

STUDY ON LEARNING PERSPECTIVE OF HOSPITALITY STUDENT IN PUNE

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Abstract

The Hotel Industry in India has noticed a tremendous boom in recent years and is a big source of employment. It is linked to the tourism industry and the growth in the Indian tourism industry has powered the growth of the hotel industry. Today, the hospitality industry is shifting towards technologically interfaced products and services. To perform and remain competitive in the volatile hospitality business environment, students require a complex set of operational & managerial skills, and to develop constructive thinking for transferring the acquired skill and knowledge into productivity and performance. In order to enable the supply of a skilled and efficient human resource for the industry, hospitality schools in India should revisit certain challenges facing the industry and attract the right kind and type of talent and develop the right attitude in staff. This paper focuses on hospitality students learning perspective,

Keywords: Hospitality Industry, Hospitality Education, Learning perspective.

I. INTRODUCTION:

Education in any discipline or in a professional discipline like hospitality should ensure that the learner is able to apply his knowledge in a practical set-up. This realization in hospitality academic arena has affected the need to understand the most effective Teaching and learning method. This can be possible through innovative teaching methods in which the learning is student-centric and orientation is towards empirically measuring student performance, which is the outcome or the goal.

1.1 Hospitality Career Opportunities

The career opportunities provided by Hospitality industry are excellent. Not only you can benefit from ever booming industry, but also hotels chains have long-term expansion plans. Hospitality companies are constantly in need of outstanding talent. In addition, one can find employment opportunities in other industries that have personal requirements similar to hospitality. For example, health care providers have been recruiting hospitality managers to help them to strengthen their service aspects. In the United States alone, the federal Department of commerce has forecasts that the hospitality industry will grow at 5 percent annually through 2018. Growth will be seen stronger in Asia, particularly in China and India. So we can definitely consider opportunities for multinational careers. (Schoffstall, 2013)

II. REVIEW OF LITERATURE

2.1 Hospitality education in India exists above 50 years in a formal manner with institutes like IHM Mumbai and Delhi established in the decade of 50s'. Today, there are about 50 institutes under National Council for Hotel Management and Catering Technology and many more under various universities. However, in relation of technology, innovation and modern approach towards teaching learning process, the hospitality education is still at an ordinary stage of its growth. The authors (2012) in their published research paper 'Emerging technology trends in hospitality education' surveyed the sample size of hospitality educators and observed that the benefits of technology and various tools for teaching, to benefits students with different styles of learning, have not been reaped by the faculties. It was observed that the gap is on account of relatively less focus on teachers' training to upgrade their skills and also because of the limited availability of resources, teaching methodologies and modern technology tools in the institute.

2.1 Hotel Management Institutes in Pune

Sr. No	Name of the Institute	Courses Offered
1	All India Shri Shivaji Memorial Society's college of Hotel Management and Catering Technology	Bachelor of Hotel Management & Catering Technology
2	Ambrosia Institute of Hotel Management- AIHM	B.Sc. (Catering Science and Hotel Management) Certificate courses in Cookery, Bakery & Confectionary
3	Arihant college of hotel and Tourism Management	B.Sc. in Hotel Management Certificate course in Cookery Diploma in Hotel Management
4	Bhartiya Vidyapeeth University Institute of Hotel Management and catering Technology	Bachelor of Hotel Management & Catering Technology B.Sc. Hospitality and Hotel Administration
5	Dr. D Y Patil Institute of Hotel Management and Catering Technology	Bachelor of Hotel Management and catering technology
7	International Institute of Hotel Management	B.Sc. in Hotel Management Catering & Tourism
8	Kohinoor International Management Institute	B.A (International Hotel and Tourism Administration)
9	M.A Rangoonwala Institute of Hotel Management and Research	B.Sc. in Hospitality
10	Maharashtra state Institute of Hotel Management and Catering Technology	Bachelor of Hotel Management & Catering Technology Diploma in Hotel Management
11	Sinhagad Institute of Hotel Management and Catering Technology	Bachelor of Hotel Management & Catering Technology
12	Suryadutta college of Hospitality Management and Travel Tourism	B.Sc.-Hotel Management

2.2 Innovative Method:

In a fairly unbiased analysis or introspection, most of us who are stakeholders in hospitality education sector of this country, will accept that in hospitality education we have not travelled far beyond 'repeat after me' style of teaching. Most of us still use lecturing as our staple method with board and chalk our only teaching tools. Teaching Methodology used by faculty to make learning more student-centric and interesting. A regular interactive session helps in order to develop better methods of imparting knowledge and skills on various topics. Every session analyzed for improvement so that the students get maximum benefit during their tenure. Given here are some of the common methodologies

Case**Study**

Reflection: - Reflection activities are adopted to copy various experiences which takes place in real life in the form of a game to serve purposes such as training. For example, a student may be given three different situations in activities on Restaurant Management, Managing restaurant operations in accelerated condition it may lead to outcome oriented learning for the student. While the student is managing the training restaurant operations in a routine style he may be given situations which puts stress on his resources and time. His handling of different situations makes for a learning exercise. Later a discussion on merits and demerits of the decision-making may be conducted in the classroom or with the student on one- to-one basis.

