Study to determine why the potential candidates are not interested in IITTM Bhubaneswar & to assess the potential of an IITTM centre in Bihar

Prepared by:

BIRD

Business & **I**ndustrial **R**esearch **D**ivision

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B.   Acknowledgement

We are thankful to the Ministry of Tourism, Government of India for assigning this study to determine why the potential candidates are not interested in IITTM Bhubaneswar & to assess the potential of an IITTM centre in Bihar. We are grateful to Shri Vinod Zutshi, the Secretary (Tourism) for this prestigious assignment.

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C.   Executive Summary

Background of the Study

Indian Institute of Tourism & Travel Management (IITTM) at Bhubaneswar is an autonomous organization of the Ministry of Tourism, Government of India. It offers education, training, research & consultancy in sustainable management of tourism, travel and other allied sectors. IITTM Bhubaneswar has a total student intake capacity of 186, of which only 21 students have sought admission. In this connection, the Ministry of Tourism decided to commission a study to assess why the prospective candidates are not taking admission. Similarly, the Ministry also wanted to assess the potential of an IITTM Centre in Bihar. The **B**usiness & **I**ndustrial **R**esearch **D**ivision (BIRD) of IMRB International was awarded the work to conduct the primary survey on 30th December 2014.

The objective of the study was ***"to determine why the potential candidates are not interested in IITTM Bhubaneswar and to assess the potential of an IITTM Centre in Bihar"***.

The sub-objectives of the study were as follows:

- Why the Bhubaneswar centre of IITTM is not able to attract students to fully subscribe to the available seats in the Institute,
- The reason due to which the potential candidates are not interested in joining centre of IITTM at Bhubaneswar, and,
- To evaluate the potential of establishing another centre of IITTM in Bihar vis-à-vis the student intake in Bhubaneswar centre.

Why are students not interested in IITTM Bhubaneswar?

This key question of the research is answered as bellow:

Why do students take admission in IITTMs?

As is expected, the single most important reason for students taking admissions in IITTMs is to make a career in the ever burgeoning tourism industry. There is a belief among students that doing an MBA in this sector will help them venture into entrepreneurship in the sector. Therefore, a high demand for MBA education, coupled with interest in tourism/travel sector, has led to a demand for IITTMs.

Students' Expectations from IITTM

Broadly, the list of facilities / attributes, which students expect from IITTMs, can be clubbed into 4-5 broad buckets. This is shown in figure below:
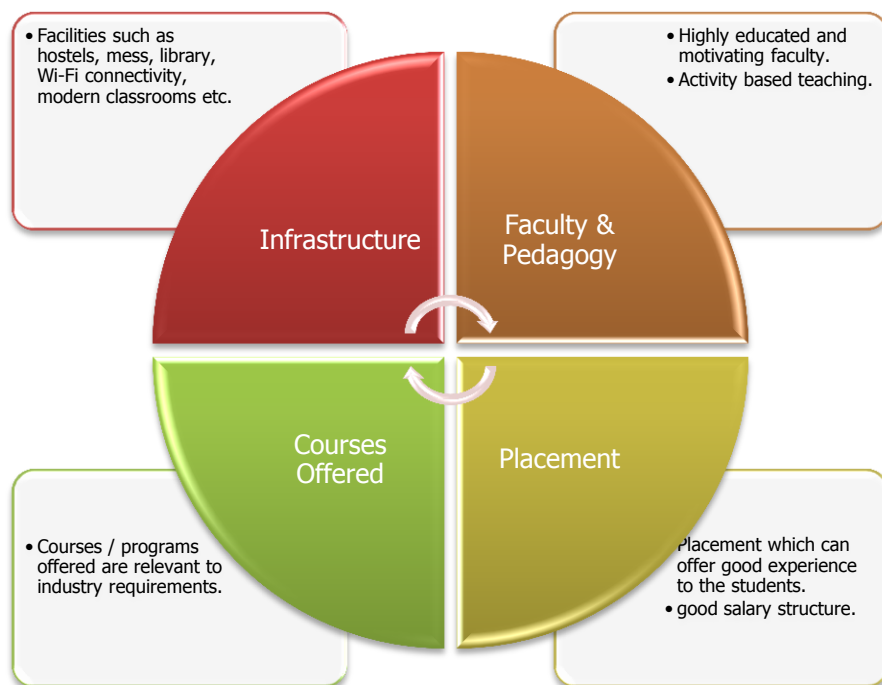
Students of all IITTM campuses were asked to select an attribute which they thought was most required of all in an IITTM campus. Similarly, they were asked to select an attribute which they thought is the least required in an IITTM campus. The results are given below:

List of Factors	Rank
Pedagogy (Includes practical exposure, field trips, usage of smart classrooms, regular updating of courses offered, guest lectures from academia/industry etc.)	**1**
Campus placements (Includes placements into reputed organizations and/or placements with good salary structure)	**2**
Infrastructure facilities (Includes institute building, classrooms, hostels, mess, co-curricular facilities / playgrounds / student clubs, library, Wi-Fi connection etc.)	**3**
Teachers/faculty (Includes qualification and experience of teachers/faculty)	**4**
Course/programs (I.e. programs/courses which are attractive to the industry and are interesting to learn)	**5**

At an overall level, pedagogy, i.e. teaching method, is considered to be the most required of all facilities / attributes in an IITTM campus. This is followed by campus placements, which is placed at rank 2. Infrastructure facilities at a campus are placed third while qualification/experience of teachers and course/programs offered by a campus are considered 'least important'.

In addition to the above factors, location of an institute, its cosmopolitan nature, facilities off the campus and avenues of rejuvenation a location offers, as also job/internship opportunities, safety etc., are also an important consideration while choosing an educational institution. However, these are largely external to the attributes / facilities of an institute and, hence, have not been considered in the list above.

Comparison of IITTM Campuses

Students of various IITTM campuses were also asked to rate the performance of their campuses on the above parameters. It may be noted that this section is based solely on students' opinion. Based on their responses, SWOT (strengths – weakness – opportunities – threats), based on the above findings, analysis for all the IITTM campuses is given below.

	IITTM Bhubaneswar	IITTM Gwalior	IITTM Nellore	IITTM Noida
Strengths *(High Importance & High Performance)*	• Pedagogy • Infrastructure facilities	• Qualification & experience of teachers • Course / programs	• Pedagogy • Qualification & experience of teachers	• Pedagogy • Campus placement
Weaknesses *(High Importance & Low Performance)*	• ---	• Campus placement • Pedagogy	• Infrastructure facilities • Campus placement	• ---
Opportunities *(Low Importance & High Performance)*	• Course / programs • Campus placement • Qualification & experience of teachers	• Infrastructure facilities •	• Course / programs	• Infrastructure facilities • Course / programs • Qualification & experience of teachers
Threats *(Low Importance & Low Performance)*	• ---	• ---	• ---	• ---

Which are the best and worst campuses?

IITTM students, across all campuses, were also asked to choose which campus they considered best and which they considered worst. IITTMs Noida, followed by IITTM Gwalior, are considered to be the top two campuses – with 57% and 36% of respondents respectively considering it best. Only 6% and 9% of respondents consider them worst.

