Activity (1) Pedagogy of Biology (4)

Indira Gandhi Zoological Park

From Wikipedia, the free encyclopedia

Coordinates: 17.7691 °N 83.3500°E

P. Shraddha

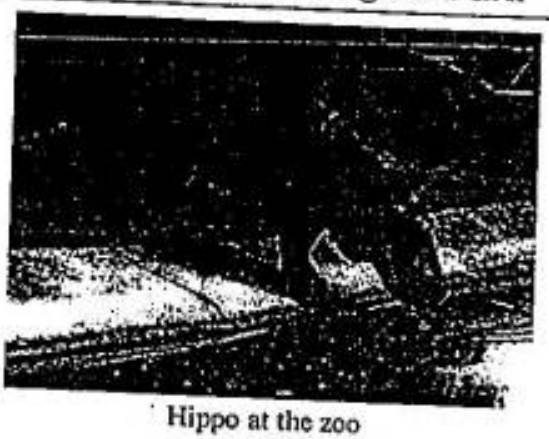
Indira Gandhi Zoological Park is located amidst Kambalakonda Reserve Forest in Visakhapatnam, Andhra Pradesh, India.

This Zoological Park is named after The Former Prime Minister Of India, Mrs. Indira Gandhi. It was declared open to the public on 19 May 1977.[2] It covers an area of 625 acres (253 ha). It is situated in Visakhapatnam amidst the scenic Eastern Ghats of India. It is surrounded by Eastern Ghats on three sides and Bay of Bengal on the fourth side. Nearly eighty species of animals numbering to about eight hundred are present in the zoo. The Zoo Park has different sections for primates, carnivores, lesser carnivores, small mammals, reptiles, ungulates and birds caged in their natural ambiance.

The Zoo Park is about 4 kilometres (2.5 mi) from the Visakhapatnam railway station on the National Highway 5 (India) near Madhurawada. It has two Entrance and Exit gates oppositely. One towards National Highway 5 (India) and the other towards Beach road at Sagarnagar. It is open to public on all days of the week except Monday.

A Biosphere learning center and a Library are present inside the Zoo Park near the Canteen.

Indira Gandhi Zoological Park



Hippo at the zoo

Date opened	1977
Location	Visakhapatnam, Andhra Pradesh, India
Coordinates	17.7691°N 83.3500°E
Land area	625 acres (253 ha)
Number of animals	850
Number of species	75
Memberships	CZA[1]

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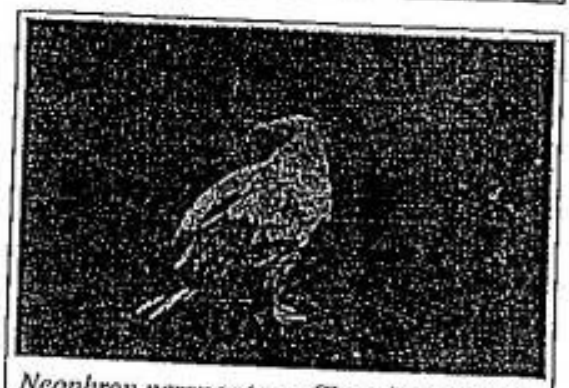
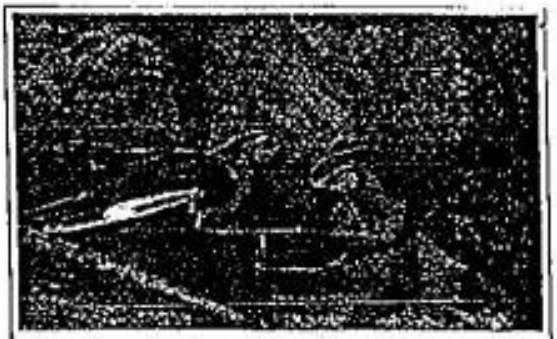


