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THE IMPORTANCE OF SURVEY CAMP IN HILLY ZONE FOR GRADUATE ENGINEERING (B.Tech./B.E.)STUDENTS : A Case Study

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ABSTRACT

Survey Camp is an army tradition that was discontinued in the later part of twentieth century but was reinstated in 2002 across the universities of the world with a whole new structure.[1] It is the civil engineering training course for two weeks usually after completion four semesters of bachelor of technology[2] that consists of 8 days working in the field and 6 days of map preparation in the computer lab. Experts say that survey camp provides necessary foundation for civil engineer. Each day in the course there are at least 8 hours of working in the field. Students are divided into groups and they get out with practicing surveyors and use their equipment out in the field. Camp incharge teacher appoints Group leaders in each group, the leaders are responsible for all the works of his particular group and the equipments. In the computer lab, students learn applications such as AutoCAD and Carlson Survey. The students use these programs to take data collected from the field to develop topographic maps of the particular area. The basic aim of the survey camp is to know various works carried out in the industrial field by surveying, which includes determining the topography of particular area with the help of survey work, map study and reconnaissance work. The methods used for surveying are traversing, levelling and contouring[3][4]. Survey Camp, Dalhousie was held from 31st July – 20th August 2015 as part of the academic curriculum at HCTM Technical Campus-Kaithal (Affiliated to Kurukshetra University Kurukshetra). The site chosen for the camp was Dalhousie which is set in a valley containing a Zig-Zag and is bounded by a great hilly range. In this camp 2- batches of 68 students conducted survey operations covering Dalhousie and its adjoining areas using hand-held GPS, Total Station and Geodetic GPS. In addition, the students were introduced to some of the latest surveying techniques like Total Station. The camp was coordinated by Dr. Arvind Dewangan, Er. Bhawana Arora, Er. Hardeep Singh, Er. Rahul Sikka, Er. Ankit Bisla, Er. Awadhesh Chandramauli, Er. Amit Bahuguna, Mr. Vikas Dhamija, Mr. Parveen Chahal Mr. Jitender faculty/ staff with HCTM Kaithal.

Key Words: Surveying , Mapping, Station, Leveling, Magnitude Area : Civil Engineering

INTRODUCTION

The survey practicals generally performed in Survey camp are listed below:-

1. Simple levelling
2. Fly levelling
3. Trigonometric levelling
4. To determine and draw RL's of longitudinal and cross section of road.
5. Measuring horizontal angles by Ordinary, [Repetition and Reiteration methods](#)
6. Compass traversing
7. Gale traverse
8. Topographic map preparation

Mapping of Youth Hostel :

Students were divided into groups of 7-8 and each group was allotted a Trimble 5600 DR200+ along with the accessories. This task involved mapping of the campsite, including all features at a scale of 1:500. The complexity of terrain required each group to establish controls using two closed traverses with each comprising of 6-7 stations. Free and known station techniques were used for determination of the next station's coordinates. The corrected coordinates of features were imported into ArcGIS where using Northing, Easting, Elevation and ID of points detailed map of the area was made including contours with CI=50cm.

Road Profiling near Forest Officer building using Total Station :

Using the same total station equipment, students were assigned road profiling of a 100 meter long road in which they had to generate data for increasing its width from 3 to 5 meters and also provide suggestions regarding soil removal and filling possibilities after inferring from the longitudinal and transverse profiles. Cross sections were taken every 10 meter along the road where Northing, Easting and Elevation at various points across cross-sections were recorded. Reflectorless method was employed for inaccessible points. As retaining walls and descending steep slopes are major factors in determining methodology for widening the road a number of points were observed on both sides besides normal features like manholes, trees, electric poles etc. The points were imported into ArcView and topographic map of road along with various profiles were prepared.

Computations, Corrections and plotting

For station establishment, two methods were used:

Free station method: Using points whose coordinates were known through Differential GPS.

Known station method: Used when coordinates of station point and reference object were known.

Free station method is more accurate as propagation of errors does not take place. After completion of work, traverse is closed and closing error is determined in horizontal and vertical. These errors are then adjusted and corrected coordinates are calculated satisfying the condition that coordinates of a point do not change when returned to the same point after traversing the loop. The corrected coordinates are imported to ArcView for detailed cartography and generation of profiles.

Talking about the past, initially the geometrical and legal description of local lands and county seats, gained importance throughout the early modern period as legal and economic arguments came to rely on accurate descriptions and, increasingly, on measurement and "plotting." By the late seventeenth century, surveying included the mapping of larger political or geographical units. By the eighteenth, military leaders and colonial governors, as well as landed individuals, employed surveyors and cartographers. Techniques and instruments developed throughout the period produced a coherent body of theory and practice used for imperial mapping in the late eighteenth and nineteenth centuries.

The applications of surveying may be explained in following points:

1. To prepare the topographical map which shows hills, rivers, forests, valleys, etc.
2. To prepare the engineering map showing engineering details like highways, railways, canals, dams, reservoirs, etc.
3. To prepare the contour map to determine the best possible route and amount of earthwork required.
4. To prepare the geographical and political map.
5. To prepare archeological map showing the places where ancient relics may have lied.
6. To prepare cadastral map showing boundries of properties like houses, buildings, fields, colonies, etc.

Purpose of Surveying in the field of Civil Engineering

To layout our marked positions of proposed structures on the ground. Purpose of Surveying in the field of Civil Engineering

- To determine the relative positions of the existing features of the ground.
- To layout our marked positions of proposed structures on the ground.
- To determine areas, volumes and other related quantities.
- To prepare a map of a country of detailed out location of cities, towns, villages and major roads.
- To prepare the engineering detailed plans and sections of various sections such as roads, railways, bridges, dams and other structure.

-
- To prepare a topographical map showing details of hills, valleys and rivers.

Instruments and techniques

The most commonly used instruments in surveying are a tape or chain for determining shorter distances, a level to determine height or elevation differences, and a theodolite, set on a tripod, to measure angles (horizontal and vertical), combined with the process of triangulation. Starting from a position with known location and elevation, the distance and angles to the unknown point are measured. A more modern instrument is a total station, which is a theodolite with an electronic distance measurement device (EDM). A total station can also be used for leveling when set to the horizontal plane. Since their introduction, total stations have made the technological shift from being optical-mechanical devices to being fully electronic. Modern top-of-the-line total stations no longer require a reflector or prism (used to return the light pulses used for distancing) to return distance measurements, are fully robotic, and can even e-mail point data to the office computer and connect to satellite positioning systems, such as a Global Positioning System. Though real-time kinematic GPS systems have increased the speed of surveying, they are still horizontally accurate to only about 20 mm and vertically accurate to about 30–40 mm.

Surveys based on photographs are especially useful in rugged or inaccessible country and for reconnaissance surveys for construction, mapping, or military purposes. In air photographs, errors resulting from tilt of the airplane or arising from distortion of ground relief may be corrected in part by checking against control points fixed by ground surveys and by taking overlapping photographs and matching and assembling the relatively undistorted central portions into a mosaic. These are usually examined stereoscopically.

Historically, distances were measured using a variety of means, such as with chains having links of a known length, for instance a Gunter's chain, or measuring tapes made of steel or invar. To measure horizontal distances, these chains or tapes were pulled taut according to temperature, to reduce sagging and slack. Additionally, attempts to hold the measuring instrument level would be made. In instances of measuring up a slope, the surveyor might have to "break" (break chain) the measurement- use an increment less than the total length of the chain.

Historically, horizontal angles were measured using a compass, which would provide a magnetic bearing, from which deflections could be measured. This type of instrument was later improved, with more carefully scribed discs providing better angular resolution, as well as through mounting telescopes with reticles for more-precise sighting atop the disc (see theodolite). Additionally, levels

and calibrated circles allowing measurement of vertical angles were added, along with verniers for measurement to a fraction of a degree—such as with a turn-of-the-century transit.

The simplest method for measuring height is with an altimeter – basically a barometer – using air pressure as an indication of height. But surveying requires greater precision. A variety of means, such as precise levels (also known as differential leveling), have been developed to do this. With precise leveling, a series of measurements between two points are taken using an instrument and a measuring rod. Differentials in height between the measurements are added and subtracted in a series to derive the net difference in elevation between the two endpoints of the series. With the advent of the Global Positioning System (GPS), elevation can also be derived with sophisticated satellite receivers, but usually with somewhat less accuracy than with traditional precise leveling. However, the accuracies may be similar if the traditional leveling would have to be run over a long distance.

Triangulation is another method of horizontal location made almost obsolete by GPS. With the triangulation method, distances, elevations and directions between objects at great distance from one another can be determined. Since the early days of surveying, this was the primary method of determining accurate positions of objects for topographic maps of large areas. A surveyor first needs to know the horizontal distance between two of the objects. Then the height, distances and angular position of other objects can be derived, as long as they are visible from one of the original objects. High-accuracy transits or theodolites were used for this work, and angles between objects were measured repeatedly for increased accuracy. See also Triangulation in three dimensions.

Turning is a term used when referring to moving the level to take an elevation shot in a different location. When land surveying, there may be trees or other obstructions blocking the view from the level gun to the level rod. In order to "turn" the level gun, one must first take a shot on the rod from the current location and record the elevation. Keeping the level rod in exactly the same location and elevation, one may move the level gun to a different location where the level rod is still visible. Record the new elevation seen from the new location of the level rod and use the difference in elevations to find the new elevation of the level gun. Turning is not only used when there are obstructions in the way, but also when drastically changing elevations. You can turn up or down in elevation but the gun must always be at a higher elevation than the base of the rod. A level rod can usually be raised up to 25 feet high, which enables the gun to be set much higher. However, if the gun is lower than the base of the rod, you will not be able to take a shot because the rod cannot be lowered beyond the ground elevation.

Levelling

Levelling is the art of representing relative positions in the vertical plane of different points on the earth's surface.

It helps in determining the areas that are to be levelled to achieve a certain slope.

Principles of Surveying

All the surveys that are conducted are based on two fundamental principles. They are as follows:

1. Working from whole to part
2. Fixing a point with reference to two fixed points

Working from whole to part

In order to localize errors and prevent their accumulation, a set of control points is always established with great precision first for the whole area to be surveyed.

Later on, details are filled in between these control points to a relatively smaller precision.

