

Role of Tourism & Hospitality Education in India

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ABSTRACT

Tourism is fast growing industry not only in India, but also throughout the world. Hospitality is a key segment of the total travel and tourism industry. There has been no data, and no research has been conducted in India on the role of Tourism and Hospitality education. Main objective of this paper is to discuss the role of Tourism and Hospitality Education in India. Discussion method is used as research tool for drawing out conclusion. This discussion concludes with that many institutions are stuck in the syndrome of low fee, low quality of faculty, lower infrastructure and standards resulting in lower quality of students.

1. Introduction

In India tourism development was totally neglected by Central and State Governments¹. But in recent years tourism industry has grown rapidly in India. Today, tourism is an economic activity of immense global importance.

According to the Ministry of Tourism, Government of India⁴, the total tourist arrivals in Maharashtra in the year 2001 was 9372,327 nos. It is expected that tourist arrivals in Maharashtra to grow at an average growth rate of 6.72% per year to reach a figure of 344,05,702 in the year 2021.

History of Hospitality Education in India

The Institute of Hotel Management, Catering Technology and Applied Nutrition, Mumbai, the first of its kind in South East Asia was founded in the year 1954 by the All India Women's Central Food Council under the leadership of Late Smt. Lilavati Munshi.

Late Smt. Lilavati Munshi with Smt. Homi J H Taleyarkhan and Smt. Leela N Jog under the name of All India Women's Central Food Council established a chain of Annapoornas (restaurants) throughout the country, but primarily in the metropolitan cities to prepare and sell economic but nutritionally sound snacks and foods.

The purpose was to improve the nutritional status of the beverage from a high cereal diet to a more balanced diet. The critical factor however was to find trained personnel to run these Annapoornas on a self-financing basis. Hence the birth of the training Institute - IHM Mumbai.

Being the parent Institute, IHM Mumbai became the Father and Mother of hospitality education in India, causing other such Institutes to spring up in other parts of the country.

2. Rational of the Study

There has been no data, and no research has been conducted in India on the status of hospitality management or hotel management education. Although a large number of Government and private sector institutions are working in this area, there is no data about the number of students passing out from different programme every year. More than that, there is no data about the demand for trained manpower in the hotel,

restaurant and catering industry in India. This research study has attempted to fill this gap and provide the necessary data and suggestive information on Tourism and Hospitality Education in India.

3. Review of Literature

Hospitality is a key segment of the total travel and tourism industry. Several factors such as the development of travel and transportation system, increasing industrialization, the tempo at which business is transacted, the need to maintain a personal touch, rising levels of discretionary income has led to the growth of the hospitality industry. Today tourism is recognized as the largest economic activity in the world. This means a need to have professionally trained manpower to operate hospitality enterprise.

Authorized Agencies that control the Hospitality Education in India

1. National Council for Hotel Management and Catering Technology (NCHMCT)

National Council for Hotel Management and Catering Technology was set up in the year 1982 by the Ministry of Tourism for coordinated growth and development of tourism and hospitality education in the country. The Council regulates academics in the field of hospitality Education and Training that is imparted at the twenty four Government sponsored Institutes of Hotel Management and seven Food Craft Institutes that function in different parts of the country. Through the Council, these institutes offer twelve different professional programmes leading to award of Certificate, Diploma, Post Graduate Diploma, Bachelor and Master Degree.

2. All India Council for Technical Education (AICTE)

All India Council for Technical Education (AICTE) was set-up in November 1945 as a national level Apex Advisory Body to conduct survey on the facilities on technical education and to promote development in the country in a coordinated and integrated manner. And to ensure the same, as stipulated in, the National Policy of Education (1986), AICTE be vested with statutory authority for planning, formulation and maintenance of norms and standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and

integrated development and management of technical education in the country.

3. Universities

A university is an institution of higher education and research which grants academic degrees in a variety of subjects. A university is an organization that provides both undergraduate education as well as postgraduate education.

The number of universities has increased from 20 in 1947 to about 357 in 2005 indicating a thirteen-fold increase. There are now 20 Central Universities, 217 State Universities, 106 Deemed to be Universities, and 13 Institutes of National Importance established through Central legislation and .5 Institutions established through State legislation, the number of colleges increased from 500 in 1947 to 17,625 in 2005, indicating twenty-six-fold increase. In the spheres of technical education by 2004 we had about 1265 engineering and technology collages, 320 pharmacies, 107 Architecture, 40 hotel management, making a total about 1749 institutions. In respect of post graduate educational institutions there are 958 MBA/PGDM and 1034 MCA in 2004.

4. The Directorate General of Employment & Training (DGT)

The Directorate General of Employment & Training in Ministry of Labour is the apex organization for development and coordination at National level for the programmes relating

to vocational training including Women's Vocational Training. Industrial Training Institutes (ITI) are under the administrative and financial control of State Governments. DGT also operates Vocational Training Schemes in some of the specialized areas through field institutes under its direct control.

4. Objective

To analyze the role of Tourism and Hospitality Education in India

5. Limitation

Only secondary data has been utilized to analyze the content available with us.

6. Methodology

In this paper we have discussed the role of Tourism and Hospitality Education in India with the help of secondary data such as books, journal articles, census information, tourism surveys and economic surveys conducted by State and Central Government Departments.