Bhubaneswar is considered worst by most (47%) respondents. However, around 6% of the respondents also consider it best. IITTM Nellore on the other hand has no takers as best campus while 38% of respondents consider it worst.

Therefore, on a total score basis IITTMs Gwalior and Noida are the best campuses while Nellore is considered to be the worst campus.

Are students willing to shift from one campus to another?

Students were also given a hypothetical question as to 'if given a chance would they like to shift to any other campus of IITTM'.

Only around **23%** of the students who participated in the web-survey were found to be willing to shift to other IITTM campuses. Students who want to shift to Bhubaneswar or Nellore are primarily doing it to be near their homes. Therefore, most of the students (except two – who are from Haryana and Madhya Pradesh respectively) who want to shift to these campuses belong to Odisha & Bihar (in case of IITTM Bhubaneswar) and Andhra Pradesh & Telangana (in case of IITTM Nellore).

It may be noted that all the students from IITTM Bhubaneswar who participated in the web survey are either from Odisha itself or from neighbouring/nearby states of Bihar and Telangana. Therefore, none of these students has any intention to shift to any other campus.

Conclusion

Based on the discussions with students and faculty, it was found that IITTMs Gwalior and Noida scored high on all parameters. In fact, for applicants of IITTM, Gwalior and Noida campuses are considered to be dream destinations. The campuses of these centres are well established and are considered good in terms of their on-campus facilities and infrastructure. In addition to the above, both these campuses have adequate number of faculty to cater to the teaching requirements. In comparison, IITTM Bhubaneswar, being a newer centre of IITTM system, lacks in the number of faculty positions. Also, it has yet to build its 'brand' among the various campuses in terms of all the above factors.

However, one of the key factors which have led to the 'low popularity' of Bhubaneswar campus is the courses offered. MBA (Tourism & Travel) and MBA (Tourism & Leisure) are the top sought programmes among the applicants. While the former is available at Bhubaneswar campus, it has not yet been able to make itself comparable to Gwalior. However, this may have to do with the larger duration of time during which IITTM Gwalior has been in existence.

Another factor which works in favour of Noida and Gwalior campus are its location. While the former is in NCR itself, the latter is 3-4 hours away. This factor allows for a considerable opportunity in terms of experience and placement chances.

In addition to the above, another important factor which emerged while talking to faculty and students was the *reputation of the campus*. IITTMs at Gwalior and Noida are considered to be among the most reputed campuses of IITTMs. While all the above factors as above have a bearing on this, this also has a dependence on the long history of these two campuses, being the oldest in IITTM system. These two campuses have built up their reputation over last many years.

Therefore, it may be concluded that the reason for low interest in Bhubaneswar campus is not so much because of its 'unpopularity' but popularity of Gwalior and Noida campuses of IITTM. The high interest of applicants in these two campuses eclipses the demand for Bhubaneswar campus.

Requirement of IITTM Campus in Bihar

Demand-Supply Gap of Skilled Professionals in Eastern India

Based on qualitative interactions with stakeholders in the tourism industry, such as hotels, restaurants, tour operators etc., in eastern India it was found that there is a large demand-supply gap in terms of availability of trained / skilled professionals like travel managers, chefs, guides etc. *In general, stakeholders put this demand-supply gap to the tune of 40-60%.*

Skill Set Required from Trained Professionals

While different skill sets are required from professionals like travel manager, chefs, guides etc., the underlying theme is that of understanding of their trade, multi-skill availability and understanding of guest requirements.

For e.g. for a travel manager a complete understanding of destination as well as guest requirements and empathy is required. In the current scenario, fluency in multiple languages comes in handy.

A chef should not only have knowledge of multiple cuisines but also should be well versed in food costing / budgeting / planning. Team management (kitchen staff) is a must. So is adept handling of small as well as large portions.

Conclusion

Tourism and travel, as yet, is an unorganized industry in India. The requirement of manpower in this industry is more skill based (such as that of guides, chefs, tourist escorts, itinerary managers/planners, ticketing managers etc.) as compared to professional managers. While the demand for latter is bound to grow as the industry itself becomes more organized, the immediate demand is for the former.

Therefore, **the need for a high quality and reputed institute, such as IITTM, in the region was clearly felt.** While there were no clear preferences for the institute's location, most respondents, across segments, preferred Patna as a location. Some verbatim statements which highlight this are given below.

Bihar is considered to be a high value tourist destination due to considerable influx of tourists from Buddhist nations across the world. Needless to say, such destinations – on

development of their full potential – would create a huge employment opportunity for trained tourism and travel professionals like guides, chefs, escorts, tourist managers etc. This indicates a need for setting up of a centre for training and education of such professionals in Bihar which can cater to the demands of local populace towards skill based as well as professional training.

Apart from the local tourism potential, the success of an IITTM centre depends on the existence of large pool of students looking forward to enhancing their employability. In this regards, an IITTM centre in Bihar can attract the students from the state who use their education in tourism services and management to find better employment opportunities either in the state or elsewhere in the country.

Therefore, we feel that there is a good potential for an IITTM centre in Bihar which can provide skill based training to local populace to cater to the growing demands of the tourism industry in the region.

D.   Background of the Study

Indian Institute of Tourism & Travel Management (IITTM) at Bhubaneswar is an autonomous organization of the Ministry of Tourism, Government of India. It offers education, training, research & consultancy in sustainable management of tourism, travel and other allied sectors. IITTM campuses are established region wise with IITTM Bhubaneswar being the eastern India campus. Apart from Bhubaneswar, IITTM also has campuses at Gwalior, Noida, Goa and Nellore catering to central, northern, western and southern regions of India.

IITTM Bhubaneswar has a total student intake capacity of 186, of which only 21 students have sought admission. In this connection, the Ministry of Tourism decided to commission a study to assess why the prospective candidates are not taking admission. Similarly, the Ministry also wanted to assess the potential of an IITTM Centre in Bihar.

The Ministry, vide its RFP dated 27th March 2014, invited proposals to conduct primary survey to arrive at the above said assessment. The **B**usiness & **I**ndustrial **R**esearch **D**ivision (BIRD) of IMRB International was awarded the work to conduct the primary survey on 30th December 2014.

This document is the draft final report for the study.

E.   Objectives of the Study

The objective of the study was **"to determine why the potential candidates are not interested in IITTM Bhubaneswar and to assess the potential of an IITTM Centre in Bihar"**.

The sub-objectives of the study were as follows:

- Why the Bhubaneswar centre of IITTM is not able to attract students to fully subscribe to the available seats in the Institute,
- The reason due to which the potential candidates are not interested in joining centre of IITTM at Bhubaneswar, and,
- To evaluate the potential of establishing another centre of IITTM in Bihar vis-à-vis the student intake in Bhubaneswar centre.

F.   Research Methodology

Research Methodology

Different approach and methodology were used for undertaking each of the sub-objectives of the study. These are discussed below.

Reasons for Unpopularity of IITTM Bhubaneswar

The ideal approach of answering this objective would have been a huge sample survey conducted across India among prospective applicants (i.e. graduates or to-be graduates of all streams). However, this was deemed to have a very high time and cost intensive exercise and may not yield corresponding results.

