CHAPTER - 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

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This chapter will provide an insight into the theoretical framework of the research work and the literature reviewed for the same. The concepts regarding the hotels and the hotel management education have been explained here. Also the reviewed literature has been presented in chronological order.

2.1 Theoretical Framework:

It is important to get an overall insight into the hotel operations by understanding the definition and the core departments of a hotel before proceeding towards the hotel management education. The term hotel was used for the first time by the fifth Duke of Devonshire to name a lodging property in London in AD 1760. The word hotel is derived from French, which refers to a French version of a townhouse. The word hotel could also have been derived from the word ‘hostel’ which means ‘a place to stay for travelers’ (Tewari, 2009).

Tourism is the act of travel away from home, mostly for the purpose of recreation or leisure. Tourism development provides the services to support this kind of travel. Tourists, according to the World Tourism Organisation, are people who “travel to stay in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes not related to the exercise of an activity remunerated from within the place visited” This means that tourism invites visits to places other than one’s domicile for pleasure and recreation from where one does not receive monetary benefits. The United Nations in 1994 classified tourism in three categories:

1. Domestic tourism involving residents of the given country travelling within that country only.
2. Inbound tourism involving foreigners (non-residents), travelling into a given country.
3. Outbound tourism involving residents travelling to another country.

The hospitality industry is an important component of the tourism industry. The hospitality industry is an inclusive term for Hotels and food establishments. It is a part of a broader service industry where people create the service experience with specific skills to generate revenue. The service industry places the customer as the central focus as against the machines in the Industrial age.
Lodging is an inclusive term that defines the different types of accommodations available to a traveler. Lodgings may vary in each country but due to globalization most lodgings today are standardized with international services. So a hotel in Budapest will be similar to one in Birmingham. Inns were commonplace by the turn of the millennium and that later they were called Hotels.

2.1.1 Hotel:
The British Law has defined a hotel as a ‘place where a bonafide traveler can receive food and shelter provided he is in a position to pay for it and is in a fit condition to be received’. According to the definition it can be said that a hotel must provide food and beverage and lodging to a traveler on payment, but the hotel has the right to refuse if the traveler is not in presentable condition (either drunk, or disorderly or unkempt) or is not in a position to pay for the services. A hotel may also be defined as ‘an establishment whose primary business is to provide lodging facilities to a genuine traveler along with food, beverage and sometimes recreational facilities that too on a chargeable basis’. A hotel is thus an establishment that provides paid accommodation, generally for a short duration of stay. Hotels often provide many additional guest services like restaurants, bar, swimming pool, healthcare, retail shops; business facilities like conference halls, banquet halls, board rooms and space for private parties like birthdays, marriages etc. Most of the modern hotels now a days provide the basic facilities in a room like a bed, a cupboard, a small table, weather control (Air conditioner or heater) and bathroom along with other features like telephone with national and international calling, a television set with cable channel connectivity and broadband / Wi-Fi internet connectivity. There might also be a mini bar containing snacks and drinks and tea and coffee making unit having an electric kettle, cups, spoons and sachets containing instant coffee, tea bags, sugar and creamer.

2.1.2 Core Departments of a Hotel:
The organisation of a hotel is very complex and comprises of various departments. The number of departments varies from one establishment to another. The departments in a hotel may be broadly classified under two categories as revenue earning departments and
support departments. The Revenue Earning Departments are operational departments that sell services or products to guests, thus, directly generating revenue for the hotel. These departments include front office, food and beverage and hotel operated shops. The Support Departments are the ones which help to generate revenue indirectly by playing a supporting role to the hotel’s revenue earning departments. These include human resource, maintenance, purchase, housekeeping etc. The different departments in a hotel are presented in a chart no. 2.1 below.

**Chart No. 2.1: Departments in a Hotel**

A brief introduction of these departments and its main functions is presented below:

**2.1.2.1 Rooms Division Department:** The rooms division department is responsible for maintaining and selling the rooms in a hotel. This department is further subdivided into housekeeping, front office and maintenance department. A hotel’s largest margin of profit comes from room sales because a room, once made can be sold over and over again. The rooms division is headed by the rooms division manager to whom the front office manager, executive housekeeper and very often chief engineer report.

- **Housekeeping Department:** The housekeeping department is responsible for the cleanliness and upkeep of the front of the house areas as well as back of the house areas so that they appear fresh and aesthetically appealing as on the first day when the hotel property opened for business. This department is headed by the executive housekeeper or in chain hotels by the director of housekeeping.
• **Front Office Department:** This department is headed by the front office manager. The front office department is the operational department that is responsible for welcoming and registering guests, allotting rooms, and helping guests check out. Uniformed services like concierge and bell desk, EPABX operators are a part of the front office department.

• **Maintenance Department:** The maintenance department also called as the engineering and maintenance department is headed by the chief engineer or the chief maintenance officer. The department is responsible for all kinds of maintenance, repair and engineering work on equipment, machines, fixtures and fittings.

2.1.2.2 Food and Beverage Department:
This department includes restaurants, bars, coffee shops, banquets, room service, kitchen and bakery. This department is headed by the Food and Beverages director. While the restaurants, bars, coffee shops, banquets and room service may be grouped specifically under the food and beverage service department, headed by the food and beverage manager, the kitchen and bakery fall under the food and beverage production department, headed by the executive chef.

2.1.2.3 Human Resource Department:
The human resource department or the personnel department as it was called earlier is headed by the human resource manager. Recruitment, orientation, training, employee welfare and compensation, labour laws and safety norms for the hotel come under the purview of the human resource department. The training department is an ancillary department of the human resource department. This is headed by the training manager, who takes on the specific task of orientation and training of new employees as well as existing ones.

2.1.2.4 Sales and Marketing Department:
This department is headed by the sales and marketing manager. A large hotel may have three or more employees in this department whereas a small hotel can do with just one
employee. The function of this department is fivefold – sales, personal relations, advertising, getting business and market research. All these functions lead to the common goal of selling the product of the hotel i.e. rooms and the services of the hotel by ‘creating’ customers.

2.1.2.5 Purchase Department:
The purchase department is headed by the purchase manager, who in some properties may report to the financial controller. The procurement of all departmental inventories is the responsibility of the purchase department.

2.1.2.6 Financial Control Department:
This department is also called as the controls department. This department is headed by the financial controller, who is responsible for ratifying all the inventory items of the operational departments. Inventory control procedures are the responsibility of this department. The financial controller along with the general manager is responsible for finalizing the budgets prepared by the heads of other departments. The hotel’s accounts are also maintained by the controls department. Accounting activities include making payments against invoices, billing, collecting payments, generating statements, handling bank transactions, processing employee payroll data and preparing the hotel’s financial data.

2.1.2.7 Security Department:
This department is headed by the chief security officer. The security department is responsible for safeguarding the assets, guests and employees of the hotel. Their functions include conducting fire drills, monitoring surveillance equipment and patrolling the property.

2.1.3 Classification of Hotels:
Hotels provide accommodation along with services like food and beverages and facilities like recreation, conference and training arrangements, and organisation of official or private parties. Each hotel has unique features associated with it. The feature may be its
location, number of guest rooms, special services like concierge, travel assistance and valet parking, facilities like specialty restaurants, bars, business meeting venues, swimming pool etc. the diversity in services and facilities provided by each hotel makes it quite difficult to have any single basis of classification of hotels and if we classify them on different criteria there will be some hotels which will fall into more than one group. The Standard classification of hotels given by the government committee is presented in chart no. 2.2.

**Chart No. 2.2: Classification of Hotel**

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<th>Star Rating</th>
<th>Description</th>
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<td>One Star</td>
<td>Heritage</td>
</tr>
<tr>
<td>Two Star</td>
<td>Heritage Classic</td>
</tr>
<tr>
<td>Three Star</td>
<td>Heritage</td>
</tr>
<tr>
<td>Four Star</td>
<td>Heritage Grand</td>
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<tr>
<td>Five Star</td>
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**2.1.3.1 Star Rating:**

The standard classification system is the most widely accepted rating of hotels worldwide. Ratings of hotels in different countries are done by the government or quasi government sources, independent rating agencies or sometimes by the hotel operators themselves. The Indian hotel industry follows the star rating system which indicates the number and standard of facilities offered by the hotel. The classification of hotels is done by a central government committee called the Hotel Restaurant Approval and Classification Committee (HRACC) which inspects and assesses the hotels based on the facilities and services offered. the committee visits the hotels and evaluates the facilities and services of the hotels before the grade is awarded. A brief description of the various star categories is given below:

- **One Star Hotels:** These properties are generally small and independently owned, with a family atmosphere. There may be a limited range of facilities and the meals
may be fairly simple. For example, lunch may not be served or some bedrooms may not have an en suite bath or shower. However, maintenance, cleanliness and comfort would be of acceptable standard.

- **Two Star Hotels**: In this class hotels will be typically be small to medium sized and offer more extensive facilities than one star hotels. Guests can expect comfortable, well equipped overnight accommodation usually with an en suite bath or shower. Reception and other staff will aim for a more professional presentation than at the one star level and will offer a wider range of straightforward services including food and beverages.

- **Three Star Hotels**: At this level hotels are usually of a size to support higher staffing levels as well as a significantly higher quality and range of facilities than at the lower star classifications. Reception and other public areas will be more spacious, and the restaurant will normally also cater to non residents. All bedrooms will have an en suite bath and shower and will offer a good standard of comfort and equipment such as a direct dial telephone and toiletries in the bathroom. Besides room service some provisions for business travelers can be expected.

- **Four Star Hotels**: Expectations at this level include a degree of luxury as well as quality in the furnishings, décor and equipment in every area of the hotel. Bedrooms will also usually offer more space than at the lower star levels. They will be well designed with coordinated furnishings and décor. The en suite bathrooms will have both bath and shower. There will be a high staff to guest ratio with provisions of porter service, twenty four hour room service, laundry and dry cleaning service etc. The restaurant will demonstrate a serious approach to its cuisine.

