

Analysis of Gap between the NCHMCT Curriculum and Hospitality Industry Needs in India

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Abstract: Hospitality industry is considered to be one of the largest profit generating industries of any of the progressive country as well as is considered to be the main contributor towards the national growth of an economy. In previous years, India has been urbanized and has witnessed the tremendous boom of hospitality sector. This industry in linked inextricably to the industry of tourism as well as growth in the tourism industry of India has been fueling the growth of the hospitality sector. The increased opportunity of business as well as the thriving economy in India has as well acted as the boon for the hospitality industry. This industry, today, has been shifting towards the services and products that are technologically interfaced. Even after a rapid growth of this industry in the previous four decades there still prevails an uncertainty in the context of expectations and needs of this sector for the hospitality graduates in this competitive market. As the well-known fact there still remains a considerable gap between the actual need of the industry and the teaching process of the educators in a classroom. Therefore the following paper analyzes different reasons present conceptually behind this gap as well as the factors that may help to bridge them. Information paper also indicate few of the common challenges and drawbacks which are identified by the hospitality graduates which is required by them in order to be able to effectively function in the sector of hospitality. The following article thus studies the gap between the means of hospitality sector in India and the curriculum of National Council for Hotel Management and Catering Technology (NCHMCT).

Keywords: NCHMCT, Hospitality, Gap, Curriculum

1. Introduction

Hospitality industry is considered to be the chief pillar of almost all the economy of every country, while a few of the countries have really been promoting themselves in an outstanding manner, the other countries still have to work seriously on it. A few of the countries like Malaysia, Jamaica, Mauritius and Seychelles has put light on the ways in which interaction in the hospitality industry and academia sustain, support as well as ensure all the developments of a nation. India, over the previous years, has been developing as one of the strongest economy in

the world. And therefore the demand for well trained workforce has been growing eventually every passing year in every industry, specifically in the hospitality sector because of the advent of the country as one of the most desired destination for tourism, conventions and conferences. There is an increasing demand for the well-educated, multi-skilled and more knowledgeable workers always that are capable of holding the supervisory and administrative level positions in this industry. Tourism and hospitality sector is potentially one of the largest generators of employment besides being an important source of the foreign exchange for India. In financial year 2020 this industry created about 39 million jobs which accounted for about 8% of total employment. It is expected that the number would see an increase by 2% per annum to about 52.3 million jobs by the year 2028.

But, in order to see this increase, it is important to keep a check on the education and programs being provided by the graduate schools. Education in this field is a technical learning and in such learning practices theory is clarified. Thus, it is significant for the students in order to undergo the industrial attachment to have an understanding of actual setting of a business to be prepared for not just competency and skills at front-line level but also possess skills of emotional intelligence, critical thinking, etc. Therefore, curriculum plays an important role here. It circumscribes every opportunity for learning which is provided by the educational institutes as well as the entire experience will be helping the students in order to acquire expertise for a better performance of job (Gale L.E & Pole, 1978). As per Jauhari, the current status of Indian hospitality education leaves a lot to be desired in the context of training manpower in their competencies. The focus in hospitality education, both in public as well as private sector, has mainly been on operational training. Jauhari states that only some of the hotel management institutes in India provide education of practical use that is worthwhile in the hospitality industry (Jauhari, 2006). Robinson and Dale have claimed that education curriculum of hospitality sector in India do not provide much current information on the industry trends, the phone criticized the hospitality educator's for not preparing the students adequately for the employment in this sector that a number of times impedes the opportunities if employment for these graduates. Whereas, according to Johnstone, there lies a huge gap in the hospitality industry between the demand of the employers and formal education.

2. Analysis of the GAP

Gap analysis is inclusive of a comparison of the actual performance with the desired or potential performance. If the organization by any chance does not for goes investment in the technology or capital or makes best use of the current resources it can perform or produce below the idealized potential. It may also be referred to as the need-gap analysis, need assessment, or need analysis. Gap analysis is widely made use of in the management literature as well as academics. There is an existence of the gap between practitioners and academic in almost every industry and field of education. In the previous years, the field of hospitality education has made an attainment of great significance in backdrop of boom in the hospitality as well as tourism sector. There has been an increase in the subsequent demand from this industry for the hospitality professionals

that are well equipped to meet the needs as well as demand of this industry. The educators in hospitality industry are unable to provide quality education and adequately prepared students for the purpose of employment that sometimes can obstruct the employment opportunities.

