GENERIC ELECTIVE (GE) COURSES

INDEX

DEPARTMENT OF ZOOLOGY

Common Pool of Generic Electives (GEs)

SYLLABUS

GENERIC ELECTIVES (GE) COURSES
Offered by Department of Zoology

GENERIC ELECTIVES (GE-1): Human Physiology

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Human Physiology	4	2	-	2	12th Pass	Nil	Zoology

Learning Objectives

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

Learning outcomes

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

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

SYLLABUS OF GE-1

Unit I: Tissues (05 Hours)
Types of Tissues; Structure and Function of Epithelial, Connective, Muscular and Nervous tissues.

Unit II: Functioning of Excitable Tissue (Nerve and Muscle) (05 Hours)
Propagation of nerve impulse (myelinated and non-myelinated nerve fibre); Mechanism of muscle contraction (Sliding filament theory).

Unit III: Digestion and Absorption of Food (05 Hours)
Structure and function of digestive system; Digestion and absorption of carbohydrates, fats and proteins.

Unit IV: Respiratory Physiology (04 Hours)

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

Unit V: Cardiovascular System **(04 Hours)**
Structure of heart, Cardiac cycle, Composition of blood

Unit VI: Renal Physiology **(03 Hours)**
Functional anatomy of kidney

Unit VII: Reproductive Physiology **(04 Hours)**
Structure of testis and ovary; Spermatogenesis and Oogenesis.

Practical component (if any) - (60 Hours)
1. Preparation of temporary mount of neurons and blood cells (blood film preparation).
2. Preparation of haemin and haemochromogen crystals.
3. Haemoglobin estimation using Sahli's haemoglobinometer.
4. Determination of ABO Blood group.
5. Recording of blood pressure using a Sphygmomanometer.
6. Examination and detailed study of permanent histological sections of mammalian Stomach, Duodenum, Liver, Lung, Kidney, Pancreas, Testis and Ovary.

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

GENERIC ELECTIVES (GE–3): Economic Zoology

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

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

By studying this course, students will be able to

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

SYLLABUS OF GE-3

UNIT – I Aquaculture **(05 Hours)**

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

UNIT – II Pisciculture **(07 Hours)**

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

UNIT – III Sericulture **(05 Hours)**

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

UNIT – IV Apiculture **(05 Hours)**

Different species of Honeybee, types of beehives - Newton and Langstroth, Bee Keeping equipment, Methods of extraction of honey (Indigenous and Modern) and its processing, Products

of apiculture industry (Honey, Bees Wax, Propolis, Royal jelly, Pollen etc.) and their uses.

UNIT – V Agricultural Crop Pest and Management (08 Hours)

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

Practical component – 60 Hours

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

Essential/recommended readings

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

Suggestive readings

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

GENERIC ELECTIVES (GE-5): Food, Nutrition & HealthZoo-GE-5

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Food Nutrition & Health Zoo-GE-5	04	02	Nil	02	Appeared in Sem II	NIL	Zoology

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

By studying this course, students will be able to

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

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

SYLLABUS OF GE-5

UNIT- 1: Basic concept of food and nutrition (2 hrs)

Components of nutrients (Macronutrients and Micronutrients).

UNIT-2: Dietary sources and physiological functions (6 hrs)

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

UNIT-3: Nutritional requirements (4 hrs)

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

UNIT-4: Concept of a balanced diet (4 hrs)

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

UNIT-5: Health (2 hrs)

Definition and concept of health. Indicators of metabolic health.

UNIT-6: Nutritional deficiencies and disorders (9 hrs)

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

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

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

UNIT-7: Social health problems (3 hrs)

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

Practical (60 hrs)

(Laboratory periods: 15 classes of 4 hours each)

1. To detect adulteration in (a) Ghee (b) Sugar (c) Tea Leaves (d) Turmeric.
2. Study of nutrition labelling of any 5 popular packaged foods.
3. Study and comparison of food pyramids of any 3 popular diet trends with focus on their pros and cons.

4. Ascorbic acid estimation in food by titrimetry.
5. Estimation of calcium in food by titrimetry.
6. Measurement of anthropometric indicators of health (BMI, Waist to hip ratio, Skin fold test).
7. Using RDA values for planning diets of any three different age groups (infants, preschool children, school children, adolescents, adults and elderly).
8. An exercise based on 24-hour food recall of students for quantification and analysis of the macronutrients' and micronutrients' uptake based on the current RDA values (with focus on nutritional status and risk factors).
9. Project Work on the Indian government initiatives focused on nourishment of school children / expectant mothers.

OR

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

Essential/recommended readings

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

Suggested readings:

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

GENERIC ELECTIVES (GE-10): Insect Vector and Disease
Zoo-GE-10

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Insect Vector and Disease Zoo-GE-10	04	02	Nil	02	Passed Class XII with Biology/ Biotechnology	NIL	Zoology

Learning Objectives

The learning objectives of this course are as follows:

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

Learning Outcomes

By studying this course, students will be able to

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

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

SYLLABUS OF GE-10

UNIT- 1: Introduction to Insects **8 hrs**

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

UNIT- 2: Concept of Vectors **5 hrs**

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

UNIT- 3: Dipterans as disease Vectors-I **7 hrs**

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

UNIT- 4: Siphonapterans as disease vectors **5 hrs**

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

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

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

Practical **(60 hrs)**

(Laboratory periods: 15 classes of 4 hours each)

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

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

Essential/recommended readings

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

Suggestive readings

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

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