

**STATUS OF TOURISM AND HOSPITALITY EDUCATION IN GARHWAL
REGION OF UTTARAKHAND: A CRITICAL APPRAISAL**

A Project Report under SSSP Research Scheme

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PREFACE

One of the significant outcomes of globalization is the incredible growth in the Tourism and Hospitality Industry. With India being one of the most popular emerging travel destinations, the Government too is encouraging and investing in the development of this industry. This fact indicates the need of professional and skilled man power for Travel Trade and Hospitality Industry. There is a growing demand for adequately trained tourism graduates with business management skills. The responsibility of developing human resources for Tourism and Hospitality management lies within the hospitality organizations and within the education system of the country. But the relationship between tourism education institutes and the tourism industry is historically a complex one which has been characterized by a lack of trust. Increasingly, however, both educational institutions and industry are recognizing the mutual benefits of developing a more co-operative relationship and the importance of narrowing the divide which has traditionally existed between them. According to the diverse nature of the Tourism and Hospitality Industry, it is not easy to precisely define what skills and competencies tourism and hospitality management graduates may need. Essential competencies in the hospitality industry are practically different from those acquired in the educational institutions. Hence, in order to produce readily employable manpower, coordination between educational institutes and industry stakeholders is a must.

The current research project attempting to evaluate the status of tourism and hospitality education in Garhwal region of Uttarakhand is an exploratory study. The area of study is focused on the tourism and hospitality institutions of Garhwal region of the State. In order to achieve the framed objectives, the study incorporates data and information from both secondary and primary sources. The study has been divided into five chapters. The first chapter of the study presents the background information regarding tourism and hospitality education. The chapter takes into account the evolution of tourism and hospitality education and its current status in context of the world as well as of India. Second chapter titled as ‘Research Design and Review of Literature’ starts with the explanation of the methodology adopted in conducting the research and is followed by the review of literature in order to understand the concept, nature, trends, issues and challenges of tourism and

hospitality education. Third chapter presents a situational analysis of Tourism and Hospitality Education in Garhwal Region and gives a description of Universities/Institutions providing tourism and hospitality education in the study area with various courses available, Student Intake/Pass out rates, Placement Opportunities for the students and ends with a note on Existing Infrastructure and Infrastructure Gap in these institutions.

The study has adopted survey method and used structured questionnaires in order to gather the responses from Students and faculty members of the selected institutions offering tourism and hospitality education along with the opinion of the managers of GMVN Tourist Rest Houses. The analysis and interpretation of the data collected from primary survey is presented in chapter four. The last and concluding chapter provides conclusions and inferences drawn from the study and proposes recommendations for the betterment of tourism and hospitality education in the study area.

A number of people and institutions have lent their support in carrying out the current study and the researcher would like to thank one and all involved in the successful compilation of the current study. We would like to thank Directorate of Economics and Statistics, Department of Planning Government of Uttarakhand, Dehradun for providing financial support for carrying out this research project. I would also like to thank the officials of HNB Garhwal University for their administrative support. I am greatly indebted to all the organizations and respondents for their cooperation and valuable time during the fieldwork. Interactions and input given by them were of great use for accomplishing this report. I express my thanks to the faculty and staff members of Centre for Mountain Tourism and Hospitality Studies for their support and cooperation. I would like to thank Dr. Vijay Prakash, Mr. Prakash Rout, Mr. Abhishek Vaishnava and Mr. Abhishek Maurya for their support in data collection, analyzing and interpreting the data and compilation of the research project. Last but not the least, I would like to thank my family for their continuous support and cooperation.

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CHAPTER I

INTRODUCTION

Tourism is a major social phenomenon of the modern society with enormous economic consequences. Its importance as an instrument for economic development and employment generation, particularly in remote and backward areas, has been now well recognized the world over. Promotion of the tourism sector per se generates a plethora of both economic and social benefits: GDP, employment generation, foreign exchange earnings, infrastructural investments, rural development, conservation of natural resources and promotion of social integration and international understanding across the countries. The sporadic travel of the yore has now dramatically transformed into new movement of people in search of newer touristic activities of ever new destinations. People today travel to both national and international destinations to crack the regular monotony of life. Increased travel across the globe has been driven by growth in real incomes; greater amounts of leisure time; improved and highly accessible transportation systems; ongoing globalization of business linkages including supply chains; highly effective communication systems that facilitate marketing; and a significant number of new tourism services.

An ever-increasing number of destinations worldwide have opened up to, and invested in tourism, turning it into a key driver of socio-economic progress through the creation of jobs and enterprises, export revenues, and infrastructure development. Over the past six decades, tourism has experienced continued expansion and diversification, to become one of the largest and fastest-growing economic sectors in the world. Many new destinations have emerged in addition to the traditional favourites of Europe and North America. Despite occasional shocks, tourism has shown virtually uninterrupted growth. International tourist arrivals have increased from 25 million globally in 1950, to 278 million in 1980, 527 million in 1995, and 1186 million in 2015. Likewise, international tourism receipts earned by destinations worldwide have surged from US\$ 2 billion in 1950 to US\$ 104 billion in 1980, US\$ 415 billion in 1995 and US\$ 1260 billion in 2015. Travel and tourism is one of the fastest-growing industries and a leader in many countries. It is expected to have generated around 9.5% of world GDP (USD 7 Trillion) and 9% of total employment.

This industry directly employs 1 in 11 jobs worldwide. Nearly 300 million jobs (115 million direct jobs 4%) were supported by Travel and Tourism. The industry also represents about 7% of the total world exports and 30% export of services. It generates more economic output than automobile industry (7.9% of GDP), Mining (8% of GDP) and Chemical (9% of GDP). Employment generation is six times of Automobile, four times of mining, five times of chemical and two times of communication. International tourism is just the tip of the ice berg in comparison to the domestic tourism. Creation of new tourism jobs has been 1.5 times faster than the world average over the past 15 years. Millions more indirect jobs can be attributed to the tourism sector through the ripple affect it has on the economy. Only a small part of tourism spending occurs in what are normally considered tourism industries, business such as travel agencies or hotels. A very large part of tourism consumption takes place outside the tourism industries in public and private services, such as buses and metro systems, museums and also retail shops etc. Hence the direct and indirect employment which results from tourism are:

- People involved in providing Travel and Tourism services to consumers, business travellers and government travellers such as airline personnel, hotel personnel, car rental agents, tour operators and travel agents and retail merchants.
- People involved in buildings, equipment's and supplies like hotels and resorts, aircraft, automobiles and food/beverages.
- People involved in providing Travel & Tourism government services such as tourism promotion offices and park services etc.

The WTO's Tourism 2020 Vision forecasts that the number of international arrivals worldwide will increase to almost 1.6 billion, and receipts from tourism (excluding transport) are projected to reach US \$2 trillion by 2020. International tourist arrivals worldwide are expected to increase by 3.3% a year between 2010 and 2030 to reach 1.8 billion by 2030, according to UNWTO's long term forecast Tourism Towards 2030. The regions which are likely to experience the maximum growth in tourist traffic in the coming years are East Asia /Pacific and South Asia. The factor which is favorable to South Asia region include strong growth of tourism to India due to the economic liberalization program

in India and the consequent foreign investment opportunities, development of tourist facilities including expansion of airline services etc. In 2016, the total contribution of Travel & Tourism Sector is more than Rs 10 trillion or 8% of India's gross domestic product (GDP) and 37 million jobs almost more than 9% of total employment in India. The direct contribution of Travel & Tourism to GDP in 2016 was INR 2, 858.7 billion (2.20% of GDP). This primarily reflects the economic activity generated by industries such as hotels, travel agents, airlines and other passenger transportation services (excluding commuter services). But it also includes, for example, the activities of the restaurant and leisure industries directly supported

Identifying the Needs of Tourism and Hospitality Education

The above fact indicates the need of professional and skilled man power for Travel trade and Hospitality Industry. There is a growing demand for adequately trained tourism graduates with business management skills. The responsibility of developing human resources for Tourism and Hospitality management lies within the hospitality organizations and within the education system of the country. But the relationship between tourism education institutes and the tourism industry is historically a complex one which has been characterized by a lack of trust. Increasingly, however, both educational institutions and industry are recognizing the mutual benefits of developing a more co-operative relationship and the importance of narrowing the divide which has traditionally existed between them. According to the diverse nature of the Tourism and Hospitality industry, it is not easy to precisely define what skills and competencies tourism and hospitality management graduates may need. Essential competencies in the hospitality industry are practically different from those acquired in the educational institutions. So the question arises that what is tourism education? Tourism education is co-constitutive of the tourism system and, as a sub-system, is formed by all study, teaching and other human interactions aimed to keep, develop, enhance and transfer tourism knowledge to society (Robertson, 1995). These interactions form a complex landscape where some of these interactions are local, and an increasing number of them are global. The development of tourism education is challenging due to the segmented nature of the subject, being both inter and multi-

disciplinary adding to conflict and miscomprehension (Echtner, 1995). Tas (1988) asserts that graduates should have a multi-skills base, which allows them to be creative, flexible and adaptable. In providing a useful typology, Cooper and Lockwood (1994) put in plain words three ways in which the study of tourism has developed as an academic subject. Primarily, it was through specific training related to the travel sector, by courses in the business area, and subsequently by the study of tourism, which was approached in conjunction with traditional subjects such as geography, sociology and linguistics. Sapienza (1978) observed that courses associated to hotel operations, hotel law and security techniques are essential. As per Tas (1983), the important competencies in hospitality industry should be:

- Managing the guest problems with understanding and sensitivity;
- Maintaining professional and ethical standards in the work environment;
- Demonstrating poise and a professional appearance;
- Communicating electively both in writing and orally;
- Developing positive customer relations; and
- Striving to achieve the positive working relationships with employees.

In order to achieve the objective of the provision of skilled and competent human resources, the role of hospitality and tourism education is significant (Christou, 1999). This is enforced with the fact that the satisfaction of tourists' needs depends largely on the skills of the available human resource. The development of value-adding skills of human resources contributes to the success of the tourism or hospitality business (Baum, 1995). To facilitate a clear view of the nature of tourism and hospitality management education and training, it is important to distinguish the differences between the education and training. Universities provide education and educational system of a country while training is generally provided by the industry. Furthermore, education has been defined as a field of multidisciplinary study, which brings the perspectives of many disciplines, especially those found in the social sciences, to bear on particular areas of application and practice in hospitality and tourism industry (Riegel, 1995). Education is the recognition or reorganization of experience which adds to the meaning of experience, and which increases

ability to direct the course of subsequent experience" (Dewey, 1916, cited in Baum, 1995, p.185).

Higher Education (H.E.) today is one of the essential and accurate potential pillars of success for any Nation. It is believed that education is a vehicle for social and economic transformation which brings progress and economic development. The development of country in this modern time truly depends largely on the quality of higher education of such nation. Higher education provides a wide range of sophisticated trained manpower to cater in education, engineering, medicine, agriculture, management, communication etc. It harvests researchers, educationists, scientists, experts, who through their activities extend frontiers of scientific and technical knowledge leading to innovations and of course which energize economic growth and development. Thus the single most important indicator of any nation's future depends of its higher education system. A higher education qualification at degree level takes a minimum of three or four years to complete which enable someone to work in a professional field and skilled him in an environment including advanced research activity. Briefly, Higher education generally means university level education which includes number of Higher National Diplomas and Foundation Degrees to Honors Degrees and Postgraduate programs such as Masters Degrees and Doctorates and these are recognized throughout the world as specialist expertise supported by a wide range of skills. Higher education in Tourism and Hospitality began as a development of technical/vocational schools in Europe. These schools emphasized training in core competencies such as hospitality, hotel management and related business skills. (Butler, 1999; Morgan, 2004; Inui, Wheeler and Lankford 2006). Interest and demand from the public and private sectors encouraged tremendous growth of tourism studies and the development and establishment of departments of Travel and Tourism at institutions of higher education in addition to technical schools (Butler, 1999). While these programs meet actual needs in training and education but there have been discussions on the proper place of such programs. Debates over tourism programs at universities appear to center on the balance between vocational and academic focus. Tourism courses in higher education are often referred to as vocational with educators focusing on producing skilled and knowledgeable managerial personnel for the industry (Busby, 2001). This emphasis has

given short shrift to the value or meaning of tourism education. Education of personnel and their professional development comprise of the most important factor that both directly and indirectly reflects the competitiveness of tourism products. Only educated personnel in hospitality and tourism enable the development of new technologies, innovative products and services, aiming to increase competitiveness of the tourism product, company and country. High-quality personnel, their knowledge and experience, as well as unused potential greatly affect the achievement of business results, and, through that, the very future of a company. While the tourism industry produces considerable employment opportunities, the growth of tourism is rigorously limited due to the lack of adequately trained personnel, which has been the major determinant diluting the positive economic benefits of tourism in a country's economy (Liu, 2002). Employment and Workplace Relations noted that the tourism sector is of critical economic importance, especially for employment. Lack of suitable staff will undermine the industry's ability to meet the expectations of service quality. The demand for tourism services to meet international standards has led to the requirement of labor with well-trained skills. The tourism industry has started to see the need for a more sophisticated approach to human resource management, and this is reflected in the new approach to education and training of the workforce. Education has become increasingly important. As Amoah and Baum (1997) indicate, education programs have emerged in response to the following needs for human resource development in a challenging environment:

- Keeping the industry abreast with the latest technology and trends.
- The availability of qualified replacement staff at all times.
- Raising the image of careers in tourism.
- Staffing for new and growing tourist industries.
- Employment regulation.
- Reduction of foreign labor.
- Responding to increasingly demanding service requirements of customers.

According to Graetz and Beeton (2001), five broad areas in which the skills of people working in tourism and hospitality might need upgradation are: business, hospitality,

management, language and culture, and sales and service. If tourism education is to provide a valuable starting point for the development of human capital, then greater dialogue between industry and education would be useful (Ladkin, 2005). Tourism education is closely related to employment and careers in the industry. Like any form of vocationally orientated education, tourism education has to balance three imperatives: the need to promote individual development, the need to advance knowledge, and the need to be practical and relevant to industry (Riley et al., 2002). On the one hand, the tourism industry relies heavily on the quality of its labor to develop the quality of the tourism product; on the other, tourism education plays an important role to meet the higher and deeper levels of knowledge required by the industry to develop human capital.

Tourism and Hospitality Education and Training in India

People engaged in the tourism trade create experience, good or bad. The quality and efficiency of service is the primary concern of the tourism industry. In order to achieve that, each of the components of tourism industry requires trained/skilled man power. The airlines need highly trained air hostesses and a host of technicians. The immigration officers at the airports need to be smart, personable and capable of handling both security and public relations functions efficiently. The taxi drivers, coach operators and other grass root level workers need to be trained to behave well with the tourists. Training is also to be imparted to guides and watch and ward staff of monuments, wild life sanctuaries, etc. to make them more responsive to the tourists. But hotels & restaurants, travel agents, tour operators and other providers of tourist services need professionally trained manpower at all levels from front line staff to supervisory, lower and middle level managerial staff and senior managers. Development of human resources is thus a major activity in the promotion of tourism. Manpower development for tourism industry at present includes mainly two activities:

- (i) Training and education in accommodation sector
- (ii) Training and education in Travel trade

Training and Education in Accommodation Sector

In the accommodation and hospitality sector the training program are broadly of two types. The first is the statutory apprenticeship programs for certain categories of trades like stewards, housekeeping staff, cooks, front office personnel and the like. The second one is the formal structured program offered by the institutions set up by the Government at the craft and Diploma /Degree levels. The Hotel Management and Catering Technology institutes and Food Craft institutes of Government of India provide training in different aspects of hotel and catering operations at supervisory, middle management and craft levels. The Hotel Management institutes offer a 3-year Degree course in Hotel Management and Catering Technology and the craft level institutions offer Diploma /Certificate courses of 6 months to one-year duration in various food crafts such as: cookery, bakery and confectionery; restaurant and counter service; hotel reception and book keeping; housekeeping; canning and food preservation etc. To infuse certain specialization, Post Diploma/Post graduate courses in Hotel Management are also available in selected institutes. Training program in the field of Hotel Management Catering Technology & Applied Nutrition was started by Government of India in year 1962 under the Department of Food, Ministry of Agriculture. Initially four Institutes of Hotel Management (IHM's) were set in New Delhi, Mumbai, Chennai and Kolkata. For providing training in hospitality related craft disciplines, twelve Food Craft Institutes (FCI) were also set up at different places in the country. Consequent to transfer of program to the Ministry of Tourism in October 1982, formats of various training programs were reoriented and remodeled keeping in view of the workforce requirements in the country. In order to utilize the resources & to provide a central thrust to the program, Ministry of Tourism, Government of India had set up National Council of Hotel Management and Catering Technology (NCHMCT) in year 1982. By the time the growth of hospitality industry in India Hotel Management & Catering Technology Program has gained tremendous admiration from the students and the profile of students seeking admission to this course has noticed a fantastic change. Till 2002 three Year Diploma was the highest qualification offered by a Government Institute in India in the field of Hotel Management along with the placements. The growing demands of Indian hospitality professionals in overseas, the

need of a degree program in Hotel Management was felt to give better opportunities to hospitality graduates globally. In the year 2003 National Council of Hotel Management and Catering Technology (NCHMCT) joined hands together with Indira Gandhi National Open University (IGNOU) and upgraded the three-year Diploma program to a B.Sc. Degree program in Hospitality & Hotel Administration. Further in 2004 M.Sc. program were introduced in Hospitality by National Council at four IHM's initially.

It has been the endeavor of Ministry of Tourism, Government of India to put in place a system of training and professional education, with necessary infrastructure support, capable of meeting the needs of the tourism and hospitality industry, both quantitatively and qualitatively. As of now, there are 42 Institutes of Hotel Management (IHM), comprising 21 Central IHMs and 21 State IHMs, and 9 Food Craft Institutes (FCIs), which have come up with the support of the Ministry. These institutes were set up as autonomous society with the specific mandate to impart hospitality education / conduct training in hospitality skills. For steering and regulating the academic efforts of the IHMs and FCIs, in 1982, Ministry had set up the National Council of Hotel Management & Catering Technology (NCHMCT). The mandate of NCHMCT is to co-ordinate the growth and development of hospitality management education through its affiliated institutes. The Council's jurisdiction extends over a wide range of administrative matters including admission, fees, bye-laws, syllabus for studies, courses, research and examinations, results, regulating building plans and equipment, training, publishing periodicals, magazines, etc., and also carrying out of such government approved activities as prescribed from time to time. The NCHMCT is also the affiliating body and the 21 CIHMs, 21SIHMs and 9 FCIs that have come up with the support of the Ministry are also affiliated to it for admissions and regulations of examination. The NCHMCT has also given the mandate to affiliate private IHMs. As on date, 15 private institutes are affiliated to the NHMCT.

NCHMCT also conducts Joint Entrance Examination (JEE) on all India basis for admission to the 1st year of the 3-year B.Sc. program in Hospitality and Hotel Administration for its affiliated institutes. Admission to M.Sc. in Hospitality Administration is centrally carried out by the Council. In the case of other course, i.e. P.G.

Diploma in Accommodation Operation, P.G. Diploma in Dietetics and Hospital Food Service, Diploma in Food Production; Diploma in Food and Beverage Service; Diploma in House Keeping Operation, Diploma in Bakery and Confectionery, Craftsmanship Course in Food and Beverage Service and Certificate Course in Hotel and Catering Management, admissions are directly carried out by the respective Institutes as per eligibility criteria prescribed by the Council for the respective courses.

The primary objectives of the council are:

- To provide well trained professional to meet the growing requirements of the industry by organizing programs at management, supervisory and craft levels.
- To act as the main policy making body for this purpose and function as a professional body for conducting examinations and conferring recognitions and accreditation of professional merit.
- To standardize courses and infrastructure requirements.
- To play a key role in creating a modern and model hospitality education training system in India to meet the varied and changing requirements of manpower for the Indian Industry and to meet the challenge of international technological development.
- To prescribe educational and other qualifications; experience, etc. for members of staff in the affiliated institutions and introduce faculty development programs.

The Central Apprenticeship Councils set up by the Ministry of Labour under the Central Apprenticeship Act provide training in cooking, bakery and confectionary, stewardship and Hotel Clerk/Receptionist/ Front Office Assistant /Housekeeping. There are also a few craft level institutes run by the State Governments. Besides several Universities are now running Bachelor and Masters of Hotel Management programs. In private Sector some of the major hotel chains run their own training institutes in hotel management and catering technology. But the same are largely confined to meet their own organizational needs and these include:

- i) School of Hotel Administration, Manipal
- ii) Indian Institute of Hotel Management, Aurangabad. (Taj Group)
- iii) Oberoi School of Hotel Management, Delhi

iv) Academy of Culinary Education, Chided de Goa Beach Resort, Goa.

In the University system, hospitality education has ventured lately. It was in the year 1996, MJP Roohelkhand University, Bareilly launched 4-year Bachelor of Hotel Management & Catering Technology program in India. Subsequently Bundelkhand University Jhansi (2001), BIT Mesra (2003), HNB Garhwal University, Srinagar Garhwal (2004) and other Universities launched hotel management program in their campuses. Master's Program in Hotel Management (MHM) was launched in Kurukshetra University Haryana in 2002, Bundelkhand University Jhansi and MD University Rohtak in 2005. More and more universities both Government and Private are now offering Hotel Management programs and several universities have given affiliation to many private institutes to run Bachelor's and Master's Degree in Hotel Management. Some of these programs are recognized by AICTE. There are also many private institutes conducting training courses in hospitality and catering. Most of them conduct Diploma programs and awards their own Diplomas/Certificates. There are also some other institutes which have tie - ups with American Hotel and Motel Association or Swiss Hotel Schools.

On the basis of the findings of the Market Pulse Report of the year 2004, it was worked out that the hospitality sector's annual additional requirement of skilled manpower was 2.03 lakh. As against this, the supply from educational and skill training system was only to the extent of 18000, which after taking into account the attrition, got further reduced to about 12000. Attrition partly owed itself to easy acceptability of trained manpower in the emerging service sectors such as infrastructure (airports, airlines and real estate), event management, etc. There was a quantum jump in the institutional capacities in skilled and managerial manpower at the end of Eleventh Five-year plan. The institutional capacity through the MOT driven programs was 52128 in the year 2011-12 with the following break-up:

Table: 1.1**Institutional Capacity through the MoT Driven Programs in Hospitality in 2011-12**

Hunar Se Rozgaar	Short Duration Courses	Skill Certification	Diploma/Certificate	PG/UG Degree	Total
21730	2960	13550	5546	8342	52128

Source: *Report of the Working Group on Tourism 12th Five Year Plan (2012- 17)*

As per a study conducted by the Market Pulse on behalf of the MoT, in 2011, the estimates (provisional) of annual requirement of manpower and supply (skilled) in the hospitality are as follows:

Table: 1.2**Annual Requirement of Manpower (Skilled) in the Hospitality Industry (In lakh)**

Year	Total Employment	* Total Annual Requirement
2012-13	47.26	6.26
2013-14	50.94	6.71
2014-15	54.91	7.20
2015-16	59.18	7.72
2016-17	63.79	8.29
Total		36.18

Source: *Report of the Working Group on Tourism 12th Five Year Plan (2012- 17)*

* Includes manpower required to compensate for retirements, attrition within the existing workforce. The above projections assume a CAGR of 7.79% of 2016-17 over 2011-12.

As per the Report of the Market Pulse of the year 2011, the number of trainers/teachers required annually and additionally will be as under:

Table: 1.3
Required Number of Trainers/Teachers Annually

Year	No. of trainers / teachers required
2012-13	13500
2013-14	15000
2014-15	15500
2015-16	16000
2016-17	17000

Source: Report of the Working Group on Tourism 12th Five Year Plan (2012- 17)

There is, thus, going to be a wide gap between the supply and demand in the trained manpower in the hotel management and catering technology sector. Though the gap between demand and supply is likely to be met by the private institutes to a large extent, the Government institutes have to play a major role in maintaining the standards of education. These institutes should also be able to meet the aspirations of students who cannot afford to pay the fees and other expenses charged by the private institutes. It is particularly so in the case of less developed areas. There are comparatively less Post Graduate courses on Hotel management and Catering Technology presently available in India. As a result the professional staffs in the IHMS and Food Craft Institutes in India do not have any opportunity to acquire higher qualifications. Under Broad-basing of hospitality education, MoT has extended assistance to 15 ITIs, 4 polytechnic institutes, 6 colleges and 13 universities recently. In the year 2010, a MOU was signed between the CBSE and the NCHMCT to provide for and regulate introduction of hospitality education as a vocational stream at +2 stage of school education. To begin with, 14 schools (Navodaya and Kendriya Vidyalayas, Indo-Tibetan and Delhi Government Schools) have been provided an assistance of Rs. 25 lakh each for starting vocational course.

