

A STUDY ON THE USE OF TEACHING PEDAGOGY TECHNIQUES FOLLOWED IN CULINARY INSTITUTE

¹Narinder Singh, ²Nitish, ³Simranjeet Kaur, ⁴Snovi Singh

^{1,2}Assistant Professor, ^{3,4}Students, Department of Hotel Management & Catering Techniques,
Baba Farid College of Engineering & Technology, Bathinda

Abstract

The Indian education sector has seen a drastic change in the 21st century especially with the use of ICT enabled technology. The hotel management institutes have also evolved using these new methods of teaching. These hotel management institutes have teachers who still believe that the conventional teaching methods are the best and are hesitant to move towards conceptual teaching methods. This study aims to find out about the preference of conventional and conceptual teaching methods by hotel management students. It further investigates on how effective these teaching methods are in the learning process. To the stated that the students are aware of the conventional and conceptual teaching methods used in their institutes and have a strong preference for learning through the conceptual method of teaching. These students also prefer the hotel management institutes use a combination of conventional and conceptual teaching methods by their teachers in the teaching- learning process.

Keywords: Higher Education, Hotel Management, Quality Education, Technical Education, Hospitality Education

Introduction

Culinary is one of the trade courses offered in technical colleges. Technical and professional education and training have experienced substantial transformations, not only in terms of content but also in the delivery of knowledge and skills. As the global hospitality industry becomes more dynamic and competitive, the need for well-trained culinary professionals grows. Culinary institutes, as specialized centers of learning, play an important role in providing budding cooks with both foundational and advanced skills. In light of this, the teaching methodology used in these institutions has gained significant attention. It is crucial to comprehend the pedagogical strategies employed in culinary education in order to improve learning results and student engagement while also bringing educational methods into line with changing industry norms. The term "pedagogy" encompasses the method and practice of teaching, particularly as an academic subject or theoretical notion. In the culinary realm, pedagogy extends beyond theoretical instruction to include a variety of tactics such as demonstration, experiential learning, simulation, apprenticeship, narrative, sensory engagement, and technological integration. Culinary education, unlike typical classrooms, necessitates a distinct blend of cognitive, psychomotor, and affective learning strategies. As a result, the effectiveness of teaching is strongly dependent on the pedagogical strategies used and how well they address the varied learning demands of culinary students. India is long known as an education hub and has produced numerous quality students from various prestigious institutions who are performing on very high levels throughout the world. This is completely owing to the kind of education provided at the school level and further in the higher education institutes. Over the last couple of decades India is seeing a dramatic increase in the number of higher education institutes mushrooming in every corner of the country. Well one would say that this is something very nice that is happening but I believe in this bargain the control over quality of education was dwindled. Of course, this has caught the eye of the top educational bodies of India and are paving way to reduce this effect and bring in better control in the quality of education that is being imparted at various levels in the education sector. This brings us to the methods that are used at the higher education institutions to impart education to students. Coming more specifically to the hotel management institutes, until the technology found its way into the methods of teaching the most popular method of teaching was the chalk-n-board method. Many old school teachers till today still believe that no method can substitute this one. There were some other methods being practices by the teachers which included case studies, group discussions and on-site visits. Technology in teaching introduced an array of conventional teaching methods in the hotel management institutes which started with an overhead projector to a liquid crystal display popularly known as LCD and now to smart classrooms. This has paved way for students to benefit from the various teaching methods that are being utilized by the teachers to educate the students. The teachers are looking constantly to add a different teaching method in their kitty to keep the students engaged. 'Traditional education, also known as back-to-basics, conventional education or customary education, refers to long-established customs that society traditionally used in schools. Some forms of education reform promote the adoption

of progressive education practices, a more holistic approach which focuses on individual students' needs and self-control. In the eyes of reformers, traditional teacher-centered methods focused on rote learning and memorization must be abandoned in favour of student-centred and task-based approaches to learning.' (https://en.wikipedia.org/wiki/Traditional_education) "*By education I mean an all-round drawing out of the best, in child and man — body, mind and spirit.*" – M. K. Gandhi. This is almost exactly what we would look at conventional education. The conventional methods would use various methods combination of methods as well to not only impart bookish knowledge but would involve developing the student in a holistic way. The students today can really feel and tell the difference between conventional and conceptual methods used in the hotel management institutes. Students of hotel management institute have more of practice based subjects where they are able to gather hands-on experience to a certain extent. This study aims to find the teaching methods that are used in various hotel management institutes and which teaching methods are preferred by the students of hotel management institutes.

Review of Literature

Collins (2002) "Are We Teaching? What We Should. Dilemmas and Problems in Tourism and Hotel Management Education" The study indicated a rising global demand for trained and educated professionals in the Hotel Management and Tourism industry. It emphasized the increasing necessity for university-level recognition of specialization, driven by continuous technological advancements and evolving consumer expectations. The research also highlighted the growing importance of integrating academic knowledge with practical experience. Additionally, it pointed out persistent challenges related to language proficiency among industry professionals.

Fevzi O and Kevin "A Critical Review and Evaluation of Teaching Methods of Strategic Management in Tourism and Hospitality Schools" The emphasized that strategic management should have been included as a core subject in hospitality management programs, as it would have supported the development of a more holistic and integrated approach to managerial thinking among students. The researchers noted that while lectures and case studies were among the commonly adopted teaching methods, no single method alone could fully achieve the desired educational objectives. Instead, they advocated for a blended teaching approach, combining multiple methods to enhance learning outcomes and better equip students with both practical skills and current industry knowledge. However, they also acknowledged that shifting from traditional methods to newer pedagogical strategies was not always straightforward, as such transitions often required time, adjustment, and a willingness to embrace change.

