



AN EMPIRICAL ANALYSIS OF CHANGING PERCEPTIONS OF STUDENTS AND PARENTS TOWARDS HOSPITALITY EDUCATION IN ODISHA, INDIA

Patita Paban MOHANTY

School Of Hotel Management, Siksha O Anusandhan University, INDIA

richhmohanty@gmail.com

Received: 06-06-2018

Accepted: 27-12-2018

Abstract: In the present competitive era, the education is based on professionalism and technologically oriented. There are different branches of education, out of which hospitality education is now the center stage to be discussed from the many point of view. In the present context compare to other educational programmes, hospitality education is much more demanding, as it is skill based and scope is vast and unlimited. And in the recent past the other technological and management based educational programmes has drifted away from the next generation students. Hence the hospitality education which is a service oriented education gaining well paced momentum among the students and parents. The approach taken for this paper is to review and follow the relevant literature, and the empirical analysis has been adopted for the data interpretation being sourced by the primary method, and the study has showcased the prominent parameters on perceptions of hospitality education in Odisha, India. This paper finds and bridges the gap by considering the various present and future research opportunities and arenas of perceptions of hospitality education in between Odisha, India and the western countries. This paper is a valuable resource for the all the stake holders involving in hospitality education like academicians, students, parents, tourism practitioners and future researchers to pave the way for growth and development of hospitality education

Keywords: Hospitality Education, Management, Potential, Status, Perception, Skill

Introduction

The hospitality and tourism industry of India is the new buzzword of the present day scenario, and emerged as one of the prominent industries of the service sectors propelling the country's economy. It is a major engine of economic growth, positioning itself as the largest source of direct and indirect employment and eradicating the poverty in a sustainable manner. This industry has fuelled the global economy compared to the other industries, as it is growing rapidly, accounting for more than one third of the global service trade. The contribution to the total GDP of our country has the lion's share from tourism and hospitality industry. Due to the globalization, liberalization, and privatization of this industry the inflow of domestic as well as international tourists has surged ahead. The booming tourism industry of India is surging ahead and has paved the way for other associated sectors like aviation and hospitality industry.

Both the industry in India has not only witnessed an unbelievable growth in recent past but also achieved national and international accolades as leading global tourist destinations. The only sector which is attracting the highest foreign direct investment (FDI) is hospitality and tourism industry. The phenomenal growth of hospitality and tourism industry has created a huge platform for the young aspirants to make a bright career to earn a better livelihood. In order to meet the above demands for the increasing employment and to construct a well competent workforce, the number of hospitality educational institutes in India as well as Odisha has increased rapidly. Above all this industry is people interactive industry, dynamic by nature and growing by leaps and bounds, it provides tremendous opportunity for ambitious students who want to enjoy working with variety types of people from different background and profile. Also it is one of the glamorous industries linking with people of star studded qualities, so it offers high end opportunity to mingle with upper cream level people. The successful graduates become managers and executives in following areas.

- * Hotels, resorts, motels
- * Restaurants, coffee shop,
- * Bar, pub and discos
- * Canteens, guest houses, circuit houses of Govt. owned
- * Hospital and industrial catering
- * Travel and tour companies

- * MICE industry
- * Cruise line and airlines
- * Defence catering
- * Railway catering
- * Leisure, recreation and sports management
- * Culture and tourism department
- * Teaching and training
- * Spa and wellness management
- * Food and beverage retail sectors

1.1. Location of the study area

Odisha is a small state located in the eastern part of India, enriched with pristine history, heritage, vibrant culture and traditions, laced with enchanting music, folk songs, wildlife where the major part of the state lies in village life, being agriculture is the main occupation of the Odisha people, still the state is the perfect blending of tranquility of village life and hustle and bustle of modern life. In the recent past, the state has come to a long way in the field of education and has regarded as the educational hub of in eastern India.

