

Performance of Existing Hospitality Education and Training Institution of Uttarakhand –an Assessment from Teacher's Perspective

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ABSTRACT

Since predominant proportion of tourist demand is related to accommodation and catering related services, hospitality perspective needs to be especially strengthened, particularly from manpower viewpoints. Aware of this fact, the state has initiated its efforts to create opportunities for professional training, particularly in the field of Hotel Management. Presently, there are many institutions affiliated to HNB Garhwal Central University, Kumaon University, Uttarakhand Technical University, State Technical Board, IGNOU and various other private Universities, variously offering three/four years' Degree in Hotel Management. However, there remains urgent need to have more and more of hospitality education and training institutions in the state to effectively match state's own requirement, as also, the professional requirement of the country and the world as a whole. Key to success of these courses obviously would rest on the quality of the course curriculum and the faculty input along with provision of effective on-the job training. The study aims not only to find academic ambience like curriculum, infrastructure, state of the art but to reveal as to how these should be directly linked with the latest trends of hotel industry as analogous theory and practical learning would lead to a better likelihood of hospitality industry and produce competent professionals for the industry.

Key words: "Hospitality education", "Teachers", "Hospitality Colleges", "Curriculum"

INTRODUCTION

Indian Era in Hospitality Education

In India commencement of hospitality education can be traced back to the year 1954 when *Institute of Hotel Management, Catering Technology and Applied Nutrition (Mumbai)*, was founded by the **All India Women's Central Food Council** (Kumar, 2014). A major

boost received in the country about Hospitality education when Directorate of Technical Education, Maharashtra permitted recognition to 3 year diploma course in hotel management and catering technology, in the year 1958 (Kumar, 2014). However, the landmark in the evolution of the field can be consider in the year 1961 when, Government of India initiated, 4 regional institutes for providing quality hospitality education were founded, at Delhi, Mumbai, Kolkata and Chennai. Simultaneously, respectively. Food Craft Institutes were also opened in eight states, most of which were upgraded during 1982-83 period.

Finally in the year 1982 the inception of '*National Council for Hotel Management & Catering Technology (NCHMCT)*' happened. NCHM was specifically entrusted to ensure quality standards of the hotel management sector in terms of 'quality professional education and training'. In order to run all hotel management institutes in an organized manner with implementation of common admission and examination process, streamlined syllabi, and uniform policies and norms the Council, established as an independent nodal and affiliating body with the onus to run all hotel management institutes in an structured manner.

It is evident that, NCHMCT has been making continuous efforts to regularly upgrade its education and training programs according to the changing professional requirements of the industry in both qualitative and quantitative terms. Accordingly, the Council not only augmented the intake capacity by incepting new institutions but also simultaneously diversified the study programs eyeing the various operational requirements of the industry. The historic collaboration with IGNOU (Indira Gandhi National Open University) happened in the year 2003, to upgrade its 3 year Diploma Program to 3 year B.Sc. Degree in Hotel and Hospitality Administration. After which the National Council introduced the much awaited Master Degree Course in Hospitality on the above lines in the very next year i.e., in 2004.

As of now, the NCHMCT offers as many as eleven (11) different programs including, Masters', Bachelors', Diploma, and Certificate, level courses through a country-wide network of 21 Institutes, supported by Central and 25 Institutes, supported by state government, in addition to 25 Private Institutions, 1 PSU owned and 14 FCI.

Table :1		
Courses Offered by NCHMCT with Course Duration		
S. No.	Course	Duration
1	M.Sc. Hospitality Administration	2 Years
2	B.Sc. in Hospitality Administration	3 Years
3	Post Graduate Diploma in Accommodation Operation & Management	1.5 Years
4	Post Graduate Diploma in Dietetics and Hospital Food Service	1.5 Years
5	Diploma in Front Office	1.5 Years
6	Diploma in Food and Beverage Service	1.5 Years
7	Diploma in Bakery and Confectionery	1.5 Years
8	Diploma in Food Production	1.5 Years
9	Diploma in House Keeping	1.5 Years
10	Craftsmanship Course in Food Production	1.5 Years
11	Craftsmanship Course in Food and Beverage Service	.5 Years

It is aptly clear from the courses offered by NCHMCT that effort has been made to match the professional requirement of the industry at different levels *vis-à-vis* specializations. (Table no 1) above provide a broad over-view on the types and duration of various courses being presently offered by the Institutes functioning under the academic control of NCHMCT.

University System Offering Hotel Management Courses

Many Indian Universities have come-forth with Degree and Diploma courses in hotel management perceiving the consistently growing demand of trained hospitality professionals and the consequent increase in the number of aspiring youth to venture into hospitality industry. Tourism oriented programs were paid more attention initially by the universities. In this context Garhwal and Kumaon University emerged as the pioneers but subsequently Delhi School of Vocational Studies, Kurukshetra University Jivaji University Gwalior, Himachal Pradesh University, Agra University, Aligarh Muslim University and many others took the stride.

The universities have been somewhat late beginners as far as the hotel/hospitality management based courses are concerned. In this context also, in the year 1984, Kurukshetra University, emerged as the trend-setter by introducing 2 year Post Graduate Diploma in Tourism & Hotel Management program through its Directorate of Correspondence Courses. As of now, roughly 70 Universities including State, Central, Private, Deemed, Aided etc in the country are offering hotel management courses at

Master, Bachelor, or Diploma and few in the doctoral Level, on their campus and/or in affiliated institutions. Ordinarily, Universities with four year Bachelor in Hotel Management and Catering Technology (BHMCT) courses are being run with due approval from (AICTE) All India Council for Technical Education whereas most of other courses are approved by University Grants Commission. Some Universities also offer hotel/hospitality management programs through distance education. As far as Diploma and certificate courses are concerned, the Universities do not require approval from either of the bodies, though in few cases collaboration with foreign institutions/universities is in place.

Emerging of All India Council for Technical Education

AICTE as an advisory body for technical education in the country, under Ministry of Human Resource Development, Government of India, is actively engaged in monitoring and improving the state of Technical Education in the country which came into existence in the year 1945. However, it realistically came in action during early nineties of the last century.

