QUALITY ANALYSIS OF HOTEL MANAGEMENT EDUCATION: ODISHA A CASE STUDY

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ABSTRACT

At the present time after liberalization, privatization and globalization the business of service sectors are increasing tremendously for the certain rise of global economy. The most pioneer sector among the service sector i.e. Travel and Tourism is the most leading sector. Again the hotel sector is gaining momentum by the influence of tourism sector. Hotel industry is otherwise known as people's industry. It has enough job opportunity for the skilled human resource. So there is a great need of developing skill in this respect. Now various institutes, University and colleges are imparting hotel education in different places with only objective to produce hotel professionals. But there quality of education is not uniform and varies from Institute to Institute or University to University. An effort has been made in this study to analyze the quality of hotel education as it is one of a urgent need of the society.

Keywords: Liberalization, Privatization, Globalization, Skill, Human Resource

INTRODUCTION

The demand for hotel management course is increasing at the present time with the progress of tourism and mushrooming of new hotels all over the globe. Hotel industry has tremendous potential for absorbing human resources for offering different kind of services at the hotel to the guest. But the learning pattern or the training programs for this are quite different than normal teaching pattern. Because the class room teaching may not help them enough to show their ability and confidence in the real practical field. Again the evaluation pattern is also very complex in nature. The potential of the student never depends on the marks secured or the skill they develop. Another thing which is very much confusing that the contribution of academician who haven't sufficient practical experience and the industry expert who are quite inefficient in the academic involvement. So it is very difficult to set a learning program for the hotel management curriculum

and to make it universal in spite of the same syllabus and the content. Again the methods and methodologies varies from one skill to another. The most difficult thing is to create motivation inside the classroom for the learners. Even if one learner may be very good in the evaluation and confident enough to carryout the duties and responsibilities inside the class room may not be that much confident in the real practical field. But it has been observed that the person is loosing 50% of his abilities under the work pressure i.e for excessive workload and for the overtime duties so it is very difficult to analyse the quality of hotel education and also design an appropriate syllabus, course curriculum and teaching method. Work culture, better opportunities, pay package, rewards, etc. Have also impact on the learning behaviour of the learners.

In the state like Odisha, there are several institutes, colleges and universities which are offering hotel management education. These are mostly famous institutes with very good infrastructures and having experienced faculties and highly qualified. But is it again difficult to analyse the quality of education, what they are offering. Again it is very much confusing to find out the factors concerned for quality detection on the basis of their classroom performance, studying their careers or the perform once at the practical field. It is observed that in the context of Odisha hotel management courses has the biggest challenge i.e academic industry interface. All the institutes include the vocational training in their course curriculum for a minimum 6 months to 1 year and are sending their students for this but they are not successful in this respect.

As industry does consider them as students rather than real trainee because industry cannot keep confidence and reliability for them, as their business is concerned sometimes, they simply avoid to allow them for training in their hotel because for the risk of expenditure.
Another factor which is remarkably significant in Odisha context i.e mostly the less meritorious are compelled to join in this program as they are not able to get better competitive course curriculum. The major challenge for them is that they couldn't realise about their practicality of future at the time of student hood. For e. g:- they couldn't able to foresee that they have to work hard when the rest of the people are enjoying or celebrating festivals. So, in spite of all expertise confidence and motivation they can't sustain in the real work field.
Odisha is in the developing stage. Rapid progress is taking place in hotel sector.

	Number Of Hotels in Odisha				Number Of Rooms	Number Of Beds
	HSG	MSG	ISG	Total		
2007	62	204	936	1202	23341	44948
2008	86	211	935	1232	24197	46809
2009	96	232	948	1276	24962	48408
2010	114	263	942	1319	26531	51233
2011	150	245	933	1328	27291	52867
2012	251	288	918	1457	30770	60077
2013	306	356	923	1585	33349	65967
2014	334	399	956	1689	35373	70600
2015	383	455	921	1758	36382	73086
2016	433	474	916	1823	37674	75152