1.2. Problem Statements

The hospitality industry in Odisha has a remarkable position and it is a good sign that the growth rate is soaring high. Due to the industry has a multidimensional scope; the education related to this industry is also demanded and allured among the parents and students. Another relevant factor which has ushered its popularity is the engineering and other management related educational programmes has declined drastically. So in this context, though this education in Odisha has well footprints in last decade ago, but many issues, challenges, scope, status, and the insights perceptions are linked with it, that has to be examined and assessed for the better prospects in the future. Though hospitality education in Odisha is paving its way with a much faster rate with so many Govt. and private institutions are offering this programme, but there are no empirical or scholarly research has not yet been carried out on this emerging education in Odisha. So the author's main intentions is to carry out the research study from the grassroots level to find out or investigate the quality and reasons for its shifting perceptions from other types of education.

1.3. Purpose of the Study

The only purpose of researcher regarding this study is to find out the reason behind the changing perceptions of choosing or pursuing hospitality education among the aspirants, though there are many other technical and management programmes are running in state like Odisha. As everyone know that Odisha is the educational hub of eastern India offering so many educational programmes starting from engineering, medical to business administration, computer science to agricultural science. The purpose can also be fulfilled if the extensive research is carried out behind its burgeoning growth and popularity among the students, parents and also educators in poor states like Odisha of India. This study will also helps to find the main purpose of imparting hospitality education by the Govt. , private and polytechnic institutes for the betterment of bridging the gap of supply and demand of skilled and professional manpower which is barely needed in the present scenario. The purpose of this study may also explain the issues and challenges of imparting the hospitality and tourism education on behalf of stakeholders, industry planners, entrepreneurs, and academicians of this field.

1.4. Objective of Study

- *To critically examine the changing perceptions of hospitality education among the students and parents.
- *To find out the present scenario and future prospects of hospitality education in Odisha
- *To find out the key areas for redressal of the issues, challenges and opportunities of hospitality education in Odisha.
- * Also to determine whether the hospitality education is bridging the gap of supply and demands of skilled and professional manpower much needed in this industry

1.5. Scope of this Study

The expected result of this research study will be very much helpful for the tourism and hospitality policy makers, educators, academicians, stakeholders, promoters, entrepreneurs to get the status and the future growth and development of the hospitality education in Odisha. As the research process will review the pedagogical insights , so it will helps the academicians in reviewing process of the present curriculum , in terms of knowledge , training ,development ,skills and employment to produce a better graduate for the future. Also the scope of this research study can be extended to Govt. authorities who will help them to spread awareness of this educational programme to the

aspiring students of remote areas, for the sake of better livelihood and employment. Also this study will help by injecting the sense of belongingness and up keeping the preservation and conservation of one's own heritage, culture, tradition and cuisine among the youngsters. Even the research study will unfolds the bottlenecks in forms of different issues and also the future challenges to mitigate this lacuna for the betterment of the students as well as academicians.

1.6. Hypothesis of the Study

By taking into consideration of objective no .1 the following hypothesis could be outlined through testing by the help of statistical tools.

H1: There is no significant difference between the perceptions of the students and parents.

1.7. Research Methodologies

Sample: Total 300 respondents participated in the survey in which 200nos of students of all semesters like(1st year, 2nd year,3rd year,4th year, and semesters from 1st to 8th semester) , also 100 parents of concerned students of different backgrounds . A well designed questionnaire was filled by the parents as well as students studying in different private University, Govt. approved university, and Government owned Institute of Hotel Management (IHM) and private Hotel Management colleges (HMI), State Institute of Hotel Management institutes etc.

Questionnaire: The questionnaire comprise of two sections. Section A was structured to gather the demographic profile of the participants, and through the section B solely responsible for collecting the different perceptions of the students and parents towards the hospitality education. The perceptions of all the respondents was measured on a likert five point scale in which 5 was scored as strongly agree, 4 as agree, 3 as neutral/not sure, 2 as disagree and 1 as strongly disagree.

Analysis: The collected data has been by analyzed by the statistical package for social science(SPSS) version 11.5.as the objective of the researcher is clearly mentioned to find out the significant difference of different perceptions of hospitality education among the students and parents. Hence independent t-test was applied to find out the difference between the groups further mean and standard deviation has used to know the negativity and positivity of the perceptions.

