

Implementation of National Education Policy in Hospitality Management: Way Forward

Sandipan Sankritayan¹, Niraj Kumar²

ABSTRACT. The New Education Policy 2020 has been released and is in the implementation phase. Now it is open with new opportunities for higher education requirements in a unique way. Today the hospitality industry is shifting towards a significant shift in terms of products and services. To match and remain competitive in the volatile business environment, the workforce requires enhanced operational, supervisory, and managerial skills. After three decades, the NEP 2020 came with an opportunity, and Post covid-19 trends have created a need to look at the existing curriculum. NCHMCT (National Council for Hotel management and catering Technology), IITTM (Indian Institute of Travel and Tourism Management), and ICI (Indian Culinary Institute) are the apex body in terms of hospitality studies, from where the change can be propagated, keeping in mind, the current requirements and view of different stakeholders of hospitality sectors. These Institutions offering Hospitality education must directly benefit the industry, the R&D field, and the whole community. The paper talks about the general hospitality education policy (Curriculum) in CIHMs, to reveal the requirement to upgrade it and how it will affect- students, faculties, the hospitality industry, and society as a whole. And so this may enhance the scope and opportunity of hospitality education in India.

Keywords: New Education Policy2020; Hospitality Education; IHMs

1 INTRODUCTION

At the onset of Hotel management studies in India, the present-day syllabus (the existing education policy) was formulated, so it was deemed fit and in compliance with the scenario three decades back. The taste, requirements, circumstances, trends, competition, expectations, etc., were kept in mind at the time when formulating the education policy of Hotel management. Time changed rapidly; education policy remained stagnant. With the change in time, the demand, requirements, expectations, technology,

¹ Mr. Sandipan Sankritayan,
Lecturer, Institute of Hotel management, Hajipur, India
E-mail: sankritayan.sandipan@gmail.com

² Mr. Niraj Kumar,
Lecturer, Institute of Hotel management, Hajipur, India
E-mail: rajhotelier@gmail.com

etc., witnessed dimensional change, but the education pattern remained the same. It is rightly said that if one does not upgrade oneself with the wind of change, one gets lost in oblivion. The New Education Policy 2020 guided the apex body of Hotel management and the allied fraternity that it is okay to be later than ever with this thought. The newly sparked idea has laid the NCHMCT to formulate the curriculum pattern matching the need of the hour. NEP 2020 states that there will be a reduced syllabus with a thrust on 'experimental learning and critical thinking' (Vaskar Sengupta, 2020).

After independence, India struggled to have the basic infrastructure in all spheres to match international standards. The same was concerned in the hospitality and tourism sector too. Initially, the basics, such as food, shelter, electricity, defense, transportation, etc., were taken care of. However, there came a time when it was felt that the hospitality and tourism sector also needed enough attention to walking shoulder to shoulder with other Nations. By the late '70s and early 80's decades time frame, such matching hotels were introduced. With the inception of hotels well, groomed and trained professionals were needed to run the show, but unfortunately, we didn't have competent training institutions to prepare such professionals. Under such circumstances, in 1982, NCHMCT was set up in the name of the National Board of studies in food management, catering, and nutrition under the administrative control of the Ministry of Agriculture [department of food]. Subsequently, it was transferred to the Ministry of Tourism, Government of India, in 1984.

The pioneer IHMs of India had the challenge of streamlining the curriculum pattern of studies. India is a vast country with diverse geo-political social groups, each with a different background and history. Even though enough efforts were put in, the whole of the country's pattern was considered to be included in the present syllabus in context with significant food and beverage efforts to showcase the entire national food and beverage heritage globally. All the efforts faced challenges, as most of the traditional context was not recorded and preserved. On the contrary, while including International influences, especially French and continental food and beverages, it was found that those were meticulously recorded. That food and drink were already established, well known, and marketed globally. Probably it was for this reason that ethnic cuisine/ beverages, etiquettes, etc., were given massive space in the then-formulated curriculum pattern of CIHM, which is still being continued from 40 years till the present.

