



# Study to evaluate the Effectiveness of Support for broad-basing of Hospitality Education

Final Report

January 2013

Sponsored by: Ministry of Tourism

Incredible India

  
Mott MacDonald



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Market Research Division, Ministry of Tourism, C-1, Hutments, Dalhousie Road, New Delhi  
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# Acknowledgement

This Study was commissioned by the Ministry of Tourism to carry out a study to evaluate the effectiveness of the Support for Broad-basing of Hospitality Education.

The present study is a culmination of sincere efforts by many stakeholders, without whose active and timely support, it would have been impossible to bring out the study in its present form.

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# Executive Summary

## Introduction

The Ministry of Tourism (MOT) extends financial assistance for the setting up and up-gradation of Institutes offering hospitality education in the country. The Indian Institute of Tourism & Travel Management (IITTM) and National Council of Hotel Management & Catering Technology (NCHMCT) are also eligible for this assistance. The purpose underlying these efforts is to create institutional infrastructure that could foster and facilitate professional education and training specific to tourism, travel and hospitality industry. The institutional infrastructure, not only needs to be expanded constantly in order to meet the ever increasing demand of skilled personnel/ professionals, but also needs to be strengthened and upgraded so that it retains/acquires internationally acceptable benchmark of quality.

The Ministry of Tourism has well defined guidelines for providing financial assistance to eligible Institutes of Hotel Management & Catering Technology & Applied Nutrition (IHMs), Food Craft Institutes (FCIs), The Indian Institute of Tourism & Travel Management (IITTM), National Council of Hotel Management & Catering Technology (NCHMCT), Industrial Training Institutes (ITIs), Vocational schools, Polytechnic colleges, Universities and academic institutes.

The Ministry of Tourism (MOT) had commissioned the study to Mott MacDonald (MM) for assessing impact of the scheme-“Broad-basing of Hospitality Education” and to examine how far the investment made has contributed to the economy.

## Study Objective

The overall objective of the study was to evaluate the effectiveness of support for broad-basing hospitality education and making recommendations for modifications/improvements in the scheme.

## Approach & Methodology

Mott MacDonald has the technical expertise and experience in delivering the various components defined in the scope of work. The detailed methodology adopted for each component addressed is outlined in the subsequent sections. In a nutshell our approach was:

- Team mobilization and use of multi-disciplinary team of appropriate personnel with adequate qualification and experience in relevant fields
- To conduct visits to the Government institutions implementing the scheme in order to find out information related to scheme implementation and performance (physical & financial), Human resource deployment, trainings provided etc. Interactions included:
  - (i) Interaction with MOT officials
  - (ii) Interaction with sampled Institutes
- To conduct visits to the institutions who have received assistance and evaluate the performance of the scheme, through interaction with different stakeholders of the institutes like Director, Faculty, Students
- Developing an effective evaluation system and framework indicating the goal, purpose, outcomes, activities, verifiable indicators, timeline etc., in consultation with the client and other stakeholders
- Designing comprehensive data-collection instruments and analysis plan
- Collection of data at the following institutions as per the evaluation framework and prepare reports for:
  - (i) **Universities:** 2 each in Haryana and Jammu & Kashmir
  - (ii) **College:** 1 in Himachal Pradesh
  - (iii) **ITIs:** 3 in Haryana, 2 in Jammu & Kashmir

- (iv) **Polytechnics:** 2 in Madhya Pradesh
- (v) **Schools:** 2 each in Himachal Pradesh and Madhya Pradesh, 4 in Delhi
- Establishing and maintaining a close contact with the client and other stakeholders during the project period and taking their inputs and constant feedback in achieving the project objectives.

The study covered 20 institutions which have received assistance during the 11<sup>th</sup> five year plan – the coverage was defined by the Ministry in the proposal stage. Based on the data received, the following table indicates the study coverage. This selection was based on simple random sampling after due consideration of geographical spread of these institutes within the state. These were discussed and finalised with the Ministry in the inception report stage.

We included mainly qualitative research methods, under the following three broad heads:

- Physical assessment of the projects supported under the scheme
- Financial assessment of the projects supported under the scheme
- Physical verification of the projects

As part of qualitative research technique we conducted In-depth interviews and Physical verification of assets created under the scheme.

## Sample Size

The total sample covered as part of this study includes stakeholders in 20 institutes, besides the Ministry of Tourism. Though one of the sample institutes, namely 'Shaheed Captain Sanjeev Dhaiya Government Sarvodaya Secondary School, Sector 9, Rohini, New Delhi' had initially refused to allow the study team to visit their institute, for which Ministry of Tourism facilitated through Directorate of Education for getting the necessary permissions and instructions to the institute, finally the school allowed the team to visit their institute. The total sample covered is detailed in the following table.

Total Sample Coverage

Details	Details	No./Institution	Total
<b>In-depth interviews</b>	Ministry of Tourism, Gol		2
	Head of the Institutes	1	19
	Faculty members/Trainers	1	13*
	Students (Present)	10	130*
	<b>Sub total</b>		<b>164</b>
<b>Physical Verification</b>	All the infrastructure created in institutions visited during 11 <sup>th</sup> Five Year Plan	20	20
	<b>Sub total</b>		<b>20</b>

*\* Due to the civil works being in progress, no faculty members and students have been enrolled at Baba Ghulam Shah Badshah University, Rajouri and the five ITIs in J&K and Haryana and hence could not be contacted*

The total coverage was 164 in-depth Interviews with various stakeholders. Apart from this, our study team also conducted physical verification of the assets created in each of the institution which was sanctioned funds under this CFA during 11<sup>th</sup> Five Year Plan period.

## Overall Scheme Performance

The purpose for introducing hospitality courses in various institutes, schools, colleges to develop better manpower which will result in quality tourism education and increased intake of the students in various courses through tourism and hospitality management in the country. One of the key objectives of this scheme is – broad basing of hospitality education through ITIs/Polytechnic institutes/ Universities/Colleges/Public Sector Undertakings to help to reduce the huge skill gap in hospitality sector. As part of this particular study, we were to evaluate the effectiveness of the broad-basing of Hospitality Education aspect of the scheme with focus on the funds allocated, utilised vis-à-vis the infrastructure created and its impact on the new courses introduced in the sampled institutes.

As per the data obtained from the Ministry of Tourism, Kurukshetra University, Maharshi Dayanand University and Baba Ghulam Shah Badshah University have been sanctioned INR 200 Lakhs. However an amount of INR 10 Lakhs has been released to these Universities as per data provided by Ministry of Tourism. Jammu University was sanctioned an amount of INR 200 Lakhs out of which INR180 lakhs has been released to them.

ITI Karnal, Tosham and Rohtak were sanctioned INR 200 Lakhs and an amount of INR 5 Lakhs has been released to all these institutes. ITI Srinagar was sanctioned INR 93.25 lakhs and ITI Jammu was sanctioned INR 100 Lakhs. Both these institutes have received INR 10 lakhs.

Both Dr. B.R. Ambedkar Polytechnic Gwalior and Indore Women’s Polytechnic Indore were sanctioned INR 200 Lakhs against which an amount of INR 50 Lakhs was released to each institute.

Kendriya Vidyalaya Sangathan was sanctioned INR 50 lakhs (for two schools), Navodaya Vidyalaya Samiti was sanctioned INR 475 lakhs (for nineteen schools) and Central Tibetan Schools were sanctioned INR 50 lakhs (for two schools). Amounts of INR 40 lakhs, INR 380 lakhs and INR 40 lakhs have been released to these agencies respectively. Directorate of Education has received INR 60 Lakhs on behalf of three Sarvodaya Vidyalayas at Delhi Cantt, Rohini and Pitampura in Delhi.

The following table provides a consolidated update regarding the funds sanctioned and released to the sample institutions, vis-à-vis their utilisation.

Fund released vis-a-vis utilised for broad basing of hospitality education

Name of the Institute (Universities & Colleges)	As per the data provided by Ministry of Tourism (Data as on 14.07.2011)		Amount for which UC submitted by Institute to MOT	As per discussions with the Institute during primary survey	
	Amount sanctioned (in INR Lakhs)	Amount released (in INR Lakhs)	Amount Utilized (in INR Lakhs)	Amount released (in INR Lakhs)	Amount being utilized (in INR Lakhs)
University of Kurukshetra, Kurukshetra	200.00	10.00	8.46	100.00	98.46
Maharishi Dayanand University, Rohtak	200.00	10.00	10.00	10.00	10.00
University of Jammu, Jammu & Kashmir	200.00	180.00	10.00	200.00	200.00

Name of the Institute (Universities & Colleges)	As per the data provided by Ministry of Tourism (Data as on 14.07.2011)		Amount for which UC submitted by Institute to MOT	As per discussions with the Institute during primary survey	
	Amount sanctioned (in INR Lakhs)	Amount released (in INR Lakhs)		Amount released (in INR Lakhs)	Amount being utilized (in INR Lakhs)
Baba Ghulam Shah University, Rajouri	200.00	10.00	10.00	100.00	10.00
College of Home Science, Palampur	200.00	10.00	10.00	90.00	50.00
ITI, Karnal	200.00	5.00	41.00	125.83	41.00
ITI, Rohtak	200.00	5.00	-	5.00	-
ITI, Tosham	200.00	5.00	-	75.83	75.83
ITI, Jammu	93.25	10.00	10.00	10.00	10.00
ITI, Srinagar	100.00	10.00	10.00	10.00	10.00
Indore Women Polytechnic College, Indore	200.00	50.00*	-	-	-
Dr. B.R. Ambedkar Polytechnic, Gwalior	200.00	50.00	12.00	200.00	20.00
Jawahar Navodaya Vidyalaya, Shimla	25.00	20.00	19.37	20.00	19.37
Central School for Tibetans, Shimla	25.00	20.00	19.12	20.00	19.12
Jawahar Navodaya Vidyalaya, Bhopal	25.00	20.00	20.00	20.00	20.00
Kendriya Vidyalaya No. 1, Gwalior	25.00	20.00	0	20.00	-
Sarvodaya Vidyalaya, FU Block, Pitampura, Delhi	25.00	20.00	0	20.00	-
Sarvodaya Bal Vidyalaya, Delhi Cantt., New Delhi	25.00	20.00	0	20.00	-
SCSD Government Sarvodaya School, Rohini, New Delhi	25.00	20.00	0	20.00	-
Kendriya Vidyalaya, Ghaziabad	25.00	20.00	0	20.00	-

Of the total fund sanctioned, only about 20% has been released. Of the released amount, 35% has been utilised.

## Conclusions

During the study conducted across 20 institutions, it was found that the Head of the Institutes and staff across the Universities, Colleges, ITIs, Polytechnics and Schools have a positive outlook about the

scheme. According to them, the scheme of broad basing of hospitality education by Ministry of Tourism would go a long way in providing the required manpower for the tourism sector in the country.

The students are happy about pursuing these courses pertaining to hospitality and tourism. They expressed that if they get facilities for overall practical knowledge about the course, it would open up lot of avenues for them in the hospitality and tourism sector.

The specific conclusions for each of the sample institutes are presented in their respective sections, from which the following issues related to the scheme and recommendations thereof have been formulated.

■ **Universities & Colleges**

1. Officials of the Universities and Colleges expressed that the institutes do not have concrete guidelines from the Ministry of Tourism regarding the utilization of funds which is resulting in a delay in the work.

■ **Industrial Training Institutes (ITIs)**

2. As per the officials of ITIs, the courses that have been approved are affiliated with the Directorate General of Employment & Training (DGET), Ministry of Labour & Employment. The Officials of Directorate of Industrial Training feel that the courses should be affiliated with the NCHMCT (National Council for Hotel Management and Catering Technology).

■ **Polytechnics**

3. The pace of the civil work has got affected as the staff and the Principals of the Polytechnic institutes are not satisfied with the quality of work carried out by the PWD.
4. It is being felt that the Government has the required expertise with the Tourism Department like MP Tourism has knowledge and also specialization in taking up such projects but their skills are not utilised as the funds have been given to PWD, which does not have any knowledge about the specific needs and requirements of the tourism and hospitality sector.

■ **Schools**

5. The Principals of the schools expressed that due to delay by CPWD, the lab could not be constructed till date therefore it is affecting the quality of education and overall objectives of the scheme.
6. Concrete guidelines were not issued by the Ministry of Tourism for the utilization of funds resulting in delay.
7. Issues were also faced by the school pertaining to the one month mandatory on-job training.
8. Counselling of students regarding the subject, its future opportunities both with regard to higher studies as job opportunities was found to be lacking.

## Recommendations

### ■ Universities & Colleges

1. As per a few Universities, clear guideline has to be given regarding the utilization of the funds to the beneficiary institutions. Most of the beneficiary institutions have not been communicated by the Ministry under what head how much money has to be utilised which is leading to a further delay in starting the civil work as well as proposed courses.

### ■ Industrial Training Institutes (ITIs)

2. Officials of Directorate of Industrial Training feel that the courses offered by ITIs would be more fruitful and reputed if it is affiliated with the NCHMCT (National Council for Hotel Management and Catering Technology).

### ■ Polytechnics

3. The Polytechnic institutes are facing problems with regard to quality of construction work; they are not satisfied with the quality of work carried out by the PWD especially with regard to areas of electrical, sanitary fittings and decoration. As the coverage of both Polytechnics was in Madhya Pradesh, it was opined by the stakeholders that it is better to utilize the expertise of MP Tourism Department which is better equipped in handling such kind of projects. If the transfer of funds to MP Tourism Department is not possible, then the College being an autonomous body should be given permission to undertake the work so that better utilization of money and good infrastructure can be built as per standards required for hospitality sector. The State should initiate appropriate steps in this regard.

### ■ Schools

4. As per the Principals of the sampled schools, the process of civil works being carried out by the PWD should be initiated and completed at the earliest, so that the course could be implemented properly with the requisite practical exposure to the students.
5. Due to absence of guidelines to the schools regarding the various heads under which the Central Assistance from the Ministry of Tourism needs to be expended, the concerned authorities are unable to initiate civil work and hence introduction of the course. Hence, concrete guidelines should be issued by the Ministry for the utilization of funds so that delay in initiation and execution of work could be avoided.
6. Before initiation of civil work in the schools, there is a need to undertake the following activities by the schools for introduction of the course on hospitality education:
  - Awareness creation measures should be carried out about vocational courses on hospitality and tourism being imparted at school level. This would facilitate easy placement of the students for both on-job training and full time employment.
  - An appropriate authorization letter containing details of the hospitality course should be given to the school authorities so that they could approach the hospitality industry for on-job training of the students.
  - Regular counselling of students should be done regarding the subject, its future opportunities both with regard to higher studies and job opportunities.
  - The school authorities should lay down minimum criteria for students seeking admission in the course. This would ensure that only the students who have an aptitude and personality

suitable for the hospitality sector would be given admission. It would also be ensured that only genuinely interested candidates who wish to pursue a career in hospitality sector would be admitted for the course.

- It was observed that most of the students studying in the schools belonged to low socio-economic families and did not have the necessary etiquettes required for Hospitality industry. School authorities should organize special sessions on grooming and personality development for the students so as to make them suitable as per the industry requirements.
- The staff from mentor institute i.e IHM designated for each school should regularly visit the school for counselling of the students regarding the subject, its future opportunities both with regard to higher studies as well as future job opportunities.

# 1. Introduction

## 1.1 Overview of the Scheme

India is becoming an attractive tourist destination. India's tourism industry is thriving due to an increase in foreign tourist arrivals and greater than before travel by Indians to domestic and foreign destinations. The visitors are pouring in from all over the world: Europe, Africa, Southeast Asia and Australia. At the same time, the number of Indians travelling abroad has also increased. Besides being an important foreign exchange earner, tourism industry also provides employment to millions of people in India both directly and indirectly (through its linkage with other sectors of the economy).

The Ministry of Tourism is the nodal agency for the development of tourism in the country. It plays a crucial role in coordinating and supplementing the efforts of the State/Union Territory Governments, catalyzing private/government investment, strengthening promotional and marketing efforts etc. The Ministry of Tourism has also adopted a multi-pronged approach in order to achieve the growth in the tourism sector in India. Providing a congenial atmosphere for tourism development, strengthening the tourism infrastructure and hospitality related services, integrated development of identified destinations and circuits, integrating elements of tourism, emphasising on culture and clean civic life and marketing of tourism products has been the area of focus.

Augmentation of quality tourism infrastructure throughout the country is a key area of functioning of the Ministry. More than fifty per cent of the Ministry's expenditure on Plan schemes is incurred for development of quality tourism infrastructure at various tourist destinations and circuits in the States/ UTs. Development of tourism infrastructure at tourism destinations creates a critical mass for achieving its targeted objectives and other socio-economic benefits to the society.

The Ministry of Tourism (MOT) extends financial assistance for the setting up and up-gradation of Institutes offering hospitality education in the country. The Indian Institute of Tourism & Travel Management (IITTM) and National Council of Hotel Management & Catering Technology (NCHMCT) are also eligible for this assistance. The purpose underlying these efforts is to create institutional infrastructure that could foster and facilitate professional education and training specific to tourism, travel and hospitality industry. The institutional infrastructure, not only needs to be expanded constantly in order to meet the ever increasing demand of skilled personnel/ professionals, but also needs to be strengthened and upgraded so that it retains/acquires internationally acceptable benchmark of quality.

### 1.1.1 Strategy & Approach for implementing Scheme of Financial Assistance

The Ministry of Tourism has well defined guidelines for providing financial assistance to eligible Institutes of Hotel Management & Catering Technology & Applied Nutrition (IHMs), Food Craft Institutes (FCIs), The Indian Institute of Tourism & Travel Management (IITTM), National Council of Hotel Management & Catering Technology (NCHMCT), Industrial Training Institutes (ITIs), Vocational schools, Polytechnic colleges, Universities and academic institutes. The guidelines including the eligibility, scope and condition for various institutes relevant to this study are mentioned below:

#### 1.1.1.1 Industrial Training Institutes

ITIs planning to conduct hospitality programmes are provided Central Assistance for expenditure on civil works, equipment, furniture and fixtures. Civil Works include Minor alterations & modifications, Improvement of Kitchen, Pantry and training restaurant flooring, Improvement in wall surface (glazed tiles



etc.) of kitchen and pantry, Plumbing and electrical improvement work for kitchen, pantry and training restaurant. Heavy & Small Equipments, and Furniture & Fixtures comprise Basic Training Kitchen, Advanced Training Kitchen / Pantry / Scullery, Quantity Food Kitchen & Pot Wash Area, Larder Demonstration Kitchen, Basic Training, Restaurant Advanced Training, Restaurant, Bar, Student Dining Hall & Scullery, Stores, Front Office, Lab, House Keeping Lab, Linen Room, Laundry, Demonstration Lab, Bakery and Confectionery.

### 1.1.1.2 Vocational Schools

The eligibility for plus 2 level Vocational stream schools planning to conduct hospitality programmes for Central Assistance for Civil works like: Minor alterations & modifications, Improvement of Kitchen, Pantry and training restaurant flooring; improvement in wall surface (glazed tiles etc.) of kitchen and pantry and plumbing and electrical improvement work for kitchen, pantry and training restaurant; Heavy & Small Equipment, Furniture & Fixtures etc. in Training Kitchen, General Stores and Basic Training Restaurant are also covered under financial assistance.

### 1.1.1.3 Universities, Colleges and Polytechnic Institutes

Institutions planning to conduct hospitality & travel tourism programmes are eligible for Central Assistance if they conduct after 10+2 stage, Three year diploma/degree in Hotel Management, Travel & Tourism or One/Two year trade diploma in Food Production/Housekeeping/Front Office/Food & Beverage Service/Bakery & Confectionary.

Civil Works contain minor alterations & modifications, improvement of Kitchen, Pantry and training restaurant flooring, improvement in wall surface (glazed tiles etc.) of kitchen and pantry, plumbing and electrical improvement work for kitchen, pantry and training restaurant. Heavy & Small Equipments, and Furniture & Fixtures comprise of Basic Training Kitchen, Advanced Training Kitchen / Pantry / Scullery, Quantity Food Kitchen & Pot Wash Area, Larder Demonstration Kitchen, Basic Training, Restaurant Advanced Training, Restaurant, Bar. Student Dining Hall & Scullery, Stores, Front Office, Lab, House Keeping Lab, Linen Room, Laundry, Demonstration Lab, Bakery and Confectionery.

## 1.1.2 Financial Assistance under the Scheme

Ministry of Tourism makes available financial assistance to different categories of eligible institutes for undertaking various activities subject to the following ceiling ( relevant to the study).

Type of Institution	Type of activity	Ceiling on Central Assistance (INR Lakhs)
ITI	Civil works, equipment, furniture and fixtures	200
Vocational Schools	Civil works, equipment, furniture and fixtures	25
Universities & Colleges	Civil works, equipment, furniture and fixtures	200
Polytechnic Institutes	Civil works, equipment, furniture and fixtures	200

Source: Scheme Guideline No.F.59 (/)2002-HRD, Ministry of Tourism

## 1.2 Need for the Study

The Ministry of Tourism (MOT) had commissioned the study to Mott MacDonald (MM) for assessing impact of the scheme-“Broad-basing of Hospitality Education” and to examine how far the investment made has contributed to the economy.

## 1.3 Study Objectives

The overall objective of the study was to evaluation the effectiveness of support for broad-basing hospitality education and making recommendations for modifications/improvements in the scheme.

## 1.4 Scope of Work

The scope of work as provided in the contract of the project specified that the study will assess the extent to which the policy has been able to meet its objectives in terms of the following:

- i. Creation of requisite infrastructure (laboratories / equipment / civil works).
- ii. Whether the staff has been recruited as per sanction / norm.
- iii. Whether the seats are being filled in as per sanctioned intake.
- iv. Efficacy of the hands-on training being provided.
- v. Placement record of the passing out batch at it Industrial Training Institutes (ITIs), Polytechnics, Universities / degree colleges.
- vi. Whether the placements are being made through on campus recruitment or with own efforts of the students?
- vii. In the schools:
  - The attractiveness of the course in comparison with the other courses being offered.
  - How many of the passing out students opted for Hospitality education?

*The Section in the report vis-a-vis the Scope of Work addressed is presented in Appendix A.*

## 1.5 Approach & Methodology

### 1.5.1 Approach

Mott MacDonald has the technical expertise and experience in delivering the various components defined in the scope of work. The detailed methodology adopted for each component addressed is outlined in the subsequent sections. In a nutshell our approach was:

- Team mobilization and use of multi-disciplinary team of appropriate personnel with adequate qualification and experience in relevant fields
- To conduct visits to the Government institutions implementing the scheme in order to find out information related to scheme implementation and performance (physical & financial), Human resource deployment, trainings provided etc. Interactions included:
  - (i) Interaction with MOT officials
  - (ii) Interaction with sampled Institutes
- To conduct visits to the institutions who have received assistance and evaluate the performance of the scheme, through interaction with different stakeholders of the institutes like Director, Faculty, Students
- Developing an effective evaluation system and framework indicating the goal, purpose, outcomes, activities, verifiable indicators, timeline etc., in consultation with the client and other stakeholders
- Designing comprehensive data-collection instruments and analysis plan
- Collection of data at the following institutions as per the evaluation framework and prepare reports for:
  - (i) **Universities:** 2 each in Haryana and Jammu & Kashmir
  - (ii) **College:** 1 in Himachal Pradesh

- (iii) **ITIs:** 3 in Haryana, 2 in Jammu & Kashmir
- (iv) **Polytechnics:** 2 in Madhya Pradesh
- (v) **Schools:** 2 each in Himachal Pradesh and Madhya Pradesh, 4 in Delhi
- Establishing and maintaining a close contact with the client and other stakeholders during the project period and taking their inputs and constant feedback in achieving the project objectives.

### 1.5.2 Study Coverage

The study covered 20 institutions which have received assistance during the 11<sup>th</sup> five year plan – the coverage was defined by the Ministry in the proposal stage. Based on the data received, the following table indicates the study coverage. This selection was based on simple random sampling after due consideration of geographical spread of these institutes within the state. These were discussed and finalised with the Ministry in the inception report stage.

Table 1.1: Sample Institution

Type of Institutions	State	Support provided (Number)	Number of Sampled Institutions	Name & address of Sampled Institutions
Universities	Haryana	2	2	University of Kurukshetra, Kurukshetra Maharishi Dayanand University, Rohtak
	Jammu & Kashmir	2	2	University of Jammu, Jammu & Kashmir Baba Ghulam Shah University, Rajouri
College	Himachal Pradesh	1	1	College of Home Science, Palampur
ITIs	Haryana	3	3	ITI, Karnal ITI, Rohtak ITI, Tosham
	Jammu & Kashmir	6	2*	ITI, Jammu ITI, Srinagar
Polytechnics	Madhya Pradesh	4	2*	Indore Women Polytechnic College, Indore Dr. B.R. Ambedkar Polytechnic, Gwalior
Schools	Himachal Pradesh	3	2	Jawahar Navodaya Vidyalaya, Shimla Central School for Tibetans, Shimla**
	Madhya Pradesh	2	2	Jawahar Navodaya Vidyalaya, Ratibad, Suraj Nagar, Bhopal Kendriya Vidyalaya No. 1, Gwalior
	Delhi	3***	4	SCSD Govt. Sarvodaya Vidyalaya, Sec IX, Rohini, Delhi Sarvodaya Vidyalaya, FU Block, Pitampura, Delhi Sarvodaya Bal Vidyalaya, Delhi Cantt., New Delhi Kendriya Vidyalaya, Kamala Nehru Nagar, Ghaziabad
<p>* Selection is based on the location of the institute in two regions of the state.</p> <p>** Jawahar Navodaya Vidyalaya, Hamirpur was replaced by Central School for Tibetans, Shimla in consultation with Ministry of Tourism.</p> <p>*** In Delhi, there are only 3 schools offering hospitality and tourism as vocational course under CFA assistance, but we need to cover 4 schools as per our work-order, hence we have considered the fourth school in the NCR region.</p>				

Source: Ministry of Tourism

### 1.5.3 Study Methodology

#### 1.5.3.1 Inception of the Study

Our core team was mobilised within a week of signing the contract. Our study core team had undertaken a preliminary meeting with the Client to understand the scheme, its implementation and collect data on actual fund release under this scheme. The inception meeting helped in getting orientation about the scheme and develop perspectives. This preliminary in-depth understanding had enabled us to plan the assignment. The key output of this exercise was:

- Collecting details on allotment of grants with grant letters with guideline for implementation from MOT
- Obtaining all available data (physical & financial) on performance and information from MOT regarding the projects
- Contact details of all the institutions supported

#### 1.5.3.2 Desk Research

The main source of secondary data was the Ministry of Tourism and other published information from various agencies and the internet. The secondary information included:

- Detailed components & activities covered under schemes
- Various reports and registers maintained at MOT

This activity helped us to draw up following:

- Better understanding the scheme
- Identification of stakeholders groups and analysing stakeholders' interests

#### 1.5.3.3 Primary Research

As detailed earlier, this study had to be conducted with coverage of 20 institutions supported under the five categories of educational institutions. Hence, we included mainly qualitative research methods, under the following three broad heads:

- Physical assessment of the projects supported under the scheme
- Financial assessment of the projects supported under the scheme
- Physical verification of the projects

As part of qualitative research technique we conducted In-depth interviews and Physical verification of assets created under the scheme (***Study Tools are attached as Appendix B***).

**In-depth interviews:** Our stakeholders for this part of research were:

- Ministry of Tourism
- Head of the Institutes
- Faculty members/Trainers
- Students (Presently studying in the institution)

**Physical verification of assets created:** In addition to interviews, assets (laboratories / equipment / civil works) created under the projects were physically verified by the study team during their visit to understand its sustainability.

### 1.5.3.4 Sample Size and Selection of Informants

The total sample covered as part of this study includes stakeholders in 20 institutes, besides the Ministry of Tourism. Though one of the sample institutes, namely 'Shaheed Captain Sanjeev Dhaiya Government Sarvodaya Secondary School, Sector 9, Rohini, New Delhi' had initially refused to allow the study team to visit their institute, for which Ministry of Tourism facilitated through Directorate of Education for getting the necessary permissions and instructions to the institute, finally the school allowed the team to visit their institute. The total sample covered is detailed in the following table.

Table 1.2: Total Sample Coverage

Details	Details	No./Institution	Total
<b>In-depth interviews</b>	Ministry of Tourism, GoI		2
	Head of the Institutes	1	19
	Faculty members/Trainers	1	13*
	Students (Present)	10	130*
	<b>Sub total</b>		<b>164</b>
<b>Physical Verification</b>	All the infrastructure created in 19 institutions visited during 11 <sup>th</sup> Five Year Plan	<b>20</b>	<b>20</b>
	<b>Sub total</b>		<b>20</b>

*\* Due to the civil works being in progress, no faculty members and students have been enrolled at Baba Ghulam Shah Badshah University, Rajouri and the five ITIs in J&K and Haryana and hence could not be contacted*

The total coverage was 164 in-depth Interviews with various stakeholders. Apart from this, our study team also conducted physical verification of the assets created in each of the institution which was sanctioned funds under this CFA during 11<sup>th</sup> Five Year Plan period.

The evaluation study mostly included qualitative assessment. The selection of respondents at the project sites was done in consultation with administration of the institute that helped us to identify the respondents (students and faculty/trainers).