This fundamental work principle is known as “Working from whole to part”.

Fixing a point with reference to two fixed points

Survey stations are fixed by at least two measurements, either both linear or angular measurements or linear and angular measurements from two control points.

RESPONSIBILITIES

One of the most important things that a surveyor does is to determine the property boundaries. While this may or may not be a big deal as far as buildings are concerned, but if the project is something such as a road, it can significantly alter the desired route. Land surveyors will often note elevation changes and other physical features that could be important as a project progresses. This can add a considerable amount of time to the work involved, but it can be invaluable to those who need to depend on those measurements when making their designs. Surveyors also transfer the designs from the paper to the actual field. Surveys may be performed to determine the suitability of a site for given project.

Once the surveying is complete, a report is made detailing the findings and sent to the interested parties. In some cases, land surveyors may be asked to explain their findings. In particularly contentious situations, such as a legal dispute involving land, they may even be called on to testify in court. However, such situations are extremely rare.

In surveying, measurements may be made directly, electronically, by the use of optical instruments, by computations from known lines and angles, or by combination methods. Instruments used for direct linear measurements include the Gunter's chain (known also as the surveyor's chain), which is 66 ft (20



Figure : Dr. Arvind Dewangan –Professor in Civil Engineering Department at H.C.T.M. Kaithal concentrate with Theodolite in the Dalhousie site in the near Station no. 5

m) long and divided into 100 links; the engineer's chain, 100 ft (30 m) long and also consisting of 100 links; the tape, usually of steel, which has largely superseded chains; and the rod. Tapes and rods made of Invar metal (an alloy of steel and nickel) are used for very precise work because of their low coefficient of thermal expansion. In many situations electronic instruments, such as the geodimeter, which uses light waves, and the tellurometer, which uses microwaves, provide a more convenient and more accurate means of determining distance than do tapes and rods. The height of points in relation to a datum line (usually mean sea level) is measured with a leveling instrument consisting of a telescope fitted with a spirit level and usually mounted on a tripod. It is used in conjunction with a leveling rod placed at the point to be measured and sighted through the telescope.

Methods of Surveying

The practice of measuring angles and distances on the ground and plotting them accurately on map is generally termed as surveying. It is the technique and science used to determine accurate distances and angles between the terrestrial and three dimensional space positions of points. These points are taken from the positions on earth's surface and the method of surveying is used to develop land maps and

boundaries for the purpose of land ownership and other governmental purposes. Chains with links of known lengths are one of the ways used to measure the distance in surveying. A compass capable of providing magnetic bearing and from which deflections could be measured is used to measure horizontal angles. Generally surveys are non experimental and descriptive methods related to research. Surveys are scientific research methods and it can be used extensively in library and information science so that attitudes and characteristics of a wide range of subjects can be determined, like quality of user system interfaces & reading habits of library users. There are two basic methods of surveying. They are cross sectional surveys and longitudinal surveys.



Fig. No.-2



Fig-no.3

Cross sectional & longitudinal surveys

To gather information on a population at a single point in time generally cross sectional surveys are used. A cross-sectional survey questionnaire determines the relationship between two factors, for instance the relation between religiousness of parents and views on Internet sifting. Longitudinal surveys can be collected over a period of time. Next step by the researcher may is analyze changes in found in surveying and attempt to describe them. The three main types of longitudinal surveys are trend studies, cohort studies, and panel studies.

Importance of Surveying Methods in Civil Engineering

Creativity and technical knacks are deployed in Civil Engineering in order to make sure that the amenities important for modern life works safely and efficiently. Land Surveying is an important aspect in construction, and this is done with an aim to verify the exactness of the existing records. Information obtained by surveying is used to prepare legal documents like deeds and leases. Planning, designing and establishing the boundaries of properties which include services such as mapping, construction layout services, angle, elevation, area and volume can be done with the help of Surveying. Site examination

and selection with the usage of computerized measuring instruments which covers information related to geography and topography are the major methods of surveying. These investigations help to find the best site location. Civil engineering survey works on various regions such as turning out of maps and plans which can help in designing and planning civil engineering structures. This field also includes supervising construction and this helps to ensure the precision of magnitude and tolerances.

| Sr. No. | EXPERIMENT LIST FOR SURVEYING |
|---------|--|
| 1 | TO STUDY THE FUNCTIONS OF VARIOUS PARTS OF THEODOLITE |
| 2 | TO CARRY OUT PERMANENT ADJUSTMENTS OF A TRANSIT THEODOLITE |
| 3 | TO MEASURE HORIZONTAL AND VERTICAL ANGLES USING A THEODOLITE |
| 4 | TO DETERMINE THE CONSTANTS OF A GIVEN TACHEOMETER |
| 5 | TO DETERMINE THE HORIZONTAL DISTANCE & ELEVATIONS OF A GIVEN TRAVERSE WITH THE HELP OF A TACHEOMETER |
| 6 | TO SET OUT SIMPLE CURVES BY OFFSETS FROM TANGENTS |
| 7 | TO SET OUT CURVES BY OFFSETS FROM CHORDS PRODUCED |
| 8 | TO SET OUT SIMPLE CURVES BY OFFSETS FROM LONG CHORDS |
| 9 | TO SET OUT SIMPLE CURVES BY RANKINE'S METHOD OF TANGENTIAL DEFLECTION ANGLES |
| 10 | TO MEASURE THE LENGTH OF BASE LINE IN TRIANGULATION SURVEY |

CONCLUSION

This paper reflects the importance. For better understanding of the different types of surveying techniques and methods in the Dalhousie [H.P.] city, provide all types of fields in earth surface by which learner can learn all the major activities of processes. Being a graduate engineer, this place provides various types of location where the survey camp needs with a fruitful atmosphere around the Youth Hostel at Dalhousie.

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BIOGRAPHIES



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Young, dynamic and enterprising technocrat, Dr. Durga Parsad Gupta, attained the Degree in Bachelor of Engineering in the year 1984 from the Maulana Azad College of Technology, Bhopal. He enriched his qualification by acquiring the Master's Degree (M.Tech) from the same College of repute. His zest for learning did not end here which prompted him to pursue further higher studies in Engineering, resulting in the award of Ph.D Degree by the Maulana Azad National Institution of Technology, Bhopal under the Barkattulah University, Bhopal (M.P.). He is also deeply and emotionally involved in various projects related to R & D. Eversince his joining the College, he is diverting all his energies towards creation, development and upgradation. In recognition of his academic and administrative achievements, Dr. D.P. Gupta has been the recipient of the BEST PRINCIPAL AWARD by the INDIAN ACHIEVERS FORUM, New Delhi. He also received the EMINENT EDUCATIONIST AWARD from the National and International Compendium, New Delhi.



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Holistic Approach to Capacity Building of Teachers

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ABSTRACT

A learning system's most important asset is its teaching force. Teaching lies at the heart of the learning process and is vital for the development of the students and therefore the nation. Continuous investment in this asset results in better student quality which is utmost essential for the growth and prosperity of any society. The need of the hour is to add more dynamism in this profession so as to develop a deeper connection with all the other stakeholders involved in the education system. This paper examines the concept of capacity building and the various levels of capacity building. It also documents 7Cs of Capacity Building which when applied to the teaching profession would result in enhancing the quality of the entire learning system.

Keywords: *Capacity building, Capacity Building Levels, Teaching, 7Cs*

If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job.

~ Donald D. Quinn

After parents, a teacher is the person who has a great influence on the life of a student because of the simple reason that a child spends a quarter of a day with his/her teacher. From nursery rhymes to a doctorate degree, a teacher is needed by one and all. As we grow up in life, the nomenclature for a teacher gets updated to a guide, or a mentor, or a philosopher. But we all feel a need to discuss, to deliberate and to learn. Ancient thinkers quote that learning never stops. And in today's times, a lot of people have started recognising a relatively new concept called reverse mentoring, wherein even a younger person can be a teacher to an older student. Therefore, the profession of teaching plays a significant role in every person's life because it is one of the most important sources of where learning comes from.

The education system in general comprises of a lot of stakeholders, namely, parents, students, teachers, administrators, staff and providers of stationery, food, uniforms, books etc. However, out of the above mentioned stakeholders, it is only a teacher who can choose to modify according to the needs of the students or in other words, a teacher can choose his/her pedagogy or approach in developing the students. Therefore, a teacher assumes a role that no other person can fulfil. However, successful teaching is not a job in isolation. On the contrary, it requires dedicated participation from all stakeholders.

Despite the significance that teaching has in the development of individual, society and the nation, this profession faces the challenge of stagnation whereby teaching has been reduced to a mere job of taking lectures and evaluating assignments and answer-sheets. The concept of capacity building of teachers is not new. However, it is noticed that teachers repeatedly attend the same training & development programme every year which does not lead to improved motivation levels or job enrichment of teachers. This paper makes an attempt to define the concept of capacity building and the levels of capacity. Also, a 7Cs Framework for capacity building of teachers has been developed so as to assist in the holistic development of teachers.

Capacity Building

International Institute for Capacity Building in Africa (IICBA) defined the term "capacity" as follows: Capacity is defined as the organizational and technical abilities, relationships and values that enable countries, organizations, groups, and individuals at any level of society to carry out functions and achieve their development objectives over time. Capacity refers not only to skills and knowledge but also to relationships, values and attitudes, and many others (adapted from Morgan, 1998).

The concept as defined by various authors is given in Table 1.

