CHAPTER V

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter provides a discussion of the results of both the quantitative and qualitative interpretations of the chapter IV. The discussion intended is to bring out the importance of the findings and the meaning of the study as perceived by the three stakeholders of hospitality industry inside the study and useful to those who were not part of the study, but would benefit from the discussions and suggestions. The results lead to a hospitality curriculum model suggested, of the three stakeholder’s perspectives, studied through subject items as variables and analyzed accordingly. The suggested model would be useful for developing or redeveloping a hospitality curriculum model particularly of the 4 year undergraduate curriculum. The suggested model is framed of 116 subject items split into eight categories which would be detailed later and their categories are duly explained. The bench marked subject items were selected on factor analysis. The model is suggested in a detailed diagrammatic form of a pyramid with the base of the pyramid representing the most important and fundamental to the hospitality curriculum. The capstone or top of the pyramid represents subjects that would provide more holistic complete development to the graduate, which would lead to produce graduates of universal value and global citizenry.

The model framework consisting of 116 subject items in eight categories is in texts, words and lines in order to simplify the real world phenomena in a representative format as stated by Busha & Harter, 1980. Model development although difficult as a research method is considered effective as it relates more accurately to reality and the real world as stated by Shafique & Mahamood (2016). However the research methodology applied is a convenience sampling, the study is a non-probability study and hence the outcomes and results are not to be generalized.
5.2 Discussion of previous research and literature review

The key discussion as represented in literature review indicate that research conducted is in different locations, countries or business environments have diverse findings and recommendations. Each study is critically important to the location where the study is undertaken and so the findings in some cases are conflicting and contradicting. For example some authors feel that the industry should not exploit trainees graduate during the internship as a form of cheap labor. Although major researches are undertaken through stakeholders in determining the objectives and outcomes for Industrial exposure training, it remains debatable whether the IET can be uniformly applied to all curriculums models of hospitality in different cultural backgrounds.

It is common to observe very few subject items in some hospitality models with an overdose of industrial training and exposure, the trainees take up part time jobs, however the graduate goes on to receive a degree. These models are privately run in collaboration with hotels, such outcomes may be detrimental to the philosophy of education as such. Some studies are much localized as the authors may be confined to localized models and their problems due to localizing the respondents in and around to a city or town of their research. Example studies in Greece / Athens or in Teheran or Malaysia etc. The American model of hospitality are duly accredited but not regulated, this allows for quick changes to curriculum. Research and dissertations are designed in almost all international university based curriculum, this according to some authors is due to the power of tenured faculty who stress unreasonably on research as a subject. However in India research subjects, dissertations and thesis are left to the domain of post graduate studies, especially combined postgraduate programs of multi-disciplinary nature.

Some studies has a low sample sizes and selection of participants / respondents are unclear. Many types of models are studied, but this study has adopted the subject centered approach based on literature review of a similar study by Gursoy and Swanger. The SHA model is a combined model with hospitality, arts, business and economics. The Swiss hospitality models focus on tourism, food, and wine and customer experience. The British models focus on legal aspects hospitality with a strong concentrate on legal aspects of business and food safety. Given that the findings in the literature review is so diverse, a precise model cannot be defined but
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only a guide can be provided. The literature review finally gave an indication on stakeholder’s opinions between subject item and a competences and specific skills. Most literature review focus on competency and skill and to a large extent attitude towards consumers. Some of the literature review detailed provides both positive and negative aspects of over doing a subject or unplaying a subject in a Hospitality curriculum. Curriculum models do not need a consensus as they are designed only as a frame work, to be organic, constantly changing and dynamic.

5.3 Discussion on questionnaire

The questionnaire refer Annexure 1, is comprehensive and has captured all possible areas of hospitality subjects from representative curriculum models of the world. Some subjects are retained in the models although they are not taught in any models in India eg Real Estate Management or Casino Management or amusement park management. Since the model suggested is only a guide the above questions were retained and also displayed in the model. Concepts of generic skills, models of work based learning skills, functional area skills and core area specific skills as represented in the theoretical framework are incorporated in the final model suggested.

5.4 A brief discussion on the stakeholders

5.4.1 Industry: Represented by Employees in Managerial and executive category in star hotels and above category including industry practitioners and business leaders of hospitality in India of both chain hotels and individual proprietorship. Population size: 336 properties X 15 (GM + employees who are managers/ executives/ practitioners) = 5040, Sample Size 668.

5.4.2 Academia: Represented by Principals, Faculty, academic administration members teaching undergraduates in Govt. and Private sector in India. Population size: 138 (institutes in India offering four year under graduate courses) X 20 (average number of faculty members in each Institute) = 2760. Sample size = 321.

5.4.3 Graduate Management Trainees: Numbers recruited by the four Star Hotels and resorts upward 200 each year. Population size 200, Sample size 22. Mostly the MT – Management trainees would move on in their roles after 18 months of probationary period. The MT is still not an employee but completed a graduate degree in India.
5.5 Discussions of the results and the major findings of the study are as follows.

5.5.1 Stakeholder 1 Industry Practitioners

The findings indicate that the perspectives of the industry practitioners according to mean differs from the other two stakeholders, a discussion follows. Ten most important subjects that should appear on a curriculum model is discussed. The model fit to the operational core is observed, that indicates the industry practitioners apart from fundamental operational subjects are also perceiving English and Customer service skills subjects as fundamental to a hospitality core. It may be noteworthy to state that language is placed with a high degree of importance in most hospitality curriculums across the world, some curriculums offer more than 4 language choices. Refer benchmarked subject items, Russian as a mandated subject is also observed Annexure 3. History, Geography, casino and gaming management along with liberal arts is appearing with low importance. This is agreeable as the curriculum of hospitality in India does not have a global perspective and so is restricted to the immediate market needs and business needs. The hospitality sector in India does not have casino management due to legal issues, history and geography may be taught as a module within a subject or may be offered as a non-credited option which the student takes out of personal passion. It may be debated whether the subjects listed with least means are more suitable to appear on a tourism curriculum.

