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Challenges of a multidisciplinary approach in higher education

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Abstract

The use of a multidisciplinary approach in higher education has received a lot of attention in recent years. The purpose of this research article is to identify and analyse the obstacles involved with implementing a multidisciplinary approach in higher education institutions, with an emphasis on the hurdles to interdisciplinary collaboration and curriculum integration.

This study analyses the opinions and experiences of stakeholders involved in the implementation of multidisciplinary programmes through a mixed-methods research technique that includes surveys and interviews with faculty members and administrators. It delves into the difficulties experienced at many phases, from programme design to curriculum creation and delivery.

The findings highlight many important issues impeding the successful implementation of a multidisciplinary approach. First, there are institutional impediments. Interdisciplinary collaboration is frequently hampered by factors such as restrictive departmental structures, insufficient resources, and bureaucratic processes.

Overcoming disciplinary boundaries and developing integrated curriculum pose problems for faculty members. Second, faculty members' various academic backgrounds and disciplinary languages might provide barriers to successful communication and collaboration. Disagreements and conflicts can arise as a result of differences in research methodology, epistemological perspectives, and assessment practices.

Furthermore, while migrating from traditional disciplinary based teaching to a multidisciplinary paradigm, student resistance and confusion may occur. Students may find it difficult to navigate a variety of course offerings, comprehend complicated multidisciplinary topics, and identify a clear career path.

Furthermore, faculty members face difficulties due to a lack of recognition and reward systems for interdisciplinary teaching and research.

Traditional evaluation measures and promotion criteria are frequently used.

Prioritizing departmental knowledge may discourage teachers from participating in interdisciplinary collaboration. To address these problems, this study emphasises the need of cultivating a collaborative culture, establishing supporting institutional frameworks, and providing chances for professional growth for faculty members. It emphasises the importance of effective communication techniques, interdisciplinary training programmes, and the development of incentive mechanisms to recognize and incentivise multidisciplinary achievements. Higher education institutions can develop a dynamic learning environment that prepares student for challenging real World situations, stimulates innovation and creativity, and promotes holistic and well- rounded education by tackling the challenges connected with the interdisciplinary approach. This study adds to our understanding of the difficulties associated with implementing a multidisciplinary strategy in higher education.

The findings can help academic institutions, policymakers, and curriculum developers. Create methods and activities that encourage the successful integration of multidisciplinary approaches in higher education, enabling cooperation, creativity, and improved learning outcomes.

Keywords: Multidisciplinary approach, higher education, problems, interdisciplinary collaboration, curriculum integration

Introductions

A comprehensive framework called the National Education Policy (NEP) 2020 intends to change the Indian educational system. It proposes an all-encompassing, adaptable, and comprehensive educational strategy that encourages creativity, critical thinking, and lifelong learning. The implementation of NEP 2020 faces a number of significant possibilities and difficulties as we move to the future:

Policy Awareness and Communication

Spreading knowledge about the NEP among stakeholders, such as teachers, parents, students, and policymakers, is one of the crucial tasks. It is important to use effective communication techniques to make sure that everyone is aware of the policy's goals, rules, and advantages.

Reforms to the curriculum

The NEP places a strong emphasis on a multidisciplinary and skill-based curriculum that encourages hands-on learning, creativity, and adaptability. It will be necessary to review current curriculum frameworks, create new curricula, and implement these reforms in order to and giving instructors the chance for professional growth so they can adjust to the new pedagogical techniques.

Teacher Development and Training

The success of NEP 2020 depends on the development of teachers' capacities.

To provide educators with the information, abilities, and pedagogical techniques in line with the new policy, comprehensive teacher training programmes should be created. To keep teachers up to date with new trends and best practices, ongoing professional development opportunities should be offered. Technology Integration: NEP 2020 is aware of how technology has revolutionized education. Adequate infrastructure, including internet connectivity and digital gadgets, must be made available to all schools in the nation if the policy is to be effectively implemented. All students should have access to digital materials, and teachers should receive training on how to use technology effectively for both teaching and learning. Teacher Development and Training: The success of NEP 2020 depends on the development of teachers' capacities. To provide educators with the information, abilities, and pedagogical techniques in line with the new policy, comprehensive teacher training programmes should be created. To keep teachers up to date with new trends and best practices, ongoing professional development opportunities should be offered.

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Equity and inclusion

NEP 2020 places a strong emphasis on inclusive education that takes into account the various learning requirements of every student. It is important to come up with plans to close the gender and urban-rural achievement gaps in education, as well as to provide equitable access and opportunities for children from underserved groups, including those who are disabled. Collaboration and Stakeholder Engagement: To implement NEP 2020, it is necessary to work collaboratively with a variety of stakeholders, including governmental agencies, academic institutions, civil society organizations, and local communities. To get opinions, exchange best practices, and make sure everyone is actively involved, consultative approaches should be employed.

