

# UNIVERSITY OF DELHI

CNC-II/093/1(22)/2022-23/212

Dated: 06.10.2022

## **NOTIFICATION**

**Sub: Amendment to Ordinance V**

**[E.C Resolution No. 18-1-3 dated 18.08.2022]**

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

**Add the following:**

**Syllabi of Semester-I of the following departments under Faculty of Science based on Under Graduate Curriculum Framework -2022 to be implemented from the Academic Year 2022-23.**

### **FACULTY OF SCIENCE**

#### **DEPARTMENT OF BOTANY**

BSc. (Hons.) Botany  
*Category-I*

#### **DISCIPLINE SPECIFIC CORE COURSE – 1: Plant Diversity and Evolution**

##### **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 Evolution	DSC-1	2	0	2	10+2 from any recognized Board with Biology & Candidates must appear in CUET in the following subject combination: <b>Physics+ Chemistry+ Biology/Biotechnology</b>	Nil

## Learning Objectives

The Learning Objectives of this course are as follows:

- 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

The Learning Outcomes of this course are as follows:

By studying this course students will gain basic knowledge on

- The diversity of plants and microbes
- Their general characteristics
- Various groups of plants and their evolutionary relationships
- Basic principles and concepts of evolution that contribute to plant diversity

## SYLLABUS OF DSC-1

### Unit1: Origin of life

**Hours: 6**

Principles and concepts of evolution, Tree of Life, and classification (upto six kingdoms)

### Unit2: Bacteria

**Hours: 4**

General characteristic features, cell structure, asexual reproduction and modes of gene transfer (conjugation, transformation and transduction), brief introduction to Archaeobacteria.

### Unit3: Viruses

**Hours: 4**

General characteristic features, replication, RNA virus (structure of TMV), DNA virus (structure of T-phage), Lytic and Lysogenic life cycle (Lambda phage).

### Unit4: Algae

**Hours: 6**

General characteristic features, cell structure, range of thallus, methods of reproduction and evolutionary classification (only upto groups). Brief account of *Spirogyra*, *Sargassum*.

### Unit5: Fungi

**Hours: 8**

General characteristic features, reproduction and broad classification. Myxomycetes and their similarities with fungi, plants and animals, Brief account of *Rhizopus*, *Agaricus*. Introduction to lichens.

### Unit6: Bryophytes

**Hours: 8**

General characteristic features and reproduction, adaptation to land habit, broad classification, evolutionary trends in Bryophytes. Brief account of *Marchantia*, *Funaria*.

**Unit7: Pteridophytes****Hours: 8**

General characteristic features and reproduction, broad classification, evolutionary trends in Pteridophytes, affinities with Bryophytes. Brief account of *Adiantum*, *Selaginella*.

**Unit8: Gymnosperms****Hours: 8**

General characteristic features and reproduction, broad classification, evolutionary trends in Gymnosperm, affinities with Pteridophytes. Brief account of *Gnetum*, *Ephedra*.

**Unit9: Angiosperms****Hours: 8**

General characteristic features and reproduction, Concept of natural, artificial and phylogenetic system of classification. Affinities with Gymnosperms.

**Practical component (60 Hours)**

1. To study structure of TMV and Bacteriophage (electronmicrographs/models). (01)
2. To study morphology of *Volvox*, *Oedogonium*, *Chara*, *Fucus* and *Polysiphonia* (Temporary preparation/specimens/slides). (02)
3. To study *Rhizopus*, *Penicillium*, *Alternaria* (Temporary preparations), symptoms of rust of wheat, white rust of crucifer (specimen). (02)
4. To study *Marchantia* (morphology, WM of rhizoids and scales), *Anthoceros* (morphology), *Sphagnum* (morphology, WM of leaf), *Funaria* (morphology WM of rhizoid and leaf). (02)
5. To study *Selaginella* (morphology, WM of strobilus and spores), *Equisetum* (morphology, WM of spores), *Pteris* (morphology, tease mount of sporangia and spores). (03)
6. To study *Cycas* (morphology, leaf, leaflet anatomy, coralloid root, bulbils, megasporophyll and microsporophyll); *Pinus* (morphology of dwarf shoot, needle anatomy, male and female cones, WM pollen grains). (02)
7. To study variation in leaf venations in dicots and monocots (at least two specimens each). (01)
8. To study the types of inflorescences in angiosperms (through specimens).(01)
9. To study the types of fruits in angiosperms (through specimens). (01)

**Essential/recommended readings**

- Campbell,N.A.,Reece,J.B.(2008.)Biology,8thedition,PearsonBenjaminCummings,San Francisco.
- Evert,RF.,Eichhorn,S.E.(2012).RavenBiologyofPlants,8thedition, NewYork,NY: W.H.Freeman and Company.
- Bhatnagar,S.P.,Moitra,A.(1996).Gymnosperms.NewDelhi,Delhi:NewAgeInternational(P)

Ltd Publishers.

- Kumar, H.D. (1999). Introductory Phycology, 2nd edition. Delhi, Delhi: Affiliated East-West. Press Pvt. Ltd.
- Pelczar, M.J. (2001). Microbiology, 5th edition. New Delhi, Delhi: Tata McGraw-Hill Co.
- Puri, P. (1985). Bryophytes. New Delhi, Delhi, Atma Ram and Sons.
- Sethi, I.K. and Walia, S.K. (2018). Textbook of Fungi and Their Allies. (2nd Edition), Medtech Publishers, Delhi.
- Tortora, G.J., Funke, B.R., Case, C.L. (2007). Microbiology. San Francisco, U.S.A: Pearson Benjamin Cummings.
- Vashishta, P.C., Sinha, A.K., Kumar, A. (2010). Pteridophyta. New Delhi, Delhi: S. Chand & Co Ltd.
- Singh, G. (2019) Plant Systematics- An Integrated Approach. 4<sup>th</sup> edition. CRC Press, Taylor and Francis Group.
- Blackmore, S., Crane, P. (2019) How Plants Work— Form, Diversity, Survival, Princeton University Press; Illustrated edition
- Ingrouille, M., Eddie, B. (2006) Plants: Evolution and Diversity. Cambridge University Press.

#### **Suggestive readings**

- Parihar, N.S. (1991). An Introduction to Embryophyta. Vol. II. Pteridophytes. Prayagraj: U.P. : Central Book Depot.
- Singh, V., Pandey, P.C., Jain, D.K. (2001). A Text Book of Botany. Meerut, UP: Rastogi and Co.
- Webster, J., Weber, R. (2007). Introduction to Fungi. Cambridge, Cambridge University Press.

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

## DISCIPLINE SPECIFIC CORE COURSE – 2: Cell Biology: Organelles and

### 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		
Cell Biology: Organelles and Biomolecules	DSC-2	2	0	2	10+2 from any recognized Board with Biology & Candidates must appear in CUET in the following subject combination: <b>Physics+Chemistry+ Biology/ Biotechnology</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- Cell as a structural and functional unit of life.
- Types of biomolecules (proteins, carbohydrates, lipids and nucleic acids) and their roles in cell structure and function.
- Structures of different organelles and their role in fundamental metabolic processes of a cell.

### Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course students will gain basic knowledge on

- The relationships between the properties of macromolecules, their cellular activities and biological functions.
- Physico-chemical composition of organelles and their functional organization.
- Basic principles and concepts of evolution that contribute to plant diversity.

### SYLLABUS OF DSC-2

**Unit 1: Biomolecules****Hours: 10**

Types of chemical bonds and their biological significance. Structure and biological roles of carbohydrates, lipids, proteins and nucleic acids. ATP: structure and its role as an energy currency molecule.

**Unit 2: The Cell****Hours: 04**

Cell as a unit of structure and function; Characteristics of prokaryotic and eukaryotic cells; Origin of eukaryotic cell (Endosymbiotic theory).

**Unit 3: Cell Wall and Plasma Membrane****Hours: 06**

Chemistry, structure and function of Plant Cell Wall. Singer and Nicolson's fluid mosaic model of cell membrane.

**Unit 4: Cell Organelles: Structure and function of the following Organelles****Hours: 11**

**Nucleus:** Structure and function (nuclear envelope, nuclear pore complex, nuclear lamina); types of chromatin; nucleolus.

**Chloroplast and Mitochondria:** Structural organization; Function; Semi- autonomous nature of mitochondria and chloroplast.

**Endomembrane system:** Endoplasmic Reticulum – Structure and function of RER and SER, protein folding, processing in ER, export of proteins and lipids; Golgi Apparatus Organization, protein glycosylation, protein sorting and export from Golgi Apparatus. Introduction to post- translational modifications.

**Peroxisome and Lysosomes:** Structure and function.

**Cytoskeleton:** Role and structure of microtubules, microfilaments, intermediary filament and motor proteins.

**Unit 5: Cell division****Hours: 08**

Eukaryotic cell cycle, mitosis and meiosis; regulation of cell cycle.

**Practical component (60 Hours):**

1. Study of cell and its organelles with the help of electron micrographs and other digital resources. (02)
2. Study of plant cell structure with the help of epidermal peel mount of *Allium/Rhoeo/Crinum*. (01)
3. Microchemical tests for carbohydrates (reducing, non-reducing sugars and starch), lipids and proteins. (02)
4. Separation of chloroplast pigments by paper chromatography/ Thin Layer Chromatography. (01)
5. Separation of amino acids by paper chromatography. (01)
6. Study the effect of organic solvent and temperature on membrane permeability. 02
7. Demonstration of the phenomenon of protoplasmic streaming in *Hydrilla* leaf. (01)
8. Demonstration of the phenomenon of plasmolysis and deplasmolysis. (01)
9. Demonstration of separation of biomolecules by dialysis. (01)

**Essential/recommended Readings:**

- Hardin, J. and Lodolce, J.P. (2022). Becker's World of the cell, 10th edition, Pearson
- Berg, J.M., Tymoczko, J.L., Stryer, L. (2011). *Biochemistry*. New York, NY: W. H. Freeman and Company.
- Campbell, N. A. (2020). Biology: A Global Approach, 12th Edition, Pearson
- Campbell, P.N., Smith, A.D. (2011). *Biochemistry Illustrated*, 4th edition. London, UK: Churchill Livingstone.

**Suggested readings:**

1. Cooper, G.M., Hausman, R.E. (2019). The Cell: A Molecular Approach, 7th edition. Sinauer/OUP.
2. Iwasa, J, Marshall, W. (2020). Karp's Cell Biology, 9th edition, New Jersey, U.S.A.: John Wiley & Sons.
3. Majumdar, R., Sisodia, R. (2019). Laboratory Manual of Cell Biology, with reference to Plant Cells. New Delhi, Delhi: Prestige Publication.
4. Nelson, D.L., Cox, M.M. (2021). Lehninger Principles of Biochemistry, 8th edition. New York, NY: W.H. Freeman and Company.
5. Reven, F.H., Evert, R.F., Eichhorn, S.E. (1992). Biology of Plants. New York, NY: W.H. Freeman and Company.
6. Tymoczko, J.L., Berg, J.M., Stryer, L. (2012). Biochemistry: A short course, 2nd edition. New York, NY: W.H. Freeman and Company.

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

**DISCIPLINE SPECIFIC CORE COURSE – 3: Basic Laboratory and Field Skills in**

**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		
<b>Basic Laboratory and Field Skills in Plant Biology</b>	<b>DSC-3</b>	<b>2</b>	<b>0</b>	<b>2</b>	10+2 from any recognized Board with Biology & Candidates must appear in CUET in the following subject combination: <b>Physics+ Chemistry+ Biology/ Biotechnology</b>	<b>Nil</b>

## Learning Objectives

The course will help students gain knowledge about:

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

## Learning outcomes

This course will be able to demonstrate basic knowledge and understanding of:

- Good laboratory 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.
- Operation and maintenance of instruments
- Presentation, analysis of data and interpretation of results.

## SYLLABUS OF DSC-3

### Unit 1: Lab safety and good lab practices

**Hours: 08**

General laboratory safety, good laboratory practices, biosafety measures (first-aid practices to be followed in case of burn, acid spills and injury), safety symbols, lab safety equipments (fire extinguisher, fume hood, safety glasses), classes of laboratory chemicals, maintenance and handling of chemicals (Labels, Quality - LR/ AR/ Molecular biology grade/ HPLC 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

**Hours: 08**

Weighing balance (Top loading and Analytical), pH meter (calibration and use), magnetic stirrer, pipettes and micropipettes, 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

**Hours: 05**

Microscopes (Dissecting, Compound and Electron microscopes), Fixation and Preservation (for light and electron microscopy); staining, mounting; basic introduction to other types of microscopes (Confocal, Fluorescence)

### Unit 4: Measurements and calculations

**Hours: 04**

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

**Hours: 04**

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



**Unit 6: Basic culturing techniques****Hours: 06**

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****Hours: 08**

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 mean and population mean.

**Unit 8: Basic computer skills for biology****Hours: 08**

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

**Unit 9: Field Skills****Hours: 04**

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

**Practical component (60 Hours):**

1. Preparation of solutions- molar, molal, normal, percentage, stock, standard and serial dilution (01)
2. Determining pH of solutions (pH paper, Universal indicator, pH meter) and preparation of buffers (Phosphate, Tris-Cl, Electrophoresis buffers - TBE/TAE) (01)
3. Working of instruments -light microscope, autoclave, laminar air flow, spectrophotometer, centrifuge, gel electrophoresis unit (Agarose & Poly acrylamide). (01)
4. Temporary peel mount slide preparation and staining (safranin and acetocarmine). (01)
5. Calculate cell size using micrometer. (01)
6. Calculate number of cells (pollen/spores) using haemocytometer. (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) (02)
8. Isolation of genomic DNA from *E. coli* and plant leaf material, Agarose gel electrophoresis (01)
9. Calculation of mean, mode, median, standard deviation using data set (collected from experiments 5,6). (01)
10. Using software to draw tables, graphs and calculating descriptive statistics (Microsoft Excel) (01)
11. Laboratory safety equipment (Fire extinguisher, Fume hood, safety glasses) (01)
12. Mounting of a properly dried and processed plant specimen with herbarium label. (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.
- Danniel, W.W. (1987). Biostatistics. New York, NY: John Wiley Sons.
- Jones, A.M., Reed, R., Weyers, J. (2016). Practical Skills in Biology, 6<sup>th</sup> Edition, Pearson
- Bisen, P.S. (2014). Laboratory Protocols in Applied Life Sciences, 1<sup>st</sup> edition. CRC Press.

**Suggested readings:**

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

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

**COMMON POOL OF GENERIC ELECTIVES (GE) COURSES**  
**Offered by Department of Botany**  
*Category-IV*

**GENERIC ELECTIVES (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	4	2	0	2	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

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 GE-1**

**Unit 1: Understanding biodiversity**

**Hours: 06**

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**

**Hours: 08**

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**

**Hours: 06**

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**

**Hours: 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**

**Hours: 3**

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**

**Hours: 02**

National and International initiatives and programmes/schemes focussing 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: (60 Hours)**

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.

2. Microchemical tests for carbohydrates, proteins and oils.
3. To study (any three) commonly found tree species in the vicinity and understand their role in human welfare.
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)
5. To visit the local parks and list the trees planted. Also assess some for their dust pollution mitigation capacity using standard procedures.
6. Industrial visit to see how the drugs are extracted from plants (report to be submitted for evaluation).

#### Essential/recommended readings

1. Bilgrami, K. S. (1998). Phytodiversification and Human Welfare: Dedicated to Late Prof. KS Bilgrami, FNA (1933-96). MD Publications Pvt. Ltd.
2. Utting, P. (2013). Trees, People and Power. Routledge.
3. 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 (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	4	2		2	12 <sup>th</sup> Pass	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 GE-2**

### **Unit 1: Introduction**

**Hours: 7**

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**

**Hours: 08**

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

### Unit 3: Role of Cyanobacteria

**Hours: 02**

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

### Unit 4: Mycorrhizal association

**Hours: 08**

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

**Hours: 5**

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

### Practicals: (60 Hours)

1. Study of *Rhizobium* from root nodules of leguminous plants by Gram staining method. **Hours: 01**
2. Observation of arbuscular mycorrhizal fungi from plant roots. **Hours: 02**
3. Isolation of arbuscular mycorrhizal spores from rhizosphere soil. **Hours: 01**
4. Isolation of *Anabaena* from *Azolla* leaf. **Hours: 01**
5. Study of Earthworm, *Azolla*, AMF: Arbuscules-vesicles through specimen /digital resources. **Hours: 01**
6. Study of Biocontrol methods and their application -Pheromone trap, *Trichoderma*, *Pseudomonas*, Neem etc. through digital resources. **Hours: 01**
7. Rapid test for pH,  $\text{NO}_3^-$ ,  $\text{SO}_4^{2-}$ ,  $\text{Cl}^-$  and organic matter of different composts. **Hours: 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 Hours and a dissertation submission). **Hours: 06**

**Essential/recommended readings**

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

**Suggestive readings**

- *Azotobacter* - Isolation and characterization - <https://youtu.be/1Z1VhgJ2h6U>
- *Rhizobium* - Identification and characterization - <https://youtu.be/jELlo-pMvc4>.
- 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/LKzK4IuSRc4>.
- Vayas, S.C, Vayas, S., Modi, H.A. (1998). Bio-fertilizers and organic Farming. Nadiad, Gujarat: Akta Prakashan.

**GENERIC ELECTIVES (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	4	2		2	12 <sup>th</sup> Pass	Nil

**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 the 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 concept 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 biogrowth promoters.
- Students will understand various government policies in marketing of hydroponic and organic produce.
- Understand Good Agricultural Practices associated with protected agriculture.

## **SYLLABUS OF GE-3**

### **Unit 1: Introduction to Protected Agriculture**

**Hours: 02**

Protected Agriculture types (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**

**Hours: 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**

**Hours: 7**

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**

**Hours: 06**

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**

**Hours: 06**

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**

**Hours: 04**

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

### **Practicals: (60 Hours)**

1. Study of various instruments used in hydroponics.
2. Preparation of growth media for hydroponics.
3. Estimation of NPK, DO, TDS, pH of growing media
4. Demonstration of different irrigation techniques in hydroponics.
5. Demonstration of construction of a sustainable hydroponic unit.
6. Perform rapid tests for estimation of NPK in different soil samples (at least three).
7. Bulk density and porosity of soilless media e.g. coco-peat, perlite, vermiculite, expanded clay, rockwool (any two media).

8. Demonstration of growing a leafy vegetable/fruity vegetable/ medicinal herb/aromatic plant in Hydroponics solution.
9. Study of traditional organic inputs and formulation of biofertilizer.
10. Preparation of biopesticides, plant health promoters like *Panchgavya*, *Beejamrut* etc. Field visit to organic farm/hydroponic farm and submission of visit report.

#### Essential/recommended readings

- 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](https://doi.org/10.1007/978-3-642-79093-5_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.
- Misra S., Misra S., Misra R.L. (2017). Soilless Crop production. Daya Publishing House, Astral International (P) Ltd., New Delhi.
- Palaniappan S. P., Annadurai K. (2018). Organic Farming: Theory & Practice. Scientific Publisher.
- Goddek, S., Joyce, A., Kotzen, B., Burnell, G.M. (2019). Aquaponics Food Production Systems. Springer, Cham.

#### Suggestive readings

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

### GENERIC ELECTIVES (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	4	2		2	12 <sup>th</sup> Pass	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 GE-4**

### **Unit 1: Lab safety and good lab practices**

**Hours: 04**

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 equipments (Fire extinguisher, fume hood, safety glasses), classes of laboratory chemicals, maintenance and handling of chemicals (Labels, Quality - LR/ AR/ Molecular biology grade/ HPLC 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 equipments**

**Hours: 04**

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:**

**Hours: 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**

**Hours: 02**

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

#### **Unit 5: Solutions and Buffers**

**Hours: 02**

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**

**Hours: 03**

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**

**Hours: 04**

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**

**Hours: 04**

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

#### **Unit 9: Field Skills**

**Hours: 02**

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

**Practicals: (60 Hours)**

1. Preparation of solution- molar, molal, normal, percentage, stock, standard and serial dilution
2. Determining pH of solutions (pH paper, Universal indicator, pH meter) and preparation of buffers (Phosphate, Tris-Cl, Electrophoresis buffers- TBE/TAE)
3. Working of instruments - light microscope, autoclave, laminar air flow, spectrophotometer, centrifuge, gel electrophoresis unit (Agarose & Poly acrylamide gels)
4. Temporary peel mount slide preparation and staining (safranin and acetocarmine).
5. Calculate cell size using micrometer.
6. To calculate number of cells using haemocytometer per unit volume (using pollen/spores)
7. Preparation of LB medium, growth and maintenance of bacterial cultures (liquid -serial dilution method; and semi-solid cultures - streak, spread and pour plates)
8. Isolation of genomic DNA from *E. coli* and plant leaf material, Agarose gel electrophoresis.
9. Calculation of mean, mode, median, standard deviation using data set (collected from experiments 5,6).
10. Using software to draw tables, graphs and calculating descriptive statistics (Microsoft Excel)
11. Laboratory safety equipments (Fire extinguisher, Fume hood, safety glasses)
12. Mounting of a properly dried and processed plant specimen with herbarium label

**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. TataMcGraw-Hill Education.
- Mann, S. P. (2016). Introductory Statistics, 9th edition. Hoboken, NJ, John Wiley and Sons Inc.
- Danniel, W.W. (1987). Biostatistics. New York, NY: John Wiley Sons.

- Jones, A., Reed, R., Weyers, J. (2016) Practical Skills in Biology, 6<sup>th</sup> Edition, Pearson.
- Bisen, P.S. (2014). Laboratory Protocols in Applied Life Sciences (1st edition). CRC Press.

### **Suggestive readings**

Zar, Z. H. (2010). Biostatistical Analysis, 5<sup>th</sup> edition, Pearson Prentice Hall, New Jersey, USA.

## **GENERIC ELECTIVES (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	4	2		2	12 <sup>th</sup> Pass	Nil

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- Green Belt Development 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**

Students will gain as the:

- Course familiarizes students 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.
- This course will help students 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 the noise generated and improve the aesthetics.

- Students would be well trained (knowledge & skills) to contribute to Green Sector Skill program.

## **SYLLABUS OF GE-5**

### **Unit 1: Introduction**

**Hours: 02**

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**

**Hours: 04**

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**

**Hours: 04**

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**

**Hours: 06**

Methods of Planting and Propagation, Various approaches for green belt development, Theoretical Models; Site specific ecological requirements, parameters involved that effect 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**

**Hours: 04**

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**

**Hours: 06**

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**

**Hours: 04**

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: (60 Hours)**

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

#### **Suggested 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, New Delhi.
- Zhou, S. W. W., Zhou, S. W. W. (2020). Carbon Management for a Sustainable Environment. 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 Economics Netherlands: Elsevier Science.
- Stefanakis, A., (2018). Constructed Wetlands for Industrial Wastewater Treatment United 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.**

UNIVERSITY OF DELHI

CNC-II/093/1(23)/2022-23/

Dated: 13.03.2023

**NOTIFICATION**

Sub: Amendment to Ordinance V

[E.C Resolution No. 38-1/ (38-1-3) dated 08.12.2022]

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

**Add the following:**

**Syllabi of Semester-II of the following departments under Faculty of Science based on Under Graduate Curriculum Framework -2022 to be implemented from the Academic Year 2022-23.**

**FACULTY OF SCIENCE**

**DEPARTMENT OF BOTANY**

**Category-I  
B.Sc. (H) Botany**

**DISCIPLINE SPECIFIC CORE COURSE – 4: Microbiology and Plant-Microbe Interactions**

**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		
Microbiology and Plant-Microbe Interactions	04	2	0	2	10+2 from any recognized Board with Biology	Nil

**Learning Objectives**

The Learning Objectives of this course are as follows:

To impart basic understanding about microbial world and their interactions with plants.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding microbes and their roles and applications.
- Understanding about modes of reproduction of Viruses, Archaeobacteria, Eubacteria.
- Understand plant-microbe interaction

## SYLLABUS OF DSC-4

### Unit 1: Introduction

02 Hours

Microbial world, Growth and nutrition of microbes with reference to nutritional media.

### Unit 2: Viruses

07 Hours

Discovery; Physicochemical and biological characteristics; Classification (Baltimore); General structure with special reference to viroids and prions, DNA and RNA viruses; General account and mechanism of replication, lytic and lysogenic cycle; General account of viral diseases of plants (mosaic and vein clearing disease).

### Unit 3: Bacteria

09 Hours

Discovery, General characteristics; Types - Archaeobacteria, Eubacteria, Wall less forms (Mycoplasma, Phytoplasma and Spheroplasts); Cell structure; Nutritional types; Reproduction - vegetative, asexual and recombination (conjugation, transformation and transduction); General account of bacterial diseases of plants (Citrus canker, Angular leaf spots of cotton).

### Unit 4: Applied Microbiology

04 Hours

Economic importance of viruses with reference to vaccine production, role in research, medicine and diagnostics and agriculture. Economic importance of bacteria with reference to their role in agriculture and industry (fermentation and medicine).

### Unit 5: Plant-Microbe interactions

08 Hours

General account of Plant-microbe interactions; Plant growth promoting rhizobacteria (PGPR); Mechanism of nitrogen fixation by Cyanobacteria and Rhizobia; Types of mycorrhizal association with plants; Ectomycorrhiza and Endomycorrhiza and their effects on plant growth.

### Practicals:

1. Study of Viruses: Electron micrographs / Model - T-Bacteriophage and TMV; specimens/digital resources/ Line drawings of Lytic and Lysogenic Cycle. 08 Hours
2. Study of Bacteria: Electron micrographs of bacteria; Types of Bacteria from temporary/permanent slides. Endospore, Binary fission, Conjugation, Root nodule through specimens/digital resources. 08 Hours
3. Study of Plant Growth Promoting Rhizobacteria (PGPR) through specimens/digital resources (at least three). 04 Hours
4. Gram staining to differentiate between Gram-positive and Gram-negative bacteria. 08 Hours
5. Study of *Rhizobium* from root nodules of a leguminous plant. 08 Hours
6. Isolation of *Anabaena* from *Azolla* leaves. 08 Hours
7. Histochemical staining to observe Arbuscular Mycorrhizal Fungi (AMF) colonization in roots. 08 Hours
8. Study of Bacterial diseases (Citrus canker, Angular leaf spots of cotton) and viral diseases

of plants (mosaic and vein clearing disease) through specimens/digital resources.

08 Hours

**Suggested Readings:**

1. Pelczar, M.J. (2001) Microbiology, 5<sup>th</sup> edition. New Delhi, Delhi: Tata Mc-Graw- Hill Co.
2. Tortora, G.J., Funke, B.R., Case, C.L. (2016) Microbiology: An Introduction, Indian edition, Pearson India Education Services Pvt. Limited, Noida, India
3. Prescott, L.M., Harley J.P., Klein D. A. (2005). Microbiology, 6<sup>th</sup> edition: McGraw Hill, New Delhi.
4. Gupta, R., Chugh, G. (2022) Plants, Microbes and Diseases 1<sup>st</sup> Edition, I.K. International Pvt. Ltd., Delhi.
5. Subba Rao, N.S. (2000) Soil Microbiology, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi

**Additional Resources:**

1. Talaro, K.P., Talaro, A. (2006). Foundations in Microbiology. Mc-Graw Hill, New Delhi

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

## DISCIPLINE SPECIFIC CORE COURSE – 5: Plant Resources and Economic Botany

### 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 Resources and Economic Botany	04	2	0	2	10+2 from any recognized Board with Biology	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the economic importance of diverse plant species and train them in identifying plants of economic importance through field visit/s, live plant specimens, herbarium specimens and digital resources.
- To make students understand the importance of various plant parts and derived products used as food, fibers, medicines, oils and other economically important products.
- To acquaint students with the processing of various economically important plant resources and train them to identify and analyses nutrients using simple microchemical tests.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- This course would provide students with information about the economic importance and products derived from plants and their roles in our daily lives.
- Students will learn to perform micro-chemical tests to study presence of various components.
- Students will explore the regional diversity in food crops and other plants and their ethnobotanical importance.

#### SYLLABUS OF DSC-5

##### Unit 1: Introduction and Origin of Cultivated Plants

**02 Hours**

Importance of Plant Resources; Vavilov's concept for the Origin of cultivated plants; Centres of Origin (Primary and Secondary); Centres of diversity, Harlan's concept of gene pools. Plant Genetic Resources and their conservation.

##### Unit 2: Cereals

**04 Hours**

Wheats (Origin, Evolution of Wheats (tetra- & hexaploid), Morphology, Production, and Economic Importance of Hexaploid Wheat); Rice (Origin-Monophyletic and Polyphyletic, Production, Morphology, Comparison between *indica* and *japonica* Rice, Parboiling,

Economic Importance); Other cereals: Maize, Barley, Oats, Millets (jowar, bajra, ragi) and Pseudocereals.

Unit 3: Legumes

**03 Hours**

General account (Nutritive Value of Pulses, Protein Malnutrition, Lathyrism, Favism, Ecological Importance); chick pea and pigeon pea (Production, Morphology and Economic Importance). Other Legumes: Lentil, Cluster Bean, Lathyrus, Beans, Pea, Cowpea, Fodder legumes and Green manure crops.

Unit 4: Sugars and Starches

**03 Hours**

Sugarcane (Morphology, Ratoonings, Nobilization, Products and By-products); Potato (Morphology, Tuber Anatomy, Seed Tubers vs True Potato Seeds and Economic uses).

Unit 5: Spices, Condiments & Flavourings

**03 Hours**

General Account (Spices, Condiments, Culinary Herbs and Essences, with examples), Importance of Spices, Clove (Morphology, Anatomy of part used and Economic Importance) and Black Pepper (Morphology, Anatomy of part used and Economic Importance). Other examples: Ginger, Turmeric, Cinnamon, Saffron, Cardamom, Chillies & Pepper, Fennel, Coriander, Cumin, Vanilla, Nutmeg.

Unit 6: Beverages

**02 Hours**

Types of Beverages (Alcoholic and Non-Alcoholic) with examples, Tea and coffee (Morphology, Chemistry, Processing and Economic Importance)

Unit 7: Fibres and Fibre-yielding plants

**03 Hours**

Classification of Fibres based upon their Origin (surface fibres, bast fibres, and leaf fibres, with examples); Jute (morphology, extraction and economic importance), Cotton (*Gossypium* species, morphology, processing and economic importance) Comparison between Jute and Cotton fibers. Other examples: Flax, Hemp and Coconut.

Unit 8: Oil-Yielding Plants

**03 Hours**

Fatty Oils and Essential Oils, Comparison between Fatty Oils and Essential Oils; Fatty Oils (Classification with examples, keeping quality), Groundnut (Morphology and Economic Importance); Essential Oils (General characteristics, Methods of Extraction and Economic Importance, with examples). Other examples: Rapeseed & Mustard (canola), Coconut, Olive, Castor, Cottonseed, Sesame, Soybean, Linseed.

Unit 9: Medicinal and Drug-Yielding Plants

**02 Hours**

Brief Account of Therapeutic Drugs with Examples; Morphology, Chemical Constituents, Economic Importance of *Cinchona*, *Rauwolfia*, *Digitalis*.

Unit 10: Fumigatory & Masticatory

**02 Hours**

Tobacco (Morphology, species - *Nicotiana tabacum* & *N. rustica*), Processing, Products, Economic Importance and Health Hazards), *Cannabis*, *Papaver* (Morphology, Chemical Constituents, Economic Importance)

Unit 11: Rubber

**01 Hour**

Para Rubber - *Hevea brasiliensis* (Morphology, Tapping of latex, Processing, Products and Economic Importance)

**Unit 12: Fruits & Nuts****01 Hour**

Tropical & Temperate; *Citrus*, Mango, Banana, Apple, Pineapple, Papaya; Nuts: Cashew, Walnut, Almond & Pistachio.

**Unit 13: Vegetables****01 Hour**

Common examples of root crops, leafy vegetables (herbage), fruit seed vegetables;

**Practicals:**

1. **Cereals:** Wheat (Habit Sketch, L.S./T.S. grain, W.M. starch grains, Micro-chemical tests), Rice (Habit Sketch, study of paddy and grain, W.M. starch grains, Micro-chemical tests). Millets - Pearl Millet, Finger Millet and Pseudocereals - Amaranth Grain, Quinoa (specimens/digital resources and grains) **08 Hours**
2. **Legumes:** Chickpea, pigeonpea (Habit, fruit, seed structure, Micro-chemical tests). **04 Hours**
3. **Sugars and Starches:** Sugarcane (Habit Sketch, Products and By-products, Cane Juice-Micro - chemical tests); Potato (Habit Sketch, Tuber morphology, T.S. tuber to show localization of starch grains, W.M. starch grains, Micro-chemical tests). **08 Hours**
4. **Spices:** Clove, Blackpepper (Habit and sections L.S./T.S.), Saffron, fennel (specimen/digital resources) **04 Hours**
5. **Beverages:** Tea (plant specimen, tea leaves), Coffee (plant specimen, beans) **04 Hours**
6. **Fibres:** Jute (specimens/digital resources of *Corchorus capsularis* and *C. olitorius*, T.S. stem, test for cellulose and lignin on section of stem and fibre). Cotton (specimen, W.M. seed to show lint and fuzz; W.M. fibre and test for cellulose) **08 Hours**
7. **Oil-Yielding Plants:** Fatty Oils: Groundnut (Habit-specimen, Fruit, seeds, Microchemical Tests) Coconut-Habit (photograph), Fruit, T.S. nut, Mustard - (Habit- specimen, Fruit, seeds); Essential Oils: Habit Sketch of Rose, Jasmine, Vetiver, Sandalwood and *Eucalyptus* (specimens/photographs) **08 Hours**
8. **Drug-Yielding plants:** Habit - Fever Bark Tree, Poppy, Foxglove and Cannabis (Specimens/ Photographs) **08 Hours**
9. **Tobacco:** *Nicotiana tabacum* and *N. rustica* (specimens/photographs), Tobacco Products
10. **Rubber:** Para Rubber-Habit, Tapping of latex (Specimen/photograph), Rubber Products **04 Hours**
11. **Petro-crops:** *Saccharum officinarum* , *Jatropha* sp. **04 Hours**

**Suggested Readings:**

1. Kochhar, S.L. (2012). Economic Botany in Tropics. New Delhi, India: MacMillan & Co.
2. Kochhar, S.L. (2016). Economic Botany – A Comprehensive Study, 5<sup>th</sup> Edition. New Delhi, India: Cambridge University Press.
3. Wickens, G.E. (2001). Economic Botany: Principles & Practices. The Netherlands: Kluwer Academic Publishers.
4. Chrispeels, M.J., Sadava, D.E. (1994). Plants. Genes and Agriculture. Jones & Bartlett-Publishers.
5. Berg L, (2008). Introductory Botany: Plants, People, And The Environment, Thomson Brooks/Cole.
6. Cook F.E.M. (1995). Economic Botany: Data Collection Standard Royal Botanic Garden, Kew, Richmond.

