

## NEP 2020 with Special Reference to the Future of Indian Hospitality Education

Manoj Rana<sup>1</sup>, Bhupinder Singh<sup>2</sup>

**ABSTRACT.** NCHMCT is an Apex body providing education in the hospitality field and providing the industry with a skilled workforce. However, with change in time, there is a change in employment needs; thus, change is required in the existing educational structure. NEP 2020 proposes restructuring the Indian education system to meet the needs of the current global environment so that individuals get a fair, inclusive education. The policy focuses on critical thinking and cognitive abilities encouraging a multidisciplinary and holistic learning environment. The researcher has attempted to understand the current education system and the scope of the National Education Policy implementation. Through structured questionnaires, primary data has been collected from stakeholders of central, state, and private IHMs. The main focus will remain on implementing National Education Policy with the current scenario and plans. The outcome of this research will be descriptive. Secondary data has been collected from published data like books, journals, articles, and newspapers. This research paper attempts to correlate NEP and NCHMCT curricula. The study aims to understand how the NEP can be implemented in the NCHMCT structure, the areas needing modifications, and the student's aptitude toward hospitality education. The research also studies the scope of implementing hospitality education at the school level. Furthermore, the research tries to evaluate how the vocational hospitality subjects will impact the students' aptitude towards the industry and what impact it will have on the enrolment ratio of IHM affiliated with NCHMCT.

**Keywords:** National Education Policy; NCHMCT; Hospitality Management Education; Higher Education in Hospitality Management; Vocational Education

---

<sup>1</sup> Mr. Manoj Rana,  
NET qualified, Research Scholar,  
Assistant Lecturer, Institute of Hotel Management, Kufri, Shimla, India  
E-mail: mnjranal8@gmail.com

<sup>2</sup> Mr. Bhupender Singh  
Teaching Associate, Institute of Hotel Management, Kufri, Shimla, India  
E-mail: Bhupender.fnb@gmail.com

## 1 INTRODUCTION

The opportunity for every person to learn and make the best use of their talents is the core objective of every nation's education system. The education system imparts qualities, attitudes, values, and skills to an individual so that they can make the best use of their talents for the individual growth, national growth, and development of their society. As per UNESCO, the global literacy rate as of 2022 is 84.7%, around 12 % in the 1820s. This has been possible with the constant efforts of nations at different levels to develop the Human Resource of their country. Human Resource is one of the driving factors for developing any nation's economy. Various campaigns and programs have been put in place by governments to build their human Resource.

India, as a nation, achieved its freedom in 1947. Post-independence, the major challenge in front of the policymakers was the high illiteracy rate in the country. Elementary education was considered the responsibility of state governments, with the center focusing on higher education. After 1950, a planning committee was appointed, and five-year plans were drawn focusing on eradicating illiteracy, achieving elementary education, and establishing vocational and skill training programs. The national level pattern was developed in the Education commission of 1964-66. This policy was further revised in 1986 and modified in 1992. In 2019 further modifications were proposed to the existing educational policy to cope with the current global educational framework. It required restructuring the elementary education system and offering a dynamic multidisciplinary higher education system. The national educational policy was launched on 29th July 2020, replacing the previous National Policy on Education, 1986, focusing on transforming India's education system by the Year 2030.

The development of education systems helped to create channels of development for job-oriented educational programs, one of them being hospitality. The origin of Hospitality education in India may be credited to the All India Women's Central Food Council in 1954 in Mumbai. The idea was to develop trained personnel to cater to nutrition and run the chain of Annapoornas (restaurants) set up by the council members across major cities. Hence a necessity for a training institute emerged. Initially, the institute was under the Ministry of Food & Agriculture umbrella. With the modifications in education policy, such training institutes were established across the country. In 1979, the center took over the total financial responsibility of these institutes. It set the National Council of Hotel Management Catering Technology & Applied Nutrition (NCHMCT) in 1982 as an autonomous body for the comprehensive development & growth of hospitality education in India. In 1984 it was finally transferred to the Ministry of Tourism. Currently, the council has 93 institutes, including IHM's and FCI, under its umbrella offering 11 distinct professional programs in the Hospitality sector under postgraduate, undergraduate, diploma & certificate courses.

