

Maulana Abul Kalam Azad University of Technology, West Bengal*(Formerly West Bengal University of Technology)***Syllabus for B. Tech in Computer Science & Engineering**

(Applicable from the academic session 2018-2019)

Biology**Code: BSC 401****Contacts: 2L+1T**

| Name of the Course: | Biology |
|----------------------|--|
| Course Code: BSC-401 | Semester: IV |
| Duration: 6 months | Maximum Marks:100 |
| Teaching Scheme | Examination Scheme |
| Theory: 2hrs./week | Mid Semester exam: 15 |
| Tutorial: 1 hour | Assignment and Quiz: 10 marks |
| | Attendance: 5 marks |
| Practical: NIL | End Semester Exam: 70 Marks |
| Credit Points: | 3 |
| Objective: | |
| 1 | Bring out the fundamental differences between science and engineering |
| 2 | Discuss how biological observations of 18 th Century that lead to major discoveries |
| Pre-Requisite: | |
| 1 | Basic knowledge of Physics ,Chemistry and mathematics |

| Unit | Content | Hrs/Unit | Marks/Unit |
|------|---|----------|------------|
| 1 | To convey that Biology is as important a scientific discipline as Mathematics, Physics and Chemistry 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 18 th 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 Mayor. These examples will highlight the fundamental importance of observations in any scientific inquiry. | 2 | |
| 2 | The underlying criterion, such as morphological, biochemical or ecological be highlighted. 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) | 3 | |

| | | | |
|----|---|---|--|
| | energy and Carbon utilisation -Autotrophs, heterotrophs, lithotrophs (d) Ammonia excretion – aminotelic, uricotelic, ureotelic (e) Habitata- aquatic 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 | | |
| 3 | To convey that “Genetics is to biology what Newton’s laws are to Physical Sciences” 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. | 4 | |
| 4. | Biomolecules: To convey that all forms of life have the same building blocks and yet the manifestations are as diverse as one can imagine 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. | 4 | |
| 5 | Enzymes: To convey that without catalysis life would not have existed on earth Enzymology: How to monitor enzyme catalysed reactions. How does an enzyme catalyse 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. | 4 | |
| 6 | Information Transfer:The molecular basis of coding and decoding genetic information is universal Molecular basis of information transfer. DNA as a genetic material. Hierarchy of DNA | 4 | |

| | | | |
|---|--|---|--|
| | 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. | | |
| 7 | Macromolecular analysis: How to analyse biological processes at the reductionist level Proteins- structure and function. Hierarch in protein structure. Primary secondary, tertiary and quaternary structure. Proteins as enzymes, transporters, receptors and structural elements. | 5 | |
| 8 | Metabolism: The fundamental principles of energy transactions are the same in physical and biological world. Thermodynamics as applied to biological systems. Exothermic and endothermic versus endergonic and exergoic reactions. Concept of K_{eq} and its relation to standard free energy. Spontaneity. ATP as an energy currency. This should include the breakdown of glucose to $CO_2 + H_2O$ (Glycolysis and Krebs cycle) and synthesis of glucose from CO_2 and H_2O (Photosynthesis). Energy yielding and energy consuming reactions. Concept of Energy charge | 4 | |
| 9 | 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. | 3 | |

Text books/ reference books:

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
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

Course Outcomes:

On completion of the course students will be able to

BSC-401.1 Describe how biological observations of 18th Century that lead to major discoveries.

BSC-401.2 Convey that classification *per se* is not what biology is all about but highlight the underlying

criteria, such as morphological, biochemical and ecological

BSC-401.3 Highlight the concepts of recessiveness and dominance during the passage of genetic material

from parent to offspring

BSC-401.4 Convey that all forms of life have the same building blocks and yet the manifestations are as

diverse as one can imagine

BSC-401.5 Classify enzymes and distinguish between different mechanisms of enzyme action.

BSC-401.6 Identify DNA as a genetic material in the molecular basis of information transfer.

BSC-401.7 Analyse biological processes at the reductionistic level

BSC-401.8 Apply thermodynamic principles to biological systems.

BSC-401.9 Identify and classify microorganisms.