An alternate methodology, which was used during the study, involved the following steps:

Firstly, the aim was to understand the perspective of current students of all campuses of IITTM (Bhubaneswar, Gwalior, NOIDA and Nellore) as to why they chose one campus over another. Thus, IMRB conducted around 4 focus group discussions with 10-12 students each at each of the IITTM campuses. A varied group of students was picked up from each campus to participate in FGDs. Fresher, senior, academically bright & not-so-bright (mediocre), students from various geographies, background, streams, male/female students were included in FGDs to capture wide range of opinions and make voices representative of the universe.

FGD helped us understand the following aspects:

- Why do students take admission in IITTM?
- What are / were the students' expectations on joining? To what extent are they getting fulfilled?
- Why did the students chose / did not chose a particular campus of IITTM?

A similar focus group discussion was conducted among the teachers and administrative staff of each IITTM campus to enrich the information further. Participants were chosen from various departments and an adequate mix of male-female & senior & junior teachers were ensured. This gave a varied understanding and would bring in aspects of both experience and well as fresh enthusiasm.

These group discussions brought out the reasons as to why students do not select IITTM Bhubaneswar as compared to other centres.

The focus group discussions with the students were used to prepare and launch a web-survey which was sent to all the current students in the campus (subject to database being

provided by each campus). This web-survey helped to quantify and validate the findings as obtained in the focus group discussions.

Potential of IITTM Centre in Bihar

During the conduction of focus group discussions with current students and staff preference (and reasons thereof) for an IITTM centre in Bihar was also sought. This helped us understand the potential of an IITTM centre in Bihar.

In addition to the above, in-depth interviews were also conducted with tour operators / travel agents, hotels / accommodations and restaurants in Bihar, Odisha and West Bengal i.e. those states which would be prospective employment zones of students passing out from IITTM in Bihar. It was also envisaged to cover up to 3 (subject to existence) institutions in Bihar offering courses similar to IITTM. The objective of these in-depth interviews was to further validate the findings related to this objective.

Sample Covered

Sample size covered for various modules of the study is shown subsequently.

Sample Size for Focus Group Discussions (FGDs)

Table below shows the sample size achieved for focus group discussions conduced with current students and staff of each IITTM campus.

Segments	Allotted Sample Size (Number of FGDs[1])				Achieved Sample Size (Number of FGDs)			
	BHU[2]	GWL[3]	NEL[4]	NOI[5]	BHU	GWL	NEL[6]	NOI
Current students	4	4	4	4	4	4	2	4
Staff	1	1	1	1	1	1	1	1
Total	**5**	**5**	**5**	**5**	**5**	**5**	**3**	**5**

Sample Size for In-Depth Interviews (IDIs)

Table below shows the sample size for various segments covered during the study.

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[1] *Each focus group discussion had 8-12 participants. Each FGD had a mix of male / female participant, various courses etc.*
[2] *BUHL: Bhubaneswar*
[3] *GWL: Gwalior*
[4] *NEL: Nellore*
[5] *NOI: Noida*
[6] *Due to less number of students enrolled in IITTM Nellore only two FGDs were conducted.*

Segments	Allotted Sample Size			Achieved Sample Size		
	Bihar	Odisha	West Bengal	Bihar	Odisha	West Bengal
Tour operators/travel agents	5	5	5	5	5	5
Hotels/accommodations	5	5	5	5	5	5
Restaurants	5	5	5	5	5	5
Similar Institutions	As available (Max 3)[7]	--	--	1	--	--
Total	**15 – 18**	**15**	**15**	**16**	**15**	**15**

Sample Size for Web-Survey Among Current Students

Sample size for past applicants / present students at IITTM was 400 subject to availability of database (of past applicants / present students) with name and email id. The database was to be provided by respective IITTM campuses.

Table below gives the number of student details provided by each campus and number of completed web-surveys (email invite was sent to all the students in the database).

IITTM Campus	Database Size[8] (Universe Size)	Web-Survey Invites[9] (Intended Sample Size)	Completed Web-Surveys (Achieved Sample Size)
Bhubaneswar	67	67	6 (9%)
Gwalior	12	12	4 (33%)
Nellore	8	8	3 (38%)
Noida	165	165	34 (21%)
Total	**252**	**252**	**47 (19%)**

In a typical web-survey (other studies in general), a response rate of around 10% is considered good. While, in view of respondent concentration across 4 campuses, we were expecting an even better response rate, even the above response rates can be considered to be a good achievement. These were achieved after multiple (more than 5) follow-ups / reminders to the respondents. While the participation in the survey was purely voluntary, the management of these campuses were also repeatedly requested to encourage the students to participate in the web-survey.

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[7] *Only one institution (Dr. Zakir Hussain Institute, http://www.zhi.org.in/site/) was found to be offering courses similar to IITTMs in Bihar. Primary survey was conducted with the Director and senior professor in-charge of placement in the institute.*
[8] *As provided by the management / staff of respective IITTM campus.*
[9] *Web-survey invites were sent to all the students in the database as provided by respective IITTM campuses.*

G.   Findings from the Study

The key findings from the study are as follows:

Background: About IITTMs

Indian Institute of Tourism & Travel Management (IITTM) is an autonomous organization of the Ministry of Tourism of Government of India. It is considered one of the premier institutes in the country offering education, training, research & consultancy in management of tourism and allied sectors.

IITTM was founded in 1983 and currently comprises of 4 campuses – at Gwalior, Noida, Bhubaneswar and Nellore. Courses offered by various campuses of IITTMs are as follows:

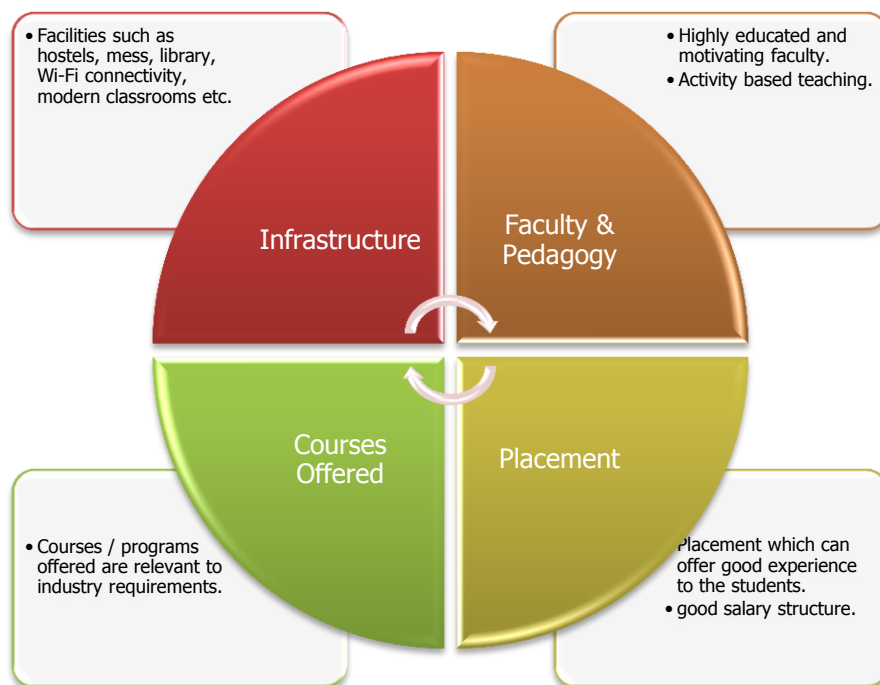| Courses Offered	IITTM Gwalior	IITTM Bhubaneswar	IITTM Noida	IITTM Nellore
MBA (Tourism & Travel)	√	√		
MBA (International Business)	√	√		
MBA (Services Sector)	√			
MBA (Tourism & Leisure)			√	
MBA (Tourism & Cargo)				√

Why do students take admission in IITTMs?

