CHAPTER 5

FINDINGS, SUGGESTIONS, RECOMMENDATIONS, SUMMARY AND SWOT ANALYSIS

"We won't have a society if we destroy the environment."
- Margaret Mead

5.0 Introduction

This chapter is a culmination of the efforts of the researcher to verify the impact of Environmental Education as it is taught in colleges of the University of Mumbai. It includes the findings, suggestions, recommendations and summary of the study. A SWOT analysis of Environmental Education has also been carried out. Finally the researcher has attempted to visualise the scope for further studies in related aspects.

5.1 Environmental Education at University of Mumbai

Once there was clarity about the concepts to be included and taught under the sections of Natural Systems and Resources, Biodiversity, Pollution, Energy, People and Environment and Others in Environmental Education, the Commerce Board of Studies went about the task of merging physical geography with topics of environmental studies. The sequence of chapters found in the textbooks taught in the different courses of the University of Mumbai are well structured in order of importance and provide all the relevant material for teaching the syllabus for the specific course.
The syllabus for the Bachelor of Commerce (B.Com) course (Appendix 4a) has been well organised with the topics building up in importance with today’s times. The topics are relevant and vary from being generally informative to becoming more contemporary and environmental issue oriented. The syllabus has been divided into two terms and comprises of topics such as Environment: An Overview, Natural Resources, Population and Environment, Food and Environment and practical map work in First Term. In the Second Term the topics tend to be more focused such as Secondary and Tertiary Sectors, Disaster- Natural and Man-made, Environmental issues and Movements and Environmental Management. Textbooks have adhered to the syllabus and helped promote maximum learning with the help of written, graphical and pictorial descriptions.

The objectives of the B. Com syllabus as formulated by the University of Mumbai are as under.

1. To create an awareness of environmental perspective, both natural and human in environmental studies.
2. To highlight functional links between environment, economy and society and bring out the issues emerging from this interface.
3. To expose the students to the emerging environmental issues, both natural and human.
4. To sensitise the students towards measures that could be taken to reduce and mitigate the environmental problems.
5. To acquaint students with relevant tools and techniques to assess and analyse the environmental aspects.

The syllabus for the Bachelor of Management Studies (B.M.S) course (Appendix 4b) aims to develop awareness, sensitivity and commitment towards environmental problems by helping in environmental conservation...
through management aspects. The syllabus is divided into four units. In unit one there is the study of the Meaning of the term Environment, its composition, Biogeochemical Cycles and Man and Nature Relationship. The second unit comprises of Resource and Wealth, Anthropogenic Waste and Industrial Waste. In the third unit there is the study of Environmental Degradation, Global Warming, Non-degradable Waste and Environmental Assessment. Finally the fourth unit is a study of Environmental Management, Sustainable Development, Action for Environmental Protection (Indian and International Initiative) and Disaster Management.

The syllabus on Environmental Education for the other courses of the University of Mumbai such as those taught in the Bachelor of Mass Media (BMM), Bachelor in Accounting and Finance (BAF), Bachelor in Banking and Insurance (BBI) is based on the topics mentioned above and seem to be a balanced syllabus. The researcher has co authored text books on Environmental Education for the B.Com and BMS courses for Sheth Publishers Pvt. Ltd., Mumbai. The researcher believes that the topics for Environmental Education as selected by the Board of Studies for the graduate and post graduate courses of the University of Mumbai are relevant and well connected but the vastness of the topics does not allow for full justice in teaching by the teachers in the few months allotted in the term.

5.2 Findings of the Study

The study is essentially a qualitative one, supported with some numerical data. Analysis of the qualitative and quantitative data has helped the researcher arrive at numerous findings.
1. The overwhelming response of 95% of the respondents who believe that Environmental Education is necessary and can play a positive role in changing the mindset of people and initiate pro-environmental behaviour, is a clear indication that the teachers and students of Environmental Education at the University of Mumbai are registering a change in themselves and feel empowered in tackling environmental problems.

2. With a clear understanding of the scientific functioning of the environmental processes around them the learners realise that human beings need not live in awe or fear of the environment, rather Nature can be treated as a friend.

3. Words and concepts when explained effectively by the teacher, with the help of audio visual aids, case studies and nature tours are definitely better understood by the students. With an increase in knowledge and understanding, students are able to co-relate the fact that in trying to prevent environmental deterioration, we prolong the quality of our own lives. This thought process will definitely lead to pro-environmental behaviour of the learners.