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



## DISCIPLINE SPECIFIC CORE COURSE – 6: Plant 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		
<b>Plant Systematics</b>	<b>04</b>	<b>2</b>	<b>0</b>	<b>2</b>	10+2 from any recognized Board with Biology	<b>Nil</b>

### Learning Objectives

The course will help students gain knowledge about:

- The basics of plant systematics and its inter-relationships with allied subject areas

### Learning outcomes

On completion of the course the students will be able to:

- understand technical terminology used in plant taxonomy
- apply the terminologies to describe, identify and classify flowering plants
- search and analyse taxonomic information from internet-based scientific databases and other resources
- interpret and evaluate the concept of species and evolutionary processes in angiosperms
- comprehend and compare various systems of classifications
- recognise diversity in local/regional flora
- appreciate the significance and application of systematics in science and welfare of society

### SYLLABUS OF DSC-6

#### Unit 1: Introduction

**02 Hours**

Identification, Classification (types) and Nomenclature, Phylogeny; Major contributions - Parasara, Charaka, Theophrastus, Bauhin, Tournefort, Linnaeus, Adanson, de Candolle, Bessey, Hutchinson, Takhtajan, Bremer, MW Chase

#### Unit 2: Resources in Plant Identification

**02 Hours**

Literature (Floras, Manuals, *Icones*, Monographs, Revisions, Journals, e-resources); Herbaria and Botanical gardens (in brief)

#### Unit 3: Systematics - An Interdisciplinary Science

**04 Hours**

Relevance of palynology, cytology, phytochemistry and molecular data (cite at least (streak, spread & pour), replica plating, serial dilution.

three examples from each with emphasis on application in resolving taxonomic problems - details of techniques to be excluded)

Unit 4: Botanical Nomenclature

**05 Hours**

Principles and rules (ICN); Ranks and names; Principle of priority and its limitations; Concept of 'Type', Author citation, Valid publication, Rejection of names; Nomenclature of hybrids

Unit 5: Systems of Classification

**06 Hours**

Taxonomic hierarchy; Concept of species (morphological, biological and evolutionary); Classifications - Bentham and Hooker's (up to series), Engler and Prantl's (upto sub-class) and Angiosperm Phylogeny Group (APG) classification (major clades).

Unit 6: Approaches in Systematics

**06 Hours**

Terms and concepts (primitive and advanced, homology and analogy, parallelism and convergence, monophyly, paraphyly, polyphyly, clades and grades).

**Phenetics** - Principles, Methodology, Characters; Selection of OTUs, Character weighing and Coding; Cluster analysis; Phenogram.

**Cladistics** - Principles, Methodology, Characters; Selection of EUs, Character weighing and Coding; Cluster analysis; Cladogram

Unit 7: Evolution of Angiosperms

**05 Hours**

Concept of a primitive flower (Euanthial theory and Pseudanthial theory); Basal Living Angiosperms; Herbaceous origin; Co-evolution of angiosperms with animals.

**Practicals:**

1. Field trip/ Visit to any herbaria/ Botanical Garden.

**04 Hours**

2. To prepare at least five herbarium specimens and identify them using available resources (Literature, herbaria, e-resources, taxonomic keys) and classify up to family level (according to Bentham and Hooker's classification and compare it with APG IV System in the field note book).

**08 Hours**

3. Description of taxa using semi-technical terms and identification of the families according to Bentham and Hooker's classification and compare the placement of family with APG IV System (Only placement of family according to APG IV system to be mentioned)

**48 Hours**

**Note:** Any **twelve** families from the following list to be studied with **at least two** specimens (**or one** where limitations exist).

**List of Suggested Families (\*mandatory)**

Acanthaceae, Amaranthaceae, \*Apiaceae, Apocynaceae, \*Asteraceae, \*Brassicaceae, \*Euphorbiaceae, \*Fabaceae, \*Lamiaceae, Liliaceae, \*Malvaceae, Moraceae, \*Poaceae, \*Ranunculaceae, \*Solanaceae

**Suggested Readings:**

1. Simpson, M. G. (2019). Plant systematics. 3<sup>rd</sup> Edition, Academic press.
2. Singh, G. (2019). Plant Systematics- An Integrated Approach. 4<sup>th</sup> edition. CRC Press, Taylor and Francis Group.
3. Stuessy, T.F. (2009). Plant Taxonomy: The Systematic Evaluation of Comparative Data, 2<sup>nd</sup> edition, Columbia University Press.
4. Taylor, D.V., Hickey, L.J. (1997) Flowering Plants: Origin, Evolution and Phylogeny.

- CBS Publishers & Distributors, New Delhi.
5. Pandey, A. K., Kasana, S. (2021). *Plant Systematics*. 2<sup>nd</sup> Edition. CRC Press Taylor and Francis Group
  6. <http://www.mobot.org/MOBOT/research/APweb/>
  7. Maheshwari, J. K. (1963). The flora of Delhi. Council of Scientific & Industrial Research.
  8. Maheshwari, J. K. (1966). Illustrations to the Flora of Delhi. Council of Scientific & Industrial Research.
  9. Harris, J. G., Harris, M. W. (2001). Plant Identification Terminology: An Illustrated Glossary. Spring Lake, Utah: Spring Lake Pub. Spring Lake, Utah.
  10. Radford, A. E. (1974). Vascular plant systematics. Harper & Row Publishers, New York, London.
  11. Judd, W.S., Campbell, L.S., Kellogg, E.A., Stevens, P.F., Donoghue, M.J. (2016) Plant Systematics: A Phylogenetic Approach. 4<sup>th</sup> edition. Sunderland, MA: Sinauer Associates

#### **Additional Resources:**

1. The Angiosperm Phylogeny Group, Chase, M. W., Christenhusz, M. J.M., Fay, M. F., Byng, J. W., Judd, W. S., Soltis, D.E. Mabberley, D. J., Sennikov, A. N., Soltis, P. S., Stevens, P. F. (2016). An update of the Angiosperm Phylogeny Group classification for the orders and families of flowering plants: APG IV. Botanical journal of the Linnean Society 181 (1): 1–20.
2. Soltis, D. E., Bell, C. D., Kim, S., Soltis, P. S. (2008). Origin and early evolution of angiosperms. Annals of the New York Academy of Sciences 1133: 3-25.
3. Scutt, C. P. (2021). The origin of angiosperms. In Evolutionary developmental biology: a reference guide. Cham: Springer International Publishing.
4. <https://www.mobot.org/MOBOT/research/APweb/treeapweb2s.gif>
5. <https://www.digitalatlasofancientlife.org>
6. <http://apps.kew.org/herbcat/navigator.do>
7. <https://efloraofindia.com/>
8. <https://powo.science.kew.org/>
9. Page, R.D.M., Holmes, E.C. (1998). Molecular Evolution: A phylogenetic approach. Blackwell Publishing Ltd.

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

**Category II**  
**B.Sc. Life Science with Botany as one of the Core Discipline**

DISCIPLINE SPECIFIC CORE COURSE – 2: Genetics and Molecular Biology						
Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Genetics and Molecular Biology</b>	<b>04</b>	<b>2</b>	<b>0</b>	<b>2</b>	10+2 from any recognized Board with Biology	<b>Nil</b>

**Learning Objective**

To apprise students with the basic principles of Genetics and Molecular Biology and its applications in living systems

**Learning Outcome:**

Students would be able to

- understand the fundamentals of Mendelian inheritance and non-Mendelian inheritance.
- describe the concepts of linkage and crossing over and their usage in constructing genetic maps.
- gain knowledge about chromosomal aberrations and mutations.
- become familiar with structure and function of nucleic acids with reference to replication, transcription and translation.
- understand the mechanisms of gene regulation

**SYLLABUS OF DSC-02**

**Unit 1: Mendelian genetics and extrachromosomal inheritance**

**06 Hours**

Mendel's principles of inheritance; chromosomal theory of inheritance; incomplete dominance and co-dominance; multiple allelism; lethal alleles (dominant and recessive lethals); deviations of Mendelian dihybrid ratio (Epistatic interactions-Dominant, Recessive, Duplicate Dominant, Duplicate Recessive, Duplicate Gene Interaction, Dominant - Recessive); polygenic inheritance; numericals based on above; extrachromosomal inheritance (Chloroplast Inheritance: Variegation in Four O' clock plant; Mitochondrial inheritance: petite mutants in yeast); Maternal effect (shell coiling in snails).

**Unit 2: Structure & Function of the gene**

**02 Hours**

Classical and molecular concept of gene - Benzer's cis-trans complementation analyses & fine map of rII locus in phage. Central Dogma.

**Unit 3: Linkage, crossing over and chromosome mapping**

**03 Hours**

Discovery; linkage and crossing over; recombination frequency; two factor crosses; sex linkage (eye color in *Drosophila*; colour blindness and haemophilia in humans).

**Unit 4: Variation in chromosome number and structure**

**03 Hours**

Haploidy, polyploidy, autopolyploidy (examples: banana, watermelon), allopolyploidy (ancestry of wheat) and aneuploidy (Down's, Turner's and Klinefelter's syndromes); Deletion; Duplication (Bar eye in *Drosophila*); Inversion (paracentric and pericentric); Translocation (*Rhoeo*, *Oenothera*; Robertsonian translocation, Familial Down Syndrome and cancer).

**Unit 5: DNA structure and replication****03 Hours**

Discovery of DNA; Watson and Crick model of DNA structure; semiconservative replication (Meselson & Stahl's experiment); DNA replication mechanism in *E. coli* (semi-discontinuous mode and Y-fork).

**Unit 6: Mutations****03 Hours**

History; mutation types with examples [spontaneous and induced; somatic and germinal; biochemical mutations; point mutations (base substitutions): transition and transversion; deletion and frameshift mutations), missense and nonsense mutations]; Molecular basis of mutation; Mutagens - physical (UV and X-rays), chemical mutagens [Base analogues, deaminating, alkylating and intercalating agents] and Transposons.

**Unit 7: Gene expression****06 Hours**

Genetic code; Structure and types of RNA; Transcription and Translation in Prokaryotes; Transcription, RNA processing and Translation in Eukaryotes.

**Unit 8: Regulation of gene expression: Prokaryotes****04 Hours**

Inducible and repressible systems, negative and positive control of lactose operon and tryptophan operon. **Eukaryotes** - Transcriptional gene silencing - Role of chromatin, DNA methylation, histone modifications; cis-acting elements (promoters & enhancers/silencers), trans-acting factors; Post-transcriptional gene regulation (RNA interference/ PTGS), role of small RNAs, Epigenetics.

**Practicals:**

1. To study mitosis in *Allium cepa* through squash preparation of root tips. **04 Hours**
2. To study meiosis in *Allium cepa* through smear preparation of anthers. **08 Hours**
3. To study incomplete dominance and deviations of Mendelian dihybrid ratio (12:3:1, 9:3:4, 9:7, 15:1, 13:3) through seed samples. **08 Hours**
  - a) Human Genetics b) Study of autosomal & sex-linked dominant & recessive inheritance through pedigree analyses. c) n ABO blood group testing using kits, d) To study the syndromes (Down's, Klinefelter's, and Turner's) through karyotypes **08 Hours**
4. To study chromosomal aberrations: reciprocal translocation through squash preparations of *Rhoeo* anthers. Complex translocation ring, quadrivalents, lagging chromosomes, dicentric/inversion bridge through permanent slides. **08 Hours**
5. To prepare LB medium, inoculate and maintain (spread plate, streak plate, pour plate & serial dilution methods) *E. coli* cultures. **08 Hours**
6. To isolate genomic DNA from cauliflower and *E.coli*. Visualise using agarose gel electrophoresis. **08 Hours**
7. To estimate DNA by diphenylamine method. **04 Hours**

**Suggested Readings:**

1. Gardner, E.J., Simmons, M.J., Snustad, D.P. (1991). Principles of Genetics, 8th edition. New Delhi, Delhi: John Wiley & sons.
2. Griffiths, A.J.F., Wessler, S.R., Carroll, S.B., Doebley, J. (2020). Introduction to Genetic Analysis, 12<sup>th</sup> edition. New York, NY: W.H. Freeman and Co.
3. Klug, W.S., Cummings, M.R., Spencer, C.A. (2020). Concepts of Genetics, 12<sup>th</sup> edition. San Francisco, California: Benjamin Cummings.

**Additional Resources:**

1. Russell, P. J. (2010). Genetics- A Molecular Approach. 3<sup>rd</sup> Edition. Benjamin Cummings
2. Snustad, D.P., Simmons, M.J. (2016). Principles of Genetics, 7<sup>th</sup> Edition. New Delhi, Delhi: John Wiley & sons
3. Pierce, B. A. (2020). Genetics: A Conceptual Approach Seventh Edition, Macmillan

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

**COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE  
DEPARTMENT of BOTANY**

**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		
Ethnobotany	04	2	0	2	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

- To have the knowledge of the plants used by the local communities, tribals, ethnic groups, their nutritive and medicinal value.

**Learning outcomes**

After studying this course the student will gain knowledge about:

- Students would have an understanding of the treasure, value and usefulness of the natural products and their efficient use by the local communities as food and medicine and their conservation practices.

**SYLLABUS OF GE-6**

**Unit 1: Introduction to Ethnobotany and Basic Taxonomy**

**06 Hours**

Introduction, concept, scope and objectives; Ethnobotany as an interdisciplinary science, databases and knowledge resource (Traditional Knowledge Digital Library), The relevance of ethnobotany in the present context; Major and minor ethnic groups or Tribals of India, and their life styles, Plants used by the indigenous societies: a) Food plants b) Medicinal plants c) intoxicants and beverages d) Resins and oils and miscellaneous uses.

**Unit 2: Applied Ethnobotany**

**07 Weeks**

Role of ethnobotany in modern Medicine, Medico-ethnobotanical sources in India; Significance of the following plants in ethnobotanical practices (along with their habitat and morphology): a) *Azadiractha indica*, b) *Ocimum sanctum*, c) *Vitex negundo*, d) *Gloriosa superba*, e) *Tribulus terrestris*, f) *Pongamia pinnata*, g) *Cassia auriculata*, h) *Indigofera tinctoria*.

**Unit 3: The Ecology of Ethnobotany**

**07 Hours**

Ethnobotany—Spirits, Lore, Material Cultures, Folk Magic, Narcotics, Stimulants; Nutritional Ethnobotany – Agriculture, foraging and wild foods; Linguistic

Ethnobotany—Botanical Classification and Ethics; Medicinal Ethnobotany and Ethnopharmacology; Ethnoveterinary knowledge

Unit 4: Research Methods in Ethnobotany

**06 Hours**

Etic and Emic Perspectives: a) Field work; b) Herbarium; c) Ancient Literature and oral traditions; d) Archaeological finding inferences; e) Religious and sacred places.

Unit 5: Protecting Knowledge

**04 Hours**

Ethnobotany and legal aspects, Ethnobotany as a tool to protect interests of ethnic groups, Sharing of wealth concept with few examples from India, Biopiracy, Intellectual Property Rights and Traditional Knowledge; Case studies of traditional medicines leading to development of modern pharmaceutical products (use of *Trichopus zeylanicus* by kanhi tribe and *Artemesia* sp. for malaria cure)

Practicals: **60 Hours**

- Collection, identification and preparation of herbarium of three ethno-botanically important plants with appropriate references
- Preparation of crude extract of ethno-botanically important plants with appropriate references (any method to be used)
- Project work-documentation, literature survey, and collection of information on ethno-botanically useful plants from traditional healers)

**Suggested Readings:**

- Jain, S.K. (2010). Manual of Ethnobotany. Rajasthan: Scientific Publishers.
- Martin, G.J. (1995). Ethnobotany: A Methods Manual. Chapman Hall
- Cunningham, A.B. (2001). Applied Ethnobotany: People, Wild Plant Use and Conservation. Earthscan, London.
- Young, K.J. (2007). Ethnobotany. Infobase Publishing, New York.
- Schmidt, B.M., Cheng, D.M.K. (Eds.) (2017). Ethnobotany: A Phytochemical Perspective. John Wiley & Sons Ltd. Chichester, UK.
- Research papers from various Scientific Journals for case studies.

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



## GENERIC ELECTIVES (GE-7)

### 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		
Viewing and Capturing Diversity in Nature	4	2	0	2	12 <sup>th</sup> Pass	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- To provide students a comprehensive introduction to photography, including both aesthetic and technique.
- To get students to rethink the environment in which they live through the medium of pictures.
- To become thoroughly familiar with digital camera and smartphone photography technology.
- To develop a working knowledge of digital image modification,
- To understand the importance and use Nature photography in your business and career prospects.
- To enhance appreciation for the tremendous beauty inherent in plants and gardens.

### Learning outcomes

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

- understand the digital camera or smartphone camera functions.
- use different photographic equipment to enhance their photographic skills.
- know about the photographic variables with weather and season.
- exploit their photographic work in various professions and for entrepreneurship development.

## SYLLABUS OF GE-7

### Unit 1: Basics of Photography and Videography

**10 Hours**

History and development of digital photography, Introduction to lenses and camera, Definitions (Megapixel, Magnification, Resolving Power, Zoom feature, contrast and brightness of image), Types of lenses, analog camera, Digital camera, SLR camera, imaging system in camera. Role of lighting, depth of field, focal length, colour and contrast in photography, types of photography and techniques, working of camera: exposure, shutter speed and aperture.

Understanding Image: Types of shots: distance, angle and movement; digital image basics: image format, resolution, aspect ratio, Pixels, DPI and PPI, composition and aesthetics: rules and guidelines.

## **Unit 2: Diversity of Nature: Colours and Landscape**

**10 Hours**

Importance of plants as natural products, General characteristic features of various plant life forms (Single celled, colonial forms, filamentous forms and multicellular and complex forms). General account of diverse landscaping patterns based on different geographical locations, plant adaptations and ecological interactions, role of plant pigments (diverse forms of alga, leaf coloration, floral pigments) in aesthetic appeal.

## **Unit 3: Diversity around us - A magnified view**

**05 Hours**

Principles of Microscopy: Dissection and compound microscope, scanning electron microscope. importance of sample preparation for microscopy, staining techniques.

## **Unit 4: Photographic visualisation of Nature**

**05 Hours**

Sensitization of Biodiversity conservation; Thematic depiction of nature in Art galleries; Eco-tourism: a general account; role of photography in Eco-tourism and ecological discourse.

### **Practicals: 60 Hours**

1. To study the parts of a digital camera.
2. To study the principle and working of digital camera/ smartphone camera.
3. Working and handling of light microscopes (Dissection and Compound).
4. Study of plant forms through microscopic lens (Single celled, colonial forms, filamentous forms, multicellular and complex forms).
5. To study techniques of capturing shots (using light and lenses effectively, macro and micro photography, wide angle and close-ups).
6. Study of plant adaptations through photographs (Aquatic and desert plants).
7. To capture and understand the Ecological Interactions.
8. Identification of different plant life forms through online available tools/ search engines.
9. Outdoor/ Campus Photography: Plants, Environment, Landscapes and cityscape, Mushrooms.
10. Project Work: To make a portfolio of diverse landscaping patterns/ selected theme through outdoor visits.

### **Suggested Readings:**

1. Ang., T. (2008). Fundamentals of modern Photography. London, Mitchell.
2. Patterson, F. (1999). The Art of Seeing. Key Porter Books.
3. Fitzharris, T. (2011). Landscape Photography. Firefly Books.
4. Kelby, S. (2012). The digital photography book. Peachpit Press.
5. Langford, M., Fox, A., Smith, R.S. (2013). Langford basic photography: the guide for serious photographers. Amsterdam: Focal Press/Elsevier.
6. Peterson, B. (2016). Understanding exposure: how to shoot great photographs with any camera. AmPhoto Books.
7. Karp, G. (2010). Cell Biology, 6<sup>th</sup> edition. New Jersey, U.S.A.: John Wiley & Sons.

### **Additional Resources:**

1. Sharma, P.D. (2010.) Ecology and Environment. Meerut, UP. Rastogi Publications.

2. Wilson, K., Walker, J. (2018). Principles and Techniques of Biochemistry and Molecular Biology, Cambridge University Press

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

### GENERIC ELECTIVES (GE-8)

#### 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		
Agricultural Botany and Weed Science	4	2	0	2	12 <sup>th</sup> Pass	Nil

**Objectives:** To gain the knowledge on

- Requirement of the conditions for seed germination
- Growth hormones, plant development and flowering conditions
- Weeds and the methods to control weeds

**Learning Outcomes:**

After completion of this course the students would be able to understand:

- how is the quality of seeds judged and how are the suitable conditions for the seed germination created?
- how are the growth, flowering and fruiting in plants managed through the applications of hormones?
- how are weeds managed in commercial crops?

**Unit 1: Seed Physiology**

**04 Hours**

Seed dormancy types, factors, mechanism and methods for breaking dormancy, seed viability, seed vigour and seed germination.

**Unit 2: Physiology of Crop Growth and Yield**

**05 Hours**

Growth, methods of growth analysis, factors affecting growth, concept of phytotronics and Fertilizers (Nitrogen, Phosphorus, biofertilizers).

**Unit 3: Regulation of Growth and Development**

**04 Hours**

Role of hormones in plant growth and development, growth retardant.

**Unit 4: Reproductive Physiology and Senescence**

**06 Hours**

Physiology of flowering, Photoperiodism, vernalization, physiology of fruit ripening, senescence and regulation of senescence.

**Unit 5: Biology of Weeds**

**04 Hours**

Ecology of weeds, competition, reproduction of weeds. Allelopathy and Invasive Plants.

**Unit 6: Crop Management Practices**

**07 Hours**

Mechanical, Cultural, Biological and Chemical Weed control. Some abnoxious weeds and their management, Integrated pest management (IPM).

**Practicals: (60 hours)**

1. To study the effect of ethylene on shelf life of cut flowers./ To study the effect of cytokinin on leaf senescence.
2. To test the viability of weed seeds.
3. To study the allelopathic effects of weeds on germination of crop seeds.
4. To study the effect of herbicides on seed germination and seedling growth of weeds.
5. Determination of pH and analysis of a soil sample for carbonates, chlorides, sulphates, organic matter and base deficiency by rapid field tests.
6. To perform the qualitative test for Nitrogen ( $\text{NH}_4^+$ ,  $\text{NO}_3^-$ , urea) in a fertilizer and the soil sample.
7. Demonstration / photographs for the mechanisms used in herbicide application.
8. Field trip to a crop land to study weeds.
9. Submission of any two properly dried and mounted weed specimens with the herbarium label.

**Suggested Readings:**

1. Ashton, F. M., Monaco, T. J. (2002). Weed Science: Principles and Practices. New Jersey, U.S.: John Wiley and Sons. Inc.
2. Hopkins, W. G., Huner, N. P. A. (2009). Introduction to Plant Physiology, 4th edition. New Delhi, Delhi: Wiley India Pvt. Ltd.
3. Taiz, L., Zeiger, E., Moller, I. M., Murphy, A. (2018). Plant Physiology and Development International 6th edition. New York, NY: Oxford University Press, Sinauer Associates.
4. Mandal, R.C. (1990). Weeds, weedicides and weed control: Principle and Practice. New Delhi, Delhi: Agro Botanical Publishers.
5. Rao, V. S. (1999). Principles of Weed Science. Oxford and IBH Publishers, New Delhi.
6. Subramanian, S. (2017). All about weed control. New Delhi, Delhi: Kalayani publishers.

## GENERIC ELECTIVES (GE-9)

### 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		
Intelligent Systems in Plants	04	2	0	2	12 <sup>th</sup> Pass	Nil

### Learning Objectives

- The course aims to lay the foundations on plant intelligence and develops understanding of the intelligent adaptively variable behaviour of plants.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will be learning the concepts of intelligence, distinction between development and intelligent behaviour and morphological /adaptive strategies employed by plants to survive.

## SYLLABUS OF GE-09

### Unit 1: Introduction

**04 Hours**

An Introduction to Plant Structure (Morphological and Anatomical details), compartmentalization

### Unit 2: Plants and Intelligence

**03 Hours**

Introduction to Plant Intelligence and Memory - Historical Perspective

### Unit 3: Sensory Biology

**04 Hours**

Cell to cell communication, Self-recognition, Recognition of Neighbours and Relatives.

### Unit 4: Learning in Plants

**06 Hours**

Habituation learning, Learning by association (Rhizosphere and Mycorrhizae), Adaptive Intelligence (Hydrophytes, Xerophytes, Parasites, Carnivorous plants, Thermogenic plants), Response to water, heat, salt, cold stress. Mechanical and chemical defence against predators with special reference to secondary metabolites.

### Unit 5: Intelligent Behaviour of Plants

**13 Hours**

A Guided tour to Plant Movements (Tropic Movements, Movement towards gravity, light, tracking sun movements, prey driven movements, liberation movements), Intelligent response to minerals and light (Seed germination, root cap, response of shoot, leaf morphology and anatomy), Unique pollination and seed dispersal mechanisms, Osmosis, Short and long-distance transport of water and food, Metabolic redundancy, Life Cycle Signaling in response to external stimuli (Reactive Oxygen Species, peptides, receptors, hormones).

**Practicals:(60 hours)**

1. Study the structure of plant cell using temporary mount
2. Study of the cell as an osmotic system (Plasmolysis and Deplasmolysis).
3. Demonstration of the phenomenon of protoplasmic streaming in *Hydrilla* leaf.
4. Extraction and qualitative analysis of alkaloids, flavonoids, tannins and phenols.
5. To study the phenomenon of seed germination (effect of light).
6. To study light sensitivity and etiolation vs. de-etiolation.
7. Morphology and orientation of chloroplasts in leaves growing in light and dark, plasmodesmata connections and plasma membrane receptors. (through photographs or other digital resources)
8. Estimation of total photosynthetic pigments.
9. Study of (a) Root cap (b) Trichomes: non-glandular and glandular (c) Leaf Morphology and Anatomy. (d) pulvinus anatomy in *Mimosa pudica*. (e) Specialised motor tissue at the base of monocot leaves
10. (a) Study of morphological and anatomical adaptations of hydrophytes, xerophytes. (b). Study of biotic interactions of the following: Stem parasite (*Cuscuta*), Root parasite (*Orobanchae*) Epiphytes, Predation (Insectivorous plants).
11. Pollination types (selected) and associated seed dispersal mechanisms

**Suggested Readings:**

1. Mauseth, J.D. (1988). Plant Anatomy. The Benjamin/Cummings Publisher, USA.
2. Evert, R.F., Eichhorn, S.E. (2012). Raven Biology of Plants, 8<sup>th</sup> edition, New York, NY: W.H. Freeman and Company.
3. Koller, D. (2011). The Restless Plant. Edited by Elizabeth Van Volkenburgh, Haward University Press, Cambridge, Massachusetts, and London, England.
4. Crang, R., Lyons-Sobaski, S., Wise, R. (2018) Plant Anatomy- A Concept based approach to the structure of seed plants, Springer Nature, Switzerland.

**Additional Resources:**

Trewavas A. (2017). The foundations of plant intelligence. Interface Focus 7: 20160098. <http://dx.doi.org/10.1098/rsfs.2016.0098>

**GENERIC ELECTIVES (GE-10)****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		
Informatics and Statistics for Biology and Allied Sciences	4	2	0	2	12 <sup>th</sup> Pass	Nil

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To build an understanding in silico/computational approaches in various aspects of understanding biology and biological research.

- To build analytical skills and integrate the principles of statistical analyses for robust interpretation of biological observations.

### **Learning outcomes**

The student will understand

- the basics of bioinformatics and develop awareness of the interdisciplinary nature of this field.
- learn about biological databases, sequence retrieval, alignment, and phylogenetic analysis using various tools.
- understand the basic concept of sampling methods, data classification, presentation and statistical analysis.

### **SYLLABUS OF GE-10**

#### **Unit 1: Introduction to Bioinformatics**

**03 Hours**

Historical background, Aims and scope, bioinformatics in Genomics, Transcriptomics, Proteomics, Metabolomics, Systems biology and drug discovery, Applications and Limitations in bioinformatics.

#### **Unit 2: Biological databases**

**04 Hours**

Introduction to biological databases - Primary, secondary and composite databases. Study of following databases: NCBI (GenBank, PubChem, PubMed and its tools (BLAST)), introduction to EMBL, DDBJ, UniProt, PDB and KEGG.

#### **Unit 3: Basic concepts of Sequence alignment**

**04 Hours**

Similarity, identity and homology. Concepts of alignment (gaps and penalty); Alignment – pairwise and multiple sequence alignments

#### **Unit 4: Molecular Phylogeny**

**04 Hours**

Introduction to Molecular Phylogeny, methods of construction of phylogenetic trees: maximum parsimony (MP), maximum likelihood (ML) and distance (Neighbor-joining) methods.

#### **Unit 5: Biostatistics**

**02 Hours**

Biostatistics – definition, Basics of descriptive and inferential statistics; Limitations and applications of biostatistics.

#### **Unit 6: Data types and presentation**

**03 Hours**

Primary and secondary data; Sampling methods (in brief); tabulation and presentation of data;

#### **Unit 7: Descriptive Statistics**

**04 Hours**

Measures of central tendency - mean, median, and mode; Measures of dispersion - range, standard deviation, and standard error.

#### **Unit 8: Correlation and Regression**

**03 Hours**

Types and methods of correlation, Introduction to simple regression equation; similarities and dissimilarities between correlation and regression.

#### **Unit 9: Statistical inference**

**03 Hours**



Hypothesis – (simple hypothesis), student's t test, chi-square test.

**(Note: Numerical based questions of unit 7, 8 and 9 should be covered only in practical)**

**Practicals: 60 Hours**

1. Biological databases (NCBI, EMBL, UniProt, PDB)
2. Literature retrieval from PubMed
3. Sequence retrieval (protein and gene) from NCBI (formats - FASTA, GenBank and GenPept formats)
4. Protein Structure retrieval from PDB (in pdb format) and visualization by viewing tools (Ras Mol/ J mol/Mol\*/Swiss 3D Viewer/Pymol)
5. Multiple sequence alignment (MEGA/Clustal omega)
6. Construction of phylogenetic tree (PHYLP/ MEGA/ Clustal omega).
7. Making of Bar diagrams, Pie chart, Histogram, Frequency polygon, Cumulative frequency curve (any four) in the given data set using Microsoft Excel
8. Calculation of mean, mode, median, standard deviation and standard error (through manual calculation and using Microsoft Excel) (use only ungrouped data)
9. Calculation of correlation coefficient values by Karl Pearson's /Spearman Rank methods (through manual calculation and using Microsoft Excel)
10. Student's t-test (using Microsoft Excel only), chi square test (Manual and using Microsoft Excel)

**Suggested readings:**

1. Ghosh, Z., Mallick, B. (2008). *Bioinformatics – Principles and Applications*, 1st edition. New Delhi, Delhi: Oxford University Press.
2. Baxevanis, A.D., Ouellette, B.F., John (2005). *Bioinformatics: A Practical Guide to the Analysis of Genes and Proteins*, 3rd edition. New Jersey, U.S.: Wiley & Sons, Inc.
3. Roy, D. (2009). *Bioinformatics*, 1st edition. New Delhi, Delhi: Narosa Publishing House.
4. Andreas, D., Baxevanis, B.F., Francis, Ouellette. (2004). *Bioinformatics: A practical guide to the analysis of genes and proteins*, 3rd edition. New Jersey, U.S.: John Wiley and Sons.
5. Khan, I.A., Khanum, A. (2004). *Fundamentals of Biostatistics*, 5th edition. Hyderabad: Ukaaz publications.
6. Campbell, R.C. (1998). *Statistics for Biologists*. Cambridge, U.S.A.: Cambridge University Press

**Additional Resources:**

1. Pevsner, J. (2009). *Bioinformatics and Functional Genomics*, 2<sup>nd</sup> edition. New Jersey, U.S.: Wiley Blackwell.
2. Xiong, J. (2006). *Essential Bioinformatics*, 1<sup>st</sup> edition. Cambridge, U.K.: Cambridge University Press.
3. Mount, D.W. (2004). *Bioinformatics: Sequence and Genome analysis* 2nd edition, Cold Spring Harbor Laboratory Press, USA.
4. Zar, J.H. (2012). *Biostatistical Analysis*, 4<sup>th</sup> edition. London, London: Pearson Publication.
5. Pandey, M. (2015). *Biostatistics Basic and Advanced*. New Delhi, Delhi: M V Learning.

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

**DEPARTMENT OF BOTANY**  
**B.Sc. (H) Botany**  
**Category-I**

**DISCIPLINE SPECIFIC CORE COURSE - 7: Phycology - The World of Algae**

**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		
<b>Phycology - The World of Algae DSC-7</b>	4	2	0	2	Class XII pass	Nil

**Learning Objective:**

To provide students with in-depth knowledge of the unique group of algae that are the primary photosynthetic organisms.

**Learning Outcomes:**

By studying this course students will gain basic knowledge on algae, with reference to:

- the diversity and general characteristics.
- distinguishing features of taxa belonging to different families.
- the various ecological and economic benefits.

**Unit 1: Introduction to Algal World**

**6 hours**

Relevance of studying algae – Industrial (food, feed, fodder), Environmental (climate change, biofuel, acidification of oceans), Evolutionary (range of thallus organization); General characteristics; Ecology, diversity and distribution; Range of thallus organization; Cell structure; Criteria for classification (cell wall, pigment system, reserve food, flagella); Reproduction and life cycle patterns; Classification by Fritsch; Evolutionary classification of Lee (only up to groups); Significant contributions of eminent Phycologists.

**Unit 2: Cyanophyceae (Blue-Green Algae)**

**3 hours**

General characteristics; Occurrence; Cell structure; Heterocyst (structure and function); Morphology, reproduction and life-cycle of *Nostoc*, economic importance.

**Unit 3: Chlorophyceae (Green Algae)**

**6 hours**

General characteristics; Occurrence; Cell structure; Morphology, reproduction and life-cycle of *Chlamydomonas*, *Volvox*, *Chlorella*, *Ulva*, *Oedogonium*, *Coleochaete*, *Chara*; Structure and evolutionary significance of *Prochloron*, economic importance.

**Unit 4: Xanthophyceae (Yellow-Green Algae)****2 hours**

General characteristics; Occurrence; Morphology, reproduction, and life-cycle of *Vaucheria*, economic importance.

**Unit 5: Bacillariophyceae (Diatoms) and Dinophyceae (Dinoflagellates)****3 hours**

General characteristics, Occurrence, morphology, unique features, economic importance.

**Unit 6: Phaeophyceae (Brown Algae)****4 hours**

General characteristics; Occurrence; Morphology, reproduction, and life-cycle of *Ectocarpus* and *Sargassum*, economic importance.

**Unit 7: Rhodophyceae (Red Algae)****4 hours**

General characteristics; Occurrence; Morphology, reproduction, and life-cycle of *Gracilaria*, economic importance.

**Unit 8: Recent advances in algal studies****2 hours**

Model systems and their applications in genetic, molecular and evolutionary studies.

**Practicals****60 hours**

1. Study of algal diversity in different habitats through botanical excursion and submission of digital catalogue/report of various species observed.
2. *Nostoc*: Study of vegetative, reproductive structures from temporary mounts and permanent slides; Ultrastructure of Heterocyst through Electron Micrographs.
3. *Chlorella*: Study of vegetative, reproductive structures from temporary mounts. Study of ultrastructure through Electron Micrographs.
4. *Volvox*: Study of vegetative, reproductive structures from temporary mounts and permanent slides.
5. *Oedogonium*: Study of vegetative, reproductive structures from temporary mounts and permanent slides.
6. *Coleochaete*: Study of vegetative, reproductive structures from temporary mounts and permanent slides.
7. *Chara*: Study of vegetative, reproductive structures from temporary mounts, specimens and permanent slides.
8. *Vaucheria*: Study of vegetative, reproductive structures from temporary mounts and permanent slides.
9. **Diatoms and Dinoflagellates**: Study vegetative, reproductive structures of at least two taxa from water bodies.
10. *Ectocarpus*: Study of vegetative, reproductive structures from temporary mounts and permanent slides.
11. *Sargassum*: Study of vegetative, reproductive structures from temporary mounts, specimens and permanent slides.
12. *Polysiphonia/ Gracilaria*: Study of vegetative, reproductive structures from temporary mounts and permanent slides.

