

**B.L.D.E. ASSOCIATION'S
S.B.ARTS & KCP SCIENCE COLLEGE, VIJAYAPUR**

DEPARTMENT OF ZOOLOGY

**ONE DAY WORKSHOP 2019-20
CURRICULUM DESIGN AND DEVELOPMENT**

Date : 28/07/2019

Venue : Zoology lab

Sunday 28th July 2019 11.00 am

B.L.D.E.Association's
SB ARTS AND KCP SCIENCE COLLEGE, VIJAYAPUR
INTERNAL QUALITY ASSURANCE CELL (IQAC)

Organizes

One –Day Workshop on Curriculum Design & Development
28th July 2019

PROGRAMME

| | |
|--|--|
| Registration | : 10.00 am to 10.30 am |
| Inaugural Ceremony | : 10.30 am to 11.00 am |
| Prayer | |
| Welcome Speech | : Prof.G.M.Meti |
| Bouquet presentation | |
| - President | : Prin.Dr.K.G.Pujari |
| - Chief Guest & Inaugurator | : Dr.M.B.Mulimani |
| - IQAC Coordinator | : Dr.U.S. Pujar |
| - Organizing Coordinator | : Prof.G.M.Meti |
| Inauguration | : By Dr. M.B.Mulimani-Watering the plant |
| Chief Guest Speech | : By Dr.M.B.Mulimani |
| Presidential Remark | : By Dr.K.G.Pujari |
| Vote of Thanks | : By Dr.U.S.Pujar |

Technical Session

(Physics, Chemistry, Botany, Zoology & Statistics)

Time: 11.00 am to 01.00 am

Workshop

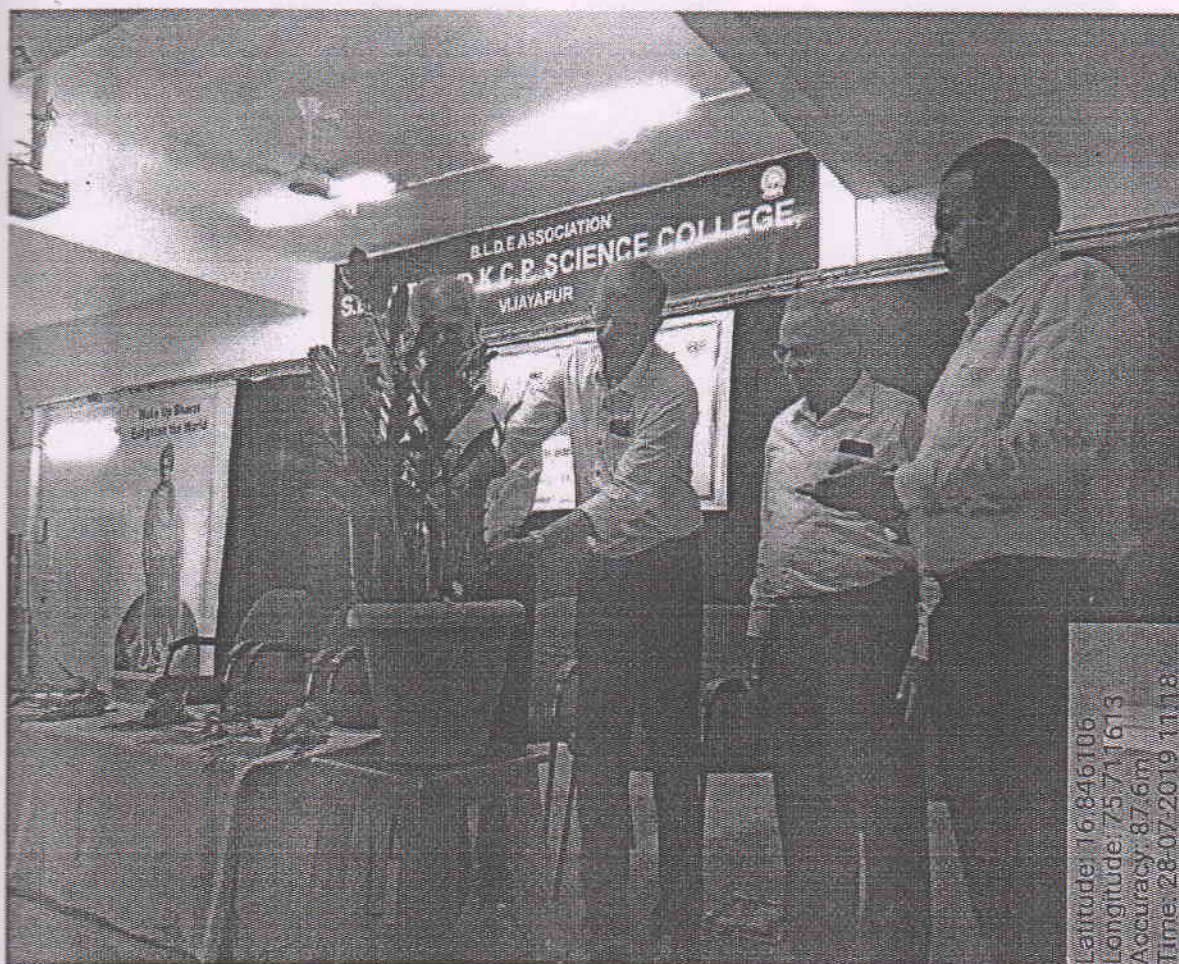
UAC has decided to introduce ECTS in higher education system to improve the quality of education and it has also required a model syllabus which will be similar to that of the European Union. The Ministry of Education has given the following guidelines to add or change the syllabus in the subject of Physics. The Ministry of Education has decided to introduce the ECTS in all affiliated colleges. Prior to the draft syllabus a One day workshop was organized by UAC in our college on 07th July 2019 at the college hall. A workshop was held for following subjects: Physics, Chemistry, Botany, Zoology and English.