2 OBJECTIVE OF THIS STUDY

The NEP 2020 consists of many experimental, innovative, and research-based suggestions that may contribute to the quality and broader aspects of Hospitality education in India (NEP, 2020). The workforce emerging after the implementation may be 'true worth' to the industry and research & development. The scope, contents, and challenges are a matter of discussion and outcome. The study of paper encompasses on:

1. to study the current status of hospitality education in CIHMs
2. to explore the relevance of the present curriculum post covid-19 impact
3. to portray a suggestive design of the curriculum post covid-19

4. to align the hospitality curriculum pattern matching to New Education Policy in India
5. to streamline faculties' potential and performance to check New Education Policy
6. to reorganise the student's admission process aligning New Education Policy

The study tries to analysis the impact of the new education policy on the modus operandi of the hotel industry, concern towards aspiring hoteliers in IHMs, changing tastes/requirements of hospitality consumers, and the scale required to which the faculties need to upgrade to suit this.

The research digs into the prevailing hospitality education policy in IHM to reveal the requirement, to upgrade it, and how it will affect- students, faculties, the hospitality industry, and society as a whole.

3 RESEARCH METHODOLOGY

This study is descriptive and theoretical. The methodology includes the summary of the New National Education Policy 2020. The study was focused on a systematic review of the available literature to analyze and summarize. The study explains the views of different stakeholders involved in hospitality academia & industry. Focus group interviewing was conducted to figure out the opinions and outcomes.

4 REVIEW OF LITERATURE

Singh (2005) in his paper mentioned that the post-independence period in India, i.e. (after 1947) witnessed rapid expansion and reforms in higher education to evolve a system of education relevant to people's life, lives and aspirations. In the wake of educational developments in independent India, significant advisory and regulatory bodies specifically for higher education were instituted. So keeping this in mind, the content design as per NEP 2020 should, in a way, include the opinion of all the stakeholders.

4.1 Industry's views on the current curriculum pattern

What you expect and what you get to have a vast dissimilarity. This is what the current position of the hotel industry is. During the research, the findings are as follows:

- Instead of providing trained professionals from the institute, we offer only bare soil to the industry. They again have to work on them for six months to 2 years to carve them into a desired professional shape.
- With the prevailing curriculum pattern, we are offering the industry “jack of all but master of none.”
- They viewed that application, specialisation, forecasting, calculation and analysis, and R and D parts are missing from the students' end.

- Since it has often been observed that our students are not trained to take up the hard-working hours and pressure of the industry, the industry professionals also hinted towards including physical fitness in the current curriculum pattern.
- It is being witnessed that there is a massive gap between the expectations of industry and the output of fresher's because the real-time workshop is missing. Swimming in a swimming pool and surviving in the ocean takes a different approach. Though the best efforts have been practiced in the current curriculum pattern, there seems to be a lack of actual case studies that a student would face upon landing in the industry.

4.2 Academia view on the current curriculum pattern

Considerable pondering, brainstorming, and discussions with fellow fraternities occurred during this research process. The zest just was as follows:

- The lack of industry exposure tends to make the faculties out of touch with the current practices.
- It is felt that many of the topics, skills and knowledge which seemed of integral importance at the time of formulation of the first curriculum pattern may not be of the same urgency in this 21st century. It feels like harping the same old tune every time. For instance, the cork of the wine bottle has been replaced by the rubber cork, but due to the stagnancy of the current curriculum pattern, we are still stuck to the wooden cork of the wine bottle.

4.3 Students' view on the current pattern

Puzzled, baffled, and confused, many students coming for the first time inside the classroom are bombarded with many such terms, especially French, which is neither can they spell nor pronounce. It is not to forget here that many are coming from Hindi or regional language boards. At this stage, they have to be explained why the 'ch' of the word 'chef' is pronounced as 'sh' and not 'ch,' and we expect them to master French culinary terms.

After completing 3 Year B.Sc. in Hotel Management, students usually opt to work in Hotels, QSR, IT, retail, Railways, Airlines, Cruise lines, Travel & Tour companies, Academics, etc. However, out of a lot, the least of the students are interested in opting there career option in research followed by higher studies. The following interpretation may understand this.

