



# Online Learning In The COVID-19 Era: A Comparative Study Of The Experiences Of School Students In West Tripura

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## Abstract:

The COVID-19 pandemic has had a significant impact on the global educational system. The conventional method of teaching and learning, which involves in-person interactions and a physical classroom, has given way to either synchronous or asynchronous online education. In light of the ongoing COVID-19 epidemic, the purpose of this study is to investigate how satisfied students are with online education that has been introduced at the higher education level. The study used a survey to gather data using a quantitative technique and a questionnaire. In the state of Tripura, 110 students at various educational institutions made up the study's respondents. In terms of their experience with online education, the technological challenges they faced, their level of happiness and their academic abilities and accomplishments, the survey found that undergraduate students were generally happy with the usage of online learning. According to the study, pupils accepted online education as the new system of instruction and had favorable opinions on it. In actuality, internet education has become a novel approach to improving the educational process. The study's conclusions will make it easier for academic institutions and decision-makers to improve the online education process.

**Key words:** Online education, COVID-19, Satisfaction, level of happiness, academic abilities and accomplishments.

## 1. Introduction

The corona virus outbreak, which started in China in 2019, spread over the world, affecting millions of people's health and in most cases, resulting in fatalities. An announcement of a lockdown was made by the Indian government in order to preserve the lives of all citizens. People in India are required to adhere to a number of safety precautions, such as using hand sanitizers, wearing masks, keeping social distance, and so forth. The lockdown disrupted the ordinary lives of many people, and it also caused a national economic crisis and slowed down the nation's economic expansion. The pandemic also caused the entire school system to shut down.

The majority of educational institutions prepared for and implemented an online teaching-learning process in order to continue the education of students at different levels. Traditional classroom instruction gave way to online teaching and learning in a dramatic way. At first, online learning was a completely different experience for parents, teachers, and students. The students struggled to adjust to the online learning environment while adjusting to the new adjustments.

Different strategies were needed for online learning depending on the age and skill level of the students. Teachers, students and other educators practiced acclimating to online instruction. The goal of the online classes was to foster a close relationship and collaboration between the parents, teachers, and students. Several online tools, such as Google Meet, Zoom, Cisco Webex and Skype, are frequently utilized to provide students with high-quality instruction. During this shutdown, e-learning resources have been extremely helpful to colleges and universities.

Online learning has a significant influence on schoolchildren during the pandemic, even though it is useful for delivering high-quality instruction. Poor network connections are a problem for many students. As a result, kids can't use the electronic devices. The parents of a family in financial hardship cannot afford a smartphone. Even in the event that a smartphone is given to them, they still have to pay for data packages on a regular basis. Lack of parental supervision is another issue, particularly for young children whose parents may be working. Online classes last no more than five hours, although they can last longer. As a result, pupils are exposed to more screen time for educational purposes. Students' eyesight is impacted and they may get headaches and other health problems as a result.

There are more school dropouts as a result of the protracted closure of schools during the COVID-19 pandemic. A large number of parents who have enrolled their kids in private schools are unable to cover the tuition. The number of students admitted to the Government Schools grew during the 2021 school year. In addition to having an impact on students' learning, the school lockout also disrupted student assessments.

## 2. Statement of the problem

Online education is an unconventional approach to teaching and learning that uses technological and scientific information in every possible manner. It represents an atmosphere for learning where learning and instruction happen via the internet, using a computer with an internet connection. Online education is completely different from traditional education; it is dependent on the Internet and web-based learning. Since traditional education was not available during the pandemic, online education took its place because it allowed students to continue their education while also keeping them safe. As a result, online learning has been crucial to the continuation of the educational process in schools throughout the pandemic. The viewpoints of learners of the advantages and difficulties of online learning have been the subject of numerous prior researches in the literature. These researches, however, examined typical settings prior to 2020, which was before the COVID-19 pandemic, when the classroom paradigm predominated over alternative models and methodologies. Online classrooms became the most common and maybe the only viable teaching and learning option in 2020 as a result of the Covid-19 pandemic. In the majority of Indian educational institutes, online courses took the place of traditional classroom instruction after 2020. The purpose of this study is to investigate how students responded about taking classes online during the COVID-19 pandemic. Therefore, the statement of the problem is “A study on impact of online education on school students during COVID-19 pandemic in West Tripura”