Table 1. Definitions of Capacity Building/Development (adapted from Lusthaus, 1999)

| S.No. | Definition |
|-------|--|
| 1 | Capacity is the ability of individuals, groups, institutions and organizations to identify and solve development problems overtime. (Peter Morgan, 1996) |
| 2 | Capacity development is a concept which is broader than organizational development since it includes an emphasis on the overall system, environment or context within which individuals, organizations and societies operate and interact (and not simply a single organization). (UNDP, 1998) |

| | |
|---|--|
| 3 | Capacity development is "...any system, effort or process... which includes among its major objectives strengthening the capability of elected chief executive officers, chief administrative officers, department and agency heads and programme managers in general purpose government to plan, implement, manage or evaluate policies, strategies or programs designed to impact on social conditions in the community." (Cohen, 1993). |
| 4 | ...capacity is the combination of people, institutions and practices that permits countries to reach their development goals...Capacity building is... investment in human capital, institutions and practices. (World Bank, 1998) |
| 5 | Capacity building is any support that strengthens an institution's ability to effectively and efficiently design, implement and evaluate development activities according to its mission. (UNICEF-Namibia, 1996) |
| 6 | Capacity building is a process by which individuals, groups, institutions, organizations and societies enhance their abilities to identify and meet development challenges in a sustainable manner. (CIDA, 1996) |
| 7 | Capacity development: The process by which individuals, groups, organizations, institutions and societies increase their abilities to perform functions, solve problems and achieve objectives; to understand and deal with their development need in a broader context and in a sustainable manner. (UNDP, 1997) |
| 8 | Capacity strengthening is an ongoing process by which people and systems, operating within dynamic contexts, enhance their abilities to develop and implement strategies in pursuit of their objectives for increased performance in a sustainable way. (Luthaus et al. for IDRC, 1995) |

UNDP in its Technical Paper 3, 1998 defines Capacity as “the ability of individuals and organisations or organisational units to perform functions effectively, efficiently and sustainably. This implies that capacity is not a passive state but part of a continuing process and that human resources are central to capacity development. The overall context within which organisations undertake their functions are also key considerations in capacity development. Capacity is the power of something (a system, an organisation, a person) to perform or to produce.” Capacity development is defined as “a concept which is broader than organisational development since it includes an emphasis on the overall system, environment or context within which individuals, organisations and societies operate and interact (and not simply a single organisation). In the case of development programmes, it includes a consideration

of all factors which impact upon its ability to be developed, implemented and the results to be sustained. Of special concern to development planners and to situations where there are limited resources is the need to build on what exists—to utilize and strengthen existing capacities , rather than to start from scratch.” EnvironmentIn a systems context, it is very important to take note of levels of capacity i.e. capacity must be discussed in a broader context at at least three levels- Individual, Organization, and Environment as shown in Figure 1.

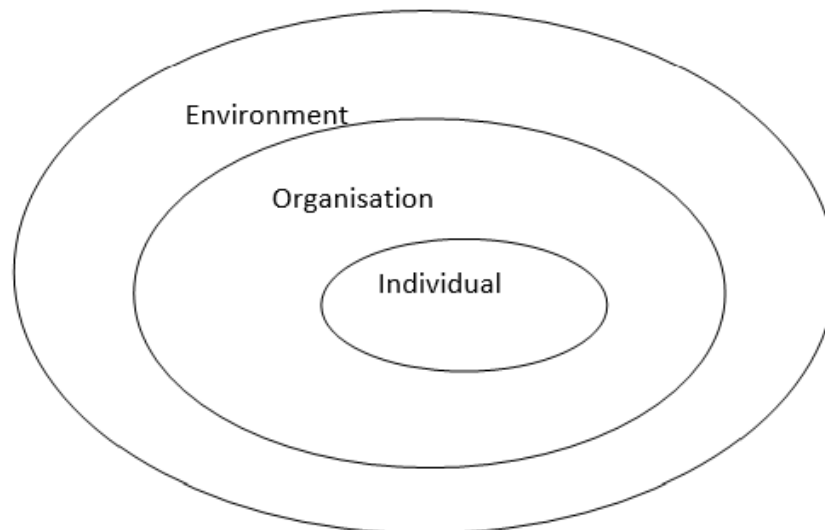


Figure 1: Levels of capacity (adapted from UNDP, 1998; p. 7)

1. Capacity at the individual level

Capacity at the individual level is the most primary element of capacity. It becomes the foundation for organizational capacity and refers to the will and ability of an individual to set objectives and to achieve them using one's own knowledge and skills (JICA, 2004). Capacity at the individual level comprises of knowledge, skills, values, attitude, health, commitment, awareness, etc. It can be developed through various methods such as formal, non-formal or informal education, training, on-the-job-training (OJT) etc. It is also referred to as human resources development. (IICBA, 2006).

2. Capacity at the organization level

Capacity at the organization level will determine how individual capacities are utilized and strengthened. It refers to anything that will influence an organization's performance (JICA, 2004) and includes: human resources (capacities of individuals in the organization); physical resources (facilities, equipment, materials, etc.); intellectual resources (organization strategy, strategic planning, management, business know-how, production technology, program management, process management (e.g., problemsolving skills, decision-making process, communications, etc.); inter-institutional linkage (network, partnership, etc.); incentive and reward systems; organizational culture

and leadership of managers. (IICBA, 2006)

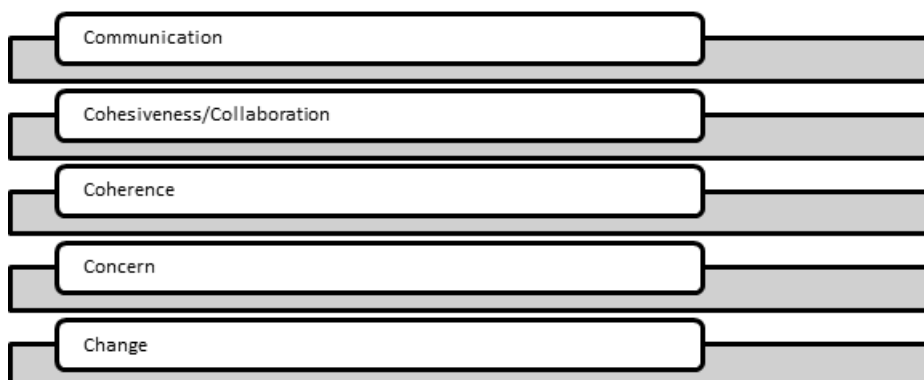
3. Capacity at the environment level

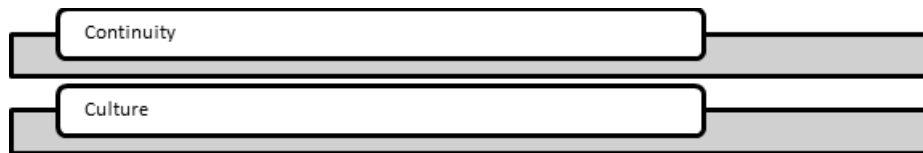
Capacity at the environment level refers to the environment and conditions necessary for demonstrating capacity at the individual and organizational levels (JICA, 2004). This includes systems and frameworks necessary for the formation and implementation of policies and strategies beyond an individual organization. There are various dimensions of environment such as administrative, legal, technological, political, economic, social, cultural, etc. that intrude on and/or mediate the effectiveness and sustainability of capacity building efforts. Elements on which capacity is based on at the environment level include formal institutions (laws, policies, decrees, ordinances, membership rules, etc.), informal institutions (customs, cultures, norms, etc.), social capital and social infrastructure, and capacities of individuals and organizations under the environment. (IICBA, 2006)

The levels of capacity can be understood with the help of an example. Suppose an undergraduate college needs to upgrade itself by adding post graduate courses in its education programme. In this case, individual level capacity includes the skills, knowledge, attitude and awareness of the faculty members who were previously only teaching undergraduate students but now will be required to teach post graduate curriculum. Capacity at the organisational level will include the capacity of the administrative staff to handle new enrolments, planning skills, ability to implement, past experience, technological infrastructure such as use of ICT, Computer Lab, Projectors etc., physical infrastructure such as benches, tables, washrooms, library, printing and stationery, etc. Capacity at the environmental level will include the policies formulated by the Ministry of Education/Human Resource Development on higher education in the country, policies on funding, accessibility, national infrastructure etc.

7Cs Framework of Capacity Building

In this section of the paper, a generic 7Cs Framework is developed to describe a holistic approach towards building individual, organisational and environmental capacities in the teaching profession.





The above mentioned 7Cs, if integrated into the education system, would help to build the three capacities for effective and quality teaching.

1. Communication

Effective Communication is essential in every sphere of life, be it personal or professional. Good Communication is indispensable in teaching because of the diversity in classroom. Effective Communication helps in building trust as well improving student morale. At the individual level, every teacher must strive to adopt the 7Cs of Communication in his/her teaching pedagogy. In the present times, it is also essential that a teacher utilises Information and Communication Technology (ICT) to prepare lectures, case studies, assignments so as to match the global benchmarks in education and create a strong learning platform. At the entity/organisational level, it is of utmost importance that proper communication takes place between all the participants of the organisation such as head of institute, faculty, administrative staff, students, parents, student unions/groups so as to deliberate on various issues of this community. Web Portals/ Social Network/ Intranet help to minimise effort or time delays in gathering requisite information from any participant. At the environmental level, Periodic Interaction with the Vice-Chancellors of Universities and with the Heads of Institutions can improve the teaching climate by bringing to fore the various challenges and opportunities available from time to time. Inter-organisation linkages should be encouraged.

2. Cohesiveness/Collaboration

Any policy to foster quality teaching should be guided by the ultimate goal of improving the quality of the learning experience of the students. This can be done if all stakeholders involved in the learning process work cohesively as a team. At the individual level, this amounts to creating innovative learning platforms by incorporating multi-disciplinary approaches for learning, redesign of curricula and continuous upgradation of pedagogies with feedback from parents, students and peers. At the organisational level, efforts should be made to improve the physical as well as technological infrastructure in consultation with the facility/service providers, staff, faculty etc. At the level of the environment, representatives from the teaching fraternity should be involved on any policy decision concerning the teachers/students community to encourage democratic and participatory dialogue.

3. Coherence

Coherence implies orderliness. Any system works in order due to pre-determined rules, procedures, regulations and the teaching system should also focus on moving in this direction. Individually, teachers should develop role clarity regarding the demands of their profession. A teacher needs to be conceptually sound in his/her domain and abreast of the recent developments in his/her subject. Apart from this, a teacher may need to be a mentor, a guide, or a facilitator from time to time. To fulfil these role requirements, a teacher needs to be well equipped with well-researched resources and materials. At the organisational level, every procedure should be clearly specified so as to streamline all the academic as well as non-academic processes that take place in every teaching organisation. All the forms and formalities should be updated and well communicated to avoid any wastage of time and effort. At the environmental level, well-maintained records and well designed and documented policies regarding every process would add order to the education system.

