



Impact of Information Technology on Learning, Teaching and Human Resource Management in Educational Sector

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Abstract– The pace of change brought about by new technologies had a significant effect on the way people live, work, and play worldwide. New and emerging technologies challenge the traditional process of teaching and learning, and the way education is managed. Information technology, while an important area of study in its own right, is having a major impact across all curriculum areas. Easy worldwide communication provides instant access to a vast array of data, challenging assimilation and assessment skills. Rapid communication, plus increased access to IT in the home, at work, and in educational establishments, could mean that learning becomes a truly lifelong activity, an activity in which the pace of technological change forces constant evaluation of the learning process itself.

Index Terms– Technology, IT and Communication

I. INTRODUCTION

The combination of education and technology has been considered the main key to human progress. Education feeds technology, which in turn forms the basis of education. It is therefore evident that information technology has affected changes to the methods, purpose and perceived potential of education. The usage of information technology (IT), broadly referring to computers and peripheral equipment, has seen tremendous growth in service industries in the recent past (Berger, 2003). The increasing role played by information technology in the development of society calls for an active reaction to the challenges of the information society.

Technology is bound to rule our present and our future. This is an escapable fact that we need to face. It has ruled over different facets of our life and influenced the way we live. Computers and the Internet technology in particular have undoubtedly revolutionized the field of education. It plays an important yet fragile role in this field. The student teacher dynamic has drastically changed since the introduction of technology based class structure. The instructor is no longer the king of the classroom but rather a middleman between information and student. Instead of a passive sponge soaking up knowledge, the student has now become an active informational architect, procuring, rearranging and displaying information.

Two-thirds of teachers surveyed at the turn of the century stated that they were not comfortable using technology, leaving tech-savvy students in a position to assist the teacher

in technology based lesson plans. The Internet itself has unlocked a world of opportunity for students. Information and ideas that were previously out of reach are a click away. Students of all ages can connect, share, and learn on a global scale. Succession at difficult technological tasks, as well as social networking such as Face-book can also lead to improved self-esteem. The environmental aspects of e-mail and online drop boxes are the most compelling argument. Branches, trees, and forests are saved every day, let alone the countless resources no longer wasted to harvest the paper crop.

In the recent century, we have seen a rapid change in the classrooms. The impact of technology is evident; computer has become the new classroom. Traditional classrooms became virtual ones, traditional teachers became virtual instructors. What was once an impossible task of teaching? A person in a distant and without actually going there became possible, thanks to the advent of computer and the internet. Traditional chalk board setting has now evolved into digital projectors, interactive board even, physical library to virtual library. Books that have once burdened us for their volume and weight can now be digitally squeezed into a handy storage device. Finding and retrieving of information became easier than ever.

In Uttarakhand we are using multi-technologies in imparting education. At the one end, some premier institutions based at Dehradun, Haridwar, Srinagar, Nainital are having access to all facilities in terms of educational technology such as multimedia system, LAN, WAN, and World Wide Web on the other hand a large number of other institutes based in remote districts are still depending only on stereotyped lecture method in imparting knowledge. Therefore the existence of technology gap provides an opportunity to use IT supported

education technologies for better delivery of education, easier access to a number of knowledge sources, sharing through networks and quality distance learning in higher education.

The goal of this paper is to observe what positive and negative consequences the internet and information technology itself have in the field human-resource managing, chiefly how it can be used for acquiring new employees, motivating and leading. Also observed is, what outcomes we can expect from the use of Internet and IT in discussed field in the future and what are the possibilities for management and exploitation of the (inevitable) coming changes.