1.8. Hospitality Industry & Education in Odisha

Before penetrating much into the hospitality industry and education in Odisha, the author sublimely stating the meaning of hospitality. The term hospitality involves the hearty welcome of

the guest and fulfilling their generous needs in terms of food, beverage and entertainment in lieu of socially and commercially. The state Odisha is a rich blend of culture, traditions, religions, spiritualism, nature, art and craft. Thousands of temples and three maverick religious destinations allure numerous tourists from different corners of the universe. The state is also proud of Buddhist hot spots like Ratnagiri-Udayagiri-Lalatgiri, the diamond triangle circuit also attracts the Buddhist sages and monks from different parts of the world. Hence Odisha is widely acclaimed as the popular tourist destination gaining increasingly footfalls of domestic as well as international tourists. The state capital of Odisha, Bhubaneswar is widely proclaimed as the 'city of temples', is well accessible in rail, road, and air to the major cities of the country. As Odisha has a strong footfalls and demands for domestic and international tourist, the accommodation, food is of great concern for Govt. of Odisha. Hence in the year 1980, the Govt. of Odisha approved the industrial status to the hotel sector so as to attract investors and promoters to double up the number of hotel rooms. In the year 1979, Odisha Tourism Development Corporation (OTDC) formed with the help and support from the ministry of tourism, Govt. of India to formulate tourism and hospitality policy and strategy to accelerate the growth and development of the state. The statutory body OTDC felt the need of importance of hotel industry and invited the domestic hotel groups like Oberoi, Taj, Swosti, Prachi by providing the initial financial outlay. In 1985 a regulating body comprises of travel and Tour Company, tour operators, hotels, and hospitality and tourism institutes, in order to promote the tourism and hospitality sector and education as well. To carry out the daily managerial and operational functions of the hotel organization, the skilled and professional manpower is necessary in all levels. Hence to provide skilled manpower the hospitality education came into existence.

The year 1954 is the most remarkable in the history of hospitality education in India, which makes it proud and glorious by opening up the first hotel management college in the name of Institute of hotel management, catering technology and applied nutrition(IHMCTAN), Mumbai, get established under the visionary leadership of late smt. Lilavati Munshi of All India Women's central food council. The first structured course three year diploma in hotel management was introduced in the year 1958, in the state of Maharashtra duly recognized by the directorate of technical education.

The inception of hospitality education in India took the form of food craft institutes at different states in the country. In 1973 the first food craft institutes came to India with aim to create a pool of talented

human resources in all level in the hospitality industry. These institutes are offering one year craft course in food production and food and beverage service courses. As the substantial growth in tourism and hospitality and the need of manpower, the state Govt. of Odisha introduced 3 years diploma course in hotel management and catering technology and the institute was reincarnated as state institute of hotel management in 1981. But the year 1982 is the golden year of Indian hospitality education as the ministry of tourism by adopting all the hotel management education in India formed an autonomous body called National Council for Hotel Management (NCHM), which is an autonomous organization giving affiliation, and regulating and monitoring the quality and standard of education all over the India. In the year 1984, the state institute of hotel management upgraded by the Govt. of India, ministry of Tourism as institute of hotel management and catering technology and applied nutrition (IHMCTAN).

