



## STUDY ON BRUNT OF CURRICULUM ON ENHANCING ADROITNESS OF HOSPITALITY MANAGEMENT STUDENTS

**Dr. Sagar Hambirrao Mohite**

**Ph.D., Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, Maharashtra, India.  
Associate Professor, Bharati Vidyapeeth (Deemed to be University) Institute of Hotel Management & Catering Technology, Dhankawadi, Pune, Maharashtra, India.**

### ABSTRACT :

*There has been a significant change in the economic environment of hotel & catering activity & hotel management learning, together with changes in the micro environment and most hoteliers feels the need for revision in curriculum for hotel management education. identifying significant competencies (knowledge, skills, abilities and attitudes) sets have assisted recruiting manages for a long time to get better in the selecting process, in the developing programs, to hold on to employees, and in helping employees in their profession.*



*This research is a evaluation of necessary skills, knowledge, abilities and attitudes that has been prescribed, over the years, by the hotel industry leaders for successful career in the hotel & catering industry, and to detail connectivity as well as challenges in developing skills (cognitive, technical and human) expected of students coming from various background and graduating from hotel & hospitality management programmers.*

*The efforts of the management of the institutes , the right teaching methodology adopted by trained teachers , the infrastructure provided for carrying out practical sessions and the students interest in the course helps in developing competencies as required by the hotel industry.*

**KEYWORDS :** Hospitality education, work experience, WTTC, benefits, challenges, career plans, expectations, Hospitality, AICTE, Rev PAR.

### 1. INTRODUCTION :

Travel and Hotel some portion of tourism is the biggest administration division in India. India is substantial and independent nation which has contributed from multiple points of view to the world. This nation gives a ton of degree in legacy, social, restorative, business and sports tourism (Kavanaugh R; Ninemeier Jack D (2007)

Tourism assumes a vital part in adding to the Indian Gross Domestic item as the Industries are not yet completely created. Most by far of the populaces are as yet dependant on Agriculture industry and thus it is normal that the pay from tourism areas can add to the nation's Gross Domestic Product by 7-9% in the following ten years i.e. 2014-2023. The Indian travel and inn industry has been blasting because of direct speculations from remote nations in different fields including Air Transportation, Hotels and better roadways consequently there is one can go in a huge nation like India from anyplace to any goal because of better

availability in the nation. Additionally arrangement of better visitor offices at the different regular beautiful goals has expanded the solace level of International Tourists which has added to increment in tourism. (Philip T.E (1975))

Hotel and Travel Industry was recognized as one of the quickest developing industry in an expansive piece of our nation due to its assessed development and critically in the making of business. Presently days in most Indian Cities on account of higher pay and way of life because of financial development, a ton of Indians eat outside their homes and travel broadly for business or stimulation. The inn business is relied upon solid work drive with the goal that the activities are smooth and great administration can be rendered to every one of its clients. The hotel and eatery segment is acknowledged as the principal decision among first-time work searchers as it is helpful (you can pick any move), gives nourishment and living and work isn't extreme. It offers colossal prospects for those with changed abilities and great relational abilities, a scope of occupations including server, stewards, cooks, house-young men, front work area collaborators, gifted gourmet specialists, and directors and so forth. (Christou E. (1999))

The Hotel and Restaurant Industry has contributed just about 1.3% of the Gross Domestic Product in the course of the most recent couple of years. The Ministry of Tourism, Government of India assesses that there are in excess of 9,000 inns at about 50 distinguished areas the nation over with an aggregate supply of 1,75,000 room including a wide range of inns in the no star to five star luxurious, affirmed non endorsed however allowed by the State Government to make cabin and boarding offices and creating work for the districts. There are around 35 Luxury lodgings (four stars or more classification inns) in Pune with a sum of 4754 rooms.( Baum, T. (1995))

Tourism Industry which includes all travel services, such as airplane travel, travel by cruise ships, travel by trains, travel by Govt. or Private buses and taxicabs and autorichshaws; hospitality services, includes all types of accommodations, including hotels, lodges, clubs, guest houses, dak bungalows, hostels and resorts; and leisure venues, such as, casinos, shopping malls, amusement parks, theatres and music venues, and have generated 22.3 million jobs directly in 2013 (4.9% of total jobs) and it is forecasted to raise by 2.5% to 22.8 million (4.9% of total jobs) in a year time.( Mariger, H. and Miller,J. (1999))

So a lot of people would seek employment in hotels, travels, airlines, railways, cruise and shipping, tourist buses and (excluding commuter services). The activities of the food(eating houses) and amusement/entertainment businesses hence creating jobs for many in eating houses and leisure and pleasure parks.( Partlow, C. and Gregorie, M. (1994))

In the next decade, Travel and Hotel Industry will account for 28 million jobs directly, an increase of 2.1% per annum over the next ten years. (WORLD TRAVEL & TOURISM COUNCIL)

Because of economic activity with investment in various sectors, especially Travel and Hotels, more jobs would be created in Hotel and Travel industry. The Hotel Management Institutes will have to prepare the students who are competent enough for the same. With the number of Institutes also on the rise, the responsibility of developing competencies among students will lie totally on the Institutes and the Hotels. The quality of students and the quantity of students joining Hotels or hospitality industry will depend on the institutes, the teaching staff, the infrastructure, the back-up and interaction with the hotel industry and the attitude and aptitude among the students, the syllabus which includes theory as well as practicals, and the management support will all go in producing good future managers and manpower for the Hotel Industry.(Riegel, C. (1995))

