

WEBSITES OF HOTEL MANAGEMENT INSTITUTES (HMIs) IN INDIA: AN EMPIRICAL STUDY OF CENTRAL AND STATE GOVERNMENT INSTITUTES

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Abstract *The economic efflorescence in hospitality industry has carved Indian market into a favorable investment niche for the global hospitality companies. It is harbinger of huge pool of employment generation in coming years. This has resulted into plethora of Hotel Management Institutes (HMIs) in India. The Industry Integrated HMIs, Central Government Institute of Hotel Management (IHMs), State Government Institute of Hotel Management (SIHMs), Private IHMs and Government Universities offering the Hotel Management Programs are intensifying the competition that has made the web presence for these HMIs almost fundamental. A website is known to be the virtual face of an institute which it presents online to potential students, current students and other stakeholders. The present research study intends to evaluate the websites of Central Government IHMs and State Government IHMs in India. The modified balanced scorecard (BSC) approach is incorporated into the evaluation by taking into consideration four perspectives: technical, user friendly, website attractiveness and academic effectiveness. A set of 80 critical success factors representing these four perspectives is then used to examine the websites. Most of the websites are found to be attractive and user-friendly, however, the results of the study disclose that Academic effectiveness is an area for IHMs' and SIHMs' website improvement as most of the websites lack in providing the adequate information that is considered of academic relevance/interest. Finally it is suggested that the websites of most of the IHMs and SIHMs need to provide comprehensive details on vital areas such as careers, placements, programmes offered, fee structure, scheme of examination, research and innovations. It is further suggested that, the websites may be designed to be multilingual and have social connectivity too.*

Keywords: India, Central Government, State Government, IHMs, Websites.

INTRODUCTION

The Tourism industry in India is flourishing swiftly engraving growth of over 10% over last year. During the 12th five year plan, a 12% growth has been projected. It would herald into an additional employment generation of 2.5 crores in India. A demand of 36 lakh trained manpower for the hospitality industry at various levels by 2016 is foreseen. The hospitality education took birth in 1961 in India at four regional Institutes in Chennai, Delhi, Kolkata and Mumbai and today there is efflorescence witnessed with the onset of the National Council for Hotel Management and Catering Technology (NCHMCT). The NCHMCT is an autonomous

body under Ministry of Tourism, Government of India and encompasses the largest network of 51 Hotel Management Institutes (HMIs) in the world showcasing exalted academic tradition embellished by their faculty, administrators and students. The NCHMCT conducts academics for B.Sc. Hospitality & Hotel Administration and 11 full time courses of different durations and intensity in partnership with the Indira Gandhi National Open University for award of degree. These courses are imparted at the existing 21 Central Institutes of Hotel Management, 14 State Government Institutes of Hotel Management and 15 Private Institutes of Hotel Management affiliated with NCHMCT. All Institutes follow uniform course curricula prescribed by the Council for different professional programs.

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Still, it is perceived that the IHMs are facing competition amongst themselves as well with the Industry Integrated Hotel Management Institutes and Government Universities offering Hotel Management Programs. Dahiya, (2013) has also pointed out the importance of technology while asserting Productivity in Hospitality & Tourism Business to a great extent banks upon the human resources along with technology and other significant factors of contribution. To endure the intensive competition, nowadays, it has become indispensable for the Hotel Management Institutes to have sound web presence. Dahiya & Duggal (2013) also opined that like other sectors, Institutes including HMIs if, are to explore the best possibilities, need to strengthen their e- presence. Many organizations including educational institutes, universities have become aware of the strategic importance of websites in dissemination of information through integration of various technologies and applications software.

Websites are global shop windows for any educational institutes where quantum of information regarding programs, course offerings, location, research & innovation and accreditations are displayed in such an effective manner to help potential students in decision-making regarding attending any specific educational institute. The selection of an educational institution for further studies involves credence type of service with great risk factor associated. Zeithaml (1981) also postulated higher education as a credence service since it is difficult for the consumer to evaluate the service even after some trial has occurred. And Benjaman & Lee (2005) also stated that for this type of purchase we can expect a greater information search prior to purchase and the internet is a primary tool for the information search. It has necessitated the need for educational institutes including HMIs to have interactive, attractive, effective and clearly understood web pages with effortless navigation of plethora of information about programs offered, structure, location and relevant credentials given on the websites. Moreover, it has become crucial for an educational institute to have an effective website since visiting the website and the information given there is a precursor to a decision to visit the campus.

