **4** | **Practical (30 hours)** | | | |
| | 4.1 | Estimation of Free amino acids in senescing leaves/ Ripening fruits. | 30 | 3,2 |
| | 4.2 | Separation of photosynthetic pigments by TLC/column chromatography and calculate the Rf value. | | |
| | 4.3 | Estimation of amylase activity in germinating seeds | | |
| | 4.4 | Estimation of total chlorophyll in various leaf samples | | |
| | 4.5 | Extraction and estimation of leg-hemoglobin from root nodules | | |
| | 4.6 | Study of meiosis by smear preparation of PMCs. | | |
| | 4.7 | Visit a molecular biology lab and submit a report | | |
| | 4.8 | Isolation of DNA from plant samples. | | |

<table>
<tr><td></td><td>4.9</td><td><u>Activity (any one)</u><br>Write a report on latest advances in plant metabolism (a copy of the original paper to be submitted along with the document.<br>Design and perform an experiment related to plant metabolism. Prepare and submit a report with geo-tagged photos.<br>Prepare and submit an innovative project proposal based on plant metabolism.<br>Presentation and submission of a report on a research paper related to recent advances in plant metabolism.<br>Present and submit a report on emerging trends and technologies in plant metabolism.<br>Prepare and submit an animated video/ audio visual documentary, explaining any plant metabolic process.</td><td></td><td></td></tr>
<tr><td>5</td><td colspan="4">Teacher specific course components</td></tr>
<tr><td>Teaching and Learning Approach</td><td colspan="4">Classroom Procedure (Mode of transaction)<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture- based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches.</td></tr>
<tr><td rowspan="2">Assessmen t Types</td><td colspan="4">MODE OF ASSESSMENT<br>A. Continuous Comprehensive Assessment (CCA) Theory: 25 marks<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test<br>Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>Practical: 15 marks<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty</td></tr>
<tr><td colspan="4">B. End Semester Evaluation (ESE)<br>Theory: 50 marks<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>Practical: 35 marks<br>·Practical based assessments: 30 marks<br>·Record: 5 marks</td></tr>
</table>

**References**


1. Buchanan, B. B., Gruissem, W., and Jones, R. L. (2015). *Biochemistry and molecular biology of plants*. 2nd ed. Wiley-Blackwell.

2. Heldt,H-W., and Piechulla, B. (2021). Plant Biochemistry. 5th ed. Academic Press

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4. Taiz, L., Moller, I. M., Murphy, A., and Zeiger, E. (2023). *Plant Physiology and Development*. 7th ed. USA: Sinauer Associates Inc. Publishers.


**SUGGESTED READINGS**


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<table>
<tr><td></td><td colspan="6">MAHARAJA’S COLLEGE, ERNAKULAM<br>(Govt. Autonomous)</td></tr>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Plant breeding and plant propagation techniques</td></tr>
<tr><td>Type of Course</td><td colspan="6">DCC</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE8DCCBOT401</td></tr>
<tr><td>Course Level</td><td colspan="6">400-499</td></tr>
<tr><td>Course Summary</td><td colspan="6">The course Plant breeding and Plant propagation techniques deals with plant and crop improvement techniques.</td></tr>
<tr><td>Semester</td><td>VIII</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>3</td><td>-</td><td>1</td><td>-</td><td>75</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">Nil</td></tr>
</table>

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Outline divisions and components of Horticulture. | U | PO1 |
| 2 | Describe the role of breeding methods in producing improved varieties of crop plants. | U | PO2 |
| 3 | Illustrate how different plant growing structures are employed in Horticulture | A | PO2 |
| 4 | Examine how cell differentiation occur in callus | An | PO1 |
| 5 | Design aquaponics, hydroponics and aeroponics based irrigation systems for improved crop yield | A | PO1, PO2, PO3 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Plant breeding (15 hours)** | | | |
| | 1.1 | Introduction to Plant Breeding: Objectives and achievements, Domestication and centres of origin of cultivated plants. Plant introduction - Primary and Secondary | 4 | 1 |
| | 1.2 | Breeding for resistance - Biotic (disease)- Vertical and horizontal Abiotic (drought) stresses. | 4 | 2 |
| | 1.3 | Mutation breeding: Achievements and limitations, Physical and chemical mutagens, Spontaneous and induced mutations, effects of mutation. Gamma gardens- Structure, Principles and working. | 7 | 2 |
| 2 | **Horticulture (15 hours)** | | | |
| | 2.1 | Introduction to Horticulture: Nature and scope. Objectives of horticulture. Divisions of horticulture, Fruit and vegetable zones of India. Career opportunities in horticulture. NHM, AHM, VFPCK, IRRI | 3 | 1 |
| | 2.2 | Basic components of Horticulture<br>a. Soils: Types, Physical characteristics<br>b. Climate: – Light, temperature, photoperiod, relative humidity, rainfall, altitude<br>c. Common garden implements and tools<br>d. Manures, Fertilizers: chemical fertilizers and organic fertilizers methods of application.<br>e. Irrigation and water management: system of irrigation, surface irrigation, sub soil irrigation, overhead system of irrigation.<br>Artificial propagation of plants (brief account)- | 8 | 1 |
| | 2.3 | Plant growing structures<br>Greenhouse, Polyhouses, Mist chambers, Hot beds. Modern trends in horticulture-Aquaponics, Hydroponics, Aeroponics, Nutrient Film Technique.<br>Horticulture therapy. | 4 | 5 |

| | | | | |
|---|---|---|---|---|
| | **Tissue culture (15 hours)** | | | |
| | 3.1 | Important milestones in plant tissue culture. Types of cultures: organised structures - meristem, shoot tip, node, embryo, root cultures (Brief study); unorganised structures - callus, suspension and protoplast cultures (Brief study) | 4 | 4 |
| | 3.2 | Techniques and stages of micropropagation Advantages, disadvantages an of micropropagation | 2 | 2 |
| | 3.3 | Differentiation of cells in callus - tracheid formation, chloroplast differentiation. Factors influencing vascular differentiation. Organogenic differentiation: factors influencing shoot bud differentiation, induction of organogenic differentiation.Advances and applications of tissue culture | 9 | 4 |
| **4** | **Practical (30 hours)** | | | |
| | 4.1 | **Students are expected to do minimum 5 practicals**<br>1. Identification of soil types based on particle size<br>2. Preparation of bio fertilizer and field application (Trichoderma culture and application).<br>3. Preparation and application of growth regulators (Coconut milk and root hormones).<br>4. Students are expected to submit any artificially propagated plants done by him (Cutting/Budding / Grafting/ Layering).<br>5. Identify and submit a layout of suitable irrigation techniques applicable in our local area.<br>6. Submit a photographic report on novel plant propagation tools.<br>7. Prepare aquaponics/ Hydroponics/ Aeroponics/ Nutrient Film<br>8. Hybridization techniques in self and cross pollinated plants<br>9. Visit a plant breeding station to familiarize with breeding programmes. Submit a report of the visit.<br>10. Preparation of MS medium from stock solutions.<br>11. Isolation, preparation, sterilization and inoculation of different explants like shoot tip, node, anther, embryo and cambium.<br>12. Production of mutated cells/tissues/plants | 30 | 2, 3, 4, 5 |