4. Concern

The dimension of concern helps to improve the education system by increasing the motivation of all the contributors of this system. At the individual level, teachers should understand the different needs of the different students and be emotionally intelligent to empathise with them and motivate them. Student welfare should be the driving factor for every teacher. At the organisational level, every member of the organisation must work keeping in mind the betterment of fellow stakeholders as well as the whole organisation. Heads of teaching institutions should encourage development programmes for students, teachers as well as staff apart from monetary rewards and incentives. At the environmental front, the government must aim for Teacher welfare and empowerment both in monetary and non-monetary ways. Championing teachers' achievements and excellence through awards and recognition would be helpful in boosting the morale of the teachers.

5. Change

At the individual level, a teacher should encourage innovation and exploratory approaches to learning. At the organisational level, instilling an innovation mindset at every level in the organisation would help to bring fundamental changes in the way education is delivered. Administrative and Technical Staff should be involved in the design and implementation of new practices in their domains. At the level of environment, new perspectives on teaching and learning should be constantly encouraged and collaborative innovative across various institutions should be promoted.

6. Continuity

Any effort fades away with time if it is not maintained consistently. A teacher should constantly aim towards self-development and self-improvement through genuine feedback from students, parents, peers. At the organisational level, irregular development initiatives should be replaced by periodic training interventions so as to offer improvement opportunities to every member of the organisation. At the environmental level, the performance of all the institutes and stakeholders involved should be monitored carefully and accountability recognised and fixed so as to ensure complete transparency.

7. Culture

A Learning Culture should be promoted at every level of capacity building wherein every participant understands the importance of learning and improving. This culture should be well communicated by the government and an environment should be created towards building quality, inclusive and accessible education system. At the individual level, teachers should be sensitised towards charting the course of their journey as a teacher with clearly specified goals for themselves including research and writing pursuits.

Capacity Building of Teachers is not and should not be an exercise in isolation. The teachers alone cannot alter the whole system. However, the 7Cs of Capacity Building-Communication, Cohesiveness, Coherence, Concern, Change, Continuity and Culture if imbibed at all the three levels, can lead to the creation of a fruitful and efficient learning system.

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Homestays In Sikkim: A Sustainable Approach Towards The Hospitality Sector

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INTRODUCTION:

Tourism is one of the fastest growing industries in the world. The dynamic growth of this industry is evident from the fact that globally tourism accounts for 11% of the global GDP and 8% of the world trade employment. The growth of globalization has paved for mountain and tourism environment too. The substantial growth in worldwide tourism activities clearly marks tourism as one of the most remarkable economic and social phenomena of the past century. The number of international arrivals in India shows a breathtaking evolution from a mere 76.79 lakhs in 2014 to 80.16 lakhs in 2015.

This study gives a perspective of how homestays are being used as an alternative for hotels and resorts in Sikkim for the past few years. The prospect of tourism at present have been shifting its paradigm from tourism to eco-tourism. A great deal of changes has been noticed in recent times in world tourism activities. Where tourism as a business is focused on profit entrepreneurship and tourist satisfaction, but on the other hand eco-tourism has a deep core focus on conservation of nature and culture and livelihood as essential constituents. Sikkim, one of the few ecotourism State in the country has been taking initiatives through Governmental and Non-Governmental Bodies to focus on sustainability while utilizing various approaches towards assisting and improving the standard of living of the local communities.

RESEARCH METHODOLOGY

Approach to the Study:

The study adopted is a mixed approach, consisting of both quantitative and qualitative methods. The mixed approach is adopted to capture the implementation of homestays in a comprehensive manner.

Techniques of Data Collection and Interpretation:

Data on various factors of population, rural areas and homestay activities was taken. A qualitative approach was adopted to map out the type of homestays existing in the rural and urban areas of Sikkim.

Information has also been accumulated from literature review and other relevant informants outside the study area.

Data Sources:

Accordingly, the secondary data were used for the study. Secondary data was collected from Population Census, State Plan Report, various State Departmental record and from research studies carried out by institutions and individuals. Data has also been taken from various official websites of homestays. Primary data was collected from the stakeholders of the different homestays of Sikkim through questionnaires and group interviews.

Limitations of the Study:

The secondary data collected was not very accurate, as the data issued by the Government Departments of Sikkim only has registered homestays recorded under them whereas, there are many people who run their houses as homestays during the tourist season without a registered license. The other drawback during the collection of the primary data was the un-favorable road conditions which did not allow us to collect data from all the homestay owners of a particular district.

LITERATURE REVIEW:

As per the study conducted by ATREE¹ for Centre for Conservation Governance and Policy, shows that Ecotourism in the country is practiced in the State Levels. The documents available with regard to ecotourism at national levels lay out cardinal principles suggesting the importance of involvement of local communities, minimizing the conflicts between livelihoods and tourism, environmental and socio-cultural carrying capacities. It also perceives ET² should be a part of the integrated development of the area. It emphasized in careful planning of the infrastructure, continuous monitoring and codes of conduct for the visitors. One of the major drawbacks of Indian policies in promoting tourism are policies conflicting in respect differentiating between Tourism and Eco-tourism. Lack of clear and measurable indicators and absence of link between monitoring and regulations has been seen. Community participating seems negligence which would help in capacity building and generating employment at the local root level. The need for better planning and identifying the gaps is the most essential task as to strengthen the existing policies and making it better for developing the prospects of tourism. The task enforced does not only imply at the national level but even at the State level. Thus nodal agencies need to be hoisted for developing Eco-tourism in India (ATREE, 2006).

¹ ATREE : Ashoka Trust for Research in Ecology and the Environment.

² ET : Eco - Tourism

Accommodation is usually referred to traditional Hotels which are run under various categories. But in the recent times, “alternative accommodation” has emerged as a contemporary means of accommodation which include establishments like guest-houses, service apartments and home-stays or commercial homes. This alternative accommodation differ from traditional hotels in respect to the services they provide which are more authentic and more personalized (Nuntsu, Tassiopoulos, Haydam, 2004).

Sikkim Tourism and Prospects:

Sikkim a small Himalayan State, in the past few years has become one of the most sought after Tourist destination. Having realized Tourism as a major engine of economic growth, employment generator and poverty alleviator, the State Government has endorsed this sector as the main civil industry of the State. The year 2010 has been declared as “Year of Tourism” in the State.

The data below shows that there has been a growth in the arrival of domestic tourists from 5,62,418 in 2014 to 7,05,023 in the year 2015. In terms of international tourist arrivals in Sikkim, the number has decreased from 49175 in 2014 to 38479 in 2015 (Department of Tourism and Civil Aviation, Government of Sikkim). The reason behind the decline of international tourists could be due to the bad connectivity of roads, weak marketing in tourism or due to tourists preferring to visit the neighboring town of West Bengal called Darjeeling, hence affecting the tourism sector in Sikkim.

Table1 : Inflow of Domestic Tourist in Sikkim

| MTH | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| JAN | 14245 | 17887 | 22286 | 24035 | 30395 | 40160 | 42314 | 28560 | 30292 | 28824 | 54229 |
| FEB | 16100 | 18550 | 23465 | 26098 | 35883 | 48420 | 50652 | 29642 | 31278 | 19830 | 44366 |
| MAR | 26100 | 41593 | 47465 | 51018 | 55965 | 60560 | 62438 | 45231 | 48102 | 24597 | 32515 |
| APR | 43702 | 61084 | 70684 | 76539 | 85669 | 87172 | 89238 | 65341 | 69054 | 63730 | 89648 |
| MAY | 70744 | 80052 | 86448 | 99625 | 108778 | 116641 | 124323 | 120212 | 131804 | 92199 | 138695 |
| JUN | 30480 | 32912 | 34025 | 35172 | 63905 | 68236 | 69784 | 65673 | 68205 | 85763 | 86218 |
| JULY | 13760 | 17268 | 19462 | 22010 | 26992 | 27021 | 29540 | 18628 | 17161 | 19472 | 19521 |
| AUG | 14382 | 20628 | 21428 | 22628 | 35826 | 37180 | 38964 | 35294 | 7713 | 11875 | 19535 |
| SEP | 22738 | 25028 | 25295 | 26910 | 41285 | 53624 | 13943 | 12678 | 20115 | 25478 | 25535 |
| OCT | 35396 | 39834 | 43218 | 49456 | 44865 | 59582 | 9682 | 42390 | 50461 | 75025 | 75908 |
| NOV | 33480 | 35899 | 38215 | 43018 | 43720 | 48764 | 8326 | 39602 | 42836 | 53275 | 55827 |
| DEC | 26523 | 31208 | 33213 | 35864 | 42345 | 52651 | 13249 | 55287 | 59728 | 62350 | 63026 |
| TOTAL | 347650 | 421943 | 465204 | 512373 | 615628 | 700011 | 552453 | 558538 | 576749 | 562418 | 705023 |

Reproduced Source: Department of Tourism and Civil Aviation, Government of Sikkim

Table 2: Inflow of International Tourist in Sikkim

| MONTH | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| JAN | 721 | 789 | 866 | 910 | 696 | 984 | 1436 | 1904 | 873 | 4145 | 3458 |
| FEB | 1082 | 1262 | 1286 | 1106 | 1053 | 1320 | 1065 | 2406 | 1247 | 3803 | 3119 |
| MAR | 2280 | 1981 | 2225 | 2406 | 2184 | 2605 | 2423 | 3199 | 2524 | 5211 | 4971 |
| APR | 2198 | 3124 | 2386 | 2411 | 2544 | 3036 | 2615 | 3939 | 4895 | 2855 | 6909 |
| MAY | 1351 | 1445 | 1058 | 1857 | 1335 | 1593 | 2875 | 2058 | 1312 | 4927 | 2326 |
| JUN | 611 | 488 | 631 | 393 | 429 | 830 | 643 | 1152 | 804 | 3939 | 1727 |
| JULY | 372 | 471 | 549 | 453 | 646 | 680 | 553 | 1282 | 563 | 2496 | 1382 |
| AUG | 625 | 741 | 811 | 864 | 846 | 979 | 873 | 1048 | 2579 | 1429 | 1563 |
| SEP | 991 | 1372 | 1230 | 1330 | 1275 | 1678 | 1415 | 1432 | 3942 | 2410 | 1406 |
| OCT | 3053 | 2961 | 3106 | 3386 | 2925 | 2780 | 4286 | 4486 | 5292 | 8906 | 4431 |
| NOV | 2313 | 2198 | 2471 | 2867 | 2406 | 2410 | 3323 | 2300 | 3210 | 5537 | 3877 |
| DEC | 921 | 1217 | 1218 | 1171 | 1391 | 1862 | 2438 | 1283 | 4457 | 3517 | 3310 |
| TOTAL | 16518 | 18049 | 17837 | 19154 | 17730 | 20757 | 23945 | 26489 | 31698 | 49175 | 38479 |

Reproduced Source: Department of Tourism and Civil Aviation, Government of Sikkim

The findings from the above data shows that domestic tourists visit Sikkim during the months of April, May and June where it is seen that April has the highest footfall. The reasons are:

1. Onset of summers in the plains
2. Summer break for school children
3. Favorable weather and road conditions in the State.