### 1.5.3.5 Evaluation Framework

Objective	Activity	Outcome	Output	Impact
Evaluation of effectiveness of support for broad-basing Hospitality Education	Visit to all the 20 sampled Institutes sanctioned CFA during 11 <sup>th</sup> five year plan and interaction with following target respondents: <ul style="list-style-type: none"> <li>Head of the sampled Institutes</li> <li>Faculty members/ Trainers</li> <li>Students (Presently)</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the current status of the Projects in the institutions on following heads: <ul style="list-style-type: none"> <li>Whether the infrastructure created (laboratories/equipment/ civil works) were actually required or not?</li> <li>If required then whether they are adequate or not?</li> <li>Utilisation and sustainability of the infrastructure created?</li> <li>Whether the staff has been recruited as per sanction / norms or not?</li> <li>Whether the seats are being filled in as per</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Physical and financial progress of the Scheme availed by the institutes</li> <li>Processes adopted by the institutions for the implementation of the Scheme</li> <li>Ability of the institutions to utilise the scheme to the fullest extent</li> <li>Physical verification of</li> </ul>	<ul style="list-style-type: none"> <li>Extent of benefit received hospitality industry</li> <li>Usage of developed infrastructure in tourism promotion</li> <li>Improved quality of services with timely response and cost effectiveness to stakeholders</li> </ul>

Objective	Activity	Outcome	Output	Impact
	studying in the institute)	<p>sanctioned intake or not?</p> <ul style="list-style-type: none"> <li>• How much training scheduled and organised?</li> <li>• How efficient the trainings were?</li> <li>• Capability of trainers who provided training?</li> <li>• Placement record of the passing out batch at its Industrial Training Institutes (ITIs), Polytechnics, Universities / degree colleges?</li> <li>• Whether the placements are being made through campus recruitment or with own efforts of the students?</li> <li>• In the schools:                             <ol style="list-style-type: none"> <li>a. how attractive of the course are in comparison with the other courses being offered?</li> <li>b. How many of the passing out students opted for Hospitality education?</li> </ol> </li> <li>• Whether quality manpower developed for tourism, travel and hospitality industry or not?</li> </ul>	<p>the assets created under the scheme and its sustainability</p> <ul style="list-style-type: none"> <li>• Number of students in hospitality industry</li> </ul>	

### 1.5.3.6 Field Survey / Implementation

The field study/monitoring were conducted by Monitoring & Evaluation experts who have understanding of training and capacity building interventions.

A one-day orientation programme was organised for the team members involved in the study. The Project Manager of Mott MacDonald imparted the training. The team members were oriented to subject knowledge, interviewing techniques, filling up questions, field procedures etc. Actual fieldwork commenced only once the team members were trained to the satisfaction of Project Manager.

In order to maintain the quality of data collected, it was important to monitor and supervise the fieldwork regularly. During data collection, the Project Manager co-ordinated movement of the study team. To facilitate monitoring and to adhere to the overall time schedule of the survey, the teams were provided the time schedule for the allotted sample visits and areas. Changes in the time schedule owing to the local

conditions or delays were continuously monitored and time schedules were updated by the Project Manager during the visits and through communication with individual teams.

#### **1.5.3.7 Data Analysis and Report writing**

All the filled-in questionnaires of the survey were handled at Mott MacDonald office in Noida for analysis. The data from the in-depth interviews (IDIs) were content analysed by the in-house team of analysts. Our senior team members have experience and expertise in this sector.

While report writing, the evaluation team worked in close coordination with core team of Mott MacDonald as well as key stakeholders from Ministry of Tourism. The Evaluation Report analysed and highlighted the following key components of the evaluation study:

- Extent of component-wise benefit received and utilised – Physical and financial progress of the Scheme availed by the institutes
- Processes adopted by the institutions for the implementation of the Scheme
- Ability of the institutions to utilise the scheme to the fullest extent
- Adequacy of staff as per the sanctioned norms
- Availability of adequate seats as per the sanctioned norms
- Physical verification of the assets created under the scheme and its sustainability
- Identification of gaps and constraints in implementation of the scheme/utilisation of resources
- Conclusion and recommendations

#### **1.5.3.8 Study Limitations**

- Most of the schools were closed during the months of May, June and early July for summer vacations while Universities, Colleges, ITIs and Polytechnic Institutes were conducting examinations during this period. This resulted in postponement of field assessment to August due to non-availability of students and faculty and thereby the effective time available for the study was about 2 months.
- Based on the telephonic discussion with the Head of certain Institutions, it was found that assistance from Ministry of Tourism has been received only recently and the utilization is in its initial phases due to which there has been no enrolment of students and teachers in some of the institutes.
- Difficulty of the Evaluation Team to get in touch with some institutes due to old/wrong contact details being available on the websites, thereby delaying the process of primary survey.

### **1.6 Overall Scheme Performance**

The purpose for introducing hospitality courses in various institutes, schools, colleges to develop better manpower which will result in quality tourism education and increased intake of the students in various courses through tourism and hospitality management in the country. One of the key objectives of this scheme is – broad basing of hospitality education through ITIs/Polytechnic institutes/Universities/Colleges/Public Sector Undertakings to help to reduce the huge skill gap in hospitality sector. As part of this particular study, we were to evaluate the effectiveness of the broad-basing of Hospitality Education aspect of the scheme with focus on the funds allocated, utilised vis-à-vis the infrastructure created and its impact on the new courses introduced in the sampled institutes.

As per the data obtained from the Ministry of Tourism, Kurukshetra University, Maharshi Dayanand University and Baba Ghulam Shah Badshah University have been sanctioned INR 200 Lakhs. However an amount of INR 10 Lakhs has been released to these Universities as per data provided by Ministry of

Tourism. Jammu University was sanctioned an amount of INR 200 Lakhs out of which INR180 lakhs has been released to them.

ITI Karnal, Tosham and Rohtak were sanctioned INR 200 Lakhs and an amount of INR 5 Lakhs has been released to all these institutes. ITI Srinagar was sanctioned INR 93.25 lakhs and ITI Jammu was sanctioned INR 100 Lakhs. Both these institutes have received INR 10 lakhs.

Both Dr. B.R. Ambedkar Polytechnic Gwalior and Indore Women's Polytechnic Indore were sanctioned INR 200 Lakhs against which an amount of INR 50 Lakhs was released to each institute.

Kendriya Vidyalaya Sangathan was sanctioned INR 50 lakhs (for two schools), Navodaya Vidyalaya Samiti was sanctioned INR 475 lakhs (for nineteen schools) and Central Tibetan Schools were sanctioned INR 50 lakhs (for two schools). Amounts of INR 40 lakhs, INR 380 lakhs and INR 40 lakhs have been released to these agencies respectively. Directorate of Education has received INR 60 Lakhs on behalf of three Sarvodaya Vidyalayas at Delhi Cantt, Rohini and Pitampura in Delhi.

The following table and figure provides a consolidated update regarding the funds sanctioned and released to the sample institutions, vis-à-vis their utilisation.

Table 1.3: Fund released vis-a-vis utilised for broad basing of hospitality education

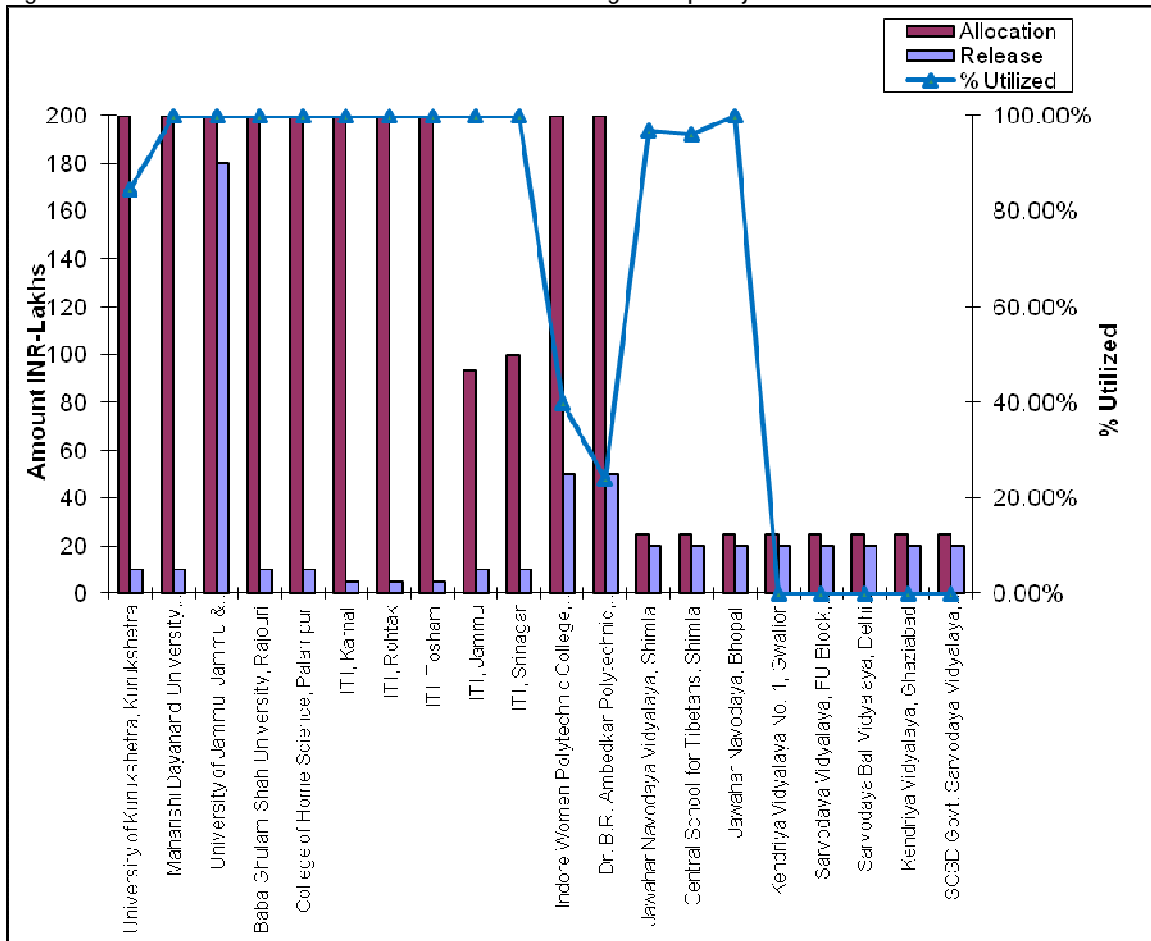
Name of the Institute (Universities & Colleges)	As per the data provided by Ministry of Tourism (Data as on 14.07.2011)		Amount for which UC submitted by Institute to MOT	As per discussions with the Institute during primary survey	
	Amount sanctioned (in INR Lakhs)	Amount released (in INR Lakhs)	Amount Utilized (in INR Lakhs)	Amount released (in INR Lakhs)	Amount being utilized (in INR Lakhs)
University of Kurukshetra, Kurukshetra	200.00	10.00	8.46	100.00	98.46
Maharishi Dayanand University, Rohtak	200.00	10.00	10.00	10.00	10.00
University of Jammu, Jammu & Kashmir	200.00	180.00	10.00	200.00	200.00
Baba Ghulam Shah University, Rajouri	200.00	10.00	10.00	100.00	10.00
College of Home Science, Palampur	200.00	10.00	10.00	90.00	50.00
ITI, Karnal	200.00	5.00	41.00	125.83	41.00
ITI, Rohtak	200.00	5.00	-	5.00	-
ITI, Tosham	200.00	5.00	-	75.83	75.83
ITI, Jammu	93.25	10.00	10.00	10.00	10.00
ITI, Srinagar	100.00	10.00	10.00	10.00	10.00
Indore Women Polytechnic College, Indore	200.00	50.00*	-	-	-
Dr. B.R. Ambedkar Polytechnic, Gwalior	200.00	50.00	12.00	200.00	20.00



Name of the Institute (Universities & Colleges)	As per the data provided by Ministry of Tourism (Data as on 14.07.2011)		Amount for which UC submitted by Institute to MOT	As per discussions with the Institute during primary survey	
	Amount sanctioned (in INR Lakhs)	Amount released (in INR Lakhs)	Amount Utilized (in INR Lakhs)	Amount released (in INR Lakhs)	Amount being utilized (in INR Lakhs)
Jawahar Navodaya Vidyalaya, Shimla	25.00	20.00	19.37	20.00	19.37
Central School for Tibetans, Shimla	25.00	20.00	19.12	20.00	19.12
Jawahar Navodaya Vidyalaya, Bhopal	25.00	20.00	20.00	20.00	20.00
Kendriya Vidyalaya No. 1, Gwalior	25.00	20.00	0	20.00	-
Sarvodaya Vidyalaya, FU Block, Pitampura, Delhi	25.00	20.00	0	20.00	-
Sarvodaya Bal Vidyalaya, Delhi Cantt., New Delhi	25.00	20.00	0	20.00	-
SCSD Government Sarvodaya School, Rohini, New Delhi	25.00	20.00	0	20.00	-
Kendriya Vidyalaya, Ghaziabad	25.00	20.00	0	20.00	-

Of the total fund sanctioned, only about 20% has been released. Of the released amount, 35% has been utilised.

Figure 1.1: Fund released vis-a-vis utilised for broad basing of hospitality education



Source: Fund sanctioned and released details from Ministry of Tourism & Funds utilisation data from respective institutes

## 2. Progress of the Scheme availed by Universities & Colleges

### 2.1 Scheme Performance of University of Kurukshetra, Kurukshetra

#### 2.1.1 Profile of the Institute

The Kurukshetra University was established in 1956 with a mission of preparing a class of scholars and professionals with ingrained human values, adequately equipped with enviable competencies and dedicated to the advancement of society. This was initiated as a unitary residential University and its foundation stone was laid by late Dr. Rajendra Prasad, the first President of India. Located in the holy city of Kurukshetra, land of the historical battle of 'Mahabharata' and the great message of Bhagwad Gita, its campus is situated on the western bank of Brahm Sarover and extends over an area of over 400 acres. Starting with only the Department of Sanskrit, it has grown into a multi-faculty University as one of the premier centres for advanced study and research in the region.

Today, Kurukshetra University is offering world-class education to students from throughout India and other countries by providing a learning experience designed to develop intellectual abilities, as well as social, moral and ethical values. The University is equipping its students with the skills, insights, attitudes and practical experience that will enable them to become discerning citizens.

The University's programs combine the enduring value of a liberal arts education with the skills and experience offered by professional departments. The University has 445 teaching faculty members. The University also has 457 affiliated colleges and institutes in the Districts of Ambala, Panipat, Kaithal, Yamuna Nagar, Hisar, Fatehabad, Jind, Karnal, Sirsa, Kurukshetra and Panchkula.

The Campus of the University has often been rated as one of the most beautiful campuses in India. It resembles a large, self-contained village with lecture theatres, seminar rooms, accommodation, cafeterias, canteens, shops and sports facilities, libraries and laboratories. The most remarkable feature of the campus is the seamless interconnection of nature and the built environment. There are a number of lush green gardens, water fountains and side walks which provide an ideal environment on the campus for study and leisure.

The University offers a wide range of specialisation courses under the faculty Art and language, Social sciences, Life sciences, Science, Education, Engineering and Technology, Law, Commerce and Management. Apart from on campus courses, the university also offers a wide range of courses in its Distance Education Programme which has an enrolment of more than 35,000 students throughout India.

Perceiving the significance of an advance tourism course for the healthy growth of Indian tourism industry and the underlying opportunities for the professional potential young people, Kurukshetra University took initiative to set up a Department of Tourism in 1990 under the faculty of Commerce and Management.

Immediately after its inception, the department attracted country wide attention for launching the first ever Master's Degree in tourism in the continent.

Later on continuing with same tradition, the department has introduced Masters of Hotel Management and catering technology. The course is designed to meet the specific needs of the tourism industry.

In year 2009, the department had received financial assistance of INR 2 crores from the Ministry of Tourism under the scheme of Broad- Basing of Hospitality education which has been dedicated to start an under graduate course “Bachelor in Hotel Management & catering Technology”.

Department of Tourism and Hotel Management of Kurukshetra University offers following courses:

#### ***Under Graduate Courses***

- Bachelor of Hotel Management & Catering Technology (BHM&CT)
- Bachelor in International Hospitality Business Management (BIHBM) is run as Ashok Institute of Hospitality & Tourism Management, ITDC, New Delhi (through an MOU)

#### ***Post Graduate Courses***

- Master of Travel & Tourism Management (MTTM)
- M. Phil (Travel & Tourism Management)
- Master of Hotel Management & Catering Technology (MHM&CT)
- M. Phil (Hotel Management & Catering Technology)



#### ***Doctoral Programme***

- Ph. D in Tourism & Hotel Management

Courses such as MTTM and MHM&CT have duration of two years, whereas BIHBM and BHM&CT have the total duration of four years. Total number of seats offered under MMTM and MHM&CT is 40 and 35 respectively (Excluding one reserved seat for Kashmiri Migrants as per the government rule), while seats offered under BHM&CT and BIHBM is 60 (Excluding one reserved seat for Kashmiri Migrants as per the government rule).

#### **2.1.2 Financial Support under the Scheme**

Under the scheme, Department of Tourism and Hotel Management has been sanctioned INR 200 lakhs, out of which INR 100 lakhs has been received by the department which has been earmarked for the construction, upgradation and purchase of equipments.

So far, the department has spent INR 10 Lakhs on the upgradation of the department, which includes flooring, sanitary fittings, development of a housekeeping lab, room maintenance etc. INR 50 Lakhs is being spent on the construction for the extension of the department to meet the needs of the BHM&CT course. After the construction, Department would be able to provide Restaurant, Service room, Lab, Kitchen, wash rooms, Class rooms, Library etc to its BHM&CT students.

INR 40 Lakhs which has been earmarked for the purchase of equipments has been partially utilised for the purchase of 3-4 Computers for lab, serving tables, equipments for housekeeping labs, utensils, Furniture

for restaurant, Shelves, racks, projector etc. Rest of the money will be utilised once the under construction building would be ready which is expected to be operational by next academic year.

Department has 17 faculty members catering to the needs of the pedagogy. These 7 members are permanent and rest 10 members are on contractual employment. As far as the qualification and experience of the faculty members are concerned most of the faculty members have earned doctorate degrees and rest are pursuing. They all have an experience of several years in teaching as well as in the tourism industry. Apart from these faculty members, guest teachers, visiting faculties, trainers, experts keep visiting the department for training the students and delivering lectures on topics of their expertise.

Training programmes for the students play a vital role in grooming their professional skills. As a part of the curriculum, students are given frequent exposure of the industry by taking them to different service providers such as Public Sector Tourism Organisation, Travel agencies, Tourism education and training institutes; some of them are worth mentioning such as Jet Airways, Holiday makers, Cox & King, Thomas Cook, Le Meridian, Lemon tree, Radisson, Shangri-La, Umaid palace, Marriot, ITDC-Asoka etc.

The Chairperson felt that the funds are sufficient for the universities, as universities have other resources to compliment these funds. Chairperson was of the opinion that if the infrastructure is available with the institute then rest of the things follows.

### **2.1.3 Physical Performance under the scheme**

During the evaluation it was observed that department building has been renovated from the initial INR 10 lakh instalment received under the scheme. Some of the major work under this renovation and facelift process includes the activities such as, floors have been covered with tiles, windows have been altered and repaired for ventilation, kitchen has been upgraded and few equipments and utensils have been provided as to meet the needs of the kitchen. A projector has been installed in the conference room and 3-4 computers have been purchased for the computer lab. A well developed lab for housekeeping and front office has also been established, which has a well furnished suit.

Apart from the renovation and development of front office and labs, necessary items for kitchen, restaurant, class rooms, conference hall has also been purchased. It includes furniture, storage, Refrigerator, oven etc. So far INR 8,46,171 has been utilised for this purpose and utilisation certificate has been furnished to the Ministry. It was also reported that remaining money would be utilised for taking care of the other requirements.

Ministry has disbursed a dedicated amount of INR 50 lakhs for the development of infrastructure. Therefore, extension of the department building is under process and by the next year, department would be able to complete the construction/upgradation. Renovation/upgradation is being done in a manner to cater the specific needs of the course which has enough number of class rooms, service room, restaurant, separate advanced training kitchen, library, bakery, hall, seminar room etc.

Rest of the INR 40 lakhs which has been earmarked by the Ministry for the equipments has not been utilised. The amount would be utilised once the upgradation would be complete.

During the visit to the Department of Tourism, Kurukshetra University it was observed that physical status of the assets created from the assistance received from the Ministry was excellent and fully operational.

As far as the maintenance and upkeep of the assets are concerned, it is being taken care with the University's own funds.

#### **2.1.4 Physical Verification of the Institute**



The Chairperson believes that the scope of the scheme is commendable but coverage can be increased as the tourism industry is growing and it also needs more support from the government. He also believes that Ministry officials and other concerned authorities have supported well and facilitated the process. Therefore, required paper work and time taken for approval was satisfactory for both parties. Overall scheme is hassle free and does not require any tiresome process.

As far as the limit of financial assistance is concerned, the Chairman felt that the amount is sufficient. They were also of the opinion that, there is no demerit associated with the scheme.

##### **2.1.4.1 Perceptions of the faculty**

With the 17 members from the diverse fields of specialization, department has a well balanced faculty members. Most of them have got their doctorate degrees whereas some are still pursuing. They all have experience of service in hotel industry as well as teaching. Finally, they have opted for teaching and have been selected as faculty members after pursuing doctorate and appearing for competitive examinations.

As far as the training programmes are concerned, students are being trained with the help of experts to groom their professional skills. As a part of the curriculum, students are given frequent exposure of the industry by taking them to different service providers such as public sector tourism organisation, Travel agencies, Tourism education and training institutes. Some of them are worth mentioning, such as Jet Airways, Holiday Makers, Cox & King, Thomas Cook, Le Meridian, Lemon tree, Radisson, Shangri-La, Umaid palace, Marriot, ITDC-Asoka etc.

Apart from these trainings and induction programmes, students are placed in different agencies as summer trainees. These trainings have a longer duration and provide decent duration to get acquainted with the industry and its mechanism.

Department has initiated BHM&CT course from the assistance received from the Ministry. The course has been started in year 2009 and first batch is yet to pass out. Therefore, Placement has not been taken place. Other courses achieve 100 placements every year.

Reasons of choosing the hospitality courses by the students was their personal interest in the tourism and hospitality.

The major employers in the last year were Thomas Cook, Cox & King, Zenith Leisure Holidays, Balmer Lawrie, Jet Airways, Bhutan Tourism Development Corporation, India Tourism Development Corporation, Kerala Tourism Development Corporation, Rajasthan Tourism Development Corporation, Haryana Tourism Development Corporation, IITM Gwalior, etc.

During the discussion, it has also been observed that feedback received from the employers where the students from the institute have been placed is tremendous.

#### **2.1.4.2 Perceptions of the students**

Students responded that they are fully satisfied with the teaching contents and combination of subjects covered under the course as it has a well balanced curriculum covering a range of subjects that may include Tourism Business, Management, Computer application, Geography, business communication, Managerial Economics, Air ticketing, Event management, Accountancy, Human resource development, Project management, Marketing etc. which is being complimented by the training and induction by experts.

As far as the availability of teaching material is concerned, students have access to their central library and departmental library which has a vast range of books, journals, papers on the concerned subjects.

Students were of the opinion that overall infrastructure of the institute is okay but have scope for lots of improvements as BHM&CT course has been started in year 2009 and there are no arrangements for separate classrooms, lab, kitchen, restaurant etc. A separate building is under construction for the same.

As per the students, overall performance of teaching and non-teaching staff is also satisfactory and they are satisfied with the teaching method adopted by the institute. The students are also satisfied with the lab facilities, equipments available and theoretical classes undertaken. The students seem to be happy with overall training programme.

As far as the future plans of students are concerned, some of the students want to work with airlines, cruise ships, hotels, restaurants, army catering services, hospitality education etc. Also some of the student's dream to study and work abroad, but above all the most positive outcome is that they all wish to pursue their career in hospitality sector.

#### **2.1.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

The Chairman of the institute and the faculty members of the department believe that, state tourism industry is underdeveloped and has not achieved its potential. Lack of marketing, diversification, and facilitations are considered to be major hindrances.

The Chairman and other faculty members were of the opinion that scheme has potential to promote the tourism industry in the state. But, the positive and fruitful outcome of the scheme can be gauged only after 10-20 years.

#### **2.1.5 Conclusions**

During evaluation it was observed that department has a good infrastructure for undertaking the hospitality education. Institute is well equipped with the necessary arrangements. However, there is still scope for improvement, which is expected to be taken care very soon, such as the establishment of a separate classrooms, lab, kitchen, bakery, restaurant, etc for BHM&CT course which has been started by the assistance received from the Ministry.

The Students are happy with the overall facilities provided by the department for pursuing the hospitality course.

Respondents are fully satisfied with the performance of the scheme and they believe there is not much scope for correction; but, they feel that scheme coverage in terms of its geographical coverage can be increased.

A strategy for optimum benefit from the scheme can be adopted which can be ensured by the frequent communications amongst Ministry representatives and beneficiaries. This may ensure a constant check of the developments on the part of beneficiaries and beneficiaries may seek advisory services from the Ministry at the same time.

## **2.2 Scheme Performance of Maharishi Dayanand University, Rohtak**

### **2.2.1 Profile of the Institute**

Maharshi Dayanand University was started as Rohtak University in year 1976 by an Act of the Haryana Legislative Assembly with the objective to promote inter-disciplinary higher education and research in the fields of environmental, ecological and life sciences. It was rechristened as Maharshi Dayanand University in 1977 after the name of a great visionary and social reformer, Maharshi Dayanand. It had a unitary and residential character in its nascent stage, but became an affiliating University in November 1978. The University secured the recognition of University Grants Commission for Central Government grants in February 1983.

The University envisions promoting quality education and research through inter-disciplinary understanding, state-of-the-art learning, and the use of emerging knowledge for developing world-class human resources capable of mastering the global challenges of future technology and management. The University seeks to create, preserve, and disseminate knowledge to build competitive capability for holistic development of mankind and society.

The University campus, spread over an area of over 665.44 acres, is well laid with state-of-the-art buildings and magnificent road network, and presents a spectacle of harmony in architecture and natural beauty. Educational and research programmes are offered through its 36 departments.

Besides, the University runs some programmes through its Indira Gandhi P.G. Regional Centre, Meerpur (Rewari) and University Institute of Law & Management Studies (ULIMS), Gurgaon. The Regional Centre offers nine PG Programmes, while UILMS offers two. Over 490 Institutions/Colleges of general education, Engineering, Technology, Computer Sciences and Management Sciences located in 10 districts of the State are affiliated to this University.

The Institute of Hotel & Tourism Management formally came into existence on 20<sup>th</sup> February 2007 in Faculty of Management Studies, MD University Rohtak. The young and multi-disciplinary faculty of the department is dedicated to transform it in learning centre par excellence at the National as well as at International level. The department has quality infrastructure and latest learning resources supplemented by electronic equipments and a rich library. This all provides a ground for teaching-learning environment. Institute of Hotel & Tourism Management of Maharishi Dayanand University, Rohtak offers following courses.

- **Under Graduate Courses**
  - Bachelor of Hotel Management
  - Bachelor of Tourism Management



- **Post Graduate Courses**
  - Master of Hotel Management
  - Master of Tourism Management
- **Diploma Courses**
  - Diploma in Food & Beverage Production Management
  - Diploma in Food & Beverage Services Management
  - Diploma in House-keeping Operations Management
  - Diploma in Front Office Operations Management



All programmes have a total intake of 60 students. Post Graduate programmes have a duration of two years, whereas under graduate programmes have the total duration of three years. Duration of all Diploma courses is one year. As reported by the Director of the institute, there is no vacant seat in any programme as the number of applicants for these courses is very high.

### **2.2.2 Financial Support under the Scheme**

Ministry of Tourism has sanctioned INR 2 Crores as Central Assistance for the Institute. As per the first tranche of funds sanctioned, the institute has received INR 10 lakhs. The entire received amount has been utilized for the establishment of a computer lab which has 18 computers.

The institute has created a world class infrastructure and facilities using the university's own resources; however the intake of the institute is quite high of students. Therefore, IHTM requires more infrastructure and facilities to meet the needs of the students. Kitchen, Labs, Restaurant etc. are required to be revamped to accommodate all students. So far institute has got only INR 10 lakhs from the Ministry and rest of the amount is still under process. As reported by the faculty and director, rest of the amount from Ministry of Tourism would be used for infrastructure development.

Institute of Hotel and Tourism Management (IHTM), MD University, Rohtak has 13 permanent faculty members headed by the Prof. Daleep Singh (Dean & Director); but, Institute has services of guest and visiting faculties of national and international repute. Thus, the institute has sufficient human resources for catering to the teaching needs of the students.

All faculty members are experts in their respective fields and most of them have received their doctorate degrees. Approximately 4-5 faculty members have enrolled in doctoral programmes. Faculty members of IHTM have an average of approximately 10 years of experience and training in the industry as well as in academics to fulfil the demand of the curriculum.

As far as the training of the students is concerned, Institute has in-house training which is given within the institute by expert trainers. Apart from that, students are placed with different organisations for professional training to groom their professional skills. As part of the curriculum, students are given frequent exposure to the industry by taking them to different service providers such as Public Sector, Private sector, Tourism Organisation, Travel agencies, Tourism education and training institutes. Some of them are worth mentioning such as Taj airline catering, Taj Hotels, Le Meridian, ITC, Shangri-La, Radisson, Ramada, Cox & King, Thomas Cook, Make my Trip, Red carpet etc.

