



SRI VENKATESWARA UNIVERSITY, TIRUPATHI

4 -Year UG Honours in B.Sc. BOTANY: Major in Consonance with Curriculum Frame work w.e.f AY 2026-27

COURSE STRUCTURE (for Semester III)

Year	Semester	Course	Title of the Course	No. of Hrs /Week	No. of Credits
II	III	5	Morphology and Taxonomy of Angiosperms	3	3
			Morphology and Taxonomy of Angiosperms - Practical	2	1
		6	Plant resources and Utilization	3	3
			Plant resources and Utilization –Practical	2	1
		7	Plant Ecology, Biodiversity and Phytogeography	3	3
			Plant Ecology, Biodiversity and Phytogeography –Practical	2	1

Signatures of the Board of Studies members

Sl No.	Designation	Name	Signature
1	BOS Chairman	Dr Mohano Behera, Department of Botany, Govt. Degree College, Pakala	
2	Member	Dr L. Md. Bakshu, Department of Botany, Dr YSR Govt. Degree College, Veduru Kuppam	
3	Member	Dr M. Hemalatha, Department of Botany, SVCR Govt. Degree College, Palamaner	
4	Member	Dr A. Sasikala, Department of Botany, SVCR Govt. Degree College, Palamaner	
5	Member	Smt. S. Padmavathi, Department of Botany, Govt. Degree College, Puttur	
6	Member	Dr P. Sujana, Department of Botany, Govt. Degree College, Puttur	

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III Semester

COURSE 5: MORPHOLOGY AND TAXONOMY OF ANGIOSPERMS

Theory

Credits: 3

3 hrs/week

I. Learning Objectives: By the end of this course the learner has:

1. To understand the vegetative and reproductive morphology of Angiospermic plant.
2. To acquire knowledge of the taxonomic aids and classification systems.
3. To read the vegetative and floral characteristics of some forms of angiospermic families along with their economic value.
4. To study the significance of other branches of botany in relation to plant taxonomy.

II. Learning Outcomes: On completion of this course students will be able to:

1. Illustrate the vegetative and reproductive morphology of angiosperms
2. Discuss about some Taxonomic aids and their applications in plant systematics.
3. Compare and contrast the vegetative and floral characteristics of some angiospermic families
4. Evaluate the economic value of plant species from the families under the study.
5. Defend the utility of evidences from different branches of botany in solving the taxonomic lineages of some species.

III. Syllabus of Theory:

Unit-1: Vegetative morphology

10Hrs.

1. Parts of an angiospermic plant-root system and shoot system
2. Root -Characteristics, types of root system, modification of root
3. Stem-Characteristics, modification of stem (Aerial, sub aerial and underground)
4. Leaf-Parts of leaf, venation-types, phyllotaxy-types, leaf modifications

Unit-2: Reproductive morphology

8Hrs.

1. Inflorescence: Types of inflorescences; Racemose and its types, Cymose and its types and special types of inflorescences
2. Flower in general: Parts of a flower, structure of a flower, symmetry of a flower, position of gynoecium on thalamus, nature of flower based on perianth, aestivation-types.
3. Flower in detail: Calyx, corolla, Androecium (parts of stamen, attachment of filament to anther, length of stamens, union of stamens and dehiscence of anthers); Gynoecium-Number of carpels, fusion of carpels, number of locules in ovary, placentation, style-types.
4. Fruits: True and false fruits; simple fruits-types; aggregate fruits and composite fruits

Unit-3: Principles of Plant Taxonomy

10 Hrs.

1. Aim and scope of taxonomy, species concept, taxonomic hierarchy-major and minor categories.
2. Plant nomenclature: Binomial system, ICBN- rules for nomenclature.
3. Herbarium and its techniques, BSI herbarium and Kew herbarium; concept of digital herbaria.
4. Bentham and Hookers system of classification; a brief account of APG-IV classification.


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Unit-4: Descriptive Plant Taxonomy

10Hrs.

