RE-ORIENTING CURRICULUM OF TOURISM EDUCATION IN THE CONTEXT OF COVID-19: AN EMPIRICAL STUDY

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ABSTRACT

The tourism academic programmes transform a student into a tourism professional with a curriculum designed with classroom lecturing, field visits and internship. These three components help a student to understand the practices and approaches in the tourism industry. But, as the COVID-19 pandemic has escalated its impact on tourism academia and caused the curriculum to shrunk into online platforms, the classroom lecturing has shifted to virtual platforms such as google meet, zoom, cisco Webex, and google classroom. The internship and the field visits were either cancelled or conducted in virtual mode. The situation has a significant effect on the tourism postgraduate students of the batch 2019-2021 as first half (2019-2020) of their course was conducted in regular mode and the second half (2020-2021) in virtual mode due to the pandemic. It seems a study on this batch will be crucial to explore the impacts of sudden change in pedagogy and assess the need to re-orient the curriculum. This article explores the scenario using qualitative inquiry into the viewpoints of tourism postgraduate students of the batch 2019-2021. Questionnaire was used to collect data and are analysed qualitatively. The findings of this study assist in assessing the need to re-orient the curriculum and understanding the areas which require modification to fit to the online pedagogy. As the perspectives of students are vital to design an efficient learning environment, the study will certainly complement to shape future of tourism education.

Keywords: Tourism Education, Postgraduate Students, COVID-19, E-learning, Re-orienting Curriculum.

INTRODUCTION

Travel and tourism is a major labour-intensive service sector that proliferates and requires good quality, ability and skilled personnel to provide different services and hospitality to enhance tourist's experiences. This colossal requirement for qualified personnel emphasises tourism education because education, as mentioned by Idris et al. (2012), helps foster the knowledge, skills, values and personality of an individual. It also enhances the competitiveness in the tourism sector and helps to foster tourist's satisfaction through better services and products that meet the needs and expectations.

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The method and tools used for teaching and learning play a significant role in delivering effective and quality education in tourism (Hsu and Li 2017). The tourism curriculum is composed of both theory and practical components (Liburd et al. 2018), of which the practical components reserves vital importance (Schoffstall and Arendt 2014). The practical components in tourism education are internship, case studies, and field trips. These have recently gained importance as it acts as a bridge between the tourism academia and the tourism sector (Kim and Jeong 2018).

The intervention of technology has brought a tremendous revolution in tourism (Chiao et al. 2018). Similarly, the educational sphere of tourism has also advantaged from technology in terms of quality and delivery of course content (Goh and Sigala 2020). However, there still exists issues and obstacles in online tourism education (Davis et al. 2019). This manifested the need to investigate further the impact of online tourism education pedagogy.

Furthermore, the COVID-19 pandemic drenched the whole world in peril, there was a sudden shift to online pedagogy due to the disruption caused to the education sector (Crawford et al. 2020; Ye and Law 2021). This sudden transition of pedagogy happened without considering the readiness of teachers and students, learning infrastructure and environment, and student's surroundings and situations (Salman et al. 2021), thereby causing concern about the quality and effectiveness of the education (Oyedotun 2020). This sudden shift of pedagogy to e-learning during the pandemic caused turmoil due to network and technical glitches, unavailability of required gadgets and equipment, surroundings, pandemic situation, stress, workload and lack of resources. Hence, as stated by Basilaia and Kvavadze (2020), it is necessary to plan and redesign the curriculum for effective online pedagogy.

Additionally, the COVID-19 pandemic has led to a significant change in the tourism business model. The customer's expectation has changed, the community's acceptance and satisfaction with tourism activity have changed, the confidence level of the workforce has changed and the tourism sector now searches for a more sustainable business model to face the future crisis of the tourism industry. In this context, a suitably skilled workforce is required to face this current situation and drive the tourism sector to resurrect.

