CHAPTER – 7

FINDINGS, CONCLUSIONS AND SUGGESTIONS

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In this chapter the findings, conclusions and suggestions of the study have been presented.

7.1 Findings of the Study:

7.1.1 Findings of Employees (Hotel Industry):

1) The researcher has collected data from the persons of authority/heads of different departments and has covered all the departments and collected the information from them as was required. More than 75 percent of the total respondents were of the designation of assistant manager and above. The researcher has chosen the right respondent to answer the questions since these are the people who play a role in recruitment and handle fresh candidates from the institutes on their job. (Table No. 4.1 and 4.2)

2) Majority of the respondents i.e. around 80 percent were found to be of male gender. This also highlights the fact that there is more number of men found in higher level jobs than women. The respondents were hotel professionals with a lot of industry experience with 60 percent of the respondents having an experience of 6 to 15 years. (Table No. 4.3 and 4.4)

3) More than 55 percent of the respondents working in the hotel industry have a hotel management qualification, i.e. either a degree or diploma while others have any other degree or diploma. Departments like Front Office and Sales and Marketing have professionals with other degrees or diplomas while the core departments like kitchen, food and beverage, housekeeping, accommodations etc. have candidates with hotel management qualification. (Table No. 4.5)

4) Around 57 percent of the respondents agree that there is a liaison. This shows that there is definitely scope to improve the liaison. Increase in the liaison between hotel management institutes and hotel industry will lead to better quality of candidates. (Table No. 4.6)
5) The factors considered by the industry while selecting an employee are qualification (76 percent), experience (76 percent), personality (75 percent), willingness (62 percent), soft skills (61 percent), commitment (59 percent), communication (58.5 percent), enthusiasm (58 percent), dedication (53 percent), industry knowledge (53 percent) and technical skills (51 percent). While qualification, experience, personality, willingness and soft skills are highly important factors like commitment, communication, and enthusiasm are moderately important whereas dedication, industry knowledge and technical skills are less important. (Table No. 4.7 to 4.17).

6) The skills that were found to be the most important for the career development of the respondents were food & beverage skills (70 percent), rooms division skills (69 percent), communication skills (63 percent), using initiative skills (60 percent), self management (59 percent) and human relations skills (53 percent), while Problem Solving’ has an equally divided verdict as an important skill by most respondents for their own career development. In managerial positions where decision making and human relations are concerned then the problem solving skills help the employees to overcome the situations. (Table No. 4.18 to 4.24).

7) While selecting candidates, ‘University degree or Diploma’ is preferred by most of the hotel industry with around 70 percent of the respondents saying so but there are all kinds and combinations of qualifications that hotel industry professionals have and seek. (Table No. 4.25).

8) Most hotels / chains i.e. around 64 percent do not have a formal campus connect programme and most interactions are infrequent and ad-hoc. There is scope here for the hotels to interact with the academia and they can contribute in training the students by being their mentor during practical training schedules. (Table No. 4.26).
9) During an interview the hotel industry expects the candidates to score in between 3 to 5 in practical training (97.5 percent), willingness to learn (96.6 percent), technical skills (96.6 percent), team work (95 percent), enthusiasm (94.9 percent), industry knowledge (94.9 percent), dedication (94.9 percent), time management (93.2 percent), problem solving skills (91.5 percent), soft skills (89.9 percent), commitment (89 percent) and classroom training (87.3 percent). (Table No. 4.27 to 4.38).

10) The importance of the factors with respect to employability in star hotels are technical skills which is placed in the top five ranks by 60 percent of the respondents, commitment and knowledge of the industry which is placed in the top six ranks by 64 percent of the respondents, enthusiasm placed in the top six ranks by 65 percent of the respondents, dedication placed in the top six ranks by 63 percent of the respondents, willingness to learn placed in the top seven ranks by 68 percent of the respondents, soft skills placed in the top seven ranks by 64 percent of the respondents, practical training placed in the top 8 ranks by 53 percent of the respondents, team work placed between 3 to 8 ranks by 65 percent of the respondents, problem solving skills placed between 6 and 12 ranks by 65 percent of the respondents, time management skills placed between 7 and 12 ranks by 61 percent of the respondents and classroom training placed at 11 and 12 ranks by 65 percent of the respondents. Hence it can be said that the importance of the factors with respect to employability in ascending order are technical skills, enthusiasm, commitment, knowledge of the industry, dedication, willingness to learn, soft skills, practical training, team work, problem solving skills, time management skills, and classroom training. (Table No. 4.39 to 4.50).

11) Around 90 percent of the respondents agree that an internship or a collaborative education programme may help students career in the hotel industry. The hotel industry is a service industry and this would bring a practical orientation to the course. (Table No. 4.51). Around 70 percent do not agree that career expectations are understood differently by the educators and industry (Table No. 4.52) while
around 58 percent do not agree that a Govt. Recognized certificate in hotel management is an important criteria while selecting a new employee as there are hotel employees with diverse degrees, diplomas and other certificate or craft courses (Table No. 4.53). Around 70 percent do not agree to the statement that Work Experience is more important than a Degree Qualification for an employee to perform as per industry requirements (Table No. 4.54). Around 55 percent of the respondents have disagreed that the students selected through campus require further training (Table No. 4.55). 96 percent have chosen to remain neutral or disagree about the statement that industry can contribute more actively in the curriculum design (Table No. 4.56). Most of the respondents i.e. around 85 percent have chosen to remain neutral or disagree about the statement that hotel management educators know the industry well. This means that according to the industry people the hotel management educators do not know the industry well (Table No. 4.57).