<table>
<tr><td>5</td><td colspan="2">Teacher specific course components</td></tr>
<tr><td colspan="2">Teaching and Learning Approach</td><td>Classroom Procedure (Mode of transaction)<br><br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry- Based Learning, Online Learning, Blended Learning, and other innovative learning approaches.</td></tr>
<tr><td colspan="2" rowspan="2">Assessment Types</td><td>MODE OF ASSESSMENT<br><br>A. Continuous Comprehensive Assessment (CCA) Theory: 25 marks<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test<br>Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>Practical: 15 marks<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty</td></tr>
<tr><td>B. End Semester Evaluation (ESE)<br>Theory: 50 marks<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>Practical: 35 marks<br>·Practical based assessments: 30 marks<br>·Record: 5 marks</td></tr>
</table>

**References**


1. Adams, C. R., Early, M. P., & Bamford, K. M. (2008). Principles of horticulture. Butterworth-Heinemann.
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19. https://egyankosh.ac.in/bitstream/123456789/83794/1/Unit-1.pdf

**MAHARAJA'S COLLEGE, ERNAKULAM**
**(Govt. Autonomous)**

| | | | | | | |
|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Phytochemistry and pharmacognosy** | | | | | |
| **Type of Course** | DCE | | | | | |
| **Course Code** | MCE8DCEBOT400 | | | | | |
| **Course Level** | 400-499 | | | | | |
| **Course Summary** | Phytochemistry is the study of the chemicals produced by plants, particularly the secondary metabolites which are synthesized as a measure for self- defense, and its medicinal, industrial, and commercial applications. The proper understanding of phytochemicals is essential for drug discovery and for the development of novel therapeutic agents against major diseases. Pharmacognosy is the study and science of medicine from natural sources. Natural medicines have been used for many thousands of years to enhance human health and treat diseases, and modern pharmaceutical medicine is largely dependent on drugs originally discovered in and isolated from natural sources. Pharmacognosy remains a central feature in traditional medicine and pharmacology, with the former remaining the primary source of medicine in developing countries and emerging economies. This course introduces phytochemistry, discusses the relationship of phytochemistry with other sciences and the importance of pharmacognosy. | | | | | |
| **Semester** | VIII | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, If any** | Nil | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | EXPECTED COURSE OUTCOME | LEARNING DOMAINS | PO No |
|---|---|---|---|
| 1 | The student will be able to describe the importance of phytochemicals and pharmaceutical drugs. | U | PO1 |
| 2 | The student will be able to explain the principle involved in the extraction and isolation techniques. | U | PO1 |
| 3 | The student will be able to classify the different phytochemicals and pharmaceutical drugs. | A | PO2 |
| 4 | The student will be able to carry out various phytochemical tests and procedures using different laboratory equipments. | An | PO3 |
| 5 | The student will be able to evaluate various drugs and estimate the presence of phytochemicals. The student will be able to investigate the various adulterants present in pharmaceutical drugs | E | PO1, PO2, PO3, PO6 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

| **COURSE CONTENT** | | | | |
|---|---|---|---|---|
| **MODULE** | **UNITS** | **COURSE DESCRIPTION** | **Hrs.** | **CO NO.** |
| **1** | **Phytochemistry: Introduction to Phytochemistry,Plant Secondary Metabolites (15 Hours)** | | | |
| | 1.1 | A Definition, history and scope of Phytochemistry. | 3 | 1,2 |
| | 1.2 | Recent advances in the field of chemotaxonomy. | 3 | 1,2 |
| | 1.3 | Phytochemical approach to economic botany | 2 | 1,2 |
| | 1.4 | Classification, occurrence, structure and function of medicinally important plant products: glycosides, tannins, alkaloids, phenolic compounds, saponins, terpenoids, steroids, flavonoids, gums and mucilage. | 7 | 1,2 |
| 2 | **Extraction and characterization of phytochemicals (15 Hours)** | | | |
| | 2.1 | Solvents- Petroleum ether, Chloroform, Ethanol, Acetone, Water | 3 | 2 |
| | 2.2 | Extraction techniques- Cold extraction, Hot extraction, Soxhlet- Clavenger apparatus | 3 | 2 |

| | | | | |
|---|---|---|---|---|
| | 2.3 | Separation techniques- TLC Column Chromatography, HPLC; Characterization techniques- GC-MS, LC-MS/MS, UV-VIS Spectrometry, IR Spectrometry, N M R | 9 | 2 |
| **3** | **Pharmacognosy-Introduction, classification and evaluation of drugs, sources, and techniques of drug production (15 Hours)** | | | |
| | 3.1 | Definition, history, scope, and development | 1 | 1.2.3,6 |
| | 3.2 | Plants in Medicine: Indigenous traditional drugs, traditional system of medicine, herbal medicine, folk medicine, unani, siddha, ayurveda, homoeopathy and Chinese medicine (Brief) Ethnopharmacology | 4 | |
| | 3.3 | Therapeutic classification of crude drugs, Morphological, microscopical and organoleptic evaluation of crude drugs; Drug preparation and storage. Collection and preparation of crude drugs for the market. Quality control of drugs- Adulteration of drugs, tools for identification. | 4 | |
| | 3.4 | Plant kingdom as source of drugs- plant secondary metabolitesas drugs | 2 | |
| | 3.5 | Techniques for production of drugs– purification, filtration, adsorption, solubilization, absorption, suspension and emulsification. Histochemical localization of starch grains-rice, potato | 4 | |
| **4** | **Practical (30 hours)** | | | |
| | 4.1 | Histochemical analysis of plant components: Starch grains in rice and potato. | 15 | 1.2.3,6 |
| | 4.2 | Estimation of water content, dry matter and ash content. Qualitative analysis of tannins, phenolics, flavonoids and alkaloids. TLC and column chromatography (Demonstration). | 10 | 1.2.3,6 |
| | 4.3 | Visit a phytochemical industry and learn the industrial process of phytochemical isolation and drug manufacturing. Interaction with subject expert in the field of Ayurvedic medicine for industrial exposure | 5 | 1.2.3,6 |
| **5** | **Teacher specific course components** | | | |
| **Teaching and Learning** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, | | | |

| | |
|---|---|
| **Approach** | Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>A. **Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | B. **End Semester Evaluation (ESE)**<br>**Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

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2. Atul Shirkhedkar and Surana S J (2008) Pharmacognosy and Phytochemistry. Pragathi Books Pvt. Ltd

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**SUGGESTED READINGS**

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3. Trease G E and Evans W C (2002) Pharmacognosy. Collis Macmillan Publishers, Madras.

