

## **DEPARTMENT OF ZOOLOGY**

### **BSC (Hons.) Zoology**

#### *Category-I*

#### **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>Nonchordata – Protists to Pseudocoelomates</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>Class X II pass with Biology as one of the papers in Class XII</b>	<b>-</b>

#### **Learning Objectives**

The course would provide an insight to the learner about the existence of different life forms on the earth and appreciate the diversity of animal life. It will help the students to understand the features of non-chordates and their systematic organization based on evolutionary relationships, structural and functional affinities. The course will also make the students aware about the characteristic morphological and anatomical features of diverse animals; the economic, ecological, and medical significance of various animals in human life; and will create interest among them to explore the animal diversity in nature.

#### **Learning outcomes**

Upon completion of the course, students should be able to:

- Learn about the importance of systematics, taxonomy, and structural organization of non-chordates.
- Appreciate the diversity of non-chordates living in varied habits and habitats
- Understand evolutionary history and relationships of different non-chordates through functional and structural affinities.
- Critically analyse the organization, complexity and characteristic features of nonchordates.
- Recognize the life functions and the ecological roles of the animals belonging to different phyla.
- Enhance collaborative learning and communication skills through practical sessions, teamwork, group discussions, assignments, and projects.

#### **SYLLABUS OF DSC-1**

##### **Unit I: Introduction to Non-chordates (2 Hours)**

General characteristics of non-chordates and basis of classification.

**Unit II: Protista (07 Hours)**

General characteristics and classification; Life cycle of *Plasmodium vivax*; Locomotion and reproduction in Protista.

**Unit III: Porifera (05 Hours)**

Introduction to Parazoa; General characteristics and classification; Canal system in sponges.

**Unit IV: Cnidaria and Ctenophora (8 Hours)**

Introduction to Metazoa; General characteristics and classification; Polymorphism in Cnidaria; Corals and coral reefs.

**Unit V: Platyhelminthes and Nemathelminthes (8 Hours)**

General characteristics and classification; Parasitic adaptations of Helminthes; Life cycle of *Taenia solium* and *Ascaris lumbricoides*.

Note: Outline classification up to classes to be followed from “Ruppert, Fox and Barnes (2004). Invertebrate Zoology: A Functional Evolutionary Approach”. VII Edition, Cengage Learning, India

**Practical component**

1. Study of whole mount of Euglena, Amoeba, Noctiluca, Paramecium, Binary fission in Paramecium and Conjugation in Paramecium.
2. Examination of pond water collected from different places to observe diversity in Protista.
3. Study of Sycon, Hyalonema, Euplectella, Spongilla, T.S. of Sycon, L.S. of Sycon.
4. Study of *Obelia*, *Physalia*, *Millepora*, *Aurelia*, *Tubipora*, *Corallium*, *Alcyonium*, *Gorgonia*, *Metridium/Adamsia*, *Pennatula*, *Fungia*, *Meandrina*, *Madrepora*.
5. Specimen/slide of any one Ctenophore.
6. Study of adult *Fasciola hepatica*, *Taenia solium* and their life stages (Slides/microphotographs).
7. Study of adult *Ascaris lumbricoides* and its life stages (Slides/microphotographs).
8. To submit a Project Report on the life cycle of any one parasite or pathogen/corals/coral reefs.
9. Examination of soil samples collected from different places to observe diversity in nematodes.

**Essential readings**

1. Ruppert, Fox and Barnes (2004). Invertebrate Zoology. VII Edition, Cengage Learning, India.
2. Pechenik, J. A. (2015). Biology of the Invertebrates. VII Edition, McGraw-Hill Education.
3. Barnes, R.S.K., Calow, P., Olive, P.J.W., Golding, D.W. and Spicer, J.I. (2002). The Invertebrates: A New Synthesis. III Edition, Blackwell Science.

## DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2) Biology of Cell: Structure

### Credit distribution, Eligibility and Prerequisites 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>Biology of Cell: Structure and Function</b>	4	2	--	2	<b>Class X II pass with Biology as one of the papers in Class XII</b>	-

### Learning Objectives

The objective of the course is to help the students to learn and develop an understanding of a cell as a basic unit of life. This course is designed to enable them to understand the functions of cellular organelles and how a cell carries out and regulates cellular functions.

### Learning outcomes

Upon completion of the course, students should be able to:

- Understand the fundamental principles of cell biology.
- Explain the structure and functions of cell organelles involved in diverse cellular processes.
- Appreciate how cells grow, divide, survive, die, and regulate these important processes.
- Comprehend the process of cell signaling and its role in cellular functions.
- Have an insight into how defects in the functioning of cell organelles and regulation of cellular processes can develop into diseases. Learn the advances made in the field of cell biology and their applications

### SYLLABUS OF DSC- 2

#### Unit I: Overview of Cells and Plasma membrane (05 Hours)

Prokaryotic and Eukaryotic cells; Various models of plasma membrane structures, Transport across membranes: active and passive transport, facilitated transport; Cell-cell junctions, structures, and functions: Tight junctions, adherens junctions, gap junctions.

#### Unit II: Endomembrane System (10 Hours)

Structure and Functions: Endoplasmic Reticulum (ER), Golgi apparatus, Signal hypothesis, Vesicular transport from ER to Golgi apparatus, Protein sorting and transport from Golgi apparatus, Coated Vesicles, Lysosomes, Peroxisomes. Structure of Mitochondria, Semiautonomous nature, Endosymbiotic hypothesis; Respiratory chain, Chemiosmotic hypothesis, ATP Synthase.

#### Unit III: Cytoskeleton (2 Hours)

Structure and Functions: Microtubules, Microfilaments and Intermediate filaments.

**Unit IV: Nucleus (4 Hours)**

Structure of Nucleus, Nuclear envelope, nuclear pore complex, Transport of molecules across nuclear membrane, nucleosome, nucleolus; Chromatin: euchromatin, heterochromatin.

**Unit V: Cell Division (4 Hours)**

Mitosis, Meiosis, Cell cycle and its regulation.

**Unit VI: Introduction to Cell Signaling (05 Hours)**

Cell Signaling through G-protein coupled receptor (GPCR) and role of secondary messenger: cAMP and protein kinase A.

**Practical component (60 Hours)**

1. Microscopy: Compound microscope: principle, components and handling; Phase contrast microscope; Electron microscope; Differential Interference Contrast (DIC) Microscope.
2. Principle and types of cell fixation and staining; Cell fractionation.
3. To study prokaryotic cells by Gram staining and eukaryotic cell (cheek cells) by hematoxylin/methylene blue.
4. To study the effect of hypotonic, isotonic, and hypertonic solutions on cell permeability.
5. Preparation of a temporary slide of squashed and stained onion root tip to study various stages of mitosis.
6. Study the effect of colchicine on mitosis at 24 hrs and 48 hrs.
7. Study of various stages of meiosis through permanent slides.
8. Preparation of stained mount to show the presence of Barr body in human female blood cells/cheek cells.
9. Cytochemical demonstration of:
  - a. DNA by Feulgen reaction
  - b. Mucopolysaccharides by PAS reaction
  - c. Proteins by Mercuric Bromophenol Blue/Acid Fast Green

**Essential readings**

1. Cooper, G.M., Hausman, R.E. (2019) The Cell: A Molecular Approach. VIII Edition, ASM Press and Sinauer Associates.
2. Becker, Kleinsmith, and Hardin (2018) The World of the Cell, IX Edition, Benjamin Cummings Publishing, San Francisco.
3. Karp, G. (2015). Cell and Molecular Biology: Concepts and Experiments, VIII Edition, John Wiley & Sons Inc.
4. Renu Gupta, Seema Makhija and Ravi Toteja (2018). Cell Biology Practical Manual, Prestige Publishers, New Delhi
5. VK Sharma (1991). Techniques in Microscopy and Cell Biology, Tata McGraw-Hill Publishing Company Limited, New Delhi

**DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3) Concepts of Ecology****Credit distribution, Eligibility and Pre-requisites of the Course**

Course	Credits	Credit distribution of the course	Eligibility	Pre-requisite
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title & Code		Lecture	Tutorial	Practical/ Practice	criteria	of the course(if any)
Concept o f Ecology	4	2	0	2	Class X II pass w ith Biology as one o f t he papers i n Class XII	NIL

## Learning Objectives

The primary aim of this course is to develop a scientific understanding of the diverse aspects of the field of ecology. The students will be familiarized with the interactions between the organisms and their physical environment. Additionally, various attributes of populations and communities with help of theoretical concepts and field examples will be discussed. It provides a platform to understand the varied forces that lead to variations among populations of a species.

## Learning outcomes

Upon completion of the course, the students should be able to:

- Demonstrate an understanding of the basic concepts of the subject
- Explain the characteristics, dynamics, and growth of populations
- Understand the characteristics of the community, ecosystem development and climax theories
- Gain knowledge about the relationship of the evolution of various species and the environment they live in.
- Design basic field studies, collect data and interpret it
- Carry out population and community studies

## SYLLABUS OF DSC-3

### Unit I: Introduction to Ecology (03 Hours)

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

### Unit II: Population (07 Hours)

Unitary and Modular populations; Unique and group attributes of population: density, natality, mortality, life tables, fecundity tables, survivorship curves, age ratio, sex ratio, dispersal and dispersion; Exponential and logistic growth, equations and patterns,  $r$  and  $k$  strategies; Intraspecific population regulation: density-dependent and independent factors.

### Unit III: Species Interactions (06 Hours)

Types of species interactions, Interspecific competition: Lotka-Volterra model of competition, Gause's Principle with laboratory and field examples, Niche concept; Predation: Lotka-Volterra equations, Functional and numerical responses, predator defence mechanisms, Resource partitioning.

### Unit IV: Community (05 Hours)

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

### **Unit V: Ecosystem (6 Hours)**

Types of Ecosystems: Terrestrial ecosystem, 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 cycle- nitrogen cycle.

### **Unit VI: Applied Ecology (03 Hours)**

Ecology in wildlife conservation and management, Protected areas: National Parks, Biosphere reserves and Sanctuaries; Restoration ecology, Principles of Environmental impact assessment.

### **Practical components (60 Hours)**

1. Study of life tables and plotting of survivorship curves of different types from hypothetical/ real data
2. Determination of population density in a natural or a hypothetical community by quadrat method and calculation of Shannon-Weiner diversity index.
3. Study of an aquatic ecosystem:
  - a) Phytoplankton and zooplankton
  - b) Measurement of temperature, turbidity/penetration of light, determination of pH
  - c) Dissolved oxygen content (Winkler's method), chemical oxygen demand
  - d) Free carbon dioxide and alkalinity
4. Study of ten endemic animals of India with slides/pictures/videos.
5. Report on a visit to a National Park/Biodiversity Park/Wildlife Sanctuary.

### **Essential readings**

1. Odum, E.P. and Barrett G. W. (2008). Fundamentals of Ecology. Indian Edition (5th). Publisher: Brooks/Cole.
2. Smith T. M. and Smith R. L. (2015). Elements of Ecology. 9th International Edition. Publisher: Benjamin Cummings.
3. Saha G.K. and Mazumdar S. (2020) Wildlife Biology, An Indian Perspective. Publisher: PHI Learning Private Limited
4. Zimmer C. and Emlen D. J., (2013) 1st Edition. Evolution: Making Sense of Life, Roberts & Co.
5. Futuyma, Douglas and Mark, Kirkpatrick (2017) 3rd Edition. Evolutionary Biology, Oxford University Press

**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 Zoology**  
*Category-IV*

**GENERIC ELECTIVES (GE-1): Human 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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Human Physiology</b>	<b>4</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>	<b>Zoology</b>

**Learning Objectives**

This course offers an overview of the concepts of normal biological functions in the human body. The fundamentals of human physiology and histological structures will be correlated. The concept of homeostasis in response to changes in the external environment will be introduced. Further, students will be provided with knowledge that can be applied in everyday life. The students will be encouraged to pursue further studies in physiology and related fields as well as multidisciplinary subjects that require an understanding of the physiology of humans.

**Learning outcomes**

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

- Understand the principles of normal biological function in the human body.
- Outline basic human physiology and correlate it with histological structures.
- Understand the homeostasis in animals in response to changes in their external environment.

**SYLLABUS OF GE-1**

**Unit I: Tissues (05 Hours)**

Types of Tissues; Structure and Function of Epithelial, Connective, Muscular and Nervous tissues.

**Unit II: Functioning of Excitable Tissue (Nerve and Muscle) (05 Hours)**

Propagation of nerve impulse (myelinated and non-myelinated nerve fibre); Mechanism of muscle contraction (Sliding filament theory).

**Unit III: Digestion and Absorption of Food (05 Hours)**

Structure and function of digestive system; Digestion and absorption of carbohydrates, fats and proteins.

**Unit IV: Respiratory Physiology (04 Hours)**

Structure and function of respiratory tract and lungs; Ventilation, External and Internal respiration; Transport of oxygen and carbon dioxide in blood.

#### **Unit V: Cardiovascular System (04 Hours)**

Structure of heart, Cardiac cycle, Composition of blood

#### **Unit VI: Renal Physiology (03 Hours)**

Functional anatomy of kidney

#### **Unit VII: Reproductive Physiology (04 Hours)**

Structure of testis and ovary; Spermatogenesis and Oogenesis.

#### **Practical component (if any) (60 Hours)**

1. Preparation of temporary mount of neurons and blood cells (blood film preparation).
2. Preparation of haemin and haemochromogen crystals.
3. Haemoglobin estimation using Sahli's haemoglobinometer.
4. Determination of ABO Blood group.
5. Recording of blood pressure using a Sphygmomanometer.
6. Examination and detailed study of permanent histological sections of mammalian Stomach, Duodenum, Liver, Lung, Kidney, Pancreas, Testis and Ovary.

#### **Essential readings**

1. Tortora, G.J. and Derrickson, B.H. (2012). Principles of Anatomy and Physiology. XIIIth Edition, John Wiley and Sons, Inc.
2. Widmaier E, Raff H and Strang K. (2013). Vander's Human Physiology: The Mechanism of Body Functions. XIIIth Edition, McGraw-Hill Education.
3. Guyton, A.C. and Hall, J.E. (2011) Textbook of Medical Physiology. XII Edition, Harcourt Asia Pvt. Ltd/ W.B. Saunders Company.
4. Kesar, S. and Vashisht, N. (2007) Experimental Physiology. Heritage Publishers.
5. Prakash, G. (2012) Lab Manual on Blood Analysis and Medical Diagnostics. S. Chand and Company Ltd.

### **GENERIC ELECTIVES (GE-2): Nature and Wildlife Studies**

#### **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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Nature and Wildlife Studies</b>	4	2	-	2	12 <sup>th</sup> Pass	Nil	Zoology

#### **Learning Objectives**



The course is designed to acquaint students with varied aspects of wildlife conservation, including its importance, major threats, and management of habitats and populations. The emphasis will be on developing interest and invoking a sense of responsibility among students towards wildlife conservation. The course also explores different techniques, perspectives, and approaches to both identify and achieve wildlife management goals. Further, students will be motivated to pursue careers in the field of wildlife conservation and management..

### Learning outcomes

By studying the course the students will develop:

- Understanding about wild life
- Evaluation and Management of Wildlife
- Wild life resources and protection

### SYLLABUS OF GE-2

#### **Unit I: Conservation of Nature and Wildlife (06 Hours)**

Values of wildlife - positive and negative; Conservation ethics; Importance of conservation; Causes of depletion; World conservation strategies: Wildlife Conservation Society (WCS), Convention on Biological Diversity (CBD), Agenda 21 of United Nations.

#### **Unit II: Evaluation and Management of Wildlife (06 Hours)**

Habitat analysis: a) Physical parameters: Topography, Geology, Soil and water; b) Biological Parameters: food, cover, forage; Census method

#### **Unit III: Management of Natural Habitats (04 Hours)**

Setting back succession: Grazing logging, Mechanical treatment, Advancing the successional process.

#### **Unit IV: Management Planning of Wildlife in Protected Areas (04 Hours)**

Human-wildlife conflict, Captive Breeding, Ecotourism.

#### **Unit V: Wildlife Health and Management (04 Hours)**

Care of injured and diseased animals, Quarantine; Zoonotic diseases: Ebola, Salmonellosis, Rabies, Foot and Mouth Disease, MonkeyPox, SARS, Bovine and Avian Flu.

#### **Unit VI: Protected Areas (06 Hours)**

National parks and sanctuaries, Biosphere reserves, Conservation and Community reserve, Important features of protected areas in India, Tiger conservation , management and challenges.

#### **Practical component (if any) (60 Hours)**

1. Identification of mammalian fauna, avian fauna, herpeto-fauna through direct and indirect evidences seen on a field trip to a wildlife conservation site.
2. Demonstration of basic equipment needed in wildlife studies use, care and maintenance (Compass, Binoculars, Spotting scope, Range Finders, Various types of Cameras and lenses).
3. Familiarization and study of animal evidences in the field: Identification of animals
4. through pug marks, hoof marks and scats.

5. To study the various animal tracking system: Global Positioning System, Remote Sensing and Biotelemetry.
6. Trail / transect monitoring for abundance and diversity estimation of mammals and bird (direct and indirect evidences).
7. A report based on a visit to National Park/ Wildlife Sanctuary/ Biodiversity Park or any other wildlife conservation site.

### **Essential readings**

1. Saha, G.K. and Mazumdar, S. (2017). Wildlife Biology: An Indian Perspective. PHI learning Pvt. Ltd. ISBN: 8120353137, 978-812035313
2. A.R.E. Sinclair, J.M. Fryxell and G. Caughley (2006). Wildlife Ecology, Conservation and Management. Wiley-Blackwell, Oxford, UK.
3. S.K. Singh (2005). Textbook of Wildlife Management. IBDC, Lucknow.
4. K. Banerjee (2002). Biodiversity conservation in managed and protected areas. Agrobios, India.
5. B.D. Sharma (1999). Indian Wildlife Resources Ecology and Development. Daya Publishing House, Delhi.
6. R.B. Primack (1998). Essentials of Conservation Biology. Sinauer Associates, Inc. Sunderland, MA.
7. B. B. Hossetti (1997). Concepts in Wildlife Management. Daya Publishing House, Delhi.

## **DEPARTMENT OF ZOOLOGY**

### **Category-I** **BSc. (H) Zoology**

#### **DISCIPLINE SPECIFIC CORE COURSE– 4 (DSC-4): Non-Chordata: Coelomates**

#### **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>Non-Chordata: Coelomates</b>	<b>04</b>	<b>02</b>	<b>0</b>	<b>02</b>	<b>Class XII pass with Biology/ Biotechnology</b>	<b>NIL</b>

#### **Learning Objectives**

The learning objectives of this course are as follows:

- The course aims to impart in-depth knowledge about the diverse life forms from the taxonomic positions of Annelida to Echinodermata.
- It will help the students to identify the body plan types of complex non-chordates and their systematic organization based on evolutionary relationships, structural and functional affinities.
- The course will help the students to understand the characteristic morphological, adaptive and anatomical features of diverse animals
- The course will help students to understand the economic and ecological significance of various animals in human life.
- The course will create interest among them to explore and appreciate the animal diversity in nature.

#### **Learning Outcomes**

By studying this course, students will be able to

- learn about the importance of systematics, taxonomy, and structural organization of non-chordate coelomates.
- recognize the diversity of non-chordates living in varied ecological habitats.
- critically analyse the organization, complexity and characteristic features of non-chordates.
- comprehend the economic importance of non-chordates, their interaction with the environment and their role in the ecosystem.
- enhance collaborative learning and communication skills through practical sessions, teamwork, group discussions, assignments, and projects.

## **SYLLABUS OF DSC-4**

### **UNIT – I Annelida**

**07 Hours**

General characteristics and classification; Excretion in Annelida; Evolution of coelom and metamerism.

### **UNIT – II Arthropoda and Onychophora**

**12 Hours**

General characteristics and classification (Special reference to Insecta up to orders); Vision and Respiration in Arthropoda; Metamorphosis in insects; Social life of bees and termite, Evolutionary significance of Onychophora.

### **UNIT – III Mollusca**

**06 Hours**

General characteristics and classification; Respiration in Mollusca; Torsion and Detorsion in Gastropoda; Pearl formation in bivalves.

### **UNIT – IV Echinodermata**

**05 Hours**

General characteristics and classification; Water-vascular System in Asteroidea.

**Note:** Outline classification up to classes to be followed from “Ruppert, Fox and Barnes (2004). Invertebrate Zoology: A Functional Evolutionary Approach”. VII Edition, Cengage Learning, India.

### **Practical component -60 Hours**

1. Study of *Aphrodite*, *Nereis*, *Heteronereis*, *Sabella*, *Serpula*, *Chaetopterus*, *Pheretima*, *Hirudinaria*, Trochophore larva.
2. Study of T.S. through pharynx, gizzard, and typhlosolar intestine of earthworm.
3. Study of *Limulus*, *Palamnaeus*, *Palaemon*, *Daphnia*, *Balanus*, *Sacculina*, *Cancer*, *Eupagurus*, *Scolopendra*, *Julus*, *Bombyx*, *Periplaneta*, termite, *Apis*, *Musca*.
4. Study of *Peripatus*.
5. Study of *Chiton*, *Dentalium*, *Pila*, *Doris*, *Helix*, *Unio*, *Patella*, *Ostrea*, *Pinctada*, *Sepia*, *Octopus*, *Nautilus*.
6. Study of *Pentaceros/Asterias*, *Ophiura*, *Clypeaster*, *Echinus*, *Cucumaria*, *Antedon*; Any two larval forms.
7. Study of mouth parts, digestive system and nervous system of *Periplaneta*. \*
8. Study of the digestive system of *Pheretima*. \*
9. Submit a Project Report on the larval forms in different phyla OR field study of the insect diversity.

\*Subject to UGC approval and guidelines

### **Essential/recommended readings**

1. Ruppert, Fox and Barnes (2004). Invertebrate Zoology. VII Edition, Cengage Learning, India.
2. Pechenik, J. A. (2015). Biology of the Invertebrates. VII Edition, McGraw-Hill Education.
3. Barnes, R.S.K., Calow, P., Olive, P.J.W., Golding, D.W. and Spicer, J.I. (2002). The Invertebrates: A New Synthesis. III Edition, Blackwell Science

### **Suggestive readings**

1. Ruppert, E.E., Fox, R.S., Barnes, R. D. (2003). Invertebrate Zoology: A Functional Evolutionary Approach. VII Edition, Cengage Learning, India
2. Barrington, E.J.W. (2012). Invertebrate Structure and Functions. II Edition, EWP Publishers

## DISCIPLINE SPECIFIC CORE COURSE– 5 (DSC-5): Fundamentals of Biomolecules

### 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>Fundamentals of Biomolecules</b>	<b>04</b>	<b>02</b>	<b>0</b>	<b>02</b>	<b>Class XII pass with Biology/ Biotechnology</b>	<b>NIL</b>

### Learning Objectives

The learning objectives of this course are as follows:

- To provide fundamental and precise knowledge of biomolecules that play a crucial role in all processes of life and the development of diseases.
- To make the students understand the fundamental building blocks of living organisms that include carbohydrates, proteins, lipids, nucleic acids
- To apprise the students of the various functions of the molecules like providing structural integrity to the tissue-engineered constructs.
- Through this course, the students would be able to understand the physiological importance of these biomolecules.
- The enzymatic study would enable them to understand the various metabolic pathways and physiological reactions.

### Learning Outcomes

By studying this course, students will be able to

- Interpret the structure-functional relationships of carbohydrates, proteins, lipids and nucleic acids.
- Understand the qualitative analysis of functional groups
- understand the properties of various biomolecules.
- appreciate the action of the enzyme and the various factors that affect their action detail.

### SYLLABUS OF DSC-5

#### UNIT – I Carbohydrates

**06 Hours**

Structure and biological importance: with emphasis on aldose, ketose, chiral centre, polarised Light, Fischer nomenclature, Haworth projection formula, mutarotation of glucose, anomers, pyranose, furanose, glycosidic linkage; reducing and non-reducing sugars: monosaccharides, disaccharides, polysaccharides and glycoconjugates.

#### UNIT – II Lipids

**04 Hours**

Structure and Significance: Physiologically important saturated and unsaturated fatty acids, triacylglycerols, phospholipids, glycolipids, steroids.

**UNIT – III Proteins****08 Hours**

Amino acids: Structure, classification and general properties of  $\alpha$ -amino acids; physiological importance of essential and non-essential amino acids; proteins: bonds stabilizing protein structure; Levels of organization in protein motifs, folds and domains; Denaturation.

**UNIT – IV Nucleic Acids****04 Hours**

Structure: purines and pyrimidines, nucleosides, nucleotides, nucleic acids; Cot Curves: Base pairing, Denaturation and Renaturation of DNA; Types of DNA and RNA.

**UNIT – V Enzymes****08 Hours**

Nomenclature and classification, cofactors; specificity of enzyme action, Isozymes, Mechanism of enzyme action; Enzyme kinetics; factors affecting rate of enzyme-catalysed reactions; derivation of Michaelis-Menten equation, concept of  $K_m$  and  $V_{max}$ , Lineweaver-Burk plot, multi-substrate reactions, enzyme inhibition; Allosteric enzymes and their kinetics; Regulation of enzyme reaction.

**Practical component – 60 Hours**

1. Understanding the structures of biomolecules through ball and stick models.
2. To understand the preparation and roles of two important biological buffer systems: phosphate and bicarbonate; Preparation of buffers and determination of pH.
3. Identification of the functional groups by qualitative tests:
  - a. Carbohydrates
  - b. Lipids
  - c. Proteins
4. Separation of amino acids by paper chromatography.
5. Study the action of salivary amylase under optimum conditions.
6. Study the effect of pH, temperature and inhibitors on the action of salivary amylase.

**Essential/recommended readings**

1. Nelson, D.L., Cox, M.M. (2017). Lehninger: Principles of Biochemistry (7th ed.). New York, WH: Freeman Company.
2. Murray, R.K., Bender, D.A., Botham, K.M., Kennelly, P.J., Rodwell, V.W. and Well, P.A. (2009). Harper's Illustrated Biochemistry. XXVIII Edition, International Edition, The McGraw- Hill Companies Inc.

**Suggestive readings**

1. Stryer, L., Berg, J., Tymoczko, J., Gatto, G. (2019). Biochemistry (9th ed.). New York, WH: Freeman.
2. Voet, D., Voet, J. G. (2013). Biochemistry (4th ed.). New Jersey, John Wiley & Sons Asia Pvt. Ltd.

## DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): Human Physiology-Control and Coordination Systems

### 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>Human Physiology-Control and Coordination Systems</b>	<b>04</b>	<b>02</b>	<b>0</b>	<b>02</b>	<b>Class XII pass with Biology/ Biotechnology</b>	<b>NIL</b>

### Learning Objectives

The learning objectives of this course are as follows:

- The course will provide a thorough understanding of the normal body function and helps to determine the cause of disease.
- It will enable the development of new and more effective treatments and guidelines for maintaining good health.
- It will equip the students with an ability to pursue career in medical and healthcare sector, pharmaceuticals and other related areas.
- It will help in understanding how these systems interact among themselves to maintain stability or homeostasis.

### Learning Outcomes

By studying this course, students will be able to:

- appreciate human physiology and have its enhanced knowledge.
- recognize and identify principal tissue structures and functions
- understand the functions of important physiological systems including the nervous system, muscular system, endocrine and reproductive system
- learn an integrative approach to understand how these separate systems interact to yield integrated physiological responses to maintain homeostasis in the body along with feedback mechanisms.
- synthesize ideas to make the connection between knowledge of physiology and real-world situations, including healthy lifestyle decisions and problems faced due to homeostatic imbalances
- perform, analyze and report on experiments and observations in physiology
- know the fundamentals and understand advanced concepts so as to develop a strong foundation that will help them to acquire skills and knowledge to pursue an advanced degree.