The Director of Institute of Hotel and Tourism Management was of the opinion that the fund provided by the Ministry of Tourism under the scheme is sufficient.

### **2.2.3 Physical Performance under the scheme**

During our visit, officials of the institute have reported to have developed a computer lab with INR 10 lakhs, under the Broad Basing Hospitality Education scheme. The Computer lab has internet connection, communication softwares for improving soft skills of the students.

The Director of the institute was of the opinion that maintenance and upkeep is not an issue as the University is responsible for the maintenance and upkeep of its property.

### **2.2.4 Physical Verification of the institute**

As far as the coverage and scope of the scheme is concerned, the Director was of the opinion that scope of tourism is untapped in state of Haryana. But recent development in the highway tourism has given a boost to the tourism industry as numbers of tourists are being attracted towards the highway tourism. Therefore, it is a good initiative to open new avenues for employment as well as development of tourism industry.

It was reported that scheme is hassle free and concerned persons had no problem getting their proposal approved on the time. As far as the limit of financial assistance is concerned, respondents feel that the amount is sufficient. They could not cite any demerits of the scheme.

#### **2.2.4.1 Perceptions of the faculty**

Institute of Hotel and Tourism Management has 13 faculty members. Most of them hold doctorate in their respective fields of specialization and rest are still pursuing. They all have a combination of experience in hotel industry as well as academics.

As far as the training programmes are concerned, students are being trained with the help of experts to groom their professional skills. As a part of the curriculum, students are given frequent exposure to the industry by taking them to different service providers such as Taj airline catering, Taj Hotels, Le Meridian, ITC, Shangri-La, Radisson, Ramada, Cox & King, Thomas Cook, Make my Trip, Red carpet etc.

Apart from these trainings and induction programmes, students are placed in different agencies as summer trainees. These trainings have a longer duration and provide descent duration to get acquainted with the industry and its mechanism. In final semester of post graduate programmes, students are not required to report to the department as they are placed with different agencies for a thorough training which is followed by a viva and project review.

The Department has initiated Post Graduation programmes in 2005, whereas 2008 witnessed the first batch in Graduation Programmes. As per the faculty members and the Director, the placement of the hospitality and hotel management students has been remarkable as the placement percentage is approximately 200 percent.

Reasons of choosing the hospitality courses by the students were attributed to their personal interest and a good career in the tourism and hospitality. Enrolment of girls in Hotel and tourism management programmes is reported to be less than 3-5 students per class.

During the last year, Disney inn, JRD Hotels, Le-Meridian, Best western hotel, Radisson, Quality Inn-Bliss, Tivoli Gardens, Swati Group of hotel, Make my trip, Dominos Pizza, Bristol, Thomas Cook, Cox & King,

Zenith Leisure Holidays, Jet Airways, Red carpet etc. are some of the major organisations where the students of the Institute have been placed.

During the discussion, it was observed that feedback received from the employers where the students from the institute have been placed is tremendous.

#### **2.2.4.2 Perceptions of the students**

Students responded that they are fully satisfied with the teaching contents and combination of subjects covered under the course as it has a well balanced curriculum covering a range of subjects that include Tourism, Communication, Foreign Language, Management, Computer application, Geography, Business communication, Managerial Economics, Air ticketing, Event management, Accountancy, Human resource development, Project management, Marketing etc. which is being complimented by the training and induction by experts.

As far as the availability of teaching material is concerned, students have access to their digital central library and departmental library which has a vast range of books, journals, papers on the concerned subjects.

Students were of the opinion that overall infrastructure of the institute is very good and satisfactory, though there is scope for extension of kitchen, laboratory, library and computer room etc. Projectors are also required to be installed. As reported by the Faculty and Dean, the same work would be done, once institute will get the next tranche of the funds from the Ministry of Tourism. The availability of hostel is sufficient for students studying in the institute.

As per the students, overall performance of teaching and non-teaching staff is satisfactory also they are satisfied with the teaching method adopted by the institute. The students are also satisfied with the lab facilities, equipments available and theoretical classes undertaken. The students seem to be happy with the overall training programme.

As far as the future plans of students are concerned, some of the students are aspiring to get into the hotel industry, aviation, yachts, restaurants, army catering services, hospitality education etc. Some of them also aspire to get into the academic field.

#### **2.2.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

As suggested by the Director of the institute, as of now, the contribution of the scheme in the state of Haryana is not up to the mark as some of the institutes have not received the sanctioned amount to carry out the desired activities. Therefore, the outcome of the scheme is not as much as it was anticipated and the real outcome can be assessed only after 5-10 years.

#### **2.2.5 Conclusions**

During our visit to Institute of Hotel and Tourism Management, it was observed that that the institute has developed a class infrastructure for undertaking the hospitality education. The institute has excellent infrastructure which is well equipped with all required facilities. The university administration has special interest in promoting the institute as the performance of the institute has been widely recognised. At

present the institute is ranked one of the top institutes of the country undertaking hospitality and hotel management programmes.

Apart from having very good infrastructure and facilities, the institute still needs to increase the capacity of kitchen, labs, restaurants, classes etc. to accommodate the gradually increasing number of students. So far, contribution of the Ministry of Tourism has been only INR 10 lakhs and rest of the funds is still awaited. The institute has planned to utilize the next tranche of amount received from the Ministry for the same.

The institute is in the growing stage. Majority of its achievements have been attained by the efforts made by the institute itself with the help of university administration. The officials believe that the institute does not have sufficient infrastructure to develop labs etc. to meet the needs of the students. Hence, dean of the institute opines that proposed fund from the Ministry can help them in developing their labs, library, restaurants etc. which is essential for such a practical oriented programme.

## **2.3 Scheme Performance of University of Jammu, Jammu & Kashmir**

### **2.3.1 Profile of the institute**

The **University of Jammu** came into existence in 1969 vide Kashmir and Jammu Universities Act 1969 following bifurcation of the erstwhile University of Jammu and Kashmir. The University provides instructions in such branches of learning as it deems fit and makes provision for research and the advancement and dissemination of knowledge. The University stands for spiritual and material elements in life, thirst for knowledge and virtue, under the backdrop of holy peaks of Trikuta Hills.

University of Jammu holds examinations, grants degrees, impart knowledge and confers diverse academic distinctions on persons who pursue approved courses of study in the University or in constituent colleges/institutions approved for the purpose also for those who appear as external/private candidates. It also confers honorary degrees or other distinctions on the persons of exceptional calibre. The University also admits, maintains, recognizes, and affiliates colleges and other institutions. It is primarily a research, teaching, affiliating, and examining body involved in promotion of arts, science and other branches of learning. The University is open to all classes and creeds with the sole objective to carry people from darkness to light.

The University of Jammu is located on the bank of River Tawi. It has two other campuses in the North and South of Jammu. North Campus is located at Bhaderwah and the South Campus is at Kathua.

The Jammu Campus at Bahu Wali Rakh, is spread over an area of about 118.70 acres and another small old campus at Canal road, having an area of 10.5 acres. Presently, in old campus, only residential accommodation for teaching, non-teaching staff and a boy's hostel are located. The New Campus is well laid and is well earmarked for different activities. It has residential accommodation for all types of University employees.

At present there are 33 departments offering Masters degree, MPhil. Ph.D and DLit. in different disciplines, besides LLB, BLib. and some diploma courses. The courses like Masters degree programme in Business Administration, Tourism Management, Computer Applications, Environmental Sciences, Electronics, Bio-Technology, Sociology, Psychology, Physical Education and Strategic and Regional Studies are also available in the University.

Teaching at under-graduate level is imparted in affiliated colleges/institutions. There are B.Ed. Colleges, Medical Colleges, Engineering & Technology Colleges, Ayurvedic Colleges, Institute of Music and Fine Arts, Oriental Institution, besides Colleges for Arts, Commerce and Science subjects.

To provide education at the doorsteps of the learners, University of Jammu has a Directorate of Distance Education offering various professional and non-professional courses at under-graduate and post-graduate level. Centre of Adult, Continuing Education and Extension offers short-term job oriented and professional courses. It conducts Adult Education programmes and Extension services. University also provides special coaching for various competitive examinations to deprived sections.

University has started a two year full time Masters Degree Programme in Tourism Management in the year 2001-02. Programme was started as a part of the Department of Management Studies. Later on a separate department started with the name of School of Hospitality and Tourism Management and introduced Under Graduate and Ph.D programmes as well. The number of seats offered by the university in Under Graduate and Masters Courses is 30 and 20 respectively, whereas intake of Ph.D students varies yearly as per the availability of the seats. At present 30 students are enrolled in the Under Graduate programme and 20 students are enrolled under Masters programme.



It was reported by the faculty members that Department's promptness, and interest in starting a course on hospitality, linkage with ITTM Gwalior and a proactive approach of the institute has earned them financial assistance from the Ministry of Tourism.

### **2.3.2 Financial Support under the Scheme**

School has 4 permanent and 2 contractual faculty members headed by the Professor Deepak Gupta (Director) but, SHTM has services of guest and visiting faculties of national and international repute. Therefore, the institute has the sufficient human resources for catering to the needs of the students.

All Faculty members are experts in their respective fields and have numerous years of experience and training to fulfil the demand of the curriculum.

The institute had received INR 2 Crore as Central Assistance from the Ministry of Tourism. The entire amount has been utilized for the renovation of ground floor of the building (School of Hospitality & Tourism Management) which has four class rooms, seminar room, offices and department library, Kitchen, conference hall etc. From the Ministry's funds some equipment has also been purchased. But, at present these equipments are not in use as the institute requires an additional building for establishing its lab due to safety reasons. Therefore, a lab is soon to be constructed by the University (As reported by the Director, the Lab would be operational in next 2-3 months). Meanwhile, institute is collaborating with the hotels and restaurants of Jammu for the training of their students.

The Director of the institute was of the opinion that the fund extended by the Ministry of Tourism under the scheme is sufficient.

### **2.3.3 Physical performance under the scheme**

During our visit, officials of the institute have reported to have redeveloped the ground floor with the financial support of the Ministry of Tourism under the Broad Basing Hospitality Education scheme. Ground floor has the entire required infrastructure such as seminar room, class rooms, offices, library etc. The quality of construction is very good and infrastructure is fully functional.

During the evaluation, it has been observed that the institute has maintained its infrastructure properly. The institute has a well maintained library providing necessary books and literature on the subjects. Also the institute has a seminar room which is being used for the training, meetings, cultural programmes, lectures and studies as well. Equipments procured include furniture, ovens, deep freezer, refrigerators, cooking utensils, cutlery, serving utensils, pots and pans, cooking range, storage racks, range of mixers and grinders etc.

Apart from the construction/development of infrastructure, some of the funds received from the Ministry has been utilised to procure equipments for the lab which has to be constructed soon. Currently these equipments are kept in the store room of the school and students are getting training from the Restaurants and Hotels available in the city. These Hotels and restaurants have collaboration with the department and both parties have signed memorandum of understanding for the same.

Director of the institute was of the opinion that maintenance and upkeep is not an issue as the University is responsible for its maintenance and upkeep.

### **2.3.4 Physical Verification of the institute**

As far as the coverage and scope of the scheme is concerned, Director was of the opinion that it is a good initiative to open new avenues for employment especially in the valley. It has also been reported that scope of tourism is very high in the state as tourism has started developing again for the past ten years, following decades of insurgency in the area but due to unavailability of quality institutes and qualified service providers industry has not been developed up to the mark. Therefore, the current scenario is going to change as a result of the scheme.

It has also been reported that the scheme is a hassle free and concerned persons had no problem getting their proposal approved on the time.

#### **2.3.4.1 Perceptions of the faculty**

SHTM has the six faculty members out of which four members are permanent and remaining two are working as contractual employees. They all hold doctorate in their respective fields of specialization and the have a good sort of teaching experience.

The institute has organised plenty of training programmes for the students in collaboration with the different firms operating into the tourism sector. Some, such as Thomas Cook, Kouni, Cox & Kings, makemytrip.com, yatra.com, Holiday inn, Mughal Sheraton, Yatrik.com, etc. are worth mentioning.

As per the director of the institute and other faculty members, the reason for students opting for this course is primarily because of the scope of employment followed by the interest of the students. From the past 6-8 years tourism industry is on the boom in the valley. Therefore, students opting for these courses have a fair chance of getting good employment.

During the evaluation, it was reported by the faculty members as well as by the Director that gradually department's credibility is being accepted by the hospitality sector which has resulted into the placements of the students in to leading service providers of the hospitality sector. Therefore, hundred percent placements have been achieved so far.

#### **2.3.4.2 Perceptions of the students**

As opined by the students, department has a well balanced theory and practical curriculum which includes subjects such as Management, Hospitality Management, Tourism, Research, Communication, Marketing, Accounts and finance etc. which is being complimented by the trainings and induction programmes. For this, students are being placed in different hotels, restaurants under the supervision of experts. Special month long trainings are also offered during the summer vacations in the same settings. Therefore, students are fully satisfied with the teaching contents and subjects.

As suggested by the students, the teaching materials are made available to them in time. Department has a dedicated separate library covering a vast range of literature on the subjects of Hospitality and Hotel management. Apart from this, University has a centralised library where students can find books of their respective subjects.

The students feel that the overall infrastructure of the institute is very good. The students feel that as far as hostel accommodation is concerned, it is good but there is scope for improvements. As far as teaching staff is concerned, the students are fully satisfied; also they are satisfied with the pedagogy. Students are also satisfied with the Non-Teaching staff, facilities and equipments provided. The students reported to be fully satisfied with the overall training programme. As far as placements are concerned, Jammu and Kashmir has vast scope to rope in these students into the sector; therefore, students have no or little worry about the placements.

Most of the students were of the opinion that, the department is though newly established but well equipped with the necessary facilities. Therefore, there is no need for improvement or redevelopment in infrastructure. Students suggested that the scope of placements has been broadening for the past few years, as new entrepreneurs are emerging into the sector. They also reported that training methodology is at par.

Most of the students have joined the hospitality courses deliberately. Therefore, they are seeking their future endeavour in the same sector. Though, choices vary from being an independent entrepreneur to joining star class hotels, etc.

#### **2.3.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

According to the officials of the institute, the impact of the scheme in the state of Jammu & Kashmir is very commendable as the state's major economy depends on tourism. However, still the state is lacking in quality service providers and requires a large number of qualified service providers. Therefore, officials of the University believe that the scheme is very helpful in grooming the new service providers. They also believe that the scheme will be able to open new avenues of employment for the youth of the state.

### **2.3.5 Conclusions**

During the visit to the School of Hospitality & Tourism Management, University of Jammu it has been observed that that the school has developed very good infrastructure for undertaking the hospitality education. Institute is well equipped with the necessary arrangements. Though establishment of a separate laboratory is still left, but expected to be taken care very soon. It has also been observed that SHTM is putting all its efforts and going out of the way to train good quality service providers in the tourism industry. This has earned them a remarkable credibility into the tourism sector in the valley.

As a part of its mission, the institute has always encouraged its students to emerge as entrepreneurs and contribute to the growth and development of tourism industry. Approach has succeeded the school remarkably. The Students are happy with the overall facilities provided by the SHTM.

Officials of the department believe that fund provided by the Ministry of Tourism is sufficient but for the sustenance, continuous support is required to meet the needs of the training and development and maintenance of the equipments as the university is state funded and has a limited fund.

A common problem has been observed that most of the institutes have not been provided proper guidelines by the Ministry that under what head how much money has to be utilised, which is leading to a further delay in starting the civil work as well as proposed courses. Therefore, a clear guideline has to be given regarding the utilization of the money to the institutes.

## **2.4 Scheme Performance of Baba Ghulam Shah University, Rajouri**

### **2.4.1 Profile of the Institute**

Baba Ghulam Shah Badshah University came into existence in year 2005 by an Act of the Jammu & Kashmir Legislative Assembly called the Jammu & Kashmir Baba Ghulam Shah Badshah University Act No. XVI of 2002. The university is nurtured by the Jammu & Kashmir Wakf Council. The motto of the university is "Read in the name of God who has created all that exists". It reflects the vision and idealism for which the university stands. The objective identified for the university in the Act is to impart quality education and undertake research in basic and job oriented fields. Accordingly, the university has launched postgraduate teaching programmes in Business Management, Financial Management, Computer Sciences, Information Technology, Arabic, Applied Mathematics, Biotechnology and Bio-resources, B. Tech in Electronics and Communication, Computer Sciences & Engineering, Information Technology & Telecommunication Engineering, Civil Engineering, Electrical & Renewable Energy Engineering.

The University is also running Bachelors degree courses in Computer Applications (BCA), Bachelors degree in Business Administration (BBA), BA Arabic (Hons) and Diploma courses in Electronics, Civil, Electrical and Mechanical.

Besides its main campus at Rajouri, the university has established branch offices at Srinagar and Jammu for liaising with students of these divisions and facilitating their admission, interviews, entrance tests etc.

### **2.4.2 Financial Support under the Scheme**

Baba Ghulam Shah Badshah University had submitted its proposal for INR 200 lakhs in 2010 for the development of infrastructure to carry out the hospitality courses namely:

- Diploma in Front Office



- Diploma in Hospitality & Tourism Management

After the assessment it was decided that INR 146.90 lakh is required for the construction of the building. In October 2010, university had received INR 10 lakhs as first instalment to carryout the initial activities which has been utilised for the levelling of land, making of platform for the building and allied approach road for construction of the building. Utilisation certificate for the same has been submitted to the Ministry of Tourism.

Later on it was informed from the Ministry of Tourism that the guidelines for the scheme have been changed; therefore, a revised proposal was required. Therefore, a revised proposal was also sent to the Ministry of Tourism. Meanwhile there was no development.

In April 2012, Ministry has released INR 90 lakhs for the University. University claimed to have received no intimation, guidelines, sanction etc. regarding that amount which was deposited into the accounts of the University. University Registrar has reported to notice that transaction in the month of June when bank itself informed the university regarding the receipt of INR 90 lakhs.

In the absence of any concrete guidelines from the Ministry of Tourism regarding fund utilization, University has not taken any step in utilising that amount.

University representatives feel that the fund provided by the Ministry under the scheme is sufficient enough to serve the purpose of establishing a setup to impart education on the subject of tourism and hospitality.

### **2.4.3 Physical Performance under the scheme**

The University is situated at the top of a hilly range and uneven land. Therefore, there are plenty of practical problems in carrying out the construction work at constant pace. Delay from the Ministry in releasing the amount has further delayed the project. Hence, activities carried out so far are construction of an approach road, bulk excavation of the rocks, levelling of the land and preparation of a platform.

### **2.4.4 Physical Verification of the institute**

As far as the scope and coverage of the scheme is concerned, the scheme is very good and it will produce quality service providers in the tourism and hospitality industry. The University officials were little dubious on the issue of time taken by the Ministry for the approval. Officials were of the opinion that the amount of paper work which was required for the beneficiaries was perfectly fine. It was also reported that Ministry representatives and nominees have extended their support and guided the university staff in the whole process.

#### **2.4.4.1 Perceptions of the faculty**

During visit to the Baba Ghulam Shah Badshah University, Rajouri it has been found that the proposed courses have not been started. University had received only INR 10 lakhs in the year 2010 and INR 90 lakhs have been received 2-3 months back. Therefore due to the delay in fund release from the Ministry of Tourism, construction work has not been started so far. Therefore, no students are enrolled and teachers are appointed for the proposed hospitality courses. Therefore, students and staff members could not be covered as the part of the study.

However, University has published advertisement for the required faculty positions but no appointment has been done till date.

#### **2.4.4.2 Perceptions of the students**

During the visit to the Baba Ghulam Shah Badshah University, Rajouri in the state of Jammu & Kashmir it has been found that the courses have not been started so far, owing to lack of released funds from the Ministry and incompleteness of the proposed infrastructure. Hence, no students are enrolled nor teachers are appointed for the hospitality courses. Therefore during the visit, students and teachers could not be contacted.

#### **2.4.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

According to the officials of the institute, the impact of the scheme in the state of Jammu & Kashmir is very commendable as the state's major economy depends on tourism. But still the state is lacking in quality service providers and requires a large number of qualified service providers. Therefore, officials of the University believe that scheme is very helpful in grooming the new service providers. They also believe that the scheme will be able to open new avenues of employment for the youth of the state.

State has large number of people aspiring to get into the tourism sector as the sector has lucrative profit. But due to lack of education, training and infrastructure the numbers of service providers remain stagnant. Therefore, scheme is seen as a boon which would benefit the state on a large scale.

#### **2.4.5 Conclusions**

It has been observed that university has the sufficient infrastructure to start the course by its own, but they fear that if they start the course and in the end if Ministry withdraws its support, then aforesaid programme would become a liability on the University.

University is in dilemma due to the absence of guidelines on how to utilise the funds given by the Ministry. Therefore, necessary steps should be taken to facilitate and guide the University in carrying out the required activities to initiate the hospitality and tourism courses as soon as possible.

### **2.5 Scheme Performance of College of Home Science, Palampur**

#### **2.5.1 Profile of the Institute**

Himachal Pradesh Krishi Vishvavidyalaya (now Chaudhary Sarwan Kumar Himachal Pradesh Krishi Vishvavidyalaya) was established on 1st November, 1978. The College of Agriculture (established in May, 1966) formed the nucleus of new farm University. It is an ISO 9001:2008 certified institution.

The University has been given the mandate for making provision for imparting education in agriculture and other allied branches of learning, furthering the advancement of learning and prosecution of research and undertaking extension of such sciences, especially to the rural people of Himachal Pradesh.

Over the years, this University has contributed significantly in transforming the farm scenario of Himachal Pradesh. Today, the state has earned its name for hill agricultural diversification and the farming community has imposed its faith in the University.

The University has four constituent colleges: the College of Agriculture has 13 departments, Dr. G.C. Negi College of Veterinary & Animal Science has 18 departments, the College of Home Science has five departments and the College of Basic Sciences has four departments. These colleges offer six Bachelors Degree programmes and the Dean, Post Graduate Studies offers 30 Masters Degree and 17 Doctoral Degree programmes. At present 1156 students are on roll and 5119 students have passed out from the University since its inception.

The first recommendation for the incorporation of home science education emanated from the strong recommendations of the Adlakha Committee. After the University got established in 1978, a department of home science was created in the College of Agriculture in February, 1980 at Palampur.



The Department of Home Science established five well identified components in the department, which were upgraded into constituent Departments of the College in May 1991, when the department was given the status of a constituent College of the University. Under this College, BSc (Hospitality and Hotel Management) 3-years Programme is being undertaken.

The three year degree course in hotel management and catering technology was started in the year 2011. Last year 70 applications for admission were received and 25 students were granted admission; the admission was given purely on

merit basis. The awareness about the course has been done through the advertisement in the newspaper seeking application for eligible candidates for the course and also through the university website. The institute was selected on the basis of the recommendation of the State Govt. authorities.

### **2.5.2 Financial Support under the Scheme**

The College of Home Sciences, Palampur received a grant of INR 90 Lakh for the year 2011-2012 from the Ministry of Tourism to carry out the renovation, infrastructure development and introduction of hospitality subjects as three year degree course in hotel management and catering technology. The College has deposited with the Executive Engineer (Construction) CHKHPKV, Palampur (Vide receipt No. 000044/5559) for the execution of the work. During the assessment, it was observed that the college has initiated the initial process required of renovating various parts of the building to create infrastructure required for undertaking such course.

The College has recruited the required specialised lecturers on contract basis, apart from that the college has regular staff of food management, computers, accounting etc. who will be part of the team involved in imparting the course. Also head of the department will oversee the implementation of the course and smooth functioning of course. The teaching staff strength is as per the norms and involves a mix of contract as well as regular teachers specialized in different domains. The contracted teachers are qualified and trained in hospitality sector having at least Masters degree in Hotel management & Catering technology. The College feels that at present faculty strength is enough to cater to the educational needs of students.

The students who opt for the degree course have to study it for three years. The students also undertake industrial training in different hotels every year, apart from that lot of exposure visits for students are undertaken. Also the College makes it a point to undertake one or two activities more than the structured course so that the students get an edge over other students once they pass out from the college. The funds

granted under the scheme seem to be insufficient for teaching degree level course as per the staff and Principal of the institution.

### **2.5.3 Physical Performance under the scheme**

During the assessment, it was observed that the college has initiated the initial process required of renovating various parts of the building to create infrastructure required for undertaking such course. Since the College has a fully functional Home Sciences Department, at present the College is using facilities of that department for undertaking the course.

Some parts of the college will be renovated soon so as to meet the required needs and infrastructure required for teaching hospitality as a subject. As per the Principal, funds would be allocated for the purchase of equipments once the building infrastructure gets ready. Once the procurement is done and the required infrastructure is developed, facility to undertake practical classes will start. As per the Head of the Department, to run a degree course funds provided by the Ministry of Tourism are inadequate and more funds are required.

The college has deposited INR 50 Lakh with the Executive Engineer (Construction) CHKHPKV, Palampur (Vide receipt No. 000044/5559) for the execution of the work. During the assessment, it was observed that the college has initiated the initial process required of renovating various parts of the building to create infrastructure required for undertaking such course.

The College authorities feel that more funds will be required as more labs are needed to be built to make the department truly functional and fully equipped for undertaking such kind of course. Therefore provision for more budgets should be made so that the future planning is put at the place.

According to the Head of Department, the scope of the subject is vast for the students who choose hospitality as career; it also opens up the future higher studies option, since major tourist destinations are spread across the state with lots of hotels industry. They feel that once the students pass out with the degree course then there will be no dearth of options available for them. The College started the process of renovation, infrastructure is under development and the equipments will be purchased once the building infrastructure is developed.

As per the Head of Department, the amount of paper work required is normal and the College didn't face any problem in completing the formalities as far as paper work is concerned.

It was felt by the Head of Department and faculty that the financial assistance offered is inadequate to run a degree course and since the College has the backing of funds from the parent University is able to manage the programme.

### **2.5.4 Physical Verification of the institute**

As per the Principal, as far as merits of the scheme are concerned being a vocational subject it opens new avenues for students, it also broadens scope for students to work in the state since the state is a major site in terms of tourism. The only demerit according to the Head of Department is the inadequate funds provided.

At present the college is undertaking practical classes in the previously established labs for Home Science Department and once the renovation work is completed other labs will be also used for imparting the

training. The students also undertake industrial training in different hotels every year, apart from that lot of exposure visits for students are undertaken. The College also makes it a point to undertake one or two activities more than the structured course so that the students get an edge over other students once they pass out from the College.

#### **2.5.4.1 Perceptions of the faculty**

In total 25 students were selected in the first year, out of the 70 applications received for the course, the selection of the candidates was purely done on the merit basis for admissions to degree course in Hotel management and Catering technology.

The College has recruited the required specialised lecturers on contract basis, apart from that the College has regular staff of the Department of Home Sciences, Computers, Accounting etc. who are also part of the faculty involved in imparting the course. Also Head of the Department oversees the implementation of the course and smooth functioning of the programme. The teaching staff strength is as per the norms and involves a mix of contract as well as regular teachers specialized in different domains. The contracted teachers are qualified and trained in hospitality sector having at least Masters degree in Hotel management & Catering technology. The College feels that at present faculty strength is enough to cater to the educational needs of students. The Head of Department feels that more faculties should be there on regular basis.

As per the Principal and the faculty, the reason why students choose this course is primarily because of the interest of the student, and the job availabilities in this sector. Also the sector offers them good growth, the vast opportunities to work in India and abroad makes hospitality sector an exciting career option.

Since the first batch is still studying in the College, therefore no placement and campus selection has taken place till date. But the College has a dedicated placement cell having specialised persons dedicated for providing placement assistance to the students.

The Head of Department feels that for placements, networking should be done at the Ministry level and priority or placement should be given to students passing out this course.

#### **2.5.4.2 Perceptions of the students**

The students feel that the teaching content is good and there are no issues with regard to syllabus. The students feel that all the subjects offered in combination complement each other and are in sync with the objectives of the degree course. The students also feel that more practical content should be their in the books than the theory.

As per students, the teaching material was available on time and they didn't face any difficulty, all the supporting books in library are also available, apart from that the faculty is also providing notes to them. The students feel that the overall infrastructure of the institute is very good and it still being developed further and they are satisfied with the present infrastructure and feel that once the new labs are ready it will further increase the already very well developed infrastructure. As far as teaching staff is concerned the students are fully satisfied with the theoretical and practical classes taken by the faculty, they are also satisfied with the teaching method adopted by the institute. The students are also satisfied with the lab facilities being provided and they do feel that the faculty is trying their best by providing all the necessary help and facilities till the renovation is done and new facilities and equipments are put at place, they are

hopeful that the things will improve further once more labs start functioning. The students seem to be happy with overall training programme.

As per the students they do feel constant improvement in overall infrastructure, teaching methods adopted, theoretical classes, overall training programmes conducted, exposure to industrial training and overall performance of teaching staff.

The future plans of students vary a great deal, some of the students want to go for higher studies, some of them want to work with airlines, cruise ships, hotels, restaurants, hospitality education etc. also some of the students dream of working abroad but above all the most positive outcome is that they all are upbeat about their future in hospitality industry.

#### **2.5.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

According to the officials of the institute, the impact of the scheme in the state of Himachal Pradesh is very commendable as the state's major economy depends on tourism. But still the state is lacking in quality service providers and requires a large number of qualified service providers. Therefore, officials of the University believe that scheme is very helpful in grooming the new service providers. They also believe that the scheme will be able to open new avenues of employment for the youth of the state.