(Gursoy & Swanger 2004) have opined that hospitality manager’s perspectives are very necessary to be obtained and incorporated in hospitality curriculum. They have conducted similar longitudinal studies and provided valuable results. Another way of looking at curriculum models is to capture industry professionals ranking mostly workplace content and skills related and then pass it onto educators/ academics who as experts can take it forward and incorporate in the hospitality curriculum.

The important finding in this study is that given 116-subject items to rate on perceptions of importance the industry experts perceived with no significant difference in gender although only 20 percent female are represented as industry practitioners, which is typical of the industry average on gender in India, However researches in USA observed female respondents in industry as high as 33%. Gursoy et al (2012) Designations of industry practitioners are interestingly displaying a great
enriching number of 162 which reiterates the debate that hospitality curriculum models should be flexible and choice based as within the industry there is a need to specialize as the career growth requires so. Similar researches in USA exhibit not more than 15 designations. Specialization/options is the key to curriculum model offerings, the study reveals that of 393 respondents there were 110 specialization areas in the industry, so the rigid one size fits all models are detrimental to the success of the graduate. The industry profiled with the highest specializations area in Food and Beverage service and sales and marketing, this observation is critical as the curriculum models in India focus more on food production in order to produce employable Chefs. Specialization in quality management and tourism observed the least, which explains the phenomena that most undergraduate curriculum models do not specialize in tourism studies as there are other focused tourism courses in India which are normally a BSc in Tourism and travel. The industry normally hires master’s degree students with an MBA to address issues of quality as a specialist area e.g. six sigma leaders etc. In similar researches it is observed that specialization has not been designed in most questionnaires. (Gustafson & Partlow) 1998 have opined the importance of specialization in hospitality curriculum with particular reference to A Club Management Model, however they have also concluded that offering specializations in all hospitality programs may not be possible or viable due to the non-availability of expert teaching fraternity. The culture of tenured professors is not practiced in India at an undergraduate level. Regulatory bodies insist on full time faculty who may not be equipped to handle the contemporary specialization subjects eg HACCP.

The industry respondents profile varied from 3 star and above, including industry entrepreneurs and owners, reported varied importance’s to subjects, the rank order observed may indicate that there are varying degrees of agreement amongst the industry practitioners as to which subject is most important or least, however there is a common importance on the following subjects. Accommodation Operations, Accommodation Management, Front Office Management, Food & Beverage Service: Theory and Practice Advanced Food and Beverage Service, Front Office Operations: Theory and Practice, Food Production: Theory and Practice, English Language, Advance Food Production, Food & Beverage Management. Most industry practitioners endorse the importance of industry internship. (Jameson & Walmsley
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2006) suggest that throughout a hospitality curriculum 48 weeks of work placement is mandated, assisted by faculty (mentors) in placement, ensuring conformance to predetermined objectives to ensure quality standards.

(Doherty et al 2001) differs in saying that in some cases the industry treats the student trainee as cheap source of labor for short term commercial gains and may not necessarily add to the trainee’s professional or personal development. On a positive note if all goes well, it may result in a student getting a job offer straight away, this may not be evidenced in smaller cities with non-branded hotels. Liberal arts. Social science and humanities (philosophy, literature, religion, art, and music) ranked the least which contradicts studies conducted elsewhere with the similar objectives that do consider these as impotent for holistic development of a graduate. The SHA Cornell University offers liberal arts in its curriculum which is noteworthy. This may be possible in large comprehensive Universities which offer all courses and so allowing a student to take liberal arts as an elective is easy as they share the same resource and faculty. In the Indian context most of the hospitality schools are not housed in a comprehensive university, the schools are standalone institutes eg the programs of the NCHMCT or in most cases UGC regulated or sometimes government funded or aided. However the AICTE regulated hospitality programs are normally housed in full-fledged universities as the regulatory compliance requires huge investments and are self-funded.

Industry managers of different age groups observed that the subjects listed are significant, they were all agreeable. However they do differ in their perspectives with different levels of work experience for the factors; core operational, and minors. Core operational are front office, food and beverage service, housekeeping, accommodation operations, food production HACCP etc. Minors are introduction to natural sciences, liberal arts and life sciences etc. Although HACCP did not appear as a most important subject, the reasons may be investigated through further research. Baum (1991) in concluding his research that studied the difference in British and American general managers perceptions regards Hygiene (HACCP) competences that they require of graduate recruits revealed there were similarities and significant differences. British managers gave priority to competences in the legal/regulatory domain, including hygiene, health and safety. Whilst both UK and
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American managers agreed to traditional hospitality competences with an emphasis on technology impact in handling customer and staff.

The industry practitioners had a wide degrees of agreement and disagreement according to their qualifications. They agreed mostly on subjects listed as core business, professional, support electives, and general electives. However there were some differences in their agreement on subjects listed on core operational, core concentrates, majors, and minors. However gender did not impact their opinions on subject importance.

Around 58 percent of the industry practitioner respondents are with less than 10 years’ experience (young managers). It may be assumed that they are all from newer curriculum models of the AICTE NCHMCT and UGC, hence have valuable opinions of their curriculums effect on their ability to perform in the industry, may be more contemporary and updated in their responses to judge subject item importance.

5.5.2 Stakeholder 2 Academia and faculty
The faculty age group was observed as most diverse, from 20 years to above 50 years. Faculty of all age groups had a common consensus on how the subjects are important or not and eventually they dispersed on the curriculum model in eight factors. This may not necessarily mean that their perceptions is valid as most research studies do opine that faculty operate in conformance to a regulatory framework in the environment which they believe should lead the industry. The lack of a general overview in hospitality studies and normally left with conceptual classification of hospitality literature is practiced (Ottenbacher et al., 2009). Faculty as a stakehoholder in curriculum models may be influenced by their personal capacity to teach or outdated sense of expertise that does not allow them to challenge themselves and think out of the box. This is sometimes due to overregulation and time bound curriculum models that do not change unless the regulator decides, sometimes curriculum models exist for more than ten years.

Since the faculty are well informed of how subjects should appear on a curriculum model, a judgmental presupposition is possible, especially with the more experienced faculty above the age group of 40, having resistance to change. Proposing a new subject or new curriculum means more work and more efforts from their comfort zone.
acquired as faculty in institutions, sometimes mere generalization of subjects is easily acceptable. Perceptions by gender of faculty did not differ, meaning that the faculty teaching culture is deep-rooted in both genders, this is a similar phenomenon elsewhere in other curriculum studies also.

