

Received : 03 February 2024, Accepted: 07 March 2024

DOI: <https://doi.org/10.33282/rr.vx9i2.39>

Bridging the Gap between Theory and Practice: Implementing TRITEL for Sustainable Hospitality & Tourism Education in Pakistan

Dr Mohammad Alam¹, Ahmad Faraz², Fawad Ahmad³, Faizan Aziz⁴

¹Assistant Professor Department of Tourism & Hospitality, Hazara University Mansehra
alampices@gmail.com

²Lecturer Department of Tourism & Hotel Management, University of Swabi

³MPhil Scholar Department of Tourism & Hospitality, Hazara University Mansehra
Fawadahmad149@gmail.com

⁴Lecturer Department of Management Sciences, University of AJK Faizanaziz2011@gmail.com

Abstract

Pakistan is considered as an agrarian country, largely dependent on primary supplies nevertheless manufacturing, services are rising along with other sectors. To strengthen the economy, the government recognized the importance of service industries, including tourism and its components. Boosting tourism generates demand for skilled personnel, and increase in supplies. The situation was examined by considering skilled labour supply problems in juxtaposition with the provision of the government and other agencies that have focused on diverse programs. PITHM was the the first tourism institute was opened in 1964 letter on become PAITHOM was the first complete tourism and hospitality institute was built in the year 2000 with a complete training hotel. It was designed with the founding assistance of Austrian government with the facility of training hotel and students hostel facilities. The degree-level courses initiated by Hazara university are followed by many universities, but the subject of technical and professional training remains a major issue to train the future tourismologist and hoteliers. COTHOM is private sector is reputed institute for tourism and hotel management. In tourism & hospitality a Inhouse demo labs are necessarily required to understand the subject requirement however the professional success of the trainees depends to provide students with a hands-on experience in a learning environment. Industrial exposure of the trainees, practice base curriculum, academia and practitioner liaisons are very important issue to address. A TRITEL is a training hotel idea that will provide a hospitality training facility to train future professionals. It is a training hotel business cum educational model to sustain hospitality education. It is also Teaching the hotel model and at the same time business-oriented thinking to sustain the institution.

Keywords: tourismologist, teaching hotel, hoteliers, TRITEL, hospitality education, sustainable education

1.1 Introduction

Tourism is one of the top five export categories for as many as 80 percent of countries and is a leading source of foreign exchange earnings for at least 33 percent of countries. Many developed countries like USA, UK, and Italy are ruling the industry. But many Asian countries like India, Thailand, Malaysia, Nepal, Maldives, Bhutan, and Sri Lanka, show considerable increases in foreign earnings through tourism. The Hotel Industry in Pakistan has expanded considerably

during the past decade. Further expansion programs are on the anvil due to rapid development in transportation, accessibility, new destination exploration, economic development, tourism focus, peace and political stability. Presently, over 1.7mn tourists visited Pakistan, while domestic tourists are more than 56 million. According to the ministry of tourism Pakistan, currently has over 1857 & Motels, with 42859 in the private sector over 200 in supplementary accommodation, and hotel rooms spread across hotel categories and guest-houses (Hotel & Restaurant Directory 2009). According to PHA, there were roughly 10,000 hotels with 50,000 rooms nationwide in 2017. The lodging company earns about 3 percent of the GDP and generates about \$150 in RevPAR (NAVTTTC, 2019). In terms of finding gainful employment, the hotel business is remarkably active, competitive, and dynamic. The hospitality industry may be roughly divided into four primary categories, including food and drink, lodging and dining, travel and tourism, and entertainment while for skilled individuals, these four industries generated millions of new job possibilities (Thommandru, A., et al; 2021). The leading trades counted for almost 200,000 jobs is in the hospitality industry. The principal employers in the tourism sector are hotels, restaurants and travel agents/tour operators (NAVTTTC, 2019).

The hotel business is expanding and becoming more competitive in terms of service quality (Gazija, A. 2011). The demand for trained, skilled staff can only be met if professional training facilities are increased in the central hub regions where tourism is the dominant activity. Moreover, ITOs and NTOs are promoting quality-oriented training in even crash courses to uplift the industry. The hospitality enterprises are low in quality standards while they are beyond a specific size and are required to employ skilled personnel. Apart from the demand for a training facility, it has become evident that the total absence or inefficient steering of hospitality cum tourism-related activities is a further factor hampering development initiatives. In a few cases, individual inhabitants of rural areas have launched initiatives to benefit from tourism. Tourism education is a vital tool for promoting peace and stability, socio-economic growth, and entrepreneurship. Hospitality & Tourism is labour intensive and provides an ideal mechanism for increasing employment in the service sector. Ahmad, (2006) anticipated 1 million job projection in Tourism, 0.50 million in hospitality, 0.15 million in the entertainment industry 2.30 million in transport. The government of Pakistan elevated tourism to the status of an industry in 1990, although tourism education in the country is still in its infancy (Zia Ullah, 2016). The Travel Tourism Competitiveness Report (2019) ranked Pakistan 121 out of 140 countries, ranking lowest 135 in pillar 4 in human resources and labour market (WEF, 2019). Pakistan in has been confronted with the problem of attracting and retaining quality employees that have led to a shortage of skill personnel to staff the growing number of tourism and hospitality businesses. Many characteristics commonly found in the tourism and hospitality industry may influence the skills shortage currently facing.. According to Ladkin & Juwaheer, (2000) in career success the important skills are communication, using initiative, human relations, food and beverage management skills, and the ability to prepare budgets and delegate. Horng, Teng, & Baum, (2009) developed six dimensions and instruments to measure the overall quality of hospitality and tourism: curriculum and instruction; faculty; strategic planning; administrative management; student achievements; and resources (Shen *et al* 2015). Training, in its simplest form, is the formal and systematic adjustment of behaviour that results from knowledge through education, instruction, development, and planned experience (Armstrong, M. 2000). Prasanth, S.(2015) stated that training is the process of learning pre-programmed behaviour in sequence and it is the process of enhancing a worker's abilities to do a certain profession. Development refers to any actions and programmes that, when acknowledged and managed, significantly alter a person's capacity to carry out their job more effectively, increasing their chances of success on subsequent assignments (Prasanth, S. 2015). There are several methodologies for development and training including accredited training and learning, distance learning, on-the-job counselling,

