18. "STUDY ON SCOPE OF FAULTY DEVELOPMENT PROGRAM IN HOSPITALITY INSTITUTES OF PUNE"

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Abstract

Faculty Development Program has increased its importance amongst the Hospitality Institutes of Pune. Teaching in Hospitality education has come under tremendous pressures for liability and progress, according to the industry standards. The hospitality industry is diverse in nature and offers people the opportunity to work in different areas and still be employed within the same industry. The aspects of the students in India are not up to the mark according to the International Standard. Faculty must take a charge in providing students with the relevant curriculum so they can be successful in the industry. The results demonstrate that faculty development can be a powerful tool in initiating and setting the direction to meet the needs of faculty in their multiple roles as teachers, scholars and advisor for curricular change. The study used descriptive research design to understand the need and requirements of Faculty Development Program. Faculty development program initiatives can help in delivering lectures more efficiently, which can be executed in different way such as organizing Training at the hotel, Seminar or workshop the researcher suggest that Faculty Development Program should be focused on two main points overall responsibility to meet the needs of the faculty and a standardize and precise attention to build a good program which achieves the objectives of faculties and institution both.

Keywords: Faculty Development Program, Hospitality Education, Effectiveness.

I. INTRODUCTION:

"Good teaching can be taught". This statement itself says the importance and need of faculty development, or educational development, in hospitality education. The hospitality educations carry a layer of complexity that is not seen in more traditional academic subjects, mainly the industry work experience factor. In 1994, the ideal hospitality faculty member is defined as someone who "has 20 years of industry experience (ten at a corporate headquarters), a Ph.D., proven ability to secure outside grants, and five years of teaching experience." Since few individuals possess all of these qualifications, even to this day, expanding the definitions and models of faculty development to existing and future hospitality education faculty members becomes significant to ensuring teaching effectiveness in these programs. The researcher aims to

understand hospitality faculty perceptions on the scope of faculty development while bringing increased awareness of the overall development to the hospitality education discipline. (Rachel C. Plews, September 2016)

1.1 Hospitality Career Opportunities

The career opportunities provided by Hospitality industry are excellent. Not only you can benefit from ever booming industry, but also hotels chains have long-term expansion plans. Hospitality companies are constantly in need of outstanding talent. In addition, one can find employment opportunities in other industries that have personal requirements similar to hospitality. For example, health care providers have been recruiting hospitality managers to help them to strengthen their service aspects. In the United States alone, the federal Department of commerce has forecasts that the hospitality industry will grow at 5 percent annually through 2018. Growth will be seen stronger in Asia, particularly in China and India. So we can definitely consider opportunities for multinational careers. (Schoffstall, 2013)

II REVIEW OF LITERATURE

2.1 Pune University Biggest five in the country Pune University was traditional 65 years and spread across 12 district. Pune University has grown much older complement to Mumbai. This year, Pune went on to add many more colleges under its boundary, thus becoming as the second largest university of the country. According to the latest data from the University Grants Commission, Hyderabad's Osmania University is the biggest with 901 colleges. Pune University with 811 affiliated colleges ranks second, Rashtrasant Tukadoji Maharaj Nagpur University third with 800 colleges, and Rajasthan University fourth with 735 colleges. The fifth biggest university is Mumbai University with 711 colleges. (Chhapia, 2013)

2.1 Hotel Management Institutes in Pune

Sr. No	Name of the Institute	Courses Offered
1	All India Shri Shivaji Memorial Society's college of Hotel Management and Catering Technology	Bachelor of Hotel Management & Catering Technology
2	Ambrosia Institute of Hotel Management- AIHM	B.Sc. (Catering Science and Hotel Management) Certificate courses in Cookery, Bakery & Confectionary
3	Arihant college of hotel and Tourism Management	B.Sc. in Hotel Management Certificate course in Cookery Diploma in Hotel Management
4	Bhartiya Vidyapeeth University Institute of Hotel Management and	Bachelor of Hotel Management & Catering Technology

	catering Technology	B.Sc. Hospitality and Hotel Administration
5	Dr. D Y Patil Institute of Hotel Management and Catering Technology	Bachelor of Hotel Management and catering technology
7	International Institute of Hotel Management	B.Sc. in Hotel Management Catering & Tourism
8	Kohinoor International Management Institute	B.A (International Hotel and Tourism Administration)
9	M.A Rangoonwala Institute of Hotel Management and Research	B.Sc. in Hospitality
10	Maharashtra state Institute of Hotel Management and Catering Technology	Bachelor of Hotel Management & Catering Technology Diploma in Hotel Management
11	Sinhagad Institute of Hotel Management and Catering Technology	Bachelor of Hotel Management & Catering Technology
12	Suryadutta college of Hospitality Management and Travel Tourism	B.Sc.-Hotel Management

