

## **STAKEHOLDERS MAPPING REPORT FOR TOURISM STUDY PROGRAM**

### **WORKSHOP ON STAKEHOLDER INVOLVEMENT IN COURSE CURRICULUM DEVELOPMENT 17<sup>TH</sup> AND 19<sup>TH</sup> APRIL 2025**

As part of SIPAS Work Package-2, a two-day intensive workshop was organized to bridge the gap between academia and the tourism and hospitality industry. The workshop brought together key stakeholders from both sectors to deliberate on aligning academic outcomes with evolving industry needs.

The brainstorming discussions centered on identifying thrust areas that support long-term sustainability, equip tourism and hospitality students with job-ready skills, and foster innovative learning aligned with evolving market dynamics. Day One discussions with tourism and hospitality stakeholders highlighted key concerns to be addressed in curriculum design, aligning with the industry-academia strategic partnership.

#### **Industry Stakeholders Suggestions and Recommendations:**

1. Institutions must integrate Theory with Practice where the curriculum should include industry-focused projects and simulation-based experiences to enhance practical learning.
2. Training in essential Industry Tools like Property Management Systems and marketing software to improve job readiness. This must be addressed by course designing.
3. Recommendations were made by industry stakeholders to focus on gender inclusivity, performance-based evaluation, and molding students' attitude and industry ethics from the start.
4. Students must enter into the industry with deeper knowledge about how work actually functions in the hospitality domain—from operations to guest interactions.
5. Institutions must embed purpose-driven orientation sessions right from the first semester to instill seriousness and love for the profession.
6. Courses should incorporate reflective and experiential learning methods that link academic content with real-life scenarios.
7. Communication labs and role-play modules must be integrated to develop articulation and response handling.
8. Regular interactions with alumni and industry experts can help ground students with reality and spark motivation.
9. Institutions must equip the curriculum or module which Encourage personal projects or capstones that reflect individual interest in various verticals—culinary, operations, marketing, tourism, etc.
10. Institutions must be able to drive their students or oriented toward sustainability and entrepreneurship, naturally evolved into a deep critique of institutional practices, student

preparedness, and the necessity of integrating real-time sustainable methods and technical knowledge into hospitality education.

11. Present existing syllabus focuses heavily on theory. There's a huge mismatch between what is taught and what the industry expects, especially when it comes to using industry-standard software and applications.
12. Students Lack of Real-Time Technical Exposure. Students receive theoretical input about tools like PMS, Tally, and CorelDRAW, but they lack hands-on experience. This creates a skill gap that becomes painfully evident during internships or placements.

Some of Sustainability Practices Highlighted by Industry Stakeholders to be part of course curriculum are:

- Fuel-saving methods in laundry and air conditioning systems.
- Recycling and reuse of wastewater for purposes like gardening.
- Linen reuses initiatives to reduce laundry frequency and costs.
- Plastic avoidance, promotion of glass bottles, and carrying reusable water bottles.
- All these sustainable efforts also help increase the GOP (Gross Operating Profit) and enhance the hotel's eco-reputation.

Industry stakeholders also recommend:

- Institutions must provide realistic portrayals of industry scenarios instead of painting an overly motivational picture.
- There should be transparent discussions about job roles, industry challenges, and salary brackets.
- Curriculum redesign must involve industry stakeholders to keep academic content relevant and updated.
- Practical training using real software (like PMS, Tally, CorelDRAW, marketing tools) should be prioritized over just teaching the theory of these tools.
- Evaluation and grading systems should be ethical, based on actual understanding and skill demonstration, not rote memory or leniency.
- Sustainability modules and awareness must be formally introduced into hospitality education.
- Faculty training programs, similar to the Oberoi Group's SCEP, should be conducted to keep teachers updated and aligned with industry needs.

**Outcome of Day-Two workshop with Tourism and Hospitality Academicians** - Following are key concerns suggested to be incorporated in designing the new curriculum module, in relation with need of Industry and Academia Strategic Partnership

1. Academic institutions need to invest in infrastructure, faculty training, and teachers must be train in AR/VI Tools use in their teaching because teaching with AR/VR could become a vital tool for future education.
2. Institutions through their courses must design the modules which give the understanding to students about shaping the future travel experience, emphasizing the need for understanding new policies that promote sustainable practices. These policies should ideally be developed in close collaboration with the government and industry stakeholders to ensure the long-term impact on tourism and related sectors.
3. Technology continues to evolve, it will become an inseparable part of the educational system, and institutions must adapt accordingly.
4. Institutions must be ready to establish AR/VR labs in their respective campus or must collaborate with such institutions where such facilities are available. This development is a significant step toward ensuring that Indian students have access to immersive learning experiences that can enhance their practical skills in tourism and hospitality.
5. Institutions must balance the curriculum with reality and future aspirations. Curriculum development should be aligned with industry expectations, ensuring that students can secure meaningful employment after graduation.
6. There is need to promote awareness campaigns to educate the public about the value and potential of careers in tourism and hospitality.
7. Topics like Economic sustainability in tourism and hospitality must be rooted in “waste to wealth” concepts in tourism course modules.
8. Sustainability must be embedded as a core subject across tourism and hospitality courses. Students must be provided with current topics on sustainability practices, technological innovations, and the role of communities in the economy as part of their curriculum. This will help them understand how the tourism and hospitality sector can be revitalized and made sustainable through the integration of technology, active community involvement, and curriculum reform.

## **Feedback**

The stakeholder workshop garnered positive responses from a diverse group of participants, including professors, directors, NITHM Alumni, and industry professionals. Quantitative feedback, collected on a 4-point Likert scale, highlighted high satisfaction with the relevance of the workshop content (3.72), facilitator knowledge (3.72), and staff courtesy (3.80). Other well-rated aspects included venue comfort (3.76), curriculum applicability (3.64), and motivation to adopt new designs (3.60). While participants appreciated the interactive format and insights from foreign delegates and industry sessions, some areas like the usefulness of examples and clarity on industry inputs received slightly lower scores (3.40). Qualitative feedback emphasized the value of real-world perspectives and stakeholder involvement in curriculum design, while recommending improvements such as extending the workshop to a full week, enhancing time management, and increasing practical and youth-oriented engagements. Overall, the workshop

was regarded as informative, engaging, and well-organized, with valuable takeaways for future curriculum development initiatives.

Day 1 Programme -[Click here to access the Schedule](#)

Day 2 Programme Schedule [Click here to access the Schedule](#)