II. SIGNIFICANCE OF IT IN EDUCATIONAL SECTOR

In the era of technology, IT aids plenty of resources to enhance the teaching skills and learning ability. With the help of IT now it is easy to provide audio visual education. The learning resources are being widens and widen. Now with this vivid and vast technique as part of the IT curriculum, learners are encouraged to regard computers as tools to be used in all aspects of their studies. In particular, they need to make use of the new multimedia technologies to communicate ideas, describe projects, and order information in their work. IT has provided immediacy to education. Now in the year of computers and web networks the pace of imparting knowledge is very fast and one can be educated anywhere at any time. New IT has often been introduced into well-established patterns of working and living without radically altering them. For example, the traditional office, with secretaries working at keyboards and notes being written on paper and manually exchanged, has remained remarkably stable, even if personal computers have replaced typewriters.

Now IT has made it easy to study as well as teach in groups or in clusters. With online we can be unite together to do the desired task. Efficient postal systems, the telephone (fixed and mobile), and various recording and playback systems based on computer technology all have a part to play in educational broadcasting in the new millennium. The Internet and its Web sites are now familiar to many children in Uttarakhand and among educational elites elsewhere, but it remains of little significance to very many more, which lack the most basic means for subsistence. Audio-Visual Education, planning, preparation, and use of devices and materials that involve sight, sound, or both, for educational purposes. Among the devices used are still and motion pictures, filmstrips, television, transparencies, audiotapes, records, teaching machines, computers, and videodiscs. The growth of audio-visual education has reflected developments in both technology and learning theory.

Studies in the psychology of learning suggest that the use of audio-visuals in education has several advantages. All learning is based on perception, the process by which the senses gain information from the environment. The higher processes of memory and concept formation cannot occur without prior perception. People can attend to only a limited amount of information at a time; their selection and perception of information is influenced by past experiences. It

was found that, other conditions being equal, more information is taken in if it is received simultaneously in two modalities (vision and hearing, for example) rather than in a single modality. Furthermore, learning is enhanced when material is organized and that organization is evident to the student. These findings suggest the value of audio-visuals in the educational process. They can facilitate perception of the most important features, can be carefully organized, and can require the student to use more than one modality.

Internets support thousands of different kinds of operational and experimental services one of which is online library. We can get plenty of data on this online library. As part of the IT curriculum, learners are encouraged to regard computers as tools to be used in all aspects of their studies. In particular, they need to make use of the new multimedia technologies to communicate ideas, describe projects, and order information in their work. This requires them to select the medium best suited to conveying their message, to structure information in a hierarchical manner, and to link together information to produce a multidimensional document.

Information technology has brought drastic changes in the life of disabled children. IT provides various software and technique to educate these poor peoples. Unless provided early with special training, people profoundly deaf from birth are incapable of learning to speak. Deafness from birth causes severe sensory deprivation, which can seriously affect a person's intellectual capacity or ability to learn. A child who sustains a hearing loss early in life may lack the language stimulation experienced by children who can hear. The critical period for neurological plasticity is up to age seven. Failure of acoustic sensory input during this period results in failure of formation of synaptic connections and, possibly, an irremediable situation for the child. A delay in learning language may cause a deaf child's academic progress to be slower than that of hearing children. The academic lag tends to be cumulative, so that a deaf adolescent may be four or more academic years behind his or her hearing peers. Deaf children who receive early language stimulation through sign language, however, generally achieve academically alongside their hearing peers.

The integration of information technology in teaching is a central matter in ensuring quality in the educational system. There are two equally important reasons for integrating information technology in teaching. Pupils must become familiar with the use of information technology, since all jobs in the society of the future will be dependent on it, and information technology must be used in teaching in order to improve its quality and make it more effective.

III. DUE TO INFORMATION TECHNOLOGY IS THERE ANY CHANGE IN DELIVERY SYSTEM?

Lucey [8] pointed out that there is some evidence that technology has a significant effect on the structure of organization. Similarly, Wilkinson [13] stated that computer definitely affect organizational structure and managerial decision-making and allow firms more flexibility in the choice of feasible organizational structure. Today, most people realize that computers have had and will continue to

have a significant impact on their lives [5]. In most of the schools knowledge and information are delivered with teaching aids like slide projector, overhead projector and LCD projector. However, in distance mode of learning various other tools like audio-visual tapes, broadcast on radio and telecast through T.V., teleconferencing through satellite, floppy diskettes and CD-ROMS, networking via EARNET and the INTERNET and direct to home DTH technology are being used or may be used in a big way to impart management education in remote areas also. With access to internet, the learners have a reach to an unrestricted pool of knowledge, through the Web T.V. while operating at their home. Hence the homes will come to harbor the Virtual class room. With the help of broadcast T.V. the best available professionals, emeritus professors and functional specialists can interact directly to a large number of learners.