2.2 What is Faculty Development Program?
Definitions of faculty development emulate the description of the definition of development itself – changes in individuals over time. With the purpose of action that are "designed to improve faculty performance in all overall aspects of their professional lives – as scholars, advisers, academic leaders, and contributors to hospitality institutional decisions.", the acknowledgment of the distinct feature of faculty life is recognized, which oppose the earlier definitions which focus solely on the individual's expertise, interests, and successful teaching.

2.3 Evolution of Faculty Development Program
The scope of faculty development has evolved over the period of time to meet the diverse demands of all hospitality education associates. The implication of faculty development programs helps the faculty members first to admit the changes and then to endorse the methods to meet the assumptions and learning needs of the students. The hospitality institution should also follow programs to non-traditional learning methods and faculty members involving formats and methods of teaching. Finally faculty development initiatives can help in improving teaching effectiveness which can be detail in different ways along with student's evaluation teaching content and analysis of student learning and then findings can then be shared across the institution. (Rachel C. Plews, September 2016).

2.4 Faculty Development Concepts
Faculty development is an ongoing process and it is the nerve of any institute's success which also reflects the quality of the students the institute produces. Encouragement should be given to hospitality education, by attending seminars, workshops,

undertaking research and publication, are a few areas where faculty needs to develop. Training of a minimum period of 15 to 21 days in the industry to study the changes in operation and management will broaden the prospects of faculty and will benefit students in turn. International introduction of faculty under the faculty exchange programs with renowned universities/institutions, attending international seminars and workshops will add value to hospitality education.

III RESEARCH METHODOLOGY

3.1 Research Objectives

1. To understand the need of Faculty Development Program for Hospitality Institutes.
2. To find the purpose of Faculty Development Program for Hospitality Institutes.
3. To identify the frame work of a Faculty Development Program for Hospitality Institutes.

3.2 Data Collection

Primary Data Sources

The fact that all the respondents were the faculty of the hospitality institutes in Pune. The data collected through with the help of a structured questionnaire. Researcher has approached 50 Hospitality faculties from the institutes at Pune. There were 41 respondents replied to the Email & google survey form.

Secondary Data Sources

Secondary data collection consisted of detailed literature search by referring various books, Journals, articles etc. on Faculty Development Program, Method and Framework for Faculty Development Program in Pune and international, Internet. A review of previous related research on Faculty Development Program in worldwide. Review on Faculty Development Program from Principal of various Hospitality Institute all over India.

IV DATA ANALYSIS

The responses to the structured close-ended questions were rated in Percentages. The percentage of respondents for each alternative was given and the data was analyzed by simple percentage method.