As is expected, the single most important reason for students taking admissions in IITTMs is to make a career in the ever burgeoning tourism industry. While there are some vocational institutes across India offering skill based training, the IITTMs basically offer a Masters in Business Administration (MBA) with specialization in tourism / travel related sector. There is a belief among students that doing an MBA in this sector will help them venture into entrepreneurship in the sector. Therefore, a high demand for MBA education, coupled with interest in tourism/travel sector, has led to a demand for IITTMs.

Students' Expectations from IITTM

Primary survey using both qualitative (focus group discussions) and quantitative (online survey) methods was conducted among students and teaching staff. During the course of the survey, the respondents were asked to list out and prioritize various attributes / facilities which an IITTM campus should have to help students achieve their career goals. Broadly, the list of facilities / attributes can be clubbed into 4-5 broad buckets. This is shown in figure below:

- Facilities such as hostels, mess, library, Wi-Fi connectivity, modern classrooms etc.

- Highly educated and motivating faculty.
- Activity based teaching.

Infrastructure

Faculty & Pedagogy

Courses Offered

Placement

- Courses / programs offered are relevant to industry requirements.

- Placement which can offer good experience to the students.
- good salary structure.

The above buckets are explained below:

Infrastructure

Infrastructure has a large connotation when it comes to an educational institution. It comprises institute building, classrooms, hostels, mess, co-curricular facilities / playgrounds / student clubs, library, Wi-Fi connection etc. These can be considered as a physical / hard aspect of the attributes.

Faculty & Pedagogy

Good, trained, experienced and highly motivational faculty form the bedrock of any educational institution. This also extends to pedagogy i.e. how a subject is taught. In the tourism/travel sector, pedagogy has to be more practice oriented and activity based rather than a simple classroom coaching. Students prefer a tourism/travel course which is punctuated by regular field-visits, event management activities etc. This allows them to engage themselves more meaningfully in order to gain relevant expertise for a career in the sector.

Courses Offered

Certain courses are more popular than others. This may be due to the better faculty, attractive pedagogy, high demand in job market etc. In case of IITTMs, it was found that MBAs in Tourism & Travel (TT) and Tourism and Leisure (TL) are more popular than the others. There are some new courses such as Services, International Tourism Business and Cargo Management which are not so popular.

Placements

Job market placements, both in terms of experience that it provides to the students and the remuneration, are an important consideration when an applicant chooses an educational institute. Ultimately, it is dependent on the other factors as identified above as also the general market conditions and demand.

Students of all IITTM campuses were asked to select an attribute which they thought was most required of all in an IITTM campus. Similarly, they were asked to select an attribute which they thought is the least required in an IITTM campus. The results of the question are shown in chart below.
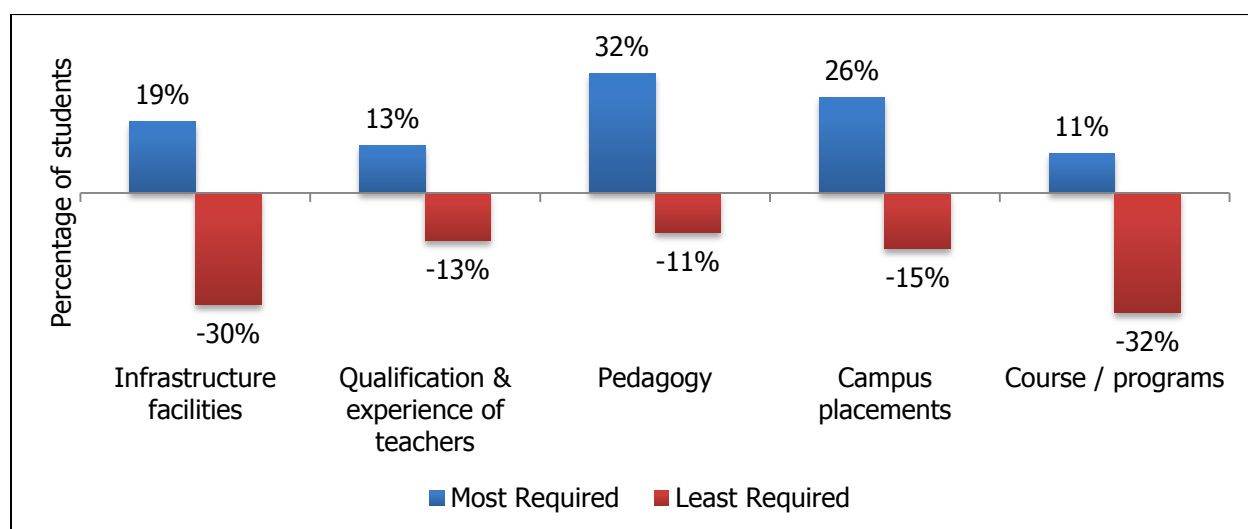
Pedagogy is considered to be a most required attribute by maximum number of students followed by campus placements. Courses / programs offered at the campus is one of the 'least required' attribute of any campus. The above results are ranked below.

List of Factors	Rank
Pedagogy (Includes practical exposure, field trips, usage of smart classrooms, regular updating of courses offered, guest lectures from academia/industry etc.)	1
Campus placements (Includes placements into reputed organizations and/or placements with good salary structure)	2
Infrastructure facilities (Includes institute building, classrooms, hostels, mess, co-curricular facilities / playgrounds / student clubs, library, Wi-Fi connection etc.)	3
Teachers/faculty (Includes qualification and experience of teachers/faculty)	4
Course/programs	5

(I.e. programs/courses which are attractive to the industry and are interesting to learn)	

At an overall level, pedagogy, i.e. teaching method, is considered to be the most required of all facilities / attributes in an IITTM campus. This is followed by campus placements, which is placed at rank 2. Infrastructure facilities at a campus are placed third while qualification/experience of teachers and course/programs offered by a campus are considered 'least important'.

In addition to the above factors, location of an institute, its cosmopolitan nature, facilities off the campus and avenues of rejuvenation a location offers, as also job/internship opportunities, safety etc., are also an important consideration while choosing an educational institution. However, these are largely external to the attributes / facilities of an institute and, hence, have not been considered in the list above.

Comparison of IITTM Campuses

This section compares various IITTM campuses on their performance and students' opinion and preference about them. It may be noted that this section is based solely on students' opinion and, hence, should be read as such.

How do various IITTM campuses fare on key parameters?