7. Discussion

A questionnaire was sent out to 1200 FHRAI hotel members in different cities to provide the necessary data on the various parameters on which research was conducted by FHRAI¹¹. The research revealed:

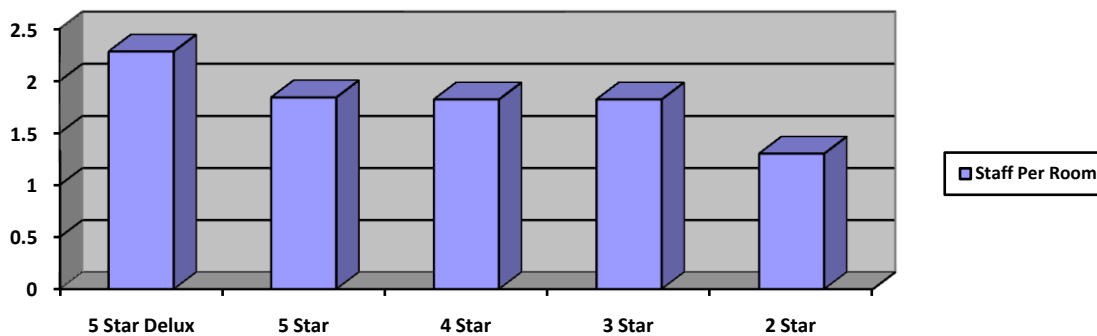


Plate1. Number of Staff per Room Star Category Hotel

With the help of plate no1 we can conclude that staff per room ratio reduces in number as the star category goes down. Here we can see the demand for the skilled manpower.

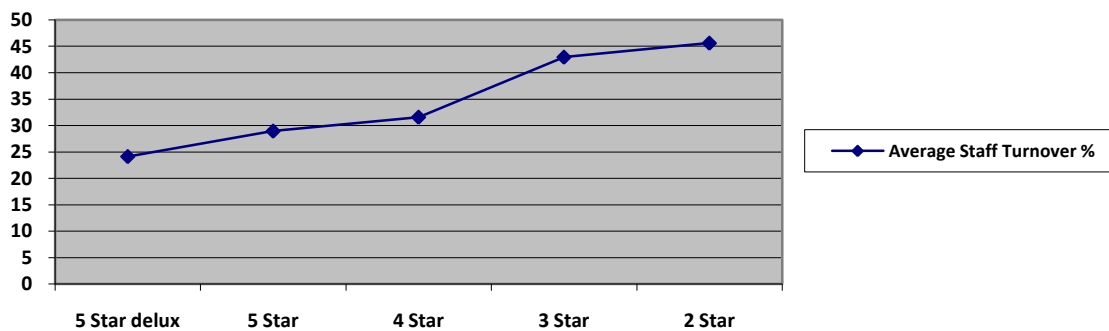


Plate no 2. Average Staff Turnover %

With the help of plate no 2 we can see that staffs working at lower category hotel are not happy working with the

organization so staff turnover % is high in 2 star category hotel than 5 star deluxe hotels.

Figures on the number of trained manpower working in star category hotels in India indicate that there are total of 4668 trained persons working in 2 star to 5 star deluxe category hotels. (The definition of trained manpower is those persons who have qualified with a minimum of 1-year certificate or diploma in hotel management, which is mostly obtained before joining the service). Trained persons working in 1 star, government approved/ unapproved hotels, restaurants and other catering establishments and made the estimate that there are currently about 80,000 trained persons working in the hospitality and catering industry in India.

For a qualitative assessment of the role of Tourism and Hospitality Education in India and to obtain certain estimated data from the key players. Many interviewees felt that the objective of majority of private sector institutions is to make money and they are not spending enough funds in providing the basic infrastructure, qualified faculty and quality education.

It is now a known fact that hotel management graduates and certificate holders have much wider job prospects and less than half of them join hotels and restaurants after passing out. Some faculty members said that only about 15 per cent of those passing out from diploma/ degree programmes are joining any hotels and restaurants in India. This appears to be too small a number and could perhaps apply to a few upper end institutions from where majority of students are able to afford higher studies or go abroad or have the personality profile to join the higher paying jobs in other service sectors. The other view expressed by some faculty members, which could perhaps apply to majority of the institutions was that about 60 per cent of students passing out from hotel management institutions are joining the hospitality industry in India and the remaining numbers are accounted for by jobs in other sectors like call centers, higher studies and going abroad. It was the general view that a much higher number of students who do one year certificate courses in India, are able to go abroad for jobs as there is a greater demand for such persons in cruise ships and places like the Middle East. Some interviewees said that about 70 per cent of certificate holders are able to go abroad after passing out and a brief job in India.

Majority of students said that they were happy with their studies and the institute. On the question as to whether they would still join hotel management education after seeing the working conditions in hotels, particularly in terms of long hours and low pay, majority of them said that they had known about this in advance and were enthusiastic about doing their careers in the hospitality industry. Some of them were happy that such a course had helped them in personality development, communication skills and grooming, which they would not have received from an ordinary BA course.

8. Conclusion

Many institutions are stuck in the syndrome of low fee, low quality of faculty, lower infrastructure and standards resulting in lower quality of students. In some cases the fee is being mandated by institutions like AICTE and Universities to which the institutions are affiliated. In other cases it is competitive market pressures that influence the fee structure. They are also essentially playing a numbers game. Such inadequate fee revenues lead to poor infrastructure, lab facilities and lower emoluments for faculty. For example a senior lecturer (even in Government IHMs) gets a salary in the range of Rs 20,000 to 25,000. Hotel management institutions are thus getting teachers who are unable to find a job in good hotels and restaurants or in other service sectors. Such teachers, mostly without any working experience in hotels, are providing poor quality of teaching and academic inputs. This is leading to a situation where a majority of students passing out from the institutions are not considered employable by the hotel industry. This scenario is also leading to lower quality of students coming into these programmes, most of whom cannot get admission in good colleges, either for normal degrees or professional courses. It is indeed becoming a vicious circle.

As our solution, if top 50 institutions in the country, both government and private, raised their faculty salaries to the level of managers in 5 star hotels, and concurrently raised expenses on other things, the face of hospitality management education in India will change drastically for the better, over the next five years.

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