

**UNIVERSITY OF MUMBAI**  
**SOPHIA COLLEGE (AUTONOMOUS)**  
**SYLLABUS FOR F.Y. B.Sc. COURSE (ZOOLOGY)**  
**(Academic Year 2020-2021)**

**SEMESTER I**

**Theory Course: SBSZOO101 - SYSTEMATIC CLASSIFICATION OF  
INVERTEBRATES AND ECOLOGY**

**Theory Course: SBSZOO102 - APPLIED BIOLOGY**

**Practical Course: SBSZOOP1**

**SEMESTER II**

**Theory Course: SBSZOO201 - BIODIVERSITY, EVOLUTION AND ETHOLOGY**

**Theory Course: SBSZOO202 - GENETICS AND BIOCHEMISTRY**

**Practical Course: SBSZOOP2**

## SEMESTERWISE SYLLABUS GRID FOR EACH PAPER

SEMESTER I		SEMESTER II	
<b>SBSZOO101</b>  <b>SYSTEMATIC CLASSIFICATION OF INVERTEBRATES AND ECOLOGY</b>	<b>SBSZOO102</b>  <b>APPLIED BIOLOGY</b>	<b>SBSZOO201</b>  <b>BIODIVERSITY, EVOLUTION AND ETHOLOGY</b>	<b>SBSZOO202</b>  <b>GENETICS AND BIOCHEMISTRY</b>
Unit 1 Classification of Animal Kingdom	Unit 1 Laboratory Safety and Units of Measurement	Unit 1 National Parks and Sanctuaries	Unit 1 Genetics
Unit 2 Ecosystem	Unit 2 Animal Biotechnology	Unit 2 Evolution	Unit 2 Biochemistry
Unit 3 Population Ecology	Unit 3 Instrumentation	Unit 3 Ethology	Unit 3 Nutrition and Public Health
<b>Practical SBSZOO1</b>		<b>Practical SBSZOO2</b>	

**Syllabus for F.Y.B.Sc. Course –ZOOLOGY**  
**(Academic year 2020-2021)**  
**SEMESTER – I**

<b>Course Code</b>	<b>Unit</b>	<b>Title</b>	<b>Credits</b>
<b>SBSZOO101</b>		<b>SYSTEMATIC CLASSIFICATION OF INVERTEBRATES AND ECOLOGY</b>	2 Credits (45 lectures)
	1	Classification of Animal Kingdom	15 lectures
	2	Ecosystem	15 lectures
	3	Population Ecology	15 lectures
<b>SBSZOO102</b>		<b>APPLIED BIOLOGY</b>	2 Credits (45 lectures)
	1	Laboratory Safety and Units of Measurement	15 lectures
	2	Animal Biotechnology	15 lectures
	3	Instrumentation	15 lectures
		<b>PRACTICALS</b>	
<b>SBSZOO1</b>		Practicals based on both the courses	2 Credits

# FYSBC ZOOLOGY SYLLABUS - SEMESTER I

## THEORY COURSE- SBSZOO101

### SYSTEMATIC CLASSIFICATION OF INVERTEBRATES AND ECOLOGY

#### Unit 1 - Classification of Animal Kingdom

(15 Lectures)

##### **Objective:**

- *To comprehend classification of Invertebrates through the general characteristics of phyla upto class level and specific characters of the respective organisms.*

##### **Desired outcome:**

- *The learners will be familiarized with invertebrate classification and will also be able to understand the evolution of invertebrates from phylogenic aspect.*

#### **1.1 Unicellular organization:** Kingdom Protista - Phylum Protozoa

#### **1.2 Multicellular organization:**

1.2.1: Colonization level - Phylum Porifera

1.2.2: Division of labour – Phylum Cnidaria

#### **1.3 Triploblastic acoelomate and pseudoceoleomate organization**

1.3.1: Acoelomate organization – Phylum Platyhelminthes

1.3.2: Pseudocoelomate organization – Phylum Nematoda

#### **1.4 Triploblastic Coelomate organization**

1.4.1: Animals with metameric segmentation: Phylum Annelida

1.4.2: Animals with jointed appendages: Phylum Arthropoda

1.4.3: Animals with mantle: Phylum Mollusca

1.4.4: Animals with enterocoel: Phylum Echinodermata

#### Unit 2- Ecosystem

(15 Lectures)

##### **Objective:**

- *To impart knowledge of different components of ecosystem and educate about essentials of coexistence of human beings with all other living organisms.*

##### **Desired Outcome:**

- *Learners will grasp the concept of interdependence and interaction of physical, chemical and biological factors in the environment.*
- *It would lead to better understanding about implications of loss of fauna specifically on human beings, erupting a spur of desire for conservation of all flora and fauna.*

## **2.1: Concept of ecosystems**

2.1.1: Definition and components

## **2.2 Biogeochemical cycles**

2.2.1: Water, Oxygen, Nitrogen, Sulphur

## **2.3 Freshwater ecosystem**

2.3.1: Lentic

2.3.2: Lotic

## **2.4 Food chains and food webs in ecosystems**

2.4.1: Freshwater

2.4.2: Grassland

## **2.5 Ecological pyramids of energy, biomass and number**

## **2.6 Animal interactions:**

2.6.1: Commensalism

2.6.2: Mutualism

2.6.3: Predation

2.6.4: Parasitism

2.6.5: Antibiosis

## **Unit 3 - Population Ecology**

**(15 Lectures)**

### **Objective:**

- *To facilitate the learning of population ecology, its dynamics and regulatory factors important for its sustenance.*

### **Desired Outcome:**

- *This unit would allow learners to study about nature of animal population, specific factors affecting its growth and its impact on the population of other life forms.*

## **3.1 Population Dynamics**

3.1.1: Population density, Natality, Mortality

3.1.2: Fecundity, Age structure, Sex ratio

3.1.3: Survivorship curves

3.1.4: Population dispersal and distribution patterns

3.1.5: Niche concept

### **3.2 Population growth regulation**

- 3.2.1: Intrinsic mechanism – Density dependent fluctuations and oscillations
- 3.2.2: Extrinsic mechanisms – Density dependent, environmental and climatic factors
- 3.2.3: Population interaction

### **3.3 Population growth pattern**

- 3.3.1: Sigmoid
- 3.3.2: 'J' shaped

## **THEORY COURSE SBSZOO102**

### **APPLIED BIOLOGY**

#### **Unit 1- Laboratory Safety and Units of Measurement**

**(15 Lectures)**

##### **Objective:**

- *To make learners aware of risks involved in handling of different hazardous chemicals, sensitive (electrical/electronic) instruments and infectious biological specimens, especially during practical sessions in the laboratory and to train them to avoid mishap.*
- *To understand the concepts of measurements.*
- *To understand parameters used in biostatistics.*

##### **Desired Outcome:**

- *Learners would work safely in the laboratory thus enhancing their scholastic performance and economy in use of materials/chemicals during practical sessions.*
- *Learners would be able to realize the micro and macro quantities of the matter and chemical concentrations.*
- *Learners would be able to appreciate the importance of biostatistics tools of data analysis.*

#### **1.1: Introduction to good laboratory practices**

#### **1.2: Use of safety symbols: meaning, types of hazards and precautions**

#### **1.3: Units of measurement:**

- 1.3.1: Calculations and related conversions of each: Metric system- length (meter to micrometer), weight (gram to microgram), Volumetric (Cubic measures)
- 1.3.2: Temperature: Celsius, Fahrenheit, Kelvin
- 1.3.3: Biostatistics: Introduction and scope, Sampling and its types, Central tendencies (mean, median, mode), Tabulation, Graphical representations (Histograms, bar diagrams, pie diagrams).

## Unit 2- Animal Biotechnology

(15 Lectures)

### **Objective:**

- *To acquaint learners to the modern developments and concepts of Zoology highlighting the biotechnological applications in various fields.*

### **Desired Outcome:**

- *Learners would understand recent advances in the subject and their applications for the betterment of mankind.*
- *Learners may get enthused to take up research as their future academic endeavour.*

**2.1: Biotechnology:** Scope and achievements of Biotechnology (Fishery, Animal Husbandry, Medical, Industrial)

**2.2: Transgenesis:** Retroviral vector method, Nuclear transplantation method, DNA microinjection method and Embryonic stem cell method

**2.3: Cloning :** Dolly as the first cloned animal

**2.4: Ethical issues of transgenic and cloned animals**

**2.5: Applications of Biotechnology:**

2.5.1: DNA fingerprinting: Technique in brief and its application in forensic science (Crime Investigation & wild life conservation)

2.5.2: Recombinant DNA in medicines (recombinant insulin)

2.5.3: Gene therapy: Ex-vivo and *In vivo*, Severe Combined Immunodeficiency (SCID), Cystic Fibrosis

2.5.4: Green genes: Green Fluorescent Protein (GFP) from Jelly fish-valuable as reporter genes used to detect food poisoning.