Formulation of competency standards and certification on the basis of those standards also would be necessary to bring out qualitative improvements in the existing stock of personnel in the tourism industry. Scheme of Capacity Building for Service Providers launched by Ministry of Tourism (MoT), Government of India provides training / skill up-gradation of the existing as also the fresh service providers. The Scheme is delivered through the State Government/UT Administrations, IITTM, NCHMCT, IHMs, FCIs, State Tourism Corporations, Field offices of the MoT. Some of the training programs explicitly provided for under the Scheme and implemented are:

i. Hunar Se Rozgar Tak (HSRT): The Ministry of Tourism(MoT) had, in the year 2009, launched an initiative, christened ***Hunar Se Rozgar Tak***, to impart, through short duration training course, employable skills in certain hospitality trades. The Program, is funded by the MoT and implemented by the MoT sponsored IHMs and FCIs, Private classified Hotels, ITDC and also through the State Governments. The initiative is meeting two important objectives: first it is giving the sector the option of skilled hands at the lowest rung of service hierarchy, and second, it has grown into a strategy for poverty alleviation owing to its built-in, even if unsaid, pro-poor approach. The growth of the initiative has been phenomenal. In the initial two years 5610 and 6981 persons were trained during the year 2009-10 and 2010-11 and this number raised to 43306 for the first 10 months of the Financial Year 2015-16. By the close of January 2016, a total of over 2.38 lakh persons stood trained.

The salient features of the scheme are:

- a) Youth who are minimum eighth pass and in the age group of 18 to 28 years are eligible;
- b) The Program offers short (6 to 8 weeks) quality training courses covering Food & Beverage Service, Food Production, Bakery and Housekeeping;
- c) No fees is chargeable to the trainee;
- d) Each trainee is entitled to incentives comprising free lunch, a set of uniforms and stipend;
- e) Training cost is met by MoT;

- f) The implementing institutes is entitled to payment of 5 % of the respective program cost to cover the administrative expenses; and
- g) Institutes facilitate placement of trainees in the industry.

The *Hunar Se Rozgar* initiative is also extended to train tourist facilitators for the Amar Nath *Yatri* in J&K. In order to allow participation of the private sector in the HSRT and enhance the program reach and delivery, the Ministry of Tourism has allowed the following to implement the program in four Hospitality Trades viz. Food Production, Food & Beverages, Housekeeping and Bakery and Patisserie and also in non-hospitality trades / areas to provide for Event Facilitators, Security Guards, Skin Care & Spa Therapists and Tour Assistants/Transfer Assistants and Office Assistants:

- i. Industrial units, associations of industries and professional / skill developing agencies with proven credentials; and
- ii. Hospitality Institutes approved by AICTE / National Skill Development Authority / State Governments / Union Territory Administration.
- iii. Five private Hotel Management Institutes had been sanctioned funds till the close of January 2016 to train a total of 1100 candidates in four hospitality trades.
- iv. Certified Hospitality Trainers Program: This Program was started as a measure to meet the shortage of teachers specific to hospitality education. The Program is implemented by the Central IHMs. The training spreads over 55 working days and prepares the trainees (each a first class graduate) for taking up contractual teaching assignments.
- v. Training of Teachers of IHMs and FCIs: The MoT sponsors teachers and tourism administrators for training and development with a view to create a pool of resource persons with proven academic excellence and administrative acumen.
- vi. Earn While You Learn Program: Under this Program of the Ministry, the Indian Institute of Tourism and Travel Management conducts training programs for college-going students for a period of 21 days. The basic purpose of the trainings is to sensitize youths to tourism in the country and also give skills to handle tourism related functions.
- vii. Skill certification of the existing service providers: A large number of tourism service providers are working in the organized / un-organized sector without any basic training

and certification. A National Skill Certification Program was launched in August 2009 to formally certify the skills acquired on the job. The persons so certified are part of the skilled work-force. A five day orientation followed by a test precedes the certification. The Program is funded and driven by the MoT through IHMs sponsored by it.

Training and Education in Tourism and Travel Trade in India

The decade of 1980's was a pivotal one for Tourism & Hospitality education. As we entered the decade, tourism was still struggling for recognition as a major socio-economic force; tourism education was still largely ignored as essential to the wellbeing of what would soon become the world's 'largest industry'. As a consequence, what formal attention was being paid to tourism education, focussed largely on the many problems facing the field and there were only a few organisations, associations or forums within which the issues related to tourism education could be raised and debated and therefore, there seemed little scope for the emergence of any major institutions imparting education and training in allied fields. At university level Delhi University established its tourism course in 1972 as part of BA Vocational Studies Program, without any permanent faculty members. During mid-seventies, some universities (HNB Garhwal University, Kumaun University) ventured into the field of travel and tourism education by starting one-year diploma course. The Indian Institute of Tourism and Travel Management (IITTM) established by the Ministry of Tourism in 1983, has been a major development in the field of professionalization of tourist services. It has signified the new awareness and importance attached to tourism education and training. However, in India, tourism education achieved a significant progress after the formation of National Committee on Tourism (NCT) in 1988. The NCT on Tourism examined the entire issue of human resources development and found several weaknesses both in qualitative and quantitative dimensions. The NCT in its report to the Government recommended the following:

- IITTM should be effectively developed to enable it to perform its assigned role. It will have in due course regional centres so that tourism becomes a broad based, recognised discipline of education.

- It should be reconstituted by a resolution of the Government to enable it to function effectively as an apex body in tourism education development and to empower it to award Diplomas and Degrees.
- Full time management courses should be taken up in the existing universities.

The National Action plan for Tourism announced in May 1992 also stated that:

The IITTM will be strengthened in staff and equipment to become the premier institution for providing trained manpower for the travel in the country. National universities will also be involved in the effort and would be given financial and other assistance for introducing tourism courses in the country.

IITTM and its Role:

Indian Institute of Tourism and Travel Management (IITTM), an autonomous organization of the Ministry of Tourism, Government of India, is one of the premier institutes in the country offering education, training, research and consultancy in sustainable management of tourism, travel and other allied sectors. The stakeholders' realization that the country is in need of such professionals who can provide an excellent standard of products and services, resulted in the creation of IITTM in 1983 at New Delhi. It is devoted to the pursuit of higher knowledge in tourism and its dissemination to a diverse audience. Over the years, Institute has established a distinguished identity of its own and reached at a commanding position among sectoral B-Schools in the country. With its focus in meeting the changing needs of the tourism industry, it has played a pioneering role in the propagation and professionalization of tourism education. During 1987-88 the institute launched a unique series of six Management Development Programs (MDP) on the Open University pattern. These MDPs were the first of their kind in the country and have fulfilled a long felt need of travel industry for upgrading the professional skills by providing formal tourism qualification to professionals in the industry as also to those aspiring to join it. The courses were conducted on a cyclic basis. The MDP programs offered participants the choice of affording one or more of these courses to earn a certificate (3MDPS) or Diploma (5 MDPS) in Tourism management. In the academic year 1995-96, IITTM had started full time

courses in Tourism Management (14) months and Destination Management (8) months at Gwalior. It currently offers the following **Post-Graduate Diploma Programs**.

- i. Two-year Post Graduate Diploma in Management (Tourism and Travel) – from Gwalior and Bhubaneswar.
- ii. Two-year Post Graduate Diploma in Management (International Business) – from Gwalior and Bhubaneswar;
- iii. Two-year Post Graduate Diploma in Management (Service Sector) – from Gwalior;
- iv. Two-year Post Graduate Diploma in Management (Tourism and Leisure) – from Delhi
- v. Two-year Post Graduate Diploma in Management (Tourism and Cargo) – from Nellore;

The IITTM and its chapters have a mandate to produce trained manpower for the travel industry. It is also having the responsibility of imparting training to Central and State Government officers involved in tourism development, training of industry personnel and grass root level workers like immigration officers, taxi drivers, guides etc. in their own campus/centers at Gwalior, Bhubaneswar, Delhi, Goa (National School of water Sports) and Nellore as well as in places like Ahmedabad, Konark, Itanagar, Port Blair, Guwahati, Kohima, Agra etc. In order to tap the potential that India's coastline offers for water based and adventure sports, the Ministry had established the National Institute of Water Sports (NIWS) in Goa under the administrative control of IITTM.

As we entered the 1990's a radically different picture had emerged as we saw the tourism Education and Training being accorded recognition and even priority by a significant number of governments and educational institutions. The whole industry had wakened to the fact that existing efforts to provide training for frontline staff and supervisors must be balanced by education programs for present and future managers, so as to ensure among other things that the trained personnel are deployed and utilised effectively. As a result of IITTM's initiatives, the 1989 heralded an unprecedented development in tourism education as around 13 universities had expressed willingness to start tourism courses at Post Graduate level. The institute had developed the syllabus for the first time for the Master Degree in Tourism Administration (M TA) which was considered and adopted at the National Workshop of Educationists on Manpower Development for Tourism Sector, held

in October 1988. With this tourism at Master Degree and Post Graduate diploma levels was introduced in various universities like Kurukshetra, Garwhal, Indore, Gwalior, Aligarh, Shimla, Jodhpur, Pondicherry, Rewa, Aurangabad, Pune, Banaras Hindu University, Jhansi, Kumaon etc. More and more universities subsequently introduced these courses. Besides at the graduate level tourism and hotel management courses have also been introduced in various universities and government colleges. Moreover, Tourism Administration/Management has also been included as a subject in National Education Test (NET) by the University Grant Commission (UGC) for Junior Research Fellowship and eligibility for Lectureship in year 2000.

Kurukshetra University with technical support from IITTM, launched country's first ever two years, full time master's program (MTA, now MTM) in tourism in 1990. Presently more than 50 different universities/institutions are running MTA, MTM,MTTM,MBA(TTM) at Post Graduation level; BTA,BTM,BTS,BTTM etc at Graduation level ,Certificate & Diploma and PG Diploma courses in tourism and travel, while some of these also offer tourism as one of the optional courses at bachelor's level. In fact, the University Grants Commission came forward with the noble idea of offering financial support to the institution willing to offer tourism as a vocational subject at degree level. It is heartening to note that some colleges have now even introduced tourism as one of the subjects at + 1 and +2 standard.

Table: 1.4

List of Government Organizations offering Tourism and Hospitality Courses

Sl.	Name of the Organization
1.	Aligarh Muslim University
2.	Banars Hindu University – Varanasi
3.	Bundelkhand University – Jhansi
4.	Baba Ghulam Shah Badshah University, Kashmir
5.	Bhagat Phool Singh Mahila Vishwavidyalaya, Sonipat
6.	Central University of Himachal Pradesh – Dharamshala
7.	Central University of Kashmir
8.	Central University of Jammu
9.	Central University of Haryana, Mahendragarh
10.	Central University of Sikkim, Gangtok
11.	Chhatrapati Shahu Ji Maharaj University, Kanpur
12.	Dr. Bhimrao Ambedkar University, Agra
13.	Goa University, Goa
14.	H.P. University, Shimla
15.	Hemvati Nandan Bahuguna Garhwal University, Srinagar (Garhwal)
16.	Indian Institute of Travel & Tourism Management, Gwalior, Noida, Nellore, Bhubaneswar
17.	Indira Gandhi National Tribal University – Amarkantak
18.	Indira Gandhi University, Meerpur, Rewari, Haryana
19.	Indira Gandhi National Open University, New Delhi
20.	Jamia Millia Islamia, New Delhi
21.	Jiwaji University, Gwalior
22.	Kanpur University - Kanpur
23.	Kashmir University – Srinagar
24.	Kumaon University – Nanital
25.	Kurukshetra University, Kurukshetra
26.	Lucknow University, Lucknow
27.	Magadh University, Bodhgaya Bihar
28.	Maharaja Sayajirao University of Baroda, Baroda
29.	Maharshi Dayanand University, Rohtak
30.	Mohanlal Sukhadia University, Udaipur
31.	North East Hill University – Shillong
32.	Pondicherry Central University – Puducherry
33.	Panjab University, Panjab
34.	Punjabi University, Patiala
35.	Ravenshaw University, Odisha
36.	University of Delhi (College of Vocational Studies) – Delhi
37.	University of Jammu, Jammu
38.	Uttarakhand Open University, Haldwani

Source: Compiled by Researcher

Institute of Skiing and Mountaineering

The institute at Glummer was set up in 1968 to provide training in adventure sports such as skiing, mountaineering, rock climbing etc. It is now proposed to be handed over to the State Government for its continued operation. It is also proposed to establish similar facilities at Auli (U.P) and Shimla (H.P) under the central Government for giving further impetus to adventure tourism.

Guide Training

The availability trained guides in tourist centres and monuments is a major requirement of tourism promotion. The Department of Tourism is, therefore, giving considerable importance to Guide Training. A three tier training program at the national, state and local levels – has recently been drawn up and is being implemented through Government of India Tourist offices, State UT Governments and others. These courses include programs for fresh tourist guides and language and refresher courses for those already engaged in guide services.

Role of Word Tourism Organization (WTO) in Search of Efficient Tourism Education

WTO has enlarged its education program and gave it an entirely new approach. WTO's Human Resource Development program has been redefined and WTO has been creating useful instruments for greatly varied tourism activity. These instruments-the Tourism Education Quality (TEDQUAL) certification; the Graduate Tourism Aptitude Test (GTAT) methodology; the Themis Foundation and the Education Council are available to all the members of the organization, firstly to the Governments and also to enterprises and institutions who are affiliate members. TEDQUAL analyzes the demand side and GTAT the supply and give the information what the employer needs and what the employee has to offer, enabling WTO to pinpoint where there is lack of quality in education and training.

Major Issues in Education and Training in Tourism

The accelerating trend towards the globalization of products services and markets necessarily also affects education, training and academic research in tourism. On the one hand it is a process generated by the knowledge of industry itself, while on the other there is no doubt that the very dynamics of tourism activity require a commensurate response in developing knowledge in the sector. The traditional paradigm of knowledge acquisition in tourism implied - it should be recognized - a certain amount of improvisation resulting from the rapid growth of markets and the absence of an in-depth analysis of the medium and long-term needs of the sector. However, since tourism is becoming more complex and competitive and key variables such as technology, consumer tastes, the aspirations of professionals and the normative - administrative setting are evolving, a new mentality - a new paradigm- is emerging in tourism education. This new paradigm must respond to the constant changes in the key variables of tourism and the pedagogic process which are:

- 1) The super - segmentation of activities;
- 2) The growing standardization of curricular contents;
- 3) The necessary flexibility in tourism career paths;
- 4) The new technologies in tourism and in the acquisition of knowledge;
- 5) The growing competitiveness among education institutions and the demand for transparency in degrees awarded; and
- 6) The need to increase productivity in knowledge acquisition processes.

Specifically, the new paradigm should meet the expectations of the principal clients of this new tourism economy of knowledge: the employers, the professionals and society as a whole. The employers need to count with professionals who have acquired -and can continue to do so - strategic skills. They want adaptable human resources - team players - with whom to build and develop business cultures apt for competitiveness and strategic development. They are aware that to attract and keep this type of professional it is not enough to pay high salaries.... it is also necessary to offer an interesting and creative working atmosphere. On their part, students and professionals -who should be perpetual students in their Jobs - will come from a multi- cultural background, with diverse

motivations and expectations, and be quite pragmatic in using their abilities. Nevertheless, this pragmatism should be accompanied by a great capacity for conceptualization and the necessary flexibility to constantly adapt to changing situations and to propose business strategies for survival and development.

Finally, society as a whole is going to require that education, training and knowledge acquisition in general increasingly meet the present and future needs, and that these activities increase their productivity. There are presently two visions on the profound role of tourism; (I) that tourism is a private market activity and that its success automatically contributes to the well-being of societies; and (II) that tourism is an activity which implies a great deal of cooperation between the private and public sectors, and it is this type of framework that encourages the success of tourism and its efficient contribution to social development. Thus, both visions are compatible with the previously mentioned need for quality and efficiency in tourism education.

CHAPTER II

RESEARCH DESIGN AND REVIEW OF LITERATURE

2.1 Research Design and Methodology

Present research work, aimed at evaluating the current status of tourism and hospitality education in Garhwal region of Uttarakhand has adopted both descriptive and exploratory research designs by using both qualitative and quantitative techniques to achieve the aims and objectives of the study by collecting and analyzing both primary as well as secondary data. After performing an extensive review of literature on the research topic, structured questionnaire was used as a tool for gathering primary data. Unstructured interviews, discussion and primary observation methods were also used to accumulate the relevant information on the issues otherwise not revealed clearly.

Statement of the Problem

The most valuable asset that any industry has is its intellectual capital in the form of the human resource. For tourism and hospitality industry, long term success depends on the ability of educational institutions to nurture and develop this asset. It is becoming increasingly clear that tourism education must keep pace with rapidly changing industry environment. That means, that it must continue to embrace technological changes and innovations. It must also address other challenges such as social development and cultural and environmental preservation.

Tourism as an industry has great influence in socio-economic and environmental development of the country. It provides one in every eleven total employment. However, this industry is failed to attract the best manpower to pursue tourism education as well as in tourism employment. Even it has been observed that many of the tourism graduates have joined job or entrepreneurship in the fields other than tourism. The tourism and hospitality industry in general has problems of retaining labour (high labour turnover) and, the industry struggles with a poor image as a low wage, seasonally erratic employer (particularly in the accommodation and restaurant sectors) and skills gap among the employees.

Tourism and Hospitality education around the globe is witnessing a transformational change in the 21st century and so as in the case of the state of Uttarakhand in India. The causative responsible factors are the changing travel behavior among the globetrotters and the countless promise to these globetrotters by the tourism and hospitality service providers. To bring an equilibrium between the industry demand and supply the role of a strong human resource as a foundation stone is utmost important at the ground level. In this context, the role of educational institutions, teachers and students is significant. The educational institutions many a time unable to provide suitable and competent human resource as per the industry need. It means that the institutions imparting the tourism and hospitality education are lacking in terms of providing knowledge and training, teaching pedagogy and satisfaction to both the teachers and students. The observational seed from the above assumption directed to carry out a research on status of tourism and hospitality education in the Garhwal region of the state Uttarakhand. The research aims to highlight the fundamental problems persists in the tourism and hospitality education in the region and what corrective measures can be taken in order to deal with these problems. The study encompasses the educational institutions of Haridwar, Rishikesh, Dehradun, Pauri and Tehri as most of the tourism educational institutions are located in this region.

Objectives of the Study

The study was initiated with following aims and objectives:

1. To understand and evaluate the status of Tourism & Hospitality education in Garhwal region of Uttarakhand in both qualitative and quantitative term.
2. To analyze the socio-economic and demographic profile of the students joining the tourism and hospitality education programmes.
3. To evaluate the existing state-of-the art infrastructure available to impart tourism and hospitality education in the region.
4. To evaluate the teaching pedagogy adopted in the tourism and hospitality institutions in the region.

5. To evaluate and analyze the level of developmental awareness, innovation and adaptation among hospitality faculties in the region.
6. To examine the existing job opportunities for tourism and hospitality graduate on completion of the course.
7. To study the constraints and challenges faced by the institutions running various courses on tourism and hospitality.
8. To assess the level of professional qualifications and skill development pattern of the manpower engaged in the public sector accommodation units.
9. To evaluate the competency and specialization of the people those are engaged in the public sector accommodation units.

Hypothesis:

In order to achieve meaningful inferences from the information provided by the respondents following hypothetical assumptions were made and tested on the basis of qualitative information gathered from the surveys as the questionnaire survey was limited to the students and faculty members of educational institutions and seeking the opinion of the industry players was out of the scope of current study.

H_{01} : There is no greater need of qualified candidates in the tourism and hospitality industry.

H_{02} : There is no gap between industry human resource need and the graduate passed out to join the tourism and hospitality industry.

H_{03} : There is no correlation between teacher's competency and quality tourism and hospitality graduates.

Population

The universe of the proposed research was the four major districts of the Garhwal region of Uttarakhand (Pauri, Haridwar, Dehradun and Tehri) where majority of

educational/training institutes are located. Primary data were gathered from the faculty members and students of institutions running Tourism and Hospitality courses. Apart from that, the surveyed population also consisted of the managers/employees of GMVN Tourist Rest Houses along *Char Dham Yatra* circuit of the region in order to understand their level of qualification and need of training.

Sample Design

The total sample size for the study was four hundred respondents comprising of 250 students, 100 faculties consisting of professors, associate professors, assistant professors and instructors from various tourism and hospitality institutions of the region and 50 managers/employees of GMVN Tourist Rest Houses. Keeping in view the nature of the research, non-probability sampling techniques such as convenient and stratified sampling was used as per the appropriateness of the research and availability/readiness of the respondents.

Data Collection

Primary data for the research was collected through structured questionnaires, unstructured interviews and observations from the key players of tourism education in the study area which included students, teachers and the managers/employees of GMVN rest houses. Secondary data for this research was collected through various sources consisting of books, journals, dissertations, thesis, websites, reports, periodicals and case studies.

Data Analysis

Descriptive statistics such as mean, median, mode and standard deviation was used as per the suitability of the research. Principal Component Analysis was performed to find out the underlying dimensions of teachers' quality. The data gathered from secondary sources has been contextualized with the issues related to tourism and hospitality education.

Significance of the Research

1. The fundamental gospel of the research on tourism education can contribute in employment generation through consensus building and better training programmes.
2. The focus on tourism and hospitality education by both planners and educational institutes can bring a transformational change in service quality in the region.
3. The research will also bring module to improve teacher's competency and skills.
4. This Research can even create awareness among female students to be part of the global industry.
5. The outcomes will give a comparative insight and help in improving the current tourism and hospitality curriculum.
6. It will also sow the seed among tourism and hospitality faculties to be innovative, creative and up to date.
7. It will help government to take appropriate measure to improve the condition and regulate the tourism and hospitality education in the region.
8. The research will highlight the factors affecting in promotion and development of tourism and hospitality education in the region.

2.2 Review of Literature

The basis for actual development of a nation starts with the development of its human resources (Akanly, 2007). Specifically, it has been noted that a more educated society may translate into higher rates of innovation, higher overall productivity through firms' ability to introduce new and better production methods, and faster introduction of new technology (UNESCO, 2006). Consequently, the academic achievement of students has been a matter of serious concern to the government as well as the general public (Ankomah, 2010). The different perceptions between educators and the industry were recognised to be a problem (Collins, 2002; Harkison, 2004b; Li & Kivela, 1989; Petrova & Mason, 2004; Raybould & Wilkins, 2005 as cited in Kim, 2008). Furthermore, researchers such as (Goodman & Sprague, 1991; Kang, Wu, & Gould, 2005; Petrova & Mason, 2004) and Ladkin, 2005 as cited in Goh, 2011 have also criticised tourism and hospitality educators for not adequately

preparing students for employment in the industry. They often claim that, what educators teach in the classroom does not match current industry trends. This sometimes impedes employment opportunities for hospitality/ tourism graduates (Dale & Robinson, 2001; Airey, 2005; Asirifi et al., 2013).