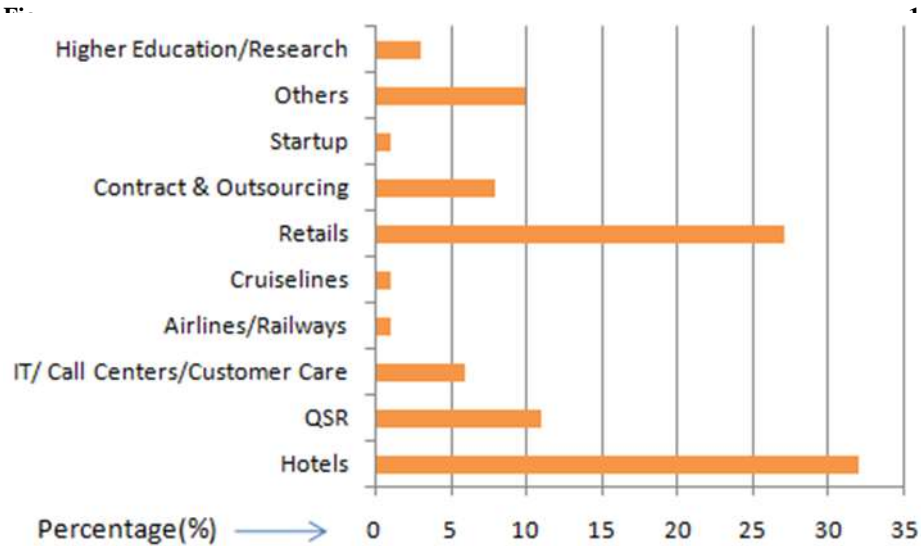


Fig. 2. Students placed in various sectors/Trades, Academic Year 2018-2021 (IHM Hajipur)

The above data shows the current curriculum pattern the students exiting are least motivated towards higher education or research activities. However, the new NEP shall motivate the students to opt for the same.

4.4 Current curriculum and its contribution to the society

From the early 80s till the last century, the current curriculum prepared and supplied perfect professionals to the hospitality show of the nation. The current curriculum was the need of the hour then. India has not established. It was a developing nation just born in 1947.

Today the scenario is different. India has stood up. Today India is building and exporting fighter jets and aircraft careers to other countries. Today Indians are showcasing their talents and prominence globally. Today our society wants to regain our lost culture and lost traditions. So it is high time to unload the extra baggage of foreign influences in the current syllabus and lace the syllabus with more of Bharat. This is the expectation of society from the new education policy. For example, we still give more than enough credits to our students for learning French technology because we teach them more about French cuisine. In case, we start informing them about Vedic, satvik, rajsi, tamsi, ayurvedic food, traditional Indian way of dining, greeting, and hospitality. In such a case, we will have to include Sanskrit and Hindi terminologies instead of French terminologies. Today's society wants to reclaim it.

4.5 Covid- 19: impact on hospitality education

Covid-19 was one of the incidents that humanity, including the hotel industry, never saw during the 21st century. Some microorganism that needs to be magnified under an electron microscope to the extent of 5 lakhs Times to be visible has such an average power that they could bring the whole planet to a standstill.

Hotel management institutions and the hotel industry rendering such personalised service to clients else needed to revamp the entire process, including food and beverage handling gestures, body language, and inclusion of postcode protocols to a great extent in the whole education policy. At this point, it needs to be emphasized that covid-19 may be over but such other threat may loom over in the future. Keeping this in mind, the man force trained in IHMs must be prepared. Such needs pave the way for the new education policy.

4.6 Covid-19 & present curriculum

Nobody was ready for it, and it dashed the whole industry and the institutions as the biggest ever blow. All the activities came to a standstill. Since covid-19 was an uninvited, unwanted, and sudden blow to humanity. Nobody ever thought of gearing up against it in advance. Similarly, the case was with the present hospitality sector. Upon analyzing the relevance of the current curriculum post covid-19 impact, it becomes essential to analyze how the covid left its footprint. It generated a need to shift the current hospitality curriculum accordingly.

- The hotel industry and the present syllabus emphasize personalized service. Still, ironically Covid-19 protocols taught us the harsh rule of social distancing barring customized service of the dining table, live cooking, live carving practices, gestures like shaking hands, etc., and manners in which the foods were handled.
- The present curriculum pattern talked about hygiene and sanitation. Still, as told earlier, this unanticipated pandemic sneaked from the incognito window to the lives of humanity, and nobody was ready to take this threat of tiny stature.
- Covid-19 bluntly rejected the concept of personal contact while the current curriculum emphasized it.

Sensing the academic dent in the ongoing session of students, the hush to start the session as soon as possible, the students were advised to migrate to the online mode of studies. While, to a large extent, the online method diminished the damage on the theoretical part, it could not be of much help to the practical learning of students. Thus, the required set of skills to be imparted to the students could not be fulfilled. It is needless to point out the enormous importance of practical hand on experience in the hotel management curriculum.

4.7 Redesigning hospitality curriculum post covid-19

Covid-19 was one of the severe threats capable enough to wipe off humanity, but we had to retreat after looking at humankind's 'deep desire to live' gut. It may have reverted,

but it is not over. In its own form or under any other mask, it may again pose that challenge to humanity.