The impact of sudden change in pedagogy during the pandemic would be significant among the tourism postgraduate students of the batch 2019-2020. This particular batch was exposed to experience the pedagogy in regular mode in the first half (2019-2020) of the curriculum and the

second half (2020-2021) in virtual mode due to pandemic. This article conducts a qualitative inquiry to explore the challenges faced by the tourism postgraduate students of batch 2019-2021 using questionnaire. As the students' perspectives are vital to enhance the effectiveness of curriculum and pedagogy, the findings of this study would complement in designing an effective learning environment and shape the future of tourism education.

Literature Review

Tourism Education

Ayikoru et al. (2009) mentioned that tourism education plays a vital role in the tourism sector, and its manifestation can directly or indirectly impact the entire tourism sector. This can be confirmed by the statement made by a prominent international organisation working for the betterment of the tourism sector, the United Nations World Tourism Organization (UNWTO) (Perdomo 2016), it states that tourism education is pivotal to enhance the competitiveness of tourism services and products, and the satisfaction of tourists (Fayos-Sola 1997). This evinces the importance of tourism education and to gain a deeper understanding, it is necessary to look at both the tourism curriculum and pedagogy. Taylor and Richards (1985) has defined the term curriculum in the simplest form as that which is taught. One of the latest and precise definitions for the curriculum can be found in the work of Mulenga (2018). Here curriculum is more precisely defined as:

> "Curriculum is all the selected, organised, integrative, innovative and evaluative educational experiences provided to learners consciously or unconsciously under the school authority in order to achieve the designated learning outcomes which are achieved as a result of growth, maturation and learning meant to be best utilised for life in a changing society" (Mulenga 2018).

Hence, it can be said that the curriculum composes of a complete programme of the educational experience provided in the degree programme. The constituent parts of a curriculum are the course contents. In the case of tourism, both the theory and practical components are pivotal to deliver effective and quality education to foster knowledge, skills, and attitude. From this, it can be said that a tourism curriculum is a packaging of expertise required to provide the appropriate skills and mindset needed to the students. But because of the broad, complex, multidisciplinary and dynamic nature of tourism and the range of practices and outcomes, the tourism curriculum offers an incomplete account of the tourism activity (Tribe 2005).
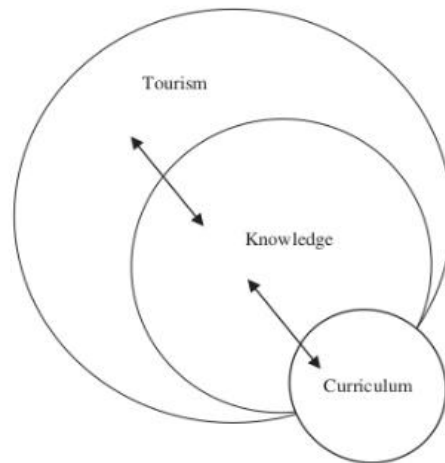
Figure 2.2: The Linkage of Tourism Sector, Knowledge, and the Curriculum

Figure adapted from the book 'An International Handbook of Tourism Education'

Due to the broad, dynamic, complex and multidisciplinary nature of tourism, the tourism knowledge could not represent a complete insight on the entire tourism sector. Similarly, because of many limitations such as time constraints (degree programme spans three years or two years) and the need to straddle and incorporate knowledge from other disciplines, the tourism curriculum represents only a minor part of the tourism knowledge. It is evident from the study of Tribe (2005) that, tourism education can influence and bring changes in the tourism practices. For instance, the elaboration on sustainable practices and benefits of community involvement in tourism and incorporating it in tourism education can pressure the tourism industry to amend the tourism activity to account for sustainable practices and community engagement in tourism.

Although tourism education is accepted and taught worldwide, the curriculum framework of tourism is still highly dynamic (Dredge et al. 2012; Tribe 2002), and different universities or institutions have different approaches towards the tourism curriculum (Airey 2015). However, a recent book on tourism education, 'The Routledge Handbook of Tourism and Hospitality Education' of Dredge et al. (2015), has reflected on the widely accepted framework and delivery of tourism curriculum, which include project-based studio work, problem-based learning, life-long learning, value-based learning, work-integrated learning, and web 2.0 technologies. This evinces that the curriculum design and pedagogy is enhancing to contribute adequate knowledge, skills and qualities to the tourism students.