Systematic description and economic importance of the following families:

1. Polypetalae: (a) Annonaceae (b) Fabaceae (c) Curcubitaceae
2. Gamopetalae: (a) Asteraceae (b) Asclepiadaceae
3. Monochlamydae: (a) Amaranthaceae (b) Euphorbiaceae
4. Monocotyledonae: (a) Orchidaceae (b) Poaceae

Unit-5: Evidences for Plant systematics

7Hrs.

1. Anatomy and embryology in relation to plant systematics.
2. Cytology and cytogenetics in relation to plant systematics.
3. Phytochemistry in relation to plant systematics.
4. Numerical taxonomy

IV. Text Books:

1. Singh, G. (2019). Plant systematics: Theory and practice (3rd ed.). Oxford & IBH Publishing Co. Pvt. Ltd.
2. Stuessy, T. F. (2009). Plant taxonomy: The systematic evaluation of comparative data (2nd ed.). Columbia University Press.
3. Simpson, M. G. (2019). Plant systematics (3rd ed.). Academic Press (Elsevier).
4. Naik, V. N. (1984). Taxonomy of angiosperms. Tata McGraw-Hill Publishing Company.

V. Reference Books:

1. Pandey, B. P. (2022). Taxonomy of Angiosperms (Latest Ed.). S. Chand & Company Pvt. Ltd.
2. Heywood, V. H. (2007). Flowering plant families of the world. Kew Publishing.
3. Judd, W. S., Campbell, C. S., Kellogg, E. A., Stevens, P. F., & Donoghue, M. J. (2016). Plant systematics: A phylogenetic approach (4th ed.). Sunderland, MA: Sinauer Associates.

VI. Suggested activities and evaluation methods:

Unit-1: Activity: Botanical field trip and collecting plant specimens for herbarium. **Evaluation method:** Attendance in field trip and submission of field note book and herbarium sheets with filled in labels.

Unit-2: Activity: Making good models or drawings or collection of photographs of some important plant species from the families included in the syllabus. **Evaluation method:** Authorize the quality of the work and conferring reward.

Unit-3: Activity: Collection of scientific literature on solving taxonomic problems by taking evidences from other branches of Botany.

Evaluation method: Validation of the collection submitted along with summary.

Unit-4: Activity: Field visit to identify plants belong to various families included in syllabus. **Evaluation method:** Evaluating the field note book data, plant specimens collected and herbarium made.

Unit-5: Activity: Collection of literature on evidences from different branches of Botany useful for plant systematics.

Evaluation method: Evaluating the quality of report made using a rubric.



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III Semester

COURSE 5: MORPHOLOGY AND TAXONOMY OF ANGIOSPERMS

Practical

Credits: 1

2 hrs/week

- I. Course Outcomes:** On successful completion of this practical course, student shall be able to:
1. Make systematic classification of plant species using vegetative and floral characters.
 2. Identify angiosperm plant species and make herbarium specimens.

II Laboratory/field exercises:

I. Technical description of an Angiosperm plant

II. Technical description of locally available plant species from the following angiosperm families:

(a) Annonaceae (b) Fabaceae (c) Curcubitaceae (d) Asteraceae (e) Asclepiadaceae

(f) Amaranthaceae (g) Euphorbiaceae (h) Orchidaceae (i) Poaceae

III. Demonstration of herbarium techniques

IV. Field trip to a local floristic area/forest (Submission of 30 number of Herbarium sheets of wild plants with the standard system are mandatory).

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COURSE 5: MORPHOLOGY AND TAXONOMY OF ANGIOSPERMS

Suggested Model Paper for Practical Examination

Max Time: 3 Hrs

Max. Marks: 50

1. Technical identification and description of the given angiosperm family of Specimen 'A' 15 M
2. Derive the given plant specimen 'B' of locally available flora up to family 10 M
3. Demonstrate the herbarium preparation techniques 'C' 05 M
4. Identify and comment on the given specimens/spotters/slides/photographs $4 \times 3 = 12 M$
 - D. Plant families
 - E. Floral characters / Fruits
 - F. Herbarium sheets
 - G. Economic products
5. Record & Viva- voce 5 + 3 = 08 M


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III Semester

COURSE 6: PLANT RESOURCES AND UTILIZATION

Theory

Credits: 3

3 hrs/week

I. Learning Objectives: By the end of this course the learner has to:

1. Identify different plants domesticated by humans and utility of their products.
2. Gain knowledge on commercial and timber products obtained from plants.
3. Know the facts on economic value of plants products in relation to human welfare.

