



ANDHRA KESARI UNIVERSITY ::ONGOLE

Model Syllabus for 4-Year UG Honours in B.Sc. (Zoology) as Major in
consonance with Curriculum framework w.e.f. AY 2025-26

COURSE STRUCTURE (for Semester I to VI)

Year	Semester	Course	Title of the Course	No. of Hrs /Week	No. of Credits
I	I	1	Animal Diversity-I Biology of Non- Chordates	3	3
			Animal Diversity-I Biology of Non-Chordates-Practical	2	1
		2	Animal Diversity-II Biology of Chordates	3	3
			Animal Diversity-II Biology of Chordates-Practical	2	1
	II	3	Cell and Molecular Biology	3	3
			Cell and Molecular Biology-Practical	2	1
		4	Embryology	3	3
			Embryology-Practical	2	1
II	III	5	Genetics	3	3
			Genetics-Practical	2	1
		6	Evolution and Zoogeography	3	3
			Evolution and Zoogeography-Practical	2	1
		7	Animal Physiology: Life Sustaining systems	3	3
			Animal Physiology: Life Sustaining systems-Practical	2	1
	IV	8	Immunology	3	3
			Immunology-Practical	2	1
		9	Animal Biotechnology	3	3
			Animal Biotechnology-Practical	2	1
III	V	10	Wildlife and Conservation Biology	3	3
			Wildlife and Conservation Biology-Practical	2	1
		11	Economic Zoology	3	3
			Economic Zoology-Practical	2	1

[Signature] 10/9/25
BOS-Chairman

SEMESTER-III

COURSE 5: GENETICS

Theory

Credits: 3

3 hrs/week

COURSE OBJECTIVES:

- To provide the background knowledge on the history of genetics and the importance of
- Mendelian principles.
- To provide the required knowledge on the gene interactions
- To acquaint the students, distinguish between polygenic, sex-linked, and multiple allelic modes of inheritance and extrachromosomal inheritance.
- To understand the principles of sex determination in animals with a reference to human being, and sex-linked inheritance
- To understand the human karyotyping and the concept of pedigree analysis basics.

LEARNING OUTCOMES:

By the completion of the course student will able to –

- To understand the history of genetics, gain knowledge basic terminology of genetics
- To acquire knowledge on interaction of genes, various types of inheritance patterns existing in animals with reference to non-Mendelian inheritance.
- To acquire knowledge on chromosomal inheritance
- Acquiring in-depth knowledge on various of aspects of genetics involved in sex determination,
- Acquiring in-depth knowledge on human karyotyping, pedigree analysis and chromosomal disorders concepts of proteomics and genomics

SYLLABUS:

UNIT-I:

1.1 History of Genetics- Concepts of Phenotype, Genotype, Heredity, Variation, Pure lines and

Inbreed Lines

1.2 Mendelian Principles on Monohybrid cross,

1.3 Back cross and Test cross

1.4 Mendelian Principles on Dihybrid cross

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/Problem solving on Mendelian principles

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT-II:

2.1 Linkage - Definition, Types of linkage-complete linkage and incomplete linkage, Significance

of linkage.

2.2 Crossing over - definition; Mechanism of crossing over: Chiasma Interference and coincidence

2.3 Gene Interactions: Incomplete dominance, codominance, Pleiotropy

2.4 Gene Interactions: Lethal alleles, Epistasis, Non- Epistasis

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/Model preparation of linkage/crossing over

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT-III:

3.1 Polygenes (General Characteristics & examples)

3.2 Multiple Alleles (General Characteristics and Blood group inheritance)

3.3 Rh inheritance erythroblastosis foetalis

3.4 Extra chromosomal inheritance- Kappa particles in Paramecium and Shell coiling in snails

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/Case study on Rh/Erythroblastosis foetalis

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT-IV:

4.1 Sex determination- Chromosomal theory and Genic Balance theory

4.2 Sex determination- Hormonal, Environmental and Haplo-diploidy types

4.3 Sex linked inheritance: X-linked inheritance

4.4 Sex linked inheritance: Y-linked & XY-linked inheritance

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/ Preparation of animated model /chart on sex determination methods

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT-V:

5.1 Human karyotyping, Pedigree Analysis(basics)

5.2 Autosomal Recessive disorder-Sickle cell anemia – causes, treatment, inheritance pattern, modes of testing and prevention

5.3 Autosomal Dominant disorder- Huntington disease

5.4 Basics on Genomics and Proteomic

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/ Case study of a family for pedigree analysis

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

CO-CURRICULAR ACTIVITIES:

- Observation of Mendelian / Non-Mendelian inheritance in the plants of college botanical garden or local village as a student study project activity
- Observation of blood group inheritance in students, from their parents and grandparents
- Karyotyping and preparation of pedigree charts for identifying diseases in family history
- Charts on chromosomal disorders

REFERENCE BOOKS:

- Harper, P. (2010). Practical genetic counselling. CRC Press.
- Kessler, S. (Ed.). (2013). Genetic counselling: psychological dimensions. Academic Press. 3.
- Stevenson, A. C., & Davison, B. C. (2016). Genetic counselling. Elsevier.
- Evans, C. (2006). Genetic counselling: a psychological approach. Cambridge University Press.
- Atlas of Inherited Metabolic Diseases
- Mendelian Inheritance in Man: A Catalog of Human Genes and Genetic Disorders, Victor A.
- McKusick, Vol I & II
- Stacy L Blachford (Editor) 2001. The Gale Encyclopedia of Genetic Disorders. Gale Group
- Publishers, Vol.1 (A-L), Vol.II (M-Z).
- Limoine, W.R. and Cooper, D.NB. 1996: Gene Trophy, Bios Scientific Pub.Oxford.
- Gardner, E.J., Simmons, M.J., Snustad, D.P. (2008). Principles of Genetics. VIII Edition. Wiley India
- Snustad, D.P., Simmons, M.J. (2009). Principles of Genetics. V Edition. John Wiley and Sons Inc.
- Klug, W.S., Cummings, M.R., Spencer, C.A. (2012). Concepts of Genetics. X Edition. Benjamin Cummings.
- Russell, P. J. (2009). Genetics- A Molecular Approach. III Edition. Benjamin Cummings.
- Griffiths, A.J.F., Wessler, S.R., Lewontin, R.C. and Carroll, S.B. Introduction to Genetic Analysis. IX Edition. W. H. Freeman and Co.
- James D. Watson, Nancy H. Hopkins 'Molecular Biology of the Gene'
- Gupta P.K., 'Genetics

Syllabus adopted/approved
M. Gun Sekhar 10/9/25
Zoology BOS Chairman

10/6/25

10/05/25

SEMESTER-III

COURSE 5: GENETICS

Practical

Credits: 1

2 hrs/week

COURSE OBJECTIVES:

- To acquire practical knowledge on the importance of Mendelian principles by solving the problems.
- To provide the required knowledge on the gene interactions
- To acquaint the students on Human karyotype & pedigree analysis basics
- To understand the various genetic concepts through Virtual labs

SYLLABUS:

1. Study of Mendelian inheritance using suitable examples/Problems
2. Study of linkage recombination, gene mapping using the data
3. Study of human karyotypes
4. Blood grouping and Rh in humans
5. Demonstration of prenatal diagnosis (Virtual lab).
6. Amniocentesis demo or virtual lab
7. Demonstration of Ultrasonography (Virtual lab).
8. Scoring dysmorphic features in syndromic patients
9. Genetic Counselling methods based on case history
10. Construction and analysis of Pedigree

REFERENCE WEB LINKS:

- <https://www.iitg.ac.in/cseweb/vlab/anthropology/Experiments/Mendels%20law/index.html>
- <https://learn.genetics.utah.edu/content/labs/>
- https://virtuallabs.merlot.org/vl_biology.html
- <https://blog.praxilabs.com/2020/06/30/dna-extraction-virtual-lab/>
- <https://jru.edu.in/studentcorner/lab-manual/agriculture/Fundamentals%20of%20Genetics.pdf>
- https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1008&context=ny_oers
- <https://sjce.ac.in/wp-content/uploads/2018/04/Cell-Biology-Genetics-Laboratory-Manual-17-18.pdf>
- <https://www.rlbcu.ac.in/pdf/Agriculture/AGP%20113%20%20Fundamentals%20of%20Genetics.pdf>
- https://coabnau.in/uploads/1610707528_GPB3.2PracticalManual-Final.pdf

T. A. 10/9/25
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Syllabus adopted & approved
H. Ganesh
10/9/25
Zoology, BOS chairman

SEMESTER-III

COURSE 6: EVOLUTION AND ZOOGEOGRAPHY

Theory

Credits: 3

3 hrs/week

COURSE OBJECTIVES:

- To provide knowledge on origin of life, theories and forces of evolution
- To explore the evidences of evolution
- To Explain the theories of evolution
- To understand the role of variations and mutations in evolution of organisms
- To understand the zoogeographical distribution of animals

LEARNING OUTCOMES:

The overall course outcome is that the student shall develop deeper understanding of what life is and how it functions at cellular level. This course will provide students with a deep knowledge in Evolution and zoo geography, by the completion of the course student will able to –

- Understand the principles and forces of evolution of life on earth, the process of evolution of new species and apply the same to develop new and advanced varieties of animals
- Explain the different evidences of evolution
- Understand the theories of evolution
- Explain the various tools for evolution
- Map the distribution of animals according to zoological realms

SYLLABUS:

UNIT-I

- 1.1 Origin of life: different ancient concepts -Origin of Earth and Solar system: Big Bang theory, Primitive atmosphere, formation of macromolecules
- 1.2 Biological evolution: Coacervates, Microspheres, formation of Nucleic acids, Nucleoproteins
- 1.3 Formation of primary organisms, evolution of modes of nutrition, oxygen revolution, present day atmosphere, evolution of eukaryotes.
- 1.4 Experimental evidences in support of Biochemical origin of life (Miller and Urey experiment)