A study by Tucciarone (2009) concluded that the students bank on information from college websites in evaluating the institution. The most common information sought by the students was majors, cost, and ranking of school, size and location. The educational institutions need to fetch information for prospective students, current students, parents, faculty and alumni. They should provide reams of information services in a way that makes everything easy to explore. The website of an institution not only attracts the prospective students to take admissions or fulfills the information needs of current students but also helps an institute to globally compete with other institutes. So, it

is quintessential for the educational institutes including HMIs to conceive multi-purpose websites. The present study intends to analyze various informative features present on the websites of Central Government IHMs and State Government IHMs in India to evaluate the website performance from Technical, User-Friendliness, Website Attractiveness and Academic Effectiveness Perspectives. Dahiya & Duggal (2013), in the previous study evaluated the performance of Websites of Industry Integrated HMIs in India and concluded that the major hospitality player in India having HMIs are reported to have given comparatively less importance to the websites of their academic institutes than to their hotel websites. Further there lies a scope for the future research to do the comparative analysis of the performance of the websites of Industry Integrated HMIs, Central Govt. IHMs and State Govt. IHMs in India. The findings shall be beneficial for the webmasters, administrators and other stake holders to overcome the limitations and improve the efficiency of their websites.

REVIEW OF LITERATURE

The growth and transformational impact of information and communication technologies as an integral part of educational institutes is widely recognized and continues unabated. Today we are seeing increasing engagement of these technologies that has led the educators and thinkers to assess the credibility of the available contents on the websites, its orientation towards users and quality of technical functionalities. The need for education institutions to have an attractive, effective and reliable web presence is increasing as online technology is becoming an integral part of the educational process.

The website is now taken as marketing collateral of paramount importance for any educational institution as studies showed that though primarily the stakeholders are the students but the messages given on the websites are more concentrated to marketing the institution than addressing the functional needs of the students.

Constantine and Lockwood (2001) conducted a study focusing on user-centered web engineering citing that the success of any design lies in its being accepted fully. Zhang & Dran (2001) also focused on user satisfaction perspective while developing a theoretical framework for evaluating website quality. Singh and Sook (2002) evaluated South African university websites on certain factors in order to find solutions to user problems. Some Other research studies focused on some specific features of websites. For example, Yoo & Jin (2004) investigated and evaluated the design of university websites with appropriate contents size and architecture. Agarin and Nwagwu (2005) wrote about web while studying Nigerian Universities and concluded that they need to organize their web activities to ease the

understanding of their web usage characteristics. They also emphasized on the channelization of all web activities in the universities through a central website to ease control, as well as the use of on-ground web masters rather than use of proprietary services.

A number of website features or information services are studied to ascertain the efficacy of website. Hasan, L.; Abuelrub, E. (2006) also stated that as the dependency on web services increases, the need to assess characteristics with website quality and success increases. They also opined that website characteristics are important; they have been a constant concern of research in different domains and they were widely studied in the e-commerce literature. Ling and Schaik (2006) considered the effects of font type and line length. Eduventures (2007) found that higher education websites lack in quantity as well quality of content and urged higher education to improve the quality and depth of content as well as search functions on home pages. This is one of the few studies that asked students about their experiences with institutional websites. Utulu (2008) concluded that Universities that have their own websites with high external links are perceived to have inculcated globalization initiative and are in agreement with the information-for-all initiative, as promoted by the open access movement. These increase their perceived impact, improve their visibility, and make stakeholders' perception about them positive. Gordon and Berhow (2009) conducted a content analysis of 232 university websites, specifically seeking for "dialogic features" that permits the visitor to request more information, an RSS feed, an appointment, or to send an email to a particular office (such as admissions or financial aid). The results were astonishing with number of dialogic features ranged from a low of 6.8 to a high of 53.2 features. They found that liberal arts colleges used more of these dialogic features on their websites than national doctoral universities. They also found a small correlation ($r = 0.146$, $p < 0.05$) between the number of dialogic features and student retention rate.