- **Five Star Hotels**: these hotels offer spacious and luxurious accommodations throughout the hotel, matching the best international standards. The interior design should impress with its quality and attention to detail, comfort and elegance. The furnishings should be immaculate. The service should be formal, well supervised and flawless in its attention to guests’ needs, without being intrusive. The restaurant will demonstrate a high level of technical skill. The staff
will be knowledgeable, helpful and well versed in all aspects of customer care combining efficiency with courtesy.

2.1.3.2 Heritage Hotels:
A recent addition to the hotel industry in the country is the heritage hotels, which are property set in small forts, palaces or havelis, the mansion of erstwhile royal and aristocratic families. They have added a new dimension to cultural tourism. In a heritage hotel a visitor is offered rooms that have their own history, is served traditional cuisine toned down to the requirements of internationals palates, is entertained by folk artistes, can participate in activities that allow a glimpse into the heritage of that region and can bask in an atmosphere that lives and breathes of the past. Taj Lake Palace in Udaipur and The Oberoi Cecil in Shimla are examples of heritage hotels. The Ministry of Tourism has further subdivided the heritage hotels as given below.

- **Heritage:** This category covers hotels in residences, havelis, hunting lodges, castles or forts and palaces built between 1935 and 1950.
- **Heritage Classic:** This category covers hotels in residences, havelis, hunting lodges, castles or forts and palaces built prior to 1935 but after 1920.
- **Heritage Grand:** This category covers hotels in residences, havelis, hunting lodges, castles or forts and palaces built prior to 1920.

2.1.4 Employee Skills and Competencies:
A skill is the ability to carry out a task with predetermined results often within a given amount of time and energy. Competency is the ability of an individual to do a job efficiently and successfully. Some of the skills and competencies studied in this research work have been defined here.

1. **Commitment:** A commitment is a promise or an agreement to do something, made by the employee to himself and the organization, that, he will work for the best interest of the organization and will try and fulfill the responsibilities bestowed upon him. Commitment is the individuals’ psychological attachment to the organization.

2. **Willingness:** The readiness of an employee to perform his duties and responsibilities without any pressure from others is known as willingness.
3. **Knowledge**: Knowledge is an understanding of something, such as fact, information description, skill etc. which is acquired through education, experience, perception, discovery or learning. Knowledge can be a theoretical or practical understanding of a subject. It can be acquired with practical skill or expertise (implicit) or with the theoretical understanding of a subject. It can be formal, less formal or systematic. Knowledge is acquired through a process i.e. perception, communication and reasoning. Knowledge is also related to the capacity of acknowledgement in people (Wikipedia).

4. **Team Work**: Team is a group of two or more individuals who perform some work related task, interact with each other dynamically, have a shared past, have a foreseeable shared future and share a common fate. Team work is that behaviour that facilitates effective team member interaction. Also team work can be defined as the interdependent components of performance required to effectively coordinate the performance of multiple individuals. Team work is a broader concept of team performance which also includes individual level task work (Wikipedia, Teamwork).

5. **Enthusiasm**: Enthusiasm is an intense enjoyment, interest or approval about something (Wikipedia, Enthusiasm). Here enthusiasm is linked with the interest, joy and approval about the work that the employees do for the organization. A happy person will create a happy environment and if the employee is not enthusiastic about the work done then it will reflect on the work as well. A person who is satisfied with the work will be able to satisfy his peers and superiors.

6. **Dedication**: Dedication is the art of consecrating oneself for the work and the organization the individual works for. It relates to the sincerity with which one completes the tasks given to him in time. The work completed should be satisfactory to the employer and the employee.

7. **Soft Skills**: Soft skills is a term often associated with a person's emotional intelligence quotient (EQ), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, managing people, leadership, etc. that characterize relationships with other people. Soft skills contrast to hard skills, which are generally easily quantifiable and measurable (e.g. software knowledge, basic plumbing skills). A person's soft skill EQ is an important part of their individual
contribution to the success of an organization. Particularly those organizations dealing with customers face-to-face are generally more successful, if they train their staff to use these skills. Screening or training for personal habits or traits such as dependability and conscientiousness can yield significant return on investment for an organization. For this reason, soft skills are increasingly sought out by employers in addition to standard qualifications (Wikipedia, Soft Skills).

8. **Technical Skills:** A technical skill is a term often associated with a person’s technical knowledge of the subject, the expertise on the subject and the practical application of the subject etc. Technical skills are many a time hard skills like physically operating a machine, software knowledge, plumbing etc which are quantifiable and measurable. The technical skills are very important part of the contribution of the individual towards the success of the organization.

9. **Personality:** Personality is a set of qualities that make a person distinct from another. Personality is related to individual differences among people in behaviour patterns, cognition and emotion (Wikipedia, Personality).

10. **Communication Skills:** Communication is the activity of conveying information to another through speech, writing or other behaviour. The communication process contains four main components namely the sender of the message, the coding of the message, the receiver of the message and the decoding of the message communicated. Communication skills may refer to the facility of speakers or writers to inform, persuade, or motivate particular audiences.

11. **Qualification:** Qualification may refer to a title or attribute gained in education through examination or by certification.

12. **Experience:** Experience is the knowledge of an event or subject gained through involvement in or exposure to it. In philosophy the terms like empirical knowledge are used to refer to knowledge based on experience. A person with considerable experience in a specific field can gain a reputation as an expert. The concept of experience generally refers to practical knowledge on the subject rather than theoretical / bookish knowledge (Wikipedia, Experience).

13. **Training:** Training is teaching / developing oneself or others with skills and knowledge that relate to specific useful competencies. The main aim of training is to
improve the employee’s capability, capacity, productivity and performance. Training is required to maintain, update and upgrade the employees throughout the work life (Wikipedia, Training).

14. **Time Management:** Time management is the act or process of planning and exercising control over the amount of time spent on activities, especially to increase one’s effectiveness, productivity or efficiency. It is an activity done with the goal to maximize the overall benefit of a set of other activities within the boundary condition of a limited amount of time (Wikipedia, Time Management).

15. **Attitude:** An Attitude is an expression of favor or disfavor towards a person, place, event or thing. It is a manner of thinking, feeling or behaving which reflects a state of mind or disposition.

16. **Hard work:** A person is said to be hard working when he works with sincerity, dedication and commitment to complete the given tasks in time. Hard working people do not mind to put in extra working hours to complete the task given to them.

17. **Determination:** Determination is a quality that makes a person continue to try to do or achieve something which is difficult. It is the focus needed to get something done. Determination is simply not giving up, however bad or difficult things become, trying hard to achieve the goal without giving up is determination.

18. **Sincerity:** Sincerity is the virtue of one who speaks and acts truly about his or her feelings, beliefs, thoughts and desires. It is a mix of seriousness and honesty.

19. **Presentation Skills:** Presenting information clearly and effectively to get your message or opinion across is presentation skill. It is the skill needed to deliver an effective and engaging presentation to a variety of audience.

**2.2 Literature Review:**

The concept of literature review involves various studies made relating to the research subject and specialization by different researchers during different times. In this section, studies undertaken by various researchers are given and a brief report of the observations, analysis and conclusions, based on the objectives of their respective study, are presented as review of earlier literature available in the related subject. The core objective of this literature review is to study and organize available literature with an intention to discover
the missing areas and also understand those areas that need study. The literature review contributes to the greater value in the gaps to the earlier research studies, reviews of literature, and the articles and data available. The literature reviewed in this section represents the works from 1988 to 2014. In this review of literature the various research articles, papers and other research works have been analysed and presented year wise. Totally 70 literature has been reviewed of which 15 are books, 5 are national research papers, 27 are international research papers, 16 are reports, 2 are articles from journals and 5 articles from websites from which information has been reviewed. Following research and published works have been reviewed in detail to identify the research gaps.

1988:
Curriculum making is a comprehensive process, involving purpose, design, evaluation, and improvement with relevant constraints and opportunities. Many different individuals and groups can influence the curriculum. Clark (1988) identifies the following categories of curriculum decision makers: the public, political leaders, text publishers, the media, higher education personnel, professional organizations, school boards and central administration within school districts, teacher groups, and individual teachers. Although each of these players has an important role in the curriculum decision progress, the most dominant factor effecting the curriculum decision is social needs (Clark, 1988).

1991:
An entire treatise was written on the combination of skills and traits that lead to particularly high success for a hotel general manager. Nebel and Goodrich, through the use of in-depth personal interviews with top United States general managers, were able to detail the day-to-day experiences these individuals experienced. In this text, multiple general managers frequently commented on the importance of experiential learning. They suggested that baccalaureate programs offer students the ability to see a real life viewpoint as well as a business focus within their educational pursuits. These general managers suggested that the accumulation of business skills were paramount to future success as a hotel general manager. All general managers studied by Nebel and Goodrich were ranked top in their field on a variety of criteria: income, their hotel company’s
recommendation, size of property, years of experience, financial performance of their hotels, industry awards, etc. While the general managers studied by Nebel and Goodrich were considered to be leaders in their field based upon multiple criteria such as age, income, property size, etc., there was no systematic curricula preparation for these individuals during their baccalaureate-degree training. As a fact, most had no formal education. A portion of these general managers were educationally trained in business while others were trained in liberal arts areas unrelated to business practices. Only a small minority of these top-performing general managers had any type of training in hospitality management at the baccalaureate-degree level. Nebel and Goodrich often referred to their survey’s participants as the best in the entire accommodations field on a global level (Goodrich & Nebel, 1991).

1993:
In Thailand, the first hospitality program did not open its door until 1993. Dusit Thani College, located in Bangkok, was the first school of hospitality in Thailand and it offered a two-year program. A few Thai universities had previously offered hotel courses within their management schools, but “none of the existing schools had hotel facilities and none offered international standard food-and-beverage programs”. According to Goodo, the Singapore Hotel Association offered a joint program in conjunction with Cornell University, but this new program at Dusit Thani College would allow locals to study without the high cost associated with travel and would lead to a core of students on an ongoing basis. Since the school will be owned and operated by Bangkok’s Dusit Thani Corporation, its curriculum will possess a business administration style (Goodo, 1993).