While the tourism industry produces considerable employment opportunities, the growth of tourism is rigorously limited due to the lack of adequately trained personnel, which has been the major determinant in diluting the positive economic benefits of tourism in a country's economy (Liu, 2002). According to Graetz and Beeton (2001), five broad areas in which the skills of people working in tourism and hospitality might need upgradation such as: business, hospitality, management, language and culture, and sales and service. If tourism education is to provide a valuable starting point for the development of human capital, then greater dialogue between industry and education would be useful (Ladkin, 2005). Tourism education started at the end of the 19th century (Salgado, & Costa, 2011). Initially it was training courses for staff in specific sectors, such as hotel management (Ring, Dickinger, & Wober, 2009; Salgado, & Costa, 2011). "These courses subsequently led to the establishment of technical and vocational schools, which in turn, have evolved into undergraduate and graduate programs" (Ring, et al., 2009:107). Tourism education is closely related to employment and careers in the industry. Like any form of vocationally orientated education, tourism education has to balance three imperatives: the need to promote individual development, the need to advance knowledge, and the need to be practical and relevant to industry (Riley et al., 2002). Tourism degrees are important, as Tribe and Airey (2005) state that tourism education must do much more than reflect the immediate needs of the workplace or the immediate demands of entry-level employment positions. Tourism education, aiming to provide new insights to the management of tourism activity, will make itself relevant for the future. An improved understanding of how best to educate would bring benefits to both individuals who wish to develop a career in tourism and the tourism industry as a whole (Ladkin, 2005). Foundations of Hospitality education itself was born out of a need to supply the hospitality industry with competent managers and is often driven by industry standards (Nelson & Dopson, 2001). Most undergraduate hospitality programs are specialized rather than general, and their courses

lack a general business perspective (Pavesic, 1991). Even though the main purpose of the hospitality program is to equip students with knowledge and skills to meet industry needs, graduates are not able to articulate their skills in which they have been trained to work due to less exposure/practical work, outmoded lessons, inadequate modern equipment for practical lessons at school, more emphasis on theory, inability to apply what was learnt into the job place, inadequate modern text books, inadequate work shop for both teachers and students and so forth(Asirifi et al,2013 and Avornyo 2013). Some of the findings similar to the study of Asirifi et al., (2013) and Avornyo, (2013) are that hospitality education places much emphasis on theory with less practical. This was in line with the early findings of Pavesic (1993), that some hospitality programs are faulted as being too theoretical. Also, inability of graduates to apply what was learnt into the job place supports an argument made by Mayaka and Akama (2009) as cited in Avornyo, (2013) that there is a lack of proper academic understanding and focused theoretic framework of most hospitality/ tourism studies. There should be proper collaboration between educators and industries. This has confirmed similar findings of Page (1993) as cited in Avornyo, (2013) that there is the need to forge a closer link between the tourism industry and the training institutions. The finding confirms the study of several researchers that the use of fieldtrips in hospitality education can enhance the learning of students and staff through experiential learning (Ritchie, 2003; Goh, 2011). The idea of establishing a core body of knowledge for tourism has been debated for almost as long as tourism has been studied (Airey & Johnson, 1999). The core body of knowledge for tourism identifies the main subject areas that are considered important. According to Riley et al. (2002) state, this has been modified and developed over the years by a number of bodies, but most importantly by Burkart and Medlik (1974), The Tourism Society (1981), the CNAA (1993) and the National Liaison Group for Tourism (NLG) (1995). In 2000, the core areas of study in tourism were also represented by the NLG in the UK, but were still in debate, with evident strengths and weaknesses (Tribe, 2005). Academic resistance to standardization argues that accreditation can not only stifle creativity, but can also limit the flexibility and diversity of tourism curriculum. On the contrary, tourism education in universities is needed to encourage the development of even more courses to fill gaps between industry and education that have arisen through the tourism industry's rapid growth (Amoah & Baum, 1997; Cooper, et al.,

1996). Tourism program development, particularly at the undergraduate level, is dominated by several factors. In the first place, although no formal accreditation of programs exists by the industry, industry requirements are normally considered in the development of curricula; secondly, tourism degrees continue to reflect the orientation of the parent faculty (Wells, 1996). The literature indicates that most tourism management programs were designed by educators with little or no empirical input from the industry (McKercher, 2002), and that the undergraduate tourism curriculum lacks standardization and relevance to the tourism industry's needs (Koh, 1995). There is definitely a lack of confidence among professionals as to the knowledge and skills provided by university tourism programs. Whereas an engineering degree is a passport to a profession, a tourism management degree is short on credibility (Ellias 1992). Chris Cooper et al. (1996) indicate that the tourism industry is dominated by small businesses and run by managers who mainly have no formal tourism education or training. General business schools are offering more tourism-related management subjects, while tourism management courses are adding more general management subjects (Goodman & Sprague, 1991). Partly in response to this competitive environment, many universities have developed a range of combined degrees linking tourism with accounting, human resources and marketing, as well as law, recreation and events. Such combinations have influenced the perception of career opportunities by giving graduates more employment options (King et al., 2003). Universities have to adopt a broader-based model of preparing students for all major segments of the industry; not only the hotel and restaurant sectors, but also travel agency and tour operations or air-transportation. Kaplan (1980, p. 221) states: *The more specialized, vocational and parochial the tourism education program, the more limited the opportunity and career path; the broader, and more conceptual, the wider and higher the opportunities.*

As tourism plays an important role in the economy, there is a need to examine tourism education in relation to employment. Tourism is a multidisciplinary field, characterized by a large number of small and medium-sized businesses (Thomas, 2000; Ayres, 2006). Any analysis of tourism labour markets, however, is problematic, due to the diversity of the tourism industry (Ladkin, 2005). Defining tourism employment is therefore difficult (Riley et al., 2002). A comprehensive list of tourism sectors includes: transport, travel agencies

and tour operators, conventions and events, retail, environment management, health and spa tourism, relevant government offices, NGOs, and educational establishments (Leiper, 2004, Richardson & Fluker, 2004, Riley et al., 2002). Even when a sector is identified, there are considerable levels of organizational and job diversity. As Ayres (2006) states, not all those employed in these sectors can be classified as tourism employees; as accountants, historians, educationalists and others play vital roles within these sectors. Another challenge also arises due to the difficulties in distinguishing the nature of the business sectors involved in tourism related activities; those which totally depend on the tourist spending to support their operations, those that also serve the local residents and other markets and those who work outside the formal economic system (Liu, 2002). Despite the diversity of tourism employment, a number of characteristics of jobs in the industry can be identified, including seasonal, part-time, female, expatriate/migrant, and existing in the informal economy (Andriotis & Vaughan, 2004). These job characteristics may give a negative perception of employment in tourism. Recent studies have identified that the tourism sector suffers from a poor image and the rate of turnover in the tourism sector is significantly high (Hjalager, 2003a; Ayres, 2006). However, one feature of tourism employment is that while some jobs directly related to tourism may suffer from the above characteristics, other jobs produced as a result of the indirect effects of tourism often do not suffer from the same characteristics (Cooper et al., 1998; Ladkin, 2005). Tourism, as a labour-intensive industry, is both complimented and criticised for its impact on employment. Some give credit to the tourism industry for providing a mechanism for generating employment opportunities for both developing countries with surplus labour and for industrialised countries with high levels of unemployment (Cooper et al., 1998). Others question the value and quality of tourism jobs, with a lack of higher-level jobs resulting in a lack of career development (Ladkin, 2005). The academic community has investigated a variety of different areas related to tourism employment. For example, a range of issues relating to interest in tourism and hospitality employment, including work motivation, success perception and job acquisition strategies has been explored by Ross (1992, 1993, 1997). The attitudes to career from UK and Greek perspectives in tourism have been examined by Airey and Frontistis (1997). The professionalism in tourism employment, the movement of labour into tourism in terms of attraction to and satisfaction

with the industry, and seasonality issues as being problematic in terms of labour supply have been investigated respectively by Hjalager and Andersen (2001), Szivas et al. (2003), and Jolliffe and Farnsworth (2003). Consequently, few studies about education needs for the tourism industry are reported in the literature and little information is available to those who are involved in human resource management in the tourism industry (Ayres, 2006). The research on the travel and tourism competitiveness made public in 2013 at the World Economic Forum (Turner & Sears, 2013) shows that tourism and travel jobs in Europe is estimated at 2437 thousand in the period 2012-2022. Accordingly, there is a substantial need for an increasing number highly qualified, well-educated industry professionals, and role of education in the field of tourism and hospitality is increasing.

Meeting the industry's requirements and expectations is still the basic aim in developing tourism curricula (Raybould & Wilkins, 2005). However, there is no common definition of the term curriculum. Bunyi in his research refers to "the formal and informal content and processes through which learners gain knowledge, develop skills as well as appropriate attitudes and values all of which are directed towards the achievement of the objectives and goals of an education program" (Bunyi, 2013: 680). Therefore, as argued by Zehrer and Mossenlechener (2009), the aim of every curriculum developer and planner is to create such a curriculum, that graduates could develop competencies enabling them to work in the changing environment of tourism and hospitality business world. The approach used by White (1988) and Markee (2002) has been adopted in this study in which curriculum is perceived as educational philosophy, the goal and objectives of the programme, learning outcomes to be attained, criteria for the programme's evaluation and improvement and programme management.

Nowadays "graduates are expected to be competent in a broad range of areas, comprising both field-specific and generic skills" (Allen & van der Velden, 2009: 71). They need to upgrade occupation-specific skills and transversal skills such as communication, team-working, self-management, creativity, and innovation (Learning while Working, 2011). Tourism Education Future Initiative, where senior tourism educators and industry expert are united, have identified four categories of skills that would be important for industry-:

skills related to destination stewardship; politics and ethics; enhanced human resources and dynamic business skills (Sheldon, Fesenmaier, Woeber, Cooper, & Antonioli, 2007). Other scholars have discovered that skills like foreign language proficiency, communication, decision-making abilities, and others can be singled out as the most important ones for the needs of tourism and hospitality industry (Luka & Donina, 2012; Zehrer & Mossenlechner, 2009). Equal attention should be paid to problem-solving, maintaining professional and ethical standards, and recognizing operational problems (Christou & Sigala, 2001). Raybould and Wilkins (2005) determined that the most valuable skills considered by the industry are: skills to deal effectively with customers' problems, operate effectively and calmly in crisis situations and maintain professional and ethical standards in the work environment.

The terms hard skills and soft skills have been applied in many works. Hard skills "correspond to the skills in the technical and administrative categories, and soft skills correspond to the skills in the human, conceptual, leadership, and interpersonal categories" (Weber, Crawford, Lee & Dennison, 2013: 315). Soft skills are also associated with people's skills or behavioural skills, whereas hard skills refer to technical skills (Rao, 2010). Soft skills may be considered as generic skills because they are basic skills necessary both for everyday life and employability.

Fallows and Stevens (2000) stressed that there is a need for university wide initiative to enhance the development of employability skills, in particular generic skills, within the university curriculum. Generic skills build self-esteem and self-confidence that enable personal and professional advancement (Rao, 2010). Acquisition of generic skills enhances graduates' employability in terms of employment opportunities and prospects (Rao, 2010; Selvadurai, Choy & Maros, 2012). Among the more widely cited generic skills are critical thinking, problem-solving, interpersonal skills, a capacity for logical and independent thinking, communication and information management skills, creativity, ethical awareness and practice, integrity and the tolerance (Bath, Smith, Stein, & Swann, 2004).

The term employability skills appeared in literature comparatively recently. Employability or work-readiness means the ability of a graduate to ensure economic competitiveness. The

Dearing report (1997) identified a set of key skills relevant throughout life, not simply in employment. Dearing defined them as communication, numeracy, IT and learning how to learn at a higher level. This partly coincides with the key competences defined by the EU-communication, mathematical competence, social and civic competences, learning-to learn, and other (European Communities, 2006). Generic skills needed to enhance graduates' employability are now typically seen as those emphasized by Dearing (1977), as well as additional aspects such as literacy, problem-solving and team-working skills (Mason, Williams, & Cranmer, 2009). Nowadays, these defined skills form the basis for different studies regarding graduates' employability, together with specific skills or their interpretation. For example, studies in Spain emphasized interpersonal skills, management skills, problem resolution, and decision making (Cervera-Taulet, & Ruiz-Molina, 2009) and the ability to apply knowledge to practice (Munar, & Montano, 2009). According to Andrews and Higson (2008) the most significant key transferable soft skills and competencies for graduates' employability are professionalism, the ability to cope with uncertainty, the ability to plan and think strategically, creativity and self-confidence. Depending on the industry, the capability to communicate and interact with others, either in teams or through networking, and good written and verbal communication skills can be very important.

Employability is a highly complex concept, which is both difficult to articulate and define. As it is seen from different studies, employability skills can be defined differently, but analyzing them in-depth' in general, they are interpreted similarly. The employability skills identified by different scholars vary considerably in the way they are organized (Cotton, 2008). There is a study identifying 35 different skills within one management skills category only (Dhiman, 2012) while another scholars' group named 16 skills in five categories (Selvadurai, et al., 2012). Nowadays, employers are looking for a more flexible, adaptable workforce (Zehrer & Mossenlechner, 2009) with transferable skills (Dhiman, 2012). According to Pavesic (1993), some hospitality programs are faulted as being too theoretical, and in other instances, they are criticized as being too industry focused and technically orientated. Along with labs where they actually research, plan and implement business plans, they are also required to attend lectures by the instructors who are called

consultants. This course actually helps students learn through a “real world” experience (Fitzgerald & Cullen, 1991). This real-world environment gives them the opportunity to put their skills and knowledge to the test, to learn from their mistakes and celebrate their accomplishments” (Crockett, 2002). To continue to satisfy the basic purpose of hospitality education, curricula needs to be driven by current industry needs. Students need to depend on timely curriculum to form their preparation (Reigel, 1995). Changes in technology make it incumbent upon hospitality education to provide students with the basic knowledge, skill and attitude necessary to be effective in this environment,” (Klassen, 2001). The increasingly complex nature of how these firms are organized, along with the continuous state of change and market uncertainty in all sectors of the business environment, create a situation that requires constant learning for all managers (Cho, Schmelzer, 2000). According to Ladki (1993), the main purpose of hospitality education is to educate graduates who possess a wide range of transferable and analytical skills. In fact, as stated by Davies (1994), hospitality education must prepare well qualified graduates to fulfill the demand and changes in the hospitality industry. However, it is noted that the hospitality education programs still cannot keep up with the dramatic changes of the hospitality industry (Haywood 1989). This finding is supported by Okeiyi, Finley and Postel (1994) where they found that hospitality students were inadequately prepared in some of the managerial skills needed in order to succeed in hospitality industry. In response, the hospitality education curriculum should be designed to cater the needs of the industry, thus several studies have focused on the importance of hospitality education curriculum (Bach & Milman 1996; Chen 1996).

However very less research attempt has been done on tourism and hospitality education in India. Hospitality and tourism education is always viewed as a factor for tourism development of any region (Bagri & Babu, 2009). Hospitality and tourism education is of vital importance in developing right kind of manpower which in turn can make better planning and bring required professionalism to industry (Bhardwaj, 2002, Gupta,2003). The issues around hospitality education such as the lack of uniformity and standardization of courses contributes dilemma among students and employer (Amoah & Baum, 1997). The variableness in terms of syllabi and resultant products restrict the healthy way for

employment prospects (Bagri & Babu, 2009); failing to meet the expectation of the employer (Baum, 1995). Quality of students in India is not up to the international standards. Umbreit (1992) argues that educators must take the lead in providing their student with a relevant curriculum for the next century. He believed that changing the curriculum is imperative so that the graduate can be successful in industry. The interrelationship between education and training plays an important role in the human resource development in hospitality and tourism sector (Doswell, 1994).

Studies on tourism in India are very few and far between, and predominantly impact oriented (Shackley, 1996; Singh, 1989; Singh and Singh, 1999; Madan and Rawat, 2000; Chaturvedi, 2002; Kuniyal, 2002; Gardner et al, 2002). Human Resource Development (HRD) is a relatively new term, but not a new concept. The original roots of HRD can be traced directly to the earliest *form of training, often referred* to as vocational education, provided by the apprenticeship system in colonial America in the eighteenth century (Miller, 1987; Nadler and Nadler, 1989). Harbison, Frederick and Charles A. Myers (1964)' in their book 'Education, Manpower and Economic Growth, said HRD is the process of increasing knowledge, skills and capabilities of all the people in a given society. B. L. Maheshwari and Dharni P. Sinha (1991) in their book "Management of Change through Human Resource Development", gave the meaning of HRD in operational terms as, "building capability, commitment, and culture". They explained the concept of HRD as the development of skills, through action learning and continuing education. Research on tourism industries by Harrington, D and Akehurst, G. (1966) observed that the industry is lagging in terms of professionalism. There is no evidence of any kind of 'HRD' approach being followed by the travel agencies. He continued to say that Travel/Tour companies need tourism professionals specializing in different operational and managerial functions-tour planning and research, travel information, destination services, ticketing and reservation, marketing and sales, finance and accounts. Conferences and Conventions and so forth. Therefore, the companies recruitment policy may be not only to focus on functional expertise but on attitudes and approaches that fit their corporate goals and culture. McLntosh, R.W. (1977), while arguing the importance of HRD in tourism, said, "the finest physical facilities can be provided but if the tourist feels that he is not welcomed,

the investment will be worthless". Magum (1977) discovered that reward management is always the critical component of employee management in the tourism sector. Thomas F. Powers (1979) argues that tourism is a field where stock in trade is personal service, the success of the whole enterprise often rests on the kind of employee and how he or she performs a certain job. The public contact employee must be chosen with special care. Again R. N. Kaul (1985) highlighted the need for education and training in the tourism industry and argued that introduction of new facilities into new areas, expansion, diversification, technological innovation, sophistication and upgrading existing facilities and standards, call for not only inducting large number of people but also better qualified and highly trained personnel into the various sectors of the tourism industry. M Selvem (1989) observed from his study on tourism industry in India that the efficient and professional Management of tourism sector is an obvious pre requisite of successful tourism management. Simon and Enz's (1990) survey showed that career development and training was one of the top three indicators of job satisfaction and motivation in tourism industry. Thus, there seems to be an overwhelming case for training and development as an aid to employee retention. Ritchie (1993) argues that one key issue is a lack of tourism sector consensus as to the need for sector-specific educational provision. The studies conducted by Price et al, (1994) have shown that personnel specialists are more in evidence in the hotel and catering sector than any other sectors of the tourism industry. They attribute a skill shortage within the industry to the legacy of years of short-term management and lack of investment in people. Comrade, Woods and Ninemier (1994) argued that training is accepted as a technique for improving employee productivity, work quality and customer's perception of an organization. S.M. Jha (1994), in his book 'Service Marketing' argues that the travel agents, tourist guides, hotel personnel etc cannot act and behave properly, if they lack proper education and training. He suggested social skills, human relations skills and communication skills which may be imparted to the tourism sector employees to deal with the tourists. While highlighting the importance of people in the tourism sector Baum T (1995) presents Tourism, 'as a people industry, it is the perceptions, attitudes, value system, sensitivity, ideologies, and expectations of the people involved in its development will decide the way tourism take place. The book written by Singh Bhawdeep and Prem Kumar (1995) highlights the need for a specific HRD practices in the

tourism industry. Spivack (1997) reports a number of what she calls "skill development issues" derived from anticipated changes within the tourism and hospitality sector, and which prioritized as central to education and training needs in the future.

CHAPTER III

SITUATIONAL ANALYSIS OF TOURISM & HOSPITALITY EDUCATION IN GARHWAL REGION

Status of Tourism and Hospitality Education in Uttarakhand

Uttarakhand, known as “Adobe of the Gods” (*Devbhumi*), was created as the 27th state of India on 9th November 2000 after division of erstwhile State Uttar Pradesh. It was named as Uttarakhand initially and then in January 2006, name of the state was changed to “**Uttarakhand**”. Total geographical area is of about 53,484 sq. Km. and it is inhabited by over 101,16,752 people (2011 census). The state is comprised of two broad regions- **Garhwal and Kumaon** and 13 districts, namely, Chamoli, Pauri, Tehri, Uttarkashi, Dehradun, Haridwar and Rudraprayag in the **Garhwal region** and Nainital, Almora, Pithoragarh, Udhampur, Champawat and Bageshwar in the **Kumaon region**. Even before its inception as an independent state, Uttarakhand was already well known for multiple tourist attractions in all over the world especially for its natural scenic beauty. The state has the reputation as one among the top ten tourist preferred state of India. The state has not only witnessed a large number of tourist influxes within the country but also from foreign countries. No doubt tourism is one of the major sources of revenue in the state. It is a popular destination for leisure, recreational, yoga, meditation, wellness, adventure, and religious tourism. Hill-stations like Nainital, Mussoorie, Almora, Kausani, Bhimtal and Ranikhet; Valley of Flowers, Nanda Devi National Park (An UNESCO World Heritage Site); Gangotri and Yamunotri, (the sources of the Ganges and Yamuna) together with Badrinath (dedicated to Vishnu) and Kedarnath (dedicated to Shiva), the *Char Dham* are some of the popular tourist destinations. Haridwar (Gateway of Gods) hosts the *Kumbh Mela* every twelve years, and uncountable of pilgrims participate in it from all parts of the India and the world. Rishikesh is known as the authenticated yoga center of India and its spiritual environment along with available facilities attracts foreign tourists all over the year. Uttarakhand is a place of pilgrimage not only for the Hindus. Kaliyar Shareef, Roorkee; ancient churches and grave yards of British time and Gurudwara of Hemkund Sahib, Nanakmatta Sahib and Reetha Sahib are prime attractions for Muslims, Christians and Sikhs. Tibetan Buddhism has also made itself felt with the reconstruction of Monastery

and Stupa, in Dehradun. The state is a well-known destination for adventure tourism like mountaineering, hiking, trekking, river rafting and rock climbing in India. Eco tourism and rural tourism have also originated new grounds of wealth in many villages of the state.

The higher education in Uttarakhand has witnessed many fold increase in its institutional capacity since its formation. The Uttarakhand state is emerging as an education hub. A variety of colleges /institutions have come into existence over the last 2 decades in Uttarakhand, particularly in Dehradun. Furthermore, there has been a spurt in creation of private universities. The city of Dehradun has the highest number of centers of higher education. Now, Uttarakhand (with a meager 10 million population), boasts of having one Central University, ten State Universities, three deemed Universities, ten private universities and four autonomous Institutes along with approximately 300 colleges. Not only the number of aspirants of higher education is increasing day by day, but also need of the quality education. The major part of the State of Uttarakhand is hilly and rural where the presence of institutions imparting higher education is very less.

In Garhwal region, Garhwal University has a notable contribution towards the development and promotion of tourism and hospitality education and to produce tourism professionals since many years. Private institutes are making their presence strongly felt, but without doubt it can be said that there is a shortage of institutions imparting quality education as per the requirement of trade and industry. The self-financed institutions/colleges offering Tourism and Hospitality education are located mostly in plains- Dehradun, Haridwar, Rishikesh and Roorkee in Garhwal region. These institutions/colleges are getting affiliations from three Universities viz. H. N. B. Garhwal University, Sri Dev Suman University and Uttarakhand Technical University. Further Uttarakhand Open University is also offering several courses in Tourism and Hotel Management at Under Graduate and Post Graduate level under distance mode of education.

Existing Scenario

With the growing demand of skilled professionals in tourism and hospitality industry worldwide, a large number of the universities and institutions both public and private have shown their interest in offering various Degree, Diploma and Certificate courses at both undergraduate and post graduate level in tourism and hospitality domain. Following this trend, a number of institutions providing such courses also has come up in the study area. The details of prime institutions offering tourism and hospitality education in the study area along with the number of affiliated institutions and students enrolled is presented below in Table: 3.1 and in the annexure.

Table: 3.1
Information about Universities/Institutions in Garhwal

Sl. No.	Name of the Organization	Total No. of Affiliated Institutes	Total No. of Students Enrolled
1.	HNB Garhwal Central University Srinagar, Garhwal	08 01(University Campus)	741 140
2.	Sri Dev Suman (State) University	04	41
3.	Uttarakhand Technical University	06	1227
4.	Uttarakhand State Open University and Study Centre	32	576
5.	Three Private University	--	290
6.	<i>Institute of Hotel Management (IHM)</i>	--	260

Source: Primary Data

As per the figures shown in above table, it is evident that HNB Garhwal Central University, Sri Dev Suman (State) University, Uttarakhand Technical University and Uttarakhand State Open University apart from three Private Universities are offering tourism and hospitality education through their campuses and around 20 affiliated institutions. Uttarakhand State Open University is also offering such courses through its study centers in Garhwal region of Uttarakhand. At present around 3500 students are being enrolled by these institutions in Tourism and Hospitality Programs.