The hotel staff market fluctuates between shortage of people with right skills on one hand and students show inadequate preparedness on the other side. The student's expectations are high since they are graduates and most of the hotels have vacancies at entry levels which the graduates find it unsuitable with what the Hotels have to offer as salary.( Wexley, K.N. and Latham, G.P. (1991))

Hotel and Travel Industry was identified as one of the fastest growing industry in a large part of our country because of its estimated growth and importantly in the creation of employment. Now a days in most Indian Cities because of higher income and standard of living due to economic growth, a lot of Indians eat outside their homes and travel extensively for business or entertainment. The hotel industry is depended on

strong work force so that the operations are smooth and good service can be rendered to all its customers. The lodging and restaurant sector is accepted as the first choice among first-time job seekers as it is convenient (you can opt for any shift), provides food and living and work is not tough. It offers tremendous prospects for those with varied skills and good communication skills, a range of jobs including waiter, stewards, cooks, house-boys, front desk assistants, skilled chefs, and managers. etc.(Verhaar C. H. A. & Smulders H. R. M. (1999))

### **Hotel Industry is encountering work force issues in three wide regions.**

- 1) The picture of the hotel industry is not impressive and often supposed to be as unattractive among many groups, including youth, parents, educators, and guidance counselors because service relates to servitude and they often project it as master and servant. The class or the caste plays a role in doing the work.
- 2) The industry faces challenges in finding the right person for the right job, including engaging youths and individuals in non-traditional labour pools, as well as the number of employees migrating to other properties for matter of few rupees and also the hotels cannot afford to pay high wages as the overheads are high.
- 3) The Hotels recognized a few challenges in regard to training. Workers are not exposed to critical skill sets, soft skills, and communication skills in English, as they don't find it necessary. Training models and skills offered by various educators lack consistency and standardization across the country, as education has been on concurrent list and the State Government deals with education.

Completion of post-secondary education is useful for progress in the hotel and catering industry, although many feel it is not required and hence most of the Hotel Management graduates feel that qualifications should be considered rather than experience where promotions are concerned.( Barrie,S (2006))

Most of the Colleges offer Management programs which may vary from one year to four years. Certificate or post graduation course may last for twelve to eighteen months, graduation programmes may last from three to four years. Most of the Catering colleges conduct these courses, 4-year degree programmes from colleges and universities, and there are about 17 colleges in Pune which offer 3-year degree programmes in hotel management, and 3 colleges offer master's degree programs in hotel management, with nearly 50 colleges offering such programs in whole of Maharashtra. The majority of the students are urban based. All India Council for Technical Education, New Delhi, has recommended the syllabus of the four years degree course.( Woodley Alan & Brennan John, (2000))

Personal growth opportunities in Hotel & Catering Industry vary by activity and the size of the organization. Managerial and Supervisory positions, such as Chief Operational manager, Departmental head for front office, food and beverage service, or marketing manager, generally requires extensive preparation and work experience. Some are fast learners whereas some take time. Departmental managers, such as F & B cost controllers, Executive Chef or Chief Housekeeper, generally require some specific training and extensive on-the-job experience. With the growth of Hotels in the cities, and shortage of managers and departmental heads, the promotions have come faster these days to capable personnel. (Atkins M, (1999))

### **PROBLEM STATEMENT AND JUSTIFICATION**

India, being a vast nation has one of the biggest instruction frameworks on the planet, with in excess of 1.4 million schools and in excess of 44,668 advanced education foundations crosswise over India and as yet developing. In any case, giving work to this youth moving on from schools and colleges has turned into a matter of extraordinary worry in all fields including proficient training on the grounds that the business feels the graduates are under-arranged. The different capabilities required for work are not completely created or procured because of different reasons. The understudies are impacted by their folks, organizations, instructors, syllabus and their very own enthusiasm for learning.(Hager P & Holland S (2006))

In India there are three kinds of Educational Institutions. One possessed by the Government (Central or State) Universities, Colleges and helped instructive foundations, where the assets stream straightforwardly from the Government, Private Deemed Universities and Un-supported Institutions claimed

by Trusts where the assets spill out of the charges gathered from the understudies and third sort of private schools possessed by Industrial Houses where the assets originate from the Industrial house and expenses gathered from understudies. As in any Government association, the schools need responsibility however as the charges are low they can draw in great understudies chiefly toppers and more often than not, the understudies are engaged with self examination. They have their issues concerning Teaching staff and there is obstruction from Superiors. half seats and encouraging staff posts are held for in reverse class. The topic of legitimacy does not emerge on account of reservations. The Government spends a considerable amount in these Institutions. The vast majority of the Institutes possessed by Trust need foundation, classes are not led, educators are not paid legitimately, library needs books and diaries and the Laboratories need space and supplies. The Institutes are just inspired by consequences of the understudies where it is controlled in giving the understudies high stamps in interior and down to earth subjects, and helping them amid the examinations. The Institutes are more intrigued by elevating their understudies to rank first in the University instead of focus on giving instruction and creating aptitudes of understudies as required by the business. Private Colleges claimed by Industrial Houses are endeavoring to keep up standard as they have stores available to them. Do the Institutes have the correct foundation to prepare the understudies? (Holmes L (2001))