Hotel education possesses the capacity to contribute significantly to individual and societal values. Practices in this area especially those emanating from human, societal and environmental values contribute significantly to socio-cultural evolution. It has been legitimized as a subject worthy of serious study. Education, on the other hand, is conceived primarily as part of a socio-cultural project of intentionality for future development and progress that societies and groups clarify in the mirror of the other **(Schriewer, 2000).** Educationists strongly hold that information

or knowledge is worthy only if it contributes to the culture of the community **(Whitehead, 1951).** The learning process links culture and education in a mutually interactive manner, whereby culture prescribes norms, evolves goals and builds beliefs that help us tackle the challenges of existence **(Csikszentmihaly, 1990)** and is, in turn, informed and modified by the prevailing environments. The prime purpose of planned education, then, is to induct individuals into a culture in such a way that their individuality and creativity may be enhanced **(Stenhouse, 1967, p. 7)** and that the educated populace, as a collective may be guided by this creative insight to progress **(Sankar, 2004)** towards 'world citizenship' **(Golmohamad, 2004).** The need for world citizenry is eminent for globalization, and it calls for responsive mechanisms. Perhaps education can be utilized effectively to deliver the services.

Tynjälä, Välimaa, and Sarja (2003) clearly articulate the problems of higher education and its fractured relationship with the society in current times. The new world order appears to have created new forms of knowledge that have engendered a need for redefining the identity of established systems of higher education. From amongst the numerous aspects of these systems is the prospect of integrating theoretical and practical know-how to create knowledge that could be fruitfully employed to resolve issues for the future. **Harris and Alexander (1998)** suggest that an integrative approach to education is capable of delivering both social and academic purposes. Now, the challenge is in putting this idea into action. The issue of integration is not a recent one and has long been debated **upon (Langham & Phillips, 2001; Gaskell & Hepburn, 1997; Tynjälä et al., 2003).** Educational philosophers such as **Dewey (1916) and Whitehead (1951)** propound the values of education with wholesome intellectual and social meaning of a vocation. An almost similar ideology has been espoused by Indian thinkers who have expounded their belief in the trinity of body, mind and soul for wholesome education. All thinkers are in unison in proposing a balance between knowledge, wisdom and craft. This is not an easy task, though. Educational psychologists have documented the multi-faceted complexities of integration. While the integration of disciplines (intra and inter) is known to be the most frequently discussed, nevertheless it is realized that the integration of theory with practice is eminent **(Gaskell & Hepburn, 1997). Välimaa (in Tynjälä et al., 2003, p. 148)** observes that 'pragmatic universities' have embraced this mission and achieved a fair measure of success in implementing the idea of amalgamating career goals with academic goals. Composite programmes of such nature have come to be known by various names, such as professional education, career academics, occupational curricula and even practice programmes. Despite conscious efforts to amalgamate these goals, scholars continue to engage themselves with this agenda, largely because the process and philosophy of amalgamated curricula remains to be deciphered in the real world context. Some scholars argue in favour of education through occupations instead of education for occupations **(Dewey, 1916),** while others consider theoretical knowledge to be of greater relevance than practical know-how. The UNESCO Report **(Delors, 1996),** on Education for the Twenty-first Century, asserts the importance of identifying the dilemma of integrated curriculum in order to confront and overcome them.

2. INTEGRATION IN STUDIES

Few scholars envisage tourism with a predominant disciplinary interest. From amongst them, **Leiper (2000)** proposes 'Tourology' to encourage research in this 'cross-fertilized discipline', while **Tribe (2001)** emphasizes practical, emancipatory and technical interests to design a curriculum for non-vocational purposes. Interestingly, a majority of scholars determinedly view tourism studies with professional interest. For them the question is not of defining the scope of tourism as a discipline, but of determining the scope of tourism studies in terms of professionalization. Owing to these precepts, initial phases of this education were fraught with significant confusion. With time, tourism studies and hospitality education and training emerged as mutually interdependent fields requiring attention of scholars for the advancement of