**Suggested Readings:**

1. Bold, H.C. and Wynne, M.J. (1985). Introduction to the Algae: Structure and Reproduction, 2<sup>nd</sup> edition. Prentice-Hall International INC.
2. Kumar, H.D. (1999). Introductory Phycology, 2<sup>nd</sup> edition. Affiliated East-West Press, New Delhi.
3. Lee, R.E. (2018). Phycology, 4<sup>th</sup> edition: Cambridge University Press, Cambridge.
4. Sahoo, D. and Seckbach, J. (2015). The Algae World. Springer, Dordrecht.
5. Sahoo, D. (2000). Farming the Ocean: Seaweed Cultivation and Utilization. Aravali Book International, New Delhi.

**Additional Resources:**

1. Van den Hoek, C., Mann, D.G., Jahans H.M. (1995). Algae: An Introduction to Phycology. Cambridge University Press.
2. Sharma, O.P. (2011). Algae. Tata Mc Graw Hill Education Private Limited, New Delhi.
3. Smith, G.M. (1955). Cryptogamic Botany. Vol.1. Algae and Fungi. McGraw-Hill Book Company, New York.
4. Vashishta, B.R., Singh, V.P. and Sinha, A.K. (2012). Botany for Degree Students: Algae. S Chand Publishing, New Delhi.

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

**DISCIPLINE SPECIFIC CORE COURSE – 8: Bryophytes, Pteridophytes and Gymnosperms**

**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		
<b>Bryophytes, Pteridophytes and Gymnosperms DSC – 8</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass	Nil

**Learning Objectives:**

- Provide a deep understanding of morphology, anatomy, reproduction and developmental biology of these unique groups of non-flowering plants.
- Enhance understanding of diversity, economic value, taxonomy in representative members of phylogenetically important groups.

**Learning Outcomes:**

At the end of this course students will be able to:

- identify and describe the group of plants that have given rise to land habit and the flowering plants.
- comprehend various phenological stages of the plants belonging to the sub-groups – bryophytes, pteridophytes and gymnosperms.

**Unit 1: Bryophytes**

**9 hours**

Origin of bryophytes through green algal ancestor; Morphology and Reproduction of *Marchantia*, *Anthoceros* and *Funaria* with fertilization & spore dispersal mechanism (excluding developmental stages). Progressive sterilization of sporogenous tissue; Ecological and economic importance of bryophytes with special reference to *Sphagnum*.

**Unit 2: Pteridophytes**

**9 hours**

Fossil pteridophytes (*Rhynia*). Morphology and Reproduction of *Selaginella*, *Equisetum* and *Pteris* (excluding developmental stages). Apogamy and apospory; Heterospory and seed habit; Stellar evolution. Economic importance.

**Unit 3: Gymnosperms**

**9 hours**

Morphology, Stem anatomy (significance of transfusion tissue) and Reproduction of *Cycas*, *Pinus* and *Gnetum* (excluding developmental stages and secondary growth). Economic importance.

**Unit 4: Recent Advances****3 hours**

Model systems (*Physcomitrella*, *Ceratopteris*, *Ephedra*) and their applications in genetic, molecular and evolutionary studies.

**Practicals:****60 hours**

1. *Riccia* – Morphology: Vegetative and reproductive structures (Specimen).
2. *Marchantia* - Morphology; V.S. of thallus through Gemma cup, whole mount of Gemmae (temporary slides); V.S. of Vegetative thallus, Antheridiophore, Archegoniophore, L.S. of Sporophyte (permanent slides).
3. *Pellia* - Morphological details through specimens/permanent slides; L.S. Sporophyte (permanent slide).
4. *Porella* - Vegetative Morphological details through specimens/permanent slides.
5. *Anthoceros* – Morphology; Dissection of sporophyte (to show stomata, spores, pseudoelaters, columella) (temporary slide), V.S. of thallus (permanent slide).
6. *Funaria* - Morphology; T.S. Stem (temporary and permanent slides both); Sporophyte: operculum, peristome, spores (temporary slides); Antheridial and archegonial heads, L.S. of capsule, W.M. of protonema (Permanent slides).
5. *Psilotum* – Morphology (specimen); T.S. of rhizome, stem and synangium (permanent slides).
6. *Selaginella* – Morphology (specimen); W.M. of leaf with ligule, T.S. of stem, L.S. of strobilus, W.M. of microsporophyll, megasporophyll (temporary slides); T.S. of rhizophore (permanent slide).
7. *Equisetum* – Morphology (specimen), T.S. of internode, L.S. of strobilus, T.S. of strobilus, W.M. of sporangiophore, W.M. of spores (wet and dry) (temporary slide).
8. *Pteris* - Morphology, T.S. of rachis, V.S. of sporophyll (temporary slides), T.S. of rhizome, W.M. of prothallus with sex organs and young sporophyte (permanent slide).
9. *Cycas* – Morphology, T.S. of coralloid root, T.S. of rachis, V.S. of leaflet, V.S. of microsporophyll, W.M. of spores (temporary slides); T.S. of stem, T.S. of root, L.S. of ovule (permanent slide).
10. *Pinus* - Morphology, T.S. of Needle, L.S. and T.S. of male cone, W.M. of microsporophyll (temporary slides); T.S. of stem, R.L.S. and T.L.S. of stem, L.S. of female cone (permanent slide).
11. *Gnetum* - Morphology (stem, male & female cones); T.S. of stem, L.S. of ovule (permanent slide).

12. Botanical Excursion and submission of digital catalogue/report of various species observed.

**Suggested readings:**

1. Bhatnagar, S.P., Moitra, A. (2023). Gymnosperms. 2<sup>nd</sup> edition, New Delhi, Delhi: New Age International (P) Ltd Publishers.
2. Kaur I.D., Uniyal P.L. (2019). Text Book of Gymnosperms. New Delhi, Delhi: Daya Publishing House.
3. Kaur I.D., Uniyal P.L. (2019). Text Book of Bryophytes. New Delhi, Delhi: Daya Publishing House.
4. Kaur I.D. (2023). Text Book of Pteridophytes. New Delhi, Delhi: Daya Publishing House.
5. Parihar, N.S. (2019). An Introduction to Embryophyta. Vol. II: Pteridophyta. Surjeet Publications.

**Additional Resources:**

1. Campbell, N.A., Reece J.B., Urry L.A., Cain M.L., Wasserman S.A., Minorsky P.V., Jackson, R.B. (2020). Biology. San Francisco, SF: Pearson Benjamin Cummings.
2. Raven, P.H., Johnson, G.B., Losos, J.B., Singer, S.R., (latest edition). Biology. New Delhi, Delhi: Tata McGraw Hill.
3. Singh, H. (1978). Embryology of Gymnosperms. Berlin, Germany. GebruderBorntraeger.
4. Vashishta, P.C., Sinha, A.K., Kumar, A. (2022). Botany For Degree Students Pteridophyta, New Delhi, Delhi: S. Chand Publication. Delhi, India.
5. Vashishta, B.R., Sinha, A.K., Kumar, A. (2010). Botany For Degree Students, Bryophyta. New Delhi, Delhi: S Chand Publication.
6. Parihar, N.S. (1965). An Introduction to Embryophyta. Vol. I: Bryophyta. Allahabad, UP: Central Book Depot.
7. Puri, P. (1973). Bryophytes. New Delhi, Delhi, Atma Ram and Sons.

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

**DISCIPLINE SPECIFIC CORE COURSE – 9: Genetics and Plant Breeding**

**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		
<b>Genetics &amp; Plant Breeding</b>  <b>DSC-9</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass	Nil

**Learning Objectives:**

- To apprise students with the basic principles of Genetics
- To enhance the applications of genetics in plant breeding and agriculture.

**Learning Outcomes:**

On completion of the course the students will be able to:

- understand the fundamentals of Mendelian inheritance and its deviation in gene interactions.
- describe the concepts of linkage and crossing over and their usage in constructing gene maps.
- become familiar with pedigree analysis.
- learn about principles of population genetics
- gain knowledge about gene mutations and inherited disorders
- learn about various plant breeding techniques / methods

**Unit 1. Mendelian Genetics**

**6 hours**

Mendelism: History; Principles of inheritance, deviations (Incomplete dominance and co-dominance); Chromosome theory of inheritance; Multiple allelism; lethal alleles; Epistasis; Pleiotropy; Penetrance and expressivity; Polygenic inheritance; brief introduction to sex determination.

**Unit 2. Extra-Nuclear Inheritance**

**4 hours**

Chloroplast and mitochondrial genomes; Chloroplast Inheritance: Variegation in Four O' clock plant; Mitochondrial inheritance in yeast; Maternal effect (Shell coiling in Snails).

**Unit 3. Linkage, crossing over and chromosome mapping**

**5 hours**

Linkage and crossing over, Cytological basis of crossing over (Creighton and McClintock experiment in Maize); three factor crosses; interference and coincidence; Sex linkage (*Drosophila*)

**Unit 4. Variation in Chromosome number and structure**

**4 hours**

Deletion; Duplication; Inversion; Translocation; Euploidy and aneuploidy (In Brief).



**Unit 5. Mutations****4 hours**

Mutation types; Muller's CIB method, Molecular basis of mutations; Chemical mutagens (Base analogs, deaminating, hydroxylating, alkylating and intercalating agents) and Physical mutagens (Ionising and Non ionising radiations); Transposable genetic elements and their significance (Basic concept).

**Unit 6. Population and evolutionary genetics****3 hours**

Hardy Weinberg law (Allele frequencies, genotype frequencies); speciation (modes of speciation and genetics of speciation).

**Unit 7. Plant Breeding****4 hours**

Plant breeding- Principle and Practices, domestication and plant introduction (primary and secondary introduction), selection and its types: pure line selection, mass selection and clonal selection; hybridizations (inter-specific and intra-specific), heterosis and its significance.

**Practicals:****60 hours**

1. To study meiosis in *Allium cepa* through squash preparation of anthers.
2. To study mitosis in *Allium cepa* through squash preparation of root tips.
3. To understand the deviations of Mendelian dihybrid ratios (12:3:1, 9:3:4, 9:7, 15:1, 13:3, 9:6:1) involved using the seed mixture given. Genetic ratio to be calculated using Chi square analysis.
4. Human Genetics:
  - a) Study of autosomal & sex-linked dominant & recessive inheritance through pedigree analyses.
  - b) ABO blood group testing using kits,
  - c) To study the syndromes (Down's, Klinefelter's, Turner's, Edward's & Patau) through karyotypes
5. To calculate allelic and genotypic frequencies of human dominant and recessive traits using Hardy- Weinberg's principle.
6. To study Xeroderma pigmentosum, Sickle cell anaemia, albinism, haemophilia and colour blindness (Ishihara charts may be used to study colour blindness)
7. To study chromosomal aberrations:
  - a) Quadrivalents, lagging chromosomes, dicentric/inversion bridge through photographs/permanent slides
  - b) Reciprocal translocation through squash preparations of *Rhoeo* anthers.
8. Demonstration of basic methods of plant breeding (hybridizations): Emasculation, bagging and tagging using available plant material in pots/gardens/field.

**Suggested Readings:**

1. Gardner, E.J., Simmons, M.J., Snustad, D.P. (1991). Principles of Genetics, 8th edition. New Delhi, Delhi: John Wiley & sons.
2. Griffiths, A.J.F., Doebley, J., Peichel, C, Wassarman D (2020). Introduction to Genetic Analysis, 12th edition. New York, NY: W.H. Freeman and Co.
3. Klug, W.S., Cummings, M.R., Spencer, C.A. (2020). Concepts of Genetics, 12th edition. San Francisco, California: Benjamin Cummings.
4. Pierce, B. A. (2020). Genetics: A Conceptual Approach, 7<sup>th</sup> Edition, Macmillan

5. Campbell, N.A., Reece J.B., Urry L.A., Cain M.L., Wasserman S.A., Minorsky P.V., Jackson, R.B. (2020). Biology. San Francisco, SF: Pearson Benjamin Cummings.
6. Singh, B.D., (2022). Plant Breeding: Principles and Methods. New Delhi, Medtech Publishers

**Additional Resources:**

1. Russell, P. J. (2010). Genetics- A Molecular Approach. 3<sup>rd</sup> Edition. Benjamin Cummings
2. Snustad, D.P., Simmons, M.J. (2016). Principles of Genetics, 7<sup>th</sup> Edition. New Delhi, Delhi: John Wiley & sons
3. Hartl, D.L., Ruvolo, M. (2019). Genetics: Analysis of Genes and Genomes, 9th edition, Jones and Bartlett Learning.
4. Singh, B. D. (2023). Fundamentals of Genetics, 6<sup>th</sup> edition. MedTech.

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## POOL OF DISCIPLINE SPECIFIC ELECTIVES

### DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -1): Evolutionary Biology of Plants

#### 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		
<b>Evolutionary Biology of Plants</b>  <b>DSE-1</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass	Nil

#### Learning Objectives:

- This course builds on the fundamental points introduced in the core course on Plant Diversity and Evolution and presents a synthesis of various theories, concepts, evidence and methods to study evolution.

#### Learning Outcomes:

At the end of this course the students will be able to:

- understand the essential theories in evolution
- differentiate between micro and macroevolution and the forces shaping evolution
- construct phylogenetic trees based on morphological and molecular data
- understand evolution of life.

#### **Unit 1: Historical Perspective of Evolutionary Concepts**

**4 hours**

Pre-Darwinian ideas, Lamarckism, Darwinism, Post-Darwinian era – Modern synthetic theory, Neo-Darwinism

#### **Unit 2: Origin of Life**

**3 hours**

Chemogeny – An overview of pre-biotic conditions and events; experimental proofs to abiotic origin of micro- and macro-molecules. Current concept of chemogeny – RNA first hypothesis. Biogeny – Cellular evolution based on proto-cell models (coacervates and proteinoid micro-spheres). Evolution of eukaryotes from prokaryotes

#### **Unit 3: Evidences of Evolution**

**4 hours**

Paleobiological– Concept of Stratigraphy and geological timescale; fossil study  
Anatomical & Embryological – Vestigial organs; homologous and analogous organs (concept of parallelism and convergence in evolution)  
Taxonomic –Transitional forms/evolutionary intermediates, living fossils  
Phylogenetic – morphology, protein (Cytochrome C) and gene (Globin gene family) based

#### **Unit 4: Microevolution and Macroevolution**

**8 hours**

Hardy Weinberg equilibrium; Founder effect, Natural and artificial selection. Levels of selection.

Inferring phylogenies- Gene trees, species trees; Patterns of evolutionary change; Adaptive radiation, Evolution and development (evo-devo); Biodiversity- Estimating changes in biodiversity; Taxonomic diversity through the Phanerozoic era.

#### **Unit 5. Forces of Evolution**

**3 hours**

Mutation, Gene flow, Selection, Genetic Drift, Co-adaptation and co-evolution, Anthropogenic activities, Extinction (in brief)- Periodic and Mass-scale – Causes and events.

#### **Unit 6. Speciation**

**4 hours**

Species concept, Modes of speciation – Allopatric; sympatric; peripatric; Patterns of speciation – Anagenesis and Cladogenesis; Phyletic gradualism and Punctuated equilibrium (Quantum evolution); Basis of speciation – Isolating mechanisms.

#### **Unit 7. Evolution of Land Plants**

**4 hours**

Origin of land plants – Terrestrial algae and Bryophytes; alternation of generations. Early vascular plants – Stele evolution; Sporangium evolution; seed habit and evolution of seed. Angiosperms – Phylogeny of major groups.

#### **Practicals**

**60 hours**

1. Study of different types of fossils, connecting links/transitional forms and Living fossils (Specimens/slides/photographs)
2. Sampling of quantitative characters (continuous and discontinuous) in a population (height, weight, number of nodes etc)
3. Study of adaptive strategies (colouration, co-adaptation and co-evolution); (Specimens/photographs)
4. Calculations of genotypic, phenotypic and allelic frequencies from the data provided
5. Simulation experiments using coloured beads/playing cards to understand the effects of Selection and Genetic drift on gene frequencies
6. To study and interpret Phylogenetic trees (reading and using trees) - minimum of three examples.

#### **Suggested Readings:**

1. Campbell, N.A., Reece J.B., Urry L.A., Cain M.L., Wasserman S.A., Minorsky P.V., Jackson, R.B. (2020). Biology. San Francisco, SF: Pearson Benjamin Cummings.
2. Ridley, M. (2004). Evolution. III Edn. Blackwell Pub., Oxford.
3. Hall, B. K., Hallgrimson, B. (2008) Strickberger's Evolution. IV Edn. Jones and Barlett.
4. Zimmer, C., Emlen, D. J. (2013). Evolution: Making Sense of Life. Roberts & Co.
5. Futuyma, D. (1998). Evolutionary Biology. III Edn. Sinauer Assoc. Inc.
6. Barton, Briggs, Eisen, Goldstein and Patel. (2007). Evolution. Cold Spring Harbor Laboratory Press.
7. Nei, M., Kumar S. (2000). Molecular Evolution and Phylogenetics. Oxford University Press, New York.
8. Futuyma, J. D., Kirkpatrick, M. (2017). Evolution, 4th Ed. Sinauer, Sunderland, MA: Sinauer Associates.

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -2): Biostatistics & Bioinformatics for Plant Sciences**

**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		
<b>Biostatistics &amp; Bioinformatics for Plant Sciences</b> <b>DSE-2</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass	Nil

**Learning Objective:**

- To train students in using computational and mathematical tools to solve biological problems.

**Learning Outcomes:**

At the end of this course students will be able to:

- use the various online databases and resources for accessing biological data.
- use the different methods of alignment of DNA, RNA and protein sequences and interpret the significance of the same.
- understand the descriptive and inferential statistical tests for interpretation of experimental data.

**Unit 1- Introduction to Bioinformatics**

**3 hours**

Historical background; Aims and scope; Bioinformatics in Genomics, Transcriptomics, Proteomics, Metabolomics; Applications of bioinformatics in crop improvement

**Unit 2- Biological databases**

**4 hours**

Introduction to biological databases - Primary, secondary and composite databases. Study of following databases: NCBI (GenBank, PubChem, PubMed and its tools (only BLAST)), introduction to UniProt, PDB, PlantPepDB.

**Unit 3- Basic concepts of Sequence alignment**

**4 hours**

Similarity, identity and homology. Concepts of alignment (gaps and penalty); Alignment – pairwise and multiple sequence alignments

**Unit 4- Molecular Phylogeny**

**4 hours**

Introduction, methods of construction of phylogenetic trees: maximum parsimony (MP), maximum likelihood (ML) and distance (Neighbour-joining) methods.

**Unit 5- Introduction to Biostatistics**

**2 hours**

Definition, Basics of descriptive and inferential statistics; Limitations and applications.

**Unit 6- Data and sampling methods****3 hours**

Primary and secondary data; Sampling methods (in brief); tabulation and presentation of data.

**Unit 7- Measures and deviations of central tendencies****4 hours**

Dispersion - range, standard deviation, mean deviation, standard error, skewness and kurtosis, quartile deviation –merits and demerits; Coefficient of variation.

**Unit 8-Correlation and Regression****3 hours**

Correlation - types and methods of correlation (I. E. Karl Pearson and Spearman Rank method), Introduction to simple regression equation; similarities and dissimilarities between correlation and regression.

**Unit 9- Statistical tests****3 hours**

Statistical inference - hypothesis – (simple hypothesis), student's t test, chi-square test.

**(Note: Numerical based questions of unit 7, 8 and 9 should be covered only in practical)**

**Practicals****60 hours**

1. Biological databases (NCBI, UniProt, PlantPepDB)
2. Literature retrieval from PubMed
3. Sequence retrieval (protein and gene) from NCBI (formats - FASTA, GenBank and GenPept formats)
4. Protein Structure retrieval from PDB (in pdb format) and visualization by viewing tools (Ras Mol/ J mol/Mol\*/Swiss 3D Viewer/Pymol)
5. Multiple sequence alignment (MEGA/Clustal omega)
6. Construction of phylogenetic tree (PHYLIP/ MEGA/ Clustal omega).
7. Calculation of standard deviation and coefficient of variation through manual calculation and using Microsoft Excel, using only ungrouped data)
8. Calculation of correlation coefficient values by Karl Pearson's /Spearman Rank methods (through manual calculation and using Microsoft Excel)
9. Student's t-test (using Microsoft Excel), chi square test (Manual and using Microsoft Excel)

**Suggested Readings:**

1. Ghosh, Z., Mallick, B. (2008). *Bioinformatics – Principles and Applications*, 1st edition. New Delhi, Delhi: Oxford University Press.
2. Baxevanis, A.D., Ouellette, B.F., John (2005). *Bioinformatics: A Practical Guide to the Analysis of Genes and Proteins*, 3rd edition. New Jersey, U.S.: Wiley & Sons, Inc.
3. Roy, D. (2009). *Bioinformatics*, 1st edition. New Delhi, Delhi: Narosa Publishing House.
4. Zar, J.H. (2012). *Biostatistical Analysis*, 4th edition. London, London: Pearson Publication.
5. Campbell, R.C. (1998). *Statistics for Biologists*. Cambridge, U.S.A.: Cambridge University Press

**Additional Resources:**

1. Pevsner J. (2009). Bioinformatics and Functional Genomics, 2nd edition. New Jersey, U.S.: Wiley Blackwell.
2. Xiong J. (2006). Essential Bioinformatics, 1st edition. Cambridge, U.K.: Cambridge University Press.
3. Mount, D.W. (2004). Bioinformatics: Sequence and Genome analysis 2nd edition, Cold Spring Harbor Laboratory Press, USA.
4. Pandey, M. (2015). Biostatistics Basic and Advanced. New Delhi, Delhi: M V Learning.
5. Khan, I.A., Khanum, A., Khan S., (2020). Fundamentals of Biostatistics, 6<sup>th</sup> edition. Ukaaz Publications, Hyderabad, India.

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

## **Category II**

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

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-.....): Plant Cell and Developmental Biology**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

<b>Course title &amp; Code</b>	<b>Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility criteria</b>	<b>Pre-requisite of the course (if any)</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Plant Cell and Developmental Biology DSC</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass	Nil

#### **Learning objectives:**

To understand the basics of plant cell structure, development, growth and organisation of plant body.

#### **Learning outcomes:**

On completion of the course, the students will

- become familiar with the structure and functions of various components of plant cell
- understand the processes of cell growth and its regulation
- comprehend the structure, organization and functions of various tissues of the plant organs
- get acquainted with the reproductive processes in the life cycle of angiosperms
- appreciate the interactions between the developmental pathways resulting in the differentiation of plant body
- recognise the importance of plant developmental biology in the improvement and conservation of plants

#### **Unit 1. Introduction to Plant Cell: structure and function**

**5 hour**

Cell as the basic unit of life; differences between plant and animal cell, prokaryotic and eukaryotic cell; Cell Theory.

Structure and functions of cell wall; cell membrane; cell organelles- nucleus, chloroplast, mitochondria, dictyosomes, endoplasmic reticulum, microbodies, cytoskeleton.

#### **Unit 2: Cell growth**

**3 hours**



Cell cycle, regulation (in brief) and significance; mitosis and meiosis; cytokinesis.

### **Unit 3. Polarity in plant growth**

**3 hours**

Plant body as a bipolar structure; apical, basal and radial patterns of body plan; growth through primary and secondary meristems; organisation of shoot and root apices.

### **Unit 4. Differentiation of tissues: vegetative organs**

**6 hours**

Structure and functions of tissues (simple and complex); structure of stem, root, and leaf (dicot and monocot); principles of organ differentiation: role of transcription factors in cell, tissue, organ identity and development, cell fate determination by position, and cell-cell signalling; hormones involved in organ differentiation (very briefly).

### **Unit 5. Differentiation of tissues: reproductive organs**

**6 hours**

Anther, microsporogenesis and microgametogenesis, general structure of pollen grains and male gametes, male germ unit; ovule, megasporogenesis (monosporic, bisporic, tetrasporic) and megagametogenesis (Polygonum type), ultrastructure and significance of female germ unit; Flower development (ABC model).

### **Unit 6. Pollination and Fertilization**

**3 hours**

Pollination types, agents and adaptation; pollen germination; path of pollen tube in pistil; double fertilization

### **Unit 7. Development of Embryo and Seed**

**4 hours**

Endosperm types, functions; development of embryo from zygote, establishment of apical-basal and radial organisation; development of seed, modes of seed dispersal.

### **Practicals (60 hours)**

1. Study of plant cell - through peel mount (*Tradescantia*, or any other); whole mount (*Hydrilla*) - cytoplasmic streaming.
2. Study of cell components - nucleus (Feulgen/acetocarmine staining); mitochondria (Janus green B staining); cell wall (PAS staining).
3. To study mitotic index. (pictures or permanent slides -24h-period or under different temperatures/environmental conditions may be used).
4. Study tissues and organs structure through temporary preparations of macerated material and sections - T.S. of dicot stem- *Helianthus/ Cucurbita, Hydrilla/ Nymphaea petiole, Casuarina*, stem with secondary growth - *Helianthus, Salvadora/ Bignonia*; T.S. of monocot stem - *Zea mays, Dracaena*; T.S. of dicot root with and without secondary growth- *Cicer*, monocot root - *Zea mays*, V.S. of dicot leaf- *Vernonia/Hamelia*etc., *Nerium, Hydrilla*; V.S. of monocot leaf- *Zea mays, Triticum/Dracaena/Crinum*; peel mount to study epidermal structures - types of stomata, trichomes, laticifers; Shoot apex and root apex through micrographs.
5. Study Reproductive structures (i) Anther - T.S. of anther of any large flower like *Datura/ Hamelia/ Kigelia*); whole mounts of pollen grains; ii) pollen development through micrographs of T.S. anther at different stages of development (with secretory, amoeboid tapetum); (iii) types of ovule through permanent slides/specimens/ micrographs; (iv) Polygonum type of embryo sac development through micrographs; (v) ultrastructure of egg apparatus and central cell through micrographs.
6. Study (i) pollen viability (TTC/FDA); (ii) pollen germination; (iii) growth of pollen tube in cleared pistil.

7. Study (i) dicot and monocot embryo development (through permanent slides); (ii) structure of seed (L.S. of seed)

**Suggested Readings:**

1. Beck, C.B. (2010). An Introduction to Plant Structure and Development. Second edition. Cambridge University Press, Cambridge, UK.
2. Dickison, W.C. (2000). Integrative Plant Anatomy. Harcourt Academic Press, USA
3. Fahn, A. (1974). Plant Anatomy. Pergamon Press, USA
4. Mauseth, J.D. (1988). Plant Anatomy. The Benjamin/Cummings Publisher, USA
5. Esau, K. (1977). Anatomy of Seed Plants. John Wiley & Sons, Inc., Delhi.
6. Taiz, L., Zeiger, E., Moller, I.M., Murphy, A. (2015). Plant Physiology. 6th edition. Sinauer Associates, Sunderland. USA.
7. Hopkins, W.G., Huner, N.P.A. (2009). Introduction to Plant Physiology. Fourth edition, John Wiley & Sons, Inc. USA.
8. Bhojwani, S.S., Bhatnagar, S.P., Dantu, P.K. (2015). The Embryology of Angiosperms, 6th edition. New Delhi, Delhi: Vikas Publishing House.
9. Johri, B.M. (1984). Embryology of Angiosperms. Netherlands: Springer-Verlag.
10. Raghavan, V. (2000). Developmental Biology of Flowering plants. Netherlands: Springer.
11. Shivanna, K.R. (2003). Pollen Biology and Biotechnology. New Delhi, Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.

**Additional Resources:**

1. Cutler, D.F., Botha, T., Stevenson, D.W. (2007). Plant Anatomy - An Applied Aspect. Blackwell Publishing, USA
2. Bahadur, B. Rajam, M.V., Sahijram, L., Krishnamurthy, K.V. (2015). Plant Biology and Biotechnology. Volume 1: Plant Diversity, Organization, Function and Improvement. Springer (India) Pvt. Ltd. New Delhi, Heidelberg, New York, Dordrecht, London.
3. Shivanna, K.R., Tandon, R. (2014). Reproductive Ecology of Flowering Plants: A Manual. Springer (India) Pvt. Ltd. New Delhi, Heidelberg, New York, Dordrecht, London
4. Moza M. K., Bhatnagar A.K. (2007). Plant reproductive biology studies crucial for conservation. Current Science 92:1907.

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

**Category III:**

**B.Sc. programme in Applied Life Sciences with Agrochemicals and Pest Management  
Botany (H) Courses for Undergraduate Programme of study with Botany as a Single  
Core Discipline**

**DISCIPLINE SPECIFIC CORE COURSE (DSC 03)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the core course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
Genetics and Molecular Biology ALSBOTDSC03	4	2	0	2	XII pass with Science with Biology/ Biotechnology	NIL

**Learning Objectives:**

The learning objectives of this course are as follows:

- To understand the basic concept of Mendelian genetics and comprehensive study of Mendelian extensions.
- To provide adequate knowledge about Linkage, Crossing over and Mutations.
- To provide brief knowledge of population and evolutionary genetics.
- To impart detailed understanding about the structure of nucleic acids and their types.
- To understand key events of Molecular biology comprising mechanism of DNA Replication, Transcription and Translation in Prokaryotes and Eukaryotes.
- To give comprehensive explanation of Transcriptional Regulation with examples of lac operon and tryptophan operon in prokaryotic as well as eukaryotic organisms along with the key concept of Gene Silencing.

**Learning Outcomes:**

By studying this course, students will be able to:

- Analyse the basic concepts of Mendelian genetics and its extension, Linkage and Crossing over, Mutations and population genetics.

- Explicate the mechanism of replication, transcription, translation in prokaryotes and eukaryotes.
- Comprehend the mechanism of gene regulation and gene silencing.

**Unit 1: Mendelian Genetics and Extensions (3 Hours)**

Mendel's work on transmission of traits, Co-dominance, Incomplete dominance, Multiple alleles, Lethal Genes, Epistasis, Pleiotropy, Polygenic inheritance, Pedigree analysis.

**Unit 2: Extra-chromosomal Inheritance (2 Hours)**

Cytoplasmic inheritance: Chloroplast variegation in Four 'O clock plant, Kappa particles in *Paramecium*, Maternal effect-shell coiling pattern in snail.

**Unit 3: Linkage, Crossing over and Chromosomal Mapping (3 Hours)**

Linkage and crossing over, Recombination mapping - two point and three points.

**Unit 4: Mutations (3 Hours)**

Chromosomal mutations, Deletion, Duplication, Inversion, Translocation, Aneuploidy and Polyploidy, Gene mutations.

**Unit 5: Population and Evolutionary Genetics (2 Hours)**

Allelic frequencies, Genotypic frequencies, Gene pool, Hardy-Weinberg Law.

**Unit 6: The Genetic Material: DNA and RNA (4 Hours)**

DNA structure: Salient features of double helix, Types of DNA, DNA denaturation and renaturation, Nucleosome, Chromatin structure- Euchromatin, Heterochromatin (Constitutive and Facultative), RNA structure and its types.

**Unit 7: Replication of DNA (3 Hours)**

Mechanism of prokaryotic DNA replication, Chemistry of DNA synthesis, Enzymes and proteins involved in DNA replication, Comparison of replication in prokaryotes and eukaryotes.

**Unit 8: Transcription and Processing of RNA (4 Hours)**

Mechanism of transcription in prokaryotes and eukaryotes, Split genes: concept of introns and exons, Removal of introns, Spliceosome machinery group I & group II intron splicing, alternative splicing, eukaryotic mRNA processing (5' cap, 3' poly A tail).

**Unit 9: Translation (3 Hours)**

Mechanism of translation in prokaryotes and eukaryotes: initiation, elongation and termination of polypeptides, Proteins and enzymes involved in translation.

**Unit 10: Regulation of transcription in prokaryotes and eukaryotes (3 Hours)**

Prokaryotes: Regulation of lactose metabolism and tryptophan synthesis in *E. coli*, Eukaryotes: Transcription factors, Heat shock proteins, Gene silencing.

**PRACTICAL (Credit: 02)**

**(Laboratory practical- 15 classes of 4 hours each)**

1. To study Mendelian and Non- Mendelian gene interaction ratios (9:7, 9:6:1, 13:3, 15:1, 12:3:1, 9:3:4) through seeds.
2. To study linkage, recombination, gene mapping using marker-based data from *Drosophila*.

3. Karyotype and Idiogram preparation through photographs.
4. PTC testing in a population and calculation of allelic and genotypic frequencies.
5. Study of abnormal human karyotype and pedigrees.
6. Isolation of genomic DNA from Cauliflower curd.
7. Qualitative analysis of DNA using gel electrophoresis.
8. Estimation of DNA by Diphenylamine method.
9. Separation of nucleotide bases by paper chromatography.
10. Purity and quantitative estimation of isolated DNA by UV-VIS spectrophotometer.
11. Study of Molecular techniques: PCR, Southern, Northern and Western Blotting and PAGE.

**Essential/ Recommended readings:**

1. Snustad D.P. and Simmon M.J. (2012) *Genetics* 6 th Ed., John Wiley & Sons. (Singapore)
2. Pierce B.A. (2012) *Genetics - A Conceptual Approach*, 4 th Ed., W.H. Freeman & Co. (New York)
3. Griffiths A.J.F., Wessler S. R, Carroll S. B and Doebley J. (2010) *An Introduction to Genetic Analysis*, 10th Ed., W.H. Freeman & Company (New York).
4. Watson J.D., Baker, T.A., Bell, S.P., Gann, A., Levine, M. and Losick, R. (2007) *Molecular Biology of the Gene*, 6th Ed. Pearson Benjamin Cummings, CSHL Press, New York, U.S.A.

**Suggestive readings:**

1. Klug, W.S., Cummings, M.R. and Spencer, C.A. (2009) *Concepts of Genetics*. 9th Ed. Benjamin Cummings. U.S.A.
2. Russell, P. J. (2010) *Genetics- A Molecular Approach*. 3rd Ed. Benjamin Cummings, U.S.A.

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE01)**

Course title & Code	Credits	Credit distribution of the core course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Ecology, Conservation and Restoration ALS BOT DSE 01</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>XII pass with Science with Biology/ Biotechnology</b>	<b>NIL</b>

**Learning Objectives:**

- To develop a scientific understanding of the diverse aspects of ecology.
- To familiarize students with the interactions between the organisms and their physical environment.
- To understand various attributes of populations and communities with the help of theoretical concepts and field studies.
- To make students understand various factors that lead to variations among populations of a species.
- To familiarize students about the concepts of conservation and restoration.

**Learning Outcomes:**

By studying this course, students will be able to:

- Gain knowledge about the basic concepts of ecology.
- Comprehend the characteristics of the community, ecosystem development and climax theories.
- Explicate the relationship of evolution of various species and their environment.
- Analyse the basic field studies including data collection and its interpretation.
- Explicate the Conservation and Restoration methods.

**Unit 1: Introduction to Ecology**

**(3 Hours)**

Autecology and Synecology, Laws of limiting factors, Study of physical factors: Temperature and Light.

**Unit 2: Population**

**(4 Hours)**

Unitary and Modular populations, Unique and group attributes of population: density, natality, mortality, Life tables, Fecundity table, Survivorship curves, Intraspecific population regulation: density-dependent and independent factors.

**Unit 3: Species Interactions**

**(5 Hours)**

Types of species interactions, Interspecific competition: Lotka-Volterra model of competition, Gause's Principle, Niche concept, Predation, Predator defence mechanisms.

**Unit 4: Community**

**(4 Hours)**

Community characteristics: species richness, dominance, diversity, abundance, guilds, ecotone and edge effect, Ecological succession with examples and types.