#### **2.5.5 Conclusions**

During the study it has been observed that that the College is still in the process of developing building infrastructure for undertaking the hospitality education. The process of renovation work to be carried out meet the demands of the degree course has been started. The procurement of equipments and utensils for lab is in the process and likely to be completed once the labs are ready. Right now the College is banking on the infrastructure it has already developed for the Home Sciences Department for undertaking the degree course.

The students seem to be happy with the facilities for the hospitality course and the credit should go to the Head of the Department and staff as they are trying their best to impart training with whatever facilities available at the Home Sciences Department and they have been successful in that aspect. Overall the students seemed to be happy with the course, teaching staff as well as efforts made by the College in improving the infrastructure.

The Principal feels that more faculty on regular basis should be appointed for smooth functioning of the programme. Since at College level the demands of the course are more, therefore there should be more provision of funds for building and equipments. For Placement of students the networking from the Ministry level should also take place for better placement opportunities. Counselling of students should be done regarding the future opportunities for higher studies as well as future job opportunities.

## 3. Progress of the Scheme availed by the Industrial Training Institutes (ITIs)

### 3.1 Scheme Performance of ITI, Karnal

#### 3.1.1 Profile of the Institute

**Government Industrial Training Institute in Karnal** was started in year 1963 with a mission to provide an outstanding holistic education for the students characterized by successful training and emotional well-being that provide firm foundation for the next stage of their learning and to fully prepare them for life. The developments achieved past 5 decades suggest that the mission has been successfully accomplished.

Institute has separate division for imparting training to the women.

At present ITI Karnal is running trainings on Draughtsman Civil, Computer Operator & Programming Assistant (COPA), Electrician, Electronics mechanic, Fitter, Machinist, Mechanic (Motor vehicle, Tractor, Refrigerator, Diesel engine and Air conditioner), Foundryman, Painter, Plastic processing operator, Stenography (Hindi, English), Turner, Welder, Wireman, Health & Sanitary Inspector and Computer hardware etc.

The principal and the staff of ITI were partially aware about the criteria on which their institute has been selected for the central assistance as proposal was drafted and sent by the Directorate of Industrial Training itself and Directorate is responsible for creating the infrastructure as they have received the central financial assistance on behalf of the institute.

#### 3.1.2 Financial Support under the Scheme

Haryana Industrial Training Directorate has received INR 75.83 lakhs so far out of which INR 5 lakhs in March 2009 and INR 70.83 lakhs in June 2011 have been received on behalf of Government Industrial Training Institute, Karnal. Further, Haryana Public Works Department (Building & Roads) have been entrusted to carry out the construction activities on proposed land by ITI Karnal but construction work has not been started yet.

Apart from the construction, ITI Karnal was given INR 46.33 lakhs for the purchase of equipments for three ITIs namely Karnal, Tosham and Rohtak. Later on, the amount was revised and INR 50 lakhs was sanctioned. Out of which, 41 lakhs have been utilised for the procurement of equipments and utilisation certificate has been furnished to the treasury department.

As per the rule of the state treasury, only after the submission of utilisation certificate, sanctioned amount can be released, but ITI Karnal has claimed to receive only INR 7 lakhs so far.

Staff has not been recruited, though equipments have been purchased and stored within the premises of the institute. As far as the adequacy of fund is concerned, principal was of the opinion that the fund is sufficient enough for the proposed project.

### **3.1.3 Physical Performance under the scheme**

Activities carried out so far in the scheme include the procurement of the equipments. No other development has taken place. As far as the physical status of the equipments is concerned, all the equipments purchased for the ITIs Rohtak, Karnal and Tosham are safely stored. No equipments have been handed over to the ITIs at Rohtak or Tosham as of now.

### **3.1.4 Physical Verification of the institute**

As far as the coverage and scope of the scheme is concerned, the Principal was of the opinion that it is a good initiative to open new avenues for employment, especially for those who cannot complete their education or cannot afford to earn degrees from other formal educational institutions. It has also been reported that scope of tourism is very high in the state, as the industry is very lucrative but there is requirement of new policies for promotion of tourism in the state.



It was reported that scheme is hassle free and concerned persons had no problem getting their proposal approved on the time. Though there are a series of formalities which are cumbersome and time taking.

#### **3.1.4.1 Perceptions about students and staff**

During the visit to the ITI Karnal it has been found that the proposed courses have not been started owing to lack of required infrastructure at the institute. Hence, no students are enrolled and teachers have not been appointed for the proposed hospitality courses. Therefore, students and staff members could not be covered as the part of the study. Though, the institute has published a notification of employment in the newspapers, but no recruitments have been done so far.

#### **3.1.4.2 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

As per the officials of the institute, the impact of the scheme in the state of Haryana is very less as most of the beneficiaries are yet to get benefits, facilities and services provided under the scheme. Therefore, respondents feel that it is too early to evaluate the overall impact of the scheme in improving the tourism in the state. But, respondents were of the opinion that scheme is very good and beneficial if it remains active for a longer duration.

#### **3.1.4.3 Students' perceptions**

During the visit to the ITI Karnal it has been found that the course has not been started owing to non availability of required infrastructure. Hence, no students are enrolled nor teachers have been appointed for the proposed hospitality courses. Therefore, during the evaluation teams' visit, students and teachers could not be contacted.



### **3.1.5 Conclusions**

During the visit it has been observed that ITI Karnal is successfully undertaking several courses on engineering and non engineering trades. Overall structure and arrangements are appreciable. The institute has balanced, well trained and qualified faculty members.

The institute has enough available space for construction out of which a separate land has been proposed for the tourism and hospitality programme. The institute claimed that the course would have been started if they would have got the approval from the NCHMCT.

The courses that have been approved are affiliated with the Directorate General of Employment & Training (DGET), Ministry of Labour & Employment. But, Officials of Directorate of Industrial Training feel that the courses would be more fruitful if it were affiliated with the NCHMCT (National Council for Hotel Management and Catering Technology). In this regard, the Department has also approached the NCHMCT for the approval of running these courses at ITI Tosham , Karnal and Rohtak but, no positive response has been received so far.

During the discussion it was suggested by the Principal as well by the Deputy Director, ITI Department Haryana that the institute has enough space. Therefore, makeshift arrangements of classes, labs, kitchen etc. for the hospitality students can be ensured and classes can be commenced. But the step can be taken only after the affiliation with NCHMCT. Therefore, NCHMCT should clear its stand to the directorate as soon as possible.

## **3.2 Scheme Performance of ITI, Rohtak**

### **3.2.1 Profile of the Institute**

**ITI Rohtak** was introduced in year 1956-57. Since its inception, the institute strives to provide high quality technical training to the unemployed educated youth and ensuring the availability of productive and skilled workers in various technical fields.

ITI Rohtak is running in an area of approximately 19 acres having large play grounds, lush green campus, park etc. Institute is well equipped with modern machinery and tools, Classroom are airy and well ventilated, institute also has Conference Hall, Library, Labs, Dispensary, and Recreation Room with audio & visual Aid for technical classes.

Institute is providing training in the following trades: Draftsman Civil, Draftsman Mechanical, Electronic Mechanic, Instrument Mechanic, Mechanic Motor Vehicle, Surveyor, Tool & Die, Wireman, Electrician, Steno (Hindi, English), Foundry Man (Moulder), Welder (Gas & Electric), Mechanic Tractor, Machinist, Fitter, Turner, Computer Operator & Programming Assistant (COPA), Watch and Clock Repair, Electrician, Mechanic (Refrigerator & Air conditioning), Carpenter, Machinist Grinder, Plumber etc.

Maruti Suzuki India Limited (MSIL) has been associated with ITI Rohtak in many ways, since a long time and they are responsible for providing an overall development of trainees so that they are better prepared for the industry. Basic Safety, Quality, IT education, Personality development and safe driving are part of their training at ITI.

During the visit to the ITI Rohtak it has been observed that the Principal and the staff members are not aware about the criteria on which their institute has been selected for the central assistance as proposal

was drafted and sent by the Directorate of Industrial Training itself and the Directorate is responsible for creating the infrastructure as they have received the central financial assistance on behalf of the institute.

### **3.2.2 Financial Support under the Scheme**

Haryana Industrial Training Directorate has received only token amount of INR 5 lakhs on 2nd March, 2009 on behalf of Industrial Training Institute, Rohtak. Further, Haryana Public Works Department (Building & Roads) have been entrusted to carry out the construction activities on proposed land by ITI Rohtak in Sector 5, but construction work has not been started yet owing to the delay of financial assistance from the Ministry of Tourism.

At ITI Rohtak staff has not been recruited. Though, equipments have been purchased and stored at ITI Karnal. As far as the adequacy of fund is concerned, principal was of the opinion that the fund is sufficient enough for the proposed project.

### **3.2.3 Physical Performance under the scheme**

Activity carried out so far in the scheme is the procurement of the equipments. No other development has taken place. As far as the physical status of the equipments is concerned, all the equipments purchased for the ITIs of Rohtak, Karnal and Tosham are safely stored. No equipments have been handed over to any concerned ITI as of now.

### **3.2.4 Physical Verification of the institute**

As far as the coverage and scope of the scheme is concerned, the Principal was of the opinion that the coverage of the scheme is limited to infrastructure which is not sufficient. He also suggested that scheme should encompass upkeep and maintenance cost as well. It has also been reported that scope of tourism is very high in the state as the places, such as Rohtak, Kurukshetra, Sohna, Bahadurgarh, Panipat etc. are now able to attract the tourists.

It has also been reported that scheme is a hassle free scheme and concerned officials had no problem getting their proposal approved on the time.

#### **3.2.4.1 Perceptions of the faculty**

During the visit to the ITI Rohtak it has been found that the proposed courses have not been started owing to lack of required infrastructure at the institute. As reported by the Principal of the institute the construction of proposed building has not been started so far. Hence, no students are enrolled nor teachers are appointed for the proposed hospitality courses. Therefore, students and faculty members could not be covered as the part of the study. Though, institute has published a notification of employment in the newspapers; but, no recruitments are done as of now.

#### **3.2.4.2 Perceptions of the students**

During the visit to ITI Rohtak it has been found that the courses have not been started owing to lack of required infrastructure at the institute. Therefore, no students are enrolled nor teachers are appointed for the proposed hospitality courses. Therefore, during the evaluation visit students and teachers could not be contacted.

#### **3.2.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

As per the Principal of the institute, the impact of the scheme in state of Haryana is not as much as it was expected. Under-achievement of the scheme in the state of Haryana can be attributed to the delay implementation of the scheme. As suggested by the Principal and as per our study, most of the institutes have not started the training courses as they are not ready with building. It was also reported that beneficiaries are yet to get benefits, facilities and services provided under the scheme.

However, respondents were of the opinion that scheme is very good and beneficial if it remains active for a longer duration.

#### **3.2.5 Conclusions**

During the visit it has been observed that ITI Rohtak is successfully undertaking several courses on engineering and non engineering trades. Overall structure and arrangements are appreciable. Institute has well balanced, well trained and qualified faculty members.

The institute has enough available space for construction, out of which a separate land has been proposed for the tourism and hospitality programme. Institute claimed that the course would have been started if they would have got the approval from the NCHMCT.

The courses that have been approved for ITI Rohtak are affiliated with the Directorate General of Employment & Training (DGET), Ministry of Labour & Employment. But, officials of Directorate of Industrial Training feel that the courses would be more fruitful if it is affiliated with the NCHMCT (National Council for Hotel Management and Catering Technology). In this regard, Department has also approached the NCHMCT for the approval of running these courses at ITI Tosham, Karnal and Rohtak but, no positive response has been received so far.

During the discussion it was suggested by the Principal as well by the Deputy Director, ITI Department Haryana that institute has enough space. Therefore, makeshift arrangements of classes, labs, kitchen etc. for the hospitality students can be ensured and classes can be commenced. But the step can be taken only after the affiliation with NCHMCT. Therefore, NCHMCT should clear its stand to the Directorate as soon as possible. As reported by the principal ITI Rohtak, that NCHMCT works under aegis of Ministry of Tourism. Therefore, Ministry of Tourism also can look into the matter and get it sorted out as soon as possible.

### **3.3 Scheme Performance of ITI, Tosham**

#### **3.3.1 Profile of the Institute**

**ITI, Tosham in Bhiwani district of Haryana** is a newly established training institute, which came into existence in year 2008. Institute's establishment is aiming at providing quality technical and non technical training to the unemployed educated youth as per the requirement of market.

Earlier, institute was started in a rented building. But, now the institute's building is under construction. This has three separate structures. One for administration, second for tourism and hospitality related courses and third building is dedicated to other course.

Principal, Government Industrial Training Institute, Bhiwani has an additional charge of ITI, Tosham. At present ITI Tosham is running trainings on Draughtsman civil, Computer Operator & Programming Assistant (COPA), Fitter, Mechanic (Motor vehicle, Tractor, Refrigerator, Diesel engine and Air conditioner), Electrician, Stenography, Welder etc. These programmes have an enrolment of approximately 150 students.

The principal and staff members of ITI were not aware about the criteria on which their institute has been selected for the central assistance as proposal was drafted and sent by the Directorate of Industrial Training itself and the Directorate in association with Public Works Department (Building & Roads) is responsible for creating the infrastructure as they have received the central financial assistance on behalf of the institute.

### **3.3.2 Financial Support under the Scheme**

Haryana Industrial Training Directorate has received INR 5 lakhs in March 2009 and INR 70.83 lakhs in March 2010 on behalf of Government Industrial Training Institute Tosham. Further, Haryana Public Works Department (Building & Roads) have been entrusted to carry out the construction activities on proposed land. So far three buildings have been created by the PWD (B&R) at the outskirts of Tosham town. Administration building would be ready by end of September 2012, whereas building which is being constructed for hospitality and tourism courses is almost ready and only need finishing, electric wiring, furniture, sanitary fitting etc. The third building which has been created for other trades is fully functional and requires more furniture.

Responsibility of equipment procurement for ITI Tosham was given to the ITI Karnal. As per the faculty and Principal of the institute and as per our findings most of the equipments have been purchased.

ITI karnal was given INR 46.33 lakhs for the purchase of equipments for three ITIs namely Karnal, Tosham and Rohtak. Later on, the amount was revised and INR 50 lakhs was sanctioned. Out of which, INR 41 Lakh has been utilised for the procurement of equipments and utilisation certificate has been furnished to the Treasury Department. Required equipments for ITI Tosham would be shifted as soon as the building would be ready.

Staffs have not been recruited, though equipments have been purchased. As far as the adequacy of fund is concerned, Principal was of the opinion that the fund is sufficient enough for the proposed project.

### **3.3.3 Physical Performance under the scheme**

Activity carried out so far in the scheme is the construction of building and procurement of the equipments. As far as the physical status of the equipments and infrastructure is concerned, all the equipments purchased for the ITI Tosham are safely stored at the premises of ITI Karnal. No equipments have been handed over to the Tosham as of now. Infrastructure created under the scheme is of high quality and building would be able to meet all the requirements of the students as the building has two kitchens, a big hall, sufficient number of classrooms, library, store room etc.



### **3.3.4 Physical Verification of the institute**

As far as the coverage and scope of the scheme is concerned, the Principal was of the opinion that it is a good initiative to open new avenues for employment especially for those who cannot complete their education or cannot afford to earn degrees from other formal educational institutions. It has also been reported that scope of tourism in the area is very high in the state as the industry is very lucrative but there is requirement of new policies for promotion of tourism in the state.

It has also been reported that scheme is a hassle free scheme and concerned persons had no problem getting their proposal approved on the time. Also they were satisfied with the limit of financial support extended by the Ministry.

#### **3.3.4.1 Perceptions of the faculty**

During the visit to the ITI Tosham it has been found that the proposed courses have not been started owing to the lack of required infrastructure (especially the premises). Hence, no students are enrolled nor teachers are appointed for the proposed hospitality courses. Therefore, students and staff members could not be covered as the part of the study. Though, institute has published a notification of employment in the newspapers, but no recruitments are done so far.

#### **3.3.4.2 Perceptions of the students**

During the visit to the ITI Tosham it has been found that the courses have not been started owing to the non-availability required infrastructure. Hence, no students are enrolled nor teachers are appointed for the proposed hospitality courses. Therefore, during the evaluation team's visit, students and teachers could not be contacted.

#### **3.3.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

As per the Principal of the institute, the impact of the scheme in state of Haryana is not as much as it should have been. Under-achievement of the scheme in the state of Haryana can be attributed to the delay in implementing the scheme. It was also reported that beneficiaries are yet to get benefits, facilities and services provided under the scheme.

The principal of the institute is of the opinion that scheme is very good and beneficial if it remains active for a longer duration.

### **3.3.5 Conclusions**

During the visit to the ITI Tosham it has been observed that the Institute is developing very good infrastructure for undertaking the hospitality education. Institute is being constructed in a manner to meet the demand of the subject though final finish is yet to be done.

So far institute is undertaking approximately 4-5 courses for which the number of teaching staff has been observed to be very less. Currently institute has only three teaching staff which is not sufficient for approximately 150 students enrolled in 4-5 different trades.

During the interactions with officials of the institute, the institute claimed that the course would have been started if they would have got the approval from the NCHMCT. The courses that have been approved are affiliated with the Directorate General of Employment & Training (DGET), Ministry of Labour & Employment. But, Officials of Directorate of Industrial Training feel that the courses would be more fruitful if it is affiliated with the NCHMCT (National Council for Hotel Management and Catering Technology). In this regard, Department has also approached the NCHMCT for the approval of running these courses at ITI Tosham, Karnal and Rohtak but, no positive response has been received so far.

Construction work is on full swing and it is expected that building would be fully functional by end of September 2012 and institute is in a position to start the course, but response of affiliation with NCHMCT is still awaited.

During the discussion it was suggested by the Principal as well by the Deputy Director, ITI Department Haryana that institute is about to get ready and academic session can be commenced within a month (By first week of October, 2012). But the steps can be taken only after the affiliation with NCHMCT. Therefore, NCHMCT should clear its stand to the directorate as soon as possible. As per the information given by the Deputy Director and Principal, NCHMCT works under the aegis of Ministry of Tourism. Therefore, Ministry can take the necessary step to sort out the issue.

### **3.4 Scheme Performance of ITI, Jammu**

#### **3.4.1 Profile of the Institute**

**Industrial training Institute, Jammu** was established in 1958 aiming at nurturing the industrial work culture in the state by equipping the unemployed educated youth with gainful training in the Trades emerging in the market both in the industrial and services sectors from time to time.

Institute is taken care by the Directorate of Technical Education which was established in the year 1981 by the creation of a unified body for the administration and control of the Institutions imparting Technical/ Vocational Trainings in the State. The integration was felt necessary to co-ordinate the related training activities and to affect more efficient utilization of the mutual resources for the overall development of the training scenario in the state.

At present, the institute is imparting trainings on: Computer Operator & Programming Assistant, Stenography (English), Secretarial Practice, Dress Making, Cutting & Sewing, Health & Sanitary Inspector, Horticulture, Urdu Calligraphy, Software Application, Computer Languages, Rural Informatics Management, Tourist Guide, School Management, Domestic House Keeping, Front Office Assistant, Fashion Technology, Dairying, Data Entry Operator, Digital Photographer, Interior Decorator & Designing, Network Technician, Dental (Lab. Tech.), Driver Cum Mechanic (L/V), Floriculture & Landscaping, Computer (Assembly & Maintenance) etc.

The Principal and the staff members were not aware about the criteria on which their institute has been selected for the central assistance as proposal was drafted and sent by the Directorate of Technical Education itself and directorate is responsible for creating the infrastructure as they have received the central financial assistance on behalf of the institute.

### **3.4.2 Financial Support under the Scheme**

Under the scheme a double story building is being constructed by the construction wing of Directorate of Technical Education at a cost of INR 92.25 lakhs for conducting trades related to the tourism and hospitality.

Building structure is almost completed only finishing has to be done. But, due to lack of funds now the work has been stopped by the Directorate of Technical Education. As per the Principal of the institute, the work would start as soon as the Directorate gets funds. The Principal also ensured that by next academic session, the building would be ready and proposed courses would be started.

Staffs have not been recruited and equipments have not been purchased so far as the building is not ready. Under construction building has hall, class rooms, offices, kitchen, store room, lab, library etc.

As far as the adequacy of fund is concerned, the Principal was of the opinion that the fund is sufficient enough for the proposed project.

### **3.4.3 Physical Performance under the scheme**

Activities carried out so far in the scheme are the construction of the building. No other development has taken place.



### **3.4.4 Physical Verification of the institute**

Principle and other faculty members were of the opinion that scope of the scheme is promising and coverage of the scheme is efficient enough to facilitate the development and promotion of tourism sector. Also they were satisfied with the limit of financial support extended by the Ministry of Tourism.

#### **3.4.4.1 Perceptions of the faculty**

During the visit to the ITI Jammu it has been found that the proposed courses have not been started owing to lack of required infrastructure at the institute. Hence, no students are enrolled nor teachers are appointed for the proposed hospitality courses. Therefore, students and staff members could not be covered as the part of the study.

#### **3.4.4.2 Perceptions of the students**

During the visit to the ITI Jammu it has been found that the courses have not been started so far owing to lack of required infrastructure at the institute. Hence, no students are enrolled and teachers are appointed for the proposed hospitality courses. Therefore, during the evaluation team's visit, students and teachers could not be contacted.

#### **3.4.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

As per the officials of the institute, the impact of the scheme in the state of Jammu & Kashmir is very commendable as the state's major economy depends on tourism. But still the state is lacking in quality

service providers and requires a large number of qualified service providers. Therefore, officials of the ITI Jammu believe that scheme is very helpful in grooming the new service providers.

State has large number of people aspiring to get into the tourism sector, as the sector has lucrative profits. But due to lack of education, training and infrastructure the number remains stagnant. Therefore, the scheme is seen as boon to benefits the state on a large scale.

### **3.4.5 Conclusions**

Institute has a potential of imparting quality education. At present, the institute is imparting trainings on approximately 40 different trades. The institute has well balanced faculty members and trainers. Institute has more than 800 students enrolled in different trades.

Now, the institute is looking forward to start courses on tourism and hospitality as soon as possible as there are number of students who are very enthusiastic about the proposed courses. But, due to delay in the construction institute has not been able to start the courses yet.

During the interaction with the Principal and other staff members it was felt that they are least informed about the scheme and its development as most of the formalities is being taken care by the Directorate of Technical education.

Institute was recommended by the Directorate to the Ministry and proposal was also sent by the Directorate itself. From the Ministry, fund was released to the Directorate and now building is being constructed by the construction wing of the Directorate. In the whole process institute was not kept in loop. As a beneficiary of the scheme, institute should be informed regularly about the developments and should be kept in loop.

## **3.5 Scheme Performance of ITI, Srinagar**

### **3.5.1 Profile of the Institute**

**Industrial Training Institute, Srinagar** which functions under the aegis of National Council for Vocational Training (NCVT), DGET, Ministry of Labour & Employment, Government of India and State Council for Vocational Training (SCVT), Technical Education Department of J&K State is conducting the Skill and the Job Oriented Long term, Short term and Part time Vocational Courses since the last 54 years.

The Institution has always strived to excel in its activities and thus providing the skill training has been the ultimate objective in which the trained and experienced faculty have always played the pivotal role. At present some of the trainings imparted by the institute includes: Electrician, IT & ESM, Turner, Draftsman Mechanical, Mechanic Computer Hardware, Machinist, Electronic Mechanic, Instrument Mechanic, Refrigeration & Air Conditioning, Plumber, Broad Based Basic Training Module (Automobile), Advance Module (Automobile), Specialised Module (Automobile), Stenography, Cutting and Sewing, Urdu Calligraphy, Digital Photography, Health and Sanitary Inspector, COPA, Tourist Guide, Front Office Assistance, Computer Aided Embroidery & Needle Work, Computer Language, Corporate House Keeping, Floriculture & Landscaping, etc.

It is a challenging task for the provider of manpower to dynamically match the requirements of the Service sector and the industry, but ITI Srinagar has always tried to bridge the gap between skill requirements of the market and skills of ITI professionals. In continuous endeavour to improve, Job Oriented and Marketable trades have been introduced in the recent past putting the total number of trades in ITI to



23, the number of trade units to 40 and the intake capacity to 850. This includes the 3 Trades which are exclusively meant for women and for the rest of the trades also 30% reservations in admissions are given to women. The physically challenged, orphans, other reserved categories and the children of ex-servicemen & defence personnel are also given due share in admissions as per the reservation policy.

At the institute, a continuous growth since its inception is being achieved. Along with the new trades, the Infrastructure is also being upgraded in terms of equipping the labs and workshops with latest machinery, equipments and tools. In the institute's expansion programme, another campus of ITI Srinagar has been established in the adjacent area called Zainakote. The area is presently being developed which will function with 25 trades including the tourism and hospitality courses.

ITI Srinagar is the first ISO 9001:2008 certified ITI of Jammu & Kashmir accredited in April 2012 for incorporating the Quality Management Services to provide Vocational Training Courses in the Institute.

ITI Srinagar has been granted the status of "Centre of Excellence" in Automobile Sector by Government of India with financial assistance from the World Bank under the scheme of Vocational Training Improvement Project. This Centre of Excellence will work as a hub to focus on specialist vocational training across a range of new and traditional occupation and will be innovative in delivering training so that employability including self employment of the trainees will increase.

The Principal and the staff members were not aware about the criteria on which their institute has been selected for the central assistance as proposal was drafted and sent by the Directorate Technical of Education itself and Directorate is responsible for creating the infrastructure as they have received the central financial assistance on behalf of the institute.

### **3.5.2 Financial Support under the Scheme**

Under the Broad Basing scheme institute is supposed to start following three courses:

- Food and Beverage Services (steward) course - duration is one year
- Food production (General) course - duration is one year
- Housekeeping (Domestic) course - duration is six months

For these aforesaid courses, institute had been sanctioned INR 200 lakhs out of which INR 90 lakhs is for the development of infrastructure, INR 90 lakh for procurement of machinery, equipments, tools and furniture etc. and remaining INR 20 lakhs is earmarked for the procurement of raw material and other expenses.

At present a building is being constructed by the construction wing of Directorate Technical Education at Zainakot for the same purpose. Building has the class rooms, kitchen, labs, library, seminar rooms, service room, restaurant etc. and also a special provision for hostel facility for the students enrolled in the hospitality courses is under consideration.

Building structure is almost complete. So far only INR 10 lakhs has been released by the Ministry and rest of the expenses are borne by the contractor with an anticipation that his investment would be reimbursed later.

As per the Principal of the institute, the academic session would start as soon as the Directorate gets the rest of the funds from the Ministry for procurement of equipments etc. The Principal also ensured that by next academic session, building would be functional and would be ready for the proposed courses.

Staffs have not been recruited and equipments have not been purchased so far. As far as the adequacy of fund is concerned, Principal was of the opinion that the fund is sufficient enough for the proposed project.

### **3.5.3 Physical Performance under the scheme**

Activities carried out so far in the scheme are the construction of the building. No other development has taken place.

### **3.5.4 Physical Verification of the institute**

Principal and other faculty members were of the opinion that scope of the scheme is promising and coverage of the scheme is efficient to facilitate the development and promotion of tourism sector. Also they were satisfied with the limit of financial support extended by the Ministry.

#### **3.5.4.1 Perceptions of the faculty**

During the visit to the ITI Srinagar it has been found that the proposed courses have not been started and building is under construction. Therefore, no students are enrolled nor teachers are appointed for the proposed hospitality courses. Therefore, students and staff members could not be covered as the part of the study.

#### **3.5.4.2 Perceptions of the students**

During the visit to the ITI Srinagar it has been found that the courses have not been started so far owing to lack of required infrastructure. Hence, no students are enrolled and teachers are appointed for the proposed hospitality courses. Therefore, during the evaluation team's visit, students and teachers could not be contacted.

#### **3.5.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

As per the officials of the institute, the impact of the scheme in the state of Jammu & Kashmir is very commendable as the state's major economy depends on tourism. But still the state is lacking in quality service providers and requires a large number of qualified service providers. Therefore, officials of the ITI Srinagar believe that scheme is very helpful in grooming the new service providers. They also believe the scheme will be able to open new avenues of employment for the youth of the state.

State has large number of people aspiring to get into the tourism sector as the sector has lucrative profits. But due to lack of education, training and infrastructure, the number remains stagnant. Therefore, the scheme is seen as boon which would benefit the state on a large scale.

### **3.5.5 Conclusions**

During the evaluation it has been observed that that the institute has developed a very good infrastructure for undertaking the courses offered by the institute. Institute has an intake of over 850 aspirants who wants to join the different trainings on different trades. Institute's expansion in terms of its infrastructure is quite impressive as the number of students is increasing.

Now, Institute is looking forward to start courses on tourism and hospitality as soon as possible, as there are number of students who are very enthusiastic about the proposed courses. But, due to delay in the construction the institute has not been able to start the courses yet.

During the interaction with the Principal and other staff members it was felt that they are least informed about the scheme and its development as most of the formalities is being taken care by the Directorate of Technical education.

Institute was recommended by the Directorate to the Ministry and proposal was also sent by the Directorate itself. From the Ministry, funds were released to the Directorate and now building is being constructed by the construction wing of the Directorate. In the whole process institute was not kept in loop. As a beneficiary of the scheme, institute should be informed regularly about the developments and should be kept in loop.

## 4. Progress of the Scheme availed by the Polytechnics

### 4.1 Scheme Performance of Indore Women's Polytechnic College, Indore

#### 4.1.1 Profile of the Institute

The **Indore Women's Polytechnic** was established in 1993. The Institute provides diploma programs in Architecture, Interior decoration, Computer Science, Engineering and Fashion designing. All the courses are Technology approved by AICTE. The Institute also runs various short-term programs.