internal training courses, external training courses, mentoring, training assignments and tasks, skills training, technical training, behavioural development training, and attitudinal training and development. The theory and practice are a general model to learn hospitality, the classroom studies are followed by industrial training or internship. The primary training programmes for students that immerse them in a corporate environment and allow them to acquire and apply skills to become professionals are industrial training and internships. In a hotel, the front desk, housekeeping, food and beverage service, and food production are the four main operational divisions. Students who complete their industrial training are awarded a certificate and career-enhancing hotel appraisals. The training hotel idea is bridging theory and practice. Hospitality school teaches students whose goals are to obtain managerial careers in the hotel and hospitality industries. Training and performance of the workforce are directly related (Afaq, et al. 2011). Many of those who work in the hospitality industry begin in entry-level occupations and progress to more senior ones. It is simpler to identify potential talent for higher management roles when a firm invests in its employees' training. The primary purpose of training hotels is to skill the students with practical and professional knowledge and alleviate the shortage of trained staff in the country. Hospitality & tourism Institutes of education and vocational training schools cultivate graduates with operational concepts and expertise without paying much attention to skills development. It is analysed that, due to the limited experience of most faculty and limited laboratory facilities, practical training is not adequately offered for students. Generally, higher learning institutions' curriculum puts more emphasis on teaching in the classroom and de-emphasizes ability development. Massive Open Online Courses (MOOCs), a cutting-edge and quickly advancing online pedagogy, are increasingly being included into tourism and hospitality education (Lin, J., & Cantoni, L. 2018).

1.2 Evolution of Hospitality Education

The hotel industry has always drawn a lot of interest because it caters to a wide variety of guests, whether they are travellers, business travellers, or everyday individuals who are away from home and need a good place to stay. The quotation from Benjamin Franklin: "Tell me, and I forget, teach me, and I may remember, involve me and I learn". The practice hotel is based on the teaching hospital's ideology where students were authorized to methodically practice on patients under the supervision of physicians as part of their education. The first teaching hospital was reported in the Sassanid era Bell, M., & Konrad, D. (2011), while in the USA the first teaching hospital was founded in 1765 in the College of Philadelphia (Fee, E. 2015). The École hôtelière de Lausanne, which was established in 1893 by the Society of Hoteliers in Geneva, holds the distinction of being the first to launch hotel programmes in the west. In the US Cornell's School of Hotel Administration was founded in 1922, with the help of Ellsworth M. Statler's funding, the school was able to create the first teaching hotel on campus in 1948 (Singh, 2019). The first school of higher learning for the hotel industry in Malaysia was founded in 1967 and is known as the MARA Institute of Technology or ITM (School of Hotel and Tourism Management) (Goldsmith, A. and Salehuddin Mohd Zahari, M. 1994). In China began in 1978 when Nanjing Tourism School was first established and Shanghai Tourism College the year after (Tao, 1997). The hospitality programmes are industry-focused studies and practise, and they may help students get ready for the lodging business by training them in hotels. Many top-class tourism institutes own and operate teaching hotels e.g. The Hong Kong Polytechnic University owns and manages Hotel ICON, a "teaching hotel." With 350 employees and 50 students. Most present hotel education practices will either be administered independently by a hotel school or are linked with a well-known hotel brand (Ren, L., and McKercher, B. (Eds) (2021). The University of Houston manages the Hilton University of Houston, which has 86 bedrooms and 25,000 sq ft of configurable banquet space (Houston, 2017). Teaching hotels are often relatively modest in size, non-profit, on-campus, student-run, and provide minimal services. The main goal

is generally for students to practise the hospitality skills they learnt in class. Due to the nature of the practice, services at teaching hotels typically offer lesser costs. The three main operational models for teaching hotels and hospitality programmes exist. The first model is founded on the idea that the university should own and manage the teaching hotel/hospitality school lab facilities. This concept necessitates an operational manager interface and is labour-intensive in terms of administration. It does, however, provide you with more control over the curriculum and the chance to make money. The hotel is either owned by or operated by a third party under the second model's contractual arrangement. To assure that the students participating in the programme are receiving the proper experience learning, this model will necessitate effective communication with the operational partner. The 3rd model includes a structure housing a hospitality school together with certain lab spaces, including a teaching kitchen, restaurant, beverage lab, banquet facility, or training hotel. In this scenario, the hotel would be managed by a third party, while the school would be conducted by the hospitality programme. These hotels are always changing in terms of size, form, architecture, and character.