**Unit 5: Ecosystem**

**(5 Hours)**

Types of Ecosystems: terrestrial and aquatic ecosystems, Vertical stratification in tropical forest, Food chain: detritus and grazing food chains, linear and Y-shaped food chains, Food web, Energy flow through the ecosystem: Ecological pyramids and Ecological efficiencies, Biogeochemical cycles: Nitrogen cycle.

**Unit 6: Conservation**

**(5 Hours)**

Ecology in wildlife conservation and management: In-situ conservation (Biosphere Reserves, National Parks, Wildlife Sanctuaries), Ex-situ conservation (botanical gardens, gene banks, seed and seedling banks, DNA banks), Principles of Environmental impact assessment.

**Unit 7: Restoration**

**(4 Hours)**

Restoration ecology: Afforestation, Social forestry, Agro-forestry, Joint Forest management, Role of remote sensing in management of natural resources.

**PRACTICAL**

**(Credit:**

**02)**

**(Laboratory practical- 15 classes of 4 hours each)**

1. Study of life tables and plotting of survivorship curves of different types from hypothetical/real data.
2. Determination of population density and abundance in a natural or a hypothetical community by quadrat method.
3. Quantitative analysis of herbaceous vegetation in the college campus and comparison with Raunkiaer's Frequency distribution law.
4. Study of morphological features of hydrophytes and xerophytes in the ecosystems.
5. Measurement of temperature, turbidity/penetration of light and pH of any two water samples.
6. Comparison of Dissolved oxygen content in different water samples using Winkler's titration method.
7. Comparison of organic carbon of two soil samples using Walkley and Black's rapid titration method.
8. Comparison of CO<sub>2</sub> and alkalinity in two different water samples.
9. Estimation of Total Dissolved Solids (TDS) in water samples.
10. Perform Rapid field tests to detect the presence of Carbonates, Nitrate, Sulphate, Chloride, Organic matter and Base deficiency in two soil samples.
11. A visit to a National Park/Biodiversity Park/Wildlife Sanctuary/Urban Forest.

**Essential/Recommended readings:**

1. Sharma, P.D. (2012). *Ecology and Environment*. Rastogi Publications.
2. Singh J.S., Singh S.P., and Gupta S. R. (2014) *Ecology, Environment Science and Conservation*. S. Chand and Company Limited.
3. Odum, E.P. and Barrett G. W. (2004) *Fundamentals of Ecology*. Indian Edition (5th) Brooks/Cole Publishers.

**Suggestive readings:**

1. Smith T. M. and Smith R. L. (2015). *Elements of Ecology*. 9<sup>th</sup> International Edition, Publisher: Benjamin Cummings.
2. Saha G.K. and Mazumdar S. (2020) *Wildlife Biology, An Indian Perspective*. Publisher: PHI Learning Private Limited
3. Futuyma, Douglas and Mark, Kirkpatrick (2017). *Evolutionary Biology* (3rd Edition), Oxford University Press

**Category IV:**  
**B.Sc. Biological Sciences (Hons) for Undergraduate Programme of study with Botany as a Single Core Discipline**

**DISCIPLINE SPECIFIC CORE COURSE –9 :**

Course title & Code	Credits	Credit distribution of the core course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Functional Ecology (BS-DSC303)	4	2	-----	2	Class XII pass with Biology and chemistry, as one of the papers in Class XII	Nil

**Learning Objectives**

- To understand the basic concepts in ecology and levels of organization in an ecosystem
- Obtain a basic understanding of the various aspects of a ‘population’ and interactions among individuals of the same as well as different species.
- To understand the structure and functions of the community and its processes.
- To comprehend the components of an ecosystem, energy flow and nutrient cycling.
- To appreciate the applied aspects required in restoration of degraded ecosystems.
- To understand trade-offs in life history characteristics of organisms and various behaviors shown by organisms.

**Learning outcomes**

By the end of the course, the student will be able to:

- To comprehend the principles and applications of ecology and ecosystem.
- Know about the importance of ecosystem in general and the effects of changes in ecosystem.
- Understand the techniques used for the quantitative and qualitative estimation of biotic and abiotic components of an ecosystem.
- Gain knowledge about the density, frequency and diversity of species in an ecosystem.
- Understand about key interactions between organisms like competition, predation, parasitism etc.
- Participate in citizen science initiatives from an ecological perspective

**DISCIPLINE SPECIFIC CORE COURSE –9 :XXX**

**SYLLABUS OF DSC-9**

**Theory**

**Unit 1: Introduction to Ecology**

**3 Hours**

History of ecology, Autecology and synecology, levels of Organisation, Laws of limiting factors (Liebig’s law of minimum, Shelford’s law of tolerance), ecological range (Eury and Steno).

**Unit 2: Population Ecology**

**12 Hours**

Population: Unitary and Modular populations; Metapopulation: Density, natality, mortality, life tables, fecundity tables, survivorship curves, sex ratio, age pyramids, dispersal and



dispersion; carrying capacity, population dynamics (exponential and logistic growth equation and patterns),  $r$  and  $K$  selection, density-dependent and independent population regulation; Niche concept, Population interactions: Positive and negative interactions; Competition, Gause's Principle for competition with laboratory and field examples, Lotka-Volterra equation for predation.

### **Unit 3: Community Ecology**

**8 Hours**

Community structure: Dominance, diversity, species richness, abundance, stratification; Diversity indices; Ecotone and edge effect; Community dynamics (succession): Primary and secondary succession, Succession on a bare rock. Climax: monocl原因 and polyclimax concepts (preclimax, postclimax, disclimax etc.). Concept of keystone, indicator and flagship species with plant and animal examples.

### **Unit 4: Ecosystem Ecology**

**7 Hours**

Concept, components, and types of ecosystems (example of Pond ecosystem in detail showing abiotic and biotic components), BOD, eutrophication. Energy flow (Grazing and Detritus food chain), linear and Y-shaped energy flow model, black box model, food web. Ecological pyramids and Ecological efficiencies.

### **PRACTICALS CREDITS: 2**

**Total 60 Hours**

1. To understand the principle and working of ecological instruments such as Anemometer, Hygrometer, Luxmeter, Rain gauge, turbidity meter, pH meter, Soil thermometer, MinMax thermometer.
2. To study biotic interactions using specimens/ photographs/ permanent slides of Parasitic angiosperms, Saprophytic angiosperms, root nodules, velamen roots, lichens, corals.
3. To study plant-microbe interactions by preparing temporary stained mounts of VAM fungi / mycorrhizal roots/ root nodules.
4. Mark recapture method for determining population density of animals
5. To determine a minimal quadrat area for sampling
6. To determine density, frequency and abundance of herbaceous vegetation by quadrat method
7. To estimate dissolved oxygen content of a given water sample using Winkler's method.
8. Plotting of survivorship curves from hypothetical life table data.XXX

### **REFERENCES**

1. Barrick, M., Odum, E. P., Barrett, G. W., (2005) Fundamentals of Ecology.5th Edition. Cengage Learning.
2. Smith, T. M.& Smith, R. L.(2012). Elements of Ecology 8th Edition. Pearson.
3. Ricklefs, R. E., & Miller, G. L., (2000) Ecology, 4th Edition W.H. Freeman.
4. Sharma, P. D. (2017). Ecology and Environment.13th Edition. Meerut: Rastogi Publications.

### **MOOCs**

1. 'Ecology: Ecosystem Dynamics and Conservation from American Museum of Natural History on Coursera <https://www.classcentral.com/course/coursera-ecology-ecosystem-dynamics-andconservation-10618>
2. <https://alison.com/course/diploma-in-ecology-studies>
3. <https://swayam.gov.in/> Any ecology based online course that may be available during the semester, depending on its relevance to the present syllabusXXX

**DISCIPLINE SPECIFIC Elective –DSE-1 :**

Course title & Code	Credits	Credit distribution of the core course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Medicinal and Ethnobotany (BS-DSE-1)</b>	<b>4</b>	<b>2</b>	<b>-----</b>	<b>2</b>	<b>Class XII pass with Biology and NA chemistry, as one of the papers in Class XII</b>	<b>Nil</b>

**Learning Objectives:**

Plants are imperative to mankind with almost all plants known to possess medicinal values. There is an increased emphasis on indigenous system of medicine which has lent prime focus on medicinal plants. Keeping the therapeutic importance of medicinal plants in mind this course is designed to provide education and training on diverse perspectives of medicinal plants. The course also offers comprehensive knowledge about understanding the difference between ancient wisdom and the modern system of medicine.

**Learning Outcomes:**

On successful completion of the course, a student will:

- Be able to identify the common medicinal plants in their vicinity.
- Learn about the traditional healing sciences namely Ayurveda, Siddha and Unani, which have been used since the ancient times.
- Appreciate the importance of conservation strategies for medicinal plants.
- Be able to understand the importance of medicinal plants, significance of ethnobotany, role of ethnic groups in the conservation of medicinal plants.

Course Contents - Theory

**Unit 1: History, Scope and Importance of Medicinal Plants**

**No. of Hours-10**

Introduction to indigenous systems of medicines- Ayurveda, Unani and Siddha system of medicine)- Ayurveda: History, origin, Panchamahabhutas, Saptadhatu and Tridosha concepts, Siddha: Origin of Siddha medicinal systems, Basis of Siddha system. Unani: History, concept: Umoor-e- tabiya. Plants used in Ayurveda, Siddha and Unani medicine with special reference to Carum carvi, Plantago ovata, Allium sativum, Asparagus racemosus, Vitis vinifera, Linum usitatissimum, Amaranthus paniculatus. Polyherbal formulations (with special reference to Safi, Chyawanprash, Trifala, Swalin, Amukkara Choorna, Gandhak rasayana). Natural products – Compounds responsible for biological activity of medicinal plants: their biology, and pharmacology (Curcumin, Vinblastine, Vincristine, Ecliptine, Cinchonine, Azadirachtin, Artemisinin).

**Unit 2: Conservation of Endangered and Endemic Medicinal Plants** **No. of Hours -8**

Definition: endemic and endangered medicinal plants, Red list criteria; In situ conservation: Biosphere reserves, sacred groves, National Parks; Ex situ conservation: Botanical Gardens,

herbal gardens, Ethnomedicinal plant gardens. Germplasm conservation, cryopreservation (Cryo banks and DNA banks), Role of NBPGR and JNTBGRI in conservation of plants, Propagation of Medicinal Plants: In vitro and In vivo strategies. Adulteration of Herbal drugs. Organoleptic, microscopic and phytochemical evaluation of plant drugs.

### Unit 3: Ethnobotany and Folk Medicines

No. of Hours :12

Introduction, concept, scope and objectives; Ethnobotany in India: Methods to study ethnobotany; Folk medicines of ethnobotany, Role of ethnobotany in modern medicine with special reference to *Rauvolfia serpentina*, *Trichopus zeylanicus*, *Artemisia*, *Withania*. Major and minor ethnic groups of India and their lifestyles. Application of natural products to certain diseases- Jaundice, cardiac, infertility, diabetics, blood pressure and skin diseases. Role of ethnic groups in conservation of plant genetic resources; Brief account of biopiracy and IPR.

### PRACTICAL

Credit: 2

Total Hours - 60

1. Identification of any ten common medicinal plants in the surrounding area and study their characteristic features.
2. Collection, identification and preparation of herbarium of any five medicinal plants.
3. Extraction and qualitative estimation of active principle compounds (alkaloids, tannins, saponins and flavanoids) from any four medicinal plants. (*Aloe vera*, *Ocimum* sp, *Azadirachta*, *Catharanthus*, *Adhatoda*, *Withania*)
4. Study of components and medicinal uses of common polyherbal formulations used in the traditional system of medicine (Ayurveda, Unani and Siddha).
5. Study of organoleptic, macroscopic and microscopic parameters of any two medicinal plants.
6. To compare the total phenolic content of few locally available medicinal plants
7. Field trip: Industries/Institutes/herbal garden/ medicinal gardens/ nurseries/tribal museum.
8. e-presentations (System of medicine, Conservation strategies, propagation of medicinal plants, folk medicines, application of natural products to certain diseases listed in the syllabus)

### Essential readings:

1. Abdin, M. Z. and Abrol, Y. P., (2006). Traditional Systems of Medicine. Narosa Publishing House, New Delhi.
2. Kumar, S., (2018). Ethnobotany. Kojo press, New Delhi.
3. Purohit and Vyas, (2008). Medicinal Plant Cultivation: A Scientific Approach, Agrobios.
4. Trivedi, P. C. (2006). Medicinal Plants: Ethnobotanical Approach. Agrobios.

### Additional Readings

1. Colton, C. M., (1997). Ethnobotany: Principles and Applications. John Wiley and Sons.
2. Jain, S. K., (1990). Contributions to Indian Ethnobotany. Scientific publishers, Jodhpur.
3. Jain, S. K., (1995). Manual of Ethnobotany. Scientific Publishers, Jodhpur.

## COMMON POOL OF GENERIC ELECTIVES (GE)

### GENERIC ELECTIVES (GE-11): Industrial and Environmental Microbiology

**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		
<b>Industrial and Environmental Microbiology</b>  <b>GE-11</b>	4	2	0	2	Class XII pass	Nil

#### **Learning Objectives:**

- To introduce students to understand the uses of microbes in industry: concepts, principles, scope and applications.
- To introduce students to the role of microbes in the environment: concepts, principles, scope and application.

#### **Learning Outcomes:**

Upon successful completion of the course, students will be able to:

- understand how microorganisms are involved in the manufacture of industrial products.
- know about design of bioreactors, factors affecting growth and production of bioproducts.
- understand the rationale in medium formulation & design for microbial fermentation, sterilization of medium and air.
- comprehend the different types of fermentation processes and the underlying principles in upstream and down- stream processing.
- learn the occurrence, abundance, distribution and role of microorganisms in the environment. Also, learn different methods for microbial isolation and detection from different habitats.
- understand the basic principles of environmental microbiology and their application in waste water treatment, bioremediation and role of microbes in agriculture.

#### **Unit 1: Introduction**

**4 hours**

Scope and importance of microbes in Industry and Environment (Institutes of microbial research). Bioremediation. Distribution and isolation of microbes in the air, soil and water.

**Unit 2: Bioreactors/ Fermenters and Fermentation process****4 hours**

Solid-state and liquid state (stationary and submerged) fermentations; batch and continuous fermentations; components of a typical bioreactor, types of bioreactors.

**Unit 3: Microbial production of industrial importance****12 hours**

Microorganisms generally regarded as safe (GRAS), types of media, conditions necessary for the growth and production of industrially important products, downstream processing and uses; filtration, centrifugation, cell disruption, solvent extraction, precipitation and ultrafiltration, lyophilization, spray drying.

Production of enzyme (amylase); organic acid (citric acid); alcohol (ethanol); antibiotic (penicillin).

**Unit 4: Enzyme immobilization****3 hours**

Definition, Methods of immobilization, their advantages and applications, large scale production and application of penicillin acylase.

**Unit 5: Microbial flora of water****4 hours**

Microorganisms as indicators of water quality: coliform and faecal coliform; role of microbes in sewage and waste water treatment system.

**Unit 6: Microbes and agriculture****3 hours**

Legume root nodule symbiosis, Mycorrhizae, Arbuscular Mycorrhiza Fungi (AMF) and its importance in agriculture.

**Practicals:****60 hours**

1. Principle and functioning of instruments in microbiological laboratory (autoclave, laminar flow, incubator, fermenters).
2. Sterilization methods: Wet and dry methods, membrane filters, chemicals.
3. Preparation of different culture media (Potato dextrose agar/Czapek-Dox agar, Luria Bertani) for isolation of microorganisms from soil using serial dilution agar plating method and study of aero-microflora.
4. Culturing techniques: Streak plate method, pour plate method and spread plate method.
5. To study the ability of microorganisms to hydrolyse casein/ starch.
6. Production of alcohol using sugar/ jaggery.
7. Observation of AMF colonization in plant roots.
8. A visit to any educational institute/ industry to understand the uses of microbes for industrial applications and a report to be submitted for the same.

**Suggested Readings:**

1. Pelczar, M.J. Jr., Chan E.C. S., Krieg, N.R. (2010). Microbiology: An application based approach. New Delhi, Delhi: McGraw Hill Education Pvt. Ltd., Delhi.
2. Reed, G. (2004). Prescott and Dunn's Industrial Microbiology. 4<sup>th</sup> Edition , CBS Publishers and Distributors Pvt. Ltd.
3. Willey, J.M. (2023). Prescott's Microbiology, 12<sup>th</sup> edition, McGraw Hill.
4. Tortora, G.J., Funke, B.R., Case. C.L. (2007). Microbiology. 9th edition, San Francisco, SF: Pearson Benjamin Cummings.
5. Stanbury, P.F., Whitaker, A., Hall, S.J. (2017). Principles of Fermentation Technology. Amsterdam, NDL: Elsevier Publication
6. Patel, A.H. (2008). Industrial Microbiology, Bangalore, India: McMillan India Limited
7. Mohapatra. P.K. (2008). Textbook of Environmental Microbiology New Delhi, Delhi, I.K. International Publishing House Pvt. Ltd.
8. Bertrand, Jean-Claude, Caumette, P. Lebaron, P, Matheron, R., Normand, P., Sime Ngando, T. (2015). Environmental Microbiology: Fundamentals and Applications. Amsterdam, Netherlands, Springer.
9. Casida, J.R. (2019). Industrial Microbiology, 2<sup>nd</sup> Edition, New Age International Publishers, New Delhi.
10. Atlas, R.M., Bartha, R. (2009). Microbial Ecology: Fundamentals and Applications., Pearson, San Francisco
11. Sharma, P.D. (2005). Environmental Microbiology. Meerut, UP: Alpha Science International, Ltd.

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

## GENERIC ELECTIVES (GE-12)

### 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		
<b>Environmental Biotechnology &amp; Management</b> <b>GE-12</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass	Nil

#### Learning Objectives:

The course aims to build awareness of:

- various global and regional environmental concerns due to natural causes and/or human activities.
- different types of pollution and their impacts on the environment.
- existing and emerging technologies that are important in the area of environmental biotechnology to fulfill Sustainable Development Goals.

#### Learning Outcomes:

After completion of course the student will be able to:

- demonstrate awareness about emerging concerns such as climate change, waste management; biodegradation of xenobiotic compounds; bioremediation, etc.
- relate applications of biotechnology for alleviating the environmental concerns
- appreciate the scientific, ethical and/or social issues
- understand the national and international legislations, policies and role of public participation in Environmental Protection

#### Unit 1: Environment

**5 hours**

Basic concepts and issues, global environmental problems - ozone layer depletion, UV-B, greenhouse effect and acid rain due to anthropogenic activities, their impact and biotechnological approaches for management. Fate of pollutants in the environment, Bioconcentration, Biomagnification.

#### Unit 2: Microbiology of waste water treatment    7 hours

Aerobic process - activated sludge, oxidation ponds, trickling filter. Anaerobic process - anaerobic digestion, anaerobic filters, up-flow anaerobic sludge blanket reactors. Treatment schemes for waste waters of dairy and sugar industries.

#### Unit 3: Xenobiotic compounds        7 hours

Organic (Bio degradation of petroleum products and pesticides) and inorganic (metals, phosphates, nitrates). Bioremediation of xenobiotics in environment - ecological consideration, Bioaccumulation and Biosorption of metals

#### Unit 4: Treatment of toxic compounds: Role of immobilized cells/enzymes, microbial remediation    5 hours

Biopesticides, bioreactors, bioleaching, biomining, biosensors, biotechniques for air pollution abatement and odour control. Bioindicators and Bioprospecting

**Unit 5: International Legislations, Policies for Environmental Protection 3 hours**

Stockholm Conference (1972) and its declaration, WCED (1983) and Brundtland Report (1987), Rio Earth Summit-UNCED (1992) and its declaration, Montreal Protocol - 1987, Kyoto Protocol- 1997. Environmental ethics

**Unit 6: National Legislations, Policies for Pollution Management 3 hours**

Water Pollution (Prevention and Control) Act-1974, Air Pollution (Prevention and Control) Act-1981, National Environmental Policy - 2006, Central and State Pollution Control Boards: Constitution and power.

**Practicals:**

**60 hours**

1. To determine the pH and total hardness of water samples collected from different places (polluted and non-polluted sites)
2. To determine the salinity of water samples (polluted and non-polluted sites)
3. To determine the dissolved oxygen of two water samples.
4. To determine the alkalinity of water samples.
5. To determine the pH and rapid field test of soil samples (Chloride, Nitrate, and Sulphate).
6. To study microbes suspended in air and water samples.
7. A visit to any educational institute/ industry to understand the uses of microbes in environmental management and a report to be submitted for the same.

**Suggested Readings:**

1. De, A. K. (2022). Environmental Chemistry, 10<sup>th</sup> Edition, New Delhi. New Age International Pvt. Limited
2. Dennis, A., Seal, K.J., Gaylarde, C.C. (2004). Introduction to Biodeterioration, Cambridge University Press
3. Ahmed, N., Qureshi, F.M., Khan, O.Y. (2006). Industrial and Environmental Biotechnology, Horizon Press
4. Rochelle, P.A. (2001). Environmental Molecular Biology, Horizon Press.
5. Jadhav, H.V., Bhosale, V.M. (2015). Environmental Protection and Laws, Himalaya publishing House Pvt Ltd.
6. Trivedi, P. C. (2006). Biodiversity Assessment and Conservation, Agrobios Publ.
7. Rana, S.V.S. (2015). Environmental Biotechnology, Rastogi Publications, India.

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### GENERIC ELECTIVES (GE-13): Plant Biotechnology

#### 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		
<b>Plant Biotechnology</b>  <b>GE-13</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass	<b>Nil</b>

#### Learning Objective

To give students knowledge of techniques used in plant biotechnology and its applications.

#### Learning Outcomes:

After completion of this course, students will be able to:

- understand the basic concepts, principles, and methods in plant biotechnology.
- will be able to explain the usage of the acquired knowledge in biotechnological, pharmaceutical, medical, ecological, and agricultural applications.

#### Unit 1: Introduction and Scope of Plant Biotechnology

**2 hours**

Historical perspective, Current paradigms in plant biotechnology, GM crops, International/National institutions

#### Unit 2: Plant Tissue Culture

**10 hours**

Plasticity and Totipotency of plant cells – why and how do plants grow from a single cell; Nutrient media and role of vitamins and hormones. Regeneration of plants in the laboratory: Direct and indirect organogenesis, somatic embryogenesis; Brief account of micropropagation, haploids, triploids and cybrids and their applications; artificial seeds

#### Unit 3: Cloning and transformation techniques

**10 hours**

What is cloning?; Restriction and modifying enzymes, plasmids as cloning vehicles, Transformation of bacterial cells, selection of transformants and clones – antibiotic selection, blue-white selection; How do we make transgenic plants: *Agrobacterium*-mediated transformation, Direct gene transfer by Electroporation, Microinjection, Microprojectile bombardment. Selection of transgenic plants - selectable marker and reporter genes (Luciferase, GUS, GFP).

#### Unit 4: Applications

**8 hours**

Applications of transgenic plants in enhancing crop productivity: Pest resistant (Bt-cotton, Bt Brinjal) and herbicide resistant plants (Round Up Ready soybean);

Transgenic crops with improved quality traits (FlavrSavr tomato, Golden rice); Improved horticultural varieties (Moondust carnations); Role of transgenics in bioremediation (Superbug), Edible vaccines; Genetically engineered products - Human Growth Hormone and Humulin; Transgenic plants and their role in understanding plant biology, Biosafety regulations for transgenic plants.

### **Practicals**

**60 hours**

1. a. Preparation of Murashige & Skoog's (MS) medium.  
b. Demonstration of in vitro sterilization and inoculation methods using leaf and nodal explants of *Nicotiana* / *Datura* / *Brassica*.
2. Study anther, embryo, endosperm culture, micropropagation and somatic embryogenesis (photographs/slides).
3. Study isolation of protoplasts and production of artificial seeds.
4. Study methods of gene transfer: *Agrobacterium*-mediated, direct gene transfer by electroporation, microinjection, microprojectile bombardment (through digital resources).
5. Study various steps of genetic engineering for production of *Bt*cotton, Golden rice, Flavr Savr tomato.
6. Plasmid and genomic DNA isolation, Restriction digestion and agarose gel electrophoresis of DNA.
7. Visit to a plant tissue culture / Biotechnology laboratory and to submit a field report.

### **Suggested Readings:**

1. Bhojwani, S.S., Bhatnagar, S.P. (2015). The Embryology of Angiosperms, 6th edition. New Delhi, Delhi: Vikas Publication House Pvt. Ltd.
2. Bhojwani, S.S., Razdan, M.K., (1996). Plant Tissue Culture: Theory and Practice. Amsterdam, Netherlands: Elsevier Science.
3. Newmann, Karl-Hermann (2020). Plant Cell and Tissue Culture: A Tool in Biotechnology, 2<sup>nd</sup> Edition {Springer}
4. Glick, B.R., Pasternak, J.J. (2022). Molecular Biotechnology Principles and Applications of Recombinant DNA, 6<sup>th</sup> Edition. Washington, U.S.: ASM Press.
5. Stewart, C.N. Jr. (2016). Plant Biotechnology and Genetics: Principles, Techniques and Applications, 2<sup>nd</sup> Edition. New Jearsey, U.S.: John Wiley & Sons Inc.

### **Additional Resources:**

1. Razdan, M. K. (2019). Introduction to Plant Tissue Culture, 3rd Edition {CBS / Oxford & IBH}
2. Singh, B. D. (2022). Plant Biotechnology, Delhi, Medtech

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

**GENERIC ELECTIVES (GE-14): Plant Tissue Culture**

**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		
<b>Plant Tissue Culture</b>	4	2	0	2	Class XII pass	Nil
<b>GE-14</b>						

**Learning Objectives**

To give students knowledge of techniques used in plant tissue culture and its applications.

**Learning Outcomes**

The successful students will be able to:

- learn the basic concepts, principles and processes in plant cell and tissue culture.
- understand the use of tissue culture techniques in plant improvement.
- apply the concepts and principles of plant cell and tissue culture in biotechnological and agricultural fields.
- become an entrepreneur by establishing their own plant tissue culture lab.

**Unit 1 Introduction**

**3 hours**

Historical perspective, Important contributions of Haberlandt, White, Reinert & Steward, Murashige, Skoog, Cocking, Guha & Maheshwari, Morrel & Martin.

Terminologies: Cell culture, organ culture, explant, callus, totipotency, plasticity, regeneration, somaclonal variants.

**Unit 2 Types and composition of Media**

**4 hours**

Role of nutrients, vitamins, hormones and supplements in nutrient medium. Composition of MS and White medium.

**Unit 3 Techniques of Plant Tissue Culture**

**4 hours**

Collection of plant material, sterilization of tissue (maintenance of aseptic conditions by use of autoclave and laminar flow chamber), filter sterilization, inoculation.

**Unit 4 Protoplast culture**

**5 hours**

Protoplast isolation (mechanical and enzymatic), culture, purification (viability test) and fusion (spontaneous, induced), selection of fused protoplasts, applications.

**Unit 5 Micropropagation**

**5 hours**

Selection of plant material and suitable explant, methodology, plant regeneration pathways- somatic embryogenesis, organogenesis, difference between somatic and zygotic embryos.

#### **Unit 6 Tissue culture applications**

**9 hours**

Anther culture, Production of haploids, triploids and cybrids, artificial seeds (production & advantages), embryo rescue, virus elimination, secondary metabolite production; Cryopreservation; Germplasm conservation. Novel sources of variation.

#### **Practicals**

**60 hours**

1. To study the equipment used in tissue culture: autoclave and laminar air flow chamber.
2. Preparation of Murashige & Skoog's (MS) medium.
3. Demonstration of sterilization and inoculation methods using leaf and nodal explants of tobacco, carrot, *Datura*, *Brassica* etc. (any two).
4. Study of anther, embryo and endosperm culture.
5. Study of micropagation, somatic embryogenesis & artificial seeds.
6. Isolation of protoplasts.
7. Visit to a plant tissue culture laboratory and submission of field report.

#### **Suggested Readings:**

1. Bhojwani, S.S. (1990). Plant Tissue Culture: Applications and Limitations {Elsevier}
2. Bhojwani, S.S, Bhatnagar, S.P. (2015). The Embryology of Angiosperms, 6th edition. New Delhi, Delhi: Vikas Publication House Pvt. Ltd.
3. Bhojwani, S. S. and Dantu, P. K. (2013). Plant Tissue Culture: An Introductory Text Springer
4. Bhojwani, S. S. and Razdan, M. K. (1996). Plant Tissue Culture: Theory and Practice, Revised Edition, Elsevier
5. Newmann, Karl-Hermann (2020). Plant Cell and Tissue Culture: A Tool in Biotechnology, 2nd Edition Springer

#### **Additional Resources:**

1. Park, Sunghun (2021). Plant Tissue Culture: Techniques and Experiments, 4th Edition Elsevier
2. Razdan, M. K. (2019). Introduction to Plant Tissue Culture, 3rd Edition CBS / Oxford & IBH
3. Smith, R. H. (2013). Plant Tissue Culture: Techniques and Experiments, 3rd Edition {Elsevier}
4. Stewart, C. Neal (2016). Plant Biotechnology and Genetics, 2<sup>nd</sup> Edition Wiley-Blackwell
5. Trigiano, R. N. (2011). Plant Tissue Culture, Development, and Biotechnology CRC Press

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### GENERIC ELECTIVES (GE-15): Inheritance in Biology

#### 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		
Inheritance in Biology <b>GE-15</b>	<b>4</b>	<b>2</b>	<b>0</b>	2	Class XII pass	<b>Nil</b>

#### Learning Objectives:

- Mendelian and non-Mendelian inheritance: How is genetic information transferred across generations?
- Genetic defects in humans: Causes, inheritance and diagnostics
- Mutations: Types and agents
- DNA fingerprinting: DNA as a tool for establishing unique identity

#### Learning Outcomes:

Students will get familiarized with the concepts and principles of inheritance, sex determination, causal agents of genetic changes (mutations) and defects (congenital diseases) in humans. The course will also enable students to learn how genetic information is used to detect diseases and also to establish unique identity of an individual.

#### Section A: Information transfer across generations: Transmission Genetics

##### Unit 1: Chromosomal Inheritance

**7 hours**

Principles of Mendelian inheritance; Chromosomal theory of inheritance, Incomplete dominance and co- dominance; Multiple allelism; lethal alleles; Epistasis; Pleiotropy; Penetrance and expressivity; Polygenic inheritance; Linkage and crossing over.

##### Unit2: Extra-chromosomal Inheritance:

**4 hours**

Chloroplast Inheritance: Variegation in Four O' clock plant; Mitochondrial inheritance: petite mutants in yeast; Maternal effect- shell coiling in snails.

#### Section B: Male or Female? What determines the gender of the offspring?

##### Unit 3: Sex determination

**3 hours**

Mechanism of sex determination in Insects (*Drosophila*), Plants (*Melandrium*, *Coccinia*) and humans (Sex determination regions/genes-TDF, SRY and Testicular feminisation), Dosage compensation in humans.

#### Section C: Human Genetics

##### Unit 4: Genetic defects-Structural

**3 hours**

Autosomal and sex linked, congenital defects: Hemophilia, Thalassemia, Sickle cell anemia, Phenylketonuria, Cystic fibrosis, pedigree analysis

**Unit 5: Genetic Defects-Variation in Chromosome number****3 hours**

Syndromes associated with chromosomal abnormalities: Down, Turner, Klinefelter, Edward and Patau.

**Section D: Molecular Genetics****Unit 6: Heritable changes (mutations) and their causes****3 hours**

Physical and chemical mutagens, Transposable genetic elements and their role in mutations.

**Unit 7: Diagnostics for human genetic disorders****3 hours**

Molecular, chromosomal and biochemical testing

**Unit 8: DNA fingerprinting as molecular signatures- applications****4 hours**

Forensics (case studies), Paternity testing, unique identity establishment, conservation, finding adulterants in food/drugs.

**Practicals****60 hours**

1. To understand the genetic interaction involved using the given seed mixture. Genetic ratios to be calculated using Chi square analysis.
2. Pedigree analysis (Sex linked dominant and recessive; autosomal dominant and recessive)
3. To study/list human dominant and recessive traits and to observe the listed physical traits among the students present in the class. Analyse the results.
4. To study the syndrome through photographs (Klinefelter, Turner, Downs /Patau/Edwards)
5. To demonstrate variation in the ability to taste PTC (Phenylthiocarbamide) in a given population.
6. Chromosomal and gene mutations: Complex translocation ring, quadrivalents, lagging chromosomes, dicentric/inversion bridge, sickle cell anaemia, xeroderma pigmentosum
7. To study sex chromosomes in *Drosophila*, *Melandrium*, *Coccinia* and human through photographs.

**Suggested Readings:**

1. Gardner, E.J., Simmons, M.J., Snustad, D.P. (1991). Principles of Genetics, 8th edition. New Delhi, Delhi: John Wiley & sons.
2. Griffiths, A.J.F., Wessler, S.R., Carroll, S.B., Doebley, J. (2020). Introduction to Genetic Analysis, 12th edition. New York, NY: W.H. Freeman and Co.
3. Klug, W.S., Cummings, M.R., Spencer, C.A. (2020). Concepts of Genetics, 12th edition. San Francisco, California: Benjamin Cummings.
4. Campbell, N.A., Urry, L.A., Cain, M.L., Wasserman, S.A., Minorsky, P.V., Reece, J.B. (2020). Biology, 12<sup>th</sup> Edition. Harlow, England : Pearson

**Additional Resources:**

1. Hartl, D.L., Ruvolo, M. (2019). Genetics: Analysis of Genes and Genomes, 9th edition. New Delhi, Delhi: Jones and Bartlett Learning.
2. Snustad, D.P., Simmons, M.J. (2019). Principles of Genetics, 67th edition. New Delhi, Delhi: John Wiley & sons.
3. Singh, B. D. (2023). Fundamentals of Genetics, 6<sup>th</sup> edition. MedTech.

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**SWAMI SHRADDHANAND COLLEGE**  
 Bachelor of Science (Hons.) in Applied Life Sciences with  
 Agrochemicals and Pest Management  
**Botany Component**

**DISCIPLINE SPECIFIC CORE COURSE (DSC 03)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the core course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
Genetics and Molecular Biology ALS BOT DSC 03	4	2	0	2	XII pass with Science with Biology/ Biotechnology	NIL

**Learning Objectives:**

The learning objectives of this course are as follows:

- To understand the basic concept of Mendelian genetics and comprehensive study of Mendelian extensions.
- To provide adequate knowledge about Linkage, Crossing over and Mutations.
- To provide brief knowledge of population and evolutionary genetics.
- To impart detailed understanding about the structure of nucleic acids and their types.
- To understand key events of Molecular biology comprising mechanism of DNA Replication, Transcription and Translation in Prokaryotes and Eukaryotes.
- To give comprehensive explanation of Transcriptional Regulation with examples of lac operon and tryptophan operon in prokaryotic as well as eukaryotic organisms along with the key concept of Gene Silencing.

**Learning Outcomes:**

By studying this course, students will be able to:

- Analyse the basic concepts of Mendelian genetics and its extension, Linkage and Crossing over, Mutations and population genetics.
- Explicate the mechanism of replication, transcription, translation in prokaryotes and eukaryotes.
- Comprehend the mechanism of gene regulation and gene silencing.

#### **Unit 1: Mendelian Genetics and Extensions (3 Hours)**

Mendel's work on transmission of traits, Co-dominance, Incomplete dominance, Multiple alleles, Lethal Genes, Epistasis, Pleiotropy, Polygenic inheritance, Pedigree analysis.

