

Education In Hospitality: A Study Of Selected Higher Education Institutions Of Nainital District

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ABSTRACT

This study investigates the landscape of hospitality education in selected higher education institutions in the Nainital District, a region known for its tourism and hospitality industries. As global travel and tourism grow, the demand for well-trained hospitality professionals has increased, demanding a detailed review of the educational frameworks and curriculum in place to fulfil industry demands.

The study adopts a mixed-methods approach, combining quantitative data from student and faculty questionnaires with qualitative insights obtained through interviews with industry stakeholders. Key objectives include evaluating the quality and relevance of hospitality programs, determining the alignment between educational outcomes and industry expectations, and recognizing the problems that institutions confront in providing successful hospitality education. While Nainital's universities offer a variety of hospitality programs, preliminary data show considerable variations in curriculum design, instructor qualifications, and practical training resources. Furthermore, the study identifies a mismatch between academic information taught and practical abilities necessary in the sector, indicating the necessity for stronger industry linkages and experiential learning opportunities. The study expands on the impact of socioeconomic factors on student enrollment and retention in hospitality schools, illustrating how local cultural settings influence career choices among aspiring hospitality professionals. By offering a thorough examination of these dynamics, this study hopes to help to the creation of more effective educational programs that better prepare students for professions in the hospitality industry. Finally, this study aims to educate policymakers, educational institutions, and industry leaders about the important importance of quality education in developing a trained workforce capable of fulfilling the changing demands of the hospitality sector in Nainital and beyond. The study's conclusions support for a collaborative approach to hospitality education, emphasizing practical training, industry interaction, and ongoing curriculum refinement to foster excellence in hospitality services.

KEYWORDS – HOSPITALITY EDUCATION, HOSPITALITY CAREER, HOSPITALITY SECTOR, UTTARAKHAND TOURISM

INTRODUCTION

Throughout human evolution, "education" has been a tool that has helped humans develop a variety of qualities. Throughout history, we have benefited greatly from our capacity for

learning and situational adaptation. A person's personality, character, growth, and overall development are all influenced by their education. Once thought of as a "luxury," owning a computer or laptop and an internet connection is now seen as essential. Currently, Indian educational institutions are based on traditional teaching methods and follow the conventional classroom setting of in-person lectures and interaction. One type of distant learning is correspondence courses, which are sent by standard mail. Andersson (2010) asserts that for people residing in developing countries, education plays an important and vital role. Education enables people to live the lives they desire. Every government in the world needs to keep its human capital at a constant level. This is particularly important for developing countries, where education is often seen as the path to advancement. In recent decades, learning methodology has advanced digitally in many parts of the modern world. From a society defined by the living conditions of industrialism, civilization has advanced to the contemporary knowledge community, where invention and creativity inspire and propel society. Within the framework of a knowledge society, education is tasked with playing a critical role in creating new knowledge. The hotel business is an important part of the global economy, helping to create jobs and drive economic growth. The expansion of the tourism industry in India, particularly in areas such as Nainital District, has increased demand for experienced hospitality personnel. However, the effectiveness of higher education programs in providing students with the essential skills and knowledge remains a major challenge. This article will analyse the current condition of hospitality education in Nainital, concentrating on specific institutions to highlight strengths, problems, and possibilities for improvement.

Hospitality Education in the Study Area

Hotel/Hospitality Management education in Uttarakhand got initiative in the year 1984, when Government Institute of Hotel Management and Catering Technology (GIHM) at Dehradun (Garhwal Division) incepted under the aegis of the State Tourism Department launched a three-year Diploma in Hotel Management. Subsequently, another GIHM at Almora (Kumaon Division) came into being in the year 1991. There-after there remained a lull until the setting-up of Ram Institute of Hotel Management at Dehradun in the year 1999. It is credited to be the pioneering Private Sector Institute in the field, in the context of Uttarakhand. Graphic Era Institute of Technology (now a Private University) followed the suit in the year 2004. Among the State Universities, HNB Garhwal University (now a Central University), Already running Master Degree Course in tourism, introduced Hotel Management Course in the year 2004. The following period witnessed a spurt to this effect, so much so, that now there are as many as Colleges/ Centres/Institutes/University Campuses offering Master, Bachelor and/or Diploma level courses on Hotel Management in the Study Area Interestingly, the private sector is way ahead of the government/public sector in terms of institutions imparting education/training in hotel management.

