

Hospitality Education: Past, Present, and Future

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ABSTRACT

In recent years, India's hotel industry has experienced enormous growth. It is intrinsically related to the tourism business, and the hotel sector has benefited from the rise of the Indian tourism industry. Many variables influence the tourism industry, affecting not just the economy but also changing the behaviour of travellers. Hotels, which are an integral part of the tourism, function in a highly competitive and influenced environment. As a result, deliberate planning that allows anticipation of changes or threats, such as paying attention to customers' requirements and expectations, is critical. In today's political, economic, environmental, cultural, religious, and ethical difficulties, our societies' faces of hospitality within and across nations must be bewildered, and our voices hesitant. During the most recent twenty years, the travel industry has contributed 6% of worldwide yield, one in each 15 positions, and 7% capital venture (Kumar, 2018). India has its own way of life and lifestyle, with substantial social variety all through the country. Each state has made its own social character.

Tourism promotion, in contrast to other export industries, requires relatively little investment. Its growth potential is limitless. The Indian government recognized the importance of hospitality education and placed IHMs and ITTMs under the administration of tourism ministry. IHMs were established to fill labour shortages in the catering and hotel industries. Similarly, ITTMs addressed the travel and tourism industry's labour shortage. In different parts of hotels, there is a lot of room for research and development. The final section of the study looks at the future prospects of hospitality education in this rapidly increasing industry. The necessity for Innovative Programs in the hospitality and tourist sectors is also explored and the consequences for curriculum development. Involvement of government as a policymaker and cooperation with educational institutions, local and national agencies is also essential. There may be something incredibly innovative, influential, and valuable for both society and industry. As a result, institutions of higher education and research must recognize it as a significant and promising field of study. Changes in the higher education environment have an effect on the teaching learning process, syllabus, course outcomes, and delivery techniques. The purpose of this article is to examine the hospitality education sector's past, present, and future, as well as to offer suggestions for how these fields can be managed in the future.

Keywords: Hospitality, education, tourism, past, present, industries, curriculum

1. Introduction

The hotel industry has changed and adapted to accommodate the changing requirements of passengers since its inception. While the sector has always been inventive, current technological breakthroughs have propelled it into unprecedented change. The hotel industry has a potent to generate approximately 10% jobs around the world. It can also grow on a much faster pace than many other industries (Aggarwal et al., 2022). Because hospitality education has arisen as the main thrust in arising economies, these economies have distinguished cordiality as a method for accomplishing their ideal turn of events and development (Mill & Morrison, 1999). Before we can forecast the industry's future, we must first comprehend how it became the multibillion-dollar industry that it is now. Technical or vocational schools were the origins of tourism education (Airey, 2004; Lo, 2005; Inui, Wheeler & Lankford, 2006). Productivity is one of the most critical concerns for all sectors throughout the world. The mantra of success for any trade are to maximize productivity at all levels while increasing sales, reducing costs, and providing quality products or services. In the hotel and tourism industry, the situation is nearly identical. India concurs, placing a high premium on the development of the hospitality industry and related sectors (Honey & Gilpin, 2010).

In recent years, hospitality education has grown and developed at both the undergrad and graduate levels. This expansion is a result of the tourism industry's explosive growth and increased demand. As a result, colleges and universities began or expanded their hospitality programmes. Tourism is a significant economic sector globally, with global guest appearances expanding from 25 million out of 1950 to 1.4 billion in 2018 (UWNT0, 2019). It is predicted to continue to develop, with worldwide tourist visits reaching 1.8 billion by 2030 (UWNT0, 2011). Hospitality is a comprehensive notion in society that encompasses all of the domains in which hospitality exists, does not exist, and should be understood, practised, and lived. In India, the hospitality sector has given employment to 8.78 percent of the citizens. More than 5 million international travellers come to India each year in addition to approximately 562 million domestic ones (Kumar, 2018). As per an estimate, the compound annual growth rate of FTAs (Foreign tourist arrivals) in India would reach 15.3% by 2025 (Aggarwal et al.,

2022). This sector has been recognized as the second largest to offer employment prospects for low-skilled employees by the Planning Commission of India in its 12th plan (Kumar, 2018).