## 3. Review of literature

Many academicians have taken it upon themselves to conduct an analytical study on the varied effects of digital teaching and learning since the pandemic's outbreak forced educational institutions to close and opened the door for online learning. Classroom activities and issues related to student participation are the focus of the majority of studies. The different ways that technology can improve teaching and learning in digital classrooms has also been the subject of some research.

When the majority of educational institutions stopped offering in-person instruction, Dhawan [1] noted in her 2020 study, *Online Learning: A Panacea at the Time of COVID-19 Crisis*, the necessity to develop and apply alternate teaching-learning methodologies. Positively, she also highlights how the pandemic has given researchers the chance to experiment with different digital learning approaches.

It is necessary to assess how prepared teachers and kids are to adjust to the new problems brought about by the pandemic. The ways that different students adjust to novel circumstances vary. Every type of learner cannot be accommodated by a single methodology. Different ways to online learning must be used because students of different ages have distinct needs (Doucet et al., 2020 [2]). Academicians have been working to continue offering young students high-quality education while the government and medical professionals are attempting to deal with the pandemic. However, the majority of children's emotional states have suffered as a result of the worldwide pandemic. Schoolchildren's psychological states are often affected when they learn at

home, which further impairs their ability to participate in academic activities in a constructive manner (Petrie, 2020 [3]). Most student performance in school is anticipated to decline as a result of the less contact hours and the teachers' unavailability when they are having learning difficulties (Sintema, 2020 [4]).

Students must put what they have learned into practice before the learning process is complete. Online instruction is generally uninteresting to students. The learning process itself also appears to be an overwhelming undertaking due to a number of technological challenges, such as network, audio-video, bandwidth, and login concerns. Additionally, online courses don't provide the necessary one-on-one interaction. In addition to technical issues, the absence of peer groups makes it difficult for online learning to meet its educational objectives (Song et al., 2004 [5]).

Online programs offer greater flexibility than traditional classroom settings, which is crucial during the pandemic (Lin and Hsieh, 2001 [6]). Students have greater control over the learning resources they use; they can select the best time, order, speed, and quantity of information to access, and they can adopt a more customized approach. The versatility of online settings is increased by storing audio, video, electronic notes, slides, and instructions on platforms that are accessible from anywhere at any time. Higher academic achievement is associated with more control over the learning process (Hung et al., 2010; Wang and Beasley, 2002 [7]). Both students and teachers can readily operate and adapt a variety of technologies that provide easy access to online classes and pertinent tools (Fauzi et al., 2021 [8]). According to Migocka-Patrzałek et al. (2021) [9], online classes also offer a wider audience and better access to education, especially for students with impairments and those with medical illnesses like Covid-19 and other disorders.

Many students had feelings of alienation and disconnection during the COVID-19 pandemic. Students can accept discomfort and express concerns with their lecturers and peers in the community that online classes foster. Online courses have served as a haven from the pandemic's bad news, stresses, and anxieties (Lederman, 2020a [10]). According to Goodyear and Zenios (2007) [11], successful knowledge building requires a strong feeling of community. During the pandemic, students may find that taking classes online is an enjoyable and relaxing way to improve their mental and psychological health (Lederman, 2020a [10]; Lederman, 2020b [12]). Also, Lin and Nguyen (2021) [13] describe how regular emailing improved learner-lecturer relations in the new online learning environment. Some students found that writing emails on a regular basis helped them stay motivated, especially when their instructors responded positively. Some educators note that they can communicate with students more effectively and efficiently when they use chat groups, video conferencing, voting systems, and document sharing platforms. They stress that in the post-pandemic age, they will keep using the internet strategy.