Fuller (1983) "Hotel Management Education" emphasized that stronger integration between educational institutions and the hospitality industry was necessary. It was recommended that senior professionals from the hotel industry be included in academic committees to provide valuable insights from an industry perspective. Additionally, it was suggested that educators regularly engage with industry practices to stay updated on current trends and operations. This continuous exposure was believed to help teachers enrich their academic content and reflect industry relevance in their teaching methodologies.

Hemraj P *et al.*, (2014) "A Study of Students' Perception About Entrepreneurship in Hospitality Industry & The Role of Hospitality Colleges in Developing their Entrepreneurial Skills with Special Reference to Pune City" It was observed that a majority of students entered the hospitality industry attracted by its glamour and the perception of quick financial gains. However, over time, many shifted their career focus to related fields, primarily due to the demanding nature of long working hours. In response to this trend, educators and academic institutions recognized the need to integrate entrepreneurial skill development into the curriculum. This was achieved through the adoption of experiential teaching methods such as field visits, specialized training programs, and interactive sessions with successful entrepreneurs, all aimed at enhancing students' practical exposure and long-term career preparedness.

Mohinder (2008) "Managers' Perception of Hotel Management Curricula in India: An Exploratory Study" The study indicated that hotel management education had undergone significant transformation over the past few decades. The curriculum had become increasingly market-oriented, reflecting strong influence from industry professionals. It was also observed that core subjects were given greater importance, whereas ancillary or related subjects received comparatively less emphasis. Furthermore, the study provided insights into teaching methodologies that needed to be adopted, revised, or strategically planned to effectively equip students for a dynamic and evolving hospitality industry.

Morrison and Barry (2003) "The liberation of hospitality management education" the knowledge related to

hospitality was primarily derived from industry practices rather than through academic inquiry across other disciplines. However, during the late 1990s, the hospitality education sector experienced a significant transformation. This period marked a notable shift from its traditional vocational roots toward a more expansive academic framework. Universities began incorporating broader liberal arts components into their hospitality curricula, reflecting a move toward a more interdisciplinary and scholarly approach.

Saravanakumar (2014) the study examined “Present Scenario and Future Prospects of Higher Education in India” It was emphasized that education, as a key driver of a nation's development, needed to remain dynamic and responsive to change. With time, it was essential to reframe and revise educational structures. Teachers were encouraged to take an active part in the process of reforming the higher education sector. Their involvement was seen as crucial for making the system of higher education more innovative, adaptable, and future-oriented, capable of addressing the evolving demands of modern educational landscapes.

Saravanakumar and Padmini (2020) in their research “Indian Higher Education: Issues and Opportunities” It was critically observed that the state of higher education appeared bleak, particularly when the issue of quality was brought into focus. The sector struggled to cope with numerous challenges such as unplanned expansion, uneven development, commercialization, financial pressures, teacher burnout, rising educated unemployment, and the tension between creativity and conformity. Since teachers formed the foundation of all educational outcomes, it was emphasized that they needed to be trained effectively through well-structured, quality-assured programs. Such initiatives were viewed as essential to ensure that graduates were truly competent and job-ready. Researchers repeatedly emphasized the need for periodic reviews and reforms within the education system to enhance its effectiveness and relevance.

Sharma and Pandher (2018) “Quality of teachers in technical higher education institutions in India” The study emphasized that the quality of teaching directly reflected the quality of the faculty. It successfully assessed the faculty standards in technical institutions across Punjab and highlighted notable differences between public and private sector institutions. The researchers also drew attention to the shortage of qualified and competent educators, which was identified as a key factor contributing to the overall decline in teaching quality.

Shirani Bidabadi (2016) *et al.*, “Effective Teaching Methods in Higher Education: Requirements and Barriers” The research highlighted that the most effective approach to teaching in higher education involved a balanced integration of student-centered and teacher-centered instructional methods, supported by adequate planning and preparedness. While this blended approach proved beneficial, some challenges were observed. Minor obstacles often stemmed from the attitudes and behaviors of individual educators, which could hinder the full implementation of these strategies. In addition, significant barriers were noted in relation to institutional practices, some of which were rooted in administrative policies and regulatory framework

Singh J D (2011) “Higher Education in India – Issues, Challenges and Suggestions” The study highlighted several persistent challenges within the higher education system, emphasizing the urgent need for substantial reforms. It was noted that Higher Education Institutions (HEIs) and universities were required to redefine the purpose of education and explore new approaches to understanding how individuals learn. Furthermore, the author envisioned a future where a well-educated population would play a crucial role in driving India's economic growth. To achieve this, institutions and organizations in the education sector were expected to implement structured systems aimed at fostering excellence across diverse academic disciplines.

Syed ZA, *et al.*, (2018) “An evaluation of teaching methods of entrepreneurship in hospitality and tourism programs” Hospitality and tourism programs encountered several challenges in effectively delivering entrepreneurship education. Traditionally, instruction in this domain relied heavily on lectures, tutorials, and case studies. While these methods had long been used, it became evident that no single teaching approach was sufficient to fully meet the learning objectives of such courses. In order to ensure comprehensive student development, it was essential to integrate both theoretical knowledge and practical application. A balanced and strategic combination of teaching methodologies was therefore necessary to equip students with the appropriate skills and knowledge required for the hospitality and tourism industry.

