



**INNOVATIVE TEACHING PEDAGOGY: ANALYSING STUDENT PERCEPTIONS IN
UTTARAKHAND'S HOSPITALITY INSTITUTIONS**

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ABSTRACT:

Purpose: This research examines the tools related to innovative teaching pedagogy and how this impacts the learning of students in hospitality institutions in the Kumaun region of Uttarakhand.

Methodology: This research designed a questionnaire consisting of 15 questions and distributed to 132 respondents in 4 different hospitality institutions located in Kumaun Region, Uttarakhand.

Tools: Mann-Whitney U test, Wilcoxon W test, Z test were used to analyse the data.

Findings: The tests found out that 7 tools have a significant impact on student's learning and 3 tools does not have a significant impact on student's learning across the different hospitality institutions taken for the study.

Value: The research found that the significance of various tools was different for the students studying in different hospitality institutions in the selected research area.

Paper Type: Descriptive Research

Keywords: Innovative, Teaching, Pedagogy, Hospitality, Uttarakhand, Kumaun.

INTRODUCTION:

Pedagogy refers to the process of teaching. An educator's ideas influence how he or she teaches, emphasizing the necessity of meaningful interactions between students and teachers. Building on students' existing knowledge base and encouraging the development of skills and attitudes is critical to their success. Innovative pedagogy investigates unique teaching strategies and their effects on the learning process. A thorough understanding of pedagogy is required for developing

young people into future learners with extensive subject knowledge and a wide range of social skills. ^{(1) (2)}

Innovative teaching pedagogy in the classroom has several benefits. Pedagogy enhances student motivation, engagement, and critical thinking skills as they also improve student outcomes and achievement. In the present times innovative teaching pedagogy have proved to have a positive impact on student learning. Pedagogy helps students better understand and apply concepts, and enhance students' interest and sense of access to the course. Additionally, the use of technology and multimedia in teaching pedagogy can make the learning process more interactive and engaging. Overall, innovative teaching pedagogy provide effective ways to improve the quality of teaching and learning in schools. ^{(3) (4)}

REVIEW OF LITERATURE:

A.Azmi, et. al. (2018) state that because of its significance as the most recent phase of digitalization, Industry 4.0 has sparked tremendous interest among academics and society. However, research into linking instructional techniques with the Industrial Revolution 4.0 is scarce. This study sought to close this gap by investigating academics' teaching preferences, perspectives, and issues in tourism and hospitality. Twelve respondents engaged in in-depth semi-structured interviews, which were transcribed and evaluated thematically. The analysis identified six themes, demonstrating that academics prefer traditional and hands-on teaching techniques. Inadequate facilities and poor internet connectivity are among the challenges identified. Furthermore, scholars believe that the usage of e-Learning and Immersive Learning is critical in implementing Higher Education 4.0 during the Industrial Revolution 4.0. ⁽⁵⁾

H.S. Bhinder (2019) is of the view that in today's world, there is an increasing desire for new teaching approaches that improve students' employability skills. However, insufficient study has been conducted on the educational approaches used by hospitality educators. This study sought to fill this gap by identifying and analysing the teaching methods used by hospitality faculty members. Twenty-one faculty members were questioned and asked to score various teaching strategies on a 5-point Likert scale. The findings revealed that the majority of faculty members rarely use field exercises into their teaching. Small group activities were widely used, with role-play sessions being the most common. Presentations were often used, as were case studies in

teaching. Quizzes were assessed as infrequent, whereas assignments were widely used by all faculty groups. Furthermore, the majority of faculty members reported often assigning group assignments but seldom employing demonstrations. Finally, the author advises that hospitality trainers incorporate a variety of teaching activities into their methodology to increase students' employability. ⁽⁶⁾

A.A. Alalmai, et. al. (2020) state that in recent years have seen a considerable drive to modernize educational frameworks and legislation in order to improve instructional structures. Educational leaders and policymakers are increasingly interested in presenting or implementing novel, accessible educational techniques to improve students' learning capacities. This paper explores the potential of flipped learning as an alternative method to traditional training techniques in teaching students at hotel management institutions. The study involved instructors at these institutions to assess the feasibility of adopting flipped learning for student training. The results indicate overwhelming possibilities, as students show increased activity and interest in this learning method. Additionally, flipped learning has been found to benefit even slower learners, helping them successfully navigate their curriculum. ⁽⁷⁾