The work experience of faculty did not significantly effects their perceptions on subject items of core business. Entrepreneurship, molecular gastronomy business ethics financial management Destination marketing are some subjects in Core business, it is worthy to mention that none of these subjects except financial management is taught in the Indian Hospitality curriculum.

However they had differing perceptions on all other subject item in other 7 factors namely core operational, core concentrates, majors, professional electives, support electives, general electives and minor. A lack of consensus on the curriculum scope and exposure is due to hospitality being a young discipline with academia (Kandampully et al., 2014; Ottenbacher et al., 2009).

It may be relevant to observe the background work experience of the faculty has perceptual importance in influencing their choice on importance of subjects on a curriculum model. The qualification of faculty did not impact their subject important perceptions at all, there were no differing opinions. The deans of hotel schools in Europe opine that, wellness tourism continues to grow at a faster rate than overall tourism, as more consumers aspire to higher levels of wellness and incorporate this intention into their travels. Currently The European (Swiss) curriculum focuses on providing students with a sound knowledge of the key areas of health, wellbeing and lifestyle with relation to the global economy, nutrition, innovation, corporate health and wellness resorts, culinary tourism and the ethical environment in which organizations must operate. In 2018 there is a trend continuing where students demand to learn when they want and how they want. Combined with the ever-growing demand from the hotel industry to recruiting graduates with highly developed set of transferable skills, education providers will be challenged further to develop flexible learning environments while providing a true student-centered, even personalized delivery.
5.5.3 Stakeholder 3 Management trainee

A management trainee is typically a fresh alumnus of a hotel school whose perspectives may not be the same with industry experts or in some cases the faculty. A management trainee on leaving the alma mater as alumni is a valuable stakeholder who needs to be tracked. Especially if they continue to be employed in the hospitality industry. Swanger (2009) affirms that the tracking of alumni using an e-assessment tool as they move through their careers and the industry partner who has a stake in the design of the program may contribute to good curriculum design. (Model) As most of the trainees are less than 30 years of age their thoughts are fresh from hotel school and often they wish they are heard. As they cope with struggling to manage the unknown areas of the real world they have a great degree of clarity on what has been missed in their curriculum. There is always a conflict between the academia who focus on doctrines and the industry that indoctrinates, caught in the midst is the management trainee.

In the results of management trainee’s perspectives, the most unexpected and surprising subject items are top importance given to HACCP – food sanitation and safety, food service sanitation, food safety management systems, culinary management theory and practice. One of the reasons could be that the trainees are specializing to be chefs. This phenomena is common in India where there are few culinary management schools and so hotel recruiters in India select and hire management trainees from hotel schools to take on careers as chefs. In other countries graduates who aspire to be chefs enroll in schools that specialize in education for chefs that are highly skilled and very technical e.g. CIA in America, Le Cordon Bleu in France, UK, Australia and many more institutes only offering culinary management courses. These international brands of culinary schools with flexible and robust curriculum models have revolutionized the profession of Chefs due to market demand. International education in the hospitality industry has taken on greater importance with the globalization of markets, Samenfink & Novak (2013). The newer models have collaboration with partnering universities to offer study abroad courses that enrich both the student and the educator with global perspectives.
5.6 Discussions of results of all three stakeholders

Some subjects that were suggested in the open ended questions are Agriculture, poultry and dairy studies, Art (fine art/performing art) culture language, civic studies, communication technology/internet of things, consulting in hospitality, customer centricity, customer experience management, customer value management, cyber-crime control, data analytics, disaster management, e-commerce, food technology, green audit, hospitality journalism, import export management, Indian hotel and restaurant laws, innovation and the environment, Interior design, International brand standards and brand audit, math, arithmetic, phonetics, photography, physical training, press relations, profit and loss management, project management, Property Management systems, psychology, raising capital, reputation management, SME business studies, social work, sociology, soft skills, tour operator management, travel desk principles, waste management, women’s rights and yoga. This may be studied in depth for inclusion as subject items in the hospitality curriculum models in India as the stakeholders are from the business environment of India. The other subjects are taught as electives or modules within a subject of the listed 116 subject item variables and so are not discussed further.

In response to an open ended qualitative question 148 statements of over 300 responses were retained. A coding method was used to identify the commonly recurring words 24 such themes evolved. Much needs to be further studied on MOOC, Trends, Speaking, English and the theme Chefs. It is probable that the word speaking here does not mean the language of English it could also mean communication or other regional languages, since the study is India and there are over 30 dominant languages spoken in India, and employment is not restructured to a graduate’s state of domicile. Refer Table in Chapter IV.
Table 5.1 Discussion - Subject items with High mean scores of all stakeholder

<table>
<thead>
<tr>
<th>Accommodation Operations</th>
<th>English Language</th>
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<tbody>
<tr>
<td>Accommodation Management</td>
<td>Advance Food Production</td>
</tr>
<tr>
<td>Front Office Management</td>
<td>Food &amp; Beverage Management and Controls</td>
</tr>
<tr>
<td>Food &amp; Beverage Service: Theory and Practice</td>
<td>Open Elective - Life Science, Physical Science, Social Science, Philosophy</td>
</tr>
<tr>
<td>Advanced Food and Beverage Service</td>
<td>Soft Skills, Public speaking</td>
</tr>
<tr>
<td>Front Office Operations: Theory and Practice</td>
<td>Industrial Training/Report, Industrial Internship</td>
</tr>
<tr>
<td>Food Production: Theory and Practice</td>
<td>History, Literature, Religion, Photography or Fine Arts, Performing and Media Arts</td>
</tr>
</tbody>
</table>