#### 4. Significance of the study

The COVID-19 pandemic has impacted the educational institution year and disrupted classroom instruction and exams. Humans have never predicted such a phenomenon and were unprepared for it. For the purpose of to protect the needs of learners and their future careers during this time of emergency, the Indian government has developed an online education program, and all educational institutions take advantage of every online platform at their service to minimize the effects of the disturbance and continue with the academic session. This can only be achieved through the use of modern technology in online education. As online education is a major alternative mode of instruction during the pandemic, the current study is concerned with students awareness of online education. Around the world, online learning has become a popular alternative for continuing education. The goal of the current study is to investigate how Tripura students feel about online learning. For online education to be implemented successfully, student attitude is a critical component. The study's conclusions might aid stakeholders, administrators and policymakers in promoting and embracing online learning.

#### 5. Objective of the study

- (i) To study the impact of online learning on students.
- (ii) To analyse the effectiveness of online learning on students.
- (iii) To find out the difficulties faced by students during online learning.
- (iv) To measure the level of satisfaction with online learning among school students.

#### 6. Methodology of the study

##### 6.1. Design of the Study

In this analysis, only primary data were employed. To fulfill the above objectives, a well designed and executed questionnaire has been created. Several structured questionnaires have been employed to collect primary data. Each response was analyzed using a five-point Likert scale that included the following options: SA-Strongly Agree, A-Agree, UD-Undecided, DA-Disagree and SD-Strongly Disagree.

##### 6.2. Population

The population of the government and privet schools student associated with Government of Tripura in the state of Tripura consists of the teacher educators.

##### 6.3. Sample

For this study, 110 students from both government and privet schools of the state of Tripura were selected as a sample by the use of a random sampling technique.

## 7. Analysis and Interpretations of data

The study's objectives have been achieved by the analysis of the gathered data utilizing qualitative descriptions, frequency and percentages. The sections that follow contain a detailed analysis and interpretation. A self-created survey focused on several facets of impact of online education on students in West Tripura, including their overall level of satisfaction, their experience with online learning, the difficulties they had with technology with their academic skills and achievements for online teaching-learning process. By seeking expert input, the validity of the tools was confirmed. After getting numerically coded, what had been collected was imported into MS Excel for analysis. Every item was examined in terms of percentage and an interpretation was developed as a result.

**Table-1: Demographic characteristics of students about online education**

Sl. No.	Variables	Respondent
1.	Male	38 (34.55 %)
	Female	72 (65.45 %)

The Table-1 presents a detailed analysis of the demographic characteristics of students involved in online education, focusing specifically on gender distribution. According to the data, a significant majority of the respondents are female, comprising 65.45% of the total, while male respondents account for 34.55%. This information provides insight into the gender dynamics within the online education landscape.

**Table-2: Experience of student perception about online education**

Sl. No.	List of items	Values in %				
		SA	A	UD	D	SD
1.	I think online education is flexible	17.39	43.48	2.17	19.57	17.39
2.	In my opinion, online education is expensive	15.22	34.78	10.87	30.43	8.70
3.	I think that active learning and participation is remarkable in online education	13.04	34.78	15.22	26.09	10.87
4.	In believe that online education is a advantage of education system	34.78	26.09	6.52	23.91	8.70
5.	I think that feedback is better in online classroom	34.78	41.30	15.22	2.17	6.52
6.	Online class is effective in bridging the gap of missed academic period.	17.39	28.26	13.04	28.26	13.04
7.	I am open to learn about new things regarding online learning.	26.09	32.61	28.26	6.52	6.52
8.	I am able to spend significant time and energy to	15.22	41.30	2.17	23.91	17.39