Neighbourliness and travel industry training frameworks have been designed in major travel industry target nations like India, for example, to fulfil the demands of the travel and lodging businesses. The Indian hospitality industry was stuck at 2.0 million tourists five years ago, but that number has already risen to 8.8 million. This has been made possible by the Government of India's Tourism Department's robust marketing efforts, including Incredible India, Athiti Devo Bhava, etc. The process of online visa applications has further helped in increasing the number of foreign visitors. The midscale segment i.e. 3-4-star level category is the fastest-growing segment because of the increasing demand for clean, sanitary rooms with basic facilities from both domestic and international travellers in these categories.

2. The Past of Hospitality Industry

People have been extending hospitality since our forefathers wandered the world. However, a guest's experience centuries ago may have been entirely different from what we have today! (Honey & Gilpin, 2010) "Hotels" were mostly welcoming villagers who offered their homes to weary visitors in early biblical times. More permanent hotels were not created until the year 1200. Even though they were simple structures, they laid the groundwork for today's complex hotel facilities (Honey & Gilpin, 2010). The hotel sector made a breakthrough in 15th century. It was made compulsory for hotels in France to keep a written record of their guests, which was soon initiated by other countries also. More hotels were constructed, each with a greater emphasis on guest facilities. During the Industrial Revolution, another significant breakthrough happened. The technological, economic, and social advancements of the century made travel more accessible to everyone, not just the wealthy (Wilke et al., 2019).

The term "hospitality" is derived from the French term "hospice," which translates as "to look after travellers." Historically, travellers were given space to rest on floors of kitchen or other areas of the house by the locals during their journey. There were no proper places meant for travellers to take rest before monasteries started providing space to them (Yusoff et al., 2004). Slowly commercial lodging services started coming up. In late 18th Century, Inns started their operations. These were actually roadside resting places for the travellers. These Inns also provided food to travellers and took care of their horses. These were the predecessors of modern hotels. It took 2 centuries for the development of hotels to take the shape of what it is today (Xia et al., 2019). Below is a sequence of developments of how hospitality industry has developed with time.

2.1. 19th Century: Indulgence of Luxury into The Evolution of Hospitality Industry

Many Inns were made before 19th century and these were the only option available for tourists for lodging till early 1800s (Xia et al., 2019). Inns, in addition to providing a place for rest, also started serving food and beverages to the people availing the facility (Vidotto et al., 2017). 1829 is regarded as a turning year for the American hospitality. That year, American architect Isaiah Rogers started Boston's first luxury hotel, the "Tremont Hotel" (Waxin et al., 2018). Sometime later, bars also became a part of the hotel and slowly these became one of the major point of sale of the hotel. The hotels' designs, appearance and décor were also changing simultaneously. Huge beautiful buildings with stunning exteriors started coming up to surpass the competition. Well-decorated and splendid chandeliers became need of the hour (Waxin et al., 2018).

2.2. 20th Century: Beginning of Modern Hospitality Era

Hospitality, that is deep-rooted in the Indian culture, bloomed into a flourishing business prospective. Many hoteliers started engaging Architectural Firms to develop the Hotel's Architecture and also introduced more amenities (Waxin et al., 2018). With the improvement of transportation networks, more people started travelling. Enterprising individuals saw an opportunity and entered the hotel business. Because of this, during the early and mid-twentieth century, a huge number of hotels opened (Singjai et al., 2018). The market became more competitive than at any point in history. In the mid-twentieth century, automobiles became popular vastly. Intercity travel became easier because of the widespread network of roads (Kumar, 2014). All these resulted in increasing number of motels. The word motel came from words motor and hotel. Motels were actually small wooden huts made on roadsides so that travellers can take rest there for few hours or overnight during their journey (Zablah, Brown, & Donthu, 2010).