12) All the respondents have provided the initiatives like expert member from industry for curriculum development, workshops, seminars, demonstration, career guidance, more training with industry, live work experience and revised syllabus that can be worked upon and enhanced to increase the interaction and liaison between industry and academia (Table No. 4.58).

7.1.2 Findings of Students of Hotel Management Institutes:

1) More male students seek admission to the hotel management course when compared to their female counterparts since most of the respondents i.e. 79 percent were male students who had taken admission to the course. Most of the students i.e. 63 percent of the students preferred the 4 year BHMCT degree course offered by the university while there were very few takers for the diploma course. (Table No. 5.1 and 5.2)

2) Most of the respondents i.e. 79 percent feel that the classroom training component is very high i.e. the classroom training is around 60 percent (Table No. 5.3). Most
of the respondents i.e. around 63 percent feel that the practical training component is on the lower side as compared with the theory component i.e. practical training is around 40 percent. This means that there are more theory contact hours than practical as marked by a majority and the course content tilts more towards the theoretical aspect in spite of the practical nature of the industry (Table No. 5.4).

3) Majority of the respondents i.e. around 61 percent have only one training stint, mostly towards end of the course. Also the syllabus of the various courses mandates only one training stint of 20 weeks during the entire course. More training sessions help students to get in depth knowledge about the practical aspect of the course where they can try all that they have learnt in the classroom training (Table No. 5.5).

4) Most of the students i.e. around 92 percent have chosen hotel management course for the right reasons namely for Passion and to make a career (Table No. 5.6) and 72 percent plan to continue with a career in the hotel industry (Table No. 5.7). Also most of the students i.e. around 76 percent seem to believe that educators know the industry well (Table No. 5.8).

5) Majority of the respondents i.e. around 94 percent agree that campus recruitments happen at their institutes. Since the students are trained specifically for the hotel industry it becomes easy for the recruiters to get trained talent in one place (Table No. 5.9).

6) In the opinion of the students, the level of their first job after completion of the course will be at the entry level (32 percent), as a management trainee (54 percent), as a department supervisor (9 percent) and as a department manager (5 percent). It can be concluded that the students expect to get an entry level and as a management trainee at their first job after completion of the course (Table No. 5.10 to 5.14).
7) In the opinion of the students the factors considered to be important for a new employee by the human resource department is only knowledge of the industry (59 percent) while technical skills (48 percent), personality (47 percent), qualification (39 percent) and experience (37 percent) are not considered to be important for a new employee. This shows that the students are not aware of what the industry expects from the new employees (Table No. 5.15 to 5.19).

8) According to the students the factors which are important to possess as an employee are knowledge of the industry (56 percent), technical skills (52 percent) and attitude (51 percent) whereas personality (40 percent), experience (40 percent), qualification (37 percent) and commitment (31 percent) are not important factors to possess as an employee (Table No. 5.20 to 5.26).

9) Some of the initiatives with industry institute liaison at the students’ colleges were industrial visits (47 percent), career guidance (7.8 percent) and workshops (25.5 percent) (Table No. 5.27).

10) The initiatives suggested by the students to increase industry participation to benefit students and make them industry ready are Workshops to prepare students (18.5 percent), Live Industrial Experience (21.8 percent), Train students practically (24.7 percent), Guest Lectures (17.7 percent) and Revised Syllabus (0.4 percent) (Table No. 5.28).

11) The students opined that while there is industry institute liaison, it is not very high since many of the respondents i.e. around 60 percent chose to remain neutral and generally there is insufficient interaction between the industry and faculty (Table No. 5.29). Also the students have said that the curriculum is not completely in sync with the industry requirements with around more number of respondents i.e. 43 percent, choosing to be neutral to the statement (Table No. 5.30) while 85 percent of the respondents agreed to the statement that faculties with industry experience are more effective (Table No. 5.31).
12) Majority of the respondents i.e. 87 percent agreed that the hotel industry is a growing industry with many career opportunities (Table No. 5.32). Most of the respondents i.e. around 53 percent agree that work experience is more important than a degree qualification (Table No. 5.33). There is a mixed verdict on the statement that hotel management course of that period is equal to work experience of that period with many respondents i.e. around 47 percent being neutral about. It can be interpreted that the students do not feel that the hotel management course of that period is equal to work experience of that period (Table No. 5.34). As per the students opinion there are benefits for an employee having a hotel management course certificate in the Hotel Industry with around 68 percent of the respondents agreeing to be so (Table No. 5.35).

13) The students self rated themselves on a five point scale on the factors. The students rated themselves as good and very good i.e. 4 and 5 on factors like willingness to learn (80 percent), dedication (75 percent), team work (74 percent), practical training (72 percent), enthusiasm (71 percent), commitment (63 percent) and knowledge of the industry (53 percent). The students rated themselves as average and good i.e. 3 and 4 on factors like classroom training (71 percent), technical skills (70 percent), problem solving (70 percent), soft skills (68 percent) and time management (61 percent) (Table No. 5.36 to 5.47).

14) The ranking of the factors according to their importance with respect to employability in star hotels as been given by the students as commitment (61 percent) in the top four ranks; technical skills (75 percent), knowledge of the industry (72 percent), dedication (67 percent), willingness to learn (62 percent) in the top 5 ranks; soft skills (61 percent), time management (60 percent) in the top six ranks; practical training (63 percent) in the top 8 ranks; enthusiasm (65 percent) in between 2nd and 7th rank; team work (67 percent), problem solving skills (62 percent) in between 3rd and 8th rank and classroom training (58 percent) in between 6th and 12th rank. Hence it can be concluded that the factors are ranked according to their importance with respect to employability in star hotels as
commitment, technical skills, knowledge of the industry, dedication, willingness
to learn, soft skills, time management, practical training, enthusiasm, team work,
problem solving skills and classroom training (Table No. 5.48 to 5.59).

