

COURSES OFFERED BY DEPARTMENT OF BOTANY

Category II

Botany Courses for Undergraduate Programme of study with Botany as one of the Core Disciplines

(B.Sc. Programmes with Botany as Major discipline)

DISCIPLINE SPECIFIC CORE COURSE (BOT-LS-DSC-1): Plant Diversity and Systematics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Plant Diversity and Systematics BOT-LS-DSC-1	4	2	0	2	10+2 from any recognized Board with Biology/Biotechnology	Nil

Learning Objective

- To make students aware about the diversity of plants and microbes present on the planet and how are they possibly related to each other in light of evolution

Learning Outcomes:

This course will be able to impart basic knowledge in understanding of:

- the diversity of the plants and microbes
- the possible relationship between each group
- their general characteristics
- they will be able to identify various groups of plants

SYLLABUS OF BOT-LS-DSC-1

Unit 1: Diversity of Life

Week: 0.5

Classifying the diversity of life: Domains of Life –Eubacteria, Archaea and

Eukaryotes.

Unit 2: Microbes

Weeks: 02

Viruses: General account; Replication, Lytic and Lysogenic cycle; Bacteria: structure, Wall-less forms (L-forms, Mycoplasma), asexual reproduction and genetic recombination.

Unit 3: Algae

Weeks: 1.5

Brief introduction of major classes Blue green, Green, Brown and Red algae. Diagnostic features of identification; morphology, reproduction and classification with special reference to *Nostoc*, *Volvox*, and *Spirogyra*.

Unit 4: Fungi

Weeks: 1.5

Diagnostic features of identification; morphology, reproduction and classification with special reference to *Rhizopus*, *Penicillium* and *Agaricus*; Lichens (a general account).

Unit 5: Bryophytes, Pteridophytes and Gymnosperm

Weeks: 03

Characteristic features of identification, Morphology and reproduction of Bryophytes. Pteridophytes and Gymnosperms, with special reference to *Marchantia*, *Funaria*, *Pteris* and *Pinus* (only morphology).

Unit 6: Angiosperms

Week: 01

Diagnostic features, Structure of flower, types of inflorescence

Unit 7: Systematics

Week: 0.5

Aims, fundamental components of systematics description, identification, nomenclature, phylogeny, biosystematics.

Unit 8: Systematics in Practices

Weeks: 3.5

Taxonomic Hierarchy- Concept of taxa and categories; Botanical Nomenclature- principles and rules; Type method; Author citation; Valid publication; Rejection of names, Principle of priority and its limitations; Names of hybrids and cultivars.

Unit 9: Systems of classification

Weeks: 1.5

Classification: Artificial, Natural and Phylogenetic. An outline of Bentham and Hooker's (up to series only) and Engler and Prantl's (up to Subclasses) systems of classification and their merits and Demerits. APG System.

Practicals:

1. **Viruses:** EM of TMV and Bacteriophage, Specimens of virus infected plants (any two).
(Week: 01)
2. **Bacteria:** EM of a bacterium, types through permanent slides/photographs, specimens of infected plants (any two).
(Week: 01)
3. **Algae:** Study of vegetative and reproductive structures of (a) *Nostoc* (b) *Volvox* (c) *Spirogyra* through temporary preparations and permanent slides.
(Week: 01)
4. **Fungi:** Study of vegetative and reproductive structures of (a) *Rhizopus*, (b) *Penicillium*, and (c) *Agaricus* through temporary preparations and permanent slides/specimens/photographs.
(Week: 01)
5. **Lichens:** Crustose, Foliose and Fruticose (specimens/photographs).
(Week: 01)
6. **Bryophytes:** Study of (a) *Marchantia* morphology of thallus, W.M. rhizoids and scales, V.S. thallus through gemma cup, W.M. gemmae (all temporary slides), V.S. antheridiophore, archegoniophore, L.S. sporophyte (all permanent slides), (b) *Funaria*: detailed study and classification from W.M. rhizoids, operculum, peristome, spores and permanent slides of archegonia, antheridia and capsule.
(Weeks: 02)
7. **Pteridophytes:** Study of *Pteris*: T. S. of Rachis, V.S. of Sporophyll and W.M. of sporangium.
(Week: 01)
8. **Gymnosperms:** Study of *Pinus* morphology of long & dwarf shoot, male and female cones (specimens) and T.S. of needle (permanent slides only).
(Week: 01)
9. **Herbarium technique** (Mounting of a properly dried and pressed specimen of any wild plant on the herbarium sheet with complete herbarium label).
(Week: 01)
10. Taxonomic study of characters of 1 plant from each of the following families (any four): Malvaceae, Solanaceae, Asteraceae, Fabaceae, and Liliaceae.
(Weeks: 05)

