



Education Policies: Academic Growth in Hospitality Education

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ABSTRACT

The new education policy launched is the need of the hour, while earlier education policies focused on equity of education the new education policy focuses on overall development and creative potential of individuals. The policy focuses on practical and cognitive learning along with skill development.

Hospitality is a practical based industry which requires skill and has huge employment and entrepreneurship opportunities. The new education policy favours the hospitality education in many ways but it the time to reframe and reorganize the curriculum of hospitality education as per the newly formulated education policy.

Keywords- Hospitality, New education policy, Skill development, Hospitality education

Introduction

India is having a rich historical background in hospitality. Though the exact time of origin of hospitality industry cannot be traced but there is evidence of presence of hospitality industry in the olden days such as Indus

valley civilization and Vedic era.

In the ancient Indian manuscripts travelling for leisure and trade purpose has been found but that travelling was limited to kings, traders and elite class of people and was not commercialized. Ancient and medieval India was well known for trading of its silk, spices, gold, and gemstones. The travelling from one place to another place happened because of this. The most common types of accommodation found in the ancient and medieval times were ashrams, dharamsalas, chaupals, sarais and musafir khanas.

After the advent of Europeans to India the organized hospitality industry started taking shape. The hotels started opening in the country, but it was only operated for Europeans and operated by Europeans. However, in the beginning of 1900 Indian entrepreneurs also stepped into this sector and opened the doors of luxurious and organized hospitality for Indians as well by starting Taj and Oberoi group of hotels. (Devendra , 2001)

The important hotels that were built during India's British period were:

- The Rugby, Matheran (1876)
- The Taj Mahal Hotel, Mumbai (1900)
- The Grand, Calcutta (1939)
- The Cecil Hotels, Shimla and Muree (1935)
- The Savoy, Mussoorie (1936)

Post independence era showed a leap in development of hospitality sector in India. The government realised the importance of tourism and hospitality sector in terms of economy. Before independence there was no organized sector for skill development related to hospitality and tourism. The manpower was mainly of Britishers and Indians were deployed in non-skilled jobs.

After independence as the hospitality industry was growing and there was a need of skilled Indian manpower the government paid attention to hospitality and tourism education.

Many governments recognized bodies and institutes came into existence at this time. With time hospitality education grew and gave rise to many central govt, state govt and private institutions.

The journey of hospitality education in India took a huge break at the time COVID- 19. The tourism and hospitality industry were hit hard by the pandemic and was highly affected. (ILO,2020).

The hospitality education also got impacted in many ways. The online education became the new normal. As hospitality is a practical and skill-based education, it got affected in many ways. The globe was still at that time and was presumed the end of the hospitality industry.

But time changed and the world recovered and with the changing and healing the hospitality industry also revived and bounced back. The country saw development of local and cultural tourism as well. Thus, again increasing the demand of trained professional and ultimately the demand of hospitality education.

Parallel to this the country witnessed a remarkable change in terms of education. The government replaced the education policy of 1986 with new education policy of 2020.

The India becoming the most populated country of the world is facing some of the serious problems like unemployment, skill gap etc. Till now the aim of the education policy was to provide education to one and all, but it was somewhere lacking in developing the skill.

Skill gap is affecting the employability scenario in almost every sector in the country. This gap is tried to be filled in newly formulated education policy.

The paper consists of a brief study of progress of hospitality education in India and throws lights on NEP 2020 and its probable impacts on hospitality education.

Objectives:

- To study the brief progress of hospitality education in India till now.
- To study NEP 2020 in reference with hospitality education.
- To analyse the benefits and challenges NEP will be providing to hospitality education.

Literature Review

Post independence the government started paying attention in developing the hospitality and tourism industry and parallelly the hospitality education also started getting recognition. After 1950's many institutes and bodies were formed to develop hospitality industry.

The first Institute of Hotel Management, Catering Technology and Applied Nutrition, Mumbai, was founded in the year 1954 by the All-India Women's Central Food Council under the leadership of Late Smt. Lilavati Munshi. (Kumar M.2014)

India Tourism Development Corporation (ITDC) was set up in the year 1966 by government of India.

Ministry of Tourism and Civil Aviation was created in 1967.

Parallel to this many other IHMs were getting established in the country.

- Institute of Hotel Management, Delhi (1962)
- Institute of Hotel Management, Chennai (1962)
- Institute of Hotel Management Goa (1968)

In the year 1982 Govt of India set up National council of hotel management and catering technology (an autonomous body) for the development of hotel management education in India.

This was the era when hospitality sector was expanding in the country. Many hotels were getting opened creating the demand of hospitality professionals. This time hospitality education also got recognized and IHMs were flourishing in the country. That decade saw opening of multiple IHMs and 5 stars hotels as well.

Some of the IHMs flourished during that time are:

- Institute of Hotel Management, Gurdaspur (1984)
- Institute of Hotel Management, Guwahati (1984)
- Institute of Hotel Management, Gwalior (1984)
- Institute of Hotel Management, Guwahati (1986)
- Institute of Hotel Management, Kolkata (1987)

Till the year 2002 IHMs were giving 3 year degree in diploma in hotel management, but on the 11th march 2002 NCHMCT (National council of hotel management and catering technology) and IGNOU (Indira Gandhi National Open University) signed a memorandum of understanding to convert 3 year diploma to 3 year degree. Till the year 2002 the degree given by NCHMCT (National council of hotel management and catering technology) were recognized by IGNOU.

Recently in NCHMCT (National council of hotel management and catering technology) and JNU (Jawaharlal Nehru University) has signed memorandum of understanding. The MoU is about recognition of NCHMCT's under graduate and post graduate degree programmes in hospitality by the JNU from 2023-24 academic year. Currently 21 central IHMs, 28 state IHMs, 1 PSU IHM, and 31 Private and 12 food craft institute are affiliated to NCHMCT.

