

# Impact of Ecological Calamity on Green Environment

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**Abstract:** *Natural and man-made calamities that cause harm to the environment include wildfires, landslides, floods, earthquakes, tsunamis, volcanic eruptions, and transportation accidents. Human impact, such as pollution, deforestation, and overpopulation, is the primary cause of ecological calamities. Green environment represents sustainability which supports the current generation for an extended length of time while maintaining a balance between environmental preservation, economic growth, and social progress, all without jeopardizing the needs of future*

**Keywords:** Calamities

## I. INTRODUCTION

Natural and man-made calamities that cause harm to the environment include wildfires, landslides, floods, earthquakes, tsunamis, volcanic eruptions, and transportation accidents. Human impact, such as pollution, deforestation, and overpopulation, is the primary cause of ecological calamities. Green environment represents sustainability which supports the current generation for an extended length of time while maintaining a balance between environmental preservation, economic growth, and social progress, all without jeopardizing the needs of future generations. The four pillars of sustainability are environment, economy, society, and people. Damages from eco disasters have a lifelong alert on these fundamentals.

The aim of this study is to examine impact of ecological calamity on green environment by pre-service teachers of B.Ed. of Lingaya's Vidyapeeth This type of research is important to understand the role of society to stop man made calamity in an environment.

## II. REVIEW OF RELATED LITERATURE

A number of studies have been conducted to judge the influence of eco-calamity on green environment--

**Natural disaster and social conflict—a systematic literature review –research completed by Ziqi Wang, Feng Shen, in 2016** and found that the natural disaster caused societal clash with unfavorable shock on the humanity and enlarged societal threat. In most instances, the eco disaster caused communal conflicts increased the danger of prospect community crises.

**Climate Change and Disasters: Sustainable development impacts, trends, interlinkages with migration and conflicts, and likely scenarios** ---research done by Vally Koubi UN, New York, February 20-21, 2019 and concluded that Climate-related disaster affected totals in absolute numbers and percentage of population potentially exposed

**Natural disaster and infectious diseases in Europe—a literature review to identify cascading risk pathways** – completed by Jonathan, 2020, and concluded that majority of reports related to food- and water-borne disease.

**Natural hazards, disaster management and simulation: a bibliometric analysis of keyword searches—conducted by Beth Barnes, Durham University, Sarah Dunn, New Castle University, 2023** and reported that natural hazards (73%) are more major than man-made hazards (14%). Of the man-made hazards covered, terrorism is the most common (83%). The most regular disaster types are climate related, and in this study hydrological (20%), geophysical (20%), meteorological (15%) and climatological (5%) were the most frequently researched. Asia experiences the highest number of disaster events as a continent with North America being the most recurrent (59%).

**In present study researchers tried to conclude the impact of eco calamity on green environment through B.Ed trainees, studied Environmental Education as a part of their curriculum. These trainees can correlate the impact with suggestions of NEP 2020.**

**STATEMENT OF THE PROBLEM**

To study the effect of eco tragedy on friendly environment.

**OBJECTIVES OF THE STUDY**

- To assess how student teachers' assessments on environmental disasters affect sustainability.
- To compare the outcome to the B.Ed. curriculum recommendations made by NEP 2020.

**DELIMITATION OF THE STUDY**

The study was delimited to Lingaya's Vidyapeeth, Faridabad, only.

The study was delimited only to B.Ed. trainees of first and second years of School of Education only.

**METHODOLOGY**

The research method is qualitative and quantitative in nature

**POPULATION**

24 pupil teachers from B.Ed. First and Second years of Lingaya's Vidyapeeth, Faridabad involved as population.

**SAMPLE SIZE**

The sample size remains restricted to 24 B.Ed. trainees of Lingaya's Vidyapeeth with purposive sampling.

**TOOL USED**

To assess the impact of an eco-disaster, researchers created the OPINIONNAIRE, a Google form with YES/NO alternatives, for the current study. Opinion statements were chosen and refined following deliberations and preparations with education specialists from educational institutions, DIETs, and the School of Education at Lingaya's Vidyapeeth. Twelve assertions were kept after consideration for validity and reliability by the experts. Once this scale was administered to B.Ed. trainees, it was standardized.

**THE OPINIONNAIRE HAS DIVIDED IN THREE SECTIONS--**

**A .First section contains personal information—**

Name of trainee--

Father's name---

Year—1<sup>st</sup>/1<sup>nd</sup>---

Session—

Roll no—

12<sup>th</sup> class subjects

**B. Second section contains 12statements with yes and no options.**

CONTENT	STATEMENT	YES	NO
<b>DIMENSIONS OF GREEN ENVIRONMENT</b>	1. Human, social, economic and ecological are the four pillars of green environment		
<b>ECO-CALAMITY AND WILD LIFE</b>	2. Wildlife may be shattered or not directly affected by the power of the calamity by changes in habitation and food supply. 3. Water quality is affected when sediment reaches rivers and waterways.		