As far as the courses offered by these institutions are concerned, Bachelor of Hotel Management (BHM) is being offered by most of these institutes at graduate level. However, the bachelor course at Institute of Hotel Management (IHM), Catering Technology & Applied Nutrition is titled as B. Sc. Hospitality and Hotel Administration. Apart from BHM, Uttarakhand Open University also provides Bachelor's Degree in Tourism Studies (BTS) whereas HNB Garhwal Central University Campus Srinagar, Garhwal, Uttarakhand Open University, Haldwani along with 3 Private Universities offer Master degree in Tourism with nomenclature MBA (TTM), MTTM. Master of Hotel Management (MHM) is being offered by Uttarakhand Technical University and Uttarakhand State Open University through their study centers/affiliated institutes. In case of the diploma courses offered by these institutions include Diploma in Food Production, Diploma in Food & Beverage and Diploma in Tourism Studies are being provided at undergraduate level while PG Diploma in Accommodation Operation and PG diploma in Tourism and Elementary Hoteliering are offered at post graduate level. Institute wise Course Distribution and Current Enrollment (during 2016-17) of the students in these organizations are presented in the Table: 3.2 below:

Table: 3.2
Institute wise Course Distribution and Current Enrollment

Sl. No.	Institution	Course Offered	Duration (Years)	No. of Seats	Total/Current Enrollment
1.	Central University Campus Srinagar, Garhwal	<ul style="list-style-type: none"> • BHM • MBA (TTM) • PGDTH 	04 02 01	60 40 20	100/30 32/16 08/08
2.	Eight Private Institution Affiliated under Central University	<ul style="list-style-type: none"> • BHM 	04/03	605	741/250
3.	Four Affiliating Institutes and Colleges under Shri Dev Suman (State) University	<ul style="list-style-type: none"> • BHM 	03	240	41/41
4.	Six Affiliating Institutes under Uttarakhand Technical	<ul style="list-style-type: none"> • BHM • MHM 	04/03 02	632 30	1227/400 20
5.	Private Universities	<ul style="list-style-type: none"> • BHM • Graduation in Tourism • <u>MBA in Tourism</u> 	04 03 02	140 45 15	255/115 20/15 15/7
6.	<i>Institute of Hotel Management (IHM), Catering Technology & Applied Nutrition</i>	<ul style="list-style-type: none"> • B. Sc. Hospitality & Hotel administration • Diploma in Cookery • Diploma in bakery & Confectionary • Diploma in food & beverage service 	03 1.5 1.5 1.5	120 60 35 30	260/90 58 27 14
7.	Uttarakhand State Open University and Study Centre	<ul style="list-style-type: none"> • BHM • MHM • Master in Tourism • BTS • DTS 	03 02 02 03 01	-- -- -- -- --	494 42 24 07 09

Source: Primary Data

In addition, there are certain other institutions, not affiliated to any of the affiliating institutions mentioned in above Table: 3.2 but recognized by some other agencies or NGOs, offering certificate courses ranging from 3 to 6 months or one year duration. The focus of these institutions are generally the youth from lower middle class families aspiring to get employment in budget class hotels, restaurants etc.

Student Intake, Pass out and Dropout

Course wise intake capacity of tourism and hospitality courses offered in the study area in regular mode is presented in the following table. The figures in table suggest that Graduation in Hotel Management (BHM, B. Sc. HM, BBAHM etc.) is the most sought course with an annual intake capacity of around 1800 students however the filled seats are only around 950 for the year 2016-17. The intake for Bachelor in Hotel Management course is 53%, for Graduation in Tourism is 33.5%, for Master in Hotel Management is 66%, for Master in Tourism is 42% while intake for PG Diploma in Tourism & Hoteliering is only 40 % during year 2016-17.

Table: 3.3
Course wise Total Number of Seats/Students in Regular Mode

Graduation in Hotel Management		Master in Hotel Management		Under Graduate in Tourism		Diploma in Hotel Management		PG Diploma in Tourism		Master in Tourism	
Seat s	Intak e	Seat s	Intak e	Seat s	Intak e	Seat s	Intak e	Seat s	Intak e	Seat s	Intak e
1812	950	30	20	45	15	125	99	20	08	55	22

Source: Primary Data

Similarly, the number of students admitted in correspondence mode in the study centers of Uttarakhand Open University in Garhwal region is displayed in the following table. Out of total 576 enrolled students 494 were in Bachelor in Hotel Management (BHM), 42 were in Master in Hotel Management (MHM), 24 were in Master in Tourism (MBA in Tourism), 07 were in Bachelor in Tourism Studies (BTS) and 09 were in Diploma in Tourism Studies (DTS).

Table: 3.4
Course wise Total Number of Seats/Students in Correspondence Mode

Bachelor in Hotel Management	Master in Hotel Management	Master in Tourism	Bachelor in Tourism Studies	Diploma in Tourism Studies	Total
494	42	24	07	09	576

Source: Primary Data

In case of the pass-out ratio in these courses, it has been observed that majority of the students pass the course within stipulated time duration. However, those couldn't get through the exam still have chances to get it cleared through the facility of back papers and improvement exams. Further, it has been observed that the around 2% students leave the course and that is in the first year hence the dropout ratio of tourism and hospitality courses alike other professional courses in quite low.

Placement opportunities

There are many exciting jobs opportunities for tourism hotel management graduates with the increasing competition in the industry. Since, tourism is an amalgam of many industry, a variety of job profile are available for these students. Hotels and travel agencies/tour operators has many departments such as Operations, Transport, Ticketing, Public relations, Front Office, Food and Beverages, Accounting, Sales and Marketing, Engineering/Maintenance, Security etc. one can opt for a field of their liking and pursue a career and successfully grow in it.

Apart from jobs in Travel Agency, Tour Operating Companies, Hotels and restaurants, Tourism and Hospitality graduates have opportunities for getting jobs in:

- Corporate Houses as Travel Consultants
- Hotel and Tourism Associations (Like State Tourism Development Corporations)
- Travel desk at Hotels
- Airline Catering (flight kitchen) and Cabin Services
- Club management

- Cruise Ship
- Hospital administration and catering
- Lodges, Guest Houses and resorts
- Kitchen Management (in hotels or running canteens in college, schools, in factories, company guest houses etc.)
- Catering departments of railways, banks, armed forces, shipping companies etc.
- Tourism and Hospitality Academics
- Self-employment (as an entrepreneur)

Existing Infrastructure and Infrastructure Gap

Adequate infrastructure is as essential as the quality of faculty members for imparting quality hospitality education. The affiliating institutions must ensure that the institute being affiliated must fulfill all the norms in terms of infrastructure requirement. As discussed above, most of the private institutes offering tourism and hospitality courses are affiliated to HNB Garhwal University, Sridev Suman University and Uttarakhand Technical University. However, Uttarakhand Open University conducts such courses under distant education through its study centers while Institute of Hotel Management and State Institute of Hotel Management are the autonomous institutions and follow the guidelines of Ministry of Tourism of Central Government and State Government respectively in collaboration with National Council for Hotel Management and Catering Technology (NCHMCT).

Besides these individual entities, All India Council for Technical Education, New Delhi formulates the guidelines for infrastructure in terms of land requirement, intake of students, qualification of faculty and staff, equipment/gadgets to be installed in classrooms/labs, size of library, hostel facilities and other relevant infrastructure/facilities. Training kitchen with modern equipment/gadgets, training restaurants with automated Point of Sale (POS) and other related software/hardware, housekeeping lab, computer lab with internet facility and library with printed and online resources are prerequisites for running degrees/diploma courses related to hotel and hospitality management courses. On the one hand, the Tourism related courses require less infrastructure as the courses require more excursions than

classroom education. However, apart from modern classrooms and library facilities these courses require software related to ticketing, itinerary planning and costing as prerequisites.

Table: 3.5
Requirement of land (in acres) for Hotel Management Institutes

Rural	Dist. HQ	Metro City	Requirement of Fixed Deposit (Rs. Lakhs)	Intake
5	2.5	0.5	30	60

Source: AICTE Approval Process Handbook

Requirement of land area for running Hotel Management courses is depicted in above Table: 3.5 by All India Council for Technical Education with an intake of 60 students. Similarly, National Council for Hotel Management and Catering Technology (NCHMCT) formulates guidelines for approval of various courses offered by them in terms of land requirements, area of training labs, equipment and facilities to be provided etc. Academic requirement for different departments under hotel and hospitality institute formed by NCHMCT are presented below in Table: 3.6:

Table: 3.6
Academic Area Requirement for BHMCT course by NCHMCT

S.No.	AREA / LAB	Area in Sq. Ft.
1.	FOOD PRODUCTION	5900
2.	FOOD & BEVERAGE	4200
3.	HOUSEKEEPING OPERATION	2200
4.	OTHER AREAS	12600
TOTAL ACADEMIC AREA		24900
Add 30% to Carpet Area = Plinth area of 1,2,3 & 4		32370

Source: NCHMCT guidelines for Institutes of Hotel Management

Table: 3.7
Academic Area Requirement for Food Production by NCHMCT

S.No.	AREA NAME	NUMBER	Area Requirement (in Sq Ft)
1	BASIC TRAINING KITCHEN	1	1000
2	QUANTITY TRAINING KITCHEN	1	1000
3	ADVANCE TRAINING KITCHEN	1	1200
4	LARDER	1	300
5	BAKERY	1	600
6	BAKERY & CONFECTIONARY	1	900
7	RECEIVING, PRE-WASH & STORAGE AREA	1	700
8	MICROBIOLOGY LAB (OPTIONAL)	1	200
GRAND TOTAL			5900

Source: NCHMCT guidelines for Institutes of Hotel Management

Table: 3.8
Academic Area Requirement for Food and Beverage Service by NCHMCT

S.No.	AREA NAME	NUMBER	Area Requirement (in Sq Ft)
1	BASIC TRAINING RESTAURANT 60 COVERS x 24Sq.Fts.	1	1200
2	ADVANCE TRAINING RESTAURANT 60 COVERS+ BAR	1	
3	PANTRY	1	300
4	STUDENT DINING HALL	1	2500
5	F & B STORES/STEWARDING		200
GRAND TOTAL			4200

Source: NCHMCT guidelines for Institutes of Hotel Management

Table: 3.9
Academic Area Requirement for House Keeping by NCHMCT

S.No.	AREA NAME	NUMBER	Area Requirement (in Sq.Ft.)
1	H.K.PRACTICAL LAB INCLUDING STORE & AC FLOWER ROOM	1	800
2	GUEST ROOMS / MOCKUP ROOMS 1 Single + 1 Double	2	600
3	LAUNDRY / LINEN ROOM	1	800
	GRAND TOTAL		2200

Source: NCHMCT guidelines for Institutes of Hotel Management

The present study has observed a significant gap in the infrastructure required by the industry and the facilities available at the institutes in the study area. It has been observed that, apart from a few institutes, most of the institutes develop these infrastructure facilities just as a formality to obtain affiliation which decreases the quality of human resource (students) produced by these institutes. Further, the affiliating institutes must strictly formulate the guidelines for required infrastructure and amend them from time to time in order to update the latest development in the industrial arena and also strictly enforce the guidelines while granting affiliation.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

Indian tourism and hospitality industry has seen an unprecedented growth in last couple of decades. According to the statistics published by India Brand Equity Foundation, tourism in India accounts for 7.5 percent of the GDP and is the third largest foreign exchange earner for the country which is expected to grow at 7.2 per cent per annum, during 2015 – 25, with the direct, indirect and induced economic contribution and is anticipated to reach US\$160.2 billion by 2026 (<http://www.ibef.org>). It has been a significant contributor in the economy of developing nations by providing a large number of jobs requiring highly skilled and semi-skilled manpower to fulfill the diverse needs of visiting population. In order to produce skilled manpower, it is essential to maintain a quality education system to inculcate the job and task specific skills in the students aspiring to join tourism and hospitality industry. The current research project is an attempt to evaluate the status of tourism and hospitality education in Garhwal region of Uttarakhand. In order to achieve the framed objective of the study, primary data were gathered using structured questionnaires from identified respondents comprised of 250 students of tourism and hospitality background, 100 faculty members and 50 respondents from public sector accommodation units in situated in Garhwal region. Considering the diversity and purpose of primary surveys, separate analysis of the data gathered from three different questionnaires was performed.

4.1. Socioeconomic and Demographic Profile of Students

A total 250 students were chosen for the study. On the basis of information collected from respondent students, a brief profile of the institutes is presented in the form of nature of institution and their affiliating bodies. As mentioned in the following table, it is clear that around 60% of the students were from private institutions while remaining 40% were from government institutions.

Table: 4.1
Nature of the Institutions

Nature of the Institution	Frequency	Percent
Government	98	39.2
Private	152	60.8
Total	250	100.0

Source: Primary Data

On the basis of the affiliating institutions, the tourism and hospitality institutions can be classified as follows:

1. Government Organization namely Central University campus
2. Institutes of Hotel Management(IHM) under State Government
3. Private Institutes Under State Universities
4. Private Institutes Under Central University
5. Private Universities

The respondent students' distribution is presented in the following table. The data suggests that 28.8% of the respondents were from each Central University and Private Institutes under Central University followed by 24% respondents from Private Institutes under State University, 10.4% from IHM State Government and 8% were from Private Universities.

Table: 4.2
Distribution of Respondents according to the Affiliation of the Institutes

Nature of the Institution	Frequency	Percent
Central University	72	28.8
IHMs	26	10.4
Private Institutes under State University	60	24.0
Private Institutes under Central University	72	28.8
Private Universities	20	8.0
Total	250	100.0

Source: Primary Data

Demographic Profile of the Students

The distribution of students' sample based on their demographic background is presented below. It is evident from the data that 91.6% of the students were male while remaining 8.4% were female. 62.4 % students belonged to age group of 19 to 22 years followed by

23.2% from 15 to 18 years, 14% were between 23 to 26 years and merely 0.4% were 27 years and above. In case of the state of domicile 47.6% were from Garhwal, 26.4% from Kumaon, 20% from outside of Uttarakhand, 2.8% from North eastern states of India, 1.2% from Nepal and 2% were from Bhutan.

Table: 4.3
Demographic Profile of the Students

Demographic Characteristics	Category/Class	Frequency (N=250)	Percentage
Gender	Male	229	91.6
	Female	21	8.4
Age Groups	15 to 18 Years	58	23.2
	19 to 22 Years	156	62.4
	23-26 Years	35	14.0
	27 Years and Above	1	.4
State of Domicile	Garhwal	119	47.6
	Kumaon	66	26.4
	Outside Uttarakhand	50	20.0
	North eastern states of India	7	2.8
	Nepal	3	1.2
	Bhutan	5	2.0

Source: Primary Data

Table: 4.4
Occupation of Parents of the Students

Occupation of Parents	Frequency	Percent
Government Service	49	19.6
Private Service	62	24.8
Business	64	25.6
Agriculture	46	18.4
Any Other (Please Specify)	29	11.6
Total	250	100.0

Source: Primary Data

In order to understand the socio-economic background of the students, respondents were asked to provide occupational details of their parents and the results are shown in the above Table: 4.4. The data from the above table reveals that the occupation of parents was distributed among government service (19.6%), private service (24.8%), business (25.6%), agriculture (18.4%) and others (11.6%) like self-employed/retired.

In case of the per month income of the parents it is evident from following table that 76% of the parents were having per month income up to Rs. 20000/- followed by 16.8% respondents with their parents' income between Rs. 20001/- to Rs. 40000/- per month and 4.4% have mentioned their parents' income between Rs. 40001/- Rs. 60000/- . A very rare percentage of students have revealed their parents' income in the upper slabs than Rs. 60000/- per month as mentioned in the table. Hence, it can be inferred that majority of the students are from lower middle class income families. Further, the state government also reimburses the fee of scheduled caste/scheduled tribe students to the concerned institutions.

Table: 4.5
Income of Parents (per month)

Income of Parents (per month)	Frequency	Percent
Upto Rs. 20000/-	190	76.0
Rs. 20001 to Rs. 40000/-	42	16.8
Rs. 40001/- Rs. 60000/-	11	4.4
Rs. 60001/- Rs. 80000/-	1	.4
Rs. 80001/- to Rs. 100000/-	3	1.2
Above Rs. 100000/-	3	1.2
Total	250	100.0

Source: Primary Data

In order to assess the further socio-economic background, the questionnaire inquired about the number of students in a family and data reveals that 115 (46%) were the only student from their family (table: 4.6). While 50.4% have no sibling students, 28.4% have one sibling, 15.6% have 2 siblings, 5.2% have 3 siblings and 0.4% have 4 sibling students in their respective families (table: 4.7).

Table: 4.6
Are you the only student from your family?

Are you the only student from your family?	Frequency	Percent
Yes	115	46.0
No	135	54.0
Total	250	100.0

Source: Primary Data

Table: 4.7
Number of sibling studying

If not number of sibling studying	Frequency	Percent
None	126	50.4
1.00	71	28.4
2.00	39	15.6
3.00	13	5.2
4.00	1	.4
Total	250	100.0

Source: Primary Data

The following table presents the distribution of respondent students on the basis of the course chosen by them. As shown in the following table, out of total 250 respondents 245 (98%) were in degree courses while remaining 5 (2%) students were pursuing diploma courses.

Table: 4.8(a)
Course Wise Distribution of Students

Type of Course	Frequency	Percent
Degree	245	98.0
Diploma	5	2.0
Total	250	100.0

Source: Primary Data

The course wise distribution of respondents is presented in the following table. The data suggests that, out of total 250 respondents 219 (87.6%) were the students of BHM, 6 (2.4%) of BHMCT, 20 (8%) of MBA in Tourism and 5 (2%) were the students of PGDTH.

Table: 4.8(b)
Course Wise Distribution of Students

Name of the course	Frequency	Percent
BHM	219	87.6
BHMCT	6	2.4
MBA	20	8.0
PGDTH	5	2.0
Total	250	100.0

Source: Primary Data

Semester wise distribution of the course is provided in the following table. It is to be noted that the session in the universities and institutions generally commenced in the month of July/August to December in case of odd semesters and from January to June in case of even semester. As per the data shown in the table, it is evident that out of total 219 students of BHM, 37% each was in 1st and 5th semester while remaining 26% were in the 3rd semester. In case of the BHMCT 100% of the students were in 2nd semester. In case of the students pursuing MBA 50% each was in 1st and 3rd semester whereas all the students from PGDTH were in 1st semester.

Table: 4.9
Semester wise distribution of the course

Name of the course	Semester				Total
	1st	2nd	3rd	5th	
BHM	81 (37.0)	0 (0.0)	57 (26.0)	81 (37.0)	219 (100.0)
BHMCT	0 (0.0)	6 (100.0)	0 (0.0)	0 (0.0)	6 (100.0)
MBA	10 (50.0)	0 (0.0)	10 (50.0)	0 (0.0)	20 (100.0)
PGDTH	5 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	5 (100.0)
Total	96 (38.4)	6 (2.4)	67 (26.8)	81 (32.4)	250 (100.0)

Source: Primary Data. Figures in brackets are the percentage of row total.

Distribution of students on the basis of total duration of the course is displayed in the following table. The data suggests that the BHM Course offered by the institution is of 3 years as well as 4 years duration while BHMCT is of 4 years duration only. The distribution of responses further suggests that MBA (Tourism) is of a two year's programme while PGDTH is one year programme.

Table: 4.10**Distribution of Students on the basis of Total duration of the Course**

Name of the course	Total duration of the Course				Total
	1 Year	2 Years	3 Years	4 Years	
BHM	0 (0.0)	0 (0.0)	102 (46.6)	117 (53.4)	219 (100.0)
BHMCT	0 (0.0)	0 (0.0)	0 (0.0)	6 (100.0)	6 (100.0)
MBA	0 (0.0)	20 (100.0)	0 (0.0)	0 (0.0)	20 (100.0)
PGDTH	5 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	5 (100.0)
Total	5 (100.0)	20 (100.0)	102 (100.0)	123 (100.0)	250 (100.0)

Source: Primary Data. Figures in brackets are the percentage of row total.

The distribution of students' responses regarding per semester fee charged by the institutions is depicted in the table below. The responses suggest that there is no fixed pattern of fee in the institutions in study area. However, it has also been noted that Central University, State University along with IHMs are having standardized fee structure and the fluctuations in fee patterns are observed from private institutes affiliated from universities. The per semester fee ranges from Rs. 2500/- to Rs. 53000/-.

Table: 4.11
Fee per Semester

Fee per Semester (Rs.)	Frequency	Percent
2500.00	5	2.0
10000.00	20	8.0
15000.00	47	18.8
20000.00	6	2.4
22000.00	21	8.4
22500.00	40	16.0
27500.00	5	2.0
38000.00	25	10.0
38500.00	1	.4
40000.00	41	16.4
45000.00	21	8.4
51000.00	1	.4
53000.00	17	6.8
Total	250	100.0

Source: Primary Data.

In order to understand the discrepancy in the fee structure, a cross-tabulation between the fee charged from the students and their respective course was performed. The results of cross tabulation suggest that per semester fee for BHMCT is Rs. 20000/-, for MBA it is Rs. 10000/- and for PGDTH it is Rs. 2500/- . Whereas, the fee structure of BHM is highly fluctuating between Rs. 15000/- to Rs. 53000/- per semester as mentioned in the first column of the table below.

Table: 4.12
Course wise Fee Structure

Fee per Semester (Rs.)	Name of the course				Total
	BHM	BHMCT	MBA	PGDTH	
2500.00	0 (0.0)	0 (0.0)	0 (0.0)	5 (100.0)	5 (100.0)
10000.00	0 (0.0)	0 (0.0)	20 (100.0)	0 (0.0)	20 (100.0)
15000.00	47 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	47 (100.0)
20000.00	0 (0.0)	6 (100.0)	0 (0.0)	0 (0.0)	6 (100.0)
22000.00	21 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	21 (100.0)
22500.00	40 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	40 (100.0)
27500.00	5 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	5 (100.0)
38000.00	25 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	25 (100.0)
38500.00	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)
40000.00	41 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	41 (100.0)
45000.00	21 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	21 (100.0)
51000.00	1 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (100.0)
53000.00	17 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	17 (100.0)
Total	219 (100.0)	6 (100.0)	20 (100.0)	5 (100.0)	250 (100.0)

Source: Primary Data. Figures in brackets are the percentage of row total.

The next section after the demographic profile of the students was focused on rating of institute by the students based on a 5 point Likert scale. The rating scale was assigned with values 1 for 'Very Poor', 2 for 'Poor', 3 for 'Fair', 4 for 'Good' and 5 for 'Very Good'. The distribution of students' responses with their mean values for each attribute are displayed in the following table and results were interpreted using the mean scores recorded for each items by following mean values ≤ 1.5 stand for 'Very Poor', ≥ 1.5 to ≤ 2.5 for 'Poor', ≥ 2.5 to ≤ 3.5 for 'Fair', ≥ 3.5 to ≤ 4.5 for 'Good' and ≥ 4.5 for 'Very Good'. The distribution of responses by students shown in the following Table: 4.13.

Table: 4.13
Rating of institute by Students

Attributes	Very Poor	Poor	Fair	Good	Very good	Mean	SD
Reputation of the institute	0 (0.0)	8 (3.2)	84 (33.6)	134 (53.6)	24 (9.6)	3.69	.68
Recognition of the problem	0 (0.0)	10 (4.0)	81 (32.4)	119 (47.6)	40 (16.0)	3.75	.76
Choices of specialized courses	0 (0.0)	17 (6.8)	83 (33.2)	110 (44.0)	40 (16.0)	3.69	.81
Institutional collaboration	0 (0.0)	27 (10.8)	82 (32.8)	93 (37.2)	48 (19.2)	3.64	.91
Quality of faculty members	1 (0.4)	16 (6.4)	75 (30.0)	114 (45.6)	44 (17.6)	3.73	.83
Fee structure/value for money	0 (0.0)	19 (7.6)	83 (33.2)	117 (46.8)	31 (12.4)	3.64	.79
Availability of placement programmes	2 (0.8)	30 (12.0)	77 (30.8)	100 (40.0)	41 (16.4)	3.59	.92
Recognition of qualification in international arena	2 (0.8)	21 (8.4)	97 (38.8)	96 (38.4)	34 (13.6)	3.55	.85
Quality of lecture rooms	1 (0.4)	11 (4.4)	77 (30.8)	115 (46.0)	46 (18.4)	3.77	.81
Efficiency and competence of teachers	0 (0.0)	13 (5.2)	88 (35.2)	105 (42.0)	44 (17.6)	3.72	.81
Infrastructure	0 (0.0)	13 (5.2)	88 (35.2)	105 (42.0)	44 (17.6)	3.58	.85
Provision of information technology i.e. internet connectivity, Wi-Fi	4 (1.6)	25 (10.0)	74 (29.6)	92 (36.8)	55 (22.0)	3.67	.97
Library facility	1 (0.4)	17 (6.8)	81 (32.4)	105 (42.0)	46 (18.4)	3.71	.85
Green practices in the campus	2 (0.8)	29 (11.6)	77 (30.8)	100 (40.0)	42 (16.8)	3.60	.92

Source: Primary Data. Figures in brackets are the percentage of row total.

