

A Study Of The Impact Of Covid-19 Pandemic On Government Colleges Of Imphal West District Of Manipur

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ABSTRACT

The COVID-19 pandemic has had a substantial impact on government colleges in the Imphal West District of Manipur, causing disruptions to academic performance, administrative processes, and the well-being of students and faculty. The present study finds obstacles such as insufficient digital infrastructure, restricted internet access, and a lack of digital literacy. It emphasises the existence of a digital divide and the necessity for investments in technology and training programmes. Additionally, it emphasises the worsening of socio-economic inequalities, specifically for marginalised students. The pandemic has also stimulated inventive teaching methodologies, including as blended learning models and novel student engagement tactics. The report urges officials and educational leaders to take proactive measures and construct a more robust and fair educational system for the future.

Introduction

The study seeks to ascertain the level of awareness of the COVID-19 epidemic and its ramifications on collegiate education. Students have had substantial personal, financial, and psychological difficulties as a result of the epidemic, restrictions on movement, curfews, and the practice of maintaining physical distance. A significant number of students expressed overwhelming distress and sorrow as a result of the uncertainty in their lives and the academic setbacks caused by the closure of educational facilities. Most students had challenges during the shift from offline to online classrooms due to the need to familiarise themselves with various platforms, technical proficiency, internet connectivity issues, the lack of personal devices for each student, and the requirement for a suitable uninterrupted learning environment. Teachers dedicated time to acquire proficiency in the new application. Nevertheless, certain students became acclimated to the circumstances. The majority of students participated in online classes for a duration of 3 hours every day, with 30% of students attending for 2 hours and 10% going for 4 hours. The challenges encountered encompassed acclimating to the unfamiliar system, adapting to teachers, sharing mobile devices, grappling with limited living space, and facing internet connectivity issues. The greatest issue was finding a balance between academic activities and personal and family obligations.

A significant proportion of students have undertaken online examinations, and they have generally found it advantageous but also demanding. They faced challenges in adhering to technical guidelines, meeting submission deadlines, and wrestling with technological requirements. Several pupils commended the significance of self-directed learning and learning through exploration. Nevertheless, the analysis revealed that the novel system was unfamiliar to all parties involved, including students, teachers, and the university itself. There were technical difficulties, including delays in posting questions, submitting response scripts, and internet connectivity problems. In summary, the study emphasises the difficulties encountered by students amidst the epidemic and the necessity for enhanced assistance and resources.

The COVID-19 pandemic has significantly impacted education globally, resulting in widespread school closures and a transition to remote learning (Viner et al., 2020). By March 2020, the UN reported that 107 countries had enforced national school closures, affecting approximately 862 million students (Viner et al., 2020). This shift to online education has posed challenges across various educational domains, including medical education (Rajab et al., 2020), nursing education (D'Souza et al., 2022), and pharmacy education (Nagy et al., 2021).

Universities were compelled to shut down their campuses, leading to millions of students having to complete their academic terms through remote learning (Katz et al., 2021).

Educators have swiftly adjusted to the new normal brought about by the pandemic by incorporating digital tools and online platforms into their teaching methodologies (Mashiya, 2023). However, the switch to remote learning has not been seamless, with students encountering obstacles such as digital disparities, limited internet access, and difficulties in engaging with coursework (Katz et al., 2021). Moreover, the pandemic has shed light on pre-existing issues within the education system, such as food and housing insecurity impacting students' learning capabilities (Ashby-King, 2020).

The repercussions of COVID-19 on education have been extensive, affecting not only theoretical academic involvement but also practical elements like laboratory work (Youssef et al., 2020). Science educators have had to revamp their curricula to suit remote learning environments, necessitating rapid adjustments to teaching methods and support structures (Youssef et al., 2020). Additionally, the pandemic has expedited the digital transformation of education, compelling institutions to embrace new technologies and teaching approaches (Mhlanga & Moloi, 2020).

COVID-19 pandemic has disrupted the education sector significantly, prompting a shift towards remote learning and digital platforms. Both educators and students have grappled with adapting to this new educational landscape, underscoring the necessity for continuous support, training, and resources to ensure quality learning experiences during these unprecedented times.

Manipur and Covid-19 pandemic:

Manipur, a northeastern Indian state, is surrounded by Nagaland, Mizoram, Myanmar, Assam, and Myanmar. With a population of nearly 3 million, it covers 22,327 square kilometers and has been a hub for Asian economic and cultural exchange for over 2,500 years. The state has connected the Indian subcontinent and Central Asia to Southeast Asia, China, Siberia, Micronesia, and Polynesia, facilitating migration of people, cultures, and religions.