*The Teacher should be devoted to the calling and focused on the work. A decent instructor is one who empowers and acknowledges assortment in understudies, connects and imparts regard among bosses, partners, understudies and non-showing staff, spurs understudies and associates to put forth a valiant effort, keeps oneself refreshed on a combination of learning, aptitudes and abilities in a single's field, exhibits authority in lead of a class, energizes development of information, underpins basic assessment among understudies, induces astute work and continually discovering time to enhance instructional method, offers valuable guidance and offers accentuation to cooperation. Since Institutions have expanded in number, there is lack of the above classification of instructors. The educators are troubled with additional classes or work. Are the educators equipped for conveying what is required?*

*The Syllabus is composed by an advisory group named by AICTE comprising of different senior showing staff individuals from Government universities. More often than not the syllabus is received from created countries for the most part UK or USA, the reason being Hotel Management instruction was presented in India in the sixties. There isn't much change in the syllabus of certificate course, degree course and post degree course. The greater parts of the Institutions build up the understudies to join at passage level. The syllabus is designed to the point that toward the finish of the course the understudy would be prepared to be caught up in the Hotel Industry. Does the Syllabus set up the understudy for the hotel business?*

*The Students join hotel management course for various reasons. Some are influenced by their parents, friends and relatives, whereas some join as they do not get admission to other courses. Some feel that the course would be easy and few feel that they would be absorbed directly as Hotel Manager after completion of the course. After the visit to the Hotels, they feel comfortable working at Front Office rather than work in the House-keeping, Kitchen or the Restaurant. Since it is tedious job and would not like to clean rooms, or cut onions or serve in the Restaurant.*

*The classroom being large with teacher- student ratio being as high as 1: 60 it becomes difficult to monitor every student. Academic competencies at pre-graduation level are under developed in most of the students joining hotel management programmes. Most of the students lack attitude (ability and willingness to learn), self discipline, application of knowledge, and understanding rather than memorizing concepts. And since most of them are Gen-Y, the families are small and in most cases both the parents earning, the students are influenced by mobile phones, multiple TV channels, world radio, the data card for browsing, e-magazines, etc. Gen Y kids often raised in dual income have funds at their disposal which influences their job preferences. Are the Students ready to work hard and put in efforts to learn the professional course?*

**1.1. AIM :**

Study on Impact of Curriculum on enhancing adroitness of Hospitality Management students

**1.2. OBJECTIVES**

- a) To explore the AICTE syllabus recommended for the course and see whether it develops the required competencies of the students who are completing the course.
- b) To analyze the competencies (knowledge, skills, abilities and attitude) of the Hotel Management students acquired in the Institute during the course.
- c) To increase the employability of the students in luxurious hotels.

**1.3. LIMITATIONS :**

- 1) The ex-students were working in various luxury hotels in Pune and the time frame and access to them personally was difficult, in order to receive the largest representative sample. The method that was employed to obtain the primary data was the questionnaire survey. Although it is acknowledged that interviews with the graduates might allow a more in-depth collection of information about hotel management education in various Institutes are concerned.
- 2) The sample size could be limited to the city of Pune
- 3) Although utmost efforts have been taken in selection of sample and reducing sampling errors, the findings are based on the perception and understanding of the respondents.

**2. METHODOLOGY:**

The study adopts an analytical research design with sample survey approach. Among other facets shared by the various fields of inquiry is the conviction that the process be objective to reduce a biased interpretation of the results. Another basic expectation is to document, archive and share all data and methodology so they are available for careful scrutiny by other scientists, thereby allowing other researchers the opportunity to verify results by attempting to reproduce them. There are many ways of outlining the basic method shared by all fields of scientific inquiry. In the present investigation, the researcher followed a general research method as follows

- Define the question
- Gather information and resources (observe)
- Form hypotheses
- Data Collection
- Analyze data
- Interpret data and draw conclusions

In the present study, a quantitative method was used, which was clearly identified in view of the specific objectives of the study. In the present study, a careful collection of facts was undertaken by the researcher to ensure the validity of the facts. Wherever, possible, the data for the same variable was recorded from more than one source. This allowed the careful scrutiny of the recorded data, which would give more appropriate results. The present study was carried out in three steps involving reconnaissance, data collection and analysis, followed by interpretation of statistics.

**2.1 RESEARCH DESIGN :**

The purpose of this study is to study the current curriculum impact over the hotel management student's competencies.

**2.2. SELECTION OF AREA :**

Maharashtra was chosen as the primary area for conducting this research because of the state of the art facilities & developed infrastructure of hotel management schools/ institutes and Luxury Star Hotels.



### 2.3. SAMPLING METHOD :

With the specification of the research, the non-probability sampling techniques of quota & purposive – convenient sampling were used. To conduct a survey the questionnaire were given to the Hotel Management Schools/ Institutes professionals and Luxury star Hotels in order to get their views, suggestion on competencies of students on Hotel Management curriculum

### 2.4. SAMPLE SIZE:

The needs and expectations of the hotel industry have to be understood and fulfilled. With a view to understand as to whether the hotel management institutes, fulfill such needs of the luxury hotels, it was important to get the primary data from the Teaching- staff of Hotel Management Institutes in Pune, Luxury Hotels, and the secondary data from other free flow information sources such as, conferences, seminars, workshops, and personal meetings with academicians, and consultants, besides a large number of books, magazines, articles, newspapers and other study materials.