knowledge, skills and managerial acumen. The acceptance of this complementarily is exhibited in the current status of this education, in general. Presently, this education is faced with issues of integrated curricula and it could be a long time before a consensus is achieved. Considering that tourism should serve academic as well as professional purposes, researchers have attempted to develop broad frames of reference for course curriculum. **Koh (1995)** suggests a course curriculum within the four clusters of general, business, tourism specific (such as industry dynamics, operations, laws, planning and geography) and experiential education. **Churchward and Riley (2002)** emphasize the commercial aspects of tourism to design curricula so as to access jobs in both the public and private sectors. For this reason they recommend that conventional disciplines be coordinated with business perspectives to study tourism. In confirmation to this, **Airey and Johnson (1999)** found that tourism courses were substantially vocational and business orientated. In their study it was revealed that although most courses included common areas of knowledge, yet there existed a range of opinions regarding the need for a common core body of knowledge. Scholars, such as **Jafari (1997)**, nonetheless caution against sectoralized education in tourism. In order to extend the study of tourism beyond the commercial provisioning of services and products, **Smith and Cooper (2000)** envisage an integrated objective for tourism education. Their recommendation was based on developing a global pool of human resources for the tourism industry. In all probability, the availability of appropriate human resources is an eminent enigma of tourism and its study **(Jafari, 1990; Cohen, 1999)**. To this end, scholars propose multi- and inter-disciplinary approach to tourism education and training **(Przeclawski, 1993; Leiper, 2000)**.

2.1. Indian Education —the Background

In general, education in India has a long history that commences from the Vedic times, continuing through the colonial period, to present times. As early as the first five centuries, centres of learning like Nalanda (in Bihar) and Taxila (now in Pakistan), had a paramount influence on scholars from as far as China and Greece, for centuries. Now converted into archaeological sites, these two centres of learning continue to epitomize the best of education in India. Researchers, such as **Raina and Vats (1988)**, claim that Indian education was traditionally multifaceted in as much as it sought to define various states of the mind, understanding, consciousness, perception, memory, intelligence, character, behaviour and conduct. In order to improve upon these human faculties, physiological, psychological and environmental factors of etiological significance were recognized and included in the learning process **(Varma, 1965)**. This approach made classical Indian education a multidisciplinary concern **(Raina & Srivastava, 1997)**. Furthermore, traditional Indian education system combined formal and informal methods of delivery and learning, for which students spent a large proportion of their time in observing, and working alongside, their mentors (Gurus) who assisted them to conceptualize while in practice. These practices evolved and subsequently institutionalized into a hierarchy of occupation-based caste system (Varnashram Dharma). The educational philosophy of these thinkers stressed upon the importance of moral leadership through comprehensive education that would aim at developing the total personality of the individual in harmony with society and nature **(Raina & Sibia, 1995).** Gandhi had a belief that all learning came from doing from interacting with the physical world in order to meet our basic needs. This approach to learning has been referred to as 'basic' or 'craft-centred' education, since art and craft requires the use of the hand, head and heart to make learning a live and dynamic experience. Similarly, Aurobindo, and other seers laid emphasis on 'integrated training' of the body, mind and soul for holistic education. The collective ideologies of these thinkers laid down the corner stone for education in the country.

2.2. Contemporary Needs

The post-independence period (after 1947) witnessed rapid expansion and reforms in higher education to evolve a system of education relevant to the life, living and aspirations of the people. In the wake of educational developments in independent India significant advisory and regulatory bodies specifically for higher education were instituted. Relevant among these being: The University Grants Commission (UGC) set up in 1952, was constituted as a statutory body under an Act of Parliament in 1956. The establishment of the UGC was the first major legislative measure initiated by the Government of India (GOI) under the constitutional provision reserving to it the powers for coordination and determination of standards in universities. The All India Council for Technical Education (AICTE) an advisory body, set up in 1948, to assist the Central Government in the planning and development of technical education at the post-secondary level. Education in engineering and technology, architecture, management and pharmacy lies within the purview of the AICTE. In 1988, the AICTE was constituted as a statutory body under an Act of Parliament. National Council for Teacher Education (NCTE) established in 1973 by a Government resolution, as a national expert body to advise Central and State Governments on all matters pertaining to teacher education. The Council was made a statutory body by an Act of Parliament in 1993. Systematic efforts, on the part of the government, were made towards the preparation of educational policies for the future that needed 'radical changes' to actualize a national system of education (Indian National Commission for Cooperation, 1998) that would equip the country to 'compete' in the global economy made possible through the modernization of India. In order to implement the new policy, it was decided that higher education needed to be amended so as to produce manpower to facilitate capital growth, as committed by the government. A new culture of vocational (skills oriented) and professional (conduct oriented) education was henceforth initialized through various educational institutions in the country. The expression 'radical changes' thus came to be interpreted as generating manpower for the globalized order. The programmes in hospitality were training personnel for manpower needs of the hotel industry, under the aegis of the All India Council of Technical Education (AICTE) were also started. The students in these programmes were groomed for the middle management and craft levels of performance. Parallel to this, hotel companies and the government owned India Tourism Development Corporation (ITDC) had been quick to set up their own training institutions to meet with the growing demand for skilled and semi-skilled manpower for a promising tourism industry. The establishment of the Indian Institute of Travel and Tourism Management (IITTM) marks the right beginning of tourism (non-hospitality) education in the country in 1983 (**Jithendran & Baum, 2000**). In the initial phase the institute developed programmes for the in-service personnel of tourism administration, largely the government employees. Gradually, it expanded this function to service employees of the different sectors of the tourism and travel industry, such as managers, tour operators and travel agents. The other pioneer institute IHM also started to impart hotel education.