II. Learning Outcomes: On successful completion of the course, the students will be able to

1. Explain the significance of plants in human nutrition
2. List out different plant products used by human beings
3. Evaluate the commercial plant products and their utilization
4. Discuss the uses of medicinal and aromatic plants for human health care.
5. Appraise the importance of timber and non-timber products for value added products

III. Syllabus of Theory:

Unit-1: Field crops (Cereals, Millets and Pulses)

9 Hrs.

1. Centers of origin (diversity) of crop plants and their domestication.
2. A general account of cereals, millets and pulses.
3. A brief account of Botany (origin, distribution, botanical name, family and morpho- logical description only) and economic significance of: Cereals -Rice and Maize; Millets -Sorghum and finger millet; Pulses-Chickpea and Red gram

Unit-2: Oilseeds and Commercial field and horticultural crops

9 Hrs.

1. A general account of oilseed crops and vegetable oil yielding trees.
2. A brief account of Botany (origin, distribution, botanical name, family and morpho- logical description only) and economic significance of Oilseeds (Groundnut and Sesame) and Sugarcane.
3. Botanical name, family, nutritional value of major tropical and temperate fruits and nuts.
4. Botanical name, family, nutritional value of vegetable crops (root and tuber crops, cucurbits, cruciferous, solanaceous and leafy vegetables).

Unit-3: Fiber crops, Spices, Condiments; Beverages and Narcotics

9 Hrs.

1. Classification of plant fibers: A brief account of Botany (origin, distribution, botanical name and family) and economic importance of fiber crops (Cotton, Jute, Flax and Hemp)
2. Botanical name, family and economic importance of Spices (Cinnamon, Cloves, Cardamom and Pepper); Beverages (Coffee, Tea and Cocoa); Plants used as fumitories (Tobacco), masticatories (Betel) and narcotics (Opium poppy).

Unit-4: Medicinal and aromatic plants-their products

9 Hrs.

1. Traditional and modern uses of some medicinal plants of India.
2. Botanical name, family and economic importance of *Rauwolfia*, *Withania*, *Embllica*, *Andrographis*, *Senna auriculata*.
3. Essential oils and their uses; aromatic plants in perfumery and cosmetics.
4. Botanical name, family and economic importance of rubber, latex, gums, resins and dye yielding plants.



Unit-5: Timber yielding plants and energy plantations

9 Hrs.

1. A general account on important timber yielding plants of India with an emphasis on Sal, Arjun, babul, Teak, Indian Rosewood, Mahogany
2. Uses of wood: Wood as a construction and manufacturing material and other uses of wood (Brief account of sandal wood)
3. Energy Plantations and biofuels
4. Bamboos, Eucalyptus, Casuarina - generation of paper industry raw material.

IV. Textbooks:

1. Kochhar, S. L. (2016). Economic Botany in the Tropics (4th ed.). Macmillan Publishers India.
2. Sambamurty, A. V. S. S. (2005). Textbook of Economic Botany. Wiley Eastern Ltd.
3. Rao, K. N., & Rao, G. R. (2012). A Textbook of Economic Botany. McGraw Hill Education.
4. Sundara Rajan, S. (2002). Introduction to Economic Botany. Popular Book Depot.

V. Reference Books:

1. Hill, A. F. (1952). Economic Botany: A Textbook of Useful Plants and Plant Products (2nd ed.). McGraw-Hill Book Company Inc.
2. Wickens, G. E. (2001). Economic Botany: Principles and Practices. Springer.
3. Simpson, B. B., & Ogorzaly, M. C. (2015). Economic Botany: Plants in Our World (4th ed.). McGraw Hill.
4. Jain, S. K., & DeFilipps, R. A. (1991). Medicinal Plants of India. Reference Publications Inc.
5. Heywood, V. H. (1999). Use and Potential of Wild Plants in Farm Households. FAO, Rome.

