



**Research Article**

**AN OVERVIEW ON TOURISM EDUCATION IN INDIA – AN EVALUATIVE STUDY**

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**ABSTRACT**

The research was intended to portray a clear picture of different institutions of tourism education in India. At the very first, it is cleared that data has been collected from the secondary data for this research. And, qualitative kind of analysis have been used for analysing the qualitative data. In secondary data, research papers, tourism curriculum, books and private & government's reports have been included and used for analyses. The findings of the study indicate that, in India tourism education is still in its early stage. There are many issues like educational infrastructure, updated curriculum, quality of students, quality of faculty members, educational environment, administration, skills, knowledge & experiences provided in the tourism education, placement, employment opportunity, employment growth and employment satisfaction etc. are still pertaining and downgrading the image of tourism education across India.

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**INTRODUCTION**

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic (John Dewey, 1916; 1944).

The definition of education has common aspects to that of tourism education since it is related to intangible characteristics at large. There are representatives of tourism education such as students, researchers, and staff of an institution. It also includes departments and faculties who advance the process of knowledge dissemination. And, at higher level higher education, research and innovation are found. The binding agent for all of them is knowledge of tourism process.

Tourism education is co-constitutive of the tourism system and, as a sub-system, is formed by all study, teaching and other human interactions aimed to keep, develop, enhance and transfer tourism knowledge to society. These interactions form a complex landscape where some of these interactions are local, and an increasing number of them are glocal (Robertson, 1995).

Tourism education can be defined as one of the core sub-sectors of the multipronged tourism exercise and also as the one which demonstrates the impact on the tourism sector. This impact may be directly or indirectly.

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The United Nations World Tourism Organization (UNWTO) has pointed out the tourism (higher) education having a potential to achieve customer satisfaction by increasing tourism businesses in different regions. And for that, it requires specific education and training programs, either form higher institutions or the tourism industry itself.

**LITERATURE REVIEW**

**Tourism Education**

Formal recognition of tourism higher education in several countries can be witnessed by commitment of a theme on 'tourism education' in Annals of Tourism Research (Jafari and Ritchie 1981). Further the publication of two edited books namely 'An International Handbook of Tourism Education' (Airey and Tribe 2005) and 'Global Tourism Higher Education' (Hsu 2005) also depicts the same. Furthermore, there are three dedicated journals on tourism education research; (a) the Journal of Teaching in Travel and Tourism, (b) the Journal of Hospitality and Tourism Education and (c) the Journal of Hospitality, Leisure, Sport and Tourism Education.

The tourism education also invites fundamental challenges to educators in which different stakeholders show their specific tourism education needs (Cooper & Shepherd 1997). It is also witnessed that training has dominated the tourism industry in comparison to tourism courses. Therefore, vocational courses have played a pivotal role in providing the required skills (Cooper & Shepherd 1997; Gillespie & Baum 2000). Zais (1976) differentiates training from courses as "a technical model directed toward specific behavioral changes" whereas "education is directed toward expanding one's awareness of human environment and how to cope with this environment".

Existence of the most tourism enterprises operating as small operating units poses challenge because of different geographical locations (Sigala and Baum 2003). It compels the recruiters to depend on semi or partially skilled labour supply (Baum 2006). MacLaurin (2005), has found conflict of interests between tourism educators and the government. Evans (2001) has gone a mile ahead and said that employers do not think of a degree as an eligibility for employment. Also, tourism has gain momentum as a study in recent times among academicians and researchers. There is various confusion regarding tourism being a subject as understanding of it being about just enjoyment, holiday or education.

**Present scenario of Tourism Education**

Tourism is considered to be one of the largest and fastest mounting sectors of the world economy. Therefore, it requires sound planning and development in absence of which it may create negative impact on community (Mill and Morrison, 1985; Gunn, 1988; Inskip, 1991; World Tourism Organization, 2004). Essentially, it is the tourism planning and development which has ability to escort a community’s growth while protecting its valuable resources towards economic as well as societal success. World Tourism Organization (2004) states in its report as: “in this context, the design and content of tourism education systems is subject to strong pressures from the environment around it, since the human factor has become one of the key elements in achieving competitiveness in tourism enterprises and destinations”. Gunn (1998) and The World Tourism Organization (2004) had warned that tourism higher education is not meeting the needs of future tourism professionals at current times.

