



Interdisciplinary Researches in Higher Education: Need of the Era

Shashwat Kumar and Sangeeta Chauhan*

Department of Education, Babasaheb Bhimrao Ambedkar Central University, Lucknow, Uttar Pradesh, India

*Corresponding author: c.sangita27@gmail.com

Received: 14 Apr., 2022

Revised: 10 May, 2022

Accepted: 31 May, 2022

ABSTRACT

Interdisciplinary methods are typically utilized when removing disciplinary barriers is essential, or when reaching a shared consensus across disciplines is required to handle a difficult or multi-faceted subject. The goal of interdisciplinary methods is to get academics to think differently and identify new ways to solve issues that were previously thought to be insurmountable. The increasing need for interdisciplinary research may present both possibilities and challenges to higher education institutions with a new or emerging research culture. In higher education, interdisciplinary studies are those that allow students to experience “other ways of knowing” from their main or favoured areas. To satisfy this apparent demand, several universities have begun to create interdisciplinary programmes or disciplines. Interdisciplinary research is a synthesis of various disciplines that is very dynamic and adaptable to a fast changing market environment. Interdisciplinary studies can help students develop their creativity, flexibility, adaptability, critical thinking, teamwork, and other skills. Students can gain a better understanding of the complex interconnectivity that exists in real world by exposing them to two or more interrelated fields. Complex challenges transcend traditional disciplines, necessitating interdisciplinary investigation and collaboration among scholars and research groups in higher education in order to develop knowledge that is more than the sum of its parts. Interdisciplinary research opens up new avenues for counterbalancing specialization and addressing complicated social challenges that are too wide for a single solution. Interdisciplinary higher education institutions face issues owing to disciplinary variations in creating knowledge (epistemological approaches), integrating knowledge (the environments that allow it), and assessing

How to cite this article: Kumar, S. and Chauhan, S. (2022). Interdisciplinary Researches in Higher Education: Need of the Era. *TechnoLearn: An International Journal of Educational Technology*, 12(01): 59-62.

Source of Support: None; **Conflict of Interest:** None



knowledge (standards for research quality). Interdisciplinary research necessitates complex intellectual and social processes that allow for the exchange of information, the development of knowledge, its integration, and assessment. In general, the degree of synthesis, or the level of integration of each group member's experience, enhances the need for cooperation and communication. The understanding that breakthrough research often occurs at the crossroads of disciplines has led the change from largely single principle investigator, single-discipline work to collaborative, problem-based, interdisciplinary teams that bridge institutional boundaries. Establishing and maintaining an interdisciplinary culture for successful interdisciplinary research activity and management, on the other hand, takes time and effort. Commitment to a shared vision, strong leadership, cognitive ground rules, reciprocal inter-cultural learning, and institutional support in the face of increased administrative burdens associated with interdisciplinary efforts are critical for promoting successful interdisciplinary research cooperation in higher education institutions.

Keywords: Interdisciplinary Research and Higher Education

Interdisciplinary in higher education is frequently connected with the liberal educational tradition, which is associated with the development of specific values, leadership characteristics, critical thinking, knowledge, and ideals, as well as the maintenance of academic standards. Disciplinary research focuses on one area of specialty or domain, acquiring confidence and comfort in that specific area but being unable to actively converse and share information with other nearby disciplines. In today's world, problems are less likely to be solved by focusing just on one discipline. This awareness compels us to expand our thinking beyond a particular discipline. The study material is explored and utilised from many aspects in interdisciplinary research, with the particular disciplinary environment in mind. However, neither the theoretical backgrounds nor the findings of the many disciplines are combined at the end. The study material is worked across and beyond many academic viewpoints in a widely approved conceptual framework in trans-disciplinary research. At the end, the theoretical background and outcomes of the many disciplines are totally merged. The difficulty with the trans-disciplinary method is that the assembling and recombining of information might lead to a mental puzzle about figuring out meaningful connections between the elements of information that lead to nowhere or the production of new knowledge. Interdisciplinary approaches generate their own theoretical, conceptual, and methodological presence. Furthermore, the emphasis on synthesis and integration required for the development of skill in numerous disciplines cannot be efficiently taught within the particular fields themselves. The new result is more than the sum of the separate pieces.