Data from above table reveal that a single largest group of the students rated their respective institute as good on all aspects except for ‘recognition of qualification in international arena’ which was rated as fair by a single largest group of respondents. Further, the mean values for all items are in the range of ≥ 3.5 to ≤ 4.5 which is a value for ‘good’, hence indicating that majority of the respondents rated the institutes as good in all aspects and there is a need of improvement regarding the recognition of qualification in international arena. Although, it has been observed that, most of these institutions, especially the private institutions, are not at par with the required standards in terms of choices of institutional collaboration, fee structure/value for money, availability of placement programmes, efficiency and competence of teachers, green practices in the campus and infrastructure requirements in terms of state of art training labs.

4.2. Teacher’s Evaluation by Students

The feedback from students were recorded about various attributes related to the competencies of faculty members in their institutes based on a 5 point Likert scale. The feedback scale was assigned with values 1 for ‘Below Average’, 2 for ‘Average’, 3 for ‘Good’, 4 for ‘Very Good’ and 5 for ‘Excellent’. The distribution of students’ responses with their mean values for each attribute are displayed in the following table and results were interpreted using the mean scores recorded for each items by following the thumb rule where mean values ≤ 1.5 stand for ‘below average’, ≥ 1.5 to ≤ 2.5 for ‘average’, ≥ 2.5 to ≤ 3.5 for ‘good’, ≥ 3.5 to ≤ 4.5 for ‘very good’ and ≥ 4.5 for ‘excellent’. A close examination of the table reveals that most of the responses are clustered at the competency scale at very good except for the attribute ‘focus on syllabi’ which was rated as good by a single largest group of respondents. Further, the mean values for all items are in the range of ≥ 3.5 to ≤ 4.5 which is a value for ‘very good’, hence indicating that majority of the respondents rated the teachers competencies as very good.

Table: 4.14
Rating of Teachers' competencies

Teachers' competencies	Below Average	Average	Good	Very Good	Excellent	Mean	SD
Punctuality in the class	5 (2.0)	10 (4.0)	67 (26.8)	107 (42.8)	61 (24.4)	3.83	.91
Regularity in taking Classes	0 (0.0)	10 (4.0)	83 (33.2)	93 (37.2)	64 (25.6)	3.84	.84
Completes syllabus of the course in time	0 (0.0)	10 (4.0)	62 (24.8)	101 (40.4)	77 (30.8)	3.98	.84
Scheduled organization of assignment, class test, quizzes and seminars	2 (0.8)	20 (8.0)	67 (26.8)	105 (42.0)	56 (22.4)	3.77	.91
Makes alternate arrangement of class in his/her absence	1 (0.4)	20 (8.0)	65 (26.0)	108 (43.2)	56 (22.4)	3.79	.89
Up to date subject knowledge	0 (0.0)	17 (6.8)	74 (29.6)	92 (36.8)	67 (26.8)	3.83	.90
Focus on syllabi	0 (0.0)	13 (5.2)	85 (34.0)	81 (32.4)	71 (28.4)	3.84	.89
Self-confidence	0 (0.0)	13 (5.2)	69 (27.6)	94 (37.6)	74 (29.6)	3.91	.88
Communication skills	0 (0.0)	17 (6.8)	57 (22.8)	103 (41.2)	73 (29.2)	3.92	.88
Conducting the classroom discussion	0 (0.0)	21 (8.4)	77 (30.8)	95 (38.0)	57 (22.8)	3.75	.90
Teaching the subject matter	0 (0.0)	20 (8.0)	86 (34.4)	88 (35.2)	56 (22.4)	3.72	.90
Delivery of structured matter	1 (0.4)	22 (8.8)	81 (32.4)	91 (36.4)	55 (22.0)	3.70	.92
Skill of linking subject to life experience and creating interests in the subject	0 (0.0)	26 (10.4)	82 (32.8)	94 (37.6)	48 (19.2)	3.65	.90
Refers to latest developments in the field	0 (0.0)	27 (10.8)	97 (38.8)	71 (28.4)	55 (22.0)	3.61	.94
Uses of teaching aids (OHP/Blackboard/PPTs)	0 (0.0)	20 (8.0)	87 (34.8)	83 (33.2)	60 (24.0)	3.73	.91
Blackboard/Whiteboard work in terms of eligibility and structure	0 (0.0)	18 (7.2)	78 (31.2)	109 (43.6)	45 (18.0)	3.53	.92
Uses of innovative teaching methods	1 (0.4)	28 (11.2)	102 (40.8)	75 (30.0)	44 (17.6)	3.63	.93
Sharing the answers of class tests or sessional test questions	0 (0.0)	30 (12.0)	82 (32.8)	87 (34.8)	51 (20.4)	3.73	.93
Displaying the evaluated answer books of class tests to the students	2 (0.8)	24 (9.6)	68 (27.2)	102 (40.8)	54 (21.6)	3.61	.92

Make sure that he/she is being understood	2 (0.8)	24 (9.6)	83 (33.2)	94 (37.6)	47 (18.8)	3.42	.93
Helping approach towards varied academic interests of students	3 (1.2)	26 (10.4)	81 (32.4)	95 (38.0)	45 (18.0)	3.58	.99
Helps students in providing study material which is not readily available in the text books like-e-resources, e-journals, reference books, etc.	1 (0.4)	46 (18.4)	93 (37.2)	67 (26.8)	43 (17.2)	3.51	.95
Helps students facing physical, emotional and learning challenges	2 (0.8)	31 (12.4)	83 (33.2)	88 (35.2)	46 (18.4)	3.61	.94
Approach towards developing professional skill among students	1 (0.4)	35 (14.0)	91 (36.4)	80 (32.0)	43 (17.2)	3.49	.95
Helps students realizing career goals	2 (0.8)	29 (11.6)	81 (32.4)	89 (35.6)	49 (19.6)	3.50	.93
Helps students in realizing their strengths and developmental needs	3 (1.2)	38 (15.2)	84 (33.6)	88 (35.2)	37 (14.8)	3.58	.93
Control mechanism in effectively conducting the class	1 (0.4)	34 (13.6)	93 (37.2)	82 (32.8)	40 (16.0)	3.52	.92
Encouraging students participation in the class	1 (0.4)	32 (12.8)	78 (31.2)	99 (39.6)	40 (16.0)	3.42	.91
Tendency of inviting opinion and question on subject matter from students	1 (0.4)	30 (12.0)	97 (38.8)	82 (32.8)	40 (16.0)	3.52	.93
Enhances learning by judicious reinforcement mechanism	2 (0.8)	39 (15.6)	93 (37.2)	82 (32.8)	34 (13.6)	3.62	.94
Inspires students for ethical conduct	2 (0.8)	33 (13.2)	90 (36.0)	83 (33.2)	42 (16.8)	3.61	.92
Acts as a role model	1 (0.4)	27 (10.8)	86 (34.4)	88 (35.2)	48 (19.2)	3.53	.93

Source: Primary Data. Figures in brackets are the percentage of row total.

Further, the students were asked to record the importance of the qualities a teacher should have on a scale ranging from 1 to 5 where 1 stands for not important and 5 for very important. Again the responses were interpreted using mean values ≤ 1.5 stand for 'not important', ≥ 1.5 to ≤ 2.5 for 'of little importance', ≥ 2.5 to ≤ 3.5 for 'moderately important', ≥ 3.5 to ≤ 4.5 for 'important' and ≥ 4.5 for 'very important'.

Table: 4.15
Importance of Teachers' Qualities

Attributes related to Teachers' Qualities	Not Important	Of little Importance	Moderately Important	Important	Very Important	Mean	SD
Meets course objectives	0 (0.0)	4 (1.6)	46 (18.4)	165 (66.0)	35 (14.0)	3.92	.61
Indicate how to prepare the course	2 (.8)	7 (2.8)	56 (22.4)	125 (50.0)	60 (24.0)	3.93	.80
Develops the course systematically	1 (.4)	5 (2.0)	55 (22.0)	131 (52.4)	58 (23.2)	3.96	.75
Outlines the major points clearly	1 (.4)	10 (4.0)	41 (16.4)	143 (57.2)	55 (22.0)	3.96	.76
Links to other subjects	1 (.4)	15 (6.0)	42 (16.8)	142 (56.8)	50 (20.0)	3.90	.79
Provide examples and case studies	2 (.8)	5 (2.0)	65 (26.0)	129 (51.6)	49 (19.6)	3.87	.77
Explains clearly	3 (1.2)	5 (2.0)	42 (16.8)	111 (44.4)	89 (35.6)	4.11	.83
Motivate the students	2 (.8)	5 (2.0)	33 (13.2)	131 (52.4)	79 (31.6)	4.12	.76
Gives deeper understanding of the concepts	2 (.8)	4 (1.6)	58 (23.2)	117 (46.8)	69 (27.6)	3.98	.80
Is punctual	1 (.4)	8 (3.2)	41 (16.4)	140 (56.0)	60 (24.0)	4.00	.75
Is accessible to students out of class	1 (.4)	9 (3.6)	55 (22.0)	118 (47.2)	67 (26.8)	3.96	.81
Has a genuine interests in students	0 (0.0)	6 (2.4)	55 (22.0)	125 (50.0)	64 (25.6)	3.98	.75
Quality of textbooks and teacher notes	2 (.8)	3 (1.2)	50 (20.0)	122 (48.8)	73 (29.2)	4.04	.78
Effectiveness of other teaching materials	2 (.8)	3 (1.2)	43 (17.2)	137 (54.8)	65 (26.0)	4.04	.74
Quantity of time dedicated to practice and exercises	2 (.8)	2 (.8)	46 (18.4)	138 (55.2)	62 (24.8)	4.02	.73
Utility of exercises, laboratory exercises	4 (1.6)	10 (4.0)	38 (15.2)	140 (56.0)	58 (23.2)	3.95	.82
Coordination between lectures and exercises	4 (1.6)	1 (.4)	47 (18.8)	141 (56.4)	57 (22.8)	3.98	.76
Satisfaction level of practices and exercises	3 (1.2)	7 (2.8)	49 (19.6)	133 (53.2)	58 (23.2)	3.94	.80

Source: Primary Data. Figures in brackets are the percentage of row total.

As shown in the above table, pattern of distribution of students responses suggest that majority of the respondents found all the quality attributes as important. Again, the mean values for all quality attributes are in the range of ≥ 3.5 to ≤ 4.5 which is a value for 'important', hence indicated that majority of the respondents rated all the attributes as important qualities of a teachers.

Underlying Dimensions of Important Qualities of Teachers

In order to evaluate the underlying factors pertaining importance of teachers' qualities as perceived by the students, a principal component analysis (PCA) with orthogonal rotation (varimax) was conducted on the 32 items. The KMO and Bartlett's test of sphericity has been performed to measure the sample adequacy for using the factor analysis. The SPSS output of KMO and Bartlett's test of sphericity is shown in the following table: 4.16.

Table: 4.16
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.931
Bartlett's Test of Sphericity	Approx. Chi-Square	2932.451
	df	496
	Sig.	.000

Source: Primary Data.

The null hypothesis states that the population correlation matrix is an identity matrix. The hypothesis is rejected by the Bartlett's test of sphericity ($p \leq 0.05$). The Kaiser–Meyer–Olkin measure verified the sampling adequacy for the analysis, $KMO = .931$ ('superb' according to Field, 2009). Bartlett's test of sphericity $\chi^2 (496) = 2932.45$, $p < .001$, indicated that correlations between items were sufficiently large for PCA. Thus, factor analysis may be considered an appropriate technique for analyzing the data pertaining to importance of teachers' qualities.

An initial analysis was run to obtain eigenvalues for each component in the data. Table: 4.17 shows the Eigen values and the percentage of variance shared by individual items. Seven components had eigenvalues over Kaiser's criterion of 1 and in combination explained 57.6% of the variance.

Table: 4.17
Eigenvalues of Factors related to Importance of Teachers' Qualities

S. No.	Teachers' Qualities	Eigenvalue	% of Total Variance	Cumulative % of Total Variance
1.	Helps students realizing career Goals	8.783	27.448	27.448
2.	Helps students in realizing their strengths and developmental needs	1.476	4.611	32.059
3.	Approach towards developing professional skill among students	1.299	4.058	36.117
4.	Enhances learning by judicious reinforcement mechanism	1.191	3.721	39.839
5.	Control mechanism in effectively conducting the class	1.174	3.670	43.508
6.	Helps students in providing study material which is not readily available in the text books like: e-resources journals, reference books, etc.	1.069	3.342	46.850
7.	Encouraging students participation in the class	1.061	3.316	50.167
8.	Tendency of inviting opinion and question on subject matter from students	1.016	3.174	53.341
9.	Helps students facing physical, emotional and learning challenges	.960	2.998	56.339
10.	Blackboard/Whiteboard work in terms of eligibility and structure	.934	2.917	59.257
11.	Communication skills	.909	2.841	62.098
12.	Uses of innovative teaching methods	.904	2.826	64.924
13.	Acts as a role model	.877	2.740	67.664
14.	Up to date subject knowledge	.853	2.665	70.329
15.	Makes alternate arrangement of class in his/her absence	.780	2.437	72.765
16.	Refers to latest developments in the field	.750	2.343	75.108
17.	Inspires students for ethical conduct	.692	2.161	77.270
18.	Skill of linking subject to life experience and creating interests in the subject	.676	2.111	79.381
19.	Teaching the subject matter	.629	1.966	81.347
20.	Sharing the answers of class tests or sessional test questions	.608	1.901	83.247

21.	Uses of teaching aids(OHP/Blackboard/PPTs)	.589	1.841	85.089
22.	Make sure that he/she is being understood	.567	1.773	86.861
23.	Punctuality in the class	.534	1.670	88.532
24.	Focus on syllabi	.517	1.615	90.146
25.	Helping approach towards varied academic interests of students	.473	1.478	91.624
26.	Conducting the classroom discussion	.461	1.441	93.065
27.	Delivery of structured matter	.412	1.287	94.351
28.	Scheduled organization of assignment, class test, quizzes and seminars	.402	1.256	95.607
29.	Displaying the evaluated answer books of class tests to the students	.385	1.204	96.811
30.	Self-confidence	.379	1.184	97.995
31.	Regularity in taking Classes	.343	1.071	99.066
32.	Completes syllabus of the course in time	.299	.934	100.000

Source: Primary Data.

A seven factor solution of principal component analysis was obtained underlying the dimensions of importance of teacher's qualities as rated by the respondent students. The factor loadings after varimax rotation, Eigen values, percentage variance and cumulative percentage of variance are presented in the following Table: 4.18.

Table: 4.18
Factor Loadings of Items related to Importance of Teachers' Qualities

Factor Label	Indicators	Factor Loadings	Eigen Values	Var. %	Cum. %
Realization of Career Goals & Concern for Students	Helps students realizing career Goals	.689	8.78	27.44	27.44
	Helps students in realizing their strengths and developmental needs	.678			
	Approach towards developing professional skill among students	.645			
	Enhances learning by judicious reinforcement mechanism	.546			
	Control mechanism in effectively conducting the class	.533			
	Helps students in providing study material which is not readily available in the text books like: e-resources journals, reference books, etc.	.494			

	Encouraging students participation in the class	.390			
	Tendency of inviting opinion and question on subject matter from students	.361			
	Helps students facing physical, emotional and learning challenges	.352			
Teaching Techniques	Blackboard/Whiteboard work in terms of eligibility and structure	.677	1.29	4.05	36.11
	Communication skills	.623			
	Uses of innovative teaching methods	.504			
	Acts as a role model	.428			
	Up to date subject knowledge	.370			
	Makes alternate arrangement of class in his/her absence	.304			
Updated Knowledge & Innovation	Refers to latest developments in the field	.731	1.19	3.72	39.83
	Inspires students for ethical conduct	.582			
	Skill of linking subject to life experience and creating interests in the subject	.557			
	Teaching the subject matter	.554			
Understandability & Punctuality	Sharing the answers of class tests or sessional test questions	.710	1.17	3.67	43.50
	Uses of teaching aids(OHP/Blackboard/PPTs)	.519			
	Make sure that he/she is being understood	.477			
	Punctuality in the class	.415			
Focus on syllabi	Focus on syllabi	.665	1.06	3.34	46.85
	Helping approach towards varied academic interests of students	.528			
	Conducting the classroom discussion	.449			
	Delivery of structured matter	.407			
Feedback	Scheduled organization of assignment, class test, quizzes and seminars	.593	1.06	3.31	50.16
	Displaying the evaluated answer books of class tests to the students	.492			
	Self-confidence	.431			
Regularity in Classes	Regularity in taking Classes	.827	1.01	3.17	53.34
	Completes syllabus of the course in time	.807			

Source: Primary Data. Extraction Method: Principal Component Analysis. Rotation Method: Varimax.

Different labels were assigned to factors as per the items clustered with respective factor representing the quality of teachers as shown in the above Table: 4.18. The factors were labeled as follows:

Factor 1: Realization of Career Goals and Concern for Students

Factor 2: Teaching Techniques

Factor 3: Updated Knowledge and Innovation

Factor 4: Understandability and Punctuality

Factor 5: Focus on syllabi

Factor 6: Feedback

Factor 7: Regularity in Classes

Factor 1 (Realization of Career Goals and Concern for Students): A total of nine indicators were loaded in the first factor to represent the quality of teacher regarding the realization of Career Goals to students and concern for students' learning. This factor, included items such as 'helping students in realizing career Goals'; 'in realizing their strengths and developmental needs'; 'approach towards developing professional skill among students'; 'enhances learning by judicious reinforcement mechanism'; 'control mechanism in effectively conducting the class'; helps students in providing study material which is not readily available in the text books like: e-resources journals, reference books, etc.'; 'encouraging students participation in the class'; 'tendency of inviting opinion and question on subject matter from students' and 'helps students facing physical, emotional and learning challenges' having Eigen value 8.78 alone shares 27.44% of the total variance. The relatively large proportion of variance explained by this factor suggests that 'Realization of Career Goals and Concern for Students' is an influential quality of teacher. Thus, it is inferred that realization of career goals and concern for students is the most important quality of a teacher sought by students.

Factor 2 (Teaching Techniques): shares relatively smaller percentage (4.05%) of total variance but represents a significant cumulative variance along with Factor 1. Having Eigen value of 1.29, a total number of six items clustered with this factor including 'blackboard/whiteboard work in terms of eligibility and structure'; 'communication skills'; 'uses of innovative teaching methods'; 'acts as a role model'; 'have up to date subject knowledge' and 'makes alternate arrangement of class in his/her absence' with Eigen value of indicators ranging between .30 to .67. The relatively moderate proportion of variance explained by this factor implies that teaching techniques and punctuality are important aspects of the overall qualities of teachers.

Factor 3 (Updated Knowledge and Innovation): with an Eigen value 1.19 this factor shares 3.72% of total variance. A total four items clustered with this factor with Eigen values ranging from .55 to .73. The Eigen values of items clustered with this factor were loaded good in the scale with Eigen values > 5 denote that these four items are quite influential to qualities of teacher including ‘referring to latest developments in the field’; ‘inspiring students for ethical conduct’; ‘having skill of linking subject to life experience and creating interests in the subject’ and ‘teaching the subject matter’. However, the relatively small percentage of variance shared by this factor suggest that this factor alone has a moderate effect on teachers overall qualities.

Factor 4, labeled as ‘Understandability and Punctuality’ with an Eigen value of 1.17 and cumulatively shared 43.50% of variance with three other factors. A total four indicators were loaded in this factor which include ‘sharing the answers of class tests or sessional test questions’; ‘uses of teaching aids(OHP/Blackboard/PPTs)’; ‘makes sure that he/she is being understood’ and ‘punctuality in the class’. A relatively small shared variance of 3.67% indicates that having the qualities of understandability and punctuality alone is not an important aspect of teacher’s quality but enhances the overall quality when combined with other factors.

Factor 5 (Focus on Syllabi): with an Eigen value of 1.06 this factor shared only 3.34% of total variance represented by four indicators. The initial two indicators including ‘focus on syllabi’ and ‘helping approach towards varied academic interests of students’ were loaded with significant loadings of .665 and .528 respectively .It suggests that these two indicators highly influence teacher’s focus on syllabi and hence to be taken care in order to enhance the quality of a teacher. The small shared variance reported by this factor suggests that alone it has comparatively less influence on teacher’s quality but it is a significant contributor in overall quality of a teacher.

Factor 6 (Feedback): A total of three indicators were loaded in this factor to represent the quality of teacher regarding the feedback of students’ learning. This factor, included items such as ‘scheduled organization of assignment, class test, quizzes and seminars’; ‘displaying the evaluated answer books of class tests to the students’ and ‘teacher’s self-

confidence' having Eigen value 1.06 alone shares 3.31% of the total variance. The relatively smaller proportion of variance explained by this factor suggests that getting feedback from students has moderate influence in quality of a teacher as sought by students but plays an important role in overall qualities of teacher.

Factor 7: labeled as 'Regularity in Classes' with an Eigen value of 1.01 and a cumulative shared variance of 53.34%, only two indicators were loaded in this factor which include 'regularity in taking Classes' and 'completing syllabus in time'. This factor also shares 3.17% of total variance suggests that it is comparatively less influential to overall teacher's quality but the Eigen values of the items clustered with it are very good representative of this factor.

The respondent students were further asked to mention the reason for opting tourism and hospitality studies as a subject for their career and the results are displayed in the following table in a descending order of reasons chosen by the respondents. The responses suggests that majority (87/34.8%) of the student chosen tourism and hospitality studies as a subject because they were interested in it followed by there are better job opportunities (58/23.2%), it is a practical field(34/13.6%), for other reasons (28/11.2%), for developing a life skill (22/8.8%), for further student career options (16/6.4%) and because they have nothing else to do (5/2%).

Table: 4.19
Reasons to choose Tourism and Hospitality Studies as a subject

Reasons	Frequency	Percent
Interested	87	34.8
Better job opportunities	58	23.2
Practical field	34	13.6
Other reason	28	11.2
Developing a life skill	22	8.8
Further student career options	16	6.4
Nothing else to do	5	2.0
Total	250	100.0

Source: Primary Data.

Similarly, the students were asked, if given a chance, what would you like to change about Tourism and Hospitality Studies? And the responses suggest that majority of the students (26.4%) would like to improve students' attitude and engagement followed by improving equipment/ facilities (26%), increase practical content (16.8%), increase excursions (10.4%), dissatisfaction with theory content (6%) and assignments and course organization (4.4%) while 10% do not want to change anything.

Table: 4.20
If a given chance, what would you like to change about Tourism and Hospitality Studies?

Reasons	Frequency	Percent
Improve student attitude and engagement	66	26.4
Improve equipment/facilities	65	26.0
Increase practical content	42	16.8
Increase excursions	26	10.4
No change	25	10.0
Dissatisfaction with theory content	15	6.0
Assignments and course organization	11	4.4
Total	250	100.0

Source: Primary Data.

Another question was aimed at knowing that how the institute is imparting generic key competencies/employability skills among the students based on a five point scale ranging from 1 for 'not at all', 2 for 'below average', 3 for 'average', 4 for 'well' and 5 for 'very well' and the responses were interpreted using mean values where mean values ≤ 1.5 stand for 'not at all', ≥ 1.5 to ≤ 2.5 for 'below average', ≥ 2.5 to ≤ 3.5 for 'average', ≥ 3.5 to ≤ 4.5 for 'well' and ≥ 4.5 for 'very well'. By examining the responses it is clear that a single largest group of students have recorded their responses about teaching generic key competencies/employability skills as 'well' since the mean score for all the attributes ranges between ≥ 3.5 to ≤ 4.5 .

