

Maulana Abul Kalam Azad University of Technology, West Bengal

(Formerly West Bengal University of Technology)

Syllabus for B. Tech in Civil Engineering

(Applicable from the academic session 2018-2019)

SEMESTER -III (2ND YR)

CE(BS)301	Biology (Biology for Engineers)	2L + 1T =	3 Credits
Module 1	<p>Introduction Bring out the fundamental differences between science and engineering by drawing a comparison between eye and camera, Bird flying and aircraft. Mention the most exciting aspect of biology as an independent scientific discipline. Why we need to study biology? Discuss how biological observations of 18th Century that lead to major discoveries. Examples from Brownian motion and the origin of thermodynamics by referring to the original observation of Robert Brown and Julius Mayer. These examples will highlight the fundamental importance of observations in any scientific inquiry.</p> <p>Purpose: To convey that Biology is as important a scientific discipline as Mathematics, Physics and Chemistry</p>		2L
Module 2	<p>Classification Hierarchy of life forms at phenomenological level. A common thread weaves this hierarchy Classification. Discuss classification based on (a) cellularity- Unicellular or multicellular (b) ultrastructure- prokaryotes or eucaryotes. (c) energy and Carbon utilization -Autotrophs, heterotrophs, lithotropes (d) Ammonia excretion – aminotelic, uricotelic, ureotelic (e) Habitataquatic or terrestrial (e) Molecular taxonomy- three major kingdoms of life. A given organism can come under different category based on classification. Model organisms for the study of biology come from different groups. E.coli, S.cerevisiae, D. Melanogaster, C. elegans, A. Thaliana, M. musculus</p> <p>Purpose: To convey that classification <i>per se</i> is not what biology is all about. The underlying criterion, such as morphological, biochemical or ecological be highlighted.</p>		3L
Module 3	<p>Genetics Mendel's laws, Concept of segregation and independent assortment. Concept of allele. Gene mapping, Gene interaction, Epistasis. Meiosis and Mitosis be taught as a part of genetics. Emphasis to be give not to the mechanics of cell division nor the phases but how genetic material passes from parent to offspring. Concepts of recessiveness and dominance. Concept of mapping of phenotype to genes. Discuss about the single gene disorders in humans. Discuss the concept of complementation using human genetics.</p> <p>Purpose: To convey that “Genetics is to biology what Newton’s laws are to Physical Sciences”</p>		4L
Module 4	<p>Biomolecules Molecules of life. In this context discuss monomeric units and polymeric structures. Discuss about sugars, starch and cellulose. Amino acids and proteins. Nucleotides and DNA/RNA. Two carbon units and lipids.</p> <p>Purpose: To convey that all forms of life has the same building blocks and yet the manifestations are as diverse as one can imagine</p>		4L
Module 5	<p>Enzymes Enzymology: How to monitor enzyme catalyzed reactions. How does an enzyme catalyzes reactions. Enzyme classification. Mechanism of enzyme action. Discuss at least two examples. Enzyme kinetics and kinetic parameters. Why should we know these parameters to understand biology? RNA catalysis.</p> <p>Purpose: To convey that without catalysis life would not have existed on earth</p>		4L
Module 6	<p>Information Transfer Molecular basis of information transfer. DNA as a genetic material. Hierarchy of DNA structure from single stranded to double helix to nucleosomes. Concept of genetic code. Universality and degeneracy of genetic code. Define gene in terms of complementation and recombination.\</p> <p>Purpose: The molecular basis of coding and decoding genetic information is universal</p>		4L
Module 7	<p>Macromolecular analysis Proteins- structure and function. Hierarch in protein structure. Primary secondary, tertiary and quaternary structure. Proteins as enzymes, transporters, receptors and structural elements.</p> <p>Purpose: How to analyses biological processes at the reductionistic level</p>		5L
Module 8	<p>Metabolism Thermodynamics as applied to biological systems. Exothermic and endothermic versus endergonic and exergonic reactions. Concept of Keq and its relation to standard free energy. Spontaneity. ATP as an energy currency. This should include the breakdown of glucose to CO₂ + H₂O (Glycolysis and Krebs cycle) and synthesis of glucose from CO₂ and H₂O (Photosynthesis). Energy yielding and energy consuming reactions. Concept of Energy charge</p> <p>Purpose: The fundamental principles of energy transactions are the same in physical and biological world.</p>		4L
Module 9	<p>Microbiology Concept of single celled organisms. Concept of species and strains. Identification and classification of microorganisms. Microscopy. Ecological aspects of single celled organisms. Sterilization and media compositions. Growth kinetics.</p>		3L
Reference	1) Biology: A global approach: Campbell, N. A.; Reece, J. B.; Urry, Lisa; Cain, M, L.; Wasserman, S. A.; Minorsky, P. V.; Jackson, R. B. Pearson Education Ltd		

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| | <p>2) Outlines of Biochemistry, Conn, E.E; Stumpf, P.K; Bruening, G; Doi, R.H., John Wiley and Sons
3) Principles of Biochemistry (V Edition), By Nelson, D. L.; and Cox, M. M.W.H. Freeman and Company
4) Molecular Genetics (Second edition), Stent, G. S.; and Calender, R.W.H. Freeman and company,Distributed by Satish Kumar Jain for CBS Publisher
5) Microbiology, Prescott, L.M J.P. Harley and C.A. Klein 1995. 2nd edition Wm, C. Brown Publishers</p> | |
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