Socio-Demographic Profile of the Respondents

4.1 Gender of the Respondents

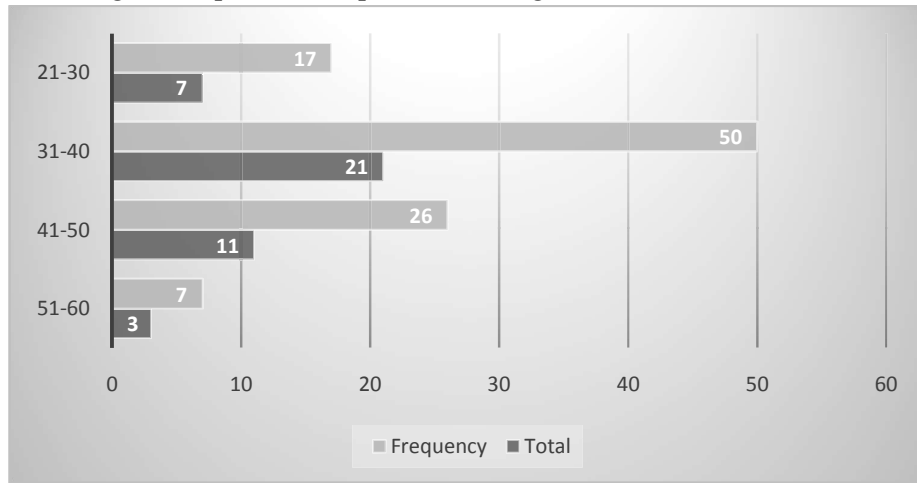Data related to gender of the respondents is presented in the Table No 4.1
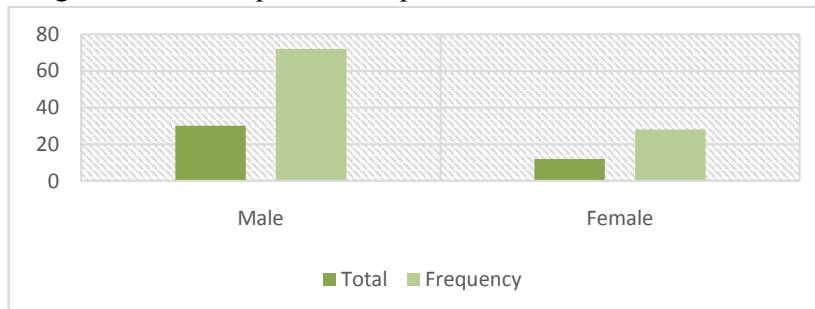
(Source: Primary Data)

Figure 4.1 Gender of the Respondents

It is quite clear from figure 4.1 that almost 72% of the respondents were male as compared to female respondents.

4.2 Age of Respondents

The details of age of respondents is presented in figure 4.2

(Source: Primary Data)

Figure 4.2 Age of the Respondents

The data presented in Figure 4.2 reveals the age groups of the respondents that have been recorded were aged less than 40 years, the major age group indicates that the 50% of the respondents were middle aged people between 31-40 years.

4.3 Academic Qualification of Respondents

The variable 'Educational level' was investigated by the researcher and the data pertaining to education is presented in figure 4.3.
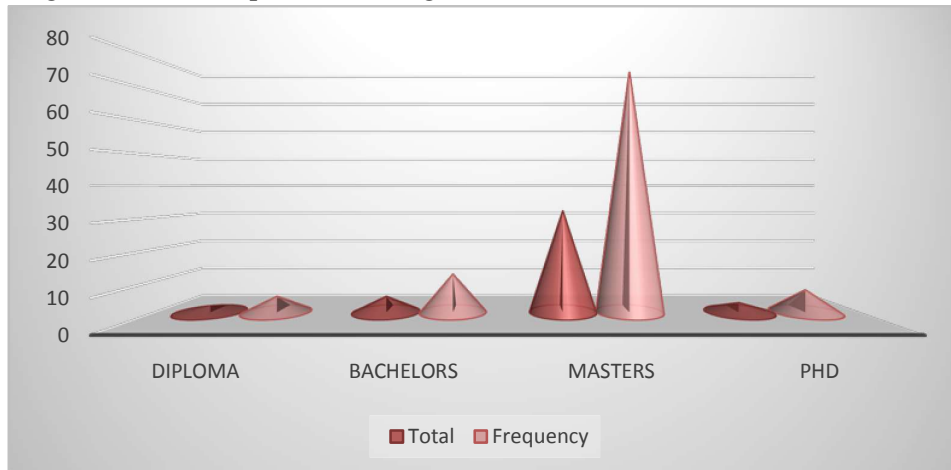
(Source: Primary Data)

Figure 4.3 Academic Qualification of the Respondent

It is evident from the above mentioned Figure 4.3 that 76% of the respondents which is the largest group have completed masters followed by 12% of the respondent have pursued bachelors and 7 % are PhD holders, The hospitality faculties should continuously engaged in research, publication and consultancy.

