# Table of Contents

<table>
<thead>
<tr>
<th>Acknowledgments</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>ii-iv</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>v-vii</td>
</tr>
<tr>
<td>List of Tables</td>
<td>viii-ix</td>
</tr>
<tr>
<td>List of Figures</td>
<td>x</td>
</tr>
<tr>
<td>List of Abbreviations</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER 1- EDUCATION

**Introduction**

1.1 Current Scenario about the Population and Literacy in India  
1.2 Background about the Education in India  
1.2.1 Historic Period  
1.2.2 Development of Education during British Rule Period  
1.2.3 Current Education Scenario  
1.3 Education Policy in India  
1.4 Higher Education in India  
1.5 Governance of Higher Education  
1.5.1 Other Important Institutes of Higher Education  
1.6 National Policy on Education, 1986  
1.7 Professional Education in India  
1.7.1 Classification of Professional Education in India  
1.8 Higher Education in Management  
1.9 Challenges in Higher Education  
1.10 Definition of IT and ICT in Education  
1.11 National Policy of Education on IT/ICT  
1.11.1 IT/ICT adoption in Higher Education  
1.12 Computer in the Classroom Teaching and Learning  
1.13 Indian Higher Education; A Service Sector  
1.13.1 Definition of Service  
1.13.2 Service Sector  
1.13.3 India’s Growth in Education Service Sector  
1.14 Conclusion
CHAPTER -2 REVIEW OF LITERATURE

2.1 Introduction

2.2 Various Theories/models of technology acceptance
   2.2.1 Innovation Diffusion Theory
   2.2.2 Social Cognitive Theory (SCT)
   2.2.3 Theory of Reasoned Action (TRA)
   2.2.4 Theory of Planned Behavior
   2.2.5 Decomposed Theory of Planned Behaviour (DTPB)
   2.2.6 Technology Acceptance Model (TAM)
   2.2.7 Technology Acceptance Model 2 (TAM2)
   2.2.8 Augmented TAM or Combined TAM and TPB (C-TAM-TPB)
   2.2.9 Unified Theory of Acceptance and Use of Technology
   2.2.10 Technology Acceptance Model 3

2.3 Diversified areas of Adoption of IS models

2.4 Studies related to Technology Adoption in the Teaching and Learning

2.5 Rationale for Adopting UTAUT Model

2.6 Theoretical Framework

2.7 Concluding Remarks

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Need for the Study

3.2 Research Questions

3.3 Research Objectives

3.4 Scope of the Study

3.5 Research Design

3.6 Data Collection Instrument
   3.6.1 Testing of questionnaire

3.7 Sampling and Target Population
   3.7.1 Target population
   3.7.2 Sampling and data collection

3.8 Hypotheses

CHAPTER 4 – DATA ANALYSIS AND INTERPRETATION

Introduction

4.1 Respondent Profile

4.2 Background of Technology Usage
   4.2.1 Background for Faculty Usage of technology
4.2.2 Background for Students Usage of technology
4.3 Frequency of Technology usage by Students and Faculty
4.4 Chi Square Analysis
4.5 Cross Tabulation
  4.5.1 Gender Cross Tabulation
  4.5.2 Age Cross tabulation
4.6 Descriptive Statistics for overall data
  4.6.1 Significance testing for mean scores for overall data
  4.6.2 Multiple Regression Analysis
  4.6.3 Analysis Region-wise
  4.6.4 Independent T test
  4.6.5 ANOVA for faculty and students between North, East, West and South.
  4.6.6 ANOVA for Students of North, East, West and South by Gender
  4.6.7 Moderating hypothesis
CHAPTER 5- FINDINGS, DISCUSSION AND RECOMMENDATIONS
  5.1 Findings
    5.1.1 Profile of Respondents
    5.1.2 Descriptive Statistics
    5.1.3 Significance Testing of the Constructs Measuring Intention
    5.1.4 Factors affecting the behavioral intention of faculty, students & faculty and students
    5.1.5 Measurement of constructs for behavioral intention Region-wise. (H_{03a} to H_{03f}, H_{04a} to H_{04f},
    H_{05a} to H_{05f}, H_{06a} to H_{06f})
  5.2 Discussion
  5.3 Recommendations
  5.4 Limitations
  5.5 Future Scope of Research
  5.6 Conclusions
BIBLIOGRAPHY
APPENDIX A- Faculty questionnaire
APPENDIX B- Students Questionnaire
APPENDIX C- Descriptive Statistics for Faculty & Student, Male & Female- Regionwise