1995:
One study analyzed the amount of hands on experience or experiential learning that should be necessary for hospitality management students while they are still enrolled in a baccalaureate-level program. The researchers investigated the optimal time allotment that hotel management students should spend in an experiential learning environment and to what extent such an environment is important in a hospitality management baccalaureate program. The authors, Ford and Lebruto, stated that an agreement existed among many
lodging industry leaders about the importance associated with cooperative work programs or internships for hospitality management students. However, when they compared groups of faculty with students, faculty with industry recruiters, and students with industry recruiters, there were no statistically significant differences between any group pair in terms of how much practical hotel management education is important or necessary for hospitality management students (Ford & LeBruto, 1995).

1996:
Mel Silberman and Carol Auerbach (Silberman & Auerbach, 1996) have written a book on active training. The book talks about the commitment to learning by doing and its active approach. The book explains about acquiring the skills through leaning by examples. The books also explains about several active training techniques, features of training with different diverse issues like team building, word processing, coaching, counseling, management skills, project management, time management, customer relations, career development, stress management, interviewing skills, employee motivation, performance appraisal, problem solving, creative thinking etc. The book illustrates on how to access a training group, development of training objectives and its actual training program. The book also focuses on collecting information before commencement of training regarding how will the training be done, why will it be done and in how much time will it be completed. The book also discusses about the ten ways to obtain active participation i.e. open sharing, questionnaire, sub group discussions, panels, games etc. The book highlights on preparing for effective lectures and the ways of preparing effective lectures. The book also suggests that any training should end with feedback regarding actual training field work practices.

Current higher education providers face changing conditions. The relationship between higher education and national economic growth has become closer than ever before. The governments of certain countries, such as Canada, Australia and the United States, have reviewed the higher education system as a whole in the context of the system’s ability to serve the nation’s economy. Particular emphasis has been placed upon the responsibility of universities to graduate employable, as well as educated, people. Within the
knowledge-based economy, higher education concentrates on the development of people’s employability. To improve the ability of graduates to respond to changes in their future professions has become a mission of universities wishing to meet contemporary social needs. As the tourism industry develops, education and training programs are required to produce better-trained and more skilled staff to meet business needs. To ensure that education for a tourism career is relevant to employers within the sector, better communication between tourism education providers and the tourism sector is needed. This study put this curriculum thinking into practice. The study provides an avenue by which the tourism industry can be given a voice that may then influence future tourism curriculum decision making (Rosenman, 1996).

1997:
Academic resistance to standardization argues that accreditation can not only stifle creativity, but can also limit the flexibility and diversity of tourism curriculum. On the contrary, tourism education in universities is needed to encourage the development of even more courses to fill gaps between industry and education that have arisen through the tourism industry’s rapid growth. The tourism industry has started to see the need for a more sophisticated approach to human resource management, and this is reflected in a new approach to education and training of the workforce. Education has become increasingly important. As Amoah and Baum indicate, education programs have emerged in response to the following needs for human resource development in a challenging environment:
1. Keeping the industry abreast with the latest technology and trends
2. The availability of qualified replacement staff at all times
3. Raising the image of careers in tourism
4. Staffing new and growing tourist industries
5. Employment regulation
6. Reduction of foreign labor
7. Responding to increasingly demanding service and communications requirements of customers (Baum, 1997).
1999:
Lashley stated that instead of a particular hospitality curriculum being the important part to future success, “future managers need to be reflective practitioners”. In his longitudinal study, student development was tracked and teaching strategies within hospitality management programs were matched to the preferred learning styles of students. His findings indicated that hospitality management students at the higher levels preferred concrete learning settings while, upon entrance to programs, theory and reflection were more important to student success. He noted that the pilot study had one major shortcoming; it was that only one team of educators was surveyed and that the author had not yet discovered the perfect way to develop educational strategies for hospitality management students. While Lashley touched on the importance of learning styles and hinted at the importance of job competency skills being transmitted to students of hospitality, replication with a larger sample size would be necessary to draw further inferences (Lashley, 1999).

2000:
Historically, Japanese managers were trained in house within their companies. Not only are hospitality management programs absent in Japanese colleges, but even executive education for hoteliers is performed mainly within corporations instead of in executive education programs. Taylor and Berger noted, “Japan is a country where in-house management training has been the norm”. The country’s historical practice of lifetime employment - whereby employees would start working at one company in their youth and remain until retirement - often focused on management grooming and training in all areas. Seniority and promotion from within were the norm. As such, baccalaureate-level hospitality programs have not taken a stronghold within Japan (Taylor & Berger, 2000).

In China, many of the hospitality programs are varieties of Western-style training programs. Tourism programs have grown from just one offering in the late 1970s to almost 1000 by 1997. As in the U.S., Australia, and Europe, curricula seem to vary greatly. Xiao remarked, “The first restraint [to programs’ future development] is the unclear differentiation of objectives for various educational levels, which has caused
much overlap and waste in curriculum design” (p. 1052). Offerings of tourism programs have sprouted in both the professional/vocational schools as well as in higher education with no systematic design of curricula. “The diversity [in curricula] reflects the immaturity of tourism education as a field”. In China, multiple governmental authorities have been involved in the creation and distribution of these educational programs. One is the China National Tourism Administration (CNTA) which played a valuable role from the 1970s to the 1990s. The China National Education Ministry (CNEM) is focusing on a national education reform to include: broadening disciplinary bases, redeveloping programs, and redesigning curricula. One effort they will undertake entering the 21st century is to “standardize tourism education practice, and to construct tourism management as a secondary study area within business administration schools” (Xiao, 2000).

The conundrum of what should and should not be included in hospitality curricula was also noted in a report by Selwitz. In his limited analysis of 5 top hotel executives not one of them had baccalaureate degree-level training specifically in hospitality management; however, each of them suggested topics which would assist a future general manager or lodging executive in his or her pursuit of a career in the lodging industry. These respondents, which Selwitz described as “today’s most successful hotel entrepreneurs”, emphasized that students needed to examine their skills and match them most closely to a specific niche in the lodging industry. Further, they said that a strong interest in business and a commitment to long hours was a must. The majority of these leaders also emphasized that financial knowledge and “knowing the numbers” was of paramount importance. Other items discussed included passion, teamwork, and fair treatment of human capital. Indeed, there was no consensus on any one perfect training module for hospitality at the baccalaureate level. Instead, their focus was on matching the vast number of opportunities in the field with the specific traits and job competencies of the individual (Selwitz, 2000).
2001:
Brownell and Chung stressed the importance of a competency-based model rather than a model based specifically on training solely in business administration. The ideal design of a curriculum, in their viewpoint, would include skills that are developed through real-life applications, a core of fundamental communication and leadership processes, customization to the specific strengths and weaknesses of each particular student, and they emphasized that skill development would occur over a long period of time, not necessarily during baccalaureate-degree training. Brownell and Chung stressed the importance of experiential learning while creating the Master of Management in Hospitality program at the School of Hotel Administration at Cornell University (Brownell & Chung, 2001).

2002:
Devendra Agochiya (Agochiya, 2002) has expressed his experience in his book on every trainers hand book. Being a trainer by profession, with an experience of many years in training, the author has interacted with many people from all fields. The author has shared his experience regarding the relevant requirements of training aspects. The most important constituents are the participants for training. The author is of opinion that the participants are also teachers who teach the trainer and also learn from him. The book has also discussed about the different aspects related to the concept and meaning of training, reasons for training, stakeholders in training and on-job and off-job training. The book has highlighted the learning process in training program by developing an integrated approach to learning in a training program, steps in preparing training design, delivering the training program, training methods and techniques, training groups and its dynamics. The book focused on the role and functions of a trainer and his / her capabilities related to handling the problems and finding out solutions for the same. The author is of opinion that there is need for continuous evaluation of any training program. The appropriate changes needed should be incorporated in the training schedule from time to time.

A report on the National Tourism Policy 2002 was issued by the Department of Tourism, Government of India (Culture, 2002). The policy regarding national tourism for the year
2002 was based on certain basic principles like tourism revolution, legislature framework and deep rooted relationship of tourism and cultural assets. It should be fully recognized and provided for effective linkage and close coordination should be established with the departments of civil, aviation, environment, forest, railways, home etc. Sustainability should serve as the guiding star for the new policy. Eco tourism, rural tourism, special attraction of tourists for yoga and siddha should be considered. The policy included introduction regarding tourism, national development in India, current situations and prospects, SWOT analysis, tourism development goals, objectives and strategies, creation of world class infrastructure, strategies for effective marketing, and creating India’s tourism in a brand position.

In 1957, the USSR launched Sputnik. This event caused impacts around the world, including influencing curriculum decisions. The United States conducted extensive research and undertook curriculum reforms as a result. Discipline-centered curriculum was a given especially in sciences and mathematics at that time, with federal support in a nationalistic response to the Cold War and space race. One of the most important outcomes was the notion that the most effective basis for curriculum development was the conceptual basis of each subject. The movement in concept-based curriculum is still prevalent today. It continues in large-scale curriculum projects in the United States, in the United Kingdom, in New Zealand and in Australia (Smith & Ewing, 2002).

2003:
Academia - Industry Interface could be defined as interactive and collaborative arrangement between academic institutions and business corporations for the achievement of certain mutually inclusive goals and objectives. Traditionally, business schools were looking for placements and internships for their students and the industry for fresh recruits who are well trained and equipped with the right KSA (knowledge, skills and attitude) to be able to contribute to organization’s growth. Bisoux has explored the relationship between academics and industry. He says that corporations are placing growing emphasis on finding the “right person”. It forces the business schools to think
more carefully on whom they hire, and therefore the role of industry in the entire business school model becomes important (Tricia, 2003).

2004:
A doctoral thesis report on Problems and Prospects of Tourism Industry in Gujarat was submitted by Manisha Devendrabhai Thaker (Thaker, 2004). The objective of the research work was to study the existing tourism facilities in Saurashtra – Gujarat. The study examined the existing tourism patterns, arrivals and used those patterns in the state. The study accessed the existing problems in the way of tourism development by analyzing the perception of tourist satisfaction and dissatisfaction. The study suggested some practical measures towards accelerated development of tourism in the state. The study found that there were different problems like lack of finance, less education, absence of training institutes leading to shortage of trained staff, manpower shortage, lack of other infrastructural facilities, lack of transport services etc. The problem of less staff, untrained staff and lack of institutions was highlighted in the study.