# MAHARAJA’S COLLEGE, ERNAKULAM
## (Govt. Autonomous)

<table>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Omics in plant sciences</td></tr>
<tr><td>Type of Course</td><td colspan="6">DCE</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE8DCEBOT401</td></tr>
<tr><td>Course Level</td><td colspan="6">400-499</td></tr>
<tr><td>Course Summary</td><td colspan="6">The course will provide a comprehensive overview of data resources, tools and techniques that have revolutionized Plant Science research especially in the fields of genome editing, high throughput sequencing, metabolomics etc. There will be sessions on genomics, transcriptomics, proteomics and metabolomics with emphasis on dealing with large-scale dataset production and challenges in high-throughput data handling and analysis. The goal of this course is to broadly review molecular and omics technologies applied in Plant science research.</td></tr>
<tr><td>Semester</td><td>VIII</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>3</td><td>-</td><td>1</td><td>-</td><td>75</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">Basic understanding of molecular biology tools used in Bioinformatics</td></tr>
</table>

## COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Compare key technologies used to generate omics data | U | PO1, PO2 |
| 2 | Implement and use methods for detection and annotation of genomic variants | A | PO1 |
| 3 | Outline methods for sequence mapping and assembly of genomes and transcriptomes | An | PO3 |
| 4 | Recommend a omics experiments to address the biological question | E | PO1, PO2 |
| 5 | Design an omics-based experiment to address a certain biological question - and take a lead role in analyzing resulting data | C | PO2, PO3 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Introduction to omics, Genomics-Structural and Functional (15 hours)** | | | |
| | 1.1 | Introduction to Omics, Historical development in Biological Research, Genomics, Proteomics, Transcriptomics, Metabolomics-Applications in Plant science (overview) | 3 | 1 |
| | 1.2 | Structural genomics- Genome organization, genome mapping: (Principle and Application) SSR, ISSR, AFLP, SNP, Physical and genetic maps (An overview with special reference to crop improvement).<br>Role of Genome sequencing techniques in structural genomics: Sanger's dideoxy sequencing, whole genome shotgun sequencing, Pyrosequencing. Genome annotation.<br>**Activity :**<br>Submit a comparative account on the different genome sequencing strategies with special reference to *Arabidopsis thaliana* / Rice genome projects. | 8 | 2,3 |
| | 1.3 | Functional genomics- mRNA profiling,Gene expression analysis using RT-PCR, Applications of Functional genomics | 4 | 4 |
| 2 | **Transcriptomics and proteomics (15 hours)** | | | |
| | 2.1 | Transcriptomics- insights of transcriptomics (Mrna regulation). Types and function of RNA<br>Transcriptome analysis: Role of Q-PCR, Microarray.EST- Expressed Sequence Tags, EST database and EST<br>web tools<br>SAGE -Serial Analysis of gene expression, Role of SAGE in Gene Discovery | 5 | 3,4,5 |
| | 2.2 | Proteomics-Introduction to proteomics, Types (Quantitative, Functional- Brief account) | 1 | 3,4,5 |

| | | | | |
|---|---|---|---|---|
| | 2.3 | Structural Proteomics: Primary, Secondary, Super Secondary, tertiary and Quaternary Structure Ramachandran Map, Protein Folding | 4 | 3 |
| | 2.4 | Protein identification-Western Blotting, Mass Spectroscopy (Brief Account only) Peptide sequencing (Edman Degradation)Protein structure elucidation- X-ray crystallography | 4 | 3,4 |
| | 2.5 | Functional proteomics - protein-protein interaction (GFP tagging, reporter assay) | 1 | 3,4,5 |
| 3 | **Metabolomics (15 hours)** | | | |
| | 3.1 | Metabolomics: Introduction to metabolomics: Metabolome, Metabonomics (Terms and Concepts). Application of metabolomics analysis in medicinal plant science. | 3 | 4,5 |
| | 3.2 | Metabolomes Databases- PmDB, Metabolite profiling, Metabolome fingerprinting. | 7 | 4,5 |
| | 3.3 | Role of Biomarkers in metabolomics, Tools of metabolome studies: NMR, MS, GC, LC, IR | 5 | 4,5 |
| **4** | **Practicals (30 hours)** | | | |
| | 4.1 | Submit a comparative account on the different genome sequencing strategies with special reference to Arabidopsis thaliana / Rice genome projects. | 5 | |
| | 4.2 | Prepare a report on any of the above genome projects and submit for evaluation | 5 | |
| | 4.3 | Extract protein from plant tissues using suitable methods | 5 | |
| | 4.4 | Predicting protein structure from sequences from NCBI and predict their three-Dimensional structure | 5 | |
| | 4.5 | Extract metabolites from plants using suitable solvent and use simple colorimetric assays to identify them. | 5 | |
| | 4.6 | Use computational tools to predict protein secondary and tertiary structures and analyze Ramachandran plots | 5 | |

| 5 | **Teacher specific course components** |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>A. **Continuous Comprehensive Assessment (CCA)**<br>**Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or<br>review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE)**<br>**Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

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| | |
|---|---|
| | **MAHARAJA'S COLLEGE, ERNAKULAM**<br>**(Govt. Autonomous)** |
| **Programme** | **BSc. (Honours) BOTANY** |
| **Course Name** | **Modern trends in plant systematics** |
| **Type of Course** | DCE |
| **Course Code** | MCE8DCEBOT402 |
| **Course Level** | **400-499** |
| **Course Summary** | The morphological characters alone should not be considered in systematic classification of plants. Modern trends help plant taxonomists to look for more precise techniques in order to understand the relation between the genera and families. Complete knowledge of taxonomy is possible with the principles of various disciplines like cytology, palynology, phenology, biochemistry and numerical taxonomy. These<br>have been found to be useful in solving some of the taxonomical problems by providing additional characters. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Semester** | VIII | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, if any** | | | | | | |