### SYLLABUS OF DSC-6

#### UNIT – I Nervous System and Sense Organs

**08 Hours**

Structure of neuron, resting membrane potential, origin and conduction of action potential across

the myelinated and unmyelinated nerve fibers; Types of synapses, synaptic transmission, Neuromuscular junction.

#### **UNIT – II Muscle Physiology**

**07 Hours**

Mechanism of muscle contraction; Characteristics of muscle twitch; Motor unit, summation, and tetanus.

#### **UNIT – III Endocrine System**

**08 Hours**

Hormones secreted by the glands, their physiological action and the disorders related to their secretion; Classification of hormones and their regulation; Mode of hormone action- Signal transduction pathways for peptide and steroid hormones.

#### **UNIT – IV Reproductive System**

**07 Hours**

Physiology of male and female reproduction– spermatogenesis, oogenesis, follicular development, steroidogenesis, implantation, pregnancy, and mammary gland development.

#### **Practical component – 60 Hours**

1. Classification, structure and functions of tissues: epithelial, connective, muscular and nervous tissue.
2. Structure, histology, types and function of bones and cartilage.
3. Classification and histological structure of muscle; ultrastructure of striated muscle.
4. Preparation of temporary mounts: Squamous epithelium, Striated muscle fibres, Nerve cells.
5. Demonstration of the unconditioned reflex action (Deep tendon reflex such as knee jerk reflex).
6. Recording of simple muscle twitch with electrical stimulation (Interpretation/ Virtual).
7. Study of permanent slides of Mammalian Skin, Spinal cord, Hypothalamus, Pineal, Pituitary, Thyroid, Parathyroid, Pancreas, Adrenal, Testis and Ovary.
8. Permanent slide preparation from various tissues: Tissue fixation, block preparation, tissue sectioning, H&E staining, microscopy (Minimum three tissues; tissue can be procured from the slaughterhouse).

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

1. Tortora, G.J. and Derrickson, B.H. (2012). Principles of Anatomy and Physiology. XIII Edition, John Wiley and Sons, Inc.
2. Widmaier E, Raff H and Strang K. (2013) Vander's Human Physiology: The Mechanism of Body Functions. XIII Edition, McGraw-Hill Education.
3. Guyton, A.C. and Hall, J.E. (2011) Textbook of Medical Physiology. XII Edition, Harcourt Asia Pvt. Ltd/ W.B. Saunders Company.
4. Eroschenko, Victor P. (2012) Di Fiore's Atlas of Histology with Functional Correlations; 12th edition, CBS Publishers and Distributors Pvt. Ltd.

#### **Suggestive readings**

1. Chatterjee, C.C. (2021) Human Physiology, 14th Edition, Volume 1 & Volume II, CBS Publishers and Distributors Pvt. Ltd.
2. Kesar, S. and Vashisht, N. (2007) Experimental Physiology. Heritage Publishers.



### Category-IV

#### COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE DEPARTMENT OF ZOOLOGY

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

#### GENERIC ELECTIVES (GE-3): Economic Zoology

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Economic Zoology	04	02	0	02	Class XII pass	NIL

#### Learning Objectives

The learning objectives of this course are as follows:

- It deals with the application of zoological knowledge for the benefit of mankind by understanding the economy, health and welfare of humans.
- It includes culturing organisms for mass production for human use and to control or eradicate harmful ones.
- It will bring to the fore the multidisciplinary nature of Economic Zoology as it includes sericulture, apiculture, aquaculture, pisciculture and insect pests of agriculture.

#### Learning Outcomes

By studying this course, students will be able to

- develop an understanding of the beneficial higher and lower organisms in terms of economic prospective.
- aquatic organisms and agriculturally important insect pests based on their morphological characteristics/structures.
- develop a critical understanding of the contribution of organisms to the welfare of society.
- examine the diversity of insect pests of different orders in the agro-ecosystem and sustainable pest management strategies.

#### SYLLABUS OF GE-3

##### UNIT – I Aquaculture

**05 Hours**

Definition, scope, and significance of Aquaculture, Prawn culture, Pearl culture, Edible Oyster culture.

##### UNIT – II Pisciculture

**07 Hours**

Basic concept on mono and composite fish culture (Carp culture); Fish diseases caused by *Ichthyophthirius multifiliis*, *Trichodinia* sp. and *Ichthyobodo* sp., symptoms and control; Maintenance of aquarium.

**UNIT – III Sericulture****05 Hours**

Different species and economic importance of silkworm, Mulberry and Non-mulberry Sericulture (Eri, Muga, Tussar), Sericulture techniques.

**UNIT – IV Apiculture****05 Hours**

Different species of Honeybee, types of beehives - Newton and Langstroth, Bee Keeping equipment, Methods of extraction of honey (Indigenous and Modern) and its processing, Products of apiculture industry (Honey, Bees Wax, Propolis, Royal jelly, Pollen etc.) and their uses.

**UNIT – V Agricultural Crop Pest and Management****08 Hours**

Bionomics of crop pests of rice (*Leptocorisa acuta*); sugarcane (*Pyrilla perpusilla*); vegetable (*Raphidopalpa foveicollis*); and stored grain (*Corcyra cephalonica*); Pest Management Strategies (Physical, Chemical & Biological)

**Practical component – 60 Hours**

1. Study of aquatic organisms - prawns, oysters and fishes (*any three*) through museum specimens in the laboratory with details on their classification, distribution and specialized features.
2. Study of different species of aquarium fishes (Goldfish, Guppy, Swordtail fish) and maintenance of aquarium in lab/indoor.
3. Study of major crop pests of rice (*Leptocorisa acuta*), sugarcane (*Pyrilla perpusilla*), vegetable (*Raphidopalpa foveicollis*) and stored grain (*Corcyra cephalonica*) belonging to different orders.
4. Study of *Bombyx mori*, its life cycle and economic importance.
5. Study of the life history of honeybee, *Apis cerana indica* and *Apis mellifera* from specimen/ photographs - egg, larva, pupa, adult (queen, drone, worker)
6. Study of artificial hive (Langstroth/Newton), its various parts and beekeeping equipment.
7. Project report on life cycle of any one crop pest or on a product obtained from apiculture industry.
8. Field study/lab visit to an apiary/honey processing unit/sericulture institute/aquarium shop/fish farm/pisciculture unit.

**Essential/recommended readings**

1. Atwal, A.S. (1993) Agricultural Pests of India and Southeast Asia. Kalyani Publishers, New Delhi.
2. Shukla, G.S. and Upadhyay, V.B.: Economic Zoology, 4e, 2002, Rastogi.
3. D. B. Tembhare. (2017) Modern Entomology. Published by Himalaya Publishing House (ISO 9001: 2008 Certified).
4. Dawes, J. A. (1984) The Freshwater Aquarium, Roberts Royce Ltd. London.

**Suggestive readings**

1. S.S. Khanna and H.R. Singh. A Textbook of Fish Biology & Fisheries Published by Narendera Publishing House. 3<sup>rd</sup> Edition. (ISBN13: 9789384337124)
2. Dokuhon, Z.S. (1998). Illustrated Textbook on Sericulture. Oxford & IBH Publishing Co., Pvt. Ltd. Calcutta.

## GENERIC ELECTIVES (GE-4): Lifestyle Disorders

### 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		
Lifestyle Disorders	04	02	0	02	Class XII pass	NIL

### Learning Objectives

The learning objectives of this course are as follows:

- The course aims to introduce the students to the concept of health, nutrition, and the factors affecting it.
- It will apprise students of the prevalence of emerging health issues affecting the quality of life.
- The course will facilitate the understanding of different physical and psychological associated disorders and their management for a healthy lifestyle.
- It highlights the important lifestyle-related disorders and describes the risks and remedies in relation to adopting a better life.

### Learning Outcomes

By studying this course, students will be able to

- have a better understanding of lifestyle choices and the diseases associated with them.
- have an in-depth understanding of making better lifestyle decisions.
- learn about various techniques for preliminary diagnosis of lifestyle disorders

### SYLLABUS OF GE-4

#### UNIT – I Introduction to Lifestyle

**05 Hours**

Traditional Indian lifestyle vs modern Indian lifestyle, lifestyle diseases – definition, risk factors-erratic sleep patterns, wrong food choices, smoking, alcohol abuse, stress, lack of optimum physical activity, illicit drug use, Obesity, respiratory diseases, diet and exercise.

#### UNIT – II Diabetes and Obesity

**05 Hours**

Types of Diabetes mellitus; Blood glucose regulation; Complications of diabetes-paediatric and adolescent obesity-weight control and BMI (Body Mass Index), Prediabetes, PCOS/PCOD.

#### UNIT – III Cardiovascular Diseases

**06 Hours**

Coronary atherosclerosis-Coronary artery disease, Causes-Fat and lipid, Alcohol Abuse-Diagnosis, Electrocardiograph, Echocardiograph, Treatment, Exercise and Cardiac rehabilitation.

**UNIT – IV Cancer****05 Hours**

Introduction to Cancer and general diagnostic methods to detect cancer; Lung Cancer, Mouth Cancer: associated lifestyle choices, symptoms and treatment.

**UNIT – V Hypertension****04 Hours**

Risk factors, complications (brain, heart, eye and kidney) and management of hypertension.

**UNIT – VI WHO Global action plan and Monitoring****05 Hours**

WHO Global action plan and Monitoring framework for prevention and control of non-communicable diseases, NPHCE (National Programme for the Health Care of Elderly), Fit India movement (Yoga and meditation).

**Practical component – 60 Hours**

1. Estimation of blood glucose (GOD/POD) by kit.
2. Calculation of BMI, waist to hip ratio, skin fold test.
3. Imaging techniques for cancer diagnosis. CT Scan, MRI, PET-CT scan. Confirmatory Biopsy.
4. Blood pressure measurement using a sphygmomanometer.
5. Study of cardiac rehabilitation- thrombolytic agents and balloon angioplasty.
6. Project Work based on Case studies related to risk factors of any ONE lifestyle disorder studied.

**OR**

7. To write a review of personal experience of using any of the available health or lifestyle-related applications over a period of time with some data to correlate.

**Essential/recommended readings**

1. James M.R, Lifestyle Medicine, 2nd Edition, CRC Press,2013,
2. Tortora, G.J. and Grabowski, S. (2006). Principles of Anatomy & Physiology. XI edition. John Wiley & Sons
3. Cooper, G.M., Hausman, R.E. (2009). The Cell: A Molecular Approach. V Edition, ASM Press and Sinauer Associates

**Suggestive readings**

1. Guyton, A.C. & Hall, J.E. (2006). Textbook of Medical Physiology. XI Edition. Harcourt Asia PTE Ltd/W.B. Saunders Company.
2. Widmaier E, Raff H and Strang K. (2013) Vander's Human Physiology: The Mechanism of Body Functions. McGraw-Hill Education 13th Edition.

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

**SEMESTER -III**  
**DEPARTMENT OF ZOOLOGY**  
**Category I**

(B.Sc. Honours in Zoology in three years)

**DISCIPLINE SPECIFIC CORE COURSE -7 –:**  
**Diversity of Chordates**  
**Zoo-DSC-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 (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Diversity of Chordates Zoo-DSC-7</b>	<b>04</b>	<b>02</b>	<b>Nil</b>	<b>02</b>	<b>Passed Class XII</b>	<b>NIL</b>

**Learning Objectives**

The learning objectives of this course are as follows:

- The course aims to impart in-depth knowledge about the diverse life forms from the taxonomic positions of Protochordates and Agnatha to Mammalia.
- It will help the students to identify the body plan types of complex chordates and their systematic organization based on evolutionary relationships, structural and functional affinities.
- The course will help the students to understand the characteristic morphological, adaptive and anatomical features of diverse animals.
- The course will help students to understand the economic and ecological significance of various animals in human life.
- The course will create interest among them to explore and appreciate the animal diversity in nature.

**Learning Outcomes**

By studying this course, students will be able to

- Correlate the importance of systematics, taxonomy, and structural organization of chordates.
- Recognize the diversity of chordates living in varied ecological habitats.
- critically analyse the organization, complexity and characteristic features of chordates.
- comprehend the economic importance of chordates, their interaction with the

environment and their role in the ecosystem.

- enhance collaborative learning and communication skills through practical sessions, teamwork, group discussions, assignments, and projects.

## **SYLLABUS OF DSC-7**

### **UNIT-I: Introduction to Chordates**

**2 hrs**

General characteristics and outline classification.

### **UNIT-2: Protochordata**

**3hrs**

General characteristics of Hemichordata, Urochordata and Cephalochordata; Study of Tornaria and Ascidian larval forms in protochordates.

### **UNIT-3: Origin of Chordates**

**2 hrs**

Theories of Origin of chordates with detailed concept of Dipleurula and the Echinoderm theory.

### **UNIT-4: Agnatha**

**2 hrs**

General characteristics and classification of cyclostomes up to Class.

### **UNIT-**

**5:**

**Pisces**

**3 hrs**

General characteristics of Chondrichthyes and Osteichthyes; Classification up to order; Osmoregulation; Swimbladder in fishes

### **UNIT- 6: Amphibia**

**4 hrs**

General characteristics and classification up to order; Origin of Tetrapods (Evolution of terrestrial ectotherms); Parental care in Amphibians.

### **UNIT-7:**

**Reptilia**

**4 hrs**

General characteristics and classification up to order; Affinities and evolutionary significance of *Sphenodon*; Poison apparatus and biting mechanism in snakes.

## UNIT- 8: Aves

4 hrs

General characteristics and classification up to order; Flight adaptations; Migration in birds.

## UNIT- 9: Mammalia

4 hrs

General characteristics and classification up to order; Adaptive radiation with reference to locomotory appendages.

## UNIT- 10: Zoogeography

2 hrs

Zoogeographical realms, Plate tectonics and Continental drift theory.

## Practical

60 hrs

(Laboratory periods: 15 classes of 4 hours each)

1. **Protochordata:** *Balanoglossus*, *Herdmania*, *Branchiostoma*, Colonial Urochordata, Sections of *Balanoglossus* through proboscis and branchio-genital regions, Sections of *Amphioxus* through pharyngeal, intestinal and caudal regions. Permanent slide of *Herdmania* spicules.
2. **Agnatha:** *Petromyzon*, *Myxine*.
3. **Pisces:** *Scoliodon*, *Sphyrna*, *Pristis*, *Torpedo*, *Chimaera*, *Mystus*, *Heteropneustes*, *Labeo*, *Exocoetus*, *Echeneis*, *Anguilla*, *Hippocampus*, *Tetrodon/Diodon*, *Anabas*, Flatfish. Permanent slides of Placoid and Cycloid Scales.
4. **Amphibia:** *Ichthyophis/Ureotyphlus*, *Necturus*, *Bufo*, *Hyla*, *Alytes*, *Salamandra*.
5. **Reptilia:** *Chelone*, *Trionyx*, *Hemidactylus*, *Varanus*, *Uromastix*, *Chamaeleon*, *Ophiosaurus*, *Draco*, *Bungarus*, *Vipera*, *Naja*, *Hydrophis*, *Zamenis*, *Crocodylus*; Key for Identification of poisonous and non-poisonous snakes.
6. **Aves:** Study of six common birds from different orders. Types of beaks and claws.
7. **Mammalia:** *Sorex*, Bat (Insectivorous and Frugivorous), *Funambulus*, *Loris*, *Herpestes*, *Erinaceus*.
8. **Student Presentation:** Power point presentation on any two animals from two different classes.

**\*Note:** Refer Young, J.Z. (2004) for the classification of Protochordates and Tetrapods, and Parker T.J. and Haswell W.A. (1972) for the classification of Agnatha and Pisces.

## Essential/recommended readings

1. Young, J.Z. (2004). **The Life of Vertebrates**. III Edition, Oxford University Press.

2. Parker T.J. and Haswell W.A. (1972). **Text book of Zoology Vertebrates**. VII Edition, Volume II.

### **Suggestive readings**

1. Pough H. (2018). **Vertebrate Life**. X Edition, Pearson International.
2. Darlington P.J. (1966). **The Geographical Distribution of Animals**. R.E. Krieger Pub. Co.

**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 – :**  
**Biochemistry: Metabolic Processes**  
**Zoo-DSC-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 (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Biochemistry: Metabolic Processes</b> Zoo-DSC-8	04	02	Nil	02	Passed 12 <sup>th</sup> Class	<b>NIL</b>

**Learning Objectives**

The learning objectives of this course are as follows:

- To provide fundamental and precise knowledge of the metabolic processes that play a crucial role in all processes of life and the development of diseases.
- To apprise the students of the various functions of the molecules like providing structural integrity to the tissue-engineered constructs.
- Through this course, the students would be able to understand myriads of health, potential treatments of diseases and solve several industrial problems
- The enzymatic study would enable them to understand the various metabolic pathways and physiological reactions.

**Learning Outcomes**

By studying this course, students will be able to

- Interpret the structure-functional relationships of carbohydrates, proteins, lipids and nucleic acids.
- Understand the clinical knowledge and importance of antioxidants.
- Understand the process of biological oxidation crucial to generation of energy for a living cell.
- Appreciate the action of various types of enzymes under variety of conditions.

**Syllabus of DSC-8**

**UNIT- 1: Carbohydrate Metabolism**

**9 hrs**

Glycolysis, Citric acid cycle, Phosphate pentose pathway, Gluconeogenesis, Glycogenolysis and Glycogenesis.

**UNIT- 2: Lipid Metabolism**

**7 hrs**

$\beta$ -oxidation and omega-oxidation of saturated fatty acids with even number of carbon atoms; Biosynthesis of palmitic acid; Ketogenesis.

**UNIT- 3: Protein Metabolism**

**4 hrs**

Catabolism of amino acids: Transamination, Deamination, Urea cycle.

**UNIT- 4: Oxidative Phosphorylation**

**7 hrs**

Redox systems; review of mitochondrial respiratory chain: electron carriers, sites of ATP production, Oxidative phosphorylation; Chemiosmotic hypothesis, mitochondrial shuttle system.

**UNIT- 5: Liver as a Major Metabolic Hub**

**3 hrs**

Inter-connection of glucose-6-phosphate, pyruvate and acetyl-CoA; fates of amino acids, fatty acids and glucose in liver cells; cascade of metabolic events in fasting and starvation.

**Practical**

**60 hrs**

**(Laboratory periods: 15 classes of 4 hours each)**

1. Estimation of total protein in given solutions by Lowry's method.
2. Detection of SGOT and SGPT in serum/ tissue.
3. Estimation of GST and GSH in serum/ tissue.
4. To study the enzymatic activity of Lipase.
5. Study of biological oxidation (SDH) [goat liver].
6. To perform the Acid and Alkaline phosphatase assay from serum/ tissue.
7. Dry Lab: To trace the labelled 'C' atoms of Acetyl-CoA till they evolve as CO<sub>2</sub> in the TCA cycle through models.

**Essential/recommended readings**

3. Nelson, D.L., Cox, M.M. (2017). Lehninger: Principles of Biochemistry (7th ed.). New York, WH: Freeman Company.
4. Murray, R.K., Bender, D.A., Botham, K.M., Kennelly, P.J., Rodwell, V.W. and Well, P.A. (2009). Harper's Illustrated Biochemistry. XXVIII Edition, International Edition, The McGraw- Hill Companies Inc.

**Suggestive readings**

1. Stryer, L., Berg, J., Tymoczko, J., Gatto, G. (2019). Biochemistry (9th ed.), New York, WH: Freeman.
2. Voet, D., Voet, J. G. (2013). Biochemistry (4th ed.). New Jersey, John Wiley & Sons Asia Pvt. Ltd.

## DISCIPLINE SPECIFIC CORE COURSE– 9: Human Physiology- Life Sustaining Systems Zoo-DSC-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 (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Human Physiology- Life Sustaining Systems</b> Zoo-DSC-9	<b>04</b>	<b>02</b>	<b>Nil</b>	<b>02</b>	Passed 12 <sup>th</sup> Class	<b>NIL</b>

### Learning Objectives

The learning objectives of this course are as follows:

- The course will provide a thorough understanding of the normal body function and helps to determine the cause of disease.
- It will enable the development of new and more effective treatments and guidelines for maintaining good health.
- It will equip the students with an ability to pursue career in medical and healthcare sector, pharmaceuticals and other related areas.
- It will help in understanding how these systems interact among themselves to maintain stability or homeostasis.

### Learning Outcomes

By studying this course, students will be able to:

- Appreciate human physiology and have its enhanced knowledge.
- Recognize and identify principal and physiology of digestion.
- Understand the functions of important physiological systems including the digestive, circulatory, renal and respiratory system.
- Learn an integrative approach to understand how these separate systems interact to yield integrated physiological responses to maintain homeostasis in the body along with feedback mechanisms.
- Amalgamate ideas to make the connection between knowledge of physiology and real-world situations, including healthy lifestyle decisions and problems faced due to homeostatic imbalances.
- Perform, analyze and report on experiments and observations in physiology.
- Know the fundamentals and understand advanced concepts so as to develop a strong foundation that will help them to acquire skills and knowledge to pursue an advanced degree.

### SYLLABUS OF DSC-9

**UNIT- I Physiology of Digestion****7 hrs**

Overview of gastrointestinal tract and its associated glands; digestion; Absorption of carbohydrates, lipids, proteins; Hormonal control of secretion of enzymes in gastrointestinal tract.

**UNIT- 2 Blood****4 hrs**

Structure and functions of haemoglobin; Blood clotting system, Fibrinolytic system.

**UNIT- 3: Physiology of Heart****7 hrs**

Structure of heart; Coronary circulation; Origin and conduction of cardiac impulses; Cardiac cycle; Cardiac output and its regulation; nervous and chemical regulation of heart rate.

**UNIT- 4: Physiology of Respiration****6 hrs**

Overview of respiratory system; Mechanism of respiration, Respiratory volumes and capacities; Transport of oxygen and carbon dioxide in blood; Dissociation curves and the factors influencing it; regulation of respiration.

**UNIT- 5: Renal Physiology****6 hrs**

Structure of kidney and its functional unit; Mechanism of urine formation; Regulation of water balance; Regulation of acid-base balance.

**Practical****60 hrs**

**(Laboratory periods: 15 classes of 4 hours each)**

1. To understand the components of blood, their functions and Hematopoiesis.
2. To study whole blood hemolysis with ammonium chloride solution.
3. Preparation of haemin and haemochromogen crystals.
4. Measurement and statistical analysis of variations observed in the student population in the class for the following parameters:
  - a) White blood cells using haemocytometer
  - b) Red blood cells using haemocytometer
  - c) Hemoglobin
  - d) Blood pressure
5. Examination of histological sections of mammalian oesophagus, stomach, duodenum, ileum, rectum, liver, trachea, lung, kidney.
6. Study of Electrocardiogram; Analysis of ECG records and calculation of heart rate.
7. Detection of abnormal constituents in urine and their physiological significance.

**Essential/recommended readings**

1. Tortora, G.J. and Derrickson, B.H. (2017). Principles of Anatomy and Physiology. XV Edition, John Wiley and Sons, Inc.
2. Ganong W.F. (2019). Review of Medical Physiology 26th ed. Mc Graw-Hill.
3. Widmaier E, Raff H and Strang K. (2013) Vander's Human Physiology: The Mechanism of Body Functions. XIII Edition, McGraw-Hill Education.
4. Guyton, A.C. and Hall, J.E. (2011) Textbook of Medical Physiology. XII Edition, Harcourt Asia Pvt. Ltd/ W.B. Saunders Company.
5. Eroschenko, Victor P. (2012) Di Fiore's Atlas of Histology with Functional Correlations; 12th edition, CBS Publishers and Distributors Pvt. Ltd.

### **Suggestive readings**

1. Chatterjee, C.C. (2021) Human Physiology, 14th Edition, Volume 1 & Volume II, CBS Publishers and Distributors Pvt. Ltd.
2. Vander A, Sherman J, and Luciano D (2014). Vander's Human Physiology

## POOL OF DISCIPLINE SPECIFIC ELECTIVES (DSE) COURSES

### DISCIPLINE SPECIFIC ELECTIVES (DSE-1): Aquatic Biology Zoo-DSE-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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Aquatic Biology</b> Zoo-DSE-1	04	03	00	01	Passed 12 <sup>th</sup> Class	NIL	Zoology

#### Learning Objectives

The learning objectives of this course are as follows:

- This course offers a comprehensive knowledge on life in freshwater and marine environments; lakes; stream and their characteristics, adaptations of organisms, water resource management; nutrient cycling; major threats to aquatic systems, pollution and eutrophication.
- To impart knowledge and understanding of basic laboratory equipment and practice of water quality analysis, to study of aquatic plants.
- To introduce various freshwater and marine ecosystems and its components.
- To understand the biodiversity and productivity of freshwater and marine environments.
- To impart knowledge on various threats and conservation strategies.

#### Learning Outcomes

By studying this course, students will be able to

- Be acquainted with the physico-chemical environment, and its role in aquatic ecosystem.
- Learn about adaptations unveiled by organisms to survive in these distinctive conditions.
- well-versed with the laws governing the use of freshwater systems, as well as the local, state, federal, and international agencies that enforce these laws to protect endangered and vulnerable species.
- Understand and apply relevant scientific principles in the area of aquatic biology and educate others or work to conserve our natural resources.
- Realize impact of human activities on aquatic organisms.

## **SYLLABUS OF DSE-1**

### **UNIT-I: Aquatic Biomes**

**6 hrs**

Brief introduction of the aquatic biomes: Freshwater ecosystem (lakes, wetlands, streams and rivers), Estuaries, Intertidal zones, Oceanic pelagic zone, Marine benthic zone and Coral reefs.

### **UNIT-2: Lakes**

**9 hrs**

Lakes: Origin and classification (Glacial, Tectonic, Volcanic and Fluvial Lakes), Lake as an Ecosystem, Lake morphometry, Physico-Chemical Characteristics: Thermal stratification, Vertical distribution of oxygen in lakes, Dissolved Nitrates and Phosphates, Turbidity.

### **UNIT- 3: Streams and Rivers**

**9 hrs**

Streams: Different stages of stream development, Physico-chemical environment, Stream flora and fauna. Adaptations of hill stream fishes. Rivers: Origin and characteristics of river. Functions. Concept of watershed management. Ramsar Convention.

### **UNIT-4: Marine Biology**

**12 hrs**

Continental shelf, Salinity and density of sea water, Light attenuation in water: Photic, dysphotic and aphotic zones. Adaptations of deep-sea organisms. Marine mammals and their adaptations. Coral reefs: Formation, distribution, fauna and effect of climate change. Physico-chemical characteristics of estuaries, estuarine ecosystem.

### **UNIT-5: Management of Aquatic Resources**

**9 hrs**

Major threats to freshwater systems, including pollution and sand mining. Impact of large dams and fragmentation on river ecology and fishery. Thermal pollution and oil spills; Sewage treatment, Water quality assessment- BOD and COD.

### **Practical**

**30 hrs**

**(Laboratory periods: 15 classes of 2 hours each)**

1. Determine the area of a lake using graphimetric and gravimetric method.
2. Identification of following present in a lake ecosystem (3-5 each):
  - a) Macrophytes
  - b) Phytoplankton
  - c) Zooplankton
3. Estimation of pH, dissolved oxygen, alkalinity, free carbondioxide, carbonates and bicarbonates in water collected from a nearby lake/ water body.

4. Estimation of Biochemical oxygen demand of water sample.
5. To demonstrate the following instruments used in limnology and discuss its significance:
  - a) Secchi disc
  - b) Van Dorn Bottle
  - c) Conductivity meter
  - d) Turbidity meter
  - e) PONAR grab sampler
6. Project Report on a visit to a Sewage treatment plant/Freshwater ecosystem (wetland, lake, river side etc.)/Marine bio-reserve/Fisheries Institutes.

