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A Systematic Analysis of Tourism and Hospitality Management Higher Education Curriculum in Bangladesh: Present and Future

S. M. Shahedul Alam[a] ID
shahedul.alam@pust.ac.bd

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Corresponding Editor
Ramesh Raj Kunwar
kunwar.sangla2@gmail.com

Abstract

Tourism and Hospitality Management (THM) higher education in Bangladesh is still in its early stages and faces significant challenges in curriculum design and implementation. This study adopts a mixed-methods approach, utilizing both primary and secondary data, to conduct a comprehensive analysis of undergraduate THM curricula across seven public universities, one private university, and eight colleges affiliated with the National University. The findings reveal that most THM programs are not outcome-based and lack alignment with the Bangladesh National Qualifications Framework (BNQF) and University Grants Commission (UGC) credit requirements. Additionally, 66.67% of institutions fail to incorporate practical or fieldwork components. There is also a lack of consistency in course offerings, titles, credit allocations, and internship durations. These issues are further compounded by limited industry relevance, poorly structured course hierarchies, and the absence of a standardized national curriculum. In response, the study proposes a Four-Step Strategic Framework to guide curriculum development: (1) Establish uniform national guidelines for THM higher education, (2) Adopt a standardized course structure, (3) Develop essential

support facilities, and (4) Implement continuous monitoring and review mechanisms. This framework aims to support faculty members, academic leaders, and policymakers in enhancing the relevance, quality, and coherence of THM education in Bangladesh.

Introduction

The Department of Tourism and Hotel Management (now the Department of Tourism and Hospitality Management) was established at the University of Dhaka in 2007 as a public university initiative to address the growing demand for skilled professionals in the sector. However, the field was introduced earlier by two private institutions—International University of Business Agriculture and Technology (IUBAT) and The People's University of Bangladesh— which began offering undergraduate programs in Tourism and Hospitality Management as early as 2003. Following this, additional private universities also started offering degrees in the field. In 2015, the UGC in Bangladesh took vigorous initiative to introduce undergraduate degrees in this field at the university level. Since 2016, several public and private universities have established tourism and hospitality management departments to supply the industry with quality managers. It is well-known that the quality of managers depends on the quality of the higher education system in tourism and hospitality, including curriculum design, teaching-learning processes, and the qualifications of teachers in the country. Kunwar (2018) strongly believed that tourism education will serve as the foundation and driving force for strengthening tourism as both an institution and an industry. Tuna and Başdal (2021) emphasized an efficient curriculum to raise the qualified manpower in the tourism field. There are no alternatives to developing a high-quality curriculum to produce skilled managers. Additionally, Alam (2022) identified various issues, including curriculum design in tourism and hospitality higher education in Bangladesh. In this context, the study aims to analyze the existing curriculum of higher education in tourism and hospitality management (THM) in Bangladesh, identify the underlying problems in curriculum design, and propose a research-based strategic framework for curriculum development. This research provides faculty members and policy-makers with a clear understanding of the features of the higher education curriculum in THM, and the challenges in its development, and helps them become familiar with a research-based strategic framework for THM curriculum development, guiding their future courses of action.

Review of the literature

Curriculum analysis is grounded in foundational educational theories that guide the design and evaluation of instructional content. One of the earliest and most influential models was proposed by Tyler (1949), who emphasized that curriculum development should begin with clearly defined educational objectives. His rational-linear approach laid the foundation for structured curriculum planning and evaluation. Building on this, Biggs (1996) introduced the concept of constructive alignment, which advocates for the alignment of learning outcomes, teaching methods, and assessments to promote coherence and effective student learning. Wiggins and McTighe (2005) further extended this notion through their backward design model, highlighting the importance of clearly articulated learning goals, logical sequencing of content, and scaffolding knowledge to support deep understanding. Moving from theory to practice, curriculum analysis entails breaking down the curriculum into its core