The Institute possesses well equipped laboratories, high-tech computer lab and workshop with qualified and competent staff. The Institute utilizes e-teaching technology and highly equipped Learning Resources Utilization Centre (LRUC) along with a well furnished Girls' hostel with a capacity of 100 students in the campus.

The vision of the institute is to produce and develop demand driven competent women technocrats of high quality in the high-tech area of engineering and technology and also help the deprived and disadvantaged women of the society through community services by encouraging, enterprising skills and become a benchmark in informal education for the community at large. The Mission of the institute is to provide technical education in various disciplines for women so that they become entrepreneur and employee to serve the society.

As per the Principal they had invited applications for admissions, but maybe since the College being a Women's Polytechnic, not even a single candidate showed interest for the subject. The reasons for no application are possibly social reasons, as parents don't want their girls to work in hotels. Also since it is a diploma course for three years with eligibility criteria for application set as 12<sup>th</sup> standard, since after 12<sup>th</sup> standard, students who are interested in hotel management have a better option of undertaking degree level course directly. Therefore, it is felt that this course should be either made a degree course, as with same qualification, the students can undertake the degree course in hotel management from other institutes, or it should be made two years diploma course after 12<sup>th</sup> standard or three years diploma course after 10<sup>th</sup> standard.

#### 4.1.2 Financial Support under the Scheme

According to the Principal, the institute has not received any funds; a sum of INR 20 Lakhs has been directly transferred to CPWD to carry out the renovation work by Director Technical Education, Madhya Pradesh. No official confirmation has been given about the sum of INR 20 Lakhs being transferred to CPWD but has been told to the Principal through verbal communication.

The admission applications were invited online directly by the Department of Technical Education for various courses in different Polytechnic colleges and this Polytechnic college was listed as one of the colleges offering Hotel management diploma course. The college administration was not involved in the process as the admissions are directly done through Director of Technical Education. But it seems that not even a single candidate applied for the course and neither a single candidate approached the institute for admissions directly.

The college on its part had selected one lecturer as guest faculty for the course, but since no admissions have taken place, therefore the guest faculty was not hired and no training programme was conducted. The institute has not received any fund for capacity building and purchase of the equipments.

#### **4.1.3 Physical performance under the scheme**

According to the principal the School has not received any funds; a sum of INR 20 Lakhs has been directly transferred to CPWD to carry out the renovation work by Director Technical Education, Madhya Pradesh. No official confirmation has been given about the sum of INR 20 Lakhs being transferred to CPWD but has been told to the Principal through verbal communication. But no work has been carried out by the CPWD till date.

#### **4.1.4 Physical Verification of the institute**

Since not even a single candidate applied for admission to the course, therefore no activities were carried out. The college has not purchased any equipment for undertaking the course since no one applied for the course and buying any equipments would have been waste of Government funds as was opined by the Principal.

##### **4.1.4.1 Perceptions of the faculty**

No training programme was conducted as not even a single candidate had applied for the course. The college on its part had selected one lecturer as guest faculty for the course, but since no admissions have taken place, therefore no guest faculty was hired and no training programme was conducted.

##### **4.1.4.2 Perceptions of the students**

No candidates had applied for the training, therefore the study team was not able to meet any student to get their perception regarding the scheme performance.

##### **4.1.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

The principal felt that the scheme may not help in improving the position of Tourism initially as the institute is a women's institute and it is not appreciated by the society that women engage themselves in the tourism sector. However, as the mindset of the society changes with time, the scheme would be beneficial in improving the position of tourism in the state.

#### **4.1.5 Conclusions**

As per the Principal, the college has not received any funds; a sum of INR 20 Lakhs has been directly transferred to CPWD to carry out the renovation work by Director Technical Education, Madhya Pradesh. It seems that there is lack of coordination with the office of the Directorate of Technical Education.

As per the principal, the girl students mostly don't go for the courses related to hotel industry as it is not taken in high esteem by the society. Also our study team had observed the same trend in Ambedkar Polytechnic Gwalior, where only one girl student has taken admission for the hospitality management.

Also it has been observed that no provision of funds was there for the purchase of equipments as no funds had been allocated to the College for the procurement of equipments.

The Principal has also pointed out that it is wrong to set eligibility criteria for three year diploma course as 12<sup>th</sup> standard qualification. Since a student who is interested in the hospitality course can directly go for the degree course with the same qualification, therefore why would the student take admission for diploma courses, when he/she can directly get admission for the degree course. Therefore the eligibility criteria should be 10<sup>th</sup> standard qualification or the duration after 12<sup>th</sup> should be reduced to 2 years for the diploma course.

Since girl students in various schools in Madhya Pradesh are undertaking studies in hospitality management therefore these girls can be targeted for admissions for the course. Proper counselling of the girls and the family should be undertaken to break the perception that the society is holding with regard to hotel management training and future career development in the industry with regard to girl children.

As has been the case with other organization, CPWD has not undertaken any work, so the problem related to renovation work undertaken by government agency should be addressed at the higher level which is important for the smooth functioning of the project.

## **4.2 Scheme Performance of Dr. B.R. Ambedkar Polytechnic, Gwalior**

### **4.2.1 Profile of the Institute**

**Dr. Bhim Rao Ambedkar Polytechnic College, Gwalior** was started in 1905 by Gwalior State Education Department under the aegis of Scindhia dynasty. The institutions were established at Lashkar, Chanderi, Ujjain, Mandsaur and Narwar. It was basically an artisan training scheme with courses related to textiles, Mechanical, Woodworking, Furniture making etc.

Later in 1915 it became Technical Institute at Gwalior. The building (currently at Padav, Gwalior) was expanded in 1930 but programs predominated artisan courses in textile and Mechanical areas. In 1938, a diploma and certificate programme in Weaving Technology was started. In 1948, regular diploma programmes in Civil, Mechanical & Electrical Engineering and Textile Technology were started under Madhya Bharat State Education Department. The institution was then renamed as Central Technical Institute.

In 1956, the new building of Central Technical Institute was constructed at Jhansi Road in an area sprawling 56 acres. The diploma programmes in Civil, Mechanical & Electrical Engineering were shifted to the new premises, whereas Textile Technology remained at Old building at Padav, Gwalior. The institution was renamed several times to Government Polytechnic, Gwalior Polytechnic and now Dr. B.R. Ambedkar Polytechnic, Gwalior. In 1997, it was accorded autonomous status by the State Government. Diploma in Information Technology was started in the year 2000 and Computer Science in the year 2007.

New programme in Hotel Management & Catering Technology was started from the year 2011-12. All 6 diploma programmes are recognized by the AICTE. The administrative control is with Technical Education & Training Department of the State Government, through Directorate of Technical Education, Madhya Pradesh and affiliated to Rajiv Gandhi Proudyogiki Vishwavidyalaya, Bhopal.

Dr. B.R. Ambedkar Polytechnic College, Gwalior is a prominent polytechnic of the region running diploma programmes in Engineering & Technology and Entrepreneurship development programmes. All the Engineering & Technology programmes running at this institution are approved by the All India Council for Technical Education.



The three year diploma in hotel management and catering technology was started in the year 2011. Last year, 20 students had taken admission for the hospitality course. The awareness about the course has been done through advertisements in the newspaper seeking application from eligible candidates for the course.

The institute has been selected as it is one of the prominent institutes in the region and suitably located in the heart of Gwalior.

#### **4.2.2 Financial Support under the Scheme**

The Ambedkar Polytechnic received a total grant of INR 2 Crore from the Ministry of Tourism through Madhya Pradesh Technical Education to carry out the renovation, infrastructure development and introduction of hospitality subjects as three year diploma course in hotel management and catering technology. During the assessment it was observed that the institute is renovating various parts of the building to create infrastructure required for undertaking such course.

The Polytechnic College has recruited the required teaching staff for undertaking the diploma level courses. The teaching staff strength is as per the norms and it includes one head of the department and four teachers as guest faculty to teach different specialized domains namely (Food Production, F&B services, Accountancy and Communication). The teachers are qualified and trained in hospitality sector having three years diploma or degree in Hotel Management & Catering Technology. The faculty is having two to five years of experience in the hospitality sector. The guest faculty is appointed on contractual basis and the process for appointment of permanent faculty has already been started through Madhya Pradesh Public Service Commission. The College feels that at present faculty strength is enough to cater to the educational needs of students. The College feels that there is no provision for supporting staff and to run such a course; the provision for support staff is necessary for better implementation of the project.

The students who opt for the diploma course have to study it for three years. The students also have to compulsorily undertake one month industrial training in different hotels every year. The funds granted under the scheme seem to be sufficient as per the staff and Principal of the institution.

#### **4.2.3 Physical Performance under the scheme**

The reconstruction and renovation work is still going on and whatever building space was available for reconstruction/renovation is being utilised to develop the required infrastructure needed.

Some parts of the College are being renovated so as to meet the required needs and infrastructure required for teaching hospitality as a subject. INR 25 Lakhs have been allocated for the purchase of equipments and the tender for supplying the equipments have already been floated, last date for submission of the tender has been fixed as 06 September 2012. Once the procurement is done and the

required infrastructure is developed, facility to undertake practical classes will start. As per the Principal, adequate funds have been provided for undertaking of this course.

The PWD has been allotted INR 50 Lakhs for reconstruction/renovation work, of which INR 20 Lakhs have been released in the financial year 2010-11. Till date, the institute has spent INR 12 Lakhs for the reconstruction work. The institute is facing problems with regard to renovation, as the work for construction has been given to PWD by the Government, but the PWD has fixed rates for fixtures beyond which it can't spend, but the labs and kitchen need specialised fixtures. So the quality of work needed for meeting the requirements of the lab and other reconstructed areas is suffering especially in areas of electrical, sanitary fittings and decoration.

The Principal and the staff feel that funds given to PWD have not been utilised up to satisfaction as they do not have the required expertise to carry out the specialised work required for such kind of project. The College still have around INR 30 Lakhs left for re-construction work which till date has not been transferred to PWD. The College authorities feel that if permitted by the Government, the funds could be transferred to MP Tourism as it is the right agency who can do such kind of specialised civil work as they do construction of hotels and know the requirements and standards for the civil work. Also MP Tourism being a government body, there should not be any issues with regard to work transferred to MP Tourism. If transfer of work is not possible then the College being an autonomous body should be given permission to undertake the work themselves, so that better utilization of funds and good infrastructure can be built as per standards required for such kind of infrastructure development.

The College has utilised all the available space and no existing space is left for reconstruction work, but still more labs are needed to be built to make it truly functional and fully equipped for undertaking such kind of course. Therefore provision for construction of new building should be given so that more labs can be built and future planning is put at place.

According to the Principal, the scope of the subject is vast for the students who choose hospitality as career; it also opens up the future studying options once the students pass 12<sup>th</sup> standard. The College started the course on time, but there have been delays in reconstruction work as labs and other infrastructure is under development but there has been no delay in introduction of the course.

As per the Principal, the amount of paper work required is normal and the College didn't face any problem in completing the formalities as far as paper work is concerned.

#### **4.2.4 Physical Verification of the institute**

It was felt by the Principal and faculty that the financial assistance offered is adequate. As per the Principal, as far as merits of the scheme are concerned being a vocational subject, it opens new avenues for students. It also broadens scope for higher studies and gives immediate jobs to the students once they complete the diploma course. The only demerit according to Principal is the non-incorporation of specialized agency for reconstruction work.

At present, the College is not in a position to start practical classes as civil work is still going on, but it is being compensated to some extent frequently giving trainings to the students in different hotels in Gwalior. Two additional training programmes for fifteen days each have been provided for front office, F&B services, and food production to students in Hotel Royal Inn.



#### 4.2.4.1 Perceptions of the faculty

In total, 20 students had enrolled for the course in the academic year 2011; 19 males and one female are enrolled for the diploma in Hotel Management and Catering Technology.

The Ambedkar Polytechnic College has recruited the teaching staff for undertaking the diploma level classes. The teaching staffs include - one head of the department and four faculties as guest faculty to teach different specialized domains namely (Food Production, F&B services, Accountancy and Communication). The faculties are qualified and trained in hospitality sector having three years diploma or degree in hotel management & catering technology. The faculties are having 2-5 years of experience in the hospitality sector. The guest faculty is on contractual basis. The process for appointment of permanent faculty has been started through Madhya Pradesh Public Service Commission.

The Principal of the College feels that at present faculty strength is enough to cater to the educational needs of students. The Principal of the College also feels that there is no provision for supporting staff and to run such a course the provision for support staff is necessary, provision for support staff should be made for better implementation of the project

The subject has been offered from last academic year and in first academic year, 20 students are studying the subject and for this year the process of admissions is still going on. As per the Principal and the faculties, the reason students choose this course is primarily because of their interest in the subject, the job availabilities in this sector, and also the sector offers them good growth and the vast opportunities to work aboard making it an exciting career option.

Since the first batch is still studying in the college, no placement and campus selection has taken place till date.

#### 4.2.4.2 Perceptions of the students

The students feel that the teaching content is good and there are no issues with regard to syllabus. The students feel that all the subjects offered in combination complement each other and are in sync with the objectives of the diploma course. The students also feel that more practical content should be there than the theory.

As per students, the teaching material was not available last year on time but it is now available and all the supporting books in library are also available. Apart from that, the faculty is also providing notes to them. The students feel that the overall infrastructure of the institute is still being developed and they are not satisfied with the present infrastructure. The students feel that as far as hostel accommodation is concerned, presently it is not available, but the Principal clarified that it can be provided to the students coming from outside Gwalior and it is not an issue. As far as teaching staff is concerned, the students are fully satisfied with the theoretical classes taken by the faculty, they are also satisfied with the teaching methods adopted by the institute. The students are also not satisfied with the lab facilities, as till now the reconstruction is going on and purchase of equipments is under process, but they are hopeful that the things will improve once the labs start functioning. The students seem to be happy with overall training programme except the availability of lab.

As per the students, they do feel constant improvement in overall infrastructure, teaching methods adopted, theoretical classes, overall training programmes conducted, exposure to industrial training and overall performance of teaching staff.

The future plans of students vary a great deal, some of the students want to go for higher studies, while some of them want to work with airlines, cruise ships, hotels, restaurants, hospitality education etc. Also some of the students dream of working abroad. But above all the most positive outcome is that they all are optimistic about their future in hospitality industry.

#### **4.2.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

As per the principal of the institute, the scheme would play an important role in improving the position of tourism in the state. Presently, the state is lacking in quality service providers and requires a large number of qualified service providers. Therefore, as soon as the requisite infrastructure is in place, the students would be able to get the practical exposure. He also believed the scheme will be able to open new avenues of employment for the youth of the state.

#### **4.2.5 Conclusions**

During the study it has been observed that that the College is still in the process of developing infrastructure for undertaking the hospitality education. The renovation work is being carried out to meet the demands of the diploma course. The procurement of equipments and utensils for lab is in the process and likely to be completed soon.

The pace of the civil work has got effected as the staff and the Principal are not satisfied with the quality of work carried out by the PWD; it is being felt that the Government has the required expertise with the department like MP Tourism which has knowledge and also specialization in taking such projects; but it is not utilised as the funds have been given in favour of PWD, which doesn't have knowledge about the needs and the requirements of the industry.

The students are not happy as lab facilities are yet to be provided by the College, thus impacting the practical work needed to be done during the hospitality course. Although the Principal and staff are trying their best to impart practical training at hotels, till the lab and kitchen are ready; but overall the students seemed to be happy with the course, teaching staff as well as efforts made by the College Principal in improving the infrastructure. As per the Principal, the College has utilised all the available space for reconstruction, but more labs need to be built to make it truly functional but no provision for setting up of new buildings is there under the scheme.

Since at polytechnic level the demands of the course are more therefore there should be a provision for support staff.

Counselling of students should be done regarding the future opportunities for higher studies as well as future job opportunities.

## 5. Progress of the Scheme availed by the Schools

### 5.1 Scheme Performance of Jawahar Navodaya Vidyalaya, Shimla

#### 5.1.1 Profile of the Institute

In accordance with the National Policy of Education (1986), the Government of India started the **Jawahar Navodaya Vidyalayas (JNVs)**. Presently the JNVs are spread over in 27 States and 7 Union Territories of the country. These are co-educational and residential schools, fully financed and administered by the Government of India through an autonomous organization, the Navodaya Vidyalaya Samiti.

The foundation stone of **Jawahar Navodaya Vidyalaya, Theog, Shimla** was laid down by Hon`ble Shri Virbhadra Singh, the then Chief Minister of Himachal Pradesh.

The school campus covers around 27.4 acres of forested hillside with its buildings connected by steep and windy paths and offering spectacular views at every turn. These buildings include the beautiful old Quad, the modern state of art infrastructure and the newly-refurbished student hostels and staff houses. The academic buildings including several classrooms are linked by a computer network. The widespread use of email and an intranet system shrinks the distances and keeps staff, students and administration in quick and easy contact with one another.

The Vidyalaya is located in the salubrious and pristine environment of the Shimla ranges and is situated in the most picturesque scenery and pollution-free atmosphere of Himachal Pradesh in northern India.

The Vidyalaya is surrounded by the grove of pine trees on the main Shimla-Kaza National Highway (NH-22), at Theog. The school is located on the banks of most exotic valley of Nangal Devi Temple, at village Deorighat, at a height of about 7000 feet.



The number of seats offered by the school varies from year to year basis, depending upon the number of students opting for the course. In current session, 46 students are enrolled in this subject, while as last year 32 students had enrolled for the course. The students who enrol for this subject take it as first option, as far as choosing the subjects for future studies after completing 10<sup>th</sup> standard.

Since the school is a boarding school and most of the students after 10<sup>th</sup> standard carry forward their studies from the same school till 12<sup>th</sup> standard. Therefore the students are constantly aware of the courses offered by the school after 10<sup>th</sup> standard and are in constant interaction with seniors who are studying the course. The Navodhya Vidyalaya Samiti with their head

office at Delhi had selected the school for initiating hospitality education course.

#### 5.1.2 Financial Support under the Scheme

There is only one teacher for teaching since the school offers this subject for standard 11<sup>th</sup> and 12<sup>th</sup> only; therefore one teacher is enough to undertake the classes for both 11<sup>th</sup> and 12<sup>th</sup> standard. The teacher is trained in hospitality sector having three years diploma in Hotel Management & Catering Technology. The

teacher is having 7 years of teaching experience. The teacher is on contractual basis and has been teaching in the same school for the past 4½ years. The school feels that at present one teacher is enough to cater to the educational needs of students of both the classes.

The School received a sum of INR 20 Lakhs from Navodaya Vidyalaya Samiti, New Delhi to carry out the renovation, infrastructure development and introduction of hospitality as a subject for standard 11<sup>th</sup> and 12<sup>th</sup> students. The students who opt for this subject, study it as one of the subjects apart from other subjects offered in combination for 2 years i.e. in standard 11<sup>th</sup> and 12<sup>th</sup>. The students also undertake one month training in different hotels every year.

A part of the school has been renovated so as to meet the required needs and the infrastructure required for teaching hospitality as a subject, the funds were also utilised to upgrade the equipments required for undertaking such kind of courses.

As per the Principal, it is felt that the funds are inadequate for teaching of this course as it costs a lot; for each practical work a lot of money is involved. To make it truly functional more funds are required.

### **5.1.3 Physical performance under the scheme**

During the assessment it was observed that the School has renovated a part of the building to create infrastructure for undertaking such course, also the funds have been spent on purchase of equipments required to carry out such kind of courses. A dedicated lab has been established for the students undertaking the course. The lab is fully equipped to undertake the practical classes for students. It was also observed that the lab was fully functional and at present 46 students are studying this subject.

As per the Principal, there is no provision of funds for maintenance and upkeep of the equipments, since the maintenance of equipments is a costly affair, funds are needed and at present that is managed through school funds.

During the study it was found that the school has very well maintained lab as well as dining hall. The school has well maintained equipments needed for undertaking such kind of courses. Apart from utilising the equipments infrastructure already available with the institute for undertaking hotel management subject previously taught at the school, whole lot of new equipments have been purchased to meet the requirements for teaching hospitality as a subject in the school. The equipments purchased ranged from work tables, ovens, refrigerators, cooking utensils, serving utensils, pots and pans, cutlery, cooking range, dining table and chairs, storage racks, range of mixers and grinders etc. The linen needed was also purchased and it included items like table cloth, napkins, tray cloth, buffet cloth, etc. In all, these equipments were purchased for INR 8,28,115.00.

The school utilised INR 11,08,500.00 for the renovation work. The amount was spent for renovation of kitchen and dining hall. The kitchen was renovated so that all the equipments fit into it and also it provides an ample space for all the students to work in the kitchen.

According to the Principal, the scope of the subject is vast for the students who choose hospitality as a career; it also opens up the future studying options once the students complete standard 12<sup>th</sup>. Since the school received the order for introduction of this subject for standard 11<sup>th</sup> and 12<sup>th</sup> students from the Head Office, therefore it was implemented in real time with no delays.

As per the Principal, the amount of paper work required is normal and the school didn't face any problem in completing the formalities as far as paper work is concerned.

It was felt by the Principal and faculty that the financial assistance offered is less as maintenance of the equipments is a costly affair also each practical work carried out by students involves a lot of money.

#### **5.1.4 Physical verification of the institute**

As per the Principal, the scheme implementation is hassle free and as far as merits of the scheme are concerned. Being a vocational subject it opens new avenues for students, it also broadens scope for higher studies and the subject also gives students an added option to choose their career line after 12<sup>th</sup> standard. The only demerit according to Principal is financial assistance provided, as the infrastructure needs regular maintenance and also cost incurred on practicals involve lots of money, so to make it truly functional more funds should be provided at regular intervals.

##### **5.1.4.1 Perceptions of the faculty**

During the last academic year, 32 students (nineteen boys and thirteen girls) undertook this course. There is only one teacher for teaching this subject. As per the Principal, since the school offers hospitality subject for standard 11<sup>th</sup> and 12<sup>th</sup> only; therefore one teacher is enough to teach both the 11<sup>th</sup> and 12<sup>th</sup> standard students. The teacher is trained in hospitality having three years diploma in Hotel Management & Catering Technology with 7 years of teaching experience. The teacher is on contractual basis and has been teaching in the same school for past 4½ years, as previously hotel management subject was taught in the school. The Principal feels that at present one member staff is enough to cater to the needs of students for both the classes and it also meets the norms prescribed and if in future more students undertake this subject or need arises then appropriate measures will be undertaken.

As per the Principal, around 80% of the students who take up this subject at school, after completing standard 12<sup>th</sup>, opt for higher education in the hospitality sector.

The subject has been offered since the last academic year. In 1<sup>st</sup> academic year, 32 students studied the subject and in 2<sup>nd</sup> year, 46 opted for this subject. As per the Principal and faculty, the reason students choose this course is primarily because of the interest of the student, the subject requires practical knowledge than theoretical, opens up the avenues for students who have future plans of entrepreneurship. Also, the job availabilities in this sector are also huge, and it offers them additional option to choose from for career building after 12<sup>th</sup> standard, the other reason being that it was newly introduced as a subject and students want to explore it.

##### **5.1.4.2 Perceptions of the students**

The students feel that the teaching content is good, but for better understanding the books should be provided in Hindi. Also some of the students feel that the other subjects offered in combination with this subject are irrelevant and do not complement the hospitality subject, and even if they want to pursue further studies in hospitality sector, other subjects will not be helpful to them at all. The students feel that more practical content should be there in the books than the theory. Students also feel that there should be more marks in practicals than theory.

As per students, the teaching material was provided to them on time. The students feel that the overall infrastructure of the institute is very good. The students feel that as far as hostel accommodation is

concerned, it needs to be improved but since the school is a day boarding school, offering various subjects and no funds have been provided for boarding separately so it is beyond our scope of the study.

As far as teaching staff is concerned, the students are fully satisfied. Also they are satisfied with the teaching method adopted by the institute. The students are also satisfied with the lab facilities, equipments available and theoretical classes undertaken. The students seem to be happy with the overall training programme.

As per the students, they do feel that there is a constant improvement in overall infrastructure, teaching methods adopted, theoretical classes, lab facilities, overall training programmes conducted, exposure to industrial training and overall performance of teaching staff.

The future plans of students vary a great deal, some of the students want to work with airlines, cruise ships, hotels, restaurants, army catering services, hospitality education etc. Also some of the students dream of working abroad, but above all the most positive outcome is that they all wish to pursue career in hospitality.

#### **5.1.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

According to the officials of the institute, the impact of the scheme in the state of Himachal Pradesh is very commendable as the state's major economy depends on tourism. But still the state is lacking in quality service providers and requires a large number of qualified service providers. Therefore, officials of the University believe that scheme is very helpful in grooming the new service providers. They also believe that the scheme will be able to open new avenues of employment for the youth of the state.

#### **5.1.5 Conclusions**

During the study it has been observed that that the school has developed a very good infrastructure for undertaking the hospitality education. The renovation work has been carried out to meet the demands of the subject. The lab is fully equipped, it has also been observed that the infrastructure was very well maintained and the equipments are in a working condition.

The students are happy with the overall facilities provided by the school for pursuing the hospitality course. There was an overall feeling that the course books should be in Hindi and it should have more practical content and the theory content should be reduced.

As per as the financials are concerned, the maintenance of the equipments is needed on regular bases; at present the school is doing from its own funds also the high costs involved in practicals is also an issue.

As the teaching content in higher studies will be in English only therefore it is not feasible to change the content language to Hindi but since most of the words used in the content are being heard by the students for the first time, at least a vocabulary can be provided in Hindi or in the same book translation part in Hindi can be provided. Once the students pass out, they should get weightage in professional institutes for higher studies in hospitality sector.

Combination of subjects offered should be looked into as the subjects should complement each other in future learning's and higher studies as at present the subjects offered in combination are not complementing each other. Counselling of students should be done regarding the subject, its future opportunities both with regard to higher studies as well as future job opportunities.

## 5.2 Scheme Performance of Central School for Tibetans, Shimla

### 5.2.1 Profile of the Institute

**Central Tibetan School administration** is an autonomous organization under Ministry of Human Resource Development, Government of India, established in 1961 with the objective to establish, manage and assist schools in India for the education of Tibetan Children living in India, while preserving and promoting their culture and heritage. The medium of instruction at primary level is Tibetan and thereafter English. The classes and labs are well equipped and all efforts are made for overall development of Children by giving them opportunities of participating in various co-curricular activities viz. sports/cultural/art and adventure activities.

The numbers of seats offered by the school are 30 each for standard 10<sup>th</sup> and 11<sup>th</sup>, but it varies from year to year basis, depending upon the number of students opting for the course. In the current session, a total of 56 students are studying in this subject and one batch of 18 students has already passed out. The students who enrol for this subject take it as 1<sup>st</sup> option, as far as choosing the subjects for future studies after completion of 10<sup>th</sup> standard is concerned.



Since the school is a boarding school and most of the students after standard 10<sup>th</sup> carry forward their studies from the same school till 12<sup>th</sup> standard; therefore the students are constantly aware of the courses offered by the school after standard 10<sup>th</sup> and are in constant interaction with their seniors who are studying the subject.

As per the Principal, the Ministry of Tourism may have selected this school, because this is the only Central Tibetan School in Shimla running higher secondary education and also the school has well built infrastructure.

### 5.2.2 Financial Support under the Scheme

The school received a sum of INR 20 Lakhs from Central Tibetan School Administration, New Delhi to carry out the renovation, infrastructure development and introduction of hospitality as a subject for 11<sup>th</sup> and 12<sup>th</sup> standard students. The students who opt for this subject study it as one of the subjects, apart from other subjects offered in combination for 2 years i.e. in standard 11<sup>th</sup> and 12<sup>th</sup>. The students also undertake one month training in different hotels every year during winter breaks.

A part of the school has been renovated so as to meet the required needs and infrastructure required for teaching hospitality as a subject. The funds were also utilised for the procurement of the equipments required for undertaking such kind of courses.

There is only one teacher since the school offers this subject for 11<sup>th</sup> and 12<sup>th</sup> standard only; therefore one teacher is enough to undertake the classes for both the 11<sup>th</sup> and 12<sup>th</sup> standard. The teacher is trained in hospitality sector having degree in Hotel Management & Catering Technology, Masters in Tourism Management, and MEd. in Higher education. The teacher is having 15 months of industrial experience and more than 2 years of teaching experience. The teacher is on contractual basis and has been teaching in

the same school for past 2 years. The principal of the school feels that at present one teacher is enough to cater to the educational needs of students of both the classes and if another subject in hospitality is introduced then one more teacher will be needed to undertake that subject.

According to the Principal and the staff, the sanctioned funds are inadequate for introducing this course as per the expectations/rules of IHM & NCHMCT. To make it truly functional more funds are required.

### **5.2.3 Physical Performance of the scheme**

During the assessment it was observed that the school has renovated one of the buildings in the school campus which previously housed craft room, store and also hostel mess used to operate from there. The building has been renovated to create infrastructure for undertaking the hospitality course. Also the funds have been spent on purchase of equipments required to carry out the course. A dedicated lab has been established for the students undertaking the course; the lab is fully equipped to undertake the practical classes for students. It has also observed that the lab as well as the whole building was not functional. The PWD has not handed over the charge of the building to school as the part of the payment is pending. At presents a total of 56 students are studying this subject in both standard 11<sup>th</sup> & 12<sup>th</sup>.