<b>ECO CALAMITY AND RESOURCE CAPACITY</b>	4. A diminish in resource facility and a decline in production can occur as a effect of a calamity. 5. calamities will result in financial losses in the shape of resources and society returns		
<b>SOCIO ECONOMIC IMPACT OF CALAMITY</b>	6. Financial and community insecurity characterized by changeable prices, move of cluster ranks and movement of people		
<b>ECO CALAMITY IMPACT ON ENVIRONMENT</b>	7. Land collapse, deforestation, desertification, wild land fires, loss of biodiversity, land, water and air pollution, atmosphere vary, ocean height increase and ozone depletion		
<b>IMPACT OF ECO CALAMITY ON POLITICAL CONCERNS</b>	8. A calamity can neglect the public's Attitude about the talent of the political group.		
<b>ROLE OF GREEN ENVIRONMENT DEVELOPMENT IN CALAMITY MANAGEMENT</b>	9. The 2030 Agenda for Sustainable Development recognizes --the urgent need to reduce the risk of calamities.		
<b>GREEN ENVIRONMENT DEVELOPMENT AIM</b>	10. Inclusive and impartial future which provides prosperity, all within ecological limits.		
<b>INTEGRATION OF CALAMITY MANAGEMENT AND SUSTAINABILITY</b>	11. Integrating these two concepts allows us to successfully moderate the impacts of calamities, defend helpless communities, and save priceless assets for future generations 12. This integration ensures the long-term health and prosperity of our earth and its population; structure a more secure future for all.		

**C. Please suggest some points regarding correlation of results with NEP2020 suggestions for B.Ed curriculum**

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The pupil teacher responded by choosing the alternative against the statements. There was no time limit for recording responses, but pupil teachers were suggested to complete it as soon as possible

**COLLECTION OF DATA**

For the collection of data, OPINIONNAIRE was administered to the pupil-teachers through Google form. General instructions were given to the pupil-teachers and the purpose was also explained to them. Responses of Pupil teachers were gathered on the spot for data analysis.

**STATISTICAL TECHNIQUE USED**

The data was analyzed by using statistical techniques –percentage, Pie diagram

**III. ANALYSIS AND INTERPRETATION OF DATA**

**Section A—**

Information's, researchers found that trainees from different streams in 12<sup>th</sup> class got admission in B.Ed. and they have graduate and post graduate qualifications.

**B. Second section contains 12 statements with yes and no options.(%)**

CONTENT	STATEMENTS	YES (%)	NO(%)
<b>DIMENSIONS OF GREEN ENVIRONMENT</b>	1. Human, social, economic and ecological are the four pillars of green environment.	95.8%	0.2%
<b>ECO- CALAMITY AND WILD LIFE</b>	2. Wildlife may be shattered or not directly affected by the power of the disaster by changes in habitation and food supply. 3. Water quality is affected when sediment reaches rivers and waterways.	75% 79.2%	25% 20.8%
<b>ECO CALAMITY AND RESOURCE CAPACITY</b>	4. A diminish in resource facility and a decline in production can occur as a effect of a calamity. 5. calamities will result in financial losses in the shape of resources and society returns	87.5% 91.7%	12.5% 2.3%
<b>SOCIO ECONOMIC IMPACT OF CALAMITY</b>	6. Financial and community insecurity characterized by changeable prices, move of cluster ranks and movement of people	87.5%	12.5%
<b>ECO CALAMITY IMPACT ON ENVIRONMENT</b>	7. Land collapse, deforestation, desertification, wild land fires, loss of biodiversity, land, water and air pollution, atmosphere vary, ocean height increase and ozone depletion	91.7%	8.3%
<b>IMPACT OF ECO CALAMITY ON POLITICAL CONCERNS</b>	8. A calamity can neglect the public's Attitude about the talent of the political group.	69.6%	30.4%
<b>ROLE OF SUSTAIABLE DEVELOPMENT IN CALAMITY MANAGEMENT</b>	9. The 2030 Agenda for green environment development recognizes --the urgent need to reduce the risk of disasters.	91.7%	8.3%
<b>GREEN ENVIRONMENT DEVELOPMENT AIM</b>	10. Inclusive and impartial future which provides prosperity, all within ecological limits.	87.5%	12.5%
<b>INTEGRATION OF CALAMITY MANAGEMENT AND SUSTAINABILITY</b>	11. Integrating these two concepts allows us to successfully moderate the impacts of calamities, defend helpless communities, and save priceless assets for future generations 12. This integration ensures the long-term health and prosperity of our earth and its population; structure a more secure future for all.	79.2% 79.2%	20.8% 20.8%

**C. suggestion of some points regarding correlation of results with NEP2020 suggestions for B.Ed curriculum**

National Education Policy (NEP) 2020 stresses upon suitable addition of ecological consciousness and compassion towards its security and sustainable development in school curricula. NEP 2020 recommended to make environment education an integral part of school curricula. **Therefore on the basis of recommendation and results of research study, pre-service trainees suggested following points for B.Ed. programme—**

Ecological realization in terms of protecting water, air, and resources; the addition of green learning as a subject in B.Ed. programs; the aspirations of the next generation in relation to the environment; value-oriented education for the environment; and the inclusion of green awareness and compassion in all B.Ed. programs.

- Pedagogical topics incorporate the surroundings as well.
- Providing extra environmental education resources to students and pre-service and in-service teachers.

- Combining environmental life skills with
- Teachers' encouragement to use green classroom

It is concluded that calamity management and Sustainability/green environment are two sides of same coin. Eco Disaster affects the sustainability.

#### **IV. SUGGESTIONS AND RECOMMENDATIONS**

Similar study can be done for all the pupil teachers of B.Ed programs across Faridabad or even it can be undertaken in different states of India.

#### **V. CONCLUSION**

It was discovered that the power of calamities influenced the four pillars of sustainability: ecological, social, economic, and human. There are several ways that a calamity might affect the environment and growth. Calamities cause substantial ecological deterioration and ecological disproportion, impede socioeconomic growth, and hinder the process of civilizing the residents' excellent quality of life. As recommended by NEP 2020, environmental education should be integrated into all educational levels, including higher education, to raise students' awareness of environmental issues. Pre-service teachers' awareness of the environment will contribute to preparing future generations to be responsible and sensitive to a safe environment. It will also allow them to consider the environmental conditions that precede disasters and the monitoring of natural sources to avert disasters.

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