



## **ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION**

(A Statutory body of the Government of Andhra Pradesh)

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### **REVISED SYLLABUS OF B.Sc. (ZOOLOGY) UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21**

#### **PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME**

ZOOLOGY

*(With Learning Outcomes, Unit-wise Syllabus, References, Co-curricular Activities &  
Model Q.P.)*

*For Fifteen Courses of 1, 2, 3 & 4 Semesters)*

**(To be Implemented from 2020-21 Academic Year)**

### Structure of ZOOLOGY Syllabus

(Under CBCS for 4-year B.Sc. Hons. Programme)

(With domain subject covered during the first 4 Semesters with 5 Courses)

YEAR	SEM	PAPER	TITLE	MARKS (100)		CREDITS
				MID SEMESTER	END SEMESTER	
I	I	I	Animal Diversity – I Biology of Non-Chordates	25	75	04
			Practical - I	25	75	01
	II	II	Animal Diversity – II Biology of Chordates	25	75	04
			Practical - II	25	75	01
II	III	III	Cell biology, Genetics, Molecular Biology & Evolution	25	75	04
			Practical - III	25	75	01
	IV	IV	Physiology, Cellular Metabolism & Embryology	25	75	04
			Practical - IV	25	75	01
		V	Immunology & Animal Biotechnology	25	75	04
			Practical - V	25	75	01

## **PROGRAMME: FOUR-YEAR B.Sc. Hons.**

**(With Chemistry, Botany and Zoology Disciplines)**

As per the **National Education Policy, 2019** the **outcomes of Higher Education** include increased critical thinking abilities, higher order thinking and deeper learning, mastery of content, problem solving, team work and communication skills besides general engagement and enjoyment of learning including systematic research in India.

The overall objectives of the learning outcomes-based curriculum framework are to:

- Help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- Enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study.

### **Programme Educational Objectives (PEOs):**

**PEO1 Higher Education:** Empower students to pursue higher studies in various fields of Biology and Chemistry.

**PEO2 Career:** Enable students to pursue careers in Chemical, Biological and related fields as demonstrated by professional success at positions within industry, government, or academia.

**PEO3 Social responsibility:** Enable students to exhibit professionalism, ethical attitude, communication skills and team work in their profession.

### **Program Outcomes (POs):**

The Learning Outcomes of the programme could be in consonance with the Bloom's Taxonomy, which includes –

1. Remember (Lower order)
2. Understand (Lower Order)
3. Apply (Lower Order)
4. Analyze (Higher Order)

5. Evaluate & Problem Solving (Higher Order)
6. Create (Higher Order)

**PO1 Critical thinking:** Able to understand and utilize the principles of scientific enquiry, think analytically, clearly and evaluate critically while solving problems and making decisions during biological study.

**PO2 Effective communication:** Able to formally communicate Scientific ideas and investigations of the biology discipline to others using both oral and written communication skills.

**PO3 Social interaction:** Able to develop individual behaviour and influence society and social structure.

**PO4 Effective citizenship:** Able to work with a sense of responsibility towards social awareness and follow the ethical standards in the society.

**PO5 Ethics:** Ability to demonstrate and discuss ethical conduct in scientific activities.

**PO6 Environment and Sustainability :** Able to understand the impact of biological science in societal and environmental contexts and demonstrate the knowledge for sustainable development.

**PO7 Self-directed and life-long learning:** Able to recognize the need of life-long learning and engage in research and self-education.

**Domain Subject: ZOOLOGY**

*(Syllabus with Outcomes, Co-curricular Activities, References & Model Q.P  
for Five Courses of 1, 2, 3, 4 & 5 Semesters)*

“The domain subject “Zoology”, embracing the fields of Animal diversity, Cell biology, Genetics, evolution, Animal physiology, Biochemistry, Embryology, Immunology, Molecular biology and Ecology gives the student a broad understanding of faunal diversity, various life processes involved in the development of an animal, its functioning, its response to environmental stimuli, molecular basis of life, new technological approach towards life, an insight for the lecturer into research and responsibility of the student towards environment”.

## GENERAL CURRICULAR ACTIVITIES

### ➤ Lecturer-based:

- 1) **Class-room activities:** Organization of Group discussions, question-answer sessions, scientific observations, use of audio-visual aids, guidance programmes, examination and evaluation work (scheduled and surprise tests), quizzes, preparation of question banks, student study material, material for PG entrance examinations etc.
- 2) **Library activities:** Reading books and magazines taking notes from prescribed and reference books and preparation of notes on lessons as per the syllabus; Reading journals and periodicals pertaining to different subjects of study; Making files of news-paper cuttings etc.
- 3) **Lab activities:** Organization of practicals, maintenance of lab attendance registers/log registers, maintenance of glassware and chemicals
- 4) **Activities in the Seminars, workshops and conferences:** Organization of at least one seminar/workshop/conference per academic year either on academic/research aspects and inculcate research spirit among students
- 5) **Research activities:** Student study projects (General / RBPT model), Minor or Major research projects, Research guidance to research scholars, Publication of research articles/papers (at least one in 2 years) in UGC-recognized journals, Registration in Vidwan/Orcid/Scopus/Web of Science
- 6) **Smart Classroom Activities:** Organization of Departmental WhatsApp groups, Edmodo groups/Google Class Rooms/Adobe Spark groups for quick delivery of the subject; Preparation of Moocs content & presentation tube lessons by trained lecturers; Using smart/digital/e- class rooms (mandatory) wherever present; Utilization of youtube videos (subject to copy rights) etc.

➤ **Student-based:**

- 1) **Class-room activities:** Power point presentations, seminars, assignments
- 2) **Library activities:** Visit to library during library hour and preparation of notes
- 3) **Lab activities:** Maintenance of observation note book and record, keeping lab clean and tidy
- 4) **Activities in the Seminars, workshops and conferences:**  
Participation/presentation in seminar/workshop/conference

### **CO-CURRICULAR ACTIVITIES**

**OBJECTIVES:**

The co-curricular activities are aimed at strengthening the theoretical knowledge with an activity related to the content taught in the class room. The aesthetic development, character building, spiritual growth, physical growth, moral values, creativity of the student.

The different types of co-curricular activities relevant to Zoology domain are listed below:

➤ **Academic - based**

- Preparation of Charts/Clay or Thermocol Models
- Debates, Essay Writing Competitions
- Group Discussions
- Departmental (Zoology) magazine
- Formation of Book clubs
- Animal album-making
- Viva-Voce

➤ **Lab/Research –based**

- Digital dissections
- Field Visit/Excursions/Zoological Tours and submission of report
- Training at research centres (aquaculture/apiculture/sericulture etc.)
- Exposure to scientific instruments and hands-on experience

➤ **Value - based**

- Organization of first-aid camp, swachhbharat, cleanliness week, girl-child importance, Nutrition and health awareness etc.

➤ **Observation of Days of National/International Importance**

World Cancer Day (February 4 <sup>th</sup> )	International Biological Diversity Day (May 22 <sup>nd</sup> )
Darwin Day (February 12 <sup>th</sup> )	World Turtle Day (May 23 <sup>rd</sup> )
National Science Day (Feb 28 <sup>th</sup> )	World blood Donor Day (June 14 <sup>th</sup> )
World Wildlife day (March 3 <sup>rd</sup> )	World Zoonoses Day (July 6 <sup>th</sup> )
National Vaccination Day (March 16 <sup>th</sup> )	World Mosquito Day (August 20 <sup>th</sup> )
World Health Day (April 7 <sup>th</sup> )	World Turtle Day (May 23 <sup>rd</sup> )
Earth Day (April 22 <sup>nd</sup> )	World Mosquito Day (August 20 <sup>th</sup> )
Malaria Day (April 25 <sup>th</sup> )	World Animal day (October 4 <sup>th</sup> )
World Hepatitis Day (May 19 <sup>th</sup> )	World Immunization Day (November 10 <sup>th</sup> )

**AP STATE COUNCIL OF HIGHER EDUCATION**

w.e.f. 2020-21 (Revised in April, 2020)

**ZOOLOGY – SEMESTER I**

**PAPER – I: ANIMAL DIVERSITY – BIOLOGY OF NONCHORDATES**

**HOURS: 60 (5X12)**

**Max. Marks: 100**

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**Course Outcomes:** By the completion of the course the graduate should able to –

- CO1** Describe general taxonomic rules on animal classification
- CO2** Classify Protozoa to Coelenterata with taxonomic keys
- CO3** Classify Phylum Platy heminthes to Annelida phylum using examples from parasitic adaptation and vermin composting
- CO4** Describe Phylum Arthropoda to Mollusca using examples and importance of insects and Molluscans
- CO5** Describe Echinodermata to Hemi chordata with suitable examples and larval stages in relation to the phylogeny

**Learning objectives**

1. To understand the taxonomic position of protozoa to helminthes.
2. To understand the general characteristics of animals belonging to protozoa to hemichordata.
3. To understand the structural organization of animals phylum from protozoa to hemichordata.
4. To understand the origin and evolutionary relationship of different phyla from protozoa to hemichordata.
5. To understand the origin and evolutionary relationship of different phylum from annelids to hemichordates.

## ZOOLOGY SYLLABUS FOR I SEMESTER

### PAPER – I: ANIMAL DIVERSITY – BIOLOGY OF NONCHORDATES

HOURS:60 (5X12)

Max. Marks: 100

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#### UNIT I

1.1 Principles of Taxonomy – Binomial nomenclature – Rules of nomenclature

1.2 Whittaker's five kingdom concept and classification of Animal Kingdom.

#### Phylum Protozoa

1.3 General Characters and classification of protozoa up to classes with suitable examples

1.4 Locomotion, nutrition and reproduction in Protozoans

1.5 *Elphidium* (type study)

#### UNIT –II

#### Phylum Porifera

2.1 General characters and classification up to classes with suitable examples

2.2 Skeleton in Sponges

2.3 Canal system in sponges

#### Phylum Coelenterata

2.4 General characters and classification up to classes with suitable examples

2.5 Metagenesis in *Obelia*

2.6 Polymorphism in coelenterates

2.7 Corals and coral reefs

#### Phylum Ctenophora :

2.8 General Characters and Evolutionary significance (affinities)

#### Unit – III

#### Phylum Platyhelminthes

3.1 General characters and classification up to classes with suitable examples

3.2 Life cycle and pathogenicity of *Fasciola hepatica*

3.3 Parasitic Adaptations in helminthes

**Phylum Nemathelminthes**

3.4 General characters and classification up to classes with suitable examples

3.5 Life cycle and pathogenecity of *Ascarislumbricoides*

**Unit – IV**

**Phylum Annelida**

4.1 General characters and classification up to classes with suitable examples

4.2 Evolution of Coelom and Coelomoducts

4.3 Vermiculture - Scope, significance, earthworm species, processing,  
Vermicompost, economic importance of vermicompost

**Phylum Arthropoda**

4.4 General characters and classification up to classes with suitable examples

4.5 Vision and respiration in Arthropoda

4.6 Metamorphosis in Insects

4.7 *Peripatus* - Structure and affinities

4.8 Social Life in Bees and Termites

**Unit – V**

**Phylum Mollusca**

5.1 General characters and classification up to classes with suitable examples

5.2 Pearl formation in Pelecypoda

5.3 Sense organs in Mollusca

**Phylum Echinodermata**

5.4 General characters and classification up to classes with suitable examples

5.5 Water vascular system in star fish

5.6 Larval forms of Echinodermata

**Phylum Hemichordata**

5.7 General characters and classification up to classes with suitable examples

## 5.8 *Balanoglossus* - Structure and affinities

### **Co-curricular activities (suggested)**

- Preparation of chart/model of phylogenic tree of life, 5-kingdom classification, *Elphidium* life cycle etc.
- Visit to Zoology museum or Coral island as part of Zoological tour
- Charts on life cycle of *Obelia*, polymorphism, sponge spicules
- Clay models of canal system in sponges
- Preparation of charts on life cycles of *Fasciola* and *Ascaris*
- Visit to adopted village and conducting awareness campaign on diseases, to people as part of Social Responsibility.
- Plaster-of-paris or Thermocol model of *Peripatus*
- Construction of a vermicompost in each college, manufacture of manure by students and donating to local farmers
- Models of compound eye, bee hive and terminarium (termitaria) by students
- Visit to apiculture centre and short-term training as part of apprenticeship programme of the govt. Of Andhra Pradesh
- Chart on pearl forming layers using clay or Thermocol
- Visit to a pearl culture rearing industry/institute
- Live model of water vascular system
- Phylogeny chart on echinoderm larvae and their evolutionary significance
- Preparation of charts depicting the feeding mechanism, 3 coeloms, tornaria larva etc., of *Balanoglossus*

## REFERENCE BOOKS

1. **L.H. Hyman** '*The Invertebrates*' Vol I, II and V. – M.C. Graw Hill Company Ltd.
2. **Kotpal, R.L. 1988 - 1992** Protozoa, Porifera, Coelenterata, Helminthes, Arthropoda, Mollusca, Echinodermata. Rastogi Publications, Meerut.
3. **E.L. Jordan and P.S. Verma** '*Invertebrate Zoology*' S. Chand and Company.
4. **R.D. Barnes** '*Invertebrate Zoology*' by: W.B. Saunders CO., 1986.
5. **Barrington. E.J.W.**, '*Invertebrate structure and Function*' by ELBS.
- 6 **P.S. Dhami and J.K. Dhami.** Invertebrate Zoology. S. Chand and Co. New Delhi.
7. **Parker, T.J. and Haswell**'*A text book of Zoology*' by, W.A., Mac Millan Co. London.
8. **Barnes, R.D. (1982).** *Invertebrate Zoology, V Edition*"

**ZOOLOGY MODEL PAPER FOR I SEMESTER**

**ZOOLOGY - PAPER - I**

**ANIMAL DIVERSITY – BIOLOGY OF NONCHORDATES**

**Time : 3 hrs**

**Max. Marks : 75**

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**I. Answer any FIVE of the following :**

**5x5=25**

**Draw labeled diagrams wherever necessary**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**II. Answer any FIVE of the following:**

**5x10=50**

**Draw labeled diagrams wherever necessary**

9.