The school hired National Institute of Hotel Management, Catering and Nutrition, Kufri, Shimla as consultants for planning and preparation of layout plan for equipments, restaurant and kitchen for the hospitality and tourism courses conducted at 10+2 level, an amount of INR 30,000 was paid to the institute as consultancy charges. The consultancy has made a difference from planning to execution of the work, visible and marked difference could be seen in planning, designing and layout of the building. During study it was found that the school has all the required infrastructure ready, it has a well built lab as well as dining hall. The school has purchased equipments needed for undertaking such courses.

As per the Principal and the staff, the school received a grant of INR 20 Lakhs with provision for another instalment of INR 5 Lakhs after the work is completed. The school did planning for total budgeted amount, that is, INR 25 Lakhs for the renovation work. The execution of the restoration/reconstruction was done as per the planning of the total budgeted amount.

The PWD was given an initial payment of INR 14 Lakhs by the school for modifications, alterations, improvement and restoration (civil and electrical) work. Till date, PWD has spent INR 19,24,707. The amount was spent for renovation of whole building, which includes development of dining hall and the kitchen, and electrical fixtures. The kitchen was renovated so that all the equipments fit into it and also it provides an ample space for all the students to work in the kitchen. The balance amount of around INR 5,20,000 needs to be paid to the PWD.

Whole lot of new equipments have been purchased to meet the requirements for teaching hospitality as a subject in the school. In total INR 4,12,404 were spent on purchasing equipments. The equipments purchased ranged from work tables, microwave, refrigerator, serving utensils, pots and pans, cutlery, serving range, chairs, storage almirah, grinder etc.

In total INR 24,37,111 is the actual amount incurred on reconstruction and purchase of equipments, but the school has paid INR 19,12,404 at present, and the total cash in hand with the school is INR 87,596 and pending dues are INR 5,24,707.

As only INR 12 Lakhs have been released till now and the school has spent INR 24,37,111; the balance amount of INR 5 Lakhs which were to be given to the school after completion of the work needs to be



immediately given to the school so that it can clear the pending dues to PWD. Because of the pending dues, PWD has not handed over the charge of the building to the school; thus the students are suffering even after the infrastructure is at place and ready to meet the needs of the school.

According to the Principal and faculty, the scope of the subject is vast for the students who choose hospitality as career. As the school primarily caters to Tibetan community, it opens up the future studying options once the student complete 12<sup>th</sup> standard, as they get scholarships if they score 70% or above by Tibetan Government. Since the school received the order for introduction of this subject for standard 11<sup>th</sup> and 12<sup>th</sup> students from the head office, therefore it was implemented in real time with no delays.

As per the Principal and staff, the amount of paper work required is normal and the school didn't face any problem in completing the formalities as far as paper work is concerned.

#### **5.2.4 Physical Verification of the institute**

As per the Principal, the scheme implementation is hassle free and as far as merits of the scheme are concerned, being a vocational subject it opens new avenues for students, it also broadens scope for higher studies and the subject also gives students an added option to choose their career line after 12<sup>th</sup> standard. The only demerit according to principal is inadequacy of financial assistance provided.

##### **5.2.4.1 Perceptions of the faculty**

The first batch was started in 2010 and 18 students opted for hospitality as one of the subject; in academic year 2011, 26 students took Hospitality as a subject; and in the academic year 2012, 30 students have taken this as a subject. There is only one teacher for teaching hospitality subject. As per the Principal, since the school offers hospitality subject for 11<sup>th</sup> and 12<sup>th</sup> standard only; therefore one teacher is sufficient to teach both the 11<sup>th</sup> and 12<sup>th</sup> standard students. The teacher is trained in hospitality having Certified Hospitality Trainer, BHM, MA in Tourism, and presently pursuing Masters in Higher education, having 15 months experience in hospitality industry and more than two years of teaching experience. The teacher is on contractual basis and has been teaching in the same school for past two years; before joining this school she was teaching at Navodaya Vidyalaya, Theog.

The Principal feels that at present one member staff is enough to cater to the needs of students for both the classes and it also meets the norms prescribed and if in future more students undertake this subject or need arises then appropriate measures will be undertaken. As per the Principal and the staff, around 80% of the students who take up this subject at school level, after passing 12<sup>th</sup> standard opt for higher education in hospitality sector. The first batch of 18 students have passed out and the result was hundred percent with twelve distinctions.

According to Principal and faculty, the reason students choose this course is primarily because of the interest of the students, the job availabilities in this sector are also huge, and it offers them additional option to choose from for career building after 12<sup>th</sup> standard. The other reason being that since the school is a Tibetan School, these students get scholarships by the Tibetan Government if they score 70% or above in exams.

##### **5.2.4.2 Perceptions of the students**

The students feel that the teaching content is good. Some of the students feel that the other subjects offered in combination with this subject are irrelevant and do not complement the hospitality subject and

even if they want to pursue further studies in hospitality sector, other subjects will not be helpful to them at all; while others feel that the subjects offered are right and give them a space to pursue career in other fields. The students feel that more practical content should be there in the books than the theory.

As per students, the teaching material was not available to them last year and the concerned subject teacher worked hard to provide notes to them; but now from this year books are available. The students feel that the overall infrastructure of the institute is good but the problem is about not being able to use the lab and equipments till now. As far as teaching staff is concerned, the students are fully satisfied with the faculty, they are satisfied with the teaching method adopted by the school. The students are not satisfied with the lab facilities and equipments as they are not able to use it. The students seem to be happy with overall training programme.

As per the students, they do feel that there has been constant improvement in overall infrastructure, teaching methods adopted, theoretical classes, lab facilities, overall training programmes conducted, exposure to industrial training and overall performance of teaching staff.

The future plans of students vary a great deal, some of the students want to work with airlines, cruise ships, hotels, restaurants, hospitality education etc. Also some of the students dream of working abroad; but above all the most positive outcome is that they all wish to pursue career in hospitality industry.

#### **5.2.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

According to the officials of the institute, the impact of the scheme in the state of Himachal Pradesh is very commendable as the state's major economy depends on tourism. But still the state is lacking in quality service providers and requires a large number of qualified service providers. Therefore, officials of the University believe that scheme is very helpful in grooming the new service providers. They also believe that the scheme will be able to open new avenues of employment for the youth of the state.

#### **5.2.5 Conclusions**

During the study it has been observed that that the school has developed a very good infrastructure for undertaking the hospitality education. The renovation work has been carried out to meet the demands of the subject. The equipments have been purchased so that the lab is fully equipped, it has also been observed that the infrastructure has been built and the equipments the equipments have been purchased. Even after having the infrastructure ready it could not be utilised by the school as it has not been handed over to school due to pending dues.

The students are happy with the overall course, but not being able to utilise the developed facilities has not only disappointed them, but it is also hampering their learning although the faculty is trying its best to provide them quality education with the available resources. There was an overall feeling that the course should have more practical content and the theory content should be reduced.

As far as the maintenance of the equipments of equipments is concerned there are issues as the equipments are laying in different rooms of the school building instead of its original designated place, since they were purchased as lab is yet to be handed over to school authority.

As per the staff, at the start of the course it was decided that joint certificate from CBSE and NCHMCT will be provided to the students but till date it has not been provided.

Nothing can get much worse for school, faculty and students than the present situation where building infrastructure is ready, equipments needed are available but can't be used as the building has not been handed over to school authority due to non payment of dues and the students are suffering without any reason. The matter needs urgent action and the remaining funds need to be transferred immediately to the school authority.

For faculty sufficient training aids (books, sample papers, training manuals etc.) should be provided so that the faculty can effectively teach the students. The staff from mentor institute (IHM) designated for each school should regularly visit the school for counselling of the students regarding the subject, its future opportunities both with regard to higher studies as well as future job opportunities.

### **5.3 Scheme Performance of Jawahar Navodaya Vidyalaya, Ratibad, Suraj Nagar, Bhopal**

#### **5.3.1 Profile of the Institute**

In accordance with the National Policy of Education (1986), the Government of India started Jawahar Navodaya Vidyalayas (JNVs). Presently the JNVs are spread over in 27 States and 7 Union Territories of the country. These are co-educational and residential schools, fully financed and administered by the Government of India through an autonomous organization, the Navodaya Vidyalaya Samiti.

The Navodaya Vidyalaya System is a unique experiment unparalleled in the annals of school education in India and elsewhere. Its significance lies in the selection of talented rural children as the target group and the attempt to provide them with quality education comparable to the best in a residential school system. Such children are found in all sections of society, and in all areas including the most backward. But so far, good quality education has been available only to well-to-do sections of the society, and the poor have been left out. It was felt that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it.

These talented children otherwise would have been deprived of quality modern education traditionally available only in the urban areas. Such education would enable students from rural areas to compete with their urban counterparts on an equal footing. The National Policy on Education-1986 envisaged the setting up of residential schools, to be called Jawahar Navodaya Vidyalayas that would bring out the best of rural talent.

The number of seats offered by the school for hospitality course varies from year to year basis, depending upon the number of students opting for the course. In current session, 26 students are enrolled for studying this subject, while one batch of 17 students has passed out. The students who enrol for this subject take it as a first option, while choosing the subjects for future studies after passing 10<sup>th</sup> standard.

Since the school is a boarding school and most of the students after 10<sup>th</sup> standard carry forward their studies from the same school till 12<sup>th</sup> standard; therefore the students are constantly aware of the courses offered by the school after 10<sup>th</sup> standard and are in constant interaction with seniors who are studying the course. The Navodaya Vidyalaya Samiti Head Office at Delhi had selected this school for introducing hospitality education subject.

### 5.3.2 Financial Support under the Scheme

The school received a sum of INR 20 Lakhs from Navodaya Vidyalaya Samiti, New Delhi to carry out the renovation, infrastructure development and introduction of hospitality as a subject for 11<sup>th</sup> and 12<sup>th</sup> standard students. The students who opt for this subject have to study it as one of the subjects apart from other subjects offered in combination for 2 years, i.e standard 11<sup>th</sup> and 12<sup>th</sup>. The students also undertake one month training in different hotels every year.

The school has followed the Government procedure and the restoration work was given to CPWD; number of visits have been undertaken by school administration and all efforts are being made at Vidyalaya level for the construction of lab, kitchen, and training restaurant through CPWD, a Government agency. The school administration has been constantly pursuing the matter with CPWD authorities for the construction of the lab at the earliest, the CPWD had floated the tender twice but they were not able to get required applications from the tender participants as has been informed to school administration by CPWD Authorities.

Due to delay by CPWD, the lab could not be constructed till date but the school administration has been running this course both for 11<sup>th</sup> and 12<sup>th</sup> standards. The school authorities have already deposited the estimated cost i.e. INR 16,65,290 to CPWD, Bhopal for the construction of lab, consisting of training kitchen, pantry and training restaurant, at Jawahar Navodaya Vidyalaya, Bhopal.

There is only one teacher for teaching since the school offers this subject for 11<sup>th</sup> and 12<sup>th</sup> standard only; therefore one teacher is enough to undertake the classes for both 11<sup>th</sup> and 12<sup>th</sup> standard. The teacher is trained in hospitality sector having Bachelors degree in Home Sciences and three years diploma in Hotel Management & Catering Technology. The teacher is having more than four years of experience. The teacher is on contractual basis and has been teaching in the same school for past two years. The school feels that at present one teacher is enough to cater to the educational needs of students for both the standards. As per the Principal, the funds are adequate for running F&B teaching of this course.

### 5.3.3 Physical Performance under the scheme

During the assessment it was observed that the school has not renovated any part of the building to create infrastructure for undertaking such course, the school has spent some part of the funds on purchase of equipments required to carry out such kind of course. A dedicated lab has not been established for the students undertaking the course. At present, 26 students are studying the food and beverage services subject.

As per the Principal, there have been no issues related to maintenance and upkeep of equipments. During the study it was found that the school has no lab facility as no renovation work has been undertaken. The school has well maintained equipments needed for undertaking such kind of specialized subjects. A whole lot of equipments have been purchased to meet the requirements for teaching hospitality as a subject in the school. The equipments purchased ranged from food processor, deep freezer, serving utensils, pots and pans, cutlery, cooking range to storage, water cooler etc. In total all these equipments were purchased for INR 3,34,710.



Number of visits has been undertaken by school administration and all efforts are being made at Vidyalaya level for the construction of lab, kitchen, and training restaurant through CPWD. The school administration has been constantly pursuing the matter to CPWD authorities for the construction of the lab at the earliest. The CPWD has floated the tender twice but they were not able to get required applications of tender participants as has been informed to school administration by CPWD authorities. Due to delay by CPWD, the lab could not be constructed till date but the school administration has been running this course for both 11<sup>th</sup> and 12<sup>th</sup> standards. The school authorities have already deposited the estimated cost i.e. INR 16,65,290 to CPWD, Bhopal for the construction of lab consisting of training kitchen, pantry and training restaurant, at Jawahar Navodaya Vidyalaya, Bhopal.

According to the Principal, the scope of the subject is vast for the students who choose hospitality as a career; it also opens up the future studying options once the students complete standard 12<sup>th</sup>. Since the school received the order for introduction of this subject for standard 11<sup>th</sup> and 12<sup>th</sup> students from the head office, therefore it was implemented in real time with no delays.

As per the Principal, the amount of paper work required is normal and the school didn't face any problem in completing the formalities as far as paper work is concerned.

### **5.3.4 Physical Verification of the institute**

It was felt by the Principal and faculty that the financial assistance offered is adequate for running F&B courses. As per the Principal, the scheme implementation is hassle free and as far as merits of the scheme are concerned, being a vocational subject it opens new avenues for students, it also broadens scope for higher studies and the subject also gives students an added option to choose their career after 12<sup>th</sup> standard. The Principal doesn't see any demerit of the scheme but he feels that MoT must pursue the matter related to construction at higher level, i.e. head office of CPWD so that the delays with regard to construction starts at earliest, without any further delays so that the students donot suffer any more.

#### **5.3.4.1 Perceptions of the faculty**

During last academic year, first batch of 17 students passed out; presently in standard 12<sup>th</sup>, 11 students are studying and in standard 11<sup>th</sup>, 15 students are studying the F&B services subject. There is only one teacher for teaching this subject. As per the Principal, since the school offers hospitality subject for 11<sup>th</sup> and 12<sup>th</sup> standard only; therefore one teacher is enough to teach both 11<sup>th</sup> and 12<sup>th</sup> standard students. The teacher is trained in hospitality sector having Bachelors degree in Home Sciences and three years diploma in Hotel Management & Catering Technology. At present, the teacher is having more than four years of experience. The teacher is on contractual basis and has been teaching in the same school for past two years. The school feels that at present one teacher is enough to cater to the educational needs of students of both the classes, it also meets the norms prescribed and if in future more students undertake this subject or need arises then appropriate measures will be undertaken.

The subject has been offered since the year 2010, at present a total of 26 students are undertaking the course. As per the Principal and faculty, the reason students choose this course is primarily because of the interest of the students, the subject gives an edge to students who have future career plans of joining IHMs, the job availabilities in this sector are also huge, and it also offers them additional option to choose from career building after 12<sup>th</sup> standard.

As per the staff, the recommended training in hospitality industry for this programme has been set by the CBSE for eight weeks every year, but it is not practically possible because if eight weeks training programme is adhered to, then students will lose out on academic front for other subjects.

The first batch of students has passed out with hundred percent results. It has been a grand success as all these students passed the IHM entrance examinations and got selected for the degree course in prestigious institutes, but only thirteen of the students who passed the entrance examination joined the hospitality management course. All the remaining four who opted out were interested in joining the degree course, but one boy opted out because of financial problems and other three girls opted out because their parents didn't allow them to joining the course.

The faculty feels that lots of improvement and editing needs to be done in the course content as there are mistakes in the books; even words are missing in some paragraphs, thus making these paragraphs redundant or difficult to understand.

The faculty feels that two periods for practical work are not sufficient, so twice a week four continuous periods should be provided so that students can undertake practical classes properly as practicals take time. The faculty also feels that facilities like video clips, teaching manual etc. should be provided as teaching aids.

As per the faculty, in every school both the subjects, food and beverage production and F&B services, should be undertaken simultaneously so that instead of undertaking mock services real services are undertaken by the students which will give them real life experience and better learning.

#### **5.3.4.2 Perceptions of the students**

The students feel that the teaching content is good but there is a room for improvement as there are mistakes and some editing also needs to be done. The students feel that the other subjects offered in combination with this subject, especially geography is a total mismatch and it does not complement the hospitality subject and even if they want to pursue further studies in hospitality sector, the subject will not be helpful to them. The students feel that subjects like Business development and Entrepreneurship should be taught in place of Geography and Hindi. The students feel that more practical content should be there in the books than the theory.

As per students, the teaching material was not available to them last year and the concerned subject teacher worked hard to provide notes to them but now from this year books are available. The students feel that the overall infrastructure important for teaching the subject like lab, training restaurant has not been developed till date. As far as teaching staff is concerned, the students are fully satisfied with the faculty. They are also satisfied with the teaching method adopted by the school. The students are not satisfied with mock training, as mock training has limited learning; they feel that food production course should also be started so that instead of mock servicing, real service practicals can be undertaken. The students seem to be happy with overall training programme.

As per the students, they do feel that there has been constant improvement in overall infrastructure, teaching methods adopted, theoretical classes, overall training programmes conducted, exposure to industrial training and overall performance of teaching staff.

The future plans of students vary a great deal; some of the students want to work with airlines, cruise ships, hotels, restaurants, hospitality education etc. Also some of the students dream of working abroad, but above all the most positive outcome is that they all wish to pursue career in hospitality industry.

#### **5.3.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

According to Principal, the first batch has just passed out from the school and all the passed out students have opted hospitality as subject for higher studies so in future the scheme will have a positive impact in improving the overall available skilled talent pool and this is definitely going to have a positive impact on tourism in the state.

#### **5.3.5 Conclusions**

During the study it has been observed that that the school has not developed building infrastructure for undertaking the hospitality education. The renovation work has not been carried out to meet the demands of the subject. The equipments have been purchased so the equipment wise lab infrastructure is ready but since the restoration of building training kitchen, pantry and training restaurant, the practicals are done in the classrooms affecting the overall quality of education imparted.

The students are happy with the overall course, but not being able to utilise the developed facilities has not only disappointed them, but it is also hampering their learning and affecting the quality of imparting the education, although the faculty is trying its best to overcome that hurdle to provide them quality education with the available resources.

As far as the maintenance of the equipments is concerned, the equipments are well maintained and once the building infrastructure is ready, the equipments will be put at proper places, as at present the equipments are in the classroom instead of its original designated place.

There are some issues regarding the mistakes and editing problems in the course content as have been pointed out by other schools as well.

Due to delay by CPWD the lab could not be constructed till date therefore it is affecting the quality of education and overall objectives of the scheme. The school administration has been constantly pursuing the matter with CPWD, but till now no action has been undertaken by them.

The other subjects offered in combination with the hospitality subject especially Geography is a total mismatch, these two subjects do not complement each other even if students want to pursue any of these two subjects after 12<sup>th</sup> standard for further studies, the other subject will not be helpful to them; subjects like Business development and Entrepreneurship should be taught in place of Geography and Hindi.

For faculty sufficient training aids (books, sample papers, training manuals, videos etc.) should be provided so that the faculty can effectively teach the students.

### **5.4 Scheme Performance of Kendriya Vidyalaya No. 1, Gwalior**

#### **5.4.1 Profile of the Institute**

**Kendriya Vidyalaya Sangathan** is a premier organization administering 1090 schools as on 01.08.2012 known as "Kendriya Vidyalayas" with 10,91,931 students as on 31.03.2012 and 49,286 employees (including outsourced) on rolls as on 01.07.2011. Since inception in 1965, the Kendriya Vidyalayas (Central Schools) have come to be known as centres of excellence in the field of secondary and senior secondary education, ensuring total personality development and academic excellence.

**Kendriya Vidyalaya No.1, Gwalior** was established in the year 1965. It was founded under the auspices of Kendriya Vidyalaya Sangathan, an autonomous organisation which functions under the umbrella of the Ministry for Human Resources and Development. The main aim of the organization is to provide excellence in education, through uniform syllabi, and common text books. The school is affiliated to CBSE and the medium of instruction is both English and Hindi. Kendriya Vidyalaya No.1 is ideally located in the vicinity of Gandhi Road in proximity of the Railway Station and is easily accessible. The edifice stands on a sprawling 15 acre campus with well equipped infrastructure.

The number of seats offered by the school for hospitality course is fixed; every year 20 seats are offered to students taking admissions for 11<sup>th</sup> standard, but actual intake may vary depending upon the number of students opting for the course. In current session, 20 students are studying this subject, while one batch of 20 students has already passed out. The students who enrol for this subject take it as a first option after passing 10<sup>th</sup> standard. The school has received a letter from the head office recently for increasing the seats for admissions to forty from presently available twenty seats.

Since most of the students after completion of 10<sup>th</sup> standard carry forward their studies from the same school till 12<sup>th</sup> standard; therefore the students are constantly aware of the courses offered by the school after 10<sup>th</sup> standard and are in constant interaction with seniors who are studying the course. The Kendriya Vidyalaya Sangathan head office has selected KV-1, Gwalior for undertaking hospitality subject.

#### **5.4.2 Financial Support under the Scheme**

The School has not received any funds, a sum of INR 20 Lakhs from Kendriya Vidyalaya Sangathan, New Delhi has been directly given to CPWD to carry out the renovation work. No money has been given to school for equipments and other infrastructure development.

The school offers hospitality as a subject for 11<sup>th</sup> and 12<sup>th</sup> standard students. The students who opt for this subject have to study it as one of the subjects apart from other subjects offered in combination for 2 years i.e. for standard 11<sup>th</sup> and 12<sup>th</sup>. The students also undertake one month training in different hotels every year.

The head office has given restoration work to CPWD. The school administration has been constantly pursuing the matter with CPWD authorities for the construction of the lab at the earliest, but till date no work has been started.

Due to delay by CPWD, the lab could not be constructed till date, but the school administration has been running this course both for 11<sup>th</sup> and 12<sup>th</sup> standards. According to the Principal, there is no teacher for teaching the subject right now, but regular classes were conducted till June 2012. As per the Principal, the reasons for no faculty till date are the guidelines of KVS. As per the guidelines, no teacher on contract can work for more than two years, so the teacher as per guidelines had to leave the school as he had completed two years of service.

The school administration tried to find a suitable candidate as a replacement, advertisement was also floated in the newspaper regarding the vacancy, but unfortunately no suitable candidate could be found. The school administration has already approached the Kendriya Vidyalaya head office for recruitment of the suitable candidate and they have communicated that they are sending one teacher to teach on contract basis and the school is hopeful of filling up the vacancy soon. As per the Principal, no funds have been provided to the school for running food production subject in standard 11<sup>th</sup> and 12<sup>th</sup>, but funds have been provided to CPWD for construction work directly from the head office.



### 5.4.3 Physical Performance under the scheme

During the assessment it was observed that the school has not renovated any part of the building to create infrastructure for undertaking such course. No dedicated lab or kitchen has been established for the students undertaking the course. At present, 26 students are studying the food and beverage services as a subject.

As per the Principal, question of maintenance and upkeep of equipments doesn't arise as no funds have been provided for the purchase of equipments. During study it was found that the school has no lab facility as no renovation work has been undertaken. As per the Principal, the course requires basic training kitchen, two lecture halls and lots of equipments. The school has not been provided any funds for purchase of equipments needed for undertaking such kind of specialized subjects; the school has purchased some equipments and utensils from the school fund to at least keep the programme running. A whole lot of equipments need to be purchased to meet the requirements for teaching hospitality as a subject in the school, but without funds it will be impossible for the school to provide the facilities needed for undertaking this course.



Number of visits has been undertaken by school administration and all efforts are being made at Vidyalaya level for the construction of lab, kitchen, and training restaurant through CPWD. Due to delay by CPWD, the restoration work could not be done till date, but the school administration has been running this course in both for 11<sup>th</sup> and 12<sup>th</sup> standards in regular classrooms. As per the Principal, the head office of Kendriya Vidyalaya Sangathan has already deposited the INR 20 Lakh to CPWD, for construction work, but no work has started yet.

According to the Principal, the scope of the subject is vast for the students who choose hospitality as a career; it also opens up the future studying options once the student completes 12<sup>th</sup> standard. Since the school received the order for introduction of this subject for 11<sup>th</sup> and 12<sup>th</sup> standard students from the head office, therefore it was implemented in real time with no delays.

As per the Principal, the amount of paper work required is normal and the school didn't face any problem in completing the formalities as far as paper work is concerned.

### 5.4.4 Physical Verification of the institute

It was felt by the Principal, that the financial assistance offered is not adequate for running food production course the school requires lots of equipments to make this programme truly functional apart from that the course requires day to day raw material for practicals and the cost of raw materials is very high. For smooth functioning of the project, more funds need to be given to the school for purchase of equipments and for practical work. As per the Principal, the scheme implementation is hassle free and as far as merits of the scheme are concerned, being a vocational subject it opens new avenues for students, it also broadens scope for higher studies and the subject also gives students an added option to choose their career after 12<sup>th</sup> standard. The only demerit of the scheme is that the funds are not adequate for smooth functioning of

the project; also construction work to be carried out by CPWD should be time bound so that there is no delay with regard to construction and the students don't suffer any more.

The Principal also feels that although money is an important factor, but only money is not important for making the scheme successful, the Government should organise some workshops for both students and faculty so that they get proper exposure.

#### **5.4.4.1 Perceptions of the faculty**

Last academic year, first batch of twenty students passed out with hundred percent result. Presently in standard 12<sup>th</sup> and in 11<sup>th</sup>, 20 students each are studying the food production subject. Previously there was one teacher for teaching this subject but now the post is vacant and is likely to be filled up soon. As per Principal, the school offers hospitality subject for 11<sup>th</sup> and 12<sup>th</sup> standards only. The norms for selection of the contract teacher were followed during selection process. The school feels that at present one teacher would be enough to cater to the educational needs of students of both the classes it also meets the norms prescribed and if in future need arises then appropriate measures will be undertaken.

The subject has been offered since the year 2010, at present total 40 students are undertaking the course. As per the Principal and faculty, the reason students choose this course is primarily because of the interest of the students, the job availabilities in this sector are also huge and it also offers them additional option to choose from for career building after 12<sup>th</sup> standard.

The first batch of students have passed out with hundred percent result, it has been a success as all the passed out students have pursued further studies in hotel management only.

#### **5.4.4.2 Perceptions of the students**

The students feel that overall the teaching content is good and meets its objectives. The students are of the view that the other subjects offered in combination with this subject viz. Hindi, English and Business management, complement the hospitality subject and in future even if they want to pursue further studies in hospitality sector, the other subjects will be relevant and helpful to them. The students feel that subjects like Business management does give them another professional career option after 12<sup>th</sup> standard, apart from the hospitality subject. The students feel that more practical content should be there in the books than the theory.

As per students the teaching material was received late last year; this year too, the books were not available easily and the students have done photocopies of the books of senior students. The students feel that the overall infrastructure important for teaching the subject, like lab, training restaurant has not been developed till date. As far as teaching staff is concerned, the staff is not available since July therefore they are not at all satisfied as their education is suffering, previously when there was faculty they were satisfied with the teaching method adopted by the school. The student doesn't seem to be happy with overall training programme as the basic infrastructure is missing.

As per the students they do not feel any constant improvement in overall infrastructure, overall training programmes conducted since no faculty is available to them for past few months, however the students are happy with overall exposure and industrial training, as they have undertaken six weeks training in hotels in the month of May and June and frequent visits to Hotel Management Institute, Mahrajpur which is a Government institute.

The future plans of students vary a great deal, some of the students want to work with airlines, cruise ships, hotels, restaurants, hospitality education etc. Also some of the students dream of working abroad and some want pursue higher education in hospitality sector.

#### **5.4.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

According to principal the first batch has just passed out from the school and all the passed out students have opted hospitality as subject for higher studies so in future the scheme will have a positive impact in improving the overall available skilled talent pool and this is definitely going to have a positive impact on tourism in the state.

#### **5.4.5 Conclusions**

During the study it has been observed that that the school has not developed building infrastructure for undertaking the hospitality education. The renovation work has not been carried out to meet the demands of the subject. There were no funds for purchase of equipments, although the school has purchased some equipment from school funds but they are not at all sufficient for teaching the course so equipment wise lab infrastructure is very poor. The restoration work for building training kitchen, lecture halls and training restaurant has not started so it has a negative impact on the overall quality of education imparted.

The students are not happy with the overall course as basic infrastructure is missing the facilities has not only disappointed them but it is also hampering their learning and the situation has gone worse, since the only teacher available to them had to leave thus affecting their education badly. Either the guidelines should be changed by the Kendriya Vidyalaya Sangathan regarding tenure of contracted teachers or they should make arrangements for another teacher before the contract period of the teacher is over.

Whatever equipments they have purchased through school funds are being properly maintained but lack of proper equipments are affecting the education. At present the equipments are in the regular classroom, the equipments and utensils are stored in one almirah and once the infrastructure is ready, the equipments will be put at proper places.

Due to delay by CPWD, the lab could not be constructed till date, therefore affecting the quality of education and overall objectives of the scheme. The school administration has been constantly pursuing the matter, but till now no action has been undertaken by them, same problem is being faced by various other institutions.

The students are also facing problems with regard to availability of books in the market. They also feel that more practical content should be there.

Since the course involves lots of practical work and these practicals require day to day raw material and the cost of raw material is high so provision should be made for funds to make this scheme truly holistic.