Neophron percnopterus (Egyptian vulture), Zoo Park, Visakhapatnam

Exhibits

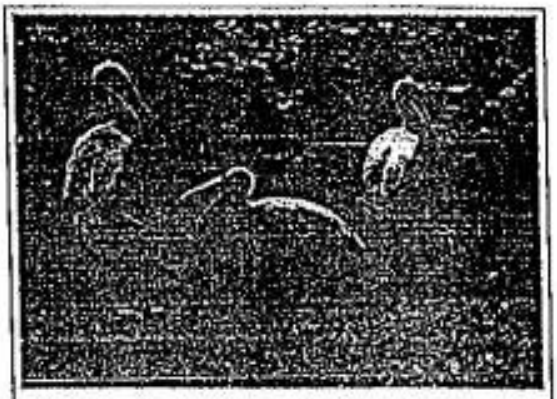
In an area of 625 acre the zoological park located among the Kambalakonda Wildlife Sanctuary of Eastern Ghats.
There are nearly 80 species of mammals, birds and reptiles in the zoo.
The zoo has enclosures for primates, carnivores, lesser carnivores, small mammals, reptiles, ungulates and birds aviaries with a well planned layout, a jungle along a water body inside the Zoo Park. The animal exhibits in the Zoo Park are as follows:



Ara glaucogularis (blue-throated macaw), Zoo Park

Birds

Endemic: pelican (rosy and grey), painted stork, peafowl, duck, spotted dove, lovebird, parakeet, eagle, vulture.
Exotic: budgerigar, macaw, ostrich, emu.



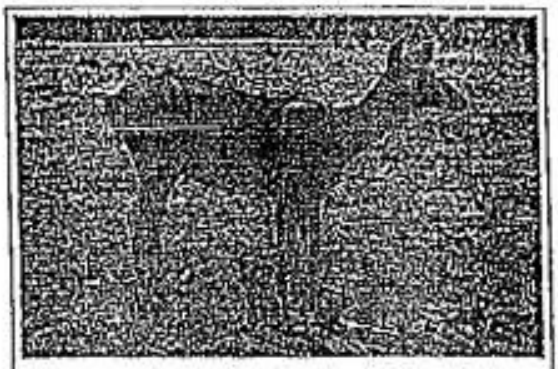
Mycteria leucocephala (painted stork), Zoo Park

Primates

Endemic: common langur (Hanuman monkey), bonnet monkey (common Indian monkey), rhesus monkey.
Exotic: baboons (sacred and olive), mandrill, ring-tailed lemur (lemur catta), Goeldi's marmoset.

Herbivores

Endemic: barking deer, elephant, wild boar, gaur, sambar deer, spotted deer, nilgai, swamp deer, Eld's deer (thamin deer).
Exotic: hippopotamus, giraffe



Cervus unicolor (sambar deer), Zoo Park

Carnivores

Endemic: tiger (leucistic and Bengal), Asiatic lion, leopard.
Exotic: puma, jaguar.

Lesser carnivores

Endemic: jackal, wild dog, striped hyena.

Gavialis gangeticus (gharial), Zoo Park

Bears

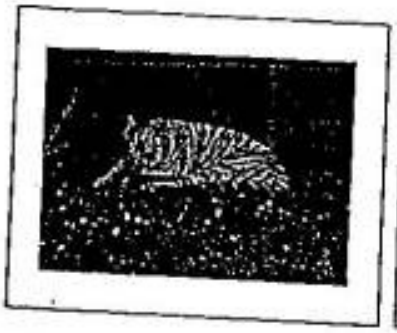
Endemic: sloth bear, Himalayan black bear.

Reptiles

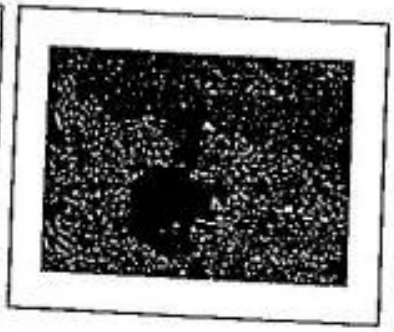
Endemic: python, snake, land tortoise, terrapin, water monitor lizard, monitor lizard, mugger crocodile, gharial.

Along with this the Nocturnal Animal House has owls, porcupines and civets.

Gallery

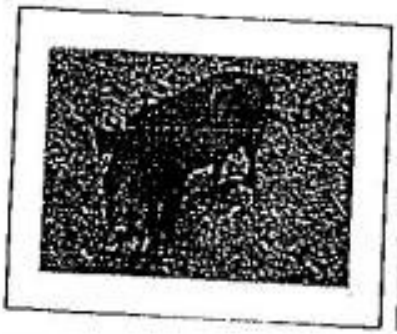


White tiger



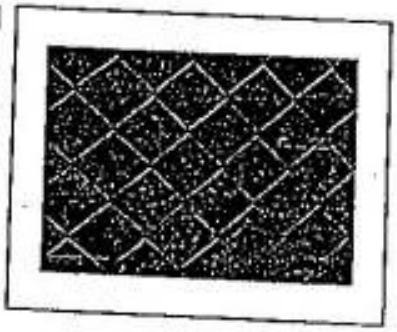
Ursus ursinus (sloth bear)