Schools in Manipur are run by either the state or national government or by private groups. The primary language of instruction is English. According to the 10+2+3 scheme, students are eligible to pursue either general or professional degree programs once they have successfully completed the Higher Secondary Examination, also known as the grade 12 examination. The primary universities in Manipur include Manipur University, Central Agricultural University, National Institute of Technology, Manipur, Indian Institute of Information Technology, Manipur, Jawaharlal Nehru Institute of Medical Sciences, Regional Institute of Medical Sciences, and Indira Gandhi National Tribal University.

Imphal West district is a constituent of the Manipur state in northeastern India, comprising one of the sixteen districts. As of 2011, this district has the highest population in the state. Lamphelpat city serves as the administrative center for the district. The district covers a total size of 558 square kilometers. The district has the top position in the ranking of the 'District Infrastructure Index', which is computed under the supervision of the Ministry of North East Region (DoNER). The population of Imphal West district, as recorded in the 2011 census, is 517,992, which is approximately the same as the population of Cape Verde. As a result, it is ranked 545th among all the entities in India, out of a total of 640. The district has a population density of 992 individuals per square kilometer (2,570/sq mi). The population experienced a growth rate of 15.82% during the period from 2001 to 2011. Imphal West has a female-to-male sex ratio of 1029:1000 and a literacy rate of 86.7%.

The district is divided into 4 sub-divisions and 10 circles:

1. Lamphelpat Sub-Division: Lamphelpat
2. Patsoi Sub-Division: Patsoi, Konthoujam
3. Lamsang Sub-Division: Salam, Lamsang, Sekmai
4. Wangoi Sub-Division: Hiyangthang, Lilong Chajing, Wangoi, Mayang Imphal

Objectives of the study

The following are the objectives of the present study:

1. To Study the General Awareness of Students on COVID-19 Pandemic.
2. To Study the Impact of COVID-19 Pandemic on Students with special reference to: (i) Personal (ii) Education (iii) Social (iv) Finance.
3. To Study the Coping Strategies adopted by Students.
4. To Study the Suggestions offered by Students on COVID-19 Pandemic.

Research Method:

The present study employed Exploratory Research method. It intends to explore a problem and have better understanding of the existing problem at hand and therefore determine the nature of the problems. The Study is delimited to UG students of Government Colleges of Imphal West District of Manipur state.

Population:

The population of the current study consists of 11 government colleges with a total of 14,300 individuals situated in the Imphal West region of Manipur. The information is methodically displayed in the table provided below:

Table-1: Showing the Population of the study¹

District	No of Colleges	No of Students
Imphal West	11	14300

Sample and Sampling technique:

Simple Random Sampling was used to take the sample in the present study. The sample of the present study comprised of 4 (Four) Government Colleges and 50 students. It is presented systematically in the table below:

Table -2 Showing the Sample of the Study

District	No of Colleges	No of Students ²
Imphal West	4	250

Data Collection:

The process of collecting data started after a research problem has been defined and research design chalked out. A tool was then developed to collect data from two sources known as (a) Primary and (b) Secondary data.

Primary sources:

Primary sources of a data included original information gathered through unpublished documents and testimony by the investigator from students and the Principals of government Colleges through questionnaire and discussion.

Secondary Sources:

Secondary sources of data included information gathered from articles, statistical data from Directorate of Economics and Statistics from Government of Manipur, books, journals, websites etc.

Tools:

The given tool was developed by the investigator after going through a number of articles, paper and review of related literature for data collection.

Questionnaire:

A questionnaire was developed for the students of colleges to have an understanding of the facts related to COVID-19, its impact on education and problems faced by them related to COVID-19.

Analysis and Interpretation of the Data:

The data obtained from primary sources was examined using both qualitative and quantitative methods. The data was analysed using the statistical approach of percentage, and interpretations were formed based on the results. The conclusions can only be drawn after completing this stage.

There is a need to find out if students are aware of the COVID-19 pandemic happening and how it has an impact on education.

Table-3: Showing the awareness of COVID-19 by students

Area	Yes	No	Percentage (%)
Awareness	250	-	100

From the above table, it can be seen that 100% of students are aware of COVID-19 Pandemic happening all over the world.