Travellers in ancient times ate at roadside residences, temples, and monasteries. Pilgrims can stay at many universities around India. The Sarai and Dharamshala were inns and guest houses erected by Chandragupta Maurya. Circuit houses and dak bangles were invented in India during the British Raj. The Taj Mahal, Mumbai's first commercial hotel, was erected in 1903 (Singjai et al., 2018).

2.3. 21st Century: Technology in the Progression of Hospitality Industry

The hospitality industry evolved from just providing a place to sleep to what we see currently (Singjai et al., 2018). Whatever developments have taken place in this industry, the customer has always remained at the core and his satisfaction is the top priority (Dandotiya, Aggarwal, & Gopal, 2020). Growth of the business, economic growth, guest satisfaction, entrepreneurship are some of the positive faces of this industry (Ramgopal, Singh & Kalra, 2020) and industry is constantly refining and getting more advanced. Hotels have actually attained exceptional heights in the current century with the coming up of some of the world's tallest

hotels like Burj al Arab and Hotel Fairmont Makkah. This could only be achieved due to advances in Engineering Design Services. Airbnb, a concept which started in 2008, pioneered a new section of the hospitality sector (Santos-Vijande et al., 2013). It operates as a link between those who are looking to rent their property and those who are searching for a property. This system has come up as a convenient and cost-effective option for people who are travelling for any purpose – either work or pleasure (Inui, Wheeler & Lankford, 2006). Currently, the emphasis is on construction of hotels having a classical historic feel but equipped all the modern amenities. The revenue generated from hospitality business has contributed a lot towards revenue generation in all flourishing economies (Kumar, 2014). The hospitality sector was estimated at approximately \$3 billion in 1960, but it increased to \$25 billion by 1990 (Lo, 2006). Due to the early 2000's recession and 9/11 events, business declined. However, the hospitality workforce sustained the losses and soon the business resumed by the advent of next decade (Santos-Vijande et al., 2013). Again, hospitality business was badly hit due to Covid-19 pandemic, but slowly and steadily started reviving (Aggarwal et al., 2020). Corona virus had a negative impact on tourism but situation improved a lot after people started getting vaccinated to reduce the curbs imposed because of Covid-19 (Verma & Saini, 2020).

3. Hospitality Education in India – Present Scenario

Term "hospitality" denotes the practice of welcoming and entertaining visitors, whether social or commercial in nature. Indians have been renowned for their hospitality from time immemorial. Our motto has been "Atithidevobhava" (the guest is like a divinity). Courses related to hospitality were firstly given at technical and vocational institutions. The courses were bifurcated into undergraduate and graduate levels (Ring et al., 2009). Around the world, there are numerous tourism education systems. The government's interest in the subject is piqued by the growth in sanctioned funds in each budget. Along the route to generating new attractions, equal importance is placed on increasing the capability of individuals interested in learning this trade by establishing educational institutions that offer hospitality, tourism, and associated programmes, while also teaching the same discipline in present institutions (Kumar, 2014). Many corporate and public organizations and colleges have sprung up in recent years to focus on hospitality programmes. However, only a few colleges have expressed interest in starting programmes, leaving this initiative in limbo. The growth of hospitality education has slowed as a result of this factor (Kumar, 2014).

As tourism gained significance in India, the government recognized the importance of hospitality education and created IHMs and ITTMs under the jurisdiction of the ministry of tourism. IHMs got developed to fill labour shortages in the catering and hotel industries. Similarly, ITTMs addressed the travel and tourist industry's labour need. Additionally, education in the hotel and catering industries should be controlled independently (Kumar, 2018). A second autonomous organization, the NCHMCT, was formed by statute to govern hotel and catering education. Under the Societies Registration Act, the NCHMCT is a registered society (Kumar, 2018).