Terrapin



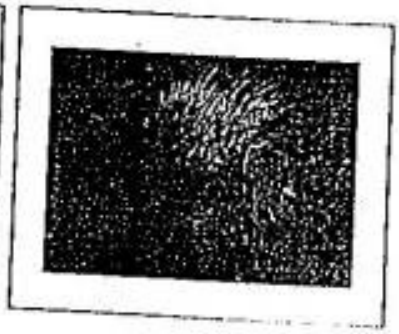
Sus scrofa (wild boar)

Gaur or wild bison



Emu

Macaca radiata (bonnet macaque)



Hystrix indica (Indian crested porcupine)

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1. "Search Establishment". *cza.nic.in*. CZA. Retrieved 4 July 2011.
2. APForest dept. (http://forest.ap.nic.in/WL%20Zoos%20of%20AP.htm)

Activity (2)

(2)

Instructional Objectives And Specifications:

Objective:

Knowledge: The pupil acquires the knowledge of concepts, terms, definitions, methods in the lesson "Newton's Third Law of Motion."

Specifications: The pupil

Recalls: Recalls the definition: terms, methods, concept of the lesson "Newton's Third Law of Motion."

Terms: Newton's Third Law of Motion, Action Research.

Law: Newton's Third Law of Motion

Methods: Working Method of Rocket.

Concepts: According to "Newton's Third Law of Motion."

1. For every action there is an Equal and opposite reaction.
2. Rocket works on the principle of 'Newton's Third Law of Motion.'

Symbols: O, F, N.

Recognises :- The pupil recognises the above terms, Law, methods, concept and symbols of the lesson "Newton Third Law of Motion."

OBJECTIVE-2:

Understanding: The pupil develops an understanding of knowledge of terms, definition. concepts, methods etc in the lesson 'Newton's Third Law of Motion.'

Specifications: The pupil.

Explains: Explains the above methods, concepts in the lesson 'Newton's Third Law of Motion

Translates: Translates the formula from verbal form to symbolic form and symbo. form to verbal form in the lesson 'Newton's Third Law of Motion.'

Eg:- O-Oxygenchamber.

Interprets: Interprets the method in the lesson 'Newton's Third Law of Motion.'

Detects Errors Rectifies: Detects errors and rectifies in the lesson that the Rocket does not work on 'Newton's Third Law of Motion.'

Skill: Verifies the above hypothesis.

Skill: Predicts appropriate reasons for different situation of the lesson 'Newton's Third Law of Motion.'

Skill: Reasons: gives reasons for situations and errors in the lesson 'Newton's Third Law of Motion.'

Skill: Generalises: generalises the above concepts, methods in the lesson 'Newton's Third Law of Motion.'

Skill: conclusion:- Draws conclusions for the above concepts, Methods in the lesson 'Newton Third law of Motion.'

(E)

OBJECTIVE 4:

Skill:- The pupil acquires the skill in observation, Manipulation, drawing and reporting.

Drawing Skill:- The pupil acquires the skill in drawing diagrams label the parts and identity the diagrams and have manupulation skill in the lesson 'Newton's Third Law of Motion.'

Specifications - The pupil

(1) Draws the diagrams neatly and accurately in the lesson 'Newton's Third Law of Motion.'

Describes: Describes the construction of experiments methods and procedure in the lesson 'Newton's Third Law of Motion' (2)-3

Identifies Relationship

b/w Cause & effects: Identifies relationship between cause and effect in the lesson "Newton Third Law of Motion."

Cause: For Every action there is Equal and opposite reaction

Effect: Newton's Third Law of Motion

Proves: Proves the concept, process in the lesson 'Newton's Third Law of Motion.'

OBJECTIVE 3:

Application: The pupil applies his knowledge and understanding in new and unfamiliar situations.

Specifications: The pupil

Analysis: Analysis the above concepts, processors in the lesson "Newton's Third Law of Motion."

Formulates Hypothesis: Formulates that for every action there is an equal and opposit reaction.

(2) Draws the diagrams with speed and accuracy in the lesson 'Newton's Third Law of Motion.'

(3) Labels the parts in the lesson 'Newton's Third Law of Motion.' (5) 4

(4) Trace the circuit accurately.

(5) Draws the diagram carefully.