Contents

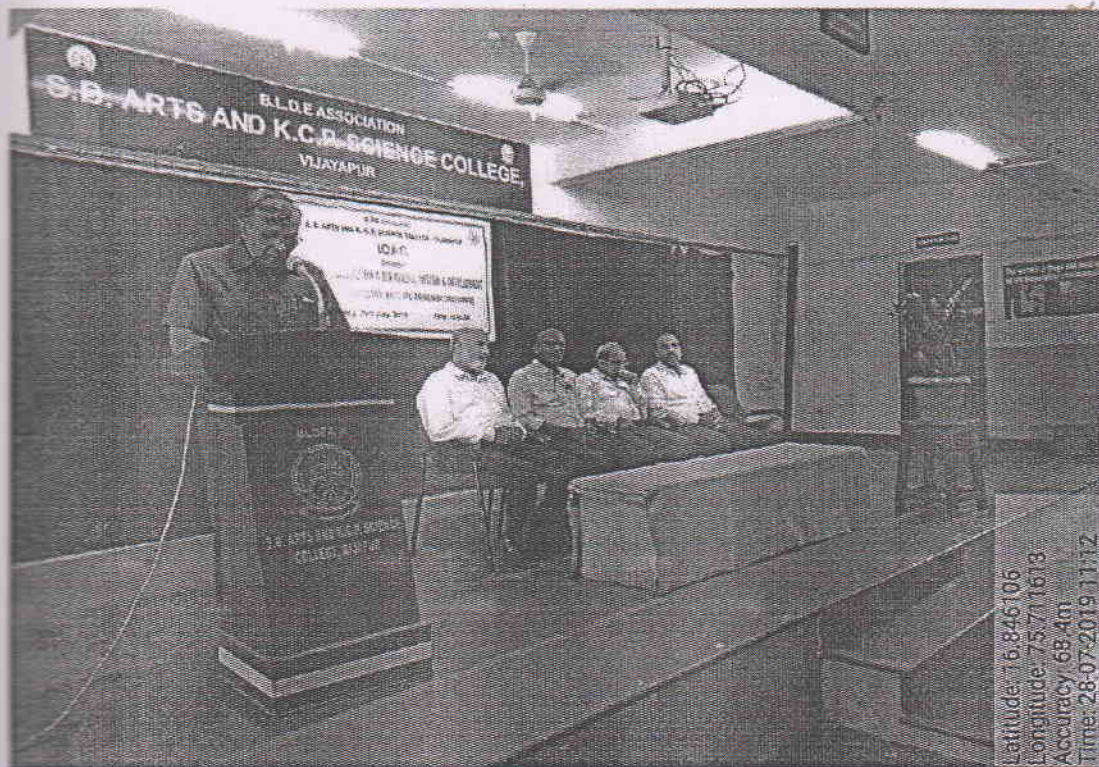
1. About The workshop
2. List of Participants
3. Draft Syllabus
4. Outcome of Workshop
5. Feedback

About workshop:

UGC has decided to introduce CBCS in higher education system to improve the quality of education and it has also Proposed a model syllabus which will be similar all over the country and has given the option to universities to add or change or Modify in this referred syllabi around 20%.The Rani Channamma University has decided to introduce the CBCS in all its affiliated colleges. Prior to this Draft syllabus a One day workshop is organized by IQAC in our college on 28th July 2019 at seminar hall. A workshop was held for following subjects: Physics, Chemistry, Botany, Zoology and Statistics.



Prof.M.B.Mulimani Principal BHS Arts and TGP science college Jamakhandi , inaugurated the workshop by watering the plant. Dr.Z.S.Qureshi principal Anjuman arts science and commerce college Vijayapur was the Chief Guest of the function and Dr. K.G.Pujari principal, S B Arts and KCP science college Vijayapur was president of the workshop .Faculties from Various Degree colleges participated in the workshop.



Department of the
Zoology
S.B. Arts & K.C.P. Science College.