In order to understand the performance of any IITTM campus on key parameters (as identified above) the students were asked to rate five statements, pertaining to key parameters, on a scale of 5. On this scale 1 meant 'Totally Disagree' while 5 meant 'Totally Agree'. The statements are as given below:

1. At an overall level, this IITTM campus has very good infrastructure facilities i.e. good institute building, classrooms, hostels, mess, co-curricular facilities / playgrounds / students clubs, library, Wi-Fi connection etc.
2. At an overall level, this IITTM campus has very good teachers and faculty i.e. the faculty / teachers are highly qualified and experienced and serve as excellent mentors to the students.
3. At an overall level, this IITTM campus follows a relevant and engaging pedagogy to deliver its courses / programs i.e. it uses practical exposure, field trips in addition to regular classrooms. Also, classrooms are smart and hi-tech and use technology such as projectors etc. In addition, the courses offered gets regularly updated and regular guest lectures by people from academia/industry are organized.
4. At an overall level, this IITTM campus has good placement record i.e. reputed organizations come here to place the students. Also, students get good salaries / remunerations on joining these organizations.
5. At an overall level, this IITTM campus has such courses and programs which are attractive to industry and are also interesting to learn.

The scores obtained for each of the statements and for each of the campuses were plotted on an X-Y scatter chart. The X-axis of the scatter plot mapped increasing level of importance of a particular key parameter (as obtained in the previous section). The Y-axis of the plot mapped increasing level of performance on the parameter (as shown by the level of agreement to the above five statements).

The scatter plot was divided into four quadrants as below.

These quadrants depicted:
- Low importance and low performance,
- Low importance and high performance,
- High importance and low performance, and,
- High importance and high performance

It may be noted that below scores are based on feedback of students from <u>that campus</u> only and not all respondents.

The series of charts shown subsequently are for individual IITTM campuses. For e.g. the performance of IITTM Bhubaneswar on key parameters is shown below:

Performance of IITTM Bhubaneswar on Key Parameters

Level of performance -->

Courses / programmes

Qualification / experience of teachers

Pedagogy

Infrastructure facilities

Campus placement

Level of importance -->
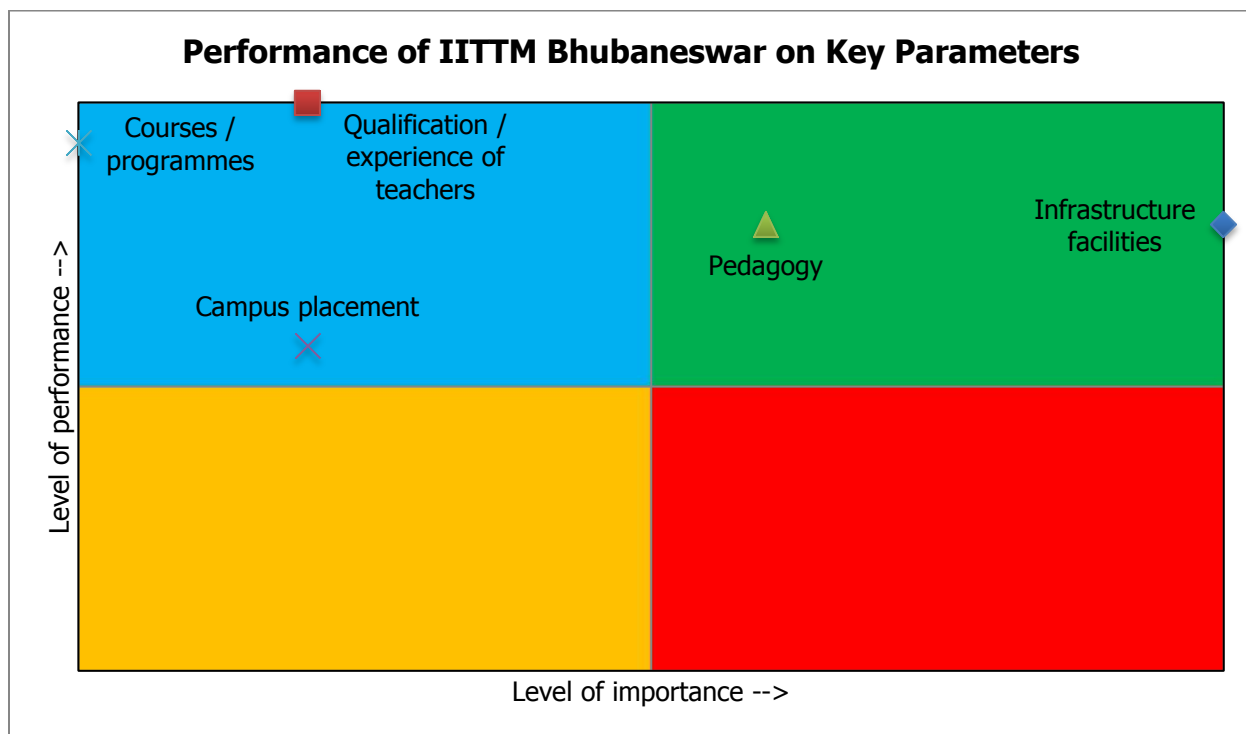
IITTM Bhubaneswar strengths are its infrastructure facilities and pedagogy. At this stage, the students at this campus do not place much importance on course / programmes, qualification / experience of teachers and campus placements – but are reasonably satisfied with the campus performance on these.

Performance of IITTM Gwalior, on key parameters, is shown in chart below.

## Performance of IITTM Gwalior on Key Parameters
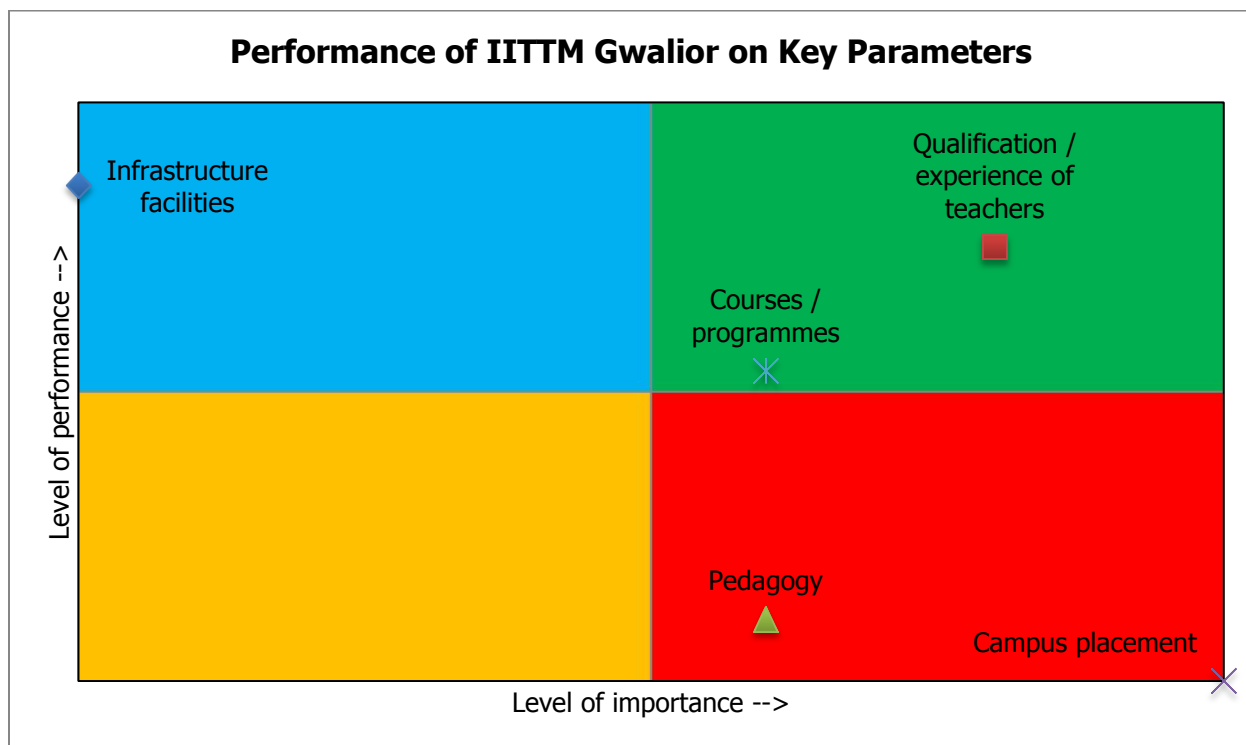
Students of IITTM Gwalior place high importance on almost all factors except infrastructure facilities. While qualification / experience of teachers and courses / programmes are a delight factor here, students are not very satisfied on the pedagogy and campus placement.