Suggested Readings:

1. Alexopoulos, C.J., Mims, C.W., Blackwell, M. (1996). *Introductory Mycology*, 4th edition. Singapore, John Wiley and Sons (Asia).
2. Kumar, H.D. (1999). *Introductory Phycology*, 2nd edition. Delhi, Delhi: Affiliated East-West. Press Pvt. Ltd.
3. Bhatnagar, S.P., Moitra, A. (1996). *Gymnosperms*. New Delhi, Delhi: New Age

International (P) Ltd Publishers.

4. Parihar, N.S. (1991). An introduction to Embryophyta. Vol. I. Bryophyta. Prayagraj: U.P.: Central Book Depot.
 5. Pelczar, M.J. (2001). Microbiology, 5th edition. New Delhi, Delhi: Tata McGraw-Hill Co.
 6. Tortora, G.J., Funke, B.R., Case. C.L. (2007). Microbiology. San Francisco, U.S.A: Pearson Benjamin Cummings.
 7. Raven, P.H., Evert, R.F., Eichhorn, S.E. (1999). Biology of Plants. New York, NY: W.H.Freeman and Company Worth Publishers.
 8. Sethi, I.K. and Walia, S.K. (2018). Text book of Fungi and Their Allies. (2nd Edition), Medtech Publishers, Delhi.
 9. Vashishta, P.C., Sinha, A.K., Kumar, A. (2010). Pteridophyta. New Delhi, Delhi: S. Chand & Co Ltd.
 10. Singh, G. (2012). Plant Systematics: Theory and Practice, 3rd edition. Oxford and IBH Pvt.Ltd. New Delhi.
 11. Simpson, M.G. (2010). Plant Systematics. Elsevier Academic Press, San Diego, CA, U.S.A.
 12. Raven, F.H., Evert, R. F., Eichhorn, S.E. (1992). Biology of Plants. W.H. Freeman and Company. New York, NY.
 13. Gupta R. 2011 (Ed.) Plant Taxonomy: past, present, and future. New Delhi: The Energy and resources Institute (TERI).
 14. Walter S. Judd, et.al. 2015 Plant Systematics: A Phylogenetic Approach 4th Edition Sinauer Associates , Oxford University Press.USA .
- <http://www.mobot.org/MOBOT/research/APweb/>. (for APG IV classification).

GENERIC ELECTIVES (BOT-GE-1)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Plant Diversity and Human Welfare BOT-GE-1	4	2	0	2	-	Nil

Learning Objectives

Build awareness about the different groups of plants and their roles in supporting human life.

Learning outcomes

After studying this course, the student will gain knowledge about:

- the diversity of various groups of plants, their characteristics and identification.
- different phytogeographic zones in India.
- the basic principles of conservation of Biodiversity and Sustainable Development Goals (SDG).
- the role of plants in human welfare.

SYLLABUS OF BOT-GE-1

Unit 1: Understanding biodiversity

Weeks: 03

Understanding biodiversity - definition of key terms; plant diversity in India; assigning value to plant diversity; economic and ecological importance of Algae, Bryophytes, Pteridophytes and Gymnosperms; insights into flowering plant diversity with special focus on agrobiodiversity.

Unit 2: Crop diversity**Weeks: 04**

Crop diversity in various phytogeographic regions in India and their traditional importance as food (including cereals, pulses, oil crops, spices, beverages, fruits and nuts, vegetables, condiments), medicines (Ashwagandha and Sarpagandha) and adornments.