4. When students visit sites like the Water Treatment Plant or the Bio Composting Pits, a National Park or take part in environmental activities consciously, like energy conservation at home or tree plantation drives, the students learn to observe, interact and understand nature bringing about a great change in their environmental attitude, perception, values and actions.

5. Data analysis shows that 48% of the respondents are aware of the environmental problems prevailing at the local as well as the global level. This is an indication of the fact that the respondents are noting the environmental problems taking place around them and realizing the ill effects these problems may have in their lives. 25% of the respondents feel greatly concerned about the environmental issues and feel highly
motivated to do something worthwhile for the conservation of the environment. Trying to check environmental deterioration on a personal level is a definite sign that Environmental Education is bringing about a change in the perception and behaviour towards the environment.

6. While analysing the content matter of the textbooks on Environmental Education as framed by the University of Mumbai for higher education, it was found that they are divided into units or sections. Each of these units deals with different topics which show an incremental buildup of information leading to the gradual increase in imparting information and knowledge to the students who then find it easy to grasp.

7. The course content framed by the University of Mumbai for the various departments of higher education is quite extensive and the sessions allotted to Environmental Education are not sufficient to do full justice. Teachers rush through the syllabus without bothering to verify whether the relevance and importance of the topics have been fully understood by the students.

8. Outdoor activities or field trips which can make a lesson extremely interesting and unforgettable are avoided by the teachers due to the large number of students ranging between sixty to one hundred and twenty in each class and also due to the paucity of time in which to finish the syllabus. Classroom sessions of group discussions and presentations degenerate into chaos and disinterest due to the large numbers.

9. Audio visual aids as well as modern technological gadgets are needed to effectively teach cartographic techniques and the importance of map work. All teachers do not give map work its due importance. Hence, map work is relegated to a few compulsory lectures with no due importance being given to the use and importance of maps.

10. Students studying Environmental Education in the different courses of the University of Mumbai come from different scholastic/academic backgrounds of Arts, Science and Commerce and show different levels
of understanding of the subject. The prior knowledge of environmental terms and concepts by some of the students makes it easier for them to accept and agree with environmental dos and don’ts while the lack of basic information makes it a slow and difficult task to carry out pro-environmental activities for the others.

11. The lack of seeing real life examples and exposure to outdoor activities makes the subject hard to understand and the various environmental fallouts difficult to visualise.

5.3 Major Suggestions

Towards the end of the study the researcher would like to make suggestions and offer guidelines to various agencies.

5.3.1 Suggestions for the Syllabus Designers

- The syllabus of Environmental Education at the graduate level is primarily decided by the members of the Board of Studies of Commerce with a little help from very few representatives from the Department of Geography and the Department of Environmental Science. More members from the Department of Geography and Environmental Science should be consulted during the meetings held to discuss the change in syllabus so that the syllabus is well formulated with selection of the important and relevant topics.

- The topics included in the syllabus for the courses of higher education, should fulfill the objectives of Environmental Education. The students from the different courses such as Bachelor in Arts (BA), Bachelor in Commerce (B Com), Bachelor in Mass Media,(BMM) etc all must find Environmental Education equally fruitful. They must be able to put their education to work to lead an environment friendly life and to use their knowledge later in the varied occupations they may choose to serve e.g.
Doctors, Chartered Accountants, Lawyers, Engineers or Corporate Managers.

- The syllabus design should pay proper attention to the project work which can be given to the students to be carried out outside the classroom. The projects should be a proper combination of activities which can be started, tabulated and accomplished successfully keeping the country’s culture, ethics and local practices in mind and should not pose a big challenge to the students.

- The syllabus designers will have to review topics in the syllabus and see that they are connected and have enough scope for the students to participate and be active in the classrooms. These interactive sessions will lead to internalized learning in the students and prove helpful in preventing the attendance from going down in the classroom.

- Syllabus designers of Environmental Education must consider the fact that every student has a different learning style. Hence the syllabus designers must consider the various approaches to syllabus design from all over the globe in order to narrow down on a syllabus design which will by and large bear positive results.

### 5.3.2 Suggestions for Textbook Writers

- Environmental Education should provide learners with ecological knowledge, conceptual awareness, environmental action skills as well as skills for investigation and evaluation.