Q. W. Boon, et. al. (2021) state that a new innovative teaching technique was developed for TVET students at Sungai Petani Community College, with a concentration on the Hospitality Operations Program during semester 3. The study aims to assess these students' attitudes and satisfaction with the Front Office Tasks Simulator (FOTS) as a training tool. The study involved a total of 22 students. The results showed that students had a positive attitude and satisfaction with FOTS. The Pearson Correlation Test demonstrated a substantial association between students' attitudes and satisfaction with FOTS. Overall, using FOTS as an innovative teaching method improved students' understanding and pleasure with learning procedures such as doorman, bellmen, concierge, reservation, check-in, check-out, and guest bill payment. ⁽⁸⁾

D. Kalgi, et. al. (2022) undertook a study to investigate the value of high-quality teaching and learning, with a focus on innovative educational tools and methodologies. They sought to find the most recent strategies and technologies for advanced teaching and learning. The study largely used secondary data to examine the evolution of educational pedagogy in higher education during the last two decades, highlighting the introduction of novel teaching methods in numerous institutions.

The authors discovered that implementing new teaching and learning methodologies greatly enhanced student performance and boosted classroom attendance. The research concentrated on essential technologies such as e-simulation technology, textbooks, active learning classrooms, gamification, computerized grading, collaborative distance learning environments, MOOCs, flipped classrooms, and active learning forums. Finally, the authors stressed the significance of utilizing modern teaching and learning methods to solve the global learning issues of the twenty-first century. ⁽⁹⁾

S. Elkasrawy (2023) state that in the recent years, the Tourism and Hospitality Education (THE) sector has faced a number of obstacles, including political instability, economic crises, and the COVID-19 epidemic. The epidemic, in particular, triggered a fast and unexpected move toward distant online learning for educational institutions around the world. This study aims to examine educators' experiences with online instruction. Both qualitative and quantitative approaches were used, including an online questionnaire issued to instructors. The findings show that, while online teaching has advantages and may be useful in specific situations, it cannot entirely mimic the experience of in-person lectures, particularly practical ones. Personal engagement, face-to-face assistance, conversations, and comments provided by lecturers are seen as irreplaceable and critical to effective instruction. Pedagogical abilities are seen to be more efficient and successful in an on-site situation. According to the study, subject-specific attention and feedback are required while educating online. Transitioning to an online platform demands the deployment of effective tools and curriculum revisions to close the gap in industry expectations for student employability. ⁽¹⁰⁾

RESEARCH OBJECTIVES:

The following research objectives have been taken in this study:

- ✓ To study the impact of innovative teaching pedagogy on hospitality students and learning system.
- ✓ To analyse the significance of innovative teaching pedagogy in Uttarakhand's Hospitality Institutions.
- ✓ To identify the innovative teaching pedagogy for advanced student's learning.

INNOVATIVE TEACHING PEDAGOGY TOOLS:

In recent years, several institutions have begun to implement innovative teaching pedagogies to improve student learning and skill development. An examination of the literature finds numerous major elements driving this tendency, some of which are listed below: ⁽¹¹⁾ ⁽¹²⁾ ⁽¹³⁾ ⁽¹⁴⁾ ⁽¹⁵⁾ ⁽¹⁶⁾

- ✓ **Flipped Classrooms:** They are an instructional method that reverses standard classroom practices. In this model, students interact with instructional content, such as lectures, books, outside of class, as homework. Class time is then dedicated to interactive, collaborative, and applied learning activities such as discussions, problem solving, and hands-on projects.
- ✓ **Simulation Technology:** This refers to computer-based models or simulations that mimic real-world processes, systems, or events. This technology can improve learning results, save expenses, and provide a safe environment for experimentation and learning.
- ✓ **AR and VR technologies:** Augmented Reality is the process of superimposing digital information onto the real world, which is typically viewed through a smartphone, tablet, or AR glasses. Virtual Reality offers a completely digital environment in which users can interact through VR headsets or goggles.
- ✓ **Computerized Grading:** Computerized grading entails utilizing computer algorithms to evaluate and score assignments, tests, and other educational assessments. This technology is commonly utilized in educational settings to accelerate the grading process and provide students with more timely feedback.
- ✓ **Peer Teaching:** This is a process in which students instruct their classmates. Students take on the role of educator, explaining concepts, solving problems, and leading conversations. Peer teaching can help create a more inclusive and supportive learning environment.
- ✓ **Active Learning Classrooms:** Active learning classrooms are intended to facilitate active, collaborative, and student-centred learning experiences. They are designed to promote group work, discussions, and hands-on activities rather than typical lecture-style instruction.
- ✓ **Massive Open Online Course:** MOOC is an online course that accepts a huge number of students and is frequently provided by universities, schools, or online learning organizations. MOOCs are well-known for expanding educational opportunities and providing flexible learning options.