components—such as learning objectives, instructional strategies, disciplinary knowledge, societal relevance, and available resources—and examining how these elements interact (Jansen & Reddy, 1994). This process involves not only evaluating the internal coherence of the curriculum but also identifying the implicit beliefs, ideologies, and assumptions that influence its structure and content (Schiro, 2012). Recognizing these underlying paradigms is essential for understanding how curricular choices are justified and how they reflect broader educational and social priorities. To maintain relevance and responsiveness, curricula must also align with evolving industry demands and national educational standards. For example, in Bangladesh, higher education curricula are expected to align with the Bangladesh National Qualifications Framework (BNQF) to ensure quality assurance, consistency, and progression across academic programs (Bangladesh Accreditation Council, 2021). Such alignment helps bridge the gap between academic instruction and the practical competencies required in the labor market. Additionally, contemporary curriculum development emphasizes a participatory approach, wherein diverse stakeholders—including educators, students, industry experts, and policymakers—are involved in the design and revision process. According to Print (1993), such inclusive processes enhance the relevance and contextual appropriateness of curricula, making them more adaptable to changing societal and economic needs. Furthermore, curriculum evaluation should be ongoing and reflective. Ornstein and Hunkins (2013) advocate for continual review mechanisms to identify redundancies, content gaps, and misalignments within the curriculum. Supporting this, Stufflebeam's (1971) CIPP model—Context, Input, Process, and Product—provides a comprehensive framework for formative curriculum evaluation, ensuring that decision-making is evidence-based and oriented toward continuous improvement. Together, these theoretical perspectives and analytical models provide a comprehensive foundation for analyzing and improving curriculum design, particularly in rapidly evolving fields such as Tourism and Hospitality Management.

Materials and methods

This study employs a descriptive research design, utilizing both primary and secondary data to support qualitative and quantitative analyses. A comprehensive review of the existing undergraduate curriculum in Tourism and Hospitality Management was conducted across seven public universities, one private university, and eight colleges affiliated with the National University. These institutions were purposively selected based on insights gained from the initial round of focus group discussions (FGDs). In addition, the study reviewed the curricula of several renowned foreign universities, including Chandigarh University (India), Christ University (Bangalore, India), CINEC Campus (Sri Lanka), Dr. Vishwanath Karad MIT World Peace University (Pune, India), Hong Kong Polytechnic University (Hong Kong), IIMS College (Kathmandu, Nepal), Madurai Kamaraj University (Madurai, India), SEGi University (Malaysia), Strathmore University (Kenya), as well as the Guidelines of the University Grants Commission, New Delhi (India), and the University of Calicut (Kerala, India). These institutions are internationally recognized for their excellence in tourism and hospitality education and provide well-established curricula and pedagogical frameworks that are relevant and comparable to the Bangladeshi context. Furthermore, the study also

analyzed the guidelines of the Bangladesh University Grants Commission (UGC), the Bangladesh Accreditation Council (BAC), and the Bangladesh National Qualification Framework (BNQF). Following previously used methods (Christou, 1999; Teixeira et al., 2000; Knowles et al., 2003), this study conducted in-depth interviews with 23 respondents from five different stakeholder groups, including five general education specialists who are university professors, five specialist educators who are faculty members and researchers in the field of tourism and hospitality, five alumni students, five practitioners who are entrepreneurs or working in various hotels and resorts at the managerial level, and three policymakers in the field of tourism and hospitality education curriculum. Additionally, the study conducted two focus group discussions to obtain appropriate instructions and suggestions from expert bodies, which included general education specialists, subject matter educationalists, practitioners, and policymakers. The first FGD was conducted before the in-depth interviews, and the second was held after the draft report was prepared. Each FGD was composed of eight members, including one general education specialist who is a university professor, two specialist educators who are faculty members and researchers in the field of tourism and hospitality, one alumni student, two practitioners who are entrepreneurs or working in various hotels and resorts at the managerial level, one policymaker or government official, and they were purposively selected. The narrative analysis method was used to analyze the interview data from individual respondents. In addition to the primary data, secondary data were collected from various publications, research articles, university curriculum books, websites, and other necessary documents. After completing the necessary analysis of the collected data, this report was prepared based on the study objectives.