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Explain the conceptual basis of plant classification and the concept of family, genus and species and the taxonomic diversity within species | U | 1,2 |
| 2 | Develop working skills in modern techniques in plant systematics | A | 2,9 |
| 3 | Choose appropriate tools of modern systematics for plant identification | A | 10 |

| | | | |
|---|---|---|---|
| 4 | Determine evolutionary relationship between a group of species using molecular taxonomic tools and techniques | A | 2 |
| 5 | Construct phylogenetic trees based on molecular systematic data | C | 1, 2 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Conceptual basis of plant systematics (16)** | | | |
| | 1.1 | Definition, Concepts and theories of classification and biosystematics. History and theories of classification – Theophrastus, Linnaean and post Linnaean era- Phylogenetic classification - Angiosperm Phylogeny Group (APG)- Detailed Account. | 7 | 1 |
| | 1.2 | Hierarchy in classification. Concept of Family, Genera, Species, Subspecies and other infra-specific categories. Species concepts: Typological, Nominalistic and Biological species concepts (in plant perceptive). | 6 | 1 |
| | 1.3 | The new global taxonomy initiatives: Systematic Agenda-2020- Missions. | 3 | 3 |
| 2 | **Interdisciplinary approaches in plant systematics (14)** | | | |
| | 2.1 | Chemotaxonomy- Classification based on phytochemicals- phenolics, alkaloids, terpenoids and nonprotein amino acids. Serology and Taxonomy. Scope and limitations.. | 5 | 3 |
| | 2.2 | Cytotaxonomy – chromosome number, chromosome size, chromosome banding and behaviour of chromosomes during division | 5 | 3 |
| | 2.3 | Palynotaxonomy- Pollen morphological characters and their significance in taxonomy and evolution- Polarity, symmetry, NPC of pollen, exine stratification, excrescences, L/O pattern. PollenAtlas | 4 | 3 |

| | | | | |
|---|---|---|---|---|
| 3 | **Ultrastructural and Numerical systematics (15 hours)** | | | |
| | 3.1 | Stereo Microscopes, Scanning Electron Microscopy, Transmission Electron Microscopy, Microphotography (Image analyser software) for micromorphological studies - Trichomes and seed morphology | 5 | 2,3 |
| | 3.2 | Numerical Taxonomy (Phenetics): Theory and principles- Operational Taxonomic Unit (OTU) Cluster analysis; UPGMA Methods; NTSYS, Applications, Merits and Demerits, Cluster analysis, Dendrogram. | 4 | 4,5 |
| | 3.3 | Molecular taxonomy - concepts, scope and limitations, Plant DNA barcoding- Molecular markers- isozymes, AFLP, Internal Transcribed Spacer (ITS), rbcL, matK. NCBI, Similarity search tools- BLAST, FASTA,Cladistics (Monophyletic, polyphyletic and paraphyletic groups), Phylogenetic tree construction, methods and tools- MEGA, PHYLIP. Interpreting data. Detailed study. | 6 | 4,5 |
| 4 | **Practicals (30 hours)** | | | |
| | 4.1 | Students should submit a review on plant classification- past to present. | 3 | 1 |
| | 4.2 | Students should refer to research articles and find out some cases where chemotaxonomic markers helped to establish their taxonomic identity | 3 | 3 |
| | 4.3 | Students should familiarise themselves with the application of chemical data fromTLC/ HPTLC/ HPLC/GC for taxonomy. | 4 | 3 |
| | 4.4 | Semipermanent pollen preparations by acetolysis method /any other alternative methods and study of different pollen morphotypes. | 5 | 3 |
| | 4.5 | :Study of plant surface attributes (trichomes/spines/etc.) / pollen characters with the help of Stereo Microscope /SEM. | 5 | 3 |

| | | | | |
|---|---|---|---|---|
| | 4.6 | Practical based on numerical taxonomy- Construct OTU tables examining morphological characters of selected plants. | 5 | 4,5 |
| | 4.7 | Construct phylogenetic trees using MEGA/PHYLIP or Sequence similarity searching through NCBI BLAST | 5 | 4.5 |
| 5 | **Teacher specific course components** | | | |
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. | | | |
| **Assessment Types** | **MODE OF ASSESSMENT**<br>A. **Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty | | | |
| | **B. End Semester Evaluation (ESE) Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks | | | |

## References


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<table>
<tr><td></td><td colspan="6">MAHARAJA’S COLLEGE, ERNAKULAM<br>(Govt. Autonomous)</td></tr>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Agroecology</td></tr>
<tr><td>Type of Course</td><td colspan="6">DCE</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE8DCEBOT403</td></tr>
<tr><td>Course Level</td><td colspan="6">400-499</td></tr>
<tr><td>Course Summary</td><td colspan="6">This course provides a comprehensive exploration of the principles and applications of agroecology, offering undergraduate botany students a foundational understanding of how ecological processes can be strategically applied to agricultural systems. As the global agricultural landscape evolves, agroecology emerges as a transformative approach that integrates ecological principles with sustainable farming practices.</td></tr>
<tr><td>Semester</td><td>VIII</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>3</td><td>-</td><td>1</td><td></td><td>75</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">Nil</td></tr>
</table>

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Recognize the foundations of Agroecology | U | PO1 |
| 2 | Apply Agroecological principles to Agriculture | A | PO1, PO2 |
| 3 | Implement sustainable soil and crop management practices | A | PO2, PO3 |
| 4 | Apply both cognitive understanding and practical skills in integrated livestock and pest management for sustainable agriculture | A | PO2, PO5 |
| 5 | Analyze and promote sustainable agricultural practices | An | PO1, PO6, PO7, PO8 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)** | | | |