In remote areas where networking is not available or may not prove cost effective CD-ROMS run on a multimedia PC are treated to be the best option of taking business education. Huge information, data, figures, pictorials, documents, graphics may be stored within them along with audio and video effect. Further internet communication is a very useful medium of imparting knowledge as classroom situations may be created at home with the access to E-mail and web browsing on the World Wide Web, which is now commonly available due to the launch of web television. Computers play a useful role in creating learning material. Through multimedia symbiotic advantage may be gathered by integration of various types of information such as clip art, animation graphics, music, voice and live interaction that makes the delivery effective. Digital multimedia has made T.V. interactive. It has elevated its functionality to information delivery and education. The consumers of this information have a choice to call for information they need. A selected program can be viewed at the convenience of the viewer and not when relayed.

Multimedia computer can be used for training in a one-to-one situation with the student. Multimedia system is treated to be more learner friendly as compared to T.V. as it enables to control the response of instruction transfer process as per the pace of the learner's grasping capacity and preference so as to purposive and situation specific interface with the available information package. This creates an identical condition to the classroom on computer monitor without engaging a teacher and the given package can be browsed again and again by the learner to match with his or her own learning process.

In management discipline students come with mature personality. Computer based learning provides them an opportunity for self growth rather than being taught which stimulates them as they themselves make an appraisal of their achievements in the learning process. On the other hand teachers may also concentrate themselves on development and research related activities as they are relieved from routine monotonous tasks such as tasking, drill, practice and sharing of information. Hence, the new system reduces dependence on conventional and less cost effective infrastructure on elements of learning and also avoids wastage of time to assemble in a classroom.

It is now realized that IT tools have some relative advantages as compared to conventional mode of information sharing. This generates the need for computer, which is not only useful in sharing knowledge but also, imbibes skills required in a prospective manager such as conceptual, behavioral, analytical and administrative. In most of the schools case studies, workshop, project work, business games supplements conceptual learning. To develop the ability to apply knowledge in real life and hypothetical situations different software are developed. Now a day most of the educational literature is also published with CD.

IV. INFORMATION TECHNOLOGY AND THE PURPOSE OF EDUCATION

It is evident that information technology has affected changes to the methods, purpose and the perceived potential of education. While various authors differ in their opinion on the degree, desirability and destiny of these changes, all agree that change processes have certainly been underway. However, the process of change is far from over. Numerous authors' auger grave peril for education institutions that refuse to integrate information technology into every level of the education institution. Some authors argue that the very nature of education itself will change. Information technology, whether perceived as a power for good or a power for evil, certainly has not been neutral. While effecting change has been difficult in many situations, contemporary information technology has by its very nature, been an agent of change in education institutions.

Many schools, technology developers, and researchers now use technologies to "enhance" education by making the achievement of traditional objectives more efficient. Many intelligent tutors and software programs in mathematics and science fit together under this strategy. Objectives for education are not re-conceptualized, the computer is conceived of as a means for "delivering" key components of instructional activity, not for redistributing intelligence and new uses of students' potentials for activity and participation. Yet, the phenomena of distributed intelligence make apparent how the exploitation of external resources changes the functional systems from which activity emerges.

New resources, and changing attitudes toward the integrity of their use, change the properties of what one "needs to know." So, what is the "purpose" of educational technology in the minds of most educators? Do they see it as something that could truly help students accomplish more than they ever could without it, or just as something to be used to help students acquire the same knowledge and skills students were learning before the advent of the web and cheap computing devices, just a little more efficiently? While education in the past has been centered on teaching and learning, information technology has affected changes to the aims of education, therefore now education is increasingly perceived as the process of creating, preserving, integrating, transmitting and applying knowledge.