**Re-Orienting Curriculum of Tourism Education in The Context of Covid-19:
An Empirical Study**

The method and tools used for teaching and learning play a significant role in delivering effective and quality education in tourism by creating a positive teaching and learning environment (Han et al. 2015; Hsu and Li 2017). As mentioned by Liburd et al. (2018), the tourism curriculum is composed of both theory and practical components, and the practical components play a vital role in enhancing the student's learning (Schoffstall and Arendt 2014). The practical components help to foster student's learning because for two main reasons; one, the curriculum only covers a limited portion of the whole tourism activity (Tribe 2005), two, the exposure to actual situations helps to gain more profound knowledge on the industry practices and prepares the student to face real-world tourism phenomenon (Self and Self 2017). The practical components help students gain problem-solving and critical thinking skills (Mak et al. 2017) and foster motivation (Lee and Dickson 2010), because using proper education methods can stimulate student's motivation to learn (Bethell and Morgan 2011).

The practical components of tourism education generally consist of internships and field trips. In this, the internship is one of the vital components in tourism education (Aggett and Busby 2011; Hughes et al. 2013; Kim and Jeong 2018; Yiu and Law 2012; Zopiatis and Theocharous 2013). It reinforces knowledge (Busby 2003) and increases the student's motivation and satisfaction (Robinson et al. 2015; Stansbie and Nash 2016), depending on the experiences gained during the internship (Chuang and Dellmann-Jenkins 2010; Jenkins 2001; Xu et al. 2018). Similarly, the field trip also plays a significant and highly effective role in tourism education (Arcodia et al. 2014; Dembovska et al. 2016; Portegies et al. 2015). The students have reported that they could enhance their understanding of the tourism course through field trips (Goh and Ritchie 2011) because through field trips, they were able to relate the theories to practice (Gretzel et al. 2008). The pre-trip, on-trip and post-trip phases of field trips enhance the learning (Wong and Wong 2009), further Arcodia and Dickson (2013) also stated through their research that the classroom discussions on the field trip by the lecturers provide insights and results in enhancing the learning. Sotomayor (2020) says that the field trip allows students to go through authentic learning experiences in different tourism destinations. The field trip also helps to develop teamwork, interpersonal skills (Jakubowski 2003; Sotomayor 2020; Xie 2004) and leads to behavioural change (Ting and Cheng 2017).

The technology intervention in tourism education was tremendous and has advantaged in terms of quality and delivery of course content (Goh and Sigala 2020; Rodney 2020). The intervention of technology into tourism education has made the curriculum more engaging, interactive and student-centric. It also brought real-world experiences, active student participation in cognitive activities, easy access to study resources and individualised feedback. This boosted student's interest, motivation, and learning outcomes while decreasing student's problematic behaviour in the classroom (Goh and Sigala 2020; Sigala 2013). Other benefits of technology in tourism education are the opportunity for students to connect and network with industry professionals, scholars, and academicians (Sipe and Testa 2020) and also to develop their capabilities to use and manage technology in their working environment (Sigala 2007). The technology has intervened into every component of the tourism curriculum, including practical components such as field trips and internship; it comes in various names such as online internship, remote internship, virtual field trip, etc. (Chiao et al. 2018; Park and Jones 2021; Patiar et al. 2017; Schaffer 2017; Schott 2017).

Although technology has brought many benefits to the tourism education sphere, literature has mentioned the issues and barriers in technology intervention into tourism education (Lee et al. 2016). One major concern in technology adoption into tourism education is low self-effacing and readiness (Long et al. 2018). There are many other barriers, such as socio-cultural barriers (Liu et al. 2020), technological barriers (Gutiérrez-Carreón et al. 2015), time management and wrong or misinterpretation of expectations by students or instructors (Davis et al. 2019). Bailie (2015) mentions the complexity of feedback and assessment methods in online education. Hwang et al. (2010) raise concern on whether technology can be effectively combined with real-life tourism activity because exposure to actual tourism phenomenon provides an effective learning outcome. If it lacks, the quality of learning decreases. Also, Karich et al. (2014) raise concern on whether technology intervention can meet different learner's needs because to make the subject reach the expectation of every student diverse method of instruction is required.