Results and discussion

This section addresses the three primary outcomes of this research: analysis of the curriculum in higher education for THM, identification of challenges in THM curriculum development, and the formulation of a strategic framework for enhancing THM curriculum.

THM higher education curriculum analysis

This section delves into the essential components of the higher education curriculum for THM in Bangladesh, encompassing teaching methods, course structure, development, assessment methods, laboratory facilities, and an evaluation of the internship program.

Features of THM higher education curriculum in Bangladesh

a. How outcome based (OB) is the THM bachelor curriculum?

Accepting one university THM bachelor program curriculum is not outcome-based. Most of the cases study found no clear vision, mission, or objectives of the programs. Out of the nine universities, eight have no PLO-Program Learning Objectives and CLO-Course Learning Outcome, and no university under this study have any mapping between PLO and CLO.

b. Analysis credit distributions

The study reveals that different universities in Bangladesh offer BBA in Tourism and Hospitality Management degree with 120 to 147 credits. According to BNQF, the standard

for the four years BBA program minimum credit is 140, and UGC guideline for four years BBA degree program is 132 credits. Table 1 shows that only two universities can fulfill the BNQF required credits (140 credits) and has 141 and 147 credits, and along with these two, another two universities have fulfilled the UGC requirements (132 credits), having 135 and 133 credits.   In Nepal, the program comprises a total of 120 credit hours and follows the US semester system, designed to be completed over four years (eight semesters). It incorporates industry experience in the second year and includes a six-month full-time internship in the fourth year (Thapa, 2018).

Table 1: Summary of course credit distributions

(Theory+ Practical+ Study Tour + Viva Voce + Internship)

Sl. No.	University	Theory	Practical/ Field Work	Study Tour and Report Writing	Viva Voce	Internship	Total
1	Dhaka University (DU)	120			03	03	126
2	Pabna University of Science and Technology (PUST)	120	06		12	03	141
3	Rajshahi University (RU)	129			03	03	135
4	Islamic University Bangladesh (IU)	120			06	03	129
5	Noakhali Science and Technology University (NUST)	126	06		08	03	133
6	Bangabandhu Sheikh Mujibur Rahman Science and Technology University, Gopalganj (BSMRSTU)	120		06	06	15	147
7	Rangamati Science & Technology University (RMSTU)	117			06	03	126
8	World University (WU)	120			00	06	126
9	National University (NU)	114	06				120

c. Analysis of theoretical course credit distributions

The Study shows that different universities are offering 114 to 129 credit theory courses, where 55.55 percent (5 out of 9) of the university offers 120 credit theory courses for their undergraduate students.

d. Analysis of practical course credit distributions

The study revealed that 66.67 percent (6 out of 9) of Bangladeshi universities do not offer any practical or fieldwork activities for their THM graduates. Only three or 33.33 percent (3 out

of 9) of universities offer six credits for practical or fieldwork activities, which is very poor compared with Chandigarh University India having ten credits practical course work out of 18 credits in their first semester and also found more than 50 percent are practical course work in their whole curriculum. Otherwise, the University of Calicut, Kerala, India, offers 20 credits of practical courses, and University Grants Commission New Delhi, India, mentioned that the university should offer 48 credits (out of 160 Credits) of practical courses for their four years of Tourism & Travel Management. This study found that forty-two percent of the respondents believe that the THM higher education curriculum should be 70% theory and 30% practical. The others of twenty-four percent of the respondents emphasized 60% theory and 40% practical. However, the rest, thirty-four percent of respondents, argued for fifty-fifty theory and practical. The THM higher education curriculum should be a minimum of thirty percent practical and a maximum will be fifty percent, but the theory should not be more than seventy percent.

e. Analysis of offered courses

There were 94 different courses offered for BBA in Tourism and Hospitality Management at different universities. This study found that all the universities offered only nine courses, namely Introduction to Business, Fundamentals of Tourism and Hospitality Management, Computer in Business, Fundamentals of Management, Hospitality Managerial Communication, Business Law and Legal Issues in Tourism, Managing Human Resource in Tourism & Hospitality, Consumer Behavior and Travel Agency, and Tour Operations in different titles for the requirement of completing BBA degree in Tourism and Hospitality Management. It is also revealed that 88.88 percent of the universities offer Basic English Language, Bangladesh Studies, Business Mathematics, Business Statistics, Fundamentals of Accounting, Micro Economics, Front Office Operating & Reservation, House Keeping Management, Destination Management, Tourism Planning and Development and Internship courses in different titles for the requirement of completing BBA degree in this area. It was also found that Introduction to Business, Fundamental (s) of Tourism and Hospitality Management, and Computer in Business courses were offered in every university's first year, first semester.