A purposive sampling method was used while administering two questionnaires, one for the staff and another for the employees (who were once students completing the course in Hotel Management). For the sample selection of the staff, total eleven institutes had been selected out of 16 Hotel Management and catering institutes in Pune city. The total population size of the staff within these sixteen institutes was 180. Out of these 102 interested respondents were selected as sample. Out of these 102 teachers, 55 were males and 44 were female teachers.

There are total 34 hotels in Pune, out of which 25 hotels were selected but 20 hotels responded and hence were selected for the sample selection. The total population size of the employees was 400 in these 34 hotels. Out of those more than half of the interested employees were being selected as sample. Total sample size of the employees was 220. There were 166 male and 54 female respondents were from these 20 hotels who participated in the study. Table 1 shows the details about the sampling size.

**Table No. 2.4.1. Total Number of Respondents**

<b>No of Hotel Management Institutes</b>	16	<b>Number of Luxury hotels in the City</b>	34
Sample Selected	11	Sample Selected	20
Population Size	180	Population Size	400
Total Sample	102	Total Sample	220

### 2.5 TOOLS OF DATA COLLECTION:

Data was collected through primary and secondary data collection techniques. Primary data was collected through questionnaire – quantitative data filled by the Hotel Management college/Institute professionals and students and Luxury star hotels also through face to face interview sessions.

Secondary data was collected & compiled through magazines, books, newspapers, brochures and informative websites etc.

### 2.6. ANALYSIS AND INTERPRETATION OF DATA:

The descriptive statistics, such as mode, frequency, percentage, minimum and maximum, etc. were determined from the collected data

- ▶ Inferential statistic such as **Chi Square Test** was used and the comparative assessment was carried out using suitable graphs
- ▶ The data generated during the study was processed using statistical tests with the aid of Statistical Package for **Social Sciences (SPSS) 18.0** software and MS-Excel package

### 3. RESULT AND DISCUSSIONS:

The study was conducted with 102 teachers and 220 employees in the hotel industry. As stated earlier in the materials and methods chapter, frequencies and cross-tabulation was done for both the data sets, teaching staff of colleges and employees (ex-students) of the hotels. The results are discussed in this chapter, mainly in two parts. First the frequencies for the teachers are presented. In the next section the tables for the employees working in the hotels are presented.

The first section describes the frequency tables of the responses given by the teachers from the hotel management colleges and catering institutes.

#### Section A: Frequency tables of the responses given by the teachers

As stated earlier Likert scale was used to record the responses and opinions of the respondents, both the teachers and the hotel employees. The responses were recorded as in the form of Strongly Disagree, Disagree, Neither agrees nor disagree, Agree and Strongly Agree. The responses given by the staff represents the level of agreement or disagreement of the teachers with each of the items as they pertain to development of knowledge, abilities, skills and attitude through the four year Bachelor degree in Hotel Management & Catering Technology syllabus revised/ recommended by AICTE in 2011.

The questionnaire was divided into four parts such as, whether the curriculum develops the knowledge, skills, abilities and attitude in the student who undertakes the course in Hotel Management & Catering Technology. The analytical tables are presented as per these sections in the questionnaire

**Table and Graph No.2.4.2.Proportion of teachers agreed upon Knowledge of guest service standards**

Knowledge of guest service standards	Frequency	Percent
Strongly Disagree	1	1.0
Disagree	6	5.9
Neither agree nor Disagree	16	15.7
Agree	59	57.8
Strongly Agree	20	19.6
Total	102	100.0

The table above depicts the proportion of teachers saying that the hotel management curriculum gives the knowledge of guest standards to the students. On response to this question almost 58 percent teachers are agreed and 20 percent are strongly agreed with this. Here also the proportion of teachers taking neutral approach is almost 16 percent.

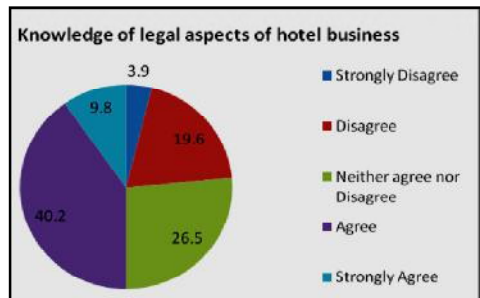
**Table and Graph No.2.4.3.Proportion of teachers agreed upon Knowledge of hygiene & food safety**

Knowledge of hygiene & food safety	Frequency	Percent
Strongly Disagree	2	2.0
Disagree	7	6.9
Neither agree nor Disagree	14	13.7
Agree	58	56.9
Strongly Agree	21	20.6
Total	102	100.0

Opinions of the teachers were also taken on the fact that whether the hotel management and catering technology institutes gives the knowledge of hygiene and food safety during the course. In response to this almost 77 percent shows their agreement on this where as 13.7 percent are neither agree

nor disagree. The proportion of teachers who thinks that this part is not covered in the curriculum is almost 9 percent.