1.3.1 Hospitality & Tourism education in Pakistan

PITHM Karachi, ITHM and PAITHOM were the first to offer short courses all sets in public sectors. In Pakistan, formal education in the tourism and hospitality sector is comparatively a more recent phenomenon. Concerning the Cabinet decision in 1960, the country's first cookery school was established in Karachi. At present more than 16 institutes in both public and private sectors are offering tourism and hospitality education in the country (Zia Ullah, 2016). In KP, Pakistan Austrian Institute of Tourism and Hotel Management (PAITHOM) was established in March 2001 as the country's first Tourism institute with a three-star in-house training hotel, and residential facility for staff and students (Alam, 2005). PAITHOM was designed by Austrian Architecture on Klesshim model to offer a diploma and certification in hotel management, tourism management, and mountain tourism. The Institute offers six months of diploma in Hotel Management and three months of short courses in front office management, housekeeping, food & beverages, and porter and tour guide training. COTHOM Lahore is a private institution offering graduate and short courses. In addition to these, other Institutions offer short-term courses, like AIOU, SDC, and private institutions at different levels that exist to train future leaders in hospitality and tourism. The role of NAVTTC is very important to promote tourism and hospitality courses since 2006. NAVTTC developed a curriculum through industrial consultation to offer certificate and diploma courses to train the youth at entry level of the industry. Hashoo foundation also introduce Hospitality Management Training (HMT) Program under Hasho Hunar dedicated to promoting and building skills as well as knowledge of young women and men. Tourism & hospitality management is the degree that may be awarded either by a university college dedicated to the studies of hospitality management or a business school with a relevant department. Degrees in Tourism & hospitality may also be referred to as hotel management, hotel and tourism management, or hotel administration. Degrees conferred in this academic field include BA, Bachelor of Business Administration, BS, BA, MA, MBA, MS and PhD.

Tourism education formally began at the end of the 19th century in western countries. Initially, it was focused on training courses in specific sectors, such as hotel management. Interest and demand from the public and private sectors impelled rapid growth of tourism studies and the development, and establishment, of departments of travel and tourism at institutions of higher education in addition to technical schools (Butler, 1999). The debates over the placement tourism programmes at universities appear to centre on the balance between vocational and academic focus. Tourism courses in higher education are often referred to as vocational with focusing on producing skilled and knowledgeable managerial personnel for the industry,

creating a transferal to the value or meaning of tourism education (Inui, et al., 2006). These courses led to the foundation of technical and vocational schools, which in turn, have evolved into undergraduate and graduate programs (Ring, et al 2009). Some of the top tourism institutes are the Hong Kong Polytechnic University, Cornell University, the University of Nevada at Las Vegas, Pennsylvania State University and University of Surrey (Severt D., Tesone D., Bottorff T., Carpenter M. 2009), while these programmes meet actual needs in training and education, there have been discussions on the proper placement of such programmes. Tourismology may be viewed as a practical science for practical tourism guidelines (Yasumura, K, 2007). Debates over tourism programmes at universities appear to centre on the balance between vocational and academic focus. Tourism courses in higher education are often referred to as vocational (Busby, 2001) with educators focusing on producing skilled and knowledgeable managerial personnel for the industry. This emphasis has given short shift to the value or meaning of tourism education. In the year 2008, there were only a few institutes in Pakistan offering diploma course in hospitality and tourism. In 2006, for the first time, degree programs i.e., BS (8 Semesters/4 Years) and MA (4 semesters/2 Years) were initiated in tourism and hospitality by the Department of Tourism and Hospitality, Hazara University (HU). In 2011, similar programs have also been introduced by the Department of Tourism & Hospitality, Abdul Wali Khan University Mardan (AWKUM) and the Department of Tourism & Hotel Management, Malakand University (MU). In 2012, Swat University (SU) also started a BS program in the relevant discipline within the Institute of Cultural Heritage Tourism & Hospitality Management. Since the establishment of the first separated department entitled as Department of Tourism & Hospitality (DTH HUM) in 2008. AWKUM and DTH Hazara University are the first to offer MS in Tourism and Hospitality. At each university, there are specific Board of Studies (BoS) for the development and evaluation of the concerned courses. Department of Tourism and Hospitality, Hazara University (HU). Department of Tourism & Hospitality, Abdul Wali Khan University Mardan (AWKUM) and Department of Tourism & Hotel Management, Malakand University (MU). the Swat University (SU) and the University of Peshawar (The Department of Archaeology and Anthropology) conducted their BoS, Although, differences are not exceptional in the relevant curricula in terms of: course diversity, contents, standards and practical work requirements. The stands format of BS 4 years in social sciences is given in table No: 2. The curriculum designed by all major universities in KP is based on the social science format of HEC. Today more than 20 institutions of higher education offers different programs at varying levels see table 1, including four-year Bachelor's, two-year Master's degrees and MPhil programmes. Tourism as a higher education field has expanded rapidly during the last couple of decades. Majority of these universities are in Khyber Pakhtunkhwa. Federal, provincial govts and private sector are major contributors in HRD. HEC (undergraduate and graduate courses under the tourism and hospitality degree) provide the majority of the public education system in higher studies. individual institutes, affiliated campuses, and franchises of renowned colleges or industry leaders established training schools to get a share of this expanding industry. The private sector is actively involved in providing training and education. The Federal Government technical education (TAVTA, NAVTTC), Provincial Tourism Ministries (PAITHOM, PITHM, ITHEM, TAVTA), in the private sector (COTHOM, FITHM, IBL, ASTH, ICHTM, HSHM, POHM, Skillston etc).

