


Chapter 1


Transdisciplinary Theories and Models for Understanding Learning Outcomes in Higher Education

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ABSTRACT

In order to define and accomplish learning outcomes in higher education, this study investigates the idea of transdisciplinary learning and its consequences. It explores how transdisciplinary techniques might improve students critical thinking, creativity,

DOI: 10.4018/979-8-3693-3699-1.ch001

and problem-solving abilities by drawing on theoretical frameworks and practical data. It also discusses challenges and opportunities associated with implementing transdisciplinary approaches in higher education, including issues related to curriculum design, assessment methods, and institutional support structures. It highlights examples of successful transdisciplinary initiatives from various educational. This proposed book chapter seeks to explore the significance of transdisciplinary approaches in shaping learning outcomes in higher education settings. By offering insights into the theoretical foundations and practical implications of transdisciplinary approaches to learning outcomes, it aims to contribute ongoing discussions and debates surrounding curriculum development and educational innovation in higher education.

1. INTRODUCTION

1.1 Overview of the Current Scenario of Higher Education:

India is developing country and to achieve our goal we have to strengthen our higher education system (M. Ghonge et al., 2021). The continuing growth of the middle class in India (approximately 200 million people) has led to increased demand cannot be met by the Indian Higher Education system. Institutions of higher education are considered as precious instruments for sustainable human development through creation and dissemination of knowledge which brings a catalytic change in society (Kumar et al., 2023). Higher education is a rich cultural and scientific asset which enables personal development and promotes economic, technological and social change (Gibbs, 2017). Framework of higher education in India is very complex. It includes various types of institutions like universities, colleges, institutes of national importance, polytechnic etc. Universities are also of different types like central universities which are responsible for arranging and disturbing resources required by university grant commission (UGC), State Universities, Deemed universities (aided and unaided) and private universities (Okoye et al., 2023). But presently the Gross Enrolment Ratio of India in higher education is about 12.4%. Other countries such as USA (82%), China (23%), and Brazil (75%) have much higher enrolment rates. 504 universities were running up to 2009-10 in India (Pal, 2024). These circumstances need expansion with quality assurance of HE India. The need of expansion with quality and impact of globalisation have created challenges in the field of HE, India (Horn et al., 2024). Over 6.4 million students pursue further education abroad, and only 7% of eligible youth are enrolled in higher education. UNESCO supports countries in achieving Target 4.3 of SDG 4 by 2030, ensuring equal access to affordable quality technical, vocational, and tertiary education, including university, through

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