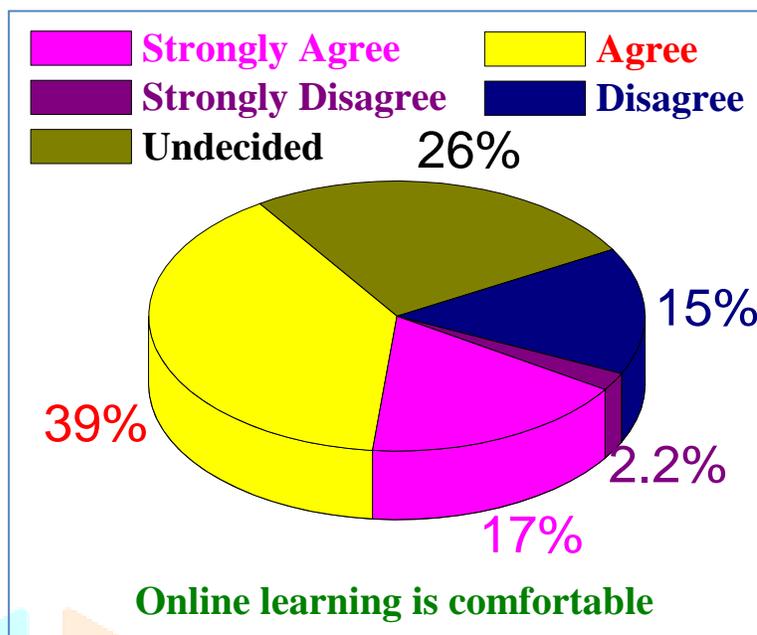
	engage in online learning class.					
9.	I am confident while using online learning system.	28.26	34.78	10.87	21.74	4.35
10.	I enjoy using the online platform applications	30.43	41.30	15.22	6.52	6.52
11.	I feel students need to be trained before undergoing online learning activities	23.91	41.30	17.39	10.87	6.52
12.	I feel online learning is comfortable	17.39	39.13	26.09	15.22	2.17

The results presented in Table-2, reflect student perceptions about online education, highlighting various aspects of their experiences. Firstly, a significant portion of students (43.48%) expressed that they find online education flexible, indicating a positive perception towards the adaptability of online learning environments. Conversely, when asked about the cost of online education, 34.78% of students felt it was expensive, suggesting a concern regarding financial accessibility.

Moreover, the perception of active learning in online education was mixed, with 34.78% of students indicating that they believe active learning and participation are remarkable, while a notable percentage (26.09%) remained undecided. This suggests that while some students appreciate the interactive elements of online learning, others may not fully engage or recognize these benefits.

Additionally, 34.78% of respondents felt that feedback in online classrooms is better, which points to a positive aspect of online education that may enhance the learning experience. However, when it comes to the effectiveness of online classes in bridging gaps from missed academic periods, opinions were divided, with 28.26% undecided.

The data also reveals that a majority of students (41.30%) are open to learning about new things regarding online learning, indicating a willingness to adapt and grow in this educational format. However, only 15.22% felt they could spend significant time and energy on online classes, which raises questions about student engagement and motivation.



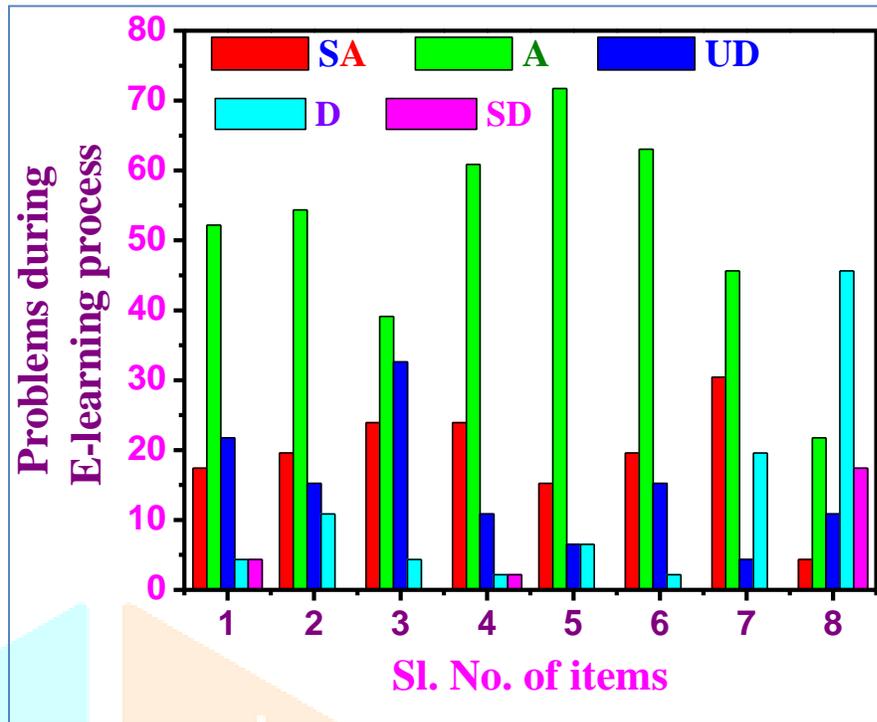
Confidence in using online learning systems was reported by 28.26% of students, while 30.43% enjoyed using online platform applications, suggesting a generally positive attitude towards the technology used in online education. Nonetheless, 41.30% of students felt that training is necessary before engaging in online learning activities, highlighting a potential area for improvement in preparing students for this mode of education.