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

1. Sullivan O.P. and Reynolds C.S. (2004) The lakes hand book, Limnology and limnetic ecology. Wiley Blackwell.
2. Brian R. Moss (2018) Ecology of Freshwaters: Earth's Blood stream (5th edition). Wiley.
3. Dodds W.K. and Whiles M.R. (2019). Freshwater Ecology: Concepts and Environmental Applications of Limnology (3rd edition). Academic Press.
4. Barrick, M., Odum, E.P., Barrett, G.W., (2005). Fundamentals of Ecology. 5<sup>th</sup> Edition. Cengage Learning.

#### **Suggested readings:**

1. Robert G. Wetzel. (2001) Limnology: Lake and River Ecosystems. 3<sup>rd</sup> edition.
2. Castro and Huber. Marine Biology. 11<sup>th</sup> Edition, Mc Graw and Hill.



## DISCIPLINE SPECIFIC ELECTIVES (DSE-2): Agrochemicals & Pest Management

### Zoo-DSE-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		
<b>Agrochemicals &amp; Pest Management</b> Zoo-DSE-2	04	03	00	01	Passed 12 <sup>th</sup> Class	NIL

#### Learning Objectives

The learning objectives of this course are as follows:

- This course offers an insight about the role of insects as powerful competitors of man as they cause enormous injury to crops and animals and also act as vectors of many diseases.
- To impart knowledge about various types of pests, their distinguishing features, life cycle, symptoms of infestation and/or damage to crops and human health.
- This course will help the students to understand the concept of insect pests and their population dynamics in relation to changing environmental conditions.
- The students will learn about the various methods used in pest management with *pros* and *cons* of each, and how they could be integrated for effective, economical and eco-friendly pest management programs (IPM).
- To enthuse the students to become entomologists.

#### Learning Outcomes

By studying this course, students will be able to:

- create awareness about adverse effects of insecticides on the environment and the need for an environment-friendly approach to the management of insect pests.
- gain knowledge about the concepts and tools of pest management.
- Understand the planning of agricultural ecosystem, tolerance of pest damage, and timing of different pest control tactics to effectively manage the pest population.
- learn about the use of different pest control techniques in a harmonious manner.
- understand the role of IPM in sustainable agriculture as the future of modern plant protection and pest control strategy.

## SYLLABUS OF DSE-2

### UNIT- I: Diversity of insects

6 hrs

Salient features of insects and reasons for their diversity; Outlines of insect classification up to orders. Significance of insects in the ecosystem.

### UNIT-2: Insect morphology and development

9 hrs

Overview of insect morphology: Distinction between prognathous, hypognathous and opisthognathous head, types of antennae, mouth parts and legs. Insect development and types of metamorphosis.

### UNIT-3: Insect crop pests and their management

12 hrs

Introduction to different types of pests and their status, Factors responsible for emergence of pest, Pest population dynamics.

Bionomics and Control of Crop pests: *Leptocorisa acuta*, *Sesamia inferens*, *Helicoverpa armigera*, *Pyrilla perpusilla*, *Earias vitella*, *Raphidopalpa faveicollis*, *Papilio demoleus*.

Bionomics and strategies for the management of stored grain pests: *Sitophilus oryzae*, *Callosobruchus chinensis*, *Trogoderma granarium* and *Corcyra cephalonica*.

### UNIT-4: Medically Important and Household Pests

6 hrs

Bionomics and management of cockroach, rat flea, mosquitoes, house fly, sand fly, human louse and termites.

### UNIT-5: Insect Pest Management

12 hrs

Overview of pest management tactics: physical, mechanical, cultural, biological, microbial, botanical and genetic control (SIT/SIRM).

Chemical control: Chlorinated hydrocarbons (BHC, Aldrin) organophosphates (Malathion Parathion), carbamates (Carbaryl, Propoxur) and synthetic pyrethroids (Allethrin and Cypermethrin).

Integrated pest management (IPM): Definition, principle, components of IPM and advantages.

### Practical

30 hrs

#### (Laboratory periods: 15 classes of 2 hours each)

1. Study of the morphology of insects with the help of museum specimens/ slides/ photographs: types of antennae, mouthparts, and legs of insects.
2. Study of two economically important insects representing different orders: Dictyoptera, Hemiptera, Orthoptera, Isoptera, Anoplura (Siphunculata), Diptera, Coleoptera, Hymenoptera and Lepidoptera.
3. Elementary knowledge of collection, preservation and rearing techniques of

insects: Submission of life cycle stages of any two insect pests.

4. Determination of LD<sub>50</sub>/ LC<sub>50</sub> of insecticides based on the data provided.
5. Study of Instruments used for chemical control through specimens/videos/photographs.
6. Submission of report based on field trips to entomological institutes, museums, laboratories.

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

1. Borror, D.J., Triplehorn, C.A., and Johnson, N.F. (2005) Introduction to the Study of Insects. M Saunders College Publication, USA.
2. Chapman, R.F. (1998) The Insects: Structure and Function. Cambridge University Press, UK.
3. Imms, A. D. (1923) A General Text Book of Entomology. Chapman &Hall, UK.
4. Snodgrass, R. E. (1935) Principles of Insect Morphology. Cornell Univ. Press, USA.
5. Dennis, S. Hill. (2005) Agricultural Insect Pests of the Tropics and Their Management. Cambridge University Press.
6. David, B. V. and Ananthakrishnan, T.N. (2004) General and Applied Entomology. Tata-McGraw Hill, New Delhi.

#### **Suggested readings**

1. Duntson, P.A. (2004) The Insects: Structure, Function and Biodiversity. Kalyani Publishers, New Delhi.
2. Atwal, A.S. (1993) Agricultural Pests of India and South East Asia. Kalyani Publishers, New Delhi.
3. Wigglesworth, V.B. (1984) Insect Physiology. VIII Edition, Chapman & Hall, New York.

## DISCIPLINE SPECIFIC ELECTIVES (DSE-3): Medical Zoology

### Zoo-DSE-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		
<b>Medical Zoology</b> Zoo-DSE-3	04	03	00	01	Passed 12 <sup>th</sup> Class	NIL

#### Learning Objectives

The learning objectives of this course are as follows:

- This course offers an insight about the various types of human diseases.
- The students will understand the concepts of pathogenic and pathological basis of diseases including infectious diseases caused by viruses, prokaryotes, protozoans, helminthes, vector borne and zoonotic diseases.
- Learn about nutritional deficiencies and lifestyle diseases, endocrine diseases and cancer.

#### Learning Outcomes

By studying this course, students will be able to:

- understand various types of human diseases.
- clarify the concepts of pathogenic and pathological basis of diseases.
- Recognize deficiencies and lifestyle diseases, endocrine diseases and cancer.
- broaden the understanding of medical importance of studying Zoology.

#### SYLLABUS OF DSE-3

##### UNIT-1: Introduction to Infectious diseases 6 hrs

Concept of Epidemiology, Incidence, Prevalence, Virulence, Pathogenicity, Transmission, Definitive host, Intermediate host, Parasitism, Symbiosis, Commensalism, Reservoir, Zoonosis.

##### UNIT- 2: Transmission, prevention and control of Viral infection 6 hrs

Dengue, Polio, Measles, Mumps, influenza, SARS, HIV.

##### UNIT-3: Bacterial infections 6 hrs

Tetanus, Diphtheria, Tuberculosis, Typhoid, Cholera; brief account of *Rickettsia*, *Borellia*, *Treponema* and *Leptospira*.

##### UNIT- 4 Protozoan and Helminthic infection 6 hrs

Life history and pathogenicity of *Entamoeba histolytica*, *Plasmodium vivax*, *Trypanosoma gambiense*; *Wuchereria bancrofti*, *Faciolopsis buski*, *Ancylostoma duodenale*.

**UNIT-5: Nutritional deficiency and lifestyle-based diseases. 6 hrs**

Kwashiorkar, Marasmus, Beri-beri, Scurvy, Pellagra, Anaemia, Night blindness, Rickets, Osteoporosis, Obesity, Cardiovascular diseases (CVD), Atherosclerosis, Diabetes mellitus, Inflammatory Bowel Disease (IBD).

**UNIT-6: Endocrine Diseases 9 hrs**

Hormonal imbalances leading to diseases: Diabetes insipidus, Acromegaly, Gigantism, Dwarfism, Goitre, Cretinism, Cushing and Crohn's syndrome, Addison's disease.

**UNIT-7: Cancer 6 hrs**

Definitions, Nomenclature, characteristics of benign and malignant neoplasms, grading and staging of cancer, biology of tumor growth, invasion and metastasis, carcinogens and cancer.

**Practical 30 hrs**

**(Laboratory periods: 15 classes of 2 hours each)**

1. Study of Disease specific bacteria and viruses through pictures/micrographs/Videos.
2. Performing of gram staining and study of Acid Fast staining through permanent slides.
3. Urine analysis for abnormal constituents: protein, blood, bile salts and glucose.
4. Study of arthropod vectors associated with human diseases: *Anopheles*, *Aedes*, *Culex*, *Phlebotomus*, *Xenopsylla*.
5. Study of permanent slides and specimens of *Plasmodium sp*, *Entamoeba histolytica*, *Trypanosoma gambiense*, *Schistosoma haematobium* and *Wuchereria bancrofti*.
6. Study of endocrine diseases through case studies (any 2).
7. Identification and study of cancer cells- Slides/Photomicrographs/Videos.
8. Project work/report: field visit to a research institute/laboratory to study some of the pathological and diagnostic techniques.

**Essential/recommended readings**

1. Park, K. (2017) Textbook of Preventive and social medicine. 23<sup>rd</sup> Edition. B.B Publisher.
2. Robbins, Basic Pathology, 9th edition (2012), Kumar, Abbas, Fausto and Mitchell; Saunders Publication, ISBN-13: 978-1437717815
3. Ramnik. Sood (2009) Medical Laboratory Technology Methods and Interpretations, 6th edition; Jaypee Brothers Medical Publishers, ISBN-13: 978-8184484496.

**Suggested readings**

1. Robbins and Cotran. Pathologic Basis of Disease, 8th edition (2009), Vinay Kumar, Abul. K. Abbas, Jon C. Aster, Nelson Fausto; Saunders Publishers, ISBN-13: 978-1416031215
2. Arora, D.R and Arora, B. (2001) Medical Parasitology. II Edition. CBS Publications

## DISCIPLINE SPECIFIC ELECTIVES (DSE-4): Wildlife Conservation & Management

### Zoo-DSE-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		
<b>Wildlife Conservation &amp; Management</b> Zoo-DSE-4	04	03	00	01	Passed Class 12 <sup>th</sup>	NIL

#### Learning Objectives

The learning objectives of this course are as follows:

- To acquaint the students with varied aspects of wildlife conservation, including its importance, major threats, and management of their habitats and populations.
- The emphasis will be on developing interest and invoking a sense of responsibility among students towards wildlife conservation.
- The course also explores different techniques, perspectives, and approaches to both identify and achieve wildlife management goals.
- To motivate students to pursue a career in the field of wildlife conservation and management.

#### Learning Outcomes

By studying this course, students will be able to:

- Appreciate wildlife in general and realize its conservation and management in particular.
- Better understand the application of the principles of ecology and animal behaviour to formulate strategies for the management of wildlife populations and their habitats.
- Understand the management practices required to achieve a healthy ecosystem for wildlife population along with emphasis on conservation and restoration.
- comprehend the key factors for loss of wildlife and important strategies for their in situ and ex situ conservation.
- recognize the techniques for estimation, remote sensing and Global Position Tracking for wildlife.
- gain knowledge about the wildlife diseases and the quarantine policies.
- know about the Protected Area Networks and Ecotourism in India.
- Perform critical thinking, literature review; scientific writing as well as presentations; and participation in citizen science initiatives with reference to wildlife.

#### SYLLABUS OF DSE-4

##### UNIT-1: Introduction to Wildlife

**3 hrs**

Values of wildlife - positive and negative; Conservation ethics; Importance of conservation; Causes of depletion.

## **UNIT-2: Evaluation and Management of Wildlife**

**9 hrs**

Habitat analysis: a) Physical parameters: Topography, Geology, Soil and water; b) Biological Parameters: food, cover, forage; Standard evaluation procedures: Bio-telemetry, Remotesensing and GIS.

## **UNIT- 3: Management of Habitats**

**9 hrs**

Setting back succession: Grazing, prescribed fire, mechanical treatment and selective herbicide application; Advancing the successional process and cover construction; Preservation of genetic diversity; Restoration of degraded habitats.

## **UNIT- 4: Population Estimation**

**6 hrs**

Faecal analysis of ungulates and carnivores: Faecal samples, slide preparation and hair identification; Pug marks and census methods.

## **UNIT- 5: Wildlife Health and Rehabilitation**

**9 hrs**

Care of injured and diseased animal; Quarantine; Common diseases of wild animals: Zoonosis (*Ebola* and *Salmonella*), Rabies, Foot and Mouth Disease, *Mycobacterium* TB, Bovine and Avian Flu (Any 3 in detail).

## **UNIT- 6: Protected Areas and their management**

**9 hrs**

National parks and Sanctuaries; Biosphere reserves; Conservation and Community reserve; Important features of Protected Areas in India; Project Tiger- conservation and management challenges in Tiger reserves; Human-wildlife conflict; Eco-tourism.

## **Practical**

**30 hrs**

**(Laboratory periods: 15 classes of 2 hours each)**

1. Demonstration of basic equipment needed in wildlife studies- use, care and maintenance (Compass, Binoculars, Spotting scope, Range Finders, Global Positioning System, Various types of Cameras and lenses).
2. Familiarization and study of animal evidences in the field: Identification of animals through pugmarks, hoof marks and scats.
3. Trail/ transect monitoring for abundance and diversity estimation of mammals and bird (direct and indirect evidences).
4. Identification of Big cats: Lion, Tiger, Cheetah, Leopard and Jaguar.
5. Project Report: Identification of mammalian fauna, avian fauna, herpeto-fauna through direct and indirect evidences seen on a field trip to a National Park/Wildlife

Sanctuary/Biodiversity Park or any other wildlife conservation site.

**Essential/recommended readings:**

1. Hudson, P.J., Rizzoli, A., Grenfell, B.T. Heesterbeek, H. and Dobson, A.P. (2002) The Ecology of Wildlife Diseases. Oxford University Press, Oxford.
2. Banerjee, K. (2002) Biodiversity Conservation in Managed and Protected Areas. Agrobios, India.
3. Kenneth Anderson (2000) The Kenneth Anderson Omnibus Vol I. Rupa Publications.
4. Jim Corbett. (2017) Man Eaters of Kumaon. Om Books International.
5. Saha, G.K. and Mazumdar, S. (2017) Wildlife Biology: An Indian Perspective. PH Learning Pvt. Ltd. ISBN: 8120353137, 978-812035313.
6. Sinclair, A.R.E., Fryxell, J.M. and Caughley, G. (2006) Wildlife Ecology, Conservation and Management. Wiley-Blackwell, Oxford, UK.
7. Singh, S.K. (2005) Text Book of Wildlife Management. IBDC, Lucknow.

**Suggested readings:**

1. Primack, R.B. (1998). Essentials of Conservation Biology. Sinauer Associates, Inc. Sunderland, MA.
2. Hossetti, B.B. (1997). Concepts in Wildlife Management. Daya Publishing House, Delhi.
3. Sharma, B.D. (1999) Indian Wildlife Resources Ecology and Development. Daya Publishing House, Delhi.



## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-5): Food, Nutrition & Health Zoo-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		
Food Nutrition & Health Zoo-GE-5	04	02	00	02	Passed 12 <sup>th</sup> Class	NIL

#### Learning Objectives

The learning objectives of this course are as follows:

- This course offers an overview of the concepts of normal food and nutrition required by the human body to maintain good health.
- To understand physiology, biochemistry, pathology, immunology, medicine, food science, and other fields with context to nutrition.
- Learn the concept of malnutrition, lifestyle-related disorders, addiction-related social health problems and eating disorders will be introduced.
- Appreciate knowledge that can be applied in everyday life.
- Learn the role of macronutrients and micronutrients, their nutritional requirements for different age groups during various health conditions.
- The students will be encouraged to pursue further studies in nutrition and health.

#### Learning Outcomes

By studying this course, students will be able to

- have an in-depth understanding of the dietary sources and role of nutrients in forming a balanced diet.
- appreciate the concept of nutritional requirements for different age groups and in pregnancy and lactation.
- know about the various food allergens and the body's hypersensitivity towards it.
- understand the concept of health and role of various nutrients in mitigating several deficiency disorders.
- identify and analyse the causes of malnutrition, lifestyle-related disorders, addiction-related social health problems and eating disorders.

- appreciate the various techniques from identification of adulterants, estimation of essential nutrients in food products, to measurement of vital anthropometric indicators of health, as widely used by practitioners.

## **SYLLABUS OF GE-5**

### **UNIT-1: Basic concept of food and nutrition**

**2 hrs**

Components of nutrients (Macronutrients and Micronutrients).

### **UNIT-2: Dietary sources and physiological functions**

**6 hrs**

Carbohydrates, Proteins, Lipids Vitamins and Minerals (Iron, Iodine, Calcium, Selenium, Zinc); beneficial effects of dietary fibres; elementary idea of Probiotics, Prebiotics, Organic Food.

### **UNIT-3: Nutritional requirements**

**4 hrs**

Study of different age groups (infants, preschool children, school children, adolescents, adults, elderly) and in pregnant women and lactating mother.

### **UNIT-4: Concept of a balanced diet**

**4 hrs**

Food groups, Food Pyramid, Food and Culture; Food Hypersensitivity: Food allergy (nuts and seafood) and Food intolerance (lactose and gluten).

### **UNIT-5: Health**

**2 hrs**

Definition and concept of health. Indicators of metabolic health.

### **UNIT-6: Nutritional deficiencies and disorders**

**9 hrs**

**Symptoms and prevention of the following:** Protein Energy Malnutrition (Kwashiorkor and Marasmus), Vitamin deficiency (A, D, B1, B3 B12, C) Mineral deficiency (Iron, Iodine, Calcium, Selenium, Zinc).

**Lifestyle-related diseases:** Causes, Symptoms and Complications of Hypertension, Diabetes mellitus and Obesity. Role of dietary and lifestyle modifications for the prevention of these diseases.

**Eating Disorders:** Complications and Management of Anorexia nervosa and Bulimia nervosa.

### **UNIT-7: Social health problems**

**3 hrs**

Deleterious effects of addiction-related social health problems: Smoking, alcoholism, and drug dependence.

**Practical****60 hrs****(Laboratory periods: 15 classes of 4 hours each)**

1. To detect adulteration in (a) Ghee (b) Sugar (c) Tea Leaves (d) Turmeric.
2. Study of nutrition labelling of any 5 popular packaged foods.
3. Study and comparison of food pyramids of any 3 popular diet trends with focus on their pros and cons.
4. Ascorbic acid estimation in food by titrimetry.
5. Estimation of calcium in food by titrimetry.
6. Measurement of anthropometric indicators of health (BMI, Waist to hip ratio, Skin fold test).
7. Plan the diet chart of any three different age groups using RDA values (infants, preschool children, school children, adolescents, adults and elderly).
8. An exercise based on 24-hour food recall of students for quantification and analysis of the macronutrients' and micronutrients' uptake based on the current RDA values (with focus on nutritional status and risk factors).
9. Project Work on the Indian government initiatives focused on nourishment of school children/ expectant mothers.

OR

A small-scale questionnaire-based survey on the knowledge and usage of available resources for quitting smoking and its success/relapse rates.

**Essential/recommended readings**

1. Gibney MJ et al (2009) Introduction to Human Nutrition, 2nd edition, Wiley-Blackwell, Hoboken
2. ICMR-NIN (2020) Expert Group on Nutrient Requirement for Indians, Recommended Dietary Allowances (RDA) and Estimated Average Requirement (EAR)
3. Elia M et al (2013) Clinical Nutrition, 2nd edition, Wiley-Blackwell, Hoboken

**Suggested readings:**

1. Mann J and Truswell AS (2017) Essentials of Human Nutrition, 5th edition, Oxford University Press. Oxford
2. Kaveri Chakrabarty and A.S. Chakrabarty (2020) Textbook of Nutrition in Health and Disease, 1<sup>st</sup> edition, Springer Nature Singapore Pte Ltd

## GENERIC ELECTIVES (GE-6): Introduction to Biology

### Zoo-GE-6

#### 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		
Introduction to Biology Zoo-GE-6	04	02	00	02	Passed 12 <sup>th</sup> Class	NIL

#### Learning Objectives

The learning objectives of this course are as follows:

- The course is designed to acquaint students with the basic concepts of modern biology including processes in cell biology, genetics and variation, process of evolution and also the physico-chemical aspects of life.
- It emphasizes on exploring different techniques, perspectives in the fields of biology from microscopy to computational biology.
- The course has been designed keeping in mind the fact that biology helps to understand ourselves and our place and role in the living world.
- It will motivate the students to pursue careers in the field of technology.

#### Learning Outcomes

By studying this course, students will be able to

- learn the importance of Biology in everyday life, understand the conditions and processes that led to biochemical origin of life on earth.
- compare and contrast evolutionary theory and their application to populations.
- appreciate the different cell types and cellular processes.
- know the basic structure and functioning of cell such as division, processes of information transfer from DNA to proteins.
- have an in-depth understanding of the role and importance various biomolecules like nucleic acids, proteins, lipids and carbohydrates.
- demonstrate practical knowledge of using basic laboratory instrumentation such as microscopes, micropipettes and their applications.
- learn the diverse techniques taught in practical like chromatography, biochemical test, spectrophotometric analysis and also computational biology will hone their analytical skills.

## SYLLABUS OF GE-6

### UNIT-1: Introduction to concepts of biology

2 hrs

Themes in the study of biology; a closer look at ecosystem; a closer look at cell; process of science, biology and everyday life.

### UNIT-2: Evolutionary history of biological diversity

4 hrs

Early earth and the origin of life; major events in the history of life; classifying the diversity of various Kingdoms of Life.

### UNIT-3: Darwinian view of life and origin of species

9 hrs

Darwin's theory of evolution; evolution of populations (Hardy-Weinberg principle); Concepts of species; mechanism of speciation.

### UNIT-4: Genetic approach to Biology

7 hrs

Cell and organelles; cell cycle: Mitosis and meiosis; Mendel's laws and variations; model organisms for the genetic analysis.

### UNIT-5: Chemical context of living systems

8 hrs

Structure and function of biomolecules: carbohydrate, protein, lipid, and nucleic acid.

### Practical

60 hrs

(Laboratory periods: 15 classes of 4 hours each)

1. To learn use of microscope and other common instruments used in laboratory.
2. Preparation of normal, molar, and standard solutions, phosphate buffers.
3. Separation of amino acids (*any three*) by paper chromatography.
4. To perform gram staining of bacteria.
5. To prepare temporary mount of human cheek epithelial cells and to study its characteristics.
6. To perform quantitative estimation of protein using the Lowry's method.
7. To perform biochemical test and identify two functional groups of carbohydrates.
8. To retrieve sequence from database and perform Multiple Sequence Alignment.
9. Visit to a cell culture and tissue culture facility and submission of project report.

### Essential/recommended readings

1. Campbell, N.A. and Reece, J. B. (2008) Biology 8<sup>th</sup> edition, Pearson Benjamin Cummings, San Francisco.
2. Raven, P. Hetal (2006) Biology 7<sup>th</sup> edition Tata McGraw Hill Publications, New Delhi

3. Karp, G. (2010). Cell & Molecular Biology: Concepts & Experiments. VI edition, John Wiley& Sons Inc.
4. De Roberties, E.D.P. & De Roberties. E.M.F. (2009). The cell & Molecular Biology, Lippincott Williams, Wilkins, Philadelphia.
5. Snustad, D.P., Simmons, M.J. (2009). Principles of Genetics. V Edition, John Wiley & Sons Inc.

**Suggestive readings**

1. Sheeler, P and Bianchi, D.E. (2006). Cell and Molecular Biology, 3<sup>rd</sup> edition, John Wiley & sons NY.
2. Rideley, M. (2004). Evolution. III Edition, Blackwell publishing.

**GENERIC ELECTIVES (GE-7): Water-borne Diseases: Understanding and Management**  
**Zoo-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		
<b>Water-borne Diseases: Understanding and Management</b> Zoo-GE-7	04	02	00	02	Passed 12 <sup>th</sup> Class	NIL

### Learning Objectives

The learning objectives of this course are as follows:

- It deals with interactions between microbial water quality and human health.
- It includes appreciating how the quality of water can be affected by natural, seasonal, accidental, intentional, and man-made activities,
- It will help the students learn how the contaminated water increases the burden of human diseases with particular emphasis on infectious diseases,
- It will help understand the environmental pressures caused by contaminated water and how it drives the emergence and re-emergence of infectious diseases with increased/altered virulence, antibiotic resistance.
- It will motivate students to pursue a career in Health Management

### Learning Outcomes

By studying this course, students will be able to

- know the sources of microbial water contamination and its impact on human health.
- understand the relationship between human behaviour and water quality.
- learn remediation strategies for several types of microbial water quality contamination.
- understand epidemiological studies related to water quality and public health.
- be able to grasp the concepts of various water sources and transmission mechanisms of infectious agents from those sources to humans.
- organize and present well-synthesized scientific discussions on topics relevant to waterborne disease and public health.
- develop a critical understanding of the contribution of organisms to the welfare of society.

- examine the multiple water-borne pathogens, their modes of transport and transmission, their public health effects, and existing methods for disease prevention and remediation.

## **SYLLABUS OF GE-7**

### **UNIT-1: Introduction to Public Health**

**4 hrs**

Definition, scope, concept, and importance of public health microbiology; Roles of microbiologists in public health; Concept of health and disease; Indicators of health; Basic concept of water pollution and public health hazard in the community.

### **UNIT- 2: Introduction to Water Quality**

**8 hrs**

Common terms and definitions in water quality, aquatic resources of the world and sources of drinking water; Water, sanitation, and hygiene (WASH) – fact sheets, WHO guidelines and resolutions; common contaminants of drinking water and linkages to disease; Water pollution (water quality properties, types of water pollution, point and non-point sources of water pollution); Types of contaminants influencing water quality; Water Treatment, Control of Water Borne Diseases.

### **UNIT- 3: Microbiology of Water**

**3 hrs**

Microbiological quality of drinking; water as a causing factor of infectious diseases; water-borne pathogens (types, sources, and transmission); microbial testing of Water; monitoring and surveillance of water quality.

### **UNIT- 4: Water-Borne Diseases**

**10 hrs**

Source of infection, transmission, symptoms, mitigation, prevention and treatment (with reference to the role of agencies/NGO).

**-Bacterial infections-** Cholera, Typhoid fever, Botulism, *E. coli* infection, Campylobacteriosis, Dysentery, Typhoid fever.

**-Viral infections:** Rotavirus, Hepatitis A and E, Poliomyelitis, Polyomavirus infection.

**-Protozoal infections:** Acanthamoeba keratitis, Amoebiasis, Cryptosporidiosis, Cyclosporiasis, Giardiasis.

**- Parasitic worms:** Schistosomiasis, Fascioliasis, Strongyloidiasis, Hookworm infections, Giardiasis.

**-Vector-borne infections:** Malaria, Dengue, Chikungunya, Onchocerciasis, Leishmaniasis, Japanese encephalitis, Dracunculiasis, Lymphatic filariasis,

### **UNIT- 5: Waterborne Pathogens: Detection Methods**

**5 hrs**

Polymerase chain reaction (PCR) -Multiplex PCR; Quantitative PCR (qPCR), Real-time PCR; Microarrays; Pyro-sequencing; Biosensors; Fluorescence *in situ* hybridization



(FISH); Immunology-based methods.

