

Impact of Distance Teaching on Learning Outcomes: A Dual Perspective of Faculty and Students in Indian Universities

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Abstract:

This research examines the impact of distance teaching on learning outcomes in Indian universities, drawing on the perspectives of both faculty members and students. Conducted in the backdrop of the COVID-19 pandemic, the National Education Policy (NEP) 2020, and the Digital India initiative, the study highlights the rapid shift toward online learning. A mixed-methods approach was applied, combining survey responses from 150 faculty members and 600 students across central, state, and private universities with qualitative interviews. Results indicate that although distance teaching improved flexibility and access, notable challenges persist. Faculty expressed moderate confidence in digital teaching methods but pointed to heavier workloads and decreased interaction. Students appreciated flexible schedules and accessible platforms but faced challenges such as poor internet connectivity and reduced peer collaboration. Statistical tests revealed significant differences in perceptions between faculty and students, while regression analysis identified student engagement and faculty readiness as strong predictors of learning outcomes. The findings underscore the urgent need for universities to invest in digital infrastructure, faculty development, and blended learning strategies to promote both equity and effectiveness.

Keywords:

Distance education, Learning outcomes, Faculty views, Student views, Digital teaching, Higher education, India.