The perceptions of knowledge itself have also changed whereas knowledge could once have been perceived as unchanging; it should now be perceived as "revisionary,

creative, personal and pluralistic". The future of education is not predetermined by modern information technology, but rather that this "future will hinge prominently on how we construct the place of technology" in the education process.

V. INFORMATION TECHNOLOGY AND THE POTENTIAL OF EDUCATION

The use of information technology (IT) to support the classroom teacher and school managers to organize and manage the learning environment better has received little specific attention, even though many applications or systems purport that this is one of their aims. The use of information technology (IT) in higher education is far ranging. In order to produce a working document for the educators, Web pages and other information-gathering devices have become an essential part of our daily life, as they provide extensive information on all aspects of our society.

This is mirrored in education where there are many different tools available, IT offers added value to traditional teaching methods and examples are provided. In spite of the continuing debate on the learning effectiveness of e-learning applications, students request such approaches as an adjunct to the traditional delivery of learning materials. Faculty requires support to enable them to effectively use the technology to the benefit of their students. This support should be provided by the institution and it is suggested that, where possible, institutions should appoint an e-learning champion with good interpersonal skills to support and encourage faculty change. From a global prospective, all students and faculty should have access to e-learning tools. This paper encourages open access to e-learning material, platforms and programs.

The quality of such learning materials must have well defined learning objectives and involve peer review to ensure content validity, accuracy, currency, the use of evidence-based data and the use of best practices. To ensure that the developers' intellectual rights are protected, the original content needs to be secure from unauthorized changes. Strategies and recommendations on how to improve the quality of e-learning are outlined. In the area of assessment, traditional examination schemes can be enriched by IT, whilst the Internet can provide many innovative approaches. Future trends in IT will evolve around improved uptake and access facilitated by the technology (hardware and software).

The use of Web 2.0 shows considerable promise and this may have implications on a global level. For example, the one-laptop-per-child project is the best example of what Web 2.0 can do: minimal use of hardware to maximize use of the Internet structure. In essence, simple technology can overcome many of the barriers to learning. IT will always remain exciting, as it is always changing and the users, whether students, educators or patients are like chameleons adapting to the ever-changing landscape.

VI. EDUCATION IN THE EVER-CHANGING WORLD

One of the most complex contemporary problems to be solved by humanity is Man in the changing world. Today, Man has become the main factor of development as well as the main risk factor. For centuries people had to adjust to nature and social changes, accumulating in the process institutional, technological and intellectual potential.

As a result the magnitude of this potential has reached global proportions, and people have been taken hostage of the artificial nature created by them. Consequently, a fundamental and equally destructive incongruity between human existence and the global scale of the supernatural powers and possibilities available to people has become apparent. Present day educationalists often use these terms interchangeably as if they were absolute synonyms. In fact, 'educating' is not identical with teaching, the difference lying in the quality of the result achieved. 'Teaching' is geared towards transfer of particular and therefore limited knowledge and skills. This approach has a long standing tradition. The contemporary version of this type of school instruction can be defined as algorithmic-instructive method.

The use of this method in conjunction with modern information technology has not helped free up talents and aptitudes of school students so far, which is indicative of the fact that teaching as a form of transferring and accumulating knowledge is naturally handicapped. In other words, traditional teaching as a form of communicating knowledge is running out of potential. It is high time we looked for new solutions.

Unlike traditional teaching, education aims at mastering 'knowledge as an instrument' and forming a holistic picture of the world, thus shaping the versatile mind to respond adequately to the non-classical complexity of the world. It is this type of knowledge that will enable Man to perceive himself as an integral part of the environment responsible for the harmonious relationship between Nature and himself and to appreciate science as a tool to achieve harmony. The new educational paradigm can consequently be defined as a logically connected triad 'From a holistic world to holistic knowledge, and via it to a holistic personality'.

