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students a better understanding of the concept. The Chapter 4 deals with the classification of the animal world based on its anatomy.

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characteristic of animal kingdom

Classroom lecture by Sunanda Ahuja

Language : English mixed with Hindi.

Indians have a boasting habit that everything discovered in modern time has

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already been known to their ancestors. It can further be added that not only did scientific knowledge exist, but scientists of past civilization were much more advanced than the modern scientist. The truth gets unfolded when new modern discovery is explored such as embryonic Stem Cell discovery is scientifically

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scripted in the AADI PARV of MAHABHARAT. Growing babies outside the uterus and outside the human body. This is still to be discovered by modern science. Only patiently one must discover what is scripted in Vedik literature, understand and analyze it and co-relate with modern science. It is surprising to see

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the seeds of all sciences and technology in ancient Vedic literature. Modern science is searching for God Particle after confirming “particle physics”. In “Vaisheshik Darshan”, Maharishi Kanada (7000 BC) has stated about particle Physics. Rishi Kanada included Soul as having particles. Is it indicating as God

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particle? Read this book to find out!

THE CLASSIFICATION OF ANIMALS
is Still Very much a field in which
discovery and revision are continuing,
even after two hundred years of study. The
importance of classification in biology
increases every year, because the

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experimental and practical fields find increasing need for accurate identification of animals and for understanding of comparative relationships. At least one outstanding biologist has opposed publication of this new classification on the ground that it would be accepted as final, the classification, and would tend to

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make students think that all higher classification is finished. The intention of the compiler is just the opposite. Just as this classification is different in detail from all previous ones, so will future editions be still different, as we learn more about the comparative features of animals. It is anticipated that every new edition will

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spur students of the individual groups to propose improvements. It is therefore planned to issue corrected editions whenever appropriate. The very appearance of these subsequent editions will emphasize the growth of understanding of animal groups. Only one ostensibly complete classification of

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animals, living and fossil, has been published in recent years. That classification, by A. S. Pearse of Duke University, is a good one, based on the views of many specialists. Certain mechanical faults make it less usable than it should be, and the need for revision gave the original impetus to preparation of

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the present classification. Because Pearse did not usually indicate the source of his arrangements, he is not here cited as an authority. Nevertheless, the two classifications are basically very similar. No other single classification has been found that agrees so closely with the conclusions of the present study. It should

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be emphasized that, within certain limits, this classification is not a simple compilation of the views of specific workers. In nearly all details, choices have been made between conflicting schemes of various authors, not on the basis of the reputation of those authors but on my judgment of the soundness of their

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supporting arguments or on my analysis of the data they present. In none of the larger groups has the work of any single author been accepted without modification.

Several considerations have influenced the decisions embodied in this classification.

First, a false picture is given by a simplified classification, because the

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existing diversity is one of the principal features of the animal kingdom. Therefore, no groups should be combined merely for the sake of simplicity. Second, although the previous item would seem to require coverage of the groupings at all possible levels, to show the extreme range of division and subdivision, this is not in fact

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possible. Not only are there many conflicting groupings at certain levels, such as of phyla or orders, but there is no practical way to show these groupings in a general classification. It is a compromise that is believed to be effective to subdivide the phyla only into classes, subclasses, and orders. Other possible groupings, such as

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subphyla and superorders are referred to in the notes. Third, two groups which are so distinct at any level that they cannot be described in common terms must be separated at that level. (For example, Pterobranchia and Enteropneusta; see the Notes on the Taxa.) Fourth, groups which cannot be distinguished at any particular

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level by the type of characters used for their neighbors must be combined at that level. (For example, the sometime classes of Nematoda...