Hospitality and tourism education is usually considered as critical components of any region's tourist development (Bagri & Babu, 2009). Education in hospitality and tourism is crucial for developing the right sort of individuals, resulting in increased planning and professionalism in the industry (Bhardwaj, 2002). Hotel management institutes were established to give skilled human resources. In 1954, the All-India Women's Central Food Council, chaired by Late Smt. Lilavati Munshi, established the Institute of Hotel Management Catering Technology and Applied Nutrition in Mumbai, South East Asia's first of its kind (Kumar, 2014). Baum, (2002) asserts that institutions are responsible for education and educational planning in a country, whereas business is responsible for the bulk of the training. Additionally, training has been characterized as a multidisciplinary field of research that integrates the viewpoints of several controls, most notably those found in sociology, in order to manage specific regions of use and practise in neighbourliness and the travel industry (Riegel, 1995). The relevance of the difficulties in describing the talents and skills that a hotel management graduate may require due to the different concepts of the lodging business (Gamble & Messenger, 1990) was examined during the writing audit.

In India, hospitality is a rapidly developing business and a significant source of employment (Tiwari & Bathla, 2019). There is a growth in the number of hotel management institutions to address the scarcity of competent personnel. These colleges also provide industrial training in accordance with the prescribed curriculum, allowing students to acquire a taste of hotel jobs before deciding on their future employment. Skilled and motivated employees will propel the hotel business forward. It will be necessary to guarantee that students have a positive attitude regarding hotels (Tiwari & Bathla, 2019). A variety of hotel management courses are available throughout India. Only a few studies have been undertaken to examine hotel management students' perceptions of careers in the sector (Tiwari & Bathla, 2019). However, none have looked into the perceptions of students who have finished their curriculum-based industrial training. This proposes more research related to students' perceptions of the hotel industry to be done so that the industry's hiring policies can be assessed. Because of the negative impression of hotel occupations, it may be challenging to find qualified workers. Since hospitality industry is purely dependent on human resources, it becomes pertinent to understand the perception about hotels in the hotel management students (Inui, Wheeler & Lankford, 2006). According to

Walsh and Taylor (2007), retaining highly skilled staff is a critical challenge for the industry at the moment, that is similar to the results of Blomme et al.,(2009).According to Park & Kim (2011), students' assessments of the majority of career-related components following industrial training are, on average lower than pre-industrial training expectations, suggesting that final-year students grow doubtful about their forthcoming careers following the internship. As indicated in the study that last year, hospitality students who are presented to certifiable work conditions in lodgings in their temporary job period foster a negative view of the business because of an absence of coordination among schools and bosses, openings for self-improvement, compensation and benefits, work pressure, the ability to rotate exciting and challenging jobs. According to Leslie and Richardson, (2009) students' pre- and post-internship attitudes and experiences impact their decision to avoid careers in hospitality/tourism.

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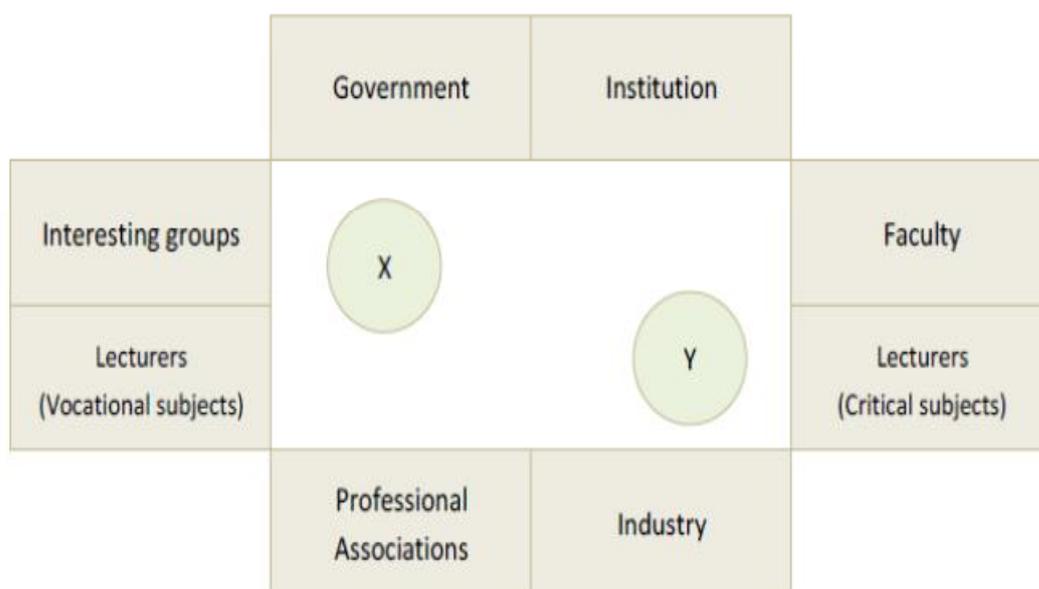