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT-II

- 2.1 Paleontological and taxonomical evidences of evolution
 - 2.2 Morphological and anatomical evidences of evolution
 - 2.3 Embryological and physiological evidences of evolution
 - 2.4 Evidences from connecting links, missing links and bio geographical distribution
- Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/Visit to Archaeological Museum for observation of fossils*
- Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity*

UNIT -III

- 3.1 Lamarckism-Neo Lamarckism
- 3.2 Germplasm theory-August Weismann
- 3.3 Darwinism-Theory of Natural selection
- 3.4 Modern synthetic theory of evolution (Neo Darwinism)

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT-IV

- 4.1 Variations-types-sources of variations- importance in evolution
- 4.2 Mutations-classification-causes-significance in evolution
- 4.3 Isolation mechanisms-role in evolution
- 4.4 Sewall wright effect, Hardy Weinberg Principle

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT-V

- 5.1 Animal distribution and barriers of distribution
- 5.2 Zoogeographical realms – Palearctic & Nearctic regions
- 5.3 Zoogeographical realms – Neotropical & Ethiopian regions
- 5.4 Zoogeographical realms – Oriental & Australian regions

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/Case study on the observation of fauna in the college locality/in the residential area

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

CO-CURRICULAR ACTIVITIES:

Chart on industrial melanism to teach directed selection, Darwin's finches to teach genetic drift, collection of data on weight of children born in primary health centres to teach stabilizing selection etc.

REFERENCES BOOKS:

- Ridley, M. (2004). Evolution. III Edition. Blackwell Publishing
- Hall, B. K. and Hallgrimsson, B. (2008). Evolution. IV Edition. Jones and Bartlett Publishers
- Douglas, J. Futuyma (1997). Evolutionary Biology. Sinauer Associates.
- Minkoff, E. (1983). Evolutionary Biology. Addison-Wesley.
- Organic evolution by Organic evolution by Dr. Veer Bala Rastogi, 2019 Kedar Nath Ramnath
- Palaeontology and Zoogeography Organic evolution by Dr. Veer Bala Rastogi, 2019 Kedarnath
- Ramnath Rastogi VB. 1991. *Organic Evolution*. Kedar Nath Ram Nath Publications, Meerut, Uttar Pradesh, India.
- Stahl FW. 1965. *Mechanics of Inheritance*. Prentice-Hall.
- White MJD. 1973. *Animal Cytology and Evolution*. Cambridge Univ. Press

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Syllabus adopted & approved
M. Guleri Sekhar 10/9/25
Zoology BOS Chairman

SEMESTER-III

COURSE 6: EVOLUTION AND ZOOGEOGRAPHY

Practical

Credits: 1

2 hrs/week

COURSE OBJECTIVES:

- Acquainting and skill enhancement in the usage of laboratory equipment
- To apply the basic concept of inheritance for applied research
- To get familiar with phylogeny and geological history of origin & evolution of animals
- To understand the zoogeographical distribution of animals

SYLLABUS:

1. Study of fossil evidences
2. Study of homology and analogy from suitable specimens and pictures
3. Study of embryological evidences by charts/ pictures
4. Study of Lamarckism with images /animations
5. Study of Darwinism with images/ animation
6. Study of connecting links/missing links images/charts
7. Phylogeny of horse with pictures
8. Study of Genetic Drift by using examples of Darwin's finches (pictures)
9. Visit to Natural History Museum and submission of report
10. Mapping distribution of animals according to zoogeographical regions.
11. Mapping zoogeographical regions

REFERENCE WEB LINKS:

- <https://www.labster.com/course-packages/evolution-and-diversity>
- <https://www.biointeractive.org/classroom-resources/stickleback-evolution-virtual-lab>
- <https://www.youtube.com/watch?v=tXbmPhrS4eA>
- <https://www.studocu.com/en-us/document/temple-university/bioe-lab-2-biomaterials/1632834116536-zoogeography-assignment/17915777>
- <https://guides.library.tulsacc.edu/c.php?g=932434&p=6720765>
- https://bio.libretexts.org/Courses/Butte_College/BC%3A_BIOL_2_-_Introduction_to_Human_Biology_%28Grewal%29/Text/09%3A_Biological_Evolution/9.3%3A_Evidence_for_Evolution
- <https://www.coursehero.com/study-guides/boundless-biology/evidence-of-evolution/>

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10/09/24
Syllabus adopted & approved
M. Gunasekar 10/5/25
Zoology-BAS Chairman

SEMESTER-III

COURSE 7: ANIMAL PHYSIOLOGY: LIFE SUSTAINING SYSTEMS

Theory

Credits: 3

3 hrs/week

COURSE OBJECTIVES:

- To acquire knowledge of organ systems function.
- To develop the ability to integrate physiology from the cellular and molecular level to the organ system and organismic level of organization.
- To effectively read, evaluate and communicate scientific information related to physiological processes in the body.
- To gain a deep knowledge of current topics in physiology.

