

---

# Summary of a PhD Thesis : Managerial Effectiveness of Implementation of IT in Business Schools : A Study with a Perspective to Delhi-NCR

---

**ANUPAMA R**  
Amity University, Noida

---

*This literary endeavour for which I was conferred a PhD is a culmination of the experiences I've had in the corporate as well as in academia. The theses titled "Managerial Effectiveness of Implementation of IT in Business Schools- A Study with a Perspective to Delhi-NCR" deals with the relevance of IT enhanced education and its impact on the current educational scenarios. The study further explores the deficiencies of educational computing and technology (ECT) and addresses the concerns of the stakeholders.*

## SUMMARY

Literature suggests that over the years, there has been a paradigm shift in the teaching-learning pedagogies. From teacher-centric, asynchronous lecture methodologies which were principally chalk and talk to the present era where academics have transcended all boundaries of geography, time and medium. The deliberations made in the thesis were "could the IT-enabled processes and IT-enhanced education be a panacea for all ills that plague the education sector?" Could an omnipresent technology ensure that the scholars not only enhanced their knowledge but also augmented their skills to ensure their employability and acceptability in the corporate world? The study in question dealt with the effectiveness of IT enabled education especially in Business Schools where the business leaders of tomorrow are being churned out. The scope of the research was National Capital Region.

The first chapter highlights how various researches establish that a large percentage of Indian youth is not "employable" and lacks skill set to cope with the current business scenarios. This is a matter of great concern for students, guardians, academicians and business leaders alike. There are several reasons cited for the above mentioned discrepancy-

disconnect of classroom teaching with practical scenarios, lack of vocational and life skills, inadequate communication skills, limited vision instead of a globalised one. These challenges have to be overcome by devising suitable teaching learning pedagogy. This study deals with its relevance and impact of IT on the current educational systems.

The second chapter is review of several studies done earlier in similar domains. The gaps of research done in past studies were identified. The literature talks about similar implementations in Indian context, at premium universities (such as Delhi University) and then across the world such as in Korea, Singapore etc. It goes on to discuss gender differentiation in assimilation of IT. It also discusses the impact of culture diversity on IT enablement. The differently-abled have devised their own usage patterns. Studies about usage and impact of various tools of IT implementation such as GDSS (Group Decision Support Systems), ALN (Asynchronous Learning Network), VLE (Virtual Learning Environment), Learning Ware and Web 2.0 are also incorporated. The chapter further discusses the pre-requisites and impediments of their implementations. It concludes, elaborating the negative aspects of skewing the balance between technology and learning.

The third chapter, lays down the blueprint of the research, The scope of the study was Business Schools, both private and government, in National Capital Region Delhi, Noida, Faridabad and Gurgaon. The research is empirical and cross-sectional. The survey has been conducted in the first quarter of 2011. The research is exploratory in its preliminary stages to find out the extent of implementation of Information Technology in Delhi NCR region.

A self-administered questionnaire used in a study done in University of Minnesota, by Walker, JD & Jorn, L (Office of Information Technology, University of Minnesota) was adapted to Indian conditions. It had 15 closed ended questions employing a Likert scale and 4 open ended questions.

At the outset, the study analyses the demographical data (i.e. age, sex, student distribution, usage of various IT tools, preferences and profiles of students etc) of the sample. The second part of analysis aimed for understanding the causal and associative relationships. Statistical tools were used to measure the magnitude of association and its significance. Comparative study of various groups was also done.

Factor Analysis was used to reduce a large number of correlated variables into major factors influencing assimilation of IT in education. Lastly Tests of association were used, where Pearson Correlation Coefficient measured degree of association between variables which were strong influencers in the effectiveness to IT enhanced education.

## RESULTS

Results obtained reflected fair representation of both private and government institutions vis-a-vis demographical information. The initial descriptives indicated that students were willing to spend small amounts of money on internet use. A simple t-test revealed that students were willing to study the easier part of the syllabi online but wanted a healthy interaction with the instructors who were probably viewed as “emotional crutches”, for clarifications, feedback, and removal of doubts and anxieties. Class capture systems were found to be moderately useful due to slow downloads. An independent sample t-test yielded complete gender equity in all variables of perception, attitude and preferences towards technology use except on the variable “ease of learning”. In comparison of students of public and private institutions, no significant difference was found in variables like linking success of course work with IT, student centric learning etc. except on variables leading to factor “Instructor Interaction” implying teachers of private institutions are more accessible to their students. Factor analysis lead to five factors: Experiential Learning connecting theory with practice, success in course work assignments, online resources etc., efficiency in course work time management etc., interaction with instructors (interactions, feedback, clarification) and

collaborative learning. A strong positive correlation was found to be, between amounts of time needed to learn educational technologies, amount of time needed to use educational technologies and lack of technical support provided. Classrooms must be transformed into learning complexes where learning transcends boundaries of time and place and real time learning is encouraged.

## CONCLUSIONS

The results highlighted how a healthy mix of pedagogies both traditional and IT intensive can ensure that the content delivery at business schools is not single faceted transmission of knowledge from lecturer to student. It suggests that a novel kind of knowledge intensive classroom must be worked out where the students are not only learning the classic theories but also being able to connect them to real life practical situations. They must also learn the importance of peer learning and team work.

Findings suggest that it must not be assumed that IT implementation is a universal panacea. Suitable vision and discussions with all stake holders must precede it. A well thought out plan of action with clearly laid out steps of motivation, orientation, training and support must be laid out.

Again the study acknowledges that the population of student, teacher and administrators come with their own individual differences which must be identified and catered to. There are also several types of institutes with varying cost factors and IT budgets. IT solutions which are optimum in terms of available budgets and effectiveness of IT solutions available must be incorporated into the bouquet being offered.

The theses conclude on the note that the results of all identified efforts will be tangible and diverse technology will change the learning experience. Students will become collaborative and not competitive. Teaching Learning will become an active, creative and socially interactive process instead of passive and monochromatic. Knowledge will be constructed and not transferred. “Democratization of classrooms” due to IT enabled teaching learning would be a crucial achievement.

---

## BIOGRAPHY

**Anupama R**  
Department of Information Technology  
Amity Business School