<i>S.NO</i>	<i>COLLEGE NAME</i>	<i>LOCATION</i>	<i>COURSE OFFERED</i>
1	UTTARAKHNAD OPEN UNIVERSITY (UOU)	HALDWANI	BACHELOR OF TOURISM AND TRAVEL MANAGEMENT, DIPLOMA IN HOSPITALITY ADMINISTRATION, DIPLOMA IN TOURISM STUDIES, PHD IN TOURISM

2	KUMAUN UNIVERSITY	NAINITAL	DIPLOMA IN HOTEL MANAGEMENT, DIPLOMA IN TOURISM STUDIES , BACHELOR OF VOCATIONAL (HOTEL MANAGEMENT), BACHELORS OF VOCATIONAL (CATERING TECHNOLOGY AND HOTEL MANAGEMENT), M.H.M , M.H.A, PHD IN TOURISM
3	AMRAPALI UNIVERSITY	HALDWANI	BHM, BHMCT, BTTM, MHMCT, DHO, PHD IN HOSPITALITY AND PHD IN TOURISM AND ALLIED FIELDS
4	AIM INSTITUTE OF HOTEL MANAGEMENT & AVIATION HALDWANI	HALDWANI	BACHELOR IN HOSPITALITY MANAGEMENT, B. VOC. IN HOSPITALITY MANAGEMENT, B.B.A. IN HOSPITALITY ADMINISTRATION, DIPLOMA IN HOTEL MANAGEMENT, CERTIFICATE COURSE IN BAKERY, CERTIFICATE COURSE IN BARTENDING
5	THE INDIAN INSTITUTE OF MANAGEMENT AND TECHNOLOGY	HALDWANI	BACHELOR OF HOTEL MANAGEMENT & CATERING TECHNOLOGY , MASTER PROGRAM IN TOURISM ADMINISTRATION , ADVANCE DIPLOMA IN HOSPITALITY MANAGEMENT , POSTGRADUATE DIPLOMA IN HOTEL MANAGEMENT , SPECILAZATION IN HOSPITALITY MANAGMENT
6	PAL COLLEGE OF TECHNOLOGY AND MANGAMENT	HALDWANI	BHM (BACHELOR OF HOTEL MANAGEMENT), DIPLOMA IN HOSPITALITY ADMINISTRATION
7	GRAPHIC ERA HILL UNIVERSITY	HALDWANI	CERTIFICATE IN HOTEL MANAGEMENT , BACHELOR OF HOTEL MANAGEMENT
8	GREEN INSTITUTE OF HOTEL MANAGEMENT	HALDWANI	DEGREE IN HOTEL MANAGEMENT AND DIPLOMA IN HOTEL MANAGEMENT
9	DRISHTI THE VISION INSTITUTE OF HOTEL MANAGEMENT	HALDWANI	SPECIALIZED DIPLOMA IN HOSPITALITY, SPECIALIZED DIPLOMA IN HOTEL MANAGEMENT, SPECIALIZED DIPLOMA IN TRAVEL & TOURISM, VOCATIONAL DEGREE IN HOTEL MANAGEMENT, SPECIALIZED DIPLOMA IN FOOD PRODUCTION

10	DR. SUSHEELA TIWARI INSTITUTE OF HOTEL MANAGEMENT	HALDWANI	BACHELOR IN HOTEL MANAGEMENT (BHM), BACHELOR IN TOURISM ADMINISTRATION (BTA), MASTER IN TRAVEL AND TOURISM MANAGEMENT (MTTM), MASTER IN HOTEL MANAGEMENT (MHM), ADVANCED DIPLOMA IN CULINARY ARTS (ADCA), DIPLOMA IN HOTEL MANAGEMENT (DHM), CERTIFICATE IN HOTEL MANAGEMENT, CERTIFICATE COURSE IN BARTENDING, CERTIFICATE COURSE IN FRONT OFFICE
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KNOWN COLLEGES IN THE REGION

According to Andrew Kevin Jenkins (2001), hotel management students tend to select specific hotel departments, chains, and industries. Most anticipate to be managers ten years after graduation. As the degree progresses, the student's impression of the industry deteriorates.