1.9. Hospitality Management Courses in Odisha

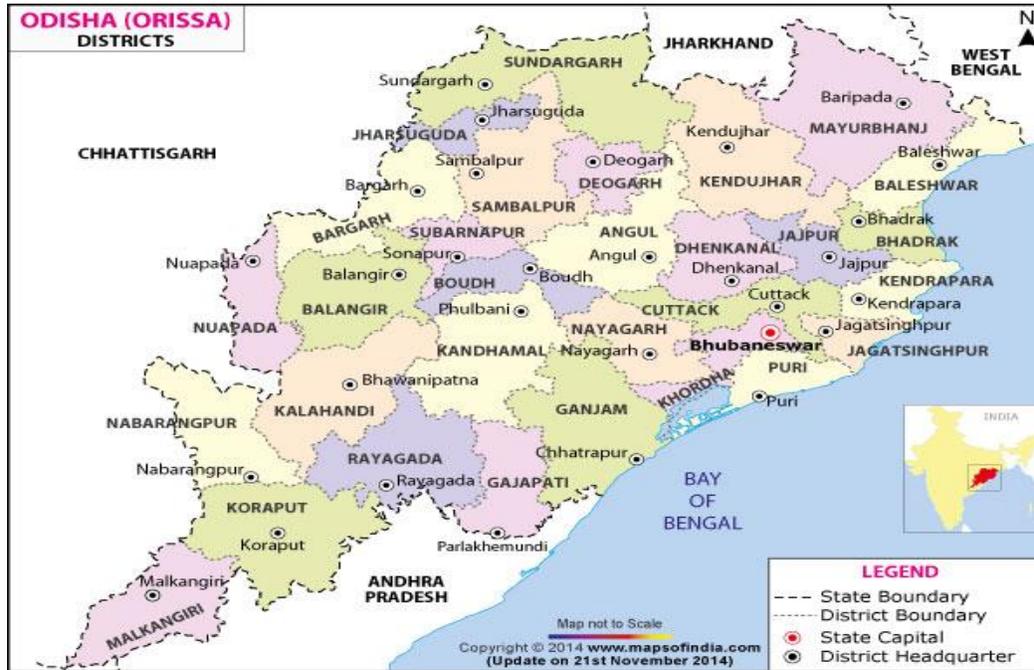
The tourism of Odisha not only confined to the temples, monuments, and sculptural art, but also it has widespread presence in beaches, waterfalls, nature, cuisine, forest, and wildlife, rural and tribal life. As the tourism has a strong presence in Odisha, hospitality sectors has spreaded its wings in almost all destinations in Odisha. The hospitality industry is based on skill based education, where hands on experience and practical knowledge is always emphasized and given priority. Like the business management programme, the competitiveness of hospitality industry demands a rich blending of experience and full- fledged education to progress for a glittering management career.

So keeping in view of the huge demands of manpower requirement to give a skilled and professional touch to this industry, many colleges and institutes have come forwarded to meet this challenges. There are a good response of hospitality education in Odisha in last one decade, compare to the other management and technical education. Students of hospitality education by far going ahead of other students of different programs and placed themselves in best brand of the hospitality and tourism sectors. At present courses are offered by the Govt. and private colleges, Govt. and state private universities, vocational schools and community colleges (sponsored by UGC). Also the skill development course initiated by ministry of tourism, Govt. of India, Hunar Se Rozgar Tak in every state has fulfilled the supply demand side of manpower in this industry.

2. Results and Discussions

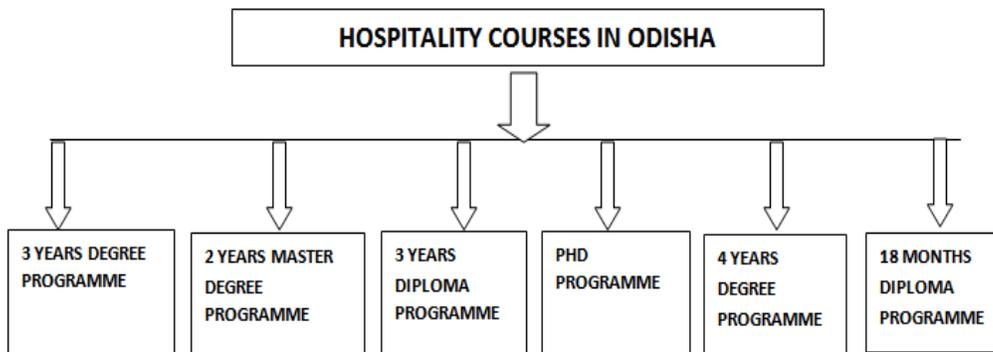
Profile of the Respondents: The following tables and figures present the profiles of the respondents covered under this study.