Table-4: Showing awareness on symptoms of COVID-19

Symptoms	No of Students	Percentage (%)
Fever, cough, tiredness, loss of smell and taste	150	60
Breathing problem, Chest pain, headache, aches and pain	50	20
Confusion, diarrhoea	50	20

The above table shows that majority i.e, 60% of students mentioned fever, cough, tiredness, loss of smell and taste as symptoms of COVID-19, another 20% wrote breathing problem, Chest pain, headache, aches and pain as symptoms; and least percentage of 20% of confusion and diarrhoea as symptoms.

¹ Sources: Respective college record

² Due to time constraints and other limitations, the sample size is restricted.

Table-5: Showing awareness on higher risk of developing severe COVID-19 illness

Higher Risk	No of students	Percentage (%)
Older people and people with co-morbidities	225	90
Children	25	10

It can be seen from the table that 90% of students mentioned that older people and people with co-morbidities have higher risk of developing severe case as compared to younger people and another 10 % opined children as having more risk.

Table-6: Showing awareness on declaration of COVID-19 outbreak as Pandemic

Declaration	No of Students	Percentage (%)
11th March, 2020	225	90
30th January, 2020	25	10

The above table shows that majority of students i.e., 90% rightly pointed out 11th March, 2020 as the day WHO declared COVID-19 as pandemic as against 10% who says it was on 30th January, 2020 clearly misunderstanding it for the declaration of Public Health Emergency of International concern.

Table-7: Showing awareness on the measures to be adopted to prevent COVID-19 infection

Preventive Measures	No of Students	Percentage (%)
Wear mask, maintain distance, wash hands regularly and get vaccinated	235	94
Vaccination and maintain social distance	15	6

The above table shows that 94% of students are aware of preventive measures of COVID-19 such as wearing mask, maintaining distance, washing hands regularly and get vaccinated whereas 6% only mention vaccination and social distance to curb the disease.

Impact of COVID-19 on the lives of Students.

The lives of students have been impacted severely by COVID-19 at personal level due to infection of oneself, family members, stress and trauma accompanied due to financial and mental challenges.

Table-8: Showing infections of students with COVID-19 and its impact.

Infection and its impact	No of Students	Percentage %
Yes	180	72
No	70	28

The above table shows that 72% of students have been infected with COVID-19 whereas 28% were not.

Table-9: Showing the impact of COVID-19 pandemic on students' life.

Impact	No of Students	Percentage (%)
Emotional stress and depression due to personal and family infections, inability to concentrate on studies, financial challenges and struggles	125	50
Challenging yet more time to spend with family and concentrate on hobbies.	75	30
Dealing with uncertainty and pain in the family affecting almost everything.	50	20

The above table shows that 50 % of students mentioned the impact of COVID-19 as emotional stress and depression due to personal and family infections, inability to concentrate on studies, financial challenges and struggles; another 30% in a more positive note saying that the impact of COVID is challenging yet allows more time to spend with family and concentrate on hobbies. However, some 20% of students mentioned dealing with uncertainty and pain in the family which affects almost everything.

Impact of COVID-19 on Education of Students

The impact of COVID-19 pandemic, lockdowns, curfews and social distancing on education was massive. It may be either positive or negative impact on classes, evaluation, online examination, assessment and administration affecting all the stakeholders.

Table-10: Showing feelings of students on closure of educational institution

Feelings on closure of educational institutions	No of Students	Percentage (%)
Immense panic and sadness due to uncertainty of life and academic loss.	185	74
Mixed feelings of both sadness and relief at the beginning. However, as it prolonged, it leads to anger and realization of a huge loss.	65	26

The above table reveals that majority i.e., 74% of students mentioned immense panic and sadness due to uncertainty of life and academic loss on closure of educational institutions due to COVID-19 and another 26% of mixed feelings of both sadness and relief at the beginning. However, as it prolonged, it leads to anger and realization of a huge loss.

Table-11: Showing the mode of Education taking place in the absence of physical class

Mode of Education	No of Students	Percentage (%)
Mostly Online but sometimes meet teachers personally for guidance	180	72
Online only	70	28

The above table shows that 72% of students responded that classes were carried on mostly Online but sometimes meet teachers personally for guidance and another 28% mentioned only online class in the absence of physical class.

