New Communication Technologies, Higher Education and Human Development

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Abstract

The speed with which the technology is affecting and empowering all aspects of our existence, a lot of changes have been brought in the environment in which we live. Education plays an important part in creating the environment. At the hands of technologies innovations are driving us at the speed of light. In such an energetic environment, it is important to develop the practices which provide us the learning experiences, walking along the tides of time and technology to lead to human development. The roots are changing, the process is continuous, yet the fusion of newer concepts and ideas regenerate newer forms of creative expressions to do away with the older ones which get degenerated. The degree of evolution depends on the capacity of acceptance by the society, which in turn depends on institution building processes. In information society ideas need to be in a process of flow and dynamism to change it into knowledge society. Higher education "informs public understanding, cultivates public taste, and contributes to the nation's well-being as it nurtures and trains each new generation of journalists, architects, artists, authors, business leaders, engineers, farmers, lawyers, physicians, poets, scientists, social workers, and teachers who shape the course of public life" (Frank Rhodes, 2001, p. xi). The questions and concerns under such circumstances remain : The concerns regarding diffusion, assimilation and overlapping, which raise the questions on quality maintenance, The adaptability issues related to quick changes - lack of facilities or infrastructural problems, the nuances involved with values, culture and traditions. The various practices/ issues need to be addressed for an inclusive and comprehensive growth.

Keywords: New Communication Technologies, Higher Education, Human Development

1. Introduction

To move ahead the new communication technologies, higher education and human development need to be inter-related and intertwined. Human development is the ultimate and prime objective of education, particularly of higher education. Technology is considered to be a compelling and propelling force in taking teaching and learning to higher and newer levels. Technology is considered as a force to bring human development. This technology laden higher education however is also elemental in sharp disconnect between the theory and the practice. In order to mitigate the disconnect/gap and to have the real gain/outcome there is need to create dynamic learning environments. An evolution of educational practices aligning the new processes and technologies is important. This technology-teaching relationship will help in shaping the overall development in students ready to contribute to real human development. Educators know that learning is a social activity where learners would have to construct their understanding not just through interaction using technology and techniques, but also by constructing new knowledge resulting in sustainable human development.

Higher education today is undergoing a radical change, posing new age challenges to universities. The role of teachers and

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educators is going through a metamorphosis as technology and globalisation have reshaped the contours of knowledge. Access of information and knowledge is no more restricted to physical classrooms and teachers. The onus and challenge lies on the new age teachers to perceive and meet the needs and demands of the students going through this transition phase. In the digital age where the learning is taking place through social media, Internet, blogs etc. the education needs to be seen through a new lens and prism of right text.

New communication technologies are changing our Teaching Methodologies. The future roadmap of higher education, the academic world would agree, need to include blended methodology, lifelong learning, collaborative efforts in research and frequent and innovative curriculum development to cope with the instant specialised demands need to be developed. Such moves would contribute in harnessing and giving back to the society to result in engaging sustainable human development.

Current status of human development

Sustainable human development is the ultimate objective to be achieved through higher education by applying new communication Technologies. Our governments have been claiming to strive to achieve the same through various initiatives for the 7 billion. But still India ranks 134 out of 187 countries in the Human Development Index in the 2011as per the global human development report released by the United Nations Development Programme (UNDP). Having been ranked 119 out of 169 countries in 2010, the nation's position remained unchanged as per the measurement techniques utilized. The robust economic growth notwithstanding, India has garnered a lowly 119th rank in the United Nation's Human Development Index due to poor social infrastructure, mainly in areas of education and healthcare. A steady progress in the country's Human Development Index (HDI) value could be gauged from the 1.51 per cent growth achieved over the 1980-2011 time period. The nation's Inequality adjusted HDI (IHDI) fell from 0.392 in 2010 to 0.365 in 2011.India's Gender Inequality Index value is 0.617 and it ranks 129 out of 146 countries in this measure. The Multidimensional Poverty Index value is 0.283 for the country.