4.4 Academic Experience of Respondents

Teaching is the principal component of academic experience, but serving on faculty committees, advising students, grading papers and projects, *etc.* are part of it too. The data pertaining to academic experience is presented in Figure 4.4.
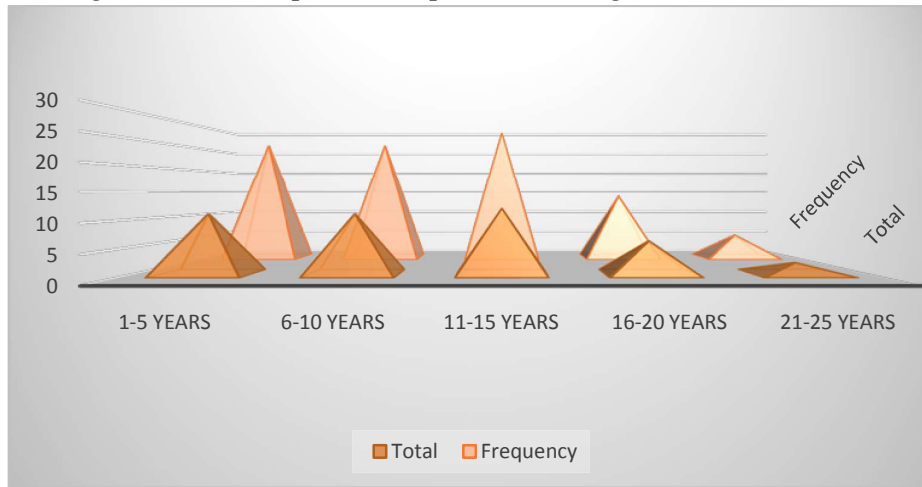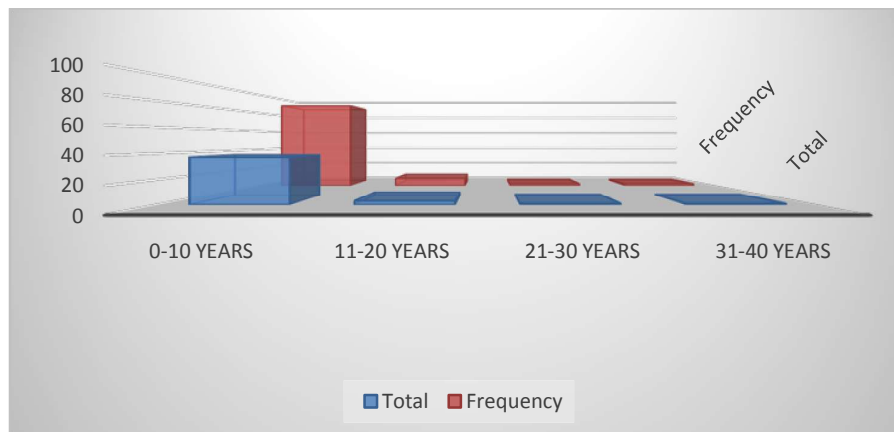

(Source: Primary Data)

Figure 4.4 Academic Experience of the Respondent

Above figure 4.4 shows that 29% of the respondents have academic experience of 15 years, 26% of the respondents have academic experience of 5 years, 6% of the respondents have academic experience till 20 years, and 26% of the respondents have academic experience of 10 years.

4.5 Industrial Experience of Respondents

The quality of life is also determined by an individual's professional experience and the incomes he/she derives from it hence variable professional experience was investigated by the researcher and data pertaining to professional experience is presented in Figure 4.5


(Source: Primary Data)

Figure 4.5 Industrial Experience of Respondent

The percentage distribution of the respondent according to their years of working experience in Industry has been shown in figure 4.5. The result indicates that 88% of

the respondents have nearly 10 years of Industrial experience whereas 8% of the respondents have 20 years.

Following are the findings of researcher arranged in proper sequence

**Figure No. 4.1 Awareness about Faculty Development Program.**
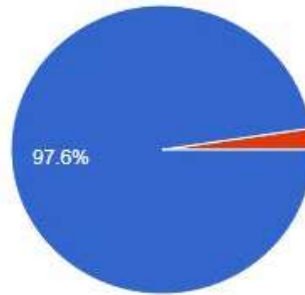
From the above Figure 4.1 it is evident that an overwhelming majority of 98% of Respondents were aware about the Faculty Development Program. However there was still 1% of respondent who were not familiar with the concept of Faculty Development Program and could not relate to it.