The most influential factors were:

1. Consumer experience with the company.
2. Faculty recommendation.
3. Word of mouth from former students
4. Personality of the hotel company representative.
5. Word of mouth from fellow students.
6. Industry experts provide guest lectures in class.
7. Appearance of hotel representatives.
8. The hotel company's participation in the job fair.
9. Three months' industrial work experience.
10. Tours sponsored by the hotel company.
11. Less influential were hotel company-sponsored scholarships, social events, and company information on the internet or worldwide web.

		Front Office	Accommodation Operation	Food production	F & B Service
NCHMC T	Percentage of Theory Component out of the total theory contents of the Four Core Papers	25%	25%	25%	25%
	Percentage of Practical Component out of the total Practical contents of the Four Core Papers	13.5%	13.5%	54%	19%
UGC	Percentage of Theory Component out of the total theory contents of the Four Core Papers	22%	26%	26%	26%
	Percentage of Practical Component out of the total Practical contents of the Four Core Papers	14%	19%	34%	33%
AICTE	Percentage of Theory Component out of the total theory contents of the Four Core Papers	21%	21%	29%	29%
	Percentage of Practical Component out of the total Practical contents of the Four Core Papers F & B Service	16%	19%	33%	32%

SOURCE – NCHMCT,UGC AND AICTE

The scope of employment for hospitality education

The scope of hospitality education in our country is multidimensional, and the Ministry of Tourism, National Council for Hotel Management, All India Council for Technical Education, and other stakeholders in the hospitality sector have taken a multifaceted approach. Hospitality education prepares industry-ready people who are capable and skilled to work in several critical areas both within India and on a worldwide scale. This education trains tomorrow's graduates and masters to undertake duties at two key levels: operational and management. Hotel management graduates can find entry-level jobs in the hospitality and other linked sectors, with salaries varying depending on the establishment's laws and regulations. Similarly, at the management level, significant and reputable brands choose and hire graduates, provide executive training, and place them in reputable properties.

These are the following areas where the scope of employment for hospitality graduate can begin and settle their carrier.

- Hotels, Resorts, Motels
- Restaurants, Coffee shop
- Bar, Pubs 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

HUNAR SE ROZGAR TAK- A STEP TOWARDS EMPLOYABILITY

The hotel industry statistical report prepared by Ministry of Tourism, Govt. of India, shows the manpower demand for hotels and restaurants exceed its supply. Hence keeping in mind the tremendous demand, the govt started a flagship training programmed called Hunar se rozargar tak, that showcase the talent and skills and convert it to the employability. The purpose of this programme is to create employable skills for the youth who are in the age group of 18-25 years and who are minimum 8th class passes. Execution of the programme was to be conducted by the Institutes of Hotel Management and Food Craft Institutes sponsored by the Ministry of Tourism and also sensitized to other premier private colleges and institutions in the country and the states. Four kinds of courses are offered in this Hunar Se Rozgar Tak programme

Skill development Programs launched by government of India

1. Apprenticeship training (south central railway)
 2. Pradhan mantri kaushal
 3. Vikash yojna
 4. National apprenticeships promotion scheme
 5. National career service
 6. Ayushman Bharat yojna
 7. Make in India
 8. Financial assistance for skill training of persons with disabilities
 9. Skill development for minorities
 10. Green skill development program (sky loft marketing)
 11. Computer siksha yojna.
- A six-week full time course both of theory and practical classes are imparted in Food & Beverage Service, as well as Housekeeping operation.
 - An eight-week full time course both of theory and practical classes are imparted in Food Production as well as bakery and patisserie Under these courses, below poverty line (BPL) students are provided with free food, lodging, uniform and toolkits and the monthly stipend.