Wells, S., Warelow, P., & Jackson, K. (2009). Problem based learning (PBL): A conundrum. *Contemporary Nurse*, 33(2), 191-201. Problem-Based Learning (PBL), characterized by minimally guided instruction, had been widely employed as an educational strategy across multiple disciplines in the tertiary education sector. Previous

literature examined both the advantages and limitations of PBL, particularly within healthcare education, while also discussing its philosophical foundations and methodological framework. In efforts to evaluate the effectiveness and challenges of PBL in practical settings, past studies presented a realistic perspective, incorporating viewpoints from both facilitators and students rather than adopting an idealistic stance. The PBL could serve as an effective pedagogical method within comprehensive nursing programs—provided the learning environment received adequate financial backing and maintained fidelity to its core principles, such as small group-based instruction. However, it was observed that in practical application, the ideal conditions were rarely met. Facilitators often adapted and condensed the PBL model to suit personal or institutional constraints, resulting in modified versions that diluted the original pedagogical intent. This divergence between theoretical ideals and practical implementation was identified in the literature as a recurring dilemma within PBL-based education.

Objectives of the study

- To identify the most preferred teaching method among hotel management students as practiced in culinary institutes.
- To determine the effectiveness of teaching pedagogy techniques that were used for hotel management students in a culinary institute.
- To examine the preferences of hotel management students regarding conceptual, conventional, and combined teaching methods that were employed in the culinary institute.

Research Methodology

This study adopted a Survey-based research design to explore the effectiveness of various teaching pedagogy techniques used in culinary institutes. The aim was to identify which instructional methods enhance student comprehension and engagement in hospitality and culinary education. A mixed-methods approach was employed to obtain both quantitative and qualitative data, ensuring a more comprehensive understanding of students' learning experiences. The target population included students enrolled in culinary and hotel management programs across various institutes in India. The sample was selected using a purposive sampling technique, focusing on students who had experienced different teaching methodologies such as lectures, demonstrations, practical labs, audio-visual aids, and industry visits.

Data collection: The primary data required for the research was collected using the following techniques:

The questionnaire containing both closed-ended and scaled questions was developed. The questionnaire focused on identifying students' preferences, perceptions of different teaching methods, and the effectiveness of those methods in understanding culinary concepts. The questionnaire was distributed to culinary institutes located in various cities through online and offline channels...

Sample technique: This study was conducted with responses of more than---respondents between the age group of above 22 to + 35 years.

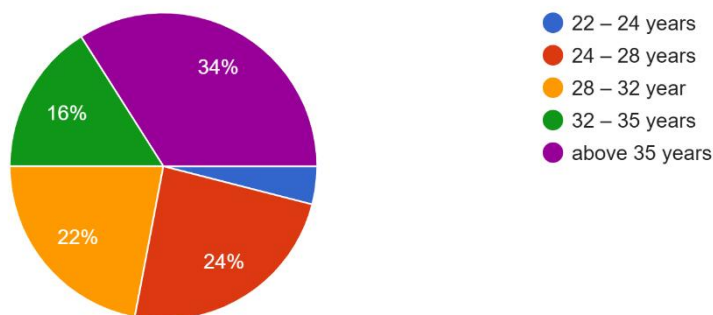
The samples had been randomly chosen from different culinary and hotel management institutes located in and around Bathinda, Punjab. In addition to the primary tools, relevant secondary data for the study was gathered from journals, books, and online sources.

Data Analysis

Table 1: What is the age of the respondents?

Age

50 responses



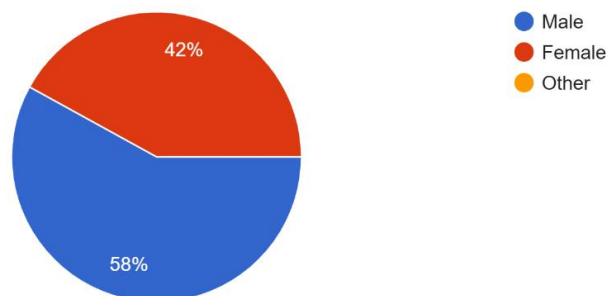
Responses	Percentages
22–24 years	4%
24–28 years	24%
28–32 years	22%
32–35 years	16%
Above 35 years	34%

Analysis: The age distribution of the 50 responses shows a wide range of ages, with most (34%) being over 35 years old. This shows that older people are very involved. 46% of the people who answered were between the ages of 24 and 32, which is a large group that shows early and mid-career points of view. The 22–24 years group (4%) is not well represented, on the other hand. Overall, the results show that the study mostly shows the views of people who have been in the field for a while, with only a few younger ones.

Table 2: What is the gender of the respondents?

Gender

50 responses



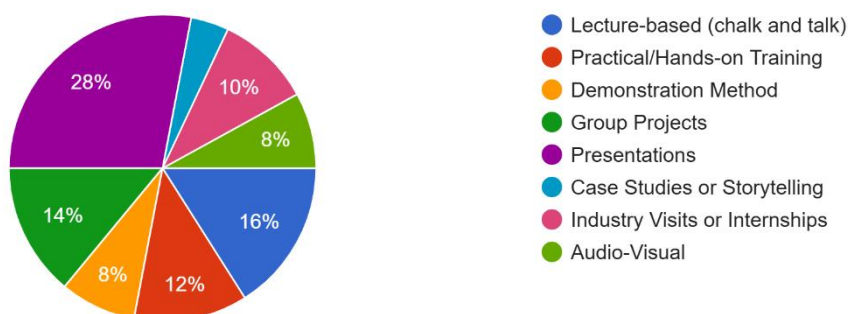
Responses	Percentages
Male	42%
Female	58%
Other	0%

Analysis: According to the responses, women make up 58% of the sample, whereas men make up 42%. None of the responders selected "other." This indicates that the number of male and female participants is evenly distributed, with a slight female representation bias. Although there is a lack of inclusivity from other gender identities, this gender distribution guarantees that perspectives from both genders are represented in the study.