OR

10.

OR

11.

OR

12.

OR

13.

OR

□□□□□

# ZOOLOGY PRACTICAL SYLLABUS FOR I SEMESTER

## ZOOLOGY - PAPER - I

### ANIMAL DIVERSITY - BIOLOGY OF NONCHORDATES

Periods: 24

Max. Marks: 50

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#### Learning Outcomes:

- To understand the importance of preservation of museum specimens
- To identify animals based on special identifying characters
- To understand different organ systems through demo or virtual dissections
- To maintain a neat, labeled record of identified museum specimens

#### Syllabus :

#### 1. Study of museum slides / specimens / models (Classification of animals up to orders)

**Protozoa:** *Amoeba*, *Paramecium*, *Paramecium Binary fission and Conjugation*, *Vorticella*, *Entamoeba histolytica*, *Plasmodium vivax*

**Porifera:** *Sycon*, *Spongilla*, *Euspongia*, *Sycon*- T.S & L.S, Spicules, Gemmule

**Coelenterata:** *Obelia* – Colony & Medusa, *Aurelia*, *Physalia*, *Velella*, *Corallium*, *Gorgonia*, *Pennatulav.*

**Platyhelminthes:** *Planaria*, *Fasciola hepatica*, *Fasciolalarval forms* – Miracidium, Redia, Cercaria, *Echinococcus granulosus*, *Taenia solium*, *Schistosoma haematobium*.

**Nemathelminthes:** *Ascaris* (Male & Female), *Dracunculus*, *Ancylostoma*, *Wuchereria*

**Annelida:** *Nereis*, *Aphrodite*, *Chaetopterus*, *Hirudinaria*, Trochophore larva

**Arthropoda:** *Cancer*, *Palaemon*, *Scorpion*, *Scolopendra*, *Sacculina*, *Limulus*, *Peripatus*, Larvae - Nauplius, Mysis, Zoea, Mouth parts of male & female *Anopheles* and *Culex*, Mouthparts of Housefly and Butterfly. xiii.

**Mollusca:** *Chiton*, *Pila*, *Unio*, *Pteredo*, *Murex*, *Sepia*, *Loligo*, *Octopus*, *Nautilus*, Glochidium larva

**Echinodermata:** *Asterias, Ophiothrix, Echinus, Clypeaster, Cucumaria, Antedon,*  
Bipinnaria larva

**Hemichordata:** *Balanoglossus, Tornaria* larva

## **2. Dissections:**

**1. Prawn:** Appendages, Digestive system, Nervous system, Mounting of Statocyst

**2. Insect Mouth Parts**

**3. Laboratory Record work shall be submitted at the time of practical examination**

**4.** An “**Animal album**” containing photographs, cut outs, with appropriate write up about the above mentioned taxa. Different taxa/ topics may be given to different sets of students for this purpose

**5. Computer - aided techniques should be adopted or show virtual dissections**

## **REFERENCE MANUALS:**

1. Practical Zoology- Invertebrates S.S. Lal

2. Practical Zoology - Invertebrates P.S. Verma

3. Practical Zoology - Invertebrates K.P. Kurl

4. Ruppert and Barnes (2006) Invertebrate Zoology, 8<sup>th</sup> Edition, Holt Saunders International Edition

**AP STATE COUNCIL OF HIGHER EDUCATION**

w.e.f. 2020-21 (Revised in April, 2020)

**ZOOLOGY –SEMESTER II**

**PAPER – II: ANIMAL DIVERSITY – BIOLOGY OF CHORDATES**

**HOURS :60 (5X12)**

**Max. Marks:100**

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**Course Outcomes:**

By the completion of the course the graduate should able to -

**CO1** Describe general taxonomic rules on animal classification of chordates

**CO2** Classify Protochordata to Mammalia with taxonomic keys

**CO3** Understand Mammals with specific structural adaptations

**CO4** Understand the significance of dentition and evolutionary significance

**CO5** Understand the origin and evolutionary relationship of different phyla from Protochordata to mammalia.

**Learning objectives**

1. To understand the animal kingdom .
2. To understand the taxonomic position of Protochordata to Mammalia.
3. To understand the general characteristics of animals belonging to Fishes to Reptilians.
4. To understand the body organization of Chordata.
5. To understand the taxonomic position of Protherian mammals.

## ZOOLOGY SYLLABUS FOR II SEMESTER

### PAPER – II: ANIMAL DIVERSITY – BIOLOGY OF CHORDATES

HOURS: 60 (5X12)

Max. Marks: 100

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#### Unit - I

- 1.1 General characters and classification of Chordata upto classes
- 1.2 Protochordata- Salient features of Cephalochordata , Affinities of Cephalochordata.
- 1.3 Salient features of Urochordata
- 1.4 Structure and life history of *Herdmania*
- 1.5 Retrogressive metamorphosis –Process and Significance

#### Unit - II

- 2.1 Cyclostomata, General characters, Comparison of *Petromyzon* and *Myxine*
- 2.2 Pisces : General characters of Fishes
- 2.3 *Scoliodon*: External features, Digestive system, Respiratory system, Structure and function of Heart, Structure and functions of the Brain.
- 2.4 Migration in Fishes
- 2.5 Types of Scales
- 2.6 Dipnoi

#### Unit - III

- 3.1 General characters of Amphibia
- 3.2 Classification of Amphibia up to orders with examples.
- 3.3 *Rana hexadactyla*: External features, Digestive system, Respiratory system, Structure and function of Heart, structure and functions of the Brain
- 3.4 Reptilia: General characters of Reptilia, Classification of Reptilia upto orders with examples
- 3.5 *Calotes*: External features, Digestive system, Respiratory system, Structure and function of Heart, structure and function of Brain
- 3.6 Identification of Poisonous snakes and Skull in reptiles

## **Unit - IV**

- 4.1 Aves General characters of Aves
- 4.2 *Columba livia*: External features, Digestive system, Respiratory system, Structure and function of Heart, structure and function of Brain
- 4.3 Migration in Birds
- 4.4 Flight adaptation in birds

## **Unit - V**

- 5.1 General characters of Mammalia
- 5.2 Classification of Mammalia upto sub - classes with examples
- 5.3 Comparison of Prototherians, Metatherians and Eutherians
- 5.4 Dentition in mammals

### ***Co-curricular activities (suggested)***

- Preparation of charts on Chordate classification (with representative animal photos) and retrogressive metamorphosis
- Thermocol or Clay models of Herdmania and Amphioxus
- Visit to local fish market and identification of local cartilaginous and bony fishes
- Maintaining of aquarium by students
- Thermocol model of fish heart and brain
- Preparation of slides of scales of fishes
- Visit to local/nearby river to identify migratory fishes and prepare study notes
- Preparation of Charts on above topics by students (Eg: comparative account of vertebrate heart/brain/lungs, identification of snakes etc.)
- Collecting and preparation of Museum specimens with dead frogs/snakes/lizards etc., and/or their skeletons
- Additional input on types of snake poisons and their antidotes (student activity).
- Collection of bird feathers and submission of report on Plumology
- Taxidermic preparation of dead birds for Zoology museum
- Map pointing of prototherian and metatherian mammals
- Chart preparation for dentition in mammals

## REFERENCE BOOKS

- J.Z. Young, 2006. The life of vertebrates. (The Oxford University Press, New Delhi). 646 pages. Reprinted
- Arumugam, N. Chordate Zoology, Vol. 2. SarasPlublication. 278 pages. 200 figs.
- A.J. Marshall, 1995. Textbook of zoology, Vertebrates. (The McMillan Press Ltd., UK). 852 pages. (Revised edition of Parker & Haswell, 1961).
- M. EkambaranathaAyyar, 1973. A manual of zoology. Part II. (S. ViswanathanPvt. Ltd., Madras).
- P.S. Dhama & J.K. Dhama, 1981. Chordate zoology. (R. Chand & Co.). 550 pages.
- Gurdarshan Singh & H. Bhaskar, 2002. Advanced Chordate Zoology. Campus Books, 6 Vols., 1573 pp., tables, figs.
- A.K. Sinha, S. Adhikari & B.B. Ganguly, 1978. Biology of animals. Vol. II. Chordates. (New Central Book Agency, Calcutta). 560 pages.
- R.L. Kotpal, 2000. Modern textbook of zoology, Vertebrates. (Rastogi Publ., Meerut). 632 pages.
- E.L. Jordan & P.S. Verma, 1998. Chordate zoology. (S. Chand & Co.). 1092 pages.
- G.S. Sandhu, 2005. Objective Chordate Zoology. Campus Books, vii, 169 pp.
- Sandhu, G.S. & H. Bhaskar, H. 2004. Textbook of Chordate Zoology. Campus Books, 2 vols., xx, 964 p., figs.
- Veena, 2008. Lower Chordata. (Sonali Publ.), 374 p., tables, 117 figs.

**ZOOLOGY MODEL PAPER FOR II SEMESTER**

**ZOOLOGY - PAPER - II**

**ANIMAL DIVERSITY – BIOLOGY OF CHORDATES**

**Time: 3 hrs**

**Max. Marks: 75**

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**I. Answer any FIVE of the following:**

**5x5=25**

**Draw labeled diagrams wherever necessary**

1. *Amphioxus*
2. Placoid scale
3. Quill feather
4. Prototheria
5. Anadromous migration
6. *Draco*
7. Emu
8. Apoda

**II. Answer any FIVE of the following:**

**5x10=50**

**Draw labeled diagrams wherever necessary**

9. Explain the life history of *Herdmania*

OR

Explain the origin and general characters of chordates

10. Compare the characters of *Petromyzon* and *Myxine*

OR

Describe the structure of heart of *Scoliodon*

11. Describe the brain of *Ranahexadactyla*

OR

Explain the external features of *Calotes*

12. Write an essay on flight adaptations in birds

OR

Explain the respiratory system of *Columba livia*

13. Compare the characters of Metatheria and Eutheria

OR

Write an essay on dentition in mammals

□□□□□

## **ZOOLOGY PRACTICAL SYLLABUS FOR II SEMESTER**

### **ZOOLOGY - PAPER - II**

#### **ANIMAL DIVERSITY - BIOLOGY OF CHORDATES**

Periods: 24

Max. Marks: 50

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#### **Learning Outcomes:**

- To understand the taxidermic and other methods of preservation of chordates
- To identify chordates based on special identifying characters
- To understand internal anatomy of animals through demo or virtual dissections, thus directing the student for “empathy towards the fellow living beings”
- To maintain a neat, labeled record of identified museum specimens

#### **OBSERVATION OF THE FOLLOWING SLIDES / SPOTTERS / MODELS**

1. Protochordata :*Herdmania, Amphioxus, Amphioxus* T.S through pharynx.
2. Cyclostomata :*Petromyzon and Myxine*.
3. Pisces : *Pristis, Torpedo, Hippocoampus, Exocoetus, Echeneis, Labeo, Catla, Clarius, Channa, Anguilla*.
4. Amphibia :*Ichthyophis, Amblystoma, Axolotl larva, Hyla*,
5. Reptilia: *Draco, Chamaeleon, Uromastix, Testudo, Trionyx, Russels viper, Naja, Krait, Hydrophis, Crocodile*.
6. Aves : *Psittacula, Eudynamis, Bubo, Alcedo*.
7. Mammalia: *Ornithorhynchus, Pteropus, Funambulus*.