1.3.2 The recent efforts for curricula development by HEC

Pakistan tourism industry is under developing stage, many business are not developed on international standards. In order to compete the regional tourism players and improve the standard and quality of tourism industry, we have to think about the proper tourism education. The lacks a well-coordinated tourism training strategy and educational institutions capable of

providing much needed human resource training and capacity building, especially at supervisory and managerial level.

The First meeting of Curricula development for Tourism was conducted at Regional office of HEC in Dec 2016. The purpose of the meeting was to draft uniform curricula for higher education in Tourism & Hospitality in Pakistan. The subjects were finalized under the format table No: 3. In Pakistan majority department follows the HEC curriculum available on HEC website. The higher education commission (HEC) categorised the curriculum in to five categories more realistic in 4 categories weighted see table 1 and table 2 as new policy to be adopted from Fall 2023. Out of the five categories of HEC suggested format (Table No: 1) only Foundation courses (9-10) courses and compulsory subjects (9 course) with specified contents to tourism and hospitality field can be customised for uniformity. The categories general in which the courses are selected from other departments within the university (depend on the courses availability in the university). The HEC new undergraduate policy version 1.1 sees table 2 shows a new format of courses selection is more university friendly option. HEC can make a significant difference in tourism and hospitality education by investing in top-notch labs. Although universities and HEC readily provide millions for scientific equipment, there seems to be reluctance and officious hurdles when it comes to funding for tourism and hospitality labs and equipments. The format of HEC curricula committee suggested that there is no understanding or coordination among the academics and the entrepreneurs that provide jobs to the degree holders. The industry experts rate the courses and content in the industry as inappropriate.

Table 1: Univeresities offering Tourism & Hospitality program in Pakistan

University	location	Program	University	location	Program
1. Hazara University	Mansehra	BS 4 Years MPhil 2 years	15. University Of Azad Jammu & Kashmir	Muzaffara bad	BS , 4 Years
2. Abdul Wali Khan University, Mardan	Mardan	BS 4 Years MPhil 2 years	16. University Of Okara	Okara	CERT , 4 Years
3. Gomal University	D.i. Khan	BS , 4 Years	17. Institute Of Management Sciences	Peshawar	AD , 2 Years
4. Karakoram International University	Gilgit	BS , 4 Years	18. Khawaja Fareed University Of Engineering & Information Technology	Rahim Yar Khan	BS , 4 Years
5. University Of Gujrat	Gujrat	BS , 4 Years	19. Unversity Of The Poonch, Rawala Kot	Rawala Kot	BS (HONS) , 4 Years
6. University Of Haripur	Haripur	BS , 4 Years	20. University Of Sialkot	Sialkot	AD , 2 Years
7. Air University	Islamabad	BS , 4 Years	21. Women University Swabi	Swabi	BS , 4 Years
8. National University Of Science & Technology	Islamabad	BS , 4 Years	22. University Of Swat	Swat	BS , 4 Years
9. Kohat University Of Science & Technology	Kohat	BS , 4 Years	23. The Superior University	Lahore	BS , 4 Years
10. University Of Kotli	Kotli	BS , 4 Years	24. The Superior University	Lahore	AD , 2 Years
11. University Of The Punjab	Lahore	BS , 4 Years	25. Mirpur University Of Science And Technology (Pallandri	BS , 4 Years

			Pallandri Campus)		
12. The Islamia University Of Bahawalpur	Bahawal Pur	BA 4 Years,	26. Abasyn University (sub Campus)	Islamabad	BS , 4 Years
13. University Of Science & Technology	Bannu	BS 4 Years,	27. Hamdard University - Islamabad Campus	Islamabad	ADP , 2 Years
14. Kohsar University	Murree	BS , 4 Years			

Source: <https://www.eduvision.edu.pk/>

Table 2: Format and subject categories

Sr.	Categories	No. of courses Min – Max	Credit Hours Min – Max	Percentage	
1.	Compulsory Requirement (No Choice)	9 – 9	25 – 25	22.5 %	
2.	General Courses to be chosen from other related courses from other departments.	7 – 8	21 – 24	17.5 %	
3.	Discipline-Specific Foundation Courses.	9 – 10	30 – 33	22.5 %	60.0%
4.	Major Courses including research project / Internship	11 – 13	36 – 42	37.5 %	
5.	Electives within the Major	4 – 4	12 – 12		
Total		40 – 44	124 – 136	100%	