## Unit 3- Instrumentation

(15 Lectures)

### **Objective:**

- *To provide all learners a complete insight about the structure and working of different instruments used in Zoology.*
- *To impart hands on operational skills.*

### **Desired Outcome:**

- *Learners will appreciate the use of techniques and the application of the instruments used in the laboratory.*
- *Learners will be skilled to select and operate suitable instruments for this course and also for higher classes including research.*

**3.1: Microscopy** - Construction, principle and applications of dissecting and

compound microscope

- 3.2: Colorimetry and Spectroscopy** - Principle and applications
- 3.3: pH** – Buffer systems, Sorenson’s pH scale, pH meter - principle and applications
- 3.3: Centrifugation** - Principle and applications (clinical and ultra centrifuges)
- 3.4: Chromatography** - Principle and applications (Partition and Adsorption), Basic principle and applications of column chromatography, affinity chromatography and HPTLC
- 3.5: Electrophoresis** - Principle and applications (AGE and PAGE)

## **PRACTICAL COURSE SBSZOOPI**

### **PRACTICAL I**

#### 1. Classification of Animal Kingdom

1.1: Protozoa : *Amoeba*, *Paramoecium*, *Euglena*, *Plasmodium*

1.2: Porifera: *Leucosolenia*, *Euplectella*, Bath sponge

1.3: Cnidaria: *Hydra*, *Obelia* colony, *Aurelia*, Sea anemone

1.4: Platyhelminthes: *Planaria*, Liverfluke, Tapeworm

1.5: Nemathelminthes: *Ascaris* – male and female

1.6: Annelida: *Nereis*, Earthworm, Leech

1.7: Arthropoda: Crab, lobster, dragonfly, butterfly, spider, scorpion, centipede, millipede

1.8 : Mollusca : *Chiton*, *Dentalium*, *Pila*, *Unio*, *Sepia*, *Nautilus*

1.9 Echinodermata: Starfish, brittlestar, featherstar, sea urchin, sea cucumber

2. Study of *Paramoecium* culture to observe food vacuole, contractile vacuole and ciliary movement

3. Determination of population density (*Daphnia* or any other suitable organism) by sub-sampling method

4. Mounting of foraminiferan shells from sand

5. Study of parapodium of *Nereis*



6. Study of mouthparts of insects – Biting and chewing, piercing and sucking, siphoning, sponging
7. Study of food webs and food chains in an ecosystem - Students to present their study through PPT / Chart presentations.
8. Report on study trip to Nature Park / Zoological garden.

### **PRACTICAL II**

1. Study of instruments used in the lab – Principle and working
  - a) Compound microscope
  - b) Dissecting microscope
  - c) Colorimeter
  - d) Centrifuge
  - e) Spectrophotometer
  - f) pH meter
2. Interpretation of safety symbols (toxic, corrosive, explosive, flammable, skin irritant, oxidizing, compressed gases, aspiration hazards and Biohazardous infectious material).
3. Study of aseptic techniques to aseptically transfer culture media between the burners and also using Laminar flow.
4. Separation of pigments by adsorption chromatography using chalk.
5. Separation of amino acids using Paper Chromatography.
6. Separation of lipids by Thin Layer Chromatography (TLC).
7. Study of Beer- Lambert Law using different concentrations of a coloured solution.
8. Estimation of pH of different solutions using BDH indicator, red cabbage and pH paper.
9. Identification of transgenic fish (Trout and Salmon) / cloned animals (Dolly sheep, CC cat, Snuppy dog, cloned animals from India ) from photograph.
10. Application of DNA Fingerprinting in criminology and wild life conservation (photograph of electrophoretic pattern to be given for interpretation by the students.
11. Study of central tendencies and plotting of bar diagram, histogram and pie diagram.

**N.B.** The practicals could be conducted by using specimens authorized by the wildlife and such other regulating authorities. However, adhering to the directions as given in the UGC Circular F14-4/2006 (CPP-II), the practicals will be taught by using photographs/audio-visual aids/simulations / models, etc. as recommended by the UGC and as envisaged in the regulations of the relevant monitoring bodies.

## **MODIFIED SCHEME OF EXAMINATION**

**The scheme of examination changed due to COVID Pandemic situation, the teaching as well as examinations to be held through online mode**

**Maximum Marks allotted for each theory course per semester: 100 marks**

**This will have two components as follows:**

- (a) Internal assessment of total of Fifty (50) marks per course per semester
- (b) External assessment out of Fifty (50) marks per course per semester shall be conducted as semester end theory examination

**Maximum Marks allotted for the entire practical course per semester: 100 marks which will be distributed into the following two examination sessions and conducted as per the given question paper pattern:**

- (a) Practical I examination of fifty (50) marks shall be conducted at the end of every semester.
- (b) Practical II examination of fifty (50) marks shall be conducted at the end of every semester.

# PAPER PATTERN OF PRACTICAL EXAMINATION

## SBSZOOP1

### PRACTICAL I EXAMINATION

**Duration : 2 hrs30 min**

**Marks: 50**

Q. 1. Prepare the temporary mounting of foraminiferan shells and identify minimum three types. (09 Marks)

**OR**

Q.1. Prepare the temporary mounting of parapodium of *Nereis*. (09 Marks)

Q.2. Determine of population density of the given organism by sub-sampling method (06 Marks)

**OR**

Q.2. Demonstrate the observations of food vacuole, contractile vacuole and ciliary movement of *Paramoecium* from the given culture. (06 Marks)

Q.3. Identification based on animal classification and mouthparts of insects. (A-E) (15 Marks)

Q.4. Presentation based on study of food web and food chains in an ecosystem (05 marks)

Q.5. Report on study trip and Viva voce based on it (10 Marks)

Q.6. Certified journal (05 Marks)

### PRACTICAL II EXAMINATION

**Duration: 2 hrs30 min**

**Marks: 50**

Q.1. Estimate concentration of the given unknown solution using colorimeter from the standard as well as calculations (15 marks)

**OR**

Q.1. Determine pH of the given samples with the help of the given indicators and pH meter and comment on their chemical nature (15 marks)

**OR**

Q. 2. Perform experiment for separation of pigments by adsorption chromatography (10Marks)

**OR**

Q.2. Perform experiment for separation of mixture of amino acids by paper chromatography (10Marks)

**OR**

Q.2. Perform Thin Layer Chromatography (TLC) for separation of lipids (10Marks)

Q. 3. Prepare a frequency distribution table / Plot histogram / Pie diagram / Bar diagram from the given data (5 marks)

**OR**

Q.3. Demonstrate aseptic technique to transfer culture media/ solution from flask to test tube with the help of a pipette (5 Marks)

Q. 4. Identification (A-E) (10 Marks)  
(Safety Symbols (two), lab instruments, transgenic/cloned animals, DNA fingerprinting)

Q.5. Certified journal & Viva voce based on practicals (10 Marks)

## Syllabus for F.Y.B.Sc. Course –ZOOLOGY

(Academic year 2020-2021)

### SEMESTER – II

Course Code	Unit	Title	Credits
<b>SBSZOO201</b>		<b>BIODIVERSITY, EVOLUTION AND ETHOLOGY</b>	2 Credits (45 lectures)
	1	National Parks and Sanctuaries	15 lectures
	2	Evolution	15 lectures
	3	Ethology	15 lectures
<b>SBSZOO202</b>		<b>GENETICS AND BIOCHEMISTRY</b>	2 Credits (45 lectures)
	1	Unit 1- Genetics	15 lectures
	2	Unit 2 – Biochemistry	15 lectures
	3	Unit 3- Nutrition and Public Health	15 lectures
		<b>PRACTICALS</b>	
<b>SBSZOO2</b>		Practicals based on both the courses	2 Credits

## THEORY COURSE SBSZOO201

### BIODIVERSITY, EVOLUTION AND ETHOLOGY

#### Unit 1- National Parks and Sanctuaries

(15 Lectures)

##### **Objective:**

- *To enlighten learners about the current status of wild life conservation in India in the light of guidelines from different relevant governing agencies vis-à-vis with adversity of poaching and biopiracy.*

##### **Desired Outcome:**

- *Learners would be inspired to choose career options in the field of wild life conservation, research, photography and ecotourism*

**1.1 Concept of endangered and critically endangered** species using examples of Indian Wildlife with respect to National Parks and Wildlife Sanctuaries of India with reference to CITES, Red data book

- 1.1.1: Sanjay Gandhi National Park
- 1.1.2: Tadoba Tiger Reserve
- 1.1.3: Corbett National Park
- 1.1.4: Kaziranga National Park
- 1.1.5: Gir National Park
- 1.1.6: Silent Valley
- 1.1.7: Pirontan Island Marine Park
- 1.1.8: Ghana National Park
- 1.1.9: Bandipur Sanctuary

**1.2 Management strategies** with special reference to Tiger and Rhinoceros in India

- 2.2.1: Project Tiger
- 2.2.2: Project Rhinoceros

**1.3 Ecotourism**

**1.4 Biopiracy**

#### Unit 2 – Evolution

(15 Lectures)

##### **Objective:**

- *To enlighten learners about how life started on earth and then evolved into the myriad species seen today.*

##### **Desired Outcome:**

- *The learners will gain the insight into process of evolution through various theories and evidences*

**2.1 Introduction:** Origin of Universe, Chemical evolution - Miller-Urey experiment, Haldane and Oparin theory

**2.2: Origin of life, Origin of eukaryotic cell**

**2.3: Geological Time Scale**

**2.4: Evidences in favour of organic evolution:** Geographical distribution, Paleontology Anatomy, Embryology, Physiology and Genetics.