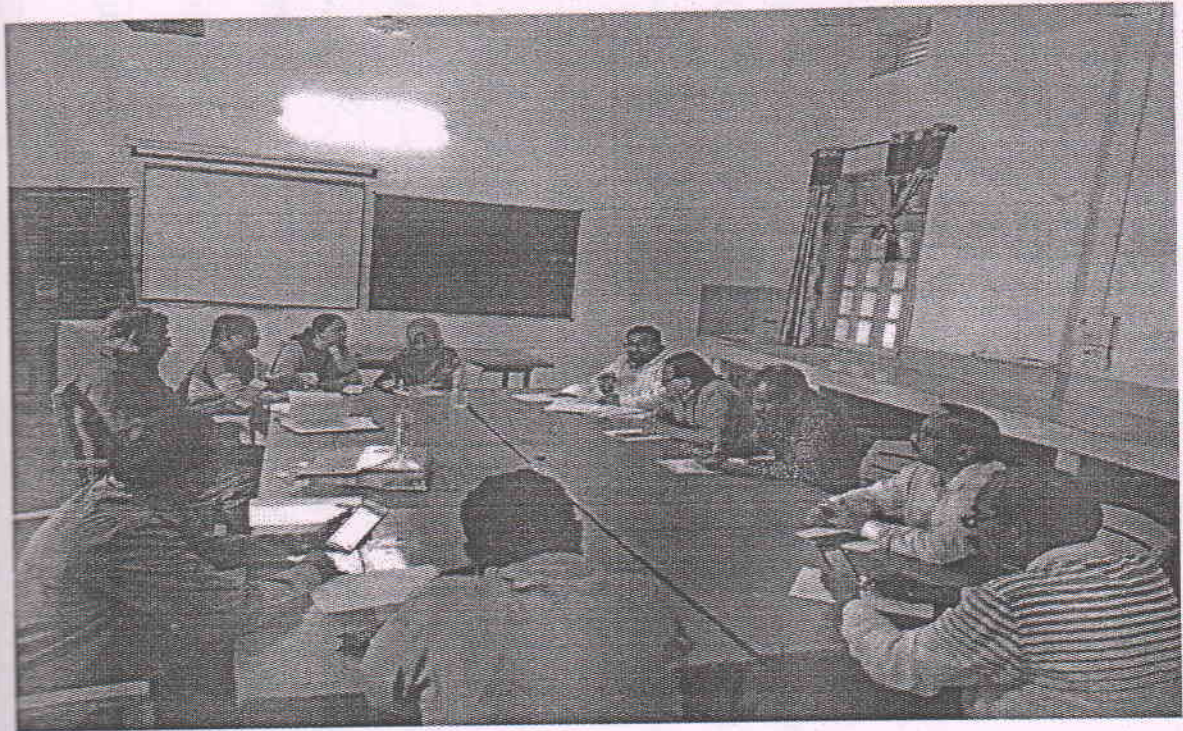
[Handwritten signature]

IQAC, Co-ordinator
S.B.Arts & K.C.P.Science College,
Vijayapur.

[Handwritten signature]

Principal,
S. B. Arts & KCP Sc. College,
Bijapur

Zoology subject workshop took place in zoology laboratory at 11.00am, after a common inaugural function of the workshop. The participants were highly enthusiastic and gave their valuable suggestions about new system and also suggested some changes in zoology Draft syllabus.



Subj
Head of the
Department of Zoology
S.B. Arts & K.C.P. Science College,
Vijayapur.

IQAC, Co-ordinator
S.B.Arts & K.C.P.Science College,
Vijayapur.

Principal,
S. B. Arts & KCP Sc. College,
Bijapur

One day workshop on Curriculum and Designing in ZOOLOGY on 28th July 2019

Participants' Attendance

| Sl.No | Participants name | Institution | Mobile No | E mail ID | Signature |
|-------|------------------------|--|------------|-------------------------------|-----------|
| 1 | S.G. Rebinal | Shri Shiyado; science college | 944971978 | shivashankarrebina@gmail.com | |
| 2 | Prof. D.M. Sureshetti | G.P. Porwal College Sindgi | 9845498918 | Amreshetti@gmail.com | |
| 3 | Prof. M.S. Yadawade | Shivanand College, Kagwad | 9448921158 | msyadawade@gmail.com | |
| 4 | Prof. D.M. Patil | G.P. Porwal College Sindgi | 9611032604 | patildandppingand@gmail.com | |
| 5 | R.G. Vastred | M.G.V.C. College Muddabihal | 9480249304 | Kr Vastred@gmail.com | |
| 6 | Dr. M.G. Ghodeswar. | Anjuman Arts, Sci & Comm College Vijayapur | 9448644980 | drmkghodeswar@gmail.com | |
| 7 | Prof. (SHR) V.S. PATIL | S.B. ARTS & K.C.P. SC. COLLEGE Vijayapur | 9980250040 | vs.patil.bratar@gmail.com | |
| 8 | G.M. Mesh | S.B. Arts & KCP Science College, Vijayapur | 9248917320 | metigam@gmail.com | |
| 9 | Smt K.G. Hiremath | M.G.V.C. College Muddabihal | 9449325227 | Kr Hiremath@gmail.com | |
| 10 | Smt. Soma. R. Kolhar | Anjuman, Arts, Sci & Comm Collg. Vijayapur | 9686781894 | Sanakolhar.sk@gmail.com | |
| 11 | S.B. Sawalgaji | S.B. Arts & K.C.P. SC. COLLEGE Vijayapur | 9448947318 | shirameshysawalgaji@gmail.com | |
| 12 | B.S. Bagav | " " | 9448892595 | babubagavali987@gmail.com | |
| 13 | N.N. Mirjamadar | S.B. Arts & K.C.P. Sci. College Vijayapur | 9844647030 | mirjamadarnaraneen@gmail.com | |
| 14 | D.V. Mangalwedhe | S.B. Arts and K.C.P. Sci college Vijayapur | 8123935841 | danammamangalwedhe@gmail.com | |



ರಾಣಿ ಚನ್ನಮ್ಮ



ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ



CORE COURSE – I Zoology

(CBCS THEORY SYLLABUS)
{With effect from 2019 – 20}

Internal Tests: 30 Marks

Semester End Examination: 70 marks

Total: 60 hours

(CREDITS : 4 hours per week)