Role Play: - Role Play is a make believe representation of some real life event, carried out in order to help participants get better at managing the event itself. In Role Play participants assume a specific role, enter a scenario and behave as they should in the circumstances. In hospitality, Role Play is a very effective teaching method as it provides a perspective to the learner and lead to a greater empathetic understanding. Given in the table in the earlier page are indicative examples of Role Plays one can undertake in hospitality teaching.

Project Based Learning (PBL): In this method students gain education and proficiency by working for extended period of time to investigate and respond to a complex question, problem, task or challenge. PBL is ideal as a group learning activity. This also develops behavioral competencies of the student such as team work, situational leadership, communication, problem solving and creativity. In hospitality education, PBL may have a wide variety of usage including industrial projects, research projects, projects on specific regional cuisine or international cuisine or wine regions and so on. Events organized in hospitality institutes helps students to get deep learning in various fields such as events management, vendor management, customer

relationship management etc. (<http://www.fnbnews.com/Top-News/innovative-teaching-methods-in-hospitality-for--outcome-based-education-39035>)

Classroom Interactions:

All classroom lectures thoroughly planned beforehand helps to make the session interesting and informative. Students boost participation and interaction with the faculty members. The teachers use resource such as multimedia presentations, videos, group tasks and discussions to help students conceptualize the topics.

Guest Lectures:

The institute invites experts on various topics from the hospitality industry and other institutes who share their experiences with students and help them develop a wider perspective.

Tutorials:

While some students may have failed to appreciate classroom lectures, some students may require special consideration. For this reason, separate time slots of tutorial sessions that needs to be scheduled as per the students' request. In these sessions, the students get an opportunity to clarify all their doubts.

Academic- Industry Integration:

This is a unique endeavor as the institute needs to revised syllabus according to the industry standards. Industry experts should be invited to design the syllabus.

Industrial Visits:

Students will be taken on occasional Industrial visits and trips. Each of these visits should have clear-cut learning objectives which needs to be communicated to the students beforehand. The students need to prepare a file or report based on their observations made during the trip.

Assignments:

The students are given a number of assignments which they have to complete within a specified period. Students should take these assignments very honestly as a learning activity and do it after thorough research in the library, on field (if required) and through internet only. Each assignment needs to be marked and evaluated on the basis of the written report or presentation etc.

Skill Based Practical Inputs:

All the core areas have practical inputs that are taken in their respective labs. The sessions may also involve demonstrations, activities, practice sessions, role plays and mock situations. The main objective of these sessions is not only to transfer proficiency but also to get the students familiar of the actual picture before they become supervisors and managers. (<http://www.cambayeducation.com/teaching-methodology.html>)

III RESEARCH METHODOLOGY

3.1 Research Objectives

Overview of students learning process

To understand the most effective learning method

3.2 Data Collection

Primary Data Sources

The fact that all the respondents were the students of the hospitality institutes in Pune. The data collected through with the help of a structured questionnaire. Researcher has approached 50 Hospitality students from the institutes at Pune. There were 50 respondents replied to the Email & google survey form.

Secondary Data Sources

Secondary data collection consisted of detailed literature search by referring various books, Journals, articles etc. on overview of Hospitality Student learning prospective. A review of previous related research on related to the topic.

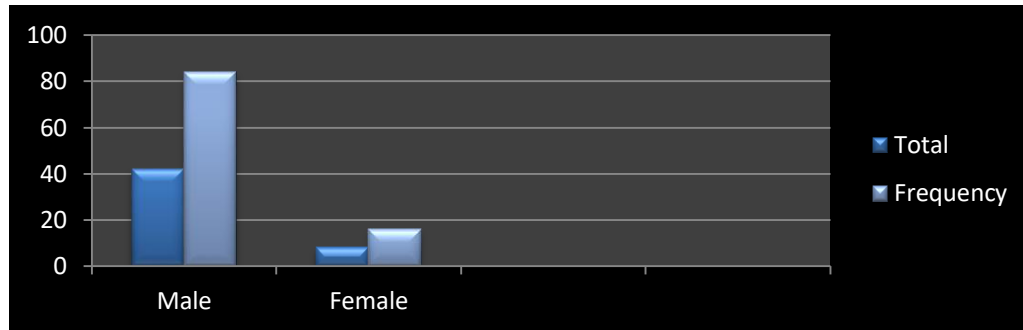
IV Data Analysis

The responses to the structured close-ended questions were rated in Percentages. The percentage of respondents for each alternative was given and the data was analyzed by simple percentage method.