VI Suggested activities and evaluation methods:

Unit-1: Activity: A critical assignment on origin of crop plants.

Evaluation method: Evaluate the extent and quality of data collected to support the assignment's arguments.

Unit-2: Activity: Group discussion on various plant products and their source plants.

Evaluation method: Assess the logical flow and coherence of the group's discussion based on a grading scale.

Unit-3: Activity: A survey report on commercial plant products available in local markets.

Evaluation method: Evaluate the clarity and comprehensibility of the survey questions.

Unit-4: Activity: A case study report on phytomedicines used in human health care.

Evaluation method: Examine the depth and coherence of the discussion and interpretation based on a rubric.

Unit-5: Activity: A field trip to timber depots and silviculture plantations in their locality.

Evaluation method: Evaluate the level of student engagement and active participation during the trip based on a grading scale.



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**4 -Year UG Honours in B.Sc. BOTANY: Major in Consonance
with Curriculum Frame work w.e.f AY 2026-27**

III Semester

III Semester

COURSE 6: PLANT RESOURCES AND UTILIZATION

Practical

Credits: 1


2 hrs/week

I. Course Outcomes: On successful completion of this practical course, student shall be able to:

1. Characterize various plant products based on morphological and microscopic observations.
2. Identify economically valuable plants and their products.
3. Categorize distinct plant products utilized by humans.

II. Laboratory/field exercises:

1. Identification of following plant resources mentioned in the theory syllabus
 - a) Food crops
 - b) Oilseeds and Commercial field and horticultural crops
 - c) Fibre crops, Spices, Condiments; Beverages and Narcotics
 - d) Medicinal and aromatic plant products
 - e) Timber yielding plants and energy plantations
2. Collection of different types of locally available rice varieties
3. Submission of herbarium of any five economically important useful plant parts
4. Collection of different cereals and pulses.


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**4 -Year UG Honours in B.Sc. BOTANY: Major in Consonance
with Curriculum Frame work w.e.f AY 2026-27
III Semester**

COURSE 6: PLANT RESOURCES AND UTILIZATION

Suggested Model Paper for Practical Examination

Max Time: 3 Hrs

Max. Marks: 50

- | | |
|--|--------------|
| 1. Identify and describe the given plant resource specimen 'A' | 15 M |
| 2. Study of the locally available rice varieties 'B' | 10 M |
| 3. Identify and comment on the given specimens/spotters/slides/photographs | 4 x 3 = 12 M |
| C. Cereals or Pulses | |
| D. Spices or Condiments | |
| E. Medicinal plant parts | |
| F. Timber or fiber yielding plants | |
| 4. Submit any five economically important useful plant parts | 05 M |
| 5. Record & Viva – voce | 5 + 3 = 08 M |


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4 -Year UG Honours in B.Sc. BOTANY: Major in Consonance with Curriculum Frame work w.e.f AY 2026-27

III Semester

COURSE 7: PLANT ECOLOGY, BIODIVERSITY AND PHYTOGEOGRAPHY

Theory

Credits: 3

3 hrs/week

I. Learning Objectives: By the end of this course the learner has to:

1. Figure-out the components of ecosystem and energy flow among different trophic levels.
2. Apprise the characteristics of autecology and synecology.
3. Understand the climatic change and associated impacts on biotic components.
4. Discern the value of biodiversity, threats and conservation strategies.
5. Know the distribution of various plant groups in different geographical areas.

II. Learning Outcomes: On completion of this course students will be able to:

1. Explain the interactions among the biotic and abiotic components in an ecosystem.
2. Summarize the characteristics of a population and a community.
3. Anticipate the environmental problems arising due to climate change.
4. Assess the value of biodiversity and choose appropriate conservation strategy.
5. Make a survey on the distribution of various plant groups in a specified geographical area.