Faunal Diversity

Unit 1: Kingdom Protista

General characters and classification up to classes with one example for each class. locomotion in Protozoa

4

Unit 2: Phylum Porifera

General characters and classification up to classes with one example for each class.
Canal System in *Sycon*

3

Unit 3: Phylum Cnidaria

General characters and classification up to classes with one example for each class.
Polymorphism

3

Unit 4: Phylum Platyhelminthes

General characters and classification up to classes with one example for each class.
Parasitic adaptations

3

Unit 5: Phylum Nematelminthes

General characters and classification up to classes with one example for each class. Life history of *Ascaris*. Parasitic adaptations in roundworms

5

Unit 6: Phylum Annelida

General characters and classification up to classes with one example for each class.
Metamerism in Annelida

3

I SEMESTER: PRACTICALS [2 Credits : 4 Hours per week]

ANIMAL DIVERSITY

1. Study of the following specimens making use of permanent slides:

Study of unicellular and cellular grade organized animals

Amoeba, Euglena, Plasmodium, Paramecium, Sycon, Hyalonema, and Euplectella,

Study of tissue grade organized animals: *Obelia, Physalia, Aurelia, Metridium,*

Study of flat worms: *Planaria, Taenia solium*

Study of round worms: Male and female *Ascaris lumbricoides*

Study of segmented Animals: *Nereis, Pheretima, Hirudinaria,*

Study of animal forms with jointed appendages

Palaemon, Cancer, Limulus, Apis,

Study of soft bodied animals: *Chiton, Dentalium, Pila, Unio, Loligo, Sepia,*

Study of spiny skinned animals:

Pentaceros, Ophiura, Echinus, Cucumaria and Antedon

Study of Protochordates

Balanoglossus, Herdmania, Branchiostoma, Petromyzon

Study of Fishes: *Sphyrna, Pristis, Torpedo, Labeo, Exocoetus, Anguilla*

Study of Amphibians

Ichthyophis, Salamandra, Bufo, Hyla, Haplobatrachus tigrinus

Study of Reptiles: *Chelone, Chamaeleon, Draco, Vipera, Naja, Crocodylus*

Study of Birds: *Jacana, Duck, Cuckoo, Wood pecker, Kingfisher, Owl, Peacock.*

Study of Mammals: *Duck billed platypus, Manis, Bat, Loris*

Mounting of setae, blood glands, nephridia in Earth worm

(Collect the dead worms from vermicompost pits of farmers and preserve)

Mounting of mouth parts of honeybee, cockroach, housefly, mosquitoes

Mounting of silk gland in silkworms

(Collect the dead silk worm from silk farms and preserve)

Mounting of brain in fowl (collect dead fowl heads and preserve)

Study tour / field visit: Compulsory tour / visit to understand faunal diversity

CORE COURSE – II Zoology

COMPARATIVE ANATOMY AND DEVELOPMENTAL BIOLOGY OF VERTEBRATES

Internal Tests: 30 Marks

Semester End Examination: 70 marks

Total: 60 hours

(CREDITS : 4 hours per week)

| | |
|--|-------|
| Unit 1: Integument in different classes of chordates (fishes, amphibian, reptilian, aves and mammalia) | 5 |
| Unit 2: Skeletal System (Girdles) Pectoral girdle and pelvic girdle in Frog, Varanus, Fowl and Rabbit | 5 |
| Unit 3: Digestive System Brief account of alimentary canal (digestive tract) of different vertebrates | 5 |
| Unit 4: Respiratory System Brief account of gills, lungs, trachea and air sacs in vertebrates | 5 |
| Unit 5: Circulatory System Comparative account of heart in different vertebrates | 5 |
| Unit 6: Nervous System Comparative account of brain in different vertebrates | 5 |
| Unit 7: Early Embryonic Development | 12 |
| Gametogenesis (Spermatogenesis and oogenesis), Fertilization | 4 hrs |
| Types of Eggs and Patterns of Cleavage | 4 hrs |
| Placenta types, functions and structure ... | 4 hrs |
| Unit 8: Early Development | 18 |
| Frog development up to Gastrula. Organizer phenomenon and fate map | 4 hrs |
| Development of chick (fertilization, structure of egg, cleavage, blastulation) | 4 hrs |
| 34 hours, 36 hours and 48 hours chick embryo | 6 hrs |
| Human Development – up to implantation | 4 hrs |

II SEMESTER: PRACTICALS [2 Credits : 4 Hours per week]

COMPARATIVE ANATOMY AND DEVELOPMENTAL BIOLOGY OF VERTEBRATES

1. **Osteology:** Disarticulated skeleton of frog and rabbit
2. **Comparative study of girdles:**
Pectoral girdle and pelvic girdle in Frog, Varanus, Fowl and Rabbit
3. **Comparative account of heart in different vertebrates**
4. **Comparative account of brain in different vertebrates**
5. **Embryology:** Study of developmental stages – Whole mounts and sections through permanent slides, specimens: cleavage stages, blastula, gastrula, neurula, tail bud stage, tadpole external and internal gill stages.
6. **Chick embryo mounting** (24 hour, 36 hour, 48 hour)

SUGGESTED READINGS

- Kardong, K.V. (2005) *Vertebrates' Comparative Anatomy, Function and Evolution*. IV Edition. McGraw-Hill Higher Education.
- Kent, G.C. and Carr R.K. (2000). *Comparative Anatomy of the Vertebrates*. IX Edition. The McGraw-Hill Companies.
- Hilderbrand, M and Gaslow G.E. *Analysis of Vertebrate Structure*, John Wiley and Sons.
- Walter, H.E. and Sayles, L.P; *Biology of Vertebrates*, Khosla Publishing House.
- Gilbert, S. F. (2006). *Developmental Biology*, VIII Edition, Sinauer Associates, Inc., Publishers, Sunderland, Massachusetts, USA.
- Balinsky, B.I. (2008). *An introduction to Embryology*, International Thomson Computer Press.
- Carlson, Bruce M (1996). *Patten's Foundations of Embryology*, McGraw Hill, Inc.