Since, Hotel/Hospitality Management courses in the University came quite late into their curriculum of the Universities and that too in a very selective manner, therefore the AICTE also obviously took time in taking appropriate initiative to this effect and constituted Hotel Management program with the nomenclature of BHMCT (*Bachelor of Hotel Management and Catering Technology*). As of now, following three types of Hotel Management Programs offered by the Universities and/or their affiliated institutions fall under the preview of AICTE:

1. *Diploma in Hotel Management and Catering Technology.*
2. *Bachelors in Hotel Management and Catering Technology.*
3. *Master in Hotel Management and Catering Technology.*

Chains of Hotels Offering Hospitality Courses

Some leading Hotels/Hotel Chains have effectively ventured in to Hotel/Hospitality Education and Training. Their programs are aimed at identifying potential youths and, train them primarily to meet their own human resource requirements. To mention some of the institutions are *The Oberoi Centre of Learning and Development, Welcomgroup Graduate School of Hotel Administration, Institute of Hotel Management, Aurangabad, Ashok Institute of Hospitality & Tourism Management, The Lalit Suri Hospitality School-Faridabad, Jaypee Hotels Training Center, Agra U.P.*

LITERATURE REVIEW

Pavesic, (1991) opines that 'hospitality curriculum has been featuring remarkable changes and development so that the industry's alleged needs are achieved. The number of institutes have been steadily increasing focusing more on the professional, learned and experienced faculty as well as on the industry - institutes interaction among themselves.

Carey and Franklin, (1991) noted that training professionals have argued that the only way to limit attrition is through continuing in service training and education that produces well-trained, motivated and satisfied employees. This applies to both hourly and salary positions.

Brenner, (1993) and **Powers & Riegel**, (1992) indicated that the hospitality industry had given some guidance to hospitality education. Industry did provide input that a systematic modification of existing hospitality programs was needed to strengthen the core competencies of future hospitality-management.

According to **Umbreit** (1993), the tourism and hospitality education aspires to reach and fulfill the requirements of the erratic and changeable globe. The accountability of emerging tourism and hospitality management depends on the hospitality institutions and the academic structure being followed by the state or country (**Christou**, 1999). **Baum and Nickson**, (1998: 79) recommended that a well-built educational foundation should be developed in the hospitality – tourism curriculum for the students generally those areas with which students usually deal.

Professional as well as academic qualifications have become progressively more important in the hospitality industry and at the same time operational experience is viewed as less important than specific or generic business management skills for hospitality graduates (**Farkas**, 1993) (**Fiertag**, 1998).

Quite a number of four-year hospitality programs started focusing on the requirement for amplified proficient expertise and spotlights on the scrupulous requirements of the hospitality industry, observe **Goodman and Sprague** (1991). **Gustin** (2001) advises that the decisive judgmental skills of a mentor or guide may lead to a well distinctive built career and shall be able to cope up with the requirements of the industry. **Casado** (1991) **Petrillose and Montgomery** (1998) observe that practical sessions are critical constituent of the pedagogic practice in hospitality courses. In this context, **Tas** (1988) proposes to strengthen the concept of 'on the job training', vocational training, etc. so that the administrative attributes are built inside the student. **Tas** (1988) further opines that, more

planned, organized and systematic curriculum be designed in hospitality curriculum so that the basic skills of the student gets developed. **Goodman & Sprague** (1991) observed that the survival of those students may be longer in the industries who have a strong foundation with regard to the requirements of industry. Study carried out by **Kay & Russette** (2000) reveal that those who pursued higher education in hospitality sector were able to develop ancillary dexterity rather than those who were not much educated. Education develops a sense of self-assurance through which the individual is able to develop administrative competencies, able to exchange information in a more systematic and better manner, gain better experience and skills while doing a particular job. Majority scholars are of the view that the curriculum of hotel management courses need to be dynamically revised in accordance with the consistently changing human resource requirements of the hospitality industry.

Papanikos (2000) stresses mainly on reconsiderations and modifications in the existing hospitality edification methods and curriculum contents. **Goh** (2001) further added that Hotel Management education is a platform for learning which is committed towards the growth of students for executive levels in the hospitality industry. The increasing globalization in hospitality and other sectors would amplify abundant challenges which hospitality mentors have to contend with, on comparison with previous decades. By the early 90's research in hospitality education that most programs did meet the needs of the existing industry (**Davies**, 1995).

Brenner (1993) and **Powers** and **Riegel** (1992) share the view that the industry did provide input that a systematic modification of existing hospitality was needed to strengthen the core competencies of future hospitality-management.

Enz, Renaghan and **Geller** (1993) discuss the role of hospitality education in maintaining leadership, offering hospitality industry professionals who are proficient in dealings of business and maintaining a readiness to approach future management issues without reservation. This is probable only if curriculum incorporates variable possibility which would outline the required learning tactics and experience. Curriculum should be flexible enough and should be outlined in a manner that it can easily be taken outside of class or school when directed by the personnel of the school (**Peter**, 1992).

RENAISSANCE OF HOTEL EDUCATION IN UTTARAKHAND

In Uttarakhand Hotel/Hospitality Management education got initiative in the year 1984, when Government *Institute of Hotel Management and Catering Technology (GIHM)* at Dehradun (Garhwal Division) under the aegis of the State Tourism Department incepted and launched a 3 Year Diploma in Hotel Management. In few years' time successively, another GIHM at Almora (Kumaon Division) came into being in the year 1991.