Another significant barrier in technology intervention is regarding the interpersonal relationship (Davis et al. 2019; Lee et al. 2016; Rovai and Jordan 2004). Since tourism is a service sector, at the core of tourism is human relationships and interactions. It is at the educational level where the importance of building relationships can be taught and practised. Also, for effective course delivery, there must be a social relationship with the instructor and students and building

relationships with other students is also necessary within a classroom (Davis et al. 2019). The studies of Lee et al. (2016) and Rovai and Jordan (2004) have specifically mentioned that the technology intervention in tourism education has decreased social relationships in student-student and student-instructor. This reveals that the technology intervention in tourism education requires further innovations and research.

COVID-19 Disruptions in Tourism

"Tourism is an industry which is highly susceptible to negative events and, since there is always a crisis somewhere in the world, the sector appears to be under an almost permanent threat of yet another crisis looming" (Pforr and Hosie 2008).

Tourism is undoubtedly one of the most vulnerable sectors that are being affected severely by external occurrences. Dealing with a crisis is not an easy task. The standard way of assessing the gravity of a crisis can be expressed through loss of life, infrastructure damage, loss of homes, economic or cultural damage, etc. In contrast, a tourism crisis can be expressed through the number of lost arrivals, visitor nights or spending. A crisis or uncertainty can occur on a scale spectrum that ranges from local to global at any time. One such crisis is the COVID-19; its impact has been particularly catastrophic for the travel and tourism sector. The coronavirus disease 2019 presages an economic downturn and a worldwide collapse of the tourism sector.

During the COVID-19, the tourism sector was suspended as a COVID-19 mitigation measure. The international tourist arrival decreased to 87% (UNWTO 2021), that is, in 2020, tourism lost one billion international tourist arrival, which accounts for USD 1.3 trillion loss of tourism exports. Every region across the globe had negative growth in the tourist arrival, -96% in Asia and the Pacific, -85% for both Africa and Europe, -84% for the Middle East, and -77% for Americas. Also, a 49.1% drop in contribution to GDP (WTTC 2020), which accounts for a loss of USD 2 trillion to global GDP.

These losses accounts COVID-19 as the most devastating crisis that happened to tourism (Assaf and Scuderi 2020; Karabulut et al. 2020). COVID-19 had generated substantial social costs to local communities (Qiu et al. 2020), increased job insecurity feeling and turnover (Jung et al. 2021). COVID-19 has also influenced the behavioural patterns of tourists. Kock et al. (2020) stated that the COVID-19 influenced tourist's perception of several risk factors such as health,

psychological, social, performance, image, and time, leading to behavioural change among the tourist. The tourist has changed their travel behaviour from general to elaborate, open-hearted to closed, radical to conservative. The travel pattern of tourists has also changed due to the COVID-19 pandemic (Kock et al. 2020).

In a recent study by McKinsey and Company (2021), during the COVID-19 pandemic, 69% of the organisations had a prevalent shift to skill-building. According to them, the skills such as social and emotional, digital and advanced cognitive skills of the workforce were fostered to thrive during and after the COVID-19 pandemic crisis. This evince the need for better skills and qualities for the aspiring tourism professionals to meet the need of tourism sector in the future.

In the case of Tourism Education, it was not immune to the COVID-19 pandemic. There was a sudden shift to e-learning that has caused many challenges and issues to the pedagogy (Oyedotun 2020). Both the theory and the practical components of the curriculum were conducted online. These changes were implemented because of the pandemic situation and hence without proper planning. Jenkins (2001) states that a curriculum conducted without appropriate planning and issues and with challenges can result in students losing interest in the curriculum and getting demotivated. As stated by Terrier et al. (2018), motivation is a vital factor for enhancing the interest and engagement of a student. Because, when a student becomes demotivated on the curriculum, it can make the student hesitate to engage and commit to the curriculum activities which leads to poor academic performance (Legault et al. 2006), increase stress (Baker 2004), and result in increasing dropout rate (Pascoe et al. 2020). Salman et al. (2021) showed concern on the quality and effectiveness of education by stating that the sudden transition of pedagogy to e-learning during the pandemic happened without considering the readiness of teachers and students, learning infrastructure and environment, and student's surroundings and situations. The challenges and turmoil of the sudden shift of pedagogy were due to various factors such as network and technical glitches, unavailability of required gadgets and equipment, surroundings, pandemic situation, stress, workload and lack of resources (Zhou et al. 2013).