The above data clearly shows that the contribution of domestic tourists in the State is much higher than that of the international tourists. A fluctuation can be seen in the flow of tourists from the year 2005 - 2014 where there has been a sharp rise between the years of 2007-2011 and a sharp decline since 2011 in respect to domestic tourism. The sharp rise was due to the political instability in the neighboring State of West Bengal where the demand for a separate State of Darjeeling was demanded which diverted their tourists towards Sikkim. In the year 2011, the domestic tourists can be seen decreasing in number after the month of September, this was caused by the massive earthquake that measured 6.8 in the Richter Scale which was also a month that is a peak tourist season in the State. There has been a tremendous increase in the year 2015 which has tourist arrivals up to seven lakhs.

In terms of the data showing the international tourist arrivals, the month of October witnesses a large amount of tourist footfalls owing to the various fairs and festivals organized by the State Departments. The reason for the decrease in international tourists over the years, can be due to the various permits and paper work required by foreigners to visit the different areas within Sikkim.

Tourism Potentiality in Sikkim:

All four districts of Sikkim has the potential of being a tourist destination. The Northern district is known for its wilderness and scenic beauty. The Eastern district is known for its urban aspect and man-made attractions, it is also the district that houses the Capital city of Gangtok. The Southern District has been popular for its attractions as a pilgrimage destination. The Western part has a majestic view of the Mt. Kanchendzonga, a major attraction for Sikkim tourism. The other potentiality of the State in boosting the tourism sector are its winter carnivals, cultural festivals, flower festivals, heritage sites, monuments, diverse culture and intangible heritage.

STEPS TOWARDS ENHANCING HOMESTAYS IN SIKKIM:

Sikkim, a tiny State that has a land area of 7,096 km² and a population of 6.44 lakhs, from which 1/3rd of the population live in the capital Gangtok, also the largest and most developed town in the State. With the advancement of Tourism, a disparity has been seen in the growth where the urban areas get the benefits of tourism which has also been causing land constraint. Whereas the rest of the State like the rural areas are neglected and the rural people are not given opportunities from the growth of Tourism.

The opening of the State to domestic and international tourists has galvanized the State and boosted its economy. Today a shift is being seen with respect to tourism perspectives and Sikkim is one of the few Indian States to be officiated as an “Ecotourism Destination”. The State has been focusing to deliver a tourist friendly environment by encouraging the practice of eco-tourism and incorporating with local communities to provide the benefits of tourism to its people. To ensure the smooth functioning of Eco-tourism in the State a Sikkim Ecotourism Council has been formed representing civil society, tourism professionals and public sector representatives. The role of the ecotourism Council is to build a strong coordination with the Tourism Department and Sikkim Tourism Development Corporation for the promotion of ecotourism products and destinations. This policy further focuses on strategies for training and capacity building where local communities including homestay owners, women cooperatives, youths, and economically disadvantaged people who wishes to engage in eco-tourism activities would be trained on specific topics like guides for trekking, bird watching, etc. Steps have been taken towards benefitting economically disadvantaged people by encouraging the use and supply of local products in tourism hence encouraging self-employment at a low investment.

The introduction of eco-tourism in the State has encouraged various strategies of sustainability initiated by the Government and the locals. Considering the uneven growth of tourism within the State, the growth of home-stays has been encouraged and practiced in not only the urban areas but in the rural

areas as well. It is a catalyst for the development of tourism especially in the rural areas of the State where tourism could be used as a tool for employment generation. Most of the villages that are accessible in Sikkim have started establishing the concept of homestays providing them with employment opportunities at a minimal cost. It also enhances capacity building of the local community. The introduction of eco-tourism in the State has encouraged various strategies of sustainability initiated by the Government and the locals. Considering the uneven growth of tourism within the State, the growth of home-stays has been encouraged and practiced in not only the urban areas but in the rural areas as well. It is a catalyst for the development of tourism especially in the rural areas of the State where tourism could be used as a tool for employment generation. Most of the villages that are accessible in Sikkim have started establishing the concept of homestays providing them with employment opportunities at a minimal cost. It also enhances capacity building of the local community.



Source: Department of Tourism and Civil Aviation, Government of Sikkim

Various Criteria Set by the State Tourism Department for Homestays:

1) Identification Of Village For Homestays

These are the rules and regulations that have been stipulated by the Government of Sikkim through the Department of Tourism. All the stakeholders involved in the running of homestays are under different jurisdictions in the sphere of a homestay. The first criteria for a village to be selected as a homestay destination is the factor of road connectivity and accessibility. The village should also identify local tourism resources in and around their area like natural resources, cultural resources, heritage and the like. The village should use one such resource as a USP to showcase and attract tourists.

2) Criteria For Homestays:

Committee to certify the homestay must be constituted with representatives from the Department of Tourism and Civil Aviation, local Village Tourism Committee, local Panchayat, Health and Police. The Committee shall recommend the house for homestay if found satisfactory. After certification, the homestay must be registered with the Department of Tourism and Civil Aviation for which minimal fees is charged. A copy of the registration should be submitted to the police station of respective jurisdictions. Loans are granted with less paper-work by the Government of Sikkim for the encouragement of the implementation of homestays. The homestays should be constructed in a uniform manner with two guest-rooms and bathrooms that have the basic amenities like geysers, continuous supply of clean water and a clean kitchen. The Department of Tourism and Civil Aviation and other allied Departments may provide assistance to the village by providing water supply, good transport connectivity, provide capacity building and give marketing assistance. The owners of the homestay has to undergo at least one capacity building course in any of the following aspects eg. Bird watching, tourist guide. The Government through the local Village Tourism Committee (VTC) shall construct a one or two storied building in the approved village which shall act as a facilitation Centre for the entire area. The building will consist a tourist information counter, a rest room for the tourists, a library, a souvenir shop selling local handicrafts and a hall with proper sound system for cultural performances.

3) Mode Of Operation Of Homestays:

The facilitation Centre shall be managed by the local Village Tourism Committee. The bookings for the homestay needs to be done through this Committee who shall circulate the guests to the homestays on a rotation basis based on the choice of the clients. Consequently the homestays shall report to the Centre for guides, cultural programs and other services who in turn may arrange these services on certain minimal commissions which can be utilized for the maintenance and operation of the Centre. It is the duty of the Centre to work towards bringing guests to the homestays, maintaining decorum in the

Village and regulate the homestays.

4) Guidelines For The Hosts:

The host should abide by the concept of “Atithidevo Bhava” or “Guest is God” and render quality services. They are required to brief the guest about the activities, local customs within their stay in the Village. The hosts are expected to communicate in the guest's local language like Hindi or English. The homestay owners are required to offer local food and products and not imitate the culture of the guests. In case of any mis-happenings from the guest, report it to the facilitation Centre. Use proper waste management techniques Discourage concrete buildings, identify the village with nature and use organic products.

5) Guidelines For The Guests:

The guests are required to acquaint themselves with the customs of the host village. The traveler should remember that this is home and not a hotel. Room service may not be provided. A traveler may participate in the family activities but never be a hindrance to the hosts' normal routine. Even though highest priority may be given to hygiene occasional appearances of domestic flies, insects and pests should be expected and care should be taken to carry repellents and mild medicines as some of your brands may not be available and local remedies may be allergic to you.

6) Village Tourism Committee:

1. The Village Tourism Committee shall comprise of one member each from every Homestay.
2. The Village Tourism Committee shall be fully responsible for operating the Tourist facilitation Centre
3. The Committee shall be the regulating body ensuring distribution of benefits on a rotation basis through the Tourist facilitation Centre
4. The Committee shall also address other issues like planning and publicity, timely training of the villagers for capacity building and co-ordination with other allied departments.

The list of Village Tourism Development Committees:-

East District

- Khedi Eco- Tourism & Eco – Development Promotion (KEEP).
- Pendam Gari Budang Village Tourism Development Committee.
- Green Point (NGO) Lower Tumin.

South District

- Jaubari Village tourism Development Committee.
- Maniram Cultural Village Tourism Society.
- Rong Village Tourism Development Committee.

West District

- Hee Bermiok Tourism & Heritage Conservation Society.
- Darap Eco – Tourism Committee.

North District

- Tingchim Village Development Committee.

All above mentioned organizations receive financial assistance from the Ministry of Tourism, Government of India for the promotion of rural tourism in their respective villages.

They organize and conduct the following activities-

- Motivation, Education and formation of village level committees.
- Baseline survey.
- Training for men/women Self Help Groups (SHGs)
- Capacity Building for men/women and Village Council.
- Basic Foreign Language (English and other foreign language).
- Design and product development training.
- Skill augmentation.
- Organization of an annual tourism fair.
- Training for rural tourism guide including selection through examination.
- Training for hoteliers and restaurant owners and other stake holders.
- Publication of publicity materials and media management/ development of website.

