



The status of Tourism Education in India: An Evaluation

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ABSTRACT

Tourism has grown by leaps and bounds in the last six decades with tourist arrivals worldwide increasing from 25 million in 1950 to 1184 million in 2015. The industry is highly labour intensive with huge magnitude of human resources needed for this sunrise industry. According to UNWTO Tourism Highlights, 2014 tourism contributes to 6% of the world's exports, 1 in 11 jobs, 9% of the GDP (Direct, Indirect and induced impact). The growth of the Tourism Sector is greatly attributed to the skilled human resource which is made available by the Tourism Education Institutes running across various levels (Central Institutes, Central Universities, State Universities). An attempt has been made to provide a thorough status of Tourism Education in India and suggest ways to improve the research aspect in Tourism and bridging the gap between the requirement of the Tourism Industry and the outcome of the tourism programs presently running in India.

KEYWORDS : Tourism, Education, India

Objectives:

- To provide a thorough status of Tourism Education in India
- To suggest ways to improve the research in Tourism education and bridge the gap between requirement of the tourism industry and the outcome of the tourism programmes running in India.

Tourism Scenario in India:

India is the 7th largest country in the world occupying 2.4% of the total geographical area of the earth and accommodates 1.3 billion people which is 17.5% of the total world population. India has plethora of tourist attraction which includes an intermix of cultural and natural sites. It has 32 UNESCO World Heritage Sites and ranked 7th overall after Italy, China, Spain, France, Germany and Mexico. In spite of being branded as land of all seasons and for all reasons India is not able to market itself as a major tourist attraction of the World though the last decade has been pretty inspiring both in terms of International Tourist Arrivals and earning the valuable foreign exchange from tourism activity. Tourism through in the initial phases was never the priority area of the Indian Government but learnt lesson from the successful case studies of developed nations such as France, USA, Spain, Italy, Switzerland to name a few. These countries have used the tourism potential to the fullest by understanding the true potential of Tourism as a major instrument of economic development, poverty alleviation, social upliftment, sustainable development and international understanding. Various Tourism Policies beginning with the first National Tourism Policy (1982), National Action Plan (1992), 2nd National Tourism Policy (2002) followed by the Incredible India Campaign (2002) were influential in projecting the benefits the tourism sector can accrue and will help in the generation of the valuable foreign exchange from Tourism. Other promotional schemes such as the visa on arrival facility, Electronic Tourist Authorization and electronic tourist visa have helped to project India as a major tourist destination catering to more than 150 countries. Though our rankings have steadied in the top 40 countries in terms of International Tourist Arrivals but in terms of the International Tourism Receipts we are now ranked in the top 15 countries of the world earning the valuable foreign exchange from the tourism activities and by 2050 it is expected that India will be one of the top tourist destinations of the World.

Scenario of the Tourism Education Globally

There has been a phenomenal growth in the Tourism Education on global basis in the last four decades. This is due to many factors such as the burgeoning Tourism Industry, economic restructuring and reconstruction post 1945. As the tourism industry catapulted and became more specialized and organized there was an urgent need for trained human resource in the Tourism Sector.

There has been minimum research in this arena. The growth in tourism education was minimum in the 1970s with majority of the

institutions had prime focus on Hospitality courses and undergraduate degrees often included tourism along with hospitality. Australia launched specific tourism degree related course as late as in the latter half of 1980s and their growth escalated in the last three decades. Similar trends were witnessed in the USA, UK and more recently in Brazil, China and India. In addition a number of research projects and discussions have focused on comparisons with other countries, such as the United Kingdom (King, 1990; Wise, 1978), New Zealand and the South Pacific (King, 1990, 1996), Hong Kong (King et al., 2003), and China (Craig-Smith & Ding, 2007).

Tourism Education in India

Diploma courses were initially launched in India in the late 1970s by HNB Garhwal University. Slowly and steadily many other universities came forward to offer courses at diploma and Post Diploma Level. Government of India under its tourism ministry wing has initiated an autonomous Indian Institute of Tourism & Travel Management (IITTM) in Gwalior during 80's. The Indian Institute of Tourism and Travel Management (IITTM), an autonomous organisation of the Ministry of Tourism, Government of India, is one of the premier institutes in the country offering education, training, research and consultancy in sustainable management of tourism, travel and allied sectors. The IITTM came into being on 18th January 1983 with its registration at New Delhi.

The IITTM has its headquarters at Gwalior (set up in 1992) with centres at Bhubaneswar (set up in 1996) and Noida. The Noida centre is functioning from PUSA (Jan. 2007). In the year 2004, the National Institute of Water Sports (NIWS), Goa was also incorporated in the IITTM. It has been decided to set up another centre of the IITTM at Nellore in Andhra Pradesh. The IITTM is a member of the Asia Pacific Education Training Institutes in Tourism (APETIT), promoted by United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP).