3. LITERATURE REVIEW

The importance of human resources is that business success stems from human resource and their management including development. The essential nature of human resources popularized with a focus on the need to cultivate closer and more positive relations with employees (**Peters and Waterman, 1984**). By empowering their employees, businesses can maximize their benefits by satisfying customers, and it is possible when they will get a good service experience from the business. As a service oriented sector, in hospitality and tourism businesses human resources are power of main product. Here education and training is one of the major tools of empowerment to develop these products.

However, **Brogan (1994)** points out that "Employees did not see the business benefits of investing in their employees who were often part-time, temporary and viewed as low-calibre.

Employees and entrants perceived tourism job as having little status, low pay, and poor conditions. Training provides perceived tourism businesses as being apathetic about training and provided and provided what they could rather than what really was actually required". Moreover, the indifference or lack of concern is felt mostly in the context of the institutional framework for human resource development in hospitality and tourism. Most of the human resource development (HRD) studies mention education and training as the development tool for the human resources.

The Irish Department of Taoiseach (2005) notes "the most important property is now intellectual property, not physical property. And it is the hearts and mind of people, rather then traditional labour, that are essential for growth and prosperity.

The emergence of a knowledge society means an ever-increasing demand for a well-educated and skilled workforce across the whole economy" **(Fàilte Ireland, 2005; Baum, 2006)**.

The significance of hospitality and tourism management education and training has been recognized globally. For many years now education and training provide the skilled human resources. In an environment of contemporary global business, the majority of tourism and hospitality business require human resources to be educated **(Mariger, Miller, 1999; Valachis, 2003).**

Before defining hospitality and tourism education and training it is better to define first the term education and training. John Dewey the American philosopher has defined education in 1916 "it is that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience" **(Baum, 2006).**

The Manpower Services Commission (1981) defines the term "training" is "A planed process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. It purposes in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization" **(Wilson, 2001).**

Baum argues that training is for skill and education is for life. Furthermore he state, universities and educational institution provides the education while training is generally provided by business or the industry **(Baum, 2006).**

Vocational education was defined by Walls in 1968 as "a scheme of education in which the content is intentionally selected, wholly or largely, by what is needed to develop in the student some of the most important abilities on which professional competence depends" **(O'Cooner, 1996).**

Making the link with business and education, **Power et al, (1988)** mention that education can improve the business financial situation; it can promote advancement of knowledge by improving the quality of instruction and research, also increase the numbers of graduates in high demand fields such as finance, computer science, engineering etc. Activities aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than knowledge and skills relating to only a limited field of activity.

4. OBJECTIVE:

➢ To study the pattern quality education in the state Odisha.

➢ Evaluation of feedback and continuous modification in approaches.

➢ To focus the gap between industry and academics.

➢ Study the expectation level and satisfaction level of the learner as well as the industry.

5. METHODOLOGY

The present study was undertaken through extensive study of secondary data, mainly literature review from various journals, magazines, newspapers, World Wide Web, ministry and hotel association reports like. The main aim was to get insights of present hospitality education in Odisha and to search various challenges faced by industry and educational institutes in the state. Primary data from personal interview with student of hotel management institutes, faculty and managers of hotels. Most of the contemporary researchers and writers in the field of quality in education (Siegel and Byrne, 1994; Langford and Clearly, 1995; Sallis, 1993) assign the role of external customers to students, employers and the society as a whole. Any person next in line within the organization in reference who adds value to the educational service, i.e., teaching and support staff, is assigned the role of internal customer. Sallis (1993) specifically defines internal customers as the teachers and support staff, while he classifies external customers into three levels:

1. Primary external customer, i.e., student;
2. Secondary external customers, i.e., the parents, the governors and employers; and
3. Tertiary external customers, i.e., the labor market, the government and society.