7.1.3 Findings of Faculty - Opinion Survey:

1) The gender of the faculty is not skewed towards females as may be the notion.
   There are almost equal numbers of male (53 percent) and female (47 percent)
   faculty members in the hospitality education in Pune (Table No. 6.1).

2) Keeping in mind the practical nature of the industry, the industry experience of
   the faculty is relatively less as many of the respondents i.e. around 64 percent of
   the faculty of the hotel management courses have industry experience between 0
   to 6 years (Table No. 6.2).

3) Many of the respondents i.e. around 62 percent have more than 6 years of
   academic experience. The academic experience of the faculty is relatively more
   than the industry experience (Table No. 6.3).

4) Around 87 percent of the faculty has shifted from the industry to academics. The
   faculty members who haven’t shifted are the ones who never joined the industry
   but directly joined academics after their education (Table No. 6.4).

5) The industry is known for its long working hours and physically demanding work.
   This could be the reason that most of the faculty i.e. around 65 percent have
   shifted from the industry to academics due to family reasons and interest (Table
   No. 6.5).

6) Around 76 percent of the faculty holds a degree or diploma certificate in
   hospitality or hotel management. Some faculty members have a 4 year degree or a
   Diploma in Hotel Management while some have the 3 year degree (Table No. 6.6)
   and around 68 percent of the respondents hold a masters degree in hospitality
management, tourism management or administration and management i.e. in the subjects related to the hospitality industry (Table No. 6.7). But it is important to note that a majority of the respondents i.e. 92 percent do not have a doctorate degree which is considered to be important for a teaching job (Table No. 6.8).

7) Although the other core departments of a hotel namely Accommodations, Front Office and Housekeeping are the subjects that are stressed upon, food and beverage is a big department and around 57 percent of the respondents were found to be teaching food and beverage subjects (Table No. 6.9).

8) The hospitality management courses run by the institute are 4 Years BHMCT (73 percent), 3 Years B.Sc. HS (72 percent), Diploma in Hotel Management (21 percent) and other courses (41 percent). The inclination and demand today is for a degree course hence the limited appeal and takers of the diplomas (Table No. 6.10 to 6.13).

9) The percentage of classroom training provided in the hospitality management courses is, for 4 Yrs BHMCT around 58 percent say that classroom training constitutes of 21 to 60 percent of the institute contact hours i.e. on an average the students get around 41 percent of classroom training. For the 3 Yrs B.Sc. HS most of the respondents i.e. around 62 percent offer classroom training between 20 to 80 percent of the institute contact hours i.e. on an average 50 percent of classroom training is provided by the institutes. Regarding the Diploma in Hotel Management course only 20.8 percent of the respondents provide classroom training between 21 to 80 percent since the others do offer the course at all i.e. on an average the students get around 50 percent of classroom training and the other courses offer classroom training between 21 to 100 percent according to around 37 percent of the respondents i.e. the students, get about 60 percent classroom training on an average (Table No. 6.14 to 6.17).
10) The percentage of practical training provided in the hospitality management course is, for 4 years BHMCT most of the respondents i.e. around 62 percent have said that they provide between 21 to 60 hours of the institute contact hours i.e. around 40 percent of practical training. For 3 years B.Sc. HS most respondents i.e. 54 percent have expressed that they provide 21 to 60 percent of practical training i.e. on an average the students get around 30 percent of practical training. Regarding Diploma in hotel management 18.9 percent have said that they provide 21 to 60 percent of practical training i.e. around 40 percent of practical training. For the other courses 35 percent have said that they provide 1 to 60 percent of practical training i.e. around 30 percent of practical training. This means that the practical training constitutes far lesser contact hours than classroom training (Table No. 6.18 to 6.21).

11) Specialisation is available in the course offered by the institutes as per many of the respondents, i.e. around 62 percent (Table No. 6.22). Industrial training is a mandatory part of the curriculum in all the courses run by various hotel management institutes with around 95 percent of the respondents accepting so. This enables students to get a feel of the real world and interact with the industry (Table No. 6.23).

12) Around 4.1 to 6 months industrial training is a mandatory part of the curriculum in all the courses run by various hotel management institutes with around 87 percent of the respondents saying so (Table No. 6.24).

13) Majority of the respondents i.e. around 67 percent receive training in the 4 star and above category hotels (Table No. 6.25). Majority of the respondents i.e. 96 percent (and hence institutes) have campus recruitment. It is a good opportunity for students in their final year to try and get placements in various hospitality companies at various levels / programs offered (Table No. 6.26). While almost all institutes offer campus recruitment, the percentage varies greatly. Half the students do not get placed through campus (Table No. 6.27).
14) On an average most syllabus revisions happen anytime after 4 years with around 83 percent of the respondents saying so (Table No. 6.28). Almost three fourths of the respondents i.e. around 75 percent believe that there exists a gap in the educated students and their employability (Table No. 6.29).

15) More than three fourths of the respondents i.e. around 77 percent have marked suggestions to bridge the gap like more industry participation in terms of curriculum revision inputs, industrial training and need based training (Table No. 6.30).

16) While recruiting a new employee the human resource department considers knowledge of the industry (57%), personality (75%), technical skills (81%), qualifications (59%) and experience (54%). Out of the five factors technical skills and personality are the top two important factors while the remaining three are moderately important (Table No. 6.31).