Figure1 :(Map of Odisha)



Source :(<http://www.mapsofindia.com/maps/orissa/orissa.htm>/Google Map)

Table 1 :(Various hospitality courses in Odisha)



Source: (Designed by the author)

Table 2 :(List of various colleges/university in Odisha offering hospitality management programme)

Institute /College/University	Location	Programme
School Of Hotel Management(SIKSHA O ANUSANDHAN UNIVERSITY)	Jagamara, Bhubaneswar, Odisha	Bachelor degree in Hotel Management &Catering Technology(BHMCT, 4 YEARS) Master degree in Hotel Management (MHM, 2 YEARS) Craft course in food production (18MONTHS)
Institute Of Hotel Management (AFFILIATED TO NCHM, NEW DELHI)	V.S.S Nagar, Bhubaneswar, Odisha	B.Sc in Hospitality and Hotel Administration (B.SC HHA,3 years) PG diploma in Accommodation Operation Management(18MONTHS) Craftsmanship course in food production (18 MONTHS) Craftsmanship course in f&b service(24WEEKS)
Govt. women's polytechnic	UCP Engineering School Road, Berhampur, Odisha	Diploma in Hotel Management and Catering Technology(DHMCT,3 Years)
Biju Patnaik Collge of Hotel Management and Catering(affiliated to UTKAL UNIVERISTY OF CULTURE)	Bomikhal, Bhubaneswar,Odisha	Bachelor of Hotel Management (BHM, 4 YEARS) Bachelor of Tourism &Travel Management(BTTM,4 YEARS) Master of Hotel Management(MHM, 2 Years) Master of Tourism &Travel Management(MTTM,2 YEARS) Post Graduate Diploma in Hotel Management and Catering Technology(PGDHM 1 Year)
Institute of Hotel Administration &Culinary Technology affiliated to (UTKAL UNIVERISTY OF CULTURE)	Baramunda, Bhubaneswar,Odisha	Diploma in Hotel Management and Catering Technology(DHM 3Years)
Premier Institute of Hotel Management and Catering affiliated to (UTKAL UNIVERISTY OF CULTURE)	Baliapanda,Sea beach, Puri,Odisha	Bachelor of Hotel Management (BHM, 4 YEARS) P.G. Diploma in Hotel and Tourism Management (18 MONTHS)
Ranjita Institute of Hotel Management and Catering, affiliated to (NCHM, NEW DELHI)	Bidya nagar, Bhubaneswar, Odisha	B.Sc in Hospitality and Hotel Administration (B.SC HHA 3 Years) P.G Diploma in Accommodation Operation and Management, (18 MONTHS) Craft course in food production & f &b service(1 YEAR)

Swosti Institute of Management Studies, affiliated to (UTKAL UNIVERISTY OF CULTURE)	Chandrasekhar pur, Bhubaneswar, Odisha	Bachelor in Hotel Management(BHM 4 Years) Bachelor in Tourism &Travel Management(BTTM,4 YEARS) Master in Hotel Management(MHM, 2 Years) Master in Tourism &Travel Management(MTTM,2 YEARS)
Satwik Institute of Professional Studies affiliated to (UTKAL UNIVERISTY OF CULTURE)	Khandagiri Square, Bhubaneswar, Odisha	Bachelor of Hotel Management (BHM, 4 YEARS) P.G. Diploma in Hotel and Tourism Management (18 MONTHS)
Biju Patnaik Institute of Information Technology, School of Hotel Management(BIITM,SHM) affiliated to (UTKAL UNIVERISTY OF CULTURE)	Rasulgarh, Bhubaneswar, Odisha	Bachelor degree in Hotel Management(BHM 4YEARS)
Xavier College Of Hotel Management, affiliated to (UTKAL UNIVERISTY OF CULTURE)	Link road, Cuttack, Odisha	Bachelor degree in Hotel Management(BHM 4 YEARS) Master Degree in Hotel Management(MHM 2 YEARS) Post Graduate Diploma in Hotel Management (PGDHM 18Months) Restaurant Management(RM 18 MONTHS) Diploma in Hotel Management(DHM 18MONTHS)
National Institute Of Hotel Management &Tourism, NIHMT, affiliated to (UTKAL UNIVERISTY OF CULTURE)		Master Degree in Hotel Management(MHM 2 YEARS) Master Degree in Tourism &Travel Management(MTTM,2 YEARS) Bachelor degree in Hotel Management(BHM 4 YEARS) Bachelor in Tourism &Travel Management(BTTM,4 YEARS) Diploma in Hotel Management &Tourism(DHMT,3 YEARS) Certificate Course In F/B,FP(CFB,CFP 18MONTHS)