Manipulation Skill: Read the apparatus carefully.

Manipulation Skill: Performs the Experiment with reasonable speed and accuracy.

(12) OBJECTIVES

Appreciation: The pupil appreciates the contribution of science to life.

Appreciations: The pupil.

Sciences: He appreciates of discoveries in 'Newton's Third Law of Motion.'

OBJECTIVE 6:-

Interest: The pupil develops interest in scientific phenomenon of 'Newton's Third Law of Motion.'

Specifications: The pupil

(1) On his own reads the biography of Newton.
(2) Participates in debates and talks on relevant science.
(3) Write the articles pertaining to subject for school magzine.
(4) Cultivates related hobbies like joining school lion club.

OBJECTIVE 7:

Scientific Attitude: The pupil develops scientific attitude through 'Newton's Third Law of Motion.'

Specification: The pupil

(1) Respects the physical science teachers.
(2) Co-operates with others in arranging apparatus while working in laboratory.
(3) Choose the determination to perform 'Newton's Third Law of Motion'
(4) Develops Scientific attitude characteristics like impartiality with honest.

B'S Activity → (3)

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Biography

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Aristotle (384-322 B.C.). Greek: Ἀριστοτέλης. Greek philosopher and scientist. Set up an organized framework of knowledge that served as the foundation for much of the science and philosophy of ancient and medieval times, and therefore for science of the present day. The tutor of Alexander the Great, he is sometimes called the father of biology.

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Aristotle wrote about 400 treatises, of which some 30 survive. Of these extant works the most important in connection with biology are his *Historia animalium* (*Enquiry into Animals*), *De motu animalium* (*On the Motion of Animals*), *De incessu animalium* (*On the Gait of Animals*), *De partibus animalium* (*On the Parts of Animals*), and *De generation animalium* (*On the Generation of Animals*). When read from the standpoint of modern knowledge of the subject, these books are obviously riddled with error, myth, and rumor, but they nevertheless served as the starting point of all subsequent biological thought and are the ultimate source of natural history as a field of study. With

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Alexander as his patron, he was able to describe plant and animal specimens received from all parts of the far-flung Alexandrian empire.

At the age of fifty, after Alexander ascended the Macedonian throne and set out on his conquests, Aristotle returned to Athens, where he had been a student under Plato for twenty years (367-347). There he founded a school at the Lyceum gymnasium, because as a foreigner he could not own property. The school itself became known as the Lyceum. It was also known as the Peripatetic School. Among his students was Theophrastus, who compiled the most important works on botany written in the ancient world.

Other early biologists:

Pliny the Elder >>

Conrad Gesner >>

Ulisse Aldrovandi >>

Linnaeus >>

It has often been argued that Aristotle's philosophy is inconsistent with the occurrence of organic evolution. That is, under his philosophy each living thing is defined by an immutable underlying essence. Since each living thing's essence is unchanging under this view, it seems there is no room for evolutionary change. However, he did in fact speculate on the origin of useful traits. In this connection, he explicitly stated that different types of organisms would be expected to differ in their ability to survive, depending on the traits they possessed. Therefore, there could be natural selection among distinct *forms* of life. This view is consistent with evolution of the type described by stabilization theory on this website (although it does not agree well with the sort of evolutionary processes described by Darwin).

The Lyceum

B·S Activity (4)

What Do Botany & Zoology Have in Common?

Education

by Max Romen Dilthey, Demand Media

Conducting field research is common in both sciences.

Botany and zoology are two branches of biology that seek a better understanding of the living environment. While these two disciplines are highly unique in their application and method, they do share several key areas of study, and an interdisciplinary approach to research is common to both. Botanists and zoologists often work together to gather a more complete picture of the natural world, and the crossover between these two sciences make them perfect partners for gathering knowledge.

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Botany

A botanist studies plant life, which traditionally includes vascular plants, fungi and algae. Botanists are especially focused on the way plants impact other organisms, most notably humans. A botanist looks for ways plants influence

the evolution of other organisms, or the cultures of certain societies. Since plants are a core part of every ecosystem and environment, there's lots of overlap with other life sciences. Botany is a broad science that incorporates methods from genetics, anthropology, cell biology, chemistry and advanced mathematics.

Zoology

Zoologists study the animal kingdom, which branches heavily into classification, anatomy, evolution and behavioral sciences. At it's core, zoology focuses on the comparative anatomy of different animals, but zoology also encompasses a study of the interactions of living organisms with their habitat. This broader understanding of an organism will often allow overlap between zoology and other areas of biology, especially botany with respect to interactions between animals and plants. Zoology uses methods from genetics and cell biology, with a strong emphasis on neuroscience and systematics.