Monitoring and Evaluation

A strong framework for monitoring and evaluating the implementation of the NEP should be built in order to assess its progress and effects. It is important to have ongoing evaluations, feedback channels, and data gathering tools in place to spot problems, make the required corrections, and evaluate the accomplishment of policy objectives. Financial Support: Enough money should be set aside to help NEP 2020 get put into action. Funds should be raised by the government, the business sector, and international partnerships to guarantee the provision of high-quality infrastructure, teacher preparation programmes, and technical resources. In conclusion, a thorough and well-coordinated effort from all stakeholders is necessary to accomplish NEP 2020. India may begin on a transformative journey towards an education system that fosters the overall development of its students and equips them to flourish in the dynamic global environment by tackling the difficulties and grasping the opportunities.

Higher education's multidisciplinary approach is gaining more recognition as a way to better prepare students for the complexities of the contemporary world.

In order to solve difficult problems and develop critical thinking abilities, it includes combining knowledge and viewpoints from other fields. The multidisciplinary approach has a lot of potential, but it can be difficult to apply in institutions of higher learning. With an emphasis on interdisciplinary collaboration and curriculum integration, this research article intends to explore and analyse the difficulties associated with implementing a multidisciplinary approach in higher education. Higher education's multidisciplinary approach has drawn a lot of attention as a way to better prepare students for the complexities of the contemporary world. This strategy places a focus on fusing ideas and viewpoints from several fields to tackle complicated issues and develop critical thinking abilities.

However, applying a multidisciplinary approach in institutions of higher learning has its own unique set of difficulties. With an emphasis on interdisciplinary collaboration and curriculum integration, the purpose of this research article Institutional hurdles, disciplinary silos, opposition to change, and a lack of resources are common difficulties. Institutional hurdles can prevent collaboration and the fusion of several disciplines, such as strict departmental structures and hierarchical systems. Crossing academic boundaries, harmonising teaching methods, and creating integrated curriculum can be difficult for faculty members. Additionally, students could have trouble navigating the many different course options and understanding the challenging multidisciplinary ideas.

It is critical to find viable solutions and ideas that can help a multidisciplinary approach be successfully implemented in higher education in order to address these issues. Institutions may overcome these obstacles and reap the rewards of a multidisciplinary education by creating an environment that values collaboration and supports teachers and students is to examine the difficulties associated with implementing a multidisciplinary approach in higher education.

Objectives

- To determine main obstacles that higher education faces in using a multidisciplinary approach. To investigate the obstacles that prevent teachers from working together across disciplines.

- To investigate the difficulties with integrating the curriculum in multidisciplinary programmes.
- To comprehend the experiences and viewpoints of those participating in the implementation of trans-disciplinary programmes.

Methodology

A mixed-methods strategy was used in this study, mixing quantitative surveys and qualitative interviews. Faculty and administrators from different fields at higher education institutions were given the survey to complete. The purpose of the study was to obtain data on the perceived difficulties with multidisciplinary methods and the difficulties with interdisciplinary cooperation. To learn more about the experiences and viewpoints of a chosen set of faculty members and administrators, in-depth interviews were also held with them. Thematic analysis was used to examine the information gathered from the survey and the interviews.

Findings

The research's findings point to a number of difficulties with the multidisciplinary approach used in higher education. Institutional obstacles, such as strict departmental structures and scarce resources that prevent multidisciplinary collaboration are among these difficulties. Faculty members have challenges while attempting to cross disciplinary boundaries and incorporate their knowledge into a coherent programme. Students may find it difficult to traverse a variety of course options and comprehend challenging multidisciplinary concepts, which presents issues such as student resistance and confusion.

Additionally, faculty members face difficulties due to the absence of structures that recognize and reward interdisciplinary work.

Conclusions

The difficulties encountered while implementing a multidisciplinary approach in higher education highlight the demand for institutional support, programmes for faculty development, and a change in the standards for evaluation and promotion. Institutional architecture should be adaptable enough to support multidisciplinary projects, and collaboration across fields should be encouraged. Furthermore, it is crucial to establish a learning environment that is centred on the needs of the students and helps them as they navigate the diverse curriculum. Suggestions: Several recommendations might be made in light of the findings to solve the difficulties with the multidisciplinary approach in higher education.

These consist of creating multidisciplinary committees or centers to promote collaboration and offer resources for academic staff. Creating programmes for faculty training to improve interdisciplinary teaching and research abilities. Putting in place adaptable frameworks for the curriculum that permit the blending of various academic fields establishing systems for rewarding and recognizing trans-disciplinary effort. Creating a welcoming institutional culture that acknowledges the advantages of a diverse approach and encourages interdisciplinary collaboration.

Create interdisciplinary committees or centres

These specialized organizations can aid in collaboration, offer resources, and aid faculty members in incorporating several disciplines into their teaching and research.

Promote faculty development initiatives: Providing chances for training and professional development that are centred on interdisciplinary pedagogy and research can improve faculty members' skills and promote cross-disciplinary cooperation.

Frameworks for flexible curriculum development should be created by institutions to enable the integration of many disciplines while preserving the necessary breadth and coherence within each subject.

Encourage interdisciplinary cooperation through projects including joint research endeavours, interdisciplinary conferences, and the sharing of instructional resources. This can facilitate the dismantling of departmental silos and foster a culture of collaboration inside the institution.

Give multidisciplinary work credit for it: Construct evaluation and Professional standards that reward and recognize multidisciplinary work in research, instruction, and service. This acknowledgment may encourage academic staff to engage in multidisciplinary work and get over organizational obstacles.

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