The above subjects observed a high mean of above 4, are operational and technical except English, open electives, soft skills, public speaking are normally considered non-operational, and it is interesting that the factor analysis has clustered English language and Industrial training as core operational. In most curriculum models in India refer Annexure 3, the internship and industrial training report is mandatory with over 1500 hours of contact with a minimum of 24 weeks contact, normally offered through an entire semester. It is very clear that communication through the language of English has appeared as an important subject. Most consumers of hospitality and tourism are comfortable speaking English although this may be debated with the consumer markets shifting to non-English speaking visitors like Chinese, Spanish, Russian etc. it may be assumed that most documentation and conversational communication in India among all stakeholder and vendors is mostly in written English and conversational English.
Less than 3 mean score was considered as low mean. That the stakeholders of the studied environment are not yet ready for pure business economics approach curriculum model is explicit, as none of the subjects in the top ten are from the business studies discipline. All subjects are pure hotel operational subjects and only applicable to a full service top end hotel, although the concepts are transferable both laterally and vertical to other types of boarding lodging and restaurant organizations.
5.7 The suggested subject based hospitality management undergraduate curriculum model

Figure 5.1 – The suggested Hospitality curriculum model

5.7.1 The suggested hospitality curriculum model

The hospitality curriculum model above summarizes in words text and diagrams for easy reckoning the research aim, objectives and the stated research design. It may not be feasible both from a financial perspective and from a qualitative perspective for
any curriculum of a 4 year duration in hospitality to complete more than 60 subjects. However with reference the literature review and the factor loadings it would be ideal if a hospitality curriculum mandatorily offers the base three levels on the model. The three levels are Core Operational 23 subject items, core Business 16 subject items and core concentrates 17 subject items. Overall 56 subject items are considered very important by all three stakeholders. The other 60 subject items could be offered as electives both general and professional in order to sync with the students aptitude towards the subjects listed in core concentrates. Since the study was applicable to an Indian stakeholder perspective it would be ideal if curriculum model design teams would consider a good balance of technical subjects, business subjects, and holistic development subjects that are listed on the top of the pyramid as minors.

An elective course in a hotel school is one that is undertaken because of interest or passion, rather than to fill a particular requirement, it does provide credits in college. In fact, the word elective is used as a noun, to express “optional class." Electives are courses that are not compulsory to complete the graduation or degree. They are selected by students from a bouquet or menu of offerings. This allows a student to show case their talent, since electives are creative and fun loving courses which helps for better holistic education.
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Figure 5.2 Subject elements category Core Operational
5.7.2 Core Operational

Hospitality management practices that are central to the hospitality industry form the core for these subjects. The core operational subjects spans across all four years of study and has subject matter related to the history, origin and structure of the industry. Specific, complex, technical, professional knowledge skills and attributes of the hospitality sector. An understanding of behaviors and expectations of all stakeholders of the industry, customers, employees, business partners. Concepts of diversity, industry regulations and law of the country is essential. Core operational subjects of kitchen production, food and beverage service, front office, ICT and accommodation operation and services are the fundamental operational performance related subjects which form a prerequisite for hospitality professionals. Human resources, communication, understanding culture and diversity, organization of the hospitality sector and the financial implications of the business. Ethics and accountability of business practices at a macro and micro economic level is also an essential component of operational core. Core operational subjects in a professional /technical model are mostly practical oriented with extensive laboratory work. Marketing and promotion techniques is essential as a core subject content. The subject matter is integrated into selected topics across each semester and is typically a 3 credit with over 30 hrs. Contact.
Figure 5.3 Subject elements captured for Core Business

5.7.3 Core Business

Accounting, administration, finance, information systems, marketing and human resources may comprise the subjects for core business. These subjects offer the student’s business management skills, training and gives the student a real advantage in the highly competitive hospitality sector and prepares them to meet high standards of professional business excellence. Hospitality core business subjects may include economics of the food and beverage sector, lodging and accommodation, gastronomy, marketing and services management. The student will develop core business management skills to plan hospitality initiatives and operate hospitality businesses. Develop your industry knowledge and core business management skills to plan the hospitality initiatives and operate hospitality businesses. The core business management subjects provides students for careers and leadership through a business management foundation with an emphasis on the service industry.
Figure 5.4 Subject elements captured for core concentrates

Factor 3: Core Concentrates

- Event Management
- Food and Wine Pairing
- Hospitality Management and Organization
- Digital Marketing
- Management Intern Program
- Information Systems Management in Hospitality
- Secondary revenue management (Spas, gift shops, recreation etc.)
- Services Marketing and Total Quality Management
- Wine and Specialty Beverage Services, Production
- Foreign language, French, Spanish, Chinese, Japanese
- Hospitality Development and Planning
- Human Resources Management
- On the job training
- First-aid (CPR), Personal safety
- Managerial/Business Communication
- Environment Sustainability: Concepts and practices
- Restaurant Management
5.7.4 Core concentrates

A concentrate may be interchangeably used with specialization. A student is permitted to specialize in a particular area of hospitality through various concentrations or specialization. In most universities the specialization may be in 3 categories, however in this model there may be 4 tracks offered

1. Event management
2. Marketing management
3. IT
4. Food service or production

These listed concentrates are according to the above positioned subjects in concentrates. The student is offered to choose a concentrate on completion of at least one year of study or 2 semesters. In some Universities specialization courses are undertaken by tenured professors who have contact with a student for about 10 to 15 days and complete the entire course with awarding the credits. Only experts are invited to provide the learning.

This marketing concentration exposes students to the core concepts, essential tools, and key frameworks of marketing in the hospitality industry. In view of marketing’s inseparability from other areas of hospitality operations and management, courses prepare students to contribute to an organization’s marketing objectives as they learn how to formulate strategies that create and capture customer value. The concentration is appropriate for students planning a career in sales, brand management, integrated marketing communications, hospitality distribution, digital marketing, marketing research/consumer insights, and consulting. Concentration in Event Management, this dynamic and fast-growing field includes the management of meetings, events, and trade shows for organizations and facilities. This concentration exposes students to the core concepts, essential tools, and key frameworks related to events in the hospitality industry. Career paths include corporate and association planning, as well as positions in special event companies and intermediary or third-party planning companies. IT and food production and service continue to remain subjects of operational specialization within the front office department and the food department, the basic are well established in the core operational elements.
Figure 5.5 Subject elements captured for Majors

Service Quality Management
Social Media and Distribution
Food Science and Technology
Principles of Hospitality Management & Organization

Soft Skills, Public speaking
Retail Management
Hospitality Supply Chain and Logistics Management
Organizational Behavior and Leadership
5.7.5 Majors

The expression “major” is applied mostly administratively to the academic discipline pursued by a graduate student to a focused field of study. All subjects or courses taken are closely related to the core operational curriculum of a focused field of academic discipline. For college/university, electives are art, music (unless majoring in Music), etc. but also “core” classes for other majors, if majoring in Mathematics, any Science classes (beyond general science classes required for all majors) may be considered elective classes. Elective classes are those specifically not required themselves for a degree, but are undertaken to make up for required credits.