#### **Dissections-**

1. *Scoliodon* IX and X, Cranial nerves
2. *Scoliodon* Brain
3. Mounting of fish scales

Note: 1. Dissections are to be demonstrated only by the faculty or virtual.

2. Laboratory Record work shall be submitted at the time of practical examination.

**REFERENCE BOOKS:**

1. S.S.Lal, Practical Zoology – Vertebrata
2. P.S.Verma, A manual of Practical Zoology – Chordata

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w.e.f. 2020-21 (Revised in April, 2020)

**ZOOLOGY – SEMESTER III**

**PAPER – III: CELL BIOLOGY, GENETICS, MOLECULAR BIOLOGY AND  
EVOLUTION**

**HOURS:60 (5X12)**

**Max. Marks:100**

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**Course 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 Cell Biology, Animal Biotechnology and Evolution and by the completion of the course the graduate shall able to –

- CO1** To understand the basic unit of the living organisms and to differentiate the organisms by their cell structure.
- CO2** Describe fine structure and function of plasma membrane and different cell organelles of eukaryotic cell.
- CO3** To understand the history of origin of branch of genetics, gain knowledge on heredity, interaction of genes, various types of inheritance patterns existing in animals
- CO4** Acquiring in-depth knowledge on various aspects of genetics involved in sex determination, human karyotyping and mutations of chromosomes resulting in various disorders
- CO5** Understand the central dogma of molecular biology and flow of genetic information from DNA to proteins.
- CO6** 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 for the benefit of the society

## **Learning Objectives**

- To understand the origin of cell and distinguish between prokaryotic and eukaryotic cell
- To understand the role of different cell organelles in maintenance of life activities
- To provide the history and basic concepts of heredity, variations and gene interaction
- To enable the students distinguish between polygenic, sex-linked, and multiple allelic modes of inheritance.
- To acquaint student with basic concepts of molecular biology as to how characters are expressed with a coordinated functioning of replication, transcription and translation in all living beings
- To provide knowledge on origin of life, theories and forces of evolution
- To understand the role of variations and mutations in evolution of organisms

**ZOOLOGY SYLLABUS FOR III SEMESTER**  
**PAPER – III: CELL BIOLOGY, GENETICS, MOLECULAR BIOLOGY AND**  
**EVOLUTION**

**HOURS: 60 (5X12)**

**Max. Marks: 100**

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**Unit – I      Cell Biology**

- 1.1 Definition, history, prokaryotic and eukaryotic cells, virus, viroids, mycoplasma
- 1.2 Electron microscopic structure of animal cell.
- 1.3 Plasma membrane –Models and transport functions of plasma membrane.
- 1.4 Structure and functions of Golgi complex, Endoplasmic Reticulum and Lysosomes
- 1.5 Structure and functions of Ribosomes, Mitochondria, Nucleus, Chromosomes

**(Note: 1. General pattern of study of each cell organelle – Discovery, Occurrence, Number, Origin, Structure and Functions with suitable diagrams)**  
**2. Need not study cellular respiration under mitochondrial functions)**

**Unit – II      Genetics - I**

2. 1 Mendel's work on transmission of traits
2. 2 Gene Interaction – Incomplete Dominance, Codominance, Lethal Genes
2. 3 Polygenes (General Characteristics & examples); Multiple Alleles (General Characteristics and Blood group inheritance)
2. 4 Sex determination (Chromosomal, Genic Balance, Hormonal, Environmental and Haplo-diploidy types of sex determination)
2. 5 Sex linked inheritance (X-linked, Y-linked & XY-linked inheritance)

**Unit – III      Genetics - II**

- 3.1 Mutations & Mutagenesis
- 3.2 Chromosomal Disorders (Autosomal and Allosomal)
- 3.3 Human Genetics – Karyotyping, Pedigree Analysis (basics)
- 3.4 Basics on Genomics and Proteomics

**UNIT IV:      Molecular Biology**

- 4.1 Central Dogma of Molecular Biology

#### 4.2 Basic concepts of -

- a. DNA replication – Overview (Semi-conservative mechanism, Semi-discontinuous mode, Origin & Propagation of replication fork)
- b. Transcription in prokaryotes – Initiation, Elongation and Termination, Post-transcriptional modifications (basics)
- c. Translation – Initiation, Elongation and Termination

#### 4.3 Gene Expression in prokaryotes (Lac Operon); Gene Expression in eukaryotes

### **Unit - V**

#### 5.1 Origin of life

#### 5.2 Theories of Evolution: Lamarckism, Darwinism, Germ Plasm Theory, Mutation Theory

#### 5.3 Neo-Darwinism: Modern Synthetic Theory of Evolution, Hardy-Weinberg Equilibrium

#### 5.4 Forces of Evolution: Isolating mechanisms, Genetic Drift, Natural Selection, Speciation

### **Co-curricular activities (Suggested)**

- Model of animal cell
- Working model of mitochondria to encourage creativity among students
- Photo album of scientists of cell biology
- Charts on plasma membrane models/cell organelles
- 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 grand parents
- Karyotyping and preparation of pedigree charts for identifying diseases in family history
- Charts on chromosomal disorders
- Charts on central dogma/lac operon/genetic code
- Model of semi-conservative model of DNA replication
- Model of tRNA and translation mechanism
- Power point presentation of transcription or any other topic by students
- Draw geological time scale and highlight important events along the time line

- 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:

1. Lodish, Berk, Zipursky, Matsudaria, Baltimore, Darnell 'Molecular Cell Biology' W.H.Freeman and company New York.
2. Cell Biology by De Robertis
3. Bruce Alberts, Molecular Biology of the Cell
4. Rastogi, Cytology
5. Varma & Aggarwal, Cell Biology
6. C.B. Pawar, Cell Biology
7. Gardner, E.J., Simmons, M.J., Snustad, D.P. (2008).Principles of Genetics. VIII Edition. Wiley India.
8. Snustad, D.P., Simmons, M.J. (2009). Principles of Genetics. V Edition. John Wiley and Sons Inc.
9. Klug, W.S., Cummings, M.R., Spencer, C.A. (2012). Concepts of Genetics. X Edition. Benjamin Cummings.
10. Russell, P. J. (2009). Genetics- A Molecular Approach. III Edition. Benjamin Cummings.
11. 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.
12. Ridley, M. (2004). Evolution. III Edition. Blackwell Publishing
13. Molecular Biology by freifelder
14. Instant Notes in Molecular Biology by Bios scientific publishers and Viva Books Private Limited
15. Hall, B. K. and Hallgrimsson, B. (2008). Evolution. IV Edition. Jones and Bartlett Publishers
16. Campbell, N. A. and Reece J. B. (2011). Biology. IX Edition, Pearson, Benjamin, Cummings.
17. Douglas, J. Futuyma (1997). Evolutionary Biology. Sinauer Associates.
18. Minkoff, E. (1983). Evolutionary Biology. Addison-Wesley.
19. James D. Watson, Nancy H. Hopkins 'Molecular Biology of the Gene'
20. Jan M. Savage. Evolution, 2nd ed, Oxford and IBH Publishing Co., New Delhi.
21. Gupta P.K., 'Genetics

**ZOOLOGY MODEL PAPER FOR III SEMESTER**

**ZOOLOGY - PAPER - III**

**CELL BIOLOGY, GENETICS, MOLECULAR BIOLOGY AND EVOLUTION**

**Time : 3 hrs**

**Max. Marks : 75**

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**I. Answer any FIVE of the following :**

**5x5=25**

**Draw labeled diagrams wherever necessary**

- 1.
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**II. Answer any FIVE of the following:**

**5x10=50**

**Draw labeled diagrams wherever necessary**

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## **ZOOLOGY PRACTICAL SYLLABUS FOR III SEMESTER**

### **ZOOLOGY - PAPER - III**

#### **CELL BIOLOGY, GENETICS, MOLECULAR BIOLOGY AND EVOLUTION**

**Periods: 24**

**Max. Marks: 50**

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#### **Learning Objectives:**

- Acquainting and skill enhancement in the usage of laboratory microscope
- Hands-on experience of different phases of cell division by experimentation
- Develop skills on human karyotyping and identification of chromosomal disorders
- To apply the basic concept of inheritance for applied research
- To get familiar with phylogeny and geological history of origin & evolution of animals

#### **I. Cell Biology**

1. Preparation of temporary slides of Mitotic divisions with onion root tips
2. Observation of various stages of Mitosis and Meiosis with prepared slides
3. Mounting of salivary gland chromosomes of *Chironomus*

#### **II. Genetics**

1. Study of Mendelian inheritance using suitable examples and problems
2. Problems on blood group inheritance and sex linked inheritance
3. Study of human karyotypes (Down's syndrome, Edwards, syndrome, Patau syndrome, Turner's syndrome and Klinefelter syndrome)

#### **III. Evolution**

1. Study of fossil evidences
2. Study of homology and analogy from suitable specimens and pictures
3. Phylogeny of horse with pictures
4. Study of Genetic Drift by using examples of Darwin's finches (pictures)
5. Visit to Natural History Museum and submission of report

## REFERENCE BOOKS

1. Burns GW. 1972. *The Science of Genetics. An Introduction to Heredity*. Mac Millan Publ. Co.Inc.
2. Gardner EF. 1975. *Principles of Genetics*. John Wiley & Sons, Inc. New York.
3. Harth and Jones EW. 1998. *Genetics – Principles and Analysis*. Jones and BarHett Publ. Boston.
4. Levine L. 1969. *Biology of the Gene*. Toppan.
5. Pedder IJ. 1972. *Genetics as a Basic Guide*. W. Norton & Company, Inc.
6. Rastogi VB. 1991. *A Text Book of Genetics*.KedarNath Ram Nath Publications, Meerut, Uttar Pradesh, India.
7. Rastogi VB. 1991. *Organic Evolution*.KedarNath Ram Nath Publications, Meerut,Uttar Pradesh, India.
8. Stahl FW. 1965. *Mechanics of Inheritance*. Prentice-Hall.
9. White MJD. 1973. *Animal Cytology and Evolution*. Cambridge Univ.Press.

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w.e.f. 2020-21 (Revised in April, 2020)

**ZOOLOGY – SEMESTER IV**

**PAPER – IV: ANIMAL PHYSIOLOGY, CELLULAR METABOLISM AND  
EMBRYOLOGY**

**HOURS : 60 (5X12)**

**Max. Marks: 100**

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**Course Outcomes:**

This course will provide students with a deep knowledge in Physiology, Cellular metabolism and Molecular Biology and by the completion of the course the graduate shall able to –

**CO1** Understand the functions of important animal physiological systems including digestion, cardio-respiratory and renal systems.

**CO2** Understand the muscular system and the neuro-endocrine regulation of animal growth, development and metabolism with a special knowledge of hormonal control of human reproduction.

**CO3** Describe the structure, classification and chemistry of biomolecules and enzymes responsible for sustenance of life in living organisms

**CO4** Develop broad understanding the basic metabolic activities pertaining to the catabolism and anabolism of various biomolecules

**CO5** Describe the key events in early embryonic development starting from the formation of gametes upto gastrulation and formation of primary germ layers.

## **Learning Objectives**

- To achieve a thorough understanding of various aspects of physiological systems and their functioning in animals.
- To instil the concept of hormonal regulation of physiology, metabolism and reproduction in animals.
- To understand the disorders associated with the deficiency of hormones
- To demonstrate a thorough knowledge of the intersection between the disciplines of Biology and Chemistry.
- To provide insightful knowledge on the structure and classification of carbohydrates, proteins, lipids and enzymes
- To demonstrate an understanding of fundamental biochemical principles such as the function of biomolecules, metabolic pathways and the regulation of biochemical processes
- To make students gain proficiency in laboratory techniques in biochemistry and orient them to apply the scientific method to the processes of experimentation and hypothesis testing.