III. Syllabus of Theory:

Unit-1: Basic concepts in ecology

10 Hrs.

1. Ecology: definition, branches and significance; relation with other sciences.
2. Structure and functions of ecosystems- abiotic and biotic components; flow of energy.
3. Cycling of materials: water, carbon, nitrogen and phosphorus; trophic pyramids, food chains and food webs.
4. Plants and environment: Climatic (light and temperature) and edaphic factors.
5. Interactions among plants; interactions between plants and animals.

Unit-2: Population and community ecology

10Hrs.

1. Population ecology: definition, characteristics -natality, mortality, and growth curves; ecads and ecotypes
2. Community ecology: characteristics -frequency, density, cover, life forms, competition, biological spectrum, methods of studying plant communities.
3. Ecological succession: Hydrosere and Xerosere; ecological adaptations of plants.
4. Concepts of productivity: GPP, NPP and Community Respiration; Secondary production, P/R ratio and Ecosystems.

Unit-3: Climate change-impacts

8Hrs.

1. Soil degradation – causes, consequences and management strategies.
2. Deforestation, forest fires – causes, consequences and management strategies.
3. Global warming, ozone layer depletion, acid rains, ocean acidification – causes and effects.
4. Carbon foot prints, carbon credits and carbon sequestration; The Montreal and the Kyoto protocol; Plant indicators and their role in environmental monitoring.

Unit-4: Concepts of Biodiversity

10Hrs

1. Biodiversity: Basic concepts, Convention on Biodiversity - Earth Summit.
2. Value of Biodiversity; types and levels of biodiversity and Threats to biodiversity
3. Biodiversity Hot spots in India: North Eastern Himalayas and Western Ghats.
4. Ex situ and In situ conservation methods, IUCN threat-categories, RED data book
5. Role of NBPGR and NBA in the conservation of Biodiversity.



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4 -Year UG Honours in B.Sc. BOTANY: Major in Consonance with Curriculum Frame work w.e.f AY 2026-27

III Semester

Unit-5: Phytogeography

7 Hrs.

1. Principles of Phytogeography, Distribution (wides, endemic, discontinuous species)
2. Endemism – types and causes.
3. Phytogeographic regions of World; phytogeographic regions of India.
4. Vegetation types in Andhra Pradesh.

IV. Text Books:

1. Odum, E. P., & Barrett, G. W. (2005). Fundamentals of ecology (5th ed.). Brooks/Cole.
2. Kormondy, E. J. (2012). Concepts of ecology (4th ed.). Pearson Education.
3. Shukla, R. S., & Chandel, P. S. (2020). Plant ecology and soil science (20th ed.). S. Chand & Company Pvt. Ltd.
4. N.S.Subrahmanyam & A.V.S.S. Sambamurty (2008) Ecology Narosa Publishing House, New Delhi
5. Sharma, P.D. (2012) Ecology and Environment. Rastogi Publications, Meerut, India.
6. Chaudhuri, A. B. (2012). *Biodiversity and conservation*. Oxford University Press.
7. Krishnamurthy, K. V. (2003). *Textbook of biodiversity*. Science Publishers.

V. Reference Books:

1. Primack, R. B. (2014). *Essentials of conservation biology* (6th ed.). Sinauer Associates.
2. Begon, M., J.L. Harper & C.R. Townsend (2003) Ecology, Blackwell Science Ltd., U.S.A.
3. Eugene P. Odum (1996) Fundamentals of Ecology, Natraj Publishers, Dehradun
4. Kumar, H.D. (1992) Modern Concepts of Ecology (7th Edn.). Vikas Publishing Co., New Delhi.
5. Newman, E.I. (2000): Applied Ecology Blackwell Scientific Publisher, U.K.
6. Kumar H.D. (2000) Biodiversity & Sustainable Conservation Oxford & IBH Publishing Co Ltd. New Delhi.
7. Cox, C. B., & Moore, P. D. (2010). Biogeography: An ecological and evolutionary approach (8th ed.). Wiley-Blackwell.
8. Ambasht, R.S., & Ambasht, N. K. (2023). A Textbook of Plant Ecology (16th ed.). CBS Publishers & Distributors.