LIST OF REGISTERED HOMESTAYS IN SIKKIM:

North Sikkim:

- Dzongu Lee Homestay, Dzongu
- Tinvong Homestay, Upper Dzongu
- Kabi-Lungchok Homestay, Kabi
- Achulay Homestay, Dzongu
- Mayal Lyang Homestay, Dzongu

South Sikkim:

- Kewzing Country Café, Kewzing
- Bon Farmhouse Homestay, Kewzing

West Sikkim:

- Cherry Village Resort, Darap
- Lamthang Retreat, Pelling
- Sukhim Homestay, Pelling
- The Red Mud Chalet, Rinchenpong
- Ipshing Homestay, Pelling

East Sikkim:

- Teen Jurey Homestay, Pangthang
- Busty Homestay, Ranka
- Netuk House, Gangtok
- Hidden Forest, Gangtok

CONCLUSION

Tourism in the state is growing at a rapid pace in a very well thought of and planned manner. Sikkim now has become one of the best sought after hill destinations at global level. As a truly tourist friendly state the tourism department have shown and provided its service with all possibilities even during crisis such as natural calamities, mishaps and even during road blocks. During strikes Tourism Department, local people and agencies have played a major role in helping the tourist to overcome these problems by co-coordinating with various other agencies for the safety of the tourist.

The first and the foremost is lack of connectivity. The state is connected by a single highway road, which suffers from physical constraints like landslide as well as from political constrains like road blocks by political activities, as such there are no alternatives for tourist to overcome this problem.

Unpredictable weather is another big challenge to tourism especially in the upper reaches and high latitudinal region of the state. Every year incidents of tourist being stuck due to heavy snowfall or landslides have been reported affecting the tourism prospects of the state. Especially along the Northern District Routes and along the Jawaharlal Nehru Marg³ where two of the most visited tourist spots exists. The Nathu-La Border, and Tsomgo lake.

³A local word used to define a road

Sikkim is a land of fair and festivals, and a great learning place. The state has been endowed with beautiful flora and fauna and has a great potential to develop the region as one of the most visited tourist destination. It has not only helped in increasing the economy of the state, but to some extent has helped to overcome other problems like unemployment and poverty. Tourism at present can be regarded as the backbone of the state. It is now the duty of the people to co-operate with the government both at state and local level to enhance the concept of home-stays in the field of tourism.

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Hospitality Educators Vs The Industry: A Competency Assessment

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ABSTRACT

Background: *The education & training institutes providing hospitality education are the major source of supply of human resources to the industry. But, the question arises here is that the competencies provided by the institutes to their students are ideal enough to cater to the needs of the industry .i.e. hotels, food service providers, restaurants or not.*

Methods: *The data was collected through semi-structured, personal in depth interviews were conducted with both educators of and industry professionals working in Lodging, Management and Food and Beverage Industry. Mainly, the primary data was collected from 50 Faculties and students of Different Hospitality institutes and 30 experts from Industry.*

Objective: *is to identify the gap in the skills desired by the industry and skills provided by the Academic Institutes.*

Result: *The results of this study, incorporated into a competency domain model, indicate that there are small gaps between professionals and educators in both industries, as well as differences between the two industries.*

Conclusion: *The results would be used by faculty to focus on imparting skills actually required by the industry in order to make them stand virtually in the business world of hospitality.*

Key Words: *Competencies, Skill Gap, Industry, Institute, Professionalism*

INTRODUCTION

The Indian tourism and hospitality industry is marked as one of the major force for growth & development among the services sectors in India. It contributes to 6.23 percent to the National GDP and 8.78 percent of the total employment in the country. The industry is broadly compartmentalized in two segments-

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- Tourism: The tourism sector includes pilgrimage tourism leisure tourism, education tourism, research tourism, medical and healthcare tourism, adventure tourism, heritage tourism, ecotourism, wildlife tourism etc.
 - Hotels: These include luxury hotels, business hotels, suite hotels, resort hotels, airport hotels, extended stay hotels, apartment hotels, transient hotels, timeshare hotels, condominiums, casino hotels, convention centres and conference centres, .motels, floatels, roatels etc.

The hospitality sector of India is growing at an extremely rapid rate. It is one of the highly profitable industries, contributing significant amount of foreign exchange to the economy which in return boost the economic state of the country. The gross annual manpower demand in the hospitality industry has crossed five lakh in 2010 and likely to grow to almost 920,000 in 2020, as per a study commissioned by Ministry of Tourism, Govt. of India. Against this burgeoning demand, the current supply of trained manpower through institutional sources in the country is nearly 65,000. Hotels are primary component of tourism industry by offering services and facilities of all standards. The size of the hospitality sector of India depends on the market share of two segments. The first segment is revenue obtained from travel businesses while second is revenues acquired from hotel businesses.

Hospitality education in the country has undergone many challenges in its evolution time, in past hospitality education has experienced an noticeable growth in terms of education infrastructure and facilities. In an attempt to meet global challenges, many hotel management institutes have entered into strategic tie-ups with international universities to facilitate student transfers, faculty exchange, internship training, curriculum strengthening, etc. But the biggest irony of the situation is that while we are in the Service Age, which generate maximum jobs in this market still there is a huge gap between demand and supply labour forces of the industry. This difference in demand and supply is not only in terms of availability but also in terms of the required skills and competencies by the hotel industry and what the students actually posses. Even the students of IHMs who are considered to be the largest network of hospitality educators in India are also not able to match with the required skill necessities of the industry and as subsequent result the institutes are facing drop in applicants and enrolments. This situation raised is the result of lack of employability skills, behavioural (soft) skills, analytical skills, teamwork, organisation and management skills etc which are taught to students through intensively modified institute curriculum involving work-integrated programmes that helps the students in preparing for the workplace by identifying and developing the important competencies that are believed to be needed by employers.

The industry and educational institutes are interdependent on each other. They are two forces that

maintain the demand and supply nature in hospitality industry. But at times it is seen that students get demotivated when exposed to the industry. There is a huge mismatch between what students aspire for and what they get from the industry. The main reason identified for this cause is their lack of skills and able to compete with the demands of hospitality industry which in turns creates obstacles in their career growth and survival.

Faculty are depended upon for graduates that they produce every year in high numbers and sends them to the field of work. Faculty should involve themselves with industry mentors and have an idea of what employers expect of graduates so that the same could be imparted to the students during their graduation time. The results from this research would enable the faculties to ensure that the inclusion of these competencies in teaching is equivalently important and desirable. The challenge though is to make students realise how important it is to have these competencies, how they can improve their employment opportunities in a highly competitive market.

They should also be aware of the needs and be able to relate their abilities to those required by employers.

LITERATURE RIVIEW

It is believed that education is a vehicle for social and economic transformation which leads to the overall economic development in the country. Therefore, the ultimate aim of every educational institution is to improve the quality of teaching and learning in order to achieve its set objectives. Hospitality education is itself a source of supply of human resource to the hospitality industry with competent managers and is often driven by industry standards

Here this literature review examines the relationship between education system and the hospitality industry in relation to the understanding about the real competences required by the students that would make them ready to grasp the challenges and working culture of the industry, which is important for their own career development. It also deals with the campus recruiting and the future of hospitality education. The review of literature also provides perspectives from the hospitality industry professionals as well as those from educational professionals. The review focuses on several areas including the foundation of hospitality education, research in the hospitality education field and education's response to the industry's expectations. Also, the hospitality programmes are run by public and private universities either as separate entity or combined depending on the institution in question.

A. Researches pertaining to hospitality education:

However, in the recent times hospitality higher education has experienced rapid growth globally in terms of the number of students who were enrolled into the programme but still faces uncertainties in terms of the needs and expectations of the hospitality/ industry, which are ever growing. For instance, many research work have been carried out globally indicated that, the educators and industry have different viewpoints and do not understand each other's perceptions. The different perceptions between educators and the industry were recognised to be a major problem .Furthermore, many researchers such as (Goodman& Sprague, 1991, Kang, Wu, & Gould, 2005, Petrova and Mason, 2004 and Ladkin, 2005 as cited in Goh, 2011 have also criticised tourism and hospitality educators for not adequately preparing students for employment in the industry. They often claim that, what educators teach in the classroom does not much current industry trends. This sometimes impedes employment opportunities for hospitality/ tourism graduates. In view of this, many studies have also stressed on the important skills needed by the hospitality students in order for them to be part of the hospitality industry. It was suggested that hospitality curriculum and courses must consist of strong practical skills and 'soft' people management skills. Wood, (2003) conducted a research to identify specific management skills that industry recruiters perceive as important for success in the hospitality industry. The results of the study indicated that leadership was the number one skill that employers felt was important for hospitality students to possess. Employee Relations ranked second, while Problem Resolution ranked third. The aforementioned literature reviews clearly unveil that, the important skills needed by students to posses to fit into the industry differ from one country to another. Another survey of hospitality workplace researchers indicate that most believe there are large discrepancies between formal training and employer demands in the hospitality industry. In another study by Durocher & Goodman (1991), graduating seniors in the hospitality industry were questioned it was also found that the average training program in the hospitality industry was 5.5 months long with high levels of variation among respondents. According to Pavesic (1993), some hospitality programs are faulted as being too theoretical, and in other instances, they are criticized as being too industry focused and technically orientated. Thus, a standard foundation that industry seeks may not be provided to students.

To continue to satisfy the basic purpose of hospitality education, curriculum needs to be modified as per current industry needs. According to Kluge (1996), information technology in the hospitality curriculum will be required to be sure that the skills students obtain during their studies will prepare them for a career in hospitality. According to Crockett (2002), Darrell VanLoenen predicts that academic programs will be increasingly driven by technology and curriculum will need to keep pace with change as they are looking toward the future of educational delivery systems. Today's hospitality

industry comprises a growing number of regionally and globally dispersed multi-unit firms. The increasingly complex nature of how these firms are organized, along with the continuous state of change and market uncertainty in all sectors of the business environment, create a situation that requires constant learning for all managers. There is also a requirement to re-address the need for re-educating managers in the hospitality industry, for this a conceptual model was presented, which combines critical thinking, collaborative learning and just-in-time (JIT) education, tools that managers need to be successful in the workplace by Cho, Schmelzer, 2000. Another concept that is similar to JIT is the use of distance education tools, to deliver timely and contemporary concepts to traditional and non-traditional students. In the 1998 study completed by Breiter & Clements, the top three skills that were deemed important by hospitality recruiters of new graduates were; leadership 13 skills, managerial communications and, employee relations. According to the same study by Breiter & Clements (1998), they stated that as educators plan the program curriculum of the future, they must develop ways to prepare students to be innovators of the future while providing key concepts that industry demands. They predict that excellent human and conceptual skills will be very important into the 21st century.