Lastly, the comfort level with online learning was mixed, with 39.13% of students feeling comfortable, but a significant portion (26.09%) remained neutral, indicating that while many students adapt well, there is still a considerable number who may struggle with this format. Overall, the results suggest a complex landscape of student perceptions regarding online education, with both positive and negative sentiments influencing their experiences.

**Table-3: Student facing problems during E-learning process**

Sl. No.	List of items	Values in %				
		SA	A	UD	D	SD
1.	I have access to a stable internet connection at home.	17.39	52.17	21.74	4.35	4.35
2.	I am updated with the latest technology	19.57	54.35	15.22	10.87	0.00
3.	Having technical skills in a computer can facilitate the quality of my learning in virtual classes	23.91	39.13	32.61	4.35	0.00
4.	I repeated the online instructional materials based on my needs.	23.91	60.87	10.87	2.17	2.17
5.	Attending virtual classes requires having an appropriate device like laptops, personal computers or smart phones	15.22	71.74	6.52	6.52	0.00
6.	I feel the course materials are accessible after the completion of each class	19.57	63.04	15.22	2.17	0.00
7.	Downloading errors, installation problems, and audio and video problems impede learning	30.43	45.65	4.35	19.57	0.00
8.	If I do not have laptops, personal computers or smart phones, I am deprived of learning opportunities	4.35	21.74	10.87	45.65	17.39

The results presented in Table-3, highlight various challenges faced by students during the E-learning process, categorized by their responses to specific statements. A significant portion of students (69.56%) agree (SA + A) that they have access to a stable internet connection at home, indicating that while most students have connectivity, a notable percentage (25.65%) remain uncertain or disagree (UD + D + SD) about their internet stability.



The majority (73.92%) feel they are updated with the latest technology, suggesting that students are generally comfortable with current technological tools. However, 15.22% remain uncertain about their technological proficiency.

A combined 63.04% of students believe that having technical skills enhances their learning experience in virtual classes. This indicates recognition of the importance of digital literacy in E-learning.

A high percentage (84.78%) of students report that they repeat online instructional materials based on their needs, which reflects a proactive approach to learning and a desire for personalized education.

The necessity of having appropriate devices (laptops, PCs, smart phones) is acknowledged by 86.96% of students, emphasizing the importance of access to technology for effective learning.

Most students (82.61%) feel that course materials are accessible after classes, which is a positive indicator of the resources provided in E-learning environments.

A significant concern is raised regarding technical issues, with 76.08% of students acknowledging that downloading errors, installation problems, and audio/video issues hinder their learning experience. This highlights a critical area for improvement in E-learning platforms.

Interestingly, 62.04% of students disagree (D + SD) with the statement that lacking devices deprives them of learning opportunities, suggesting that many may have alternative means to access learning, or they may not feel entirely reliant on personal devices.