Further, even though tourism education adopted internet technology for many decades now, there still exist barriers. One significant obstacle in e-learning is implementing institutional, personal and technological barriers (Goh and Sigala 2020). E-learning can also lead to misperceived or misinterpreted or wrong expectations (Davis et al. 2019; Goh and Wen 2020),

resulting from a miscommunication between instructors and students. Further, Davis et al. (2019) and Lee et al. (2016) states that it can result in poor time management and poor participation in curriculum activities if the student has low self-control and motivation. E-learning has also decreased the relationship between the instructor and the students (Goh and Wen 2020; Ye and Law 2021) as digital technology causes psychological distances between people (Darke et al. 2016).

Expectation for post-COVID-19

Research is being conducted actively in this sphere to revive tourism in the post-pandemic situation. Hall et al. (2020) suggests that there should be a global commitment to a sustainable tourism model because it can make tourism more resilient and efficient to face any future crisis. The strategies put forth by UNWTO must be adopted by the tourism sector across the globe (Collins-Kreiner and Ram 2020). Multi-stakeholder involvement is pivotal for resilience from the current situation (Qiu et al. 2020; Sharma et al. 2021). Further, emotional attachment and humanisation is also pivotal for tourism in the post-COVID-19 scenario (Hang et al. 2020). Ritter and Pedersen (2020) expects a change in tourism business model. The post-COVID-19 tourism sector's focus has to be on sustainable tourism, climate change and circular or regenerative economy (WTTC and Harvard 2021), and women in tourism (WTTC 2021).

It can now be manifested that the tourism sector require innovation and a better approach for the post-COVID-19 scenario. One method to attain this requirement is by providing adequate knowledge and training. Talking about the approach, regenerative tourism, "a niche innovation" (Bellato et al. 2022), is potentially the most suitable approach tourism sector can depend for resilience and creating responsible benefits for environment, society and economy as the concept goes beyond sustainability and emphasis consciousness (Hussain 2021). Regeneration is referred to making a favourable condition for life on earth to thrive equally. Regenerative tourism simply is 'leaving a place better than how it was when we found it' (Pollock 2019). Anna Pollock, founder of Conscious Travel, who advocates regenerative tourism illustrate it as:

> "The shift from self-centred extraction of value for the benefit of few to the community and life-enhancing, service-oriented associated with regeneration that involves ever-higher levels of care and interdependence" (Pollock 2019).

The focus of regenerative tourism is on the place and community and its approach is different from the usual tourism business model (Becken 2020). It works on a 'values-based

tourism framework'– this include giving value to the well-being of culture, social, environmental and economic, the agreed rules, traditions, and the relationships (Becken and Kaur 2021). That is, "Understanding the cultural significance of sites, designing facilities and signage appropriately, connecting visitors to restoration projects, and providing employment through ingenious rangers" (Becken and Kaur 2021).

> "Regenerative tourism is described as a systems-based, aligned with cultural and natural patterns, integrated with local development approaches and positions tourism practices as processes of regeneration" (cited in Duxbury et al. 2021: Bellato et al. 2022).

Since the approach is more aligned towards creating positive benefits for the environment and society through tourism, this is potentially the suitable approach tourism sector can adopt for post-COVID-19 scenario to be resilient while creating responsible and beneficial contributions. Considering the possibilities and benefits of regenerative tourism various nations such as New Zealand, Sweden, Hawaii have already adopted regenerative tourism. However, the concept is unexplored in tourism education. Since the curriculum requires re-orientation in the context of COVID-19 and since the tourism sector requires a better approach, bringing regenerative tourism to tourism education would help the aspiring tourism professionals to develop the adequate skills and qualities for the post-COVID-19 tourism business.