In the context of Uttarakhand, Ram Institute of Hotel Management at Dehradun in the year 1999 is credited to be the pioneering Private Sector Institute, after a long pause in the field. Graphic Era Institute of Technology (now a Private University) followed the suit in the year 2004. Among the State Universities, HNB Garhwal University (now a Central University), Already running Master Degree Course in tourism, introduced Hotel Management Course in the year 2004. The following period witnessed a spurt to this effect, so much so, that now there are as many as 57 Colleges/Centres/Institutes/University Campuses offering Master, Bachelor and/or Diploma level courses on Hotel Management in the Study Area Interestingly, the private sector is way ahead of the government/public sector in terms of institutions imparting education/training in hotel management. (Lingwal, 2018)

The courses available in the field range from (i) *Two Year* Master of Hotel Management (MHM); (ii) *Three Years* Bachelor of Hotel Management (BHM); (iii) *Three Year* Bachelor of Business Administration in Hotel Management (BBA HM); (iv) *Four Year* Bachelor of Hotel Management & Catering Technology (BHMCT) and; (v) *Three Year* Bachelor of Science in Hotel and Hospitality Management (B.Sc. HHA) apart from some diploma and certificated courses.

Table 2					
Uttarakhand : Hotel/Hospitality Management Course Offered Under Approval/ Affiliation of Various Institutions					
S.No	Nomenclature of the Course	Duration Mode of Learning	Approving/Regulating Body	Affiliating University/Institution	Mode of Learning
1	MHM	2 Years	UGC/DEC	UOU	Distance Education
2	MHM	2 Years	AICTE	UTU	Regular
3	BHMCT	4 Years	AICTE	UTU	Regular
4	BHMCT	4 Years	AICTE	HNB, G.U.	Regular
5	B.Sc. (HHA)	3 Years	NCHMCT	IGNOU	Regular
6	BBA (HM)	3 Years	UGC	HNB, G.U.	Regular
7	DHMCT	3 Years	AICTE	SBTE	Regular
8	BHM*	3 Years	UGC/DEC	UOU	Distance Learning
9	BHM*	3 Years	UGC	KU	Regular
10	BHM	4 Years	UGC	KU	Regular

MHM - Master of Hotel Management; **BHM** - Bachelor of Hotel Management; **BHMCT** - Bachelor of Hotel Management & Catering Technology; **HHA** - Hospitality & Hotel Administration; **DCHMCT** - Diploma in Hotel Management & Catering Technology; **UOU** - Uttarakhand Open University; **HNB, G.U.**- Garhwal University; **K.U.**- Kumaon University ; **AICTE** - All India Council for Technical Education; **SBTE** - State Board of Technical Education; **IGNOU** - Indira Gandhi National Open University; **DEC** - Distance Education Council

**Under UGC Notification dated July 14, 2014, all the Bachelor Degree Courses in Hotel Management should essentially be of four year duration. Accordingly, the institutions are in process of phasing-out their three year study programmes.*

As revealed in Table No. 2, Central Statutory bodies like AICTE, UGC, NCHMCT and DEC looks after for the Academic Jurisdiction of the Hotel and Hospitality Management Courses offered by various colleges/institutions/universities and latter are affiliated to H.N.B.(Central) Garhwal University, Kumaon University, Uttarakhand Technical University, Sri Dev Suman Uttarakhand University, Uttarakhand Open University, State Technical Board Roorkee, Indira Gandhi Open University, Graphic Era University and Zee Himgiri University. The Degree or Diploma of the concerned study programmed is thus awarded by the respective Affiliating University. IGNOU affiliates the study programs of NCHMCT and serves as Degree Awarding institution for their students as NCHMCT, itself not being a University and is not entitled to award a Degree itself.

As per the duration the various Courses approved by Central Statutory bodies are as follows:, (i) *Four Year* Bachelor of Hotel Management and Catering Technology (BHMCT) and, *Three Year* Diploma in Hotel Management and Catering Technology (DHMCT) courses fall under academic/technical authority of AICTE; (ii) Three Year B.Sc course in Hospitality and Hotel Administration (BSc H & H A) under NCHMCT; (iii) Two Year Master Degree Course in Hotel Management (MHM), and, *Three Year* and *Four Year* Bachelor in Hotel Management Programs (BHM) under U.G.C.

Some Institutions in addition to above were running *Three Year BHM and BBA HM course* under the affiliation of Kumaon University and HNB Garhwal University, but now this programme along with Three Year BHM course are in phasing-out process in the light of the Notification of UGC (July 14, 2014), vide which all the Bachelor Degree Course in Hotel Management are essentially to be of Four Year duration. Uttarakhand Open University, with as many as 35 Hotel Management Institutions/ Courses affiliated to it was the leading player in the field, followed by HNB Garhwal University (9 Institutions/Course); Uttarakhand Technical University (5); Sri Dev Suman University (3 Institutions/Courses); Kumaon University (5); UBTE (3 Institutions/Courses); IGNOU (1 Institution/Course); Graphic Era University (1 Institution/Course); Zee Himgiri University (1 Institution/Course); and, IMS Unison University (1 Institution/Course) in that order.

The above information includes on-campus Hotel Management Courses offered respectively by HNB Garhwal (Central) University and Kumaon University. Evidently, the fact remains that the hotel management programmes are inherently practical oriented and essentially require intensive grooming of the incumbent students yet majority of Institutions in the State are imparting Hotel Management education/training through distance mode in affiliation with Uttarakhand Open University,

Fig 1. Signifies the district-wise distribution of hotel management institutions in the State, Dehradun with 28 Institutes/Colleges (i.e., 49 % of the Total) strongly stands on the top.