Current Status of Higher Education in India

Todays generation is very much at ease with new communication technologies: online, collaborative technologies and much more than the immediate earlier generations. Today's young people- "digital natives", are growing up in an immersive computing/digital environment. Notebook and pen may have formed the tool kit of prior generations, today's students come to classes armed with smart phones, laptops and iPods to take down notes and instructions. This era of pervasive technology has significant implications for higher education.

In its size and diversity, India has the third largest higher education system in the world, next only to China and the United States. Before Independence, access to higher education was very limited and elitist, with enrolment of less than a million students in 500 colleges and 20 universities. Since independence, the growth has been very impressive; Despite all this, India does not stand anywhere as compared with International standards. Our problem is that we have had multi-tired/hierarchal system which in the longer run got manipulated and resulted in opposing the culture of excellence and accountability.

The studies show that India was much better at the time of independence in education sector. Today's youth lack skills which are marketable……the colleges need to supplement their courses with vocational trainings'. (www,iouedu.com)

Despite the fact that India needs extra trainings, India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavors: arts and humanities; natural, mathematical and social sciences, engineering; medicine; dentistry; agriculture; education; law; commerce and management; music and performing arts; national and foreign languages; culture; communications etc. The institutional framework consists of Universities established by an Act of Parliament (Central Universities) or of a State Legislature (State Universities), Deemed Universities (institutions which have been accorded the status of a university with authority to award their own degrees through central government notification), Institutes of National Importance (prestigious institutions awarded the said status by Parliament), Institutions established by State Legislative Act and colleges affiliated to the University (both government-aided and –unaided) .The statutory bodies maintaing and granting quality assurance are : AICTE, ICAR, MCI , UGC setc.

Ancient Overview of Higher education in India

"He who is possessed of supreme knowledge by concentration of mind, must have his senses under control, like spirited steeds controlled by a charioteer." says the Katha Upanishad (iii, 6). From the Vedic age downwards the central conception of education of the Indians has been that it is a source of illumination giving us a correct lead in the various spheres of life. Knowledge, says one thinker, is the third eye of man, which gives him insight into all affairs and teaches him how to act. (Subhishitaratnasandhoha p. 194). As per classical Indian tradition "Sa vidya ya vimuktaye", (that which liberates us is education).

Learning in India through the ages had been prized and pursued not for its own sake, if we may so put it, but for the sake, and as a part, of religion. (It was sought as the means of self-realization, as the means to the highest end of life. viz. Mukti or Emancipation. The individual's supreme duty is thus to achieve his expansion into the Absolute, his self-fulfillment, for he is a potential God, a spark of the Divine. Education must aid in this self-fulfillment, and not in the acquisition of mere objective knowledge. We maintain that education is a liberating force as also an evolutionary force, which enables the individual to rise from mere materiality to superior planes of intellectual and spiritual consciousness.

India has a rich tradition of learning and education right from the antiquity. These were handed over generations to generations either through oral or written medium. The highly esteemed Vedas have come down to us. They existed for nearly 2000 years before they were known in India. The making of man was regarded as an artistic and not a mechanical process. Nalanda was one of the earliest examples of residential cum-teaching

institutions which housed thousands of monks devoted to learning, philosophy and meditation. Over 10,000 students including teachers lived and studied at the university. They came from various parts of the world apart from India,Central Asia, China and Korea. Though Nalanda was primarily a Buddhist university its curricula included Hindu scriptures, philosophy and medicine as recorded by Hiuen-Tsang.

Research Questions

Higher education is a vital and indispensable sector within society, and those of us who work in colleges and universities have some of the most important jobs to perform. The academy contributes in fundamental, pervasive, and lasting ways to the personal and professional lives of students and more generally to the cultural, intellectual, and economic vitality of our communities and our society. The questions and concerns which need focus remain:

- How to keep pace with the changes being brought by technology which is changing so fast.
- The concerns regarding diffusion, assimilation and overlapping, which raise the questions on quality access and maintenance.
- The adaptability issues related to quick changes - lack of facilities or infrastructural problems
- The nuances involved with values, culture and traditions.
- Issues of sustainable Human development @ higher education.

