

INTERDISCIPLINARY NATURE OF HIGHER EDUCATION

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Abstract:

The interdisciplinary nature of Higher education recognizes that knowledge and understanding are not confined to distinct disciplinary boundaries, but rather interconnected and best comprehended through multiple perspectives and approaches.

In higher education, interdisciplinarity take part that design of all subjects that offer the opportunity to experience “different kinds & ways of knowing” from the students” core or suggested disciplines. Such type of an education is upgraded important in a global knowledge economy. Many of the Universities have been to introduce interdisciplinary studies of higher education or interdisciplinary subjects to shows this accepted need. This paper explores some of the issues moves towards interdisciplinary nature of higher education. Definitional issues associated with the term. “Integration of knowledge” as well as other terms, including “Holistic understanding”, “Transferable skills”, “Real-world Relevance”, “Innovation and Creativity”, “collaboration and communication”. “Addressing complex challenges”, “Lifelong Leavening”, “Multidisciplinary”, “Crossdisciplinarity”, “Pluridisciplinary”, “Transdisciplinary”. And “interdisciplinary” are explained. A new nomenclature is introduced in the paper to assist in clarifying the detailed exploration of the relationship between interdisciplinary education & specific disciplines.

In Today's world, students are required to thrive in a hypercompetitive landscape and be adequately equipped to respond to the demand of the rapidly changing world around us. Interdisciplinary education is just the right medium to help them broaden their horizons of learning and maximize their academic experience. This approach to education upgrades distinctive and unrestrictive learning. This paper also outlines some of the pedagogical and epistemological considerations along with interdisciplinary nature of education that complex issues often require multiple disciplinary lenses to fully comprehend and address them; fostering holistic and integrated understanding of the world.

Keywords: *Skill Development, Nature of Education development, Higher education.*

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Introduction:

Students to study and research topics that interest them from a variety of angles and multidisciplinary perspectives goes through a combination of class room and out of classroom activities. Students also get the opportunity to explain several disciplines even as they specialize in one of their choices and maximize their

knowledge with skills.. The diversity of choice available in courses for major and minor specializations benefits students immensely as it prepares them to pursue a variety of careers for interdisciplinary nature of higher education.

Solving problems through interdisciplinary learning. Millennial students are dynamic and possess the ability to make decisions that can shape their futures most compellingly. The interdisciplinary approach ignites the flames of creativity. Critical thinking, acceptance of divergent mindsets, social responsiveness, and several other skills. Many of the Indian and global universities today offer an interdisciplinary nature approach that ensures they are exposed to new and diverse disciplines and concepts. Students can select from a many of subject combinations that allow them to draw knowledge from a variety of concepts, disciplines, and perspectives to prove and solve multifaceted problems for interdisciplinary nature of higher education.

The global knowledge economy is the knowledge based economy where “knowledge technologies” including knowledge management with skills produce substantial economic benefits.

This is the economy, interdisciplinary nature of higher education. While interdisciplinary nature of education studies are showing in some area of higher education.

This paper explores both the different forms and understandings of interdisciplinarity and the way in which interdisciplinary nature might be best integrated into higher education. A discussion of the term “academic discipline” is outlined in the paper. The term “multidisciplinary”, “cross disciplinary”, “interdisciplinary” as well as the terms “Pluridisciplinary” and “transdisciplinary” are there some of the important pedagogical issues & opportunities included in a move from a traditional form of education to interdisciplinarity nature of education. This paper concludes with a knowing outgoing important considerations in preparing for and doing change in nature of higher education better the role and place of interdisciplinarity nature of higher education.

Solving Problems through interdisciplinary learning:

Interdisciplinary learning lays the basement and foundation for an entrepreneurial spirit amongst students since it pushes them to be enablers and thinkers. The tools and techniques of interdisciplinary learning include an array of interactive elements like role-plays, Presentative, case studies, audio-visual aids, debates, and open dialogues that fuel creativity and imagination. The idea is to provide youngsters with a vibrant environment to branch out and expand their scope of learning. This form of Learning helps them to imbibe, comprehend, and crosspollinate ideas across different disciplines for an in depth & clarified understanding of a subject.

What is Discipline?

Unlike traditional pedagogy, which conforms students to a fixed curriculum, this approach is designed to help students & Teachers build a holistic knowledge of the discipline. The process strips learners off their comfort zone and lets them pass through the process of research and problem solving that ultimately prepares them for a rigorous worldview.

Transforming higher education in India:

Concurrently the National policy (NEP 2020) has laid the foundation for some bold reforms that have encapsulated the interdisciplinary nature approach, transforming the way India perceives education, furthermore,

the university Grants commission (UGC) has drafted guidelines to incorporate elements of the interdisciplinary medium of instruction in higher education institutes for example, engineering students will be thought humanities and vice versa, resulting in a more well-rounded education for all.

The implementation of these recommendations is expected to significantly influence the future and serve as a catalyst to the Indian higher education system. In the interim, the NEP guidelines will identify systematic intervention that will integrate the changes into the entire value chain of education and establish smooth collaboration across disciplines.

Ensuring excellence in teaching and learning:

Faculty are the backbone of any educational institution, and interdisciplinary nature of educational institutions are no exception. The presence of a high caliber faculty pool is a crucial requirement for ensuring excellence in teaching and research. Further, establishing a culture of research and encouraging faculty to publish their findings benefits institutions in two ways: first, it leads to the creation of new skilled knowledge and second, it allows faculty to incorporate cutting edge findings and learning into the classroom, allowing students to gain knowledge from current, real world situations. Institution must also consider faculty arrangements creatively so that students enjoy considerable freedom in designing their higher education good pathways. However, the challenge will be to recruit an more number of faculty members with excellent teaching and research uses, across various disciplines.