Pinto, *et al.* (2009) conducted a study on information provided by Spanish university websites on their assessment and quality processes. They analyzed and evaluated the information provided by Spanish public universities on the web about their assessment and quality processes with the aim of detecting aspects for improvement and identifying best practices in universities that could act as a benchmark for the rest of the sector. Zeng, Salvendy and Zhang (2009) confined his study to website creativity and studied its influence on user behaviour.

Anwarul Islam and Keita Tsuji (2011) evaluated some selected university websites in Bangladesh from the usability perspective and found that users' demands and expectations were not met with. Dahiya Ashish & Duggal Shelley (2013) conducted a study on evaluation of websites of industry integrated hotel management institutes in India from

technical, user-friendly, website attractiveness and academic effectiveness perspectives to measure how efficiently the websites fulfill the information needs of its stakeholders. The present study is in continuity with the previous research study (Dahiya Ashish & Duggal Shelley, 2013) that intends to evaluate the websites of central government IHMs and state government IHMs in India from same perspectives.

OBJECTIVES

The present study aims to:

- Enlist the information features given on the websites through extensive web search and the content analysis of the websites of central government IHMs and state government IHMs in India.
- Group these information features/services into dimensions based on their thematic similarity.
- Evaluate the performance of the websites.

RESEARCH METHODOLOGY

Sample

The sample is the websites of Central government IHMs and State government IHMs in India. These are 35 number in total out of which 21 are run by central government and rest by the state governments. The list is taken from nchmct.org assessed during July - September 2013. Table no. 1 shows the list of IHMs with their location and URL address.

METHOD

The present study incorporates the modified BSC approach to study the website content and to evaluate the performance of sample websites of IHMs in India. It is one of the most frequently used tool developed by Morrison, Taylor, Morrison and Morrison in 1999 based on of the works of Kalpan and Norton. Many researchers like Morrison *et al.* (1999); Feng *et al.* (2003); So and Morrison (2004); Douglas and Mills (2004); Kline, Morrison, and John (2004) used modified BSC approach in their studies for evaluating performance of websites in hospitality and tourism sector incorporating various sets of four perspectives based on the need of their study. Dahiya, A. and Duggal, S. (2013) also adopted modified BSC approach for comprehensive website evaluation of ten renowned hotel chains in India using four perspectives.

In the present study, Marketing Effectiveness perspective is modified into Academic Effectiveness perspective since the concern of the study are educational institutions. The rest three perspectives are same with some genuine modifications in the critical success factors.

Table 1 (A). List of Central Govt Institute of Hotel Management

S.No./ code no.	CENTRAL GOVERNMENT IHMs	Place	URL Address (web address)
1.	Institute of Hotel Management	BENGALURU	http://www.ihmbangalore.kar.nic.in/
2.	Institute of Hotel Management	BHOPAL	http://www.ihmbpl.com/
3.	Institute of Hotel Management	BHUBANESWAR	http://www.ihmbbs.org/
4.	Institute of Hotel Management	CHENNAI	http://www.ihmchennai.org/Default.htm
5.	Institute of Hotel Management	DELHI	http://www.ihmpusa.net/
6.	Dr. Ambedkar Institute of Hotel Management	CHANDIGARH	http://www.ihmchandigarh.org/IHM2/Default.aspx
7.	Institute of Hotel Management	GANDHINAGAR	http://www.ihmahmedabad.com/
8.	Institute of Hotel Management	GOA	http://ihmgoa.nic.in/ihmgoa.htm
9.	Institute of Hotel Management	GURDASPUR	http://www.ihmgurdaspur.org/index1.php?page=HomeFlash.htm
10.	Institute of Hotel Management	GUWAHATI	http://www.ihmctanghy.org.in/
11.	Institute of Hotel Management	GWALIOR	http://www.ihmgwalior.net/
12.	Institute of Hotel Management	HAJIPUR	http://www.ihmhajipur.net/
13.	Institute of Hotel Management	HYDERABAD	http://www.ihmhyd.org/
14.	Institute of Hotel Management	JAIPUR	http://www.jaipurihm.com/about%20us.html
15.	Institute of Hotel Management	KOLKATA	http://www.ihmkolkata.org/
16.	Institute of Hotel Management	LUCKNOW	http://www.ihmlucknow.com/
17.	Institute of Hotel Management	MUMBAI	http://www.ihmctan.edu/
18.	Institute of Hotel Management	SHILLONG	http://ihmshillong.nic.in/
19.	Institute of Hotel Management	SHIMLA	http://ihmshimla.org/
20.	Institute of Hotel Management	SRINAGAR	http://www.ihmsrinagar.org/
21.	Institute of Hotel Management	THIRUVANANTHAPURAM	http://www.ihmctkoyalam.org/