The new socio-economic situation makes it also possible to find new resolution of the eternal controversy over basic education and vocational training. The emphasis laid on training students in particular specialty reflects the level of understanding of social security in the previous decades. The situation is different today. Knowledge and professionalism as products of quality education leading to success in life tend to give way to the development of an individual's creative potential. As development based on the predominant use of an individual's abilities to do physical work is being supplanted by that relying on the use of the individual's cultural and intellectual potential, education is gaining pre-eminence.

Telecommunication technologies based on tele-networks and intellectual computer systems open up new opportunities for both teachers and students. Amalgamation of these networks and systems make up the basis of Info sphere, the planet's new infrastructure. The info sphere envelops the whole of civilization and fills its every pore. It also shapes its own, rather exclusive world and a community of those initiated. The makers of the info sphere share a new way of

thinking, new ethical norms, and transformed culture of understanding. The advance of info sphere gets us to face the phenomenon of super-biological and, probably, super-psychological change in a human being. The computer and information technologies do not merely enhance intellect; they designate new dimensions of the human mind. Live communication, inseparable from information technologies, binds these dimensions together to produce an orderly system of new culture.

Computer technologies facilitate educational opportunities and assist an individual in perfecting his perceptions. Computer technologies have become instrumental in the rapidly developing art of filming the world's masterpieces, thus making them available to millions of people throughout the world. Colorful pictures of works of architecture, sculptures and paintings, grouped thematically and accompanied by cleverly made up texts and beautiful music make a strong emotional effect on the student, develop his or her artistic taste and at the same time enable the student to learn more about culture, arts and the history of humankind. It goes without saying that all these advantages are to be made use of in education of the future.

VII. CURRENT INFLUENCE OF THE INTERNET AND IT

The number of Internet users has grown over 400 million in year 2008 (predictions for year 2010 are set for more than one billion) (*State of the Internet 2009 (2009)*). Any potential advantage of the Internet-usage that a company can exploit to recruit, develop and retain these types of personnel, is even more important due to the fact that there is a shortage of highly profiled people in the workforce market. On the one hand, since the primary use of the Internet is communication, some people might speculate that the Internet will have positive social consequences in people's everyday lives because it increases the frequency and quality of interpersonal communications among people. People with easy access to others would feel better connected and more strongly supported by others, leading to happiness and engagement in families, organizations, communities, and society more generally. But, on the other hand, the ease of electronic communication may lead to weaker social ties, because people have less reason to leave their homes and actually interact face to face with other people. The Internet allows people to more easily work from their home, to form and sustain friendships and even romantic attachments from their home, to bank from their home, to vote and engage in political and social issue based discussions with others (from home).

In our times, it is hardly possible to find someone who has never heard about the advantages and opportunities offered to modern people by the Internet, the worldwide network of public computers that allows its users to exchange information. Within the last two decades, the Internet became one of the most popular and demanded technological innovations which are currently used by billions of people throughout the world. It is impossible to deny the fact that the Internet has had a huge impact on our life, but should its influence be considered as something more positive than

negative, or vice versa? To find an answer on that question, let's take a closer look at the role of the Internet in modern life.

First of all, it is necessary to mention that the most important function of the Internet is its being a unique source of information. Every Internet user has a free access to many powerful search engines like Google, MSN or Yahoo, which can assist in finding any specific information or data within a few seconds. In addition to that, today's Internet offers its users an opportunity to watch videos and TV shows online, read newspapers and books, download a great number of movies, PC games, music, software and so on. Undoubtedly, it is a great positive influence of the Internet since viewing various educational or entertaining sites helps people to learn a lot of new things and increase their general intelligence.