Performance of IITTM Nellore, on key parameters, is shown in chart below.

Performance of IITTM Nellore on Key Parameters

Level of performance -->

Courses / programmes

Pedagogy ▲

Qualification / experience of teachers

Infrastructure facilities

Campus placement

Level of importance -->
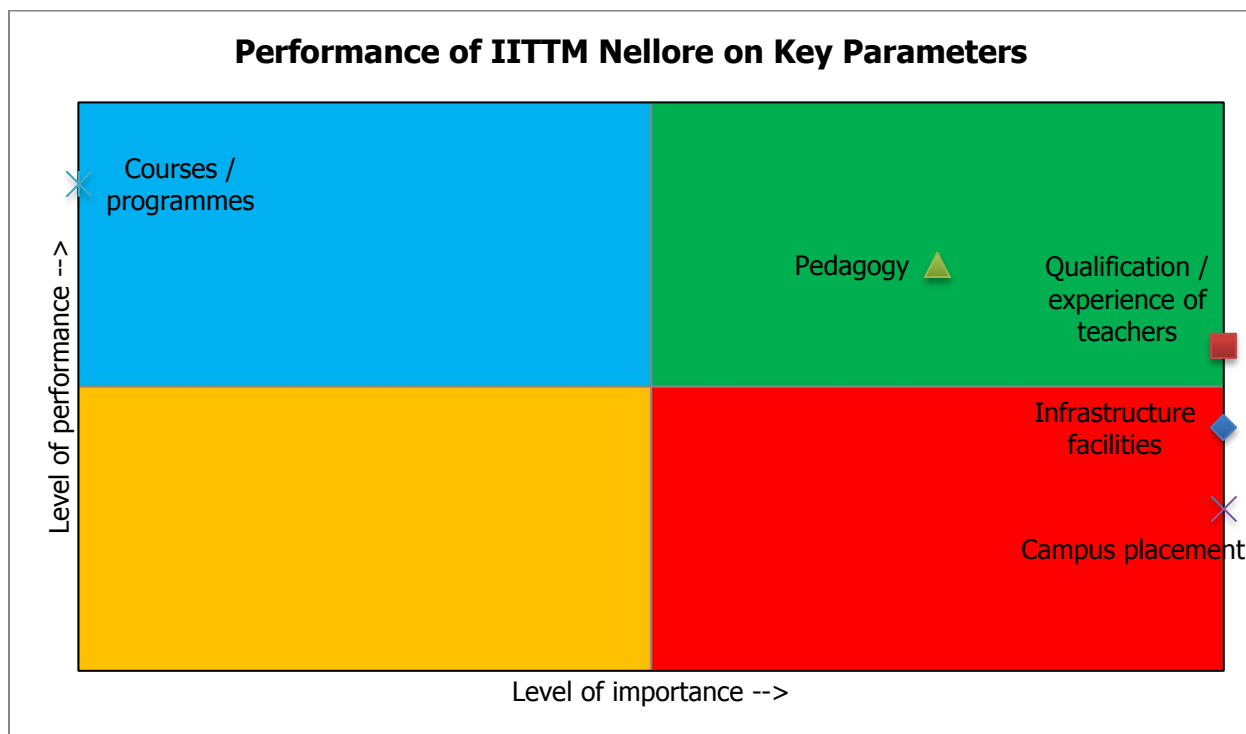
For students of IITTM Nellore, pedagogy and qualification / experience of teachers are a high importance as well as high satisfaction parameters. However, the campus scores low on infrastructure facilities and campus placement. Students are reasonably satisfied with courses / programmes offered.

Performance of IITTM Noida, on key parameters, is shown in chart below.