LITERATURE REVIEW :

1) Overview of Hospitality Education

The growth of the tourist and hospitality industries worldwide over the past few decades has led to a substantial evolution in hospitality education. Institutions all throughout the world have adapted their curricula to satisfy industrial demands by placing equal emphasis on academic knowledge and practical skills (Brotherton, 2003).

2) The Value of Education in Hospitality

According to research, better service standards and customer satisfaction in the hospitality sector are directly correlated with high-quality education (Kwortnik & Thompson, 2009). According to O'Leary and Deegan (2005), graduates who have received formal training are frequently better prepared to handle the management and operational problems of the sector.

3) Curriculum Development for Programs in Hospitality

The design of curricula in hospitality schools has changed to emphasize competency-based learning with an emphasis on industry-specific information, soft skills, and practical abilities (Chon & Maier, 2010). Research indicates that learning results are improved by an integrated curriculum that blends theoretical understanding with practical experience (Fowler & O'Leary, 2013).

4) **Regional Background: District of Nainital**

In response to the demands of the local business, the Nainital district—which is renowned for its tourism potential—has seen a growth in hospitality programs. A variety of courses are offered by local institutions to meet the needs of both domestic and foreign tourists (Singh, 2019).

5) **Difficulties in Teaching Hospitality**

Notwithstanding progress, Nainital's hospitality education still faces obstacles such as a shortage of skilled instructors, poor facilities, and few industry collaborations (Joshi & Ghosh, 2020). These elements may impair educational quality and graduates' preparedness for the workforce.

6) **Prospects for the Future**

Educational institutions must modify their curricula to incorporate new trends like sustainability, digital marketing, and experiential learning as the hospitality sector develops further (Baker & McCulloch, 2021). According to research, schools that value creativity and adaptability are better equipped to educate kids for the future (Kwortnik, 2022).

DATA ANALYSIS

After China and the United States, India has the third-largest publicly funded higher education system globally. The main regulating body at the postsecondary level is the University Grants Commission, or UGC. It maintains its standards, offers guidance to the government, and facilitates coordination between the state and the federal government. Under UGC Act 2(f), 13373 colleges are also registered.

With increased technological use, publicly accessible online learning, and flexible degree programs, 2022 had a big impact on the education industry. It is anticipated that the industry would prosper in 2023 thanks to technology. 38 Indian universities now offer fully accredited online degree programs approved by the University Grants Commission (UGC), giving students a wide range of educational choices. Additionally, the decision aligns with the objectives of the NEP 2020, which prioritizes online learning. Enrollment in higher education institutions rose during the 2022–2023 admissions season. By restructuring the curriculum and pedagogy and altering the exams, NEP 2020 also aims to raise the higher education sector's Gross Enrollment Ratio (GER) to 50% by 2035.

UNIVERSITY IN INDIA

Type of University	Number of Universities				
	2016-17	2017-18	2018-19	2019-20	2020-21
Central University	44	45	46	48	51
State University	345	351	371	386	403
Deemed University (Government)	33	33	34	36	34
Institutes of National Importance	100	101	127	135	149
Deemed University (Private)	79	80	80	80	80
Private University	233	262	304	327	365

SOURCE – AISHE REPORT

The land area of Uttarakhand, the 27th state established on November 9, 2000, is 53,483 square kilometres. At an elevation of 200 to 7784 meters above sea level, it is a unique geographical

feature in the Western Himalayan terrain. The state shares international boundaries with China to the north and Nepal to the east. It is 86% mountainous and 65% forested. Two administrative divisions, Kumaun and Garhwal, split it into two parts. Ten hilly districts and three plain districts make up the state's thirteen districts. In Uttarakhand, particularly in Dehradun and the surrounding areas, a large number of colleges and institutes have emerged throughout the last 20 years. Furthermore, the quantity of private universities has skyrocketed.