Table 3: HEC new policy guideline 2023, UGE v.1.1

Sr.	Categories	No. of courses Min – Max	Credit Hours Min – Max	Percentage
1.	General Education (Gen Ed) Requirements	12 – 12	30-30	22.5 %
2.	Interdisciplinary/Allied Requirements	4 -	12 -	17.5 %
3.	Major Courses	24-	72 -	22.5 %
	Minor (Electives within the Major)		12 -	37.5 %
4.	Fieldwork / Internship (six to eight weeks)	1	3	
5.	Capstone Project	1	3	
Total			120 – 144	100%

* 120-144 credit hours with a normal range of 15-18 credit hours in each semester

** above for one minor

2. Idea of TRITEL; solution for Hospitality training

In-house training programs are specially designed to boost staff performance levels to the point where they can quickly and efficiently meet the needs of the target clientele. Hospitality & tourism educational and vocational training schools cultivate graduates with operational concepts and expertise without paying much attention to skills development. It is analysed that, due to the limited experience of most faculty and limited laboratory facilities, practical training is not adequately offered for students. Generally, higher learning institutions' curriculum puts more emphasis on teaching in the classroom and de-emphasizes development ability.

The TRITEL act as a supportive segment to sustain the economic and pedagogic existence of hospitality training. It is a business lab and grooming centre for professional and vocational education in the hospitality trades. A training hotel is created in this way to meet the needs of multitasking labs or commercial hotels since certain aspects of hotel operations are identical. The training hotel, also known as a practice hotel, is often affiliated with hospitality and culinary schools and works closely with students throughout their education and training, especially during their internship years. The practice hotel trains students under the faculty and demonstrator's supervision to coordinate technical and soft skills. The primary purpose of training hotels is to skill the students with practical and professional knowledge and alleviate the shortage of trained staff in the country. Hospitality school teaches students whose goals are to obtain managerial careers in the hotel and hospitality industries (Swissinfo.ch 2015). The TRITEL (Training Hotel) is based on the teaching hospital's ideology. Students were authorized to methodically practice on patients under the supervision of physicians as part of their education. The TRITEL is a small training centre comprised of a practical hotel including ten guestrooms, a training kitchen, a training Restaurant, a conference hall, a non-alcoholic bar, laundry, storage areas, and offices. This hotel will host the guest on pay to create interactive sessions to train the trainees into the next customer service level. The student's training will move forward from simply providing lectures to creating experiences that leave lasting impressions on your guests. The idea of TRITEL is a solution to many dimensions; the Internship program, the economic sustainability of the institution, social sustainability, and technical/ecological sustainability while based on the Unique Selling Proposition (USP) Market concept. The TRITEL is to meet the demand for quality-oriented training on one hand and the other hand, steer tourism-hospitality-related activities for the local area. The ideas will be added in the direction of sustainable regional development in the comprehensive and integrative meaning of the notion (social, institutional, economic, technological/ecological sustainability) to be reinforced. A TRITEL is a training hotel that provides hospitality training to future hospitality professionals.

2.1 How to train the trainees in TRITEL

In a hotel environment, learning needs to be a continuous process, because the marketplace is already saturated with hotels, and hotel customers have higher expectations, your training program has to train your staff to "WOW" guests in every possible way. The TRITEL will be marketed in universities, the social market and the general market by utilising websites, social media and third-party platforms to attract guests/customers and train the students on the use of digital tech in the hospitality industry. The training hotel is a very essential and integral element of the hospitality training concept. In addition to the basic theoretical knowledge imparted in the classroom situation and the practical application in the laboratories, it is the training hotel that provides real-life situations where trainees from all course programs get exposure to everyday hotel routine work. In TRITEL the trainees will experience "the moments of truth" in direct contact with the customer. Trainees will be supervised by hospitality faculty as well as hotel employees.

The main issue of the hotel is human resources and trained, professionals entrents in recutment process. The employee-to-room ratio of TRITEL is modrate, which is higher in the same category of hotel but TRITEL staff will perform the dual function as a hotel employee and demonstrator for the institution. The employee has to be prepared to act as a trainer. They will be responsible to handle all tasks as demonstrator, being familiar with the standards of services, keep eye on it that procedures being followed, achieving objectives according to lession plans, and, finally, that the trainees' performance will be evaluated.

2.2 Why TRITEL facility is necessary

- TRITEL will enable the students real world customer interaction and practice learning environment.
- To involve trainees practically in production, services, and problem-solving.
- High customer services standards will be provided for the sustainability of the TRITEL.
- The Guest comments will be analysed according to the expectation and experiences they face.
- How to connect personally with customers.
- How to work in teams and alone in a situation for consistent service.

Hotel location, construction, and design are important aspects of the hotel's future regarding cost-effectiveness, standards, and potential customers. The hotel's design and décor are important aspects of the cost of fixtures, furniture, facilities, and amenities.

2.2.1 Infrastructure layout

Various hotel styles and types are available nowadays. The idea of TRITEL will be built by purpose on the "boutique hotels" concept. It will have an excellent choice of room types as each group of rooms can be a teaching lab and with its unique interior. The building to be built based on Energy Conservation Building Code (ECBC) to achieve a green rating. The critical aspects of management in hotel enterprises include the facility management to ensure their functioning. The facilities services include infrastructure and technical specification as per industry requirements. To address requirements the following infrastructure see Table 4 & figure 1 needs are listed as;

- **Reception & Lobby**

The hotel reception is vital and liable for providing efficient and excellent services, welcoming the guests, and using the best hotel practices. This department is the organization's face; need impression, skills, patience, selling qualities, service provision, information, and guest recordkeeping described as a guest cycle.