**RESEARCH METHODOLOGY**

This study is a descriptive research, which has been described by the help of secondary data. For that, a list of tourism institutions in India and their curriculum have been analysed by exhaustive survey of their websites and course structure. Apart from institutions and their syllabus, some research papers also have been analysed to have a detail study of the present situation in the world in general and in India Particular.

**Objectives of the study**

- To access a brief history of tourism education in India
- To analyse the available institutions, courses and curriculum
- To investigate the issues and challenges related to tourism education in India

**Data analysis**

**Tourism Education in India**

Number of international and domestic tourists are on the rise day by day. Catering to the needs of today’s sophisticated tourists and tourism industry requires trained human resource. University Grants Commission (UGC) has introduced Travel and Tourism courses at under graduation level with nomenclatures such as: Bachelors of travel & Tourism Management (B.T.T.M.), Bachelors of Tourism Studies (B.T.S), B.B.A in (Tourism & Hospitality Management) etc. On the other hand, a good number of universities are offering courses like MBA in Tourism, MTA, and MTM etc. Few

private institutes are also found offering Certificate, Diploma and Degree courses in tourism education.

For the development of tourism, there is need of world class Human Resources Development Program. The Ministry of Tourism had created Indian Institute of Travel and Tourism Management (IITTM) in 1983 in New Delhi. IITTM is one of the premier institutes which offers education, research, training, and management of tourism and travel. IITTM have five centers all over India, these are Delhi, Gwalior, Goa, Nellore and Bhubaneswar. After IITTM many other universities in India started various tourism courses. Now many courses like Travel & Tourism Management, Hotel Management, Cargo Management, Airline Ticketing and various other Diploma & Certificate Courses have been offered across the country. There are more than 500 plus tourism institutions in India. The famous Tourism Institutes are Pondicherry University, Banaras Hindu University, Bundelkhand University, HNB Garhwal University, HP Central University, Lucknow University, Kurukshetra University, Tezpur University, Christ University, Riva University, Indira Gandhi Tribal University- Amarkantak, Madurai Kamraj University and many other government and private Institutions.

**Present scenario of Indian Tourism Education**

Tourism Education in India is committed for development of quality human resources for the tourism industry and allied services to offer professional and managerial excellence, cultural and social sensitivity. In India presently there are more than five hundred institution are running tourism programs. These programs are comprising different levels and degree. The following lists are the name of the degree and levels of programs.

**RESULTS AND DISCUSSIONS**

**Major Tourism Institutions in Tourism Education in India**

Following are the list of some major institutions in Tourism Education in India.

Central Universities	State Universities	Deemed University	Private University	Open University	Autonomous Institutes
Pondicherry University	Kurukshetra University	Christ University	Garden City University	IGNOU	IITTM Gwalior
Banaras Hindu University	Punjab University	Amity University	Sharda University	DDE Pondicherry University	IITTM Bhubaneswar
HNB Garhwal University	Madurai Kamraj University	D.Y. Patil University	Lovely Professional University	Uttarakhand Open University	IITTM Noida
Sikkim University	Mahatma Gandhi University	Jain University	Chandigarh University	Netaji Subhas Open University	IITTM Nellore
Indira Gandhi National Tribal University	Bundelkhand University	Manipal University	Reva University	Rajarshi Tandon Open University	IITTM Goa
North-East Hill University	Lucknow University	Tilak Maharashtra Vidyapeeth	NIMS University	Bharathiar University	NITHM Hyderabad
Central University of Jammu	Maharshi Dayanand University	Hindustan Institute of Technology and Science	University of Patanjali	Andhra University	
Central University of Kashmir	University of Mumbai	Nehru Gram Bharati University Kotwa	SRM University	Acharya Nagarjuna University	
Central University of Karnataka	University of Kerala	Bharati Vidyapeeth University	Sri-Sri University	IIMT Group of Colleges, Agra	
Central University of Kerala	Anna University	Avinashi lingam University	Maharaja Agrasen University	Madurai Kamraj University	
Central University of Tamilnadu	Bangalore University	IIS, Jaipur	Guru Kashi University	Annamalai University	