Adopting the above school of thought regarding the presence of two distinct types of respondents: internal and external, the external include the institute's students and the employers, i.e. Managers in the hospitality industry, while the teaching staff formed the group of internal respondents. The following factors are considered here, these are

- Well maintained buildings.
- Outstanding teachers.
- High moral values.
- Excellent examination results.
- Specialization.
- The support of parents, business and the local community.
- Plentiful resources.
- The application of latest technology.
- Strong and purposeful leadership.
- The care and concern for pupils and students.

5.1. Research Design

A questionnaire was sent out to Hotel Members in different cities to provide the necessary data on the various parameters on which research was conducted. The research revealed: For a qualitative assessment of the status of hospitality education. The field interviews were carried among the three key stakeholders - the hotel managers, faculty of hotel management institution and students. Twenty managers from hotels and restaurants stated that the current status of hospitality management education in Odisha is poor but it is satisfactory again needs tremendous improvement. A lot of emphasis is laid on theory rather than practical training of hotel operations. Many of them felt that the institutions are making money and they are not spending enough funds in providing the basic infrastructure, qualified faculty and quality education. Mushrooming of private sector institutions in hotel management and additional numbers are opening up every year. They usually do not have any infrastructure or labs and have poor faculty and standards. A number of them also said that there should be a curb on such institutions from the Government, who should only allow quality institutions to come up On the question on the quality of students joining the hotel management institutions, many managers said that it is still the last resort or a

low priority programme, and bright students go for medical, engineering, IT, business management and other programmes. However, the situation is improving. This is because of opening up of job opportunities for hotel management graduates in many other ancillary 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. Faculty members of some Government and private institutions of hotel management contradicted the views of the hotel managers and felt that the standard of hotel management education is satisfactory and is going up over the years. This is because of better job prospects for hotel management graduates, not only in hotels and restaurants but also in many other sectors and abroad. Many faculties also said that the quality of industrial training in the hotels is poor. They all blamed the hotels for it. Industry fellows treat these students as just as labor and do not give them satisfactory training or a comprehensive exposure to the operations. There are just a few hotels that take good care of the students and have structured and meaningful training programmes for them. Many faculty members said that these practices are lowering the image of the industry in the eyes of the students and this spreads far and wide through word of mouth. Many faculty members felt that hotels should co-operate more with the institutions in areas like curriculum development, guest lecturers and training of faculty members in the hotels. They appreciated some of the hotels who are inviting the faculty members for a brief exposure of about two weeks where they get to see the working in key departments of the hotel and also get exposed to latest trends in operations, equipment and procedures.

It is 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. 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 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 . Majority of students said that they were happy with their studies and the institute. Few students are still joining 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 course.

The students all appeared to be happy with their industrial training. They said that this gave them a rare insight into operations in the hotels, which they could not have received while studying in the institute. Majority of them considered the exposure and training in the hotels to be highly valuable to their education and for their job prospects While hotel managers said that institutes have a theoretical curriculum and many of the things they taught are not in keeping with modern trends in hotels operations, the students did not mind it. They said that they were getting good and useful education, even if it was theoretical. They were getting some practical training in the hotels during their education and they would get more of it when they joined the industry. Some of them did feel that the institutes should revise their curriculum, add more practical hours and also buy some new and latest equipment being used in the hotels.

6. ABOUT THE DEGREE

The Bachelor of Science program in Hospitality and Hotel Administration is offered jointly by the National Council for Hotel Management and the Indhira Gandhi National Open University. The Three Year (Six Semesters) program equips students with all the required skills, knowledge and attitude to efficiently discharge supervisory responsibilities in the Hospitality sector. The program also involves in depth laboratory work for students to acquire required knowledge and skills standards in the operational areas of Food Production, Food and Beverage Service, Front Office Operation and House Keeping and providing managerial inputs in Hotel Accountancy, Food Safety and Quality, Human Resource Management, Facility Planning, Financial Management, Strategic Management, Tourism Marketing and Tourism Management.