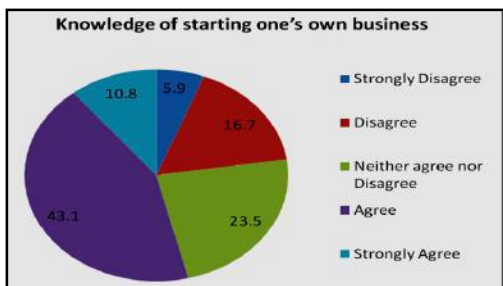
**Table and Graph No.2.4.4.Proportion of teachers agreed upon Knowledge of legal aspects of hotel business**



Knowledge of legal aspects of hotel business	Frequency	Percent
Strongly Disagree	4	3.9
Disagree	20	19.6
Neither agree nor Disagree	27	26.5
Agree	41	40.2
Strongly Agree	10	9.8
Total	102	100.0

Above table describes the opinions of the teachers upon whether the hotel management curriculum gives the knowledge of legal aspects of the hotel business to the students. Out of 102 teachers almost 27 percent teachers took a neutral approach towards this. The proportion of teachers who are disagreeing with this is also more than 23 percent which is quite high among all the knowledge parameters. Only half of the respondents show their agreement on this.

**Table and Graph No.2.4.5.Proportion of teachers agreed upon Knowledge of starting one’s own business**



Knowledge of starting one’s own business	Frequency	Percent
Strongly Disagree	6	5.9
Disagree	17	16.7
Neither agree nor Disagree	24	23.5
Agree	44	43.1
Strongly Agree	11	10.8
Total	102	100.0

Lastly regarding developing the knowledge the opinions of the staff on whether knowledge of starting their own business is given course or not are also taken during the survey. For this parameter also almost 21 percent of the respondent recorded their disagreement and more than 23 percent are neither agreed nor disagreed upon this.

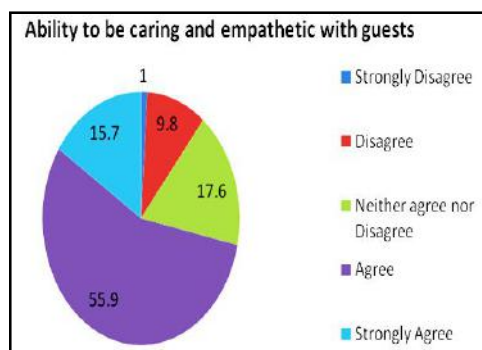
From the above section it can be concluded that in most of the parameters the teachers showed fair level of agreement except a few. In case of legal aspects and knowledge of staring new business the near about one fourth of the staff is not agree with this that these two things are covered in the syllabus. The further 6 points describes the agreement of the staff upon whether the hotel management course enhances certain abilities in the students during the course.

**Section A2:** The proportion of teachers agreed upon that the Curriculum develops the following Abilities in the student who undertakes the course in Hotel Management & Catering Technology

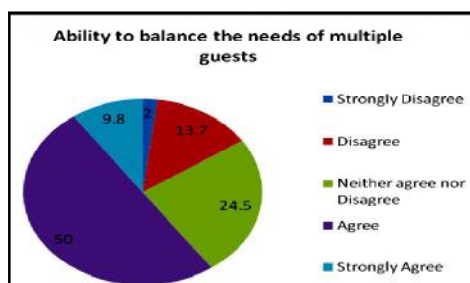


**Table and Graph No.2.4.6.Proportion of teachers agreed upon that the course develops the ability to be caring and empathetic with guests**

Ability to be caring and empathetic with guests	Frequency	Percent
Strongly Disagree	1	1.0
Disagree	10	9.8
Neither agree nor Disagree	18	17.6
Agree	57	55.9
Strongly Agree	16	15.7
Total	102	100.0



Above table & graph describes the proportion of teachers who shows their agreement upon that the course develops the ability of being caring and empathetic with guests. Almost 56 percent of the respondent teachers agree with this where as the proportion of staff strongly agrees with this is more than 15 percent. Ten percent of the total respondent does not feel that the course develops the ability of being caring and empathetic with the guests.

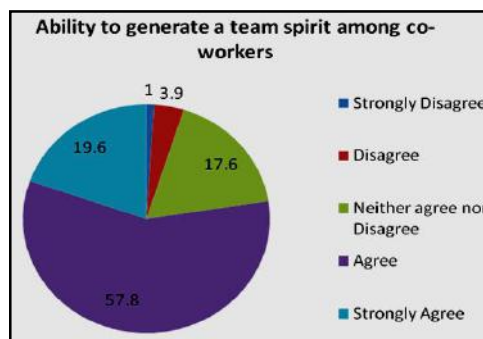
**Table and Graph No.2.4.7. Proportion of teachers agreed upon that the course develops ability to balance the needs of multiple guests**

Ability to balance the needs of multiple guests	Frequency	Percent
Strongly Disagree	2	2.0
Disagree	14	13.7
Neither agree nor Disagree	25	24.5
Agree	51	50.0
Strongly Agree	10	9.8
Total	102	100.0

The opinions of the staff on whether the course develops the ability to balance the needs of multiple guests a team spirit among co-workers are also been taken. These opinions are shown in the above table. Almost one fourth of the staff neither agrees nor disagrees with this. Even the proportion of the teachers showing disagreement with this is 15 percent. Hence only 60 percent of the staff is agreed with the statement that the course develops the ability of balancing the needs of multiple guests.