LEARNING OUTCOMES:

The overall course outcome is that the student shall develop deeper understanding of concepts of Physiology. This course will provide students with a deep knowledge in physiology by the completion of the course student will able to –

- Understand the physiology of digestion and hormonal control of digestion
- Develop a comprehensive picture of respiratory physiology
- Acquire knowledge on the Renal physiology
- Understand the physiology of Nerve and muscle
- Understand the physiology of heart

SYLLABUS:

UNIT-I: Physiology of Digestion

- 1.1 Structural organization and functions of gastrointestinal tract and associated glands;
- 1.2 Vitamins & Mineral composition of food & Mechanical and chemical digestion of food;
- 1.3 Absorptions of carbohydrates, lipids, proteins, water, minerals and vitamins;
- 1.4 Hormonal control of secretion of enzymes in Gastrointestinal tract.

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above /Chart preparation on the hormonal control of secretion of enzymes
Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT-II: Physiology of Respiration

- 2.1 Structural organization of Respiratory system, Mechanism of respiration, Control of respiration
- 2.2 Pulmonary ventilation; Respiratory volumes and capacities;
- 2.3 Transport of oxygen in blood and dissociation curves and the factors influencing it
- 2.4 Transport of Carbon dioxide in blood; dissociation curves and the factors influencing it, Carbon monoxide poisoning

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above /Group discussion on the CO poisoning/Debate on the dissociation curves

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT-III: Renal Physiology

- 3.1 Structure of kidney and its functional UNIT
- 3.2 Mechanism of urine formation
- 3.3 Regulation of water balance
- 3.4 Regulation of acid-base balance

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above /Group discussion on the Urine formation/Working model of Kidney Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT-IV: Physiology of exciting tissues

- 4.1 Neuron structure and types
- 4.2 Nerve impulse transmission-(Myelinated, Non-myelinated, synaptic)
- 4.3 Ultra structure of muscle
- 4.4 Molecular and chemical basis of muscle contraction

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above /Group discussion on the impulse trasnmisson/Debate on the dissociation curves

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT- V: Physiology of Heart

- 5.1 Structure of mammalian heart, Coronary circulation;
- 5.2 Structure and working of conducting myocardial fibers. Origin and conduction of cardiac impulses
- 5.3 Cardiac Cycle-Cardiac output and its regulation
- 5.4 Nervous and chemical regulation of heart rate. Blood pressure and its regulation

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above /Group discussion on the phases of Cardiac output /case study on the Blood Pressure

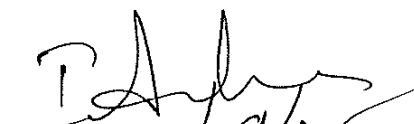
Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

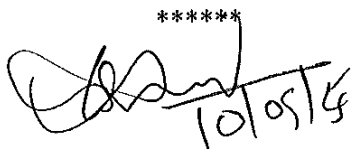
CO-CURRICULAR ACTIVITIES:

- Chart on cardiac cycle, human lung, kidney/nephron structure etc.
- Working model of human / any mammalian heart.
- Working model of human / any mammalian urine formation
- Chart/model of sarcomere
- Chart/model on nerve impulse transmission

REFERENCES BOOKS:

- Eckert H. *Animal Physiology: Mechanisms and Adaptation*. W.H. Freeman & Company.
- Flory E. *An Introduction to General and Comparative Animal Physiology*. W.B. Saunders Co., Philadelphia.
- Goel KA and Satish KV. 1989. *A Text Book of Animal Physiology*, Rastogi Publications, Meerut, U.P.
- Hoar WS. *General and Comparative Physiology*. Prentice Hall of India, New Delhi.
- Lehninger AL, Nelson and Cox. *Principles of Biochemistry*. Lange Medical Publications, New Delhi.
- Prosser CL and Brown FA. *Comparative Animal Physiology*. W.B. Saunders Company, Philadelphia.


10/09/24


10/05/24

Syllabus adopted & approved
M. Guler 10/9/25
Zoology BOS Chairman

SEMESTER-III

COURSE 7: ANIMAL PHYSIOLOGY: LIFE SUSTAINING SYSTEMS

Practical

Credits: 1

2 hrs/week

COURSE OBJECTIVES:

- To acquire knowledge of anatomy of certain important organs.
- To develop the ability to test the biological sample like saliva and urine.
- To Effectively estimate the blood hemoglobin.
- To Acquire skill to use the sphygmomanometer in recording blood pressure.
- To observe the ECG

SYLLABUS:

1. Examination of sections of mammalian oesophagus, stomach, duodenum, ileum, rectum liver, trachea, lung, kidney
2. Study of activity of Salivary amylase under optimum condition
3. Qualitative tests for identification of Carbohydrates
4. Qualitative tests for identification of Proteins
5. Qualitative tests for identification of Fats
6. Urine test for sugar, albumin
7. Estimation of haemoglobin using Sahli's haemoglobinometer
8. Recording of blood pressure using a sphygmomanometer
9. Recording of frog's heart beat under in situ and perfused conditions
10. ECG observation- Spotting/identification of curves from the given ECG

REFERENCE WEB LINKS:

- <https://www.vlab.co.in/participating-institute-amrita-vishwa-vidyapeetham>
- <https://library.csi.cuny.edu/oer/virtuallabs-simulations#anatomy>
- <https://www.labster.com/simulations?course-packages=animal-physiology>
- <http://www.zoologyresources.com/uploadfiles/books/dc64b77d8769325515d17c945e461b45.pdf>
- [https://physiology.elte.hu/gyakorlat/jegyzet/Physiology_Pactical_\(2013\).pdf](https://physiology.elte.hu/gyakorlat/jegyzet/Physiology_Pactical_(2013).pdf)

10/9/15
Syllabus adopted & approved
M. Gula Selder
10/9/15
Zoology BOS Chairman
10/9/15

SEMESTER-IV

COURSE 8: IMMUNOLOGY

Theory

Credits: 3

3 hrs/week

COURSE OBJECTIVES:

- To promote critical thinking among students.
- To provide students with a foundation in immunological processes
- To provide students with knowledge on how the immune system works building on their previous knowledge
- To clearly state the role of the immune system.
- To compare and contrast the innate versus adaptive immune systems.
- To provide an overview of the interaction between the immune system and pathogens.

LEARNING OUTCOMES:

The overall course outcome is that the student shall develop deeper understanding of concepts of immunology. This course will provide students with a deep knowledge in immunology by the completion of the course student will able to –

- Articulate the roles of innate recognition receptors in immune responses
- Compare and contrast humoral versus cell-mediated immune responses
- Distinguish various cell types involved in immune responses and associated functions;
- Distinguish and characterize antibody isotypes, development, and functions
- Understand the role of cytokines in immunity and immune cell activation;
- Understand the significance the Major Histocompatibility Complex in terms of immune response and transplantation

SYLLABUS:

UNIT – I: Overview of Immune system

- 1.1 Introduction to basic concepts in Immunology
- 1.2 Innate and adaptive immunity
- 1.3 Cells of immune system
- 1.4 Organs of immune system

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/Model chart preparation of cells/organs of immune system
Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT – II: Antigens

- 2.1 Basic properties of antigens
- 2.2 B and T cell epitopes, paratopes
- 2.3 Haptens and adjuvants
- 2.4 Factors influencing immunogenicity

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/ Model chart preparation of organogenesis
Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT – III: Antibodies

- 3.1 Structure of antibody
- 3.2 Classes of antibodies
- 3.3 Functions of antibodies
- 3.4 Monoclonal antibodies

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/ Model chart preparation of antibodies

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT – IV: Working of Immune system

- 4.1 Structure and functions of major histocompatibility complexes
- 4.2 Exogenous pathway of antigen presentation and processing
- 4.3 Endogenous pathway of antigen presentation and processing
- 4.4. Basic properties and functions of cytokines

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/ Model chart preparation of MHC

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT – V: Immune system in health and disease

- 5.1 Gell and Coombs' classification and brief description of various types of hypersensitivities
- 5.2 Introduction to concepts of autoimmunity and immunodeficiency
- 5.3 General introduction to vaccines Types of vaccines, Immunization programme
- 5.4 Organ transplantation- Graft rejection, immune suppressors

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/ Model chart preparation of classification of Hypersensitivity

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

CO-CURRICULAR ACTIVITIES:

- Organizing awareness on immunization importance in local village in association with NCC and NSS teams
- Charts on types of cells and organs of immune system
- Student study projects on aspects such as – identification of allergies among students (hypersensitivity), blood groups in the class (antigens and antibodies duly reported) etc., as per the creativity and vision of the lecturer and students

REFERENCES BOOKS:

- Judy Owen, Jenni Punt, Sharon Stranford 2013 Kuby Immunology: International Edition W. H. Freeman
- Delves P, Martin S, Burton D, Roitt IM 2011 Roitt's Essential Immunology. 12th Ed. Wiley- Blackwell Scientific Publication, Oxford.
- Murphy K, 2011 Janeway's Immunobiology. 8th Ed. Garland Science Publishers, New York.
- Peakman M, and Vergani D. (2009). Basic and Clinical Immunology. 2nd edition Churchill Livingstone Publishers, Edinberg.
- Richard Coico, Geoffrey Sunshine 2008 Immunology: A Short Course, 6th Edition Wiley-Blackwell
- Sudha Gangal 2013 Textbook of Basic and Clinical Immunology Orient Blackswan Private Limited New Delhi

Syllabus adopted & approved
M. Guruselvar 10/9/25
Zoology BOS Chairman
10/9/25

SEMESTER-IV

COURSE 8: IMMUNOLOGY

Practical

Credits: 1

2 hrs/week

COURSE OBJECTIVES:

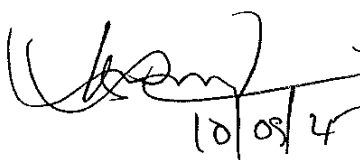
- To acquire knowledge on the distribution of lymphoid organs
- To study the histology of lymphoid organs
- To acquaint with the process of blood grouping with kit
- To acquaint with the ELISA test
- To acquaint with the Widal test

SYLLABUS:

1. Demonstration of lymphoid organs (as per UGC guidelines)
2. Histological study of spleen, thymus and lymph nodes (through prepared slides)
3. Blood group determination
4. Demonstration of ELISA
5. Demonstration of Immunoelectrophoresis
6. Testing for Typhoid antigens by Widal test.
7. Differential Leukocyte Count
8. Isolation of monocytes from blood.
9. Rapid Plasma Reagin (RPR) Test

REFERENCE WEB LINKS:

- <https://vlab.amrita.edu/?sub=3&brch=69>
- <https://ivl1-au.vlabs.ac.in/List%20of%20experiments.html>
- <https://ivl2-au.vlabs.ac.in/List%20of%20experiments.html>
- <https://www.medicine.mcgill.ca/physio/vlab/immun/vlabmenuimmun.htm>
- <http://www.zoologyresources.com/uploadfiles/books/dc64b77d8769325515d17c945e461b45.pdf>
- <http://www.lucp.net/books-pdf/Lab%20Manual%20Dr.%20Idris%20Adewale%20Ahmed/15.%20BASIC%20IMMUNOLOGY.pdf>
- https://www.avit.ac.in/lab/immunology_bioprocess_engineering_lab/download/17BTCC89/lab_manual.pdf
- <https://www.urmc.rochester.edu/MediaLibraries/URMCMedia/labs/frelinger-lab/documents/Immunology-Lab-Manual.pdf>
- https://webstor.srmist.edu.in/web_assets/downloads/2021/18BTC106J-lab-manual.pdf


10/09/25

Syllabus adopted & approved
N. Guruselvaraj 10/9/25
Zoology BOS Chairman


10/6/25

SEMESTER-IV

COURSE 9: ANIMAL BIOTECHNOLOGY

Theory

Credits: 3

3 hrs/week

COURSE OBJECTIVES:

- To provide knowledge on animal cell and tissue culture and their preservation
- To empower students with latest biotechnology techniques like stem cell technology, genetic engineering, hybridoma technology, transgenic technology and their application in medicine and industry for the benefit of living organisms
- To explain *in vitro* fertilization, embryo transfer technology and other reproduction manipulation methodologies.
- To get insight in applications of recombinant DNA technology in agriculture, production of therapeutic proteins.
- To understand principles of animal culture, media preparation.

LEARNING OUTCOMES:

This course will provide students with a deep knowledge in animal biotechnology, by the completion of the course student will be able to –

- Get knowledge of the Vectors and Restriction enzymes used in biotechnology
- Describe the gene delivery mechanism and PCR technique
- Acquire basic knowledge on media preparation and cell culture techniques
- Understand the manipulation of reproduction with the application of biotechnology
- Understand the applications of Biotechnology in the fields of industry and agriculture including animal cell/tissue culture, stem cell technology and genetic engineering.

SYLLABUS:

UNIT-I:

- 1.1 Enzymes and Vectors Restriction modification systems: Types I, II and III.
- 1.2 Mode of action, nomenclature, applications of Type II restriction enzymes in genetic engineering
- 1.3 DNA modifying enzymes and their applications: DNA polymerases, Terminal deoxynucleotidyl transferase, kinases and phosphatases, and DNA ligases
- 1.4 Cloning Vectors: Plasmid vectors: pBR and pUC series, Bacteriophage lambda and M13 based vectors, Cosmids, BACs, YACs,

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/ Preparation of models of Cloning vectors with biodegradable material/

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT- II:

- 2.1 Gene delivery: Microinjection, electroporation, biolistic method (gene gun), liposome and viral mediated delivery
- 2.2 PCR: Basics of PCR.

2.3 DNA Sequencing: Sanger's method of DNA sequencing- traditional and automated sequencing

2.4 Hybridization techniques: Southern, Northern and Western blotting

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/ Visit to any clinical testing laboratory for hands on experience of PCR Use

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT-III:

3.1 Natural and Synthetic Cell cultures: primary culture, secondary culture, continuous cell lines

3.2 Organ culture; Cryopreservation of cultures.

3.3 Hybridoma Technology: Cell fusion, Production of Monoclonal antibodies (mAb), Applications of mAb

3.4 Stem cells: Types of stem cells, applications

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/ Visit to any clinical testing laboratory for observation of various cultures

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT-IV:

4.1 Manipulation of reproduction in animals: Artificial Insemination, In vitro fertilization

4.2 Manipulation of reproduction in animals: Super ovulation, Embryo transfer, Embryo cloning

4.3 Transgenic Animals: Strategies of Gene transfer;

4.4 Transgenic - sheep, - fish; applications

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/ Visit to laboratory for observation of Artificial Insemination, In vitro fertilization/model preparation of transgenic animal

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT-V:

5.1 DNA fingerprinting

5.2 Application of biotechnology in fisheries – monoculture in fishes, polyploidy in fishes

5.3 Gene therapy-application

5.4 Bio informatics- concept-definition-database types

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/Case study

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

REFERENCES BOOKS:

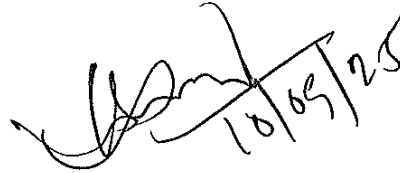
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- Clark DP and Pazdernik NJ. (2009). Biotechnology: Applying the Genetic Revolution: Elsevier
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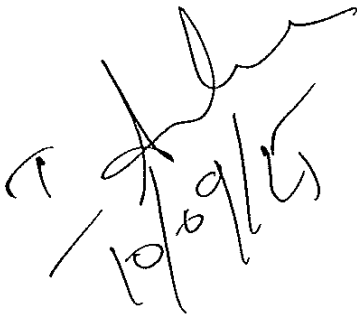
- Primrose SB and Twyman RM. (2006). Principles of Gene Manipulation and Genomics, 7th edition. Blackwell Publishing, Oxford, U.K.
- Sambrook J and Russell D. (2001). Molecular Cloning-A Laboratory Manual. 3rd edition. Cold Spring Harbor Laboratory Press
- Wiley JM, Sherwood LM and Woolverton CJ. (2008). Prescott, Harley and Klein's Microbiology. McGraw Hill Higher Education
- Brown TA. (2007). Genomes-3. Garland Science Publishers
- Primrose SB and Twyman RM. (2008). Genomics: Applications in human biology. Blackwell Publishing, Oxford, U.K.
- Animal Cells Culture and Media, D.C. Darling and S.J. Morgan, 1994. BIOS Scientific Publishers Limited.
- Methods in Cell Biology, Volume 57, Jennie P. Mathur and David Barnes, 1998.
- Animal Cell Culture Methods Academic Press.
- P.K. Gupta: Biotechnology and Genomics, Rastogi publishers (2003).
- B.D. Singh: Biotechnology, Kalyani publishers, 1998 (Reprint 2001)

Syllabus adopted & approved

H. Gaur Sarker 10/9/25

Zoology BOS Chairman.

 10/09/25

 10/09/25

SEMESTER-IV

COURSE 9: ANIMAL BIOTECHNOLOGY

Practical

Credits: 1

2 hrs/week

COURSE OBJECTIVES:

This course will provide students with a practical knowledge in animal biotechnology, by the completion of the course student shall able to –

- Acquire knowledge on Cloning vectors widely used in biotechnology
- Empower with the process of DNA quantification and amplification
- Explain purification of biological compounds by paper chromatography
- Get insight maintenance of laboratory apparatus
- Understand principles of animal culture, media preparation

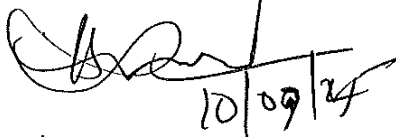
SYLLABUS:

1. Cloning Vectors: Plasmid vectors: pBR and pUC series, Bacteriophage lambda and M13 based vectors, Cosmids, BACs, YACs, (Charts/Images/Models)
2. DNA quantification using DPA Method.
3. Techniques: DNA Fingerprinting
4. Separation, Purification of biological compounds by paper chromatography
5. Cleaning and sterilization of glass and plastic wares for cell culture.
6. Preparation of culture media.
7. Amplification of DNA by PCR

Note: above practical may be demonstrated in the lab or demonstrated by V- lab

REFERENCE WEB LINKS:

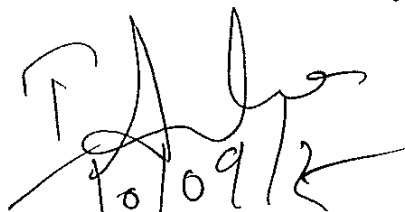
- <https://vlab.amrita.edu/>
- <https://www.vlab.co.in/broad-area-biotechnology-and-biomedical-engineering>
- <https://blog.praxilabs.com/2020/06/30/dna-extraction-virtual-lab/>
- <http://mbvi-au.vlabs.ac.in/>
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- https://www.austincc.edu/awheeler/Files/BIOL%201414%20Fall%202011/BIOL1414_Lab%200
- [Manual_Fall%202011.pdf](#)


10/09/24

Syllabus adopted & approved

H. Guruselvar 10/9/25

BOS-Zoology Chairman


10/09/24

SEMESTER-IV

COURSE 10: WILDLIFE AND CONSERVATION BIOLOGY

Theory

Credits: 3

3 hrs/week

COURSE OBJECTIVES:

- To Grasp the principles of wildlife ecology, identify key threats to wildlife in India, and evaluate conservation approaches.
- To Recognize the importance and types of protected areas (National Parks, Sanctuaries, Biosphere Reserves) and their components in habitat conservation.
- To Apply wildlife management strategies and legislation to protect and manage endangered species and their habitats.
- To Examine the complexities of human-wildlife interactions and propose effective mitigation strategies.
- To Discuss national and international conservation initiatives, including conventions (CITES, IUCN, CBD, Ramsar) and their role in biodiversity protection.