**ZOOLOGY SYLLABUS FOR IV SEMESTER**  
**PAPER – IV: ANIMAL PHYSIOLOGY, CELLULAR METABOLISM AND**  
**EMBRYOLOGY**

**HOURS: 60 (5X12)**

**Max. Marks: 100**

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**UNIT I      Animal Physiology - I**

1.1 Process of digestion and assimilation

1.2 Respiration - Pulmonary ventilation, transport of oxygen and CO<sub>2</sub>

(Note: Need not study cellular respiration here)

1.3 Circulation - Structure and functioning of heart, Cardiac cycle

1.4 Excretion - Structure and functions of kidney urine formation, counter current  
Mechanism

**UN IT II      Animal Physiology - II**

2.1 Nerve impulse transmission - Resting membrane potential, origin and propagation of action potentials along myelinated and non-myelinated nerve fibers

2.2 Muscle contraction - Ultra structure of muscle, molecular and chemical basis of muscle contraction

2.3 Endocrine glands - Structure, functions of hormones of pituitary, thyroid, parathyroid, adrenal glands and pancreas

2.4 Hormonal control of reproduction in a mammal

**UNIT III      Cellular Metabolism – I (Biomolecules)**

3.1 Carbohydrates - Classification of carbohydrates. Structure of glucose

3.2 Proteins - Classification of proteins. General properties of amino acids

3.3 Lipids - Classification of lipids

3.4 Enzymes: Classification and Mechanism of Action

**UNITIV      Cellular Metabolism – II**

4.1 Carbohydrate Metabolism - Glycolysis, Krebs cycle, Electron Transport Chain, Glycogen metabolism, Gluconeogenesis

4.2 Lipid Metabolism –  $\beta$ -oxidation of palmitic acid

#### 4.3 Protein metabolism - Transamination, Deamination and Urea Cycle

### **Unit – V      Embryology**

- 5.1 Gametogenesis
- 5.2 Fertilization
- 5.3 Types of eggs
- 5.4 Types of cleavages
- 5.5 Development of Frog upto formation of primary germ layers

### **Co-curricular activities (Suggested)**

- Chart on cardiac cycle, human lung, kidney/nephron structure etc.
- Working model of human / any mammalian heart.
- Chart of sarcomere/location of endocrine glands in human body
- Chart affixing of photos of people suffering from hormonal disorders
- Student study projects such as identification of incidence of hormonal disorders in the local primary health centre, studying the reasons thereof and measures to curb or any other as the lecturer feels good in nurturing health awareness among students
- Chart on structures of biomolecules/types of amino acids (essential and non-essential)Chart preparation by students on Glycolysis / kreb's cycle/urea cycle etc.
- Model of electron transport chain
- Preparation of models of different types of eggs in animals
- Chart on frog embryonic development, fate map of frog blastula, cleavage etc.

## **REFERENCE BOOKS**

1. Eckert H. *Animal Physiology: Mechanisms and Adaptation*. W.H. Freeman & Company.
2. Flory E. *An Introduction to General and Comparative Animal Physiology*. W.B. Saunders Co., Philadelphia.
3. Goel KA and Satish KV. 1989. *A Text Book of Animal Physiology*, Rastogi Publications, Meerut, U.P.
4. Hoar WS. *General and Comparative Physiology*. Prentice Hall of India, New Delhi.
5. Lehninger AL, Nelson and Cox. *Principles of Biochemistry*. Lange Medical Publications, New Delhi.
6. Prosser CL and Brown FA. *Comparative Animal Physiology*. W.B. Saunders Company, Philadelphia.
7. Developmental Biology by Balinsky
8. Developmental Biology by Gerard Karp
9. Chordate embryology by Varma and Agarwal
10. Embryology by V.B. Rastogi
11. Austen CR and Short RV. 1980. *Reproduction in Mammals*. Cambridge University Press.
12. Gilbert SF. 2006. *Developmental Biology*, 8<sup>th</sup> Edition. Sinauer Associates Inc., Publishers, Sunderland, USA.
13. Longo FJ. 1987. *Fertilization*. Chapman & Hall, London.
14. Rastogi VB and Jayaraj MS. 1989. *Developmental Biology*. Kedara Nath Ram Nath Publishers, Meerut, Uttar Pradesh.
15. Schatten H and Schatten G. 1989. *Molecular Biology of Fertilization*. Academic Press, New York.

**ZOOLOGY MODEL PAPER FOR IV SEMESTER**

**ZOOLOGY - PAPER - IV**

**ANIMAL PHYSIOLOGY, CELLULAR METABOLISM AND EMBRYOLOGY**

**Time : 3 hrs**

**Max. Marks : 75**

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**I. Answer any FIVE of the following :**

**5x5=25**

**Draw labeled diagrams wherever necessary**

- 1.
- 2.
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**II. Answer any FIVE of the following:**

**5x10=50**

**Draw labeled diagrams wherever necessary**

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## **ZOOLOGY PRACTICAL SYLLABUS FOR IV SEMESTER**

### **ZOOLOGY - PAPER - IV**

#### **ANIMAL PHYSIOLOGY, CELLULAR METABOLISM AND EMBRYOLOGY**

**Periods: 24**

**Max. Marks: 50**

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#### **Learning Objectives:**

- Identification of an organ system with histological structure
- Deducing human health based on the information of composition of blood cells
- Demonstration of enzyme activity *in vitro*
- Identification of various biomolecules of tissues by simple colorimetric methods and also quantitative methods
- Identification of different stages of earl embryonic development in animals

#### **I. ANIMAL PHYSIOLOGY**

1. Qualitative tests for identification of carbohydrates, proteins and fats
2. Study of activity of salivary amylase under optimum conditions
3. T.S. of duodenum, liver, lung, kidney, spinal cord, bone and cartilage
4. Differential count of human blood

#### **II. CELLULAR METABOLISM**

1. Estimation of total proteins in given solutions by Lowry's method.
2. Estimation of total carbohydrate by Anthrone method.
3. Qualitative tests for identification of ammonia, urea and uric acid
4. Protocol for Isolation of DNA in animal cells

#### **III. EMBRYOLOGY**

1. Study of T.S. of testis, ovary of a mammal
2. Study of different stages of cleavages (2, 4, 8 cell stages)
3. Construction of fate map of frog blastula

#### **REFERENCE BOOKS:**

- Harper's Illustrated Biochemistry
- Cell and molecular biology: Concepts & experiments. VI Ed. John Wiley & sons. Inc.
- Lab Manual on Blood Analysis and Medical Diagnostics, S. Chand and Co. Ltd.
- Laboratory techniques by Plummer

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w.e.f. 2020-21 (Revised in April, 2020)

**ZOOLOGY – SEMESTER IV**

**COURSE – 5: IMMUNOLOGY AND ANIMAL BIOTECHNOLOGY**

**HOURS : 60 (5X12)**

**Max. Marks: 100**

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**Course Outcomes:**

This course will provide students with a deep knowledge in immunology, genetics, embryology and ecology and by the completion of the course the graduate shall able to –

- CO1** To get knowledge of the organs of Immune system, types of immunity, cells and organs of immunity.
- CO2** To describe immunological response as to how it is triggered (antigens) and regulated (antibodies)
- CO3** Understand the applications of Biotechnology in the fields of industry and agriculture including animal cell/tissue culture, stem cell technology and genetic engineering.
- CO4** Get familiar with the tools and techniques of animal biotechnology.

**Learning Objectives**

- To trace the history and development of immunology
- To provide students with a foundation in immunological processes
- To be able to compare and contrast the innate versus adaptive immune systems and humoral versus cell-mediated immune responses
- Understand the significance of the Major Histo compatibility Complex in terms of immune response and transplantation
- 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 or recombinant DNA technology in agriculture, production of therapeutic proteins.

- To understand principles of animal culture, media preparation.

**ZOOLOGY SYLLABUS FOR SEMESTER - IV**  
**COURSE – 5: IMMUNOLOGY AND ANIMAL BIOTECHNOLOGY**

**HOURS : 60 (5X12)**

**Max. Marks: 100**

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**Unit – I      Immunology – I (Overview of Immune system)**

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

**Unit – II      Immunology – II (Antigens, Antibodies, MHC and Hypersensitivity)**

- 2.1 Antigens: Basic properties of antigens, B and T cell epitopes, haptens and adjuvants; Factors influencing immunogenicity
- 2.2 Antibodies: Structure of antibody, Classes and functions of antibodies
- 2.3 Structure and functions of major histo compatibility complexes
- 2.4 Exogenous and Endogenous pathways of antigen presentation and processing
- 2.5 Hypersensitivity – Classification and Types

**Unit – III      Techniques**

- 2.1 Animal Cell, Tissue and Organ culture media: Natural and Synthetic media,
- 2.2 Cell cultures: Establishment of cell culture (primary culture, secondary culture, types of cell lines; Protocols for Primary Cell Culture); Established Cell lines (common examples such as MRC, HeLa, CHO, BHK, Vero); Organ culture; Cryopreservation of cultures
- 2.3 Stem cells: Types of stem cells and applications
- 2.4 Hybridoma Technology: Production & applications of Monoclonal antibodies (mAb)

**Unit – IV      Applications of Animal Biotechnology**

- 3.1 Genetic Engineering: Basic concept, Vectors, Restriction Endonucleases and Recombinant DNA technology
- 3.2 Gene delivery: Microinjection, electroporation, biolistic method (gene gun), liposome and viral-mediated gene delivery
- 3.3 Transgenic Animals: Strategies of Gene transfer; Transgenic - sheep, - fish; applications
- 3.4 Manipulation of reproduction in animals: Artificial Insemination, *In vitro* fertilization, super ovulation, Embryo transfer, Embryo cloning

#### **Unit - V**

- 1.1. PCR: Basics of PCR.
- 4.2 DNA Sequencing: Sanger's method of DNA sequencing- traditional and automated sequencing (2 hrs)
- 4.3 Hybridization techniques: Southern, Northern and Western blotting
- 4.4 DNA fingerprinting: Procedure and applications
- 4.5 Applications in Industry and Agriculture: Fermentation: Different types of Fermentation and Downstream processing; Agriculture: Monoculture in fishes, polyploidy in fishes

#### **Co-curricular activities (suggested)**

- 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
- Visit to research laboratory in any University as part of Zoological tour and exposure and/or hands-on training on animal cell culture.
- Visit to biotechnological laboratory in University or any central/state institutes and create awareness on PCR, DNA finger printing and blot techniques or Visit to a fermentation industry or Visit to a local culture pond and submit report on culture of fishes etc.

## **REFERENCE BOOKS**

1. Immunology by Ivan M. Riott
2. Immunology by Kubey
3. Sreekrishna V. 2005. *Biotechnology –I, Cell Biology and Genetics*. New Age International Publ. New Delhi, India.

**ZOOLOGY MODEL PAPER FOR V SEMESTER**

**COURSE – 5: IMMUNOLOGY AND ANIMAL BIOTECHNOLOGY**

**Time: 3 hrs**

**Max. Marks: 75**

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**I. Answer any FIVE of the following:**

**5x5=25**

**Draw labeled diagrams wherever necessary**

- 1.
- 2.
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**II. Answer any FIVE of the following:**

**5x10=50**

**Draw labeled diagrams wherever necessary**

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## **ZOOLOGY PRACTICAL SYLLABUS FOR V SEMESTER**

### **COURSE – 5: IMMUNOLOGY AND ANIMAL BIOTECHNOLOGY**

**Periods: 24**

**Max. Marks: 50**

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#### **Learning Objectives:**

- Acquainting student with immunological techniques vis-à-vis theory taught in the class room
- Interconnect the theoretical and practical knowledge of immunity with the outer world for the development of a healthier life.
- Demonstrate basic laboratory skills necessary for Biotechnology research
- Promoting application of the lab techniques for taking up research in higher studies

#### **I. IMMUNOLOGY**

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
  - a. ELISA
  - b. Immunoelectrophoresis

#### **II. Animal biotechnology**

1. DNA quantification using DPA Method.
2. Techniques: Western Blot, Southern Hybridization, DNA Fingerprinting
3. Separation, Purification of biological compounds by paper, Thin-layer and Column chromatography
4. Cleaning and sterilization of glass and plastic wares for cell culture.
5. Preparation of culture media.