Figure 5.6 Subject elements captured for professional electives
5.7.6 Professional elective

Are the choices available to students from subjects and courses that are closely related to the core curriculum in hospitality undergraduate courses it is common to observe seminars in hospitality management, food study and gastronomy, food and wine pairing, ServQual management, club and convention management, global cuisine, Bakery and pastry fundamentals, casino management, hospitality strategic management, financial policy, MICE, business finance, tourism, entrepreneurial approaches to leisure and hospitality services, tourism development and recreational activities. The purpose of a professional elective is to enable students to specialize in areas of particular interest within the sector /industry. it is common to find tourism study as a professional elective option for hospitality.

Service operations • client/guest needs • structure, e.g. sectors within the industry • history, e.g. developments over time and the influence on different sectors • skills, e.g. performance of food and beverage service and production, information and communication technology (ICT), maintenance of presentation standards, customer service • improvement strategies, e.g. professional learning, self-reflection, reviewing client/guest feedback, evaluating staff performance. Human resources • communication skills, e.g. verbal and nonverbal skills, listening skills • teamwork, e.g. characteristics of effective teams • scheduling, e.g. rosters, management plans • conflict resolution skills for both clients and co-workers • recognizing and valuing diversity, e.g. understanding how different establishments cater for diversity • dealing with cultural customs and differences, e.g. using correct protocols when implementing an event • attributes and qualifications of staff in different sectors, e.g. communication skills and teamwork, commitment to improving professionalism, personal grooming, honesty and discretion • staffing positions and duties, e.g. head chef, restaurant supervisor, sous-chef, cooks, head waiter, waiters • careers available in different sectors. Finance • analysis and cost controls, e.g. budgeting, strategies to enhance profit • economic factors influencing each sector, e.g. supply and demand, availability of produce. Marketing • customer/client, product, place, price, promotion • current issues, e.g. global financial crisis, impact of natural disasters, environmental issues, impact of changing demographics • current trends, e.g. menus, service styles • advertising and promotion, e.g. tent cards, deals, websites, menus, online marketing.
Ethics • ethics of a hospitality professional, e.g. code of conduct, service ethos.
Accountability • law and legislation, e.g. anti-discrimination, equal employment opportunity, occupational health and safety, workplace relations, duty of care to customers • market responses and drivers, e.g. healthy status issues, actions and performance of hospitality businesses • sustainability, e.g. environment, practices used within different sectors • training of staff, e.g. skills in service, food production, putting legislation into operation.

Figure 5.7 Subject elements captured for support electives

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| Revenue Mgmt., Asset Mgmt., | Hospitality Distribution Channels |
| Research Project, Dissertation | Hospitality Facilities Management and Engineering |
| Service Operations Management | Human Resources Law |
| Anthropology and Food Sociology | |

| Purchasing and Food Cost Mgmt., | Indian Heritage and Culture |
| Other Indian languages | Security and Safety, Disaster and Risk Management |
| Professional Elective Project | Club and B&B, Homestay Management |
| Human Rights and Environment | |
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5.7.7 Support elective

Is details of a course a student may wish to undertake in order to strengthen the subjects that are specialized as mentioned in the subject list of concentrates according to this model curriculum? The student on completion of a minimum one semester may identify his aspiration towards a career concentrate and wish to specialize. Example a student perusing concentrate as revenue management may choose revenue management and asset management as support elective. A support elective thereby can be defined as a choice of subject that advances competencies in the required concentrate based on the specialization chosen as concentrate. Support elective elements can be normally pursued only on completion of prerequisites of core operational, core business and concentrates and in some cases majors.

**Figure 5.8 Subject elements captured for General electives**

<table>
<thead>
<tr>
<th>General Electives</th>
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<tbody>
<tr>
<td>Human Rights and Environment</td>
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<td>Indian Heritage and Culture</td>
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<tr>
<td>Security and Safety, Disaster and Risk Mgmt.,</td>
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<tr>
<td>Club and B&amp;B, Homestay Mgmt.,</td>
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<tr>
<td>Food Microbiology</td>
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<tr>
<td>Microeconomics for Decision Making</td>
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<tr>
<td>Security Analyst</td>
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<tr>
<td>Travel and Tourism: Principles &amp; Practices</td>
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<tr>
<td>Real Estate in Hospitality</td>
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<tr>
<td>Management of Lodging Systems &amp; Operations</td>
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<tr>
<td>Journalism in Hospitality</td>
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<tr>
<td>Cruise Line Management</td>
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<tr>
<td>Theatre, Acting Skills and Image Mgmt.,</td>
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<td>Operations</td>
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<tr>
<td>Constitution of India</td>
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<tr>
<td>Nutrition and Dietetics</td>
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<tr>
<td>Mathematics, Arithmetic, Numerical skills</td>
</tr>
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</table>
5.7.8 General Electives.

The rationale for provision of general electives is to provide the student an opportunity to consider their career objectives and personal interest in hospitality. The student is interested in additional exposure to specific subjects, content and specialty in hospitality industry that was already achieved as a prerequisite in the core operational and core business subjects. The student may select a hospitality elective in that area. However a general elective subject should have a prerequisite foundation earlier in the course. Typically the course subject descriptions will contain introduction to managerial accounting, Introduction to statistics, principles of business statistics, entrepreneurship in hospitality and tourism, dynamics of leadership, total quality management, quantitative techniques and data analysis in hospitality. Students are encouraged to consult academic advisors and faculty advisors to select general electives and in some universities the general elective may be offered as a non-credit professional development program PDP. A general elective permits a student to choose not to minor or pursue a core concentration and as a substitute select a general elective to support their career interests.