Table: 4.21
How the institute is teaching Generic Key competencies/Employability Skills

Key competencies/Employability Skills	Not at all	Below average	Average	Well	Very well	Mean	SD
Overall Key competencies/Employability	0 (0.0)	11 (4.4)	98 (39.2)	135 (54.0)	6 (2.4)	3.5 4	.62
Communication skill	1 (0.4)	9 (3.6)	54 (21.6)	135 (54.0)	51 (20.4)	3.9 0	.77
Planning and organizing your work	1 (0.4)	13 (5.2)	59 (23.6)	127 (50.8)	50 (20.0)	3.8 4	.81
Working in teams	1 (0.4)	6 (2.4)	68 (27.2)	113 (45.2)	62 (24.8)	3.9 1	.80
Using initiative	1 (0.4)	12 (4.8)	62 (24.8)	127 (50.8)	48 (19.2)	3.8 3	.80
Problem solving	2 (0.8)	11 (4.4)	78 (31.2)	117 (46.8)	42 (16.8)	3.7 4	.81
How to behave at work	1 (0.4)	9 (3.6)	69 (27.6)	114 (45.6)	57 (22.8)	3.8 6	.81
Practical skills (e.g. knife, interpersonal skills, etc.)	2 (0.8)	14 (5.6)	50 (20.0)	131 (52.4)	53 (21.2)	3.8 7	.83
Computer skills	2 (0.8)	13 (5.2)	82 (32.8)	106 (42.4)	47 (18.8)	3.7 3	.85

Source: Primary Data. Figures in brackets are the percentage of row total.

Following table represents the satisfaction level of the students regarding the placement provided by the institutions and the results shows that more than half (54.8%) of the respondents surveyed were satisfied followed by 19.2% neither satisfied nor dissatisfied, 14.4% were fully satisfied, 8.8% dissatisfied and 2.8% fully dissatisfied about the placement provided by the institutions.

Table: 4.22
Student's Satisfaction about the placement provided by the institutions

Satisfaction	Frequency	Percent
Fully satisfied	36	14.4
Satisfied	137	54.8
Neither	48	19.2
Dissatisfied	22	8.8
Fully dissatisfied	7	2.8
Total	250	100.0

Source: Primary Data.

Further, the satisfaction level of the students on CRS training course, foreign language course and personality development course offered by the institution was recorded on a five point scale ranging from 1 to 5 where 1 stands for fully dissatisfied and 5 for fully satisfied and the results are displayed in the following table. The results were interpreted based on the mean values where mean values ≤ 1.5 stand for ‘fully satisfied’, ≥ 1.5 to ≤ 2.5 for ‘satisfied’, ≥ 2.5 to ≤ 3.5 for ‘neither’, ≥ 3.5 to ≤ 4.5 for ‘dissatisfied’ and ≥ 4.5 for ‘fully dissatisfied’. The results show that a single largest group of the respondents have recorded their satisfaction about all the three courses mentioned. Similarly mean scores also indicate that most of the respondents were satisfied about the quality of these courses offered by the institutions (mean score ranges between ≥ 1.5 to ≤ 2.5 a value for ‘satisfied’).

Table: 4.23
Students' satisfaction about add on courses

Satisfaction Attributes	Fully satisfied	Satisfied	Neither	Dissatisfied	Fully dissatisfied	Mean	SD
Satisfaction on CRS Training Course	36 (14.4)	131 (52.4)	61 (24.4)	19 (7.6)	3 (1.2)	2.28	.84
Satisfaction on Foreign Language Course	38 (15.2)	98 (39.2)	73 (29.2)	39 (15.6)	2 (.8)	2.47	.95
Satisfaction on Personality Development Course	35 (14.0)	116 (46.4)	64 (25.6)	30 (12.0)	5 (2.0)	2.41	.94

Source: Primary Data. Figures in brackets are the percentage of row total.

In response to the question ‘in your opinion what teacher can focus on to improve the students learning’, majority of the respondents opined to improve curriculum (30%) followed by communication (29.6%), teaching pedagogy (26%) and teacher/student relationship (14.4%).

Table: 4.24
In your opinion what teacher can focus on to improve the students learning?

Area of Improvement	Frequency	Percent
Curriculum	75	30.0
Communication	74	29.6
Teaching pedagogy	65	26.0
Teacher/student relationship	36	14.4
Total	250	100.0

Source: Primary Data.

4.3. Profile of Faculty Members

A separate structured questionnaire was prepared for faculty members in order to record their views about various issues related to the tourism and hospitality education offered by the institutions situated in Garhwal Region of Uttarakhand. A total 100 faculty members were interviewed and their demographic profile is displayed in the following table. According to data shown in table, the sample of faculty members comprised of 87% male and 13% female. The age-wise composition of the sample suggests that majority of the respondents belonged to the age group ‘31-35 Years’ (31%) followed by ‘26-30 Years’ (24%), ‘above 40 Years’ (19%), ‘36-40 Years’ (16%) and ‘20-25 Years’ (10%). 82% of total 100 respondents were married while remaining 18% were single. In case of the state of domicile, 81% respondent faculty members belonged to Uttarakhand, U.P., Delhi and NCR whereas the rest 18% were from other parts of the country. Taking a look on the highest education obtained by the respondents, majority of them was post graduate (65%) followed by graduates (22%), Ph. D. (10%) and PG Diploma holders (3%).

Table: 4.25
Demographic Profile of the Faculty

Demographic Characteristics	Category/Class	Frequency (N=100)	Percentage
Gender	Male	87	87.0
	Female	13	13.0
Age Groups	20-25 Years	10	10.0
	26-30 Years	24	24.0
	31-35 Years	31	31.0
	36-40 Years	16	16.0
	>40 Years	19	19.0
Marital Status	Married	82	82.0
	Unmarried	18	18.0
State of Domicile	Within the State, U.P., Delhi NCR	81	81.0
	Other	18	18.0
Highest Level of education	Ph.D.	10	10.0
	Post-Graduation	65	65.0
	PG Diploma	3	3.0
	Graduation	22	22.0

Source: Primary Data.

In consideration of the educational qualifications prescribed to teach the diploma, under graduate and post graduate students, an attempt was made to know the qualification of the faculty members teaching in the tourism and hospitality institutions in the study area. Data from the following table reports that 63% were having Diploma in HM, 2% were having Graduation in Tourism, 23% were having Graduation in HM, 13% were having Graduation in HM with 1st Division, 34% having PG in Tourism, 21% PG in Tourism with 1st Division, 26% were having PG in HM and 14% were having PG in HM with 1st Division. It is important to note that as per the qualification provided for assistant professor in hotel management discipline a candidate must have a first division either in UG or in PG.

Table:26**Qualification of Faculty Members (N=100)**

Details of Qualification	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Diploma in HM	63	63.0	37	37.0
Graduation in Tourism	2	2.0	98	98.0
Graduation in HM	23	23.0	77	77.0
Graduation in HM with 1st Division	13	13.0	87	87.0
PG in Tourism	34	34.0	66	66.0
PG in Tourism with 1st Division	21	21.0	79	79.0
PG in HM	26	26.0	74	74.0
PG in HM with 1st Division	14	14.0	86	86.0

Source: Primary Data.

In case of the specialization of faculty members, majority of the respondents were specialized in hospitality (77%) followed by tourism (21%) while merely 2% were specialized in other areas such as commerce and management.

Table: 4.27
Specialization of Faculty

Specialization	Frequency	Percent
Tourism	21	21.0
Hospitality	77	77.0
Other	2	2.0
Total	100	100.0

Source: Primary Data.

The nature of institution wise distribution of faculty sample is provided in the following table. It is evident from the data that majority of the respondents in the sample were employees of private institute under Central University (33%), followed by that of private

institute under State University (32%), Private University (14%), Central University (9%), IHM of State Government (9%) and IHM of Central Government (3%).

Table: 4.28
Distribution of Faculty on the basis of Nature of Institution

Type of institution	Frequency	Percent
Private Institutes Under Central University	33	33.0
Private Institutes under State University	32	32.0
Private University	14	14.0
Central University	9	9.0
IHM State Government	9	9.0
IHM Central Government	3	3.0
Total	100	100.0

Source: Primary Data.

In case of the designation wise distribution of the faculty sample, shown in the following table, it is clear that 91% of the sample comprised of Assistant Professors, 3% Associate Professors and 6% Professors. Again it is interesting to note here that most of private institute do not have associate professors and professors however universities have them. The reason can be attributed to the higher salaries demanded by the associate professors and professors and Qualification required.

Table: 4.29
Designation of Faculty Members

Designation	Frequency	Percent
Assistant Professor	91	91.0
Associate Professor	3	3.0
Professor	6	6.0
Total	100	100.0

Source: Primary Data.

Employment Status of the sample is displayed in the following table. Data shows that 96% of the faculty members were full time employees while 4% were part time employees (Table: 4.30). Further, 77% were permanent, 20% were contractual and remaining 3% were guest/visiting faculty (Table: 4.31).

Table: 4.30
Employment Status

Employment Status	Frequency	Percent
Full time	96	96.0
Part time	4	4.0
Total	100	100.0

Source: Primary Data.

Table: 4.31
Employment Status

Employment Status	Frequency	Percent
Permanent	77	77.0
Contractual	20	20.0
Guest/visiting	3	3.0
Total	100	100.0

Source: Primary Data.

Since tourism and hospitality industry requires specific skills to handle the diverse needs of visiting population it is prerequisite for the faculties imparting training to budding professionals to have industry experience. The experience wise distribution of faculty members' sample suggests that 54% of total sample having 1 to 3 years of industry experience, 17% have 4 to 6 years' experience, 10% have 7-9 years and 15% have an experience of above to 9 years while 4% does not have industry experience.

Table: 4.32
Industry Experience

Industry experience (Yrs)	Frequency	Percent
1-3 Years	54	54.0
4-6 Years	17	17.0
7-9 Years	10	10.0
Above to 9 Years	15	15.0
No Experience	4	4.0

Source: Primary Data.

Salary provided to faculty members is one of the major determinants of their performance at work place. The data shown in the following table suggest that 65% respondents have recorded their per month salary ranging between Rs. 15000/- to Rs. 25000/-, 21% between Rs. 25001/- to Rs. 35000/-, 4% between Rs. 35001/- to Rs. 45000/-, 4% between Rs. 45001/- to Rs. 55000/- and 6% have a salary above Rs. 55000/- per month.

Table: 4.33
Salary per month (INR)

Salary per month (INR)	Frequency	Percent
Rs. 15000/- to Rs. 25000/-	65	65.0
Rs. 25001/- to Rs. 35000/-	21	21.0
Rs. 35001/- to Rs. 45000/-	4	4.0
Rs. 45001/- to Rs. 55000/-	4	4.0
Above Rs. 55000/-	6	6.0
Total	100	100.0

Source: Primary Data.

The following table shows the types of salary provided to the faculty members by tourism and hospitality institutes in the study area. It is clear from the data that 88% of total respondents receive fixed/consolidated salary while merely 12% receive salary as per the scale provided respective to their designation.

Table: 4.34
Type of Salary

Type of Salary	Frequency	Percent
Fixed/consolidated salary	88	88.0
In scale	12	12.0
Total	100	100.0

Source: Primary Data.

Further, the questionnaire also attempted to identify the components of salary provided to the faculty members by tourism and hospitality institutes in the study area and the results are depicted in following table. The data suggests that 16% respondents receive provident

funds with their salary, 1% each receive phone/mobile allowance, convenience allowance and some other type of allowance and 4% receive all of the above mentioned allowances while 77% receive none of above allowances in their salary.

Table: 4.35

Salary Components		
Allowances	Frequency	Percent
PF	16	16.0
Phone/mobile allowance	1	1.0
Convenience allowance	1	1.0
Any other...	1	1.0
All of the above allowances	4	4.0
None of above	77	77.0
Total	100	100.0

Source: Primary Data.

Following table provide the distribution of estimated number of hours dedicated to various tasks by faculty members and the results suggests that 29% of faculty members dedicate 6-8 hours, 16% spend 9 to 11 hours, 25% spend 12 to 14 hours, and 30% spend more than 14 hours on teaching in a week. In case of the time devoted to lesson planning/preparation 58% dedicate 6-8 hours, 13% dedicate 9 to 11 hours, 10% dedicate 12 to 14 hours, and 19% dedicate more than 14 hours in a week. Apart from these, 47% faculty members spend 6-8 hours, 13% dedicate 9 to 11 hours, 16% 12 to 14 hours, and 24% spend more than 14 hours in a week on administrative duties assigned to them. Further, 21% spend 6-8 hours and 79% dedicate 9 to 11 hours per week in duties other than mentioned in the table.

Table: 4.36
Hours in a week spent on various activities

Estimated number of hours in a week spent on	6-8 Hrs	9-11 Hrs	12-14 Hrs	Above 14 Hrs
Teaching	29	16	25	30
Lesson planning/preparation	58	13	10	19
Administrative Duties	47	13	16	24
Others	21	79	0	0

Source: Primary Data.

In case of the sources of recruiting faculty members adopted by their respective organizations, as shown in the following table, 94% of total respondent faculty members opted yes and 4% opted no for advertisement in newspaper/classifieds. In case of the advertisement on job portals as a source of recruitment followed by their respective organizations 26% say yes while remaining 74% say no. 32% say yes and 68% no in case of the recruitment through Reference in their organizations. Walk in interview was recorded as a source of recruitment in their organizations by 51% of respondents. Hence, advertisement in newspaper/classifieds and walk in interview can be considered the major sources of faculty recruitment followed by the tourism and hospitality institutes in the study area.

Table: 4.37
Source of Faculty Recruitment

Source of Faculty Recruitment	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Advertisement in Newspaper/classifieds	94	94.0	6	6.0
Advertisement on job portals	26	26.0	74	74.0
Through Reference	32	32.0	68	68.0
Walk in interview	51	51.0	49	49.0

Source: Primary Data.

4.4. Developmental Awareness, Innovation and Adaptation among Teachers

Participation of faculty members in various career development activities keeps them updated with various advancements and innovations taking place in both the industrial and the academic scenario. In order to understand the participation of faculty members in such activities, the respondent faculty members were asked to record their participation in such activities as mentioned in following table. It is clear from the perusal of the table that out of total 100 respondents surveyed above 70% of them have participated in most of the activities except in ‘educational conferences or seminars (where teachers and/or researchers present their results and discuss educational problems)’ in which 61% of total respondents have participated. In short, it can be stated that majority of the faculty members are aware about the developmental activities related to their field and use to participate from time to time.

Table: 4.38
Participation in Developmental Activities

Participated in	Yes		No	
	f	%	f	%
Orientation courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	84	84.0	16	16.0
Education conferences or seminars (where teachers and/or researchers present their results and discuss educational problems)	61	61.0	39	39.0
Qualification programme (e.g. a degree programme)	75	75.0	25	25.0
Observation visits to other institutions/universities/organization	73	73.0	27	27.0
network of teachers formed specifically for the professional development of teachers	70	70.0	30	30.0
Individual or collaborative research on a topic of interest to you professionally	73	73.0	27	27.0
Mentoring and/or peer observation and coaching, as part of a formal institutional arrangement	74	74.0	26	26.0

Source: Primary Data. f= frequency.

In addition, the respondents were further asked to record the impacts of attending various developmental activities on their professional career on a Liker scale ranging from 1 to 5, where 1 stands for no impact, 2 for a small impact, 3 for a moderate impact, 4 for a large impact and 5 for very large impact. The distribution of the responses along the scale along with their respective mean score and standard deviation are displayed in the table below. According to the data, a single largest group of the respondents have opinion about all the developmental activities as having ‘a large impact’. However, an observation of the mean scores indicated that respondents rated the impact for the statements including ‘Orientation courses/workshops (e.g. on subject matter or methods and/or other education-related topics)’, ‘Qualification programme (e.g. a degree programme)’ and ‘Observation visits to other institutions/universities/organization’ as ‘a large impact’ because the mean scores for these statement ranges between ≥ 3.5 to ≤ 4.5 a value for a large impact. Whereas the mean score for remaining statements range between ≥ 2.5 to ≤ 3.5 indicating that these activities have a moderate impact on the respondents.

Table: 4.39
Impact of Developmental Activities

Developmental Activities	No impact	A small impact	A moderate impact	A large impact	Very large impact	Mean	SD
Orientation courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	5	4	25	51	15	3.67	.95
Education conferences or seminars (where teachers and/or researchers present their results and discuss educational problems)	6	14	25	38	17	3.46	1.11
Qualification programme (e.g. a degree programme)	4	15	22	38	21	3.57	1.10
Observation visits to other institutions/universities/organization	6	11	27	39	17	3.50	1.08
network of teachers formed specifically for the professional development of teachers	4	13	32	32	19	3.49	1.06
Individual or collaborative research on a topic of interest to you professionally	7	12	26	38	17	3.46	1.12
Mentoring and/or peer observation and coaching, as part of a formal institutional arrangement	8	9	27	39	17	3.48	1.12

Source: Primary Data. N=100

Using innovation in teaching technique makes the contents interesting, effective and easy to understand and remember for the students. It is clear from the data displayed in the following table that in every attribute related to the use of innovation in teaching, more than 70% of the respondents replied yes for adopting the innovation techniques mentioned in the table.

Table: 4.40
Innovations used in Teaching

Innovations used in Teaching	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Digital Lesson Designing	84	84.0	16	15.0
Activity Based Approach	91	91.0	9	9.0
Life Skill Integrated Lesson Designing	90	90.0	10	10.0
Technology Integrated Approach	81	81.0	19	19.0
Inquiry Bases Lesson Designing	83	83.0	17	17.0
Cooperative/Collaborative Learning Approach	84	84.0	16	16.0
Peer tutoring	77	77.0	23	23.0
Simulation/Role playing	91	91.0	9	9.0
Brainstorming	83	83.0	17	17.0
Case Study Method	84	84.0	16	16.0
Demonstration	87	87.0	13	13.0
Organizing a classroom debate	94	94.0	6	6.0
Watching film, video, etc.	82	82.0	18	18.0
Taking notes	91	91.0	9	9.0
Field studies/laboratory practical	86	86.0	14	14.0
Internship programmes	83	83.0	17	17.0

Source: Primary Data. N=100

Further, agreement of the faculty members on innovations used in teaching was also recorded using a five point Likert scale ranging from ‘Strongly Disagree’ to ‘Strongly Agree’ and the distribution of the responses on the scale along with mean score and standard deviation for each attribute is displayed in the following table. It is evident from the distribution of responses that a single largest group of the respondents were agreed in case of all the attributes given in table. Similarly, an examination of the mean scores also suggest that majority of the respondents were agreed on the attributes listed under the innovations used in teaching.

Table: 4.41
Agreement of the Faculty Members on Innovations used in Teaching

Innovations used in Teaching	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	SD
Digital Lesson Designing	2	10	13	41	34	3.95	1.02
Activity Based Approach	3	4	9	36	48	4.22	.98
Life Skill Integrated Lesson Designing	0	4	22	34	40	4.10	.88
Technology Integrated Approach	0	8	19	42	31	3.96	.90
Inquiry Bases Lesson Designing	2	5	25	41	27	3.86	.94
Cooperative/Collaborative Learning Approach	1	3	22	49	25	3.94	.82
Peer tutoring	4	9	22	43	22	3.70	1.03
Simulation/Role playing	3	4	17	39	37	4.03	.98
Brainstorming	3	8	13	44	32	3.96	.98
Case Study Method	1	8	15	35	41	4.07	.98
Demonstration	2	10	10	37	41	4.05	1.04
Organizing a classroom debate	2	3	13	45	37	4.12	.89
Watching film, video, etc.	3	5	10	45	37	4.08	.97
Taking notes	9	5	10	43	33	3.86	1.19
Field studies/laboratory practical	6	8	8	32	46	4.04	1.18
Internship programmes	7	4	10	27	52	4.13	1.18

Source: Primary Data. N=100

Tourism and hospitality industry is an amalgam of various industries which is determined by the products and services demanded by the travelers hence the manpower involved in this industry must have certain key competencies like sound communication, working in teams, problem solving skills and so on. The opinion of the faculty members were sought about the importance of key competencies/employability skills in the students of hospitality and tourism on a scale ranging from 1= very important, 2= reasonably important, 3= desirable, 4= occasionally required and 5= not needed and the results are presented in the table below. A perusal of the data in table suggests that majority of the respondents opined that all the skills listed in the table are very important and same inferences can be drawn from the mean values however the standard deviation scores suggests that data are distributed throughout the scale.

Table: 4.42
Key competencies/Employability Skills: Importance

Key competencies/Employability Skills	Importance						
	Very important	Reasonably Important	Desirable	Occasionally required	Not Needed	Mean	SD
Communications skills	85	8	2	0	5	1.32	.93
Planning and organizing your work	71	16	6	2	5	1.54	1.04
Working in teams	70	18	5	5	2	1.51	.94
Using initiative	59	28	5	1	7	1.69	1.10
Problem Solving	66	24	2	5	3	1.55	.97
How to behave at work	71	15	5	3	6	1.58	1.12
Practical skills (e.g. knife skills, interpersonal skills etc)	77	11	7	3	2	1.42	.90
Computer skills	49	31	12	4	4	1.83	1.05

Source: Primary Data. N=100

Further, the study attempted to evaluate the satisfaction level of the faculty members regarding the support from the administration of the institute for enhancing the key competencies/ employability skills among the students. The questions were based on 5 point scale ranging from 1= very satisfied and 5= very dissatisfied and the distribution of the responses along the scale with their respective mean scores is depicted in the following table. The distribution of the data suggests that for all the statement majority of the responses were clustered at very satisfied and satisfied at the satisfaction scale. Examining the mean scores suggests that most of respondents were found satisfied towards all the statements regarding the support from the administration of the institute as the mean values range between 1.5 and 2.5 a range for ‘satisfied’.

Table: 4.43
Key competencies/Employability Skills: Satisfaction

Key competencies/Employability Skills	Satisfaction						
	Very Satisfied	Satisfied	Neither	Dissatisfied	Very Dissatisfied	Mean	SD
Support you receive from administration for using innovative teaching methods in the classroom	37	36	12	11	4	2.09	1.13
Your institute/organization support your autonomy in planning your classroom curriculum	38	47	7	4	4	1.89	.98
Support for new ideas for innovative instruction	47	28	18	2	5	1.90	1.08
Support for participation in development programme (e.g. Seminars, workshop etc.)	42	30	11	10	7	2.10	1.25

Source: Primary Data. N=100

Satisfaction about work place, job security, salary and management policy in favour of the employees motivate them to perform well enhance their work performance. By keeping this in view, the faculty members were asked to rate their satisfaction about work place, job security, salary and management policy in their respective institution on a 5 point scale ranging from 1= very satisfied and 5= very dissatisfied and the responses are displayed in the table below. Again, most of the responses in the table are clustered towards very satisfied and satisfied scale indicating the satisfaction among faculty members on all the attributes related to Satisfaction about Work Place, Job Security, Salary and management Policy. However, it has been observed through informal conversation with the faculty members at private institutes that most of the faculty are not satisfied with the attributes including 'Job Security', 'System for reporting and controlling harassment/bullying', 'Freedom to express opinion', 'Promotion and appraisal policy', 'Salary paid fairly considering qualification/experience', 'Amount of Vacation' and 'Recognition and Reward' provided by the private institutes. Some of the faculty members don't get salaried during holidays and absents while job security is dependent on the number of admissions brought by the faculty.

Table: 4.44
Satisfaction about Work Place, Job Security, Salary and Management Policy

Satisfaction Attributes	Satisfaction						
	Very Satisfied	Satisfied	Neither	Dissatisfied	Very Dissatisfied	Mean	SD
Comfortable working conditions	35	41	11	7	6	2.08	1.13
Suitable working hours	46	34	7	8	5	1.92	1.14
Job Security	32	30	14	16	8	2.38	1.30
System for reporting and controlling harassment/bullying	50	23	16	5	5	1.90	1.15
Freedom to express opinion	51	28	6	9	6	1.91	1.21
Promotion and appraisal policy	30	36	12	12	10	2.36	1.29
Salary paid fairly considering qualification/experience	36	25	15	13	10	2.44	1.60
Amount of Vacation	35	29	13	10	13	2.37	1.39
Recognition and Reward	34	32	11	13	10	2.33	1.33

Source: Primary Data. N=100

Faculty respondents were asked to record the eligibility for admissions in certificate/diploma courses run by their respective institute. As per the results shown in the following table, 15% respondents have mentioned 10th, 78% mentioned 12th and 5% have mentioned graduation as the eligibility for the certificate/diploma courses offered by their institutes. However, the eligibility for BHM and BHMCT courses offered by institutions in the study area is 12th while it is graduation for getting admissions in master degree and PG diploma programmes.

Table: 4.45
Eligibility for the admission in certificate/diploma courses run by your institute?

Eligibility for the admission	Frequency	Percentage
10th	15	15.0
10+2	78	78.0
Graduation	5	5.0
Total	100	100.0

Source: Primary Data.

It is evident from the data shown in the following table that 21% of the faculty respondents have mentioned that their respective institute provide on-campus placement, 14% provide off-campus placements and 65% provide both on-campus as well as off-campus placement to their students.

