

Editorial

The Impact of COVID-19 on Higher Education in Northeast India

College and university campuses are bustling educational cum cultural hubs where teachers, students and researchers of different culture and localities gather. The Covid-19 disease caused by human SARS coronavirus-2 was first reported in December 2019 near Wuhan, Hubei, China (Kang *et al.*, 2020). The infection then spread around the globe. On July 29, 2016, there were 16,739,530 confirmed cases and 660,407 fatalities in 188 countries (Johns Hopkins University & Medicine, 2020). Due to the virus's proliferation, numerous industries have been quarantined. This lockdown has impacted people's lives in areas like manufacturing and services, including education. The coronavirus outbreak (Covid-19) has severely harmed the foundations of this unique environment, raising ramifications for higher education.

While online education may be a viable option for continuing college and university activities, the outcome may be unsatisfactory. Recent research shows various causes for disrupting student education in north-eastern India. North-eastern Indian pupils have a weak network that hinders teacher-student contact. Constant lock-up produces mental tension. As the epidemic continues, students' worries about their future plans grow. Students can not afford the essentials for effective online learning. The COVID-19 detention has disproportionately impacted college students (Odriozola-González, 2020). Educational institutions have taken steps to use digital resources in the classroom. Academic activities evolve rapidly, causing teachers and students to adapt. An interactive environment is a communication setting that facilitates information acquisition. Increased involvement can enhance pupils' motivation and focus. In a typical classroom, teachers can use tactics like reverse classroom, random questions, and group reporting. In an online course, however, teacher input is the main method of teaching. The study found that platform availability has the greatest impact on user satisfaction, not personal characteristics (Chen *et al.*, 2020). A student's academic life has changed because of the

surge in COVID-19 infections in India and the mandated lockdown. Bhaumik's research found that online classes were only 35.2% as effective as in-person classes (Bhaumik & Priyadarshini, 2020). It has been shown that outbreaks promote anxiety and sadness among students and healthcare staff (Naser *et al.*, 2020). Exams have been postponed in India, as has university admission (The Times of India, 2020).

The COVID-19 coronavirus outbreak has infected over 1.5 billion children and young adults globally. Many parents who have access to the internet and technology are turning to online schooling to keep their children educated at home. The delay in lifting the coronavirus lockdown is affecting children's learning, according to a Oneindia survey. The largest barrier is students' Internet access. Because most parents can't afford to go online, or their children live in remote regions, in many cases, the family can not own a smartphone (Adnal, 2020). Although the internet network provides a channel for educational activities, there are numerous problems that cause interruptions in education. UNESCO used the phrase "educational disruption" to characterise the current problem (Karalis, 2020). For many students in Northeast India, basic resources are scarce. Student life in north-eastern India is disrupted by online learning, emotional discomfort, future aspirations, lack of communication, and resources. To ensure that a student's academic life is not interrupted, the areas listed in this study should be assessed and analysed. Ignoring these concerns can lead to serious issues that can negatively impact a student's life. Sadly, despite efforts to create a friendly distance learning environment, school closures have been linked to actual learning losses.

Efforts to understand these impacts are ongoing, but early data from other countries like Belgium and the UK shows both loss of learning and a rise in inequality. Unfortunately, students with fewer parents lose more, as evidenced by research showing that children from more affluent households had more parental support during the shutdown period.

Outside-the-classroom learning deficiencies may lead to long-term issues. Decreases in test scores have historically been connected to job losses. However, higher student achievement leads to higher future income and more school years, which contribute to an 8-9 percent boost in lifetime earnings. In the absence of action, the COVID-19 pandemic's loss of learning might negatively impact many student's futures. These losses may decrease access to further education, employment involvement, and future income.

To avoid long-term effects, India and other middle-income countries must develop learning recovery programmes, preserve educational expenditures, and prepare for future shocks by "better building-in." India has started broadcasting video classes on TV and using online distant learning platforms to help remote education and learning. Organisations have created online professional development and peer-to-peer teacher learning options for the COVID-19 problem. India has also launched efforts to educate teachers, administrators, students, and parents about the COVID-19 safe and long-term education standards. To address these issues and establish a more robust system, the three main objectives are to develop learning recovery programmes, preserve education funds, and prepare for future shocks. All pupils in northern India can be studied to assess their problems.

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