2005:
Peter Ricci, in the year 2005 had made a comparative analysis of job competency expectations for new hires (Ricci, 2005). The study also observed the relative value of a hospitality management degree. The study is based on primary and secondary data. The primary data was collected from 156 lodging managers using an appropriate questionnaire. The study focused on job competencies related to three areas i.e. knowledge, ability and attitude. The study identified the differences between the degree of new hire, gender of manager, years of experience and type of lodging facility provided. The study compared two groups’ i.e. new hires with baccalaureate hospitality degree and new hires with non baccalaureate hospitality degree. The study showed significant differences between lodging manager expectations for new hires based upon whether the new hire possessed degree or not. The study concluded that there were higher expectations from newly hired employees who possessed baccalaureate degree in hospitality.
A study titled Hospitality Education: Stuck in Low’ Syndrome was done by Seth for the Federation of Hotel and Restaurant Association of India (FHRAI). The study would cause concern to the industry on the question of the current status of hospitality management education. Of the managers interviewed, about 20 per cent thought the quality was poor and that it was further declining since there is lot of emphasis on theory and not on the practical side of operations. They also complained that the quality of faculty in most institutions is poor and the teachers were out of touch with the modern needs of hotels. One complaint of the faculty members was that the quality of industrial training in hotels was not up to the mark (Seth, 2005).

According to Barron, Watson and McGuire, educational providers are facing a number of key changes that are focusing attention on efficiency in relation to delivery methods. New opportunities offered by information technology could facilitate major change in delivery of education, providing greater flexibility for learning. There should be flexibility of provision, choice and delivery mechanisms within a clear and transparent funding system. This should be done through effective partnerships of private, public and social sectors with greater coherence and collaboration at local levels (Barron, Watson, & McGuire, 2005).

Australia’s reputation as a leader in tourism education is likely to continue for the foreseeable future, even though great challenges exist for tourism higher education to meet the needs of the tourism industry. Previous research indicates, however, that tourism employers are keen to work with tourism educators in order to improve the situation. This research reflects the tourism industry perspective on tourism curriculum design and tourism education development. It will improve the likelihood that universities provide graduates with the knowledge and skills that are highly regarded by employers and which contribute to the country’s prosperity and social capital (B.King & Smith-Craig, 2005).

Tourism education is closely related to the tourism industry from an individual perspective in terms of employment, and from an organizational perspective in terms of the labor supply. This study provides grounds for a dialogue between the tourism industry
and tourism education. It will provide a deeper understanding of what and how to educate new graduates who are highly skilled and ready to face the challenges of increased competition. This will enable the tourism industry to be more competitive, more effective and more innovative. The study will also further develop industry’s knowledge about the structure and content of tourism degree courses (Ladkin, 2005).

The curriculum for philosophic practice covers all four domains illustrated in Tribe’s curriculum model, and represents a synthesis of the dichotomy. These four key domains are liberal reflection, vocational reflection, vocational action, and liberal action. A vocational curriculum is a curriculum for employment, and a liberal curriculum is a curriculum for thinking and reflection. Liberal reflection takes reflection beyond the workplace and holds an emphasis on critique theory. Courses in the philosophy of tourism or tourism ethics are examples. Vocational reflection is an emphasis on reflection, evaluation and modification of tourism industry skills and knowledge. The knowledge is developed from experience and action in tourism. Vocational action refers to the actions of those employed in the tourism industry, with the aim of preparing for effectiveness at work. The marketing of a destination and the management of a hotel involve vocational action. Liberal action requires the extra step of transferring the critical thinking and understanding of the tourism world into action. This action brings changes not only at the individual level, but also at a societal level. The vocational and liberal interests in tourism higher education curriculum are rarely synthesized. As Tribe says, “there is nothing necessarily wrong about designing courses which are mainly vocational or mainly liberal”. The curriculum of tourism higher education, which educates philosophic practitioners, is a way to strike the balance between the universities’ missions and labor force needs (Tribe, 2005).

Tourism degrees are important, as Tribe and Airey state that tourism education must do much more than reflect the immediate needs of the workplace or the immediate demands of entry-level employment positions. Tourism education, aiming to provide new insights to the management of tourism activity, will make itself relevant for the future. An improved understanding of how best to educate would bring benefits to both individuals
who wish to develop a career in tourism and the tourism industry as a whole (Airey & Tribe, 2005).

2006:
Tony Bray’s (Bray, 2006) book discusses about creation of effective and successful training programs. The book is a complete practical guide for the trainers who are in the field of training. The book consists of training design project which includes identifying stakeholders, initial planning, design process, formal learning needs analysis, team based needs analysis with functional competencies, core competencies and critical work processes. The book focused on the impact of learning styles, learning methodologies, four ways of communication, design model for training i.e. STAR (S = Simulating Interest; T = Transfer ideas or concepts; A = Apply the learning and R = Review what changed). The book has explained the design of each session in detail with course material by using audio and video visual aids, e-learning etc. The book also focused on pilot course of training which should be followed by actual course of training and finished with live training.

Curriculum work is mainly of two orientations; one focusing on practical matters, and the other on the theoretical. In 1918, Franklin Bobbitt’s book The Making of Curriculum was published. This was the first time the word curriculum was used as a common term including courses of study, content, and subject matter for referring to what was taught in schools. In the last fifty years, a variety of ideas and themes have been produced in curriculum work. Each of them reflects the economic, political, and social conditions in which they evolved. Some important themes of curriculum work will be discussed in this section, including objective-approach curriculum, discipline-centered curriculum, students- centered curriculum, and teacher-professionalism curriculum. This definition highlights two key features of curriculum: firstly, learning is planned and guided (namely, the organization of learning); secondly, the definition refers to schooling. Sometimes, the word curriculum is also used to describe “a discipline, a specific area of knowledge and academic study” (Hewitt, 2006).
The concept of Experiential Learning is also catching a wider attention now a days, particularly when dealing with adults who use their experience to create and construct knowledge. In a way, this concept is an off shoot of constructivism with emphasis on andragogy (teaching of adults). According to this, adults have their own concrete experience, based on which they make their own observations, reflect, generalize and test (Srivastava, 2007). Experiential learning is a general term used to describe academically related work experience which gives learners opportunity to utilize their work related experiences in the construction of further learning.

Faculty are depended upon for quality graduates that they produce and send in to the world of work. Their view on what generic competencies such as analytical thinking, ability and willingness to learn, self-confidence, relationship building was sought in order to compare these with the students’ views. Faculty interacts with mentors whilst visiting students in the workplace for WIL assessments and has an indication of what employers expect of graduates. The results from this research would enable faculty to ensure inclusion of these competencies whilst teaching and assessing students. The challenge though is to make students realize how important it is to have generic competencies, how these improve their employment opportunities in a highly competitive market and that they should take ownership of these (Maher & Graves, 2007).

A research paper on HRD Practices in the Classified Hotels in Orissa: A Study of Employee Perceptions was written by Sampad Kumar Swain and Babu P. George (Swain & George, 2007). The paper discussed about the employees perception of HRD practices prevailing in the classified hotels of Orissa. The data was collected through primary and secondary sources. A sample of 90 employees was chosen and data was collected using convenience sampling method. The paper concluded that the employees were concentrated more on marketing functions and totally neglected the complimentary aspects of HRD. The study revealed that the hotel employees do appreciate the fact that there was a positive association between professional training and their chances of promotion. The training can be of help for promotion. But it was found that there was no
significant relationship existing between the level of professional training and perceptions about the benefits of professional training. The study highlighted the fact that training should be evolutionary, changing and sometimes constant.

The present tertiary education system in Australia consists of higher education (universities) and vocational education (TAFE institutes). The differences between the two are often characterized in terms of the qualifications they deliver (for example, higher education refers to Bachelor, Masters and PhD degrees etc., while TAFE refers to Certificates and Diplomas etc.). This distinction is, however, blurred because some universities now offer diplomas and some TAFE institutes offer degrees. Rather, it is more important to note how the educational goals of each level differ. As Young states, TAFE education is heavily influenced by the immediate needs of industry. Tourism vocational education appears to emphasis the specific skills needed by employers. In contrast, higher education highlights innovation. Tourism degree graduates are exposed to a broad range of tourism economic and development issues that relate to the industry’s development and growth. The combination of theory and practice aims to prepare students to analyze tourism markets, assess regional weaknesses and strengths, and understand security, marketing, infrastructure and costs associated with tourism. The development of tourism higher education provides the supply of talents suitable for the rapid growth of the tourism industry in quantity and quality (Young, 2007).

2008:
P Srinivas Subbarao has given a working paper on The Issues and Constrains in Manpower Supply in Indian Hospitality Industry (Subbarao, 2008). The working paper discussed regarding the requirement of efficient management and successful operation which depends upon the quality of manpower. The paper focused on the shortage of skilled manpower for overall development of tourism. In India rapid expansion of hotels of international standards create a high level of demand for experienced and skilled staff. The paper discussed about the issues and constraints related to demand and supply of manpower in hospitality management industry and also suggested the recommendations to fill the gap. The paper discussed regarding the issues like shortage of manpower,
shortage of training materials, facilities, lack of professional trainers, gap between the educational and practical applicability and the lack of knowledge among students and parents regarding hospitality education as a career. The study recommended that, the government must constitute a steering committee to review the demand and supply of human resources required in the hospitality industry and prepare the plan accordingly, tie up with industries, more interaction and interface with industry and institute, revised curriculum as per the need of the industry, requirement of continuous training, sponsoring for training and research on the problems and constrains regarding the supply and demand of human resource in the hospitality industry.