Unit 3: Role of forests**Weeks: 03**

Forests, woodlands, and vegetation stands: diversity and their importance in ecological, aesthetic, and overall well-being; social dimensions of plant diversity; commercial value and utilization of plant wealth.

Unit 4: Cash Crops**Weeks: 2.5**

Crops of high economic value (tobacco, sugarcane, cotton, basmati rice, sandalwood, saffron); Petro crops: the future industry (*Jatropha* sp., corn and sugarcane).

Unit 5: Conservation of biodiversity**Weeks: 1.5**

Conservation of biodiversity using community driven conservation strategies, sustainable utilization keeping Sustainable Development Goals (SDGs) in mind, Innovative approaches and traditional methods of biodiversity utilization and waste minimization during product formation.

Unit 6: Policy issues in conservation of Biodiversity**Week: 01**

National and International initiatives and programmes/schemes focusing on Plant Diversity and human welfare (Tribal Rights Bill, Convention on Biological Diversity (CBD), International Union for Conservation of Nature (IUCN), Protection of Plant Varieties and Farmers' Rights Authority (PPVFRA).

Practicals:

1. To study local plant diversity (common Algae, Bryophytes, Pteridophytes, Gymnosperms (any two of each) in and around the campus; and understand their ecological and economic importance. **(Weeks: 02)**
2. Microchemical tests for carbohydrates, proteins and oils. **(Weeks: 02)**

3. To study (any three) commonly found tree species in the vicinity and understand their role in human welfare. **(Weeks: 02)**
4. To prepare an inventory of common medicinal plants in your campus (identify to the family level, list their uses in Indian System of Medicines) **(Weeks: 02)**
5. To visit the local parks and list the trees planted. Also assess some for their dust pollution mitigation capacity using standard procedures. **(Weeks: 02)**
6. Industrial visit to see how the drugs are extracted from plants (report to be submitted for evaluation). **(Weeks: 02)**

Essential/recommended readings:

- Bilgrami, K. S. (1998). *Phytodiversification and Human Welfare: Dedicated to Late Prof. KS Bilgrami, FNA (1933-96)*. MD Publications Pvt. Ltd.
- Utting, P. (2013). *Trees, People and Power*. Routledge.
- Manoharachary, C., Nagaraju, D. (2016). Medicinal plants for human health and welfare. *Ann. Phytomed*, 5(1), 24-34.

Suggestive reading:

- Myers, N. (2019). *A wealth of wild species: storehouse for human welfare*. Routledge

GENERIC ELECTIVES (BOT-GE-2)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Biofertilizers BOT-GE-2	4	2	0	2	-	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding of biological systems used as fertilizers and build skills in handling microbial inoculants.
- To understand the optimum conditions for growth and multiplication of useful microbes such as *Rhizobium*, cyanobacteria, mycorrhizae, *Azotobacter* etc.
- To understand the role of microbes in mineral cycling and nutrition of plants.
- To gain expertise in various methods of decomposition of biodegradable waste, conversion into compost and apply this knowledge and skill in their daily life.

Learning outcomes

On successful completion of this course, a student will be able to:

- visualize and identify different types of microorganisms with a compound microscope.
- understand the classification of microorganisms according to their shape/structure for morphological identification. Prepare and sterilize different types of culture media.
- isolate of microorganisms from the environmental samples and culture in aseptic conditions.

SYLLABUS OF BOT-BOT-GE-2

Unit 1: Introduction

Weeks: 3.5

Introduction to microbial inoculants or biofertilizers, macro and micro-nutrition of plants, chemical fertilizers versus biofertilizers; Methods and steps in mass multiplication of biofertilizers: stock culture, broth culture, growth medium, fermentation, blending with the carrier, packaging, and quality check, ISI standard specification for biofertilizers; scope of biofertilizers in India.

Unit 2: Microbial Inoculants

Weeks: 04

Study of important microbial inoculants: *Rhizobium*, *Azospirillum*, *Azotobacter*, Actinorhizae; Characteristics, isolation, identification, and crop response.