UNIVERSITY IN UTTARAKHAND

Type of University	Number of Universities				
	2016-17	2017-18	2018-19	2019-20	2020-21
Central University	1	1	1	1	1
State University	9	10	10	10	11
Deemed University (Government)	1	1	1	1	1
Institutes of National Importance	3	3	4	4	4
Deemed University (Private)	1	1	1	1	1
Private University	11	15	17	17	17

SOURCE – AISHE REPORT

QUESTIONS ASKED TO THE STUDENT IN THE BASIS OF THEIR CAREER FACTORS

STUDENT FACTORS	STUDENT POSTITIVE RESPONSE (%)	STUDENT NEGATIVE RESPONSE (%)	STUDENT RESPONSE YET NOT DECIDED (%)
Change in Attitude Towards Hotel Industry	80	15	5
Satisfaction Level with Hotel Industry	48	28	34
Percentage of Students Willing to Work in Hotel Industry After Graduation	50	20	30

SOURCE – PRIMARY DATA DEPARTMENT OF INTEREST (%)

FOOD PRODUCTION	45
FOOD AND BEVERAGE	25
HOUSEKEEPING	19
FRONT OFFICE	7
OTHER DEPARTMENT	4

SOURCE – PRIMARY DATA

DEMOGRAPHIC PROFILE OF STUDENT (N = 100)

S.NO	CATEGORY	DESCRIPTION	FREQUENCY	PERCENTAGE
1	AGE	up to 20 years	22	22%
		21 – 25 years	58	58%
		26-30 years	12	12%
		31-35 years	8	8%
2	GENDER	MALE	68	68%
		FEMALE	32	32%
3	MARTIAL STATUS	MARRIED	25	25%
		UNMARRIED	75	75%

SOURCE – PRIMARY DATA

Above table represent the demographic data of student who is involved in the study it also included the number of respondent along with the percentage of respondent ,Survey is based upon the feedback received from 100 respondent from different colleges out of which 22% are the student who is studying in the college age more then 20 years , 58% of student is having age in between 21-25 years and so on , If its about gender 68% respondent are male and rest are female, If we will see the percentage of married student 25% are married and 75% are unmarried student who is doing the different courses in the university and institute.

DEMOGRAPHIC PROFILE OF FACULTY

Research on higher education has long been interested in the demographics of faculty members. This is due to the increasing awareness that a diverse staff can enhance student involvement, academic achievement, and the general culture of the institution. This essay will investigate the connection between academic achievement and the demographic traits of the faculty. In particular, we will review the research to investigate the potential effects of socioeconomic status, age, gender, race, and ethnicity on academic achievement.

DEMOGRAPHIC PROFILE OF FACULTY (N = 46)

S.NO	CATEGORY	DESCRIPTION	FREQUENCY	PERCENTAGE
1	AGE	up to 25 years	6	13.04%
		26 – 35 years	18	39.13%
		36-45 years	10	21.73%
		46-55 years	6	13.04%

		Above 55 years	3	6.97%
2	GENDER	MALE	34	79.06%
		FEMALE	12	26.08%
3	MARTIAL STATUS	MARRIED	28	60.86%
		UNMARRIED	12	26.08%
		DIVORCED/SEPARATED	6	13.04%
4	EDUCATION LEVEL	GRADUATION	3	6.97%
		POST GRADUATION	28	60.86%
		DOCTORATE	7	15.21%
		OTHERS	8	17.39%
5	INDUSTRY EXPERIENCE	SIX MONTH	4	8.69%
		1 YEARS	6	13.04%
		MORE THEN 2 YEARS	12	26.08%
		IN BETWEEN 5-10 YEARS	24	52.17%

SOURCE – PRIMARY DATA

Above table represent the demographic data of faculty who is involved in the study it also included the number of respondent along with the percentage of respondent ,Survey is based upon the feedback received from 46 respondent from different colleges out of which 13.04% are the faculty who is teaching in the college having age in between 21-25 years , 39.13% of faculty is having age in between 26-35 years and so on , If it's about gender 79% respondent are male and rest are female, If we will see the percentage of married faulty 60% are married and 26% are unmarried and rest are either divorced or separated. The education level of faculty are as follows Graduates are around 6% post-graduation was done by 28% and 7% and 8% are respectively doctorate and others. Most interesting fact about hospitality sector is that the faculty are having experience of the industry which is shown in the above table 8% and 13% of faculty who is having experience around six and 1 years respectively rest of the faculties having experience in between 2 – 10 years.