In India, the National Council for Hotel Management and Catering Technology holds an entrance test for admission to the 3-year B.Sc. Hospitality and Hotel Administration programme, offered jointly by the Council and the Indira Gandhi National Open University. Selection to more than 30 institutes of Hotel Management and Catering Technology in different parts of the country, from Thiruvananthapuram to Srinagar, is made based on the ranks in this entrance test. The programme equips students with various skills, knowledge and attitude to discharge the supervisory responsibilities in the hospitality sector. It also involves laboratory work that enables students to acquire the knowledge and skills in the operational areas of food production; food and beverage service; front office operation and housekeeping. Further, it provides managerial inputs in hotel accountancy; food safety and quality; human resource management; facility planning; financial management; strategic management; tourism marketing; and tourism management. The study revealed that those hospitality professionals who have the right temperament and aptitude to meet the personal requirements of guests, and the strength of technical training in the diverse aspects of hotel management have fine professional prospects in India and abroad. Fine communication skills, pleasing behaviour, politeness, ability to remain composed even under tension, willingness to work anytime during the day or the night, and expertise in the different aspects of the industry are necessary for success (Warrier, 2008).
Roger Buckley and Jim Caple (Buckley & Caple, 2008), in their book on the theory and practice of training, have discussed about the training approach methods in today’s advance technology era. The author is of the opinion that the concept of job for life is day by day reducing and becoming rare. Different new products and services are introduced with different styles and it needs the skilled and competent personnel. The author is of the opinion that decentralization is not always good and effective in case of training. Centralization is an effective tool in training. In today’s advanced technology, the world has become more interconnected and a particular / single training approach or method is not sufficient. There are many techniques and tools which trainers have to find out and deliver in training. The book has explained about the training and organizational environment, training needs, benefit of training and corporate strategies. The book also discussed about the stages in systematic approach to training, stages in investigating performance problem, corporate strategy, training and man power planning and ongoing personnel procedures. The book stressed on analysis for on the job training, job synthesis and future oriented job analysis, functional analysis, knowledge and topic analysis, skill analysis, training criteria, standards, training objectives, learning principals and conditions. The book also focused on training course, its selection, design and delivery, individual training, development with one to one training, role of trainer and delivery techniques.

A report on International Workshop and Conference for World Renowned Hospitality Professionals was conducted (Editor, 2008). World renowned hospitality professionals gathered to find out the training requirements to prepare hospitality and tourism professionals of bridging the gap between the employable and the educated. The conference provided the panel discussion, students workshop on the managing guests expectation, interactions with professionals and students. The technical sessions regarding the conference were related to the hospitality industry and careers, human resource in hospitality management, tourism promotion, impact of tourism on environment, hotel guest perceptions, geo informatics in tourism, tourism policies, students section, medical tourism etc. The conference also focused on research and
development activities of tourism and hospitality industry. The seminar produced a number of emerging trends, initiatives and ideas useful for the participants and learners.

2009:
Paul A. Whitelaw, Paul Barron, Grant Cairncross, Michael Davidson and Jermy Buultjens (Paul A Whitelaw, 2009) have issued a technical report on the training needs of the hospitality industry. This technical report has gone through external peer review process. The report explained the characteristics of hospitality management with special reference and focus on hospitality graduates and hospitality manager skills and competencies. The study talked about consolidated focus groups i.e. generic skills, skill shortages, recruitment training, industrial relations etc. The document tried to investigate the training needs of the hospitality and tourism industry in Australia. The study was based on primary as well as secondary sources. The primary data was collected from four consolidated groups situated in Australia with hospitality industry professionals. The study also focused on different issues like working holiday, visa program, common wealth, governments mature age workers program and the extensive vocational education sector. The study concluded that the extensive vocational education sector can provide the required significant group of capable workers for the industry. The study also concluded that there is an enduring demand for front line service staff in hospitality and such demand can be met by providing proper training. There is need for educational institutes and universities to develop high level of conceptual skills and its practicability. Both industry and educational institutes need to engage in more dialogues to gain the greater appreciation of the benefits of recruiting well educated ambitious university graduates.

2010:
Rajeev Mishra and Kulwinder Pal have made an attempt to focus on Strengthening the Delivery Mechanism in Hospitality Management Education by Applying the Implications of Sound Pedagogical Theories (Mishra & Pal, 2010). This paper has tried to identify the ways to strengthen the delivery mechanism of hospitality management education in India. The study focused on applying the implications of sound pedagogical theories. The
elements like human resources, materials and methodologies and applied act are the foundation for efficient delivery mechanism. The pedagogical scaffoldings consisted of finding of various teaching – learning theories proposed by many institutional strategies that can be utilized for enhancing the efficiency of hospitality management education. Various courses of hospitality management education are developed by academic or professional institutes with the inputs of regulatory bodies like AICTE, NCHMCT etc. The objective of the paper is to explore the prevailing scenario of hospitality management education in India. Another objective of the study was to identify the requisite skills among the hospitality professionals in the present era of globalisation. The study also tried to investigate pedagogical world to find out the relevant theories suiting the present hospitality management education system. The study suggested suitable pedagogical findings to be utilized for strengthening the delivery mechanism of hospitality management education. The study focused on historical perspective of hospitality management education in India, its present status, theories of teaching, and analysis of pedagogical theories and theories of learning, transferring, building, traveling and growing pedagogies.

A paper on ‘Incorporating crisis management into hospitality education: A study of current curriculum content compared to skills essential for today’s environment’ was written by Barent N. McCool (McCool, 2010). The paper discussed about manmade disasters such as Monte Carlo hotel fire in Las Vegas, Nevada in the year 2008 or the terrorist attacks in the year 2008 on the hotels in Mumbai, India. The paper focused on providing crisis management education to their students in such type of situations. The study was based on secondary data by evaluating international hospitality management education programs and its curriculum within the United States. The study concluded that only skills related to service are incorporated in the curriculum but the situations like terrorist attacks and crisis the skills are not covered. The study recommended that such crisis management education should be included in the curriculum as per the requirement of situations and industry.
A book titled Human Resource Management for the Hospitality and Tourism Industries was written by Dennis Nickson (Nickson, 2010). The book explained about HRM and hospitality industry. The book highlighted different issues regarding international HRM and organization culture. It explained about the labour market, its requirement and selection. The book focused on equal opportunities and management diversity, training and development, performance management and performance appraisal. It also included challenges faced by the managers of tourism and hospitality sector in operationalising performance appraisal schemes and recognizing the range of skills required by tourism and hospitality managers to successfully conduct the performance appraisals. The book also discussed about the rewards strategies and hospitality industry and employee relations, involvement and participation with welfare, health and safety aspects of employees of hospitality industry. This book also examines the importance of rules and regulations in the employment relationship focusing on grievance and disciplinary procedures.

The Annual Report 2009-10 of the Ministry of Tourism, Government of India gives the detailed information regarding the tourism sector for the financial year 2009-2010 (Secretary, Annual Report 2009-10, 2010). The report gives an overview of the tourism industry and the details regarding the functioning of the ministry of tourism for the year 2009-2010. The report consisted on 20 chapters namely overview of the industry, development of tourism infrastructure, new tourism products, hotel and travel trade, HRD, publicity and marketing, statistics, surveys and studies, international cooperation, India tourism development corporation limited, welfare measures and vigilance, progressive use of Hindi, gender equality, Common Wealth Games, CAT cases, implementation of RTI, 2005, departmental accounting organization, an overview of north eastern region, important audit observations, implementation of equal opportunities and protection of right and full participation act 1995, for persons with disabilities. The year 2009 witnessed a substantial fall of 3.3% with 5.11 million FTA arrivals of foreign tourists as compared to 2008 due to the global slowdown, terrorist activities, H1N1 influenza pandemic etc. For gearing up the common wealth games the ministry of tourism and the other government agencies prepared the schedules to meet the
requirements for the games. The year 2009-10 witnessed heightened engagements of the ministry of tourism with the states to strengthen the initiatives to promote tourism to a new height. In order to meet the huge skill gap in the hospitality industry the ministry has adopted a multi pronged strategy which includes strengthening and expanding the institutional infrastructure for training and education. For this purpose the ministry has decided to support certain new institutes of hotel management (IHM) and food craft institutes (FCI) in the states besides providing financial assistance for modernization and capacity enhancement of existing IHMs and FCIs. The ministry has promoted a five pronged strategy to bridge the skill gap observed in the hospitality sector i.e. effort to increase the annual pass out of trained persons, asking the existing IHMs to start craft courses, brad basing of hospitality education / training, a scheme dedicated to the training and upscaling of the existing service providers and skill testing and certification of existing service providers. The important initiatives taken by the ministry of tourism during the year 2009-10 like a special training program to create employable skills, skill testing and certification of the existing service providers, certified hospitality trainers program, training of teachers of IHMs and FCIs, earn while you learn program, training of 3000 taxi / bus drivers and conductors/helpers and training of 8000 auto rickshaw drivers.

2011:
Rolf P. Lynton and Udai Pareek (Lynton & Pareek, 2011), in their book have mentioned about the training required for development. The book is subdivided into four parts. The first part talks about the training aims, context, choices and dynamics covering what is training, why it is required, choosing goals and training strategies. The second part discusses about the overview of training processes, six methods to highlight experience, four methods for understanding and improving planning design of the programme, developing group and climate, style of training and trainers, evaluating training and follow on support. The third part is about the training and training system development with different task of the training system, system goals and approaches to system development and training centers. The fourth part explains about building competence,
support and profession, innovations and developments and building institutional support for the same.

A study was conducted by Spowart on Hospitality Management Competencies in the year 2011 (Spowart, 2011). The study was aimed to find out the concurrence on employability skills by the faculty and the students. This research paper was one of the series of papers for establishing the competencies required for employability. It is a comparative study between students’ belief and faculty regarding the competencies which were compared after the completion of their academic studies. The objective of the study was to ascertain the views of the faculty and the students regarding the competencies which according to them were very important for employability. The study also aimed to find out the type of practical training or demonstration required for filling the gap between the graduates and the employable. The study was based on primary and secondary data. 65 final year students of hospitality management and 26 faculty members of seven public and two accredited private schools of the University of Johannesburg in South Africa were studied. In both the cases i.e. students and faculty, it was observed that there was a significant difference between the ideal i.e. required and real i.e. practical.