#### **REFERENCE BOOKS**

1. Immunology Lab Biology 477 Lab Manual; Spring 2016 Dr. Julie Jameson

**2. Practical Immunology A Laboratory Manual; LAP LAMBERT Academic Publishing**

3. Manual of laboratory experiments in cell biology by Edward, G

4. Laboratory Techniques by Plummer

**SUBJECT EXPERTS**

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Acharya Nagarjuna University  
Nagarjuna Nagar

Dr.G.Srinivas  
Lecturer in Zoology  
& Co ordinator JKC,  
O/o CCE, Vijayawada

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ANDHRAPRADESH STATE COUNCIL OF HIGHER EDUCATION

(A Statutory body of the Government of Andhra Pradesh)

REVISED UG SYLLABUS UNDER CBCS

(Implemented from Academic Year - 2020-21)

PROGRAMME: FOUR YEAR B.SC. (Hons)

Domain Subject: ZOOLOGY

**Skill Enhancement Courses (SECs) for Semester V, from 2022-23**

(Syllabus with Learning Outcomes, References, Co-curricular Activities & Model Q.P. Pattern)

Structure of SECs for Semester-V

(To choose one pair from the four alternate pairs of SECs)

Univ Code	Course Number	Name of Course	Hours/Week Theory +Practical	Credits Theory+ Practical	Marks	
					IA-20 FW- 05	Sem End T+P
	6A	SUSTAINABLE AQUACULTURE MANAGEMENT	3+3	3+2	25	75+50
	7A	POST HARVEST TECHNOLOGY OF FISH AND FISHERIES	3+3	3+2	25	75+50

OR

	6B	LIVE STOCK MANAGEMENT-I (BIOLOGY OF DAIRY ANIMALS)	3+3	3+2	25	75+50
	7B	LIVE STOCK MANAGEMENT -II (DAIRY PRODUCTION AND MANAGEMENT)	3+3	3+2	25	75+50

OR

	6C	POULTRY MANAGEMENT- I (POULTRY FARMING)	3+3	3+2	25	75+50
	7C	POULTRY MANAGEMENT- II (POULTRY PRODUCTION AND MANGEMENT)	3+3	3+2	25	75+50

OR

	6D	SERI CULTURE -I****	3+3	3+2	25	75+50
	7D	SERI CULTURE -II	3+3	3+2	25	75+50

\*\*\* To be taught by Zoology Teachers

Note: For Semester-V, for the domain subject Zoology, any one of the four pairs of SECs shall be chosen as courses 6 and 7, i.e., 6A & 7A or 6B & 7B or 6C & 7C or 6D & 7D. The pair shall not be broken (ABCD allotment is random, not on any priority basis).

Note-2: One of the main objectives of Skill Enhancement Courses (SEC) is to inculcate skills related to the domain subject in students. The syllabus of SEC will be partially skill oriented. Hence, teachers shall also impart practical training to students on the skills embedded in syllabus citing related real field situations.

Four – year B.Sc. (Hons)  
Domain Subject: **ZOOLOGY**  
IV Year B. Sc.(Hons)–Semester –V

Max. Marks: 100+50

Course6 A: **SUSTAINABLE AQUACULTURE MANAGEMENT**  
(Skill Enhancement Course (Elective), -Credits: 05)

I. Learning Outcomes:

Students at the successful completion of this course will be able to

- Evaluate the present status of aquaculture at the Global level and National level
- Classify different types of ponds used in aquaculture
- Demonstrate induced breeding of carps
- Acquire critical knowledge on commercial importance of shrimps
- Identify fin and shell fish diseases

II. **Syllabus:** (*Total Hours: 90 including Teaching, Lab, Field Skills Training, Unit tests etc.*)

Unit: 1

- 1.1 Present status of Aquaculture – Global and National scenario
- 1.2 Major cultivable species for aquaculture: freshwater, brackish water and marine.
- 1.3 Traditional, extensive, modified extensive, semi-intensive and intensive cultures of fish and shrimp.
- 1.4 Design and construction of fish and shrimp farms

Unit: 2

- 2.1 Functional classification of ponds – head pond, hatchery, nursery ponds
- 2.2 Functional classification of ponds -rearing, production, stocking and quarantine ponds
- 2.3 Need of fertilizer and manure application in culture ponds
- 2.4 Physio-chemical conditions of soil and water optimum for culture (Temperature, depth, turbidity, light, water, PH, BOD, CO<sub>2</sub> and nutrients)

Unit: 3

- 3.1. Induced breeding in fishes
- 3.2. Culture of Indian major carps: Pre-stocking management (Dewatering, drying, ploughing/desilting; Predators, weeds and algal blooms and their control, Liming and fertilization)
- 3.3. Culture of Indian major carps - Stocking management
- 3.4. Culture of Indian major carps - post-stocking management

Unit: 4

- 4.1 Commercial importance of shrimp & prawn
- 4.2 *Macrobrachium rosenbergii*- biology, seed production.
- 4.3 Culture of *L. vannamei* – hatchery technology and culture practices
- 4.4 Mixed culture of fish and prawns

Unit: 5

- 5.1 Viral diseases of Fin Fish & shell fish
- 5.2 Fungal diseases of Fin & Shell fish
- 5.3 Bacterial diseases of Finfish & Shell fish
- 5.4 Prophylaxis in aquaculture

### III. References:

1. Pillay TVR & M.A.Dill, 1979. Advances in Aquaculture. Fishing News Books Ltd., London
2. Stickney RR 1979. Principles of Warm Water Aquaculture. John Wiley & Sons Inc.1981
3. Boyd CE 1982. Water Quality Management for Pond Fish Culture. Elsevier Scientific Publishing Company.
4. Bose AN et.al. 1991. Coastal Aquaculture Engineering. Oxford & IBH Publishing Company Pvt. Ltd.

### Web Links:

1. [http://www.fao.org/fishery/docs/CDrom/FAO\\_Training/FAO\\_Training/General/x6708e/x6708e06.htm](http://www.fao.org/fishery/docs/CDrom/FAO_Training/FAO_Training/General/x6708e/x6708e06.htm)
2. [http://aquaticcommons.org/1666/1/Better-Practice3\\_opt.pdf](http://aquaticcommons.org/1666/1/Better-Practice3_opt.pdf)
3. <https://www.notesonzoology.com/india/fishery/fish-diseases-symptoms-and-control-fishery/871>

## **Course6 A: SUSTAINABLE AQUACULTURE MANAGEMENT PRACTICAL SYLLABUS**

### IV. Learning Outcomes:

On successful completion of this practical course, student shall be able to:

- Identify the characters of Fresh water cultivable species
- Estimate physico chemical characteristics of water used for aquaculture
- Examine the diseases of fin and shell fish
- Suggest measures to prevent diseases in aquaculture

### V. Practical (Laboratory) Syllabus: (30hrs) (Max.50Marks)

1. Fresh water Cultivable species any (Fin & Shell Fish Specimens – Observation of morphological characters by observation and drawings)-5
2. Brackish water cultivable species (Fin & Shell fish- Specimens- Observation of Morphological Character by observing drawing) -5
3. Hands on training on the use of kits for determination of water quality in aquaculture (DO, Salinity, pH, Turbidity- Testing kits to be used for the estimation of various parameters/ Standard procedure can be demonstrated for the same)
4. Demonstration of Hypophysation(Procedure of hypophysation to be demonstrated in the practical lab with any edible fish as model)
5. Viral diseases of Fin & Shell Fish (Observation of his to pathological slides / Charts/ Models of viral pathogens in fin/ shell fish – one edible specimen can be used for observation of same in the laboratory)
6. Bacterial diseases of Fin & Shell Fish (Observation of his to pathological slides / Charts/ Models of Bacterial pathogens in fin/ shell fish – One edible specimen can be used for observation of same in the laboratory)
7. Fungal diseases of Fin & Shell Fish (Observation of his to pathological slides / Charts/ Models of Bacterial pathogens in fin/ shell fish – One edible specimen can be used for observation of same in the laboratory)

## VI. Lab References

1. Boyd CE 1982. Water Quality Management for Pond Fish Culture. Elsevier Scientific Publishing Company
2. [http://www.fao.org/fishery/docs/CDrom/FAO\\_Training/FAO\\_Training/General/x6708e/x6708e06.htm](http://www.fao.org/fishery/docs/CDrom/FAO_Training/FAO_Training/General/x6708e/x6708e06.htm)
3. [http://aquaticcommons.org/1666/1/Better-Practice3\\_opt.pdf](http://aquaticcommons.org/1666/1/Better-Practice3_opt.pdf)
4. <https://www.notesonzooology.com/india/fishery/fish-diseases-symptoms-and-control-fishery/871>

Web resources suggested by the teacher concerned and the college librarian including reading material

## VII. Co-Curricular Activities

- a) **Mandatory:** (*Student training by teacher in field skills: Total 15 hrs., Lab:10 + field 05*)
  1. For Teacher: Training of students by the teacher in laboratory/field for not less than 15 hours on Breeding- Induced breeding in carps -hatchery technology of *L. Vennami*- Farming techniques- disease diagnostic techniques—concepts –Demonstration @ any aqua laboratory
  2. For Student: Students shall (individually) visit a Hatchery/Farm/ Aqua diagnostic center and make careful observations of the process method and implements- protocols and report on the same in 10 pages hand written Fieldwork/Project work Report.
  3. Max marks for Fieldwork/Project work Report: 05.
  4. Suggested Format for Fieldwork/Project work: Title page, student details, index page, details of place visited, observations made, findings and acknowledgements.
  5. (IE).Unit tests.
- b) Suggested Co-Curricular Activities
  1. Preparation of Model/Charts of Cultivable species of fin fish shell fish
  2. Preparation of Model/Chart of Ideal fish Pond- with the standards prescribed.
  3. Observation of aquaculture activities in their area (Observation of any activity related to aquaculture in the vicinity of the college/village)
  4. Preparation of Model – charts of Fin /Shell fish Diseases with eco-friendly material.
  5. Assignments, Group discussion, Seminar, Quiz, Collection of Material, Video preparation etc., Invited lecture

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Four – year B.Sc. (Hons)  
Domain Subject: ZOOLOGY  
IV Year B. Sc.(Hons)–Semester –V

Max Marks: 100+50

Course 7 A: **POSTHARVEST TECHNOLOGY OF FISH AND FISHERIES**  
(Skill Enhancement Course (Elective), - Credits: 05)

I. Learning Outcomes:

Students at the successful completion of this course will be able to

- Identify the types of preservation methods employed in aquaculture
- Choose the suitable Processing methods in aquaculture
- Maintain the standard quality control protocols laid down in aqua industry
- Identify the best Seafood quality assurance system

II. **Syllabus:** *Total Hours: 90 including Teaching, Lab, Field Skills Training, Unit tests etc.)*

Unit – I Handling and Principles of fish Preservation

- 1.1 Handling of fresh fish, storage and transport of fresh fish, post mortem changes (rigor mortis and spoilage), spoilage in marine fish and freshwater fish.
- 1.2 Principles of preservation – cleaning, lowering of temperature, rising of temperature, denudation, use of salt, use of fish preservatives, exposure to low radiation of gamma rays.

Unit – II Methods of fish Preservation

- 2.1 Traditional methods - sun drying, salt curing, pickling and smoking.
- 2.2. Advanced methods – chilling or icing, refrigerated sea water, freezing, canning, irradiation and Accelerated Freeze drying (AFD).

Unit – III Processing and preservation of fish and fish by-products

- 3.1 Fish products – fish minced meat, fish meal, fish oil, fish liquid (ensilage), fish protein concentrate, fish chowder, fish cake, fish sauce, fish salads, fish powder, pet food from trash fish, fish manure.
- 3.2 Fish by-products – fish glue, Using glass, chitosan, pearl essence, shark fins, fish Leather and fish maws.

Unit – IV Sanitation and Quality control

- 4.1 Sanitation in processing plants - Environmental hygiene and Personal hygiene in processing plants.
- 4.2 Quality Control of fish and fishery products – pre-processing control, control during processing and control after processing.

Unit – V Quality Assurance, Management and Certification

- 5.1. Seafood Quality Assurance and Systems: Good Manufacturing Practices (GMPs); Good Laboratory Practices (GLPs); Standard Operating Procedures (SOPs); Concept of Hazard Analysis and Critical Control Points (HACCP) in seafood safety.
- 5.2 National and International standards – ISO 9000: 2000 Series of Quality Assurance System, *Codex Alimentarius*.