Figure 5.9 Subject elements captured for Minors

![Diagram showing Subject elements captured for Minors]

- Introduction to Natural Sciences
- Recreation, Wellness and Resort Management
- Preparation for Industry Employment
- Geography
- Macroeconomics
- Investment Banking, Design, and Development
- Casino and Gaming management

Open Elective - Life Science, Physical Science, Social Science, Philosophy, History, Literature, Religion, Photography or Fine Arts, Performing and Media Arts, Timeshare and Condominium studies, Introduction to Sociology, History, Liberal arts: social science and humanities, Amusement Park Management
5.7.9 Minors

A minor choice of subjects is normally a student’s self-declared secondary academic discipline in an undergraduate course. A university lays out a framework or required classes or class types (seminars/workshops/Assignments) a student must complete to earn the minor however the scope varies from college to college. A minor is always subordinate to a major. A span of three years of study is required to obtain an academic minor in a selected study. Students mostly pursue a minor subject with personal interests to prepare them for their intended career. A foreign language is a good example of a minor subject in most international curriculums, however in this study the 4 foreign languages appeared in core concentrates. Some students choose a minor to provide specialization which they may allow them to make themselves more attractive to recruiters and employers. Computer science, economics, mathematics history chemistry and education are sometimes foundations as a minor. Additionally a minor may be used to pursue an alternative interest e.g. performing arts.

Minors are often offered across courses in a university, in a variety of fields and disciplines. The courses may be intra disciplinary or interdisciplinary or multi-disciplinary. It is common to offer foreign languages, computer science, theater, nutritional and health sciences and performing arts.
5.8 RECOMMENDATIONS

The hospitality curriculum models should eventually adapt a combined approach model that is divided at least into fields of core operational, business, concentration, electives and general education. An ample portion of the subjects should be electives. To begin with according to this study there should be at least 6 elective subjects that are found suitable to the context of hospitality business in India that may be offered on choice. Reigel and Dallas (1999) used the term “approaches” to group programs with similar features. Most hospitality programs they wrote consist of four main areas: the major, general education and advanced learning skills, electives, and workplace experience. The operational core should have a large proportion of practicum as desired by all stakeholders in simulated kitchens, restaurants and lobbys. The subject items within the model need a closer look at contemporary content and continuously modified according to the business environment both macro and micro. In order to receive a contemporary approach younger members of the stakeholders should be part of the expert committee, it is common that retired faculty or ex bureaucrats are normally called upon as committee members, this may not really achieve a modern progressive outcome to the model.

The words work place experience, on the job Training, IET (Industrial exposure training) and internship, although interchangeably used is highly recommended on all four year hospitality curriculum for a minimum of 24 weeks or one semester. Short durations of workplace learning is not recommended by the industry. Students should be encouraged to take up part time jobs and the completion certificates may be credited but not graded. Internships as an experiential learning provides opportunity to the students to assess their own strength and weaknesses related to the desired career choices (Jones 2003) (Jack, 2011). In some cases there would be negative fallouts.

If the models of curriculum are unable to offer some core aspects of multidisciplinary subjects in some institutes it would be ideal to collaborate with an international university to offer a semester abroad program. At SHA this is called as extended academic opportunity.
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Any other Indian language has been retained on the model which suggest that it is important as communication is not only to be perceived as spoken English, over 30 dominant languages are spoken in the hospitality environment in India.

IT is a very important core as digital tools are used for planning, bookings, and providing customized experiences to guests, wherein India is one of the most digitally savvy traveler especially among the rising middle class with varying disposable income which drives domestic tourism, from all over India. This aspect also calls for regional languages a subject item in the context of Indian hospitality curriculum.

Several recommendations are made for future research as a result the findings these include, longitudinal cross-sectional studies of lodging companies and other segments of the hospitality industry and an in-depth analysis of the gaps found prevailing between the traditional curriculum models, the contemporary models and their implications for all the stakeholders.

It is also recommended that more stakeholders may be included and a focus group study could be conducted on similar questions. To achieve success in the hospitality industry and satisfy the customers’ needs and wants, emotional intelligence among the providers of service is critical (Cavelzani & Esposito, 2010) (Millar, Mao, & Moreo, 2008). Flexibility in curriculum is essential that support students to explore other interests in the liberal arts, music, science and theatre. Academics and industry stakeholders should emphasis the importance of students’ involvement in liberal-arts, and should communicate how that involvement has changed their perspective and their thinking about hospitality industry (Evans 1998).

Hospitality programs must provide students with rigorous academic content while also exposing them to numerous practical learning opportunities. (Valachis, 2002) This balanced educational experience will prepare today’s graduates to be tomorrow’s managers. (Schoffstall, 2013). The role of education is to find ways to fill the gap between knowledge and practical application. (Lee 2007) suggests that experiential learning may be able to do just this. There is an increasing pressure to add technological automation and AI as subjects as operational aspects of hospitality services. The graduates’ soft skills are important as the current contemporary business environment of hospitality revolves around the experience economy, organizations in
hospitality compete for providing lasting memories which is achieved only through graduate employees with good communication skills and cannot be replaced with machines.

Hospitality education is not just about providing competences for being a work force in hotels, it is about dealing with people, creating exceptional moments and achieving sustainable business results. Many hospitality curriculum models exist across the world in top ranking universities wherein the models are flexible focusing on soft skills and cultural studies to prepare students for jobs across industries around the world.

The suggested model could be validated through experts or focus groups and the number of subjects may be reduced to allow for easy adapting. Further on validation a more prescriptive model could be developed for a generic hospitality curriculum model. This would enable both the private and the state run colleges to choose subject items as electives.

Hospitality education and curricula have evolved over three decades from a domain of vocational skills to a multidisciplinary domain of business management and management of hospitality services. In earlier days, developing the specific skills or competencies for the students are often an integral part of the curriculum – all as a result of competency-based education. Many changes in curriculum models have been observed especially the Cornell University SHA – Undergraduate course offers interdisciplinary choices and intra disciplinary choices. Although skill based generic competencies were considered as important, current researchers have identified the need for graduates to possess societal skills and emotional intelligence.