Table 3: Which of the following teaching methods do you find most effective in learning culinary or hospitality concepts?

Which of the following teaching methods do you find most effective in learning culinary or hospitality concepts?

50 responses



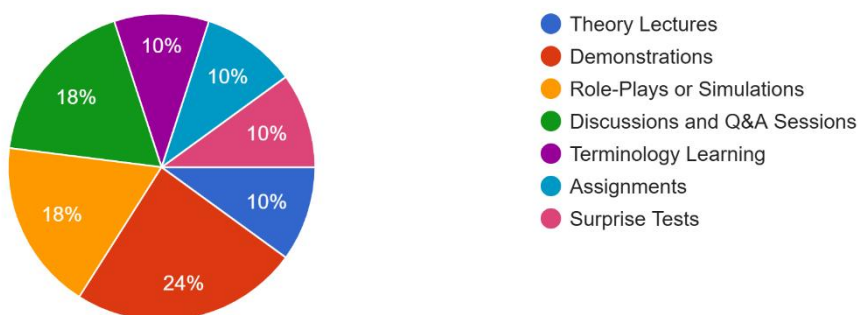
Responses	Percentages
Lecture-based (chalk and talk)	16%
Practical/Hands-on Training	12%
Demonstration Method	8%
Group Projects	8%
Presentations	10%
Case Studies or Storytelling	14%
Industry Visits or Internships	28%
Audio-Visual	4%

The most popular approach, industry visits or internships (28%), demonstrated students' propensity for experiential learning and real-world exposure, which directly links theory to practice. The fact that case studies or storytelling came in second (14%) indicates that students appreciate narrative-driven and contextual strategies that improve relatability and memory recall. Although it is less popular than interactive approaches, lecture-based instruction (16%) is still important for imparting theoretical underpinnings. Presentations (10%) and Practical/Hands-on Training (12%) received moderate support, indicating the importance of skill development and active engagement in successful learning. Group projects (8%) and the demonstration method (8%) were equally preferred, highlighting the ongoing value of both collaborative and visual learning styles in educational contexts.

Table 4: Which of the following methods helps you retain knowledge for a longer time?

Which of the following methods helps you retain knowledge for a longer time? (Choose the most relevant.)

50 responses



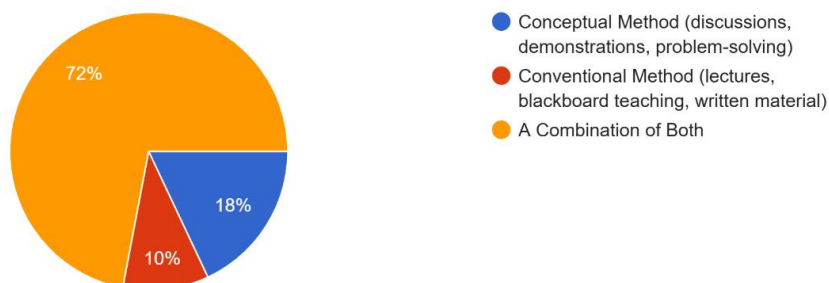
Responses	Percentages
Theory Lectures	10%
Demonstrations	10%
Role-Plays or Simulations	24%
Discussions and Q&A Sessions	18%
Terminology Learning	10%
Assignments	18%
Surprise Tests	10%
Audio-Visual	4%

Analysis: The survey effects suggest that one of a kind mastering strategies are valued in a different way by way of students for long-term expertise retention. Theory Lectures (10%) are favored by using a small institution for presenting readability, shape, and conceptual grounding, while Demonstrations (10%) attraction to visual freshmen who keep facts better thru realistic illustrations. Role-Plays or Simulations (24%) emerge as the maximum favored approach, highlighting the effectiveness of experiential and immersive mastering in enhancing long-time period retention.

Table 5: Which teaching method helps you retain knowledge more effectively?

Which teaching method helps you retain knowledge more effectively?

50 responses



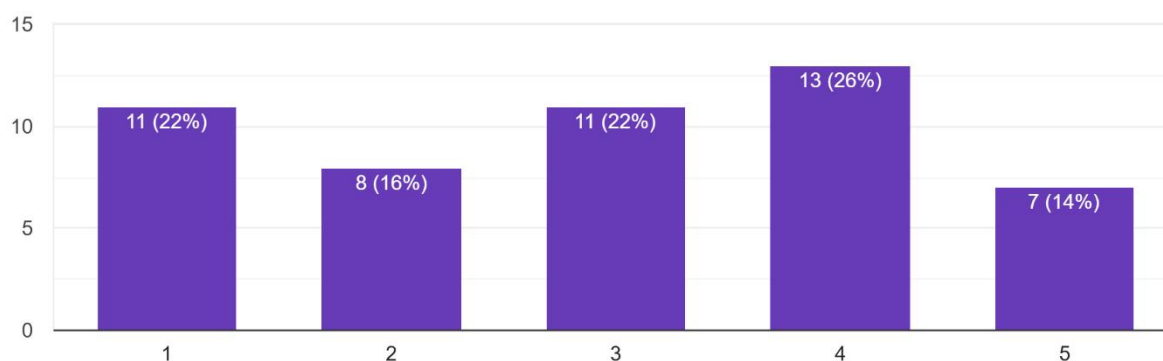
Responses	Percentages
Conceptual Method	18%
Conventional Method	10%
A Combination of Both	72%

Analysis: When it comes to teaching methods, the vast majority of respondents (72%) favor a mix of conceptual and traditional approaches, suggesting that combining interactive techniques like discussions, demonstrations, and problem-solving with conventional lectures and written material improves retention of the information. In contrast, 18% of respondents said that the conceptual approach is their main source of benefit, underscoring the value of experiential, hands-on learning, particularly in technical disciplines, culinary arts, and hospitality. Ten percent of respondents preferred conventional methods alone, indicating that although traditional teaching is crucial for imparting foundational knowledge, it might not fully engage students or promote long-term retention.