Methodology

This article aims to study the current situation in tourism education and determine the need to re-orient the tourism curriculum to build qualified workforce for the post-COVID-19 tourism sector. The objectives of the study are:

- To determine the challenges faced by the tourism postgraduate students due to the sudden shift in tourism pedagogy in the context of COVID-19
- To determine the changes required in curriculum to fit to the current pedagogy and business scenario
- To identify the adequate approach required in post-COVID-19 tourism sector
- To determine the need to re-orient the tourism curriculum in the context of COVID-19

The article aim to answer the following questions:

1. How was the tourism postgraduate course conducted during the pandemic?
2. Did the students find the new pedagogy efficient to acquire knowledge?
3. What was the attitude or approach of instructors in the new pedagogy?

4. How were the learning experiences for tourism students in the sudden shift to new pedagogy?

5. Did the students show any change in behaviour due to the pandemic and the sudden shift in pedagogy?

6. What does the students prefer to enhance their learning experiences during the pandemic?

To answer the research questions, qualitative data is required from primary sources, that is, the tourism postgraduate students of batch 2019-2021. Questionnaire was used to collect data as it seems most suitable method for efficient and accurate in this context. The primary and secondary data altogether helps to determine the best suitable model for post-COVID-19 tourism and also for suggesting focus areas when re-orienting the curriculum to fit to the current tourism scenario. The sample size of the study is 100, the sample profile is represented in *table 1*. The questionnaire was shared among the tourism postgraduate students of batch 2019-2021 in Pondicherry Universities, Mangalore University and Kuvempu University located in South India.

The questionnaire have 50 closed-ended questions with 16 multiple choice question, two rating scale questions, 17 likert scale question, two checklist questions, and 13 dichotomous questions. The construction of questionnaire is represented in *table 2*. All the questions in the questionnaire were made mandatory to be a respondent in the survey. The questionnaire was prepared using a commonly used online survey platform, 'Google Form', a free survey administration software offered by Google.

The collected data were analysed using inductive reasoning, a method to identify patterns and develop explanations from the observed data (Bernard 2011).

Findings & Discussion

The responses from 100 tourism postgraduate students of batch 2019-2021 were analysed. The respondents were from three different tourism degrees, namely, Master of Business Administration (MBA) 75%, Master of Tourism Administration (MTA) 4%, and Master of Travel and Tourism Management (MTTM) 21%. However, 60% of the MBA students and all the MTA and MTTM students reported that their classes were conducted virtually during the pandemic. The data collected from the students are analysed to create themes and discuss them further. The raw data are represented in column 2 of *table 3*. Eight themes were identified from the responses: (1)

Method of teaching during the pandemic, (2) Regularity of conducting classes, (3) Student's attendance in the classroom during the pandemic, (4) Instructor's approach/attitude during the pandemic, (5) Issues in the sudden shift to e-learning, (6) Student's Experiences, (7) Student's Behaviour, (8) Student's Preferences (refer column 3 in *table 3*).

Method Of Teaching During the Pandemic

As the COVID-19 pandemic has influenced the tourism education sector, there was a significant change in teaching methods, which is clearly seen in the data. Among the 100 respondents, 85% has reported that their classes were conducted online, and 15% suggested that they had blended classes; there were no offline classes during the pandemic period—the 15% of students who reported blended classrooms to belong to MBA degree in tourism. Regarding the practical components in tourism, 72% of students responded that their practical components were conducted, but 28% said their practical components in the curriculum was not conducted. 59% of students think that the course content for the e-learning was not in an organised form, only 21% students had the opinion of having an organised course content, the rest of the students (20%) were in neutral sentiment.

Regularity Of Conducting Classes

In order to enhance the student's interest and motivation in learning, it is necessary to conduct classes in a well-organised manner with proper planning, because a curriculum conducted without proper planning and with issues and challenges can result in students losing interest in the curriculum and gets demotivated (Jenkins 2001). According to the survey 57% of students thought that the classes during the pandemic were not conducted regularly, but 43% of students said 'yes' to the question stating the class was conducted regularly. This suggests that the courses were conducted without proper planning and organisation. A high majority of students (98%) said that there were often occasions when the scheduled classes were cancelled, and 76% stated that there were occasions where classes were conducted without clear intimation.