To gear up against any such uninvited future threat, the hospitality curriculum must be reshaped, So that the impact of such threats can be kept at the minimum possible magnitude.

- **Art of fitness and wellness to be an integral part of the curriculum:** covid-19 has shown us that only those survive who are fit. There is no room for the weak and invalids. It is not only the requirement of the industry that medically and physically one has to be compatible enough to survive, but now it is mandatory to keep fit to be alive. Keeping this Mantra in thought, regular activities such as sports, yoga, martial art, etc., can be aligned in the current curriculum as mandatory topics.
- **Draw a rational line between personalized service and social distancing:** customized service and social distancing seems to be too different sides of the river. Though it looks tricky as the suggestive components, it can be suggested:
 - Using masks during live cooking/bartending.
 - Using hand gloves at those stages where the human touch is necessary.
 - Using shoe gloves in public areas.
- **Uniforms must be altered to reduce the risk of cross-contamination:** making masks, gloves, gloves, and an integral part of the uniform. PPE kit and face shield to be kept handy so that it can be used immediately if the situation demands.
- **Classroom protocols need to be redesigned keeping in view the Covid-19 protocols:** the present curriculum specifies the number of students accommodated in a classroom. It is high time that it should be reconsidered and phase out systematically to suit the parameters of Covid-19 protocols. The physical gap between students has to be in such a way that it obeys the Covid-19 protocols. The usual functions or events such as fresher day, annual day, and various presentations should be encouraged to be held in open theatres rather than enclosed air-conditioned ones. Safe distancing must be made an integral part.
- **Making medical surveillance a regular practice:** periodic medical examinations for students and staff to be made a continuous process. The medical examination will be held on diseases, infections, and other important health parameters such as weight, eyesight, etc. If done regularly and meticulously, the weak spots could easily be identified, and the risk of mass suffering might be eliminated very early.
- **Inclusion of wellness menu in the syllabus:** strict measures could be imposed upon any unhealthy ingredients being used inside the premises of IHMs relatively healthy menu shall be incorporated. The research and development in this regard can be interesting. The hidden gems of ayurvedic/Vedic food style fusion with the latest cooking techniques and skills can result in a unique outcome.
- **The scope of personal and workplace hygiene to be stretched to the extent of microscopic levels:** personal hygiene and hygiene of the workplace have been given an important due place in the present syllabus of institutions, but as we had in the recent past seen the threat which was caused by covid-19, the virus so small that it was beyond the natural sighting of human eyes. To face any such threats which might

challenge in the future, the subject of hygiene and sanitation must include a few portions of such nature that could be useful for students learning when Posed with the said challenge.

- **Introduction of equipment, fittings, and accessories to minimize the threat of covid-19:** disposable door knob covers, door handle covers, sensor lights/taps, disposable TV and AC remotes covers, gloves, and disposable aprons inside the room line list, etc., can be some of the suggestive under the given heading. Disposable bed sheets, pillow covers, and towels can also be considered for the guest instead of extra payment.
- **Emphasis on content development of online /virtual learning:** Due to the sudden shutdown of the system during covid-19, theory and practical classes came to a halt. Though prompt decisions and actions were taken to resume the courses online, the desired results were missing. Probably the reason behind it was apparent that the institutions were not prepared for such a situation. Now, as we have witnessed Covid-19, it is high time that we should dedicate and prepare enough online and virtual content so that in the future, we shall sail smoothly during the storm.

4.8 Aligning the hospitality curriculum pattern matching NEP, 2020

The new education policy of India 2020 provides a guideline very aptly in this concern. It aims that if any student gets admitted in the four-year degree course and, due to unavoidable circumstances, has to leave the system at any stage, i.e., after 1st year or 2nd year or maybe in the 3rd year, their learning and earned credits should not go into vain. The curriculum, in this case, has to be designed so that a student exiting after 1st year of a four-year degree course has consolidated skills and knowledge to be absorbed by the industry at maybe in the lower grade of the hierarchy.

The new education policy of India 2020 further guides that the exiting student may be awarded a certificate and keep his earned credits of the first year (or whichever year he is exiting) in a cloud-based digital locker.

In such cases, every year of a four-year degree course syllabus shall be designed in a consolidated way. At the end of 1st year, the student should match the skill and knowledge of a worker. At the end of 2nd year, they should be at par with a supervisor. At the end of 3rd year, they shall match the assistant manager's caliber; similarly, at the end of 4th year, they should be able to stand along with the hospitality industry manager.