Table 6: How effective do you find traditional classroom lectures in understanding hotel management concepts?

How effective do you find traditional classroom lectures in understanding hotel management concepts?

50 responses



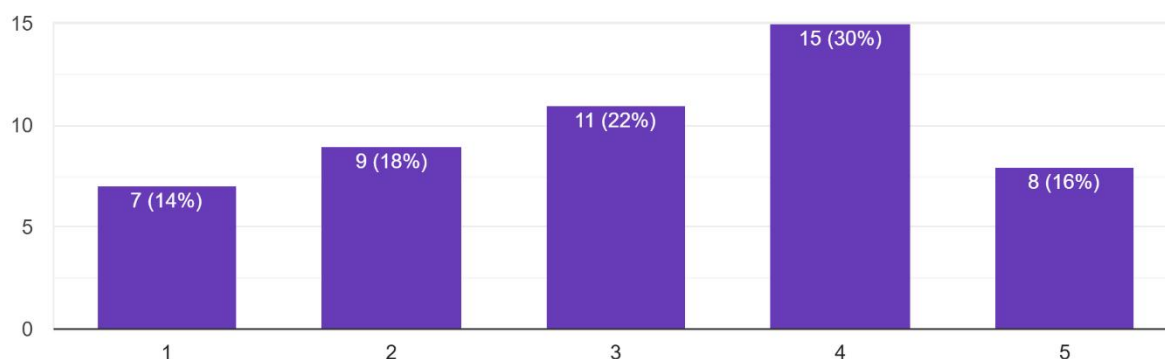
Responses (Rating)	Percentages
1 - Not Effective	22%
2 - Slightly Effective	16%
3 - Moderately Effective	22%
4 - Effective	26%
5 - Highly Effective	14%

Analysis: The responses monitor that scholars have varied evaluations about traditional lectures in resort management schooling. A sizeable variety of college students perceive lectures as ineffective, suggesting that passive coaching methods might also restrict engagement and information. Some respondents adopt a impartial view, recognizing the position of lectures while acknowledging their shortcomings in selling deep gaining knowledge of. At the equal time, a significant portion nonetheless values dependent study room education, with a smaller group thinking about lectures distinctly beneficial, probably stimulated through person studying patterns or the first-class of delivery. Specifically, 26% of college students rated lectures as “Effective” and 14% as “Highly Effective,” displaying that over a third nonetheless see benefit in this method. Conversely, every other 38% rated lectures as “Not Effective” or “Slightly Effective,” highlighting a clear need for alternative or combined teaching strategies. Additionally, 22% observed lectures to be “Moderately Effective,” indicating that conventional lectures on my own won't absolutely support complete expertise. Overall, these blended responses emphasize the importance of incorporating numerous coaching strategies, including experiential getting to know, case studies, and interactive activities, alongside lectures to enhance scholar engagement, know-how retention, and realistic utility.

Table 7: Do you think modern teaching tools help in engaging more in the classroom?

Do you think modern teaching tools help in engaging more in the classroom?

50 responses



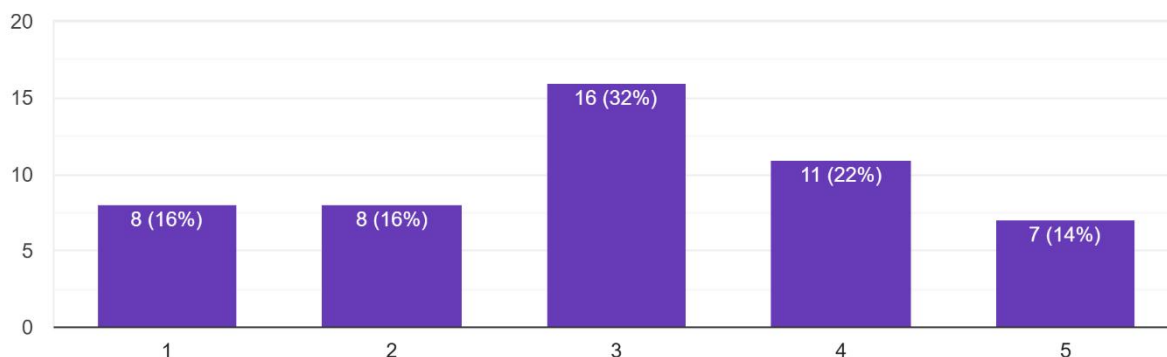
Responses (Rating)	Percentages
1 – Not at all	14%
2 – Slightly	18%
3 – Moderately	22%
4 – Effectively	30%
5 – Highly Effectively	16%

Analysis: A minority of respondents feel that modern-day coaching equipment fail to beautify engagement, which may be because of poor implementation or confined access, whilst some continue to be skeptical, who prefer traditional methods or perceiving little clean gain. A neutral organization indicates that even though these equipment may additionally assist, they may be no longer transformative on their personal. However, the largest segment finds cutting-edge equipment effective, suggesting they improve lecture room interplay and keep pupil interest, with a superb portion seeing robust fee, probable cashing in on interactive or era-improved mastering. Overall, the facts displays a fine tilt closer to cutting-edge coaching gear in hospitality schooling: 68% of respondents rated engagement as mild to quite powerful, demonstrating huge guide for tech-improved studying, whilst 30% rated it a “4,” implying the gear are useful however can be better integrated or supported. Conversely, 32% rated 1 or 2, indicating that some students remain unconvinced, probably because of inconsistent use or loss of personalization. This comments underscores the cost of a blended studying method, where present day tools complement as opposed to update conventional methods, and suggests that incorporating simulations, videos, and interactive platforms should correctly bridge the distance between principle and practice in hospitality and culinary training.