All these issues need to be seen and perceived by the various institutions /organizations, which will actually help the systems to evolve and meet the changing demands of the times and help in inducing capacity to help systems to grow for real human development. The various practices need to be addressed and internalized by the educational institutes for an inclusive and comprehensive growth on all fronts and various dimensions. The academy needs a new, more encompassing vision of excellent

Methodology
The methodology adopted was descriptive as well as exploratory.

Descriptive approach helped to put light on the inert related perspective of New media technologies, higher education and human development.

The exploratory approach was applied to explore various research questions

The survey method was instituted with the help of questionnaire as tool for data collection.

The Sampling method remained Stratified random being only the teaching faculties in various institutes and colleges.

The questionnaires filled by the respondents were: 100

The context and dimensions:
The human development and Higher education under the context of new media technologies need to be studied keeping in mind following concepts :j

1. Globalisation
The concept of globalisation has become increasingly important to debate about the future of higher education. It is a concept typically used to explain the implications of the rapid integration of economies worldwide through trade, financial flows, technology spillovers, information networks and cross-cultural currents' (1997), the internationalisation of production, trade and finance, international movements of people; information and media technologies, such as broadband cable, satellite and the Internet, which facilitate transnational circulation of cultural commodities, texts, images and artefacts; global circulation of ideas, ideologies and 'keywords',

2. International Media
Technological convergence in the 1990s has led to growing interest in the role of global media networks, and the ability to use these technologies to deliver content across national boundaries, through media and communications technologies such as broadband cable, videofax, direct broadcast and telecommunications satellite, the Internet, and video-cassette exchange, social media.

The media are both means of delivery and material content. In other words, media are both hardware and software, carriage and content, technological and cultural forms. This is important to note, since there are many assumptions about media globalisation which emphasise the technological dimension, and neglect the cultural dimension. At the extreme, technologies such as satellites can be perceived having culturally homogenising influences, or what is termed 'cultural imperialism' or 'media imperialism'.

3. Media, Communication and Information Technology Convergence
An information economy has been defined as being marked by a shift away from employment in producing raw materials, manufactured goods and tangible economic services towards employment directly related to the collection, processing and dissemination of data/information/knowledge and associated with an exponential increase in the volume and availability of information. (HRSCLTS 1991, p. vii)

Central to this development has been the increasingly important role of digitization and convergence, both within the media, communications and information sectors, and in other areas which utilize media, communication and information technologies.

The significance of digitization lies in its capacity to store, carry and translate multiple information forms through single platforms, most notably computers. Digitization is the main factor facilitating convergence. Convergence has brought together activities and industries associated with previously discrete sectors such as computing, telecommunications, broadcasting, film and video, and print and publishing. It describes the migration of different media into an integrated seamless form.

Associated with technological and product convergence has been a series of corporate mergers, takeovers and strategic partnerships designed to maximize the scope for development of converged media and communications products and services.

4. New communication technologies and corporatization of higher education

The higher education sector has been a heavy user of information technologies. A combination of 'push' from media networks, especially hardware and software companies and 'pull' from university staff at various levels who recognised the potential of communication and information technologies led to increased interest in the scope for convergent media technologies, such as the Internet and broadband cable and satellite broadcast. These promised to deliver courses in ways which might enable the development of 'virtual learning environments' which could operate beyond the boundaries of locality that underpin conventional tertiary teaching (Ryder & Wilson 1995).The trends identified as contributing to the emergence of 'virtual' or even 'global' universities include:

- reduced public funding for higher education in almost all Western national economies (crucially different from the increased funding in many major Asian economies);
- changing demographics in student populations in developed countries, leading to an increase in part-time education and training.
- rapid technological innovation, requiring constant updating of knowledge and skills for professionals in work (continuing, professional and corporate education/lifelong learning);
- the potential of communication and information technologies (particularly satellite and cable television and the Internet) for mass distribution from a central source and for interactive communication between 'receivers';
- 'techno-economic paradigms' (Campion & Renner 1992) which increasingly dictate the replacement of fixed ongoing costs (labor) with (more) variable plant costs (technology); and
- introduction of the notion of 'contestability' and deregulation into public sector organizations, such as higher education, with consequences for competitive behavior between universities, both domestic and international.