#### **Unit 2: Extra-chromosomal Inheritance (2 Hours)**

Cytoplasmic inheritance: Chloroplast variegation in Four 'O clock plant, Kappa particles in *Paramecium*, Maternal effect - shell coiling pattern in snail.

#### **Unit 3: Linkage, Crossing over and Chromosomal Mapping (3 Hours)**

Linkage and crossing over, Recombination mapping - two point and three points.

#### **Unit 4: Mutations (3 Hours)**

Chromosomal mutations, Deletion, Duplication, Inversion, Translocation, Aneuploidy and Polyploidy, Gene mutations.

#### **Unit 5: Population and Evolutionary Genetics (2 Hours)**

Allelic frequencies, Genotypic frequencies, Gene pool, Hardy-Weinberg Law.

#### **Unit 6: The Genetic Material: DNA and RNA (4 Hours)**

DNA structure: Salient features of double helix, Types of DNA, DNA denaturation and renaturation, Nucleosome, Chromatin structure- Euchromatin, Heterochromatin (Constitutive and Facultative), RNA structure and its types.

#### **Unit 7: Replication of DNA (3 Hours)**

Mechanism of prokaryotic DNA replication, Chemistry of DNA synthesis, Enzymes and proteins involved in DNA replication, Comparison of replication in prokaryotes and eukaryotes.

#### **Unit 8: Transcription and Processing of RNA (4 Hours)**



Mechanism of transcription in prokaryotes and eukaryotes, Split genes: concept of introns and exons, Removal of introns, Spliceosome machinery group I & group II intron splicing, alternative splicing, eukaryotic mRNA processing (5' cap, 3' poly A tail).

#### **Unit 9: Translation**

**(3 Hours)**

Mechanism of translation in prokaryotes and eukaryotes: initiation, elongation and termination of polypeptides, Proteins and enzymes involved in translation.

#### **Unit 10: Regulation of transcription in prokaryotes and eukaryotes**

**(3 Hours)**

Prokaryotes: Regulation of lactose metabolism and tryptophan synthesis in *E. coli*, Eukaryotes: Transcription factors, Heat shock proteins, Gene silencing.

#### **PRACTICAL**

**(Credit: 02)**

**(Laboratory practical- 15 classes of 4 hours each)**

1. To study Mendelian and Non- Mendelian gene interaction ratios (9:7, 9:6:1, 13:3, 15:1, 12:3:1, 9:3:4) through seeds.
2. To study linkage, recombination, gene mapping using marker-based data from *Drosophila*.
3. Karyotype and Idiogram preparation through photographs.
4. PTC testing in a population and calculation of allelic and genotypic frequencies.
5. Study of abnormal human karyotype and pedigrees.
6. Isolation of genomic DNA from Cauliflower curd.
7. Qualitative analysis of DNA using gel electrophoresis.
8. Estimation of DNA by Diphenylamine method.
9. Separation of nucleotide bases by paper chromatography.
10. Purity and quantitative estimation of isolated DNA by UV-VIS spectrophotometer.
11. Study of Molecular techniques: PCR, Southern, Northern and Western Blotting and PAGE.

#### **Essential/ Recommended readings:**

5. Snustad D.P. and Simmon M.J. (2012) *Genetics* 6 th Ed., John Wiley & Sons. (Singapore)
6. Pierce B.A, (2012) *Genetics - A Conceptual Approach*, 4 th Ed., W.H. Freeman & Co. (New York)

7. Griffiths A.J.F., Wessler S. R, Carroll S. B and Doebley J. (2010) *An Introduction to Genetic Analysis*, 10th Ed., W.H. Freeman & Company (New York).
8. Watson J.D., Baker, T.A., Bell, S.P., Gann, A., Levine, M. and Losick, R. (2007) *Molecular Biology of the Gene*, 6th Ed. Pearson Benjamin Cummings, CSHL Press, New York, U.S.A.

**Suggestive readings:**

3. Klug, W.S., Cummings, M.R. and Spencer, C.A. (2009) *Concepts of Genetics*. 9th Ed. Benjamin Cummings. U.S.A.
4. Russell, P. J. (2010) *Genetics- A Molecular Approach*. 3rd Ed. Benjamin Cummings, U.S.A.

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

**DEPARTMENT OF BOTANY**  
**SEMESTER - IV**  
**Category-I**  
**BSC (Hons.) BOTANY**

**DISCIPLINE SPECIFIC CORE COURSE - 10: Mycology**

**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		
<b>MYCOLOGY</b> <b>DSC-10</b>	4	2	0	2	Class XII pass with Biology/ Biotechnology	Nil

**Learning Objectives:**

- To introduce students with various fungal groups and lichens, their ecology, classification, characteristics, reproduction and economic Importance
- To introduce students to the role of fungi in biotechnology, food industry, agriculture, human health and diseases etc.

**Learning Outcomes: Upon completion of this course, the students will be able to:**

- understand the world of fungi, lichens and pathogens of plants
- understand characteristics the ecological and economic significance of the fungi and lichens
- understand the application of mycology in various fields of economic and ecological significance

**Unit 1: Introduction**

**04 hours**

General characteristics; Thallus organization; Cell wall composition; Nutrition; Heterokaryosis and Parasexuality; Classification - Webster and Weber (2007) and Introduction to Phylogenetic system of classification.

**Unit 2: Chytridiomycota**

**01 hour**

General characteristics; Life cycle of *Synchytrium*, *Allomyces*

**Unit 3: Zygomycota**

**02 hours**

General characteristics; Distribution; Thallus organization; Classification; Life cycle of *Rhizopus* & *Mucor*.

**Unit 4: Ascomycota**

**05 hours**

General characteristics; Distribution; Classification, Life cycles of *Saccharomyces*, *Penicillium*, *Alternaria*, *Neurospora* and *Peziza*.

**Unit 5: Basidiomycota****05 hours**

General characteristics; Distribution; Classification, Life cycle of *Puccinia graministritici*, *Agaricus*; Bioluminescence, Fairy Rings, Mushroom cultivation.

**Unit 6: Oomycota****02 hours**

General characteristic (with emphasis on difference with fungi); Distribution; Classification, Life cycle of *Albugo*.

**Unit 7: Myxomycota****02 hours**

General characterises (with emphasis on difference with fungi); Distribution; Types of plasmodia; Types of fruiting bodies; Life cycle of *Stemonitis*.

**Unit 8: Symbiotic associations****04 hours**

Lichen - Distribution; General characteristics; Growth forms and range of thalli; Economic importance of lichens. Mycorrhiza - Ectomycorrhiza, Endomycorrhiza and their significance.

**Unit 9: Applied Mycology****05 hours**

Application of fungi in Food Industry- Fermentation, Organic acids, Enzymes, Mycoproteins; Introduction to Plant Pathology, Nematophagous fungi, Entomogenousfungi , Mycoparasites, Mycoremediation, Medical mycology and Mycotoxins.

**Practicals****60 hours**

1. *Rhizopus & Mucor*: Study of asexual stage from temporary mounts and sexual stage through permanent slides.
2. *Saccharomyces*: Study of vegetative cell and buddingfrom temporary mounts.
3. *Penicillium*: Study of asexual stage from temporary mounts and sexual stage from permanent slides.
4. *Peziza*: Study of sexual stage from temporary preparation of V.S of ascocarp.
5. *Alternaria solani*: Study of symptoms of early blight of Potato. Study of asexual stages through temporary mounts.
6. *Puccinia graministritici*: Herbarium specimens of Black stem rust of wheat and barberry leaves; sections / mounts of spores (Uredospores and Teleutospores) on wheat. Permanent slides showing spore stages on both the hosts.
7. *Agaricus*: Specimens of button stage and mature basidiocarp; V.S of gills of *Agaricus*.
8. Study of Phaneroplasmodium of *Physarum* and sporangia of *Stemonitis*.
9. *Albugo candida*: Study of symptoms of white rust on *Brassica* sp.; Asexual stage study through section / temporary mounts. Sexual structures through temporary mounts / permanent slides.
10. Lichens: Study of different types of lichens - Crustose, Foliose and Fruticose. Study of Internal structure of thallus; Apothecium through permanent slides.

**Suggested Readings:**

1. Agrios, George N. (2005). Plant Pathology, 5<sup>th</sup> Edition, Academic Press / Elsevier.
2. Alexopoulos, C.J., Mims, C.W., Blackwell, M. (1996). Introductory Mycology, 4<sup>th</sup> edition, John Wiley & Sons, Singapore.
3. Moore, David et. al. (2020). 21<sup>st</sup> Century Guidebook to Fungi, 2<sup>nd</sup> Edition, Cambridge University Press.
4. Sethi, I.K. and Walia, S.K. (2018). Text book of Fungi and Their Allies, Medtech Publishers.
5. Webster, J., Weber, R. (2007). Introduction to Fungi, 3<sup>rd</sup> edition. Cambridge, U.K.: Cambridge University Press, UK.

**Additional Resources:**

1. Kavanagh, Kevin (2017). Fungi: Biology and Applications, 3<sup>rd</sup> Edition, Wiley-Blackwell.
2. Maheshwari, Ramesh (2012). Fungi: Experimental Methods in Biology, 2<sup>nd</sup> Edition, CRC Press.
3. Ownley, Bonnie and Trigiano, Robert N. (2017). Plant Pathology: Concepts and Laboratory Exercises, 3<sup>rd</sup> Edition, CRC Press.
4. Watkinson, Sarah et. al. (2015). The Fungi, 3<sup>rd</sup> Edition, Academic Press / Elsevier.

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

## DISCIPLINE SPECIFIC CORE COURSE – 11: Ecology and Conservation

### 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		
<b>Ecology and Conservation</b>  <b>DSC – 11</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass with Biology/ Biotechnology	<b>Nil</b>

#### Learning Objectives:

- To introduce the students with environmental factors affecting the plants, the basic principles of ecology and phytogeography.
- To make them understand community patterns and processes, and ecosystem functioning.

#### Learning Outcomes:

At the end of this course, students will be able to understand:

- the interrelationship between organisms and environment.
- methods to study vegetation, community patterns and processes, ecosystem functions, and principles of phytogeography.
- evolving strategies for sustainable natural resource management and biodiversity conservation.

#### Unit 1: Introduction

**01 hour**

Basic concepts, Interrelationships between the living world and the environment

#### Unit 2: Soil

**05 hours**

Origin & Formation; physical, chemical and organic components; soil profile; forms of water in soil

#### Unit 3: Water

**02 hours**

Importance; States of water in the environment; Atmospheric moisture; Water table

#### Unit 4: Abiotic interactions

**03 hours**

Abiotic factors and plant adaptations, variations in light, temperature & wind conditions.

#### Unit 5: Biotic interactions

**02 hours**

Definition; types of positive and negative biotic interactions

**Unit 6: Population ecology**

**02 hours**

Characteristics of populations; population growth models and introduction to population regulation (density-dependent and independent); ecotypes; metapopulation (history, concept and applications to conservation)

**Unit 7: Plant Communities**

**04 hours**

Community characters (General account of analytical and synthetic characters); Ecotone; Succession: processes, types (Lithosere, Hydrosere, Xerosere, Psammosere)

**Unit 8: Ecosystems**

**04 hours**

Types, components, trophic organisation; food chain & food webs, ecological pyramids. models of energy flow; production and productivity; a brief outline of biogeochemical cycles (Carbon and Nitrogen)

**Unit 9: Phytogeography**

**04 hours**

Principles; Continental drift; Theory of tolerance; Endemism; Phytogeographical division of India

**Unit 10: Conservation**

**03 hours**

In-situ, ex-situ; gene banks, institutions - National & International; sacred groves, on-farm conservation.

**Practicals**

**60 hours**

1. Principle and operation of instruments used to measure microclimatic variables: Soil thermometer, maximum and minimum thermometer, anemometer, psychrometer/hygrometer, rain gauge and lux meter.
2. Determination of pH and detection of carbonates, chlorides, nitrates, sulphates, organic matter and base deficiency from atleast two soil samples by rapid field tests.
3. Determination of pH & dissolved oxygen from polluted and unpolluted water samples.
4. Determination of soil organic carbon and organic matter of different soil samples by Walkley & Black rapid titration method.
5. Study of ecological adaptations of hydrophytes and xerophytes (four each).
6. Study of biotic interactions of the following: Stem parasite (*Cuscuta*), Root parasite (*Orobanch*), Epiphytes, Predation (Insectivorous plants).
7. Determination of minimal quadrat size and number for the study of herbaceous vegetation in the college campus, by species area curve method (species to be listed).
8. Quantitative analysis of herbaceous vegetation in the college campus for frequency and comparison with Raunkiaer's frequency distribution law.

9. Quantitative analysis of herbaceous vegetation for density and abundance in the college campus.
10. Species distribution pattern based on A/F ratio (regular, random, clumped).
11. Field visit to familiarize students with ecology/conservation of different sites.

#### **Suggested Readings:**

1. Daubenmire, R.F. (1975). Plant and Environment. London: J. Wiley and Sons Inc.
2. Kormondy, E.J. (1996). Concepts of Ecology. New Delhi, India: PHI Learning Pvt. Ltd. 4th edition.
3. Odum, E.P. (2005). Fundamentals of Ecology. New Delhi, India: Cengage Learning India Pvt. Ltd., 5th edition.
4. Sharma, P.D. (2010). Ecology and Environment. Meerut, India: Rastogi Publications. 8th edition.
5. Singh, J.S., Singh, S.P., Gupta, S.R. (2014). Ecology, Environmental Science and Conservation. New Delhi, India: S. Chand.

#### **Additional Resources:**

1. Ambasht, R.S. and Ambasht, N.K. (2008). A text book of Plant Ecology, CBS Publishers & Distributors PVT. LTD.
2. Majumdar, R and Kashyap, R (2019). Practical Manual of Ecology and Environmental Science, New Delhi, India: Prestige Publishers
3. Singh, J.S., Singh, S.P., Gupta, S. R. (2006). Ecology, Environment and Resource Conservation. New Delhi, India: Anamaya Publications.
4. Wilkinson, D.M. (2007). Fundamental Processes in Ecology. USA: An Earth Systems Approach. Oxford University Press.
5. Hanski, I.A., & Gilpin, M.E. (1997). Metapopulation biology: Ecology, genetics, and evolution. Academic Press.

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



**DISCIPLINE SPECIFIC CORE COURSE – 12: Developmental Biology of Angiosperms: Form, Anatomy & Function**

**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		
<b>Developmental Biology of Angiosperms: Form, Anatomy &amp; Function DSC-12</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass with Biology/ Biotechnology	<b>Nil</b>

**Learning Objectives:**

- To understand the basics of plant cell structure, and development, growth and organisation of the plant body.

**Learning Outcomes:**

Upon completion of the course, the students will

- become familiar with the structure and functions of various components of plant cell
- understand the process of cell growth and its regulation
- comprehend the structure and functions of tissues organising the various plant organs
- get acquainted with the reproductive processes involved in the life cycle of angiosperms
- be able to appreciate the interactions between the developmental pathways resulting in the differentiation of plant body
- recognise the importance of plant developmental biology in the improvement and conservation of plants.

**Unit 1: Introduction to diversity of plant forms**

**05 Hours**

Historical perspective, methods/tools and techniques (fixation, sectioning, macerations); terms for describing plant cells; basic plant growth-meristems and cell differentiation; Primary and Secondary plant body (introduce terms); Classification of tissues; Simple and complex tissues, Vascular system.

**Unit 2: Tissue organisation in stem**

**05 Hours**

Organization of shoot apex -Apical cell theory, Histogen theory, Tunica Corpus theory, Neuman's Theory of Continuing Meristematic Residue, Cyto-Histological Zonation Theory; Types of vascular bundles; Structure of dicot and monocot stem; Shoot Chimeras

**Unit 3: Tissue organisation in leaf** **03 Hours**

Initiation and development of leaf; leaf lamina, venation and vascular differentiation in leaf; dermal tissue system, cuticles and special epidermal cells - cuticle; epicuticular waxes; trichomes (uni-and multicellular, glandular and non-glandular, two examples of each); stomata (classification); structure of dicot and monocot leaf, Kranz anatomy

**Unit 4: Tissue organisation in root** **04 Hours**

Organisation of root apex -Apical cell theory, Histogen theory, Korper - Kappe theory; structure and function of root apex- quiescent centre; root cap; Structure of dicot and monocot root; Endodermis, exodermis and origin of lateral root.

**Unit 5: Vascular Cambium** **03 Hours**

Structure (Axially and radially oriented elements); function and seasonal activity of cambium; Secondary growth in root and stem, Cambial variants in secondary growth in stem: Included phloem and Phloem wedges.

**Unit 6: Wood and Periderm** **04 Hours**

Types of rays and axial parenchyma; Cyclic aspects and reaction wood; Sapwood and heartwood; Ring and diffuse porous wood; Early and late wood, tyloses; Pits and plasmodesmata; Wall ingrowths and transfer cells; Ergastic substances; Development and composition of periderm; rhytidome and lenticels.

**Unit 7: Adaptive and Defensive Systems** **03 Hours**

Anatomical adaptations of xerophytes and hydrophytes.; Adcrustation and incrustation;

**Unit 8: Secretory System** **02 Hours**

Hydathodes, cavities, lithocysts and laticifers.

**Unit 9: Application of Plant Anatomy** **01 hour**

Applications in systematics, plant development, physiology, forensics and pharmacognosy. Dendrochronology and dendroclimatology.

**Practicals** **60 Hours**

1. Prepare temporary whole mounts/ sections to study organisation of apical meristem of root, shoot and vascular cambium.
2. Distribution and types of parenchyma, collenchyma and sclerenchyma through temporary preparations / digital resources/ permanent slides.
3. Prepare temporary stained mounts (maceration, sections) to observe xylem: tracheary elements-tracheids, vessel elements; thickenings; perforation plates; xylem fibres.
4. Study the types and features of wood: ring porous; diffuse porous; tyloses; heartwood and sapwood through specimens, permanent slides and digital resources.

5. Prepare temporary whole mounts/ sections to observe phloem: sieve tubes-sieve plates; companion cells; phloem fibres.
6. Study epidermal system: cell types, stomata types; trichomes: non-glandular and glandular through temporary whole mounts/peels/using enamel.
7. Prepare temporary whole mounts/ sections to study organisation of root: monocot, dicot, secondary growth in roots.
8. Prepare temporary whole mounts/ sections to study organisation of monocot, dicot - primary and secondary growth; phloem wedges in *Bignonia*, included phloem in *Leptadenia/Salvadora*; periderm; lenticels.
9. Prepare temporary whole mounts/ sections to study organisation of leaf: isobilateral, dorsiventral, Kranz anatomy.
10. Study the adaptive anatomy in xerophytes and hydrophytes (two each) through temporary preparations / digital resources/ permanent slides.
11. Study secretory tissues: cavities, lithocysts and laticifers through permanent slides / digital resources.
12. Project: submission of permanent slides

#### **Suggested Reading:**

1. Beck, C.B. (2010). Plant Structure and Development. Second edition. Cambridge University Press, Cambridge, UK, New York, USA.
2. Dickison, W.C. (2000). Integrative Plant Anatomy. Harcourt Academic Press, USA.
3. Esau, K. (1977). Anatomy of Seed Plants. John Wiley & Sons, Inc., Delhi.
4. Fahn, A. (1974). Plant Anatomy. Pergmon Press, USA.
5. Mauseth, J.D. (1988). Plant Anatomy. The Benjamin/Cummings Publisher, USA.

#### **Additional Resources:**

1. Bahadur, B. Rajam, M.V., Sahijram, L., Krishnamurthy, K.V. (2015). Plant Biology and Biotechnology. Volume 1: Plant Diversity, Organization, Function and Improvement.
2. Crang, R., Lyons-Sobaski, S., Wise, R. (2018) Plant Anatomy: A Concept-Based Approach to the Structure of Seed Plants 1st ed. Springer
3. Cutler, D.F., Botha, T., Stevenson, D.W. (2007). Plant Anatomy - An Applied Aspect. Blackwell Publishing, USA
4. Evert, R.F. (2017) Esau's Plant Anatomy; Meristems, Cells and Tissues Of The Plant Body- Their Structure, Function And Development. 3rd Edn Wiley India.
5. Moza M. K., Bhatnagar A.K. (2007). Plant reproductive biology studies crucial for conservation. Current Science 92:1907.
6. Shivanna, K.R., Tandon, R. (2014). Reproductive Ecology of Flowering Plants: A Manual. Springer (India) Pvt. Ltd. New Delhi, Heidelberg, New York, Dordrecht, London

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

## POOL OF DISCIPLINE SPECIFIC ELECTIVES

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 03 Applied Phycology

#### 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		
Applied Phycology BOT-DSE-03	4	2	0	2	Class XII pass with Biology/ Biotechnology	Nil

#### Learning Objective:

- To gain knowledge about diversity, life forms, life cycles, morphology and economic importance of algae.

#### Learning Outcomes:

On completion of the course the students will be able to understand:

- use of algae for environment, human welfare and industries.
- algal culture techniques and their commercial production

#### Unit 1: Scope of phycology

**01 hour**

In emerging research areas, environment and industries.

#### Unit 2: Algae as food, feed and fodder

**03 hours**

Nutritional value of algae; Common edible algae; Algae as food, feed and fodder with suitable examples.

#### Unit 3: Algae in industry

**06 hours**

Phycocolloids (Agar-agar, Alginic acid and Carrageenan) and secondary metabolites: Sources and Applications; Pharmaceutical and Nutraceutical uses of algae; Algae in cosmetics; Diatomaceous Earth.

#### Unit 4: Algae in agriculture

**03 hours**

Algae as soil conditioners and biofertilizers; Seaweed liquid extract; Seaweed powder; Algal biorefinery residues.

#### Unit 5: Role of Algae in environment

**06 hours**

Algae as pollution indicators; wasteland reclamation; Role of algae in wastewater treatment; Ecological importance of Symbiotic associations of algae; Harmful algal blooms; Red tides; Algal toxins.

**Unit 6: Algae in biotechnology and research****05 hours**

Gene sequencing and algal systematics; Algae as a model organism (*Chlamydomonas*, *Chlorella*, *Acetabularia*, *Ectocarpus*, *Porphyra*); Bioluminescent forms; Algae in nanotechnology.

**Unit 7: Algae as emerging source of bioenergy****02 hours**

Biofuels (Bioethanol, Biodiesel, Biohydrogen); Algal Biorefinery.

**Unit 8: Algal culture techniques and commercial production****04 hours**

Isolation, purification and sterilisation of algae; Freshwater and marine culture media (BG-11 and Provasoli ES medium); Photobioreactors and large-scale production of microalgae; Seaweed farming.

**Practicals****60 hours**

1. Isolation and identification of algal species (any three) in water samples from polluted and non-polluted sources through temporary mounts.
2. Nutritional analysis (protein and carbohydrates) of *Spirulina*/ *Chlorella*/ any other available edible algae.
3. Study of algal symbiosis (*Azolla* fronds) through sectioning or tease mount.
4. Phycocolloid (Agar-agar/ Alginates/ Carrageenan) extraction (demonstration/ digital resources).
5. Microalgal culture - maintain cultures of species isolated in Experiment 1 (any three).
6. Commercial applications of algae through photographs/products (edible, cosmetics, biofuels, pharmaceutical, nutraceutical, phyco-remediation).
7. Study of algae as a model organism (any 2) through digital resources.
8. Project work on any applied aspect of algae/ Visit to any Institute or Industry (Report to be submitted).

**Suggested Readings:**

1. Bold, H.C. and Wynne, M.J. (1985) Introduction to the Algae: Structure and Reproduction, 2<sup>nd</sup> edition. Prentice-Hall International INC.
2. Chapman, D.J. and Chapman, V.J. (1980) Seaweeds and their uses. 3<sup>rd</sup> edn. British Library.
3. Kumar, H.D. (1999) Introductory Phycology, 2<sup>nd</sup> edition. Affiliated East-West Press, New Delhi.
4. Lee, R.E. (2008) Phycology, 4<sup>th</sup> edition: Cambridge University Press, Cambridge.
5. Sahoo, D. (2000) Farming the Ocean: Seaweed Cultivation and Utilization. Aravali Book International, New Delhi.

**Additional Resources:**

1. Andersen, R.A. (2005) Algal Culturing Techniques. Elsevier Academic Press.
2. Chapman, D.J. and Chapman, V.J. (1973) The Algae. 2<sup>nd</sup> edn. Macmillan, London.
3. Fleurence, J. and Levine, I. (2016) Seaweed in Health and Disease Prevention. Academic Press publications.
4. Sahoo, D (2010). Common seaweeds of India. IK International Pvt Ltd.
5. Sahoo, D. and Seckbach, J. (2015) The Algae World. Vol 26 Cellular Origin, Life in Extreme Habitats and Astrobiology. Springer, Dordrecht.
6. Van den Hoek, C. Mann, D.G. and Jahans H.M. (1995) Algae: An Introduction to Phycology. Cambridge University Press.

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 04 Industrial and Environmental Microbiology**

**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		
<b>Industrial and Environmental Microbiology</b> <b>BOT-DSE-04</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass with Biology/ Biotechnology	<b>Nil</b>

**Learning Objectives:**

- To introduce students to the concepts, principles, scope and applications of industrial and environmental microbiology.

**Learning Outcomes:**

Upon successful completion of the course, students will be able to:

- understand how microbiology is applied in manufacturing of industrial products
- know about design of bioreactors
- understand the rationale in medium formulation, design for microbial fermentation, sterilization of medium and air
- comprehend the techniques and the underlying principles in upstream and downstream processing
- learn the occurrence, abundance and distribution of microorganism in the environment and their role in the environment and also learn different methods for their detection
- understand the basic principles of environment microbiology and application of the same in solving environmental problems - waste water treatment and bioremediation
- comprehend the various methods to determine the quality of water

**Unit 1: Microbes and quality of environment**

**04 hours**

Introduction and scope of microbes in industry and environment; Distribution and isolation of microorganisms from soil, air and water.

**Unit 2: Bioreactors/Fermenters and fermentation processes**

**08 hours**

Solid-state and liquid-state (stationary and submerged) fermentations; Batch and continuous Fermentations; Components of a typical bioreactor, Types of bioreactors: laboratory, pilot

scale and production fermenters; Constantly stirred tank fermenter, tower fermenter, fixed bed and fluidized bed bioreactors and air-lift fermenter.

**Unit 3: Microbial production of industrial products**

**10 hours**

Microorganisms generally regarded as safe (GRAS); Downstream processing and uses; Filtration, centrifugation, cell disruption, solvent extraction, precipitation and ultrafiltration, lyophilization; Production of industrially important products: enzyme (amylase); organic acid (citric acid); alcohol (ethanol); antibiotic (penicillin)

**Unit 4: Microbial enzymes of industrial importance**

**03 hours**

Applications of industrially important enzymes (protease, lipase, and penicillin acylase); Methods of immobilisation and its advantages.

**Unit 5: Microbial flora of water**

**05 hours**

Water pollution: various sources and control measures; Role of microbes in sewage and domestic wastewater treatment systems. Microorganisms as indicators of water quality: coliforms and faecal coliforms.

**Practicals**

**60 hours**

1. Principles and functioning of instruments: autoclave, laminar air flow, incubators, types of fermenters.
2. Preparation of different culture media (Nutrient medium/ Luria Bertani medium/Potato dextrose medium/Czapek Dox medium).
3. Hydrolysis of casein and starch by microorganisms.
4. Alcohol production by yeast using sugar/ jaggery.
5. Serial dilution method for isolation of microorganisms from water and soil and study of aero-microflora.
6. To determine the BOD of sewage water.
7. To qualitatively check the enzyme activity (phosphatase/amylase/cellulase) in soil samples.
8. To determine the microbial activity in soil by Triphenyltetrazolium chloride (TTC) assay or by measuring the CO<sub>2</sub> evolution.
9. Determination of coliforms in water samples using eosin methylene blue (EMB) medium.
10. Visit to any educational institute/ industry and a report to be submitted

**Suggested Readings:**

1. Bertrand, Jean-Claude, Caumette, P., Lebaron, P, Matheron, R., Normand, P., Sime• Ngando, T. (2015). Environmental Microbiology: Fundamentals and Applications. Amesterdam, Netherlands, Springer.
2. Joe, S., Sukesh (2010). Industrial Microbiology. S.Chand& Company Pvt. Ltd. New Delhi, Delhi.



3. Mohapatra. P.K. (2008). Textbook of Environmental Microbiology. I.K. International Publishing House Pvt.Ltd. New Delhi, Delhi.
4. Okafer, Nduka (2007). Modern Industrial Microbiology & Biotechnology. Science Publishers, Enfield, NH, USA.
5. Pelzar, M.J. Jr., Chan E.C. S., Krieg, N.R. (2010). Microbiology: An application based approach. New Delhi, Delhi: McGraw Hill Education Pvt. Ltd., Delhi.

**Additional Resources:**

1. Alef K, and Nannipieri P (1995). Methods in Applied Soil Microbiology and Biochemistry, First Edition Academic Press, USA.
2. Atlas, Bartha. (1997). Microbial Ecology: Fundamentals and Applications. San Fransisco, SF. Pearson.
3. Casida, J.R. (2016). Industrial Microbiology. New Delhi, Delhi, New Age International Publishers.
4. Hurst C.J., Crowford R.L., Garland J.L. and Lipson D.A. (2007). Manual of Environmental Microbiology, American Society of Microbiology, USA.
5. Patel, A.H. (2008). Industrial Microbiology, Bangalore, India: McMillan India Limited.
6. Sharma, P.D. (2005). Environmental Microbiology. Meerut, UP: Alpha Science International, Ltd.
7. Stanbury, P.F., Whitaker, A., Hall, S.J. (2016). Principles of Fermentation Technology. Amesterdam, NDL:Elsevier Publication.
8. Tortora, G.J., Funke, B.R., Case. C.L. (2007). Microbiology (9<sup>th</sup> edition). San Francisco, SF: Pearson Benjamin Cummings.

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

## **Category II**

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

#### **BSc Life Sciences – Botany Component**

#### **DISCIPLINE SPECIFIC CORE COURSE – 4: Ecology and Evolution**

#### **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		
Ecology and Evolution LS-BOT-DSC-04	4	2	0	2	Class XII pass with Biology/ Biotechnology	Nil

#### **Learning objectives:**

- To understand basic ecological concepts, processes, inter-relation between the living world and abiotic environment.
- To make students understand the basic concept of evolution and natural selection.

#### **Learning outcomes:**

- After successful completion of the course the student shall have adequate knowledge about the basic principles of ecology and evolution.

#### **Unit 1: Introduction to fundamental concepts in Ecology 02 hours**

Inter-relation between the living world and abiotic environment. Fundamental concepts: Abiotic and biotic components; Levels of ecological organization: species, population, community, ecosystems, biomes.

#### **Unit 2: Ecological factors**

**04 hours**

Soil: Origin, formation, composition, soil profile. Water: States of water in the environment, precipitation types; Light, Temperature (Thermal stratification in water bodies and atmosphere) and Wind; Ecological amplitude; Leibig's law of minimum; Shelford law of tolerance.

#### **Unit 3: Population Ecology**

**04 hours**

Population Characteristics (dispersion, natality, mortality, survivorship curve, age pyramids); growth rates (density-dependent/independent); Interactions: mutualism, symbiosis, commensalism, competition, parasitism, predation, ammensalism, antibiosis.

**Unit 4: Plant communities**

**05 hours**

Characters; Ecotone and edge effect; Succession; Processes and types (autogenic, allogenic, autotrophic, heterotrophic, primary and secondary)

**Unit 5: Ecosystem**

**05 hours**

Structure; niche and habitats; Food chains and food webs, Ecological pyramids production and productivity; energy flow (single channel and Y-shaped); trophic organisation; Biogeochemical cycling; Cycling of nitrogen and Phosphorous

**Unit 6: Introduction to Evolution**

**03 hours**

Origin and history of life; Macro and microevolution; Phylogeny and the tree of life.

**Unit 7: Evolution of Species**

**04 hours**

Lamarckism and Neo-Lamarckism; Darwinism – selection (natural and artificial), Neo-Darwinism; Species concept and modes of speciation.

**Unit 8: Phytogeography**

**03 hours**

Phytogeographical regions of India; Endemism (definition, factors and types).

**Practicals**

**60 hours**

1. Principle and operation of instruments used to measure microclimatic variables: Soil thermometer, maximum and minimum thermometer, anemometer, psychrometer/hygrometer, rain gauge and lux meter.
2. Determination of pH and detection of carbonates, chlorides, nitrates, sulphates, organic matter and base deficiency from atleast two soil samples by rapid field tests.
3. Study of ecological adaptations of hydrophytes and xerophytes (four each).
4. Study of biotic interactions of the following: Stem parasite (*Cuscuta*), Root parasite (*Orobanche*), Epiphytes (Orchids), Predation (Insectivorous plants).
5. Determination of minimal quadrat size and number for the study of herbaceous vegetation in the college campus, by species area curve method (species to be listed).
6. Quantitative analysis of herbaceous vegetation in the college campus for frequency and comparison with Raunkiaer's frequency distribution law.
7. Study of ecological speciation (allopatric and sympatric) with the help of examples.
8. Study phylogenetic relationships among taxa with the help of exercises.

9. Construct phylogenetic tree using MEGA and interpret evolutionary relationships.

**Suggested Readings:**

1. Douglas J. Futuyma (1998). Evolutionary Biology (3rd Edition), Sinauer Associates.
2. Kormondy, E.J. (1996). Concepts of Ecology. Prentice Hall, U.S.A. 4th edition.
3. Mark Ridley (2003) Evolution (3rd edition), Blackwell.
4. Odum, E.P. (2005). Fundamentals of Ecology. New Delhi, India: Cengage Learning India Pvt. Ltd., 5th edition.
5. Reece, J. B., Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., Jackson, R. B. (2014). Campbell biology (Vol. 9). Boston: Pearson.

**Additional Resources:**

1. Rosenbaum, P.E. (2010). Volpe's Understanding Evolution. McGraw-Hill, New York.
2. Schulze, E. D., Beck, E., Müller-Hohenstein, K. (2005). Plant Ecology. Springer Science & Business Media.
3. Singh, J.S., Singh, S.P., Gupta, S.R. (2014). Ecology, Environmental Science and Conservation. New Delhi, India: S. Chand.
4. Smith, R. L., Smith, T. M., Hickman, G. C., Hickman, S. M. (1998). Elements of ecology.

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

**COURSES OFFERED BY DEPARTMENT OF BOTANY**  
**Category III:**

**B.Sc. programme in Applied Life Sciences with Agrochemicals and Pest  
Management**

**DISCIPLINE SPECIFIC CORE COURSE (DSC 04)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the core course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
<b>Plant Pathology ALS BOT DSC 04</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass with Biology/ Biotechnology	<b>NIL</b>

**Learning Objectives:**

The learning objectives of this course are as follows:

- to introduce students with various fungi, fungus like organisms, bacteria and viruses.
- to give an understanding of their characteristics, reproduction and ecology.
- to introduce students with the principles and concepts of plant pathology.
- to acquaint with various plant diseases, symptomatology, causal organisms and their control measures.

**Learning Outcomes:**

By studying this course, students will be able to:

- understand the world of different types of pathogens of plants.
- identify the characteristic symptoms of different groups of plant pathogens in the fields.
- understand the ecological and economical impact of plant diseases.
- identify common plant diseases and their control measures.
- understand the application and significance of integrated disease management.
- explicate the economic and pathological importance of fungi, bacteria and viruses.

**Unit 1: Introduction**

**3 Hours**

Definition, Concepts and Terminology; General symptoms; Classification of diseases.