Source (Designed by the author by visiting the websites)

The below mentioned table (Table 3) clearly depicts the demographic profile of the respondents where male respondents have higher percentage of 87.3 compare to female 12.6%. Similarly in the age criteria, the percentage of 18-22 years have high percentage of 53.7 compare to the age group of 45-50 who have 24%. The foundation of the students for pursuing hospitality courses are higher in undergraduate level compare to the graduate level, which means 46% of the respondents opts for the graduate courses, and only 20.7% of the respondents choose to study in master

programme in hospitality after graduation. A large share of students as well as parents have prior information more or less about hospitality education in the given study highlighting a good sign of percentage 87.7. The perception of the students after completion of hospitality courses attracts them to work in this sector and aspire to go abroad showing 25% and 14% respectively.

Table 3: Demographic Profile of the Respondents

		Frequency	Valid Percent
Gender	Male	262	87.3
	Female	38	12.6
Age	Below 18 Yrs	17	5.7
	18-22 Yrs	161	53.7
	Above 22 Yrs	22	7.4
	45-50 Yrs	72	24
	Above 50 Yrs	28	9.4
Foundation	Undergraduate	138	46
	Graduate	62	20.7
Occupation	Govt.Service	32	10.7
	Business	17	5.7
	Professional	22	7.4
	Private job	29	9.7
Prior information about Hospitality education	Yes	263	87.7
	No	37	12.4
Institute/College/University Studying in	IHM	108	36
	Private IHM	52	17.4
	University	40	13.4
Sources of information about hospitality education	Friends	98	32.7
	TV shows/Advt.	111	37
	Internet	91	30.4
Future perceptions after completion of graduate	Job attraction	75	25
	Salary	35	11.7
	Abroad opportunities	42	14
	Entrepreneurships	14	4.7
	Higher studies	25	8.4
	Others	09	3

Both the table 4 and table 5 respectively elaborate the descriptive statistics like mean score and standard deviation of students as well as parents. Although a little difference of mean score of perceptions of parents and students, but paired sample t test shows that difference is not significant between the parents and students as far as the given variables concerned.

Table: 4(Descriptive Statistics of students) (N-200)

Factors of Perceptions	Mean	Std. Deviation
Excellent salary	4.1700	1.10781
Interaction with new people and places	3.8750	1.21935
Good travel exposure	4.1750	1.04395
Secured job	3.4550	1.41704
Chances to work in abroad	4.1350	1.11489
Opportunity to meet and mingle with celebrity	3.2650	1.40164
Sophisticated and glamorous job	3.5750	1.36885
Flexible work pressure	3.9300	1.23805
Steady and stable job	4.1050	1.13154
Parents feel dignified and proud	4.0800	1.13137
Settled family life	4.0900	1.13505
Very challenging job	4.1100	1.15958
Skilled and professional career	4.2550	.99242
Chances of start up the own enterprise	3.9698	1.17168
Excellent working environment	4.0350	1.20459
Job satisfaction and promotion	4.0600	1.07339
Unlimited scope for career growth	4.0300	1.14264

Table: 5(Descriptive Statistics of Parents) (N-100)

Factors of Perceptions		Mean	Std. Deviation	t-Value	Sig(2 Tailed)		
Excellent salary		3.4500	1.45904				
Factors of Perceptions		Mean	Std. Deviation	t-Value	Sig(2 Tailed)		
Excellent salary	Students	4.1700	1.10781	2.686	.227		
	Parents	3.4500	1.45904				
Interaction with new people and places	Students	3.8750	1.21935	4.157	.150	3.7600	1.26427
	Parents	3.7600	1.26427				
Good travel exposure	Students	4.1750	1.04395	3.829	.163		
	Parents	3.8600	1.28723				
Secured job	Students	3.4550	1.41704	4.486	.140		
	Parents	3.5600	1.36567				