Over the years, NCHMCT has developed hospitality education, providing a skilled workforce to meet the industry demands with higher education institutions imparting hospitality-oriented courses. The National Educational Policy 2020 (NEP) proposes to change the face of the education system in India, which will impact the current structure and functioning of this apex body.

The research aims to discover and propose ways in which NEP 2020 may be implemented in NCHMCT-affiliated institutions. Furthermore, the study also seeks to identify the scope of implementation of NEP 2020 in the current Hospitality education system governed by the apex Body.

## 2 REVIEW OF LITERATURE

India is regarded as one of the finest tourist destinations due to its vast geographical landscape and varied socio-cultural backgrounds. The nation provides extensive prospects in terms of inbound tourism. Millions of tourists visit the country to experience different forms of tourism every year. According to the statistics by the Bureau of Immigration, GOI 7 million foreign tourists visited India in the year 2021 (Tourism statistics 2022). This demands a considerable amount of skilled workforce requirements in the hospitality & Tourism sectors. Thus, education in this field is of utmost importance in developing a skilled workforce that can plan better and bring the required professionalism to the industry (Bhardwaj, 2002).

NEP 2020 focuses on the development of the creative potential of individuals. It is focused not only on cognitive capacities, such as critical thinking and problem-solving, but also social, ethical, and emotional capacities and dispositions (NEP, 2020), which are Hospitality professionals' core qualities and competencies. The past educational policies did not have defined pathways for students who wish to continue with their chosen vocations in higher education, leading to a complete lack of vertical mobility for students from vocational educational streams, leaving them at a disadvantage relative to their compatriots (NEP, 2020). Many students opting for hospitality allied vocational courses are still not sure about the prospects of the systems. Through its higher education policies, the policy proposes eliminating this issue.

Existing papers and articles have not put any light on the scope of implementation of NEP in NCHMCT's current educational framework. The researcher aims to conduct research based on the same. Furthermore, researchers propose to understand the existing knowledge of Teachers of Various IHMs regarding NEP 2020.

## 3 RESEARCH METHODOLOGY

The study majorly uses two significant sources of data collection. They are:

- PRIMARY SOURCES: Likert method was used to conduct research in which data was collected from 200 students from various schools to understand their knowledge regarding NEP and their attitudes towards hospitality-related courses. Similarly, data was collected from existing faculties working in various IHMs. Thirty responses were received. The data provided new insights into this particular research topic and helped us to understand the extensiveness of this research topic.

- SECONDARY SOURCES: Secondary data was compiled from past research on similar topics and areas related to hospitality education. Meaningful data was collected from journals and reports published by the Ministry of Education, Ministry of Tourism, and NCHMCT on their official websites.

#### **4 OBJECTIVES**

The research is conducted to answer the following research questions:

- Understand the scope of implementation of NEP in NCHMCT
- Understand the school students' attitude toward hospitality-related vocational courses and its impact on the GER (Gross Enrolment Ratio) of IHMs

#### **5 OBSERVATIONS & INTERPRETATIONS**

A field survey was conducted on the teachers of various IHMs and students of schools in the form of two different structured questionnaires. The papers were circulated through Google forms. The questionnaire consisted of closed-ended questions to guide the research toward its objectives.

Responses were received from 34 faculty members, primarily working with IHMs. The mean age of respondents was 35 Years. The population consisted of 76.5% male respondents and 23.5% female respondents. 91% of the respondents knew about NEP 2020 and its proposed structure in higher and secondary education. However, 26% of the respondents were unaware of the 5+3+3+4 form of NEP submitted for elementary and secondary education.

The data collected showed that 79% of the population agreed to initiate vocational hospitality courses in schools from class 9th onwards. 91% of the respondents agreed that if early exposure is provided to students about hospitality education, it will help them develop an interest in the industry. 85.2% of respondents believe that introducing hospitality as a vocational course in schools will create students' interest and further help increase hotel management institutes' enrolment ratio. 70.6% of respondents believe that food production will attract the interest of school students if taught as a vocational course. 23% of respondents opted for Food & Beverage service as a vocational course.

Also, 36% of respondents opted that there are around 5% dropouts yearly in their institutes. 46% mentioned the dropout rate to be between 10-15%. 91% of respondents opted that the proposed module of NEP 2020 for higher education will help financially deprived students as they can continue their studies from where they left off as and when they desire to. This will also help to minimize dropout rates in IHMs. 79% opted that autonomy to every institution will make the proposed higher education module smoother by eliminating red-tapes and ambiguity in the system. 94% of respondents opted that industry linkages will continue to be a prime factor for the success of IHMs.