Figure 1 Source: Tribe (2006, p. 49)

The education system of hospitality can be divided into three categories:

1. The National Council - Central Government's Institutes of Hotel Management (IHM) in India's major towns.
2. Higher-standard private colleges such as Oberoi Centre for Learning and Development (OCLD),Taj Aurangabad, Manipal College and so on connected with International Hotel Schools.
3. Low- and medium-level private colleges associated with Indian universities(Santos-Vijande et al., 2013).

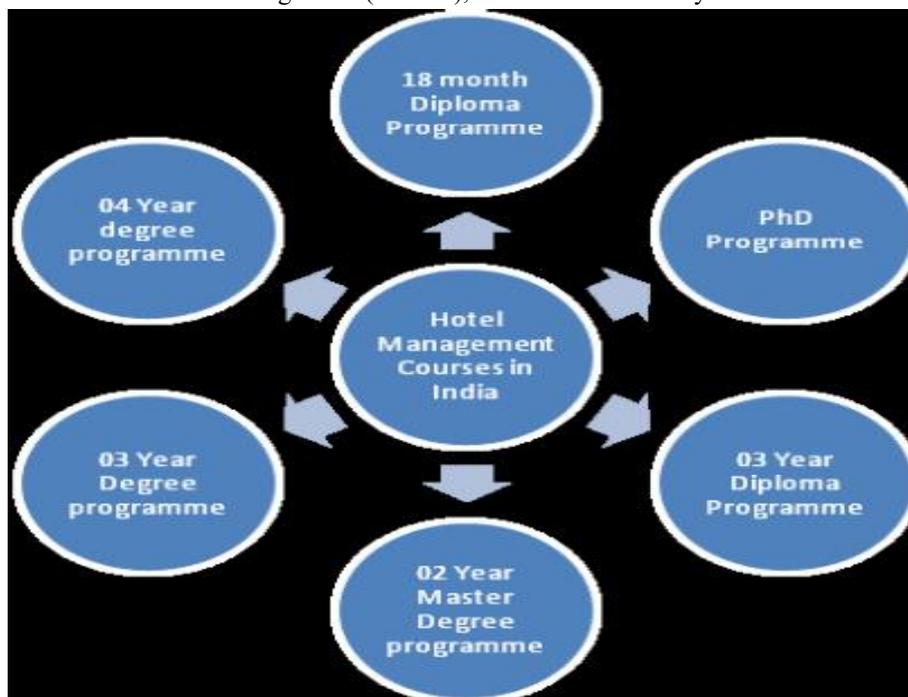
The quality of graduates varies significantly according to the factors used by various universities, such as syllabus, curriculum, facilities, and faculty(Lo, 2006).In addition to receiving theoretical and practical instruction in colleges; we must ensure that students are assigned to Star Hotels for at least two semesters of industrial training.Students should be assigned projects based on various hotel strategies and operational concerns, which should be thoroughly reviewed and instructed on the necessary remedial actions(Singjai et al., 2018).Students should be taught how to make budgets, read balance sheets, and grasp revenue management, ROCE,yield management, ROI, website design, OTAs, and social networking.Students in the hospitality industry must decide and choose among multiple options such asF&B Service, Culinary, Front Office, Housekeeping, etc. (Rothaermel&Hess, 2007)

They must concentrate in this area in the final year after picking the core competency, though they may require support from their teachers or guardians. The university should offer at least one month of specialized training in the core field to third-year students in order to help them develop their abilities and prepare for industry interviews(Elsharnouby and Elbanna, 2021).