**COURSE CONTENT**
**Content for Classroom transaction (Units)**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| | **Fundamentals of Agroecology: Principles and Applications (15 hours)** | | | |
| 1. | 1.1 | Introduction to Agroecology- Definition and scope, historical development and evolution of agroecology, Distinctive features of agroecology as a discipline, ecological, Social and economic benefits, Sustainability in agriculture | 4 | 1,5 |
| | 1.2 | Basic principles and concepts- Agroecological Principles and elements and their implications in Agricultural systems. | 4 | 2 |
| | 1.3 | Soil Management for Sustainable Agriculture- Soil health and sustainability, Importance of soil as a living ecosystem, Soil structure, texture and composition, Erosion control methods, cover cropping and mulching, contour plowing and terracing. | 5 | 3 |
| | 1.4 | Crop Diversity and Rotation- Types and benefits of cover crops, incorporating cover crops in rotation, improving soil health and structure, Benefits of crop rotation. | 2 | 2,3,5 |
| 2 | **Sustainable Farming Practices and livestock integrations (18 hours)** | | | |
| | 2.1 | Agroforestry- Introduction to Agroforestry, Principles of agroforestry, Alley cropping, wind breaks and integrating trees and crops for mutual benefits, Biodiversity enhancement, carbon sequestration and climate resilient farming, Economic and social benefits | 5 | 2,5 |
| | 2.2 | Water Management in Agriculture- Importance of water in agriculture, Role of water in plant growth and development. Efficient Irrigation techniques- Drip irrigation, sprinkler and furrow irrigation, Water conservation practices in irrigation. Rain water harvesting techniques, sustainable use of water resources | 6 | 2,3,5 |

| | | | | |
|---|---|---|---|---|
| | 2.3 | Livestock Integration in Agroecosystems- Silvio pasture and agroforestry systems with livestock, Grazing and mixed farming practices, grazing management for optimal land use | 4 | 4,5 |
| | 2.4 | Balancing crop and livestock systems, Inter dependence between crops and livestocks, Nutirentcycyling and Waste utilization | 3 | 4,5 |
| | **Food Systems and Security (12 hours)** | | | |
| 3. | 3.1 | Environmental impact assessment of agricultural practices, mitigation strategies for minimizing negative effects | 3 | 5 |
| | 3.2 | Ensuring food security- understanding the ecological footprints of different farming systems | 3 | 1,5 |
| | 3.3 | Social and economic aspects of sustainable agriculture- Socioeconomic impact of agricultural practices, community engagement and involvement of communities in sustainable agriculture. | 4 | 5 |
| | 3.4 | Ethical values and practices involved in agriculture | 2 | 5 |
| 4. | **Practical (30 hours)** | | | |
| | 4.1 | Soil texture and composition analysis using hydrometer and particle size distribution | 2 | 3,5 |
| | 4.2 | Field visit: Visit Designated Field areas with cover crop and discuss the benefits of over crop and mulching | 10 | 2,5 |
| | 4.3 | Field Visit: Visit field to study the impact of tree crop interaction and their impact on soil properties | 10 | 2,5 |
| | 4.4 | Analyse the water retention and distribution efficiency of different irrigation systems | 3 | 3,5 |
| | 4.5 | Analyse the nutrient content in soil in farms with and without livestock integration. | 5 | 4,5 |

| 5 | **Teacher specific module** |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>A. **Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE) Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

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**SUGGESTED READING**

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167, DOI: 10.1080/14735903.2021.1920760

**MAHARAJA'S COLLEGE, ERNAKULAM**
**(Govt. Autonomous)**

| | | | | | | |
|---|---|---|---|---|---|---|
| **Programme** | **BSc. (Honours) BOTANY** | | | | | |
| **Course Name** | **Forest Botany** | | | | | |
| **Type of Course** | DCE | | | | | |
| **Course Code** | MCE8DCEBOT404 | | | | | |
| **Course Level** | 400-499 | | | | | |
| **Course Summary** | This course will help develop a comprehensive understanding of plant science as applied to forest ecosystems. Covering taxonomy, morphology, physiology, ecology, genetics, and practical applications, the course equips students with the knowledge and skills necessary for sustainable forest management. | | | | | |
| **Semester** | VIII | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, if any** | Nil | | | | | |

**COURSE OUTCOMES (CO)**

| **CO No.** | **Expected Course Outcome** | **Learning Domains *** | **PO No** |
|---|---|---|---|
| 1 | Develop a comprehensive understanding of forest ecosystems, exploring tree morphology and recognizing diverse forest types with a focus on stratification and physiogamy. | U, A, An | PO2, PO6, PO10 |
| 2 | Hone skills in plant identification, classification, and recognize the significance of endemic species, understanding their causes, threats, and consequences. | K, U, A, An | PO2, PO6, PO7 |
| 3 | Explore forest ecology, ecological interactions, and recognize threats to biodiversity, while formulating effective conservation strategies and understanding genetic resource documentation | E, An, C, S | PO2, PO6, PO7 |

| | | | |
|---|---|---|---|
| 4 | Apply theoretical knowledge practically, calculating biodiversity indices, examining leaf modifications, and gaining field experience through forest visits.<br>Understand physiological adaptations of forest plants to environmental stress and their role in carbon sequestration. | A, An, S, I | PO2, PO4, PO5, PO6, PO10 |

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)***

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| 1 | **Introduction to forest Botany (12 hours)** | | | |
| | 1.1 | Introduction to forest ecosystems, Morphology or trees, | 5 | 1 |
| | 1.2 | Importance of forest- Radiation, temperature, precipitation patterns and wind, forest products- Major and Minor | 5 | 1,2 |
| | 1.3 | Forest types- stratification and physiognomy | 5 | 2 |
| 2 | **Forest Plant Diversity (12 hours)** | | | |
| | 2.1 | Tree identification and classification based on morphology of stem and leaves and architecture | 5 | 2,4 |
| | 2.2 | Shrub and herbaceous plant diversity- adaptations, role, interactions. Shannon wiener index | 5 | 2,3 |
| | 2.3 | Endemic and rare species- causes, significance, Threats, Red data book, consequences of loss | 5 | 2,3 |
| | **Forest conservation, management and physiology (15 hours)** | | | |
| | 3.1 | Forest succession, community- structure and dynamics. Forest productivity, ecological succession. Ecological interaction in forest- geographic and climatic factors, nutrient cycling, impact of abiotic factors. Mutualism, competition, predation, role of decomposers | 5 | 3 |