Student's Attendance in The Classroom During the Pandemic

Of the one hundred students who participated in the survey, 99 stated that the students are not attending classes regularly during the pandemic even though the regularity was confirmed by 43% (section: 4.2.1). 25% of students said they miss the classes due to improper intimation regarding the class schedule, and 44% said they miss the class sometimes due to poor intimation.

However, 21% of students were able to attend the classes even after poor intimation. Getting distracted is a common phenomenon among youth; 74% of students said that they get distracted easily from the online classroom, and 26% said they get distracted sometimes; that is, every student who participated in this survey gets distracted from class during the online class session. This suggests that the online pedagogy brought many challenges and the students get distracted easily.

Instructor's Approach/Attitude During the Pandemic

The instructor and student relationship are pivotal in the educational sphere. But according to the survey, 36% of students said that the instructors could not give individual attention to every student during the pandemic. 19% of students said that their subject understanding was a matter of concern of instructors in the online classroom. 60% of students said that the classes were taken for mere completion of the course and not for student's subject understanding. This is possibly due to sudden shift to online pedagogy, which is challenging, without considering the readiness of instructors and students (Salman et al. 2021).

Issues In Sudden Shift To E-Learning

The sudden shift to online learning has caused many issues. 65% of students said it was not easy to communicate in the online classroom, and 97% said it was difficult and inefficient for group discussion in the online classroom. 77% of students were of the option that the online classes are not suitable for clearing doubts. 50% of the students said that their overall class performance has decreased after shifting to e-learning. 66% of students says that the students were not active and expressive in the online classroom. Significantly, 78% of students agree that student's classroom participation had decreased. 62% of students agree that doubt clearing tendency of students has reduced in the online class. The interaction between students and teachers in an educational setting is of vital importance. In this survey, 60% of students agree that student-student interaction decreased and 61% of students agree about the decrease in student-teacher interaction. Technical glitches have influenced the learning experience according to 96% students. 51% of students agreed that it was difficult to gather study resources. A matter to concern seriously is on the dropout rate: 93% of students said that there were students in their class who dropped out of the course during the pandemic.

Student's Experiences

Although 64% of students said they could do more networking in this current pedagogy, the rest of the factors were negatively marked. 60% of students say that they are not satisfied with the current pedagogy. 55% of students say that the current pedagogy doesn't provide any practical knowledge. Regarding field trips, 81% of students say that the virtual field trip cannot be an alternative for the actual field trip and none of the students said it is an efficient alternative for the field trip. The majority of the students (92%) who participated in the survey said that the stress and confusion have increased in the new learning environment. And again, 92% of students said it caused health risks. The major health risks reported by students are:

- Eye straining   : 96%
- Stress   : 92%
- Sleeplessness   : 89%
- Becoming obese   : 87%
- Back pain   : 85%
- Hearing problem   : 69%
- Tiredness   : 59%

Regarding skill and knowledge, 54% of students said that the skills gained in the e-learning was 'poor'. In the case of instructor support to gain knowledge and skills, 34% of students opted for 'good', and 54% opted for 'satisfactory', but 12% said it is 'poor'. The course's contribution to skill and knowledge was said to be 'poor' by 48%.

These data overall suggests that the students did not have satisfactory experience in the changed learning environment. The students were exposed to many challenges including health risk and acquiring poor knowledge.

Student's Behaviour

The pandemic situation was made productive my 62% of the respondents by attending skill development courses to become more creative and competitive. But, it has also paved way for unfavourable behaviour among the students. 69% of the respondents says that the substance addiction has increased among the student community, which is a serious concern in the society.

Further, bad experiences and unfavourable situations can decrease dedication and increase stress. As the challenges increase, the approach a student exhibit will change proportionally. The sudden change in pedagogy has brought many challenges, and that has caused many difficult

situations for students. The survey data says that, 77% of respondents are afraid about their future in tourism due to the current situation in the travel and tourism sector. 83% of students said that there is a decrease in teamwork and cooperation among their classmates. Regarding the seriousness among the students towards academics, 86% of students said the seriousness has decreased as the pedagogy has shifted to online. Also, 59% of students said there was no increase in motivation. That is, the team-working mentality, cooperation, seriousness, commitment to studies and motivation have decreased among the student community in the current learning environment.