**Unit 2: Key events of Disease development****6 Hours**

Disease cycle; Host pathogen relationships; Plant defence mechanism (Structural and biochemical); Epidemiology and Disease forecasting.

**Unit 3: Fungal Diseases****5 Hours**

General symptoms; Disease cycle and Control measures - Powdery mildew of Pea. Black stem Rust of Wheat; Smut of Barley (Loose and Covered smut).

**Unit 4: Diseases caused by Oomycota****3 Hours**

General symptoms; Disease cycle and Control measures – White rust of Crucifers; Late blight of Potato.

**Unit 5: Bacterial Diseases****3 Hours**

General symptoms; Disease cycle and Control measures - Citrus canker; Angular leaf spot of Cotton.

**Unit 6: Viral Diseases****3 Hours**

General symptoms; Mode of transmission and Control measures-- Tobacco mosaic disease; Vein clearing of Bhindi.

**Unit 7: Plant Disease Control****7 Hours**

Quarantine, Cultural practices, Physical methods, Chemical methods, Biological control (Antibiosis, Hyper-parasitism, Predation, Induced Systemic Resistance).

**Practicals****60 Hours**

1. Study of White rust of crucifers, Symptoms on leaves and hypertrophy with the help of live or preserved specimens. Study of causal organism (*Albugocandida*) with the help of temporary tease/section mount. Permanent section mount of somatic and reproductive phases.
2. Study of Late blight of Potato through specimens, temporary mounts (V.S. of leaf showing infection) and permanent slides.
3. Study of Powdery mildew of Pea, Symptoms on leaves and stem of Pea with the help of live or preserved specimens. Study of *Erysiphe* asexual stage with the help of temporary tease/ section mount and sexual stage through permanent slides.
4. Study of Black stem Rust of Wheat, Symptoms on both Wheat and Barberry with the help of live or preserved specimens/photographs. Study of *Puccinia graministritici* with the help of temporary tease/section mount of Wheat . Permanent slides of somatic and reproductive phases on both the hosts.
5. Study of Smut of Barley, Symptoms of Loose and Covered smut through live or preserved specimens. Study of teliospores through temporary mount.
6. Study of Bacterial Diseases through the specimens - Citrus canker; Angular leaf spot of Cotton.

7. Study of Viral Diseases through specimens - Tobacco mosaic Disease; Vein clearing of Bhindi.
8. Study of Phylloplane Mycoflora through cellotape method.
9. Study through digital images / photographs – Chlorosis, Tuber rot, Apple scab, Mycoparasite, Predaceous fungi.

**Essential/ Recommended readings:**

1. Singh, R.S. (2021). Plant Diseases 10<sup>th</sup> revised edition, Medtech, New Delhi.
2. Schumann, G.L. and D'Arcy C.J. (2009). Essential Plant Pathology 2<sup>nd</sup> edition, American Phytopathological Society, U.S.A.
3. Agrios, G.N. (2005). Plant Pathology 5<sup>th</sup> edition, Elsevier Academic Press, Amsterdam.
4. Oliver, R. (2023). Agrios' Plant Pathology 6<sup>th</sup> edition, Academic Press.
5. Sharma, P.D. (2014). Plant Pathology Rastogi Publications, Meerut, U.P.

**Suggestive readings:**

1. Gupta, R. and Chugh, G. (2022). *Plant, Microbes and Diseases*. I.K. International Pvt. Ltd., Delhi.
2. Ownley B.H. and Trigliano R.N. (2016). *Plant Pathology Concepts and Laboratory Exercises* 3<sup>rd</sup> edition, CRC Press.
3. Singh, R.S. (2017). Introduction to Principles of Plant Pathology, 5<sup>th</sup> edition, Medtech, New Delhi.
4. Tronsmo A.M., Munk L., Anika D., Tronsmo A., Yuen J and Collinge D.B. (2020). *Plant Pathology and Plant Diseases*. CABI Publishing, U.S.A.

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

**POOL OF DISCIPLINE SPECIFIC CORE  
FOR B.SC. PROGRAMME IN APPLIED LIFE SCIENCES WITH  
AGROCHEMICALS AND PEST MANAGEMENT**

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE 02)**

**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		
<b>Crop Genetics and Plant Breeding ALS BOT DSE 02</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass with Biology/ Biotechnology	<b>NIL</b>

**Learning Objectives:**

The Learning Objectives of this course are as follows:

- to develop an understanding of the concepts of plant breeding and its applications.
- to provide adequate knowledge on the natural breeding systems of different agriculturally important plant and strategies employed for crop improvement.
- to impart skills on plant genome analysis and gene mapping using DNA markers and their use in increasing efficiency of plant breeding.
- to understand the genetic basis of hybrid vigour and development of hybrid varieties.
- to make students familiar with the concept of varietal release and rights of a farmer and plant breeder.

**Learning Outcome:**

By studying this course, the students will be able to:

- gain knowledge on the importance of plant breeding for developing new cultivars and use of breeding strategies for improvement of crop plants.
- understand the concept of gene pool and germplasm resources that are fundamental to crop improvement.



- explicate the breeding methods for commercially important crop plants.

**Unit 1: Introduction (2 Hours)**

Importance of plant breeding and its history; Breeding systems in crop plants; Self-incompatibility, male sterility and apomixis, Important achievements in plant breeding.

**Unit 2: Sources of Variation (4 Hours)**

Plant genetic resources- their management and conservation, utilization of gene pools in breeding programs. Chromosome manipulation- induced mutations, haploidy, polyploidy, somatic hybridization, somaclonal variation.

**Unit 3: Conventional Breeding Methods (8 Hours)**

Selection methods for self-pollinated, cross-pollinated and vegetatively propagated crop plants; Hybridization for self-pollinated, cross-pollinated and vegetatively propagated crop plants-procedure, advantage and limitations.

**Unit 4: Heterosis Breeding (3 Hours)**

Genetic and molecular basis of heterosis (hybrid vigour); Development of hybrid varieties through exploitation of hybrid vigour. Inbreeding depression.

**Unit 5: Molecular Genetics and Plant Breeding (10 Hours)**

Molecular markers as tools in plant breeding; Principle of genetic linkage; Concept of genetic distance; Development and choice of mapping populations (F<sub>2</sub>, NILs, RILs, BC etc); Linkage map construction; Quantitative traits - Principles and methods of QTL mapping, QTL Introgression; Marker-assisted breeding- Gene tagging; Marker-aided selection (foreground and background selection); Elimination of linkage drags; Marker assisted recurrent selection (MARS). Novel Plant Breeding Tools (TALEN's, CRISPR-Cas9, Base editing).

**Unit 6: Intellectual Property Rights and Varietal Release**

**(3 Hours)**

IPR, Patenting; Breeder's Right; Release of New Varieties-Trials & their evaluation, Prerelease, Notification and its Release; Plant variety protection; Farmer's Right.

**PRACTICAL (60 Hours)**

1. Introduction to open/controlled pollinations in field and laboratory (Breeders kit; temporal details of anthesis, anther dehiscence, CMS, stigma receptivity, emasculation, bagging).

2. Analysis of the breeding system of chosen crop species by calculating pollen:ovule ratio.
3. Calculation of Index of self-incompatibility (ISI).
4. Study of dominant/ codominant nature of different molecular markers.
5. Assessment of phenotypic diversity in different accessions of given plant material using morphological markers.
6. Assessment of genetic diversity and construction of dendrogram using molecular markers.
7. Phenotypic screening of a mapping population/ land races for biotic stress resistance and calculating the log of percentage severity and symptom score.
8. Study of floral biology, emasculation and hybridization techniques in self-pollinated and cross-pollinated crops.
9. Estimation of heterosis, inbreeding depression and heritability.
10. Project: Case study based on gene mapping.
11. Field trip to plant breeding station.

#### **Essential/recommended readings**

1. Acquaah, G. (2012). *Principles of Plant Genetics & Breeding*. 2<sup>nd</sup> edition. Hoboken, NJ, Wiley.
2. Allard, R.W. (1999). *Principles of Plant Breeding*. John Wiley, New York.
3. Singh, B.D. (2022). *Plant Breeding: Principles and Methods*, 12<sup>th</sup> edition. New Delhi, Delhi: Kalyani Publishers.
4. Frey, K. J. (1982). *Plant Breeding II*. Kalyani Publishers, New Delhi.

#### **Suggestive readings:**

1. Chopra, V.L. (2023). *Plant Breeding: Theory and Practice* 2<sup>nd</sup> Restructured Edition, New India Publishing Agency, New Delhi.
2. Poehlman J. M. and Sleper D. A. (1995). *Breeding Field Crops*, 4<sup>th</sup> Ed. Panima Publishing Corporation, New Delhi.
3. Welsh, J. R. (1981). *Fundamentals of Plant Genetics and Breeding*. John Wiley and Sons, New York.

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

## COMMON POOL OF GENERIC ELECTIVES

### GENERIC ELECTIVE (BOT-GE-16)

#### 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		
<b>Plant Health &amp; Disease Diagnostics BOT-GE-16</b>	4	2	0	2	Class XII pass with Biology/ Biotechnology	Nil

#### Learning Objectives:

- understand the challenges and importance of plant pathogen diagnosis
- understand methods for reducing/minimizing risk of the spread of pathogens and pests.
- understand principles and tools for early warning systems to protect plant health.

#### Learning Outcomes:

At the end of this course, students will be able to:

- diagnose the cause of a plant disease and identify the causal agent
- select appropriate methods and strategy for control and mitigate spread.

#### Unit 1: Introduction to Plant Diseases

**04 Hours**

Definition; History of Plant Pathology, Concept and basic components of disease; Causes and classification of diseases; Disease cycle; Significance of plant diseases.

#### Unit 2: Plant Disease Diagnosis

**06 Hours**

Koch's Postulates; Plant disease symptoms and types (Necrosis, Hypertrophy and Hyperplasia, Hypoplasia); General symptoms of viral, bacterial and fungal plant diseases; Methods of plant disease diagnosis- Histochemical, Serological and PCR techniques.

#### Unit 3: Plant Disease Epidemiology

**05 Hours**

Epidemics and factors affecting the development of epidemics; Epidemic assessment and Disease forecasting; Tools of epidemiology geographic information system (GIS), Global Positioning System (GPS), Geostatistics, Remote sensing.

#### Unit 4: Plant Diseases

**11 hours**

Causal organism, symptoms, disease cycle and management of the plant disease caused by bacteria, virus and fungi: Tobacco Mosaic, Yellow Vein mosaic of Bhendi, Citrus Canker, Angular leaf spot of Cotton, White rust of crucifers, Late & early blight of potato, Rust of wheat, Smut of Cereals.

#### **Unit 5: Management of Plant Diseases**

**04 Hours**

Concept of integrated disease management (IDM); strategies for IDM- regulatory, cultural, physical, chemical and biological.

#### **Practicals**

**60 hours**

1. Preparation of Fungal Medium (Potato Dextrose Agar | Czapek Dox), Study of Instruments (Laminar Air flow, Autoclave, Incubator) & sterilization techniques.
2. Isolation pathogen from an infected plant sample.
3. Symptoms of Citrus canker and Angular leaf spot of Cotton through specimens / photograph.
4. Powdery mildew of pea: Symptoms and study of asexual and sexual stage of causal organism (*Erysiphe polygoni*) with the help of temporary tease /section/permanent slides.
5. Symptoms of Tobacco Mosaic Virus and Yellow Vein Mosaic of Bhinde through specimens / photographs.
6. White Rust of Crucifers - Symptoms and study of asexual and sexual stages of *Albugo candida* from tease /section/permanent slides.
7. Late blight of potato. Symptoms
8. Early blight of potato - Symptoms and study of asexual stage of *Alternaria solani* through temporary tease mounts
9. Black stem rust of wheat: Symptoms on both wheat and barberry. Types of spores of *Puccinia gormanistrutici* wheat and barberry by temporary tease/section mount /permanent slides.
10. Symptoms of Loose and covered smuts of barley.

#### **Suggested Readings:**

1. Cooke, B.M., Jones, D.G., Kaye, B. (2007) The Epidemiology of Plant Diseases, 2nd ed. Springer.
2. Madden, L.V., Hughes, G. and Bosch, F van den (2017). The Study of Plant Disease Epidemics, APS Publications.
3. Sethi, I.K. and Walia, S.K. (2018). Text book of Fungi and their Allies. (2nd Edition), Medtech Publishers, Delhi.
4. Sharma, P.D. (2014). Plant Pathology. Rastogi Publications, Meerut.
5. Singh R.S. (2018). Plant Diseases. 10th Edition Medtech, New De

#### **Additional Resources:**

1. Agrios G.N. (2005). Plant Pathology. 5th Edition, Elsevier.
2. Gupta, V.K. and Sharma, R.C. (2020) Integrated Disease Management and Plant Health, Scientific Publishers, India
3. Kapoor, A.S. and Banyal, D.K. (2012). Plant Disease Epidemiology and Management, AbeBooks.

### GENERIC ELECTIVE (BOT-GE-17)

#### 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		
<b>Environmental Monitoring and Ecosystem Restoration BOT-GE-17</b>	4	2	0	2	Class XII pass with science	Nil

#### Learning Objectives:

- The course will train students on methods for conducting environmental monitoring protocols.
- It will provide experiential learning in conducting quality check experiments on soil, water and air.
- The course will develop understanding on different aspects of ecosystem restoration and processes through monitoring system.

#### Learning Outcomes:

At the end of this course, students will be able to:

- understand the problem of environmental degradation
- assessment of quantitative and qualitative parameters used in environmental monitoring of air, soil and water.
- understand the strategies and methods for ecosystem restoration, including physico-chemical and biological indicators.
- understand degraded and restored sites through field visits.

#### Unit 1: Introduction

**03 Hours**

Ecosystem degradation, Magnitude/ Scale of degradation (National and Global Scenario); influence of climate change in Ecosystem degradation (extreme and erratic natural events)

#### Unit 2: Factors of environmental degradation

**03 Hours**

Factors responsible for degradation of soil, water, air and loss of biodiversity; natural and anthropogenic-forest fires, landslides, floods, deforestation, overgrazing, soil erosion, mining, landfills, etc.

#### Unit 3: Ecosystem Restoration

**06 Hours**

Definition; UN decade on Ecosystem Restoration; Bradshaw's Concept: Restoration, Rehabilitation and Reclamation (replacement); Role of Sustainable Development Goals (SDGs), REDD+, Joint Forest Management; Relevance for people, nature and climate.

#### **Unit 4: Environment Monitoring**

**09 Hours**

Indicators of land degradation: Soil- alkalinity, salinity, organic carbon and soil health; Water- pH, Hardness, BOD, COD and Heavy metals content; Air- PM 10 , PM 2.5 , SO<sub>2</sub> , NO<sub>x</sub>, ozone), Air Quality Index (AQI); Bioindicators/ Biomonitors (plants, animals and microbes).

#### **Unit 5: Role of Plants and Microbes in Ecosystem Restoration**

**09 Hours**

Brief account of remediation technologies: bioremediation, phytoremediation (phytoextraction, rhizofiltration, phytovolatilization, phytostabilization etc); Role of associations of Grasses-AMF, Legumes-Rhizobium in restoring degraded land/ mined out areas; Role of macrophytes in wetland restoration; Role of green spaces including parklands and avenue plantations in amelioration of air quality.

#### **Practicals**

**60 hours**

1. Field visit to degraded ecosystem/ natural ecosystem/restored ecosystem.
2. Analyze the soil and water samples from polluted and unpolluted sites for their pH
3. Analyze carbonates, chlorides, nitrates, sulphates, organic matter and base deficiency by rapid field tests in soil samples from degraded and healthy sites.
4. Determine the organic matter in soil samples by Walkley and Black's rapid titration method.
5. Determine the dissolved oxygen of water samples of polluted and nonpolluted sites by Winkler's method.
6. Determine the BOD and COD content of water samples of polluted and nonpolluted sites.
7. To collect, collate and analyze Air Quality Index (AQI) data, Water Quality data of various locations from DPCC/CPCB website collected from real-time monitoring stations.
8. Study of bioindicators (plant, animal and microbes).

#### **Suggested Readings:**

1. Bagyaraj, D.J. and Jamaluddin (2016) Microbes for Restoration of Degraded Ecosystems, New India Publishing Agency
2. Majumdar R., Kashyap R (2020). Practical Manual of Ecology and Environmental Science, Prestige
3. Ricklefs, R. E., Miller, G. L., (2000). Ecology, 4<sup>th</sup> edition W.H. Freeman.
4. Sharma, P. D. (2017). Ecology and Environment, 13th Edition. Meerut: Rastogi Publications.
5. Smith, T. M., Smith, R. L. (2012). Elements of Ecology 8th Edition. Pearson.

**Additional Resources:**

1. Central Pollution Control Board (CPCB) Air and Water: <https://cpcb.nic.in/real-time-data/>
2. Managing Ecosystems in The Context of Climate Change Mitigation: A review of current knowledge and recommendations to support ecosystem-based mitigation actions that look beyond terrestrial forests <https://www.cbd.int/doc/publications/cbd-ts-86-en.pdf>
3. National Clean Air Programme (NCAP) 2018. [https://moef.gov.in/wp-content/uploads/2019/05/NCAP\\_Report.pdf](https://moef.gov.in/wp-content/uploads/2019/05/NCAP_Report.pdf)
4. Real Time Ambient Air Quality Data (DPCC). <https://www.dpccairdata.com/dpccairdata/display/index.php>
5. Restoration for People, Nature and Climate, <https://wedocs.unep.org/bitstream/handle/20.500.11822/36251/ERPNC.pdf>
6. Champion, H. G., and S. K. Seth. A revised classification of forest types of India. Manager Publication, Government of India, Delhi (1968).

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

**SEMESTER-V****BSC. (HONS.) BOTANY****DISCIPLINE SPECIFIC CORE COURSE – 13: Molecular Biology of the Cell****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		
<b>Molecular Biology of the Cell – DSC 13</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass with Biology/ Biotechnology	Nil

**Learning Objective:**

- To gain comprehensive knowledge about of genetic material, central dogma, genetic code, DNA replication, transcription, modification of transcript, translation and regulation of gene expression.

**Learning Outcomes:** At the end of this course the student will understand:

1. structure and function of nucleic acids at molecular level.
2. the concept of central dogma and genetic code.
3. molecular details of DNA replication and its types.
4. cellular processes of transcription and translation including modification of transcripts and polypeptides/proteins
5. mechanisms regulating gene expression.

**Unit 1: Nucleic acids as carriers of genetic information****02 Hours**

Discovery of nucleic acids, Experiments that established nucleic acids (DNA & RNA) as the carrier of genetic information: Griffith's, Hershey & Chase, Avery, McLeod & McCarty, and Fraenkel-Conrat's experiment.

**Unit 2: Structure and organisation of the genetic material****03 Hours**

DNA double helix structure (Chargaff's rule; Watson and Crick model); salient features of DNA double helix. Types of DNA: A, B & Z conformations, denaturation and renaturation (only melting profile-  $T_m$ ), types of RNA (mRNA, rRNA, tRNA, small RNAs). split genes (Phillip Sharp)

**Unit 3: Central Dogma and Genetic Code****04 Hours**



Beadle and Tatum's one gene one enzyme hypothesis; The Central Dogma, Genetic code and its salient features, Experiments for deciphering Genetic code (Experiments by Nirenberg & Matthaei, and Har Gobind Khorana). Adaptor hypothesis by Crick; Baltimore and Temin's discovery of reverse transcription

#### **Unit 4: Replication of DNA**

**06 Hours**

Delbruck's Dispersive mechanism model; Bloch and Butler's conservative replication model; Messelson and Stahl's semi-conservative replication model; Mechanism - initiation, elongation and termination; Enzymes and other proteins involved in DNA replication; General principles – bidirectional, semiconservative and semi-discontinuous replication (Replisome), RNA priming (Primase & Primosome); Various modes of DNA replication, including rolling circle,  $\theta$  (theta) mode of replication, replication of linear dsDNA. Replication of the 5' end of linear chromosome (end-replication problem & Telomerase).

#### **Unit 5: Mechanism of Transcription**

**05 Hours**

Transcription process in prokaryotes (Initiation, Elongation and Termination); structure and function of RNA polymerase enzyme; concept of promoters and transcription factors; comparison between prokaryotic and eukaryotic transcription; concept of post-transcriptional modifications (introduction to eukaryotic mRNA processing: 5' capping; Splicing and alternative splicing; 3' poly A tailing).

#### **Unit 6: Mechanism of Translation**

**05 Hours**

Translation in prokaryotes: Initiation, Elongation and Termination; concept of charging of tRNA and role of aminoacyl synthetases; ribosome structure and assembly (prokaryotes and eukaryotes); comparison between prokaryotic and eukaryotic translation; post-translational modifications (phosphorylation, glycosylation).

#### **Unit 7: Gene Regulation**

**05 Hours**

Gene regulation in prokaryotes: Operon concept; inducible & repressible systems; regulation of lactose metabolism in *E. coli* (inducible system, positive & negative control); regulation of tryptophan synthesis (Repression-De-repression and concept of Attenuation) in *E. coli*. Gene regulation in eukaryotes: concept of gene silencing by DNA methylation and RNA interference.

#### **Practicals**

**60 hours**

1. Isolation of plasmid and genomic DNA from *E. coli* and quantification using agarose gel electrophoresis
2. Isolation of genomic DNA from plant samples (atleast two different genera / species) using CTAB method and quantification using agarose gel electrophoresis
3. Quantification of unknown DNA by diphenylamine reagent (colorimetry).

4. To estimate the generation time of *Escherichia coli* (prokaryote) and budding yeast (eukaryote) by spectrophotometric measurement and plotting growth curve as an indirect method to study DNA replication
5. To study control of replication in budding yeast with the help of specific inhibitors (beta-lactams:-Clavulanic acid, Cefotaxime, Piperacillin, Ceftriaxone etc) and studying budding frequency.
6. To study control of transcription in *Escherichia coli* with the help of prokaryotic (Rifampicin) and eukaryotic (Actinomycin-D) transcription inhibitors and plotting growth curve
7. To study control of translation in *Escherichia coli* with the help of prokaryotic (Kanamycin / Streptomycin) inhibitors using an IPTG-inducible system.
8. To understand the regulation of lactose (*lac*) operon (positive & negative regulation) and tryptophan (*trp*) operon (Repression and De-repression & Attenuation) through digital resources/data sets.

#### **Suggestive readings:**

1. William S. Klug, Michael R. Cummings, Charlotte A. Spencer, Michael A. Palladino, & Darrell Killian (2019). Concepts of Genetics. Pearson; 12th edition.
2. Watson J.D., Baker, T.A., Bell, S.P., Gann, A., Levine, M., Losick, R. (2007). Molecular Biology of the Gene, Pearson Benjamin Cummings, CSHL Press, New York, U.S.A. 6th edition.
3. Snustad, D.P. and Simmons, M.J. (2019). Principles of Genetics. John Wiley, 7th edition.
4. Russell, P. J. (2010). iGenetics- A Molecular Approach. Benjamin Cummings, U.S.A. 3<sup>rd</sup> edition.

#### **Additional Resources:**

1. Griffiths, A.J.F., John Doebley J., Peichel, C., Wassarman D.A. (2020). Introduction to Genetic Analysis. W H Freeman & Co; 12th edition
2. Micklos D A., Freyer G.A. (2003) DNA Science: A First Course (2nd Edition), Cold Spring Harbor Laboratory; Greg A., CSHL Press, USA

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

### DISCIPLINE SPECIFIC CORE COURSE – 14: Reproductive Biology of Angiosperms

#### 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		
<b>Reproductive Biology of Angiosperms – DSC 14</b>	4	2	0	2	Class XII pass with Biology/ Biotechnology	Nil

#### Learning Objectives:

- To understand the scope of reproductive biology, development and structure of male and female reproductive units of the flower, organization of male and female gametophytes, pre-fertilization, fertilization and post-fertilization events.
- To understand the processes and significance of pollen--pistil interactions, apomixis and polyembryony.
- Significance of seed as a diaspore.

#### Learning Outcomes:

Upon completion of the course, the students will become familiar with:

- The significance and scope of reproductive biological studies in crop production and conservation. Structure and function of anther and ovule, male and female gametophyte.
- The significance of associations of MGU, FGU and double fertilization; embryo and endosperm development, genomic imprinting.
- Pollination and seed dispersal mechanisms, apomixis and polyembryony as alternate pathways of angiosperm reproduction.
- Experiential learning through field trips, scientific photography, videography and documentary preparation. The students will also learn to write scientific reports and present scientific data.

#### Unit 1: Introduction

**01 Hour**

Introduction about Reproductive biology and its scope; significant contributors to the field; structure of flower.

#### Unit 2: Anther and Pollen

**05 Hours**

Anther wall: Structure and functions, microsporogenesis, microgametogenesis; Pollen wall: Structure and functions, Number Position Character (NPC), pollen viability and storage, Male Germ Unit (MGU) – structure and significance.

#### Unit 3: Pistil

**04 Hours**

General structure and types of pistil and ovules; megasporogenesis (monosporic, bisporic and tetrasporic) and megagametogenesis (details of *Polygonum* type); Organization and ultrastructure of mature embryo sac; cell specification; Female Germ Unit – structure and significance.

#### **Unit 4: Pollination**

**04 Hours**

Types (Self, cross, geitonogamy, xenogamy), significance; Structure of the stigma and style; Pollen-pistil interactions- capture, adhesion, hydration, pollen tube penetration; Path of pollen tube in the pistil; Role of synergids in pollen tube attraction; Double fertilization; Polyubey block

#### **Unit 5: Self-Incompatibility**

**04 Hours**

Basic concepts (interspecific, intraspecific, homomorphic, heteromorphic, GSI and SSI); Methods to overcome self-incompatibility (in brief): mixed-pollination, intraovarian and in vitro pollination and fertilization, modification of stigma surface, parasexual hybridization.

#### **Unit 6: Endosperm**

**02 Hours**

Types (2 examples each), development, structure and functions; Genomic imprinting

#### **Unit 7: Embryo**

**04 Hours**

General pattern and comparison of development of dicot and monocot embryo (initial apical cell and basal cell polarity, globular embryo with radial polarity, mature embryo); Suspensor: structure and functions; Embryo-endosperm relationship; Nutrition of embryo, haustorial systems: Embryo patterning.

#### **Unit 8: Seed**

**02 Hours**

Structure and importance of seed as diaspore, as storage organ; germination and seedling formation.

#### **Units 9: Polyembryony and apomixis**

**02 Hours**

Introduction, types, causes and applications.

#### **Unit 10. Applications of Reproductive biology**

**02 Hours**

Haploid embryos - concept and significance; crop productivity, conservation

#### **Practicals**

**60 hours**

- Anther: Wall and its ontogeny, tapetum (amoeboid and glandular), Microspore mother cell, spore tetrads, uninucleate, bicelled and dehiscent anther; Temporary stained mounts of T.S. anther to study the organization.
- Pollen: General morphology, pseudomonads, polyads, pollinia (slides/digital resources, fresh material); Ultrastructure of pollen wall (micrograph); Pollen viability: tetrazolium test/FDA; Germination: calculation of percentage germination in different media using hanging drop/sitting method.
- Temporary mounts of pollen grains cleared with 1N HCl/KOH to study germ pores; Ultrastructure of male germ unit (MGU) through micrographs.

- Ovule: Types-anatropous, orthotropous, amphitropous/campylotropous, circinotropous, unitegmic, bitegmic; tenuinucellate and crassinucellate; Special structures: endothelium, obturator, hypostase, caruncle and aril (permanent slides/specimens/digital resources).  
Female gametophyte: developmental sequence of monosporic embryo sac only; Ultrastructure of Female Germ Unit.
- Pollination: Adaptations; bagging experiment; \*\*project on pollination.
- Intra-ovarian pollination; Test tube pollination (through digital resources).
- Endosperm: Dissections of developing seeds for endosperm with free-nuclear haustoria.
- Embryogenesis: Study of development of dicot embryo through permanent slides; dissection of developing seeds for embryos at various developmental stages; Study of suspensor through electron micrographs.
- Seed dispersal mechanisms (adaptations through live specimens), \*\*project on seed dispersal

\*\* The projects can be on pollination/ seed dispersal or on any other topic based on the syllabus. It can be a write-up with visuals. The students can also make a digital project submission in the form of a documentary of 5-10 min.

#### **Suggested Readings:**

- Bhojwani S.S., Bhatnagar S.P. & Dantu P.K. (2015). The Embryology of Angiosperms, 6th Edition. By VIKAS PUBLISHING HOUSE. ISBN: 978-93259-8129-4.
- P. Maheshwari, (2004). An introduction to the embryology of Angiosperms. Tata McGraw-Hill Edition, ISBN: 0-07-099434-X.
- Johri, B.M. (1984). Embryology of Angiosperms. Netherlands: Springer-Verlag. ISBN: 13:978-3-642-69304-5
- Raghavan, V. (2000). Developmental Biology of Flowering plants. Netherlands: Springer. ISBN: 978-1-4612-7054-6.
- Shivanna, K.R. (2003). Pollen Biology and Biotechnology. New Delhi, Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
- Mangla, Y., Khanduri, P., Gupta, C.K. 2022. Reproductive Biology of Angiosperms: Concepts and Methods. Cambridge University Press ISBN 978-1-009-16040-7.
- Tandon R, Shivanna KR, Koul M Reproductive Ecology of Flowering Plants: Patterns and Processes 1st ed. 2020 Edition ISBN 978-9811542091. Springer Verlag
- Kapoor, R., Kaur, I. Koul M. 2016. Plant Reproductive Biology and Conservation IK International Publishing House Ltd. India ISBN: 9789382332909

**Additional Resources:**

- Shivanna, K.R., Tandon, R. (2020). Reproductive Ecology of Flowering Plants: A Manual. Springer (India) Pvt. Ltd. New Delhi, Heidelberg, New York, Dordrecht, London
- Shivanna, K. R., & Rangaswamy, N. S. (2012). *Pollen biology: a laboratory manual*. Springer Science & Business Media.

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

## DISCIPLINE SPECIFIC CORE COURSE – 15: Plant Physiology

### 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		
<b>Plant Physiology – DSC 15</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass with Biology/ Biotechnology	<b>Nil</b>

#### Learning objective:

7. To introduce the basic principles of plant structure and function and its application in related fields.

#### Learning outcomes: On completion of the course the students will be able to:

8. understand the structure and function of plants
9. comprehend and compare various tissue systems in plants and their role
10. realise the importance of water, soil and atmosphere in the life of organisms
11. appreciate the ability of plants to sense the environment and adapt
12. interpret and evaluate the significance of regulator molecules in controlling life forms
13. apply the principles of plant physiology to solve problems in related fields

#### Unit 1: Plant-water relations

**04 Hours**

Water potential and its components, water absorption by roots, water movement via symplast, apoplast and aquaporins, root pressure, guttation, ascent of sap, cohesion-tension theory, transpiration, factors affecting transpiration, anti-transpirants

#### Unit 2: Mineral nutrition

**04 Hours**

Essential and beneficial elements, macro- and micro-elements, criteria for essentiality, roles of essential elements, chelating agents, phytosiderophores, mineral nutrition in hydroponics and aeroponics.

#### Unit 3: Nutrient uptake

**05 Hours**

Transport of ions across cell membrane, passive absorption, simple and facilitated diffusion (carrier and channel proteins), Fick's law, active absorption, proton ATPase pump, electrochemical gradient, ion flux, uniport, co-transport (symport, antiport)

#### Unit 4: Translocation in the phloem

**03 Hours**

Composition of phloem sap, phloem loading and unloading, Pressure-Flow Model, source-sink relationship

**Unit 5: Plant growth regulators****08 Hours**

Chemical nature (basic structure, precursor), physiological roles, bioassays and applications of Auxins, Gibberellins, Cytokinins, Abscissic Acid, Ethylene; Other growth regulators - Jasmonic Acid, Brassinosteroids, Nitric Oxide. Mechanism of action of Auxin. Introduction to interactions among plant growth regulators.

**Unit 6: Physiology of photo-sensory molecules****03 Hours**

Discovery, chemical nature, mode of action and role of phytochrome, cryptochrome and phototropin in photomorphogenesis

**Unit 7: Physiology of flowering****02 Hours**

Concept of florigen, photoperiodism, CO-FT Model of flowering, vernalization.

**Unit 8: Seed dormancy****01 hour**

Seed dormancy -causes and methods to induce and/or overcome dormancy

**Practicals****60 Hours**

9. Determination of osmotic potential of plant cell sap by plasmolytic method.
10. Determination of water potential of potato tuber cells by weight method.
11. Determination of water potential of potato tuber cells by falling drop method.
12. Study of effect of light on the rate of transpiration in excised leafy twig.
13. Calculation of stomatal index and stomatal frequency from the lower surface of leaves of a mesophyte and a xerophyte.
14. To calculate the area of an open stoma and percentage of leaf area open through stomata in a mesophyte and a xerophyte (lower surface).
15. To study the effect of different concentrations of ABA on stomatal closure.
16. To study the effect of light and dark on seed germination.
17. To study induction of amylase activity in germinating barley grains.
18. To study the effect of ethylene on fruit ripening.
19. To study the effect of auxin on rooting.

**Suggested Readings:**

6. Hopkins, W. G., Huner, N. P. A. (2009). Introduction to Plant Physiology, 4th edition. New Delhi, Delhi: Wiley India Pvt. Ltd.
7. Taiz, L., Zeiger, E., Moller, I. M., Murphy, A. (2018). Plant Physiology and Development, 6th edition. New York, NY: Oxford University Press, Sinauer Associates.
8. Kochhar, S.L., Gujral, S.K. (2020). Plant Physiology: Theory and Applications. New Delhi, Delhi: Foundation Books, 2<sup>nd</sup>Edn. Cambridge University Press India Pvt, Ltd.

**Additional Resources:**

- Bajracharya, D. (1999). Experiments in Plant Physiology: A Laboratory Manual. New Delhi, Delhi: Narosa Publishing House.
- Bhatla, S.C., Lal, M.A. (2018). Plant Physiology, Development and Metabolism. Singapore: Springer Nature, Singapore Pvt. Ltd.

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



## COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVES

### DISCIPLINE SPECIFIC ELECTIVES (BOT-DSE-05)

#### 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		
<b>Plant Pathology</b> <b>BOT-DSE-05</b>	4	2	0	2	Class XII pass with Biology/ Biotechnology	

#### Learning Objectives:

- To introduce students with the phytopathology, its concepts and principles\
- To acquaint with various plant diseases, causal organisms and their control

#### Learning Outcomes: Upon completion of this course, the students will be able to:

- Understand the economic and pathological importance of fungi, bacteria and viruses
- Identify common plant diseases and their control measures

#### Unit 1: Introduction

**03 Hours**

Definition of disease and its components (disease pyramid); Classification of diseases (on the basis of pathogens; geographical distribution; extent of occurrence); History and significance of Phytopathology (with special reference to India); Eminent plant pathologists and their contributions (Anton de Bary; E.J. Butler; Louis Pasteur; PMA Millardet; E.F. Smith; Adolf Mayer; K.C. Mehta, J.F. Dastur ; B.B. Mundkur; R.N. Tandon).

#### Unit 2: Basic concepts of Plant Pathology

**04 Hours**

Definitions (Pathogenesis; Pathogen; symptoms; etiology); Types of pathogens and their Symptoms (Fungus, Oomycetes, Bacteria, Virus, Nematode, Phytoplasma); Koch's Postulates; Disease cycle (Components) - Epidemiology and forecasting of Plant diseases.