The current focus on upgrading interdisciplinary education is a remarkable initiative that will encourage our youth immensely. It will develop them into leaders with the capacity & ability to make significant contributions and affect change in their respective fields. I envision a very most important role for our education institutions in shaping the future of our next generation and grooming them into change makers of tomorrow.

Academic Disciplines:

The academic disciplines as they are known today are widely considered to be mostly discrete and autonomous. The traditional view of an academic discipline is an area of study “with its own theories, methods & content. Disciplines are generally considered more discrete than “fields of study” or “fields in that a field” is generally outlined when undertaking a course of the study in a discipline.

Multidisciplinary:

Multidisciplinarity shows the real fact that there are many discrete and autonomous disciplines. In higher education, while undergraduate students normally specialize in one discipline, they can study several over the course of a typical degree program. In terms of research, in some areas of investigation there may be multidisciplinary nature of contributions from several discipline areas to a joint research program.

Cross disciplinarity:

Cross disciplinary is another process of disciplinarity. The meaning of cross disciplinarity is often confused with “interdisciplinarity” but in the former a topic normally outside a field is investigated with no cooperation from others in the study of area.

Interdisciplinarity:

Interdisciplinarity has been shown as a remedy to the intellectually deadening effects of excessive specialization. A number of sophisticated destinations are available in the literature. Interdisciplinarity can take and that naming them can be useful for discussion.

Relational Interdisciplinarity:

At the benign end of the interdisciplinary nature spectrum interdisciplinarity is regarded as elective subjects taken from a many of disciplines that in some way relate to a general topic and on ample might be women's studies. Here there are two or more disciplines contributing their particular disciplinary knowledge on a common subject.

Benefits of interdisciplinary education in higher education.

For students –

- 1) Holistic Development
- 2) Flexible learning Pluridisciplinary
- 3) For exchange interdisciplinarity
- 4) Moving further along the continuum there is yet another variant of interdisciplinarity.
- 5) Real-world Relevance

For teachers

- 1) Professional Development opportunities
- 2) Integration of knowledge
- 3) Holistic understanding
- 4) Life long learning
- 5) Transferable skills.

Objective of the Study :

- 1) To identify & analyze the major important changes in the nature of education in the last decade.
- 2) To study the important and major changes in interdisciplinary nature of education in higher education.
- 3) To study the higher educational opportunities for interdisciplinary nature of education.
- 4) To find correction between the interdisciplinary nature of education with higher education
- 5) To study the interdisciplinary target plan of Nature of higher education.

Hypothesis of the study. (Null hypothesis)

- 1) There is no identify & analyze the major important changes in the nature of education in higher education.
- 2) There is no correlation between interdisciplinary nature of education with higher education.

Detailed exploration of the interdisciplinary nature of education.

- 1) Integration of knowledge
- 2) Holistic understanding
- 3) Transferable skills

- 4) Real world relevance
- 5) Innovation & creativity
- 6) Addressing complex challenges
- 7) Lifelong learning.
- 8) Collaboration & communication.

Relationship between interdisciplinary education and those specific disciplines:

Interdisciplinary nature of education can be shown as such.

- 1) Philosophy
- 2) Psychology
- 3) Sociology
- 4) Management
- 5) Economics
- 6) Anthropology.

These above disciplines, along with others, contribute unique perspectives and methodology's to interdisciplinary nature of education. They enrich the learning experience by providing theoretical frameworks, research methods, and analytical tools that help students make connections across different field of study.

Managing change in Interdisciplinary nature of education in higher education:

As an increasing number of universities shows to consider moving towards nature of interdisciplinary higher education, issues related to change management become accentual . There are a number of considerations in preparing for and arranging change if the traditional disciplinary focus of universities begins to shift to a more interdisciplinarity focus.

- 1) Preparation of students for entry into new disciplines.
- 2) Language checklists
- 3) Cognitive maps
- 4) Bench marking disciplinary knowledge
- 5) Fostering interdisciplinary exchanges
- 6) De-centering programs
- 7) Evaluating interdisciplinarity.

Research Methodology:

Descriptive research of survey research method is to be used.

Research Area:

The research area of this research will be India.

Research Design:

Quantitative & Qualitative research design will be used for this research for the understanding the Interdisciplinary nature of higher education.

Research tools:

The researcher has selected a device of Questionnaire, interview, rating scale & contextual elements. The research had set of tools are students, Instructors, Principals, Educational experts

Data collection / Data Analysis:

Stratified Random sampling has been used for this research.

Use of statistics:

Appropriate statistics will be used.

Conclusion:

Interdisciplinary nature of higher education acknowledges that complex observations and issues often require multiple disciplinary lenses to completely comprehend and address them, fostering a holistic and integrated understanding of the world.

Any move by universities towards the incorporation of interdisciplinarity nature of higher education involves a number of complex considerations. Such a movement is likely to bring many advantages to student learning process, and added institutional advantages to the inside of teaching and learning in nature of higher education. These uses are not to be found in Lesly observed in good approaches to nature of higher education through a focus on the good study of the disciplines. However, Interdisciplinary nature of higher education is also to be likely to better considerable challenges, including the new epistemological and pedagogical issues in higher education. It is to be shows that the described points in this paper will be promote and contribute to discussion to further advantages for interdisciplinary nature of higher education in to the future education for the students.

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Cite This Article:

* **Balure N. D., (2023).** *Interdisciplinary Nature of Higher Education, Educreator Research Journal, Volume-X, Issue-V, Sept – Oct, 2023, 80-85.*