A report on Tha Skills Tasmania, Hospitality Futures, The Hospitality Industry Skill Development Initiatives was given by Tasmanian Hospitality Association (Association, 2011). The study was based on primary and secondary data. The sample was collected from 60 enterprises with the objective to identify the challenges, constraints and opportunities in the current climate and work force related issues etc. The findings of the study were that the hospitality industry was casual due to a range of factors like employee choice, seasonality, business need and industrial award. The study focused on high staff turnover rate which was the biggest problem of the industry. The study also found that the perception regarding the hospitality sector was among the lowest and the people considered it to be the last option. The study observed that there was lack of opportunities for causal employees to access traineeship and apprenticeship and also it was observed that there was shortage of skills and there were no specialization found in the education which would help the candidates to develop their skills.
The Annual Report 2010-11 of the Ministry of Tourism, Government of India gives the detailed information regarding the tourism sector for the financial year 2010-2011 (Secretary, Annual Report 2010-11, 2011). The report gives an overview of the tourism industry and the details regarding the functioning of the ministry of tourism for the year 2010-11. The report consisted on 20 chapters namely overview of the industry, development of tourism infrastructure, new tourism products, hotel and travel trade, HRD, publicity and marketing, statistics, surveys and studies, international cooperation, India tourism development corporation limited, welfare measures and vigilance, progressive use of Hindi, gender equality, Common Wealth Games, CAT cases, implementation of RTI, 2005, departmental accounting organization, an overview of north eastern region, important audit observations, implementation of equal opportunities and protection of right and full participation act 1995, for persons with disabilities. The year 2010 witnessed a substantial growth of 8.1% with 5.58 million FTA arrivals of foreign tourists as compared to 2009. For the common wealth games the ministry of tourism and the other government agencies took many steps to increase the hotel accommodation capacity and for upgrading the existing hotel facilities. In order to meet the huge skill gap in the hospitality industry the ministry has adopted a multi pronged strategy which includes strengthening and expanding the institutional infrastructure for training and education. For this purpose the ministry has decided to support certain new institutes of hotel management (IHM) and food craft institutes (FCI) in the states besides providing financial assistance for modernization and capacity enhancement of existing IHMs and FCIs. Under the HRD policy of the ministry this is an inclusive policy under its ‘hunar se rozgar tak’ training program the ministry has trained 4960 youth with a targeted budget of 5500 youth in the employable age group of 18-28 years. In order to bridge the gap between demand and supply of skilled man power in the industry the government has proposed periodic assessment of the skilled manpower needs of the hospitality and tourism industry and formulation of policies and strategy to meet the skill gap. The government has also proposed for strengthening and expansion of institutional infrastructure for training and education. The government has also proposed training for aspiring and existing service providers, including certification of their skills. For this the
ministry has extended central financial assistance for setting up 19 new state institutes of hotel management (SIHM) and 11 new food craft institutes (FCI).

Pandey and Suruchi said Training makes its best contribution to the development of the individual – and through them to the organization for which they work when well motivated if rate of development is to further accelerate, the quality of management has to keep pace with this progress. Training is the act of increasing the knowledge and skill of an employee for doing a particular job. Training is a short term educational process and utilizing a systematic and organized procedure by which employees learn technical knowledge and skills for a definite purpose. The increasing completion amongst other things increases significance of training (Pandey & Suruchi, 2011).

2012:

Pankaj Diyas Sharma, in the year 2012 studied the impact of internship of hotel operations under the hospitality management in Central Ostrobothnia University of Applied Sciences (Sharma, 2012). The study is based on primary as well as secondary data. The quantitative method as well as qualitative method has been used for analysis. The main aim of the study is to analyse the effectiveness of involvement of hotel management education in the hotel operations. The study also recognized the perceptions of teachers regarding the knowledge and hospitality industry. The study also focused on the opinion of the hospitality management trainees regarding the difference in the syllabus and practical training. 30 management trainees from Nepal were chosen for the study. Also 8 management institutes from Nepal were studied. The research study focused on the problems faced by the management trainees during their internship in the hotel industry. It was observed that hotels in Nepal are not happy to welcome trainees in their hotel. The study concluded that an internship of 6 months is not sufficient to make the graduates competent and to make them well trained. The trainees and the hotel industry of Nepal were not satisfied with the internship programme and emphasized on proper co-ordination and co-operation among the hotel industry and institutions.
Sarah W. Kamau and Judith Waudo (Kamau & Waudo, 2012) have written a research paper on hospitality industry employers expectation of employees competencies in Nairobi hotels. The objective of the research paper was to determine the expectation of employers of hospitality industry regarding employees’ competencies. The study was based on primary and secondary data. The primary data was collected from 106 respondents containing HR managers, HOD’s, employers and employees. The study concluded that there was a big difference between the expectations of employers and employees competencies in the skills studied which included communication skills, specific technical skills, computer skills, good work habits, customer services and self discipline. The study focused on the awareness of employees and employers regarding hospitality industry expectations. The employers and employees were not aware about the expectations of the industry. But on the other hand the managers were found to be above the task. The study suggested that there was requirement of closer link or collaboration which needed to be established between the training providers and hospitality industry which will help the employees to become capable of knowing the industry’s expectations and vice versa. If this happens the quality of service in the hospitality industry will improve in today’s competitive era.

A research report was prepared by the Market Pulse for the Ministry of Tourism (Pulse, 2012). The report was based on primary field survey analysis of secondary data with experts’ interviews and discussions. The study was a mixed effort different institutes covering 3830 units all over India, which included star category, unclassified hotels, restaurants, medical / wellness establishments, travel and tour operators and hotel management and travel and tour institutes. The aim of this research was to estimate the tourists, based on the government statistics relating to tourists’ traffic. The study estimated the number of hospitality units based on the count of units in different published sources as well as physical scanning. The basic objective of the study was to assess the employment pattern and demand for man power by making survey sample. The study also assessed the current training infrastructure for the hospitality sector by conducting a survey of training institutes. The study identified the number of establishments working in the hospitality sector and segregated them according to their
specialization. The study also identified the different trends in room availability as well as the demand and supply trend of the establishments. The study focused on employment intensity norms (i.e. 204 employees per 100 rooms in 4 star and above category and 152 employees per 100 rooms in 1 to 3 star category hotels. For unclassified category 61 employees for every 100 rooms required. Eating outlets have 31 employees per 100 chairs while travel and tour operating firms employed an average of 14 employees per firm). The study also focused on employment problems in hospitality sector i.e. permanent as well as temporary employees with increasing trend of employee turnover in the last 8 years (2002-2010). The study found that the northern India to be the highest in terms of employment in the hospitality sector followed by the western region. The employment pattern was also observed and analyzed by the study. Employment was found to be more in the housekeeping department followed by the food and beverage department. Front office and food and beverage together account to 68 percent of the work force. Administration and security are other larger functions of the hospitality industry. With respect to the training of employees, only half of the employees in the key functional domains were reported to have been formally trained in both hotel types (4 star and above and 1 to 3 star categories). In the restaurant and the eating outlets only 35 percent of the staff was found to be formally trained. The study forecasted the employment opportunities which were likely to increase up to 76 lakhs by the year 2020. The annual manpower demand for employees in the hospitality industry has crossed 5 lakhs in the year 2009 – 2010 and is likely to grow to almost 9.20 lakhs in the year 2010 – 2022. With respect to training institutes available in the hospitality sector in India, a total of 337 (38 government owned hotel management and food craft institute, 200 other institutes either affiliated to university or AICTE and 101 travel and tour institutes offering different courses related to ticketing and tourism) training institutes were found to the present in the year 2010. The study observed that there was a gap between the demand and supply in the man force, the reason being rapid growth in the hotels and hospitality industry, training infrastructure not as per the requirement and a significant attrition rate prevalent in the industry (2011-2012 = 5.13%; 2016-2017 = 6.35 (expected) and 2021-2022 = 8.64 (expected). The report recommended that there was requirement to improve the training infrastructure, requirement of food craft institutes at regional
level, both degree and courses are needed across India for this sector and more particularly there is requirement of the courses in the western region due to the high level of gap in the demand and supply of skilled workforce. Short term certificate courses of three to six months helps to bridge the gap between the demand and supply. Awareness campaigns regarding the hospitality education should be conducted at the level of secondary education. Formal training should be incorporated in the syllabus. Proper care should be taken by the hotel management institutes while admitting students for the course so that only those who are capable of working in this industry are chosen for the course. The institutes must conduct written test, group discussions, personal interview etc. in order to judge the candidates capability.

A background paper was prepared for the education for all – global monitoring report by Monika Aring (Aring, 2012). The report discussed about the skill gaps in the developing and developed countries. The report was based on both primary as well as secondary data. The report reviews the surveys of 120 employees from developed and developing countries. The focus of the report was on the causes for the skill mismatch i.e. the difference between the educated / graduated and employable candidates. The report says that the skill gaps have a direct impact on productivity, employment, enterprise creation whether in formal sector or informal sector. The skill mismatch has been discussed according to the region, sector, enterprise size and educational level. The report highlighted the requirement of the employers (Demand), availability of the skilled workforce (Supply), the measurement of skills and employability skill gaps.

A report issued by the Ministry of Tourism for the Financial Year 2011-2012 provides the information related to the overview of the tourism, the functions of the ministry, development of tourism infrastructure, new tourism products like cruise tourism, adventure tourism, medical tourism, golf tourism, polo tourism, film tourism, hotels and travel trade etc (Tourism, 2012). The report explained about human resource development, publicity and marketing, statistics, surveys and studies, international cooperation, Indian tourism development corporation of India, welfare measures and vigilance, progressive use of hindi, gender equality, implementation of right to
information act 2005, departmental accounting organization, proposed strategy for twelfth five year plan and an overview of north eastern region. The report involved different surveys undertaken by the ministry of tourism upto February 2012 in the state of Punjab, Maharashtra, Delhi and Jharkhand. The study also focused on the problems and challenges faced by the medical tourist visiting India, study on tourism in overseas markets of Australia, New Zealand, U.A.E., and U.K. The data related to ongoing projects were also presented in this report. Regarding HR development the report highlighted the need of man power and system of training and professional education with necessary infrastructure report both in the way of quality and quantity. National council for hotel management and catering technology, Indian institute of tourism and travel management are the institutes which work for skilled manpower. The report focused on the need for efforts which should be taken by all the state governments with central government to meet the skill gaps and capacity building. Different initiatives have taken by the government like hunar se rozgar program, skill testing and certification of the existing service providers, certified hospitality training programs, earn while you learn program and training efforts which are taken by other institutes have also been discussed in the report.