| | | | | |
|---|---|---|---|---|
| **3** | 3.2 | Adaptation in forest environment- Structure of leaves, stem wood , bark and roots in trees, adaptations with special reference to shade tolerance, leaf modifications, Root systems, seed dispersal mechanisms , epiphytic adaptations and mycorrhiza associations | 5 | 3,4 |
| | 3.3 | Threats to biodiversity- Climate change, Global warming and forests depletion. Deforestation, role of invasive species Conservation strategies for forest plants: Documentation and evaluation of forest genetical resources (FGR), in situ and ex situ conservation of gene resources. Application of remote sensing and biotechnological Approaches | 5 | 3,4 |
| **4** | **Practicals (30 hours)** | | | |
| | 4.1 | Calculate Shannon Wiener index for biodiversity index for two distinct ecosystems. | 5 | 4 |
| | 4.2 | Examine leaf modification and their adaptive significance. | 3 | 4 |
| | 4.3 | Collect water samples and perform water quality analysis using titrimetric methods. | 3 | 4 |
| | 4.4 | Visit a local forest and explore different interactions, its stratifications. | 10 | 4 |
| | 4.5 | Collect soil samples from different forest ecosystems and analyse the soil properties. | 9 | 4 |
| **5.** | **Teacher specific course components** | | | |
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br><br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry- Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. | | | |

| | |
|---|---|
| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>A. **Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE) Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

**References**


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## MAHARAJA’S COLLEGE, ERNAKULAM
## (Govt. Autonomous)

| | |
|---|---|
| **Programme** | **BSc. (Honours) BOTANY** |
| **Course Name** | **Aquatic Botany** |
| **Type of Course** | DCE |
| **Course Code** | MCE8DCEBOT405 |
| **Course Level** | 400-499 |
| **Course Summary** | This syllabus aims to cover key aspects of aquatic botany, providing students with a comprehensive understanding of the diversity, ecology, and conservation of plants in aquatic environments. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Semester** | VIII | Credits | | | 4 | Total Hours |
| **Course Details** | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | - | 1 | - | 75 |
| **Pre-requisites, if any** | Nil | | | | | |

**COURSE OUTCOMES (CO)**

| **CO No.** | **Expected Course Outcome** | **Learning Domains *** | **PO No** |
|---|---|---|---|
| 1 | The learner will acquire comprehensive understanding of aquatic ecosystems, including physiochemical properties, flora and biological productivity. | U,A,An | PO1, PO3, PO10 |
| 2 | Acquire skills in identifying and classifying aquatic plants and their ecology | S, U, A | PO1, PO2, PO3, PO4, PO10 |
| 3 | The learner will be able to proficiently analyse different types of water pollution, understand their sources and propose effective management and conservation strategies. | S, U, A | PO1, O2, PO6, PO8 |
| 4 | The learner will be able to acquire knowledge and develop and understanding of the physiology and adaptations in aquatic plants | U,A,An | PO1, PO2, PO3 |

| | | | |
|---|---|---|---|
| 5 | The student will be able to recognize threats to aquatic plant biodiversity and implement conservation strategies considering factors like climate change, aquaculture and habitat degradation. | U, A, E, C | PO1, PO5<br>PO6, PO7<br>PO9 |
| 6 | Demonstrate practical skills through activities such as setting up a natural aquarium, conducting water quality analysis and plan participate in mangrove restoration | S, A, C, I | PO2, PO4,<br>PO5, PO6,<br>PO7, PO9,<br>PO10 |
| ***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)** | | | |

**COURSE CONTENT**

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| | **Introduction to Aquatic Botany (15 hours)** | | | |
| **1** | 1.1 | Overview of Aquatic Ecosystems<br>**Fresh water-** Lentic ecosystem and Lotic Ecosystem<br>**Rivers and Ponds**: Physicochemical properties. Riparian flora, Biological productivity. Concept of watershed and watershed management<br>**Swamps and marshes**: Types of swamps. Physicochemical conditions. Nutrient cycling.<br>**Lakes and reservoirs**: Characteristics and stratification.<br>**Marine**- definition, range of salinity, stratification<br>**Mangroves** and **Estuaries** | 5 | 1,3 |
| | 1.2 | Identification and Classification of Aquatic Plants Classification based on growth form--freshwater higher vascular plants-floating (rooted and free floating), submerged and emerged, sea weeds, sea grasses and mangroves, invasive aquatic plants. Classification based on morphology-amphiphyres, Helophytes, nymphaeids, Isoetids, neuston etc. Micro and Macro algae: distribution and importance. Seaweeds and Seagrasses: structure, types and economic importance | 6 | 2,3 |
| | 1.3 | Functions of aquatic ecosystems. Importance in nutrient cycling, impact of soil chemistry and role in soil chemistry.Dynamics of plant aquatic community, common aquarium plants | 4 | 1,4 |

| | | | | |
|---|---|---|---|---|
| **2** | **Aquatic Pollution and Management (15 hours)** | | | |
| | 2.1 | Water pollution: types- Thermal pollution, Oil pollution, Radioactive pollution, Detergent pollution, interaction of pollutants and factors affecting toxicity Sources: Characteristics of effluent sewage, industrial and agricultural discharges. Emerging pollutants, heavy metals, pesticides, plastic and microplastics, oil spills, etc. | 5 | 3,4 |
| | 2.2 | Biological concern: Eutrophication (change in the plant diversity in aquatic systems, change in DO levels), algal blooms, bioaccumulation and biomagnification, change in water quality ( BOD, COD, DO ), monitoring and control of pollutants, effect of waste disposal on marine ecosystem. | 6 | 3,4 |
| | 2.3 | Sustainable Management of Aquatic Environments. Conservation of freshwater ecosystems. Restoration of freshwater wetlands. Ramsar convention, Ramsar sites, Role of Pollution Control Board (PCB) Conservation of Mangroves: need, Impact of human, role of institutions and NGO's in India | 4 | 3,5 |
| | **Conservation, physiology and Adaptations (15 hours)** | | | |
| 3 | 3.1 | Threats to Aquatic Plant Biodiversity: Climate change, Harmful aspects related to aquaculture activities, introduction of exotic species, destruction of mangroves, Expanding hydropower etc | 5 | 5,6 |
| | 3.2 | Conservation Strategies for Aquatic Plants: Conservation of freshwater ecosystems, habitat restoration ecology, Habitat protection, wetland conservation, riparian buffer zones, invasive species management. | 5 | 5,6 |
| | 3.3 | Physiology and Adaptations in Aquatic plants. Fine structure and properties of algal plastids. Morphological and anatomical modifications in aquatic plants. Physiological adaptations in mangroves. | 5 | 4,6 |
| **4** | **Practicals ( 30 hours)** | | | |
| | 4.1 | Collect common aquatic plants- Identify and set up and natural aquarium | 5 | 2,6 |
| | 4.2 | Collect aquatic plants and plants form mangroves and conduct anatomical studies to understand anatomical adaptations | 5 | 2,6 |
| | 4.3 | Field visit to observe and identify aquatic ecosystems | 10 | 1,5 |

| | | | | |
|---|---|---|---|---|
| | 4.4 | Conduct water quality analysis between different aquatic ecosystems using titrimetric methods | 3 | 3,6 |
| | 4.5 | Visit mangroves to understand the ecological significance and the need for restoration activities | 7 | 5 |
| **5** | **Teacher specific module** | | | |

| | |
|---|---|
| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>A. **Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |
| | **B. End Semester Evaluation (ESE) Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay(1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