- ✓ **Active Learning Forum:** An Active Learning Forum is an online platform or digital environment designed to encourage active learning among students. It serves as a virtual classroom where students can access course materials, participate in discussions, work on projects, and communicate with instructors and classmates.
- ✓ **Microlearning:** Microlearning is a learning method that presents information in small, targeted bits. It is intended to be drunk in brief bursts, usually lasting a few seconds to a few minutes. This strategy is especially popular in today's fast-paced world, as students prefer to receive information in short, focused sessions that fit readily into their hectic schedules.
- ✓ **E-Textbooks:** E-textbooks, are digital versions of printed textbooks that can be accessed and read via electronic devices like as computers, tablets, and e-readers. They provide the convenience of carrying many textbooks on a single device and are more easily updated than printed textbooks, ensuring that the content is current and relevant.

RESEARCH HYPOTHESES:

The following research hypotheses were taken for the present study:

- ✓ There is no significant impact of innovative teaching pedagogy on hospitality students and the learning system.
- ✓ There is no significant difference in the significance of innovative teaching pedagogy in Uttarakhand's Hospitality Institutions.
- ✓ There is no identifiable innovative teaching pedagogy that significantly enhances advanced student's learning.

RESEARCH METHODOLOGY:

- ✓ **Population of the Study:** The population of the study is made up of students studying in the hospitality institutions in the Kumaun region of Uttarakhand.
- ✓ **Sample of the Study:** Systematic sampling technique was employed in this study by giving a questionnaire to the students studying in the various the hospitality institutions. ⁽¹⁷⁾
- ✓ **Sample Size:** The sample population consisted of the students studying in four hospitality institutions in the Kumaun region of Uttarakhand and the sample size was 132. ⁽¹⁸⁾

- ✓ **Study Instruments:** A survey-based questionnaire was used to collect data from the students and this was divided into two parts. The first part contained five demographic questions (age, gender, area, course & residence). The second part contained questions related to Innovative Teaching Pedagogy (Flipped Classrooms, Simulation Technology, AR & VR Technologies, Computerized Grading, Peer Teaching, Active Learning Classrooms, Massive Open Online Course, Active Learning Forum, Microlearning and E-Textbooks).
- ✓ **Data Collection:** Primary and secondary methods were used to collect data. ⁽¹⁹⁾
- ✓ **Tools (Demographic Data):** To analyse demographic data Descriptive Statistics and Frequency Analysis were used. ^{(20) (21)}
- ✓ **Tools (Likert scales):** To analyse the questions Mann-Whitney U test, Wilcoxon W test, Z test P Value were used. ^{(22) (23) (24)}

FINDINGS AND INTERPRETATIONS:

TABLE 1 DEMOGRAPHIC

Variable	Parameters	No.	%
Age	16-17	22	16.7
	18-19	57	43.2
	20-21	37	28.0
	21 +	16	12.1
Gender	Male	106	80.3
	Female	26	19.7
Area	Urban	90	68.2
	Rural	42	31.8
Course	U.G.	65	49.2
	P.G.	35	26.5
	Diploma	32	24.2
Residence	Uttarakhand	98	74.2
	Others	34	25.8

The above Table 1 shows the demographic details of the respondents related to their Age, Gender, Area of Institution, Course and Residence.