#### Unit 3: Host- -Pathogen relationship

**04 Hours**

How pathogens attack plants (brief concept on mode of penetration; post-penetration and colonization). Plant defence mechanisms (Constitutive and induced, structural and biochemical).

#### Unit 4: Fungal diseases

**05 Hours**

Causal Organism, Symptoms, Disease Cycle and control: Powdery mildew of Pea; Ergot of Rye; Apple scab, Early blight of potato, red rot of sugarcane, Black, Yellow and Brown rust of Wheat; Smut of Barley (Loose and Covered Smut).

#### **Unit 5: Oomycete Diseases**

**02 Hours**

Causal organism, symptoms, disease cycle and control: Late Blight of Potato; White Rust of Crucifers; Downy mildew of Grapes.

#### **Unit 6: Bacterial Diseases**

**01 Hours**

General symptoms; Disease cycle and Control measures - Citrus canker; Angular leaf spot of Cotton.

#### **Unit 7: Viral Diseases**

**01 Hours**

General symptoms; Mode of transmission and Control measures-Tobacco mosaic disease; Vein Clearing of Bhindi

#### **Unit 8: Nematode Diseases**

**01 Hours**

General symptoms, Disease cycle and Control measures-Root knot disease of Brinjal.

#### **Unit 9: Plant Disease Control**

**07 Hours**

Plant quarantine and its significance; Methods of disease control: Physical (Heat treatment, drying, radiation and regeneration); Chemical methods (foliar spray; dust, seed treatment; soil treatment; treatment of wounds). Types of fungicides - Inorganic (Bordeaux mixture, Fixed copper; Sulphur, Lime Sulphur); Organic (Dithiocarbamates, quinones); Systemic fungicides and their mode of action (Oxanthin, Strobilurins, Benzimidazole, Pyrimidine). Cultural practices (Host eradication, sanitation, crop rotation, Polythene traps, Mulches) Biological Control (Antibiosis, hyper - parasitism, Hypovirulence, Predation, Induced systemic Resistance).

#### **Unit 8: Plant Disease Control**

**02 Hours**

Quarantine, Cultural practices, Physical methods, Chemical methods, Biological control (Antibiosis, Hyper-parasitism, Hypovirulence, Predation, Induced Systemic Resistance).

#### **Practicals**

**60 hours**

4. Study of Late blight of Potato through specimens, temporary mounts (V.S. of leaf showing infection) and permanent slides.
5. Study of Black stem Rust of Wheat: Symptoms on wheat and barberry. Observe uredospores and teleutospores on V.S. wheat leaf/ to study spore stages of *Puccinia graministritici* with the help of temporary tease/section mount of wheat. Permanent slides of somatic and reproductive phases on both the hosts.
6. Study of smut of barley, symptoms of loose and covered smut and temporary spore mount.
7. Study of Powdery mildew of pea, Symptoms with the help of live or preserved specimens. Study of *Erysiphe* asexual and sexual stages with the help of temporary tease/section mount/ permanent slides.
8. Study of symptoms of Red rot of sugarcane, W.M. of conidia through temporary tease mount.

9. Study symptoms of bacterial diseases: Citrus canker, Angular leaf spot of Cotton.
10. Study symptoms of viral diseases: Tobacco mosaic Disease, Vein clearing of *Abelmoschus esculentus/Ageratum* sp.
11. Study of nematode diseases: Root knot disease of Brinjal.
12. Isolation of seed borne mycoflora by moist chamber method technique.
13. Study of biocontrol agents: Nematophagous fungi; *Trichoderma* sp.
14. The students should submit specimens of any two plant diseases studied by them.

**Suggested Readings:**

7. Agrios, G.N. (2005) *Plant Pathology* 5 th edition: Elsevier Academic Press, Amsterdam.
8. Sharma, P.D. (2014) *Plant Pathology* Rastogi Publications, Meerut, U.P.
9. Singh, R.S. (2018) *Plant Diseases*. 10th Edition Medtech, New Delhi.

**Additional Readings:**

- Ownley, Bonnie and Trigiano, Robert N. (2017). *Plant Pathology: Concepts and Laboratory Exercises*, 3<sup>rd</sup> Edition, CRC Press.

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**DISCIPLINE SPECIFIC ELECTIVES (BOT-DSE-06)**

**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		
<b>Natural Resource Management</b>  <b>BOT-DSE-06</b>	4	2	0	2	Class XII pass with Biology/ Biotechnology	<b>Nil</b>

**Learning Objectives:**

- Natural Resources are materials from earth which support life and significantly meet the needs of people. The paper aims to describe the different types of natural resources and their management. Students will study about the importance of each natural resource and how and why they are threatened in current times. They will also be taught about sustainably using our resources

**Learning outcomes:** At the end of this course, students will be able to:

13. understand the different resources available in nature
14. learn the importance of each resource along with the threats to these resources
15. gain an in-depth understanding of management of these resources and also restoration of natural ecosystems
16. study the importance of sustainable practices
17. gain an insight into various initiatives taken the world over to save our natural resources.
18. understand the concept of clean energy and management of waste

**Unit 1: Natural Resources**

**01 Hours**

Definition, fundamental concepts and types

**Unit 2: Sustainable Utilization**

**04 Hours**

Concept, goals, approaches (economic, ecological, socio-cultural)

**Unit 3: Land Resources**

**06 Hours**

Forests (definition, threats, management); Agricultural practices and their impact; Soil degradation (causes, management and remediation/restoration strategies)

**Unit 4: Water Resources**

**04 Hours**

Freshwater, Marine, Estuarine, Wetlands – Threats and Management

**Unit 5: Biological Resources**

**03 Hours**

Biodiversity – Levels, Significance, Threats, Management

**Unit 6: Energy**

**02 Hours**

Clean energy strategies – Solar, Wind, Hydro, Tidal, Geo-thermal, Bio-energy

**Unit 7: Climate Change**

**04 Hours**

Impact, adaptation and mitigation (Land, Soil, Water, Biodiversity, Air)

**Unit 8: Contemporary practices**

**04 Hours**

EIA, GIS, Energy Audits, Waste Management, Ecosystem Restoration, Carbon footprint

**Unit 9: National and International Initiatives**

**02 Hours**

International Solar Alliance; Ramsar Convention; Basel Convention; Carbon Neutral Goals; Net-zero Coalition; Clean Development Mechanism; CAMPA (Compensatory Afforestation Fund Management and Planning Authority); Carbon Credits; REDD+ project, Renewable Energy Certificates

**Practicals**

**60 hours**

5. Comparison of pH (pH meter) and salinity (Electrical Conductivity) of various soil samples.
6. Comparison of field capacity of various soil samples.
7. Comparison of pH (pH meter) and TDS (TDS meter) of various water samples.
8. Comparison of salinity (titrimetric method) of various water samples.
9. Calculation and comparison of BOD and COD of various water samples from given data.
10. Comparison of species diversity in various communities by Shannon-Wiener Index.
11. Measurement of dominance of woody species by DBH method in the college campus.
12. Project (any one of the following):
  6. Rainwater harvesting (site visit)
  7. Ecological restoration (site visit)
  8. Energy audit
  9. Seed germination and seedling growth in garden and contaminated soils
  10. Composting
  11. Any other
13. Field visit/s to any degraded ecosystem (landfill, polluted water body, invaded forest) or any ongoing restoration project site.

**Suggestive readings:**

- Vasudevan, N. (2006). Essentials of Environmental Science. New Delhi, India: Narosa Publishing House.
- Singh, J. S., Singh, S.P. and Gupta, S.R. (2006). Ecology, Environment and Resource

Conservation. New Delhi, India: Anamaya Publications.

- Rogers, P.P., Jalal, K.F. and Boyd, J.A. (2008). An Introduction to Sustainable Development. New Delhi, India: Prentice Hall of India Private Limited.

**Additional resource:**

10. <https://moef.gov.in/en/division/forest-divisions-2/campa/compensatory-afforestation-fund-management-and-planning-authority-campa/>
11. <https://www.un.org/en/climatechange/net-zero-coalition>
12. <https://www.recregistryindia.nic.in/>
13. <https://static.investindia.gov.in/National%20Policy%20on%20Biofuels.pdf>
14. <https://cri.nccf.in/>
15. <https://www.investindia.gov.in/team-india-blogs/carbon-financing-india>
16. <https://www.un-redd.org/>
17. Ecosystem Restoration for People, Nature and Climate <https://wedocs.unep.org/bitstream/handle/20.500.11822/36251/ERPNC.pdf>
18. Managing Ecosystems In The Context Of Climate Change Mitigation: A review of current knowledge and recommendations to support ecosystem-based mitigation actions that look beyond terrestrial forests <https://www.cbd.int/doc/publications/cbd-ts-86-en.pdf>
19. Jordan III, W. R., Gilpin, M. E., Aber, J. D. (1987). Restoration Ecology: a synthetic approach to ecological research. Cambridge, Great Britain: Cambridge University Press.

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

## 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. Life Sciences with Botany as one of the Core discipline)

#### DISCIPLINE SPECIFIC CORE (LS-BOT-DSC-05)

##### 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		
<b>Plant Physiology and Metabolism</b>  <b>LS-BOT-DSC-05</b>	4	2	0	2	Class XII pass with Biology/ Biotechnology	Nil

##### Learning Objectives:

4. To make students realize how plants function, the importance of water, minerals, phytohormones, and role of light in plant growth and development;
5. To understand mechanisms of carbon assimilation, nitrogen metabolism, phloem transport and translocation.

**Learning Outcomes:** At the end of this course, students will be able to:

- correlate physiological and metabolic processes with functioning of the plants.
- establish the link between theoretical principles and experimental evidence.

##### **Unit 1: Plant-water relations**

**03 hours**

Water potential and its components, pathway of water movement, ascent of sap (include root pressure and guttation), transpiration and its significance, stomatal movements – only ion theory.

##### **Unit 2: Mineral nutrition**

**03 hours**

Classification of mineral elements: Essential elements (macro- and micronutrients) and beneficial elements, General role of essential elements, transport of ions across membrane, active and passive transport (brief account of carriers, channels and pumps).

**Unit 3: Translocation in phloem** **02 hours**  
Composition of phloem sap, girdling experiments, Pressure Flow Model, phloem loading and unloading.

**Unit 4: Plant growth regulators** **04 hours**  
Physiological roles and bioassays of auxins, gibberellins, cytokinins, ethylene and ABA.

**Unit 5: Plant response to light and temperature** **02 hours**  
Photoperiodism - discovery (SDP, LDP, day neutral plants), concept of florigen; phytochrome (discovery and physiological role), vernalization.

**Unit 6: Enzymes** **02 hours**  
Classification, Structure and properties, mechanism of enzyme catalysis and enzyme inhibition.

**Unit 7: Carbon metabolism** **06 hours**  
Photosynthetic pigments (chlorophyll *a* and chlorophyll *b*, xanthophyll, carotene); photosystem I and II, Light reactions (electron transport and photophosphorylation), Dark reactions: C3 pathway; C4 and CAM pathways (no chemical structures); photorespiration. Metabolite pool and exchange of metabolites, synthesis and degradation of sucrose and starch.

**Unit 8: Respiration** **02 hours**  
Basic differences in animal and plant respiration, Cyanide resistant respiration.

**Unit 9: Nitrogen metabolism** **04 hours**  
Nitrate assimilation (NR and NiR), biological nitrogen fixation in legumes (nodulation and role of dinitrogenase) Ammonia assimilation: GS-GOGAT, reductive amination and transamination.

**Unit 10: Stress physiology in plants** **02 hours**  
ROS, RNS and anti-oxidative defence strategies.

**Practicals** **60 hours**

- Determination of osmotic potential of plant cell sap by plasmolytic method.
- To study the effect of the environmental factor light on transpiration by excised twig.
- Calculation of stomatal index and stomatal frequency of a mesophyte and a xerophyte.
- To study the activity of catalase and study the effect of pH on the activity of enzyme.
- To Study Hill's reaction.
- To study the effect of light intensity on O<sub>2</sub> evolution in photosynthesis.
- Comparison of the rate of respiration in any two parts of a plant.
- To separate photosynthetic pigments by paper chromatography.
- Bolting / Effect of auxins on rooting.
- To demonstrate the delay of senescence by cytokinins/ effect of ethylene on fruit ripening
- 20. To study the phenomenon of seed germination (effect of light and darkness).
- 21. To demonstrate Respiratory Quotient (RQ)



**Suggested Readings:**

- Taiz, L., Zeiger, E., Moller, I. M., Murphy, A. (2018). Plant Physiology and Development, International 6<sup>th</sup> edition, Oxford University Press, Sinauer Associates, New York, USA.
- Bajracharya, D. (1999). Experiments in Plant Physiology: A Laboratory Manual, Narosa Publishing House, New Delhi.
- Hopkins, W. G., Huner, N. P. A. (2009). Introduction to Plant Physiology, 4<sup>th</sup> edition, Wiley India Pvt. Ltd, New Delhi.

**Additional Resources:**

- Jones, R., Ougham, H., Thomas, H., Waaland, S. (2013). *The molecular life of plants*. Chichester, England: Wiley-Blackwell.
- Kochhar, S.L. & Gujral, S.K. 2020. Plant Physiology: Theory and Applications, 2<sup>nd</sup> Edition. Cambridge University Press, UK.
- Bhatla, S.C., Lal, M.A. (2018). *Plant Physiology, Development and Metabolism*. Singapore: Springer.

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

## COURSES OFFERED BY DEPARTMENT OF BOTANY

### Category III:

#### B.Sc. programme in Applied Life Sciences with Agrochemicals and Pest Management

#### DISCIPLINE SPECIFIC CORE COURSE (DSC 05)

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the core course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
Plant Physiology and Metabolism ALS BOT DSC 05	4	2	0	2	Class XII pass with Biology/ Biotechnology	NIL

#### Learning Objectives:

The learning objectives of this course are as follows:

- to understand the fundamental concepts of plant physiology and metabolism.
- to identify the role of water, minerals, hormones, and light in plant growth and development.
- to understand the basic biochemical mechanisms and mineral nutrition of plants.
- to identify the criteria for the essentiality of elements.
- to understand the role of hormones in plant growth and development.
- to examine the commercial applications of growth regulators.
- to understand the physiology of flowering and senescence.
- to understand the mechanisms of photosynthesis and respiration.
- to examine the biological nitrogen fixation in plants.

#### Learning Outcomes:

By studying this course, students will be able to:

6. comprehend the physiological processes that occur in plants, including the role of water, minerals, hormones, and light in plant growth and development.
7. acquaint the basic biochemical mechanisms of plants, including photosynthesis, respiration, nitrogen metabolism, and chemical regulation of growth and development.
8. comprehend the process of biological nitrogen fixation, reproductive physiology and senescence of plants.
9. develop practical skills in plant physiology and metabolism.

#### Unit 1: Plant-water relations

(3 Hours)

Water potential and its components, pathway of water movement, ascent of sap, transpiration and its significance, factors affecting transpiration, root pressure and guttation.

**Unit 2: Mineral Nutrition (3 Hours)**

Essential elements, Macro- and micronutrients, Criteria for essentiality of elements, Methods of studying mineral requirement (Hydroponics, Aeroponics)

**Unit 3: Translocation in Phloem (3 Hours)**

Composition of phloem sap, girdling experiments, Pressure Flow Model, phloem loading and unloading.

**Unit 3: Chemical Regulation of Growth and Development (3 Hours)**

Role of hormones in plant growth and development, Commercial applications of growth regulators, Growth retardant and its usefulness

**Unit 4: Reproductive Physiology and Senescence (3 Hours)**

Photo-periodism and flowering response, Photo-perception and critical photoperiod, Phytochrome and its role in flowering, Vernalization and senescence.

**Unit 5: Photosynthesis (7 Hours)**

Historical contributions of Blackman, Emerson, and Hill, Photosynthetic pigments (chlorophyll-a and b, xanthophyll, carotene), Photosystem I and II, reaction center, antenna molecules, Electron transport and mechanism of ATP synthesis, C3 pathway, C4 and CAM plants (in brief, no pathways), Photorespiration.

**Unit 6: Respiration (5 Hours)**

Glycolysis, Anaerobic respiration, TCA cycle, Oxidative phosphorylation, Glyoxylate cycle, RQ

**Unit 7: Nitrogen Metabolism (3 Hours)**

Biological nitrogen fixation - nodulation in detail, Nitrate and ammonia assimilation.

**PRACTICAL (60 Hours)**

2. To determine the osmotic potential of plant cell sap by plasmolytic method.
3. Calculate stomatal index and stomatal frequency of a mesophyte and a xerophyte.
4. Study Hill's reaction.
5. To study the effect of the environmental factor light on transpiration by excised twig.
6. Study the effect of light intensity on O<sub>2</sub> evolution in photosynthesis.
7. Compare the rate of respiration in any two parts of a plant.

8. To study the activity of catalase and the effect of pH and heavy metals.
9. Demonstrate the effect of auxin on rooting.
10. Demonstration of Bolting.
11. Demonstration of root respiration.
12. Demonstration of suction due to transpiration
13. A field visit to Hydroponics and Aeroponics facilities.

**Essential/ Recommended readings:**

6. Hopkins, W. G., Huner, N. P. A. (2009) *Introduction to Plant Physiology*, 4<sup>th</sup> edition. New Delhi, Delhi: Wiley India Pvt. Ltd
7. Taiz, L., Zeiger, E., Moller, I. M., Murphy, A. (2018) *Plant Physiology and Development* International 6<sup>th</sup> edition. New York, NY: Oxford University Press, Sinauer Associates.
8. Kochhar, S.L., Kaur, S. and Gujral, S.K. (2020) *Plant Physiology: Theory and Applications*. New Delhi, Delhi: Foundation Books, imprint of Cambridge University Press India Pvt, Ltd.

**Suggestive readings:**

6. Bajracharya, D. (1999) *Experiments in Plant Physiology: A Laboratory Manual*. New Delhi, Delhi: Narosa Publishing House.
7. Bhatla S.C. and Lal, M.A. (2018) *Plant Physiology, Development and Metabolism*, Springer.
8. Salisbury F.B. and Ross C.W. (1992) *Plant Physiology*, 4<sup>th</sup> edition, Wadsworth Publishing Company, California.

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**DSE for**  
**B.Sc. programme in Applied Life Sciences with Agrochemicals and Pest**  
**Management**

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSC 05)**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the core Course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
<b>Developmental Biology of Plants</b> ALS BOT DSE03	4	2	0	2	Class XII pass with Biology/ Biotechnology	NIL

**Learning Objectives:**

The learning objectives of this course are as follows:

12. to acquaint the students with internal basic structure and cellular composition of the plant body.
13. to correlate structure with important functions of different plant parts.
14. to study of various tissue systems and their development and functions in plants
15. to have knowledge of the flowering and fruiting, reproduction process, role of pollinators, ovule and seed development.

**Learning Outcomes:**

By studying this course, students will be able to:

11. gain knowledge of various cells and tissues, meristem, epidermal and vascular tissue system in plants.
12. get an insight of various aspects of growth, development of the tissues and differentiation of various plant organs.
13. gain the knowledge of basic structure and organization of plant parts in angiosperms and its correlation with morphology and functions.
14. get acquainted with pollen development and pollination, ovule development and fertilization, endosperm development and its importance.

Unit1: Meristematic and permanent tissue:	(4 Hours)
Meristems and derivatives- structural organization of shoot and root apices; permanent tissue: simple and complex tissues.	
Unit 2: Dermal System	(2 Hours)
Epidermis, stomata, trichomes and glands	
Unit3: Organs	(4 Hours)
Structure of dicot and monocot root, stem and leaf	
Unit 4: Secondary Growth	(4 Hours)
Vascular cambium – structure and function, Secondary growth in root and stem, periderm.	
Unit 5: Anther	(4 Hours)
Structure and development, microsporogenesis, Pollen Development, structure of pollen and pollen wall (Basic Concepts).	
Unit 6: Ovules	(4 Hours)
Structure and types, megasporogenesis and mega gametogenesis, mature embryo sac.	
Unit 7: Pollination and Fertilization	(4 Hours)
Pollination mechanisms and adaptations; double fertilization; sexual incompatibility- basic concepts	
Unit 8: Endosperm and Embryo	(3 Hours)
Types and function of endosperm, embryogenesis, dicot and monocot embryo	
Unit 9: Seed development	(1 Hours)
Basic concepts of seed development	
<b>PRACTICAL</b>	<b>(60 Hours)</b>
1. Study of root and shoot apex through permanent slides and photographs.	
2. Tissues (parenchyma, collenchyma, sclerenchyma and their types); Macerated xylary elements, Phloem (Permanent slides/ Photographs/ Digital resources)	
3. To cut transverse section of stem: Monocot: <i>Zea mays</i> ; Dicot: <i>Helianthus</i> ; Study of secondary growth in <i>Helianthus</i> stem.	
4. To cut transverse section of root: Monocot: <i>Zea mays</i> ; Dicot: <i>Cicer</i> ; Study of secondary growth in <i>Helianthus</i> .	
5. Study of the structure of Dicot and Monocot leaf.	
6. Study of anther structure (young and mature).	
7. Calculation of percentage of germinated pollen in a given medium through hanging drop/sitting drop method.	
8. Types of ovules: anatropous, orthotropous, circinotropous, amphitropous/ campylotropous.	

9. Female gametophyte: Mature embryo sac (photographs). Ultrastructure of mature egg apparatus cells through electron micrographs.
10. Dissection of embryo and endosperm from developing seeds.

**Essential/ Recommended readings:**

1. Bhojwani, S.S., Bhatnagar, S.P. (2011). *Embryology of Angiosperms*, 5th edition. New Delhi, Delhi: Vikas Publication House Pvt. Ltd.
2. Mauseth, J.D. (1988). *Plant Anatomy*. San Francisco, California: The Benjamin/Cummings Publisher.
3. Franklin, E. R. (2006). *Esau's Plant Anatomy: Meristems, Cells, And Tissues of the Plant Body: Their Structure, Function, and Development*. New Jersey, U.S.: John Wiley & Sons, Inc., Hoboken.
4. Shivanna, K.R. (2003). *Pollen Biology and Biotechnology*. Delhi, Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.

**Suggestive readings:**

1. Raghavan, V. (2000). *Developmental Biology of Flowering plants*. Netherlands, Europe: Springer.
2. Johri, B.M. (1984). *Embryology of Angiosperms*. Netherlands, Europe: Springer-Verlag.
3. Bhojwani S.S., Dantu P.K. and Bhatnagar, S.P. (2015) *The Embryology of Angiosperms*, 6th edition. Vikas Publication House Pvt. Ltd. New Delhi.
4. Tayal, M.S. (2021). *Plant Anatomy*, 4<sup>th</sup> Edition. Meerut, U.P.: Rastogi publications.
5. Crang, R., Lyons-Sobaski, S., and Wise, R., (2018) *Plant Anatomy: A Concept-Based Approach to the Structure of Seed Plants*, 1<sup>st</sup> Edition, Springer Nature Switzerland AG.

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

## POOL OF GENERIC ELECTIVES

### GENERIC ELECTIVE (BOT-GE-18)

#### 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		
Genetic Engineering Technologies & Applications BOT-GE-18	4	2	0	2	Class XII pass with Science	Nil

#### Learning Objectives:

- To illustrate the use of modern techniques for the manipulation and analysis of DNA sequences
- 9. To understand the applications of recombinant DNA technology for the generation of commercial biotechnological products of diverse usage.
- 10. To gain knowledge about biosafety and ethical concerns associated with recombinant DNA technology.
- 11. To train students in strategizing research topics employing genetic engineering techniques.

#### Learning Outcomes: At the end of this course students would be able to:

- understand methods and techniques involved in manipulation and analysis of nucleic acids, gene cloning and creation of genetically modified organisms (GMOs).
- understand the commercial application of rDNA technology in research, agriculture and human health
- comprehend biosafety and ethical issues associated with rDNA technology

#### Unit 1: Introduction

01 Hours

Introduction to rDNA technology and gene cloning.

#### Unit 2: Enzymes and Vectors in genetic engineering

07 Hours

Restriction endonucleases, exonucleases, polymerases, RNases, kinases, ligases; Plasmids (pBR322, pUC18, pUC19); Lambda based vectors and derivatives (Insertion vectors, replacement vectors, cosmids, phagemids); Artificial Chromosomes (YACs, BACs); Bacterial transformation, strategies for selection and screening ( $\alpha$  complementation, antibiotic resistance); Plant Transformation vectors (Ti plasmid), Protein Expression Vectors for use in *E. coli*; introduction to marker and reporter genes (GUS, GFP).



**Unit 2: Gene transfer methods****04 Hours**

*Agrobacterium* mediated transformation, Electroporation, Microinjection, Particle Bombardment, PEG mediated

**Unit 3: DNA libraries construction and screening****04 Hours**

Procedures for construction of genomic and cDNA libraries, screening methods for locating the desired gene (Replica plating, Complementation screening, heterologous gene probe-based hybridizations)

**Unit 4: PCR, nucleic acid hybridization and DNA sequencing****08 Hours**

PCR technique and its applications, RT-PCR, qPCR, Hybridization based assays (Southern and Northern blotting), Sanger's di-deoxy chain termination method of sequencing – gel-based electrophoresis (semi-automated) and capillary-based gel electrophoresis (automated sequencing).

**Unit 5: Applications of rDNA technology****06 Hours**

Applications in basic research (identify, map, clone, and sequence genes and to determine their functions); applications in agriculture (biotic and abiotic stress tolerant transgenic plants, improved Nitrogen fixation, and plant growth); applications in human health (Disease diagnosis (heritable diseases and acquired infectious diseases) and therapeutics (production of recombinant vaccines, protein therapies: production of Insulin, Interferons, and human growth hormone). Human genome project and sequencing of plant genomes by taking *Arabidopsis* genome as an example. Safety and Ethical Issues related to rDNA research.

**Practicals****60 hours**

- Isolation of genomic/plasmid DNA from bacteria.
- Quantification of extracted DNA by DPA (Diphenylamine) method.
- Restriction digestion and AGE (Agarose gel electrophoresis) of DNA.
- Restricting Mapping of linear and circular DNA.
- Study of direct and indirect gene transfer methods by photographs: Electroporation, Microinjection and Particle Bombardment, Ti-plasmid mediated gene transfer.
- Demonstration of techniques by photographs: PCR, RT-PCR, qPCR, Southern and Northern blotting and hybridization.
- Study of applications of rDNA technology by photographs: recombinant insulin, interferon and human growth hormone, Bt Cotton, Golden rice, and Flavr Savr tomato.
- Demonstration of working of equipments used in rDNA technology: Thermocycler, Laminar air flow cabinet, Autoclave, Incubator shaker, Refrigerated centrifuge.

**Suggested Readings:**

11. M. R. Green, J. Sambrook. Molecular Cloning: A Laboratory Manual (Cold Spring Harbor, ed. 4, 2012).

12. M. Wink. An Introduction to Molecular Biotechnology: Molecular Fundamentals, Methods and Applications in Modern Biotechnology (Wiley, ed. 2, 2011).
13. Glick, B.R., & Patten C. (2022). Molecular Biotechnology: Principles and Applications. 6<sup>th</sup>edn. Washington, U.S.: ASM Press.
14. Snustad, D.P., Simmons, M.J. (2019). Principles of Genetics, 7th edition. Chichester, England: John Wiley and Sons.
15. Brown, T. A. 2020. Gene Cloning & DNA Analysis: An Introduction. 8<sup>th</sup>edn. UK: Wiley Blackwell.
16. Primrose, S. B., Twyman, R. (2009). Principles of gene manipulation and genomics. Wiley. com.
17. Howe, C. J. (2007). Gene cloning and manipulation. Cambridge University Press.

**Additional Resources:**

1. M. M. Burell. (1993) Enzymes of Molecular Biology, Humana Press.
2. H.M. Eun. (1996) Enzymology: Primer for Recombinant DNA Technology, Academic Press.
3. S. B. Primrose, R. Twyman. (2006) Principles of Gene Manipulation and Genomics (Wiley-Blackwell, ed. 7).

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

## GENERIC ELECTIVE (BOT-GE-19)

### 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		
Fundamentals of Molecular Biology <b>BOT-GE-19</b>	4	2	0	2	Class XII pass with Science	<b>Nil</b>

#### Learning Objectives:

5. To gain the knowledge of structure and functions of DNA and RNA

#### Learning Outcomes:

Students would have understanding of

9. understanding of nucleic acid, organization of DNA in prokaryotes and Eukaryotes, DNA replication mechanism, genetic code and transcription process.
10. Processing and modification of RNA and translation process, function and regulation of expression.

#### Unit 1: Nucleic Acids as genetic material

**02 Hours**

Discovery of Nuclein by Fredrich Miescher; Experiments by Griffith, Hershey and Chase, Avery, McLeod and McCarty and Fraenkel Conrat.

#### Unit 2: Structure of Nucleic acids- the blueprint of Life

**04 Hours**

Building blocks of nucleic acid: Ribose sugar, Purine, Pyrimidine, phosphate; Watson and Crick's model of DNA, DNA types (A,B,Z type), Comparison of RNA structure and types (tRNA, mRNA and rRNA); nucleosome- chromatin structure; Euchromatin and heterochromatin.

#### Unit 4: Central Dogma of Life

**04 Hours**

Concept of Central dogma; Salient features of genetic code, deciphering the genetic code (Contribution of Nirenberg, Matthei and Ochoa, H.G. Khorana).

#### Unit 3: Replication

**05 Hours**

Semi-conservative mode of DNA replication; replication of linear and circular DNA (Theta and Rolling circle model); mechanism and role of key enzymes in replication; role of telomerase enzyme in eukaryotic DNA replication; reverse transcription.

#### Unit 5: Transcription

**05 Hours**

Comparative account of transcription in Prokaryotes and eukaryotes; post-transcriptional processing of pre-mRNA in eukaryotes (3', 5' end modifications and general mechanism of splicing involving spliceosomes).

**Unit 6: Translation****05 Hours**

Comparative account of prokaryotic and eukaryotic ribosome structure and translation; inhibitors of protein synthesis (antibiotics).

**Unit 7: Gene regulation****05 Hours**

Gene regulation in Prokaryotes- Operon concept: inducible and repressible operon; regulation of lactose (lac) and tryptophan (trp) in *Escherichia coli*; attenuation regulation.

**Practicals****60 hours**

6. DNA isolation from cauliflower head by spooling method.
7. Study experiments establishing nucleic acid as genetic material: Griffith's, Avery et al, Hershey & Chase's and Fraenkel Conrat's experiments (through photographs)
8. Study DNA packaging (photographs/paper models).
9. Study modes of DNA replication: Meselson and Stahl's experiment, Rolling circle and Theta model of replication and semi-discontinuous, semi conservative replication (photographs).
10. Study structure of tRNA, prokaryotic RNA polymerase and eukaryotic RNA polymerase II (photographs/paper models).
11. Study RNA modification: Assembly of Spliceosome machinery, Splicing mechanism in group I & group II introns (photographs/paper models).
12. Study gene regulation mechanism in prokaryotes: lactose (lac) operon and tryptophan (trp) operon (photographs).
13. Finding the T<sub>m</sub> of different DNA samples from the photographs of DNA melting profile provided. Problem solving for calculating the GC content.

**Suggested Readings:**

- Cooper, G.M., Hausman, R.E. (2009). The Cell: A Molecular Approach, 5th edition. Washington, D.C.: ASM Press & Sunderland, Sinauer Associates, MA.
- Karp, G. (2010). Cell Biology, 6th edition. New Jersey, U.S.A.: John Wiley & Sons
- Snustad, D.P., Simmons, M.J. (2012). Principles of Genetics, 6<sup>th</sup> Edition. New Delhi, Delhi: John Wiley & Sons
- Klug, W.S., Cummings, M.R., Spencer, C.A. (2012). Concepts of Genetics, 10th edition. San Francisco, California: Benjamin Cummings

**Additional Resources:**

6. Hardin, J. and Lodolce, J.P. (2021). Becker's World of the cell, 10th edition, Pearson

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

**BSC. (HONS.) BOTANY  
SEMESTER - VI**

**Category-I**

**Botany (H) Courses for Undergraduate Programme of study with Botany as a Single  
Core Discipline**

**DISCIPLINE SPECIFIC CORE COURSE - 16: Plant Biotechnology**

**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		
<b>Plant Biotechnology</b>  <b>DSC-16</b>	4	2	0	2	Class XII pass with Biology/ Biotechnology	Nil

**Learning objective:**

- to provide knowledge of techniques used in plant biotechnology and their application.

**Learning outcomes:** At the end of the course the students will be able to:

14. understand basic concepts, principles and methods in plant biotechnology.
15. explain the use of acquired knowledge in biotechnological, pharmaceutical, medical, ecological and agricultural applications.

**Unit 1: Introduction to Biotechnology**

**02 Hours**

Historical timeline; sectors of Biotechnology, brief overview of techniques and methods in Biotechnology.

**Unit 2: Plant Tissue Culture**

**08 Hours**

Historical perspective (Major contributions of Haberlandt, Laibach, White, Reinert and Steward, Murashige and Skoog, Cocking, Guha and Maheshwari, Bhojwani, Morel and Martin); types and composition of media: roles of nutrients (major and minor), vitamins, hormones and others (coconut water, activated charcoal); plasticity and totipotency; regeneration: organogenesis (direct and indirect) and embryogenesis (somatic and zygotic); protoplast isolation, culture and fusion; tissue culture applications (micropropagation, androgenesis, haploids, triploids, cybrids, production of virus-free plants).

**Unit 3: Recombinant DNA technology**

**07 Hours**

Restriction Endonucleases (History, Types I - IV, biological roles and applications); modifying enzymes and their applications (nucleases, ligases, alkaline phosphatase, polynucleotide kinase), introduction to prokaryotic and eukaryotic cloning vectors: pBR322, pUC18, pUC19, BACs, Lambda phage, YACs. Gene Cloning: Restriction digestion of DNA, elution of DNA from agarose gels, ligation, bacterial transformation and selection of

recombinant clones (alpha complementation, antibiotic selection, restriction enzyme based selection)

#### **Unit 4: Genetic transformation of Plants**

**05 Hours**

Methods of gene transfer to plants: *Agrobacterium*-mediated transformation (Ti plasmids, development of binary vectors), Direct gene transfer by Electroporation, Microinjection, Microprojectile bombardment; selection of transgenic plants: selectable marker genes (Positive selection markers – antibiotic- and herbicide-resistance conferring genes) and reporter genes (Luciferase, GUS, GFP); Introduction to genome editing.

#### **Unit 5: Applications**

**08 Hours**

Pest resistant (Bt-cotton) and herbicide resistant plants (RoundUp Ready™ soybean); Transgenic crops with improved quality traits (Flavr Savr™ tomato, Golden™ rice); Improved horticultural varieties (Moondust carnations); Bioremediation (Superbug); Edible vaccines; Biosafety of transgenic plants.

#### **Practicals**

**60 hours**

4. Preparation of Murashige & Skoog's (MS) medium.
5. Initiation of axenic cultures- seed sterilisation and inoculation
6. Micropropagation (shoot induction) using leaf and/or nodal explants of tobacco/*Datura*/ *Brassica* etc.
7. Study of anther culture, embryo and endosperm culture, somatic embryogenesis using digital resources.
8. Preparation of artificial seeds.
9. Induction of callus and analysis of effects of growth regulators (Auxin and Cytokinin) on *in vitro* regeneration using tobacco leaf explant.
10. Preparation of chemically competent cells of *E. coli*.
11. Transformation of *E. coli* with plasmid DNA by heat shock method.
12. Restriction digestion and gel electrophoresis of plasmid DNA.
13. Construction of restriction map of circular and linear DNA from the data provided.
14. Visit to a research laboratory.