When studies at Bhavans College Campus in Andheri began in 1954, there were only six pupils. A 3 year diploma in Hotel Administration and Culinary Technology got recognition by the Maharashtra State Directorate of Technical Education in 1958(Kumar,2018). There was also a need to develop a pool of competent workers

for hotel floor occupations, which led to the establishment of Food Craft Institutes across the country (Kumar,2018).

In 1984, the Ministry of Tourism (MoT) assumed responsibility for hospitality education in India. It established the 'National Council for Hotel Management (NCHM),' an autonomous body that acts as a nodal and affiliating



body for all government-run institutes across the country that follow a common syllabus and set of standards (Kumar,2014). Numerous Food Crafts Institutes got converted to IHMs during this time period(Kumar,2014).

Figure 2 Courses in Hospitality Management in India

Source: Kumar, (2014, p.3)

The National Council is the apex entity, and the NCHMCT is affiliated with 54 institutes, 21 of which are federally funded and 12 of which are state-funded. Additionally, the National Council creates course curricula to ensure academic standards are consistent. Initially, it offered a three-year diploma following 10+2, which was eventually turned into a three-year bachelor's degree through collaboration with IGNOU. On March 11, 2002, NCHMCT and IGNOU signed a memorandum of cooperation (MOU) in New Delhi (Kumar,2018) Since 2005, the National Council on Hotel Management and Catering Technology (NCHMCT) has cooperated with IGNOU to provide a Master's degree in Hotel Administration (NCHMCT and IGNOU'S MOU Circulated to IHM's, 2002) (Kumar,2018). It had taken on a life of its own. The overwhelming majority of them conferred unaccredited degrees and certificates. Around 180 institutes, both public and commercial, including Oberois and Taj, provide certificate, diploma, and degree programmes in hotel administration and speciality disciplines like food and beverage production, cleaning, etc. (Kumar,2018). Practitioners and educators rated the importance of culinary chief learner skills in planning understudies for passage levelmanagement positions in the culinary business. The study identified six fundamental traits that were all connected to human interaction. The two groups' perceptions of fundamental competencies are strikingly comparable, showing that there is no significant difference (Gersh,2016). Educational institutes are concerned about job opportunities and for this many have started evaluation of employability and plug the gaps from the first semester itself(Bansal et al., 2022).

3.1. Future Emerging Trends in Hospitality Education

The pandemic of 2020 had an unprecedented impact on the hotel business(Elsharnouby and Elbanna, 2021). The repercussions have been even worse than in 2001 and 2008 (Singjai et al., 2018). This major event has destroyed all of our preconceived notions about travelling, managing hotels, and interacting with consumers, hotel owners, management businesses, lenders, banks, and team members (Santos-Vijande et al., 2013). Despite the economic recession, India is on its way to becoming a global economic power, and low educational standards raise valid concerns about how India will be able to continue this growth without investing in its human capital(Inui, Wheeler, & Lankford, 2006). Despite its tremendous achievements over the previous 60 years, the education system is beset by inadequacies at both the elementary and secondary levels, impeding the country's transition to a knowledge society. Thatwould need, among other things, addressing educational growth, excellence, and inclusivity and developing policies to accomplish these aims (Santos-Vijande et al., 2013).