Unit 3: Role of Cyanobacteria

Week: 01

Role of Cyanobacteria (blue-green algae) in rice cultivation; *Azolla* and *Anabaena azollae* association, nitrogen fixation, and factors affecting growth.

Unit 4: Mycorrhizal association

Weeks: 04

Types of mycorrhizal association, taxonomy, occurrence and distribution; Role of Arbuscular mycorrhizal fungi in phosphorus nutrition, growth and yield of crop plants; AMF – methods in isolation (wet sieving and decanting), identification (morphological and molecular methods). Methods of inoculum production (Pot culture and root culture).

Unit 5: Organic farming

Weeks: 2.5

Introduction to organic farming, recycling of biodegradable municipal (domestic), agricultural and industrial waste; green manuring, bio-composting, vermicomposting and their field application.

Practicals:

1. Study of *Rhizobium* from root nodules of leguminous plants by Gram

- staining method. (Week: 01)
2. Observation of arbuscular mycorrhizal fungi from plant roots. (Weeks: 02)
 3. Isolation of arbuscular mycorrhizal spores from rhizosphere soil. (Week: 01)
 4. Isolation of *Anabaena* from *Azolla* leaf. (Week: 01)
 5. Study of Earthworm, *Azolla*, AMF: Arbuscules-vesicles through specimen / digital resources. (Week: 01)
 6. Study of Biocontrol methods and their application -Pheromone trap, *Trichoderma*, *Pseudomonas*, Neem etc. through digital resources. (Week: 01)
 7. Rapid test for pH, NO_3^- , SO_4^{2-} , Cl^- and organic matter of different composts. (Weeks: 02)
 8. Projects on any one of the following topics: *Rhizobium* technology, AMF technology, Organic farming, Bio composting, Vermicomposting, *Azolla* culture etc. (The design of the project should be such that it includes a continuous work of at least 6 weeks and a dissertation submission). (Weeks: 06)

Essential/recommended readings:

1. Kumaresan, V. (2005). Biotechnology. New Delhi, Delhi: Saras Publication.
2. Sathe, T.V. (2004). Vermiculture and Organic Farming. New Delhi, Delhi: Dayapublishers.
3. Subha Rao, N.S. (2020). Soil Microbiology, 5th edn. New Delhi, Delhi: Oxford & IBH Publishers.
4. Reeta Khosla (2017). Biofertilizers and Biocontrol Agents for Organic Farming, Kojo Press

Suggestive readings:

1. *Azotobacter* - Isolation and characterization - <https://youtu.be/1Z1VhgJ2h6U>
2. *Rhizobium* - Identification and characterization - <https://youtu.be/jELlo-pMvc4>.
3. 3-Days Online Workshop On Arbuscular Mycorrhizal Fungi - Biodiversity, Taxonomy and Propagation 19-2 (2022-01-20 at 02_27 GMT-8) - <https://youtu.be/LKzK4luSRc4>.
4. Vayas, S.C, Vayas, S., Modi, H.A. (1998). Bio-fertilizers and organic Farming. Nadiad, Gujarat: Akta Prakashan.

GENERIC ELECTIVE (BOT-GE-3)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Protected Agriculture – Hydroponics and Organic Cultivation BOT-GE-3	4	2	0	2	-	None

Learning Objectives

The Learning Objectives of this course are as follows:

- To provide knowledge and expertise of various aspects of hydroponics, aquaponics and organic cultivation to students.
- To make students economically self-reliant by growing and marketing organic herbs, vegetables, microgreens and fruits.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will develop a thorough understanding of the concepts of Hydroponics, Aquaponics and Organic farming.
- Students will be trained in establishing hydroponic facility.
- Students will learn the development of various organic products such as biopesticides, biofertilizers and bio-Organic growth promoters.
- Students will understand various government policies in marketing of hydroponic and organic produce.
- Students will understand Good Agricultural Practices associated with protected agriculture.