The scope for alliances and strategic partnerships with media corporations to harness the potential of internationalized, digitized and converged forms of educational delivery is becoming an increasingly significant issue for the higher education sector.

The involvement of global media corporations in higher education has thus far been largely concentrated at the first level, providing infrastructure in order to position the organization as a carrier of online courses or video-conferencing, rather than as a deliverer of content. Examples of such engagement have been common in the computing sector, with corporations such as Apple, IBM and Microsoft being involved in infrastructure provision and consortia brokerage.

The Apple Virtual Campus project has involved Apple as a key infrastructure provider and linkage broker in multi-university and university-industry projects such as the Global Campus program at California State University, Long Beach, and the New Media Centers collaboration between 75 universities. The IBM Global Campus is a similar initiative to promote the use of computer networks and the development of online learning in colleges and universities. Microsoft has long been a leading provider of software to the higher education sector, and initiatives such as the Patterns for the Advancement of Technology in Higher Education (PATHE) collaboration are consistent with the 'carriage, not content' approach to higher education found in the computing sector thus far. Media corporations with a strong publishing base, such as Time-Warner and McGraw-Hill, have also been involved with extending print-based educational materials to online and multimedia formats, positioning themselves to survive in an age increasingly reliant on electronically- delivered information.

5. New concepts in technology-teaching in Higher education

The new concepts have led to:

a. Internationalization
b. Customization
c. Virtual University
d. Distance education
e. Open learning
f. Flexible learning
g. Lifelong learning

a. Internationalization

The higher education has got internationalized and globalised. The access is there to different educational systems and models across boundaries.

b. Customization

Technology has clearly customized higher education, especially in developed societies. There are calls for flexibly-delivered and individually-tailored education in the workplace, not only in the form of formal awards but also in shorter non-award modules that might give credit towards awards. Demand is said to be increasing for greater flexibility and cost-effectiveness in 'traditional education', both for courses delivered on-campus and for distance education.

c. Virtual University

On line study, a satellite campus of a university, and are taught via video-/audio-conferencing. There are two ways in which the term 'virtual university' can be understood.

The first is that of a university which exists independently of a physical location, at least in relation to the delivery of its courses. However, in other respects it might resemble a traditional university, with a relatively stable curriculum and an established body of staff who are responsible for the design and delivery of courses, the assessment of students and the certification of graduates. The IGNOU and UK Open University is an example of such an organization.

Recently the term 'virtual university' has gained cyberspace connotations, with the 'virtual campus' denoting the simulation through information technology of its physical counterpart in laboratories, classrooms, cafes and libraries, specifically via the Internet. Such a university is conceived as replicating an on-campus education for students who are obliged or choose to study 'from a distance'.

d. Distance education is taken to be the provision of programs of studywhich provide both content and support services to

students who rarely, if ever, attend for face-to-face teaching or for on-campus access to educational facilities. Distance education has long been seen as the poorer cousin of full-time study on-campus, and in any case has represented only a change in delivery mode of the same course structures that have been part of university education for many years. Changes are now being driven by a convergence of factors which include the growing capabilities and importance of information technology, together with the emerging recognition of the student as a client in a competitive environment, and a growing sophistication in understanding the different ways in which students learn.

e. Open learning refers to an organizational approach which, to a greater or lesser degree, permits students, irrespective of previous credentials, to enroll in programs of study characterized by an element of student choice in relation to time, place and pace of study, and ideally in relation to mode of learning (i.e. by print, audiovisual or aural means); it may thus incorporate a mixture of face-to-face and electronically-mediated learning experiences, though de facto it has been operationalized as off-campus, often workplace, delivery of learning modules, mainly in print format.

f. Flexible learning implies the same concept of student choice of modes of delivery of instructional material, within a context of conventional requirements for prior credentials, and with a higher emphasis on the use of multimedia/communications technologies. It is operationalized as a mixture of face-to-face teaching (often in 'block' or intensive periods) and independent learning, typically utilizing computer-based supplementary teaching materials. It is important to distinguish flexible learning from flexible delivery, although some respondents in this study do not. The former term implies a focus on the core activity of education, the learning process in the individual student, and student choice regarding the methods employed in that process. By contrast, flexible delivery is an administrative term which implies a focus on the modes in which content can be distributed so as to relieve students of the time/place/space determinism of on- campus education, and on administrative systems which respond to consumer needs.

g. Lifelong Learning

The concept of lifelong learning, though part of the education and business lexicon for less than five years, has international acceptance, though understandably it has less significance in developing countries, still struggling with elementary education provision, and in the 'tiger' economies of Asia, where generational roles retain a strong hold, and university education is seen as the province of school leavers.