More than 85% of hospitality professionals say they got into the business by chance or accident (Singjai et al., 2018). Suppose you ask any hotel professional who graduated two years ago to name all of the subjects taught in the three years of the hotel management school. In that case, you can bet they will miss the vast majority of them, except from the four basic subjects. To say nothing of the specifics of the themes and sub-topics. Clearly, something is going on. To be genuinely successful, an educational system must be conceptualized and executed well in terms of content, teaching methods, energizing learner interest, the applicability of learning, and accessibility to learning. The following bullet points show where it is currently problematic (Sardo, Serrasqueiro&Alves, 2018).

The majority of hospitality schools have been following a curriculum that hasn't been updated in decades (Santos-Vijande et al., 2013) and professional education is one of the necessity these days (Bansal, et al., 2020). Full marks for nurturing and grooming some essential life skills necessary for long-term success in any field, but the curriculum plainly fails to imbibe the sector's shifting trends and needs. Furthermore, there has been a distinct divide between academic and industry. The curriculum provides basic concepts and foundations, but it falls short of capturing how those concepts and fundamentals might be used in real-world situations. Learners' curiosity is not always piqued, and they are not always involved in the process (Singjai et al., 2018).

The traditional classroom lecture-based teaching style has been used predominantly (Sardo, Serrasqueiro&Alves, 2018). An ordinary notes delivery session with assignments, projects, and role-plays interspersed but without a constructive framework for grading or feedback. As a result, students take a half-hearted or careless attitude to completing these sessions and tasks in order to earn a minimal grade (Inui, Wheeler, & Lankford, 2006). In most hospitality educational institutions, the teaching approach is essentially a one-way exchange, with a few notable exceptions (Lo, 2006). If the hospitality industry was sluggish to adapt to technology, imagine if educational institutions were similarly resistant, thus cutting themselves off from the technological advances that surrounded them, resulting in a significant digital divide among hospitality instructors today (Sardo, Serrasqueiro&Alves, 2018).

The AICTE, universities, and NCHM have all made plans to modify their curricula in order to give students value-based education. Despite this, hospitality curriculums vary considerably throughout the nation (Santos-Vijande et al., 2013).

Perhaps this would have been the case for a few more years, but Covid19 had other ideas. Globally, the hospitality business has been hit the hardest by the pandemic, and it will take a few years for it to recover (Elsharnouby and Elbanna, 2021). On the plus side, Covid-19 has provided us with an opportunity to reflect. It has given us the opportunity to make necessary changes. It also caused us to reconsider our strategy in order to make the best of the circumstance. Singh et al., (2021) are with the idea that Alternate accommodation may be future prospective for hospitality industry. Covid-19 has pushed the hospitality industry to embrace technology in ways it had never thought or envisioned before, with social distancing as a primary focus (Singjai et al., 2018).

The hospitality education system is also undergoing a transformation. Because hospitality is such a high-skilled topic, there were some initial reservations about teaching hospitality courses online (Lo, 2006). However, just a few institutions have taken the lead in implementing a mixed learning approach. A blend of academic (65%) and practical (35%) classes offered on campus via live online sessions. When the pandemic decreases, the offline sessions, which are more experiential, will commence in a progressive phase. Most colleges and universities now use a blended learning approach.

4. Trends

Based on market trends, we may anticipate the major hotel chains to continue growing through the diversification of their brands. Customer scepticism over room cleanliness will persist for several years. The mega-chains have done an excellent job of disclosing their standards and practises for hotel hygiene and housekeeping. Customer service and satisfaction have become buzzwords when it comes to determining a business's success. Graduates of hospitality colleges get an understanding of their worth not just in the hotel, restaurant, voyage, and catering businesses, yet additionally in non-catering enterprises such as retail, healthcare, telecommunications, food packaging, hospitals, private banks, and business process outsourcing (Lo, 2006).