Figure No 4.2 Hospitality Institutions are fulfilling the needs of Hospitality Industry
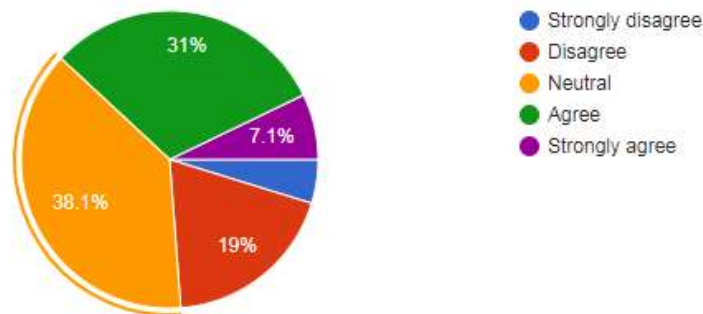
It is observed from figure 4.2 that 38 % of the respondents have a neutral point of view regarding the statement which says that Hospitality Institutions are fulfilling the needs of Hospitality Industry, 31% of the respondents agree to the statement, thus it signifies that the Perception towards hotel management education has been changing. The programme is not merely about culinary skills, but Hospitality Institutes should groom students for success in ever-expanding hospitality sector. Moreover, the opportunities are not limited to domestic boundaries; skilled manpower is in greater demand in the global arena also.

Figure No 4.3 Faculty Development Program improves Teaching and Learning Skills. The figure 4.3 depict that 60% of the respondents which are the highest group of respondents agrees to the statement that Faculty Development Program improves teaching and learning skills, 36% of the respondents strongly agrees to the statement, none of the respondents disagree to the statement.
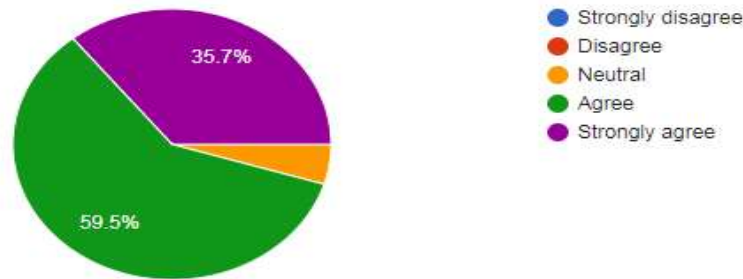
If faculty development is a valued part of the institution, so by designing and evaluating a faculty development program there would be a better value to the improvement of teaching and student learning.

Figure No 4.4 Need of Faculty Development Program.
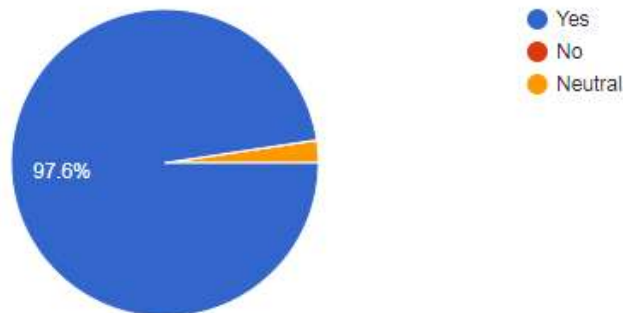
The data represented in above figure 4.4 showcase that an overwhelming number of the respondent i.e. 99% of the respondent believes that there is a need of faculty development program. As the faculty members who teach hospitality program do not necessarily comes from hospitality background. Whereas Hospitality institute who injects the culture of such program. It can create a knowledge sharing platform which helps the faculty to develop new ideas and new knowledge to power hospitality forward.

Figure No 4.5 Reason to attend Faculty Development Program.