Table 1 (B). List of State Government Institute of Hotel Management

S.No./ code no.	STATE GOVERNMENT IHMs	Place	URL Address (web address)
22.	Chandigarh Institute of Hotel Management	CHANDIGARH	http://www.cihmct.com/
23.	Delhi Institute of Hotel Management	LAJPAT NAGAR, NEW DELHI	http://dihm.tripod.com/
24.	Institute of Hotel Management	DEHRADUN	http://ihmddn.com/
25.	State Institute of Hotel Management	FARIDABAD	http://www.ihmfaridabad.com/vacancies.html
26.	State Institute of Hotel Management	GANGTOK	http://ihmgangtok.com/
27.	State Institute of Hotel Management	JODHPUR	http://www.ihmjodhpur.com/
28.	State Institute of Hotel Management	KOZHIKODE	http://www.sihmkerala.com/
29.	Institute of Hotel Management	KURUKSHETRA	http://www.ihmkk.com/
30.	Institute of Hotel Management	BATHINDA	http://www.ihmbti.com/
31.	State Institute of Hotel Management	HAMIRPUR	http://www.sihmhamirpur.org/
32.	Institute of Hotel Management	SILVASSA	http://ihmsilvassa.nic.in/
33.	State Institute of Hotel Management	TIRUCHIRAPALLI	http://www.sihmct.org/
34.	State Institute of Hotel Management	ROHTAK	http://www.ihmrohtak.com/institute.shtml
35.	State Institute of Hotel Management	PUDUCHERY	http://pihmct.puducherry.gov.in/

Table 2

Critical Success Factors	5-point Rating	4-point Rating	3-point Rating	2-point Rating	1-point Rating
Line Check	0 bad links	1 bad link	2 bad links	3 bad links	>3 bad links
HTML Check	0 errors	≤ 6 errors	≤ 12 errors	≤ 18 errors	> 18 errors
Browser Compatibility	0 problems	≤ 4 problems	≤ 8 problems	≤ 12 problems	> 12 problems
Load Time	≤ 13 seconds	≤ 24 seconds	≤ 35 seconds	≤ 46 seconds	> 46 seconds
Spell Check	0 mis-spellings	≤ 5% Mis-spellings	≤ 10% Mis-spellings	≤ 15% Mis-spellings	> 15% Mis-spellings

Note. 5 items to be tested with a maximum of 25 raw points. The maximum weighted score is 25 points. The form is modified from the standardized website evaluation form developed by Mills and Morrison (as cited in Morrison, Taylor, & Douglas, 2004) and by Yuan, Morrison, Linton, Feng, & Jeon (2004).

1. Technical Aspect consists of 5 CSFs
2. User Friendliness with 16 CSFs
3. Website Attractiveness having 10 CSFs
4. Academic Effectiveness containing 49 CSFs.

The set of 80 Critical Success factors is used that has outnumbered those used in previous research by (Dahiya. A and Duggal. S, 2013). The website evaluation form is a modified version of the forms developed by Mills and Morrison (as cited in Morrison et al., 2004) and used by Yuan et al. (2004) and (Dahiya. A and Duggal. S, 2013). The technical qualities of a website is evaluated using the 5-point Likert scale with 5 being the Best, 4 as Very Good, 3 being Good, 2 is Average and 1 being Poor. Rest three perspectives are measured at Dichotomous scale consisting yes/no questions indicating the presence or absence of critical success factors since it aids minimizing the level of potential evaluator subjectivity.

Each perspective is equally weighted, and has weighted score of 25 points with a total weighted score of 100 points for the four perspectives combined.

