CHAPTER I
INTRODUCTION

1.1 The Hospitality Industry in India an overview

Between years 2007-2018 The Indian hospitality industry is projected for a growth rate of over 8.8%. Hence, India is estimated as the second among the fastest growing tourism marketplace in the world. In India the Hospitality Industry alone contributes 8.7% of total employment opportunities. Over 5.5 million tourists arrived in a year of which 562 million are domestic tourists. These statistics are good and created a success in Hospitality sector, requiring more trained professionals. In the 12th Five Year Plan, Planning Commission of India has identified hospitality to be the second largest sector which is providing employment to semi-skilled workers. Ministry of Tourism Government of India projected a requirement 2.04 lakh graduates, 21,000 graduates pass out from all hotel schools in India both public and private annually, Kumar (2014). The dilemma regarding the 21000 graduates of India undertaking a robust and stakeholder driven hospitality curriculum, flexible and competitive to address the diverse needs of the hospitality industry remains unclear. This study is aimed at suggesting a flexible model benchmarked with the top hotel schools of the world, intending to provide the three primary stakeholders perspectives. The Indian hotel industry which is a part of hospitality and service sector offers a diverse portfolio of tourism products - cruises, adventure, medical, wellness, sports, MICE, eco-tourism, film, rural and religious tourism, as a developing niche. The industry revenues is expected to gross over US $ 17.09 billion in 2018. (Media Report 2018)

1.2 Hospitality Education an Overview

Hospitality education is just not about the competences for being a workforce in hotels or restaurants, eventually it deals with people, creating exceptional experiences, unique memories and sharing special events, all driven by technology and speed. Hospitality curriculum models should specifically concentrate on skills and cultural studies to prepare students for careers across all industries around the world. AI and automation will force industry leaders to compete on leading to values and soft skills that will set the human interface apart from the machines. Students and graduates must engage in a curriculum model of hospitality that is flexible, multidisciplinary,
interdisciplinary and extra-disciplinary as proposed by Tribe (2002) in his paper titled philosophical practitioner education. He proposes an alternative conceptualization of the curriculum space, acknowledging it as a socially constructed, dynamic and a flexible domain. Globalization though has influenced the tourism sector but has not changed the design of hospitality and tourism curriculum models. Smith & Cooper (2000) opine that to match the fast pace of global change, Curriculum models need to evolve continuously and quickly.

Although views may differ on the hospitality curriculum models, and many arguments exist there is still no consensus of hospitality curriculum adapted by various hospitality institutions in the world. Nowlis (1996) states that a comprehensive hospitality education curriculum reform is wanted at a global level in order to serve better the entire industry as it moves into the third millennium. At the same time, Ford & Bach (1996) also agree that the rapidly changing industry requires the programs to move away from the traditional skill based focus to a more general managerial and interpersonal and holistic competencies model. Adding to this Breiter and Clements (1996), have suggested many attributes of stakeholders are meritorious to revise the hospitality curriculum.

1.3 Issues and Challenges -Industry and academia

A key issue is that the future programs or curriculum need sound academic foundations and should not be relegated to vocational and highly skilled domain, with some cognitive domains as a discipline, Meister (1998). Other researchers state that the importance of the affirmative domain such as emotional intelligence and emotional labor should not be overlooked (Kim & Agrusa (2011); Nikolaon (2002); Tageo (2012); Wolfe et al (2014); Mishra & Singh 2015) as curriculum content in hospitality subjects. The good news is that hospitality programs continue to be challenged to move to a more managerial and professional based program from a traditional skill based focus which is encouraging, Ford & Bach (1996). As a stakeholder the industry manager’s motivation to make a good manager need a complex set of traits, and selecting good managers is the foundation of an organizations success, VanDyke & Strick (1990) state that considerable studies have been done to assess these traits that are useful in the process of selection of managers.
A manager from a hotel school is likely to possess or develop these skills quickly due to the curriculum model.