The study shows that 39 different courses i.e. Computer Application in Business Lab, Advanced English, Financing in Tourism Business, Technology in Tourism and Hospitality, Digital Marketing, E-Tourism, Tourism Resources in Bangladesh, Business Statistics Lab, Financial Accounting, Economics, Bangla, Bangladesh Economics, Ethics Issues in Tourism, Management Information System Lab, Fundamentals of Bank Management, Banking and Insurance, Front Office Management, Ticketing and Reservation System, Blue Economy and Sustainable Tourism Management, Human Behavior in Tourism and Hospitality Industry, House Keeping Management Practical, Accommodation Operation, Supervision and Leadership in Hospitality Management, Revenue Management, Aviation and Flight Management Lab, Auditing and Taxation Strategic Tourism Marketing, Travel Agency and Tour Operations, Travel Agency Management (Practical), Transportation Management in Tourism, Strategic Management, Destination Management (Practical), Destination Development and Management, Resort Development and Management, Mountain Tourism

Management, Catering, Food, Beverage and Bar Management (Practical), Food and Beverage Services, Food Production, International Business and Tourism Trends in Bangladesh and the World are offered only one university out of the nine universities.

f. Analysis of course title

The study found that the many course was offered with various course titles in Bangladesh. Table-2 shows that Human Resource Management course was offered with different titles, including Human Resource Management, Managing Organizations in Tourism & Hospitality (HRM), Managing Human Resources in Tourism & Hospitality, and Human Resource Management in Tourism and Hospitality Management. Whare as Chandigarh University, Christ University Bangalore, Guidelines of University Grants Commission New Delhi, India, and UGC Bangladesh are offering or instructing to offer this course entitled Human Resource Management.

g. Analysis of course hierarchy

It also found that a course with the same or similar titles was offered in different semesters at different universities. This study shows that Human Resource Management or Managing Organizations in Tourism & Hospitality (HRM) or Managing Human Resources in Tourism & Hospitality or Human Resource Management in Tourism and Hospitality Management course was offered at 2nd-year 1st semester, 2nd-year 2nd semester, 3rd-year 1st semester, 3rd year 2nd semester in different universities of Bangladesh. Whereas the Chandigarh University India, Christ University Bangalore India, under the choice-based credit system 2015 of the University Grants Commission New Delhi, India, offers or instructs to offer this course in the 6th semester (3rd-year 2nd semester). It also shows that First Aid, Safety and Security or Tourism Safety and Security was offered in 1st-year 2nd semester, 2nd-year 1st semester, 3rd-year 2nd semester, and 4th-year 1st semester in different universities of Bangladesh. Whereas Safety, Security, and Travel Documentation Facilitation Management, a six-credit course, is offered in the 7th semester under the curriculum designed and followed by the University Grants Commission, New Delhi, India, guidelines.

Teaching methods

There is a wide range of delivery methods available for tourism and hospitality courses, ranging from sophisticated computer simulations to case studies and role play, which are often more suitable than the traditional lecture, seminar, and tutorial approaches (Smith & Cooper, 2000). In Indonesia, tourism education has evolved from being seen primarily as a vocational skill to being recognized as a scientific discipline. With this shift, tourism now demands a solid scientific foundation encompassing ontology, epistemology, and axiology (Bakta, 2018 and Anoma et al. 2020). Anoma et al. (2020) further highlight the broad and complex nature of tourism science through research conducted in Bali. Thus, it is clear that tourism and hospitality are particularly well-suited to a variety of teaching techniques that expose students to the practical applications of the subject, as well as to the complexity and interrelationships within the sector. This study found that different teaching methods are used in Bangladesh, including classroom-based teaching, case studies, field visits, guest speakers,

practical sessions, seminars, fieldwork, laboratory work, and industry-based training but which are not adequate for THM education. Meanwhile, Chandigarh University in India conducts MOOCs (Massive Open Online Courses) tests and offers various industrial training programs for their students.

