

**Institute of Zoology
Faculty of Life Sciences
University of the Punjab, Lahore**



Course Outline

| | | | | | |
|---|---|-------------|----------|----------------------|---|
| Programme | BS Zoology | Course Code | ZOOL-305 | Credit Hours | 2 |
| Course Title | Wildlife | | | | |
| Course Introduction | | | | | |
| This course provides an in-depth exploration of the wildlife of Pakistan, examining protected areas, international conservation conventions, zoo regulations, threatened species, habitat ecology, and conservation strategies. Students will gain an understanding of the biodiversity of Pakistan, the challenges faced in wildlife conservation, and the policies and practices in place to protect and manage wildlife. | | | | | |
| Learning Outcomes | | | | | |
| On the completion of the course, the students will: <ul style="list-style-type: none">1. Understand the diversity and distribution of wildlife in Pakistan.2. Explore the roles and significance of protected areas in wildlife conservation.3. Examine international conventions and agreements related to wildlife conservation.4. Study the rules and regulations governing zoos and captive wildlife.5. Identify and understand the threats to species and their habitats.6. Investigate habitat ecology and the principles of wildlife conservation.7. Develop skills in conservation planning and management. | | | | | |
| Course Content | | | | Assignments/Readings | |
| Week 1 | Introduction to Wildlife and Biodiversity of Pakistan, Major wildlife species in Pakistan (mammals, birds, reptiles, amphibians, and insects) | | | | |
| | Biogeographic zones of Pakistan | | | | |
| Week 2 | Types of protected areas (National Parks, Wildlife Sanctuaries, Game Reserves) | | | | |
| | IUCN protected areas categories, Management practices and challenges in protected areas | | | | |
| Week 3 | Criteria for listing threatened species (IUCN Red List) | | | | |
| | Causes of species decline and extinction | | | | |
| Week 4 | Standards and guidelines for zoo management (e.g., WAZA, AZA standards) | | | | |
| | Role of zoos in wildlife conservation and education | | | | |
| Week 5 | Overview of key international conventions (CITES, CBD, CMS) | | | | |
| | Ramsar Convention and Criteria | | | | |
| Week 6 | Threats To Wetlands | | | | |
| | Pakistan’s role and commitments under these conventions | | | | |
| Week 7 | Role of non-governmental organizations in conservation | | | | |

| | | |
|---|--|--|
| | In-situ and ex-situ conservation methods | |
| Week 8 | Principles of habitat ecology and its importance for wildlife | |
| | Types of habitats in Pakistan (forests, grasslands, wetlands, deserts) | |
| Week 9 | Impact of habitat loss and fragmentation on wildlife | |
| | Causes and consequences of human-wildlife conflict | |
| Week 10 | Strategies for mitigating conflicts | |
| | Community-based conservation approaches (trophy hunting programme) | |
| Week 11 | National conservation policies and legal frameworks | |
| | Role of government agencies in wildlife conservation, | |
| Week 12 | Implementation and enforcement challenges | |
| | Importance of conservation education and public awareness | |
| Week 13 | Strategies for effective communication and outreach | |
| | Research design and methodologies in wildlife studies | |
| Week 14 | Data collection and analysis techniques | |
| | Role of media and technology in conservation education | |
| Week 15 | Application of technology in wildlife research (e.g., GIS, remote sensing) | |
| | Integrated approaches to conservation planning | |
| Week 16 | Adaptive management and monitoring | |
| | Future challenges and opportunities in wildlife conservation | |
| Textbooks and Reading Material | | |
| 1. "Wildlife of Pakistan" by Tom Roberts 2. "Field Guide to the Birds of Pakistan" by Richard Grimmett, Tom Roberts, and Tim Inskipp 3. "A Guide to the Reptiles of Pakistan" by Muhammad Sharif Khan 4. "The Mammals of Pakistan" by T.J. Roberts 5. "Pakistan: A Natural History" by Richard F. Porter 6. "Biodiversity of Pakistan" edited by Shahina A. Ghazanfar and Stephen A. Ghazanfar 7. "Birds of Pakistan" by Z.B. Mirza 8. "Freshwater Fishes of Pakistan" by Muhammad Naeem Khan 9. "Butterflies of Pakistan" by Col. Muhammad Afzal Shabbir 10. "The Large Mammals of Pakistan" by Asad R. Rahmani and Razaqat Masroor 11. "Conservation and Management of Wildlife in Pakistan" by Shehzad A. Mufti 12. "Wildlife and Protected Areas of Pakistan: A Review" by A. Khan and M. Hassan Suggested Readings 13. Wildlife and Biodiversity of Pakistan Lecture Notes by Prof. Dr. Zulfiqar Ali | | |
| Teaching Learning Strategies | | |
| Course Overview: Teaching a course on the wildlife of Pakistan can be engaging and educational by using a variety of learning strategies to cater to different learning styles and enhance student understanding. Here are some | | |