1.4 Evolution of Hospitality Education in India

The Institute of Hotel Management, Catering Technology and Applied Nutrition, Mumbai formerly Bombay (which is commonly known as IHMCT&AN, Mumbai) established in 1954 was the first institute in the whole of South East Asia. It commenced as a training institute to train professionals mostly women to run the chain of Annapoornas (restaurants) started by “All India Women’s Central Food Council”. This initiative in India was ahead of its time almost 62 years ago. The Annapoornas prepared and sold economical, nutritional snacks and foods across the country. During that period, ‘Hotel Management and Catering Technology’ was never a separate discipline even in the west; rather it was still gaining prominence. Even Cornell University started its ‘School of Hotel Administration’ only in 1954 by departing from Department of Home Economics. IHM, Mumbai was the first hospitality institute in India with Late Shri P. C. Rajpal as its first Principal on deputation from Tea Board of India. Later Late Mr. C. Belfield Smith (founder member of Hotel Catering and Institutional Management Association, UK) was its second Principal on recommendation of Ministry of Food and Agriculture, Government of India. Initially in 1954, the institute commenced at Bhavan’s College Campus, Andheri, and Mumbai with only 6 students on its campus, and later in 1958, the institute acquired its own campus in Dadar (Mumbai). The institute offered its 3 Year Diploma Programme in Hotel Management & Catering Technology through Directorate of Technical Education, Maharashtra; later it was completely taken over by Central Government in 1979 with all the financial responsibility of running the institute. The present IHM, Mumbai is also famously known as ‘Dadar Catering College’. Now the hotel management course of NCHMCT is at an undergraduate level of a three year duration. NCHCMCT has collaborated with Open University education body-IGNOU for awarding degrees. Though till the year 1986 all courses were vocational at the diploma and certificate level only.

The Welcomgroup Graduate School of Hotel Administration (WGS HA) has been in hospitality business since 1986. The institute offers a four-year bachelors programme in Hotel Management and is affiliated to Manipal Academy of Higher Education (A
deemed to be University). From the year 1999, the duration of the course is approved to 4 years as recommended by the technical programs apex body AICTE. The syllabus covers over 60 course subjects spread over 8 semesters, including experiential inputs and on the job exposure to hotel operations at the 70 room Fortune Inn Valley View Hotel attached to it, as well as a 6 months industrial training at an approved hotel or catering unit. This institute is professionally managed by the ITC Hotels Division through a MoU drawn in the year 1987. The WGSHA is the first institute in India to be offering a course managed by a professional hotel company and an attached full serviced Hotel in India. Also historically the first ever four year and three degree course in Hotel Management in India was established at WGSHA – Manipal.

1.5 Evolution of Hospitality Education world wide

Hospitality Education first began in September 1922 at the Hotel Department in Cornell University’s School of Home Economics in the New York State College of Agriculture. Initially there were only 21 students and one professor, Howard B. Meek. Later in 1927, Ellsworth M. Statler who visited the campus of Cornell along with American Hotel Association (AHA) to grow the program a paradigm shift. Statler’s vision as the founder of the first ever hotel school in the world is credited for moving the course to a professional degree rather that a vocational certification. Cornell University is credited for being the game changer with a business focus curriculum targeted at global students with great diversity. The new beginning pushed the hospitality undergraduate education into mainstream academia, Way (2006). World’s top ranked hospitality course from Cornell University, The School of Hotel Administration (SHA) USA – Cornell University was the pioneer for more than 9 decades venturing through unknown territory and clearing the path for growth. Beginning in hotel operations in 1922 and went on to incorporate expertise in areas from food and beverage to real estate and finance, entrepreneurship, and labor employment relations, the school explores travel and leisure, pushes the boundaries of knowledge and research, and invites the professionals of the world to follow its path to discover and create the future of the industry. The SHA is ranked number one in the world for its hospitality degree program. (CEO – WorldBIZ, 2016).
1.6 Previous researcher’s opinions on Hospitality Education

Hospitality educational programs differ widely and are been monitored continuously so as to meet the changing needs of the students and industry Breiter & Clements (1996). The hospitality educational program is quite debatable especially about its structural operational part. (Lewis (1993); Powers & Riegel 1993; & Pavesic, 1993) had a consensus about necessity of conceptual skills which appears to be increased among hospitality graduates. Along with hospitality operational skills, students learn analytical skills which they are able to transfer to various disciplines. Deanne (2005), emphasizes the need for program growth and development for hospitality programs to be successful, along with curriculum design and measurement. Deanne also states that extensive literature review is available that consider the importance of the involvement of industry in academic curriculum design (model).

1.7 Contemporary Hospitality curriculum model approaches

A popular approach that is emerging in designing curriculum models and approaches (which is also aligned with subject-centered design) is of preparing curriculum with key challenges which Land et al (2005) have described as threshold concepts. This approach seems to have become popular with the more technical/scientific approaches. The process to explore these models, is by examining them in more depth from the Subject-Centered or Learner-Centered Models described as ‘Designs’ by Ornstein & Hunkins (2004). The authors opine that curriculum design and curriculum models are the same. The focus in this study is subjects, using a contemporary approach, flexible content, ease of student learning and recommending constant review. There are five approaches to design curriculum models, mixed approaches are also observed.