Moreover, the Internet is an invaluable source of information for today's students. It gives an opportunity to access electronic libraries, e-book catalogues and databases, scientific documents and academic works, news, educational websites, etc., and can be of a great help when writing academic researches and course works. Launching the Internet in the classrooms substantially enhances the opportunities of modern education and allows teachers to use online resources, various educational videos, programs, visual aids and so on. Also, nowadays the Internet became an irreplaceable tool for distant education, helping millions of people to receive their academic degree regardless of where they are physically located.

Besides, the Internet has opened absolutely new dimensions for interpersonal and intercultural communication allowing people from all quarters of the earth to communicate with each other using IM tools, e-mails, online chat-rooms, etc. Moreover, nowadays, it became possible to do voice and video chat, so the users are able to hear each other's voices and see each other's reactions and emotions while talking. As a result, the Internet should be considered a perfect tool for meeting with the people who share the same interests, or making friends with the people of other nationalities and learning more about different cultures of the world. This way, the Internet brings people closer together, and this is another very important positive function of Internet technology.

There is much more to add to the above. For the last decades, the Internet has been offering new opportunities for modern businessmen. E-commerce and online shopping have become an effective gear for the current economic development on global level. Also, the Internet became a convenient environment for job seeking, hotel and ticket reservation, doing financial transactions, advertising, working on a freelance basis and numerous other social services available online. Finally, the Internet has opened a new epoch in entertaining industry allowing people to watch new movies, concerts or theater performances, visit museums and galleries, or even virtually travel throughout the world.

Undoubtedly, the Internet as a technological phenomenon has some serious drawbacks. Those include, first of all, spamming and a threat of receiving computer viruses, stealing important personal information of Internet users, as well as Internet addiction and various concerns connected with children using the Internet. However, in my opinion, positive effects of using the Internet heavily outweigh its drawbacks. It

is obvious that the development of the Internet is connected with a number of great positive changes and new opportunities for all of us. Therefore, I am convinced that for every aspect of today's life, the Internet and modern Internet technologies cause more good than harm.

VIII. MODERN USE OF INTERNET IN EDUCATIONAL SECTOR

The Internet is allowing greater flexibility in working hours and location, especially with the spread of unmetered high-speed connections and web applications (Gopal, C., Gagnon J. (1995). The Internet can now be accessed almost anywhere by numerous means, especially through mobile Internet devices. Mobile phones, data cards, handheld game consoles and cellular routers allow users to connect to the Internet from anywhere there is a wireless network supporting that device's technology. Within the limitations imposed by small screens and other limited facilities of such pocket-sized devices, services of the Internet, including email and the web, may be available. Service providers may restrict the services offered and wireless data transmission charges may be significantly higher than other access methods.

Educational material at all levels from pre-school to post-doctoral is available from websites. Examples range from CBeebies, through school and high-school revision guides, virtual universities, to access to top-end scholarly literature through the likes of Google Scholar. In distance education, help with homework and other assignments, self-guided learning, whiling away spare time, or just looking up more detail on an interesting fact, it has never been easier for people to access educational information at any level from anywhere. The Internet in general and the World Wide Web in particular are important enablers of both formal and informal education.

The low cost and nearly instantaneous sharing of ideas, knowledge, and skills has made collaborative work dramatically easier, with the help of collaborative software. Not only can a group cheaply communicate and share ideas, but the wide reach of the Internet allows such groups to easily form in the first place. An example of this is the free software movement, which has produced, among other programs, Linux, Mozilla Firefox, and OpenOffice.org. Internet "chat", whether in the form of IRC chat rooms or channels, or via instant messaging systems, allow colleagues to stay in touch in a very convenient way when working at their computers during the day. Messages can be exchanged even more quickly and conveniently than via email. Extensions to these systems may allow files to be exchanged, "whiteboard" drawings to be shared or voice and video contact between team members.