### III. References:

1. Santharam R, N Sukumaran and P Natarajan 1987. A manual of aquaculture, Oxford- IBH, NewDelhi
2. Lakshmi Prasad's, Fish Processing Technology 2012, Arjun Publishing House
3. Dr Sunitha Rai, Fish Processing Technology, 2015, Random Publications
4. Safety and Quality Issues in Fish Processing (Woodhead Publishing Series in Food Science, Technology and Nutrition) by H A Bremner
5. K.A Mahanthy, Innovations in Fishing and Fish Processing Technologies, January 2021

### Web Resources:

1. <http://ecoursesonline.iasri.res.in/mod/page/view.php?id=145743>
2. [https://ecourses.icar.gov.in/e-Learningdownload3\\_new.aspx?Degree\\_Id=03](https://ecourses.icar.gov.in/e-Learningdownload3_new.aspx?Degree_Id=03)

## Course 7 A: POSTHARVEST TECHNOLOGY OF FISH AND FISHERIES PRACICAL SYLLABUS

### IV. Learning Outcomes: On successful completion of this practical course, student shall be able to:

- Identify the quality of aqua processed products.
- Determine the quality of fishery by products by observation
- Analyze the protocols of aqua processing methods

### V. Practical(Laboratory) Syllabus:

1. Evaluation of fish/ fishery products for organo leptic, chemical and microbial quality.
2. Preparation of dried, cured and fermented fish products  
For detailed procedure method visit sites:
3. Examination of salt, protein, moisture in dried / cured products
4. Examination of spoilage of dried / cured fish products, marinades, pickles, sauce.
5. Preparation of isinglass, collagen and chitosan from shrimp and crab shell.
6. Developing flow charts and exercises in identification of hazards – preparation of hazard analysis worksheet
7. Corrective action procedures in processing of fish- flow chart- work sheet preparation (\*\* Refer the following web sites for complete procedure method and estimations of above listed practicals)

### VI. References:

1. Dr Sunitha Rai, Fish Processing Technology, 2015, Random Publications
2. [https://ecourses.icar.gov.in/e-Learningdownload3\\_new.aspx?Degree\\_Id=03](https://ecourses.icar.gov.in/e-Learningdownload3_new.aspx?Degree_Id=03)
3. <https://vikaspedia.in/agriculture/fisheries/post-harvest-and-marketing/processing-in-fisheries/fermented-products>
4. <https://krishi.icar.gov.in/jspui/bitstream/123456789/20500/1/Fermentation%20technology%20for%20fish.pdf>
5. <http://jebas.org/00200620122014/Abujam%20et%20al%20JEBAS.pdf>
6. [https://krishi.icar.gov.in/jspui/bitstream/123456789/20770/1/Training%20Manual\\_Hygienic%20drying%20and%20packing%20of%20fish.pdf](https://krishi.icar.gov.in/jspui/bitstream/123456789/20770/1/Training%20Manual_Hygienic%20drying%20and%20packing%20of%20fish.pdf)
7. [https://krishi.icar.gov.in/jspui/bitstream/123456789/20770/1/Training%20Manual\\_Hygienic%20drying%20and%20packing%20of%20fish.pdf](https://krishi.icar.gov.in/jspui/bitstream/123456789/20770/1/Training%20Manual_Hygienic%20drying%20and%20packing%20of%20fish.pdf)
8. [https://agritech.tnau.ac.in/fishery/fish\\_byproducts.html](https://agritech.tnau.ac.in/fishery/fish_byproducts.html)
9. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5352841/>
10. <http://www.fao.org/3/i1136e/i1136e.pdf>
11. <http://www.fao.org/3/x5989e/X5989e01.htm#What%20is%20sensory%20assessment>

Web resources suggested by the teacher concerned and the college librarian including reading material

## VII. Co-Curricular Activities

### a) **Mandatory:** (*Lab/field training of students by teacher (lab 10 + field 05):*)

1. For Teacher: Training of students by the teacher in laboratory/field for not less than 15 hours on various steps of post-harvest techniques of fishes, on the advanced techniques in post-harvest technology – Training of students on other employability skills in the Post-harvest sector of Aquaculture Industry- like Processing, Packing, marketing of processed aqua products.
2. For Student: Students shall (individually) visit - Any fish/shrimp Processing Plant/Packing industry and make observations on post harvesting techniques and submit a brief handwritten Fieldwork/Project work Report with pictures and data /survey in 10 pages.
3. Max marks for Fieldwork/Project work Report: 05.
4. Suggested Format for Fieldwork/Project work: *Title page, student details, index page, details of place visited, observations made, findings and acknowledgements*
5. (IE): Unit tests,

### b) Suggested Co-Curricular Activities

1. Observation of fish/shrimp processing plants – visit web sites of processing companies and record the details of that Unit
  2. Interaction with local fishermen to know the method of preservation and details with the available traditional technology
  3. Collection of web resources on the Quality assurance, quality control measures in Aqua Industries- cross checking the standards during the visit to any processing units.
  4. Assignments, Seminar, Group discussion. Quiz, Collection of Material, Invited lecture, Video preparation etc.,
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Four – year B.Sc. (Hons)  
Domain Subject: ZOOLOGY  
IV Year B. Sc.(Hons)–Semester –V

Max Marks: 100+50

Course6 B: **LIVE STOCK MANAGEMENT-I**  
**(BIOLOGY OF DAIRY ANIMALS)**  
(Skill Enhancement Course (Elective), - Credits: 05)

**I. Learning Outcomes:**

- Students at the successful completion of the course will be able to
- Select the suitable breeds of livestock for rearing
- Relate the anatomy of udder with letdown of milk
- Identify and manipulate the reproductive behavior of cattle
- Inspect the economics of dairy farming
- Apprise the various breeding techniques employed in live stock

**II. Syllabus:** *(Total Hours: 90 including Teaching, Lab, Field Skills Training, Unit tests etc.)*

Unit 1: Livestock census; Breeds of Dairy cattle, Buffaloes and Goats. Indigenous, Exotic and Crossbred Cattle breeds

Unit 2: Anatomy of Udder; Development of udder; Lacto genesis and Galactopoises; Letdown of milk.

Unit 3: Artificial insemination; Oestrous cycle; Symptoms of heat in cows and buffaloes. Conception, Pregnancy diagnosis in cattle. Multi ovulation and embryo transfer technique. Cloning.

Unit4: Economic traits of Dairy cattle. Methods of selection of dairy animals.

Unit5: Systems of Dairy cattle breeding. Inbreeding, out breeding, Cross breeding, Grading up. Breeding systems (Cross breeding of cattle and Grading up of buffaloes).

**III. References:**

1. Textbook of Animal Husbandry-GC Benarjee
2. Handbook of Animal Husbandry –ICAR Edition
3. Principles and practices of Dairy Farm–Jagdish Prasad

Web resources:

1. <http://ecoursesonline.iasri.res.in/course/index.php?categoryid=42>
2. <https://vetsebooks.blogspot.com/p/e-books.html>
3. <https://www.basu.org.in/study-materials/veterinary-science/>
4. <https://vikaspedia.in/agriculture/livestock/cattle-buffalo/breeds-of-cattle-buffalo>

## Course 6 B: LIVE STOCK MANAGEMENT-I-PRACTICAL SYLLABUS (BIOLOGY OF DAIRY ANIMALS)

### IV. Learning Outcomes:

On successful completion of this practical course, student shall be able to

1. Examine the points of dairy cow
2. Understand the behavioral changes of cow during the reproductive period
3. Differentiate the merits and demerits of cross breeds in cattle

### V. Practical(Laboratory) Syllabus:(30hrs) (Max.50Marks)

1. Points dairy cow. (Explanation with observation of charts- Model evaluation to be performed by the student in the laboratory )
2. Identification of different breeds of dairy cattle and buffaloes.( Observation of Charts of breeds in the laboratory- at least 3 breeds should be identified by the students in their locality with video, photo )
3. Male and female reproductive systems of cow – Model/ Chart (Student has to draw a labeled diagram of the male and female reproductive systems of cow – acquire skill to identify the parts).
4. Symptoms of heat in cow (Study and Understanding the physiological symptoms during heat).
5. Artificial in semi nation (Flow chart of implements – Procedure- precautions)
6. Pregnancy diagnosis in cattle.
7. Study comparative merits of cows and buffaloes; zebu and cross bred cows (Examination of merits)

### VI. Lab References:

1. Principles and practices of Dairy Farm–Jadish Prasad
2. Dairy cow points: <https://www.icar.org/Guidelines/05-Conformation-Recording.pdf>
3. Pregnancy test protocol:  
<https://cgspace.cgiar.org/bitstream/handle/10568/109408/Milk%20testing%20lab%20protocol.pdf?sequence=1&isAllowed=y>

Web resources suggested by the teacher concerned and the college librarian including reading material

### VII. Co-Curricular Activities

a) **Mandatory:**(Lab/ field training of students by teacher :(lab:10 + filed: 05):

1. For Teacher: Training of students by the teacher in laboratory/field for not less than 15 hours on principles and practices of dairy industry- breeds –artificial insemination- reproductive behavior of cows etc. as per the syllabus above.
2. For Student: Students shall individually visit to any of the nearby cattle rearing centers/ veterinary hospital/Raithu Bharosa Kendra and make observations of the procedure and quality enhancement activities and submit a handwritten Fieldwork/Project work Report in 10 pages.
3. Max marks for Fieldwork/Project work Report: 05.
4. Suggested Format for Fieldwork/Project work Report: *Title page, student details, index page, details of place visited, observations made, findings and acknowledgements*
5. (IE)Unit tests,

### b) Suggested Co-Curricular Activities

1. Collection of various cattle breed images from the web to prepare a album
2. Visit the sites of Veterinary colleges in India and preparation of brief report on the videos and content/ employment details
3. Sketch a model dairy farm with details
4. Invited lecture and presentation on related topics by experts
5. Seminar, Assignment, Group discussion. Quiz, Collection of Material, Invited lecture, Video preparation etc.

Four – year B.Sc. (Hons)  
Domain Subject: ZOOLOGY  
IV Year B. Sc.(Hons)–Semester –VY

Max Marks: 100+50

**Course 7B: LIVE STOCK MANAGEMENT -II**  
**(DAIRY PRODUCTION AND MANAGEMENT)**  
(Skill Enhancement Course (Elective), - Credits: 05)

I. Learning Outcomes:

Students at the successful completion of the course will be able to

- Identify and suggest the suitable housing system for the dairy farming
- Understand management practices for the dairy farming
- Learn the process of milk pasteurization
- Prepare cream from milk

II. Syllabus: *(Total Hours: 90 including Teaching, Lab, Field Skills Training, Unit tests etc.)*

Unit1: Systems of Housing of Dairy cattle- Loose Housing and Conventional Dairy Barns. Drawing of layouts for dairy cattle dwellings; Criteria for selecting site for establishing Dairy farm buildings; Water requirement of dairy animals.

Unit2: Management of different classes of Dairy animals- Milk producing animals, pregnant animals dry animals, heifers and calves. Management practices for Dairy farm; Identification, Dehorning, Castration, Deworming, Vaccination, Disinfection, and Milking.

Unit 3: (a) Pasteurization of milk: Definition, objects of pasteurization, objections to pasteurization, Principles of heat exchange. Methods of pasteurization: LTLT, HTST and Uperization.  
(b) Sterilization of milk. Homogenization: Factors influencing homogenization

Unit 4: Market milk: Toned milk, double toned milk, Reconstituted milk, Standardized milk and full cream milk–Standards and methods of manufacture.

Unit 5: Cream: Types of cream, composition, methods of cream separation, gravity and centrifugal methods, types of cream separators, factors affecting fat losses in skim milk and fat percentage in cream.

III. References:

1. Textbook of Animal Husbandry-G C Benarjee
2. Handbook of Animal Husbandry –ICAR Edition
3. Principles and practices of Dairy Farm–Jagdish Prasad
4. <http://ecoursesonline.iasri.res.in/course/index.php?categoryid=42>
5. <https://vetsebooks.blogspot.com/p/e-books.html>
6. <https://www.basu.org.in/study-materials/veterinary-science/>
7. <https://vikaspedia.in/agriculture/livestock/cattle-buffalo/breeds-of-cattle-buffalo>

Course 7 B: LIVE STOCK MANAGEMENT -II – **PRACTICAL SYLLABUS**  
(DAIRY PRODUCTION AND MANAGEMENT)

IV. Learning Outcomes:

On successful completion of this practical course, student shall be able to:

- Design a model dairy farm layout
- Understand procedure of milk pasteurization at milk processing centers
- Identify various important management practices in dairy farming

V. **Practical (Laboratory) Syllabus:**(30hrs) (Max.50Marks)

1. Dairy Farm layout ( In the laboratory student has to sketch a dairy farm with all its components )
2. Identification of cows (students have to identify the breeds of cows from the images/charts – have to identify any two breeds in the vicinity of the college/ their locality).
3. Dehorning of calves : (Method - protocol- precautions)
4. Castration of bulls (Method – Apparatus- Time-importance)
5. Deworming of dairy cattle : (Schedule – method- benefits )
6. Pasteurization of milk (Batch Method- procedure- Observation)
7. Sterilization of milk ( In bottle sterilization- procedure – protocol)
8. Cream separation (By gravity method- procedure- hands on experiment)