The results indicate that while many students have access to technology and feel comfortable with it, significant challenges remain, particularly concerning technical issues that can disrupt the learning process. The high percentage of students who repeat materials suggests a strong engagement with the content, but the technical difficulties reported could undermine this engagement.

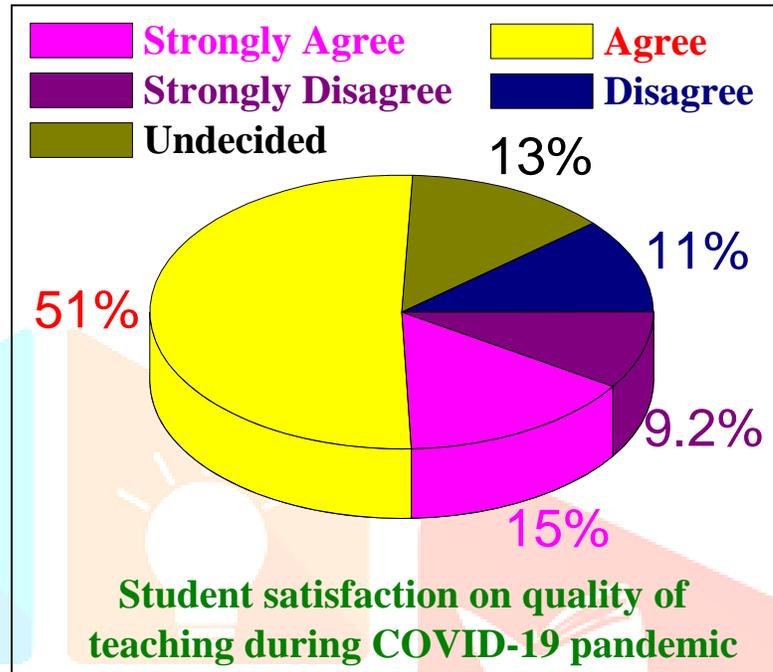
**Table-4: Students level of satisfaction during online education**

Sl. No.	List of items	Values in %				
		SA	A	UD	D	SD
1.	I feel that my lecturers have good content knowledge.	23.91	32.61	21.74	13.04	8.70
2.	My lecturers provide opportunities to ask questions	15.22	47.83	17.39	17.39	2.17
3.	I feel that my lecturers treated me with respect	21.74	36.96	21.74	13.04	6.52
4.	I feel that my lecturers understood my learning needs	19.57	30.43	21.74	8.70	19.57
5.	I feel that my lecturers made the subject as interesting as possible	13.04	50.00	17.39	13.04	6.52
6.	I feel the response time from lecturers is quicker in online courses	23.91	50.00	10.87	13.04	2.17
7.	I am satisfied with lecturers in providing clear instructions	6.52	52.17	21.74	12.42	7.15
8.	I am satisfied with the lecturers accessibility during the class	19.57	43.48	23.91	8.85	4.19
9.	I am satisfied with the lecturers pace of punctuality	15.22	41.30	28.26	15.22	0.00
10.	I am satisfied with the lecturers in reviewing the topic covered in the previous sessions	28.26	56.52	10.87	4.35	0.00
11.	I am satisfied with the lecturers responsiveness towards my questions	39.13	45.65	10.87	4.35	0.00
12.	I was satisfied with the quality of teaching during COVID-19 pandemic	15.22	51.32	13.04	11.25	9.17
13.	I am satisfied with the content of topic covered during the classes	17.39	50.00	17.39	8.70	6.52

The Table-4 presents survey results on student satisfaction with lecturers during online education, highlighting various aspects such as content knowledge, responsiveness, and teaching quality. A significant portion of students expressed satisfaction, particularly regarding the lecturers' ability to review topics and provide clear instructions, although some areas, like the quality of teaching during the COVID-19 pandemic, received mixed feedback. Overall, while many students felt supported and engaged, there are opportunities for improvement in responsiveness and understanding individual learning needs.

