Knowledge, Technology and Humanity: The Concept of the University of the Future

Research Abstract

Author and Presenter: Prof. Priti Sagar
Affiliation: Mahatma Gandhi International Hindi University, Wardha, Maharashtra, India

The rapid transformation of higher education through artificial intelligence, digital technologies, and emerging forms of knowledge production has raised fundamental questions about the purpose of universities, the role of teachers, and the nature of student learning. This paper explores how universities can respond to technological change while preserving human values, ethical responsibility, intellectual autonomy, and social well-being.

The study adopts a qualitative, conceptual-analytical, documentary, and comparative-discursive approach, drawing on a systematic review of secondary sources, including UNESCO guidelines on artificial intelligence and education, OECD reports, India's National Education Policy 2020, higher and digital education policy documents, and selected academic literature. Through document and thematic analysis, it examines the interrelationships among knowledge, technology, humanity, student autonomy, teacher–student relationships, and human-centred education.

Particular attention is given to the implications of these changing educational paradigms for university teaching and learning. The study investigates how the role of university teachers is evolving from the transmission of knowledge towards facilitation, mentorship, critical inquiry, and the creation of collaborative learning communities. It also considers how artificial intelligence and digital tools can support pedagogical innovation without diminishing human judgement, meaningful dialogue, and the teacher's ethical responsibility. Furthermore, it highlights the contribution of humanities, literature, multilingualism, and interdisciplinary learning to the development of critical thinking, empathy, and social responsibility among university students.

By comparing traditional knowledge-centric universities with emerging technology-enabled institutions, the study develops a human-centred conceptual paradigm for the university of the future. It argues that technological proficiency alone cannot ensure meaningful higher education; rather, technology must be

integrated with pedagogical wisdom, ethical reflection, and human sensitivity. The paper concludes that the future of university teaching depends on strengthening the relationship between knowledge, technology, and humanity to foster intellectually independent, ethically responsible, and socially engaged learners.

Keywords: Higher Education, University Teaching, Artificial Intelligence, Human-Centred Education, Student Autonomy, Humanities, National Education Policy 2020