Socio-Demographic Profile of the Respondents

4.1 Gender of the Respondents

Data related to gender of the respondents is presented in the Table No 4.1



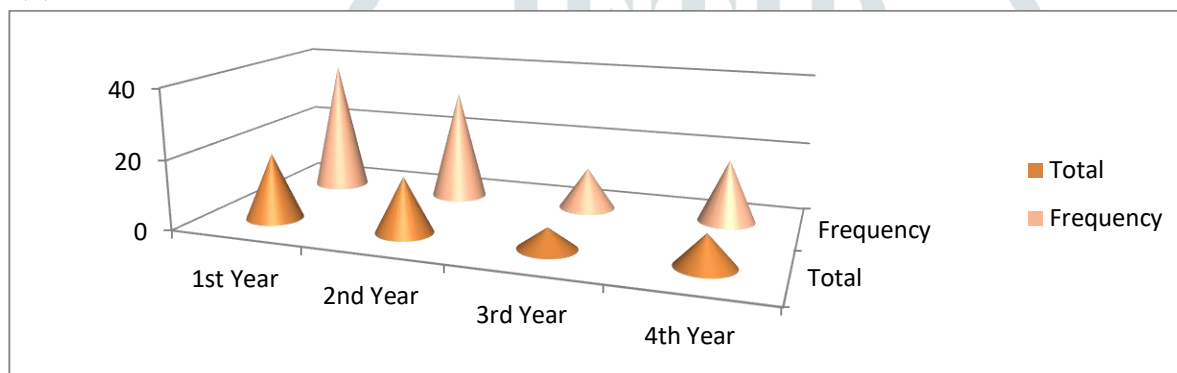
(Source: Primary Data)

Figure 4.1 Gender of the Respondents

It is quite clear from figure 4.1 that almost 84% of the respondents were male as compared to female respondents.

4.2 Academic Qualification of Respondents

The variable 'Educational level' was investigated by the researcher and the data pertaining to education is presented in figure 4.2.



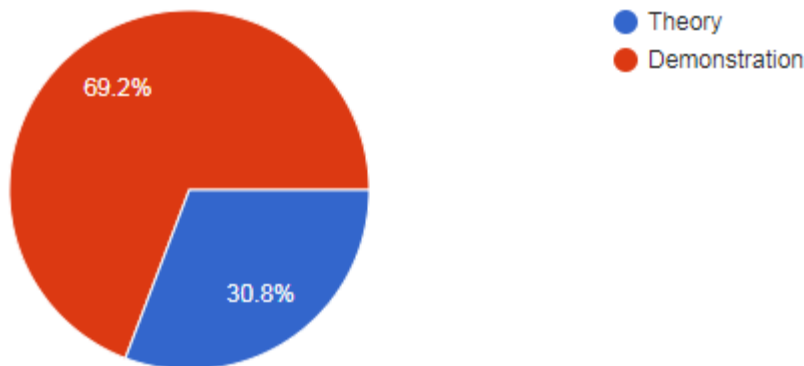
(Source: Primary Data)

Figure 4.2 Academic Qualifications of the Respondents

It is evident from the above mentioned Figure 4.2 that 38% of the respondents which is the largest group are First year students followed by 32% of the respondent are from second year.

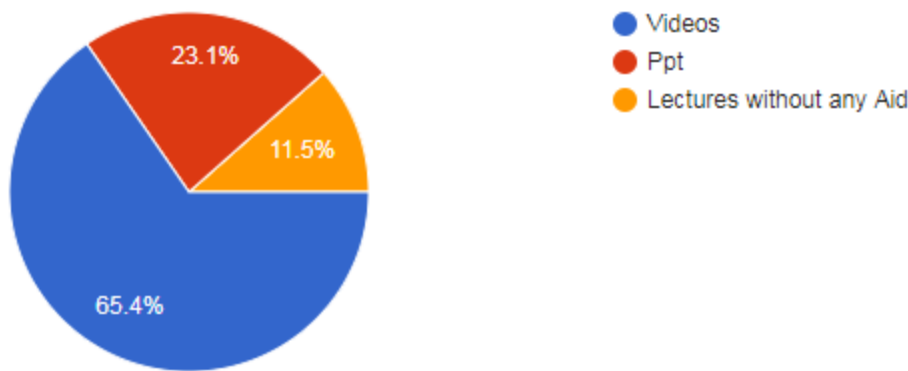
Following are the findings of researcher arranged in proper sequence

Figure No. 4.1 Lectures pattern preferred by student.