Instructional strategies determine the approach a teacher may take to achieve learning objectives. Five categories of instructional strategies and explanation of these five categories can be found within this site. Instructional methods are used by teachers to create learning environments and to specify the nature of the activity in which the teacher and learner will be involved during the lesson. While particular methods are often associated with certain strategies, some methods may by found within a variety of strategies

"What children learn depends not only on what they are taught but also how they are taught, their development level, and their interests and experiences.... These beliefs require that much closer attention be paid to the methods chosen for presenting material..." "The last decades of research in human learning have presented new insights into the ways that learners are active in constructing their own understanding. Constructivist learning theories have shown the limitations of viewing 'learning' as something we can 'give' to students that they will 'receive' or learn in exactly the same form, at exactly the given time

6.1. Hospitality education in India

This Institute of Hotel Management Catering Technology & Applied Nutrition was established by Govt. of India in the year 1963 as one of the pioneer institutes in India and is functioning under Ministry of Tourism, Govt. of India in association with Govt. of Tamil Nadu. This Institute imparts training in the field of Hospitality Education from various levels such as Degree, diploma, PG Diploma, Craftsmanship certificate for providing manpower to the Hospitality Industry at supervisory, executive and skilled level.

Ministry of Tourism, Govt. of India and National Council for Hotel Management & Catering Technology initiates various awards at National level every year to Institutes of Hotel Management affiliated to NCHMCT for excellence in hospitality education by IHMs and for the meritorious performance by Teachers and students.

Today, hospitality education is a coveted career and the National Council receives four times more applications than its fixed intake. India has nearly 150 institutes in the approved category, both in the government and private sector. And there are 25 craft-level institutes, which impart short courses. Hospitality institutes produce 14,000 graduates, of which 4,000 are diploma and certificate holders. So, 18,000 trained professionals are produced every year, 22 percent at the skills level and 78 per cent at graduate level. A survey by the Ministry of Tourism indicates that there is a demand for 2.03 lakh trained hospitality professionals every year of which 66 percent is at skill level and 34 per cent at managerial level. The Tourism Ministry has developed a master plan to increase intake in existing institutes. More craft and skill-level programmes have been introduced, while hospitality education has been broad based to include hospitality vocational courses at ITIs, polytechnics, at 10+2 stage of CBSE and introduction of specific tailor-made skill testing and certification programmes.

Further, the Certified Hospitality Trainer Programme aims to provide employment to meritorious students at IHMs from within its system and honouring them with the best of wages the industry has to offer. By the end of the 11th five-year plan, the target is to have 49 Institutes

of Hotel Management and 31 Food Craft Institutes, plus a tourism management centre in the south. But there's a need to standardise the quality of hospitality education. And, students must be cautious of some of the hospitality institutions in the private sector before seeking admissions in them.

The admission to the programme is done through the Joint Entrance Examination (JEE). Candidates can get admission in 21 Central Institutes of Hotel Management, eight State Government Institutes of Hotel Management, 12 Private Institutes of Hotel Management affiliated with the National Council of Hotel Management and Catering Technology and five Food Craft Institutes located in different parts of the country. There are approximately 6,000 seats combined in all these institutes for admission to B.Sc Hospitality and Hotel Administration programme. In all, there are 41 institutes in the country that are affiliated with the National Council of Hotel Management and Catering Technology. The basic, solid and structural foundation of the Indian Hospitality lies on the Federation of Hotel & Restaurant Associations of India, the FHRAI Education Trust, and the FHRAI Institute of Hospitality Management.

The Hotel Management course commenced operating from 1980 onwards with a view to provide Professional and Technical Skills to the Personnel working in this Modern and International Service Industry. It is a Management cum Craft Course intended to provide job opportunities to the educated unemployed youth in the field of Hospitality Leisure and Service Industry. But the value based Management Education to the students of India was quiet rare at that time.