Each institution has its own requirements and partners in industry. It is imperative for program administrators to determine how many hours of internship are adequate as well as what types of experiences recruiters find most beneficial (Gursoy, Rahman, & Swanger, 2012; Huang & Lin, 2011). If educators build a curriculum without adequate input from industry leaders, there is the potential for deficiencies in students' skill and marketability upon graduation. If curriculum reforms to include business and economics is not undertaken hospitality companies will recruit from business schools.
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or post graduate students as well as other disciplines, this is an ongoing debate since 1990.

Further research may be undertaken in ensuring that curriculums models reflect competences and skills that are globally acceptable wherein the content should reflect the global nature of economic, political and cultural exchange. Faculty should expect students to demonstrate culturally inclusive behavior. Faculty should encourage subjects to educate students to be able to engage critically with the global diversity of knowledge in escalating that knowledge is constructed differently in diverse cultures. Students should be trained for rapid change and perceive change as positive. Faculty may include on curriculum models cultures /philosophies / humanities and perspectives as a basic knowledge area of teaching and content. Many researches are highlighting the importance of ethical issues that may arise in their personal and professional context to be a part of a hospitality taught curriculum. (Cheng, et al., 2013) opines that ethical awareness of all stakeholders in a hotel organization when fostered will eventually enhance in profits, employee satisfaction, decrease employee turnover and improve guest experiences. Unique to this study was determining curriculum model as subject item may disperse according to importance according to an assessment of three stakeholder perceptions thereby establishing an opening benchmark for future study. Overall with continuing reforms, the hospitality curriculum should enable the student, faculty and experts to capture and develop a global imagination and customer enriched experiences.

Using a similar framework of the suggested curriculum model, further studies on defining learning outcomes and objectives may be conducted through different stakeholder groups or primary stakeholders only.
5.9 CONCLUSION

Curriculum that echoes the requirement of the real world is regarded to be a critical component for designing the quality hospitality educational programs. The effective coordination between various stakeholders is essential to prepare well-educated graduates for prosperous management of careers in the hospitality industry. Therefore, the exploring of the current needs of the hospitality industry, the contemporary assessment of the hospitality management education curricula and establishing academic/industry collaboration are crucial for the sustainability of both the industry and hospitality education. The purpose of this study was to further develop the curriculum model for hospitality programs curriculum model in India. The model inspired by the research of a similar methodology by Gursoy and Swanger (2004). If hospitality-education programs are to serve adequately their students and the industry, they must refocus their curricula on the needs of the hospitality industry; the alternative is to be absorbed into general business programs. (Goodman & Sprague, 1991).

This study is of considerable importance as according to (Van Loon, 1981) employers and employees benefit from satisfied employees who are better prepared through education for working life and transit easily to work place. Overall, “Graduate should leave higher education better, than when they enter (Knight, 2001) Knight added further that, good quality higher education leads to good jobs.

Students will demand to learn when they want and how they want. Combined with the ever growing demand from the hotel industry to recruit graduates with highly developed set of transferable skills namely communication skills which include writing, speaking, interpersonal skills, problem solving and analytical skills, teamwork, initiative and self-learning, leadership, flexibility, creativity and willingness to learn. In 2018 we will see the trend continuing where students demand to learn when they want and how they want. Combined with the ever-growing demand from the hotel industry to recruiting graduates with highly developed set of transferable skills, education providers will be further challenged to develop flexible learning environments while providing a true student-centered, even personalized delivery. The most successful (hospitality) business schools will be the ones that can
innovate in their delivery models and effectively tailor education to the specific needs and wants of each learner.

Graduates may find work in a range of human service industries. These include tourism, event and conference management, sporting events and festivals, hotels and resorts, restaurants, clubs and bars, logistics, catering and banquet management, convention centers, event and conference management, and wholesale and retail management. Hospitality takes place in many areas, including our homes, public spaces and between countries. The hospitality industry contributes greatly to social, cultural, economic and entertainment needs. Hospitality operates in commercial fields that provide food and beverage, accommodation and entertainment services for guests or clients. Hospitality Studies promotes a critical awareness of the social, cultural, economic and environmental factors that affect the hospitality industry by focusing on hospitality management practices. Hospitality studies fosters creative and entrepreneurial skills, a commitment to service and awareness of the global opportunities available in the hospitality industry by developing operational, management and transferrable hospitality skills. Hospitality Studies introduces students to hospitality sectors and environments, issues, management practices and skills as they engage in operational and theoretical hospitality frameworks. Students create, implement and reflect on hospitality events to become familiar with industry practice.

The ideal education for a hotel operations manager is a bachelor's degree in hotel, business or hospitality management. In some cases, a general liberal arts degree at this level is acceptable if the applicant has hospitality work experience. The most famous of this model is the Cornell University program. Traditionally this model has focused almost exclusively on preparing individuals for management roles in hotel and resort properties. In terms of structure the hotel school model consists of two main components: courses related to various aspects of the hotel property, and courses related to various aspects of management related to the successful running of a hotel. Such programs produce students who are knowledgeable and skilled in the operation and management of a hotel or resort property. The tradeoff is that students forego the broader liberal arts and they pursue a narrowly focused management program in comparison to the general undergraduate management program. Another area of
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weakness is that such programs make little reference to or linkage with the rest of the tourism industry although there has been some changes over the years.

A futuristic model should be able to provide a graduate a determination to become an individual who may contribute to society as citizens of the world. The model should enable their problem solving capabilities, their ability to work with others, and their concerns for the world they live in. Is it possible for the model to produce individuals to cope with the innovation economy and become the next generation of innovators and creative thinkers. In a four year undergraduate hospitality management degree course the curriculum model should reflect the needs for a graduate to perform as per the needs of the industry. Views and perceptions of major stakeholders continue to be researched to define an ideal curriculum. Many research papers have been published on various stakeholders views, however a triangulation study of 3 stakeholders namely the academia the industry and the management trainee has not been conducted, especially reflecting the model of curriculum in the Indian context. The uniqueness of this study is the contribution by the management trainees.

The student undergoing a hospitality curriculum should experience the content and subjects of a model that has an international and business economics orientation. More fundamental changes will take longer to achieve as hospitality is still considered a new discipline at the undergraduate level, but could eventually if reformed could lead to even greater gains in the quality of undergraduate hospitality education. Improving qualifications of faculty and mandating a PhD may encourage critical thinking, analysis and problem solving teaching approaches.