**2.5: Theories of organic evolution**

2.5.1: Theory of Lamarck

2.5.2: Theory of Darwin and Neo Darwinism

2.5.3: Mutation Theory

2.5.4: Modern Synthetic Theory

2.5.5: Weismann's Germplasm Theory

2.5.6: Neutral Theory of Molecular Evolution

### **Unit 3– Ethology**

**(15 Lectures)**

#### **Objective:**

- To acquaint the learners about the aspects of animal behaviour.
- To make the concepts of animal learning understandable considering various aspects.

#### **Desired outcome:**

- Learners will be able to understand the characteristics of animal behaviour.
- Learners will be able to appreciate the animal learning and its different aspects.
- Learners may be enthused to take up field studies to observe such behaviours and learning mechanisms of animals in their natural habitat.

#### **3.1: Development of behaviour:**

3.1.1: Ontogeny of behavior

3.1.2: Environmental influence on behaviour

3.1.3: Sensitive periods during development

3.1.4: Juvenile behavior

3.1.5: Innate behavior

#### **3.2 Animal Learning:**

3.2.1: Conditioning and learning

3.2.2: Classical Conditioning, acquisition, extinction

3.2.3: Habituation and generalization

3.2.3: Instrumental learning,

3.2.4: Reinforcement, Operant behavior

### **3.3: Biological aspects of learning**

### **3.4: Constraints of learning:**

- 3.4.1: Learning to avoid enemies, mimicry
- 3.4.2: Learning to avoid sickness
- 3.4.3: Stimulus relevance

### **3.5: Cognitive aspects of learning:**

- 3.5.1: Hidden Nature of conditioning
- 3.5.2: Nature of cognitive process
- 3.5.3: Insight learning
- 3.5.4: Associative learning and representation

## **THEORY COURSE SBSZOO202**

### **GENETICS AND BIOCHEMISTRY**

#### **Unit 1- Genetics**

**(15 Lectures)**

#### **Objective:**

- *To introduce the learner to the basic terms and concepts of genetics.*
- *To study Mendelian and other types of inheritance.*
- *To understand application of genetic studies.*

#### **Desired outcome:**

- *Learners will understand and apply the principles of inheritance for various case studies.*
- *Learners would be able to realize the importance of genetic studies.*

#### **1.1: Introduction to genetics:**

- 1.1.1: Definition, scope and importance of genetics
- 1.1.2: Classical and Modern concept of Gene
- 1.1.3: Explanation of terms: Allele, wild type and mutant alleles, locus, dominant and recessive traits, genotype and phenotype, homozygous and heterozygous

#### **1.2: Mendelian Inheritance:**

- 1.2.1: Monohybrid and Dihybrid cross
- 1.2.2: Test cross and Back cross
- 1.2.3: Exceptions to Mendelian inheritance: Incomplete dominance, Co-dominance, Lethal alleles, Epistasis and its types

**1.3: Pedigree analysis:** Autosomal dominant and recessive, sex-linked dominant and recessive traits.



**1.4: Genetic Counselling:** Risk of recurrence of hereditary diseases, screening for genetic disorders, causes and significance of genetic counseling.

**1.5: Cytoplasmic Inheritance:** Kappa particles in *Paramecium*, Sigma factor in *Drosophila*, Shell coiling in Gastropoda.

## **Unit 2 – Biochemistry**

**(15 Lectures)**

### **Objective:**

- *To give learners insights about the structure and function of the biomolecules.*

### **Desired outcome:**

- *Learner will be well versed with the foundations of biochemistry.*
- *Learners will realize the biological role and clinical significance of the biomolecules.*

**2.1: Biomolecules:** Concept of Micromolecules and Macromolecules and their significance

### **2.2: Carbohydrates**

- 2.2.1: Definition Classification, Properties and Isomerism, Glycosidic bond
- 2.2.2: Structure of Monosaccharides- Glucose, Galactose and Fructose
- 2.2.3: Disaccharides –Maltose, Lactose and Sucrose
- 2.2.4: Polysaccharides - Cellulose, Starch, Glycogen and Chitin
- 2.2.5: Biological role and their Clinical significance

### **2.3: Amino Acids and Proteins**

- 2.3.1: Basic structure of amino acid, Classification of amino acids, Essential and Non-essential amino acids
- 2.3.2: Peptide bond
- 2.3.2: Protein conformation: Primary, Secondary, Tertiary, and Quaternary
- 2.3.4: Biological role of proteins and their Clinical significance

### **2.4: Lipids**

- 2.4.1: Definition, Saturated and Unsaturated fatty acids, Essential fatty acids
- 2.4.2: Ester linkage and Classification of lipids with examples,
- 2.4.3: Structure of Triacylglycerides, Phospholipids (Lecithin and Cephalin) and Cholesterol
- 2.4.4: Biological role and their Clinical significance

## **Unit 3- Nutrition and Public Health**

**(15 Lectures)**

### **Objective:**

- *To make learners understand the importance of balanced diet and essential nutrients of food at different stages of life.*

### **Desired Outcome:**

- *Awareness about healthy dietary habits and importance of a healthy life style would be created among the learners.*

➤ *Learners will also appreciate various health initiatives taken at national level.*

**3.1: Concept of balanced diet**, dietary recommendation to a normal adult, infant, pregnant women and aged, importance of fibres in food.

**3.2: Concept of Health:**

3.2.1: Definition of health, need for health education and health goals

3.2.2: Physical, Psychological and Social health issues

3.2.3: WHO and its programmes – Polio, Small pox, Malaria and Leprosy

**3.3: Malnutrition disorders and their status in India** – Anaemia, Rickets, Marasmus, Goitre, Kwashiokar

**3.4: Obesity, BMI calculation and its significance**

**3.5: Stress related disorders:** Hypertension, Anxiety, Insomnia, Migraine, Depression, Psoriasis (cause, symptoms, precaution and remedy).

## **PRACTICAL COURSE SBSZOOP2**

### **PRACTICAL I**

1. Study of national parks, sanctuaries and bio reserves in India with respect to its brand fauna as listed in theory.
2. Study of endangered / critically endangered species in India as per IUCN Red List
3. Project submission on any of the conservation efforts carried out by the Indian Government (Eg. Project Tiger, Project Rhinoceros etc). Students will present a PPT presentation on the chosen topic).
4. Study of identification of homologous and analogous organs as evidences of evolution.
5. Study of Ecotourism with the help of case studies:
  - a. Garhwal region
  - b. Konkan region
6. Study of ethology:
  - a. Classical conditioning
  - b. Juvenile behavior in animals

- c. Innate behavior
  - d. Instrumental learning
  - e. Learning to avoid enemies, mimicry
  - f. Learning to avoid sickness (antenna cleaning behavior of cockroach)
  - g. Insight learning
7. Study of biodiversity hotspots in India (Western Ghats and Indo- Burma).
8. Identification and study of fossils:
- a. Arthropods: Trilobite
  - b. Mollusca: Ammonite
  - c. Aves: Archaeopteryx
  - d. Living Fossils – Limulus, Coelocanth
9. Report based on study trip.

## **PRACTICAL II**

1. Qualitative tests for carbohydrates (Molisch's test, Benedict's test, Barfoed's test, Anthrone test).
2. Qualitative tests for protein (Ninhydrin test, Biuret test, Xanthoproteic test, Bradford's test, Folin-Lowry test).
3. Qualitative test for lipids (Solubility test, Sudan III test).
4. Study of rancidity of lipid by titrimetric method.
5. PPT presentations by students on clinical disorders due to carbohydrates, proteins and lipids imbalance. (Photograph to be provided / significance to given and disorder to be identified).
  - a. Hyperglycemia , Hypoglycemia and Diabetes
  - b. Kwashiorkar, Marasmus
  - c. Obesity, Atherosclerosis
  - d. Thalessemia, Anaemia
  - e. Goitre, Rickets
6. Problems in genetics based on monohybrid and dihybrid ratios.