17) The factors considered to be important for an employee were enthusiasm (58%), dedication (65%), commitment (72%), willingness to learn (82%), hard work (78%), technical skills (85%), attitude (79%) and sincerity (65%) while determination (44%), was not found to be so important (Table No. 6.32).

18) The statement on whether the curriculum is in sync with the industry expectations has not received any clear majority with around 40 percent of the respondents agreeing to it. Hence it can be concluded that there is a gap between what industry expects and what institutes offer since no clear majority has been given about whether the curriculum is in sync or not (Table No. 6.33).

19) The faculty with industry experience is more effective in teaching as agreed and strongly agreed by 78 percent of the respondents. Industry experience translates well in the classrooms. Also for practical approach, industry practices and latest trends help (Table No. 6.34).
20) The statement that students take up hospitality management courses as a last resort and not as a career opportunity is the opinion of around 45 percent of the respondents (Table No. 6.35).

21) Around 69 percent feel that the practical tenure of training should be increased to increase the Employability Ratio. Currently all the courses have only one round of industrial exposure training for 20 weeks or so during one semester of the entire course (Table No. 6.36).

22) Regarding the statement on whether there is sufficient interaction between the industry and the faculty it can be safely interpreted that there is much more scope to initiate or foster interaction as may be the situation since the cumulative percentage of those who disagree i.e. around 46 percent is higher than those who agree i.e. around 36 percent (Table No. 6.37).

23) Majority of the respondents i.e. around 89 percent feel that Workshops / Seminars / Conferences should be conducted frequently by combining industry and academicians (Table No. 6.38).

24) Most of the respondents i.e. around 65 percent feel that Hospitality Management Educators are well aware about the hospitality industry (Table No. 6.39).

25) A hospitality management degree provides the basic foundation for further learning, growth and development and a majority of the respondents i.e. around 82 percent feel that Hospitality Management degree is beneficial for a candidate at entry and promotional level (Table No. 6.40).

26) There is indeed a lot of scope to initiate and increase the industry institute liaison through various forums since there are almost equal percentage of respondents who agree and disagree with the statement that there is high level of Industry Institute Liaison (Table No. 6.41).
27) A vast majority i.e. around 84 percent opines that the syllabus needs major restructuring in order to make it more relevant to real life i.e. Industry (Table No. 6.42).

28) Around 51 percent, the respondents have come forward to give suggestions to increase the liaison or interaction with the Industry. The suggestions are Expert member from industry as guest faculty / in BOS (Board of Studies) & GB (Governing Body) / Curriculum Development, workshops, seminars, demonstrations and career guidance and training with industry as an initiative (Table No. 6.43).

29) Faculty needs frequent training to keep abreast with the new trends and developments in the Industry according to 63 percent of the respondents. Also the respondents have suggested interaction with industry experts and workshops, seminars, conferences as initiatives for updating faculty with industry developments (Table No. 6.44).

30) Many of the respondents i.e. around 53 percent feel that lack of soft skills is the reason for the failure of the students (Table No. 6.45).

31) Involving the students in problem solving cases by the industry, having ‘Industry personnel as mentor and guide, more training sessions with industry, Involve industry personnel in curriculum design and Live demo / Workshops with industry experts frequently’ are the suggestions given by the faculty to increase industry participation (Table No. 6.46).

32) The rating of the students by the faculty of the employability factors on the basis of their performance during the course is majority of the respondents is between 3 and 5 i.e. average to very good on team work (89 percent), food and beverage skills (83 percent), coordination skills (81 percent), enthusiasm (80 percent), willingness to learn (76 percent), housekeeping management (75 percent),
problems solving skills (73 percent), dedication (72 percent), leadership skills (62 percent) and technical skills (62 percent). The faculty has rated the students between 1 and 3 i.e. very bad and average on communication skills (80 percent), knowledge of the industry (76 percent), commitment (75 percent), human resource management (74 percent), time management (70 percent) and presentation skills (Table No. 6.47).

7.1.4 Findings of Hotel Management Institutes:
The study found out that there were around 665 students in the final year of hotel management courses in the academic year 2013 – 2014. The study also found that on an average only 50 percent of the students were recruited through campus recruitments. In general 19 percent of the students were recruited in 5 star category hotels, 13 percent of the students were recruited in 4 star category hotels, 11 percent of the students were recruited in less than 4 star category hotels and 7 percent of the students were recruited in other industries. Hence there is scope for the institutes to improve their campus placement by inviting many more hotels for campus recruitments so that the percentage of campus recruitments will improve. Also during formal and informal discussions the names of the top recruiters were obtained from the institutes. They are: the Taj group of hotels, The Oberois, ITC, Marriott, Hyatt, Leela, O Hotel, Le Meridien, Westin, Radisson, Novotel, Holiday Inn, Hotel Pride, Ibis, Orchid VITS etc.

7.2 Conclusions of the Study:
The objective wise conclusions of the research study are presented below.

7.2.1 To study the growth of four and five star hotels and hotel management institutes in and around Pune city:
Pune is a city growing in heaps and bounds in infrastructure and all other facilities. The growth brings with it an increase in population. Pune being the educational hub attracts lots of students from others states in India and from abroad. Also Pune has many automobile industries and information technology industries thus attracting a big workforce to relocate to the city. To meet the food and stay requirements of this ever
growing demand for Pune city there is a greater need for good hotels and hospitality sector.