A report was presented by the Government of India in the second round of regional conferences on Skill Development – Initiatives taken by the States (India, 2012). The report specified the good practices which emerged from the regional conferences on skill development and it was presented state wise (28 states). The report focused on skills required regarding 11 high demand trades i.e. construction, production and manufacturing, textile, automobile, hospitality, healthcare, banking, finance and insurance, retail, pharmaceuticals and chemicals, IT and ITES and Agro Processing. For this high demand trades skill development committee was set up. The report also highlighted that Maharashtra state skill development society was established as a single nodal agency inter alia for preparation and continuous updation of state skill gap assessment report and state skill development plan, empanelling and grading training providers. The society focused on 10 key departments to lead the skill development drive.
A research paper on Higher Education in Tourism and the real needs of the labour market: The case of the city of Guadalajara, Mexico was written by Otto Regalando Pezua and Maguel Angel Montoyo Bayardo (Pezua & Bayardo, 2012). The purpose of the research was to determine whether there was a gap between higher education in tourism training and real labour market needs in the tourism sector specifically applied to the city of Guadalajara, Mexico. The study was based on secondary data only. The study revealed that institutions of higher education in tourism, tourism industry and governments were responsible for the lack of qualified professionals in the industry that due to its generation of income and employment. The article proposed some recommendations for each of the main identified entities and provided the continuity of qualitative and quantitative research that allowed the generalization of the results across the country of Mexico.

2013:
A research paper was prepared by Kent Divoll and Sandra Browning regarding the Reading Retention Strategy (RRS) for the students (Divoll & Browning, 2013). The author discussed about the reading habit of students which is expected in college courses. Students do not always read what is expected. They only read for exam or quiz. The paper discussed about the reading retention strategy which was designed to motivate students to read and assist students in understanding the main points of the reading. The study was based on primary and secondary data. The sample consisted to two professors and their 54 students. The observation was done in two sections of four weeks summer course. The results of the study indicate that when RRS was employed students recalled more information on essay and short answer questions than previous strategy. The test has been conducted on the basis of pre and post results and the results were found by using ‘T’ test, mean and standard deviation. Only two percent of the students reported that they did not complete the course readings as per the RRS.

A report on Local Hospitality: Developing Local Employment in India’s Tourism Sector was done by Chris Gale, Piera Freccero, Philippa Melaniphy and Joe Shamash (Gale, Freccero, Melaniphy, & Shamash, 2013). This report showed that opportunities exist to
improve the impact of tourism on local communities through a targeted approach to recruitment and training. The research suggested that the case study organizations are not special cases rather they are likely to provide important lessons for tourism expansion in India. The data was based on primary and secondary data. The study focused on the suggestions and recommendations for stake holders to establish the effective processes for local employment in the tourism sector. The study discussed about the social considerations by understanding the motivations and expectations, social challenges, women in the sector, recruitment practices by communicating job opportunities, integrating employees into organizations, consideration of staff turnover, skill development by issues with existing vocational training system, technical skills, english skills, orientation skills, soft skills, opportunities for progression of candidate etc. The study also suggested the scope for future study in areas like recognizing skills, relevance of qualification and embedding standardization.

A report on Human Resource and Skill Requirements in the Education and Skill Development Services Sector 2022 was written by Raghuttama Rao and M. Sairam (Rao & Sairam, 2013). The report aimed at mapping of human resource skill gaps in India till 2022. The report explained the overview of education and skill development sector in India. Skill requirements for teachers and trainers, projected demand for teachers and trainers were also discussed in the report. The report concluded that it was the need of the hour that there was a requirement of technology and other innovative means of teaching content / training delivery. There was a need to strengthen the vocational educational stream with the main stream which would increase the demand for teachers and trainers. There was requirement for dialogue between the government and the private sector for the same.

A research paper on the Gap Analysis: Comparison of Job Related Attributes between Importance and Satisfaction was written by Change Lee (Lee, Gap Analysis: Comparison of Job Related Attributes between Importance and Satisfaction, 2013). The study surveyed selected work related attributes to help hoteliers to improve their work environment. The study initially identified the level of importance on work related attributes and satisfaction with those attributes among hotel workers. The study was
based on primary and secondary data. After administering 1456 questionnaires 351 questionnaire were found to be complete in all respects and the data collected from these questionnaires were considered for the study. As per the purpose of the study, work related attributes were measured according to the level of satisfaction and the level of importance. The study indicated that hotel workers considered their work environments in terms of who they work with. The study found three important attributes i.e. supervisor’s friendliness, job security and pay.

The Annual Report 2012-13 of the Ministry of Tourism, Government of India gives the detailed information regarding the tourism sector for the financial year 2012 – 2013 (Secretary, Annual Report 2012-13, 2013). The report gives an overview of the tourism industry and the details regarding the functioning of the ministry of tourism for the year 2009-2010. The report consisted on 18 chapters namely overview of the industry, development of tourism infrastructure, new tourism products, hotel and travel trade, HRD, publicity and marketing, statistics, surveys and studies, international cooperation, India tourism development corporation limited, welfare measures and vigilance, progressive use of Hindi, gender equality, CAT cases, implementation of RTI, 2005, departmental accounting organization, an overview of north eastern region and important audit observations. The year 2012 witnessed a substantial growth of 5.4% with 6.65 million FTA arrivals of foreign tourists as compared to 2011. Considering the importance of visa facilities in enhancing tourist inflow the facility of long term tourist visa of 5 years duration with multiple entries was introduced on pilot basis for the nationals of 18 selected countries. During the financial year 21175 persons have been trained under the program ‘hunar se rozgar tak’. To showcase and project the Buddhist heritage of India an international Buddhist conclave was organised by the ministry of tourism in Varanasi in september 2012 which was attended by 132 international delegates from 30 countries. New tourism products like medical tourism, adventure tourism, golf tourism, eco system tourism, polo tourism, meetings incentives conferences and exhibitions (MICE) tourism, film tourism, cruise tourism, wellness tourism were introduced in the financial year. For promotion of rural tourism the ministry of tourism extended assistance for capacity building in selected villages. The initiatives taken by under the HRD was, under ‘hunar se
rozgar tak’ 21175 have been trained, Training of local running home stay arrangements for tourists at Leh (Ladakh), tie up with army units, training of sentenced prisoners at Bhatinda jail, training of physically challenged person, training of children home inmates, heritage walk escorts, kumbh mela etc.

Ashok Singh and Nikita Maheshwari stated, Training offers great scope in strengthening the services rendered by the hotels. In this age of cut throat competition training helps the companies to drive competition advantage a service separates a great hotel experience from an average one. Services provided in the hotels are highly influenced by training programs (Rathore & Maheshwari, 2013).

2014:
A national employability annual report on hotel management graduates was prepared by Aspiring Minds Employability Solutions Company (Company, 2014). The report was based on both primary and secondary data. The sample was taken from 4000 hotel management students from 140+ final year hotel management colleges across India by taking employability test from six major cities of India i.e. Bengaluru, Chennai, Delhi, Hyderabad, Kolkata and Mumbai. The study reveals that there is a requirement of 1.5 lakhs trained personnel per annum whereas the availability of trained personnel is only fifty thousand i.e. only 1/3rd of requirement is available. The study focused on developing and grooming human resource for hospitality industry which is already a big challenge, and competition for the talent from other sectors like airline, retail, IT etc. The study concluded that the percentage of hotel management candidates hirable for the hospitality sector after the completion of their course is quite low i.e. 4 to 11% only. Females are more hirable (8 to 18%) as compared to their male counterparts (3 to 10%) across all profiles. More than 50 percent of the employable pools of the hotel management candidates are kept away from the employment opportunities. This is due to the lack of liaison between the industry and the institutes. During the test it was observed that the basic concepts and fundamentals related questions were not answered by the candidates. It was observed that going abroad was the only main aim of the candidates without possessing the required skills.
A research paper on Bridging the Industry – Academia Skill Gap, A conceptual investigation with special emphasis on management education in India was written by Prachi Kapil (Kapil, 2014). The paper was based on secondary data. The paper discussed about the large set of employees who are skilled, unskilled, semi skilled which required to be skilled in the changing environment. This is the need of the industry. The paper highlighted a number of current and future initiatives aimed at gearing up and accelerating interdependence between academic and industrial prospects in India by laying special emphasis on the research and development initiatives, governance of Indian management schools, building centers of excellence and attractive packages to the competent faculty. The paper also discussed about the need to bridge the gap between academia and industry, present placement position, skills required for employability, different emerging sectors which need employees or manpower, curriculum, research and development, challenges and recommendations for the same.

A study on the Importance of Individual Industrial Training as a part of Hotel Management Education Curriculum as Perceived by the Industry and Students was done by Sundar Srinivasan and Rajshree Pol (Srinivasan & Pol, 2014). The aim and the objective of this research paper was to analyse the importance of industrial training as a part of hotel management curriculum to find out the level of satisfaction about the industrial training program and performance of trainees. The paper focused on the gap between the hospitality education imparted and the requirements of the industry. The study was based on primary and secondary data. Hundred hotel management students from different colleges were selected for the study. The study found that hotel management trainees considered industrial exposure at highest level of importance. It was observed that learning opportunities were more during the training period. Application of theoretical knowledge while applying in the training was on the lower side. The gaps observed were syllabus content, attitude towards job, accountability and responsibility. Learning opportunities, confidence building, knowledge enhancement, operational exposure, guest interaction, procedure for selection of training was the important parameters for the level of satisfaction of hotel management trainees of their industrial
training. Hotel management staff was of the opinion that there was requirement of hotel management training at regular intervals for skilled manpower.