PRACTICAL QUESTION PAPER PATTERN [Max. Marks = 40. Time 4 hours]

- | | | |
|-------|--|------------|
| Q I | Spotting [4 osteology, 4 embryology] (8 spottings X 2) | (16 Marks) |
| Q II | Mounting of chick embryo | (8 Marks) |
| Q III | Chick embryo slides submission (two slides) | (6 Marks) |
| Q VI | Journal | (5 Marks) |
| Q VII | Via voce | (5 Marks) |



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ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ



CORE COURSE – III Zoology: Physiology, biochemistry and histology

CBCS SYLLABUS with effect from 2020 – 21

Internal Tests: 30 Marks

Semester End Examination: 70 marks

Total: 60 hours

(CREDITS : 4 hours per week)

| | |
|--|---|
| Unit 1: Digestion: Physiology of digestion. Absorption of carbohydrates, proteins and lipids Concept of balanced diet | 5 |
| Unit 2: Respiration Pulmonary ventilation, Respiratory volumes. Transport of Oxygen and carbon dioxide in blood. Chloride shift, Respiratory pigments | 5 |
| Unit 3: Excretion Structure of Nephron, Mechanism of Urine formation, Counter-current Mechanism | 5 |
| Unit 4: Circulation Composition of blood, Hemostasis, Structure of Heart. Types of Hearts - Neurogenic and Myogenic heart., Origin and conduction of the cardiac impulse. Cardiac cycle. Blood pressure. | 6 |
| Unit 5: Carbohydrate Metabolism Glycolysis, Krebs Cycle, Pentose phosphate pathway, Gluconeogenesis, Glycogen metabolism, Electron transport chain | 8 |
| Unit 6: Lipid Metabolism: Biosynthesis and β oxidation of palmitic acid | 5 |
| Unit 7: Protein metabolism: Transamination, Deamination and Urea Cycle | 5 |
| Unit 8: Enzymes Introduction, Mechanism of action, Enzyme inhibitors, specificity of Enzymes, reversibility of enzymes action and Enzyme inhibitors. Brief account of coenzymes and cofactors. Clinical importance of enzymes. | 6 |
| Unit 9: Nerve and muscle Structure of a neuron, Resting membrane potential, Origin of Action potential and its propagation in myelinated and non-myelinated nerve fibres, Ultra-structure of skeletal muscle, Molecular and chemical basis of muscle contraction | 8 |
| Unit 10: Histology of endocrine glands Stomach, intestine, salivary gland, pancreas, liver, kidney and adrenal | 7 |

IV SEMESTER: PRACTICALS [2 Credits : 4 Hours per week]

GENETICS AND EVOLUTIONARY BIOLOGY

Study of Mendelian Inheritance and gene interactions (Non Mendelian Inheritance) using suitable examples.

Study of Linkage, recombination

Study of Human Karyotypes (normal and abnormal).

Study of fossil evidences from plaster cast models and pictures

Study of homology and analogy from suitable specimens / pictures

a) Evolution of horse with diagrams and b) Darwin's Finches with diagrams / cut outs of beaks of different species

Preparation of salivary gland chromosomes

Compulsory visit and submission of report

SUGGESTED READINGS

Snustad, D.P., Simmons, M.J. (2009). *Principles of Genetics*. V Edition. John Wiley and Sons Inc.

Klug, W.S., Cummings, M.R., Spencer, C.A. (2012). *Concepts of Genetics*. X Edition. Benjamin Cummings.

Russell, P. J. (2009). *Genetics- A Molecular Approach*. III Edition. Benjamin Cummings.

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.

Ridley, M. (2004). *Evolution*. III Edition. Blackwell Publishing

Barton, N. H., Briggs, D. E. G., Eisen, J. A., Goldstein, D. B. and Patel, N. H. (2007). *Evolution*. Cold Spring, Harbour Laboratory Press.

Hall, B. K. and Hallgrímsson, B. (2008). *Evolution*. IV Edition. Jones and Bartlett Publishers

Douglas, J. Futuyma (1997). *Evolutionary Biology*. Sinauer Associates.