VI. Lab References

1. Handbook of Animal Husbandry –ICAR Edition
2. Dairy farm layout : <https://www.youtube.com/watch?v=dmukHUEUvKc>
3. Dehorning procedure : <http://www.omafra.gov.on.ca/english/livestock/dairy/facts/09-003.htm>
4. Castration of bulls: <https://vikaspedia.in/agriculture/livestock/general-management-practices-of-livestock/castration-of-ruminants>
5. Deworming: [https://kvk.icar.gov.in/API/Content/PPupload/k0347\\_10.pdf](https://kvk.icar.gov.in/API/Content/PPupload/k0347_10.pdf)
6. Pasteurization of milk : <http://www.jnkvv.org/PDF/08042020170652part%203.pdf>
7. <http://ecoursesonline.iasri.res.in/mod/page/view.php?id=1690>
8. Cream separation: <http://ecoursesonline.iasri.res.in/mod/page/view.php?id=147910>

Web resources suggested by the teacher concerned and the college librarian including reading material

**VII. Co-Curricular Activities**

a) **Mandatory:** (*Lab/field training of students by teacher; lab 10+ field :05*)

1. For Teacher: Training of students by the teacher in laboratory and filed for not less than 15 hours on skills of dairy management – housing-management of dairy animals of various stages- procedure of preparation of marketable milk with procedures like sterilization, pasteurization and other techniques)
2. For Student: Student shall (individually) visit a nearby dairy farm- house hold cattle rearing – make observations on aspects like housing – management – feed- milk- revenue- breed selection- qualities of breed –etc. A handwritten Fieldwork/Project work Report to be submitted in the given format.
3. Max marks for Fieldwork/Project work Report: 05.
4. Suggested Format for Fieldwork/Project work Report: *Title page, student details, index page, details of place visited, observations made, findings and acknowledgements.*
5. (IE)Unit tests.

b) **Suggested Co-Curricular Activities**

1. Sketch model dairy house with details
  2. Web resources on Protocols in the management of stages of cattle
  3. Properties of varieties of milk from the market observation
  4. Assignment, Seminar, Invited lecture, Group discussion. Quiz, Collection of Material, Video preparation etc.
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Course6 C: **POULTRY MANAGEMENT- I (POULTRY FARMING)**  
(Skill Enhancement Course (Elective), - Credits: 05 (3+2))

I. Learning Outcomes:

Students at the successful completion of the course will be able to

- Evaluate the status of Indian Poultry Industry
- Explain the Scientific Poultry keeping
- Compare the diversified Poultry practices
- Inspect the different breeds of chicken

II. **Syllabus:** (Total Hours: 90 including Teaching, Lab, Field Skills Training, Unit tests etc.)

Unit 1 Indian poultry Industry

- 1.1 Importance of poultry farming and poultry development in India.
- 1.2 Present status and future prospectus of poultry Industry
- 1.3 Classification of poultry based on genetics Utility

Unit -2Scientific Poultry Keeping

- 2.1 Modern breeds of Chicken
- 2.2 Present day egg production lines- meat production lines
- 2.3 Mini breeds- dwarfism in mini-Leghorns

Unit-3Diversified Poultry

- 3.1 Ducks and Geese-classification- rearing system-classification-advantages
- 3.2 Guinea fowls - guinea fowl farming in India-Production-varieties
- 3.3 Emu-rearing- Economical aspects-commercial products

Unit-4Desi Chickens:

- 4.1 Indigenous breeds and economical aspects of desi chicken
- 4.2 Indigenous breeds-Aseel-Chittagong-Kadaknath-Bursa
- 4.3 Improved varieties in India – Giriraja-Vanaraja-Girirani-Kalinga brown, Gramapriya, Swarnandhra

Unit -5 Breeds from Central Avian Research Institute – Izatnagar

- 5.1 CARI Nirbheek - CARI- Shyama-HITCARI (Naked Neck Cross)
- 5.2 CARI- Priya Layer, CARI- Sonali Layer,
- 5.3 CARIBRO-VISHAL, CARI-RAINBRO,
- 5.4 Nandanam chicken-I, Nandanam Chicken-II, Nandanm-Quail

III. References:

1. Text Book of Poultry Science, P V Sreenivasaiah, Write and Print Publications, ISBN No. 9788192970592, 8192970590
  2. Poultry Science Practices, Nilothpal Ghosh, CBS Publication & Distributions, 2015
  3. Principles of Poultry Science, 1996, CAB Publishers, ISBN 9780851991221
  4. A Text Book of Animal Husbandry, C. C. Banerjee, Oxford and IBH, Publish Co, ISBN: 9788120412606
- Web sources

1. <https://www.drvet.in/p/e-books.html>

2. <https://byjus.com/biology/animal-husbandry-poultry-farming/>
3. [https://www.helpforag.app/2018/02/livestock-production-and-management-lpm\\_14.html?m=1](https://www.helpforag.app/2018/02/livestock-production-and-management-lpm_14.html?m=1)

Course6 C: POULTRY MANAGEMENT- I (POULTRY FARMING)  
**PRACTICAL SYLLABUS**

IV. Learning Outcomes: On successful completion of this practical course, student shall be able to:

- Identify different types of Poultry rearing practices
- Evaluate the efficacy of different types of poultry practices in maximizing yield
- Understand the importance of different hybrid breeds in poultry

V. Practical(Laboratory) Syllabus:(30hrs) (Max.50Marks)

1. Different types of Poultry rearing (Students has to observe and draw the different types of poultry rearing systems)
2. Different types of poultry Housing - Models / Images/charts
3. Different layer breeds images/charts/ Models (Observation of characters)
4. Types of broilers images/charts/ Models (Identification of important Characters)
5. CARI breeds characters –images/charts
6. Nandanam breeds- images/charts (Identification of characters)

\*\*\* (This practical is 70 % (Web based /virtual) 30% physical: student and teachers must browse the web for the specimens models – write down the important characters based on the web resources)

VI. Lab references

1. A Text Book of Animal Husbandry, C. C. Banerjee, Oxford and IBH, Publish Co, ISBN: 9788120412606

Web resources suggested by the teacher concerned and the college librarian including reading material

VII. **Co-Curricular Activities:**

a) **Mandatory:**(*Student training by teacher in field skills: total15hours (lab:10, field 05)*)

1. For Teacher: Training of students by the teacher in laboratory and field for notlessthan15hours on the techniques of identification of layers, broilers and management practices **in** poultry.
2. For Student: Students shall Individually visit a Poultry farm, make observations and report on the Rearing, Housing, Brooding, Feeding and water management activities. The student shall submit a handwritten Fieldwork/Project work Report on the observations along with pictures in the given format not exceeding 10 pages to teacher.
3. Max marks for Fieldwork/Project work Report: 05.
4. Suggested Format for Fieldwork/Project work: *Title page, student details, index page, details of place visited, observations made, findings and acknowledgements.*
5. Unit tests. (IE)

b) Suggested Co-Curricular Activities

1. Web resources – visiting the web sites of CARI-IZATNAGAR-<https://cari.icar.gov.in>procuring additional information on the poultry breeds
2. Web resources- visiting the web site of NANADANAM [http://www.tanuvas.ac.in/ippmmadhavaram\\_tech.html](http://www.tanuvas.ac.in/ippmmadhavaram_tech.html)
3. Collection of additional data on different types of Poultry breeds
4. Seminar, Assignment, Group discussion. Quiz, Collection of Material, Invited Lecture, Video preparation etc.

Four – year B.Sc. (Hons)  
Domain Subject: ZOOLOGY  
IV Year B. Sc–Semester –VY

Max. Marks: 100+50

**Course 7 C: POULTRY MANAGEMENT -II**  
**(POULTRY PRODUCTION AND MANGEMENT)**  
(Skill Enhancement Course (Elective), - Credits: 05)

I. Learning Outcomes:

Students at the successful completion of the course will be able to

- Suggest measure for Health care in Poultry
- Evaluate the economics of poultry production
- Elaborate the poultry Breeder flock management
- Differentiate the poultry hatchery practices

II. **Syllabus:** *(Total Hours: 90 including Teaching, Lab, Field Skills Training, Unit tests etc.)*

Unit-1 HEALTH CARE

1.1 Common poultry diseases: bacterial, viral, fungal, parasitic and nutritional deficiencies.

1.2 Vaccination schedule for commercial layers and broilers: factors that govern vaccination schedule; vaccination principles type, methods, pre and post vaccination care.

1.3 Disinfection: Types of disinfectants; mode of action; recommended procedure; precaution and handling.

Unit-2 ECONOMICS

2.1 Economics of layer and broiler production

2.2 Projects reports in different systems of rearing for layer & broilers.

2.3 Feasibility studies on poultry rearing- in context of small units and their profitability.

2.4 Export/import of poultry and poultry products.

Unit-3 BREEDER FLOCK MANAGEMENT

3.1 Layer and broiler breeder flock management housing & space requirements.

3.2 Different stage of management during life cycle; Light management during growing and laying period, Artificial insemination.

3.3 Feeding: Feed restriction, separate male feeding. Nutrient requirement of layer and broiler breeders of different age groups.

Unit-4 BREEDER HEALTHCARE

4.1 Vaccination of breeder flock; difference between vaccination schedule of broilers and commercial birds.

4.2 Common diseases of breeders (Infectious and metabolic disorders)-prevention.

4.3 Fertility disorder- etiology, diagnosis and corrective measures. Selection and culling of breeder flocks

Unit-5 HATCHERY PRACTICES

5.1 Management principles of incubation.

5.2 Factors affecting fertility and hatchability. Selection, care and incubation of hatching eggs. Fumigation; sanitation and hatchery hygiene.

5.3 Importance of hatchery records, break even analysis of unhatched eggs.

5.4 Computer applications for hatchery management

III. References:

1. HVS Chauhan, S. Roy, Poultry Diseases, Diagnosis and Treatment, New Age International

Publishers-2018

2. <https://www.drvet.in/p/e-books.html>
3. <https://byjus.com/biology/animal-husbandry-poultry-farming/>
4. [https://www.helpforag.app/2018/02/livestock-production-and-management-lpm\\_14.html?m=1](https://www.helpforag.app/2018/02/livestock-production-and-management-lpm_14.html?m=1)

Course 7C: POULTRY MANAGEMENT –II- **PRACTICAL SYLLABUS**  
(POULTRY PRODUCTION AND MANGEMENT)

IV. Learning Outcomes:

On successful completion of this practical course, student shall be able to:

- Identify Poultry diseases by observation
- Analyze Poultry establishment feasibility
- Understand the Poultry Records

V. Practical(Laboratory) Syllabus:(30hrs) (Max.50Marks)

1. Poultry Viral diseases – Observation of histopathological slides
2. Poultry Fungal Diseases- Observation of histopathological slides
3. Poultry Bacterial Diseases-Observation of histopathological slides
4. Feasibility study of Poultry establishment: (Preparation of feasibility study report with given parameters )
5. Rearing of Layers – (Preparation of Flow chart
6. Rearing of broiler- Flow chart
7. Hatchery records- Model study/analysis- Report with modified data

VI. Lab references :

1. HVS Chauhan, S. Roy, Poultry Diseases, Diagnosis and Treatment, New Age International Publishers-2018
2. Flow chart hatchery : <http://lms.tanuv.ac.in/mod/resource/view.php?id=45106>
3. Feasibility report:  
<https://www.manage.gov.in/stry&fcac/content/19.%20Project%20Report%20on%20Layer%20Poultry.pdf>

Web resources suggested by the teacher concerned and the college librarian including reading material

VII. **Co-Curricular Activities**

a) **Mandatory:**(*Lab/filed training of students by teacher: (lab10+ field 05)*)

1. For Teacher: Training of students by the teacher laboratory and field for not less than 15 hours on skills in different practices employed in poultry with regard to the disease management – analysis of poultry project- preparation of flow chart – Observation of Poultry records – computerization activities
2. For Student: students shall (individually) visit a Layer/ Broiler Poultry farming places (small scale/corporate), make observations on practices- resources – management and marketing - analysis and submit a handwritten Fieldwork/Project work Report of 10 pages with necessary images.
3. Max marks for Fieldwork/Project work Report: 05.
4. Suggested Format for Fieldwork/Project work: *Title page, student details, index page, details of place visited, observations made, findings and acknowledgements.*
6. (IE): Unit tests.

b) **Suggested Co-Curricular Activities**

1. Preparation of Poultry diseases charts
2. Preparation of feasibility report poultry establishment with different variables
3. Seminar, Assignment, Group discussion. Quiz, Collection of Material, Invited Lecture, Video preparation etc.