Similar data were collected from students of various schools, including CBSE, ICSE & State Board, and 1st-year students of IHM's. Two hundred fifteen responses were

received. The mean age was around 20 years. 85.1% of respondents were Male, and 14.9% were female. 62% of the respondents were aware of the proposed NEP module in Elementary education. 40% of respondents opted for cooking when asked how they relate to Hospitality. 20% of them opted for Front office, and 15.3% opted for Food & Beverage Service. When asked which of the hospitality courses they would opt for as a vocation, 44.2 % opted for food production, 24% opted for Front Office, and 11% opted for F&B Service. 97.7% of students believed they would learn something new and different from their regular classroom learning. 62% of students believe that this module may incline many students to opt for Hospitality Courses in Higher Education.

### 5.1 Scope of implementation of NEP 2020 in NCHMCT and its Interdisciplinary & Holistic Viewpoint

Through the data received and figures calculated from both questionnaires, it can be easily understood that to teach the interest level in students regarding hospitality courses and the Hospitality Industry, the apex body will have to devise interesting vocational courses and propose to implement these courses in the early phases of education. This will help to build the base for prospective students who want to pursue their careers in the Hospitality Industry. The focus area can be food production, as inferred from the data received through the questionnaire, as 70.6% of faculty members and 44.2 % of students opted for food production as a vocational subject. This will develop the interest level of students at an early age.



Fig. 1. Teachers Response

Which of the following can be introduced in schools as vocational Hospitality courses?  
215 responses

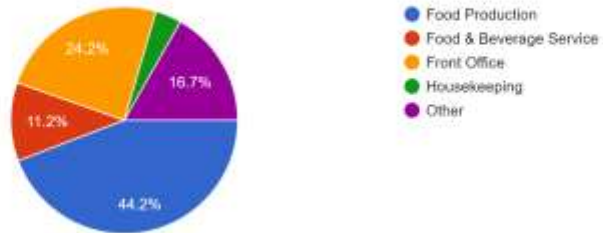


Fig. 2. Students Response

Furthermore, the proposed module of NEP 2020 will benefit the existing structure of NCHMCT as the candidates opting for hospitality courses will already be aware of the industry, and there will be lower chances of dropout. Moreover, introducing vocational courses at the school level will generate the interest of more students resulting in a higher Gross Enrolment Ratio in NCHMCT-affiliated institutions. Curriculum updating should be done by NCHMCT so that it can line up with the proposed module of Higher Education as per NEP2020. The curriculum must not only have hospitality-related Subjects but subjects from different domains taking an interdisciplinary approach of NEP 2020 focusing on the Holistic development of an individual.

Do you think adding other subjects like art, music and sports along with various other subjects in current curriculum of Hospitality education will result in holistic development of students?  
30 responses

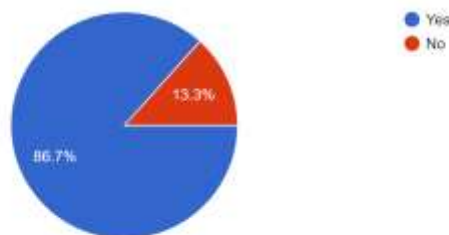


Fig. 3. Interdisciplinary & Holistic Approach (Teachers' Response)

### 5.2 Attitude of school students towards hospitality-related vocational courses and its impact on GER (Gross Enrolment Ratio) of IHM's

NEP 2020, through its report, lays great emphasis on the development of an individual's cognitive abilities. To achieve this, the committee proposes the introduction of various vocational courses from class 9th onwards. It can be a good opportunity for NCHMCT to develop aptitude among the young crowd towards the hospitality sector. Various vocational courses can be designed and proposed by NCHMCT to attract these young minds.

During the study, it was observed that 40.5% of students related hotel management with cooking. 20% of the respondents opted for front-office operations, specifically for airlines. 15.3% of respondents opted for food & Beverage. These numbers show that school-going students are aware of hotel management & hospitality but their knowledge is limited due to limited resources. NCHMCT, as an apex body, can propose various vocational courses related to hospitality at the school level. 97.7% of the respondents believed such vocational courses would help them learn a new skill and would be different from traditional classroom learning.