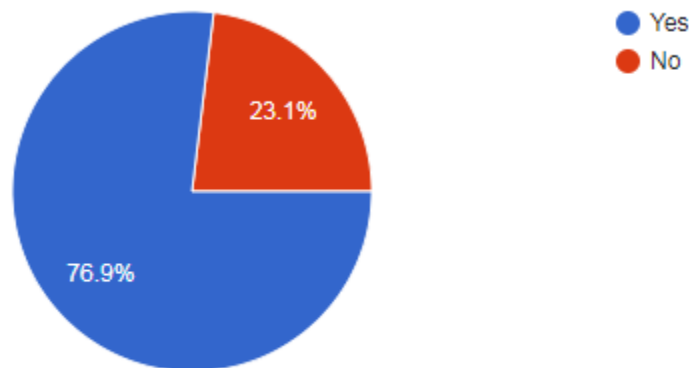
From the above Figure 4.1 it is evident that an overwhelming majority of 69% of Respondents prefers Demonstration as a lecture method. However there was still 31% of respondent who prefers theory.

Figure No 4.2 Informative resources preferences



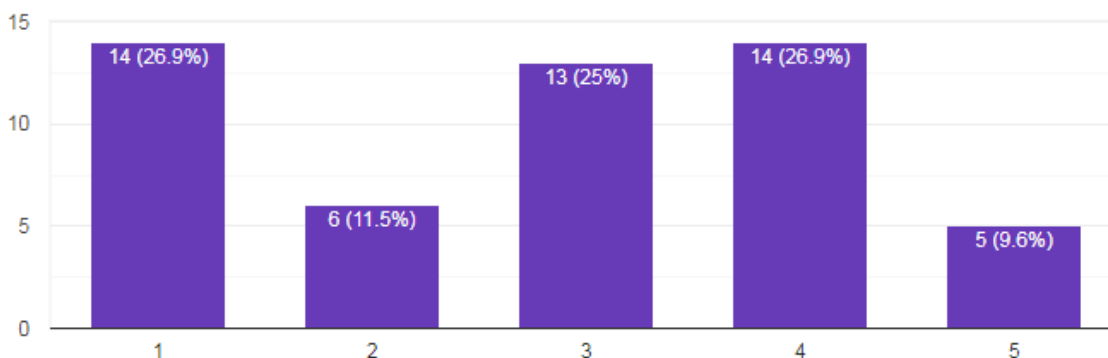
It is observed from figure 4.2 that 65 % of the respondents prefers video as more informative resource over ppt and lectures without any aid, 23% of the respondents prefers ppt as informative resource. The teaching done by using Videos or ppt contribute to better learning as compare to traditional way of teaching i.e. teaching without any aid

Figure No 4.3 Assignments helps to learn more.



The figure 4.3 depict that 77% of the respondents which are the highest group of respondents agrees to the statement that Assignments helps to learn more Whereas 23% of the respondents does not agrees to the statement, Spoon feeding is highly not recommended when it comes to teaching students. It ruins the learning potential of students, and which makes the whole point of education useless. College is the place where a teacher clears the concepts. The main purpose of assignments is not only to increase the learning capabilities of students but also if we more use our brains, the more they will get develop.

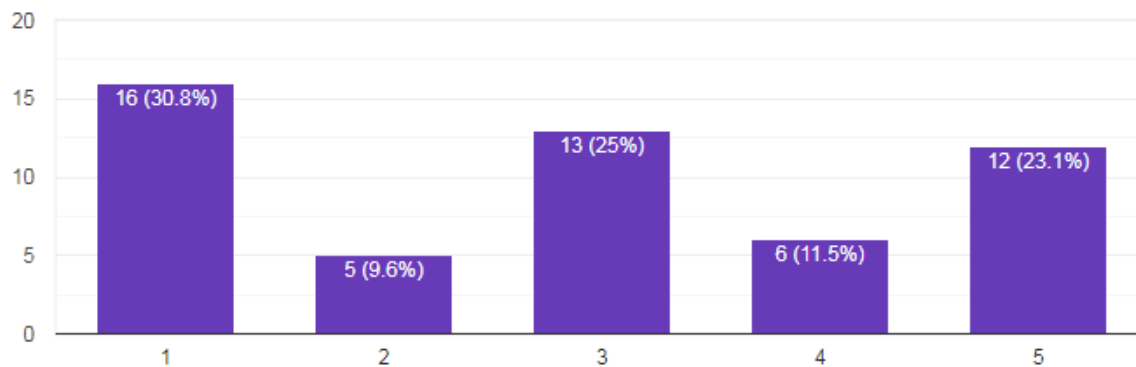
Figure No 4.4 Importance of Industry visit in learning process.