7. Problems based on analysis of pedigree charts - Autosomal dominant and recessive, sex-linked dominant and recessive traits.

8. BMI analysis – Measurement of height and weight (50 readings) and calculation of BMI and report submission based on analysis of the result obtained.

**N.B.** The practicals could be conducted by using specimens authorized by the wildlife and such other regulating authorities. However, adhering to the directions as given in the UGC Circular F14-4/2006 (CPP-II), the practicals will be taught by using photographs/audio-visual aids/simulations / models, etc. as recommended by the UGC and as envisaged in the regulations of the relevant monitoring bodies.

### **MODIFIED SCHEME OF EXAMINATION**

**The scheme of examination changed due to COVID Pandemic situation, the teaching as well as examinations to be held through online mode**

**Maximum Marks allotted for each theory course per semester: 100 marks**

**This will have two components as follows:**

(c) Internal assessment of total of Fifty (50) marks per course per semester

(d) External assessment out of Fifty (50) marks per course per semester shall be conducted as semester end theory examination

**Maximum Marks allotted for the entire practical course per semester: 100 marks which will be distributed into the following two examination sessions and conducted as per the given question paper pattern:**

(c) Practical I examination of fifty (50) marks shall be conducted at the end of every semester.

(d) Practical II examination of fifty (50) marks shall be conducted at the end of every semester.

**PAPER PATTERN OF PRACTICAL EXAMINATION  
SBSZOOP2**

**PRACTICAL I EXAMINATION**

**Duration : 2 hrs30 min**

**Marks: 50**

Q.1. Identify brand animals (Min. 4) and place them in their respective National parks/ Sanctuaries on the given map quoting reasons for their decline. (10 Marks)

**OR**

Mark National parks and Sanctuaries on the map of India and mention the name of their brand animals stating reason for their decline. (Min. 4) (10 Marks)

Q.2. Project report conservation efforts of wildlife conservation by the Indian government and viva based on it. (10 marks)

Q.3. Identification based on ethology, eco tourism, biodiversity hotspots, evidences of evolution, fossils. (A-E) (10 marks)

Q.4. Field report & Viva voce based on it (10 marks)

Q.5. Journal & Viva voce based on practicals (10 marks)

**PRACTICAL II EXAMINATION**

**Time: 2 hrs30 min**

**Marks: 50**

Q.1. Perform the qualitative tests for carbohydrates. (15 marks)

**OR**

Q.1 Estimate the rancidity of given lipid sample by titrimetric method. (15 marks)

**OR**

Q.1. Perform the qualitative tests for protein and lipids. (15 marks)

Q.2. Solve the given genetics problems (5 marks)

Q.3. Analyze the given pedigree chart / construct the pedigree chart based on the information. (05 marks)

Q.4. Submission of report on survey of BMI and viva on it (05 marks)

Q.5. Identification (Clinical disorders) (10 marks)

Q.6. Journal & Viva voce based on practicals (10 marks)

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**SYLLABUS FOR S.Y.B.Sc. COURSE (ZOOLOGY)**  
**(Academic Year 2020-2021)**

**SEMESTER III**

**Theory Course: SBSZOO301- CLASSIFICATION OF CHORDATES &  
DEVELOPMENTAL BIOLOGY**

**Theory Course: SBSZOO302 – CELL BIOLOGY & GENETICS**

**Theory Course: SBSZOO303 –RESEARCH METHODOLOGY & APPLIED  
ZOOLOGY - I**

**Practical Course: SBSZOOP3**

**SEMESTER IV**

**Theory Course: SBSZOO401 –LIFE PROCESSES**

**Theory Course: SBSZOO402 –BIOCHEMISTRY & HISTOLOGY**

**Theory Course: SBSZOO403–APPLIED ZOOLOGY - II**

**Practical Course: SBSZOOP4**

## SEMESTERWISE SYLLABUS GRID FOR EACH PAPER

SEMESTER III			SEMESTER IV		
<b>SBSZOO301</b>	<b>SBSZOO302</b>	<b>SBSZOO303</b>	<b>SBSZOO401</b>	<b>SBSZOO402</b>	<b>SBSZOO403</b>
<b>ZOOLOGY PAPER I: Classification of Chordates &amp; Developmental Biology</b>	<b>ZOOLOGY PAPER II: Cell Biology &amp; Genetics</b>	<b>ZOOLOGY PAPER III: Research Methodology &amp; Applied Zoology I</b>	<b>ZOOLOGY PAPER I: Life Processes</b>	<b>ZOOLOGY PAPER II: Biochemistry &amp; Histology</b>	<b>ZOOLOGY PAPER III: Applied Zoology II</b>
Unit 1 Classification of Chordates	Unit 1 Cell Biology	Unit 1 Research Methodology	Unit 1 Nutrition & Excretion	Unit 1 Enzymology	Unit 1 Economic Entomology
Unit 2 Human Reproduction	Unit 2 Genetics	Unit 2 Parasitology	Unit 2 Respiration & Circulation	Unit 2 Molecular biology	Unit 2 Fisheries
Unit 3 Developmental Biology	Unit 3 Nucleic Acids and Chromosomes	Unit 3 Pollution	Unit 3 Locomotion & Control and Coordination	Unit 3 Histology	Unit 3 Dairy Science
<b>Practical SBSZOOP3</b>				<b>Practical SBSZOOP4</b>	

**Syllabus for S.Y.B.Sc. Course – ZOOLOGY**  
**(Academic Year 2020-2021)**

**SEMESTER – III**

<b>Course Code</b>	<b>Unit</b>	<b>Title</b>	<b>Credits</b>
<b>SBSZOO301</b>		<b>Classification of Chordates &amp; Developmental Biology</b>	2 Credits (45 lectures)
	1	Classification of Chordates	15 lectures
	2	Human Reproduction	15 lectures
	3	Developmental Biology	15 lectures
<b>SBSZOO302</b>		<b>Cell Biology &amp; Genetics</b>	2 Credits (45 lectures)
	1	Cell Biology	15 lectures
	2	Genetics	15 lectures
	3	Nucleic Acids and Chromosomes	15 lectures
<b>SBSZOO303</b>		<b>Applied Zoology – I</b>	2 Credits (45 lectures)
	1	Research Methodology	15 lectures
	2	Parasitology	15 lectures
	3	Pollution	15 lectures
		<b>PRACTICALS</b>	
<b>SBSZOOP3</b>		Practicals based on all the three courses	3 Credits



## SYBSC ZOOLOGY SYLLABUS – SEMESTER III

### THEORY COURSE - SBSZOO301

#### CLASSIFICATION OF CHORDATES AND DEVELOPMENTAL BIOLOGY

##### Unit: 1 Chordate Classification

(15 Lectures)

##### **Objectives:**

- *To introduce the concepts of classification of chordates and developmental biology*

##### **Desired outcome:**

- *Learner would understand the increasing complexity of chordates in the evolutionary hierarchy*

##### 1.1 **Phylum Hemichordata** - *Balanoglossus*

##### 1.2 **Phylum Chordata**

1.2.1 Subphylum Urochordata

1.2.2 Subphylum Cephalochordata

1.2.3 Subphylum Vertebrata

##### 1.3 **Superclass Agnatha** – Class Cyclostomata

##### 1.4 **Superclass Gnathostomata**

1.1.1 Class Pisces

1.1.2 Class Amphibia

1.1.3 Class Reptilia

1.1.4 Class Aves

1.1.5 Class Mammalia

##### Unit: 2 Human Reproduction

(15 Lectures)

##### **Objectives:**

- *To introduce the concepts of human reproductive system and its hormonal control*

##### **Desired outcome:**

- *Learner would understand the complexity of the human reproductive system and its hormonal control*

➤ *Learner would understand the various methods of birth control, causes of infertility and assisted reproductive techniques*

## **2.1 Human reproductive system and hormonal regulation**

2.1.1 Anatomy of human male and female reproductive system

2.1.2 Hormonal regulation of reproduction and impact of age on reproduction

2.1.3 Menopause and andropause

## **2.2 Contraception & birth control**

2.2.1 Difference between contraception and birth control

2.2.2 Natural Methods: Abstinence, rhythm method, temperature method, cervical mucus or Billings method, *coitus interruptus*, lactation amenorrhea

2.2.3 Artificial methods : Barrier methods, hormonal methods, intrauterine contraceptives, sterilization, termination, abortion

## **2.3 Female infertility**

2.3.1 Causes - Failure to ovulate; production of infertile eggs; damage to oviducts (oviduct scarring and Pelvic inflammatory disease –PID, TB of oviduct), Uterus (TB of uterus and cervix)

2.3.2 Infertility associated disorders - Endometriosis, Polycystic Ovarian Syndrome (PCOS), Primary ovarian failure (POF), Sexually Transmitted Infections (STIs) – gonorrhoea, chlamydia, syphilis and genital herpes; Antibodies to sperm; Genetic causes- recurrent abortions

## **2.4 Male infertility**

Causes – Testicular failure, Infection of epididymis, seminal vesicles or prostate, Hypogonadism, Cryptorchidism, Congenital abnormalities, Variocoele, Blockage, Azoospermia, Oligozoospermia, Teratozoospermia, Asthenozoospermia, Autoimmunity, Ejaculatory disorders, Idiopathic infertility.