The Primary objective of the course is that students, on completion of this course, should be able to stand on their own feet and start their own Business in Hotel, Restaurant, Catering and Allied Industries. Small entrepreneurs have a very important role to play in this Leisure Hospitality and Service Industry. Vast and varied in this large and vast growing Industry. Hotels, Restaurants, Canteens, flight catering, out-door catering units, Fast Food Units, Ice-Cream Parlours and Bakery out-fits. In the field of Leisure, Hospitality and Service Industries -Resort Hotels, Heritage Hotels, un-starred and starred Hotels, Restaurants, Hospitals, Factories, Flight Catering, Railway Catering, Out-door Catering Units, specialty Restaurants in Hotels and other catering establishments, Banquets, Buffets and Ships. The hotel management institutes admit young people who have aptitude and are looking for bright careers in the Hospitality Industry. The contents of the course have been so designed as to meet the requirements of skilled workers and middle level managerial positions in the Industry.

One has many choices and avenues to suit special skills. It is a age of specialisation and professionalism so be one on completion of this course, small entrepreneurs have a very important role to play in the field of Leisure, Hospitality and Service Industry. Small entrepreneurs have great future. One can set up his own small unit and be on your own.

The Institute of Hotel Management was set up with the main aim to expand and promote hospitality education and also to fulfil the requirement of manpower in the Hotel Industry as well as the Hospitality industry. And the Institutes also provide job oriented and professional higher education to all the students and promote and regularise hospitality education according to the demand of the Industry.

To fulfil one of its main objectives of development and promotion of hospitality education of International Standard in the year 2005 the first campus i.e. Institute of Hospitality Management was established and soon after a collaboration agreement was signed with world renowned Hospitality School, Ecole hoteliere Lausanne, Switzerland and 4 year programs in International Hospitality Management and International Culinary Art / Administration were initiated.

In view of the changing hospitality education at the global level, after long deliberations and brain storming sessions in numbers of meetings, conferences, seminars and workshops both at private as well as government level for over more than 50 years an idea emerged in the year

2008 to bring autonomy and concentrate exclusively on hospitality education, and finally the FHRAI Education Trust was established FET needs nourishing and extra care from all educated and experienced members as the future of Hospitality Industry lies in the trained and skilled manpower. It is an Educational Institute which would lay the sound foundation for and shape the Hospitality Education for the future generation.

The mission of the trust is to provide high quality hospitality education in order to promote international understanding. The vision is to be a center of excellence for scholars in a professional environment. Thus the trust aims to achieve the following objectives through its campuses proposed to be established in India and abroad:

- To conduct Post Graduate, Bachelor Degree, and Diploma and Certificate programs
- To develop professional leaders, managers and entrepreneurs
- To offer practical support to individuals and organizations.
- To host, honour & recognize scholars/professionals/experts.
- To organize and participate in international and national workshops, seminars and exhibition.
- To build and identify world class institutes & research Centers.
- To deliver high- quality hospitality education and research.
- To render research-based advice and technical assistance for primary groups: policy makers, institutes, university centers, journalists, researchers, research centers, and educators.
- To project a premier source for quality hospitality education, training and professional leadership.
- To create and promote hospitality education opportunities
- To enhance the image and prestige of hospitality profession.

6.3. Hotel education in Odisha

The first Hotel Management Institute was started as *"Food Craft Institute"* in September 1973 in Bhubaneswar Orissa. Initially only three food craft trades were introduced and subsequently other trades were added. With the growing need of manpower in hotel industry, the State Government of Orissa introduced 3-years diploma course in Hotel Management & Catering Technology and the Institute was renamed as "State Institute of Hotel Management" in 1981. The Institute was further upgraded to the national level by the Government of India and was named as "Institute of Hotel Management Catering Technology & Applied Nutrition" in the year 1984. After up gradation of the Institute to the status of Institute of Hotel Management, the Institute has been receiving grant-in-aid from government of India with effect from 1st January 1984. IHM, Bhubaneswar seeks to meet the needs of students and employers by offering relevant, quality career education programmers in related field of Hotel Management so that a student can significantly contribute to the society in general and hotel industry in particulars. The other eminent organization in hospitality and tourism, the Utkal University of Culture came into existence by virtue of an ordinance promulgated on the 9 June, 1999, which was later replaced by "Utkal University of Culture Act 1999''. It was established as a teaching-cum-affiliating university. It was set up in order to engage itself to preserve, promote, propagate and protect the richness of our cultural values by way of making substantive accomplishment through study, research, documentation and continuing education. The University was recognized by the University Grants Commission (UGC) on 1 December, 1999, under Section 2(f) of the U.G.C Act, 1956. It has also been accredited by the Association of Indian Universities (ATU) since 1 April 2000.