Collins pointed out a difference in the perception between the industry and educate was as the problem. Therefore to overcome these problems the courses as well as the curriculum provided in this sector must drive on the soft skills and skills that are industry oriented (Connolly & McGing, 2006). The professionalism needed in this field of education is of utmost importance in order to provide the correct manpower (Bhardwaj 2002). There, however, hasn't been much research done in this (Bagri & Prabhu, 2009). There is a need of Critical view to be taken into consideration by educational institutions regarding the programs they are offering as well as must make an effort in order to identify whether they are imparting the required competencies (Kember & Lung, 2005). The major challenge in the education is that there is a lack of uniformity that leads to a state of confusion amongst students (Amroah & Baum 1997). As per Kluge, the hospitality curriculum has subjects like information technology to obtain the students with the skills during their program as well as can help them prepare for the career in this industry. Asirifi et al., Stephen that the education provided in hospitality sector is more of theoretical knowledge and consists of very less practical knowledge. There is an influence of the teaching as well as learning environment significantly on development of the generic capabilities that are needed for a society based on knowledge (Kember & Lung 2005).

Curriculum

Curriculum has been derived from the Latin word 'currier' that means 'running a course' (Marsh & Wills, 2007). A curriculum essentially is the activity series and the goals of learning outcome related to every subject (Kate, 2019). Farkas noted that there must be an up-gradation in the curriculum continuously with the educators, remain updated with changes while making the curriculum, also the changes which have taken in the past as well as the changes which are likely to take place in the future (Purcell 1993). Many researches, in general, have been conducted in this field's curriculum. In the present times curriculum review is inclusive of industry contact, its requirements and what is right in the classroom as well as the participation of industry experts in various programs (Lefevir, 1998). As per Gale and Pole curriculum development in the program of hotel management should start with the description of competencies required for success in the hospitality industry (Gale & pole 1975).

The task of maintaining the equilibrium between hospitality curriculum and the need of this industry is a challenge. There is also a need for the students, educators and human resource specialists in the industry to become much more concerned as well as innovative in the context of directing the course, programming, content, as well as delivery. Almost every research has showcased the need for the maintenance of equilibrium between the hospitality curriculum and the industry needs. Most importantly, there is no specific research pertaining to the curriculum of NCHMCT, as well as the needs of the Indian hospitality industry resulting in widening the gap between the two sectors.

Challenges in Indian Hospitality Education

- Success of any of the program is lined up on the content and curriculum of the course. Trends in hospitality industry keep on changing in a rapid manner and therefore it is important for the curriculum to keep up the pace in order to match the changing needs of the industry (Kumar, 2018). Representatives of the industry therefore, must be a part of syllabus committee in order to help frame the syllabus accordingly.
- Technology today has become one of the most important parts of an individual's life and therefore use of such Technologies towards managing the hotels has also become imperative. Any knowledge related to the new technologies specifically in the management of property is considered to be of utmost importance. Much stress must be given on the use of PMS software and computers at institutional level in order to make presentation, research and teaching (Kumar, 2018). The curriculum encourage more knowledge and use of the modern equipment's in housekeeping, restaurants, kitchen as well as the department of front office.
- In order to give a curriculum that is value based NCHM, AICTE and universities have taken in the necessary steps in order to restructure the curriculum. In spite of this, unfortunately, there is no uniformity of the hospitality curriculum throughout this country.
- New topics such as management of retail store, management of call centers and hospital management must be incorporated in this curriculum. There must be a proper coordination between the approval bodies of the course such as universities, NCHMCT and AICTE in order to make the curriculum uniform (Kumar, 2018).
- In many of the states the syllabus of the State Council for the diploma course has been elaborated more than any degree course with a few of the subjects that are non-core and unimportant. There is a need for placing the importance on the subjects based on management and tasks. Grooming, leadership development, personality development as well as topics as such that and value must be a part of this curriculum.

Methods of teaching

Hospitality management is considered to be a course based on skills. After graduating, students join the areas of operation as well as climb the ladder gradually in order to take up the responsibilities of executive chef and general manager. Teaching methods, therefore, must place more of emphasis on practical classes that are task based (Jhajj & Aggarwal, 2018). Situation handling, panel discussion, demonstrations, case studies, presentation as well as other methods of innovative teaching must be made use of towards the development of students.