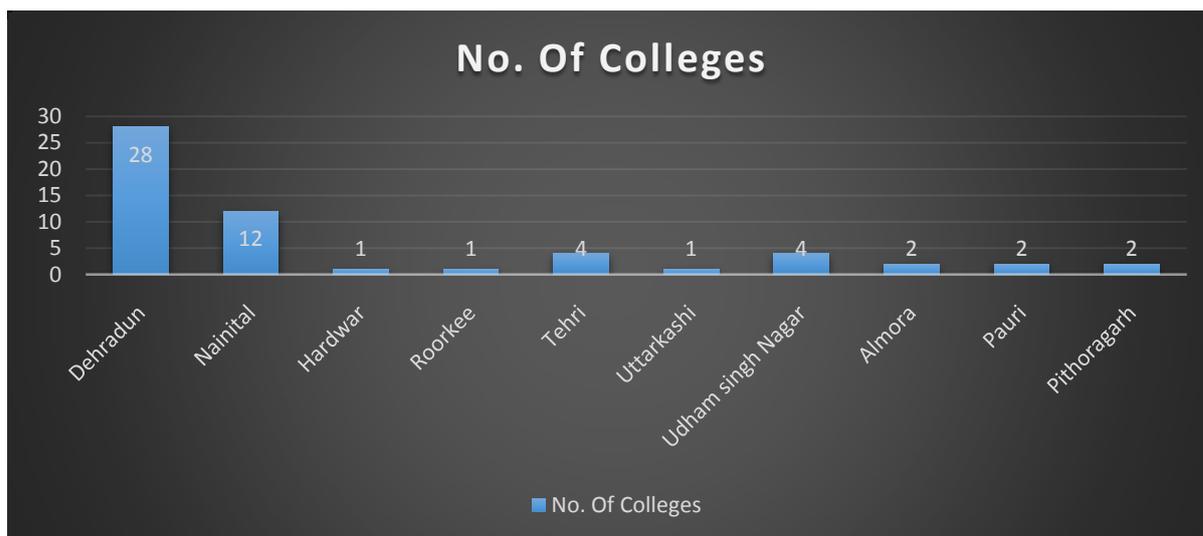


Figure 1 Uttarakhand: District-wise Distribution of Hotel Management Institutes/Colleges

As many as 11 Universities, and two medical colleges are located in Dehradun environs signifies the importance of education in this beautiful township. Nainital District stands second to Dehradun with 12 hotel management institutes, representing 21% of State's hotel management institutions. Among other districts, Udham Singh Nagar (4; 7%), Tehri (4; 7%); Pauri (2; 4%); Almora (2; 4%); Pithoragarh (2; 4%); Roorkee (1; 2%); Haridwar (1; 2%); and, Uttarkashi (1; 2%), stand in that order, in terms of number of hotel management institutions (Figure 1).

Teaching Practices Adopted by Hotel Management Institutions

A hotel management graduate with potential is expected to have state of the art knowledge and expertise of its core areas like operational/managerial/administrative area; effective communication; pleasing personality; good reflexes; presentable mannerism; hardworking in nature; good performer; and great sense of accountability & responsibility. Hence to transform an incumbent hotel management graduate into a successful hospitality professional the basic objective of all the colleges teaching hospitality education is to infuse, inculcate, and propagate the requisite qualities.

These Institutions takes the sacred onus of ensuring flourishing career opportunities to the budding professionals vis a vis meeting the professional demand of the industry. The hospitality sector is destined to sturdily grow with the steady increase in tourist traffic, which means the demand for trained hospitality professionals is bound to enormously

enlarge, in that order. The nation is to be benefited from the multifaceted economic, social and cultural advantages of tourism vis a vis requirement of Trained professionals.

Requisite practical and theoretical knowledge imparting to the incumbent hotel management students in holistic manner requires broad planning of the syllabi in terms of (1) quality of course contents; with judicious input of (a) core subjects of hotel management like Front Office and House Keeping, food production, F & B Service etc., (b) allied subjects including Hygiene and Sanitation, Food and Nutrition, Hotel French, Hotel Accounting, and Hotel Law etc., (c) Management subjects like, HRD, Sales and Marketing, Strategic Management and, Travel and Tourism etc.; and, (d) other subjects like Research Methodology, Computer Application, Communication Skills, Personality Development and Environmental Studies , etc.; (2) Practical Exercises in appropriately equipped laboratories; (3) Industrial Training/OJT/Summer Training; (4) Modules on Communication Skills/Personality Development/ Grooming; (5) Project/Dissertation; and, (6) Campus Placement etc. A quality support infrastructure and a motivated and committed team of professional faculty members/teachers/trainers are required to effectively complement the Curriculum.

In order to evaluate the Hotel Management Institutions of the State on the pedagogic practices, the scholar personally visited most of them, except the Study Centers of Uttarakhand Open University because of the reason it runs its hotel management courses by 'distance mode of learning' through the study centres with little if any facility for conducting theory or practical classes on regular basis. Thus, the information/description provided here-in-after does not include the Bachelor or Master level hotel management courses affiliated to UOU.

Table 3				
Input of Theory subjects/Papers in the Curriculum of Regular Hotel Management Course offered by Various Institutions in Uttarakhand				
	Subjects/Papers	NCHMCT (6 semester)	UGC(KU/HNB) (8 Semester)	UTU(AICTE) (8 Semester)
Core Subjects	Front Office	5 Semesters	5 Semesters	5 Semesters
	Accommodation Operation	5 Semesters	6 Semesters	5 Semesters
	Food & Beverage production	5 Semesters	6 Semesters	7 Semesters
	Food & Beverage Service	5 Semesters	6 Semesters	7 Semesters
Allied Subjects	Commodities		1 Semester	
	Food & Beverage Control	1 Semester	1 Semester	1 Semester
	Facility planning	1 Semester	1 Semester	1 Semester
	Food science & Nutrition	1 Semester	1 Semester	1 Semester
	Hygiene and Sanitation	1 Semester	1 Semester	1 Semester
	Hotel Accounts	1 Semester	1 Semester	1 Semester
	Hotel Information system		1 Semester	1 Semester
	Hotel Law		1 Semester	1 Semester
	Research Projects	1 Semester	1 Semester	1 Semester
	Travel & Tourism	1 Semester	1 Semester	1 Semester
	Industrial Training	(17 weeks)	(22 weeks)	(22 weeks)
	Advance Training/OJT	NIL	22 weeks	NIL
Management Subjects	Fundamental Of Management			1 Semester
	Sales and Marketing		1 Semester	1 Semester
	HRM	1 Semester	1 Semester	1 Semester
	Strategic Management	1 Semester		
	Organizational Behavior			1 Semester
	Financial Management	1 Semester	1 Semester	1 Semester
Other Subjects	Basic French			1 Semester
	Research Methodology	1 Semester	1 Semester	1 Semester
	Communication Skills	2 Semesters	3 Semesters	2 Semesters
	Personality Development		3 Semesters	3 Semesters
	Computers	1 Semester	1 Semester	1 Semester
	Environmental studies		1 Semester	1 Semester

