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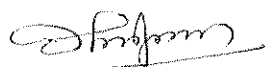
Notice for the PhD Viva Voce Examination

Mr Jais V Thomas, Registration Number: 2170030, PhD Scholar at the School of Business and Management, CHRIST (Deemed to be University) will defend his PhD thesis at the public viva-voce examination on Saturday, 13 September, 2025 at 10.00 am in the Seminar Hall, First Floor, Academic Block, Bannerghatta Road Campus, CHRIST (Deemed to be University), Bengaluru - 560076, Karnataka, India.

- Title of the Thesis** : **Deciphering the Role of the Digital Divide among the Healthcare Professionals in the Understanding of Digital Congruence**
- Discipline** : **Management**
- External Examiner - I** : **Dr Binoy Mathew**
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Department of Management Studies
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- External Examiner - II** : **Dr Abhay Jain**
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- Supervisor** : **Dr Mallika Sankar M**
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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Place: Bengaluru
Date: 29 August 2025


Registrar (Academics)

ABSTRACT

The digital transformation of healthcare has considerable role to integrate digital capital to achieve digital congruence. This doctoral research examines the determinants influencing the digital divide among healthcare workers, conceptualizing it as both an obstacle and a catalyst, grounded on systems theory and socio-technical frameworks. The study conceptualizes the digital divide as a dynamic continuum encompassing three dimensions: digital access to digital skills and competencies, and further to offline outcomes resulting from online digital engagements. The study adopts a sequential exploratory mixed-methods approach including focus group discussions and a cross-sectional survey, leading to the development and validation of the Digital Divide Congruence Model (DDCM). The findings show that sociodemographic and institutional factors significantly affect the digital divide. Reducing this divide, especially through targeted interventions, supports digital capital accumulation. Improved digital access, even in the presence of a digital divide, can foster digital capital development. Digital capital is a key driver of digital congruence, helping organizations align structures with digital strategies, encourage cross-department collaboration, and support patient-centered practices. The model also highlights that digital competence strengthens the relationship between digital access and digital capital, emphasizing needs for ongoing digital capacity-building and professional development among healthcare professionals. Nevertheless, the study underscores that strategic investments in training, infrastructure, and leadership development can mitigate these gaps, ensuring a more equitable distribution of digital resources and skills. In addition to empirical validation, the research offers practical recommendations for policymakers, healthcare administrators, and educators. Its implications extend beyond the state of Kerala, providing a model that healthcare providers elsewhere can use to achieve equitable digitalization. By addressing the digital divide as a socio-economic and organizational issue, rather than just a technical one, the study demonstrates its broad impact on patient-centred care, workforce preparedness, and organizational development. The research contributes both conceptual clarity and empirical evidence, while offering a practical framework for institutions to leverage digital technologies to build human capital, enhance service delivery, and create resilient, future-ready healthcare systems.

Keywords: *Digital Divide, Digital Capital, Digital Congruence, Digital Competence, offline outcomes, Healthcare Professionals, System Thinking*

Publications:

1. Thomas, J.V., Mallika Sankar, M. (2024). Redefining Organizational Sustainability Through Revamping Digital Capital. In: Khamis Hamdan, R., Hamdan, A., Alareeni, B., Khoury, R.E. (eds) Information and Communication Technology in Technical and Vocational Education and Training for Sustainable and Equal Opportunity. Technical and Vocational Education and Training: Issues, Concerns and Prospects, vol 38. Springer, Singapore. https://doi.org/10.1007/978-981-99-6909-8_39
2. Thomas, J.V., Mallika Sankar, M., Varghese, J.P., Kumar, A. (2024). The Women Leadership: A Catalytic Role of Digital Divide Through Digital Ecosystem. In: Khamis Hamdan, R., Hamdan, A., Alareeni, B., Khoury, R.E. (eds) Information and Communication Technology in Technical and Vocational Education and Training for Sustainable and Equal Opportunity. Technical and Vocational Education and Training: Issues, Concerns and Prospects, vol 39. Springer, Singapore. https://doi.org/10.1007/978-981-99-7798-7_43
3. Thomas, J.V., Sankar, M., Deepika, S.R., Nagarjuna, G. and Arjun, B.S. (2024), "EdTech Tools for Sustainable Practices: A Green Revolution in Education", Hamdan, A. (Ed.) Technological Innovations for Business, Education and Sustainability (Technological Innovation and Sustainability for Business Competitive Advantage), Emerald Publishing Limited, Leeds, pp. 117-129. <https://doi.org/10.1108/978-1-83753-106-620241009>
4. Thomas, J., & Sankar M, M. (2024). Innovative Approaches to Bridging the Digital Divide: A Focus on Public Organizations. In L. Silva (Ed.), Perspectives on Innovation and Technology Transfer in Managing Public Organizations (pp. 129-153). IGI Global. <https://doi.org/10.4018/978-1-6684-9833-0.ch007>
5. Thomas, J., & Sankar M, M. (2024). Sustainable Technology Adoption in Public Organizations: Leveraging Digital Capital for Environmental Impact. In L. Silva (Ed.), Perspectives on Innovation and Technology Transfer in Managing Public Organizations (pp. 222-248). <https://doi.org/10.4018/978-1-6684-9833-0.ch012> IGI Global.