Until a couple of decades back, Pune had only one five star hotel, The Blue Diamond that belonged to the Kirloskars. In 1999, the Taj group of hotels took over that property. The international brands started entering Pune with Le Meridien in 2000. It is still going strong and now belongs to the Starwood brand portfolio. Till 2006, there were primarily three hotels, Hotel Sun N Sand with 139 rooms, Le Meridien with 177 rooms and Taj Blue Diamond with 108 rooms making the total supply of five star hotels in Pune. With the development of CBDs (Commercial Business Districts) like - Yerwada, Magarpatta, Kalyani Nagar, Koregaon Park and Ranjangaon, Kharadi, Chakan & Talegaon (MIDC) from 2006 onwards, hotel chains started entering the market. This resulted in emergence of International & other Domestic Hotel Brands close to each CBD from 2008 onwards. The new players that entered the market were Hilton, Hyatt, Hyatt Regency, Ibis, Westin, J.W. Marriott, Oakwood, Courtyard by Marriott, Radisson Blu, Novotel, Lemon Tree, Formula 1 etc. Marriott Convention Centre opened in Pune in 2008. It was later upgraded and rebranded as a luxury hotel “J.W. Marriott”. Two other hotels under the Marriott hotels were added ‘Courtyard by Marriott’ one each in Hinjewadi and near Jehangir Hospital. Rooms inventory has grown 11 times i.e. the 2006 level from 539 chain affiliated rooms to nearly 5,500 rooms (in all star categories). Out of the 5500 rooms that have opened since 2006, 4,400 rooms have opened in the last 4 years alone. From 2009 till 2014, the 4 and 5 Star Segment in Pune grew occupancy by 15.4% and RevPAR (Revenue per available room) by 18%. A further 8% growth in rooms is expected in Pune by 2018 taking it to 5400 rooms in the premium segment (4 & 5 star segments) as per the Crisil data. Pune currently has a total upcoming supply of more than 800 rooms with big names like Conrad hotel (Hilton group), Ritz-Carlton hotel (Marriott group) poised to enter Pune. Hence it can be concluded that Pune has witnessed the growth in four star and five star hotels and continues to do so.
Growth of hotel management institutes around Pune:
The National Council of Hotel Management (NCHM) under the Ministry of Tourism set up IHMs in the metros (details in Chapter 3). IHM, Mumbai or Dadar Catering as it was commonly known was the only institute near Pune. In 1969, Pune got its first hotel management institute in the form of FCI (Food Craft Institute) which was accommodated in the borrowed campus of the College of Engineering’s hostel space. Later with state government and World Bank aid, the FCI got its new premises with complete infrastructure. The FCI was later rechristened as MSIHMCT. (Maharashtra State Institute of Hotel Management and Catering Technology, Pune). It offered Diploma in hotel management and catering technology besides other short certificate courses. In 2003, an autonomous wing of the same institute was started as the 4 year degree college (now offering masters and research centre too). Then some private colleges started coming up. In 1992, Bharati Vidyapeeth started its hotel management college first under the UOP and then under its deemed university. AISSMS set up its hotel management institute in 1997. Sinhgad and D.Y. Patil too entered hotel management education. The boom in the late 1990s and early 2000s saw some small hotel management institutes mushrooming in Pune too. They shut down due to lack of infrastructure, students and credibility. Another hotel management institute under Tilak Maharashtra Vidyapeeth (Deemed University) came up in 2007. Other institutes that came up in the early 2000s and are still operational are M.A. Rangoonwala, Arihant, NIBR, Telang, Suryadatta and Ambrosia. Besides the above mentioned institutes, Nasik and Ahmednagar too came up with institutes offering hotel management under Pune Univeristy.

7.2.2 To identify the requirements of hotel industry regarding recruitment and also to identify the employability factor of hotel management candidates:
Like any other industry the hotel industry also needs skilled and competent work force to operate. The hotel industry requires to candidates to have high level of commitment, willingness to perform, effective team work, knowledge of the industry and have initiative and ownership. The factors considered by the hotel industry while selecting an employee are educational qualification, experience, personality, willingness to learn and work, soft skills, commitment, communication, enthusiasm, dedication, knowledge of the
industry and technical skills. The National Employability Report for Hotel Management Graduates 2014 shows that there is a gap between the educated and employable candidates. The percentage of hotel management candidates directly hirable for hospitality job is quite low (i.e. 4 to 11 percent). Lack of domain knowledge is the basic factor which contributed to the low employability. After that lack of English language proficiency and soft skills like quality orientation, interpersonal skills and ability to handle pressure followed by the lack of domain knowledge are the factors contributing to the low employability. The report also showed that the hotel management education in India is still following the age old syllabus and is focusing more on literature than practical aspects of hospitality.

The study found that the hotel industry in Pune requires the candidates to have high level of commitment, willingness to perform and to be effective in team work. Also the factors considered by the hotel industry in Pune while selecting an employee are qualification, experience, personality, willingness, soft skills, commitment, communication, enthusiasm, dedication, industry knowledge and technical skills.

7.2.3 To assess the industry institute liaison:

Industry institute liaison means the link or connection between the hotel industry and the hotel management institutes which will help the institutes to develop employable candidates and also help the industry to get trained staff. As per the national employability report for hotel management graduates more than 50 percent of the employable pool of the hotel management candidates is invisible to the recruiters. The report observed that the hospitality companies rarely go for campus recruitment. It was felt that the need to bridge the gap between the potential recruiters and employable candidates who do not get campus placements just because their college brand name is not big enough to attract companies. Hospitality industry is complaining about not getting enough quality people to hire but there is a strong need to bridge the gap between deserving candidates studying in such colleges and the corporate.
According to the response given by the hotel industry there is scope for improving the liaison between the industry and the institutes. Steps must be taken to ensure that the liaison between the hotel industry and hotel management institutes is improved. The hotel industry is a service industry and this would bring practical orientation to the course. According to the students of the hotel management institutes the liaison between the institutes and the industry is low. The faculties of the hotel management institutes have also opined that there is scope to increase the industry institute liaison through various forums. Hence it can be concluded that there is not much liaison between the industry and the institute and there is need to concentrate on this.