**Most Common Travel and Tourism Courses offered in Indian Tourism Education Institutions**

1. D.T.H.M. - Diploma Course
2. D.T.T.M. – Diploma Course

3. D.T.M. - Diploma Course
4. C.C.T.S. – Certificate Course
5. C.C.T.M. - Certificate Course
6. B.T.S. - Bachelor Course
7. B.C.A. – Bachelor Course
8. BTTM – Bachelor Course
9. B. Com in Tourism-Bachelor Course
10. B. Sc. in Tourism - Bachelor Course
11. M.T.A. – Master Course
12. M.B.A. - Master Course
13. M. Com in Tourism - Master Course
14. M. Sc. In Tourism - Master Course
15. P.G.D.T.T. - Master Course
16. P.G.P.T. – Master Course
17. M.T.T.M. - Master Course
18. M.A.T.M. - Master Course
19. BHMCT- Bachelor Course
20. CMTH-Certificate Course

#### **Most Common Travel and Tourism Subjects offered in Master Degree in Indian Tourism Education Institutions**

1. Tourism Principles and Practices
2. Tourism Product (Cultural & Natural)
3. Tourism Business (Travel Agency & Tour Operation)
4. Tourism Policy & Planning
5. Tourism Law and Ethics
6. Transportation Management
7. Hospitality Management
8. Management Principles
9. Marketing Principles
10. Financial Management
11. Research Methodology
12. Sustainable & Eco Tourism
13. Geography of Tourism
14. E-Tourism
15. Economics of Tourism
16. Entrepreneurship Management
17. Destination Marketing
18. Information Communication Technology
19. Foreign Language (English; French, German, Spanish, Japanese, Chinese, Korean and Italian etc.)
20. History and Culture

#### **Most Common Issues and challenges in Indian Tourism Education**

Different issues in tourism education have come into light after the content analyses of tourism curriculum and personal observation. Few issues also ascended out of interaction with them which are as follows:

- The tourism industry lacks skilled labor with specific degree or diploma of tourism courses.
- In India there is not any core syllabus for the tourism degree or diploma courses. Every universities and colleges have their own particular syllabus. Therefore, Indian tourism education is producing only skilled labor not good management professionals or entrepreneurs.
- Most of the universities and colleges have not upgraded their syllabus from last few years and they are designed to focus on only theoretical knowledge not on practical experience and knowledge.
- Tourism management courses are not the first choice of most of the student.

- Tourism institutes are not providing the knowledge of upcoming trends & challenges.
- Most of universities have not specialized courses like hotel management, cargo management, airline ticketing, guide and scot training courses.
- Most of universities don't have full fledge tourism specialized faculties.
- Salary offered by the tourism industry is quite less than the salaries offered by other industries.
- The students still opt General MBA or other MBA as their first choice when they go for management education which clearly indicates that tourism courses have not been promoted well and lack sale ability.
- Faculties at different universities and institutes have accepted that they receive students of average and poor quality. Quality students go for MBA and remaining opt for tourism or other courses which clearly shows that the tourism industry is not able to attract quality candidates.
- Students of tourism courses are of the opinion that the course structure lacks practical orientation and have less focus on soft skills. Guest faculties with industry experiences are available only in big cities.
- There are very few institutes or universities available for research and development in tourism and travel education.

#### **CONCLUSION**

The present study has discussed the foremost issue of understanding of tourism as a separate stream of education. It has started with discussion of fundamentals of education and requirements of tourism to be considered as an education refereeing to the benefits of tourism for economy and community. Further, it has highlighted the current situation of tourism education in India by providing a short evolution of tourism education by the Ministry of Tourism and UGC by incorporating different institutes and grants to other universities. It has presented a clear picture of curriculum and subjects which are being followed in tourism institutions. Thus, the present study has presented a broad spectrum of tourism education in India in order to examine its pros and cons with help of analysis of data which is presented and discussed.

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