Version control systems allow collaborating teams to work on shared sets of documents without either accidentally overwriting each other's work or having members wait until they get "sent" documents to be able to make their contributions. Business and project teams can share calendars as well as documents and other information. Such collaboration occurs in a wide variety of areas including scientific research, software development, conference planning, political activism and creative writing. Social and

political collaboration is also becoming more widespread as both Internet access and computer literacy grow. From the flash mob 'events' of the early 2000s to the use of social networking in the 2009 Iranian election protests, the Internet allows people to work together more effectively and in many more ways than was possible without it

The Internet allows computer users to remotely access other computers and information stores easily, wherever they may be across the world. They may do this with or without the use of security, authentication and encryption technologies, depending on the requirements. This is encouraging new ways of working from home, collaboration and information sharing in many industries. An accountant sitting at home can audit the books of a company based in another country, on a server situated in a third country that is remotely maintained by IT specialists in a fourth. These accounts could have been created by home-working bookkeepers, in other remote locations, based on information emailed to them from offices all over the world. Some of these things were possible before the widespread use of the Internet, but the cost of private leased lines would have made many of them infeasible in practice.

An office worker away from their desk, perhaps on the other side of the world on a business trip or a holiday, can open a remote desktop session into his normal office PC using a secure Virtual Private Network (VPN) connection via the Internet. This gives the worker complete access to all of his or her normal files and data, including email and other applications, while away from the office. This concept has been referred to among system administrators as the Virtual Private Nightmare, because it extends the secure perimeter of a corporate network into its employees' homes.

IX. USE OF THE INTERNET FOR EMPLOYEE-DEVELOPMENT

Acquiring new and supplementing existing knowledge is one of the top-level motivational factors for a person that has covered his basic existential needs, therefore as it a key success factor for an individual it is also critical for successfulness of organization as a whole. Internet-based technology offers numerous possibilities for getting hold of new knowledge and skills. Firstly, organization wise, it offers much quicker access to latest scientific and technological innovations of other companies and research institutions (Jerman-Blazic, 1996). For each individual it offers itself as vast searchable database of web pages, newsgroups, mailing lists, online courses, forums, etc.

A. *How can Information Technology help Expand Access to Education?*

IT are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus.

a. *Anytime, Anywhere:*

One defining feature of ITs is their ability to transcend time and space. ITs make possible asynchronous learning, or learning characterized by a time lag between the delivery of instruction and its reception by learners. Online course materials, for example, may be accessed 24 hours a day, 7 days a week. IT-based educational delivery (e.g., educational programming broadcast over radio or television) also dispenses with the need for all learners and the instructor to be in one physical location. Additionally, certain types of ITs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple geographically dispersed learners (i.e., synchronous learning).

b. Access to Remote Learning Resources:

Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the Internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at any time of the day and by an unlimited number of people. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources. ITs also facilitate access to resource person's, mentors, experts, researchers, professionals, business leaders, and peers all over the world.

X. CONCLUSION

In this paper we discuss some of the changes that have been brought by the Information Technology in teaching, learning and human resource management, and to enabling new ways of work. As the scope of the paper was wide and the extent limited, not every single possible influence of the IT to the workplace market and management of employees has been discussed.

IT tools have some relative advantages as compared to conventional mode of information sharing. The combination of education and technology has been considered the main key to human progress. Education feeds technology which in turns forms the basis of education. Therefore it is evident that it has affected change to the methods, purpose and perceived potential of education.

The future of education is not predetermined by modern information technologies but rather than this future will hinge prominently on how we construct the place of technology. It was found that still faculty requires support to enable them to effectively use the technology to the benefit of their students. This support should be provided by the institutions and it is suggested that if possible there should be a policy for appointing an e-learning champion with good interpersonal skill to support and encourage faculty change. This paper encourages open space to e-learning material, plate form and programmers. In modern time traditional examination schemes and evaluation

process also can be enriched by IT.

Computer technologies facilitate educational opportunities and assist an individual in perfecting his perceptions. Internet is invaluable source of information for today's student as well as human resource working in organization. It gives opportunities to access electronic libraries, e-books, catalogues and database etc. So launching the internet in classrooms as well as administrative areas substantially enhances the opportunities of modern education and allows human resource to use online database/resources.

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