Table 8: Do you feel engaged during traditional lecture-based classes?

Do you feel engaged during traditional lecture-based classes?

50 responses



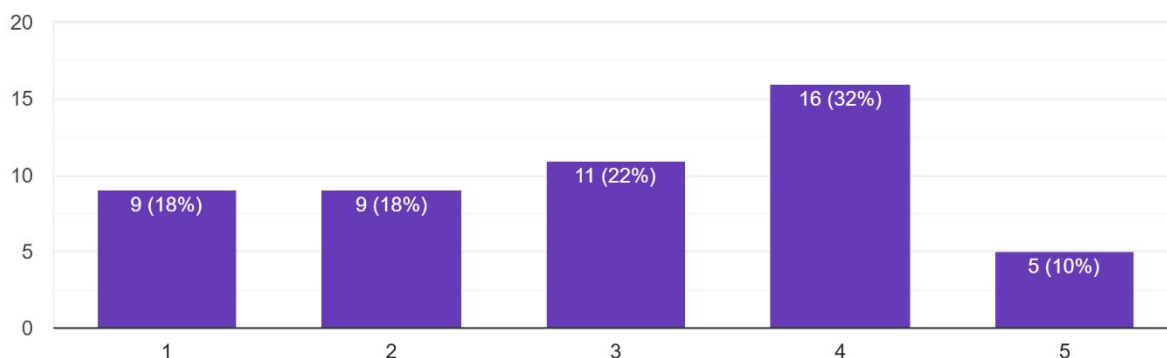
Responses (Rating)	Percentages
1 – Not at all	16%
2 – Slightly	16%
3 – Moderately	32%
4 – Engaged	22%
5 – Highly Engaged	14%

Analysis: A awesome portion of students feels absolutely disengaged, highlighting a disconnect between conventional lecture patterns and learner wishes and reinforcing issues that passive delivery methods may also fail to seize interest. The largest section reviews most effective moderate engagement, suggesting that lectures regularly lack interactivity or actual-international relevance, though some students nonetheless find cost in traditional codecs, in all likelihood due to clear shape or effective delivery. A smaller group reviews deep engagement, in all likelihood benefiting from dynamic instructors or personal hobby inside the problem. Overall, 32% of respondents rated their engagement as low (scores 1 and 2), indicating that almost one-1/3 of freshmen warfare to stay attentive. Another 32% decided on “Moderately,” implying that at the same time as lectures are tolerable, they'll no longer inspire or completely engage students. Only 36% rated their engagement as excessive (ratings 4 and five), showing that despite the fact that a few students thrive in lecture settings,

Table 9: Use of ICT tools and learning platforms in culinary education has been knowledgeable for you.

Use of ICT tools and learning platforms in culinary education has been knowledgeable for you.

50 responses



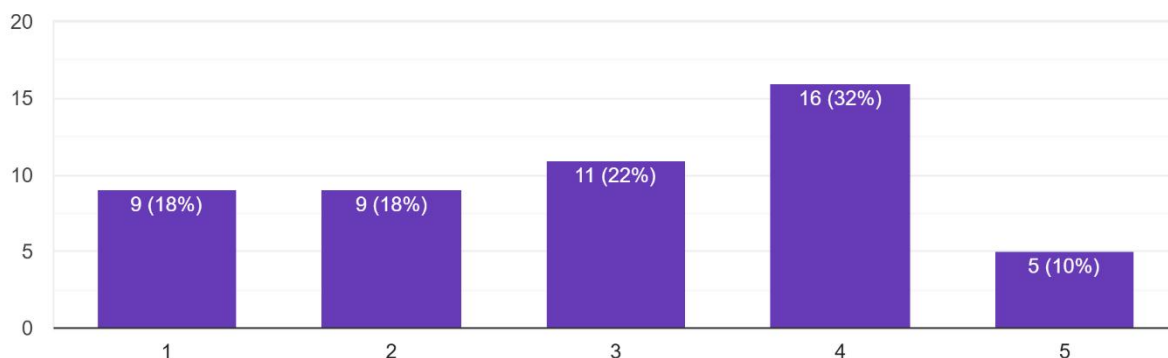
Responses (Rating)	Percentages
1 – Not at all	18%
2 – Slightly	18%
3 – Moderately	22%
4 – Knowledgeable	32%
5 – Highly Knowledgeable	10%

Analysis: The ICT gear in culinary education exhibits a blended but usually high quality notion among newbies. A top notch organization determined those equipment unhelpful, possibly because of loss of schooling, terrible integration, or inappropriate content material, indicating mild dissatisfaction because the gear may additionally exist but aren't efficaciously enhancing studying. The largest neutral group indicates that whilst ICT gear offer a few value, their effect is inconsistent. Conversely, the highest-rated class demonstrates that many newbies find ICT gear useful for culinary schooling, and a smaller organization feels strongly wonderful, probably benefiting from properly-designed structures and interactive content. Overall, 42% of respondents rated their enjoy as “Knowledgeable” or “Highly Knowledgeable,” displaying substantial appreciation for digital guide. However, 36% rated the equipment as “Not at all” or “Slightly” knowledgeable, highlighting gaps in accessibility, relevance, or educational layout. Meanwhile, 22% selected “Moderately,” suggesting that ICT gear are present but now not usually completely optimized for culinary gaining knowledge.