LEARNING OUTCOMES:

This course will provide students with a deep knowledge in acquiring laboratory skills, by completion of the course the graduate shall able to –

- Know the Concept of wildlife and reasons for their depletion
- Know the wild life management strategies
- Know the Importance of ecologically sensitive areas
- Know the human Impact on environmental resources
- Understand the human wildlife interaction

SYLLABUS:

UNIT I

- 1.1 Wildlife wealth of India & threatened wildlife.
- 1.2 Reasons for wildlife depletion in India. Wildlife conservation approaches and limitations.
- 1.3 National Parks, Sanctuaries and Biosphere Reserves, cores and Buffers, Nodes and corridors. Community Reserve and conservation Reserves

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/Case study

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT II

- 2.1 Red Data Book and Conservation status (endangered, vulnerable, rare, threatened and near threatened species)-definitions.
- 2.2 Wild life Trade & legislation- Assessment, documentation, Prevention of trade
- 2.3 Policies and laws in Wild life management (national) and ethics.

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/Case study

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT III

- 3.1 Biodiversity extinction and conservation approaches- Identification and prioritization of Ecologically sensitive area (ESA).
- 3.2 Regional and National approaches for biodiversity conservation.
- 3.3 Population viability analysis-conceptual foundation, uses of PVA models.

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/Case study

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT IV

- 4.1 National and International efforts for conservation- Information on CITES, IUCN, CBD
- 4.2 International agreements for conserving marine life. Convention on wetlands of International Importance (Ramsar convention).
- 4.3 Human impact on Terrestrial and Aquatic resources. Overview of conservation of Forest & Grassland resources

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/Case study

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

UNIT V

- 5.1 Human – wildlife interactions
- 5.2 Strategies to reduce human-wildlife interactions
- 5.3 Role of Government and NGOs in controlling human-wildlife interactions Socio-economic issues related to human-wildlife interactions

Activity: Assignment /Students Seminar/Quiz/Project/Peer teaching/Report writing after watching any video on the above/Case study

Evaluation: Instructor supposed to prepare a detailed Rubrics for the evaluation of the above activity

REFERENCE BOOKS

- M.Kato. The Biology of Biodiversity, Springer.
- J.C. Avice. Molecular Markers, Natural History and Evolution, Chapman & Hall, New York.
- E.O. Wilson. Biodiversity, Academic Press, Washington.
- G.G. Simpson. Principle of animal taxonomy, Oxford IBH Publishing Company.
- E. Mayer. Elements of Taxonomy.
- E.O. Wilson. The Diversity of Life (The College Edition), W.W. Northerm& Co.
- B.K. Tikadar. Threatened Animals of India, ZSI Publication, Calcutta.

SUGGESTED ACTIVITIES:

- Visit to nearby biosphere reserve
- Visit to local Ramsar site and report preparation with pics

Syllabus adopted & approved

M. Gurn Sekha 10/9/25

Zodogs BOS chairman

[Signature] 16/9/25

[Signature] 10/09/25

SEMESTER-IV

COURSE 10: WILD LIFE AND CONSERVATION BIOLOGY

Practical

Credits: 1

2 hrs/week

COURSE OBJECTIVES:

To Understand the importance of various biomes

To Understand and gain knowledge of animal architecture

SYLLABUS:

1. Using photographs / paintings / coloured drawings identify and study ecological role of characteristic animal species (major representative species only) of various Biomes.
2. Identify marine and fresh water planktons (preserved water samples may be used).
3. Study of animal architecture (photographs / diagram / abandoned specimen); Hive of honey bee, nest of COURSE wasp, nest of potter wasp, Mount of termite, Nests of Weaver Bird and tailor bird.
4. Using photographs / paintings / coloured drawings identify and study distribution and ecological role of common bivalves and gastropods that occur along a sea-shore.
5. Compare and interpret given sonograms of bird calls (any two e.g. Courtship calls, Alarm calls)
6. On a phytogeographic map of India locate & demarcate major sanctuaries / national parks

WEB RESOURCES FOR LAB:

https://www.naturepl.com/pictures/pdfs/NPL_Architecture.pdf

<https://youtu.be/31PWjb7Do1s>

Syllabus adapted & approved
M. Gunasekhar 10/9/25

(Signature)
10/05/25

(Signature)
10/09/25