SYLLABUS OF BOT-GE-3

Unit 1: Introduction to Protected Agriculture

Week: 01

Types of Protected Agriculture (hydroponics, aquaponics and organic farming), definition, history, terminology, importance and advantages over traditional agriculture, limitations and challenges.

Unit 2: Plant Growth Requirements and Media formulations

Weeks: 2.5

Physical parameters - light (quality and quantity) artificial light, light balancers; pH, conductivity, salinity (Dissolved Oxygen-DO, Total Dissolved Solid - TDS) and temperature; Chemical parameters- mineral nutrient requirements, deficiencies, toxicities, growth regulators (auxins, gibberellins, cytokinins and abscisic acids); Growth media- types, properties, uses, nutrient formulae, preparation of solutions, solid Media and nutrient film.

Unit 3: Hydroponic growing systems

Weeks: 3.5

Basic concepts and designs (closed and open systems techniques Nutrient Film Technique (NFT), Deep Water Culture (DWC), Dutch Bucket and other small-scale systems), systems layout. Strengths and weaknesses of various systems, site considerations, componentry, nutrient delivery, pumping

Unit 4: Hydroponics associated pest and diseases

Weeks: 03

Hydroponics associated pest - mites, thrips, whiteflies, leaf miners; Identification and management of diseases -bacterial, fungal and viral diseases; safety practices (Good Agricultural Practices (GAP) and Integrated Pest Management (IPM)).

Unit 5: Organic farming and its management

Weeks: 03

Organic farming and associated management practices (nutritional requirements, pest,diseases, weeds); use of biofertilizers, biopesticides, bioherbicides, biocontrol agents (plant growth promoting rhizobacteria (PGPR), pheromone trapping, *Trichoderma*, *Pseudomonas*, neem oil, garlic etc.) in management.

Unit 6: Marketing and Policies

Weeks: 02

Marketing of the produce and government institutes and policies related to protected farming (hydroponics and organic farming).

Practicals:

1. Study of various instruments used in hydroponics. **(Week: 01)**
2. Preparation of growth media for hydroponics. **(Week: 01)**
3. Estimation of NPK, DO, TDS, pH of growing media. **(Week: 01)**
4. Demonstration of different irrigation techniques in hydroponics. **(Week: 01)**
5. Demonstration of construction of a sustainable hydroponic unit. **(Weeks: 02)**
6. Perform rapid tests for estimation of NPK in different soil samples (samples from at least three different sites). **(Week: 01)**
7. Bulk density and porosity of soilless media e.g. coco-peat, perlite, vermiculite, expanded clay, rockwool (any two media). **(Week: 01)**
8. Demonstration of growing a leafy vegetable/fruity vegetable/ medicinal herb/aromatic plant in Hydroponics solution. **(Weeks: 02)**
9. Study of traditional organic inputs and formulation of biofertilizer. **(Weeks: 02)**
10. Preparation of biopesticides, plant health promoters like *Panchgavya*, *Beejamrut* etc. **(Week: 02)**
11. Field visit to organic farm/hydroponic farm and submission of visit report. **(Week: 01)**

Essential/recommended readings:

1. Schwarz, M. (1995). Soilless Culture Management. Advanced Series in Agricultural Sciences, vol. 24. Springer, Berlin, Heidelberg.
https://doi.org/10.1007/978-3-642-79093-5_2.
2. Hasan, M., Sabir, N., Singh, A.K., Singh, M.C., Patel, N., Khanna, M., Rai, T., Pragnya, P. (2018). Hydroponics Technology for Horticultural Crops, Tech. Bull.TB-ICN 188/2018. Publ. by I.A.R.I., New Delhi-110012 INDIA.

3. Misra S., Misra S., Misra R.L. (2017). Soiless Crop production. Daya PublishingHouse, Astral International (P) Ltd., New Delhi.
4. Palaniappan S. P., Annadurai K. (2018). Organic Farming: Theory & Practice.Scientific Publisher.
5. Goddek, S., Joyce, A., Kotzen, B., Burnell, G.M. (2019). Aquaponics Food Production Systems. Springer, Cham.