**Practical**

**(60 hrs)**

**(Laboratory periods: 15 classes of 4 hours each)**

1. To determine dissolved oxygen in water samples collected from different water bodies by Winkler's Method.
2. To determine temperature, pH, conductivity, total solids, and total dissolved solids in water samples from different locations.
3. To measure the COD of water samples from various sources.
4. Isolation and identification of microorganisms from different water samples.
5. Project report on water quality monitoring system.
6. Visit to WASH Institute (Water Sanitation and Hygiene Institute)/ Shri Ram Institute for Industrial Research.

**Essential/recommended readings**

1. Aquatic Pollution: An Introductory Text, 3rd Edition, Edward A. Laws, ISBN 9780471348757.
2. Waterborne Disease, 1st edition (January 15, 1997), Paul Hunter, ISBN 0125515707.

**Suggestive readings**

1. Microbiology of Waterborne Diseases, Steven Percival, Rachel Chalmers, Martha Embrey, Paul Hunter, Jane Sellwood and Peter Wyn-Jones, ISBN 978012551570-2.

# Department of Zoology

## SEMESTER-IV BSc (Hons.) Zoology

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

#### DISCIPLINE SPECIFIC CORE COURSE -10 – : Comparative Anatomy of Vertebrates Zoo-DSC-10

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Comparative Anatomy of Vertebrates Zoo-DSC-10	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	Basic knowledge of Vertebrates

#### Learning Objectives

The learning objectives of this course are as follows:

- to impart in-depth knowledge about the structural patterns and a comparative account of the different organ systems of vertebrates.
- to understand the account of the functional and comparative morphology provides a deep understanding of animal diversity and the adaptive changes the vertebrates have gone through during evolution from common ancestors
- to help students identify the body plan types of complex chordates and their systematic organization based on evolutionary relationships, structural and functional affinities.
- to apprise the students about the correlation of comparative development to evolutionary biology and phylogeny, and how it helps in classifying animals.
- to enable students to establish the evolutionary links based on fossil records.

#### Learning Outcomes

By studying this course, students will be able to

- have a better understanding of the evolutionary significance of comparative anatomy.
- understand the importance of morphology and anatomy of organisms in relation to evolution.
- appreciate the comparative anatomy among vertebrates that provides evolutionary evidences.
- enhance collaborative learning and communication skills through practical sessions, teamwork, group discussions, assignments, and projects.

## **SYLLABUS OF DSC-10**

<b>UNIT 1: Integumentary System</b>	<b>4 hrs</b>
Structure and derivatives of integument.	
<b>UNIT 2: Digestive System</b>	<b>4 hrs</b>
Alimentary canal and associated glands; Dentition.	
<b>UNIT 3: Circulatory System</b>	<b>4 hrs</b>
General plan of circulation; Evolution of heart and aortic arches.	
<b>UNIT 4: Respiratory System</b>	<b>4 hrs</b>
Skin, gills, lungs, accessory respiratory organs in fishes, air sacs.	
<b>UNIT 5: Skeletal System</b>	<b>5 hrs</b>
Outline of axial and appendicular skeleton; Concept of neurocranium, dermatocranium and splanchnocranium; Structure of a typical vertebra and its classification based on centrum; Jaw suspensorium; General plan of girdles and limbs.	
<b>UNIT 6: Nervous System</b>	<b>3 hrs</b>
Comparative account of brain; Cranial nerves in mammals.	
<b>UNIT 7: Sense Organs</b>	<b>3 hrs</b>
Classification of receptors; Structure and function of mammalian eye and ear.	
<b>UNIT 8: Urinogenital System</b>	<b>3 hrs</b>
Succession of kidney; Evolution of urinogenital ducts; Types of uteri in mammals.	
<b>Practical</b>	<b>(60 hrs)</b>
<b>(Laboratory periods: 15 classes of 4 hours each)</b>	
<ol style="list-style-type: none"><li>1. Study of different types of feathers of birds.</li><li>2. Study of the disarticulated skeleton of Frog, Varanus, Fowl, Rabbit (Vertebral Column, Sternum, Girdles, Ribs, Limb bones).</li><li>3. Study of the vertebrate Skull (i) one herbivorous and one carnivorous animal skull; (ii) one monocondylic and one dicondylic skull.</li><li>4. Study of carapace and plastron of turtle/tortoise.</li><li>5. Study of the digestive, circulatory and urinogenital system of frog/rat through videos on dissection or through virtual dissections.</li><li>6. Project related to topics covered in theory.</li><li>7. Field trips/Documentary film show on vertebrates/Visit to Zoological Park, Biodiversity Park or Sanctuary.</li></ol>	

8. Student Presentation: Power point presentation on any two animals from two different classes.

### Essential/recommended readings

1. Kardong, K.V. (2005) Vertebrate's Comparative Anatomy, Function and Evolution. IV Edition. McGraw-Hill Higher Education.
2. Kent, G.C. and Carr R.K. (2000). Comparative Anatomy of the Vertebrates. IX Edition. The McGraw-Hill Companies.

### Suggestive readings

1. Leiem C.F., Bermis W.E, Walker, W.F, Grande, L. (2001) Functional anatomy of the vertebrates, An evolutionary perspective. III Edition, Brookes/Cole, Cengage Learning.

**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 – : Developmental Biology Zoo-DSC-11

### 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		
Developmental Biology Zoo-DSC-11	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	Basic knowledge of Chordates

### Learning Objectives

The learning objectives of this course are as follows:

- to provide an in-depth knowledge on the embryonic and post embryonic developmental processes.
- to apprise the students of the fascinating aspect of the development of a single fertilized egg to mature into a fully developed complex organism.
- to explain the basic principles and concepts the developmental processes from a single cell system to a multi-cellular system.
- to understand morphogenesis in Sea urchin, Drosophila, Frog and Chick.
- to provide the undergraduate students an in-depth knowledge on the embryonic

and post embryonic developmental processes.

- by understanding the developmental processes, the students can relate to errors occurring during development leading to congenital disorders and human diseases.
- to familiarize the students with the technique of IVF and pre-diagnostic methods to identify any abnormality arising during development.
- To make the students aware of the areas of great interest including stem cell therapy, tissue engineering and regenerative medicine.

### Learning Outcomes

By studying this course, students will be able to

- appreciate the events that lead to the formation of a multicellular organism from a single fertilized egg.
- better understand the general patterns and sequential developmental stages during embryogenesis.
- gain knowledge of the general mechanisms involved in morphogenesis.
- comprehend the processes of ageing to improve the overall health and quality of life in aged people.
- acquire basic knowledge and importance of latest techniques like stem cell therapy, *in vitro* fertilization and amniocentesis etc.
- develop the skill to raise and maintain culture of model system- *Drosophila* in the laboratory.

### Syllabus of DSC-11

#### UNIT- 1: Introduction

2 hrs

Historical perspectives and basic concepts: Phases of development, Pattern formation, Differentiation and growth, Cytoplasmic determinants.

#### UNIT- 2: Early Embryonic Development

12 hrs

Gametogenesis: oogenesis, spermatogenesis; Types of eggs, Egg membranes; Fertilization (External and Internal), Blocks to polyspermy; Planes and patterns of cleavage; Types of Blastula; Fate maps; Gastrulation in frog and chick, Embryonic induction and organizers.

#### UNIT- 3: Late Embryonic Development

6 hrs

Fate of Germ Layers; Extra-embryonic membranes in birds; Implantation of embryo in humans, structure, types, and functions of placenta.

#### UNIT- 4: Post Embryonic Development

6 hrs

Metamorphosis and its hormonal regulation in amphibians and insects; Regeneration: Modes of regeneration, epimorphosis, morphallaxis and compensatory regeneration (with one example each); Ageing: concepts and theories.

## **UNIT- 5: Implications of Developmental Biology**

**4 hrs**

Teratogenesis: Teratogenic agents and their effects on embryonic development; *in-vitro* fertilization, Embryonic stem cell (ESC), Amniocentesis.

### **Practical**

**(60 hrs)**

#### **(Laboratory periods: 15 classes of 4 hours each)**

1. Study of whole mounts and sections of developmental stages of frog through permanent slides: Cleavage stages, blastula, gastrula, neurula (Neural plate, Neural fold and Neural tube stages), tail-bud stage, tadpole (external and internal gill stages)
2. Study of whole mounts of developmental stages of chick through permanent slides (Hamburger and Hamilton Stages): Stage 3 (Intermediate Streak)-13 hours, Stage 4 (Definitive Streak)-18 hours, Stage 5 (Head Process)-21 hours, Stage 7- 24 hours, Stage 8-28 hours, Stage 10-33 hours, Stage 11-40 hours, Stage 13-48 hours, Stage 19- 72 hours and Stage 24-96 hours of incubation
3. *in vivo* study of chick embryo development by windowing and candling methods. (Demonstration only)
4. Study of indirect development and metamorphosis by rearing any one insect.
5. Study of different sections of placenta (photomicrographs/ slides).
6. Project report on *Drosophila* or any insect culture/Visit to Poultry Farm/IVF Centre
7. Student Presentation: Power point presentation on any topic related to developmental biology.

### **Essential/recommended readings**

1. Slack, J.M.W. (2013) Essential Developmental Biology. III Edition, Wiley- Blackwell.
2. Gilbert, S. F. (2010) Developmental Biology. IX Edition, Sinauer Associates, Inc. Publishers, Sunderland, Massachusetts, USA
3. Carlson, B.M. (2007) Foundations of Embryology. VI Edition, Tata McGraw-Hill Publishers.
4. Balinsky B. I. and Fabian B. C. (2006). An Introduction to Embryology. VIII Edition, International Thompson Computer Press.

### **Suggestive readings**

1. Baweja, V. and Misra, M. (2021) E-book on Practical Manual of developmental Biology.
2. Arora, R. and Grover, A. (2018) Developmental Biology: Principles and Concepts. I Edition, R. Chand & Company.
3. Wolpert, L. (2002) Principles of Development. II Edition, Oxford University Press.
4. Kalthoff, K. (2001) Analysis of Biological Development. II Edition, McGraw Hill Publishers.

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**DISCIPLINE SPECIFIC CORE COURSE– 12:****Animal Behaviour Zoo-DSC-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 (if any)
		Lecture	Tutorial	Practical		
Animal Behaviour Zoo-DSC- 12	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	NIL

**Learning Objectives**

The learning objectives of this course are as follows:

- To provide an overview of animal behaviour in a scientific study of the wild and the wonderful ways in which animals interact with each other, with other living beings, and with the environment.
- to understand and appreciate different types of animal behaviour, their adaptive and evolutionary significance.
- to equip the students with an ability to pursue career in behavioural ecology other related areas.
- to apprise the students of the versatility of Animal behaviour and its crosstalk among conservation biology, molecular biology, behavioural ecology and integrated pest management.

**Learning Outcomes**

By studying this course, students will be able to:

- comprehend various types of animal behaviour and their importance.
- observe, analyse, interpret and document the different types of behaviour.
- enhance their skills by taking short projects pertaining to Animal behaviour.
- appreciate and develop passion to biodiversity; and respect the nature and environment.
- better understand and relate the fundamentals and advanced concepts so as to develop a strong foundation that will enable them to acquire skills and knowledge.

**SYLLABUS OF DSC-12****UNIT- I Introduction to Animal Behaviour****4 hrs**

Origin and history of ethology; Pioneers of modern ethology: Karl von Frisch, Ivan Pavlov, Konrad Lorenz, Niko Tinbergen; Proximate and ultimate causes of behavior.



**UNIT- 2 Mechanisms of Behaviour****5 hrs**

Innate behaviour, Instinct, Stimulus filtering, Sign stimuli, Code breakers.

**UNIT- 3: Patterns of Behaviour****5 hrs**

**Orientation:** Primary and secondary orientation; Kinesis - orthokinesis, klinokinesis;

**Taxis:** tropotaxis and klinotaxis, menotaxis (light compass orientation).

**Learning:** Associative learning, Classical and operant conditioning, Habituation, Imprinting;

**Reasoning:** Intelligence and artificial intelligence.

**UNIT- 4: Communication****3 hrs**

Importance of communication; Role of Tactile, Chemical, Auditory, Visual stimuli in communication.

**UNIT- 5: Social Behaviour****4 hrs**

Concept of Society; Insects' society; Honey bee: Society organization, polyphenism and polyethism; Foraging in honey bee, round dance, waggle dance; Experiments to prove distance and direction component of dance; Formation of new hive/queen.

**UNIT- 6: Altruism****3 hrs**

Altruism, Inclusive fitness, Hamilton's rule

**UNIT 7: Sexual Behaviour****6 hrs**

Asymmetry of sex; Sexual dimorphism, mate choice; Intra-sexual selection (male rivalry); Inter- sexual selection (female choice); Courtship behaviour, Courtship behavior in 3-spine stickleback; Infanticide; Parental care, sexual conflict in parental care.

**Practical****(60 hrs)****(Laboratory periods: 15 classes of 4 hours each)**

1. Tools, techniques and methods used in studying animal behavior.
2. To study nests and nesting behaviour of the birds and social insects.
3. To study the behavioural responses of wood lice to dry and humid conditions.
4. To study geotaxis behaviour in earthworm.
5. To study the phototaxis behaviour in insect larvae.
6. To study different types of animal behaviour such as habituation, social life, courtship behaviour in insects and birds, and parental care from short videos/movies. At least two videos for each behaviour.
7. Construction of ethogram using suitable data to study animal behaviour.
8. Visit to Forest/Wild life Sanctuary/Biodiversity Park/Zoological Park to study and record the behavioural activities of animals and prepare a short report.

**Essential/recommended readings**

1. John Alcock, (2013) Animal Behaviour, Xth Edition, Sinauer Associates Inc., USA.
2. Manning, A. and Dawkins, M. S, (2012) An Introduction to Animal Behaviour, VI th Edition, Cambridge University Press, UK.
3. McFarland, D. (1985) Animal Behaviour, Pitman Publishing Limited, London, UK.

**Suggestive readings**

1. Rubenstein, D. (2022) Animal Behavior, XIIth Edition, Sinauer Associates, Oxford University Press, UK.
2. Gadagkar, R. (2021) Experiments in Animal Behaviour: Cutting-Edge Research at Trifling Cost, Indian Academy of Sciences. David McFarland, Animal Behaviour, Pitman Publishing Limited, London, UK.

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## POOL OF DISCIPLINE SPECIFIC ELECTIVES (DSE) COURSES

### SEM IV

#### DISCIPLINE SPECIFIC ELECTIVES (DSE-5): Bioenergetics and Enzymology Zoo-DSE-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	Department offering the course
		Lecture	Tutorial	Practical			
Bioenergetics and Enzymology Zoo-DSE-5	04	03	Nil	01	Passed Class XII with Biology/ Biotechnology	Basic knowledge of Biochemistry	Zoology

#### Learning Objectives

The learning objectives of this course are as follows:

- to develop a holistic understanding of the complex enzymatic reactions occurring within body through lectures, practical and laboratory exercises, assignments, seminars and visit to research Institutes.
- to appreciate the basic laws of thermodynamics; free energy, and equilibrium to acquire the knowledge to introspect and understand the core concepts of biochemistry
- to build upon undergraduate-level knowledge of biochemical principles with specific emphasis on concepts of transfer of energy in different metabolic pathways.
- to learn about the basic tools used over and over in biological reactions.

#### Learning Outcomes

By studying this course, students will be able to

- differentiate between the "high energy" biomolecules with respect to their hydrolysis and group transfers.
- appreciate the energy stored in reduced organic compounds that can be used to reduce cofactors such as NAD<sup>+</sup> and FAD, which serve as universal electron carriers.
- Increase the understanding of the function of electron-transport chain in mitochondria and the chemi-osmotic theory involved in ATP synthesis.
- explain the thermodynamic basic principles for energy transformation in biological membranes.

- use spectroscopic and other physical analytical methods to use membrane proteins and biological redox processes.

## SYLLABUS OF DSE-5

### UNIT- 1: Principles of Biophysical Chemistry

5 hrs

Concept of pH, buffers, Principles of thermodynamics: free-energy, entropy, enthalpy, chemical bonds and stabilizing interactions: van der Waals, electrostatic, hydrogen bonding and hydrophobic interactions.

### UNIT- 2: Bioenergetics:

9 hrs

Concept of free energy, standard free energy, determination of  $\Delta G$  for a reaction. Relationship between equilibrium constant and standard free energy change, biological standard state & standard free energy change in coupled reactions. Biological oxidation-reduction reactions, redox potentials, relation between standard reduction potentials and free energy change.

High energy phosphate compounds- introduction, phosphate group transfer, free energy of hydrolysis of ATP and sugar phosphates along with reasons for high  $\Delta G$ . Transfer of energy: Electron Transport Chain, Bioenergetics of the liver.

### UNIT- 3: Kinetics of enzyme action

10 hrs

Concept of ES complex, Derivation of Michaelis-Menten equation for uni-substrate reactions. Different plots for the determination of  $K_m$  and  $V_{max}$  and their physiological significances. Importance of  $K_{cat}/K_m$ . Kinetics of zero and first order reactions.

Classification of multi substrate reactions with example of each class. Ping Pong random and ordered BiBi mechanisms. Use of initial velocity, inhibition and exchange studies to differentiate between multi substrate reaction mechanisms.

Reversible (glutamine synthase and phosphorylase) and irreversible (proteases) inhibition. Competitive, non-competitive, uncompetitive, linear-mixed type inhibitions and their kinetics, Suicide inhibitor.

### UNIT- 4: Mechanism of Enzyme Action

8 hrs

Cofactor dependency, pH, temperature and ionic strength dependency; Acid-base catalysis, covalent catalysis, proximity, orientation effect. Strain and distortion theory. Chemical modification of active site groups. Mechanism of action of chymotrypsin.

**UNIT V: Enzyme Regulation****7 hrs**

Feedback inhibition and feed forward stimulation; Allosteric enzymes: qualitative description of “concerted” & “sequential” models for allosteric enzymes; Half site reactivity, Flip-flop mechanism, positive and negative co-operativity.

**UNIT VI: Multi-enzyme system:****6 hrs**

Occurrence, isolation and their properties: Mechanism of action and regulation of pyruvate dehydrogenase & fatty acid synthase complexes. Enzyme-enzyme interaction, multiple forms of enzymes with special reference to lactate dehydrogenase.

**Practical****(30 hrs)****(Laboratory periods: 15 classes of 2 hours each)**

1. Titration of a weak acid using a pH meter, preparation of buffers
2. Verification of Beer-Lambert's law and determination of absorption coefficients.
3. Preparation of cytochrome C from goat/chicken heart and distinguish between different cytochromes in ETC using absorbance spectra.
4. Isolation of NAD from brewer's yeast. Calculate Gibbs' Free Energy for electron flow from reduced NADH to Oxygen.
5. Assay of enzyme activity and specific activity, e.g. acid phosphatase, alkaline phosphatase, SGOT, SGPT.
6. Determination of  $K_m$  and  $V_{max}$  using Lineweaver-Burk graph. (Dry experiment).
7. Enzyme inhibition - calculation of  $K_i$  for competitive inhibition. (Dry experiment)
8. Perform complex energy calculations that can be applied to biological systems. (Dry experiment)

**Essential/recommended readings**

1. Lehninger by D. Nelson, and M. Cox, (2017) “The principles of Biochemistry”, 7 th edition, M.W.H. Freeman and Company, New York.
2. D. M. Greenberg, (2014) “Metabolic Pathways”, 3rd edition, Academic Press, Elsevier Science & Technology Books,
3. David G. Nicholls and Stuart J. Ferguson (2013) “Bioenergetics 4”, Academic Press.
4. L. Stryer, (2012) “Biochemistry”, 7 th edition, W.H. Freeman and Company, New York.

**Suggestive readings**

1. J. M. Berg, J. L. Tymoczko, L. Stryer (2007) “Biochemistry”, 6th edition, W. H. Freeman and Company, New York, NY, 2007.
2. D.J. Voet, J.G. Voet, C.W. Pratt, (2008) “Principles of Biochemistry” 3rd edition, John Wiley & Sons, Inc.

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**DISCIPLINE SPECIFIC ELECTIVES (DSE-6): Cell Growth and Regulation**  
**Zoo-DSE-6**

**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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Cell Growth and Regulation Zoo-DSE- 6</b>	<b>04</b>	<b>03</b>	<b>Nil</b>	<b>01</b>	<b>Passed Class XII with Biology/ Biotechnology</b>	<b>Basic knowledge of Cell Biology</b>	<b>Zoology</b>

**Learning Objectives**

The learning objectives of this course are as follows:

- to enable students to learn biological phenomenon at cellular level
- to develop an understanding of cell function and its regulatory mechanisms.
- to understand cell division, cell cycle and its regulation, growth factors, survival factors; cell cycle control systems and checkpoints.
- to provide in-depth knowledge on various experimental skills and histopathological studies used in clinical and research laboratories
- to acquire knowledge in the areas of cellular malfunctioning causing serious health conditions such as autoimmune disorders, cancers etc.

**Learning Outcomes**

By studying this course, students will be able to:

- appreciate the diverse cellular processes, cell signaling, and cellular interactions.
- Know more about the defects in cellular functioning and molecular mechanisms that can lead to diseases and disturb the homeostasis of the body.
- to elucidate the roles of cell signalling in gene regulation
- appreciate differences in normal and cancer cell, apoptosis vs. necrosis; cell death and cell renewal
- observe stem cells and their applications in therapeutic cloning and regenerative medicine.
- Know the fundamentals of targeted cancer therapies and molecular approaches to cancer treatment.

## **SYLLABUS OF DSE- 2**

### **UNIT 1: Cell division, Cell Cycle, and its Regulation**

**10 hrs**

A brief study of stages and events during mitosis and meiosis; overview of cell cycle; mitogens, growth factors, and survival factors; cell cycle control system: components and mechanisms; cell cycle checkpoints.

### **UNIT- 2: Cell Signalling**

**7 hrs**

Types of cell-cell signalling, signalling molecules, and cell receptors; components of a generalized signalling pathway; examples of two pathways: GPCR/ cAMP/ PKA/ CREB/ target gene and a nuclear receptor pathway (to elucidate roles in gene regulation).

### **UNIT 3: Gene Regulation**

**9 hrs**

Concepts of positive and negative gene regulation; principles of eukaryotic transcriptional regulation of genes; concepts of activators, repressors, silencers, and enhancers.

### **UNIT- 4: Cell Death and Cell Renewal**

**9 hrs**

Apoptosis vs. necrosis; intrinsic and extrinsic pathways of programmed cell death; stem cells and maintenance of adult tissues; cells in culture and cell lines; embryonic and induced pluripotent stem cells and their applications in therapeutic cloning and regenerative medicine.

### **UNIT 5: Cancer Biology**

**10 hrs**

Hallmarks of a cancer cell; types and causes of cancer; oncogenes and tumour suppressor genes; tumour viruses; correlation of cell signaling, gene regulation, cell cycle control, and cell death in cancer development (any one example); targeted cancer therapies/molecular approaches to cancer treatment.

### **Practical**

**(30 hrs)**

#### **(Laboratory periods: 15 classes of 2 hours each)**

1. Principles of Microscopy.
2. Preparation of a temporary slide of onion root tip to study various stages of mitosis.
3. Study of various stages of meiosis through permanent slides.
4. Cell culture techniques: preparation of media, seeding, thawing and maintenance of cell culture, trypsinization and cryopreservation
5. Measurement of cell growth: Direct count by Trypan blue and Indirect count by Spectrophotometer.
6. Calculation of Doubling Time based on given data.
7. Assessment of metabolic activity by MTT.
8. Study of monolayer (in Roux Bottle, Roller bottle, Plastic film, Optical culture system, Bread Bed reactors, Heterogenous reactors). Suspensions (stirred bioreactors, continuous flow cultures, air lift fermenter) and immobilized cultures.

9. Project related to topics covered in theory/ project report based on visit to labs/institutions/industry etc.

**Essential/recommended readings**

1. Karp, G. (2010) Cell and Molecular Biology: Concepts and Experiments. 6th edition. John Wiley & Sons. Inc.
2. Cooper, G.M. and Hausman, R.E. (2009) The Cell: A Molecular Approach. 5th edition. ASM Press & Sunderland, Washington, D.C.; Sinauer Associates, MA.

**Suggested readings**

1. Alberts et. al., (2008) Molecular Biology of the Cell, Garland Science, Taylor & Francis Group, New York, USA.
2. Lodish et. al., (2007) Molecular Cell Biology, W.H. Freeman and Company, New York, USA

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**DISCIPLINE SPECIFIC ELECTIVES (DSE-7):**  
**Fish and Fisheries Zoo-DSE-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	Department offering the course
		Lecture	Tutorial	Practical			
<b>Fish and Fisheries Zoo-DSE- 7</b>	<b>04</b>	<b>03</b>	<b>Nil</b>	<b>01</b>	<b>Passed Class XII with Biology/ Biotechnology</b>	<b>Nil</b>	<b>Zoology</b>

**Learning Objectives**

The learning objectives of this course are as follows:

- To offer an insight about the climatic conditions that favours fish growth and reproduction.
- to understand the importance of fish as a rich source of animal protein.
- To learn the basic concepts and knowledge of fish biology and its applications.
- to equip the student with a balanced and complete scientific understanding of fisheries.
- to enable students to learn more technical skills to generate entrepreneurial skills and suitable employment opportunities.
- to acquire knowledge of the pathogenic and pathological basis of fish diseases including infectious diseases caused by viruses, prokaryotes, protozoans, helminthes, vector borne and zoonotic diseases.
- To learn about nutritional deficiencies and lifestyle diseases, endocrine diseases and cancer.

**Learning Outcomes**

By studying this course, students will be able to:

- acquire basic knowledge of physiology and reproduction in fishes.
- analyse different kinds of water and identify/differentiate among various kinds of fishes.
- equip the students with the knowledge on the procedures for artificial and induced breeding which can be learnt by visiting any fish farm or demonstrated in research labs in college/Departments.
- have more knowledge of the in-land and marine Fisheries in India and to explore ways in which it can contribute to the Indian economy.
- know more about the different methods of fishing and fish preservation

which can be employed for export and storage of commercial fishes.

- develop skills for entrepreneurship or self-employment in fisheries-related business.

## **SYLLABUS OF DSE- 7**

### **UNIT– 1 Introduction and Classification**

**6 hrs**

General description of fish; Account of systematic classification of fishes (upto classes); Classification based on feeding habit, habitat and manner of reproduction. Brief introduction to transgenic fishes.

### **UNIT– 2 Morphology, Physiology and Behavior**

**14 hrs**

Types of fins and their modifications; Locomotion in fishes; Hydrodynamics; Types of Scales, Gills and gas exchange; Swim Bladder: Types and role in Respiration, buoyancy; Osmoregulation in Elasmobranchs, Schooling; Parental care; Migration.

### **UNIT– 3 Fisheries**

**8 hrs**

Inland Fisheries; Estuarine Fisheries, Marine Fisheries; Fishing crafts and Gears; Depletion of fisheries resources; Application of remote sensing and GIS in fisheries; Fisheries law and regulations.

### **UNIT – 4 Aquaculture**

**17 hrs**

Sustainable Aquaculture; Extensive, semi-intensive and intensive culture of fish; Pen and cage culture; Polyculture; Composite fish culture; Brood stock management; Induced breeding of fish; Management of finfish hatcheries; Preparation of compound diets for fish; Role of water quality in aquaculture; Post harvest handling techniques and Fishery by-products.

