


# Chapter 12


## Fostering Innovation Through Transdisciplinary Collaboration: Jain Deemed-to-Be University's Experimentation With NEP Curriculum

**Patcha Bhujanga Rao**

 <https://orcid.org/0000-0003-4736-8497>

*School of Commerce and Management, Jain University, Bengaluru, India*

**Preethi Inampudi**

 <https://orcid.org/0009-0006-1339-0417>

*VET First Grade College, Bengaluru, India*

**N. Neela Roshini**

*School of Commerce and Management, Jain University, Bengaluru, India*

**Nayana Prasanth**

*School of Commerce and Management, Jain University, Bengaluru, India*

**M. Beena**

*Jain University, Bengaluru, India*

### **ABSTRACT**

*Jain Deemed-to-be University's (JDTBU's) approach to India's National Education*

DOI: 10.4018/979-8-3693-3699-1.ch012

## **Fostering Innovation Through Transdisciplinary Collaboration**

*Policy NEP goes beyond compliance. Recognizing its transformative potential, JDTBU fosters innovation through transdisciplinary collaboration. Curriculum revisions promote interdisciplinary learning and skills, while a focus on collaborative and experiential learning with technology integration empowers students to develop critical thinking and creativity. Faculty development initiatives and industry partnerships further enrich the learning experience by enhancing student engagement and ensuring the practical relevance of outcomes. JDTBU's commitment to continuous improvement positions it as a leader in realizing the NEP's vision for a holistic and transformative education system, with transdisciplinary collaboration as a cornerstone for fostering innovation.*

### **1.0. INTRODUCTION**

For decades, rote learning dominated Indian education. The National Education Policy (NEP) 2020 disrupts this tradition, advocating for a paradigm shift towards a more holistic and critical thinking-oriented approach. The NEP equips students with the tools they need to thrive in the 21st century's dynamic environment. Recognizing the changing needs of a globalized world, the NEP emphasizes inclusivity and educational flexibility to pave the way for a vibrant knowledge society.

Jain Deemed-to-be University (JDTBU), renowned for its commitment to academic excellence, has emerged as a frontrunner in NEP adoption. JDTBU's approach goes beyond mere compliance; it embodies a proactive and transformative approach to education. This chapter explores JDTBU's unique strategies and unwavering commitment towards achieving the NEP vision, highlighting how the university's focus on transdisciplinary collaboration and innovation is setting new standards in higher education.

Initially, JDTBU concentrated on revising its curriculum to promote interdisciplinary learning and skill development, ensuring a solid foundation in line with NEP directives. However, the university soon recognized the immense potential of the NEP to drive meaningful change in education and decided to push boundaries further. By emphasizing collaboration and experiential learning, JDTBU aims to cultivate critical thinking and creativity among its students, preparing them for future challenges.

Central to this transformation are the faculty development initiatives undertaken by JDTBU to enhance student engagement and integrate technology effectively into the learning process. Moreover, the university has forged strategic partnerships with research institutions and industry stakeholders to bolster the practical applicability of the knowledge imparted to students.

35 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/fostering-innovation-through-transdisciplinary-collaboration/353054](http://www.igi-global.com/chapter/fostering-innovation-through-transdisciplinary-collaboration/353054)

## Related Content

---

### Towards the Application of Inclusive Indigenous Pedagogies in Tourism Education in South Africa: Indigenous-Related Case Studies

Lucky Ntuthuko Mdletshe (2025). *Indigenous Teaching Disciplines and Perspectives for Higher Education* (pp. 171-196).

[www.irma-international.org/chapter/towards-the-application-of-inclusive-indigenous-pedagogies-in-tourism-education-in-south-africa/373693](http://www.irma-international.org/chapter/towards-the-application-of-inclusive-indigenous-pedagogies-in-tourism-education-in-south-africa/373693)

### Enhancing Self-Reflective Practice and Conscious Service in the Helping Professions: The Value of Informal Learning

Elizabeth Bishop (2015). *Measuring and Analyzing Informal Learning in the Digital Age* (pp. 233-249).

[www.irma-international.org/chapter/enhancing-self-reflective-practice-and-conscious-service-in-the-helping-professions/129887](http://www.irma-international.org/chapter/enhancing-self-reflective-practice-and-conscious-service-in-the-helping-professions/129887)

### Closing the Gap Between Students' Career Readiness and Employers' Expectations: An Innovative Competency-Based Approach

Jennifer L. Doherty-Restrepo, Katherine Perez, Michael Creeden, Bridgette Cramand McLudmer Charite (2023). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-14).

[www.irma-international.org/article/closing-the-gap-between-students-career-readiness-and-employers-expectations/327348](http://www.irma-international.org/article/closing-the-gap-between-students-career-readiness-and-employers-expectations/327348)

### The Japanese Tertiary Education System and Its Impact on Economic Conditions from 2000 to 2010: Human Capital Formation

Erin Lee Kalkbrenner (2015). *Handbook of Research on Advancing Critical Thinking in Higher Education* (pp. 443-471).

[www.irma-international.org/chapter/the-japanese-tertiary-education-system-and-its-impact-on-economic-conditions-from-2000-to-2010/133731](http://www.irma-international.org/chapter/the-japanese-tertiary-education-system-and-its-impact-on-economic-conditions-from-2000-to-2010/133731)

## The Impact of Industry Expert Adjuncts on Students' Course Experiences

D. Matthew Boyer and Erica B. Walker (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 16-28).

[www.irma-international.org/article/the-impact-of-industry-expert-adjuncts-on-students-course-experiences/260946](http://www.irma-international.org/article/the-impact-of-industry-expert-adjuncts-on-students-course-experiences/260946)