Lifelong learning is conceived as a feature of liberal humanist philosophy-a liberating process meeting the human potential for growth throughout life. It is also conceived as a pragmatic response to economic and technological change requiring constant updating and re-skilling, as labour and management scramble to adapt and survive. Indeed, Puttnam (1996) deplores the instrumentalist use of the term by business and policy makers: 'We publicly applaud the vision of lifelong learning, but privately fear the creeping reality of lifelong job insecurity'. In either conception, teachers across all sectors are exhorted to assist students 'to learn how to learn', because information is so readily stored and retrieved with the new technologies that memorised knowledge is sometimes considered antiquated. Further, the half-life of knowledge is now estimated as five years in some industries, less in others. Conceptions of teaching and learning have changed in consequence, from imparting and acquiring 'content' to facilitating and constructing knowledge, a shift from 'product' to 'process'.Lifelong learning is thus both a catalyst for and a result of 'the knowledge society' (Drucker's term) or 'the information society'.

Distinctions between flexible delivery, open learning and distance education are often glossed over. However the distinction rests on whether universities can effectively respond to the forces of Internationalization, globalization, customization and technology. Some other terms have also emerged such as: 'distributed learning', 'computer-mediated education', 'tele-learning', 'tele-matics'. Communication and information technologies promise a world where distance, time and place are irrelevant.

Glocal Approach

Technological innovation in academic institutions,is charged with equipping the students to compete in today's knowledge economy, the possibilities are great. Distance education, sophisticated learning-management systems and the opportunity to collaborate with research partners from around the world are just some of the transformational benefits that universities are embracing. That paradigm shift offers enormous potential for advancing educational quality.

"Technology allows students to become much more engaged in constructing their own knowledge, and cognitive studies show that ability is key to learning success," says New York City-based Queens College vice-president of institutional advancement, Susan Henderson. Education is a lifelong process.The role of higher education (HE) in today's world is immense, complex, and vital. As per the Gresham' s law- " the bad drives out the good",

"As quality deteriorates, students are less and less willing to pay the very resources without which the quality can not improve.….private sector investment has been confined to professional streams, bypassing the majority students. Furthermore , it is plagued by severe governance weaknesses, raising doubts as to its ability to address the huge latent demand for quality higher education in the country."(Kapu, Devesh and Bhanu Mehta, p 28)

A wide range of challenges and possibilities are emerging, with political, economic and social implications. Perhaps most significant are the challenges associated with shifting perspectives on knowledge itself, which are influencing strongly the role and the responsibility of the educated beings in the society. The role of higher education (HE) has been seen to change over time from preservers of culturally revered forms of knowledge and as agents of social change and development. Responsible for social transformation and performing important role in helping to build new institutions of civil society, in encouraging and facilitating new cultural values.

Over time, "human development" has, however, acquired more complex meanings. The UNDP states:
'Human development is about much more than the rise or fall of

national incomes. It is about creating an environment in which people can develop their full potential and lead productive, creative lives in accord with their needs and interests. People are the real wealth of nations. Development is thus about expanding the choices people have to lead lives that they value. And it is thus about much more than economic growth, which is only a means - if a very important one - of enlarging people 's choices… ….Fundamental to enlarging these choices is building human capabilities -the range of things that people can do or be in life. The most basic capabilities for human development are to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community. Without these, many choices are simply not available, and many opportunities in life remain inaccessible' (Source: UNDP website).

Voices are now being raised, warning that the models that have guided development on Earth over the last century are now exhausted. Concepts are appearing that appeal to the need to rethink the current development paradigm and our collective social and contextual values and systems. Higher-education policies cannot remain distant from such an urgent demand and for such considerations.