7.2.4 To understand the gap in the industry need and the availability of candidates:
To understand the gap in the industry need and the availability of candidates, an expectation availability analysis has been done as presented in graph no. 6.1 and 6.2 below.

**Graph No. 7.1: Expectation Availability Analysis – Industry and Faculty**

(Th) (The factors studied were 1 = Commitment; 2 = Teamwork; 3 = Enthusiasm; 4 = Dedication; 5 = Soft Skills; 6 = Technical Skills; 7 = Problem Solving and 8 = Time Management).
The above graph no. 7.1 gives information regarding the expectation of the hotel industry regarding the hotel management candidates and the availability of the hotel management students rated by their faculty on their performance on certain factors expected by the industry. The industry was asked to score how much they expect the students to score during their interview on certain factors in a scale of one to five and the faculty was asked to rate their students on a scale of one to five on the factors based on the students’ performance in the institute. The result is displayed in the above graph. The graph can be studied in four quadrants as given below:

**Quadrant I:** Factors are perceived to be very important here, but performance levels are fairly low. This sends a message that improvement efforts should be concentrated here. The factors no. 4, 6 and 8 come under this quadrant.

**Quadrant II:** Factors are perceived to be very important to the industry, and at the same time, the students seem to have high levels of performance here. The message here is to keep up the good work. The factors no. 2 and 3 come under this quadrant.

**Quadrant III:** Factors are with low importance and low performance. Although performance levels may be low in this cell, institutes should not be overly concerned since the attribute in this cell is not perceived to be very important. Limited resources should be expended on this low priority cell. The factors no. 1, 5 and 7 come under this quadrant.

**Quadrant IV:** This cell contains factors of low importance, but relatively high performance. The performance of the students is satisfactory, but the institutes should consider present effort on the factors of this cell as being over utilized. There are no factors under this category.

Hence it can be said that the institutes / faculty members have to concentrate on three factors i.e. dedication, technical skills and time management in order to make the students more employable since these factors are perceived to be of high importance by the industry. At the same time the institutes are already doing a good work with respect to factors teamwork and enthusiasm and they should continue their work on these factors. The performance of the students regarding commitment, problem solving and time
management is relatively low but the institutes need not worry on this part since the industry also does not give much importance to these factors.

The graph no. 7.2 gives information on the expectation of the hotel industry regarding the hotel management candidates and the self rating of the hotel management students on their performance on certain factors expected by the industry.

(The factors studied were 1 = Commitment; 2 = Willingness; 3 = Knowledge; 4 = Teamwork; 5 = Enthusiasm; 6 = Dedication; 7 = Soft Skills; 8 = Technical Skills; 9 = Problem Solving; 10 = Time Management; 11 = Classroom Training and 12 = Practical Training).

**Graph No. 7.2: Expectation Availability Analysis – Industry and Students**

The industry was asked to score how much they expect the students to score during their interview on certain factors in a scale of one to five and the students were asked to rate themselves on a scale of one to five on the factors based on their performance in the institute. The result is displayed in the above graph. The graph can be studied in four quadrants as given below:
**Quadrant I:** Factors are perceived to be very important here, but performance levels are fairly low. This sends a message that improvement efforts should be concentrated here. The factors no. 3, 8 and 10 come under this quadrant.

**Quadrant II:** Factors are perceived to be very important to the industry, and at the same time, the students seem to have high levels of performance here. The message here is to keep up the good work. The factors no. 2, 4, 5, 6 and 12 come under this quadrant.

**Quadrant III:** Factors are with low importance and low performance. Although performance levels may be low in this cell, institutes should not be overly concerned since the attribute in this cell is not perceived to be very important. Limited resources should be expended on this low priority cell. The factors no. 1, 7, 9 and 11 come under this quadrant.

**Quadrant IV:** This cell contains factors of low importance, but relatively high performance. The performance of the students is satisfactory, but the institutes should consider present effort on the factors of this cell as being over utilized. There are no factors under this category.

Hence it can be said that the students, faculties and institutes have to concentrate on three factors i.e. knowledge, technical skills and time management in order to make the students more employable since these factors are perceived to be of high importance by the industry. At the same the students, faculties and institutes are already doing a good work with respect to factors willingness, teamwork, enthusiasm, dedication and practical training and they should continue their work on these factors. The performance of the students regarding commitment, soft skills, problem solving and classroom training is relatively low but the institutes need not worry on this part since the industry also does not give much importance to these factors.

The National Employability Report for Hotel Management Graduates 2014 found that the students take up the hotel management courses due to their attraction to go abroad or as a last resort and not as a passion or as a career opportunity. This may be the reason for the gap in the requirement of the industry and the availability of the candidates. On the contrary the present research study has found that the students of hotel management
institutes around Pune have taken admission to the course due to their passion for the course and also as a career option. The reason for the gap according to the study is due to lack of skills and competencies like dedication, technical skills, time management and knowledge of the industry. These skills and competencies are perceived to be of high importance by the industry but the students were found to be not up to the mark in these categories. Hence it can be concluded that there is a gap in the requirement of the industry and the availability of candidates. Also it can be said that if the students are improved in the above mentioned skills and competencies the gap can be reduced.