Table-12: Showing the state of transition from offline to online class

State of transition	No of Students	Percentage (%)
Difficult as it requires knowledge of different platforms and technical know-how, internet problem, inability to have personal phones for each student of the family and proper space to have uninterrupted class. Teachers too took time to master it as it is a new application.	170	68
Need some adjustment but gradually adapted	80	32

The above table shows that 68% of students described transition from offline to online class as difficult as it requires knowledge of different platforms and technical know-how, internet problem, inability to have personal phones for each student of the family and proper space to have uninterrupted class. Teachers too took time to master it as it is a new application. However, 32% of students seem to ease into it smoothly as they reported that although it requires some adjustment they gradually adapted to it.

Table-13: Showing platforms used to attend online class

Platforms used	No of Students	Percentage (%)
Google Meet and Zoom	190	76
Teachmint	60	24

The table above shows that 76% of students reported using Google Meet and Zoom to attend online class and another 24% used Teachmint.

Table-14: Showing the benefits of online class

Beneficial	No of Students	Percentage (%)
Yes, it is beneficial because it is the only means to continue learning and mitigate the spread of disease at the same time. Moreover, it is like personalised time with teachers as there is minimum distraction from other students.	160	64
No, because there are too many barriers in the form of internet problem, leaving and entry while the class goes on, background noises etc.	90	36

The above table shows that majority i.e., 64% of students responded that it is beneficial because it is the only means to continue learning and mitigate the spread of disease at the same time. Moreover, it is like personalised time with teachers as there is minimum distraction from other students. However, 36% responded that it is not

because there are too many barriers in the form of internet problem, leaving and entering while the class goes on, background noises etc.

Table-15: Showing the hours of attending online class in a day

Hours	No of students	Percentage (%)
3 Hours in a day	150	60
4 Hours	25	10
2 Hours	75	30

The above table shows that 60% of students attended online class 3 hours a day, 30% of students 2 hours and 10% of students 4 hours.

Table-16: Showing the challenges of online class

Challenges	No of students	Percentage (%)
Getting use to the new system, acquainting oneself with new technology and adapting, adjusting with teachers who are new to the system, sharing phones struggling with space at home and internet problem.	150	60
Struggling to balance academic activities along with personal and family infection is the greatest challenge.	100	40

The above table shows that 60% of students described challenges of online class as getting use to the new system, acquainting oneself with new technology and adapting, adjusting with teachers who are new to the system, sharing phones struggling with space at home and internet problem. Another 40% mentioned struggling to balance academic activities along with personal and family infection is the greatest challenge.

Table-17: Showing Students having given online exam

Online Examination	No of Students	Percentage%
Yes	240	96
No	10	4

The above table shows that 96% of students have given online exam and 4% have not.

Table-18: Showing the benefits of online examination

Benefits of online exam	No of students	Percentage (%)
It is beneficial overall although challenging at the same time. Grappling with technical guidelines to follow university rules and writing answers to submit on time demanded dedication, care, commitment and integrity on students' side. Moreover, it taught the students to fend for oneself and the value of self-learning and learning through discovery.	180	72
It is beneficial because it taught them self-learning and self-reliance.	70	28

The above table shows that 72% of students described that it is beneficial overall although challenging at the same time. Grappling with technical guidelines to follow university rules and writing answers to submit on time demanded dedication, care, commitment and integrity on students' side. Moreover, it taught the students to fend for oneself and the value of self-learning and learning through discovery. Another 28% mentioned that it is beneficial because it taught them self-learning and self-reliance.

Table-19: Showing the Problems faced by Students in regards to online examination

Problems of online exam	No of students	Percentage (%)
It is challenging in a sense that this system is new for everyone including students, teachers and university itself. Inability to upload questions on time from university, submission of answer scripts and internet issue are ever present. Moreover, grappling with technical guidelines to follow university rules and writing answers to submit on time demanded dedication, care, commitment and integrity on students' side.	190	76
Technical problem from all sides poses a challenge	60	24

The above table shows that 76% of students described that it is challenging in a sense that this system is new for everyone including students, teachers and university itself. Inability to upload questions on time from

university, submission of answer scripts and internet issue are ever present. Moreover, grappling with technical guidelines to follow university rules and writing answers to submit on time demanded dedication, care, commitment and integrity on students' side. Another 24% cited that technical problem from all sides pose a challenge.

Impact of COVID-19 on social life of students

This objective tried to find out the reactions of students to lockdowns, was it necessary according to them; lifestyles and activities they have given up and the impact it has on their social lives.