Taxonomy

Both botany and zoology depend on the Linnaean system of taxonomy for the classification and organization of the plant and animal kingdoms. The Linnaean taxonomical system separates organisms by their species, genus, family, order, class, phylum and kingdom in a hierarchy of genetic similarities and evolutionary deviations. This taxonomic system uses a naming protocol that is universal across all biologic sciences and languages. The Latin name of a species is capitalized, followed by the genus name in lowercase, allowing universal identification. Plants and animals belong to two different kingdoms, but the Linnaean system is completely uniform in application for both disciplines.

Application and Research

In research, a scientist concentrates on a single area of study but will inevitably draw upon other disciplines to develop a more complete picture of the subject. For botanists and zoologists, the overlap occurs when the lens of research is widened to include the environment and ecological niche of a given organism. Since animals and

lants co-evolve in every environment, it's impossible to focus on one science without drawing from the other. Botany and Zoology share common practices in field research and methodology where applicable, and studies in one discipline will customarily reference the other for a better understanding of the natural world.

References

- Botanical Society of America: What is Botany? (http://botany.org/Resources/Botany.php)
- AboutBioscience.org: Zoologist (http://www.aboutbioscience.org/careers/zoologist)
- Palomar College: Classification of Living Things (http://anthro.palomar.edu/animal/animal_1.htm)

Resources

- Botanical Society of America (http://botany.org)
- Zoological Association of America (http://zaa.org/)
- National Science Foundation (http://www.nsf.gov/news/overviews/biology/)

About the Author

Max Roman Dilthey is a science, health and culture writer currently pursuing a master's of sustainability science. Based in Massachusetts, he blogs about cycling at MaxTheCyclist.com.

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Activity-5

free essay on World Environment Day

World Environment Day (WED) was established by the UN General Assembly in 1972 to mark the opening of the Stockholm Conference on the Human Environment. Commemorated on 5 June each year, WED is one of the principal vehicles through which the United Nations stimulates worldwide awareness of the environment and enhances political attention and action.

The agenda for WED is to give a human face to environmental issues; empower people to become active agents of sustainable and equitable development; promote an understanding that communities are pivotal to changing attitudes towards environmental issues; and advocate partnership which will ensure all nations and peoples enjoy a safer and more prosperous future.

WED, established under the premise of the United Nations Environment Programme (UNEP), whose headquarters are in Nairobi, Kenya, and is celebrated in more than 100 countries around the world. As a day that stimulates awareness of the environment and enhances political attention and public action, the first World Environment Day was celebrated in 1973. The Day is hosted every year by a different city with a different theme and is commemorated with an international exposition on the week that 5 June is on.

The theme for WED 2009 was 'Your Planet Needs You-Unite to Combat Climate Change'. It reflected the urgency for nations to agree on a new deal to combat climate change, and the links with overcoming poverty and improved management of forests. The hosting of WED 2009 by Mexico reflected the growing role of the Latin American country in the fight against climate change, including its growing participation in the carbon markets.

The themes for celebrations for World Environment Day were Children and the Environment (1990), The Environment Millennium- Time to Act (2000), Connect with the World Wide Web for Life (2001), World Environment Day—Not just another day (2002), Water—Two Billion People are Dying for it! (2003), Wanted! Seas and Oceans—Dead or Alive (2004), Green Cities—Plan for the Planet! (2005), Don't Abandon the Deserts! (2006), Melting Ice—A Hot Topic? (2007) and CO_2 kick the Habit! Towards a Low Carbon Economy (2008).

The past events included themes such as Only one Earth, Human Settlements, Water: Vital Resource for Life, Ozone Layer, Development Without Destruction, Only one Future for Our Children-Development Without Destruction, Managing and Disposing Hazardous Waste: Acid Rain and Energy, Desertification, Youth: Population and the Environment, A Tree for Peace, Environment and Shelter: More than a Roof, Global Warming, Climate Change, Poverty and the Environment, One Earth One Family, For Life on Earth, etc.

World Environment Day is celebrated in India with programmes of tree plantation, cultural adivities by school students, drawing and elocution competitions, lectures on topics related to environment protection. Few companies conduct training for Management and labor regarding general practice and minor points where they can save the natural resources. Workshops are also organized to sensitize the youth to environment and climate change issues and empower them to act as proactive change agents for sustainable development and a safe future. Besides, various

activities like quiz and movie screening on topics like domestic and industrial pollution and energy conservation, and presentation on global warming and carbon footprint calculation are also organized.