**References**


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<table>
<tr><td colspan="2"></td><td colspan="5">MAHARAJA’S COLLEGE, ERNAKULAM<br>(Govt. Autonomous)</td></tr>
<tr><td>Programme</td><td colspan="6">BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td colspan="6">Plant bioanalytics and advanced instrumentation</td></tr>
<tr><td>Type of Course</td><td colspan="6">DCE</td></tr>
<tr><td>Course Code</td><td colspan="6">MCE8DCEBOT406</td></tr>
<tr><td>Course Level</td><td colspan="6">400-499</td></tr>
<tr><td>Course Summary</td><td colspan="6">This course equips the students with essential skills for molecular and cellular research like microscopy, centrifugation, radioisotope application, chromatography and mathematical concepts. The course prepares the students for roles in both research and professional settings.</td></tr>
<tr><td>Semester</td><td>VIII</td><td colspan="3">Credits</td><td>4</td><td rowspan="2">Total Hours</td></tr>
<tr><td rowspan="2">Course Details</td><td rowspan="2">Learning Approach</td><td>Lecture</td><td>Tutorial</td><td>Practical</td><td>Others</td></tr>
<tr><td>3</td><td>-</td><td>1</td><td></td><td>75</td></tr>
<tr><td>Pre-requisites, if any</td><td colspan="6">The student must have completed courses in cell biology, biochemistry and plant physiology.</td></tr>
</table>

**COURSE OUTCOMES (CO)**

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|---|---|---|---|
| 1 | Utilize the microscopy and imaging techniques | A | PO2, PO8 |
| 2 | Apply the expertise in experimental techniques and specifically in chromatography and advanced imaging methods | A | PO2, PO5 |
| 3 | Establish the basics of biochemical mathematics and acid-base chemistry, applying mathematical and statistical concepts in biological research | A | PO1, PO6 |
| 4 | Demonstrate practical skills in applying biochemistry techniques, including plant pigment separation, and critically evaluate and interpret diverse micrographs. | A | PO2, PO10 |

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)***

## COURSE CONTENT

| Module | Units | Course description | Hrs | CO No. |
|---|---|---|---|---|
| **1** | **Imaging techniques and Cell fractionation (15 hours)** | | | |
| | 1.1 | Principles of microscopy- Types of microscopes: Optical, electron, and fluorescence microscopes, Importance of resolution and magnification. Light Microscopy, Basics of light microscopy. Brightfield and phase contrast microscopy. | 5 | 1 |
| | 1.2 | Fluorescence Microscopy: Principles of fluorescence and fluorochromes. Applications in cell biology: Live cell imaging, immunofluorescence. Principles of Excitation emission and fluorophore selection. Commonly used fluorescent dyes. Confocal microscopy, FRET. | 5 | 1 |
| | 1.3 | Electron Microscopy: Transmission and scanning electron microscopy. Sample preparation techniques: Fixation, embedding, sectioning, Applications of Fluorescence Microscopy: Chromosome analysis: Banding techniques. Fluorescence in situ hybridization (FISH) Live cell imaging, super resolution microscopy | 5 | 1 |
| **2** | **Centrifugation andbasic spectroscopy (20 hours)** | | | |
| | 2.1 | Centrifugation Basics, Principles of centrifugation. Different types of centrifuges: Fixed angle, swinging bucket. Factors influencing centrifugation. | 5 | 2 |
| | 2.2 | Differential and density gradient centrifugation: Techniques for separating cellular components. Sucrose density gradient and CsCl2 gradient centrifugation. | 5 | 2 |
| | 2.3 | Basics of Spectrophotometry-Principles of spectrophotometry. Applications in quantifying biomolecules.UV -Visible spectrophotometry and its limitations. | 5 | 2 |
| | 2.4 | Autoradiography and pulse chase experiment. Basic Principles and applications in studying cellular dynamics. | 5 | 2 |
| | **Chromatography and Biochemical Methods (10 hours)** | | | |
| | 3.1 | Basics of chromatography. Principles: overview of chromatography principles. Types of chromatography: Gas, liquid, affinity, size exclusion. | 3 | 2 |
| | 3.2 | Paper chromatography and column chromatography: basics, techniques and applications | 3 | 2 |

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| **3** | 3.3 | Characterization Techniques- Mass spectrometry: Principles and applications. | 2 | 2 |
| | 3.4 | Introduction to Biochemical Mathematics: Basics of mathematical concepts applied in biochemistry. | 2 | 2 |
| **4** | **Practical (30 hours)** | | | |
| | 4.1 | Prepare and observe microscopic slides of different specimens of different types of plant cells | 5 | 1 |
| | 4.2 | Collect and evaluate micrographs from different types of microscopes | 3 | 1 |
| | 4.3 | Separate different cellular components from a given sample using centrifugation | 4 | 2 |
| | 4.4 | Estimate protein concentration using lowry's method | 3 | 2 |
| | 4.5 | Separate plant pigments using thin layer chromatography | 5 | 2 |
| | 4.6 | Lab visit: Visit a well-established lab with advanced bioinstrumentation facility | 10 | 1,2,3, 4, |
| **5** | **Teacher specific course components** | | | |

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| **Teaching and Learning Approach** | **Classroom Procedure (Mode of transaction)**<br>Field based collection and interactions, Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion- based Learning, Inquiry-Based Learning, Online Learning, Blended Learning, and other innovative learning approaches. |
| **Assessment Types** | **MODE OF ASSESSMENT**<br><br>A. **Continuous Comprehensive Assessment (CCA) Theory: 25 marks**<br>·Involvement and responses in class room transactions<br>·Home Assignments/preparedness<br>·Oral presentation/Viva/Quiz/Open book test/written test Field study report /Group discussion on a recent research or review article (≤ 5 years) related the course<br>·Any other method as may be required for specific course / student by the course faculty<br>**Practical: 15 marks**<br>·Lab involvement and practical skills<br>·Record/Any other method as may be required for specific course / student by the course faculty |