Students expressed a high level of satisfaction with lecturers' responsiveness towards their questions, with 39.13% rating it as "Strongly Agree" and 45.65% as "Agree." This indicates that a majority of students felt their questions were addressed effectively. Only a small percentage reported dissatisfaction, with 10.87% undecided and 4.35% disagreeing.

The level of satisfaction regarding the quality of teaching during the COVID-19 pandemic was mixed, with 15.22% of students rating it as "Strongly Agree" and 51.32% as "Agree." However, 13.04% were undecided, indicating some uncertainty about the quality of teaching. No students reported dissatisfaction in this area. Students rated the lecturers' accessibility during class positively, with 19.57% stating "Strongly Agree" and 43.48% "Agree." However, 23.91% were undecided, and 13.04% expressed dissatisfaction.



This suggests that while many students felt lecturers were accessible, there is still room for improvement in this area. Students were quite satisfied with the lecturers' responsiveness towards their questions, with 39.13% rating it as "Strongly Agree" and 45.65% as "Agree." Only 10.87% were undecided, and 4.35% expressed dissatisfaction. This indicates a strong overall positive perception of lecturers' responsiveness.

**Table-5: Academic skills & achievements**

Sl. No.	List of items	Values in %				
		SA	A	UD	D	SD
1.	I have less time to complete my courses syllabus in online education	10.87	67.39	10.87	4.35	6.52
2.	According my opinion online educations learning tools are more effective	21.74	65.22	8.70	2.17	2.17
3.	I think that online platforms help me to develop practical skills	30.43	58.70	4.35	6.52	0.00
4.	Online learning improves my written communication and analytical thinking skills.	6.52	32.61	17.39	34.78	8.70

5.	I feel online learning orients my study plan.	13.04	65.22	13.04	2.17	6.52
6.	I am able to organize my time well so that work and tasks do not build up	15.22	41.30	2.17	23.91	17.39
7.	I try to interact with other students and instructors during the courses	28.26	34.78	10.87	21.74	4.35
8.	I feel that online learning and enhances my soft skills	30.43	41.30	15.22	6.52	6.52
9.	Online learning would improve my learning process.	23.91	41.30	17.39	10.87	6.52
10.	Online learning reduces the time I spend on unproductive activities.	17.39	39.13	26.09	15.22	2.17
11.	Online learning saves me money I spend on printed learning materials and transportation cost.	17.39	52.17	21.74	4.35	4.35

The results presented in Table-5, insights into students' perceptions of various aspects of online education, focusing on academic skills and achievements. A significant portion of students (67.39%) agree that they have less time to complete their course syllabus in online education. This suggests that while online learning offers flexibility, it may also lead to time constraints for students.

A majority (65.22%) believe that online education learning tools are more effective, indicating a positive reception towards the resources provided in online formats.

A 58.70% of students feel that online platforms help them develop practical skills, which is crucial for their overall educational experience.

The responses are mixed regarding the improvement of written communication and analytical thinking skills through online learning. While 32.61% agree, a notable 34.78% disagree, suggesting that online education may not uniformly enhance these skills for all students.

A strong majority (65.22%) feel that online learning orients their study plan, indicating that students find structure in their online courses.

The ability to organize time effectively is a concern, with only 41.30% agreeing that they can manage their tasks well, while 40.87% express difficulties in this area. While 34.78% of students try to interact with others during courses, a significant portion (21.74%) feels less inclined to do so, highlighting potential challenges in engagement in online settings.

A majority (41.30%) feel that online learning enhances their soft skills, which are essential for personal and professional development. 41.30% believe that online learning improves their learning process, indicating a generally favorable view of the effectiveness of online education.

Responses are varied regarding the reduction of time spent on unproductive activities, with 39.13% agreeing, suggesting that online learning may help some students focus better.

A majority (52.17%) feel that online learning saves money on printed materials and transportation, which is a significant advantage of online education.

The results indicate a generally positive perception of online education among students, particularly regarding the effectiveness of learning tools and the development of practical and soft skills. However, concerns about time management and the enhancement of communication skills suggest areas for improvement in online learning environments.