### **Practical**

**(30 hrs)**

#### **(Laboratory periods: 15 classes of 2 hours each)**

1. Study of specimens- *Petromyzon*, *Myxine*, *Pristis*, *Chimaera*, *Exocoetus*, *Hippocampus*, *Gambusia*, *Labeo*, *Heteropneustes*, *Anabas* (at least one fish from each class).
2. Study of different types of scales by preparing a temporary/permanent mount.
3. Study of air breathing organs in *Channa*, *Heteropneustes*, *Anabas* and *Clarias*.
4. Demonstration of induced breeding in Fishes and hatchery management (video/visit to fisheries institute/fish farm).
- Demonstration of the setting up of a fish aquarium, and its management/maintenance.
5. Study of parental care in fishes through visual media and resources.
6. Study of different methods of fish tagging.
7. Determination of fish density in a pond by Peterson's mark recapture method.
8. Project Report on a visit to any fish farm/pisciculture unit.

**Essential/recommended readings**

1. Pandey, K. and Shukla, J.P. (2013) Fish and Fisheries. Rastogi publication, India
2. Chakrabarti, R. and Sharma, J. G. (2008). Aquahouse: New Dimension of Sustainable Aquaculture. DIPAS, Indian Council of Agricultural Research, New Delhi, India.
3. Norman, J.R. A History of Fishes. Hill and Wang Publishers. Khanna, S.S. and Singh, H.R. (2014) A text book of Fish Biology and Fisheries. Narendra, Publishing House.
4. Bone, Q. and Moore, R. (2008) Biology of Fishes. Talyor and Francis Group, CRC Press, U.K.

**Essential/recommended readings**

1. Srivastava, C.B.L. (2008) Fish Biology. Narendra Publishing House.
2. Jhingran, V.G. (1982) Fish and Fisheries in India. Hindustan Publication Cooperation. India.

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**DISCIPLINE SPECIFIC ELECTIVES (DSE-8):**  
**Parasitology Zoo-DSE-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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Parasitology Zoo-DSE- 8</b>	<b>04</b>	<b>03</b>	<b>Nil</b>	<b>01</b>	<b>Passed Class XII with Biology/ Biotechnology</b>	<b>Basic understanding of parasitic animals</b>	<b>Zoology</b>

### Learning Objectives

The learning objectives of this course are as follows:

- To enable the students to see, appreciate and understand the diversity of parasites
- to learn about Parasitology that will enable students to diagnose parasites correctly, understand their life cycle and control them effectively and use some of them as bio control agents
- to acquire understanding of study of life cycles of parasites, that can help in defying the stigmas and religious taboos for many societies making free many of the people from superstition and ill health.
- to make the students aware about the possible scope of the subject which includes research and applied aspects including entrepreneurial skill

### Learning Outcomes

By studying this course, students will be able to:

- better understand the variation amongst parasites, parasitic invasion in animals; applicable to medical and agriculture aspects
- Identify the stages of the life cycles of parasites and their respective infective stages. develop ecological model, on the base knowledge of population dynamics of parasites.
- comprehend the different methods adopted by parasites to combat with the host immune system.
- develop skills and realize significance of diagnosis of parasitic attack and treatment of patient or host.

- analyse and interpret the case studies to highlight innovative researches, serendipities towards the advancement and enrichment of knowledge in the field of Parasitology.

## SYLLABUS OF DSE- 8

### UNIT- 1: Introduction to Parasitology

3 hrs

Brief introduction of Parasitism, Parasite, Parasitoid and Vectors; Host parasite relationship

### UNIT- 2: Parasitic Protists

10 hrs

Study of Morphology, Life Cycle, Epidemiology, Pathogenicity, Diagnosis, Prophylaxis and Treatment of *Entamoeba histolytica*, *Trypanosoma gambiense* and *Plasmodium vivax*.

### UNIT- 3: Parasitic Platyhelminthes

10 hrs

Study of Morphology, Life Cycle, Epidemiology, Pathogenicity, Diagnosis, Prophylaxis and Treatment of *Fasciolopsis buski*, *Schistosoma haematobium* and *Taenia solium*

### UNIT- 4: Parasitic Nematodes

10 hrs

Study of Morphology, Life Cycle, Epidemiology, Pathogenicity, Diagnosis, Prophylaxis and Treatment of *Ascaris lumbricoides*, *Ancylostoma duodenale*, *Wuchereria bancrofti* and *Trichinella spiralis*.

### UNIT- 5: Parasitic Arthropoda

8 hrs

Biology, importance and control of ticks, mites, *Pediculus humanus* (Head and Body louse), *Xenopsylla cheopis* and *Cimex lectularius*

### UNIT- 6: Parasitic Vertebrates

4 hrs

A brief account of parasitic vertebrates; Cookicutter Shark, Hood Mockingbird and Vampire bat.

### Practical

(30 hrs)

(Laboratory periods: 15 classes of 2 hours each)

1. Study of life stages of *Entamoeba histolytica*, *Trypanosoma gambiense*, and *Plasmodium vivax* through permanent slides/micro photographs.
2. Study of adult and life stages of *Fasciolopsis buski*, *Schistosoma haematobium* and *Taenia solium* through permanent slides/microphotographs.
3. Study of adult and life stages of *Ascaris lumbricoides*, *Ancylostoma duodenale* and *Wuchereria bancrofti* through permanent slides/microphotographs.
4. Study of *Pediculus humanus* and *Xenopsylla cheopis* and *Cimex lectularius* through permanent slides/ photographs.

5. Study of monogenea from the gills of fresh/marine fish [Gills can be procured from fish market as by-product of the industry]
6. Submission of a brief report on parasites (anyone phylum).
7. Visit to rural area/hospital near rural area/NCDC/NIMR/NICD to study the natural history and diagnostics of parasites.

**Essential/recommended readings:**

1. Parija, S. C. (2013) Textbook of Medical Parasitology, Protozoology & Helminthology (Text and colour Atlas), IV Edition, All India Publishers & Distributors, New Delhi.
2. Ichhpujani, R.L. and Bhatia, R. (2009) Medical Parasitology. III Edition, Jaypee Brothers Medical Publishers (P) Ltd., New Delhi
3. Ahmed, N., Dawson, M., Smith, C. and Wood, Ed. (2007) Biology of Disease. Taylor and Francis Group.

**Suggested readings:**

1. Chatterjee, K. D. (2009). Parasitology: Protozoology and Helminthology. XIII Edition, CBS Publishers & Distributors (P) Ltd.
2. Arora, D. R and Arora, B. (2001) Medical Parasitology. II Edition. CBS Publications and Distributors
3. Noble, E.R. and Noble, G.A. (1989) Parasitology: The Biology of Animal Parasites. VI Edition, Lea and Febiger

**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

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

#### GENERIC ELECTIVES (GE-8): Exploring Animal World Zoo-GE-8

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Exploring the Animal world Zoo-GE-8	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	NIL	Zoology

#### Learning Objectives

The learning objectives of this course are as follows:

- to overview the concepts of invertebrate and vertebrate animals, including sponges, cnidarians, comb jellies, flatworms, nematodes, annelids, molluscs, arthropods, echinoderms, invertebrate chordates, fishes, amphibians, reptiles, birds, and mammals.
- to enable students to understand the diversity within different groups, and interrelationship among different species and genera within each group of animals.
- to learn the hierarchy, body plan and their role in ecological development of animals.

#### Learning Outcomes

By studying this course, students will be able to

- Learn about the importance of systematics, taxonomy, and structural organization of non-chordates and chordata.
- Appreciate the diversity of animals living in varied habits and habitats.
- Understand evolutionary history and relationships of different animals through functional and structural affinities.
- better understand coelom formation, different levels of organization, role of macronutrients and micronutrients, their nutritional requirements for different age groups during various health conditions.

## SYLLABUS OF GE-8

**UNIT- 1: An Introduction to the Animal Kingdom** **2 hrs**  
Non-chordates vs. Chordates; Outline of Coelom, Body symmetry, Levels of organization

**UNIT-2: Kingdom Protista** **2 hrs**  
General characters of Protozoa; Locomotory organelles

**UNIT- 3: Porifera** **2 hrs**  
General characters of Phylum Porifera, Canal system in Porifera

**UNIT- 4: Radiata** **2 hrs**  
General characters of Phylum Cnidaria & Ctenophora; Polymorphism

**UNIT- 5: Helminthes** **3 hrs**  
General characters of helminths (Platyhelminthes and Nematelminths); Parasitic Adaptations

**UNIT- 6: Coelomates (Non-chordates)** **6 hrs**  
General characters of Phylum Annelida; Metamerism  
General characters of Phylum Arthropoda; Vision in insects  
General characters of Phylum Mollusca; Pearl Formation  
General characters of Phylum Echinodermata, water vascular system in starfish

**UNIT- 7: Lower chordates (Protochordata)** **1 hr**  
Salient features of Protochordates (Hemichordates, Urochordates and Cephalochordates)

**Unit 8: Higher chordates** **12 hr**  
General characters of Vertebrates:  

- Cyclostomes; Cartilaginous and Bony fishes; Catadromous and Anadromous migration.
- Amphibians; Adaptations for Terrestrial Life
- Reptiles; Poisonous and Non-poisonous Snakes
- Aves; Flight Adaptations in birds
- Mammals - Prototheria, Metatheria and Eutheria.

**Practical** **(60 hrs)**  
**(Laboratory periods: 15 classes of 4 hours each)**

1. Study of specimens- Non-chordates:  
*Euglena, Noctiluca, Paramecium; Sycon; Physalia, Tubipora, Meandrina; Taenia, Ascaris; Nereis, Heteronereis, Aphrodite, Hirudinaria, Peripatus; Limulus, Cancer, Daphnia, Julus, Scolopendra, Apis, Termite; Chiton, Dentalium, Octopus; Asterias and Antedon*



## 2. Study of specimens- Chordates:

*Balanoglossus, Herdmania, Amphioxus; Petromyzon; Sphyrna, Pristis, Hippocampus, Exocoetus, Diodon/ Tetradon; Ichthyophis/ Uraeotyphlus, Bufo, Hyla, Salamandra; Rhacophorus, Draco, Uromastix, Naja, Viper;*

Any three common birds (Crow, duck, Owl); Funambulus, Loris and Bat

## 3. Study through Permanent Slides:

- i) Cross Section of *Sycon*, and *Ascaris* (male and female).
- ii) T. S. of Earthworm passing through Pharynx, Gizzard, and Typhlosole region of intestine.
- iii) Septal and Pharyngeal Nephridia of Earthworm.
- iv) Placoid and Cycloid Scales in Fishes.

## 4. Study of Organ Systems (through videos/animations/photographs/dissections\*:

- i) Digestive System of Cockroach;
- ii) Urinogenital System of Rat

\* subject to UGC guidelines

## Essential/recommended readings

1. Young, J.Z. (2004) The Life of Vertebrates. III Edition, Oxford University Press.
2. Ruppert, Fox and Barnes (2003) Invertebrate Zoology. A Functional Evolutionary Approach, VII Edition, Thomson Books/Cole.
3. Parker T.J. and Haswell W.A. (1972). Textbook of Zoology Vertebrates. VII Edition, Volume II. Blackwell, Hoboken

*\*Note: Refer Ruppert, Fox and Barnes (VII Ed.) for the classification of invertebrates;*

## Suggestive reading

1. Saha, G.K. and Mazumdar, S. (2017). Wildlife Biology: An Indian Perspective. PHI learning Pvt. Ltd.
2. Campbell and Reece (2005). Biology, Pearson Education, (Singapore) Pvt. Ltd.
3. Mann Raven, P.H. and Johnson, G.B. (2004). Biology, VI Edition, Tata McGraw Hill Publications. New Delhi.

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

## GENERIC ELECTIVES (GE-9): Microbiota: Importance in Health and Disease

### Zoo-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	Department offering the course
		Lecture	Tutorial	Practical			
Microbiota: Importance in Health and Disease Zoo-GE-9	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	NIL	Zoology

#### Learning Objectives

The learning objectives of this course are as follows:

- to acquaint students with the basic concepts of microbiota that coexist with the human being both in health and in different pathologies.
- To enable students to understand how microbiota undergoes changes as a consequence of the influence of multiple factors, diet, lifestyle, pharmacological treatments generating alterations in this bacterial ecosystem.
- To compare the role of our microbiota in behavior, mood, and development.
- to make the students aware of the microbial communities that reside within or upon us, and how they impact our health.
- To acquire knowledge about the interactions between the different types of microbiota and their host in different pathophysiological situations.

#### Learning Outcomes

By studying this course, students will be able to

- Identify the components of the human microbiota and their major characteristics.
- Learn the key approaches and techniques used to identify and quantify the bacterial, fungal, archaeal, protozoan, and viral components of the microbiota.
- Identify the common members of the microbiota and their influence on various body systems including the skin, upper and lower respiratory system, oral and the lower digestive system, urinary and reproductive systems, the immune system, and the nervous system in healthy and diseased states.
- Compare the role of our microbiota in behavior, mood, and development.
- Appreciate the emerging treatment approaches for microbiota-associated illnesses.

## SYLLABUS OF GE-9

### UNIT- 1: Microbes

4 hrs

Introduction to microbes, general approaches and techniques used for studying microbiota, the nature of microbiological problems, Prokaryotic and eukaryotic organisms.

### UNIT- 2: Introduction to the Human Microbiome

16 hrs

Importance of human body environment for growth of a variety of microorganisms, concept of contamination, infection and disease, septicaemia, Acute and subacute bacterial endocarditis.

**a) Microbial Diseases of the Respiratory System:** Tuberculosis; Common cold,

**b) Microbial Diseases of the Eyes:** Conjunctivitis, Trachoma; Viral Diseases of the Eye.

**c) Microbial Diseases of skin:** Bacterial diseases of the skin: Acne, folliculitis, boils, cellulitis, Infections of burns and surgical wounds, gangrene, Leprosy. Viral Diseases of the Skin: Chicken pox;

Fungal Diseases of the Skin: Candidiasis.

**d) Microbial Diseases of the Nervous System:** Bacterial diseases: Tetanus, Viral diseases: Polio/Rabies; Protozoan diseases: Trypanosomiasis

**e) Microbial Diseases of the Oral Cavity and Digestive System:** Bacterial diseases: Dental caries; Cholera, Gastroenteritis; Fungal diseases: Aflatoxin poisoning, Ergot poisoning; Viral diseases: Mumps; Protozoan diseases: Amoebic dysentery, Giardiasis

**f) Microbial Diseases of the Urinary/Reproductive Systems:** Bacterial diseases: Syphilis; Viral diseases: genital warts; Protozoan diseases: Trichomoniasis; Fungal diseases: Vaginitis

### UNIT- 3: Microbiota and the Immune System Development

5 hrs

Normal flora, transient flora opportunistic microbes, Pathogenicity, virulence, and factors that increase virulence (enzymes, toxins), Factors that affect the spread of disease, Nonspecific immune responses, Specific immune responses: humoral and cell mediated immunity

### UNIT- 4: Human Microbiota in Health and Disease

5 hrs

Basic concept of Gut microbiota in the mother-child environment, Gut microbiota and cancer; Microbiota and viral diseases- An opportunity for COVID-19. Relationship between diet and the intestinal microbiota, Probiotics, prebiotics and other "biotics".

### Practical

(60 hrs)

(Laboratory periods: 15 classes of 4 hours each)

1. Bacterial shapes and arrangements Cell wall, Cell membrane, Glycocalyx, Endospores, Flagella, Cytoplasmic inclusions, Cytoplasmic structures/organelles, Bacterial growth curve, Physical factors affecting microbial growth.
2. To understand Good Lab practise: The effectiveness of hand washing and sterilization.
3. To understand microbial morphology by Gram Staining.
4. To appreciate bacterial anatomy by Acid-fast Staining.
5. Environmental Factors affecting growth of microorganisms: Temperature, pH and Osmotic Pressure.
6. Bacterial growth curve and evaluation of factors affecting microbial growth.
7. Isolation of normal microbiota from the human Body (Nose, Throat, or Skin).
8. Effects of chemical agents on bacteria growth (Kirby-Bauer method).

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

1. Leboffe, M. J and Pierce; B. E. (2014) A Photographic Atlas for the Microbiology Laboratory, 5th Edition, Morton Publishing Company.
2. Michael Wilson (2005) "Microbial Inhabitants of Humans-Their Ecology and Role in Health and Disease"; Oxford University Press, UK.

#### **Suggestive readings**

1. Nina Parker, Mark Schneegurt, Anh-Hue-Thi Tu and Brian M. Forster; (2016) "Microbiology"; 1st Edition, OpenStax Resource.

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

**GENERIC ELECTIVES (GE-10): Insect Vector and Disease**  
**Zoo-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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Insect Vector and Disease Zoo-GE-10	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	NIL	Zoology

### Learning Objectives

The learning objectives of this course are as follows:

- to familiarize the students with a variety of diseases caused by insects.
- to learn the complex interactions between the transmission by Insect-borne pathogens affecting human health.
- to acquire knowledge of how the insects can only be controlled and prevented by studying their biology, modalities of pathogen transmission
- to enable students to evaluate the associated risk factors and devising new efficient techniques to control these insects.
- to help understand the environmental pressures caused by stagnant water.
- to motivate students to pursue a career in Health Management.

### Learning Outcomes

By studying this course, students will be able to

- identify different insects and classify them based on their morphology and behaviour.
- describe the host-pathogen relationships and the role of the host reservoir on transmission of parasite.
- explain various modes of transmission of parasite by insect vectors.
- recognize various possible modern tools and methodologies for laboratory diagnosis, surveillance and treatment of diseases.
- develop a critical understanding of insect transmitted diseases such as Zoonotic, Vertical and Horizontal transmission, host specificity etc.
- spread awareness on public health programs about insect borne diseases and their control.

- To use advanced management strategies in disease control with respect to parasite evolution

## **SYLLABUS OF GE-10**

### **UNIT- 1: Introduction to Insects**

**8 hrs**

General Features of Insects, Classification of insects up to Orders- General features of orders, Morphological features: Head, legs and types of antennae. Types of Insects mouth parts w.r.t. feeding habits: siphoning type (butterfly), sponging type (housefly), biting and chewing type (cockroach), piercing and sucking type (mosquito), chewing and lapping type (honey bee).

### **UNIT- 2: Concept of Vectors**

**5 hrs**

Brief introduction to carriers and vectors (mechanical and biological vector); Insect reservoirs; Host-vector relationship; Vectorial capacity; Host Specificity; Modes of disease transmission - vertical and horizontal transmission. Insects as vectors: General adaptations in insects to act as vectors.

### **UNIT- 3: Dipterans as disease Vectors-I**

**7 hrs**

Dipterans as important insect vectors–Mosquitoes. Study of mosquito borne diseases–Malaria, Dengue, Chikungunya, Filariasis, Viral encephalitis. Control and prevention/cure of diseases caused by mosquitoes. Study of sand fly-borne diseases-Visceral Leishmaniasis, Cutaneous Leishmaniasis; Control of Sand fly; Study of house fly as important mechanical vector, Control of house fly.

### **UNIT- 4: Siphonapterans as disease vectors**

**5 hrs**

Fleas as insect vectors; Study of flea borne diseases – Plague, typhus fever; Control and prevention/cure of diseases caused by fleas.

### **UNIT- 5: Siphunculata as disease vectors**

**5 hrs**

Human louse (head, body and pubic louse) as disease vectors; study of louse borne diseases – Typhus fever, relapsing fever, vagabond's disease, phthiriasis; Control of human louse and prevention/cure of diseases caused by them.

### **Practical**

**(60 hrs)**

**(Laboratory periods: 15 classes of 4 hours each)**

1. Study of different kinds of mouth parts and legs of insects through slides/specimens
2. Study of insect vectors through permanent slides or photographs: Mosquitoes (*Aedes*, *Culex*, *Anopheles*), lice [head, body (*Pediculus*), pubic (*Phthirus*)], Flea (*Xenopsylla cheopis*), sand fly (*Phlebotomus*), house fly (*Musca domestica*)

3. Study of different diseases transmitted by above insect vectors using photographs.
4. Project report on any one disease transmitted by insect vector.
5. Optional field trip/Lab. visit to institutes such as NIMR, NCDC.

**Essential/recommended readings**

1. Mullen and Darden (2009) Medical and Veterinary Entomology, 3rd Edition, Academic Press.
2. Service, M.W. (1980) A Guide to Medical Entomology, Macmillan Press.

**Suggestive readings**

1. Burgess, N.R.H and Cowan, G.O. (1993) A colour atlas of medical entomology. Springer Science and Business Media, B. V. House.

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

**DEPARTMENT OF ZOOLOGY**  
**SEMESTER - V**  
**Category I**

(B.Sc. Honours in Zoology in three years)

**DISCIPLINE SPECIFIC CORE COURSE -13 –:**  
**Principles of Immunology**  
**Zoo-DSC-13**

**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		
Principles of Immunology Zoo-DSC-13	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	NIL

**Learning Objectives**

The learning objectives of this course are as follows:

- to impart an in-depth knowledge on how our immune system fights with infection and foreign substances that can harm our body
- to understand and design new therapeutics against a wide range of diseases and infections.
- to assist in comprehending the quick response to pandemics in the form of vaccines
- to apprise the students on the development of therapies targeting different components of the immune system that can alter the progression of human inflammatory diseases and cancers.

**Learning Outcomes**

By studying this course, students will be able to

- have a better understanding of the concepts of innate and acquired immunity.
- acquire knowledge of the immunogenicity of biomolecules
- comprehend and analyze the different cellular and humoral components of the immune system
- appreciate the contribution of various components of immune system in health and disease including basis of vaccination, autoimmunity, immunodeficiency and hypersensitivity



## **SYLLABUS OF DSC-13**

### **UNIT 1: Overview of the Immune System** **6 hrs**

Early theories (Selective and Instructional) and Clonal Selection theory; Innate immunity: components and defensive barriers of innate immunity. Adaptive immune system: Components and attributes of acquired immunity, humoral and cell mediated immunity, active and passive immunity, primary and secondary immune response,

### **UNIT 2: Antigens and Immunoglobulins** **10 hrs**

Antigens and immunogens; antigenicity and immunogenicity; factors affecting immunogenicity; antigenic determinants and its properties (B- and T-cell epitopes); Haptens and Adjuvants.

Structure and functions of different classes of antibodies; antigenic determinants on immunoglobulin; Production and applications of monoclonal antibodies.

### **UNIT 3: MHC and Antigen Presentation** **4 hrs**

Structure and functions of MHC (MHC-I & MHC-II); endogenous and exogenous pathways of antigen processing and presentation.

### **UNIT 4: Complement System and Cytokines** **3 hrs**

Pathways of complement activation and biological consequences of complement activation; properties and functions of cytokines

### **UNIT 5: Immune System in Health and Diseases** **7 hrs**

Vaccines and their types; Gell and Coombs classification of hypersensitivity; autoimmunity and immunodeficiency with suitable examples.

### **Practical** **(60 hrs)**

**(Laboratory periods: 15 classes of 4 hours each)**

1. Study of lymphoid cells and organs in rat/mouse\*.
2. Histological study of spleen, thymus and lymph nodes through slides/photomicrographs.
3. To study various types of white blood cells using Leishman's/Giemsa/Crystal violet stained blood smear.
4. To understand the antigen and antibody interactions by
  - i) Ouchterlony's double immunodiffusion method.
  - ii) ABO Blood group antigen determination by heamagglutination test.
  - iii) Demonstration of ELISA.
  - iv) Demonstration of Immunoelectrophoresis.
  - v) FACS
  - vi) RIA
  - vii) Elispot

5. Cell counting and viability test (trypan blue dye exclusion test) from splenocytes\* from rat/mouse/any other species.
6. Project on any topic/ Project report on visit to any research institute/laboratory to study the immunological techniques.

\*depending on availability of animals or sample.

### **Essential/recommended readings**

Punt, J., Stranford, S., Jones, P., Owen, J.A. (2018) Kuby Immunology, VIII Edition, WH Freeman and Company  
Abul Abbas, Andrew Lichtman, Shiv Pillai (2017) Cellular and Molecular Immunology; Elsevier  
Kindt, T. J., Goldsby, R.A., Osborne, B. A. and Kuby, J. (2006) Immunology, VI; Edition, W.H. Freeman and Company  
David, M., Jonathan, B., David, R. B. and Ivan, R. (2006) Immunology, VII Edition, Mosby, Elsevier Publication.

### **Suggestive readings**

1. Singh, I. K. and Sharma, P. [Eds.] (2022) An Interplay of Cellular and Molecular Components of Immunology. Taylor & Francis group, CRC Press.
2. Kaur, H., Toteja, R., and Makhija, S. (2021) Textbook of Immunology, I.K International Publishing House and Wiley India Ltd
3. Singh, I. K. and Sharma, P. [Eds.] (2022) Essentials of Immunology, Laboratory Manual; Prestige Publishers.
4. Kenneth Murphy, Casey Weaver (2016) Janeway's Immunobiology; 9th Edition, Garland Science

**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 –:**  
**Cell and Molecular Biology**  
**Zoo-DSC-14**

**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		
Cell and Molecular Biology Zoo-DSC-14	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	Basic knowledge of cell biology

### Learning Objectives

The learning objectives of this course are as follows:

- to provide an understanding of structure-function relationships of nucleic acids and protein and the regulatory processes.
- to demonstrate practical knowledge of raising, handling, maintenance and special features such as antibiotic resistance of a simple prokaryotic model organism, *Escherichia coli*.
- to empower the students with a broad range of research and development related to cell signalling, cell culture and cell lines.
- to elucidate the molecular machinery and mechanism of information transfer processes- transcription and translation-in prokaryotes and eukaryotes;

### Learning Outcomes

By studying this course, students will be able to

- have a better understanding of the diverse cellular processes and cellular interactions.
- have an in-depth knowledge of the defects in cellular functioning and the molecular mechanisms that can lead to various diseases.
- appreciate the importance of homeostasis of the body and the adversities of disturbing it.
- acquire the basic information of cell signalling pathways and to elucidate its roles in gene expression and its regulation in eukaryotes.
- interpret the differences between cellular deaths; stem cells and their applications in therapeutic cloning and regenerative medicine.
- explain post-transcriptional modification mechanisms for the processing of eukaryotic mRNA.
- impart experimental skills used in clinical and research laboratories giving the students an extra edge for taking up higher studies.

## Syllabus of DSC-14

### UNIT- 1: Cell Signalling

3 hrs

Introduction to cell signalling pathways GPCR, cAMP, PKA, CREB, target gene and a nuclear receptor pathway.

### UNIT-2: Cell Death and Cell Renewal

4 hrs

Apoptosis vs. necrosis; intrinsic and extrinsic pathways of programmed cell death; stem cells and maintenance of adult tissues; embryonic and induced pluripotent stem cells.

### UNIT-3: DNA and its Replication

7 hrs

DNA replication in prokaryotes and eukaryotes-replication machinery and mechanisms, semi-conservative, bidirectional and semi-discontinuous replication, Replication of circular and linear double stranded DNA, Replication of telomeres.

### UNIT 4: Transcription

5 hrs

Machinery and mechanism of transcription in prokaryotes and eukaryotes-RNA polymerases, Transcription unit, Transcription factors, Synthesis of rRNA.

### UNIT 5: Translation

5 hrs

Genetic code, Process of protein synthesis in prokaryotes: fidelity of protein synthesis, aminoacyl-tRNA synthetases and charging of tRNA; Proteins involved in initiation, elongation and termination of polypeptide chain; Difference between prokaryotic and eukaryotic translation.

### UNIT 6: Post Transcriptional Modifications

2 hrs

Split genes: concept of introns and exons, splicing mechanism, alternative splicing, and RNA editing.

### UNIT 7: Gene Regulation

4 hrs

Transcription regulation in prokaryotes: Lac operon; Overview of transcription regulation in eukaryotes: Activators, repressors, enhancers, silencer elements.