In case of the regular Bachelor Degree Courses (BHM and BHMCT) it has been observed that, the curriculum adopted by various hotel management institutes/colleges generically follow the framework designed either by NCHMCT, AICTE or UGC. In case of the last two, the affiliating universities have liberty to incorporated desired changes in the syllabi but only to limited extent. The course duration of B.Sc. (H & HA) Programme of NCHMCT is 3 years (six semesters), while it is 4 years (eight semesters) in case of

BHMCT course of the AICTE. It is pivotal to inform that all the concerned institutions/colleges are in process of phasing-out their three year BHM course as vide notification dated July 14, 2014, of UGC the course duration has been increased to four years henceforth.

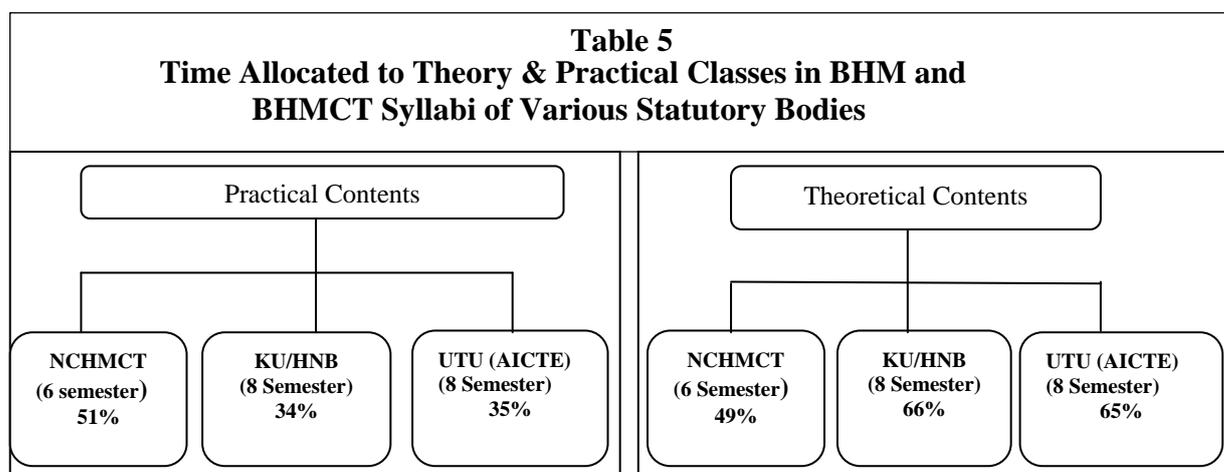
The course design is considerably similar among the regular Bachelor Degree Courses (hotel Management) of all the three statutory bodies (Table 3 and 4). As obvious, there is comprehensive focus on core subjects including Accommodation Operation, Food Front Office, Food & Beverage Production and, Food & Beverage Service in the curriculum of NCHMCT, AICTE and UGC. In fact, all these subjects are covered all through the course duration except for last one or two semesters (Table 3). Comparing the subject-wise percentage of theory component out of the total contents of the four core theory papers (Table - 4), it can be observed that while in case of NCHMCT syllabi all the four papers have equal share, relatively more emphasis on Food Production and F & B Service is prevalent in case of AICTE curriculum. However, in UGC approved syllabi, Accommodation operation has been given equal share with Food Production and F & B Service.

Among allied subjects, Food & Beverage Control, Facility Planning, Food science & Nutrition, Hygiene and Sanitation, Hotel Accounts, Research Project and, Travel & Tourism, are again common to all and taught in one semester. However, Hotel Law and Hotel Information System do not find place in the curriculum of NCHMCT. Likewise, a special paper on 'Commodities' finds place only in the syllabi of Kumaon University HNB and Garhwal University (UGC approved courses).

Among management oriented papers, HRM and Financial Management are incorporated in the syllabi of all the courses.

Subject → Statutory Bodies ↓	Percentage of Theory Component out of the total theory contents of the Four Core Papers				Percentage of Practical Component out of the total Practical contents of the Four Core Papers			
	Front Office	House-Keeping	Food production	F & B Service	Front Office	House-Keeping	Food production	F & B Service
NCHMCT	25%	25%	25%	25%	13.5%	13.5%	54%	19%
UGC	22%	26%	26%	26%	14%	19%	34%	33%
AICTE	21%	21%	29%	29%	16%	19%	33%	32%

While strategic management finds place only in the curriculum of NCHMCT, 'Fundamentals of Management' and 'Organizational Behaviour' stand there in AICTE approved course only. 'Sale and Marketing' on the other hand is there in both UGC and AICTE approved programmes. Among others, Communication Skills and Computers, two important courses, are integral part of all the programmes, while 'Personality Development' an important subject, as also, 'Environmental Studies' are not there in NCHMCT syllabi. Evidently, in so far as theory perspective is concerned, all the requisite areas are generally covered in every course designs with due emphasis on the four core areas of hotel management. One of the noticeable inclusion in all the syllabi is 'Research Project' so as to provide an appropriate opportunity to the students to be innovative and gain further expertise in their preferred areas of interest/specialization.



From Table 5 it is revealed that the courses run under the egis of NCHMCT approved courses, about 49% allotted to the total theory papers as compared to 51% of the teaching time is devoted to practical exercises, while it respectively stands at 35% and 66%; and, 34% and 66%, in case of AICTE and UGC approved courses, in that order. This clearly shows the importance being given to practical orientation by the NCHMCT and it is evident that the Practical contents and exercises are extremely pivotal in the context of a highly professional and 'action oriented' course like hotel management

One factor that goes in favour of NCHMCT is that its institutions are holistically dedicated to hospitality/hotel management courses while the majority of the others have generally have multiple programmes (other than the hotel management courses) and hence there is relatively lesser attention in the exclusive context of the former.