## **2.5 Role of endocrine disruptors in male and female infertility.**

## **2.6 Treatment of infertility**

2.6.1 Removal /reduction of causative environmental factors

2.6.2 Surgical treatment

2.6.3 Hormonal treatment- fertility drugs

2.6.4 Assisted Reproductive Technology (ART) –*In vitro* fertilization (IVF);

Embryo transfer (ET); Intra-Fallopian transfer (IFT), Gamete Intra-Fallopian Transfer (GIFT) & Intra-Zygote Transfer (ZIFT); Intra-cytoplasmic Sperm Injection (ICSI) with ejaculated sperm and sperm retrieved from testicular biopsy; Testicular sperm extraction (TESE).

2.6.5 Sperm bank, cryopreservation of gametes and embryos

2.6.6 Surrogacy

### **Unit: 3 Developmental Biology**

**(15 Lectures)**

#### **Objectives:**

- *To introduce the concepts of developmental biology*

#### **Desired outcome:**

- *Learner would understand how embryological development takes place in animals*

- 3.1** Types of Eggs - Based on amount and distribution of yolk
- 3.2** Structure and Types of Sperm
- 3.3** Types of Cleavage
- 3.4** Types of Blastula
- 3.5** Types of Gastrula
- 3.6** Coelom -Formation and types

## **THEORY COURSE: SBSZOO302**

### **CELL BIOLOGY AND GENETICS**

#### **Unit: 1 Cell Biology**

**(15 Lectures)**

#### **Objectives:**

- *To introduce the concepts of cell biology and the role played by cell organelles in a cell*

#### **Desired outcome:**

- *Learner would understand the interdependence between the various cell organelles*

#### **1.1 Introduction to cell biology**

- 1.1.1 Definition and scope
- 1.1.2 Cell theory
- 1.1.3 Generalized prokaryotic, eukaryotic cell: size, shape and structure

## **1.2 Nucleus**

Ultrastructure and functions of interphase nucleus

## **1.3 Plasma membrane**

1.3.1 Ultrastructure (Fluid Mosaic Model) and functions

1.3.2 Junctional complexes

1.3.3 Membrane receptors

1.3.4 Transport across plasma membrane: Passive and Active Transport: Diffusion and Osmosis, Endocytosis and Exocytosis

## **1.4 Endoplasmic reticulum (ER)**

1.4.1 General morphology of endomembrane system, ultrastructure and types of ER

1.4.2 Functions of Rough Endoplasmic Reticulum (RER) and Smooth Endoplasmic Reticulum (SER)

**1.5 Golgi complex:** Ultrastructure of Golgi complex, functions of Golgi complex

**1.6 Lysosomes:** Origin, occurrence, polymorphism and functions

**1.7 Peroxisomes:** Origin, morphology & functions

**1.8 Mitochondria:** Ultrastructure, chemical composition and functions of mitochondria

## **Unit: 2 Genetics**

**(15 Lectures)**

### **Objectives:**

➤ *To introduce the concepts of sex determination, sex linkage, and multiple alleles*

### **Desired outcome:**

➤ *Learner would understand how genetics determines and influences the sex of an organism*

➤ *Learner would understand the concept of multiple alleles and linkages*

## 2.1 Sex- determination

- 2.1.1 Chromosomal Mechanisms: XX-XO, XX-XY, ZZ-ZW
- 2.1.2 Sex determination in Honey bees- Haplodiploidy
- 2.1.3 Sex determination in *Drosophila*-Genic balance theory, Intersex, Gynandromorphs
- 2.1.4 Parthenogenesis
- 2.1.5 Hormonal influence on sex determination-Freemartin and Sex reversal.
- 2.1.6 Role of environmental factors- *Bonelia* and Crocodile
- 2.1.7 Barr bodies and Lyon hypothesis

## 2.2 Sex linked, sex influenced and sex-limited inheritance.

- 2.2.1 X-linked: *Drosophila*, Colour-blindness, Haemophilia
- 2.2.2 Y-linked: Hypertrichosis
- 2.2.3 Sex-influenced genes
- 2.2.4 Sex-limited genes

## 2.3 Multiple Alleles and Multiple Genes

- 2.3.1 Concept of Multiple Alleles, Coat colour in rabbit, ABO and Rh blood group system, Bombay blood group
- 2.3.2 Polygenic inheritance with reference to skin colour and eye colour in humans.
- 2.3.3 Concept of Pleiotropy

## 2.4 Linkage and Crossing Over

- 2.4.1 Linkage and crossing over, Types of crossing over, Cytological basis of crossing over.

## Unit: 3 Nucleic Acids and Chromosomes

(15 Lectures)

### Objectives:

- *To introduce the learner to the classical experiments proving DNA as the genetic material.*
- *To introduce the learner the structure of nucleic acids*

### Desired outcome:

- *Learner will understand the importance of nucleic acids as genetic material.*

- *Learner would acquire the knowledge about the structure and types of chromosomes*

### **3.1 Genetic material**

- 3.1.1 Griffith's transformation experiments, Avery-Macleod and McCarty, Hershey Chase experiment of Bacteriophage infection
- 3.1.2 Chemical composition and structure of nucleic acids
- 3.1.3 Double helix nature of DNA, Solenoid model of DNA
- 3.1.4 Types of DNA – A, B, Z & H forms
- 3.1.5 DNA in Prokaryotes -Chromosomal and Plasmid
- 3.1.6 Extra nuclear DNA -Mitochondria and Chloroplast
- 3.1.7 RNA as a genetic material in viruses
- 3.1.8 Types of RNA: Structure and function

### **3.2 Chromosomes**

- 3.2.1 Types of Chromosomes–Autosomes and Sex chromosomes
- 3.2.2 Chromosome structure - Heterochromatin, Euchromatin
- 3.2.3 Classification based on the position of centromere
- 3.2.4 Endomitosis, Giant chromosomes- Polytene and Lampbrush chromosomes and Significance of Balbiani rings

## **THEORY COURSE - SBSZOO303**

### **RESEARCH METHODOLOGY AND APPLIED ZOOLOGY- I**

#### **Unit: 1 Research Methodology**

**(15 Lectures)**

#### **Objectives:**

- *To introduce the concepts of research methodology*

#### **Desired outcome:**

- *Learner would be able to the process of science and scientific writing*
- *Learner would gain knowledge of science ethics and plagiarism*

#### **1.1 Process of science:**

- 1.1.1 A dynamic approach to investigation: The Scientific method, Deductive reasoning and inductive reasoning, Critical thinking, Role of chance in scientific discovery(serendipity)
- 1.1.2 Scientific research: Definition, difference between method and methodology, characteristics, types

1.1.3 Steps in the Scientific method: Identification of research problem, formulation of research hypothesis, testing the hypothesis using experiments or surveys, preparing research/study design including methodology and execution (appropriate controls, sample size, technically sound, free from bias, repeat experiments for consistency), documentation of data, data analysis and interpretation, results and conclusions

1.1.4 Dissemination of data: Reporting results to scientific community (publication in peer- reviewed journals, thesis, dissertation, reports, oral presentation, poster presentation)

1.1.5 Application of knowledge: Basic research, Applied and Translational research

## **1.2 Scientific writing:**

1.2.1 Structure and components of a research paper: preparation of manuscript for publication of research paper- title, authors and their affiliations, abstract, keywords and abbreviations, introduction, material and methods, results, discussion, conclusions, acknowledgement, bibliography; figures, tables and their legends

1.2.2: Peer reviewed and Indexed journals, Citation index and Role of citations, impact factor of a journal

## **1.3 Writing a review paper**

1.3.1 Structure and components of review paper

1.3.2 Report writing and types of report

1.3.3 Computer application: Plotting of graphs, Statistical analysis of data.

1.3.4 Internet and its application in research-Literature survey, online submission of manuscript for publication

## **1.4 Ethics**

1.4.1 Ethics in animal research: The ethical and sensitive care and use of animals in research, teaching and testing, approval from Dissection Monitoring Committee (DMC), CPCSEA and IAEC

1.4.2 Ethics in clinical research: Approval from clinical research ethics committee or/and informed consent

## **1.5 Plagiarism and Conflict of interest**

## **Unit: 2 Parasitology**

(15 Lectures)

### **Objectives:**

- *To introduce the concepts of parasitology*
- *To introduce the learner to life cycle, pathogenicity, control measures and treatment of different parasites*