TECHNICAL ASPECT PERSPECTIVE

To evaluate the technical effectiveness of a website, objective measures like Net Mechanic (www.netmechanic.com) are easily available. It assesses the five criteria originally used by Morrison et al. (1999). 5-point Likert scale with 5 being the best is used to rate these criteria. The Critical success factors under this perspective along with the technical rating scale is given in table no. 2 as :

USER-FRIENDLINESS PERSPECTIVE

It comprises of two criterions: ease of contact and ease of navigation with 16 items under them. This perspective

confirms the extent of feasibility with which a website can be used and its user orientation. From here onwards, for all the three perspectives The Morrison et al. (1999) measurements scales are changed from Likert formats to Dichotomous yes/no questions to indicate the presence or absence of critical success factors since it aids reducing the level of potential evaluator subjectivity. Table no. 3 indicates 16 CSFs to be studied under User-friendliness perspective.

WEBSITE ATTRACTIVENESS PERSPECTIVE

An attractive website may help grabbing the attention of the stakeholders and can prove a harbinger for future business. Illegible text, poor colour combinations and cluttered pages make a website ineffective and lead to loss of interest of potential customers. It consists of 10 CSFs to be evaluated with yes or no answers on the basis of their presence or absence in the website.

ACADEMIC EFFECTIVENESS PERSPECTIVE

An academically effective website for an educational institution has to be informative and interactive. It should fulfill all the educational informative needs of its stakeholders. It has to be snapshot of the academic efficiency of the educational institution it represents. With 49 CSFs, these are also evaluated with yes/no responses.

Each perspective has weighted score of 25 points with a total weighted score of 100 points for the four perspectives combined.

DATA ANALYSIS AND RESULT

The thirty five websites from Central Government IHMs and State Government IHMs are given codes from 1 to 35 as in Table no. 6.

Table 3

Critical Success Factors	Yes	No
Ease of Contact		
1. Independent URL		
2. Telephone Number		
3. E-mail		
4. Fax Number		
5. Toll Free Contact/ Help Line		
6. Site Map/ Index		
7. Log in		
8. Social Media Connectivity (facebook/ twitter/ linked in)		
9. FAQ		
Ease Of Navigation		
10. Clear & Effective Navigation Tools on each pages		
11. Availability of Home Button on all pages		
12. Limited Vertical Scrolling		
13. Limited Horizontal Scrolling		
14. Availability of a search engine for website content		
15. Links to required plug-ins provided		
16. Choice of Font Size for ease of Readability		

Note. 16 items to be tested with a maximum of 16 raw points. The maximum weighted score is 25 points. The form is modified from the standardized website evaluation form developed by Mills and Morrison (as cited in Morrison, Taylor, & Douglas, 2004) and by Yuan, Morrison, Linton, Feng, & Jeon (2004).

Table 4

Critical Success Factors	Yes	No
1. Clear and Readable text		
2. Clear and Uncluttered pages		
3. Sufficient contrast between background and text		
4. Effective and aesthetically appealing backgrounds		
5. Images reinforcing text content		
6. Use of colour to improve the visual appeal of the site		
7. Effective use of web page space		
8. Hyperlinks Readability		
9. Picture gallery		
10. Videos		

Note. 10 items to be tested with a maximum of 10 raw points. The maximum weighted score is 25 points. The form is modified from the standardized website evaluation form developed by Mills and Morrison (as cited in Morrison, Taylor, & Douglas, 2004) and by Yuan, Morrison, Linton, Feng, & Jeon (2004).

The weighted scores of the above mentioned thirty five hotel management institutes was found out after evaluating their websites for the given four perspectives in table no. 7.

On an average, the sample websites performed the best in Website Attractiveness Perspective with a mean score of 22.07 out of maximum 25 points. The websites of 29 IHMs scored equally 22.5 whereas the highest scorers were IHM Delhi, IHM Srinagar and State Institute of Hotel

management, Gangtok with 25 points. Delhi Institute of Hotel Management scored lowest amongst all with just 10 points on 25. It does not have the quality pictures, aesthetic backgrounds and even the hyperlinks were found to be inactive at times making it least attractive of all.