Assessment approach

Practical-based assessments, case studies, and assessing in the workplace are all highly appropriate in the tourism and hospitality management subject area (Smith & Cooper, 2000). The assessment process is varied in the case of theory, practical, and internship courses, although each course offered by the different THM departments in Bangladesh is composed of 100 marks.

a.   **Distribution of marks for theoretical course:** The proportion of the total marks of a particular theory course was distributed as follows: continuous assessment (class attendance, class tests, case study/assignment, presentations, fieldwork, role play) 30% and semester-final examination 70%.

b.   **Distribution of marks for practical courses:** The proportion of the total marks of a particular lab, practical, field visit, and study tour course were distributed as follows: lab attendance 10%; class performance and lab report 30%; lab test and test report 40%, examination script 10% and viva 10%.

c.   **Distribution of marks for internship:** Those universities offer three credits internship and they practice a similar method to assess their students. Where the total marks of this assessment were distributed as follows, presentation and viva-voce 20%, assessment of supervisor 30%, internship report evaluation and viva-voce 50%.

Lab and classroom facilities

The study found that two universities in Bangladesh have established two or three labs, including food production and food service lab, housekeeping and front office lab, etc. Besides these, very few numbers of modern class and seminar room facilities existed. In contrast, it was identified that the Department of THM at Chandigarh University had established fifteen labs, including a front office lab, housekeeping lab, linen and laundry lab, model guest room, PMS lab, basic training restaurant, advance training restaurant, basic training kitchen, advance training kitchen, bakery, quantity food kitchen, soft skill and communication lab, hospitality professional essentials lab, grooming lab and computer lab for the development of their students (Chandigarh University, 2021).

Analysis of the internship program

Table 1 shows that out of the nine universities, where seven universities offered a three credits internship program for twelve weeks which is obligatory for the four years BBA program under the UGC framework. Exceptionally Bangabandhu Sheikh Mujibur Rahman Science and Technology University, Gopalganj, offered a fifteen credits internship program and no internship offered by the nine colleges under the National University. Compared these offered internship programs, it was found that Chandigarh University, India, offers twenty credits

of Industrial Training (IT) for 20 Weeks; IIMS College, Kathmandu, Nepal, offers 1-year internship program and Hong Kong Polytechnic University, Hong Kong, offers seven credits industrial training courses for their students.

Challenges in THM higher education curriculum in Bangladesh

The narrative analysis of the focus group discussion and in-depth interviews data, and the content analysis of the existing BBA curriculum of different THM departments identified nine major problems of THM Higher Education Curriculum in Bangladesh. These are discussed below:

Existing curriculum is less focused on industry-changing demand

Gerstein and Friedman (2016) mentioned that students who focus on delivering skills and competencies can be successful in both personal life and work workplace. In the age of information and communication technology, employers in the tourism industry demand more from their employees. The UK's National Council for Vocational Qualifications (NCVQ) has developed six generally accepted key qualification requirements for higher education where effective communication, the use of numbers, and the use of information technology were highly prioritized (Murphy, 2001). The FDG-2 found that employers are always searching for technologically sound graduates from domestic sources who can smartly manage their hotels and resorts. But the current graduates are not performing to the level expected by employers. In most cases, it can be seen that the existing curriculum of THM higher education has ignored this issue in its curriculum design. All universities offer a theoretical course, namely: Introduction to the Computer, or similar titles, but the course content is almost the same in all cases. Recently three universities have taken the initiative to introduce computerized reservation and resource management systems or similar courses for the development of their students. This study reveals that seventy-seven percent of the universities offer entrepreneurship development-related courses. However, Horng et al. (2021) argue that learning innovative entrepreneurship courses is essential in tourism and hospitality education.