7.2.5 To suggest the initiatives to bridge the gap effectively:

On the basis of the findings and conclusions of the study, the initiatives suggested to bridge the gap effectively have been given in the suggestions in Point No. 7.3.

Hospitality management is an important pillar in almost every country’s economy. While some countries are really good at promoting themselves, others need to still do some serious work. Hospitality management is a huge profit-generating industry of any progressive country. It is accountable for a major portion of the national economic growth. Different factors of hospitality industry bring foreign visitors, which open millions of doors of opportunities for the country. Cultural exchange, foreign collaborations, and employment opportunities for local people are just some of them.

Along with the growth in the hospitality sector there is also a growing demand for skilled, talented and employable candidates in the hospitality sector. The government of India has taken various efforts to meet the skill gap in the hospitality sector like introduction of new courses which will match the requirements of the industry, efforts taken to increase the annual pass out of trained persons by expanding and strengthening the institutional infrastructure for training, skill testing and certification of existing service providers, special training programs to create employable skills i.e. hunar se rozgar yojana and earn while you learn program. Periodic assessment of skilled manpower needs of the hospitality and tourism industry and formulation of policy and strategy to meet the skill gap, state wise sanctioning of new institutes, training of teachers of institutes of hotel
management and food craft institutes, revision of syllabus, introduction of certified hospitality trainers program, tie up with army units, training of sentenced prisoners at bhatinda jail, training of physically challenged persons, training of children’s home inmates, training of heritage walk escorts, arranging for training program for tour assistants, transfer assistants and office assistants in the tourism sector are some of the other efforts taken.

Confederation of Indian Industries (CII) report titled Indian Hospitality Story 2012 and Beyond suggested that there were top six cities of India which were expected to increase their room inventory. The cities were Bengaluru, Chennai, Delhi, Hyderabad, Kolkata and Mumbai respectively. The industry requirement is for 1.5 lakh trained personnel per annum while the availability is only one third of the requirement. To solve this problem the government has launched hunar se rozgar scheme which promises to address the basic entry level job deficit. Grooming and developing human resources for the hospitality industry is a huge challenge and competition for talent from other sectors like airline, retail, IT’s etc. which have fuelled the growing concerns. Many hotel chains have started to get more and more involved in training of current hotel management students through campus engagement initiatives and are starting their own training academies. The employers are also awakening to the fact that the current salary levels and little work life balance schedules will continue to push the students to other lucrative sectors like IT, Government Jobs, retail sector etc.

India is the country of over a billion people and is also the birth place of major religions of the world. It is the home of the most fascinating temples, forts, and monuments of the world. India has exotic places to travel and explore from the point of view of tourists and is described as a dream destination for the leisure travelers. Hospitality industry in India has received a major boost in the past decade since the Indian Government realized the great potential of tourism of India. India has the right tourism potential and attractions to captivate all types of tourists whether it is adventurous tour, cultural exploration, pilgrimages, visit to the beautiful beaches or to the scenic mountain resorts, or business travelers India has it all. The government has initiated the skilled man power
supply imitative / policies for requirement and fulfillment of supply of human resource.

Different products have been introduced by the ministry of tourism i.e. medical, cultural, heritage, business, spiritual and yoga etc. to strengthen the foreign exchange inflow. Hospitality industry has emerged as one of the key sectors driving the country's economy. It is boom time for India's Hospitality sector. A 5,000 year history, culture, religion and alternative medicine fascinate both budget and luxury travelers alike. Driven by a surge in business traveler arrivals and a soaring interest in India as a tourist destination the recent years have been extremely busy for India as a tourist destination. To continue with the busy status in the tourism and hospitality sector there is requirement for skilled, passionate, competent and interested work force. To build this required work force with the requisite qualities there is an urgent need to bridge the gaps in the educated and the employable candidates and also there is need to identify the skill gaps which will help in bridging the gap between the educated and the employable at a faster pace.

The more number of stars the hotel has the more is expected from the hotel with respect to the services provided by the hotels and hence the skills and competencies of the employees of these hotels are also expected to be high. This leads to a gap in the employable and educated hotel management candidates. Also there is a mismatch in the skills learnt and those required by the industry. There is need to ensure that the students acquire the relevant skills expected by the hotel industry. The hotel management institutes and faculty are trying to develop their students in such a way that they would become employable and match the industry requirements. Students are also aware of the position of the hotel industry but there is a lack of knowledge on the skills and competencies expected by the hotel industry.

Efforts are being taken by the government and all the stake holders of the industry to bridge the gap between the educated and the employable candidates but still the gap has not been bridged. All the stake holders should take efforts and concentrate on the skill gaps in order to make more and more candidates employable which is the need of the
hour. Pune is a cultural and educational city which is growing fast due to the growth in the industrial sector around it. With the increase in population the hotel industry in Pune is also booming and there is requirement for skilled and trained staff to provide service to the ever increasing population. If the requisite skills according to the industry are imparted in the students by the institutes and the faculty then the gap in the educated and employable candidates can be reduced.

7.3 Suggestions:
To minimize the gap between the educated and the employable candidates it is necessary for all the stakeholders involved to work together towards the cause. It is not the responsibility of only the institute or the industry or the faculty or the students alone. The suggestions to bridge the gap are presented here for each of the stake holders which will help in minimizing the gap between the educated and the employable candidates.

