

Co-funded by the
Erasmus+ Programme
of the European Union



Internationalisation of Curriculum:
Some perspectives for the Goa University
P.K. Sudarsan, Goa University

Internationalization of Curriculum: Some perspectives for the Goa University

Prof. P.K.Sudarsan

Professor of Economics, Vice Dean (Research), Goa Business School

- **Introduction**

- Globalization has changed the outlook of academic community.
- Internationalization of higher education is a buzz word today.
- Each University follows one or the other internationalization strategy.
- Internationalization of curriculum is one component of the internationalization strategy, but a very important component.
- To discuss the internationalization strategy without discussing the internationalization of the curriculum and student learning is meaningless.
- Internationalization of Higher education traditionally involves outbound student mobility, inward student mobility, contents/ topics of international interest in syllabus, teaching in English, ensuring diversity in the classroom and on the campus.
- All these focused on inputs rather than outcomes.

- Internationalization of the curriculum (IoC), as sub set of internationalization strategy, is concerned with **preparing graduates to live and work effectively and ethically in an increasingly interconnected world.**
- **IoC is intended to make global citizens for this globalized world.**
- “IoC is the **incorporation of an international and intercultural dimension** into the preparation, delivery and outcomes of a program of study-Belly Leask
- “IoC is the incorporation of an international and intercultural dimensions into the curriculum **as well as the teaching, learning and assessment arrangements and support services of a program of study**”-Belly Leask.
- These definitions emphasis on:
 - *International and intercultural dimensions of the content of the curriculum*
 - *teaching, learning and assessment arrangements*
 - *support services of the program*
 - *outcomes of the program of study*
- Leask’s definition, thus, gives emphasis not only on inputs but on outcomes also.

“Internationalization” has been associated with universities since the Middle Ages.

However, the concept of *internationalization of the curriculum* is more recent (since the mid-1990s).

In 1995, the OECD had made an attempt to define IoC as:

*A curriculum with an international orientation in content and/or form, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for **domestic and/or foreign students**.*

Firstly, the primary focus of this definition is the content and form of the curriculum.

Secondly, it is for imparting skills in the students to behave /act in international and multicultural context.

Thirdly, it is not only for domestic but for foreign students too.

- Rationale for IoC.
- The world faces numerous problems and the solutions to these problems require that the **graduates of tomorrow are not restricted or parochial of mind.**
- IoC need to ensure that the students of today have access to **knowledge and wisdom from all parts of the world**, develop the capacity to solve tricky problems and find innovative solutions and are committed to actions that benefit others as well as themselves.

- **Economist Rationalist Approach to Internationalization of Curriculum**

- There are different approaches to IoC.
- However, the economist rationalist approach is more common and realistic.
- This approach provides more focus on generating revenue by recruiting more international students
- The basic idea is that “the more the foreign students paying high tuition fees, the less the national governments need to invest in higher education sector”.
- The Study India Programme (SIP) of Goa University is an example of this kind of approach

- SIP was launched at time when the GU was under tremendous financial stress.
- The then VC , Prof. Sonde found it as a source of revenue for the University and encouraged the SIP.
- It came to be true and GU made surplus amount from this programme and helped further internationalization through the visit of faculty and students.
- SIP helped to build infrastructure in the University.
- SIP is a tailor made programme and developed an entirely new curriculum focusing on imparting the knowledge of India's culture to the foreign students. Presently it is running as a programme for students from Japan. It can be used for the students from any part of the world. SIP was a special effort in internationalization process at GU.

- We have designed a very interesting curriculum for the SIP.
- It consists of India's history, economy, culture, politics, etc.
- The syllabus includes topics on yoga, Indian music, dance, field visits to various historical places, village study, etc. Even SIP students learnt Indian languages.
- The teachers from all disciplines have involved in developing the curriculum.
- The syllabus was prepared through a due process by BOS and was approved AC.

- Under the Economic Rationalist Approach, the fee paying students are considered as **customers**,
- GU has a special cell (foreign students Cell) to take care of fee paying foreign students. It is like a customer care cell. We have relaxed some academic requirements like entrance tests for both PG and PhD programs for foreign students (a kind of rebate to attract certain types of customers)
- We are charging higher fees (double the fees or more) from the foreign students.
- We treat them as privileged customers of GU's educational services and try to provide them better facilities.

- With globalization, nations consider educational services as an **export item**.
- Since 2000's the trade in educational services has got a momentum with the liberalization of trade in services across the world with the WTO General Agreement of Trade in Services (GATS).
- The curriculum is seen as an international commodity to be traded.
- The internationalization of curriculum is thus a facilitator to the trade in educational services.
- However, my understanding is that, our country could not take much advantage of this and could not export our educational services.