PRACTICAL QUESTION PAPER PATTERN

Maximum Marks = 40. Time 4 hours

| | | |
|-------|--|------------|
| Q I | Genetics (3 Genetics Problems & 1 Karyotype analysis (09+05) = | (14 Marks) |
| Q II | Spotting from evolution (4 X 2) | (8 Marks) |
| Q III | Preparation of salivary glands chromosomes | (8 Marks) |
| Q VI | Journal | (5 Marks) |
| Q VII | Tour report and Via voce | (5 Marks) |

Outcome of the workshop/Suggestions proposed for the Draft syllabus :

| Semester | Suggestions to the draft |
|------------------------|---|
| First Semester | THEORY 1. Study of Type animals should be included in both invertebrates and vertebrates. PRACTICAL 1. Demonstration of systems of earthworm should be included. |
| Second Semester | THEORY 1. Skletal system -Study of limbs along with girdles should be included. PRACTICAL 1. Comparative Study of limbs along with girdles should be included. |
| Third Semester | THEORY 1. Remaining histological organs should be included. |
| Fourth Semester | THEORY 1. Interaction of genes should be included. |

Teachers feedback on Curriculum Designing

Programme: B.Sc (CBCS) Course: Zoology

Write your answer using 4 or 3 or 2 or 1 or 0 in the End Box

What percentage of the existing curriculum is in tune with emerging global, national trends and relevant to local needs?

| | | | | |
|---------------------|------------------|------------------|------------------|------------------|
| (4) ✓ 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% |
|---------------------|------------------|------------------|------------------|------------------|

Scope of the curriculum in imparting life skills :

| | | | | |
|--------------------|------------------|-------------|-------------|-------------|
| ✓ (4) Excellent | (3) Very Good | (2) Good | (1) Fair | (0) Poor |
|--------------------|------------------|-------------|-------------|-------------|

What % of the syllabus needs revision?

| | | | | |
|------------|------------|--------------|------------|------------------|
| (4) 10% | (3) 20% | ✓ (2) 30% | (1) 40% | (0) Above 50% |
|------------|------------|--------------|------------|------------------|

Curriculum is interesting, updated and relevant to the present scenario

| | | | | |
|-------------------------|--------------|----------------|-----------------|--------------------------|
| ✓ (4) Strongly agree | (3) Agree | (2) Neutral | (1) Disagree | (0) Strongly disagree |
|-------------------------|--------------|----------------|-----------------|--------------------------|

What % of the subject curriculum is enhancing the imagination and thinking power of stakeholders?

| | | | | |
|---------------------|------------------|------------------|------------------|------------------|
| ✓ (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% |
|---------------------|------------------|------------------|------------------|------------------|

What % of the curriculum is relevant and appropriate for gaining self employment?

| | | | | |
|---------------|------------|------------|------------|------------------|
| ✓ (4) 100% | (3) 80% | (2) 60% | (1) 40% | (0) Below 40% |
|---------------|------------|------------|------------|------------------|

What % of the syllabus has scope for students to undergo experiential and participative learning?

| | | | | |
|---------------------|------------------|------------------|------------------|------------------|
| ✓ (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% |
|---------------------|------------------|------------------|------------------|------------------|

Content is oriented towards innovation and creativity


| | | | | |
|----------------------------|-----------------|-----------------|--------------------|-------------------|
| (4) ✓ To a great extent | (3) Moderate | (2) Somewhat | (1) Very little | (0) Not at all |
|----------------------------|-----------------|-----------------|--------------------|-------------------|

What % of the syllabus is useful to students to face the competitive examinations after graduation?

| | | | | |
|---------------------|------------------|------------------|------------------|------------------|
| (4) ✓ 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% |
|---------------------|------------------|------------------|------------------|------------------|

What % of the curriculum is excellent in the present scenario compared to the curriculum designed by other universities?

| | | | | |
|---------------------|------------------|------------------|------------------|------------------|
| ✓ (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% |
|---------------------|------------------|------------------|------------------|------------------|

| | | | |
|---------------------|-------------------------------|---------------------------------|---|
| Name of the teacher | S.G. Rebinol | Name and address of the college | Shri Sahyadri degree college - vidyanagar vijayapur 586101. |
| Contact number | 9449711778 | Signature |  |
| Personal email | shivshankar.rebinol@gmail.com | | |
| College email | | | |

Teachers feedback on Curriculum Designing

Programme: B.Sc (CBCS) Course: Zoology

Write your answer using 4 or 3 or 2 or 1 or 0 in the End Box

| | | | | | |
|--|---------------------------|------------------|---------------------------------|---|---|
| What percentage of the existing curriculum is in tune with emerging global, national trends and relevant to local needs? | | | | | |
| (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | 4 |
| Scope of the curriculum in imparting life skills | | | | | |
| (4) Excellent | (3) Very Good | (2) Good | (1) Fair | (0) Poor | |
| What % of the syllabus needs revision? | | | | | |
| (4) 10% | (3) 20% | (2) 30% | (1) 40% | (0) Above 50% | 3 |
| Curriculum is interesting, updated and relevant to the present scenario | | | | | |
| (4) Strongly agree | (3) Agree | (2) Neutral | (1) Disagree | (0) Strongly disagree | |
| What % of the subject curriculum is enhancing the imagination and thinking power of stakeholders? | | | | | |
| (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | 3 |
| What % of the curriculum is relevant and appropriate for gaining self employment? | | | | | |
| (4) 100% | (3) 80% | (2) 60% | (1) 40% | (0) Below 40% | 3 |
| What % of the syllabus has scope for students to undergo experiential and participative learning? | | | | | |
| (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | 4 |
| Content is oriented towards innovation and creativity | | | | | |
| (4) To a great extent | (3) Moderate | (2) Somewhat | (1) Very little | (0) Not at all | 4 |
| What % of the syllabus is useful to students to face the competitive examinations after graduation? | | | | | |
| (4) 85 to 100% ✓ | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | 4 |
| What % of the curriculum is excellent in the present scenario compared to the curriculum designed by other universities? | | | | | |
| (4) 85 to 100% ✓ | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | 4 |
| Name of the teacher | SMT. V. S. PATIL | | Name and address of the college | S.B. Arts & K.C.P. science college, Vijayapur | |
| Contact number | 9980250040 | | Signature | V. S. Patil | |
| Personal email | VS patil bradex@gmail.com | | | | |
| College email | | | | | |