B. Summary of Literature Review

The literature defines the need to change content in hospitality education to keep pace with dynamic industry. WIL (work integrated learning) approach has to be defined in the curriculum of the institution to enable the students to ensure their growth and survival in the market. For this the different researchers also want to join the debate on the unresolved problem between the education and the industry that needs to be addressed.

RESEARCH OBJECTIVES

- The aim of the study was to ascertain the views of hospitality management faculties on what competencies they realise are important that graduates should have after completion of the formal course that would make them ready to enter into the practical world of hospitality industry.
- To understand what competencies the industry professionals consider are important that the students should actually possess before they become part of the hospitality industry.
- To identify the gap in the skills desired by the industry and skills provided by the Academic Institutes.
- To bridge the gap of understanding between the two parties (hospitality management faculties and the industry professionals) by undertaking WIL (work integrated learning) approach.

METHODOLOGY

Research Method

This study utilized both primary and secondary data to bridge the Gap between Hospitality Education and Hospitality Industry.

Primary Data

Qualitative Approach

The study was conducted using qualitative research methodology. This was used to help the researcher seek the views of hospitality/tourism tertiary graduates to provide key information about the needed skills that they consider as being important for the students. As qualitative research, respondents were offered the opportunity to respond to questions more elaborately.

Instrumentation

The primary data through questionnaire was collected through semi-structured, personal in depth interviews conducted with both educators of and industry professionals working in Lodging, Management and Food and Beverage Industry.

Semi structured interviews are more flexible and allows the interviewer to probe into issues and in some cases follow the order dictated by the situation. Consequently, hospitality graduates were selected to provide key information about the needed skills that they consider as being important for the students. The reason for the choice is that, they may have actually experienced what was taught in class and what was useful in the workplace.

The interview was conducted at the respondent's work place and hospitality management institutions and it took about 30 minutes for each respondent.

Population and Sampling Procedure

The population of the study included members from both the entities hospitality management institutes faculties and final year students and experts from hospitality industry to provide information about the needed skills that they consider as being important for the students. Sample size is 80. (50 questionnaires were filled from hospitality management institutes & universities and 30 questionnaires were filled from the industry professionals.)

Questionnaire consists of two parts:

- Section A gathered background information of the participants i.e (name of the respondent, age, occupation, experience details, place of work)
- Section B introduced the definitions of the different competencies to ensure similar interpretation by all respondents. Like behavioural skills, Building connections(public relations skills), Multitasking, Attention to detail, Technical skills, communication skills, Flexibility, Interpersonal skills, leadership skills, soft skills, team spirit, time management skills, customer service skills, human resource skills, business skills. (refer appendix B for competency description)

Respondents were asked to mark these 15 skills as per their understanding about the importance & requirement of every competency by the students on a scale of 1-4 starting from (1 being the least important, 2 for slightly important, 3 for moderately important and 4 indicating extremely important). Questions relating to experience and level of education of the participants were also included to provide background information on the recruiter participants.

The instrument was used to draw comparisons between what are the ideal competencies the hospitality management faculty considers should final year students should have and to what hospitality industry stakeholders considers to be vital enough for working in the field.

Secondary data was used to compare previous years research regarding employer's perspective of hospitality education and associated skills needed by industry. The data selected by secondary data collected in a longitudinal manner. The studies were similar but maintained little difference in supporting questions.

Scope and Limitations of Study

- The study is dependent on having access to people & organizations at times with some reason access was denied or limited in some way.
- The time available to investigate a research problem and to measure change or stability over time further added to the limitations of the survey.
- The incomplete filling of questionnaire did not lead to concrete result.
- Had money not been a constraint, the research could have been made more comprehensive.

RESULTS, ANALYSIS AND INTERPRETATION

Graduates of hospitality and tourism programs need skills to be able to function effectively in the sectors. These skills are meant to make them more useful to their employers and the customers they will be serving. The study therefore, deemed it necessary to interview hospitality graduates & the industry experts, to reveal the gap that exist between what was imparted during education and what was expected in the workplace. Hence, respondents were asked to share their views on other important skills they may need in the future.

The survey instrument (questionnaire) was handed to all the 50 hotel management faculties and final year Hospitality Management students at the institute of hotel management Jaipur, Jaipur National University, Graphic Era University etc. and to 30 hoteliers from various hotels. Students had already experienced a semester of on-site industrial training during their second year of study and would be completing their three year degree course and therefore were able to relate the teachings with the industrial exposure. The questionnaires took about 30 minutes to answer and were collected immediately on completion, which resulted in a 100% response rate.

Sixty questionnaire results were defined however eight questionnaires were incomplete twelve questionnaire result was ambiguous in nature, which was considered a limiting factor. Among those sixty questionnaire thirty five responded in a similar manner and other twenty five were all different responses which helped us to understand more accurately the different opinions of the stakeholders. In both cases an appropriate covering letter was attached explaining the purpose of the study. The skills were ranked on their importance on a scale of 1 – 4, 4 being the most important.

As a result there exist a significant difference between the understanding of the ideal competencies requirement by the students before they join the practical industry between faculties of the hospitality management institutes and the industry professionals.

From this it is clear that faculty rates students' real competencies significantly lower than what industry experts rate. The industry experts top five opinion in order of their opinion are: passion for work, initiative to learn, management skills, Commitment towards organisation, self confidence (refer appendix C).

Faculty believes that students demonstrate the following top six competencies: communication skills, flexibility, management skills, ability and willingness to learn, technical knowledge, customer service (refer appendix B)

CONCLUSIONS

- The results of this study undertaken reveals that faculty view the competencies that the students should have are similar as per the industry ever growing needs and demands.
- The involvement of work integrated study pattern as a part of a curriculum in a field of hospitality management is of utmost importance. Students gain valuable experience by way of applying their practical learning in the workplace, develop their skills in interacting with fellow workers, customers and management and discover in which direction they would like to steer their careers
- The industry should also join hands with institutes or university in curriculum development and teaching-learning process. The industry should take a proactive approach towards promoting hospitality education.
- The industry's complaint about quality of education should be interpreted as its inability to attract and retain the best talent by way of good remuneration, career growth promise and a more human approach towards entry-level employees and should remedy measures to overcome this problem as well. They have to strengthen their training cells to help newcomers adapt to the organisation's established standards.
- It is also important for hospitality management educational institutions in India to bear in mind that hospitality is a very dynamic industry. Therefore the qualities and skills that hotel graduates should possess are also dynamic and not static.
- Hence Educators should monitor these changes in expected qualities and skills in relation with the department/sector they are catering to and make appropriate changes in their curriculum.
- Further, they should also have more responsibilities towards content development, knowledge enhancement, moral values, and education for lifelong learning, and not merely being job-centric.
- Hospitality education needs a well structured, articulate and a well implemented hospitality curriculum to achieve a meaningful development. The courses that are taught should be practical and skills oriented.
- Training students should be well focused on mainly on leadership skills, managerial communication and employee relation. This will make students creative and innovative.

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APPENDIX A

COMPETENCY DESCRIPTIONS

| S. No | SKILLS | DESCRIPTION |
|-------|------------------------|---|
| 1 | Teamwork & cooperation | The process of working collaboratively with a group of people in order to achieve a goal effectively & efficiently |
| 2 | Flexibility | The quality of being easily adaptable to the changing environment |
| 3 | Conceptual thinking | The ability to understand a situation or problem by identifying patterns or connections, and addressing key underlying issues. |
| 4 | Technical expertise | job related technical knowledge and skills, depth and breadth, acquires expertise, donates expertise, attention to detail |
| 5 | Initiative | bias for action, decisiveness, strategic orientation, proactive, seizes opportunities, self motivation, persistence, enthusiasm |
| 6 | Customer service | helping and service orientation, focus on client needs, actively solves client problems to ensure 100% guest satisfaction |
| 7 | Team leadership | Ability to take a in charge, vision, concern for subordinates, builds a sense of group purpose |

| | | |
|----|---------------------------|--|
| 8 | Organisational commitment | employees who are committed to their organisation generally feel a connection with their organisation, feel that they fit in and, feel they understand the goals Of the organisation |
| 9 | Interpersonal skills | employee's ability to get along with others while getting the job done, empathy, listening, sensitivity to others |
| 10 | Self confidence | feeling of trust in one's abilities qualities, and judgement, independence, judgement, independence, ality of being easily adaptable to the changing environment |
| 11 | Values & ethics | knowledge of values, ethical issues and standards in the discipline |
| 12 | quality & accuracy | being true, correct, or exact; freedom from error or defect; precision or exactness; correctness |
| 13 | communication skills | Ability to share your views, ideas, thoughts, expressions to others the way you want them to understand. |
| 14 | Multitasking | Ability to handle many dynamic hotel situations simultaneously |
| 15 | soft skills | Personal Attributes that enable someone to interact effectively and harmoniously with other people. |

APPENDIX B

Skills ranked by importance by hospitality management institutes & universities n=50, nAll ranked on a scale of 1 – 4, 4 being the most important.

| S.NO | SKILL | MEAN |
|------|----------------------------------|------|
| 1 | communication skills | 4.7 |
| 2 | Flexibility | 4.5 |
| 3 | management skills | 4.5 |
| 4 | ability and willingness to learn | 4.1 |
| 5 | technical knowledge | 4.1 |
| 6 | customer service | 4.0 |
| 7 | Attention to detail, | 3.7 |
| 8 | leadership skills, | 3.7 |
| 9 | Multitasking, | 3.5 |

| | | |
|----|-----------------------------|-----|
| 10 | Conceptual thinking | 3.1 |
| 11 | interpersonal understanding | 3.1 |
| 12 | Time management skills, | 3.1 |
| 13 | soft skills | 3.1 |
| 14 | team spirit | 3.0 |
| 15 | business skills | 2.8 |

APPENDIX C

Skills ranked by importance by hospitality Industry experts n=30, All ranked on a scale of 1 – 4, 4 being the most important.

| S.NO | SKILLS | MEAN |
|------|----------------------------------|------|
| 1 | passion for work, | 4.9 |
| 2 | initiative to learn, | 4.9 |
| 3 | management skills | 4.8 |
| 4 | Commitment towards organisation, | 4.7 |
| 5 | self confidence, | 4.7 |
| 6 | soft skills | 4.7 |
| 7 | business skills | 4.6 |
| 8 | Multitasking, | 4.5 |
| 9 | team spirit | 4.1 |
| 10 | customer service | 4.1 |
| 11 | Attention to detail | 4.1 |
| 12 | Conceptual thinking | 3.6 |
| 13 | Time management skills, | 3.6 |
| 14 | leadership skills, | 3.6 |
| 15 | interpersonal understanding | 3.4 |

Job Satisfaction of Hospitality Trainers In Educational Setups

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INTRODUCTION

The term job satisfaction refers to the attitudes and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006).