On the occasion of the World Environment Day in 2009, The Energy and Research Institute (TERI) organized an 'Environment Fair' (sutrupurasuzhal vizha) in Chennai and Bangalore. The activities included an 'On the spot painting competition' and 'Quiz' for the students. Several leading agencies participated in the fair and educated the students on issues related to e-waste management, rain water harvesting systems, renewable energy devices, biodegradable wastes, recycle and reuse processes, and so on. Schools were provided space to display eco-friendly articles made by students.

Among other events, the Heritage India Foundation organized a multimedia presentation. GDCL, Gujarat carried out a workshop on Sustainable Project Management for eco- friendly infrastructure and energy efficiency. Team R.A.K.S.H.A organized a week long Programme in Jaipur, Rajasthan. The programmes included tree planting, awareness rising about global warming, vegetarianism, wildlife conservation, nature trail and bird watching in a wild life area, plastic bags removal from wild life areas and educating people about the effects of plastic on nature and environment. Team R.A.K.S.H.A. also launched a snake helpline and organized road shows and awareness drives about "go green" revolution and curbing global warming from a common man's perspective.

Eco tourism and cleaning drives were promoted by various institutes to create awareness and sensitivity to the issues of global warming. The Mumbai-based Humanity Foundation arranged a Lecture of Environmental Experts for the General public on the topic "How does a Common man can support to save Environment".

A Student Partnerships Worldwide (SPW) programme reinforced the three R's of environmental conservation, such as students calculating their individual carbon footprints; students and teachers taking a pledge to become 'green' ambassadors; and recycled paper making. The Forestry Department and local business' alike gave talks of environmentally friendly practices and offer career advice for those looking for work in a 'green' sector.

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With World Environment Day around the block, dna tells you five ways to make mother nature feel special

World Environment Day (WED) is celebrated each year on June 5 to spread global awareness among the inhabitants of earth regarding mother nature. Each year this day is celebrated with a theme and this year the theme is THINK.EAT.SAVE

According to the UN Food and Agriculture Organisation (FAO), every year 1.3 billion tonnes of food is wasted. At the same time, 1 in every 7 people in the world go to bed hungry and more than 20,000 children under the age of 5 die daily due to hunger.

This year's theme encouages reduction of food wastage, which in turn will help save money and minimise the environmental impact of food production. It encourages people to be more aware of the environmental impact of their food choices.

As a world citizen it is the responsibility of every citizen to help maintain the ecological balance.

Here are five things that you can do as a global citizen on World Environment Day:

1) Spread awareness: The major purpose of this year's theme is to start making changes from the household level. As an environment enthusiast, you can spread awareness on a small level by talking to children in your family, or at your office or in your locality. Inform everyone about this year's theme or spread awareness about the environment in general.

2) Build a small farm or garden: We know it's difficult to find space in a metropolitan city, but if you're blessed with one, make and maintain a small farm or garden. Grow fruits, vegetables. Learn about various seeds, plants and manure. Create a part of your garden where you grow edible plants and another where you can grow flowers.

This will help you interact with nature and will also give you an opportunity to do something new. For those who are not blessed with huge spaces, start with a sapling or potato in a bag or a small sprout garden in your windowsill.

3) Travel by public transport: Take public transportation on World Environment Day and vow to take it more often than you do. If you're already a public transport user, take a walk. Introduce the concept of public transport to your family or car-lover friends. Cycle. It's fun and a great way to exercise.

4) Refuse, Reduce, Reuse, Renew, Recycle: If you're not already into this habit, it's a good day of the year to start. These 5R's are magic mantras when it comes to environmental conservation and sustainable usage. The concept is already taught to students at school. The problem is that

elders have forgotten about it. Take time on World Environment Day to learn about this concept. There are many things that you can do on a personal level, if you just keep these 5R's in your mind.

5) Publicise: Did something nice to protect the environment? Talk about it! Show off. Share pictures and posts on Facebook, Twitter and Pinterest. Let people know what you plan to do and do it this World Environment Day. You can use Facebook invites to invite your friends to participate. Use Twitter hashtags like #StayGreen or #WorldEnvDay to spread your message faster.

You can also involve yourself with various conservation, restoration, or local eco-community projects in your area.

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