Performance of IITTM Noida on Key Parameters

Courses / programmes

Qualification / experience of teachers

Infrastructure facilities

Pedagogy

Campus placement

Level of performance -->

Level of importance -->
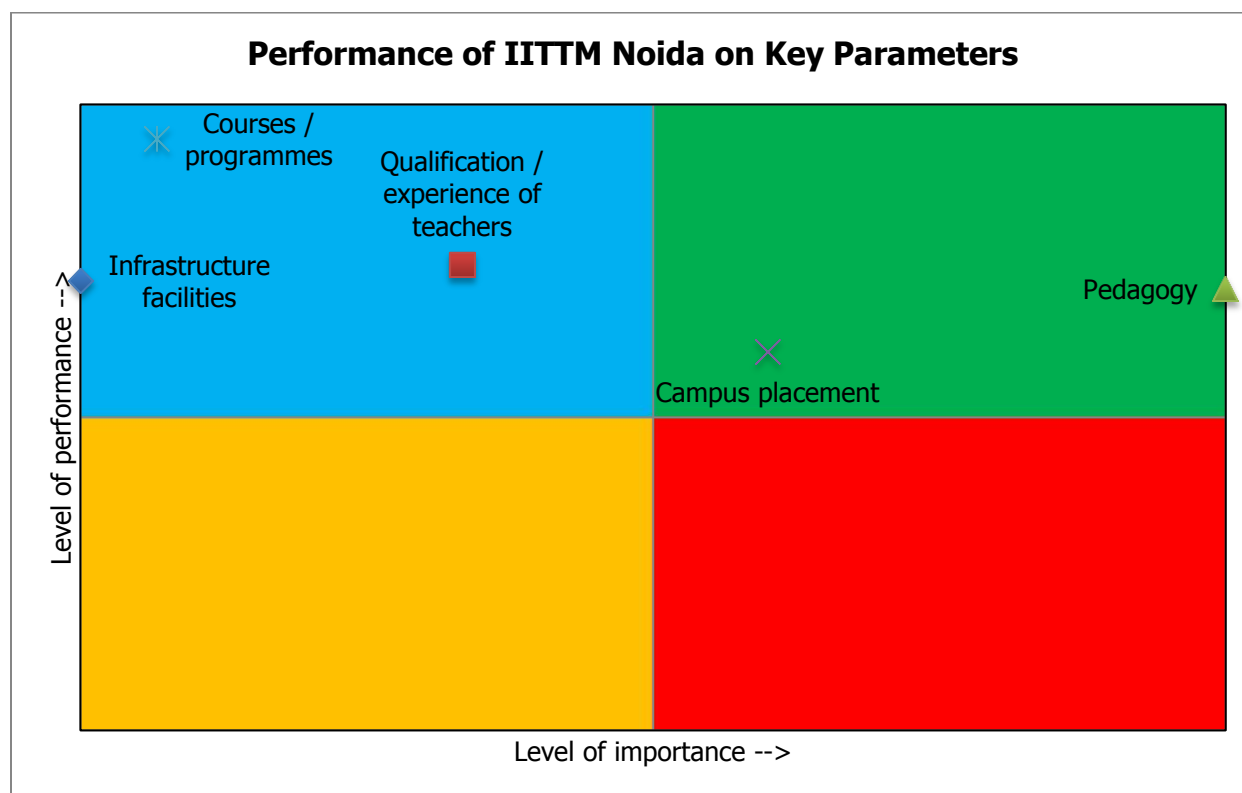
IITTM Noida has performed well in all aspects. Its key strengths are pedagogy and campus placement. While the students here do not place much importance on other parameters, they are highly satisfied on these.
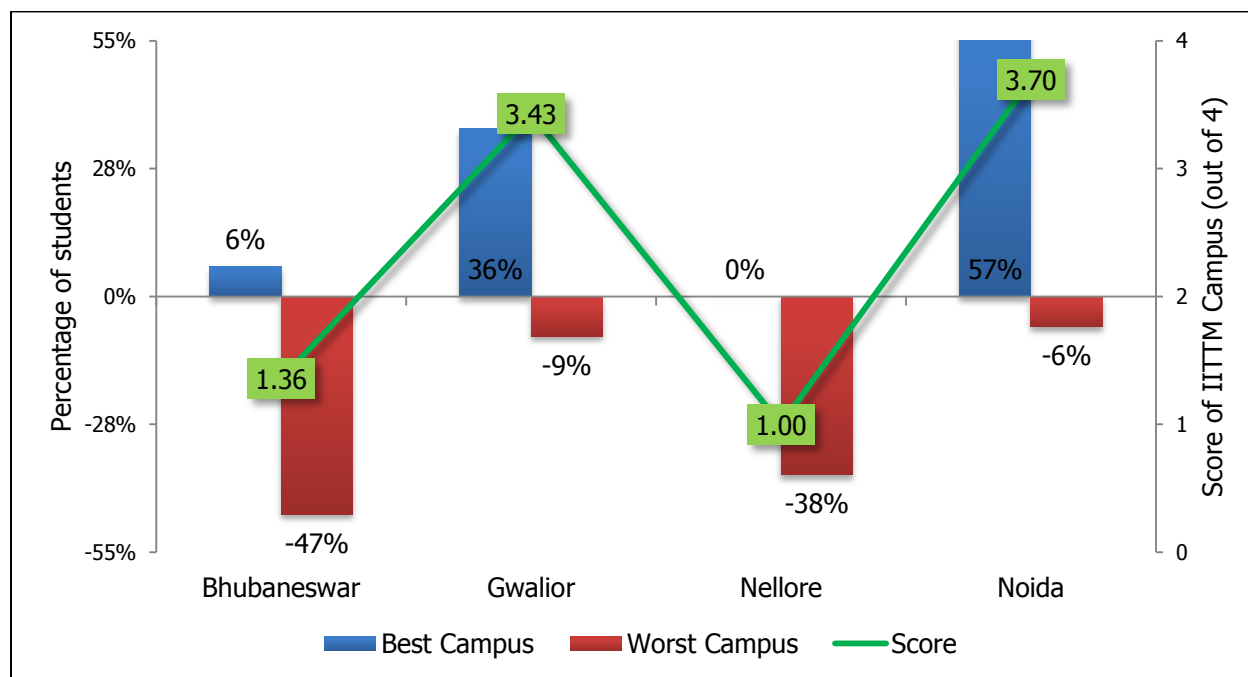
A SWOT (strengths – weakness – opportunities – threats), based on the above findings, analysis for all the IITTM campuses is given below.

	IITTM Bhubaneswar	IITTM Gwalior	IITTM Nellore	IITTM Noida
Strengths *(High Importance & High Performance)*	• Pedagogy • Infrastructure facilities	• Qualification & experience of teachers • Course / programs	• Pedagogy • Qualification & experience of teachers	• Pedagogy • Campus placement
Weaknesses *(High Importance & Low Performance)*	• ---	• Campus placement • Pedagogy	• Infrastructure facilities • Campus placement	• ---
Opportunities *(Low Importance & High Performance)*	• Course / programs • Campus placement • Qualification & experience of teachers	• Infrastructure facilities •	• Course / programs	• Infrastructure facilities • Course / programs • Qualification & experience of teachers
Threats *(Low Importance & Low Performance)*	• ---	• ---	• ---	• ---

Which are the best and worst campuses?

IITTM students, across all campuses, were also asked to choose which campus they considered best and which they considered worst. The chart below shows the percentage of respondents who chose a particular campus as best as well as those who chose it as worst. A mean score (on a scale of 4) is also given for each campus.

IITTMs Noida, followed by IITTM Gwalior, are considered to be the top two campuses – with 57% and 36% of respondents respectively considering it best. Only 6% and 9% of respondents consider them worst.

Bhubaneswar is considered worst by most (47%) respondents. However, around 6% of the respondents also consider it best. IITTM Nellore on the other hand has no takers as best campus while 38% of respondents consider it worst.

Therefore, on a total score basis IITTMs Gwalior and Noida are the best campuses while Nellore is considered to be the worst campus.

Are students willing to shift from one campus to another?

Students were also given a hypothetical question as to 'if given a chance would they like to shift to any other campus of IITTM'.

Only around **23%** of the students who participated in the web-survey were found to be willing to shift to other IITTM campuses. Table below shows the percentage of students who were willing to shift from one campus to another.

	To Bhubaneswar	To Gwalior	To Nellore	To Noida	Total From
From Bhubaneswar	--	--	--	--	**--**
From Gwalior	--	--	--	27%	**27%**
From Nellore	9%	9%	--	9%	**27%**
From Noida	9%	27%	9%	--	**45%**
Total To	**18%**	**36%**	**9%**	**36%**	**100%**

Students who want to shift to Bhubaneswar or Nellore are primarily doing it to be near their homes. Therefore, most of the students (except two – who are from Haryana and Madhya Pradesh respectively) who want to shift to these campuses belong to Odisha & Bihar (in case of IITTM Bhubaneswar) and Andhra Pradesh & Telangana (in case of IITTM Nellore).

It may be noted that all the students from IITTM Bhubaneswar who participated in the web survey are either from Odisha itself or from neighbouring/nearby states of Bihar and Telangana. Therefore, none of these students has any intention to shift to any other campus.

Requirement of IITTM Campus in Bihar

Demand-Supply Gap of Skilled Professionals in Eastern India

Based on qualitative interactions with stakeholders in the tourism industry, such as hotels, restaurants, tour operators etc., in eastern India it was found that there is a large demand-supply gap in terms of availability of trained / skilled professionals like travel managers, chefs, guides etc. ***In general, stakeholders put this demand-supply gap to the tune of 40-60%.***

Some of the verbatim statements from the stakeholders are given below as an illustration.