- **Guestrooms**

The bedroom excellences are one of the major concerns for guests to be comfortable, convenient, and facilitated. The bedroom is the key feature in hotels; therefore, it is necessary to remember that somehow upgrading in hotel rooms will affect occupancy and sales. Bedrooms are important in any type or form of shelter, including hotels. The types of bedrooms mean various rates and offer in accommodations. The TRITEL rooms will be designed keeping the two factors in consideration; first training places with variation in services, facilities, and amenities—secondly, room types for the market sales according to the needs.

- **Laundry**

Laundry is an essential component of housekeeping or a place to wash, remove stains, and finish all types of clothes and articles (Linen). The Laundry Department is responsible for providing an efficient laundry service for our guests and crew. The operation fulfils all onboard laundry needs, including all bed linen, towels, guest clothes, restaurant linen, and staff uniforms. The purpose of indoor laundry is to give basic training, methods, and techniques of laundry operation and at the same time provide onboard laundry needs. Inhouse laundry will enable to provide laundry service to inhouse/outside guests. Different certification courses can be provided.

- **Conference Hall**

A function hall, reception hall, or banquet hall is a room or building to host a party, banquet, wedding or other reception, or other social events. The event hall will hold functions to give the trainees practical exposure and get a share from the commercial market.

- **Restaurant**

A well-trained workforce saves your restaurant time and money, and it also increases your profitability. Therefore, ensure that every member of your team from the wait and kitchen staff to the managers receives solid and continuous training to remain outstanding in the highly competitive industry

- **Training kitchen**

cooking is a specialized art. To develop the hospitality professionals' entrepreneurial skills and give them the confidence to meet the challenges of the competitive world, The training kitchen is well equipped with heavy-duty types of equipment (see list). The centre needed a truly modern catering training facility on a par with the best commercial kitchens, with commercial ovens, hobs and food service equipment to match. Durability and practicality had to stand side by side with flexibility. Everything from the work surfaces to the hobs and commercial ovens gleams with crisp stainless-steel finishes for added durability and lifespan.

- **Financial control**

2.3 TRITEL organisational hierarchy

Hierarchical organisational structure figure 2 is the most common type of organizational structure—the chain of command goes from the top (e.g., the CEO or manager) down (e.g., entry-level and low-level employees), and each employee has a supervisor. The hierarchy of TRITEL is structured on the training and educational purpose on top and business share on the sustainability front. The Board of Directors (BOD) is the top decision authority on the affairs of the facility (Vice Chancellor, Dean, HOD Tourism & Hospitality as secretary, Director's finance, Director works, Director Planning, two experts from private hospitality sector, and Manager TRIEL), Dean is Director of the TRITEL. Manager TRITEL is responsible for the operational and managerial operations of TRITEL. The majority of Hotel managers are adjunct staff members. Thru out the course, a combination of hotel tours, site inspections, and training sessions will be planned. Head of Department, coordinator hospitality trades are responsible for the student's practice, demonstrations and placement in coordination with Manager TRITEL Coordinator Hospitality trade & Manager TRITEL are accountable for the routine business and training facilitator as per the requirement with the mutual consultation from Director TRITEL. All Hotel activities will be presented to Director TRITEL for formal approval see figure 2. The financial controle of the TRITEL is structure with the internal accountant, nightauditor. The signing authority will be the Manager, and Head of Tourism and representatives from the finance department. The purchasing will be controle through perching committe.

Note: In 2001, the author was a member of the PAITHOM Gulibagh Swat preopening team. PAITHOM was a collaboration between the Austrian government and the Pakistani government's Ministry of Tourism. It was built as the country's first hospitality school, with three-star training hotel facilities, faculty and student housing, however, it was seized by the Taliban and eventually turned into the headquarters of security forces.

4. Conclusion and Recommendations

Training/teaching hotels have long been acknowledged by hospitality educators as an excellent option for students to obtain professional experience. An on-campus training hotel could not be a good idea for everywhere but a wisely selected location is good for business and practice. Tourism education and training are provided by both the public and private sectors. However, the public sector is the largest stakeholder in the education and training industry. However, a few academic departments, primarily business administration, teach specific tourism modules. In the private sector individual institutes, affiliated campuses, and franchises of renowned colleges or

industry leaders established training schools to get a share of this expanding industry. The private sector is actively involved in providing training and education. This study also found gaps in training facilities, technical infrastructure, HRD, and physical infrastructure between the institutes. The main problem is that there are no minimum standards for accreditation, or to establish labs, classrooms, or business training facilities for tourism and hospitality institutes like PMDC, or other Council of Pakistan institutes. By fostering the applied dimension of sciences and crafts in the pertinent professional fields, the institutions offering education in tourism and hospitality can fill this knowledge and application gap, there is urgent requirement of (PCATTH) Pakistan council for travel, tourism and hospitality to standardise the academic business. To develop knowledge and innovations in their respective professional fields, TRITEL combines the development of the necessary theoretical study backgrounds with lab and on the job training in hospitality.