### Practical

(60 hrs)

(Laboratory periods: 15 classes of 4 hours each)

1. Requirement of a Tissue culture laboratory, its equipment and its layout. Concept of cell culture and cell lines; Media preparation for mammalian tissue culture.
2. Preparation of permanent slides of mitosis/meiosis\*.
3. Study of Polytene chromosomes from *Chironomous/Drosophila* larva.
4. Inoculation and culture of *E. coli* in liquid culture medium (LB).
5. Preparation of solid culture medium (LB) and growth of *E. coli* by spreading and streaking.
6. Estimation of the growth kinetics of *E. coli* from the data provided.
7. Quantitative estimation of salmon sperm/calf thymus DNA using colorimeter.

(Diphenylamine reagent) or spectrophotometer ( $A_{260}$  measurement).

8. Study and interpretation of electron micrographs/photographs showing: DNA replication, Transcription, and Split genes.
9. Project related to topics covered in theory/ project report based on visit to labs/institutions/industry etc.

\*Subject to UGC guidelines

### **Essential/recommended readings**

1. Karp, G. (2010) Cell and Molecular Biology: Concepts and Experiments. VI Edition. John Wiley and Sons. Inc.
2. R. Ian Freshney (2021) Freshney's Culture of Animal Cells: A Manual of Basic Technique and Specialized Applications; Wiley-Blackwell.
3. Lodish et. al., (2007), Molecular Cell Biology, W.H. Freeman and Company, New York, USA
4. Alberts et. al., (2008), Molecular Biology of the Cell Garland Science, Taylor & Francis Group, New York, USA.
5. Cooper G. M. and Robert E. Hausman R. E. The Cell: A Molecular Approach, V Edition, ASM Press and Sinauer Associates.
6. Becker, W.M., Kleinsmith, L.J., Hardin. J. and Bertoni, G. P. (2009). The World of the Cell. VII Edition. Pearson Benjamin Cummings Publishing, San Francisco.

### **Suggestive readings**

1. Watson, J. D. Baker T.A. Bell, S. P. Gann, A. Levine, M. and Losick, R. (2008) Molecular Biology of the Gene. VI edition. Cold Spring Harbour Lab. Press, Pearson Pub.
2. Lewin B. (2008). Gene XI. Jones and Bartlett.
3. Gupta, R., Makhija, S. and Toteja, R. (2018). Cell Biology Practical Manual, Prestige Publishers, New Delhi-110003.
4. Sharma, V. K. (1991). Techniques in Microscopy and Cell Biology, Tata McGraw Hill Publishing Company Limited, 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 15—:**  
**Fundamentals of Genetics**  
**Zoo-DSC-15**

**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		
Fundamentals of Genetics Zoo-DSC-15	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	NIL

### Learning Objectives

The learning objectives of this course are as follows:

- to be able to list some of the distinguishing features of prokaryotes versus eukaryotes.
- to provide an understanding of the basic patterns of inheritance.
- to explain how genotype is related to phenotype?
- to describe how a mutation can change the phenotype.

### Learning Outcomes

By studying this course, students will be able to

- Enhance knowledge of the basic principles of inheritance.
- Develop analytical skills and critical thinking through pedigree analysis.
- Understand the mechanism of gene transfer and mapping in both prokaryotes and eukaryotes.
- Learn the mechanisms of mutations and harmful and beneficial effects of mutagens, which help evolve new species over time.
- Be able to grasp basic concepts of human chromosomal disorders.

### SYLLABUS OF DSC-15

#### UNIT- 1: Mendelian Genetics and its Extensions

**7 hrs**

Principles of inheritance, Incomplete dominance and co-dominance, Multiple alleles, Lethal alleles, penetrance and expressivity, Epistasis, Phenocopy, Pleiotropy, Polygenic Inheritance, Sex-linked, Sex-influenced, and Sex-limited characters inheritance.

#### UNIT- 2: Linkage, Crossing Over and Chromosome Mapping

**6 hrs**

Linkage and crossing over, Cytological basis of crossing over, Recombination frequency

as a measure of linkage intensity, two-factor and three-factor crosses, Linkage map, Coefficient of Coincidence and Interference, Gene mapping by Somatic cell hybridization.

### **UNIT- 3: Mutations**

**8 hrs**

Types of gene mutations, Detection of mutations in *Drosophila*: CLB method, Mutagens: Physical and chemical, molecular basis of spontaneous and induced mutations, Chromosomal aberrations: Structural Variations in chromosomes, Aneuploidy & Polyploidy.

### **UNIT- 4: sex Determination**

**3 hrs**

Basis of sex determination: Genetic and environmental; Sex determination in *Drosophila* and human; Mechanism of dosage compensation.

### **UNIT- 5: Extra-chromosomal Inheritance**

**3 hrs**

Comparison of nuclear and extranuclear inheritance; Organelle inheritance: Antibiotic resistance in *Chlamydomonas*, Infective heredity in *Paramecium*. Maternal effects: Shell coiling in *Limnaea*, pigmentations in *Ephesia*.

### **UNIT- 6: Transposable Genetic Elements**

**3 hrs**

Transposons in bacteria, Ty elements in yeast, Ac-Ds elements in maize, P elements in *Drosophila*, Transposons in humans, Significance of Transposons.

### **Practical**

**(60 hrs)**

**(Laboratory periods: 15 classes of 4 hours each)**

1. Simulation exercises using beads or seeds to study the gene interactions: 9:3:4; 12:3:1; 9:7; 9:3:3:1 (comb shapes in roosters) and verification of ratios by using Chi-square analysis.
2. Pedigree analysis of Autosomal Dominant trait, Autosomal recessive trait, X-linked Dominant traits, X-linked recessive traits, Y-linked traits and mitochondrial traits.
3. Use of probability in solving problems of genetics (Sum rule, Multiplication rule & Binomial expansion).
4. Gene mapping (order and distance) using data from interrupted mating experiments in bacteria.
5. Linkage maps based on data (two - point and three - point crossing over) from *Drosophila*.
6. Human Karyotypes, Human chromosomal disorders & single gene disorders.
7. Project on Epigenetic, Eugenics, Euthenics and Euphenics.

\*Subject to UGC guidelines

**Essential/recommended readings**

1. Snustad, D.P., Simmons, M.J. (2009). Principles of Genetics. V Edition. John Wiley and Sons In.
2. Klug, W.S., Cummings, M.R., Spencer, C.A. (2012). Concepts of Genetics. X Edition. Benjamin Cumming
3. Pierce, B. A. (2012). Genetics-A Conceptual Approach. IV Edition. W. H. Freeman and Company

**Suggestive readings**

1. Peter, J. Russell. (2009), iGenetics: A molecular approach. 3rd Edition. Benjamin Cumming
2. Anthony J.F. Griffiths, Susan R. Wessler, Richard C. Lewontin, Sean B. Carroll (2007). Introduction to Genetic Analysis. 9th Edition. W H Freeman.

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



## SEMESTER-V

### POOL OF DISCIPLINE SPECIFIC ELECTIVES (DSE) COURSES

#### DISCIPLINE SPECIFIC ELECTIVES (DSE-9): Chronobiology Zoo-DSE-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	Department offering the course
		Lecture	Tutorial	Practical			
Chronobiology Zoo-DSE-9	04	03	Nil	01	Passed Class XII with Biology/ Biotechnology	Basic knowledge of animal behavior	Zoology

#### Learning Objectives

The learning objectives of this course are as follows:

- to understand and appreciate the cyclic physiological phenomena.
- to acquaint the students to the concept of generation of internal time.
- to learn about the fascinating phenomena of seasonal migration and hibernation.
- to expose the students to clock dysfunctions
- to make the students aware of the various aspects of chronobiology and how it can be applied to therapeutics and medicine?
- to facilitate the students to learn about their very own rhythms of sleep and body temperature
- to familiarize the students to actograms and their interpretation and analysis.

#### Learning Outcomes

By studying this course, students will be able to

- better understand the concept and biological significance chronobiology.
- acquire knowledge about the various types of biological rhythms and their adaptive role.
- appreciate the importance of circadian rhythms in human mental and physical health.
- better understand physiological and molecular mechanisms controlling circadian rhythms.
- know the genetic components comprising the biological clocks.
- gain knowledge about the importance of photoperiodism and its association with circannual rhythms.
- learn about the applications of chronobiology in medicine, pharmacology and

therapeutics.

## **SYLLABUS OF DSE-9**

### **UNIT- 1: Introduction to Chronobiology** **8 hrs**

Historical developments in chronobiology; Biological oscillation: the concept of average, amplitude, phase and period; Types of Rhythms – Ultradian rhythms, Circadian rhythms, Infradian rhythms; Lunar rhythm; Circannual rhythm; Adaptive significance of biological rhythms.

### **UNIT- 2: Circadian rhythms** **8 hrs**

Characteristics of circadian rhythms, Free-running rhythm; Temperature compensation; Masking and synchronization; Zeitgebers- Photic and non-photoc Zeitgebers; Effect of light, Intensity- Aschoff's rule.

### **UNIT- 3: Biological clock system** **9 hrs**

Input, time generation and output components; Central and peripheral clocks; Suprachiasmatic nucleus; Molecular mechanisms underlying the generation of circadian time in *Drosophila* and Mammals.

### **UNIT- 4: Circannual rhythm and Photoperiodism** **9 hrs**

Circannual rhythms; Photoperiodism and regulation of seasonal reproduction in vertebrates; Migration in birds; Hibernation in mammals.

### **UNIT- 5: Circadian clock, diseases and therapeutics** **11 hrs**

Circadian clock and sleep-wake cycle; Jet Lag, Shift work ; Sleep and Chronotypes; Consequence of clock dysfunction- Sleep Disorders, Depression, Anxiety, Stress, Cancer; Obesity, Immune Disorders; Chronopharmacology, Chronomedicine and Chronotherapy.

### **Practical** **(30 hrs)** **(Laboratory periods: 15 classes of 2 hours each)**

1. Study of basic characteristics of biological rhythms from a given dataset.
2. Study and actogram construction of locomotor activity of suitable animal models.
3. Study of body temperature rhythm using periodically assembled data.
4. Study of the alertness rhythm using periodically assembled data.
5. Study of phase shift in circadian rhythm using given data.
6. Research plan presentation/ project on circadian (daily) rhythm functions, like eating, sleep or body temperature.
7. Project related to topics covered in theory/ project report based on visit to labs/institutions/industry etc.

### **Essential/recommended readings**

1. Binkley, S. (2020). Biological clocks: Your owner's manual. CRC Press.
2. Vinod Kumar (2017): Biological Timekeeping: Clocks, Rhythms and Behaviour.
3. Wirz-Justice, A., Benedetti, F., & Terman, M. (2013). Chronotherapeutics for Affective Disorders: A Clinician's Manual for Light and Wake Therapy. Karger Medical and Scientific Publishers

4. Koukkari, W. L., & Sothorn, R. B. (2007). Introducing biological rhythms: A primer on the temporal organization of life, with implications for health, society, reproduction, and the natural environment. Springer Science & Business Media.

### **Suggestive readings**

1. Dunlap J. C, Loros J. J, DeCoursey P. J. (2004) Chronobiology Biological Timekeeping. Sinauer Associates, Inc. Publishers, Sunderland, MA, USA.
2. Palmer, J. D. (2002). The living clock: The orchestrator of biological rhythms. Oxford University Press.
3. Vinod Kumar (2002) Biological Rhythms. Narosa Publishing House, Delhi/ Springer-Verlag, Germany.
4. Saunders D. S. (2002). Insect Clocks. III Edition, Barends and Noble Inc. New York, USA
5. Weiner, J. (2000). Time, love, memory: a great biologist and his quest for the origins of behavior. Vintage.

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

**DISCIPLINE SPECIFIC ELECTIVES (DSE-10):**  
**Integrative Systems Biology and Bioinformatics**

**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	Department offering the course
		Lecture	Tutorial	Practical			
<b>Integrative Systems Biology and Bioinformatics Zoo-DSE- 10</b>	<b>04</b>	<b>03</b>	<b>Nil</b>	<b>01</b>	<b>Passed Class XII with Biology/ Biotechnology</b>	<b>Basic knowledge of computer and biology</b>	<b>Zoology</b>

### Learning Objectives

The learning objectives of this course are as follows:

- to give an overview of the key principles of Systems Biology and Bioinformatics.
- to introduce students to a variety of *in silico* solution for biological problems and systems data by analysing biological databases, gene sequence alignments, gene annotation, structure predictions, and drug development, among other areas.
- to encourage undergraduate students to pursue higher education in this field as Bioinformatics has been identified as a critical area of study and development

### Learning Outcomes

By studying this course, students will be able to:

- know more about the basic of systems biology and bioinformatics
- better understand about the availability of experimental data through biological databases, usage of small molecules, nucleic acids, protein sequences, in a variety of biological sciences domains
- gain more knowledge about the gene sequence annotation, protein structure prediction and gene enrichment prediction
- acquire skills to perform and understand pair-wise and multiple sequence alignment
- better understand a variety of computational tools and approaches, as well as their use in *in silico* drug discovery, structural bioinformatics, and functional genomics etc.

### SYLLABUS OF DSE- 10

#### UNIT- 1: Introduction to Systems Biology and Bioinformatics

**5 hrs**

Introduction to Systems Biology, Bioinformatics, Genomics, Proteomics, Transcriptomics, Metabolomics, Scope and their applications.

**UNIT- 2: Systems Biology****10 hrs**

Computational models, modelling and their basic notions, networks (feed forward gene circuit, transcription regulatory networks and protein-protein interaction networks)

**UNIT- 3: Biological Databases****8 hrs**

Introduction to biological databases; Primary, Secondary and Composite databases; Nucleic acid databases (GenBank, DDBJ, EMBL and NDB); Protein databases (PIR, SWISS-PROT, TrEMBL, PDB); Metabolic pathway database (KEGG, Reactome, EcoCyc, and MetaCyc); Small molecule databases (PubChem, Drug Bank, ZINC, CSD)

**UNIT- 4: Sequence Alignment and Phylogeny****10 hrs**

Scoring Matrices (PAM, BLOSUM), Methods of Alignment (Dot matrix, Dynamic Programming, BLAST and FASTA); HMM model, Local and global alignment, pair wise and multiple sequence alignments, Molecular Phylogeny.

**UNIT- 5: Structural Biology and Drug Discovery****12 hrs**

Protein secondary structure prediction (Chou-Fasman & GOR methods), Protein tertiary structure prediction and its validation (Homology modelling, Threading and *Ab-initio* methods); Lipinski rule, Molecular docking (rigid and flexible docking), ADMET properties, Molecular Dynamics, Drug-DNA interactions.

**Practical****(30 hrs)**

**(Laboratory periods: 15 classes of 2 hours each)**

1. Retrieval of DNA, RNA, protein sequences and structures from the biological databases and to create various datasets.
2. Perform pairwise and multiple sequence alignments from the generated datasets in Experiment 1, using online/offline tool.
3. Retrieval and analysis of any one disease network from KEGG pathway database.
4. Gene functional enrichment analysis using DAVID tool.
5. Protein structure prediction through homology modelling using Swiss Modeller.
6. Molecular docking (Protein-ligand) using AutodockVina/ SwissDock/ PatchDock/ZDock (anyone).
7. Project related to topics covered in theory/ project report based on visit to labs/institutions/industry etc.

**Essential/recommended readings**

1. Pevsner, J. (2015) Bioinformatics and Functional Genomics, 3rd edition, Wiley and Blackwell.
2. Xiong, J. (2012) Essential Bioinformatics, Cambridge University Press.
3. Claverie, JM and Notredame, C. (2006) Bioinformatics for Dummies 2<sup>nd</sup> edition, Wiley Publishing Inc.
4. Klipp, E., Liebermeister, W., Wierling, C. and Kowald, (2016) A. System Biology 2nd edition, Wiley-VCH.

**Suggestive readings**

1. Alon, U. (2019) An Introduction to Systems Biology 2nd edition, CRC, Taylor & Francis.
2. Jenny Gu, J. and Bourne, P.E.(2011) Structural Bioinformatics 2nd edition, Wiley Blackwell.
3. Harren Jhoti, H. & Leach, A. (2007) Structure-based Drug Discovery, Springer.
4. Kitano, H. (2001) Foundations of Systems Biology, MIT press Cambridge.

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

## DISCIPLINE SPECIFIC ELECTIVES (DSE-11): Basics of Neuroscience

### 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	Dept offering the course
		Lecture	Tutorial	Practical			
<b>Basics of Neuroscience Zoo-DSE- 11</b>	<b>04</b>	<b>03</b>	<b>Nil</b>	<b>01</b>	<b>Passed Class XII with Biology/ Biotechnology</b>	<b>Concept of functioning of nervous system</b>	<b>Zoology</b>

#### Learning Objectives

The learning objectives of this course are as follows:

- to understand the structure and function of the nervous system at the molecular, cellular, and systems levels.
- to provide an in-depth understanding of neuronal excitability, signal generation and propagation, synaptic transmission, post-synaptic mechanisms of signal integration, and neural plasticity.
- to gain an insight into how membrane excitability elicits functional effects in individual neurons and neuronal networks and how different parts of the brain control various behavioural patterns by releasing neurohormones/neuropeptides.
- to have a thorough knowledge of neuroimaging techniques and a comprehensive understanding of the kinds of information each technique provides about the brain.
- to gain knowledge about the neural mechanism and pathogenesis of common neurodegenerative disorders such as Alzheimer's, Parkinson's disease etc.

#### Learning Outcomes

By studying this course, students will be able to:

- understand the fundamentals of neuroscience, key concepts, and the relationship between the nervous system and behaviour/cognition.
- comprehend the neural basis of sleep, emotions, learning and memory and related aspects of cognition.
- have a detailed understanding of how different neuroimaging techniques are used to assess brain function and explore questions in clinical and behavioural neuroscience.
- explore potential developments to current research, design, execute and communicate a substantive research project in the field of neuroscience or its application.

## SYLLABUS OF DSE- 11

### **UNIT- 1 Introduction to Nervous System** **6 hrs**

Origins of Neuroscience; Neuron doctrine; Classification of the nervous system.

### **UNIT- 2 Structure of the Brain** **5 hrs**

Gross anatomy of the human brain, Meninges, ventricular System, Blood-brain Barrier, Cranial nerves.

### **UNIT-3 Cellular and Molecular Neurobiology** **10 hrs**

Classification of neurons; Structure of prototypical neuron; Electrophysiology of membrane potentials-resting and action potentials, generation, and propagation; Ion Channels and Membrane Ion Currents; Types of Synapses, synaptic transmission and integration; Post synaptic potentials - EPSPs and IPSPs; tripartite synapse.

### **UNIT- 4 Neurotransmitters** **4 hrs**

Types of neurotransmitters; transmitter-gated channels; neurotransmitter receptors Iontropic and metabotropic receptors; G-protein coupled receptors and effectors.

### **UNIT- 5 Cognitive and Behavioural Neuroscience** **10 hrs**

Neurobiology of visual perception; Molecular basis of learning and memory: Classification of memory, amnesia, case of H.M. (Henry Malaison); Synaptic plasticity, Long-term potentiation (LTP), Long-term depression (LTD); Memory consolidation.

### **UNIT-6 Neurophysiology of Sleep** **4 hrs**

Neurophysiology of sleep and wakefulness, electroencephalogram rhythms (EEG).

### **UNIT- 7 Neuroimaging and Neuropathology** **6 hrs**

Computed Tomography Scan (CT), Magnetic Resonance Imaging (MRI), functional Magnetic Resonance Imaging (fMRI), Positron Emission Tomography (PET); Neurological disorders (in brief)- Epilepsy, Schizophrenia; Aetiology and Molecular pathogenesis - Parkinson's, Alzheimer's.

### **Practical** **(30 hrs)** **(Laboratory periods: 15 classes of 2 hours each)**

1. Study of brain coordinates using stereotaxis instrument (video demonstration).
2. Study of *Drosophila* nervous system using GFP reporter system.
3. Study of anatomy of mammalian brain (from slaughter house or) using brain models (Medical anatomical teaching models, graphics, videos etc., can be used).
4. Histological study of neurons and myelin sheath (Nissl and Luxol Fast Blue staining).
5. Study of novelty, anxiety, and spatial learning in mice.
6. Histological study of the cerebellum and spinal cord by H&E stain and cerebral cortex by Nissl stain.



7. Study of neurodegenerative diseases (Parkinson's and Alzheimer's) with the help of brain scan images or brain tissue images.

### **Essential/recommended readings**

1. Purves, D. et al., (2017) Neuroscience, VI Edition. Oxford University Press.
2. Bear, M. F., Connors, B. W. and Paradiso, M. A. (2016). Neuroscience: Exploring the Brain. IV Edition. Philadelphia: Wolters Kluwer.
3. Squire, L., Berg, D., Bloom, F. E., du-Lac, S., Ghosh, A., Spitzer, N. C. (2012) Fundamental Neuroscience, IV Edition, Academic Press Publications.
4. Kandel, E.R., Schwartz, J.H. and Jessell, T.M. (2000) Principles of Neural Science. IV Edition, McGraw-Hill Companies.

### **Suggestive readings**

1. Carter, R. (2014). The Human Brain Book. D. K. Publishers.
2. Stephan M. Stahl (2000) Essential Psychopharmacology- Neuroscientific Basis and Practical Applications. II Edition. Cambridge University Press.
3. Ramachandran, V. S. and Blakeslee, S. (1998). Phantoms in the Brain: Probing the Mysteries of the Human Mind. William Morrow, New York.

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

**DISCIPLINE SPECIFIC ELECTIVES (DSE-12): Biology of Insecta**  
**Zoo-DSE-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	Department offering the course
		Lecture	Tutorial	Practical			
<b>Biology of Insecta Zoo-DSE-12</b>	<b>04</b>	<b>03</b>	<b>Nil</b>	<b>01</b>	<b>Passed Class XII with Biology/Biotechnology</b>	<b>NIL</b>	<b>Zoology</b>

### Learning Objectives

The learning objectives of this course are as follows:

- to acquaint the students about biology of class Insecta.
- to acquire knowledge of the morphology and physiology of Insects.
- to enable the students to see, appreciate and understand the diversity of insects.

### Learning Outcomes

By studying this course, students will be able to:

- better appreciate the diversity of insects.
- better understand the physiology of Insects which has made them the most successful animals in terms of numbers and variety of species.
- get acquainted with the highly organized social life of insects.
- to make the students aware about the possible scope of the subject which includes research and applied aspects including entrepreneurial skill.

## SYLLABUS OF DSE- 12

### UNIT-1 Introduction

**4 hrs**

General features of Insects and their diversity; Classification of insects up to orders.

### UNIT- 2: General Morphology of Insects

**12 hrs**

Head: Eyes, Types of antennae, Mouth parts w.r.t. feeding habits; Thorax: wings- Typical structure of insect wing and its modifications, Types of Legs; Abdomen: Typical structure.

### UNIT- 3: Physiology of Insects

**18 hrs**

General aspects of the Integumentary (structure of integument and process of moulting), digestive, excretory, circulatory, respiratory, reproductive, and nervous system (using cockroach as the type representative); Metamorphosis: Types & hormonal control.

**UNIT- 4: Insect behaviour****6 hrs**

Insect-Plant Interactions: Host-plant selection by phytophagous insects.

**UNIT- 5: Insects as plant pests****5 hrs**

Bionomics and control of any two phytophagous insect pests of fruits, vegetables, cash crops and stored grains.

**Practical****(30 hrs)**

**(Laboratory periods: 15 classes of 2 hours each)**

1. Methodology of collection, preservation and taxonomic identification of insects (classification up to order with the help of taxonomic keys).
2. Study of different kinds of antennae, legs and mouth parts of insects with the help of slides/specimens/ photographs
3. Study of morphological features of insects using pictures/slides/museum specimen (cockroach): head, sclerites, antennae, mouthparts, wing venation, and legs.
4. Preparation of temporary/permanent mount of any stored grain pest and its life stages.
5. Study of biology of any insect pest of agricultural crops (Fruit/vegetable).
6. Field study of insects and submission of a project report showcasing insect diversity.

**Essential/recommended readings**

1. Chapman, R. F. (1998) The Insects: Structure and Function. Cambridge University Press, UK.
2. Richards, O. W., Davies, R. G. (1977) Imms' General Text Book of Entomology. Vol I & Vol II; Chapman & Hall, UK.

**Suggestive readings**

1. Snodgrass, R. E. Principles of Insect Morphology. Cornell Univ. Press, USA.
2. Borror, D. J., Triplehorn, C. A., and Johnson, N. F. Introduction to the Study of Insects. M Saunders College Publication, USA.

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

**DISCIPLINE SPECIFIC ELECTIVES (DSE-13):**  
**Reproductive Biology and Assisted Reproductive Technologies (ART)**  
**Zoo-DSE-13**

**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	Department offering the course
		Lecture	Tutorial	Practical			
<b>Reproductive Biology and Assisted Reproductive Technology (ART)</b> <b>Zoo-DSE-13</b>	<b>04</b>	<b>03</b>	<b>Nil</b>	<b>01</b>	<b>Passed Class XII with Biology/ Biotechnology</b>	<b>NIL</b>	<b>Zoology</b>

### Learning Objectives

The learning objectives of this course are as follows:

- to acquaint the students about the various aspects of reproduction in humans.
- to acquire in-depth knowledge of male and female reproductive systems as well as factors that are important in maintaining reproductive health.
- to enable the students to see, appreciate and understand the new technologies in assisted reproduction as well as contraceptive methods.
- to familiarize the students about the social and public health issues related to family planning.
- to make the students aware of the possible scope of the subject which includes research and applied aspects including entrepreneurial skills.

### Learning Outcomes

By studying this course, students will be able to:

- get an in-depth understanding of morphology, anatomy, and histology of male and female reproductive organs.
- know different processes in reproduction starting from germ cell formation to fertilization and consequent pregnancy, parturition, and lactation.
- compare estrous and menstrual cycles and their hormonal regulation.
- comprehend the interplay of various hormones in the functioning and regulation of the male and female reproductive systems.
- know about the diagnosis and management of infertility, including the latest methods, technologies, and infrastructure in assisted reproduction.
- better understand the modern methods of contraception and their use in family planning strategies.
- translate their understanding into the development of products like non-hormonal contraceptives; contribute to drug discovery programs as well as neonatal and

maternal health programmes and work with family planning teams to understand the needs and preferences of individuals belonging to lower socioeconomic groups.

## **SYLLABUS OF DSE-13**

### **UNIT-1: Reproductive Endocrinology** **8 hrs**

Hypothalamo–hypophyseal–gonadal axis; Regulation of gonadotropins and gonadal steroids secretion in male and female; Steroidogenesis; Mechanism of action of hormones related to reproduction.

### **UNIT- 2: Male Reproductive System** **9 hrs**

Anatomy of the male reproductive system: Testis, epididymis, vas deferens, prostate gland, seminal vesicle; Spermatogenesis and its regulation; Sperm transport and maturation in the male genital tract.

### **UNIT- 3: Female Reproductive System** **12 hrs**

Anatomy of the female reproductive system: Ovary, fallopian tubes/oviducts, uterus, cervix, and vagina; Folliculogenesis; Oocyte maturation and ovulation; Menstrual cycle and its hormonal regulation. Lactation and its regulation.

### **UNIT- 4: Fertilization** **8 hrs**

Fertilization; Implantation; Feto-placental unit; Hormonal regulation of gestation; Parturition and its hormonal regulation;

### **UNIT- 5 Reproduction** **8 hrs**

Modern contraceptive methods; Infertility in males and females- causes and diagnosis Assisted Reproductive Technologies (ART): sperm banks, IVF, frozen embryos, ET, EFT, IUT, ZIFT, GIFT, ICSI, PROST. Ethical issues in ART.