- The subject matter of Environmental Education is extremely vast and the writers of textbooks must realize the responsibility that rests on their shoulders in selecting and writing the adequate material needed to explain the concepts in each chapter.

- Plenty of brain storming with experts on the subject and reference work should be carried out before the textbook is published.
• The language of the textbooks should be simple and lucid with pictorial depiction to make the chapters easy to read and understand.
• The textbooks must have a corollary of definitions and acronyms used in the text for easy reference and understanding.
• The textbooks must provide the question paper pattern along with the marking scheme. The marks allotted to the questions will help the students gauge the importance of the concepts and terminologies which they will need to understand and study. A set of important questions provided after each chapter will assist the students focus on the relevant aspects of the chapter.
• The case studies provided in the textbooks should be environmentally relevant, easily conceptualized and thought provoking for the learners. The information acquired from the case studies should be applicable from the micro to the macro level.
• The outdoor activities/project work suggested in the textbooks should not be the usual common activities which can be done mechanically without any interest or follow up. The outdoor activities should be interesting, thought provoking and those which will lead to a chain of other activities.
• After every chapter in the textbook, important web sites should be listed encouraging the students to search the internet for additional information on the topics being discussed.

5.3.3 Suggestions for Teachers of Environmental Education
• Teachers should take the initiative to keep abreast with the latest environmental problems and the scientific methods to control them by enhancing their knowledge about the subject through information made available by print and visual media.
• It is important for senior teachers to attend the meetings conducted by the Board of Studies, to discuss the difficulties in teaching the subject and to give their suggestions for topics before the new syllabus is introduced every three years.

• Teachers must attend the various training sessions and refresher training programmes organised by the University Grant Commission (UGC).

• Teachers must do reference work and read the textbooks written by different authors in order to acquire holistic knowledge on a topic, before taking a lecture.

• To create a greater impact on the students, the teachers must teach with the help of real life examples, visuals and case studies. The teacher may personally or with the help of students take photographs of sites and situations showing environmental problems from their localities or the neighbouring areas and after display and discussion of the same in the classroom, orient and guide the students towards their solutions.

• Teachers should take case studies on environmental issues for open discussion by the whole class or to be discussed in groups.

• Group study of case studies must end in a presentation with the possible solutions to the environmental problems. Any innovative or well researched solution should be acknowledged and rewarded by the teachers.

• The teacher may undertake a systematic analysis of the learner’s needs and try to find out whether the prescribed textbook can meet these needs.

• Teachers should give constructive feedback to the authors of textbooks to help them improve the quality of the textbooks and make them more relevant.
• Teachers should initiate environmental projects along with their students under the guidance of experts or NGOs.

5.4 Guidelines
5.4.1 Guidelines for the Teaching of Environmental Concepts and Processes

• Since the objectives of Environmental Education demand more challenging and long-lasting outcomes, the existing classroom practices must be supplemented with more innovative and participatory techniques to lead the students to awareness and understanding, sensitivity, concern, responsible choice, willingness and commitment to action. (Teachers?)
• Start by gauging the prevailing level of information of the learners with the help of objective type quizzes which may be answered orally, on paper or with the help of modern teaching aids such as clickers. A quick feedback so acquired will help to overcome the information lacunas in some and confusion about certain concepts in the other students and facilitate learning from an equal threshold for all.
• When the senses of a learner are put to use, learning is highly successful. Teach all environmental concepts and processes which are difficult to be shown as real life examples e.g. Major relief features of the Earth, Food Chain, Energy Balance of the Earth or Rain Water Harvesting with the help of audio visual aids or charts. The two senses of sight and hearing will work in tandem and help the learner focus and retain better.
• Encourage the learners to be observant and to co-relate what is taught in the classrooms with similar examples they may find in their localities. Hold discussions on the importance or fallouts of the same.
• Educate the students about the work being done by the Indian Ministry and its agencies e.g. Ministry of Human Resource Development (MHRD), The Ministry of Environment and Forests (MOEF), and Environmental Information System (ENVIS) etc.

• Encourage the students to view particular TV channels and programmes to be aware of what is actually happening and what is being done by different organisations for the environment around us. Door Darshan channels show the work done by the Indian Ministry. The National Geographic channel highlights the exemplary work carried out by the World Bank and The Animal Kingdom channel showcases the work being done by NGOs.