7.3.1 Suggestions for Hotel Industry:
1. Hotel industry can take initiative and offer periodic training for faculty of the hotel management institutes which will help to keep themselves updated with the requirements of the hotel industry.
2. Hotels can open its doors for ‘On the job training’ for hotel management students. (many hotels only offer 4 to 6 months industrial training; no summer training or internships) Part-time jobs, weekend jobs etc. can be encouraged.
3. Hotels can make the package more attractive to students to join employment. Better pay structure, perks and other benefits can be added.
4. Hotels should have a structured ‘Campus connect’ programme. This programme can include various points of interaction and liaison with colleges. It should be mandatory for the General Manager and his team members to follow and report the same. This should be comprehensive and well thought about.
5. Hotels must try to accommodate institute requests for visits, guest lectures, demos, external examinerships and suggest alternatives.
6. The hotel industry should make the industrial training stint of students a pleasant one by making a schedule, following it, having contact hours, ensuring right treatment and learning. They should aspire to become ‘preferred employers’.

7. Competitions and related activities can be organized for the institute students. This will also enhance the hotel brand recall value for students.

8. Students should be treated well when they go to hotels for ODCs (outdoor caterings) and other instances.

9. The hotel industry can become knowledge partners with the institutes and initiate a healthy exchange of knowledge and skills.

10. The hotel industry must accept and actively seek to be on board for major bodies like Syllabus revision committee, Board of studies, Institute body etc.

7.3.2 Suggestions for Students:

1. Students should put in lot of efforts and try to gain maximum benefit from the course.

2. Besides attending regular classes, students should show enthusiasm and volunteer to do more ODCs (outdoor caterings) and interact more with the industry.

3. Students should also take individual efforts to enhance their English language and communication skills and grooming standards.

4. Apart from the mandatory industrial training, students should opt for part time jobs or weekend jobs and summer training for shorter durations during vacations. This will enhance their skills, guest interaction, build confidence and establish a rapport with the industry.

5. Students should take part actively in all institute activities like seminars, workshops, demos, visits etc.

6. Students should form a body for campus recruitments and get in touch with potential recruiters actively along with the institute.

7. Students should develop the right attitude and prepare themselves for hard work and develop willingness to learn.

8. Students should improve their knowledge about the industry, their technical skills and their time management skills.
7.3.3 Suggestions for Faculty:
1. The faculty should not just impart subject knowledge alone. They should also try to mould the personality of the students and their attitude towards work to make them employable.
2. Faculty members should interact with the industry more and develop contacts and a strong network that will benefit the students.
3. Faculty can make the sessions more interactive and ensure strong technical base. Different pedagogy tools like assignments, case studies should be used even for undergraduate level.
4. Frequent interaction with the industry should be initiated by the faculty through various forums like guest lectures, demos, workshops, seminars, visits etc.
5. More active involvement of industry in syllabus revision should be sought by the faculty.
6. Faculty to actively offer career counseling; awareness of the growth and opportunities in the industry periodically which will help the students to prepare themselves. Also they should show the real picture of the industry and not portray some idealistic world.
7. Instead of getting students ‘exam ready’, faculty can focus on getting them ‘industry ready’ by concentrating on students’ soft skills and personality development.
8. Interactions in small batches of students with industry for specific/specialized inputs, skills should be initiated and organized.
9. Faculty should enhance their skill set and knowledge and keep themselves abreast with the latest developments in the industry. Structured industrial exposure should be provided for faculty.

7.3.4 Suggestions for Institutes:
1. The institutes should tie up with four and five star hotels for the campus placements more pro-actively.
2. The institutes should increase the liaison with the hotels in order to improvise the quality of the students and make them employable. This can be done through structured programmes and various forums throughout the year.
3. The institutes should obtain formal feedback from the campus recruiters on their shortcomings and try to improvise the same. The institute can provide a form for each candidate stating the name and department of the candidate and a column should be provided for the campus recruiters to provide the reasons for selecting or rejecting a candidate. An action plan on the same can be made on the basis of the feedback form.

4. The institutes should concentrate more on practical training and internship along with theoretical coaching in order to make the students employment ready.

5. The hospitality management program should be designed in such a way that it will bring world class hospitality education to students and prepare them to enter the hospitality industry with full potential and competency.

6. Hospitality management institutes should provide practical training to the graduate students of the hospitality course in such a way that they would be able function by themselves smoothly without any support from peers.

7. Department wise training institutes should be formed. Like a culinary institute that hones the skills of a student interested in kitchen, similarly other specialty institutes/wings should be formed.

8. Industry participation will give an appropriate feedback about new employees’ competencies and attempt to address some of the issues relating to the skills and competencies relating to hotel management education.

9. The hospitality industry has certain characteristics that will influence the qualities needed by employees at all levels and thus will also influence the curriculum for hospitality graduates. The curriculum should be set according to the expectation of the hospitality industry. Institutes should initiate syllabus revision more often and include industry experts in the panels.

10. The Hospitality management program should be designed in a way as to prepare them to enter the hospitality industry at the supervisory level in areas of hotel and catering operations.

11. Instead of having only one stint of industrial training, multiple trainings/internships can be structured in the course. This will give students more exposure into real life.

12. Institutes should recruit faculty with industry experience. In case of the faculty who do not have industry experience the institute should arrange for providing industry
orientation and experience through faculty development programme so that the faculty members will get to know the requirements of the industry.

13. Mandatory refresher training and skill training should be initiated for faculty by the institutes for updating industry knowledge and enhancing network with the industry.

14. Institutes can look at international tie-ups and certification which can bring a different learning sensibility and benefit students and faculty altogether.

15. Institutes can have a formal ‘Mentor-Mentee’ programme and appoint industry personnel as mentors.

16. Better infrastructure and latest technology can enhance students learning.

17. Institutes can sign a Memorandum Of Understanding with industry for overall student development.