Teachers feedback on Curriculum Designing

Programme: B.Sc (CBCS) Course: Zoology

Write your answer using 4 or 3 or 2 or 1 or 0 in the End Box

What percentage of the existing curriculum is in tune with emerging global, national trends and relevant to local needs?

| | | | | |
|---|---|---|---|---|
| <input checked="" type="checkbox"/> (4) 85 to 100% | <input type="checkbox"/> (3) 70 to 84% | <input type="checkbox"/> (2) 55 to 69% | <input type="checkbox"/> (1) 30 to 54% | <input type="checkbox"/> (0) Below 30% |
|---|---|---|---|---|

Scope of the curriculum in imparting life skills

| | | | | |
|---|--|--------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> (4) Excellent | <input checked="" type="checkbox"/> (3) Very Good | <input type="checkbox"/> (2) Good | <input type="checkbox"/> (1) Fair | <input type="checkbox"/> (0) Poor |
|---|--|--------------------------------------|--------------------------------------|--------------------------------------|

What % of the syllabus needs revision?

| | | | | |
|-------------------------------------|--|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> (4) 10% | <input checked="" type="checkbox"/> (3) 20% | <input type="checkbox"/> (2) 30% | <input type="checkbox"/> (1) 40% | <input type="checkbox"/> (0) Above 50% |
|-------------------------------------|--|-------------------------------------|-------------------------------------|---|

Curriculum is interesting, updated and relevant to the present scenario

| | | | | |
|--|--|---|--|---|
| <input type="checkbox"/> (4) Strongly agree | <input checked="" type="checkbox"/> (3) Agree | <input type="checkbox"/> (2) Neutral | <input type="checkbox"/> (1) Disagree | <input type="checkbox"/> (0) Strongly disagree |
|--|--|---|--|---|

What % of the subject curriculum is enhancing the imagination and thinking power of stakeholders?

| | | | | |
|--|--|---|---|---|
| <input type="checkbox"/> (4) 85 to 100% | <input checked="" type="checkbox"/> (3) 70 to 84% | <input type="checkbox"/> (2) 55 to 69% | <input type="checkbox"/> (1) 30 to 54% | <input type="checkbox"/> (0) Below 30% |
|--|--|---|---|---|

What % of the curriculum is relevant and appropriate for gaining self employment?

| | | | | |
|--------------------------------------|-------------------------------------|--|-------------------------------------|---|
| <input type="checkbox"/> (4) 100% | <input type="checkbox"/> (3) 80% | <input checked="" type="checkbox"/> (2) 60% | <input type="checkbox"/> (1) 40% | <input type="checkbox"/> (0) Below 40% |
|--------------------------------------|-------------------------------------|--|-------------------------------------|---|

What % of the syllabus has scope for students to undergo experiential and participative learning?

| | | | | |
|--|--|---|---|---|
| <input type="checkbox"/> (4) 85 to 100% | <input checked="" type="checkbox"/> (3) 70 to 84% | <input type="checkbox"/> (2) 55 to 69% | <input type="checkbox"/> (1) 30 to 54% | <input type="checkbox"/> (0) Below 30% |
|--|--|---|---|---|

Content is oriented towards innovation and creativity


| | | | | |
|---|---|--|---|--|
| <input type="checkbox"/> (4) To a great extent | <input checked="" type="checkbox"/> (3) Moderate | <input type="checkbox"/> (2) Somewhat | <input type="checkbox"/> (1) Very little | <input type="checkbox"/> (0) Not at all |
|---|---|--|---|--|

What % of the syllabus is useful to students to face the competitive examinations after graduation?

| | | | | |
|--|--|---|---|---|
| <input type="checkbox"/> (4) 85 to 100% | <input checked="" type="checkbox"/> (3) 70 to 84% | <input type="checkbox"/> (2) 55 to 69% | <input type="checkbox"/> (1) 30 to 54% | <input type="checkbox"/> (0) Below 30% |
|--|--|---|---|---|

What % of the curriculum is excellent in the present scenario compared to the curriculum designed by other universities?

| | | | | |
|--|---|--|---|---|
| <input type="checkbox"/> (4) 85 to 100% | <input type="checkbox"/> (3) 70 to 84% | <input checked="" type="checkbox"/> (2) 55 to 69% | <input type="checkbox"/> (1) 30 to 54% | <input type="checkbox"/> (0) Below 30% |
|--|---|--|---|---|

| | | | |
|---------------------|----------------------|---------------------------------|---|
| Name of the teacher | M.S. Yadawade | Name and address of the college | SHIVANAND COLLEGE, KAGWAD, - 591223 Dist: Belagavi |
| Contact number | 9448921158 | Signature |  |
| Personal email | msyadawade@gmail.com | | |
| College email | | | |

SB ARTS AND KCP SCIENCE COLLEGE, VIJAYAPUR

(Accredited at 'A' Grade in 3rd Cycle)