**Table and Graph No.2.4.8.Proportion of teachers agreed upon that the course develops the ability to generate a team spirit among co-workers**

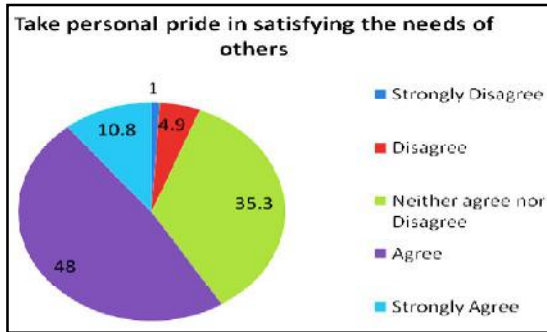
Ability to generate a team spirit among co-workers	Frequency	Percent
Strongly Disagree	1	1.0
Disagree	4	3.9
Neither agree nor Disagree	18	17.6
Agree	59	57.8
Strongly Agree	20	19.6
Total	102	100.0



The opinions of the staff on whether the course develops the ability to generate a team spirit among

co-workers are also been taken. These opinions are shown in the above table. The proportion of staff who is agreed with this is more than 77 percent, which is quite high. Only 4 percent of the total respondents do not feel that the course develops such kind of ability in the students. Almost 18 percent teachers took a neutral stand and did not give any opinion on this.

**Table and Graph No.2.4.9.Proportion of teachers agreed upon to take personal pride in satisfying the needs of others**



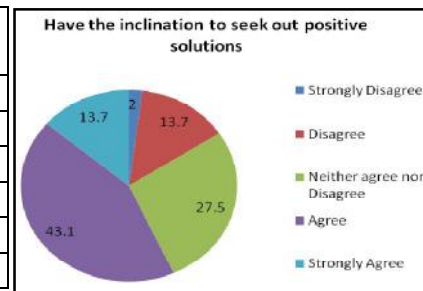
Take personal pride in satisfying the needs of others	Frequency	Percent
Strongly Disagree	1	1.0
Disagree	5	4.9
Neither agree nor Disagree	36	35.3
Agree	49	48.0
Strongly Agree	11	10.8
Total	102	100.0

Table 4.13 describes the proportion of teachers who feel that the ability of taking personal pride in satisfying the needs of others is inculcated in the students of hotel management through the course. Here also almost 60 percent are agreed with this. The proportion of teachers who did not say anything about this is more than 35 percent which is very high.

Table 4.13 depicts the proportion of teachers who feels that the hotel management course develops the ability in the students to have the inclination to seek out positive solutions. In case of this ability also the proportion of teachers showing disagreement is more than 15 percent and the proportion of teachers who did not give any opinion is also as high as 27.5 percent.

**Table and Graph No.2.4.10.Proportion of teachers agreed upon that the course develops the ability to have the inclination to seek out positive solutions**

Have the inclination to seek out positive solutions	Frequency	Percent
Strongly Disagree	2	2.0
Disagree	14	13.7
Neither agree nor Disagree	28	27.5
Agree	44	43.1
Strongly Agree	14	13.7
Total	102	100.0

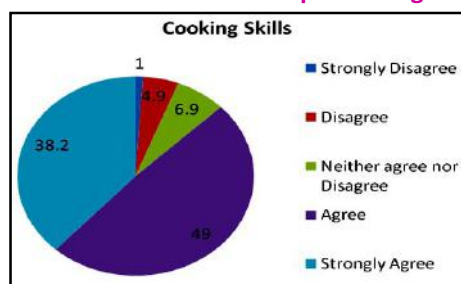


All the above tables shows that the proportion of teachers who have not given any opinion on the abilities mentioned are quite high. Among the all respondents 55-60 percent staff is agreed on the fact that the curriculum is capable enough to develop the above abilities, which they can apply while working in the hotel industry.

**Section A3:** The Curriculum develops the following Skills in the student who undertakes the course in Hotel Management & Catering Technology. Table 4.14 to 4.26 describes the opinions of the teachers on the course developing certain skills in the students.

**Table and Graph No.2.4.11. Proportion of teachers agreed upon that the course develops Cooking Skills**

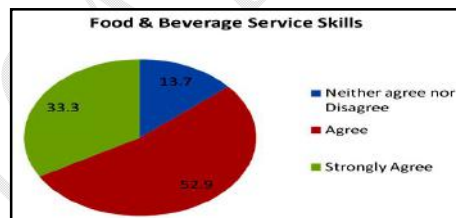
Cooking Skills	Frequency	Percent
Strongly Disagree	1	1.0
Disagree	5	4.9
Neither agree nor Disagree	7	6.9
Agree	50	49.0
Strongly Agree	39	38.2
Total	102	100.0



As cooking skills are the basic skills which are expected to be developed in the students during the hotel management course. The above table shows that almost 88 percent of the total respondents agreed upon the fact that the cooking skills are developed in the students through the course which is taught in the hotel management and catering institutes. The proportion of teachers showing disagreement to this is as low as 6 percent.