It is clear from Figure 4.5 which discuss about the reason to attend the Faculty Development Program that more than half of the respondent i.e. 72% believed that the reason is not only. To enhance skills but also for upgrade Industrial knowledge and To enhance leadership skill and personality development, The faculty has to perform multiple roles in their discipline,
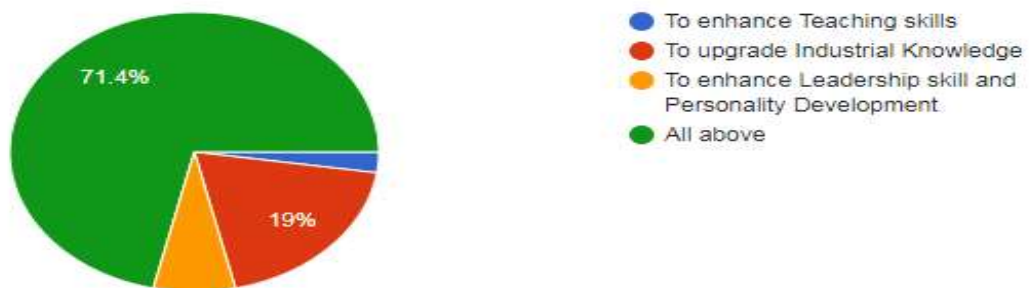
they are also pressed to fulfill heavy teaching responsibilities Self-confident faculties often establish more challenging goals and persist in the pursuit of these goals.

Figure No 4.6 Most benefited faculty development activity.
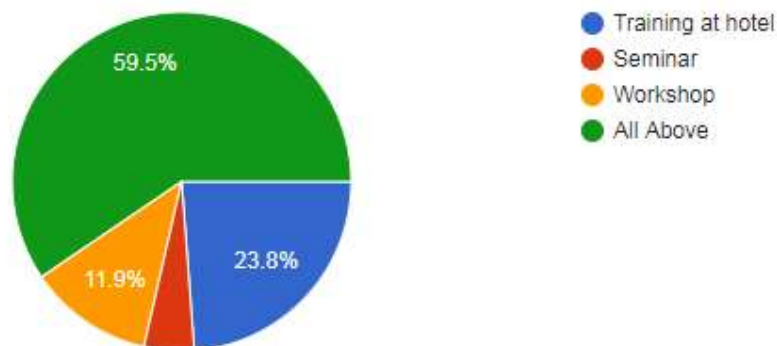
It is obvious from the above Figure 4.6 that an overwhelming majority of respondents i.e. 66% of the respondents believed that Training at the Hotel, Seminar and Workshop all these three activities has the most positive impact on faculties who attended faculty development program. The hospitality and tourism industry operates in a highly competitive environment. It is important that those seeking careers as successful professionals needs to develop a strong business foundation and customer service skills. The faculty plays a vital role to impart these skills on the students, and it can be achieved by attending the faculty development program which is being framed in any of the above activity.

Figure No 4.7 the design of faculty Development program with respect to objectives and goals of Institution and faculty.
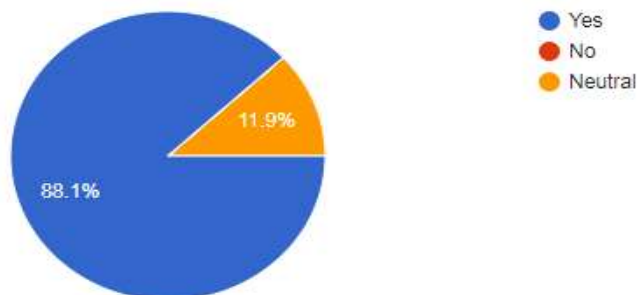
It is quite clear from the result of above figure 4.7 that majority of the respondent i.e. 80% support the statement that faculty development program should meet the goals and objectives of institution and faculty, 20% of the respondent has the neutral view about it. The multiple roles faculty play requires skills in research, teaching, and service. This requires faculty members to: understand students, learn new technologies, deal with demands of hospitality Industry, balance the workload, and understand the changing job market. Planned faculty development program helps to prepare institutions and faculty members for their academic roles including teaching, research, administration, writing/scholarship, and career management.

V. CONCLUSION:

Faculty Development Program has increased its importance amongst the hospitality Institute of Pune. As the hospitality sector in Pune is quite booming. There is a huge scope for the Faculty Development program as with the growing significance of Hospitality sector, it has become essential to educate individuals on the various managerial and operational aspects pertaining to their tasks. Schools and colleges have realized the value of Hospitality sector and are developing curriculum for students aspiring to become professionals in the sector and also they understood the importance to update the faculties with the trends and practices in the hospitality industry.

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