## 8. Findings of the study

The major findings of the study regarding students' perceptions and experiences of online education are as follows:

**(a) Demographic Characteristics:** On the base of gender the majority of respondents were female (65.45%), indicating more female students participated in the survey compared to males (34.55%). It is a good sign which can help in teaching and learning purposes.

**(b) Academic Skills & Achievements:** A significant majority (67.39%) feel they have less time to complete their courses in online education. Most students (65.22%) believe that online learning tools are effective, and a substantial number (58.70%) think online platforms help develop practical skills. Online learning is perceived to improve written communication and analytical thinking skills by a smaller percentage (32.61% agree).

**(c) Challenges Faced during online education:** A notable percentage of students (30.43%) report that technical issues, such as downloading errors and audio/video problems, impede their learning. Access to stable internet is a concern, with 52.17% indicating they have access, but 21.74% remain uncertain. Issues such as downloading errors and audio/video glitches were major obstacles, affecting 76.08% of students.

**(d) Satisfaction with Lecturers:** Students generally feel that lecturers have good content knowledge (56.52% agree) and provide opportunities to ask questions (62.83% agree). However, satisfaction with the responsiveness of lecturers to questions is high (84.78% agree), indicating a positive perception of lecturer engagement.

**(e) Perception of Online Education:** Many students (43.48%) find online education flexible, but a significant portion (30.43%) also views it as expensive. A majority (34.78%) believe that online education is an advantage to the education system, and feedback in online classrooms is perceived to be better (76.08% agree).

**(f) Need for Training:** A considerable number of students (65.21%) feel that training is necessary before engaging in online learning activities. Overall, the study highlights a mix of positive perceptions about the effectiveness and flexibility of online education, alongside challenges related to time management, technical issues, and the need for adequate training.

(g) **Areas for improvement:** Making subjects interesting and understanding individual learning needs were rated lower. Students reported mixed levels of satisfaction with the overall quality of teaching during the pandemic.

(h) **Mixed experiences:** While many students express positive sentiments towards online education, challenges such as technical issues, time management, and engagement remain significant concerns.

(i) **Adaptability:** 41.30% are open to learning new things regarding online education, indicating a readiness to adapt to this format despite its challenges.

(j) **Financial benefits:** 52.17% feel that online learning saves money on printed materials and transportation, which is a positive aspect of this education format.

Online education is generally seen favorably, with both benefits and drawbacks affecting students' experiences. The results underscore the dual nature of online education: (i) Strengths and (ii) Weaknesses. In case of strength, researcher has found the flexibility, cost-effectiveness, accessibility of resources, improved feedback mechanisms, and skill development. On the side of weaknesses researcher has find out the technical barriers, engagement challenges, insufficient preparation, and struggles with time management. The findings suggest that while online education holds promise, addressing gaps in infrastructure, training, and interactive methodologies is critical for a more inclusive and effective learning experience.

## 9. Conclusion

Education has been drastically altered and disrupted by the Covid-19 pandemic; educational institutes have switched to online learning and closed their campuses. During the Covid-19 pandemic, online courses offered a number of advantages, such as fostering a community of digital learners, enhancing students' proficiency in digital learning and enabling them to stay in touch during difficult times. The study reveals that the shift to online education during the COVID-19 pandemic has had profound implications for school students in West Tripura. There are few key findings of the study like; (a) Students faced significant difficulties in transitioning from traditional classroom settings to online learning due to varying levels of technical skills and support. (b) Many students struggled with inadequate internet connectivity and financial barriers, which hindered their ability to participate effectively in online classes. (c) Increased screen time contributed to health issues such as eye strain and headaches, raising concerns about students' well-being. (d) The closure of schools led to a notable increase in enrollment in government schools, as many families could no longer afford private education. (e) The pandemic disrupted not only learning but also student assessments, further complicating academic progress.

In summary, while online education provided a necessary alternative during the pandemic, it also highlighted significant inequalities and challenges that need to be addressed to enhance the educational experience for all students in the future. Strategies for improving access, support and health considerations are essential for building a more resilient educational framework moving forward.

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