Parallel to IHMs many private colleges and universities has also mushroomed during recent times providing degree in hospitality and hotel management.

Some of them are:

- Welcomgroup Graduate School of Hotel Administration
- IHM Aurangabad
- IHM Meerut
- International Institute of hotel management
- Lovely Professional University
- Chitkara University

New Education Policy 2020 and its salient features.

Education is one of the most important elements in nation building, and future of the nation is decided by the education of its citizen, hence education policy of a country is very much important in the overall development of the country. The foundation of economic, social, and scientific development of the country is also laid on the education of its citizens.

The education policy of 1986 was traditional in nature and it was not able to meet the current needs of the country. There was a need of change in the education policy so that the country can solve the problems like unemployment, economic instability, migration, and poverty. Currently the youth population of India lacks skill.

Newly constructed education policy fills the gap of skill and standard education in India.

Some of the salient features of New Education Policy 2020 with reference to hospitality education are:

1. Re-structuring the current 10+2 school structure to 5+3+3+4 covering ages 3-18 for developing a strong base of early childhood care and education (ECCE).
2. Developing holistic learning of students with development of critical thinking, practical and experimental learning. To provide quality learning through flexible curriculum, pedagogy, continuous assessment, and student support which will be assisted by suitable resources and infrastructure.
3. Flexibility in course choices from the school days and promoting multidisciplinary approach. There will no difference in curricular, extracurricular co- curricular, apart from this there will no hard separation between arts, commerce, and science, vocational and academic.
4. Emphasis on the mother tongue specially at primary level. To promote multilingualism and three language formula aiming at preserving Indian lingual heritage.
5. Moving from fragmented higher education to large multidisciplinary universities colleges, and higher education institutions clusters/Knowledge Hubs to create well-rounded and innovative individuals who will be transforming the country educationally and economy.
6. Providing option of Open Distance Learning (ODL) through online learning.
7. Implementation of The Choice Based Credit System (CBCS), so that students can choose the subjects of their interest.
8. Introduction of a four-year multidisciplinary undergraduate programme with multiple exit options.
Exit after one year- certificate, exit after two year- diploma, exit after three year- degree, Exit after four year- degree with honors.
9. Opening higher education to foreign universities- by allowing 200 global universities to set up and operate in India.

Methodology

The paper is descriptive in nature and it's based the secondary sources of data. Data is collected from the new education policy published by the ministry of human resource development in August 2020. The data is also collected using different sources of internet such as blogs, e- magazines, Wikipedia, published research papers and government websites.

Findings

The new education policy 2020 is no doubt a much-needed education policy for the country. At this era where growing population, unemployment, brain drain is a major challenge of the country the newly framed education policy will definitely be able to meet these challenges. As the new education policy talks about progressive measures like multidisciplinary approach, choice-based credit system, practical approach towards learning, these will definitely attract more no of students towards hospitality education thus helping them in skill development which may further help in the employment.

The multiple exit options are also very much favorable for hospitality education as the industry requires professional at different levels I.e. from entry level to managerial level. This multiple exit option will encourage more students to enroll who have different visions in terms of careers and placements. This will be helpful for the students as well as the industry. The students who are looking for employment opportunities may quit in

between and continue working in the industry. Now their will not be rigid system to continue the programme till the end to get the degree.

The multidisciplinary approach and multiple exit option together can bring new dimensions to hospitality education. Now there will not be any hard separation between arts, commerce, and science streams. Students can choose the subjects of their interest (choice-based credit system) from any stream. Any student who desires to have a career in hospitality or even to develop any skill related to hospitality can do so. This will also give rise to entrepreneurship among the students.

The policy also talks about promotion of vocational courses, developing skill and practical and experimental learning. If we look towards hospitality education it is all about skill development, and practical learning. The weightage of practical learning and internship is much higher in hospitality education in comparison to other courses. So, this is a time when the hospitality colleges and institutes should identify the opportunity and reframe the curriculum following the measures such as multiple exit options so that they can take maximum benefit from this policy. Now there is no need of having different curriculum for different courses like certificate, diploma, and degree.

Opening of top foreign universities in India will also give rise to opportunities of higher education in Hospitality industry, now the need of migration to different country to pursue higher education should be decreased. New education policy has also opened gateway for research after 4-year degree programme. The research and development culture will also be promoted in hospitality education which is somewhere lacked as of now. Hopefully in the coming years more no of Indian students will be enrolled for higher education in hospitality.

There are also some threat or disadvantages to the hospitality education by the new education policy. One of it is about promoting regional language at school level. Hospitality education always promote and prefer English as a medium because it is a global medium and so is the hospitality industry. If the students are not having a foundation of English they may not be comfortable later in this career.

One of the other major challenges of hospitality education is its affiliating body NCHMCT. As in literature review, we saw that many institutes are affiliated under NCHMCT. The new education policy talks that the UGC and AICTE will be amalgamated in higher education commission of India (HECI), but there is still a question mark on the stand of NCHMCT in this, as NCHMCT is still a autonomous body under ministry of tourism.

Conclusion

The research paper concludes that the new education policy will be favorable for the hospitality education as more no of students from other stream may opt to study hospitality. Also, the multiple exit options may help in foreseeing more no of students not only for employment but also for entrepreneurship development.

It is the time to modify the syllabus of hospitality education keeping in mind the newly formulated education policy so that the hospitality education can take maximum benefit and help in skill development, employment generation and entrepreneurship development among the students. The higher education and research under hospitality education will also be boosted under the new education policy.

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