Table: 4.46
Mode of student placement

Mode of placement	Frequency	Percentage
On-campus	21	21.0
Off-campus	14	14.0
Both	65	65.0
Total	100	100.0

Source: Primary Data.

In case of the beginning salaries offered to the students placed by the institution it is apparent from the results shown in table below that the beginning salary ranges between Rs. 7000/- per month to Rs. 18000/- per month. Majority of the respondents (32%) mentioned the beginning salary offered to students as Rs. 10000/- per month followed by 22% who mentioned the beginning salary to students as 8000/- and 16% have mentioned Rs. 15000/- per month as the beginning salary of the students placed.

Table: 4.47
Beginning salary

Beginning salary (INR)	Frequency	Percentage
7000	6	6.0
8000	22	22.0
9000	2	2.0
9500	7	7.0
10000	32	32.0
12000	2	2.0
15000	16	16.0
16000	4	4.0
18000	9	9.0
Total	100	100.0

Source: Primary Data.

4.5 Analysis of Hospitality Professionals Questionnaire

Another questionnaire was farmed for the manpower engaged in public sector accommodation units, i. e. Garhwal Mandal Vikas Nigam (GMVN), in order to evaluate their competency and specialization. Demographic profile of the manpower is shown in the following table. A sample of 50 personnel was taken for the study including 16 (32%) Senior Managers, 30 (60%) Managers, 2 (4%) Assistant Managers and 2 (4%) other staff members. 96% of the employee respondents were permanent employees whereas 4% were contractual. In case of the highest education acquired by the respondents 54% were post-graduates 20% were graduates, 2% were intermediate, 4% high school and 20% were having other educational qualifications. As per the data shown in table, in case of the Tourism/Hospitality related education acquired by the respondents it is clear that 2% of all respondents were having master degree in Tourism/Hospitality, 54% having PG Diploma in either tourism or in hospitality, 6% having bachelor degree in Tourism/Hospitality, 6% were having certificate course up to six months while 32% were not having tourism/hospitality related education. An examination of the total experience of the employees suggests that majority of the respondents (94%) have more than 15 years of experience followed by those having an experience of 6-10 years (4%) and 1-5 years (2%) whereas in case of the total experience in hospitality industry, 92% of total respondents have more than 15 years of experience followed by 4% having an experience of 6-10 years and 4% with 1-5 years' experience in hospitality industry. In case of the experience at current position, the distribution of data suggests that 40% respondents are working at current position for 1 to 5 years, 46% for 6 to 10 years, 6% for 11 to 15 years and 8% for more than 15 years.

Table: 4.48
Demographic Profile of GMVN Employees

Demographic Characteristics	Category/Class	Frequency (N=50)	Percentage
Designation	Assistant Manager	2	4.0
	Manager	30	60.0
	Senior Manager	16	32.0
	Other	2	4.0
Type of Employment	Permanent	48	96.0
	Contractual	2	4.0
Highest education acquired	Post-Graduation	27	54.0
	Graduation	10	20.0
	Intermediate	1	2.0
	High School	2	4.0
	Any other	10	20.0
Tourism/Hospitality related education	Master in Tourism/Hospitality	1	2.0
	PG Diploma in Tourism/Hospitality	27	54.0
	Bachelor in Tourism/Hospitality	3	6.0
	Certificate course up to six months	3	6.0
	Any other	16	32.0
Total work experience	1-5 Years	1	2.0
	6-10 Years	2	4.0
	More than 15 years	47	94.0
Total experience in hospitality industry	6-10 Years	2	4.0
	11-15 Years	2	4.0
	More than 15 years	46	92.0
Total experience at current position	1-5 Years	20	40.0
	6-10 Years	23	46.0
	11-15 Years	3	6.0
	More than 15 years	4	8.0

Source: Primary Data.

The distribution of the responses from the sample of GMVN respondents is displayed in the following table. It is evident from the data that 30% of the total 50 respondents were from the unit having 1 to 5 employees, 34% were from the units having 6 to 10 employees, 12% were from the units having 11 to 15 employees and 30% were from the units having more than 15 employees.

Table: 4.49
Number of Employees in Unit

Number of Employees in Unit	Frequency (N=50)	Percentage
1-5	15	30.0
6-10	17	34.0
11-15	6	12.0
More than 15	12	24.0
Total	50	100.0

Source: Primary Data.

Periodic training is essential to update the employees with ever-changing scenario of the current practices being followed in the industry. Data from the table below reveal that 94% of total respondents have undergone some kind of training programme, mostly those run by GMVN or Uttarakhand Tourism Development Board, during their jobs. However, when asked informally, the employees at various accommodation units were not found satisfied with the frequency of training programmes as most of them emphasized on the necessity of periodic training in order to enhance the skills and professionalism among the employees. Employees, even at managerial level, advocated the need to conduct periodic training in the different aspects of the hospitality industry from time to time, especially for the seasonal units.

Table: 4.50
Have you undergone any training programme during your Job?

Training Programme	Frequency (N=50)	Percentage
No	3	6.0
Yes	47	94.0
Total	50	100.0

Source: Primary Data.

The distribution of number of training programmes attended by the employees during job is shown in following table. It is clear from the data that 40% of respondents have undergone 1 to 3 training programmes followed by 26% having undergone 4 to 6 training programmes, 16% have undergone 7 to 9 training programmes, 12% undergone more than 9 training programmes and 6% have not undergone any training programme during their job.

Table: 4.51
Number of Training Programmes Attended during Job

No. of Training Programmes	Frequency (N=50)	Percentage
1-3	20	40.0
4-6	13	26.0
7-9	8	16.0
More than 9	6	12.0
None	3	6.0
Total	50	100.0

Source: Primary Data.

Further, the respondents were asked to mention the duration of training programmes attended by them and the distribution of the responses is shown in the following table. The data suggest that 30% of total respondents have a training of 1 to 20 days duration, 38% of 21 to 40 days duration, 20% of 41 to 60 days duration, 6% of more than 60 days duration while 6% did not join any training programme.

Table: 4.52
Duration of Training Programme

Duration of training programme	Frequency (N=50)	Percentage
1-20 Days	15	30.0
21-40 Days	19	38.0
41-60 Days	10	20.0
More than 60 Days	3	6.0
Not Attended	3	6.0
Total	50	100.0

Source: Primary Data.

Further, it is important to note that all the respondent employees of GMVN were unanimously agreed that there must be a provision of periodic training at all levels in the hospitality units in order to keep them updated with the latest trends and innovations taking place in the industry.

Table: 4.53
Do you think that periodic training is necessary?

Periodic Training is Necessary?	Frequency (N=50)	Percentage
Yes	50	100.0
No	0	0.0
Total	50	100.0

Source: Primary Data.

Thrust Areas for Training

Further, an open ended question was added in the questionnaire to know the areas where respective respondent wants to undergo training. The analysis of this qualitative information revealed that majority of the respondents would like to get training for improving technology skills, communication skills, customer handling skills, personality development and service related fields. A significant number of respondents also emphasized on training specific to the personnel involved in front office, service department, managerial skills and handling electronic gadgets apart from developing multiskilling skills.

CHAPTER V

DISCUSSION AND CONCLUSION

Tourism and Hospitality education was undertaken as technical/vocational education/training in institutes for imparting training in core competencies such as hospitality, hotel management and related business skills. Interest and demand from the public and private sectors encouraged tremendous growth of tourism studies and the development and establishment of departments of travel and tourism at institutions of higher education. While these programmes meet actual needs in training and education but there have been discussions on the proper place of such programmes. Debates over tourism programmes at universities appear to center on the balance between vocational and academic focus. Tourism and hospitality related courses in higher education are often referred to as vocational with professors focusing on producing skilled and knowledgeable managers. This emphasis has given short shift to the value or meaning of tourism education.

The current study focuses on evaluating the status of tourism and hospitality education in the Garhwal region of Uttarakhand. Garhwal Region is comprised of 7 districts namely Dehradun, Haridwar, Pauri Garhwal, Tehri Garhwal, Uttarakashi, Rudraprayag and Chamoli. The region attracts a large number of tourists and pilgrims every year for varied reasons including pilgrims, adventure enthusiasts, nature lovers and business travelers. This influx of tourists have resulted in establishments of various tourism and hospitality enterprises of different sizes consequently creating a number of jobs demanding variety of skills which subsequently paved the way for establishment of various institutions imparting tourism and hospitality education attracting a large number of the students from various parts of India and also from neighboring countries like Nepal and Bhutan. Dehradun, the capital city of Uttarakhand, also known as the educational hub of India, houses a number of reputed schools and organizations like Forest Research Institute of India, Indian Military Academy, Indian Institute of Petroleum, Wadia Institute of Himalayan Geology etc. have sensed this need for trained professionals in tourism and hospitality industry and subsequently a number of institutes have come up offering degrees and diploma in hospitality management. However, HNB Garhwal University is the pioneer institution in

the region offering diploma in tourism and hoteliering since 1976. In the same line numbers of hospitality and tourism education institutions have been generating a number of trained professionals to cater the ever-changing needs of tourism and hospitality industry but it has been felt that there is a shortage of quality institutions and teachers to impart training to the budding professionals in order to upgrade the specific skills required by tourism industry. There are a large number of unprofessional educated youth in the hills. There is an immediate need to improve the professional skills of personnel in the tourism and hospitality industry. There is a similar requirement for organizing local training of personnel employed at front offices, housekeeping, food production, restaurant services, travel agencies, etc. along with introducing entrepreneurship development programmes based on the notion of sustainability.

On the basis of the affiliating institutions, the tourism and hospitality institutions in the study area can be classified as follows:

6. Government Organization namely Central University campus
7. Institutes of Hotel Management(IHM) under State Government
8. Private Institutes Under State Universities
9. Private Institutes Under Central University
10. Private Universities

HNB Garhwal Central University, Srinagar Garhwal: Uttarakhand Open University, Haldwani: Uttarakhand Technical University, Dehradun and Sri Dev Suman University, Tehri Garhwal are the public sector universities imparting tourism and hospitality education in the study area through their campuses, study centers and affiliated institutions. Apart from these, the Institute of Hotel Management (IHM) Catering Technology & Applied Nutrition, Dehradun and newly established State Institute of Hotel Management, Tehri Garhwal are the other premier public sector hospitality institutes in the study area. In case of the private universities, Graphic Era University, Dehradun, Himgiri Zee University, Dehradun and Dev Sanskriti University, Haridwar etc. provide such courses through their campuses. The tourism and hospitality related courses provided by these organizations mainly consist of Bachelor of Hotel Management (BHM), Bachelor of Hotel Management

and Catering Technology (BHM&CT), Bachelor of Business Administration in Hotel Management (BBAHM) and B. Sc. Hotel Management (B. Sc. HM) at the bachelor level and MBA in Travel and Tourism Management and Post Graduate Diploma at Masters level. The results of the study suggests that the BHM Course offered by the institution is of 3 years as well as 4 years duration while BHMCT is of 4 years duration only. MBA (Tourism) is of a two year's programme while PG Diploma is one year programme.

Socio-demographic Profile of Students:

As the study primarily focused on to understand the status of tourism and hospitality education in the study area, the primary data were collected from students enrolled in tourism and hospitality courses at various institutions and their faculty members. In order to understand the socioeconomic profile of the students and their opinion about various issues related to educational system prevailing in tourism and hospitality institutes in Garhwal region of Uttarakhand a total 250 students, both male and female, were selected for the study from various institutes providing different courses related to tourism and hospitality in the area. Majority of the students belonged to age group of 19 to 22 years. In case of the state of domicile, most of the students belonged to Garhwal region followed by those from Kumaon, Delhi and NCR, North eastern states of India, Nepal and Bhutan. The occupation of parents of the surveyed students were distributed among government service (19.6%), private service (24.8%), business (25.6%), agriculture (18.4%) and others (11.6%) like self-employed/retired. Most of the parents were having income up to Rs. 20000/- per month followed by Rs. 20001/- to Rs. 40000/- per month. Hence it can be concluded that majority of the students enrolled in tourism and hospitality institutes belong to lower middle class of the society. The data further suggests that a significant number of students are having one or more than one sibling as student. Interestingly, the responses suggest that there is no fixed pattern of fee in the institutions in study area. Per semester fee ranges from Rs. 2500/- to Rs. 53000/-. Per semester fee for BHMCT is Rs. 15000/-, for MBA(TTM) it is Rs. 10000/- and for PGDTH it is Rs. 2500/-in Central University Campus . Whereas, the fee structure of BHM is highly fluctuating between Rs. 20000/- to

Rs. 53000/- per semester in private affiliated institutions. Hence, there is an urgent need to regularize the fee structure of BHM especially in private institutes.

Rating of Institutes and Teachers by Students:

Respondent students were asked to rate their respective institutes regarding the reputation of the institute, recognition of students' problem by institute, choices of specialized courses, institutional collaboration, quality of faculty members, fee structure/value for money, availability of placement programmes, recognition of qualification in international arena, quality of lecture rooms, efficiency and competence of teachers, infrastructure, provision of information technology i.e. internet connectivity, wi-fi, library facility and green practices in the campus on a five point scale ranging from very poor to very good. Surprisingly, students rated their respective institutes as good on all aspects except for 'Recognition of qualification in international arena' which was rated as fair/average indicating that there is a high need of improvement regarding the recognition of qualification in international arena. However, researcher's personal observation rates majority of the institutes as below average in facilities like institutional collaboration, availability of placement programmes, faculty, infrastructure and provision of information technology.

Further, the feedback from students were recorded about various attributes related to the competencies of faculty members in their respective institutes and teachers were rated very good but need to improve teachers focus on syllabi. It is apparent from the results of the study that students are well aware of the qualities a teacher should possess. Again, it has been learned from informal discussions that many of the private institutes don't follow the guidelines for recruiting the teachers as they are not in position to pay expected remuneration to the qualified and efficient teachers. The results of study also suggest that following factors are important for the effective and efficient teachers and these qualities she/he must possess:

Factor 1: Realization of Career Goals and Concern for Students

Factor 2: Teaching Techniques

Factor 3: Updated Knowledge and Innovation

Factor 4: Understandability and Punctuality

Factor 5: Focus on syllabi

Factor 6: Feedback

Factor 7: Regularity in Classes

In addition, the study also suggests that students opt tourism and hospitality studies as a subject for their career for varied reasons like- they have interest in this field followed by there are better job opportunities, it is a practical field, for developing a life skill and for further student career options. Similarly, the results suggest that, if given a chance, students would you like to improve students' attitude and engagement followed by improving equipment/ facilities, increase practical content, increase excursions and improve assignments and course organization. However, the students believe that key competencies/employability skills imparted by the institutes are well but still there is a need to improve curriculum, communication skills of students, teaching pedagogy and teacher-student relationship in order to improve learning and employability skills among students.

Inferences from Faculty Members

Apart from the adequate infrastructure, learned and dedicated faculty members are considered as one of the most important component of the education system. Hence, it was necessary for the current study to incorporate the opinion of faculty members on various issues related to tourism and hospitality education in the study area. A total of 100 faculty members were interviewed using structured questionnaire. It is evident from the results of the study that majority of the respondents in the sample were employees of private institutes under Central University followed by that of private institutes under State University as most of the hospitality courses are run by the private institutions affiliated to these universities. Taking a look on the highest education obtained by the teachers, majority of them was post graduate (65%) followed by graduates (22%), Ph. D. (10%) and PG Diploma holders (3%).

In consideration of the educational qualifications prescribed to teach the diploma, under graduate and post graduate students, an attempt was made to know the qualification of the faculty members teaching in the tourism and hospitality institutions in the study area. The results of the study reports that majority of the faculty members in the surveyed organizations were specialized in hospitality followed by tourism while merely 2% were specialized in other areas such as commerce and management. Majority of these were having at least one professional degree either at graduation level or post-graduation level. As per the minimum qualifications prescribed for the appointment of assistant professor in hospitality discipline, a candidate must have a first division either at graduation or post-graduation and that should be in relevant disciplines. Most of the teachers (>90%) in such institutions have designated as Assistant Professors while a very few institutions engage associate professors or professors. This may be due to the lack of career advancement schemes in the private institutions or because of no set structures of faculty members provided by the affiliating institutions or may be because of the turnover of the faculty members. However, it is quite essential to have proper faculty designation structure for the quality education.

Since tourism and hospitality industry requires specific skills to handle the diverse needs of visiting population it is prerequisite for the faculties imparting training to budding professionals to have industry experience. The results suggest that the majority of the faculty members are having industry experience with more than half of teachers surveyed were having 1 to 3 years of industry experience. But faculty members were lacking quality industry experience in terms of nature of job and position held.

Salary provided to faculty members is one of the major determinants of their performance, loyalty to the organization and rate of retention. The results suggests that 65% respondents receive a salary between Rs. 15000/- to Rs. 25000/- per month followed by 22% receive a salary between Rs. 25001/- to Rs. 35000/-, and only 13% of them have a salary more than Rs. 35000/- per month. Whereas, as per the norms of government the salary of an assistant professor should fall under grade pay of Rs. 6000 but there is a large discrepancy in the salaries of government teachers and those in the private institutions. Even, there is

discrepancy about the salary structure in the government organizations. On the one hand, a permanent government assistant professor gets full scale with various allowances on the other hand the contractual faculty members receive merely Rs. 20000/- to 25000/- consolidated salary per month forcing the deserving candidates to choose other jobs. The study suggests that 98% of total surveyed faculty members receive fixed/consolidated salary (non-scale) and 77% receive none of the allowances in their salary.

The study has also attempted to find out the job profiles of faculty members and the results suggests that apart from teaching, the faculty members have to perform various administrative duties besides evaluation of the students. Advertisement in newspaper/classifieds and walk in interview along with recruitment by reference are the major sources of faculty recruitment in tourism and hospitality institutes specially private institutes in the study area. It is apparent from the results of study that faculty members are aware of the career development activities and participate in such activities from time to time including orientation courses/workshops (e.g. on subject matter or methods and/or other education-related topics), educational conferences or seminars (where teachers and/or researchers present their results and discuss educational problems), qualification enhancement program (e.g. degree program), observation visits to other institutions/universities /organization, network of teachers formed specifically for the professional development of teachers, individual or collaborative research on a topic of interest and mentoring and/or peer observation and coaching, as part of a formal institutional arrangement. And, they have believed that participation in developmental activities creates 'a large impact' on their efficiency and effectiveness as a teacher. In addition, the faculty members were found satisfied about work place, job security, salary and management policy along with the administrative support provided by their respective organizations for enhancing the key competencies/ employability skills among the students.

Inferences from Hospitality Professionals (GMVN Managers)

To evaluate the competency and specialization of the people those are engaged in the public sector accommodation units, i. e. GMVN Ltd., was another objective of the study. In order

to achieve the framed objective, a sample of 50 personnel from Tourist Rest Houses situated in Garhwal region was taken for the study including 16 (32%) Senior Managers, 30 (60%) Managers, 2 (4%) Assistant Managers and 2 (4%) other staff members. 96% of the respondents were permanent employees whereas 4% were contractual. In case of the highest education acquired by the managers of these units more than half were post-graduates followed by graduates. A very few of them have a degree/diploma in tourism and hospitality prior to their employment in these units. However, majority of them acquired degree/diploma/certificate in tourism and hospitality related disciplines after engaging with these units. 32% of the employees surveyed were not having any professional education related to tourism/hospitality. Most of the managers have more than 15 years of experience in hospitality industry, In case of the experience at current position, the results suggest that 40% respondents are working at current position for 1 to 5 years, 46% for 6 to 10 years, 6% for 11 to 15 years and 8% for more than 15 years.

GMVN's Tourist Rest Houses can be broadly classified into three categories on the basis of their bed capacity:

- 1) Large Units with 70 to 100 beds,
- 2) Medium Units having 30 to 50 beds, and
- 3) Small Units with bed capacity up to 30

Hence, the number of employees also varies accordingly. Further, some of the units are seasonal which open only during the season and the employees of these seasonal units are attached generally with the units situated in district headquarters or large units at any other destination during off season. The result suggests that 30% of total 50 units undertaken for study were having more than 15 employees whereas the remaining 70% units were having upto 15 employees. Majority (98%) of the managers are permanent employees of GMVN Ltd. however, majority of the operational staff is employed on contractual basis.

Periodic training is essential to update the employees with ever-changing scenario of the current practices being followed in the hospitality industry. The result of study revealed that 94% of total managers have undergone some kind of training programs, mostly those

run by GMVN or Uttarakhand Tourism Development Board (UTDB), during their jobs. However, when asked informally, the employees at various accommodation units were not found satisfied with the frequency and the impact of training programmes as most of them emphasized on the necessity of periodic training in order to enhance the skills and professionalism among the employees. Employees, even at managerial level, advocated the need to conduct periodic training in the different aspects of the hospitality. It is clear from the result that 40% of respondents have undergone 1 to 3 training programmes followed by 26% having undergone 4 to 6 training programmes, 16% have undergone 7 to 9 training programmes, 12% undergone more than 9 training programmes and 6% have not undergone any training programs during their job. Further, it is important to note that the duration of such training programmes varies from case to case and the duration of the programmes were week-long, fortnight long and one month and two months as mentioned by the managers. The study suggests that the thrust areas of training should be to improve technology enhancement skills, communication skills, customer handling skills, personality development and service related fields. A significant number of respondents also emphasized on training specific to the personnel involved in front office, service department, managerial skills and handling electronic gadgets apart from developing multiskilling.

Conclusion:

In short, it can be concluded that the study was successful in achieving its framed objectives and would be instrumental in identification of problem statements for future researches to be undertaken in the field of tourism and hospitality education. In general, it is inferred that there are a number of institutions imparting tourism and hospitality education in the study area. Some of them are very professional, some are up to the mark and few of them are also below the mark in terms of infrastructure, quantity and quality of teaching staff, number of students enrolled and overall in terms of the focus on quality professional education despite satisfactory ratings by the students. Similarly, the teachers have shown their satisfaction in terms of the working conditions, salary and opportunities for career development provided by these institutions but informally they did not hesitate to criticize

the same. Especially, the dissatisfaction is more among the teachers in private institutions due to comparatively low salaries than government teachers at same level, longer working hours and variety of the tasks undertaken from them. It has been revealed by some teachers that job security is based on the number of admissions provided by them. “If someone fails to bring-in the students he has to lose his job” stated by the few respondents when asked informally. Hence, the affiliating institutions must consider such adversities and remove the affiliation of the institutions with inappropriate infrastructure and must also fix the minimum number of students to be enrolled for running a particular course. Another important thing to discuss here is the curriculum of these course as most of the institutes are following the traditional curricula which is not updated with the recent trends and demands in the professional arena of industry. There must be some industry professionals in the board of studies to finalize the curriculum and the curriculum should be revised from time to time.

On the question on the quality of students joining the hotel management institutions, many faculty members believed that it is still considered as a last choice or low priority program by majority of the students as the bright students prefer to opt medical, engineering, IT, business management and other programs. However, they add that now the situation is improving because of increased job opportunities for hotel management graduates in many other sectors like call centers, airlines, banks, shopping malls, cruise ships, multiplexes and others. A large number of them are also able to find jobs abroad. But, for better placements of the students it is quite essentials for the hospitality institutions to collaborate with hotel chains/properties for training and placement, both on and off campus, of the students.

Recommendations:

- It is noted that many of the tourism and hospitality institutes have very low student intake resulting in the inappropriate infrastructure, less number of specialized faculty members and no proper follow-up of curriculum. Hence, it is recommended that the affiliating organizations should fix the minimum intake of students for running such courses.

- Most of the institutes do not have adequately equipped laboratories such as modern kitchens, training restaurants/bars and computer labs with appropriate softwares etc. as per the standards of the industry. It is essential to ensure the availability of adequate infrastructure for running such courses to produce skilled and employable professional as per the expectations of industry.
- The result of the study shows a discrepancy in fee structure of hotel management courses of different institutions. It is recommended to propose a single reasonable fee structure for same/similar courses. Guidelines must be formed and the strict actions must be ensured by the affiliating institutions against the discrepancies in fee structure. It has been observed that many institute show fake admissions of SC/ST candidates in order to receive the financial aid provided to these institutes by government. Hence, the admission process should be strictly monitored and scrutinized from time to time.
- The institutes must follow the minimum eligibility criteria for recruitment of the faculty members as well as the proper teacher-student ratio must be maintained for quality education.
- The salary paid to the teachers is recorded very less in private institutions in comparison to the teachers in government institutions, marring the quality of teaching and student learning. Hence, there should be similar salary structure for similar post in all organizations in order to ensure the quality and efficiency of teachers.
- There is a need to revise the traditional curriculum followed by most of the institutions as per the ever-changing needs of industry. It is recommended to involve resource persons from related industries/sectors in the curriculum development committee/board of studies and the curriculum must be revised from time to time.
- As the tourism and hospitality industry embraces the technological innovations in work place it becomes necessary to equip the students with latest technological advancement in their respective fields. The labs in the institutes should be equipped with latest software used in the industry along with appointing the competent instructors.
- Visiting lectures of industry professionals should be conducted from time to time and there should be provision for periodic visits to and exposure of industry programme for

students as well as faculty members in order to keep them updated with latest industry practices.