Table-20: Showing the reactions of Students to lockdowns due to COVID-19

Reactions to Lockdowns	No of Students	Percentage (%)
It was understandable as it was done to mitigate the spread of disease. However, it was a bit too harsh in the beginning that it created a sense of doom and fear.	160	64
It was difficult as it restricts many activities and makes life boring.	90	36

The above table shows that majority ie 64 % of students responded that lockdown was understandable as it was done to mitigate the spread of disease. However, it was a bit too harsh in the beginning that it created a sense of doom and fear. Another 36% mentioned that it was difficult as it restricts many activities and makes life boring.

Table-21: Showing the activities and lifestyles given up by students due to lockdown

Activities and lifestyles given up by Students	No of Students	Percentage (%)
Attending classes, shopping, meeting friends, family and relatives. Roaming, going for picnic and having fun.	140	56
Inability to attend class, visit library and attending traditional get- together.	110	44

The above table shows that majority i.e., 56% of students have given up attending classes, shopping, meeting friends, family and relatives. Roaming, going for picnic and having fun. Another 44% mentioned their inability to attend class, visit library and attending traditional get- together.

Table-22: Showing the opinion of students whether lockdown was necessary or not.

Lockdowns necessary	No of Students	Percentage (%)
Yes	145	58
No	105	42

The above table shows that 58% of students responded that lockdowns due to COVID-19 was necessary as against those 42% who said that it was not necessary.

Table-23: Showing the overall impact of lockdowns on students

Impact of Lockdowns	No of Students	Percentage (%)
Restrictions on movement made them lazy mentally and physically that it brings stress and sense of helplessness.	170	68
It was difficult as it restricts many activities and fun experiences out of life. Most importantly missing out on academic life and experiences for so long was unbearable.	80	32

The above table shows that majority i.e., 68 % of students responded that restrictions on movement made them lazy mentally and physically that it brings stress and sense of helplessness. Another 32% mentioned that it was difficult as it restricts many activities and fun experiences out of life. Most importantly missing out on academic life and experiences for so long was unbearable.

Impact of COVID-19 on Finance of Students

This objective tried to find out if finances of students have been affected due to COVID-19 Pandemic and how did they struggle.

Table-24: Showing if students and their families suffer from financial crunch during COVID-19 Pandemic

Financial Crunch	No. of Students	Percentage (%)
Yes	190	76
No	60	24

The above table shows that 76% of students and their families had a financial crunch due to COVID-19 as against 24% who were not affected.

Table-25: Showing the way students and their families struggle financially

Financial Struggle	No of Students	Percentage (%)
Restrictions to open shop regularly and transact business	110	44
Difficult as vegetable vendors	55	22
Daily wage earner not possible	50	20
Difficulty in supporting family business	20	8
Salary not received on time	15	6

The above table shows that 44% of students and their family had a financial crunch due to restrictions to open shop regularly and transact business, 22% had difficulty as vegetable vendors, 20% as daily wage earner, 8% had difficulty in supporting family business, and 6% from not receiving salary on time due to COVID-19 pandemic and lockdowns.

Coping strategies adopted by students

This objective tried to find out if students suffered from stress due to COVID-19 pandemic and lockdowns and how they cope with the situations.

Table-26: Showing if students suffer from stress due to Pandemic

Stress	No of Students	Percentage (%)
Yes	155	62
No	95	38

The above table shows that 62% of students admitted to having stress as against 38% of students not having it.

Table-27: Showing the coping strategies adopted by students to beat stress

Coping strategies	No of Students	Percentage (%)
Listen to music, play games, watch YouTube, play musical instruments, walk, engage in social media and attend online class.	140	56
Study, meditate, gardening, knitting, tend flowers, listen to music, watch youtube, social media, spend time with family, Pray and worship, Exercise etc.	110	44

The above table shows that 56% of students used coping strategies such as listening to music, play games, watch youtube, play musical instruments, walk, engage in social media and attend online class. And another 44% reported studying and attending online class, meditation, gardening, knitting, tend flowers, listen to music, watch youtube, social media, Spend time with family, Pray and worship, Exercise etc. to cope with stress during pandemic.

Suggestions offered by Students to mitigate the impact of COVID-19 Pandemic on education

This purpose aimed to identify the recommendations that students had in order to minimise the adverse effects and maximise the beneficial effects of the COVID-19 epidemic on education and students.

Table-28: Showing Suggestions from Students to enhance the positive impact of COVID-19 on education.