Counselling of students should be done regarding the subject, its future opportunities both with regard to higher studies as well as future job opportunities.

## **5.5 Scheme Performance of Sarvodaya Vidyalaya, FU Block, Pitampura, Delhi**

### **5.5.1 Profile of the Institute**

**Sarvodaya Vidyalaya** is located in the Pitampura area of West Delhi. It was established with a vision of providing quality education to students. The campus of Sarvodaya Vidyalaya, Pitampura is well equipped with infrastructural facilities such as spacious ventilated class rooms, rich library, computer labs, science labs and playground. To ensure the complete development of the children, Sarvodaya Vidyalaya encourages the students to take part in various co-curricular activities held in school such as music, dance, arts and sports.

Sarvodaya Vidyalaya, Pitampura is dedicated to provide world class educational facilities to the students and offers education till standard XII. The school offers courses in Science, Commerce and Arts to the students of standard XI and Class XII.

The school had initiated the vocational course on Hospitality and Tourism in the year 2010. The number of seats offered by the school in this course varies from year to year depending upon the number of students opting for the course. The first batch pursuing this course has already completed standard XII and had batch strength of 49 students. The second batch of 50 students is presently in standard XII.

The school was sanctioned INR 20 Lakhs from the Ministry of Tourism under its scheme of broad basing of hospitality education. The funds were received by Vocational Branch, Directorate of Education of behalf of the school. There is adequate awareness among the principal and faculty members about the scheme. The faculty members expressed that they were in constant touch with the other schools who had received Central assistance from the Ministry of Tourism, which helped them acquire more information about the scheme.

The school was selected for Central Assistance by Ministry of Tourism because it is already running a course on Home Science, for which there is a laboratory in place. The school was selected for the receipt of assistance with the intention that the Home Science lab would be utilized for practical guidance till a separate lab for Hospitality course is set up.

### **5.5.2 Financial Support under the Scheme**

The school was sanctioned a sum of INR 20 Lakhs from Ministry of Tourism to carry out the purchase of equipments pertaining to the hospitality subject for 11<sup>th</sup> and 12<sup>th</sup> standard students. The funds were received by Vocational Branch of Directorate of Education, Government of NCT on behalf of the school. However, due to non-utilization of the funds by the authorities in the stipulated period of time, the financial assistance got lapsed. The funds remain with Ministry of Tourism itself.

In August 2012, Central Board of Secondary Education (CBSE) on behalf of Sarvodaya Vidyalaya had invited tenders from qualified vendors for supply of equipment pertaining to hospitality subject. The tender procedure is still under process.

### **5.5.3 Physical Performance under the Scheme**

The school started the course on Hospitality in the year 2010. From 2010 onwards, one batch of standard XII in the hospitality course has passed out and one batch is currently pursuing in standard XII.

At present, the civil works of setting up laboratory consisting of kitchen, pantry and training restaurant is being carried out by PWD. On assessment of the facility, it was found that the civil works is almost about to be completed and the laboratory should be functional in the coming months. No procurement of equipments has been taken up by the institute so far. Only equipments of absolute requirement (plates, spoons, cutlery, trays, etc.) have been purchased. Central Board of Secondary Education (CBSE) on behalf of Sarvodaya Vidyalaya had invited tenders from qualified vendors for supply of equipment pertaining to hospitality subject. The tender procedure is still under process. Equipments procured may include furniture, ovens, deep freezer, refrigerators, cooking utensils, cutlery, serving utensils, pots and pans, cooking range, storage racks, range of mixers and grinders etc. Presently, the Home Science lab is being used by the Hospitality students as well for practical assignments.

#### **5.5.4 Physical Verification of the institute**

The Principal and the faculty felt that the one month on job training which is a mandate as a part of the Hospitality & Tourism course is not feasible. This is because there is not much awareness in the hotel industry about hospitality courses being run by schools. Therefore, the industry is reluctant in providing training to these students. Also the hotel industry does not prefer candidates below 18 years of age as the industry personnel feel that school students cannot handle the pressures of the hotel industry. Moreover, the hospitality industry requires the students to work in lengthy shifts of odd hours. The school students cannot cope up with such a schedule and hence do not opt for on job training. Therefore the students are not being place for on job trainings.



##### **5.5.4.1 Perceptions of the faculty**

During last academic year, there were 49 students in vocational course on Hospitality & Tourism in standard XII. This course was found to be more popular among boys with only about 10-15% female students opting for this course. In the current academic year, there are 50 students who are pursuing this course in standard XII. There are two streams under this course - Food & Beverage Service and Food Production. There are two teachers for teaching these streams, one male and one female. Each teacher is responsible for one stream. As per the Principal and teachers, two teachers are enough to cater to the educational needs of students of both the standards.

Both the teachers belong to the field of hospitality and possess Bachelors degree in Hospital Management. The female faculty has completed her education from reputed IHM Chandigarh and pursuing Masters in Hotel Management. She is also a certified trainer in the field of Hospitality & Tourism. She has been associated with the school for the last nine months and has an overall work experience of three years. The male faculty member has completed his education from IHM Patna and has been in the institute for the last two years. He has an overall experience of five years in the hotel industry.

Both the faculty members are placed on a contractual basis with the school. Each faculty member is drawing a salary of INR 18,000 per month. The faculty members expressed their dissatisfaction about being on contractual positions. They reported that they are being paid salary for only 10 months in an academic year. No remuneration is paid to them for the two months period which is allocated for on job training of students. The faculty members also said that they face delays in receiving their salaries.

According to them, the opportunities for career growth by being on contractual positions are limited. The Principal expressed that in this scenario, it is difficult to retain qualified teachers.

Out of the 47 students who passed out last year (two students failed the examination in standard XII), seven to eight students are pursuing their higher studies in the field of Hospitality from various IHMs across the country. A few other students are pursuing graduation from Delhi University and others who are working. A few students have also dropped a year to prepare for the entrance examinations to reputed institutes. The remaining students have not been able to pursue higher studies due to financial constraints.

As per the Principal and faculty, a number of students enrol for this course because these students do not achieve a good percentage in standard X and are not able to get admissions in Science or Commerce courses. Only a small percentage of students choose this course because of their interest in the subject, and the fact that it opens up the avenues for students who have future plans of joining the Hospitality sector and entrepreneurship. They feel the job availabilities in this sector are also huge and it offers students' additional option to choose from for career building after 12<sup>th</sup> standard.

The staff members feel that because of the low family background of the students, the students who enrol for such courses do not meet the standards of the hospitality industry. As a result, a lot of effort is required to groom the students and make them suitable for the industry.

The staff members also expressed that the Hotel Industry is not a very well paying industry and therefore the students are not motivated to join this sector. Hence in the long run, the students who join this sector feel frustrated and drop out of the sector.

#### **5.5.4.2 Perceptions of the students**

The students have a very positive outlook about the course and were enthusiastic about pursuing the course. The students expressed that this field is new and would provide them with good career opportunities. However, the students feel that since the school does not have adequate infrastructure, the course imparted was only theoretical in nature. The practical exposure is very less and is presently being carried out in the school's Home Science lab. The students do not have any practical exposure which is required as a part of this course. According to the students, lack of practical exposure would hamper their chances of good placements in the future.

The students have a good opinion about the faculty members. As per the students, the teachers are making all possible efforts from their own side to make the course as much practical as possible.

The future plans of students vary widely, as some of the students want to work with hotels and restaurants, while quite a few of them want to acquire hospitality education. Some students have already started preparation for these courses. The most positive outcome is that they all wish to pursue careers in the field of hospitality. However, the awareness among students about the opportunities in the field of hospitality was limited. This needs to be overcome by providing students with the necessary career counselling.

#### **5.5.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

The Principal of the institute was of the opinion that the scheme would play an important role in improving the position of tourism in the state. Once the proper utilization of funds takes place and the requisite

infrastructure is created the course would be implemented properly thereby resulting in improved position of tourism in the state and the country.

#### **5.5.5 Conclusions**

Since, the school did not utilize the Financial Assistance from the Ministry of Tourism; the evaluation could not be carried out as per the defined criteria. However, as per the Principal of the school, the tenders from vendors for supply of equipment have been invited by the Central Board of Secondary Education and same should materialize in the coming months. The development of laboratory for the purpose of practical knowledge has almost got completed.

The school has well qualified faculty for teaching the course. The students are happy about pursuing this course but feel that there should be facilities provided by the school for overall practical knowledge about the course.

As per the faculty members, the school authorities should ensure that only the students who have an aptitude and personality suitable for the hospitality sector should be given admission. Additionally special sessions on grooming should be taken for the students so make them suitable as per the industry requirements. Awareness building measures should be carried out by the Ministry of Tourism about such courses being imparted at school level. This would facilitate easy placement of the students.

As per the Principal of the school, there should be reservation/preference given to the students who study hospitality subject at the school level for admission to Bachelors degree in hospitality courses.

Sufficient training aids (books, sample papers, training manuals etc.) should be provided so that the faculty can effectively teach the students.

### **5.6 Scheme Performance of Sarvodaya Bal Vidyalaya, Delhi Cantt., New Delhi**

#### **5.6.1 Profile of the Institute**

**Sarvodaya Bal Vidyalaya** is located in the Delhi Cantt. area of South West Delhi. It was established with a vision of providing quality education to students. The campus of Sarvodaya Bal Vidyalaya is well equipped with the modern infrastructural facilities such as spacious ventilated class rooms, rich library, state-of-the-art computer labs, science labs and playground. To ensure the complete development of the children, Government Sarvodaya Bal Vidyalaya encourages the students to take part in various co-curricular activities held in school, such as music, dance, arts and sports.

Sarvodaya Bal Vidyalaya is dedicated to provide world class educational facilities to the students and offers education till standard XII. The school offers courses in Science, Commerce and Arts to the students of standard XI and XII.

The school initiated the vocational course on Hospitality & Tourism in the year 2010. The number of seats offered by the school varies from year to year basis depending upon the number of students opting for the course. The first batch pursuing this course has already completed standard XII and had batch strength of 32 students. The second batch of 50 students pursuing this course is presently in standard XII.

The school was to receive INR 20 Lakhs from the Ministry of Tourism under its scheme of broad basing of hospitality education. However as per the Principal, the school has not received any funds till date.

#### **5.6.2 Financial Support under the Scheme**

The school was sanctioned a sum of INR 20 Lakhs from the Ministry of Tourism to carry out the purchase of equipment pertaining to the hospitality subject for 11<sup>th</sup> and 12<sup>th</sup> standard students. The funds were received by Vocational Branch, Directorate of Education of behalf of the school. However, due to non-utilization of the funds by the authorities in the stipulated period of time, the financial assistance got lapsed. The funds remain with Ministry of Tourism itself.

In August 2012, Central Board of Secondary Education (CBSE) on behalf of Sarvodaya Vidyalaya had invited tenders from qualified vendors for supply of equipment pertaining to hospitality subject. The tender procedure is still under process.

#### **5.6.3 Physical Performance under the scheme**

The school started the course on Hospitality in the year 2010. From 2010 onwards, one batch of standard XII in the hospitality course has passed out and one batch is currently pursuing in standard XII.

At present, the civil works of setting up laboratory consisting of kitchen, pantry and training restaurant is being carried out by PWD. On assessment of the facility, it was found that the civil works is almost about to be completed and the laboratory should be functional in the coming months. No procurement of equipments has taken so far. Only equipments of absolute requirement (plates, spoons, cutlery, trays etc.) are present. There is no facility of gas stove/cooking range in the school, as a result of which all the items in syllabus which require utilization of this are not being taught to the students. Central Board of Secondary Education (CBSE) on behalf of Sarvodaya Vidyalaya has invited tenders from qualified vendors for supply of equipment pertaining to the hospitality subject. The tender procedure is still under process. Equipments procured may include furniture, ovens, deep freezer, refrigerators, cooking utensils, cutlery, serving utensils, pots and pans, cooking range, storage racks, range of mixers and grinders etc.

#### **5.6.4 Physical Verification of the institute**

As per the Principal and teachers, the scheme is very good and would be beneficial for the students in the long run if proper utilization of funds takes place. However, the school faced issues with respect to some aspects of the course. The school had started the course on a very positive note by undertaking counselling of the students and motivating them to join the course. However, since the course could not be implemented in a proper manner, it could not meet the expectations of the students leading to disappointment and even students started dropping out from the course.

The Principal and the faculty also felt that the one month on-job training which is a mandate as a part of the course was not feasible. This is because there is not much awareness in the hotel industry about vocational courses, hospitality being run by schools. Therefore, the industry is reluctant in providing training to these students. Also the school does not have any written documentation/authorization letter from an educational body/Ministry about mandatory on-job training and therefore the school students are not entertained. Hence the course is only confined to imparting classroom teaching. The faculty expressed that last academic year they managed to assist only 8-10 students to achieve on-job training that too through their personal contacts.



#### **5.6.4.1 Perceptions of the faculty**

During last academic year, there were 32 students in this course in standard XII. Since the school is an all boys school, all students were males. There are two teachers for teaching this subject, one male and one female. In this academic year, there are 50 students who are pursuing this course in standard XII. As per the Principal and teachers, since the strength of students in standard XII is more in this academic year compared to the previous year, therefore enrolment of one more teacher would be beneficial. Both the teachers belong to the field of hospitality and possess Bachelors degree in Hospital Management. The male faculty has completed his education from reputed IHM Shimla. The male faculty member has been in the institute since June 2010 while the female faculty member joined later in November 2011. On discussion with the faculty members, it was found that both the faculty members are placed on a full time basis with the school. The recruitment of the faculty for Sarvodaya Bal Vidyalaya takes place centrally and the selected teachers are placed with the respective schools.

Out of the 32 students who passed out last year, around seven students are pursuing their higher studies in the field of Hospitality from various IHMs across the country. Around 10-12 students are working in the hotel industry. The remaining students have not been able to pursue higher studies due to financial constraints.

As per the Principal and faculty, the reason students choose this course is primarily because of their interest in the subject and the fact that it opens up the avenues for students who have future plans of entrepreneurship. The job availabilities in this sector are also huge and it offers students additional option to choose from for career building after XII standard. However, a number of students also enrol for this course because these students do not have a good percentage in standard X and are not able to get admissions in Science or Commerce courses. As per the students, the school carries out the career counselling of all the students in Class X, during which they are made aware about the hospitality course as well. The students opt for this course based on complete knowledge provided of the subject to them.

#### **5.6.4.2 Perceptions of the students**

The students have a very positive outlook about the course. However, the students feel that since the school does not have adequate infrastructure, the course imparted was only theoretical in nature. The students do not have any practical exposure which is required as a part of this course. According to the students, lack of practical exposure would hamper their chances of good placements in the future. This point has been repeatedly brought to the notice of the school authorities but they have not been able to do much in this regard due to non-availability of funds.

The students have a good opinion about the faculty members. As per the students, the teachers are making all possible efforts from their own side to make the course as much practical as possible. The teachers are also facilitating the students to get them inducted at various hotels for one month on-job training.

The future plans of students vary widely as some of the students want to work with hotels and restaurants, while quite a few of them want to attain hospitality education. The most positive outcome is that they all wish to pursue careers in the field of hospitality.

#### **5.6.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

According to Principal, the first batch has just passed out from the school and all the passed out students have opted hospitality as subject for higher studies so in future the scheme will have a positive impact in improving the overall available skilled talent pool and this is definitely going to have a positive impact on tourism in the state and the country.

#### **5.6.5 Conclusions**

Since, the school did not utilize the Financial Assistance from the Ministry of Tourism, the evaluation could not be carried out as per the defined criteria. However, a discussion was carried out with the Head of the institute, the faculty members of the hospitality division and the students pursuing the course. The school authorities had a positive opinion about the scheme.

The course content was being taught only from a theoretical point of view with little practical exposure to the students. The enthusiasm with which the course was started did not sustain among the school authorities as well as the students. They also feel that there should be enrolment of one additional faculty member for the Hospitality course which would ensure better implementation of the course.

An appropriate authorization letter should be given to the school authorities so that they could approach the hotel industry for on job training of the students. Awareness building measures should be carried out about such courses being imparted at school level. This would facilitate easy placement of the students. Counselling of students should be done regarding the subject, its future opportunities both with regard to higher studies as well as job opportunities.

Monetary assistance in form of scholarships could be provided to bright students who cannot pursue higher education in this field due to financial constraints.

### **5.7 Scheme Performance of Kendriya Vidyalaya, Kamala Nehru Nagar, Ghaziabad**

#### **5.7.1 Profile of the Institute**

**Kendriya Vidyalayas** are run by Kendriya Vidyalaya Sangathan (KVS), an autonomous body formed under the Ministry of Human Resource Development, Government of India. Kendriya Vidyalaya Sangathan is a premier organization administering 1090 schools (as on 01.08.2012) known as "Kendriya Vidyalayas" with 10,91,931 students (as on 31.03.2012) and 49,286 employees (including outsourced) on rolls (as on 01.07.2011). They are affiliated to Central Board of Secondary Education (CBSE), New Delhi and have a common syllabus and curriculum of studies.

Kendriya Vidyalaya, Kamala Nehru Nagar, Ghaziabad was opened as Vishesh Kendriya Vidyalaya on 1<sup>st</sup> April 1971 as a residential school with single section in each standard from VI to XII at Janak Puri, Delhi. The Vidyalaya was shifted to its present campus at Kamala Nehru Nagar, Ghaziabad in 1984 with two sections in each class from I to XII. It was upgraded to three sections Vidyalaya in 1986 and finally was converted into four sections Vidyalaya in 2003-04. The school started a second shift from 2004-05. The Vidyalaya has permanent land measuring 5.96 Acres. The school offers courses in Science, Commerce and Arts to the students of standard XI and XII.

The Kendriya Vidyalaya has a four-fold mission, viz.

- To cater to the educational needs of children of transferable Central Government employee including Defence and Paramilitary personnel by providing a common programme of education;
- To pursue excellence and set the pace in the field of school education;
- To initiate and promote experimentation and innovations in education in collaboration with other bodies like the Central Board of Secondary Education (CBSE) and the National Council of Education Research and Training (NCERT) etc.; and
- To develop the spirit of national integration and create a sense of '*Indianness*' among children.

The campus of Kendriya Vidyalaya, Ghaziabad is well equipped with the modern infrastructural facilities such as spacious ventilated class rooms, library, computer labs, science labs, activity rooms, resource rooms, staff room and playground. The school has facilities for variety of sports and games, such as Basketball, Cricket, Hockey, Volley Ball, Badminton and Table Tennis as well as activities for scouts and guides are available to the students. The school provides opportunities for children to participate in different co-curricular activities.

The school had initiated the vocational course on Hospitality and Tourism in the year 2010. The number of seats offered by the school in this course varies from year to year depending upon the number of students opting for the course. The first batch pursuing this course has already completed standard XII and had batch strength of around 14 students. The second batch of five students pursuing this course is presently in standard XII.

The school was sanctioned INR 20 Lakhs by the Ministry of Tourism under its scheme of broad basing of hospitality education. The funds were received by Kendriya Vidyalaya Sangathan on behalf of the school. The fund was to be used for renovating part of school so as to meet the required needs and infrastructure required for teaching hospitality as a subject and to purchase the equipments required for undertaking such kind of courses.

There is awareness among the Principal and faculty members about the scheme as a detailed orientation programme had been carried out regarding the scheme for the Principal and faculty.

Only two Kendriya Vidyalayas across the country namely Kendriya Vidyalaya, Ghaziabad and Gwalior have been provided Central Assistance. The school was selected by Kendriya Vidyalaya Sangathan for Central Assistance because the school is residential in nature and has a spacious hostel complex within the campus, equipped with the hostel kitchen. The funds were given with the intention that the hostel kitchen would be utilized for practical guidance till a separate laboratory (consisting of training kitchen, pantry & training restaurant) for the Hospitality course is set up. Also, the school campus/hostel complex has a lot of space where a well equipped laboratory could be established.

### **5.7.2 Financial Support under the Scheme**

The school was sanctioned a sum of INR 20 Lakhs by Ministry of Tourism in September 2011 to carry out the renovation of the building and develop laboratory consisting of training kitchen, pantry and training restaurant pertaining to the hospitality subject for 11<sup>th</sup> and 12<sup>th</sup> standard students. This amount was received by Kendriya Vidyalaya Sangathan on behalf of the school. The school authorities have already identified two sites within the school premises for setting up the laboratory. One site is within the teaching building and the other is in the hostel block. The school wishes to set up the laboratory within the teaching block itself because the hostel building is slightly away from the classrooms which would result in wastage of students' time in reaching the laboratory.

At present, the entire amount remains unutilized. This is because the school has not received any concrete guidelines from the Ministry of Tourism for the utilization of the funds. The delay in utilization of funds was also caused because of the transition that took place when the old Principal was transferred and the new Principal took charge. The new Principal took charge on 22<sup>nd</sup> August 2012. The new Principal expressed that he has already initiated communication for obtaining guidelines for utilization of funds.

### **5.7.3 Physical Performance under the scheme**

The school started the course on Hospitality in the year 2010. From 2010 onwards, one batch of standard XII in the hospitality course has passed out and one batch is currently pursuing in standard XII.

On assessment of the facility, it is found that the school authorities so far have identified two sites within the school premises for setting up the laboratory. One site is within the teaching block while the other is in the hostel block. No procurement of equipments has taken so far. Even equipments of absolute requirement (plates, spoons, cutlery, trays etc.) are also not present in the school. As a part of the practical exposure, the faculty member assigns to each student a dish in the syllabus which the students prepare at home and bring to the school. The students are given marks for the practical accordingly. No other practical exposure other than this is being provided to the students.

### **5.7.4 Physical Verification of the institute**

As per the Principal and teachers, the scheme is very good and would be beneficial for the students in the long run when the proper utilization of funds take place.

However, the school faces issues with respect to some aspects of the course. The faculty member feels that the one month on-job training which is a mandate as a part of the course is not feasible. This is because there is not much awareness in the hotel industry about hospitality courses being run by schools. Therefore, the industries are reluctant in providing training to these students. Also the hotel industry does not prefer candidates below 18 years of age as the industry personnel feel that school students cannot handle the pressures of the hotel industry. Moreover, the hospitality industry requires the students to work in lengthy shifts of odd hours. The school students cannot cope up with such a schedule and hence do not opt for on-job training. Therefore the students are not being placed for on-job trainings. Hence the course is only confined to imparting classroom teaching.

The Principal also expressed that, the subject combination available to the students needs to be modified as currently Hospitality & Tourism is offered only with Commerce subjects (Accountancy, Business Studies & Economics) which discourages weak students from opting for this course.

#### **5.7.4.1 Perceptions of the faculty**

Last academic year, there were around 14 students in Hospitality/Tourism course in standard XII. This course was found to be equally popular among boys and girls as almost same number of male and female students opting for this course. In the current academic year, there are five students who are pursuing this course in standard XII. There is only one course being offered in the school presently which is a two year vocational course in Food Production. There is one teacher for teaching the subject. As per the school, one teacher is enough to cater to the educational needs of students of both the classes. The faculty member has completed his education from reputed IHM Meerut Cantt. and is presently pursuing his Masters degree. He has been working in the school for almost two years.

The faculty member is placed on contractual basis with the school. The faculty member expressed his dissatisfaction about being on contractual position. He reported that he is being paid salary lower than the full time staff and the opportunities for career growth by being on contractual positions are limited. He is currently drawing salary of INR 18,000 per month. The Principal expressed that in this scenario it is difficult to retain qualified teachers.

Out of the 14 students who passed out last year, four-five students are pursuing their higher studies in the field of Hospitality from various IHMs across the country. A few other students are pursuing graduation from Delhi University and others who are working. A number of students, who could not qualify the entrance examinations of IHMs, have dropped a year and are preparing for the exams to be held next year.



As per the Principal and faculty, the reason students choose this course is primarily because of the interest of the student and the fact that it opens up the avenues for students who have future plans of entrepreneurship. The job availabilities in this sector are also huge and it offers students additional option to choose from for career building after 12<sup>th</sup> standard. However, a number of students also enrol for this course because these students do not have a good percentage in Class X and are not able to get admissions in Science or Commerce courses. As per the students, although the school carries out the career counselling of all the students during which they are made aware about the hospitality course, the same should be enhanced. The students expressed that they opt for this course based on complete knowledge provided of the subject to them.

The staff members feel that because of the low family background of the students, the students who enrol for such courses do not meet the standards of the hospitality industry. As a result, a lot of effort is required to groom the students and make them suitable for the industry.

#### **5.7.4.2 Perceptions of the students**

The students have a very positive outlook about the course and are enthusiastic about pursuing the course. The students expressed that this field is new and would provide them with good career opportunities. The students felt that hospitality is an upcoming field and provides good career avenues for the students who do not wish to pursue conventional career paths.

However, the students feel that since the school does not have adequate infrastructure, the course imparted is only theoretical in nature. The practical exposure is almost nil and is presently confined to the practice which the students carry out at his/her home. The students do not have any practical exposure which is required as a part of this course. According to the students, lack of practical exposure would hamper their chances of good placements in the future.

The students have a good opinion about the faculty member. As per the students, the teacher is making all possible efforts from their own side to make the course as much practical as possible.

The future plans of students vary widely as some of the students want to work with hotels and restaurants while quite a few of them want to acquire hospitality education. Some students have already started preparation for these courses. The most positive outcome is that they all wish to pursue careers in the field

of hospitality. However, the awareness among students about the opportunities in the field of hospitality was limited. This needs to be overcome by providing students with the necessary career counselling.

#### **5.7.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

According to Principal, the first batch has just passed out from the school and all the passed out students have opted hospitality as subject for higher studies so in future the scheme will have a positive impact in improving the overall available skilled talent pool and this is definitely going to have a positive impact on tourism in the state. Also once the utilization of funds takes place, the infrastructure for proper execution of the course would be available which would impact the state of tourism in a positive manner.

#### **5.7.5 Conclusions**

During the process of evaluation and discussion with the school authorities, it was found that the Central Assistance provided by the Ministry of Tourism is sufficient. It has been observed that there has been a delay in the utilization of funds for setting up the laboratory. This has been both due to the lack of guidelines from the Ministry of Tourism regarding fund utilization and the change in top authority. However, as per the present Principal of the school, same should materialize in the coming months.

The school has well qualified faculty for teaching the course. The students are happy about pursuing this course and are confident that this subject would help them realize their aspirations in the hospitality sector. However they also feel that there should be facilities provided by the school for overall practical knowledge about the course.

As per the faculty members, the school authorities should ensure that only the students who have an aptitude and personality suitable for the hospitality sector should be given admission. Additionally special sessions on grooming should be taken for the students so make them suitable as per the industry requirements. Awareness building measures should be carried out by the Ministry of Tourism about such courses being imparted at school level. This would facilitate easy placement of the students.

Counselling of students should be done regarding the subject, its future opportunities both with regard to higher studies as job opportunities. Concrete guidelines should be issued by the Ministry of Tourism for the utilization of funds so that further delay could be avoided.

### **5.8 SCSD Govt. Sarvodaya Vidyalaya, Sec IX, Rohini, Delhi**

#### **5.8.1 Profile of the Institute**

**Shaheed Captain Sanjeev Dahiya Government Sarvodaya Vidyalaya** is a co-ed school located in the Rohini area of South West Delhi. It was established with a vision of providing quality education to students and is a well known centre for education in the entire district. The campus of SCSD Government Sarvodaya Vidyalaya is well equipped with the infrastructural facilities such as spacious ventilated class rooms, rich library, state-of-the-art computer labs, science labs and playground. SCSD Government Vidyalaya is dedicated to provide world class educational facilities to the students and offers education till standard XII. The school offers courses in Science, Commerce and Arts to the students of standard XI and XII.

The school had initiated the vocational course on Hospitality and Tourism in the year 2010. The number of seats offered by the school in this course varies from year to year depending upon the number of students opting for the course. The first batch pursuing this course has already completed standard XII and had batch strength of thirty four students. The present batch which is the second has strength of twenty seven students and is presently in standard XII.

The school was sanctioned INR 20 Lakhs from the Ministry of Tourism under its scheme of broad basing of hospitality education. The funds were received by Vocational Branch, Directorate of Education of behalf of the school. The school was selected for Central Assistance by Ministry of Tourism because it is already running a course on Home Science, for which there is a laboratory in place. The school was selected for the receipt of assistance with the intention that the Home Science lab would be utilized for practical guidance till a separate lab for Hospitality course is set up.

### **5.8.2 Financial Support under the Scheme**

The school was sanctioned a sum of INR 20 Lakhs from the Ministry of Tourism to carry out the purchase of equipment pertaining to the hospitality subject for 11<sup>th</sup> and 12<sup>th</sup> standard students. The funds were received by Vocational Branch, Directorate of Education of behalf of the school. However, due to non-utilization of the funds by the authorities in the stipulated period of time, the financial assistance got lapsed. The funds remain with Ministry of Tourism itself.

In August 2012, Central Board of Secondary Education (CBSE) on behalf of Sarvodaya Vidyalaya had invited tenders from qualified vendors for supply of equipment pertaining to hospitality subject. The tender procedure is still under process.

### **5.8.3 Physical Performance under the scheme**

The school started the course on Hospitality in the year 2010. From 2010 onwards, one batch of standard XII in the hospitality course has passed out and one batch is currently pursuing in standard XII.