Such a shift in paradigm, reflected in some polices, is a laudable goal, and a number of well-known global frameworks and initiatives aim to support its achievement, including the Millennium Development Goals, the Kyoto Protocol, Education for All, Food for All, the UNESCO Decade for Sustainable Development. Progress is complicated by a wide range of variables that influence the process of human development regardless of the goals and targets that are set.

As generators of knowledge,we need to go beyond narrow conceptions, westernized frameworks. There is a need for a real engagement between universities and indigenous societies. The nature of such engagement is one that needs to be deliberated intensively, drawing on real examples, practices and experiences. There is a need also to understand the role that universities will play through this engagement, particularly in the ways that they engage with citizens - both individuals and collectives that ensure a relevance of higher education "for the promotion of a healthy human development all inclusive of social, political, economic and cultural development of a particular society.This is a crucial moment to revisit the role of higher education, starting with the present and the past, to project visions for the future keeping in tune with local needs and requirements.

'Think Global, act Local'

Higher education needs to be well positioned to link the local and the global. They are therefore called upon to play a fundamental role in building society. Higher education is responsible for training the professionals who, in the course of their careers, attain the positions of greatest responsibility and power in society. The decisions of professionals throughout the world, trained in universities, can make a decisive contribution to the way life develops on this planet. Higher education, therefore, plays a decisive and fundamental role in terms of the teaching content, values and skills it incorporates.

Higher education and universities in particular will, it is claimed, "fuel the driving forces of the transformation towards a global knowledge society" and have "a certain capacity to steer and eventually to correct the direction of trends.

"Those systems of education,"-says Sri Aurobindo,-" which start from an insufficient knowledge of man, think they have provided a satisfactory foundation when they have supplied the student with a large or well selected mass of information on the various subjects which comprise the best part of human culture at the time. The school gives the material, it is the student to use them,--this is the formula. But the error here is fundamental. Information can not be the foundation of intelligence, it can only be part of the material out of which the knower builds knowledge, the starting point, the nucleus of fresh discovery and enlarged creation. An education that confines itself to imparting knowledge, is no education"-Sri Aurobindo

Traditional Education Systems

These are the mediums which are the soul of the people and helps them to express in different hues and colours. It does not involve any formal training. The needs and peculiar problems of the village people's life find an expression through traditional learning. Their daily life is full of religious customs and ceremonies. Myths and legends are required to be illustrated interestingly and conveyed to generations, while satisfying the needs of the people, folk art attains a certain aesthetic level. Education needs to be seen and grasped through the utilitarian approach and outlook based in the socio-religious life of the people. It is anonymous ever evolving without and framework and boundaries and its origin cannot be traced to any particular period of time.

The word 'Tradition' implying customs, habits and way of life existed in a society for a long period of continuity from time immemorial and practiced from one generation to another is the bases for human development of any society. It can be transmitted through written scriptures or by word of mouth. Even in nomadic primitive people sharing of common cultural heritage based on oral traditions and informal education help them to grow and evolve.

The oral traditions, material culture, social folk customs and the performing arts through: storytellers, singers, minstrels and other kinds of folk entertainers have acted for centuries as sources for education through the transmission and dissemination of news and information, the values, attitudes, beliefs and culture propagated, reinforced and perpetuated through these forms of informal learning. These forms of learning need to preserved and recognized for actual sustainable human development in the societies and for self realization, "education must bring back the legitimate authority of the spirit over a matter fully developed and utilized". The Mother (India and her Destiny, P 18)

Data Analysis

A survey of teachers of higher education was done to get an insight into the diverse areas and aspects of higher education, technology and human development The major findings are as:

Technology has had-and will continue to have-a significant impact on higher education. Nearly two-thirds (63%) of survey respondents from both the public and private sectors say that technological innovation will have a major influence on teaching methodologies over the next five years. In fact, technology will become a core differentiator in attracting students.