The data represented in above figure 4.4 showcase that 38% of the respondent agrees that Industry visit helps in learning process whereas 25% of the respondents have neutral view about it. Hospitality institutes in India are largely adopting industrial visits as a value-added learning method for hotel management students. Learning from textbooks, lectures and other study material does not suffice for integrated learning. Practical, hands-on learning is essential for better understanding of

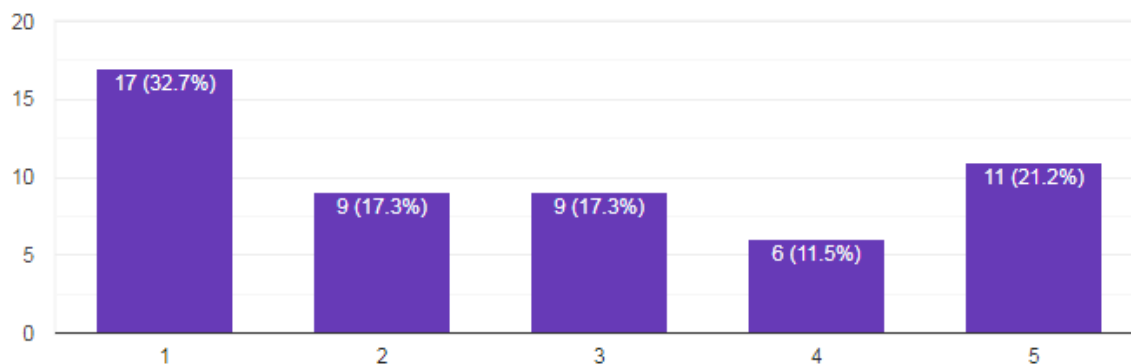
working processes of hotels & Restaurants. Industrial visits give greater clarity about important management concepts, as students practically experience how these concepts are put into action.

Figure No 4.5 Guest Lecture enhances learning activities.



It is clear from Figure 4.5 depicts that 39% of the respondents agrees to the statement that Guest lectures enhances learning activities whereas 25% of the respondent have a neutral view on it. The implementation of a structured guest lecturing program for hospitality institutes seeks to improve students' first-hand knowledge of contemporary hotel practices. This can be achieved by establishing relationships between hotels and hospitality institutes.

Figure No 4.6 Seminar Helps in Learning Process.



It is obvious from the above Figure 4.6 that an overwhelming majority of respondents i.e. 49% of the respondents believes that Seminar helps in learning process. Attending seminars provides an excellent way for hospitality students to build network and meet Hospitality Professionals.

V. CONCLUSION:

Hospitality is more technical and practical oriented courses. Students become more superior with more practice. Students prefer demonstration more as it creates more interest and add more clarity to the concept they learn. Power point presentations and videos contribute more in learning. Most of students prefer industrial visit as they might be theoretically poor but procedures observed during the visit help them to remember better and its helps them to perform better academically and in the industry as well. Guest lecturers help in interactive session for the students which help them to discuss the doubts and give clarity to their knowledge. Attending seminars in various institute help student to understand the new trends in their field and give student an opportunity to meet the professionals working in the same field which act as a inspiration to the students.

VI. SUGGESTION:

- As the study shows students now a day's does not like more of theory lectures. To grab the attention for long hours in the lecture becomes difficult. So teachers should change the teaching methods to more of videos and power point presentations. It helps to keep students motivated and beneficial for getting more student attention in learning process.

- Institutes should give more importance to industry visits as it enhances the knowledge about professionalism required by the students when they become hotelier or employee of the hotel. It brings more polish to student behavior as by observing industry people they understand what is expected by students from the industry point of view as personality is very important aspect of hotelier.
- Students should be motivated to attend more seminars and conferences as the information shared by the speakers add lot of knowledge to student's learning on various themes. Most of the time seminars provide information to the students on new trends in the industry will help them to groom accordingly.

Reference:

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