The exit guideline proposed by NEP, 2020 of India is illustrated below:

Exit	Skill Acquired	Awarded with
On successful completion of 1 st year (2nd semester) of the 4-year hotel management program	Operational	'Certificate'
On successful completion of 2 nd year (4th semester) of the 4-year hotel management programme	Supervisory	'Diploma'
On successful completion of 3 rd year (6th semester) of 4 year hotel management programme	Managerial	'Degree'
On successful completion of 4 th year (8th semester) of 4 year hotel management programme	Application & Research	'Research'

4.9 Streamlining potential and performance of faculties

Being the engine of the train, the faculties of IHMs must be empowered and readied enough to keep the whole train on the right track and ensure that the students' target achievement is in compliance with the NEP 2020. In the present scenario, the maximum workforce among the faculties is equipped with educational qualifications at par with the existing rules and regulations of the administrative body and sufficient with the ongoing curriculum of IHMs. The present faculties are mostly equipped with three-year degrees/diplomas. Few have completed their master's, and fewer are pursuing Ph.D. or have completed it.

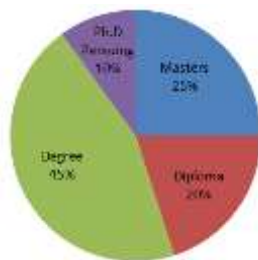


Fig. 3. Faculties' qualification of IHM Hajipur

To bring a whole lot of faculties at the same level of educational qualification so that everyone has the same set of knowledge combined with skill and together they can be in a comfortable stage to take up the challenges of NEP 2020, the administrative body can realign the present rule and regulation in the following suggestive manners.

- Elevating the current minimum educational qualification for the post of faculties from degree to Ph.D. / Masters Level. (A time-bound bridge course opportunity to existing faculties could be provided. Since all faculties are in the active role of IHMs, the time-bound window so created shall keep their workloads in view at their respective workplaces.)
- Regular workshops and frequent hands-on exposure shall be mandatory to keep the faculties updated with the current industrial development advancement.
- Ironically the faculties in the current ongoing practice are subject to be experts in all the departments of IHMs, which leads to them being 'jack of all but master of none.' Keeping this in mind, particular emphasis on the field of specialisation of faculties should be incorporated during the selection process, and frequent industrial exposure (suggestive 15 days each year) to be department specific. The training and placement department of the respective institutions could arrange industrial exposure. As a representative measure, the training could be set with specific paired institutions in a particular region on a rotation basis for the faculties. This step can enhance their cultural adaptability, which could be used to uplift students' cultural understanding. The suggestive measure also blends well with the essence of the existing scheme of Govt. Of India 'Ek Bharat Shrestha Bharat' (EBSB).

- Changing the present nomenclature of the faculties as at the par of universities can spark the sense of motivation among the present faculties / aspiring faculties, which definitely would attract bright candidates from industry around the world to be part of the fraternity resulting in up-scaling knowledge and skill acquiring process for the students.

4.10 To reorganize the students' admission process aligning with the new education policy

In the present system in the IHMs admission process, the students passing out/ passed out of 10 + 2 /intermediate or equivalent are eligible to appear for the entrance exam of NCHMCT for taking admission into three years of B.Sc. In hospitality and Hotel administration program. With NEP 2020, it becomes essential to realign this admission process. As evident that NEP 2020 provides an opportunity to study and quit at different year ends. At the same time, such excited students can join back later for further continuation of their studies. Similarly, a plan can be chalked out for the candidates to have a lateral entry from the hotel industry to the IHMs.

The suggestive admission/Lateral admission process aligning with NEP 2020:

Minimum educational eligibility	Experi-ence	Admission to	Age bar (Gen)
10+2 / Equivalent	None	1 st Semester	25
Diploma in Hotel Management)	None	3 rd Semester	27
Diploma in Hotel Management	Two years	5 th Semester	28
10+2 in the Hotel Management stream	None	3 rd Semester	25

In all the cases of lateral entries, the following capping should be made mandatory:

- An entrance test of basic knowledge is to be conducted. In case someone is admitted in the second year, then basic practical knowledge of 1st year should be screened.
- A test of the medium of language in which the candidate wishes to pursue their studies is suggestive.