A.P. State Council of Higher Education  
Semester-wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four – year B.Sc. (Hons)  
Domain Subject: ZOOLOGY  
IV Year B. Sc.(Hons)–Semester –VY

Max. Marks: 100+50

Course6 D: **SERI CULTURE -I\***  
**(BIOLOGY AND CULTIVATION OF MULBERRY)**  
(Skill Enhancement Course (Elective), Credits: 05)

I. Learning Outcomes:

- Students at the successful completion of this course will be able to
- Evaluate the general status of Sericulture in India
- Understand the development of sericulture Botany
- Evaluate the use of Silk worm breeds
- Differentiate among various silkworm breeds
- Apprise the economics of silk rearing

II. Syllabus: (*Total Hours: 90 including Teaching, Lab, Field Skills Training, Unit tests etc.*)

Unit-1A general introduction to Sericulture

1.1 Sericulture map of India: Components of Sericulture.

1.2 Textile fibers: Types- natural and synthetic fibers- types of silk produced in India; Importance of mulberry silk:

1.3 Sericulture organization in India; role of state departments of Sericulture, Central Silk Board and NGOs in Sericulture development

Unit-2Sericultural Botany.

2.1Taxonomy of mulberry and food plants of silkworms: Study of salient features of the families-Marceau.

2.2 Morphology of mulberry: different varieties of mulberry.

2.3 Anatomy of mulberry: internal structure of stem, root and leaf; secondary growth in root and stem.

Unit 3Floral biology of mulberry

3.1 Floral biology of mulberry: Sexual behavior, different types of anthers and ovule in mulberry; micro- and megaspore genesis.

3.2 Development of male and female gametophytes; pollination, fertilization

3.3 Development of endosperm, embryo and seed; polyembryony and parthenocarpy in mulberry.

Unit-4 Silkworm Biology.

4.1 Characteristic features of the order Lepidoptera; detailed study of the families- Saturnidae and Bombycid. Classification of sericigenous insects.

4.2 Classification of silkworms based on moultnism, voltinism and geographical distribution; popular silkworm breeds and hybrids of Karnataka; their economic traits

Unit-5 Morphology and anatomy of reproductive systems of silk moth.

5.1 Life cycle of *Bombyx Mori*; morphology of egg, larva, pupa and adult.

**\* This course shall be completely taught by Zoology faculty.**

### III. References:

1. Hortmann and Kesler (1993) Plant Propagation, principles and practices. Prentice Hall, Hemel Nemstead.
2. Krishna Murthy, N.(1981)Plant growth substances including application in Agriculture. Tata McGraw Hill Pub. Co. Ltd. New Delhi.
3. Shankar, M.A (1998) Handbook on mulberry Nutrition, Multiplex, Bangalore.
4. Subbarao, N.S (1998) Bio fertilizers in Agriculture. Oxford & IBH Pub. Co, Pvt. Ltd, New Delhi.
5. A text Book on Mulberry Crop Protection. Govindaiah, V.P Gupta, D.D Sharma, S. Rajadurai and V. Nishitha Naik, Published by Central Silk Board, Bangalore-68, India.2005.
6. Rajanna L, Das P.K, Ravindra S, Bhogeshha K , Mishra R.K, Singhvi N.R, Katigar R.S and Jayaram H. Mulberry Cultivation and Physiology Central Silk Board, Bangalore, Dec.2005

### Web resources:

1. <http://www.fao.org/3/ad108e/ad108e0a.htm>
2. [https://onlinecourses.swayam2.ac.in/cec19\\_bt05/preview](https://onlinecourses.swayam2.ac.in/cec19_bt05/preview)
3. <https://www.skuastkashmir.ac.in/DisplaySInformation.aspx?id=16&pid=20592>
4. <http://www.fao.org/3/x9895E/x9895e04.htm>
5. <https://www.notesonzoology.com/sericulture/moriculture/common-indian-mulberry-plants-and-their-morphological-characteristics/347>

Web resources suggested by the teacher concerned and the college librarian including reading material

## Course6 D: SERI CULTURE -I – PRACTICAL SYLLABUS

### IV. Learning Outcomes:

On successful completion of this practical course, student shall be able to:

- Develop sericulture map of India
- Develop charts on production of silk
- Examine the popular varieties of mulberry
- Display the silk glands of silk worm

### V. Practical(Laboratory) Syllabus:(30hrs) (Max.50Marks)

1. Sericulture map of India and Karnataka.
2. Preparation of histograms and pie charts on:
3. Production of textile fibers in India.
4. Pie chart on mulberry and non-mulberry silk production in India.
5. Life cycle of *Bombyx mori*- Morphology of egg, larva, pupa and adult of *Bombyx mori*.
6. Sex separation in larva, pupa and adult of the silkworm *Bombyx mori*.
7. Dissection and display of: Digestive system of larva. Silk glands.

VI. Lab References :

1. Rajanna L, Das P.K, Ravindra S, Bhogsha K , Mishra R.K, Singhvi N.R, Katigar R.S and Jayaram H. Mulberry Cultivation and Physiology Central Silk Board, Bangalore, Dec.2005

Web sources suggested by the teacher concerned and the college librarian including reading material

VII. **Co-Curricular Activities :**

a) **Mandatory:** (*Student training by teacher in field skills: total 15hrs, Lab: 10+ filed 05*):

1. For Teacher: Training of students by the teacher in the laboratory and field for not less than 15 hours on the skills of preparation of Sericulture Map of India – identification of Mulberry plants – plantation- observation of Silk worm reproductive biology- observation of silk glands
2. **For Student:** Students shall (individually) visit any local Mulberry Plantation area and Silk worm Rearing center – make observations on plants, procedures and yield. Observations and outcomes shall be submitted as Fieldwork/Project work Report not exceeding 10 pages to teacher in the given format.
3. Max marks for Fieldwork/Project work Report: 05.
4. Suggested Format for Fieldwork/Project work: *Title page, student details, index page, details of place visited, observations made, findings and acknowledgements*
5. (IE) Unit tests.

6. **b) Suggested Co-Curricular Activities**

1. **Webbased :** Collection of additional information of mulberry plants
2. Charts /Models preparation of silkworm developmental stages
7. Seminar, Invited lecture, .Assignment, Group discussion. Quiz, Collection of Material, Video preparation etc.

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Four – year B.Sc.(Hons)  
Domain Subject: ZOOLOGY  
IV Year B. Sc.(Hons)–Semester –VY

Max Marks: 100+50

Course 7 -D: **SERICULTURE -II**  
**(BIOLOGY AND REARING OF SILKWORM)**  
(Skill Enhancement Course (Elective), - Credits: 05)

I. Learning Outcomes:

Students at the successful completion of this course will be able to

- Design low cost rearing house preparation for silk worm rearing
- Formulate procedure of sanitation of rearing house
- Make use of Chawki rearing practice
- Decide and suggest the correct time for harvest
- Develop and Maintain the records related to sericulture

II. Syllabus: *(Total Hours: 90 including Teaching, Lab, Field Skills Training, Unit tests etc.)*

Unit-1

1.1 Rearing house: Location, orientation, plan and utilities; model rearing house; low-cost rearing house.

1.2 Rearing appliances-shelf and shoot rearing; requirements of rearing appliances (per unit rearing of 100dfIs).

Unit-2

2.1 Disinfection of rearing house and rearing appliances; (disinfectants formalin, bleaching powder, chlorine dioxide, slaked lime and iodine compounds);

2.2 Rearing and personal hygiene.

Unit-3

3.1 Incubation- definition, requirement of environmental conditions, incubation devices; identification of stages of development; black boxing and its importance.

3.2 Chawki rearing: Preparation; brushing and its methods; types of chawki rearing - traditional and improved method; optimum environmental conditions; methods and frequency of feeding; methods of bed cleaning; spacing; moulting and care during moult.

Unit -4

4.1 Late age silkworm rearing: Methods; optimum environmental conditions; feeding quantity and frequency; methods of bed cleaning; spacing; moulting and care during moult.

4.2. Identification of spinning larva; spinning; mounting and mounting density; types of mountages, their advantages and disadvantages; environmental requirements during spinning.

Unit -5

5.1 Harvesting: Time of harvesting; sorting, storage/ preservation

5.2 Packaging and transport of cocoons; leaf-cocoon ratio; Maintenance of rearing records.

### III. References:

1. Charley, S.R. (1982). Culture and Sericulture. Academic Press Inc., New York, U.S.A
2. Chowdhury, S.N. (1998) Muga Culture. Central Silk Board, Bangalore, India
3. Dokuhon, Z.S. (1998). Illustrated Textbook on Sericulture. Oxford & IBH publishing Co., Pvt. Ltd. Calcutta.
4. Hamamura, Y. (2001). Silkworm rearing on Artificial Diet. Oxford & IBH publishing Co., Pvt. Ltd. New Delhi.
5. Hasao Aruga (1994). Principles of Sericulture (Translated from Japanese) Oxford & IBH publishing Co., Pvt. Ltd. New Delhi.

### Web Resources:

1. <http://www.fao.org/3/ad108e/ad108e0a.htm>
2. [https://onlinecourses.swayam2.ac.in/cec19\\_bt05/preview](https://onlinecourses.swayam2.ac.in/cec19_bt05/preview)
3. <https://www.skuastkashmir.ac.in/DisplaySInformation.aspx?id=16&pid=20592>

### Course 7 -D: SERICULTURE –II-PRACTICAL SYLLABUS (BIOLOGY AND REARING OF SILKWORM)

### IV. Learning Outcomes:

- On successful completion of this practical course, student shall be able to :
- Appreciate the morphology of silkworm
- Realize the importance of and initiate measures to disinfect the importance of disinfection of rearing houses and rearing appliances
- Differentiate the methods of incubation of silkworm eggs
- Prioritize the records in silkworm rearing

### V. **Practical(Laboratory) Syllabus:(30hrs)(Max.50Marks)**

1. Morphology and structure of silkworm egg, fertilization, Diapause development
2. Rearing house: Location, orientation, plan and utilities; model rearing house; low-cost rearing house.
3. Disinfection of rearing house and rearing appliances;
4. Incubation of silkworm eggs- Methods; black boxing; maintenance of temperature and humidity; Brushing: Methods; chawki rearing; use of paraffin paper and blue polythene sheet.
5. Bed cleaning: use of bed cleaning net and disposal of bed refuses and silkworm litter.
6. Moulting: Identification of moulting larva, care during moulting; mounting and mounting density; harvesting of cocoons; assessment of cocoons; types of mountages;
7. Study the mulberry leaf by graph paper method : ( for calculating the leaf area)

### VI. Lab References

1. HasaoAruga (1994). Principles of Sericulture (Translated from Japanese) Oxford & IBH publishing Co., Pvt. Ltd. New Delhi.

Web resources suggested by the teacher concerned and the college librarian including reading material

**VII. Co-Curricular Activities**

a) **Mandatory:** (*Lab/field training of students by teacher ( lab10+filed5)*)

1. For Teacher: Training of students by the teacher in laboratory and field for notlessthan15hourson the skills/techniques of Rearing of Silk moth
2. For Student: Students shall (individually) visit to Silk worm rearing center and observe all the procedures. He/she shall prepare a Fieldwork/Project work Report on the observations made in the given format not exceeding 10 pages and submit to teacher.
3. Max marks for Fieldwork/Project work Report: 05.
4. Suggested Format for Fieldwork/Project work Report: *Title page, student details, index page, details of place visited, observations made, findings and acknowledgements.*
5. (IE). Unit tests.

b) Suggested Co-Curricular Activities

1. Model Chart preparation of chawki rearing
2. Cocoon collection and observation of characteristics
3. Mountage images / charts preparation
4. Seminar, Invited Lecture, Assignment, Seminar, Group discussion. Quiz, Seminar, Quiz, Collection of Material, Video preparation etc.

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**Suggested Question Paper Pattern**

Semester-wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four – year B.Sc.(Hons)  
Domain Subject: ZOOLOGY  
IV Year B. Sc.(Hons)–Semester –V

Max.Marks:75

Time:3 hrs

**SECTION - A**(Total: 10 Marks)

Very Short Answer Questions (10 Marks: 5x2)

1. ....
2. ....
3. ....
4. ....
5. ....

**SECTION - B** (Total: 5x5=25Marks)

(Answer any Five questions. Each answer carries 5 marks)  
(At least 1 question should be given from each Unit)

- 6. ....
- 7. ....
- 8. ....
- 9. ....
- 10. ....
- 11. ....
- 12. ....
- 13. ....

**SECTION C**

(Total: 4x10 = 40 Marks)(Answer any four questions. Each answer carries 10 marks)  
(At least 1 question should be given from each Unit)

- 14. ....
- 15. ....
- 16. ....
- 17. ....
- 18. ....
- 19. ....

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Draft Syllabus Prepared by;

1. Dr.N. Srinivas, Associate Professor, PR (A) Govt. College, Kakinada.
2. Sri G. Srirangam Mathew, Academic Officer, APSCH, Guntur and
3. Prof. K. Veeraiyah, Professor in Zoology, Acharya Nagarjuna University, Guntur.

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