To gain 'real-life experience' under the guidance of practicing professionals of the concerned business/trade/industry the role of Industrial Training component becomes important in a professional courses as it provides the much needed opportunity to the incumbents in learning the professional aspects through practical exposure. In UGC and AICTE approved colleges there is a provision of 22 weeks' of industrial training while it is 17 weeks in NCHMCT curriculum. Further, a provision of an additional 22 weeks' advanced/ on-the job training is being adopted by HNB Garhwal University and Kumaon University. Authentic information on campus placement trends could not be procured incidentally, as most of the institutions either have no systematic records to this effect or, they would provide manipulated data so as to have a positive image.

In terms of support infrastructure, i.e., class rooms, laboratory spaces and equipment, computer centre, seminar hall, library, language lab, information and communication services, regular power and water supply, safety/security provisions, sports and recreation facilities etc., only few institutions like Amrapali group of Institutions, Kukreja, IHM Dehradun, Renaissance Ramnagar, Graphic Era University, GIHM Dehradun, IHMS Kotdwar, Blue Mountain, HNB Garhwal etc can be rated as good and remaining others can only be rated moderately good.

OBJECTIVES OF THE STUDY

- *to critically examine course curricula and related pedagogic practices of the existing institutions offering hospitality related academic and professional courses*
- *to assess the performance of existing hospitality programmes through cross-examination of the feedback received from the teachers of hospitality/hotel management institutions*
- *And finally, to come- forth with strategic recommendations towards strengthening 'hospitality education and training in the state' so that it could realistically match the aspirations of the incumbent students vis - a vis expectations of the hospitality industry.*

RESEARCH METHODOLOGY

Collection of Data: The data required for the research was collected utilizing both primary as well as secondary research approaches:

Secondary study:

The secondary data base research was conducted through a survey of tourism and hospitality research journals, papers, newsletters, newspapers, University and college magazines, articles and visiting various University and colleges Websites.

Personal Interviews:

The researcher had conducted personal interviews with the Teachers of various colleges in Uttarakhand to understand their perception about hospitality industry & know future plans for their career.

Questionnaire:

A questionnaire of 36 questions was also drafted and circulated to the various Teachers of colleges with a view to obtain their response. Sampling Techniques: A random sample of 86 Teachers representing various hospitality colleges of Uttarakhand was selected to conduct study.

Table 6
Responses of Teachers on Quality Education (No. of Responses 86)

Scale: 1 = Strongly Agree, 2 = Agree, 3 = Neither Agree nor Disagree, 4 = Disagree, 5 = Strongly Disagree, M = Mean

S No.	Questions	1	2	3	4	5	Rating %	M
1	Young generation from the State is highly interested to make-out a career in Hospitality Industry	22	26	23	9	6	55.81	2.4
		25.58%	30.23%	26.74%	10.46%	6.97%		
2	Generally admission to various hospitality courses is strictly based on the admission test.	9	23	17	16	21	37.2	3.2
		10.46%	26.74%	19.76%	18.60%	24.41%		
3	Hospitality industry prefers to employ people graduated from various Hotel management Institutions	44	22	11	8	1	76.74	1.8
		51.16%	25.58%	12.79%	9.30%	1.16%		
4	Candidates graduated from hotel management institutes/colleges generally have very high career expectations	47	25	4	6	4	83.71	1.8
		54.65%	29.06%	4.65%	6.97%	4.65%		
5	By and large, Institutes imparting education/ training in the field of hospitality/Hotel Management in Uttarakhand are very good	13	26	21	19	7	45.34	2.8
		15.11%	30.23%	24.41%	22.09%	8.13%		
6	With increasing number of hotel management institutes, the quality of product is steadily diminishing	28	19	22	13	4	54.64	2.4
		32.55%	22.09%	25.58%	15.11%	4.65%		
7	Hotel Management Courses stand among top preferences of majority students from Uttarakhand	21	32	20	5	8	61.61	2.4
		24.41%	37.20%	23.25%	5.81%	9.30%		
8	Hotel Management Institutes in the State generally have poor support infrastructure	17	29	18	13	9	53.48	2.6
		19.76%	33.72%	20.93%	15.11%	10.46%		
9	Competent teaching faculty /trainers is one of the foremost limitations of most of the hotel management institutions	30	24	14	11	7	62.78	2.3
		34.88%	27.90%	16.27%	12.79%	8.13%		
10.	Generally the students seeking admission in hotel management programmes lack in communication and basic grooming	40	23	3	8	12	73.25	2.17
		46.51%	26.74%	3.48%	9.30%	13.95%		
11	There is urgent need for effective In-house training to the incumbent students	39	22	14	8	3	70.92	2
		45.34%	25.58%	16.27%	9.30%	3.48%		
12	Hospitality education is barely popular amongst the people in Uttarakhand	22	15	31	12	6	43.02	2.59
		25.58%	17.44%	36.04%	13.95%	6.97%		
13	The existing course structure of hospitality programmes needs to be thoroughly revised according to industry requirement	41	18	15	9	3	68.6	2.01
		47.67%	20.93%	17.44%	10.466%	3.48%		
14	Hotel Management Institutes should essentially have training/orientation programs for their faculty	54	20	3	4	5	86.04	1.67
		62.79%	23.25%	3.48%	4.65%	5.81%		
15	State Government should have provision of financial support to potential students from the state	53	19	6	4	4	83.71	1.69
		61.62%	22.09%	6.97%	4.65%	4.65%		
16	Seats remain vacant at most of the Hotel Management Institutes	30	26	16	9	5	65.11	2.22
		34.88%	30.23%	18.60%	10.46%	5.81%		
17	Course Fee of Hotel Management Programmes is considerably high as	15	25	23	16	7	46.5	2.71
		17.44%	29.06%	26.74%	18.60%	8.13%		