Problems in the curriculum design process

The curriculum must be responsive to changing values and expectations in education, reflecting wider business and societal needs (Prideaux, 2003). Analysis of the study found that most of the THM curriculum for the graduate level is not research-based. The study also revealed that the teaching-learning method followed by these Bangladeshi institutions is assessed as insufficient to produce high-quality workers in this sector. The ratio of theoretical and practical courses is thought to be unbalanced. The people who are involved in this curriculum development process mostly come from management, marketing, and accounting backgrounds. Although the ultimate goal of THM higher education is to produce top and middle managers, many universities emphasize developing a technical workforce. Similarly, inadequately defined teaching-learning methods were also found to be problematic when implementing the THM curriculum in Bangladesh.

Problems in the hierarchical order of the courses

The study found that a total of 94 different courses are offered for BBA in Tourism and Hospitality Management in different universities. The analysis of the study also found some problems in maintaining the sequential order of courses, i.e., the same course was offered with various course titles, and a course with the same or similar titles or contents was offered in different semesters at different universities. For example, the Consumer Behavior course was offered with different titles, including Consumer Behavior, Hospitality Consumer Behavior, Consumer Behavior in Tourism and Hospitality, and Tourism and Hospitality Consumer and Tourists Behavior. And another example is: First Aid, Safety and Security; Tourism Safety and Security courses were offered at different universities in the first year, second semester, second year first semester, third-year second semester, and fourth year first semester. It should be structured by a national committee.

No uniform national guidelines

Analysis of the study found that tourism and hospitality management is a specialized education, but there is no national-level guideline regarding a nationally recognized core curriculum. Thapa and Panta (2019) emphasized to establish a national level tourism council for human resources planning and development organization in Nepal. That is why different institutes design their curriculum and determine their teaching-learning methods based on their assumption of what they believe the industry will demand. If there is no national guideline for tourism and hospitality personnel development shortly, then there may be no consensus on future strategies, and gaps will appear akin to the country's garments sector with its formerly inadequate manpower policies.

Conclusion and recommendations

With high prospects, tourism and hospitality management education passes through some difficulties, including less industry-focused curriculum, disruptive curriculum design, no uniform national guidelines, and poor infrastructural facilities. A diverse structure is found in the THM higher education curriculum in Bangladesh. This study suggests some specific recommendations for THM higher education. Finally, it can be concluded that stakeholders should consider the underlying problems of the THM higher education curriculum and also follow the specific suggestions given in this research work to overcome the present and up-coming challenges of THM higher education in Bangladesh. Considering the existing characteristics and underlying challenges of Tourism and Hospitality Management (THM) higher education in Bangladesh, along with insights drawn from focus group discussions (FGDs), stakeholder interviews, and a review of relevant literature, this study proposes a Four-Step Strategic Framework for THM curriculum development. The proposed framework is outlined and discussed in the subsequent sections.

Step-1: Uniform national guidelines for THM higher education curriculum development

Uniform national guidelines compress the three things. Those are given below:

a. Develop a uniform national guideline

Government or UGC needs to take the initiative to form a high-level committee including general education experts, subject matter specialists from home and abroad, industry experts, policymakers, and researchers, and the committee will be responsible for developing a uniform national guideline for the tourism and hospitality higher education in Bangladesh.
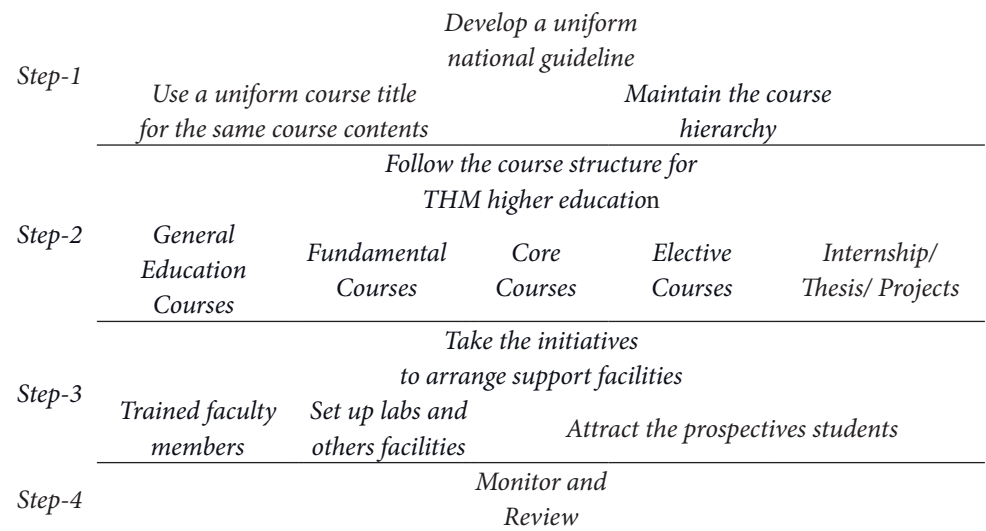
b. Use a uniform course title for the same course contents

This study proposed a course structure for THM higher education in table 3, where it also proposes a uniform and standard course title for the same course contents that can be followed in different institutions to reduce confusion in the employers' market.

c. Maintain the course hierarchy

This study proposed a course structure for THM higher education in table 3, where it also proposes a course hierarchy followed by general education courses, fundamentals courses, core courses, elective courses, and thesis or project-related courses.

Figure 1: Four-steps Strategic Framework for THM curriculum Development

Step-1	*Develop a uniform national guideline*			
	Use a uniform course title for the same course contents		*Maintain the course hierarchy*	
Step-2	*Follow the course structure for THM higher education*			
	General Education Courses	*Fundamental Courses*	*Core Courses*	*Elective Courses*	*Internship/ Thesis/ Projects*
Step-3	*Take the initiatives to arrange support facilities*			
	Trained faculty members	*Set up labs and others facilities*	*Attract the prospectives students*	
Step-4	*Monitor and Review*			

Step-2: Follow the course structure for THM higher education

Based on the analysis of bachelor curriculums of different renowned foreign institutions, including Chandigarh University, India; Christ University Bangalore, India; CINEC Campus, Sri Lanka; Dr. Vishawanath Karad MIT World Peace University, Pune, India; Hong Kong Polytechnic University, Hong Kong, IIMS College, Kathmandu, Nepal, Madurai Kamaraj University, Madurai, India, SEGi University, Malaysia, Strathmore University Kenya, University Grants Commission New Delhi, India, University of Calicut, Kerala India and the guidelines of Bangladesh UGC, BAC and BNQF, and expert opinions this study proposed course structure for THM higher education in Bangladesh. Table 3 shows the summary of the course structure for THM higher education.

a. **General education courses:** Interdisciplinary courses beyond the discipline or program that provide a well-rounded learning experience to students of an academic program. General education courses are required and typically designed to teach diverse skills that every person should master to lead a productive life, become a knowledgeable citizen, and communicate ideas as a useful member of society, regardless of her chosen course of study.

b. **Fundamental courses:** (Courses that characterize the mainstream of the broad discipline) Fundamentals courses are mandatory courses students must study to meet the requirements of their program.

c. **Core courses:** (Courses that characterize the discipline) Core courses are mandatory courses you must study to meet the requirements of your program.

d. **Elective courses:** (Courses for specialization within the discipline) Electives are courses you can choose, allowing you to study topics that interest you.

e. **Capstone courses, internship, thesis, projects, or portfolio:** (as applicable for discipline or academic program).