By now, the standard curriculum has become so deeply entrenched that during the periodic reviews conducted in most universities, the faculty rarely attempt to examine the tripartite division and its effect upon the established goals of undergraduate education. Instead, the practice of reserving up to half of the required number of credits for the core and major is simply taken for granted along with maintaining a status quo on distribution requirement and keeping an ample segment of the curriculum for electives.
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Such a reform might be difficult under current conditions in many colleges where most undergraduate instructors serve part-time, are often chosen arbitrarily and often lack either the time or the interest to participate fully in a review of its undergraduate program. If adjunct instructors achieve the status previously described, however, their prominent role in teaching undergraduates should entitle them to a seat at the table to discuss the educational program, including its current structure. Such a move could at least increase the likelihood of a serious discussion of the existing curricular structure to determine whether it truly serves the multiple aims of undergraduate education.

In the environment of higher education, research may be defined in the terms of a review of existing knowledge in a particular area together with the creation of a new slant on this knowledge. This therefore involves the creation of a new perspective on existing knowledge and need not presuppose the uncovering of new “facts” which may in some cases when circulated in an academic community may appear unexpected. (Clark, Riley, Wilkie, & Roy, 2006)

The continuing challenge to hospitality educators is to determine clear objectives for the curriculum models that meets the constantly changing needs of the industry. It helps to close the gap between what is learned by a students and the industry’s expectations of the students that they hire (Okeiyi, Finley, & Postel, 1994). Innovation should be the key driver, the revision process driven by faculty responding to industry needs. Faculty must continue to review and revise curricula, and watch for signs of changes in the industry, faculty, student population, alumni, and economy. Curriculum review must be an ongoing process (Pavesic, 1993). This is the evaluation component that the Tyler Model explicitly recommends. Once the new curriculum is completed, the job is not finished. It is never finished. Hospitality educators will continue to have questions about curriculum relevancy and the answers will continue to change, but there will always be an opportunity for new curriculum ideas and innovative content. Bartlett, A.L., Upneja, A., & Lubetkin, M.E. (1998).

Curricular reform in this regard would include compulsory exposure and engagement with different kinds of work, in the form of summer jobs or internships, according to the circumstances and surroundings of the particular university, and should include both manual and other kinds of work/occupations, with a certain minimum set of occupational exposure compulsory for all students, irrespective of discipline.
Evaluating students on these fronts would necessarily have to analyze how well they have understood, and are as a result capable of applying themselves to work and be problem solving in these situations. Integrating a given subject to which the student devotes a majority of her/his time with other relevant subjects is therefore essential to improve the current undergraduate education structure. There is a need to expose students, especially at the undergraduate level, to various disciplines like humanities, social sciences, aesthetics etc., in an integrated manner. This should be irrespective of the discipline they would like to specialize in subsequently.

The understanding of curriculum is as an educational project forming identities founded in three domains: knowledge, action and self. Curriculum models proposed identify these components and their relationships with each other. The evidence suggests that the weightings and levels of integration of these components vary between the sciences and technology subjects, the arts and humanities, and professional courses. Attempts to develop curriculum strategies should take account of the patterns of curriculum components as they vary between the subject areas. (Barnette, Parry, & Coate, 2010).

Curriculum Revision and Specialization One sign of the maturation process occurring in hospitality education is the current debate over curriculum revision and problems associated with the specialized nature of hospitality programs (Riegel, 1997).

Goodman & Sprague (1991) suggested that curriculum revision is essential, in part, because of the impending threat posed by business schools which are teaching subjects that may be more pertinent to hospitality operations. They believed traditional four-year hospitality management programs will be squeezed by trade-oriented two-year programs on one side, and by general management Business-oriented programs on the other side. They pointed to evidence that the hospitality industry is just as willing to recruit from business schools as hospitality programs.

In India, the hospitality curriculum categories at the undergraduate level primarily is a set of subjects or courses studied over a 4 year period conducted through 8 semesters. The aim being that the institutions expect the graduates to excel in all subjects, subject matter and content that mostly are assessed through a written lengthy examination at the end of the term or semester. Also many students passing out from institutions of
higher education do so without obtaining the kind of skills they really need to work in a real-world environment. Among the drawbacks many students face are lack of ability to analyze or solve problems, relate problems to different contexts, communicate clearly and have an integrated understanding of different branches of knowledge. These problems can be addressed if the processes by which curriculum is designed and then syllabi are determined undergo improvement. (Ministry of Human Resource Development, Govt. of India, 2013)

In order for hospitality programs to be successful, the adoption of strategies for curriculum models that provide growth and development of the graduate is critical. The importance of curriculum design (models) measurement and reforms are crucial to the process. In this context, identification of industry needs and requirements lead logically to the establishment of sector-specific education and training skill standards and the involvement of industry in academic curriculum design.

On completing the model and placing the elements according to the analysis, along with inputs from reviewing literature regarding curriculum model characteristics in this study, many perspectives were observed of curriculum models for hospitality. Many models are centered on business and economics. Some take the pathway of food and home economics. In largely tourism driven economies the country takes a tourism approach to hospitality curriculum. However the more robust and popular hospitality models are ones that take a combined approach through specialization. E.g. Hospitality and tourism or Hospitality and Events, Hospitality and leisure, Hospitality and events, Hospitality and retail etc. In India it is very common to observe a pure hospitality course only. It is quiet acceptable that stakeholders from this given background and environment did not find certain subjects important that would normally appear as very important in most other countries. Finally, although stakeholder’s perspectives were differing or agreeing on 116 subject items a model has evolved that would be useful to the hospitality community at large both in India or elsewhere. The suggested framework has captured all possibilities of subject items that are futuristic for developing of further content and ongoing reforms to the hospitality curriculum model.

In conclusion quote Kenneth Baker a famous controversial British Politian who as early as 1987, whilst introducing an education bill; “We must give consumers of
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education a central part in decision making. That means freeing schools and colleges to deliver the parents and employees want. It means encouraging the consumer to expect & demand that all educational bodies do the best job possible. In a word, it means choice”.

Finally the study recommends choices as a futuristic way to a hospitality curriculum model in order to address the perspectives all stakeholders in the study and outside of the study.