Masters Programme in Tourism was firstly launched by Kurukshetra University Haryana in early 90's subsequently by HP University Shimla, Devi Ahilya Vishwavidyalaya, Indore HNB Garhwal University, Bundelkhand University Jhansi, and Jammu University. The success of the course has motivated almost 20-25 universities across the vast sub-continent to offer tourism course at varying levels. In this row many private colleges and universities (Deemed) are also in the race of offering tourism related course presently.

Tourism Programmes Available in India:

In India Tourism Education is offered under following nomenclatures:

Under Graduate Programmes in Tourism: (After 10+2)

B.Com (Tourism)
 BA (Tourism)
 BBA (Travel & Tourism)
 BTA : Bachelor of Tourism Administration
 BTM : Bachelor of Tourism Management
 BTS : Bachelor of Tourism Studies
 BTTM: Bachelor of Travel & Tourism Management

Post Graduate Programmes in Tourism: (After Graduation)

M.A (Tourism) : Master of Arts in Tourism
 M.Sc (Tourism) : Master of Science in Tourism
 MBA (Tourism) : Master of Business Administration (Tourism)
 MTA : Master of Tourism Administration
 MTM : Master of Tourism Management
 MTTM: Master of Travel & Tourism Management
 PGDBM (Travel & Tourism) : Post Graduate Diploma in Business Management (Travel & Tourism) equivalent to MBA
 Ph.D. in Tourism Management (After Post Graduation in Tourism with 55 percent marks)

Following Universities and Institutes of National Importance offer Tourism Programmes on Campus in India:

Aligarh Muslim University
 Banaras Hindu University – Varanasi
 Bundelkhand University – Jhansi
 Central University of Himachal Pradesh – Dharamshala
 Central University of Jammu
 Himachal Pradesh University – Shimla
 HNB Garhwal Central University – Srinagar Garhwal, Uttarakhand
 Indian Institute of Travel & Tourism Management – Gwalior, Noida, Nellore, Bhubaneswar
 Jiwaji University – Gwalior
 Kanpur University – Kanpur
 Kashmir University – Srinagar
 Central University of Kashmir-Srinagar
 Kumaon University – Nainital
 Kurukshetra University – Kurukshetra
 Lucknow University – Lucknow
 M.D University – Rohtak
 Indira Gandhi National Tribal University – Amarkantak
 North East Hill University – Shillong
 Pondicherry Central University – Puducherry
 Tezpur University - Assam
 University of Delhi (College of Vocational Studies) – Delhi
 University of Jammu – Jammu
 Central University of Jammu-Jammu
 Devi Ahilya Vishwavidyalaya, Indore
 Pandit Ravi Shankar Shukla University, Raipur
 Burdwan University, West Bengal
 Nagpur University, Maharashtra
 Amity University Uttar Pradesh
 Christ University, Bangalore
 Central University of Sikkim
 Punjab Technical University
 Gurunanak Dev University, Amritsar
 Mohanlal Sukadia University, Udaipur
 Avdesh Pratap Singh University, Rewa
 Utkal University
 Tezpur University, Assam
 Uttarakhand Open University, Haldwani
 IGNOU, New Delhi

Suggestions and Recommendations:

Tourism Research is still in its infancy stage and very few research journals of International Repute. There is a need to motivate and inspire the faculty engaged in Tourism education for academic research and industry centric research and try to develop and build memorandum of understanding with foreign universities in Research and initiate Faculty Development Programs with Pioneer Tourism Universities such University of Surrey and Hong Kong

Polytechnic University. The productivity of the Tourism Domain can only be enhanced through Research. Central Government assistance is very much required for meeting the operational expenses. Majority of the institutions and universities mentioned above on Self finance basis. As most of the faculty in self-finance institutes or Universities for their operation and meeting their costs focus on enhancing student strength in under graduate and post graduate programmes and managing the feasibility of operating expenses rather than thrust on research. The current system demands innovative programmes in tourism with better understanding of tourism domain and offering employability in domestic as well as International Sector. The youth of today are having enormous potential, they are highly productive, keen to deliver quality services, aim at quick promotions and committed for work. Fortunately hospitality & tourism domain has a lot to offer for all. The new reforms in this domain will benefit both the students as well as the ever expanding Tourism Industry. The dominance of non-tourism disciplines History, Geography, Commerce and Management over the tourism domain is highly prevalent in many universities across the Country. Most of the programmes in Tourism in India offers strong Industry linkages offering paid internships and train Tourism Professionals as per the requirements of the Industry demands. Universities have Industry Representation on their Board of Studies which can help to bridge the gap between the requirement of the tourism industry and the outcome of the tourism programmes running in India by providing their valuable suggestions and recommendations.

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