**Table and Graph No.2.4.12. Proportion of teachers agreed upon that the course develops the Food & Beverage Service Skills**

Food & Beverage Service Skills	Frequency	Percent
Neither agree nor Disagree	14	13.7
Agree	54	52.9
Strongly Agree	34	33.3
Total	102	100.0

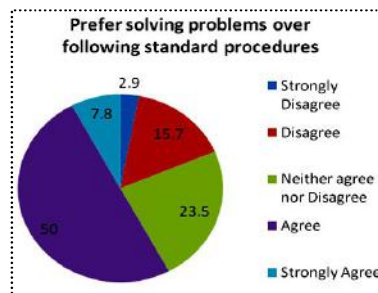


Above table shows the percentage distribution of the staff showing their agreement or disagreement on the course develops the food and beverage service skills in the students. From the table it can be seen that more than 85 percent of the teachers agreed on this. None of the respondent had shown their disagreement.

**Section A4:** This section of the report throws light on the fact that whether the curriculum develops the following Attitude in the student who undertakes the course in Hotel Management & Catering Technology. Table 4.26 to 4.31 describes the same.

**Table and Graph No.2.4.13. Proportion of teachers agreed upon that the course prefer solving problems rather than follow standard procedures**

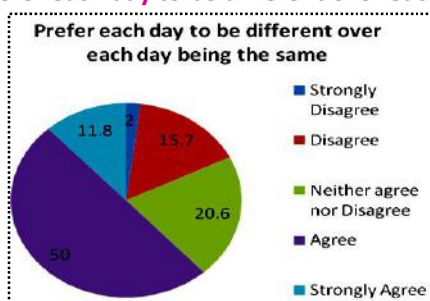
Prefer solving problems over following standard procedures	Frequency	Percent
Strongly Disagree	3	2.9
Disagree	16	15.7
Neither agree nor Disagree	24	23.5
Agree	51	50.0
Strongly Agree	8	7.8
Total	102	100.0



Opinions are also taken on whether after taking the hotel management course, whether the attitude of solving problems rather than following standard procedures is being developed in the students or not. Near about 58 percent agrees that such kind of attitude is developed within the students. More than 18 percent of them are not agreed upon this. Even the respondents who have not given any opinion are also

more than 23 percent.

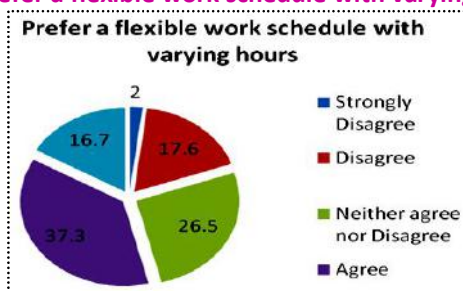
**Table and Graph No.2.4.14.Proportion of teachers agreed upon that the course makes the students to prefer each day to be different over each day being the same**



Prefer each day to be different over each day being the same	Frequency	Percent
Strongly Disagree	2	2.0
Disagree	16	15.7
Neither agree nor Disagree	21	20.6
Agree	51	50.0
Strongly Agree	12	11.8
Total	102	100.0

The above table shows whether the course makes the students to prefer each day to be different than believing it as monotonous or being the same. The proportion of teachers agreed upon this is almost 62 percent. More than 17 percent did not agree with this.

**Table and Graph No.2.4.15.Proportion of teachers agreed upon that the course makes the students to prefer a flexible work schedule with varying hours**



Prefer a flexible work schedule with varying hours	Frequency	Percent
Strongly Disagree	2	2.0
Disagree	18	17.6
Neither agree nor Disagree	27	26.5
Agree	38	37.3
Strongly Agree	17	16.7
Total	102	100.0

When the teachers were asked about whether the course develops the attitude of preferring a flexible work schedule with varying hours rather than a fixed one, 54 percent shows their agreement that such kinds of attitude is being developed in the students through the course. Almost 20 percent do not agree with this. The proportion of staff neither agrees nor disagrees is more than 26 percent.

#### 4. CONCLUSION :

The reason for this exploration was to distinguish any inconsistencies in the capabilities being instructed in the classroom and those required in the business. The hotel business and the personnel, seem, by all accounts, to be in a state of harmony with each other. There are a few gaps, be that as it may, amongst teachers and experts. In a considerable measure of hotel the set of working responsibilities doesn't state that you need a friendliness degree. That, from a tasks perspective the degree loses its significance as understudies who have finished certificate or some other graduation likewise fit the bill for the activity.

To avoid this situation in future, the hotel industry should adopt certain polices where they inform the educators about the up to date skills that are required for the students to have their professionalism in the hotels which can be incorporated in the syllabus. There should be open dialogue between hotel management educators and the hotel management professionals that are require manpower. Similarly, hotel professionals should be willing to contact and provide information to hotel management educators about what is needed out in the industry. A solution to closing that gap in competencies development would be faculty internships during the summer months.

Faculty and industry professionals may work together to create programs for faculty members to spend time within the industry to update their competencies. To provide incentive for faculty to spend time in industry, administrators of hotel management programmes could let faculty internships count towards tenure and promotion.

Another solution is to provide opportunities for faculty to attend industry seminars, and vice versa.