### **Practical** **(30 hrs)**

#### **(Laboratory periods: 15 classes of 2 hours each)**

1. Examination of histological sections from photomicrographs/permanent slides of rat/human: testis, epididymis, and accessory glands of male reproductive systems.
2. Sections of the ovary, fallopian tube, uterus (proliferative and secretory stages), cervix, and vagina.
3. Study the estrous cycle by examination of the vaginal smear of rats (from live animals)
4. Study of ovariectomy and castration.
5. Study of sperm count and sperm motility in rats.
6. Study of modern contraceptive devices.
7. Submission of project report on the reproductive health of a small human community involving survey, data collection, statistical analysis

OR

Report on the visit to animal culture facility including details about setting up and maintenance of the animal house, breeding techniques, care of normal and experimental animals.

\*All exercises requiring live animals should be performed with the help of photomicrographs/pictures/videos.

### **Essential/recommended readings**

1. Johnson, M.H. and Everitt, B.J. (2018) Essential reproduction. IV Edition, London, Blackwell Science.
2. Jones, R.E. and Lopez, K.H. (2014) Human Reproductive Biology. IV Edition, Elsevier.
3. Franklyn F. Bolander (2012) Molecular Endocrinology. III Edition, USA, Academic Press.
4. De-Groot, L.J. and Jameson, J.L. (eds) (2001) Endocrinology. W.B. Saunders and Company.

### **Suggestive readings**

1. Knobil, E. and Neil, JD (eds) (2014) The Physiology of Reproduction. IV Edition, Elsevier.
2. Robert Martin (2013) How We Do It: The Evolution and Future of Human Reproduction. Basic Books.
3. Austin, C.R. and Short R.V. (Eds) (2012) Reproduction in Mammals. Cambridge University Press.

**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

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

#### GENERIC ELECTIVES (GE-11): Animal Cell Biotechnology Zoo-GE-11

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical			
Animal Cell Biotechnology Zoo-GE-11	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	NIL	Zoology

### Learning Objectives

The learning objectives of this course are as follows:

- to give the students a fundamental understanding of the field of biotechnology.
- to provide a tool kit in the form of a number of techniques and processes developed over time to solve problems involving primarily human welfare with focus on health and medicine.
- to make the students aware of the scope of biotechnology which encompasses almost every field of science like engineering, research, commercialization and academics.
- to empower the students to face research and industrial outlets by nurturing independent thinking, initiating scientific enquiry and developing their entrepreneurship skills.
- to equip the students with basic understanding of the tools and techniques of biotechnology which are a must for anyone interested in pursuing a career in biotechnology.

### Learning Outcomes

By studying this course, students will be able to

- have a better understanding of the basic principles and applications of biotechnology.
- appreciate the basic techniques used in genetic manipulation helping them continue with higher studies in this field.
- acquire knowledge of the basic principles, preparations and handling required for animal cell culture.
- have an in-depth understanding of the principles underlying the design of fermenter and fermentation process and its immense use in the industry.

- enable students to design small experiments for successful implementation of the ideas and develop solutions to solve problems related to biotechnology keeping in mind safety factor for environment and society.
- apply knowledge and skills gained in the course to develop new diagnostic kits and to innovate new technologies further in their career.
- enhance their understanding of the various aspects and applications of biotechnology as well as the importance of bio-safety and ethical issues related to it.

## SYLLABUS OF GE-11

### UNIT- 1: Introduction

2 hrs

Concept and Scope of Biotechnology.

### UNIT- 2: Techniques in Gene Manipulation

9 hrs

Outline process of genetic engineering and recombinant DNA technology, Restriction endonucleases, DNA modifying enzymes, Cloning Vectors: Plasmids, Phage vectors, Cosmids, Phagemids (lambda & M13). Shuttle and Expression Vectors. Genomic and cDNA libraries. Transformation techniques: Electroporation and Calcium Chloride method.

### UNIT- 3: Fermentation

9 hrs

Different types of Fermentation: Submerged & Solid state; batch, Fed batch and Continuous; Stirred tank, Air Lift, Downstream Processing: Filtration, centrifugation, extraction, chromatography (Only Principles: Adsorption, Ion exchange, gel filtration, hydrophobic, affinity and size exclusion and lyophilization.

### UNIT- 4: Transgenic Animal Technology

5 hrs

Production of transgenic animals: Retroviral method, DNA microinjection method, Nuclear Transplantation: Dolly and Polly.

### UNIT- 5: rDNA Application in Health

5 hrs

Recombinant vaccines, gene therapy (*in-vivo and ex-vivo*). Production of recombinant Proteins: Monoclonal Antibodies, Insulin and growth hormones, Bio safety: Physical and Biological containment.

### Practical

(60 hrs)

#### (Laboratory periods: 15 classes of 4 hours each)

1. Packing and sterilization of glass and plastic wares for microbial culture.
2. Preparation and sterilization of culture media.
3. Preparation of genomic DNA from *E. coli*.
4. Calculation of transformation efficiency from the data provided.
5. Restriction digestion of lambda ( $\lambda$ ) DNA using EcoR1 and Hind III.



6. Techniques:

- a. Western Blot
- b. Southern Hybridization
- c. DNA Finger printing
- d. Polymerase chain reaction,
- e. DNA Microarrays
- f. Polyacrylamide gel Electrophoresis
- g. DNA sequencing: Sanger method

**Essential/recommended readings**

1. Glick, B.R. and Pasternak, J.J. (2009). Molecular Biotechnology- Principles and Applications of Recombinant DNA. IV Edition, ASM press, Washington, USA.
2. Brown, T.A. (1998). Gene Cloning and DNA Analysis: An Introduction. II Edition, Academic Press, California, USA.
3. R. Ian Freshney (2021) Freshney's Culture of Animal Cells: A Manual of Basic Technique and Specialized Applications; Wiley-Blackwell.

**Suggestive readings**

1. Griffiths, A.J.F., J.H. Miller, Suzuki, D.T., Lewontin, R.C. and Gelbart, W.M. (2009). An Introduction to Genetic Analysis. IX Edition. Freeman and Co., N.Y., USA.
2. Watson, J.D., Myers, R.M., Caudy, A. and Witkowski, J.K. (2007). Recombinant DNA-Genes and Genomes-A Short Course. III Edition, Freeman and Co., N.Y., USA.
3. Mathur, J.P. and Barnes, D. (1998) Methods in Cell Biology: Animal Cell Culture Methods. Academic Press.

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

## GENERIC ELECTIVES (GE-12): Introduction to Public Health and Epidemiology

### 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	Department offering the course
		Lecture	Tutorial	Practical			
Introduction to Public Health and Epidemiology Zoo-GE-12	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	NIL	Zoology

### Learning Objectives

The learning objectives of this course are as follows:

- to acquaint students with the basic concepts and importance of epidemiology and its contribution in the public health research.
- to acquire knowledge about the descriptive, analytic, and experimental aspects that can be applied for assessing the epidemiological studies of health status in the Indian population-based registers.
- to understand the relevance of statistics for the analysis of health-related data and its implications in the health sector
- To enable students to interpret results of data analysis for public health research, policy or practice.

### Learning Outcomes

By studying this course, students will be able to

- better understand the fundamental components of epidemiology and data analysis.
- gain an understanding of the unique resources that Indian health registers represent for epidemiological research.
- comprehend various types of epidemiological studies, and understand their 'hierarchy' with respect to research.
- evaluate and interpret basic measures of occurrence and association and interpret the results
- appreciate and analytically assess the collection, analysis of data, and evaluate the relevant hypotheses.
- evaluate the strengths and limitations of epidemiologic reports
- apply epidemiological thinking to critically read and appraise articles in medical literature.

## SYLLABUS OF GE-12

### **UNIT- 1: Epidemiology of Infectious Diseases**

**12 hrs**

Modes of infections with suitable examples. Overview of cause, extent, prevention, treatment and control of the diseases: Respiratory infections, Intestinal infections, Arthropod-borne infections, Zoonosis and Surface infections.

### **UNIT- 2: Understanding Epidemiological Data**

**8 hrs**

Understanding incidence, mortality (rates, ratios and proportions); Components of epidemiology: disease frequency, distribution and determinants of diseases. Epidemiological approach and measurements- vital statistics, health indicator parameters (morbidity, mortality and fertility rates); Analysis of data from National Cancer Registry Program (NCRP) and Covid-19 data.

### **UNIT- 3: Epidemiologic Methods and Survey**

**6 hrs**

Outlining the parameters for ethical issues in a study. Determining the target and control populations; Designing of questionnaires; Data collection: Strength of observation (descriptive and analytical) and experimental studies. Epidemiology study designs- case control and cohort studies (prospective and retrospective), procedures of sampling and matching, sources of bias.

### **UNIT- 4: Collection, Tabulation and Representation of Data**

**4 hrs**

Analysis of data from NCRP data and survey conducted by the students. Basic principles of “R” software for tabulation and graphical representations (bar diagrams, histograms, pie charts, box plot, etc.), measures of central tendency (mean, mode, median and partition values), dispersion (range, standard deviation, coefficient of variance and covariance) and skewness.

### **Practical**

**60 hrs**

**(Laboratory periods: 15 classes of 4 hours each)**

1. Designing a questionnaire for survey of prevalence diabetes/ hypertension/ allergy/ respiratory disorders/covid 19.
2. To conduct a population survey for the year for the any one of the disease- diabetes/ hypertension/ allergy/ respiratory disorders/covid 19.
3. Design an epidemiology study: case control and cohort study (prospective and retrospective), including techniques of sampling and matching, sources of bias.
4. Perform correlation and regression studies on the data collected.
5. Analyze the probabilistic distribution studies.
6. Comparison of groups and ascertaining statistical significance of differences.
8. Research and presentation on current trends in infectious diseases.

**Essential/recommended readings**

1. Glantz, S. (2011) Primer of Biostatistics, 7th edition, McGraw-Hill Medical. ISBN-13: 978-0071781503.
2. Park, K.(2011) Park's Textbook of Preventive and Social Medicine, 21st edition, M/s Banarsi Das Bhanot Publishers.
3. Bonita, R., Beaglehole, R., TordKjellstrøm, (2006) Basic epidemiology, 2nd edition (2006), Contributor; World Health Organization, illustrated, Publisher: World Health Organization.
4. Pagano, M. and Gauvreau, K. (2000) Principles of Biostatistics, 2nd edition, Thompson learning.

**Suggestive readings**

1. Wayne W Daniel and Chad L. Cross (2013), Biostatistics: A Foundation for Analysis in the Health Sciences, 10th edition, Wiley. ISBN-13: 978-1118302798.
2. Jerrold H. Zar (2009) Biostatistical Analysis, 5th edition, Pearson. ISBN-13: 978-0131008465.

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

**GENERIC ELECTIVES (GE-13): Concept of Animal Behaviour**  
**Zoo-GE-13**

**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	Department offering the course
		Lecture	Tutorial	Practical			
<b>Concept of Animal Behaviour Zoo-GE-13</b>	<b>04</b>	<b>02</b>	<b>Nil</b>	<b>02</b>	<b>Passed Class XII with Biology/ Biotechnology</b>	<b>NIL</b>	<b>Zoology</b>

**Learning Objectives**

The learning objectives of this course are as follows:

- to familiarize the students with the scientific study of the behaviour of animals.
- to enable students to link behaviour patterns to the brain, genes, and hormones, as well as to the surrounding ecological and social environments.
- to acquire knowledge of aggression, the chase of the hunter and the flight of the hunted, the spinning of webs, the digging of burrows, and the building of nests or remaining motionless and concealed.
- to provide a good understanding of various concepts in animal behaviour.
- to motivate students to pursue a career in animal behaviour.

**Learning Outcomes**

By studying this course, students will be able to

- better understand the various types of animal behaviour and their importance.
- enhance their observation skills, analytical skills, scientific interpretation and documentation skills.
- enable students to evaluate the characteristic features of animal life including static postures, active movements, noises, smells, changes in colour and shape.
- realise, appreciate and develop passion to biodiversity and respect the nature and its surroundings.

**SYLLABUS OF GE-13**

**UNIT- 1: Introduction to Animal Behaviour**

**4 hrs**

Origin and history of ethology, Pioneers of modern ethology: Karl von Frisch, Ivan Pavlov, Konrad Lorenz, Niko Tinbergen, Four Questions for Ethology.

**UNIT- 2: Patterns of Behaviour****7 hrs**

Innate behaviour, Instinct, Sign stimuli, Code breakers, Learning: associative learning and non-associative learning, Classical and operant conditioning, Habituation, Imprinting.

**UNIT- 3: Communication****3 hrs**

Importance of communication; Role of Chemical, Tactile, Auditory, Visual stimuli in communication.

**UNIT- 4: Social Behaviour****7 hrs**

Concept of Society, Social insects (Honeybee as example), Bee communication, Altruism & Reciprocal altruism, Inclusive fitness, Hamilton's rule.

**UNIT- 5: Sexual Behaviour****9 hrs**

Sexual dimorphism, mate choice; Intra-sexual selection (male rivalry); Inter-sexual selection (female choice); Courtship behaviour, Parental care, sexual conflict in parental care, Infanticide.

**Practical****(60 hrs)**

**(Laboratory periods: 15 classes of 4 hours each)**

1. To study nests and nesting behaviour of the birds and social insects.
2. To study the behavioural responses of wood lice to dry and humid conditions.
3. To study geotaxis behaviour in earthworm.
4. To study the phototaxis behaviour in insect larvae.
5. Study of different tools, techniques and methods used in preparing ethogram.
6. To study courtship behaviour in insects and birds from short videos/movies.

**Essential/recommended readings**

1. Alcock, J. (2013) Animal Behaviour, Xth Edition, Sinauer Associates Inc., USA.
2. Manning, A. and Dawkins, M. S, (2012) An Introduction to Animal Behaviour, Vith Edition, Cambridge University Press, UK
3. McFarland, D. (1985) Animal Behaviour, Pitman Publishing Limited, London, UK

**Suggestive readings**

1. Rubenstein, D. (2022) Animal Behavior, XIIth Edition, Sinauer Associates, Oxford University Press, UK.
2. Gadagkar, R. (2021) Experiments in Animal Behaviour: Cutting-Edge Research at Trifling Cost, Indian Academy of Sciences.

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## SEMESTER - VI

### BSc. (H) Zoology DSC-Animal Biotechnology Zoo-DSC-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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Animal Biotechnology Zoo-DSC-16	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	NIL

#### Learning Objectives

The learning objectives of this course are as follows:

- to introduce students to the principle, practices and application of biotechnology.
- to familiarize the students with the basic concept of genetic engineering.
- to enable students to solve problems focusing on health, medicine, agriculture and environment etc.
- to learn scientific and engineering principles related to the processing/production of the recombinant proteins.
- to equip the students with the skills advanced tools and techniques used in biotechnology to acquire skills to pursue a career in biotechnology.
- to make the students aware of the scope of biotechnology which encompasses almost every field of science like engineering, research, commercialization and academics.

#### Learning Outcomes

By studying this course, students will be able to:

- Enable students to make a strategy to manipulate genetic structure of an organism for improvement of any trait.
- Comprehend the ethical and social issues regarding GMOs.
- Gain knowledge of DNA isolation, Agarose gel electrophoresis, PCR, transformation etc.
- Execute the application of recombinant DNA technology in designing research project.
- Acquire technical skills required for joining research labs/industry/institute/pharmaceutical etc. including entrepreneurship.

## SYLLABUS OF DSC-16

### UNIT- 1: Overview of Biotechnology

1 hr

Aim and scope; applications in biotechnology.

### UNIT- 2: Basic Tools for Gene Manipulation

10 hrs

Cloning vectors: Plasmids, Cosmids, Phagemids, Lambda Bacteriophage, M13, BAC, YAC, MAC and Expression vectors (characteristics); Restriction enzymes; DNA modifying enzymes; Transformation techniques: Calcium chloride method, electroporation and biolistic methods, construction of genomic and cDNA libraries and screening by colony and plaque hybridization.

### UNIT- 3: Advance Tools and Techniques

3 hrs

Gene Editing Tool: Zinc Finger, TALEN, Clustered regularly interspaced short palindromic repeats (CRISPR/Cas9) system.

### UNIT- 4: Genetically Modified Animals

8 hrs

Production of cloned and transgenic animals: Nuclear Transplantation, Retroviral Method, DNA microinjection; Applications of transgenic animals; Production of pharmaceuticals, production of donor organs, knock-out mice.

### UNIT- 5: Applications of Genetic Engineering

8 hrs

Molecular diagnosis of genetic diseases (Cystic fibrosis, Sickle cell anemia): RFLP based, Allele specific oligonucleotide dot blot method, PCR- Oligonucleotide ligation assay; Recombinant DNA in medicines: recombinant insulin and human growth hormone, Gene therapy.

### Practical

(60 hrs)

#### (Laboratory periods: 15 classes of 4 hours each)

1. Isolation of genomic DNA from *E. coli*.
2. Isolation of plasmid (pUC 18/19) from *E. coli*.
3. Detection/ Visualization of DNA using Agarose gel electrophoresis.
4. Construction of circular and linear restriction map from the data provided.
5. Calculation of transformation efficiency from calcium chloride method.
6. Study of different blotting techniques: Southern, Northern and Western.
7. DNA sequencing: Sanger method, Next generation sequencing (Illumina).
8. Study of Polymerase Chain Reaction (PCR) and DNA microarrays.
9. Study and interpretation of DNA fingerprinting.
10. Submission of Project report based on any of the topics above (theory/practical)



**Essential/recommended readings**

1. Brown, T.A. (2010) Gene Cloning and DNA Analysis. VI Edition, Wiley-Blackwell publishing (Oxford, UK), ISBN: 978-1-4051-8173-0.
2. Glick, B.R., Pasternak, J.J. and Patten, C.L. (2010). Molecular Biotechnology- Principles and Applications of Recombinant DNA. IV Edition, ASM press, Washington, USA.
3. Primrose, S.B., and Twyman, R. M. (2006). Principles of Gene Manipulation and Genomics. VII Edition, Blackwell publishing (Oxford, UK)

**Suggestive readings**

1. Clark, D. P. and Pazdernik, N.J. (2012) Biotechnology, Academic Press.
2. Watson, J.D., Myers, R.M., Caudy, A. and Witkowski, J.K. (2007) Recombinant DNA Genes and Genomes- A Short Course. III Edition, Freeman and Co., N.Y., USA.

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**DISCIPLINE SPECIFIC CORE COURSE -17 – :**  
**Methods in Biostatistics**  
**Zoo-DSC-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 (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Methods in Biostatistics Zoo-DSC-17</b>	<b>04</b>	<b>02</b>	<b>Nil</b>	<b>02</b>	<b>Passed Class XII with Biology/ Biotechnology</b>	<b>NIL</b>

### Learning Objectives

The learning objectives of this course are as follows:

- to provide an overview of the fundamental concepts of biostatistics.
- to apprise students to the various statistical methods and software tools for understanding data analysis in biological sciences.
- to familiarize students with basic training and develop skills required for analysis of experimental data in biological sciences.
- to encourage students to pursue higher studies or career in biostatistics as Data Analyst, Data Scientist, Software Developer, Machine Learning Analyst, Research Scientist, Academicians, etc.

### Learning Outcomes

By studying this course, students will be able to

- better understand the basic concepts of Biostatistics and its various applications in different fields of biological sciences.
- acquire basic skills to set up hypothesis and design research studies.
- enable students to differentiate among various experimental designs and apply appropriate statistical tests.
- develop the skills to collect and represent data in tabular and graphical forms.
- analyze data and interpret experimental results using calculator, spread sheets software and online/offline software tools.

### Syllabus of DSC-17

#### UNIT- 1: Introduction to Biostatistics

**1 hr**

Aim and scope; applications in biological sciences.

#### UNIT- 2: Statistical Data

**4 hrs**

Sampling methods; Primary and secondary data; Qualitative and quantitative data; Discrete and continuous data; Presentation of data- graphical representation of data.

**UNIT- 3: Descriptive Statistics** **9 hrs**

Concepts of statistical population and samples, parameter and statistics; Measures of Central tendency and Dispersion - Mean, Median and Mode (grouped and ungrouped data); Variance, Standard Deviation and Standard Error; Coefficient of Variance.

**UNIT- 4: Probability and Distributions** **2 hrs**

Normal, Binomial and Poisson; Skewness and Kurtosis.

**UNIT- 5: Testing of Hypothesis** **4 hrs**

Null and Alternative hypotheses; Concepts of statistical errors - Type I and Type II errors; Confidence Intervals and Confidence levels.

**UNIT- 6: Statistical tests** **6 hrs**

Chi Square tests; Z test, t Tests - paired and unpaired; F test (one way ANOVA).

**UNIT- 7: Correlation and Regression** **4 hrs**

Correlation Coefficient; Linear regression analysis.

**Practical** **(60 hrs)**

**(Laboratory periods: 15 classes of 4 hours each)**

1. To learn calculation and graphical representation of data with computers (e.g. MS Excel/SPSS/SigmaStat/Prism).
2. To compute Coefficient of Variance from data collected and measure variability.
3. To collect data on different parameters (e.g. height/weight) of animal/plant samples and test for significance, difference between mean, mode and median.
4. To compute 'test of independence' and 'goodness of fit' with samples/data provided using Chi square test.
5. To perform Z test/ F test (ANOVA) for given samples/data provided.
6. Submission of Project report based on field studies (sample collection, data analysis and interpretation using above statistical tests).

**Essential/recommended readings**

1. Daniel, W.W. and Cross, C.L. (2018) Biostatistics: Basic Concepts and Methodology for the Health Sciences 11<sup>th</sup> Edition, John Wiley & Sons, Inc.
2. Motulsky, H. (2016) Essential Biostatistics: A Non-mathematical Approach Oxford University Press

**Suggestive readings**

1. Zar, Jerrold H. (1999). Biostatistical Analysis, IV Edition, Pearson Education Inc and Dorling Kindersley Publishing Inc. USA

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**DISCIPLINE SPECIFIC CORE COURSE– 18:****Evolutionary Biology****Zoo-DSC-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(if any)
		Lecture	Tutorial	Practical/ Practice		
Evolutionary Biology Zoo-DSC- 18	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	NIL

**Learning Objectives**

The learning objectives of this course are as follows:

- to understand evolutionary forces leading to the variations and diversification of species.
- to learn about deciphering evidences ranging from fossil records to molecular data and to establish phylogenetic relationships of species.
- to gain knowledge of the processes and patterns of biological evolution.
- to get acquainted with origin and evolution of man.
- to acquire problem solving and high order analytical skills by attempting numerical problems as well as performing simulation studies of various evolutionary forces in action.

**Learning Outcomes**

By studying this course, students will be able to:

- gain knowledge about the relationship of the evolution of various species and the environment they live in.
- apply knowledge gained, on populations in real time, while studying speciation, behaviour and susceptibility to diseases.
- better understand the study of variations, genetic drift to ensure that conservation efforts for small threatened populations are focused in right direction.
- predict the practical implication of various evolutionary forces acting on the human population in the field of human health, agriculture and wildlife conservation.
- use various software to generate interest towards the field of bioinformatics and coding used in programming language.

## SYLLABUS OF DSC-18

### UNIT- 1 Historical Review of Evolutionary Concepts

2 hrs

Lamarckism, Darwinism, Neo-Darwinism

### UNIT- 2: Beginning of Life

3 hrs

Chemogeny, RNA world, biogeny, origin of photosynthesis, endo-symbiotic theory

### UNIT- 3: Evidences of Evolution

5 hrs

Palaeontological: geological time scale; phylogeny of horse;

Molecular: neutral theory of evolution, molecular clock, example of globin gene family, rRNA/Cyt c.

### UNIT- 4: Raw Material for Evolution

3 hrs

Variations: Heritable variations and their role in evolution

### Unit 5: Process of Evolution

6 hrs

**Qualitative studies:** Natural selection, types of natural selection, artificial selection, kin selection, adaptive resemblances, sexual selection, frequency dependent selection.

**Quantitative studies:** Natural selection (concept of fitness, selection coefficient), genetic drift (founder's effect, bottleneck phenomenon), migration and mutation (genetic load).

### UNIT- 6: Product of Evolution

4 hrs

Speciation: micro-evolutionary changes (inter-population variations, clines, Ring species, races), species concept, isolating mechanisms.

### UNIT- 7: Extinction

3 hrs

Mass extinctions (events, causes and effects), Detailed explanation of K-T extinction

### UNIT- 8: Origin and Evolution of Man

4 hrs

Unique hominin characteristics contrasted with primate characteristics, primate phylogeny from *Dryopithecus* leading to *Homo sapiens*, molecular evidences in evolution of modern human.

### Practical

(60 hrs)

(Laboratory periods: 15 classes of 4 hours each)

1. Study of fossils (types, forms and dating) from models/pictures.
2. Study of homology, analogy and homoplasy from suitable specimens.
3. Study different modes of speciation and Adaptive radiation/macroevolution by suitable examples.

4. Study of variations in a sample human population: (a) Continuous variation: Height/Weight in relation to age and sex (b) Discontinuous variation: Ability/Inability to taste Phenylthiocarbamide (PTC).
5. Study of Hardy-Weinberg Equilibrium: statement, assumptions, derivation of the equation and its verification by chi square analysis.
6. Demonstration of role of natural selection and genetic drift in changing allelic frequencies using simulation studies.
7. Construction of cladograms based on morphological characters.
8. Introduction and construction of Phylogenetic trees with the help of bioinformatics tools (Clustal X/W, Phylip, MLK/MP/NJ) and its interpretation.

### **Essential/recommended readings**

1. Roberts, A. (2018) Evolution: the human story, Dorling, Kindersley Ltd.
2. Hall, B.K. and Hallgrimson, B. (2013). Evolution. V Edition, Jones and Barlett Publishers.
3. Campbell, N.A. and Reece J.B. (2011). Biology. IX Edition. Pearson, Benjamin, Cummings.
4. Barton N.H., Briggs D.E.G., Eisen J.A., Goldstein D.B. and Patel N.H., (2007) 1<sup>st</sup> Ed. Evolution, Cold Spring Harbor Laboratory Press.

### **Suggestive readings**

1. Futuyma, Douglas and Mark, Kirkpatrick (2017) 3rd Ed. Evolutionary Biology, Oxford University Press.
2. Zimmer C. and Emlen D. J., (2013) 1stEd. Evolution: Making Sense of Life, Roberts & Co.
3. Pevsner, J. (2009). Bioinformatics and Functional Genomics. II Edition, Wiley Blackwell.
4. Ridley, M. (2004). Evolution. III Edition, Blackwell publishing.

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## POOL OF DISCIPLINE SPECIFIC ELECTIVES (DSE) COURSES

### SEM VI

ZOOLOGY- DSE-14: Nanobiotechnology
ZOOLOGY- DSE-15: Human Endocrinology
ZOOLOGY- DSE-16: Toxicology
ZOOLOGY- DSE-17: Research Methodology

### DISCIPLINE SPECIFIC ELECTIVES (DSE-14): Nanobiotechnology Zoo-DSE-14

#### 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>Nano-biotechnology Zoo-DSE-14</b>	<b>04</b>	<b>03</b>	<b>Nil</b>	<b>01</b>	<b>Passed Class XII with Biology/ Biotechnology</b>	<b>NIL</b>

#### Learning Objectives

The learning objectives of this course are as follows:

- to make the students aware of concept of Nanobiotechnology.
- to acquire the knowledge to introspect and understand the core concepts of nanotechnology.
- to equip the students with the concepts of biotechnology required for understanding the behaviour of nano-biomaterials.
- to develop a holistic understanding of the complex cellular processes occurring after treatment with nanoparticles.
- to provide in-depth knowledge of the body's response to nanotherapeutics.
- to appreciate the potential benefits and challenges of nanomedicine.