At present, the civil works for setting up laboratory consisting of kitchen, pantry and training restaurant is being carried out by PWD. On assessment of the facility, it was found that the civil works is almost about to be completed and the laboratory should be functional in the coming months. No procurement of equipments has taken so far. The equipments of absolute requirement (plates, spoons, cutlery, trays etc.) are also not present in the school. There is no facility of gas stove/cooking range in the school, as a result of which all the items in syllabus which require utilization of this are not being taught to the students. Central Board of Secondary Education (CBSE) on behalf of Sarvodaya Vidyalaya has invited tenders from qualified vendors for supply of equipment pertaining to the hospitality subject. The tender procedure is still under process. Equipments procured may include furniture, ovens, deep freezer, refrigerators, cooking utensils, cutlery, serving utensils, pots and pans, cooking range, storage racks, range of mixers and grinders etc.

### **5.8.4 Physical Verification of the institute**

As per the Principal and teachers, the scheme is very good and would be beneficial for the students in the long run when the proper utilization of funds take place. However, the principal and the faculty members



expressed their concern about the lack of practical exposure required for the proper implementation of the course. The course is presently being taught only theoretically. The practicals are supposed to take place in the Home Science laboratory for the students of class 11<sup>th</sup> and 12<sup>th</sup>. However, due to shortage of class rooms with the school authorities, the home science laboratory is being utilized for class room teaching. The Home Science laboratory also does not have the necessary infrastructure and equipment required for the proper implementation of the course.

The Principal and the faculty also felt that the one month on-job training which is a mandate as a part of the course is actually not feasible. This is because there is not much awareness in the hotel industry about vocational courses on hospitality being run by schools. Therefore, the industries are reluctant in providing training to these school going students. Also the hotel industry does not prefer candidates below 18 years of age as the industry personnel feel that school students cannot handle the pressures of the hotel industry. Moreover, the hospitality industry requires the students to work in lengthy shifts of odd hours. The school students cannot cope up with such a schedule and hence do not opt for on-job training. Hence the course is only confined to imparting classroom teaching.

#### **5.8.4.1 Perceptions of the faculty**

During the last academic year, there were around thirty four students in Hospitality/Tourism course in standard XII. This course was found to be more popular among boys as compared to the girls as more male students were found to be opting for this course. In the current academic year, there are twenty seven students who are pursuing this course in standard XII. In the current batch, there are only eight female students, while the remaining are all males.

There are two streams under this course - Food & Beverage Service and Food Production. There is one teacher for teaching the subject. As per the school, one teacher is enough to cater to the educational needs of students of both the classes.

The faculty member has completed his degree in Hospitality Management from an institute in Uttarakhand. He has completed two years in the school and has been teaching this subject since its introduction in 2010. The faculty member is placed on contractual basis with the school. The faculty member expressed his concerns about being on contractual position. He reported that the salary structure of the contractual staff is lower as compared to full time staff and the opportunities for career growth by being on contractual positions are limited.

Out of the thirty four students who passed out last year, only a hand full of students are pursuing their higher studies in the field of Hospitality from various IHMs across the country. Most of the students are pursuing graduation from Delhi University or other Universities. A number of students, who could not qualify the entrance examinations, have dropped a year and are preparing for the examinations to be held next year.

On discussion with the Principal and the students it was found that most of students who enrol for this course because these students do not have a good percentage in Class X and are not able to get admissions in Science or Commerce courses. These students do not have a genuine interest in the subject. As per the Principal and the faculty, only very few students choose this course primarily because of their interest and the fact that it opens up the avenues for students who have future plans of entrepreneurship.



Only very few students out of the entire batch expressed that they joined this school particularly because it offered a course in hospitality and tourism.

As per the students, although the faculty provides information to the students about the hospitality subject, the same should be enhanced. Only very few students expressed that they opt for this course based on complete knowledge provided of the subject to them.

The staff members feel that because of the low family background of the students, the students who enrol for such courses do not meet the standards of the hospitality industry. As a result, a lot of effort is required to groom the students and make them suitable for the industry.

#### 5.8.4.2 Perceptions of the students

A discussion was carried out with the students of class XII who are currently pursuing this course and also the students who passed class XII examinations last year and who happened to be in the school at the time of evaluation. The students were found to have incomplete awareness about the course and the future career opportunities being offered by the course. Majority of the students expressed that they opted for the course only because they were unable to obtain admission in science or commerce stream. Only ten to twenty percent of the entire batch was pursuing this course out of genuine interest in the subject and proper groundwork being done about it. In spite of the above, the students have a very positive outlook about the course and are enthusiastic about pursuing the course. The students expressed that this field is new and would provide them with good career opportunities. The students felt that hospitality is an upcoming field and provides good career avenues for the students who do not wish to pursue conventional career paths.

However, the students feel that since the school does not have adequate infrastructure, the course imparted is only theoretical in nature. The practical exposure is almost nil. Since the inception of the session, the practical exposure has taken place only on one occasion and that too the students had to bring the raw materials from home. The students do not have any practical exposure which is required as a part of this course. According to the students, lack of practical exposure would hamper their chances of good placements in the future.



The students have a good opinion about the faculty member. As per the students, the teacher is making all possible efforts from their own side to make the course as much practical as possible.

The future plans of students vary widely but majority of the students wanted to acquire hospitality education. They wanted to pursue a degree in hotel management. Some students have already started preparation for these courses. The most positive outcome is that they all wish to pursue careers in the field of hospitality. However, the awareness among students about the opportunities in the field of hospitality was limited. This

needs to be overcome by providing students with the necessary career counselling.

#### **5.8.4.3 Perceptions on contribution of the Scheme in improving the position of Tourism in the state**

According to the Principal, the first batch has just passed out from the school and all the passed out students have opted hospitality as subject for higher studies, so in future the scheme will have a positive impact in improving the overall available skilled talent pool and this is definitely going to have a positive impact on tourism in the state. Also once the utilization of funds takes place, the infrastructure for proper execution of the course would be available, which would impact the state of tourism in a positive manner.

#### **5.8.5 Conclusions**

During the process of evaluation and discussion with the school authorities, it was found that the Central Assistance provided by the Ministry of Tourism is sufficient. It has been observed that there has been a delay in the utilization of funds for procurement of equipments. The school authorities need to make efforts to change the perception of the students about the course. Only those students who have a genuine interest in building a career in the hospitality sector should be given admission. This could be ensured by setting up an eligibility criteria and judge the aptitude of the students before giving them admission in the course. Since the course is relatively new, constant awareness building should be carried out. Regular counselling of students should be done regarding the subject, its future opportunities both with regard to higher studies as job opportunities.

## 6. Conclusions & Recommendations

During the study conducted across 19 institutions, it was found that the Head of the Institutes and staff across the Universities, Colleges, ITIs, Polytechnics and Schools have a positive outlook about the scheme. According to them, the scheme of broad basing of hospitality education by Ministry of Tourism would go a long way in providing the required manpower for the tourism sector in the country.

The students are happy about pursuing these courses pertaining to hospitality and tourism. They expressed that if they get facilities for overall practical knowledge about the course, it would open up lot of avenues for them in the hospitality and tourism sector.

The specific conclusions for each of the sample institutes are presented in their respective sections, from which the following issues and concerns related to the scheme and recommendations thereof have been formulated.

### 6.1 Issues and Concerns

#### 6.1.1 Universities & Colleges

- Officials of the Universities and Colleges expressed that the institutes do not have concrete guidelines from the Ministry of Tourism regarding the utilization of funds which is resulting in a delay in the work.

#### 6.1.2 Industrial Training Institutes (ITIs)

- As per the officials of ITIs, the courses that have been approved are affiliated with the Directorate General of Employment & Training (DGET), Ministry of Labour & Employment. The Officials of Directorate of Industrial Training feel that the courses should be affiliated with the NCHMCT (National Council for Hotel Management and Catering Technology).

#### 6.1.3 Polytechnics

- The pace of the civil work has got affected as the staff and the Principals of the Polytechnic institutes are not satisfied with the quality of work carried out by the PWD.
- It is being felt that the Government has the required expertise with the Tourism Department like MP Tourism has knowledge and also specialization in taking up such projects but their skills are not utilised as the funds have been given to PWD, which does not have any knowledge about the specific needs and requirements of the tourism and hospitality sector.

#### 6.1.4 Schools

- The Principals of the schools expressed that due to delay by CPWD, the lab could not be constructed till date therefore it is affecting the quality of education and overall objectives of the scheme.
- Concrete guidelines were not issued by the Ministry of Tourism for the utilization of funds resulting in delay.
- Issues were also faced by the school pertaining to the one month mandatory on-job training.

- Counselling of students regarding the subject, its future opportunities both with regard to higher studies as job opportunities was found to be lacking.

## **6.2 Recommendations**

### **6.2.1 Universities & Colleges**

- As per a few Universities, clear guideline has to be given regarding the utilization of the funds to the beneficiary institutions. Most of the beneficiary institutions have not been communicated by the Ministry under what head how much money has to be utilised which is leading to a further delay in starting the civil work as well as proposed courses.

### **6.2.2 Industrial Training Institutes (ITIs)**

- Officials of Directorate of Industrial Training feel that the courses offered by ITIs would be more fruitful and reputed if it is affiliated with the NCHMCT (National Council for Hotel Management and Catering Technology).

### **6.2.3 Polytechnics**

- The Polytechnic institutes are facing problems with regard to quality of construction work; they are not satisfied with the quality of work carried out by the PWD especially with regard to areas of electrical, sanitary fittings and decoration. As the coverage of both Polytechnics was in Madhya Pradesh, it was opined by the stakeholders that it is better to utilize the expertise of MP Tourism Department which is better equipped in handling such kind of projects. If the transfer of funds to MP Tourism Department is not possible, then the College being an autonomous body should be given permission to undertake the work so that better utilization of money and good infrastructure can be built as per standards required for hospitality sector. The State should initiate appropriate steps in this regard.

### **6.2.4 Schools**

- As per the Principals of the sampled schools, the process of civil works being carried out by the PWD should be initiated and completed at the earliest, so that the course could be implemented properly with the requisite practical exposure to the students.
- Due to absence of guidelines to the schools regarding the various heads under which the Central Assistance from the Ministry of Tourism needs to be expended, the concerned authorities are unable to initiate civil work and hence introduction of the course. Hence, concrete guidelines should be issued by the Ministry for the utilization of funds so that delay in initiation and execution of work could be avoided.
- Before initiation of civil work in the schools, there is a need to undertake the following activities by the schools for introduction of the course on hospitality education:
  - Awareness creation measures should be carried out about vocational courses on hospitality and tourism being imparted at school level. This would facilitate easy placement of the students for both on-job training and full time employment.

- An appropriate authorization letter containing details of the hospitality course should be given to the school authorities so that they could approach the hospitality industry for on-job training of the students.
- Regular counselling of students should be done regarding the subject, its future opportunities both with regard to higher studies and job opportunities.
- The school authorities should lay down minimum criteria for students seeking admission in the course. This would ensure that only the students who have an aptitude and personality suitable for the hospitality sector would be given admission. It would also be ensured that only genuinely interested candidates who wish to pursue a career in hospitality sector would be admitted for the course.
- It was observed that most of the students studying in the schools belonged to low socio-economic families and did not have the necessary etiquettes required for Hospitality industry. School authorities should organize special sessions on grooming and personality development for the students so as to make them suitable as per the industry requirements.
- The staff from mentor institute i.e IHM designated for each school should regularly visit the school for counselling of the students regarding the subject, its future opportunities both with regard to higher studies as well as future job opportunities.

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## Appendix A. Scope of Work vis-à-vis Section where addressed

Scope of Work	Sections in the report where addressed
Creation of requisite infrastructure (laboratories / equipment / civil works)	Sections 2.1.2, 2.2.2, 2.3.2, 2.4.2, 2.5.2, 3.1.2, 3.2.2, 3.3.2, 3.4.2, 3.5.2, 4.1.2, 4.2.2, 5.1.2, 5.2.2, 5.3.2, 5.4.2, 5.5.2, 5.6.2, 5.7.2
Whether the staff has been recruited as per sanction / norm	Sections 2.1.4.1, 2.2.4.1, 2.3.4.1, 2.4.4.1, 2.5.4.1, 3.1.4.1, 3.2.4.1, 3.3.4.1, 3.4.4.1, 3.5. 4.1, 4.1.4.1, 4.2.4.1, 5.1.4.1, 5.2.4.1, 5.3.4.1, 5.4.4.1, 5.5.4.1, 5.6.4.1, 5.7.4.1
Whether the seats are being filled in as per sanctioned intake	Sections 2.1.1, 2.2.1, 2.3.1, 2.4.1, 2.5.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1, 5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 5.6.1, 5.7.1
Efficacy of the hands-on training being provided	Sections 2.1.4, 2.2.4, 2.3.4, 2.4.4, 2.5.4, 3.1.4, 3.2.4, 3.3.4, 3.4.4, 3.5.4, 4.1.4, 4.2.4, 5.1.4, 5.2.4, 5.3.4, 5.4.4, 5.5.4, 5.6.4, 5.7.4
Placement record of the passing out batch at it Industrial Training Institutes (ITIs), Polytechnics, Universities / degree colleges	Sections 2.1.4.1, 2.2.4.1, 2.3.4.1, 2.4.4.1, 2.5.4.1, 3.1.4.1, 3.2.4.1, 3.3.4.1, 3.4.4.1, 3.5. 4.1, 4.1.4.1, 4.2.4.1
Whether the placements are being made through on campus recruitment or with own efforts of the students	Sections 2.1.4.1, 2.2.4.1, 2.3.4.1, 2.4.4.1, 2.5.4.1, 3.1.4.1, 3.2.4.1, 3.3.4.1, 3.4.4.1, 3.5. 4.1, 4.1.4.1, 4.2.4.1
In the schools: <ul style="list-style-type: none"> <li>▪ The attractiveness of the course in comparison with the other courses being offered.</li> </ul>	Sections 5.1.4.2, 5.2.4.2, 5.3.4.2, 5.4.4.2, 5.5.4.2, 5.6.4.2, 5.7.4.2
In the schools: <ul style="list-style-type: none"> <li>▪ How many of the passing out students opted for Hospitality education?</li> </ul>	Sections 5.1.4.1, 5.2.4.1, 5.3.4.1, 5.4.4.1, 5.5.4.1, 5.6.4.1, 5.7.4.1

## Appendix B. Study Tools

### B.1. Ministry of Tourism

Name of contact person	
Designation	
Contact Number	

1. List of Institutes provided Central Assistance under the Scheme in the XI plan
2. What is basis of selection of institute for assistance? Whether any proposal received from the assisted institute? (If yes collect a copy)
3. Which courses in the tourism and hospitality sector are more in demand amongst the students?
4. Financial Performance of the Institutes

Particulars	Year -1	Year-2	Year-3	Year-4	Year-5
Total Amount Allocated (provide head wise details)					
Total Amount disbursed (provide head wise details)					
Total Amount Utilized by the institute (provide head wise details)					
Whether Utilisation Certificate Received (Y/N)					

5. Physical Performance of the Institutes/Activities Carried Out in the Scheme

Sr.	Year	Activities carried under this scheme	Current Status (completed/ yet to be completed)	Details	Overall Impact

6. What kind of monitoring mechanism put in place to quantify the progress of assisted institute and who all are involved in this?
7. What role state/regional institutions of MOT is playing in development of assisted institute?
8. How quality of education is assessed in the assisted institutes and what role MOT is playing in assessing quality of education?
9. Whether MOT has any working relation with the big hotels/restaurants who employ students of assisted institutes?
10. Progress Report submitted by the Institutes to Ministry of Tourism if any?



## B.2. Head of Institutes

1. Name and Address of Institute
2. Name of contact person
3. Designation
4. Contact Number
5. Year of establishment of Institute
6. Details about the courses offered by the Institute (both Hospitality and Non-hospitality courses)
7. How did you come to know about the scheme?
  - a. through MoT's website
  - b. circular/letter
  - c. newspaper advertisement
  - d. through other agencies / beneficiaries
  - e. others (specify.....)
8. Is there any increase in the uptake of students under plan? Yes/No If yes give details
9. Is any new course under plan (Yes/No)? If yes, give details
10. Number of seats being offered under each course
11. Number of students applying for these courses
  - a. as 1st option
  - b. as 2<sup>nd</sup> option
  - c. as 3<sup>rd</sup> option
12. Number of Students admitted for these courses
13. What were the criteria adopted by the Ministry of Tourism to select your institute for Central Assistance
14. Financial Performance of the Institute

Particulars	Year-1	Year-2	Year-3	Year-4	Year-5
Total Amount Allocated (provide head wise details)					
Total Amount disbursed (provide head wise details)					
Total Amount Utilized by the institute (provide head wise details)					
Whether Utilisation Certificate submitted (Y/N)					

15. Whether the sanctioned funds were adequate or not? If No, please explain.
16. Activities Carried Out in the Scheme

17. What is your opinion of the scheme?
  - a. Scope and coverage of the scheme
  - b. Time taken for approval
  - c. Amount of paper work required
  - d. Limit of financial assistance given
  - e. Whether the scheme is hassle free / or not, other merits / demerits
  - f. Any other, please specify
18. Training programs conducted during the last year
19. Profile of Trainer/Faculty (Name/ Qualification & experience)
20. What are the norms/ sanctioned strength of staff selection under the broad basing component? Are they being followed? If No, the reasons thereof?
21. How many of the passing out students, during the last five years (since the course has been introduced), opted for hospitality education? (Give ratio of male and female students)
22. Reasons why students choose the course
23. A large number of students are now joining hotels and restaurant industry in India. In your view what percentage of students are actually joining the industry?
24. Placement % for each courses offered by the institute (*Not applicable for schools*)
25. Placement % of Hospitality students within the sector (*Not applicable for schools*)
26. During the last year, which all companies had sought students through campus selection in your institute? Kindly provide the list. (*Not applicable for schools*)
27. How would you rate the feedback of the employers where the students from your institute have been placed? (*Not applicable for schools*)

28. Did you face any problem, on the following, while implementation of the scheme.

Category	Faced Problem (Yes / No)	Problem faced	Suggested remedies
Completion of formalities			
Meeting conditions of the Scheme			
Receiving Financial assistance			
Others (Please specify)			

29. Contribution of the Scheme is improving the position of Tourism in the state?

### **B.3. Faculty/Trainer**

1. Name and Address of Institute
2. Name of contact person
3. Designation
4. Contact Number
5. Profile of Faculty/Trainer (Qualification & experience)
6. Number of years with the Institute
7. Nature of employment (Permanent/ Contractual)
8. Details about the courses offered by the Institute (both Hospitality and Non-hospitality courses)
9. How did you come to know about the scheme?
  - a. through MoT's website
  - b. circular/letter
  - c. newspaper advertisement
  - d. through other agencies / beneficiaries
  - e. others (specify.....)
10. Is any increase in the uptake of students under plan? Yes/No If yes give details
11. Is any new course under plan (Yes/No)? If yes, give details
12. Training programs conducted during the last year
13. Number and Profile of other staff members in the department
14. What are the norms/ sanctioned strength of staff selection under the broad basing component? Are they being followed? If No, the reasons thereof?
15. How would you rate the facilities provided by the institute to students and faculty?
16. How many of the passing out students, during the last five years, opted for hospitality education? (Give ratio of male and female students)
17. Reasons why students choose the course
18. A large number of students are now joining hotels and restaurant industry in India. In your view what percentage of student are actually joining the industry?
19. During the last year, which all companies had sought students through campus selection in your institute? Kindly provide the list. (*Not applicable for schools*)
20. How would you rate the feedback of the employers where the students from your institute have been placed? (*Not applicable for schools*)
21. Please provide your suggestions to improve the uptake of these courses among students.

#### B.4. Students

1. Name and Address	
2. Name of Institute	
3. Course	

#### 4. Reasons for choosing the course

Parameter	Yes/No
Researched on own & was attracted to it	
Family member/ friends/seniors in same profession	
Tried other courses & didn't get through	
Any other	

5. What is your perception about the teaching content covered under the course?

6. What is your perception about the combination of subjects offered with this course?

7. Was the teaching material made available to you in time? (Yes/No) If No, explain why?

#### 8. Perception about the performance of Institute

Parameter	1. Satisfied 2. Somewhat satisfied 3. Unsatisfied	Comments
Overall infrastructure of the institution		
Hostel Accommodation (If availing hostel facilities)		
Overall performance of Teaching Staff		
Overall performance of the non-teaching staff		
Teaching method in the institute		
Theoretical classes		
Lab facilities and equipments		
Overall training programs conducted by the institute		
Placement		

9. Has there been a perceived improvement in the following since the date of your joining?

	<b>Yes/No</b>	<b>Please specify</b>
Overall infrastructure of the institution		
Hostel Accommodation (If availing hostel facilities)		
Overall performance of Teaching Staff		
Overall performance of the non-teaching staff		
Teaching method in the institute		
Theoretical classes		
Lab facilities and equipments		
Overall training programs conducted by the institute		
Exposure to industrial training		
Placement		

10. If not satisfied, give reasons and suggestions for improvement

11. Future Plans after completion of the course

<b>Parameter</b>	
Going for jobs in India (1. Hotel & Restaurant, 2. Other hospitality sector, like airlines / railway catering / cruise ships, 3. Non hospitality)	
Going for jobs abroad (1. Hotel & Restaurant, 2. Other hospitality sector, like airlines / railway catering / cruise ships, 3. Non hospitality)	
Future studies in India (1. Hospitality education, 2. Others)	
Future studies abroad (1. Hospitality education, 2. Others)	
Joining other industries (specify.....)	

## **B.5. Checklist for Physical Verification of Infrastructure created**

1. Various infrastructures created with the funds received during 11<sup>th</sup> Five Year Plan period.
2. Review of the Assets created as part of the funds received
  - a. Physical Status of the Assets
  - b. Status of operation
  - c. Status of Maintenance and upkeep
3. Various equipments purchased as part of the fund received. Please share the list.
4. Review of the equipments procured as part of the funds received
  - a. Physical Status of the Assets
  - b. Status of operation
  - c. Status of Maintenance and upkeep
5. Expected Outcome vis-à-vis the requirements envisaged at proposal stage
6. List down the costs and time overrun in completion of the projects and reasons for the same
7. Status of the Audit

## Appendix C. List of Faculty Members at Sample Universities

### C.1. University of Kurukshetra, Kurukshetra

- Prof. S. S. Boora Chairman
- Dr. Ravi Bhushan Kumar Associate Professor
- Dr. Mohinder Chand Associate Professor
- Dr. R. H. Taxak Associate professor
- Dr. Surjit Kumar Assistant Professor
- Dr. Ankush Ambardar Assistant Professor
- Mr. Dinesh Dhankar Assistant Professor
- Dr. Amit Mathur Assistant Professor (On Contract)
- Dr. Megha Gupta Assistant Professor (On Contract)
- Ms. Rupinder Sharma Assistant Professor (On Contract)
- Ms. Tanvi Assistant Professor (On Contract)
- Mr. Dilbag Singh Assistant Professor (On Contract)
- Mr. Abhishek Ghai Assistant Professor (On Contract)
- Mr. Himanshu Malik Assistant Professor (On Contract)
- Mr. Mahesh Kumar Assistant Professor (On Contract)
- Mr. Sumant Sharma Assistant Professor (On Contract)
- Ms. Shefali Saini Assistant Professor (On Contract)

## **C.2. Maharishi Dayanand University, Rohtak**

- Dr. Daleep Singh                      Professor
- Dr. Ashish Dahiya                      Associate Professor
- Dr. Sanjeev Kumar                      Assistant Professor
- Dr. Goldi Puri                              Assistant Professor
- Dr. Ranbir Singh                        Assistant Professor
- Dr. Amit Kumar Singh                    Assistant Professor
- Dr. Sandeep Malik                        Assistant Professor
- Mr. Manoj Kumar                        Assistant Professor
- Ms. Gunjan                                Assistant Professor
- Ms. Jyoti                                    Assistant Professor
- Ms. Shilpi                                 Assistant Professor
- Mr. Anoop K. Huria                      Assistant Professor
- Mr. Sumegh                                Assistant Professor



### **C.3. University of Jammu, Jammu & Kashmir**

- Prof. Deepak Gupta (Director), Ph.D
- Dr. Parikshat Singh Manhas, Ph.D
- Dr. Suvidha Khanna, Ph.D
- Dr. Anil Gupta, Ph.D
- Dr. Neelika Arora, Ph.D
- Ms Poonam Sharma, M.Com & MTM

## Appendix D. Contact List

Type of Institutions	State	Name	Designation	Contact Address	Contact Details
Universities	Haryana	Dr. S.S. Boora	Chairman, Department of Tourism and Hotel Management	Kurukshetra University, Kurukshetra Haryana, Pin – 136119	01744 238297
		Dr. Ankush Ambardar	Assistant Professor, Department of Tourism and Hotel Management	Kurukshetra University, Kurukshetra Haryana, Pin – 136119	01744 238297
		Dr. Daleep Singh	Director, Department of Hotel Management	Maharishi Dayanand University, Rohtak, Haryana	01262-393370
		Dr. Ashish Dahiya	Associate Professor, Department of Hotel Management	Maharishi Dayanand University, Rohtak, Haryana	9992015656
	Jammu & Kashmir	Dr. Deepak Raj Gupta -	Professor & Director School of Hospitality & Tourism Management	University of Jammu, Jammu & Kashmir	0191-2431157
			Registrar, Baba Ghulam Shah Badshah University	Baba Ghulam Shah Badshah University, Rajouri (J&K) – 185131	01962-241001
College	Himachal Pradesh	Dr. Jitendra Kiswari	Head of Department	College of Home Science, Palampur NH 20, Palampur, Himachal Pradesh 176062	09418478407
		Dr. Pankaj Jamwal	Lecturer	College of Home Science, Palampur NH 20, Palampur, Himachal Pradesh 176062	08263960477
ITIs	Haryana	Mr. M.S. Sangwan	Principal	Govt. Industrial Training Institute Karnal 125 K.M. Away From Delhi & 125 K.M. Away From Chandigarh Karnal – 132001, Haryana	09896241300
		Mr. Jaideep	Principal	Industrial Training Institute, Rohtak Circular Road, Rohtak Haryana	01262- 269574
		Mr. Rajender Kumar	Principal	Industrial Training Institute (ITI Women), Tosham, Haryana	09812414425

	Jammu & Kashmir	Mr. Iqbal Ahmed Kohli	Principal	Govt. Industrial Training Institute, Aknoor Road, Shakti-Nagar, Jammu, J&K	0191-2505361
		Mr. Khan	Principal	Industrial Training Institute, Srinagar, J&K	0194-2479930
Polytechnics	Madhya Pradesh	Mr. C.G Dabhu	Principal	Indore Women's Polytechnic College, Rajendra Nagar, Near AB Road. Indore-452012 (MP)	0731-232 1906
		Dr. Shashi Vikasit	Principal	Dr. B.R. Ambedkar Polytechnic College, Jhansi Road, Gwalior - 474009	0751-2320790
		Amar Dev Singh	Guest Faculty	Dr. B.R. Ambedkar Polytechnic College, Jhansi Road, Gwalior - 474009	08878266635
Schools	Himachal Pradesh	Mr. Jai Krishan Sharma	Principal	Jawahar Navodaya Vidyalaya, Theog District, Shimla, H.P	01783-238248
		Ms. Anurima Mazumdar	Principal	Central School for Tibetans, Chota Shimla, H.P	0177-2620677
	Madhya Pradesh	Mr. K.K. Tripathi	Principal	Jawahar Navodaya Vidyalaya Ratibad Bhopal M.P.-462042	0755-2896325
		Ms. Vedika Rahul	Faculty	Jawahar Navodaya Vidyalaya Ratibad Bhopal M.P.-462042	08964979361
		Ms. Kiran Dhodly	Principal	Kendriya Vidyalaya No. 1 Shakti Nagar, Gandhi Road, Gwalior (M.P) – 474002	0751 -2341208
	Delhi	Dr. O.S. Dhaka	Principal	Pitampura Sarvodaya Vidyalaya Block FU, G.P, Pitampura, Delhi – 110034	011-27344483
		Ms. Deepali Indora	Faculty-Vocational course on Tourism and Hospitality	Pitampura Sarvodaya Vidyalaya Block FU, G.P, Pitampura, Delhi – 110034	011-27344483
		Mr. R.K. Singh	Faculty-Vocational course on Tourism and Hospitality	Pitampura Sarvodaya Vidyalaya, Block FU, G.P, Pitampura, Delhi – 110034	011-27344483
		Mr. Ravinder Kumar	Principal	Shaheed Captain Sanjeev Dahiya Govt Sarvodaya Co-Ed Sr Sec School Sector 9, Rohini Delhi – 110085	011-27557516

		Mr. Neeraj Rana	Faculty-Vocational course on Tourism and Hospitality	Shaheed Captain Sanjeev Dahiya Govt Sarvodaya Co-Ed Sr Sec School Sector 9, Rohini Delhi – 110085	011-27557516
		Mr. Y.S. Negi	Principal	Sarvodaya Bal Vidyalaya, Delhi Cantt New Delhi, 110010	011-25692640
		Mr. Aditya	Faculty-Vocational course on Tourism and Hospitality	Sarvodaya Bal Vidyalaya, Delhi Cantt New Delhi, 110010	011-25692640
		Mr. C.S Azad	Principal	Kendriya Vidyalaya, Kamala Nehru Nagar, ALTTC/CPWD Training Academy, Hapur Road, Ghaziabad	0120-2789491
		Mr. Messe	Faculty-Vocational course on Tourism and Hospitality	Kendriya Vidyalaya, Kamala Nehru Nagar, ALTTC/CPWD Training Academy, Hapur Road, Ghaziabad	0120-2789491