"It is very difficult to find skilled people (in Eastern India). Usually we have to look to Delhi and Mumbai to find people."

– Hotel

"Retaining a trained staff is one of the big challenges. Due to high demand the attrition rate of such skilled staff is very high."

– Restaurant

"Requirement (of skilled personnel) is definitely there. If I take 10 interviews I am only able to find one person who is suitable."

– Tour Operator

Skill Set Required from Trained Professionals

While different skill sets are required from professionals like travel manager, chefs, guides etc., the underlying theme is that of understanding of their trade, multi-skill availability and understanding of guest requirements.

For e.g. for a travel manager a complete understanding of destination as well as guest requirements and empathy is required. In the current scenario, fluency in multiple languages comes in handy.

> *"Usually the issue is of language issue when the guest cannot speak English. In such a case multi-language capabilities come in handy."*
>
> ***- Hotel***

> *"We need knowledgeable people as the guests rely completely on us. Each and every detail of the destination must be known by travel managers."*
>
> ***– Tour Operators***

For a guide, a complete knowledge of local area including history, geography, facilities, and places is a must. Again fluency in multiple languages is an added advantage.

> *"For e.g. if you go to Kerala and are a Bengali and the guide tells you about a good Bengali restaurant, you would be pleased. If the guide is fluent in multiple languages then that pleases the tourist."*
>
> ***– Tour Operator***

A chef should not only have knowledge of multiple cuisines but also should be well versed in food costing / budgeting / planning. Team management (kitchen staff) is a must. So is adept handling of small as well as large portions.

> *"A bar tender is called a bar doctor. This is because the person must know exactly what drink to give to a person considering the health and other conditions. This comes only through training."*
>
> ***– Restaurant***

> *"A chef should not only be good in cooking but also be good at interacting with people who come to the restaurant. He should prepare the food from his heart and then serve it to the guest."*
>
> ***- Restaurant***

> *"I believe, at an overall level, more practical experience is what is required instead of just theory."*
>
> ***– Restaurant***

Requirement of Tourism Institutes in Eastern India/Bihar

Tourism and travel, as yet, is an unorganized industry in India. The requirement of manpower in this industry is more skill based (such as that of guides, chefs, tourist escorts, itinerary managers/planners, ticketing managers etc.) as compared to professional managers. While the demand for latter is bound to grow as the industry itself becomes more organized, the immediate demand is for the former.

Therefore, **the need for a high quality and reputed institute, such as IITTM, in the region was clearly felt.** While there were no clear preferences for the institute's location, most respondents, across segments, preferred Patna as a location. Some verbatim statements which highlight this are given below.

> *"A good & trained staff is always required."*
>
> *- Hotel*

> *"Yes, we need a lot of trained people like chefs and other professionals who will understand their guests. We have people who are trained in management schools. But training in management school and practical training is quite different. Practical training should be focused upon."*
>
> *- Hotel*

> *"If more people come from such institutes (IITTMs) the service standard of the industry would increase leading to more business generation."*
>
> *- Hotel*

> *"A trained professional would make a big difference. They will be able to better fulfil desires of customers. Skilled professional who has a good knowledge about the local places and its local history is much required."*
>
> *– Hotel*

Some respondents clearly point to the need of an institute offering a thoroughly professional diploma/degree.

> *"An ideal institute does not mean one that provides just 15 days or 6 months training. Ideally there should be degree and diploma courses of 2 to 3 years. Then only proper learning will happen."*
>
> *– Restaurant*

The above views are also evinced and supported by director and senior professor of a private institute offering tourism/travel related course similar to that offered at IITTMs. They are also of the view that the students of such courses eventually end up in hospitality industry and therefore there is a need for vocational courses in this sector.

H.   Conclusions

Reasons for Unpopularity of IITTM Bhubaneswar

Based on the discussions with students and faculty, it was found that IITTMs Gwalior and Noida scored high on all parameters. In fact, for applicants of IITTM, Gwalior and Noida campuses are considered to be dream destinations. The campuses of these centres are well established and are considered good in terms of their on-campus facilities and infrastructure. In addition to the above, both these campuses have adequate number of faculty to cater to the teaching requirements. In comparison, IITTM Bhubaneswar, being a newer centre of IITTM system, lacks in the number of faculty positions. Also, it has yet to build its 'brand' among the various campuses in terms of all the above factors.

However, one of the key factors which has led to the 'low popularity' of Bhubaneswar campus is the courses offered. MBA (Tourism & Travel) and MBA (Tourism & Leisure) are the top sought programmes among the applicants. While the former is available at Bhubaneswar campus, it has not yet been able to make itself comparable to Gwalior. However, this may have to do with the larger duration of time during which IITTM Gwalior has been in existence.

Another factor which works in favour of Noida and Gwalior campus are its location. While the former is in NCR itself, the latter is 3-4 hours away. This factor allows for a considerable opportunity in terms of experience and placement chances.

In addition to the above, another important factor which emerged while talking to faculty and students was the *reputation of the campus*. IITTMs at Gwalior and Noida are considered to be among the most reputed campuses of IITTMs. While all the above factors as above have a bearing on this, this also has a dependence on the long history of these two campuses, being the oldest in IITTM system. These two campuses have built up their reputation over last many years.

Therefore, it may be concluded that the reason for low interest in Bhubaneswar campus is not so much because of its 'unpopularity' but popularity of Gwalior and Noida campuses of IITTM. The high interest of applicants in these two campuses eclipses the demand for Bhubaneswar campus.

Potential of an IITTM Centre in Bihar

Bihar is considered to be a high value tourist destination due to considerable influx of tourists from Buddhist nations across the world. This is due to the fact that 4 major holy sites linked to the life of Gautama Buddha, the founder of Buddhism, are centred in and around Bihar. These are Lumbini (Nepal), Gaya (Bihar), Sarnath (Uttar Pradesh) and Kushinagar (Uttar Pradesh). These sites – together called the Buddhist Circuit – are one of the popular tourist destinations.

Needless to say, such destinations – on development of their full potential – would create a huge employment opportunity for trained tourism and travel professionals like guides, chefs, escorts, tourist managers etc. This indicates a need for setting up of a centre for training and education of such professionals in Bihar which can cater to the demands of local populace towards skill based as well as professional training.

Apart from the local tourism potential, the success of an IITTM centre depends on the existence of large pool of students looking forward to enhancing their employability. In this regards, an IITTM centre in Bihar can attract the students from the state who use their education in tourism services and management to find better employment opportunities either in the state or elsewhere in the country.

It may be noted that during our interaction with various stakeholders of the industry, it was realized that tourism and travel, as yet, is an unorganized industry in India. The requirement of manpower in this industry is more skill based (such as that of guides, chefs, tourist escorts, itinerary managers/planners, ticketing managers etc.) as compared to professional managers. While the demand for latter is bound to grow as the industry itself becomes more organized, the immediate demand is for the former.

Therefore, we feel that there is a good potential for an IITTM centre in Bihar which can provide skill based training to local populace to cater to the growing demands of the tourism industry in the region.

I. Key Contacts

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