5.4.2 Guidelines for Classroom Activities for better Comprehension

• Take a newspaper item on any recent and important environmental issue and appoint a group of students to research on it and make a presentation in the class. Presentations can be conducted in the form of competitions first within the class itself and then between the different classes culminating in the Best Presentation of the Year.

• Encourage the students to maintain scrapbooks of newspaper clippings on important environmental issues, which can be shown and discussed in the class.

• Make provision to display photographs, articles, posters, charts, maps, exhibitions and models created by the students.

• Allow the students to conduct classroom activities such as Exhibitions, Jumble Sales, Debates and Group Discussions to interact and share information with the others on campus.

• Encourage students to use technology to share information. Teleconferencing with the help of Skype, use of the internet and other software will allow the students to make contact with students from other parts of the country or abroad to discuss environmental issues and
to share viewpoints. Teachers can share the names and details of interesting programmes and websites and hold discussions on various topics.

- Help the students gain knowledge, become confident to express their views and communicate their eco-friendly ideas to the rest of the community. This can become a reality through interactive sessions, role plays and presentations. The teacher must play the role of a facilitator during these sessions and intervene only to keep control on the class and to help steer the discussions in the right direction.

5.4.3 Guidelines for conducting Map Work Sessions

- Map work sessions must be conducted in a manner which is appealing and interesting for the learners. Sufficient teaching hours, as allotted by the University of Mumbai must be given to the sessions on map work. Teaching about maps is best carried out with the help of audio visual aids and the blackboard.

- Let us not burden the learners of Environmental Education with excessive technical details about different cartographic techniques of making maps. Impress upon the students the fact that maps can be a very useful and compact tool for acquiring and sharing of information by just being able to ‘read’ the symbols and signs used in them. A list of signs and symbols used in maps must be provided to the students to comprehend and use in map marking.

- Regular practice of map reading and plotting on blank maps must be done to familiarise the students with the environmentally affected areas.

- Teaching of map work can be initiated right from the beginning of the academic year and should not be relegated to the few lecture hours at the end of the academic session.
5.4.4 Guidelines for Effective Outdoor Activities

- Environmental Education must help a student understand the issues that are affecting the lifestyle of people today. One of the best ways to accomplish this aim is to take the students out of the classrooms for outdoor activities. Every academic year at least 2 months must be reserved for a project work which requires outdoor excursions.

- The sensory perception is an effective method in teaching Environmental Education outdoors. The sensory perception uses the ‘five senses’ approach of sight, touch, taste and other senses to understand the scientific theories and processes and proves to be an effective tool in learning particularly among students who seem to learn better by doing, than by memorising.

- To arouse concern for the environmental problems, students must be taken to those areas of the locality where they can observe the results of public apathy e.g. areas of water or land pollution, soil erosion, garbage dumping, traffic congestion and air pollution. Students must observe the environmental problems in the area and carry out active campaigns to try and reduce the problem.

- Students can take the support of Corporate Houses, Non Government Organizations (NGOs), the media, social workers and the local people to start environmental conservation activities as well as cleanliness and tree plantation drives in the housing societies, shopping malls, market places, sea shores, other public places, schools and colleges.

- Every year proper records about the activities being carried out must be meticulously maintained by the students and the results noted and shared with the local people and media. In the subsequent years the students must strive to achieve more and better environmental conservation results.

- Allow the students to hold street plays and rallies to arouse the public, especially the housewives.
5.4.5 Guidelines for Teaching Techniques

The methods and approaches selected in teaching Environmental Education should be active and participatory in nature. The techniques must provide enough opportunities to the students to experience the environment and ensure their involvement. The extent of active participation of the learner in the teaching-learning process is an excellent index of the quality of teaching. The Piaget's theory of cognitive development and Bruner's theory of concept formation support these beliefs. Water pollution for example is understood better with the help of field study and laboratory analysis. Learner-centered activities such as learning-by-doing, field-study, experimentation, group discussions, games, role-playing, project-work, problem solving and inquiry approach are some of the active learning techniques which bring about maximum learner participation.

Participatory and innovative methods to teach Environmental Education

1. Field Visits / Industrial Visits

A visit to a factory helps students value nature for its constant supply of raw materials used in production which if not handled judiciously can get depleted. Students must also see the other processes of production and distribution, hazards and safety conditions for the employees, methods of waste disposal and the location of the factory with relation to its natural and social surroundings. A well planned field trips will help develop investigative skills in the learners, promote environmental awareness and stimulate participation in environmental conservation.
2. **Group Discussion**

Group discussions provide the students an opportunity to freely express their ideas and opinions on particular topics or environmental issues. The teacher may play the role of a facilitator and help, guide, moderate and orient student thinking and facilitate the exchange of ideas. This technique facilitates the development of individual choice, responsibility and value system.