Table 3: Summary of the course structure for THM higher education

Course Categories	Courses Title
General Education Courses	Computer in Business; Computer Application in Business Lab; Advanced English; Bangladesh Studies; Business Mathematics; General Science and Environment; Business Statistics, Microeconomics; Macroeconomics, Bangla; Foreign Language (other than English).
Fundamental Courses	Introduction to Business; Principles of Management; Principles of Finance; Fundamentals of Accounting; Fundamentals of Marketing, Fundamentals of Tourism and Hospitality Management.
Core Courses	Business Communication; Tourism and Hospitality Marketing; Business Law and Legal Issues in Tourism, Management Information Systems; Management Information System Lab; Human Resources Management, Tourists Behavior, Organization Behavior; Strategic Management; Geography and History of Tourism, Front Office Operations and Reservation, Front Office Operations and Reservation Lab, Services Marketing, Housekeeping Management, Housekeeping Management Lab, Tour Operations Management; Food and Beverage Production, Food and Beverage Production Lab, Food and Beverage Services, Food and Beverage Service Lab, Strategic Tourism Marketing, Tourism Promotion and Communication, Digital Marketing, Pricing and Revenue Management, Technological Application in Tourism and Hospitality Industry, Quantitative Analysis for Business and Research Methodology.

Course Categories	Courses Title
Elective Courses	Costal and Marine Tourism; Tour Guiding; Community-Based Tourism; Urban and Rural Tourism; Entrepreneurship Development, Destination Management, Aviation and Flight Management, Travel Agency Management, Mountain Tourism Management; Tourism Planning and Development, Project Management; Tourism Product Development, MICE Management, E-Tourism and Contemporary Issues in Tourism.
Internship/ Thesis/ Projects	Study Tour and Report Writing/ Field Work/ Practical; Internship/ Thesis/ Research/ Internship on Practical Field Work.

Step-3: Take the initiatives to arrange support facilities

It compresses the three things. Those are given below:

a. Take the initiatives to set up labs

UGC and THM departments should take the initiative to set up various tourism and hospitality labs at every institution because it is a specialized education blending theory and practical. This study also recommends that the THM higher education curriculum should be designed by considering a minimum of thirty percent of practical activities and a maximum it will be fifty percent, but the theory should not be more than seventy percent of the total curriculum.

b. Launch a project to create foreign-trained teachers

The government, UGC, and THM departments should support the initiative to collaborate with different world-class tourism and hospitality universities, and they can also sign a memorandum of understanding (MOU) with them and exchange their experiences.

c. Arrange a uniform and separate admission test

All the THM departments combined or separately can arrange a uniform or separate admission test to select interested students in this field.

Step-4: Monitor and Review

Under this step, the strategic framework for THM curriculum development will monitor and review the whole process and take necessary actions for its development.

Novelty of the research:

This study presents the first systematic analysis of undergraduate Tourism and Hospitality Management (THM) curricula across diverse Bangladeshi institutions. It identifies key gaps in outcome-based design, credit structure, practical components, and alignment with BNQF and UGC standards. Benchmarking with international programs enhances the relevance of its findings. The research introduces a context-specific Four-Step Strategic Framework for curriculum reform and adopts a multi-stakeholder methodology involving educators, practitioners, alumni, and policymakers. By integrating empirical data, global best practices, and local needs, the study offers a pioneering, policy-relevant model for advancing THM education in Bangladesh and similar developing contexts.

Limitations and Future Courses of Action

While this study offers valuable insights into the current state of Tourism and Hospitality Management (THM) curricula in Bangladesh, several limitations must be acknowledged. First, the institutional sample was predominantly composed of public universities, with limited representation from private institutions. As a result, the findings may not fully capture the diversity of curricular practices across the broader higher education landscape. Future studies should incorporate a larger and more balanced sample, particularly including a wider range of private universities, to enhance the generalizability and external validity of the findings. Second, although a mixed-methods approach was employed, the scope of quantitative analysis was relatively limited. Future research could benefit from a more robust application of quantitative techniques, including statistical modeling or comparative curriculum mapping, to allow for more nuanced and data-driven conclusions. Expanding both the institutional sample and methodological rigor will contribute to a more comprehensive and empirically grounded understanding of THM curriculum development in the context of Bangladesh and comparable developing countries.

Author introduction

a.   **S. M. Shahedul Alam** is Assistant Professor of Department of Tourism and Hospitality Management, Pabna University of Science and Technology, Pabna-6600, Bangladesh. **https://orcid.org/0000-0003-4135-5425**

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