Suggestive readings:

1. Jones, J. B. (2014). Complete Guide for Growing Plants Hydroponically. CRCPress.
2. Vayas, S.C, Vayas, S., Modi, H.A. (1998). Bio-fertilizers and organic Farming.Akta Prakashan, Nadiad.

GENERIC ELECTIVES (BOT-GE-4)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Laboratory and Field Skills in Plant Biology and Allied Sciences BOT-GE-4	4	2	0	2	-	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

To learn fundamental skills important for performing laboratory and field experiments.

Learning outcomes

After completion of this course the student will learn:

- Good Lab Practices, management of laboratory waste, understanding hazards and risks to ensure a safe laboratory environment.
- Basics of measurements, units and common mathematical calculations, sampling and data collection.
- Handling and maintenance of instruments
- Presentation, analysis and interpretation of results.

SYLLABUS OF BOT-GE-4

Unit 1: Lab safety and good lab practices

Weeks: 02

General laboratory safety, good laboratory practices, biosafety measures (first-aid practices to be followed in case of burn, acid and injury), safety symbols, lab safety

equipment (Fireextinguisher, fume hood, safety glasses), classes of laboratory chemicals, maintenance and handling of chemicals (Labels, Quality - LR/ AR/ Molecular biology grade/ HPLC grade/Tissue culture grade; Expiry date; Precautions for use), Disinfectants, Biocontainment, Disposal of hazardous chemicals, radioactive and biological waste, Laboratory waste management

Unit 2: Use and maintenance of Laboratory equipment **Weeks: 02**

Weighing balance (Top loading and Analytical), pH meter (calibration and use), magnetic stirrer, pipettes, autoclave, laminar airflow, BOD incubator, incubator shaker, micrometer, haemocytometer, spectrophotometer, Agarose gel electrophoresis unit, SDS PAGE unit, centrifuge, distillation unit, conductivity meter, Lux meter.

Unit 3: Microscopy, sample and slide preparation **Weeks: 2.5**

Microscopes (Dissecting, compound, electron microscope), Fixation and Preservation (for light and electron microscopy); staining, mounting; basic introduction to other types of microscopes (confocal, fluorescence)

Unit 4: Measurements and calculations **Week: 01**

Units of measurements and conversion from one unit to another, measurement of volumes of liquids, Weighing, calculations: scientific notations, powers, logarithm and fractions

Unit 5: Solutions and Buffers **Week: 01**

Molarity, Molality, Normality, percent solution, stock solution, standard solution, dilution, dilution series, pH, acid and bases, buffers- Phosphate, Tris- acetate, Tris-Cl and Citrate buffer

Unit 6: Basic culturing techniques **Weeks: 1.5**

Basic culture media (LB, YEB, MS)- Liquid and solid, Culture techniques : plating (streak, spread & pour), replica plating , serial dilution

Unit 7: Data collection, statistical analysis and interpretation **Weeks: 02**

Fundamentals of data collection, data types - primary and secondary, methods of data collection, sample, sampling methods - merits and demerits, technical and biological replicates, classification - tabulation and presentation of data, Descriptive statistics - Mean, mode, median, Variance, Standard Deviation, Standard error, Coefficient of Variation, difference between sample and population mean.

Unit 8: Basic computer skills for biology

Weeks: 02

MS- Word, PowerPoint, Excel, introduction to biological databases

Unit 9: Field Skills

Week: 01

Identification, collection, cataloguing and preservation of plant specimens, Herbarium and Museum

Practicals:

1. Preparation of solutions - molar, molal, normal, percentage, stock, standard and serial dilution

(Week: 01)

2. Determining pH of solutions (pH paper, Universal indicator, pH meter) and preparation of buffers (Phosphate, Tris-Cl, Electrophoresis buffers- TBE/TAE)

(Week: 01)

3. Working of instruments - light microscope, autoclave, laminar air flow, spectrophotometer, centrifuge, gel electrophoresis unit (Agarose & Poly acrylamide gels)

(Week:

02)