A learning model for hotel management training facilities usually consists of a dynamic curriculum, faculty that have undergone professional training, facilities that are well-equipped, career solutions, and industry partnerships. In order to prepare students for successful jobs in the hospitality sector, a successful model for hotel management training facilities should offer them a well-rounded education that blends academic knowledge with practical instruction and real-world experience.

Teaching hotels are professional training facilities that play an important role in hotel management. Teaching hotels are multipurpose facilities that not only support education but also the economic feasibility of hotel training, which has high costs. Some of the recommendations are given below;

- Institutes examine TRITEL's business and training strategy. TRITEL can deliver effective training solutions and business optimization to improve production, performance, economic and operational sustainability.
- Demand practical facilities in tourism and hospitality programs to give in-house training and exposure to real-world client interactions across various company models. Furthermore, the Office of Research, Innovation, and Commercialization (ORIC)'s involvement may be immensely beneficial in establishing career opportunities for graduates in the field. This integrated approach will provide students with additional practical experience, help them expand their skill sets, and improve their prospects of obtaining work in the sector.
- Instead, the curriculum should be market-oriented, including topics that convey skills and professional competence.
- Establish a licensing and accrediting system for tourism and hospitality education institutes. This will help in standardisation of the field, faculty and facility
- To review the curriculum design of tourism and hospitality programmes, with more focused courses. The authorities should restructure advisory boards to have more equal representation by academia and industry. This will also promote collaboration and improves academia and industry relations.
- The HEC curriculum development should include an industrial representative in the curriculum committee to maintain relevance in the curriculum and to develop a flexible curriculum based on the specialization of the faculty and the requirement of the area.
- The Hospitality and tourism department should have senior hoteliers and tourism practitioners as adjunct faculty. The universities should invite industrial practitioners, experts, academicians, consultants and professionals from other countries to improve, develop and strengthen the faculties.

- Industrial exposure is to be given to the teachers/instructors on regular basis to enhance them to reduce the gap between reality and expectation.
- Demonstrators (supervisors Front office, Housekeeping, restaurant, Chefs, Laundry and lab technicians (helpers) need to be recruited in hospitality departments.
- The university guest house, cafeteria can used as self sustainable business project to be managed and operated through the department of tourism & hospitality with the involvement of students as intern.
- The students must be involved in practice training for the whole of the semester for hand on experience as mentined in HEC graduate policy 1.0.

Table 4: Thematic Floor Facilities with minimum requirement

Sr.	Floor	Facility	Sr.	Floor	Facility
1	Ground Floor	Entrance Lobby	11	First Floor	Front Office & Lobby
2		Conference Hall	12		Terrace / Open restaurant
.		Restaurant with Bar			Guest Rooms
4		Training Kitchen			Twin Bed: 4
5		General Washrooms			Double Bed: 4
6		Stores with racks	13		Suit: 2
7		Class with multimedia	14		Main Housekeeping/store
8		Office with washroom	15		Stores
9		Staff restroom			
10		Laundry			
Further extention on 3rd floor					
Total covered area Parking area Entrance and green belt Total Area					