5 DISCUSSION

'Diamonds are forever' (as quoted by the country's leading jeweler), but the curriculum pattern of Hotel management is not.

The present syllabus designed decades back might have been of great importance back then, but now in the current given circumstances, it needs a complete makeover to suit the new scenario. The change must be brought in keeping in view the following:

- Present demand of the industries

- The present psychological state of students
- Represent the information revolution
- Changed needs regarding the socio-economic impact on the country and the world
- Change the taste, palate, and demand of the consumers
- Change the pattern of competition in the hotel industry

Before implementing the changed curriculum pattern, the administrative body and the IHMs must be appropriately costumed to meet any challenge.

The gearing-up process would take at multi-dimensional levels, which is already being discussed during the research paper. To sum up, such changes in various dimensions in a nutshell are:

5.1 In the story of the administrative body

- Creation and implementation of new rules and regulations for the recruitment of faculties.
- Design and performance of new methodology of the admission process for the students.
- They are creating supportive and conducive logistics for the faculties to upgrade their knowledge and skill sets (through bridge courses, periodic workshops, regular industry exposure, etc.) to take up NEP 2020 efficiently.
- They are stepping up towards the upgradation of faculties concerning their remuneration to keep the spark of motivation alive.

5.2 At the level of the institute

- We are equipping the classroom in compliance with the Covid-19 protocols.
- She was assuring cohesive implementation of NEP 2020 in the syllabus content.
- We are facilitating the faculties to get their practical exposure and bridge courses.
- Creation of special laboratories, cells, and facilities for aiding and supporting research,
- The faculties and students will take up development and various projects.

Since the institutions have witnessed the scares of the Covid-19 period, including lockdowns and conducting classes online was a big challenge during that period. Now that it is over, the institutions should not sit over it but shall prepare in a competent way to face any such challenge in the future. As a precautionary measure, the institutes shall start developing online theory and practical content beforehand in a much better way. The scope of virtual or holographic classes with 5G technology of

Telecommunications getting introduced shall be explored and utilized. The holographic presence of faculties in front of each student would give students a better understanding of practical demonstration and theory topics. Developing such online content may be a good tool during offline mode to be used as a tutorial and reference for the students.

5.3 At the level of the faculties

- We are stepping forward toward a thorough understanding of NEP 2020.
- To keep the quest and thirst alive for learning, upgrading, and giving back to industry/Society mindset infused in minds.
- We ensure that their working methodology is in the best possible adherence to the NEP 2020.

Any change first starts from the mindset. Those trained under the ongoing curriculum system might face a mental block, but this may not remain for a more extended period. All the levels involved, with positive mindsets, embrace the new education policy 2020 in the field of Hotel management. The actual change will be reflected on the ground and in the industry in a very soon bright future.

6 CONCLUSION

The favorable outcome of any course is based on the curriculum and content. The existing Education Policy is three decades old and obsolete because of the volatile hospitality business. To create a value-based curriculum, academia and industry should join hands to contribute remarkably. Before implementing the changed curriculum pattern, the administrative body and IHMs must be appropriately costumed to meet the laid curriculum and its requirements. The NEP 2020 aims at the national research foundation, so innovation is one of the most critical components. The framework and infrastructure should be conducive to the hospitality sector's upcoming curriculum and research-based activities. This NEP policy is the most desirable option for hospitality education, as it aims for vocational courses to be more prominent from the early stage of education.

Reference:

1. Kalyani, P. (2020). An empirical study on NEP 2020 [National Education Policy] with particular reference to the future of the Indian education system and its effects on the Stakeholders. *Journal of Management Engineering and Information Technology (JMEIT)*, 7(5), 1-17.
2. New Education Policy (2020). https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf (Accessed: December 7, 2022).
3. Yadav, Suraj. (2021). Probable Implementation strategies for Hospitality Higher Education Studies based on New Education Policy 2020. 10.6084/m9.figshare.13565525.v1.
4. Sengupta V. (2020). National Education Policy 2020 -The benefits and challenges in hospitality education. Available at: <https://hospitality.economictimes.indiatimes.com/news/speaking-heads/national-education-policy-2020-the-benefits-and-challenges-in-hospitality-education/77690902>. (Accessed: December 7, 2022)
5. Placement Report. (2021). Available at: www.ihmhajipur.net/. (Accessed: December 7, 2022)
6. The Impact of National Education Policy 2020 on Professional Education
7. <https://www.highereducationdigest.com/the-impact-of-national-education-policy-2020-on-professional-education/>