	compared to other courses							
18	Generally the hotel management graduates do not get job opportunities according to their calibre	19	23	13	17	14	48.83	2.81
		22.09%	26.74%	15.11%	19.76%	16.27%		
19	There is vast difference between the course standards of the various hotel Management Institutes in the State	19	27	28	9	3	53.88	2.42
		22.09%	31.79%	32.55%	10.46%	3.48%		
20	The feedback from employers about the hotel management alumni is, by and large, not encouraging	22	23	17	16	8	52.32	2.59
		25.58%	26.74%	19.76%	18.60%	9.30%		
21	Potential teachers/trainers do not prefer a teaching job owing to less emoluments	28	24	21	11	2	60.54	2.24
		32.55%	27.90%	24.41%	12.97%	2.32%		
22	An effective regulatory framework is urgently required for standardization of Hotel Management Institutions	42	27	15	1	1	80.62	1.74
		48.83%	31.79%	17.44%	1.16%	1.16%		
23	Hotel Management Institutes should be allowed to function only when they have the requisite support infrastructure and Teaching Faculty	49	24	7	5	1	84.87	1.66
		56.97%	27.90%	8.13%	5.81%	1.16%		
24	It is advised that practicing professionals should be regularly invited on campus to inter-act with students	51	19	9	4	3	81.39	1.71
		59.30%	22.09%	10.46%	4.65%	3.48%		
25	Competent faculty avoid a teaching assignment due to insecure career	20	16	25	20	5	41.85	2.7
		23.25%	18.60%	29.06%	23.25%	5.81%		
26	There should be more input of industrial training in the curriculum	34	24	15	10	3	67.43	2.12
		39.53%	27.90%	17.44%	11.62%	3.48%		
27	There are ample opportunities to the incumbent students for On – Campus selection	26	25	19	10	6	59.29	2.38
		30.23%	29.06%	22.09%	11.62%	6.97%		
28	Most of the teaching faculty at the various institutions are the one that could not find an appropriate opportunity in the industry	11	9	24	18	24	23.25	3.41
		12.79%	10.46%	27.90%	20.93%	27.90%		
29	Generally hotel management Institutes are inclined towards money making than imparting quality teaching/training	26	24	15	14	7	58.13	2.44
		30.23%	27.90%	17.44%	16.27%	8.13%		
30	State Government Policies are not very supportive to Hospitality related courses	27	23	15	13	8	58.13	2.44
		31.39%	26.74%	17.44%	15.11%	9.30%		
31	More hotel management institutes are required to be established in the State	20	28	12	14	12	55.8	2.65
		23.25%	32.55%	13.95%	16.27%	13.95%		
32	Hotel Management Graduates are playing a pivotal role in Tourism Development, in the State	38	22	15	6	5	69.76	2.05
		44.18%	25.58%	17.44%	6.97%	5.81%		
33	There should be a system of effective monitoring to ensure Quality education and training in the field of hospitality/hotel management	45	27	11	2	1	83.71	1.69
		52.32%	31.39%	12.79%	2.23%	1.16%		
34	Proper system of screening should be followed in admission so the candidates with desired aptitude get opportunity	41	29	14	1	1	81.39	1.73
		47.67%	33.72%	16.27%	1.16%	1.16%		
35	Quality of hospitality services in the state has dramatically improved due to ever-better professional inputs	21	38	20	3	4	68.59	2.2
		24.41%	44.18%	23.25%	3.48%	4.65%		
36	By and large, the students lack in confidence and effective communication	33	24	22	4	3	66.27	2.07
		38.37%	27.90%	25.58%	4.65%	3.48%		

Table 7. Rotated Component Matrix ^a					
	Component				
	1	2	3	4	5
QE1					.517
QE3			.645		
QE4			.472		
QE6	.545				
QE8	.686				
QE9	.558				
QE10	.586				
QE11			.483		
QE12				.803	
QE13	.461				
QE14		.541			
QE15			.710		
QE16	.454				
QE17					.626
QE18					.648
QE20	.650				
QE21	.701				
QE22		.606			
QE23		.722			
QE24		.779			
QE25	.615				
QE26				.535	
QE27		.436			
QE28				.440	
QE30	.560				
QE33		.731			
QE34		.621			
QE35			.498		
QE36	.583				
Reliability	0.841	0.803	0.800	0.709	0.600
KMO: 0.663, Bartlett's Test of Sphericity's Chi square = 1058.057, df= 435, p<.05					
Extraction Method: Principal Component Analysis.					
Rotation Method: Varimax with Kaiser Normalization.					
<i>Items Deleted: 2, 5, 7, 19, 29, 31, 32</i>					

To check factorisability of the variable, two tests were performed; The Kaiser-Meyer-Olkin to measure sampling adequacy and, Bartlett's Test of Sphericity to test the null hypothesis that the correlation matrix has an identity matrix. *Taking this into consideration, these tests provide the minimum standard to proceed for Factor Analysis.*

Normally, $0 < \text{KMO} < 1$

If $\text{KMO} > 0.6$, the sample is adequate.

Here, KMO = 0.663 which indicates that the sample is adequate and thus Factor Analysis can be done.

Bartlett's Test of Sphericity

Taking a 95% level of Significance, The p-value is less than 0.05, therefore the Factor Analysis is valid.

The factor analysis has been performed to extract the factors through responses of recorded from 86 hotel management Teachers/Trainers working at the various colleges of the state on the 36 specifically framed questions on Quality Education. The Rotated Factor Matrix (Table – 7) represents the rotated factor loadings, which are the correlations between the variables and the factors. The factor column represents the rotated factors that have been extracted out of the total factor. These are the core factors, which have been used as the final factor after data reduction. According to the grouping of the factors, each group of factors is named which will represent the grouped factor and represent the factors. The rotation sums of the squared loading represent the distribution of the variance after the varimax rotation with Kaiser Normalisation. The varimax rotation tries to maximize the variance of each of the factor.

The reliability coefficient here carries good reliability.

In order to find out the factors, exploratory factor analysis is done (Table – 7). The principal component analysis was done to identify five factors explained below under their respective group name.