### **Desired outcome:**

- *Learner would understand the concept of host-parasite relationship and host specificity*
- *Learner would be familiarized with different parasites and their effect on human beings*

### **2.1 Introduction to Parasitology and Types of Parasites**

2.1.1 Definitions: Parasitism, Host, Parasite, Vector-biological and mechanical

2.1.2 Types of parasite: Ectoparasite, Endoparasite and their subtypes

2.1.3 Parasitic adaptations in Ectoparasites and Endoparasites

2.1.4 Types of host: Intermediate and definitive, reservoir

### **2.2 Host-parasite relationship and host specificity**

2.2.1 Different types of host – parasite relationships, structural specificity, physiological specificity and ecological specificity

### **2.3 Life cycle, pathogenicity, control measures and treatment**

2.3.1 *Entamoeba histolytica*

2.3.2 *Fasciola hepatica*

2.3.3 *Taenia solium*

2.3.4 *Wuchereria bancrofti*

### **2.4 Morphology, life cycle, pathogenicity, control measures and treatment**

2.4.1 Head louse (*Pediculus humanus capitis*)

2.4.2. Tick (*Ixora*)

2.4.3 Bed bug (*Cimex lectularis*)

### **2.5 Zoonosis**

Bird flu, Anthrax, Rabies, Toxoplasmosis, outbreaks of Nipah Virus and nCovid-19



### **UNIT3: Pollution and its effect on organisms**

**(15Lectures)**

#### **Objective:**

- *To provide a panoramic view of impact of human activities leading to pollution and its on birds, animals etc.*

#### **Desired Outcome:**

- *The learners will be sensitized about the adverse effects of pollution and the impact on biodiversity and measures to control it.*

#### **3.1 Air Pollution**

3.1.1: Types and sources of air pollutant

3.1.2: Effects of air pollution on organisms, its control and abatement measures

#### **3.2 Water Pollution**

3.2.1: Types and sources of water pollutant

3.2.2: Effects of water pollution on organisms, biomagnification, its control and abatement measures

#### **3.3 Soil Pollution**

3.3.1: Types and sources of soil pollutant

3.3.2: Effects of soil pollution on organisms, biomagnification, its control and abatement measures

#### **3.4 Sound pollution**

3.4.1: Different sources of sound pollution

3.4.2: Effects of sound pollution on organisms, its control and abatement measures

#### **3.5 Pollution by radioactive substances**

#### **3.6 Pollution by solid wastes with stress on plastic pollution**

3.6.1: Types and sources

3.6.2; Effects of solid waste pollution, its control and abatement measures

#### **3.7 Pollution leading to Climate Change and Global Warming**

## **PRACTICAL COURSE SBSZOOP3**

### **PRACTICAL I**

1. Chordate classification
  - 1.1 Hemichordata : *Balanoglossus*
  - 1.2 Urochordata : *Herdmania*
  - 1.3 Cephalochordata : *Amphioxus*
  - 1.4 Cyclostomata: *Petromyzon*
  - 1.5 Pisces : Chondrichthyes: Shark, skate, sting ray/ electric ray  
Osteichthyes : *Sciaena*, flying fish, Puffer fish (poisonous)
  - 1.6 Amphibia :Frog, toad, caecilian, salamander
  - 1.7 Reptilia : Chameleon, *Calotes*, turtle, tortoise, venomous (Krait, Russell's Viper, Saw-scaled Viper, Cobra and King Cobra) and non-venomous (Python, Rat snake) snakes, alligator/crocodile
  - 1.8 Aves : Kite, kingfisher, duck
  - 1.9 Mammalia : Shrew, hedgehog, guinea pig, bat
2. Detection of pregnancy from given sample of urine
3. Study of birth control measures applicable to humans – IUD, condom and hormonal pills.
4. Study of the following permanent slides, museum specimens and materials
  - 4.1 Mammalian sperm and ovum
  - 4.2 Types of egg –fish, frog and hen
  - 4.3 Cleavage, blastula and gastrula (Amphioxus, Frog and Bird)
5. Study of development of zebrafish embryo upto 72 hours (only observation without disturbing larvae)
6. Study of development of chick embryo upto 72 hours
7. Study trip to observe flora and fauna and submission of its report

### **PRACTICAL II**

1. Study of permeability of cell through plasma membrane (osmosis in blood cells)
2. Measurement of cell diameter by oculometer (by using permanent slide)
3. Ultrastructure of cell organelles (Electron micrographs) of:
  - 3.1 Nucleus
  - 3.2 Endoplasmic reticulum (Smooth and Rough)

3.3 Mitochondria.

3.4 Golgi apparatus

3.5 Lysosomes

4. Study of Barr body from buccal epithelium cells.
5. Study of polytene chromosome
6. Study of mitosis- temporary squash preparation of Onion root tip
7. Chromosome morphology: (photograph to be provided)
8. Detection of blood groups and Rh factor
9. Problems in Genetics
  - a) X- linked inheritance b) Multiple Alleles
10. Extraction and detection of DNA
11. Extraction and detection of RNA

### **PRACTICAL III**

1. Review writing based on programmes telecast by Doordarshan, Gyandarshan, UGC programmes or other media sources
2. Bibliography/ Abstract writing
3. Preparation of Power Point Presentation based on research paper.
4. Study of endoparasites: *Entamoeba histolytica*, *Fasciola hepatica*, *Taenia solium*, *Wuchereria bancrofti*
5. Study of ectoparasites: Head louse (*Pediculus humanus capittis*), Tick (*Ixodes* sp.), Bed bug (*Cimex lectularis*)
6. Parasitic adaptations: Scolex and mature proglottids of Tapeworm
7. Zoonosis - Bird flu, Anthrax, Rabies, Toxoplasmosis, Nipah virus disease, nCovid-19
8. Study of air microflora
9. Estimation of dissolved oxygen from the given water sample
10. Estimation of conductivity by conductometer from the given water sample
11. Study of physical properties of soil: moisture and texture
12. Study of chemical properties of soil: pH, organic matter
13. Study of sound pollution monitoring device

## **MODIFIED SCHEME OF EXAMINATION**

**The scheme of examination changed due to COVID Pandemic situation, the teaching as well as examinations to be held through online mode**

**Maximum Marks allotted for each theory course per semester: 100 marks**

**This will have two components as follows:**

- (a) Internal assessment of total of Fifty (50) marks per course per semester
- (b)** External assessment out of Fifty (50) marks per course per semester shall be conducted as semester end theory examination

**Maximum Marks allotted for the entire practical course per semester: 100 marks which will be distributed into the following two examination sessions and conducted as per the given question paper pattern:**

- (a) Practical I examination of fifty (50) marks shall be conducted at the end of every semester.
- (b) Practical II examination of fifty (50) marks shall be conducted at the end of every semester.

### **PAPER PATTERN OF PRACTICAL EXAMINATION SBSZOOP3**

#### **PRACTICAL I EXAMINATION**

**Time: 2 hrs 30 min**

**Marks: 50**

**Major Question**

**10**

Q.1 Observation of permanent slide of chick embryo and identify the stage of development

**Minor Question**

**07**

Q.2. Identify the stage of zebrafish development (photograph)

**OR**

Q.2. Comment on the pregnancy test given.

Q.3. Identification

**18**

Chordate classification (a, b and c)

Birth control measures (d)

Embryology slide (e and f)

Q.4. Report submission of study trip	<b>05</b>
Q.5. Viva voce based on practicals	<b>05</b>
Q.6. Certified Journal	<b>05</b>

**PRACTICAL II EXAMINATION**

**Time: 2 hrs 30 min**

**Marks: 50**

**Major Question** **13**

Q.1 Extraction and detection of DNA

**OR**

Q.1. Extraction and detection of RNA

**OR**

Q.1. Study of osmosis in RBCs.