Chances to work in abroad	Students	4.1350	1.11489	5.584	.113		
	Parents	4.0400	1.22202				
Opportunity to meet and mingle with celebrity	Students	3.2650	1.40164	5.179	.121		
	Parents	4.1000	1.06837				
Sophisticated and glamorous job	Students	3.5750	1.36885	5.351	.118		
	Parents	4.1100	1.09078				
Flexible work pressure	Students	3.9300	1.23805	6.235	.101		
	Parents	4.1200	1.03748				
Steady and stable job	Students	4.1050	1.13154	1.882	.311		
	Parents	2.9500	1.44512				
Parents feel dignified and proud	Students	4.0800	1.13137	3.000	.205		
	Parents	3.5400	1.41721				
Settled family life	Students	4.0900	1.13505	3.109	.198		
	Parents	3.5859	1.39247				
Very challenging job	Students	4.1100	1.15958	2.987	.206		
	Parents	3.5500	1.41689				
Skilled and professional career	Students	4.2550	.99242	3.444	.180		
	Parents	3.7900	1.26567				
Chances of start up the own enterprise	Students	3.9698	1.17168	3.992	.156		
	Parents	3.7800	1.35274				
Excellent working environment	Students	4.0350	1.20459	3.351	.185		
	Parents	3.6400	1.35974				
Job satisfaction and promotion	Students	4.0600	1.07339	4.942			.127
	Parents	4.0300	1.13222				
Unlimited scope for career growth	Students	4.0300	1.14264	3.723	.178		
	Parents	3.6700	1.38575				
Interaction with new people and places							
Good travel exposure						3.860 0	1.28723
Secured job						3.560 0	1.36567
Chances to work in abroad						4.040 0	1.22202
Opportunity to meet and mingle with celebrity						4.100 0	1.06837
Sophisticated and glamorous job						4.110 0	1.09078
Flexible work pressure						4.120 0	1.03748
Steady and stable job						2.950 0	1.44512
Parents feel dignified and proud						3.540 0	1.41721
Settled family life						3.585 9	1.39247
Very challenging job						3.550 0	1.41689
Skilled and professional career						3.790 0	1.26567
Chances of start up the own enterprise						3.780 0	1.35274
Excellent working environment						3.640 0	1.35974

Job satisfaction and promotion	4.030 0	1.13222
Unlimited scope for career growth	3.670 0	1.38575

The table 4 is all about paired sample test for both the student's and parent's perception of hospitality education by considering the above mentioned variables. Each variable showing the mean score, standard deviation and sig.(2-tailed) values of both parents and students which differs very less .In the above table (Table 6) for each of variables the value of sig.(2-tailed) value is greater than the .05, hence it is concluded that there is no statistically significant difference between perceptions of students and parents towards the hospitality education in Odisha.

Table: 6(Paired Sample Test)

Factors of Perceptions		Mean	Std. Deviation	t-Value	Sig(2 Tailed)
Excellent salary	Students	4.1700	1.10781	2.686	.227
	Parents	3.4500	1.45904		
Interaction with new people and places	Students	3.8750	1.21935	4.157	.150
	Parents	3.7600	1.26427		
Good travel exposure	Students	4.1750	1.04395	3.829	.163
	Parents	3.8600	1.28723		
Secured job	Students	3.4550	1.41704	4.486	.140
	Parents	3.5600	1.36567		
Chances to work in abroad	Students	4.1350	1.11489	5.584	.113
	Parents	4.0400	1.22202		
Opportunity to meet and mingle with celebrity	Students	3.2650	1.40164	5.179	.121
	Parents	4.1000	1.06837		
Sophisticated and glamorous job	Students	3.5750	1.36885	5.351	.118
	Parents	4.1100	1.09078		
Flexible work pressure	Students	3.9300	1.23805	6.235	.101
	Parents	4.1200	1.03748		
Steady and stable job	Students	4.1050	1.13154	1.882	.311
	Parents	2.9500	1.44512		
Parents feel dignified and proud	Students	4.0800	1.13137	3.000	.205
	Parents	3.5400	1.41721		
Settled family life	Students	4.0900	1.13505	3.109	.198
	Parents	3.5859	1.39247		
Very challenging job	Students	4.1100	1.15958	2.987	.206
	Parents	3.5500	1.41689		
Skilled and professional career	Students	4.2550	.99242	3.444	.180
	Parents	3.7900	1.26567		
Chances of start up the own enterprise	Students	3.9698	1.17168	3.992	.156
	Parents	3.7800	1.35274		
Excellent working environment	Students	4.0350	1.20459	3.351	.185
	Parents	3.6400	1.35974		