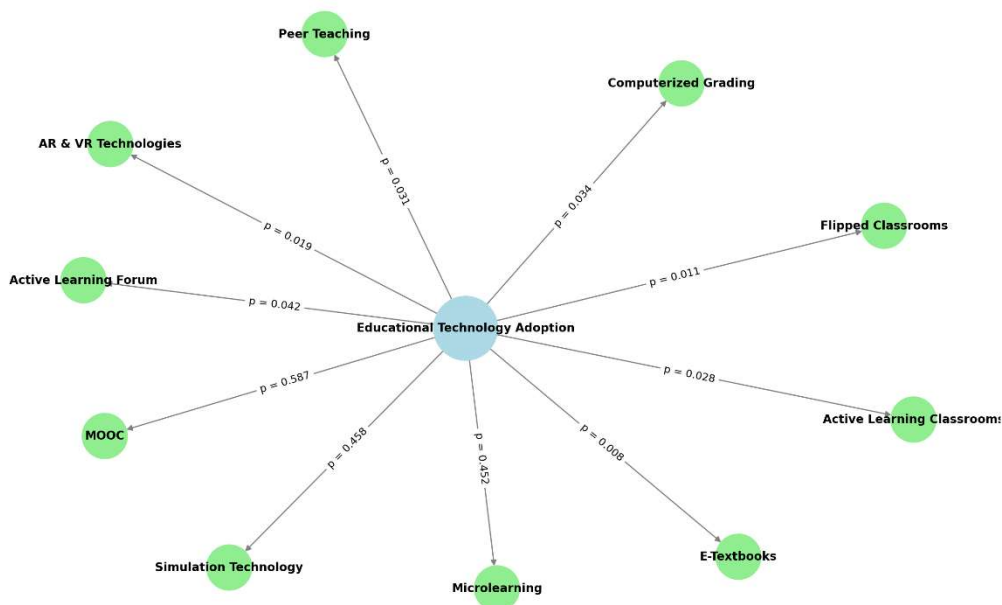
TABLE 2 INNOVATIVE TEACHING PEDAGOGY – TOOLS

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Tools	Mann-Whitney U Test	Wilcoxon W Test	Z Value	P Value
Flipped Classrooms	8.595	2.452	-3.908	0.011
Simulation Technology	1.204	2.35	-0.975	0.458
AR & VR Technologies	8.558	2.354	-3.789	0.019
Computerized Grading	3.256	2.448	-2.563	0.034
Peer Teaching	1.257	2.653	-1.209	0.031
Active Learning Classrooms	859.3	2.835	-3.801	0.028
MOOC	1.569	2.853	-0.562	0.587
Active Learning Forum	1.062	2.19	-3.253	0.042
Microlearning	1.753	2.505	-0.856	0.452
E-Textbooks	1.096	2.557	-2.841	0.008

a. Grouping Variable: Gender

FIGURE 1 INNOVATIVE TEACHING PEDAGOGY – TOOLS



The above Table 2 and Figure 1 shows the perception of the students in which it can be seen that the following innovative teaching pedagogy tools have an impact on the learning of the hospitality students in the Kumaun region of Uttarakhand i.e. Flipped Classrooms ($p=0.011$), AR & VR technologies ($p=0.019$), Computerized Grading ($p=0.034$), Peer Teaching ($p=0.031$), Active Learning Classrooms ($p=0.028$), Active Learning Forum ($p=0.042$) and E-Textbooks ($p=0.008$). Whereas, the following innovative teaching pedagogy tools does not have an impact on the learning of the hospitality students in the Kumaun region of Uttarakhand i.e. Simulation Technology ($p=0.458$), MOOC ($p=0.587$) and Microlearning ($p=0.452$).

CONCLUSION:

Innovative pedagogy investigates unique teaching strategies and their effects on the learning process. Innovative teaching pedagogy enhances student motivation, engagement, and critical thinking skills as they also improve student outcomes and achievement. This research makes an effort to study the impact of innovative teaching pedagogy on hospitality students and learning system in the Kumaun region of Uttarakhand. With the help of review of literature ten tools were identified that were deemed to be most important for the innovative teaching pedagogy namely, Flipped Classrooms, Simulation Technology, AR & VR Technologies, Computerized Grading, Peer Teaching, Active Learning Classrooms, Massive Open Online Course, Active Learning Forum, Microlearning and E-Textbooks. The following innovative teaching pedagogy tools have an impact on the learning of the hospitality students i.e. Flipped Classrooms, AR & VR technologies, Computerized Grading, Peer Teaching, Active Learning Classrooms, Active Learning Forum and E-Textbooks. Whereas, the following does not have an impact on the learning of the hospitality students i.e. Simulation Technology, MOOC and Microlearning.

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