**OR**

Q.1. Study of mitosis-Temporary squash preparation of Onion root tip

**Minor Question** **08**

Q.2 Study of Barr bodies / Study of Polytene chromosomes

**OR**

Q.2. Detection of blood groups and Rh factor

**OR**

Q.2. Measurement of cell diameter by oculometer using permanent slide

Q3. Problems based on Genetics (any two) **10**

Q4. Identification: **09**

Chromosome morphology (a)

Ultrastructure of cell organelles (b, c)

Q4. Viva voce based on practicals **05**

Q5. Certified Journal **05**

### PRACTICAL III EXAMINATION

**Time: 2 hrs 30 min**

**Marks: 50**

<b>Major Question</b>	<b>12</b>
Q.1 Estimation of dissolved oxygen from the given water sample. <b>OR</b>	
Q.1 Determination of organic matter from the given soil sample. <b>OR</b>	
Q.1 Estimation of conductivity by conductometer from the given water sample <b>OR</b>	
Q.1 Count the number of colonies on the given exposed culture plate and estimate the Microflora present in the total area.	
Q.2 Determine the pH of the given soil sample. <b>OR</b>	<b>07</b>
Q.2 Determine the texture of the given soil sample. <b>OR</b>	
Q.2 Determine the moisture content of the given soil sample.	
Q.3. Identify and describe as per instructions Endoparasite (a) Ectoparasite (b) Parasitic adaptation / zoonosis / sound pollution monitoring device (c)	<b>09</b>
Q.4 From the given article, prepare the bibliography/ abstract	<b>06</b>
Q.5. Submission of Power Point presentation	<b>06</b>
Q.6 Viva voce based on practicals	<b>05</b>
Q.7 Certified Journal	<b>05</b>

**Syllabus for S.Y.B.Sc. Course –ZOOLOGY**  
**(Academic year 2020-2021)**  
**SEMESTER –IV**

<b>Course Code</b>	<b>Unit</b>	<b>Title</b>	<b>Credits</b>
<b>SBSZOO401</b>		<b>LIFE PROCESSES</b>	2 Credits (45 lectures)
	1	Nutrition and Excretion	15 lectures
	2	Respiration and Circulation	15 lectures
	3	Locomotion and Control and coordination	15 lectures
<b>SBSZOO402</b>		<b>BIOCHEMISTRY &amp; HISTOLOGY</b>	2 Credits (45 lectures)
	1	Enzymology	15 lectures
	2	Molecular Biology	15 lectures
	3	Histology	15 lectures
<b>SBSZOO403</b>		<b>APPLIED ZOOLOGY- II</b>	2 Credits (45 lectures)
	1	Economic Entomology	15 lectures
	2	Fisheries	15 lectures
	3	Dairy Science	15 lectures
		<b>PRACTICALS</b>	
<b>SBSZOO4</b>		Practicals based on both the courses	3 Credits

# SYSBC ZOOLOGY SYLLABUS - SEMESTER IV

## THEORY COURSE – SBSZOO401

### LIFE PROCESSES

#### Unit 1: Nutrition, Excretion and Osmoregulation

(15 Lectures)

##### **Objectives:**

- *To introduce the concepts of physiology of nutrition, excretion and osmoregulation.*
- *To expose the learner to various nutritional apparatus, excretory and osmoregulatory structures in different classes of organisms.*

##### **Desired outcome:**

- *Learner would understand the increasing complexity of nutritional, excretory and osmoregulatory physiology in evolutionary hierarchy.*
- *Learner would be able to correlate the habit and habitat with nutritional, excretory and osmoregulatory structures.*

#### **1.1 Nutrition:**

1.1.1: Comparative study of nutritional apparatus (structure and function): Amoeba, Hydra, Cockroach, Amphioxus, Pigeon and Ruminants.

1.1.2: Physiology of digestion in man.

#### **1.2 Excretion and Osmoregulation:**

1.2.1: Comparative study of excretory and osmoregulatory structures and functions.

- Amoeba - Contractile vacuoles
- Planaria - Flame cells
- Cockroach - Malpighian tubules

1.2.2: Categorization of animals based on principle nitrogenous excretory products

1.2.3: Structure of kidney, uriniferous tubule and physiology of urine formation in man

#### Unit: 2 Respiration and Circulation

(15 Lectures)

##### **Objectives:**

- *To introduce the concepts of physiology of respiration and circulation*
- *To expose the learner to various respiratory and circulatory organs in different classes of organisms.*

##### **Desired outcome:**

- *Learner would understand the increasing complexity of respiratory and circulatory physiology in evolutionary hierarchy.*
- *Learner will be able to correlate the habit and habitat of animals with respiratory and circulatory organs.*

#### **2.1 Respiration:**

2.1.1: Comparative study of respiratory organs (structure and function):

Earthworm, Spider, Any bony fish (Rohu/*Anabas/ Clarius*), Frog and Pigeon.

2.1.2: Structure of lungs and physiology of respiration in man



## 2.2 Circulation:

2.2.1: Comparative study of circulation: (a) Open and Closed type, (b) Single and Double type.

2.2.2: Types of circulating fluids- Water, Coelomic fluid, Haemolymph, Lymph and Composition of blood

2.2.3: Comparative study of hearts (structure and function): Earthworm, Cockroach, Shark, Frog, Crocodile and Pigeon.

2.2.4: Structure and mechanism of working of heart in man.

## Unit: 3 Locomotion, Control and Coordination

(15 Lectures)

### Objectives:

➤ *To expose the learner to various locomotory structures of different classes of organisms.*

➤ *To introduce the concepts of control and coordination mechanism seen in invertebrates and vertebrates.*

➤

### Desired outcome:

➤ *Learner would be acquainted with various locomotory structures found in the animal kingdom.*

➤ *Learner would understand the process of control and coordination by nervous and endocrine regulation.*

## 3.1 Movement and Locomotion:

3.2.1: Locomotory organs- structure and functions of:

a. Pseudopodia in Amoeba (Sol- Gel theory), Cilia in Paramecium

b. legs in cockroach

c. Tube feet in starfish

d. Fins of fish

e. Wings in birds

3.2.2: Structure of striated muscle fibre in human and sliding filament theory

## 3.2 Control and coordination:

3.1.1: Irritability in Paramecium, nerve net in Hydra, nerve ring and nerve cord in earthworm.

3.1.2. Types of neurons based on the structure and function.

3.1.2: Conduction of nerve impulse: Resting potential, Action potential and Refractory period

3.1.3: Synaptic transmission

3.1.4: Neurotransmitters: Types of excitatory and inhibitory neurotransmitters and their functions (Acetylcholine, Epinephrine, Norepinephrine, Histamine, Glutamate, GABA, Serotonin, Dopamine)

## THEORY COURSE – SBSZOO402

### BIOCHEMISTRY & HISTOLOGY

#### Unit 1: Enzymology

(15 Lectures)

##### **Objectives:**

- *To introduce to the learner the fundamental concepts of enzyme biochemistry*
- *To enable the learner realize applications of enzymes in basic and applied sciences.*

##### **Desired outcome:**

- *Learner would understand fundamentals of enzyme classification and structure*
- *Learners would be able to comprehend the mechanism of enzyme action and its kinetics.*

- 1.1** Introduction and Nomenclature: Definition; nomenclature and classification (based on IUB – Enzyme Commission) of enzymes; chemical nature of enzyme, co-factors and co-enzymes.
- 1.2.** Enzyme Action:
  - 1.2.1: Mechanism: Fischer's lock and Key Model, Koshland's induced fit model
  - 1.2.2 Factors affecting enzyme activity –substrate, pH and temperature.
- 1.3** Enzyme Kinetics: Derivation of Michaelis-Menten equation and Lineweaver-Burk plot; Concept and significance of  $K_m$ ,  $V_{max}$
- 1.4** Enzyme Inhibition: Competitive, non-competitive and uncompetitive inhibitors and their kinetics; allosteric regulation.

#### Unit 2 : Molecular Biology

(15 Lectures)

##### **Objectives:**

- *To introduce the learner to the concept of central dogma of molecular biology.*
- *To familiarize the learner with the concept of gene expression and regulation.*
- *Learner will understand the molecular processes involved at gene level*
- *Learner would comprehend and appreciate the regulation of gene expressions*

- 2.1** DNA Replication in a prokaryotic and eukaryotic cell
- 2.2** Characteristics of Genetic code
- 2.3** Transcription in a prokaryotic and eukaryotic cell
- 2.4** Translation in a prokaryotic and eukaryotic cell

### **Unit 3: Histology**

#### **Objective:**

- *To introduce the learner to histological structure of some of the endocrine and exocrine glands*

#### **Desired outcome:**

- *Learner would understand the normal histology of some of the important glands*
- *Learner would be able to interpret changes cellular architecture in research studies like toxicology*

- 3.1 Liver: Normal histology and histopathological changes in hepatic toxicity
- 3.2 Kidney: Normal histology and histopathological changes in nephrotoxicity
- 3.3 Pancreas: Normal histology and histopathological changes in pancreatitis
- 3.4 Adrenal: Normal histology and histopathological changes in adrenopathy
- 3.5 Pituitary: Normal histology and histopathological changes in pituitary adenoma
- 3.6 Thyroid: Normal histology and histopathological changes in thyroid tumours

### **THEORY COURSE – SBSZOO403**

#### **APPLIED ZOOLOGY-II**

### **Unit1: Economic Entomology**

**(15 Lectures)**

#### **Objectives:**

- *To introduce the economic importance of Zoology*

#### **Desired outcome:**

- *Learner would understand the how the study of Zoology impacts the economic world*

**1.1 Honeybee** – Social life and communication, life history, apiculture, pests, enemies, diseases, commercial importance