1. Subject content /disciplines
2. Specific competencies /skills /technology
3. Human traits / process
4. Individual needs and interests and
5. Social functions

The study scope and design is not about creating a new prescriptive model for hospitality education, neither is it creating a new curriculum model for Hospitality
Management studies. The study is focused on assessing the perspectives of primary stakeholders through existing subject items which is a curriculum model approach through subject item importance. Many researchers approaching hospitality curriculum reforms have approached hospitality curriculum models development and proposal through the Subject item/content/disciplines type. (Swanger & Gursoy, 2005, 2009, 2011, 2014). A curriculum model is designed so as to determine a curriculum guide for a program preparation. A guide could have different formats or models. The model determines those who prepare the curriculum guides. The model provides a framework for the adoptions made in teaching. Learning outcomes, objectives, and assessments, grading methodology, credits, pedagogies, content and deliverable design is only after the framed model. The actual needs captured is through perspectives of multiple stakeholders. The scope of this research is limited to just curriculum subjects as it benchmarked with the world ranked universities that have quality assurance checks and measures and accrediting agency that review these constantly.

The curriculum model is an outlier; other factors will fit in according to the model chosen. Then the specifics of the curriculum can be determined based on capturing the actual needs of the industry or stakeholders. Frank (2018) agrees that most renowned curriculum models already exist. The hospitality curriculum models should have a combination of focus on student with a modern approach of instruction, strong content from the digital world. Assessments are both formative and summative in process and review of curriculum structure is organic, periodic and never ending.

The best hospitality curriculums models have already been developed especially the benchmarked ones in USA, Europe, Australia and the UK. Generally, the writing team of curriculum have a notion that they look at various models present and choose the best among them. Curriculum guide could have different formats, or models which can assist in developing curriculum guides which will assist in providing reason for teaching.

1.8 Stakeholders of Hospitality

According to surveyed literature, hospitality curriculum models proposed are with perspectives approaches from all stakeholders. A curriculum model is the first step in
curriculum development of a program. Stakeholders have always remained critically important as contributors to curriculum development based on which models are developed. Stakeholders have been defined by Freeman (1984), Wilson (2003) in the past and more recent times as. “Any group or an individual who can affect or is affected by the achievement of the organisation’s objectives” There are many stakeholder in an education system some may be primary and others may be secondary. To help corporation and strengthen relationships, to develop various competitive advantage, they include stakeholders include Investors, Customers, employees, students and suppliers as the stakeholders seek ownership to their participation. As a stakeholder students of hospitality and tourism have differing opinions on their preparedness for success in the industry Knutson et al (1992).

1.9 Curriculum issues in hospitality in India

The Hospitality undergraduate curriculum models in India is have evolved for about six decades. There have been many issues and challenges in managing these curriculums. Up to around the early 1980s all catering and hotel management institutes were only in the public sector. Faced with bureaucracy and funding and the non-availability of experts as teachers the institutes were fairly depended on experts from ILO, FAO and to some extent WHO as a back end support to create skilled workers for the growing India economy. Given the bigger picture the curriculum was deeply enshrined with laboratory work to enable the graduate to take on entry level skill or semi skill jobs in Hotels and Restaurants. The purpose of Holistic curriculum model was never questioned by any stakeholder as mostly all were happy with the statusco. Soon the graduates from the institutes were challenged with the lack of business knowledge and could not move ahead in their careers as the management preferred to hire graduates from business schools to manage the more lucrative positions. Internal dilemmas and conflicts remained, with the more technically qualified graduates and those from the business schools, however the non-hospitality graduates were weaker in understanding the operational intricacy and were often at the mercy of the technical graduates of hotel management. Gradually it did dawn upon all stakeholders that that the curriculum should reflect a business management curriculum as finally the industry performance requires to increase the profits and
revenues, this is possible only if the graduates are operational superior also. Very few curriculums in India models teach the business aspects of hospitality.

Private Universities in India that mostly had medicine, engineering and management, commenced hospitality programs in the private sector under the general management discipline. Curriculum models reflected about 70 % laboratory work and 30% theory, with a sprinkle here and there of accountancy, book keeping and Principles of Management. Over the years students aspired to travel overseas and study in hotel schools that focused on finance, Marketing and Human resources. However it still remains in a weak domain of business and strong orientation to the core operational departments, namely Front Office, Housekeeping, Food & Beverage production and food Service management. To address the shortage of operationally adept staff many private colleges mushroomed across the country. These colleges were poorly managed and quiet often run from small apartments. Universities on the other hand took this opportunity and invested hugely in resources, to operate a good curriculum and today some of the colleges provide competitive models. However these models do not match up to the curriculum models of the best hotel schools of the world. Only a benchmark study can assess where we stand and the process is ongoing.

Universities both private and public especially at the undergraduate level need to develop a curriculum model on par with the foreign universities. In the present scenario the design of curriculum and syllabi is philosophical position of the deep-rooted examination system in which a student has to appear in an examination at the end of each year or semester. The syllabi have to be designed with a view so as to include the student in community participation and create better institutional culture in professional colleges. For it to happen, the syllabus should incorporate the inputs of teachers, students, alumni and industry and their learning in handling various situation or problem.