Another perspective of Interdisciplinary Research

- ❖ Researchers have a tendency to lose sight of their primary topics of study.

- ❖ Choosing a supervisor who can assist the student in building his professional contacts is critical.
- ❖ A researcher must master huge amounts of knowledge, information, and techniques in order to conduct in-depth study.
- ❖ Although interdisciplinary is a term in academia, few colleges have been able to do more than pay lip service to this developing field since it is quite natural for academics to fight interdisciplinary research.
- ❖ Many people will be concerned about the quality of multidisciplinary studies.

Thus, an interdisciplinary approach builds on discipline expertise to generate new understanding and address complex challenges. This method tries to develop abilities such as flexibility, adaptability, critical thinking, and creativity. The capacity to think critically and work across disciplines is more important than ever. In addition to concentrating on fresh ideas for problem solving, an effective interdisciplinary programme should aim to foster in students the capacity to absorb or synthesis disciplinary information and modes of thinking, which are desirable in most liberal arts programmes.

Benefits of Interdisciplinary Researches in higher education

First, there is a plan to expand and implement differentiated university courses known as a choice-based credit system, a flexi credit system, and an academic curriculum that will focus on being centres of excellence for the creation and dissemination of new knowledge, as well as emerging as leaders in research output and intellectual property.

Second, the move from teacher-centric to student-centric learning in which the teacher will function as a facilitator rather than an instructor in order to build greater fervour and love for acquired learning while also encouraging students to assume greater responsibility in the workplace.

Third, integrating ICT into courses will help multidisciplinary research. It is undeniable that we are living in an era of information overload. Even a single field cannot aspire to provide students with a comprehensive understanding of disciplinary research. In such an ever-changing context, education should not be limited to the transfer of a collection of facts or concepts. Rather, it should emphasize the acquisition of skills such as asking the correct question, knowing where to go for information, and understanding how to use it via the internet, among others. Because the multidisciplinary approach involves students in such abilities, it is clearly well suited to the demands of modern pupils.

Fourth, Interdisciplinary Aids in the Solving of Real-World Problems– A student's mastery of interdisciplinary research practice will prepare them for success in life, as life itself is an exciting experience.

CONCLUSIONS AND IMPLICATIONS

In general, IDR necessitates sophisticated intellectual and social processes that enable information exchange, knowledge development, integration, and assessment. In general, the degree of synthesis, or the level of integration of each group member's experience, enhances the need for cooperation and communication. According to the preceding debate, the following supporting circumstances are critical stages for researchers in higher education to participate in good IDR and for research in higher education to transcend disciplinary boundaries.

REFERENCES

- Bammer, G. 2012. "Strengthening Interdisciplinary Research: What it is, what it does, how it does it and how it is supported". Report for the Australian Council of Learned Academies, 1-22. URL: www.acola.org.au
- Brown, R.R., Deletic, A. and Wong, T.H. 2015. Interdisciplinary: How to catalyze collaboration. *Nature*, **525**(7569): 315–317.
- Hoidn, S. and Olbert-Bock, S. 2016. Learning and teaching research methods in management education: Development of a curriculum to combine theory and practice – a Swiss case. *International Journal of Educational Management*, **30**(1): 43–62.
- Malcolm Tight. 2014. Discipline and theory in higher education research. *Research Papers in Education*, **29**: 93-110.
- Sharma, S. and Singh, M. 2015. Interdisciplinary Research: Transforming Higher Education in India. *International Journal of Interdisciplinary Research and Innovations*, **3**(3): 80-88.