VI. Suggested activities and evaluation methods:

Unit-1: Activity: Field visit to local ecosystems and making a report on biotic and abiotic components and their interactions.

Evaluation method: Valuation of record of attendance and report submission with conclusions

Unit- 2: Activity: Case studies on population and community ecologies and making a comprehensive report

Evaluation method: Assessing the report and awarding grade

Unit -3: Activity: Case studies on global and local climatic changes and their impacts, preparing a comprehensive report.

Evaluation method: Assessing the report and awarding grade.

Unit- 4: Activity: Making a survey in their locality to identify endangered and threatening species.

Evaluation method: Assessing the survey report and assigning a grade based on a rubric. **Unit- 5:**

Activity: Collection of data on flora of their locality and preparing a project report.

Evaluation method: Assessing the project report and awarding a grade.


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**4 -Year UG Honours in B.Sc. BOTANY: Major in Consonance
with Curriculum Frame work w.e.f AY 2026-27**

III Semester

COURSE 7: PLANT ECOLOGY, BIODIVERSITY AND PHYTOGEOGRAPHY

Practical

Credits: 1

2 hrs/week

I. Course Outcomes: On successful completion of this practical course, student shall be able to:

1. Handle instruments used in ecological studies.
2. Perform experiments and collect data on autecology and synecology.
3. Identify various plant groups based on their morphological and anatomical adaptations.
4. Collect data on biodiversity and phytogeography.

II. Laboratory/field exercises:

1. Study of instruments used to measure microclimatic variables;
a. Soil thermometer, b. Maximum and minimum thermometer,
c. Anemometer, d. Rain gauze, e. Lux meter.
2. Visit to the nearest/local meteorology station where the data is being collected regularly and record the field visit summary for the submission in the practical.
3. Study of morphological and anatomical adaptations of any two hydrophytes.
4. Study of morphological and anatomical adaptations of any two xerophytes.
5. Quantitative analysis of herbaceous vegetation in the college campus for frequency, density and abundance
6. Identification of vegetation/various plants in college campus and comparison with Raunkiaer's frequency distribution law.
7. Find out the alpha-diversity of plants in an area
8. Mapping of biodiversity hotspots of the world and India.
9. Mapping of phytogeographical regions of the globe and India.

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III Semester

COURSE 7: PLANT ECOLOGY, BIODIVERSITY AND PHYTOGEOGRAPHY

Suggested Model Paper for Practical Examination

Max Time: 3 Hrs

Max. Marks: 50

1. Perform quantitative analysis of herbaceous vegetation in the given area and calculate:
Frequency / Density / Abundance - 'A' 12 M
2. Study the morphological and anatomical adaptations of material 'B' (Hydrophytes/ Xerophytes).
Draw neat labeled diagrams. 10 M
3. Study and explain the working principle and uses of the given microclimatic instrument-
'C' 08 M
4. Identify and comment on the given specimens/spotters/slides/photographs $4 \times 3 = 12 M$
 - D. From Plant Ecology
 - E. From Population and community ecology
 - F. Biodiversity hotspot (map pointing)
 - G. Phytogeographical region (map pointing)
5. Record & Viva-voce $5 + 3 = 08 M$

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III Semester

Suggested Model Question Paper for Theory Examinations

Common pattern of Theory Question Paper for Semester-End Examinations.

Max. Time: 3 Hrs.

Max.Marks:75M

Section–A

Answer any Five of the following questions. Draw labelled diagrams wherever necessary

5 x 3 = 15 M

- ✓ Two questions should be given from each Unit of the syllabus.


Section–B

Answer any Five of the following questions. Draw labelled diagrams wherever necessary

5 x 12 = 60 M

- ✓ Two questions (a and b) will be given from each unit in the syllabus, providing internal choice (a or b) within each unit. Students must answer a total of five questions, selecting one question from each unit.

Note: Questions should be framed to test the students' understanding, analytical, and creative skills. All questions must be set strictly within the prescribed syllabus framework.


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