Teachers feedback on Curriculum Designing

Programme: B.Sc (CBCS) Course: Zoology

Write your answer using 4 or 3 or 2 or 1 or 0 in the End Box

| | | | | | |
|---|------------------|------------------|--------------------|--------------------------|---|
| <i>What percentage of the existing curriculum is in tune with emerging global, national trends and relevant to local needs?</i> | | | | | 3 |
| (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | |
| <i>Scope of the curriculum in imparting life skills</i> | | | | | 4 |
| (4) Excellent | (3) Very Good | (2) Good | (1) Fair | (0) Poor | |
| <i>What % of the syllabus needs revision?</i> | | | | | 2 |
| (4) 10% | (3) 20% | (2) 30% | (1) 40% | (0) Above 50% | |
| <i>Curriculum is interesting, updated and relevant to the present scenario</i> | | | | | 3 |
| (4) Strongly agree | (3) Agree | (2) Neutral | (1) Disagree | (0) Strongly disagree | |
| <i>What % of the subject curriculum is enhancing the imagination and thinking power of stakeholders?</i> | | | | | 3 |
| (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | |
| <i>What % of the curriculum is relevant and appropriate for gaining self employment?</i> | | | | | 3 |
| (4) 100% | (3) 80% | (2) 60% | (1) 40% | (0) Below 40% | |
| <i>What % of the syllabus has scope for students to undergo experiential and participative learning?</i> | | | | | 4 |
| (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | |
| <i>Content is oriented towards innovation and creativity</i> | | | | | 3 |
| (4) To a great extent | (3) Moderate | (2) Somewhat | (1) Very little | (0) Not at all | |
| <i>What % of the syllabus is useful to students to face the competitive examinations after graduation?</i> | | | | | 3 |
| (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | |
| <i>What % of the curriculum is excellent in the present scenario compared to the curriculum designed by other universities?</i> | | | | | 3 |
| (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | |

| | | | |
|---------------------|------------------------------|---------------------------------|--|
| Name of the teacher | Dr. M. G. Ghodesawar | Name and address of the college | Dr. M. G. Ghodesawar Anjuman Arts, Sci & Comm College Vijayapur - 580109 |
| Contact number | 9448644980 | Signature | |
| Personal email | dr.mukhtaarahmedgg@gmail.com | | |
| College email | anjuprincipal@gmail.com | | |

Teachers feedback on Curriculum Designing

Programme: B.Sc (CBCS) Course: Zoology

Write your answer using 4 or 3 or 2 or 1 or 0 in the End Box

| | | | | | | |
|----|--|------------------|------------------|--------------------|--------------------------|---|
| 1 | What percentage of the existing curriculum is in tune with emerging global, national trends and relevant to local needs? | | | | | 4 |
| | (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | |
| 2 | Scope of the curriculum in imparting life skills | | | | | 3 |
| | (4) Excellent | (3) Very Good | (2) Good | (1) Fair | (0) Poor | |
| 3 | What % of the syllabus needs revision? | | | | | 2 |
| | (4) 10% | (3) 20% | (2) 30% | (1) 40% | (0) Above 50% | |
| 4 | Curriculum is interesting, updated and relevant to the present scenario | | | | | 3 |
| | (4) Strongly agree | (3) Agree | (2) Neutral | (1) Disagree | (0) Strongly disagree | |
| 5 | What % of the subject curriculum is enhancing the imagination and thinking power of stakeholders? | | | | | 3 |
| | (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | |
| 6 | What % of the curriculum is relevant and appropriate for gaining self employment? | | | | | 3 |
| | (4) 100% | (3) 80% | (2) 60% | (1) 40% | (0) Below 40% | |
| 7 | What % of the syllabus has scope for students to undergo experiential and participative learning? | | | | | 4 |
| | (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | |
| 8 | Content is oriented towards innovation and creativity | | | | | 3 |
| | (4) To a great extent | (3) Moderate | (2) Somewhat | (1) Very little | (0) Not at all | |
| 9 | What % of the syllabus is useful to students to face the competitive examinations after graduation? | | | | | 3 |
| | (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | |
| 10 | What % of the curriculum is excellent in the present scenario compared to the curriculum designed by other universities? | | | | | 3 |
| | (4) 85 to 100% | (3) 70 to 84% | (2) 55 to 69% | (1) 30 to 54% | (0) Below 30% | |

| | | | |
|---------------------|------------------------|---------------------------------|--|
| Name of the teacher | B. S. Bagal | Name and address of the college | B. S. Bagal S. B. Arts & KCP College Vijayapur |
| Contact number | 9448892525 | Signature | B. S. Bagal |
| Personal email | babubagal987@gmail.com | | |
| College email | | | |



B.L.D.E. ASSOCIATION'S

S.B. ARTS AND KCP SCIENCE COLLEGE VIJAYAPUR

IQAC ORGANISED

A WORKSHOP ON

CURRICULUM DESIGN AND DEVELOPMENT

Certificate

THIS IS CERTIFY THAT _____

HAS PARTICIPATED IN THE WORKSHOP ON "CURRICULUM DESIGN AND DEVELOPMENT" IN BOTANY / CHEMISTRY /
PHYSICS / STATISTICS/ZOOLOGY HELD ON 28TH JULY 2019.

IQAC co-ordinator

Dr.U.S.Pujeri

Organising secretary

Prof.G.M.Meti

Principal

Dr.K.G.Pujari