Suggestions	No. of Students	Percentage (%)
Give proper training to teachers as well as students to master platform for taking online class. Maintain University examination without giving problem to students and teachers. Open Guidance and Counselling Cell in the college to help deal with mental stress and trauma due to COVID-19 pandemic, lockdowns and infections among students and teachers.	145	58
Offer both offline and online class by maintaining proper social distance. At least one non-teaching staff should be available everyday to help students in need.	105	42

The above table shows that 58% of students suggested giving proper training to teachers as well as students to master platform for taking online class. Maintain University examination without giving problem to students

and teachers. Open Guidance and Counselling Cell in the college to help deal with mental stress and trauma due to COVID-19 pandemic, lockdowns and infections among students and teachers through online. Another 42% suggested offering both offline and online class by maintaining proper social distance. At least one non-teaching staff should be available everyday to help students in need in the college.

Major Findings and discussion

The study seeks to ascertain the level of awareness of the COVID-19 epidemic and its ramifications on schooling. The pandemic, lockdowns, curfews, and social distance have posed substantial personal, financial, and mental obstacles for students. A significant proportion of students expressed overwhelming distress and sorrow as a result of the uncertainties surrounding their lives and the academic setbacks caused by the closure of educational facilities. Most students faced challenges during the shift from offline to online classrooms, including the need to familiarize themselves with various platforms, technical proficiency, internet connectivity issues, the lack of personal devices for each student, and the necessity for a suitable environment to ensure uninterrupted learning. Teachers also dedicated time to acquire proficiency in the new application. Nevertheless, certain students became acclimated to the circumstances.

The majority of students participated in online classes for a duration of 3 hours every day, with 30% of students attending for 2 hours and 10% going for 4 hours. The challenges encountered encompassed acclimating to the novel system, adapting to instructors, sharing mobile devices, grappling with limited living space, and encountering internet connectivity issues. The greatest issue was finding a balance between academic activities and personal and family obligations. A significant proportion of students have undertaken online examinations, and they have generally found it advantageous, if demanding. They faced challenges in adhering to technical guidelines, meeting submission deadlines, and wrestling with technological requirements. Several pupils commended the significance of self-directed learning and learning through exploration.

Nevertheless, the analysis revealed that the novel system was unfamiliar to all parties involved, including students, teachers, and the university itself. Technical difficulties, including timely question uploading, answer script submission, and internet connectivity problems, were encountered. In summary, the study emphasizes the difficulties encountered by students amidst the epidemic and the necessity for enhanced assistance and resources.

Conclusion:

The present study clearly demonstrates that its conclusions are based on many aims, such as assessing students' awareness of the ongoing COVID-19 pandemic and its impact on schooling. COVID-19 has had a significant influence on students' lives, both personally and at the level of their families. This impact includes infection, financial difficulties, and mental obstacles, leading to stress and trauma. The COVID-19 pandemic, along with the implementation of lockdowns, curfews, and social distancing measures, had a profound effect on schooling. The impact on classes, evaluation, online test, assessment, and administration can be either favorable or negative, affecting all the stakeholders.

This study offers a thorough examination of the diverse effects of the COVID-19 epidemic on government colleges in the Imphal West District of Manipur. The results emphasize the significant disturbances produced by the pandemic, impacting multiple facets of the educational system, including academic achievement, administrative procedures, and student welfare. The transition to online learning platforms exposed notable obstacles, including insufficient infrastructure, insufficient digital literacy among students and faculty, and restricted availability of dependable internet connectivity. The presence of these impediments emphasized the existence of a digital divide and emphasized the requirement for significant investments in technology and training to enable efficient remote education. Furthermore, the epidemic intensified pre-existing socio-economic inequalities, resulting in students from underprivileged groups encountering more significant challenges in pursuing their education. The study also highlighted the psychological impact on students and staff, emphasizing the urgent requirement for mental health support systems in educational institutions. Notwithstanding these difficulties, the epidemic also stimulated innovation and adjustment. Several universities have effectively implemented blended learning models and devised innovative techniques to actively include students in remote learning. The crisis highlighted the significance of resilience and adaptability in educational planning and implementation. Ultimately, the COVID-19 pandemic has had a significant and enduring effect on government colleges in Imphal West District, exposing weaknesses and potential advantages within the educational system. In the future, it is essential for policymakers, educational administrators, and stakeholders to tackle the recognized difficulties and utilize the knowledge gained to construct a stronger, fairer, and more adaptable educational structure. Implementing this measure will guarantee that public educational institutions are well equipped to confront forthcoming disturbances and persist in delivering high-caliber education to every student.

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