Development of faculty

It development must we made a continuous process as the faculty is considered to be the backbone of the success of an institute as well as reflects upon the students quality which are produced in these institutes. Encouraging the faculty members in order to acquire the higher

education undertaking publications and resources as well as attending workshops and seminars can be considered as some of the areas of development. Training for a period of about 15-21 days minimum in the hospitality industry in order to study every change in the management and operation will help broaden the faculties horizon as well as in turn benefit the students. International exposure under program of faculty Exchange with the renowned Institutions and Universities as well as attending International workshops and seminars can help add value to the hospitality education as well.

Activities related to students support

One of the major challenges for any of the institute is being support activities for the students. Classrooms having good ventilation, clean campuses, sports facilities, well-stocked libraries, gym and hostel facility, laboratories having modern equipments, seminar halls, etc. for holistic development can help make the ideal learning environment (Jhajj & Aggarwal, 2018). Encouraging students in order to participate in different intra and Inter college activities can help towards their development. Annual festivals, theme parties organized in house by the students can help to develop the skills of team building as well as leadership qualities. Running restaurants and hotels commercially that are attached to the institution can be made use of by the students in order to work in the free time in order to acquire the professional skills can help the students to build their confidence as well as get a good placement.

(A) General Teaching Methodology Being Adopted In Hospitality Institutions in India	
Generalised Lectures	Mock Interviews
Practical Classes	Hospitality Events
Assessments	Conference
Group Discussions	Internal Examination
Presentations	Computer Knowledge
Seminars	Field Trips
(B) Industrial Requirements in Hospitality Institutions	
Customer Service	IT Skills
Languages	Professionalism
Speciality Knowledge	Managerial Potential
Operational skills and understanding of the industry	Financial Management
(C) Gap Analyzed Between the Hospitality Teaching And Industrial Needs	
Multi-lingual barriers and poor communication skills	Fewer hands on workshops for both teachers and students
Smaller duration of internship	Less exposure to practical work

Poor operational skills	Outdated text books and inadequate computer training
Very less knowledge of security functions and first aids skills	Inadequate modern equipment for practical lessons at institutions
Less exposure to customer relationship and leadership skills	Lacking personal and problem solving skills
(D) Effective Ways for Bridging The Gap	
There should be a close link between the educators and the industry	Regular conferences, seminars and workshops will help in exchanging the ideas among students and teachers
Organizing field trips so that students will get exposed to current industrial trends	Providing a good library with new and updated books for effective research work
Improving institutional infrastructure	Providing the latest teaching materials and regular review of the curriculum
Emphasis on strengthening of the communications skills And multi-language	Building modern food laboratory and computer laboratory and computer laboratory furnished with modern equipments.
Extending the period of internship	Regular in-service training of educators

Fig.1 Gap Analyzed between teaching and industrial needs and bridging the gap

The gap analyzed between teaching and industrial needs and the ways to bridge this gap has been shown in figure 1.

RECOMMENDATIONS

- Need of continuous and close interaction between the hospitality professionals and students in order to impart the knowledge and skills regarding entire gamut of the current expectation of trends and services.
- Changes in the curriculum as well as reformation process of antediluvian in order to bring the freshest in universe where the scope for the innovation has been provided.
- Defining at the outset as to what can be expected of the specific semester as well as introducing the branch is for specialization itself during the undergraduate level.
- Development and training programs for the hospitality educator that must include necessarily the on job training as well as capsules of refreshment training.

CONCLUSION

The sense of self-approbation within the institutes of hospitality training augmented with the lack of an understanding of the current requirements and Trends of the hospitality sector has remained

one of the most important reasons for the presence of gap between what is being offered and what is actually required. The ideal situation therefore would be to take the hospitality professionals on the board while also devising the curriculum for the hospitality institutions that can provide inputs to the greater extent. It is the irony which hospitality graduates are expected in order to learn the operational skills in the four major areas, organizational behavior, strategic management and in general, conceptual skills, accounting management skills and human resource management skills within the three years that puts them under much pressure as well as mostly the graduates end up becoming the jack of every trait but master none. Assignments today has become the mockery as well as a today show where the students are forced in order to copy the things from the internet because of the fear of failing as well as stay in the good books of the professor. Therefore, in order to remain competitive and perform well in this business environment it is important for the graduates to have the complex set of managerial and operational skills as well as work towards the development of constructive thinking in order to transfer acquired knowledge and skill into performance and productivity. To enable supply of efficient and skilled human resource for this industry the hospitality schools must revisit few of the challenges being faced by them in this sector as well as attract the correct talent and work towards the development of attitude in the staff.

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