OBSERVATIONS & DISCUSSIONS

Factors/Dimensions –Teachers/Trainers

Teachers' view on Quality Education

Factor 1- QE6, QE8, QE9, QE10, QE13, QE16, QE20, QE21, QE25, QE30, QE36

Teaching, Learning and Infrastructural Facilities in Hospitality

53.48% teachers are of the view that most of the hotel management colleges have poor infrastructure while another over 50% feel that with the increase in the number of hotel management institutions in the State there standard is consistently deteriorating. .62.78% of teachers think that there is no dearth of competent faculty in state while 60.54% of them

believe that competent teachers are not joining the institutions on account of meager emoluments while 41.85% attribute it to insecure career. Majority of teachers observes that by in large the students taking admission in the hotel management college lack confidence and communication skills and consequently the feed-back from the employers is not quite positive. 68.6% teachers also feel an urgent need of revising the course structure. 66.27% of them observe that state government policy needs to be effectively formulated.

Factor 2- QE14, QE22, QE23, QE24, QE27, QE33, QE34

Adoption of Ethical Practices by Educational Institutes

Over 80% teachers/trainers uniformly share the following observations:

- any college lacking in requisite infrastructure should not be approved for running hotel management programs;
- an effective regulatory frame-work is urgently required for standardization of H.M courses/colleges
- Training/orientation programs for teachers and regular ‘interaction of teachers and students with industry professionals to be organized
- Effective monitoring system to ensure quality education is essential.
- Screening in admission is to be strictly done in a manner that only the competent candidates get admission.

There are ample of opportunities for campus selection of the students provided due efforts are made to this effect.

Factor 3- QE3, QE4, QE11, QE15, QE35

Job Performances vis-a vis Industry Expectations

Like Entrepreneur majority of the teachers are also of the opinion that Hospitality industry prefers to employ hotel management graduates but the career expectations of such students are considerably high. 70% teachers view that an effective system of in-house training is required for the incumbent students while 83.71% of them that the state government should provide financial support to the potential students so that efficient manpower is supplied to the industry. 68.59% teachers believe that quality of the Hospitality services has considerably improved due to the trained professionals of hospitality colleges.

Factor 4- QE12, QE26, QE28**Issues in Hospitality Education**

43.02% Teachers observe that Hospitality education is barely popular in the state while 36.04% of them have no opinion in this regard. 67.43% of the teachers are of the opinion that there should be more input of Industrial training in the curriculum. Good many of them, i.e., 48.83% of them do not agree that those who do not get opportunity in the industry take-up teaching job.

Factor 5- QE1, QE17, QE18**Prospects in Hospitality Education**

55.81% teachers find that the young generation is interested in making out career in hospitality management while 46.5% of them feel that hotel management graduates do not get suitable opportunity according to their potential. 46.5% observe that that the institutes are charging very high course fee while 26.74% respondents have no opinion in this regard.

SUGGESTIONS, RECOMMENDATIONS AND CONCLUSION

The ultimate success of any tourist potential destination is determined by the availability of trained, competent and committed tourism and hospitality professionals, both in quantitative and qualitative terms. To this effect, the scenario especially with relation to 'hospitality education and training' appears to be quite promising in the context of Uttarakhand. Presently a total of 56 institutes/colleges (6 government owned and 50 private) are variously offering hospitality/hotel management courses including (i) four year Bachelor Program on Hotel Management and Catering Technology (ii) Three year B.Sc. in Hotel Management; (iii) three year Diploma in Hotel Management; and, (iv) one year Diploma in Hotel Management.

However, the matter of fact is that the quality of the courses is far from being satisfactory, especially those run by most of the private institutions. They largely suffer from considerably short-fall of the faculty both in terms of number and quality and, lack of requisite support infrastructure. Virtually no effort is made towards counseling or aptitude test of the candidates at the time of admission. After admission also, little if any attention is paid to practical exposure, industrial training, grooming or personality development etc. Consequently, quality of the pass-outs from most of the institutions is not up to the mark. Further, as many as 35 courses (presently withheld by UGC) run under distance education

mode. Obviously, most students of such courses are ill-prepared to match the industry standards/requirements. Only the students of the State Government owned colleges alongside 4-5 private institutions have somewhat better performance.

In order to improve the existing state of hospitality education, the State Government need to devise a well-defined policy towards standardization of the Hotel Management Programs in the State in terms of 'course contents', 'course duration', 'admission and examination process', 'infrastructural and faculty requirements', 'laboratory and library provision' and 'training/grooming inputs', 'fee structure' and 'regularity and discipline' etc. Likewise, inception of more Government owned will not only offer their rightful opportunities to the deserving candidates but provide healthy competition to the private institutions. It will benefit to 'tourism and hotel sectors', and 'enhance tourism prospects of the State', and, above all, ensure promising career to the incumbent students. Alongside running degree/diploma programs, these colleges/institutions can also introduce short term certificate course in such specific operational areas of hotel and hospitality operations so even that an under-privileged but potential candidates who can have the opportunities to work in smaller establishments as a receptionist, information assistant, housekeeping assistant, or even a kitchen help ,etc. Likewise, the existing hospitality colleges be motivated/supported to introduce short term skill development especially aimed at inculcating/refining/developing the requisite entrepreneurial insight in a common man to set-up a smaller hospitality unit or systematically run a home stay entity enroute or at a still emerging destination. The Universities must look seriously into the kind of emoluments given to the faculties by their employers as most of the teachers are not paid as per the University scale and hence the institutions have scarcity of competent faculties to teach the budding scholars. Governing Institutions should also look into updating and revision of course structure and curriculum in accordance to the industry requirements. A common course structure and curriculum is the demand of the day to ensure uniformity in the hospitality education. Simultaneously Training/ Orientation for teachers with the Industry should be made compulsory and monitored regularly.

The State Government may take initiative to strengthen one or more of the existing department or set-up its own institution on the lines of Government owned Hospitality Management Colleges, or on the lines of IITTM - a venture of the Central Government.

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