**1.2 Lac insect** – Life cycle, lac culture, composition and uses of lac

**1.3 Silk moth** – Life history, sericulture, Diseases and control measures ,economic importance

**1.4** Life history and control measures of *Schistocerca gregaria*, Aphids, *Sitophilus oryzae*, *Tribolium confusum*

## 1.5 Methods of insect control

1.5.1 Chemical control by synthetic and natural chemicals

1.5.2 Biological control by *Bacillus thuringiensis*, Entomophagus insects and Parasitic insects

## UNIT 2: Fisheries

(15Lectures)

### Objectives:

- *To orient learners towards various types of Indian fisheries*
- *To impart knowledge regarding the scope of fishery as a resource in India.*

### Desired Outcome:

- *Learner shall appreciate the scope of fishery in India, especially because Mumbai is a coastal region.*
- *Learner will gain information regarding various aspects of fishery industry and may explore this as a future entrepreneurial prospect.*

**2.1** Introduction to fisheries in India – Freshwater, Marine, Brackish

**2.2** Crafts & Gears used on Indian coasts:

3.2.1: Crafts – Dugout, Outrigger, Masula, Catamaran, Satpati, Trawler

3.2.2: Gears – Gill and drift net, Dol net, Cast net, Purse seine, Lines and hooks

**2.3** Fishery biology of commercially important fishes : Catla, Rohu, Catfish, Mackerel, Sardine, Pomfret, Bombay duck

**2.4** Fish Preservation, Processing and value addition

**2.5** SONAR, GPS, Remote Sensing, Tidal and lunar pattern

### **UNIT 3: DAIRY SCIENCE**

**(15Lectures)**

#### ***Objectives:***

- *To comprehend the functioning of various aspects of dairy industry.*
- *To study different indigenous cattle breeds including buffalo breeds of India.*
- *To develop an understanding of the different aspects of dairy processing and dairy product.*

#### **Desired Outcome:**

- *Learner would gain knowledge on the functioning of various aspects of dairy industry, indigenous cattle and buffalo breeds in India.*
- *Learner will gain information regarding various aspects of dairy industry and may explore this as a future entrepreneurial prospect.*

- 3.1** Indian Cattle breeds – Origin, distribution, distinguishing characters and economic uses: Malvi, Hariyana, Deoni, Red Sindhi and Khillari
- 3.2** Indian buffalo breeds - Origin, distribution, distinguishing characters and economic uses: Nagpuri, Bhadawari, Murrah and Jafrabadi
- 3.3** Dairy Processing: Filtration, cooling, chilling, clarification, pasteurization, freezing
- 3.4** Milk and milk products: Composition of milk, Types of milk - . Buffalo milk & Cow milk (A1 and A2), Whole milk and toned milk, Milk products
- 3.5** Dairy development in India: Role of dairy development in rural economy, employment opportunities

## **PRACTICAL COURSE: SBSZOO4**

### **PRACTICAL I**

1. Urine analysis : Normal and Abnormal constituents
2. Detection of ammonia excreted by fish from aquarium water
3. Detection of uric acid from excreta of birds
4. Study of striated and non-striated muscle fibre
5. Study of nutritional apparatus (Amoeba, Hydra, Earthworm, Pigeon and Ruminant stomach)
6. Study of respiratory structures:
  - a. Gills of bony fish and cartilaginous fish
  - b. Lungs of frog
  - c. Lungs of mammal
  - d. Air sacs of Pigeon
7. Study of locomotory organs (Amoeba, Cockroach, Starfish, Fish, and Bird)
8. Study of different types of heart (Cockroach, Shark, Frog, Garden lizard, Crocodile and Mammal)

### **PRACTICAL II**

1. Problems based on molecular biology
2. Effect of varying pH on activity of enzyme Acid Phosphatase
3. Effect of varying enzyme concentration on activity of enzyme Acid Phosphatase
4. Effect of varying substrate concentration on activity of enzyme Acid Phosphatase
5. Effect of inhibitor on the activity of enzyme Acid Phosphatase
6. Study of histology of glands: T.S. of pituitary, thyroid, liver, kidney, pancreas, adrenal (permanent slides)
7. Microtomy: Tissue preservation and fixation, dehydration, infiltration, paraffin embedding and block preparation, sectioning, staining.

### PRACTICAL III

1. Study of Honey Bee:
  - 1.1 Life Cycle of Honey Bee and Bee Hive
  - 1.2 Mouthparts of Honey Bee
  - 1.3 Legs of Honey Bee
  - 1.4 Sting Apparatus of Honey Bee
2. Life cycle of silk moth
3. Life cycle of lac insect and lac
4. Study of *Schistocerca gregaria*, Aphids, *Sitophilus oryzae*, *Tribolium confusum*
5. Study of crafts and gears
6. Study of commercially important fishery (Catla, Rohu, Catfish, Mackerel, Sardine, Pomfret, Bombay duck)
7. Extraction of casein from milk and its qualitative estimation
8. Preparation of paneer, rasgulla, milk chocolate from given milk sample
9. Measurement of density of milk using different samples by Lactometer
10. Breeds of Indian cows and buffaloes
11. Study trip to dairy farm / apiculture centre / fisheries institutes / docks to observe fish landing / aquaculture farms etc.

**N.B. :** The practicals could be conducted by using specimens authorized by the wildlife and such other regulating authorities. However, adhering to the directions as given in the UGC Circular F14-4/2006 (CPP-II), the practicals will be taught by using photographs/audio-visual aids/simulations / models, etc. as recommended by the UGC and as envisaged in the regulations of the relevant monitoring bodies.

## **MODIFIED SCHEME OF EXAMINATION**

**The scheme of examination changed due to COVID Pandemic situation, the teaching as well as examinations to be held through online mode**

**Maximum Marks allotted for each theory course per semester: 100 marks**

**This will have two components as follows:**

(c) Internal assessment of total of Fifty (50) marks per course per semester

(d) External assessment out of Fifty (50) marks per course per semester shall be conducted as semester end theory examination

**Maximum Marks allotted for the entire practical course per semester: 100 marks which will be distributed into the following two examination sessions and conducted as per the given question paper pattern:**

(c) Practical I examination of fifty (50) marks shall be conducted at the end of every semester.

(d) Practical II examination of fifty (50) marks shall be conducted at the end of every semester.

### **PAPER PATTERN OF PRACTICAL EXAMINATION SBSZOOP4**

#### **PRACTICAL I EXAMINATION**

**Duration : 2 hours 30 min**

**Marks: 50**

**Major Question:**

15

Q1. Urine analysis—Normal and abnormal constituents

**Minor Question:**

10

Q2. Detection of ammonia excreted by fish in aquarium water

**OR**

Q2. Detection of uric acid from excreta of Birds

**OR**

Q2. Study of striated and non-striated muscle fibre

Q3. Identification

15

Nutritional apparatus (a & b)

Respiratory structure (c)

Locomotory organ (d)

Type of heart (e)

Q4. Viva voce based on practicals

05

Q5. Certified Journal

05



## PRACTICAL II EXAMINATION

**Duration : 2 hrs 30 min**

**Marks: 50**

**Major Question:**

- Q.1 Demonstrate the effect of (Substrate concentration / pH variation / Enzyme concentration / Inhibitor concentration) on the activity of acid phosphatase enzyme **15**

**Minor Question:**

- Q.2 From the infiltrated tissue prepare block, trim and mount it on the block holder. **10**

**OR**

- Q.2 Mount the ribbon on slide from the given block. **10**

**OR**

- Q.2 Stain the given histological slide and identify the tissue. **10**

- Q.3 Identify and describe a), b) and c) based on permanent slides of mammalian tissue histology **09**

- Q.4 Problems based on Molecular biology (Two) **06**

- Q.5 Viva voce based on practicals **05**

- Q.6 Certified Journal **05**

## PRACTICAL III EXAMINATION

**Duration : 2 hrs 30 min**

**Marks: 50**

**Major Question:**

**10**

**Sketch and Label**

- Q.1 Life cycle of honey bee / Life cycle of silk moth / Life cycle of lac insect

**OR**

- Q.1 Mouth parts of honey bee

**OR**

- Q.1 Legs of honey bee

**OR**

- Q.1 Sting apparatus of honey bee

	<b>Minor Question</b>	<b>06</b>
Q.2	Extraction of casein from milk and its qualitative detection	
	<b>OR</b>	
Q.2	Preparation of paneer from the given milk sample.	
	<b>OR</b>	
Q.2	Measurement of density of different samples of milk by lactometer	
Q3	Identify and describe as per instructions	<b>18</b>
	Fisheries (a & b)	
	Craft / gear (c)	
	Breeds of cows and buffaloes (d & e )	
	Lac / insect pest (f)	
Q4	Report submission based on study trip	<b>06</b>
Q.5	Viva voce based on practicals	<b>05</b>
Q.6	Certified Journal	<b>05</b>