Job satisfaction and promotion	Students	4.0600	1.07339	4.942	.127
	Parents	4.0300	1.13222		
Unlimited scope for career growth	Students	4.0300	1.14264	3.723	.178
	Parents	3.6700	1.38575		

3. Conclusion

This research paper presented the status and perception of hospitality education in Odisha very effectively and efficiently by deriving the innate and hidden opinion from the all levels like students, parents and educators and stakeholders. Further this research paper unfolds the reality of this industry and its popularity and acceptance in terms of perception, successful competition compare to other educational programe in Odisha. In a nut shell it is widely acclaimed that there is a strong presence of hospitality education in Odisha, and the people are much more aware of it which is good sign for the future. And the generation next students are imbibing this programe without any hesitation as tourism of Odisha is growing tremendously opening up new avenues for the hospitality sectors. Even it is a blessing for the department of tourism, Govt. of Odisha to chalk out the plan and policy for future development and up gradation of hospitality education to take it in to a greater height. The phenomenal growth of hospitality industry in Odisha is laying the platform for hospitality education for the aspiring students. And confidently this research paper further provides the opportunities for the other researchers in this filed to conduct various studies on hospitality and tourism in Odisha.

References

Amoah, V & Baum,T. (1997). Tourism education; policy versus practice. International journal of Contemporary Hospitality Management, 9 (1), 5-12.

Annual Activity Report (2013-14). Ministry of Tourism, India.

Bagri, S.C. & Suresh Babu, A. (2009). Career in Tourism Administration, Employment News,Vol.XXX111,(46).

Bagri, S.C. & Suresh Babu, A. (2009). Critical Analysis of the Existing Scenario of Hospitality Management Education.

Bhardwaj, D.S (2002). Manpower development for tourism sector in India, tourism in the new millennium, challenges and opportunities.(pp.418-428).

Baum, T. (1995). *Managing Human Resources in the European Hospitality Industry; a strategic approach*. London: Chapman and Hall.

Doswell, R. (1994). *Tourism-how effective management makes the difference*, London, Butterworth-Heinemann.

Goldsmith, A., & Zahari, S. (1994). Hospitality Education in Malaysia: Filling the skill gap. *International Journal of Contemporary Hospitality Management*, 6(6), 27-31.

Honey, M. & Gilpin, R. (2009). *Tourism in the developing countries-promoting peace & reducing poverty*. Special report no.233, US Institute of Peace.

IHM History: www.nchmct.ac.in www.fhrai.com www.expresshospitality.com

Jayawadena, C. (2001). Creating Hospitality Management Educational Programmes in Developing Countries. *International Journal of Contemporary Hospitality Management*, 13(5), 259-266.

Mill, R.C & Morrison, A.M.(1999). *The Tourism System: An Introductory Text*(3rd Edition). Iowa, Kendall/ Hunt.

Nair, V., & Whitelaw, P. (2008). Hospitality and Tourism Vocation: Program Selection in a Private Institution of Higher Learning in Malaysia. *Journal of Hospitality and Tourism Education*, 20(3), 30-34.

Tribe, J. (2001). Research paradigms and the tourism curriculum. *Journal of Travel Research*, 39, 442-448.

Tribe, J. (2002). The Philosophic Practitioners. *Annals of Tourism Research*, 29(2), 338-357.

Umbreit, W.T (1992). In search of hospitality curriculum relevance for the 1990s. *Hospitality and Tourism Educator*, 5(1), 71-74.