On User-friendly Perspective, the websites performed relatively well with a mean score of 16.42. The features like toll free contact/ helpline, log in , social media connectivity

Table 5

Critical Success Factors	Yes	No
Institute Information		
1. About us		
2. Logo		
3. Affiliations		
4. Facilities information (infrastructure)		
5. Teaching Staff & Profiles		
6. Administrative Staff & Profiles		
7. Details about Hostels & Other Facilities		
8. Library details		
Location		
9. Address		
10. Distances		
11. Accessibility (How to Reach)		
12. Local area description		
13. Map		
Globalization		
14. Multilingual		
Programmes Information		
15. Courses Offered & Availability of Seats		
16. Course Structure		
17. Fee Structure		
18. Detailed Syllabus		
19. Scheme of Examination		
20. Previous Year Question Papers		
21. Ordinance		
22. Academic Calendar		
Research Information		
23. Seminar/ Conferences Announcements		
24. Information about Institutional/ Faculty Research/training		
25. Major Thrust Areas		
26. PDP/MDP/FDP's Proposed/ Organized Information		
27. Innovative Practices (If Any)		
Admissions		
28. Admission information bulletin		
29. Admission requirements		
30. Application form		
31. Download brochure		
32. Financial Assistance/ Scholarships		
Careers		
33. Job openings at the institute		
34. Industrial Training		
35. Previous Placement Records/ Constant Recruiters		
36. Current Placement Brochure & Assisted Services		
Student section		
37. User name with pass word		
Communication		
38. Newsletter/ magazine		
39. Announcements		
40. Awards		
41. Press		
42. Recommendations/ testimonials		
Alumni Section		
43. New member registration		

44. Existing member registration		
45. Events information and pictures		
Management of Website		
46. Last update		
47. Links to other IHMs		
48. Online Help		
49. Visitor Counter		

Note. 49 items to be tested with a maximum of 49 raw points. The maximum weighted score is 25 points. The form is modified from the standardized website evaluation form developed by Mills and Morrison (as cited in Morrison, Taylor, & Douglas, 2004) and by Yuan, Morrison, Linton, Feng, & Jeon (2004)

Table 6. Code number

Name of IHMs	Place	Code Number
Institute of Hotel Management	BENGALURU	1
Institute of Hotel Management	BHOPAL	2
Institute of Hotel Management	BHUBANESWAR	3
Institute of Hotel Management	CHENNAI	4
Institute of Hotel Management	DELHI	5
Dr. Ambedkar Institute of Hotel Management	CHANDIGARH	6
Institute of Hotel Management	GANDHINAGAR	7
Institute of Hotel Management	GOA	8
Institute of Hotel Management	GURDASPUR	9
Institute of Hotel Management	GUWAHATI	10
Institute of Hotel Management	GWALIOR	11
Institute of Hotel Management	HAJIPUR	12
Institute of Hotel Management	HYDERABAD	13
Institute of Hotel Management	JAIPUR	14
Institute of Hotel Management	KOLKATA	15
Institute of Hotel Management	LUCKNOW	16
Institute of Hotel Management	MUMBAI	17
Institute of Hotel Management	SHILLONG	18
Institute of Hotel Management	SHIMLA	19
Institute of Hotel Management	SRINAGAR	20
Institute of Hotel Management	THIRUVANANTHAPURAM	21
Chandigarh Institute of Hotel Management	CHANDIGARH	22
Delhi Institute of Hotel Management	LAJPAT NAGAR, NEW DELHI	23
Institute of Hotel Management	DEHRADUN	24
State Institute of Hotel Management	FARIDABAD	25
State Institute of Hotel Management	GANGTOK	26
State Institute of Hotel Management	JODHPUR	27
State Institute of Hotel Management	KOZHICODE	28
Institute of Hotel Management	KURUKSHETRA	29
Institute of Hotel Management	BATHINDA	30
State Institute of Hotel Management	HAMIRPUR	31
Institute of Hotel Management	SILVASSA	32
State Institute of Hotel Management	TIRUCHIRAPALLI	33
State Institute of Hotel Management	ROHTAK	34
State Institute of Hotel Management	PUDUCHERY	35