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| | **B. End Semester Evaluation (ESE) Theory: 50 marks**<br>Short answer (10 out of 12): 10 x 1=10<br>Short Essay (6 out of 8) : 6 x 5= 30<br>Essay (1 out of 2) : 1x 10= 10<br>**Practical: 35 marks**<br>·Practical based assessments: 30 marks<br>·Record: 5 marks |

**References**


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5. Ruzin, S.E. (1999). Plant Microtechnique and Microscopy, Oxford University Press, New York. U.S.A.
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8. Richmond, R. C., & Sykes, G. (2004). Isotopes in Biological Dinitrogen Fixation Research. Springer.
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10. Zubay, G., et al. (1995). Principles of Biochemistry. WCB/McGrawHill.
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12. Ettre, L. S., & Snyder, L. R. (1976). Quantitative Paper Chromatography of Carbohydrates. Analytical Chemistry, 48(4), 586592.
13. Skoog, D. A., et al. (2017). Fundamentals of Analytical Chemistry. Cengage Learning.
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16. Plummer, D.T. (1996). An Introduction to Practical Biochemistry. Tata McGrawHill Publishing Co. Ltd. New Delhi. 3rd edition.
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21. Dawson Saunders, B., & Trapp, R. G. (1994). Basic & Clinical Biostatistics. Lange Medical Books/McGrawHill.

**SUGGESTED READINGS**

1. Farago, M. E., & Mehra, A. (1994). 9 Analytical Techniques for Plant Analysis. *Plants and the Chemical Elements: Biochemistry, Uptake, Tolerance and Toxicity*, *253*, 241.

2. Kalra, Y. P. (1998). Methods for plant analysis. *CRC, USA*, 85-88.

3. Garg, B. K. (2012). *Plant analysis: comprehensive methods and protocols*. Scientific Publishers.

4. Dhale, D. A. (2023). *Advanced Techniques in Plant Sciences*. Book Saga Publication.

# PROJECT

<table>
<tr><td></td><td>MAHARAJA’S COLLEGE, ERNAKULAM<br>(Govt. Autonomous)</td></tr>
<tr><td>Programme</td><td>BSc. (Honours) BOTANY</td></tr>
<tr><td>Course Name</td><td>Project</td></tr>
<tr><td>Course Code</td><td>MCE8PRJBOT400</td></tr>
<tr><td>Summary</td><td>The project undertaken in the 8th semester is a crucial element of an individual’s academic journey, providing hands-on experience and a deep dive into practical applications of their field of study. This project allows students to synthesize their knowledge, tackle real-world problems, and develop innovative solutions, enhancing their technical proficiency and research capabilities. Working closely with scientists, faculty members, researchers and industry experts, in a collaborative environment, students gain invaluable insights and professional skills. This culminating experience not only reinforces their academic learning but also prepares them for future careers or advanced studies, ensuring they are well-equipped to meet the demands of their chosen professions</td></tr>
<tr><td rowspan="4">Project with 12 credits (200 marks)</td><td>A) Continous Comprehensive Assessment (CCA) : 60 marks<br><br>(If the student is doing project in any institutions out side the college, internal marks may be obtained from the project supervisor of that institute)</td></tr>
<tr><td>a. Project Proposal (10 marks)<br>Criteria:<br>• Clear definition of the project objectives and scope.<br>• Feasibility and relevance of the project topic.<br>• Detailed methodology and work plan.</td></tr>
<tr><td>b. Literature Review (10 marks)<br>Criteria:<br>• Depth of literature review.<br>• Critical analysis of existing research.<br>• Identification of Research gaps</td></tr>
<tr><td>c. Methodology and experimental design (15 marks)<br>Criteria:<br>• Appropriateness of methodology<br>• Robustness of the chosen methodology<br>• Experimental Designs- Controls and variables</td></tr>
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| | **d. Data collection and analysis (15 marks)**<br>**Criteria:**<br>• Quality of Data collection<br>• Data Analysis techniques<br>• Critical analysis and interpretation of data |
| | **e. Professionalism and Team work (5 marks)**<br>**Criteria:**<br>• Punctuality<br>• Ability to work independently and as part of a team<br>• Creativity and ethical conduct<br>• Adherence to work place rules |
| | **f. Supervisor Evaluation (5 marks)**<br>**Criteria:**<br>• Feedback from the internship supervisor regarding the intern's performance, growth, and contributions.<br>• Supervisor's overall satisfaction with the intern's work and professionalism |
| | **B) End Semester Evaluation (ESE): 140 marks** |
| | **a. Introduction, novelty and relevance of the project.(20 marks)**<br>**Criteria:**<br>• Clarity and comprehensiveness of the project<br>• Novelty of the project.<br>• Relevance and depth of background information |
| | **b. Objective and Literature Review (10 marks)**<br>**Criteria:**<br>• Clarity and relevance of the objectives<br>• Depth of literature review.<br>• Critical analysis of existing research.<br>• Identification of Research gaps |
| | **c. Methodology and Experimental Work (20 marks)**<br>**Criteria:**<br>• Clarity and description of methodology<br>• Depth of literature review.<br>• Critical analysis of existing research.<br>• Identification of Research gaps |
| | **d. Data Collection and presentation (15 Marks)**<br>**Criteria:**<br>• Clarity and description of methodology<br>• Depth of literature review.<br>• Critical analysis of existing research.<br>• Identification of Research gaps |

| | |
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| | **e. Results (10 marks)**<br>• Clarity, accuracy and presentation of results |
| | **f. Discussion (10 marks)**<br>• Depth and insightfulness of discussion<br>• Interpretation of results |
| | **g. Conclusion and future prospects (10 marks)**<br>• Summary of findings<br>• Recommendation for future work |
| | **h. References (10 marks)**<br>• Uniformity of style. |
| | **i. Presentation (30 marks)**<br>• Clarity, logical structuring<br>• Formatting- grammar and spelling |
| | **j. Viva Voce (5 marks)**<br>• Description, explanation, handling of questions and critical thinking, ability to communicate ideas clearly |

- **Experts participated in syllabus restructuring (Other than BoS)**

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| 52 | Dr. Varsha Maria Babu | Assistant Professor, Department of Botany, Deva Matha College Kuravilangad |