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and NEET, NCERT books are all you need to strengthen the fundamentals of the subjects. But students often face problem in understanding the concepts which is why they fail to succeed. To facilitate an easy learning, Doctor Dilip Gangwar who is known throughout the country for his 'Art of Teaching Biology' conceived an

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idea of bringing out a comprehensive book written in a highly simplistic manner and supported by all the possible elements to enhance the conceptual clarity. Biology Simplified NCERT for class XI is a newly designed book by him which is based on the latest exam pattern and syllabus of NEET UG/AIIMS. It has 22 chapters

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written in an easy-to-digest manner which qualifies aspirants to comprehend theories with full clarity and reinforces their ability to answer the concept-based problems intellectually. Aimed at easing the study level of NCERT, this book is highly approachable and ensures to help you gain mastery over the subject. Table of

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in Higher Plants, Respiration in Plants, Plant Growth and Development, Digestion and Absorption, Breathing and Exchange of Gases, Body Fluids and Circulation, Excretory Products and their Eliminations, Locomotion and Movement, Neural Control and Coordination, Chemical Coordination and Integration

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This book promotes Christian ecology and animal ethics from the perspectives of the Bible, science, and the Judeo-Christian tradition. It covers diverse topics such as developing Christian virtue ethics, assisting species threatened by climate change, liturgical and hymnal ecologies,

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past and present Catholic ecological thinking, and Jesus and the animals in the Gospel of Mark.

When Tom's big brother decides to become an Evil Scientist, his first experiment involves dunking Frankie the goldfish into toxic green gunk. Tom

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knows that there is only one thing to do: Zap the fish with a battery and bring him back to life! But there's something weird about the new Frankie. He's now a **BIG FAT ZOMBIE GOLDFISH** with hypnotic powers . . . and he's out for revenge!

When Rolf Dahlgren and I embarked on

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preparing this book series, Rolf took prime responsibility for monocotyledons, which had interested him for a long time. After finishing his comparative study and family classification of the mono cots, he devoted much energy to the acquisition and editing of family treatments for the present series. After his untimely death, Peter Goldblatt,

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who had worked with him, continued to handle further incoming monocot manuscripts until, in the early 1990s, his other obligations no longer allowed him to continue. At that time, some 30 manuscripts in various states of perfection had accumulated, which seemed to form a solid basis for a speedy completion of the

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FGVP monocots; with the exception of the grasses and orchids which would appear in separate volumes. I felt a strong obligation to do everything to help in publishing the manuscripts that had been put into our hands. I finally decided to take charge of them personally, although during my life as a botanist I had never seriously been

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interested in mono cots.

In a changing climate, livestock production is expected to exhibit dual roles of mitigation and adaptation in order to meet the challenge of food security.

This book approaches the issues of livestock production and climate change

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through three sections: I. Livestock production, II. Climate change and, III. Enteric methane amelioration. Section I addresses issues of feed quality and availability, abiotic stress (heat and nutritional) and strategies for alleviation, livestock generated nitrogen and phosphorus pollution, and approaches for

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harnessing the complex gut microbial diversity. Section II discusses the effects of climate change on livestock diversity, farm animal reproduction, impact of meat production on climate change, and emphasising the role of indigenous livestock in climatic change to sustain production. Section III deals with the most

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recent approaches to amelioration of livestock methane such as breeding for low methane emissions, reductive acetogenesis, immunization/vaccine-based concepts and archaea phage therapy.

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Concepts of Biology is designed for the single-semester introduction to biology course for non-science majors, which for many students is their only college-level science course. As such, this course represents an important opportunity for students to develop the necessary knowledge, tools, and skills to make

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informed decisions as they continue with their lives. Rather than being mired down with facts and vocabulary, the typical non-science major student needs information presented in a way that is easy to read and understand. Even more importantly, the content should be meaningful. Students do much better when they understand why

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biology is relevant to their everyday lives. For these reasons, Concepts of Biology is grounded on an evolutionary basis and includes exciting features that highlight careers in the biological sciences and everyday applications of the concepts at hand. We also strive to show the interconnectedness of topics within this

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extremely broad discipline. In order to meet the needs of today's instructors and students, we maintain the overall organization and coverage found in most syllabi for this course. A strength of Concepts of Biology is that instructors can customize the book, adapting it to the approach that works best in their

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classroom. Concepts of Biology also includes an innovative art program that incorporates critical thinking and clicker questions to help students understand--and apply--key concepts.

International Review of Cytology

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