strategies to consider:

Learning Objectives:

1. Understand the diversity and distribution of wildlife in Pakistan.
2. Explore the roles and significance of protected areas in wildlife conservation.
3. Examine international conventions and agreements related to wildlife conservation.
4. Study the rules and regulations governing zoos and captive wildlife.
5. Identify and understand the threats to species and their habitats.
6. Investigate habitat ecology and the principles of wildlife conservation.
7. Develop skills in conservation planning and management.

Teaching Strategies:

Teaching a course on the wildlife of Pakistan can be engaging and educational by using a variety of learning strategies to cater to different learning styles and enhance student understanding. Here are some strategies to consider:

1. Interactive Lectures

Use Multimedia: Incorporate videos, documentaries, and virtual tours to showcase Pakistan's diverse wildlife and habitats.

Guest Speakers: Invite wildlife experts, conservationists, and researchers to give talks and share their experiences.

2. Field Trips and Outdoor Activities

Nature Walks and Field Trips: Organize visits to national parks, wildlife reserves, and natural habitats to observe wildlife in their natural environment.

Wildlife Observation: Teach students how to use binoculars, field guides, and cameras for wildlife observation and documentation.

3. Hands-On Activities

Wildlife Photography: Encourage students to take photographs of local wildlife and create a photo journal or gallery.

Specimen Collection and Study: Collect and study specimens (insects, plants, etc.) to understand their roles in the ecosystem.

4. Group Work and Collaboration

Group Discussions and Debates: Facilitate discussions and debates on topics such as wildlife conservation, human-wildlife conflict, and biodiversity.

Collaborative Presentations: Have students work in groups to prepare and present on various aspects of Pakistan's wildlife.

- Overview of the wildlife of Pakistan and its importance.
- Show a documentary clip on Pakistan's wildlife or general wildlife around the world.
- Discuss the main groups of wildlife found in Pakistan, including mammals, birds, reptiles, amphibians, and insects.
- Use diagrams, maps, and videos to illustrate different species and their habitats.
- Wildlife photography workshop where students learn techniques for photographing animals.
- Divide students into groups and assign each group a specific region of Pakistan to research its wildlife.
- Groups prepare a short presentation on the wildlife of their assigned region, including key species and conservation issues.
- Conduct a quick quiz or use flashcards to review key concepts.

By using these strategies, you can create an engaging and comprehensive course that helps

| students appreciate the diversity and importance of wildlife in Pakistan. | | | |
|--|----------------------|------------------|--|
| Assignments: Types and Number with Calendar | | | |
| Group Presentations: Objective: Foster collaboration and deeper understanding through research and peer teaching. Strategy: <ul style="list-style-type: none"> Assign group projects on specific topics such as evolutionary relationships, ecological roles, or conservation issues. Require groups to prepare and deliver presentations, promoting peer learning. Incorporate peer assessment and feedback to improve learning outcomes and presentation skills. | | | |
| Assessment | | | |
| Sr. No. | Elements | Weightage | Details |
| 1. | Midterm Assessment | 35% | Written Assessment at the mid-point of the semester. |
| 2. | Formative Assessment | 25% | Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc. |
| 3. | Final Assessment | 40% | Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc. |