- Internationalization of Curriculum may look different in different disciplines, in different regions, in different nations and in different institutions.
- However, there are common themes emerged over the years.
- **1. Preparing the students for globalized world**
- preparing graduates to live and work locally in a globalized world.
- train graduates for a **highly interdependent and multicultural world in which they live.**
- to develop an understanding among students of **global nature of scientific, economic, political and cultural exchange**
- producing globally competitive graduates and generating new knowledge.
- develop global perspectives and skills at home

- **2. Developing intercultural competence.**

- The central focus of IoC is the development of intercultural competence.
- This intercultural competence is expected to ensure ability to communicate effectively in social and professional situations as a global citizen and ability to work in teams.

- **3. Involving/training academic staff**

- If we have to internationalize University, we need to internationalize faculty. The faculty should have the required skills, knowledge and attitudes in the process of internationalization of education.

- **4. Internationalization at Home.**

- Internationalization at Home (IaH), a form of internationalization of the curriculum, have developed across Europe since 2001 (the concept was first introduced in 2001)
- The term internationalization at home is increasingly associated with the internationalization of curriculum. It does not encourage sending students abroad to develop their international perspectives. IaH implies that students learn skills and attitudes at home which otherwise they learn from studying abroad.

- Several scholars have tried to find out the learning outcomes of IoC.
- The Centre for International Curriculum Inquiry and Networking (CICIN), in Oxford, UK articulated three intended outcomes of an internationalized curriculum:
 - 1. **It provides the global perspectives:**
 - IoC provides knowledge of other countries and cultures and competence in other languages. In general, it provides global perspectives
 - 2. **Intercultural competence:**
 - Intercultural competence involves a sensitivity to the perspectives of others. It develops a kind of willingness to try and put oneself in the shoes of others and see how things look from their perspective.
 - 3. **Responsible global citizenship:**
 - IoC helps and encourages to engage with issues of equity and social justice, sustainability and the reduction of prejudice, stereotyping and discrimination.

- It is no denying fact that the presence of international students is a driver in the process of internationalization of the curriculum and is considered as a cultural capital.
- It is a useful resource for developing intercultural competence.
- However, there are challenges of integrating and utilizing international students.
- But the mere presence of international students on campus does not result in internationalization of the curriculum.
- IoC is much more

- **IoC and Goa University.**
- Goa University has not made any special efforts to internationalize the curriculum.
- To best of my knowledge no committee/ cells/ Departments formed to look into the internationalization of curriculum at GU
- However, Goa University has many strong points to consider that our curriculum is in the process of getting internationalized. A concerted effort can take GU a long way in IoC.
- The strong points are follows:
 - 1. Instructions in English
 - 2. Contents of the syllabi in science, commerce and arts (except Indian languages) are at par with the Universities abroad
 - 3. The textbooks and reading material used in almost all courses are published by highly reputed international publishers.

- 4. A preliminary observation shows that at least 10% of faculty members have visited abroad and have collaboration with foreign universities/joint publications, etc.
- 5. Goa University has MOUs with many foreign Universities/institutions
- 6. Already large number of international students are on the campus and the domestic students have an opportunity to interact with them and learn their culture.
- 7. Goa University has introduced the School System dismantling the disciplinary boundaries. This would enable interdisciplinary teaching and research and thus help in developing special skills to meet the global challenges.
- 8. Goa University has a support system like HRDC, Office of Public Relations, etc, besides a very well structured administrative setup which could help in the process of internationalization of curriculum.

- 9. GU has an School of International Relations and Area Studies. This school can take a lead role in shaping an internationalized curriculum.
- 10. GU has foreign language Departments like French and Portuguese. These Department can paly an important role in internationalizing the curriculum.
- 11. The CBCS allows transfer of credit from Universities/institutions abroad to the Goa University, subject to certain conditions
- 12. The internal assessment system followed by GU can assess the outcome of internationalized curriculum in a more pragmatic way.
- 13. The proposed school on Indic studies, Sanskrit and yoga studies can provide better knowledge of Indian culture to the global students. India has one of the major markets in the world and the world business community is keen to know about India to capture India's market.

- 14. English speaking and highly cultured local population is an added advantage
- 15. Goa is a state with highest per capita income in the country. Students are ready to grab the opportunity to visit abroad as a part of exchange programs

- The factors that may come in the way internationalization of Curriculum.
- 1. GU is small in size and may not be able to internationalize its curriculum as like huge Universities
- 2. The students at GU are inward looking and are not keen in working abroad. Hence their interest in contents of international perspective may not be encouraging.
- 3. Half of the faculty are new recruits and they need training in designing and imparting international curriculum for better learning outcomes.
- 4. Support services (administrative) are to be revamped for quick implementation.

- 5. Being a state funded University, there may be shortage of funds and that may be a constraint at times in the process of internationalization of curriculum.
- **Conclusion:**
- IoC is very important in this globalized world. IoC is mainly intended to prepare students to meet global challenges by providing global perspectives and intercultural competence. The internationalization of curriculum becomes complete only if we ensure better learning outcomes. Involvement of faculty and support staff is crucial in IoC. Goa University does not have a policy towards internationalization of curriculum. However, there are many strong points which would help GU the internationalization of curriculum. There are certain constraints also which need to be looked into. The present project is an opportunity for GU to work on Internationalization of Curriculum with a proper perspective.