4. Temporary peel mount slide preparation and staining (safranin and acetocarmine).

(Week: 01)

5. Calculate cell size using micrometer.

(Week:

01)

6. To calculate number of cells per unit volume (using pollen/spores) using haemocytometer **(Week: 01)**

7. Preparation of LB medium, growth and maintenance of bacterial cultures (liquid -serial dilution method; and semi-solid cultures - streak, spread and

- pour plates) (**Weeks:02**)
8. Isolation of genomic DNA from *E. coli* and plant leaf material, Agarose gel electrophoresis. (**Weeks: 02**)
 9. Calculation of mean, mode, median, standard deviation using data set (collected from experiments 5 and 6) (**Week: 01**)
 10. Using software to draw tables, graphs and calculating descriptive statistics (Microsoft Excel) (**Week: 01**)
 11. Laboratory safety equipment (Fire extinguisher, Fume hood, safety glasses) (**Week: 01**)
 12. Mounting of a properly dried and processed plant specimen with herbarium label (**Week: 01**)

Essential/recommended readings:

- Evert, R. F., Eichhorn, S. E., Perry, J.B. (2012). Laboratory Topics in Botany. W.H. Freeman and Company.
- Mesh, M.S., Kebede-Westhead, E. (2012). Essential Laboratory Skills for Biosciences. John Wiley & Sons, Ltd.
- Mu, P., Plummer, D. T. (2001). Introduction to practical biochemistry. Tata McGraw-Hill Education.
- Mann, S. P. (2016). Introductory Statistics, 9th edition. Hoboken, NJ, John Wiley and Sons Inc.
- Dannel, W.W. (1987). Biostatistics. New York, NY: John Wiley Sons.
- Jones, A., Reed, R., Weyers, J. (2016) Practical Skills in Biology, 6th Edition, Pearson.
- Bisen, P.S. (2014). Laboratory Protocols in Applied Life Sciences (1st edition). CRC Press.

Suggestive readings:

- Zar, Z. H. (2010). Biostatistical Analysis, 5th edition, Pearson Prentice Hall, New Jersey, USA.

GENERIC ELECTIVES (BOT-GE-5)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Green Belt Development and Urban Management for Smart Cities BOT-GE-5	4	2	0	2	-	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To make students aware about Green Belt Development, which is a major step in the development of a sustainable ecosystem, particularly under the Smart Cities Program for urban development (Government of India).
- To introduce students with one of the key green skill development programs under the Skill India mission by the Government of India.
- To acquaint students with various methods and techniques used in development of green infrastructure for smart cities

Learning outcomes

After completion of this course, students will:

- become familiar with green skills that contribute to preserving or restoring the environment for a sustainable future that protect ecosystems and biodiversity, reduce energy and minimize waste and pollution.
- understand the role of green belt in capturing the transient emissions, prevent soil erosion and degradation, containing water run- offs and recharging ground water, attenuate noise generated and improve the aesthetics.

- be well trained (knowledge & skills) to contribute to Green SectorSkill program.

SYLLABUS OF BOT-GE-5

Unit 1: Introduction

Week: 01

Definition, History and Concept of Green Belt; Aesthetics and Importance; Recommended Guidelines for green belt development for industries; Advantages and Applications.

Unit 2: Pollution and Carbon emission

Weeks: 02

Type and various source of Emissions; Methods of estimation and monitoring of pollutants; Mechanism of deposition; Regulatory standards for major pollutants.

Unit 3: Plant-Pollutant Interaction

Weeks: 02

Methods of sampling and screening local flora, Native and Exotic Plants, Various indicators (Morphological, Anatomical, Physiological and Biochemical) for selection of pollution mitigating plants; Sensitive/indicator, Resistant/ Tolerant Plant Species for different pollutants (air, water, land and sound). Factors effecting plant regeneration and growth.