Online learning is gaining a firm foothold in universities around the world. More than two-thirds of respondents from academia say that their institutions offer online courses. Many of them consider online learning key to advancing their mission, placing advanced education within reach of people who might otherwise not be able to access it.

Corporate-academic partnerships will form an increasing part of the university experience. It will result in collaborations and exchange programmes.

Respondents view technology as having a largely positive impact on higher education, but acknowledge that operational challenges may hinder the full benefits from being realized. Technology teaching is the challenge to be coped with.

80% of the respondents feel that higher education is not keeping pace with the fast changing communication technologies.

Most of the respondents believe that new communication technologies lead to fusion rather than innovation or creativity.

85% of the respondents believed that higher education is not meeting the goals of indigenous human development. 70% believe that the present system of education propagates western viewpoint.

Technology, most of the respondents believe has opened avenues for online learning.

Surprisingly 78% believed that higher education is not leading to specialization.

Most of the colleges/institutes as per survey are using new technology in some manner.

The respondents believed that the students were prepared only to some extent with regard to the new technologies to meet the industry demands.

In response to the question that students are the stakeholders in higher education as they are paying high tuition fee, they feel, they have right to question the quality education they get, surprisingly the idea was endorsed by 50% and opposed by the rest 50%.

On the questions of Plagiarism, cheating and reproducing, 90% respondents believed that research in higher education is reproduction and rest 10% believed that it was plagiarism and copying. In addition, technology is disruptive because of easy and ready access to mobile technologies.

60% believed that higher education is corporatized. Most of the teachers had no idea about the private funding organization.

Employability is the main idea behind going in for higher education among students according to the respondents and not the ideas of contributing to the human development or contribution in the society.

67% of the respondents believed that higher education is not churning out socially and environmentally sensitive human beings out of educational institutions.

70% believed that our education does not promote Indian cultural values.

Most respondents believe that technology will become ever more interwoven into the fabric of academic life. It is technology that will drive development in the society and academy needs to keep pace with the changing technological environments.

Conclusion

In Higher education participatory processes at the hands of technology have been identified as one of the most powerful engines to provoke real transformations in contemporary society. They help these institutions to meet the growing demands and challenges of an increasingly globalised world.

In the context of glocalization and new media technologies, an active and responsible educators are required who are aware and committed to the values and fundamentals of particular societies; who respect, tolerate and carry forward the indigenous values and culture interwoven into their instructions to produce amalgamated ideas to push the societies on the path of holistic and inclusive growth sustainable for years.

Thus, higher education has to play a very important role as beacons of free thinking. In the context of globalization, it is necessary that higher education plays a major role by applying bottoms up approach.

The need is to build a culture that is friendly to and supportive of innovation and change. New institutional strategies must be created, articulated and adopted to enable institutions to survive and prosper in new educational marketplace without loosing our own contextual framework.

The most critical question facing the academic world is perhaps, something far more fundamental: namely, what it will mean to be an educated person in the 21st century. As our study indicates, these sweeping technological changes will effectively change the skill-sets of the future workforce, as well as its approach to work in general. As a result, societies around the world will need to consider how to make the most of these new opportunities and thus ensure that while they remain competitive in the global marketplace, the real objective of human development as per local requirements is not lost. As the education moves from classroom to workplace with technology being handy the glocal approach would help evolve the society with real human development to epitomize,

"There Knowledge called him to her mystic peaks
where thought is held in a vast internal sense
and feelings swim across a sea of peace
and vision climbs beyond the reach of Time"
(Sri Aurobindo,Savitri,p299,1999)

Great emphasis needs to be on lifelong education and the realization of a learning society. Complete education, for the complete human personality is to be emphasized more and more imperatively. Contemporary problems can be resolved only if human nature is conditioned for mutual goodwill and spontaneous drive for cooperation, which can be ingrained in the human consciousness only through higher education. The urgent need is the creation of a new society which is non-exploitative and non-violent in character by virtue of the integrated education approaches which help in pushing uninterrupted sustainable human development.

In Indian context the goal of perfection has to be achieved with education which takes the social being to the ultimate realities beyond societal planes

'Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner light, not of power but of love, making this truth its own and giving expression to it.'--Rabindra Nath Tagore

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