Table 10: Use of ICT tools and learning platforms in culinary education has been knowledgeable for you.

Use of ICT tools and learning platforms in culinary education has been knowledgeable for you.

50 responses



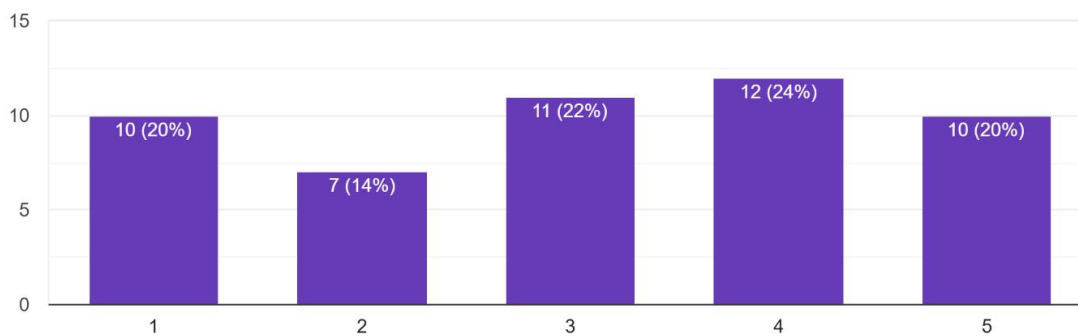
Responses (Rating)	Percentages
1 – Not at all	18%
2 – Slightly	18%
3 – Moderately	22%
4 – Knowledgeable	32%
5 – Highly Knowledgeable	10%

The information displays a commonly tremendous but varied perception of ICT equipment in culinary schooling. A sizeable part of learners found these equipment unhelpful, probable because of limited get right of entry to, terrible implementation, or perceived loss of relevance, indicating mild dissatisfaction and a choice for conventional strategies. The largest organization, however, remained neutral, suggesting that at the same time as ICT equipment offer a few fee, their effect isn't constantly attractive or effective. Notably, a mixed forty two% of respondents rated their experience as “Knowledgeable” or “Highly Knowledgeable,” displaying that properly-incorporated digital structures and interactive content material could make a significant contribution. Conversely, 36% rated the gear as “Not in any respect” or “Slightly” knowledgeable, highlighting that for over a 3rd of rookies, ICT gear May now not absolutely meet expectancies. The ultimate 22% who decided on “Moderately” suggest that despite the fact that ICT tools are being applied, their effectiveness varies, pointing to the need for better integration

Table 11: Do you feel that your instructors use a variety of teaching methods to cater to different learning styles (visual, auditory, and kinesthetic)?

Do you feel that your instructors use a variety of teaching methods to cater to different learning styles (visual, auditory, and kinesthetic)?

50 responses



Responses (Rating)	Percentages
1 – Not at all	20%
2 – Slightly	14%
3 – Moderately	22%
4 – Often	24%
5 – Always	20%

The evaluation of students' perceptions regarding educational range well-known shows a blended but typically fantastic outlook. About one-fifth of college students feel that their teachers do now not accurately cater to various gaining knowledge of styles, highlighting an opening in inclusive pedagogy. This indicates mild dissatisfaction, in which a few attempt can be noticed however is taken into consideration inadequate or inconsistent. Meanwhile, 22% of students hold a neutral stance, acknowledging that a few variety exists in coaching methods however feeling that guide across all mastering styles isn't always completely realized. The highest rating organization demonstrates that almost a quarter of students understand consistent use of various coaching techniques, representing a robust endorsement from people who sense their instructors are particularly attentive to extraordinary studying options. Overall, forty four% of students rated their instructors at stage four or five, displaying energetic engagement with various strategies, while 34% rated their experience at degree 1 or 2, suggesting that a amazing portion of college students still feels underserved. This mixed sample underscores each the successes and areas for development in accommodating varied learning patterns.

Conclusion

The study highlights the evolving landscape of coaching methods in Indian lodge management and culinary institutes, encompassing both conventional and current pedagogical tactics. Findings suggest that scholars show a sturdy preference for combined teaching techniques, with 72% favoring an aggregate of conceptual and conventional strategies, suggesting that integrating interactive, experiential studying—which include function-performs, simulations, discussions, and enterprise visits—with based lectures enhances comprehension, knowledge retention, and practical utility. While traditional lectures remain essential for handing over foundational know-how, their effectiveness is limited when utilized in isolation, as pondered within the numerous degrees of scholar engagement and knowledge. Modern ICT-enabled equipment, together with smart school rooms, audio-visible aids, and digital systems, are normally well-obtained, with forty two% of students rating them as informed or notably knowledgeable, indicating that era can correctly supplement traditional strategies in accessibility, integration, and educational layout highlight the need for cautious implementation. The findings underscore the importance of adopting a balanced, student-targeted technique that mixes conventional, conceptual, and technology-more advantageous teaching techniques. Such an integrated method ensures powerful getting to know, sensible skill

development, and lively engagement, making ready students to fulfill the dynamic needs of the hospitality and culinary enterprise at the same time as fostering holistic professional increase.