3. **Role Playing**

In this technique the students are given specific roles to play, to dramatise a specific real life situation. Playing a role in the given set up helps the students personalise the actions and understand that conflicts are sometimes inevitable but can be solved by mutual understanding. The approach sensitises the learners to the needs of the society as well as social and ethical issues.

4. **Project Work**

Students can be encouraged to work alone or in small groups to either collect useful information or investigate the surroundings for specific environmental problems. Project work helps in doing team work and enhances the spirit of inquiry in the students. Teachers may have to provide guidance to the students in selecting, planning, executing and evaluating the project in order to make it a purposeful and meaningful activity.

5. **Field Survey**

Field survey is another effective technique to gather information which can be noted down and utilised later for further desired studies. Before embarking on a field survey students must be taught to formulate a questionnaire or conduct an
interview which are tools used to determine people's awareness, understanding or interest in environmental issues and problems.

6. Debates and Panel Discussions
Debates and panel discussions help to clarify matters of controversy and disputes. These can be effectively organised to help the students express their opinion on environmental issues and concerns and eventually come to a common consensus. Teachers or student representatives may act as judges and present their views on the subject.

7. Environmental Games
Students like to play games thus this technique can prove useful to arouse interest and developmental skills in students. Word puzzles, crosswords, quizzes and many other games related to the environment can be created and used for improving awareness and understanding of the environment.

5.5 SWOT Analysis of Environmental Education

The study has helped the researcher develop insights into the field of Environmental Education and thereby she has been able to comprehend the Strengths and Weaknesses as well as the Opportunities and Threats vis a vis Environmental Education

5.5.1 Strengths of Environmental Education

- The Constitution and the Indian Government's commitment to the environment have been the major driving forces in the evolution of Environmental Education in the country.
- The Central Government and every state within India, now has a Ministry of Environment.
• All education departments recognise Environmental Education as an essential part of education.
• The judiciary of our country has been sympathetic towards environmental issues and the Supreme Court has passed a directive that all students must go through a compulsory course on the environment.
• The directive also states that the media must show a certain number of programmes to create environmental awareness.
• Numerous NGO's in India are playing an active role in creating awareness on development and environmental issues. Working on their own or along with the State Governments they are becoming instrumental in creating greater environmental awareness, leading to timely environmental action.

5.5.2 Weaknesses of Environmental Education
• The illiteracy rate which is estimated at around 48% in India and a high dropout rate in the school system is a major factor in the trickling down effect of Environmental Education in the educational programmes.
• Environmental Education has also not garnered enough recognition as an essential tool for development and remains a subject which is graded or taught for only one semester in the University courses.
• Another drawback is that practically every major environmental programme gets mired in controversy leading to faction within groups and unnecessary delays.
• While commercial communication in the form of advertising is recognised by the business community as essential and receives heavy funding, environmental conservation programmes and Environmental Education remains a low priority as far as funding is concerned.
• Finally the slow visibility of the impact or improvement of the environment, is one of the major weaknesses of Environmental Education.
5.5.3 Opportunities of Environmental Education

- The rapid growth of mass media and the coverage by radio and television offer major opportunity for Environmental Education.
- The ready availability of the Internet is also an emerging opportunity.
- Rampant use of various modes of technology e.g. teleconferencing through Skype helps in the instant sharing of information and knowledge.
- With the media giving coverage to environmental issues and highlighting environmental links between human activities, natural calamities and environmental degradation, people are becoming more interested in learning about the environment.

5.5.4 Threats to Environmental Education

- There is too much of teaching and preaching of Environmental Education and very few to act as role models and match awareness with action. If an educator of Environmental Education is unable to practice what s/he preaches nothing can be achieved.
- Another threat is the firm belief in the superiority of the human race which may destroy the world.
- Inspite of the rising importance of Environmental Education, the advertising budgets are huge compared to the total resources being spent on Environmental Education.