Table 7. Weighted Score Results of the Website Evaluation

Code No.	Technical Perspective 25 Points	User-Friendly 25 Points	Website Attractiveness 25 Points	Academic Effectiveness 25 Points	Total Score 100 Points
	5	18.75	22.5	16.32	62.75
	11	18.75	22.5	12.24	64.49
	10	17.18	22.5	10.71	60.39
	8	17.18	22.5	15.30	62.98
	18	17.18	25	17.85	78.03
	12	17.18	22.5	10.20	61.88
	8	17.18	22.5	12.24	57.88
	5	18.75	22.5	13.77	61.04
	13	17.18	22.5	14.79	67.47
	10	17.18	22.5	15.81	65.49
	8	18.75	22.5	15.30	64.55
	16	17.18	22.5	14.28	69.96
	21	17.18	22.5	13.26	73.94
	18	17.18	22.5	10.20	70.94
	12	17.18	22.5	13.26	64.94
	6	17.18	22.5	10.71	56.39
	19	17.18	22.5	12.75	71.43
	17	17.18	22.5	10.20	66.88
	11	17.18	20	13.77	61.95
	16	18.75	25	12.75	72.5
	15	17.18	22.5	12.75	67.43
	9	17.18	22.5	10.20	58.88
	10	10.93	10	8.67	39.6
	10	18.75	22.5	13.26	64.51
	20	17.18	22.5	13.26	72.94
	14	17.18	25	8.67	64.85
	11	17.18	22.5	12.24	62.92
	15	17.18	22.5	10.71	65.39
	18	17.18	22.5	11.73	69.41
	12	18.75	22.5	11.22	67.02
	16	18.75	22.5	13.77	71.02
	16	18.75	22.5	10.71	67.96
	13	17.18	22.5	7.65	60.33
	17	17.18	22.5	10.20	66.88
	5	17.18	15	6.63	43.81
Mean score	12.71	16.42	22.07	12.21	

through social networking sites and FAQs to help satisfy the inquisitiveness of the stakeholders are found to be used in negligible numbers by the institutes. The website of Delhi Institute of Hotel Management scored lowest 10.93 on 25.

Total weighted scores of all the websites of IHMs and SIHMs in India

On Technical Perspective, the mean score of thirty-five websites is 12.71 which is hardly 50%. The website of Institute of Hotel Management, Hyderabad was found to be most technically sound with weighted score of 21 closely followed by SIHM, Faridabad with 20 points. Amongst the lowest scorers were the websites of IHM, Bangalore; IHM, Goa and SIHM, Puduchery. The long loading time,

Figure 1

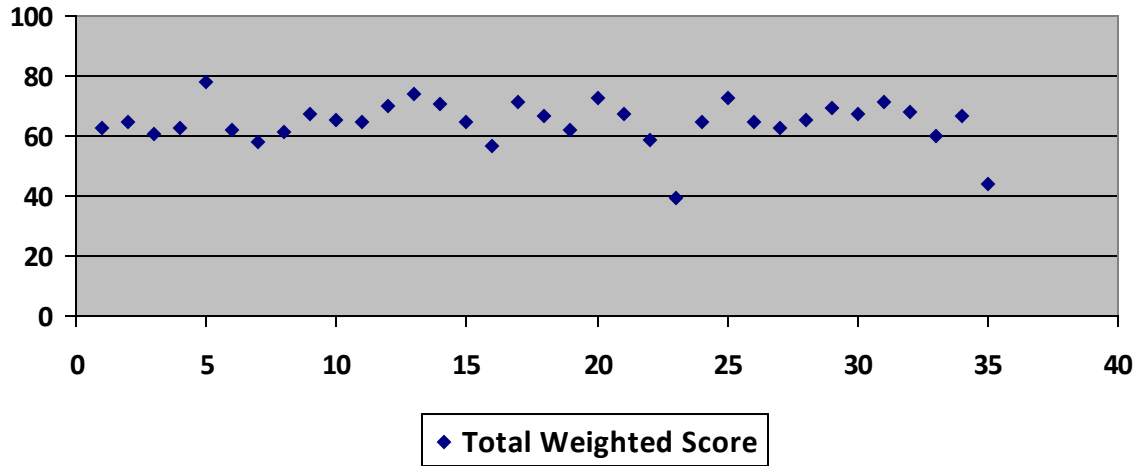
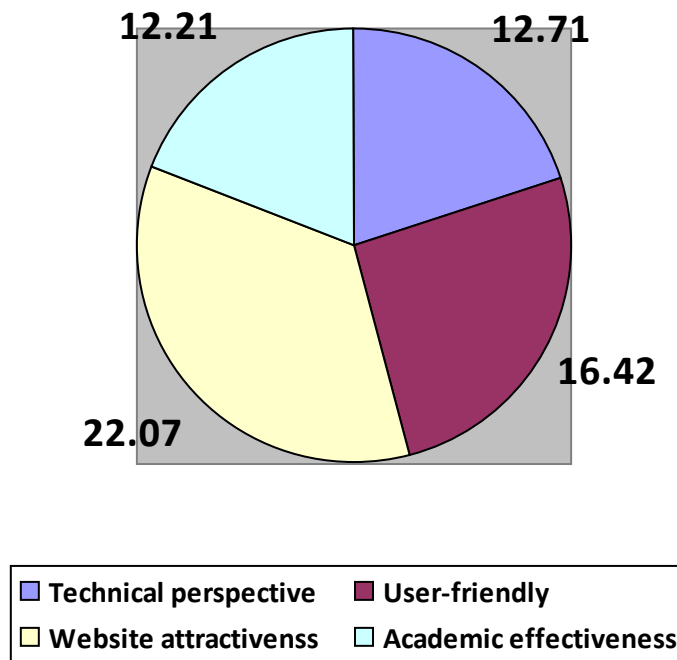