References

1. Andrew Kevin Jenkins (2001) Making a career of it? Hospitality students' future perspectives: an Anglo-Dutch study, *International Journal of Contemporary Hospitality Management*, 0959- 6119, Vol. 13 Issue 1 pp.13-20, <https://doi.org/10.1108/09596110110365599>
2. Breiter D. (1991) Recruitment and retaining entry level employees—the need for strategic change, *Hospitality and Tourism Educator*, Vol. 3 Issue 3 pp 44–47, <https://doi.org/10.1080/23298758.1991.10685427>
3. Collins A.B. (2002) Are We Teaching What We Should? Dilemmas and Problems in Tourism and Hotel Management Education, *Tourism Analysis*, Vol. 7 Issue 2 pp 151-163, <https://doi.org/10.3727/108354202108750013>, by: Cognizant Communication Corporation
4. Doherty L, Guerrier Y, Jamieson S, Lashley C and Lockwood A (2001) Getting ahead: Graduate careers in hospitality management, *London: Council for Hospitality Management Education / Higher Education Funding Council for England*
5. Dr. A R. Saravanakumar (2014) Present Scenario and Future Prospects of Higher Education in India, *Proceeding of the Social Sciences Research ICSSR*, 978-967-11768-7-0 pp 9-10, , Kota Kinabalu, Sabah, MALAYSIA, by <http://WorldConferences.net>
6. Dr. A R. Saravanakumar, Dr. K. R. Padmini Devi (2020) Indian Higher Education: Issues and Opportunities, *Journal of Critical Reviews*, 2394-5125 Vol. 7 Issue 2 pp 542-545
7. Dr. J D Singh (2011) Higher Education in India – Issues, Challenges and Suggestions, Higher Education, *LAMBERT Academic Publishing*, Germany, 978-3-8465-1753-6 pp 93-103
8. Fevzi Okumus , Kevin Wong (2013) A Critical Review and Evaluation of Teaching Methods of Strategic Management in Tourism and Hospitality Schools, *Journal of Hospitality and Tourism Education*, Vol. 16 Issue 2 pp 22-33, <https://doi.org/10.1080/10963758.2004.10696790>
9. Fuller J (1983) The Management of Hospitality, *Pergamon Press Ltd, Oxford, UK*, 802-8-.1079 pp 95-122, Record Number : 19841811741
10. Getz D. (1994) Students' work experiences, perceptions and attitudes towards careers in hospitality and tourism: A longitudinal case study in Spey Valley, Scotland, *International Journal of Hospitality Management*, Vol 13 Issue 1 pp 25–37, [https://doi.org/10.1016/0278-4319\(94\)90057-4](https://doi.org/10.1016/0278-4319(94)90057-4)
11. Giri Jogaratnam, Polly Buchanan (2004) Balancing the demands of school and work: stress and employed hospitality students, *International Journal of Contemporary Hospitality Management*, Vol. 16 Issue 4, pp 237-245, DOI:10.1108/09596110410537397
12. Hemraj N. Patil, Milind A. Peshave, Dr. Rajashree Gujarathi (2014) A Study of Students' Perception About Entrepreneurship in Hospitality Industry & The Role of Hospitality Colleges in Developing their Entrepreneurial Skills with Special Reference to Pune City, *International Journal of Management, IT and Engineering*, 2249-0558 Vol. 4 Issue 6 pp 402-434
13. Joshi Sarika, Tyagi Honey (2019) A Study on Students Perception about Internship Program and Its Impact on Their Personality, With Reference to Hotel Management Students of Pune Region, *Atithya: a Journal of Hospitality*, 2394 – 6644, Vol. 5 Issue 2 pp 67-74
14. Matt Casado (2000) Teaching Methods in Higher Education: A Student Perspective, *Journal of Hospitality & Tourism Education*, 12:2, 65-70, doi: 10.1080/10963758.2000.10685283
15. Mohinder C (2008) Managers' Perception of Hotel Management Curricula in India: An Exploratory Study, *Journal of Tourism*, Vol. 9 Issue 2 pp 99-116
16. Morrison A, Barry O'Mahony G (2003) The liberation of hospitality management education,
17. *International Journal of Contemporary Hospitality Management*, Vol. 15 Issue 1 pp 38- 44, <https://doi.org/10.1108/09596110310458972>
18. Pol Rajeshree, Karmarkar Anuradha (2019) A Study of Inclination of Students Pursuing Hotel Management Course Towards Opting Niche Hospitality Career, *Atithya: a Journal of Hospitality*, 2394 – 6644, Vol. 5 Issue 1 pp 47-65
19. Sharma P, Pandher JS (2018) Quality of teachers in technical higher education institutions in India, *Higher Education, Skills and Work-Based Learning*, Vol. 8 Issue 4 pp 511-526, <https://doi.org/10.1108/HESWBL-10-2017-0080>
20. Shirani Bidabadi N, Nasr Isfahani A, Rouhollahi A, Khalili R (2016) Effective Teaching Methods in Higher Education: Requirements and Barriers, *Journal of advances in medical education & professionalism*, 2322-3561 Vol. 4 Issue 4 pp 170-178, PMID: 27795967; PMCID:PMC5065908
21. Srinivasan Sunder, Karmarkar Anuradha, (2014) Changing perception of students towards Hotel Management Course while pursuing the course, *International Journal of Informative & Futuristic Research*, 2347-1697, Vol. 1 Issue 9 pp 101-114
22. Syed Zambari Ahmad, Abdul Rahim Abu Bakar, Norita Ahmad (2018) An evaluation of teaching methods of entrepreneurship in hospitality and tourism programs, *The International Journal of Management Education*, Vol. 16 Issue 1 pp 14-25, <https://doi.org/10.1016/j.ijme.2017.11.002>
23. UKEssays. (November 2018). Impact Of Teaching Methods On Student Satisfaction. Retrieved from <https://www.ukessays.com/essays/education/impact-of-various-teaching-methods-on-student-satisfaction-education-essay.php?vref=>
24. Waryszak R., Morda R., Kapsalakis A. (1999) Student perceptions of cooperative education placements in hospitality and tourism industries: Theoretical framework, *Proceedings of the Ninth Australian Tourism & Hospitality Research Conference* (pp. 131-140)