And another second *"Food Craft Institute"* was started in the year 2004 September in Balangir Western part of Odisha. Initially only two (One and half year) Diploma trades were introduced and subsequently other trades were added. The State Government of Orissa upgraded the Institute was renamed as "State Institute of Hotel Management" in the year 2010. With the growing need of manpower in hotel industry, The Institute introduced Craftsmanship in Food and Beverage service in the year 2016 and currently Craftsmanship in Food Production trade were added.

Then a number of colleges started in hotel management programmed under the umbrella of it. The University seeks to spread the benefits of culture and education. The mission is to evolve policies and programmes which would enable to make the University a distinct one by fostering our composite culture through qualitative expansion of academic studies and researches. Such activities would necessarily focus on various relevant and frontier areas of culture and development. Besides these the other leading private bodies like Regional College of Management Autonomous, Ranjita Institute of Hotel Management and Catering, School of Hotel Management of Siksha 'O' Anusandhan University etc. have come into existence to provide the same service in Odisha.

7. RESULTS AND DISCUSSIONS

It is observed form the data that most of the information regarding information about Hospitality Management Study has been received from Bulletins, Friends, Internet and T.V Shows. Most of them opted this after the failure in other competative examination especially likeJEE or NEET. The Mean Satisfaction Index of the respondents across various aspects shows that (i)Interest for Hospitality (Mean 4.10) (SD (0.76) for Academics and Satisfaction over faculties and teaching (Mean3.20) SD(1.07).

8. FINDINGS

The strongest correlation was the one between staff competence and the overall quality of education offered. This suggests that staff competence is perceived as one of the most important drivers towards overall quality of the institutes from the employers' perspective. In this paper the synergies have been also examined between different drivers of quality - as perceived by employers - by examining Pearson correlations coefficients among them. Some of the most important synergies observed were as follows:

- Competence of staff with quality of staff and with the quality of educational programs
- Whether the institutes curriculum reflects the needs of the hospitality industry
- Percentage of Participation of the hospitality industry in the development of the institutes curriculum
- partnership between the hospitality industry and the hospitality education
- Consideration of employers suggestions in the process of educational programs development
- Personalized attention to employers' needs

Based on these results, the following factors were identified as the general dimensions that must be improved in order for employers' perceptions of service quality of institutes to be improved

- Staff competence.
- Staff quality.
- Building and educational facilities.
- Participation of industry in curriculum development.

- Industrial placement service.
- Support of learning process through tutoring.
- Library environment for self-study. Staff competence.
- Willingness to provide prompt solutions (responsiveness).
- Individualized attention to students' needs.
- Improving the communication between students and institutes management.

9. CONCLUSION

The institute's vision should be modified to focus a place of excellence in hospitality studies, both locally and internationally, promoting the interests of students and serving the needs of the hospitality industry for qualified staff. Quality of educational services should be focused all the time and everywhere. Organizational climate has to be improved, particularly in terms of human relations, communication, involvement and participative decision making, recognition, team work, reward system, ongoing training and career opportunities. Teachers are both student builder and suppliers. As suppliers they provide others, i.e. students, colleagues, subordinates and supervisors with learning opportunities and support. In order for an institution to serve the needs of its students, student orientation must lie at the heart of every stakeholder and every provider, both individually and collectively within the given system. To do this, the whole organization must have a clear direction towards quality when a system is moving in the same direction, organized around the same purpose and providing clear benefit to its customers, it is orderly and predictable. Few areas like contribution, competency, continuous improvement, commitment & collaboration from the faculties are very much important.These five Cs indicate five dimensions which have a primary effect on the quality of educational service. In order, however, for the staff to provide the five Cs they should enjoy the right organizational climate. This research supports a strong relation between employees' perceptions of their organization's service climate and students' perceptions of the quality of service. This is valid for the institutes of which one type of external students, parents, have a permanent psychological and physical contact with their teachers and other staff members. In order for this contact to be upgraded, improvement in organizational climate becomes an imperative.The top five quality characteristics of the school are like consistency, act as a facilitator, aim for continuous improvement, act as a fair arbitrator, act as a trust builder

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