Curricular reforms have to be made with proper exposure and engagement as per the need of the university/ stakeholder, with proper emphasis on different kind of exposure which includes both classroom and work environment with a compulsory work exposure. Evaluating of the students on work exposure is necessary to assess their capability of applying their theories as required mostly for problem solving.

Raghuraman (1999) indicates that a great number of institutes came up in the private sector, mostly in the south, in the last decade. At this rate, he says, what went unnoticed is the way these institutes are functioned, a sizeable of them seldom had workshops and few of them were functioning from a single room. Khanna (1999) adds that numerous additional institutes affiliated to the All India Council of Technical Education were added very quickly, but they have not been able to meet the expectations of the industry and there are numerous deficiencies regarding the quality of training provided. However he, says that institutes run by reputed hotel chains like The Oberoi Group, The Taj group of Hotels and The ITC Hotels division - Welcomgroup are exceptions to these blemishes.

For the students, a holistic curriculum with various discipline should be developed along with specialized institutions in partnership at a location which would create ways for engaging with diverse range of knowledge areas. The Yashpal Committee (India) opined that higher education in India is uni-disciplinary and the curriculum reforms should integrate exposing students at the undergraduate level, to disciplines like humanities, social sciences, aesthetics, etc., in an integrated manner. This is irrespective of the discipline they would like to specialize in subsequently” (MHRD, 2000).

For a better undergraduate education of the student’s an integration of a major subject in which student devotes maximum time should be with other relevant subjects which can be their minor subject. This will inculcate among the students better learning, stimulate interest and engage with those students for whom the subject is major. This will assist the undergraduate students in various disciplines like social science, humanities in a unified manner regardless of which discipline they specialize in future.

1.10 Principles Guiding Curriculum Design in Hospitality education.

The key principles that guided this effort were as follows: The word Design and Model have been interchangeably used.
1. The curriculum to be designed is representative of a consensus from the primary stakeholder community.
2. The curriculum designed should suggest to help educationist’s faculty produce competent and confident entry level graduates well suited to work-place responsibilities.
3. The curriculum should be a guideline for the faculty to design their own courses or content.
4. Model curriculum should be based on rigorous educational methodologies which come up with appropriate recommendations to be considered by all faculty or regulatory bodies.
5. The recommended curriculum should be flexible and easily adaptable to most hospitality programs.

On completion of this study, the suggested curriculum model if adapted would prepare graduates for working life as an important way of facilitating the transitions to stable and satisfying employment. Employees and employers benefit from good job preparation in terms of obtaining, keeping and changing jobs, Loon (1981).

As the industry moves into the digital world, the need recognized is for a warm and personalized service, more important than ever before. Through the help of industry partnerships graduates learn to take care of guests within a hotel’s atmosphere and develop solutions to ensure guests of all ages are pampered in a way they appreciate. Education is the fertile ground of any economy. The hospitality curriculum models that the graduate undertakes, determines who they become as individuals and their contribution to culture and society as citizens of this world. In the present day innovation and experience economy, the hospitality education has a major role in developing the next generation of creative thinkers and innovators.

1.1.1 Conclusion

The industry, the academia the student and the alumni are primary stakeholders to any educational model. Considering them with due diligence and taking them on board to develop a curriculum will also strengthens the linkages. Gainfully employed manpower can be produced if a curriculum is designed or modelled around industry consultation or advisory boards. In some countries entire subjects are taught by
industry professionals which encourages the latest trends and experiences to be transferred to the student. Similarly an alumni employed in the industry is also invited as expert lecturer. The current hospitality curriculum models in India have plenty of scope for improvement. This improvement can take place only if the stakeholders are brought into a common discussion to identify their perspectives on the differences and similarities that they perceive. A holistically developed graduate going through a robust curriculum would not only be useful to the industry but to the world at large. However all the suggestion that are provided later in study may not be feasible to all institutions due to the funding models and lack of a support. Looking at collaborations with foreign partners and allowing transfer of both faculty and students would enrich the curriculum design and model and eventually develop the industry, the stakeholders and the service economy.

The model would investigate and take a look at the way a combination of the goodness of all models of the world would eventually fall into a pattern that could be suggested for a framework model to be taken forward by interested stakeholders. The success of an evolved hospitality curriculum will demand on the degree of change adopted and an openness to risks. A departure from the old school of thought is recommended in eight categories of choices of subjects, a combination of all models studied. Working out the intricacies of the objectives, content and the assessment is being left to the experts.

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, Florenthal et al (2018). Finally “A Graduate should leave higher education better, than when they enter “(Knight, 2001, p94). Eventually the society would benefit at large when graduates as professionals bring a sense of pride to the profession of hospitality as they develop to be global citizens.