Student's Preferences

As the pandemic has forced a sudden shift in pedagogy, student's preference for education methods has to be considered as vital factor to develop an efficient curriculum and pedagogy. The respondents of this survey majorly (59%) preferred 'recorded live classes', 24% of students prefer Learning Management System (LMS), only 12% of students prefer 'live classes', and only 4% of student participants preferred recorded videos. Whereas, for the post-COVID-19, most students (69%) preferred hybrid classroom, when offline class was preferred by 28% of the students. The online class was preferred by only 3% of the students.

Most students (83%) prefer the offline mode of practical components, and 15% prefer hybrid mode. Only 2% preferred conducting practical components online. When asked whether the advancement of technology such as Virtual Reality (VR), Augmented Reality (AR), Artificial Intelligence (AI) can enhance the virtual field trip quality, 59% of the students said 'maybe' and 14% students said 'yes'. But 27% of the students said it could not enhance the quality of the field trip. Almost all student participants (95%) believe that travel and tourism education need to be innovated.

Overall, the survey suggests that the pandemic had caused detrimental impact on tourism education, there was a sudden change in tourism pedagogy, making the existing curriculum unfit for the pedagogy. The classes were conducted in an unorganised manner, and that has caused the students to lose interest and seriousness in tourism education. The students face many issues and challenges in the new pedagogy, which has increased several health-related problems and the unfavourable change in behaviour. The findings reveal a need to re-orient the tourism curriculum

to make a quality and skill-full workforce for tourism in the post-COVID-19 Travel and Tourism scenario.

CONCLUSION

The COVID-19 has caused a disastrous impact on the tourism sector and demanded a noteworthy change in the business model, embracing more sustainable models. Tourism education was not immune to the effects of COVID-19. The pedagogy had a sudden shift to e-learning. In this context, it was necessary to analyse the scenario in tourism education to suggest required changes that can help tourism education to build qualified workforce for the tourism sector. The study was conducted on tourism postgraduate students of batch 2019-2021 from various universities in India using questionnaire, and the collected data were qualitatively analysed.

Through the survey conducted for this study it was found that during COVID-19, the tourism education pedagogy had a significant shift and the method adopted was not satisfactory because of the sudden shift to online pedagogy and some institutions has cancelled the practical components. The practical components are a vital part of the tourism curriculum (Lee and Dickson 2010; Mak et al. 2017; Self and Self 2017). Hence cancelling the practical component can potentially degrade the quality of education. Also, it was found that the classes were not conducted regularly, the curriculum was not in compliance with the pedagogy, and there was abysmal attendance of students in class regularly. The technology intervention in education has brought many negative implications regarding technical glitches, behaviour, social relationship, etc., leading to decreased performance level, a decrease in motivations, and an increase in dropout. Further, there is a decrease in student-teacher relationship and interactions. Similarly, the student behaviour and experience in the new learning environment gave unsatisfactory result.

These results altogether state that the Tourism Students, in general, are unsatisfied with the current tourism education pedagogy and curriculum and the tourism business in post-COVID-19 would be different. This indicates the need to re-orient the curriculum to match the skills and qualities of aspiring tourism professionals with the tourism sectors need.

Through the survey we have identified the preferences of tourism students, we recommend to consider their preferences while re-orienting the curriculum to fit to the current pedagogy. Based on the secondary data, as we have identified Regenerative Tourism as the best suited model for the post-COVID-19 tourism sector, we recommend to re-orient the curriculum by focusing on

regenerative tourism approaches to building conscious tourism professionals for the future tourism sector.

The future studies can focus on regenerative tourism and designing regenerative tourism education programmes.

The study have its limitations: The results are based on a small cohort from universities in one specific region. We accept that fact that different universities in different region will have method of teaching. Also, the academicians' perspectives were not gleaned for the current study.

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