RESPONDENTS DISTRIBUTION IN DIFFERENT HOSPITALITY COURSES

In general, the goal of hospitality courses is to give students a grasp of the fundamentals and procedures of the hospitality sector. This could cover subjects like marketing, event organizing, customer service, hotel and restaurant management, and tourism. Certain facets of the hospitality sector, like food and beverage service, hotel operations, and travel and tourism, may also be covered in the courses. Numerous educational institutions have been forced to switch

to online education and modify their curricula to be taught digitally. This has opened doors for creativity and fresh methods of instruction, but it can also bring difficulties like sustaining student interest and fostering a feeling of community. Teachers can employ a range of tactics, including discussion boards, group projects, and interactive online exercises, to address these issues. Teachers and students may also need to modify their writing styles for academic writing in order to fit the virtual setting.

Additionally, since they might not have access to typical library resources or in-person interactions, students might need to be more self-directed in their learning and research abilities.

S.NO	DESCRIPTION	STUDENTS		FACULTY	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
1	DIPLOMA / CERTIFICATION COURSES IN HOSPITALITY MANAGEMENT	22	22%	8	17.39%
2	DEGREE IN HOSPITALITY MANAGEMENT	54	54%	22	47.82%
3	MASTERS DEGREE IN HOSPITALITY AND TOURISM MANAGEMENT	10	10%	12	26.08%
4	RESEARCH DEGREE IN TOURISM AND MANAGEMENT	14	14%	4	8.69%

SOURCE – PRIMARY DATA

FINDINGS AND RECOMMENDATIONS

Curriculum Assessment: The study indicated that, while most universities provide a solid theoretical foundation in hotel management, there is a substantial absence of practical training components. Students reported feeling underprepared for real-world issues, particularly in areas like customer service, event management, and culinary skills.

Faculty Qualifications: Faculty members typically hold relevant academic credentials; nevertheless, many lack actual industry experience, which is required for conveying real-world information. Students and industry experts expressed concern about the gap between academic understanding and practical application.

Industry Collaboration: Interviews with industry stakeholders revealed a need for more collaborative collaborations between educational institutions and the hospitality industry. Most

industry experts stated a wish for increased collaboration with schools to guarantee that graduates have the skills needed to succeed in the job.

Student Support Services: Improving career counselling and support services can assist students in navigating their professional paths and increasing employability.

SCOPE OF FURTHER RESEARCH

This study was limited to the institutions that provide hospitality education in Nainital district. Future research could focus on a much larger study region or other cities/states in India. Future research can involve a larger number of universities and students. Future studies could include other institutions from the Kumaun region. The study included students from various courses ranging from diploma level studies to research degree programmes. Separate research might be undertaken for students in various programs.

The investigation was restricted to specific objectives depending on the researcher's preferences.

Further study can be conducted to address more and diverse aims.

- More study is needed to better understand the elements influencing online class acceptance in hospitality management courses and develop successful methods. Future research may consider additional aspects such as cultural and family backgrounds, financial status, and educational level.
- Additional research can be conducted on respondents from government and commercial institutions individually.

In conclusion, online teaching-learning presents both benefits and challenges for hospitality education. Hospitality education can improve accessibility, flexibility, and cost-effectiveness, but it also comes with drawbacks such as more strength of student over less faculty and the requirement for Effective technological infrastructure and assistance. Hospitality education relies on the creation of successful teaching methodologies that address. These challenges encourage excellent learning outcomes for pupils. Overall, the use of internet Teaching-learning is a vital tool for hospitality education in the digital age, and it continues to Development and implementation will influence the future of hospitality education.

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