- Faculty members must be encouraged to take research projects and should join seminars/conferences/workshop etc. in order to learn and share their research findings in the related fields.
- Periodic performance appraisal for faculty members should be made mandatory and corrective measures must be taken accordingly.
- Most of the managers working in accommodation units of Garhwal Mandal vikas Nigam Ltd. emphasized on the need periodic training for manpower in these units and the thrust areas for training identified are as follows:
 1. Improving technological skills, communication skills, customer handling skills, personality development and service related fields.
 2. A significant number of respondents also emphasized on training specific to the personnel involved in front office, managerial skills and handling electronic gadgets apart from developing multiskilling skills.
 3. The managers believed that the standards of services in accommodation units under GMVN Ltd. is inferior to most of the private accommodation units, therefore, training for improving guest service in all departments is quite essential in order to improve the guest satisfaction and brand image of Tourist Rest Houses under GMVN Ltd.
- It has been learned during informal discussions with some of the managers and employees that many of the employees are working on contractual basis since long on very nominal salaries which demotivates the employees and is a reason for their ignorance about the quality of service and eventually for inefficiency of the staff.

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- <https://www.wttc.org//media/files/reports/economic%20impact%20research/countries%202015/india2015.pdf>
- Www.nchmct.ac.in
- www.fhrai.com
- www.expresshospitality.com

ANNEXURE-I

Questionnaire for the Students

Dear Respondents,

The undersigned is pursuing a research on the topic "**Status of Tourism and Hospitality Education in Garhwal Region of Uttarakhand: A Critical Appraisal**". The study aims at assessing the status and identifying the problems and challenges of Tourism and Hospitality Education in the study area. Obviously the views, experience and opinions of the entrepreneurs, Faculty and students become vitally important on the subject. The information provided through the questionnaire would be kept confidential and shall exclusively be used for statistical purposes.

Prof. S.K. Gupta, Principal Investigator

Email: - sk_gupta21@yahoo.com , gupta.sk21@gmail.com

Profiles of Students

13. Please mention your domicile

- a) Garhwal
- b) Kumaon
- c) Outside Uttarakhand
- d) North eastern states of India
- e) Nepal
- f) Bhutan

14. Please rate your institute on the following aspects

1= Very poor, 2 = poor, 3= fair, 4= good, 5= very good

Reputation of the institute	1	2	3	4	5
Recognition of the program					
Choices of specialized courses					
Institutional collaboration					
Quality of faculty members					
Fee structure/value for money					
Availability of placement programmes					
Recognition of qualification in international arena					
Quality of lecture rooms					
Efficiency and competence of teachers					
Infrastructure					
Provision of information technology i. e. internet connectivity, wi fi,					
Library facilities					
Green practices in the campus					

15. Please rate your teachers' competencies on the basis of the following:

1 = Below Average 2 = Average 3 = Good 4 = Very Good 5 = Excellent

TIME SENSE	Punctuality in the Class	1	2	3	4	5
	Regularity in taking Classes					
	Completes syllabus of the course in time					
	Scheduled organization of assignments, class test, quizzes and seminars					
	Makes alternate arrangement of class in his/her absence					
SUBJECT COMMAND	Up to date subject knowledge					
	Focus on Syllabi					
	Self-confidence					
	Communication skills					
	Conducting the classroom discussions					
	Teaching the subject matter					
	Delivery of structured lecture					
	Skill of linking subject to life experience & creating interest in the subject					
USE OF TEACHING METHODS/ TEACHING AIDS	Refers to latest developments in the field					
	Uses of teaching aids (OHP/Blackboard /PPT's)					
	Blackboard/Whiteboard work in terms of legibility, visibility and structure					
	Uses of innovative teaching methods					
	Sharing the answers of class tests or sessional test questions					
HELPING ATTITUDE	Displaying the evaluated answer books of class tests to the students					
	Makes sure that he/she is being understood					
	Helping approach towards varied academic interests of students					
	Helps student in providing study material which is not readily available in the text books like- e-resources, e-journals, reference books, etc.					
	Helps students facing physical, emotional and learning challenges					
CLASS CONTROL	Approach towards developing professional skills among students					
	Helps students in realizing career Goals					
	Helps students in realizing their strengths and developmental needs					
	Control mechanism in effectively conducting the class					
	Encouraging students' participation in the Class					

16. How important in your opinion the following quality of a teacher are?

5= Very Important 4 = Important 3 = Moderately Important 2 = Of Little Importance
1 = Not Important

Meets course objectives	1	2	3	4	5
Indicates how to prepare the course					
Develops the course systematically					
Outlines the major points clearly					
Links to other subjects					
Provides examples and case studies					
Explains clearly					
Motivates the students					
Gives deeper understanding of the concepts					
Is punctual					
Is accessible to students out of class					
Has a genuine interest in students					
Quality of text books and teacher notes					
Effectiveness of other teaching materials					
Quantity of time dedicated to practice and exercises					
Utility of exercises, laboratory exercises					
Coordination between lectures and exercises					
Satisfaction level of practices and exercises					

17. Reasons to choose Tourism & Hospitality Studies as a subject

1. Interested
2. Better job opportunities
3. Nothing else to do
4. developing a life skill
5. further student career options
6. Practical field
7. other reason

18. If given a chance, what would you like to change about Tourism & Hospitality Studies?

1. improve student attitude and engagement
2. dissatisfaction with theory content,
3. assignments and course organization
4. improve equipment/facilities
5. no change
6. Increase excursions
7. Increase practical content

19. How the institute is teaching Generic Key Competencies/Employability skill

1=Not at all 2 = Below average 3 = Average 4= Well 5= Very well

Key Competencies/Employability skills	1	2	3	4	5
communication skills					
Planning and organizing your work					
Working in teams					
Using initiative					
Problem Solving					
How to behave at work					
Practical skills (e.g. knife skills, interpersonal skills, etc.)					
Computer skills					

20. Please rate your satisfaction about the placement provided by the institution:

- 1) Fully satisfied 2) Satisfied 3) Neither
- 4) Dissatisfied 5) fully dissatisfied

21. Please rate your satisfaction about add on courses run by the department: in terms of :

- 1) Fully satisfied 2) Satisfied 3) Neither
- 4) Dissatisfied 5) fully dissatisfied
- a) CRS Training
- b) Foreign Language
- c) Personality development

22. In your opinion what teacher can focus on to improve the students learning?

- 1. Curriculum
- 2. Teaching pedagogy
- 3. Teacher/student relationships
- 4. Communication

ANNEXURE-II

Questionnaire for the Faculty

Dear Respondents,

The undersigned is pursuing a research on the topic **“Status of Tourism and Hospitality Education in Garhwal Region of Uttarakhand: A Critical Appraisal”**. The study aims at assessing the status and identifying the problems and challenges of Tourism and Hospitality Education in the study area. Obviously the views, experience and opinions of the entrepreneurs, Faculty and students become vitally important on the subject. The information provided through the questionnaire would be kept confidential and shall exclusively be used for statistical purposes.

Prof. S.K. Gupta, Principal Investigator

Email: - sk_gupta21@yahoo.com , gupta.sk21@gmail.com

Faculty profile

1. Name:
2. Age :
3. Gender:
4. Marital Status
 - a) Married
 - b) Unmarried
5. Your State of Domicile
6. Highest level of your education:
 - a) Ph. D.
 - b) Post Graduation
 - c) PG Diploma
 - d) Graduation
7. If other, please mention the name of Degree/Diploma
.....
8. Kindly provide following information regarding your qualification. You can (✓) more than one options.
 - a) Diploma/graduation in HM
 - b) Graduation in Tourism
 - c) Graduation in HM/Tourism with I division
 - d) PG In Tourism
 - e) PG in Tourism with I division
 - f) PG In HM
 - g) PG in HM with I division
9. Your specialization:
 - a) Tourism
 - b) Hospitality
 - c) Other
10. Name of the present institution:

11. Total number of faculty members(Category wise like SC/ST/OBC/GEN) for Tourism and Hotel Management Program in your institution and their designation(Assistant Professor/ Associate Professor/Professor)-----

12. Your Designation : (Assistant Professor/ Associate Professor/Professor)-----

13. Employment status:

 a) Full time b) Part time

14. Employment status:

 a) Permanent b) Contractual c) Guest/visiting

15. Estimated number of hours in a week spent on:

 a) Teaching :
 b) Lesson planning/preparation :
 c) Administrative duties :
 d) Others :

16. Total experience as a teacher

17. How long have you been working as a teacher in current institution (Exclude career breaks)

18. Do you have any industry experience (Please mention years and months)
.....

19. Salary per month in INR :

20. Are you getting fixed /consolidated salary or in scale:

21. Does your salary contain the following allowances?

 a) PF b) Medical allowance c) Phone/mobile allowance
 d) Convenience allowance e) House rent allowance e) Any other.....

22. What are the courses run by your institute: please (✓) your choices.

Name of the course	Name of the affiliating University	Sanctioned Seats	Actual Enrollment in last 3 years (2013,14,2015)
Diploma in HM			
BHM or Similar			
PG in HM			
Graduation in Tourism			
Diploma/certificate in tourism			

23. Information regarding Students (for the Year 2016)

24. What is eligibility for the admission in certificate/ diploma courses run by your institute?

25 Mode of student placement:

26. Please provide the details of students placed in the last session

Mode of placement	No. of Students placed (%)	Beginning Salary
On-campus		
Off-campus		

27. Please mention the source of faculty recruitment in your institution

- a) Advertisement in Newspaper/classifieds
- b) Advertisement on job portals
- c) Through reference
- d) Walk-in-interview

28. Level of developmental awareness

a. Participation: 1= Yes 2= No
b. Impact
1= No Impact 2= A small impact 3= A moderate impact
4= A large impact 5= Very large impact

Developmental activities	1	2	1	2	3	4	5
Orientation Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)							
Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)							
Qualification programme (e.g. a degree programme)							
Observation visits to other institutions/universities/organization							
Participation in a network of teachers formed specifically for the professional development of teachers							
Individual or collaborative research on a topic of interest to you professionally							
Mentoring and/or peer observation and coaching, as part of a formal institutional arrangement							

29. Level of innovation in teaching used by you

1= Strongly Disagree 2= Disagree 3= Neither 4= Agree 5= Strongly Agree

Innovation used in teaching	Practice		Agreement				
	Yes	No	1	2	3	4	5
Digital Lesson Designing							
Activity Based Approach							
Life Skill Integrated Lesson Designing							
Technology Integrated Approach							
Inquiry Based Lesson Designing							
Cooperative/Collaborative Learning Approach							
Peer Tutoring							
Simulation/ Role playing							
Brainstorming							
Case study method							
Demonstration							
Organizing a classroom debate							
Watching film, video, etc							
Taking notes							
Field studies/laboratory practical							
Internship programmes							

30. In your opinion how important are the following Key Competencies/Employability skill

1= Very important 2= Reasonably important 3=desirable
 4=Occasionally required 5=Not needed

Key Competencies/Employability skills	1	2	3	4	5
communication skills					
Planning and organizing your work					
Working in teams					
Using initiative					
Problem Solving					
How to behave at work					
Practical skills (e.g. knife skills, interpersonal skills, etc.)					
Computer skills					

31. Kindly rate your satisfaction for the following

1= Very Satisfied 2= Satisfied 3= Neither 4= Dissatisfied 5= Very Dissatisfied

Key Competencies/Employability skills	1	2	3	4	5
support you receive from administration for using innovative teaching methods in the classroom					
Your institute/organization supports your autonomy in planning your classroom curriculum.					
Support for new ideas for innovative instruction					
Support for participating in developmental programmes (e.g. Seminars, workshops etc.)					

Work Place, Job Security, Salary & Management Policy	1	2	3	4	5
Comfortable working conditions					
Suitable working hours					
Job Security					
System for reporting & controlling harassment / bullying					
Freedom to express opinion					
Promotion & appraisal policy					
Salary paid fairly considering qualification / experience					
Amount of Vacation					
Recognition and Reward					

32. What changes would you like to see at your institute in the future for the betterment of teaching?

.....
.....
.....

33. Any other suggestion

.....
.....
.....
.....

ANNEXURE-III
Questionnaire for Accommodation Units

Dear Respondents,

The undersigned is pursuing a research on the topic **“Status of Tourism and Hospitality Education in Garhwal Region of Uttarakhand: A Critical Appraisal”**. The study aims at assessing the status and identifying the problems and challenges of Tourism and Hospitality Education in the study area. Obviously the views, experience and opinions of the entrepreneurs, Faculty and students become vitally important on the subject. The information provided through the questionnaire would be kept confidential and shall exclusively be used for statistical purposes.

Prof. S.K. Gupta, Principal Investigator

Email: - sk_gupta21@yahoo.com , gupta.sk21@gmail.com

1. Name of the Unit :
2. Name of the Respondent :
3. Designation :
4. Type of Employment
 - a) Permanent
 - b) Contractual
 - c) Daily wages
5. Highest education acquired:
 - a) Post-Graduation
 - b) Graduation
 - c) Intermediate
 - d) High School
 - e) Any other (Specify) :
6. Tourism/Hospitality related education
 - a) Master in Tourism/Hospitality
 - b) Post Graduate Diploma in Tourism/Hospitality
 - c) Bachelor in Tourism/Hospitality
 - d) Certificate course up to one year (specify) :

e) Certificate course up to six months (specify) :

f) Any other (specify) :

7. Total work experience: :

8. Total experience in hospitality industry :

9. Total experience at current position :

10. Have you undergone any training programme during your Job

- a) No
- b) Yes (Specify) the detail of those programmes (mentioning the numbers and duration of training)
.....

11. Do you think that periodic training is necessary?

- a) Yes
- b) No

12. If yes, which area/department the training should focus(Specify) :
.....

13. Are you satisfied with your current position?

- a) Yes
- b) No

14. Total No. of employees in the unit :

Annexure IV

List of Institutions offering Tourism and Hospitality Education

Sl. No.	Name of the Institution and Address	Nature	Course Offered	No. of Seats in Each Course	Duration of the Course	No. of Faculty	Total No. of Students Studying at Present	Student Teacher Ratio
I. Central University Campus								
1.	HNB Garhwal University Srinagar, Garhwal	1973, A Central University	BHM MBA (T) PGDTH Ph.D	60 40 20	04 02 01	05 05	100 32 08	20:1 8:1 8:1
II. Affiliating Colleges and Institutes Under Central University								
1.	Institute of Media Management & Technology, Dehradun	1989, Affiliating Institute	BHM	45	4	03	4	15:1
2.	Institute of Hotel Management Studies, Kotdwara	Affiliating Institute	BHM	90	4	06	83	15:1
3.	Doon PGColleges of Agriculture sciences & Technology, Dehradun	Affiliating College	BHM	50	4	05	40	10:1
4.	Alpine Institute of Management &Tech -nology, Dehradun	Affiliating Institute	BHM	60	4	04	125	31:1
5.	Baba Farid Institute of Technology Dehradun	Affiliating Institute	BHM	120	4	05	160	32:1
6.	Himalayan Institute of Technology, Dehradun.	Affiliating Institute	BHM	120	4	05	170	34:1
7	Babu Ram Degree College, Roorkee	Affiliating College	BHM	60	03	02	15	7:1
8	Sheetal College of Biomedical Science, Ranipokhari, Dehradun	Affiliating Institute	BHM	60	04	02	06	3:1
III. Affiliating Institutes and Colleges Under Shri Dev Suman (State) University								
1.	Dronacharya College of Management,		BBA HM	60	3	04	20	5:1

	Vikash Nagar, Dehradun							
2.	DevBhumi Institute of Technology , ManduWala, Dehradun		BBA (HM)	60	03	04	21	5:1
3.	Ram Institute of Hotel Management & Catering Technology, Dehradun		BBA (HM)	60	03	03		
4	Uttaranchal Institute of Hospitality Management & Tourism,Dehradun		BBA (HM)	60	03	03		
IV. Affiliating Institutes and Colleges Under Uttrakhand Technical University								
1.	Govt. Institute of Hotel Management & Catering Technology & Applied Nutrition, Patel Nagar, Dehradun	State Govt. IHMCT	BHMCT	60	4	06	150	25:1
2.	State Institute of Hotel Management and Catering Technology & Applied Nutrition New Tehri	State Govt. IHMCT	BHMCT	32	4	04	27	8:1
3.	Kukreja Institute of Hotel Management & Catering Technology, Dehradun.	Affiliated Institute	BHMCT BBA (HM) MHM	90 240 30	04 03 02	72	350 700 40	15:1
4.	Landmark Foundation Institute of Management & Technology (LMF), Nehru Colony, Dehradun.	Affiliated Institute	BBA (HM)	30	03			
5.	Maya Institute of Technology and Management ,Dehradun.	Affiliated Institute	BBA (HM)	60	03			

6.	Ideal Business School, Roorkee.	Affiliated college	BBA (HM)	60	03			
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V. Uttrakhand State Open University and Study Centre

• Dehradun								
1.	Universal Institute of Hotel Management, Nehru Colony, Dehradun	Study Centre	BHM MTM MHM		03 02 02		12 01 10	
2.	Cogent College of Advanced Studies, Vasant Vihar, Dehradun	Study Centre	BHM DTS		03 01		---	
3.	Amazon Institute of Hotel Tourism & Management, Sahastradhara Road, Dehradun	Study Centre	BHM BTS MTM MHM		03 03 02 02		42 03 --- 01	
4.	Korbett Institute of Hotel Management, Prem Nagar, Dehradun	Study Centre	BHM MHM		03 02		07 ---	
5.	Doon Shikshak Sansthan, GMS Road, Dehradun	Study Centre	BHM MHM		03 02		10 01	
6.	Akshat Foundation, Dharampur, Dehradun.	Study Centre	BHM DTS MHM MTM		03 01 02 02		06 06 02 03	
7.	Madhuban Educational Society, Rajpur Road Dehradun	Study Centre	BHM MHM		03 02		55 01-	
8.	Fusion Institute of Hotel Management, Bypass Road, Dehradun,	Study Centre	BHM MHM		03 02		23 ---	
9.	UOU Model Study Centre, Ajabpurkala, Dehradun	Study Centre	DTS MTM MHM		01 02 02		04 05 01	
10.	SGRR PG College, Pathari Bag, Dehradun.	Study Centre	DTS MTM		01 02		01 02	
12.	Advance Food Craft Institute, Amit Gram, Dehradun	Study Centre	BHM DTS MTM		03 01 02		58 -- --	

13	Uttaranchal Institute of Hospitality Management and Tourism, Haridwar Road Dehradun.	Study Centre	BHM BTS MHM MTM		03 03 02 02		28 --- --- ---	
14	Renaissance Institute Of Management & Technology, E Block, Dehradun	Study Centre	BHM BTS MHM MTM		03 03 02 02		56 --- --- ---	
15	Culinary college of hotel management, Dehradun	Study Centre	BHM BTS MHM MTM		03 03 02 02			
16	Doon Vedic Shiksha Samiti	Study Centre	MHM BHM		02		05	
17	Ram Institute of Hotel Management	Study Centre	MHM		02			
18	American Institute of Hotel Management	Study Centre	MHM BHM		02 03		04	
19	Fortune Aviation Academy	Study Centre	MHM		02			
• Rishikesh								
1.	Institute of Hospitality Management (IHM), Mile Stone, Rishikesh	Study Centre	BHM MHM MTM		03 02 02		78 --- 01	
• Roorkee								
1.	Kunti Naman Institute of Management & Technology (KNIMT), Roorkee	Study Centre	BHM MHM		03		---	
2.	Babu Ram Degree College, Roorkee.	Study Centre	BHM DTS MTM MHM		03 01 02		02 --- 02	
3.	Divya Prem Sewa Mission, Old Ranipur, Haridwar	Study Centre	DTS MTM		01 02		--- 02	
4.	HEC PG College, Chhoti Nehar, Haridwar	Study Centre	BTS MTM		03 02		--- 02	

5.	BSM PG College, Roorkee	Study Centre	BTS		03		---	
6.	Sri Sai Info Tech, Old Ranipur, Haridwar	Study Centre	BTS MTM		03 02		---	02
• Pauri								
1.	Swami Vivekanand VidhyaMandir Veleshwar, Garhwal	Study Centre	DTS BHM		01 03		---	
2.	Interface Academy, Janta Inter College, Pauri	Study Centre	DTS		01		---	
3.	Valley Vision Research Institute, Gurdwara Road, Srinagar.	Study Centre	DTS MTM		01 02		---	
4.	Grace Institute of Hotel Management, Satpuli, Pauri, Garhwal	Study Centre	BHM DTS MTM MHM		03 01 02 02		57 --- --- ---	
• Uttarkashi								
1.	Annpurna Food Craft Institute, Uttarkashi	Study Centre	BHM DTS MTM MHM		03 01 02 02		47 --- 01	
2.	Info International, Main Market Uttarkashi	Study Centre	DTS		01		---	
3.	Govt. Inter College, Mori, Uttarkashi	Study Centre	DTS		01		---	
4.	AICE, Gramin Kshetra Vikash Samiti	Study Centre	DTS		01		---	
5	Trihari Institute of Management	Study Centre	BHM		03		04	
• Tehri								
1.	Trihari Institute of Management Education, Chamba, New Theri	Study Centre	BHM		03		---	

2.	American Institute of Hotel Management, New Tehri.	Study Centre	BHM BTS MHM MTM		03 03 02 02		---	---	---
VI. Private University									
1.	Graphic Era University, Dehradun	Private University	BHM	90	04	09	210	24:1	
2.	Himgiri Zee University, Dehradun	Private University	BHM BTS	50 25	04 03	04 01	45 05	15:1 5:1	
3	Dev Sanskriti University, Haridwar	Private University	MBA (Tourism) BBA (Tourism)	15 15	02 03	04	15 15	8:1	
VII. The Institute of Hotel Management (IHM), Catering Technology & Applied Nutrition									
1.	IHMCT Dehradun,	under NCHM&CT,2006	B.Sc,Hospitality and Hotel Administration Diploma in FP Dip.in F & B PG Dip. in Accomodation Operation	120 60 35 30	03 18 mont h 18 mont h 18 mont h	17	260 58 27 14	20:1	

ANNEXURE- V

Institute and College Running Own Diploma/Certificate Courses

1. Institute of Hotel Management, Rishikesh
2. Radiance instiute of hotel Management Haridwar
3. Sheetal college, Dehradun
4. Culinary college of hotel management, Dehradun
5. <i>Uttaranchal Institute of Hospitality Management and Tourism Dehradun</i>
6. Fusion institute of hotel management Dehradun
7. Akshat vidyapeeth Dehradun
8. <i>Himalayan Institute of Technology Dehradun</i>
9. landmark institute <i>Dehradun</i>
10. Universal institute of Hotel Management <i>Dehradun</i>
11. The Institute of Hotel Management Dehradun
12. Madhuban Academy of Hospitality Administration & Research <i>Dehradun</i>
13. Institute of Media, Management and Technology <i>Dehradun</i>
14. FCI Institute of Management <i>Dehradun</i>
15. Amazon Institute <i>Dehradun</i>
16. Hope institute of hotel management <i>Dehradun</i>
17. IP Nehru Academy <i>Dehradun</i>
18. Blue Mountains <i>Dehradun</i>
19. Ram Institute Dehradun
20. Academy of Hotel Management and Catering Technology Dehradun
21. Alpine Institute Dehradun
22. Maurya's Institute of Hospitality & Management Dehradun
23. UEI Global - Dehradun
24. Asth Vinayak Dehradun
25. Doon Academy of Hotel Management Dehradun
26. Grace institute of Hotel Management Dehradun
27. Dev Bhoomi Institute of Hotel Management Dehradun