5.6 Scope for Further Study

Even though Environmental Education was introduced as a compulsory subject (Sakal 13 November, 2004), at various levels in the formal education system and the curriculum which was developed seems to be exhaustive, experts are of
the opinion that enough is not being done to save the environment. Students are no doubt receiving information about the environment but with no clear direction and understanding, as the teachers teaching the subject are themselves ill prepared to tackle the needs of the changing environment. Puk and Behm (2003) noted that very little emphasis was placed on Environmental Education in the pre-service teacher training programs resulting in teachers who are confused and without a clear vision. The present study has made the investigator aware of certain related issues which could be explored by the future researchers. Areas which deserve intensive investigation are suggested here below.

1 A study of the Teachers’ Training Programmes in India and the role of Environmental Education in the curriculum.
2 A comparative study of the curriculum of Environmental Education of two states in India e.g. Kerala and Maharashtra.
3 A comparative study of the impact of the curriculum of Environmental Education on the students from the rural and urban areas in Maharashtra.
4 A study of the students’ capacity to influence the parents and other elders with reference to Environmental Education.
5 An evaluation of the examples, case studies mentioned in the text books, taken from the western world or tasks and activities not suited to a particular state.
6 An evaluation of the role of students and Information Technology in the spread of local/global environmental awareness.
7 A comparative study of the text books with reference to the language and the use of graphs and diagrammatic representation.
8 A study of the utility of separate map books in helping students attain holistic knowledge of the subject.
9 A study of correlative between environmental awareness and socio economic background.
5.7 Summary

The aim of this study was to analyse the impact of Environmental Education on the social behaviour of the students of higher education from the University of Mumbai. The potential of the present curriculum of Environmental Education was examined largely with the help of the feedback received from students, teachers and alumni of the University of Mumbai, to ascertain whether the curriculum of the subject was contemporary and helpful in empowering the learners to think and behave in an environment friendly manner and prevent further environmental degradation. Based on the analysis of the feedback, the investigator derived findings to satisfy the objectives of the study. Certain suggestions about the syllabus design, preparing textbooks and teaching the syllabus in a more effective manner have also been made for the textbook writers and the teachers.

Teaching of Environmental Education leads to the accomplishment of three types of education - education about the environment; education through the environment and education for the environment.

The researcher opines that teachers largely rely on the prescribed textbooks provided by the government or similar agencies to share knowledge about the environment with their students. The interactions and teaching in the classrooms depend upon the authenticity and the quantum of information found in quality textbooks. The complex nature of the subject and the interpretations of its various aspects need a balance of theoretical classroom teaching along with practical teaching through excursions and outdoor activities, for better understanding. Close observation and analysis of the effects of constructive and destructive environmental activities will initiate more and more students to take
up the cause for the environment, as some of the alumni of the University of Mumbai have done.

5.8 Conclusion

Embarking on this research study the researcher had set out to study the impact of Environmental Education on basically the students and teachers of colleges affiliated to the University of Mumbai in Navi Mumbai. At the end of the study the researcher concludes that though undoubtedly the impact was largely a positive one but it cannot be said that there were no negative fallouts at all. Navi Mumbai continues to be plagued with certain environmental issues which need to be tackled swiftly and firmly. The growing population, increasing number of cars and the rising purchasing power of people especially the youth, leading to excessive wants and waste are matters of grave concern in Navi Mumbai as in any other part of the world. The researcher firmly believes that salvation to many environmental problems lie in the hands of the young generation who can be brought around with compassion rather than compulsion.

The researcher feels that in these days of technological revolution when today’s gadgets become defunct tomorrow, students must be made aware of the usefulness of these gadgets and not to merely treat them as “toys” and they should be prompted to put them to the best educational use as possible. These modern innovative tools such as the television, tele-conferencing, mobile phone applications and internet should help the students and teachers of Environmental Education from Navi Mumbai or any other part of India, keep pace with like minded people all over the world, allow them to put forth their queries and share information to come up with solutions to the environmental issues. The timely information received from various sources will mitigate
problems and create a better world where nature will be treated with reverence. Modern technological tools will also assist in effective teaching in the classrooms, arousal of interest and improvement in learning for the students. The acceptance and usage of these modern tools which help share information and connect people from different countries, will assist teachers and students to make boundaries disappear and shrink the world into a 'global village' where the environment belongs to everyone and where everyone has a conscientious role to play in conserving the environment.

Trees when richer with fruits bend down; clouds when filled with fresh water do not move far, that is, they position lower so as to rain, likewise the noble ones do not get puffed with prosperity or success. Their nature is to do benevolence to others.