This type of forum enables hotel management educators and hotel professionals to communicate openly about new research projects, problem solving, and, in general, networking. With such an open dialogue, industry professionals, working together with the educators, can incorporate required competencies into job descriptions. Likewise, educators can incorporate some of the suggested competencies into course curricula.

In addition, industry exposure (field trips, guest lectures, etc.) and vacation training should be featured in every hotel management course.

Future research may benefit by adding the perspectives of students graduating from Hotel Management Institutes rather than those who are working in the hotels. It is difficult to gauge the students as they are unable to express their actual experience of what actually happened during their period of completing the degree course at the same time students who are recruited in good hotels may related how the course was useful in getting them the job and developing the competencies. In addition, the present study can be carried out for other hospitality sectors such as the meeting, events, recreation and leisure.

There is scope to study the effectiveness of hotel management educators.

#### SCOPE FOR FUTURE RESEARCH

The study basically identified and analyzed the competencies of the student through the syllabus taught in the Institute of Hotel Management in Pune, Nasik and Lonavla.

Research could be carried out on the following aspects ;

- Management of Institutes, infrastructure, staff and caliber of students pursuing the course.
- 20%-30% students join the hotels. The other students who do not join the hotels but allied fields related to Customer care.
- Studies about the competencies of the Teachers and teaching methodology
- Studies about the Choice base Credit system for Hotel Management Course

#### 5. SUGGESTION:

1. It is the responsibility of educational institutions to ensure that competencies are developed in the period assigned to them. Additional classes may be taken for students who are weak.
2. The management of the educational institution should provide adequate infrastructure, well equipped kitchen, restaurant, Housekeeping and Front office laboratories for development of skills amongst the students.
3. Since the teaching jobs are monotonous, job enrichment and other motivational method to be carried out so the performance of teaching staff remains good.
4. The students should be given the assignments, completion of journals and practical seriously unlike their causal approach.
5. The Institutions should concentrate more on developing communication skills as the students who are good at communication skills are preferred.
6. The culture of Research and knowledge development should be inculcated in the staff and students so that the staff and students are aware with the emerging trends.
7. The hotels-institutions tie up for training/practical every year would help the students to gain confidence in performing the job.
8. Faculty and industry professionals may work together to create programs for faculty members to spend time within the industry to update their competencies.



9. 40 percent of the teaching faculty to be taken from the Hotel Industry as Adjunct faculty or Visiting faculty for the benefit of the students.

## 6. REFERENCES:

1. Kavanaugh R; Ninemeier Jack D (2007). Supervision in the Hospitality Industry *Published by American Hotel & Motel Association (2007)*
2. Philip T.E (1975) in her article "Twenty years of Catering Education in India" in her report *Two Decades of Progress*, pp 37-45
3. Christou E. (1999) Hospitality management education in Greece: an exploratory study. *Tourism Management, Vol.20, No.6, pp.683-*
4. Baum, T. (1995) *Managing Human Resources in the European Hospitality Industry: A strategic Approach. London: Chapman and Hall*
5. Mariger, H. and Miller,J. (1999) Distance education evaluation: the next step. *Proceedings of the 4th annual graduate education and graduate students' research conference in hospitality and tourism, USA, Vol.4, pp.428-437.*
6. Partlow, C. and Gregorie, M. (1994) Is graduate hospitality and tourism education relevant? Ask the graduates. *Hospitality and Tourism Educator, Vol.6, No.3, pp.13-16*
7. Riegel, C. (1995) An introduction to career opportunities in hospitality and tourism, in a guide to college programmes in hospitality and tourism, *New York: John Wiley and Sons*
8. Wexley, K.N. and Latham, G.P. (1991) p.3 Developing and training human resources in organisations. 2nd (eds) *New York: Harper Collins Publishers*
9. Verhaar C. H. A. & Smulders H. R. M. (1999) "Employability in practice", *Journal of European Industrial Training, Vol. 23 Iss: 6, pp.268 - 274*
10. Barrie,S (2006). Understanding what we mean by generic attributes of graduates, *Higher Education, 51(2), 215-241*
11. Woodley Alan & Brennan John, (2000).Higher Education & Graduate Employment in United Kingdom, *European Journal of Education 35(2):239-249 December(2002)*
12. Atkins M, (1999) Oven ready and self basting: taking stock of employability skills. *Teaching in Higher Education, 4(2), 267-280*
13. Hager P & Holland S (2006) Graduate attributes, learning and employability(pp 1-15) *Dordrecht: Springer*
14. Holmes L (2001) Reconsidering Graduate employability: the "Graduate Identity" approach, *Quality in Higher Education 7(2), 111-119*
15. www.hvs.com(indian hotel industry survey 2011-12 report prepared for FHRAI)
16. www.aicte-india.org
17. www.nchm.nic.in
18. www.foodandhospitalityworld.com
19. www.hj.diva-portal.org
20. www.hospitality.financialexpress.com
21. www.merithut.com
22. www.citeseerx.ist.psu.edu



**Dr. Sagar Hambirrao Mohite**

**Ph.D., Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, Maharashtra, India.  
Associate Professor, Bharati Vidyapeeth (Deemed to be University) Institute of Hotel  
Management & Catering Technology, Dhankawadi, Pune, Maharashtra, India.**