Figure no. 2



spelling errors, increase number of bad links and browser incompatibility were found to be the issues of concern.

The Academic Effectiveness Perspective is the weakest link with a mean score of 12.21. The website of IHM, Delhi was found to be most effective academically with weighted score of 17.85 though the score is not up to the mark. The website of SIHM, Puduchery scored lowest. The features like Accessibility (how to reach), Description of the area

and Map to indicate route were found to be not given importance in certain websites. None of the websites were multilingual though certain were found to be bi-lingual with English and Hindi languages. The institutes have not given any importance to the research & innovation; seminar, conferences, FDPs notifications and faculty research which is a set back to the stake holders who are interested to know the quality of research studies going on in any institute. Current Placement Brochure, Testimonials, Alumni section,

Visitor Counter are amongst other features not given due importance into the websites.

Overall, the website of IHM, Delhi scored highest and thus evaluated as most effective followed by IHM, Hyderabad. Seven websites out of Thirty-five were found to be comparatively technically sounded, interactive, attractive and academically effective as scored more than 70%. They were indicated in green color in table no.7. The lowest on the scale of performance is the website of Delhi Institute of Hotel Management with just 39.6 points. One more website that scored less than 50% is of IHM, Puduchery. These websites need to improve a lot to be an effective virtual face of the institutes they represent.

CONCLUSION

The websites of 21 central government IHMs and 14 state government IHMs are evaluated using modified balanced scorecard approach. The results indicated that the websites of most of the IHMs and SIHMs are technically not very sound having problems of bad links and browser incompatibility. Spelling errors were found to be very common and took long time to load too. The websites were found to be easy in use and navigate but marked by almost complete absence from social networking sites which are the important tool of creating awareness and advertising. Most of the websites do not satisfy the general queries of its stakeholders as the feature 'FAQ' was not reported in many websites. There was no toll free contact number or helpline reported in the websites that may ease the potential students to contact the institute to fulfill their educational needs. Though, most of the websites were found to be attractive with uncluttered pages, clear text, and images to reinforce overall appeal of the site. The results of the study reported most of the websites do not provide enough information regarding programmes offered, careers, current placement brochures, alumni and faculty & institutional research. The results of the study propose Academic effectiveness as area for website improvement as websites of many institutes do not sufficiently provide complete information features that are needed to become academically sound and to help in decision making while navigating through web pages of the institutes. Some of the websites were found to be bi-lingual (English and Hindi) but not multi-lingual which is of paramount importance to compete at global front and to attract the pool of foreign students.

RECOMMENDATIONS

It is inferred from the present study that the IHMs and SIHMs need to include various informative features representing the academic efficiency of the institutes to fulfill the educational needs of the stakeholders as well to attract huge pool of

talented students. Based on the results obtained and findings in the present research study, it is recommended that IHMs and SIHMs should include following informative features in their websites:

- Comprehensive detail about course structure, fee structure and examination scheme;
- Section for alumni, and their data base;
- Social connectivity via face book, twitter , Linkedin
- Toll free contact number/helpline
- Browser compatibility and technically sound
- Information about Institutional/faculty research and major thrust areas;
- Multilingual website
- Information regarding placement and current placement brochure to provide up-to-date information and services to students, academicians, instructors, parents and other users in most efficient manner.

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