#### **Suggested Readings:**

5. Slater, A., Scott, N. W. & Fowler, M. R. (2010) Plant Biotechnology: The Genetic Manipulation of Plants. 2<sup>nd</sup>edn. New York, USA: Oxford University Press Inc.
6. Snustad, D.P., Simmons, M.J. (2010) Principles of Genetics, 5th edition. Chichester, England: John Wiley and Sons.
7. Brown, T. A. (2020) Gene Cloning & DNA Analysis: An Introduction. 8<sup>th</sup>edn. UK: Wiley Blackwell.
8. Primrose, S. B. & Twyman, R.M. (2006). Principles of Gene Manipulation and Genomics. 7<sup>th</sup>edn. Victoria, Australia: Blackwell Publishing.
9. Bhojwani, S.S., Razdan, M.K., (1996). Plant Tissue Culture: Theory and Practice. Amsterdam, Netherlands: Elsevier Science.

#### **Additional Resources:**

9. Bhojwani, S.S. and Dantu, P.K. (2013). Plant Tissue Culture: An Introductory Text. Springer New Delhi Heidelberg New York Dordrecht London

10. Glick, B.R., & Patten C. (2022). Molecular Biotechnology: Principles and Applications. 6<sup>th</sup>edn. Washington, U.S.: ASM Press.
11. Bhojwani, S.S., Bhatnagar, S.P. (2011). The Embryology of Angiosperms, 5th edition. New Delhi, Delhi: Vikas Publication House Pvt. Ltd.
12. Stewart, C.N. Jr. (2008). Plant Biotechnology and Genetics: Principles, Techniques and Applications. New Jersey, U.S.: John Wiley & Sons Inc.
13. Glick, B.R., Pasternak, J. J. & Patten C. (2010). Molecular Biotechnology: Principles and Applications. 4<sup>th</sup>edn. Washington, U.S.: ASM Press.
14. Glick, B.R., & Patten C. (2017). Molecular Biotechnology: Principles and Applications. 5<sup>th</sup>edn. Washington, U.S.: ASM Press.

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

**DISCIPLINE SPECIFIC CORE COURSE – 17: Plant Biochemistry and Metabolism**

**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		
<b>Plant Biochemistry and Metabolism</b>  <b>DSC - 17</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass with Biology/ Biotechnology	<b>Nil</b>

**Learning Objectives:**

- To understand different pathways of metabolism in plant cells.
- To understand how various metabolic pathways work in a synchronized manner.

**Learning Outcomes:** At the end of the course the student will:

6. know the details of carbon assimilation, oxidation, synthesis of ATP- the energy currency of the cell, nitrogen fixation and lipid metabolism.
7. understand the role of enzymes in regulating metabolic pathways for molecules like carbohydrates, lipids and proteins.
8. understand the coordination of various biochemical reactions with reference to cell requirement and its economy.

**Unit 1: Concepts in Metabolism**

**01 Hour**

Introduction, anabolic and catabolic pathways, coupled reactions

**Unit 2: Enzymes**

**04 Hours**

Structure, classification and mechanism of action, Michaelis-Menten equation (no derivation), enzyme inhibition (competitive, non-competitive and uncompetitive), allosteric regulation and covalent modulation, factors affecting enzyme activity.

**Unit 3: Carbon Assimilation**

**07 Hours**

Concept of light, absorption and action spectra, photosynthetic pigments (no structural details), PSI, PSII antenna molecules and reaction centres, LHC, photochemical reaction, photosynthetic electron transport, photophosphorylation (cyclic and non-cyclic)  
Dark reactions: CO<sub>2</sub> reduction in C<sub>3</sub>, C<sub>4</sub> pathways and CAM, photorespiration



**Unit 4: Carbohydrate Metabolism****02 Hours**

Metabolite pool and exchange of metabolites, synthesis and degradation of sucrose and starch (no structural details)

**Unit 5: Carbon Oxidation****06 Hours**

Glycolysis, fate of pyruvate- aerobic, anaerobic respiration and fermentation, regulation of glycolysis, oxidative pentose phosphate pathway, oxidative decarboxylation of pyruvate, Krebs cycle and its regulation, amphibolic role of Krebs cycle, mitochondrial electron transport, oxidative phosphorylation, cyanide-resistant respiration

**Unit 6: ATP Synthesis****02 Hours**

Mechanism of ATP synthesis-substrate level phosphorylation, oxidative and photophosphorylation, chemiosmosis, ATP synthase

**Unit 7: Lipid Metabolism****04 Hours**

Triglycerides: synthesis, degradation through alpha and beta -oxidation, glyoxylate cycle

**Unit 8: Nitrogen Metabolism****04 Hours**

Nitrate assimilation (NR and NiR), biological nitrogen fixation in legumes (nodulation and role of dinitrogenase) Ammonia assimilation: GS-GOGAT, reductive amination and transamination.

**Practicals****60 Hours**

1. Study the activity of urease and the effect of substrate concentration on its activity.
2. Study the effect of pH on the activity of catalase enzyme.
3. Chemical separation of photosynthetic pigments (liquid-liquid partitioning).
15. Study Hill reaction by dye reduction method.
16. Study the law of limiting factors.
17. Compare the rate of respiration in three different parts of a plant.
18. Study the activity of Nitrate reductase in leaves of two different plants.
19. To study the activity of lipases in germinating oil seeds and explain mobilization of lipids during germination.
20. To study the fluorescence in isolated chlorophyll pigments.
21. To study the absorption spectrum of photosynthetic pigments.
22. To study respiratory quotient (RQ).

**Suggested Readings:**

14. Nelson, D.L., Cox, M.M. (2017). Lehninger Principle of Biochemistry, 7th edition. New York, NY: W.H. Freeman, Macmillan learning.
15. Taiz, L., Zeiger, E., Moller, I. M. & Murphy, A. 2018. Plant Physiology and Development, International 6<sup>th</sup> edn, Oxford University Press, Sinauer Associates, New York, USA.

16. Hopkins, W.G., Huner, N. (2008). Introduction of Plant Physiology, 4th edition. New Jearsey, U.S.: John Wiley and sons.
17. Jones, R., Ougham, H., Thomas, H., Waaland, S. (2013). The molecular life of plants. Chichester, England: Wiley-Blackwell.

**Additional Resources:**

19. Buchanan, B.B., Gruissem, W. and Jones, R.L. (2015). Biochemistry and Molecular Biology of Plants, 2nd edition. New Jearsey, U.S.: Wiley Blackwell.
20. Kochhar, S.L. & Gujral, S.K. 2020. Plant Physiology: Theory and Applications, 2<sup>nd</sup> Edition. Cambridge University Press, UK.
21. Bhatla, S.C., Lal, M.A. (2018). Plant Physiology, Development and Metabolism. Singapore: Springer.

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

**DISCIPLINE SPECIFIC CORE COURSE – 18: Advanced tools & Analytical Techniques in Plant Biology**

**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		
<b>Advanced tools &amp; Analytical Techniques in Plant Biology</b> <b>DSC- 18</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass with Biology/ Biotechnology	<b>Nil</b>

**Learning Objectives:**

- To gain the knowledge on various techniques and instruments used for the study of plant biology

**Learning Outcomes:** At the end of this course, students will be:

- competent in the basic principles of major techniques used in study of plants
- understand principles and uses of light, confocal, transmission and electron microscopy, centrifugation, spectrophotometry, chromatography, x-ray diffraction technique and chromatography techniques

**Unit 1: Imaging and related techniques**

**06 Hours**

Electron microscopy: Transmission and Scanning electron microscopy, cryofixation, negative staining, shadow casting, freeze-fracture, freeze-etching; Chromosome banding, FISH, GISH, chromosome painting.

**Unit 2: Fractionation methods**

**04 Hours**

Centrifugation: types of rotors, differential and density gradient centrifugation, sucrose density gradient, ultracentrifugation, caesium chloride gradient; marker enzymes for analysis of cellular fractions.

**Unit 3: Radioisotopes**

**04 Hours**

Types of radioisotopes; types of emissions (alpha, beta, gamma radiations); half-life; use of radioisotopes in biological research; auto-radiography; pulse-chase experiment; Biosafety measures and disposal of radioactive material

**Unit 4: Spectrophotometry**

**02 Hours**

Principles and applications of UV, Visible and IR spectrophotometry

**Unit 5: Chromatography**

**05 Hours**

Principles and applications of Paper chromatography, Column chromatography, TLC, GLC,

HPLC, Ion-exchange chromatography, Molecular sieve chromatography, Affinity chromatography.

**Unit 6: Techniques for detection and analysis of nucleic acids and proteins    09 Hours**

PCR – design of PCR primers, enzymes used for PCR, cloning of PCR products; DNA polymorphism and its applications (RFLP, AFLP, SSR, SNPs); RNA isolation and analysis, cDNA synthesis and qRT-PCR; Extraction of proteins, PAGE (Native and denaturing); Blotting and hybridization techniques: Southern (Radioactive and Non-radioactive), Northern and Western; DNA sequencing – Sanger's dideoxy sequencing; ELISA.

**Practicals**

**60 hours**

1. Study of microscopic techniques using digital resources (freeze-fracture, freeze-etching, negative staining, FISH, chromosome banding).
2. Isolation of chloroplasts by differential centrifugation.
3. Separation of nitrogenous bases by paper chromatography.
4. Separation of sugars by thin layer chromatography
5. Separation of chloroplast pigments by column chromatography (demonstration)
6. Amplification of DNA by PCR and visualization of PCR products.
7. Detection of DNA polymorphism (SSR based DNA fingerprinting).
8. Gel based and capillary based DNA sequence data analysis.
9. Estimation of protein concentration by Bradford method.
10. PAGE to study overexpression of proteins/ Separation of proteins by PAGE.
11. Blotting techniques: Southern, Northern and Western using digital resources.

**Suggested Reading:**

18. Hofmann, A., & Clokie, S. (2018) Wilson and Walker's Principles and Techniques of Biochemistry and Molecular Biology (8th ed.). Cambridge University Press.
19. Gerald Karp, Janet Iwasa, Wallace Marshall (2019). Karp's Cell and Molecular Biology, 9th Edition: Wiley
20. O' Brien, T.P. and Cully M.E (1981). The Study of Plant Structure. Principles and selected Methods, Termarcaphi Pty. Ltd., Melbourne.

**Additional Resources:**

1. Cooper, G.M., Hausman, R .E. (2009). The Cell: A Molecular Approach, 5th edition. Washington, D.C.: ASM Press & Sunderland, Sinauer Associates, MA.

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

## POOL OF DISCIPLINE SPECIFIC ELECTIVES

### DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -07): Recombinant DNA Technology and Proteomics

#### 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		
<b>Recombinant DNA Technology and Proteomics BOT-DSE-07</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass with Biology/ Biotechnology	<b>Nil</b>

**Learning Objectives:** This course structure is designed to:

- familiarize the students with the essential knowledge and technical skills/ methodology involved in creating recombinant DNA molecules.
- provide knowledge on generating modified organisms, synthesize a product or modify a biological process by tailoring and/or incorporating DNA from one organism into another.

#### **Learning outcomes:**

After completion of the course students will:

7. be able to identify, locate, isolate and functionally characterize DNA sequences/genes.
8. Get familiarized with technologies used to create recombinant DNA.
9. be able to design strategies adopted to generate genetically modified organisms for various applications.
10. be aware of the application of recombinant DNA in pharmaceuticals, agriculture, environment management, etc.

#### **Unit 1: Enzymes in recombinant DNA technology**

**04 hours**

Nucleases: DNAses, RNAses, Restriction endonucleases (discovery, classification, isoschizomers and cleavage action), exonucleases, polymerases (DNA, RNA, Reverse transcriptase, *Taq* polymerase), ligases, kinases, alkaline phosphatase.

#### **Unit 2: Cloning vectors**

**04 hours**

Plasmids (basic features and types - pBR322, pUC18, pUC19, TA vectors), lambda vectors (insertion and replacement vectors), M13, cosmids and phagemids, pBluescript II; Artificial chromosomes as vectors (BACs, YACs). Expression vectors and shuttle vectors, YeP; strategies for over-expression of proteins

**Unit 3: Isolation and cloning of target DNA**

**03 hours**

PCR, Strategies: isolation/generation of target sequence (restriction-based and PCR-based), generation of compatible cohesive ends, linkers and adaptors.

**Unit 4: Creating and screening DNA libraries**

**03 hours**

Construction of genomic and cDNA libraries, screening and identification of target sequence by DNA hybridization and immunological methods.

**Unit 5: Introduction of DNA into host cell**

**06 hours**

Preparation and transformation of competent bacterial cells (heat shock and electroporation). DNA delivery into plant cells and protoplasts: *Agrobacterium* mediated (disarmed Ti plasmid), electroporation, microinjection, liposomes and biolistic methods). Selection and identification of transformants (alpha-complementation, antibiotic resistance and reporter genes (GUS and GFP).

**Unit 6: Protein purification and Identification**

**03 hours**

Chromatography-based methods (ion exchange chromatography and affinity chromatography), antibody-based methods (ELISA and Western blotting).

**Unit 7: Proteomics**

**04 hours**

Introduction to proteomics: gel-based methods (Native and SDS PAGE, 2D gel electrophoresis, differential gel electrophoresis), mass spectrometry.

**Unit 8: Applications**

**03 hours**

Application of recombinant DNA technology and Proteomics in medicines (insulin, vaccines), agriculture (insecticide delta endotoxin, golden rice, antisense strategy in tomatoes).

**Practicals**

**60 hours**

15. Plasmid DNA isolation using Bacterial cultures.
16. Agarose Gel electrophoresis of plasmid DNA
17. Quantification of DNA by spectrophotometry
18. Extraction of protein and its Quantification by Lowry's method

19. Constructing Restriction map of linear and circular DNA using the data provided
20. Study of recombinant DNA techniques through photographs (Biolistic technique, electroporation, microinjection, PCR, western blotting, artificial chromosomes YAC, BAC, Cosmid, Phagemid, Ti plasmid)
21. Demonstration of SDS-PAGE and affinity Chromatography

**Suggested reading:**

- Brown, T. A. (2016) Gene Cloning an Introduction: Chapman & Hall.
- Zlatanova, J. and Van Holde, K.E. (2016) Molecular Biology Structure and Dynamics of Genomes and Proteomes: Taylor and Francis; .
- Glick, Bernard R, Jack J. Pasternak, Patten Cheryl L. 2018. Molecular Biotechnology; principles and applications of recombinant DNA, ASM Press, Washington.
- Lovric, J., 2011. Introducing Proteomics. Wiley-Blackwell
- S.B. Primrose, R. M. Twyman, R.W.Old. 2001. Principles of Gene manipulation: Blackwell Science; 2001

**Additional reading:**

- Banks, K (2022) Introduction to Proteomics. Larsen & Keller Education
- Kreuzer, H. Massey, A (1996) Recombinant DNA and Biotechnology; A guide for teachers; ASM Press.

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

## **Category II**

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

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-6.): Economic Botany and Biotechnology**

#### **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		
<b>Economic Botany and Biotechnology LS-DSC-BOT - 6</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass with Biology/ Biotechnology	<b>Nil</b>

#### **Learning Objectives:**

- To understand the economic importance of plants as cash crops - cereals, legumes, spices, non-alcoholic beverages, oils and fibres.
- To understand the concepts and applications of the techniques of Plant Tissue Culture and Recombinant DNA Technology in enhancing economic value of plants

#### **Learning Outcomes:** At the end of the course the students will have:

- knowledge of the nutritive and commercial / medicinal value of various plants and plant parts used as sources of carbohydrates, proteins, spices, oil and beverages.
- practice the methods / techniques of Plant Tissue Culture and apply tools of Biotechnology in improvement of crops for economic potential.

#### **Unit 1: Origin of Cultivated Plants**

**02 hours**

Concept of centres of origin, their importance with reference to Vavilov's work.

#### **Unit 2: Cereals and millets**

**04 hours**

Wheat, Rice and Maize: Origin, description of the part used, economic importance. Major and minor millets (Pearl millet, Sorghum, Kodo millet and Finger millet).

#### **Unit 3: Pulse crops**

**02 Hours**

General account and economic importance with special reference to chickpea and pigeon pea.

#### **Unit 4: Spices**

**03 Hours**



General account, part used and economic importance with special reference to cardamom, clove and black pepper.

**Unit 5: Beverage**

**02 Hours**

Tea; morphology, types, processing, uses.

**Unit 6: Oils and Fats**

**02 Hours**

General account; Classification, Difference between essential oils and fatty oils, uses (Sunflower, Soybean, Mint)

**Unit 7: Fibre Yielding Plants**

**02 Hours**

Classification of fibres. Cotton and Jute, description of part used and uses.

**Unit 8: Plant Tissue Culture Technology**

**05 Hours**

Introduction; nutrient media; aseptic and culture conditions, organogenesis (direct and indirect) and somatic embryogenesis; androgenesis, embryo culture, endosperm culture, protoplast culture Applications: micropropagation, generation of somaclonal variants, synthetic seeds and germplasm conservation.

**Unit 9: DNA Recombinant Technology**

**08 Hours**

Introduction, Blotting techniques (Southern and Northern); PCR; Molecular DNA markers (RAPD, RFLP) and DNA fingerprinting in plants. Genetic Engineering Techniques: Gene cloning vectors (pUC18, Ti plasmid); enzymes (nuclease, polymerase, kinase, ligase); screening for gene of interest by DNA probe hybridisation, Insertion of genes into plant (*Agrobacterium* mediated, biolistics); selection of recombinants by selectable marker and reporter genes (GUS). Applications: Bt cotton, Golden rice, Flavr-Savr tomato, Edible vaccines.

**Practicals:**

**60 Hours**

- Study of economically important plants through: specimens (Millets, Pigeon pea, Chickpea, Tea, and Cotton), Sections (Wheat, Maize, Black pepper, Clove), Micro-chemical Tests (Wheat, Soybean, Groundnut and Cotton).
- Principle and working of equipment used in Tissue culture: Laminar air flow cabinet, Autoclave.
- Preparation of culture medium (MS medium), sterilisation and inoculation of explants (Demonstration)
- Study of Micropropagation, Anther culture, Somatic embryogenesis, Endosperm and Embryo culture
- Study of Molecular techniques: PCR, Blotting techniques
- 22. Extraction and separation of DNA.
- 23. Visit to any tissue culture/biotechnology laboratory

**Suggested reading:**

14. Bhojwani, S.S., Razdan, M.K. (1996). Plant Tissue Culture: Theory and Practice. Amsterdam, Netherlands: Elsevier Science.
15. Bhojwani, S. S. and Dantu, P. K. (2013). Plant Tissue Culture: An Introductory Text. Springer

16. Glick, B.R., Pasternak, J.J. (2003). Molecular Biotechnology- Principles and Applications. Washington, U.S.: ASM Press.
17. Kochhar, S.L. (2011). Economic Botany in the Tropics, 4th edition. New Delhi, Delhi: MacMillan Publishers India Ltd.
18. Newmann, Karl-Hermann (2020). Plant Cell and Tissue Culture: A Tool in Biotechnology, Springer
19. Wickens, G.E. (2012) Economic Botany: Principles and Practices. Springer

**Additional Resources:**

11. Park, S. (2021). Plant Tissue Culture: Techniques and Experiments, 4th Edition. Elsevier
12. Ranabhatt, H. and Kapur, R. (2018). Plant Biotechnology {Woodhead Publishing}
13. Razdan, M. K. (2019). Introduction to Plant Tissue Culture, 3rd Edition {CBS / Oxford & IBH}
14. Smith, R. H. (2013). Plant Tissue Culture: Techniques and Experiments, 3rd Edition {Elsevier}.
15. Stewart, C. Neal (2016). Plant Biotechnology and Genetics, 3rd Edition {Wiley-Blackwell}
16. Trigiano, R. N., Dannis, J. Gray (2019). Plant Tissue Culture, Development, and Biotechnology {CRC Press}

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**Category - III**  
**B.Sc. programme in Applied Life Sciences with Agrochemicals and Pest Management**

**DISCIPLINE SPECIFIC CORE COURSE (DSC 06)**

**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		
<b>Plant Biotechnology: Concepts and Applications ALS BOT DSC 06</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass with Biology/ Biotechnology	NIL

**Learning Objectives:**

The learning objectives of this course are as follows:

- to give students knowledge of techniques used in plant biotechnology and its applications.
- to explore the use of biotechnology to generate genetic variation in plants and to understand how factors at the cellular level contribute to the expression of genotypes and hence to phenotypic variation.
- to understand the biotechnological processes such as recombinant DNA technology and its applicative value in pharmaceuticals, food industry, agriculture, horticultural and ecology. This knowledge is central to our ability to modify plant responses and properties for global food security and commercial gains in biotechnology and agriculture.
- to perform the techniques currently used to generate information and detect genetic variation.

**Learning Outcomes:**

By studying this course, students will be able to:

- comprehend the basic concepts, principles and processes of plant biotechnology.
- apply the acquired knowledge in biotechnological, pharmaceutical, medical, ecological and agricultural fields.
- use the basic biotechnological techniques to explore molecular biology of plants.
- explain the use of biotechnological techniques for plant improvement and biosafety concerns.

**Unit 1: Introduction to Biotechnology****(2 Hours)**

Historical timeline; Brief overview of techniques and methods in Biotechnology, sectors of Biotechnology.

**Unit 2: Plant Tissue Culture****(8 Hours)**

Historical perspective (Haberlandt, Laibach, White, Reinert and Steward, Murashige, Cocking, Guha and Maheshwari, Bhojwani, Morel and Martin); Composition of media; Nutrients (major and minor), vitamins and hormones; Plasticity and Totipotency; Regeneration: Organogenesis (Direct and Indirect) and Embryogenesis (somatic and zygotic); Protoplast isolation, culture and fusion; Tissue culture applications (micropropagation, androgenesis, haploids, triploids, cybrids, production of virus-free plants).

**Unit 3: Recombinant DNA Technology and Genetic Transformation (12 Hours)**

Restriction Endonucleases (History, Types I - IV, biological role and applications); Modifying enzymes and their applications (nucleases, ligases, alkaline phosphatase, polynucleotide kinase) Introduction to prokaryotic and eukaryotic cloning vectors: pBR322, pUC 18, pUC19, BACs, Lambda phage, YACs. Gene Cloning: Restriction digestion of DNA, ligation, bacterial transformation and selection of recombinant clones; Methods of gene transfer to plants: *Agrobacterium*-mediated transformation (Ti plasmids), Direct gene transfer by Electroporation, Microinjection, Microprojectile

bombardment; Selection of transgenic plants: selectable marker genes (Positive selection markers – antibiotic- and herbicide-resistance conferring genes) and reporter genes (Luciferase, GUS, GFP).

### **Unit 3: Applications of Transgenic Technology**

**(8 Hours)**

Pest resistant (Bt-cotton) and herbicide resistant plants (RoundUp Ready soybean); Transgenic crops with improved quality traits (Flavr Savr tomato. Golden rice); Improved horticultural varieties (Moondust carnations); Role of transgenics in bioremediation (Superbug); Edible vaccines; Introduction to genome editing; Biosafety of transgenic plants.

### **PRACTICALS**

**60 hours**

1. Preparation of nutrient media for plant cell cultures- Murashige & Skoog's (MS) medium and B5 medium.
2. Initiation of axenic cultures (seed sterilisation and inoculation)
3. Micropropagation (shoot induction) using leaf and/or nodal explants of tobacco/*Datura*/ *Brassica* etc.
4. Study of anther culture, embryo and endosperm culture, somatic embryogenesis using digital resources/ photographs.
5. Preparation of artificial seeds.
6. Isolation of plasmid DNA.
7. Induction of callus and analysis of effects of growth regulators on *in vitro* regeneration using tobacco as a model plant
8. Preparation of competent cells and transformation of *E. coli* by heat shock method.
9. Restriction digestion and gel electrophoresis of plasmid DNA.
10. Construction of restriction map of circular and linear DNA from the data provided.
11. Visit to a Research laboratory.

### **Essential/recommended readings:**

1. Bhojwani, S.S., Bhatnagar, S.P. (2011). The Embryology of Angiosperms, 5th edition. New Delhi, Delhi: Vikas Publication House Pvt. Ltd.
2. Bhojwani, S.S., Razdan, M.K., (1996). Plant Tissue Culture: Theory and Practice. Amsterdam, Netherlands: Elsevier Science.

3. Glick, B.R., & Patten C. (2022). Molecular Biotechnology: Principles and Applications. 6<sup>th</sup>edn. Washington, U.S.: ASM Press.
4. Brown, T. A. 2020. Gene Cloning & DNA Analysis: An Introduction. 8<sup>th</sup>edn. UK: Wiley Blackwell.
5. Slater, A., Scott, N. W. & Fowler, M. R.(2010) Plant Biotechnology: The Genetic Manipulation of Plants. 2<sup>nd</sup>edn. New York, USA: Oxford University Press Inc.
6. Primrose, S. B. and Twyman, R.M. (2013) Principles of Gene Manipulation and Genomics. 7<sup>th</sup>edn. Wiley-Blackwell Publishing.

**Suggested Readings :**

1. Stewart, C.N. Jr. (2008). Plant Biotechnology and Genetics: Principles, Techniques and Applications. New Jersey, U.S.: John Wiley & Sons Inc.
2. Snustad, D.P., Simmons, M.J. (2010). Principles of Genetics, 5th edition. Chichester, England: John Wiley and Sons.
3. Bhojwani, S.S. and Dantu, P.K. (2013). Plant Tissue Culture: An Introductory Text. Springer New Delhi Heidelberg New York Dordrecht London

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**POOL OF DISCIPLINE SPECIFIC CORE  
FOR B.SC. PROGRAMME IN APPLIED LIFE SCIENCES WITH  
AGROCHEMICALS AND PEST MANAGEMENT**

**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE 04)**

**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		
<b>Plant Systematics ALS BOT DSE 04</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	Class XII pass with Biology/ Biotechnology	<b>NIL</b>

**Learning Objectives:**

The learning objectives of this course are as follows:

- to gain knowledge about the basics of plant systematics.
- to get an insight into the interrelationships of plant systematics and allied subjects.

**Learning Outcomes:**

By studying this course, students will be able to:

- understand technical terminology used in plant taxonomy.
- apply the terminologies to describe, identify and classify the flowering plants.
- search and analyze taxonomic information from internet-based scientific databases and other resources.
- comprehend and compare various systems of classification.
- recognize diversity in local/regional flora.

**Unit 1: Introduction****(1 Hour)**

Plant identification, Classification, Nomenclature, Biosystematics.

**Unit 2: Identification****(4 Hours)**

Field inventory, Herbarium Techniques, Functions of Herbarium, Important herbaria and botanical gardens of the world and India, Virtual Herbarium, E-flora: Flora, Monographs, Journals.

**Unit 3: Systematics-An Interdisciplinary Science****(5 Hours)**

Evidence from cytology, phytochemistry [Alkaloids, Phenolics, Glycosides, (in brief)] and molecular data (cp.DNA, mt-DNA, nuclear DNA, PCR amplification, sequence data analysis)

**Unit 4: Taxonomic Hierarchy****(2 Hours)**

Concept of taxa (family, genus, species); Categories and taxonomic hierarchy; Species concept (taxonomic, biological & evolutionary)

**Unit 5: Botanical Nomenclature****(7 Hours)**

Principles and rules (ICN); Ranks and names; Typification, Author citation, Valid publication, Rejection of names, Principle of priority and its limitations; Names of hybrids and cultivated plants.

**Unit 6: Basic Terms and Concepts of Phylogeny****(4 Hours)**

Cladistics: Terms and concepts (primitive and advanced, homology and analogy, parallelism and convergence, monophyly, Paraphyly, polyphyly, clades and grades). Methodology of Cladistics, Methods of illustrating evolutionary relationships (phylogenetic tree, cladogram).

**Unit 7: Systems of Classification****(7 Hours)**

Major contributions of Parasara, Charaka, Theophrastus, Bauhin, Tournefort, Linnaeus, Adanson, de Candolle, Bessey, Hutchinson, Takhtajan, Cronquist, Bremer and MW Chase; Classification systems of Benth and Hooker (up to series) and Engler and Prantl (up to series); Angiosperm Phylogeny Group (APG IV) Classification (major clades).



## **PRACTICAL**

**(60 Hours)**

1. To prepare at least 2 herbarium specimens and identify them using available resources (Literature, herbaria, e-resources, taxonomic keys) and classify up to family level (according to Bentham and Hooker's classification).
2. Description of taxa using semi-technical terms and identification of the families according to Bentham and Hooker's classification.

Note: Any twelve families from the following list to be studied with at least two specimens (or one where limitations exist).

List of Suggested Families (\*mandatory)

Acanthaceae, Rubiaceae, \*Apiaceae, Apocynaceae, \*Asteraceae, \*Brassicaceae, \*Euphorbiaceae, \*Fabaceae, \*Lamiaceae, Liliaceae, \*Malvaceae, Moraceae, \*Poaceae, \*Ranunculaceae, \*Solanaceae.

### **Essential/recommended readings:**

1. Simpson, M. G. (2019). *Plant systematics*. 3rd Edition, Academic press.
2. Singh, G. (2019). *Plant Systematics- An Integrated Approach*. 4th edition. CRC Press, Taylor and Francis Group.
3. Pandey, A. K., Kasana, S. (2021). *Plant Systematics*. 2nd Edition. CRC Press Taylor and Francis Group
4. <http://www.mobot.org/MOBOT/research/APweb/>
5. Maheshwari, J. K. (1963). *The flora of Delhi*. Council of Scientific & Industrial Research.
6. Maheshwari, J. K. (1966). *Illustrations to the Flora of Delhi*. Council of Scientific & Industrial Research.
7. Harris, J. G., Harris, M. W. (2001). *Plant Identification Terminology: An Illustrated Glossary*. Spring Lake, Utah: Spring Lake Pub. Spring Lake, Utah.

### **Suggestive Readings:**

1. The Angiosperm Phylogeny Group, Chase, M.W., Christenhusz, M.J.M, Fay M.F., Byng, J.W., Judd, W.S., Soltis, D.E., Mabberley, D.J., Sennikov, A.N., Soltis, P.S., Stevens, P.F. (2016). *An update of the Angiosperm Phylogeny Group classification for the orders and families of flowering plants: APG IV.* Botanical journal of the Linnean Society 181 (1): 1-20.
2. <https://www.mobot.org/MOBOT/research/APweb/treeapweb2s.gif>
3. <https://www.digitalatlasofancientlife.org>
4. <http://apps.kew.org/herbcat/navigator.do>
5. <https://efloraofindia.com/>
6. <https://powo.science.kew.org/>
7. Page, R.D.M., Holmes, E.C. (1998). *Molecular Evolution: A Phylogenetic Approach.* Blackwell Publishing Ltd.

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## COMMON POOL OF GENERIC ELECTIVES

### GENERIC ELECTIVE (BOT-GE-20)

#### 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		
Genomics, Proteomics and Metabolomics  <b>BOT-GE-20</b>	4	2	0	2	Class XII  Pass with Science	Nil

#### Learning Objectives:

22. Build the concepts of genomics, proteomics and metabolomics.
23. Understand the role of model organisms in genomics studies
24. Familiarization of tools used in genomics and proteomics.

#### Learning Outcomes: At the end of this course, students will be able to:

7. understand the implications of genomic, transcriptomic, proteomic and metabolomic studies in an organism.
8. assimilate logic and reasoning behind choice of model organisms for genomics study.

#### Unit 1: Introduction to genomics

**02 Hours**

Recapitulating basics of prokaryotic and eukaryotic genomes; basic concept of structural and functional genomics.

#### Unit 2: Model organisms in genomics

**02 Hours**

Features of important model organisms used in genomics study (*Escherichia coli*, *Saccharomyces cerevisiae*, *Caenorhabditis elegans*, *Arabidopsis thaliana*)

#### Unit 3: Sequencing strategies

**04 Hours**

Sequencing: basic principle-Sanger's method; classical approaches for sequencing large genomes (whole genome shot gun method viz. WGS, clone by clone sequencing); Next generation sequencing (NGS) ; Concept of third generation sequencing

#### Unit 4: Genome sequencing Projects

**04 Hours**

Human genome project (brief history and significance); *Arabidopsis* genome project; rice genome project; applications of genomics in agriculture and human health

**Unit 5: Transcriptomics****03 Hours**

Concept: EST sequencing; Gene expression studies by Microarrays and RNAseq.

**Unit 6: Introduction to proteins and proteomics****06 Hours**

Proteins as structural and functional unit of life; basics concept of protein structure (primary, secondary, tertiary, and quaternary), peptide bonds; brief introduction of major post-translational modifications (phosphorylation, glycosylation); introduction to enzymes; introduction to proteomics and its applications.

**Unit 7: Tools for proteome analysis****05 Hours**

Separation and isolation of proteins from plant tissue; purification of proteins by chromatographic techniques (column chromatography, ion exchange and affinity chromatography); separation of total cellular proteins by electrophoresis: SDS-PAGE, western blotting and ELISA.

**Unit 8: Metabolomics****04 Hours**

Concept of metabolomics; classes of metabolites (primary and secondary metabolites in plants); Experimental methods and instruments used in metabolomics- HPLC, GC; applications of metabolomics.

**Practicals****60 hours**

- Genomic DNA extraction from cauliflower heads
- Select 10 different organisms (5 prokaryotic and 5 eukaryotic) whose genomes have been completely sequenced and categorize them based on taxonomy, find their genome size and locate the database where their genome sequence is hosted.
- Demonstration of gene expression studies through photographs: microarrays and RNA seq.
- Demonstration of Sanger's DNA sequencing principle.
- Interpretation and reading of DNA sequence chromatograms.
- Experiment to demonstrate activity of Amylase.
- Estimation of protein concentration through Lowry's methods/Bradford assay.
- Demonstration of separation of proteins using SDS-PAGE (demonstration).
- Study of proteins by Western blotting technique (digital resources/demonstration).
- Demonstration of ELISA through kit.

**Suggested readings:**

15. Brown, T. A. (2020). Gene Cloning & DNA Analysis: An Introduction. 8<sup>th</sup>edn. UK: Wiley Blackwell.
16. Glick, B.R., Patten C. (2022). Molecular Biotechnology: Principles and Applications. 6<sup>th</sup>edn. Washington, U.S.: ASM Press.
17. Griffiths, A.J.F., Doebley, J., Peichel, C, Wassarman D. (2020). Introduction to Genetic Analysis, 12th edition. New York, NY: W.H. Freeman and Co.
18. Liebler, D.C. (2002). Introduction to Proteomics: Tools for New Biology, Humana Press.
19. Primrose, S. B. Twyman, R.M. (2006). Principles of Gene Manipulation and Genomics. 7<sup>th</sup>edn. Victoria, Australia: Blackwell Publishing.
20. Twyman R. (2013) Principles of Proteomics, Taylor & Francis Books.
21. Watson J.D. (2017) Molecular Biology of the Gene. Pearson publishers.

22. Westermeier, R., Naven, T., Hopker, H.R. (2008). Proteomics in Practice: A guide to successful experimental design, 2nd edition, Wiley Blackwell.
23. Wood, P.L., (2021) Metabolomics. Springer Protocols.

**Additional resources:**

- Banks, K (2022) Introduction to Proteomics. Larsen & Keller Education
- Campbell, A.M. and Heyer, L.J (2006). Discovering Genomics, Proteomics and Bioinformatics, Pearson publishers.
- Bhattacharya, S.K. (2019) Metabolomics: Methods & Protocols. Springer Protocols/Humana Press

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