Unit 4: Structural and Functional Aspects of Green Belt

Weeks: 03

Methods of Planting and Propagation, Various approaches for green belt development, Theoretical Models; Site specific ecological requirements, parameters involved that affect landscape design, Methods to evaluate the effectiveness of green belt. Various tools for assessment and monitoring of green belt (GIS and Remote Sensing)

Unit 5: Green Belt for Mitigating Climate change

Weeks: 02

Objectives of UNFCCC for mitigating greenhouses gases in urban sectors, Green Finance and Green Infrastructure development, Methods to evaluate total carbon sequestered; Carbon stocks and credits.

Unit 6: Waste water treatment through constructed wetlands

Weeks: 03

Introduction: Wetlands values and functions, natural and constructed wetlands for wastewater treatments; Life forms in wetlands: microbes and vegetation in wetlands, plants adapted to pollutants and flooding, Role of macrophytes in constructed wetlands; physical and chemical characteristics of freshwater wetlands, constructed wetlands: types, role and management including key parameters for assessment.

Unit 7: Economics of Green Infrastructure

Weeks: 02

Understanding of key plants for green economy - NFTP (Non-Forest timber products), biodiesel plants, herbal garden; Evaluating the cost and benefits of green belt development with type studies, Environmental accounting, Ecosystem services and constituents of wellbeing. Environmental Impact Assessment

Practicals:

1. Methods of Vegetation Sampling and calculation of importance value index. **(Weeks: 02)**
2. Measuring Tree Height and Cover to estimate green cover of an area. **(Weeks: 03)**
3. Estimation of total carbon of an area. **(Weeks: 02)**
4. Methods for selection of plants according to pollutant load in air and water (includes field survey) **(Weeks: 02)**
5. Open Sources Software for mapping the GPS points and generating a cover map. **(Weeks: 02)**
6. Measurement of Dissolved Oxygen (DO) from treated waste water. **(Weeks: 02)**
7. Measurement of BOD and TDS from intake and treated pond. **(Weeks: 02)**

Essential/recommended readings:

- Vesilind, P. A., Peirce, J. J., Weiner, R., (1998). Environmental Pollution and Control Netherlands: Elsevier Science.

- Burnwal, K., Jagwani, D. (2013). Air Pollution Abatement through Trees & GreenBelt Development. LAP Lambert Academic Publishing.
- CPCB (2000). Guidelines for Green Belt development, CPCB, MoEF, GoI, NewDelhi.
- Zhou, S. W. W., Zhou, S. W. W. (2020). Carbon Management for a SustainableEnvironment. Germany: Springer International Publishing.
- Yunus, M., Singh, N. *de Kok*, L.J. (2013). Environmental Stress: Indication, Mitigation and Eco-conservation.Netherlands: Springer Netherlands
- Acar, S., Yeldan, A.E. (2019). Handbook of Green EconomicsNetherlands: Elsevier Science.
- Stefanakis, A., (2018). Constructed Wetlands for Industrial Wastewater TreatmentUnited Kingdom, Wiley.
- Kröpfelová, L., Vymazal, J., Kröpfelová, L., Vymazal, J. (2008). Wastewater Treatment in Constructed Wetlands with Horizontal Sub-Surface Flow. Czechia: Springer Netherlands.

Suggestive readings:

- Amati, M. (2016). Urban Green Belts in the Twenty-first Century (Urban Planning and Environment) 1st Edition. Routledge publishers

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Nomenclature of certificate/diploma/degrees:

- ✓ After securing 44 credits (from semester I and II), by completing one year of study of the UG honours Programme with Botany as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Undergraduate Certificate in Botany.**
- ✓ After securing 88 credits (from semester I, II, III & IV), by completing two years of study of the UG honours Programme with Botany as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Diploma in Botany.**
- ✓ After securing 132 credits (from semester I to VI), by completing three years of study of the UG honours Programme with Botany as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Bachelor of Science (Honours) in Botany.**
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG honours Programme with Botany as a single core discipline and writes dissertation, the student shall be awarded **Bachelor of Science (Honours with Research) in Botany.**
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG honours Programme with Botany as a single core discipline and engages in Academic Project/Entrepreneurship, the student shall be awarded **Bachelor of Science (Honours with Academic Project/Entrepreneurship) in Botany.**