The study received positive responses from school students, as 44.2% were interested in food production as a vocational subject. 24.2% opted for Front Office, and 11.2% opted for Food & Beverage Service as a vocational subject. 61.9% of students believe that these vocational subjects must be non-credited, not to overburden an individual while focusing on teaching a new skill in them. These subjects will help develop students' interest, aptitude, and awareness about the Hospitality Industry.

When asked if students would be willing to take up hospitality as a career based on their learnings on hospitality-related vocational subjects, 62.7% of students responded positively. Currently, the dropout rates are very high in IHM's due to students' lack of knowledge about the industry and aptitude towards the Hospitality Courses. Education about the industry at an early age will help the student develop an interest in and talent for the industry. This, in return, will minimize the dropout rate and improve the Gross Enrolment ratio in IHMs under the NCHMCT umbrella. This figure itself justifies the need for vocational subjects in Schools.

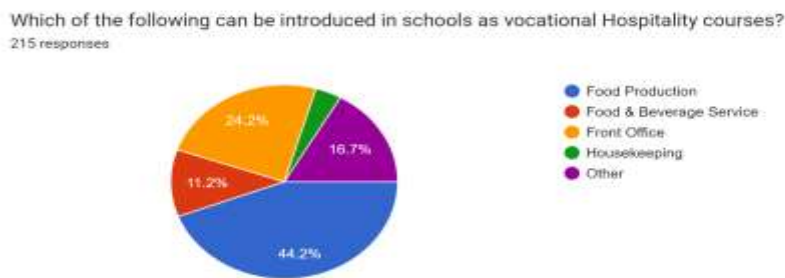


Fig. 4. Students' response

NEP 2020 proposes that the undergraduate degree will be either three or 4-years with multiple exit options. NCHMCT is already running 11 courses in the form of certificates, diplomas, degrees, and PG degrees which can be molded as per NEP norms. Curriculum revisions will be a significant factor in the success of hospitality education as per NEP norms.

## 6 CONCLUSION

The study explores and interprets the scope of implementation of NEP 2020 and norms in the existing structure of NCHMCT and its affiliated institutes. Further, the study tries to identify areas crucial for Hospitality education and the flow of students in its higher education system. The research also studies school students' aptitude towards the hospitality industry and its impacts on the GER of IHMs. During the study, it was observed that the knowledge level of students was minimal about hospitality. This can be broadened by providing Vocational courses at the school level.

To provide an education system that provides equitable access to high-quality education, NEP 2020 targets revising and restructuring all education aspects. The changes will be profound and dynamic, and Hospitality education cannot isolate itself from the current changes in education. Through this study, researchers highlight how NCHMCT, as an apex body, can incorporate the norms of NEP 2020 into its existing structure.

The study has highlighted many areas of scope of implementation of NEP 2020 in the NCHMCT structure. The study aims to provide an overview of NEP concerning Hospitality Education. However, the topic of study is vast, and there is a scope for further and refined research on the same.

## 7 REFERENCES

1. Group, P. I. (2016). Building and Educating Tomorrow's Manpower for Tourism and Hospitality Industry. *International Journal of Hospitality & Tourism Systems*, 9(1), 53–57.
2. Kumar, M. (2014). Hospitality Education in India-present status, challenges, and opportunities. *African Journal of Hospitality, Tourism and Leisure*, 3(2), 1-12.
3. Aggarwal, M., Jhaji, S., Dr., & Sharma, A., Dr. (2022). An impact assessment of NEP on culinary skills of Hotel Management Graduates. *Journal of Positive Psychology*, 6(2), 6542-6556.
4. Kalyani, P. (2020). An Empirical Study on NEP 2020 [National Education Policy] with Special Reference to the Future of the Indian Education System and Its Effects on the Stakeholders. *Journal of Management Engineering and Information Technology*, 7(5), 1-17.
5. Pavesic, D. V. (1993). Hospitality Education 2005: Curricular and Programmatic Trends. *Hospitality Research Journal*, 17(1), 285–294.
6. NCHMCT official website.
7. Annual Report (2021-22). Ministry of Tourism, India
8. NEP 2020 Report, Ministry of education, India