With the change of the industrial structure in recent years, the output value of the service industry has become more than 70% of the GDP in most advanced countries (CIA, 2009). Thus, the service industry plays a significant role in national economic development. The hospitality industry is a typical service industry, and it is critical service industry around the world. The hospitality Industry is a nonpareil part of the progression, stability and economy of India. Over the past thirteen years, the hospitality industry imparted foreign direct investments inflow worth INR 400 billion.

India is speckled with hotels ranging from Luxury to Economy hotels providing variety of facilities and services that are apt for all classes of people. The Travel and Tourism Competitiveness Report 2011 by the World Economic Forum revealed that India is ranked as 68th in the world and 12th in Asia-Pacific region in the list of enticing destination. The country is expected to invest in the next five years approximately INR 448 billion in the hospitality industry. Indian Hotel industry is witnessing colossal thrives in recent years.

Even though many employees are joining the industry every year, it is facing an imbalance between the supply and demand of staff. More number of employees quit from hotel industry due to various reasons including long hours of work, non-satisfactory pay, etc

The major challenge faced by the hospitality industry is to retain their valuable employees. Job satisfaction has major influence in retaining employees.

Hospitality education has emerged as driving force for developing economies therefore, these economies recognized hospitality as a vehicle for their envisaged development and growth (Mill &

Morrison, 1999). India too favours the same and gives much thrust to hospitality and its allied sector development (Honey & Gilpin, 2009).

The various educational setups are helping the industry to meet the increasing demand of skilled and trained manpower by hospitality education to students as well as service providers.

Significance is also given to develop the capacity of individual joining to learn this trade through initiating educational institutions to offer hospitality, tourism and its related programmes, simultaneously offering the same discipline in the existing institutions. In this regard, India is always viewed as a favourite destination for higher education in general and gaining momentum for hospitality programme to considerable extent.

Thus, the objectives of the present research were to identify the level of job satisfaction amongst hospitality trainers and various factors that act as catalyst responsible for their satisfaction.

REVIEW OF LITERATURE

However very less research attempt has been done on tourism and hospitality education in India. Hospitality and tourism education is always viewed as a factor for tourism development of any region (Bagri and Babu, 2009). The issues around hospitality education such as the lack of uniformity and standardization of courses contributes dilemma among students and employer (Amoah and Baum, 1997). Umbreit (1992) argues that educators must take the lead in providing their student with a relevant curriculum for the next century. He believed that changing the curriculum is imperative so that the graduate can be successful in industry.

Hospitality and tourism education is of vital importance to increase job satisfaction and thus bringing the required professionalism to the industry.

Hulin and Judge (2003) noted that job satisfaction includes multidimensional psychological responses to one's job, and that such responses have cognitive (evaluative), affective (or emotional), and behavioural components. Rai Imtiaz Hussain (2012) in his findings show that factors of job satisfaction like recognition, reward, team work and cooperation have a positive relationship with employee loyalty. Shagufta Sarwar (2013), in his study found that there is a significant association between rewards and job satisfaction on one hand, and a significant association between satisfied employees and increased customer satisfaction and loyalty. Perceived satisfaction of employees will lead to better performance and better management of customer care and loyalty.

The findings of Rahman Bin Abdullah (2011), underscore the important postulation that there is linkage between employee satisfaction and employee loyalty. Increase of employee satisfaction will result in increased employee participation and has the potential of making both the employee and employer equally loyal to the company. Employee loyalty is a result of the satisfaction that stems from satisfaction variables such as, recognition and rewards, working conditions, teamwork and cooperation, and relationship with supervisor. Chen, Ying-Chang (2010) found that hiring the people that are a good "fit" with the culture of the hotel—meaning that their values, principles, and goals clearly match those of the hotel—and then training as necessary will go a long way toward ensuring employee loyalty and retention.

According to Ahmad Faisal Mahdi (2012) it is plausible that when employees judge the institution as being fair and supportive in their treatment particularly with regards to comfortable work conditions, relationship among the co-workers and supervisors and positive feelings of well-being will be created, which is likely to stimulate them to reciprocate by increasing their loyalty to the organization. Samuel Emeka Mbah (2012) identified that if they feel satisfied with the amount paid for their job; .a level of organizational loyalty is established.

METHODOLOGY

Locale: The study was conducted on the basis of sample survey in various government as well as private, hospitality educational setups, in Delhi, NCR, Ahemdabad, Hyderabad, Jalandhar, Faridabad, Pune, Lucknow, Dehradun, Gwalior, Kolkata consisting of hospitality trainers.

Sample size: Random sampling was done. The respondents (n= 30) were between age 24 to 60 years, out of which females (n=16) and male (n= 14).

Tools and Techniques: A scale was developed comprising of five(5) facets related to job satisfaction, which was adapted from *Job descriptive Index (JDI)* owned by *Bowling Green State University*. The JDI is a “facet” measure of job satisfaction, which identifies job satisfaction of the employees for various areas of their respective jobs. The respondents were asked to think about specific facets of their job and rate their satisfaction with those specific facets.

The JDI facets which were taken into consideration were as follows:

1. Salary
2. Reward and Recognition

3. Growth and Development
4. Teamwork and management
5. Work environment and Culture

The study adopted three point rating scale method of questionnaire to obtain information from the respondents. The questionnaire design enables to ask respondents to how satisfied or unsatisfied are they with the statement.

Statistical Analysis: The results were computed as Means and Percentages.

FINDINGS

Samples (n=30) were approached to collect data through electronic mails and everyone filled the questionnaire making it a 100% response rate. The data collected was compiled and analysed to find the results. The responses in the study and the findings are depicted in the table given below.

Table 1: Job description Index of the Respondents (n=30)

| Questions | Satisfied | | Neither satisfied nor dissatisfied | | Dissatisfied | |
|--|-----------|----|------------------------------------|----|--------------|---|
| | % | n | % | N | % | N |
| A. Salary | | | | | | |
| Are you satisfied with your salary? | 23.3 | 7 | 56.7 | 17 | 20 | 6 |
| Are you satisfied with payroll policies of the organization? | 30 | 9 | 40 | 12 | 30 | 9 |
| B. Rewards and Recognition | | | | | | |
| How much are you satisfied with the recognition by the management | 60 | 18 | 16.7 | 5 | 23.3 | 7 |
| Are you satisfied with the performance review system (performance appraisal) of your organization? | 40 | 12 | 43.3 | 13 | 16.7 | 5 |
| C. Growth and Development | | | | | | |
| Are you satisfied with training and development programs in your organization? | 50 | 15 | 23.3 | 7 | 26.7 | 8 |
| Are you satisfied with opportunities for advancement? | 63.3 | 19 | 16.7 | 5 | 20 | 6 |
| D. Teamwork and Management | | | | | | |
| Are you satisfied with your relationship with the management? | 73.3 | 22 | 20 | 6 | 6.7 | 2 |
| Do you enjoy working with the people in your team? | 66.7 | 20 | 30 | 9 | 3.3 | 1 |
| E. Work Environment and Culture | | | | | | |
| Are you satisfied with your present work environment? | 63.3 | 19 | 20 | 6 | 16.7 | 5 |
| Are you satisfied with the number of working days and hours in a week? | 73.3 | 22 | 13.3 | 4 | 13.3 | 4 |

RESULTS AND DISCUSSION

On the basis of the data collected from the questionnaire from 30 respondents, data was compiled and analyzed to find out the various results. As per the JDI, the questionnaire was broadly divided into five facets as mentioned in the table.

Out of the sample population the maximum percentage 56.7% (n=17) of the respondents were neither satisfied nor dissatisfied by the salary paid to them by their organizations. While 23.3% (n=7) were satisfied by the salary paid to them.

Recognition provided by the organisation was highly satisfactory to 60% (n=18) of the respondents whereas it was found to be dissatisfactory 23.3% (n=7) and neither satisfied nor dissatisfied for the remaining 16.7 % (n=5). Also 43.3% (n=13) respondents were found to be neither satisfied nor dissatisfied regarding the performance review system of the institution whereas 40% (n=12) of the respondents seemed to be satisfied.

The major area where the maximum satisfaction level of 50% (n=15) was attained by the trainers in the hospitality sector was growth and development. Majority of the respondents were satisfied with 63.3% (n=19) the opportunities for advancement provided to them.

When asked about the level of satisfaction of the relationship with the management the respondents were highly satisfied 73.3 % (n=22) and only 6.7 % (n=2) were found dissatisfied. Also they were highly satisfied 66.7 % (n=20) and enjoyed working with the people in their teams. However 30 % (n=9) of the people were neither satisfied nor dissatisfied with the teams they were working with.

Regarding the work environment 63.3% (n=19) were satisfied whereas 16.7 % (n=5) of the respondents were dissatisfied and 20 % (n=6) were neither satisfied nor dissatisfied. Simultaneously it was found that 73.3% (n=22) were majorly satisfied with the number of working days and hours in a week and 13.3 % (n=4) were dissatisfied.

CONCLUSION

Job Satisfaction is an integral component of organizational set-up and an important element in employer employee relationship. It is a positive emotional state that occurs when a person's job seems to fulfil important job values, provided these values are compatible with one's needs.

After the analysis of the results it were discovered that a lot of hospitality trainers were majorly satisfied with their jobs and job satisfaction leads to efficiency on the part of the employees.

The areas of dissatisfaction among the trainers were salary, growth and development, and performance appraisal systems. The above mentioned results interpreted are neither adequate to be generalised for all the kinds of hospitality trainers. Therefore, a detailed and inclusive research is necessary to identify areas of satisfaction amongst the trainers. It is also suggested that the management should identify the areas of employee dissatisfaction in their organizations and must make a conscious and regular effort towards employee satisfaction and development. For organizations willing to devote its resources, time and energy in refining and developing its assets i.e. its people, growth and success are inevitable for them.

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