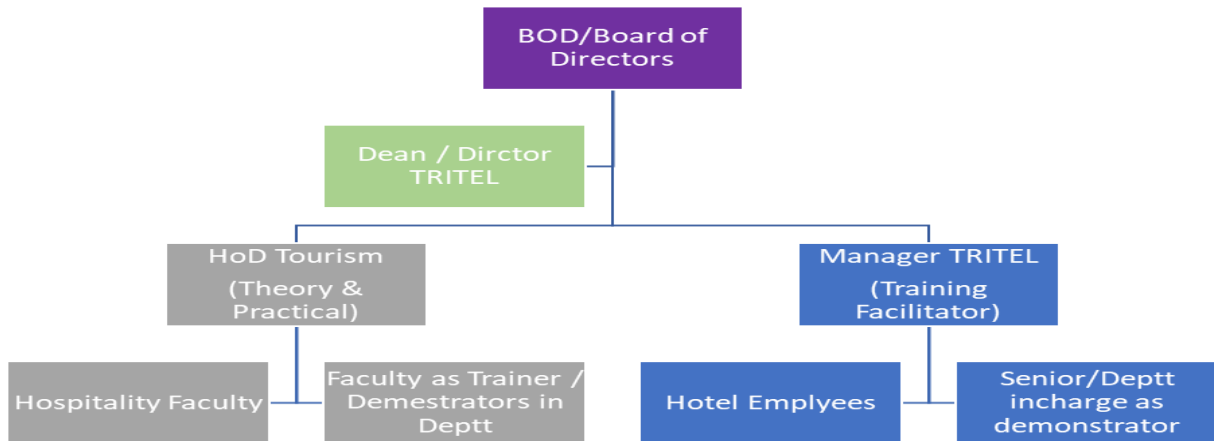


Figure 2: Hierarchical structure

Figure 1: Tritel Floor Plan



Bibliography

- Ahmad Junid 2006, Employment Generation strategy for PRSP II, national management Consultants (Pvt) Ltd, Karachi.
- A.J. Singh (2019) Teaching hotels bridging theory and practice, Hotel News Now, https://ishc.com/wp-content/uploads/Teaching-Hotels_AJ-Singh_ISHC_HNN_July-2019.pdf accessed on 04.12.2022.
- Airey, D. and Tribe, J., eds. 2005. *An international handbook of tourism education*, Amsterdam, The Netherlands: Elsevier.
- Ahmad, N. (2006). Employment Generation Strategy for PRSP II. *ILO*, April, 28, 2006.
- Afaq, F. U., Yusoff, R., Khan, A., Azam, K., & Thukiman, K. (2011). Employees' training and performance relationship in hospitality sector-A case of pearl continental hotel, Karachi, Pakistan. *International Review of Business Research Papers*, 7(3), 149-158.
- Armstrong, M 2000, 'Understanding Training', Human Resource Management Practice. 8 th Edition. Kogan page limited, London. pp: 543
- Bell, M., & Konrad, D. (2011). RRSs in Teaching Hospitals. In *Textbook of Rapid Response Systems* (pp. 333-339). Springer, New York, NY.
- Fee, E. (2015). The first American medical school: the formative years. *The Lancet*, 385(9981), 1940-1941.
- Gazija, A. (2011). Importance of staff training in hotel industry Case Study: Hotel Dukagjini. *ILIRIA International Review*, 1(2), 1-11.
- Goldsmith, A. and Salehuddin Mohd Zahari, M. (1994), "Hospitality Education in Malaysia: Filling the Skill Gap", *International Journal of Contemporary Hospitality Management*, Vol. 6 No. 6, pp. 27-31. <https://doi.org/10.1108/09596119410070459>
- Hornig, J.-S., Teng, C.-C., & Baum, T. (2009). Evaluating the quality of undergraduate hospitality, tourism and leisure programmes. *Journal of Hospitality, Leisure, Sport Tourism Education*, 8(1), 37-54.
- Houston (2017) Our Hotel <http://www.uh.edu/hilton-college/Our-Hotel/> , accessed Dec, 2022
- Inui, Yuka, Daniel Wheeler, and Samuel Lankford 2006 Rethinking tourism education: What should schools teach. *Journal of Hospitality, Leisure, Sport and Tourism Education* 5.2 pp 25-35.
- Ineson, E. M., & Kempa, R. (1996). Selection for vocational courses at university: Part I-perspectives of the employers of graduates. *Education+ Training*, 14-19.
- Ladkin, A., & Juwaheer, T. D. (2000). The career paths of hotel general managers in Mauritius. *International Journal of Contemporary Hospitality Management*, 119-125.
- Lin, J., & Cantoni, L. (2018). Exploring the experiences of instructors teaching massive open online courses in tourism and hospitality: a mixed methods approach. *Università della Svizzera italiana*.
- NAVTTTC (2019) Situation Analysis Hospitality Industry 1-146.
- Prasanth, S. (2015). Training and development in hotel industry. *Shanlax International Journal of Management*, 3(1), 27-34.
- Ren, L., and McKercher, B. (Eds) (2021) Practical Learning in Hospitality Education. University of Queensland, DOI: 10.14264/5fed372
- Severt D., Tesone D., Bottorff T., Carpenter M. (2009). A world ranking of the top 100 hospitality and tourism programs. *Journal of Hospitality & Tourism Research*, 33, 451-470
- Saunders, M., Lewis, P & Thornhill, (2009) Research methods for business students. England: Pearson Educational

- Limited. Severt D., Tesone D., Bottorff T., Carpenter M. 2009 A world ranking of the top 100 hospitality and tourism programs. *Journal of Hospitality & Tourism Research*, 33, pp 451-470
- Shen. H, Luo.M.J& Lam F.C 2015 Evaluating the Quality of Hospitality and Tourism Education in Vocational Institute in China, *International Journal of Marketing Studies; Vol. 7, No. 3; 2015*.
- Schoffstall, Donald G. 2013 The benefits and challenges hospitality management students experience by working in conjunction with completing their studies Graduate Theses and Dissertations. Paper 13029.
- Thommandru, A., Espinoza-Maguiña, M., Ramirez-Asis, E., Ray, S., Naved, M., & Guzman-Avalos, M. (2021). Role of tourism and hospitality business in economic development. *Materials Today: Proceedings*.
- Travel Tourism competitiveness report 2015 <http://reports.weforum.org/travel-and-tourism-competitiveness-report-2015>. Retrieved 15/1/2017.
- swissinfo-ch (2015) The new strategies of Swiss hotel schools, www-swissinfo-ch.translate.google.com/fre/ accessed 10.12.2022.
- WEF. (2019). Travel and Tourism Competitiveness Report 2015. Retrieved from http://www3.weforum.org/docs/WEF_TTCR_2019.pdf
- Yasumura, K. (2007). How Can Tourism Studies Be Tourismology?(The Commemoration Number of Prof. T. KAMIKI). *NARA PREFECTURAL UNIVERSITY KENKYUKIHO*, 17(3/4), 41-52.
- Zia Ullah, A. G., Amir Zaman (2016). Assessment of Tourism and Hospitality Curriculum in Khyber Pukhtunkhwa (KP), Pakistan. *Journal of Applied Environmental and Biological Sciences*, 6(3), 128-135.