Additional international colleges and institutes pose a significant threat to the country's hospitality schools. Universities and institutions around the United States, the United Kingdom, Australia, Switzerland, France as well as New Zealand are actively recruiting Indian students from prosperous families who can speak successfully in English (Kumar, 2014). Except for a few, major colleges such as Cornell have yet to establish such collaborations with Indian colleges (Kumar, 2014). To address this challenge, some hotel management schools have created strategic agreements with a range of international institutions to work with understudy moves, educator and understudy trade programs, educational plan participation, and different exercises. Understudies from a scope of establishments can complete their last year and temporary position at such colleges and foundations (Kumar, 2014).

Despite its steady development throughout the long term, India's neighbourliness industry is experiencing a skills deficit (Kumar,2014). Apart from ensuring a steady supply of human resources, it is critical to prepare hospitality education for the future in order to manage the challenges associated with this ever-growing demand and supply mismatch (Kumar,2014). An examination of the existing state of education and training in India's hospitality business, as well as future plans. (Kumar,2014)

4.1. Getting Ready for The Future

The inn industry is just about as robust as some others in the modern era. Keeping this in mind, the industry has occasionally suggested that the existing curriculum be enhanced to increase its effectiveness (Kumar,2014). According to industry experts, in addition to shop floor training for students, accounting and marketing should be integrated into the course material. In addition to behavioural training, on-the-job training is essential (Kumar,2014) because the guest satisfaction is given a prime importance in the industry (Dandotiya, Aggarwal&Gopal, 2020). Most hotel organizations also want multitasking in order to save money. Thus, today's students must be multi-skilled (Kumar,2014). Hospitality schools in India should study critical issues impacting the sector and recruit the right sort of talent to ensure the firm has access to a skilled and efficient people force. A sufficient number of staff that is not only educated and trained, but motivated also is required (Kumar,2014).

"Debates over university tourism programmes seem to revolve around the balance of practical and academic emphasis. Tourism education is sometimes referred to be vocational (Busby, 2001), with educators primarily focused on developing competent and competent industry workers. This concentration has minimized the value or significance of tourist education." (Inui, Wheeler & Lankford,2006, p. 26)

The Ministry of Tourism and the Government of India's Future Plan

As per a survey done by the Ministry of Tourism, demand considerably outstrips supply in the hotel and restaurant business (Kumar,2014). Additionally, the Tourism Ministry has developed a master plan with the goal of increasing enrolment in current institutes. More art and ability level projects have been executed, and cordiality training has been extended to remember professional courses for accommodation at ITIs, polytechnics, and the CBSE 10+2 level, just as the making of redid expertise testing and accreditation programs (Kumar,2014).

Before the finish of the eleventh five-year plan, the goal is to build up 49 Institutes of Hotel Management and 31 Institutes of Food Craft, just as a traveller the executives place in the south. However, the standardization of hospitality education is necessary (Kumar,2014).

Conclusion

It is a well-known fact that Hotel Management institutes are one of the strong pillars of hospitality education and hotels are one of the very imperative industries. Institutes generate human resources for them and industry is the key stakeholder. So, they must be included in the development of strong ties. To produce an employable workforce; curriculum should be developed with industry input. Deputation of industry employees to educational colleges may be promoted in order to instil the newest industry advancements. The curriculum and substance of any course determine its success. The hospitality sector is rapidly changing, and the curriculum must reflect these developments. There is an opportunity to establish a bachelor's degree programme in hospitality that would benefit from collaboration with a foreign institution in order to improve curriculum design and programme development. Finally, public knowledge is vital for the sector's image and status to remain intact (Marinakou&Giousmpasoglou, 2015).

The AICTE, Universities, and NCHMCT have all made strategies to alter their curriculum to promote a values-based education. Faculty development programmes must be mandated to ensure their continued development. Students must get an education that adheres to industry requirements. It is the duty and responsibility of the students as well to learn the highest standards of the industry in the colleges. They always need to clear their doubts so that they will perform outstanding in the industry, similarly, the teachers also need to be updated all the time and they must know the current trends of the industry. Teachers need to convey the lessons in a manner where students easily understand the curriculum so they must be satisfied and perform better in examinations and then in the industry (Gopal, Singh & Aggarwal, 2021).

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