#### Learning Outcomes

By studying this course, students will be able to

- better understand the basics of nanobiotechnology and the nanoscale paradigm in terms of properties at the nanoscale dimension.
- acquire skills to optimize the synthesis of nanoparticles.
- appreciate the interaction between biomolecules and nanoparticle surfaces and their applications.
- analyze the process of nanoparticle internalization inside the cell and to evaluate

the process and interactions of nanoparticles within the cells.

- better understand the practical, real world biosensing technologies such as enzyme-based biosensors.
- ability to understand the ethical, societal responsibilities and identify the risk assessments involved in using bio-nanobiomaterials.
- to provide a critical and systematic understanding of cutting-edge technology at the forefront.

## SYLLABUS OF DSE-14

### UNIT- 1: Introduction to Nanobiotechnology, 2 hrs

Overview of nanobiotechnology - timelines and progress.

### UNIT- 2: Fundamentals of Nanobiomaterials 12 hrs

Properties of Materials: Bulk materials vs nanomaterials, Biomaterials and synthetic materials; Types of nanocarriers/nanoparticles: Metals, Lipids, Polymeric nanoparticles (Liposomes, polymeric micelles, quantum dots, iron nanoparticles, carbon nanotubes), nanoscale assembly of microorganisms (virus, diatoms, bacteria); Nanofabrication: Top-down- Ball Milling; Bottom- up approaches-synthesis of metal oxides by green synthesis and chemical synthesis; nano-herbal formulations.

### UNIT -3: Nanocarriers for Drug Delivery 10 hrs

Drug Delivery Systems (DDS): Oral delivery, Systemic delivery, Controlled drug release; Transdermal drug delivery (Examples: Intranasal Drug Delivery and Ocular Drug Delivery); Active and passive nanocarriers- Concept of targeting, Multifunctional Nanoparticles: Inorganic and organic nanoparticles and their biomedical applications; Improvements in pharmacokinetics, bioavailability, biodistribution.

### UNIT- 4: Applications of Nanobiotechnology 14 hrs

**Health and Diseases** - Infectious and chronic diseases; Vaccines - Lipid nanoparticles, Viral nanoparticles

**Diagnostics:** Enzyme Biosensors and Diagnostics, DNA-Based Biosensors and Diagnostics, nano-immunosensors. Improved diagnosis by *in vivo* imaging- detection of tumours and genetic defects.

**Environmental Pollution:** Environmental Nanoremediation Technology- Thermal, Physico-Chemical and Biological Methods, nanofiltration for treatment of waste removal of organics, inorganics and pathogens.

### UNIT- 5 Nanotoxicity: 7 hrs

Basics of cellular toxicity: Effect of size, shape, surface properties and composition on the toxicity of nanoparticles; genotoxicity and carcinogenicity – Mechanisms and



Tests. Risk assessment of Nanoparticle exposure, Prevention and control of nanoparticles exposure.

### **Practical**

**(30 hrs)**

#### **(Laboratory periods: 15 classes of 2 hours each)**

1. Biosynthesis of nanoparticles: plants/microbial and its follow up with visible spectroscopy.
2. Synthesis of Iron oxide nanoparticles by using chemical methods.
3. Characterization of nanoparticles: Electron microscopy (scanning and transmission), atomic force microscopy; nanoparticle analyzer, zeta potential measurement, spectroscopic techniques including spectrophotometer.
4. Cell counting and cell viability study of a non-adherent cell (Hepatocyte) culture.
5. Antibacterial studies of nanoparticles by minimum inhibitory concentration (MIC) method.
6. Isolation of DNA and demonstration of apoptosis by DNA fragmentation.
7. Study of cell and nanoparticle interaction (Video demonstration).
8. Enzyme-based biosensors, e.g., the blood glucose sensor (Video demonstration).
9. Array-based DNA "biochip" sensors with fluorescence detection (video demonstration).

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

1. Niaounakis, M. (2015) "Biopolymers: Applications and Trends", 1st Edition, Elsevier.
2. Guterres, N., Silvia S., Alves, O. L. (Eds.) (2014) Nanotoxicology: Materials, Methodologies, and Assessments, Springer New York, USA.
3. Hillery, A. M. et al. (2010) "Drug Delivery and Targeting", CRC Press.
4. Torchillin, V. (2006) Nanoparticulates as Drug Carriers, Imperial College Press,

#### **Suggestive readings**

1. Kesharwani, P., Singh, K. K. (Eds) (2021) Nanoparticle Therapeutics: Production Technologies, Types of Nanoparticles, and Regulatory Aspects; Academic Press Inc.
2. Pieter Stroeve and Morteza Mahmoudi (2018) Drug Delivery Systems, World Scientific Series: From Biomaterials towards Medical Devices, Vol I.
3. Mao Hong Fan, Chin-Pao Huang, Alan E Bland, Z Honglin Wang, Rachid Sliman, Ian Wright. (2010) Environanotechnology; Elsevier.
4. N. Yao and Z. L. Wang, Handbook of Microscopy for Nanotechnology, Springer New York, NY (2005).

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

**DISCIPLINE SPECIFIC ELECTIVES (DSE-15): Human Endocrinology**  
**Zoo-DSE-15**

**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>Human Endocrinology Zoo-DSE- 15</b>	<b>04</b>	<b>03</b>	<b>Nil</b>	<b>01</b>	<b>Passed Class XII with Biology/ Biotechnology</b>	<b>NIL</b>

### Learning Objectives

The learning objectives of this course are as follows:

- to enable students to learn endocrinology with special emphasis on the human endocrine system covering the anatomy, physiology and biochemistry of the system, biological phenomenon at cellular level
- to provide detailed information on the release, effect and functioning of hormones.
- to acquire knowledge about the role of hormones as therapeutic agents.
- to acquaint students with experimental skills used in clinical and research laboratories

### Learning Outcomes

By studying this course, students will be able to:

- comprehend the endocrine system and properties of hormones.
- understand the importance of endocrine system and its role in maintenance of homeostasis.
- gain in-depth knowledge of the molecular mechanism of hormone action and its regulation.
- better appreciate the regulation of physiological process and its implication in diseases.
- acquire information about human endocrine disorders.

### SYLLABUS OF DSE- 15

#### UNIT- 1: Introduction to Endocrine Physiology

**8 hrs**

Introduction to the endocrine system and major glands (pituitary, pineal, adrenal, thyroid, parathyroid, testis, pancreas, ovaries, and GI tract), Classes of hormones, Modes of hormone secretion.

**UNIT- 2: Neuroendocrinology****12 hrs**

General organization of nervous system and neuroendocrine organs; Neurons: Structure, types, distribution and characteristics; Introduction to Neuropeptides, Neurosteroids and neurohormones.

The hypothalamo-hypophyseal axis; Hypothalamo-vascular system; hypothalamic hormones: chemistry, physiology and its regulation. Hypothalamo-hypophyseal interactions with the gonads, adrenal and other endocrine glands.

Neuroendocrine regulation of immune system; Stress hormones and immune response. Neuroendocrine disorders: genetic *versus* environmental causes (sleep apnea, precocious puberty).

**UNIT- 3: Molecular Endocrinology****10 hrs**

Hormones as chemical messengers for control and regulation of physiological processes. Structure and biosynthesis of peptide, protein and steroid hormones; Storage, secretion and regulation of hormones; Mechanisms of hormone action: Receptor and non-receptor mediated signalling; Feedback mechanisms in signalling pathways.

**UNIT- 4: Hormones as Therapeutic Agents****15 hrs**

Therapeutic use of hormones in health and disease (cancer, biological clock regulation, metabolic dysfunction, stress management, growth hormone disorders).

Current developments in design and production of hormonal contraceptives.

Recombinant protein hormones: production and application in regulation of fertility (Hormone replacement therapy, hypogonadism, PCOS/PCOD, xeno-estrogens and its effects on male fertility).

**Practical****(30 hrs)****(Laboratory periods: 15 classes of 2 hours each)**

1. Simulation of dissection and virtual display of endocrine glands in rat model.
2. Study of the permanent slides of the major (pituitary, pineal, adrenal, thyroid, parathyroid, testis, pancreas, ovaries, and GI tract) endocrine glands.
3. Estimation of plasma level of any hormone using Immunoblot/ELISA.
4. Chromatographic separation of steroid hormones using paper chromatography.
5. Visit to endocrine laboratory/hospitals/clinics.
6. Project work/survey-based project on any endocrine disorder.

**Essential/recommended readings**

1. David O. Norris, James Carr (2021) Vertebrate Endocrinology, V Edition, Elsevier.
2. J. Larry Jameson, Leslie De Groot (2010). Endocrinology, VI Edition, Elsevier.
3. Hadley, M.E. and Levine J.E. (2009). Endocrinology. VI Edition. Pearson Prentice Hall, Pearson Education Inc., New Jersey.
4. Franklin F. Bolander (2004) Molecular Endocrinology. III Edition, Academic Press, USA.

**Suggestive readings**

1. Handbook of Physiology published by American Physiological Society by Oxford University Press, Section 7: Multiple volumes set, 1998.
2. Endocrinology: An Integrated Approach. BIOS Scientific Publishers (<https://www.ncbi.nlm.nih.gov/books/NBK22/>).
3. Turner, D. (1977) General Endocrinology. VI Edition, Saunders.

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

**DISCIPLINE SPECIFIC ELECTIVES (DSE-16): Toxicology**  
**Zoo-DSE-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>Toxicology Zoo-DSE- 16</b>	<b>04</b>	<b>03</b>	<b>Nil</b>	<b>01</b>	<b>Passed Class XII with Biology/ Biotechnology</b>	<b>NIL</b>

**Learning Objectives**

The learning objectives of this course are as follows:

- to gain insight about basic toxicology, nature and classification of toxins and its mechanism.
- to learn about daily exposure types, dose response curve and toxicity episodes of toxic substances.
- to understand the chemistry, kinetics, metabolism and excretion of toxins.
- to enable the students to understand the aspects of environmental, medical and forensic toxicology.
- to elucidate the role of instruments and techniques in studying toxicology.

**Learning Outcomes**

By studying this course, students will be able to:

- acquire in-depth knowledge of the principles of toxicology, exposure and dose-response assessment.
- use technical and analytical skills to quantify the level and effect of xenobiotics on environment.
- better understand the mechanism of action and effects of toxic chemicals at multiple levels of biological organization.
- identify relationship between chemical exposure and its effect on physiological system.
- perform, analyse and interpret technical aspects and experimental approaches for toxicological research testing and risk assessment.

**SYLLABUS OF DSE- 16**

**UNIT- 1: Principles of Toxicology**

**8 hrs**

History and scope of toxicology, nature and classification of toxins, mechanism of toxicity, risk assessment-animal bioassays, dose-response assessment.

**UNIT- 2: Toxicokinetics:****10 hrs**

Transportation, absorption, distribution, metabolism and excretion of toxins, enzyme mediated biotransformation (hydrolysis, reduction, oxidation, conjugation), and toxicokinetics (one-and two-compartment, elimination, clearance, saturation).

**UNIT-3: Applied Toxicology****20 hrs**

**Environmental Toxicology:** Ecotoxicology, Food, Agrochemical and Industrial Toxicology- Fertilizers and pesticide toxicology, Heavy metal toxicity, solvent & vapors toxicity, radiation/ radioactive toxicity.

**Medical, and Forensic Toxicology:** Organ's responses to toxins (pulmonary, hepatic, renal, cerebral, cardiac-blood vascular, nervous system, organs of immune system, ocular, dermal, reproductive and endocrine systems) toxicity, Poisons: definition, classification of poisons, types of poisoning, mode of action, antidotes & factors modifying the action of poisons, Nanotoxicology, Carcinogens, Immunotoxicity (immune modulation, xenobiotic-induced hypersensitivity & autoimmunity).

**Developmental and Occupational Toxicity:** Dosemetrics, Dymorphogenesis, maternal & environmental effects on fetus, workplaces, associated agents, routes and span of exposures and standards, dose determination, diseases/ ailments, risk evaluation.

**UNIT- 4: Tools and Techniques in Toxicology:****4 hrs**

Instruments (Chromatography- TLC, GLC, HPLC), Soxhlet apparatus, flash evaporator, Lyophilization

**UNIT- 5: Regulatory Units****3 hrs**

Role of institutes viz. EPA (Environmental Protection Agency), TERI, CSE (Center for science and environment) and CPCB, FAO, European union norms etc.

**Practical****(30 hrs)****(Laboratory periods: 15 classes of 2 hours each)**

1. Determination of the LD<sub>50</sub> /LC<sub>50</sub> with the help of data.
2. Minimum inhibitory concentration of a toxin/ pesticide/ heavy metal/ tobacco.
3. Effect of a toxin/ pesticide/ heavy metal on any live organism (microbes/ animal/ plants).
4. Comparative study of normal and intoxicated sections of organs with the help of permanent slides/ pictorial representation (pulmonary, hepatic, renal, cerebral, cardiac-blood vascular, nervous system, organs of immune system, ocular, dermal, reproductive and endocrine systems - any three organs).
5. Separating techniques for toxin/s- Chromatography: Paper/ Thin Layer/ Column.
6. Techniques of HPLC, GLC (Dry Lab).
7. Routes of administration of drugs for the treatment regimens (Dry Lab).

8. Project work based on visit to institute of toxicology/ forensic science/ public health/ laboratory /hospital.

### **Essential/recommended readings**

1. Woolley, D. and Woolley, A. (2017). Practical Toxicology- Evaluation, Prediction and Risk, Third edition, CRC press, Taylor and Francis Group/
2. Stine, K. E. and Brown, T. M. (2015). Principles of Toxicology, Third edition, CRC press, Taylor and Francis Group
3. Hayes, W. and Kruger, C. L. (2014). Hayes' Principles and Methods of Toxicology, VI edition, CRC press, Taylor and Francis Group.
4. Eroschenko, V. P. (2008), De Fiore's Atlas of Human Histology with functional correlations, Eleventh edition, Wolter Kluwer, Lippincott William and Wilkins.
5. Tortora, G.J. & Grabowski, S (2006) Principles of Anatomy & Physiology, XI edition. John Wiley & Sons.

### **Suggestive readings**

1. Pani, B (2019). Textbook of Toxicology, Dreamtech press.
2. Gad, S. C. (2018). Regulatory Toxicology, III edition, CRC press, Taylor and Francis Group.
3. Casarett & Doull's Essentials of Toxicology (2015), III Edition, A & L Lange Series.
5. Pandey, G. and Sahni, Y. (2013) Toxicology Laboratory manual. International E-Publication.
6. Freifelder, D. (1999). Physical Biochemistry: Applications to Biochemistry and Molecular Biology, Second Edition, W. H. Freeman and Company.

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## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

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

#### GENERIC ELECTIVES (GE-14): Model Organisms in Research Zoo-GE-14

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Model Organisms in Research Zoo-GE-14	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	NIL

#### Learning Objectives

The learning objectives of this course are as follows:

- to make the students aware about the requirement of model organisms in biological research.
- to understand the simulation of human traits in model organisms.
- to familiarize the students about the suitability and availability of different model organisms.
- to aware students about the ethical issues involved in using animals for research in laboratories.
- to give insight about the database systems available of different model organism.

#### Learning Outcomes

By studying this course, students will be able to

- better understand the concept of model organisms and their advantages.
- appreciate various types of model organisms used in biological research.
- gain better knowledge of how the model organisms can be used for modelling of human diseases.
- have an insight on the ethical issues related to handling and maintaining laboratory animals and plants.
- design simple experiments with model organism.
- determine the type of model organisms that are suitable to answer the specific research questions.



## SYLLABUS OF GE-14

### UNIT- 1: Introduction

2 hrs

Model organisms: Definition, requirement, characteristics and selection.

### UNIT- 2: Commonly used Model Organisms

20 hrs

Characteristics, establishment and maintenance, specific application of following model organisms in research:

Viruses (Bacteriophage  $\lambda$ -phage, T4); Bacteria (*Escherichia coli*); Fungi (*Saccharomyces cerevisiae*); Ciliates (*Tetrahymena*); Annelids (*Caenorhabditis elegans*, *Lumbricusterrestris*); Arthropods (*Drosophila melanogaster*); Pisces (*Danio rerio*); Amphibians (*Xenopus laevis*); Mammals [Rodents (*Mus musculus*), *Rattus rattus* (Rat) and Primates]; Plants (*Arabidopsis thaliana*).

### UNIT- 3: Model organism specific databases

6 hrs

*Saccharomyces* genome Database, EcoCyc, Flybase, Xenbase, Wormbase, Zfin, Mouse genome informatics, *Tetrahymena* genome Database, The Arabidopsis Information Resource etc.

### UNIT- 4: Ethical consideration

2 hrs

Brief introduction about CPCSEA, IAEC and related regulatory bodies.

### Practical

(60 hrs)

(Laboratory periods: 15 classes of 4 hours each)

1. Preparation of culture medium for *E. coli* and study the growth kinetics of *E. coli*.
2. Preparation of culture medium for *Drosophila* and study different stages of life cycle of *Drosophila*.
3. Preparation of culture medium for ciliates and their growth kinetics.
4. Study different phases of cell cycle in ciliates.
5. Culturing of *C. elegans*/ earthworm and Zebra fish and perform eco-toxicological studies.
6. Demonstration of culturing of mammalian cell lines/ visit to eukaryotic cell culture facility.
7. Visit to animal house and/ or plant culture facility and prepare the report on maintenance of laboratories animal/plant.

### Essential/recommended readings

1. Jarret, R. L. and McCluskey, K. (2021) The Biological Resources of Model Organisms, 1st Ed, CRC Press.

2. Ankeny, R. A. and Leonelli, S. (2020) Concept of Model Organisms; Cambridge University Press.
3. Emerging model organisms: A laboratory manual, Volume 2, lab manual edition (2010), New York, USA: Cold Spring Harbor Laboratory Press.

### **Suggestive readings**

1. Wang, W., Rohner, N., Wang, Y. (2023) Emerging Model Organisms; SpringerLink.
2. Jarret, R. L. and McCluskey, K. (2021) The Biological Resources of Model organisms, Taylor and Francis group.
3. Carroll, P. M. and Fitzgerald, K. (2003) Model Organisms in Drug Discovery, Wiley.

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

## GENERIC ELECTIVES (GE-15): Nanobiology

### Zoo-GE-15

#### 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		
Nanobiology Zoo-GE-15	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	NIL

#### Learning Objectives

The learning objectives of this course are as follows:

- to acquaint students with the basic concepts of Nanobiology.
- to equip the students with the concepts, properties and behaviour of nano-biomaterials.
- to provide a critical and systematic understanding of cutting-edge technology.
- to give an overall concept regarding the prominence of nanomaterials and their classification, synthesis process

#### Learning Outcomes

By studying this course, students will be able to

- better understand the interaction of biomolecules with surfaces of different chemical and physical species.
- appreciate the different applications of various types of nanostructured materials.
- gain knowledge of the types of nanoparticles based on size, shape, surface properties and composition.
- interpret/ analyse and get insight into the applications in the field of medicine.
- use basic principles of microfluidics to solve biotechnical and bioanalytical problems.
- appreciate the multidisciplinary nature of Nanobiology.
- develop skills in high-tech instrumental techniques suited for characterization of the micro/nano- structural properties.

#### SYLLABUS OF GE-15

##### UNIT- 1: Nanobiology

2 hrs

Definition and concepts, Development of nanobiotechnology/nanobiology, timelines and progress.

##### UNIT- 2: Biomaterials

8 hrs

Bulk materials vs nanomaterials. Different types of materials used to synthesize nanoparticles, Top-down approach, and bottom-up approach. Classification of

nanoparticles based on size, shape, surface properties and composition; bio-inspired nanomaterials. Nanoscale assembly of cellular components (cell membrane and liposomes). Nanoscale assembly of microorganisms (virus, diatoms, bacteria).

### **UNIT- 3: Nanomedicine**

**10 hrs**

Drug encapsulation, drug delivery and gene delivery, Active and passive targeting by ligands and receptor-mediated delivery, Interactions of nanoparticles with biological membranes and ion channels. Applications of nanomedicines in diagnostics: biosensor-based techniques like optical, colorimetric, and electrochemical, point-of-care diagnostics tools like lab-on-chip device, lateral flow immunoassay.

### **UNIT- 4: Environmental applications**

**6 hrs**

Nanoadsorbents, release of nutrients and pesticides, Nanoremediation, Nanopollution: air - water - soil contaminants, Treatment of industrial wastewaters using nanoparticles.

### **UNIT- 5: Nanotoxicity**

**4 hrs**

Effect of nanomaterials on human health, nanomaterial-cell interaction, Concept of cytotoxicity and genotoxicity, Future perspectives of Nanobiology.

### **Practical**

**(60 hrs)**

#### **(Laboratory periods: 15 classes of 4 hours each)**

1. Synthesis of silver/gold nanoparticles from plants extracts and follow up with visible spectroscopy.
2. Synthesis of Iron oxide nanoparticles by using chemical methods (Tyndall effect).
3. Characterization of nanoparticles: Electron microscopy (scanning and transmission), atomic force microscopy; nanoparticle analyzer, zeta potential measurement, electrochemical analyzer, flow cytometry, spectroscopic techniques including spectrophotometer, spectro-fluorimeter.
4. Cell counting and cell viability study of a non-adherent cell (Hepatocyte) culture.
5. Study of cell and nanoparticle interaction (video demonstration).
6. Antibacterial studies of nanoparticles by MIC method.
7. Assessing cytotoxicity of nanoparticles by MTT.
8. Isolation of DNA and demonstration of apoptosis by DNA fragmentation.
9. Nano microbial degradation of various xenobiotics (e.g. pesticides, organochlorines, pyrethroids, PAH).

### **Essential/recommended readings**

1. Kesharwani, P., Singh, K. K. (Eds) (2021) Nanoparticle Therapeutics: Production Technologies, Types of Nanoparticles, and Regulatory Aspects; Academic Press Inc.
2. Kenneth E. Gonsalves, Craig R. Halberstadt, Cato T. Laurencin, Lakshmi S. Nair, (Eds) (2008) "Biomedical Nanostructures" Wiley-Interscience, John Wiley & Sons, Inc.
3. Niemeyer, C.M. (2006) Nanobiotechnology: Concepts, Applications and

Perspectives; Wiley VCH.

4. Ralph S. Greco, Fritz B. Prinz, R. Lane Smith Eds. (2005) Nanoscale Technology in Biological Systems, CRC PRESS, Taylor & Francis.

### **Suggestive readings**

1. Stroeve, P and Mahmoudi (2018) Drug Delivery Systems, World Scientific Series: From Biomaterials towards Medical Devices, Vol I.
2. Hillery, and Anya M et al. (2010 "Drug Delivery and Targeting", CRC Press.
3. Hong-fan, M, Huang, C.P., Bland, A. E., Honglin, W. Z., Sliman,R., Wright, I (2010) Enviro-nanotechnology; Elsevier.

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**GENERIC ELECTIVES (GE-16): Forensic Biology**  
**Zoo-GE-15**

**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>Forensic Biology Zoo-GE-16</b>	<b>04</b>	<b>02</b>	<b>Nil</b>	<b>02</b>	<b>Passed Class XII with Biology/ Biotechnology</b>	<b>NIL</b>

**Learning Objectives**

The learning objectives of this course are as follows:

- to introduce the concept of forensic biology and DNA analysis.
- to identify and analyse the crime scene for biological evidence.
- to familiarize the students about the scientific methods in forensic biology.
- to emphasis on the practical techniques of biological principles that includessample recovery, sample handling, different analytical techniques and DNA profile comparison.
- to highlight the importance and application of forensic science.

**Learning Outcomes**

By studying this course, students will be able to

- Comprehend the fundamentals of forensic biology and DNA analysis.
- better understand the concepts of proper collection and preservation of biological.
- exhibits and crime scene investigation of biological evidence.
- rationalize the significance of criminal profiling.
- Develop skills based on the practical techniques of biological principles that includes sample recovery, sample handling, different analytical techniques and DNA profile comparison.

**SYLLABUS OF GE-16**

**UNIT- 1: Principles of DNA Forensics and DNA Typing**

**8 hrs**

Definition and fundamental concepts of forensic biology, DNA as biological blueprint of life, Structure of DNA, collection of DNA sample, extraction, profiling, restriction fragment length polymorphism (RFLP), polymerase chain reaction (PCR), short tandem repeat markers, single nucleotide polymorphism markers (SNP), determination of ethnicity, determination of physical appearance, determination of personality traits, mitochondrial DNA, RNA and DNA database. Result interpretation.

## **UNIT- 2: Parentage Testing**

**4 hrs**

Principles of heredity, genetics of paternity, DNA testing in disputed paternity, Mendelian laws of parentage testing.

## **UNIT- 3: Biological Evidence**

**12 hrs**

Nature and importance of study of biological evidences in crime cases:

- a)** Forensic examination of hair: Transfer, persistence and recovery of hair evidence, Structure of human hair, Comparison of hair samples, Morphology and biochemistry of human hair.
  - b)** Comparison of human and animal hair.
  - c)** Identification of wild life materials such as skin, fur, bones, nails, horn, teeth, plants, plant parts and products by conventional and modern methods, Identification of Pug marks of various animals
  - d)** Types and identification of microbial organisms of forensic significance
  - e)** Forensic odontology: structural variation in teeth (human and non-human), types of teeth and their functions, determination of age from teeth: eruption sequence, Gustafson's method, dental anomalies, their significance in personal identification.
- Bites marks:** Forensic significance, collection and preservation of bite marks, photography and evaluation of bite marks, Lip prints in forensic investigations.

## **UNIT- 4: Forensic Importance of Body fluids**

**6 hrs**

**Blood:** Composition and functions, Collection and preservation of blood evidence, Distinction between human and non-human blood, Determination of blood groups; Forensic characterization of bloodstains, typing of dried stains;

**Semen:** Forensic significance of semen, Composition, functions and morphology of spermatozoa, Collection, evaluation and tests for identification of semen, Individualization on the basis of semen examination.

**Other Fluids:** Composition, functions, identification tests and forensic significance of saliva, sweat, milk and urine.

## **Practical**

**(60 hrs)**

**(Laboratory periods: 15 classes of 4 hours each)**

1. Prepare slides of scale pattern of human hair and examine morphology of hair to determine the species to which the hair belongs.
2. Chemical identification of human blood.
3. Determination of blood group from fresh and dried blood samples.
4. Crime scene Blood Stain Pattern Analysis, using photographs and videos.
5. Identification of saliva and urine.
6. Separation of amino acids by thin layer chromatography (TLC).
7. Case study of evidences based on: DNA finger printing (disputed paternity)/ Bite marks/ Hair.
8. Visit to any Forensic Lab/Institute.

**Essential/recommended readings**

1. Tilstone, W.J., Hastrup, M.L. and Hald, C. (2013) Fisher's Techniques of Crime Scene Investigation, CRC Press, Boca Raton.
2. Saferstein, R. (2010) Criminalistics: An Introduction to Forensic Science (10th Edition), Pearson.
3. Butler, J.M. (2005) Forensic DNA Typing, Elsevier.
4. L. Stryer, (1988) Biochemistry, 3rd Edition, W.H. Freeman and Company, New York.
5. Chowdhuri, S. (1971) Forensic Biology, BPRD, New Delhi.

**Suggestive readings**

1. Duncan, G.T. and Tracey, M.I. (1997) Introduction to Forensic Sciences, 2nd Edition, W.G. Eckert (Ed.), CRC Press, Boca Raton.
2. Inman K. and Rudin, N. (1997) An Introduction to Forensic DNA Analysis, CRC Press, Boca Raton.

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