A research paper on the Impact of Robust Technology Training through E-learning in Corporate Hotels in India was written by Renju Mathai (Mathai, 2014). The motive behind this research paper was to identify the impact of e-learning in corporate training process in the hospitality industry. The study was based on secondary data only. During the study different literature were reviewed. The study investigated the advantages and disadvantages of e-learning and observed the different variables which were important for e-learning as a training tool in four star and five star hotels. The study also focused on several factors which influence the management to select e-learning as a training tool.

A research paper on Hospitality Education in India – Present Status, Challenges and Opportunities was written by Mahesh Kumar (Kumar, 2014). The study was based on secondary data only. The aim of the study was to identify the present status of hospitality management education in India and to explore the challenges facing the hospitality education in the country so as to forge the path ahead. The study found that the course committee should consist of industry representation with main focus on skills and competencies in the syllabus and requirement of faculty development program for the students’ continuous development as per the requirement of the industry.

A research paper on Quality Management Systems in the Hospitality Industry was written by J. R. Roberson; I. C. Kleynhans and W. J. L. Coetzee (Roberson, Kleynhans, & Coetzee, 2014). This paper discussed on the methods currently in use to measure the grading systems in the hospitality industry. The study also focused on measuring quality management in the hospitality industry and to gain an understanding of quality management in the industry. The study was exploratory in nature and was based on secondary data. The study revealed the variety of measurement instruments of quality management which already existed in the international hospitality industry. But it was found that the standard measurement instruments did not exist in the tourism, accommodation and food and beverage sectors particularly.
A research paper of Strategic Planning of Effective Hospitality and Tourism Education: Some Observations and Suggestions was written by Kumar Ashutosh (Ashutosh, 2014). The paper discussed about the strategic planning for effective hospitality education. The basic objective of this study was to identify the areas where academic institutions include industry’s participation. Another objective of the study was to assess the perceived benefit accrued from the partnership between academic institutions and industry in the specific area. The study was based on primary and secondary data. 30 deans and directors of business schools in India were studied using a structured questionnaire. The study showed that business schools collaborated with the industry using different avenues like guest lectures, joint seminars, training and internship of students, executive education programs, financial and infrastructural support to business schools, funding to academic and applied research and including the suggestions made by the industry experts in the curriculum. The study concluded that there was a requirement for both the stake holders i.e. institute and the industry, to come together to build a strong collaborative relationship which will indirectly effect in boom in the tourism sector. Every business school needs to identify the areas where they require an academic and industry relationship. Business schools need to evaluate the effective relationship of various modes employed by them objectively so that further course of action can be designed with specific goals and well planned procedures.

A research paper on E-learning: An Emerging Trend to Strengthen Hospitality and Tourism Teaching – Learning Process was written by Parikshat Singh Manhas and Parvinder Kaur (Manhas & Kaur, 2014). The basic objective of the study was to evaluate the impact of e-learning on hospitality and tourism learning system. The study also tried to find out the effect of e-learning on students capturing and retention power and to suggest strategies for strengthening the academics through e-learning. The study was based on both primary and secondary data. The data was collected from 232 students of graduation and post graduation level as a sample for the study. It was found that if e-learning techniques were applied in the tourism and hospitality institutes then students participation increased / enhanced with improved level of confidence in different things
and became the best tool of resource for teachers while delivering lectures. The study also found that e-learning can prove an important tool of motivation, confidence, control and better participation for both students and teachers.

A report on Skilling India – A look back at the progress, challenges and the way forward was written by Dr. A. Didar Singh and Narayan Ramaswamy (Singh & Ramaswamy, 2014). The report was based on secondary data. The report included skill development eco system of the country, challenges, recommendations and the way forward. The report stressed on the increase in labour force from 2011 to 2017 (expected). The report highlighted the educational profile of the labour force in India with the national skill qualification framework. The report focused on skill eco system in India. The report explained the key bodies of skilling and its implementation. The report discussed about the different challenges such as mobilization, scalability, mismatch between youth aspirations and jobs, ensuring minimum wages, labour laws, lack of training infrastructure etc. The report aimed at a way or path forward with international collaborations. The report suggested that some recommendations like awareness, role of government and industry, counseling, curriculum change and linkage, migration and training at sourcing cluster or geography, upgradation of infrastructure and industry academia connect, creating an eco system for self employed individuals and regulations regarding the same.

A study report titled India Skills Report 2014 was done by CII ((CII), 2014). The report was based on primary and secondary data. A sample of one lakh students across 27 states and 7 union territories and from more than 100 corporate players was chosen which formed the demand side of the supply chain. The report focused on the impact of rising demographics on employment. The report discussed about the great Indian talent, shaping students for a sound corporate future, supply chain talent etc. The employability skill test was conducted by ‘Wheebox’. The study found that the top states where major part of the employee pool comes were from Punjab and Haryana. The top two states that scored well in English were Rajasthan and Andhra Pradesh. The top two states that scored well in computer skills were Rajasthan and Punjab. Age group wise employability was also
given in the report (Age group of 18-21 = 37%; 22-25 = 27%; 26-29 = 20%; remaining above 29 age group). The study also measured the gender wise presence of employable talent. The rank of the states with respect to employable male talent was Tamil Nadu, Punjab, Uttar Pradesh, Delhi, Andhra Pradesh, Haryana, Karnataka, Orissa and West Bengal. The rank of the states with respect to employable female talent observed was Punjab, Tamil Nadu, Uttar Pradesh, Andhra Pradesh, Delhi, Haryana, Karnataka, Orissa and West Bengal. The preferred salary of this employable talent was between one to two lakh (67.41%); two to three lakh (32.43%) and above three lakh (0.13%). The study report also discussed about the other side i.e. the employers view. The corporate survey showed the percentage change in monthly hiring, domain wise hiring, mixed trends, degree hiring, mixing of management, IT, engineering etc. The corporate employers preferred various institutes, sectors and preferred sourcing channels. The report also explained the views of academicians. The report concluded that the most employable talent stated by the employer was Karnataka, Tamil Nadu, Delhi, Andhra Pradesh, Uttar Pradesh and West Bengal. The report also suggested the recommendation for bridging the gap between demand and supply.

A research paper on Employee Engagement in Hospitality Industry in India: An Overview was written by Mohd. Sadique (Sadique, 2014). The study was based on secondary data. The primary objective of the paper was to study the term employee engagement in the context to Indian hospitality industry and to achieve the organizational goals and objectives. The paper also discussed about the challenges faced by the Indian hospitality industry. The paper concluded that employee engagement was an emerging topic. An engaged employee is fully dedicated towards their work with enthusiasm. Without dedication and engagement better hospitality management cannot be provided at any cost.

The Annual Report of the Ministry of Tourism, Government of India gives information regarding the tourism sector for the financial year 2013 – 2014 (Secretary, 2014). The report gives an overview of the tourism industry and the details regarding the functioning of the ministry of tourism for the year 2013-14. The report consisted on 19 chapters. This
ministry is one the important ministries towards economic growth. The report suggested that Foreign Tourist Arrivals in India during 2013-2014 were 6.97 million with a growth of 5.9% as compared to 2012 and 4.3% as compared to 2011. The visa on arrival scheme of the government of India which was launched in 2010 has become popular with the tourists. The ministry holds consultations and negotiations with other counties for signing of agreement, Memorandum of association for bilateral or multilateral cooperation in the field of tourism. An inter ministerial coordination committee on tourism sector (IMCCTS) has been constituted under the chairmanship of principal secretary to the prime minister. In order to ensure the contribution of tourism in the rural sector the scheme of rural tourism was started by the ministry of tourism in 2002-03 with the objective of showcasing rural life, art, culture and heritage at rural locations and villages. A total of 203 rural tourism projects were identified and sanction upto December 2013 in 29 states / union territories. With the basic objective to reduce the skill gap affecting the hospitality and tourism sector and to ensure the spread of economic benefit of tourism to the poor, a special initiative namely ‘hunar se rozgar tak’ (HSRT) program was launched in the year 2009-10 by the ministry for creation of employable skills amongst the employable group in the age group of 18-28 years. During the year 2013-14, 67646 persons have been trained under this initiative. The government has reviewed and revised the guidelines from time to time for the approval to hotel projects and also for the classification of star category hotels to address the requirements of the hospitality industry. The report also included information on the development of tourism infrastructure, new tourism products, hotel and travel trade, HRD, publicity and marketing, statistics, surveys and studies, international cooperation, India tourism development corporation limited, welfare measures and vigilance, progressive use of Hindi, gender equality, CAT cases, implementation of RTI, 2005, departmental accounting organization, an overview of north eastern region, important audit observations, implementation of equal opportunities and protection of right and full participation act 1995, for persons with disabilities. The ministry of tourism and the state government sponsored and conducted various surveys and studies and the status of these studies and surveys have been mentioned in the report.
2.3 Research Gap:
In this chapter the review of literature has been done regarding the employability factors, skills and competencies required for employment in the hospitality industry. Also literature regarding internship, teaching and training pedagogies etc. have been studied. The researcher observed that the following points were not found in the literature reviewed:

- The structure of hotel management education and hotel industry in India
- Factors important for employability in hotel industry
- Gap between theory and practical in hotel management education
- Skill and competencies gaps observed during campus placements
- Teaching and training pedagogies in hotel management education.

Over the last decade the population of Pune has increased and at the same time the hotel industry has also grown heaps and bounds with many four and five star hotels coming up in and around Pune city. Also there has been an increase in the number of hotel management institutes. On the basis of the above the researcher decided to study the gap between the hotel management education and the hotel industry requirement around Pune city.

2.4 References:


51. Ramaswamy, N., Vilvarayanallur, Madhavan, & Kumar, G. (2013). *Opportunities in India / New Zealand, Skills, Partnership*. KPMG.


